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# **2012 Report Card on the Effectiveness of Teacher Training Programs**

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**Tennessee Higher Education Commission**

**State Board of Education**

**November 1, 2012**

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## EXECUTIVE SUMMARY

### **Introduction**

The Tennessee General Assembly passed legislation in 2007 requiring that the State Board of Education produce an assessment on the effectiveness of teacher training programs. The law requires that the report include data on the performance of each program's graduates in the following areas: placement and retention rates, Praxis II results, and teacher effect data based on the Tennessee Value-Added Assessment System (TVAAS) scores. The 2012 report card includes additional indicators for each program; more information on the changes and additions can be found in the following section.

The *2012 Report Card on the Effectiveness of Teacher Training Programs* contains information designed to inform the public of the effectiveness of teacher training programs and to provide preparation programs with the opportunity to improve the quality of programs through the use of data as set forth in the Tennessee Code Annotated 48-5-108.

Tennessee is working to improve teacher preparation with several First to the Top initiatives. As part of this work, the *Report Card on the Effectiveness of Teacher Training Programs* has been redesigned to be a more effective tool for evaluating the state's teacher preparation programs. The Tennessee Higher Education Commission (THEC) was given primary responsibility for the redesign process as well as future publication of the report card because of the agency's relationships with higher education programs as well as data collection capacity.

### **Redesign Process**

Over the past few years, the Tennessee Higher Education Commission has worked in collaboration with the teacher training programs, the State Board of Education, the State Department of Education, and other key stakeholders to continuously improve the quality of the report card.

A new feature of the 2012 report card includes an overview page which highlights some of the key data that is contained within that program's individual report.

The following changes are in progress:

- The report will include data collected through individual teacher performance assessments as collected through the Tennessee Educator Acceleration Model (TEAM) as well as the alternative teacher evaluation models.
- Teacher training programs will have the ability to develop additional individual reports tailored to the intricacies of their program in order to facilitate continuous improvement.

## **Explanation of Data**

### **Teacher Effect Data**

The SAS Institute, Inc. performed the analysis of teacher effect data for beginning teachers (defined as those with 1 to 3 years of experience) from all forty-four teacher preparation programs in the state. The goals of the study were: (1) to identify teacher training programs that tend to produce highly effective new teachers and programs that tend to produce very ineffective new teachers, and (2) to determine program quality in comparison to reference distribution levels of effectiveness with a fair and reliable statistical test. The report differentiates between the performance of traditionally licensed and alternatively licensed teachers in comparison to two reference populations: veteran teachers and beginning teachers. A more detailed explanation of these reference populations can be found in *How to Read the Program Reports*.

### **Placement and Retention Results**

The report contains placement and retention analysis for the 2007-08 through the 2010-11 cohorts of completers teaching in public K-12 schools in Tennessee. The Center for Business and Economic Research at the University of Tennessee, Knoxville compared data on the 2010-11 completers as reported to THEC by the teacher training programs against the Tennessee Personnel Information Reporting System (PIRS) database to determine the placement and retention of teachers from each program. The report includes the percent of completers teaching in their first year after program completion as well as those teaching in their second year, which captures those who waited a year before entering the classroom. The report also includes the percentage of completers teaching for three consecutive years. Finally, retention for three out of four years is included which captures those who took a year sabbatical from teaching in Tennessee public K-12 schools.

### **Praxis Results**

Teacher candidates are required to take the Praxis II exams in order to be eligible to teach in Tennessee. Praxis II exams are offered in multiple content areas. Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. More detailed information on Praxis results can be found on the state's annual Title II report to the federal government.

### **Limitations of the Data**

Several limitations to the data exist. These include:

- The value-added analysis is only available for teachers in the tested subjects and grades, which represents about 40% of the 2010-11 completers from teacher training programs.

- The state has implemented a new individual teacher evaluation system, Tennessee Educator Acceleration Model (TEAM), which is beginning to generate data to give a more robust view of teacher effectiveness in Tennessee. TEAM data will be included in the report card as soon as comprehensive and accurate data for the state are available. In addition, some districts are choosing to use alternative evaluation models. These models will also be included once the data are available.
- The placement and retention rates reflect only those graduates working in Tennessee K-12 public schools. Any completers teaching outside of the state or in a private school are not captured in placement and retention rates. In addition, some Tennessee charter schools are not reflected in the placement and retention data, but the State Department of Education is working to gather this additional data.

## **Findings**

### **Profile Information**

- The majority of 2010-2011 graduates from teacher training programs in the state were white females from Tennessee. Of the 5,109 completers, 86% are white, 78% are female, and 86% are from Tennessee.
- The most common endorsement area for program completers continues to be Elementary K-6 education with 1,991 endorsements, followed by Middle Grades 4-8 with 510 endorsements.
- Programs provided about 30% of ACT composite scores to THEC. The scores ranged from 12 to 35 with the combined average score of 22.7 for traditionally and alternatively licensed teachers. Alternatively licensed teachers had an average composite score of 24.7 while traditionally licensed teachers had a 22.6 average composite score.
- Nearly 97% of final grade point averages were reported. The average final GPA was a 3.57 for 2010-2011 program completers. Alternatively licensed teachers averaged a 3.62, and traditionally licensed completers had a 3.56 average.
- As part of First to the Top, Tennessee made a commitment to increasing STEM (Science, Technology, Engineering and Mathematics) teachers. Program completers in 2010-2011 earned 517 STEM endorsements; these account for almost 9% of all endorsements received that year.

### **Placement and Retention**

- Teacher retention within the first four years after completing the teacher training program is comparable to the national trends. Nearly 53% of program completers teach in a public school in the state in their first eligible year, and about 57% continue teaching for three out of the following four years. Almost 48% teach for three consecutive years.

## Teacher Effect Data

- Traditionally and alternatively licensed program completers from 2010-2011 show lower student achievement gains than *veteran teachers* in the following areas:
  - 4<sup>th</sup>-8<sup>th</sup> grade: Reading/Language Arts and TCAP composite scores
  - High school: Algebra I, Algebra II and End of Course exam composite scores.
- The 2010-2011 program completers, including traditionally and alternatively certified teachers, perform as well as *veteran teachers* in the following areas:
  - 4<sup>th</sup>-8<sup>th</sup> grade: Math, Science and Social Studies
  - High school: Biology I, English I, English II and U.S. History
- Traditionally licensed 2010-2011 program completers have higher value added scores than *veteran teachers* in high school Biology I. Alternatively licensed teachers show higher teacher effect scores than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math and high school Algebra I.
- Significantly more programs have a tendency to produce teachers with lower student achievement gains as compared to *veteran teachers*.
- Two programs had completers with higher student achievement gains than *veteran teachers* in the subject areas in which adequate value added data are available for that program. These programs are Freed-Hardeman University and Memphis Teacher Residency.
- When comparing 2010-2011 program completers to other *beginning teachers*, there are five programs that have a tendency to produce teachers with higher gains in student achievement data in the endorsement areas in which adequate value added data are available for that program. These programs are: Freed-Hardeman University, Memphis Teacher Residency, Teach for America Memphis, Teach for America Nashville and the University of Tennessee, Knoxville.
- Several programs are producing teachers that are not performing as well other beginning teachers in the state. Programs whose completers are less effective than other *beginning teachers* in two or more subject areas in which adequate value added data are available for that program are: East Tennessee State University, Lincoln Memorial University, Middle Tennessee State University, South College, Tennessee Tech University, Tennessee Wesleyan College, TNTP Memphis Teaching Fellows, Tusculum College, University of Memphis, University of Tennessee-Chattanooga, University of Tennessee-Martin and Victory University.

## Tennessee State Profile

### Teacher Training Programs Statewide Distribution

	State	East TN	Middle TN	West TN
Total Number of Teacher Preparation Programs	44	14	17	13
Tennessee Board of Regents	6	1	4	1
University of Tennessee	3	2	0	1
TICUA	27	10	10	7
Alternative Providers	6	0	3	3
Private for Profit	2	1	0	1

### Tennessee Teacher Training Program Completers

Institution Type	Total Completers	Licensure Status	Total Completers
TBR	1989	Traditional License	4177
UT	714	Alternative License	932
TICUA	1869		
Alternative Provider	450		
Private for Profit	87		

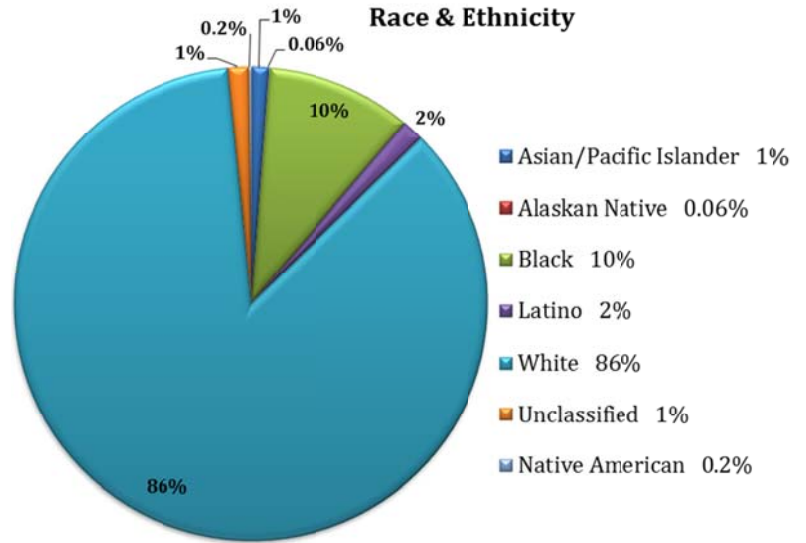
### Placement and Retention

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	3664	56.1%	60.6%	48.5%	57.0%
2008 - 09	4277	54.8%	62.5%	47.5%	
2009 - 10	5082	60.3%	63.4%		
2010 - 11	5109	52.9%			

**Demographic Information**

<b>Total Number</b>	<b>5109</b>
Male	22%
Female	78%
In-state	86%
Out-of-state	14%



**Academic Background Information**

	<b>Average Traditional</b>	<b>Average Alternative</b>	<b>Average All Completers</b>	<b>Completers Reported</b>
<b>Final GPA</b>	3.56	3.62	3.57	4925
<b>Major GPA</b>	3.56	3.56	3.56	1303
<b>High School GPA</b>	3.34	3.31	3.34	1414
<b>ACT Composite</b>	22.6	24.7	22.7	1600
<b>ACT Reading</b>	23.3	23.4	23.3	1325
<b>ACT Science</b>	21.8	22.4	21.8	1324
<b>ACT English</b>	23.3	23.7	23.4	1339
<b>ACT Math</b>	20.9	22.1	20.9	1336
<b>SAT Cumulative</b>	1130	1080	1129	187
<b>SAT Math</b>	527	576	529	124
<b>SAT Verbal</b>	563	504	561	124

<b>Praxis Results (2010-2011)</b>	<b>Number Tested</b>	<b>Number Passed</b>	<b>Pass Rate</b>
Summary Pass Rates - Traditional	3801	3688	97%
Summary Pass Rates - Alternative	774	749	97%



### **Endorsement Areas Earned by 2010-11 Teacher Training Program Completers**

*Teacher training programs reported the initial endorsement areas that they approved for each completer. Programs could report up to nine endorsement areas per completer. The numbers below do not represent any add-on endorsement that teachers may have received after program completion.*

#### **Top Endorsement Areas**

Elementary K-6	1991 completers
Middle Grades 4-8	510 completers
Early Childhood Education PK-3	413 completers
Special Education Modified K-12	380 completers
English 7-12	347 completers
History 7-12	282 completers
Mathematics 7-12	264 completers

#### **Endorsements in STEM Fields**

517 Total Completers with one or more endorsements in STEM fields

Mathematics 7-12	264 completers
Biology 7-12	165 completers
Chemistry 7-12	64 completers
Physics 7-12	16 completers
Earth Science 7-12	6 completers
Tech/Engineering Education 5-12	2 completers

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) from teacher training programs in Tennessee as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.7599	1772	32
- Math	-0.1591	959	29
- Reading/Language	-0.1454	1067	31
- Science	-0.0781	839	25
- Social Studies	-0.1979	835	29
<b>EOC Composite (High school)</b>	-0.5863	528	28
- Algebra I	-0.8495	76	9
- Algebra II	-2.1250	56	9
- Biology I	0.7144	36	5
- English I	-0.2219	84	8
- English II	-0.6576	59	7
- English III	0.2535	41	5
- US History	0.1830	23	3

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.1155	293	14
- Math	1.2506	101	6
- Reading/Language	-0.1200	96	6
- Science	0.5745	101	7
- Social Studies	0.8663	67	3
<b>EOC Composite (High school)</b>	-0.8432	203	13
- Algebra I	-0.3614	49	5
- Algebra II	-3.3731	44	4
- Biology I	-0.7045	15	5
- English I	1.3512	16	2
- English II	0.7309	5	1

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) from teacher training programs in Tennessee as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-0.5697</b>	2091	37
- <b>Math</b>	0.0065	1086	33
- <b>Reading/Language</b>	<b>-0.1244</b>	1195	35
- <b>Science</b>	0.0458	972	31
- <b>Social Studies</b>	-0.0741	924	32
<b>EOC Composite (High school)</b>	<b>-0.6050</b>	764	33
- <b>Algebra I</b>	<b>-0.6675</b>	154	14
- <b>Algebra II</b>	<b>-2.3249</b>	92	12
- <b>Biology I</b>	0.4216	80	11
- <b>English I</b>	-0.0488	115	12
- <b>English II</b>	-0.4230	69	8
- <b>English III</b>	<b>-0.5692</b>	56	7
- <b>U.S. History</b>	0.2143	34	4

**Statewide Summary of Statistically Significant Positive Results**

The following table lists the programs that had statistically significant positive differences in the effectiveness of traditionally and alternatively licensed teachers with one to three years of experience.

<b>Subject</b>	<b>Veteran Teacher Comparison</b>	<b>Beginning Teacher Comparison</b>	<b>Statewide Distribution</b>
<b>TCAP Composite (grades 4-8)</b>	Memphis TCH RES TFA Memphis TFA Nashville	Lipscomb University Memphis TCH RES TFA Memphis TFA Nashville	TFA Memphis TFA Nashville
- <b>Math</b>	Memphis TCH RES TFA Memphis TFA Nashville	Memphis TCH RES TFA Memphis TFA Nashville	Belmont Memphis TCH RES
- <b>Reading/ Language</b>	Milligan College Union University	Lipscomb University Milligan College Union University	Belmont University Lipscomb University Union University
- <b>Science</b>	TFA Nashville	TFA Nashville	Freed-Hardeman TFA Nashville
- <b>Social Studies</b>	Belmont University Freed-Hardeman Memphis TCH RES TFA Memphis TFA Nashville	Belmont University Freed-Hardeman Memphis TCH RES TFA Memphis TFA Nashville	Memphis TCH RES TFA Memphis TFA Nashville
<b>EOC Composite (High school)</b>		Lipscomb UT Knoxville	Milligan College
- <b>Algebra I</b>	TFA Nashville	Lipscomb TFA Nashville	
- <b>Biology I</b>	UT Knoxville		UT Knoxville
- <b>English I</b>	MTSU TFA Memphis University of Memphis	MTSU TFA Memphis University of Memphis	University of Memphis
- <b>U.S. History</b>	UT Knoxville	UT Knoxville	

**Statewide Summary of Statistically Significant Negative Results**

The following table lists the programs that had **statistically significant negative differences** in the effectiveness of traditionally and alternatively licensed teachers with one to three years of experience.

<b>Subject</b>	<b>Veteran Teacher Comparison</b>	<b>Beginning Teacher Comparison</b>	<b>Statewide Distribution</b>
<b>TCAP Composite (grades 4-8)</b>	APSU Christian Brothers ETSU Lincoln Memorial MTSU South College TNTP Memphis TSU TTU TN Wesleyan College Trevecca Tusculum College University of Memphis UT Chattanooga UT Knoxville UT Martin Victory University	Lincoln Memorial MTSU South College TTU TN Wesleyan Victory University	APSU Bethel University ETSU Lincoln Memorial MTSU South College TNTP Memphis Teach TN TSU TTU TN Wesleyan College Trevecca Tusculum University of Memphis UT Knoxville UT Martin Victory University
- <b>Math</b>	MTSU South College TNTP Memphis TN Wesleyan College Tusculum Victory University	MTSU South College TNTP Memphis TN Wesleyan College Tusculum Victory University	MTSU South College Victory University
- <b>Reading/ Language</b>	Lee University Lincoln Memorial South College TNTP Memphis University of Memphis UT Martin Victory University	Lee University TNTP Memphis University of Memphis UT Martin Victory University	TNTP Memphis Trevecca University of Memphis UT Martin
- <b>Science</b>	MTSU TSU	Lincoln Memorial MTSU TSU	TSU
- <b>Social Studies</b>	Lipscomb University MTSU TTU	Lipscomb University MTSU TTU	Cumberland MTSU TSU TTU

The following table lists continues the list of programs that had **statistically significant negative differences** in the effectiveness of traditionally and alternatively licensed teachers with one to three years of experience.

Subject	Veteran Teacher Comparison	Beginning Teacher Comparison	Statewide Distribution
<b>EOC Composite (High school)</b>	ASPU ETSU Tusculum Union University University of Memphis UT Martin	ETSU Tusculum UT Martin	ASPU ETSU UT Martin
- <b>Algebra I</b>	APSU Union University	APSU	UT Martin
- <b>Algebra II</b>	ETSU TFA Memphis TFA Nashville		
- <b>Biology I</b>		Union University	
- <b>English I</b>	Belmont University ETSU	Belmont University ETSU	ETSU Lincoln Memorial
- <b>English II</b>	UT Martin	UT Martin	UT Martin
- <b>English III</b>	Trevecca University of Memphis	Trevecca University of Memphis	Trevecca University of Memphis
- <b>U.S. History</b>	UT Martin	UT Martin	

The following programs produced beginning teachers with comparable effectiveness to all three reference groups (i.e. they did not have any statistically significant results):

- Bryan College
- Carson Newman College
- Johnson University
- King College
- Martin Methodist University
- Maryville College
- TNTP: Nashville Teaching Fellows
- Vanderbilt University

The following programs had less than 5 teachers in tested subjects and do not have t-values of teacher effect measures:

- Aquinas College
- Fisk University
- Lane College
- LeMoyne-Owen College
- Memphis College of Art
- Southern Adventist University
- Welch College

## Programs at a Glance

Teacher Training Program	Number of Completers 2010-11	Number of Statistically Significant Positive Results	Number of Statistically Significant Negative Results	Praxis II Summary Pass Rates 2010-11	% of Completers Teaching 3 out of 4 Years
Aquinas College	10	-	-	100%	0.0%
Austin Peay State University	150	-	12	100%	61.1%
Belmont University	172	6	2	89%	50.9%
Bethel University	41	-	4	100%	80.0%
Bryan College	19	-	-	81%	20.0%
Carson-Newman College	137	-	-	100%	58.7%
Christian Brothers University	56	-	2	95%	50.0%
Cumberland University	103	2	2	95%	74.2%
East Tennessee State University	306	-	19	100%	48.6%
Fisk University	1	-	-	n/a	83.3%
Freed-Hardeman University	65	8	-	100%	64.2%
Johnson University	41	-	-	100%	23.1%
King College	32	-	-	100%	58.8%
Lane College	1	-	-	n/a	50.0%
Lee University	189	1	3	99%	40.0%
LeMoyne-Owen College	17	-	-	n/a	66.7%
Lincoln Memorial University	150	-	14	100%	50.0%
Lipscomb University	148	6	4	99%	57.9%
Martin Methodist College	19	-	-	100%	53.3%
Maryville College	38	-	-	97%	51.1%
Memphis College of Art	18	-	-	87%	n/a
Memphis Teacher Residency	25	16	-	n/a	n/a
Middle Tennessee State University	540	4	27	94%	71.3%
Milligan College	62	6	2	100%	52.3%
South College	42	-	14	100%	39.0%
Southern Adventist University	40	-	-	100%	0.0%
Teach for America- Memphis	147	17	2	n/a	n/a
Teach for America- Nashville	97	24	2	n/a	n/a
Teach Tennessee	54	-	2	n/a	n/a
Tennessee State University	93	-	14	100%	68.1%
Tennessee Tech. University	434	-	13	98%	62.0%
Tennessee Wesleyan College	42	-	10	100%	74.3%
TNTP: Memphis Teaching Fellows	63	-	13	n/a	n/a
TNTP: Nashville Teaching Fellows	64	-	-	n/a	n/a
Trevecca Nazarene University	109	2	7	100%	56.9%
Tusculum College	120	-	11	95%	63.9%
Union University	116	6	4	99%	46.5%
University of Memphis	466	7	22	98%	64.8%
University of TN, Chattanooga	199	-	8	100%	53.5%
University of TN, Knoxville	256	11	6	97%	61.6%
University of TN, Martin	259	1	29	90%	67.7%
Vanderbilt University	117	-	-	98%	18.0%
Victory University	45	-	14	n/a	82.6%
Welch College	6	-	-	n/a	20.0%

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# **Teacher Training Program Reports**

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## How to Read the Program Reports

<b>Location:</b>	Where the program is physically located
<b>Institution Type:</b>	There are five institution types in the state: <ul style="list-style-type: none"> <li>- Tennessee Independent Colleges and Universities Association (TICUA)</li> <li>- Tennessee Board of Regents (TBR)</li> <li>- University of Tennessee (UT)</li> <li>- Private, For-Profit</li> <li>- Alternative Provider</li> </ul>
<b>Accreditation:</b>	Programs receive accreditation through the National Council for Accreditation of Teacher Education (NCATE) and/or the Southern Association of Colleges and Schools (SACS).
<b>Approved Teacher Education Programs:</b>	This number is self-reported by programs.
<b>Top Endorsement Areas:</b>	This represents the endorsement areas with the highest number of completers at each program.

### Program Completers

<b>Total Number</b>	<b>2010-11 Completers (includes all license types)</b>	
Male	Percent of total completers	[Race & Ethnicity Pie Chart]
Female		
In-state	Percent of total completers	
Out-of-state		
Traditional License	Number of completers receiving the Apprentice Tennessee Teacher License, Out-of State License, or Professional Teacher License	
Alternative License	Number of completers receiving Transitional License or Interim Type B License	

### Academic Information

All academic information is self-reported by each program. Any information that is not included in the table was not reported by the program. This is an optional field and not all programs collect and/or chose to report these data.

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year from 2007-2011. These data are based on the program completers in the Personnel Information Reporting System (PIRS). PIRS is the State Department of Education reporting system that collects employment information on teachers and school leaders from all Local Education Agencies.

- Teaching in Year 1: the percent of completers from the individual cohort that taught immediately following program completion.
- Teaching in Year 2: the percent of completers from the individual cohort that were teaching in the second year after program completion (includes anyone from year 1 still teaching).
- Teaching 3 Consecutive Years: the percent of completers that taught for three consecutive years, beginning in the first year after program completion.
- Teaching 3 out of 4 years: the percent of completers that taught in any three of the four years after program completion.

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Praxis results are provided for the 2010-2011 cohort from each program. These data were reported through the requirements set forth in the Higher Education Act, Title II and provided by ETS. For more information, visit:

<https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx>

## **Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2011 – 2012)*

### T-Value of Teacher Effect:

- The t-value of teacher effect is defined as the teacher effect divided by its standard error in all subjects. Teacher effect measures teacher effectiveness relative to the district gain; teacher gain is defined as the teacher effect added to the district gain.
- The t-value of teacher effect is used instead of the teacher effect itself or teacher gain because: (1) teachers are not randomly assigned to school districts and value-added teacher effect is centered on district gain, (2) t-value of teacher effect enables equitable comparisons across multiple grades, and (3) the use of t-value of teacher effect creates a fair measure regardless of the amount of data available for the analysis of each teacher.
- The mean t-value is derived from one year of value added data (2011-2012) for all beginning teachers from each program. All teachers who have been teaching for one, two, or three years are included in the analysis.
- *Explanation of terms in Key*
  - o No statistically significant difference: the t-value of teacher effect can represent a positive or negative difference, but is not considered to be statistically significant.
  - o Fewer than 5 teachers: analysis is only provided when there are at least 5 teachers in the given subject.
  - o Statistically significant positive difference: the mean t-value of teacher effect as compared to the given reference population represents a tendency for those teachers to have higher student achievement gains in the specific subject.
  - o Statistically significant negative difference: the mean t-value of teacher effect as compared to the given reference population represents a tendency for those teachers to have lower student achievement gains in the specific subject.

### Comparison Tables

- There are three tables for each reference group population:
  - o Traditionally Licensed Teachers
  - o Alternatively Licensed Teachers
  - o Traditionally and Alternatively Licensed Teachers (combined analysis)

#### Veteran Teacher Comparison:

- The average effectiveness of beginning teachers (1-3 years of experience) from this teacher training program as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.
- Technical definition: Comparison of the 2011 – 2012 mean t-value of teacher effect for beginning teachers (1-3 years of experience) as compared to the mean of veteran teachers (teaching more than 3 years) from the statewide distribution of 2011 – 2012 teacher valued-added data

#### Beginning Teacher Comparison:

- The average effectiveness of beginning teachers (1-3 years of experience) from this teacher training program as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.
- Technical definition: Comparison of the 2011 – 2012 mean t-value of teacher effect among beginning teachers (1-3 years of experience) as compared to the mean of means for all teacher training programs in the state

The number of beginning teachers (1-3 years of experience) from the program teaching in specific subject/grade

The number of programs in the state that had sufficient data to be included in the analysis for the specific subject

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)			
- Math			
- Reading/Language			
- Science			
- Social Studies			
EOC Composite (High school)			
- Specific high school subjects included if t-value is available			

Statewide Distribution:

- The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based on the 2011 – 2012 statewide distribution of the t-value of teacher effects

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
TCAP Composite (grades 4-8)			
- Math			
- Reading/Language	(1) 0.0%	(2) 50.0%	
- Science			
- Social Studies			
EOC Composite (High school)			
- Specific high school subjects included if t-value is available	(3) 50.0%	(4) 0.0%	

The percentage of beginning teachers from the program in the lowest effectiveness quintile in the state

The percentage of beginning teachers from the program in the highest effectiveness quintile in the state

The number of beginning teachers (1-3 years of experience) from the program teaching in specific subject

(1) Statistically significant positive difference in the lowest quintile: the program does not have a tendency to produce the least effective teachers in the state.

(2) Statistically significant positive difference in the highest quintile: the program has a tendency to produce highly effective teachers.

(3) Statistically significant negative difference in the lowest quintile: the program has a tendency to produce the least effective teachers in the state.

(4) Statistically significant negative difference in the highest quintile: the program does not have a tendency to produce the highly effective teachers in the state.



## Aquinas College Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Aquinas College is a private, Catholic four year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools. Aquinas College has two approved teacher education programs.

#### **Institution Highlights:**

- Aquinas College had 10 program completers and a Praxis passage rate of 100%.
- The average GPA, ACT composite score and SAT composite score of program completers are above the state average for 2010-2011 program completers.
- Due to the low number of program completers from Aquinas College teaching in schools where value added data is collected, no TVAAS information is available for Aquinas College graduates.

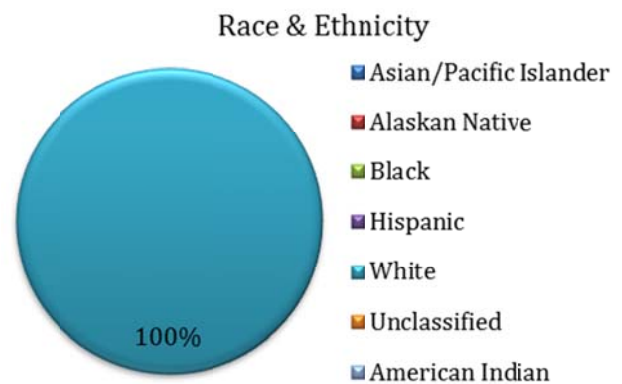
## Aquinas College

### Teacher Education Program Information

<b>Location:</b>	<b>Nashville, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	2
Top Endorsement Area:	Elementary K-6 (10 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>10</b>
Male	
Female	100%
In-state	100%
Out-of-state	
Traditional License	10
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.74	3.2-4.0			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>	25.3	22-31			22.7
<b>ACT Reading</b>	25.9	22-34			23.3
<b>ACT Science</b>	22.9	19-27			21.8
<b>ACT English</b>	27.7	21-35			23.4
<b>ACT Math</b>	23.7	17 – 30			20.9
<b>SAT Cumulative</b>	1273	1100-1440			1129
<b>SAT Math</b>	627	520-690			529
<b>SAT Verbal</b>	647	580-750			561

### Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	15	0%	0%	0%	0%
2008 - 09	6	0%	0%	0%	
2009 - 10	5	0%	0%		
2010 - 11	10	0%			

### Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	10	10	100%
Summary Pass Rates			
- Alternative			

*Note: The pass rate is not provided if there were less than 10 test takers*



**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	33
- <b>Math</b>	-	0	30
- <b>Reading/Language</b>	-	0	32
- <b>Science</b>	-	0	26
- <b>Social Studies</b>	-	0	30
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	6
- <b>Reading/Language</b>	-	0	6
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	3
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	37
- <b>Math</b>	-	0	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-	0	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	0	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	33
- <b>Math</b>	-	0	30
- <b>Reading/Language</b>	-	0	32
- <b>Science</b>	-	0	26
- <b>Social Studies</b>	-	0	30
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	6
- <b>Reading/Language</b>	-	0	6
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	3
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	37
- <b>Math</b>	-	0	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-	0	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	0	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

**Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

## Aquinas College Counties where 2010-2011 Completers taught in 2011-2012



Aquinas College had 10 completers in 2010-11. None of those completers were teaching in a Tennessee public school during the 2011-12 school year.

# Austin Peay State University

## Austin Peay State University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Austin Peay State University is a public four year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Austin Peay State University has thirty-three approved teacher education programs.

#### **Institution Highlights:**

- Austin Peay had 150 program completers and a Praxis passage rate of 100%.
- Program completers from Austin Peay are less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> TCAP composite scores, Algebra I and high school End of Course exam composite scores.
- Program completers from Austin Peay are less effective than other *beginning teachers* in high school Algebra I.
- Austin Peay's program completers have lower numbers of completers in the most effective percentile as compared to *beginning teacher* performance distributions across the state in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores and high school End of Course exam composite scores.

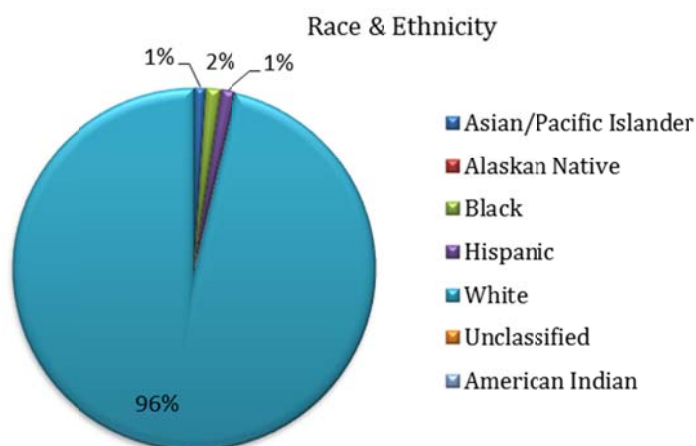
## Austin Peay State University

### Teacher Education Program Information

<b>Location:</b>	<b>Clarksville, TN</b>
Institution Type:	TBR
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	33
Top Endorsement Areas:	Elementary K-6 (62 completers) English 7-12 (18 completers) History 7-12 (16 Completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>150</b>
Male	15%
Female	85%
In-state	96%
Out-of-state	4%
Traditional License	122
Alternative License	28



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.45	2.8 – 3.9	3.44	3.51	3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

### Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
<b>2007 - 08</b>	162	61.7%	64.2%	55.5%	61.1%
<b>2008 - 09</b>	178	58.4%	64.6%	48.9%	
<b>2009 - 10</b>	167	55.7%	62.9%		
<b>2010 - 11</b>	150	56.7%			

### Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
<b>Summary Pass Rates</b>			
- <b>Traditional</b>	117	117	100%
<b>Summary Pass Rates</b>			
- <b>Alternative</b>	27	27	100%

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2011 – 2012)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.9196	75	32
- <b>Math</b>	-0.6228	41	29
- <b>Reading/Language</b>	0.1841	45	31
- <b>Science</b>	-0.0143	32	25
- <b>Social Studies</b>	-0.4738	31	29
<b>EOC Composite (High school)</b>	-1.4358	22	28
- <b>Algebra I</b>	-3.1280	8	9
- <b>English I</b>	-0.1346	7	8
- <b>English II</b>	-0.8076	5	7

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.0460	6	14
- <b>Math</b>	-	2	7
- <b>Reading/Language</b>	-	4	7
- <b>Science</b>	-	2	7
- <b>Social Studies</b>	-	2	4
<b>EOC Composite (High school)</b>	-	4	13



**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-0.8549</b>	81	37
- <b>Math</b>	-0.5593	43	33
- <b>Reading/Language</b>	0.1343	49	35
- <b>Science</b>	0.1520	34	31
- <b>Social Studies</b>	-0.4375	33	32
<b>EOC Composite (High school)</b>	<b>-1.6097</b>	26	33
- <b>Algebra I</b>	<b>-3.1643</b>	9	14
- <b>English I</b>	-0.2574	8	12
- <b>English II</b>	-0.6513	6	8

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.1724	75	32
- <b>Math</b>	-0.4994	41	29
- <b>Reading/Language</b>	.02765	45	31
- <b>Science</b>	0.0757	32	25
- <b>Social Studies</b>	-0.2719	31	29
<b>EOC Composite (High school)</b>	-0.8495	22	28
- <b>Algebra I</b>	-2.2785	8	9
- <b>English I</b>	0.0873	7	8
- <b>English II</b>	-0.1499	5	7

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.0293	6	14
- <b>Math</b>	-	2	7
- <b>Reading/Language</b>	-	4	7
- <b>Science</b>	-	2	7
- <b>Social Studies</b>	-	2	4
<b>EOC Composite (High school)</b>	-	4	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.2852	81	37
- <b>Math</b>	-0.5658	43	33
- <b>Reading/Language</b>	.02587	49	35
- <b>Science</b>	0.1062	34	31
- <b>Social Studies</b>	-0.3634	33	32
<b>EOC Composite (High school)</b>	-1.0047	26	33
- <b>Algebra I</b>	-2.4968	9	14
- <b>English I</b>	-0.2086	8	12
- <b>English II</b>	-0.2283	6	8

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	25.3%	10.7%	75
- Math	26.8%	17.1%	41
- Reading/Language	13.3%	26.7%	45
- Science	18.8%	31.3%	32
- Social Studies	25.8%	16.1%	31
<b>EOC Composite (High school)</b>	22.7%	4.6%	22
- Algebra I	37.5%	12.5%	8
- English I	14.3%	0.0%	7
- English II	40.0%	20.0%	5

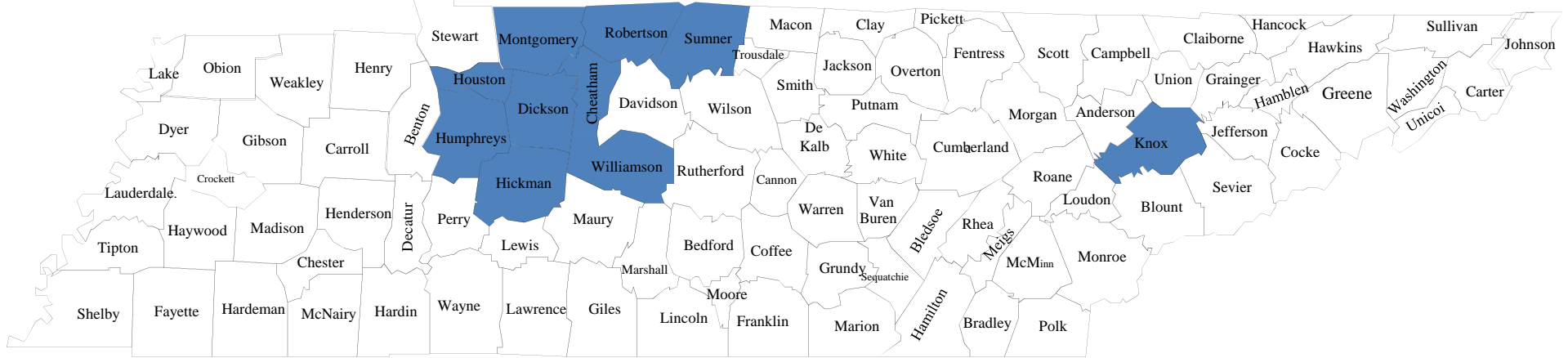
**Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	16.7	16.7	6
- Math			2
- Reading/Language			4
- Science			2
- Social Studies			2
<b>EOC Composite (High school)</b>			4

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	24.7%	11.1%	81
- Math	25.6%	16.3%	43
- Reading/Language	14.3%	24.5%	49
- Science	17.7%	32.4%	34
- Social Studies	27.3%	18.2%	33
<b>EOC Composite (High school)</b>	23.1%	3.9%	26
- Algebra I	44.4%	11.1%	9
- English I	12.5%	0.0%	8
- English II	33.3%	16.7%	6

## Austin Peay State University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Cheatham County	4
Dickson County	9
Hickman County	1
Houston County	4
Humphreys County	3

District	Number of Teachers
Knox County	1
Montgomery County	51
Robertson County	8
Sumner County	2
Williamson County	2



### **Belmont University Overview**

#### ***2012 Report Card on the Effectiveness of Teacher Training Programs***

Belmont University is a private, Christian four year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Belmont University has twenty-six approved teacher education programs.

#### **Institution Highlights:**

- Belmont University had 172 program completers and a higher final GPA and ACT composite score than the state average.
- Program completers from Belmont University are more effective than *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Social Studies.
- Program completers from Belmont are less effective than *veteran teachers* and other *beginning teachers* in high school English I.
- Belmont's program completers teaching 4<sup>th</sup>-8<sup>th</sup> grade Math and Reading/Language have more completers in the highest performing percentile in comparison to *beginning teacher* performance distributions across the state.

