2013 Report Card on the Effectiveness of Teacher Training Programs

Tennessee Higher Education Commission

State Board of Education

November 1, 2013

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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 2013 report card includes additional indicators for each program; more information on the changes and additions can be found in the following section.

The *2013 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 49-5-108.

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.

New features of the 2013 Report Card expanded State Profile include:

- performance of completers on the most common Praxis content area exams
- institutions producing the largest numbers of completers as well as the largest number of completers by content area
- trend analysis of statistically significant positive and negative effects for institutions from the 2011, 2012, and 2013 Report Card.

Future Publication of the Report Card 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.

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-two 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 2008-09 through the 2011-12 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 completers as reported to THEC by the teacher training programs with the Tennessee Personnel Information Reporting System (PIRS) database from the Tennessee Department of Education 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 may have taken 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 II examinations in their content area as well as the Praxis II Principles of Learning and Teaching exam to be recommended for licensure and receive endorsements in specific fields. Teacher candidates may take multiple Principles of Learning and Teaching exams based on the grade span in which they wish to teach. More detailed information on Praxis results can be found on the state's annual Title II report to the federal government. The Tennessee report can be accessed at title2.ed.gov/.

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 percent of the 2011-12 completers from teacher training programs.
- The state has implemented new individual teacher evaluation systems which are beginning to generate data to give a more robust view of teacher effectiveness in Tennessee. Observation data from the new teacher evaluation system will be included in the report card as soon as comprehensive data for the state is available.

Findings

Profile Information

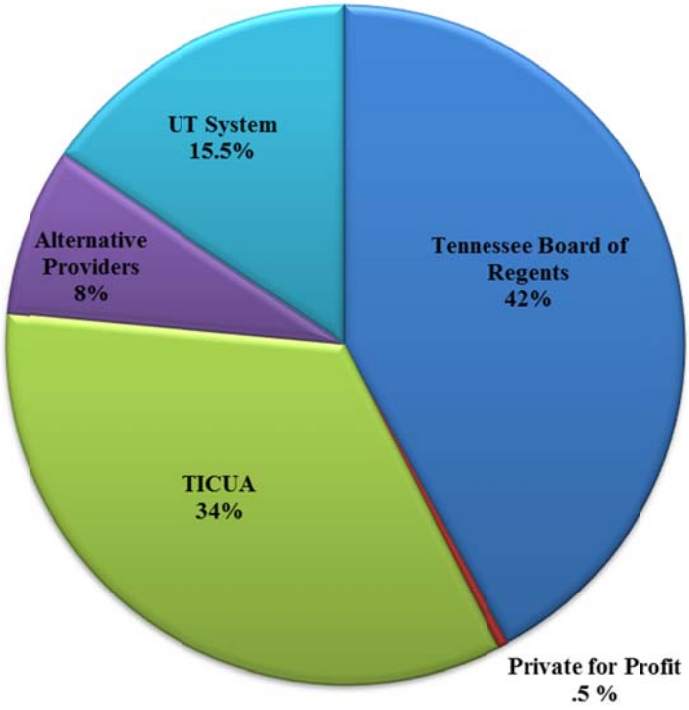
- The majority of 2011-2012 graduates from teacher training programs in the state were white females from Tennessee. Of the 4,900 completers, 86 percent are white, 77 percent are female, and 88 percent are from Tennessee.
- The most common endorsement area for program completers continues to be Elementary K-6 education with 1,975 endorsements, followed by Middle Grades 4-8 with 571 endorsements.
- All 42 institutions reported final grade point averages for their completers. The average final GPA was a 3.59 for 2011-2012 program completers. Alternatively licensed teachers averaged a 3.69, and traditionally licensed completers had a 3.58 average.
- Programs provided about 72 percent of ACT composite scores to THEC. The scores ranged from 13 to 36 with the combined average score of 22.6 for traditionally and alternatively licensed teachers.
- As part of First to the Top, Tennessee made a commitment to increasing STEM (Science, Technology, Engineering and Mathematics) teachers. Program completers in 2011-2012 earned 557 STEM endorsements; these account for 10 percent of all endorsements received that year.

Teacher Effect Data

- The 2011-2012 program completers, including traditionally and alternatively certified teachers, perform as well as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP science and social studies
  - High school End of Course exams in Biology I, English I, English II, English III, and U.S. history
- Traditionally and alternatively licensed program completers from 2011-2012 are less effective than *veteran teachers* in the following areas:
  - 4th-8th grade TCAP math, reading/language arts and TCAP composite scores
  - High school Algebra I, Algebra II, and End of Course exam composite scores.
- Traditionally licensed 2011-2012 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 4th-8th grade TCAP science and high school English II.
- An analysis of the 2011, 2012, and 2013 Report Card effect scores indicates that several programs have consistently produced teachers that are outperforming other teachers in the state or are on an upward trend in effectiveness scores. The programs included are analyzed using the percentage of results available compared to the percent of positive and negative statistically significant results. These programs include Lipscomb University, Memphis Teacher Residency, Teach for America Memphis, Teach for America Nashville, Union University, and University of Tennessee, Knoxville.
- An analysis of the 2011, 2012, and 2013 Report Card effect scores indicates that several programs have consistently produced teachers that underperform veteran and other beginning teachers in the state. The programs included are analyzed using the percentage of results available compared to the percent of positive and negative statistically significant results. These programs include Middle Tennessee State University, South College, Tennessee State University, TNTP-Memphis Teaching Fellows, Trevecca Nazarene University, University of Memphis, and the University of TN, Martin.

TENNESSEE TEACHER PREPARATION 2013 STATE PROFILE

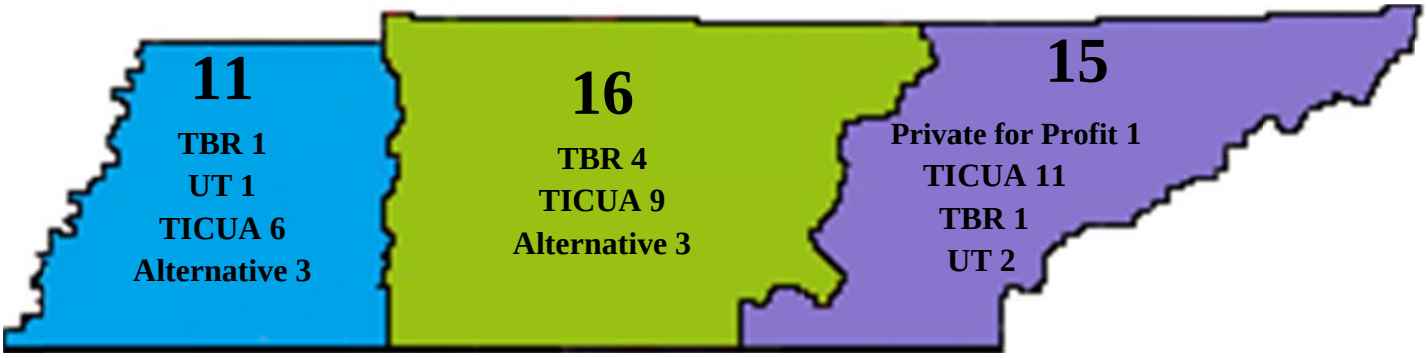
4,900 Tennessee Teacher Training Program Completers



Institution Type	Total Completers
TBR	2054
UT	751
TICUA	1680
Alternative Provider	392
Private for Profit	23

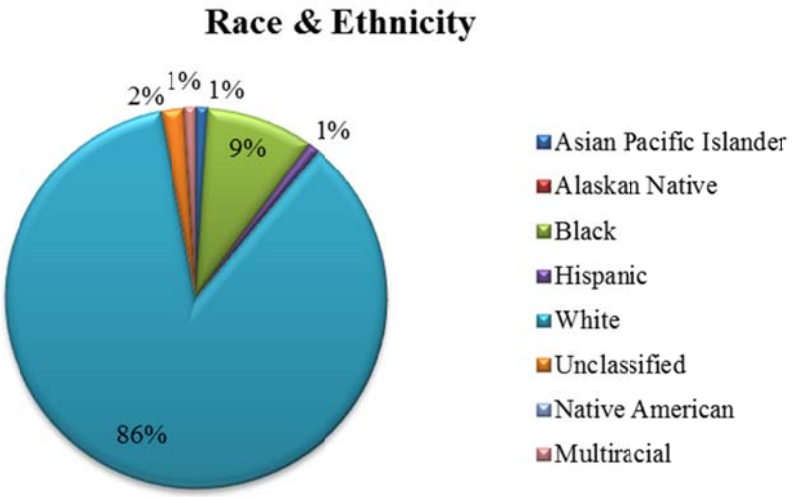
	Number	Percent
Male	1131	23%
Female	3769	77%
In-state	4318	88%
Out-of-state	582	12%

Licensure Status	Total Completers	Percentage
Traditional License	3939	80%
Alternative License	961	20%



Demographic Information

Ethnicity	Total Number
Asian/Pacific Islander	59
Alaskan Native	1
Black	443
Hispanic	71
White	4174
Unclassified	99
Native American	10
Multiracial	43



Academic Profile*

Below is the summary of academic performance prior to and during teacher training programs. Standardized test averages and percentages reported are calculated based on the relevant degree level tests with only degree seeking students.

Assessment	Average Traditional	Average Alternative	Average All Completers	Total Completers Reported	Percent of Completers Reported
Final GPA	3.58	3.69	3.59	4485	100%
Major GPA	3.59	3.75	3.62	1812	40%
High School GPA	3.38	3.10	3.38	1649	64%
ACT Composite	22.6	NA	22.6	1847	72%
ACT Reading	23.6	NA	23.6	1686	66%
ACT Science	21.9	NA	21.9	1655	64%
ACT English	23.3	NA	23.3	1697	66%
ACT Math	21.2	NA	21.2	1698	66%
SAT Cumulative	1099	NA	1099	203	.07%
SAT Math	543	NA	543	185	.07%
SAT Verbal	551	NA	551	180	.07%
GRE Composite	1056	948	1048	186	16%
GRE Math	580	472	571	143	12%
GRE Verbal	504	401	496	143	12%
Miller Analogies Test	399	406	401	149	12%

**Alternative programs do not award college credit thus are not included in this analysis.*

Teacher Assessments

Below are the summary Praxis II passage rates for the Principles of Learning and Teaching (PLT) and the Praxis II subject area exams of interest. Teacher certification in a particular content area may require up to three Praxis II exams. Praxis pass rates are only available when five or more individuals from an institution take a particular exam.

Praxis Results 2011-2012	Number Tested	Number Passed	Pass Rate
Summary PLT Pass Rates			
• Traditional	3368	3335	99%
• Alternative	645	633	98%
Early Childhood Education Content	362	362	100%
Elementary Education Content	2016	2010	97%
English 7-12 Content	252	250	99%
Middle Grades Content	344	340	98%
STEM Content Areas			
• Mathematics	202	191	95%
• Sciences	688	676	98%
Social Studies 7-12 Content	266	263	99%
Special Education Content	659	651	99%

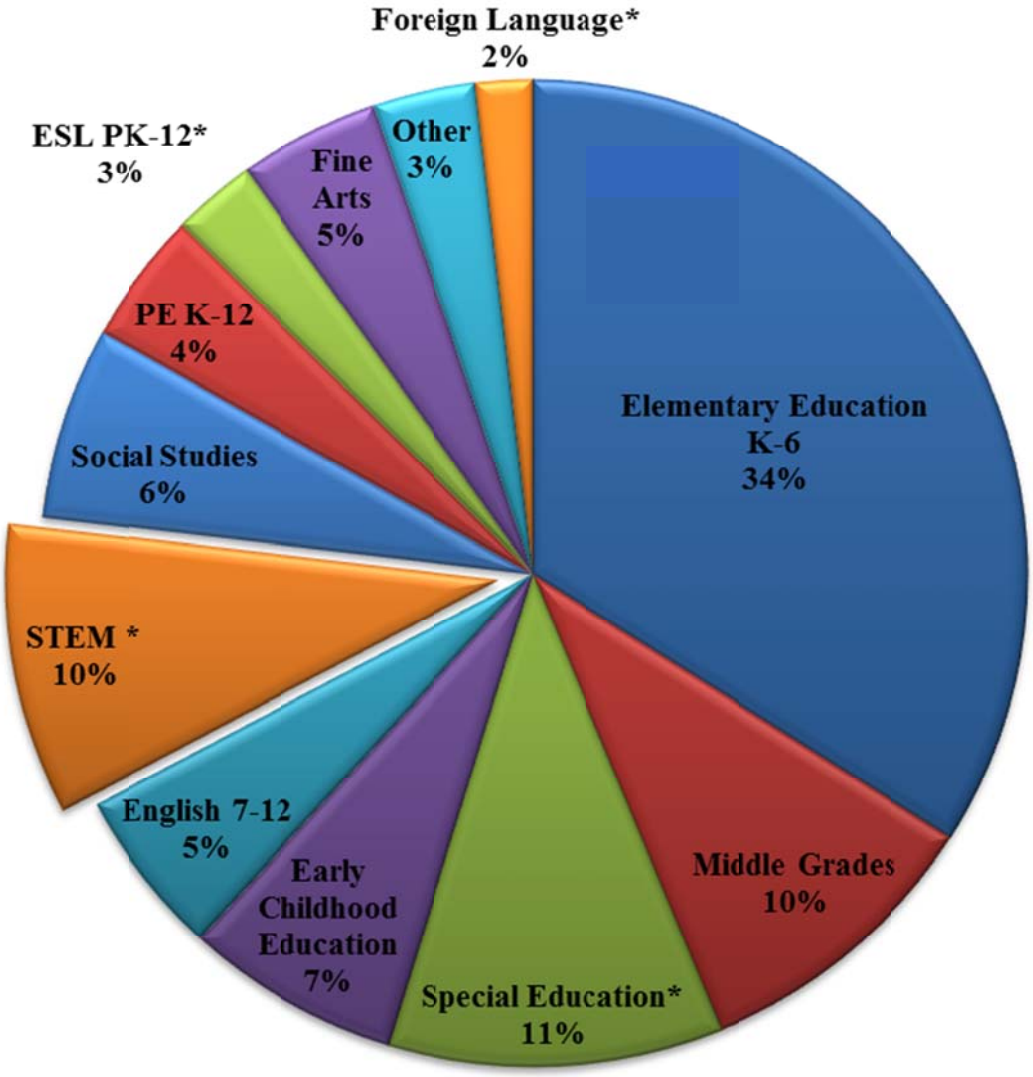
Placement and Retention

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
2008-2009	4277	54.8%	62.5%	47.5%	48.7%
2009 – 10	5082	60.3%	63.4%	41.2%	
2010 – 11	5109	52.9%	43.7%		
2011 – 12	4900	48.1%			

Endorsement Areas Earned by 2011-12 Teacher Training Program Completers

Teacher training programs reported the initial endorsement areas that they recommended completers for licensure. 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.



**Indicates high need subject*

STEM Subject	Endorsements
Mathematics	258
Biology	148
Chemistry	65
Agricultural Education	35
Physics	24
Agriscience	17
Earth Science	10

Foreign Language	Endorsements
Spanish 7-12	58
Spanish PK-12	23
French 7-12	11
Latin 7-12	7
German 7-12	4
French PK-12	3
Other Foreign Language PK-12	3

Institutions with the Largest Number of Completers by Content Area

Below are the most common subject area endorsements in which the institutions produce the largest number of teachers. The Percentage Statewide indicates the particular institution's contribution to the total statewide production of the listed endorsement.

Subject	Endorsements	Percentage Statewide
Elementary Education		
• Tennessee Technological University	249	13%
• Middle Tennessee State University	181	9%
• University of Memphis	176	9%
STEM		
• Middle Tennessee State University	48	9%
• University of Tennessee, Knoxville	47	8%
• Teach Tennessee	46	8%
• University of Tennessee, Martin	46	8%
Middle Grades		
• Teach For America - Memphis	118	20%
• Middle Tennessee State University	54	9%
• Teach for America – Nashville	54	9%
• University of Memphis	52	9%
Early Childhood Education		
• University of Tennessee, Chattanooga	100	24%
• East Tennessee State University	50	12%
• Middle Tennessee State University	47	11%
• University of Memphis	42	10%
Social Studies 7-12		
• Middle Tennessee State University	67	12%
• Tennessee Technological University	49	9%
• University of Tennessee, Knoxville	45	8%
English 7-12		
• Middle Tennessee State University	29	9%
• East Tennessee State University	23	7%
Special Education		
• University of Memphis	119	19%
• Middle Tennessee State University	117	18%

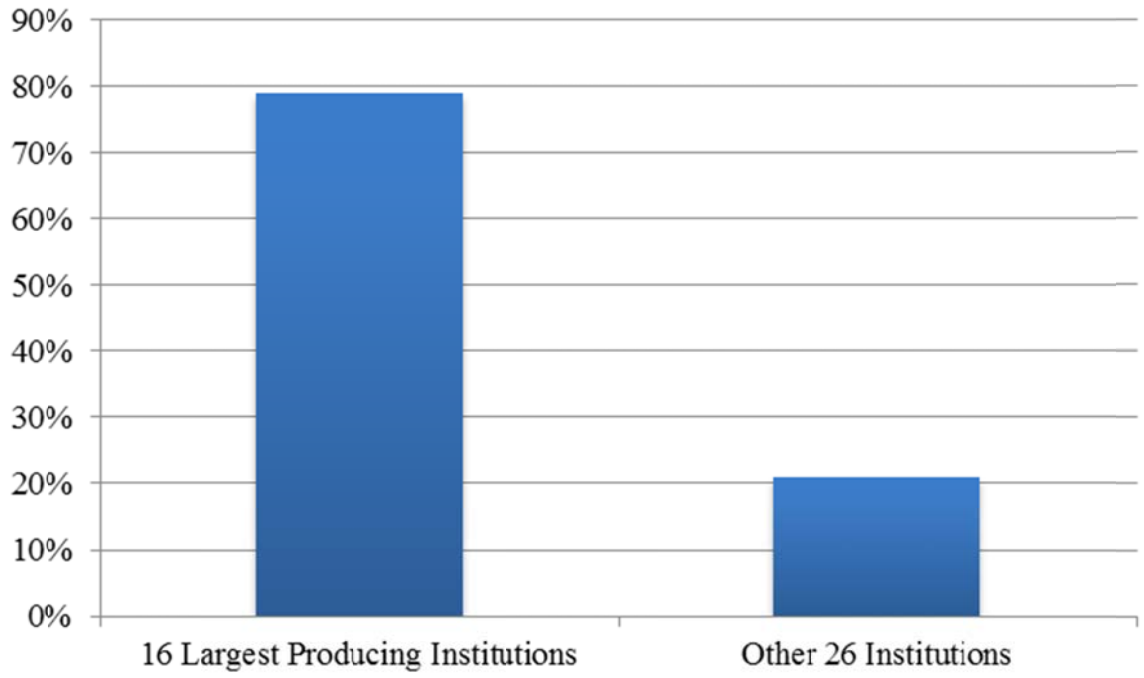
Institutions with the Largest Number of Completers

Below are the institutions that produced the largest number of completers in the 2011-2012 cohort.

Largest Number of Completers in the 2011-2012 Cohort		
Institution	**Teachers**	**Statewide Percentage**
Middle Tennessee State University	555	11%
Tennessee Technological University	462	9%
University of Memphis	431	9%
East Tennessee State University	285	6%
University of Tennessee, Martin	266	5%
University of Tennessee, Knoxville	263	5%
University of Tennessee, Chattanooga	222	5%
Austin Peay State University	208	4%
Lee University	179	4%
Union University	150	3%
Belmont University	146	3%
Teach for America - Memphis	146	3%
Lipscomb University	140	3%
Lincoln Memorial University	137	3%
Vanderbilt University	126	3%
Tusculum University	124	3%

Largest Producing Institutions

The sixteen largest producing institutions account for nearly 80% of the new teachers in the state in the 2011-2012 cohort.



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.

Subject	Veteran Teacher Comparison	Beginning Teacher Comparison	Statewide Distribution
TCAP Composite (grades 4-8)	Lipscomb University TFA Memphis TFA Nashville	Lipscomb University Memphis T Residency TFA Memphis TFA Nashville	Lipscomb University Memphis T Residency TFA Memphis TFA Nashville
- **Math**	Memphis T Residency TFA Memphis TFA Nashville TNTP - Nashville	Lipscomb University Memphis T Residency TFA Memphis TFA Nashville TNTP - Nashville Union University	Memphis T Residency TFA Nashville TFA Memphis
- **Reading/ Language**	TFA Nashville	Lipscomb University TFA Nashville	Lipscomb University TFA Nashville
- **Science**	Lipscomb University TFA Nashville TFA Memphis TNTP - Memphis	Lipscomb University TFA Nashville TFA Memphis TNTP - Memphis	Lipscomb University TFA Memphis TFA Nashville
- **Social Studies**	Lipscomb University TFA Nashville	Lipscomb University TFA Memphis TFA Nashville	Lipscomb University Memphis T Residency South College TFA Memphis TFA Nashville
EOC Composite (High school)	Union University UT, Knoxville	Milligan College Memphis T Residency TFA Nashville Union University UT, Knoxville	Memphis T Residency TFA Nashville Union University UT, Knoxville
- **Algebra I**	Lipscomb University Union University TFA Nashville	Lipscomb University TFA Nashville Union University	Lipscomb University TFA Nashville TFA Memphis Union University UT, Knoxville
- **Algebra II**		Union University	Union University
- **Biology I**			Carson-Newman TFA Memphis
- **English I**	UT, Knoxville	UT, Knoxville	Lipscomb University MTSU Union University UT, Knoxville
- **English II**	TFA Memphis		TFA Memphis UT, Knoxville
- **English III**	TFA Memphis UT, Knoxville	TFA Memphis UT, Knoxville	TFA Memphis UT, Knoxville
- **U.S. History**	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.

Subject	Veteran Teacher Comparison	Beginning Teacher Comparison	Statewide Distribution
TCAP Composite (grades 4-8)	Austin Peay Bethel University Christian Brothers East Tennessee State Freed-Hardeman Johnson University Lee University Lincoln Memorial Milligan College Middle Tennessee State South College Tennessee Tech Tennessee Wesleyan Trevecca Nazarene Tennessee State Tusculum College University of Memphis UT, Knoxville UT, Martin	Christian Brothers	Austin Peay Christian Brothers East Tennessee State Lincoln Memorial Milligan College Middle Tennessee State Tennessee Tech Tennessee Wesleyan Tennessee State Tusculum College University of Memphis
- **Math**	Austin Peay East Tennessee State Freed-Hardeman Johnson University Lincoln Memorial Middle Tennessee State Milligan College Trevecca Nazarene University of Memphis UT, Martin	Austin Peay Freed-Hardeman	Austin Peay Christian Brothers East Tennessee State Freed-Hardeman Milligan College Middle Tennessee State South College University of Memphis UT, Martin
- **Reading/ Language**	Lincoln Memorial South College Tennessee Tech TNTP - Nashville Tusculum College University of Memphis UT, Knoxville		Freed-Hardeman Lipscomb University Tennessee Tech TNTP - Memphis TNTP - Nashville University of Memphis UT, Chattanooga UT, Knoxville Vanderbilt University
- **Science**	Tennessee Tech	Tennessee Tech	Christian Brothers Tennessee Tech TNTP - Nashville Tusculum College
- **Social Studies**	Bethel University Christian Brothers Milligan College Tennessee Tech	Bethel University Christian Brothers Milligan College Tennessee Tech	Milligan College South College Tennessee Tech University of Memphis UT, Knoxville

Statewide Summary of Statistically Significant Negative Results

EOC Composite (High school)	Austin Peay Belmont University Christian Brothers Lee University University of Memphis UT, Chattanooga UT, Martin	Christian Brothers Tennessee Wesleyan UT, Martin	Austin Peay Belmont University Teach Tennessee UT, Chattanooga UT, Martin
- **Algebra I**	Belmont University University of Memphis UT, Martin	University Of Memphis	University of Memphis UT, Martin
- **Algebra II**	Lipscomb University Middle Tennessee State TFA Memphis TFA Nashville		Lipscomb University Middle Tennessee State Teach Tennessee Tennessee Tech TFA Memphis
- **Biology I**	TNTP Memphis	TNTP Memphis	TNTP Memphis
- **English II**			Belmont University
- **English III**	University of Memphis	University of Memphis	

Teacher T-Value Effects (includes all grades)

One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.0682	1803	31
- Math	-0.7980	947	29
- Reading/Language	-0.2320	1050	29
- Science	-0.4518	787	29
- Social Studies	-0.2463	806	28
EOC Composite (High school)	-0.5031	503	26
- Algebra I	-0.4490	83	10
- Algebra II	-1.2991	26	3
- Biology I	0.7930	23	4
- English I	0.2074	91	9
- English II	0.1442	76	10
- English III	-0.0124	45	6
- US History	0.1474	34	4

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.

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.0385	418	11
- Math	0.6504	158	7
- Reading/Language	-0.0110	156	8
- Science	1.1691	143	9
- Social Studies	0.7835	111	6
EOC Composite (High school)	-0.9672	244	14
- Algebra I	-0.2254	57	6
- Algebra II	-2.0456	23	4
- Biology I	-0.0873	26	4
- English I	-0.1932	21	3
- English II	1.2759	13	2
- English III	0.2978	12	2
- US History	-	-	-

Traditionally and Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.7909	2250	35
- Math	-0.4759	1130	33
- Reading/Language	-0.2080	1230	33
- Science	-0.0255	952	34
- Social Studies	-0.0944	939	32
EOC Composite (High school)	-0.6566	773	32
- Algebra I	-0.6536	169	17
- Algebra II	-1.8619	169	17
- Biology I	0.3830	78	10
- English I	0.0252	80	13
- English II	0.2473	102	13
- English III	0.0729	61	8
- US History	0.2247	50	7

Programs at a Glance

Teacher Training Program	Number of Completers 2011-12	Total Statistically Significant Positive Results	Total Statistically Significant Negative Results	Praxis II Summary Pass Rates 2011-12	% of Completers Teaching 3 out of 4 Years*
Aquinas College	10	n/a	n/a	100%	0%
Austin Peay State University	208	0	21	100%	48.5%
Belmont University	146	2	11	99%	58.8%
Bethel University	34	0	6	100%	76.9%
Bryan College	25	0	1	100%	26.6%
Carson-Newman College	64	4	0	100%	34.3%
Christian Brothers University	53	0	22	100%	34.1%
Cumberland University	62	1	1	100%	58.7%
East Tennessee State University	285	0	7	100%	46.8%
Fisk University	2	n/a	n/a	n/a	50.0%
Freed-Hardeman University	77	0	9	100%	55.0%
Johnson University	20	0	4	100%	6.8%
King College	32	1	0	100%	56.5%
Lee University	179	0	4	100%	41.8%
LeMoyne-Owen College	5	n/a	n/a	20%	81.2%
Lincoln Memorial University	137	0	10	100%	29.4%
Lipscomb University	140	35	11	99%	56.5%
Martin Methodist College	25	0	1	100%	45.5%
Maryville College	33	0	0	97%	31.2%
Memphis College of Art	5	0	0	100%	50.0%
Memphis Teacher Residency	29	17	0	100%	n/a
Middle Tennessee State University	555	4	14	99%	48.3%
Milligan College	50	3	14	100%	51.6%
South College	23	2	9	100%	19.4%
Southern Adventist University	18	n/a	n/a	100%	2.9%
Teach for America- Memphis	146	37	4	n/a	n/a
Teach for America- Nashville	102	41	2	n/a	n/a
Teach Tennessee	32	0	4	n/a	85.0%
Tennessee State University	111	0	4	100%	53.2%
Tennessee Tech University	462	3	25	99%	53.2%
Tennessee Wesleyan College	42	0	7	100%	52.9%
TNTP: Memphis Teaching Fellows	31	3	7	100%	n/a
TNTP: Nashville Teaching Fellows	52	2	6	100%	n/a
Trevecca Nazarene University	116	0	5	100%	62.0%
Tusculum College	124	0	10	97%	45.5%
Union University	150	20	1	100%	66.9%
University of Memphis	431	0	23	100%	56.9%
University of TN, Chattanooga	222	0	8	99%	54.2%
University of TN, Knoxville	263	31	9	100%	33.5%
University of TN, Martin	266	1	17	93%	60.8%
Vanderbilt University	126	3	1	100%	23.7%
Welch College	12	n/a	n/a	92%	16.6%

**Retention rates are based on the number of completers teaching in Tennessee public schools*

Trends in Effectiveness by Content Area Over Time

Statistically positive and negative effects presented from the 2011, 2012, and 2013 *Report Cards on the Effectiveness of Teacher Training Programs*.

TCAP 4th-8th grade Composite	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
Austin Peay State University				-		-	-	-	- -
Bethel University						-	-		
Christian Brothers University				-			-	-	-
East Tennessee State University				-		-	-		-
Freed-Hardeman University			-				-		
Johnson University							-		
Lee University							-		
Lincoln Memorial University	-		-	-	-	-	-		- -
Lipscomb University					+		+	+	+
Memphis Teacher Residency				+	+			+	+
Middle Tennessee State University	-			-	-	- -	-		- -
Milligan College	-		-				-		-
South College	-		-	-	-	-	-		
Teach Tennessee						-			
Tennessee State University	-	-	-	-		-	-		-
Tennessee Technological University	-		- -	-	-	- -	-		- -
Tennessee Wesleyan College	-			-	-	-	-		-
Teach for America Memphis	+	+	+ +	+	+	+	+	+	+ +
Teach for America Nashville	+	+	+	+	+	+	+	+	+ +
TNTP Memphis				-		-			
Trevecca Nazarene University				-		-	-		
Tusculum College	-			-		-	-		-
University of Memphis	-		- -	-		- -	-		-
University of Tennessee, Chattanooga				-					
University of Tennessee, Knoxville				-		-	-		
University of Tennessee, Martin				-		-	-		

- represents a statistically significant negative effect *+ represents a statistically significant positive effect*

TCAP 4th-8th grade Math	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
Austin Peay State University							-	-	-
Belmont University						+			
Bethel University		+							
Christian Brothers University									-
East Tennessee State University							-		-
Freed-Hardeman University							-	-	-
Johnson University							-		
Lincoln Memorial University							-		
Lipscomb University								+	
Memphis Teacher Residency				+	+	+	+	+	+
Middle Tennessee State University				-	-	- -	-		-
Milligan College							-		-
South College				-	-	-			-
Teach for America Memphis	+	+		+	+		+	+	+
Teach for America Nashville				+	+		+	+	+ +
Tennessee Wesleyan College				-	-				
TNTP Memphis				-	-				
TNTP Nashville							+	+	
Trevecca Nazarene University							-		
Tusculum College				-	-				
Union University								+	
University of Memphis							-		-
University of Tennessee, Martin							-		-

- represents a statistically significant negative effect *+ represents a statistically significant positive effect*

TCAP 4th-8th grade Reading	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
Belmont University						+			
Freed-Hardeman University									-
Lee University				-	-				
Lincoln Memorial University			-	-		-	-		
Lipscomb University					+	+		+	- +
Middle Tennessee State University	-								
Milligan College				+	+				
South College			-	-			-		
Teach for America Memphis	+	+	+						
Teach for America Nashville							+	+	+
Tennessee State University	-	-							
Tennessee Technological University	-	-					-		-
TNTP Memphis				-	-	-			-
TNTP Nashville							-		-
Trevecca Nazarene University		+				-			
Tusculum College							-		
Union University				+	+	+			
University of Memphis	-		-	-	-	- -	-		-
University of Tennessee, Chattanooga									-
University of Tennessee, Knoxville	-						-		-
University of Tennessee, Martin	-	-	-	-	-	-			
Vanderbilt University									-

- represents a statistically significant negative effect *+ represents a statistically significant positive effect*

TCAP 4th-8th grade Science	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
Christian Brothers University									-
Freed-Hardeman University						+			
Lincoln Memorial University					-				
Lipscomb University							+	+	+
Middle Tennessee State University				-	-				
South College		-	-						
Teach for America Memphis	+	+	+ +				+	+	+ +
Teach for America Nashville	+	+	+	+	+	+	+	+	+
Tennessee State University	-	-	-	-	-	-			
Tennessee Technological University							-	-	-
Tennessee Wesleyan College		-							
TNTP Memphis							+	+	
TNTP Nashville									-
Trevecca Nazarene University			-						
Tusculum College									-

- represents a statistically significant negative effect *+ represents a statistically significant positive effect*

TCAP 4th-8th grade Social Studies	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
Belmont University				+	+				
Bethel University							-	-	
Christian Brothers University							-	-	
Cumberland University						-			
Freed-Hardeman University				+	+				
Lipscomb University				-	-		+	+	+
Memphis Teacher Residency				+	+	+			+
Middle Tennessee State University	-	-		-	-	-			
Milligan College							-	-	-
South College									- +
Teach for America Memphis	+	+	+	+	+	+		+	+
Teach for America Nashville		+	+	+	+	+	+	+	+
Tennessee State University						-			
Tennessee Technological University	-		-	-	-	-	-	-	- -
Trevecca Nazarene University	-	-							
University of Memphis			-						-
University of Tennessee, Knoxville									-

- represents a statistically significant negative effect *+ represents a statistically significant positive effect*

High School End of Course Exam Composite	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
Austin Peay State University				-		-	-		-
Belmont University							-		-
Christian Brothers University							-	-	
East Tennessee State University				-	-	-			
Lee University							-		
Lipscomb University	+	+			+				
Memphis Teacher Residency	-	-	-					+	+
Milligan College						+		+	
Teach for America Nashville	+	+	+					+	+
Teach Tennessee									-
Tennessee Wesleyan College							-		
Tusculum College				-	-				-
Union University				-			+	+	+
University of Memphis				-			-		
University of Tennessee, Chattanooga							-		-
University of Tennessee, Knoxville		+	+		+		+	+	+ +
University of Tennessee, Martin	-	-	-	-	-	- -	-	-	-

- represents a statistically significant negative effect *+ represents a statistically significant positive effect*

Algebra I End of Course Exam	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
Austin Peay State University				-	-				
Belmont University							-		
Lipscomb University	+	+			+		+	+	+
Teach for America Memphis									+
Teach for America Nashville	+	+	+	+	+		+	+	+
Union University				-			+	+	+
University of Memphis							-	-	-
University of Tennessee, Knoxville									+
University of Tennessee, Martin	-	-	-			-	-		-

Algebra II End of Course Exam	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
East Tennessee State University				-					
Lipscomb University							-		-
Middle Tennessee State University							-		-
Teach for America Memphis				-			-		-
Teach for America Nashville				-			-		
Tennessee Technological University									-
Teach Tennessee									-
Union University								+	+

- represents a statistically significant negative effect *+ represents a statistically significant positive effect*

Biology I End of Course Exam	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
Carson-Newman University		+							+
Teach for America Memphis									+
Tennessee Technological University			+						
TNTP Memphis							-	-	-
Union University	-	-			-				
University of Tennessee, Knoxville				+		+			

English I End of Course Exam	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
Belmont University				-	-				
East Tennessee State University				-	-	-			
Lincoln Memorial						-			
Lipscomb University									+
Middle Tennessee SU				+	+				+
Teach For America Memphis				+	+				
Union University									+
University of Memphis				+	+	+			
University of Tennessee, Knoxville							+	+	+

- represents a statistically significant negative effect *+ represents a statistically significant positive effect*

English II End of Course Exam	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
Belmont University									-
Teach for America Memphis							+		+
University of Memphis		+							
University of Tennessee, Knoxville									+
University of Tennessee, Martin				-	-	-			

English III End of Course Exam	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
Teach for America Memphis							+	+	+
Trevecca Nazarene University				-	-	-			
University of Memphis				-	-	-	-	-	
University of Tennessee, Knoxville							+	+	+

US History End of Course Exam	2011 Report Card			2012 Report Card			2013 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution
University of Tennessee, Knoxville				+	+		+	+	
University of Tennessee, Martin				-	-				

- represents a statistically significant negative effect *+ represents a statistically significant positive effect*

Teacher Training Program Reports



Aquinas College Overview

2013 *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.

Institution Highlights:

- Aquinas College had 10 program completers in the 2011-2012 cohort and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- 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 completers.

