



2014 Report Card on the Effectiveness of Teacher Training Programs

Tennessee Higher Education Commission

Tennessee Department of Education

State Board of Education

October 31, 2014

2014 Report Card Table of Contents

Executive Summary

Tennessee State Profile

Program Reports

Aquinas College	Milligan College
Austin Peay State University	South College
Belmont University	Southern Adventist University
Bethel College	Teach for America – Memphis
Bryan College	Teach for America – Nashville
Carson-Newman University	Teach Tennessee
Christian Brothers University	Tennessee State University
Cumberland University	Tennessee Technological University
East Tennessee State University	Tennessee Wesleyan College
Fisk University	TNTP - Memphis Teaching Fellows
Freed-Hardeman University	TNTP - Nashville Teaching Fellows
Johnson University	Trevecca Nazarene University
King College	Tusculum College
Lee University	Union University
Lemoyne Owen College	University of Memphis
Lincoln Memorial University	University of Tennessee, Chattanooga
Lipscomb University	University of Tennessee, Knoxville
Martin Methodist College	University of Tennessee, Martin
Maryville College	Vanderbilt University
Memphis College of Art	Welch College
Memphis Teacher Residency	Western Governors University TN
Middle Tennessee State University	

Appendix A Glossary of Terms

Appendix B Value-Added Analysis Technical Report

Appendix C Teacher Value-Added Data by Subjects



EXECUTIVE SUMMARY

Introduction

The Tennessee General Assembly passed legislation in 2007 requiring that the State Board of Education produce an assessment on the effectiveness of teacher training programs. The law requires that the report include data on the performance of each program's completers in the following areas: placement and retention rates, Praxis II pass rates, and teacher effect data based on the Tennessee Value-Added Assessment System (TVAAS). The 2014 report card includes additional indicators for each program; more information on the changes and additions can be found in the following section.

The *2014 Report Card on the Effectiveness of Teacher Training Programs* contains information designed to inform the public of the effectiveness of teacher training programs and to provide preparation programs with the opportunity to improve the quality of programs through the use of data as set forth in the Tennessee Code Annotated 49-5-108.

Tennessee is working to improve teacher preparation with several First to the Top initiatives. As part of this work, the *Report Card on the Effectiveness of Teacher Training Programs* has been redesigned to be a more effective tool for evaluating the state's teacher preparation programs. The Tennessee Higher Education Commission (THEC) was given primary responsibility for the redesign process as well as future publication of the report card because of the agency's relationships with higher education programs as well as data collection capacity.

Redesign Process

Over the past few years, the Tennessee Higher Education Commission has worked in collaboration with teacher training programs, State Board of Education, State Department of Education, and other key stakeholders to continuously improve the quality of the report card.

New features of the 2014 Report Card include:

- data from the chemistry high school End of Course exam
- information on the degrees earned by completers
- Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment scores
- analysis of completer effect as compared to statewide teacher averages

Future publications of the Report Card will include data collected through individual teacher performance assessments as collected through the Tennessee Educator Acceleration Model (TEAM) as well as the alternative teacher evaluation models.

Explanation of Data

Teacher Effect Data

The SAS Institute, Inc. performed the analysis of teacher effect data for beginning teachers (defined as those with 1 to 3 years of experience) from the 43 teacher preparation programs in the state. The goals of the study were: (1) to identify teacher training programs that tend to produce highly effective new teachers and programs that tend to produce very ineffective new teachers, and (2) to determine program quality in comparison to reference distribution levels of effectiveness with a fair and reliable statistical test. The report differentiates between the performance of completers with an apprentice and transitional license as compared to two reference populations: teachers statewide and beginning teachers.

Placement and Retention Results

The report contains placement and retention analysis for the 2009-2010 through the 2012-2013 cohorts of completers teaching in Tennessee public K-12 schools. The Center for Business and Economic Research at the University of Tennessee, Knoxville compared data on completers as reported to THEC by the teacher training programs with the Tennessee Personnel Information Reporting System (PIRS) database from the Tennessee Department of Education to determine the placement and retention of teachers from each program. The report includes the percent of completers teaching in their first year after program completion as well as those teaching in their second year, which captures those who waited a year before entering the classroom. The report also includes the percentage of completers teaching for three consecutive years. Finally, retention for three out of four years is included which captures those who may have taken a year sabbatical from teaching in Tennessee public K-12 schools.

Praxis Results

Teacher candidates are required to pass the Praxis II exams in order to be eligible to teach in Tennessee. Praxis II exams are offered in multiple content areas. Tennessee requires that teacher candidates take Praxis II examinations in their content area as well as the Praxis II Principles of Learning and Teaching exam to be recommended for licensure and receive endorsements in specific fields. Teacher candidates may take multiple Principles of Learning and Teaching exams based on the grade span and subject area in which they wish to teach. More detailed information on Praxis results can be found on the state's annual Title II report to the federal government. The Tennessee report can be accessed at title2.ed.gov/.

Limitations of the Data

Several limitations to the data exist. These include:

- The value-added analysis is only available for teachers in the tested subjects and grades, which represents about 48 percent teacher training program completers.
- The state has implemented new individual teacher evaluation systems which are beginning to generate data to give a more robust view of teacher effectiveness in Tennessee. Observation data from the new teacher evaluation system will be included in the report card as soon as appropriate methodology for attributing data to preparation programs can be developed.

Findings

Profile Information

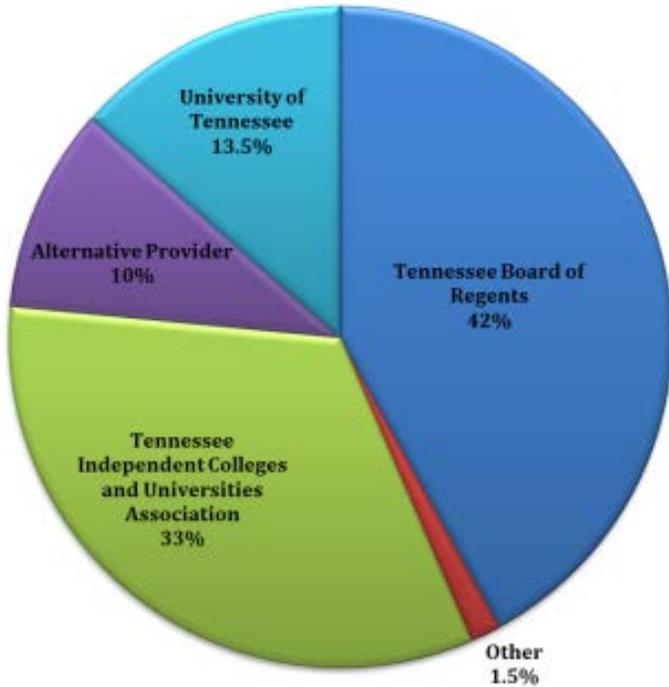
- The majority of 2012-2013 graduates from teacher training programs in the state were white females from Tennessee. Of the 4,784 completers, 86 percent are white, 76 percent are female, and 87 percent are from Tennessee.
- Over half of completers earned a Bachelor's degree at the time of licensure, and 90 percent of all new teachers were prepared by a teacher training programs housed at an institution of higher education.
- The most common endorsement area for program completers continues to be Elementary K-6 education with 32 percent of endorsements, followed by Middle Grades 4-8 with 11 percent of endorsements.
- Thirty-six of the 37 institutions that award college credit reported final grade point averages for their completers. The average final GPA was 3.56 for 2012-2013 program completers.
- Over 98 percent of program completers passed the required Praxis II Principles of Learning and Teaching Praxis II exam.
- As part of First to the Top, Tennessee made a commitment to increasing STEM (Science, Technology, Engineering and Mathematics) teachers. Program completers in 2012-2013 earned 556 STEM endorsements; these account for 10 percent of all endorsements received that year.

Teacher Effect Data

- Program completers from the 2011-2013 cohorts, including Apprentice and Transitional license teachers, perform as well as teachers statewide in the following areas:
 - 4th-8th grade TCAP science and social studies
 - High school End of Course exams in biology, chemistry, English I, English II, English III, and US History
- Program completers from the 2011-2013 cohorts, including Apprentice and Transitional license teachers, are less effective than teachers statewide in the following areas:
 - 4th-8th grade TCAP composite, math, and reading/language
 - High school End of Course exam composite, Algebra I, and Algebra II
- Analysis of the 2012, 2013, and 2014 Report Card effect scores indicates that several programs have consistently produced teachers that are outperforming or underperforming other teachers in the state. Programs with three years of available TVAAS data were analyzed using the percent of results available compared to the percent positive and negative statistically significant results for their combined Apprentice and Transitional completers. The following programs have completers that have consistently outperformed other teachers in the state: Lipscomb University, Memphis Teacher Residency, Teach for America Memphis, Teach for America Nashville, and University of Tennessee, Knoxville.

TENNESSEE TEACHER PREPARATION REPORT CARD 2014 STATE PROFILE

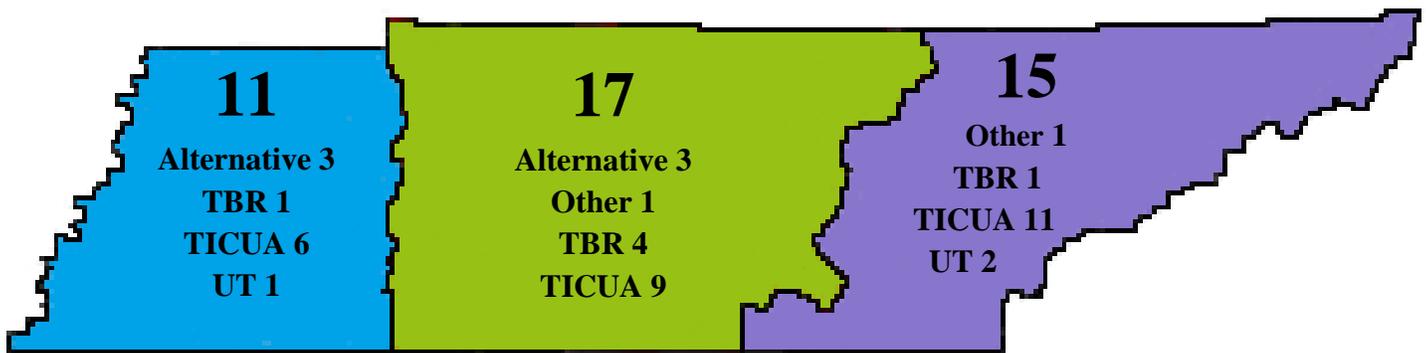
4,784 Tennessee Teacher Training Program Completers



Institution Type	Total Completers
TBR	2005
UT	645
TICUA	1573
Alternative Provider	490
Other	71

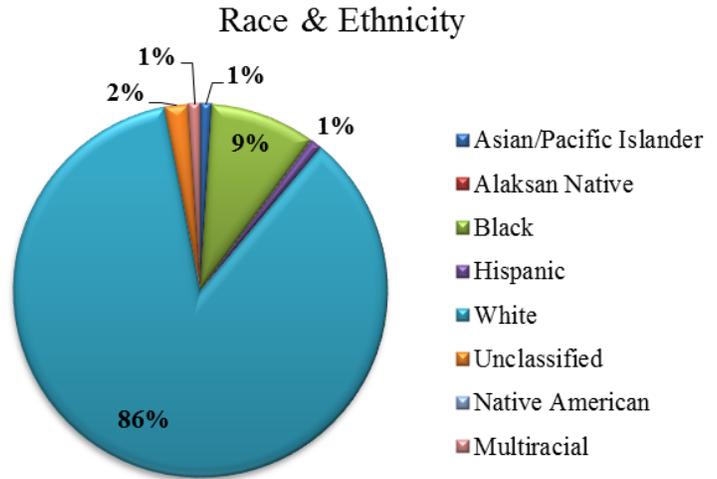
	Number	Percent
Male	1155	24%
Female	3629	76%
In-state	4160	87%
Out-of-state	624	13%

Licensure Status	Total Completers	Percentage
Apprentice License	3776	79%
Transitional License	1008	11%



Demographic Information

Ethnicity	Total Number
Asian/Pacific Islander	59
Alaskan Native	1
Black	420
Hispanic	67
White	4061
Unclassified	106
Native American	13
Multiracial	57



Academic Profile*

Below is the summary of academic performance prior to and during teacher training programs. Standardized test averages and percentages reported are calculated based on the relevant degree level tests with only degree seeking students.

Assessment	Average Traditional	Average Alternative	Average All Completers	Total Completers Reported	Percent of Completers Reported
Final GPA	3.55	3.67	3.56	4258	99%
Major GPA	3.57	3.65	3.58	1932	45%
High School GPA	3.40	3.31	3.40	2240	52%
ACT Composite	23.1	23.0	23.1	2406	56%
ACT Reading	24.4	23.5	24.4	2212	52%
ACT Science	22.5	22.6	22.5	2181	51%
ACT English	24.1	24.1	24.1	2222	52%
ACT Math	21.8	22.2	21.8	2220	52%
SAT Cumulative	1111	1108	1110	294	7%
SAT Math	548	556	549	283	7%
SAT Verbal	558	533	557	282	7%
GRE Composite	1049	988	1034	228	5%
GRE Math	553	533	549	239	6%
GRE Verbal	486	457	480	240	6%
Miller Analogies Test	398	400	399	275	6%

*Alternative programs do not award college credit thus are not included in this analysis.

Teacher Assessments

Below are the summary Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment scores. Core assessments are one way that candidates can demonstrate basic academic competencies necessary to be successful. Tennessee determines the qualifying score for all individuals utilizing the Core Assessment to show mastery of academic competencies.

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	177	100%
Core Writing	162	175	100%
Core Math	150	177	100%

Below are the summary Praxis II passage rates for the Principles of Learning and Teaching (PLT). Teacher certification in a particular content area may require up to three Praxis II exams in addition to the PLT. Tennessee determines the qualifying score necessary to pass the Praxis II PLT.

Principals of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Tennessee Completers	3743	3693	98.7%
• Apprentice License Completers	3094	3060	98.9%
• Transitional License Completers	610	594	97.4%

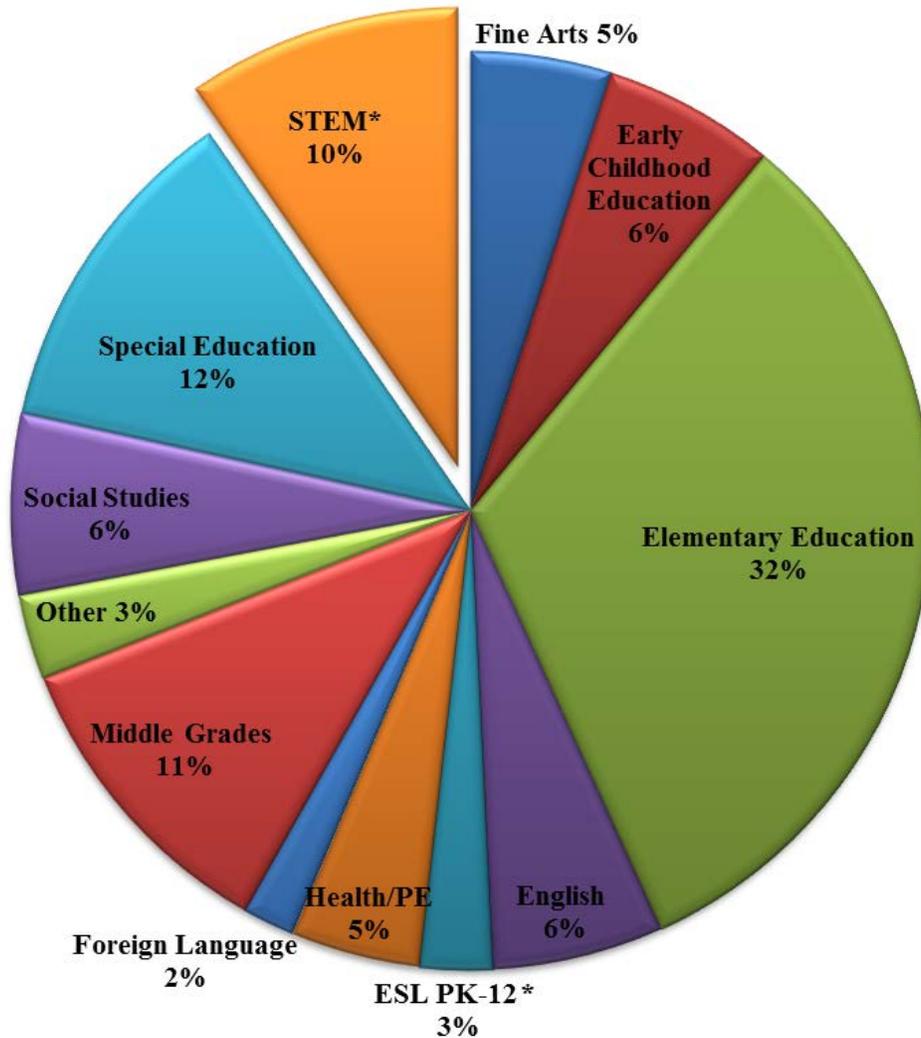
Placement and Retention

Data reflect the placement and retention rates of completers for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the individuals completed and have been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching 3 Consecutive Years	Teaching 3 out of 4 years
2009 – 2010	5,082	60.3%	63.4%	41.2%	50.1%
2010 – 2011	5,109	52.9%	43.7%	53.0%	
2011 – 2012	4,900	48.1%	53.9%		
2012 – 2013	4,784	50.3%			

Endorsement Areas Earned by 2012-13 Teacher Training Program Completers

Teacher training programs reported the initial endorsement areas that they recommended completers for licensure. Programs could report up to nine endorsement areas per completer. The numbers below do not represent any add-on endorsement that teachers may have received after program completion.



*Indicates high need subject

STEM Subject	Endorsements	Percent Statewide
Mathematics	288	5%
Biology	172	3%
Chemistry	48	1%
Physics	18	>1%
Agricultural Education	17	>1%
Agriscience	8	>1%
Earth Science	5	>1%

Academic Credential Earned

Data below reflect the most common academic major and degree earned at the time of licensure. All candidates for licensure must hold at least a Bachelor's degree; however the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	2604	Teacher Education, Multiple Levels
Master's Degree & License	1055	Curriculum and Instruction
License Only	1125	

Institutions with the Largest Number of Completers

Below are the institutions that produced the largest number of completers in the 2012-2013 cohort.

Institution	Teachers	Statewide Percentage
Middle Tennessee State University	565	11.8%
Tennessee Technological University	453	9.5%
University of Memphis	445	9.3%
University of Tennessee, Martin	238	5.0%
East Tennessee State University	234	4.9%
University of Tennessee, Chattanooga	206	4.3%
University of Tennessee, Knoxville	201	4.2%
Teach for America Memphis	187	3.9%
Austin Peay State University	186	3.9%
Lee University	176	3.7%
Lipscomb University	176	3.7%
TOTAL	3067	64.1%

Institutions with the Largest Number of Completers by Content Area

Below are the most common subject area endorsements in which the institutions produce the largest number of teachers. The percentage statewide indicates the institution's contribution to the total statewide production of the listed endorsement.

Subject	Endorsements	Percentage Statewide
Elementary Education		
• Tennessee Technological University	252	14%
• Middle Tennessee State University	196	11%
• University of Memphis	173	9%
Special Education		
• University of Memphis	172	25%
• University of Tennessee, Chattanooga	107	16%
Middle Grades		
• Teach For America Memphis	164	26%
• Tennessee Technological University	51	8%
Early Childhood Education		
• University of Tennessee, Chattanooga	78	22%
• University of Memphis	45	13%
• Middle Tennessee State University	40	11%
STEM		
• Teach Tennessee	62	11%
• Teach for America Memphis	46	8%
• Middle Tennessee State University	44	8%
Social Studies 7-12		
• Teach for America Memphis	32	8%
• Middle Tennessee State University	26	7%
• University of Tennessee, Knoxville	26	7%
English 7-12		
• Middle Tennessee State University	33	10%
• Teach for America Memphis	31	9%

Statewide Value-Added Analysis

Below is an analysis of the average effectiveness of beginning teachers (1-3 years of experience) from teacher training programs in Tennessee as compared to the average effectiveness of teachers statewide in terms of contribution to student growth as measured by the Tennessee Value-Added Assessment System (TVAAS). The analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Statistically Significant	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-	1919	30
○ Math	-	951	28
○ Reading/Language	-	969	27
○ Science	-	756	26
○ Social Studies	-	761	26
EOC Composite (High school)	-	576	28
○ Algebra I		93	9
○ Algebra II		47	7
○ Biology		11	2
○ Chemistry		12	2
○ English I	+	80	9
○ English II		67	7
○ English III		43	5
○ US History		38	6

Transitional Licensed Teachers

Subject	Statistically Significant	Teachers	Programs Statewide
TCAP Composite (grades 4-8)		466	12
○ Math		187	8
○ Reading/Language		156	5
○ Science	+	139	5
○ Social Studies		124	4
EOC Composite (High school)	-	334	18
○ Algebra I		58	5
○ Algebra II		39	3
○ Biology		39	4
○ Chemistry		18	2
○ English I		21	3
○ English II	+	22	3
○ English III		5	1

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Statistically Significant	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-	2415	34
○ Math	-	1162	31
○ Reading/Language	-	1147	31
○ Science		925	31
○ Social Studies		903	29
EOC Composite (High school)	-	919	32
○ Algebra I	-	196	19
○ Algebra II	-	107	13
○ Biology		80	10
○ Chemistry		58	8
○ English I		120	14
○ English II		100	11
○ English III		56	7
○ US History		51	8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

2014 Programs at a Glance

Teacher Preparation Program	Number of Completers 2012-13	Overall Program Positive TVAAS Percentage	Overall Program Negative TVAAS Percentage	Praxis II Summary Pass Rates	% of Completers Teaching 3 out of 4 Years*
Aquinas College	9	NA	NA	100%	0%
Austin Peay State University	186	0%	28%	100%	51%
Belmont University	69	25%	11%	96%	41%
Bethel University	33	4%	0%	93%	61%
Bryan College	15	0%	0%	93%	26%
Carson-Newman College	100	8%	4%	100%	55%
Christian Brothers University	50	0%	0%	100%	44%
Cumberland University	63	0%	17%	96%	60%
East Tennessee State University	234	2%	10%	100%	41%
Fisk University	2	NA	NA	NA	50%
Freed-Hardeman University	74	0%	17%	100%	62%
Johnson University	26	0%	40%	100%	14%
King College	25	6%	0%	100%	38%
Lee University	176	0%	14%	100%	37%
LeMoyne-Owen College	9	NA	NA	50%	100%
Lincoln Memorial University	113	0%	22%	100%	37%
Lipscomb University	176	27%	0%	99%	57%
Martin Methodist College	24	0%	15%	95%	29%
Maryville College	23	0%	0%	95%	25%
Memphis College of Art	7	NA	NA	80%	54%
Memphis Teacher Residency	28	20%	35%	100%	70%
Middle Tennessee State University	565	0%	17%	98%	49%
Milligan College	33	0%	0%	100%	61%
South College	35	0%	0%	100%	37%
Southern Adventist University	29	NA	NA	100%	4%
Teach for America Memphis	187	31%	13%	100%	44%
Teach for America Nashville	105	36%	2%	100%	80%
Teach Tennessee	51	4%	4%	100%	40%
Tennessee State University	122	0%	4%	100%	51%
Tennessee Tech University	453	2%	11%	99%	51%
Tennessee Wesleyan College	44	0%	0%	100%	63%
TNTP: Memphis Teaching Fellows	19	0%	6%	100%	82%
TNTP: Nashville Teaching Fellows	100	22%	3%	100%	NA
Trevecca Nazarene University	100	0%	33%	100%	54%
Tusculum College	137	0%	16%	98%	45%
Union University	115	5%	18%	98%	51%
University of Memphis	445	6%	8%	99%	59%
University of TN, Chattanooga	206	7%	7%	100%	50%
University of TN, Knoxville	201	14%	4%	97%	54%
University of TN, Martin	238	0%	8%	97%	63%
Vanderbilt University	110	6%	3%	100%	21%
Welch College	11	NA	NA	91%	9%
Western Governors University TN	36	0%	25%	96%	NA

Trends in Effectiveness by Content Area Over Time

Statistically positive and negative effects presented from the 2012, 2013, and 2014 *Report Cards on the Effectiveness of Teacher Training Programs*.

TCAP 4 th -8 th grade Composite	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Austin Peay State University	-		-	-	-	-	-		-
Belmont University							+	+	+
Bethel University			-	-					
Carson Newman University									+
Christian Brothers University	-			-	-	-			
East Tennessee State University	-		-	-		-	-		-
Freed-Hardeman University				-			-		-
Johnson University				-			-	-	-
Lee University				-			-		
Lincoln Memorial University	-	-	-	-		-	-	-	-
Lipscomb University		+		+	+	+	+	+	+
Memphis Teacher Residency	+	+			+	+			-
Middle Tennessee State University	-	-	-	-		-	-		-
Milligan College				-		-			
South College	-	-	-	-					
Teach Tennessee			-						
Tennessee State University	-		-	-		-			-
Tennessee Technological University	-	-	-	-		-	-		-
Tennessee Wesleyan College	-	-	-	-		-			
Teach for America Memphis	+	+	+	+	+	++		+	+
Teach for America Nashville	+	+	+	+	+	++	+	+	++
TNTP Memphis	-		-						
TNTP Nashville							+	+	+
Trevecca Nazarene University	-		-	-			-		-
Tusculum College	-		-	-		-	-		
University of Memphis	-		-	-		-	-		-
University of Tennessee, Chattanooga	-								
University of Tennessee, Knoxville	-		-	-					
University of Tennessee, Martin	-		-	-			-		

TCAP 4 th -8 th Grade Math	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Austin Peay State University				-	-	-	-	-	-
Belmont University			+						+
Bethel University								+	
Carson Newman University								+	
Christian Brothers University						-			
East Tennessee State University				-		-	-	-	-
Freed-Hardeman University				-	-	-			
Johnson University				-					
Lincoln Memorial University				-					-
Lipscomb University					+		+	+	+
Martin Methodist College							-		
Memphis Teacher Residency	+	+	+	+	+	+		+	
Middle Tennessee State University	-	-	-	-		-	-	-	-
Milligan College				-		-			
South College	-	-	-			-			
Teach for America Memphis	+	+		+	+	+	-	-	-
Teach for America Nashville	+	+		+	+	++	+	+	+
Tennessee Technological University							-	-	-
Tennessee Wesleyan College	-	-							
TNTP Memphis	-	-							
TNTP Nashville				+	+			+	
Trevecca Nazarene University				-			-	-	-
Tusculum College	-	-							-
Union University					+				
University of Memphis				-		-			
University of Tennessee, Martin				-		-	-		

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

TCAP 4 th -8 th Grade Reading	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Austin Peay State University							-	-	-
Belmont University			+						
Freed-Hardeman University						-			
Johnson University							-		-
Lee University	-	-							
Lincoln Memorial University	-		-	-					
Lipscomb University		+	+		+	- +	+	+	+
Martin Methodist College							-		-
Memphis Teacher Residency							-	-	-
Milligan College	+	+							
South College	-			-					
Teach for America Memphis							-		-
Teach for America Nashville				+	+	+	+	+	+
Tennessee Technological University				-		-			
TNTP Memphis	-	-	-			-			
TNTP Nashville				-		-			-
Trevecca Nazarene University			-						
Tusculum College				-					
Union University	+	+	+				-	-	
University of Memphis	-	-	-	-		-			-
University of Tennessee, Chattanooga						-			-
University of Tennessee, Knoxville				-		-			-
University of Tennessee, Martin	-	-	-						-
Vanderbilt University						-		+	+

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

TCAP 4 th -8 th grade Science	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Christian Brothers University						-			
Freed-Hardeman University			+						-
Lincoln Memorial University		-							
Lipscomb University				+	+	+	+	+	
Middle Tennessee State University	-	-							
Teach for America Memphis				+	+	++	+	+	+
Teach for America Nashville	+	+	+	+	+	+	+	+	+
Teach Tennessee							-		
Tennessee State University	-	-	-						
Tennessee Technological University				-	-	-			
TNTP Memphis				+	+				
TNTP Nashville						-	+	+	
Trevecca Nazarene University								-	-
Tusculum College						-			-
University of Memphis									+
University of Tennessee, Knoxville									-

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

TCAP 4 th -8 th grade Social Studies	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Belmont University	+	+					+	+	+
Bethel University				-	-				
Christian Brothers University				-	-				
Cumberland University			-						
Freed-Hardeman University	+	+							
Johnson University							-	-	-
King College								+	
Lee University							-	-	-
Lipscomb University	-	-		+	+	+	+	+	
Memphis Teacher Residency	+	+	+			+	-	-	-
Middle Tennessee State University	-	-	-						
Milligan College				-	-	-			
South College						- +			
Teach for America Memphis	+	+	+		+	+		+	
Teach for America Nashville	+	+	+	+	+	+	+	+	+
Tennessee State University			-						
Tennessee Technological University	-	-	-	-	-	- -			
Union University							-	-	-
University of Memphis						-			+
University of Tennessee, Chattanooga									+
University of Tennessee, Knoxville						-			

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

High School End of Course Exam Composite	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Austin Peay State University	-		-	-		-			-
Belmont University				-		-	-	-	-
Bethel University									
Carson Newman University							-		
Christian Brothers University				-	-				
Cumberland University							-		
East Tennessee State University	-	-	-						
Lee University				-					
Lipscomb University		+							
Memphis Teacher Residency					+	+	+	+	+
Middle Tennessee State University									-
Milligan College			+		+				
Teach for America Memphis								+	+
Teach for America Nashville					+	+			
Teach Tennessee						-			
Tennessee Technological University							-		
Tennessee Wesleyan College				-					
TNTP Memphis							-		-
TNTP Nashville								+	
Trevecca Nazarene University									-
Tusculum College	-	-				-	-		
Union University	-			+	+	+			
University of Memphis	-			-					
University of Tennessee, Chattanooga				-		-	-		-
University of Tennessee, Knoxville		+		+	+	++	+	+	+
University of Tennessee, Martin	-	-	-	-	-	-	-		
Western Governors University, TN							-	-	-

Algebra I End of Course Exam	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Austin Peay State University	■	■							
Belmont University				■					
Cumberland University							■	■	■
Lipscomb University		+		+	+	+			
Middle Tennessee State University									■
Teach for America Memphis						+		+	- +
Teach for America Nashville	+	+		+	+	+			■
Union University	■			+	+	+	+	+	
University of Memphis				■	■	■			■
University of Tennessee, Knoxville						+		+	++
University of Tennessee, Martin			■	■		■			
Vanderbilt University									■

Algebra II End of Course Exam	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
East Tennessee State University	■								
Lipscomb University				■		■			
Middle Tennessee State University				■		■			
Teach for America Memphis	■			■		■			
Teach for America Nashville	■			■					
Tennessee Technological University						■			
Teach Tennessee						■			
Tusculum College							■		
Union University					+	+			

Biology End of Course Exam	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Carson-Newman University						+			
East Tennessee State University									+
Teach for America Memphis						+	+	+	
TNTP Memphis				-	-	-			
Union University		-					-	-	
University of Tennessee, Knoxville	+		+						

Chemistry End of Course Exam	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Teach Tennessee									+
University of Tennessee, Knoxville									+

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

English I End of Course Exam	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Belmont University	-	-							
East Tennessee State University	-	-	-						
Lincoln Memorial			-						
Lipscomb University						+			
Middle Tennessee SU	+	+				+			
Teach For America Memphis	+	+					+		+
Tennessee Technological University									+
Union University						+			
University of Memphis	+	+	+						
University of Tennessee, Knoxville				+	+	+			

English II End of Course Exam	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Belmont University						-			
Lincoln Memorial University							-	-	-
Teach for America Memphis				+		+			+
University of Memphis								+	
University of Tennessee, Knoxville						+			
University of Tennessee, Martin	-	-	-						

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

English III End of Course Exam	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Teach for America Memphis				+	+	+			
Trevecca Nazarene University	-	-	-						
University of Memphis	-	-	-	-	-				
University of Tennessee, Chattanooga							+		+
University of Tennessee, Knoxville				+	+	+			

US History End of Course Exam	2012 Report Card			2013 Report Card			2014 Report Card		
	Veteran Comparison	Beginner Comparison	Statewide Distribution	Veteran Comparison	Beginner Comparison	Statewide Distribution	Statewide Comparison	Beginner Comparison	Statewide Distribution
Cumberland University							-	-	
Lipscomb University								+	
University of Tennessee, Knoxville	+	+		+	+			+	
University of Tennessee, Martin	-	-							

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Austin Peay State University

Austin Peay State University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Austin Peay State University is a public four year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Austin Peay State University had 186 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- APSU program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP science and social studies
 - High school End of Course exam composite, Algebra I, chemistry, and English I
- Program completers from APSU tend to be less effective than *teachers statewide* in 4th-8th grade TCAP composite, math, and reading.
- Program completers from APSU tend to be less effective than other *beginning teachers* in 4th-8th grade TCAP math and reading.
- Based on the *statewide distribution of all teachers*, completers from APSU tend to underperform in 4th-8th grade TCAP composite, math, reading, and high school End of Course exam composite.

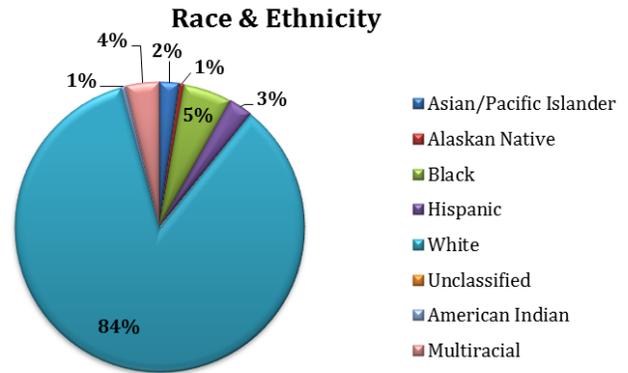
Austin Peay State University

Teacher Education Program Information

Location:	Clarksville, TN
Institution Type:	TBR
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (73 Completers)

2012-2013 Program Completers

Total Completers	186
Male	24%
Female	76%
In-State	91%
Out-of-State	9%
Apprentice License	172
Transitional License	14
Completers Statewide	3.9%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.48	186	2.75-4.0	3.47	172	3.7	14	3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite	22	79	17-34	22	79			23.1	2406
ACT Reading	23.6	73	14-36	23.6	73			24.4	2212
ACT Science	21.7	78	15-35	21.7	78			22.5	2181
ACT English	23.6	73	16-35	23.6	73			24.1	2222
ACT Math	20.4	73	15-30	20.4	73			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite	960	29	650-1210	942	22	1015	7	1034	228
GRE Math	509	29	360-700	495	22	554	7	549	239
GRE Verbal	450	29	270-580	447	22	461	7	480	240
MAT Score	416	14	389-466	416	12			399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	136	Teacher Education, Multiple Levels
Master's Degree & License	40	Education, General
License Only	10	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	178	100%
Core Writing	162	175	100%
Core Math	150	177	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
APSU Completers	149	149	100%
• Apprentice License Completers	140	140	100%
• Transitional License Completers	9	9	100%

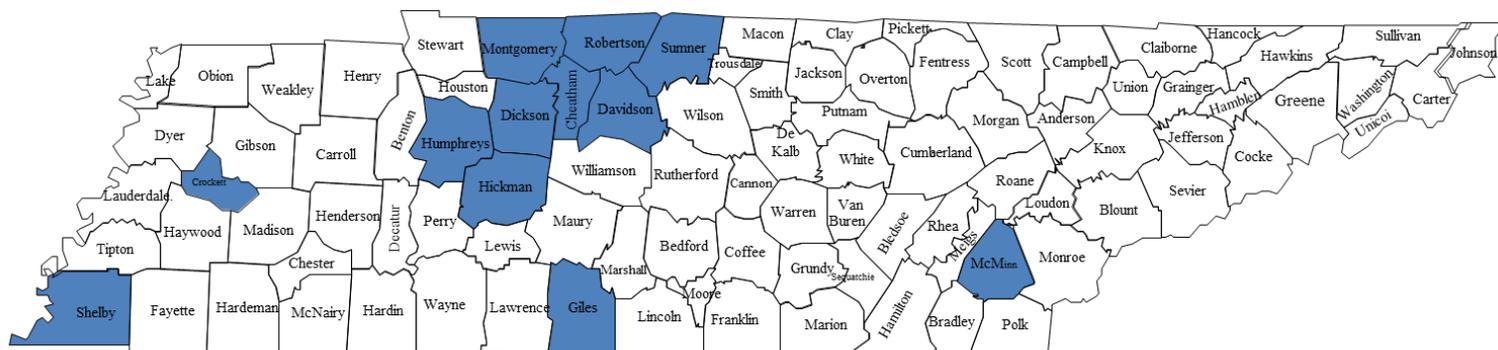
Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	167	55.7%	62.9%	43.4%	50.6%
2010-2011	150	56.7%	48.2%	51.3%	
2011-2012	208	48.0%	52.4%		
2012-2013	186	54.8%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Cheatham	11	Humphreys	2
Crockett	1	McMinn	1
Davidson	4	Montgomery	59
Dickson	9	Robertson	10
Giles	1	Shelby	1
Hickman	2	Sumner	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		72	30
○ Math	-	-	34	28
○ Reading/Language	-	-	29	27
○ Science			26	26
○ Social Studies			26	26
EOC Composite (High School)			27	28
○ Algebra I			8	9
○ English I			9	9

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
EOC Composite (High School)			11	18

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		75	34
○ Math	-	-	35	31
○ Reading/Language	-	-	30	31
○ Science			27	31
○ Social Studies			26	29
EOC Composite (High School)			38	32
○ Algebra I			11	19
○ Chemistry			5	8
○ English I			10	14

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	33.3%	-	9.7%	-	72
o Math	38.2%	-	11.8%		34
o Reading/Language	34.5%	-	10.3%		29
o Science	26.9%		26.9%		26
o Social Studies	7.7%		15.4%		26
EOC Composite (High School)	14.8%		0.0%	-	27
o Algebra I	25%		12.5%		8
o English I	22.2%		11.1%		9

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
EOC Composite (High School)	0.0%		27.3%		11

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	33.3%	-	10.7%	-	75
o Math	37.1%	-	14.3%		35
o Reading/Language	33.3%	-	10.0%		30
o Science	25.9%		25.9%		27
o Social Studies	7.7%		15.4%		26
EOC Composite (High School)	10.5%		7.9%	-	38
o Algebra I	18.2%		18.2%		11
o Chemistry	0.0%		40.0%		5
o English I	20.0%		10.0%		10

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Aquinas College Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Aquinas College is a private, Catholic, four-year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- Aquinas College had 9 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Due to low numbers of completers teaching in Tennessee public schools, no value-added analysis is available for Aquinas College completers.

Aquinas College

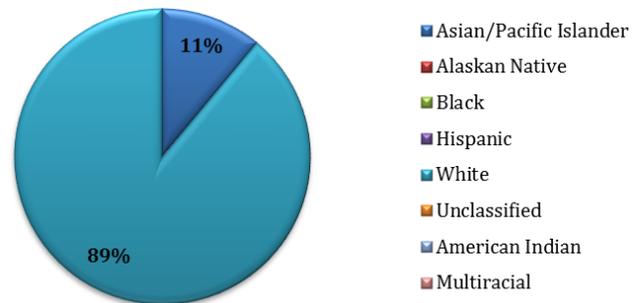
Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary Education K-6 (5 Completers)

2012-2013 Program Completers

Total Completers	9
Male	
Female	100%
In-State	
Out-of-State	100%
Apprentice License	9
Transitional License	
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.7	9		3.7	9			3.56	4258
Major GPA	3.71	5		3.71	5			3.58	1932
High School GPA	3.87	5		3.87	5			3.40	2240
ACT Composite	27.6	5		27.6	5			23.1	2406
ACT Reading	30.6	5		30.6	5			24.4	2212
ACT Science	24	5		24	5			22.5	2181
ACT English	29	5		29	5			24.1	2222
ACT Math	26.2	5		26.2	5			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	5	Elementary Education and Teaching
Master's Degree & License		
License Only	4	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Aquinas College Completers	6	6	100%
• Apprentice License Completers	6	6	100%
• Transitional License Completers	0	0	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	5	0%	0%	0%	0%
2010-2011	10	0%	0%	0%	
2011-2012	10	20%	20%		
2012-2013	9	11.1%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers
Davidson	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Due to low numbers of completers teaching in Tennessee public schools, there is no TVAAS analysis available for Aquinas College.



Belmont University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Belmont University is a private, Christian, four-year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Belmont University had 69 program completers in the 2012-2013 cohort and a 96 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Belmont University program completers tend to be more effective than *teachers statewide* in 4th-8th grade TCAP composite and social studies.
- Program completers from Belmont University tend to be less effective than *teachers statewide* and other beginning teachers in the high school End of Course exam composite.
- Belmont University program completers tend to be more effective than other *beginning teachers* in 4th-8th grade TCAP composite and social studies.
- Belmont University has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, math, and social studies.
- Belmont University has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in high school End of Course exam composite.

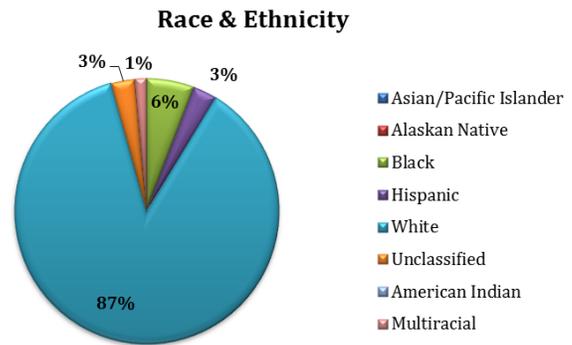
Belmont University

Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (12 completers)

2012-2013 Program Completers

Total Completers	69
Male	22%
Female	78%
In-State	80%
Out-of-State	20%
Apprentice License	53
Transitional License	16
Completers Statewide	1.4%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.73	69	2.89-4.0	3.72	53	3.77	16	3.56	4258
Major GPA	3.8	69	3.09-4.0	3.81	53	3.77	16	3.58	1932
High School GPA	3.45	32	3.75-3.9	3.45	32			3.40	2240
ACT Composite	24.8	28	19-33	24.8	28			23.1	2406
ACT Reading	25.6	28	16-33	25.6	28			24.4	2212
ACT Science	23.8	28	19-33	23.8	28			22.5	2181
ACT English	26.8	28	20-36	26.8	28			24.1	2222
ACT Math	22.4	28	15-34	22.4	28			21.8	2220
SAT Cumulative	1169	11	990-1320	1169	11			1110	294
SAT Math	561	11	400-680	561	11			549	283
SAT Verbal	605	11	510-680	605	11			557	282
GRE Composite	1084	22	630-1510	1106	17	1010	5	1034	228
GRE Math	540	22	280-760	548	17	514	5	549	239
GRE Verbal	544	22	350-760	558	17	496	5	480	240
MAT Score	397	23	364-423	400	13	392	10	399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	23	Music Teacher Education
Master's Degree & License	44	Teacher Ed. & Professional Development, Specific Subject Areas
License Only	2	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Belmont University Completers	51	49	96%
• Apprentice License Completers	44	43	98%
• Transitional License Completers	7	6	86%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	59	42.4%	42.4%	35.5%	40.7%
2010-2011	172	60.5%	43.0%	51.2%	
2011-2012	146	60.9%	57.5%		
2012-2013	69	47.8%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Davidson	19	Williamson	6
Rutherford	3	Wilson	1
Sumner	4		

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)		+	26	30
○ Math			13	28
○ Reading/Language			10	27
○ Science			8	26
○ Social Studies	+	+	7	26
EOC Composite (High School)	-	-	14	28

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
EOC Composite (High School)			7	18

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	+	+	29	34
○ Math			14	31
○ Reading/Language			10	31
○ Science			9	31
○ Social Studies	+	+	8	29
EOC Composite (High School)	-	-	21	32
○ Algebra I			6	19

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	19.2%		30.8%		26
○ Math	23.1%		38.5%	+	13
○ Reading/Language	0.0%		10.0%		10
○ Science	12.5%		25.0%		8
○ Social Studies	42.9%	-	42.9%	+	7
EOC Composite (High School)	35.7%	-	7.1%		14

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
EOC Composite (High School)	42.9%	-	14.3%		7

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	17.2%		31.0%	+	29
○ Math	21.4%		42.9%	+	14
○ Reading/Language	0.0%		10.0%		10
○ Science	11.1%		33.3%		9
○ Social Studies	37.5%		50.0%	+	8
EOC Composite (High School)	38.1%	-	9.5%		21
○ Algebra I	16.7%		0.0%		6

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Bethel University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Bethel University is a private, Christian, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- Bethel University had 33 program completers in the 2012-2013 cohort and a 93 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Bethel University program completers perform at the same level as *teachers statewide* in 4th-8th grade TCAP composite, math, reading, science, social studies, and high school End of Course exam composite.
- Bethel University program completers tend to be more effective than other *beginning teachers* in 4th-8th grade TCAP math.

Bethel University

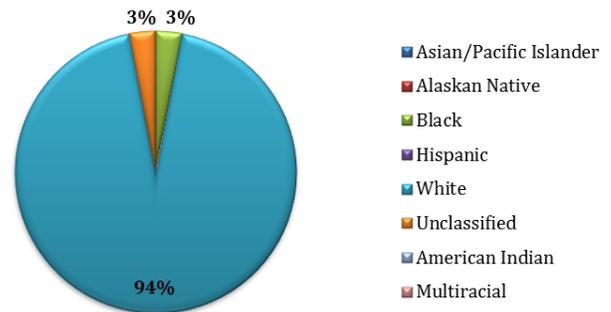
Teacher Education Program Information

Location:	McKenzie, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary Education K-6 (13 completers)

2012-2013 Program Completers

Total Completers	33
Male	30%
Female	70%
In-State	93%
Out-of-State	7%
Apprentice License	28
Transitional License	5
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.56	33	2.7-4.0	3.51	28	3.82	5	3.56	4258
Major GPA	3.71	25	2.83-4.0	3.68	20	3.83	5	3.58	1932
High School GPA	3.43	7	2.69-4.0	3.33	6			3.40	2240
ACT Composite								23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	22	Elementary Education & Teaching
Master's Degree & License	11	Secondary Education & Teaching
License Only		

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Bethel University Completers	27	25	93%
• Apprentice License Completers	27	25	93%
• Transitional License Completers	Less than 5	Less than 5	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	19	63.2%	73.7%	55.5%	61.1%
2010-2011	41	70.7%	58.5%	58.5%	
2011-2012	34	52.5%	55.9%		
2012-2013	33	63.6%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Carroll	6	Henry	5
Dickson	1	Lake	1
Gibson	4	Shelby	1
Haywood	2	Weakley	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			19	30
○ Math		+	8	28
○ Reading/Language			8	27
○ Science			6	26
○ Social Studies	-	-	9	26
EOC Composite (High School)			7	28

Transitional License Teacher

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Bethel University transitional completers

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			22	34
○ Math		+	8	31
○ Reading/Language			9	31
○ Science			6	31
○ Social Studies			11	29
EOC Composite (High School)			9	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	26.3%		10.5%		19
○ Math	12.5%		37.5%		8
○ Reading/Language	12.5%		25.0%		8
○ Science	33.3%		0.0%		6
○ Social Studies	33.3%		11.1%		9
EOC Composite (High School)	28.6%		0.0%		7

Transitional License Teachers

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Bethel transitional completers

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	22.7%		9.1%		22
○ Math	12.5%		37.5%		8
○ Reading/Language	11.1%		22.2%		9
○ Science	33.3%		0.0%		6
○ Social Studies	27.3%		9.1%		11
EOC Composite (High School)	22.0%		0.0%		9

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



BRYAN
COLLEGE

Bryan College Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Bryan College is a private, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- Bryan College had 15 program completers in the 2012-2013 cohort and a 93 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Bryan College program completers perform at the same level as *teachers statewide* and *beginning teachers* in high school End of Course exam composite.