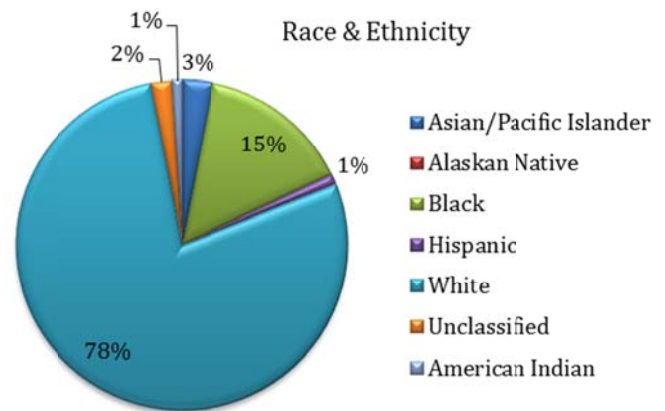
## Belmont University

### Teacher Education Program Information

<b>Location:</b>	<b>Nashville, TN</b>
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	26
Top Endorsement Areas:	SPED Modified (38 completers) Elementary K-6 (31 completers) Mathematics 7-12 (20 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>172</b>
Male	28%
Female	72%
In-state	88%
Out-of-state	12%
Traditional License	165
Alternative License	7



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.78	2.77-4.0	3.6	3.59	3.57
<b>Major GPA</b>	3.79	2.5-4.0	3.8	3.62	3.56
<b>High School GPA</b>	3.55	2.48-4.0	3.55	3.67	3.34
<b>ACT Composite</b>	24.6	18-33	24.9		22.7
<b>ACT Reading</b>	24.8	16-34	25.2		23.3
<b>ACT Science</b>	23	17-29	23.1		21.8
<b>ACT English</b>	26.3	19-36	26.5		23.4
<b>ACT Math</b>	22.4	17-29	22.7		20.9
<b>SAT Cumulative</b>	1114	910-1340	1114		1129
<b>SAT Math</b>	549	420-690	549		529
<b>SAT Verbal</b>	565	490-650	565		561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	53	37.7%	54.7%	32.1%	50.9%
2008 - 09	50	64.0%	68.0%	54.0%	
2009 - 10	59	42.4%	42.4%		
2010 - 11	172	60.5%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	73	61	84%
Summary Pass Rates			
- Alternative	94	88	94%

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)*KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.0297	29	32
- <b>Math</b>	1.1002	8	29
- <b>Reading/Language</b>	0.1173	15	31
- <b>Science</b>	1.0342	9	25
- <b>Social Studies</b>	1.7532	9	29
<b>EOC Composite (High school)</b>	-0.144	17	28
- <b>Algebra I</b>	-0.1939	5	9

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	3	14
- <b>Math</b>	-	2	7
- <b>Reading/Language</b>	-	1	7
- <b>Science</b>	-	2	7
- <b>Social Studies</b>	-	2	4
<b>EOC Composite (High school)</b>	-	3	13



**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.0542	32	37
- <b>Math</b>	1.4133	10	33
- <b>Reading/Language</b>	0.2024	16	35
- <b>Science</b>	0.7657	11	31
- <b>Social Studies</b>	1.4596	11	32
<b>EOC Composite (High school)</b>	-0.1816	20	33
- <b>Algebra I</b>	-0.5546	6	14
- <b>English I</b>	-1.3916	5	12

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.7768	29	32
- <b>Math</b>	1.2236	8	29
- <b>Reading/Language</b>	0.2097	15	31
- <b>Science</b>	1.1242	9	25
- <b>Social Studies</b>	1.9550	9	29
<b>EOC Composite (High school)</b>	0.4423	17	28
- <b>Algebra I</b>	0.7105	5	9

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	3	14
- <b>Math</b>	-	2	7
- <b>Reading/Language</b>	-	1	7
- <b>Science</b>	-	2	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	3	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.6239	32	37
- <b>Math</b>	1.4068	10	33
- <b>Reading/Language</b>	0.3268	16	35
- <b>Science</b>	.07198	11	31
- <b>Social Studies</b>	1.5337	11	32
<b>EOC Composite (High school)</b>	0.4234	20	33
- <b>Algebra I</b>	0.1129	6	14
- <b>English I</b>	-1.3428	5	12

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	27.6%	27.6%	29
- <b>Math</b>	25%	50%	8
- <b>Reading/Language</b>	40%	40%	15
- <b>Science</b>	22.2%	33.3%	9
- <b>Social Studies</b>	0%	22.2%	9
<b>EOC Composite (High school)</b>	11.8%	5.9%	17
- <b>Algebra I</b>	20%	20%	5

#### Alternatively Licensed Teachers

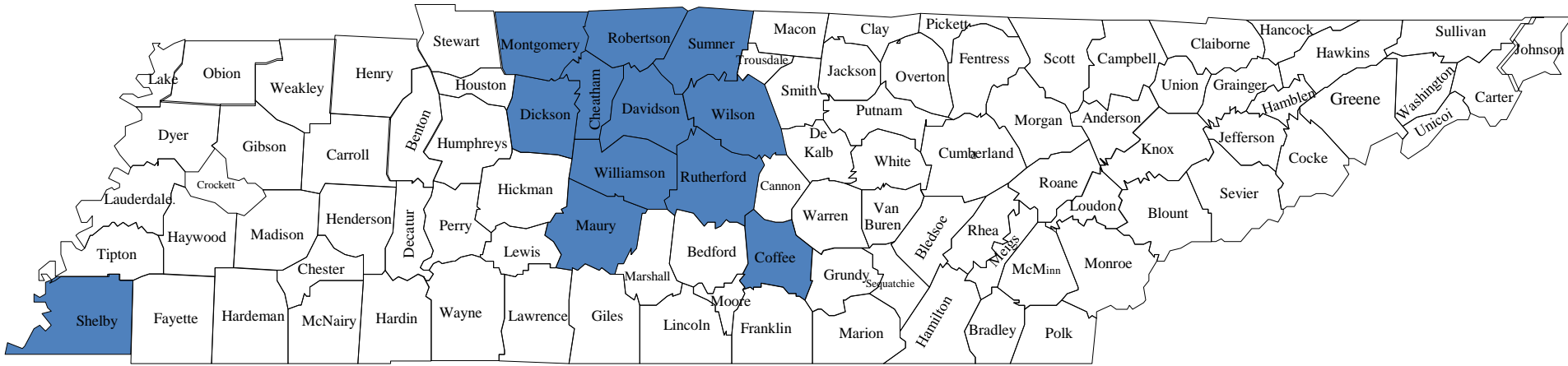
Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	3
- <b>Math</b>	-	-	2
- <b>Reading/Language</b>	-	-	1
- <b>Science</b>	-	-	2
- <b>Social Studies</b>	-	-	2
<b>EOC Composite (High school)</b>	-	-	3

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	25%	28.1%	32
- <b>Math</b>	20%	50%	10
- <b>Reading/Language</b>	37.5%	43.8%	16
- <b>Science</b>	18.2%	27.3%	11
- <b>Social Studies</b>	0%	18.2%	11
<b>EOC Composite (High school)</b>	15%	5%	20
- <b>Algebra I</b>	16.7	16.7%	6
- <b>English I</b>	40%	0%	5

# Belmont University

## Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Cheatham County	1
Coffee County	1
Davidson County	69
Dickson County	1
Lebanon	1
Maury County	4
Memphis City	1

District	Number of Teachers
Montgomery County	1
Robertson County	1
Rutherford County	2
Sumner County	4
Williamson County	15
Wilson County	3



## Bethel University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Bethel University is a private, Christian four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges. Bethel University has eleven approved teacher education programs.

#### **Institution Highlights:**

- Bethel University had 41 program completers and an average GPA that exceeded the state average for 2010-2011 program completers.
- Program completers from Bethel University are less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Social Studies and TCAP composite scores.
- Bethel's program completers perform at the same level as other *beginning teachers* in the following areas
  - 4<sup>th</sup>-8<sup>th</sup> grade: Math, Reading/Language, Science, Social Studies, TCAP composite score and high school End of Course exam composite scores.
- Bethel's program completers have lower numbers of completers in the most effective percentile as compared to beginning teacher performance distributions across the state in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores.

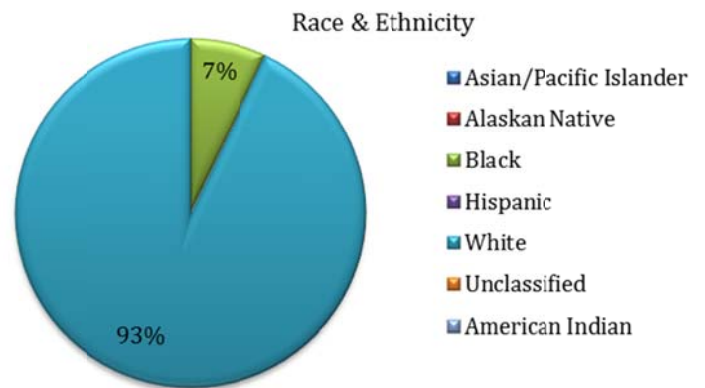
## Bethel University

### Teacher Education Program Information

<b>Location:</b>	<b>McKenzie, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	11
Top Endorsement Areas:	Elementary K-6 (13 completers) Physical Education K-12 (10 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>41</b>
Male	44%
Female	56%
In-state	93%
Out-of-state	7%
Traditional License	32
Alternative License	9



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.62	2.63 – 4.0	3.63	3.56	3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	15	73.3%	80.0%	73.3%	80.0%
2008 - 09	26	76.9%	73.1%	69.2%	
2009 - 10	19	63.2%	73.7%		
2010 - 11	41	70.7%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	32	32	100%
Summary Pass Rates - Alternative	2		

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

**KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.191	15	32
- <b>Math</b>	0.5858	5	29
- <b>Reading/Language</b>	-0.2645	6	31
- <b>Science</b>	-0.7525	9	25
- <b>Social Studies</b>	-1.5563	6	29
<b>EOC Composite (High school)</b>	-0.0691	6	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	3	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.191	15	37
- <b>Math</b>	0.5858	5	33
- <b>Reading/Language</b>	-0.2645	6	35
- <b>Science</b>	-0.7525	9	31
- <b>Social Studies</b>	-1.5563	6	32
<b>EOC Composite (High school)</b>	0.1217	9	33



**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.4438	15	32
- <b>Math</b>	0.7093	5	29
- <b>Reading/Language</b>	-0.1721	6	31
- <b>Science</b>	-0.6624	9	25
- <b>Social Studies</b>	-1.3544	6	29
<b>EOC Composite (High school)</b>	0.5172	6	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	3	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.6213	15	37
- <b>Math</b>	0.5793	5	33
- <b>Reading/Language</b>	-0.1401	6	35
- <b>Science</b>	-0.7983	9	31
- <b>Social Studies</b>	-1.4822	6	32
<b>EOC Composite (High school)</b>	0.7267	9	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	6.7%	0.0%	15
- <b>Math</b>	0.0%	0.0%	5
- <b>Reading/Language</b>	16.7%	0.0%	6
- <b>Science</b>	22.2%	11.1%	9
- <b>Social Studies</b>	16.7%	0.0%	6
<b>EOC Composite (High school)</b>	33.3%	16.7%	6

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	3

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	6.7%	0.0%	15
- <b>Math</b>	0.0%	0.0%	5
- <b>Reading/Language</b>	16.7%	0.0%	6
- <b>Science</b>	22.2%	11.1%	9
- <b>Social Studies</b>	16.7%	0.0%	6
<b>EOC Composite (High school)</b>	22.2%	11.1%	9

## Bethel University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Benton County	1
Dyer County	2
Dyersburg	1
Gibson County Sp District	1
Hardeman County	1
Haywood County	1
Henderson County	3
Henry County	1
Humboldt	2
Lewis County	2

District	Number of Teachers
Lexington	3
Madison County	2
McKenzie	1
Memphis	1
Montgomery County	1
South Carroll	1
Stewart County	1
Weakley County	3
West Carroll Sp. District	1



BRYAN  
COLLEGE

### **Bryan College Overview**

#### ***2012 Report Card on the Effectiveness of Teacher Training Programs***

Bryan College is a public four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools. Bryan College has ten approved teacher education programs.

#### **Institution Highlights:**

- Bryan College had 19 program completers and an average GPA that exceeded the state average for 2010-2011 program completers.
- Program completers perform at the same level as *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores and high school End of Course exam composite scores.
- Bryan College's program Completers perform at the same level as other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade TCAP Composite scores and high school End of Course exam composite scores.

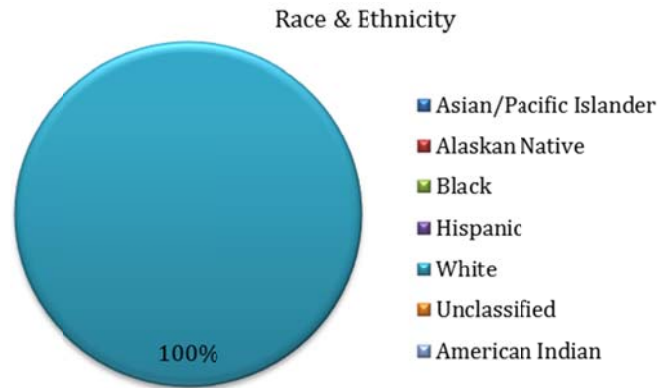
## Bryan College

### Teacher Education Program Information

<b>Location:</b>	<b>Dayton, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	10
Top Endorsement Areas:	Elementary K-6 (9 completers) English 7-12 (3 completers) General Music (3 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>19</b>
Male	21%
Female	79%
In-state	42%
Out-of-state	58%
Traditional License	19
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.74	3.38-4.0			<b>3.57</b>
<b>Major GPA</b>					<b>3.55</b>
<b>High School GPA</b>	3.8	3.23-4.0			<b>3.39</b>
<b>ACT Composite</b>	24.2	19-29			<b>22.9</b>
<b>ACT Reading</b>	24.8	17-35			<b>23.5</b>
<b>ACT Science</b>	23	17-28			<b>21.8</b>
<b>ACT English</b>	25.7	17-34			<b>23.2</b>
<b>ACT Math</b>	23.1	18-34			<b>20.8</b>
<b>SAT Cumulative</b>	1220	1050-1400			<b>1182</b>
<b>SAT Math</b>	551	470-660			<b>560</b>
<b>SAT Verbal</b>	669	580-800			<b>557</b>

## Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	15	20.0%	26.7%	20.0%	20.0%
2008 - 09	15	33.3%	40.0%	26.7%	
2009 - 10	19	26.3%	31.6%		
2010 - 11	19	26.3%			

## Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	21	17	81%
Summary Pass Rates - Alternative	n/a		

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)*KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.1603	5	32
- <b>Math</b>	-	3	29
- <b>Reading/Language</b>	-	2	31
- <b>Science</b>	-	3	25
- <b>Social Studies</b>	-	2	29
<b>EOC Composite (High school)</b>	-1.1657	5	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.1603	5	37
- <b>Math</b>	-	3	33
- <b>Reading/Language</b>	-	2	35
- <b>Science</b>	-	3	31
- <b>Social Studies</b>	-	2	32
<b>EOC Composite (High school)</b>	-1.1657	5	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.59869	5	32
- <b>Math</b>	-	3	29
- <b>Reading/Language</b>	-	2	31
- <b>Science</b>	-	3	25
- <b>Social Studies</b>	-	2	29
<b>EOC Composite (High school)</b>	-0.5795	5	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.4094	5	37
- <b>Math</b>	-	3	33
- <b>Reading/Language</b>	-	2	35
- <b>Science</b>	-	3	31
- <b>Social Studies</b>	-	2	32
<b>EOC Composite (High school)</b>	-0.5607	5	33



**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	20%	20%	5
- <b>Math</b>	-	-	3
- <b>Reading/Language</b>	-	-	2
- <b>Science</b>	-	-	3
- <b>Social Studies</b>	-	-	2
<b>EOC Composite (High school)</b>	60%	20%	5

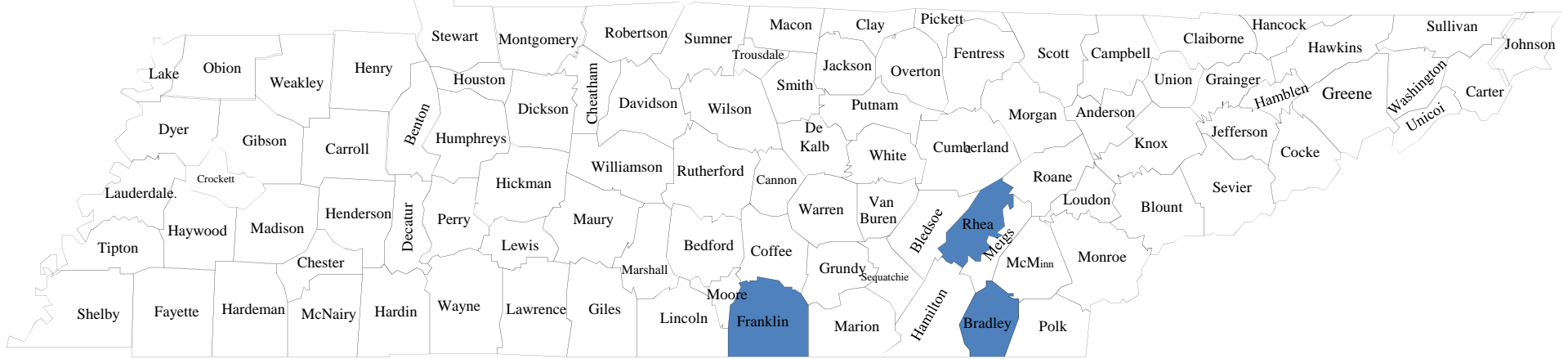
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	20%	20%	5
- <b>Math</b>	-	-	3
- <b>Reading/Language</b>	-	-	2
- <b>Science</b>	-	-	3
- <b>Social Studies</b>	-	-	2
<b>EOC Composite (High school)</b>	60%	20%	5

## Bryan College Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Cleveland	1
Dayton	1
Franklin County	1
Rhea County	2



## Carson-Newman University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Carson-Newman College is a private, Christian four year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Carson-Newman College has twenty-three approved teacher education programs.

#### **Institution Highlights:**

- Carson-Newman University had 137 program completers and a 100% passage rate on the Praxis exam.
- Carson-Newman University's program completers perform at the same level as *veteran teachers* and other *beginning teachers* in the following areas
  - 4<sup>th</sup>-8<sup>th</sup> grade: Math, Reading/Language, Science, Social Studies and TCAP composite scores
  - High School: Algebra I, Biology I, and End of Course exam composite scores

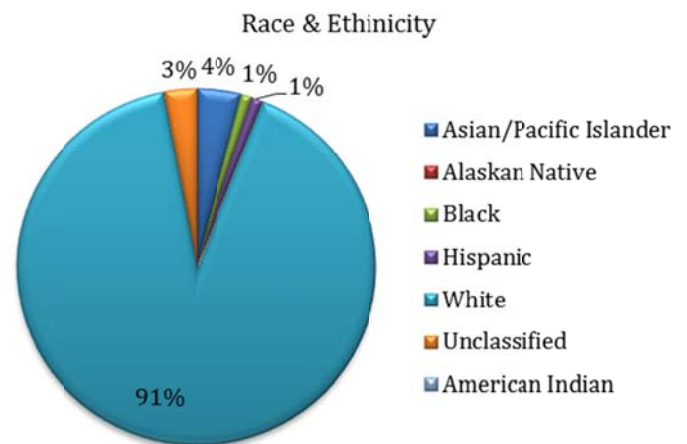
## Carson-Newman University

### Teacher Education Program Information

<b>Location:</b>	<b>Jefferson City, TN</b>
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	23
Top Endorsement Areas:	Elementary K-6 (28 completers) Middle Grades 4-8 (15 completers) Physical Education K-12 (13 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>137</b>
Male	31%
Female	69%
In-state	88%
Out-of-state	12%
Traditional License	102
Alternative License	35



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.52	1.89 – 4.00	3.49	3.59	3.57
<b>Major GPA</b>	3.55	1.89 – 4.00	3.53	3.59	3.56
<b>High School GPA</b>	3.55	1.77-4.0			3.34
<b>ACT Composite</b>	23.4	17-30	23.4		22.7
<b>ACT Reading</b>	25.2	15-35	25.2		23.3
<b>ACT Science</b>	22.9	16-30	22.9		21.8
<b>ACT English</b>	25.2	12-35	25.2		23.4
<b>ACT Math</b>	22.1	16-31	22.1		20.9
<b>SAT Cumulative</b>	1058	890-1290	1058		1129
<b>SAT Math</b>	504	410-620	504		529
<b>SAT Verbal</b>	557	440-670	557		561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	75	57.3%	62.7%	45.3%	58.7%
2008 - 09	64	39.1%	54.7%	34.4%	
2009 - 10	108	71.3%	75.9%		
2010 - 11	137	60.6%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	102	102	100%
Summary Pass Rates			
- Alternative	10	10	100%

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.4662	31	32
- <b>Math</b>	-0.0367	13	29
- <b>Reading/Language</b>	0.3312	19	31
- <b>Science</b>	0.1454	12	25
- <b>Social Studies</b>	-0.5825	14	29
<b>EOC Composite (High school)</b>	0.6288	8	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.0449	11	14
- <b>Math</b>	0.1294	10	7
- <b>Reading/Language</b>	-0.3703	5	7
- <b>Science</b>	.08492	5	7
- <b>Social Studies</b>	-	1	4
<b>EOC Composite (High school)</b>	-1.2368	11	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.3559	42	37
- <b>Math</b>	0.0355	23	33
- <b>Reading/Language</b>	0.185	24	35
- <b>Science</b>	0.3524	17	31
- <b>Social Studies</b>	-0.6453	15	32
<b>EOC Composite (High school)</b>	-0.4513	19	33
- <b>Algebra I</b>	-0.608	8	14
- <b>Biology I</b>	0.8618	7	11

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.2809	31	32
- <b>Math</b>	0.0867	13	29
- <b>Reading/Language</b>	0.4236	19	31
- <b>Science</b>	0.2354	12	25
- <b>Social Studies</b>	-0.3806	14	29
<b>EOC Composite (High school)</b>	1.2151	8	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.0305	11	14
- <b>Math</b>	-0.7060	10	7
- <b>Reading/Language</b>	-0.0119	5	7
- <b>Science</b>	0.2525	5	7
- <b>Social Studies</b>	-	1	4
<b>EOC Composite (High school)</b>	-0.297	11	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.2138	42	37
- <b>Math</b>	0.0290	23	33
- <b>Reading/Language</b>	0.3094	24	35
- <b>Science</b>	0.3066	17	31
- <b>Social Studies</b>	-0.5713	15	32
<b>EOC Composite (High school)</b>	0.1538	19	33
- <b>Algebra I</b>	0.0595	8	14
- <b>Biology I</b>	0.4402	7	11

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	16.1%	19.4%	31
- <b>Math</b>	23.1%	23.1%	13
- <b>Reading/Language</b>	5.3%	36.8%	19
- <b>Science</b>	16.7%	25%	12
- <b>Social Studies</b>	28.6%	7.1%	14
<b>EOC Composite (High school)</b>	25%	25%	8

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	18.2%	18.2%	11
- <b>Math</b>	10%	20%	10
- <b>Reading/Language</b>	40%	20%	5
- <b>Science</b>	0.0%	20%	5
- <b>Social Studies</b>	-	-	1
<b>EOC Composite (High school)</b>	27.3%	18.2%	11

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	16.7%	19.1%	42
- <b>Math</b>	17.4%	21.7%	23
- <b>Reading/Language</b>	12.5%	33.3%	24
- <b>Science</b>	11.8%	23.5%	17
- <b>Social Studies</b>	26.7%	6.7%	15
<b>EOC Composite (High school)</b>	26.3%	21.1%	19
- <b>Algebra I</b>	25%	37.5%	8
- <b>Biology I</b>	14.3%	28.6%	7



## Carson-Newman University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Alcoa	1
Anderson County	2
Claiborne County	1
Cleveland	1
Clinton	2
Cocke County	6
Grainger County	3

District	Number of Teachers
Greene County	1
Greeneville	1
Hamblen County	11
Hamilton County	2
Hancock County	1
Hawkins County	6
Jefferson County	9

District	Number of Teachers
Knox County	18
Maryville	1
Oak Ridge	1
Sevier County	14
Unicoi County	1
Union County	1



# Christian Brothers University

## Christian Brothers University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Christian Brothers University is a private, Catholic four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Christian Brothers University has seventeen approved teacher education programs.

#### **Institution Highlights:**

- Christian Brothers University had 56 program completers with a final GPA and ACT composite score above the state average for 2010-2011 program completers.
- Program completers from Christian Brothers are less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores.
- Christian Brothers University's program completers perform at the same level as other *beginning teachers* in the following areas
  - 4<sup>th</sup>-8<sup>th</sup> grades: Math, Reading/Language, Science, Social Studies and TCAP composite scores
  - High School: End of Course exam composite scores

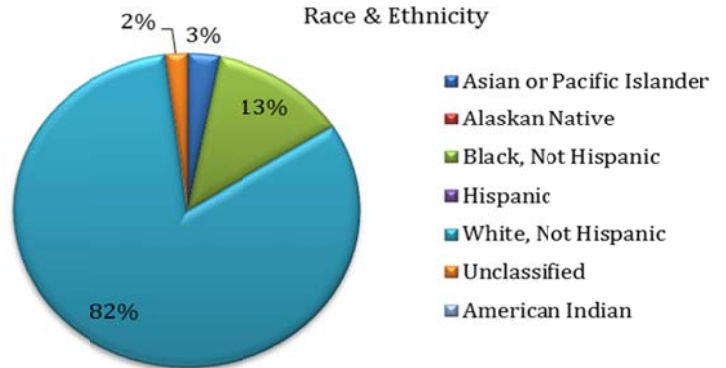
## Christian Brothers University

### Teacher Education Program Information

<b>Location:</b>	<b>Memphis, TN</b>
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	17
Top Endorsement Areas:	Elementary K-6 (20 completers) Middle Grades 4-8 (12 completers) Early Childhood ED PK-3 (7 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>56</b>
Male	16%
Female	84%
In-state	89%
Out-of-state	11%
Traditional License	40
Alternative License	16



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.87	2.82-4.0	3.88	3.85	3.57
<b>Major GPA</b>	3.85	2.82-4.0	3.86	3.83	3.56
<b>High School GPA</b>	3.47	2.76-4.0	3.45		3.34
<b>ACT Composite</b>	23.8	19-30	23		22.7
<b>ACT Reading</b>	22.6	17-26	22.6		23.3
<b>ACT Science</b>	25	11-36	24.4		21.8
<b>ACT English</b>	22.4	18-29	22.5		23.4
<b>ACT Math</b>	25	16-31	23.8		20.9
<b>SAT Cumulative</b>	1070	960-1170			1129
<b>SAT Math</b>	522	400-630			529
<b>SAT Verbal</b>	548	510-600			561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	116	52.6%	53.4%	43.1%	50.0%
2008 - 09	81	43.2%	50.6%	34.6%	
2009 - 10	75	62.7%	49.3%		
2010 - 11	56	35.7%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	42	38	90%
Summary Pass Rates			
- Alternative	42	42	100%

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.5454	16	32
- <b>Math</b>	-0.8295	12	29
- <b>Reading/Language</b>	-0.3108	11	31
- <b>Science</b>	0.1436	9	25
- <b>Social Studies</b>	-0.9339	10	29
<b>EOC Composite (High school)</b>	-1.3604	6	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	4	14
- <b>Math</b>	-	2	7
- <b>Reading/Language</b>	-	2	7
- <b>Science</b>	-	2	7
- <b>Social Studies</b>	-	2	4
<b>EOC Composite (High school)</b>	-	1	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.4754	20	37
- <b>Math</b>	-0.3955	14	33
- <b>Reading/Language</b>	-0.1335	13	35
- <b>Science</b>	-0.3146	11	31
- <b>Social Studies</b>	-0.917	12	32
<b>EOC Composite (High school)</b>	-0.5707	7	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.7983	16	32
- <b>Math</b>	-0.7060	12	29
- <b>Reading/Language</b>	-0.2184	11	31
- <b>Science</b>	0.2336	9	25
- <b>Social Studies</b>	-0.7321	10	29
<b>EOC Composite (High school)</b>	-0.7741	6	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	4	14
- <b>Math</b>	-	2	7
- <b>Reading/Language</b>	-	2	7
- <b>Science</b>	-	2	7
- <b>Social Studies</b>	-	2	4
<b>EOC Composite (High school)</b>	-	1	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.9057	20	37
- <b>Math</b>	-0.4021	14	33
- <b>Reading/Language</b>	-0.0091	13	35
- <b>Science</b>	-0.3604	11	31
- <b>Social Studies</b>	-0.8429	12	32
<b>EOC Composite (High school)</b>	0.0343	7	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	25%	6.3%	16
- <b>Math</b>	25%	8.3%	12
- <b>Reading/Language</b>	27.3%	9.1%	11
- <b>Science</b>	22.2%	22.2%	9
- <b>Social Studies</b>	30%	20%	10
<b>EOC Composite (High school)</b>	50%	16.7%	6

**Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	4
- <b>Math</b>	-	-	2
- <b>Reading/Language</b>	-	-	2
- <b>Science</b>	-	-	2
- <b>Social Studies</b>	-	-	2
<b>EOC Composite (High school)</b>	-	-	1

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	30%	10%	20
- <b>Math</b>	21.4%	14.3%	14
- <b>Reading/Language</b>	23.1%	15.4%	13
- <b>Science</b>	27.3%	18.2%	11
- <b>Social Studies</b>	33.3%	16.7%	12
<b>EOC Composite (High school)</b>	42.9%	28.6%	7

## Christian Brothers University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Memphis	16
Shelby County	4





## Cumberland University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Cumberland University is a private, four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and School. Cumberland University has twenty-two approved teacher education programs.

#### **Institution Highlights:**

- Cumberland University had 103 program completers and an average final GPA above the state average for 2010-2011 program completers.
- Program completers perform at the same level as *veteran teachers* and other *beginning teachers* following areas:
  - 4<sup>th</sup>-8<sup>th</sup> grade: Math, Reading/Language, Science, Social Studies and TCAP composite scores
  - High School: End of Course Exam composite scores
- Traditionally licensed program completers are more effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grades: Science and high school End of Course exam composite scores.
- Cumberland's program completers teaching 4<sup>th</sup>-8<sup>th</sup> grade Social Studies have more completers in the least effective percentile as compared to *beginning teacher* performance distributions across the state.

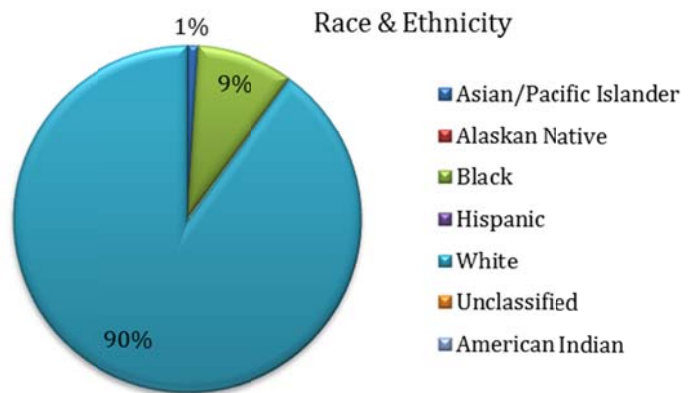
## Cumberland University

### Teacher Education Program Information

<b>Location:</b>	<b>Lebanon, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	22
Top Endorsement Areas:	Elementary K-6 (17 completers) SPED Modified K-12 (17 completers) Business Education 7-12 (15 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>103</b>
Male	39%
Female	61%
In-state	96%
Out-of-state	4%
Traditional License	59
Alternative License	44



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.83	2.85-4.0	3.82	3.83	3.57
<b>Major GPA</b>	4.00		4		3.56
<b>High School GPA</b>	3.41	2.23-4.0	3.43		3.34
<b>ACT Composite</b>	22.8	18-31	22.3		22.7
<b>ACT Reading</b>	23.9	15-34	23.7		23.3
<b>ACT Science</b>	22.7	16-32	22.6		21.8
<b>ACT English</b>	22.7	17-33	22.3		23.4
<b>ACT Math</b>	21.7	17-31	21.2		20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	31	80.6%	83.9%	67.7%	74.2%
2008 - 09	74	73.0%	74.3%	64.9%	
2009 - 10	86	73.3%	75.6%		
2010 - 11	103	73.8%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	35	32	91%
Summary Pass Rates			
- Alternative	39	38	97%

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)*KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.309	22	32
- <b>Math</b>	-0.5621	9	29
- <b>Reading/Language</b>	-0.0671	13	31
- <b>Science</b>	1.1278	11	25
- <b>Social Studies</b>	-1.0142	10	29
<b>EOC Composite (High school)</b>	1.098	15	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.3081	5	14
- <b>Math</b>	-	1	7
- <b>Reading/Language</b>	-	3	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	1	4
<b>EOC Composite (High school)</b>	-	4	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.5608	27	37
- <b>Math</b>	-0.2749	10	33
- <b>Reading/Language</b>	0.1123	16	35
- <b>Science</b>	1.1278	11	31
- <b>Social Studies</b>	-1.1452	11	32
<b>EOC Composite (High school)</b>	0.5743	19	33
- <b>Biology I</b>	0.9429	5	11

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.3562	22	32
- <b>Math</b>	-0.4386	9	29
- <b>Reading/Language</b>	0.0253	13	31
- <b>Science</b>	1.2178	11	25
- <b>Social Studies</b>	-0.8123	10	29
<b>EOC Composite (High school)</b>	1.6843	15	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.2328	5	14
- <b>Math</b>	-	1	7
- <b>Reading/Language</b>	-	3	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	1	4
<b>EOC Composite (High school)</b>	-	4	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.0089	27	37
- <b>Math</b>	-0.2815	10	33
- <b>Reading/Language</b>	0.2367	16	35
- <b>Science</b>	1.082	11	31
- <b>Social Studies</b>	-1.0711	11	32
<b>EOC Composite (High school)</b>	1.1793	19	33
- <b>Biology I</b>	0.5213	5	11

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	22.7%	18.2%	22
- <b>Math</b>	22.2%	22.2%	9
- <b>Reading/Language</b>	15.4%	23.1%	13
- <b>Science</b>	18.2%	36.4%	11
- <b>Social Studies</b>	50%	20%	10
<b>EOC Composite (High school)</b>	6.7%	26.7%	15

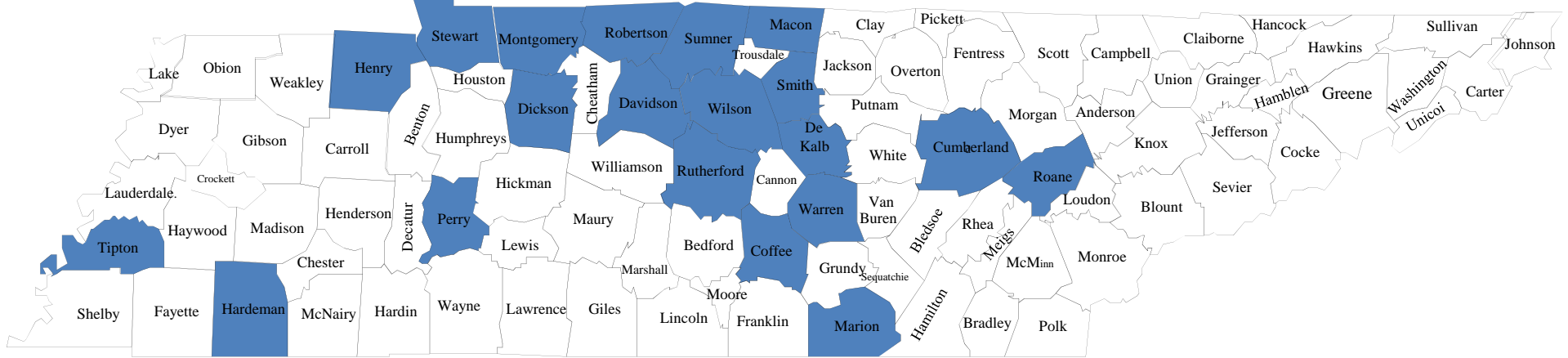
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	20%	0%	5
- <b>Math</b>	-	-	1
- <b>Reading/Language</b>	-	-	3
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	1
<b>EOC Composite (High school)</b>	-	-	4

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	22.2%	14.8%	27
- <b>Math</b>	20%	20%	10
- <b>Reading/Language</b>	12.5%	25%	16
- <b>Science</b>	18.2%	36.4%	11
- <b>Social Studies</b>	54.6%	18.2%	11
<b>EOC Composite (High school)</b>	10.5%	21.1%	19
- <b>Biology I</b>	20%	40%	5

## Cumberland University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Coffee County	1
Cumberland County	1
Davidson County	10
DeKalb County	1
Dickson County	1
Hardeman County	1
Henry County	1
Lebanon	6

District	Number of Teachers
Macon County	4
Marion County	1
Montgomery County	4
Perry County	1
Roane County	1
Robertson County	1
Rutherford County	6

District	Number of Teachers
Smith County	1
Stewart County	1
Sumner County	14
Tipton County	1
Tullahoma	1
Warren County	5
Wilson County	13



## East Tennessee State University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

East Tennessee State University is a public four year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. East Tennessee State University has thirty-seven approved teacher education programs.

#### **Institution Highlights:**

- East Tennessee State University had 306 program completers and a passage rate of 100% on the Praxis exam.
- Program completers from East Tennessee State University are less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores, Algebra II, English I and high school End of Course exam composite scores.
- East Tennessee State University completers are less effective than other *beginning teachers* in English I and high school End of Course exam composite scores.
- East Tennessee State University's program completers have more completers in the least effective percentile as compared to *beginning teacher* performance distributions across the state in English I and high school End of Course exam composite scores.
- East Tennessee State University's program completers have lower numbers of completers in the most effective percentile on 4<sup>th</sup>-8<sup>th</sup> TCAP composite scores as compared to *beginning teacher* performance scores distributions across the state.