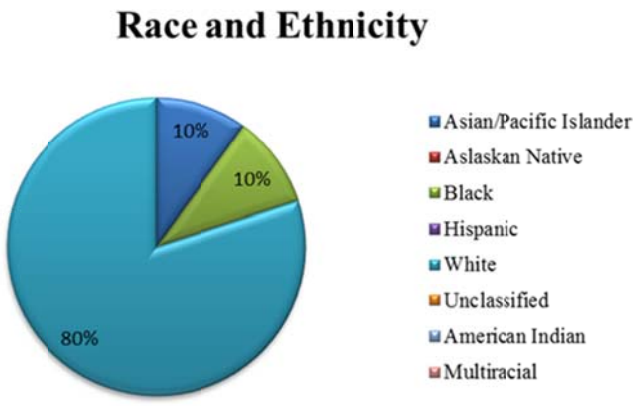
Aquinas College

Teacher Education Program Information

Location:	**Nashville, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Area:	Elementary K-6 (10 completers)

2011-2012 Program Completers

Total Number	**10**
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	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.51	10	2.71-4.0	3.51	10			3.59	4485
Major GPA								3.62	1812
High School GPA	3.37	6	2.55-4.0	3.37	6			3.38	1649
ACT Composite								22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative	1120	5	900-1430	1120	5			1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	6	0%	0%	0%	0%
2009 – 10	5	0%	0%	0%	
2010 – 11	10	0%	0%		
2011 – 12	10	20%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	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 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	31
- **Math**	-	-	29
- **Reading/Language**	-	-	29
- **Science**	-	-	29
- **Social Studies**	-	-	28
EOC Composite (High school)	-	-	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	11
- **Math**	-	-	7
- **Reading/Language**	-	-	8
- **Science**	-	-	9
- **Social Studies**	-	-	6
EOC Composite (High school)	-	-	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	35
- **Math**	-	-	33
- **Reading/Language**	-	-	33
- **Science**	-	-	34
- **Social Studies**	-	-	32
EOC Composite (High school)	-	-	32

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	31
- **Math**	-	-	29
- **Reading/Language**	-	-	29
- **Science**	-	-	29
- **Social Studies**	-	-	28
EOC Composite (High school)	-	-	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	11
- **Math**	-	-	7
- **Reading/Language**	-	-	8
- **Science**	-	-	9
- **Social Studies**	-	-	6
EOC Composite (High school)	-	-	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	35
- **Math**	-	-	33
- **Reading/Language**	-	-	33
- **Science**	-	-	34
- **Social Studies**	-	-	32
EOC Composite (High school)	-	-	32

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.

KEY

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

Traditionally Licensed Teachers

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

Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

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

Aquinas College
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Davidson	2

Austin Peay State University Overview

2013 *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.

Institution Highlights:

- Austin Peay had 208 program completers and a 100% pass rate on the Praxis II Principles of Learning and Teaching examination.
- Austin Peay program completers perform at the same level as *veteran teaches* in the following areas:
  - 4th-8th grade TCAP reading, science, and social studies
  - High school End of Course Algebra I, English I, English II, English III, and US history
- Program completers from Austin Peay are less effective than *veteran teachers* in 4th-8th grade TCAP composite and math, as well at EOC composite.
- Austin Peay program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, reading, science, and social studies
  - High school End of Course composite, Algebra I, English I, English II, English III and US history
- Austin Peay program completers are less effective than other *beginning teachers* in 4th-8th grade TCAP math.
- Austin Peay program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite and EOC composite.
- Program completers from Austin Peay have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite and math scores.

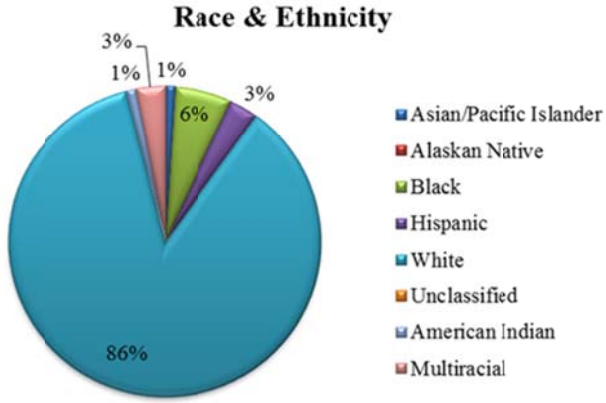
Austin Peay State University

Teacher Education Program Information

Location:	Clarksville, TN
Institution Type:	TBR
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (90 completers) History 7-12 (17 Completers)

2011-2012 Program Completers

Total Number	208
Male	18%
Female	82%
In-state	96%
Out-of-state	4%
Traditional License	179
Alternative License	29



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.49	208	2.77-4.0	3.49	179	3.56	29	3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	22.6	85	15-33	22.6	85			22.6	1847
ACT Reading	24	85	14-34	24	85			23.6	1686
ACT Science	22.1	85	15-30	22.1	85			21.9	1655
ACT English	22.9	85	14-35	22.9	85			23.3	1697
ACT Math	20.9	85	15-32	20.9	85			21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180
GRE Composite	904	18	550-1460	898	5	906	13	1048	186
MAT Score	406	9	377-445			400	6	401	149

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
2008 – 09	178	58.4%	64.6%	48.9%	48.5%
2009 – 10	167	55.7%	62.9%	43.4%	
2010 – 11	150	56.7%	48.2%		
2011 – 12	208	48.0%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	160	160	100%
Summary Pass Rates - Alternative	25	25	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.389	65	31
- **Math**	-1.7303	29	29
- **Reading/Language**	0.0123	35	29
- **Science**	-0.8444	21	29
- **Social Studies**	0.0114	25	28
EOC Composite (High school)	-1.6998	27	26
- **Algebra I**	-2.292	7	10
- **English I**	0.6917	7	9
- **English II**	0.0478	6	10
- **English III**	-0.544	5	6

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	11
- **Math**	-	1	7
- **Reading/Language**	-	3	8
- **Science**	-	1	9
- **Social Studies**	-	1	6
EOC Composite (High school)	-0.9569	7	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.416	68	35
- **Math**	-1.5627	30	33
- **Reading/Language**	-0.1126	38	33
- **Science**	-0.8652	22	34
- **Social Studies**	-0.0224	26	32
EOC Composite (High school)	-1.5469	34	32
- **Algebra I**	-1.273	9	17
- **English I**	0.6945	8	15
- **English II**	0.0478	6	13
- **English III**	-0.544	5	8
- **US History**	-0.464	6	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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.321	65	31
- **Math**	-0.9323	29	29
- **Reading/Language**	0.2443	35	29
- **Science**	-0.3926	21	29
- **Social Studies**	0.2577	25	28
EOC Composite (High school)	-1.1967	27	26
- **Algebra I**	-1.843	7	10
- **English I**	0.4843	7	9
- **English II**	-0.096	6	10
- **English III**	-0.531	5	6

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	11
- **Math**	-	1	7
- **Reading/Language**	-	3	8
- **Science**	-	1	9
- **Social Studies**	-	1	6
EOC Composite (High school)	0.0103	7	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.6255	68	35
- **Math**	-1.0868	30	33
- **Reading/Language**	0.0954	38	33
- **Science**	-0.8397	22	34
- **Social Studies**	0.0721	26	32
EOC Composite (High school)	-0.8902	34	32
- **Algebra I**	-0.6192	9	17
- **English I**	0.6693	8	15
- **English II**	-0.1994	6	13
- **English III**	-0.6167	5	8
- **US History**	-0.6891	6	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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	30.8%	9.2%	65
- **Math**	37.9%	13.8%	29
- **Reading/Language**	17.1%	17.1%	35
- **Science**	33.3%	19.1%	21
- **Social Studies**	24.0%	28.0%	25
EOC Composite (High school)	22.2%	3.7%	27
- **Algebra I**	42.9%	0%	7
- **English I**	0%	28.6%	7
- **English II**	16.7%	33.3%	6
- **English III**	40%	0%	5

Alternatively Licensed Teachers

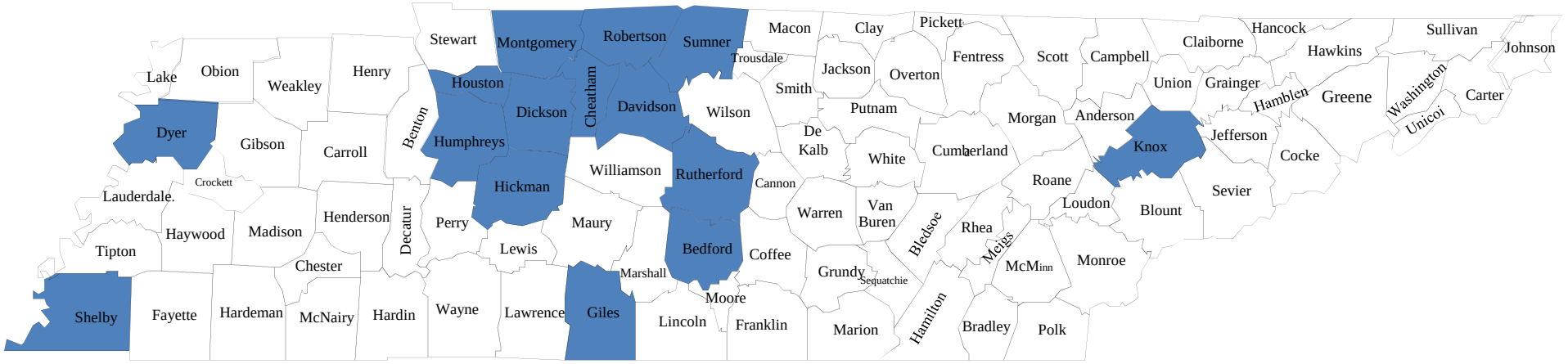
Subject	% Below the 20th Percentile	% Above the 80th Percentile -	Teachers in Program
TCAP Composite (grades 4-8)	-	-	3
- **Math**	-	-	1
- **Reading/Language**	-	-	3
- **Science**	-	-	1
- **Social Studies**	-	-	1
EOC Composite (High school)	14.3%	0%	7

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 & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	30.9%	8.8%	68
- **Math**	36.7%	16.7%	30
- **Reading/Language**	23.7%	15.8%	38
- **Science**	31.8%	18.2%	22
- **Social Studies**	23.1%	26.9%	26
EOC Composite (High school)	20.6%	2.9%	34
- **Algebra I**	33.3%	11.1%	9
- **English I**	0%	25%	8
- **English II**	16.7%	33.3%	6
- **English III**	40%	0%	5
- **US History**	16.7%	16.7%	6

Austin Peay State University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Bedford County	2
Cheatham County	9
Davidson County	3
Dickson County	6
Dyer County	1
Giles County	1
Hickman County	1
Houston County	1

District	Number of Teachers
Humphreys County	4
Knox County	1
Montgomery County	61
Robertson County	4
Rutherford County	2
Shelby County	2
Sumner County	2



Belmont University Overview

2013 *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.

Institution Highlights:

- Belmont University had 146 program completers and a 99% pass rate on the Praxis II Principles of Learning and Teaching examination.
- Belmont University program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, social studies
  - High school English I and English II End of Course exams
- Program completers from Belmont are less effective than *veteran teachers* in high school End of Course exams composite and Algebra I.
- Belmont University program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, social studies
  - High school End of Course exam composite, Algebra I, English I and English II exams
- Belmont's program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in EOC composite and English II.

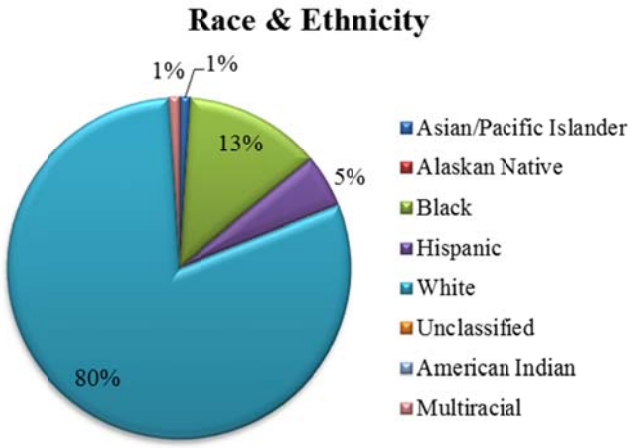
Belmont University

Teacher Education Program Information

Location:	**Nashville, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (25 completers) SPED Modified K-12 (24 completers)

2011-2012 Program Completers

Total Number	**146**
Male	33%
Female	67%
In-state	77%
Out-of-state	23%
Traditional License	64
Alternative License	82



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.81	146	2.77-4.0	3.75	64	3.86	82	3.59	4485
Major GPA	3.83	146	2.48-4.0	3.80	64	3.86	82	3.62	1812
High School GPA	3.56	34	2.44-4.0	3.56	34			3.38	1649
ACT Composite	25.6	32	20-33	25.6	32			22.6	1847
ACT Reading	25.9	32	19-35	25.9	32			23.6	1686
ACT Science	24.2	32	18-35	24.2	32			21.9	1655
ACT English	26.9	32	19-33	26.9	32			23.3	1697
ACT Math	24.8	32	18-32	24.8	32			21.2	1698
SAT Cumulative	1147	16	1000-1330	1147	16			1099	203
SAT Math	564	16	480-690	564	16			543	185
SAT Verbal	583	16	480-670	583	16			551	180
GRE Composite	955	21	650-1150	977	19			1048	186

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
2008 – 09	50	64.0%	68.0%	54.0%	58.8%
2009 – 10	59	42.4%	42.4%	35.5%	
2010 – 11	172	60.5%	43.0%		
2011 – 12	146	60.9%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	58	57	98%
Summary Pass Rates - Alternative	75	75	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.6447	29	31
- **Math**	-1.1801	15	29
- **Reading/Language**	0.1662	11	29
- **Science**	-1.8428	5	29
- **Social Studies**	1.0883	11	28
EOC Composite (High school)	-1.2457	16	26
- **English II**	-0.956	6	10

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.0970	22	11
- **Math**	0.6015	13	7
- **Reading/Language**	0.2833	10	8
- **Science**	1.5887	6	9
- **Social Studies**	-0.0465	7	6
EOC Composite (High school)	-1.3214	11	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.3248	51	35
- **Math**	-0.3529	28	33
- **Reading/Language**	0.2219	21	33
- **Science**	0.0289	11	34
- **Social Studies**	0.6469	18	32
EOC Composite (High school)	-1.2765	27	32
- **Algebra I**	-2.127	8	17
- **English I**	-0.233	6	15
- **English II**	-0.252	7	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.4235	29	31
- **Math**	-0.3821	15	29
- **Reading/Language**	0.3982	11	29
- **Science**	-1.3910	5	29
- **Social Studies**	1.3346	11	28
EOC Composite (High school)	-0.7426	16	26
- **English II**	-1.1005	6	10

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.0585	22	11
- **Math**	-0.0489	13	7
- **Reading/Language**	0.2943	10	8
- **Science**	0.4196	6	9
- **Social Studies**	-0.8300	7	6
EOC Composite (High school)	-0.3543	11	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.4662	51	35
- **Math**	0.1230	28	33
- **Reading/Language**	0.4300	21	33
- **Science**	0.0544	11	34
- **Social Studies**	0.7414	18	32
EOC Composite (High school)	-0.6199	27	32
- **Algebra I**	-1.4736	8	17
- **English I**	-0.2585	6	15
- **English II**	-0.4988	7	13

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	27.6%	17.2%	29
- **Math**	40%	13.3%	15
- **Reading/Language**	18.2%	36.4%	11
- **Science**	60%	20%	5
- **Social Studies**	27.3%	18.2%	11
EOC Composite (High school)	31.3%	0.0%	16
- **English II**	50%	16.7%	6

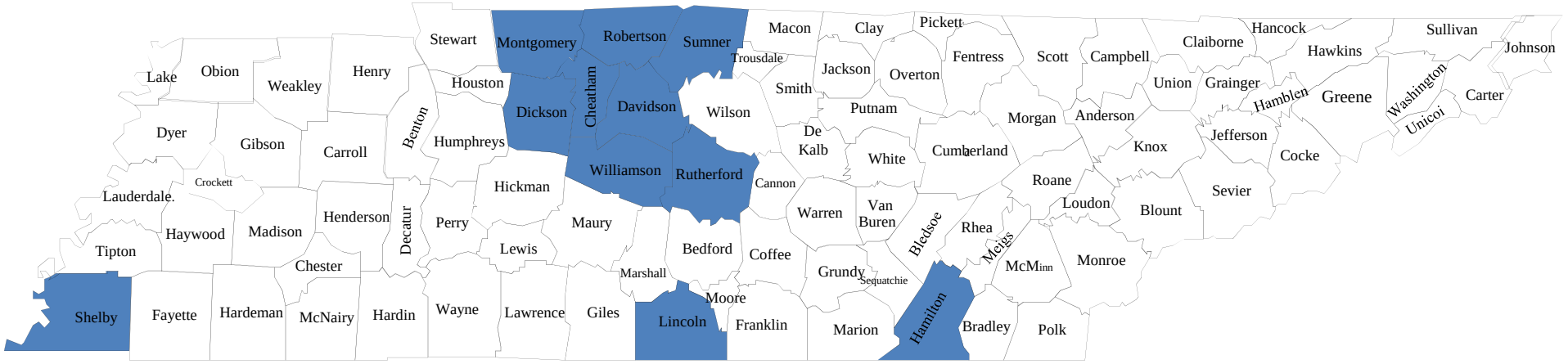
Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	27.3%	18.2%	22
- **Math**	15.4%	15.4%	13
- **Reading/Language**	10%	20%	10
- **Science**	0.0%	50%	6
- **Social Studies**	14.3%	14.3%	7
EOC Composite (High school)	36.4%	27.3%	11

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	27.5%	17.7%	51
- **Math**	28.6%	14.3%	28
- **Reading/Language**	14.3%	28.6%	21
- **Science**	27.3%	36.4%	11
- **Social Studies**	22.2%	16.7%	18
EOC Composite (High school)	33.3%	11.1%	27
- **Algebra I**	25%	0.0%	8
- **English I**	33.3%	33.3%	6
- **English II**	42.9%	28.6%	7

Belmont University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Achievement School District	1
Cheatham County	1
Davidson County	62
Dickson County	1
Franklin SSD	1
Hamilton County	1
Lincoln County	1

District	Number of Teachers
Montgomery County	2
Robertson County	1
Rutherford County	2
Shelby County	2
Sumner County	6
Williamson County	8

Bethel University Overview

2013 *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 and Schools.

Institution Highlights:

- Bethel University had 34 program completers and a 100% pass rate on the Praxis II Principles of Learning and Teaching examination.
- Bethel University program completers perform at the same level as *veteran teachers* in 4th-8th grade TCAP math, reading, science, and End of Course exam composite.
- Program completers from Bethel are less effective than *veteran teachers* in 4th-8th grade TCAP composite and social studies.
- Bethel University program completers perform at the same level as other *beginning teachers* in the following areas:
    - 4th-8th grade TCAP composite, math, reading, and science
    - High school End of Course exam composite
- Program completers from Bethel are less effective than *veteran teachers* in 4th-8th grade TCAP social studies.

Bethel University

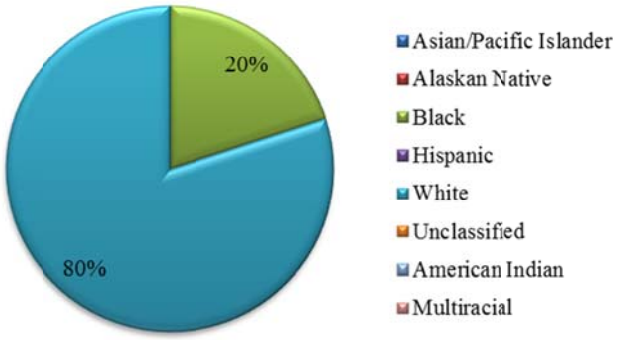
Teacher Education Program Information

Location:	**McKenzie, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Areas:	Elementary K-6 (19 completers) History 7-12 (7 completers)

2011-2012 Program Completers

Total Number	**34**
Male	11%
Female	89%
In-state	100%
Out-of-state	
Traditional License	31
Alternative License	3

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.62	34	2.75-4.0	3.64	31			3.59	4485
Major GPA								3.62	1812
High School GPA	3.12	15	2.0-3.91	3.18	14			3.38	1649
ACT Composite	22.2	21	14-34	22.1	20			22.6	1847
ACT Reading	20.6	21	15-33	20.9	20			23.6	1686
ACT Science	22.6	21	13-30	22.3	20			21.9	1655
ACT English	20.3	21	15-28	20.4	20			23.3	1697
ACT Math	20	21	14-26	19.9	20			21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	26	76.9%	73.1%	69.2%	76.9%
2009 – 10	19	63.2%	73.7%	55.5%	
2010 – 11	41	70.7%	58.5%		
2011 – 12	34	52.5%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	38	38	100%
Summary Pass Rates - Alternative	10	10	100%

Note: Completers may take more than one PLT exam based on the grade spans for which they wish to be certified.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.3637	21	31
- **Math**	-0.3959	12	29
- **Reading/Language**	0.4066	8	29
- **Science**	-1.1056	9	29
- **Social Studies**	-2.0329	9	28
EOC Composite (High school)	-1.7227	7	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	2	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.3637	21	35
- **Math**	-0.3959	12	33
- **Reading/Language**	0.4066	8	33
- **Science**	-1.1056	9	34
- **Social Studies**	-2.0329	9	32
EOC Composite (High school)	-1.1630	9	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.2955	21	31
- **Math**	0.4021	12	29
- **Reading/Language**	0.6385	8	29
- **Science**	-0.6538	9	29
- **Social Studies**	-1.7866	9	28
EOC Composite (High school)	-1.2196	7	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	2	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.5728	21	35
- **Math**	0.0801	12	33
- **Reading/Language**	0.6146	8	33
- **Science**	-1.0801	9	34
- **Social Studies**	-1.9385	9	32
EOC Composite (High school)	-0.5064	9	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	23.8%	14.3%	21
- **Math**	16.7%	8.3%	12
- **Reading/Language**	0.0%	12.5%	8
- **Science**	22.2%	11.1%	9
- **Social Studies**	33.3%	0.0%	9
EOC Composite (High school)	14.3%	0.0%	7

Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	23.8%	14.3%	21
- **Math**	16.7%	8.3%	12
- **Reading/Language**	0.0%	12.5%	8
- **Science**	22.2%	11.1%	9
- **Social Studies**	33.3%	0.0%	9
EOC Composite (High school)	11.1%	0.0%	9

Bethel University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Benton County	1
Davidson County	1
Dyer County	1
Gibson County Sp. District	1
Humboldt	1
Lauderdale County	1
Madison County	1

District	Number of Teachers
McKenzie	1
Milan	4
Montgomery County	1
Shelby County	2
Tipton County	2
Weakley County	1

Bryan College Overview

2013 *Report Card on the Effectiveness of Teacher Training Programs*

Bryan 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.

Institution Highlights:

- Bryan College had 25 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Bryan College program completers perform at the same level as *veteran* and other *beginning teachers* in high school End of Course composite.

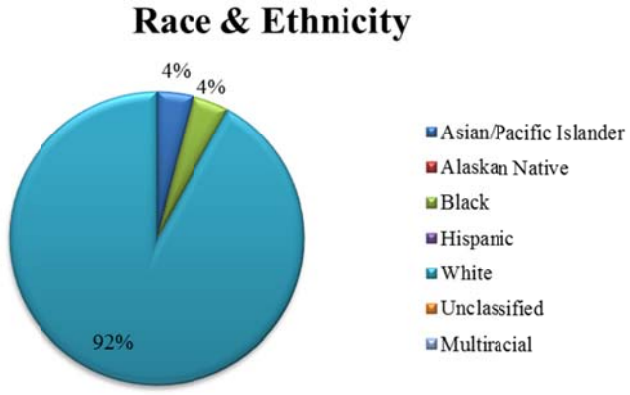
Bryan College

Teacher Education Program Information

Location:	**Dayton, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Areas:	Elementary K-6 (13 completers) Physical Education (4 completers)

2011-2012 Program Completers

Total Number	**25**
Male	24%
Female	76%
In-state	52%
Out-of-state	48%
Traditional License	25
Alternative License	



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.61	25	1.88-4.0					3.59	4485
Major GPA								3.62	1812
High School GPA	3.70	23	1.22-4.0					3.38	1649
ACT Composite	24.7	18	13-36					22.6	1847
ACT Reading	26.9	18	11-36					23.6	1686
ACT Science	23.6	18	9-36					21.9	1655
ACT English	25.4	18	9-36					23.3	1697
ACT Math	22.1	18	10-36					21.2	1698
SAT Cumulative	1162	6	670-1560					1099	203
SAT Math	558	6	260-800					543	185
SAT Verbal	603	6	310-800					551	180

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
2008 – 09	15	33.3%	40.0%	26.7%	26.6%
2009 – 10	19	26.3%	31.6%	15.7%	
2010 – 11	19	26.3%	31.5%		
2011 – 12	25	20.0%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	18	18	100%
Summary Pass Rates - Alternative			

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	31
- **Math**	-	0	29
- **Reading/Language**	-	1	29
- **Science**	-	1	29
- **Social Studies**	-	2	28
EOC Composite (High school)	-2.0844	5	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	35
- **Math**	-	0	33
- **Reading/Language**	-	1	33
- **Science**	-	1	34
- **Social Studies**	-	2	32
EOC Composite (High school)	-2.0844	5	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	31
- **Math**	-	0	29
- **Reading/Language**	-	1	29
- **Science**	-	1	29
- **Social Studies**	-	2	28
EOC Composite (High school)	-1.5813	5	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	35
- **Math**	-	0	33
- **Reading/Language**	-	1	33
- **Science**	-	1	34
- **Social Studies**	-	2	32
EOC Composite (High school)	-1.4277	5	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	-	-	3
- **Math**	-	-	0
- **Reading/Language**	-	-	1
- **Science**	-	-	1
- **Social Studies**	-	-	2
EOC Composite (High school)	40.0%	0.0%	5

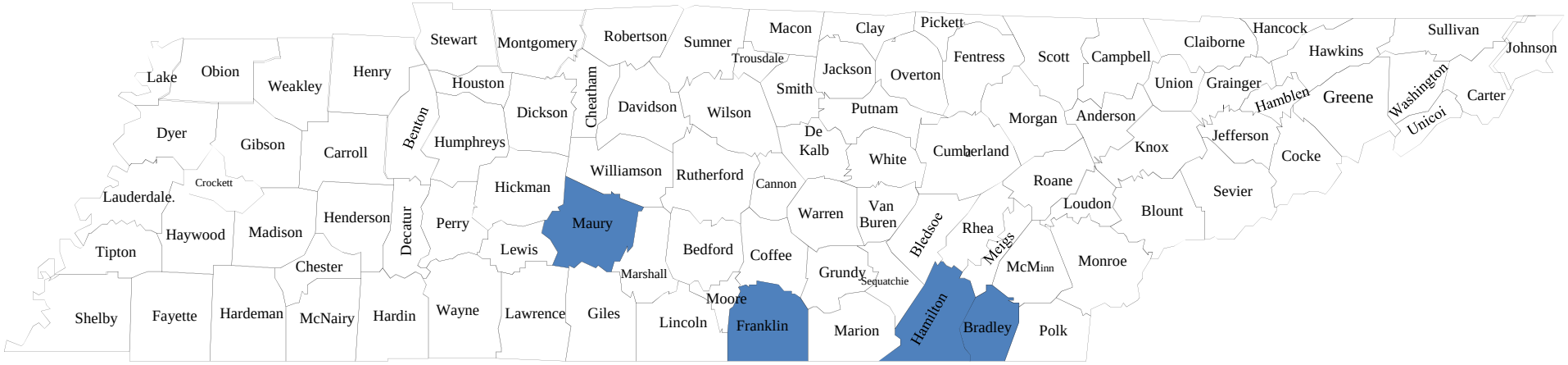
Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	-	-	3
- **Math**	-	-	0
- **Reading/Language**	-	-	1
- **Science**	-	-	1
- **Social Studies**	-	-	2
EOC Composite (High school)	40.0%	0.0%	5

Bryan College
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Bradley County	1
Franklin County	1
Hamilton County	2
Maury County	1

Carson-Newman University Overview

2013 *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.

Institution Highlights:

- Carson-Newman University had 64 program completers and a 100% passage rate on the Praxis II Principles of Learning and Teaching examination.
- Carson-Newman University program completers perform at the same level as *veteran teaches and other beginning teachers* in the following areas
    - 4th-8th grade TCAP composite, math, reading, science, and social studies
    - High school End of Course exam composite and Biology I
- Carson Newman's program completers teaching Biology I have more completers in the highest performing percentile in comparison to *all teachers'* performance distributions across the state.

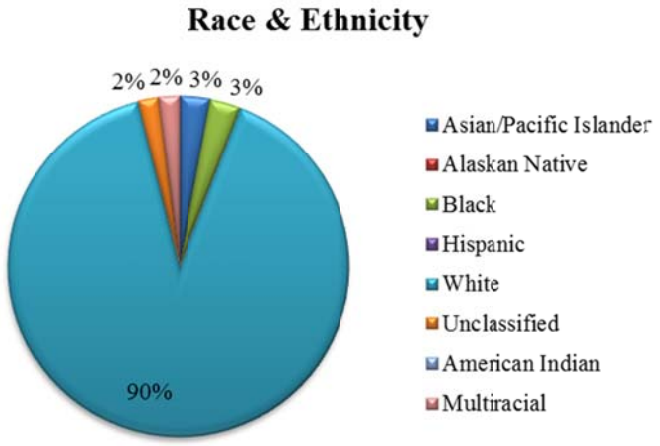
Carson-Newman University

Teacher Education Program Information

Location:	**Jefferson City, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (10 completers) Middle Grades 4-8 (8 completers)

2011-2012 Program Completers

Total Number	**64**
Male	28%
Female	72%
In-state	70%
Out-of-state	30%
Traditional License	61
Alternative License	3



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.54	64	2.63-4.0	3.53	61			3.59	4485
Major GPA	3.50	49	2.59-4.0	3.50	49			3.62	1812
High School GPA	3.63	36	3.01-4.0	3.63	36			3.38	1649
ACT Composite	23.3	36	17-32	23.3	36			22.6	1847
ACT Reading	24.5	28	18-33	24.5	28			23.6	1686
ACT Science								21.9	1655
ACT English	24.2	28	14-34	24.2	28			23.3	1697
ACT Math	21.8	33	15-29	21.8	33			21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	64	39.1%	54.7%	34.4%	34.3%
2009 – 10	108	71.3%	75.9%	46.1%	
2010 – 11	137	60.6%	41.5%		
2011 – 12	64	40.6%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	61	61	100%
Summary Pass Rates - Alternative	n/a		

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.7161	42	31
- **Math**	0.0434	18	29
- **Reading/Language**	-0.0189	29	29
- **Science**	-0.2205	7	29
- **Social Studies**	0.5996	14	28
EOC Composite (High school)	1.2920	9	26
- **Biology I**	1.4982	5	4

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	11
- **Math**	-	0	7
- **Reading/Language**	-	1	8
- **Science**	-	1	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	2	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.7138	43	35
- **Math**	0.0434	18	33
- **Reading/Language**	-0.0150	30	33
- **Science**	0.3565	8	34
- **Social Studies**	0.5996	14	32
EOC Composite (High school)	0.1340	11	32
- **Biology I**	1.4982	5	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.3521	42	31
- **Math**	0.8414	18	29
- **Reading/Language**	0.2130	29	29
- **Science**	0.2313	7	29
- **Social Studies**	0.8459	14	28
EOC Composite (High school)	1.7951	9	26
- **Biology I**	0.7052	5	4

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	11
- **Math**	-	0	7
- **Reading/Language**	-	1	8
- **Science**	-	1	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	2	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.0771	43	35
- **Math**	0.5194	18	33
- **Reading/Language**	0.1930	30	33
- **Science**	0.3820	8	34
- **Social Studies**	0.6940	14	32
EOC Composite (High school)	0.7907	11	32
- **Biology I**	1.1152	5	13

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	11.9%	9.5%	42
- **Math**	16.7%	27.8%	18
- **Reading/Language**	17.2%	24.1%	29
- **Science**	0.0%	14.3%	7
- **Social Studies**	14.3%	28.6%	14
EOC Composite (High school)	0.0%	44.4%	9
- **Biology I**	40%	60%	5

Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	11.6%	9.3%	43
- **Math**	16.7%	27.8%	18
Reading/Language	16.7%	23.3%	30
- **Science**	0.0%	25.0%	8
- **Social Studies**	14.3%	28.6%	14
EOC Composite (High school)	18.2%	36.4%	11
- **Biology I**	40%	60%	5

Carson-Newman University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Blount County	1
Clinton	1
Cocke County	1
Grainger County	1
Hamblen County	6
Hawkins County	1
Jefferson County	3

District	Number of Teachers
Johnson City	1
Knox County	6
Rhea County	1
Sevier County	2
Sullivan County	1
Unicoi County	1



Christian Brothers University Overview

2013 *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.

Institution Highlights:

- Christian Brothers University had 53 program completers and a 100% pass rate on the Praxis II Principles of Learning and Teaching examination.
- Christian Brothers program completers perform at the same level as *veteran teachers* and other *beginning teachers* in the following areas:
    - 4th-8th grade TCAP math, reading, and science
- Program completers from Christian Brothers are less effective than *veteran teachers* and other *beginning teachers* in 4th-8th grade TCAP composite, social studies, and high school End of Course exam composite.
- Christian Brothers University program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, math, and science.

