



2018 Tennessee Teacher Preparation  
Report Card  
Technical Report



## Table of Contents

|  |    |
|--|----|
| Key Terms.....   | 3  |
| Report Card Generation and Performance Framework ..... | 6  |
| Profile Page .....                                     | 11 |
| Highlights Page.....                                   | 12 |
| Metric Tables .....                                    | 13 |
| Candidate Profile Domain .....                         | 13 |
| Employment.....  | 14 |
| Provider Impact.....                                   | 17 |

## Key Terms

| <b>Term</b>              | <b>Definition</b>  |
|--------------------------|--|
| <i>Clinical Practice</i> | <p>Clinical practice refers to intensive field-based responsibilities, assignments, tasks, activities, and assessments. These experiences help students to develop and demonstrate their preparedness to be effective educators in the classroom. There are three types of clinical practice: student teaching, internship, and job-embedded.</p> <ol style="list-style-type: none"> <li>1. Student Teaching – The first type of clinical practice is student teaching, where a candidate gains classroom experience while earning course credit toward a degree or certification. Student teaching involves a planned semester of at least 15 weeks that includes full-day teaching and observation activities.</li> <li>2. Internship – The second type of clinical practice is completing an internship. Internships involve a full year of clinical practice during which the intern engages in direct teaching activities for at least 100 school days. Activities related to this experience may include classroom teaching, observation, coursework, seminars, and planning.</li> <li>3. Job Embedded – The third type of clinical practice is job embedded. Job-embedded candidates receive a license and are able to serve as a teacher of record while they are enrolled in and still completing their preparation program. The 2018 Report Card includes both “job-embedded enrolled” as well as “job-embedded completed” candidates. The difference between “enrolled” and “completed” candidates is that those reported as “completed” finished their program requirements during the reporting window for this year’s report card, while enrolled students have not done so and will remain in their preparation programs past the end of the reporting period.</li> </ol> |
| <i>Completer</i>         | <p>A completer is any teacher preparation program candidate who has completed licensure requirements and been endorsed for licensure by his or her preparation provider in one of the cohorts included in this report card. The 2018 Report Card includes cohort members from the 2014-15 academic year (cohort 1), the 2015-16 academic year (cohort 2), and the 2016-17 academic year (cohort 3). Those who participated in instructional leader preparation programs are not considered cohort members in this document.</p>  |

| <b>Term</b>                                | <b>Definition</b>  |
|--|--|
| <i>Educator Preparation Provider (EPP)</i> | Educator preparation providers, also referred to as Providers or EPPs, are the universities, colleges, and education-related organizations that prepare Tennessee educators. Thirty-three of the state’s forty-one providers currently received scored report cards this year. The report card examines data at the provider level, though the 2018 Report Card includes unscored data breakdowns for each of the scored metrics.  |
| <i>Endorsement Area</i>                    | Endorsement areas indicate the subject and/or grade level for which a licensed educator is prepared to provide instruction, leadership, or services in schools or districts. When applying for licensure, each teacher candidate must meet requirements in at least one area of endorsement, though many are endorsed in multiple areas.   |
| <i>Preparation Partnerships</i>            | There are two state-approved preparation partnerships between providers who share responsibility for the preparation of cohort members. These two partnerships are between Lipscomb University and Teach for America Nashville as well as between Union University and the Memphis Teacher Residency. Cohort members involved with these partnerships are reported by both providers.  |
| <i>Program</i>                             | Each educator preparation provider offers a number of different programs through which its candidates can prepare for licensure as Tennessee educators. A complete list of the programs offered at each EPP can be found at the following link: <a href="https://www.tn.gov/education/licensing/educator-preparation/educator-preparation-programs-provider.html">https://www.tn.gov/education/licensing/educator-preparation/educator-preparation-programs-provider.html</a>  |
| <i>Report Card Advisory Council</i>        | In order to solicit detailed feedback throughout the 2017 Report Card redesign process, the State Board convened a twelve-member Advisory Council. The members of the Advisory Council included stakeholders from a variety of school districts and educator preparation providers, partner organizations with a strong stake in Tennessee education, a student member, and a State Board member representative. A new Advisory Council was assembled to provide insights and guidance for the 2018 report card updates. |