Bryan College

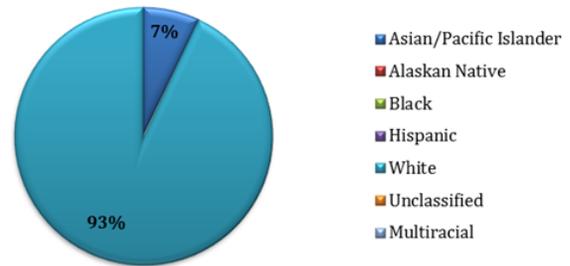
Teacher Education Program Information

Location:	Dayton, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary Education K-6 (8 completers)

2012-2013 Program Completers

Total Completers	15
Male	20%
Female	80%
In-State	67%
Out-of-State	33%
Apprentice License	15
Transitional License	
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.48	15	2.68-3.99	3.48	15			3.56	4258
Major GPA								3.58	1932
High School GPA	3.7	14	3.0-4.0	3.7	14			3.40	2240
ACT Composite	25.3	11	20-31	25.3	11			23.1	2406
ACT Reading	28.3	11	22-34	28.3	11			24.4	2212
ACT Science	23.1	11	18-29	23.1	11			22.5	2181
ACT English	26	13	17-35	26	13			24.1	2222
ACT Math	22.3	11	18-28	22.3	11			21.8	2220
SAT Cumulative	1158	6	1040-1320	1158	6			1110	294
SAT Math	552	6	470-620	552	6			549	283
SAT Verbal	607	6	530-700	607	6			557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	15	Elementary Education and Teaching
Master's Degree & License		
License Only		

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Bryan Completers	15	14	93%
• Apprentice License Completers	15	14	93%
• Transitional License Completers	0	0	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	19	26.3%	31.6%	15.7%	26.3%
2010-2011	19	26.3%	31.5%	31.6%	
2011-2012	25	20.0%	28.0%		
2012-2013	15	13.3%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers
Hamilton	1
Rhea	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
EOC Composite (High School)			5	28

Transitional License Teacher

Bryan College does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
EOC Composite (High School)			5	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
EOC Composite (High School)	20.0%		40.0%		5

Transitional License Teachers

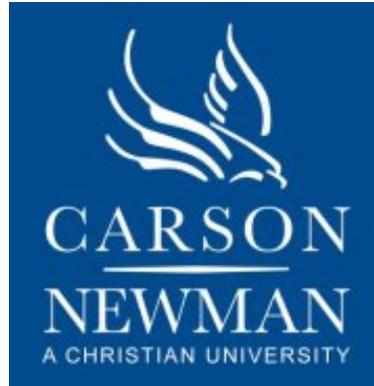
Bryan College does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
EOC Composite (High School)	20.0%		40.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Carson-Newman University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Carson-Newman College is a private, Christian, four-year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Carson-Newman University had 100 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Carson-Newman University program completers perform at the same level as *teachers statewide* in 4th-8th grade TCAP composite, math, reading, science, and social studies.
- Program completers from Carson-Newman University tend to be less effective than *teachers statewide* in high school End of Course exam composite.
- Carson-Newman University program completers tend to be more effective than other *beginning teachers* in 4th-8th grade TCAP math.
- Carson-Newman University has fewer numbers of completers in the lowest effective quintile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite.

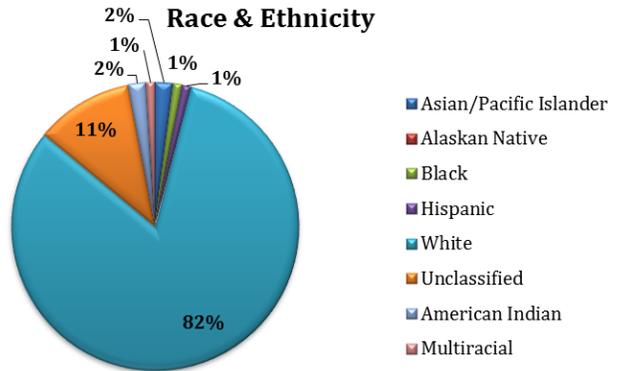
Carson-Newman University

Teacher Education Program Information

Location:	Jefferson City, TN
Institution Type:	TICUA
Accreditation:	SACSCOOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (19 completers)

2012-2013 Program Completers

Total Completers	100
Male	39%
Female	61%
In-State	94%
Out-of-State	6%
Apprentice License	76
Transitional License	24
Completers Statewide	2.1%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.59	100	2.69-4.0	3.55	76	37.2	24	3.56	4258
Major GPA	3.26	100	2.08-4.0	3.31	76	3.11	24	3.58	1932
High School GPA	3.34	67	2.21-4.0	3.39	52	3.18	15	3.40	2240
ACT Composite	22.9	52	17-32	22.5	49			23.1	2406
ACT Reading	24	51	15-34	23.7	48			24.4	2212
ACT Science	22.2	51	13-34	21.8	48			22.5	2181
ACT English	23.8	51	15-35	23.5	48			24.1	2222
ACT Math	21.4	51	15-31	21.2	48			21.8	2220
SAT Cumulative	1047	6	930-1230	1010	5			1110	294
SAT Math	528	6	430-640	506	5			549	283
SAT Verbal	518	6	480-590	504	5			557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	48	Elementary Education & Teaching
Master's Degree & License	26	Teacher Edu. & Professional Development, Specific Levels & Methods
License Only	26	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	169	100%
Core Writing	162	177	100%
Core Math	150	175	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Carson-Newman Completers	69	69	100%
• Apprentice License Completers	62	62	100%
• Transitional License Completers	7	7	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	108	71.3%	75.9%	46.1%	54.9%
2010-2011	137	60.6%	41.5%	44.9%	
2011-2012	64	40.6%	50.0%		
2012-2013	100	48.0%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Anderson	3	Hamilton	3
Carroll	1	Hancock	1
Claiborne	1	Hawkins	1
Cocke	4	Knox	17
Greene	1	Sevier	8
Hamblen	8		

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)		+	40	30
○ Math			21	28
○ Reading/Language			19	27
○ Science			6	26
○ Social Studies			11	26
EOC Composite (High School)	-		13	28

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
EOC Composite (High School)	-		6	18

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			41	34
○ Math		+	22	31
○ Reading/Language			19	31
○ Science			6	31
○ Social Studies			11	29
EOC Composite (High School)	-		19	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	7.5%	+	15.0%		40
○ Math	19.1%		19.1%		21
○ Reading/Language	5.3%		21.1%		19
○ Science	16.7%		16.7%		6
○ Social Studies	18.2%		18.2%		11
EOC Composite (High School)	23.1%		7.7%		13

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
EOC Composite (High School)	50.0%	-	16.7%		6

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	7.3%	+	17.1%		41
○ Math	18.2%		22.7%		22
○ Reading/Language	5.3%		21.1%		19
○ Science	16.7%		16.7%		6
○ Social Studies	18.2%		18.2%		11
EOC Composite (High School)	31.6%		10.5%		19

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Christian Brothers University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Christian Brothers University is a private, Catholic, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Christian Brothers University had 50 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Program completers from Christian Brothers University perform at the same level as *teachers statewide* and other *beginning teachers* in 4th-8th grade TCAP composite and science.

Christian Brothers University

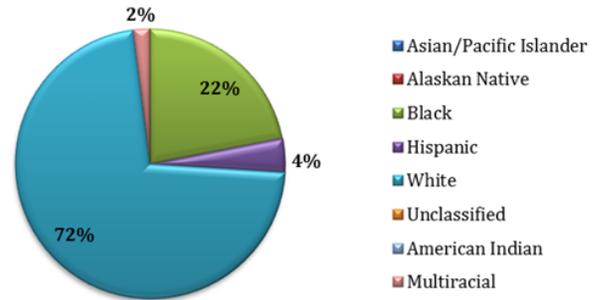
Teacher Education Program Information

Location:	Memphis, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (14 completers)

2012-2013 Program Completers

Total Completers	50
Male	22%
Female	78%
In-State	88%
Out-of-State	12%
Apprentice License	30
Transitional License	20
Completers Statewide	1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.86	50	3.21-4.0	3.89	30	3.81	20	3.56	4258
Major GPA	3.84	50	2.78-4.0	3.86	30	3.79	20	3.58	1932
High School GPA	3.51	10	2.70-4.0	3.31	7			3.40	2240
ACT Composite	24.4	11	19-30	23	8			23.1	2406
ACT Reading	26.1	11	17-34	24.5	8			24.4	2212
ACT Science	23.9	11	18-29	22.8	8			22.5	2181
ACT English	24.8	11	18-31	23.8	8			24.1	2222
ACT Math	23.3	11	16-28	22	8			21.8	2220
SAT Cumulative	970	8	790-1290	986	7			1110	294
SAT Math	508	6	400-660	520	5			549	283
SAT Verbal	478	6	340-640	492	5			557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License		
Master's Degree & License	48	Elementary Education & Teaching
License Only	2	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	179	100%
Core Writing	162	178	100%
Core Math	150	180	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Christian Brothers Completers	47	47	100%
• Apprentice License Completers	28	28	100%
• Transitional License Completers	19	19	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	75	62.7%	49.3%	44.0%	44.1%
2010-2011	56	35.7%	30.3%	42.9%	
2011-2012	53	33.9%	39.6%		
2012-2013	50	34.0%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers
Shelby	17

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			12	30
o Science			9	26

Transitional License Teacher

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Christian Brother University transitional completers

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			14	34
o Science			9	31

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	25.0%		8.3%		12
o Science	11.1%		33.3%		9

Transitional License Teachers

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Christian Brothers University transitional completers

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	21.4%		14.3%		14
o Science	11.1%		33.3%		9

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Cumberland University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Cumberland University is a private, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Cumberland University had 63 program completers in the 2012-2013 and cohort a 96 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Cumberland University program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP composite, math, reading, science, and social studies
 - High school English I
- Program completers from Cumberland University tend to be less effective than *teachers statewide* in high school End of Course exam composite, Algebra I, and US History.
- Program completers from Cumberland University tend to be less effective than other *beginning teachers* in Algebra I and US History.
- Cumberland University has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in Algebra I.

Cumberland University

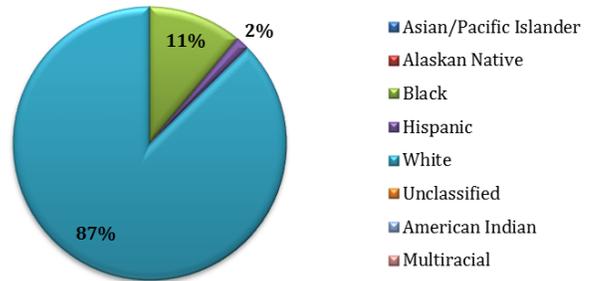
Teacher Education Program Information

Location:	Lebanon, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (20 completers)

2012-2013 Program Completers

Total Completers	63
Male	35%
Female	65%
In-State	98%
Out-of-State	2%
Apprentice License	40
Transitional License	23
Completers Statewide	1.3%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.73	63	2.58-4.0	3.68	40	3.81	23	3.56	4258
Major GPA	3.73	63	2.58-4.0	3.68	40	3.81	23	3.58	1932
High School GPA	3.54	25	2.53-4.0	3.52	23			3.40	2240
ACT Composite	22.3	23	17-30	23.3	21			23.1	2406
ACT Reading	22.7	23	14-31	22.8	21			24.4	2212
ACT Science	21.6	23	16-30	21.6	21			22.5	2181
ACT English	23.3	23	15-34	23.5	21			24.1	2222
ACT Math	21.1	23	16-29	21.1	21			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score	386	27	297-444	393	14	378	13	399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	23	Elementary Education & Teaching
Master's Degree & License	26	Education, General
License Only	14	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	176	100%
Core Writing	162	175	100%
Core Math	150	176	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Cumberland Completers	53	51	96%
• Apprentice License Completers	35	35	100%
• Transitional License Completers	18	16	89%

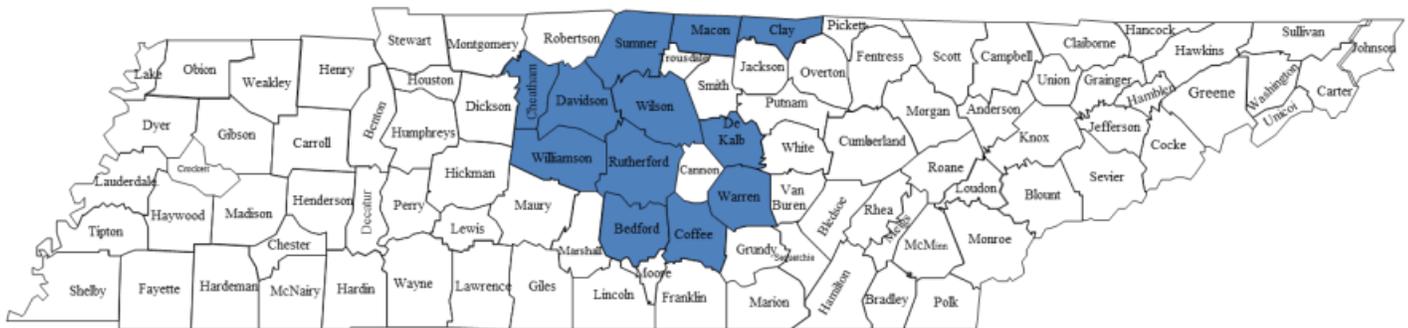
Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	86	73.3%	75.6%	48.0%	60.0%
2010-2011	103	73.8%	60.8%	67.6%	
2011-2012	62	64.5%	64.5%		
2012-2013	63	55.6%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Bedford	1	Macon	1
Cheatham	2	Rutherford	4
Clay	1	Sumner	6
Coffee	1	Warren	1
Davidson	3	Williamson	2
DeKalb	2	Wilson	11

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			16	30
○ Math		+	8	28
○ Reading/Language			8	27
○ Social Studies			5	26
EOC Composite (High School)			13	28

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			7	12
○ Math			6	8
EOC Composite (High School)	-		9	18

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			23	34
○ Math			14	31
○ Reading/Language			10	31
○ Science			5	31
○ Social Studies			9	29
EOC Composite (High School)	-		22	32
○ Algebra I	-	-	6	19
○ English I			5	14
○ US History	-	-	5	8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	25.0%		25.0%		16
○ Math	0.0%		25.0%		8
○ Reading/Language	25.0%		37.5%		8
○ Social Studies	20.0%		20.0%		5
EOC Composite (High School)	15.4%		15.4%		13

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	14.3%		28.6%		7
○ Math	16.7%		16.7%		6
EOC Composite (High School)	33.3%		0.0%		9

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	21.7%		26.1%		23
○ Math	7.1%		21.4%		14
○ Reading/Language	20.0%		30.0%		10
○ Science	40.0%		20.0%		5
○ Social Studies	11.1%		22.2%		9
EOC Composite (High School)	22.7%		9.1%		22
○ Algebra I	50.0%	-	0.0%		6
○ English I	20.0%		40.0%		5
○ US History	40.0%		0.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



East Tennessee State University Overview

2013 Report Card on the Effectiveness of Teacher Training Programs

East Tennessee State University is a public, four-year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- East Tennessee State University had 234 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- ETSU program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP reading, science, social studies
 - High school End of Course exam composite, Algebra I, Algebra II, biology, English I, English II, English III and US History
- Program completers from ETSU tend to be less effective than *teachers statewide* in 4th-8th grade TCAP composite and math.
- Program completers from ETSU tend to be less effective than other *beginning teachers* in 4th-8th grade TCAP math.
- ETSU has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in biology.
- Based on the *statewide distribution of all teachers*, completers from ETSU tend to underperform in 4th-8th grade TCAP composite and math.

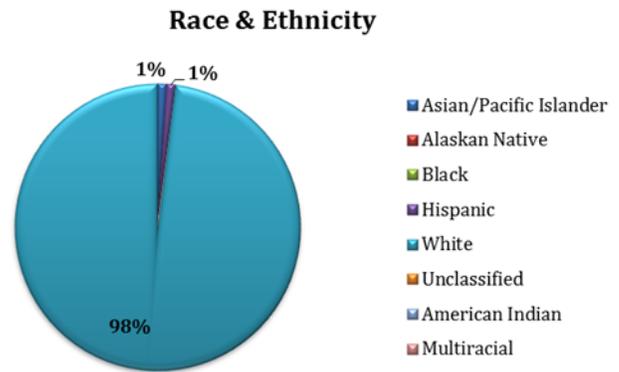
East Tennessee State University

Teacher Education Program Information

Location:	Johnson City, TN
Institution Type:	Tennessee Board of Regents
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (84 Completers)

2012-2013 Program Completers

Total Completers	234
Male	25%
Female	75%
In-state	95%
Out-of-state	5%
Apprentice License	229
Transitional License	5
Completers Statewide	4.9%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.61	234	2.68-4.0	3.61	229	3.78	5	3.56	4258
Major GPA								3.58	1932
High School GPA	3.44	212	1.95-4.0	3.45	209			3.40	2240
ACT Composite	23	170	15-31	22.9	167			23.1	2406
ACT Reading	24	155	11-36	24	152			24.4	2212
ACT Science	22.3	154	14-31	22.3	151			22.5	2181
ACT English	23.4	156	13-33	23.5	153			24.1	2222
ACT Math	21.7	156	14-32	21.7	153			21.8	2220
SAT Cumulative	1057	24	760-1310	1059	23			1110	294
SAT Math	505	24	320-640	510	22			549	283
SAT Verbal	545	23	390-700	550	22			557	282
GRE Composite	873	7	500-1200					1034	228
GRE Math	451	7	230-690					549	239
GRE Verbal	421	7	270-510					480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	195	Teacher Education, Multiple Levels
Master's Degree & License	34	Teacher Education, Multiple Levels
License Only	5	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	178	100%
Core Writing	162	176	100%
Core Math	150	178	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
ETSU Completers	212	212	100%
• Apprentice License Completers	207	207	100%
• Transitional License Completers	5	5	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	278	42.4%	50.7%	28.3%	40.7%
2010-2011	306	40.8%	36.7%	46.9%	
2011-2012	285	41.5%	48.8%		
2012-2013	234	36.8%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Anderson	1	Knox	9
Carter	8	Montgomery	1
Claiborne	1	Sevier	3
Cocke	3	Shelby	1
Greene	9	Sullivan	13
Hamblen	10	Unicoi	6
Hamilton	2	Washington	11
Hawkins	7	Wilson	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		123	30
○ Math	-	-	55	28
○ Reading/Language			64	27
○ Science			44	26
○ Social Studies			48	26
EOC Composite (High School)			50	28
○ Algebra I			8	9
○ Algebra II			6	7
○ Biology			6	2
○ English I			10	9
○ English II			11	7
○ English III			9	5
○ US History			6	6

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Transitional License Teacher

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for East Tennessee State University transitional completers.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		125	34
○ Math	-	-	55	31
○ Reading/Language			64	31
○ Science			46	31
○ Social Studies			48	29
EOC Composite (High School)			52	32
○ Algebra I			8	19
○ Algebra II			6	13
○ Biology			8	10
○ English I			10	14
○ English II			11	11
○ English III			9	7
○ US History			6	8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	24.4%		9.8%	-	123
○ Math	38.2%	-	14.6%		55
○ Reading/Language	15.6%		18.8%		64
○ Science	9.1%	+	27.3%		44
○ Social Studies	27.1%		10.4%		48
EOC Composite (High School)	20.0%		16.0%		50
○ Algebra I	25.0%		12.5%		8
○ Algebra II	16.7%		33.3%		6
○ Biology	16.7%		50.0%	+	6
○ English I	0.0%		20.0%		10
○ English II	27.3%		0.0%		11
○ English III	11.1%		22.2%		9
○ US History	16.7%		16.7%		6

Transitional License Teachers

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for East Tennessee State University transitional completers.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	24.0%		9.6%	-	125
○ Math	38.2%	-	14.6%		55
○ Reading/Language	15.6%		18.8%		64
○ Science	10.9%		26.1%		46
○ Social Studies	27.1%		10.4%		48
EOC Composite (High School)	19.2%		15.4%		52
○ Algebra I	25.0%		12.5%		8
○ Algebra II	16.7%		33.3%		6
○ Biology	12.5%		50.0%	+	8
○ English I	0.0%		20.0%		10
○ English II	27.3%		0.0%		11
○ English III	11.1%		22.2%		9
○ US History	16.7%		16.7%		6

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Fisk University

Fisk University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Fisk University is a private, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- Fisk University had 2 program completers in the 2012-2013 cohort.
- Due to low numbers of completers teaching in Tennessee public schools, no value-added analysis is available for Fisk University completers.

Fisk University

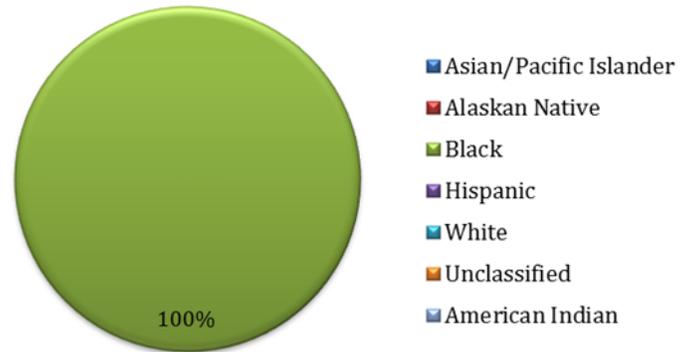
Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Special Edu. Modified K-12 (2 completers)

2012-2013 Program Completers

Total Completers	2
Male	50%
Female	50%
In-State	100%
Out-of-State	
Apprentice License	1
Transitional License	1
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite								23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License		
Master's Degree & License		
License Only	2	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Fisk Completers	Less than 5	Less than 5	-
• Apprentice License Completers	Less than 5	Less than 5	-
• Transitional License Completers	Less than 5	Less than 5	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	6	50.0%	50.0%	33.3%	50.0%
2010-2011	1	0.0%	0.0%	100.0%	
2011-2012	2	50.0%	50.0%		
2012-2013	2	50.0%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers
Davidson	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Due to low numbers of completers teaching in Tennessee public schools, there is no TVAAS analysis available for Fisk University.



Freed-Hardeman University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Freed-Hardeman University is a private, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for the Accreditation of Teacher Education.

Institution Highlights:

- Freed-Hardeman University had 74 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Freed-Hardeman University program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP math, reading, science, and social studies
 - High school End of Course exam composite
- Program completers from Freed-Hardeman University tend to be less effective than *teachers statewide* in 4th-8th grade TCAP composite.
- Based on the *statewide distribution of all teachers*, completers from Freed-Hardeman University tend to underperform in 4th-8th grade TCAP composite and science.

Freed-Hardeman University

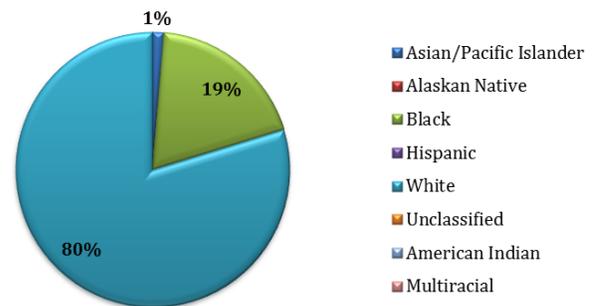
Teacher Education Program Information

Location:	Henderson, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (30 completers)

2012-2013 Program Completers

Total Completers	74
Male	26%
Female	74%
In-State	72%
Out-of-State	28%
Apprentice License	74
Transitional License	
Completers Statewide	1.5%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.54	74	2.48-4.0	3.54	74			3.56	4258
Major GPA	3.69	31	2.48-4.0	3.69	31			3.58	1932
High School GPA	3.6	33	2.68-4.0	3.6	33			3.40	2240
ACT Composite	25	43	19-31	25	43			23.1	2406
ACT Reading	27.3	35	19-34	27.3	35			24.4	2212
ACT Science	25	23	19-32	25	23			22.5	2181
ACT English	27.2	35	20-36	27.2	35			24.1	2222
ACT Math	24.3	35	17-33	24.3	35			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score	402	17	380-428	402	17			399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor’s degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor’s degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License	43	Elementary Education & Teaching
Master’s Degree & License	11	Special Education & Teaching
License Only	20	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
FHU Completers	75	75	100%
• Apprentice License Completers	55	55	100%
• Transitional License Completers	20	20	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	129	73.7%	72.9%	53.8%	61.5%
2010-2011	65	70.8%	51.6%	54.8%	
2011-2012	77	31.9%	36.1%		
2012-2013	74	44.6%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Carroll	1	Lake	1
Chester	3	Lewis	1
Davidson	2	Madison	4
Dickson	2	McNairy	1
Dyer	1	Montgomery	1
Fayette	2	Robertson	2
Gibson	3	Shelby	5
Hardeman	1	Wilson	1
Haywood	2		

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		30	30
o Math			17	28
o Reading/Language			9	27
o Science			10	26
o Social Studies			5	26
EOC Composite (High School)			7	28

Transitional License Teacher

Freed-Hardeman University does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		30	34
o Math			17	31
o Reading/Language			9	31
o Science			10	31
o Social Studies			5	29
EOC Composite (High School)			7	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	33.3%	-	6.7%	-	30
○ Math	23.5%		23.5%		17
○ Reading/Language	33.3%		11.1%		9
○ Science	40.0%	-	10.0%		10
○ Social Studies	20.0%		0.0%		5
EOC Composite (High School)	28.6%		14.3%		7

Transitional License Teachers

Freed-Hardeman University does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	33.3%	-	6.7%	-	30
○ Math	23.5%		23.5%		17
○ Reading/Language	33.3%		11.1%		9
○ Science	40.0%	-	10.0%		10
○ Social Studies	20.0%		0.0%		5
EOC Composite (High School)	28.6%		14.3%		7

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Johnson[™]

UNIVERSITY

Johnson University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Johnson University is a private, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- Johnson University had 26 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Johnson University program completers perform at the same level as *teachers statewide* in 4th-8th grade TCAP science and math.
- Program completers from Johnson University tend to be less effective than *teachers statewide* in 4th-8th grade TCAP composite, reading, and social studies.
- Program completers from Johnson University tend to be less effective than other *beginning teachers* in 4th-8th grade TCAP composite and social studies.
- Johnson University has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, reading, and social studies.

Johnson University

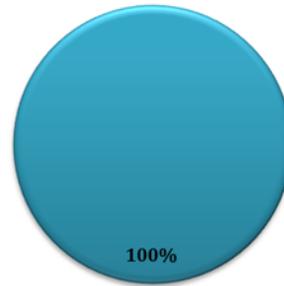
Teacher Education Program Information

Location:	Knoxville, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary Education K-6 (14 completers)

2012-2013 Program Completers

Race & Ethnicity

Total Completers	26
Male	8%
Female	92%
In-State	65%
Out-of-State	35%
Apprentice License	26
Transitional License	
Completers Statewide	>1%



- Asian/Pacific Islander
- Alaskan Native
- Black
- Hispanic
- White
- Unclassified
- American Indian
- Multiracial

Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.63	26	2.87-4.0	3.63	26			3.56	4258
Major GPA	3.62	26	2.83-4.0	3.62	26			3.58	1932
High School GPA	3.72	16	3.02-3.99	3.72	16			3.40	2240
ACT Composite	24.4	17	20-29	24.4	17			23.1	2406
ACT Reading	25.8	15	19-34	25.8	15			24.4	2212
ACT Science	22.7	15	17-28	22.7	15			22.5	2181
ACT English	25.4	15	20-36	25.4	15			24.1	2222
ACT Math	22.6	15	16-32	22.6	15			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	13	Elementary Education & Teaching
Master's Degree & License	13	Elementary Education & Teaching Middle School Education & Teaching
License Only		

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	179	100%
Core Writing	162	175	100%
Core Math	150	178	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Johnson Completers	21	21	100%
• Apprentice License Completers	21	21	100%
• Transitional License Completers	0	0	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	21	19.0%	19.0%	9.5%	14.3%
2010-2011	41	26.8%	19.5%	29.3%	
2011-2012	20	25.0%	50.0%		
2012-2013	26	23.1%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Fentress	1	Shelby	1
Knox	2	Washington	1
Loudon	1		

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-	-	14	30
o Math			7	28
o Reading/Language	-		10	27
o Science			7	26
o Social Studies	-	-	6	26

Transitional License Teacher

Johnson University does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-	-	14	34
o Math			7	31
o Reading/Language	-		10	31
o Science			7	31
o Social Studies	-	-	6	29

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	57.1%	-	7.1%		14
○ Math	14.3%		0.0%		7
○ Reading/Language	60.0%	-	10.0%		10
○ Science	28.6%		14.3%		7
○ Social Studies	66.7%	-	0.0%		6

Transitional License Teachers

Johnson University does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	57.1%	-	7.1%		14
○ Math	14.3%		0.0%		7
○ Reading/Language	60.0%	-	10.0%		10
○ Science	28.6%		14.3%		7
○ Social Studies	66.7%	-	0.0%		6

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



King College Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

King College is a private, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- King College had 25 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- King College program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP composite, reading, and social studies
 - High school EOC composite.
- King College program completers tend to be more effective than other *beginning teachers* in 4th-8th grade TCAP social studies.

King College

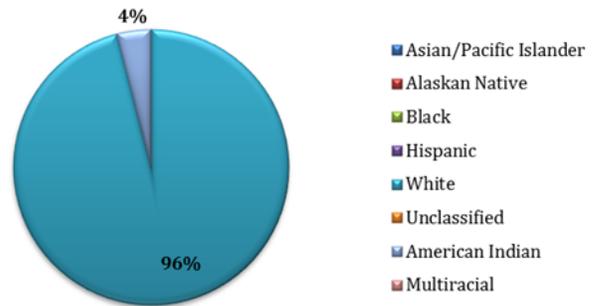
Teacher Education Program Information

Location:	Bristol, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary Education K-6 (10 completers)

2012-2013 Program Completers

Total Completers	25
Male	32%
Female	68%
In-State	64%
Out-of-State	36%
Apprentice License	24
Transitional License	1
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.71	25	2.92-4.0	3.69	24			3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite	23.3	9	21-28	23.3	9			23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	12	Liberal Arts & Sciences, General Studies & Humanities
Master's Degree & License	12	Curriculum & Instruction
License Only	1	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	178	100%
Core Writing	162	176	100%
Core Math	150	176	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
King College Completers	22	22	100%
• Apprentice License Completers	22	22	100%
• Transitional License Completers	Less than 5	Less than 5	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	24	54.2%	50.0%	37.5%	37.5%
2010-2011	32	28.1%	33.3%	43.8%	
2011-2012	32	40.6%	46.9%		
2012-2013	25	40.0%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Hawkins	1	Sullivan	7
Knox	2		

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)		+	13	30
○ Reading/Language			7	27
○ Social Studies	+	+	6	26
EOC Composite (High School)			10	28

Transitional License Teacher

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for King College transitional completers.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			13	34
○ Reading/Language			7	31
○ Social Studies		+	6	29
EOC Composite (High School)			11	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	0.0%		23.1%		13
○ Reading/Language	28.6%		14.3%		7
○ Social Studies	0.0%		33.3%		6
EOC Composite (High School)	10.0%		10.0%		10

Transitional License Teachers

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for King College transitional completers.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	0.0%		23.1%		13
○ Reading/Language	28.6%		14.3%		7
○ Social Studies	0.0%		33.3%		6
EOC Composite (High School)	18.2%		9.1%		11

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

LEE UNIVERSITY

Lee University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Lee University is a private, Christian, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Lee University had 176 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Lee University program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP math, reading and science
 - High school EOC composite and Algebra I.
- Program completers from Lee tend to be less effective than *teachers statewide* in 4th-8th grade TCAP composite and social studies.
- Program completers from Lee University tend to be less effective than other *beginning teachers* in 4th-8th grade social studies.
- Lee University has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP social studies.

Lee University

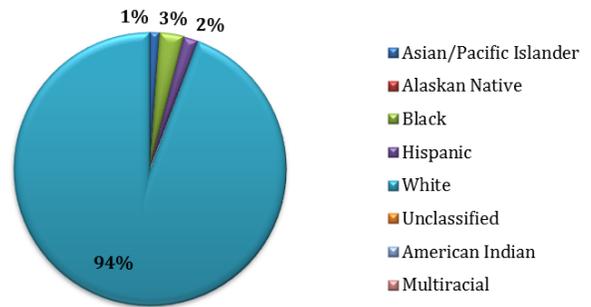
Teacher Education Program Information

Location:	Cleveland, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (20 completers)

2012-2013 Program Completers

Total Completers	176
Male	27%
Female	73%
In-State	69%
Out-of-State	31%
Apprentice License	155
Transitional License	21
Completers Statewide	3.7%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.63	176	2.65-4.0	3.59	155	3.91	21	3.56	4258
Major GPA	3.49	128	2.38-4.0	3.49	128			3.58	1932
High School GPA								3.40	2240
ACT Composite	24.3	98	16-34	24.2	97			23.1	2406
ACT Reading	25.7	91	15-35	26.7	90			24.4	2212
ACT Science	23	91	12-35	22.9	90			22.5	2181
ACT English	25	91	14-35	24.9	90			24.1	2222
ACT Math	22.7	90	15-34	22.6	89			21.8	2220
SAT Cumulative	1100	35	730-1480	1098	34			1110	294
SAT Math	541	35	370-750	539	34			549	283
SAT Verbal	560	35	320-770	559	34			557	282
GRE Composite	988	9	620-1240			1018	5	1034	228
GRE Math	556	8	260-740					549	239
GRE Verbal	434	9	340-590			488	5	480	240
MAT Score	392	33	220-439	393	21	389	12	399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	128	Elementary Education & Teaching
Master's Degree & License	36	Special Education & Teaching Secondary Education & Teaching
License Only	12	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	177	100%
Core Writing	162	174	100%
Core Math	150	177	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Lee Completers	157	157	100%
• Apprentice License Completers	143	143	100%
• Transitional License Completers	14	14	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	183	48.1%	48.6%	30.7%	36.8%
2010-2011	189	31.2%	24.8%	36.0%	
2011-2012	179	31.8%	34.1%		
2012-2013	176	33.0%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Bradley	23	McMinn	2
Carter	1	Monroe	3
Cumberland	1	Montgomery	1
Davidson	1	Polk	3
Fayette	1	Rhea	2
Hamilton	13	Rutherford	2
Knox	3	Washington	1
Loudon	1		

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		69	30
○ Math			34	28
○ Reading/Language			39	27
○ Science			22	26
○ Social Studies	-		22	26
EOC Composite (High School)		+	15	28

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			5	12
EOC Composite (High School)			5	18

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		74	34
○ Math			38	31
○ Reading/Language			39	31
○ Science			22	31
○ Social Studies	-	-	22	29
EOC Composite (High School)			20	32
○ Algebra I			5	19

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	24.6%		13.0%		69
○ Math	29.4%		20.6%		34
○ Reading/Language	23.1%		23.1%		39
○ Science	27.3%		9.1%		22
○ Social Studies	45.5%	-	9.1%		22
EOC Composite (High School)	6.7%		20.0%		15

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	0.0%		20.0%		5
EOC Composite (High School)	20.0%		0.0%		5

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	23.0%		13.5%		74
○ Math	29.0%		18.4%		38
○ Reading/Language	23.1%		23.1%		39
○ Science	27.3%		9.1%		22
○ Social Studies	45.5%	-	9.1%		22
EOC Composite (High School)	10.0%		15.0%		20
○ Algebra I	40.0%		20.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

LeMoyne-Owen

COLLEGE

LeMoyne-Owen College Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

LeMoyne-Owen College is a private, Christian, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- LeMoyne-Owen College had 9 program completers in the 2012-2013 cohort and a 50 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Due to low numbers of completers teaching in Tennessee public schools, no value-added analysis is available for LeMoyne-Owen College completers.

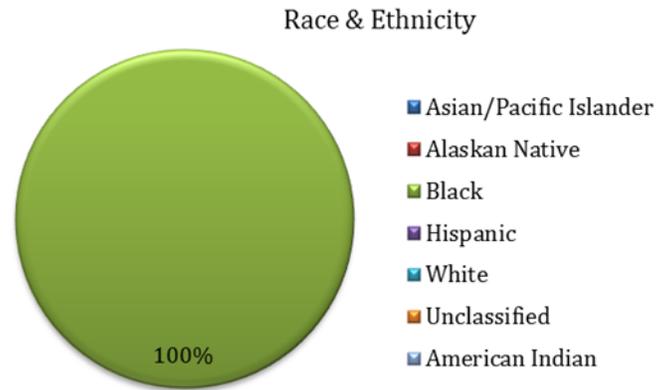
LeMoyne-Owen College

Teacher Education Program Information

Location:	Memphis, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Special Edu. Modified K-12 (6 completers)

2012-2013 Program Completers

Total Completers	9
Male	11%
Female	89%
In-State	100%
Out-of-State	
Apprentice License	9
Transitional License	
Completers Statewide	>1%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.34	9	3.03-3.5	3.34	9			3.56	4258
Major GPA	3.34	9	2.89-3.97	3.34	9			3.58	1932
High School GPA								3.40	2240
ACT Composite								23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	9	Special Ed. And Teaching, General
Master's Degree & License		
License Only		

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
LOC Completers	14	7	50%
• Apprentice License Completers	9	6	67%
• Transitional License Completers	5	1	20%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	15	80.0%	80.0%	86.6%	100.0%
2010-2011	17	29.4%	35.3%	41.2%	
2011-2012	5	60.0%	60.0%		
2012-2013	9	33.3%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers
Shelby	3

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for LeMoyne-Owen completers.

LINCOLN MEMORIAL UNIVERSITY

Lincoln Memorial University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Lincoln Memorial University is a private, four-year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- Lincoln Memorial University had 113 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Lincoln Memorial University program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP math, reading, science, and social studies
 - High school End of Course exam composite, English I, English II, and US History
- Program completers from Lincoln Memorial University tend to be less effective than *teachers statewide* and other beginning teachers in 4th-8th grade TCAP Composite and English II.
- Based on the *statewide distribution of all teachers*, completers from Lincoln Memorial University tend to underperform in 4th-8th grade TCAP composite, math, and English II.

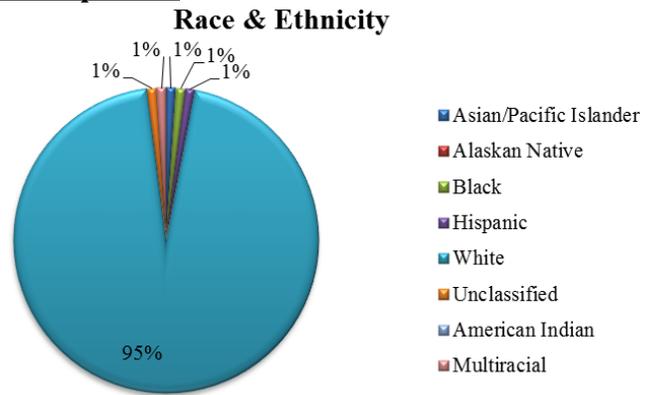
Lincoln Memorial University

Teacher Education Program Information

Location:	Harrogate, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary Education (71 completers)

2012-2013 Program Completers

Total Completers	113
Male	27%
Female	73%
In-State	93%
Out-of-State	7%
Apprentice License	113
Transitional License	
Completers Statewide	2.4%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.71	113	2.62-4.0	3.71	113			3.56	4258
Major GPA								3.58	1932
High School GPA	3.62	31	2.47-4.0	3.62	31			3.40	2240
ACT Composite	22.8	76	14-31	22.8	76			23.1	2406
ACT Reading	23.8	24	11-34	23.8	24			24.4	2212
ACT Science	22.5	24	16-31	22.5	24			22.5	2181
ACT English	22.3	24	12-31	22.3	24			24.1	2222
ACT Math	21.5	24	15-35	21.5	24			21.8	2220
SAT Cumulative	996	10	740-1280	996	10			1110	294
SAT Math	526	6	460-630	526	6			549	283
SAT Verbal	497	6	400-650	497	6			557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	35	Elementary Education & Teaching
Doctorate Degree & License	1	Educational Leadership
License Only	77	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	178	100%
Core Writing	162	174	100%
Core Math	150	177	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
LMU Completers	97	97	100%
• Apprentice License Completers	97	97	100%
• Transitional License Completers	0	0	-

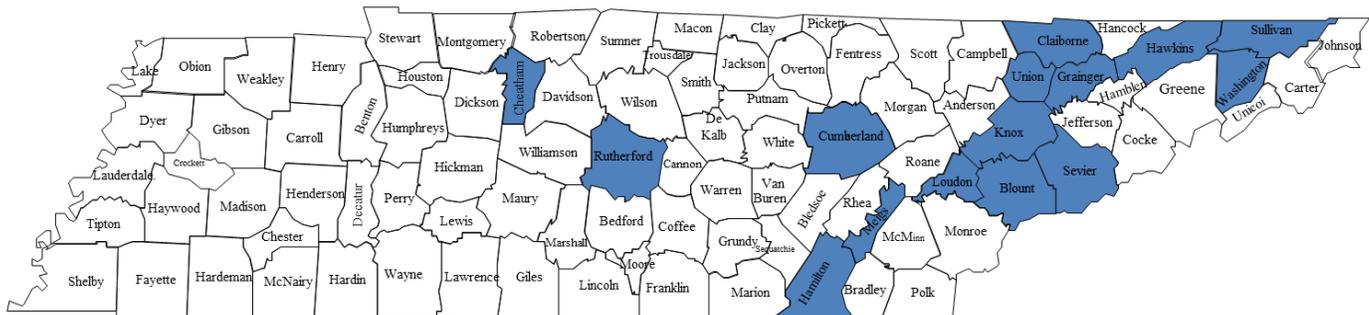
Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	131	49.6%	50.4%	16.7%	37.4%
2010-2011	150	49.3%	36.6%	48.0%	
2011-2012	137	43.7%	48.9%		
2012-2013	113	41.6%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Blount	7	Loudon	1
Cheatham	1	Meigs	1
Claiborne	9	Rutherford	1
Cumberland	1	Sevier	2
Grainger	1	Sullivan	1
Hamilton	1	Union	5
Hawkins	1	Washington	1
Knox	14		

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		80	30
○ Math			40	28
○ Reading/Language			40	27
○ Science			34	26
○ Social Studies			32	26
EOC Composite (High School)			28	28
○ English I			7	9
○ English II	-	-	9	7
○ US History			7	6

Transitional License Teacher

Lincoln Memorial University does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-	-	80	34
○ Math			40	31
○ Reading/Language			40	31
○ Science			34	31
○ Social Studies			32	29
EOC Composite (High School)			28	32
○ English I			7	14
○ English II	-	-	9	11
○ US History			7	8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	27.5%	-	8.8%	-	80
○ Math	30.0%	-	20.0%		40
○ Reading/Language	22.5%		20.0%		40
○ Science	26.5%		17.7%		34
○ Social Studies	15.6%		15.6%		32
EOC Composite (High School)	17.9%		10.7%		28
○ English I	28.6%		14.3%		7
○ English II	55.6%	-	11.1%		9
○ US History	0.0%		0.0%		7

Transitional License Teachers

Lincoln Memorial University does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	27.5%	-	8.8%	-	80
○ Math	30.0%	-	20.0%		40
○ Reading/Language	22.5%		20.0%		40
○ Science	26.5%		17.7%		34
○ Social Studies	15.6%		15.6%		32
EOC Composite (High School)	17.9%		10.7%		28
○ English I	28.6%		14.3%		7
○ English II	55.6%	-	11.1%		9
○ US History	0.0%		0.0%		7

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Lipscomb University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Lipscomb University is a private, Christian, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Lipscomb University had 176 program completers in the 2012-2013 cohort and a 99 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Lipscomb University program completers tend to be more effective than *teachers statewide* in 4th-8th grade TCAP composite, math, reading, science and social studies.
- Program completers from Lipscomb University perform at the same level as *teachers statewide* in the following areas:
 - High School End of Course exam composite, Algebra I, Algebra II, biology, chemistry, English I, English II, and US History
- Lipscomb University program completers tend to be more effective than other *beginning teachers* in the following areas:
 - 4th-8th grade TCAP composite, math, reading, science and social studies
 - High school US History
- Lipscomb University has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, math, and reading.