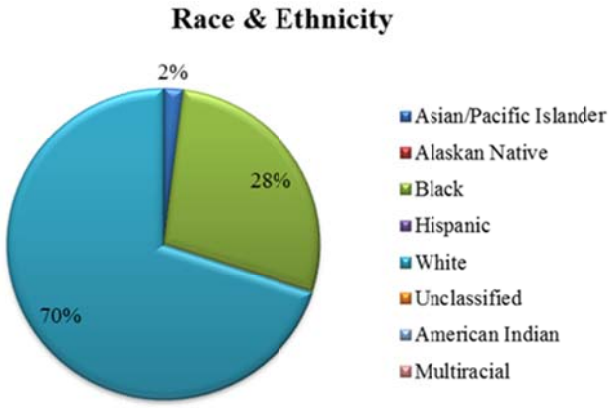
Christian Brothers University

Teacher Education Program Information

Location:	**Memphis, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (16 completers) Middle Grades 4-8 (11 completers)

2011-2012 Program Completers

Total Number	**53**
Male	33%
Female	67%
In-state	89%
Out-of-state	11%
Traditional License	42
Alternative License	11



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.87	53	3.18-4.0	3.88	42	3.82	11	3.59	4485
Major GPA	3.87	53	3.18-4.0	3.88	42	3.82	11	3.62	1812
High School GPA	3.63	12	2.87-4.0	3.51	9			3.38	1649
ACT Composite	25.3	12	16-32	25.4	9			22.6	1847
ACT Reading	27.1	12	16-34	27.4	9			23.6	1686
ACT Science	24.3	12	18-34	24.6	9			21.9	1655
ACT English	27.2	12	19-34	27.1	9			23.3	1697
ACT Math	22.3	12	16-31	23	9			21.2	1698
SAT Cumulative	1186	5	850-1340					1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	81	43.2%	50.6%	34.6%	34.1%
2009 – 10	75	62.7%	49.3%	44.0%	
2010 – 11	56	35.7%	30.3%		
2011 – 12	53	33.9%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	37	37	100%
Summary Pass Rates - Alternative	28	28	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-3.1094	13	31
- **Math**	-2.4323	7	29
- **Reading/Language**	-1.0370	8	29
- **Science**	-1.9688	9	29
- **Social Studies**	-2.1020	8	28
EOC Composite (High school)	-	3	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	4	11
- **Math**	-	1	7
- **Reading/Language**	-	4	8
- **Science**	-	1	9
- **Social Studies**	-	2	6
EOC Composite (High school)	-	2	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-2.2177	17	35
- **Math**	-1.3631	8	33
- **Reading/Language**	-0.6121	12	33
- **Science**	-1.3981	10	34
- **Social Studies**	-1.6974	10	32
EOC Composite (High school)	-3.0530	5	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-2.0412	13	31
- **Math**	-1.6343	7	29
- **Reading/Language**	-0.8050	8	29
- **Science**	-1.5170	9	29
- **Social Studies**	-1.8557	8	28
EOC Composite (High school)	-	3	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	4	11
- **Math**	-	1	7
- **Reading/Language**	-	4	8
- **Science**	-	1	9
- **Social Studies**	-	2	6
EOC Composite (High School)	-	2	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.4268	17	35
- **Math**	-0.8872	8	33
- **Reading/Language**	-0.4041	12	33
- **Science**	-1.3726	10	34
- **Social Studies**	-1.6030	10	32
EOC Composite (High school)	-2.3963	5	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	46.2%	0%	13
- **Math**	57.1%	14.3%	7
- **Reading/Language**	50.0%	12.5%	8
- **Science**	44.4%	11.1%	9
- **Social Studies**	37.5%	0.0%	8
EOC Composite (High school)	-	-	3

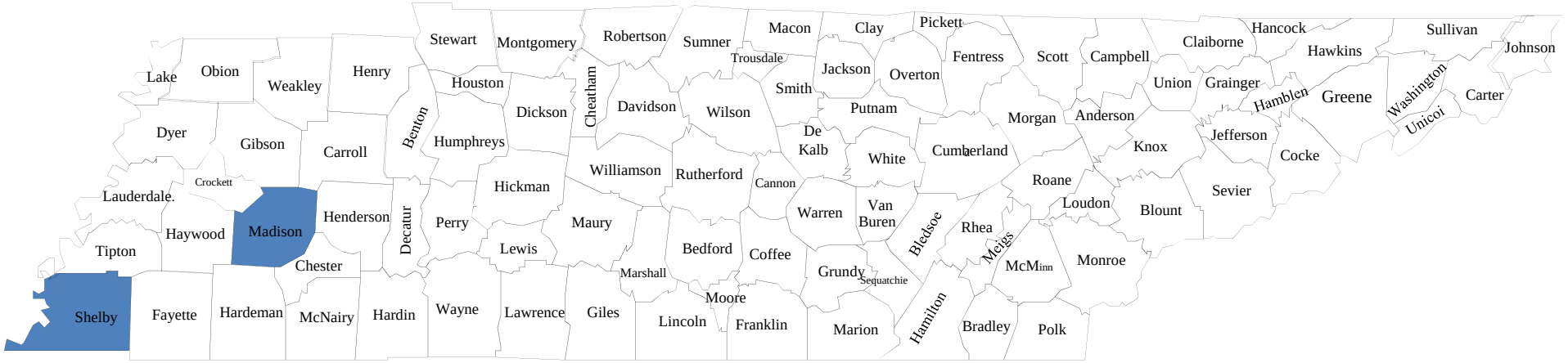
Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	35.3%	5.9%	17
- **Math**	50.0%	25.0%	8
- **Reading/Language**	33.3%	16.7%	12
- **Science**	40.0%	20.0%	10
- **Social Studies**	30.0%	0.0%	10
EOC Composite (High school)	40.0%	0.0%	5

Christian Brothers University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Madison County	1
Shelby County	17

Cumberland University Overview

2013 *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 Schools and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Cumberland University had 62 program completers and a 100% pass rate on the Praxis II Principles of Learning and Teaching examination.
- Cumberland University program completers perform at the same level as *veteran teachers and other beginning teachers* in the following areas:
    - 4th-8th grade TCAP composite, math, reading, science, and social studies
    - High school End or Course exam composite and English I

Cumberland University

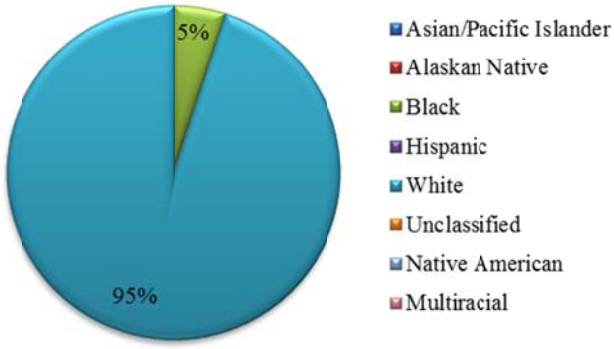
Teacher Education Program Information

Location:	**Lebanon, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (20 completers) SPED Modified K-12 (10 completers)

2011-2012 Program Completers

Total Number	**62**
Male	39%
Female	61%
In-state	97%
Out-of-state	3%
Traditional License	30
Alternative License	32

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.70	62	2.67-4.0	3.63	30	3.78	32	3.59	4485
Major GPA								3.62	1812
High School GPA	3.58	15	2.13-4.0	3.57	14			3.38	1649
ACT Composite	21.6	16	15-28	21.9	14			22.6	1847
ACT Reading	22.5	16	13-30	22.5	14			23.6	1686
ACT Science	20.4	16	13-26	20.4	14			21.9	1655
ACT English	21.1	16	12-28	21.7	14			23.3	1697
ACT Math	22.1	16	16-31	22.8	14			21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180
MAT Score	396	25	350-432	395	10	397	15	401	149

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
2008 – 09	74	73.0%	74.3%	64.9%	58.7%
2009 – 10	86	73.3%	75.6%	48.0%	
2010 – 11	103	73.8%	60.8%		
2011 – 12	62	64.5%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	32	32	100%
Summary Pass Rates - Alternative	37	37	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.0106	15	31
- **Math**	-1.0161	11	29
- **Reading/Language**	-0.0632	8	29
- **Science**	0.1829	10	29
- **Social Studies**	-0.2684	10	28
EOC Composite (High school)	0.9460	11	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.837	9	11
- **Math**	-	2	7
- **Reading/Language**	-0.1004	5	8
- **Science**	-	3	9
- **Social Studies**	-	4	6
EOC Composite (High school)	-1.6988	9	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.9456	24	35
- **Math**	-0.8008	13	33
- **Reading/Language**	-0.0775	13	33
- **Science**	-0.1882	13	34
- **Social Studies**	-0.3052	14	32
EOC Composite (High school)	-0.2442	20	32
- **English I**	0.3874	6	15

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.0576	15	31
- **Math**	-0.2181	11	29
- **Reading/Language**	0.1687	8	29
- **Science**	0.6347	10	29
- **Social Studies**	-0.0221	10	28
EOC Composite (High school)	1.4491	11	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.8757	9	11
- **Math**		2	7
- **Reading/Language**	-0.0893	5	8
- **Science**	-	3	9
- **Social Studies**	-	4	6
EOC Composite (High school)	-0.7317	9	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.1547	24	35
- **Math**	-0.3249	13	33
- **Reading/Language**	0.1305	13	33
- **Science**	-0.1628	13	34
- **Social Studies**	-0.2107	14	32
EOC Composite (High school)	0.4124	20	32
- **English I**	0.3622	6	15

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	26.7%	13.3%	15
- **Math**	27.3%	18.2%	11
- **Reading/Language**	12.5%	12.5%	8
- **Science**	10.0%	30.0%	10
- **Social Studies**	10.0%	10.0%	10
EOC Composite (High school)	9.1%	36.4%	11

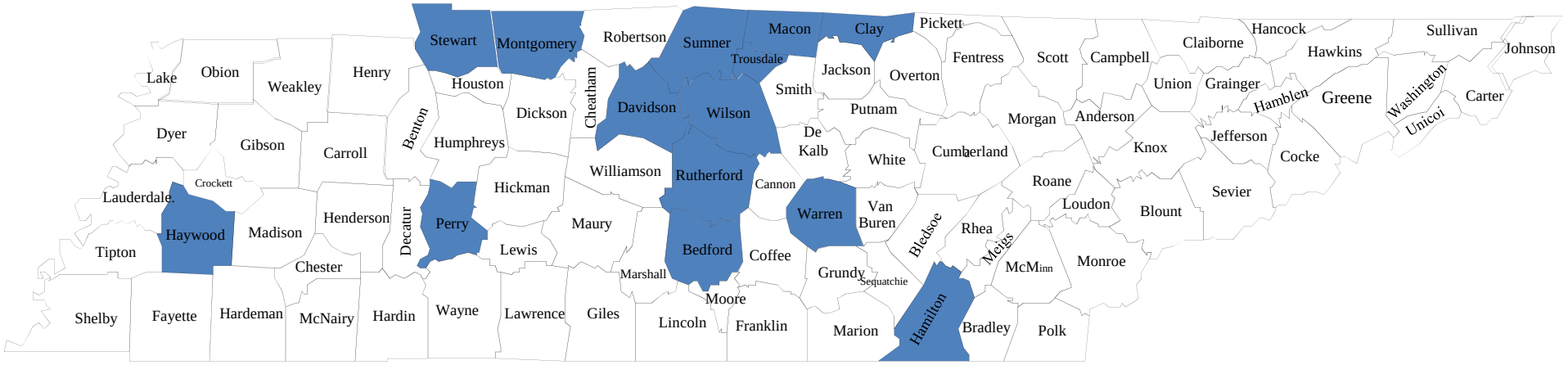
Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	11.1%	11.1%	9
- **Math**	-	-	2
- **Reading/Language**	0%	20.0.%	5
- **Science**	-	-	3
- **Social Studies**	-	-	4
EOC Composite (High school)	44.4%	0.0%	9

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	20.8%	12.5%	24
- **Math**	23.1%	23.1%	13
- **Reading/Language**	7.7%	15.4%	13
- **Science**	7.7%	23.1%	13
- **Social Studies**	14.3%	7.1%	14
EOC Composite (High school)	25.0%	20.0%	20
- **English I**	33.3%	33.3%	6

Cumberland University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Bedford County	1
Clay County	1
Davidson County	2
Hamilton County	1
Haywood County	1
Lebanon	3
Macon County	1
Montgomery County	1

District	Number of Teachers
Perry County	1
Rutherford County	5
Stewart County	1
Sumner County	10
Trousdale County	1
Warren County	3
Wilson County	8

East Tennessee State University Overview

2013 *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.

Institution Highlights:

- East Tennessee State University had 285 program completers and a passage rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- ETSU program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade reading, science, and social studies
  - High school End of Course exam composite, Algebra I, Biology I, English I, and English II
- Program completers from ETSU are less effective than *veteran teachers* in TCAP composite and math.
- ETSU program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school End of Course exam composite, Algebra I, Biology I, English I, and English II
- ETSU program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite and math.

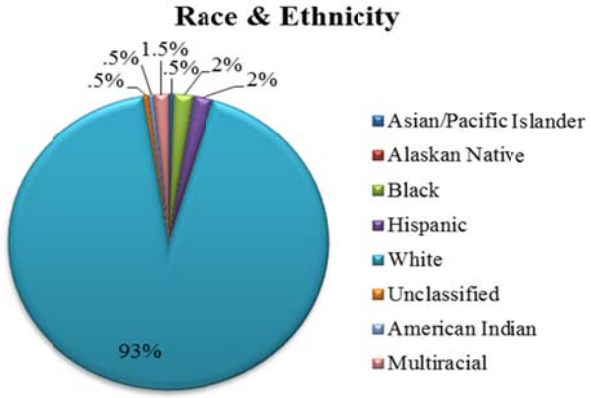
East Tennessee State University

Teacher Education Program Information

Location:	**Johnson City, TN**
Institution Type:	TBR
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (104 completers) Early Childhood PK-3 (50 completers)

2011-2012 Program Completers

Total Number	**285**
Male	22%
Female	78%
In-state	92%
Out-of-state	8%
Traditional License	280
Alternative License	5



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.57	285	2.66-4.0	3.57	280	3.88	5	3.59	4485
Major GPA								3.62	1812
High School GPA	3.44	241	2.07-4.0	3.45	239			3.38	1649
ACT Composite	22.3	188	15-31	22.3	186			22.6	1847
ACT Reading	23.4	186	13-36	23.5	184			23.6	1686
ACT Science	21.6	185	11-34	21.6	183			21.9	1655
ACT English	22.9	188	11-35	22.9	186			23.3	1697
ACT Math	20.9	188	13-32	20.8	186			21.2	1698
SAT Cumulative	1016	21	760-1410	997	20			1099	203
SAT Math	529	21	400-800	515	20			543	185
SAT Verbal	492	21	310-630	487	20			551	180
GRE Composite	781	7	600-1440	781	7			1048	186
GRE Math	390	7	250-720	390	7			571	143
GRE Verbal	391	7	300-720	391	7			496	143

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
2008 – 09	317	45.1%	58.4%	39.7%	46.8%
2009 – 10	278	42.4%	50.7%	28.3%	
2010 – 11	306	40.8%	36.7%		
2011 – 12	285	41.5%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	263	263	100%
Summary Pass Rates - Alternative	n/a		

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.9897	132	31
- **Math**	-0.6852	62	29
- **Reading/Language**	-0.2285	71	29
- **Science**	-0.3970	57	29
- **Social Studies**	-0.0376	68	28
EOC Composite (High school)	-0.4703	32	26
- **Algebra I**	0.9454	5	10
- **Biology I**	0.2762	5	4
- **English I**	-0.1743	10	9
- **English II**	-0.4407	8	10

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	2	11
- **Math**	-	2	7
- **Reading/Language**	-	0	8
- **Science**	-	2	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	1	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.0153	134	35
- **Math**	-0.7380	64	33
- **Reading/Language**	-0.2285	71	33
- **Science**	-0.4224	59	34
- **Social Studies**	-0.0376	68	32
EOC Composite (High school)	-0.6227	33	32
- **Algebra I**	-1.0801	7	17
- **Biology I**	0.2762	5	13
- **English I**	-0.1743	10	15
- **English II**	-0.4407	8	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.0785	132	31
- **Math**	0.1128	62	29
- **Reading/Language**	0.0035	71	29
- **Science**	0.0548	57	29
- **Social Studies**	0.2087	68	28
EOC Composite (High school)	0.0328	32	26
- **Algebra I**	1.3944	5	10
- **Biology I**	-0.5168	5	4
- **English I**	-0.3817	10	9
- **English II**	-0.5849	8	10

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	2	11
- **Math**	-	2	7
- **Reading/Language**	-	0	8
- **Science**	-	2	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	1	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.2244	134	35
- **Math**	-0.2620	64	33
- **Reading/Language**	-0.0205	71	33
- **Science**	-0.3969	59	34
- **Social Studies**	0.0568	68	32
EOC Composite (High School)	0.0339	33	32
- **Algebra I**	-0.4265	7	17
- **Biology I**	-0.1068	5	13
- **English I**	-0.1995	10	15
- **English II**	-0.688	8	13

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	22.7%	11.4%	132
- **Math**	19.4%	11.3%	62
- **Reading/Language**	26.8%	19.7%	71
- **Science**	24.6%	14.0%	57
- **Social Studies**	13.2%	19.1%	68
EOC Composite (High school)	15.6%	9.4%	32
- **Algebra I**	0%	20%	5
- **Biology I**	0%	20%	5
- **English I**	30%	10%	10
- **English II**	37.5%	12.5%	8

Alternatively Licensed Teachers

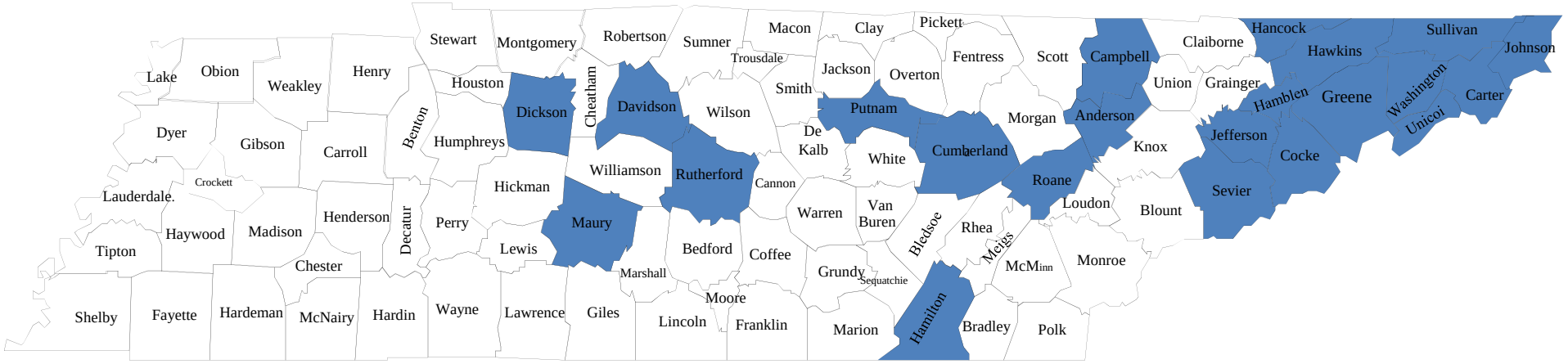
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	-	-	2
- **Math**	-	-	2
- **Reading/Language**	-	-	0
- **Science**	-	-	2
- **Social Studies**	-	-	0
EOC Composite (High school)	-	-	1

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 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	23.1%	11.2%	134
- **Math**	20.3%	10.9%	64
- **Reading/Language**	26.8%	19.7%	71
- **Science**	25.4%	13.6%	59
- **Social Studies**	13.2%	19.1%	68
EOC Composite (High school)	18.2%	9.1%	33
- **Algebra I**	28.6%	14.3%	7
- **Biology I**	0%	20%	5
- **English I**	30%	10%	10
- **English II**	37.5%	12.5%	8

East Tennessee State University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Anderson County	1
Bristol	2
Campbell County	1
Cocke County	4
Cumberland County	2
Davidson County	1
Dickson County	1
Elizabethton	1
Greene County	7

District	Number of Teachers
Hamblen County	11
Hamilton County	3
Hancock County	1
Hawkins County	8
Jefferson County	2
Johnson City	12
Johnson County	3
Kingsport	11

District	Number of Teachers
Maury County	1
Putnam County	1
Roane County	1
Rutherford County	2
Sevier County	1
Sullivan County	10
Unicoi County	7
Washington County	24

Fisk University Overview

2013 *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 Schools.

Institution Highlights:

- Fisk University had 2 program completers in the 2011-2012 cohort.
- Due to the low number of program completers, TVAAS data is not available for Fisk University graduates.

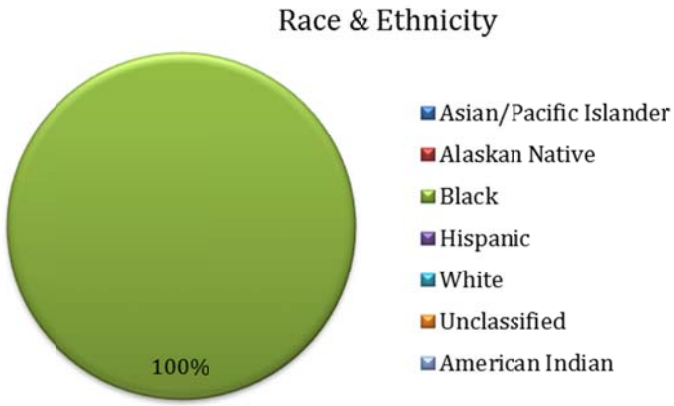
Fisk University

Teacher Education Program Information

Location:	**Nashville, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Areas:	Special Education Modified K-12 (2 completers)

2011-2012 Program Completers

Total Number	**2**
Male	50%
Female	50%
In-state	100%
Out-of-state	0%
Traditional License	1
Alternative License	1



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite								22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	8	87.5%	75.0%	75.0%	50.0%
2009 – 10	6	50.0%	50.0%	33.3%	
2010 – 11	1	0.0%	0.0%		
2011 – 12	2	50%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	n/a		
Summary Pass Rates - Alternative			

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	31
- **Math**	-	-	29
- **Reading/Language**	-	-	29
- **Science**	-	-	29
- **Social Studies**	-	-	28
EOC Composite (High school)	-	-	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	11
- **Math**	-	-	7
- **Reading/Language**	-	-	8
- **Science**	-	-	9
- **Social Studies**	-	-	6
EOC Composite (High school)	-	-	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	35
- **Math**	-	-	33
- **Reading/Language**	-	-	33
- **Science**	-	-	34
- **Social Studies**	-	-	32
EOC Composite (High school)	-	-	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	31
- **Math**	-	-	29
- **Reading/Language**	-	-	29
- **Science**	-	-	29
- **Social Studies**	-	-	28
EOC Composite (High school)	-	-	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	11
- **Math**	-	-	7
- **Reading/Language**	-	-	8
- **Science**	-	-	9
- **Social Studies**	-	-	6
EOC Composite (High school)	-	-	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	-	35
- **Math**	-	-	33
- **Reading/Language**	-	-	33
- **Science**	-	-	34
- **Social Studies**	-	-	32
EOC Composite (High school)	-	-	32

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.

KEY

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

Traditionally Licensed Teachers

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

Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

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

Fisk University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Davidson	1

Freed-Hardeman University Overview

2013 *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 Schools and the National Council for the Accreditation of Teacher Education.

Institution Highlights:

- Freed-Hardeman had 77 program completers and a passage rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Freed-Hardeman program completers perform at the same level as *veteran teachers* in the 4th-8th grade reading, science, social studies, and high school End of Course exam composite.
- Program completers from Freed-Hardeman are less effective than *veteran teachers* in 4th-8th grade TCAP composite and math.
- Freed-Hardeman program completers perform at the same level as other *beginning teachers* in the following areas: 4th-8th grade TCAP composite, reading, science, social studies, and high school End of Course exam composite.
- Program completers from Freed-Hardeman are less effective than other *beginning teachers* in 4th-8th grade TCAP math.
- Freed-Hardeman program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP math and reading.

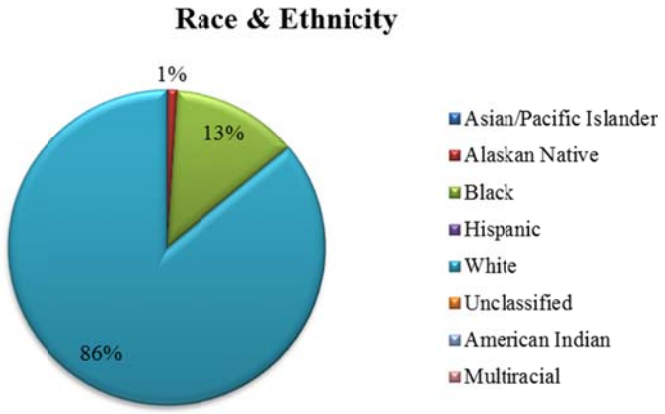
Freed-Hardeman University

Teacher Education Program Information

Location:	**Henderson, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (25 completers) SPED: Comprehensive K-12 (13 completers)

2011-2012 Program Completers

Total Number	**77**
Male	23%
Female	77%
In-state	73%
Out-of-state	27%
Traditional License	77
Alternative License	



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.54	77	2.63-4.0					3.59	4485
Major GPA	3.48	35	2.09-4.0					3.62	1812
High School GPA								3.38	1649
ACT Composite	25.1	50	21-33					22.6	1847
ACT Reading	27.0	50	17-36					23.6	1686
ACT Science	23.9	50	18-34					21.9	1655
ACT English	25.7	50	15-36					23.3	1697
ACT Math	23.2	50	14-34					21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	65	58.5%	60.0%	47.7%	55.0%
2009 – 10	129	73.7%	72.9%	53.8%	
2010 – 11	65	70.8%	51.6%		
2011 – 12	77	31.9%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	56	56	100%
Summary Pass Rates - Alternative	22	22	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.3009	33	31
- **Math**	-1.7973	18	29
- **Reading/Language**	-0.4329	19	29
- **Science**	-0.6421	11	29
- **Social Studies**	-0.6110	12	28
EOC Composite (High school)	0.9161	7	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.3009	33	35
- **Math**	-1.7973	18	33
- **Reading/Language**	-0.4329	19	33
- **Science**	-0.6421	11	34
- **Social Studies**	-0.6110	12	32
EOC Composite (High school)	0.9161	7	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.2327	33	31
- **Math**	-0.9993	18	29
- **Reading/Language**	-0.2009	19	29
- **Science**	-0.1903	11	29
- **Social Studies**	-0.3647	12	28
EOC Composite (High school)	1.4192	7	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.51	33	35
- **Math**	-1.3213	18	33
- **Reading/Language**	-0.2249	19	33
- **Science**	-0.6166	11	34
- **Social Studies**	-0.5166	12	32
EOC Composite (High school)	1.5727	7	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	30.3%	12.1%	33
- **Math**	44.4%	5.6%	18
- **Reading/Language**	36.8%	15.8%	19
- **Science**	18.2%	18.2%	11
- **Social Studies**	16.7%	16.7%	12
EOC Composite (High school)	14.3%	28.6%	7

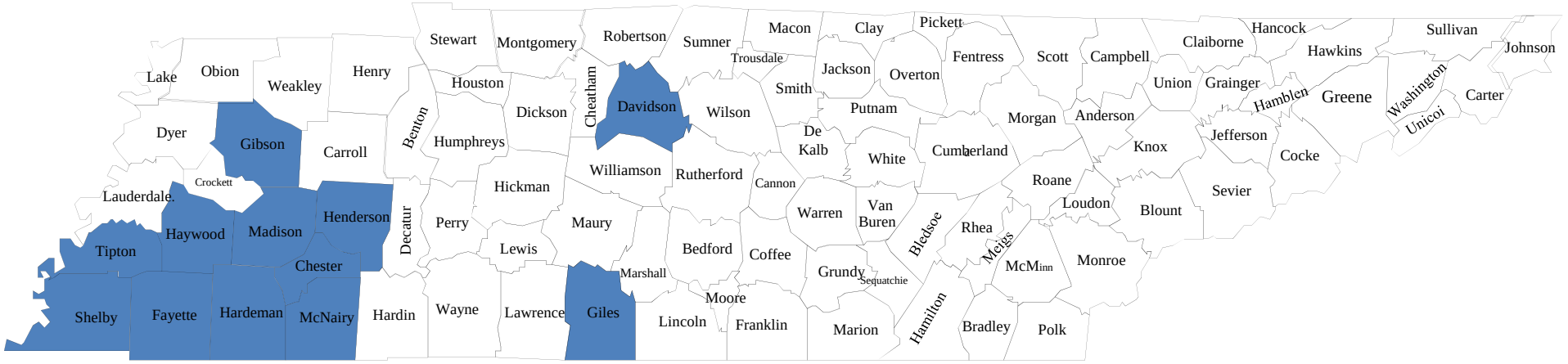
Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	30.3%	12.1%	33
- **Math**	44.4%	5.6%	18
- **Reading/Language**	36.8%	15.8%	19
- **Science**	18.2%	18.2%	11
- **Social Studies**	16.7%	16.7%	12
EOC Composite (High school)	14.3%	28.6%	7

Freed-Hardeman University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Chester County	4
Davidson County	2
Fayette County	1
Giles County	1
Hardeman County	2
Haywood County	1
Henderson County	1

District	Number of Teachers
Humboldt	1
Madison County	4
McNairy County	1
Milan	1
Shelby County	3
Tipton County	1

Johnson University Overview

2013 *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.

Institution Highlights:

- Johnson University had 20 program completers in the 2011-2012 cohort and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Johnson University program completers perform at the same level as *veteran teachers* in 4th-8th grade TCAP reading, science, and social studies.
- Program completers from Johnson University are less effective than *veteran teachers* in 4th-8th grade TCAP composite and math.
- Johnson University program completers perform at the same level as other *beginning teachers* in the following areas:
    - 4th-8th grade TCAP composite, math, reading, science, and social studies

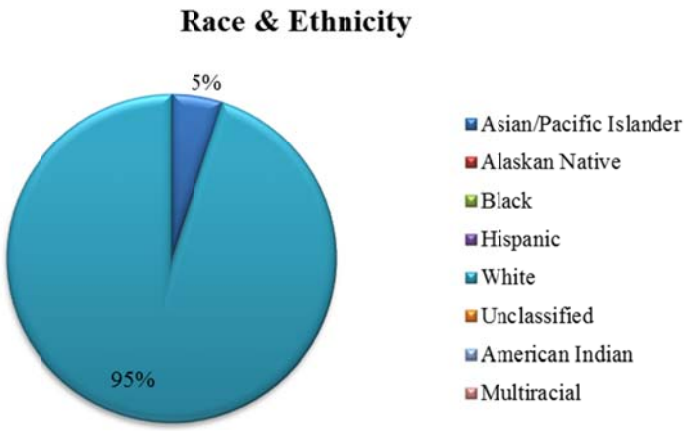
Johnson University

Teacher Education Program Information

Location:	**Knoxville, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Areas:	Elementary K-6 (14 completers) Middle Grades 4-8 (5 completers)

2011-2012 Program Completers

Total Number	**20**
Male	15%
Female	85%
In-state	85%
Out-of-state	15%
Traditional License	20
Alternative License	



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.60	20	2.96-3.97					3.59	4485
Major GPA	3.68	20	3.21-4.0					3.62	1812
High School GPA	3.67	14	3.16-4.0					3.38	1649
ACT Composite	23.1	14	20-25					22.6	1847
ACT Reading	23.9	14	19-30					23.6	1686
ACT Science	23.1	14	20-27					21.9	1655
ACT English	22.4	14	18-29					23.3	1697
ACT Math	22.7	14	18-29					21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	27	29.6%	29.6%	25.9%	6.8%
2009 – 10	21	19.0%	19.0%	9.5%	
2010 – 11	41	26.8%	19.5%		
2011 – 12	20	25.0%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	20	20	100%
Summary Pass Rates - Alternative			

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.833	11	31
- **Math**	-1.9509	7	29
- **Reading/Language**	-0.6367	10	29
- **Science**	-0.3008	8	29
- **Social Studies**	-0.9338	5	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.833	11	35
- **Math**	-1.9509	7	33
- **Reading/Language**	-0.6367	10	33
- **Science**	-0.3008	8	34
- **Social Studies**	-0.9338	5	32
EOC Composite (High school)	-	0	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.7649	11	31
- **Math**	-1.1529	7	29
- **Reading/Language**	-0.4047	10	29
- **Science**	0.1510	8	29
- **Social Studies**	-0.6875	5	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.0421	11	35
- **Math**	-1.4749	7	33
- **Reading/Language**	-0.4287	10	33
- **Science**	-0.2753	8	34
- **Social Studies**	-0.8394	5	32
EOC Composite (High school)	-	0	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	27.3%	0%	11
- **Math**	28.6%	0.0%	7
- **Reading/Language**	20.0%	0.0%	10
- **Science**	12.5%	0.0%	8
- **Social Studies**	0.0%	0.0%	5
EOC Composite (High school)	-	-	0

Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	27.3%	0%	11
- **Math**	28.6%	0.0%	7
- **Reading/Language**	20.0%	0.0%	10
- **Science**	12.5%	0.0%	8
- **Social Studies**	0.0%	0.0%	5
EOC Composite (High school)	-	-	0

Johnson University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Clinton	1
Knox County	4

King College Overview

2013 *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.

Institution Highlights:

- King College had 32 program completers in the 2011-2012 cohort and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- King College program completers perform at the same level as *veteran teachers* and other *beginning teachers* in the following areas:
    - 4th-8th grade TCAP composite, math, reading, science, and social studies
    - High school End of Course exam composite

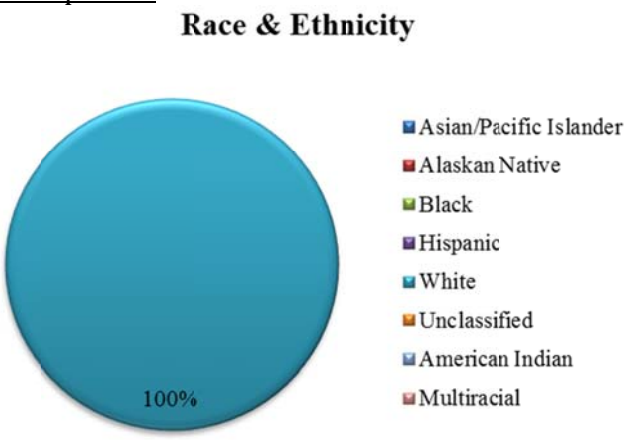
King College

Teacher Education Program Information

Location:	**Bristol, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Areas:	Elementary K-6 (16 completers) ESL PREK-12 (4 completers)

2011-2012 Program Completers

Total Number	**32**
Male	12%
Female	88%
In-state	85%
Out-of-state	15%
Traditional License	32
Alternative License	



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.71	32	3.16-4.0					3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	24.4	8	22-29					22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	21	47.6%	61.9%	38.1%	56.5%
2009 – 10	24	54.2%	50.0%	37.5%	
2010 – 11	32	28.1%	334.3%		
2011 – 12	32	40.6%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	24	24	100%
Summary Pass Rates - Alternative	8	8	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.0577	16	31
- **Math**	-1.1114	5	29
- **Reading/Language**	-0.0803	5	29
- **Science**	1.1494	11	29
- **Social Studies**	0.5834	7	28
EOC Composite (High school)	-1.3897	5	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.0577	16	35
- **Math**	-1.1114	5	33
- **Reading/Language**	-0.0803	5	33
- **Science**	1.1494	11	34
- **Social Studies**	0.5834	7	32
EOC Composite (High school)	-1.3897	5	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	1.1258	16	31
- **Math**	-0.3134	5	29
- **Reading/Language**	0.1517	5	29
- **Science**	1.6012	11	29
- **Social Studies**	0.8297	7	28
EOC Composite (High school)	-0.8866	5	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.8486	16	35
- **Math**	-0.6355	5	33
- **Reading/Language**	0.1277	5	33
- **Science**	1.1749	11	34
- **Social Studies**	0.6778	7	32
EOC Composite (High school)	-0.7331	5	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	6.3%	18.8%	16
- **Math**	20.0%	0.0%	5
- **Reading/Language**	20.0%	0.0%	5
- **Science**	0.0%	27.3%	11
- **Social Studies**	0.0%	14.3%	7
EOC Composite (High school)	20.0%	0.0%	5

Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	6.3%	18.8%	16
- **Math**	20.0%	0.0%	5
- **Reading/Language**	20.0%	0.0%	5
- **Science**	0.0%	27.3%	11
- **Social Studies**	0.0%	14.3%	7
EOC Composite (High school)	20.0%	0.0%	5

King College
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Anderson County	1
Bristol	1
Hamilton County	1
Johnson City	1
Johnson County	1

District	Number of Teachers
Kingsport	1
Knox County	3
Sullivan County	3
Washington County	1

Lee University Overview

2013 *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 and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Lee University had 179 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Lee University program completers perform at the same level as *veteran teachers* in the following areas:
    - 4th-8th grade TCAP math, reading, science, and social studies
    - High school Algebra I and English II End of Course exams
- Program completers from Lee University are less effective than *veteran teachers* in 4th-8th grade TCAP composite and high school End of Course exam composite.
- Lee University program completers perform at the same level as other *beginning teachers* in the following areas:
    - 4th-8th grade TCAP composite, math, reading, science, and social studies
    - High school End of Course exam composite, Algebra I and English II

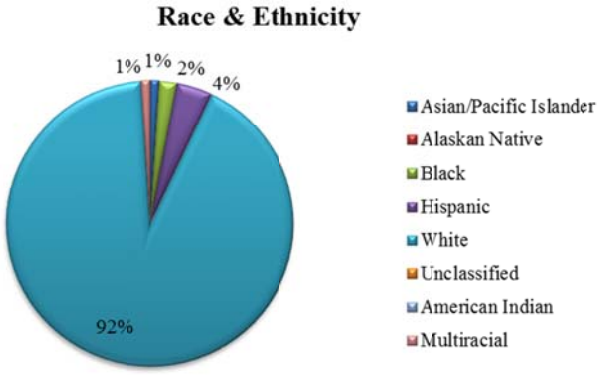
Lee University

Teacher Education Program Information

Location:	**Cleveland, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (71 completers) SPED Modified K-12 (22 completers)

2011-2012 Program Completers

Total Number	**179**
Male	18%
Female	82%
In-state	64%
Out-of-state	36%
Traditional License	174
Alternative License	5



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.58	179		3.58	174	3.9	5	3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	23.8	66	17-31	23.8	66			22.6	1847
ACT Reading	24.4	55	15-36	24.4	55			23.6	1686
ACT Science	22.3	55	17-29	22.3	55			21.9	1655
ACT English	25.4	55	16-35	25.4	55			23.3	1697
ACT Math	21.8	55	16-30	21.8	55			21.2	1698
SAT Cumulative	1047	45	670-1270	1047	45			1099	203
SAT Math	509	42	260-650	509	42			543	185
SAT Verbal	533	42	370-700	533	42			551	180
GRE Composite	1080	8	700-1220	1080	8			1048	186
GRE Math	588	8	400-730	588	8			571	143
GRE Verbal	493	8	300-630	493	8			496	143
MAT Score	397	36	353-466	394	28	408	5	401	149

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
2008 – 09	168	42.9%	50.6%	39.9%	41.8%
2009 – 10	183	48.1%	48.6%	30.7%	
2010 – 11	189	31.2%	24.8%		
2011 – 12	179	31.8%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	169	169	100%
Summary Pass Rates - Alternative	15	15	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.6928	57	31
- **Math**	-0.4351	25	29
- **Reading/Language**	-0.1131	32	29
- **Science**	0.2794	20	29
- **Social Studies**	-0.7019	18	28
EOC Composite (High school)	-1.4649	16	26
- **Algebra I**	-1.4426	6	10
- **English II**	-0.228	5	10

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	4	11
- **Math**	-	2	7
- **Reading/Language**	-	2	8
- **Science**	-	1	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	3	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.855	61	35
- **Math**	-0.6293	27	33
- **Reading/Language**	-0.1249	34	33
- **Science**	0.1848	21	34
- **Social Studies**	-0.7019	18	32
EOC Composite (High school)	-1.3916	19	32
- **Algebra I**	-1.2942	7	17
- **English II**	-0.228	5	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.3754	57	31
- **Math**	0.3629	25	29
- **Reading/Language**	0.1189	32	29
- **Science**	0.7312	20	29
- **Social Studies**	-0.4556	18	28
EOC Composite (High school)	-0.9618	16	26
- **Algebra I**	-0.9936	6	10
- **English II**	-0.3722	5	10

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	4	11
- **Math**	-	2	7
- **Reading/Language**	-	2	8
- **Science**	-	1	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	3	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.0641	61	35
- **Math**	-0.1534	27	33
- **Reading/Language**	0.0831	34	33
- **Science**	0.2102	21	34
- **Social Studies**	-0.6075	18	32
EOC Composite (High school)	-0.7350	19	32
- **Algebra I**	-0.6406	7	17
- **English II**	-0.4753	5	13

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	19.3%	12.3%	57
- **Math**	24.0%	20.0%	25
- **Reading/Language**	12.5%	18.8%	32
- **Science**	20.0%	25.0%	20
- **Social Studies**	11.1%	11.1%	18
EOC Composite (High school)	25.0%	6.3%	16
- **Algebra I**	16.7%	0%	6
- **English II**	0.0%	0.0%	5

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	-	-	4
- **Math**	-	-	2
- **Reading/Language**	-	-	2
- **Science**	-	-	1
- **Social Studies**	-	-	0
EOC Composite (High school)	-	-	3

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	21.3%	11.5%	61
- **Math**	29.6%	18.5%	27
- **Reading/Language**	11.8%	17.7%	34
- **Science**	19.1%	23.8%	21
- **Social Studies**	11.1%	11.1%	18
EOC Composite (High school)	26.3%	5.3%	19
- **Algebra I**	14.3%	0.0%	7
- **English II**	0.0%	0.0%	5

Lee University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Bledsoe County	1
Bradley County	15
Cleveland	12
Hamblen County	2
Hamilton County	15
Hawkins County	1

District	Number of Teachers
Loudon County	3
McMinn County	1
Meigs County	2
Monroe County	2
Polk County	2
Wilson County	1

LeMoyne-Own College Overview

2013 *Report Card on the Effectiveness of Teacher Training Programs*

LeyMoyne-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.