| Term   | Definition   |
|--|--|
| <p><i>Tennessee Educator Acceleration Model (TEAM) Evaluation System</i></p> | <p>The Tennessee Educator Acceleration Model (TEAM) is the primary rubric used to evaluate Tennessee public school educators. TEAM is a comprehensive, student outcomes-based evaluation system that is designed to promote continuous improvement in the classroom. TEAM utilizes data from regular observations as well as student test data in order to provide a broad view of educator effectiveness, incorporating both pedagogical effectiveness and student performance growth, and fairly evaluate educators. More information on this model can be found on the TEAM website at the following link: <a href="http://team-tn.org/">http://team-tn.org/</a>. Data from districts that use alternate approved evaluation models is converted and included in Report Card calculations in all cases when that data is reported to the state.</p> |
| <p><i>Tennessee Value-Added Assessment System (TVAAS)</i></p>                | <p>The Tennessee Value-Added Assessment System (TVAAS) measures the impact that teachers have on their students' academic progress. Rather than measuring proficiency, TVAAS specifically captures student growth, so as to better represent the effect that teachers and their schools can have on students. TVAAS is scored from Levels 1-5, with Level 1 representing "Least Effective," Level 3 representing "Average Effectiveness," and Level 5 representing "Most Effective".</p>   |

## Report Card Generation and Performance Framework

### Report Card Generation

The 2018 Report Card was generated through partnerships between the State Board of Education, individual preparation providers, the Tennessee Higher Education Commission, and the Tennessee Department of Education. The data included in the report card represent multiple data sources and the collective efforts of all the aforementioned partners to ensure that high-quality data is presented on the report card.

#### *Data Included in the 2018 Report Card*

The 2018 Report Card includes data from three cohorts of preparation cohort members:

- Cohort 1: Those who completed preparation between September 1, 2014 and August 31, 2015
- Cohort 2: Those who completed preparation and those who were candidates enrolled in a job-embedded preparation program between September 1, 2015 and August 31, 2016
- Cohort 3: Those who completed preparation and those who were candidates enrolled in a job-embedded preparation program between September 1, 2016 and August 31, 2017

The report card will continue to use three cohorts of data moving forward, with the oldest cohort of cohort members rolling off each year. Trend data at the metric, domain, and overall levels details changes in EPP performance over time.

The addition of the job-embedded enrolled candidate reporting requirement for cohort 2 was made so that more accurate data on those candidates could be presented on the report card. Job-embedded candidates receive a license and are able to serve as a teacher of record while they are enrolled in and still completing their preparation program. As a result, it is important that the report card begin to capture the effectiveness of these educators in their first year of teaching. Previously, the report card captured these candidates only after they had fully completed their preparation program.

Cohort members of instructional leader programs are not included in the report card.

#### *Data Collection Process*

Initial data for the report card is generated via and export of all cohort members who were recommended for initial licensure from TNCompass, provided by RANDA. State Board of Education and Tennessee Department of Education staff then sent these rosters to Education Preparation Providers to supply additional datapoints, such as key demographic and assessment information. The State Board of Education works with providers to verify the accuracy of their data submissions. A variety of state data systems are then used to gather additional information on the reported cohort members, such as license number, observation scores, value-added scores, and placement data, to calculate the report card's nine metrics.

## Performance Framework

Each provider is assigned an overall performance category based on their performance on the nine metrics that comprise the 2018 Report Card’s Performance Framework. The Performance Framework’s three domains are Candidate Profile, Employment, and Provider Impact.

### *Weighting System*

In 2016, point values for each metric were set after thoroughly reviewing completer data and consulting with a variety of stakeholders at all levels of Tennessee’s education system. In addition to ensuring that each metric was properly considered, the report card’s weighing system also took into account the relative value of the data in each domain. The 2016 Report Card Advisory Council provided significant input throughout the process of setting these point values. For consistency and to enable providers to demonstrate progress over time, the point values remained the same for the 2018 report card. The resulting point values for each domain and corresponding specific metrics are shown in Figure 1:

| Metrics   | Points |
|---|--------|
| <b>Domain: Candidate Profile</b>                          |        |
| Percentage of Completers with an ACT score of 21+         | 3      |
| Percentage of Racially and Ethnically Diverse Completers  | 7      |
| Percentage of High Demand Endorsements                    | 10     |
| <b>Domain: Employment</b>                                 |        |
| First Year Placement Rate                                 | 6      |
| Beyond Year One Retention Rate                            | 9      |
| <b>Domain: Provider Impact</b>                            |        |
| Percentage of Completers with an Observation Score of 3+  | 6      |
| Percentage of Completers with an Observation Score of 4-5 | 9      |
| Percentage of Completers with a TVAAS score of 3+         | 10     |
| Percentage of Completers with a TVAAS score of 4-5        | 15     |

