2019 Tennessee Educator Preparation Report Card

Technical Report

Table of Contents

Key Terms

Term	Definition
Clinical Practice	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. 1. Student Teaching – In this type of clinical practice, 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. 2. 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. 3. 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.
Cohort Member	A cohort member is any candidate who completed an educator preparation program **or** enrolled in a job-embedded preparation program during one of the three academic years included in this Report Card. The 2019 Report Card includes cohort members from the 2015-16 academic year (Cohort 2016), the 2016-17 academic year (Cohort 2017), and the 2017-18 academic year (Cohort 2018). Throughout the Report Card, the terms "cohort member" and "completer" are used interchangeably.
Educator Preparation Provider (EPP)	Educator preparation providers, also referred to as providers or EPPs, are the universities, colleges, and education-related organizations that prepare Tennessee educators. Thirty-nine providers received teacher preparation report cards this year and 18 received leader preparation report cards.
Endorsement Area	Endorsement areas indicate the subject(s) and/or grade level(s) 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.

Term	Definition
Preparation Partnerships	There are two state-approved preparation partnerships between providers that share responsibility for the preparation of cohort members. One partnership is between Lipscomb University and Teach for America - Nashville and the other is between Union University and Memphis Teacher Residency. Cohort members involved in these partnerships are reported by both providers.
Report Card Advisory Council	Since 2016, the State Board has worked with an Advisory Council comprised of education stakeholders such as educator preparation faculty members, district leaders, advocacy organizations, legislators, State Board members, and representatives from other state agencies. In 2019, the State Board also collected feedback from current students at Educator Preparation Providers across the state to better understand how the Report Card could provide information to individuals seeking to become teachers. This input helped inform the Advisory Council's recommendations for revisions to the scoring framework and visual enhancements to the Report Card.
Tennessee Educator Acceleration Model (TEAM)	The Tennessee Educator Acceleration Model (TEAM) is the primary rubric used to evaluate Tennessee public school educators. More information about this model can be found on the TEAM website: http://team-tn.org/. Data from districts that use alternate approved evaluation models are converted and included in Report Card calculations in all cases when that data is reported to the state.
Tennessee Value-Added Assessment System (TVAAS)	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 schools can have on students. TVAAS is scored from Levels 1-5. Levels 1 and 2 indicate that a teacher's students are making less than expected growth, Level 3 indicates that students are making expected growth, and Levels 4 and 5 indicate that students are exceeding expected growth.

Report Card Generation and Performance Framework

Report Card Generation

The 2019 Tennessee Educator Preparation 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 2019 Report Card
The 2019 Report Card includes data from three cohorts of educator preparation program candidates:

Cohort	Traditional Pathway	Job-Embedded Pathway
2016	Completed preparation between September 1, 2015 and August 31, 2016	Enrolled in a job-embedded preparation program between September 1, 2015 and August 31, 2016
2017	Completed preparation between September 1, 2016 and August 31, 2017	Enrolled in a job-embedded preparation program between September 1, 2016 and August 31, 2017
2018	Completed preparation between September 1, 2017 and August 31, 2018	Enrolled in a job-embedded preparation program between September 1, 2017 and August 31, 2018

The Report Card will continue to use three cohorts of data moving forward, with the oldest cohort rolling off each year.

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. In order to capture the effectiveness of these educators in their first year of teaching, job-embedded candidates are included in the Report Card based on their enrollment date rather than their completion date.

Data Collection Process

Initial data for the Report Card were generated via an export of all cohort members who were recommended for initial licensure in TNCompass, provided by the TNCompass vendor RANDA. State Board of Education and Tennessee Department of Education staff then sent these rosters to Educator Preparation Providers to supply additional data points, such as demographic and admissions assessment information. The State Board of Education and Tennessee Department of Education worked with providers to verify the accuracy of their data submissions. A variety of state data systems were then used to gather additional information on the reported cohort members, such as observation scores, TVAAS scores, and employment data. The detailed descriptions of each metric beginning on page 11 of this technical report include the data source(s) for each metric.