Institution Highlights:

- LeMoyne-Owen had 5 program completers and pass rate of 20% on the Praxis II Principles of Learning and Teaching examination.
- 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.

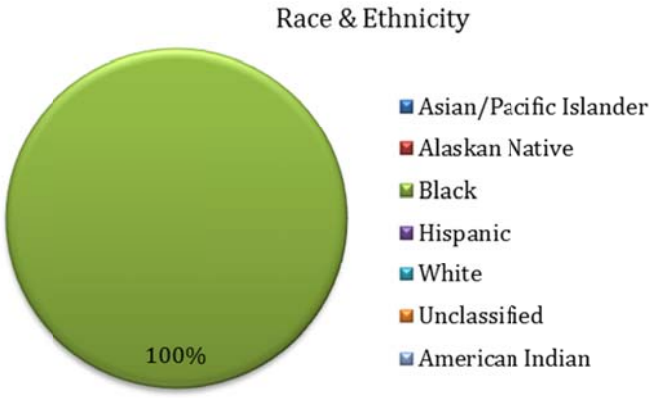
LeMoyne-Owen College

Teacher Education Program Information

Location:	**Memphis, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Early Childhood Ed PK-3 (4 completers)

2011-2012 Program Completers

Total Number	**5**
Male	12%
Female	88%
In-state	100%
Out-of-state	
Traditional License	
Alternative License	5



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.16	5	2.80-4.0					3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite								22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	16	87.5%	81.3%	75.0%	81.2%
2009 –10	15	80.0%	80.0%	86.6%	
2010 – 11	17	29.4%	35.3%		
2011 – 12	5	60.0%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	5	1	20%
Summary Pass Rates - Alternative	n/a		

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	31
- **Math**	-	1	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	35
- **Math**	-	1	33
- **Reading/Language**	-	0	33
- **Science**	-	0	34
- **Social Studies**	-	0	32
EOC Composite (High school)	-	0	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	31
- **Math**	-	1	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	35
- **Math**	-	1	33
- **Reading/Language**	-	0	33
- **Science**	-	0	34
- **Social Studies**	-	0	32
EOC Composite (High school)	-	0	32

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.

KEY

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

Traditionally Licensed Teachers

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

Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

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

LeMoyne-Owen College
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Shelby County	3

Lincoln Memorial University Overview

2013 *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.

Institution Highlights:

- Lincoln Memorial University had 137 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Lincoln Memorial program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP science and social studies
  - High school End of Course exam composite, English I, English II, English III, and US history
- Program completers from Lincoln Memorial are less effective than *veteran teachers* in 4th-8th grade TCAP composite, math, and reading.
- Lincoln Memorial program completers perform at the same level as other *beginning teachers* in the following areas
  - 4th-8th grade TCAP composite, math, reading, science and social studies
  - High school End of Course exam composite, English I, English II, English III, and US history
- Lincoln Memorial program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite.
- Program completers from Lincoln Memorial have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite.

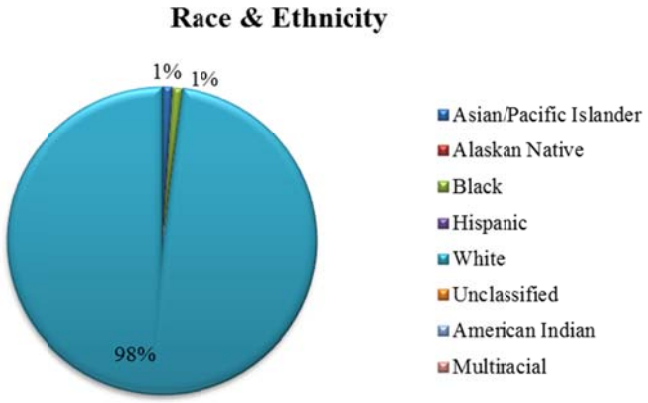
Lincoln Memorial University

Teacher Education Program Information

Location:	**Harrogate, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Areas:	Elementary K-6 (79 completers) Business Technology (15 completers) Business Education 7-12 (15 completers)

2011-2012 Program Completers

Total Number	**137**
Male	28%
Female	72%
In-state	93%
Out-of-state	7%
Traditional License	137
Alternative License	



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.71	137	2.55-4.0					3.59	4855
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	21.3	23	16-30					22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Composite								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	135	39.3%	48.9%	33.3%	29.4%
2009 – 10	131	49.6%	50.4%	16.7%	
2010 – 11	150	49.3%	36.6%		
2012 – 12	137	43.7%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	133	133	100%
Summary Pass Rates - Alternative			

Note: The pass rate is not provided if there were less than 5 test takers

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.249	79	31
- **Math**	-1.1649	42	29
- **Reading/Language**	-0.4176	54	29
- **Science**	-0.5716	34	29
- **Social Studies**	0.2884	30	28
EOC Composite (High school)	-0.3620	26	26
- **English I**	0.2653	8	9
- **English II**	0.5041	8	10
- **English III**	-0.7829	5	6
- **US History**	0.2635	8	4

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.249	79	35
- **Math**	-1.1649	42	33
- **Reading/Language**	-0.4176	54	33
- **Science**	-0.5716	34	34
- **Social Studies**	0.2884	30	32
EOC Composite (High school)	-0.3620	26	32
- **English I**	0.2653	8	15
- **English II**	0.5041	8	13
- **English III**	-0.7829	5	8
- **US History**	0.2635	8	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.1808	79	31
- **Math**	-0.3669	42	29
- **Reading/Language**	-0.1856	54	29
- **Science**	-0.1198	34	29
- **Social Studies**	0.5347	30	28
EOC Composite (High school)	0.1411	26	26
- **English I**	0.0579	8	9
- **English II**	0.3598	8	10
- **English III**	-0.7705	5	6
- **US History**	0.1162	8	4

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.458	79	35
- **Math**	-0.6889	42	33
- **Reading/Language**	-0.2095	54	33
- **Science**	-0.5461	34	34
- **Social Studies**	0.3828	30	32
EOC Composite (High school)	0.2947	26	32
- **English I**	0.24	8	15
- **English II**	0.2568	8	13
- **English III**	-0.8558	5	8
- **US History**	0.0388	8	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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	29.1%	11.4%	79
- **Math**	28.6%	9.5%	42
- **Reading/Language**	25.9%	18.5%	54
- **Science**	29.4%	20.6%	34
- **Social Studies**	10.0%	26.7%	30
EOC Composite (High school)	7.7%	15.4%	26
- **English I**	12.5%	37.5%	8
- **English II**	0%	12.5%	8
- **English III**	20%	0%	5
- **US History**	12.5%	37.5%	8

Alternatively Licensed Teachers

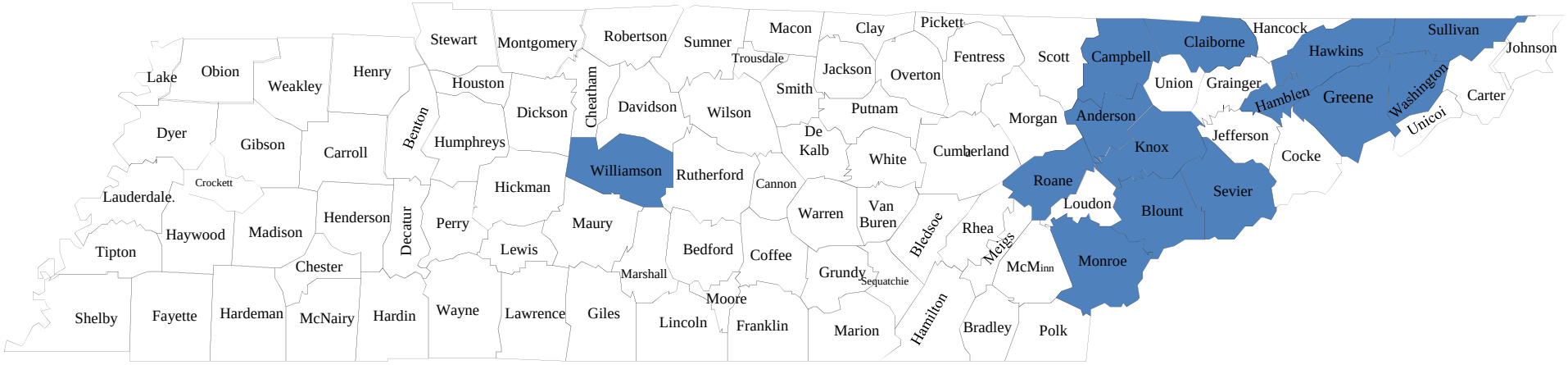
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	-	-	0
- **Math**	-	-	0
- **Reading/Language**	-	-	0
- **Science**	-	-	0
- **Social Studies**	-	-	0
EOC Composite (High school)	-	-	0

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 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	29.1%	11.4%	79
- **Math**	28.6%	9.5%	42
- **Reading/Language**	25.9%	18.5%	54
- **Science**	29.4%	20.6%	34
- **Social Studies**	10.0%	26.7%	30
EOC Composite (High school)	7.7%	15.4%	26
- **English I**	12.5%	37.5%	8
- **English II**	0%	12.5%	8
- **English III**	20%	0%	5
- **US History**	12.5%	37.5%	8

Lincoln Memorial University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Anderson County	3
Blount County	1
Campbell County	2
Claiborne County	11
Greene County	1
Hamblen County	4

District	Number of Teachers
Hawkins County	1
Johnson City	1
Kingsport	1
Knox County	27
Maryville	1
Monroe County	1

District	Number of Teachers
Roane County	2
Sevier County	1
Sullivan County	1
Washington County	1
Williamson County	1



Lipscomb University Overview

2013 *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.

Institution Highlights:

- Lipscomb University had 140 completers and a pass rate of 99% on the Praxis II Principles of Learning and Teaching examination.
- Program completers from Lipscomb are more effective than *veteran teachers* in the following areas:
  - 4th-8th grade TCAP composite, science and social studies
  - High school Algebra I end of course exam
- Lipscomb University program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP math and reading
  - High school End of Course exam composite, Biology I, English I, English III, and US history
- Program completers from Lipscomb are less effective than *veteran teachers* in high school Algebra II.
- Program completers from Lipscomb University are more effective than other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school Algebra I end of course exam
- Lipscomb program completers perform at the same level as other *beginning teachers* in high school End of Course exam composite, Algebra II, Biology I, English I, English III, and US history.
- Lipscomb University has more completers in the highest performing percentile in comparison to *all teachers'* performance distributions across the state in the following areas:
  - 4th-8th grade TCAP composite, reading, science, social studies
  - High school Algebra I and English I end of course exams
- Lipscomb University program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP reading and high school Algebra II.

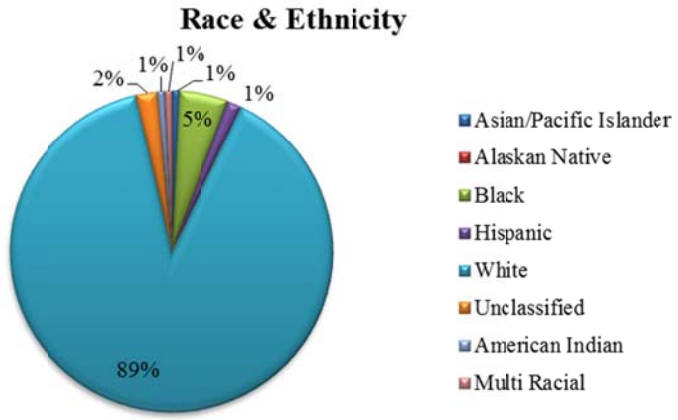
Lipscomb University

Teacher Education Program Information

Location:	**Nashville, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (60 completers) Middle Grades (19 completers)

2011-2012 Program Completers

Total Number	**140**
Male	27%
Female	73%
In-state	89%
Out-of-state	11%
Traditional License	81
Alternative License	59



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.75	140	2.85-4.0	3.66	81	3.86	59	3.59	4485
Major GPA	3.60	48	2.48-4.0	3.60	48			3.62	1812
High School GPA	3.62	43	2.7-4.0	3.62	43			3.38	1649
ACT Composite	23.8	36	19-30	23.8	36			22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative	1095	11	940-1360	1095	11			1099	203
SAT Math								543	185
SAT Verbal								551	180
GRE Composite	1120	12	880-1500	1086	5	1144	7	1048	186
MAT Score	409	63	378-465	411	25	408	38	401	149

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
2008 – 09	83	54.2%	66.7%	47.0%	56.5%
2009 – 10	171	61.4%	62.0%	47.0%	
2010 – 11	148	57.4%	50.8%		
2011 – 12	140	55.7%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	81	81	100%
Summary Pass Rates - Alternative	57	56	98%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.2194	41	31
- **Math**	-1.6100	21	29
- **Reading/Language**	-0.3899	29	29
- **Science**	-0.5960	23	29
- **Social Studies**	0.0268	27	28
EOC Composite (High school)	-0.6274	18	26
- **Algebra I**	-0.0645	8	10

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	2.8759	108	11
- **Math**	1.5104	50	7
- **Reading/Language**	0.3868	47	8
- **Science**	4.0026	38	9
- **Social Studies**	3.0573	33	6
EOC Composite (High school)	0.0348	44	14
- **Algebra I**	2.1841	16	6
- **Algebra II**	-3.254	8	4
- **Biology I**	0.008	7	4
- **English I**	0.129	6	3
- **English III**	-0.547	5	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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	1.749	149	35
- **Math**	0.5875	71	33
- **Reading/Language**	0.0904	76	33
- **Science**	2.2687	61	34
- **Social Studies**	1.6936	60	32
EOC Composite (High school)	-0.1575	62	32
- **Algebra I**	1.4346	24	17
- **Algebra II**	-2.8918	10	10
- **Biology I**	0.1518	8	13
- **English I**	0.4118	7	15
- **English III**	-0.5798	7	8
- **US History**	0.9552	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.1513	41	31
- **Math**	-0.7267	21	29
- **Reading/Language**	-0.1613	29	29
- **Science**	-0.1380	23	29
- **Social Studies**	0.2781	27	28
EOC Composite (High school)	-0.0619	18	26
- **Algebra I**	0.1843	8	10

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	2.9437	108	11
- **Math**	0.8807	50	7
- **Reading/Language**	0.3956	47	8
- **Science**	2.8724	38	9
- **Social Studies**	2.2800	33	6
EOC Composite (High school)	0.9546	44	14
- **Algebra I**	2.4946	16	6
- **Algebra II**	-1.2027	8	4
- **Biology I**	0.3268	7	4
- **English I**	0.0663	6	3
- **English III**	-0.5632	5	2

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	2.6096	149	35
- **Math**	1.1546	71	33
- **Reading/Language**	0.3030	76	33
- **Science**	2.3475	61	34
- **Social Studies**	1.8428	60	32
EOC Composite (High school)	0.5722	62	32
- **Algebra I**	2.0398	24	17
- **Algebra II**	-1.4048	10	10
- **Biology I**	-0.1469	8	13
- **English I**	0.2789	7	15
- **English III**	-0.5802	7	8
- **US History**	0.6972	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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	31.7%	17.1%	41
- **Math**	33.3%	9.5%	21
- **Reading/Language**	37.9%	17.2%	29
- **Science**	26.1%	21.7%	23
- **Social Studies**	22.2%	33.3%	27
EOC Composite (High school)	11.1%	0.0%	18
- **Algebra I**	12.5%	25%	8

Alternatively Licensed Teachers

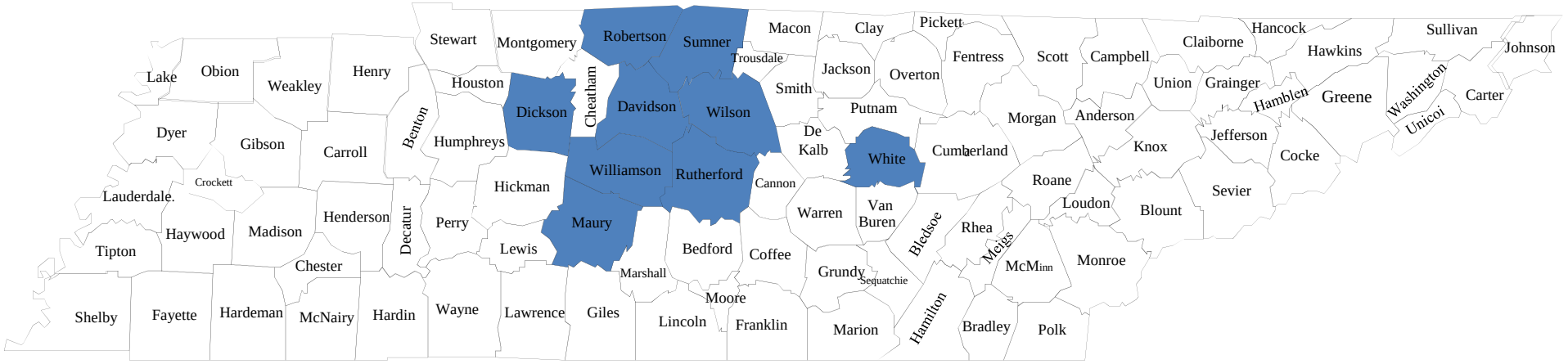
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	11.1%	40.7%	108
- **Math**	8%	30%	50
- **Reading/Language**	21.3%	36.2%	47
- **Science**	18.4%	50%	38
- **Social Studies**	15.2%	51.5%	33
EOC Composite (High school)	20.5%	27.3%	44
- **Algebra I**	18.8%	50%	16
- **Algebra II**	50%	0%	8
- **Biology I**	14.3%	14.3%	7
- **English I**	33.3%	50%	6
- **English III**	40%	40%	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

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	16.8%	34.2%	149
- **Math**	15.5%	23.9%	71
- **Reading/Language**	27.6%	29.0%	76
- **Science**	21.3%	39.3%	61
- **Social Studies**	18.3%	43.3%	60
EOC Composite (High school)	17.7%	19.4%	62
- **Algebra I**	16.7%	41.7%	24
- **Algebra II**	50.0%	0.0%	10
- **Biology I**	12.5%	12.5%	8
- **English I**	28.6%	57.1%	7
- **English III**	28.6%	28.6%	7
- **US History**	0.0%	14.3%	7

Lipscomb University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Davidson County	32
Dickson County	1
Franklin SSD	1
Lebanon	1
Maury County	2

District	Number of Teachers
Robertson County	3
Rutherford County	2
Sumner County	3
White County	1
Williamson County	7



Martin Methodist College Overview

2013 *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.

Institution Highlights:

- Martin Methodist College had 25 completers and a 100% passage rate on the Praxis II Principles of Learning and Teaching examination.
- Martin Methodist College program completers perform at the same level as *veteran teachers* and other *beginning teachers* on 4th-8th grade TCAP composite and science exams.

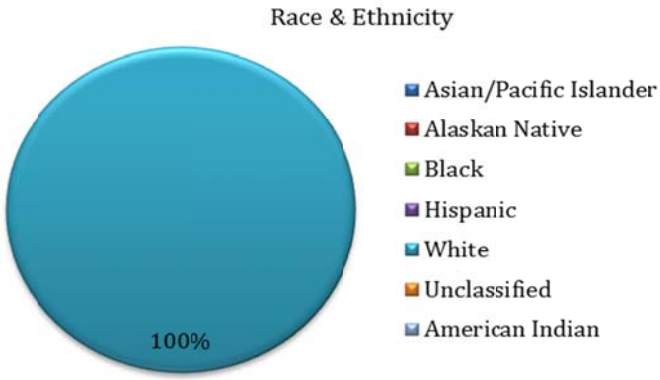
Martin Methodist College

Teacher Education Program Information

Location:	**Pulaski, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Areas:	Elementary K-6 (12 completers) Physical Education K-12 (4 completers) Business Education K-12 (4 completers)

2011-2012 Program Completers

Total Number	**25**
Male	44%
Female	56%
In-state	92%
Out-of-state	8%
Traditional License	23
Alternative License	2



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.5	25	2.7-4.0	3.49	23			3.59	4485
Major GPA								3.62	1812
High School GPA	3.48	13	2.1-4.0	3.48	13			3.38	1649
ACT Composite	21.9	14	15-27	21.9	14			22.6	1847
ACT Reading	23	14	14-32	23	14			23.6	1686
ACT Science	21.8	14	17-26	21.8	14			21.9	1655
ACT English	22.3	14	15-28	22.3	14			23.3	1697
ACT Math	19.7	14	14-25	19.7	14			21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	22	50.0%	63.6%	45.5%	45.5%
2009 – 10	14	21.4%	35.7%	21.4%	
2010 – 11	19	31.6%	31.5%		
2010 – 11	25	24.0%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	23	23	100%
Summary Pass Rates - Alternative	n/a		

Note: The pass rate is not provided if there were less than 5 test takers

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-2.1943	6	31
- **Math**	-	1	29
- **Reading/Language**	-	3	29
- **Science**	-0.701	6	29
- **Social Studies**	-	2	28
EOC Composite (High school)	-	2	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-2.1943	6	35
- **Math**	-	1	33
- **Reading/Language**	-	3	33
- **Science**	-0.9701	6	34
- **Social Studies**	-	2	32
EOC Composite (High school)	-	2	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.1262	6	31
- **Math**	-	1	29
- **Reading/Language**	-	3	29
- **Science**	-0.5183	6	29
- **Social Studies**	-	2	28
EOC Composite (High school)	-	2	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.4034	6	35
- **Math**	-	1	33
- **Reading/Language**	-	3	33
- **Science**	-0.9446	6	34
- **Social Studies**	-	2	32
EOC Composite (High school)	-	2	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	33.3%	16.7%	6
- **Math**	-	-	1
- **Reading/Language**	-	-	3
- **Science**	16.7%	0.0%	6
- **Social Studies**	-	-	
EOC Composite (High school)	-	-	2

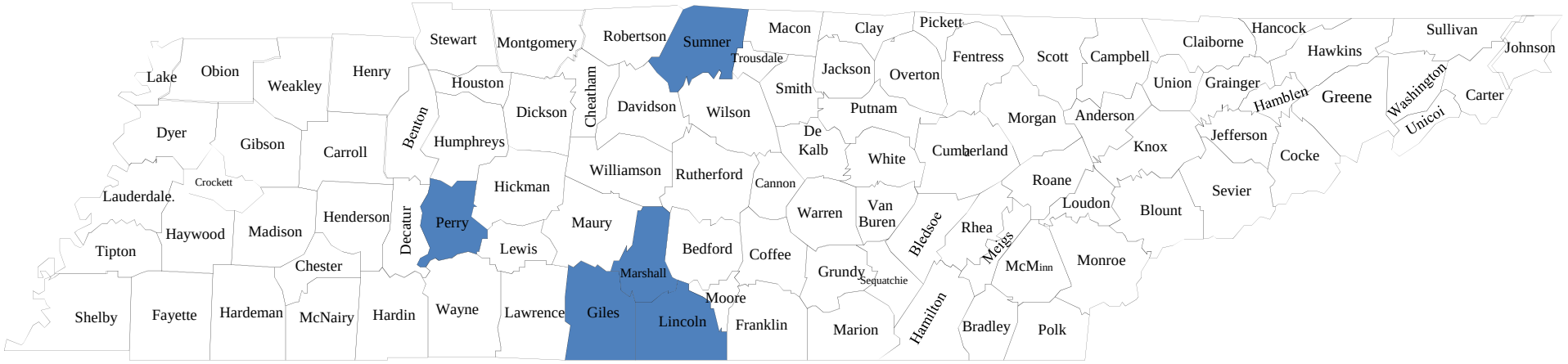
Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	33.3%	16.7%	6
- **Math**	-	-	1
- **Reading/Language**			3
- **Science**	16.7%	0%	6
- **Social Studies**	-	-	2
EOC Composite (High school)	-	-	2

Martin Methodist College
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Giles County	1
Lincoln County	1
Marshall County	2
Perry County	1
Sumner County	1



Maryville College Overview

2013 *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.

Institution Highlights:

- Maryville College had 33 completers and a pass rate of 97% on the Praxis II Principles of Learning and Teaching examination.
- Maryville College program completers perform at the same level as *veteran teachers* and other *beginning teachers* in the following areas:
    - 4th-8th grade TCAP composite, math, reading, science, and social studies
    - High school End of Course exam composite

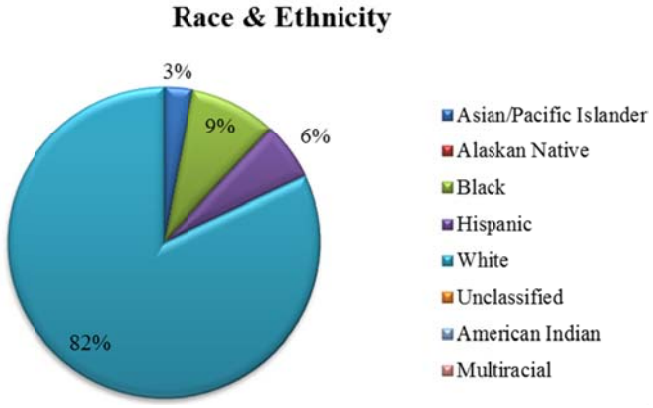
Maryville College

Teacher Education Program Information

Location:	**Maryville, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Areas:	Elementary K-6 (10 completers) Mathematics 7-12 (5 completers) History 7-12 (5 completers)

2011-2012 Program Completers

Total Number	**33**
Male	42%
Female	58%
In-state	88%
Out-of-state	12%
Traditional License	33
Alternative License	



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.45	33	2.93-4.0					3.59	4485
Major GPA								3.62	1812
High School GPA	3.79	19	3.17-4.0					3.38	1649
ACT Composite	23.9	23	15-29					22.6	1847
ACT Reading	24.4	18	17-31					23.6	1686
ACT Science	22.6	18	16-28					21.9	1655
ACT English	25.5	18	17-34					23.3	1697
ACT Math	22.9	18	17-28					21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	29	27.6%	48.3%	24.1%	31.2%
2009 – 10	28	32.1%	42.9%	17.8%	
2010 – 11	38	39.5%	39.4%		
2011 – 12	33	51.5%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	31	30	97%
Summary Pass Rates - Alternative	n/a		

Note: The pass rate is not provided if there were less than 5 test takers

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.4292	18	31
- **Math**	-0.2990	8	29
- **Reading/Language**	0.2676	13	29
- **Science**	-0.9223	7	29
- **Social Studies**	0.5254	8	28
EOC Composite (High school)	0.2497	10	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.4292	18	35
- **Math**	-0.2990	8	33
- **Reading/Language**	0.2676	13	33
- **Science**	-0.9223	7	34
- **Social Studies**	0.5254	8	32
EOC Composite (High school)	0.2497	10	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.639	18	31
- **Math**	0.4990	8	29
- **Reading/Language**	0.4996	13	29
- **Science**	-0.4705	7	29
- **Social Studies**	0.7718	8	28
EOC Composite (High school)	0.7528	10	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.3617	18	35
- **Math**	0.1770	8	33
- **Reading/Language**	0.4756	13	33
- **Science**	-0.8968	7	34
- **Social Studies**	0.6199	8	32
EOC Composite (High school)	0.9064	10	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	5.6%	11.1%	18
- **Math**	25%	25%	8
- **Reading/Language**	7.7%	30.8%	13
- **Science**	14.3%	0%	7
- **Social Studies**	12.5%	25%	8
EOC Composite (High school)	10.0%	10.0%	10

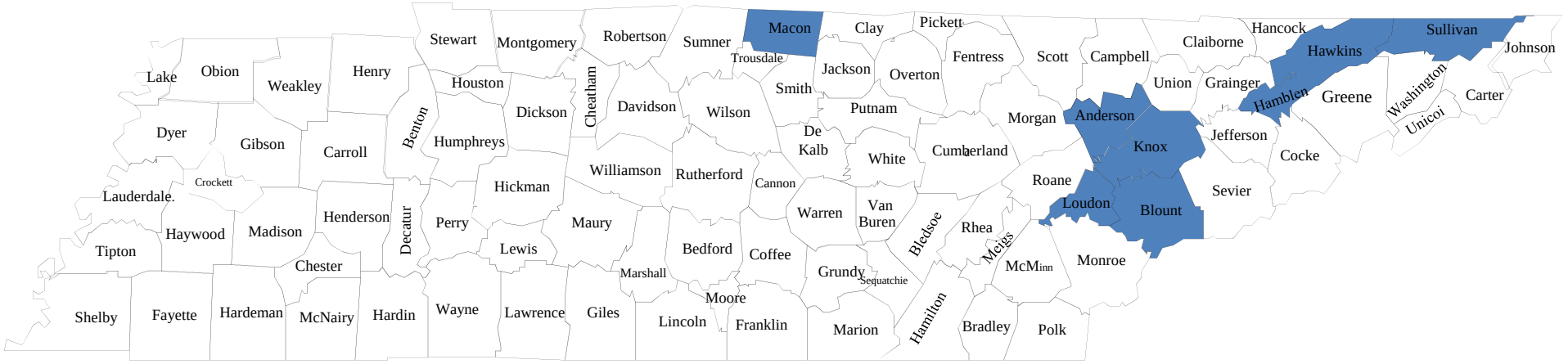
Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

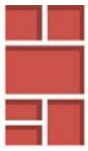
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	5.6%	11.1%	18
- **Math**	25%	25%	8
- **Reading/Language**	7.7%	30.8%	13
- **Science**	14.3%	0%	7
- **Social Studies**	12.5%	25%	8
EOC Composite (High school)	10.0%	10.0%	10

Maryville College
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Anderson County	1
Blount County	4
Hamblen County	2
Kingsport	1
Knox County	4

District	Number of Teachers
Lenoir City	1
Lewis County	1
Loudon County	1
Macon County	1
Maryville	1



Memphis College of Art

Memphis College of Art Overview

2013 *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.

Institution Highlights:

- Memphis College of Art had 5 program completers in the 2011-2012 cohort and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- All 5 program completers received an endorsement in Visual Arts for K-12th grade. As such, no value added data is available for program completers.

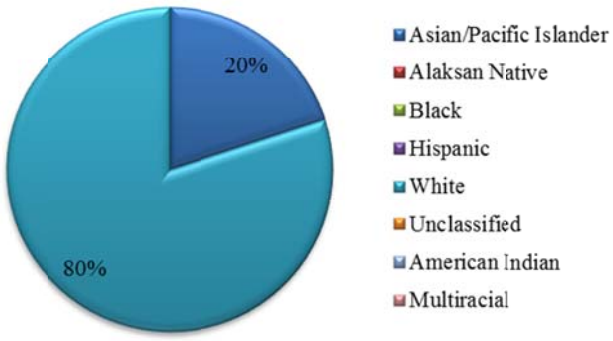
Memphis College of Art

Teacher Education Program Information

Location:	**Memphis, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Area:	Visual Arts K-12 (5 completers)

2011-2012 Program Completers

Total Number	**5**
Male	40%
Female	60%
In-state	80%
Out-of-state	20%
Traditional License	1
Alternative License	4



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.67	5	3.2-3.92					3.59	4485
Major GPA	3.67	5	3.2-3.92					3.62	1812
High School GPA								3.38	1649
ACT Composite								22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	4	50.0%	50.0%	50.0%	50.0%
2009 – 10	41	87.8%	82.9%	53.8%	
2010 – 11	18	88.9%	100%		
2011 – 12	5	60.0%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional			
Summary Pass Rates - Alternative	7	7	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	35
- **Math**	-	0	33
- **Reading/Language**	-	0	33
- **Science**	-	0	34
- **Social Studies**	-	0	32
EOC Composite (High school)	-	0	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	35
- **Math**	-	0	33
- **Reading/Language**	-	0	33
- **Science**	-	0	34
- **Social Studies**	-	0	32
EOC Composite (High school)	-	0	32

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.