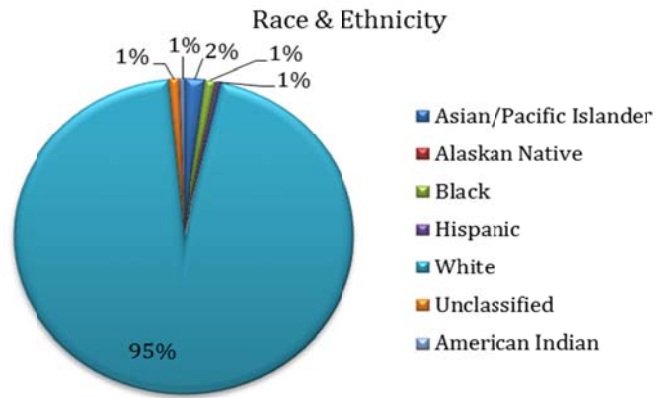
## East Tennessee State University

### Teacher Education Program Information

<b>Location:</b>	<b>Johnson City, TN</b>
Institution Type:	TBR
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	37
Top Endorsement Areas:	Elementary K-6 (129 completers) Early Childhood PK-3 (46 completers) English 7-12 (19 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>306</b>
Male	20%
Female	80%
In-state	90%
Out-of-state	10%
Traditional License	298
Alternative License	8



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.58	2.67-4.0	3.58	3.61	3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>	3.41	1.71-4.0	3.41	3.40	3.34
<b>ACT Composite</b>	22.2	15-33	22.1	22.2	22.7
<b>ACT Reading</b>	23.2	11-35	23.1	23.2	23.3
<b>ACT Science</b>	21.4	14-36	21.4	21.4	21.8
<b>ACT English</b>	22.8	15-35	22.7	22.8	23.4
<b>ACT Math</b>	20.1	13-33	20.5	20.1	20.9
<b>SAT Cumulative</b>	1019	790-1390	1019	1019	1129
<b>SAT Math</b>	493	360-660	493	493	529
<b>SAT Verbal</b>	520	380-740	520	520	561

**Placement and Retention Data**

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 – 08	292	45.5%	51.0%	40.1%	48.6%
2008 – 09	317	45.1%	58.4%	39.7%	
2009 – 10	278	42.4%	50.7%		
2010 – 11	306	40.8%			

**Teacher Assessments**

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	303	303	100%
Summary Pass Rates			
- Alternative	8		

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.6014	124	32
- <b>Math</b>	-0.1503	62	29
- <b>Reading/Language</b>	0.0057	74	31
- <b>Science</b>	-0.3152	62	25
- <b>Social Studies</b>	0.0194	71	29
<b>EOC Composite (High school)</b>	-2.1871	31	28
- <b>Algebra I</b>	-2.2862	7	9
- <b>Algebra II</b>	-3.9375	5	9
- <b>English I</b>	-1.6712	9	8
- <b>English II</b>	-0.3889	5	7

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	3	13

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.6014	124	37
- <b>Math</b>	-0.1503	62	33
- <b>Reading/Language</b>	0.0057	74	35
- <b>Science</b>	-0.3152	62	31
- <b>Social Studies</b>	0.0194	71	32
<b>EOC Composite (High school)</b>	-1.8958	34	33
- <b>Algebra I</b>	-1.3422	10	14
- <b>Algebra II</b>	-3.9375	5	12
- <b>English I</b>	-1.6712	9	12
- <b>English II</b>	-0.3889	5	8

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.1475	124	32
- <b>Math</b>	-0.0268	62	29
- <b>Reading/Language</b>	0.0982	74	31
- <b>Science</b>	-0.2252	62	25
- <b>Social Studies</b>	0.2213	71	29
<b>EOC Composite (High school)</b>	-1.6008	31	28
- <b>Algebra I</b>	-1.4367	7	9
- <b>Algebra II</b>	-1.8125	5	9
- <b>English I</b>	-1.449	9	8
- <b>English II</b>	0.2687	5	7

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	3	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.0318	124	37
- <b>Math</b>	-0.1568	62	33
- <b>Reading/Language</b>	0.1302	74	35
- <b>Science</b>	-0.3611	62	31
- <b>Social Studies</b>	0.0935	71	32
<b>EOC Composite (High school)</b>	-1.2907	34	33
- <b>Algebra I</b>	-0.6747	10	14
- <b>Algebra II</b>	-1.6126	5	12
- <b>English I</b>	-1.6225	9	12
- <b>English II</b>	0.0341	5	8

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	19.4%	9.7%	124
- <b>Math</b>	14.5%	17.7%	62
- <b>Reading/Language</b>	13.5%	16.2%	74
- <b>Science</b>	16.1%	12.9%	62
- <b>Social Studies</b>	19.7%	21.1%	71
<b>EOC Composite (High school)</b>	38.7%	9.7%	31
- <b>Algebra I</b>	14.3%	0.0%	7
- <b>Algebra II</b>	60%	0.0%	5
- <b>English I</b>	66.7%	0.0%	9
- <b>English II</b>	20%	0.0%	5

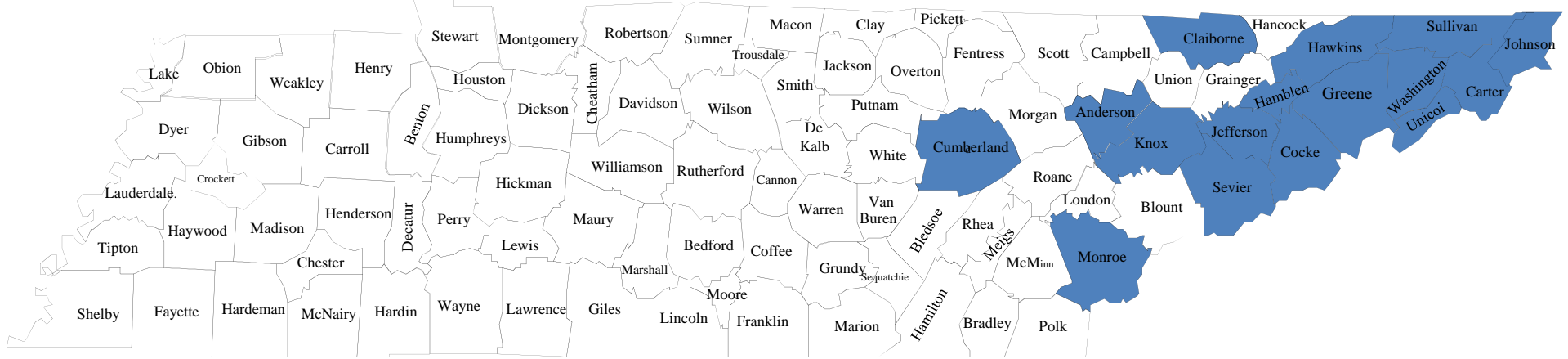
**Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	3

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	19.4%	9.7%	124
- <b>Math</b>	14.5%	17.7%	62
- <b>Reading/Language</b>	13.5%	16.2%	74
- <b>Science</b>	16.1%	12.9%	62
- <b>Social Studies</b>	19.7%	21.1%	71
<b>EOC Composite (High school)</b>	35.3%	11.8%	34
- <b>Algebra I</b>	10%	10%	10
- <b>Algebra II</b>	60%	0.0%	5
- <b>English I</b>	66.7%	0.0%	9
- <b>English II</b>	20%	0.0%	5

## East Tennessee State University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Anderson County	1
Bristol	1
Carter County	9
Claiborne County	1
Cocke County	6
Cumberland County	1
Elizabethton	9
Greene County	7

District	Number of Teachers
Greeneville	7
Hamblen County	15
Hawkins County	6
Jefferson County	1
Johnson City	10
Johnson County	4
Kingsport	16

District	Number of Teachers
Knox County	1
Newport	1
Sevier County	3
Sullivan County	11
Sweetwater	1
Unicoi County	8
Washington County	6



## **Fisk University Overview**

### ***2012 Report Card on the Effectiveness of Teacher Training Programs***

Fisk University is a private, four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and School. Fisk University has fourteen teacher education programs.

#### **Institution Highlights:**

- Due to the low number of program completers, TVAAS data is not available for Fisk University graduates.



## Fisk University

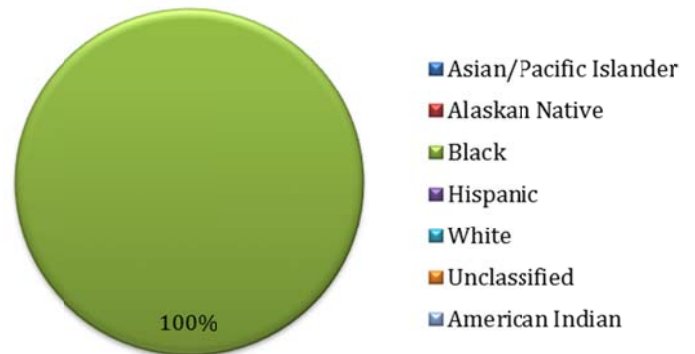
### Teacher Education Program Information

<b>Location:</b>	<b>Nashville, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	14
Top Endorsement Areas:	Elementary K-6 (1 completer)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>1</b>
Male	0%
Female	100%
In-state	100%
Out-of-state	0%
Traditional License	1
Alternative License	0

Race & Ethnicity



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>					3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	6	33.3%	83.3%	33.3%	83.3%
2008 - 09	8	87.5%	75.0%	75.0%	
2009 - 10	6	50.0%	50.0%		
2010 - 11	1	0.0%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	1		
Summary Pass Rates			
- Alternative			

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	37
- <b>Math</b>	-	0	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-	0	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	0	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	37
- <b>Math</b>	-	0	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-	0	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	0	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

**Fisk University**  
**Counties where 2010-2011 Completers taught in 2011-2012**



Fisk University had 1 completer in 2010-11 who was not teaching in a Tennessee public school during the 2011-12 school year.



# FREED-HARDEMAN UNIVERSITY

## Freed-Hardeman University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Freed-Hardeman University is a private, four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and School and the National Council for the Accreditation of Teacher Education. Freed-Hardeman University has eighteen approved teacher education programs.

#### **Institution Highlights:**

- Freed-Hardeman had 65 program completers and a Praxis passage rate of 100%.
- Program completers from Freed-Hardeman University are more effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Science and Social Studies.
- Program completers from Freed-Hardeman University are more effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Science and Social Studies.
- Freed-Hardeman University's program completers teaching 4<sup>th</sup>-8<sup>th</sup> grade Science have more completers in the highest performing percentile in comparison to *beginning teacher* performance distributions across the state.

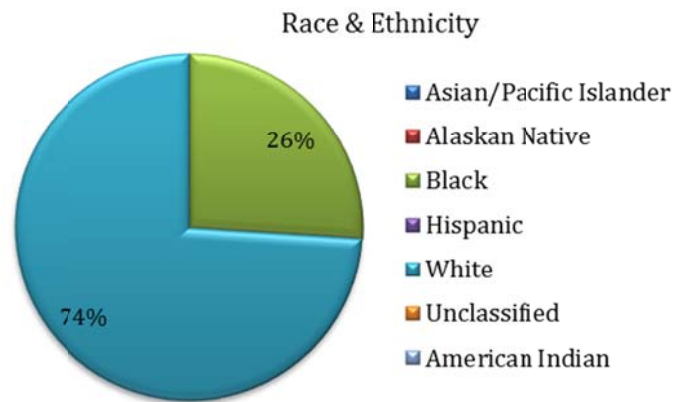
## Freed-Hardeman University

### Teacher Education Program Information

<b>Location:</b>	<b>Henderson, TN</b>
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	18
Top Endorsement Areas:	Elementary K-6 (19 completers) Middle Grades 4-8 (8 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>65</b>
Male	24%
Female	76%
In-state	82%
Out-of-state	18%
Traditional License	63
Alternative License	2



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.51	2.0 – 4.00			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>	23.5	16 – 31			22.7
<b>ACT Reading</b>	24.4	14 – 34			23.3
<b>ACT Science</b>	22.6	13 – 33			21.8
<b>ACT English</b>	25.5	16– 34			23.4
<b>ACT Math</b>	22.4	16-33			20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561



## Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
<b>2007 - 08</b>	67	64.2%	65.7%	61.2%	64.2%
<b>2008 - 09</b>	65	58.5%	60.0%	47.7%	
<b>2009 - 10</b>	129	73.7%	72.9%		
<b>2010 - 11</b>	65	70.8%			

## Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	62	62	100%
Summary Pass Rates			
- Alternative	2		

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.4559	31	32
- <b>Math</b>	0.1825	16	29
- <b>Reading/Language</b>	0.021	14	31
- <b>Science</b>	1.2105	12	25
- <b>Social Studies</b>	1.1129	16	29
<b>EOC Composite (High school)</b>	-0.22	15	28
- <b>Biology</b>	1.007	5	5

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.4559	31	37
- <b>Math</b>	0	16	33
- <b>Reading/Language</b>	0.021	14	35
- <b>Science</b>	1.2105	12	31
- <b>Social Studies</b>	1.1129	16	32
<b>EOC Composite (High school)</b>	-0.22	15	33
- <b>Biology</b>	1.007	5	11

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.2912	31	32
- <b>Math</b>	0.3060	16	29
- <b>Reading/Language</b>	0.1134	14	31
- <b>Science</b>	1.3006	12	25
- <b>Social Studies</b>	1.3148	16	29
<b>EOC Composite (High school)</b>	0.3663	15	28
- <b>Biology</b>	0.2926	5	5

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.1138	31	37
- <b>Math</b>	0.176	16	33
- <b>Reading/Language</b>	0.1454	14	35
- <b>Science</b>	1.1647	12	31
- <b>Social Studies</b>	1.187	16	32
<b>EOC Composite (High school)</b>	0.385	15	33
- <b>Biology</b>	0.5854	5	11

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	12.9%	22.6%	31
- <b>Math</b>	18.8%	18.8%	16
- <b>Reading/Language</b>	7.1%	14.3%	14
- <b>Science</b>	8.3%	50%	12
- <b>Social Studies</b>	12.5%	31.3%	16
<b>EOC Composite (High school)</b>	20%	13.3%	15
- <b>Biology I</b>	0.0%	40%	5

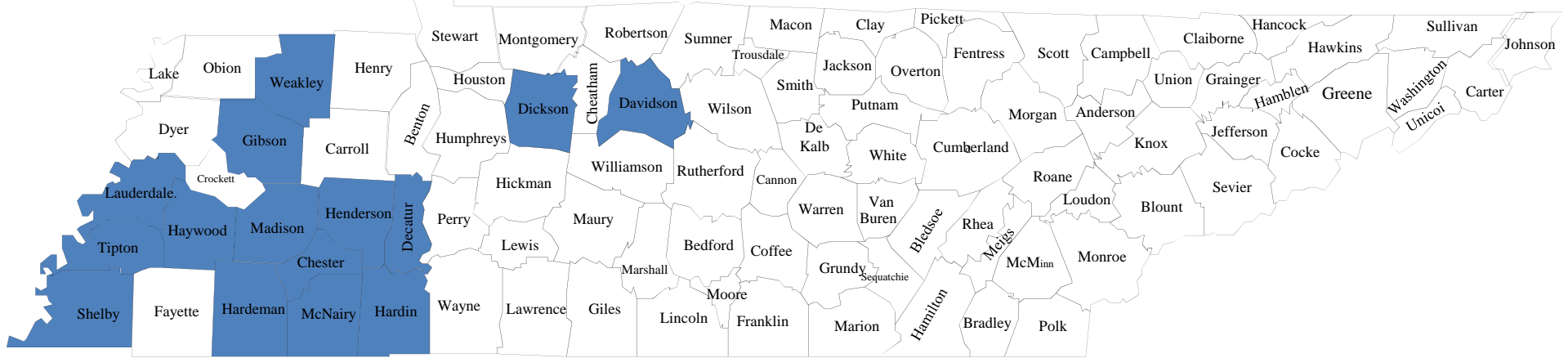
**Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	12.9%	22.6%	31
- <b>Math</b>	18.8%	18.8%	16
- <b>Reading/Language</b>	7.1%	14.3%	14
- <b>Science</b>	8.3%	50%	12
- <b>Social Studies</b>	12.5%	31.3%	16
<b>EOC Composite (High school)</b>	20%	13.3%	15
- <b>Biology I</b>	0.0%	40%	5

## Freed-Hardeman University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Chester County	2
Davidson County	1
Decatur County	1
Dickson County	1
Gibson Co Sp District	1
Hardeman County	5

District	Number of Teachers
Hardin County	1
Haywood County	2
Henderson County	4
Lauderdale County	1
Lexington	1
Madison County	6

District	Number of Teachers
McNairy County	1
Memphis	8
Shelby County	8
Tipton County	2
Weakley County	1

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# Johnson<sup>™</sup>

## UNIVERSITY

### Johnson University Overview

#### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Johnson University is a private, four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools. Johnson University has eight approved teacher education programs.

#### **Institution Highlights:**

- Johnson University had 41 program completers and a Praxis passage rate of 100%.
- Johnson University's program completers perform at the same level as *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math, Reading/Language, Social Studies and TCAP composite scores.
- In 4th-8th grade Math, Reading/Language, Social Studies and TCAP composite scores, Johnson University's program completers perform at the same level as other *beginning teachers*.

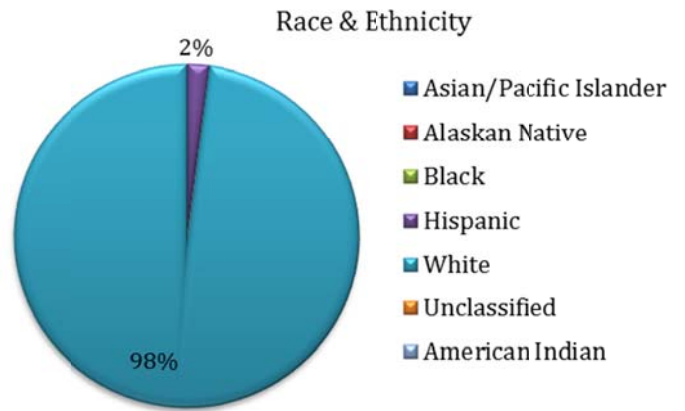
## Johnson University

### Teacher Education Program Information

<b>Location:</b>	<b>Knoxville, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	8
Top Endorsement Areas:	Elementary K-6 (32 completers) Middle Grades 4-8 (4 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>41</b>
Male	12%
Female	88%
In-state	63%
Out-of-state	37%
Traditional License	41
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.6	2.85-4.0			3.57
<b>Major GPA</b>	3.65	3.2-4.0			3.56
<b>High School GPA</b>	3.65	2.65-4.0			3.34
<b>ACT Composite</b>	24.4	19-33			22.7
<b>ACT Reading</b>	24.8	16-34			23.3
<b>ACT Science</b>	23.4	18-36			21.8
<b>ACT English</b>	25.6	17-34			23.4
<b>ACT Math</b>	23.8	15-32			20.9
<b>SAT Cumulative</b>	1062	960-1240			1129
<b>SAT Math</b>	530	490-590			529
<b>SAT Verbal</b>	532	440-640			561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	26	19.2%	23.1%	15.4%	23.1%
2008 - 09	27	29.6%	29.6%	25.9%	
2009 - 10	21	19.0%	19.0%		
2010 - 11	41	26.8%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	44	44	100%
Summary Pass Rates			
- Alternative	n/a		

Note: The pass rate is not provided if there were less than 10 test takers



**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.6727	7	32
- <b>Math</b>	-0.7858	6	29
- <b>Reading/Language</b>	-0.5519	6	31
- <b>Science</b>	-	3	25
- <b>Social Studies</b>	0.5939	5	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.6727	7	37
- <b>Math</b>	-0.7858	6	33
- <b>Reading/Language</b>	-0.5519	6	35
- <b>Science</b>	-	3	31
- <b>Social Studies</b>	0.5939	5	32
<b>EOC Composite (High school)</b>	-	0	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.0744	7	32
- <b>Math</b>	-0.6624	6	29
- <b>Reading/Language</b>	-0.4595	6	31
- <b>Science</b>	-	3	25
- <b>Social Studies</b>	0.7958	5	29
<b>EOC Composite (High school)</b>	-	0	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.103	7	37
- <b>Math</b>	-0.7924	6	33
- <b>Reading/Language</b>	-0.4275	6	35
- <b>Science</b>	-	3	31
- <b>Social Studies</b>	0.668	5	32
<b>EOC Composite (High school)</b>	-	0	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	28.6%	14.3%	7
- <b>Math</b>	0.0%	0.0%	6
- <b>Reading/Language</b>	16.7%	0.0%	6
- <b>Science</b>	-	-	3
- <b>Social Studies</b>	0.0%	20%	5
<b>EOC Composite (High school)</b>	-	-	

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	28.6%	14.3%	7
- <b>Math</b>	0.0%	0.0%	6
- <b>Reading/Language</b>	16.7%	0.0%	6
- <b>Science</b>	-	-	3
- <b>Social Studies</b>	0.0%	20%	5
<b>EOC Composite (High school)</b>	-	-	0

## Johnson University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Knox County	10
Montgomery	1



## King College Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

King College is a private, four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools. King College has fifteen approved teacher education programs.

#### **Institution Highlights:**

- King College had 32 program completers with an average GPA above the state average for 2010-2011 program completers and 100% passage rate on the Praxis exam.
- Program Completers perform at the same level as *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math, Reading/Language, Science, Social Studies and TCAP composite scores.
- In 4<sup>th</sup>-8<sup>th</sup> grade: Math, Reading/Language, Science, Social Studies and TCAP composite scores, King College's program completers perform at the same level as other *beginning teachers*.

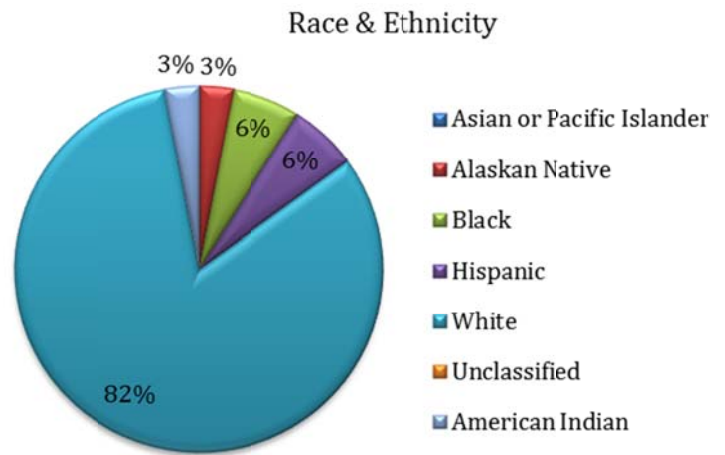
## King College

### Teacher Education Program Information

<b>Location:</b>	<b>Bristol, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	15
Top Endorsement Areas:	Elementary K-6 (21 completers) ESL PREK-12 (5 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>32</b>
Male	19%
Female	81%
In-state	63%
Out-of-state	37%
Traditional License	31
Alternative License	1



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.67	3.05 – 4.0			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	17	52.9%	58.8%	52.9%	58.8%
2008 - 09	21	47.6%	61.9%	38.1%	
2009 - 10	24	54.2%	50.0%		
2010 - 11	32	28.1%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	31	31	100%
Summary Pass Rates			
- Alternative	1		

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

**KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.0995	13	32
- <b>Math</b>	0.2274	11	29
- <b>Reading/Language</b>	0.5929	5	31
- <b>Science</b>	0.2396	8	25
- <b>Social Studies</b>	0.3104	9	29
<b>EOC Composite (High school)</b>	-	4	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.2444	14	37
- <b>Math</b>	0.2274	11	33
- <b>Reading/Language</b>	0.6957	6	35
- <b>Science</b>	0.2396	8	31
- <b>Social Studies</b>	0.3104	9	32
<b>EOC Composite (High school)</b>	-	4	33



**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.8467	13	32
- <b>Math</b>	0.3509	11	29
- <b>Reading/Language</b>	0.6854	5	31
- <b>Science</b>	0.3297	8	25
- <b>Social Studies</b>	0.5122	9	29
<b>EOC Composite (High school)</b>	-	4	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	1	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.8141	14	37
- <b>Math</b>	0.2209	11	33
- <b>Reading/Language</b>	0.8201	6	35
- <b>Science</b>	0.1938	8	31
- <b>Social Studies</b>	0.3845	9	32
<b>EOC Composite (High school)</b>	-	4	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	7.7%	15.4%	13
- <b>Math</b>	9.1%	27.3%	11
- <b>Reading/Language</b>	0.0%	40%	5
- <b>Science</b>	0.0%	12.5%	8
- <b>Social Studies</b>	0.0%	11.1%	9
<b>EOC Composite (High school)</b>	-	-	4

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	1
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	1
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	7.1%	21.4%	14
- <b>Math</b>	9.1%	27.3%	11
- <b>Reading/Language</b>	0.0%	50%	6
- <b>Science</b>	0.0%	12.5%	8
- <b>Social Studies</b>	0.0%	11.1%	9
<b>EOC Composite (High school)</b>	-	-	4

## King College Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Bristol	3
Carter County	1
Johnson County	1
Kingsport	1
Sullivan County	3



## Lane College Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Lane College is a private, four year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools. Lane College has two approved teacher education programs.

#### **Institution Highlights:**

- Due to the low number of Lane College program completers teaching in schools that generate value added data, no effectiveness data is available for Lane College graduates.

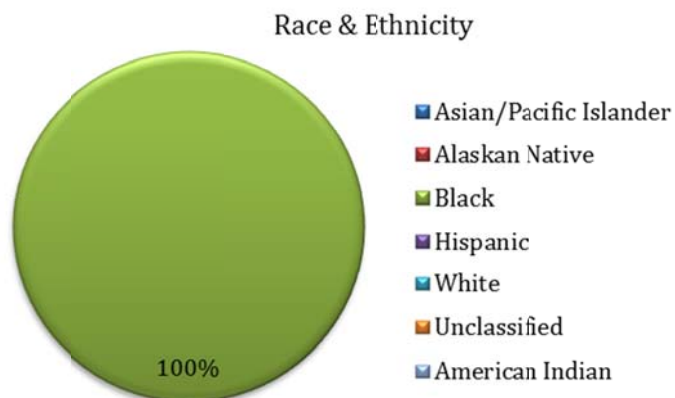
## Lane College

### Teacher Education Program Information

<b>Location:</b>	<b>Jackson, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	2
Top Endorsement Area:	Elementary K-6 (1 completer)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>1</b>
Male	0%
Female	100%
In-state	100%
Out-of-state	0%
Traditional License	1
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>					<b>3.57</b>
<b>Major GPA</b>					<b>3.55</b>
<b>High School GPA</b>					<b>3.39</b>
<b>ACT Composite</b>					<b>22.9</b>
<b>ACT Reading</b>					<b>23.5</b>
<b>ACT Science</b>					<b>21.8</b>
<b>ACT English</b>					<b>23.2</b>
<b>ACT Math</b>					<b>20.8</b>
<b>SAT Cumulative</b>					<b>1182</b>
<b>SAT Math</b>					<b>560</b>
<b>SAT Verbal</b>					<b>557</b>

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	2	0.0%	50.0%	0.0%	50.0%
2008 - 09	2	0.0%	50.0%	0.0%	
2009 - 10	1	0.0%	0.0%		
2010 - 11	1	0.0%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	1		
Summary Pass Rates			
- Alternative			

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	32
- <b>Math</b>	-	1	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	1	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	37
- <b>Math</b>	-	1	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-	1	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	0	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	32
- <b>Math</b>	-	1	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	1	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	37
- <b>Math</b>	-	1	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-	1	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	0	33



**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	1
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	1
<b>EOC Composite (High school)</b>	-	-	1

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	1
- <b>Math</b>	-	-	1
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	1
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0



# LEE UNIVERSITY

## Lee University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Lee University is a private, Christian four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools. Lee University has twenty-nine approved teacher education programs.

#### **Institution Highlights:**

- Lee University had 189 program completers with an average GPA that is higher than the state average for 2010-2011 program completers.
- Program completers from Lee University are less effective than *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language.
- Program completers from Lee University are more effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math.

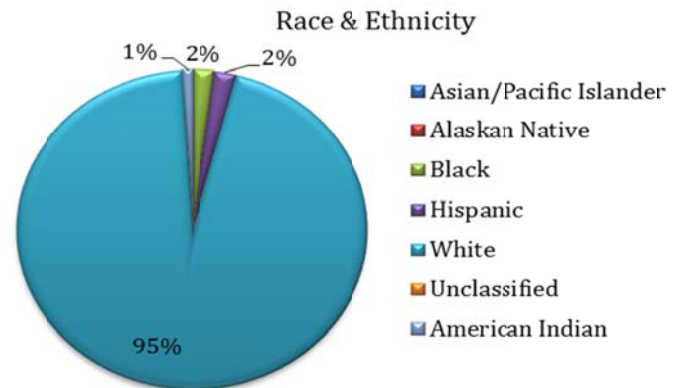
## Lee University

### Teacher Education Program Information

<b>Location:</b>	<b>Cleveland, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	29
Top Endorsement Areas:	Elementary K-6 (75 completers) Middle Grades 4-8 (23 completers) Special Ed Modified K-12 (21 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>189</b>
Male	26%
Female	74%
In-state	67%
Out-of-state	33%
Traditional License	178
Alternative License	11



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.63	2.62-4.0	3.62	3.82	3.57
<b>Major GPA</b>	3.39	2.48-4.0	3.39		3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>	24.1	17-33	24.1		22.7
<b>ACT Reading</b>	24.5	11-35	24.5		23.3
<b>ACT Science</b>	23.7	16-34	23.6		21.8
<b>ACT English</b>	25.2	15-34	25.1		23.4
<b>ACT Math</b>	22.4	15-30	22.4		20.9
<b>SAT Cumulative</b>	1115	820-1340	1115		1129
<b>SAT Math</b>	547	380-680	547		529
<b>SAT Verbal</b>	573	430-660	573		561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	130	40.8%	40.0%	35.4%	40.0%
2008 - 09	168	42.9%	50.6%	39.9%	
2009 - 10	183	48.1%	48.6%		
2010 - 11	189	31.2%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	170	169	99%
Summary Pass Rates			
- Alternative	13	13	100%

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)*KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.276	48	32
- <b>Math</b>	0.7743	26	29
- <b>Reading/Language</b>	-0.5313	23	31
- <b>Science</b>	0.0733	24	25
- <b>Social Studies</b>	-0.4157	23	29
<b>EOC Composite (High school)</b>	-1.3963	12	28
- <b>Algebra I</b>	-1.2211	5	9
- <b>Algebra II</b>	-1.2826	5	9

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	4	14
- <b>Math</b>	-	1	7
- <b>Reading/Language</b>	-	3	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	0.7814	7	13

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.408	52	37
- <b>Math</b>	0.8551	27	33
- <b>Reading/Language</b>	-0.5958	26	35
- <b>Science</b>	0.0733	24	31
- <b>Social Studies</b>	-0.4157	23	32
<b>EOC Composite (High school)</b>	-0.594	19	33
- <b>Algebra I</b>	-0.3182	8	14
- <b>Algebra II</b>	-1.2826	5	12
- <b>English I</b>	0.2877	5	12

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.4711	48	32
- <b>Math</b>	0.8978	26	29
- <b>Reading/Language</b>	-0.4389	23	31
- <b>Science</b>	0.1633	24	25
- <b>Social Studies</b>	-0.2138	23	29
<b>EOC Composite (High school)</b>	-0.8101	12	28
- <b>Algebra I</b>	-0.3716	5	9
- <b>Algebra II</b>	0.8424	5	9

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	4	14
- <b>Math</b>	-	1	7
- <b>Reading/Language</b>	-	3	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	1.7212	7	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.1617	52	37
- <b>Math</b>	0.8486	27	33
- <b>Reading/Language</b>	-0.4713	26	35
- <b>Science</b>	0.0275	24	31
- <b>Social Studies</b>	-0.3416	23	32
<b>EOC Composite (High school)</b>	0.011	19	33
- <b>Algebra I</b>	0.3493	8	14
- <b>Algebra II</b>	1.0423	5	12
- <b>English I</b>	0.3365	5	12



**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	14.6%	14.6%	48
- <b>Math</b>	11.5%	30.8%	26
- <b>Reading/Language</b>	30.4%	13%	23
- <b>Science</b>	16.7%	25%	24
- <b>Social Studies</b>	17.4%	8.7%	23
<b>EOC Composite (High school)</b>	41.7%	25%	12
- <b>Algebra I</b>	20%	0.0%	5
- <b>Algebra II</b>	20%	0.0%	5

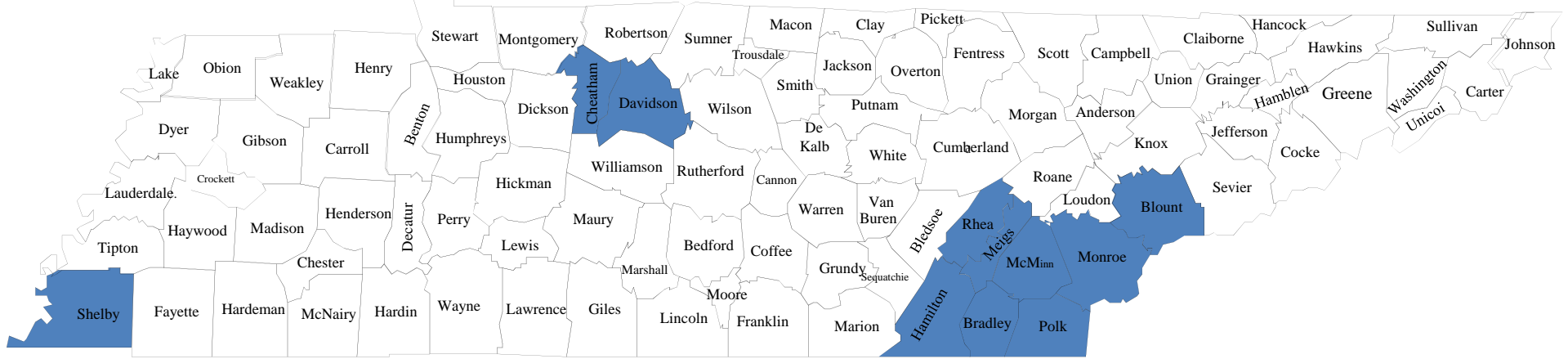
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	4
- <b>Math</b>	-	-	1
- <b>Reading/Language</b>	-	-	3
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	14.3%	42.9%	7

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	15.4%	13.5%	52
- <b>Math</b>	11.1%	33.3%	27
- <b>Reading/Language</b>	30.8%	11.5%	26
- <b>Science</b>	16.7%	25%	24
- <b>Social Studies</b>	17.4%	8.7%	23
<b>EOC Composite (High school)</b>	31.6%	31.6%	19
- <b>Algebra I</b>	12.5%	0.0%	8
- <b>Algebra II</b>	20%	0.0%	5
- <b>English I</b>	40%	40%	5

## Lee University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Athens	1
Blount County	1
Bradley County	17
Cheatham County	1
Cleveland	10
Davidson County	1
Etowah	1

District	Number of Teachers
Hamilton County	11
McMinn County	3
Meigs County	2
Memphis	1
Monroe County	4
Polk County	5
Rhea County	1

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# LeMoyne-Owen

## COLLEGE

### **LeMoyne-Owen College Overview**

#### ***2012 Report Card on the Effectiveness of Teacher Training Programs***

LeMoyne-Owen College is a private, Christian four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. LeMoyne-Owen College has ten approved teacher education programs.

#### **Institution Highlights:**

- LeMoyne-Owen had 17 program completers.
- Due to the small number of LeMoyne-Owen graduates teaching in schools that collect value added data, there is no effectiveness data for their program completers.

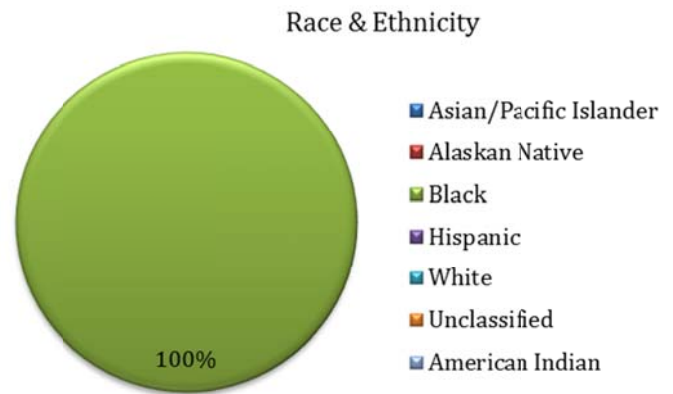
## LeMoyne-Owen College

### Teacher Education Program Information

<b>Location:</b>	<b>Memphis, TN</b>
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	10
Top Endorsement Areas:	Special Ed Modified K-12 (10 completers) Early Childhood Ed PK-3 (4 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>17</b>
Male	18%
Female	82%
In-state	94%
Out-of-state	6%
Traditional License	17
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.30	2.72-3.70			3.57
<b>Major GPA</b>	3.30	2.72-3.70			3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	3	33.3%	100%	33.3%	66.7%
2008 - 09	16	87.5%	81.3%	75.0%	
2009 -10	15	80.0%	80.0%		
2010 - 11	17	29.4%			

## Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	6		
Summary Pass Rates			
- Alternative	5		

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	1	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	14
- <b>Math</b>	-	1	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	1	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	37
- <b>Math</b>	-	1	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-	0	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	2	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	1	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	14
- <b>Math</b>	-	1	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	1	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	37
- <b>Math</b>	-	1	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-	0	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	2	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	1

#### Alternatively Licensed Teachers

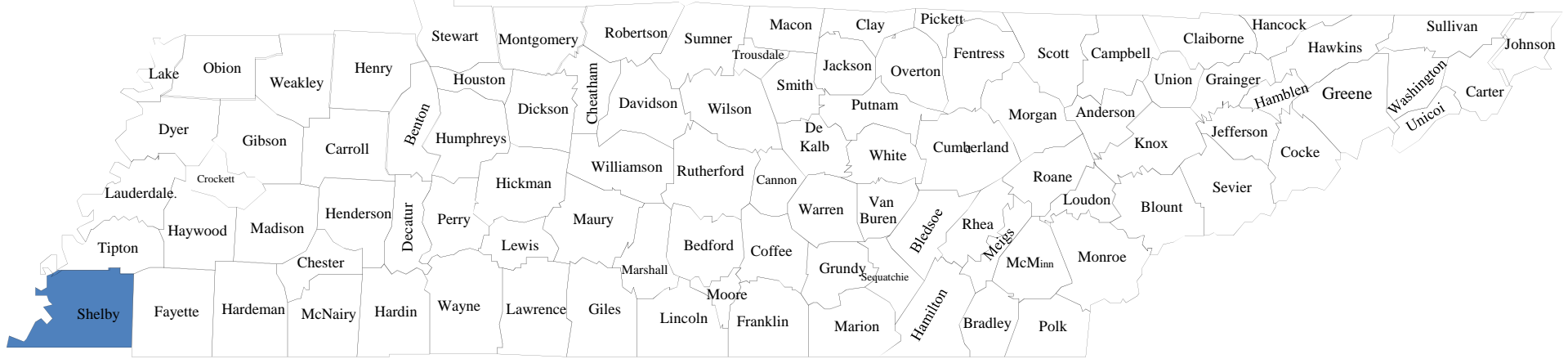
Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	1
- <b>Math</b>	-	-	1
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	1

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	1
- <b>Math</b>	-	-	1
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	2



## LeMoyne-Owen College Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Memphis	5



## Lincoln Memorial University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Lincoln Memorial University is a private, four year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools. Lincoln Memorial University has ten approved teacher education programs.