Performance Framework

Each provider is assigned an overall performance category based on its performance on the eight scored metrics that comprise the 2019 Report Card's Performance Framework. The scored metrics are divided into three domains: Candidate Profile, Employment, and Provider Impact.

Weighting System

Point values for each metric were revised in 2019 in consultation with the Report Card Advisory Council. This was the first time that point values had been revised since the State Board began producing the Report Card in 2016. Compared to previous years, the 2019 Report Card places higher value on recruiting racially and ethnically diverse candidates and on preparing teachers who remain in the classroom for multiple years. Point values in the Provider Impact domain have been revised to reflect high but realistic expectations for early-career teachers. The point values for each domain and corresponding specific metrics are shown in the table below.

Metric	Point Value
Domain: Candidate Profile	**20**
Percent of Racially & Ethnically Diverse Completers	10
Percent of High-Demand Endorsements	10
Domain: Employment	**15**
Second-Year Retention	9
Third-Year Retention	6
Domain: Provider Impact	**40**
Classroom Observation Score of 3+	9
Classroom Observation Score 4-5	6
Student Growth (TVAAS) Score 3+	15
Student Growth (TVAAS) Score of 4-5	10

There are 25 points remaining for future allocation. Future scored metrics may include candidate satisfaction and pass rates on licensure examinations.

Performance Benchmarks

Each of the eight scored metrics has both a **floor** and a **target**.

- EPPs at or below the floor for a particular metric will receive 0 points for that metric.
- EPPs at or above the target for a particular metric will receive full points for that metric.
- EPPs between the floor and the target will receive a proportional amount of points.

Performance benchmarks were set based on **three-year averages** (not including the current year). These averages were rounded to produce the final benchmarks shown in the table below.

Metric	Floor (minimum to receive points)	Target (maximum points)
Percent of Racially & Ethnically Diverse Completers	0%	30%
Percent of High-Demand Endorsements	5%	35%
Second-Year Retention	80%	95%
Third-Year Retention	70%	85%
Observation 3+	80%	95%
Observation 4+	35%	65%
Student Growth 3+	45%	70%
Student Growth 4+	10%	35%

Overall Performance Category

Each provider is assigned to an overall performance category based on the percentage of points earned across the eight scored metrics. The overall performance categories are shown in the table below.

Category	Percent of Points Earned
Exceeds Expectations	75%-100%
Meets Expectations	50%-74.9%
Does Not Meet Expectations	0%-49.9%

Domain Scores

In addition to their overall performance category, providers are assigned to a performance category for each domain based on the percentage of available points earned on the metrics in that domain.

In cases where a provider is missing a metric but still received a score for the domain, the points for the missing metric are dropped from both the numerator and the denominator. This will not affect the provider's overall performance category, as that is based on the percentage of points a provider earned on the metrics for which it received a score.

N-Size Requirements

Metrics with an n-size smaller than ten are not reported.

Providers must meet the minimum n-size for at least half of the metrics in a domain in order to receive a score for that domain. Any provider with a missing domain score will not receive an overall performance category on the 2019 Report Card.

Report cards are not produced for any provider with fewer than ten total cohort members across the three cohorts included on the 2019 Report Card.

Metric Disaggregations

Scored metrics in the Provider Impact domain can be disaggregated by cohort (provided that the n-size for each cohort is at least ten). This provides insight into how cohort members progress during

their first few years of teaching. For example, while most members of Cohort 2018 have spent just one year in the classroom, many members of Cohort 2016 have now been teaching for three years.

Unscored Metrics

In addition to the eight scored metrics listed above, each domain includes one or more unscored metrics. These metrics are for informational purposes only and have no effect on a provider's domain scores or overall performance category.