Figure 1

There are 25 points remaining for future allocation, when new metrics and the Satisfaction domain are added in future years.

### *Metric Scores*

Providers able to earn up to the maximum number of points for each of the nine metrics (Figure 1) based on their performance. Points are awarded based on the provider’s performance relative to the minimum standard and target.

The minimum standard represents the value below which providers will earn zero points for a metric, while the target represents the value that earns all possible points. The minimum standard and targets were set at the 10<sup>th</sup> and 90<sup>th</sup> percentiles of scored providers on the initial data set compiled for the 2016 Report Card and remain at the same levels for the 2018 Report Card. All values between the minimum standard and the target will receive a proportionate percentage of the available points. This can be calculated by subtracting the minimum standard from the value and dividing the result by the difference between the target and the minimum. An example how metric scores are illustrated on the report card is included in Figure 2.

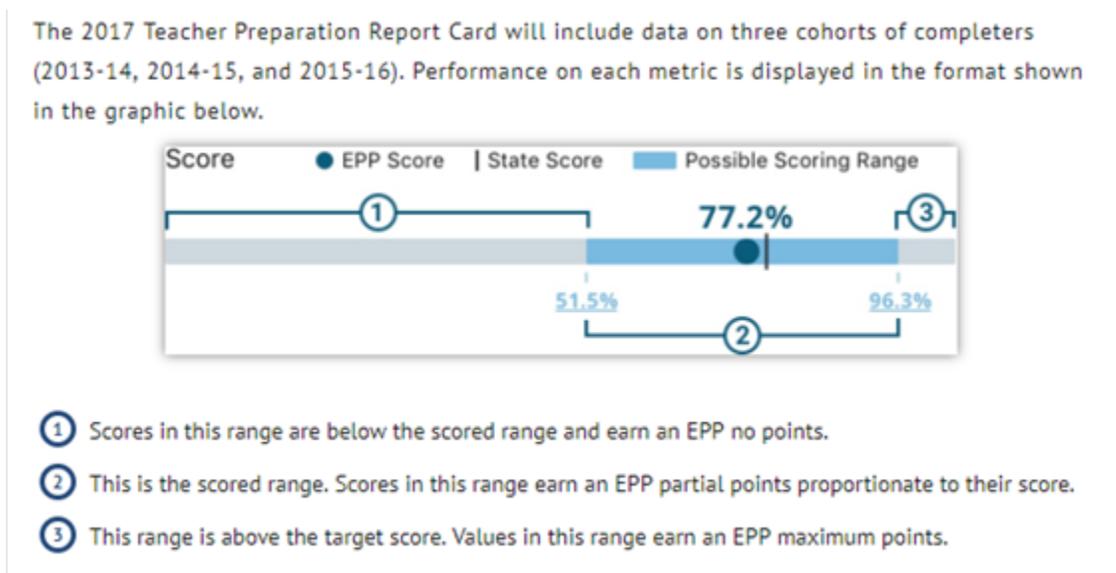


Figure 2

### Domain Scores

Providers earn a performance category of 1-4 for each domain. Domain-level performance category designations are based on the percentage of available points providers earn on all of the domain's metrics. The amount of points available for each metric is weighted based on the framework detailed in Figure 1.

In cases where the provider is missing a metric but still received a score for the domain, the points for the missing metric will be dropped from the numerator as well as the denominator. As a result, not every report card will have the same number of possible points. This will not affect the overall performance category, as that is based on the percentage of points a provider earned on the metrics for which it received a score, not on the total number of points the provider earned on the Report Card.

