



2022 Tennessee Educator Preparation  
Report Card  
Technical Report

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## Key Terms

Term	Definition
<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 – 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.</li> <li>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.</li> <li>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.</li> </ol>
<i>Cohort Member</i>	<p>A cohort member is any person who completed an educator preparation program <b>or</b> enrolled in a job-embedded preparation program during one of the three academic years included in this Report Card. The 2022 Report Card includes cohort members from the 2018-19 academic year (Cohort 2019), the 2019-20 academic year (Cohort 2020), and the 2020-21 academic year (Cohort 2021). Throughout the Report Card, the terms “cohort member” and “candidate” are used interchangeably.</p>
<i>Educator Preparation Provider (EPP)</i>	<p>Educator preparation providers, also referred to as providers or EPPs, are the universities, colleges, and education-related organizations that prepare Tennessee educators. Forty-three providers received teacher preparation report cards this year and 20 received leader preparation report cards.</p>
<i>Endorsement Area</i>	<p>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.</p>

Term	Definition
<i>Preparation Partnerships</i>	There are three state-approved preparation partnerships between providers that share responsibility for the preparation of cohort members. Teach for America – Nashville-Chattanooga has partnerships with Lipscomb University and with Relay Graduate School of Education – Nashville, while Memphis Teacher Residency has a partnership with Union University. Cohort members involved in these partnerships are reported by both providers.
<i>Report Card Advisory Council</i>	Since 2016, the State Board has worked with an Advisory Council comprised of education stakeholders such as educator preparation faculty and staff, district leaders, advocacy organizations, legislators, State Board members, and representatives from other state agencies. The Advisory Council makes recommendations regarding the Report Card scoring framework, specific metrics, and the general layout of the Report Card.
<i>Tennessee Educator Acceleration Model (TEAM)</i>	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: <a href="http://team-tn.org/">http://team-tn.org/</a> . 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.
<i>Tennessee Value-Added Assessment System (TVAAS)</i>	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.
<i>TNCompass</i>	TNCompass is the online portal used to track educator licensure in Tennessee.



## Report Card Generation and Performance Framework

### Report Card Generation

The 2022 Tennessee Educator Preparation Report Card was generated through partnerships between the State Board of Education, educator preparation providers, and the Tennessee Department of Education. The data included in the Report Card represent multiple data sources and the collective efforts of all these partners.

#### *Data Included in the 2022 Report Card*

The 2022 Report Card includes data on three cohorts of educator preparation program candidates:

<b>Cohort</b>	<b>Student Teaching or Internship Pathway</b>	<b>Job-Embedded Pathway</b>
2019	Completed preparation between September 1, 2018 and August 31, 2019	Enrolled in a job-embedded preparation program between September 1, 2018 and August 31, 2019
2020	Completed preparation between September 1, 2019 and August 31, 2020	Enrolled in a job-embedded preparation program between September 1, 2019 and August 31, 2020
2021	Completed preparation between September 1, 2020 and August 31, 2021	Enrolled in a job-embedded preparation program between September 1, 2020 and August 31, 2021

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 was 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

In previous years, EPPs received an overall rating based on their performance in the Report Card's scored domains. Due to the lack of teacher evaluation data from the 2019-20 school year and the continued impact of the COVID-19 pandemic on public schools during the 2020-21 school year, EPPs are not receiving an overall rating this year.

### *Weighting System*

The 2022 Report Card includes three scored domains: Candidate Profile, Employment, and Candidate Assessment. The point values for each domain and corresponding specific metrics are shown in the table below.

Metric	Point Value
<b>Domain: Candidate Profile</b>	<b>20</b>
Percent of Racially & Ethnically Diverse Completers	10
Percent of High-Demand Endorsements	10
<b>Domain: Employment</b>	<b>15</b>
Second-Year Retention	9
Third-Year Retention	6
<b>Domain: Candidate Assessment</b>	<b>15</b>
Pedagogical Assessment Pass Rate	9
Content Assessment Pass Rate	6

### *Performance Benchmarks*

Each of the six 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 number 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%	35%
Percent of High-Demand Endorsements	10%	40%
Second-Year Retention	85%	95%



Metric	Floor (minimum to receive points)	Target (maximum points)
Third-Year Retention	65%	90%
Pedagogical Assessment Pass Rate	90%	100%
Content Assessment Pass Rate	85%	95%

*Domain Ratings*

EPPs are assigned a performance rating in each of the three scored domains based on the percentage of available points earned on 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.

