How to Read the Program Reports

Location:	Where the program is physically located
System:	There are three university systems in the state as well as several alternative providers. Systems: - Tennessee Independent Colleges and Universities Association (TICUA) - Tennessee Board of Regents (TBR) - University of Tennessee (UT)
Accreditation:	Programs receive accreditation through the National Council for Accreditation of Teacher Education (NCATE) and/or the Southern Association of Colleges and Schools (SACS).
Approved Teacher Education Programs:	This number is self-reported by programs.
Top Endorsement Areas:	This represents the endorsement areas with the highest number of completers at each program.

Program Completers

Total Number	**2009-10 Completers (includes all license types)**
Male Female	Percent of total completers
In-state Out-of-state	Percent of total completers
Traditional License	Number of completers receiving the Apprentice Tennessee Teacher License
Alternative License	Number of completers receiving Transitional License

[Race & Ethnicity Pie Chart]

Note: total number of traditional and alternative licensed teachers may not match total number of completers because completer total includes additional license types.

Academic Information

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

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year from 2006-2010. These data are based on the program completers in the Personnel Information Reporting System (PIRS). PIRS is the State Department of Education reporting system that collects employment information on teachers and school leaders from all Local Education Agencies.

- Teaching in Year 1: the percent of completers from the individual cohort that taught immediately following program completion.

- Teaching in Year 2: the percent of completers from the individual cohort that were teaching in the second year after program completion (includes anyone from year 1 still teaching).

- Teaching 3 Consecutive Years: the percent of completers that taught for three consecutive years, beginning in the first year after program completion.

- Teaching 3 out of 4 years: the percent of completers that taught in any three of the four years after program completion.

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Praxis results are provided for the 2008-2009 cohort from each program. All data retrieved from federal Higher Education Act Title II reports. For more information, visit: https://title2.ed.gov/Title2STRC/Pages/StateHome.aspx

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

T-Value of Teacher Effect:

- The t-value of teacher effect is defined as the teacher effect divided by its standard error in all subjects. Teacher effect measures teacher effectiveness relative to the district gain; teacher gain is defined as the teacher effect added to the district gain.
- The t-value of teacher effect is used instead of the teacher effect itself or teacher gain because: (1) teachers are not randomly assigned to school districts and value-added teacher effect is centered on district gain, (2) t-value of teacher effect enables equitable comparisons across multiple grades, and (3) the use of t-value of teacher effect creates a fair measure regardless of the amount of data available for the analysis of each teacher.
- The mean t-value is derived from one year of value added data (2010-2011) for all beginning teachers from each program. All teachers who have been teaching for one, two, or three years are included in the analysis.

- *Explanation of terms in Key*
    - No statistically significant difference: the t-value of teacher effect can represent a positive or negative difference, but is not considered to be statistically significant.
    - Fewer than 5 teachers: analysis is only provided when there are at least 5 teachers in the given 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.
    - Statistically significant negative difference: the mean t-value of teacher effect as compared to the given reference population represents a tendency for those teachers to have lower student achievement gains in the specific subject.

Comparison Tables

- There are three tables for each reference group population:
    - Traditionally Licensed Teachers (those with the Tennessee Apprentice Teaching License)
    - Alternatively Licensed Teachers (those with the Tennessee Transitional License)
    - Traditionally and Alternatively Licensed Teachers (combined analysis)

Veteran Teacher Comparison:

- The average effectiveness of beginning teachers (1-3 years of experience) from this teacher training program as compared to the average effectiveness of veteran teachers in terms of contribution to student achievement growth.
- Technical definition: Comparison of the 2010 – 2011 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 2010 – 2011 teacher valued-added data

Beginning Teacher Comparison:

- The average effectiveness of beginning teachers (1-3 years of experience) from this teacher training program as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.
- Technical definition: Comparison of the 2010 – 2011 mean t-value of teacher effect among beginning teachers (1-3 years of experience) as compared to the mean of means for all teacher training programs in the state

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

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

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

Statewide Distribution:

- The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintiles; the quintiles are based on the 2010 – 2011 statewide distribution of the t-value of teacher effects

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

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

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

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

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

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

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

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