The 2019 Report Card includes two new domains, Candidate Assessment and Satisfaction. This year, all of the metrics in these new domains are unscored. Scored metrics may be added to these domains in future years.

"About This Program" Page

Each EPP has an "About this Program" page that contains a mission statement and program description provided by the EPP. The page also includes the following information about the EPP and its cohort members:

Metric	Description
Provider Type	This field indicates whether the provider is public, private, or alternative.
Program Levels Offered	This field indicates whether a provider offers baccalaureate programs, post-baccalaureate programs, or both.
Endorsements Offered	This field lists the subjects and grade levels for which this provider is approved to prepare educators.
Completer Placement Across Tennessee	This map shows where the provider's cohort members are employed. Only cohort members who are employed in Tennessee public schools are included on this map. For cohort members who have been employed in more than one school district, only the first district where the cohort member was employed is shown on the map.
Teachers in Three-Year Cohort	This represents the total number of cohort members this provider had across all three years represented in the Report Card.
Completers Over Time	This shows the number of cohort members the provider had in each of the three years represented in the Report Card.
Clinical Practice Type	This reports the breakdown of cohort members based on the type of clinical practice they completed during their program. Definitions of the three types of clinical practice (student teaching, internship, and job-embedded) are included in the Key Terms section of this technical report.
Completers In-State	This reports the percentage of in-state cohort members. All cohort members who report Tennessee as their state of residence are recorded as in-state, and all other cohort members, including international cohort members, are recorded as out-of-state.

Candidate Profile

The Candidate Profile domain includes two scored metrics and two unscored metrics. Each metric is described in detail below.

Scored Metrics

Percentage of Racially Diverse Cohort Members

Metric Description	This metric reports the percentage of cohort members who reported having a racially or ethnically diverse background.
Who is included in this count?	This count includes any cohort member whose race is reported as American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or Other Pacific Islander, or two or more races. This count also includes any cohort member whose ethnicity is reported as Hispanic or Latino (regardless of race).
How is the score calculated?	A 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; cohort members whose race was not reported were not considered in either the numerator or the denominator.
Data Source	Data for this metric was pulled from TNCompass and checked for quality issues by State Board and Department of Education staff. Providers also had the opportunity to make corrections to this data.

Percentage of High-Demand Endorsements

Metric Description	This measure reports the percentage of cohort members who earned endorsements 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).
Who is included in this count?	This count includes any cohort member who earned one or more of the following endorsements (numbers in parentheses are endorsement codes): • English as a Second Language (490) • Secondary Math (125, 413) • Biology (126, 415) • Chemistry (127, 416) • Physics (129, 417) • Spanish (142, 169, 409, 495) • Special Education Modified (460) • Special Education Comprehensive (461) • Special Education Interventionist (144, 145)

	Cohort members who earned more than one high-demand endorsement are only counted once.
How is the score calculated?	A provider's score for this metric is calculated by dividing the count described above by the total number of cohort members who received a Tennessee license.
Data Source	Data for this metric was pulled from TNCompass and checked for quality issues by State Board and Department of Education staff. Providers also had the opportunity to make corrects to this data.
Metric Disaggregation	The disaggregation reports the percentage of cohort members who earned endorsements in each of the five high-demand areas (English as a Second Language, Secondary Math, Secondary Science, Spanish, and Special Education).

Unscored Metrics

Cohort Members by Race/Ethnicity

Metric Description	This metric shows the racial and ethnic composition of the provider's three-year cohort.
Who is included in this count?	The count for this metric includes each cohort member whose race was reported. Cohort members who reported more than one race were coded as "two or more races." Cohort members whose ethnicity was reported as Hispanic or Latino were coded as "Hispanic" regardless of race.
How is this metric calculated?	This metric is calculated by dividing the count of cohort members from each racial/ethnic background by the total number of cohort members whose race/ethnicity was reported. Cohort members whose race was not reported or whose race was indicated as "unknown" are not included in these calculations.
Data Source	Data for this metric was pulled from TNCompass and checked for quality issues by State Board and Department of Education staff. Providers also had the opportunity to make corrections to this data.