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

*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 scored metrics in a domain in order to receive a rating for that domain.

Report cards are not produced for any provider with fewer than ten total cohort members across the three cohorts included in the 2022 Report Card.

*Unscored Metrics*

In addition to the six scored metrics listed above, the Report Card includes several unscored metrics. These metrics are for informational purposes only and have no effect on a provider's domain ratings.

The 2022 Report Card includes two unscored domains, Provider Impact and Satisfaction. Provider Impact was scored in previous years but is unscored this year due to the lack of teacher evaluation data from 2019-20 and the continued impact of the COVID-19 pandemic on public schools during the 2020-21 school year.



## “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:

<b>Metric</b>	<b>Description</b>
<i>Provider Type</i>	This field indicates whether the provider is public, private, or alternative.
<i>Program Types Offered</i>	This field indicates whether a provider offers baccalaureate programs, post-baccalaureate programs, and/or occupational programs.
<i>Academic Endorsement Areas Offered</i>	This field lists the academic subjects and grade levels for which this provider prepares educators. Candidates seeking a Tennessee Teacher license must meet the requirements in at least one academic endorsement area.
<i>Occupational Endorsement Areas Offered</i>	This field lists the occupational areas for which this provider prepares educators. Candidates seeking an Occupational Teacher license must meet the requirements in at least one occupational endorsement area.
<i>School Services Personnel Endorsements Offered</i>	This field lists the school service roles (e.g., school counselor, school psychologist) for which this provider prepares candidates. Please note that candidates who earn a School Services Personnel license are not included in the Report Card.
<i>Teacher Placement Across Tennessee</i>	The map and linked document show where the provider’s cohort members are employed. Only cohort members who are employed in Tennessee public schools are included. 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.
<i>Teachers in Three-Year Cohort</i>	This represents the total number of cohort members this provider had across all three years represented in the Report Card.
<i>Cohort Members per Year</i>	This shows the number of cohort members the provider had in each of the three years represented in the Report Card.

<b>Metric</b>	<b>Description</b>
<i>Clinical Practice Type</i>	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.
<i>Candidates In-State</i>	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*

<i>Metric Description</i>	This metric reports the percentage of cohort members who reported having a racially or ethnically diverse background.
<i>Who is included in the numerator for this metric?</i>	The numerator 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. The numerator also includes any cohort member whose ethnicity is reported as Hispanic or Latino (regardless of race).
<i>How is the score calculated?</i>	A provider's score for this metric is calculated by dividing the numerator described above by the total number of cohort members whose race was reported; cohort members whose race was not reported are not included in either the numerator or the denominator.
<i>Data Source</i>	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*

<i>Metric Description</i>	This measure reports the percentage of cohort members who earned endorsements in the areas of English as a Second Language, Secondary Math (6-10 or 6-12), Secondary Science (Biology, Chemistry, or Physics), Spanish, and Special Education (Modified, Comprehensive, or Interventionist).
<i>Who is included in the numerator for this metric?</i>	<p>The numerator includes any cohort member who earned one or more of the following endorsements (numbers in parentheses are endorsement codes):</p> <ul style="list-style-type: none"> <li>• English as a Second Language (490)</li> <li>• Secondary Math (125, 413, 2002)</li> <li>• Biology (126, 415)</li> <li>• Chemistry (127, 416)</li> <li>• Physics (129, 417)</li> <li>• Spanish (142, 169, 409, 495)</li> <li>• Special Education Modified (460)</li> <li>• Special Education Comprehensive (461)</li> <li>• Special Education Interventionist (144, 145)</li> </ul>

	Cohort members who earned more than one high-demand endorsement are only counted once.
<i>How is the score calculated?</i>	A provider's score for this metric is calculated by dividing the numerator described above by the total number of cohort members who received a non-occupational Tennessee teaching license. Cohort members who received an occupational license are not included in either the numerator or the denominator.
<i>Data Source</i>	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.
<i>Metric Disaggregation</i>	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*