### Overall Performance Category

Each provider is assigned to an overall performance category based on the percentage of points earned across the nine metrics. The overall performance categories are detailed in Figure 3:

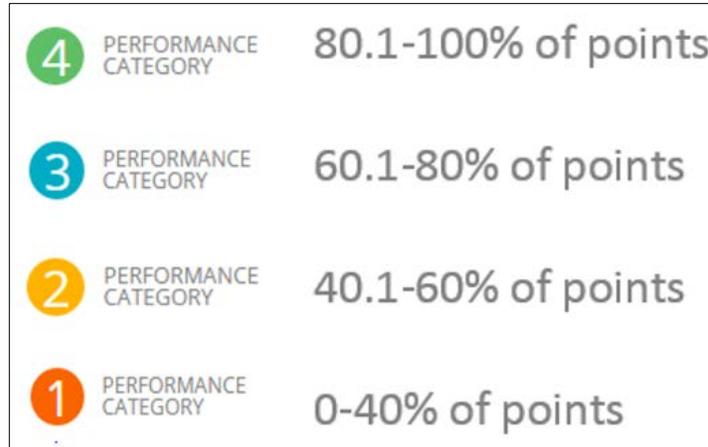


Figure 3

### *N-Size Requirements*

There must be at least ten cohort members for a metric value to be calculated. Whenever the n-size requirement is met for a particular metric value, that provider’s metric score will be reported.

If a provider does not meet n-size requirements for more than half of the metrics within a domain, a domain score will not be calculated. Any provider with a missing domain score will not receive an overall performance category in the 2018 Report Card. Providers will still receive a performance category for all domains where the provider meets n-size requirements for more than half of the metrics regardless of whether or not they receive an overall performance category.

Report cards are not produced for any provider with fewer than ten total cohort members across the three cohorts of cohort members included on the 2018 Report Card.

### *Metric Disaggregations*

In addition to the provider-level scored data provided at the metric level, the 2018 Report Card will also include disaggregations of each metric that provide more targeted data on providers’ cohort members and their performance. Unless otherwise stated, metrics are disaggregated based on clusters of similar endorsements, which are based on the groupings used by the Department of Education on its EPP Annual Reports.

The endorsement clusters used for the report card are as follows, with endorsement codes listed in parentheses:

- College, Career, and Technical Education (150, 151, 152, 153, 448, 449, 450, 451, 452, 453, 472, 474, 475);
- Core Academic English (159, 407, 408);
- Core Academic Math (125, 413);
- Core Academic Science (126, 127, 129, 415, 416, 417, 418);
- Core Academic Social Studies (130, 131, 132, 133, 421, 422, 423, 424, 425, 426);
- Early Childhood Education (467, 468);



- Elementary Education (120, 499);
- Fine Arts (427, 405, 429, 445, 428);
- Middle Grades (440);
- Middle Grades Language Arts (121);
- Middle Grades Math (122);
- Middle Grades Science (123);
- Middle Grades Social Sciences (124);
- Physical Education and Health (419, 420);
- Special Populations (460, 461, 462, 463, 466, 490); and
- World Languages (167, 169, 406, 409, 410, 411, 412, 479, 491, 492, 493, 494, 495, 496).

Endorsement clusters with fewer than ten cohort members have been suppressed and will not be visible on the Report Card.

## Profile Page

Each report card includes a profile page that contains descriptive information shared by each provider. The profile page also contains background and demographic information for each provider’s cohort members. Specific details for each of the measures on the profile page are included in the following table:

| <b>Measure</b>   | <b>Description</b>   |
|--|--|
| <i>Number of Cohort members</i>                                  | This represents the total number of cohort members at each provider across all years represented in the report card. For 2018, this includes cohort members from cohorts 1, 2, and 3.  |
| <i>Percentage of Total State Cohort members</i>                  | This metric reports the percentage of the state’s total cohort members that come from each provider. The number of cohort members from cohorts 1, 2, and 3 are included in this value.   |
| <i>Percentage of Cohort members by Race and Ethnicity</i>        | This represents the percentages of each provider’s cohort members that are reported as coming from each racial or ethnic background. Providers reported the race and ethnicity of their students based on the requirements of Title II of the <i>Higher Education Act</i> . Students whose race was not provided or whose race was indicated as “unknown” are not included in these calculations.  |
| <i>Percentage of Cohort members by State of Residency</i>        | This metric tracks the percentage of in-state versus out-of-state cohort members. All students who are reported as having a Tennessee residence are recorded as in-state, and all other cohort members, including international cohort members, are recorded as out-of-state.  |
| <i>Percentage of Cohort members by Type of Program</i>           | There are three different types of programs included in this measure: baccalaureate, post-baccalaureate, and licensure-only. All baccalaureate and post-baccalaureate candidates who completed their licensure and degree requirements during the report card’s reporting window are included in those respective categories. The licensure-only category includes cohort members that did not receive a degree but completed licensure requirements through an approved preparation provider during the reporting period. |
| <i>Percentage of Cohort members by Type of Clinical Practice</i> | This measure reports the breakdown of cohort members based on the type of clinical practice their preparation included. Explanations of the three types of clinical practice (student teaching, internship, and job-embedded) are listed in the Key Terms section of this report.  |

## Highlights Page

The Highlights page is a new addition to the Teacher Preparation Report Card in 2018. This page includes two sections, the State Focus and the Institution Focus, in which EPPs were able to submit paragraphs detailing specific information about their institution from their own point of view. These submissions were reviewed and approved by State Board staff.

### **State Focus**

The State Focus section is based on a topic chosen by the State Board of Education and the Department of Education that is pertinent to existing initiatives in education across the state. This year, the State Focus was on Literacy and how each provider is preparing their teacher candidates to support reading and literacy development in our state's students.

### **Institution Focus**

As opposed to the State Focus section, there is no common theme for the Institution Focus section. Each EPP was given the opportunity to write about either the specific focus of their institution or about a particular facet of their work that they wanted to highlight.

## Metric Tables

### Candidate Profile Domain

The three metrics that comprise the Candidate Profile domain are described in detail below.

#### Percentage of Cohort with Qualifying Assessment Scores

|                                       |   |
|---------------------------------------|---|
| <i>Metric Description</i>             | This measure reports the percentage of the cohort with qualifying assessment scores on the ACT, SAT, or all three components of the Praxis: CORE. Providers often consider multiple assessments in the admission process; some candidates were admitted using a former version of the Praxis assessment.  |
| <i>Who is included in this count?</i> | The ACT/SAT/Praxis Core count is determined by combining the total number of undergraduate cohort members with an ACT score of 21 or higher, those with an SAT score of 1020 or higher, or those who successfully passed all three components of Praxis CORE or PPST (reading, writing, mathematics). If students had more than one score, this metric only required a passing score on at least one. |
| <i>How is this calculated?</i>        | The provider's score for this metric is calculated by dividing the count described above by the total number of undergraduate cohort members with either an ACT score, an SAT score, or Praxis CORE/PPST scores.  |
| <i>Data Source</i>                    | The data for this metric was self-reported by providers and checked for quality issues by State Board staff.  |

#### Percentage of racially diverse cohort members

|                                       |  |
|---------------------------------------|--|
| <i>Metric Description</i>             | This measure reports the percentage of cohort members who reported having a racially or ethnically diverse background.   |
| <i>Who is included in this count?</i> | The count of racially diverse cohort members is determined by combining the total number of cohort members whose reported race was Hispanic/Latino, American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or two or more races. |
| <i>How is the score calculated?</i>   | The provider's score for this metric is calculated by dividing the count described above by the total number of cohort members whose race was reported by their provider; students whose race was not reported were not considered in either the numerator or the denominator.           |
| <i>Data Source</i>                    | The data for this metric was self-reported by providers and checked for quality issues by State Board staff.   |

|                              |  |
|------------------------------|--|
| <i>Metric Disaggregation</i> | The disaggregation for this metric provides context by reporting the racial demographics of the undergraduate student body of the EPP’s institution as a whole in the last academic year (2017-18). This data was obtained from the Tennessee Higher Education Commission for public institutions, the Tennessee Independent Colleges and Universities Association for private institutions, and provided independently by Western Governors University. |
|------------------------------|--|