Percentage of Cohort with Qualifying Assessment Scores

Metric Description	This measure reports the percentage of undergraduate cohort members with qualifying assessment scores on the ACT, SAT, or all three components of the Praxis: CORE. This metric is not reported for providers that have only post-baccalaureate candidates.

Who is included in this count?	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, and those who successfully passed all three components of Praxis: CORE (reading, writing, and mathematics). Cohort members with qualifying scores on more than one assessment are only counted once.
How is this metric calculated?	This metric is calculated by dividing the count described above by the total number of undergraduate cohort members with an ACT score, an SAT score, and/or Praxis: CORE scores.
Data Source	The data for this metric was self-reported by providers and checked for quality issues by State Board and Department of Education staff.

Employment

The Employment domain includes two scored metrics and one unscored metric. Each metric is described in detail below.

Scored Metrics

Second Year Retention Rate

Metric Description	This metric reports the percentage of cohort members who were employed in a Tennessee public school their first year and remained teaching in Tennessee public schools for a second year.
Who is included in this count?	This count includes cohort members who were employed in Tennessee public schools for at least two years after completing their preparation program or enrolling in a job-embedded program. Cohort members who were employed in private schools or in schools in another state are not included in this count. Cohort members who were employed in public charter schools in Tennessee are included in this count. Cohort members who change schools or districts are included in this count as long as they are still employed in a Tennessee public school.
How is the score calculated?	A 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 or enrolling in a job-embedded program.
Data Source	This data was collected using a combination of resources including administrative and licensure data synthesized by the University of Tennessee's Boyd Center for Business and Economic Research and staffing data from the Tennessee Department of Education. In addition, all cohort members with evaluation data in a given school year are counted as employed.

Third Year Retention Rate

Metric Description	This metric reports the percentage of cohort members who were employed in a Tennessee public school their first year and remained teaching in Tennessee public schools for three years.

Who is included in this count?	This count includes cohort members who were employed in Tennessee public schools for three years after completing their preparation program or enrolling in a job-embedded program. Cohort members who were employed in private schools or in schools in another state are not included in this count. Cohort members who were employed in public charter schools in Tennessee are included in this count. Cohort members who change schools or districts are included in this count as long as they are still employed in a Tennessee public school.
How is the score calculated?	A 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.
Data Source	This data was collected using a combination of resources including administrative and licensure data synthesized by the University of Tennessee's Boyd Center for Business and Economic Research and staffing data from the Tennessee Department of Education. In addition, all cohort members with evaluation data in a given school year are counted as employed.

Unscored Metric

Rate of First-Year Employment in Tennessee Public Schools

Metric Description	This metric reports the percentage of cohort members who were employed in Tennessee public schools within one year of completing their preparation program or within one year of enrolling in a job-embedded program.
Who is included in this count?	This count is determined by combining the total number of cohort members who were employed in Tennessee public schools in the first year after completing their preparation program or enrolling in a job-embedded program. Cohort members who were employed in private schools or in schools in another state are not included in this count. Cohort members who were employed in public charter schools in Tennessee are included in this count.
How is this metric calculated?	This metric is calculated by dividing the count described above by the total number of cohort members who obtained a Tennessee teaching license.

Data Source	This data was collected using a combination of resources including administrative and licensure data synthesized by the University of Tennessee's Boyd Center for Business and Economic Research and staffing data from the Tennessee Department of Education. In addition, all cohort members with evaluation data in a given school year are counted as employed.

Provider Impact

The Provider Impact domain includes four scored metrics and two unscored metrics. Each metric is described in detail below.