KEY

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

Traditionally Licensed Teachers

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

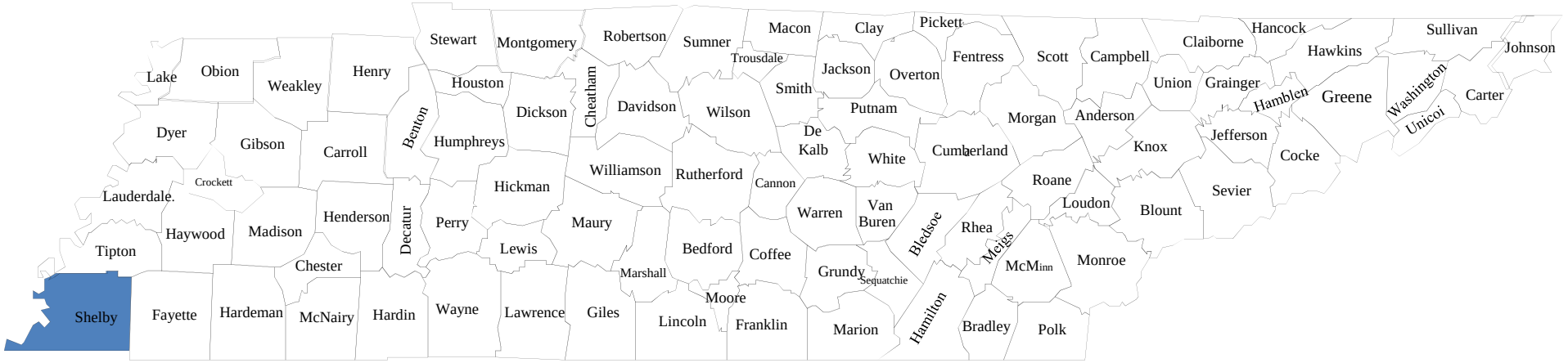
Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

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

Memphis College of Art
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Shelby County	3



Memphis Teacher Residency Overview

2013 *Report Card on the Effectiveness of Teacher Training Programs*

Memphis Teacher Residency (MTR) includes 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:

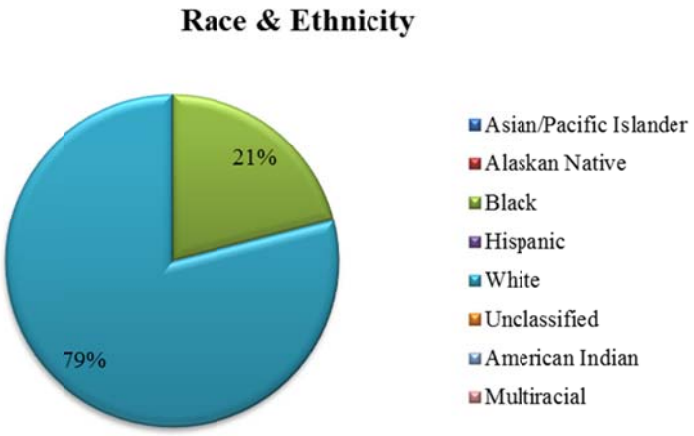
- Memphis Teacher Residency had 29 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Program completers from Memphis Teacher Residency are more effective than *veteran teachers* in 4th-8th grade TCAP math.
- Memphis Teacher Residency program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP composite, reading, science, and social studies
  - High school End of Course exam composite
- Program completers from Memphis Teacher Residency are more effective than other *beginning teachers* in 4th-8th grade TCAP composite and math, as well at high school End of Course exam composite.
- Memphis Teacher Residency program completers perform at the same level as other *beginning teachers* in 4th-8th grade TCAP reading, science, and social studies.
- Memphis Teacher Residency program completers have more completers in the highest performing percentile in comparison to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, math, and social studies, as well as high school End of Course exam composite.

Memphis Teacher Residency

Location:	**Memphis, TN**
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Elementary K-6 (13 completers) Middle Grades (10 completers) Mathematics 7-12 (9 completers)

2011-2012 Memphis Teacher Residency Completers

Total Number	**29**
Male Female	41% 59%
In-state Out-of-state	100%
Traditional License Alternative License	29



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite								22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	n/a				
2009 – 10*	22	100%	100%	95%	
2010 – 11	25	88.0%	72.0%		
2011 – 12	29	55.1%			

**Data provided by Memphis Teacher Residency.*

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	53	53	100%
Summary Pass Rates - Alternative			

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)

One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.8788	22	31
- **Math**	2.6018	8	29
- **Reading/Language**	-0.3224	8	29
- **Science**	0.2401	6	29
- **Social Studies**	0.0821	7	28
EOC Composite (High school)	0.2401	15	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.8788	22	35
- **Math**	2.6018	8	33
- **Reading/Language**	-0.3224	8	33
- **Science**	0.2401	6	34
- **Social Studies**	0.0821	7	32
EOC Composite (High school)	1.5084	15	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	1.9469	22	31
- **Math**	3.3998	8	29
- **Reading/Language**	-0.0904	8	29
- **Science**	0.6919	6	29
- **Social Studies**	0.3171	7	28
EOC Composite (High school)	2.0115	15	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	1.6697	22	35
- **Math**	3.0778	8	33
- **Reading/Language**	-0.1143	8	33
- **Science**	0.2656	6	34
- **Social Studies**	0.1712	7	32
EOC Composite (High school)	2.1651	15	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	15.8%	42.1%	22
- **Math**	14.3%	57.1%	8
- **Reading/Language**	28.6%	14.3%	8
- **Science**	33.3%	33.3%	6
- **Social Studies**	14.3	42.9%	7
EOC Composite (High school)	11%.1	44.4%	15

Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	15.8%	42.1%	22
- **Math**	14.3%	57.1%	8
- **Reading/Language**	28.6%	14.3%	8
- **Science**	33.3%	33.3%	6
- **Social Studies**	14.3%	42.9%	7
EOC Composite (High school)	11.1%	44.4%	15

Memphis Teacher Residency
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Achievement School District	3
Shelby County	9

Middle Tennessee State University Overview

2013 *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.

Institution Highlights:

- Middle Tennessee State University had 555 program completers and a pass rate of 99% on the Praxis II Principles of Learning and Teaching examination.
- MTSU program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP reading, science, and social studies
  - High school EOC composite, Algebra I, Biology I, English I, English II, English III, and US history
- Program completers from MTSU are less effective than *veteran teachers* in 4th-8th grade TCAP composite and math, as well as high school Algebra II End of Course exam composite.
- MTSU program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school EOC composite, Algebra I, Algebra II, Biology I, English I, English II, English III, and US history
- MTSU has more program completers in the highest performing percentile in high school English I in comparison to *all teachers'* performance distributions across the state.
- MTSU program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite as well as a higher number of completers in the least effective percentile in TCAP composite and math and EOC Algebra II.

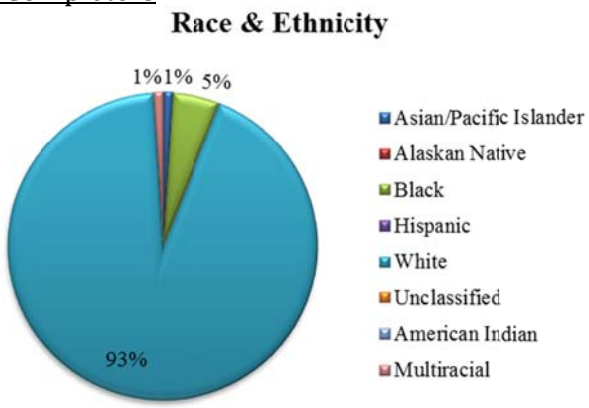
Middle Tennessee State University

Teacher Education Program Information

Location:	**Murfreesboro, TN**
Institution Type:	TBR
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (181 completers) Middle Grades 4-8 (53 completers)

2011-2012 Program Completers

Total Number	**555**
Male	22%
Female	78%
In-state	98%
Out-of-state	2%
Traditional License	512
Alternative License	43



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.46	555	2.23-4.0	3.46	512	3.5	43	3.59	4485
Major GPA	3.45	448	2.64-4.0	3.45	448			3.62	1812
High School GPA	3.38	416	2.0-4.0	3.38	416			3.38	1649
ACT Composite	22.3	342	15-32	22.3	334	21	8	22.6	1847
ACT Reading	23.7	329	14-36	23.7	321	20.5	8	23.6	1686
ACT Science	22	329	13-32	22	321	22.1	8	21.9	1655
ACT English	23.4	341	13-35	23.4	333	22.1	8	23.3	1697
ACT Math	21.1	340	14-32	21.2	332	19.5	8	21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180
GRE Composite	948	9	700-1190			963	8	1048	186
GRE Math	516	8	290-650			516	8	571	143
GRE Verbal	446	8	360-540			446	8	496	143
MAT Score	401	10	369-457			401	10	401	149

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
2008 – 09	402	53.0%	66.4%	47.3%	48.3%
2009 – 10	607	60.1%	67.9%	37.5%	
2010 – 11	540	50.2%	40.4%		
2011 – 12	555	41.9%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	397	392	99%
Summary Pass Rates - Alternative	26	25	96%

Note: The pass rate is not provided if there were less than 5 test takers

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.9688	222	31
- **Math**	-0.6154	102	29
- **Reading/Language**	-0.1074	123	29
- **Science**	0.0402	98	29
- **Social Studies**	-0.1336	105	28
EOC Composite (High school)	-0.3927	59	26
- **Algebra I**	0.5653	16	10
- **Algebra II**	-2.34	12	3
- **English I**	0.8415	12	9
- **English II**	0.2595	6	10
- **English III**	0.5726	7	6
- **US History**	-0.5721	10	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.

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	11
- **Math**	-	0	7
- **Reading/Language**	-	2	8
- **Science**	-	1	9
- **Social Studies**	-	1	6
EOC Composite (High school)	-1.7089	12	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.9718	225	35
- **Math**	-0.6154	102	33
- **Reading/Language**	-0.1170	125	33
- **Science**	0.0347	99	34
- **Social Studies**	-0.1089	106	32
EOC Composite (High school)	-0.6151	71	32
- **Algebra I**	0.4117	19	17
- **Algebra II**	-2.8384	16	10
- **Biology I**	0.5986	6	13
- **English I**	0.3951	14	15
- **English II**	-0.3384	7	13
- **English III**	0.7842	8	8
- **US History**	-0.5721	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.0994	222	31
- **Math**	0.1826	102	29
- **Reading/Language**	0.1246	123	29
- **Science**	0.4920	98	29
- **Social Studies**	0.1127	105	28
EOC Composite (High school)	0.1105	59	26
- **Algebra I**	1.0143	16	10
- **Algebra II**	-1.0408	12	3
- **English I**	0.6341	12	9
- **English II**	0.1152	6	10
- **English III**	0.585	7	6
- **US History**	-0.7194	10	4

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	11
- **Math**	-	0	7
- **Reading/Language**	-	2	8
- **Science**	-	1	9
- **Social Studies**	-	1	6
EOC Composite (High school)	-0.7417	12	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.1809	225	35
- **Math**	-0.1395	102	33
- **Reading/Language**	0.0910	125	33
- **Science**	0.0602	99	34
- **Social Studies**	-0.0145	106	32
EOC Composite (High school)	0.0415	71	32
- **Algebra I**	1.0653	19	17
- **Algebra II**	-0.9765	16	10
- **Biology I**	0.2156	6	13
- **English I**	0.3699	14	15
- **English II**	-0.5857	7	13
- **English III**	0.7113	8	8
- **US History**	-0.7968	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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	26.1%	11.7%	222
- **Math**	26.5%	19.6%	102
- **Reading/Language**	19.5%	18.7%	123
- **Science**	18.4%	16.3%	98
- **Social Studies**	24.8%	20.0%	105
EOC Composite (High school)	15.3%	18.6%	59
- **Algebra I**	12.5%	25%	16
- **Algebra II**	41.7%	8.3%	12
- **English I**	25%	41.7%	12
- **English II**	16.7%	0%	6
- **English III**	14.3%	28.6%	7
- **US History**	20%%	10%%	10

Alternatively Licensed Teachers

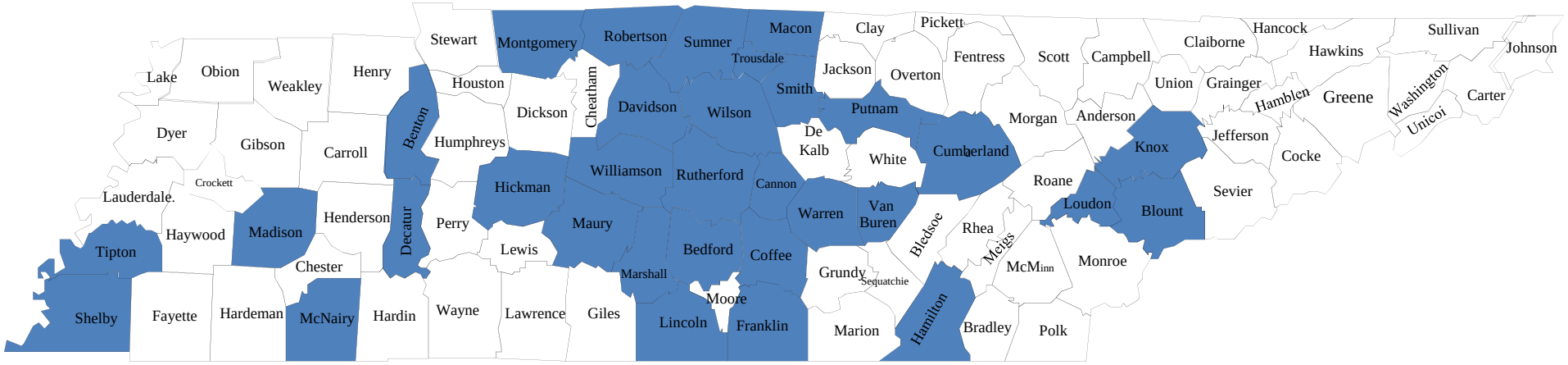
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	-	-	3
- **Math**	-	-	0
- **Reading/Language**	-	-	2
- **Science**	-	-	1
- **Social Studies**	-	-	1
EOC Composite (High school)	33.3%	8.3%	12

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 & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	25.8%	11.6%	225
- **Math**	26.5%	19.6%	102
- **Reading/Language**	20.0%	18.4%	125
- **Science**	18.2%	16.2%	99
- **Social Studies**	24.5%	20.8%	106
EOC Composite (High school)	18.3%	16.9%	71
- **Algebra I**	10.5%	21.1%	19
- **Algebra II**	50%	6.3%	16
- **Biology I**	0%	16.7%	6
- **English I**	28.6%	35.7%	14
- **English II**	28.6%	0%	7
- **English III**	12.5%	37.5%	8
- **US History**	20%	10%	10

Middle Tennessee State University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Benton County, Blount County, Cannon County, Cumberland County, Decatur County, Franklin SSD, Knox County, Lebanon, Macon County, Madison County, McNairy County, Montgomery County, Putnam County, Robertson County, Smith County, Tipton County, Trousdale County, Tullahoma, Van Buren County	1
Coffee County, Fayetteville, Franklin County, Hickman County, Lincoln County, Loudon County, Manchester, Marshall County, Murfreesboro, Shelby County,	2-5

District	Number of Teachers
Bedford County	17
Davidson County	27
Hamilton County	9
Maury County	11
Rutherford County	72

District	Number of Teachers
Sumner County	13
Warren County	6
Williamson County	16
Wilson County	10



Milligan College Overview

2013 *Report Card on the Effectiveness of Teacher Training Programs*

Milligan 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.

Institution Highlights:

- Milligan College had 50 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Milligan College program completers perform at the same level as *veteran teachers* in 4th-8th grade TCAP reading and science, as well high school End of Course exam composite.
- Program completers from Milligan College are less effective than *veteran teachers* in 4th-8th grade TCAP composite, math, and social studies.
- Program completers from Milligan College are more effective than other *beginning teachers* in high school End of Course exam composite.
- Milligan College program completers perform at the same level as other *beginning teachers* in the following areas:
    - 4th-8th grade TCAP composite, math, reading, and science
- Program completers from Milligan College are less effective than other *beginning teachers* in 4th-8th grade social studies.
- Milligan College's program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, math and social studies.

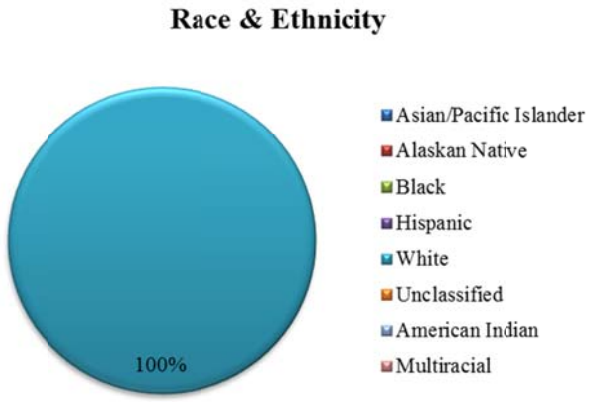
Milligan College

Teacher Education Program Information

Location:	Milligan College, TN
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Early Childhood Ed PK-3 (16 completers) Elementary K-6 (14 completers)

2011-2012 Program Completers

Total Number	50
Male	34%
Female	66%
In-state	88%
Out-of-state	12%
Traditional License	48
Alternative License	2



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.69	50	2.62-4.0	3.70	48			3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	24.1	14	18-31	24.1	14			22.6	1847
ACT Reading	24.9	14	16-33	24.9	14			23.6	1686
ACT Science	23.2	14	18-28	23.2	14			21.9	1655
ACT English	25	14	16-32	25	14			23.3	1697
ACT Math	24.1	14	17-31	24.1	14			21.2	1698
SAT Cumulative	1110	7	950-1300	1110	7			1099	203
SAT Math	559	7	410-680	559	7			543	185
SAT Verbal	560	7	450-630	560	7			551	180

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
2008 – 09	57	54.4%	59.6%	49.1%	51.6%
2009 – 10	91	64.9%	67.0%	47.1%	
2010 – 11	62	67.7%	58.0%		
2010 – 11	50	52.0%			

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 (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	45	45	100%
Summary Pass Rates - Alternative	n/a		

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.4848	29	31
- **Math**	-1.6552	15	29
- **Reading/Language**	0.0967	19	29
- **Science**	0.3038	8	29
- **Social Studies**	-1.5367	15	28
EOC Composite (High school)	1.8707	9	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	11
- **Math**	-	0	7
- **Reading/Language**	-	2	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	1	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.4741	30	35
- **Math**	-1.6552	15	33
- **Reading/Language**	-0.0048	21	33
- **Science**	0.3038	8	34
- **Social Studies**	-1.5367	15	32
EOC Composite (High school)	1.5945	10	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.4166	29	31
- **Math**	-0.8573	15	29
- **Reading/Language**	0.3287	19	29
- **Science**	0.7556	8	29
- **Social Studies**	-1.2903	15	28
EOC Composite (High school)	2.3738	9	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	11
- **Math**	-	0	7
- **Reading/Language**	-	2	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	1	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.6832	30	35
- **Math**	-1.1793	15	33
- **Reading/Language**	0.2032	21	33
- **Science**	0.3293	8	34
- **Social Studies**	-1.4422	15	32
EOC Composite (High school)	2.2512	10	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	17.2%	3.5%	29
- **Math**	20.0%	0.0%	15
- **Reading/Language**	15.8%	15.8%	19
- **Science**	0.0%	25.0%	8
- **Social Studies**	26.7%	0.0%	15
EOC Composite (High school)	11.1%	33.3%	9

Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	16.7%	3.3%	30
- **Math**	20.0%	0.0%	15
- **Reading/Language**	19.1%	14.3%	21
- **Science**	0.0%	25.0%	8
- **Social Studies**	26.7%	0.0%	15
EOC Composite (High school)	10.0%	30.0%	10

Milligan College
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Bristol	1
Carter County	1
Cocke County	2
Elizabethton	5
Hawkins County	3

District	Number of Teachers
Johnson City	3
Johnson County	1
Kingsport	1
Sullivan County	5
Washington County	4



South College Overview

2013 *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.

Institution Highlights:

- South College had 23 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- South College program completers perform at the same level as *veteran teachers* in 4th-8th grade TCAP math, science, and social studies.
- Program completers from South College are less effective than *veteran teachers* in 4th-8th grade TCAP Composite and reading.
- South College program completers perform at the same level as other *beginning teachers* in the following areas:
    - 4th-8th grade TCAP composite, math, reading, science and social studies
- South College program completers teaching 4th-8th grade social studies have fewer completers in the lowest performing percentile in comparison to *all teachers'* performance distributions across the state.
- South College program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP math and social studies.

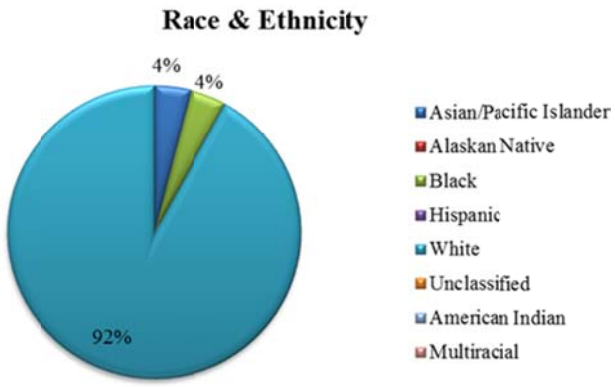
South College

Teacher Education Program Information

Location:	**Knoxville, TN**
Institution Type:	Private, For-Profit
Accreditation:	SACS
Top Endorsement Area:	Elementary K-6 (23 completers)

2011-2012 Program Completers

Total Number	**23**
Male	13%
Female	87%
In-state	96%
Out-of-state	4%
Traditional License	23
Alternative License	



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.72	23	3.22-4.0					3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	22.2	12	18-29					22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	67	41.8%	50.7%	31.3%	19.4%
2009 – 10	60	46.7%	55.0%	15.0%	
2010 – 11	42	50.0%	38.0%		
2011 – 12	23	39.1%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	23	23	100%
Summary Pass Rates - Alternative			

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)

One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.4627	38	31
- **Math**	-0.8868	31	29
- **Reading/Language**	-0.5605	29	29
- **Science**	-0.4645	22	29
- **Social Studies**	-0.2757	18	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.4627	38	35
- **Math**	-0.8868	31	33
- **Reading/Language**	-0.5605	29	33
- **Science**	-0.4645	22	34
- **Social Studies**	-0.2757	18	32
EOC Composite (High school)	-	0	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.3946	38	31
- **Math**	-0.0888	31	29
- **Reading/Language**	-0.3285	29	29
- **Science**	-0.0127	22	29
- **Social Studies**	-0.0294	18	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.6718	38	35
- **Math**	-0.4109	31	33
- **Reading/Language**	-0.3525	29	33
- **Science**	-0.4390	22	34
- **Social Studies**	-0.1813	18	32
EOC Composite (High school)	-	0	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	26.3%	10.5%	38
- **Math**	19.4%	6.5%	31
- **Reading/Language**	24.1%	6.9%	29
- **Science**	18.2%	13.6%	22
- **Social Studies**	0.0%	0.0%	18
EOC Composite (High school)	-	-	18

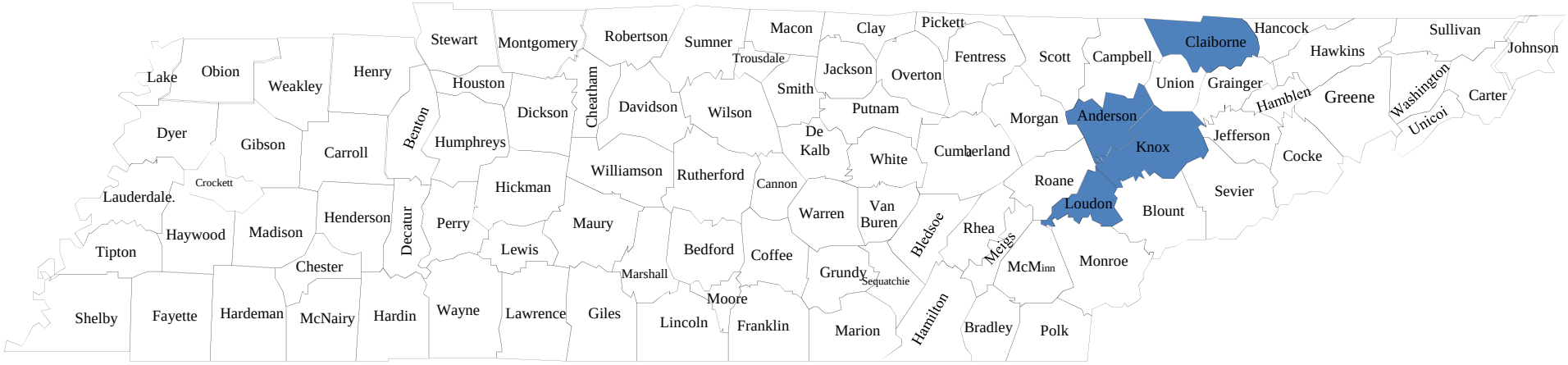
Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	26.3%	10.5%	38
- **Math**	19.4%	6.5%	31
- **Reading/Language**	24.1%	6.9%	29
- **Science**	18.2%	13.6%	22
- **Social Studies**	0.0%	0.0%	18
EOC Composite (High school)	-	-	0

South College
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Anderson County	1
Claiborne County	1
Knox County	6
Loudon County	1

Southern Adventist University Overview

2013 *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.

Institution Highlights:

- Southern Adventist University had 18 completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Due to the low number of program completers from Southern Adventist University teaching in schools where value added data is collected, no TVAAS information is available for Southern Adventist University completers.

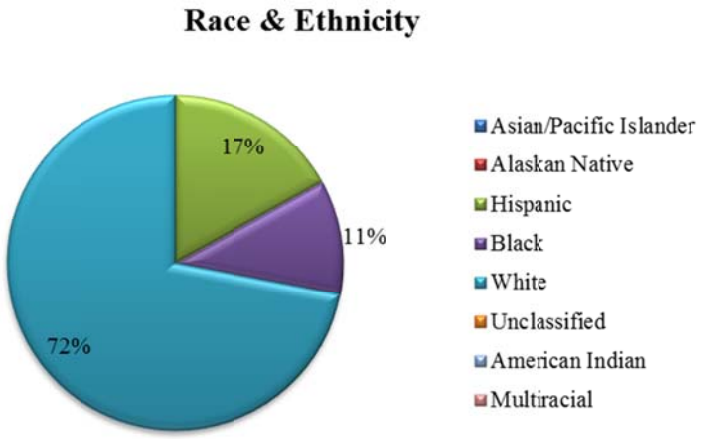
Southern Adventist University

Teacher Education Program Information

Location:	**Collegedale, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (13 completers) English 7-12 (3 completers)

2011-2012 Program Completers

Total Number	**18**
Male	11%
Female	89%
In-state	72%
Out-of-state	28%
Traditional License	18
Alternative License	



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.68	18	3.14-4.0					3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	25.1	16	21-34					22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	29	10.3%	20.7%	6.9%	2.9%
2009 – 10	26	7.7%	3.8%	3.8%	
2010 – 11	40	17.5%	12.5%		
2011 – 12	18	5.5%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	18	18	100%
Summary Pass Rates - Alternative			

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	2	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	35
- **Math**	-	0	33
- **Reading/Language**	-	0	33
- **Science**	-	0	34
- **Social Studies**	-	0	32
EOC Composite (High school)	-	2	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	2	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	35
- **Math**	-	0	33
- **Reading/Language**	-	0	33
- **Science**	-	0	34
- **Social Studies**	-	0	32
EOC Composite (High school)	-	2	32

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.

KEY

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

Traditionally Licensed Teachers

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

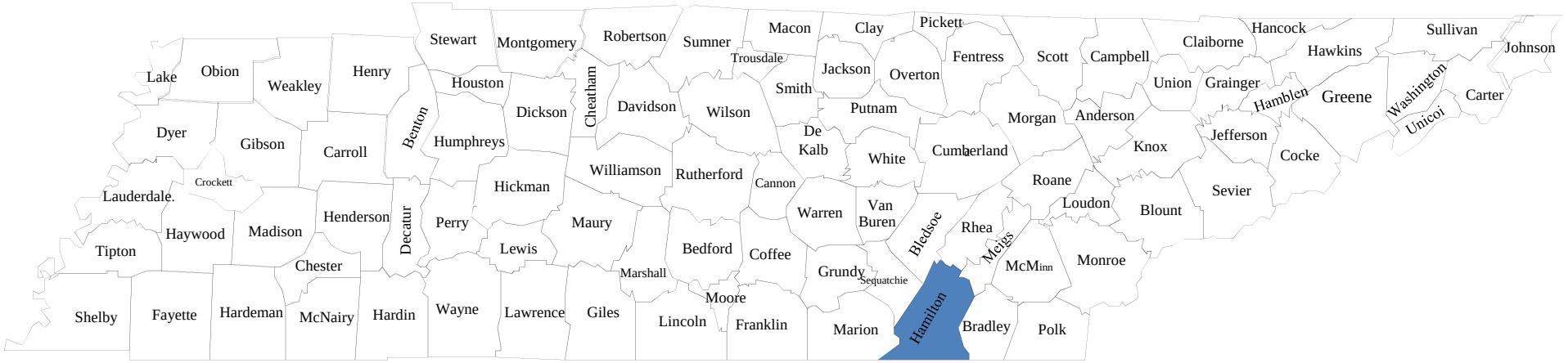
Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

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

Southern Adventist University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Hamilton County	1

TENNESSEE HIGHER EDUCATION COMMISSION

TENNESSEE FIRST TO THE TOP

TEACHFORAMERICA

Teach for America, Memphis Overview

2013 *Report Card on the Effectiveness of Teacher Training Programs*

Teach for America began placing corps members in Memphis City Schools in 2006. Corps members agree to a two year teaching commitment. In order to obtain their teaching license, corps members complete required professional development provided through TFA. 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:

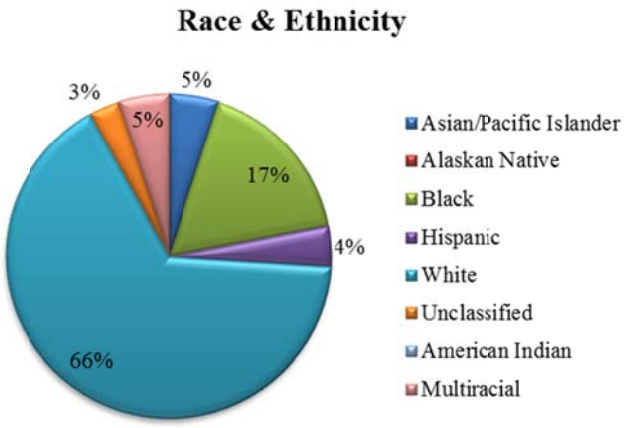
- Teach for America, Memphis had 146 program completers for 2011-2012.
- Program completers from TFA Memphis are more effective than *veteran teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, and science
  - High school English II and English III
- TFA Memphis program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP reading and social studies
  - High school EOC composite, Algebra I, Biology I, and English I
- Program completers from TFA Memphis are less effective than *veteran teachers* in high school Algebra II.
- Program completers from TFA Memphis are more effective than other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, science, and social studies
  - High school English III
- TFA Memphis program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP reading
  - High school EOC composite, Algebra I, Algebra II, Biology I, English I, and English II
- TFA Memphis has more completers in the highest performing percentile in comparison to *all teachers'* performance distributions across the state in the following areas:
  - 4th-8th grade TCAP composite, math, science, social studies
  - High school Algebra I, Biology I, English II, and English III
- TFA Memphis program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in Algebra II.
- TFA Memphis program completers have fewer numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite and science.

Teach for America, Memphis

Location:	**Memphis, TN**
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Middle Grades 4-8 (118 corps members) Elementary K-6 (115 corps members)

2011-2012 Corps Members

Total Number	**146**
Male	32%
Female	68%
In-state	98%
Out-of-state	2%
Traditional License	
Alternative License	146



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite								22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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 3 Consecutive Years	Teaching 3 out of 4 years
2008 – 09*	52	100%	90.4%		
2009 – 10**	99	78.7%	73.7%	37.3%	
2010 – 11	147	82.9%	78.9%		
2011 – 12	146	73.9%			

* 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[1]

[1] 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 (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	1.2587	139	11
- **Math**	1.5650	46	7
- **Reading/Language**	-0.0244	51	8
- **Science**	3.9040	39	9
- **Social Studies**	0.7389	38	6
EOC Composite (High school)	-0.3831	44	14
- **Algebra I**	-1.027	13	6
- **Algebra II**	-2.764	6	4
- **Biology I**	1.1476	7	4
- **English I**	0.6918	8	3
- **English II**	1.171	7	2
- **English III**	1.7493	5	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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	1.2587	139	35
- **Math**	1.5650	46	33
- **Reading/Language**	-0.0244	51	33
- **Science**	3.9040	39	34
- **Social Studies**	0.7389	38	32
EOC Composite (High school)	-0.3831	44	32
- **Algebra I**	-1.027	13	17
- **Algebra II**	-2.764	6	10
- **Biology I**	1.1476	7	13
- **English I**	0.6918	8	15
- **English II**	1.171	7	13
- **English III**	1.7493	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	1.2203	139	11
- **Math**	0.9146	46	7
- **Reading/Language**	-0.0133	51	8
- **Science**	2.7349	39	9
- **Social Studies**	-0.0446	38	6
EOC Composite (High school)	0.5840	44	14
- **Algebra I**	-0.8011	13	6
- **Algebra II**	-0.7184	6	4
- **Biology I**	1.235	7	4
- **English I**	0.885	8	3
- **English II**	-0.1049	7	2
- **English III**	1.4515	5	2

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	2.0496	139	35
- **Math**	2.0409	46	33
- **Reading/Language**	0.1837	51	33
- **Science**	3.9295	39	34
- **Social Studies**	0.8333	38	32
EOC Composite (High school)	0.2735	44	32
- **Algebra I**	-0.373	13	17
- **Algebra II**	-0.9021	6	10
- **Biology I**	0.7647	7	13
- **English I**	0.6666	8	15
- **English II**	0.9237	7	13
- **English III**	1.6764	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.

KEY

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

Traditionally Licensed Teachers

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

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	13.7%	33.1%	139
- **Math**	17.4%	30.4%	46
- **Reading/Language**	25.5%	23.5%	51
- **Science**	5.1%	51.3%	39
- **Social Studies**	23.7%	34.2%	38
EOC Composite (High school)	27.3%	27.3%	44
- **Algebra I**	30.8%	38.5%	13
- **Algebra II**	50%	0%	6
- **Biology I**	28.6%	42.9%	7
- **English I**	12.5%	37.5%	8
- **English II**	0%	42.9%	7
- **English III**	0%	80%	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

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	13.7%	33.1%	139
- **Math**	17.4%	30.4%	46
- **Reading/Language**	25.5%	23.5%	51
- **Science**	5.1%	51.3%	39
- **Social Studies**	23.7%	34.2%	38
EOC Composite (High school)	27.3%	27.3%	44
- **Algebra I**	30.8%	38.5%	13
- **Algebra II**	50%	0%	6
- **Biology I**	28.6%	42.9%	7
- **English I**	12.5%	37.5%	8
- **English II**	0%	42.9%	7
- **English III**	0%	80%	5

Teach for America: Memphis
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Achievement School District	21
Shelby County	87

TENNESSEE HIGHER EDUCATION COMMISSION

TENNESSEE FIRST TO THE TOP

TEACHFORAMERICA

Teach for America, Nashville Overview

2013 *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. Corps members have the option of earning a master's of education degree at Lipscomb University by taking additional courses while completing their two year teaching obligation. There are currently teachers in 70 schools across the area, which includes Davidson, Cheatham and Rutherford counties thus reaching nearly 13,000 students. (https://www.teachforamerica.org/where-we-work/greater-nashville)

Institution Highlights:

- Teach for America, Nashville had 102 program completers in the 2011-2012 state cohort.
- Program completers from TFA Nashville are more effective than *veteran teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school Algebra I
- TFA Nashville program completers perform at the same level as *veteran teachers* in high school EOC composite, Biology I and English I.
- Program completers from TFA Nashville are less effective than *veteran teachers* in high school Algebra II.
- Program completers from TFA Nashville are more effective than other *beginning teachers* in the following areas
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school End of Course exams composite and Algebra I
- TFA Nashville program completers perform at the same level as other *beginning teachers* in high school Algebra II, Biology I and English I.
- TFA Nashville has more completers in the highest performing percentile in comparison to *all teachers'* performance distributions across the state in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school End of Course exams composite and Algebra I
- TFA Nashville has fewer completers in the lowest performing percentile in comparison to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite and math.