#### **Institution Highlights:**

- Lincoln Memorial University had 150 program completers and a final GPA composite that is higher than the state average for 2010-2011 program completers.
- Program completers from Lincoln Memorial are less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math, Reading/Language, Science and TCAP composite scores.
- Program completers from Lincoln Memorial are less effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Science and TCAP composite scores.
- Lincoln Memorial University's program completers teaching 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language and high school English I have more completers in the least effective percentile as compared to *beginning teacher* performance distributions across the state.
- Program completers from Lincoln Memorial University have lower numbers of completers in the most effective percentile as compared to *beginning teacher* performance distributions across the state in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores.

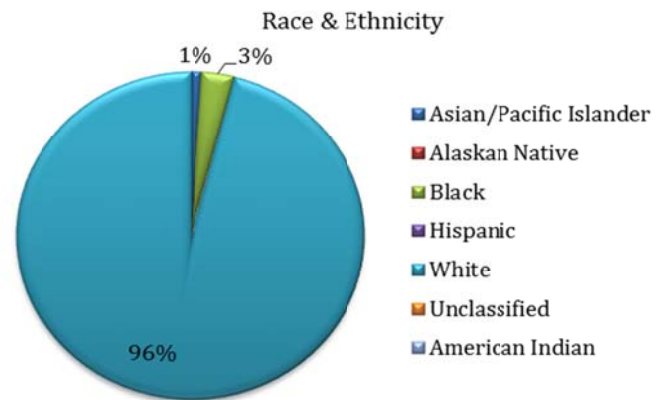
## Lincoln Memorial University

### Teacher Education Program Information

<b>Location:</b>	<b>Harrogate, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	10
Top Endorsement Areas:	Elementary K-6 (87 completers) Business Technology (20 completers) Business Education 7-12 (20 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>150</b>
Male	24%
Female	76%
In-state	94%
Out-of-state	6%
Traditional License	150
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Degree	Average Non-Degree	State Average All Completers
<b>Final GPA</b>	3.7	2.7 – 4.00	3.30	3.79	3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>	23.2	20 – 30	23.2		22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	148	49.3%	53.4%	41.9%	50.0%
2008 - 09	135	39.3%	48.9%	33.3%	
2009 - 10	131	49.6%	50.4%		
2010 - 11	150	49.3%			

## Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	150	150	100%
Summary Pass Rates			
- Alternative			

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)*KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.3771	65	32
- <b>Math</b>	-0.6985	38	29
- <b>Reading/Language</b>	-0.3407	46	31
- <b>Science</b>	-0.7787	31	25
- <b>Social Studies</b>	-0.3386	32	29
<b>EOC Composite (High school)</b>	0.1274	27	28
- <b>English I</b>	-0.685	10	8
- <b>English II</b>	-0.6317	5	7
- <b>English III</b>	0.621	5	5

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.3771	65	37
- <b>Math</b>	-0.6985	38	33
- <b>Reading/Language</b>	-0.3407	46	35
- <b>Science</b>	-0.7787	31	31
- <b>Social Studies</b>	-0.3386	32	32
<b>EOC Composite (High school)</b>	0.1274	27	33
- <b>English I</b>	-0.685	10	12
- <b>English II</b>	-0.6317	5	8
- <b>English III</b>	0.621	5	7

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-0.6300</b>	65	32
- Math	-0.575	38	29
- Reading/Language	-0.2482	46	31
- Science	-0.6887	31	25
- Social Studies	-0.1367	32	29
<b>EOC Composite (High school)</b>	0.7137	27	28
- English I	-0.463	10	8
- English II	0.026	5	7
- English III	0.3674	5	5

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- Math	-	0	7
- Reading/Language	-	0	7
- Science	-	0	7
- Social Studies	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-0.8075</b>	65	37
- Math	-0.705	38	33
- Reading/Language	-0.2162	46	35
- Science	<b>-0.8246</b>	31	31
- Social Studies	-0.2645	32	32
<b>EOC Composite (High school)</b>	0.7324	27	33
- English I	-0.6362	10	12
- English II	-0.2087	5	8
- English III	1.1902	5	7

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	24.6%	4.6%	65
- Math	21.1%	18.4%	38
- Reading/Language	32.6%	26.1%	46
- Science	25.8%	9.7%	31
- Social Studies	18.8%	9.4%	32
<b>EOC Composite (High school)</b>	14.8%	22.2%	27
- English I	50%	0.0%	10
- English II	40%	20%	5
- English III	0.0%	20%	5

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- Math	-	-	0
- Reading/Language	-	-	0
- Science	-	-	0
- Social Studies	-	-	0
<b>EOC Composite (High school)</b>	-	-	1

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	24.6%	4.6%	65
- Math	21.1%	18.4%	38
- Reading/Language	32.6%	26.1%	46
- Science	25.8%	9.7%	31
- Social Studies	18.8%	9.4%	32
<b>EOC Composite (High school)</b>	14.8%	22.2%	27
- English I	50%	0.0%	10
- English II	40%	20%	5
- English III	0.0%	20%	5



## Lincoln Memorial University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Anderson County	5
Blount County	4
Bradley County	2
Campbell County	5
Claiborne County	5
Clinton	1
Cocke County	2
Greeneville	1

District	Number of Teachers
Hamblen County	2
Hawkins County	2
Kingsport	2
Knox County	25
Lenoir City	1
Loudon County	1
Maryville	3
Monroe County	2

District	Number of Teachers
Oak Ridge	1
Roane County	2
Sevier County	2
Sullivan County	4
Union County	1
Washington County	1



## Lipscomb University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Lipscomb University is a private, Christian four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Lipscomb University has forty-seven approved teacher education programs.

#### **Institution Highlights:**

- Lipscomb University had 148 completers and an average final GPA above the state average for 2010-2011 program completers.
- Program completers from Lipscomb University are less effective than *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Social Studies.
- Program completers from Lipscomb University are more effective than other *beginning teachers* in the following areas
  - 4th-8th grade: Reading/Language and TCAP composite Scores
  - High School: Algebra I and End of Course Exam composite scores
- Lipscomb University's program completers teaching 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language have more completers in the highest performing percentile in comparison to *beginning teacher* performance distributions across the state.

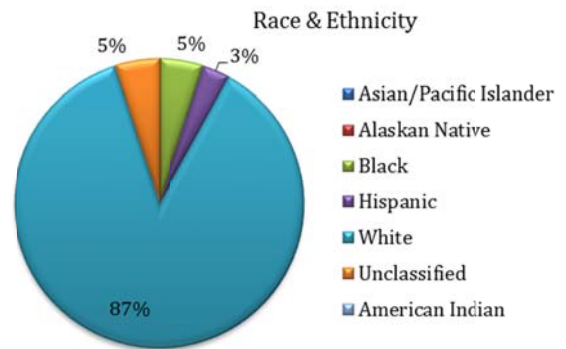
## Lipscomb University

### Teacher Education Program Information

<b>Location:</b>	<b>Nashville, TN</b>
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	47
Top Endorsement Areas:	Elementary K-6 (156 completers) English 7-12 (22 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>148</b>
Male	21%
Female	79%
In-state	89%
Out-of-state	11%
Traditional License	148
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.76	2.69-4.0			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>	3.49				3.34
<b>ACT Composite</b>	23.4	18-33			22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>	1114	950-1470			1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	76	46.1%	61.8%	40.8%	57.9%
2008 - 09	83	54.2%	66.7%	47.0%	
2009 - 10	171	61.4%	62.0%		
2010 - 11	148	57.4%			

## Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	177	175	99%
Summary Pass Rates			
- Alternative	n/a		

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.149	39	32
- <b>Math</b>	0.619	18	29
- <b>Reading/Language</b>	0.3217	24	31
- <b>Science</b>	0.668	16	25
- <b>Social Studies</b>	-1.178	14	29
<b>EOC Composite (High school)</b>	0.2182	20	28
- <b>Algebra I</b>	0.8737	7	9
- <b>Algebra II</b>	-1.6248	5	9

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	2	14
- <b>Math</b>	-	1	7
- <b>Reading/Language</b>	-	1	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	2	13

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.3486	41	37
- <b>Math</b>	0.9537	19	33
- <b>Reading/Language</b>	0.4254	25	35
- <b>Science</b>	.0668	16	31
- <b>Social Studies</b>	-1.178	14	32
<b>EOC Composite (High school)</b>	1.1164	22	33
- <b>Algebra I</b>	1.7044	9	14
- <b>Algebra II</b>	-1.6248	5	12

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.8962	39	32
- Math	0.7425	18	29
- Reading/Language	0.4141	24	31
- Science	0.758	16	25
- Social Studies	-0.9762	14	29
<b>EOC Composite (High school)</b>	0.8044	20	28
- Algebra I	1.7232	7	9
- Algebra II	0.5002	5	9

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	2	14
- Math	-	1	7
- Reading/Language	-	1	7
- Science	-	0	7
- Social Studies	-	0	4
<b>EOC Composite (High school)</b>		2	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.9183	41	37
- Math	0.9472	19	33
- Reading/Language	0.5499	25	35
- Science	0.6222	16	31
- Social Studies	-1.1039	14	32
<b>EOC Composite (High school)</b>	1.7214	22	33
- Algebra I	2.3719	9	14
- Algebra II	0.7	5	12

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	15.4%	25.6%	39
- <b>Math</b>	11.1%	16.7%	18
- <b>Reading/Language</b>	20.8%	33.3%	24
- <b>Science</b>	18.8%	25%	16
- <b>Social Studies</b>	28.6%	7.1%	14
<b>EOC Composite (High school)</b>	15%	15%	20
- <b>Algebra I</b>	14.3%	28.6%	7
- <b>Algebra II</b>	20%	0.0%	5

#### Alternatively Licensed Teachers

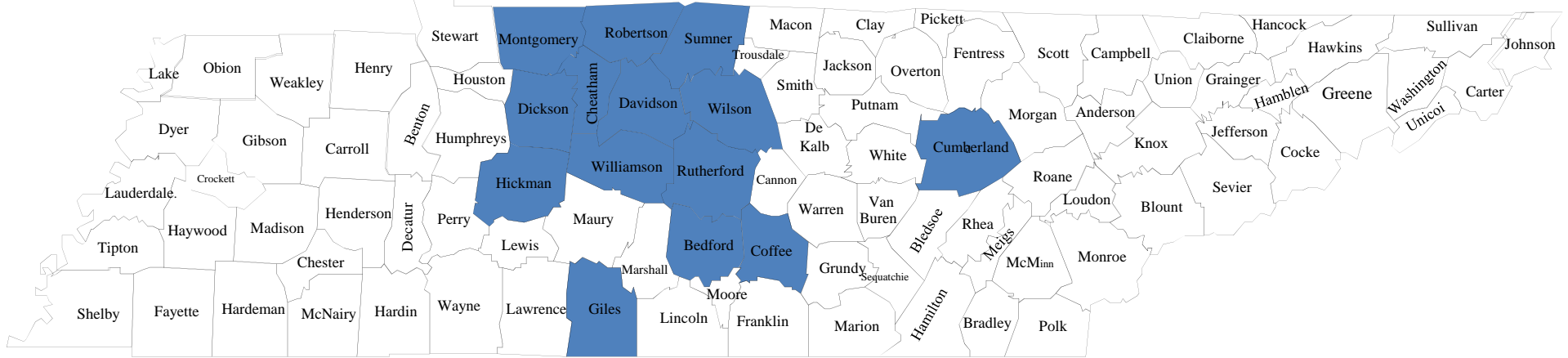
Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	2
- <b>Math</b>	-	-	1
- <b>Reading/Language</b>	-	-	1
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	2

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	14.6%	29.3%	41
- <b>Math</b>	10.5%	21.1%	19
- <b>Reading/Language</b>	20%	36%	25
- <b>Science</b>	18.8%	25%	16
- <b>Social Studies</b>	28.6%	7.1%	14
<b>EOC Composite (High school)</b>	13.6%	22.7%	22
- <b>Algebra I</b>	11.1%	44.4%	9
- <b>Algebra II</b>	20%	0.0%	5



## Lipscomb University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Bedford County	1
Cheatham County	1
Coffee County	1
Cumberland County	1
Davidson County	47
Dickson County	1
Franklin SSD	1
Giles County	1

District	Number of Teachers
Hickman County	2
Lebanon	2
Montgomery County	2
Robertson County	4
Rutherford County	5
Sumner County	5
Williamson County	7
Wilson County	4



## Martin Methodist College Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Martin Methodist College is a private, Christian four year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools. Martin Methodist College has six approved teacher education programs.

#### **Institution Highlights:**

- Martin Methodist College had 19 completers and a 100% passage rate on the Praxis exam.
- Martin Methodist program completers perform at the same level as *veteran teachers* and other *beginning teachers* in the following areas:
  - 4<sup>th</sup>-8<sup>th</sup> grade: Reading/Language, Social Studies and TCAP composite scores
  - High School: End of Course exam composite scores

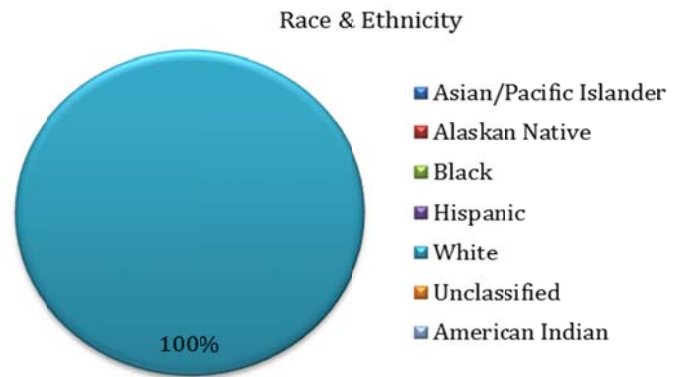
## Martin Methodist College

### Teacher Education Program Information

<b>Location:</b>	<b>Pulaski, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	6
Top Endorsement Areas:	Elementary K-6 (9 completers) English 7-12 (4 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>19</b>
Male	26%
Female	74%
In-state	95%
Out-of-state	5%
Traditional License	19
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.59	3.07-4.0			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>	23.6	19-29			22.7
<b>ACT Reading</b>	25.1	19-34			23.3
<b>ACT Science</b>	21.8	18-25			21.8
<b>ACT English</b>	25.4	21-34			23.4
<b>ACT Math</b>	21.2	16-25			20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	15	46.7%	53.3%	40.0%	53.3%
2008 - 09	22	50.0%	63.6%	45.5%	
2009 - 10	14	21.4%	35.7%		
2010 - 11	19	31.6%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	19	19	100%
Summary Pass Rates			
- Alternative	n/a		

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.6373	10	32
- <b>Math</b>	-	3	29
- <b>Reading/Language</b>	-0.0947	8	31
- <b>Science</b>	-	2	25
- <b>Social Studies</b>	0.4498	5	29
<b>EOC Composite (High school)</b>	-0.1894	5	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	1	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.6373	10	37
- <b>Math</b>	-	3	33
- <b>Reading/Language</b>	-0.0947	8	35
- <b>Science</b>	-	2	31
- <b>Social Studies</b>	0.4498	5	32
<b>EOC Composite (High school)</b>	0.3859	6	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.1098	10	32
- <b>Math</b>	-	3	29
- <b>Reading/Language</b>	-0.0023	8	31
- <b>Science</b>	-	2	25
- <b>Social Studies</b>	0.6516	5	29
<b>EOC Composite (High school)</b>	0.3968	5	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	1	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.0676	10	37
- <b>Math</b>	-	3	33
- <b>Reading/Language</b>	0.0297	8	35
- <b>Science</b>	-	2	31
- <b>Social Studies</b>	0.5239	5	32
<b>EOC Composite (High school)</b>	0.9909	6	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	0.0%	10%	10
- <b>Math</b>	-	-	3
- <b>Reading/Language</b>	12.5%	12.5%	8
- <b>Science</b>	-	-	2
- <b>Social Studies</b>	0.0%	20%	5
<b>EOC Composite (High school)</b>	20%	20%	5

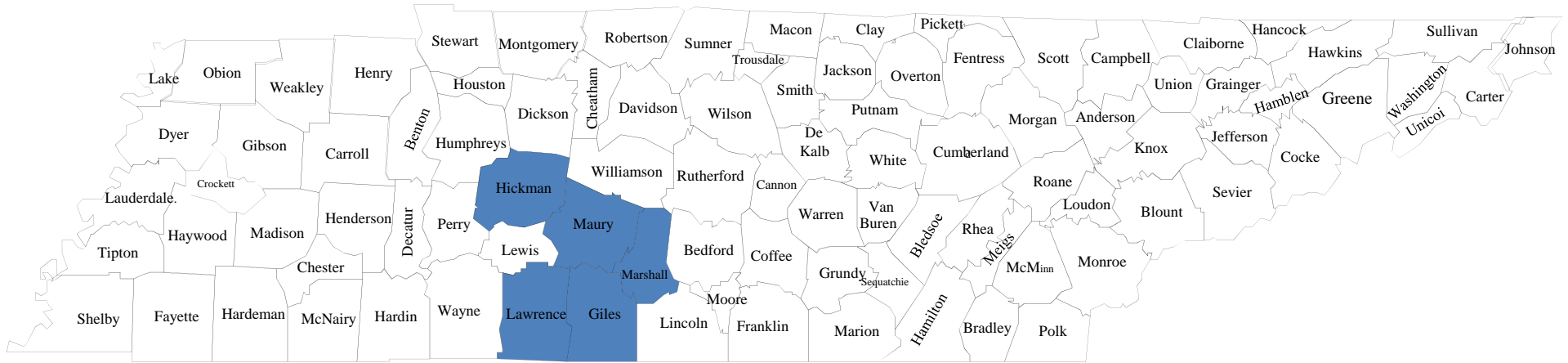
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	1

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	0.0%	10%	10
- <b>Math</b>	-	-	3
- <b>Reading/Language</b>	12.5%	12.5%	8
- <b>Science</b>	-	-	2
- <b>Social Studies</b>	0.0%	20%	5
<b>EOC Composite (High school)</b>	16.7%	33.3%	6

## Martin Methodist College Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Giles County	2
Hickman County	1
Lawrence County	1
Marshall County	1
Maury County	1





## Maryville College Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Maryville College is a private, four year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools. Maryville College has seventeen approved teacher education programs.

#### **Institution Highlights:**

- Maryville College had 38 completers and a Praxis passage rate of 95%.
- Program completers from Maryville College are as effective as *veteran teachers* and other *beginning teachers* in the following areas
  - 4<sup>th</sup>-8<sup>th</sup> grade: Math, Reading/Language and TCAP composite scores
  - High School: End of Course exam composite scores

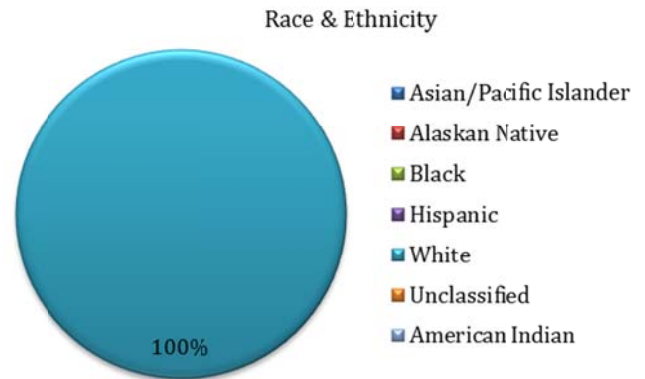
## Maryville College

### Teacher Education Program Information

<b>Location:</b>	<b>Maryville, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	17
Top Endorsement Areas:	Elementary K-6 (16 completers) Phys Ed K-12 (5 completers) English 7-12 (5 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>38</b>
Male	26%
Female	74%
In-state	87%
Out-of-state	13%
Traditional License	38
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.39	2.70 – 4.02			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>	23.3	18 – 30			22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>	1090	1000-1240			1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	45	46.7%	55.6%	42.2%	51.1%
2008 - 09	29	27.6%	48.3%	24.1%	
2009 - 10	28	32.1%	42.9%		
2010 - 11	38	39.5%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	38	37	97%
Summary Pass Rates			
- Alternative	n/a		

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.2348	13	32
- <b>Math</b>	1.3157	7	29
- <b>Reading/Language</b>	-0.1877	9	31
- <b>Science</b>	-	3	25
- <b>Social Studies</b>	-	4	29
<b>EOC Composite (High school)</b>	-0.4538	7	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.2348	13	37
- <b>Math</b>	1.3157	7	33
- <b>Reading/Language</b>	-0.1877	9	35
- <b>Science</b>	-	3	31
- <b>Social Studies</b>	-	4	32
<b>EOC Composite (High school)</b>	-0.4538	7	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.9819	13	32
- <b>Math</b>	1.4392	7	29
- <b>Reading/Language</b>	-0.0953	9	31
- <b>Science</b>	-	3	25
- <b>Social Studies</b>	-	4	29
<b>EOC Composite (High school)</b>	0.1325	7	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.8045	13	37
- <b>Math</b>	1.3092	7	33
- <b>Reading/Language</b>	-0.0633	9	35
- <b>Science</b>	-	3	31
- <b>Social Studies</b>	-	4	32
<b>EOC Composite (High school)</b>	0.1512	7	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	0.0%	7.7%	13
- <b>Math</b>	0.0%	14.3%	7
- <b>Reading/Language</b>	33.3%	0.0%	9
- <b>Science</b>	-	-	3
- <b>Social Studies</b>	-	-	4
<b>EOC Composite (High school)</b>	28.6%	14.3%	7

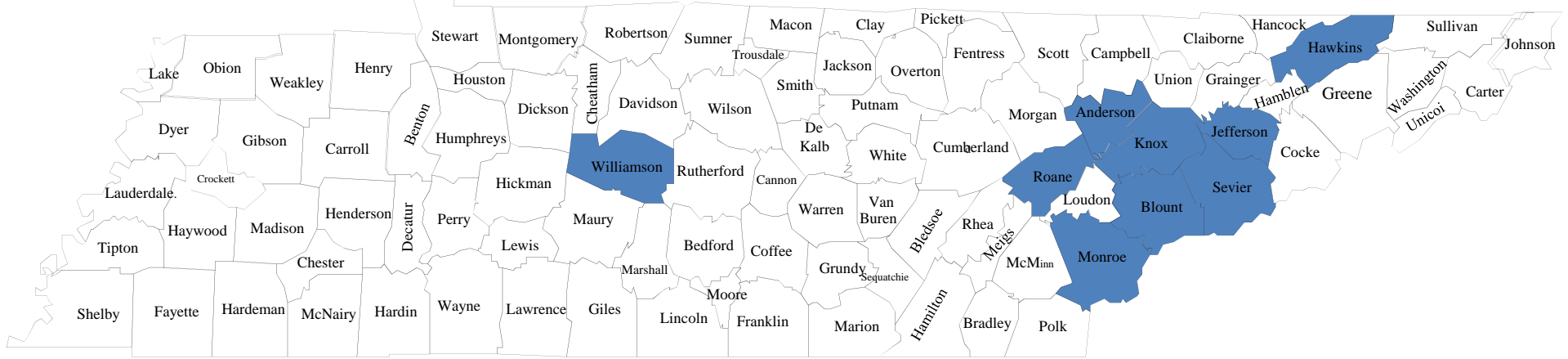
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	
- <b>Math</b>	-	-	
- <b>Reading/Language</b>	-	-	
- <b>Science</b>	-	-	
- <b>Social Studies</b>	-	-	
<b>EOC Composite (High school)</b>	-	-	

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	0.0%	7.7%	13
- <b>Math</b>	0.0%	14.3%	7
- <b>Reading/Language</b>	33.3%	0.0%	9
- <b>Science</b>	-	-	3
- <b>Social Studies</b>	-	-	4
<b>EOC Composite (High school)</b>	28.6%	14.3%	7

## Maryville College Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Blount County	3
Clinton	1
Hawkins County	1
Jefferson County	1
Knox County	1
Maryville	1

District	Number of Teachers
Monroe County	1
Roane County	1
Sevier County	2
Sweetwater	2
Williamson County	1



## Memphis College of Art

### **Memphis College of Art Overview**

#### ***2012 Report Card on the Effectiveness of Teacher Training Programs***

Memphis College of Art is a private, four year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools. Memphis College of Art has two approved teacher education programs.

#### **Institution Highlights:**

- Memphis College of Art had 18 program completers and a final GPA average above the state average for 2010-2011 program completers.
- All 18 program completers received an endorsement in Visual Arts for K-12<sup>th</sup> grade. As such, no value added data is available for program completers.



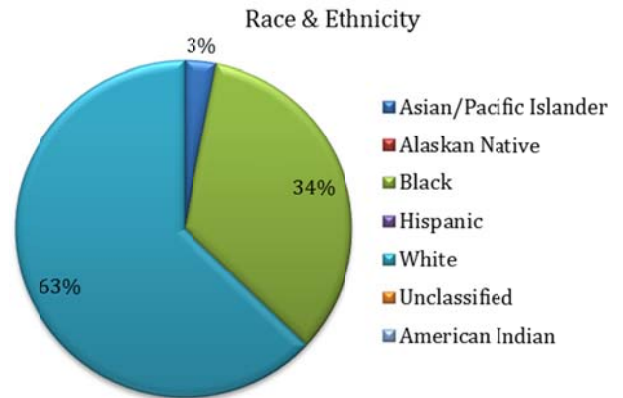
## Memphis College of Art

### Teacher Education Program Information

<b>Location:</b>	<b>Memphis, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	2
Top Endorsement Area:	Visual Arts K-12 (18 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>18</b>
Male	33%
Female	67%
In-state	94%
Out-of-state	6%
Traditional License	12
Alternative License	6



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.65	3.19-3.97	3.72	3.43	3.57
<b>Major GPA</b>	3.35	3.91-3.97			3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

**Placement and Retention Data**

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	n/a				
2008 - 09	4	50.0%	50.0%	50.0%	
2009 - 10	41	87.8%	82.9%		
2010 - 11	18	88.9%			

**Teacher Assessments**

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	n/a		
Summary Pass Rates - Alternative	15	13	87%

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	37
- <b>Math</b>	-	0	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-	0	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	0	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	37
- <b>Math</b>	-	0	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-	0	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	0	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

**Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

## Memphis College of Art Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Memphis	15
Shelby County	1



MTR  
MEMPHIS TEACHER RESIDENCY

## Memphis Teacher Residency Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Memphis Teacher Residency is a partnership that includes MTR, Union University and urban schools in Memphis. MTR members work toward a Masters in Urban Education at Union University while gaining classroom experience over the twelve month residency program. Upon completing the program, MTR participants earn a Tennessee teaching license and work to fulfill a three year teaching commitment within an urban Memphis school. For more information on Memphis Teacher Residency visit <http://memphistr.org/>.

#### **Institution Highlights:**

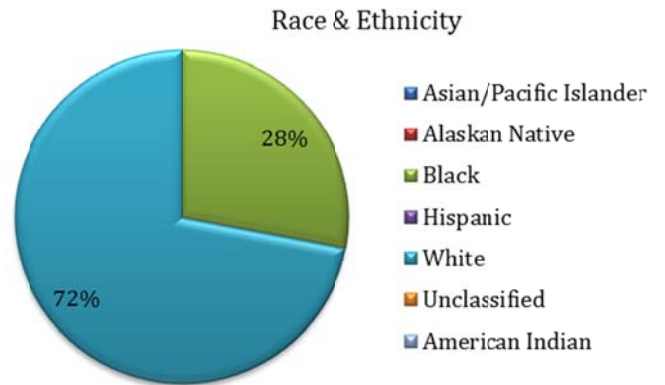
- Memphis Teacher Residency had 25 program completers and an average final GPA above the state average for 2010-2011 program completers.
- Memphis Teacher Residency program completers are more effective *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math, Social Studies and TCAP composite scores.
- Memphis Teacher Residency program completers teaching 4<sup>th</sup>-8<sup>th</sup> grade Math and Social Studies have more completers in the highest performing percentile in comparison to *beginning teacher* performance distributions across the state.

## Memphis Teacher Residency

<b>Location:</b>	<b>Memphis, TN</b>
Institution Type:	Alternative Provider
Accreditation:	N/A
Approved Teacher Education Programs:	N/A
Top Endorsement Areas:	Elementary K-6 (8 completers) Mathematics 7-12 (4 completers)

### 2010-2011 Memphis Teacher Residency Completers

<b>Total Number</b>	<b>25</b>
Male	32%
Female	68%
In-state	100%
Out-of-state	
Traditional License	25
Alternative License	



### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.93	3.38-4.0			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561



**Placement and Retention Data**

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	n/a				
2008 - 09	n/a				
2009 - 10	20	80.0%	75.0%		
2010 - 11	25	88.0%			

**Teacher Assessments**

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	n/a		
Summary Pass Rates - Alternative	n/a		

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	1.6374	15	32
- <b>Math</b>	4.8144	5	29
- <b>Reading/Language</b>	0.5873	6	31
- <b>Science</b>	-	4	25
- <b>Social Studies</b>	1.6035	9	29
<b>EOC Composite (High school)</b>	0.9013	11	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	1.6374	15	37
- <b>Math</b>	4.8144	5	33
- <b>Reading/Language</b>	0.5873	6	35
- <b>Science</b>	-	4	31
- <b>Social Studies</b>	1.6035	9	32
<b>EOC Composite (High school)</b>	0.9013	11	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	2.3845	15	32
- <b>Math</b>	4.9379	5	29
- <b>Reading/Language</b>	0.6798	6	31
- <b>Science</b>	-	4	25
- <b>Social Studies</b>	1.8054	9	29
<b>EOC Composite (High school)</b>	1.4875	11	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	2.2071	15	37
- <b>Math</b>	4.8079	5	33
- <b>Reading/Language</b>	0.7118	6	35
- <b>Science</b>	-	4	31
- <b>Social Studies</b>	1.6776	9	32
<b>EOC Composite (High school)</b>	1.5063	11	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	13.3%	40%	15
- <b>Math</b>	0.0%	80%	5
- <b>Reading/Language</b>	16.7%	50%	6
- <b>Science</b>	-	-	4
- <b>Social Studies</b>	11.1%	55.6%	9
<b>EOC Composite (High school)</b>	27.3%	45.5%	11

**Alternatively Licensed Teachers**

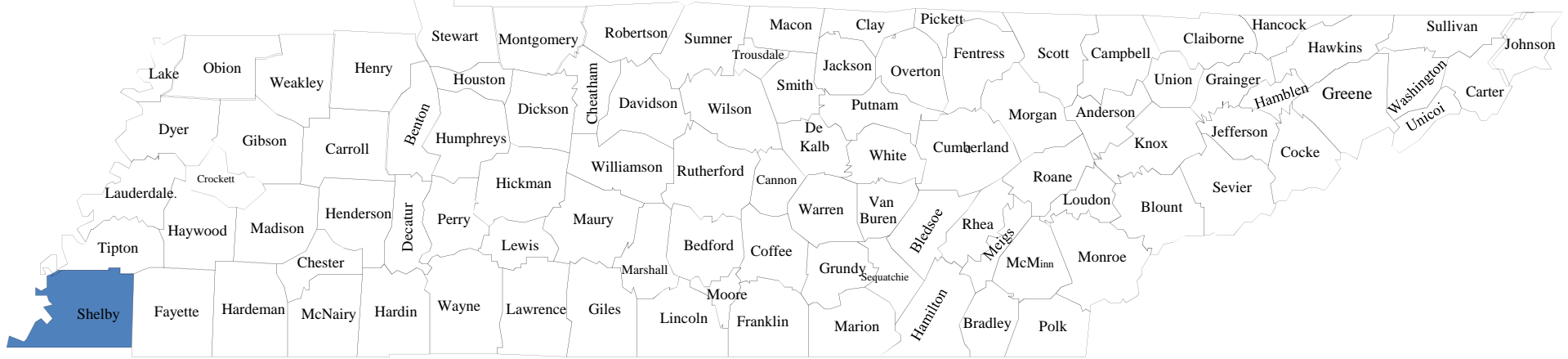
Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	13.3%	40%	15
- <b>Math</b>	0.0%	80%	5
- <b>Reading/Language</b>	16.7%	50%	6
- <b>Science</b>	-	-	4
- <b>Social Studies</b>	11.1%	55.6%	9
<b>EOC Composite (High school)</b>	27.3%	45.5%	11

## Memphis Teacher Residency

### Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Memphis	22

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# MIDDLE TENNESSEE STATE UNIVERSITY

## Middle Tennessee State University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Middle Tennessee State University is a public four year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Middle Tennessee State University has forty-seven approved teacher education programs.

#### **Institution Highlights:**

- Middle Tennessee State University had 540 program completers and a passage rate of 94% on the Praxis exam.
- Program completers from Middle Tennessee State University are less effective than *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math, Science, Social Studies and TCAP composite scores.
- In high school English I, Middle Tennessee State University's program completers are more effective than *veteran teachers* and other *beginning teachers*.
- MTSU's program completers have more completers in the least effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade Math, Social Studies and TCAP as compared to *beginning teacher* performance distributions across the state.
- Program completers from Middle Tennessee State University teaching have lower numbers of completers in the most effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade Math, Science, and TCAP composite scores as compared to *beginning teacher* performance distributions across the state.

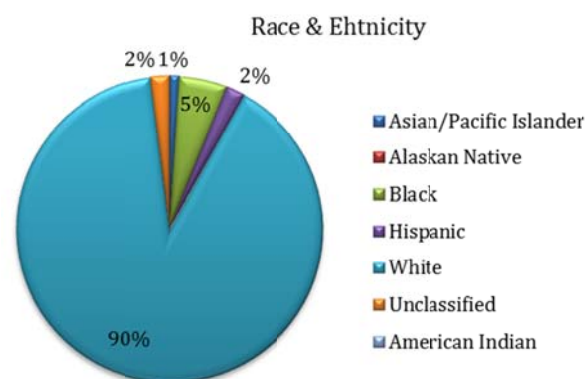
## Middle Tennessee State University

### Teacher Education Program Information

<b>Location:</b>	<b>Murfreesboro, TN</b>
Institution Type:	TBR
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	47
Top Endorsement Areas:	Elementary K-6 (209 completers) Early Childhood Ed PK-3 (54 completers) English 7-12 A (36 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>540</b>
Male	18%
Female	82%
In-state	97%
Out-of-state	3%
Traditional License	504
Alternative License	36



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.40	2.40-4.0	3.40	3.36	3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	338	67.2%	71.6%	58.3%	71.3%
2008 - 09	402	53.0%	66.4%	47.3%	
2009 - 10	607	60.1%	67.9%		
2010 - 11	540	50.2%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	448	421	94%
Summary Pass Rates			
- Alternative	11	9	82%

Note: The pass rate is not provided if there were less than 10 test takers



**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.4359	208	32
- <b>Math</b>	-0.9518	105	29
- <b>Reading/Language</b>	-0.0762	124	31
- <b>Science</b>	-0.6976	102	25
- <b>Social Studies</b>	-0.5964	107	29
<b>EOC Composite (High school)</b>	-0.4156	49	28
- <b>Algebra I</b>	0.5469	12	9
- <b>Algebra II</b>	-1.8044	8	9
- <b>English I</b>	1.1256	11	8
- <b>English II</b>	-0.5525	11	7
- <b>English III</b>	0.359	9	5

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	3	14
- <b>Math</b>	-	1	7
- <b>Reading/Language</b>	-	2	7
- <b>Science</b>	-	1	7
- <b>Social Studies</b>	-	1	4
<b>EOC Composite (High school)</b>	-1.481	11	13

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-1.3989</b>	211	37
- <b>Math</b>	<b>-0.9509</b>	106	33
- <b>Reading/Language</b>	-0.0823	126	35
- <b>Science</b>	<b>-0.6589</b>	103	31
- <b>Social Studies</b>	<b>-0.5758</b>	108	32
<b>EOC Composite (High school)</b>	-0.6109	60	33
- <b>Algebra I</b>	0.1991	15	14
- <b>Algebra II</b>	-2.4596	10	12
- <b>Biology I</b>	0.1975	6	11
- <b>English I</b>	<b>1.0439</b>	12	12
- <b>English II</b>	-0.4995	12	8
- <b>English III</b>	0.2881	10	7

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.6888	208	32
- Math	-0.8283	105	29
- Reading/Language	0.0162	124	31
- Science	-0.6076	102	25
- Social Studies	-0.3946	107	29
<b>EOC Composite (High school)</b>	0.1707	49	28
- Algebra I	1.3964	12	9
- Algebra II	0.3206	8	9
- English I	1.3475	11	8
- English II	0.1051	11	7
- English III	0.1055	9	5

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	3	14
- Math	-	1	7
- Reading/Language	-	2	7
- Science	-	1	7
- Social Studies	-	1	4
<b>EOC Composite (High school)</b>	-0.541	11	13

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.8292	211	37
- <b>Math</b>	-0.9574	106	33
- <b>Reading/Language</b>	0.0421	126	35
- <b>Science</b>	-0.7047	103	31
- <b>Social Studies</b>	-0.5018	108	32
<b>EOC Composite (High school)</b>	-0.0059	60	33
- <b>Algebra I</b>	0.8666	15	14
- <b>Algebra II</b>	-0.1347	10	12
- <b>Biology I</b>	-0.2241	6	11
- <b>English I</b>	1.0927	12	12
- <b>English II</b>	-0.0765	12	8
- <b>English III</b>	0.8573	10	7

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	<b>29.8%</b>	<b>9.1%</b>	208
- <b>Math</b>	<b>30.5%</b>	<b>12.4%</b>	105
- <b>Reading/Language</b>	20.2%	21%	124
- <b>Science</b>	24.5%	<b>12.8%</b>	102
- <b>Social Studies</b>	<b>29.9%</b>	14%	107
<b>EOC Composite (High school)</b>	14.3%	18.4%	49
- <b>Algebra I</b>	0.0%	33.3%	12
- <b>Algebra II</b>	25%	0.0%	8
- <b>English I</b>	0.0%	45.5%	11
- <b>English II</b>	18.2%	18.2%	11
- <b>English III</b>	11.1%	11.1%	9

#### Alternatively Licensed Teachers

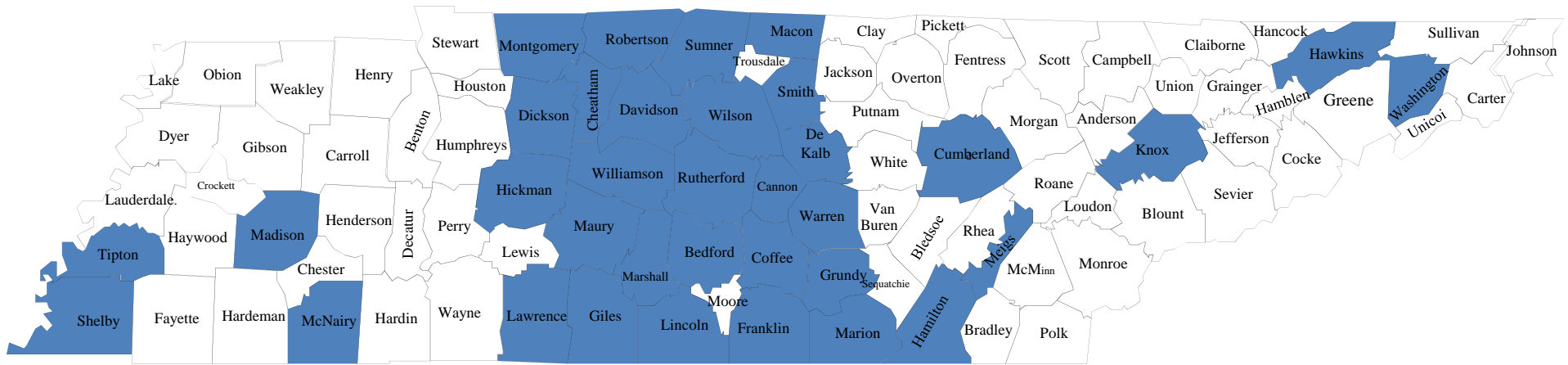
Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	3
- <b>Math</b>	-	-	1
- <b>Reading/Language</b>	-	-	2
- <b>Science</b>	-	-	1
- <b>Social Studies</b>	-	-	1
<b>EOC Composite (High school)</b>	27.3%	9.1%	11

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	29.4%	9.5%	211
- <b>Math</b>	30.2%	12.3%	106
- <b>Reading/Language</b>	19.8%	20.6%	126
- <b>Science</b>	24.3%	13.6%	103
- <b>Social Studies</b>	29.6%	14.8%	108
<b>EOC Composite (High school)</b>	16.7%	16.7%	60
- <b>Algebra I</b>	13.3%	33.3%	15
- <b>Algebra II</b>	40%	0.0%	10
- <b>Biology I</b>	16.7%	16.7%	6
- <b>English I</b>	0.0%	41.7%	12
- <b>English II</b>	16.7%	16.7%	12
- <b>English III</b>	10%	10%	10

## Middle Tennessee State University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Dickson County, Fayetteville, Giles County, Hawkins County, Knox County, Madison County, Marion County, McNairy County, Meigs County, Memphis, Montgomery County, Shelby County, Tipton County, Tullahoma, Washington County	1
Cannon County, Cheatham County, Coffee County, Cumberland County, DeKalb County, Franklin County, Franklin SSD, Grundy County, Hamilton County, Hickman County, Lawrence County, Lebanon, Lincoln County, Macon County, Manchester, Smith County	2-5

District	Number of Teachers	District	Number of Teachers
Bedford County	20	Rutherford County	78
Davidson County	16	Sumner County	14
Marshall County	9	Warren County	6
Maury County	13	Williamson County	19
Murfreesboro	12	Wilson County	11
Robertson County	7		



## Milligan College Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Milligan College is a private, Christian four year institution of higher and a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Milligan College has twenty-one approved teacher education programs.