<i>Metric Description</i>	This metric shows the racial and ethnic composition of the provider's three-year cohort.
<i>Who is included in the numerator for this metric?</i>	Each cohort member whose race was reported is included in the numerator for their respective racial/ethnic group. Cohort members who reported more than one race are coded as "two or more races." Cohort members whose ethnicity was reported as Hispanic or Latino are coded as "Hispanic" regardless of race.
<i>How is this metric calculated?</i>	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.
<i>Data Source</i>	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*

<i>Metric Description</i>	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.
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<p><i>Who is included in the numerator for this metric?</i></p>	<p>The numerator 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.</p> <p><i>*The qualifying score on the SAT increased to 1080 in February 2019. However, the majority of cohort members included in this Report Card were subject to the previous qualifying score of 1020.</i></p>
<p><i>How is this metric calculated?</i></p>	<p>This metric is calculated by dividing the numerator described above by the total number of undergraduate cohort members with an ACT score, an SAT score, and/or Praxis: CORE scores. Cohort members who received an occupational license are not included in this metric.</p>
<p><i>Data Source</i></p>	<p>The data for this metric was self-reported by providers and checked for quality issues by State Board and Department of Education staff.</p>

## 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*

<i>Metric Description</i>	This metric reports the percentage of first-year employed cohort members who remained teaching in Tennessee public schools for a second year.
<i>Who is included in the numerator for this metric?</i>	<p>The numerator 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. Cohort members who were employed in public charter schools in Tennessee <u>are</u> included.</p> <p>Cohort members who change schools or districts are included in the numerator as long as they are still employed in a Tennessee public school.</p>
<i>How is the score calculated?</i>	A provider's score for this metric is calculated by dividing the numerator 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.
<i>Data Source</i>	This metric uses educator 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*

<i>Metric Description</i>	This metric reports the percentage of first-year employed cohort members who remained teaching in Tennessee public schools for three years.
<i>Who is included in the numerator for this metric?</i>	<p>The numerator 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. Cohort members who were employed in public charter schools in Tennessee <u>are</u> included.</p> <p>Cohort members who change schools or districts are included in the numerator as long as they are still employed in a Tennessee public school.</p>

<i>How is the score calculated?</i>	A provider’s score for this metric is calculated by dividing the numerator 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.
<i>Data Source</i>	This metric uses educator 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*

<i>Metric Description</i>	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.
<i>Who is included in the numerator for this metric?</i>	The numerator is the total number of cohort members who were employed in Tennessee public schools in the first academic 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. Cohort members who were employed in public charter schools in Tennessee <u>are</u> included.
<i>How is this metric calculated?</i>	This metric is calculated by dividing the numerator described above by the total number of cohort members who obtained a Tennessee teaching license (including occupational licenses).
<i>Data Source</i>	This metric uses educator 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 six unscored metrics. Each metric is described in detail below. Several of these metrics were scored in previous years but are unscored this year due to the COVID-19 pandemic.

### Unscored Metrics

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

<i>Metric Description</i>	This metric reports the percentage of cohort members' observation scores that were 3 ("At Expectations") or higher on a scale of 1-5.
<i>Who is included in the numerator for this metric?</i>	The numerator is 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. Due to the COVID-19 pandemic, no observation scores from the 2019-20 school year are included in this Report Card.
<i>How is the score calculated?</i>	A provider's score for this metric is calculated by dividing the numerator described above by the total number of observation scores received by the provider's cohort members.
<i>Data Source</i>	This data was taken from the Tennessee Department of Education's educator evaluation files.
<i>Metric Disaggregation</i>	The disaggregation for this metric breaks down the data by endorsement cluster. An endorsement cluster is a group of related endorsement areas. An EPP must have at least 10 cohort members with data in a given endorsement cluster in order for a disaggregation to be calculated for that cluster.

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

<i>Metric Description</i>	This metric reports the percentage of cohort members' observation scores that were 4 ("Above Expectations") or higher on a scale of 1-5.
<i>Who is included in the numerator for this metric?</i>	The numerator is 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. Due to the COVID-19 pandemic, no observation scores from the 2019-20 school year are included in this Report Card.