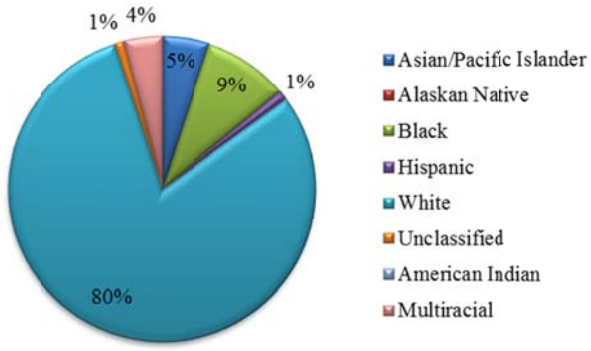
Teach for America, Nashville

Location:	**Nashville, TN**
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Middle Grades 4-8 (53 corps members) Elementary K-6 (40 corps members)

2011-2012 Corps Members

Total Number	**102**
Male	23%
Female	77%
In-state	12%
Out-of-state	88%
Traditional License	
Alternative License	100

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	28.6	33	21-35					22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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 3 Consecutive Years	Teaching 3 out of 4 years
2008 – 09	n/a				
2009 – 10*	25	96%	92%	80%	
2010 – 11	99	80.8%	85.9%		
2011– 12	102	84.3%			

* 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[1]

[1] 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 (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	3.0534	99	11
- **Math**	1.6535	43	7
- **Reading/Language**	0.3685	44	8
- **Science**	4.3525	34	9
- **Social Studies**	3.0945	32	6
EOC Composite (High school)	0.5946	35	14
- **Algebra I**	2.6945	14	6
- **Algebra II**	-3.231	5	4
- **Biology I**	0.9338	5	4
- **English I**	-0.639	5	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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	3.0534	99	35
- **Math**	1.6535	43	33
- **Reading/Language**	0.3685	44	33
- **Science**	4.3525	34	34
- **Social Studies**	3.0945	32	32
EOC Composite (High school)	0.5946	35	32
- **Algebra I**	2.6945	14	17
- **Algebra II**	-3.231	5	10
- **Biology I**	0.9338	5	13
- **English I**	-0.639	5	15

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	3.0149	99	11
- **Math**	1.0031	43	7
- **Reading/Language**	0.3796	44	8
- **Science**	3.1834	34	9
- **Social Studies**	2.3110	32	6
EOC Composite (High school)	1.5618	35	14
- **Algebra I**	2.9199	14	6
- **Algebra II**	-1.1851	5	4
- **Biology I**	1.0211	5	4
- **English I**	-0.4455	5	3

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	3.8443	99	35
- **Math**	2.1294	43	33
- **Reading/Language**	0.5766	44	33
- **Science**	4.3780	34	34
- **Social Studies**	3.1890	32	32
EOC Composite (High school)	1.2513	35	32
- **Algebra I**	3.3481	14	17
- **Algebra II**	-1.3688	5	10
- **Biology I**	0.5508	5	13
- **English I**	-0.6639	5	15

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.

KEY

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

Traditionally Licensed Teachers

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

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	10.1%	41.4%	99
- **Math**	7%	30.2%	43
- **Reading/Language**	22.7%	36.4%	44
- **Science**	17.7%	50%	34
- **Social Studies**	15.6%	50%	32
EOC Composite (High school)	17.1%	31.4%	35
- **Algebra I**	14.3%	57.1%	14
- **Algebra II**	40%	0%	5
- **Biology I**	0%	20%	5
- **English I**	40%	40%	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

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	10.1%	41.4%	99
- **Math**	7%	30.2%	43
- **Reading/Language**	22.7%	36.4%	44
- **Science**	17.7%	50%	34
- **Social Studies**	15.6%	50%	32
EOC Composite (High school)	17.1%	31.4%	35
- **Algebra I**	14.3%	57.1%	14
- **Algebra II**	40%	0%	5
- **Biology I**	0%	20%	5
- **English I**	40%	40%	5

Teach for America: Nashville
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Achievement School District	1
Cheatham County	2
Davidson County	83

Teach Tennessee Overview

2013 *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:

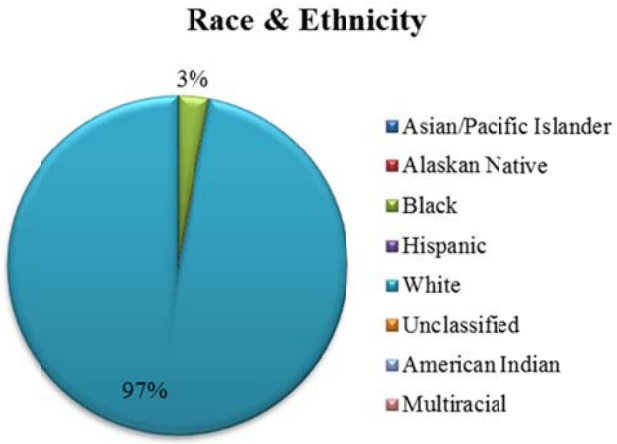
- Teach Tennessee had 32 program completers for 2011-2012.
- Teach Tennessee program completers perform at the same level as *veteran teachers* and other *beginning teachers* in the following areas:
    - 4th-8th grade TCAP science
    - High school End of Course exam composite, Algebra I, Algebra II and Biology I
- Teach Tennessee program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in high school EOC composite and Algebra II.

Teach Tennessee

Location:	**Statewide**
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Mathematics 7-12 (16 fellows) Physics 7-12 (10 fellows)

2011-2012 Fellows

Total Number	**32**
Male	37%
Female	63%
In-state	100%
Out-of-state	
Traditional License	
Alternative License	32



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite								22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	15	86.7%	86.7%	86.7%	85.0%
2009 – 10	55	63.6%	67.3%		
2010 – 11	54	53.7%	40.7%		
2011 – 12	32	40.6%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional			
Summary Pass Rates - Alternative	n/a		

Note: The pass rate is not provided if there were less than 5 test takers

Teacher T-Value Effects (includes all grades)

One year estimates of T-value of teacher effects (2012– 2013)

KEY

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- - 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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	4	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-0.6665	7	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-0.7121	25	14
- **Algebra I**	0.3785	13	6
- **Algebra II**	-1.521	7	4
- **Biology I**	-0.556	9	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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	4	35
- **Math**	-	0	33
- **Reading/Language**	-	0	33
- **Science**	-0.6665	7	34
- **Social Studies**	-	0	32
EOC Composite (High school)	-0.7121	25	32
- **Algebra I**	0.3785	13	17
- **Algebra II**	-1.521	7	10
- **Biology I**	-0.5555	9	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.

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	4	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-1.8356	7	9
- **Social Studies**	-	0	6
EOC Composite (High school)	0.2551	25	14
- **Algebra I**	0.6039	13	6
- **Algebra II**	0.5246	7	4
- **Biology I**	-0.4681	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 & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	4	35
- **Math**	-	0	33
- **Reading/Language**	-	0	33
- **Science**	-0.6410	7	34
- **Social Studies**	-	0	32
EOC Composite (High school)	-0.0554	25	32
- **Algebra I**	1.032	13	17
- **Algebra II**	0.341	7	10
- **Biology I**	-0.9385	9	13

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.

KEY

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

Traditionally Licensed Teachers

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

Alternatively Licensed Teachers

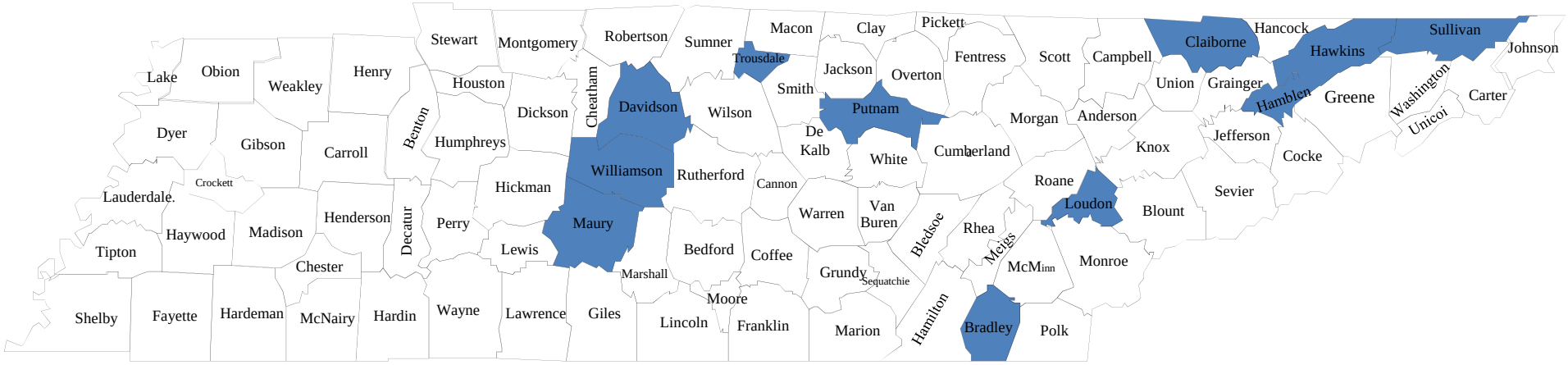
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	-	-	4
- **Math**	-	-	0
- **Reading/Language**	-	-	0
- **Science**	28.6%	0%	7
- **Social Studies**	-	-	0
EOC Composite (High school)	32.0%	16.0%	25
- **Algebra I**	15.4%	30.8%	13
- **Algebra II**	42.9%	14.3%	7
- **Biology I**	33.3%	11.1%	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 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	-	-	4
- **Math**	-	-	0
- **Reading/Language**	-	-	0
- **Science**	28.6%	0%	7
- **Social Studies**	-	-	0
EOC Composite (High school)	32.0%	16.0%	25
- **Algebra I**	15.4%	30.8%	13
- **Algebra II**	42.9%	14.3%	7
- **Biology I**	33.3%	11.1%	9

Teach Tennessee
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Claiborne County	1
Davidson County	2
Hamblen County	1
Hawkins County	1
Kingsport	1
Lenoir City	1

District	Number of Teachers
Loudon County	1
Maury County	1
Putnam County	1
Sullivan County	1
Trousdale County	1
Williamson County	1

Tennessee State University Overview

2013 *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.

Institution Highlights:

- Tennessee State University had 111 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- TSU program completers perform at the same level as *veteran teachers* in 4th-8th grade TCAP math, reading, science, and social studies.
- Program completers from TSU are less effective than *veteran teachers* in 4th-8th grade TCAP composite.
- TSU program completers perform at the same level as other *beginning teachers* in 4th-8th grade TCAP composite, math, reading, science, and social studies.
- Program completers from TSU have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite scores.

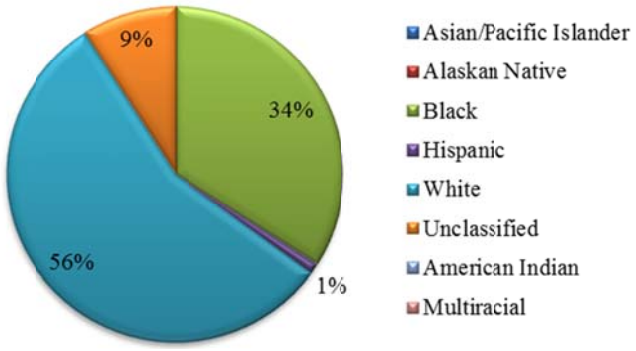
Tennessee State University

Teacher Education Program Information

Location:	**Nashville, TN**
Institution Type:	TBR
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (53 completers) SPED Modified (11 completers)

2011-2012 Program Completers

Total Number	**111**
Male	22%
Female	78%
In-state	95%
Out-of-state	5%
Traditional License	110
Alternative License	1



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.60	111	1.88-4.0	3.61	110			3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	19.8	65	13-36	19.7	64			22.6	1847
ACT Reading	20	65	11-36	20	64			23.6	1686
ACT Science	19.2	65	9-36	19.2	64			21.9	1655
ACT English	19.8	65	9-36	19.8	64			23.3	1697
ACT Math	18.2	64	10-36	18.1	63			21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	88	45.5%	60.2%	40.9%	53.2%
2009 – 10	96	62.5%	64.6%	42.7%	
2010 – 11	93	40.9%	35.4%		
2010 – 11	111	55.8%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	89	89	100%
Summary Pass Rates - Alternative	16	16	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.2958	43	31
- **Math**	-0.5371	30	29
- **Reading/Language**	-0.1171	29	29
- **Science**	-0.6105	28	29
- **Social Studies**	-0.6085	26	28
EOC Composite (High school)	-	4	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.2958	43	35
- **Math**	-0.5371	30	33
- **Reading/Language**	-0.1171	29	33
- **Science**	-0.6105	28	34
- **Social Studies**	-0.6085	26	32
EOC Composite (High school)	-	4	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.2276	43	31
- **Math**	0.2609	30	29
- **Reading/Language**	0.1149	29	29
- **Science**	-0.1587	28	29
- **Social Studies**	-0.3622	26	28
EOC Composite (High school)	-	4	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.5049	43	35
- **Math**	-0.0611	30	33
- **Reading/Language**	0.0910	29	33
- **Science**	-0.5850	28	34
- **Social Studies**	-0.5140	26	32
EOC Composite (High school)	-	4	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	20.9%	4.7%	43
- **Math**	26.7%	23.3%	30
- **Reading/Language**	17.2%	13.8%	29
- **Science**	21.4%	7.1%	28
- **Social Studies**	11.5%	11.5%	26
EOC Composite (High school)	-	-	4

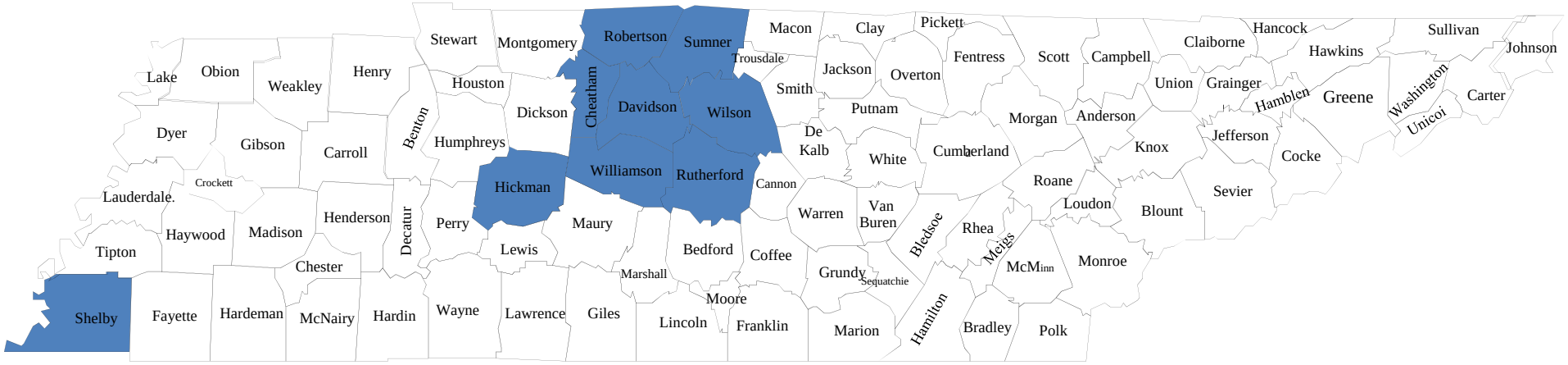
Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	20.9%	4.7%	43
- **Math**	26.7%	23.3%	30
- **Reading/Language**	17.2%	13.8%	29
- **Science**	21.4%	7.1%	28
- **Social Studies**	11.5%	11.5%	26
EOC Composite (High school)	-	-	4

Tennessee State University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Cheatham County	1
Davidson County	35
Hickman County	2
Robertson County	2
Rutherford County	2
Shelby County	1
Sumner County	16
Williamson County	1
Wilson County	2

Tennessee Tech University Overview

2013 *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.

Institution Highlights:

- Tennessee Technological University had 462 program completers and a pass rate of 99% on the Praxis II Principles of Learning and Teaching examination.
- Program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP math
  - High school End of Course exam composite, Algebra I, Algebra II, Biology I, English I, English II, and English III
- Program completers from TTU are less effective than *veteran teachers* in 4th-8th grade TCAP composite, reading, science and social studies.
- TTU program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, and reading
  - High school End of Course exam composite, Algebra I, Algebra II, Biology I, English I, English II, and English III
- Program completers from TTU are less effective than other *beginning teachers* in 4th-8th grade TCAP science and social studies.
- TTU program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, reading, and social studies.
- TTU program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, science and social studies, as well at high school Algebra II.

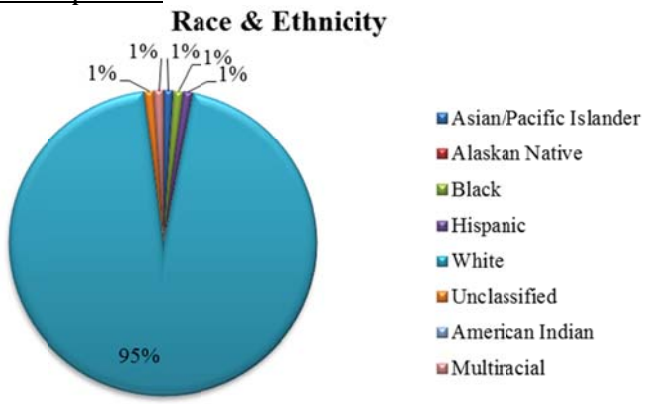
Tennessee Tech University

Teacher Education Program Information

Location:	**Cookeville, TN**
Institution Type:	TBR
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (249 completers) Middle Grades (31 completers)

2011-2012 Program Completers

Total Number	**462**
Male	20%
Female	80%
In-state	99%
Out-of-state	1%
Traditional License	442
Alternative License	20



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.63	462	2.26-4.0	3.63	442	3.73	20	3.59	4485
Major GPA								3.62	1812
High School GPA	3.32	409	2.0-4.0	3.32	398	3.33	11	3.38	1649
ACT Composite	21.7	386	13-33	21.6	376	23.4	10	22.6	1847
ACT Reading	23	379	11-36	23	370	23.2	9	23.6	1686
ACT Science	21.5	379	12-33	21.5	370	21.7	9	21.9	1655
ACT English	22.5	386	10-36	22.4	376	26.1	10	23.3	1697
ACT Math	21	386	12-32	21	376	23	10	21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180
MAT Score	409	16	375-445	409	16			401	149

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
2008 – 09	388	51.3%	63.9%	46.4%	53.2%
2009 – 10	611	58.3%	64.3%	35.0%	
2010 – 11	434	49.5%	37.0%		
2011 – 12	462	43.5%			

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 (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	432	426	99%
Summary Pass Rates - Alternative	15	15	100%

Note: The pass rate is not provided if there were less than 5 test takers

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.1087	251	31
- **Math**	-0.3865	136	29
- **Reading/Language**	-0.2783	147	29
- **Science**	-0.6143	105	29
- **Social Studies**	-0.9658	105	28
EOC Composite (High school)	-0.2005	51	26
- **Algebra I**	-0.9054	8	10
- **Algebra II**	-1.4657	5	3
- **Biology I**	0.3942	5	4
- **English I**	0.6882	17	9
- **English II**	0.695	14	10
- **English III**	-0.0329	11	6

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.

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.931	7	11
- **Math**	-0.6691	6	7
- **Reading/Language**	-	1	8
- **Science**	-0.4133	6	9
- **Social Studies**	-	1	6
EOC Composite (High school)	-1.5510	10	14
- **Algebra I**	-1.719	5	6

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.1039	258	35
- **Math**	-0.3984	142	33
- **Reading/Language**	-0.2763	148	33
- **Science**	-0.6035	111	34
- **Social Studies**	-0.9480	106	32
EOC Composite (High school)	-0.4219	61	32
- **Algebra I**	-1.2184	13	17
- **Algebra II**	-1.4885	9	10
- **Biology I**	0.5829	7	13
- **English I**	0.5495	18	15
- **English II**	0.519	15	13
- **English III**	-0.2349	12	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.0405	251	31
- **Math**	0.4115	136	29
- **Reading/Language**	-0.0463	147	29
- **Science**	-0.1625	105	29
- **Social Studies**	-0.7194	105	28
EOC Composite (High school)	0.3026	51	26
- **Algebra I**	-0.4564	8	10
- **Algebra II**	-0.1665	5	3
- **Biology I**	-0.3988	5	4
- **English I**	0.4808	17	9
- **English II**	0.5508	14	10
- **English III**	-0.0205	11	6

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.9689	7	11
- **Math**	-1.3195	6	7
- **Reading/Language**	-	1	8
- **Science**	-1.5825	6	9
- **Social Studies**	-	1	6
EOC Composite (High school)	-0.5839	10	14
- **Algebra I**	-1.4938	5	6

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.3129	258	35
- **Math**	0.0775	142	33
- **Reading/Language**	-0.0683	148	33
- **Science**	-0.5780	111	34
- **Social Studies**	-0.8536	106	32
EOC Composite (High school)	0.2347	61	32
- **Algebra I**	-0.5648	13	17
- **Algebra II**	0.3734	9	10
- **Biology I**	0.1999	7	13
- **English I**	0.5243	18	15
- **English II**	0.2718	15	13
- **English III**	-0.3078	12	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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	25.5%	11.2%	251
- **Math**	25.0%	19.9%	136
- **Reading/Language**	25.2%	11.6%	147
- **Science**	21.9%	13.3%	105
- **Social Studies**	30.5%	9.5%	105
EOC Composite (High school)	15.7%	17.7%	51
- **Algebra I**	12.5%	0%	8
- **Algebra II**	60%	20%	5
- **Biology I**	20%	20%	5
- **English I**	5.9%	29.4%	17
- **English II**	14.3%	35.7%	14
- **English III**	18.2%	18.2%	11

Alternatively Licensed Teachers

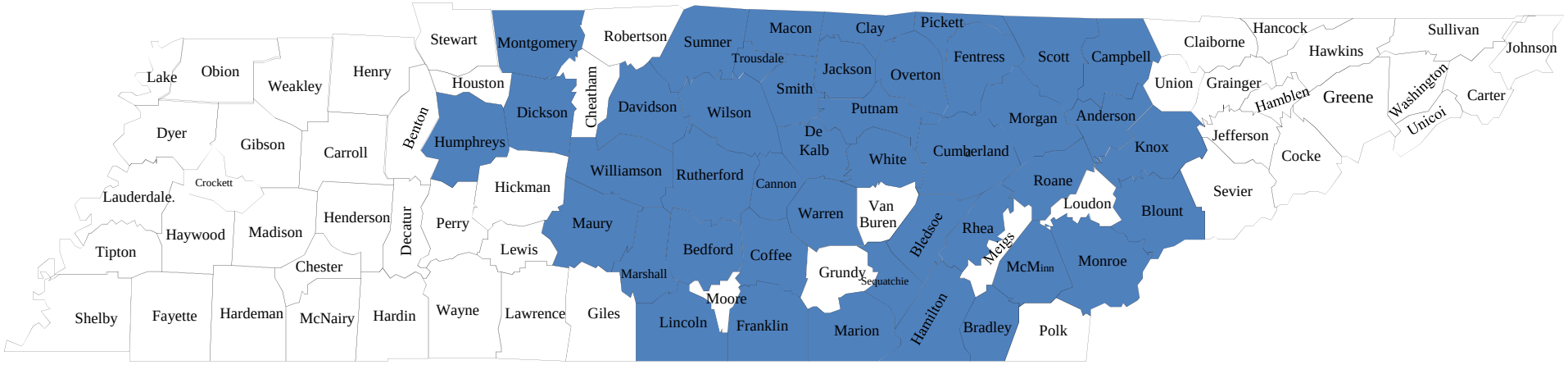
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	0.0%	14.3%	7
- **Math**	16.7%	16.7%	6
- **Reading/Language**	-	-	1
- **Science**	16.7%	0.0%	6
- **Social Studies**	-	-	1
EOC Composite (High school)	40.0%	10.0%	10
- **Algebra II**	40.0%	0.0%	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

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	24.8%	11.2%	258
- **Math**	24.7%	19.7%	142
- **Reading/Language**	25.0%	11.5%	148
- **Science**	21.6%	12.6%	111
- **Social Studies**	30.2%	9.4%	106
EOC Composite (High school)	19.7%	16.4%	61
- **Algebra I**	23.1%	0%	13
- **Algebra II**	44.4%	11.1%	9
- **Biology I**	14.3%	14.3%	7
- **English I**	11.1%	27.8%	18
- **English II**	20%	33.3%	15
- **English III**	25%	16.7%	12

Tennessee Technological University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Anderson County, Bledsoe County, Blount County, Cannon County, Cleveland, Davidson County, Fayetteville, Humphreys County, Jackson County, Lebanon, Marshall County, Maury County, Morgan County, Pickett County, Sweetwater, Trousdale County, Williamson County	1
Bedford County, Campbell County, Clay County, Clinton, Dickson County, Macon County, Marion County, Montgomery County, Oak Ridge, Rhea County, Rutherford County, Scott County, Sequatchie County, Smith County, Tullahoma	2-5
Coffee County, DeKalb County, Fentress County, Overton County, Roane County, Sumner County, Warren County, White County, Wilson County	6-10

District	Number of Teachers
Cumberland County	12
Hamilton County	17
Knox County	15
Putnam County	24



Tennessee Wesleyan College Overview

2013 *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.

Institution Highlights:

- Tennessee Wesleyan College had 42 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Tennessee Wesleyan College program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP math, reading, science, and social studies
  - High school Algebra I and English I
- Program completers from Tennessee Wesleyan are less effective than *veteran teachers* in 4th-8th grade TCAP composite and high school End of Course exam composite.
- Tennessee Wesleyan program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school Algebra I, and English I, and End of Course exam composite
- Tennessee Wesleyan program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite.

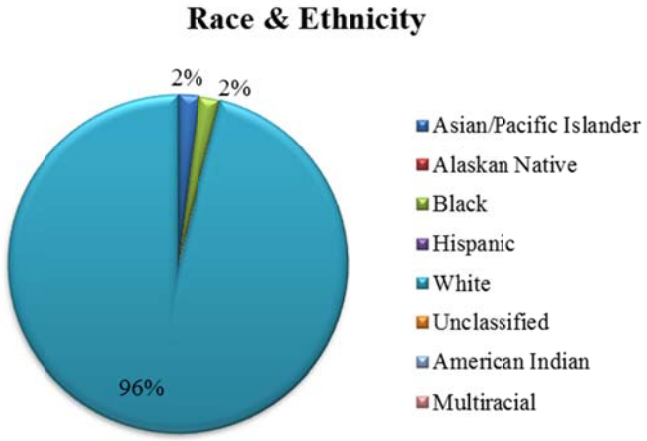
Tennessee Wesleyan College

Teacher Education Program Information

Location:	**Athens, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Areas:	Elementary K-6 (19 completers) English 7-12 (6 completers) Physical Education (6 completers)

2011-2012 Program Completers

Total Number	**42**
Male	17%
Female	83%
In-state	95%
Out-of-state	5%
Traditional License	42
Alternative License	



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.30	42	2.61-4.0					3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	24.3	19	22-30					22.6	1847
ACT Reading	26.6	19	21-36					23.6	1686
ACT Science	22.6	19	18-28					21.9	1655
ACT English	25.5	19	18-33					23.3	1697
ACT Math	21.7	19	16-26					21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	34	61.8%	67.6%	55.9%	52.9%
2009 – 10	35	68.6%	80.0%	45.7%	
2010 – 11	42	52.4%	45.2%		
2011 – 12	42	30.9%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	42	42	100%
Summary Pass Rates - Alternative			

Note: The pass rate is not provided if there were less than 5 test takers

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.6652	23	31
- **Math**	-0.9605	17	29
- **Reading/Language**	-0.5818	13	29
- **Science**	-0.0412	9	29
- **Social Studies**	0.4539	7	28
EOC Composite (High school)	-1.9794	16	26
- **Algebra I**	-1.0316	5	10
- **English I**	0.2511	5	9

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.6652	23	35
- **Math**	-0.9605	17	33
- **Reading/Language**	-0.5818	13	33
- **Science**	-0.0412	9	34
- **Social Studies**	0.4539	7	32
EOC Composite (High school)	-1.3139	16	32
- **Algebra I**	-1.0316	5	17
- **English I**	0.2511	5	15

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.597	23	31
- **Math**	-0.1625	17	29
- **Reading/Language**	-0.3498	13	29
- **Science**	0.4106	9	29
- **Social Studies**	0.7002	7	28
EOC Composite (High school)	-1.4763	16	26
- **Algebra I**	-0.5827	5	10
- **English I**	0.0437	5	9

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.8743	23	35
- **Math**	-0.4846	17	33
- **Reading/Language**	-0.3738	13	33
- **Science**	-0.0157	9	34
- **Social Studies**	0.5483	7	32
EOC Composite (High school)	-1.3227	16	32
- **Algebra I**	-0.378	5	17
- **English I**	0.2259	5	15

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

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	21.7%	4.4%	23
- **Math**	17.7%	5.9%	17
- **Reading/Language**	23.1%	0.0%	13
- **Science**	0.0%	0.0%	9
- **Social Studies**	14.3%	28.6%	7
EOC Composite (High school)	31.3%	12.5%	16
- **Algebra I**	20%	20%	5

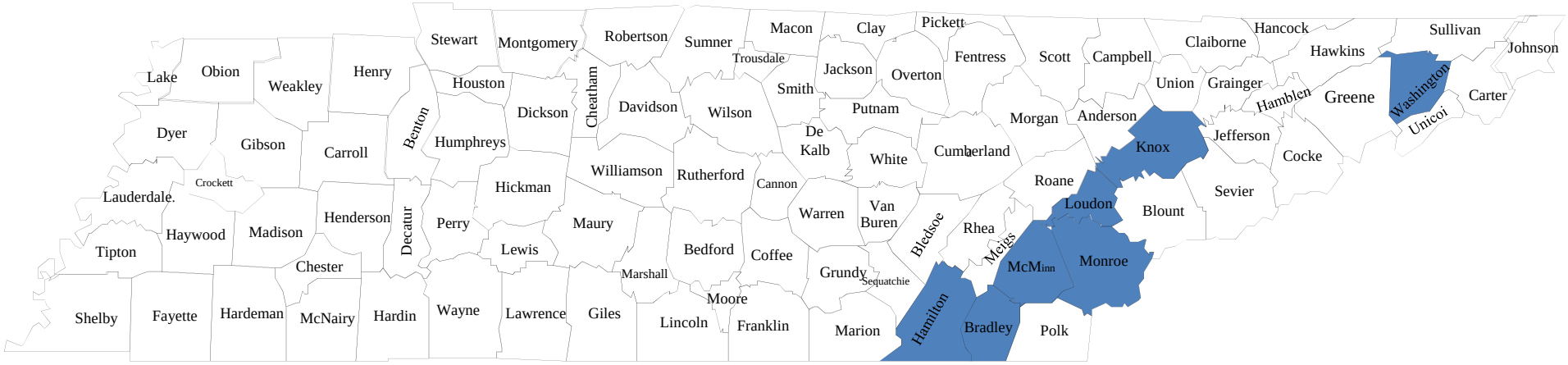
Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	21.7%	4.4%	23
- **Math**	17.7%	5.9%	17
- **Reading/Language**	23.1%	0.0%	13
- **Science**	0.0%	0.0%	9
- **Social Studies**	14.3%	28.6%	7
EOC Composite (High school)	31.3%	12.5%	16
- **Algebra I**	20%	20%	5

Tennessee Wesleyan College
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Athens	2
Cleveland	1
Hamilton County	1
Knox County	2
Loudon County	1
McMinn County	2
Monroe County	2
Sweetwater	1
Washington County	1

The New Teacher Project, Memphis Overview

2013 *Report Card on the Effectiveness of Teacher Training Programs*

The New Teacher Project (TNTP) is a national nonprofit organization that began training teaching fellows in Memphis in 2007. Memphis Teaching Fellows is a partnership between Memphis and Shelby county schools and the New Teacher Project. Fellows participate in a six-week training institute prior to teaching and complete certification coursework through the TNTP Academy during their first year in the classroom.
(http://memphisteachingfellows.ttrack.org/AboutUs/ProgramOverview.aspx)

Institution Highlights:

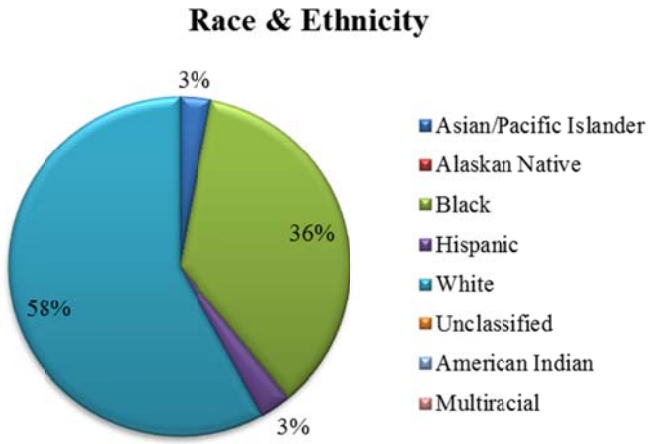
- The New Teacher Project, Memphis had 31 program completers for 2011-2012 and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Program completers from TNTP Memphis are more effective than *veteran teachers* and other *beginning teachers* in 4th-8th grade TCAP science.
- TNTP Memphis program completers perform at the same level as *veteran teachers* and other *beginning teachers* in the following areas:
    - 4th-8th grade TCAP composite, math, reading, and social studies
    - High school End of Course exam composite and Algebra I
- Program completers from TNTP Memphis are less effective than *veteran teachers* and other *beginning teachers* in high school Biology I.
- TNTP Memphis program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP reading and high school Biology I.

TNTP – Memphis Teaching Fellows

Location:	**Memphis, TN**
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Middle Grades 4-8 (20 fellows)

2011-2012 New Teacher Project Fellows

Total Number	**31**
Male	32%
Female	68%
In-state	100%
Out-of-state	
Traditional License	
Alternative License	31



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite								22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	n/a				
2009 – 10	45	97.8%	100%	77.7%	
2010 – 11	63	87.3%	76.1%		
2011 – 12	31	58.0%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	53	53	100%
Summary Pass Rates - Alternative			

Note: The pass rate is not provided if there were less than 5 test takers

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.1655	49	11
- **Math**	-0.2867	20	7
- **Reading/Language**	-0.4821	17	8
- **Science**	1.9535	21	9
- **Social Studies**	0.8182	10	6
EOC Composite (High school)	-0.9620	13	14
- **Algebra I**	0.2072	5	6
- **Biology I**	-1.875	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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.1655	49	35
- **Math**	-0.2867	20	33
- **Reading/Language**	-0.4821	17	33
- **Science**	1.9535	21	34
- **Social Studies**	0.8182	10	32
EOC Composite (High school)	-0.9620	13	32
- **Algebra I**	0.2072	5	17
- **Biology I**	-1.8753	5	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.2039	49	11
- **Math**	-0.9371	20	7
- **Reading/Language**	-0.4710	17	8
- **Science**	0.7844	21	9
- **Social Studies**	0.0347	10	6
EOC Composite (High school)	0.0052	13	14
- **Algebra I**	0.4327	5	6
- **Biology I**	-1.7879	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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.6254	49	35
- **Math**	0.1893	20	33
- **Reading/Language**	-0.2740	17	33
- **Science**	1.9789	21	34
- **Social Studies**	0.9126	10	32
EOC Composite (High school)	-0.3053	13	32
- **Algebra I**	0.8608	5	17
- **Biology I**	-2.2583	5	13

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.