#### **Institution Highlights:**

- Milligan College had 62 program completers, an average final GPA above the state average for 2010-2011 program completers and a 100% passage rate on the Praxis.
- Program completers from Milligan College are less effective than *veteran teachers* as seen in their in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores.
- Program completers from Milligan College are more effective than *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language.
- Program completers from Milligan College are less effective than other *beginning teachers* in high school Biology I.
- Milligan College's program completers have fewer completers in the lowest performing percentile in comparison to *beginning teacher* performance distributions across the state as seen in the high school End of Course exam composite scores.



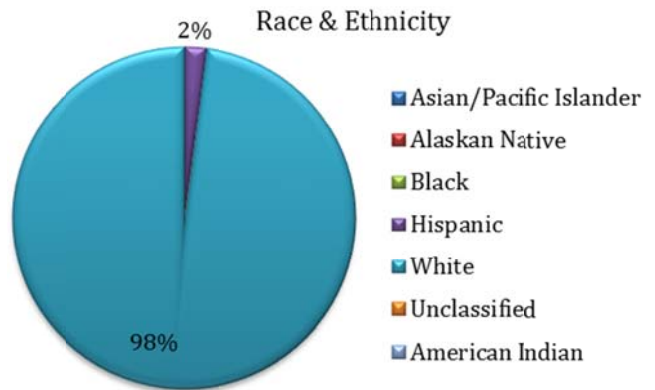
## Milligan College

### Teacher Education Program Information

<b>Location:</b>	<b>Milligan College, TN</b>
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	21
Top Endorsement Areas:	Elementary K-6 (22 completers) Early Childhood Ed PK-3 (10 completers) History 7-12 (7 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>62</b>
Male	34%
Female	66%
In-state	85%
Out-of-state	15%
Traditional License	59
Alternative License	3



#### Academic Information

	Average All Completers	Range All Completers	Average BA/BS	Average MEd	State Average All Completers
<b>Final GPA</b>	3.72	2.66-4.0	3.44	3.84	3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>	23.8	17-30	22.4	25.2	22.7
<b>ACT Reading</b>	24.9	16-33	23.1	27.2	23.3
<b>ACT Science</b>	23.5	16-31	23.0	24.2	21.8
<b>ACT English</b>	23.8	18-33	22.8	25.2	23.4
<b>ACT Math</b>	22.9	16-27	21.4	25	20.9
<b>SAT Cumulative</b>	1120	910-1300		1155	1129
<b>SAT Math</b>	553	440-690		556	529
<b>SAT Verbal</b>	568	460-690		599	561

## Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	44	56.8%	54.5%	50.0%	52.3%
2008 - 09	57	54.4%	59.6%	49.1%	
2009 - 10	91	64.9%	67.0%		
2010 - 11	62	67.7%			

## Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	29	29	100%
Summary Pass Rates			
- Alternative	1		

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

**KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.8105	32	32
- <b>Math</b>	0.1234	16	29
- <b>Reading/Language</b>	0.5153	19	31
- <b>Science</b>	-0.8542	13	25
- <b>Social Studies</b>	-0.0297	14	29
<b>EOC Composite (High school)</b>	0.429	15	28
- <b>Biology I</b>	-0.6862	6	5

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	2	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.79	33	37
- <b>Math</b>	0.1234	16	33
- <b>Reading/Language</b>	0.5097	21	35
- <b>Science</b>	-0.8542	13	31
- <b>Social Studies</b>	-0.0297	14	32
<b>EOC Composite (High school)</b>	0.429	15	33
- <b>Biology I</b>	-0.6862	6	11

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.0634	32	32
- <b>Math</b>	0.2469	16	29
- <b>Reading/Language</b>	0.6077	19	31
- <b>Science</b>	-0.7642	13	25
- <b>Social Studies</b>	0.1722	14	29
<b>EOC Composite (High school)</b>	1.0153	15	28
- <b>Biology I</b>	-1.4006	6	5

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	2	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.2203	33	37
- <b>Math</b>	0.1169	16	33
- <b>Reading/Language</b>	0.6341	21	35
- <b>Science</b>	-0.9	13	31
- <b>Social Studies</b>	0.0444	14	32
<b>EOC Composite (High school)</b>	1.034	15	33
- <b>Biology I</b>	-1.1077	6	11

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	15.6%	12.5%	32
- <b>Math</b>	12.5%	25%	16
- <b>Reading/Language</b>	10.5%	26.3%	19
- <b>Science</b>	15.4%	15.4%	13
- <b>Social Studies</b>	7.1%	7.1%	14
<b>EOC Composite (High school)</b>	0.0%	20%	15
- <b>Biology I</b>	33.3%	0.0%	6

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	1
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	2
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	15.2%	12.1%	33
- <b>Math</b>	12.5%	25%	16
- <b>Reading/Language</b>	9.5%	23.8%	21
- <b>Science</b>	15.4%	15.4%	13
- <b>Social Studies</b>	7.1%	7.1%	14
<b>EOC Composite (High school)</b>	0.0%	20%	15
- <b>Biology I</b>	33.3%	0.0%	6

## Milligan College Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Bristol	3
Carter County	2
Elizabethton	10
Greeneville	1
Hamblen County	1
Hawkins County	1
Johnson City	5

District	Number of Teachers
Johnson County	2
Kingsport	3
Knox County	1
Sullivan County	4
Unicoi County	3
Washington County	6



## South College Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

South College is a private, for-profit four year institution of higher education. South College is accredited by the Southern Association of Colleges and Schools. South College has two approved teacher education programs.

#### **Institution Highlights:**

- South College had 42 program completers and an average final GPA above the state average for 2010-2011 program completers.
- Program completers from South College are less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math, Reading/Language and TCAP composite scores.
- South College program completers are less effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math and TCAP composite scores.
- Program completers from South College have lower numbers of completers in the most effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade Math and TCAP composite scores as compared to *beginning teacher* performance distributions across the state.

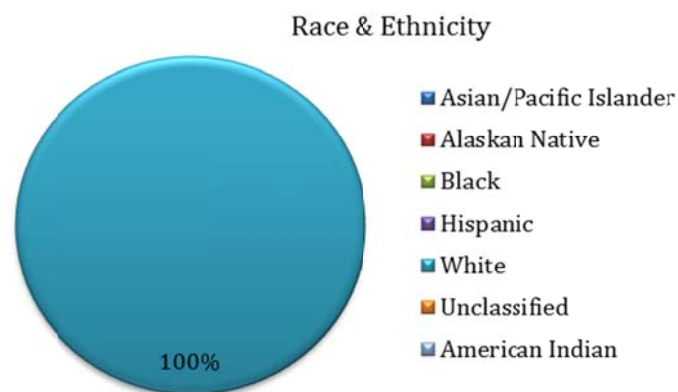
## South College

### Teacher Education Program Information

<b>Location:</b>	<b>Knoxville, TN</b>
Institution Type:	Private, For-Profit
Accreditation:	SACS
Approved Teacher Education Programs:	2
Top Endorsement Area:	Elementary K-6 (42 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>42</b>
Male	21%
Female	79%
In-state	100%
Out-of-state	
Traditional License	42
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.72	3.22-4.0			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>	20.8	15-28			22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>	1106	940-1270			1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561



## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	41	48.8%	39.0%	29.3%	39.0%
2008 - 09	67	41.8%	50.7%	31.3%	
2009 - 10	60	46.7%	55.0%		
2010 - 11	42	50.0%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	42	42	100%
Summary Pass Rates			
- Alternative	n/a		

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.4575	42	32
- <b>Math</b>	-0.9336	34	29
- <b>Reading/Language</b>	-0.4116	29	31
- <b>Science</b>	-0.031	25	25
- <b>Social Studies</b>	-0.2926	24	29
<b>EOC Composite (High school)</b>	-	1	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.4575	42	37
- <b>Math</b>	-0.9336	34	33
- <b>Reading/Language</b>	-0.4116	29	35
- <b>Science</b>	-0.031	25	31
- <b>Social Studies</b>	-0.2926	24	32
<b>EOC Composite (High school)</b>	-	1	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-0.7104</b>	42	32
- <b>Math</b>	<b>-0.8101</b>	34	29
- <b>Reading/Language</b>	-0.3192	29	31
- <b>Science</b>	0.0591	25	25
- <b>Social Studies</b>	-0.0907	24	29
<b>EOC Composite (High school)</b>	-	1	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-0.8879</b>	42	37
- <b>Math</b>	<b>-0.9401</b>	34	33
- <b>Reading/Language</b>	-0.2872	29	35
- <b>Science</b>	-0.0768	25	31
- <b>Social Studies</b>	-0.2185	24	32
<b>EOC Composite (High school)</b>	-	1	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	28.6%	7.1%	42
- <b>Math</b>	26.5%	5.9%	34
- <b>Reading/Language</b>	20.7%	13.8%	29
- <b>Science</b>	20%	20%	25
- <b>Social Studies</b>	20.8%	12.5%	24
<b>EOC Composite (High school)</b>	-	-	1

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	28.6%	7.1%	42
- <b>Math</b>	26.5%	5.9%	34
- <b>Reading/Language</b>	20.7%	13.8%	29
- <b>Science</b>	20%	20%	25
- <b>Social Studies</b>	20.8%	12.5%	24
<b>EOC Composite (High school)</b>	-	-	1

## South College Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Campbell County	1
Claiborne County	1
Clinton	1
Hamblen	1
Hamilton County	1
Knox County	15
Union County	1



### **Southern Adventist University Overview**

#### ***2012 Report Card on the Effectiveness of Teacher Training Programs***

Southern Adventist University is a private, Seventh-day Adventist four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Southern Adventist University has fifteen approved teacher education programs.

#### **Institution Highlights:**

- Southern Adventist University had 40 completers and an average high school GPA above the state average for 2010-2011 completers.
- Program completers had a 100% passage rate on the Praxis exam.
- The number of Southern Adventist University program completers teaching in a given subject is too few to perform statistical analysis of program completer performance based on value added data.

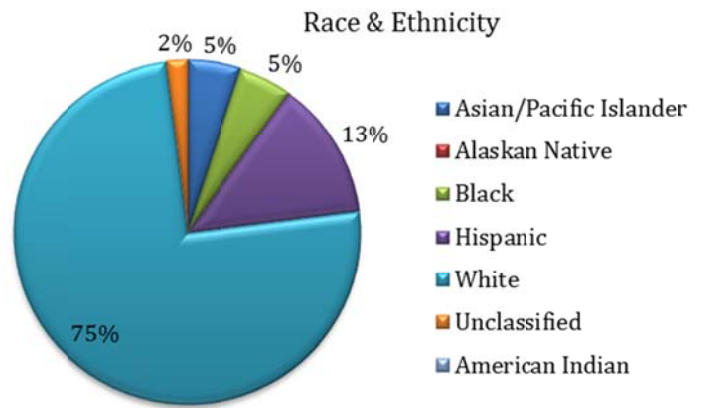
## Southern Adventist University

### Teacher Education Program Information

<b>Location:</b>	<b>Collegedale, TN</b>
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	15
Top Endorsement Areas:	Elementary K-6 (28 completers) History 7-12 (4 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>40</b>
Male	17%
Female	83%
In-state	35%
Out-of-state	65%
Traditional License	40
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.56	2.92-3.95			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>	3.63	2.72-4.0			3.34
<b>ACT Composite</b>	23.6	17-30			22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	32	0.0%	0.0%	0.0%	0.0%
2008 - 09	29	10.3%	20.7%	6.9%	
2009 - 10	26	7.7%	3.8%		
2010 - 11	40	17.5%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	40	40	100%
Summary Pass Rates			
- Alternative	n/a		

Note: The pass rate is not provided if there were less than 10 test takers



**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	2	32
- <b>Math</b>	-	1	29
- <b>Reading/Language</b>	-	2	31
- <b>Science</b>	-	1	25
- <b>Social Studies</b>	-	1	29
<b>EOC Composite (High school)</b>	-	1	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	2	37
- <b>Math</b>	-	1	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-	1	31
- <b>Social Studies</b>	-	1	32
<b>EOC Composite (High school)</b>	-	1	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	2	32
- <b>Math</b>	-	1	29
- <b>Reading/Language</b>	-	2	31
- <b>Science</b>	-	1	25
- <b>Social Studies</b>	-	1	29
<b>EOC Composite (High school)</b>	-	1	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	2	37
- <b>Math</b>	-	1	33
- <b>Reading/Language</b>	-	2	35
- <b>Science</b>	-	1	31
- <b>Social Studies</b>	-	1	32
<b>EOC Composite (High school)</b>	-	1	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	2
- <b>Math</b>	-	-	1
- <b>Reading/Language</b>	-	-	2
- <b>Science</b>	-	-	1
- <b>Social Studies</b>	-	-	1
<b>EOC Composite (High school)</b>	-	-	1

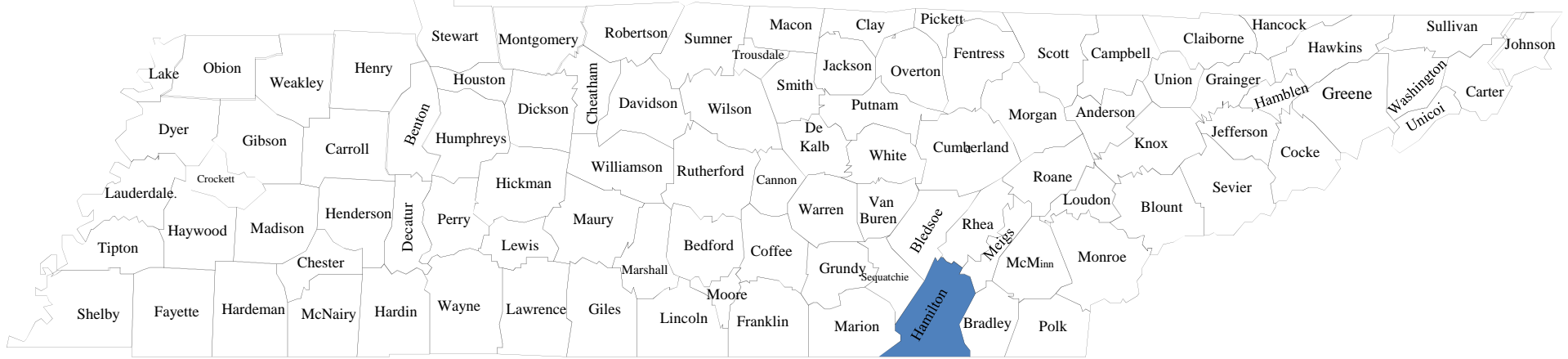
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	2
- <b>Math</b>	-	-	1
- <b>Reading/Language</b>	-	-	2
- <b>Science</b>	-	-	1
- <b>Social Studies</b>	-	-	1
<b>EOC Composite (High school)</b>	-	-	1

## Southern Adventist University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Hamilton County	7

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# TEACHFORAMERICA

## Teach for America, Memphis Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Teach for America began placing corps members in Memphis City Schools 2006. Corps members obtain their teaching license to fulfill their two year commitment based on their TFA professional development and are not required to take university courses to continue teaching. Currently, corps members reach over 18,000 of Memphis City Schools' students and teach in 88 of the lowest-performing/highest need schools. The program is partnered with Christian Brothers University to provide corps members the option to pursue a master's in education. (<https://www.teachforamerica.org/where-we-work/memphis>)

#### **Institution Highlights:**

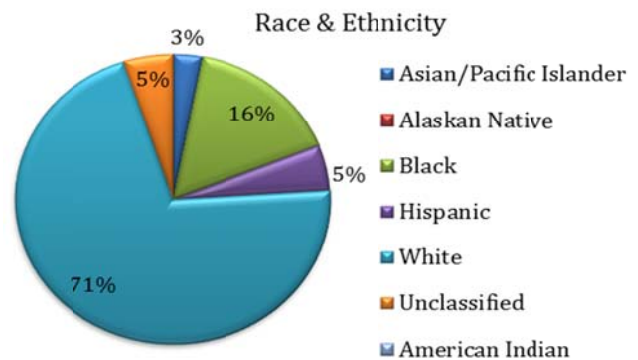
- Teach for America, Memphis had 147 program completers for 2010-2011.
- Teach for America, Memphis program completers are more effective than *veteran teachers* and other *beginning teachers* in the following areas
  - 4<sup>th</sup>-8<sup>th</sup> grade: Math, Social Studies and TCAP composites scores
  - High school: English I
- Program completers from Teach for America, Memphis are less effective than *veteran teachers* in high school Algebra II.
- Program completers from Teach for America, Memphis have more completers in the highest performing percentile of in 4<sup>th</sup>-8<sup>th</sup> grade Social Studies and TCAP composite scores in comparison to *beginning teacher* performance distributions across the state.

## Teach for America, Memphis

<b>Location:</b>	<b>Memphis, TN</b>
Institution Type:	Alternative Provider
Accreditation:	N/A
Approved Teacher Education Programs:	N/A
Top Endorsement Areas:	Middle Grades 4-8 (135 corps members) Elementary K-6 (49 corps members) English 7-12 (26 corps members)

### 2010-2011 Corps Members

<b>Total Number</b>	<b>147</b>
Male	23%
Female	77%
In-state	10%
Out-of-state	90%
Traditional License	0
Alternative License	147



### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.56	2.80 – 4.00			<b>3.57</b>
<b>Major GPA</b>	3.61	3.00 – 3.97			<b>3.55</b>
<b>High School GPA</b>	3.69	2.40 – 4.00			<b>3.39</b>
<b>ACT Composite</b>	26.9	19 – 32			<b>22.9</b>
<b>ACT Reading</b>	30.5	27 – 36			<b>23.5</b>
<b>ACT Science</b>	24.8	19 – 28			<b>21.8</b>
<b>ACT English</b>	29.5	21 – 34			<b>23.2</b>
<b>ACT Math</b>	27.7	25 – 32			<b>20.8</b>
<b>SAT Cumulative</b>	1330	1030 – 1560			<b>1182</b>
<b>SAT Math</b>	655	350 – 800			<b>560</b>
<b>SAT Verbal</b>	671	500 – 800			<b>557</b>

## Placement and Retention Data

Data reflect the placement and retention rates of Teach for America (TFA) corps members for each cohort year listed. The data for 2007-08 and 2008-09 are based on information provided by the TFA Memphis program. The 2009-10 and 2010-11 data are based on the corps members teaching in public TN K-12 as reported in the Personnel Information Reporting System (PIRS). TFA corps members make a two-year commitment to teaching when they join.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching in Year 4
2007 - 08*	45	100%	100%	31.1%	
2008 - 09*	52	100%	90.4%		
2009 - 10**	99	84.8%	89.9%		
2010 - 11**	147	87.8%			

\* Data provided by TFA Memphis.

\*\* Data may not reflect all corps members teaching in charter schools.

## Program Requirements

Teach for America has the following prerequisites for applicants to be considered:

- Bachelor's Degree from an accredited college or university by the first day of the summer institute
- GPA: a minimum 2.50 cumulative undergraduate grade point average on a 4.0 scale (the average GPA is 3.6)
- US citizenship or nation/permanent resident<sup>1</sup>

<sup>1</sup> Retrieved from <https://www.teachforamerica.org/online/info/goto.do?page=prerequisites>

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

**KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	1.2482	105	14
- <b>Math</b>	1.0159	42	7
- <b>Reading/Language</b>	0.0373	47	7
- <b>Science</b>	0.6478	38	7
- <b>Social Studies</b>	2.0097	36	4
<b>EOC Composite (High school)</b>	-0.8928	37	13
- <b>Algebra I</b>	-0.7239	14	5
- <b>Algebra II</b>	-4.9644	6	4
- <b>English I</b>	1.3103	8	2



**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	1.2482	105	37
- <b>Math</b>	1.0159	42	33
- <b>Reading/Language</b>	0.0373	47	35
- <b>Science</b>	0.6478	38	31
- <b>Social Studies</b>	2.0097	36	32
<b>EOC Composite (High school)</b>	-0.8928	37	33
- <b>Algebra I</b>	-0.7239	14	14
- <b>Algebra II</b>	-4.9644	6	12
- <b>English I</b>	1.3103	8	12

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- Math	-	0	29
- Reading/Language	-	0	31
- Science	-	0	25
- Social Studies	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	1.3235	105	14
- Math	0.1805	42	7
- Reading/Language	0.3958	47	7
- Science	0.051	38	7
- Social Studies	1.4363	36	4
<b>EOC Composite (High school)</b>	0.0471	37	13
- Algebra I	-0.3625	14	5
- Algebra II	-1.591	6	4
- English I	-0.04	8	2

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	1.8179	105	37
- Math	1.0094	42	33
- Reading/Language	0.1617	47	35
- Science	0.6019	38	31
- Social Studies	2.0838	36	32
<b>EOC Composite (High school)</b>	-0.2878	37	33
- Algebra I	-0.0563	14	14
- Algebra II	-2.6395	6	12
- English I	1.3591	8	12

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	17.1%	34.3%	105
- <b>Math</b>	23.8%	26.2%	42
- <b>Reading/Language</b>	27.7%	29.8%	47
- <b>Science</b>	23.7%	21.1%	38
- <b>Social Studies</b>	16.7%	38.9%	36
<b>EOC Composite (High school)</b>	21.6%	21.6%	37
- <b>Algebra I</b>	14.3%	14.3%	14
- <b>Algebra II</b>	50%	0.0%	6
- <b>English I</b>	0.0%	50%	8

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	17.1%	34.3%	105
- <b>Math</b>	23.8%	26.2%	42
- <b>Reading/Language</b>	27.7%	29.8%	47
- <b>Science</b>	23.7%	21.1%	38
- <b>Social Studies</b>	16.7%	38.9%	36
<b>EOC Composite (High school)</b>	21.6%	21.6%	37
- <b>Algebra I</b>	14.3%	14.3%	14
- <b>Algebra II</b>	50%	0.0%	6
- <b>English I</b>	0.0%	50%	8

# Teach for America: Memphis

## Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Memphis	129

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# TEACHFORAMERICA

## Teach for America, Nashville Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Teach for America began placing corps members in Greater Nashville in 2009. Corps members are required to pass content-specific Praxis exams and take courses at Lipscomb University specifically designed for TFA in order to receive a transitional teaching license. There are currently teachers in 70 schools across the area, which includes Davidson, Cheatham and Rutherford Counties thus reaching nearly 13,000 students. By taking additional courses, they have the option to earn a traditional license as well as a master's of education in addition to fulfilling a two year teaching obligation.

(<https://www.teachforamerica.org/where-we-work/greater-nashville>)

### **Institution Highlights:**

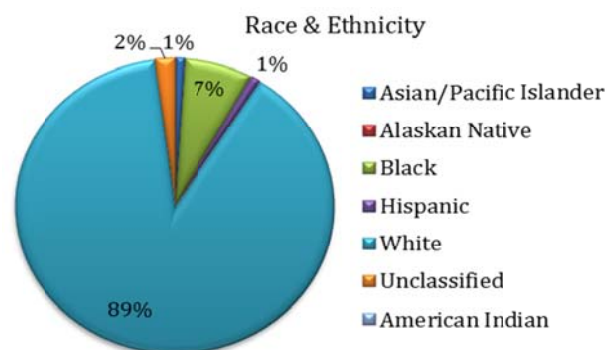
- Teach for America, Nashville had 97 program completers and an average final GPA above the state average for 2010-2011.
- Teach for America, Nashville program completers are more effective than *veteran teachers* and other *beginning teachers* in the following areas
  - 4<sup>th</sup>-8<sup>th</sup> grade: Math, Science, Social Studies and TCAP composites scores
  - High school: Algebra I
- Program completers from Teach for America, Nashville are less effective than *veteran teachers* in high school Algebra II.
- Program completers from Teach for America, Nashville have more completers in the highest performing percentile of in 4<sup>th</sup>-8<sup>th</sup> grade Science, Social Studies and TCAP composite scores in comparison to *beginning teacher* performance distributions across the state.

## Teach for America, Nashville

<b>Location:</b>	<b>Nashville, TN</b>
Institution Type:	Alternative Provider
Accreditation:	N/A
Approved Teacher Education Programs:	N/A
Top Endorsement Areas:	Middle Grades 4-8 (45 corps members) Elementary K-6 (17 corps members)

### 2010-2011 Corps Members

<b>Total Number</b>	<b>97</b>
Male	31%
Female	69%
In-state	13%
Out-of-state	87%
Traditional License	8
Alternative License	89



### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.66	3.01-4.0			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>	28.1	20-33			22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

*Data reflect the placement and retention rates of Teach for America (TFA) corps members for each cohort year listed. The 2009-10 and 2010-11 data are based on the corps members teaching in public TN K-12 as reported in the Personnel Information Reporting System (PIRS). TFA corps members make a two-year commitment to teaching when they join.*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching in Year 4
2007 - 08	n/a				
2008 - 09	n/a				
2009 - 10	46	78.3%	84.8%		
2010 - 11	97	86.6%			

\* Data may not reflect all corps members teaching in charter schools.

## Program Requirements

Teach for America has the following prerequisites for applicants to be considered:

- Bachelor's Degree from an accredited college or university by the first day of the summer institute
- GPA: a minimum 2.50 cumulative undergraduate grade point average on a 4.0 scale (the average GPA is 3.6)
- US citizenship or nation/permanent resident<sup>1</sup>

<sup>1</sup> Retrieved from <https://www.teachforamerica.org/online/info/goto.do?page=prerequisites>

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	2.0665	62	14
- <b>Math</b>	1.2503	28	7
- <b>Reading/Language</b>	-0.2247	22	7
- <b>Science</b>	2.7462	27	7
- <b>Social Studies</b>	1.6197	26	4
<b>EOC Composite (High school)</b>	0.2437	17	13
- <b>Algebra I</b>	3.1316	7	5
- <b>Algebra II</b>	-4.2428	5	4

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	2.0665	62	37
- <b>Math</b>	1.2503	28	33
- <b>Reading/Language</b>	-0.2247	22	35
- <b>Science</b>	2.7462	27	31
- <b>Social Studies</b>	1.6197	26	32
<b>EOC Composite (High school)</b>	0.2437	17	33
- <b>Algebra I</b>	3.1316	7	14
- <b>Algebra II</b>	-4.2428	5	12



**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	33
- <b>Math</b>	-	0	30
- <b>Reading/Language</b>	-	0	32
- <b>Science</b>	-	0	26
- <b>Social Studies</b>	-	0	30
<b>EOC Composite (High school)</b>	-	0	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	2.1418	62	14
- <b>Math</b>	0.4149	28	7
- <b>Reading/Language</b>	0.1338	22	7
- <b>Science</b>	2.1494	27	7
- <b>Social Studies</b>	1.0463	26	4
<b>EOC Composite (High school)</b>	1.1835	17	13
- <b>Algebra I</b>	3.493	7	5
- <b>Algebra II</b>	-0.8696	5	4

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	2.6361	62	37
- <b>Math</b>	1.2438	28	33
- <b>Reading/Language</b>	-0.1002	22	35
- <b>Science</b>	2.7004	27	31
- <b>Social Studies</b>	1.6938	26	32
<b>EOC Composite (High school)</b>	0.8487	17	33
- <b>Algebra I</b>	3.7992	7	14
- <b>Algebra II</b>	-1.9179	5	12

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Alternatively Licensed Teachers

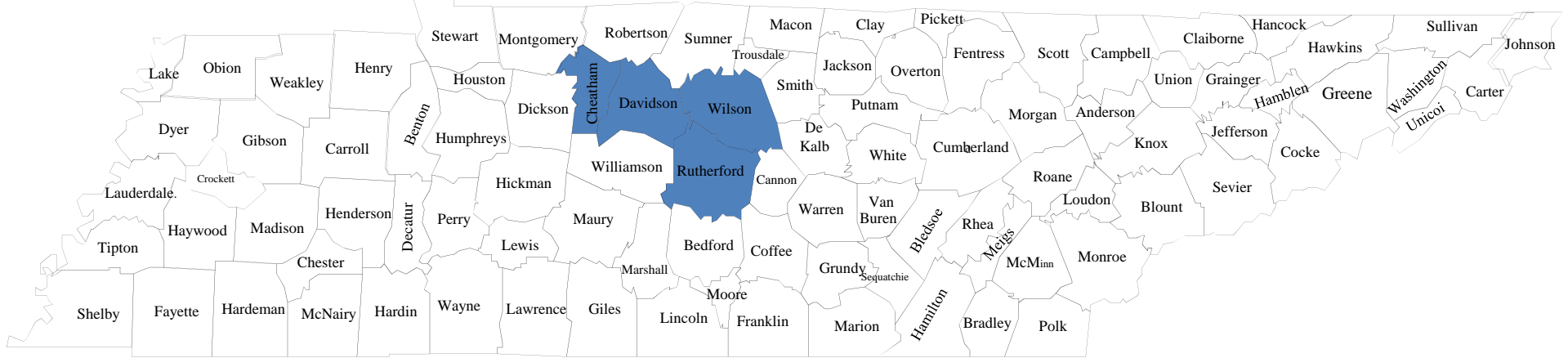
Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	12.9%	41.9%	62
- <b>Math</b>	14.3%	25%	28
- <b>Reading/Language</b>	31.8%	18.2%	22
- <b>Science</b>	14.8%	44.4%	27
- <b>Social Studies</b>	15.4%	42.3%	26
<b>EOC Composite (High school)</b>	29.4%	35.3%	17
- <b>Algebra I</b>	14.3%	42.9%	7
- <b>Algebra II</b>	40%	0.0%	5

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	12.9%	41.9%	62
- <b>Math</b>	14.3%	25%	28
- <b>Reading/Language</b>	31.8%	18.2%	22
- <b>Science</b>	14.8%	44.4%	27
- <b>Social Studies</b>	15.4%	42.3%	26
<b>EOC Composite (High school)</b>	29.4%	35.3%	17
- <b>Algebra I</b>	14.3%	42.9%	7
- <b>Algebra II</b>	40%	0.0%	5

## Teach for America: Nashville

### Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Cheatham County	10
Davidson County	71
Lebanon	1
Rutherford County	2



## Teach Tennessee Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Teach Tennessee was created by the Tennessee Department of Education in 2005 with the goal of creating a statewide program that incorporates mid-career professionals and others into the teaching profession. The program is designed to place teachers in subject areas that are more difficult to fill like math, science and foreign language. The program is divided into Governor's Fellows and Commissioner's fellows. Both programs require that fellows hold a Bachelor's degree with a minimum of a 3.0 GPA. In addition, they must have 24 semester hours in the subject they wish to teach or pass the Praxis II exam in content knowledge. (<http://tn.gov/education/teachtn/index.shtml>)

#### **Institution Highlights:**

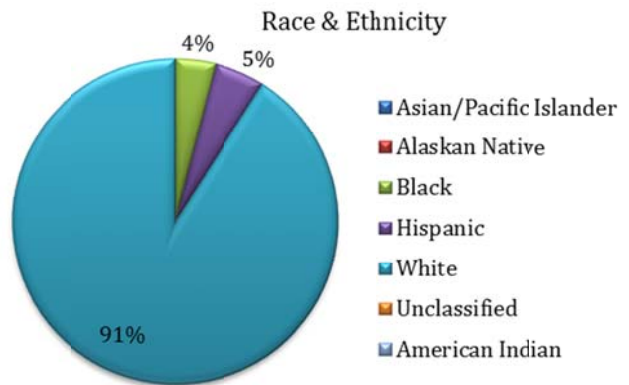
- Teach Tennessee had 54 program completers for 2010-2011.
- Teach Tennessee program completers perform at the same level as *veteran teaches* and other *beginning teachers* in the following areas
  - 4<sup>th</sup>-8<sup>th</sup> grade: Science and TCAP composite scores
  - High school: Algebra I, Biology I and End of Course exam composite scores
- Teach Tennessee program completers have lower numbers of completers in the most effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade TCAP composites scores as compared to *beginning teacher* performance distributions across the state.

## Teach Tennessee

<b>Location:</b>	<b>Statewide</b>
Institution Type:	Alternative Provider
Accreditation:	N/A
Approved Teacher Education Programs:	N/A
Top Endorsement Areas:	Mathematics 7-12 (22 fellows) Biology 7-12 (21 fellows)

### 2010-2011 Fellows

<b>Total Number</b>	<b>54</b>
Male	33%
Female	64%
In-state	100%
Out-of-state	
Traditional License	
Alternative License	54



### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>					3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools.*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	n/a				
2008 - 09	15	86.7%	86.7%	86.7%	
2009 - 10	55	63.6%	67.3%		
2010 - 11	54	53.7%			

## Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional		N/A	
Summary Pass Rates - Alternative		N/A	

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green**: Statistically significant positive difference
- **Yellow**: Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.8774	10	14
- <b>Math</b>	-	4	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-0.362	8	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-0.6782	21	13
- <b>Algebra I</b>	-1.4691	11	5
- <b>Biology I</b>	0.4968	9	3

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.8774	10	37
- <b>Math</b>	-	4	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-0.362	8	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-0.6782	21	33
- <b>Algebra I</b>	-1.4691	11	14
- <b>Biology I</b>	0.4968	9	11

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.8021	10	14
- <b>Math</b>	-	4	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-0.9587	8	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	0.2616	21	13
- <b>Algebra I</b>	-1.1078	11	5
- <b>Biology I</b>	1.016	9	3

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.3077	10	37
- <b>Math</b>	-	4	33
- <b>Reading/Language</b>	-	0	35
- <b>Science</b>	-0.4078	8	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-0.0732	21	33
- <b>Algebra I</b>	-0.8016	11	14
- <b>Biology I</b>	0.0752	9	11



**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Alternatively Licensed Teachers

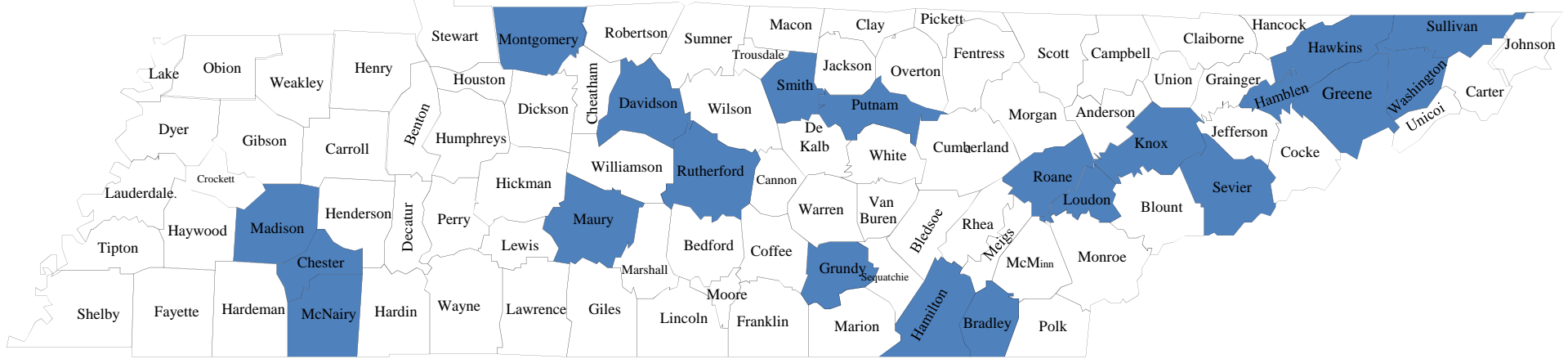
Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	50%	30%	10
- <b>Math</b>	-	-	4
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	25%	0.0%	8
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	4.8%	4.8%	21
- <b>Algebra I</b>	27.3%	9.1%	11
- <b>Biology I</b>	0.0%	0.0%	9

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	50%	30%	10
- <b>Math</b>	-	-	4
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	25%	0.0%	8
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	4.8%	4.8%	21
- <b>Algebra I</b>	27.3%	9.1%	11
- <b>Biology I</b>	0.0%	0.0%	9

## Teach Tennessee

### Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers	District	Number of Teachers	District	Number of Teachers
Chester County	1	Hawkins County	1	Montgomery County	1
Cleveland	1	Kingsport	1	Putnam County	2
Davidson County	1	Knox County	3	Roane County	1
Greene County	1	Lenoir City	1	Rutherford County	2
Grundy County	1	Madison County	1	Sevier County	1
Hamblen County	1	Maury County	4	Smith County	2
Hamilton County	1	McNairy County	1	Washington County	1



## Tennessee State University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Tennessee State University is a public four year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Tennessee State University has thirty-seven approved teacher education programs.