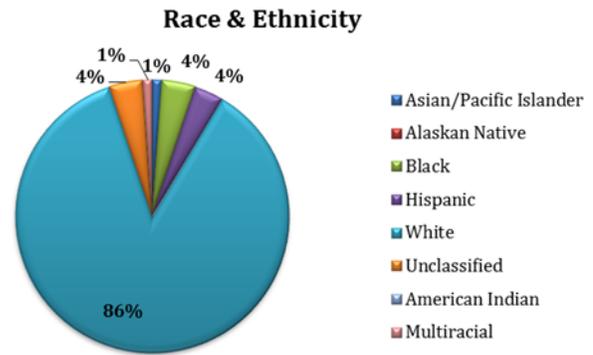
Lipscomb University

Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education (71 completers)

2012-2013 Program Completers

Total Completers	176
Male	28%
Female	72%
In-State	92%
Out-of-State	8%
Apprentice License	97
Transitional License	79
Completers Statewide	3.7%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.72	176	2.76-4.0	3.64	97	3.83	79	3.56	4258
Major GPA	3.64	58	2.54-4.0	3.64	58			3.58	1932
High School GPA	3.47	51	2.38-4.0	3.47	51			3.40	2240
ACT Composite	22.9	47	14-31	22.9	47			23.1	2406
ACT Reading	24.2	47	14-34	24.2	47			24.4	2212
ACT Science	21.8	47	13-32	21.8	47			22.5	2181
ACT English	23.7	47	15-32	23.7	47			24.1	2222
ACT Math	20.7	47	12-29	20.7	47			21.8	2220
SAT Cumulative	1109	18	860-1420	1109	18			1110	294
SAT Math	549	18	410-680	549	18			549	283
SAT Verbal	558	18	440-740	558	18			557	282
GRE Composite	1155	13	780-1500	1088	8	1262	5	1034	228
GRE Math	601	12	390-730	590	8			549	239
GRE Verbal	525	12	330-640	497.5	8			480	240
MAT Score	407	52	374-447	400	23	414	29	399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	58	Elementary Education & Teaching
Master's Degree & License	81	Curriculum & Instruction
License Only	37	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	176	100%
Core Writing	162	175	100%
Core Math	150	177	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
LU Completers	140	139	99%
• Apprentice License Completers	91	90	99%
• Transitional License Completers	49	49	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	171	61.4%	62.0%	47.0%	56.4%
2010-2011	148	57.4%	50.8%	55.9%	
2011-2012	140	55.7%	52.9%		
2012-2013	176	66.5%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Bedford	1	Rutherford	7
Cheatham	4	Sumner	4
Davidson	81	Williamson	9
Robertson	3	Wilson	8

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		49	30
○ Math			26	28
○ Reading/Language			26	27
○ Science			25	26
○ Social Studies			24	26
EOC Composite (High School)			13	28

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	+	+	119	12
○ Math	+	+	43	8
○ Reading/Language	+	+	51	5
○ Science	+		37	5
○ Social Studies	+	+	36	4
EOC Composite (High School)			56	18
○ Algebra I			18	5
○ Biology			10	4
○ Chemistry			9	2
○ English I			7	3
○ English II			5	3

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	+	+	168	34
○ Math	+	+	69	31
○ Reading/Language	+	+	77	31
○ Science	+	+	62	31
○ Social Studies	+	+	60	29
EOC Composite (High School)			69	32
○ Algebra I			22	19
○ Algebra II			5	13
○ Biology			11	10
○ Chemistry			9	8
○ English I			9	14
○ English II			6	11
○ US History		+	7	8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	26.5%		12.2%		49
○ Math	11.5%		11.5%		26
○ Reading/Language	23.1%		15.4%		26
○ Science	32.0%	-	12.0%		25
○ Social Studies	12.5%		4.2%	-	24
EOC Composite (High School)	7.7%		15.4%		13

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	13.5%	+	37.0%	+	119
○ Math	16.3%		48.8%	+	43
○ Reading/Language	17.7%		37.3%	+	51
○ Science	16.2%		35.1%	+	37
○ Social Studies	27.8%		30.6%	+	36
EOC Composite (High School)	16.1%		14.3%		56
○ Algebra I	33.3%		16.7%		18
○ Biology	10.0%		10.0%		10
○ Chemistry	22.2%		0.0%		9
○ English I	14.3%		14.3%		7
○ English II	0.0%		40.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	17.3%		29.8%	+	168
○ Math	14.5%		34.8%	+	69
○ Reading/Language	19.5%		29.9%	+	77
○ Science	22.6%		25.8%		62
○ Social Studies	21.7%		20.0%		60
EOC Composite (High School)	14.5%		14.5%		69
○ Algebra I	27.3%		13.6%		22
○ Algebra II	20.0%		0.0%		5
○ Biology	9.1%		9.1%		11
○ Chemistry	22.2%		0.0%		9
○ English I	11.1%		22.2%		9
○ English II	0.0%		33.3%		6
○ US History	0.0%		28.6%		7

– represents a statistically significant negative effect

+ represents a statistically significant positive effect



Martin Methodist College Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Martin Methodist College is a private, Christian, four-year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- Martin Methodist College had 24 program completers in the 2012-2013 cohort and a 95 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Martin Methodist College program completers perform at the same level as *teachers statewide* in 4th-8th grade TCAP composite, science, and high school End of Course exam composite.
- Program completers from Martin Methodist College tend to be less effective than *teachers statewide* in 4th-8th grade TCAP math and reading.
- Martin Methodist College program completers perform at the same level as other *beginning teachers* in the following areas:
 - 4th-8th grade TCAP composite, math, reading, and science
 - High school End of Course Exam composite
- Martin Methodist College has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP reading.

Martin Methodist College

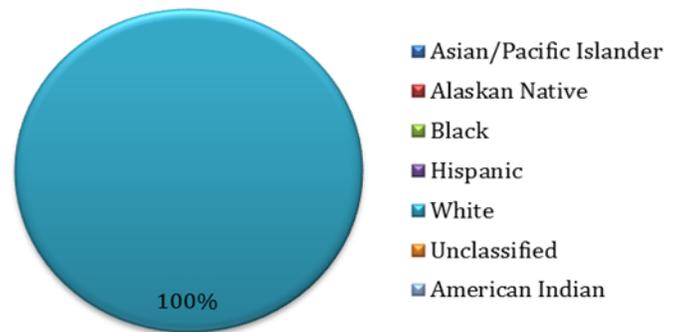
Teacher Education Program Information

Location:	Pulaski, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary Education K-6 (11 completers)

2012-2013 Program Completers

Total Completers	24
Male	25%
Female	75%
In-State	100%
Out-of-State	
Apprentice License	21
Transitional License	3
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.48	24	3.05-4.0	3.48	21			3.56	4258
Major GPA								3.58	1932
High School GPA	3.38	21	2.66-3.95	3.33	19			3.40	2240
ACT Composite	22.6	23	16-27	22.3	20			23.1	2406
ACT Reading	24	21	13-30	23.7	18			24.4	2212
ACT Science	21.3	21	16-27	20.9	18			22.5	2181
ACT English	23.4	21	14-31	23.1	18			24.1	2222
ACT Math	19.9	21	14-28	19.1	18			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor’s degree from a regionally accredited university and have demonstrated competency in the subject matter for which they are seeking licensure. Transitional license candidates must hold a Bachelor’s degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License	20	Elementary Education & Teaching
Master’s Degree & License		
License Only	4	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	177	100%
Core Writing	162	175	100%
Core Math	150	175	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Martin Methodist Completers	22	21	95%
• Apprentice License Completers	22	21	95%
• Transitional License Completers	Less than 5	NA	

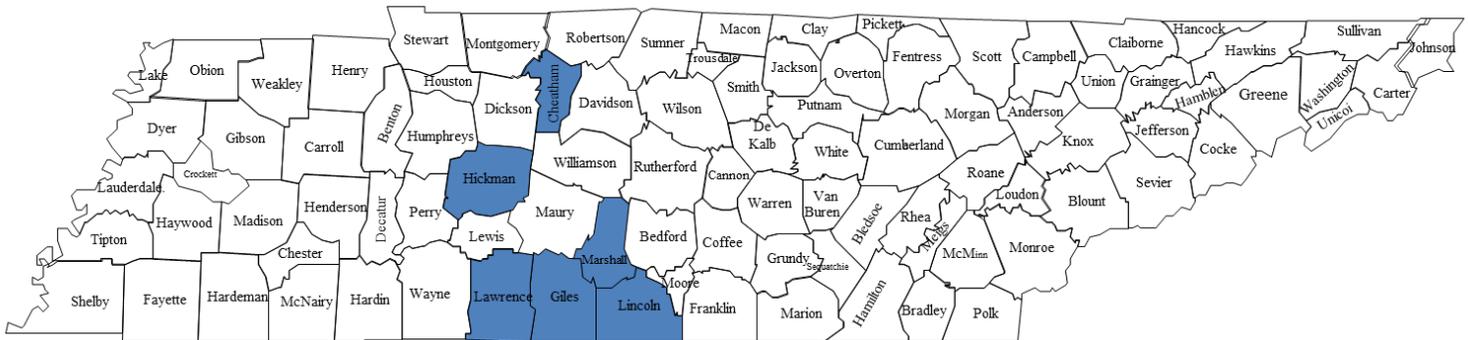
Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	14	21.4%	35.7%	21.4%	28.6%
2010-2011	19	31.6%	31.5%	63.2%	
2011-2012	25	24.0%	40.0%		
2012-2013	24	45.8%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Cheatham	1	Lawrence	2
Giles	4	Lincoln	1
Hickman	1	Marshall	2

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			11	30
○ Math	-		5	28
○ Science			5	26
EOC Composite (High School)			6	28

Transitional License Teacher

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Martin Methodist College transitional completers.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			13	34
○ Math	-		5	31
○ Reading/Language	-		5	31
○ Science			6	31
EOC Composite (High School)			7	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	27.3%		9.1%		11
○ Math	40.0%		0.0%		5
○ Science	20.0%		0.0%		5
EOC Composite (High School)	0.0%		0.0%		6

Transitional License Teachers

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Martin Methodist College transitional completers.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	23.1%		7.7%		13
○ Math	40.0%		0.0%		5
○ Reading/Language	60.0%	-	0.0%		5
○ Science	16.7%		16.7%		6
EOC Composite (High School)	14.3%		0.0%		7

- represents a statistically significant negative effect

+ represents a statistically significant positive effect





Maryville College Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Maryville College is a private, four-year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- Maryville College had 23 program completers in the 2012-2013 cohort and a 95 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Maryville College program completers perform at the same level as *teachers statewide* and other *beginning teachers* in the following areas:
 - 4th-8th grade TCAP composite, math and reading
 - High school End of Course exam composite

Maryville College

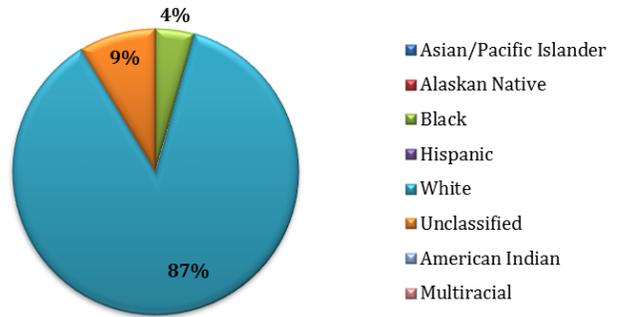
Teacher Education Program Information

Location:	Maryville, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary Education K-6 (9 completers)

2012-2013 Program Completers

Total Completers	23
Male	30%
Female	70%
In-State	87%
Out-of-State	13%
Apprentice License	23
Transitional License	
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.45	23	2.71-4.0	3.45	23			3.56	4258
Major GPA								3.58	1932
High School GPA	3.6	12	2.79-4.0	3.6	12			3.40	2240
ACT Composite	23.4	18	17-31	23.4	18			23.1	2406
ACT Reading	24.6	18	16-31	24.6	18			24.4	2212
ACT Science	22.3	18	16-31	22.3	18			22.5	2181
ACT English	24.1	18	14-35	24.1	18			24.1	2222
ACT Math	22.1	18	15-29	22.1	18			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	19	Elementary Education & Teaching
Master's Degree & License		
License Only	4	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Maryville Completers	19	18	95%
• Apprentice License Completers	19	18	95%
• Transitional License Completers	0	0	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	28	32.1%	42.9%	17.8%	25.0%
2010-2011	38	39.5%	39.4%	52.6%	
2011-2012	33	51.5%	60.6%		
2012-2013	23	34.8%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Anderson	1	Knox	3
Blount	1	Loudon	1
Davidson	1	Williamson	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			10	30
○ Math			5	28
○ Reading/Language			6	27
EOC Composite (High School)			8	28

Transitional License Teacher

Maryville College does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			10	34
○ Math			5	31
○ Reading/Language			6	31
EOC Composite (High School)			8	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	10.0%		10.0%		10
○ Math	20.0%		0.0%		5
○ Reading/Language	16.7%		0.0%		6
EOC Composite (High School)	25.0%		12.5%		8

Transitional License Teachers

Maryville College does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	10.0%		10.0%		10
○ Math	20.0%		0.0%		5
○ Reading/Language	16.7%		0.0%		6
EOC Composite (High School)	25.0%		12.5%		8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Memphis Teacher Residency Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Memphis Teacher Residency (MTR) includes Union University and urban schools in Memphis. The MTR members work toward a Masters in Urban Education at Union University while gaining classroom experience over the twelve month residency program. Upon completing the program, MTR participants earn a Tennessee teaching license and work to fulfill a three year teaching commitment within an urban Memphis school.

Institution Highlights:

- Memphis Teacher Residency had 28 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Memphis Teacher Residency program completers tend to be more effective than *teachers statewide* in high school End of Course exam composite.
- Program completers from Memphis Teacher Residency tend to be less effective than *teachers statewide* in 4th-8th grade TCAP reading and social studies.
- Memphis Teacher Residency program completers tend to be more effective than other *beginning teachers* in 4th-8th grade TCAP math and high school End of Course exam composite.
- Program completers from Memphis Teacher Residency tend to be less effective than other *beginning teachers* in 4th-8th grade TCAP reading and social studies.
- Memphis Teacher Residency has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state high school End of Course exam composite.
- Memphis Teacher Residency has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, reading, and social studies.

Memphis Teacher Residency

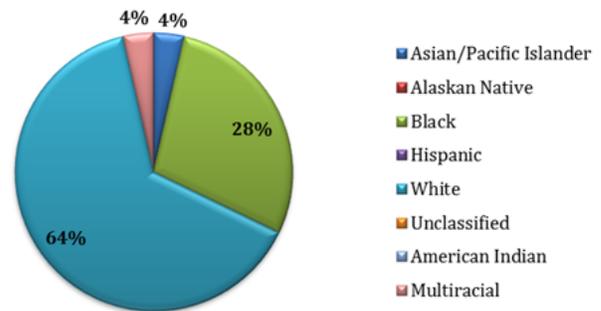
Teacher Education Program Information

Location:	Memphis, TN
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Elementary K-6 (13 completers)

2012-2013 Program Completers

Total Completers	28
Male	36%
Female	64%
In-State	100%
Out-of-State	
Apprentice License	28
Transitional License	
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite								23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

*Preparation programs not associated with an institution of higher education are not included in academic information analysis.

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor’s degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor’s degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License		
Master’s Degree & License		
License Only	28	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
MTR Completers	28	28	100%
• Apprentice License Completers	28	28	100%
• Transitional License Completers	-	-	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	22	100%*	100%*	95.0%	70.0%
2010-2011	25	88.0%	72.0%	68.2%	
2011-2012	29	55.1%	75.9%		
2012-2013	28	75.0%			

**Data reported by MTR.*

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			23	30
o Math		+	8	28
o Reading/Language	-	-	12	27
o Social Studies	-	-	6	26
EOC Composite (High School)	+	+	14	28

Transitional License Teacher

Memphis Teacher Residency does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			23	34
o Math		+	8	31
o Reading/Language	-	-	12	31
o Social Studies	-	-	6	29
EOC Composite (High School)	+	+	14	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	39.1%	-	26.1%		23
○ Math	37.5%		25.0%		8
○ Reading/Language	58.3%	-	0.0%		12
○ Social Studies	66.7%	-	16.7%		6
EOC Composite (High School)	7.1%		35.7%	+	14

Transitional License Teachers

Memphis Teacher Residency does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	39.1%	-	26.1%		23
○ Math	37.5%		25.0%		8
○ Reading/Language	58.3%	-	0.0%		12
○ Social Studies	66.7%	-	16.7%		6
EOC Composite (High School)	7.1%		35.7%	+	14

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

MIDDLE TENNESSEE STATE UNIVERSITY

Middle Tennessee State University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Middle Tennessee State University is a public, four-year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Middle Tennessee State University had 566 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- MTSU program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP reading, science, and social studies
 - High school End of Course exam composite, Algebra I, Algebra II, chemistry, English I, English II, English III, and US History
- Program completers from MTSU tend to be less effective than *teachers statewide* in the following areas:
 - 4th-8th grade TCAP composite and math
- Program completers from MTSU tend to be less effective than other *beginning teachers* in 4th-8th grade TCAP math.
- Based on the *statewide distribution of all teachers*, completers from MTSU tend to underperform in the following areas:
 - 4th-8th grade TCAP composite and math
 - High school end of course exam composite and Algebra I

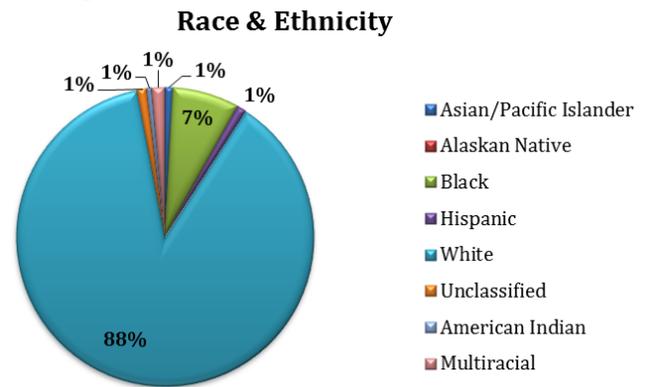
Middle Tennessee State University

Teacher Education Program Information

Location:	Murfreesboro, TN
Institution Type:	TBR
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (196 completers)

2012-2013 Program Completers

Total Completers	566
Male	28%
Female	72%
In-State	99%
Out-of-State	1%
Apprentice License	514
Transitional License	52
Completers Statewide	11.8%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.42	566	2.0-4.0	3.44	514	3.24	52	3.56	4258
Major GPA	3.44	470	2.75-4.0	3.44	470			3.58	1932
High School GPA	3.37	457	2.0-4.0	3.37	457			3.40	2240
ACT Composite	22.6	377	13-33	22.6	377			23.1	2406
ACT Reading	23.9	373	11-36	23.9	373			24.4	2212
ACT Science	22.3	373	10-33	22.3	373			22.5	2181
ACT English	23.7	377	9-36	23.7	377			24.1	2222
ACT Math	21.4	377	13-36	21.4	377			21.8	2220
SAT Cumulative	1045	11	830-1220	1045	11			1110	294
SAT Math	528	11	360-630	528	11			549	283
SAT Verbal	517	11	400-640	517	11			557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	412	Teacher Education, Multiple Levels
Advanced Degree & License	61	Curriculum & Instruction
License Only	93	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	177	100%
Core Writing	162	175	100%
Core Math	150	177	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
MTSU Completers	472	462	98%
• Apprentice License Completers	448	439	98%
• Transitional License Completers	24	23	96%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	607	60.1%	67.9%	37.5%	48.6%
2010-2011	540	50.2%	40.4%	54.6%	
2011-2012	555	41.9%	49.8%		
2012-2013	566	46.7%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers	County	Teachers
Bedford	25	Haywood	1	Rhea	1
Cheatham	5	Henry	1	Rutherford	71
Cocke	1	Hickman	2	Shelby	3
Coffee	12	Knox	4	Sullivan	1
Cumberland	1	Lawrence	3	Sumner	10
Davidson	41	Lewis	2	Warren	4
DeKalb	3	Lincoln	3	Wayne	1
Franklin	3	Marion	3	White	1
Gibson	1	Marshall	7	Williamson	23
Greene	2	Maury	11	Wilson	15
Hamilton	1	Montgomery	2		

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		265	30
○ Math	-		123	28
○ Reading/Language			124	27
○ Science			116	26
○ Social Studies			112	26
EOC Composite (High School)			60	28
○ Algebra I	-		18	9
○ Algebra II			10	7
○ English I	+	+	12	9
○ English II			5	7
○ English III			11	5
○ US History			7	6

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			7	12
EOC Composite (High School)			11	18

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		272	34
○ Math	-	-	125	31
○ Reading/Language			127	31
○ Science			118	31
○ Social Studies			114	29
EOC Composite (High School)			71	32
○ Algebra I			19	19
○ Algebra II			11	13
○ Chemistry			5	8
○ English I			15	14
○ English II			7	11
○ English III			12	7
○ US History			8	8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	25.7%	-	13.6%	-	265
o Math	29.3%	-	13.8%		123
o Reading/Language	21.0%		18.6%		124
o Science	19.0%		18.1%		116
o Social Studies	22.3%		23.2%		112
EOC Composite (High School)	11.7%		6.7%	-	140
o Algebra I	22.2%		0.0%	-	18
o Algebra II	20.0%		0.0%		10
o English I	0.0%		41.7%	+	12
o English II	20.0%		0.0%		5
o English III	9.1%		27.3%		11
o US History	28.6%		0.0%		7

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	42.9%	-	0.0%		7
EOC Composite (High School)	18.2%		9.1%		11

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	26.1%	-	13.2%	-	272
o Math	29.6%	-	13.6%	-	125
o Reading/Language	21.3%		18.9%		127
o Science	18.6%		17.8%		118
o Social Studies	22.8%		22.8%		114
EOC Composite (High School)	12.7%		7.0%	-	151
o Algebra I	21.1%		0.0%	-	19
o Algebra II	18.2%		0.0%		11
o Chemistry	0.0%		20.0%		5
o English I	6.7%		33.3%		15
o English II	28.6%		0.0%		7
o English III	8.3%		25.0%		12
o US History	25.0%		12.5%		8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Milligan College Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Milligan College is a private, Christian, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Milligan College had 33 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Milligan College program completers perform at the same level as *teachers statewide* and other *beginning teachers* in the following areas:
 - 4th-8th grade TCAP composite, math, reading, science, and social studies
 - High school End of Course exam composite

Milligan College

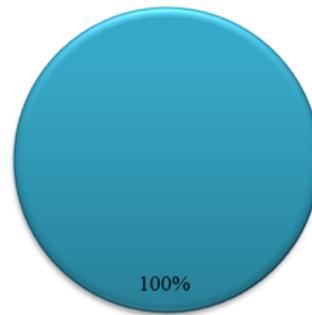
Teacher Education Program Information

Location:	Milligan College, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Early Childhood Ed PK-3 (10 completers)

2012-2013 Program Completers

Race & Ethnicity

Total Completers	33
Male	34%
Female	66%
In-State	85%
Out-of-State	15%
Apprentice License	33
Transitional License	
Completers Statewide	>1%



- Asian/Pacific Islander
- Alaskan Native
- Black
- Hispanic
- White
- Unclassified
- American Indian
- Multiracial

Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.57	33	2.64-4.0	3.57	33			3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite	22.8	9	21-28	22.8	9			23.1	2406
ACT Reading	23.2	9	16-33	23.2	9			24.4	2212
ACT Science	22.7	9	19-28	22.7	9			22.5	2181
ACT English	23.2	9	19-32	23.2	9			24.1	2222
ACT Math	23.9	9	19-29	23.9	9			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score	398	8	374-435	398	8			399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	15	Child Development
Master's Degree & License	18	Elementary Education & Teaching Secondary Education & Teaching
License Only		

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Milligan Completers	28	28	100%
• Apprentice License Completers	28	28	100%
• Transitional License Completers	Less than 5	Less than 5	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	91	64.9%	67.0%	47.1%	60.7%
2010-2011	62	67.7%	58.0%	58.1%	
2011-2012	50	52.0%	48.0%		
2012-2013	33	57.6%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Carter	3	Sullivan	2
Greene	1	Unicoi	1
Hamblen	1	Washington	9
Hawkins	1	Williamson	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			19	30
○ Math			8	28
○ Reading/Language			10	27
○ Science			12	26
○ Social Studies			12	26
EOC Composite (High School)	-		11	28

Transitional License Teacher

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Milligan College transitional completers.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			20	34
○ Math			8	31
○ Reading/Language			11	31
○ Science			12	31
○ Social Studies			12	29
EOC Composite (High School)			13	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	21.1%		5.3%		19
○ Math	12.5%		0.0%		8
○ Reading/Language	40.0%	-	20.0%		10
○ Science	0.0%		0.0%		12
○ Social Studies	0.0%		8.3%		12
EOC Composite (High School)	27.3%		9.1%		11

Transitional License Teachers

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Milligan College transitional completers.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	20.0%		5.0%		20
○ Math	12.5%		0.0%		8
○ Reading/Language	36.4%		18.2%		11
○ Science	0.0%		0.0%		12
○ Social Studies	0.0%		8.3%		12
EOC Composite (High School)	23.1%		7.7%		13

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



South College Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

South College is a private, for-profit, four-year institution of higher education. South College is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- South College had 35 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- South College program completers perform at the same level as *teachers statewide* in 4th-8th grade TCAP composite, math, reading, science, and social studies.

South College

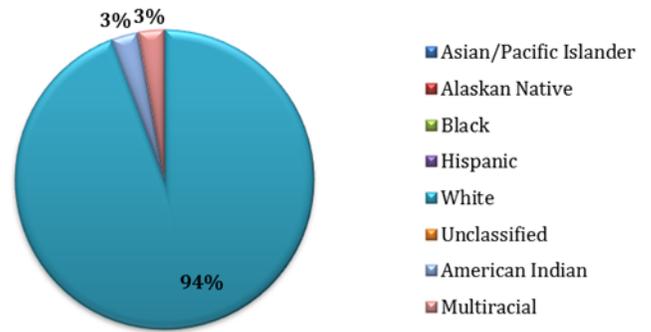
Teacher Education Program Information

Location:	Knoxville, TN
Institution Type:	Private, For-Profit
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary K-6 (35 completers)

2012-2013 Program Completers

Total Completers	35
Male	17%
Female	83%
In-State	97%
Out-of-State	3%
Apprentice License	35
Transitional License	
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.70	35	3.0-4.0	3.70	35			3.56	4258
Major GPA								3.58	1932
High School GPA	2.97	23	2.0-3.66	2.97	23			3.40	2240
ACT Composite	23.2	5	20-26	23.2	5			23.1	2406
ACT Reading	26.8	5	24-32	26.8	5			24.4	2212
ACT Science	22.4	5	18-26	22.4	5			22.5	2181
ACT English	23.4	5	21-29	23.4	5			24.1	2222
ACT Math	19.6	5	16-24	19.6	5			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	15	Elementary Education & Teaching
Master's Degree & License	10	Elementary Education & Teaching
License Only	10	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	178	100%
Core Writing	162	175	100%
Core Math	150	177	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
South Completers	33	33	100%
• Apprentice License Completers	33	33	100%
• Transitional License Completers	0	0	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	60	46.7%	55.0%	15.0%	36.7%
2010-2011	42	50.0%	38.0%	54.8%	
2011-2012	23	39.1%	47.8%		
2012-2013	35	48.6%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Anderson	1	Knox	14
Claiborne	1	Meigs	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		28	30
○ Math			22	28
○ Reading/Language			19	27
○ Science			18	26
○ Social Studies			14	26

Transitional License Teacher

South college does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			28	34
○ Math			22	31
○ Reading/Language			19	31
○ Science			18	31
○ Social Studies			14	29

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	25.0%		17.9%		28
○ Math	22.7%		13.6%		22
○ Reading/Language	21.1%		10.5%		19
○ Science	16.7%		11.1%		18
○ Social Studies	21.4%		7.1%		14

Transitional License Teachers

South college does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	25.0%		17.9%		28
○ Math	22.7%		13.6%		22
○ Reading/Language	21.1%		10.5%		19
○ Science	16.7%		11.1%		18
○ Social Studies	21.4%		7.1%		14

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Southern Adventist University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Southern Adventist University is a private, Seventh-day Adventist, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Southern Adventist University had 29 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Due to low numbers of completers teaching in Tennessee public schools, no value-added analysis is available for Southern Adventist University completers.

Southern Adventist University

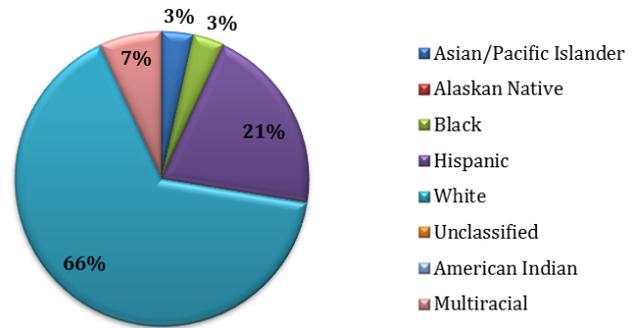
Teacher Education Program Information

Location:	Collegedale, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (14 completers)

2012-2013 Program Completers

Total Completers	29
Male	34%
Female	66%
In-State	41%
Out-of-State	59%
Apprentice License	29
Transitional License	
Completers Statewide	>1%

Race & Ethincity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.51	29	2.86-4.0	3.51	29			3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite	24.2	25	17-32	24.2	25			23.1	2406
ACT Reading	25.7	23	17-35	25.7	23			24.4	2212
ACT Science	24	23	18-35	24	23			22.5	2181
ACT English	24.3	23	18-33	24.3	23			24.1	2222
ACT Math	23.2	23	16-30	23.2	23			21.8	2220
SAT Cumulative	1060	5	940-1240	1060	5			1110	294
SAT Math	538	5	480-620	538	5			549	283
SAT Verbal	522	5	440-620	522	5			557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	29	Elementary Education & Teaching
Master's Degree & License		
License Only		

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Southern Adventist Completers	24	24	100%
• Apprentice License Completers	24	24	100%
• Transitional License Completers	0	0	-

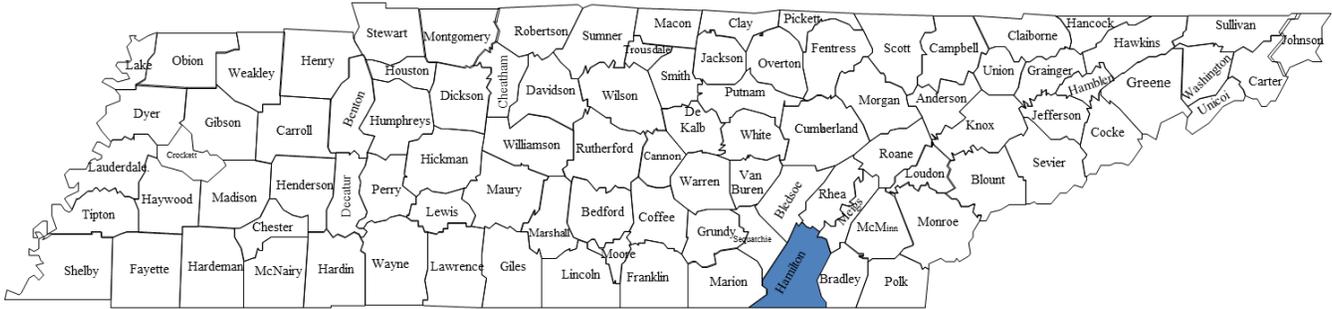
Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	26	7.7%	3.8%	3.8%	3.8%
2010-2011	40	17.5%	12.5%	10.0%	
2011-2012	18	5.5%	5.6%		
2012-2013	29	13.8%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers
Hamilton	4

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Southern Adventist University completers.

TEACHFORAMERICA

Teach for America, Nashville Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Teach for America began placing corps members in Greater Nashville in 2009. Corps members are required to pass content-specific Praxis exams and take courses at Lipscomb University specifically designed for TFA in order to receive a transitional teaching license. Corps members have the option of earning a master's of education degree at Lipscomb University by taking additional courses while completing their two year teaching obligation.

Institution Highlights:

- Teach for America Nashville had 105 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- TFA Nashville program completers tend to be more effective than *teachers statewide* and other *beginning teaches* in the state in 4th-8th grade TCAP composite, math, reading, science, and social studies.
- Program completers from TFA Nashville perform at the same level as *teachers statewide* and other *beginning teachers* in the state in high school End of Course exam composite, Algebra I, biology, chemistry, English I, and English II.
- Based on the *statewide distribution of all teachers*, program completers from TFA Nashville tend to be more effective in 4th-8th grade TCAP composite, math, reading, science, and social studies.
- TFA Nashville has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in Algebra I.

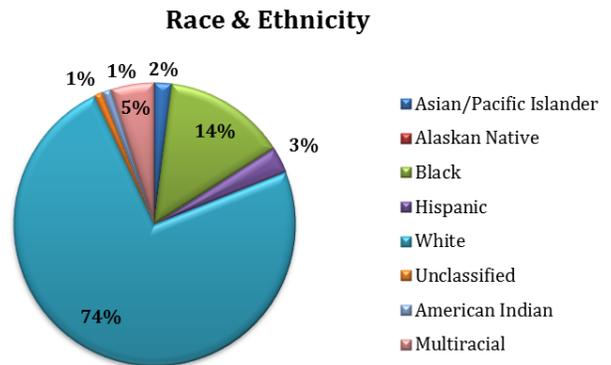
Teach for America Nashville

Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	English as Second Language (35 completers)

2012-2013 Program Completers

Total Completers	105
Male	26%
Female	74%
In-State	25%
Out-of-State	75%
Apprentice License	
Transitional License	105
Completers Statewide	2.2%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite								23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

**Preparation programs not associated with an institution of higher education are not included in academic information analysis.*

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which they are seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License		
Master's Degree & License		
License Only	105	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
TFA Nashville Completers	66	66	100%
• Apprentice License Completers	-	-	-
• Transitional License Completers	66	66	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	25	96.0%*	92.0%*	80.0%	80.0%
2010-2011	99	80.8%	85.9%	56.5%	
2011-2012	102	84.3%	90.2%		
2012-2013	105	83.8%			

**Data may not reflect all TFA Nashville completers teaching in charter schools.*

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Cheatham	1	Williamson	1
Davidson	86		

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Teach for America Nashville does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	+	+	105	12
○ Math	+	+	36	8
○ Reading/Language	+	+	46	5
○ Science	+	+	31	5
○ Social Studies	+	+	33	4
EOC Composite (High School)			43	18
○ Algebra I			14	5
○ Biology			7	4
○ Chemistry			7	2
○ English I			5	3
○ English II			5	3

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	+	+	105	34
○ Math	+	+	36	31
○ Reading/Language	+	+	46	31
○ Science	+	+	31	31
○ Social Studies	+	+	33	29
EOC Composite (High School)			43	32
○ Algebra I			14	19
○ Biology			7	10
○ Chemistry			7	8
○ English I			5	14
○ English II			5	11

– represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Teach for America Nashville does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	11.4%	+	38.1%	+	105
○ Math	13.9%		52.8%	+	36
○ Reading/Language	15.2%		37.0%	+	46
○ Science	16.1%		41.9%	+	31
○ Social Studies	24.2%		33.3%	+	33
EOC Composite (High School)	16.3%		18.6%		43
○ Algebra I	42.9%	-	21.4%		14
○ Biology	14.3%		14.3%		7
○ Chemistry	14.3%		0.0%		7
○ English I	0.0%		20.0%		5
○ English II	0.0%		40.0%		5

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	11.4%	+	38.1%	+	105
○ Math	13.9%		52.8%	+	36
○ Reading/Language	15.2%		37.0%	+	46
○ Science	16.1%		41.9%	+	31
○ Social Studies	24.2%		33.3%	+	33
EOC Composite (High School)	16.3%		18.6%		43
○ Algebra I	42.9%	-	21.4%		14
○ Biology	14.3%		14.3%		7
○ Chemistry	14.3%		0.0%		7
○ English I	0.0%		20.0%		5
○ English II	0.0%		40.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Teach Tennessee Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Teach Tennessee was created by the Tennessee Department of Education in 2005 with the goal of creating a statewide program that incorporates mid-career professionals and others into the teaching profession. The program is designed to place teachers in subject areas that are more difficult to fill like math, science and foreign language.

Institution Highlights:

- Teach Tennessee had 51 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Teach Tennessee program completers perform at the same level as *teachers statewide* and other *beginning teachers* in the following areas:
 - 4th-8th grade TCAP composite
 - High school End of Course exam composite, Algebra I, Algebra II, biology and chemistry
- Program completers from Teach Tennessee tend to be less effective than *teachers statewide* in TCAP science.
- Teach Tennessee has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in chemistry.

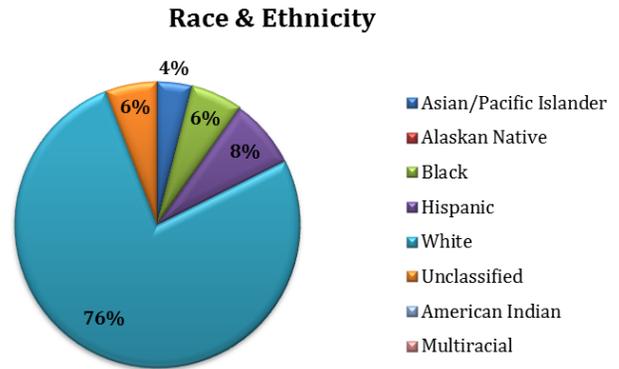
Teach Tennessee

Teacher Education Program Information

Location:	Statewide
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Mathematics 7-12 (25 completers)

2012-2013 Program Completers

Total Completers	51
Male	37%
Female	63%
In-State	100%
Out-of-State	
Apprentice License	
Transitional License	51
Completers Statewide	1.1%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite								23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

*Preparation programs not associated with an institution of higher education are not included in academic information analysis.

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License		
Master's Degree & License		
License Only	51	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Teach TN Completers	15	15	100%
• Apprentice License Completers	-	-	-
• Transitional License Completers	15	15	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	55	63.6%	67.3%	49.0%	40.0%
2010-2011	54	53.7%	40.7%	48.1%	
2011-2012	32	40.6%	50.0%		
2012-2013	51	49.0%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Anderson	2	Loudon	2
Carter	1	Maury	1
Cheatham	1	Robertson	1
Davidson	1	Sevier	1
Gibson	2	Shelby	2
Greene	1	Tipton	1
Hamilton	2	Williamson	1
Knox	4	Wilson	2

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Teach Tennessee does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			8	12
o Science			10	5
EOC Composite (High School)			47	18
o Algebra I			13	5
o Algebra II			16	3
o Biology			12	4
o Chemistry			9	2

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			8	34
o Science	-		10	31
EOC Composite (High School)			47	32
o Algebra I			13	19
o Algebra II			16	13
o Biology			12	10
o Chemistry			9	8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Teach Tennessee does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	37.5%		12.5%		8
○ Science	20.0%		0.0%		10
EOC Composite (High School)	21.3%		23.4%		47
○ Algebra I	23.1%		15.4%		13
○ Algebra II	18.8%		12.5%		16
○ Biology	25.0%		25.0%		12
○ Chemistry	11.1%		44.4%	+	9

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	37.5%		12.5%		8
○ Science	20.0%		0.0%		10
EOC Composite (High School)	21.3%		23.4%		47
○ Algebra I	23.1%		15.4%		13
○ Algebra II	18.8%		12.5%		16
○ Biology	25.0%		25.0%		12
○ Chemistry	11.1%		44.4%	+	9

– represents a statistically significant negative effect

+ represents a statistically significant positive effect



Tennessee State University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Tennessee State University is a public four year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Tennessee State University had 122 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Program completers from TSU perform at the same level as *teachers statewide* and other *beginning teachers* in the following areas:
 - 4th-8th grade TCAP composite, math, reading, science, and social studies
 - High school End of Course exam composite
- TSU has a lower numbers of completers in the most effective quintile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite.

Tennessee State University

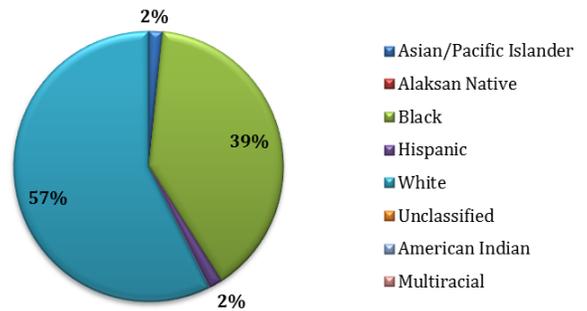
Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	TBR
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (66 completers)

2012-2013 Program Completers

Total Completers	122
Male	27%
Female	73%
In-State	96%
Out-of-State	4%
Apprentice License	93
Transitional License	29
Completers Statewide	2.6%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.56	122	2.81-4.0	3.53	93	3.67	29	3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite	21.5	29	18-29	21.8	25			23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score	389	33	370-452	382	21	402	12	399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	63	Teacher Education, Multiple Levels
Advanced Degree & License	25	Curriculum & Instruction Elementary Education & Teaching
License Only	34	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	178	100%
Core Writing	162	175	100%
Core Math	150	177	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
TSU Completers	83	83	100%
• Apprentice License Completers	74	74	100%
• Transitional License Completers	9	9	100%

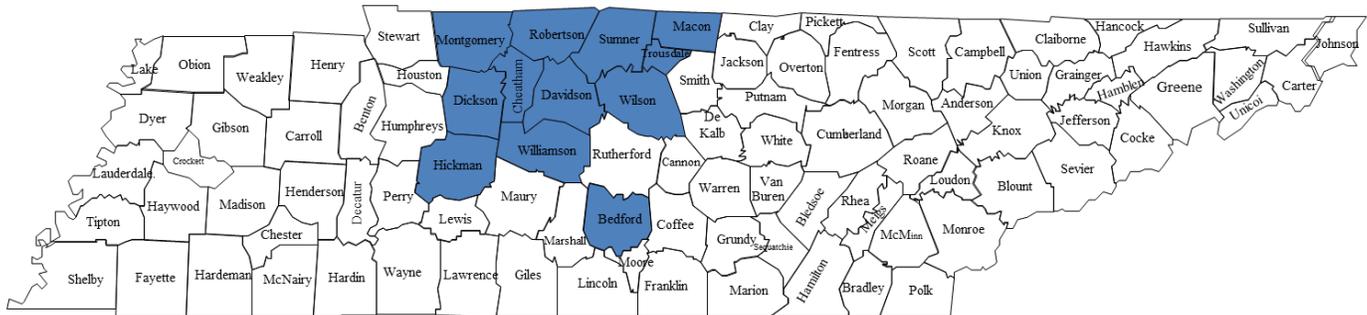
Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	96	62.5%	64.6%	42.7%	51.0%
2010-2011	93	40.9%	35.4%	54.8%	
2011-2012	111	55.8%	63.1%		
2012-2013	122	56.6%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Bedford	1	Montgomery	1
Cheatham	3	Robertson	4
Davidson	42	Sumner	10
Dickson	1	Trousdale	1
Hickman	1	Williamson	2
Macon	2	Wilson	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			43	30
○ Math			29	28
○ Reading/Language			24	27
○ Science			22	26
○ Social Studies			29	26
EOC Composite (High School)			5	28

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
EOC Composite (High School)			7	18

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			45	34
○ Math			32	31
○ Reading/Language			25	31
○ Science			23	31
○ Social Studies			30	29
EOC Composite (High School)			12	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	23.3%		7.0%	-	43
○ Math	20.7%		10.3%		29
○ Reading/Language	12.5%		16.7%		24
○ Science	9.1%		18.2%		22
○ Social Studies	17.2%		20.7%		29
EOC Composite (High School)	20.0%		0.0%		5

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
EOC Composite (High School)	28.6%		14.3%		7

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	22.2%		6.7%	-	45
○ Math	18.8%		12.5%		32
○ Reading/Language	12.0%		20.0%		25
○ Science	8.7%		17.4%		23
○ Social Studies	16.7%		20.0%		30
EOC Composite (High School)	25.0%		8.3%		12

- represents a statistically significant negative effect

+ represents a statistically significant positive



Tennessee Tech University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Tennessee Tech University is a public, four-year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Tennessee Technological University had 453 program completers in the 2012-2013 cohort and a 99 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- TTU program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP reading, science, and social studies
 - Algebra I, Algebra II, biology, chemistry, English I, English II, English III and US History
- Program completers from TTU tend to be less effective than *teachers statewide* in the following areas:
 - 4th-8th grade TCAP composite and math
 - High school End of Course exam composite
- TTU has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in English I.
- TTU has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite and math.