### Percentage of high-demand endorsements

|                                       |   |
|---------------------------------------|---|
| <i>Metric Description</i>             | This measure reports the percentage of all endorsements issued in the areas of English as a Second Language, Secondary Math, Secondary Science (Biology, Chemistry, and Physics), Spanish, and Special Education (Modified, Comprehensive, and Interventionist).  |
| <i>Who is included in this count?</i> | The high-demand endorsement count is determined by combining the total number of licenses issued to a provider’s cohort members in the following areas: English as a Second Language: 490; Secondary Math: 125, 413; Secondary Science (which includes Biology: 126, 415; Chemistry: 127, 416; and Physics: 129, 417); Spanish: 169, 409, 495; and Special Education (which includes Modified: 460; Comprehensive: 461; and Interventionist: 144, 145). |
| <i>How is the score calculated?</i>   | The provider’s score for this metric is calculated by dividing the count described above by the total number of endorsements issued to cohort members in the report card’s three cohorts. Both primary and additional endorsements are included in this calculation.  |
| <i>Data Source</i>                    | The data for this metric was self-reported by providers and checked for quality issues by State Board and Department of Education staff.  |
| <i>Metric Disaggregation</i>          | The disaggregation for this metric provides context by reporting the rate at which EPPs licensed cohort members in each of the five high-demand areas.  |

### Employment

The two metrics that comprise the Employment domain are described in detail below.

#### Rate of First-Year Employment in Tennessee Public Schools

|                           |   |
|---------------------------|---|
| <i>Metric Description</i> | This measure reports the rate at which members of the three-year cohort were employed in Tennessee public schools within one year of receiving their initial license. |
|---------------------------|---|

|                                       |  |
|---------------------------------------|--|
| <i>Who is included in this count?</i> | The placement count is determined by combining the total number of cohort members who were employed in Tennessee public schools in the first year after receiving their initial license. Cohort members who were employed in private schools or in schools in another state are not considered in this count. This count also may not currently capture all cohort members who are placed in charter schools.  |
| <i>How is the score calculated?</i>   | The provider's score for this metric is calculated by dividing the count described above by the total number of cohort members who obtained a Tennessee Teacher License Number. Those who did not seek or receive a Tennessee license are excluded from this calculation.  |
| <i>Data Source</i>                    | This data was collected using a combination of resources including administrative and licensure data synthesized by the University of Tennessee, Knoxville's Center for Business and Economic Research and evaluation data stored in TNCompass, the Tennessee Department of Education's evaluation data system, and provided to the State Board by the Tennessee Department of Education. In addition, all cohort members with a TVAAS score are counted toward this metric. |
| <i>Metric Disaggregation</i>          | The disaggregation for this metric provides context by reporting the placement rate for only those cohort members whose state of residency is listed as Tennessee.   |

### Second Year Retention Rate

|                                       |  |
|---------------------------------------|--|
| <i>Metric Description</i>             | This measure reports the percentage of first-year employed cohort members who remain teaching in Tennessee public schools the following year.  |
| <i>Who is included in this count?</i> | The retention count is determined by combining the total number of cohort members who were employed in a Tennessee public school in their first year after completing their teacher preparation program that also remained in a Tennessee public school the following year. For job-embedded cohort members in cohorts 2 and 3, retention is based on the year after the first year in which they were reported. Cohort members who were employed in private schools or in schools in another state are not considered in this count. This count may not currently capture all cohort members who are placed in charter schools. |

|  |  |
|--|--|
| <p><i>How is the score calculated?</i></p> | <p>The provider’s score for this metric is calculated by dividing the count described above by the total number of cohort members who were employed in a Tennessee public school in the first year after completing their preparation program.</p>   |
| <p><i>Data Source</i></p>                  | <p>This data was collected using a combination of resources including administrative and licensure data synthesized by the University of Tennessee, Knoxville’s Center for Business and Economic Research and evaluation data stored in TNCompass and provided to the State Board by the Tennessee Department of Education. In addition, all cohort members with a TVAAS score are counted toward this metric.</p> |
| <p><i>Metric Disaggregation</i></p>        | <p>The disaggregation for this metric provides context by breaking down the data by endorsement cluster.</p>   |

## Provider Impact

The four metrics that comprise the Provider Impact domain are described in detail below.