#### **Institution Highlights:**

- Tennessee State University had 93 program completers and a passage rate of 98% on the Praxis exam.
- Program completers from Tennessee State University are less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Science, Social Studies and TCAP composite scores.
- Tennessee State University completers are less effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Science.
- Tennessee State University's program completers have more completers in the least effective percentile as compared to *beginning teacher* performance distributions across the state in 4<sup>th</sup>-8<sup>th</sup> grade TCAP exam composite scores.
- Tennessee State University's program completers have lower numbers of completers in the most effective percentile in 4<sup>th</sup>-8<sup>th</sup> Science and Social Studies as compared to *beginning teacher* performance scores distributions across the state.

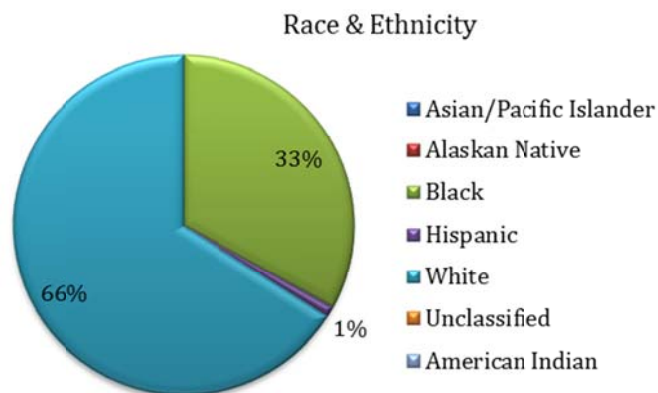
## Tennessee State University

### Teacher Education Program Information

<b>Location:</b>	<b>Nashville, TN</b>
Institution Type:	TBR
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	37
<b>Top Endorsement Areas:</b>	Elementary K-6 (53 completers) Early Childhood Ed PK-3 (7 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>93</b>
Male	21%
Female	79%
In-state	94%
Out-of-state	6%
Traditional License	93
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.48	2.76-4.0			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	94	60.6%	70.2%	51.1%	68.1%
2008 - 09	88	45.5%	60.2%	40.9%	
2009 - 10	96	62.5%	64.6%		
2010 - 11	93	40.9%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	89	87	98%
Summary Pass Rates - Alternative	n/a		

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-1.2911</b>	36	32
- <b>Math</b>	-0.3156	20	29
- <b>Reading/Language</b>	-0.3695	27	31
- <b>Science</b>	<b>-1.0522</b>	22	25
- <b>Social Studies</b>	<b>-0.405</b>	22	29
<b>EOC Composite (High school)</b>	-0.9492	7	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-1.2911</b>	36	37
- <b>Math</b>	-0.3156	20	33
- <b>Reading/Language</b>	-0.3695	27	35
- <b>Science</b>	<b>-1.0522</b>	22	31
- <b>Social Studies</b>	<b>-0.405</b>	22	32
<b>EOC Composite (High school)</b>	-0.9492	7	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.544	36	32
- <b>Math</b>	-0.1922	20	29
- <b>Reading/Language</b>	-0.2771	27	31
- <b>Science</b>	-0.9622	22	25
- <b>Social Studies</b>	-0.2031	22	29
<b>EOC Composite (High school)</b>	-0.363	7	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.7214	36	37
- <b>Math</b>	-0.3222	20	33
- <b>Reading/Language</b>	-0.2451	27	35
- <b>Science</b>	-1.098	22	31
- <b>Social Studies</b>	-0.3309	22	32
<b>EOC Composite (High school)</b>	-0.3442	7	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	<b>38.9%</b>	11.1%	36
- <b>Math</b>	25%	20%	20
- <b>Reading/Language</b>	29.6%	18.5%	27
- <b>Science</b>	27.3%	<b>4.6%</b>	22
- <b>Social Studies</b>	18.2%	<b>4.6%</b>	22
<b>EOC Composite (High school)</b>	14.3%	0.0%	7

#### Alternatively Licensed Teachers

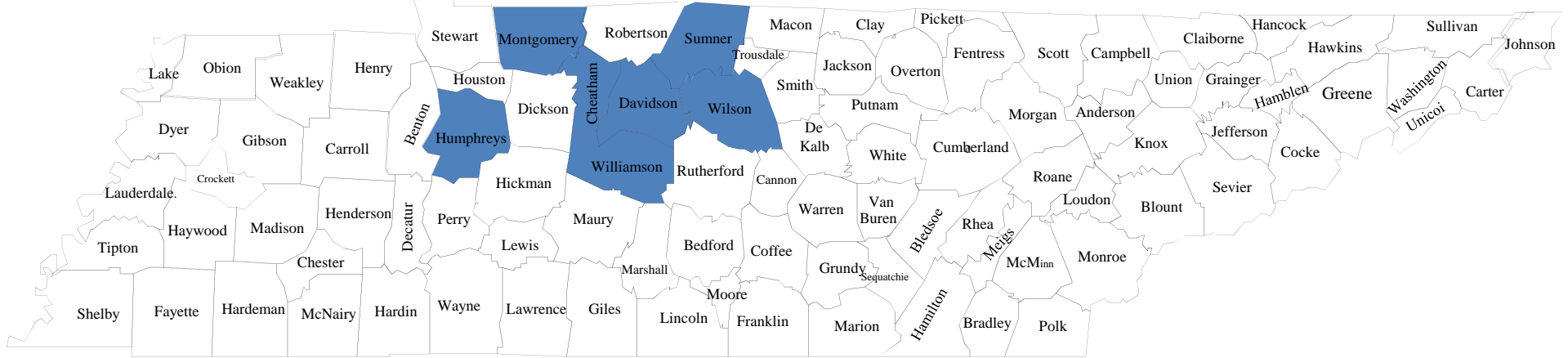
Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	<b>38.9%</b>	11.1%	36
- <b>Math</b>	25%	20%	20
- <b>Reading/Language</b>	29.6%	18.5%	27
- <b>Science</b>	27.3%	<b>4.6%</b>	22
- <b>Social Studies</b>	18.2%	<b>4.6%</b>	22
<b>EOC Composite (High school)</b>	14.3%	0.0%	7



## Tennessee State University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Cheatham County	1
Davidson County	17
Humphreys County	1
Montgomery County	1
Sumner County	14
Williamson County	2
Wilson County	2



## Tennessee Tech University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Tennessee Tech University is a public four year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Tennessee Tech University has thirty-one approved teacher education programs.

#### **Institution Highlights:**

- Tennessee Tech University had 434 program completers and a passage rate of 97% on the Praxis exam.
- Program completers from Tennessee Tech University are less effective than *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Social Studies and TCAP composite scores.
- Tennessee Tech University's program completers have more completers in the least effective percentile in 4<sup>th</sup>-8<sup>th</sup> grade Social Studies and TCAP exam composite scores as compared to *beginning teacher* performance distributions across the state.
- Tennessee Tech University's program completers have lower numbers of completers in the most effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores as compared to *beginning teacher* performance distributions across the state.

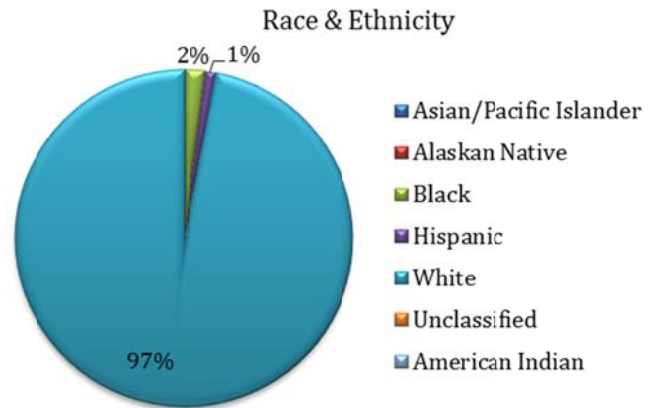
## Tennessee Tech University

### Teacher Education Program Information

<b>Location:</b>	<b>Cookeville, TN</b>
Institution Type:	TBR
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	31
Top Endorsement Areas:	Elementary K-6 (246 completers) Early Childhood Ed. PK-3 (33 completers) Physical Education K-12 (23 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>434</b>
Male	21%
Female	79%
In-state	99%
Out-of-state	1%
Traditional License	411
Alternative License	23



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.46	2.30 – 4.00	3.46	3.41	3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>	3.29	1.92-4.0	3.29	3.33	3.34
<b>ACT Composite</b>	21.4	13-33	21.4	21	22.7
<b>ACT Reading</b>	22.5	7-36	22.5	20.7	23.3
<b>ACT Science</b>	21.5	11-33	21.5	21	21.8
<b>ACT English</b>	22.5	12-35	22.5	22.6	23.4
<b>ACT Math</b>	20.4	12-31	20.4	21	20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

**Placement and Retention Data**

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	374	59.6%	67.6%	51.3%	62.0%
2008 - 09	388	51.3%	63.9%	46.4%	
2009 - 10	611	58.3%	64.3%		
2010 - 11	434	49.5%			

**Teacher Assessments**

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	410	396	97%
Summary Pass Rates			
- Alternative	23	20	87%

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-0.9821</b>	237	32
- <b>Math</b>	-0.3653	138	29
- <b>Reading/Language</b>	-0.1396	151	31
- <b>Science</b>	-0.2967	138	25
- <b>Social Studies</b>	<b>-0.7317</b>	96	29
<b>EOC Composite (High school)</b>	-0.4154	54	28
- <b>Algebra I</b>	-0.5949	9	9
- <b>Algebra II</b>	-0.8291	8	9
- <b>Biology I</b>	0.4178	8	5
- <b>English I</b>	0.0593	17	8
- <b>English II</b>	-0.3067	12	7
- <b>English III</b>	0.0655	5	5
- <b>US History</b>	0.8159	7	3

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.4407	5	14
- <b>Math</b>	0.7735	6	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	4	7
- <b>Social Studies</b>	-	1	4
<b>EOC Composite (High school)</b>	-1.0343	11	13
- <b>Algebra II</b>	-1.9021	5	4

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.9709	242	37
- <b>Math</b>	-0.3179	144	33
- <b>Reading/Language</b>	-0.1396	151	35
- <b>Science</b>	-0.2732	142	31
- <b>Social Studies</b>	-0.7263	97	32
<b>EOC Composite (High school)</b>	-0.5201	65	33
- <b>Algebra I</b>	-1.1845	12	14
- <b>Algebra II</b>	-1.2418	13	12
- <b>Biology I</b>	0.8115	9	11
- <b>English I</b>	0.0593	17	12
- <b>English II</b>	-0.3067	12	8
- <b>English III</b>	0.0655	5	7
- <b>U.S. History</b>	0.796	9	4

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.235	237	32
- <b>Math</b>	-0.2419	138	29
- <b>Reading/Language</b>	-0.0472	151	31
- <b>Science</b>	-0.2066	138	25
- <b>Social Studies</b>	-0.5298	96	29
<b>EOC Composite (High school)</b>	0.1709	54	28
- <b>Algebra I</b>	0.2546	9	9
- <b>Algebra II</b>	1.2959	8	9
- <b>Biology I</b>	-0.2967	8	5
- <b>English I</b>	0.2813	17	8
- <b>English II</b>	0.3509	12	7
- <b>English III</b>	-0.1881	5	5
- <b>US History</b>	0.633	7	3

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.3654	5	14
- <b>Math</b>	-0.062	6	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	4	7
- <b>Social Studies</b>	-	1	4
<b>EOC Composite (High school)</b>	-0.095	11	13
- <b>Algebra II</b>	1.4711	5	4

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-0.4012</b>	242	37
- <b>Math</b>	-0.3244	144	33
- <b>Reading/Language</b>	-0.0152	151	35
- <b>Science</b>	-0.319	142	31
- <b>Social Studies</b>	<b>-0.6522</b>	97	32
<b>EOC Composite (High school)</b>	0.0849	65	33
- <b>Algebra I</b>	-0.517	12	14
- <b>Algebra II</b>	1.0831	13	12
- <b>Biology I</b>	0.3899	9	11
- <b>English I</b>	0.1081	17	12
- <b>English II</b>	0.1163	12	8
- <b>English III</b>	0.6346	5	7
- <b>U.S. History</b>	0.5817	9	4



**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	27.4%	13.1%	237
- <b>Math</b>	21.7%	17.4%	138
- <b>Reading/Language</b>	19.2%	18.5%	151
- <b>Science</b>	21.7%	15.9%	138
- <b>Social Studies</b>	30.2%	13.5%	96
<b>EOC Composite (High school)</b>	18.5%	18.5%	54
- <b>Algebra I</b>	22.2%	22.2%	9
- <b>Algebra II</b>	37.5%	12.5%	8
- <b>Biology I</b>	25%	25%	8
- <b>English I</b>	17.7%	23.5%	17
- <b>English II</b>	41.7%	25%	12
- <b>English III</b>	0.0%	0.0%	5
- <b>US History</b>	14.3%	42.9%	7

**Alternatively Licensed Teachers**

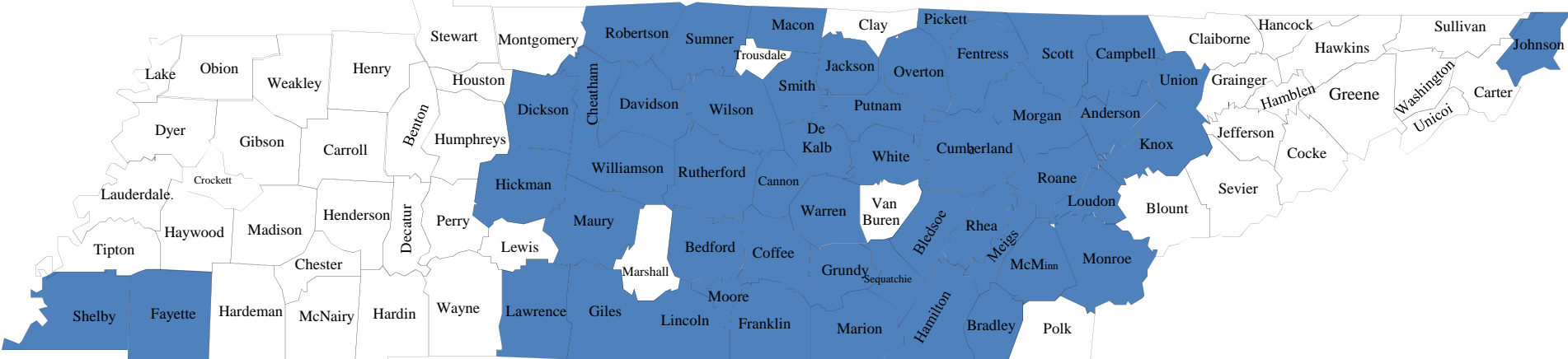
Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	0.0%	20%	5
- <b>Math</b>	0.0%	16.7%	6
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	4
- <b>Social Studies</b>	-	-	1
<b>EOC Composite (High school)</b>	18.2%	9.1%	11
- <b>Algebra II</b>	20%	0.0%	5

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally & Alternatively Licensed Teachers**

<b>Subject</b>	<b>% Below the 20<sup>th</sup> Percentile</b>	<b>% Above the 80<sup>th</sup> Percentile</b>	<b>Teachers in Program</b>
<b>TCAP Composite (grades 4-8)</b>	<b>26.9%</b>	<b>13.2%</b>	242
- <b>Math</b>	20.8%	17.4%	144
- <b>Reading/Language</b>	19.2%	18.5%	151
- <b>Science</b>	21.1%	15.5%	142
- <b>Social Studies</b>	<b>29.9%</b>	13.4%	97
<b>EOC Composite (High school)</b>	18.5%	16.9%	25
- <b>Algebra I</b>	25%	16.7%	12
- <b>Algebra II</b>	30.8%	7.7%	13
- <b>Biology I</b>	22.2%	33.3%	9
- <b>English I</b>	17.7%	23.5%	17
- <b>English II</b>	41.7%	25%	12
- <b>English III</b>	0.0%	0.0%	5
- <b>U.S. History</b>	11.1%	33.3%	9

**Tennessee Technological University  
Counties where 2010-2011 Completers taught in 2011-2012**



District	Number of Teachers
Cheatham County, Cleveland, Dickson County, Giles County, Hickman County, Johnson County, Lawrence County, Lebanon, Loudon County, McMinn County, Meigs County, Monroe County, Murfreesboro, Shelby County	1
Anderson County, Bedford County, Bledsoe County, Campbell County, Cannon County, Clinton, Coffee County, Davidson County, Fayetteville, Fentress County, Franklin County, Grundy County, Jackson County, Lincoln County, Macon County, Manchester, Marion County, Maury County, Moore County, Morgan County, Oneida, Pickett County, Rhea County, Roane County, Robertson County, Rutherford County, Scott County, Sequatchie County, Sumner County, Tullahoma, Union County, Williamson County, Wilson County	2-5

District	Number of Teachers
Cumberland County	20
DeKalb County	6
Hamilton County	7
Knox County	16
Overton County	7
Putnam County	24
Smith County	6
Warren County	14
White County	7



## Tennessee Wesleyan College Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Tennessee Wesleyan College is a private, Christian four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools. Tennessee Wesleyan College has ten approved teacher education programs.

#### **Institution Highlights:**

- Tennessee Wesleyan College had 42 program completers and a 100% passage rate on the Praxis exam.
- Program completers from Tennessee Wesleyan College are less effective than *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math and TCAP composite scores
- Tennessee Wesleyan College's program completers have lower numbers of completers in the most effective percentile as compared to *beginning teacher* performance distributions across the state as seen in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores.

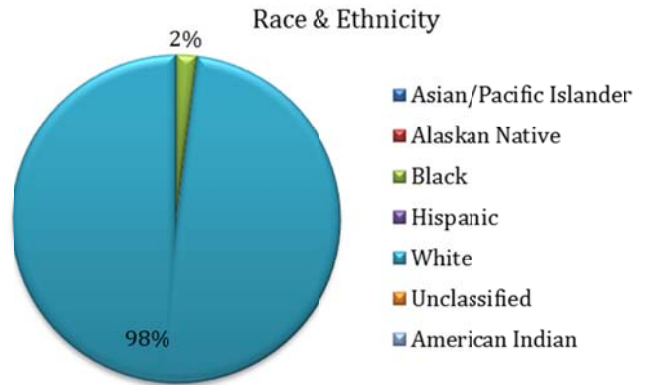
## Tennessee Wesleyan College

### Teacher Education Program Information

<b>Location:</b>	<b>Athens, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	10
Top Endorsement Areas:	Elementary K-6 (14 completers) Physical Education (9 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>42</b>
Male	29%
Female	71%
In-state	93%
Out-of-state	7%
Traditional License	42
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.24	2.48-3.88			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>	3.52	2.43-4.0			3.34
<b>ACT Composite</b>	21.6	14-26			22.7
<b>ACT Reading</b>	22.4	14-31			23.3
<b>ACT Science</b>	20.5	13-24			21.8
<b>ACT English</b>	22.5	14-33			23.4
<b>ACT Math</b>	20.1	15-27			20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

**Placement and Retention Data**

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	35	71.4%	80.0%	68.6%	74.3%
2008 - 09	34	61.8%	67.6%	55.9%	
2009 - 10	35	68.6%	80.0%		
2010 - 11	42	52.4%			

**Teacher Assessments**

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	42	42	100%
Summary Pass Rates			
- Alternative	n/a		

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-2.2478	24	32
- <b>Math</b>	-1.3752	16	29
- <b>Reading/Language</b>	-0.358	17	31
- <b>Science</b>	-1.0322	12	25
- <b>Social Studies</b>	-0.7686	7	29
<b>EOC Composite (High school)</b>	-1.0487	14	28
- <b>Algebra II</b>	-2.8187	5	9

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-2.2478	24	37
- <b>Math</b>	-1.3752	16	33
- <b>Reading/Language</b>	-0.358	17	35
- <b>Science</b>	-1.0322	12	31
- <b>Social Studies</b>	-0.7686	7	32
<b>EOC Composite (High school)</b>	-1.0487	14	33
- <b>Algebra II</b>	-2.8187	5	12

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.5006	24	32
- <b>Math</b>	-1.2518	16	29
- <b>Reading/Language</b>	-0.2655	17	31
- <b>Science</b>	-0.9422	12	25
- <b>Social Studies</b>	-0.5667	7	29
<b>EOC Composite (High school)</b>	-0.4625	14	28
- <b>Algebra II</b>	-0.6937	5	

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.6781	24	37
- <b>Math</b>	-1.3818	16	33
- <b>Reading/Language</b>	-0.2335	17	35
- <b>Science</b>	-1.0781	12	31
- <b>Social Studies</b>	-0.6945	7	32
<b>EOC Composite (High school)</b>	-0.4437	14	33
- <b>Algebra II</b>	-0.4938	5	12



**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	29.2%	4.2%	24
- <b>Math</b>	12.5%	6.3%	16
- <b>Reading/Language</b>	11.8%	5.9%	17
- <b>Science</b>	16.7%	0.0%	12
- <b>Social Studies</b>	0.0%	14.3%	7
<b>EOC Composite (High school)</b>	21.4%	14.3%	14
- <b>Algebra II</b>	60%	0.0%	5

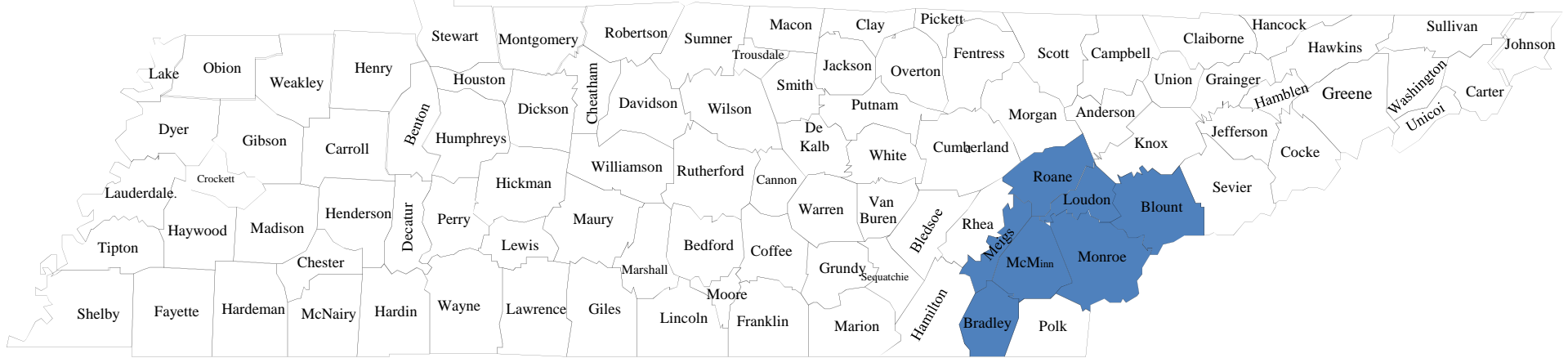
**Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	29.2%	4.2%	24
- <b>Math</b>	12.5%	6.3%	16
- <b>Reading/Language</b>	11.8%	5.9%	17
- <b>Science</b>	16.7%	0.0%	12
- <b>Social Studies</b>	0.0%	14.3%	7
<b>EOC Composite (High school)</b>	21.4%	14.3%	14
- <b>Algebra I</b>	60%	0.0%	5

## Tennessee Wesleyan College Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Athens	1
Blount County	2
Bradley County	1
Etowah	3
Loudon County	2
McMinn County	6
Meigs County	2
Monroe County	4
Roane County	1

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# The New Teacher Project

## The New Teacher Project, Memphis Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

The New Teacher Project is a national nonprofit organization that began training teaching fellows in Memphis in 2007. Memphis Teaching Fellows is a partnership between Memphis City Schools and the New Teacher Project. Fellows participate in a six-week training institute prior to teaching, and then complete certification coursework through the TNTP Academy during their first year in the classroom.

(<http://memphisteachingfellows.ttrack.org/AboutUs/ProgramOverview.aspx>)

#### **Institution Highlights:**

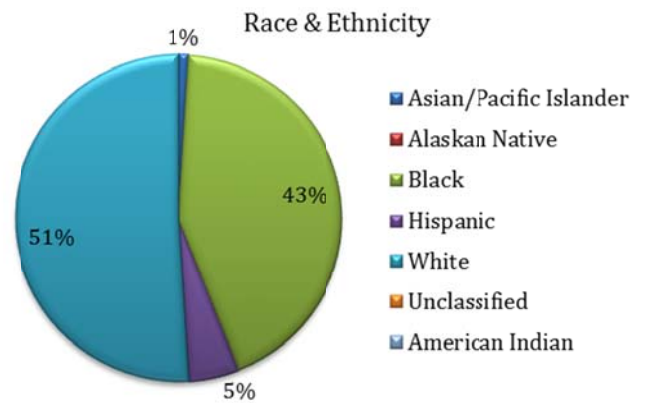
- The New Teacher Project, Memphis had 63 program completers for 2010-2011.
- Program completers from The New Teacher Project, Memphis are less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math, Reading/Language and TCAP composite scores.
- The New Teacher Project, Memphis fellows are less effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math and Reading/Language.
- The New Teacher Project fellows have more completers in the least effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language and TCAP composite scores as compared to *beginning teacher* performance distributions across the state.

## New Teacher Project – Memphis Teaching Fellows

<b>Location:</b>	<b>Memphis, TN</b>
Institution Type:	Alternative Provider
Accreditation:	N/A
Approved Teacher Education Programs:	N/A
Top Endorsement Areas:	Middle Grades 4-8 (15 fellows) Special Ed Modified K-12 (14 fellows)

### 2010-2011 New Teacher Project Fellows

<b>Total Number</b>	<b>63</b>
Male	27%
Female	73%
In-state	100%
Out-of-state	
Traditional License	
Alternative License	63



### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>					3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

**Placement and Retention Data**

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	n/a				
2008 - 09	n/a				
2009 - 10	45	97.8%	100%		
2010 - 11	63	87.3%			

**Eligibility Requirements**

The Tennessee Department of Education has set the following eligibility requirements for all Memphis Teaching Fellows:

- Must possess bachelor’s degree
- Undergraduate GPA must be 2.75 or higher
- Must meet all legal requirements to work in the U.S.
- Must meet credit and testing requirements to teach in specific subject area
- Cannot be or have ever been a credentialed/licensed teacher
- Cannot have already participated or be currently enrolled in another alternative route certification program
- Cannot have earned more than 12 hours of credits in education courses
- Cannot currently work as a full-time teacher for Memphis City Schools (<http://memphisteachingfellows.ttrack.org/HowToApply/Eligibility.aspx>)

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.3386	30	14
- <b>Math</b>	-1.6554	11	7
- <b>Reading/Language</b>	-1.7889	8	7
- <b>Science</b>	0.0308	20	7
- <b>Social Studies</b>	-0.3055	12	4
<b>EOC Composite (High school)</b>	-0.8630	12	13
- <b>Biology I</b>	-0.1479	5	3

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.3386	30	37
- <b>Math</b>	-1.6554	11	33
- <b>Reading/Language</b>	-1.7889	8	35
- <b>Science</b>	0.0308	20	31
- <b>Social Studies</b>	-0.3055	12	32
<b>EOC Composite (High school)</b>	-0.863	12	33
- <b>Biology I</b>	-0.1479	5	11

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.2633	30	14
- <b>Math</b>	-2.4909	11	7
- <b>Reading/Language</b>	-1.4304	8	7
- <b>Science</b>	-0.5660	20	7
- <b>Social Studies</b>	-0.8789	12	4
<b>EOC Composite (High school)</b>	0.0768	12	13
- <b>Biology I</b>	0.371	5	3

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.769	30	37
- <b>Math</b>	-1.662	11	33
- <b>Reading/Language</b>	-1.6645	8	35
- <b>Science</b>	-0.0151	20	31
- <b>Social Studies</b>	-0.2314	12	32
<b>EOC Composite (High school)</b>	-0.258	12	33
- <b>Biology I</b>	-0.5695	5	11

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

**Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	40%	13.3%	30
- <b>Math</b>	45%	0.0%	11
- <b>Reading/Language</b>	87.5%	0.0%	8
- <b>Science</b>	5%	15%	20
- <b>Social Studies</b>	33.3%	16.7%	12
<b>EOC Composite (High school)</b>	25%	25%	12
- <b>Biology</b>	0.0%	0.0%	5

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	40%	13.3%	30
- <b>Math</b>	45.5%	0.0%	11
- <b>Reading/Language</b>	87.5%	0.0%	8
- <b>Science</b>	5%	15%	20
- <b>Social Studies</b>	33.3%	16.7%	12
<b>EOC Composite (High school)</b>	25%	25%	12
- <b>Biology I</b>	0.0%	0.0%	5



## TNTP – Memphis Teaching Fellows Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Memphis	51
Shelby County	4

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# The New Teacher Project

## **The New Teacher Project, Nashville Overview**

### ***2012 Report Card on the Effectiveness of Teacher Training Programs***

The New Teacher Project is a national nonprofit organization that began training teaching fellows in Nashville in 2009. Nashville Teaching Fellows is a partnership between Metropolitan Nashville Public Schools and the New Teacher Project. Fellows participate in a six-week training institute prior to teaching, and then complete certification coursework through The New Teacher Project Academy during their first year in the classroom. (<http://nashvilleteachingfellows.ttrack.org/AboutUs/ProgramOverview.aspx>)

#### **Institution Highlights:**

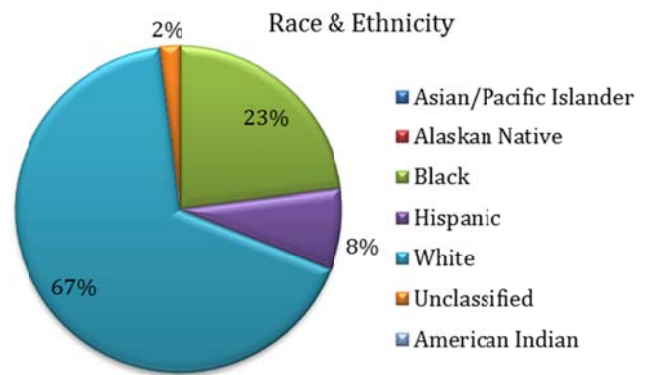
- The New Teacher Project, Nashville had 64 program completers for 2010-2011.
- The New Teacher Project, Nashville fellows are as effective as *veteran teachers* and other *beginning teachers* in the following areas
  - 4<sup>th</sup>-8<sup>th</sup> grade: Math, Reading/Language, Science and TCAP composite scores
  - High school: End of Course exam composite scores.

## New Teacher Project – Nashville Teaching Fellows

<b>Location:</b>	<b>Nashville, TN</b>
Institution Type:	Alternative Provider
Accreditation:	N/A
Approved Teacher Education Programs:	N/A
Top Endorsement Areas:	Elementary K-6 (15 fellows) Middle Grades 4-8 (13 fellows)

### 2010-2011 New Teacher Project Fellows

<b>Total Number</b>	<b>64</b>
Male	20%
Female	80%
In-state	100%
Out-of-state	
Traditional License	
Alternative License	64



### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>					3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

**Placement and Retention Data**

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	n/a				
2008 - 09	n/a				
2009 - 10	n/a				
2010 - 11	64	85.9%			

**Eligibility Requirements**

The following eligibility requirements have been set for all Nashville Teaching Fellows:

- Must possess bachelor’s degree
- Undergraduate GPA must be 2.75 or higher
- Must meet all legal requirements to work in the U.S.
- Must not have completed more than half of an education program meant to lead toward licensure (BA or MA in education)
- Must not have completed or be enrolled in an alternative route licensure program
- Must meet coursework and testing requirements for your subject area
- Must report any criminal records on your application  
(<http://nashvilleteachingfellows.ttrack.org/HowToApply/Eligibility.aspx>)

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.2123	20	14
- <b>Math</b>	0.7783	10	7
- <b>Reading/Language</b>	0.3842	5	7
- <b>Science</b>	-1.0575	7	7
- <b>Social Studies</b>	-	4	4
<b>EOC Composite (High school)</b>	-1.5505	9	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.2123	20	37
- <b>Math</b>	0.7783	10	33
- <b>Reading/Language</b>	0.3842	5	35
- <b>Science</b>	-1.0575	7	31
- <b>Social Studies</b>	-	4	32
<b>EOC Composite (High school)</b>	-1.5505	9	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.137	20	14
- <b>Math</b>	-0.0571	10	7
- <b>Reading/Language</b>	0.7426	5	7
- <b>Science</b>	-1.6542	7	7
- <b>Social Studies</b>	-	4	4
<b>EOC Composite (High school)</b>	-0.611	9	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.3574	20	37
- <b>Math</b>	0.7718	10	33
- <b>Reading/Language</b>	0.5086	5	35
- <b>Science</b>	-1.1033	7	31
- <b>Social Studies</b>	-	4	32
<b>EOC Composite (High school)</b>	-0.9454	9	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

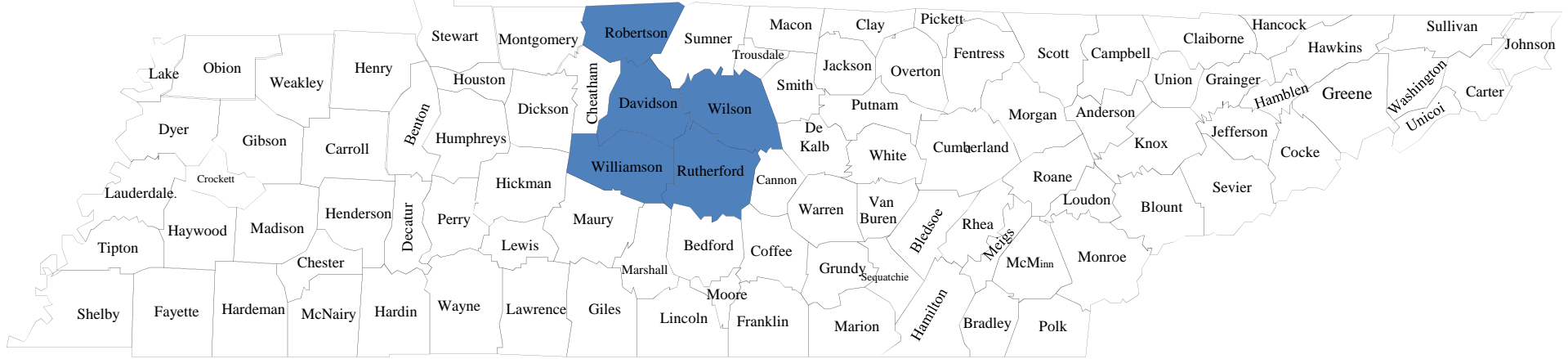
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	10%	15%	20
- <b>Math</b>	10%	20%	10
- <b>Reading/Language</b>	20%	40%	5
- <b>Science</b>	14.3%	0.0%	7
- <b>Social Studies</b>	-	-	4
<b>EOC Composite (High school)</b>	33.3%	11.1%	9

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	10%	15%	20
- <b>Math</b>	10%	20%	10
- <b>Reading/Language</b>	20%	40%	5
- <b>Science</b>	14.3%	0.0%	7
- <b>Social Studies</b>	-	-	4
<b>EOC Composite (High school)</b>	33.3%	11.1%	9

## TNTP – Nashville Teaching Fellows Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Davidson County	43
Robertson County	2
Rutherford County	4
Williamson County	4
Wilson County	2





## Trevecca Nazarene University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Trevecca Nazarene University is a private, Christian four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. Trevecca Nazarene University has twenty approved teacher education programs.

#### **Institution Highlights:**

- Trevecca had 109 completers with a higher final average GPA than the state average for 2010-2011 program completers.
- Program completers from Trevecca are less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Reading/ Language and TCAP composite scores.
- In 4<sup>th</sup>-8<sup>th</sup> grade Math, Science, Social studies and high school End of Course exam composite scores, Trevecca program completers perform at the same level as *veteran teachers*.
- Alternative license program completers from Trevecca are more effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores.
- In distribution of *beginning teacher* performance across the state, Trevecca's teachers have a higher number of teachers in the least effective percentile in 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language.
- In distribution of *beginning teacher* performance across the state, Trevecca's teachers have a lower number of teachers in the most effective percentile in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores.
- Trevecca's traditionally licensed program completers teaching 4<sup>th</sup>-8<sup>th</sup> grade science have fewer completers in the lowest performing percentile in comparison to *beginning teacher* performance distributions across the state.