Tennessee Technological University

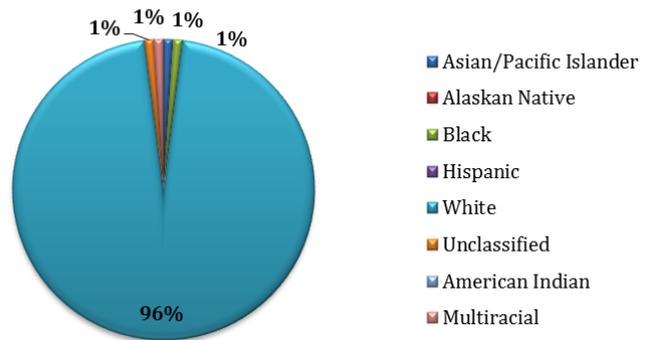
Teacher Education Program Information

Location:	Cookeville, TN
Institution Type:	TBR
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (252 completers)

2012-2013 Program Completers

Total Completers	453
Male	20%
Female	80%
In-State	99%
Out-of-State	1%
Apprentice License	427
Transitional License	26
Completers Statewide	9.5%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.43	453	2.07-4.0	3.45	427	3.0	26	3.56	4258
Major GPA								3.58	1932
High School GPA	3.34	416	1.41-4.0	3.35	404	2.98	12	3.40	2240
ACT Composite	22.7	272	14-32	22.7	269			23.1	2406
ACT Reading	24.1	272	14-36	24.2	269			24.4	2212
ACT Science	22.5	249	11-34	22.4	248			22.5	2181
ACT English	23.6	272	10-35	23.7	269			24.1	2222
ACT Math	21.5	272	14-31	21.6	269			21.8	2220
SAT Cumulative	1112	12	890-1330	1112	12			1110	294
SAT Math	549	12	440-650	549	12			549	283
SAT Verbal	563	12	420-710	563	12			557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score	398	59	356-460	398	42	398	17	399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	403	Teacher Education, Multiple Levels
Advanced Degree & License	6	Curriculum & Instruction
License Only	44	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	176	100%
Core Writing	162	174	100%
Core Math	150	177	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
TTU Completers	428	424	99%
• Apprentice License Completers	411	410	100%
• Transitional License Completers	17	14	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	611	58.3%	64.3%	35.0%	51.0%
2010-2011	434	49.5%	37.0%	54.8%	
2011-2012	462	43.5%	54.5%		
2012-2013	453	43.3%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers	County	Teachers
Anderson	5	Greene	1	Rhea	6
Bedford	4	Hamilton	8	Roane	3
Bledsoe	2	Jackson	3	Robertson	2
Blount	3	Knox	18	Rutherford	7
Bradley	1	Lawrence	1	Scott	7
Cannon	1	Loudon	3	Shelby	1
Cheatham	2	Macon	1	Smith	6
Clay	2	Marion	4	Sumner	6
Coffee	3	Marshall	1	Trousdale	2
Cumberland	8	Maury	1	Unicoi	1
Davidson	5	Monroe	1	Union	1
DeKalb	9	Montgomery	2	Van Buren	1
Dickson	1	Morgan	4	Warren	10
Fentress	4	Overton	4	White	5
Franklin	4	Putnam	25	Wilson	6
Giles	1				

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		264	30
○ Math	-		141	28
○ Reading/Language			145	27
○ Science			114	26
○ Social Studies		+	112	26
EOC Composite (High School)			55	28
○ Algebra I			10	9
○ Algebra II			6	7
○ Biology			5	2
○ Chemistry			5	2
○ English I			14	9
○ English II			12	7
○ English III		-	8	5
○ US History			5	6

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			5	12
EOC Composite (High School)	-	-	12	18

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		269	34
○ Math	-	-	145	31
○ Reading/Language			147	31
○ Science			117	31
○ Social Studies			112	29
EOC Composite (High School)	-		67	32
○ Algebra I			13	19
○ Algebra II			10	13
○ Biology			7	10
○ Chemistry			8	8
○ English I			15	14
○ English II			13	11
○ English III			8	7
○ US History			5	8

Apprentice and Transitional License Teachers

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	19.7%		13.6%	-	264
○ Math	24.1%		11.4%	-	141
○ Reading/Language	18.6%		17.2%		145
○ Science	21.1%		18.4%		114
○ Social Studies	14.3%		19.6%		112
EOC Composite (High School)	14.6%		14.6%		55
○ Algebra I	30.0%		20.0%		10
○ Algebra II	33.3%		33.3%		6
○ Biology	20.0%		0.0%		5
○ Chemistry	20.0%		0.0%		5
○ English I	21.4%		42.9%	+	14
○ English II	25.0%		16.7%		12
○ English III	25.0%		12.5%		8
○ US History	20.0%		20.0%		5

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	0.0%		0.0%		5
EOC Composite (High School)	41.7%	-	8.3%		12

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	19.3%		13.4%	-	269
○ Math	24.1%		11.0%	-	145
○ Reading/Language	18.4%		17.0%		147
○ Science	20.5%		18.0%		117
○ Social Studies	14.3%		19.6%		112
EOC Composite (High School)	19.4%		13.4%		67
○ Algebra I	30.8%		15.4%		13
○ Algebra II	30.0%		30.0%		10
○ Biology	14.3%		0.0%		7
○ Chemistry	12.5%		0.0%		8
○ English I	26.7%		40.0%	+	15
○ English II	30.8%		15.4%		13
○ English III	25.0%		12.5%		8
○ US History	20.0%		20.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

TEACHFORAMERICA

Teach for America, Memphis Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Teach for America began placing corps members in Memphis City Schools in 2006. Corps members agree to a two year teaching commitment. In order to obtain their teaching license, corps members complete required professional development provided through Teach for America.

Institution Highlights:

- Teach for America Memphis had 187 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- TFA Memphis program completers tend to be more effective than *teachers statewide* in 4th-8th grade TCAP science, biology and English I.
- Program completers from TFA Memphis tend to be less effective than *teachers statewide* in 4th-8th grade TCAP math and reading.
- TFA Memphis program completers tend to be more effective than other *beginning teachers* in the following areas:
 - 4th-8th grade TCAP composite, science, and social studies
 - High school End of Course exam composite, Algebra I, and biology
- Program completers from TFA Memphis tend to be less effective than other *beginning teachers* in 4th-8th grade TCAP math.
- TFA Memphis has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in the following areas:
 - 4th-8th grade TCAP composite and science
 - High school End of Course exam composite, Algebra I, English I, and English II
- TFA Memphis has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP math and reading and Algebra I.

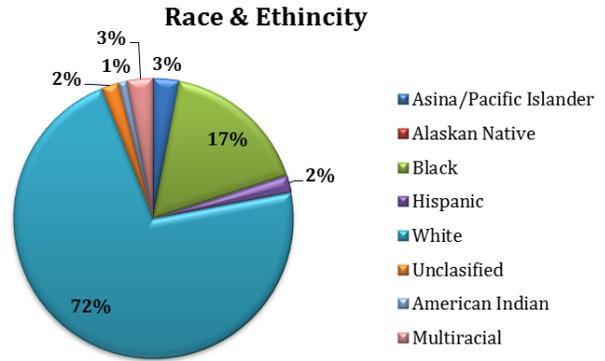
Teach for America, Memphis

Teacher Education Program Information

Location:	Memphis, TN
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Middle Grades 4-8 (164 completers)

2012-2013 Program Completers

Total Completers	187
Male	26%
Female	74%
In-State	32%
Out-of-State	68%
Apprentice License	
Transitional License	187
Completers Statewide	3.9%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite								23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

**Preparation programs not associated with an institution of higher education are not included in academic information analysis.*

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License		
Master's Degree & License		
License Only	187	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
TFA Memphis Completers	123	123	100%
• Apprentice License Completers	0	0	-
• Transitional License Completers	123	123	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	99	78.7%*	73.7%*	37.3%	44.4%
2010-2011	147	82.9%	78.9%	79.6%	
2011-2012	146	73.9%	78.1%		
2012-2013	187	70.6%			

**Data may not reflect all TFA Memphis completers teaching in charter schools.*

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers
Shelby	131
Wilson	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Teach for America Memphis does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			154	12
○ Math	-	-	53	8
○ Reading/Language		-	54	5
○ Science	+		47	5
○ Social Studies			59	4
EOC Composite (High School)		+	62	18
○ Algebra I			14	5
○ Algebra II			14	3
○ Biology	+	+	11	4
○ English I	+		9	3
○ English II			10	3
○ English III			5	1

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)		+	154	34
○ Math	-	-	53	31
○ Reading/Language	-		54	31
○ Science	+	+	47	31
○ Social Studies		+	59	29
EOC Composite (High School)		+	62	32
○ Algebra I		+	14	19
○ Algebra II			14	13
○ Biology	+	+	11	10
○ English I	+		9	14
○ English II			10	11
○ English III			5	7

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Teach for America Memphis does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	23.4%		27.3%	+	154
○ Math	39.6%	-	18.9%		53
○ Reading/Language	31.5%	-	20.4%		54
○ Science	14.9%		42.6%	+	47
○ Social Studies	18.6%		23.7%		59
EOC Composite (High School)	17.7%		29.0%	+	62
○ Algebra I	35.7%	-	50.0%	+	14
○ Algebra II	21.4%		14.3%		14
○ Biology	0.0%		36.4%		11
○ English I	11.1%		55.6%	+	9
○ English II	20.0%		50.0%	+	10
○ English III	20.0%		40.0%		5

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	23.4%		27.3%	+	154
○ Math	39.6%	-	18.9%		53
○ Reading/Language	31.5%	-	20.4%		54
○ Science	14.9%		42.6%	+	47
○ Social Studies	18.6%		23.7%		59
EOC Composite (High School)	17.7%		29.0%	+	62
○ Algebra I	35.7%	-	50.0%	+	14
○ Algebra II	21.4%		14.3%		14
○ Biology	0.0%		36.4%		11
○ English I	11.1%		55.6%	+	9
○ English II	20.0%		50.0%	+	10
○ English III	20.0%		40.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Tennessee Wesleyan College Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Tennessee Wesleyan College is a private, Christian, four-year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- Tennessee Wesleyan College had 44 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Tennessee Wesleyan College program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP composite, math, reading, science, and social studies
 - High school End of Course exam composite, Algebra I, and English II

Tennessee Wesleyan College

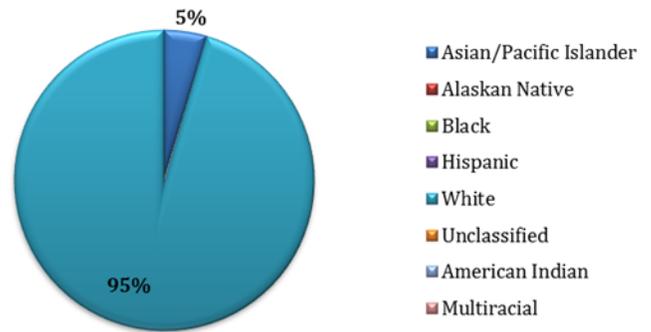
Teacher Education Program Information

Location:	Athens, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary K-6 (23 completers)

2012-2013 Program Completers

Total Completers	44
Male	18%
Female	82%
In-State	100%
Out-of-State	
Apprentice License	44
Transitional License	
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.42	44	2.68-3.94	3.42	44			3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite	22.6	40	16-28	22.6	40			23.1	2406
ACT Reading	22.9	40	13-31	22.9	40			24.4	2212
ACT Science	22.2	40	15-32	22.2	40			22.5	2181
ACT English	22.8	40	15-30	22.8	40			24.1	2222
ACT Math	21.2	40	15-29	21.2	40			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	42	Elementary Education & Teaching
Master's Degree & License		
License Only	2	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	176	100%
Core Writing	162	175	100%
Core Math	150	177	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
TWC Completers	35	35	100%
• Apprentice License Completers	35	35	100%
• Transitional License Completers	-	-	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	35	68.6%	80.0%	45.7%	62.9%
2010-2011	42	52.4%	45.2%	52.4%	
2011-2012	42	30.9%	28.6%		
2012-2013	44	36.4%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Lincoln	1	Polk	1
Loudon	2	Rhea	1
McMinn	7	Sequatchie	1
Monroe	2	Sevier	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			21	30
o Math			13	28
o Reading/Language			14	27
o Science			5	26
o Social Studies			5	26
EOC Composite (High School)			15	28
o Algebra I			6	9
o English II			6	7

Transitional License Teacher

Tennessee Wesleyan College does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			21	34
o Math			13	31
o Reading/Language			14	31
o Science			5	31
o Social Studies			5	29
EOC Composite (High School)			15	32
o Algebra I			6	19
o English II			6	11

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	14.3%		4.8%		21
○ Math	23.1%		7.7%		13
○ Reading/Language	7.1%		7.1%		14
○ Science	40.0%		20.0%		5
○ Social Studies	0.0%		20.0%		5
EOC Composite (High School)	13.3%		6.7%		15
○ Algebra I	0.0%		16.7%		6
○ English II	33.3%		16.7%		6

Transitional License Teachers

Tennessee Wesleyan College does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	14.3%		4.8%		21
○ Math	23.1%		7.7%		13
○ Reading/Language	7.1%		7.1%		14
○ Science	40.0%		20.0%		5
○ Social Studies	0.0%		20.0%		5
EOC Composite (High School)	13.3%		6.7%		15
○ Algebra I	0.0%		16.7%		6
○ English II	33.3%		16.7%		6

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



The New Teacher Project, Memphis Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

The New Teacher Project (TNTP) is a national nonprofit organization that began training teaching fellows in Memphis in 2007. Memphis Teaching Fellows is a partnership between Memphis and Shelby county schools and The New Teacher Project. Fellows participate in a six-week training institute prior to teaching and complete certification coursework through the TNTP Academy during their first year in the classroom.

Institution Highlights:

- TNTP Memphis had 19 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Program completers from TNTP Memphis perform at the same level as *teachers statewide* and other *beginning teachers* in the following areas:
 - 4th-8th grade TCAP composite, math, reading, science, and social studies
 - Algebra I and biology
- Program completers from TNTP Memphis tend to be less effective than *teachers statewide* in high school End of Course exam composite.
- TNTP Memphis has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in high school End of Course exam composite.

TNTP-Memphis Teaching Fellows

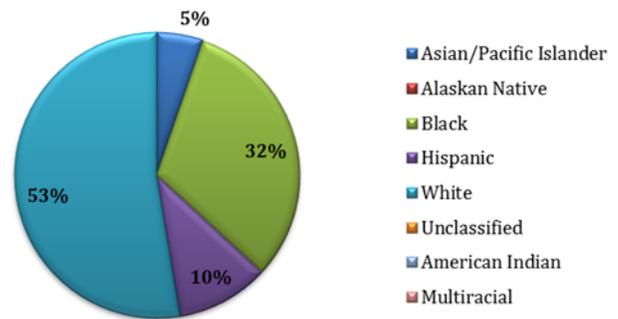
Teacher Education Program Information

Location:	Memphis, TN
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Middle Grades 4-8 (11 completers)

2012-2013 Program Completers

Total Completers	19
Male	37%
Female	63%
In-State	100%
Out-of-State	
Apprentice License	
Transitional License	19
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite								23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

**Preparation programs not associated with an institution of higher education are not included in academic information analysis.*

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor’s degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor’s degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License		
Master’s Degree & License		
License Only	19	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
TNTP Memphis Completers	19	19	100%
• Apprentice License Completers	-	-	-
• Transitional License Completers	19	19	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	45	97.8%	100%	77.7%	82.2%
2010-2011	63	87.3%	76.1%	81.0%	
2011-2012	31	58.0%	77.4%		
2012-2013	19	73.7%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers
Shelby	14

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

TNTP Memphis does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			42	12
o Math			14	8
o Reading/Language			14	5
o Science			14	5
o Social Studies			8	4
EOC Composite (High School)			14	18
o Algebra I			6	5
o Biology			6	4

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			42	34
o Math			14	31
o Reading/Language			14	31
o Science			14	31
o Social Studies			8	29
EOC Composite (High School)	-		14	32
o Algebra I			6	19
o Biology			6	10

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

TNTP Memphis does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	23.8%		11.9%		42
o Math	28.6%		21.4%		14
o Reading/Language	14.3%		14.3%		14
o Science	21.4%		28.6%		14
o Social Studies	12.5%		12.5%		8
EOC Composite (High School)	42.9%	-	7.1%		14
o Algebra I	33.3%		16.7%		6
o Biology	33.3%		16.7%		6

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	23.8%		11.9%		42
o Math	28.6%		21.4%		14
o Reading/Language	14.3%		14.3%		14
o Science	21.4%		28.6%		14
o Social Studies	12.5%		12.5%		8
EOC Composite (High School)	42.9%	-	7.1%		14
o Algebra I	33.3%		16.7%		6
o Biology	33.3%		16.7%		6

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



The New Teacher Project, Nashville Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

The New Teacher Project (TNTP) is a national nonprofit organization that began training teaching fellows in Nashville in 2009. Nashville Teaching Fellows is a partnership between Metropolitan Nashville Public Schools and The New Teacher Project. Fellows participate in a six-week training institute prior to teaching and then complete certification coursework through The New Teacher Project Academy during their first year in the classroom.

Institution Highlights:

- TNTP Nashville had 100 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Program completers from TNTP Nashville tend to be more effective than *teachers statewide* in 4th-8th grade TCAP composite and science.
- TNTP Nashville program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP math, reading, and social studies
 - High school End of Course exam composite, Algebra I and Algebra II
- TNTP Nashville program completers tend to be more effective than other *beginning teachers* in the following areas:
 - 4th-8th grade TCAP composite, math, and science
 - High school End of Course exam composite
- TNTP Nashville has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite.
- TNTP Nashville has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in the 4th-8th grade TCAP reading.

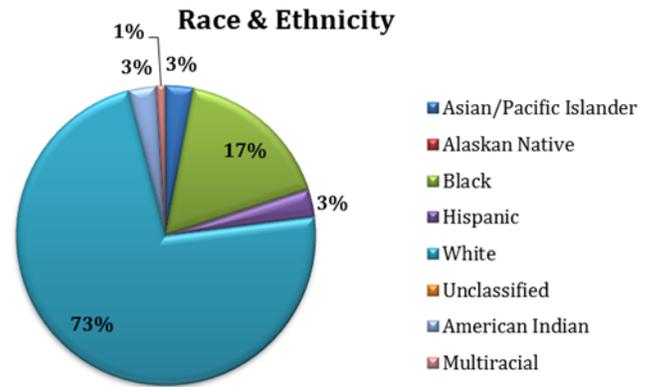
TNTP- Nashville Teaching Fellows

Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Middle Grades 4-8 (35 fellows)

2012-2013 Program Completers

Total Completers	100
Male	33%
Female	67%
In-State	100%
Out-of-State	
Apprentice License	
Transitional License	100
Completers Statewide	2.1%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite								23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

**Preparation programs not associated with an institution of higher education are not included in academic information analysis.*

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor’s degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor’s degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License		
Master’s Degree & License		
License Only	100	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
TNTP Nashville Completers	45	45	100%
• Apprentice License Completers	-	-	-
• Transitional License Completers	45	45	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	n/a				
2010-2011	64	85.9%	75.0%	71.9%	
2011-2012	52	88.4%	69.2%		
2012-2013	100	88.0%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers
Cheatham	1
Davidson	87

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

TNTP Nashville does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	+		86	12
o Math			53	8
o Reading/Language			30	5
o Science			31	5
o Social Studies			21	4
EOC Composite (High School)		+	32	18
o Algebra I			7	5
o Algebra II			9	3

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	+	+	86	34
o Math		+	53	31
o Reading/Language			30	31
o Science	+	+	31	31
o Social Studies			21	29
EOC Composite (High School)		+	32	32
o Algebra I			7	19
o Algebra II			9	13

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

TNTP Nashville does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	19.8%		31.4%	+	86
o Math	18.9%		24.5%		53
o Reading/Language	40.0%	-	23.3%		30
o Science	22.6%		22.6%		31
o Social Studies	14.3%		23.8%		21
EOC Composite (High School)	12.5%		25.0%		32
o Algebra I	14.3%		14.3%		7
o Algebra II	11.1%		11.1%		9

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	19.8%		31.4%	+	86
o Math	18.9%		24.5%		53
o Reading/Language	40.0%	-	23.3%		30
o Science	22.6%		22.6%		31
o Social Studies	14.3%		23.8%		21
EOC Composite (High School)	12.5%		25.0%		32
o Algebra I	14.3%		14.3%		7
o Algebra II	11.1%		11.1%		9

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Trevecca Nazarene University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Trevecca Nazarene University is a private, Christian four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Committee on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Trevecca Nazarene University had 100 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Trevecca Nazarene University program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP reading, science, and social studies
 - High school End of Course exam composite
- Program completers from Trevecca Nazarene University tend to be less effective than *teachers statewide* in 4th-8th grade TCAP composite and math.
- Program completers from Trevecca Nazarene University tend to be less effective than other *beginning teachers* in the 4th-8th grade TCAP math and science.
- Trevecca Nazarene University has a lower numbers of completers in the most effective quintile as compared to *all teachers'* performance distributions across the state in the following areas:
 - 4th-8th grade TCAP composite, math, and science
 - High school End of Course exam composite

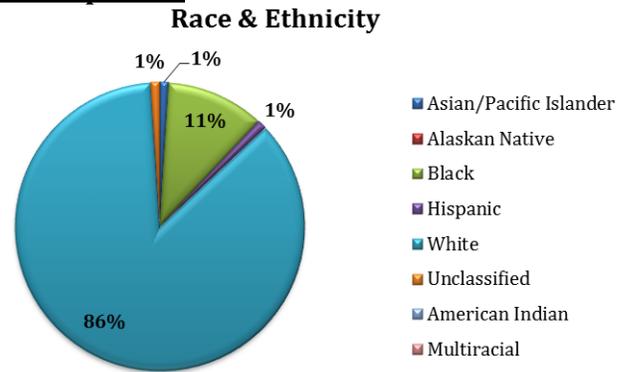
Trevecca Nazarene University

Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (65 completers)

2012-2013 Program Completers

Total Completers	100
Male	15%
Female	85%
In-State	94%
Out-of-State	6%
Apprentice License	100
Transitional License	
Completers Statewide	2.1%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.79	100	3.0-4.0	3.79	100			3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite	23.1	20	13-30	23.1	20			23.1	2406
ACT Reading	24.2	20	13-31	24.2	20			24.4	2212
ACT Science	22.1	20	8-28	22.1	20			22.5	2181
ACT English	23.8	20	14-34	23.8	20			24.1	2222
ACT Math	21.7	20	15-28	21.7	20			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score	411	5	379-478	411	5			399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	26	Early Childhood Education & Teaching
Master's Degree & License	65	Elementary Education & Teaching
License Only	9	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	177	100%
Core Writing	162	176	100%
Core Math	150	177	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Trevecca Completers	72	72	100%
• Apprentice License Completers	67	67	100%
• Transitional License Completers	5	5	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	153	64.7%	67.3%	49.0%	54.2%
2010-2011	109	50.5%	41.0%	52.3%	
2011-2012	116	44.8%	54.3%		
2012-2013	100	69.0%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Bedford	2	Montgomery	1
Cheatham	4	Rutherford	6
Davidson	31	Sumner	6
Dickson	1	Warren	1
Hickman	1	Williamson	13
Marshall	1	Wilson	2

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		58	30
○ Math	-	-	27	28
○ Reading/Language			33	27
○ Science	-		32	26
○ Social Studies			34	26
EOC Composite (High School)			14	28

Transitional License Teacher

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Trevecca Nazarene University transitional completers.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		59	34
○ Math	-	-	28	31
○ Reading/Language			33	31
○ Science		-	32	31
○ Social Studies			35	29
EOC Composite (High School)			14	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	22.4%		8.6%	-	58
○ Math	25.9%		3.7%	-	27
○ Reading/Language	24.2%		18.2%		33
○ Science	18.8%		3.1%	-	32
○ Social Studies	14.7%		14.7%		34
EOC Composite (High School)	14.3%		0.0%	-	14

Transitional License Teachers

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Trevecca Nazarene University transitional completers.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	22.0%		10.2%	-	59
○ Math	25.0%		3.6%	-	28
○ Reading/Language	24.2%		18.2%		33
○ Science	18.8%		3.1%	-	32
○ Social Studies	14.3%		17.1%		35
EOC Composite (High School)	14.3%		0.0%	-	14

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

TUSCULUM COLLEGE

ESTABLISHED 1794

Tusculum College Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Tusculum College is a private, Christian, four-year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- Tusculum College had 137 program completers in the 2012-2013 and a 98 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Tusculum College program completers perform at the same level as *teachers statewide* in 4th-8th grade TCAP math, reading, science, social studies, and Algebra I.
- Program completers from Tusculum College tend to be less effective than *teachers statewide* in the following areas:
 - 4th-8th grade TCAP composite
 - High school End of Course exam composite and Algebra II
- Based on the *statewide distribution of all teachers*, completers from Tusculum College tend to underperform in 4th-8th grade TCAP math and science.

Tusculum College

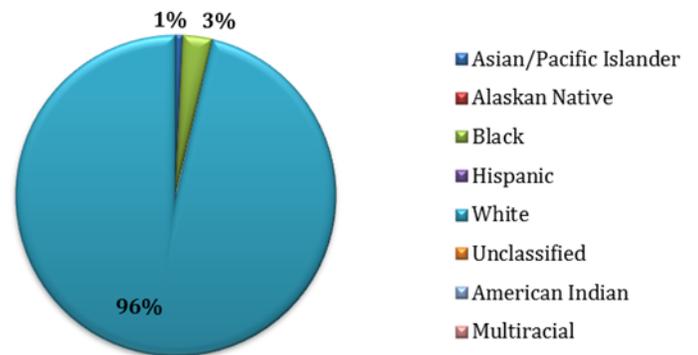
Teacher Education Program Information

Location:	Greeneville, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary K-6 (82 completers)

2012-2013 Program Completers

Total Completers	137
Male	23%
Female	77%
In-State	91%
Out-of-State	9%
Apprentice License	123
Transitional License	14
Completers Statewide	2.9%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.51	137	2.50-4.0	3.5	123	3.79	14	3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite	22.5	73	17-29	22.5	65	22.3	8	23.1	2406
ACT Reading	23.8	73	20-34	23.8	65	23.5	8	24.4	2212
ACT Science	21.9	73	18-29	22	65	21.9	8	22.5	2181
ACT English	22.8	73	15-36	22.8	65	22.9	8	24.1	2222
ACT Math	21	73	14-29	21.2	65	20	8	21.8	2220
SAT Cumulative	1037	7	940-1180	1037	7			1110	294
SAT Math	521	7	440-610	521	7			549	283
SAT Verbal	516	7	360-590	516	7			557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	101	Elementary Education & Teaching
Master's Degree & License	23	Secondary Education & Teaching
License Only	13	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	177	100%
Core Writing	162	175	100%
Core Math	150	178	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Tusculum Completers	127	125	98%
• Apprentice License Completers	117	115	98%
• Transitional License Completers	10	10	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	117	48.7%	55.5%	26.4%	45.3%
2010-2011	120	42.5%	33.3%	46.7%	
2011-2012	124	45.9%	46.0%		
2012-2013	137	39.4%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Anderson	1	Knox	10
Claiborne	1	Loudon	3
Cocke	7	McMinn	1
Grainger	2	Rhea	1
Greene	5	Sevier	3
Hamblen	6	Sullivan	2
Hawkins	7	Washington	3
Jefferson	2		

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		71	30
○ Math			43	28
○ Reading/Language			39	27
○ Science	-		32	26
○ Social Studies			26	26
EOC Composite (High School)	-		7	28

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
EOC Composite (High School)			5	18

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		75	34
○ Math			46	31
○ Reading/Language			39	31
○ Science			33	31
○ Social Studies			27	29
EOC Composite (High School)	-		12	32
○ Algebra I			5	19
○ Algebra II	-		5	13

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	22.5%		11.3%	-	71
○ Math	25.6%		9.3%		43
○ Reading/Language	23.1%		20.5%		39
○ Science	34.4%	-	15.6%		32
○ Social Studies	19.2%		23.1%		26
EOC Composite (High School)	14.3%		0.0%		7

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
EOC Composite (High School)	40.0%		20.0%		5

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	22.7%		13.3%		75
○ Math	26.1%		8.7%	-	46
○ Reading/Language	23.1%		20.5%		39
○ Science	33.3%	-	18.2%		33
○ Social Studies	18.5%		25.9%		27
EOC Composite (High School)	25.0%		8.3%		12
○ Algebra I	20.0%		0.0%		5
○ Algebra II	40.0%		0.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

THE UNIVERSITY OF MEMPHIS

University of Memphis Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

University of Memphis is a public, four-year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- University of Memphis had 445 program completers in the 2012-2013 cohort and a 99 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- University of Memphis program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP math, reading, science, and social studies
 - High school End of Course exam composite, Algebra I, biology, chemistry, English I, English II, and English III
- Program completers from University of Memphis tend to be less effective than *teachers statewide* in 4th-8th grade TCAP composite.
- University of Memphis program completers tend to be more effective than other *beginning teachers* in English II.
- University of Memphis has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in 4th-8th grade TCAP science and social studies.
- Based on the *statewide distribution of all teachers*, completers from University of Memphis tend to underperform in 4th-8th grade TCAP composite, reading, and Algebra I.

University of Memphis

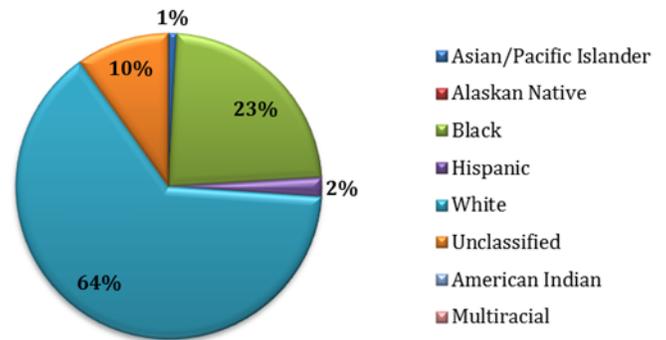
Teacher Education Program Information

Location:	Memphis, TN
Institution Type:	TBR
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary K-6 (173 completers)

2012-2013 Program Completers

Total Completers	445
Male	19%
Female	81%
In-State	91%
Out-of-State	9%
Apprentice License	365
Transitional License	80
Completers Statewide	9.3%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.51	445	2.26-4.0	3.47	365	3.71	80	3.56	4258
Major GPA	3.6	421	2.26-4.0	3.57	341	3.71	80	3.58	1932
High School GPA	3.16	280	2.0-4.0	3.15	251	3.26	29	3.40	2240
ACT Composite	22	253	15-32	22	221	22.3	32	23.1	2406
ACT Reading	23.5	248	13-35	23.5	217	23.5	31	24.4	2212
ACT Science	21.3	248	13-35	21.3	217	21.6	31	22.5	2181
ACT English	23.4	253	11-36	23.3	221	24	32	24.1	2222
ACT Math	20.4	253	14-33	20.4	221	21	32	21.8	2220
SAT Cumulative	1100	13	800-1330	1066	10			1110	294
SAT Math	538	13	400-630	514	10			549	283
SAT Verbal	565	13	400-710	555	10			557	282
GRE Composite	985	66	610-1480	991	47	971	19	1034	228
GRE Math	527	67	270-780	525	48	530	19	549	239
GRE Verbal	459	67	260-710	466	48	441	19	480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	211	Special Education & Teaching
Master's Degree & License	136	Curriculum & Instruction
License Only	98	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
University of Memphis Completers	285	283	99%
• Apprentice License Completers	249	247	99%
• Transitional License Completers	36	36	100%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	436	73.4%	68.6%	50.9%	59.3%
2010-2011	466	51.3%	44.2%	54.3%	
2011-2012	431	48.2%	58.2%		
2012-2013	445	49.7%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Benton	1	Haywood	3
Carroll	2	Henderson	2
Chester	1	Lauderdale	5
Crockett	2	Madison	11
Davidson	3	Putnam	1
Dyer	3	Shelby	162
Fayette	11	Tipton	11
Hardeman	2	Williamson	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		147	30
○ Math			72	28
○ Reading/Language			85	27
○ Science			61	26
○ Social Studies	+	+	75	26
EOC Composite (High School)	-		13	28

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			13	12
○ Math			7	8
EOC Composite (High School)			22	18
○ English I			5	3
○ English II	+		7	3

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		160	34
○ Math			79	31
○ Reading/Language			88	31
○ Science			64	31
○ Social Studies			75	29
EOC Composite (High School)			35	32
○ Algebra I			6	19
○ Biology			5	10
○ Chemistry			5	8
○ English I			5	14
○ English II		+	9	11
○ English III			5	7

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	21.1%		13.6%	-	147
○ Math	22.2%		16.7%		72
○ Reading/Language	25.9%		17.7%		85
○ Science	18.0%		29.5%	+	61
○ Social Studies	18.7%		30.7%	+	75
EOC Composite (High School)	15.4%		7.7%		13

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	15.4%		0.0%		13
○ Math	14.3%		14.3%		7
EOC Composite (High School)	13.6%		13.6%		22
○ English I	40.0%		20.0%		5
○ English II	14.3%		28.6%		7

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	20.6%		12.5%	-	160
○ Math	21.5%		16.5%		79
○ Reading/Language	27.3%	-	18.2%		88
○ Science	18.8%		29.7%	+	64
○ Social Studies	18.7%		30.7%	+	75
EOC Composite (High School)	14.3%		11.4%		35
○ Algebra I	50.0%	-	16.7%		6
○ Biology	0.0%		0.0%		5
○ Chemistry	20.0%		0.0%		5
○ English I	40.0%		20.0%		5
○ English II	22.2%		22.2%		9
○ English III	20.0%		20.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

THE UNIVERSITY of
TENNESSEE **UT**
CHATTANOOGA

University of Tennessee, Chattanooga Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

The University of Tennessee, Chattanooga is a public, four-year institution of higher education in the University of Tennessee system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- University of Tennessee, Chattanooga had 206 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- UTC program completers tend to be more effective than *teachers statewide* in English III.
- UTC program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP composite, math, reading, science, and social studies
 - Algebra II, English I, English II, and US History
- Program completers from UTC tend to be less effective than *teachers statewide* in high school End of Course exam composite.
- UTC has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in 4th-8th grade TCAP social studies and English III.
- Based on the *statewide distribution of all teachers*, completers from UTC tend to underperform in 4th-8th grade TCAP reading and high school End of Course exam composite.

University of Tennessee, Chattanooga

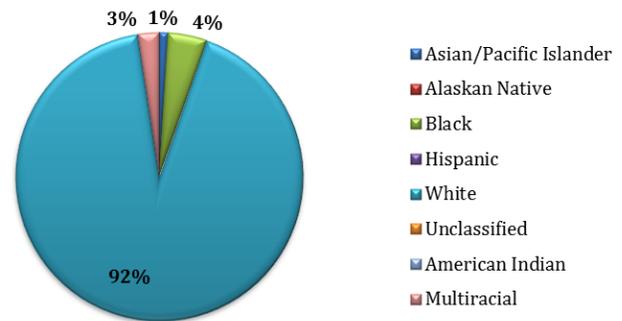
Teacher Education Program Information

Location:	Chattanooga, TN
Institution Type:	UT
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	SPED Early Childhood PK-3 (78 completers)

2012-2013 Program Completers

Total Completers	206
Male	19%
Female	81%
In-State	93%
Out-of-State	7%
Apprentice License	166
Transitional License	40
Completers Statewide	4.3%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.51	206	2.34-4.0	3.47	166	3.64	40	3.56	4258
Major GPA	3.49	189	2.0-4.0	3.48	162	3.56	27	3.58	1932
High School GPA	3.47	142	1.83-4.0	3.5	124	3.21	18	3.40	2240
ACT Composite	22.9	139	17-35	22.9	125	23	14	23.1	2406
ACT Reading	23.6	130	13-36	23.6	116	22.9	14	24.4	2212
ACT Science	22.5	130	14-35	22.4	116	22.9	14	22.5	2181
ACT English	23.6	130	12-35	23.5	116	24.9	14	24.1	2222
ACT Math	21.8	130	15-34	21.9	116	21.1	14	21.8	2220
SAT Cumulative	1036	22	850-1380	1035	21			1110	294
SAT Math	531	22	350-670	531	21			549	283
SAT Verbal	505	22	390-740	504	21			557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	131	Early Childhood Education & Teaching
Master's Degree & License	33	Secondary Education & Teaching
License Only	42	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	180	100%
Core Writing	162	178	100%
Core Math	150	180	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
UTC Completers	102	102	100%
• Apprentice License Completers	102	102	100%
• Transitional License Completers	Less than 5	Less than 5	-

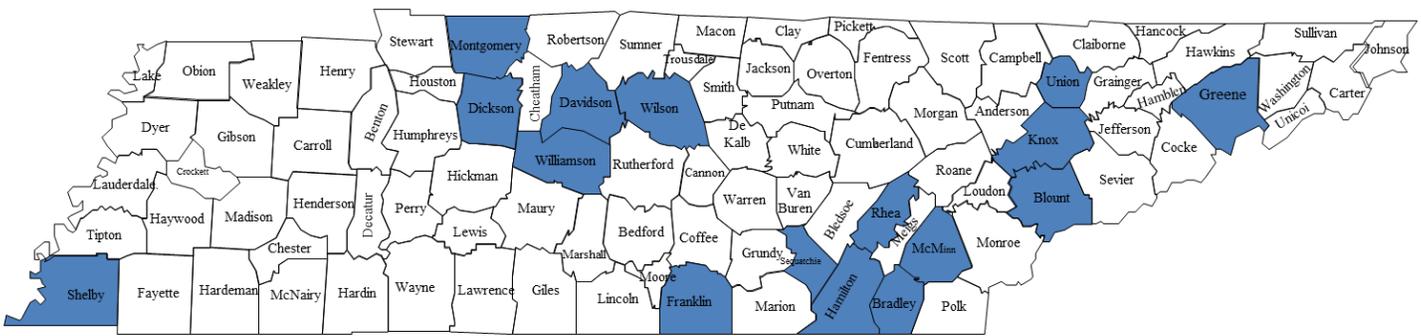
Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	210	54.8%	59.0%	35.5%	49.7%
2010-2011	199	48.7%	40.9%	53.5%	
2011-2012	222	50.4%	50.5%		
2012-2013	206	45.1%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Blount	2	McMinn	1
Bradley	2	Montgomery	1
Davidson	3	Rhea	2
Dickson	1	Sequatchie	3
Franklin	1	Shelby	4
Greene	1	Union	1
Hamilton	65	Williamson	1
Knox	4	Wilson	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)		+	74	30
o Math			30	28
o Reading/Language			28	27
o Science			24	26
o Social Studies		+	23	26
EOC Composite (High School)	-		29	28
o Algebra II			5	7
o English I			7	9
o English II			8	7
o English III			5	5
o US History			5	6

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Transitional License Teacher

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for University of Tennessee, Chattanooga transitional completers.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			76	34
○ Math			31	31
○ Reading/Language			28	31
○ Science			25	31
○ Social Studies			24	29
EOC Composite (High School)	-		30	32
○ Algebra II			5	13
○ English I			8	14
○ English II			8	11
○ English III	+		6	7
○ US History			5	8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	20.3%		21.6%		74
○ Math	23.3%		20.0%		30
○ Reading/Language	35.7%	-	21.4%		28
○ Science	25.0%		8.3%		24
○ Social Studies	21.7%		43.5%	+	23
EOC Composite (High School)	27.6%		3.5%	-	29
○ Algebra II	40.0%		0.0%		5
○ English I	42.9%	-	14.3%		7
○ English II	37.5%		0.0%		8
○ English III	0.0%		40.0%		5
○ US History	40.0%		0.0%		5

Transitional License Teachers

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for University of Tennessee, Chattanooga transitional completers.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	21.1%		22.4%		76
○ Math	22.6%		22.6%		31
○ Reading/Language	35.7%	-	21.4%		28
○ Science	24.0%		12.0%		25
○ Social Studies	25.0%		41.7%	+	24
EOC Composite (High School)	26.7%		3.3%	-	30
○ Algebra II	40.0%		0.0%		5
○ English I	37.5%		12.5%		8
○ English II	37.5%		0.0%		8
○ English III	0.0%		50.0%	+	6
○ US History	40.0%		0.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

THE UNIVERSITY of TENNESSEE

University of Tennessee, Knoxville Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

The University of Tennessee, Knoxville is a public, four-year institution of higher education in the University of Tennessee system. The University is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- University of Tennessee, Knoxville had 201 program completers in the 2012-2013 cohort and a 97 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- UTK program completers tend to be more effective than *teachers statewide* in high school End of Course exam composite.
- UTK program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP composite, math, and social studies
 - High school End of Course exam composite, Algebra I, Algebra II, biology, chemistry, English I, English II, English III, and US History
- UTK program completers tend to be more effective than other *beginning teachers* in high school End of Course exam composite, Algebra I, and US History.
- Based on the *statewide distribution of all teachers*, program completers from UTK tend to be more effective in high school End of Course exam composite, Algebra I, and chemistry.
- Based on the *statewide distribution of all teachers*, completers from UTK tend to underperform in 4th-8th grade TCAP reading and science.

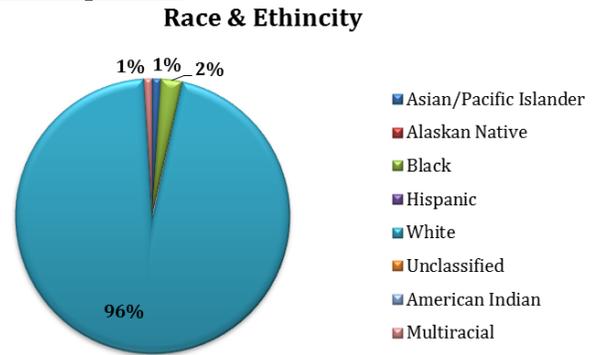
University of Tennessee, Knoxville

Teacher Education Program Information

Location:	Knoxville, TN
Institution Type:	UT
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (61 completers)

2012-2013 Program Completers

Total Completers	201
Male	18%
Female	82%
In-State	93%
Out-of-State	7%
Apprentice License	188
Transitional License	13
Completers Statewide	4.2%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.86	201	2.66-4.0	3.88	188	3.7	13	3.56	4258
Major GPA	3.89	187	2.8-4.0	3.89	184			3.58	1932
High School GPA	3.64	182	2.0-4.0	3.63	176	3.71	6	3.40	2240
ACT Composite	25.3	174	19-34	25.4	168	23	6	23.1	2406
ACT Reading	26.7	174	16-36	26.8	168	22.5	6	24.4	2212
ACT Science	24	174	16-34	24.1	168	23	6	22.5	2181
ACT English	26.2	174	15-36	26.4	168	22.8	6	24.1	2222
ACT Math	23.7	174	16-35	23.7	168	23.2	6	21.8	2220
SAT Cumulative	1113	46	840-1540	1116	44			1110	294
SAT Math	555	46	400-780	554	44			549	283
SAT Verbal	558	46	420-760	562	44			557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	26	Music, General
Master's Degree & License	161	Education, Other
License Only	14	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	177	100%
Core Writing	162	175	100%
Core Math	150	178	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
UTK Completers	113	110	97%
• Apprentice License Completers	105	102	97%
• Transitional License Completers	8	8	100%

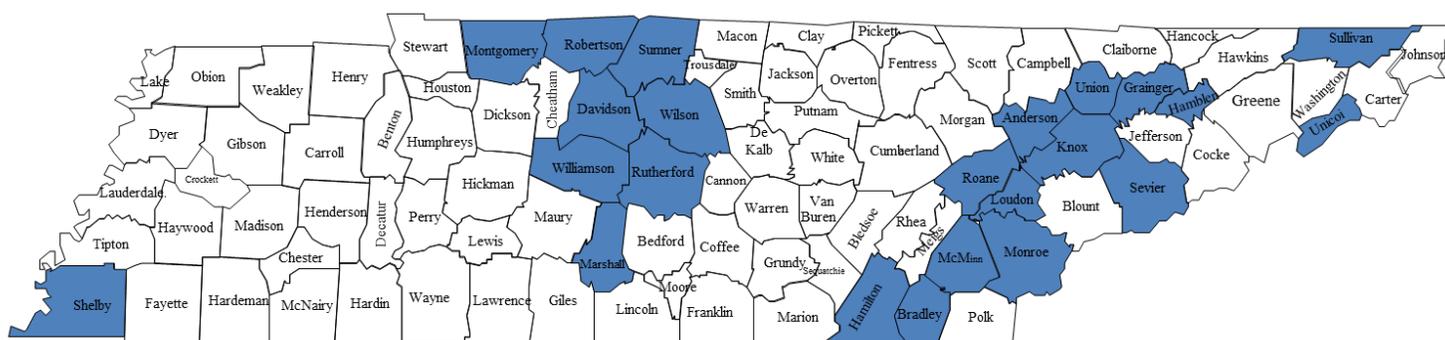
Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	256	64.5%	68.0%	29.0%	54.1%
2010-2011	256	57.4%	49.2%	58.6%	
2011-2012	263	52.4%	62.4%		
2012-2013	201	60.7%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Anderson	7	Roane	1
Bradley	1	Robertson	1
Davidson	8	Rutherford	1
Grainger	1	Sevier	2
Hamblen	4	Shelby	2
Hamilton	6	Sullivan	1
Knox	70	Sumner	3
Loudon	4	Unicoi	1
Marshall	1	Union	1
McMinn	1	Williamson	4
Monroe	1	Wilson	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			116	30
o Math			64	28
o Reading/Language			69	27
o Science			49	26
o Social Studies			47	26
EOC Composite (High School)	+	+	69	28
o Algebra I		+	25	9
o Algebra II			7	7
o Chemistry			7	2
o English I			10	9
o English II		+	16	7
o English III			10	5
o US History		+	8	6

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
EOC Composite (High School)		+	7	18

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			120	34
○ Math			67	31
○ Reading/Language			69	31
○ Science			52	31
○ Social Studies			48	29
EOC Composite (High School)	+	+	76	32
○ Algebra I		+	26	19
○ Algebra II			8	13
○ Biology			5	10
○ Chemistry			10	8
○ English I			10	14
○ English II			16	11
○ English III			11	7
○ US History		+	8	8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	21.6%		14.7%		116
○ Math	20.3%		10.9%	-	64
○ Reading/Language	29.0%	-	13.0%		69
○ Science	22.5%		6.1%	-	49
○ Social Studies	17.0%		12.8%		47
EOC Composite (High School)	8.7%	+	24.6%		69
○ Algebra I	4.0%	+	32.0%	+	25
○ Algebra II	0.0%		0.0%		7
○ Chemistry	28.6%		28.6%		7
○ English I	20.0%		0.0%		10
○ English II	12.5%		31.3%		16
○ English III	10.0%		10.0%		10
○ US History	0.0%		25.0%		8

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
EOC Composite (High School)	14.3%		42.9%	+	7

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	21.7%		15.0%		120
○ Math	20.9%		11.9%		67
○ Reading/Language	29.0%	-	13.0%		69
○ Science	21.2%		5.8%	-	52
○ Social Studies	18.8%		12.5%		48
EOC Composite (High School)	9.2%	+	26.3%		76
○ Algebra I	3.9%	+	34.6%	+	26
○ Algebra II	0.0%		0.0%		8
○ Biology	40.0%		20.0%		5
○ Chemistry	20.0%		40.0%	+	10
○ English I	20.0%		0.0%		10
○ English II	12.5%		31.3%		16
○ English III	18.2%		9.1%		11
○ US History	0.0%		25.0%		8

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

THE UNIVERSITY of
TENNESSEE **UT**
MARTIN

University of Tennessee, Martin Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

The University of Tennessee, Martin is a public four year institution of higher education in the University of Tennessee system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- University of Tennessee, Martin had 238 program completers in the 2012-2013 cohort and a 97 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- UTM program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP reading, science, and social studies
 - Algebra I, Algebra II, biology, chemistry, English I, and English II
- Program completers from UTM tend to be less effective than *teachers statewide* in the following areas:
 - 4th-8th grade TCAP composite and math
 - High school End of Course exam composite
- UTM has a lower numbers of completers in the most effective quintile as compared to *all teachers'* performance distributions across the state in 4th-8th grade TCAP reading.