KEY

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

Traditionally Licensed Teachers

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

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	18.4%	20.4%	49
- **Math**	25%	15%	20
- **Reading/Language**	35.3%	11.8%	17
- **Science**	4.8%	28.6%	21
- **Social Studies**	0%	30%	10
EOC Composite (High school)	30.8%	30.8%	13
- **Algebra I**	20%	40%	5
- **Biology I**	60%	20%	5

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	18.4%	20.4%	49
- **Math**	25%	15%	20
- **Reading/Language**	35.3%	11.8%	17
- **Science**	4.8%	28.6%	21
- **Social Studies**	0%	30%	10
EOC Composite (High school)	30.8%	30.8%	13
- **Algebra I**	20%	40%	5
- **Biology I**	60%	20%	5

TNTP – Memphis Teaching Fellows
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Shelby County	18

The New Teacher Project, Nashville Overview

2013 *Report Card on the Effectiveness of Teacher Training Programs*

The New Teacher Project (TNTP) 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:

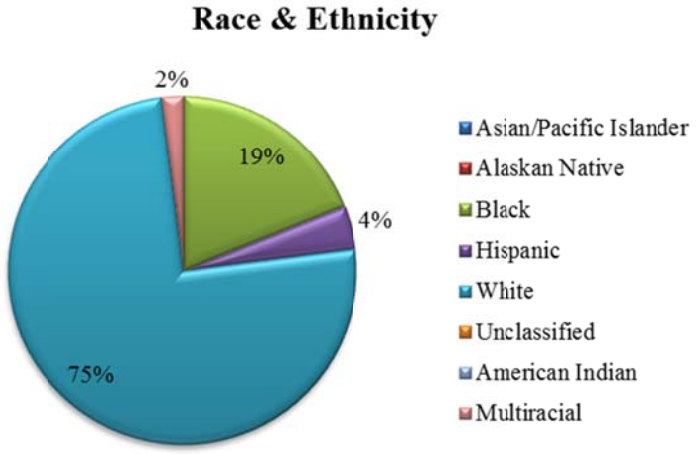
- The New Teacher Project, Nashville had 52 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Program completers from TNTP Nashville are more effective than *veteran teachers* and other *beginning teachers* in 4th-8th grade TCAP math.
- TNTP Nashville program completers perform at the same level as *veteran teachers* in the following areas:
    - 4th-8th grade TCAP composite, science and social studies
    - High school End of Course exam composite
- Program completers from TNTP Nashville are less effective than *veteran teachers* in 4th-8th grade reading.
- TNTP Nashville program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP reading and science.

TNTP – Nashville Teaching Fellows

Location:	**Nashville, TN**
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	English as a Second Language (23 fellows) Elementary Education K-6 (23 fellows)

2011-2012 New Teacher Project Fellows

Total Number	**52**
Male	33%
Female	67%
In-state	100%
Out-of-state	
Traditional License	
Alternative License	52



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.59	4855
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite								22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	n/a				
2009 – 10	n/a				
2010 – 11	64	85.9%	75.0%		
2011 – 12	52	88.4%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional			
Summary Pass Rates - Alternative	28	28	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)

One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.44	45	11
- **Math**	1.0572	23	7
- **Reading/Language**	-0.5669	16	8
- **Science**	-0.6154	18	9
- **Social Studies**	-0.5661	14	6
EOC Composite (High school)	-0.0644	12	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.44	45	35
- **Math**	1.0572	23	33
- **Reading/Language**	-0.5669	16	33
- **Science**	-0.6154	18	34
- **Social Studies**	-0.5661	14	32
EOC Composite (High school)	-0.0644	12	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	31
- **Math**	-	0	29
- **Reading/Language**	-	0	29
- **Science**	-	0	29
- **Social Studies**	-	0	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.478	45	11
- **Math**	0.4068	23	7
- **Reading/Language**	-0.5559	16	8
- **Science**	-1.7845	18	9
- **Social Studies**	-1.3496	14	6
EOC Composite (High school)	0.9027	12	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.3514	45	35
- **Math**	1.5331	23	33
- **Reading/Language**	-0.3589	16	33
- **Science**	-0.5899	18	34
- **Social Studies**	-0.4717	14	32
EOC Composite (High school)	0.5922	12	32

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

KEY

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

Traditionally Licensed Teachers

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

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	11.1%	17.8%	45
- **Math**	8.7%	30.4%	23
- **Reading/Language**	50%	12.5%	16
- **Science**	38.9%	11.1%	18
- **Social Studies**	21.4%	14.3%	14
EOC Composite (High school)	25.0%	25.0%	12

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	11.1%	17.8%	45
- **Math**	8.7%	30.4%	23
- **Reading/Language**	50%	12.5%	16
- **Science**	38.9%	11.1%	18
- **Social Studies**	21.4%	14.3%	14
EOC Composite (High school)	25.0%	25.0%	12

TNTP – Nashville Teaching Fellows
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Davidson County	46

Trevecca Nazarene University Overview

2013 *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.

Institution Highlights:

- Trevecca had 116 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Trevecca Nazarene University program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP reading, science, and social studies
  - High school End of Course composite
- Program completers from Trevecca are less effective than *veteran teachers* in 4th-8th grade TCAP composite and math.
- Trevecca program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school End of Course exam composite

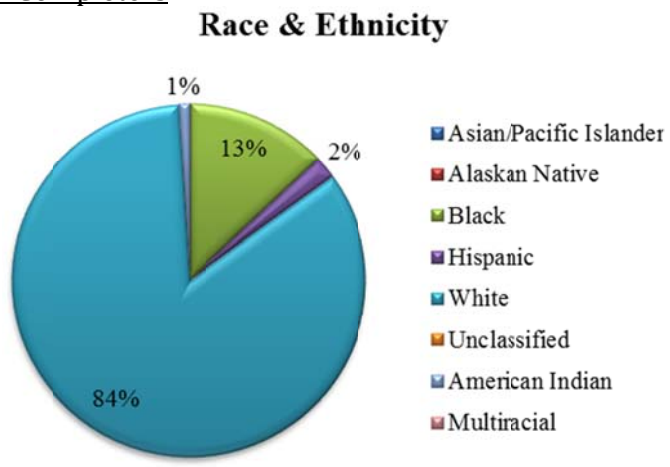
Trevecca Nazarene University

Teacher Education Program Information

Location:	**Nashville, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (88 completers)

2011-2012 Program Completers

Total Number	**116**
Male	23%
Female	77%
In-state	92%
Out-of-state	8%
Traditional License	95
Alternative License	21



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.84	116	2.58-4.0	3.85	95	3.77	21	3.59	4485
Major GPA	3.92	101	3.27-4.0	3.93	83	3.84	18	3.62	1812
High School GPA	3.47	14	3.05-3.94	3.47	14			3.38	1649
ACT Composite	24.6	15	19-32	24.6	15			22.6	1847
ACT Reading	25.5	15	17-34	25.5	15			23.6	1686
ACT Science	23.8	15	18-30	23.8	15			21.9	1655
ACT English	25.1	15	18-34	25.1	15			23.3	1697
ACT Math	23.5	15	17-30	23.5	15			21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	124	69.4%	72.6%	61.3%	62.0%
2009 – 10	153	64.7%	67.3%	49.0%	
2010 – 11	109	50.5%	41.0%		
2011 – 12	116	44.8%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	89	89	100%
Summary Pass Rates - Alternative	n/a		

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.0168	55	31
- **Math**	-1.3644	26	29
- **Reading/Language**	-0.1632	41	29
- **Science**	-0.7519	35	29
- **Social Studies**	-0.0904	36	28
EOC Composite (High school)	-1.6458	5	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	2	11
- **Math**	-	3	7
- **Reading/Language**	-	2	8
- **Science**	-	1	9
- **Social Studies**	-	1	6
EOC Composite (High school)	-	3	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.9939	57	35
- **Math**	-1.2644	29	33
- **Reading/Language**	-0.1250	43	33
- **Science**	-0.7507	36	34
- **Social Studies**	-0.1024	37	32
EOC Composite (High school)	-1.8540	8	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.0514	55	31
- **Math**	-0.5664	26	29
- **Reading/Language**	0.0688	41	29
- **Science**	-0.3001	35	29
- **Social Studies**	0.1560	36	28
EOC Composite (High school)	-1.1427	5	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	2	11
- **Math**	-	3	7
- **Reading/Language**	-	2	8
- **Science**	-	1	9
- **Social Studies**	-	1	6
EOC Composite (High school)	-	3	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.203	57	35
- **Math**	-0.7885	29	33
- **Reading/Language**	0.0830	43	33
- **Science**	-0.7252	36	34
- **Social Studies**	-0.0079	37	32
EOC Composite (High school)	-1.1974	8	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	21.8%	12.7%	55
- **Math**	26.9%	15.4%	26
- **Reading/Language**	22.0%	22.0%	41
- **Science**	25.7%	8.6%	35
- **Social Studies**	19.4%	19.4%	36
EOC Composite (High school)	40.0%	0.0%	5

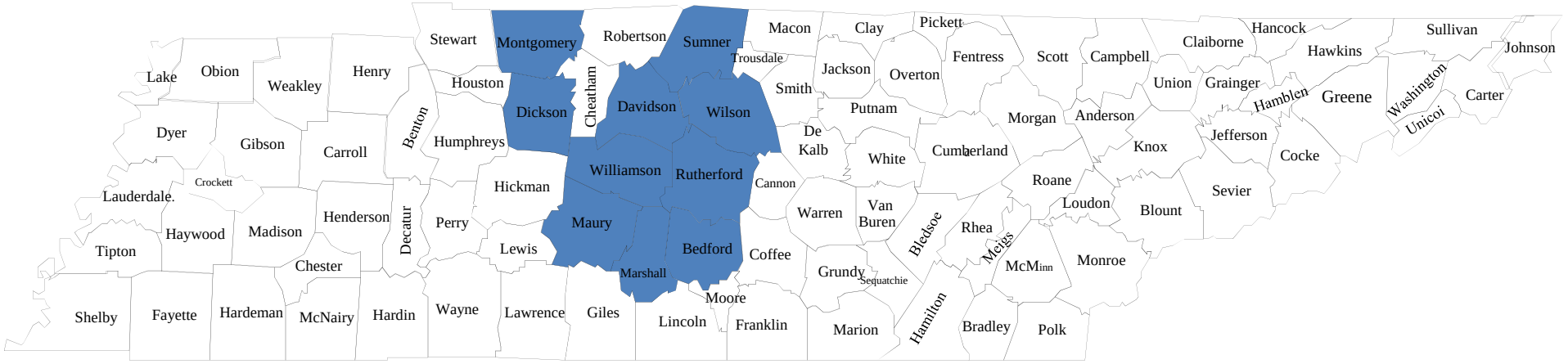
Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	21.1%	12.3%	57
- **Math**	24.1%	17.2%	29
- **Reading/Language**	20.9%	23.3%	43
- **Science**	25.0%	8.3%	36
- **Social Studies**	18.9%	18.9%	37
EOC Composite (High school)	37.5%	0.0%	8

Trevecca Nazarene University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Bedford County	2
Davidson County	28
Dickson County	2
Franklin SSD	1
Marshall County	1
Maury County	1

District	Number of Teachers
Montgomery County	2
Rutherford County	1
Sumner County	2
Williamson County	10
Wilson County	1

TENNESSEE HIGHER EDUCATION COMMISSION

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TUSCULUM COLLEGE
ESTABLISHED 1794

Tusculum College Overview

2013 *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 and Schools.

Institution Highlights:

- Tusculum College had 124 completers and a pass rate of 97% on the Praxis II Principles of Learning and Teaching examination.
- Tusculum College program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP math, science, and social studies
  - High school End of Course exam composite
- Program completers from Tusculum are less effective than *veteran teachers* in 4th-8th grade TCAP composite and reading.
- Tusculum program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school End of Course exam composite
- Tusculum program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite and science.
- Tusculum program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in high school End of Course exam composite.

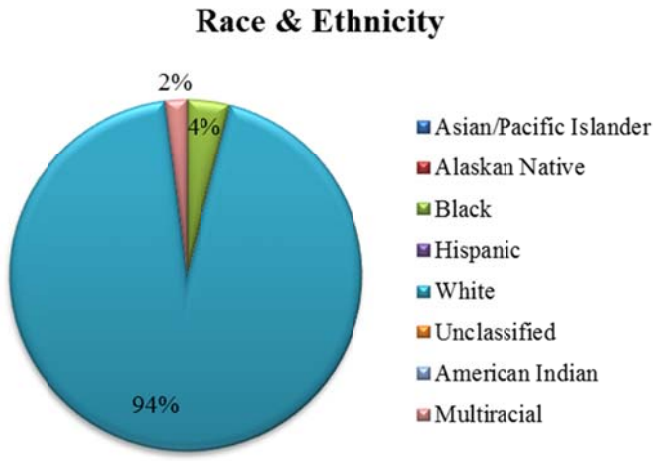
Tusculum College

Teacher Education Program Information

Location:	**Greeneville, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Areas:	Elementary K-6 (97 completers)

2011-2012 Program Completers

Total Number	**124**
Male	23%
Female	77%
In-state	90%
Out-of-state	10%
Traditional License	113
Alternative License	11



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.5	124	2.77-4.0	3.48	113	3.74	11	3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	21.3	54	14-28	21.4	50			22.6	1847
ACT Reading	22.2	54	14-31	22.4	50			23.6	1686
ACT Science	21.4	54	15-27	21.5	50			21.9	1655
ACT English	20.9	54	13-29	21.1	50			23.3	1697
ACT Math	20.2	54	13-27	20	50			21.2	1698
SAT Cumulative	970	8	780-1220	970	8			1099	203
SAT Math	499	8	360-650	499	8			543	185
SAT Verbal	466	8	360-600	466	8			551	180

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
2008 – 09	130	52.3%	61.5%	46.9%	45.5%
2009 – 10	117	48.7%	55.5%	26.4%	
2010 – 11	120	42.5%	33.3%		
2011 – 12	124	45.9%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	108	105	97%
Summary Pass Rates - Alternative	n/a		

Note: The pass rate is not provided if there were less than 5 test takers

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.4287	65	31
- **Math**	-0.7279	39	29
- **Reading/Language**	-0.4390	43	29
- **Science**	-0.9252	29	29
- **Social Studies**	-0.8493	25	28
EOC Composite (High school)	-1.3996	5	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	2	11
- **Math**	-	2	7
- **Reading/Language**	-	1	8
- **Science**	-	2	9
- **Social Studies**	-	2	6
EOC Composite (High school)	-	2	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.2749	67	35
- **Math**	-0.5404	40	33
- **Reading/Language**	-0.4390	43	33
- **Science**	-0.8369	30	34
- **Social Studies**	-0.8474	26	32
EOC Composite (High school)	-1.8995	7	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.3606	65	31
- **Math**	0.0701	39	29
- **Reading/Language**	-0.2070	43	29
- **Science**	-0.4734	29	29
- **Social Studies**	-0.6030	25	28
EOC Composite (High school)	-0.8965	5	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	2	11
- **Math**	-	1	7
- **Reading/Language**	-	0	8
- **Science**	-	1	9
- **Social Studies**	-	1	6
EOC Composite (High school)	-	2	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.484	67	35
- **Math**	-0.0645	40	33
- **Reading/Language**	-0.2310	43	33
- **Science**	-0.8114	30	34
- **Social Studies**	-0.7529	26	32
EOC Composite (High school)	-1.2429	7	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	27.7%	7.7%	65
- **Math**	28.2%	15.4%	39
- **Reading/Language**	27.9%	9.3%	43
- **Science**	27.6%	6.9%	29
- **Social Studies**	28.0%	12.0%	25
EOC Composite (High school)	40.0%	0.0%	5

Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	26.9%	9%	67
- **Math**	27.5%	17.5%	40
- **Reading/Language**	27.9%	9.3%	43
- **Science**	26.7%	6.7%	30
- **Social Studies**	26.9%	11.5%	26
EOC Composite (High school)	57.1%	0.0%	7

Tusculum College
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Blount County	2
Claiborne County	2
Cocke County	7
Dickson County	1
Grainger County	1
Greene County	7
Hamblen County	9
Hancock County	2
Hawkins County	2

District	Number of Teachers
Jefferson County	5
Knox County	12
Maryville	1
Sevier County	1
Sullivan County	2
Sweetwater	1
Union County	1
Washington County	1

Union University Overview

2013 *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 Schools and the National Council of Accreditation of Teacher Education.

Institution Highlights:

- Union University had 150 completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Program completers from Union University are more effective than *veteran teachers* in high school Algebra I and End of Course exams composite.
- Union University program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school Algebra II, Biology I, English I, and US history end of course exams
- Program completers from Union University are more effective than other *beginning teachers* in 4th-8th grade TCAP math, as well as high school End of Course exam composite, Algebra I, and Algebra II.
- Union University program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, reading, science, and social studies
  - High school Biology I, English I, and US history end of course exams
- Union University has more completers in the highest performing percentile in comparison to *all teachers'* performance distributions across the state in the following areas:
  - High school End of Course Exam Composite, Algebra I, Algebra II, and English I

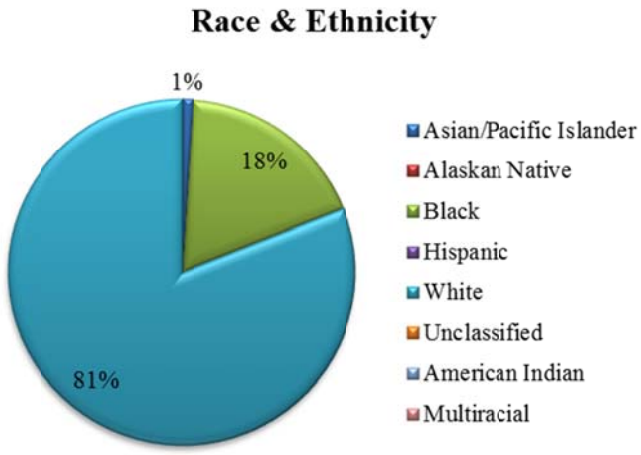
Union University

Teacher Education Program Information

Location:	**Jackson, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (56 completers) Middle Grades 4-8 (32 completers)

2011-2012 Program Completers

Total Number	**150**
Male	28%
Female	72%
In-state	84%
Out-of-state	16%
Traditional License	101
Alternative License	49



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.69	150	1.88-4.0	3.63	101	3.82	49	3.59	4485
Major GPA	3.46	66	2.51-4.0	3.46	66			3.62	1812
High School GPA								3.38	1649
ACT Composite	24.9	58	19-33	24.9	58			22.6	1847
ACT Reading								23.6	1686
ACT Science								21.9	1655
ACT English								23.3	1697
ACT Math								21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	169	82.2%	80.5%	69.8%	66.9%
2009 – 10	116	66.4%	63.8%	47.4%	
2010 – 11	116	72.4%	57.7%		
2011 – 12	150	58.0%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	96	96	100%
Summary Pass Rates - Alternative	62	62	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.1955	47	31
- **Math**	0.5806	21	29
- **Reading/Language**	-0.3295	20	29
- **Science**	-0.7108	17	29
- **Social Studies**	-0.4847	16	28
EOC Composite (High school)	1.1080	17	26
- **Algebra I**	1.7526	5	10
- **Algebra II**	0.6186	6	3

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.259	10	11
- **Math**	-	4	7
- **Reading/Language**	-	2	8
- **Science**	-0.4948	6	9
- **Social Studies**	-	3	6
EOC Composite (High school)	0.6844	13	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.3821	57	35
- **Math**	0.6920	25	33
- **Reading/Language**	-0.1925	22	33
- **Science**	-0.6545	23	34
- **Social Studies**	-0.4962	19	32
EOC Composite (High school)	0.9244	30	32
- **Algebra I**	1.7526	5	17
- **Algebra II**	0.8578	7	10
- **Biology I**	0.5548	7	13
- **English I**	0.6960	5	15
- **US History**	0.2921	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.9133	47	31
- **Math**	1.4640	21	29
- **Reading/Language**	-0.1009	20	29
- **Science**	-0.2528	17	29
- **Social Studies**	-0.2334	16	28
EOC Composite (High school)	1.6735	17	26
- **Algebra I**	2.0014	5	10
- **Algebra II**	1.4383	6	3

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.1914	10	11
- **Math**	-	4	7
- **Reading/Language**	-	2	8
- **Science**	-1.6250	6	9
- **Social Studies**	-	3	6
EOC Composite (High school)	1.6042	13	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.4785	57	35
- **Math**	1.2591	25	33
- **Reading/Language**	0.0200	22	33
- **Science**	-0.5757	23	34
- **Social Studies**	-0.3471	19	32
EOC Composite (High school)	1.6541	30	32
- **Algebra I**	2.3578	5	17
- **Algebra II**	2.3448	7	10
- **Biology I**	0.2561	7	13
- **English I**	0.5632	5	15
- **US History**	0.0341	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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	23.4%	25.5%	47
- **Math**	19.1%	28.6%	21
- **Reading/Language**	30.0%	10.0%	20
- **Science**	35.3%	17.7%	17
- **Social Studies**	12.5%	12.5%	16
EOC Composite (High school)	17.7%	35.3%	17
- **Algebra I**	20.0%	60.0%	5
- **Algebra II**	0.0%	50.0%	6

Alternatively Licensed Teachers

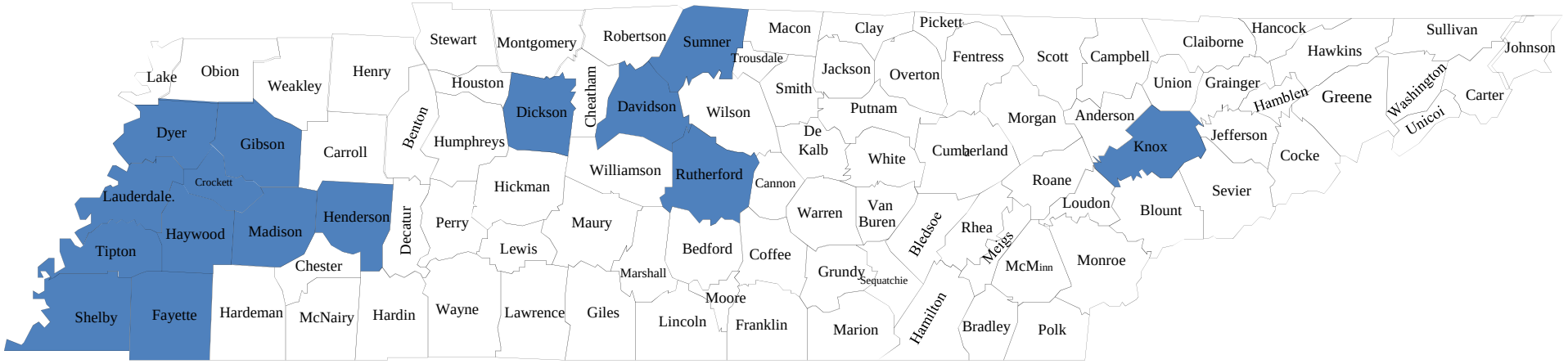
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	30%	10%	10
- **Math**	-	-	4
- **Reading/Language**	-	-	2
- **Science**	167%	16.7%	6
- **Social Studies**	-	-	3
EOC Composite (High school)	7.7%	23.1%	13

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 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	24.6%	22.8%	57
- **Math**	16.0%	28.0%	25
- **Reading/Language**	27.3%	18.2%	22
- **Science**	30.4%	17.4%	23
- **Social Studies**	10.5%	10.5%	19
EOC Composite (High school)	13.3%	30.0%	30
- **Algebra I**	20%	60%	5
- **Algebra II**	0%	42.9%	7
- **Biology I**	14.3%	37.5%	7
- **English I**	20%	60%	5
- **US History**	0%	0%	5

Union University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Achievement School District	2
Alamo	1
Crockett County	1
Davidson County	1
Dickson County	1
Dyer County	1
Dyersburg	1

District	Number of Teachers
Fayette County	1
Gibson Co Sp Dist	5
Haywood County	2
Henderson County	2
Humboldt	4
Knox County	1
Lauderdale County	1

District	Number of Teachers
Lexington	1
Madison County	13
Milan	3
Murfreesboro	1
Shelby County	30
Sumner County	1
Tipton County	2

University of Memphis Overview

2013 *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.

Institution Highlights:

- University of Memphis had 431 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- University of Memphis program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP science and social studies
  - High school Algebra II, Biology I, English I, and English II
- Program completers from University of Memphis are less effective than *veteran teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, and reading
  - High school End of Course exam composite, Algebra I, and English III
- University of Memphis program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science and social studies
  - High school End of Course exam composite, Algebra II, Biology I, English I, and English II
- Program completers from University of Memphis are less effective than other *beginning teachers* in high school Algebra I and English III.
- University of Memphis program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, math, and social studies.
- University of Memphis program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP reading and high school Algebra I.

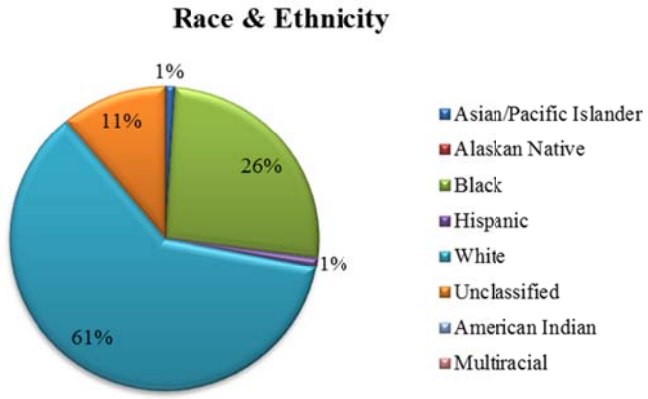
University of Memphis

Teacher Education Program Information

Location:	**Memphis, TN**
Institution Type:	TBR
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (176 completers) Special Education Modified (114 completers)

2011-2012 Program Completers

Total Number	**431**
Male	14%
Female	86%
In-state	91%
Out-of-state	9%
Traditional License	328
Alternative License	103



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.51	431	2.49-4.0	3.45	328	3.69	103	3.59	4485
Major GPA	3.59	424	2.3-4.0	3.56	322	3.69	102	3.62	1812
High School GPA	3.17	246	1.42-4.0	3.15	220	3.34	26	3.38	1649
ACT Composite	21.9	215	13-33	21.7	183	22.9	32	22.6	1847
ACT Reading	23.5	207	12-36	23.2	177	25.4	30	23.6	1686
ACT Science	21.3	209	9-35	21.1	179	22.4	30	21.9	1655
ACT English	23.2	215	11-36	23.1	183	23.7	32	23.3	1697
ACT Math	20.5	215	14-33	20.4	183	21.1	32	21.2	1698
SAT Cumulative	1136	17	940-1500	1099	12	1224	5	1099	203
SAT Math	556	17	420-710	533	12	612	5	543	185
SAT Verbal	580	17	500-790	567	12	612	5	551	180
GRE Composite	948	59	590-1330	966	38	915	21	1048	186
GRE Math	499	59	230-750	513	38	475	21	571	143
GRE Verbal	448	59	260-640	453	38	440	21	496	143

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
2008 – 09	424	59.4%	64.6%	49.3%	56.9%
2009 – 10	436	73.4%	68.6%	50.9%	
2010 – 11	466	51.3%	44.2%		
2011 – 12	431	48.2%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	222	222	100%
Summary Pass Rates - Alternative	67	67	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.2041	136	31
- **Math**	-0.8456	77	29
- **Reading/Language**	-0.3769	85	29
- **Science**	-0.3926	76	29
- **Social Studies**	-0.3154	79	28
EOC Composite (High school)	-2.1643	13	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.295	14	11
- **Math**	-	2	7
- **Reading/Language**	0.4323	6	8
- **Science**	0.9133	6	9
- **Social Studies**	-	4	6
EOC Composite (High school)	-1.0224	30	14
- **Algebra I**	-1.887	7	6
- **English I**	-0.633	8	3
- **English II**	1.3809	6	2
- **English III**	-1.154	7	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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.1192	150	35
- **Math**	-0.7956	79	33
- **Reading/Language**	-0.3236	91	33
- **Science**	-0.2970	82	34
- **Social Studies**	-0.3659	83	32
EOC Composite (High school)	-1.3677	43	32
- **Algebra I**	-2.817	10	17
- **Algebra II**	-1.1524	6	10
- **Biology I**	0.3962	6	13
- **English I**	-0.5476	9	15
- **English II**	0.8442	9	13
- **English III**	-1.1013	9	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.1359	136	31
- **Math**	-0.0476	77	29
- **Reading/Language**	-0.1449	85	29
- **Science**	0.0592	76	29
- **Social Studies**	-0.0690	79	28
EOC Composite (High school)	-1.6612	13	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.333	14	11
- **Math**	-	2	7
- **Reading/Language**	0.4434	6	8
- **Science**	-0.2558	6	9
- **Social Studies**	-	4	6
EOC Composite (High school)	-0.0553	30	14
- **Algebra I**	-1.6615	7	6
- **Biology I**	-	4	4
- **English I**	-0.4395	8	3
- **English II**	0.1049	6	2
- **English III**	-1.4515	7	2

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.3283	150	35
- **Math**	-0.3197	79	33
- **Reading/Language**	-0.1155	91	33
- **Science**	-0.2716	82	34
- **Social Studies**	-0.2715	83	32
EOC Composite (High school)	-0.7110	43	32
- **Algebra I**	-2.1634	10	17
- **Algebra II**	0.7096	6	10
- **Biology I**	0.0133	6	13
- **English I**	-0.5728	9	15
- **English II**	0.597	9	13
- **English III**	-1.1742	9	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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	23.5%	7.4%	136
- **Math**	23.4%	11.7%	77
- **Reading/Language**	29.4%	17.7%	85
- **Science**	18.4%	14.5%	76
- **Social Studies**	20.3%	12.7%	79
EOC Composite (High school)	30.8%	7.7%	13

Alternatively Licensed Teachers

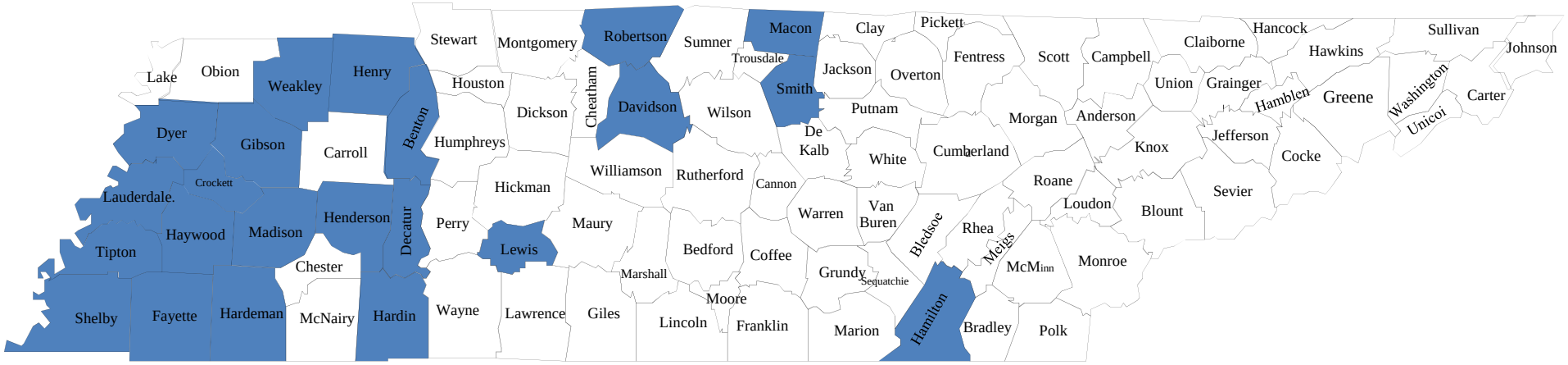
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	14.3%	14.3%	14
- **Math**	-	-	2
- **Reading/Language**	16.7%	33.3%	6
- **Science**	0.0%	0.0%	6
- **Social Studies**	-	-	4
EOC Composite (High school)	26.7%	10.0%	30
- **Algebra I**	28.6%	14.3%	7
- **English I**	37.5%	25.0%	8
- **English II**	16.7%	33.3%	6
- **English III**	28.6%	0.0%	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 & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	22.7%	8%	150
- **Math**	22.8%	11.4%	79
- **Reading/Language**	28.6%	18.7%	91
- **Science**	17.1%	13.4%	82
- **Social Studies**	21.7%	12.1%	83
EOC Composite (High school)	27.9%	9.3%	43
- **Algebra I**	40.0%	10.0%	10
- **Algebra II**	33.3%	16.7%	6
- **Biology I**	16.7%	33.3%	6
- **English I**	33.3%	22.2%	9
- **English II**	11.1%	22.2%	9
- **English III**	33.3%	0.0%	9

University of Memphis
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Alamo, Benton County, Crockett County, Decatur County, Hamilton County, Hardin County, Henderson County, Lewis County, Lexington, Macon County, Milan, Paris, Robertson County, Smith County, Weakley County, West TN School for the Deaf	1
Achievement School District, Davidson County, Dyer County, Dyersburg, Gibson Co Sp Dist, Hardeman County, Haywood County, Humboldt, Lauderdale County,	2-5

District	Number of Teachers
Fayette County	6
Madison County	7
Shelby County	134
Tipton County	22

University of Tennessee, Chattanooga Overview

2013 *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.

Institution Highlights:

- The University of Tennessee, Chattanooga had 222 program completers and a passage rate of 99% on the Praxis II Principles of Learning and Teaching examination.
- UTC program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school Algebra I, Algebra II, Biology I, English I, English II, and English III end of course exams
- Program completers from UTC are less effective than *veteran teachers* in high school End of Course exam composite.
- UTC completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school End of Course exam composite, Algebra I, Algebra II, Biology I, English I, English II, and English III
- UTC program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in high school EOC composite.
- UTC program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP reading.