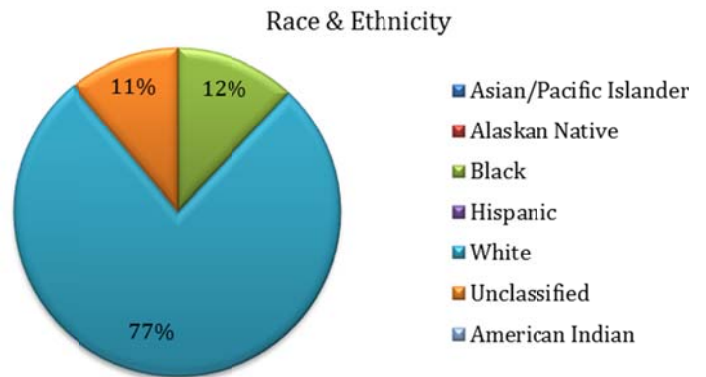
## Trevecca Nazarene University

### Teacher Education Program Information

<b>Location:</b>	<b>Nashville, TN</b>
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	20
Top Endorsement Areas:	Elementary K-6 (76 completers) Physical Education K-12 (8 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>109</b>
Male	25%
Female	75%
In-state	89%
Out-of-state	11%
Traditional License	109
Alternative License	



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.81	2.58 – 4.00			3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	65	56.9%	61.5%	44.6%	56.9%
2008 - 09	124	69.4%	72.6%	61.3%	
2009 - 10	153	64.7%	67.3%		
2010 - 11	109	50.5%			

## Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	83	83	100%
Summary Pass Rates			
- Alternative	23	23	100%

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.0466	63	32
- <b>Math</b>	-0.5101	38	29
- <b>Reading/Language</b>	-0.3526	42	31
- <b>Science</b>	0.1278	33	25
- <b>Social Studies</b>	-0.4061	38	29
<b>EOC Composite (High school)</b>	-0.0484	11	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	2.4665	8	14
- <b>Math</b>	-	3	7
- <b>Reading/Language</b>	-	4	7
- <b>Science</b>	-	3	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	4	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.6508	71	37
- <b>Math</b>	-0.6095	41	33
- <b>Reading/Language</b>	-0.2514	46	35
- <b>Science</b>	-0.0031	36	31
- <b>Social Studies</b>	-0.4061	38	32
<b>EOC Composite (High school)</b>	-0.5629	15	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.2995	63	32
- <b>Math</b>	-0.3867	38	29
- <b>Reading/Language</b>	-0.2601	42	31
- <b>Science</b>	0.2179	33	25
- <b>Social Studies</b>	-0.2042	38	29
<b>EOC Composite (High school)</b>	0.5379	11	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	2.5418	8	14
- <b>Math</b>	-	3	7
- <b>Reading/Language</b>	-	4	7
- <b>Science</b>	-	3	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	4	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.0811	71	37
- <b>Math</b>	-0.076	41	33
- <b>Reading/Language</b>	-0.127	46	35
- <b>Science</b>	-0.049	36	31
- <b>Social Studies</b>	-0.332	38	32
<b>EOC Composite (High school)</b>	0.0421	15	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	23.8%	6.4%	63
- <b>Math</b>	26.3%	15.8%	38
- <b>Reading/Language</b>	33.3%	16.7%	42
- <b>Science</b>	6.1%	24.2%	33
- <b>Social Studies</b>	15.8%	10.5%	38
<b>EOC Composite (High school)</b>	18.2%	18.2%	11

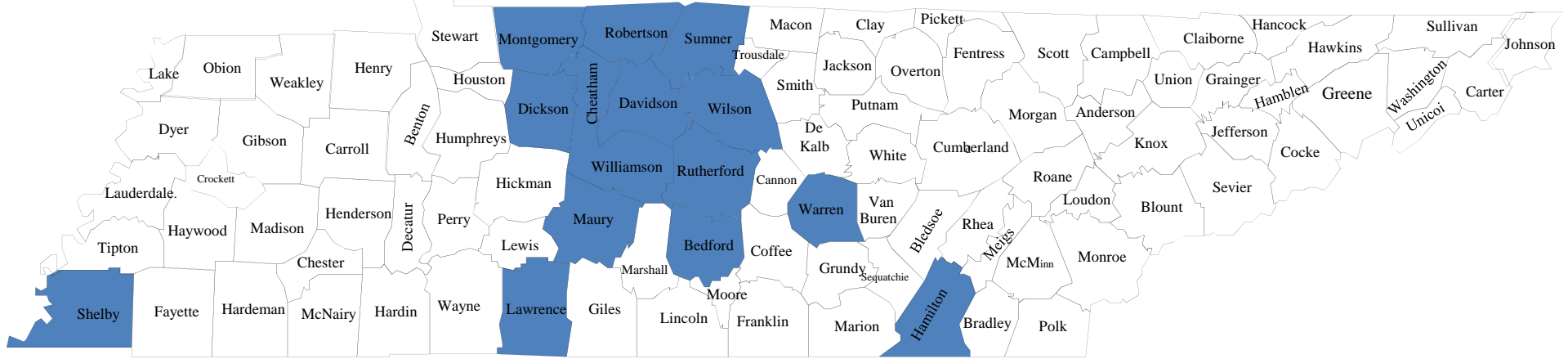
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	12.5%	50%	8
- <b>Math</b>	-	-	3
- <b>Reading/Language</b>	-	-	4
- <b>Science</b>	-	-	3
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	4

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	22.5%	11.3%	71
- <b>Math</b>	26.8%	19.5%	41
- <b>Reading/Language</b>	32.6%	19.6%	46
- <b>Science</b>	8.3%	22.2%	36
- <b>Social Studies</b>	15.8%	10.5%	38
<b>EOC Composite (High school)</b>	26.7%	13.3%	15

## Trevecca Nazarene University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Bedford County	1
Cheatham County	3
Davidson County	15
Dickson County	3
Hamilton County	1
Lawrence County	1
Maury County	2
Montgomery County	4

District	Number of Teachers
Robertson County	1
Rutherford County	2
Shelby County	1
Sumner County	10
Warren County	1
Williamson County	8
Wilson County	2

# TUSCULUM COLLEGE

ESTABLISHED 1794

## Tusculum College Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Tusculum College is a private, Christian four year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges. Tusculum College has eighteen approved teacher education programs.

#### **Institution Highlights:**

- Tusculum College had 120 completers with a 95% passage rate on the Praxis exam.
- Program completers from Tusculum College are less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math, TCAP composite scores and high school End of Course exam composite scores.
- Program completers from Tusculum College are less effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math and high school End of Course exam composite scores.
- Tusculum College's program completers have lower numbers of completers in the most effective percentile as compared to *beginning teacher* performance distributions across the state in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores.



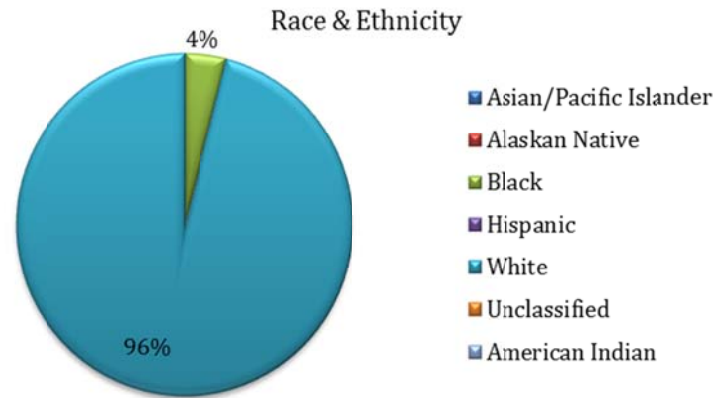
## Tusculum College

### Teacher Education Program Information

<b>Location:</b>	<b>Greeneville, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	18
Top Endorsement Areas:	Elementary K-6 (106 completers) Physical Education K-12 (4 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>120</b>
Male	17%
Female	83%
In-state	93%
Out-of-state	7%
Traditional License	118
Alternative License	2



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.43	2.54-3.99	3.43		<b>3.57</b>
<b>Major GPA</b>					<b>3.55</b>
<b>High School GPA</b>					<b>3.39</b>
<b>ACT Composite</b>					<b>22.9</b>
<b>ACT Reading</b>					<b>23.5</b>
<b>ACT Science</b>					<b>21.8</b>
<b>ACT English</b>					<b>23.2</b>
<b>ACT Math</b>					<b>20.8</b>
<b>SAT Cumulative</b>					<b>1182</b>
<b>SAT Math</b>					<b>560</b>
<b>SAT Verbal</b>					<b>557</b>

### Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	155	64.5%	66.5%	56.1%	63.9%
2008 - 09	130	52.3%	61.5%	46.9%	
2009 - 10	117	48.7%	55.5%		
2010 - 11	120	42.5%			

### Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	114	108	95%
Summary Pass Rates			
- Alternative	n/a		

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)***KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.1006	74	32
- <b>Math</b>	-0.6864	47	29
- <b>Reading/Language</b>	-0.1801	49	31
- <b>Science</b>	-0.3926	42	25
- <b>Social Studies</b>	-0.4096	39	29
<b>EOC Composite (High school)</b>	-3.8713	5	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.1006	74	37
- <b>Math</b>	-0.6864	47	33
- <b>Reading/Language</b>	-0.1801	49	35
- <b>Science</b>	-0.3926	42	31
- <b>Social Studies</b>	-0.4096	39	32
<b>EOC Composite (High school)</b>	-3.8713	5	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.3534	74	32
- <b>Math</b>	-0.5629	47	29
- <b>Reading/Language</b>	-0.0877	49	31
- <b>Science</b>	-0.3025	42	25
- <b>Social Studies</b>	-0.2078	39	29
<b>EOC Composite (High school)</b>	<b>-3.2851</b>	5	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.5309	74	37
- <b>Math</b>	<b>-0.6929</b>	47	33
- <b>Reading/Language</b>	-0.0557	49	35
- <b>Science</b>	-0.4384	42	31
- <b>Social Studies</b>	-0.3355	39	32
<b>EOC Composite (High school)</b>	<b>-3.2663</b>	5	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	21.6%	<b>8.1%</b>	74
- <b>Math</b>	21.3%	12.8%	47
- <b>Reading/Language</b>	14.3%	16.3%	49
- <b>Science</b>	19.1%	26.2%	42
- <b>Social Studies</b>	18%	10.3%	39
<b>EOC Composite (High school)</b>	60%	0.0%	5

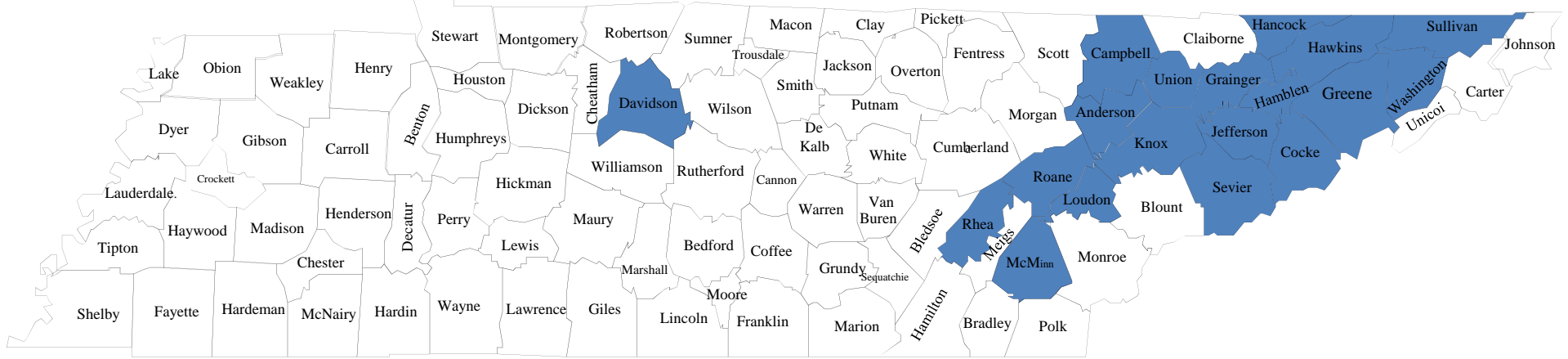
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	21.6%	<b>8.1%</b>	74
- <b>Math</b>	21.3%	12.8%	47
- <b>Reading/Language</b>	14.3%	16.3%	49
- <b>Science</b>	19.1%	26.2%	42
- <b>Social Studies</b>	18%	10.3%	39
<b>EOC Composite (High school)</b>	60%	0.0%	5

## Tusculum College Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Campbell County	2
Clinton	1
Cocke County	3
Davidson County	1
Grainger County	1
Greene County	4
Greeneville	1
Hamblen County	8
Hancock County	1
Hawkins County	1

District	Number of Teachers
Jefferson County	1
Knox County	12
Loudon County	1
McMinn County	1
Rhea County	1
Roane County	1
Sevier County	6
Sullivan County	1
Union County	1
Washington County	3



# UNION UNIVERSITY

## Union University Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Union University is a private, Christian four year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and the National Council of Accreditation of Teacher Education. Tusculum College has thirty-one approved teacher education programs.

#### **Institution Highlights:**

- Union University had 116 completers and an average GPA above the state average for 2010-2011 program completers.
- Program completers from Union University are more effective than *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language.
- Program completers from Union University are less effective than *veteran teachers* in high school Algebra I and End of Course exam composite scores.
- Program completers from Union University are less effective than other *beginning teachers* in high school Biology I.
- Union University's program completers teaching 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language have more completers in the highest performing percentile in comparison to *beginning teacher* performance distributions across the state.

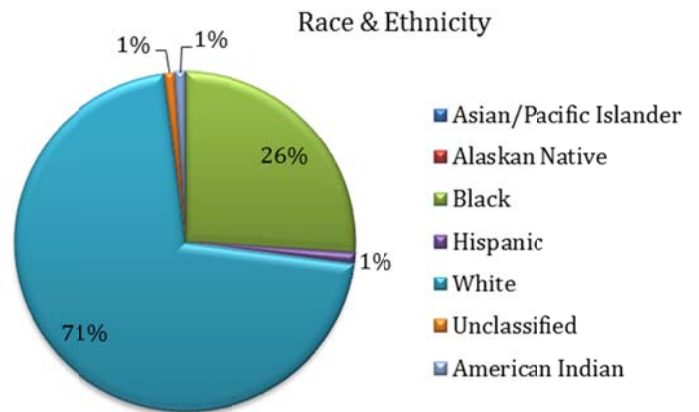
## Union University

### Teacher Education Program Information

<b>Location:</b>	<b>Jackson, TN</b>
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	31
Top Endorsement Areas:	Elementary K-6 (28 completers) Middle Grades 4-8 (15 completers) English 7-12 (14 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>116</b>
Male	18%
Female	82%
In-state	89%
Out-of-state	11%
Traditional License	55
Alternative License	61



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.69	2.75-4.0	3.51	3.85	3.57
<b>Major GPA</b>	3.48	2.75-4.0	3.48		3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>	25	17-32			22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561



## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	43	58.1%	53.5%	46.5%	46.5%
2008 - 09	169	82.2%	80.5%	69.8%	
2009 - 10	116	66.4%	63.8%		
2010 - 11	116	72.4%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	77	77	100%
Summary Pass Rates			
- Alternative	58	57	98%

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.74	24	32
- <b>Math</b>	-0.0692	11	29
- <b>Reading/Language</b>	<b>0.8557</b>	9	31
- <b>Science</b>	-0.2451	10	25
- <b>Social Studies</b>	-0.2811	11	29
<b>EOC Composite (High school)</b>	0.2633	14	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.5087	18	14
- <b>Math</b>	-	3	7
- <b>Reading/Language</b>	0.2566	12	7
- <b>Science</b>	-	2	7
- <b>Social Studies</b>	-	4	4
<b>EOC Composite (High school)</b>	<b>-2.4345</b>	18	13
- <b>Biology I</b>	-1.9058	6	3

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.2048	42	37
- <b>Math</b>	0.2615	14	33
- <b>Reading/Language</b>	0.5134	21	35
- <b>Science</b>	1.2558	12	31
- <b>Social Studies</b>	0.0107	15	32
<b>EOC Composite (High school)</b>	-1.2542	32	33
- <b>Algebra I</b>	-2.7996	5	14
- <b>Algebra II</b>	0.3228	6	12
- <b>Biology I</b>	-1.4895	7	11
- <b>US History</b>	0.1424	6	4

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.0072	24	32
- <b>Math</b>	0.0543	11	29
- <b>Reading/Language</b>	0.9481	9	31
- <b>Science</b>	-0.1551	10	25
- <b>Social Studies</b>	-0.0792	11	29
<b>EOC Composite (High school)</b>	0.8496	14	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.584	18	14
- <b>Math</b>	-	3	7
- <b>Reading/Language</b>	0.615	12	7
- <b>Science</b>	-	2	7
- <b>Social Studies</b>	-	4	4
<b>EOC Composite (High school)</b>	-1.495	18	13
- <b>Biology I</b>	-1.39	6	3

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.3648	42	37
- <b>Math</b>	0.255	14	33
- <b>Reading/Language</b>	0.6378	21	35
- <b>Science</b>	1.21	12	31
- <b>Social Studies</b>	0.0847	15	32
<b>EOC Composite (High school)</b>	-0.6492	32	33
- <b>Algebra I</b>	-2.1321	5	14
- <b>Algebra II</b>	2.6477	6	12
- <b>Biology I</b>	-1.9111	7	11
- <b>US History</b>	-0.0719	6	4

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	25%	29.2%	24
- <b>Math</b>	36.4%	18.2%	11
- <b>Reading/Language</b>	0.0%	44.4%	9
- <b>Science</b>	30%	20%	10
- <b>Social Studies</b>	45.5%	18.2%	11
<b>EOC Composite (High school)</b>	14.3%	21.4%	14

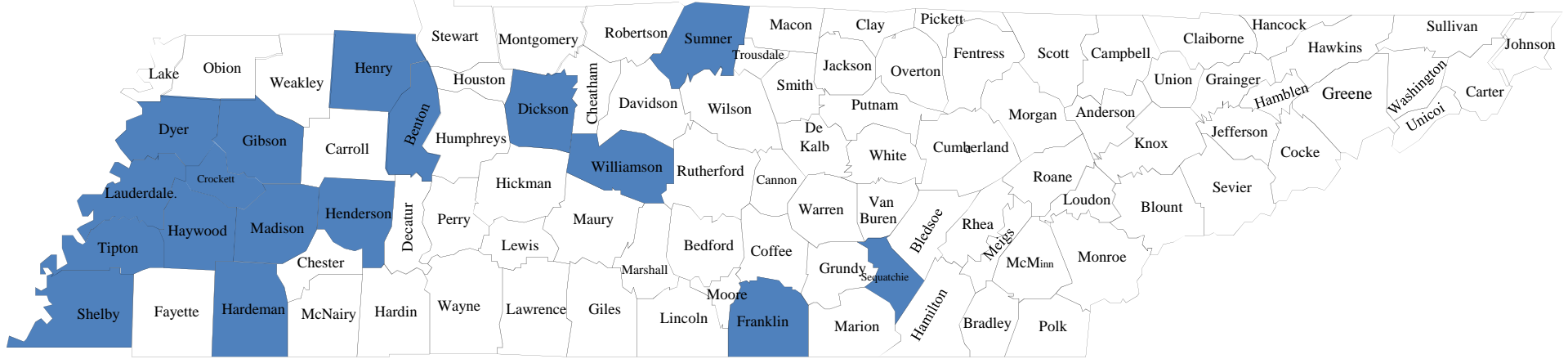
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	11.1%	16.7%	18
- <b>Math</b>	-	-	3
- <b>Reading/Language</b>	16.7%	50%	12
- <b>Science</b>	-	-	2
- <b>Social Studies</b>	-	-	4
<b>EOC Composite (High school)</b>	27.8%	27.8%	18
- <b>Biology I</b>	50%	33.3%	6

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	19.1%	23.8%	42
- <b>Math</b>	28.6%	28.6%	14
- <b>Reading/Language</b>	9.5%	47.6%	21
- <b>Science</b>	25%	25%	12
- <b>Social Studies</b>	33.3%	13.3%	15
<b>EOC Composite (High school)</b>	21.9%	25%	32
- <b>Algebra I</b>	40%	20%	5
- <b>Algebra II</b>	33.3%	16.7%	6
- <b>Biology I</b>	42.9%	28.6%	7
- <b>US History</b>	16.7%	16.7%	6

## Union University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Bells	1
Benton County	1
Crockett County	3
Dickson County	1
Dyersburg	2
Franklin County	1
Gibson Co Sp District	7
Hardeman County	3
Haywood County	2
Henderson County	1

District	Number of Teachers
Humboldt	4
Lauderdale County	3
Madison County	15
Memphis	19
Paris	1
Sequatchie County	1
Shelby County	17
Sumner County	1
Tipton County	2
Williamson County	1

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# THE UNIVERSITY OF MEMPHIS

## University of Memphis Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

University of Memphis is a public four year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. University of Memphis has thirty-seven approved teacher education programs.

#### **Institution Highlights:**

- University of Memphis had 466 program completers and a passage rate of 97% on the Praxis exam.
- Program completers from University of Memphis are less effective than *veteran teachers* in the following areas
  - 4<sup>th</sup>-8<sup>th</sup> grade: Reading/Language and TCAP composite scores
  - High school: English III and End of Course exam composites scores
- Program completers from University of Memphis are more effective than *veteran teachers* and other *beginning teachers* in high school English I.
- Program completers from the University of Memphis are less effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language and high school English III.
- Alternatively licensed program completers are more effective than other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math.
- The University of Memphis have more completers in the least effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language, TCAP composite scores and high school English III as compared to *beginning teacher* performance distributions across the state.
- Program completers from the University of Memphis have lower numbers of completers in the most effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language and TCAP composite scores as compared to *beginning teacher* performance distributions across the state.
- The University of Memphis has more program completers in the highest performing percentile in English I in comparison to *beginning teacher* performance distributions across the state.

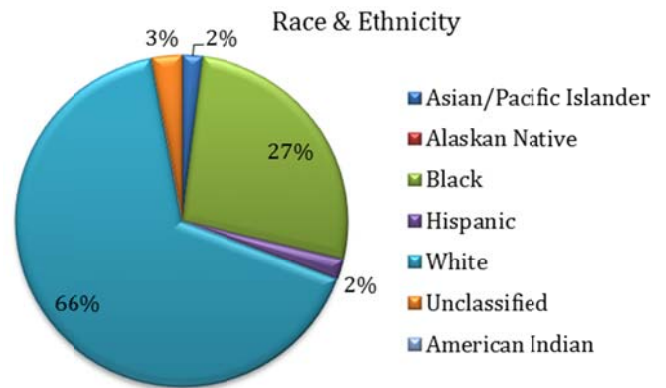
## University of Memphis

### Teacher Education Program Information

<b>Location:</b>	<b>Memphis, TN</b>
Institution Type:	TBR
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	47
Top Endorsement Areas:	Elementary K-6 (182 completers) Special Education Modified (82 completers) Middle Grades 4-8 (68 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>466</b>
Male	15%
Female	85%
In-state	90%
Out-of-state	10%
Traditional License	379
Alternative License	87



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.48	2.52-4.0	3.44	3.67	3.57
<b>Major GPA</b>	3.55	2.52-4.0	3.56	3.67	3.56
<b>High School GPA</b>	3.12	1.52-4.0	3.12	3.29	3.34
<b>ACT Composite</b>	21.8	13-31	21.7	22.8	22.7
<b>ACT Reading</b>	23.2	12-35	23.1	24.3	23.3
<b>ACT Science</b>	21.4	11-35	21.4	21.5	21.8
<b>ACT English</b>	23.3	11-35	23.1	24.4	23.4
<b>ACT Math</b>	20.2	13-32	20.0	21.4	20.9
<b>SAT Cumulative</b>	1038	710-1580	1036		1129
<b>SAT Math</b>	496	360-780	484		529
<b>SAT Verbal</b>	541	350-800	552		561



## Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	420	66.9%	69.0%	58.8%	64.8%
2008 - 09	424	59.4%	64.6%	49.3%	
2009 - 10	436	73.4%	68.6%		
2010 - 11	466	51.3%			

## Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	276	269	97%
Summary Pass Rates			
- Alternative	76	76	100%

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)***One year estimates of T-value of teacher effects (2010 – 2011)*KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.9762	149	32
- <b>Math</b>	-0.5432	90	29
- <b>Reading/Language</b>	-0.4314	89	31
- <b>Science</b>	-0.2228	79	25
- <b>Social Studies</b>	-0.1668	81	29
<b>EOC Composite (High school)</b>	-2.1063	15	28
- <b>Algebra II</b>	-4.5446	5	9

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.3776	17	14
- <b>Math</b>	3.5561	5	7
- <b>Reading/Language</b>	-	4	7
- <b>Science</b>	1.3228	5	7
- <b>Social Studies</b>	-1.0304	5	4
<b>EOC Composite (High school)</b>	-0.6275	21	13
- <b>English I</b>	1.3921	8	2
- <b>English II</b>	0.7309	5	1

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.8375	166	37
- <b>Math</b>	-0.3274	95	33
- <b>Reading/Language</b>	-0.4851	93	35
- <b>Science</b>	-0.1308	84	31
- <b>Social Studies</b>	-0.217	86	32
<b>EOC Composite (High school)</b>	-1.2437	36	33
- <b>Algebra II</b>	-2.7894	7	12
- <b>English I</b>	1.3184	9	12
- <b>English II</b>	0.6734	6	8
- <b>English III</b>	-2.2808	7	7

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.229	149	32
- <b>Math</b>	-0.4197	90	29
- <b>Reading/Language</b>	-0.339	89	31
- <b>Science</b>	-0.1327	79	25
- <b>Social Studies</b>	0.035	81	29
<b>EOC Composite (High school)</b>	-1.5201	15	28
- <b>Algebra II</b>	-2.4196	5	9

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.4529	17	14
- <b>Math</b>	2.7207	5	7
- <b>Reading/Language</b>	-	4	7
- <b>Science</b>	0.726	5	7
- <b>Social Studies</b>	-1.6038	5	4
<b>EOC Composite (High school)</b>	0.3123	21	13
- <b>English I</b>	0.041	8	2
- <b>English II</b>	0.0	5	1

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.2678	166	37
- <b>Math</b>	-0.3339	95	33
- <b>Reading/Language</b>	-0.3607	93	35
- <b>Science</b>	-0.1766	84	31
- <b>Social Studies</b>	-0.1429	86	32
<b>EOC Composite (High school)</b>	-0.6387	36	33
- <b>Algebra II</b>	-0.46	7	12
- <b>English I</b>	1.3671	9	12
- <b>English II</b>	1.0964	6	8
- <b>English III</b>	-1.7117	7	7

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	28.2%	10.1%	149
- Math	26.7%	15.6%	90
- Reading/Language	30.3%	11.2%	89
- Science	17.7%	16.5%	79
- Social Studies	19.8%	17.3%	81
<b>EOC Composite (High school)</b>	40%	20%	15
- Algebra II	40%	20%	5

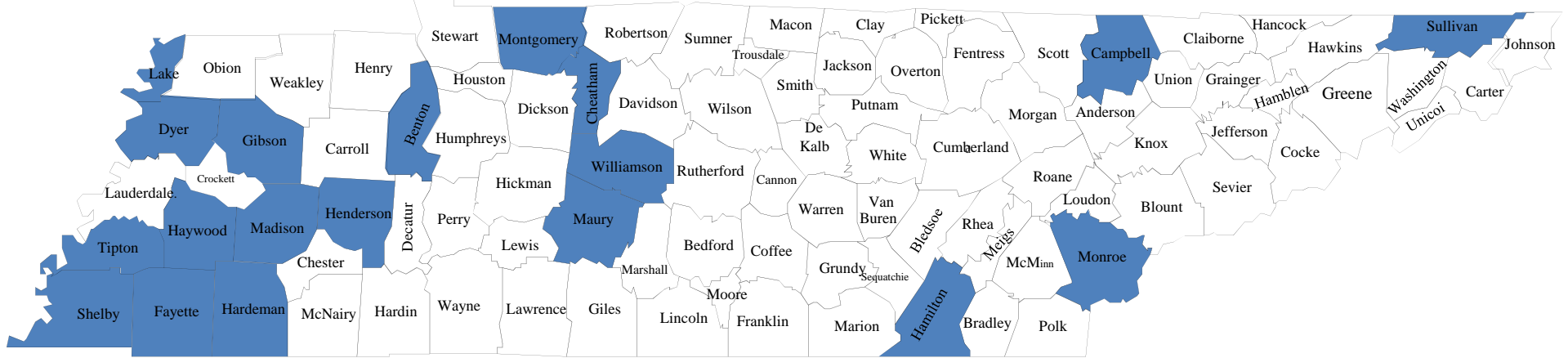
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	23.5%	35.3%	17
- Math	0.0%	40%	5
- Reading/Language	-	-	4
- Science	0.0%	40%	5
- Social Studies	40%	20%	5
<b>EOC Composite (High school)</b>	19.1%	14.3%	21
- English I	12.5%	62.5%	8
- English II	0.0%	20%	5

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	27.7%	12.7%	166
- Math	25.3%	16.8%	95
- Reading/Language	32.3%	10.8%	93
- Science	16.7%	17.9%	84
- Social Studies	20.9%	17.4%	86
<b>EOC Composite (High school)</b>	27.8%	16.7%	36
- Algebra II	42.9%	28.6%	7
- English I	11.1%	55.6%	9
- English II	0.0%	16.7%	6
- English III	57.1%	14.3%	7

## University of Memphis Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Benton County	1
Bradford	1
Campbell County	1
Cheatham County	1
Dyersburg	4
Fayette County	2
Hamilton County	1
Hardeman County	2

District	Number of Teachers
Haywood County	4
Henderson County	4
Kingsport	1
Lake County	2
Lexington	2
Madison County	11
Maury County	1
Memphis	111

District	Number of Teachers
Milan	1
Montgomery County	1
Shelby County	62
Sweetwater	1
Tipton County	20
Trenton	3
Williamson County	2

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THE UNIVERSITY of  
TENNESSEE   
CHATTANOOGA

**University of Tennessee Chattanooga Overview**

***2012 Report Card on the Effectiveness of Teacher Training Programs***

The University of Tennessee, Chattanooga is a public four year institution of higher education in the University of Tennessee system. The university is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. The University of Tennessee, Chattanooga has thirty approved teacher education programs.

**Institution Highlights:**

- The University of Tennessee, Chattanooga had 199 program completers and a passage rate of 100% on the Praxis exam.
- Program completers from the University of Tennessee, Chattanooga are less effective than *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math and TCAP composite scores.
- The University of Tennessee, Chattanooga program completers perform at the same level as veteran teachers and beginning teachers in 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language Arts, Science, Social Studies, English I, and high school End of Course composite.
- Program completers from the University of Tennessee, Chattanooga have more completers in the least effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores as compared to *beginning teacher* performance distributions across the state.
- Program completers from the University of Tennessee, Chattanooga have lower numbers of completers in the most effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade Math and TCAP composite scores as compared to *beginning teacher* performance distributions across the state.

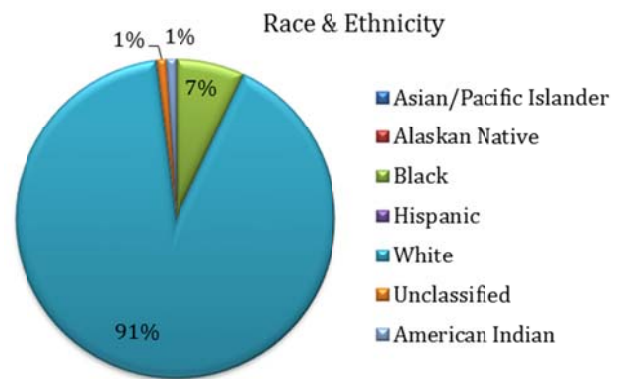
## University of Tennessee, Chattanooga

### Teacher Education Program Information

<b>Location:</b>	<b>Chattanooga, TN</b>
Institution Type:	UT
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	29
Top Endorsement Areas:	Special Ed Early Child PK-3 (79 completers) Early Childhood Ed (79 completers) Middle Grades 4-8 (35 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>199</b>
Male	17%
Female	83%
In-state	94%
Out-of-state	6%
Traditional License	169
Alternative License	30



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.50	2.39-4.0	3.47	3.65	3.57
<b>Major GPA</b>	3.48	1.95-4.0	3.47	3.60	3.56
<b>High School GPA</b>	3.41	2.21-4.0	3.42		3.34
<b>ACT Composite</b>	23.7	12-32	23.8		22.7
<b>ACT Reading</b>	24.6	8-34	24.8		23.3
<b>ACT Science</b>	22.4	10-30	22.6		21.8
<b>ACT English</b>	24.9	15-35	25		23.4
<b>ACT Math</b>	22	15-31	22.1		20.9
<b>SAT Cumulative</b>	1143	870-1310	1143		1129
<b>SAT Math</b>	563	420-710	563		529
<b>SAT Verbal</b>	580	450-690	580		561



**Placement and Retention Data**

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	215	53.0%	57.2%	46.0%	53.5%
2008 - 09	226	56.6%	61.9%	49.1%	
2009 - 10	210	54.8%	59.0%		
2010 - 11	199	48.7%			

**Teacher Assessments**

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	169	169	100%
Summary Pass Rates			
- Alternative	25	25	100%

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.4131	55	32
- <b>Math</b>	-0.9586	27	29
- <b>Reading/Language</b>	-0.3362	23	31
- <b>Science</b>	-0.6141	22	25
- <b>Social Studies</b>	-0.6803	17	29
<b>EOC Composite (High school)</b>	-0.5225	16	28
- <b>English I</b>	0.4124	6	8

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	4	14
- <b>Math</b>	-	4	7
- <b>Reading/Language</b>	-	1	7
- <b>Science</b>	-	2	7
- <b>Social Studies</b>	-	1	4
<b>EOC Composite (High school)</b>	-	4	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.9544	59	37
- <b>Math</b>	-0.1991	31	33
- <b>Reading/Language</b>	-0.2563	24	35
- <b>Science</b>	-0.3972	24	31
- <b>Social Studies</b>	-0.5526	18	32
<b>EOC Composite (High school)</b>	-0.333	20	33
- <b>English I</b>	0.4124	6	12

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.666	55	32
- <b>Math</b>	-0.8351	27	29
- <b>Reading/Language</b>	-0.2437	23	31
- <b>Science</b>	-0.5241	22	25
- <b>Social Studies</b>	-0.4785	17	29
<b>EOC Composite (High school)</b>	0.0637	16	28
- <b>English I</b>	0.6343	6	8

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	4	14
- <b>Math</b>	-	4	7
- <b>Reading/Language</b>	-	1	7
- <b>Science</b>	-	2	7
- <b>Social Studies</b>	-	1	4
<b>EOC Composite (High school)</b>	-	4	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.3847	59	37
- <b>Math</b>	-0.2057	31	33
- <b>Reading/Language</b>	-0.1319	24	35
- <b>Science</b>	-0.443	24	31
- <b>Social Studies</b>	-0.4785	18	32
<b>EOC Composite (High school)</b>	0.2717	20	33
- <b>English I</b>	0.4612	6	12

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	30.9%	9.1%	55
- <b>Math</b>	25.9%	3.7%	27
- <b>Reading/Language</b>	21.7%	17.4%	23
- <b>Science</b>	27.3%	13.6%	22
- <b>Social Studies</b>	23.5%	11.8%	17
<b>EOC Composite (High school)</b>	18.8%	12.5%	16
- <b>English I</b>	0.0%	33.3%	6

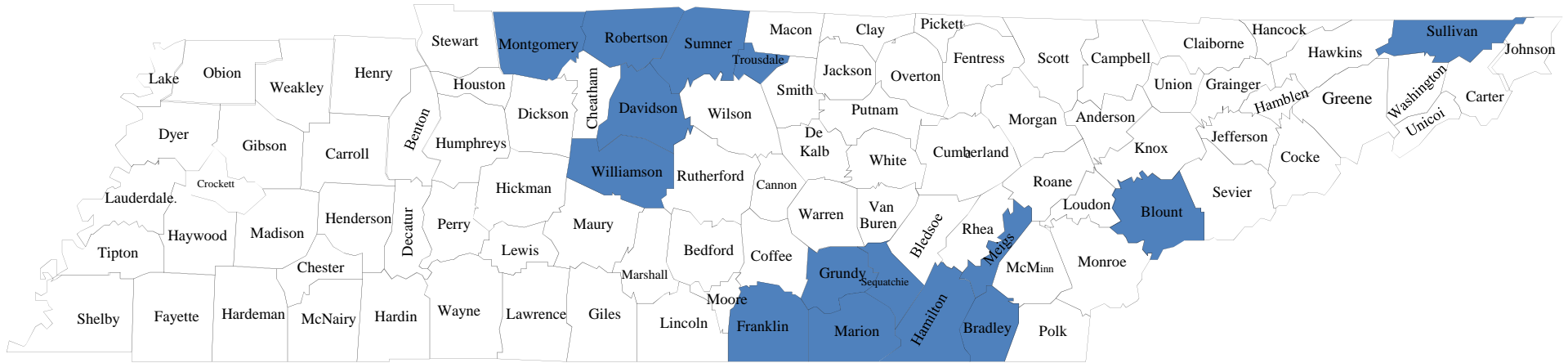
**Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	4
- <b>Math</b>	-	-	4
- <b>Reading/Language</b>	-	-	1
- <b>Science</b>	-	-	2
- <b>Social Studies</b>	-	-	1
<b>EOC Composite (High school)</b>	-	-	4

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	28.8%	11.9%	59
- <b>Math</b>	22.6%	12.9%	31
- <b>Reading/Language</b>	20.8%	20.8%	24
- <b>Science</b>	25%	20.8%	24
- <b>Social Studies</b>	22.2%	16.7%	18
<b>EOC Composite (High school)</b>	20%	15%	20
- <b>English I</b>	0.0%	33.3%	6

## University of Tennessee, Chattanooga Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Blount County	1
Bradley County	2
Cleveland	2
Davidson County	4
Franklin County	2
Grundy County	1
Hamilton County	68
Johnson City	1

District	Number of Teachers
Marion County	7
Meigs County	1
Montgomery County	1
Robertson County	1
Sequatchie County	3
Sumner County	1
Trousdale County	1
Williamson County	1

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# THE UNIVERSITY of TENNESSEE

## University of Tennessee, Knoxville Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

The University of Tennessee, Knoxville is a public four year institution of higher education in the University of Tennessee system. The University is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. The University of Tennessee, Knoxville has thirty-seven approved teacher education programs.

#### **Institution Highlights:**

- The University of Tennessee, Knoxville had 256 program completers and an average final GPA higher than the state average for 2010-2011 completers.
- Program completers from the University of Tennessee, Knoxville are less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores.
- Program completers from the University of Tennessee, Knoxville are more effective than *veteran teachers* in high school Biology I and U.S. History.
- Program completers perform at the same level as *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math, Reading/Language Arts, Science, Social Studies, Algebra I, Algebra II, English I, English II, English II, and End of Course composite scores.
- Program completers from the University of Tennessee, Knoxville are more effective than other *beginning teachers* in high school U.S. History and End of Course exam composite scores.
- Program completers from the University of Tennessee, Knoxville teaching high school Biology I have more completers in the highest performing percentile in comparison to *beginning teacher* performance distributions across the state.
- Program completers from the University of Tennessee, Knoxville have lower numbers of completers in the most effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite scores as compared to *beginning teacher* performance distributions across the state.