<i>How is the score calculated?</i>	A provider’s score for this metric is calculated by dividing the numerator described above by the total number of observation scores received by the provider’s cohort members.
<i>Data Source</i>	This data was taken from the Tennessee Department of Education’s educator evaluation files.
<i>Metric Disaggregation</i>	The disaggregation for this metric breaks down the data by endorsement cluster. An endorsement cluster is a group of related endorsement areas. An EPP must have at least 10 cohort members with data in a given endorsement cluster in order for a disaggregation to be calculated for that cluster.

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

<i>Metric Description</i>	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.
<i>Who is included in the numerator for this metric?</i>	<p>The numerator 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 is used. For cohort members with only one year of data, the single-year composite score is used.</p> <p>Due to the COVID-19 pandemic, no TVAAS scores are available for the 2019-20 school year.</p> <p>Due to the continued impact of COVID-19 on public schools during the 2020-21 school year, teachers could choose to nullify their 2020-21 evaluation results. TVAAS data from 2020-21 is excluded from this metric for cohort members who chose to nullify their 2020-21 evaluation results. These cohort members are still included in this metric if they had TVAAS data in other years.</p>
<i>How is the score calculated?</i>	A provider’s score for this metric is calculated by dividing the numerator described above by the total number of cohort members who received a TVAAS composite score in at least one year.
<i>Data Source</i>	This data was provided to the Tennessee Department of Education by SAS Institute, which conducts TVAAS analysis for Tennessee.
<i>Metric Disaggregation</i>	The disaggregation for this metric breaks down the data by endorsement cluster. An endorsement cluster is a group of related endorsement areas. An EPP must have at least 10 cohort members with data in a given endorsement cluster in order for a disaggregation to be calculated for that cluster.

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

<i>Metric Description</i>	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.
<i>Who is included in the numerator for this metric?</i>	<p>The numerator 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 is used. For cohort members with only one year of data, the single-year composite score is used.</p> <p>Due to the COVID-19 pandemic, no TVAAS scores are available for the 2019-20 school year.</p> <p>Due to the continued impact of COVID-19 on public schools during the 2020-21 school year, teachers could choose to nullify their 2020-21 evaluation results. TVAAS data from 2020-21 is excluded from this metric for cohort members who chose to nullify their 2020-21 evaluation results. These cohort members are still included in this metric if they had TVAAS data in other years.</p>
<i>How is the score calculated?</i>	A provider’s score for this metric is calculated by dividing the numerator described above by the total number of cohort members who received a TVAAS composite score in at least one year.
<i>Data Source</i>	This data was provided to the Tennessee Department of Education by SAS Institute, which conducts TVAAS analysis for Tennessee.
<i>Metric Disaggregation</i>	The disaggregation for this metric breaks down the data by endorsement cluster. An endorsement cluster is a group of related endorsement areas. An EPP must have at least 10 cohort members with data in a given endorsement cluster in order for a disaggregation to be calculated for that cluster.

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

<i>Metric Description</i>	This metric reports the percentage of cohort members' level of overall effectiveness (LOE) scores that were 3 ("At Expectations") or higher 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.
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<p><i>Who is included in the numerator for this metric?</i></p>	<p>The numerator is 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.</p> <p>Due to the COVID-19 pandemic, no LOE scores are available for the 2019-20 school year.</p> <p>Due to the continued impact of COVID-19 on public schools during the 2020-21 school year, teachers could choose to nullify their 2020-21 evaluation results. LOE scores from 2020-21 are excluded from this metric for cohort members who chose to nullify their 2020-21 evaluation results.</p>
<p><i>How is this metric calculated?</i></p>	<p>This metric is calculated by dividing the numerator 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).</p>
<p><i>Data Source</i></p>	<p>This data was taken from the Tennessee Department of Education’s educator evaluation files.</p>