Scored Metrics

Percentage of Cohort Members whose Classroom Observation Scores are Level 3 or Above

Metric Description	This measure reports the percentage of cohort members who earned an observation score of at least a 3 ("At Expectations") on a scale of 1-5.
Who is included in this count?	This count includes the total number of observation scores of 3 or higher received by a provider's cohort members. For cohort members with multiple years of data, each year's observation score is counted separately. Using the same model as the state evaluation system, raw decimal scores of 2.75 or greater were rounded up to 3.
How is the score calculated?	A provider's score for this metric is calculated by dividing the count described above by the total number of observation scores received by the provider's cohort members.
Data Source	This data was taken from the Tennessee Department of Education's educator evaluation files.
Metric Disaggregation	The disaggregation for this metric breaks down the data by cohort. The three cohorts included in this Report Card are Cohort 2016, Cohort 2017, and Cohort 2018.

Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above

Metric Description	This measure reports the percentage of cohort members who earned an observation score of at least a 4 ("Above Expectations") on a scale of 1-5.
Who is included in this count?	This count includes the total number of observation scores of 4 or higher received by a provider's cohort members. For cohort members with multiple years of data, each year's observation score is counted separately. Using the same model as the state evaluation system, raw decimal scores of 3.5 or greater were rounded up to 4.
How is the score calculated?	A provider's score for this metric is calculated by dividing the count described above by the total number of observation scores received by the provider's cohort members.
Data Source	This data was taken from the Tennessee Department of Education's educator evaluation files.
Metric Disaggregation	The disaggregation for this metric breaks down the data by cohort. The three cohorts included in this Report Card are Cohort 2016, Cohort 2017, and Cohort 2018.

Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above

Metric Description	This metric reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 3 ("Expected Growth") on a scale of 1-5.
Who is included in this count?	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. For cohort members with multiple years of data, the multi-year composite score was used. For cohort members with only one year of data, the single-year composite score was used.
	Due to challenges experienced with statewide student assessments in the 2017-18 school year, teachers could choose to nullify their 2017-18 evaluation results. TVAAS data from 2017-18 is excluded from this metric for cohort members who chose to nullify their 2017-18 evaluation results. These cohort members are still included in this metric if they had TVAAS data in other years.
How is the score calculated?	A 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 in at least one year.
Data Source	This data was provided to the Tennessee Department of Education by SAS Institute, which conducts TVAAS analysis for Tennessee.
Metric Disaggregation	The disaggregation for this metric breaks down the data by cohort. The three cohorts included in this Report Card are Cohort 2016, Cohort 2017, and Cohort 2018.

Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above

Metric Description	This metric reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 4 ("Exceeds Expected Growth") on a scale of 1-5.

Who is included in this count?	The count of cohort members with a TVAAS score of Level 4 or higher is determined by combining the total number of cohort members who received a TVAAS composite score of 4 or 5. For cohort members with multiple years of data, the multi-year composite score was used. For cohort members with only one year of data, the single-year composite score was used.
	Due to challenges experienced with statewide student assessments in the 2017-18 school year, teachers could choose to nullify their 2017-18 evaluation results. TVAAS data from 2017-18 is excluded from this metric for cohort members who chose to nullify their 2017-18 evaluation results. These cohort members are still included in this metric if they had TVAAS data in other years.
How is the score calculated?	A 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.
Data Source	This data was provided to the Tennessee Department of Education by SAS Institute, which conducts TVAAS analysis for Tennessee.
Metric Disaggregation	The disaggregation for this metric breaks down the data by cohort. The three cohorts included in this Report Card are Cohort 2016, Cohort 2017, and Cohort 2018.