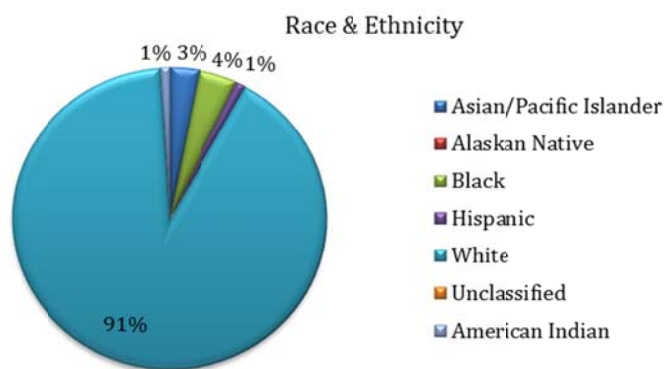
## University of Tennessee, Knoxville

### Teacher Education Program Information

<b>Location:</b>	<b>Knoxville, TN</b>
Institution Type:	UT
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	37
Top Endorsement Areas:	Elementary K-6 (75 completers) Special Ed Modified K-12 (22 completers) Early Childhood Ed. PK-3 (22 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>256</b>
Male	26%
Female	74%
In-state	96%
Out-of-state	4%
Traditional License	218
Alternative License	38



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.81	2.5-4.0	3.86	3.5	3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	177	70.1%	70.6%	58.8%	61.6%
2008 - 09	268	63.4%	66.4%	51.1%	
2009 - 10	256	64.5%	68.0%		
2010 - 11	256	57.4%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	215	210	98%
Summary Pass Rates			
- Alternative	36	34	94%

Note: The pass rate is not provided if there were less than 10 test takers



**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.6978	91	32
- Math	-0.1379	53	29
- Reading/Language	-0.1391	59	31
- Science	-0.0692	47	25
- Social Studies	-0.462	46	29
<b>EOC Composite (High school)</b>	0.321	71	28
- Algebra I	-0.7912	15	9
- Algebra II	-0.3595	10	9
- Biology I	1.5202	11	5
- English I	-0.165	18	8
- English II	0.3475	14	7
- English III	0.0016	14	5
- US History	1.3864	10	3

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	4	14
- Math	-	0	7
- Reading/Language	-	1	7
- Science	-	3	7
- Social Studies	-	1	4
<b>EOC Composite (High school)</b>	-0.3869	11	13
- Algebra I	-0.8335	9	5

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.6247	95	37
- <b>Math</b>	-0.1379	53	33
- <b>Reading/Language</b>	-0.1358	60	35
- <b>Science</b>	0.05	50	31
- <b>Social Studies</b>	-0.3696	47	32
<b>EOC Composite (High school)</b>	0.2261	82	33
- <b>Algebra I</b>	-0.8071	24	14
- <b>Algebra II</b>	-0.6897	14	12
- <b>Biology I</b>	1.5202	11	11
- <b>English I</b>	-0.165	18	12
- <b>English II</b>	0.3475	14	8
- <b>English III</b>	0.0016	14	7
- <b>US History</b>	1.3864	10	4

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.0493	91	32
- <b>Math</b>	-0.0144	53	29
- <b>Reading/Language</b>	-0.0467	59	31
- <b>Science</b>	0.0209	47	25
- <b>Social Studies</b>	-0.2602	46	29
<b>EOC Composite (High school)</b>	0.9073	71	28
- <b>Algebra I</b>	0.0583	15	9
- <b>Algebra II</b>	1.7655	10	9
- <b>Biology I</b>	0.8058	11	5
- <b>English I</b>	0.0569	18	8
- <b>English II</b>	1.0052	14	7
- <b>English III</b>	-0.252	14	5
- <b>US History</b>	1.2035	10	3

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	4	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	1	7
- <b>Science</b>	-	3	7
- <b>Social Studies</b>	-	1	4
<b>EOC Composite (High school)</b>	0.553	11	13
- <b>Algebra I</b>	-0.4722	9	5

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.055	95	37
- <b>Math</b>	-0.1444	53	33
- <b>Reading/Language</b>	-0.0113	60	35
- <b>Science</b>	0.0042	50	31
- <b>Social Studies</b>	-0.2955	47	32
<b>EOC Composite (High school)</b>	<b>0.8311</b>	82	33
- <b>Algebra I</b>	-0.1396	24	14
- <b>Algebra II</b>	1.6352	14	12
- <b>Biology I</b>	1.0986	11	11
- <b>English I</b>	-0.1162	18	12
- <b>English II</b>	0.7705	14	8
- <b>English III</b>	0.5707	14	7
- <b>US History</b>	<b>1.1722</b>	10	4

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	19.8%	11%	91
- <b>Math</b>	15.1%	20.8%	53
- <b>Reading/Language</b>	13.6%	11.9%	59
- <b>Science</b>	17%	17%	47
- <b>Social Studies</b>	19.6%	8.7%	46
<b>EOC Composite (High school)</b>	12.7%	22.5%	71
- <b>Algebra I</b>	13.3%	0.0%	15
- <b>Algebra II</b>	20%	20%	10
- <b>Biology I</b>	0.0%	63.6%	11
- <b>English I</b>	22.2%	11.1%	18
- <b>English II</b>	14.3%	28.6%	14
- <b>English III</b>	21.4%	21.4%	14
- <b>US History</b>	10%	40%	10

#### Alternatively Licensed Teachers

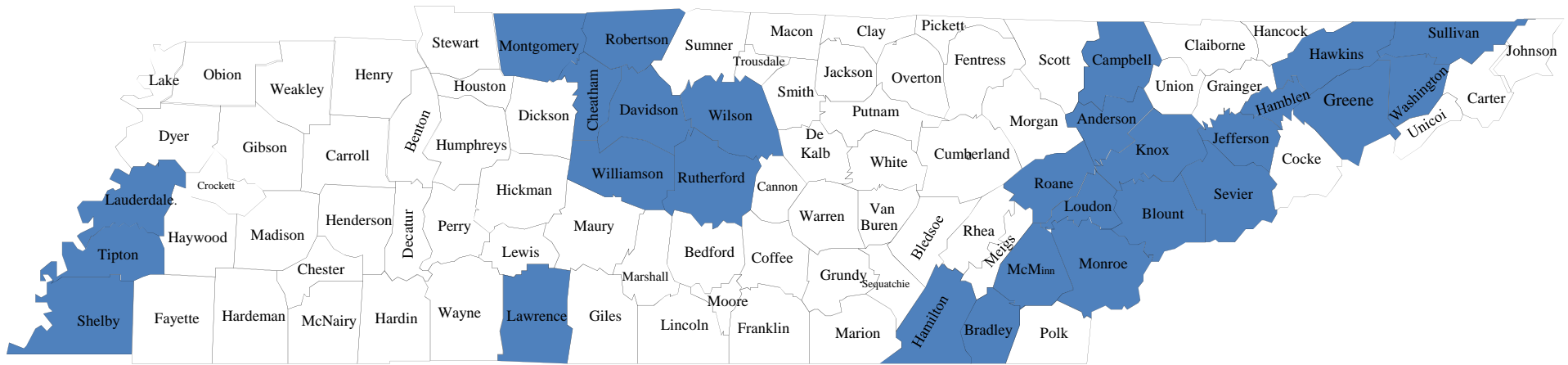
Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	4
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	1
- <b>Science</b>	-	-	3
- <b>Social Studies</b>	-	-	1
<b>EOC Composite (High school)</b>	18.2%	36.4%	11
- <b>Algebra I</b>	33.3%	22.2%	9

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	19%	11.6%	95
- <b>Math</b>	15.1%	20.8%	53
- <b>Reading/Language</b>	13.3%	11.7%	60
- <b>Science</b>	16%	18%	50
- <b>Social Studies</b>	19.2%	10.6%	47
<b>EOC Composite (High school)</b>	13.4%	24.4%	82
- <b>Algebra I</b>	20.8%	8.3%	24
- <b>Algebra II</b>	21.4%	21.4%	14
- <b>Biology I</b>	0.0%	63.6%	11
- <b>English I</b>	22.2%	11.1%	18
- <b>English II</b>	14.3%	28.6%	14
- <b>English III</b>	21.4%	21.4%	14
- <b>US History</b>	10%	40%	10

## University of Tennessee, Knoxville Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Alcoa, Athens, Campbell County, Cheatham County, Cleveland, Davidson County, Etowah, Franklin SSD, Greene County, Hawkins County, Kingsport, Lauderdale County, Lawrence County, Loudon County, Robertson County, Sweetwater, Tipton County, Washington County	1
Anderson County, Hamblen County, Hamilton County, Jefferson County, Lenoir City, McMinn County, Montgomery County, Roane County, Rutherford County, Shelby County, Williamson County, Wilson County	2-5

District	Number of Teachers
Knox County	79
Oak Ridge	6
Sevier County	7

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# THE UNIVERSITY of TENNESSEE **UT** MARTIN

## University of Tennessee, Martin Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

The University of Tennessee, Martin is a public four year institution of higher education in the Tennessee University system. The University is accredited by the Southern Association of Colleges and Schools and the National Council for Accreditation of Teacher Education. The University of Tennessee, Martin has thirty-seven approved teacher education programs.

#### **Institution Highlights:**

- The University of Tennessee, Martin had 259 program completers and a 90% Praxis passage rate.
- Program completers from University of Tennessee, Martin are less effective than *veteran teachers* and other *beginning teachers* in the following areas
  - 4<sup>th</sup>-8<sup>th</sup> grade: Reading/Language
  - High school: English II, U.S. History and End of Course exam composite scores
- The University of Tennessee, Martin program completers are also less effective than *veteran teachers* in 4<sup>th</sup>-8<sup>th</sup> grade TCAP Composite.
- Program completers from the University of Tennessee, Martin have more completers in the least effective percentile of high school English II and End of course exam composite scores as compared to *beginning teacher* performance distributions across the state.
- Program completers from University of Tennessee, Martin have lower numbers of completers in the most effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language, TCAP composite scores, high school Algebra I and End of Course exam composite scores as compared to *beginning teacher* performance distributions across the state.



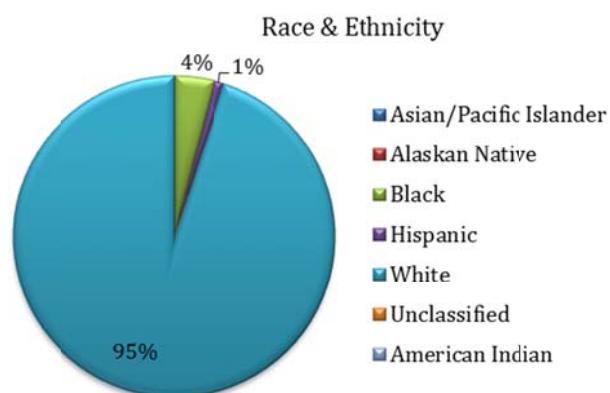
## University of Tennessee, Martin

### Teacher Education Program Information

<b>Location:</b>	<b>Martin, TN</b>
Institution Type:	University of Tennessee
Accreditation:	SACS, NCATE
Approved Teacher Education Programs	37
Top Endorsement Areas:	Elementary K-6 (99 completers) Early Childhood ED PK-3 (26 completers) Physical Education K-12 (21 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>259</b>
Male	29%
Female	71%
In-state	98%
Out-of-state	2%
Traditional License	209
Alternative License	50



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.37	2.50-4.0	3.35	3.47	3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>	3.31	1.54-4.0	3.31		3.34
<b>ACT Composite</b>	22.3	14-32	22.2	23.2	22.7
<b>ACT Reading</b>	23.1	10-35	23	24.2	23.3
<b>ACT Science</b>	21.6	12-33	21.4	23.3	21.8
<b>ACT English</b>	23	12-34	22.9	23.9	23.4
<b>ACT Math</b>	20.8	14-30	20.6	22.2	20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	167	64.1%	71.3%	57.5%	67.7%
2008 - 09	282	69.5%	74.8%	63.8%	
2009 - 10	263	71.5%	73.0%		
2010 - 11	259	58.3%			

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	208	188	90%
Summary Pass Rates			
- Alternative	54	49	91%

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

**KEY**

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.8534	130	32
- Math	-0.3688	72	29
- Reading/Language	-0.375	79	31
- Science	0.3472	50	25
- Social Studies	-0.1122	52	29
<b>EOC Composite (High school)</b>	-1.5972	37	28
- Algebra I	-0.9057	8	9
- Algebra II	-1.9239	5	9
- Biology I	1.3134	6	5
- English I	-0.7168	6	8
- English II	-2.2636	7	7
- English III	0.2207	8	5
- US History	-1.6534	6	3

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.6139	13	14
- Math	-	3	7
- Reading/Language	-0.8033	5	7
- Science	-	4	7
- Social Studies	-	3	4
<b>EOC Composite (High school)</b>	-2.0576	21	13
- Algebra I	-1.9119	8	5
- Algebra II	-2.833	6	4

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	<b>-0.9226</b>	143	37
- <b>Math</b>	-0.391	75	33
- <b>Reading/Language</b>	<b>-0.4005</b>	84	35
- <b>Science</b>	0.2188	54	31
- <b>Social Studies</b>	-0.2039	55	32
<b>EOC Composite (High school)</b>	<b>-1.7639</b>	58	33
- <b>Algebra I</b>	-1.4088	16	14
- <b>Algebra II</b>	-2.1745	11	12
- <b>Biology I</b>	1.1232	10	11
- <b>English I</b>	-0.8472	8	12
- <b>English II</b>	<b>-1.9269</b>	9	8
- <b>English III</b>	-0.1448	10	7
- <b>US History</b>	<b>-1.4677</b>	9	4

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.1063	130	32
- <b>Math</b>	-0.2454	72	29
- <b>Reading/Language</b>	-0.2825	79	31
- <b>Science</b>	0.4373	50	25
- <b>Social Studies</b>	0.0897	52	29
<b>EOC Composite (High school)</b>	-1.0109	37	28
- <b>Algebra I</b>	-0.0562	8	9
- <b>Algebra II</b>	0.2011	5	9
- <b>Biology I</b>	0.5989	6	5
- <b>English I</b>	-0.495	6	8
- <b>English II</b>	-1.606	7	7
- <b>English III</b>	-0.0328	8	5
- <b>US History</b>	-1.8364	6	3

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.5386	13	14
- <b>Math</b>	-	3	7
- <b>Reading/Language</b>	-0.4449	5	7
- <b>Science</b>	-	4	7
- <b>Social Studies</b>	-	3	4
<b>EOC Composite (High school)</b>	-1.118	21	13
- <b>Algebra I</b>	-1.5505	8	5
- <b>Algebra II</b>	0.99	6	4

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.3529	143	37
- <b>Math</b>	-0.3975	75	33
- <b>Reading/Language</b>	-0.276	84	35
- <b>Science</b>	0.173	54	31
- <b>Social Studies</b>	-0.1298	55	32
<b>EOC Composite (High school)</b>	-1.1588	58	33
- <b>Algebra I</b>	-0.7413	16	14
- <b>Algebra II</b>	0.1504	11	12
- <b>Biology I</b>	0.7016	10	11
- <b>English I</b>	-0.7984	8	12
- <b>English II</b>	-1.5039	9	8
- <b>English III</b>	0.4243	10	7
- <b>US History</b>	-1.682	9	4

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	22.3%	13.1%	130
- Math	19.4%	13.9%	72
- Reading/Language	17.7%	10.1%	79
- Science	12%	24%	50
- Social Studies	25%	13.5%	52
<b>EOC Composite (High school)</b>	29.7%	5.4%	37
- Algebra I	25%	0.0%	8
- Algebra II	40%	20%	5
- Biology I	0.0%	33.3%	6
- English I	16.7%	0.0%	6
- English II	71.4%	0.0%	7
- English III	0.0%	12.5%	8
- US History	50%	16.7%	6

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	38.5%	23.1%	13
- Math	-	-	3
- Reading/Language	40%	0.0%	5
- Science	-	-	4
- Social Studies	-	-	3
<b>EOC Composite (High school)</b>	47.6%	9.5%	21
- Algebra I	12.5%	0.0%	8
- Algebra II	50%	16.7%	6

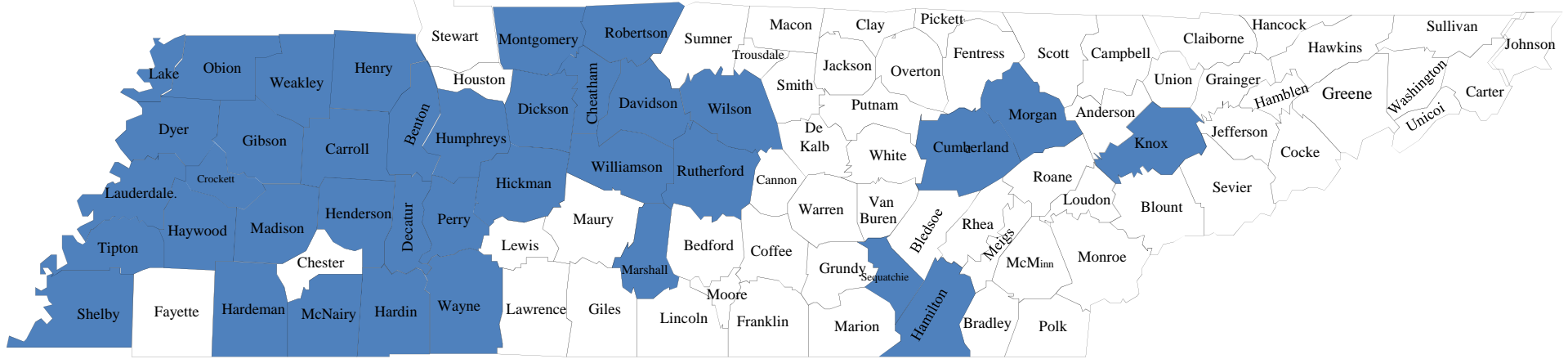
**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	23.8%	14%	143
- <b>Math</b>	20%	14.7%	75
- <b>Reading/Language</b>	19.1%	9.5%	84
- <b>Science</b>	13%	22.2%	54
- <b>Social Studies</b>	27.3%	12.7%	55
<b>EOC Composite (High school)</b>	36.2%	6.9%	58
- <b>Algebra I</b>	18.8%	0.0%	16
- <b>Algebra II</b>	45.5%	18.2%	11
- <b>Biology I</b>	0.0%	40%	10
- <b>English I</b>	25%	0.0%	8
- <b>English II</b>	55.6%	0.0%	9
- <b>English III</b>	20%	10%	10
- <b>US History</b>	44.4%	11.1%	9



## University of Tennessee, Martin Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Carroll County, Cumberland County, Davidson County, Dickson County, H Rock Bruceton, Hamilton County, Haywood County, Hickman County, Knox County, Lebanon, Marshall County, Morgan County, Robertson County, Rutherford County, Sequatchie County, Shelby County, South Carroll, West Carroll Sp District	1
Benton County, Cheatham County, Crockett County, Dyer County, Dyersburg, Hardeman County, Hardin County, Henry County, Humboldt, Humphreys County, Huntingdon, Lake County, Lexington, McKenzie, McNairy County, Memphis, Milan, Montgomery County, Obion County, Perry County, Union City, Wayne County, Williamson County	2-5

District	Number of Teachers
Decatur County	6
Gibson Co Sp District	8
Henderson County	6
Lauderdale County	15
Madison County	6
Paris	6
Tipton County	6
Weakley County	13



## VANDERBILT

### Vanderbilt University Overview

#### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Vanderbilt University is a private, four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and the National Council for Accreditation of Teacher Education. Vanderbilt University has thirty-six approved teacher education programs.

#### **Institution Highlights:**

- Vanderbilt University had 117 program completers and an average final GPA above the state average for 2010-2011 program completers.
- Vanderbilt University's program completers perform at the same level as *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Reading/Language Arts, TCAP composite scores and high school End of Course exam composite scores.

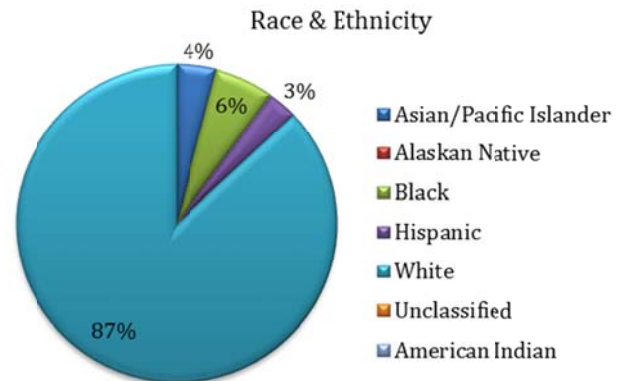
## Vanderbilt University, Peabody College

### Teacher Education Program Information

<b>Location:</b>	<b>Nashville, TN</b>
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Approved Teacher Education Programs:	36
Top Endorsement Areas:	Elementary K-6 (30 completers) Special Ed modified (18 completers) English 7-12 (13 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>117</b>
Male	13%
Female	87%
In-state	26%
Out-of-state	74%
Traditional License	117
Alternative License	0



#### Academic Information

	Average All Completers	Range All Completers	Average BS	Average MEd	State Average All Completers
<b>Final GPA</b>	3.74	2.85-4.0	3.57	3.90	<b>3.57</b>
<b>Major GPA</b>					<b>3.55</b>
<b>High School GPA</b>					<b>3.39</b>
<b>ACT Composite</b>	29.29	22-35			<b>22.9</b>
<b>ACT Reading</b>					<b>23.5</b>
<b>ACT Science</b>					<b>21.8</b>
<b>ACT English</b>					<b>23.2</b>
<b>ACT Math</b>					<b>20.8</b>
<b>SAT Cumulative</b>	1295.62	1020-1740	1295.6		<b>1182</b>
<b>SAT Math</b>					<b>560</b>
<b>SAT Verbal</b>					<b>557</b>

**Placement and Retention Data**

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	111	15.3%	26.1%	11.7%	18.0%
2008 - 09	123	30.9%	36.6%	24.4%	
2009 - 10	108	27.8%	32.4%		
2010 - 11	117	17.1%			

**Teacher Assessments**

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional	121	119	98%
Summary Pass Rates			
- Alternative	n/a		

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.3864	15	32
- <b>Math</b>	-	4	29
- <b>Reading/Language</b>	0.1867	10	31
- <b>Science</b>	-	1	25
- <b>Social Studies</b>	-	4	29
<b>EOC Composite (High school)</b>	-0.8062	13	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-0.3864	15	37
- <b>Math</b>	-	4	33
- <b>Reading/Language</b>	0.1867	10	35
- <b>Science</b>	-	1	31
- <b>Social Studies</b>	-	4	32
<b>EOC Composite (High school)</b>	-0.8062	13	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.3608	15	32
- <b>Math</b>	-	4	29
- <b>Reading/Language</b>	0.2791	10	31
- <b>Science</b>	-	1	25
- <b>Social Studies</b>	-	4	29
<b>EOC Composite (High school)</b>	-0.22	13	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	0	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	0.1833	15	37
- <b>Math</b>	-	4	33
- <b>Reading/Language</b>	0.3111	10	35
- <b>Science</b>	-	1	31
- <b>Social Studies</b>	-	4	32
<b>EOC Composite (High school)</b>	-0.2012	13	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

**Traditionally Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	13.3%	13.3%	15
- <b>Math</b>	-	-	4
- <b>Reading/Language</b>	20%	30%	10
- <b>Science</b>	-	-	1
- <b>Social Studies</b>	-	-	4
<b>EOC Composite (High school)</b>	30.8%	15.4%	13

**Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

**Traditionally & Alternatively Licensed Teachers**

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	13.3%	13.3%	15
- <b>Math</b>	-	-	4
- <b>Reading/Language</b>	20%	30%	10
- <b>Science</b>	-	-	1
- <b>Social Studies</b>	-	-	4
<b>EOC Composite (High school)</b>	30.8%	15.4%	13

## Vanderbilt University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Davidson County	9
Sumner County	3
Williamson County	8





## Victory University

### Victory University Overview

#### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Victory University is a private, for-profit, four year institution of higher education and is accredited by the Southern Association of Colleges and Schools. Victory University has fifteen approved teacher education programs.

#### **Institution Highlights:**

- Victory University had 45 program completers and an average final GPA above the state average for 2010-2011 program completers.
- Program completers from Victory University are less effective than *veteran teachers* and other *beginning teachers* in 4<sup>th</sup>-8<sup>th</sup> grade Math, Reading/Language and TCAP composite scores.
- Victory University's program completers have more completers in the least effective percentile of 4<sup>th</sup>-8<sup>th</sup> grade Math and TCAP composite scores as compared to *beginning teacher* performance distributions across the state.

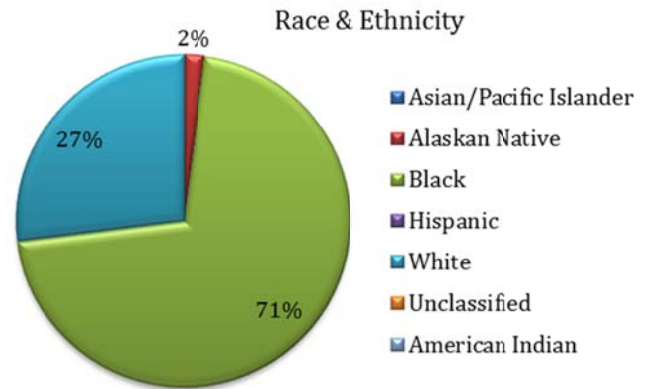
## Victory University

### Teacher Education Program Information

<b>Location:</b>	<b>Memphis, TN</b>
Institution Type:	Private For-Profit
Accreditation:	SACS
Approved Teacher Education Programs:	15
Top Endorsement Areas:	Elementary K-6 (23 completers) Middle Grades 4-8 (6 completers)

#### 2010-2011 Program Completers

<b>Total Number</b>	<b>45</b>
Male	9%
Female	91%
In-state	82%
Out-of-state	18%
Traditional License	27
Alternative License	18



#### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.6	2.71-4.0	3.66	3.5	3.57
<b>Major GPA</b>					3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>					22.7
<b>ACT Reading</b>					23.3
<b>ACT Science</b>					21.8
<b>ACT English</b>					23.4
<b>ACT Math</b>					20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08*	23	91.3%	78.3%	78.3%	82.6%
2008 - 09	17	70.6%	70.6%	52.9%	
2009 - 10	41	73.2%	68.3%		
2010 - 11	45	35.6%			

\*Formerly known as Crichton College

## Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates			
- Traditional		N/A	
Summary Pass Rates			
- Alternative		N/A	

Note: The pass rate is not provided if there were less than 10 test takers

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.9258	11	32
- <b>Math</b>	-2.4221	5	29
- <b>Reading/Language</b>	-1.0659	8	31
- <b>Science</b>	-	4	25
- <b>Social Studies</b>	0.1379	6	29
<b>EOC Composite (High school)</b>	-	1	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.8399	6	14
- <b>Math</b>	-	2	7
- <b>Reading/Language</b>	-	3	7
- <b>Science</b>	-	3	7
- <b>Social Studies</b>	-	2	4
<b>EOC Composite (High school)</b>	-	1	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.8955	17	37
- <b>Math</b>	-3.3734	7	33
- <b>Reading/Language</b>	-1.1028	11	35
- <b>Science</b>	0.2875	7	31
- <b>Social Studies</b>	0.3354	8	32
<b>EOC Composite (High school)</b>	-	2	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.1787	11	32
- <b>Math</b>	-2.2986	5	29
- <b>Reading/Language</b>	-0.9734	8	31
- <b>Science</b>	-	4	25
- <b>Social Studies</b>	0.3398	6	29
<b>EOC Composite (High school)</b>	-	1	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.7646	6	14
- <b>Math</b>	-	2	7
- <b>Reading/Language</b>	-	3	7
- <b>Science</b>	-	3	7
- <b>Social Studies</b>	-	2	4
<b>EOC Composite (High school)</b>	-	1	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-1.3258	17	37
- <b>Math</b>	-3.3799	7	33
- <b>Reading/Language</b>	-0.9784	11	35
- <b>Science</b>	0.2416	7	31
- <b>Social Studies</b>	0.4095	8	32
<b>EOC Composite (High school)</b>	-	2	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	27.3%	0.0%	11
- <b>Math</b>	40%	0.0%	5
- <b>Reading/Language</b>	37.5%	0.0%	8
- <b>Science</b>	-	-	4
- <b>Social Studies</b>	16.7%	16.7%	6
<b>EOC Composite (High school)</b>	-	-	1

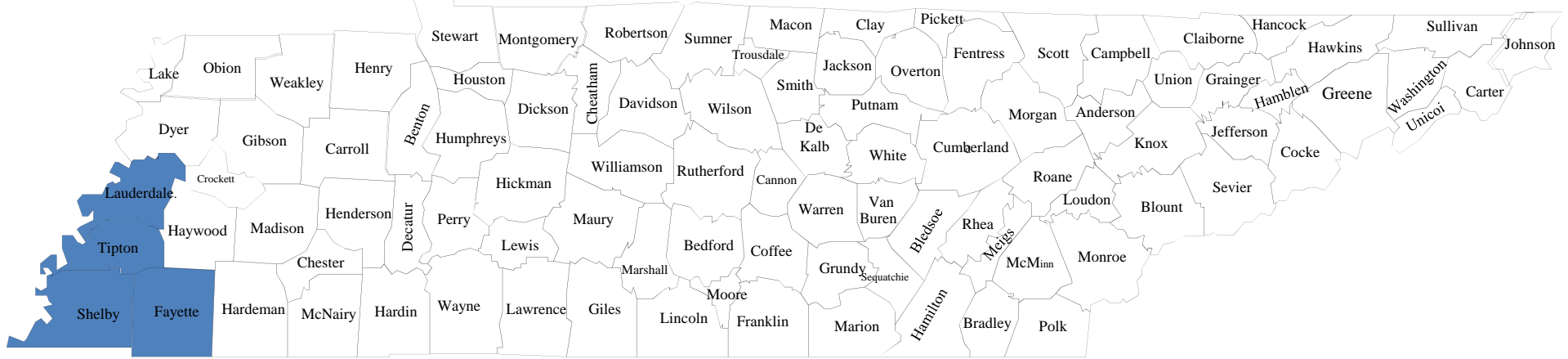
#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	66.7%	33.3%	6
- <b>Math</b>	-	-	2
- <b>Reading/Language</b>	-	-	3
- <b>Science</b>	-	-	3
- <b>Social Studies</b>	-	-	2
<b>EOC Composite (High school)</b>	-	-	1

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	41.2%	11.8%	17
- <b>Math</b>	57.1%	0.0%	7
- <b>Reading/Language</b>	36.4%	0.0%	11
- <b>Science</b>	14.3%	14.3%	7
- <b>Social Studies</b>	25%	25%	8
<b>EOC Composite (High school)</b>	-	-	2

## Victory University Counties where 2010-2011 Completers taught in 2011-2012



District	Number of Teachers
Fayette County	1
Memphis	9
Shelby County	5
Tipton County	1



## Welch College Overview

### *2012 Report Card on the Effectiveness of Teacher Training Programs*

Welch College is the former Free Will Bible Baptist College. It is a private, Christian institution and a member of the Tennessee Independent Colleges and Universities Association. Welch College is accredited through the Southern Association of Colleges and Schools to provide seven education programs.

#### **Institution Highlights:**

- Due to the low number of completers that teach in schools generating value added data, no effectiveness reports are available for Welch College program completers.



## Welch College

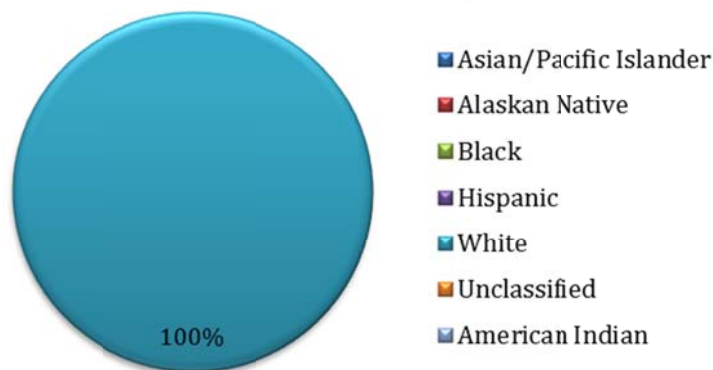
### Teacher Education Program Information

<b>Location:</b>	<b>Nashville, TN</b>
Institution Type:	TICUA
Accreditation:	SACS
Approved Teacher Education Programs:	7
Top Endorsement Areas:	Elementary K-6 (4 completers)

### 2010-2011 Program Completers

<b>Total Number</b>	<b>6</b>
Male	16%
Female	83%
In-state	66%
Out-of-state	34%
Traditional License	6
Alternative License	0

Race & Ethnicity



### Academic Information

	Average All Completers	Range All Completers	Average Traditional	Average Alternative	State Average All Completers
<b>Final GPA</b>	3.46	3.19-3.91			3.57
<b>Major GPA</b>	3.46	3.0-3.88			3.56
<b>High School GPA</b>					3.34
<b>ACT Composite</b>	21.6	19-24			22.7
<b>ACT Reading</b>	22.8	20-25			23.3
<b>ACT Science</b>	20.4	18-24			21.8
<b>ACT English</b>	22.8	19-26			23.4
<b>ACT Math</b>	19.4	16 – 24			20.9
<b>SAT Cumulative</b>					1129
<b>SAT Math</b>					529
<b>SAT Verbal</b>					561

## Placement and Retention Data

*Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).*

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2007 - 08	10	20.0%	20.0%	10.0%	20.0%
2008 - 09	11	27.3%	36.4%	18.2%	
2009 - 10	11	9.1%	9.1%		
2010 - 11	6	0.0%			

## Teacher Assessments

*Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams.*

Praxis Results (2010-2011)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional		5	
Summary Pass Rates - Alternative		1	

*Note: The pass rate is not provided if there were less than 10 test takers*

**Teacher T-Value Effects (includes all grades)**

*One year estimates of T-value of teacher effects (2010 – 2011)*

KEY

- No color: No statistically significant difference
- - Fewer than 5 teachers
- **Green:** Statistically significant positive difference
- **Yellow:** Statistically significant negative difference

**Veteran Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who have graduated from this institution as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.

**Traditionally Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

**Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	1	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

**Traditionally & Alternatively Licensed Teachers**

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	37
- <b>Math</b>	-	0	33
- <b>Reading/Language</b>	-	1	35
- <b>Science</b>	-	0	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	0	33

**Beginning Teacher Comparison:** The average effectiveness of beginning teachers (1-3 years of experience) who graduated from this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth

#### Traditionally Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	0	32
- <b>Math</b>	-	0	29
- <b>Reading/Language</b>	-	0	31
- <b>Science</b>	-	0	25
- <b>Social Studies</b>	-	0	29
<b>EOC Composite (High school)</b>	-	0	28

#### Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	14
- <b>Math</b>	-	0	7
- <b>Reading/Language</b>	-	1	7
- <b>Science</b>	-	0	7
- <b>Social Studies</b>	-	0	4
<b>EOC Composite (High school)</b>	-	0	13

#### Traditionally & Alternatively Licensed Teachers

Subject	Mean T-Value	Teachers in Program	Total Programs Statewide
<b>TCAP Composite (grades 4-8)</b>	-	1	37
- <b>Math</b>	-	0	33
- <b>Reading/Language</b>	-	1	35
- <b>Science</b>	-	0	31
- <b>Social Studies</b>	-	0	32
<b>EOC Composite (High school)</b>	-	0	33

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based upon the statewide distribution of the t-value of teacher effects

#### Traditionally Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	0
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	0
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	1
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	1
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

#### Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile	Teachers in Program
<b>TCAP Composite (grades 4-8)</b>	-	-	1
- <b>Math</b>	-	-	0
- <b>Reading/Language</b>	-	-	1
- <b>Science</b>	-	-	0
- <b>Social Studies</b>	-	-	0
<b>EOC Composite (High school)</b>	-	-	0

## Welch College Counties where 2010-2011 Completers taught in 2011-2012



Welch College had 6 completers in 2010-11. None of those completers were teaching in a Tennessee public school during the 2011-12 school year.

## GLOSSARY OF TERMS

Alternatively Licensed Teacher	Teacher with Tennessee Transitional License and Interim Type B License.
Beginning Teacher	Teacher with 1 to 3 years of classroom teaching experience in Tennessee.
Beginning Teacher Comparison	Comparison of the 2011 – 2012 mean t-value of teacher effect among beginning teachers (1-3 years of experience) as compared to the mean of means for all teacher training programs in the state.
Completer	<p>A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript of other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer.</p> <p>For alternatively licensed teachers, the reporting includes currently enrolled students who have completed all nonclinical coursework in addition to program completers.</p>
EOC	End-of-Course exams given in specific high school subjects that are used in the value-added analysis. Subjects include: Algebra I, Algebra II, Biology I, English I, English II, English III, and U.S. History.
FMLA	Family Medical Leave Act (referenced in placement and retention explanation)
No Statistically Significant Difference	The t-value of teacher effect can represent a positive or negative difference, but is not considered to be statistically significant.
PIRS	Personnel Information Reporting System (PIRS). PIRS is the State Department of Education reporting system that collects employment information on teachers and school leaders from all Local Education Agencies.

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Statewide Distribution	The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based on the 2011 – 2012 statewide distribution of the t-value of teacher effects
Statistically Significant Negative Difference	The mean t-value of teacher effect as compared to the given reference population represent a tendency for those teachers to have lower student achievement gains in the specific subject.
Statistically Significant Positive Difference	The mean t-value of teacher effect as compared to the given reference population represents a tendency for those teachers to have higher student achievement gains in the specific subject.
TCAP	Tennessee Comprehensive Assessment System; exams given in grades 3-8 in Math, Reading/Language Arts, Science, and Social Studies.
Teacher Effect	Teacher effect measures teacher effectiveness relative to the district average gain and is part of the solution to the mixed model equations for TCAP subjects.
Teacher Gain	The teacher gain is defined as the teacher effect added to the district gain.
Traditionally Licensed Teacher	Teachers with the Tennessee Apprentice Teaching License, Out-of State License and Professional Teacher License.
T-Value of Teacher Effect	The t-value of the teacher effect is defined as the teacher effect divided by its standard error in all subjects. The mean t-value is derived from one year of value added data (2011-2012) for all beginning teachers from each program. All teachers who have been teaching for one, two, or three years are included in the analysis.
Veteran Teacher	Teacher with more than 3 years of classroom teaching experience in Tennessee.
Veteran Teacher Comparison	Comparison of the 2011 – 2012 mean t-value of teacher effect for beginning teachers (1-3 years of experience) as compared to the mean of veteran teachers (teaching more than 3 years) from the statewide distribution of 2011 – 2012 teacher valued-added data
STEM	Science, Technology, Engineering, and Math