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

<p><i>Metric Description</i></p>	<p>This metric reports the percentage of cohort members' level of overall effectiveness (LOE) scores that were 4 ("Above Expectations") or higher 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.</p>
<p><i>Who is included in the numerator for this metric?</i></p>	<p>The numerator is 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.</p> <p>Due to the COVID-19 pandemic, no LOE scores are available for the 2019-20 school year.</p> <p>Due to the continued impact of COVID-19 on public schools during the 2020-21 school year, teachers could choose to nullify their 2020-21 evaluation results. LOE scores from 2020-21 are excluded from this metric for cohort members who chose to nullify their 2020-21 evaluation results.</p>
<p><i>How is this metric calculated?</i></p>	<p>This metric is calculated by dividing the numerator 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).</p>
<p><i>Data Source</i></p>	<p>This data was taken from Tennessee Department of Education’s educator evaluation files.</p>

## Candidate Assessment

The Candidate Assessment domain includes two scored metrics and one unscored metric. Each metric is described in detail below. Information on all required licensure assessments for Tennessee educators is contained in the Professional Assessments for Tennessee Educators Policy 5.105, available on the State Board of Education's [policy page](#).

### Scored Metrics

#### *Pedagogical Assessment Pass Rate*

<i>Metric Description</i>	This metric reports the percentage of cohort members who passed either the Praxis Principles of Learning and Teaching (PLT) assessment or the edTPA assessment within two attempts.
<i>Who is included in the numerator for this metric?</i>	The numerator includes all cohort members who passed the Praxis PLT assessment on either their first or second attempt and all cohort members who passed the edTPA assessment on either their first or second attempt. Only tests taken prior to September 1, 2021 are included. Cohort members who passed both the Praxis PLT and the edTPA are only counted once.
<i>How is this metric calculated?</i>	This metric is calculated by dividing the numerator described above by the total number of cohort members who took the Praxis PLT and/or the edTPA at least once prior to September 1, 2021.
<i>Data Source</i>	The Tennessee Department of Education receives Praxis scores through a data-sharing agreement with ETS. It receives edTPA scores through a data-sharing agreement with Pearson.
<i>Metric Disaggregation</i>	The disaggregation for this metric shows pass rates separately for the Praxis PLT assessment and the edTPA assessment.

#### *Content Assessment Pass Rate*

<i>Metric Description</i>	This metric reports the percentage of cohort members who passed the content assessments required for their endorsement area(s) within two attempts. This includes both subject area assessments, which measure cohort members' knowledge of the subject they will be teaching, and literacy assessments, which measure cohort members' knowledge about teaching reading.
<i>Who is included in the numerator for this metric?</i>	The numerator includes all cohort members who passed the content assessments required for their endorsement area(s) on their first or second attempt. Cohort members who were required to take more than one content assessment for their endorsement area(s) are counted separately for each assessment. Only tests taken prior to September 1, 2021 are included.

<p><i>How is this metric calculated?</i></p>	<p>This metric is calculated by dividing the numerator described above by the total number of cohort members who took either Praxis or National Evaluation Series (NES) content assessments. Cohort members who were required to take more than one content assessment for their endorsement area(s) are counted separately for each assessment 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 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.</p>
<p><i>Data Source</i></p>	<p>The Tennessee Department of Education receives Praxis scores through a data-sharing agreement with ETS. It receives National Evaluation Series (NES) scores through a data-sharing agreement with Pearson.</p>
<p><i>Metric Disaggregation</i></p>	<p>The disaggregation for this metric shows pass rates separately for subject area assessments and literacy assessments. Only candidates with endorsements in early childhood education, elementary education, middle grades, or special education are required to take the literacy assessment.</p>

## Unscored Metric

### *Literacy Assessment First-Time Pass Rate*

<p><i>Metric Description</i></p>	<p>This metric reports the percentage of cohort members who passed a literacy instruction assessment on their first attempt. Only candidates with endorsements in early childhood education, elementary education, middle grades, or special education are required to take this assessment.</p> <p>This metric will be updated in future years in accordance with the <a href="#">Tennessee Literacy Success Act</a>, which requires that candidates in certain endorsement areas either complete a foundational skills professional development course or take a foundational skills literacy assessment.</p>
<p><i>Who is included in the numerator for this metric?</i></p>	<p>The numerator includes all cohort members with endorsements in early childhood education, elementary education, middle grades, or special education who passed either Praxis 5203 Teaching Reading: Elementary Education or Praxis 5205 Teaching Reading: Elementary on their first attempt. Only tests taken prior to September 1, 2021 are included.</p>
<p><i>How is this metric calculated?</i></p>	<p>This metric is calculated by dividing the numerator described above by the total number of cohort members with endorsements in early childhood education, elementary education, middle grades, or special education who took either Praxis 5203 Teaching Reading: Elementary Education or Praxis 5205 Teaching Reading: Elementary at least once prior to September 1, 2021.</p>

