

Executive Summary

Teacher Effectiveness

In response to Tennessee Code Annotated 49-5-108, the State Board of Education collaborated with the Governor's Office of State Planning and Policy to commission a study of teacher effect data, performed by SAS Institute, Inc.

The goals of the study were:

- to identify teacher training programs that tend to produce new teachers who are highly effective as well as to identify programs that tend to produce new teachers who are very ineffective.
- to determine if a teacher training program is above or below the reference distribution for each level of effectiveness with a fair and reliable statistical test.

This year's report allows programs to differentiate between the performance of traditionally licensed and alternatively licensed teachers (1 to 3 years experience) in comparison to three reference populations. The reference populations are as follows¹:

- the 2008- 2009 state distribution of teacher t-value of effects (grades 4 – 8).
- the 2008 – 2009 mean t-value effects of beginning teachers compared to the mean of the means for other Tennessee teacher training programs.
- the 2008 – 2009 mean t-value of teacher effect for beginning teachers compared to the mean of veteran teachers (i.e. teachers possessing more than 3 years experience).

A statewide summary follows, based on the following demarcations:

- **Green** indicates a ***statistically significant positive difference*** in relationship to the reference population or state distribution.
- **Red** indicates a ***statistically significant negative difference*** in relationship to the reference population or state distribution.

¹ The technical report for the study can be found on pages 16 – 27.

T-Value Effects: State Summary
Upper and Lower Quintiles (Grades 4 – 8)

Traditionally Licensed Teachers (2002 – 2008)

*Percentage of Effective Teachers (1 to 3 Years Experience) based on the
 2008-2009 State Distribution of Teacher T-Value of Effects*

*Institutions with a **statistically significant positive difference** from the
 state distribution (upper or lower quintile).*

Subject	Statistically significant positive difference
Mathematics	Tusculum College University of Memphis
Reading / Language	University of Memphis
Science	East Tennessee State University Tennessee Technological University University of Tennessee, Martin
Social Studies	None

*Institutions with a **statistically significant negative difference** from
 the state distribution (upper or lower quintile).*

Subject	Statistically significant negative difference
Mathematics	Austin Peay State University Carson-Newman College
Reading / Language	Christian Brothers University
Science	Tusculum College University of Tennessee, Chattanooga
Social Studies	Austin Peay State University Tennessee State University

T-Value Effects: State Summary
Upper and Lower Quintiles (Grades 4 – 8)

Alternatively Licensed Teachers (2003 – 2009)

*Percentage of Effective Teachers (1 to 3 Years Experience) based on the
2008-2009 State Distribution of Teacher T-Value of Effects*

*Institutions with a **statistically significant positive difference** from the
state distribution (upper or lower quintile).*

Subject	Statistically significant positive difference
Mathematics	None
Reading / Language	None
Science	None
Social Studies	None

*Institutions with a **statistically significant negative difference** from
the state distribution (upper or lower quintile).*

Subject	Statistically significant negative difference
Mathematics	None
Reading / Language	None
Science	None
Social Studies	None

T-Value Effects: State Summary

Comparison to Other Tennessee Programs

Traditionally Licensed Teachers (2002 – 2008)

Comparison of the 2008 – 2009 Mean T-Value of Teacher Effect Among Beginning Teachers as Compared to the Mean of Means for All Institutions

*Institutions with a **statistically significant positive difference** from the reference population.*

Subject	Statistically significant positive difference
Mathematics	Union University University of Memphis
Reading / Language	None
Science	None
Social Studies	Cumberland University

*Institutions with a **statistically significant negative difference** from the reference population.*

Subject	Statistically significant negative difference
Mathematics	Austin Peay State University Carson-Newman College
Reading / Language	None
Science	Tennessee Wesleyan College University of Tennessee, Chattanooga
Social Studies	Middle Tennessee State University Tennessee State University

T-Value Effects: State Summary

Comparison to Other Tennessee Programs

Alternatively Licensed Teachers (2003 – 2009)

Comparison of the 2008 – 2009 Mean T-Value of Teacher Effect Among Beginning Teachers as Compared to the Mean of Means for All Institutions

*Institutions with a **statistically significant positive difference** from the reference population.*

Subject	Statistically significant positive difference
Mathematics	None
Reading / Language	University of Memphis
Science	None
Social Studies	University of Memphis

*Institutions with a **statistically significant negative difference** from the reference population.*

Subject	Statistically significant negative difference
Mathematics	None
Reading / Language	Middle Tennessee State University
Science	Trevecca Nazarene University
Social Studies	None

T-Value Effects: State Summary

Comparison to Veteran Teachers

Traditionally Licensed Teachers (2002 – 2008)

Comparison of the 2008 – 2009 Mean T-Value of Teacher Effect for Beginning Teachers as Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2008- 2009 Teacher Value-Added Data

*Institutions with a **statistically significant positive difference** from the reference population.*

Subject	Statistically significant positive difference
Mathematics	None
Reading / Language	None
Science	None
Social Studies	Cumberland University

*Institutions with a **statistically significant negative difference** from the reference population.*

Subject	Statistically significant negative difference
Mathematics	Austin Peay State University Carson Newman College East Tennessee State University Lee College Tennessee State University
Reading / Language	None
Science	Austin Peay State University Tennessee Wesleyan College University of Chattanooga
Social Studies	Austin Peay State University Middle Tennessee State University Tennessee State University

