



2023 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 teacher candidates 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"> 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 serve as a teacher of record while they are enrolled in and still completing their preparation program.
<i>Cohort Member</i>	<p>A cohort member is any person 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 2023 Report Card includes cohort members from the 2019-20 academic year (Cohort 2020), the 2020-21 academic year (Cohort 2021), and the 2021-22 academic year (Cohort 2022). Throughout the Report Card, the terms “cohort member” and “candidate” are used interchangeably.</p>
<i>Educator Preparation Advisory Council</i>	<p>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.</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-two providers received teacher preparation report cards this year and 20 received leader preparation report cards.</p>

Term	Definition
<i>Endorsement Area</i>	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.
<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, while Memphis Teacher Residency has a partnership with Union University. Cohort members involved in these partnerships are reported by both providers.
<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: 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.
<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 to better represent the effect that teachers and schools have on students. TVAAS is scored from Levels 1-5. Levels 1 and 2 indicate that a teacher's students made less than expected growth, Level 3 indicates that students made expected growth, and Levels 4 and 5 indicate that students exceeded 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 2023 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 2023 Report Card

The 2023 Report Card includes data on three cohorts of educator preparation program candidates:

Cohort	Student Teaching or Internship Pathway	Job-Embedded Pathway
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
2022	Completed preparation between September 1, 2021 and August 31, 2022	Enrolled in a job-embedded preparation program between September 1, 2021 and August 31, 2022

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 serve as a teacher of record while they are enrolled in and still completing their preparation program. 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 12 of this technical report include the data source(s) for each metric.

Performance Framework

Weighting System

The 2023 Report Card includes four scored domains: Candidate Profile, Employment, Provider Impact, and Candidate Assessment. The point values for each domain and corresponding specific metrics are shown in the table below. These point values were set in consultation with the Educator Preparation Advisory Council.

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
Percentage of Cohort Members whose Classroom Observation Scores are Level 3 or Above	9
Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above	6
Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above	15
Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above	10
Domain: Candidate Assessment	15
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 receive 0 points for that metric.
- EPPs at or above the target for a particular metric receive full points for that metric.
- EPPs between the floor and the target 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%
Third-Year Retention	65%	90%
Percentage of Cohort Members whose Classroom Observation Scores are Level 3 or Above	85%	95%
Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above	40%	70%
Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above	40%	70%
Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above	10%	30%
Pedagogical Assessment Pass Rate	90%	100%
Content Assessment Pass Rate	80%	95%

Overall Ratings

EPPs are assigned an overall rating based on the percentage of available points earned across all scored metrics on the Report Card. EPPs that are missing one or more domain ratings due to insufficient data do not receive an overall rating.

Overall Rating	Percent of Points Earned
Exceeds Expectations	75%-100%
Meets Expectations	40%-74.9%
Does Not Meet Expectations	0%-39.9%

Domain Ratings

In addition to their overall rating, EPPs are assigned a performance rating in each of the four 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. Please note that the percentage thresholds for domain ratings are slightly different than the thresholds for overall ratings.

Domain 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 2023 Report Card.

Unscored Metrics

In addition to the 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 or overall rating.

“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
<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.

Metric	Description
<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.
<i>Foundational Literacy Standards Review</i>	This metric reports the results of a review of this provider’s implementation of instruction aligned with Tennessee’s foundational literacy skills standards. These reviews are conducted by the Tennessee Department of Education. The foundational literacy skills standards are part of Literacy and Specialty Area Standards For Educator Preparation Policy 5.505, available on the State Board of Education’s policy page .

Candidate Profile

The Candidate Profile domain includes two scored metrics and one unscored metric. 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 were 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 these data.

Percentage of High-Demand Endorsements

<i>Metric Description</i>	This metric reports the percentage of cohort members who earned endorsements in English as a Second Language, Secondary Math (6-10 or 6-12), Secondary Science (Biology, Chemistry, or Physics), Spanish, and/or 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"> • English as a Second Language (490) • Secondary Math (125, 413, 2002) • 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) <p>Cohort members who earned more than one high-demand endorsement are only counted once.</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 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 were 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 these 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 were 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 these data.

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 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

<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 or 2020-21 school years 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>	These data were 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 or 2020-21 school years 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>	These data were 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 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>Some cohort members have two multi-year TVAAS scores: one that includes 2020-21 data and one that does not. The Report Card utilizes whichever multi-year TVAAS score is higher.</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>	These data were 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 4 (“Exceeds Expected Growth”) on a scale of 1-5.
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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 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>Some cohort members have two multi-year TVAAS scores: one that includes 2020-21 data and one that does not. The Report Card utilizes whichever multi-year TVAAS score is higher.</p>
<p><i>How is the score calculated?</i></p>	<p>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.</p>
<p><i>Data Source</i></p>	<p>These data were provided to the Tennessee Department of Education by SAS Institute, which conducts TVAAS analysis for Tennessee.</p>
<p><i>Metric Disaggregation</i></p>	<p>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.</p>

Unscored Metrics

Percentage of Cohort Members whose Level of Overall Effectiveness (LOE) Scores are Level 3 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 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.</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 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 from the 2019-20 or 2020-21 school years are included in this Report Card.</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.</p>
<p><i>Data Source</i></p>	<p>These data were 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

<i>Metric Description</i>	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.
<i>Who is included in the numerator for this metric?</i>	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. Due to the COVID-19 pandemic, no LOE scores from the 2019-20 or 2020-21 school years are included in this Report Card.
<i>How is this metric calculated?</i>	This metric is calculated by dividing the numerator described above by the total number of LOE scores received by the provider's cohort members.
<i>Data Source</i>	These data were taken from Tennessee Department of Education's educator evaluation files.

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, 2022 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, 2022.
<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, 2022 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> <p>Pass rates on subject area assessments are further disaggregated based on candidates’ clinical practice type. Job-embedded candidates typically take subject area assessments prior to enrolling in an EPP, so their pass rates are reported separately and <u>do not contribute</u> to an EPP’s score on this metric. In contrast, student teaching and internship candidates typically take subject area assessments while they are enrolled in an EPP, so their pass rates do count toward an EPP’s score on this metric.</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 Tennessee Literacy Success Act, which requires that candidates in certain endorsement areas either complete a foundational skills professional development course or take a foundational skills literacy assessment.</p>
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<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, 2022 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, 2022.</p>
<p><i>Data Source</i></p>	<p>The Tennessee Department of Education receives Praxis scores through a data-sharing agreement with ETS.</p>

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, visit the survey website .

Preparedness from Clinical Experience

<i>Metric Description</i>	This metric reports the extent to which cohort members agree that their clinical experience (e.g., student teaching, internship) 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, visit the survey website .

Would Recommend Program

<i>Metric Description</i>	This metric reports the extent to which cohort members agree that they would recommend their EPP to someone who was considering entering 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.
<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, visit the survey website .

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 of the 2023 Tennessee Educator Survey.
<i>How is the response rate calculated?</i>	The denominator includes all cohort members who had the opportunity to complete the 2023 Tennessee Educator Survey. 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 2023 Report Card includes an unscored Leader Preparation module. The metrics included in this module are described below.

Metric	Description
<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 included 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 included 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, 2022 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 2020-21, 2021-22, and/or 2022-23 school years. Administrators include principals, assistant principals, and supervisors.