<i>Data Source</i>	The Tennessee Department of Education receives Praxis scores through a data-sharing agreement with ETS.
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## Satisfaction

The Satisfaction domain includes three unscored metrics plus the survey response rate. Each metric is described in detail below.

### Unscored Metrics

#### *Preparedness from Coursework*

<i>Metric Description</i>	This metric reports the extent to which cohort members agree that their EPP's coursework and program content prepared them for their current role as a teacher.
<i>How is this metric calculated?</i>	This metric is calculated by dividing the number of cohort members who gave each response ("Strongly Agree," "Agree," "Disagree," and "Strongly Disagree") by the total number of responses. Cohort members who responded "Not Applicable" are not included in either the numerator or the denominator.
<i>Data Source</i>	The data source for this metric is 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 <a href="#">here</a> .

#### *Preparedness from Clinical Experience*

<i>Metric Description</i>	This metric reports the extent to which cohort members agree that their clinical experience prepared them for teaching.
<i>How is this metric calculated?</i>	This metric is calculated by dividing the number of cohort members who gave each response ("Strongly Agree," "Agree," "Disagree," and "Strongly Disagree") by the total number of responses. Cohort members who responded "Not Applicable" are not included in either the numerator or the denominator.
<i>Data Source</i>	The data source for this metric is 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 <a href="#">here</a> .

*Overall Preparedness*

<i>Metric Description</i>	This metric reports the extent to which cohort members agree that their EPP provided strong overall preparation to teach.
<i>How is this metric calculated?</i>	This metric is calculated by dividing the number of cohort members who gave each response (“Strongly Agree,” “Agree,” “Disagree,” and “Strongly Disagree”) by the total number of responses. Cohort members who responded “Not Applicable” are not included in either the numerator or the denominator.
<i>Data Source</i>	The data source for this metric is 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 <a href="#">here</a> .

*Survey Response Rate*

<i>Who is included in the numerator for this metric?</i>	Cohort members count as having responded to the survey if they answered at least one question in the Early Career branch on either the 2020, 2021, or 2022 Tennessee Educator Survey. The survey is configured so that teachers who respond to the Early Career branch in one year do not receive that branch again in subsequent years. For example, a teacher who responded to the Early Career branch in 2021 would not be given the Early Career questions again in 2022, even if she is still in her first three years of teaching.
<i>How is the response rate calculated?</i>	The denominator includes all cohort members who had the opportunity to complete the survey in 2020, 2021, or 2022. This includes any cohort member who was employed in a Tennessee public school (including charter schools) at the time the survey was administered.



## Leader Preparation

The 2022 Report Card includes an unscored Leader Preparation module. The metrics included in this module are described below.

<b>Metric</b>	<b>Description</b>
<i>Provider Type</i>	This field indicates whether the provider is public, private, or alternative.
<i>Leaders in Three-Year Cohort</i>	This represents the total number of cohort members this provider had across the three years represented in the Report Card.
<i>Cohort Members per Year</i>	This shows the number of cohort members the provider had in each of the three years represented in the Report Card.
<i>Completers by Race</i>	This metric shows the racial and ethnic composition of the three-year cohort. Cohort members whose ethnicity was reported as Hispanic or Latino are 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.
<i>Praxis Leader Licensure Pass Rate</i>	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, 2021 are included.
<i>Rate of Employment as Administrators in Tennessee Public Schools</i>	This metric reports the percentage of cohort members who were employed as administrators in Tennessee public schools during the 2019-20, 2020-21, and/or 2021-22 school years. Administrators include principals, assistant principals, and supervisors.