University of Tennessee, Martin

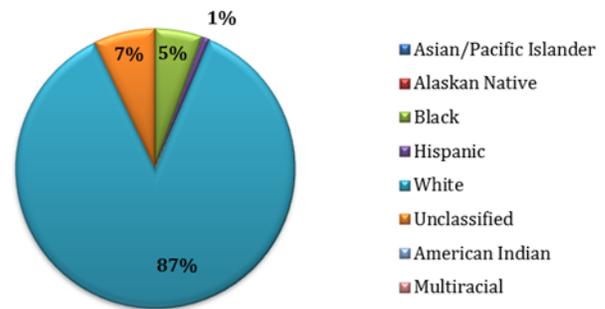
Teacher Education Program Information

Location:	Martin, TN
Institution Type:	University of Tennessee
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary K-6 (97 completers)

2012-2013 Program Completers

Total Completers	238
Male	22%
Female	78%
In-State	97%
Out-of-State	3%
Apprentice License	201
Transitional License	37
Completers Statewide	5.0%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.37	238	2.49-4.0	3.36	201	3.45	37	3.56	4258
Major GPA								3.58	1932
High School GPA	3.41	205	1.93-4.0	3.41	187	3.41	18	3.40	2240
ACT Composite	22.3	182	12-32	22.2	165	22.9	17	23.1	2406
ACT Reading	22.9	180	10-36	22.9	163	22.1	17	24.4	2212
ACT Science	21.7	180	10-32	21.7	163	21.8	17	22.5	2181
ACT English	23	180	9-33	22.9	163	23.6	17	24.1	2222
ACT Math	21.2	179	13-31	20.9	162	23.7	17	21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite	919	23	630-1250	923	14	913	9	1034	228
GRE Math	497	23	300-700	498	14	494	9	549	239
GRE Verbal	423	23	290-580	425	14	419	9	480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	183	Secondary Education & Teaching
Master's Degree & License	16	Secondary Education & Teaching
License Only	39	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	175	100%
Core Writing	162	174	100%
Core Math	150	174	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
UTM Completers	213	206	97%
• Apprentice License Completers	178	173	97%
• Transitional License Completers	35	33	94%

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	263	71.5%	73.0%	54.3%	62.7%
2010-2011	259	58.3%	52.1%	61.4%	
2011-2012	266	55.2%	63.9%		
2012-2013	238	52.9%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Benton	5	Henderson	7
Carroll	6	Henry	9
Carter	1	Hickman	5
Cheatham	1	Houston	1
Chester	1	Humphreys	1
Decatur	1	Knox	2
Dyer	7	Lake	3
Fayette	2	Lauderdale	11
Franklin	1	Lawrence	2
Gibson	6	Lincoln	1
Hardeman	4	Madison	5
Hardin	2	Marshall	1
Haywood	4	Maury	1
		Montgomery	2
		Obion	3
		Perry	3
		Polk	1
		Putnam	1
		Robertson	2
		Rutherford	2
		Shelby	6
		Smith	1
		Sumner	2
		Tipton	7
		Weakley	6

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		144	30
○ Math	-		66	28
○ Reading/Language			58	27
○ Science	+	+	51	26
○ Social Studies	-		48	26
EOC Composite (High School)	-		29	28
○ Algebra I	-		7	9
○ English I			5	9

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			13	12
○ Math			6	8
○ Reading/Language			7	5
EOC Composite (High School)			12	18

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		157	34
○ Math	-		72	31
○ Reading/Language			65	31
○ Science			53	31
○ Social Studies			51	29
EOC Composite (High School)	-		41	32
○ Algebra I			9	19
○ Algebra II			5	13
○ Biology			8	10
○ Chemistry			7	8
○ English I			6	14
○ English II			5	11

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	22.9%		15.3%		144
○ Math	24.2%		15.2%		66
○ Reading/Language	19.0%		8.6%	-	58
○ Science	11.8%		23.5%		51
○ Social Studies	27.1%		12.5%		48
EOC Composite (High School)	20.7%		10.3%		29
○ Algebra I	42.9%	-	14.3%		7
○ English I	0.0%		40.0%		5

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	38.5%	-	15.4%		13
○ Math	33.3%		16.7%		6
○ Reading/Language	0.0%		14.3%		7
EOC Composite (High School)	50.0%	-	16.7%		12

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	24.2%		15.3%		157
○ Math	25.0%		15.3%		72
○ Reading/Language	16.9%		9.2%	-	65
○ Science	13.2%		22.6%		53
○ Social Studies	25.5%		13.7%		51
EOC Composite (High School)	29.3%		12.2%		41
○ Algebra I	33.3%		22.2%		9
○ Algebra II	20.0%		0.0%		5
○ Biology	37.5%		12.5%		8
○ Chemistry	14.3%		0.0%		7
○ English I	16.7%		33.3%		6
○ English II	20.0%		0.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Vanderbilt University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Vanderbilt University is a private, four year institution of higher education and a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Vanderbilt University had 110 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Program completers from Vanderbilt University perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP composite, math, reading, science, and social studies
 - High school End of Course exam composite, Algebra I, Algebra II, and English I
- Vanderbilt University program completers tend to be more effective than other *beginning teachers* in 4th-8th grade TCAP reading.
- Vanderbilt University has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in 4th-8th grade TCAP reading.
- Vanderbilt University has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in Algebra I.

Vanderbilt University

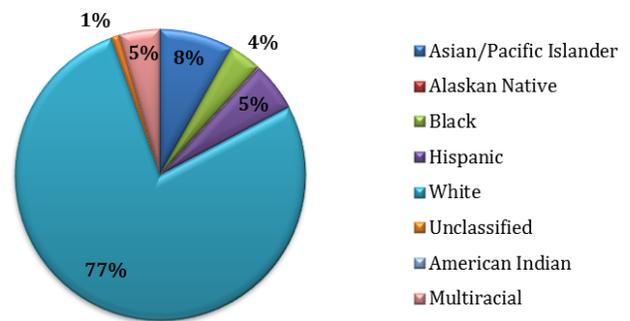
Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (39 completers)

2012-2013 Program Completers

Total Completers	110
Male	15%
Female	85%
In-State	23%
Out-of-State	77%
Apprentice License	110
Transitional License	
Completers Statewide	2.3%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.74	110	2.53-4.0	3.74	110			3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite	30.3	47	15-35	30.3	47			23.1	2406
ACT Reading	31.1	47	14-36	31.1	47			24.4	2212
ACT Science	28.3	47	10-35	28.3	47			22.5	2181
ACT English	31.1	47	18-36	31.1	47			24.1	2222
ACT Math	30	47	16-35	30	47			21.8	2220
SAT Cumulative	1323	25	1130-1510	1323	25			1110	294
SAT Math	675	24	530-780	675	24			549	283
SAT Verbal	648	24	480-750	648	24			557	282
GRE Composite	1233	46	1050-1430	1233	46			1034	228
GRE Math	637	46	440-780	637	46			549	239
GRE Verbal	596	46	430-800	596	46			480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor’s degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor’s degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License	58	Secondary Education & Teaching
Master’s Degree & License	52	Elementary Education & Teaching
License Only		

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Vanderbilt Completers	43	43	100%
• Apprentice License Completers	43	43	100%
• Transitional License Completers	-	-	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution’s graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	108	27.8%	32.4%	16.6%	21.3%
2010-2011	117	17.1%	12.3%	22.1%	
2011-2012	126	31.7%	34.1%		
2012-2013	110	32.7%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Davidson	24	Sumner	1
Dickson	1	Williamson	10

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			30	30
o Math			8	28
o Reading/Language		+	23	27
o Science			5	26
o Social Studies		+	12	26
EOC Composite (High School)			27	28
o Algebra I			6	9
o Algebra II			8	7
o English I			6	9

Transitional License Teacher

Vanderbilt University does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			30	34
o Math			8	31
o Reading/Language		+	23	31
o Science			5	31
o Social Studies			12	29
EOC Composite (High School)			27	32
o Algebra I			6	19
o Algebra II			8	13
o English I			6	14

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	16.7%		20.0%		30
o Math	12.5%		25.0%		8
o Reading/Language	8.7%		34.8%	+	23
o Science	20.0%		20.0%		5
o Social Studies	8.3%		33.3%		12
EOC Composite (High School)	25.9%		14.8%		27
o Algebra I	50.0%	-	16.7%		6
o Algebra II	37.5%		0.0%		8
o English I	0.0%		33.3%		6

Transitional License Teachers

Vanderbilt University does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	16.7%		20.0%		30
o Math	12.5%		25.0%		8
o Reading/Language	8.7%		34.8%	+	23
o Science	20.0%		20.0%		5
o Social Studies	8.3%		33.3%		12
EOC Composite (High School)	25.9%		14.8%		27
o Algebra I	50.0%	-	16.7%		6
o Algebra II	37.5%		0.0%		8
o English I	0.0%		33.3%		6

- represents a statistically significant negative effect

+ represents a statistically significant positive effect



Welch College Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Welch College is the former Free Will Bible Baptist College. It is a private, Christian institution and a member of the Tennessee Independent Colleges and Universities Association. Welch College is accredited through the Southern Association of Colleges and Schools Commission on Colleges.

Institution Highlights:

- Welch College had 11 program completers in the 2012-2013 cohort and a 91 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Due to low numbers of completers teaching in Tennessee public schools, no value-added analysis is available for Welch College completers.

Welch College

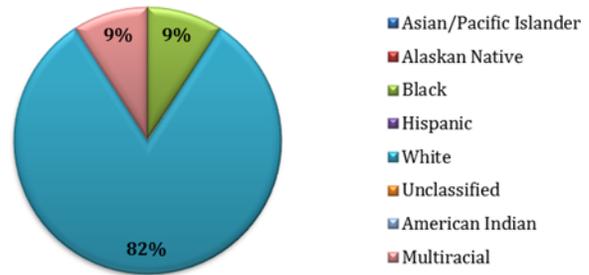
Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary Education K-6 (4 completers)

2012-2013 Program Completers

Race & Ethnicity

Total Completers	11
Male	
Female	100%
In-State	27%
Out-of-State	73%
Apprentice License	11
Transitional License	
Completers Statewide	>1%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.49	11	2.91-3.96	3.49	11			3.56	4258
Major GPA	3.67	11	2.94-4.0	3.67	11			3.58	1932
High School GPA								3.40	2240
ACT Composite	24.2	9	19-30	24.2	9			23.1	2406
ACT Reading	26.8	9	19-34	26.8	9			24.4	2212
ACT Science	22.2	9	20-27	22.2	9			22.5	2181
ACT English	26	9	18-33	26	9			24.1	2222
ACT Math	21.8	9	17-27	21.8	9			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	11	Elementary Education & Teaching
Master's Degree & License		
License Only		

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Welch Completers	11	10	91%
• Apprentice License Completers	11	10	91%
• Transitional License Completers	-	-	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	11	9.1%	9.1%	9.0%	9.1%
2010-2011	6	0.0%	0.0%	0.0%	
2011-2012	12	31.9%	58.3%		
2012-2013	11	36.4%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers
Davidson	4

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Due to low number of completers teaching in Tennessee public schools, no TVAAS analysis is available for Welch College completers.



WGU TENNESSEE

Western Governors University Tennessee Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Western Governors University Tennessee is a nonprofit, online university created to expand access to higher education for Tennessee residents. WGU Tennessee was established by the state of Tennessee through a partnership with nationally recognized Western Governors University. WGU Tennessee teacher degree programs are approved by the National Council for Accreditation of Teacher Education.

Institution Highlights:

- WGU Tennessee had 36 program completers in the 2012-2013 cohort and a 96 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- WGU Tennessee program completers perform at the same level as *teachers statewide* in 4th-8th grade TCAP composite and math.
- Program completers from WGU Tennessee tend to be less effective than *teachers statewide* in high school End of Course exam composite.
- Program completers from WGU Tennessee tend to be less effective than other *beginning teachers* in high school End of Course exam composite.
- WGU Tennessee has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in high school End of Course exam composite.

Western Governors University Tennessee

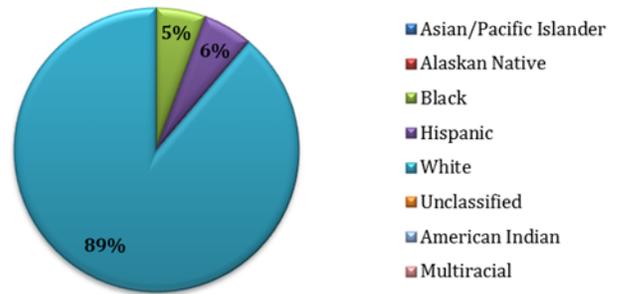
Teacher Education Program Information

Location:	Franklin, TN
Institution Type:	Private/Nonprofit Online
Accreditation:	NCATE
Top Endorsement Areas:	Elementary K-6 (17 completers)

2012-2013 Program Completers

Total Completers	36
Male	11%
Female	89%
In-State	100%
Out-of-State	
Apprentice License	36
Transitional License	
Completers Statewide	>1%

Race & Ethnicity



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA								3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite								23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

**Grade point averages are not available for WGU TN completers as courses are taken on a pass/fail basis.*

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	30	Education, General
Master's Degree & License	6	Elementary Education & Teaching
License Only		

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
WGU TN Completers	27	26	96%
• Apprentice License Completers	27	26	96%
• Transitional License Completers	0	0	-

Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	NA				
2010-2011	NA				
2011-2012	NA				
2012-2013	36	50.0%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Anderson	1	Maury	1
Blount	1	McMinn	2
Coffee	1	Montgomery	2
Hamblen	1	Sequatchie	2
Hamilton	1	Shelby	1
Hardeman	1	Washington	1
Knox	2	Williamson	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			5	30
o Math			5	28
EOC Composite (High School)	-	-	5	28

Transitional License Teacher

Western Governors University Tennessee does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			5	34
o Math			5	31
EOC Composite (High School)	-	-	5	32

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	20.0%		0.0%		5
○ Math	20.0%		0.0%		5
EOC Composite (High School)	60.0%	-	0.0%		5

Transitional License Teachers

Western Governors University Tennessee does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	20.0%		0.0%		5
○ Math	20.0%		0.0%		5
EOC Composite (High School)	60.0%	-	0.0%		5

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Glossary of Terms 2014

Apprentice License Teacher	Completer teaching on an Apprentice license. The Apprentice license is a full license, valid for five years, and renewable. To receive an Apprentice license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure.
Beginning Teacher	Teacher with 1 to 3 years of classroom teaching experience in Tennessee.
Completer	<p>A person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer.</p> <p>For Transitional licensed teachers, the reporting includes currently enrolled students who have completed all nonclinical coursework in addition to program completers.</p>
Difference T-Value of Teacher Effect	The t-value of the teacher effect is defined as the teacher effect divided by its standard error in all subjects. The mean t-value is derived from one year of value added data (2013-2014) for all beginning teachers from each program. All teachers who have been teaching for one, two, or three years are included in the analysis.
End of Course (EOC)	EOC exams are given in specific high school subjects that are used in the value-added analysis. Subjects include: Algebra I, Algebra II, biology, chemistry, English I, English II, English III, and US History.
No Statistically Significant Difference	The difference of the mean t-value of teacher effect can represent a positive or negative difference, but is not considered to be statistically significant.
Overall Program Negative TVAAS Percentage	The percentage of statistically significant negative TVAAS results for each institution in the statewide, program, and statewide distribution comparisons for Apprentice and Transitional license teachers.
Overall Program Positive TVAAS Percentage	The percentage of statistically significant positive TVAAS results for each institution in the statewide, program, and statewide distribution comparisons for Apprentice and Transitional license teachers.
Personnel Information Reporting System (PIRS)	PIRS is the State Department of Education reporting system that collects employment information on teachers and school leaders from all Local Education Agencies.

Program Comparison	Comparison of the 2013 – 2014 difference in the mean t-value of teacher effect among beginning teachers (1-3 years of experience) as compared to the mean of means for all teacher training programs in the state. Also known as Beginning Teacher Comparison.
Statewide Distribution	The percentage of beginning teachers (1-3 years of experience) from teacher training programs who fall into either the lowest or highest effectiveness quintiles; the quintiles are based on the 2013 – 2014 statewide distribution of the t-value of teacher effects.
Statewide Teacher Comparison	Comparison of the 2013 – 2014 difference of the mean t-value of teacher effect for beginning teachers (1-3 years of experience) as compared to the mean of the statewide average of 2013 – 2014 teacher valued-added data.
Statistically Significant Negative Difference	The mean t-value of teacher effect as compared to the given reference population which show a tendency for those teachers to have lower student achievement gains in the specific subject.
Statistically Significant Positive Difference	The mean t-value of teacher effect as compared to the given reference population represents a tendency for those teachers to have higher student achievement gains in the specific subject.
Tennessee Comprehensive Assessment Program (TCAP)	TCAP exams given in grades 3-8 in math, reading/language arts, science, and social studies.
Teacher Effect	Teacher effect measures teacher effectiveness relative to the district average gain and is part of the solution to the mixed model equations for TCAP subjects.
Teacher Gain	The teacher gain is defined as the teacher effect added to the district gain.
Transitional License Teacher	Completer teaching on a Transitional license. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive a Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure.

Technical Report for the Effectiveness Study, 2013 - 2014 Commissioned for the Tennessee Teacher Quality Reforms

Section 1: Introduction

The Tennessee Teacher Quality Reforms initiative aims to improve student achievement and educational attainment in the state as a part of the state mandate to “develop a report card or assessment on the effectiveness of teacher training programs” (TCA 49-5-108). A key part of this goal will be realized via state and local programs focused on new teachers in terms of the recruitment, selection, preparation, and support for these new teachers. The State of Tennessee asked SAS® EVAAS® to compare the teaching effectiveness of recent licensure recipients from various teacher preparation institutes to the effectiveness of other teachers in the state.

The goals of the effectiveness study were:

- To identify any teacher training program that tends to produce beginning teachers who are highly effective as well as to identify any teacher training program that tends to produce beginning teachers who are very ineffective; and
- To determine if a teacher training program is above or below the reference distribution with a fair and reliable statistical test.

The importance of identifying such teacher training programs is evident in comparing the mean teacher NCE gain between highly effective teachers and highly ineffective teachers. This measure represents the average gain in learning for students. The chart below shows the mean teacher NCE gain for both the highest and lowest quintiles of teachers in the state for various subjects.¹ The difference between the two groups reveals the substantial impact on student progress in terms of a student having a teacher from the highest or lowest quintile.

CHART 1: MEAN TEACHER NCE GAINS²

TCAP Achievement Subjects	Quintiles	
	Low	High
Math	-2.628	5.728
Reading/Language	-1.770	2.203
Science	-3.165	5.319
Social Studies	-2.921	4.761
Composite across Subjects	-3.028	6.524

¹ How the quintiles were selected is described later in this report.

² Appendix 1 contains one additional chart similar to Chart 1, and it shows the mean teacher NCE gain for new teachers.

In realizing the goals to assess teacher training programs, the effectiveness study also provides a fair, rational method of comparison that is statistically sound, easy to interpret, and useful to both policymakers and the public. This was accomplished by examining the difference between the beginning teachers from each institution and two reference groups described in Section 4. This report is a technical document that explains these analyses in detail. This report does not include any results to the effectiveness study.

Section 2: Key Elements of the Two Analyses

The two analyses chosen to address the effectiveness study's goals used the same underlying data. This section describes what data were used, why and how they were used in the analyses, and the applied definition of effectiveness.

Data Used in the Effectiveness Study

The only teachers included in these two analyses were those who have value-added data from the Tennessee Value-Added Assessment System (TVAAS), which is "a statistical system for educational outcome assessment which uses measures of student learning to enable the estimation of teacher, school, and school district statistical distributions" (TCA 49-1-603). TVAAS has been a part of state statute since 1992, and its use results in an extensive and useful statewide database on educational attainment of Tennessee students.³ The longitudinal, multivariate, mixed-model methodology of TVAAS produces more reliable estimates with less bias than other more simplistic models, an opinion corroborated by researchers at RAND.⁴ TVAAS has produced teacher effect estimates since 1996, and these estimate a teacher's impact on student learning, as measured by students' performance on standardized tests, such as those from the Tennessee Comprehensive Assessment Program (TCAP).

The teacher effect estimates were based on the TCAP Achievement subject tests in math, reading/language arts, science and social studies in grades four through eight as well as the End-of-Course tests. There was also an estimate available for the composite across subjects for each test (TCAP Achievement and End-of-Course). Thus, teachers who teach in K-2 Assessment (formerly known as SAT-10) subjects, TCAP Achievement subjects in grade three, or non-tested subjects were not included in the analyses.

³ More specific information on TVAAS methodology is available online at <http://www.sas.com/govedu/edu/sanderssaxtonhorn.pdf> or <http://www.sas.com/resources/asset/SAS-EVAAS-Statistical-Models.pdf>.

⁴ McCaffrey, D. F., Han, B. and Lockwood, J. R. (2008). *From Data to Bonuses: A Case Study of the Issues Related to Awarding Teachers Pay on the Basis of the Students' Progress*. Paper presented at the conference on Performance Incentives: Their Growing Impact on American K-12 Education, February 28-29, National Center on Performance Incentives at Vanderbilt University's Peabody College: "Multivariate mixed model methods and fixed effects methods with shrinkage tend to provide estimates that appear to have relatively less noise and relatively less bias. Performance measures from both methods tend to have strong cross-year correlation within teacher, weak correlation with students' prior achievement, and relatively few teachers with small classes ranked in the extremes of the sample" (p. 37).

SAS received information from the State of Tennessee linking all teachers who had received their licensure from one of 43 Tennessee teacher preparation institutions to their respective institution of licensure.⁵ Only 41 of these universities had teachers who received value-added scores for school year 2013-2014. This information contained teachers who received either an Apprentice or a Transitional license during the years 2011 –2013. The timeframe was selected based on the study’s focus: the effectiveness of teacher training programs in preparing beginning teachers, with the implicit assumption that other factors beyond the licensing institution could become quite influential in later years. At the request of the State of Tennessee, the definition of “beginning” teacher is those with 1 – 3 years of experience.

How the Data Were Used

Because individual teacher effects are restricted by state statute (TCA 49-1-606), the effectiveness study reported teacher effect data by group (subject, institution, type of licensure, etc.) so that the privacy of the teachers was not compromised. The grouping also increased the counts for each particular group so that fair comparisons could be made among teacher training programs since most institutions do not produce many teachers in a given subject/grade each year. More specifically, the study considered all grades in each subject together. In order for an institution to be included in the analysis for a particular subject, a minimum of five teachers from that institution were required. Results were reported for each type of licensure as well as for both types together.

Due to the emphasis on beginning teachers and the preparation received by their institutions, the effectiveness study utilized one-year estimates of teacher effectiveness for single subjects and up to three-year estimates for the subject composites reported in 2013 – 2014. More specifically, the *t-value* of the teacher effect was used as the basis of comparison rather than the teacher effect itself or the teacher gain.⁶ This solved three major problems, two of which apply specifically to TCAP Achievement tests.

First, using a measure based on the teacher effect rather than the teacher gain overcame issues relating to random assignment. Teachers from different institutions are not randomly assigned to their school districts; geography typically plays a role in the assignment. Because the TCAP Achievement tests utilize a value-added teacher effect that is centered on the district gain, an institution with a disproportionate number of their teachers in a district with either a very high or low gain could have a skewed comparison if teacher gain was used as the measure for evaluating teachers. By using a measure related to the teacher effect, the impact of the disproportional location of teachers from different teacher training programs was removed. Note, the district centering was not an issue for any End-of-Course tests because they utilize a value-added teacher effect centered on the average teacher in the *state* of Tennessee.

⁵ See Appendix 2 for a list of the teacher training programs.

⁶ Teacher effect measures teacher effectiveness relative to the district average gain and is part of the solution to the mixed model equations for TCAP Achievement subjects. The *t-value* of the teacher effect is defined as the teacher effect divided by its standard error in all subjects. Teacher gain is defined as the teacher effect added to the district gain.

As a second advantage, using the t-value of the teacher effect, instead of the teacher effect alone, enables equitable comparisons across multiple grades, which was necessary for the reasons stated above. Because teacher effects are shrinkage estimates (BLUPs) in TVAAS methodology, they shrink back towards zero. In practice, this means they shrink back towards the district gain since the teacher effects are centered on the district gain. Because teacher variance components vary among grades, there are different amounts of shrinkage among different grades. For example, higher grades typically have less shrinkage. Thus, if one institution produces more teachers in higher grades than other institutions, then that institution could have an unfair advantage in any comparison because its teacher effects would likely have less shrinkage. However, as the shrinkage of any teacher effect increases, the standard error of the teacher effect decreases. Therefore, using the t-value of a teacher effect allowed a more fair comparison among teachers in different grades than using the teacher effect itself. Again, this issue did not apply to any End-of-Course tests. However, for consistency as well as for the reason outlined below, the t-value of teacher effect is used for the End-of-Course subjects as well.

Finally, the use of the t-value of the teacher effect created a fair measure because teachers with very little data tend to have larger standard errors that shrink their measure towards zero. As a result, the use of the t-value promoted the use of teachers with sufficient data for evaluation. This benefit applies to TCAP Achievement tests as well as the End-of-Course tests.

Definition of Effectiveness in the Study

At the request of the State of Tennessee, highly effective teachers were defined as those teachers in the highest quintile of the state distribution for their subject and grade, as measured by the t-value of the teacher effect. Likewise, highly ineffective teachers were defined as those teachers in the lowest quintile of the state distribution of teacher effect t-values for their subject and grade. The subject/grade combination was used as the basis of analysis so that teachers within any given subject/grade would not have any unfair advantage over any other subject/grade group. As demonstrated in the chart on page one, the study's emphasis on the highest and lowest quintiles is important because the difference in teacher gains between these two groups is substantial.

Section 3: Identifying Institutions That Tend to Produce Either Highly Effective or Very Ineffective Teachers

The key elements discussed in Section 2 were then used to address the first goal of the study: identify whether an institution tends to produce more or less of these extreme teachers. To do so, the effectiveness study assessed the percentage of teachers from each institution in either the highest or lowest quintile, as measured by the t-value of their teacher effects. These percentages were compared to the state distribution and tested for statistical significance. In this way, policymakers can assess the effectiveness of teacher training programs in the state.

Defining the Quintiles and Percentages

As described in the previous section, quintiles used for this analysis were based upon the statewide distribution of the t-value of teacher effects from the 2013 – 2014 value-added data. By definition, if an institution produced the same percentage of teachers as the state in each of these quintiles, then that institution would have 20% of its teachers in the quintile.

For each institution, the number of teachers in each of these quintiles was compared to the institution's total number of teachers, thus showing the percentage of teachers from a particular teacher training program in either the highest or lowest quintile.

Defining the Model

The difference between the institution's percentage of teachers in the extreme quintiles and the state's percentage was then tested for statistical significance in order to verify that the institution did tend to produce either highly effective or very ineffective teachers relative to the state population. Upper and lower quintiles were analyzed separately to avoid the inclusion of the middle quintile teachers (quintiles 2 – 4) since this latter group was not the focus of the effectiveness study. If an institution had less than five teachers in a subject/grade group, then they were not included in this analysis.

The model for this analysis utilized the binomial distribution to assess statistical significance, with a null hypothesis that the institution distribution is the same as the state distribution. More specifically, in the upper quintile analysis, a teacher was identified as either in the upper quintile or not. The number of teachers who fall into the upper quintile is distributed as a binomial distribution with success probability of 0.20 and the number of trials as the total number of teachers from that institution. Each institution had a certain percentage of teachers who fell into the upper quintile. The exact probability of this can be computed, assuming the null hypothesis, to provide a statistical test for whether or not the true probability of success is different from 0.20. A level of 0.10 was used to determine significance. Thus, if the probability was less than 0.10 of observing a value equal to or more extreme than the percentage of teachers in this quintile for a given institution, then the null hypothesis was rejected: there is sufficient evidence to show that the institution had a probability of producing teachers in the upper quintile that was either more or less than 0.20. The description of this analysis applied to the lower quintile analysis as well.

The tests described above provide a statistical comparison between each institution and the state distribution with respect to the percentage of teachers being produced that are highly effective or very ineffective.

Interpreting the Analysis

While the lower quintile analysis was the same as that for the upper quintile, the interpretation of the test for each quintile is different. For the lower quintile, it is better to have less than 20% of an institution's teachers in that quintile. Conversely, for the upper quintile, it is better to have more than 20% of an institution's teachers in that quintile.

If an institution has a statistically larger percentage of upper quintile teachers than the state distribution, then it tends to produce more highly effective teachers. Likewise if an institution has a statistically smaller percentage of lower quintile teachers than the state distribution, then it tends to produce less ineffective teachers. Teacher training programs with these qualities are doing a good job at producing beginning teachers. The reverse will also show teacher training programs that are doing a poor job at producing beginning teachers.

Section 4: Determining if an Institution Produces Beginning Teachers Either Above or Below the Reference Distribution

The percentage of teachers from each institution who were either in the highest or lowest quintile provides very useful information to the effectiveness study, but a direct comparison of the teachers from one institution to a reference population would add to an understanding of how a teacher training program is performing overall. The mean t-value of the teachers has a direct relation to value-added analysis, which can enhance understanding among Tennessee's policymakers, educators, and public. Thus, the key elements discussed in Section 2 were then used to address the second goal of the study: determine if a teacher training program is above or below the reference distribution with a fair and reliable statistical test. This section describes how such an application was utilized.

Defining a Reference Population

The effectiveness study compared the performance of beginning teachers from the 43 institutions to the performance of teachers in a reference population. In this part of the study, there were two reference populations used for comparison, and they are each described below.

In the first set of analyses, the reference population included all teachers who had value-added data in the 2013-2014 school year. Using this reference population, the beginning teachers were compared by institution to the statewide average in their content area. In this set of analyses, the reference population included all types of licensure.

In the second set of analyses, the reference population was a control group that included beginning teachers linked to the 43 Tennessee institutions. If an institution did not have at least five teachers in a particular subject, then all teachers from that institution were removed from that subject's analyses. In this set of analyses, the reference population included all types of licensure.

It is possible to split the second set of analyses so that only the Transitional licensed teachers are compared to other Transitional licensed teachers and Apprentice licensed teachers are compared to other Apprentice licensed teachers. However, this reduces the number of teachers in each institution such that some comparisons are only made between a few institutions. For this reason, each institution and the comparison group included all types of licensure.

Defining the Model

The calculation of the mean t-values of the teacher effects utilized a one-way ANOVA model with institution as the fixed effect. In addition to the 43 institutions of higher education used in the model, the institution effect comprised two other levels: (1) teachers with more than three years of experience and (2) any teacher who had three years or less of value-added data with an *unknown* institution of certification. This last group of teachers could include, for example, any teachers who came from other states or who may have been teaching non-tested subjects. For these reasons, they were included as a separate level of the effect. The three types of the institution effect provided the analyses with three distinct and possibly quite different groups of teachers. As such, the model allowed for different levels of variation in each group to ensure that an appropriate statistical test was utilized for each reference population.

As a first comparison, each teacher training program was compared to the statewide average, provided that an institution had five or more teachers in that particular subject. The difference of the estimated mean teacher t-value of effects for each comparison was tested for significance. The statewide average is considered a constant in this comparison, so the resulting model is equivalent to a student's t-test for the difference of the mean teacher t-value of the institution from the statewide average.

As a second comparison, each teacher training program was compared to the beginning teachers. More specifically, each institution mean was compared to the mean of all of the institution means, with each institution weighted the same. The number of teachers for every institution was not a part of this weight since it would cause a small number of institutions to dominate the mean. This method of weighting ensured a more fair comparison among institutions. Again, if an institution had fewer than five teachers, then its data were removed from the analysis due to an insufficient number of teachers for a reliable statistical estimate.

As a third comparison, the difference between the two reference populations was considered to determine if the beginning teachers from all the institutions were significantly different from the statewide average in Tennessee. More specifically, the statewide average was compared to the mean of institution means for beginning teachers, provided that the beginning teachers' institution had at least five teachers in the subject being analyzed.

Index for Comparison

For ease of interpretation and utility for comparing the teacher training program an index was created, the *Mean of Teachers' T-Values*, based on the mean t-value of teacher effects. In the calculation of this index, each institution mean was compared with the mean of the reference population.

Each difference was between an individual teacher training program and the reference group, which represented either the statewide pool or the beginning teacher subset.

The index analyses sought to present a balanced assessment of the net effectiveness of each teacher training program by showing how average teachers from each program would compare to the reference

population. If any difference between the institution and reference mean is positive, then the institution mean is greater than the reference population mean t-value of teacher effects. A significant positive number indicates that a teacher training program has produced beginning teachers with statistically significantly larger mean t-values as compared to the reference population in terms of a teacher's mean t-value of effects in 2013 – 2014. A level of 0.10 was used to test statistical significance. These comparisons were made by type of licensure as well as by both types together for institutions that had sufficient data.

Interpreting the Indices

In the TCAP Achievement subjects, the mean t-value of teacher effects for each group (i.e., subject/grade combination for a particular institution) is a meaningful comparison that does not confound the district distribution of teachers and is also interpretable in NCE value-added teacher gains. The mean t-value can be interpreted as follows: on average, teachers in this group have estimated teacher gains that are X number of standard errors away from their district's mean NCE gain, where X represents the index for comparison. In other words, teachers in that group have sufficient data to show their estimated teacher gain is either above or below their district's mean NCE gain by the reported factor.

In the End-of-Course subjects, the mean t-value of teacher's effects is also a meaningful comparison across the state of Tennessee. The mean t-value can be interpreted as follows: on average, teachers in this group have estimated teacher effects that are X number of standard errors away from the average teacher effect in the state of Tennessee, where X represents the index for comparison. In other words, teachers in that group have sufficient data to show their estimated teacher effect is above or below the average teacher effect in the state of Tennessee.

Thus in both cases, an institution producing beginning teachers with significantly better t-values of teacher effects will have a positive impact on student progress. Ideally, new methods of training at the institutions enable beginning teachers to outperform existing teachers.

Section 5: Reporting the Results of the Effectiveness Study

The effectiveness study results present the number, percentages, and index measures associated with each of the 43 Tennessee institutions by subject as long as that teacher training program has sufficient data. If the percentage or index measure is statistically significant from the statewide average at the 90% confidence level, this will be noted. Results were presented by institution including both types of licensure together.

Appendix 1: Mean Teacher NCE Gain for Beginning Teachers

CHART 2: MEAN TEACHER NCE GAINS FOR BEGINNING TEACHERS WITH 1-3 YEARS' EXPERIENCE

TCAP Achievement Subjects	Quintiles	
	Low	High
Math	-2.635	5.724
Reading/Language	-1.749	2.106
Science	-2.884	5.845
Social Studies	-2.834	5.116
Composite across Subjects	-2.922	6.409

Appendix 2: List of Participating Institutions

Aquinas College
Austin Peay State University
Belmont University
Bethel University
Bryan College
Carson-Newman University
Christian Brothers University
Cumberland University
East Tennessee State University
Fisk University*
Freed-Hardeman University
Johnson University
King College
Lee University
Lemoyne Owen College
Lincoln Memorial University
Lipscomb University
Martin Methodist College
Maryville College
Memphis College of Art*
Memphis Teacher Residency
Middle Tennessee State University
Milligan College
South College
Southern Adventist University
Teach for America – Memphis
Teach for America – Nashville
Teach Tennessee
Tennessee State University
Tennessee Technological University
Tennessee Wesleyan College
The New Teacher Project - Memphis Teaching Fellows
The New Teacher Project - Nashville Teaching Fellows
Trevecca Nazarene University
Tusculum College
Union University
University Of Memphis
University Of Tennessee, Chattanooga
University Of Tennessee, Knoxville
University Of Tennessee, Martin
Vanderbilt University
Welch College
Western Governors University TN

*Program did not have any participants who were linked to value-added scores in the 2013-2014 school year.



2014 Teacher Value-Added Data by Subjects

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect of Beginning Teachers* to State Average for Apprentice Licensed Teachers

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Subject	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers	Number of Institutions
Algebra I	-0.2611	-0.71	0.4777	93	9
Algebra II	-0.3892	-1.02	0.3079	47	7
Biology I	0.1739	0.23	0.8178	11	2
Chemistry	-0.2819	-0.26	0.7969	12	2
EOC Composite	-0.5904 (-)	-4.10	0.0000	576	28
English I	0.3780 (+)	1.79	0.0745	80	9
English II	-0.2436	-1.31	0.1894	67	7
English III	0.2361	1.17	0.2438	43	5
Math	-0.4850 (-)	-3.33	0.0009	951	28
Reading/Language	-0.1239 (-)	-1.94	0.0529	969	27
Science	-0.2667 (-)	-1.68	0.0921	756	26
Social Studies	-0.1885	-1.20	0.2321	761	26
TCAP Composite	-0.6977 (-)	-6.19	0.0000	1919	30
US History	-0.2977	-1.07	0.2835	38	6

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.6067	-0.58	0.5619	8
Belmont University	.	.	.	4
Bethel University	.	.	.	2
Bryan College	.	.	.	2
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	2
East Tennessee State University	-0.5835	-0.56	0.5770	8
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	1
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	4
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	4
Lipscomb University	.	.	.	4
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	3
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	2
Middle Tennessee State University	-1.3205 (-)	-1.89	0.0584	18
Milligan College	.	.	.	2
South College	.	.	.	0
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	0
Tennessee Technological University	-0.5080	-0.54	0.5872	10

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	0.8627	0.71	0.4751	6
Trevecca Nazarene University	.	.	.	3
Tusculum College	.	.	.	3
Union University	2.6045 (+)	1.86	0.0626	5
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	3
University Of Tennessee, Knoxville	0.6999	1.18	0.2370	25
University Of Tennessee, Martin	-1.8515 (-)	-1.66	0.0980	7
Vanderbilt University	-1.6471	-1.36	0.1728	6
Welch College	.	.	.	0
Western Governors University TN	.	.	.	2

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra II

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	2
Belmont University	.	.	.	1
Bethel University	.	.	.	0
Bryan College	.	.	.	1
Carson-Newman University	.	.	.	2
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	0
East Tennessee State University	-0.2599	-0.25	0.8045	6
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	2
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	2
Lipscomb University	.	.	.	2
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	3
Middle Tennessee State University	-1.2634	-1.55	0.1204	10
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	1
Tennessee Technological University	-0.8533	-0.81	0.4163	6

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra II

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	2
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	3
Union University	1.1071	0.97	0.3308	5
University Of Memphis	.	.	.	0
University Of Tennessee, Chattanooga	-1.1609	-1.01	0.3128	5
University Of Tennessee, Knoxville	0.2817	0.29	0.7719	7
University Of Tennessee, Martin	.	.	.	4
Vanderbilt University	-0.5754	-0.63	0.5268	8
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Biology I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	2
Bethel University	.	.	.	1
Bryan College	.	.	.	2
Carson-Newman University	.	.	.	4
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	4
East Tennessee State University	0.5196	0.51	0.6097	6
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	3
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	.	.	.	1
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	3
Middle Tennessee State University	.	.	.	3
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	2
Tennessee Technological University	-0.1717	-0.15	0.8776	5

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Biology I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	1
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	0
Union University	.	.	.	3
University Of Memphis	.	.	.	2
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	4
University Of Tennessee, Martin	.	.	.	4
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	3

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Chemistry

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	3
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	3
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	1
East Tennessee State University	.	.	.	3
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	2
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	1
Lipscomb University	.	.	.	0
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	2
Milligan College	.	.	.	2
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	1
Tennessee Technological University	-0.6119	-0.37	0.7146	5

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Chemistry

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	0
Union University	.	.	.	1
University Of Memphis	.	.	.	2
University Of Tennessee, Chattanooga	.	.	.	2
University Of Tennessee, Knoxville	0.04816	0.03	0.9728	7
University Of Tennessee, Martin	.	.	.	4
Vanderbilt University	.	.	.	2
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: EOC Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.7872	-1.58	0.1138	27
Belmont University	-1.7310 (-)	-2.50	0.0123	14
Bethel University	-1.5582	-1.59	0.1110	7
Bryan College	0.5446	0.47	0.6378	5
Carson-Newman University	-1.2875 (-)	-1.79	0.0727	13
Christian Brothers University	.	.	.	0
Cumberland University	-0.4924	-0.69	0.4925	13
East Tennessee State University	-0.2033	-0.56	0.5783	50
Fisk University	.	.	.	0
Freed-Hardeman University	-0.2658	-0.27	0.7857	7
Johnson University	.	.	.	2
King College	0.1209	0.15	0.8825	10
Lee University	0.5801	0.87	0.3851	15
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.5939	-1.21	0.2245	28
Lipscomb University	-0.00375	-0.01	0.9959	13
Martin Methodist College	0.7048	0.67	0.5045	6
Maryville College	0.05630	0.06	0.9509	8
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	2.0389(+)	2.95	0.0032	14
Middle Tennessee State University	-0.4289	-1.28	0.1990	60
Milligan College	-1.3848 (-)	-1.78	0.0758	11
South College	.	.	.	0
Southern Adventist University	.	.	.	2
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	-0.4414	-0.38	0.7028	5
Tennessee Technological University	-0.1420	-0.41	0.6839	55

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: EOC Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	-0.4448	-0.67	0.5054	15
Trevecca Nazarene University	-0.7533	-1.09	0.2759	14
Tusculum College	-1.6538 (-)	-1.69	0.0908	7
Union University	0.8268	1.45	0.1460	21
University Of Memphis	-1.3651 (-)	-1.90	0.0571	13
University Of Tennessee, Chattanooga	-0.9935 (-)	-2.07	0.0386	29
University Of Tennessee, Knoxville	0.5636(+)	1.81	0.0703	69
University Of Tennessee, Martin	-1.1081 (-)	-2.31	0.0211	29
Vanderbilt University	-0.06792	-0.14	0.8915	27
Welch College	.	.	.	1
Western Governors University TN	-4.2211 (-)	-3.65	0.0003	5

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.2789	-0.46	0.6425	9
Belmont University	.	.	.	2
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	2
East Tennessee State University	0.4084	0.72	0.4736	10
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	1
Johnson University	.	.	.	2
King College	.	.	.	2
Lee University	.	.	.	3
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.08591	-0.13	0.8996	7
Lipscomb University	.	.	.	2
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	4
Middle Tennessee State University	1.2939(+)	2.49	0.0130	12
Milligan College	.	.	.	2
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	1
Tennessee Technological University	0.5679	1.18	0.2386	14

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	3
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	0
Union University	.	.	.	4
University Of Memphis	.	.	.	0
University Of Tennessee, Chattanooga	-0.2648	-0.39	0.6974	7
University Of Tennessee, Knoxville	-0.2431	-0.43	0.6697	10
University Of Tennessee, Martin	0.9907	1.23	0.2192	5
Vanderbilt University	1.0134	1.38	0.1686	6
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English II

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	3
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	2
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	0
East Tennessee State University	-0.4654	-1.09	0.2763	11
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	3
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-1.2119 (-)	-2.57	0.0105	9
Lipscomb University	.	.	.	1
Martin Methodist College	.	.	.	3
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	2
Middle Tennessee State University	-0.2829	-0.45	0.6554	5
Milligan College	.	.	.	3
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	0
Tennessee Technological University	-0.1151	-0.28	0.7785	12

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English II

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	0.04811	0.08	0.9337	6
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	1
Union University	.	.	.	3
University Of Memphis	.	.	.	2
University Of Tennessee, Chattanooga	-0.2295	-0.46	0.6470	8
University Of Tennessee, Knoxville	0.5516	1.56	0.1198	16
University Of Tennessee, Martin	.	.	.	4
Vanderbilt University	.	.	.	4
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English III

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	4
Belmont University	.	.	.	0
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	2
East Tennessee State University	0.2173	0.51	0.6102	9
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	4
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	3
Lipscomb University	.	.	.	0
Martin Methodist College	.	.	.	3
Maryville College	.	.	.	2
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	0.3799	0.99	0.3244	11
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	0
Tennessee Technological University	-0.5848	-1.29	0.1959	8

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English III

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	1
Union University	.	.	.	2
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	0.8699	1.52	0.1284	5
University Of Tennessee, Knoxville	0.2981	0.74	0.4610	10
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	4
Welch College	.	.	.	1
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Math

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-1.4061 (-)	-2.79	0.0053	34
Belmont University	0.4674	0.57	0.5667	13
Bethel University	1.4348	1.38	0.1678	8
Bryan College	.	.	.	2
Carson-Newman University	-0.03571	-0.06	0.9556	21
Christian Brothers University	.	.	.	4
Cumberland University	1.1660	1.12	0.2623	8
East Tennessee State University	-1.1900 (-)	-3.00	0.0027	55
Fisk University	.	.	.	0
Freed-Hardeman University	0.03976	0.06	0.9556	17
Johnson University	-1.2059	-1.08	0.2782	7
King College	.	.	.	1
Lee University	-0.08952	-0.18	0.8592	34
Lemoyne Owen College	.	.	.	1
Lincoln Memorial University	-0.6818	-1.47	0.1428	40
Lipscomb University	-0.06258	-0.11	0.9137	26
Martin Methodist College	-2.4982 (-)	-1.90	0.0576	5
Maryville College	-1.0977	-0.83	0.4041	5
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	1.3904	1.34	0.1813	8
Middle Tennessee State University	-0.8480 (-)	-3.20	0.0014	123
Milligan College	-1.3669	-1.31	0.1888	8
South College	-0.4063	-0.65	0.5171	22
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	-0.08984	-0.16	0.8694	29
Tennessee Technological University	-0.7393 (-)	-2.99	0.0028	141

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Math

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	-0.7065	-0.87	0.3866	13
Trevecca Nazarene University	-1.2017 (-)	-2.12	0.0338	27
Tusculum College	-0.7278	-1.62	0.1048	43
Union University	-0.1016	-0.18	0.8577	27
University Of Memphis	-0.1007	-0.29	0.7714	72
University Of Tennessee, Chattanooga	0.05440	0.10	0.9193	30
University Of Tennessee, Knoxville	-0.2275	-0.62	0.5360	64
University Of Tennessee, Martin	-0.6495 (-)	-1.79	0.0729	66
Vanderbilt University	0.6747	0.65	0.5165	8
Welch College	.	.	.	4
Western Governors University TN	-1.9828	-1.51	0.1318	5

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Reading/Language

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.6522 (-)	-2.56	0.0106	29
Belmont University	0.5273	1.21	0.2251	10
Bethel University	0.4396	0.90	0.3657	8
Bryan College	.	.	.	3
Carson-Newman University	0.2906	0.92	0.3568	19
Christian Brothers University	.	.	.	3
Cumberland University	-0.07163	-0.15	0.8828	8
East Tennessee State University	-0.1889	-1.10	0.2716	64
Fisk University	.	.	.	0
Freed-Hardeman University	-0.4916	-1.07	0.2833	9
Johnson University	-0.7786 (-)	-1.79	0.0733	10
King College	-0.1535	-0.30	0.7677	7
Lee University	-0.1285	-0.58	0.5594	39
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.04901	-0.23	0.8216	40
Lipscomb University	0.1206	0.45	0.6562	26
Martin Methodist College	.	.	.	4
Maryville College	-0.09017	-0.16	0.8723	6
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	-1.6696 (-)	-4.21	0.0000	12
Middle Tennessee State University	-0.1175	-0.95	0.3412	124
Milligan College	-0.5348	-1.23	0.2186	10
South College	-0.4168	-1.32	0.1863	19
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	0.01451	0.05	0.9588	24
Tennessee Technological University	0.01936	0.17	0.8653	145