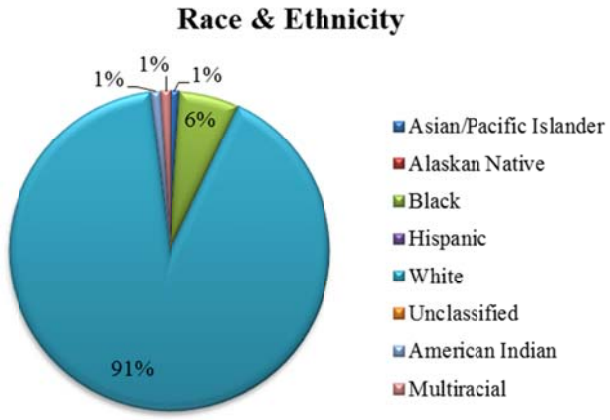
University of Tennessee, Chattanooga

Teacher Education Program Information

Location:	Chattanooga, TN
Institution Type:	UT
Accreditation:	SACS, NCATE
Top Endorsement Areas:	SPED Early Child PK-3 (101 completers) Early Childhood Ed PK-3 (100 completers)

2011-2012 Program Completers

Total Number	222
Male	21%
Female	79%
In-state	89%
Out-of-state	11%
Traditional License	179
Alternative License	43



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.51	222	2.0-4.0	3.48	179	3.67	43	3.59	4485
Major GPA	3.37	139	2.28-4.0	3.38	135			3.62	1812
High School GPA	3.42	135	1.56-4.0	3.42	126	3.36	9	3.38	1649
ACT Composite	23.1	121	16-34	23.2	117			22.6	1847
ACT Reading	24.1	112	14-35	24.1	108			23.6	1686
ACT Science	22.5	112	14-36	22.6	108			21.9	1655
ACT English	24.4	112	11-34	24.5	108			23.3	1697
ACT Math	21.2	112	16-35	21.3	108			21.2	1698
SAT Cumulative	1032	27	760-1450	1032	27			1099	203
SAT Math	506	27	360-730	506	27			543	185
SAT Verbal	526	27	380-720	526	27			551	180
GRE Composite	946	10	520-1190	940	6			1048	186
GRE Math	454	10	300-580	482	6			571	143
GRE Verbal	492	10	210-660	458	6			496	143

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
2008 – 09	226	56.6%	61.9%	49.1%	54.2%
2009 – 10	210	54.8%	59.0%	35.5%	
2010 – 11	199	48.7%	40.9%		
2011 – 12	222	50.4%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	176	176	100%
Summary Pass Rates - Alternative	31	30	97%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.7268	55	31
- **Math**	-0.2663	34	29
- **Reading/Language**	-0.2892	22	29
- **Science**	0.0960	23	29
- **Social Studies**	0.5081	19	28
EOC Composite (High school)	-1.1928	31	26
- **Algebra I**	-0.2418	5	10
- **English I**	-0.6583	11	9
- **English II**	0.074	5	10
- **English III**	-0.561	6	6

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	11
- **Math**	-	2	7
- **Reading/Language**	-	1	8
- **Science**	-	2	9
- **Social Studies**	-	2	6
EOC Composite (High school)	-	4	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.6692	58	35
- **Math**	-0.1218	36	33
- **Reading/Language**	-0.3414	23	33
- **Science**	0.1786	25	34
- **Social Studies**	0.1274	21	32
EOC Composite (High school)	-1.2711	35	32
- **Algebra I**	-0.2418	5	17
- **Algebra II**	-1.8434	6	10
- **Biology I**	0.5216	5	13
- **English I**	-0.5607	12	15
- **English II**	0.4752	6	13
- **English III**	-0.561	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.3414	55	31
- **Math**	0.5317	34	29
- **Reading/Language**	-0.0572	22	29
- **Science**	0.5478	23	29
- **Social Studies**	0.7544	19	28
EOC Composite (High school)	-0.6897	31	26
- **Algebra I**	0.2072	5	10
- **English I**	-0.8657	11	9
- **English II**	-0.0702	5	10
- **English III**	-0.5486	6	6

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	11
- **Math**	-	2	7
- **Reading/Language**	-	1	8
- **Science**	-	2	9
- **Social Studies**	-	2	6
EOC Composite (High school)	-	4	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.1217	58	35
- **Math**	0.3541	36	33
- **Reading/Language**	-0.1334	23	33
- **Science**	0.2041	25	34
- **Social Studies**	0.2219	21	32
EOC Composite (High school)	-0.6144	35	32
- **Algebra I**	0.4118	5	17
- **Algebra II**	0.0185	6	10
- **Biology I**	0.1386	5	13
- **English I**	-0.5859	12	15
- **English II**	0.2279	6	13
- **English III**	-0.6339	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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	20%	12.7%	55
- **Math**	14.7%	14.7%	34
- **Reading/Language**	40.9%	22.7%	22
- **Science**	21.7%	17.4%	23
- **Social Studies**	15.8%	26.3%	19
EOC Composite (High school)	25.8%	3.2%	31
- **Algebra I**	20.0%	20.0%	5
- **English I**	27.3%	9.1%	11
- **English II**	20.0%	20.0%	5
- **English III**	33.3%	0.0%	6

Alternatively Licensed Teachers

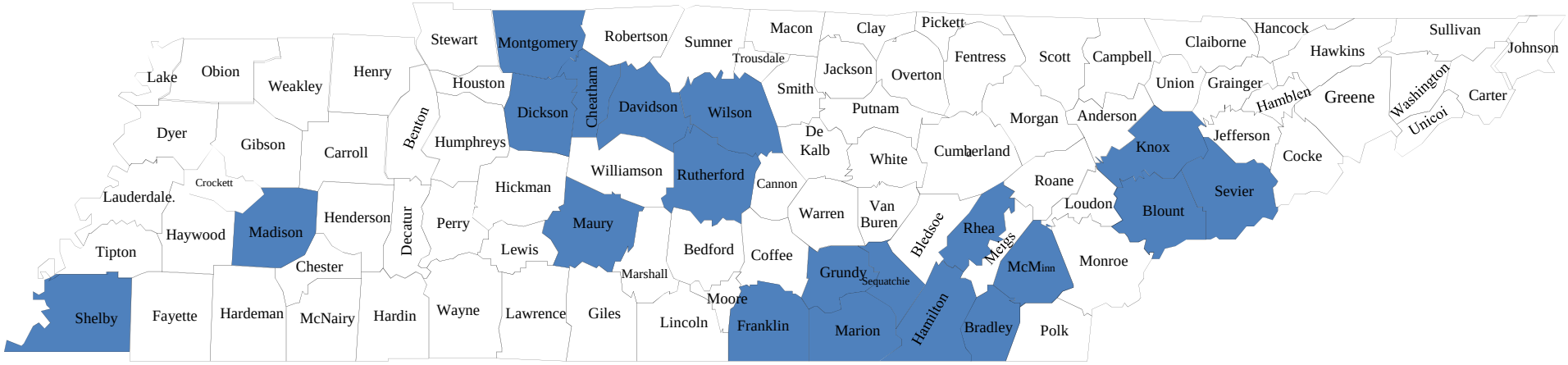
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	-	-	3
- **Math**	-	-	2
- **Reading/Language**	-	-	1
- **Science**	-	-	2
- **Social Studies**	-	-	2
EOC Composite (High school)	-	-	4

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 & Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	20.7%	13.8%	58
- **Math**	13.9%	16.7%	36
- **Reading/Language**	43.5%	21.7%	23
- **Science**	20.0%	20.0%	25
- **Social Studies**	19.1%	23.8%	21
EOC Composite (High school)	25.7%	2.9%	35
- **Algebra I**	20.0%	20.0%	5
- **Algebra II**	33.3%	0.0%	6
- **Biology I**	20.0%	20.0%	5
- **English I**	25.0%	8.3%	12
- **English II**	16.7%	33.3%	6
- **English III**	33.3%	0.0%	6

University of Tennessee, Chattanooga
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Athens, Blount County, Bradley County, Cheatham County, Cleveland, Dayton, Dickson County, Grundy County, Madison County, Maury County, Sequatchie County, Sevier County, Wilson County	1
Davidson County	3
Franklin County	2

District	Number of Teachers
Hamilton County	80
Knox County	3
Marion County	2
Montgomery County	2
Rhea County	3
Rutherford County	2
Shelby County	2

University of Tennessee, Knoxville Overview

2013 *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.

Institution Highlights:

- The University of Tennessee, Knoxville had 263 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Program completers from UTK are more effective than *veteran teachers* and other *beginning teachers* in the following areas:
  - High school End of Course exam composite, English I, English III, and US history
- UTK program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP math, science, and social studies
  - High school Algebra I, Algebra II, Biology I, and English II end of course exams
- Program completers from UTK are less effective than *veteran teachers* in 4th-8th grade TCAP composite and reading.
- UTK program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school Algebra I, Algebra II, Biology I, and English II end of course exams
- UTK has more completers in the highest performing percentile in comparison to *all teachers'* performance distributions across the state in the following areas:
  - High school Algebra I, English I, English II, English III, and End of Course exam composite
- UTK program completers have lower numbers of completers in the most effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP reading.
- UTK program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP social studies.

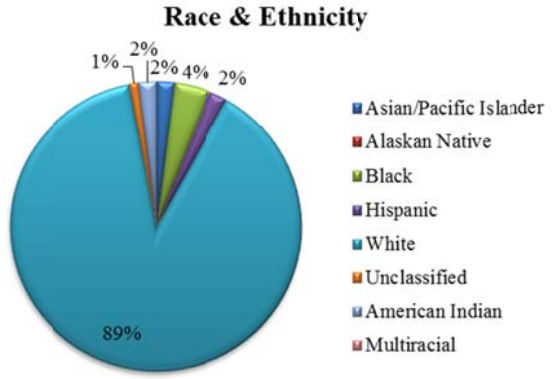
University of Tennessee, Knoxville

Teacher Education Program Information

Location:	Knoxville, TN
Institution Type:	UT
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (85 completers) Mathematics 7-12 (21 completers) Special Ed Modified K-12 (19 completers)

2011-2012 Program Completers

Total Number	263
Male	22%
Female	78%
In-state	91%
Out-of-state	9%
Traditional License	248
Alternative License	15



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.86	263	2.83-4.0	3.89	248	3.73	15	3.59	4485
Major GPA	3.87	261	2.54-4.0	3.88	248	3.78	13	3.62	1812
High School GPA	3.66	220	2.1-4.0	3.66	214	3.64	6	3.38	1649
ACT Composite	25	218	17-34	24.9	212	25.2	6	22.6	1847
ACT Reading	26	218	15-35	26	212	25.5	6	23.6	1686
ACT Science	24	218	17-35	23.7	212	26	6	21.9	1655
ACT English	26	218	14-35	25.9	212	25	6	23.3	1697
ACT Math	23.6	218	15-36	23.6	212	23.5	6	21.2	1698
SAT Cumulative	1140	67	830-1560	1135	65			1099	203
SAT Math	567	67	390-800	564	65			543	185
SAT Verbal	574	67	390-760	571	65			551	180
GRE Composite	1003	30	790-1360	990	25	1066	5	1048	186
GRE Math	545	30	340-800	544	25	550	5	571	143
GRE Verbal	454	30	310-640	442	25	516	5	496	143

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
2008 – 09	268	63.4%	66.4%	51.1%	33.5%
2009 – 10	256	64.5%	68.0%	29.0%	
2010 – 11	256	57.4%	49.2%		
2011 – 12	263	52.4%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	92	92	100%
Summary Pass Rates - Alternative	20	20	100%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.8664	104	31
- **Math**	-0.1915	61	29
- **Reading/Language**	-0.3825	69	29
- **Science**	-0.3130	45	29
- **Social Studies**	-0.6875	49	28
EOC Composite (High school)	1.1320	65	26
- **Algebra I**	0.6893	17	10
- **Algebra II**	-0.0918	9	3
- **Biology I**	1.0034	8	4
- **English I**	0.8938	16	9
- **English II**	0.7191	13	10
- **English III**	1.2737	11	6
- **US History**	2.2851	9	4

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	11
- **Math**	-	1	7
- **Reading/Language**	-	1	8
- **Science**	-	1	9
- **Social Studies**	-	1	6
EOC Composite (High school)	-	3	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.8043	107	35
- **Math**	-0.2081	62	33
- **Reading/Language**	-0.3954	70	33
- **Science**	-0.3393	46	34
- **Social Studies**	-0.4990	50	32
EOC Composite (High school)	1.0095	68	32
- **Algebra I**	0.6893	17	17
- **Algebra II**	-0.2864	11	10
- **Biology I**	0.7802	9	13
- **English I**	0.8938	16	15
- **English II**	0.7191	13	13
- **English III**	1.2737	11	8
- **US History**	2.2851	9	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.

KEY

- No color: No statistically significant difference
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- Yellow: Statistically significant negative difference

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.2018	104	31
- **Math**	0.6065	61	29
- **Reading/Language**	-0.1505	69	29
- **Science**	0.1388	45	29
- **Social Studies**	-0.4412	49	28
EOC Composite (High school)	1.6351	65	26
- **Algebra I**	1.1383	17	10
- **Algebra II**	1.2074	9	3
- **Biology I**	0.2104	8	4
- **English I**	0.6863	16	9
- **English II**	0.5749	13	10
- **English III**	1.2861	11	6
- **US History**	2.1378	9	4

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	3	11
- **Math**	-	1	7
- **Reading/Language**	-	1	8
- **Science**	-	1	9
- **Social Studies**	-	1	6
EOC Composite (High school)	-	3	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.0134	107	35
- **Math**	0.2678	62	33
- **Reading/Language**	-0.1874	70	33
- **Science**	-0.3138	46	34
- **Social Studies**	-0.4045	50	32
EOC Composite (High school)	1.6661	68	32
- **Algebra I**	1.3429	17	17
- **Algebra II**	1.5755	11	10
- **Biology I**	0.3972	9	13
- **English I**	0.8685	16	15
- **English II**	0.4719	13	13
- **English III**	1.2008	11	8
- **US History**	2.0604	9	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.

KEY

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- - Fewer than 5 teachers
- Green: Statistically significant positive difference
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Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	20.2%	13.5%	104
- **Math**	19.7%	18.0%	61
- **Reading/Language**	18.8%	8.7%	69
- **Science**	17.8%	22.2%	45
- **Social Studies**	30.6%	10.2%	49
EOC Composite (High school)	4.6%	32.3%	65
- **Algebra I**	5.9%	35.3%	17
- **Algebra II**	0.0%	0.0%	9
- **Biology I**	0.0%	37.5%	8
- **English I**	12.5%	37.5%	16
- **English II**	15.4%	38.5%	13
- **English III**	0.0%	45.5%	11
- **US History**	11.1%	33.3%	9

Alternatively Licensed Teachers

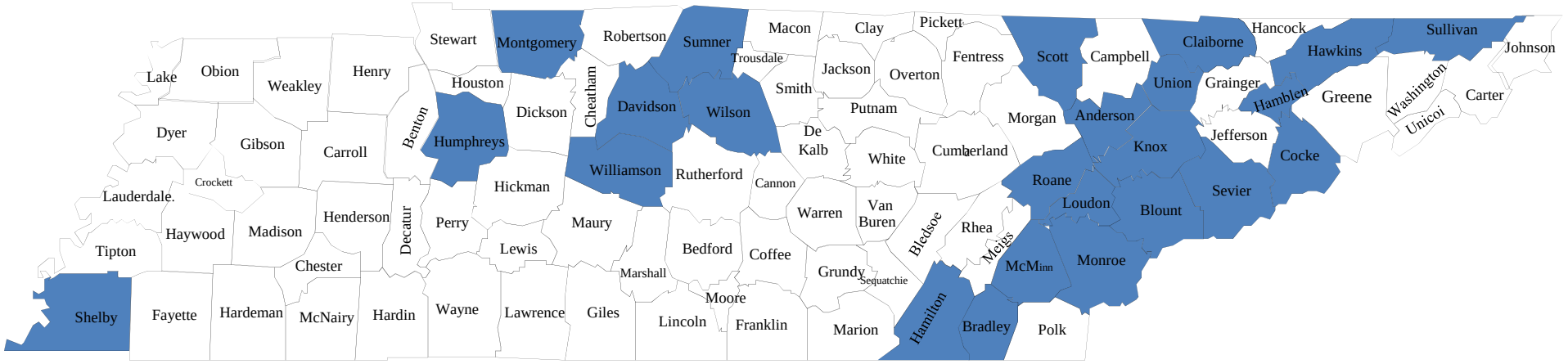
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)			3
- **Math**	-	-	1
- **Reading/Language**	-	-	1
- **Science**			1
- **Social Studies**	-	-	1
EOC Composite (High school)	-	-	3

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 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	19.6%	14%	107
- **Math**	19.4%	17.7%	62
- **Reading/Language**	20.0%	8.6%	70
- **Science**	17.4%	21.7%	46
- **Social Studies**	30.0%	12.0%	50
EOC Composite (High school)	4.4%	30.9%	68
- **Algebra I**	5.9%	35.3%	17
- **Algebra II**	0%	0%	11
- **Biology I**	0%	33.3%	9
- **English I**	12.5%	37.5%	16
- **English II**	15.4%	38.5%	13
- **English III**	0%	45.5%	11
- **US History**	11.1%	33.3%	9

University of Tennessee, Knoxville
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Bradley County, Claiborne County, Cocke County, Franklin SSD, Humphreys County, Kingsport, Lebanon, Roane County, Scott County, Sweetwater, Union County	1
Blount County, Clinton, Hamblen County, Lenoir City, Loudon County, Maryville, McMinn County, Oak Ridge, Sevier County, Shelby County, Williamson County	2-5

District	Number of Teachers
Anderson County	13
Davidson County	8
Hamilton County	8
Knox County	52
Montgomery County	6
Sumner County	6

University of Tennessee, Martin Overview

2013 *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 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.

Institution Highlights:

- The University of Tennessee, Martin had 266 program completers and a pass rate of 93% on the Praxis II Principles of Learning and Teaching examination.
- UTM program completers perform at the same level as *veteran teachers* in the following areas:
  - 4th-8th grade TCAP reading, science, and social studies
  - High school Algebra II, Biology I, English I, English II, and US history end of course exams
- Program completers from UTM are less effective than *veteran teachers* in 4th-8th grade TCAP composite and math, as well at high school End of Course exam composite and Algebra I.
- UTM program completers perform at the same level as other *beginning teachers* in the following areas:
  - 4th-8th grade TCAP composite, math, reading, science, and social studies
  - High school Algebra I, Algebra II, Biology I, English I, English II, and US history end of course exams
- Program completers from UTM are less effective than other *beginning teachers* in high school End of Course exam composite.
- UTM program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP math, as well as high school Algebra I and End of Course exam composite.

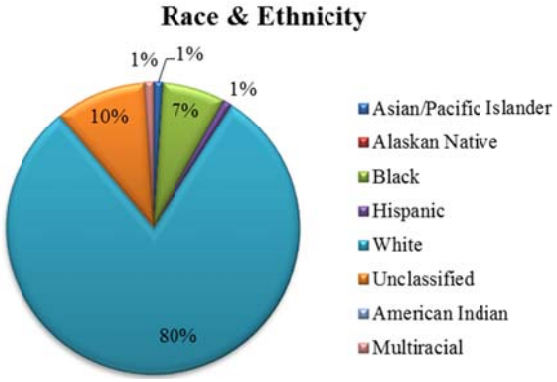
University of Tennessee, Martin

Teacher Education Program Information

Location:	**Martin, TN**
Institution Type:	University of Tennessee
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (97 completers) Middle Grades4-8 (24 completers)

2011-2012 Program Completers

Total Number	**266**
Male	29%
Female	71%
In-state	99%
Out-of-state	1%
Traditional License	208
Alternative License	58



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.39	266	2.13-4.0	3.39	208	3.36	58	3.59	4485
Major GPA								3.62	1812
High School GPA	3.27	208	1.22-4.0	3.29	188	3.05	20	3.38	1649
ACT Composite	22.2	190	13-33	22.3	169	22	21	22.6	1847
ACT Reading	23.1	187	11-35	23.1	167	23.3	20	23.6	1686
ACT Science	21.6	187	13-33	21.6	167	21.2	20	21.9	1655
ACT English	23	187	10-34	23.1	167	22.3	20	23.3	1697
ACT Math	20.5	187	10-31	20.6	167	19.8	20	21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180
GRE Composite	932	23	770-1190	932	23			1048	186
GRE Math	490	23	330-630	490	23			571	143
GRE Verbal	441	23	360-640	441	23			496	143

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
2008 – 09	282	69.5%	74.8%	63.8%	60.8%
2009 – 10	263	71.5%	73.0%	54.3%	
2010 – 11	259	58.3%	52.1%		
2011 – 12	266	55.2%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	196	184	94%
Summary Pass Rates - Alternative	54	48	89%

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.6512	132	31
- **Math**	-0.7761	71	29
- **Reading/Language**	-0.1793	66	29
- **Science**	0.3305	54	29
- **Social Studies**	0.1748	48	28
EOC Composite (High school)	-1.5613	22	26
- **US History**	-1.3872	5	4

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.983	15	11
- **Math**	-	4	7
- **Reading/Language**	0.0013	7	8
- **Science**	-	3	9
- **Social Studies**	0.6621	10	6
EOC Composite (High school)	-2.2955	14	14
- **Algebra II**	-0.667	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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.6851	147	35
- **Math**	-0.7540	75	33
- **Reading/Language**	-0.1620	73	33
- **Science**	0.3838	57	34
- **Social Studies**	0.2588	58	32
EOC Composite (High school)	-1.8468	36	32
- **Algebra I**	-2.3418	8	17
- **Algebra II**	-0.9416	7	10
- **Biology I**	-0.1946	5	13
- **English I**	-0.6633	6	15
- **English II**	-0.5752	6	13
- **US History**	-0.9535	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.417	132	31
- **Math**	0.0219	71	29
- **Reading/Language**	0.0527	66	29
- **Science**	0.7823	54	29
- **Social Studies**	0.4211	48	28
EOC Composite (High school)	-1.0582	22	26
- **US History**	-1.5345	5	4

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-1.0218	15	11
- **Math**	-	4	7
- **Reading/Language**	0.0123	7	8
- **Science**	-	3	9
- **Social Studies**	-0.1214	10	6
EOC Composite (High school)	-1.3283	14	14
- **Algebra II**	1.3789	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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.1058	147	35
- **Math**	-0.2780	75	33
- **Reading/Language**	0.0460	73	33
- **Science**	0.4093	57	34
- **Social Studies**	0.3532	58	32
EOC Composite (High school)	-1.1902	36	32
- **Algebra I**	-1.6882	8	17
- **Algebra II**	0.9204	7	10
- **Biology I**	-0.5775	5	13
- **English I**	-0.6885	6	15
- **English II**	-0.8224	6	13
- **US History**	-1.1782	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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	19.7%	18.2%	132
- **Math**	31.0%	14.1%	71
- **Reading/Language**	18.2%	16.7%	66
- **Science**	16.7%	24.1%	54
- **Social Studies**	14.6%	12.5%	48
EOC Composite (High school)	22.7%	4.6%	22
- **US History**	40.0%	0.0%	5

Alternatively Licensed Teachers

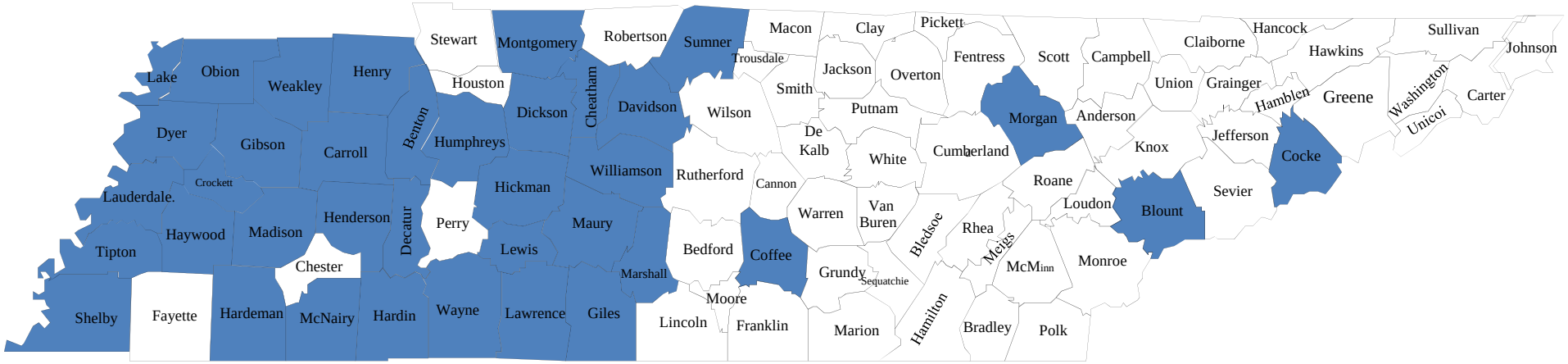
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	20%	20%	15
- **Math**	-	-	4
- **Reading/Language**	0.0%	14.3%	7
- **Science**	-	-	4
- **Social Studies**	10.0%	30.0%	10
EOC Composite (High school)	42.9%	21.4%	14
- **Algebra II**	20.0%	0.0%	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

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	19.7%	18.4%	147
- **Math**	32.0%	14.7%	75
- **Reading/Language**	16.4%	16.4%	73
- **Science**	15.8%	24.6%	57
- **Social Studies**	13.8%	15.5%	58
EOC Composite (High school)	30.6%	11.1%	36
- **Algebra I**	50.0%	0.0%	8
- **Algebra II**	28.6%	0.0%	7
- **Biology I**	20.0%	20.0%	5
- **English I**	16.7%	0.0%	6
- **English II**	33.3%	0.0%	6
- **US History**	28.6%	14.3%	7

University of Tennessee, Martin
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Alamo, Blount County, Cheatham County, Cocke County, Coffee County, Dickson County, Giles County, Hardin County, Haywood County, Hickman County, Humphreys County, Lake County, Lawrence County, Lewis County, Lexington, Marshall County, McKenzie, Montgomery County, Morgan County, Sumner County, Wayne County, West Carroll Sp Dist, Williamson County	1
Benton County, Crockett County, Davidson County, Decatur County, Dyersburg, Gibson Co Sp Dist, Hardeman County, Henderson County, Henry County, Hollow Rock-Bruceton, Humboldt, Huntingdon, Maury County, McNairy County, Obion County, Paris, Shelby County, Trenton, Union City	2-5

District	Number of Teachers
Dyer County	8
Lauderdale County	19
Madison County	7
Milan	6
Tipton County	11
Weakley County	8



VANDERBILT

Vanderbilt University Overview

2013 *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 Schools and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Vanderbilt University had 126 program completers and a pass rate of 100% on the Praxis II Principles of Learning and Teaching examination.
- Vanderbilt University program completers perform at the same level as *veteran teachers* and other *beginning teachers* in the following areas:
    - 4th-8th grade TCAP composite, math, reading, and social studies
    - High school End of Course exam composite, Algebra I, English I, and English II
- Vanderbilt University program completers have higher numbers of completers in the lowest effective percentile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP reading.

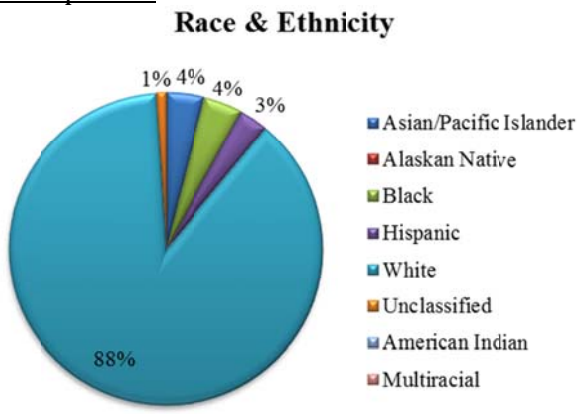
Vanderbilt University, Peabody College

Teacher Education Program Information

Location:	**Nashville, TN**
Institution Type:	TICUA
Accreditation:	SACS, NCATE
Top Endorsement Areas:	Elementary K-6 (32 completers) Special Ed modified (25 completers)

2011-2012 Program Completers

Total Number	**126**
Male	18%
Female	82%
In-state	39%
Out-of-state	61%
Traditional License	126
Alternative License	



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.72	126	2.59-4.0					3.59	4485
Major GPA								3.62	1812
High School GPA								3.38	1649
ACT Composite	30.4	24	24-36					22.6	1847
ACT Reading	30.6	24	24-36					23.6	1686
ACT Science	29.5	24	25-36					21.9	1655
ACT English	31	24	21-35					23.3	1697
ACT Math	30.3	24	23-36					21.2	1698
SAT Cumulative	1319	35	1060-1560					1099	203
SAT Math	669	34	510-800					543	185
SAT Verbal	649	34	500-770					551	180
GRE Composite	1217	64	780-1460					1048	186
GRE Math	654	63	450-800					571	143
GRE Verbal	562	63	330-750					496	143

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
2008 – 09	123	30.9%	36.6%	24.4%	23.7%
2009 – 10	108	27.8%	32.4%	16.6%	
2010 – 11	117	17.1%	12.3%		
2011 – 12	126	31.7%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	84	84	100%
Summary Pass Rates - Alternative			

Note: The pass rate is not provided if there were less than 5 test takers.

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.912	19	31
- **Math**	-0.3356	7	29
- **Reading/Language**	-0.1278	12	29
- **Science**	-	2	29
- **Social Studies**	1.3386	10	28
EOC Composite (High school)	-0.0499	21	26
- **Algebra I**	-0.7116	6	10
- **English I**	-0.9323	5	9
- **English II**	0.7677	5	10

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.912	19	35
- **Math**	-0.3356	7	33
- **Reading/Language**	-0.1278	12	33
- **Science**	-	2	34
- **Social Studies**	1.3386	10	32
EOC Composite (High school)	-0.0499	21	32
- **Algebra I**	-0.7116	6	17
- **English I**	-0.9323	5	15
- **English II**	0.7677	5	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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	0.1562	19	31
- **Math**	0.4624	7	29
- **Reading/Language**	0.1042	12	29
- **Science**	-	2	29
- **Social Studies**	1.5849	10	28
EOC Composite (High school)	0.4533	21	26
- **Algebra I**	-0.2627	6	10
- **English I**	-1.1397	5	9
- **English II**	0.6234	5	10

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-0.1211	19	35
- **Math**	0.1403	7	33
- **Reading/Language**	0.0802	12	33
- **Science**	-	2	34
- **Social Studies**	1.4330	10	32
EOC Composite (High school)	0.6068	21	32
- **Algebra I**	-0.058	6	17
- **English I**	-0.9575	5	15
- **English II**	0.5204	5	13

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.

KEY

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

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	21.1%	15.8%	19
- **Math**	14.3%	14.3%	7
- **Reading/Language**	41.7%	33.3%	12
- **Science**	-	-	2
- **Social Studies**	0.0%	20.0%	10
EOC Composite (High school)	9.5%	23.8%	21
- **Algebra I**	33.3%	16.7%	6
- **English I**	20%	0%	5
- **English II**	20%	40%	5

Alternatively Licensed Teachers

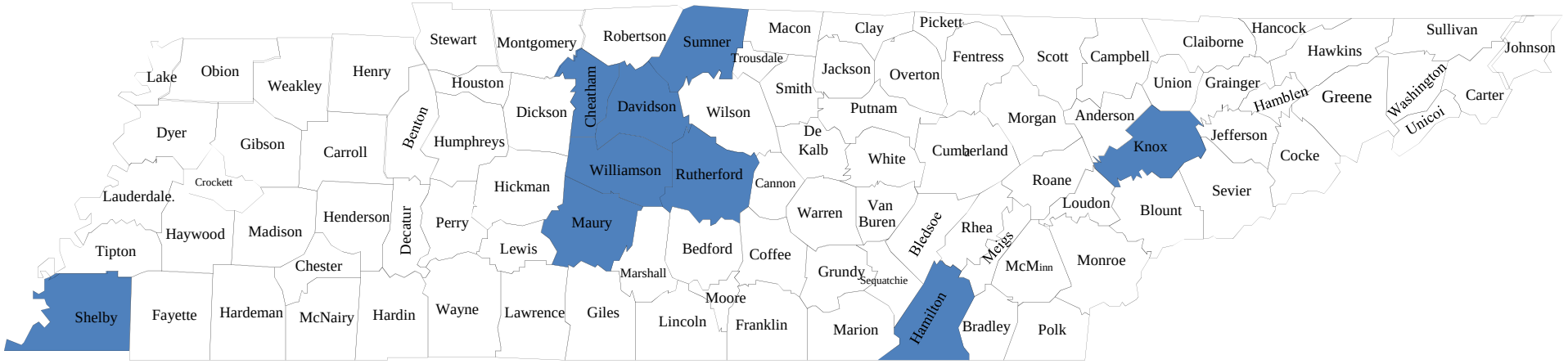
Subject	% Below the 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	-	-	0
- **Math**	-	-	0
- **Reading/Language**	-	-	0
- **Science**	-	-	0
- **Social Studies**	-	-	0
EOC Composite (High school)	-	-	0

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 20th Percentile	% Above the 80th Percentile	Teachers in Program
TCAP Composite (grades 4-8)	21.1%	15.8%	19
- **Math**	14.3%	14.3%	7
- **Reading/Language**	41.7%	33.3%	12
- **Science**	-	-	2
- **Social Studies**	0.0%	20.0%	10
EOC Composite (High school)	9.5%	23.8%	21
Algebra I	33.3%	16.7%	6
English I	20%	0%	5
English II	20%	40%	5

Vanderbilt University
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Cheatham County	1
Davidson County	18
Franklin SSD	1
Hamilton County	1
Knox County	1

District	Number of Teachers
Maury County	1
Rutherford County	2
Shelby County	1
Sumner County	4
Williamson County	10

Welch College Overview

2013 *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.

Institution Highlights:

- Welch College had 12 program completers in the 2011-2012 cohort and a Praxis II Principles of Learning and Teaching exam pass rate of 92%.
- Due to the low number of program completers from Welch College teaching in schools where value added data is collected, no TVAAS information is available.

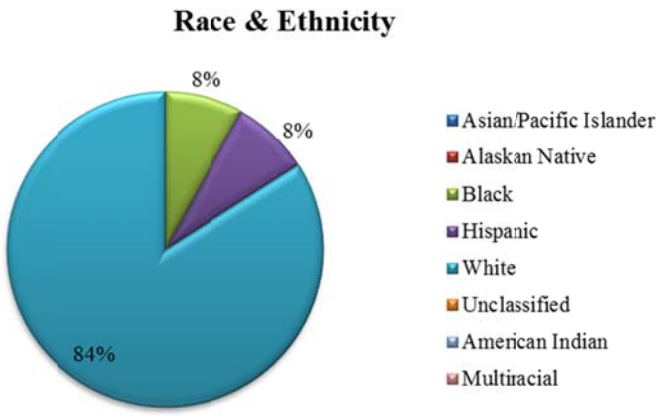
Welch College

Teacher Education Program Information

Location:	**Nashville, TN**
Institution Type:	TICUA
Accreditation:	SACS
Top Endorsement Areas:	Elementary K-6 (6 completers)

2011-2012 Program Completers

Total Number	**12**
Male	25%
Female	75%
In-state	58%
Out-of-state	42%
Traditional License	11
Alternative License	1



Academic Information

	Average All Completers		Range All Completers	Average Traditional		Average Alternative		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.33	12	2.82-3.74	3.29	11			3.59	4485
Major GPA	3.38	11	2.86-3.83	3.38	11			3.62	1812
High School GPA								3.38	1649
ACT Composite	22.3	7	17-28	22.3	7			22.6	1847
ACT Reading	24.6	7	13-31	24.6	7			23.6	1686
ACT Science	21	7	18-27	21	7			21.9	1655
ACT English	23.4	7	18-29	23.4	7			23.3	1697
ACT Math	20.4	7	17-25	20.4	7			21.2	1698
SAT Cumulative								1099	203
SAT Math								543	185
SAT Verbal								551	180

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
2008 – 09	11	27.3%	36.4%	18.2%	16.6%
2009 – 10	11	9.1%	9.1%	9.0%	
2010 – 11	6	0.0%	0.0%		
2011– 12	12	31.9%			

Teacher Assessments

Tennessee requires that teacher candidates seeking licensure take Praxis examinations which include the Principles of Learning and Teaching (PLT) exam and specific content area exams. Below are the Praxis PLT exam summary pass rates for this institution.

Praxis Results (2011-2012)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates - Traditional	12	11	92%
Summary Pass Rates - Alternative	n/a		

Note: The pass rate is not provided if there were less than 5 test takers

Teacher T-Value Effects (includes all grades)
One year estimates of T-value of teacher effects (2012 – 2013)

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	31
- **Math**	-	1	29
- **Reading/Language**	-	1	29
- **Science**	-	1	29
- **Social Studies**	-	1	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

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	Difference of Mean Teachers' T-Values from Veterans	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	35
- **Math**	-	1	33
- **Reading/Language**	-	1	33
- **Science**	-	1	34
- **Social Studies**	-	1	32
EOC Composite (High school)	-	0	32

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.

KEY

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

Traditionally Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	31
- **Math**	-	1	29
- **Reading/Language**	-	1	29
- **Science**	-	1	29
- **Social Studies**	-	1	28
EOC Composite (High school)	-	0	26

Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	0	11
- **Math**	-	0	7
- **Reading/Language**	-	0	8
- **Science**	-	0	9
- **Social Studies**	-	0	6
EOC Composite (High school)	-	0	14

Traditionally & Alternatively Licensed Teachers

Subject	Difference of Mean T-Values from Mean of Means	Teachers in Program	Total Programs Statewide
TCAP Composite (grades 4-8)	-	1	35
- **Math**	-	1	33
- **Reading/Language**	-	1	33
- **Science**	-	1	34
- **Social Studies**	-	1	32
EOC Composite (High school)			32

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.

KEY

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

Traditionally Licensed Teachers

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

Alternatively Licensed Teachers

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

Traditionally & Alternatively Licensed Teachers

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

Welch College
Counties where 2011-2012 Completers taught in 2012-2013



District	Number of Teachers
Davidson County	5

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 2012 – 2013 difference in the 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	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. For alternatively licensed teachers, the reporting includes currently enrolled students who have completed all nonclinical coursework in addition to program completers.
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 difference of the mean 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.
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 2012 – 2013 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 which show 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.
Difference 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 (2012-2013) 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 2012 – 2013 difference of the 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 2 012 – 2013 teacher valued-added data
Beginning Teacher Comparison	Comparison of the 2012 – 2013 difference of the mean t-value for a program's beginning teachers (1-3 years of experience) as compared to the mean of all preparation institution beginning teachers from the statewide distribution of 2 012 – 2013 teacher valued-added data
STEM	Science, Technology, Engineering, and Math