T-Value Effects: State Summary

Comparison to Veteran Teachers

Alternatively Licensed Teachers (2003 – 2009)

Comparison of the 2008 – 2009 Mean T-Value of Teacher Effect for Beginning Teachers as Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2008- 2009 Teacher Value-Added Data

*Institutions with a **statistically significant positive difference** from the reference population.*

Subject	Statistically significant positive difference
Mathematics	None
Reading / Language	None
Science	None
Social Studies	None

*Institutions with a **statistically significant negative difference** from the reference population.*

Subject	Statistically significant negative difference
Mathematics	None
Reading / Language	Middle Tennessee State University
Science	None
Social Studies	None

Placement & Retention

In this edition of the report, placement and retention is analyzed based on program completers possessing a minimum of five years of eligibility. Research demonstrates that attrition is most severe during the first years of teaching, declining substantially after four to five years in the profession². The report contains analysis for the 2002-03 and 2003-04 cohort of Title II completers, cross referenced against the Tennessee Personnel Information Reporting System (PIRS). Analysis does not include teachers employed in private schools, or those teachers trained in Tennessee but teaching in other states.

Statewide Summary: Title II Program Completers in the PIRS database.

Cohort	Taught first 3 consecutive years	Taught 2 out of 3 eligible years	Taught 4 out of 5 eligible years.
2002-03	52.4%	70.6%	73.1%
2003-04	61.9%	70.2%	72.3%

Analysis by the National Center for Education Statistics (1999-2000) estimates that about 1/3 of school teachers leave the profession within the first three years of teaching and nearly half may leave during the first five years of teaching³.

Tennessee data is better than the national trend. Although the percentage of program completers in the first three consecutive years ranges between 52 and 62 percent, the statewide average is above 70 percent when examining the percentage of teachers employed in Tennessee's public schools for 4 out of 5 eligible years.

² Education Commission of the States (2005), [*Eight Questions on Teacher Retention and Recruitment: What Does the Research Say?*](#). Denver, CO: Education Commission of the States Distribution Center.

³ National Commission on Teaching for America's Future (2003). [*No Dream Denied: A Pledge to America's Children*](#). Washington, DC: NCTAF.

Placement & Retention: Preliminary Summary of Alternative Programs

Placement and retention analysis for this year’s report focuses on teachers with a maximum of five year’s of eligibility, including the 2002-03 and 2003-04 cohort of teachers of traditional teacher training programs.

Alternative teacher training programs, such as Teach Tennessee, The New Teacher Project, and Teach for America, contain data beginning as early as the 2005-06 academic year. The following is a preliminary summary of what the data reveals for such programs. Next year’s report will provide a more comparable comparison, based on the analyzed cohort of teachers.

Teach Tennessee

In the case of Teach Tennessee, this is the initial year in which the first cohort of teachers were eligible to begin teaching a maximum of five years from matriculation date. It is important to note that the following table outlines the percentage of cohort teachers which *began* the academic year teaching in a public school. This is also based on the 2005-06 cohort.

	Not Placed Yr. 1	Beginning Yr. 1	Beginning Yr. 2	Beginning Yr. 3	Beginning Yr. 4	Beginning Yr. 5
	0	1	2	3	4	5
June, 2005	23.5%	76.5%	61.8%	58.8%	55.9%	55.9%
November, 2005	25.0%	75.0%	70.8%	62.5%	54.2%	
June, 2006	3.2%	96.8%	74.2%	61.3%	45.2%	
November, 2006	41.7%	58.3%	54.2%	54.2%		
June, 2007	3.6%	96.4%	82.1%	75.0%		
June, 2008	38.5%	61.5%	34.6%			
June, 2009	36.4%	63.6%				
Grand Total	24.0%					

	Blue represents the % of cohort still teaching in public schools, based on maximum eligible years from original matriculation date
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Teach for America

The Teach for America program commenced operations in Tennessee in the Fall of 2006. There will be two more iterations of the report before

detailed data from this initial cohort will be published.

A preliminary review of the data reveals that 90% (45 out of 50) of TFA corps members completed their two year commitment to the program. Similarly, 90% of TFA corps members transitioned successfully from their first year to their second year of teaching in Tennessee's public schools. The Praxis pass rate mirrors the Title II percentages of traditional teacher training programs (i.e. 97% or higher).

The New Teacher Project

The New Teacher Project commenced operations in Tennessee in the Fall of 2007. There will be two or three more iterations of the report before detailed data from this initial cohort will be published. On average, over 97% of New Teacher Project teaching fellows are hired within the first year of program completion. Additionally, Praxis pass rates mirrors the Title II percentages of traditional teacher training programs (i.e. 97% or higher).

Praxis Scores

Generally, most teacher training programs have a Praxis passing rate ranging from 97 to 100 percent for all tests. This high passage rates occurs because of the federal requirements for reporting data related to the Praxis as defined in Section 207 of the Title II Higher Education Act.

In 2009, Title II reporting requirements were updated to include new information related to alternatively licensed teachers. These new reporting requirements should reflect a different range of Praxis passing rates in future iterations of the report.

It is important to note that only statewide totals for the subject areas of Biology, Chemistry, Mathematics, and Physics are included in this report, due to the low number of teaching graduates produced in these areas. The federal methodology does not report results for institutions with less than 10 test takers.

For 2006-07 there is no data available for Physics teachers, as the state did not have a combined total of 10 or more graduates.