Unscored Metrics

Percentage of Cohort Members whose Level of Overall Effectiveness (LOE) Scores are Level 3 or Above

Metric Description	This metric reports the percentage of cohort members who earned a level of overall effectiveness (LOE) score of at least 3 ("At Expectations") on a scale of 1-5. LOE scores include multiple measures of a teacher's performance in the classroom, including classroom observation scores and TVAAS scores.
Who is included in this count?	This count includes the total number of LOE scores of 3 or higher received by a provider's cohort members. For cohort members with multiple years of data, each year's LOE score is counted separately.
	Due to challenges experienced with statewide student assessments in the 2017-18 school year, teachers could choose to nullify their 2017-18 evaluation results. LOE scores from 2017-18 are excluded from this metric for cohort members who chose to nullify their 2017-18 evaluation results.
How is this metric calculated?	This metric is calculated by dividing the count described above by the total number of LOE scores received by the provider's cohort members (not including any scores that were nullified as described above).

Data Source	This data was taken from the Tennessee Department of Education's educator evaluation files.

Percentage of Cohort Members whose Level of Overall Effectiveness (LOE) Scores are Level 4 or Above

Metric Description	This metric reports the percentage of cohort members who earned a level of overall effectiveness (LOE) score of at least 4 ("Above Expectations") on a scale of 1-5. LOE scores include multiple measures of a teacher's performance in the classroom, including classroom observation scores and TVAAS scores.
Who is included in this count?	This count includes the total number of LOE scores of 4 or higher received by a provider's cohort members. For cohort members with multiple years of data, each year's LOE score is counted separately. Due to challenges experienced with statewide student assessments in the 2017-18 school year, teachers could choose to nullify their 2017-18 evaluation results. LOE scores from 2017-18 are excluded from this metric for cohort members who chose to nullify their 2017-18 evaluation results.
How is this metric calculated?	This metric is calculated by dividing the count described above by the total number of LOE scores received by the provider's cohort members (not including any scores that were nullified as described above).
Data Source	This data was taken from Tennessee Department of Education's educator evaluation files.

Candidate Assessment

The Candidate Assessment domain includes three unscored metrics. Each metric is described in detail below.

Unscored Metrics

Praxis Principles of Learning and Teaching (PLT) Pass Rate

Metric Description	This metric reports the percentage of cohort members who passed the Praxis Principles of Learning and Teaching (PLT) assessment within two attempts. Some cohort members may have taken the edTPA assessment instead of the Praxis.
Who is included in this count?	This count includes all cohort members who passed the Praxis Principles of Learning and Teaching (PLT) assessment on either their first or second attempt. Only tests taken prior to September 1, 2018 are included.
How is this metric calculated?	This metric is calculated by dividing the count described above by the total number of cohort members who took the Praxis PLT at least once prior to September 1, 2018.
Data Source	The Tennessee Department of Education receives Praxis scores through a data-sharing agreement with ETS.

edTPA Pass Rate

Metric Description	This metric reports the percentage of cohort members who passed the edTPA assessment within two attempts. The edTPA became a requirement for licensure in most endorsement areas on January 1, 2019. The pass rate shown on the Report Card includes candidates who took the assessment before this requirement went into effect, when EPPs were in the process of transitioning to this new assessment.
Who is included in this count?	This count includes all cohort members who passed the edTPA assessment on either their first or second attempt. Only tests taken prior to August 1, 2018 are included.
How is this metric calculated?	This metric is calculated by dividing the count described above by the total number of cohort members who took the edTPA at least once prior to August 1, 2018.
Data Source	The Tennessee Department of Education receives edTPA scores through a data-sharing agreement with Pearson.

Praxis Subject Assessments Pass Rate

Metric Description	This metric reports the percentage of cohort members who passed the Praxis Subject Assessments required for their endorsement area(s) within two attempts.

Who is included in this count?	This count includes all cohort members who passed the Praxis Subject Assessment(s) required for their endorsement area on their first or second attempt. Cohort members with multiple endorsement areas are counted separately for each endorsement. Only tests taken prior to September 1, 2018 are included.
How is this metric calculated?	This metric is calculated by dividing the count described above by the total number of cohort members who took Praxis Subject Assessments. Cohort members with multiple endorsement areas are counted separately for each endorsement in both the numerator and the denominator. Assessments not related to a candidate's endorsement area(s) are not included in this metric. For example, if a candidate took Praxis Subject Assessments in secondary English, History, and Biology but only became endorsed in English and History, the Biology score would not be included in this metric. The candidate would be counted twice, once for English and once for History.
Data Source	The Tennessee Department of Education receives Praxis scores through a data-sharing agreement with ETS.