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Reading/Language

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	-0.09703	-0.26	0.7917	14
Trevecca Nazarene University	0.1266	0.53	0.5968	33
Tusculum College	0.06093	0.28	0.7819	39
Union University	-0.7868 (-)	-2.73	0.0063	23
University Of Memphis	-0.1587	-1.06	0.2872	85
University Of Tennessee, Chattanooga	-0.2331	-0.90	0.3695	28
University Of Tennessee, Knoxville	-0.2676	-1.62	0.1059	69
University Of Tennessee, Martin	-0.2096	-1.16	0.2456	58
Vanderbilt University	0.4809	1.68	0.0934	23
Welch College	.	.	.	2
Western Governors University TN	.	.	.	2

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Science

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	1
Austin Peay State University	0.3677	0.65	0.5141	26
Belmont University	0.7056	0.69	0.4874	8
Bethel University	-0.7899	-0.67	0.5008	6
Bryan College	.	.	.	3
Carson-Newman University	-0.3006	-0.26	0.7978	6
Christian Brothers University	0.5882	0.61	0.5392	9
Cumberland University	.	.	.	4
East Tennessee State University	0.4152	0.96	0.3379	44
Fisk University	.	.	.	0
Freed-Hardeman University	-0.7683	-0.85	0.3979	10
Johnson University	-0.9172	-0.84	0.3985	7
King College	.	.	.	4
Lee University	-0.9646	-1.57	0.1154	22
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.4160	-0.84	0.3987	34
Lipscomb University	-0.5337	-0.92	0.3559	25
Martin Methodist College	-0.5169	-0.40	0.6875	5
Maryville College	.	.	.	3
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	4
Middle Tennessee State University	0.1024	0.38	0.7011	116
Milligan College	-0.3472	-0.42	0.6755	12
South College	-0.3827	-0.56	0.5721	18
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	-0.3588	-0.59	0.5581	22
Tennessee Technological University	-0.2243	-0.83	0.4046	114

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Science

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	-0.5463	-0.43	0.6708	5
Trevecca Nazarene University	-0.9030 (-)	-1.78	0.0755	32
Tusculum College	-1.0030 (-)	-1.97	0.0484	32
Union University	1.0292	1.28	0.1992	13
University Of Memphis	0.4194	1.14	0.2544	61
University Of Tennessee, Chattanooga	-0.5259	-0.90	0.3700	24
University Of Tennessee, Knoxville	-0.6408	-1.56	0.1186	49
University Of Tennessee, Martin	0.7085(+)	1.76	0.0783	51
Vanderbilt University	-1.1316	-0.88	0.3786	5
Welch College	.	.	.	3
Western Governors University TN	.	.	.	1

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Social Studies

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	0.02333	0.04	0.9673	26
Belmont University	2.6867(+)	2.45	0.0142	7
Bethel University	-1.9204 (-)	-1.99	0.0469	9
Bryan College	.	.	.	3
Carson-Newman University	0.4421	0.51	0.6129	11
Christian Brothers University	.	.	.	1
Cumberland University	-0.9420	-0.73	0.4674	5
East Tennessee State University	-0.3903	-0.93	0.3509	48
Fisk University	.	.	.	0
Freed-Hardeman University	-2.0133	-1.55	0.1204	5
Johnson University	-2.4634 (-)	-2.08	0.0374	6
King College	2.1574(+)	1.82	0.0683	6
Lee University	-1.2826 (-)	-2.08	0.0380	22
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.4417	-0.86	0.3887	32
Lipscomb University	-0.7159	-1.21	0.2261	24
Martin Methodist College	.	.	.	2
Maryville College	.	.	.	4
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	-2.5647 (-)	-2.17	0.0302	6
Middle Tennessee State University	0.1549	0.57	0.5718	112
Milligan College	0.5471	0.65	0.5132	12
South College	-0.8232	-1.06	0.2879	14
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	-0.3716	-0.69	0.4899	29
Tennessee Technological University	0.2902	1.06	0.2893	112

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Social Studies

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	-0.1276	-0.10	0.9216	5
Trevecca Nazarene University	-0.0000	-0.00	1.0000	34
Tusculum College	0.4184	0.74	0.4617	26
Union University	-2.0690 (-)	-2.37	0.0179	11
University Of Memphis	0.5613(+)	1.68	0.0936	75
University Of Tennessee, Chattanooga	0.6952	1.15	0.2501	23
University Of Tennessee, Knoxville	0.3987	0.94	0.3456	47
University Of Tennessee, Martin	-0.8362 (-)	-2.00	0.0457	48
Vanderbilt University	1.1207	1.34	0.1804	12
Welch College	.	.	.	3
Western Governors University TN	.	.	.	2

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: TCAP Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	1
Austin Peay State University	-1.1325 (-)	-3.10	0.0019	72
Belmont University	0.8222	1.35	0.1759	26
Bethel University	-0.9795	-1.38	0.1681	19
Bryan College	.	.	.	4
Carson-Newman University	0.1420	0.29	0.7719	40
Christian Brothers University	-1.4576	-1.63	0.1031	12
Cumberland University	-0.5262	-0.68	0.4968	16
East Tennessee State University	-0.8631 (-)	-3.09	0.0020	123
Fisk University	.	.	.	0
Freed-Hardeman University	-1.1303 (-)	-2.00	0.0456	30
Johnson University	-2.2195 (-)	-2.68	0.0073	14
King College	0.7996	0.93	0.3520	13
Lee University	-0.7946 (-)	-2.13	0.0331	69
Lemoyne Owen College	.	.	.	1
Lincoln Memorial University	-1.1496 (-)	-3.32	0.0009	80
Lipscomb University	-0.9155 (-)	-2.07	0.0385	49
Martin Methodist College	-1.5340	-1.64	0.1005	11
Maryville College	-0.2081	-0.21	0.8318	10
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	-0.4316	-0.67	0.5040	23
Middle Tennessee State University	-0.6032 (-)	-3.17	0.0015	265
Milligan College	-0.8183	-1.15	0.2495	19
South College	-0.9876 (-)	-1.69	0.0916	28
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	-0.3922	-0.83	0.4064	43
Tennessee Technological University	-0.4857 (-)	-2.55	0.0108	264

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: TCAP Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	-1.0397	-1.54	0.1240	21
Trevecca Nazarene University	-1.0364 (-)	-2.55	0.0108	58
Tusculum College	-0.9587 (-)	-2.61	0.0091	71
Union University	-0.4168	-0.95	0.3412	50
University Of Memphis	-0.5737 (-)	-2.25	0.0247	147
University Of Tennessee, Chattanooga	-0.05619	-0.16	0.8760	74
University Of Tennessee, Knoxville	-0.3318	-1.15	0.2486	116
University Of Tennessee, Martin	-0.5557 (-)	-2.15	0.0313	144
Vanderbilt University	-0.1262	-0.22	0.8234	30
Welch College	.	.	.	4
Western Governors University TN	-1.4023	-1.01	0.3114	5

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: US History

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	2
Bethel University	.	.	.	2
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	2
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	4
East Tennessee State University	-0.5571	-0.81	0.4179	6
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	2
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	0.1321	0.21	0.8356	7
Lipscomb University	.	.	.	3
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	2
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	-0.8538	-1.34	0.1801	7
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	0
Tennessee Technological University	-0.6204	-0.82	0.4102	5

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: US History

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	3
Tusculum College	.	.	.	3
Union University	.	.	.	1
University Of Memphis	.	.	.	1
University Of Tennessee, Chattanooga	-0.8178	-1.09	0.2777	5
University Of Tennessee, Knoxville	0.9306	1.56	0.1183	8
University Of Tennessee, Martin	.	.	.	2
Vanderbilt University	.	.	.	1
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	0.0126	0.01	0.9897	8
Belmont University	.	.	.	4
Bethel University	.	.	.	2
Bryan College	.	.	.	2
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	2
East Tennessee State University	0.0358	0.04	0.9706	8
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	1
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	4
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	4
Lipscomb University	.	.	.	4
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	3
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	2
Middle Tennessee State University	-0.7012	-1.00	0.3170	18
Milligan College	.	.	.	2
South College	.	.	.	0
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	0

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.1114	0.13	0.8998	10
Tennessee Wesleyan College	1.4820	1.34	0.1799	6
Trevecca Nazarene University	.	.	.	3
Tusculum College	.	.	.	3
Union University	2.8656 (+)	2.23	0.0260	5
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	3
University Of Tennessee, Knoxville	1.3192 (+)	2.12	0.0345	25
University Of Tennessee, Martin	-1.2322	-1.19	0.2324	7
Vanderbilt University	-1.0277	-0.93	0.3523	6
Welch College	.	.	.	0
Western Governors University TN	.	.	.	2

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	2
Belmont University	.	.	.	1
Bethel University	.	.	.	0
Bryan College	.	.	.	1
Carson-Newman University	.	.	.	2
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	0
East Tennessee State University	0.3787	0.40	0.6898	6
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	2
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	2
Lipscomb University	.	.	.	2
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	3
Middle Tennessee State University	-0.6249	-0.80	0.4223	10
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.2148	-0.23	0.8209	6
Tennessee Wesleyan College	.	.	.	2
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	3
Union University	1.4962	1.45	0.1484	5
University Of Memphis	.	.	.	0
University Of Tennessee, Chattanooga	-0.5224	-0.51	0.6097	5
University Of Tennessee, Knoxville	0.9202	1.03	0.3022	7
University Of Tennessee, Martin	.	.	.	4
Vanderbilt University	0.0631	0.07	0.9405	8
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Biology I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	2
Bethel University	.	.	.	1
Bryan College	.	.	.	2
Carson-Newman University	.	.	.	4
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	4
East Tennessee State University	0.3456	0.46	0.6470	6
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	3
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	.	.	.	1
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	3
Middle Tennessee State University	.	.	.	3
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	2

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Biology I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.3456	-0.46	0.6470	5
Tennessee Wesleyan College	.	.	.	1
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	0
Union University	.	.	.	3
University Of Memphis	.	.	.	2
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	4
University Of Tennessee, Martin	.	.	.	4
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	3

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Chemistry

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	3
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	3
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	1
East Tennessee State University	.	.	.	3
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	2
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	1
Lipscomb University	.	.	.	0
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	2
Milligan College	.	.	.	2
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Chemistry

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.3300	-0.30	0.7632	5
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	0
Union University	.	.	.	1
University Of Memphis	.	.	.	2
University Of Tennessee, Chattanooga	.	.	.	2
University Of Tennessee, Knoxville	0.3300	0.30	0.7632	7
University Of Tennessee, Martin	.	.	.	4
Vanderbilt University	.	.	.	2
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: EOC Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.2039	-0.41	0.6841	27
Belmont University	-1.1477 (-)	-1.68	0.0925	14
Bethel University	-0.9749	-1.02	0.3069	7
Bryan College	1.1279	1.00	0.3162	5
Carson-Newman University	-0.7042	-1.00	0.3191	13
Christian Brothers University	.	.	.	0
Cumberland University	0.0910	0.13	0.8976	13
East Tennessee State University	0.3800	1.00	0.3183	50
Fisk University	.	.	.	0
Freed-Hardeman University	0.3175	0.33	0.7393	7
Johnson University	.	.	.	2
King College	0.7042	0.88	0.3800	10
Lee University	1.1634 (+)	1.76	0.0780	15
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.0105	-0.02	0.9829	28
Lipscomb University	0.5866	0.82	0.4095	13
Martin Methodist College	1.2881	1.25	0.2106	6
Maryville College	0.6396	0.72	0.4743	8
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	2.6223 (+)	3.84	0.0001	14
Middle Tennessee State University	0.1544	0.44	0.6613	60
Milligan College	-0.8015	-1.05	0.2954	11
South College	.	.	.	0
Southern Adventist University	.	.	.	2
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	0.1419	0.13	0.8997	5

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: EOC Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.4413	1.21	0.2273	55
Tennessee Wesleyan College	0.1385	0.21	0.8338	15
Trevecca Nazarene University	-0.1700	-0.25	0.8032	14
Tusculum College	-1.0705	-1.12	0.2619	7
Union University	1.4172 (+)	2.50	0.0124	21
University Of Memphis	-0.7818	-1.11	0.2687	13
University Of Tennessee, Chattanooga	-0.4102	-0.85	0.3976	29
University Of Tennessee, Knoxville	1.1469 (+)	3.45	0.0006	69
University Of Tennessee, Martin	-0.5247	-1.08	0.2792	29
Vanderbilt University	0.5154	1.03	0.3037	27
Welch College	.	.	.	1
Western Governors University TN	-3.6377 (-)	-3.23	0.0012	5

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.6569	-1.15	0.2498	9
Belmont University	.	.	.	2
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	2
East Tennessee State University	0.0305	0.06	0.9554	10
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	1
Johnson University	.	.	.	2
King College	.	.	.	2
Lee University	.	.	.	3
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.4639	-0.73	0.4665	7
Lipscomb University	.	.	.	2
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	4
Middle Tennessee State University	0.9159 (+)	1.81	0.0702	12
Milligan College	.	.	.	2
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.1899	0.40	0.6891	14
Tennessee Wesleyan College	.	.	.	3
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	0
Union University	.	.	.	4
University Of Memphis	.	.	.	0
University Of Tennessee, Chattanooga	-0.6428	-1.01	0.3130	7
University Of Tennessee, Knoxville	-0.6210	-1.14	0.2550	10
University Of Tennessee, Martin	0.6128	0.83	0.4087	5
Vanderbilt University	0.6355	0.93	0.3519	6
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	3
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	2
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	0
East Tennessee State University	-0.2218	-0.55	0.5849	11
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	3
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.9683 (-)	-2.20	0.0281	9
Lipscomb University	.	.	.	1
Martin Methodist College	.	.	.	3
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	2
Middle Tennessee State University	-0.0393	-0.07	0.9447	5
Milligan College	.	.	.	3
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	0

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.1285	0.33	0.7434	12
Tennessee Wesleyan College	0.2917	0.56	0.5771	6
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	1
Union University	.	.	.	3
University Of Memphis	.	.	.	2
University Of Tennessee, Chattanooga	0.0141	0.03	0.9757	8
University Of Tennessee, Knoxville	0.7952 (+)	2.26	0.0242	16
University Of Tennessee, Martin	.	.	.	4
Vanderbilt University	.	.	.	4
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English III

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	4
Belmont University	.	.	.	0
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	2
East Tennessee State University	-0.0188	-0.05	0.9613	9
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	4
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	3
Lipscomb University	.	.	.	0
Martin Methodist College	.	.	.	3
Maryville College	.	.	.	2
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	0.1439	0.40	0.6900	11
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	0

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English III (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.8209 (-)	-2.03	0.0426	8
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	1
Union University	.	.	.	2
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	0.6338	1.30	0.1933	5
University Of Tennessee, Knoxville	0.0620	0.17	0.8680	10
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	4
Welch College	.	.	.	1
Western Governors University TN	.	.	.	0

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the reference population.
- + indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Math

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.8605 (-)	-1.67	0.0948	34
Belmont University	1.0401	1.28	0.2001	13
Bethel University	2.0804 (+)	2.02	0.0430	8
Bryan College	.	.	.	2
Carson-Newman University	0.7537	1.17	0.2427	21
Christian Brothers University	.	.	.	4
Cumberland University	1.9379 (+)	1.88	0.0595	8
East Tennessee State University	-0.8220 (-)	-1.98	0.0477	55
Fisk University	.	.	.	0
Freed-Hardeman University	0.4312	0.60	0.5455	17
Johnson University	-0.8023	-0.73	0.4649	7
King College	.	.	.	1
Lee University	0.2647	0.51	0.6074	34
Lemoyne Owen College	.	.	.	1
Lincoln Memorial University	-0.3110	-0.65	0.5156	40
Lipscomb University	0.3178	0.54	0.5859	26
Martin Methodist College	-2.0809	-1.61	0.1082	5
Maryville College	-0.8294	-0.64	0.5221	5
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	2.0903 (+)	2.03	0.0421	8
Middle Tennessee State University	-0.4476	-1.50	0.1337	123
Milligan College	-1.1439	-1.11	0.2659	8
South College	-0.3347	-0.53	0.5959	22
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	0.1131	0.20	0.8384	29

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Math

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.3609	-1.27	0.2033	141
Tennessee Wesleyan College	0.0240	0.03	0.9764	13
Trevecca Nazarene University	-1.1331 (-)	-1.98	0.0481	27
Tusculum College	-0.3487	-0.75	0.4514	43
Union University	0.4767	0.83	0.4057	27
University Of Memphis	0.2158	0.58	0.5596	72
University Of Tennessee, Chattanooga	0.6205	1.14	0.2555	30
University Of Tennessee, Knoxville	0.1093	0.28	0.7786	64
University Of Tennessee, Martin	-0.0821	-0.21	0.8306	66
Vanderbilt University	1.1211	1.09	0.2755	8
Welch College	.	.	.	4
Western Governors University TN	-1.2401	-0.96	0.3385	5

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Reading/Language

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.5191 (-)	-2.04	0.0415	29
Belmont University	0.6673	1.57	0.1160	10
Bethel University	0.5976	1.26	0.2070	8
Bryan College	.	.	.	3
Carson-Newman University	0.4411	1.42	0.1563	19
Christian Brothers University	.	.	.	3
Cumberland University	0.0864	0.18	0.8552	8
East Tennessee State University	-0.0489	-0.28	0.7832	64
Fisk University	.	.	.	0
Freed-Hardeman University	-0.3401	-0.76	0.4467	9
Johnson University	-0.6327	-1.49	0.1361	10
King College	0.0029	0.01	0.9954	7
Lee University	0.0154	0.07	0.9445	39
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	0.0935	0.43	0.6700	40
Lipscomb University	0.2377	0.88	0.3767	26
Martin Methodist College	.	.	.	4
Maryville College	0.0597	0.11	0.9129	6
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	-1.5068 (-)	-3.88	0.0001	12
Middle Tennessee State University	0.0242	0.18	0.8581	124
Milligan College	-0.3819	-0.90	0.3684	10
South College	-0.3048	-0.98	0.3272	19
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	0.1523	0.55	0.5843	24

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.1563	1.23	0.2200	145
Tennessee Wesleyan College	0.0597	0.17	0.8685	14
Trevecca Nazarene University	0.2505	1.04	0.2961	33
Tusculum College	0.2007	0.90	0.3659	39
Union University	-0.6521 (-)	-2.29	0.0221	23
University Of Memphis	-0.0116	-0.07	0.9412	85
University Of Tennessee, Chattanooga	-0.0701	-0.27	0.7866	28
University Of Tennessee, Knoxville	-0.1291	-0.75	0.4532	69
University Of Tennessee, Martin	-0.0723	-0.39	0.6969	58
Vanderbilt University	0.6287 (+)	2.21	0.0269	23
Welch College	.	.	.	2
Western Governors University TN	.	.	.	2

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the reference population.
- + indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Science

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	1
Austin Peay State University	0.7870	1.38	0.1678	26
Belmont University	1.2052	1.21	0.2282	8
Bethel University	-0.5537	-0.48	0.6305	6
Bryan College	.	.	.	3
Carson-Newman University	0.2496	0.22	0.8284	6
Christian Brothers University	1.1106	1.18	0.2396	9
Cumberland University	.	.	.	4
East Tennessee State University	0.7113	1.58	0.1143	44
Fisk University	.	.	.	0
Freed-Hardeman University	-0.2317	-0.26	0.7963	10
Johnson University	-0.5140	-0.48	0.6301	7
King College	.	.	.	4
Lee University	-0.6981	-1.13	0.2575	22
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.2270	-0.45	0.6530	34
Lipscomb University	-0.3597	-0.61	0.5387	25
Martin Methodist College	-0.3166	-0.25	0.8014	5
Maryville College	.	.	.	3
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	4
Middle Tennessee State University	0.3886	1.27	0.2025	116
Milligan College	0.0783	0.10	0.9241	12
South College	-0.2347	-0.35	0.7289	18
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	-0.3159	-0.51	0.6083	22

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Science

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.0684	0.22	0.8236	114
Tennessee Wesleyan College	-0.0698	-0.06	0.9558	5
Trevecca Nazarene University	-0.7443	-1.43	0.1516	32
Tusculum College	-0.7220	-1.39	0.1642	32
Union University	1.2163	1.53	0.1268	13
University Of Memphis	0.6172	1.58	0.1153	61
University Of Tennessee, Chattanooga	-0.0046	-0.01	0.9937	24
University Of Tennessee, Knoxville	-0.5125	-1.19	0.2333	49
University Of Tennessee, Martin	1.1149 (+)	2.64	0.0083	51
Vanderbilt University	-0.8348	-0.66	0.5073	5
Welch College	.	.	.	3
Western Governors University TN	.	.	.	1

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Social Studies

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	0.2656	0.46	0.6449	26
Belmont University	2.9380 (+)	2.73	0.0064	7
Bethel University	-1.6610 (-)	-1.74	0.0815	9
Bryan College	.	.	.	3
Carson-Newman University	0.8490	0.98	0.3264	11
Christian Brothers University	.	.	.	1
Cumberland University	-0.6587	-0.52	0.6042	5
East Tennessee State University	-0.0906	-0.21	0.8363	48
Fisk University	.	.	.	0
Freed-Hardeman University	-1.7763	-1.40	0.1621	5
Johnson University	-2.2481 (-)	-1.94	0.0530	6
King College	2.3613 (+)	2.03	0.0421	6
Lee University	-0.9968	-1.60	0.1094	22
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.1951	-0.37	0.7098	32
Lipscomb University	-0.5573	-0.94	0.3495	24
Martin Methodist College	.	.	.	2
Maryville College	.	.	.	4
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	-2.3699 (-)	-2.04	0.0414	6
Middle Tennessee State University	0.4195	1.34	0.1795	112
Milligan College	0.9100	1.10	0.2727	12
South College	-0.6236	-0.81	0.4184	14
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	-0.2029	-0.37	0.7113	29

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Social Studies

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.5269 (+)	1.69	0.0919	112
Tennessee Wesleyan College	0.0525	0.04	0.9670	5
Trevecca Nazarene University	0.1824	0.36	0.7208	34
Tusculum College	0.5995	1.04	0.2982	26
Union University	-1.9361 (-)	-2.24	0.0248	11
University Of Memphis	0.8176 (+)	2.24	0.0248	75
University Of Tennessee, Chattanooga	1.0074 (+)	1.65	0.0986	23
University Of Tennessee, Knoxville	0.6601	1.49	0.1357	47
University Of Tennessee, Martin	-0.5323	-1.21	0.2247	48
Vanderbilt University	1.5207 (+)	1.83	0.0668	12
Welch College	.	.	.	3
Western Governors University TN	.	.	.	2

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: TCAP Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	1
Austin Peay State University	-0.4438	-1.20	0.2308	72
Belmont University	1.5109 (+)	2.53	0.0115	26
Bethel University	-0.2908	-0.42	0.6762	19
Bryan College	.	.	.	4
Carson-Newman University	0.8307 (+)	1.71	0.0879	40
Christian Brothers University	-0.7689	-0.88	0.3779	12
Cumberland University	0.1625	0.21	0.8300	16
East Tennessee State University	-0.1743	-0.60	0.5509	123
Fisk University	.	.	.	0
Freed-Hardeman University	-0.4416	-0.79	0.4289	30
Johnson University	-1.5307 (-)	-1.89	0.0583	14
King College	1.4883 (+)	1.78	0.0759	13
Lee University	-0.1058	-0.28	0.7792	69
Lemoyne Owen College	.	.	.	1
Lincoln Memorial University	-0.4608	-1.31	0.1919	80
Lipscomb University	-0.2178	-0.49	0.6221	49
Martin Methodist College	-0.8453	-0.93	0.3531	11
Maryville College	0.4807	0.50	0.6143	10
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	0.2572	0.41	0.6853	23
Middle Tennessee State University	0.0855	0.40	0.6914	265
Milligan College	-0.1296	-0.19	0.8524	19
South College	-0.2989	-0.52	0.6045	28
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	0.2965	0.63	0.5284	43

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: TCAP Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.2030	0.94	0.3465	264
Tennessee Wesleyan College	-0.3510	-0.53	0.5966	21
Trevecca Nazarene University	-0.3477	-0.85	0.3952	58
Tusculum College	-0.2700	-0.72	0.4688	71
Union University	0.2809	0.64	0.5212	50
University Of Memphis	0.1150	0.42	0.6715	147
University Of Tennessee, Chattanooga	0.6325 (+)	1.73	0.0838	74
University Of Tennessee, Knoxville	0.3569	1.19	0.2339	116
University Of Tennessee, Martin	0.1331	0.49	0.6266	144
Vanderbilt University	0.5625	1.01	0.3137	30
Welch College	.	.	.	4
Western Governors University TN	-0.7136	-0.53	0.5956	5

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: US History

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	2
Bethel University	.	.	.	2
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	2
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	4
East Tennessee State University	-0.2593	-0.41	0.6788	6
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	2
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	0.4298	0.73	0.4657	7
Lipscomb University	.	.	.	3
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	2
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	-0.5561	-0.94	0.3454	7
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	0
Teach for America – Nashville	.	.	.	0
Tennessee State University	.	.	.	0

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: US History

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.3227	-0.48	0.6325	5
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	3
Tusculum College	.	.	.	3
Union University	.	.	.	1
University Of Memphis	.	.	.	1
University Of Tennessee, Chattanooga	-0.5201	-0.77	0.4408	5
University Of Tennessee, Knoxville	1.2284 (+)	2.20	0.0285	8
University Of Tennessee, Martin	.	.	.	2
Vanderbilt University	.	.	.	1
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Algebra I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	2	25.0	0.4062	1	12.5	0.9934	8
Belmont University	4
Bethel University	2
Bryan College	2
Carson-Newman University	1
Christian Brothers University	0
Cumberland University	2
East Tennessee State University	2	25.0	0.4062	1	12.5	0.9934	8
Fisk University	0
Freed-Hardeman University	1
Johnson University	0
King College	1
Lee University	4
Lemoyne Owen College	0
Lincoln Memorial University	4
Lipscomb University	4
Martin Methodist College	0
Maryville College	3
Memphis College of Art	0
Memphis Teacher Residency	2
Middle Tennessee State University	4	22.2	0.5673	0	0.0 (-)	0.0360	18
Milligan College	2
South College	0
Southern Adventist University	1
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	0
Teach Tennessee	0
Teach for America – Memphis	0

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Algebra I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	.	.	.	.	.	.	0
Tennessee Technological University	3	30.0	0.2417	2	20.0	0.6444	10
Tennessee Wesleyan College	0	0.0	0.5243	1	16.7	0.6893	6
Trevecca Nazarene University	.	.	.	.	.	.	3
Tusculum College	.	.	.	.	.	.	3
Union University	1	20.0	0.5254	2	40.0	0.1158	5
University Of Memphis	.	.	.	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	.	.	.	3
University Of Tennessee, Knoxville	1	4.0 (+)	0.0548	8	32.0 (+)	0.0935	25
University Of Tennessee, Martin	3	42.9 (-)	0.0667	1	14.3	0.8466	7
Vanderbilt University	3	50.0 (-)	0.0339	1	16.7	0.6893	6
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	2

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Algebra II (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	2
Belmont University	1
Bethel University	0
Bryan College	1
Carson-Newman University	2
Christian Brothers University	0
Cumberland University	0
East Tennessee State University	1	16.7	0.6893	2	33.3	0.1978	6
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	2
Lee University	1
Lemoyne Owen College	0
Lincoln Memorial University	2
Lipscomb University	2
Martin Methodist College	0
Maryville College	1
Memphis College of Art	0
Memphis Teacher Residency	3
Middle Tennessee State University	2	20.0	0.6444	0	0.0	0.2147	10
Milligan College	1
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	0
Teach Tennessee	0
Teach for America – Memphis	0

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Algebra II (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	.	.	.	.	.	.	1
Tennessee Technological University	2	33.3	0.1978	2	33.3	0.1978	6
Tennessee Wesleyan College	.	.	.	.	.	.	2
Trevecca Nazarene University	.	.	.	.	.	.	1
Tusculum College	.	.	.	.	.	.	3
Union University	0	0.0	0.6554	2	40.0	0.1158	5
University Of Memphis	.	.	.	.	.	.	0
University Of Tennessee, Chattanooga	2	40.0	0.1158	0	0.0	0.6554	5
University Of Tennessee, Knoxville	0	0.0	0.4194	0	0.0	0.4194	7
University Of Tennessee, Martin	.	.	.	.	.	.	4
Vanderbilt University	3	37.5	0.1126	0	0.0	0.3355	8
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Biology I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	1
Belmont University	2
Bethel University	1
Bryan College	2
Carson-Newman University	4
Christian Brothers University	0
Cumberland University	4
East Tennessee State University	1	16.7	0.6893	3	50.0 (+)	0.0339	6
Fisk University	0
Freed-Hardeman University	2
Johnson University	0
King College	3
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	1
Martin Methodist College	1
Maryville College	1
Memphis Teacher Residency	3
Memphis College of Art	0
Middle Tennessee State University	3
Milligan College	1
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	0
Teach Tennessee	0
Teach for America – Memphis	0

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Apprentice Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	0
Tennessee State University	2
Tennessee Technological University	1	20.0	0.5254	0	0.0	0.6554	5
Tennessee Wesleyan College	1
Trevecca Nazarene University	1
Tusculum College	0
Union University	3
University Of Memphis	2
University Of Tennessee, Chattanooga	1
University Of Tennessee, Knoxville	4
University Of Tennessee, Martin	4
Vanderbilt University	0
Welch College	0
Western Governors University TN	3

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Chemistry (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	1
Belmont University	3
Bethel University	0
Bryan College	0
Carson-Newman University	3
Christian Brothers University	0
Cumberland University	1
East Tennessee State University	3
Fisk University	0
Freed-Hardeman University	2
Johnson University	0
King College	2
Lee University	1
Lemoyne Owen College	0
Lincoln Memorial University	1
Lipscomb University	0
Martin Methodist College	1
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	2
Milligan College	2
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	0
Teach Tennessee	0
Teach for America – Memphis	0

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Apprentice Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: Chemistry (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	0
Tennessee State University	1
Tennessee Technological University	1	20.0	0.5254	0	0.0	0.6554	5
Tennessee Wesleyan College	0
Trevecca Nazarene University	1
Tusculum College	0
Union University	1
University Of Memphis	2
University Of Tennessee, Chattanooga	2
University Of Tennessee, Knoxville	2	28.6	0.2961	2	28.6	0.2961	7
University Of Tennessee, Martin	4
Vanderbilt University	2
Welch College	0
Western Governors University TN	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: EOC Composite (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	4	14.8	0.6961	0	0.0 (-)	0.0048	27
Belmont University	5	35.7 (-)	0.0877	1	7.1	0.3958	14
Bethel University	2	28.6	0.2961	0	0.0	0.4194	7
Bryan College	1	20.0	0.5254	2	40.0	0.1158	5
Carson-Newman University	3	23.1	0.5054	1	7.7	0.4673	13
Christian Brothers University	.	.	.	.	.	.	0
Cumberland University	2	15.4	0.9967	2	15.4	0.9967	13
East Tennessee State University	10	20.0	0.8329	8	16.0	0.6147	50
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	2	28.6	0.2961	1	14.3	0.8466	7
Johnson University	.	.	.	.	.	.	2
King College	1	10.0	0.7516	1	10.0	0.7516	10
Lee University	1	6.7	0.3343	3	20.0	0.7037	15
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	5	17.9	0.9989	3	10.7	0.3204	28
Lipscomb University	1	7.7	0.4673	2	15.4	0.9967	13
Martin Methodist College	0	0.0	0.5243	0	0.0	0.5243	6
Maryville College	2	25.0	0.4062	1	12.5	0.9934	8
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	1	7.1	0.3958	5	35.7 (+)	0.0877	14
Middle Tennessee State University	7	11.7	0.1339	4	6.7 (-)	0.0079	60
Milligan College	3	27.3	0.3223	1	9.1	0.6442	11
South College	.	.	.	.	.	.	0
Southern Adventist University	.	.	.	.	.	.	2
TNTP - Memphis Teaching Fellows	.	.	.	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	.	.	.	0
Teach Tennessee	.	.	.	.	.	.	0
Teach for America – Memphis	.	.	.	.	.	.	0

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Apprentice Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: EOC Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	1	20.0	0.5254	0	0.0	0.6554	5
Tennessee Technological University	8	14.6	0.4049	8	14.6	0.4049	55
Tennessee Wesleyan College	2	13.3	0.7960	1	6.7	0.3343	15
Trevecca Nazarene University	2	14.3	0.8961	0	0.0 (-)	0.0880	14
Tusculum College	1	14.3	0.8466	0	0.0	0.4194	7
Union University	3	14.3	0.7408	6	28.6	0.2170	21
University Of Memphis	2	15.4	0.9967	1	7.7	0.4673	13
University Of Tennessee, Chattanooga	8	27.6	0.2168	1	3.5 (-)	0.0255	29
University Of Tennessee, Knoxville	6	8.7 (+)	0.0183	17	24.6	0.2676	69
University Of Tennessee, Martin	6	20.7	0.7143	3	10.3	0.2808	29
Vanderbilt University	7	25.9	0.3111	4	14.8	0.6961	27
Welch College	.	.	.	.	.	.	1
Western Governors University TN	3	60.0 (-)	0.0134	0	0.0	0.6554	5

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	2	22.2	0.5236	1	11.1	0.8724	9
Belmont University	2
Bethel University	0
Bryan College	0
Carson-Newman University	0
Christian Brothers University	0
Cumberland University	2
East Tennessee State University	0	0.0	0.2147	2	20.0	0.6444	10
Fisk University	0
Freed-Hardeman University	1
Johnson University	2
King College	2
Lee University	3
Lemoyne Owen College	0
Lincoln Memorial University	2	28.6	0.2961	1	14.3	0.8466	7
Lipscomb University	2
Martin Methodist College	0
Maryville College	1
Memphis College of Art	0
Memphis Teacher Residency	4
Middle Tennessee State University	0	0.0	0.1374	5	41.7 (+)	0.0388	12
Milligan College	2
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	0
Teach Tennessee	0
Teach for America – Memphis	0

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	.	.	.	.	.	.	1
Tennessee Technological University	3	21.4	0.6036	6	42.9 (+)	0.0232	14
Tennessee Wesleyan College	.	.	.	.	.	.	3
Trevecca Nazarene University	.	.	.	.	.	.	4
Tusculum College	.	.	.	.	.	.	0
Union University	.	.	.	.	.	.	4
University Of Memphis	.	.	.	.	.	.	0
University Of Tennessee, Chattanooga	3	42.9 (-)	0.0667	1	14.3	0.8466	7
University Of Tennessee, Knoxville	2	20.0	0.6444	0	0.0	0.2147	10
University Of Tennessee, Martin	0	0.0	0.6554	2	40.0	0.1158	5
Vanderbilt University	0	0.0	0.5243	2	33.3	0.1978	6
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English II (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	3
Belmont University	3
Bethel University	1
Bryan College	0
Carson-Newman University	2
Christian Brothers University	0
Cumberland University	0
East Tennessee State University	3	27.3	0.3223	0	0.0	0.1718	11
Fisk University	0
Freed-Hardeman University	2
Johnson University	0
King College	1
Lee University	3
Lemoyne Owen College	0
Lincoln Memorial University	5	55.6 (-)	0.0061	1	11.1	0.8724	9
Lipscomb University	1
Martin Methodist College	3
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	2
Middle Tennessee State University	1	20.0	0.5254	0	0.0	0.6554	5
Milligan College	3
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	0
Teach Tennessee	0
Teach for America – Memphis	0

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English II (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	.	.	.	.	.	.	0
Tennessee Technological University	3	25.0	0.4109	2	16.7	0.8833	12
Tennessee Wesleyan College	2	33.3	0.1978	1	16.7	0.6893	6
Trevecca Nazarene University	.	.	.	.	.	.	4
Tusculum College	.	.	.	.	.	.	1
Union University	.	.	.	.	.	.	3
University Of Memphis	.	.	.	.	.	.	2
University Of Tennessee, Chattanooga	3	37.5	0.1126	0	0.0	0.3355	8
University Of Tennessee, Knoxville	2	12.5	0.7037	5	31.3	0.1634	16
University Of Tennessee, Martin	.	.	.	.	.	.	4
Vanderbilt University	.	.	.	.	.	.	4
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English III (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	4
Belmont University	0
Bethel University	1
Bryan College	0
Carson-Newman University	0
Christian Brothers University	0
Cumberland University	2
East Tennessee State University	1	11.1	0.8724	2	22.2	0.5236	9
Fisk University	0
Freed-Hardeman University	2
Johnson University	0
King College	0
Lee University	4
Lemoyne Owen College	0
Lincoln Memorial University	3
Lipscomb University	0
Martin Methodist College	3
Maryville College	2
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	1	9.1	0.6442	3	27.3	0.3223	11
Milligan College	1
South College	0
Southern Adventist University	1
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	0
Teach Tennessee	0
Teach for America – Memphis	0

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Apprentice Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: English III (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	.	.	.	.	.	.	0
Tennessee Technological University	2	25.0	0.4062	1	12.5	0.9934	8
Tennessee Wesleyan College	.	.	.	.	.	.	0
Trevecca Nazarene University	.	.	.	.	.	.	4
Tusculum College	.	.	.	.	.	.	1
Union University	.	.	.	.	.	.	2
University Of Memphis	.	.	.	.	.	.	3
University Of Tennessee, Chattanooga	0	0.0	0.6554	2	40.0	0.1158	5
University Of Tennessee, Knoxville	1	10.0	0.7516	1	10.0	0.7516	10
University Of Tennessee, Martin	.	.	.	.	.	.	1
Vanderbilt University	.	.	.	.	.	.	4
Welch College	.	.	.	.	.	.	1
Western Governors University TN	.	.	.	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Math (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	13	38.2 (-)	0.0077	4	11.8	0.3237	34
Belmont University	3	23.1	0.5054	5	38.5 (+)	0.0601	13
Bethel University	1	12.5	0.9934	3	37.5	0.1126	8
Bryan College	.	.	.	.	.	.	2
Carson-Newman University	4	19.1	0.8280	4	19.1	0.8280	21
Christian Brothers University	.	.	.	.	.	.	4
Cumberland University	0	0.0	0.3355	2	25.0	0.4062	8
East Tennessee State University	21	38.2 (-)	0.0011	8	14.6	0.4049	55
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	4	23.5	0.4836	4	23.5	0.4836	17
Johnson University	1	14.3	0.8466	0	0.0	0.4194	7
King College	.	.	.	.	.	.	1
Lee University	10	29.4	0.1241	7	20.6	0.7347	34
Lemoyne Owen College	.	.	.	.	.	.	1
Lincoln Memorial University	12	30.0 (-)	0.0865	8	20.0	0.8137	40
Lipscomb University	3	11.5	0.4137	3	11.5	0.4137	26
Martin Methodist College	2	40.0	0.1158	0	0.0	0.6554	5
Maryville College	1	20.0	0.5254	0	0.0	0.6554	5
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	3	37.5	0.1126	2	25.0	0.4062	8
Middle Tennessee State University	36	29.3 (-)	0.0102	17	13.8	0.1004	123
Milligan College	1	12.5	0.9934	0	0.0	0.3355	8
South College	5	22.7	0.5347	3	13.6	0.6641	22
Southern Adventist University	.	.	.	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	.	.	.	0
Teach Tennessee	.	.	.	.	.	.	0
Teach for America – Memphis	.	.	.	.	.	.	0

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Math (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	6	20.7	0.7143	3	10.3	0.2808	29
Tennessee Technological University	34	24.1	0.1893	16	11.4 (-)	0.0093	141
Tennessee Wesleyan College	3	23.1	0.5054	1	7.7	0.4673	13
Trevecca Nazarene University	7	25.9	0.3111	1	3.7 (-)	0.0375	27
Tusculum College	11	25.6	0.2711	4	9.3	0.1011	43
Union University	7	25.9	0.3111	5	18.5	0.9227	27
University Of Memphis	16	22.2	0.5243	12	16.7	0.5901	72
University Of Tennessee, Chattanooga	7	23.3	0.4784	6	20.0	0.7861	30
University Of Tennessee, Knoxville	13	20.3	0.8038	7	10.9 (-)	0.0840	64
University Of Tennessee, Martin	16	24.2	0.3096	10	15.2	0.4115	66
Vanderbilt University	1	12.5	0.9934	2	25.0	0.4062	8
Welch College	.	.	.	.	.	.	4
Western Governors University TN	1	20.0	0.5254	0	0.0	0.6554	5

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Reading/Language (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	10	34.5 (-)	0.0394	3	10.3	0.2808	29
Belmont University	0	0.0	0.2147	1	10.0	0.7516	10
Bethel University	1	12.5	0.9934	2	25.0	0.4062	8
Bryan College	.	.	.	.	.	.	3
Carson-Newman University	1	5.3	0.1657	4	21.1	0.6534	19
Christian Brothers University	.	.	.	.	.	.	3
Cumberland University	2	25.0	0.4062	3	37.5	0.1126	8
East Tennessee State University	10	15.6	0.4821	12	18.8	0.9504	64
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	3	33.3	0.1713	1	11.1	0.8724	9
Johnson University	6	60.0 (-)	0.0017	1	10.0	0.7516	10
King College	2	28.6	0.2961	1	14.3	0.8466	7
Lee University	9	23.1	0.4827	9	23.1	0.4827	39
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	9	22.5	0.5364	8	20.0	0.8137	40
Lipscomb University	6	23.1	0.5053	4	15.4	0.7667	26
Martin Methodist College	.	.	.	.	.	.	4
Maryville College	1	16.7	0.6893	0	0.0	0.5243	6
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	7	58.3 (-)	0.0012	0	0.0	0.1374	12
Middle Tennessee State University	26	21.0	0.6887	23	18.6	0.7865	124
Milligan College	4	40.0 (-)	0.0656	2	20.0	0.6444	10
South College	4	21.1	0.6534	2	10.5	0.4738	19
Southern Adventist University	.	.	.	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	.	.	.	0
Teach Tennessee	.	.	.	.	.	.	0
Teach for America – Memphis	.	.	.	.	.	.	0

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Reading/Language (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	3	12.5	0.5277	4	16.7	0.9198	24
Tennessee Technological University	27	18.6	0.7701	25	17.2	0.4736	145
Tennessee Wesleyan College	1	7.1	0.3958	1	7.1	0.3958	14
Trevecca Nazarene University	8	24.2	0.4001	6	18.2	0.9992	33
Tusculum College	9	23.1	0.4827	8	20.5	0.7514	39
Union University	8	34.8 (-)	0.0547	3	13.0	0.5931	23
University Of Memphis	22	25.9	0.1432	15	17.7	0.7015	85
University Of Tennessee, Chattanooga	10	35.7 (-)	0.0297	6	21.4	0.6431	28
University Of Tennessee, Knoxville	20	29.0 (-)	0.0520	9	13.0	0.1869	69
University Of Tennessee, Martin	11	19.0	0.9996	5	8.6 (-)	0.0322	58
Vanderbilt University	2	8.7	0.2664	8	34.8 (+)	0.0547	23
Welch College	.	.	.	.	.	.	2
Western Governors University TN	.	.	.	.	.	.	2

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Science (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	1
Austin Peay State University	7	26.9	0.2626	7	26.9	0.2626	26
Belmont University	1	12.5	0.9934	2	25.0	0.4062	8
Bethel University	2	33.3	0.1978	0	0.0	0.5243	6
Bryan College	.	.	.	.	.	.	3
Carson-Newman University	1	16.7	0.6893	1	16.7	0.6893	6
Christian Brothers University	1	11.1	0.8724	3	33.3	0.1713	9
Cumberland University	.	.	.	.	.	.	4
East Tennessee State University	4	9.1 (+)	0.0880	12	27.3	0.1715	44
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	4	40.0 (-)	0.0656	1	10.0	0.7516	10
Johnson University	2	28.6	0.2961	1	14.3	0.8466	7
King College	.	.	.	.	.	.	4
Lee University	6	27.3	0.2659	2	9.1	0.3090	22
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	9	26.5	0.2509	6	17.7	0.9323	34
Lipscomb University	8	32.0 (-)	0.0935	3	12.0	0.4680	25
Martin Methodist College	1	20.0	0.5254	0	0.0	0.6554	5
Maryville College	.	.	.	.	.	.	3
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	.	.	.	.	.	.	4
Middle Tennessee State University	22	19.0	0.8890	21	18.1	0.7081	116
Milligan College	0	0.0	0.1374	0	0.0	0.1374	12
South College	3	16.7	0.9979	2	11.1	0.5427	18
Southern Adventist University	.	.	.	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	.	.	.	0
Teach Tennessee	.	.	.	.	.	.	0
Teach for America – Memphis	.	.	.	.	.	.	0

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Science (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	2	9.1	0.3090	4	18.2	0.9142	22
Tennessee Technological University	24	21.1	0.6763	21	18.4	0.7774	114
Tennessee Wesleyan College	2	40.0	0.1158	1	20.0	0.5254	5
Trevecca Nazarene University	6	18.8	0.9291	1	3.1 (-)	0.0143	32
Tusculum College	11	34.4 (-)	0.0334	5	15.6	0.7204	32
Union University	1	7.7	0.4673	3	23.1	0.5054	13
University Of Memphis	11	18.0	0.8471	18	29.5 (+)	0.0524	61
University Of Tennessee, Chattanooga	6	25.0	0.3779	2	8.3	0.2290	24
University Of Tennessee, Knoxville	11	22.5	0.5291	3	6.1 (-)	0.0134	49
University Of Tennessee, Martin	6	11.8	0.1846	12	23.5	0.4134	51
Vanderbilt University	1	20.0	0.5254	1	20.0	0.5254	5
Welch College	.	.	.	.	.	.	3
Western Governors University TN	.	.	.	.	.	.	1

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Social Studies (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	2	7.7	0.1681	4	15.4	0.7667	26
Belmont University	3	42.9 (-)	0.0667	3	42.9 (+)	0.0667	7
Bethel University	3	33.3	0.1713	1	11.1	0.8724	9
Bryan College	.	.	.	.	.	.	3
Carson-Newman University	2	18.2	0.7652	2	18.2	0.7652	11
Christian Brothers University	.	.	.	.	.	.	1
Cumberland University	1	20.0	0.5254	1	20.0	0.5254	5
East Tennessee State University	13	27.1	0.1676	5	10.4	0.1243	48
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	1	20.0	0.5254	0	0.0	0.6554	5
Johnson University	4	66.7 (-)	0.0032	0	0.0	0.5243	6
King College	0	0.0	0.5243	2	33.3	0.1978	6
Lee University	10	45.5 (-)	0.0032	2	9.1	0.3090	22
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	5	15.6	0.7204	5	15.6	0.7204	32
Lipscomb University	3	12.5	0.5277	1	4.2 (-)	0.0661	24
Martin Methodist College	.	.	.	.	.	.	2
Maryville College	.	.	.	.	.	.	4
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	4	66.7 (-)	0.0032	1	16.7	0.6893	6
Middle Tennessee State University	25	22.3	0.4573	26	23.2	0.3317	112
Milligan College	0	0.0	0.1374	1	8.3	0.5498	12
South College	3	21.4	0.6036	1	7.1	0.3958	14
Southern Adventist University	.	.	.	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	.	.	.	0
Teach Tennessee	.	.	.	.	.	.	0
Teach for America – Memphis	.	.	.	.	.	.	0