### Percentage of cohort members whose observation scores are Level 3 or above

|                                       |  |
|---------------------------------------|--|
| <i>Metric Description</i>             | This measure reports the percentage of cohort members who earned an observation score of at least a 3 (“At Expectations”).   |
| <i>Who is included in this count?</i> | The count of cohort members with an observation score of Level 3 or higher is determined by combining the total number of cohort members whose average observation score rounds up to at least a 3. Using the same model as the state evaluation system, this includes raw decimal scores of 2.75 or greater. When applicable, multiple years of observation data are averaged together. |
| <i>How is the score calculated?</i>   | The provider’s score for this metric is calculated by dividing the count described above by the total number of cohort members who received an observation score.  |
| <i>Data Source</i>                    | This data was taken from TNCompass and provided to the State Board by the Tennessee Department of Education.   |
| <i>Metric Disaggregation</i>          | The disaggregation for this metric provides context by breaking down the data by endorsement cluster.  |

### Percentage of cohort members whose observation scores are Levels 4-5

|                                       |  |
|---------------------------------------|--|
| <i>Metric Description</i>             | This measure reports the percentage of cohort members who earned an observation score of 4 or 5 (“Above Expectations” or “Significantly Above Expectations”).  |
| <i>Who is included in this count?</i> | The count of cohort members with an observation score of Level 4 or 5 is determined by combining the total number of cohort members whose average observation score rounds up to at least a 4. Using the same model as the state evaluation system, this includes raw decimal scores of 3.5 or greater. When applicable, multiple years of observation data are averaged together. |
| <i>How is the score calculated?</i>   | The provider’s score for this metric is calculated by dividing the count described above by the total number of cohort members who received an observation score for at least one year.  |
| <i>Data Source</i>                    | This data was taken from TNCompass and provided to the State Board by the Tennessee Department of Education.   |

|                              |   |
|------------------------------|---|
| <i>Metric Disaggregation</i> | The disaggregation for this metric provides context by breaking down the data by endorsement cluster. |
|------------------------------|---|

**Percentage of cohort members whose TVAAS scores are Level 3 or above**

|                                       |  |
|---------------------------------------|--|
| <i>Metric Description</i>             | This measure reports the percentage of cohort members who earned a Tennessee Value-Added Assessment System (TVAAS) score of at least a 3 (“At Expectations”).  |
| <i>Who is included in this count?</i> | The count of cohort members with a TVAAS score of Level 3 or higher is determined by combining the total number of cohort members who received a TVAAS composite score of 3, 4, or 5. TVAAS composites assess the growth made by a teacher’s students, rather than overall levels of proficiency. Level 3 indicates that students are making expected growth, while Levels 4 and 5 indicate that the teacher’s students are exceeding expected growth. When applicable, the multi-year composite score was used. |
| <i>How is the score calculated?</i>   | The provider’s score for this metric is calculated by dividing the count described above by the total number of cohort members who received a TVAAS composite score for at least one year.   |
| <i>Data Source</i>                    | This data was provided to the State Board by SAS Institute, which conducts TVAAS analysis for Tennessee.   |
| <i>Metric Disaggregation</i>          | The disaggregation for this metric provides context by breaking down the data by endorsement cluster.  |

**Percentage of cohort members whose TVAAS scores are Levels 4-5**

|                                       |   |
|---------------------------------------|---|
| <i>Metric Description</i>             | This measure reports the percentage of cohort members who earned a Tennessee Value-Added Assessment System (TVAAS) score of 4 or 5 (“Above Expectations” or “Significantly Above Expectations”).  |
| <i>Who is included in this count?</i> | The count of cohort members with a TVAAS score of Level 4 or 5 is determined by combining the total number of cohort members who received a Tennessee Value-Added Assessment System (TVAAS) composite score of 4 or 5. TVAAS composites assess the growth made by a teacher’s students, rather than overall levels of proficiency. Levels 4 and 5 indicate that the teacher’s students are exceeding expected growth. When applicable, the multi-year composite score was used. |
| <i>How is the score calculated?</i>   | The provider’s score for this metric is calculated by dividing the count described above by the total number of cohort members who received a TVAAS composite score for at least one year.  |

|                              |  |
|------------------------------|--|
| <i>Data Source</i>           | This data was provided to the State Board by SAS Institute, which conducts TVAAS analysis for Tennessee. |
| <i>Metric Disaggregation</i> | The disaggregation for this metric provides context by breaking down the data by endorsement cluster.    |