Satisfaction

The Satisfaction domain includes three unscored metrics. Each metric is described in detail below.

Unscored Metrics

Preparedness from Coursework

Metric Description	This metric reports how prepared cohort members felt by their EPP's coursework and program content.
Who is included in this count?	The count for this metric is the number of cohort members from this provider who responded to the Early Career branch of the 2019 Tennessee Educator Survey.
How is this metric calculated?	This metric is calculated by dividing the number of cohort members who gave each response ("Well Prepared," "Somewhat Prepared," "Somewhat Unprepared," and "Not Prepared") by the total number of responses.
Data Source	Data for this metric are from the Tennessee Educator Survey, which is conducted each spring by the Tennessee Department of Education in partnership with the Tennessee Education Research Alliance (TERA). All educators in Tennessee public schools (including charter schools) receive a personalized invitation to complete the survey. The Early Career branch of the survey is for educators who are in their first three years of teaching. For more information about the survey, click here.

Preparedness from Clinical Experience

Metric Description	This metric reports how prepared cohort members felt by their clinical experience.
Who is included in this count?	The count for this metric is the number of cohort members from this provider who responded to the Early Career branch of the 2019 Tennessee Educator Survey.
How is this metric calculated?	This metric is calculated by dividing the number of cohort members who gave each response ("Well Prepared," "Somewhat Prepared," "Somewhat Unprepared," and "Not Prepared") by the total number of responses.
Data Source	Data for this metric are from the Tennessee Educator Survey, which is conducted each spring by the Tennessee Department of Education in partnership with the Tennessee Education Research Alliance (TERA). All educators in Tennessee public schools (including charter schools) receive a personalized invitation to complete the survey. The Early Career branch

of the survey is for educators who are in their first three years of teaching. For more information about the survey, click here.

Overall Preparedness

Metric Description	This metric reports how prepared cohort members felt overall.
Who is included in this count?	The count for this metric is the number of cohort members from this provider who responded to the Early Career branch of the 2019 Tennessee Educator Survey.
How is this metric calculated?	This metric is calculated by dividing the number of cohort members who gave each response ("Well Prepared," "Somewhat Prepared," "Somewhat Unprepared," and "Not Prepared") by the total number of responses.
Data Source	Data for this metric are from the Tennessee Educator Survey, which is conducted each spring by the Tennessee Department of Education in partnership with the Tennessee Education Research Alliance (TERA). All educators in Tennessee public schools (including charter schools) receive a personalized invitation to complete the survey. The Early Career branch of the survey is for educators who are in their first three years of teaching. For more information about the survey, click here.

Leader Preparation

The 2019 Report Card includes an unscored Leader Preparation module. The metrics included in this module are described below.

Metric	Description
Provider Type	This field indicates whether the provider is public, private, or alternative.
Leaders in Two-Year Cohort	This represents the total number of cohort members this provider had across the two years represented in the Report Card.
Completers Over Time	This shows the number of cohort members the provider had in each of the two years represented in the Report Card. The State Board began collecting data on leader preparation in 2017, so only two years of data are available. In future years, the Report Card will include three years of leader preparation data.
Completers by Race	This metric shows the racial and ethnic composition of the two-year cohort. Cohort members whose ethnicity was reported as Hispanic or Latino were coded as "Hispanic" regardless of race. Cohort members whose race was not reported or whose race was indicated as "unknown" are not included in these calculations.
Praxis Leader Licensure Pass Rate	This metric reports the percentage of cohort members who passed the Praxis School Leaders Licensure Assessment (SLLA) within two attempts. Only tests taken prior to September 1, 2018 are included.