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: Social Studies (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	5	17.2	0.9268	6	20.7	0.7143	29
Tennessee Technological University	16	14.3	0.1555	22	19.6	0.9622	112
Tennessee Wesleyan College	0	0.0	0.6554	1	20.0	0.5254	5
Trevecca Nazarene University	5	14.7	0.5993	5	14.7	0.5993	34
Tusculum College	5	19.2	0.8450	6	23.1	0.5053	26
Union University	5	45.5 (-)	0.0233	1	9.1	0.6442	11
University Of Memphis	14	18.7	0.9080	23	30.7 (+)	0.0192	75
University Of Tennessee, Chattanooga	5	21.7	0.6106	10	43.5 (+)	0.0050	23
University Of Tennessee, Knoxville	8	17.0	0.7686	6	12.8	0.2871	47
University Of Tennessee, Martin	13	27.1	0.1676	6	12.5	0.2579	48
Vanderbilt University	1	8.3	0.5498	4	33.3	0.1451	12
Welch College	.	.	.	.	.	.	3
Western Governors University TN	.	.	.	.	.	.	2

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: TCAP Composite (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	1
Austin Peay State University	24	33.3 (-)	0.0050	7	9.7 (-)	0.0309	72
Belmont University	5	19.2	0.8450	8	30.8	0.1185	26
Bethel University	5	26.3	0.3261	2	10.5	0.4738	19
Bryan College	.	.	.	.	.	.	4
Carson-Newman University	3	7.5 (+)	0.0569	6	15.0	0.5718	40
Christian Brothers University	3	25.0	0.4109	1	8.3	0.5498	12
Cumberland University	4	25.0	0.4035	4	25.0	0.4035	16
East Tennessee State University	30	24.4	0.1884	12	9.8 (-)	0.0035	123
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	10	33.3 (-)	0.0512	2	6.7 (-)	0.0884	30
Johnson University	8	57.1 (-)	0.0008	1	7.1	0.3958	14
King College	0	0.0	0.1100	3	23.1	0.5054	13
Lee University	17	24.6	0.2676	9	13.0	0.1869	69
Lemoyne Owen College	.	.	.	.	.	.	1
Lincoln Memorial University	22	27.5 (-)	0.0776	7	8.8 (-)	0.0105	80
Lipscomb University	13	26.5	0.1932	6	12.2	0.2312	49
Martin Methodist College	3	27.3	0.3223	1	9.1	0.6442	11
Maryville College	1	10.0	0.7516	1	10.0	0.7516	10
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	9	39.1 (-)	0.0179	6	26.1	0.3197	23
Middle Tennessee State University	68	25.7 (-)	0.0204	36	13.6 (-)	0.0085	265
Milligan College	4	21.1	0.6534	1	5.3	0.1657	19
South College	7	25.0	0.3635	5	17.9	0.9989	28
Southern Adventist University	.	.	.	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	.	.	.	0
Teach Tennessee	.	.	.	.	.	.	0
Teach for America – Memphis	.	.	.	.	.	.	0

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: TCAP Composite (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	10	23.3	0.4577	3	7.0 (-)	0.0355	43
Tennessee Technological University	52	19.7	0.9755	36	13.6 (-)	0.0092	264
Tennessee Wesleyan College	3	14.3	0.7408	1	4.8	0.1153	21
Trevecca Nazarene University	13	22.4	0.5199	5	8.6 (-)	0.0322	58
Tusculum College	16	22.5	0.4851	8	11.3 (-)	0.0779	71
Union University	12	24.0	0.3721	10	20.0	0.8329	50
University Of Memphis	31	21.1	0.6530	20	13.6 (-)	0.0582	147
University Of Tennessee, Chattanooga	15	20.3	0.8172	16	21.6	0.6061	74
University Of Tennessee, Knoxville	25	21.6	0.5822	17	14.7	0.1790	116
University Of Tennessee, Martin	33	22.9	0.3268	22	15.3	0.1834	144
Vanderbilt University	5	16.7	0.8550	6	20.0	0.7861	30
Welch College	.	.	.	.	.	.	4
Western Governors University TN	1	20.0	0.5254	0	0.0	0.6554	5

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: US History (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	3
Belmont University	2
Bethel University	2
Bryan College	0
Carson-Newman University	2
Christian Brothers University	0
Cumberland University	4
East Tennessee State University	1	16.7	0.6893	1	16.7	0.6893	6
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	1
Lee University	2
Lemoyne Owen College	0
Lincoln Memorial University	0	0.0	0.4194	0	0.0	0.4194	7
Lipscomb University	3
Martin Methodist College	1
Maryville College	2
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	2	28.6	0.2961	0	0.0	0.4194	7
Milligan College	1
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	0
Teach Tennessee	0
Teach for America – Memphis	0

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Apprentice Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	0
Tennessee State University	.	.	.	.	.	.	0
Tennessee Technological University	1	20.0	0.5254	1	20.0	0.5254	5
Tennessee Wesleyan College	.	.	.	.	.	.	0
Trevecca Nazarene University	.	.	.	.	.	.	3
Tusculum College	.	.	.	.	.	.	3
Union University	.	.	.	.	.	.	1
University Of Memphis	.	.	.	.	.	.	1
University Of Tennessee, Chattanooga	2	40.0	0.1158	0	0.0	0.6554	5
University Of Tennessee, Knoxville	0	0.0	0.3355	2	25.0	0.4062	8
University Of Tennessee, Martin	.	.	.	.	.	.	2
Vanderbilt University	.	.	.	.	.	.	1
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect of Beginning Teachers* to State Average for Transitional Licensed Teachers

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Subject	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers	Number of Institutions
Algebra I	-0.1301	-0.23	0.8186	58	5
Algebra II	-0.0799	-0.19	0.8509	39	3
Biology I	0.4496	1.11	0.2660	39	4
Chemistry	0.5299	0.69	0.4923	18	2
EOC Composite	-0.7914 (-)	-3.23	0.0013	334	18
English I	0.4217	0.82	0.4126	21	3
English II	0.9909(+)	1.96	0.0499	22	3
English III	0.5280	0.67	0.5049	5	1
Math	-0.0625	-0.14	0.8894	187	8
Reading/Language	0.0211	0.11	0.9150	156	5
Science	0.8615(+)	1.80	0.0713	139	5
Social Studies	0.5263	0.94	0.3460	124	4
TCAP Composite	-0.1017	-0.26	0.7984	466	12
US History	.	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	2
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	3
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	4
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	-0.8201	-0.88	0.3795	18
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	1
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.3126	-0.19	0.8498	6
TNTP - Nashville Teaching Fellows	0.1013	0.07	0.9471	7
Teach Tennessee	-0.6771	-0.60	0.5459	13
Teach for America – Memphis	1.0578	0.98	0.3276	14
Teach for America – Nashville	-1.3269	-1.23	0.2195	14
Tennessee State University	.	.	.	1
Tennessee Technological University	.	.	.	3

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	2
Union University	.	.	.	3
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	1
University Of Tennessee, Martin	.	.	.	2
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

- . indicates an institution had fewer than 5 teachers.
- cells indicate a statistically significant negative difference from the reference population.
- + cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra II

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	1
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	0
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	.	.	.	3
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	1
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	2
TNTP - Nashville Teaching Fellows	0.05097	0.06	0.9526	9
Teach Tennessee	0.2268	0.35	0.7246	16
Teach for America – Memphis	-0.5174	-0.75	0.4522	14
Teach for America – Nashville	.	.	.	2
Tennessee State University	.	.	.	2
Tennessee Technological University	.	.	.	4

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra II

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	2
Union University	.	.	.	0
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	1
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Biology I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	2
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	0
East Tennessee State University	.	.	.	2
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	0.07124	0.09	0.9263	10
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	0
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.2625	-0.25	0.8002	6
TNTP - Nashville Teaching Fellows	.	.	.	4
Teach Tennessee	0.05162	0.07	0.9439	12
Teach for America – Memphis	1.9381 (+)	2.53	0.0115	11
Teach for America – Nashville	0.1389	0.14	0.8850	7
Tennessee State University	.	.	.	1
Tennessee Technological University	.	.	.	2

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Biology I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	0
Union University	.	.	.	4
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	1
University Of Tennessee, Martin	.	.	.	4
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Chemistry

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	4
Belmont University	.	.	.	1
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	0
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	3
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	-0.3581	-0.33	0.7428	9
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	3
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	1
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	1.4179	1.54	0.1238	9
Teach for America – Memphis	.	.	.	4
Teach for America – Nashville	0.4948	0.47	0.6354	7
Tennessee State University	.	.	.	0
Tennessee Technological University	.	.	.	3

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Chemistry

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	1
Union University	.	.	.	0
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	3
University Of Tennessee, Martin	.	.	.	3
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: EOC Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	0.7371	0.74	0.4615	11
Belmont University	-1.5136	-1.21	0.2277	7
Bethel University	.	.	.	2
Bryan College	.	.	.	0
Carson-Newman University	-2.2314 (-)	-1.65	0.0997	6
Christian Brothers University	.	.	.	3
Cumberland University	-1.9659 (-)	-1.78	0.0757	9
East Tennessee State University	.	.	.	2
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	-1.0665	-0.72	0.4725	5
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	-0.3555	-0.80	0.4226	56
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	-0.7420	-0.74	0.4585	11
Milligan College	.	.	.	2
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-1.3648	-1.54	0.1240	14
TNTP - Nashville Teaching Fellows	0.5827	0.99	0.3207	32
Teach Tennessee	-0.09161	-0.19	0.8499	47
Teach for America – Memphis	0.4263	1.01	0.3119	62
Teach for America – Nashville	-0.1606	-0.32	0.7511	43
Tennessee State University	-1.4494	-1.16	0.2481	7
Tennessee Technological University	-2.6677 (-)	-2.78	0.0054	12

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: EOC Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	-2.2289	-1.50	0.1333	5
Union University	-1.4761	-1.33	0.1820	9
University Of Memphis	-0.07469	-0.11	0.9160	22
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	1.7674	1.41	0.1590	7
University Of Tennessee, Martin	-0.5312	-0.55	0.5794	12
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	1
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	3
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	0.3800	0.44	0.6609	7
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	3
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	1
TNTP - Nashville Teaching Fellows	.	.	.	4
Teach Tennessee	.	.	.	0
Teach for America – Memphis	1.3326 (+)	1.70	0.0892	9
Teach for America – Nashville	0.6606	0.63	0.5297	5
Tennessee State University	.	.	.	0
Tennessee Technological University	.	.	.	1

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	1
Union University	.	.	.	1
University Of Memphis	-0.4474	-0.43	0.6703	5
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	0
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

- . indicates an institution had fewer than 5 teachers.
- cells indicate a statistically significant negative difference from the reference population.
- + cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English II

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	0
Belmont University	.	.	.	0
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	2
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	2
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	0.7920	0.78	0.4365	5
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	2
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.5243	0.73	0.4663	10
Teach for America – Nashville	0.7920	0.78	0.4365	5
Tennessee State University	.	.	.	2
Tennessee Technological University	.	.	.	1

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English II

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	0
Union University	.	.	.	1
University Of Memphis	1.6563 (+)	1.93	0.0543	7
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	0
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English III

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	0
Belmont University	.	.	.	0
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	1
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	.	.	.	4
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	1
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.5280	0.67	0.5049	5
Teach for America – Nashville	.	.	.	4
Tennessee State University	.	.	.	0
Tennessee Technological University	.	.	.	0

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English III

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	0
Union University	.	.	.	1
University Of Memphis	.	.	.	2
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	1
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Math

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	1
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	-0.8458	-0.52	0.6041	6
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	4
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	1.9462(+)	3.19	0.0014	43
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	2
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.3141	-0.29	0.7687	14
TNTP - Nashville Teaching Fellows	0.5172	0.94	0.3459	53
Teach Tennessee	.	.	.	1
Teach for America – Memphis	-1.0736 (-)	-1.96	0.0505	53
Teach for America – Nashville	2.2480(+)	3.38	0.0007	36
Tennessee State University	.	.	.	3
Tennessee Technological University	.	.	.	4

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Math

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	3
Union University	0.9125	0.51	0.6098	5
University Of Memphis	-0.03034	-0.02	0.9840	7
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	3
University Of Tennessee, Martin	-1.6120	-0.99	0.3230	6
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

- . indicates an institution had fewer than 5 teachers.
- cells indicate a statistically significant negative difference from the reference population.
- + cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Reading/Language

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	0
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	2
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	0.9928(+)	3.83	0.0001	51
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	3
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.3282	-0.66	0.5088	14
TNTP - Nashville Teaching Fellows	-0.2160	-0.64	0.5246	30
Teach Tennessee	.	.	.	0
Teach for America – Memphis	-0.3646	-1.44	0.1495	54
Teach for America – Nashville	0.9981(+)	3.64	0.0003	46
Tennessee State University	.	.	.	1
Tennessee Technological University	.	.	.	2

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Reading/Language

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	0
Union University	.	.	.	3
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	0
University Of Tennessee, Martin	0.02157	0.03	0.9755	7
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Science

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	1
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	1
East Tennessee State University	.	.	.	2
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	2.2694(+)	2.90	0.0037	37
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	2
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	0.7080	0.56	0.5763	14
TNTP - Nashville Teaching Fellows	1.1334	1.33	0.1832	31
Teach Tennessee	-1.8448	-1.23	0.2185	10
Teach for America – Memphis	2.0415(+)	2.95	0.0032	47
Teach for America – Nashville	2.7421(+)	3.22	0.0013	31
Tennessee State University	.	.	.	1
Tennessee Technological University	.	.	.	3

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Science

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	1
Union University	.	.	.	4
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	3
University Of Tennessee, Martin	.	.	.	2
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Social Studies

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	0
Belmont University	.	.	.	1
Bethel University	.	.	.	2
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	4
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	2.1406(+)	2.68	0.0074	36
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	2
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.7264	-0.43	0.6687	8
TNTP - Nashville Teaching Fellows	0.05678	0.05	0.9568	21
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.6342	1.01	0.3102	59
Teach for America – Nashville	2.5013(+)	2.99	0.0028	33
Tennessee State University	.	.	.	1
Tennessee Technological University	.	.	.	0

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Social Studies

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	1
Union University	.	.	.	1
University Of Memphis	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	1
University Of Tennessee, Martin	.	.	.	3
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: TCAP Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	3
Bethel University	.	.	.	3
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	2
Cumberland University	1.5795	0.94	0.3449	7
East Tennessee State University	.	.	.	2
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	-0.8778	-0.44	0.6573	5
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	2.3913(+)	5.87	0.0000	119
Martin Methodist College	.	.	.	2
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	-1.4837	-0.89	0.3750	7
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.7046	-1.03	0.3020	42
TNTP - Nashville Teaching Fellows	0.8654(+)	1.81	0.0697	86
Teach Tennessee	-1.1110	-0.71	0.4776	8
Teach for America – Memphis	0.1828	0.51	0.6082	154
Teach for America – Nashville	2.7194(+)	6.30	0.0000	105
Tennessee State University	.	.	.	2
Tennessee Technological University	-0.8387	-0.42	0.6716	5

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: TCAP Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	4
Union University	0.6032	0.36	0.7195	7
University Of Memphis	-0.5471	-0.45	0.6557	13
University Of Tennessee, Chattanooga	.	.	.	2
University Of Tennessee, Knoxville	.	.	.	4
University Of Tennessee, Martin	-1.2803	-1.04	0.2968	13
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: US History

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	0
Belmont University	.	.	.	0
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	1
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	.	.	.	4
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	1
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	3
Teach for America – Nashville	.	.	.	3
Tennessee State University	.	.	.	1
Tennessee Technological University	.	.	.	0

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Transitional Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: US History

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	0
Union University	.	.	.	1
University Of Memphis	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	0
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

- . indicates an institution had fewer than 5 teachers.
- cells indicate a statistically significant negative difference from the reference population.
- + cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	2
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	3
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	4
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	-0.6899	-0.75	0.4528	18
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	1
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.0811	-0.06	0.9540	6
TNTP - Nashville Teaching Fellows	0.3328	0.25	0.8012	7
Teach Tennessee	-0.4456	-0.42	0.6709	13
Teach for America – Memphis	1.2893	1.26	0.2076	14
Teach for America – Nashville	-1.0954	-1.07	0.2843	14
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	3
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	2
Union University	.	.	.	3
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	1
University Of Tennessee, Martin	.	.	.	2
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	1
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	0
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	.	.	.	3
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	1
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	2
TNTP - Nashville Teaching Fellows	0.1309	0.20	0.8411	9
Teach Tennessee	0.3067	0.54	0.5870	16
Teach for America – Memphis	-0.4375	-0.75	0.4521	14
Teach for America – Nashville	.	.	.	2
Tennessee State University	.	.	.	2

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	4
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	2
Union University	.	.	.	0
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	1
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Biology I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	2
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	0
East Tennessee State University	.	.	.	2
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	-0.3784	-0.56	0.5767	10
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	0
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.7290	-0.85	0.3945	6
TNTP - Nashville Teaching Fellows	.	.	.	4
Teach Tennessee	-0.4149	-0.61	0.5424	12
Teach for America – Memphis	1.4716 (+)	2.11	0.0354	11
Teach for America – Nashville	-0.3277	-0.40	0.6858	7
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Biology I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	2
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	0
Union University	.	.	.	4
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	1
University Of Tennessee, Martin	.	.	.	4
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Chemistry

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	4
Belmont University	.	.	.	1
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	0
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	3
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	-0.8880	-1.15	0.2500	9
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	3
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	1
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	0.4615	0.66	0.5072	9
Teach for America – Memphis	.	.	.	4
Teach for America – Nashville	-0.4615	-0.66	0.5072	7
Tennessee State University	.	.	.	0

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Chemistry

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	3
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	1
Union University	.	.	.	0
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	3
University Of Tennessee, Martin	.	.	.	3
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: EOC Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	1.5293	1.57	0.1173	11
Belmont University	-0.7214	-0.60	0.5512	7
Bethel University	.	.	.	2
Bryan College	.	.	.	0
Carson-Newman University	-1.4392	-1.10	0.2697	6
Christian Brothers University	.	.	.	3
Cumberland University	-1.1737	-1.09	0.2742	9
East Tennessee State University	.	.	.	2
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	-0.2743	-0.19	0.8473	5
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	0.4359	0.90	0.3684	56
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	0.0502	0.05	0.9590	11
Milligan College	.	.	.	2
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.5726	-0.66	0.5115	14
TNTP - Nashville Teaching Fellows	1.3749 (+)	2.28	0.0228	32
Teach Tennessee	0.7006	1.36	0.1747	47
Teach for America – Memphis	1.2185 (+)	2.62	0.0087	62
Teach for America – Nashville	0.6316	1.18	0.2375	43
Tennessee State University	-0.6572	-0.54	0.5872	7

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: EOC Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-1.8755 (-)	-2.00	0.0454	12
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	-1.4368	-1.01	0.3131	5
Union University	-0.6847	-0.64	0.5227	9
University Of Memphis	0.7175	1.01	0.3126	22
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	2.5595 (+)	2.11	0.0345	7
University Of Tennessee, Martin	0.2609	0.28	0.7807	12
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	1
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	3
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	-0.0417	-0.06	0.9536	7
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	3
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	1
TNTP - Nashville Teaching Fellows	.	.	.	4
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.8173	1.14	0.2564	9
Teach for America – Nashville	0.1454	0.18	0.8603	5
Tennessee State University	.	.	.	0

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	1
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	1
Union University	.	.	.	1
University Of Memphis	-0.9627	-1.17	0.2438	5
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	0
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	0
Belmont University	.	.	.	0
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	2
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	2
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	-0.1989	-0.26	0.7973	5
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	2
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	.	.	.	0
Teach for America – Memphis	-0.4666	-0.71	0.4754	10
Teach for America – Nashville	-0.1989	-0.26	0.7973	5
Tennessee State University	.	.	.	2

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	1
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	0
Union University	.	.	.	1
University Of Memphis	0.6655	0.94	0.3474	7
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	0
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English III

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	0
Belmont University	.	.	.	0
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	1
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	.	.	.	4
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	1
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.0000	.	.	5
Teach for America – Nashville	.	.	.	4
Tennessee State University	.	.	.	0

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English III

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	0
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	0
Union University	.	.	.	1
University Of Memphis	.	.	.	2
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	1
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Math

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	1
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	-0.6056	-0.39	0.6933	6
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	4
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	1.8846 (+)	2.66	0.0078	43
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	2
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	0.0395	0.04	0.9702	14
TNTP - Nashville Teaching Fellows	0.5573	0.84	0.4015	53
Teach Tennessee	.	.	.	1
Teach for America – Memphis	-1.2497 (-)	-1.88	0.0600	53
Teach for America – Nashville	2.0675 (+)	2.77	0.0056	36
Tennessee State University	.	.	.	3

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	4
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	3
Union University	0.3128	0.19	0.8493	5
University Of Memphis	-0.2498	-0.17	0.8615	7
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	3
University Of Tennessee, Martin	-1.2035	-0.78	0.4332	6
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

- . indicates an institution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the reference population.
- + indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	0
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	2
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	0.9484 (+)	3.37	0.0008	51
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	3
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.4768	-1.04	0.2985	14
TNTP - Nashville Teaching Fellows	-0.4008	-1.14	0.2531	30
Teach Tennessee	.	.	.	0
Teach for America – Memphis	-0.5331 (-)	-1.79	0.0740	54
Teach for America – Nashville	0.8059 (+)	2.60	0.0095	46
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	2
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	0
Union University	.	.	.	3
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	0
University Of Tennessee, Martin	-0.1339	-0.22	0.8268	7
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Science

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	1
Belmont University	.	.	.	1
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	1
East Tennessee State University	.	.	.	2
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	1.2210	1.56	0.1180	37
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	2
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.0124	-0.01	0.9916	14
TNTP - Nashville Teaching Fellows	0.3161	0.36	0.7182	31
Teach Tennessee	-2.1829	-1.62	0.1046	10
Teach for America – Memphis	1.1567	1.50	0.1349	47
Teach for America – Nashville	1.8182 (+)	2.08	0.0380	31
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Science

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	3
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	1
Union University	.	.	.	4
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	3
University Of Tennessee, Martin	.	.	.	2
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Social Studies

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	0
Belmont University	.	.	.	1
Bethel University	.	.	.	2
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	4
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	1.5154 (+)	1.91	0.0567	36
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	2
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-1.1494	-0.87	0.3863	8
TNTP - Nashville Teaching Fellows	-0.6706	-0.72	0.4713	21
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.0223	0.03	0.9752	59
Teach for America – Nashville	1.7978 (+)	2.20	0.0277	33
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Social Studies

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	0
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	1
Union University	.	.	.	1
University Of Memphis	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	1
University Of Tennessee, Martin	.	.	.	3
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: TCAP Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	3
Bethel University	.	.	.	3
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	2
Cumberland University	1.6535	1.04	0.2965	7
East Tennessee State University	.	.	.	2
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	-0.8038	-0.43	0.6654	5
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	2.4931 (+)	4.57	0.0000	119
Martin Methodist College	.	.	.	2
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	-1.4097	-0.89	0.3735	7
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.6306	-0.86	0.3894	42
TNTP - Nashville Teaching Fellows	0.9394	1.62	0.1046	86
Teach Tennessee	-1.0370	-0.70	0.4858	8
Teach for America – Memphis	0.2567	0.51	0.6077	154
Teach for America – Nashville	2.7933 (+)	5.10	0.0000	105
Tennessee State University	.	.	.	2

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: TCAP Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.7648	-0.41	0.6808	5
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	4
Union University	0.7050	0.45	0.6563	7
University Of Memphis	-0.4731	-0.40	0.6910	13
University Of Tennessee, Chattanooga	.	.	.	2
University Of Tennessee, Knoxville	.	.	.	4
University Of Tennessee, Martin	-1.2064	-1.01	0.3108	13
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: US History

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	0
Belmont University	.	.	.	0
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	0
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	1
East Tennessee State University	.	.	.	0
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	0
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	.	.	.	4
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	.	.	.	1
Milligan College	.	.	.	0
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	3
Teach for America – Nashville	.	.	.	3
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: US History

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	.	.	.	0
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	0
Tusculum College	.	.	.	0
Union University	.	.	.	1
University Of Memphis	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	0
University Of Tennessee, Knoxville	.	.	.	0
University Of Tennessee, Martin	.	.	.	1
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Algebra I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	3
Belmont University	2
Bethel University	0
Bryan College	0
Carson-Newman University	3
Christian Brothers University	0
Cumberland University	4
East Tennessee State University	0
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	0
Lee University	1
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	6	33.3	0.1025	3	16.7	0.9979	18
Martin Methodist College	0
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	1
Milligan College	1
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	2	33.3	0.1978	1	16.7	0.6893	6
TNTP - Nashville Teaching Fellows	1	14.3	0.8466	1	14.3	0.8466	7
Teach Tennessee	3	23.1	0.5054	2	15.4	0.9967	13
Teach for America – Memphis	5	35.7 (-)	0.0877	7	50.0 (+)	0.0048	14

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: Algebra I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	6	42.9 (-)	0.0232	3	21.4	0.6036	14
Tennessee State University	1
Tennessee Technological University	3
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	2
Union University	3
University Of Memphis	3
University Of Tennessee, Chattanooga	0
University Of Tennessee, Knoxville	1
University Of Tennessee, Martin	2
Vanderbilt University	0
Welch College	0
Western Governors University TN	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Algebra II (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	1
Belmont University	1
Bethel University	0
Bryan College	0
Carson-Newman University	1
Christian Brothers University	0
Cumberland University	0
East Tennessee State University	0
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	3
Martin Methodist College	0
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	1
Milligan College	0
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	2
TNTP - Nashville Teaching Fellows	1	11.1	0.8724	1	11.1	0.8724	9
Teach Tennessee	3	18.8	0.8037	2	12.5	0.7037	16
Teach for America – Memphis	3	21.4	0.6036	2	14.3	0.8961	14

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: Algebra II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	2
Tennessee State University	2
Tennessee Technological University	4
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	2
Union University	0
University Of Memphis	3
University Of Tennessee, Chattanooga	0
University Of Tennessee, Knoxville	1
University Of Tennessee, Martin	1
Vanderbilt University	0
Welch College	0
Western Governors University TN	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Biology I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	3
Belmont University	2
Bethel University	0
Bryan College	0
Carson-Newman University	0
Christian Brothers University	1
Cumberland University	0
East Tennessee State University	2
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	0
Lee University	1
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	1	10.0	0.7516	1	10.0	0.7516	10
Martin Methodist College	0
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	0
Milligan College	0
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	2	33.3	0.1978	1	16.7	0.6893	6
TNTP - Nashville Teaching Fellows	4
Teach Tennessee	3	25.0	0.4109	3	25.0	0.4109	12
Teach for America – Memphis	0	0.0	0.1718	4	36.4	0.1008	11

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: Biology I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	1	14.3	0.8466	1	14.3	0.8466	7
Tennessee State University	1
Tennessee Technological University	2
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	0
Union University	4
University Of Memphis	3
University Of Tennessee, Chattanooga	0
University Of Tennessee, Knoxville	1
University Of Tennessee, Martin	4
Vanderbilt University	0
Welch College	0
Western Governors University TN	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Chemistry (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	4
Belmont University	1
Bethel University	1
Bryan College	0
Carson-Newman University	0
Christian Brothers University	1
Cumberland University	0
East Tennessee State University	0
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	1
Lee University	3
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	2	22.2	0.5236	0	0.0	0.2684	9
Martin Methodist College	1
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	3
Milligan College	1
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	1
TNTP - Nashville Teaching Fellows	3
Teach Tennessee	1	11.1	0.8724	4	44.4 (+)	0.0392	9
Teach for America – Memphis	4

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: Chemistry (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	1	14.3	0.8466	0	0.0	0.4194	7
Tennessee State University	0
Tennessee Technological University	3
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	1
Union University	0
University Of Memphis	3
University Of Tennessee, Chattanooga	0
University Of Tennessee, Knoxville	3
University Of Tennessee, Martin	3
Vanderbilt University	0
Welch College	0
Western Governors University TN	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: EOC Composite (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	0	0.0	0.1718	3	27.3	0.3223	11
Belmont University	3	42.9 (-)	0.0667	1	14.3	0.8466	7
Bethel University	.	.	.	.	.	.	2
Bryan College	.	.	.	.	.	.	0
Carson-Newman University	3	50.0 (-)	0.0339	1	16.7	0.6893	6
Christian Brothers University	.	.	.	.	.	.	3
Cumberland University	3	33.3	0.1713	0	0.0	0.2684	9
East Tennessee State University	.	.	.	.	.	.	2
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	.	.	.	.	.	.	0
Johnson University	.	.	.	.	.	.	0
King College	.	.	.	.	.	.	1
Lee University	1	20.0	0.5254	0	0.0	0.6554	5
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	.	.	.	.	.	.	0
Lipscomb University	9	16.1	0.5864	8	14.3	0.3702	56
Martin Methodist College	.	.	.	.	.	.	1
Maryville College	.	.	.	.	.	.	0
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	.	.	.	.	.	.	0
Middle Tennessee State University	2	18.2	0.7652	1	9.1	0.6442	11
Milligan College	.	.	.	.	.	.	2
South College	.	.	.	.	.	.	0
Southern Adventist University	.	.	.	.	.	.	0
TNTP - Memphis Teaching Fellows	6	42.9 (-)	0.0232	1	7.1	0.3958	14
TNTP - Nashville Teaching Fellows	4	12.5	0.4088	8	25.0	0.3492	32
Teach Tennessee	10	21.3	0.6662	11	23.4	0.4347	47
Teach for America – Memphis	11	17.7	0.7983	18	29.0 (+)	0.0618	62

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: EOC Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	7	16.3	0.6994	8	18.6	0.9994	43
Tennessee State University	2	28.6	0.2961	1	14.3	0.8466	7
Tennessee Technological University	5	41.7 (-)	0.0388	1	8.3	0.5498	12
Tennessee Wesleyan College	.	.	.	.	.	.	0
Trevecca Nazarene University	.	.	.	.	.	.	0
Tusculum College	2	40.0	0.1158	1	20.0	0.5254	5
Union University	3	33.3	0.1713	1	11.1	0.8724	9
University Of Memphis	3	13.6	0.6641	3	13.6	0.6641	22
University Of Tennessee, Chattanooga	.	.	.	.	.	.	1
University Of Tennessee, Knoxville	1	14.3	0.8466	3	42.9 (+)	0.0667	7
University Of Tennessee, Martin	6	50.0 (-)	0.0078	2	16.7	0.8833	12
Vanderbilt University	.	.	.	.	.	.	0
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	1
Belmont University	1
Bethel University	0
Bryan College	0
Carson-Newman University	1
Christian Brothers University	0
Cumberland University	3
East Tennessee State University	0
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	1	14.3	0.8466	1	14.3	0.8466	7
Martin Methodist College	0
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	3
Milligan College	0
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	1
TNTP - Nashville Teaching Fellows	4
Teach Tennessee	0
Teach for America – Memphis	1	11.1	0.8724	5	55.6 (+)	0.0061	9

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: English I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	0	0.0	0.6554	1	20.0	0.5254	5
Tennessee State University	0
Tennessee Technological University	1
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	1
Union University	1
University Of Memphis	2	40.0	0.1158	1	20.0	0.5254	5
University Of Tennessee, Chattanooga	1
University Of Tennessee, Knoxville	0
University Of Tennessee, Martin	1
Vanderbilt University	0
Welch College	0
Western Governors University TN	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English II (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	0
Belmont University	0
Bethel University	0
Bryan College	0
Carson-Newman University	2
Christian Brothers University	0
Cumberland University	2
East Tennessee State University	0
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	0	0.0	0.6554	2	40.0	0.1158	5
Martin Methodist College	0
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	2
Milligan College	0
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	3
Teach Tennessee	0
Teach for America – Memphis	2	20.0	0.6444	5	50.0 (+)	0.0127	10

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	0	0.0	0.6554	2	40.0	0.1158	5
Tennessee State University	2
Tennessee Technological University	1
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	0
Union University	1
University Of Memphis	1	14.3	0.8466	2	28.6	0.2961	7
University Of Tennessee, Chattanooga	0
University Of Tennessee, Knoxville	0
University Of Tennessee, Martin	1
Vanderbilt University	0
Welch College	0
Western Governors University TN	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English III (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	0
Belmont University	0
Bethel University	1
Bryan College	0
Carson-Newman University	1
Christian Brothers University	0
Cumberland University	1
East Tennessee State University	0
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	4
Martin Methodist College	0
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	1
Milligan College	0
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	3
Teach Tennessee	0
Teach for America – Memphis	1	20.0	0.5254	2	40.0	0.1158	5

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: English III (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	4
Tennessee State University	0
Tennessee Technological University	0
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	0
Union University	1
University Of Memphis	2
University Of Tennessee, Chattanooga	1
University Of Tennessee, Knoxville	1
University Of Tennessee, Martin	1
Vanderbilt University	0
Welch College	0
Western Governors University TN	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Math (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	1
Belmont University	1
Bethel University	0
Bryan College	0
Carson-Newman University	1
Christian Brothers University	0
Cumberland University	1	16.7	0.6893	1	16.7	0.6893	6
East Tennessee State University	0
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	0
Lee University	4
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	7	16.3	0.6994	21	48.8 (+)	0.0000	43
Martin Methodist College	0
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	2
Milligan College	0
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	4	28.6	0.2597	3	21.4	0.6036	14
TNTP - Nashville Teaching Fellows	10	18.9	0.9996	13	24.5	0.3183	53
Teach Tennessee	1
Teach for America – Memphis	21	39.6 (-)	0.0006	10	18.9	0.9996	53

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	5	13.9	0.4927	19	52.8 (+)	0.0000	36
Tennessee State University	.	.	.	.	.	.	3
Tennessee Technological University	.	.	.	.	.	.	4
Tennessee Wesleyan College	.	.	.	.	.	.	0
Trevecca Nazarene University	.	.	.	.	.	.	1
Tusculum College	.	.	.	.	.	.	3
Union University	0	0.0	0.6554	1	20.0	0.5254	5
University Of Memphis	1	14.3	0.8466	1	14.3	0.8466	7
University Of Tennessee, Chattanooga	.	.	.	.	.	.	1
University Of Tennessee, Knoxville	.	.	.	.	.	.	3
University Of Tennessee, Martin	2	33.3	0.1978	1	16.7	0.6893	6
Vanderbilt University	.	.	.	.	.	.	0
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Reading/Language (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	1
Belmont University	0
Bethel University	1
Bryan College	0
Carson-Newman University	0
Christian Brothers University	1
Cumberland University	2
East Tennessee State University	0
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	9	17.7	0.8329	19	37.3 (+)	0.0025	51
Martin Methodist College	1
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	3
Milligan College	1
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	2	14.3	0.8961	2	14.3	0.8961	14
TNTP - Nashville Teaching Fellows	12	40.0 (-)	0.0062	7	23.3	0.4784	30
Teach Tennessee	0
Teach for America – Memphis	17	31.5 (-)	0.0299	11	20.4	0.7871	54

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	7	15.2	0.5467	17	37.0 (+)	0.0044	46
Tennessee State University	1
Tennessee Technological University	2
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	0
Union University	3
University Of Memphis	3
University Of Tennessee, Chattanooga	0
University Of Tennessee, Knoxville	0
University Of Tennessee, Martin	0	0.0	0.4194	1	14.3	0.8466	7
Vanderbilt University	0
Welch College	0
Western Governors University TN	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Science (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	1
Belmont University	1
Bethel University	0
Bryan College	0
Carson-Newman University	0
Christian Brothers University	0
Cumberland University	1
East Tennessee State University	2
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	6	16.2	0.7397	13	35.1 (+)	0.0186	37
Martin Methodist College	1
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	2
Milligan College	0
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	3	21.4	0.6036	4	28.6	0.2597	14
TNTP - Nashville Teaching Fellows	7	22.6	0.5399	7	22.6	0.5399	31
Teach Tennessee	2	20.0	0.6444	0	0.0	0.2147	10
Teach for America – Memphis	7	14.9	0.5011	20	42.6 (+)	0.0002	47

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	5	16.1	0.7861	13	41.9 (+)	0.0027	31
Tennessee State University	1
Tennessee Technological University	3
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	1
Union University	4
University Of Memphis	3
University Of Tennessee, Chattanooga	1
University Of Tennessee, Knoxville	3
University Of Tennessee, Martin	2
Vanderbilt University	0
Welch College	0
Western Governors University TN	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Social Studies (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	0
Belmont University	1
Bethel University	2
Bryan College	0
Carson-Newman University	0
Christian Brothers University	1
Cumberland University	4
East Tennessee State University	0
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	10	27.8	0.1778	11	30.6 (+)	0.0849	36
Martin Methodist College	0
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	2
Milligan College	0
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	1	12.5	0.9934	1	12.5	0.9934	8
TNTP - Nashville Teaching Fellows	3	14.3	0.7408	5	23.8	0.4614	21
Teach Tennessee	0
Teach for America – Memphis	11	18.6	0.9484	14	23.7	0.3751	59

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	8	24.2	0.4001	11	33.3 (+)	0.0432	33
Tennessee State University	1
Tennessee Technological University	0
Tennessee Wesleyan College	0
Trevecca Nazarene University	1
Tusculum College	1
Union University	1
University Of Memphis	0
University Of Tennessee, Chattanooga	1
University Of Tennessee, Knoxville	1
University Of Tennessee, Martin	3
Vanderbilt University	0
Welch College	0
Western Governors University TN	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: TCAP Composite (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	.	.	.	.	.	.	3
Belmont University	.	.	.	.	.	.	3
Bethel University	.	.	.	.	.	.	3
Bryan College	.	.	.	.	.	.	0
Carson-Newman University	.	.	.	.	.	.	1
Christian Brothers University	.	.	.	.	.	.	2
Cumberland University	1	14.3	0.8466	2	28.6	0.2961	7
East Tennessee State University	.	.	.	.	.	.	2
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	.	.	.	.	.	.	0
Johnson University	.	.	.	.	.	.	0
King College	.	.	.	.	.	.	0
Lee University	0	0.0	0.6554	1	20.0	0.5254	5
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	.	.	.	.	.	.	0
Lipscomb University	16	13.5 (+)	0.0849	44	37.0 (+)	0.0000	119
Martin Methodist College	.	.	.	.	.	.	2
Maryville College	.	.	.	.	.	.	0
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	.	.	.	.	.	.	0
Middle Tennessee State University	3	42.9 (-)	0.0667	0	0.0	0.4194	7
Milligan College	.	.	.	.	.	.	1
South College	.	.	.	.	.	.	0
Southern Adventist University	.	.	.	.	.	.	0
TNTP - Memphis Teaching Fellows	10	23.8	0.4100	5	11.9	0.2574	42
TNTP - Nashville Teaching Fellows	17	19.8	0.9142	27	31.4 (+)	0.0083	86
Teach Tennessee	3	37.5	0.1126	1	12.5	0.9934	8
Teach for America – Memphis	36	23.4	0.2530	42	27.3 (+)	0.0226	154

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: TCAP Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	12	11.4 (+)	0.0295	40	38.1 (+)	0.0000	105
Tennessee State University	.	.	.	.	.	.	2
Tennessee Technological University	0	0.0	0.6554	0	0.0	0.6554	5
Tennessee Wesleyan College	.	.	.	.	.	.	0
Trevecca Nazarene University	.	.	.	.	.	.	1
Tusculum College	.	.	.	.	.	.	4
Union University	1	14.3	0.8466	2	28.6	0.2961	7
University Of Memphis	2	15.4	0.9967	0	0.0	0.1100	13
University Of Tennessee, Chattanooga	.	.	.	.	.	.	2
University Of Tennessee, Knoxville	.	.	.	.	.	.	4
University Of Tennessee, Martin	5	38.5 (-)	0.0601	2	15.4	0.9967	13
Vanderbilt University	.	.	.	.	.	.	0
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differerence from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: US History (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	0
Belmont University	0
Bethel University	0
Bryan College	0
Carson-Newman University	0
Christian Brothers University	1
Cumberland University	1
East Tennessee State University	0
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	4
Martin Methodist College	0
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	1
Milligan College	0
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	0
Teach Tennessee	0
Teach for America – Memphis	3

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Transitional Licensed Teachers

Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	3
Tennessee State University	1
Tennessee Technological University	0
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	0
Union University	1
University Of Memphis	0
University Of Tennessee, Chattanooga	0
University Of Tennessee, Knoxville	0
University Of Tennessee, Martin	1
Vanderbilt University	0
Welch College	0
Western Governors University TN	0

Notes

. indicates an insitution had fewer than 5 teachers.

- indicates a statistically significant negative differenece from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect of Beginning Teachers* to State Average for Apprentice and Transitional Licensed Teachers

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Subject	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers	Number of Institutions
Algebra I	-0.4623 (-)	-1.66	0.0981	196	19
Algebra II	-0.5186 (-)	-1.86	0.0634	107	13
Biology I	-0.0451	-0.15	0.8792	80	10
Chemistry	0.4116	1.00	0.3181	58	8
EOC Composite	-0.6096 (-)	-4.74	0.0000	919	32
English I	0.3067	1.53	0.1262	120	14
English II	-0.0582	-0.31	0.7548	100	11
English III	0.1508	0.78	0.4347	56	7
Math	-0.4170 (-)	-2.95	0.0031	1162	31
Reading/Language	-0.1550 (-)	-2.46	0.0139	1147	31
Science	-0.0866	-0.54	0.5917	925	31
Social Studies	-0.0206	-0.13	0.8973	903	29
TCAP Composite	-0.5112 (-)	-4.49	0.0000	2415	34
US History	-0.3038	-1.26	0.2088	51	8

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the reference population.

