

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

| Subject | NSSD | (-) | (+) |
|------------------------|-------------|------------|------------|
| Math | - | | |
| Reading/ Language Arts | - | | |
| Science | - | | |
| Social Studies | - | | |

Alternatively Licensed Teachers

| Subject | NSSD | (-) | (+) |
|------------------------|-------------|------------|------------|
| Math | - | | |
| Reading/ Language Arts | - | | |
| Science | - | | |
| Social Studies | - | | |

Traditionally and Alternatively Licensed Teachers

| Subject | NSSD | (-) | (+) |
|------------------------|-------------|------------|------------|
| Math | - | | |
| Reading/ Language Arts | - | | |
| Science | - | | |
| Social Studies | - | | |

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

| Subject | NSSD | (-) | (+) |
|------------------------|-------------|------------|------------|
| Math | - | | |
| Reading/ Language Arts | - | | |
| Science | - | | |
| Social Studies | - | | |

Alternatively Licensed Teachers

| Subject | NSSD | (-) | (+) |
|------------------------|-------------|------------|------------|
| Math | - | | |
| Reading/ Language Arts | - | | |
| Science | - | | |
| Social Studies | - | | |

Traditionally and Alternatively Licensed Teachers

| Subject | NSSD | (-) | (+) |
|------------------------|-------------|------------|------------|
| Math | - | | |
| Reading/ Language Arts | - | | |
| Science | - | | |
| Social Studies | - | | |

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

| Subject | % Below the 20th Percentile | % Above the 80th Percentile | # of Teachers in Institution |
|-----------------------|---|---|-------------------------------------|
| Math | - | - | 1 |
| Reading/Language Arts | - | - | 1 |
| Science | - | - | 0 |
| Social Studies | - | - | 0 |

Alternatively Licensed Teachers

| Subject | % Below the 20th Percentile | % Above the 80th Percentile | # of Teachers in Institution |
|-----------------------|---|---|-------------------------------------|
| Math | - | - | 0 |
| Reading/Language Arts | - | - | 0 |
| Science | - | - | 0 |
| Social Studies | - | - | 0 |

Traditionally and Alternatively Licensed Teachers

| Subject | % Below the 20th Percentile | % Above the 80th Percentile | # of Teachers in Institution |
|-----------------------|---|---|-------------------------------------|
| Math | - | - | 1 |
| Reading/Language Arts | - | - | 1 |
| Science | - | - | 0 |
| Social Studies | - | - | 0 |

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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 3 Consecutive Years | Teaching 4 Consecutive Years | Teaching 5 Consecutive Years |
|--------------------|-----------------------------|---------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| 2003 – 04 | 9 | 55.6% | 33.3% | 33.3% | 33.3% |
| 2004 – 05 | 20 | 60.0% | 45.0% | 35.0% | 35.0% |
| 2005 – 06 | 17 | 52.9% | 23.5% | 23.5% | |
| 2006 – 07 | 20 | 20.0% | 10.0% | | |
| 2007 – 08 | 26 | 19.2% | | | |

Teacher Assessments

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

| Praxis Results (2007-2008) | Number Tested | Number Passed | Pass Rate |
|-----------------------------------|----------------------|----------------------|------------------|
| Summary Pass Rates | 26 | 26 | 100 |
| Professional Knowledge | 25 | 25 | 100 |
| Academic Content Areas | 27 | 27 | 100 |