+ indicates a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.1869	-0.18	0.8546	11
Belmont University	0.03653	0.03	0.9789	6
Bethel University	.	.	.	2
Bryan College	.	.	.	2
Carson-Newman University	.	.	.	4
Christian Brothers University	.	.	.	0
Cumberland University	-3.2063 (-)	-2.32	0.0204	6
East Tennessee State University	-0.5835	-0.49	0.6257	8
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	1
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	-0.6692	-0.44	0.6583	5
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	4
Lipscomb University	-0.4851	-0.66	0.5104	22
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	3
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	2
Middle Tennessee State University	-1.2112	-1.56	0.1188	19
Milligan College	.	.	.	3
South College	.	.	.	0
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	-0.3126	-0.23	0.8209	6
TNTP - Nashville Teaching Fellows	0.1013	0.08	0.9369	7
Teach Tennessee	-0.6771	-0.72	0.4705	13
Teach for America – Memphis	1.0578	1.17	0.2421	14
Teach for America – Nashville	-1.3269	-1.47	0.1424	14
Tennessee State University	.	.	.	1

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.9867	-1.05	0.2931	13
Tennessee Wesleyan College	0.8627	0.62	0.5322	6
Trevecca Nazarene University	.	.	.	3
Tusculum College	-1.7474	-1.16	0.2482	5
Union University	2.3400 (+)	1.92	0.0557	8
University Of Memphis	-1.4310	-1.04	0.3002	6
University Of Tennessee, Chattanooga	.	.	.	3
University Of Tennessee, Knoxville	0.8530	1.29	0.1987	26
University Of Tennessee, Martin	-0.8899	-0.79	0.4301	9
Vanderbilt University	-1.6471	-1.19	0.2332	6
Welch College	.	.	.	0
Western Governors University TN	.	.	.	2

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra II

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	2
Bethel University	.	.	.	0
Bryan College	.	.	.	1
Carson-Newman University	.	.	.	3
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	0
East Tennessee State University	-0.2599	-0.25	0.8062	6
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	2
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	2
Lipscomb University	-1.6334	-1.37	0.1709	5
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	3
Middle Tennessee State University	-1.0382	-1.33	0.1848	11
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	2
TNTP - Nashville Teaching Fellows	0.05097	0.06	0.9530	9
Teach Tennessee	0.2268	0.35	0.7267	16
Teach for America – Memphis	-0.5174	-0.75	0.4557	14
Teach for America – Nashville	.	.	.	2
Tennessee State University	.	.	.	3

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Algebra II

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.3644	-0.44	0.6571	10
Tennessee Wesleyan College	.	.	.	2
Trevecca Nazarene University	.	.	.	1
Tusculum College	-2.0746 (-)	-1.79	0.0741	5
Union University	1.1071	0.93	0.3532	5
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	-1.1609	-1.00	0.3173	5
University Of Tennessee, Knoxville	0.2548	0.28	0.7812	8
University Of Tennessee, Martin	-0.7572	-0.65	0.5142	5
Vanderbilt University	-0.5754	-0.63	0.5306	8
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Biology I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	4
Belmont University	.	.	.	4
Bethel University	.	.	.	1
Bryan College	.	.	.	2
Carson-Newman University	.	.	.	4
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	4
East Tennessee State University	0.5341	0.62	0.5385	8
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	3
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	-0.05896	-0.08	0.9386	11
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	3
Middle Tennessee State University	.	.	.	3
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.2625	-0.26	0.7935	6
TNTP - Nashville Teaching Fellows	.	.	.	4
Teach Tennessee	0.05162	0.07	0.9420	12
Teach for America – Memphis	1.9381(+)	2.62	0.0090	11
Teach for America – Nashville	0.1389	0.15	0.8810	7
Tennessee State University	.	.	.	3

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Biology I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.01169	-0.01	0.9900	7
Tennessee Wesleyan College	.	.	.	1
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	0
Union University	-1.6584 (-)	-1.73	0.0843	7
University Of Memphis	0.004655	0.00	0.9966	5
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	-0.1533	-0.14	0.8890	5
University Of Tennessee, Martin	-0.8349	-0.96	0.3363	8
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	3

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Chemistry

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	1.9052	1.49	0.1364	5
Belmont University	.	.	.	4
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	3
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	1
East Tennessee State University	.	.	.	3
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	3
Lee University	.	.	.	4
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	1
Lipscomb University	-0.3581	-0.36	0.7223	9
Martin Methodist College	.	.	.	2
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	1.2072	0.94	0.3450	5
Milligan College	.	.	.	3
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	1
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	1.4179	1.49	0.1370	9
Teach for America – Memphis	.	.	.	4
Teach for America – Nashville	0.4948	0.46	0.6469	7
Tennessee State University	.	.	.	1

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Chemistry

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.8990	-0.89	0.3737	8
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	1
Union University	.	.	.	1
University Of Memphis	-0.6189	-0.48	0.6283	5
University Of Tennessee, Chattanooga	.	.	.	2
University Of Tennessee, Knoxville	1.1160	1.24	0.2171	10
University Of Tennessee, Martin	-0.4774	-0.44	0.6585	7
Vanderbilt University	.	.	.	2
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:
Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: EOC Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.3460	-0.74	0.4587	38
Belmont University	-1.6585 (-)	-2.64	0.0083	21
Bethel University	-1.4411	-1.50	0.1331	9
Bryan College	0.5446	0.42	0.6722	5
Carson-Newman University	-1.5856 (-)	-2.40	0.0164	19
Christian Brothers University	.	.	.	3
Cumberland University	-1.0952 (-)	-1.78	0.0743	22
East Tennessee State University	-0.2204	-0.55	0.5809	52
Fisk University	.	.	.	0
Freed-Hardeman University	-0.2658	-0.24	0.8070	7
Johnson University	.	.	.	2
King College	-0.3090	-0.36	0.7218	11
Lee University	0.1684	0.26	0.7935	20
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.5939	-1.09	0.2749	28
Lipscomb University	-0.2893	-0.83	0.4064	69
Martin Methodist College	0.1571	0.14	0.8852	7
Maryville College	0.05630	0.06	0.9559	8
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	2.0389(+)	2.65	0.0081	14
Middle Tennessee State University	-0.4774	-1.40	0.1622	71
Milligan College	-1.1021	-1.38	0.1674	13
South College	.	.	.	0
Southern Adventist University	.	.	.	2
TNTP - Memphis Teaching Fellows	-1.3648 (-)	-1.77	0.0761	14
TNTP - Nashville Teaching Fellows	0.5827	1.15	0.2521	32
Teach Tennessee	-0.09161	-0.22	0.8273	47
Teach for America – Memphis	0.4263	1.17	0.2435	62
Teach for America – Nashville	-0.1606	-0.37	0.7145	43
Tennessee State University	-1.0294	-1.24	0.2154	12

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: EOC Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.5944 (-)	-1.69	0.0910	67
Tennessee Wesleyan College	-0.4448	-0.60	0.5495	15
Trevecca Nazarene University	-0.7533	-0.98	0.3274	14
Tusculum College	-1.8935 (-)	-2.28	0.0227	12
Union University	0.1359	0.26	0.7970	30
University Of Memphis	-0.5540	-1.14	0.2549	35
University Of Tennessee, Chattanooga	-0.9138 (-)	-1.74	0.0821	30
University Of Tennessee, Knoxville	0.6745(+)	2.04	0.0411	76
University Of Tennessee, Martin	-0.9392 (-)	-2.09	0.0367	41
Vanderbilt University	-0.06792	-0.12	0.9024	27
Welch College	.	.	.	1
Western Governors University TN	-4.2211 (-)	-3.28	0.0010	5

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.3339	-0.51	0.6121	10
Belmont University	.	.	.	3
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	0.3914	0.42	0.6743	5
East Tennessee State University	0.4084	0.62	0.5351	10
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	1
Johnson University	.	.	.	2
King College	.	.	.	2
Lee University	.	.	.	3
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.08591	-0.11	0.9131	7
Lipscomb University	0.4535	0.66	0.5089	9
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	4
Middle Tennessee State University	0.7549	1.40	0.1605	15
Milligan College	.	.	.	2
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	1
TNTP - Nashville Teaching Fellows	.	.	.	4
Teach Tennessee	.	.	.	0
Teach for America – Memphis	1.3326(+)	1.92	0.0551	9
Teach for America – Nashville	0.6606	0.71	0.4781	5
Tennessee State University	.	.	.	1

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English I

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.1659	0.31	0.7576	15
Tennessee Wesleyan College	.	.	.	3
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	1
Union University	0.9752	1.06	0.2898	5
University Of Memphis	-0.4474	-0.48	0.6309	5
University Of Tennessee, Chattanooga	-0.1840	-0.25	0.8027	8
University Of Tennessee, Knoxville	-0.2431	-0.37	0.7120	10
University Of Tennessee, Martin	0.09241	0.11	0.9134	6
Vanderbilt University	1.0134	1.19	0.2334	6
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	3
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	4
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	2
East Tennessee State University	-0.4654	-0.87	0.3829	11
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	3
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-1.2119 (-)	-2.06	0.0400	9
Lipscomb University	0.6382	0.89	0.3748	6
Martin Methodist College	.	.	.	3
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	2
Middle Tennessee State University	-0.6099	-0.91	0.3617	7
Milligan College	.	.	.	3
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.5243	0.94	0.3486	10
Teach for America – Nashville	0.7920	1.00	0.3168	5
Tennessee State University	.	.	.	2

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English II

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.5445	-1.11	0.2671	13
Tennessee Wesleyan College	0.04811	0.07	0.9469	6
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	1
Union University	.	.	.	4
University Of Memphis	0.9259	1.57	0.1165	9
University Of Tennessee, Chattanooga	-0.2295	-0.37	0.7136	8
University Of Tennessee, Knoxville	0.5516	1.25	0.2124	16
University Of Tennessee, Martin	-0.2668	-0.34	0.7359	5
Vanderbilt University	.	.	.	4
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English III

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	4
Belmont University	.	.	.	0
Bethel University	.	.	.	2
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	3
East Tennessee State University	0.2173	0.48	0.6334	9
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	4
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	3
Lipscomb University	.	.	.	4
Martin Methodist College	.	.	.	3
Maryville College	.	.	.	2
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	0.3163	0.80	0.4228	12
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.5280	0.86	0.3876	5
Teach for America – Nashville	.	.	.	4
Tennessee State University	.	.	.	0

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: English III

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.5848	-1.21	0.2263	8
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	1
Union University	.	.	.	3
University Of Memphis	-0.3869	-0.63	0.5266	5
University Of Tennessee, Chattanooga	0.9458(+)	1.70	0.0903	6
University Of Tennessee, Knoxville	0.01972	0.05	0.9618	11
University Of Tennessee, Martin	.	.	.	2
Vanderbilt University	.	.	.	4
Welch College	.	.	.	1
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Math

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-1.2772 (-)	-2.40	0.0164	35
Belmont University	0.6267	0.74	0.4563	14
Bethel University	1.4348	1.29	0.1974	8
Bryan College	.	.	.	2
Carson-Newman University	0.5081	0.76	0.4491	22
Christian Brothers University	.	.	.	4
Cumberland University	0.3038	0.36	0.7180	14
East Tennessee State University	-1.1900 (-)	-2.80	0.0051	55
Fisk University	.	.	.	0
Freed-Hardeman University	0.03976	0.05	0.9585	17
Johnson University	-1.2059	-1.01	0.3109	7
King College	.	.	.	1
Lee University	-0.2026	-0.40	0.6915	38
Lemoyne Owen College	.	.	.	1
Lincoln Memorial University	-0.6818	-1.37	0.1708	40
Lipscomb University	1.1893(+)	3.13	0.0018	69
Martin Methodist College	-2.4982 (-)	-1.77	0.0760	5
Maryville College	-1.0977	-0.78	0.4356	5
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	1.3904	1.25	0.2116	8
Middle Tennessee State University	-0.8479 (-)	-3.01	0.0026	125
Milligan College	-1.3669	-1.23	0.2194	8
South College	-0.4063	-0.61	0.5449	22
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	-0.3141	-0.37	0.7089	14
TNTP - Nashville Teaching Fellows	0.5172	1.20	0.2317	53
Teach Tennessee	.	.	.	1
Teach for America – Memphis	-1.0736 (-)	-2.48	0.0131	53
Teach for America – Nashville	2.2480(+)	4.28	0.0000	36
Tennessee State University	-0.02159	-0.04	0.9691	32

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Math

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.7543 (-)	-2.89	0.0039	145
Tennessee Wesleyan College	-0.7065	-0.81	0.4184	13
Trevecca Nazarene University	-1.1070 (-)	-1.86	0.0628	28
Tusculum College	-0.7619	-1.64	0.1007	46
Union University	0.05683	0.10	0.9190	32
University Of Memphis	-0.09450	-0.27	0.7896	79
University Of Tennessee, Chattanooga	0.3027	0.54	0.5924	31
University Of Tennessee, Knoxville	-0.2615	-0.68	0.4966	67
University Of Tennessee, Martin	-0.7297 (-)	-1.97	0.0492	72
Vanderbilt University	0.6747	0.61	0.5444	8
Welch College	.	.	.	4
Western Governors University TN	-1.9828	-1.41	0.1591	5

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Reading/Language

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.6327 (-)	-2.40	0.0166	30
Belmont University	0.5273	1.15	0.2489	10
Bethel University	0.3332	0.69	0.4895	9
Bryan College	.	.	.	3
Carson-Newman University	0.2906	0.88	0.3812	19
Christian Brothers University	.	.	.	4
Cumberland University	-0.1309	-0.29	0.7747	10
East Tennessee State University	-0.1889	-1.04	0.2962	64
Fisk University	.	.	.	0
Freed-Hardeman University	-0.4916	-1.02	0.3079	9
Johnson University	-0.7786 (-)	-1.70	0.0887	10
King College	-0.1535	-0.28	0.7789	7
Lee University	-0.1285	-0.55	0.5790	39
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.04901	-0.21	0.8303	40
Lipscomb University	0.6983(+)	4.22	0.0000	77
Martin Methodist College	-1.1389 (-)	-1.76	0.0783	5
Maryville College	-0.09017	-0.15	0.8786	6
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	-1.6696 (-)	-4.00	0.0001	12
Middle Tennessee State University	-0.1184	-0.92	0.3563	127
Milligan College	-0.4964	-1.14	0.2550	11
South College	-0.4168	-1.26	0.2091	19
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.3282	-0.85	0.3959	14
TNTP - Nashville Teaching Fellows	-0.2160	-0.82	0.4135	30
Teach Tennessee	.	.	.	0
Teach for America – Memphis	-0.3646 (-)	-1.85	0.0640	54
Teach for America – Nashville	0.9981(+)	4.68	0.0000	46
Tennessee State University	0.09773	0.34	0.7355	25

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Reading/Language

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.01839	0.15	0.8775	147
Tennessee Wesleyan College	-0.09703	-0.25	0.8018	14
Trevecca Nazarene University	0.1266	0.50	0.6152	33
Tusculum College	0.06093	0.26	0.7925	39
Union University	-0.7756 (-)	-2.72	0.0065	26
University Of Memphis	-0.1572	-1.02	0.3080	88
University Of Tennessee, Chattanooga	-0.2331	-0.85	0.3938	28
University Of Tennessee, Knoxville	-0.2676	-1.54	0.1244	69
University Of Tennessee, Martin	-0.1847	-1.03	0.3033	65
Vanderbilt University	0.4809	1.59	0.1108	23
Welch College	.	.	.	2
Western Governors University TN	.	.	.	2

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Science

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	1
Austin Peay State University	0.2705	0.44	0.6629	27
Belmont University	1.3466	1.25	0.2103	9
Bethel University	-0.7899	-0.60	0.5485	6
Bryan College	.	.	.	3
Carson-Newman University	-0.3006	-0.23	0.8194	6
Christian Brothers University	0.5882	0.55	0.5842	9
Cumberland University	-0.5632	-0.39	0.6961	5
East Tennessee State University	0.3684	0.78	0.4384	46
Fisk University	.	.	.	0
Freed-Hardeman University	-0.7683	-0.75	0.4511	10
Johnson University	-0.9172	-0.75	0.4517	7
King College	.	.	.	4
Lee University	-0.9646	-1.40	0.1606	22
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.4160	-0.75	0.4519	34
Lipscomb University	1.1391(+)	2.75	0.0060	62
Martin Methodist College	0.05028	0.04	0.9695	6
Maryville College	.	.	.	3
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	4
Middle Tennessee State University	0.09964	0.34	0.7371	118
Milligan College	-0.3472	-0.37	0.7091	12
South College	-0.3827	-0.50	0.6146	18
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	0.7080	0.82	0.4113	14
TNTP - Nashville Teaching Fellows	1.1334(+)	1.96	0.0504	31
Teach Tennessee	-1.8448 (-)	-1.81	0.0704	10
Teach for America – Memphis	2.0415(+)	4.34	0.0000	47
Teach for America – Nashville	2.7421(+)	4.74	0.0000	31
Tennessee State University	-0.3486	-0.52	0.6041	23

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Science

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.2358	-0.79	0.4289	117
Tennessee Wesleyan College	-0.5463	-0.38	0.7048	5
Trevecca Nazarene University	-0.9030	-1.58	0.1132	32
Tusculum College	-0.8110	-1.44	0.1485	33
Union University	0.7460	0.94	0.3457	17
University Of Memphis	0.4699	1.17	0.2437	64
University Of Tennessee, Chattanooga	-0.3012	-0.47	0.6404	25
University Of Tennessee, Knoxville	-0.6352	-1.42	0.1555	52
University Of Tennessee, Martin	0.5620	1.27	0.2045	53
Vanderbilt University	-1.1316	-0.78	0.4326	5
Welch College	.	.	.	3
Western Governors University TN	.	.	.	1

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:
Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Social Studies

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	0.02333	0.04	0.9706	26
Belmont University	2.6118(+)	2.29	0.0223	8
Bethel University	-1.5709	-1.61	0.1069	11
Bryan College	.	.	.	3
Carson-Newman University	0.4421	0.45	0.6500	11
Christian Brothers University	.	.	.	2
Cumberland University	1.1515	1.07	0.2850	9
East Tennessee State University	-0.3903	-0.84	0.4027	48
Fisk University	.	.	.	0
Freed-Hardeman University	-2.0133	-1.39	0.1636	5
Johnson University	-2.4634 (-)	-1.87	0.0619	6
King College	2.1574	1.64	0.1020	6
Lee University	-1.2826 (-)	-1.86	0.0627	22
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.4417	-0.77	0.4394	32
Lipscomb University	0.9980(+)	2.37	0.0177	60
Martin Methodist College	.	.	.	2
Maryville College	.	.	.	4
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	-2.5647 (-)	-1.94	0.0519	6
Middle Tennessee State University	0.1229	0.41	0.6848	114
Milligan College	0.5471	0.59	0.5576	12
South College	-0.8232	-0.95	0.3405	14
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.7264	-0.64	0.5249	8
TNTP - Nashville Teaching Fellows	0.05678	0.08	0.9358	21
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.6342	1.51	0.1317	59
Teach for America – Nashville	2.5013(+)	4.45	0.0000	33
Tennessee State University	-0.3905	-0.66	0.5080	30

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: Social Studies

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.2902	0.95	0.3419	112
Tennessee Wesleyan College	-0.1276	-0.09	0.9297	5
Trevecca Nazarene University	0.09600	0.18	0.8605	35
Tusculum College	0.4851	0.78	0.4354	27
Union University	-1.8642 (-)	-1.98	0.0475	12
University Of Memphis	0.5613	1.50	0.1325	75
University Of Tennessee, Chattanooga	0.5126	0.78	0.4370	24
University Of Tennessee, Knoxville	0.3324	0.71	0.4760	48
University Of Tennessee, Martin	-0.6481	-1.43	0.1521	51
Vanderbilt University	1.1207	1.20	0.2296	12
Welch College	.	.	.	3
Western Governors University TN	.	.	.	2

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:
Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: TCAP Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	1
Austin Peay State University	-1.1116 (-)	-2.83	0.0046	75
Belmont University	1.0644(+)	1.69	0.0916	29
Bethel University	-0.9277	-1.28	0.2003	22
Bryan College	.	.	.	4
Carson-Newman University	0.3720	0.70	0.4833	41
Christian Brothers University	-0.9859	-1.09	0.2777	14
Cumberland University	0.1147	0.16	0.8714	23
East Tennessee State University	-0.8627 (-)	-2.84	0.0045	125
Fisk University	.	.	.	0
Freed-Hardeman University	-1.1303 (-)	-1.82	0.0685	30
Johnson University	-2.2195 (-)	-2.44	0.0145	14
King College	0.7996	0.85	0.3962	13
Lee University	-0.8002 (-)	-2.03	0.0428	74
Lemoyne Owen College	.	.	.	1
Lincoln Memorial University	-1.1496 (-)	-3.03	0.0025	80
Lipscomb University	1.4268(+)	5.40	0.0000	168
Martin Methodist College	-1.4863	-1.58	0.1148	13
Maryville College	-0.2081	-0.19	0.8465	10
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	-0.4316	-0.61	0.5425	23
Middle Tennessee State University	-0.6259 (-)	-3.04	0.0024	272
Milligan College	-0.8410	-1.11	0.2684	20
South College	-0.9876	-1.54	0.1241	28
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	-0.7046	-1.34	0.1790	42
TNTP - Nashville Teaching Fellows	0.8654(+)	2.36	0.0182	86
Teach Tennessee	-1.1110	-0.92	0.3551	8
Teach for America – Memphis	0.1828	0.67	0.5045	154
Teach for America – Nashville	2.7194(+)	8.20	0.0000	105
Tennessee State University	-0.3812	-0.75	0.4517	45

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: TCAP Composite

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.4923 (-)	-2.38	0.0175	269
Tennessee Wesleyan College	-1.0397	-1.40	0.1609	21
Trevecca Nazarene University	-0.9772 (-)	-2.21	0.0272	59
Tusculum College	-0.7915 (-)	-2.02	0.0437	75
Union University	-0.2916	-0.64	0.5205	57
University Of Memphis	-0.5715 (-)	-2.13	0.0334	160
University Of Tennessee, Chattanooga	-0.03545	-0.09	0.9275	76
University Of Tennessee, Knoxville	-0.3290	-1.06	0.2888	120
University Of Tennessee, Martin	-0.6157 (-)	-2.27	0.0232	157
Vanderbilt University	-0.1262	-0.20	0.8388	30
Welch College	.	.	.	4
Western Governors University TN	-1.4023	-0.92	0.3561	5

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: US History

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	2
Bethel University	.	.	.	2
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	2
Christian Brothers University	.	.	.	1
Cumberland University	-1.8103 (-)	-2.35	0.0191	5
East Tennessee State University	-0.5571	-0.79	0.4288	6
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	2
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	0.1321	0.20	0.8393	7
Lipscomb University	0.7952	1.24	0.2143	7
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	2
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	-0.4828	-0.79	0.4284	8
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	3
Teach for America – Nashville	.	.	.	3
Tennessee State University	.	.	.	1

Tennessee Higher Education Study

Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect for Apprentice and Transitional Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the State Mean of Teachers from the Statewide Distribution of 2013 - 2014 Teacher Valued-Added Data

Subject: US History

(includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Difference of Mean Teachers' T-Values from State Average	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.6204	-0.80	0.4211	5
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	3
Tusculum College	.	.	.	3
Union University	.	.	.	2
University Of Memphis	.	.	.	1
University Of Tennessee, Chattanooga	-0.8178	-1.06	0.2890	5
University Of Tennessee, Knoxville	0.9306	1.53	0.1271	8
University Of Tennessee, Martin	.	.	.	3
Vanderbilt University	.	.	.	1
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- cells indicate a statistically significant negative difference from the reference population.

+ cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	0.3450	0.34	0.7313	11
Belmont University	0.5685	0.43	0.6709	6
Bethel University	.	.	.	2
Bryan College	.	.	.	2
Carson-Newman University	.	.	.	4
Christian Brothers University	.	.	.	0
Cumberland University	-2.6743 (-)	-2.00	0.0457	6
East Tennessee State University	-0.0516	-0.04	0.9647	8
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	1
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	-0.1373	-0.09	0.9251	5
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	4
Lipscomb University	-0.0229	-0.03	0.9757	22
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	3
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	2
Middle Tennessee State University	-0.6793	-0.87	0.3865	19
Milligan College	.	.	.	3
South College	.	.	.	0
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	0.2193	0.16	0.8698	6
TNTP - Nashville Teaching Fellows	0.6332	0.51	0.6104	7
Teach Tennessee	-0.1452	-0.16	0.8760	13
Teach for America – Memphis	1.5898 (+)	1.77	0.0772	14
Teach for America – Nashville	-0.7950	-0.88	0.3767	14
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.4547	-0.49	0.6250	13
Tennessee Wesleyan College	1.3947	1.04	0.2973	6
Trevecca Nazarene University	.	.	.	3
Tusculum College	-1.2155	-0.83	0.4053	5
Union University	2.8022 (+)	2.36	0.0186	8
University Of Memphis	-0.8991	-0.67	0.5016	6
University Of Tennessee, Chattanooga	.	.	.	3
University Of Tennessee, Knoxville	1.3849 (+)	2.02	0.0433	26
University Of Tennessee, Martin	-0.3579	-0.32	0.7456	9
Vanderbilt University	-1.1151	-0.83	0.4046	6
Welch College	.	.	.	0
Western Governors University TN	.	.	.	2

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	2
Bethel University	.	.	.	0
Bryan College	.	.	.	1
Carson-Newman University	.	.	.	3
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	0
East Tennessee State University	0.3052	0.31	0.7602	6
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	2
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	2
Lipscomb University	-1.1148	-0.99	0.3247	5
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	3
Middle Tennessee State University	-0.4732	-0.62	0.5351	11
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	2
TNTP - Nashville Teaching Fellows	0.6160	0.74	0.4594	9
Teach Tennessee	0.7918	1.21	0.2248	16
Teach for America – Memphis	0.0476	0.07	0.9449	14
Teach for America – Nashville	.	.	.	2
Tennessee State University	.	.	.	3

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.2007	0.25	0.8007	10
Tennessee Wesleyan College	.	.	.	2
Trevecca Nazarene University	.	.	.	1
Tusculum College	-1.5096	-1.39	0.1653	5
Union University	1.6257	1.44	0.1511	5
University Of Memphis	.	.	.	3
University Of Tennessee, Chattanooga	-0.5958	-0.55	0.5838	5
University Of Tennessee, Knoxville	0.8199	0.93	0.3501	8
University Of Tennessee, Martin	-0.1921	-0.18	0.8598	5
Vanderbilt University	-0.0103	-0.01	0.9906	8
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Biology I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	4
Belmont University	.	.	.	4
Bethel University	.	.	.	1
Bryan College	.	.	.	2
Carson-Newman University	.	.	.	4
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	4
East Tennessee State University	0.3779	0.46	0.6470	8
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	3
Lee University	.	.	.	1
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	0
Lipscomb University	-0.0138	-0.02	0.9852	11
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	3
Middle Tennessee State University	.	.	.	3
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.4186	-0.45	0.6549	6
TNTP - Nashville Teaching Fellows	.	.	.	4
Teach Tennessee	-0.1045	-0.15	0.8808	12
Teach for America – Memphis	1.7820 (+)	2.47	0.0138	11
Teach for America – Nashville	-0.0172	-0.02	0.9843	7
Tennessee State University	.	.	.	3

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Biology I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.1678	-0.19	0.8479	7
Tennessee Wesleyan College	.	.	.	1
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	0
Union University	-1.6133 (-)	-1.78	0.0760	7
University Of Memphis	-0.1515	-0.15	0.8815	5
University Of Tennessee, Chattanooga	.	.	.	1
University Of Tennessee, Knoxville	-0.3094	-0.30	0.7608	5
University Of Tennessee, Martin	-0.9910	-1.20	0.2301	8
Vanderbilt University	.	.	.	0
Welch College	.	.	.	0
Western Governors University TN	.	.	.	3

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Chemistry

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	1.3870	1.18	0.2382	5
Belmont University	.	.	.	4
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	3
Christian Brothers University	.	.	.	1
Cumberland University	.	.	.	1
East Tennessee State University	.	.	.	3
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	3
Lee University	.	.	.	4
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	1
Lipscomb University	-0.7697	-0.80	0.4251	9
Martin Methodist College	.	.	.	2
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	0.6890	0.59	0.5577	5
Milligan College	.	.	.	3
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	1
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	0.8997	0.98	0.3255	9
Teach for America – Memphis	.	.	.	4
Teach for America – Nashville	-0.0234	-0.02	0.9816	7
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Chemistry

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-1.4172	-1.48	0.1402	8
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	1
Tusculum College	.	.	.	1
Union University	.	.	.	1
University Of Memphis	-1.1371	-0.97	0.3334	5
University Of Tennessee, Chattanooga	.	.	.	2
University Of Tennessee, Knoxville	0.5977	0.68	0.4954	10
University Of Tennessee, Martin	-0.9957	-0.98	0.3270	7
Vanderbilt University	.	.	.	2
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: EOC Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	0.2277	0.48	0.6279	38
Belmont University	-1.0848 (-)	-1.74	0.0812	21
Bethel University	-0.8674	-0.92	0.3557	9
Bryan College	1.1183	0.89	0.3729	5
Carson-Newman University	-1.0119	-1.55	0.1211	19
Christian Brothers University	.	.	.	3
Cumberland University	-0.5215	-0.86	0.3913	22
East Tennessee State University	0.3533	0.87	0.3851	52
Fisk University	.	.	.	0
Freed-Hardeman University	0.3079	0.29	0.7720	7
Johnson University	.	.	.	2
King College	0.2647	0.31	0.7558	11
Lee University	0.7421	1.17	0.2438	20
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.0202	-0.04	0.9703	28
Lipscomb University	0.3203	0.89	0.3750	69
Martin Methodist College	0.7308	0.69	0.4917	7
Maryville College	0.6300	0.63	0.5267	8
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	2.6126 (+)	3.45	0.0006	14
Middle Tennessee State University	0.0962	0.27	0.7858	71
Milligan College	-0.5284	-0.67	0.5006	13
South College	.	.	.	0
Southern Adventist University	.	.	.	2
TNTP - Memphis Teaching Fellows	-0.7911	-1.05	0.2958	14
TNTP - Nashville Teaching Fellows	1.1564 (+)	2.27	0.0232	32
Teach Tennessee	0.4821	1.13	0.2578	47
Teach for America – Memphis	1.0000 (+)	2.66	0.0078	62
Teach for America – Nashville	0.4131	0.93	0.3519	43
Tennessee State University	-0.4557	-0.56	0.5764	12

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: EOC Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.0207	-0.06	0.9546	67
Tennessee Wesleyan College	0.1289	0.18	0.8602	15
Trevecca Nazarene University	-0.1796	-0.24	0.8124	14
Tusculum College	-1.3198	-1.62	0.1057	12
Union University	0.7455	1.41	0.1576	30
University Of Memphis	0.0197	0.04	0.9678	35
University Of Tennessee, Chattanooga	-0.3401	-0.65	0.5170	30
University Of Tennessee, Knoxville	1.2482 (+)	3.63	0.0003	76
University Of Tennessee, Martin	-0.3655	-0.81	0.4203	41
Vanderbilt University	0.5058	0.92	0.3593	27
Welch College	.	.	.	1
Western Governors University TN	-3.6474 (-)	-2.91	0.0037	5

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.6051	-0.94	0.3457	10
Belmont University	.	.	.	3
Bethel University	.	.	.	0
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	0.1202	0.14	0.8916	5
East Tennessee State University	0.1372	0.21	0.8306	10
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	1
Johnson University	.	.	.	2
King College	.	.	.	2
Lee University	.	.	.	3
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.3571	-0.47	0.6359	7
Lipscomb University	0.1468	0.22	0.8256	9
Martin Methodist College	.	.	.	0
Maryville College	.	.	.	1
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	4
Middle Tennessee State University	0.4837	0.90	0.3686	15
Milligan College	.	.	.	2
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	1
TNTP - Nashville Teaching Fellows	.	.	.	4
Teach Tennessee	.	.	.	0
Teach for America – Memphis	1.0614	1.58	0.1148	9
Teach for America – Nashville	0.3894	0.44	0.6589	5
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English I

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.1053	-0.20	0.8449	15
Tennessee Wesleyan College	.	.	.	3
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	1
Union University	0.6685	0.76	0.4454	5
University Of Memphis	-0.7186	-0.81	0.4155	5
University Of Tennessee, Chattanooga	-0.4551	-0.64	0.5212	8
University Of Tennessee, Knoxville	-0.5143	-0.80	0.4229	10
University Of Tennessee, Martin	-0.1788	-0.22	0.8253	6
Vanderbilt University	0.7422	0.92	0.3596	6
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	3
Bethel University	.	.	.	1
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	4
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	2
East Tennessee State University	-0.4212	-0.81	0.4164	11
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	3
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-1.1677 (-)	-2.06	0.0393	9
Lipscomb University	0.6963	1.03	0.3034	6
Martin Methodist College	.	.	.	3
Maryville College	.	.	.	0
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	2
Middle Tennessee State University	-0.5657	-0.89	0.3721	7
Milligan College	.	.	.	3
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.5685	1.05	0.2927	10
Teach for America – Nashville	0.8362	1.13	0.2587	5
Tennessee State University	.	.	.	2

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English II

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.5003	-1.04	0.2998	13
Tennessee Wesleyan College	0.0923	0.14	0.8920	6
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	1
Union University	.	.	.	4
University Of Memphis	0.9701 (+)	1.71	0.0867	9
University Of Tennessee, Chattanooga	-0.1853	-0.31	0.7560	8
University Of Tennessee, Knoxville	0.5958	1.35	0.1784	16
University Of Tennessee, Martin	-0.2226	-0.30	0.7636	5
Vanderbilt University	.	.	.	4
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English III

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	4
Belmont University	.	.	.	0
Bethel University	.	.	.	2
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	1
Christian Brothers University	.	.	.	0
Cumberland University	.	.	.	3
East Tennessee State University	0.0665	0.15	0.8773	9
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	2
Johnson University	.	.	.	0
King College	.	.	.	0
Lee University	.	.	.	4
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	.	.	.	3
Lipscomb University	.	.	.	4
Martin Methodist College	.	.	.	3
Maryville College	.	.	.	2
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	0.1655	0.43	0.6675	12
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	3
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.3773	0.68	0.4938	5
Teach for America – Nashville	.	.	.	4
Tennessee State University	.	.	.	0

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English III

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.7356	-1.63	0.1036	8
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	4
Tusculum College	.	.	.	1
Union University	.	.	.	3
University Of Memphis	-0.5377	-0.98	0.3296	5
University Of Tennessee, Chattanooga	0.7950	1.56	0.1189	6
University Of Tennessee, Knoxville	-0.1310	-0.33	0.7420	11
University Of Tennessee, Martin	.	.	.	2
Vanderbilt University	.	.	.	4
Welch College	.	.	.	1
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Math

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.8935 (-)	-1.65	0.0990	35
Belmont University	1.0078	1.20	0.2296	14
Bethel University	1.9372 (+)	1.76	0.0791	8
Bryan College	.	.	.	2
Carson-Newman University	1.1486 (+)	1.70	0.0886	22
Christian Brothers University	.	.	.	4
Cumberland University	0.9814	1.17	0.2420	14
East Tennessee State University	-0.9653 (-)	-2.19	0.0283	55
Fisk University	.	.	.	0
Freed-Hardeman University	0.2879	0.38	0.7061	17
Johnson University	-0.9456	-0.80	0.4221	7
King College	.	.	.	1
Lee University	0.0714	0.14	0.8910	38
Lemoyne Owen College	.	.	.	1
Lincoln Memorial University	-0.4542	-0.89	0.3721	40
Lipscomb University	1.5716 (+)	3.93	0.0001	69
Martin Methodist College	-2.2242	-1.60	0.1098	5
Maryville College	-0.9726	-0.70	0.4844	5
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	1.9470 (+)	1.77	0.0776	8
Middle Tennessee State University	-0.5860 (-)	-1.89	0.0589	125
Milligan College	-1.2872	-1.17	0.2432	8
South College	-0.4780	-0.71	0.4785	22
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	0.5422	0.65	0.5180	14
TNTP - Nashville Teaching Fellows	1.0600 (+)	2.37	0.0179	53
Teach Tennessee	.	.	.	1
Teach for America – Memphis	-0.7471 (-)	-1.67	0.0951	53
Teach for America – Nashville	2.5702 (+)	4.81	0.0000	36
Tennessee State University	0.0381	0.07	0.9462	32

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Math

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.5096 (-)	-1.74	0.0817	145
Tennessee Wesleyan College	-0.1193	-0.14	0.8909	13
Trevecca Nazarene University	-1.1850 (-)	-1.97	0.0488	28
Tusculum College	-0.4415	-0.93	0.3550	46
Union University	0.4437	0.78	0.4336	32
University Of Memphis	0.0884	0.24	0.8137	79
University Of Tennessee, Chattanooga	0.7066	1.23	0.2177	31
University Of Tennessee, Knoxville	-0.0231	-0.06	0.9544	67
University Of Tennessee, Martin	-0.2650	-0.68	0.4975	72
Vanderbilt University	0.9778	0.89	0.3753	8
Welch College	.	.	.	4
Western Governors University TN	-1.3834	-0.99	0.3200	5

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Reading/Language

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	-0.4890 (-)	-1.86	0.0635	30
Belmont University	0.6767	1.51	0.1309	10
Bethel University	0.5091	1.08	0.2806	9
Bryan College	.	.	.	3
Carson-Newman University	0.4504	1.37	0.1694	19
Christian Brothers University	.	.	.	4
Cumberland University	0.0264	0.06	0.9530	10
East Tennessee State University	-0.0396	-0.21	0.8314	64
Fisk University	.	.	.	0
Freed-Hardeman University	-0.3307	-0.70	0.4833	9
Johnson University	-0.6233	-1.39	0.1641	10
King College	0.0123	0.02	0.9817	7
Lee University	0.0248	0.11	0.9152	39
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	0.1028	0.45	0.6551	40
Lipscomb University	0.8428 (+)	4.89	0.0000	77
Martin Methodist College	-0.9647	-1.53	0.1261	5
Maryville College	0.0690	0.12	0.9046	6
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	-1.4975 (-)	-3.66	0.0003	12
Middle Tennessee State University	0.0333	0.24	0.8107	127
Milligan College	-0.3268	-0.76	0.4447	11
South College	-0.2954	-0.90	0.3673	19
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.1380	-0.36	0.7165	14
TNTP - Nashville Teaching Fellows	-0.0620	-0.24	0.8139	30
Teach Tennessee	.	.	.	0
Teach for America – Memphis	-0.1943	-0.97	0.3327	54
Teach for America – Nashville	1.1448 (+)	5.30	0.0000	46
Tennessee State University	0.2444	0.85	0.3950	25

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.1651	1.26	0.2077	147
Tennessee Wesleyan College	0.0690	0.18	0.8559	14
Trevecca Nazarene University	0.2598	1.03	0.3023	33
Tusculum College	0.2100	0.90	0.3672	39
Union University	-0.6163 (-)	-2.18	0.0295	26
University Of Memphis	0.0002	0.00	0.9988	88
University Of Tennessee, Chattanooga	-0.0607	-0.22	0.8235	28
University Of Tennessee, Knoxville	-0.1197	-0.67	0.5053	69
University Of Tennessee, Martin	-0.0341	-0.18	0.8534	65
Vanderbilt University	0.6380 (+)	2.13	0.0329	23
Welch College	.	.	.	2
Western Governors University TN	.	.	.	2

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Science

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	1
Austin Peay State University	0.4040	0.64	0.5202	27
Belmont University	1.5431	1.45	0.1474	9
Bethel University	-0.8352	-0.64	0.5204	6
Bryan College	.	.	.	3
Carson-Newman University	-0.0319	-0.02	0.9804	6
Christian Brothers University	0.8291	0.78	0.4363	9
Cumberland University	-0.6223	-0.44	0.6616	5
East Tennessee State University	0.3945	0.80	0.4227	46
Fisk University	.	.	.	0
Freed-Hardeman University	-0.5132	-0.51	0.6120	10
Johnson University	-0.7955	-0.66	0.5090	7
King College	.	.	.	4
Lee University	-0.9796	-1.42	0.1569	22
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.5085	-0.90	0.3677	34
Lipscomb University	1.1957 (+)	2.73	0.0063	62
Martin Methodist College	0.0288	0.02	0.9823	6
Maryville College	.	.	.	3
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	4
Middle Tennessee State University	0.1068	0.32	0.7472	118
Milligan College	-0.2032	-0.22	0.8262	12
South College	-0.5162	-0.68	0.4977	18
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	1.0344	1.20	0.2286	14
TNTP - Nashville Teaching Fellows	1.3629 (+)	2.31	0.0207	31
Teach Tennessee	-1.1361	-1.12	0.2614	10
Teach for America – Memphis	2.2034 (+)	4.52	0.0000	47
Teach for America – Nashville	2.8649 (+)	4.86	0.0000	31
Tennessee State University	-0.5927	-0.87	0.3817	23

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Science

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.2147	-0.65	0.5183	117
Tennessee Wesleyan College	-0.3513	-0.25	0.8048	5
Trevecca Nazarene University	-1.0258 (-)	-1.77	0.0773	32
Tusculum College	-0.8112	-1.42	0.1564	33
Union University	0.6925	0.87	0.3822	17
University Of Memphis	0.4123	0.97	0.3326	64
University Of Tennessee, Chattanooga	-0.0857	-0.13	0.8954	25
University Of Tennessee, Knoxville	-0.7517	-1.61	0.1067	52
University Of Tennessee, Martin	0.7043	1.52	0.1274	53
Vanderbilt University	-1.1163	-0.79	0.4324	5
Welch College	.	.	.	3
Western Governors University TN	.	.	.	1

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Social Studies

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	0.0435	0.07	0.9456	26
Belmont University	2.6499 (+)	2.36	0.0185	8
Bethel University	-1.4815	-1.54	0.1239	11
Bryan College	.	.	.	3
Carson-Newman University	0.6270	0.65	0.5150	11
Christian Brothers University	.	.	.	2
Cumberland University	1.3214	1.24	0.2134	9
East Tennessee State University	-0.3127	-0.65	0.5165	48
Fisk University	.	.	.	0
Freed-Hardeman University	-1.9984	-1.41	0.1586	5
Johnson University	-2.4702 (-)	-1.91	0.0566	6
King College	2.1392 (+)	1.65	0.0987	6
Lee University	-1.2189 (-)	-1.77	0.0775	22
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	-0.4171	-0.72	0.4715	32
Lipscomb University	1.0085 (+)	2.29	0.0218	60
Martin Methodist College	.	.	.	2
Maryville College	.	.	.	4
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	-2.5919 (-)	-2.00	0.0455	6
Middle Tennessee State University	0.1698	0.51	0.6130	114
Milligan College	0.6879	0.75	0.4561	12
South College	-0.8456	-0.99	0.3237	14
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	-0.3470	-0.31	0.7577	8
TNTP - Nashville Teaching Fellows	0.1318	0.19	0.8519	21
Teach Tennessee	.	.	.	0
Teach for America – Memphis	0.8247 (+)	1.87	0.0610	59
Teach for America – Nashville	2.6001 (+)	4.55	0.0000	33
Tennessee State University	-0.4482	-0.75	0.4527	30

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Social Studies

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	0.3048	0.90	0.3671	112
Tennessee Wesleyan College	-0.1695	-0.12	0.9048	5
Trevecca Nazarene University	0.0521	0.09	0.9253	35
Tusculum College	0.4494	0.72	0.4734	27
Union University	-1.9402 (-)	-2.09	0.0367	12
University Of Memphis	0.5955	1.50	0.1340	75
University Of Tennessee, Chattanooga	0.6218	0.94	0.3479	24
University Of Tennessee, Knoxville	0.3823	0.79	0.4276	48
University Of Tennessee, Martin	-0.5476	-1.17	0.2432	51
Vanderbilt University	1.2987	1.41	0.1595	12
Welch College	.	.	.	3
Western Governors University TN	.	.	.	2

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: TCAP Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	1
Austin Peay State University	-0.6352	-1.60	0.1094	75
Belmont University	1.5408 (+)	2.47	0.0134	29
Bethel University	-0.4513	-0.63	0.5265	22
Bryan College	.	.	.	4
Carson-Newman University	0.8485	1.61	0.1076	41
Christian Brothers University	-0.5094	-0.57	0.5668	14
Cumberland University	0.5911	0.85	0.3966	23
East Tennessee State University	-0.3863	-1.23	0.2202	125
Fisk University	.	.	.	0
Freed-Hardeman University	-0.6539	-1.07	0.2860	30
Johnson University	-1.7430 (-)	-1.96	0.0500	14
King College	1.2761	1.38	0.1666	13
Lee University	-0.3238	-0.81	0.4174	74
Lemoyne Owen College	.	.	.	1
Lincoln Memorial University	-0.6731 (-)	-1.75	0.0805	80
Lipscomb University	1.9380 (+)	6.91	0.0000	168
Martin Methodist College	-1.0098	-1.09	0.2736	13
Maryville College	0.2684	0.26	0.7983	10
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	0.0449	0.06	0.9487	23
Middle Tennessee State University	-0.1495	-0.65	0.5127	272
Milligan College	-0.3646	-0.49	0.6253	20
South College	-0.5112	-0.81	0.4198	28
Southern Adventist University	.	.	.	1
TNTP - Memphis Teaching Fellows	-0.2282	-0.44	0.6616	42
TNTP - Nashville Teaching Fellows	1.3419 (+)	3.60	0.0003	86
Teach Tennessee	-0.6345	-0.54	0.5884	8
Teach for America – Memphis	0.6592 (+)	2.29	0.0220	154
Teach for America – Nashville	3.1958 (+)	9.39	0.0000	105
Tennessee State University	0.0952	0.19	0.8502	45

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: TCAP Composite

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.0159	-0.07	0.9448	269
Tennessee Wesleyan College	-0.5633	-0.77	0.4396	21
Trevecca Nazarene University	-0.5008	-1.13	0.2591	59
Tusculum College	-0.3151	-0.79	0.4272	75
Union University	0.2196	0.48	0.6291	57
University Of Memphis	-0.0951	-0.34	0.7370	160
University Of Tennessee, Chattanooga	0.4410	1.12	0.2635	76
University Of Tennessee, Knoxville	0.1474	0.46	0.6459	120
University Of Tennessee, Martin	-0.1392	-0.49	0.6257	157
Vanderbilt University	0.3502	0.57	0.5677	30
Welch College	.	.	.	4
Western Governors University TN	-0.9259	-0.63	0.5318	5

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: US History

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Aquinas College	.	.	.	0
Austin Peay State University	.	.	.	3
Belmont University	.	.	.	2
Bethel University	.	.	.	2
Bryan College	.	.	.	0
Carson-Newman University	.	.	.	2
Christian Brothers University	.	.	.	1
Cumberland University	-1.3495 (-)	-1.92	0.0554	5
East Tennessee State University	-0.0962	-0.15	0.8825	6
Fisk University	.	.	.	0
Freed-Hardeman University	.	.	.	0
Johnson University	.	.	.	0
King College	.	.	.	1
Lee University	.	.	.	2
Lemoyne Owen College	.	.	.	0
Lincoln Memorial University	0.5929	0.97	0.3322	7
Lipscomb University	1.0990 (+)	1.82	0.0694	7
Martin Methodist College	.	.	.	1
Maryville College	.	.	.	2
Memphis College of Art	.	.	.	0
Memphis Teacher Residency	.	.	.	0
Middle Tennessee State University	-0.0220	-0.04	0.9697	8
Milligan College	.	.	.	1
South College	.	.	.	0
Southern Adventist University	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	0
TNTP - Nashville Teaching Fellows	.	.	.	0
Teach Tennessee	.	.	.	0
Teach for America – Memphis	.	.	.	3
Teach for America – Nashville	.	.	.	3
Tennessee State University	.	.	.	1

Tennessee Higher Education Study
Comparison of the 2013 - 2014 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Apprentice and Transitional Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions

Subject: US History

(includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

Institution	Difference of Mean Teachers' T-Values from Mean of Means	T-Value of Difference	P-Value	Number of Teachers in Institution
Tennessee Technological University	-0.1596	-0.23	0.8206	5
Tennessee Wesleyan College	.	.	.	0
Trevecca Nazarene University	.	.	.	3
Tusculum College	.	.	.	3
Union University	.	.	.	2
University Of Memphis	.	.	.	1
University Of Tennessee, Chattanooga	-0.3570	-0.51	0.6119	5
University Of Tennessee, Knoxville	1.3915 (+)	2.40	0.0165	8
University Of Tennessee, Martin	.	.	.	3
Vanderbilt University	.	.	.	1
Welch College	.	.	.	0
Western Governors University TN	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

- indicates a statistically significant negative difference from the state distribution.

+ indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Algebra I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	2	18.2	0.7652	2	18.2	0.7652	11
Belmont University	1	16.7	0.6893	0	0.0	0.5243	6
Bethel University	.	.	.	.	.	.	2
Bryan College	.	.	.	.	.	.	2
Carson-Newman University	.	.	.	.	.	.	4
Christian Brothers University	.	.	.	.	.	.	0
Cumberland University	3	50.0 (-)	0.0339	0	0.0	0.5243	6
East Tennessee State University	2	25.0	0.4062	1	12.5	0.9934	8
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	.	.	.	.	.	.	1
Johnson University	.	.	.	.	.	.	0
King College	.	.	.	.	.	.	1
Lee University	2	40.0	0.1158	1	20.0	0.5254	5
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	.	.	.	.	.	.	4
Lipscomb University	6	27.3	0.2659	3	13.6	0.6641	22
Martin Methodist College	.	.	.	.	.	.	0
Maryville College	.	.	.	.	.	.	3
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	.	.	.	.	.	.	2
Middle Tennessee State University	4	21.1	0.6534	0	0.0 (-)	0.0288	19
Milligan College	.	.	.	.	.	.	3
South College	.	.	.	.	.	.	0
Southern Adventist University	.	.	.	.	.	.	1
TNTP - Memphis Teaching Fellows	2	33.3	0.1978	1	16.7	0.6893	6
TNTP - Nashville Teaching Fellows	1	14.3	0.8466	1	14.3	0.8466	7
Teach Tennessee	3	23.1	0.5054	2	15.4	0.9967	13
Teach for America – Memphis	5	35.7 (-)	0.0877	7	50.0 (+)	0.0048	14

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Algebra I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	6	42.9 (-)	0.0232	3	21.4	0.6036	14
Tennessee State University	.	.	.	.	.	.	1
Tennessee Technological University	4	30.8	0.1983	2	15.4	0.9967	13
Tennessee Wesleyan College	0	0.0	0.5243	1	16.7	0.6893	6
Trevecca Nazarene University	.	.	.	.	.	.	3
Tusculum College	1	20.0	0.5254	0	0.0	0.6554	5
Union University	1	12.5	0.9934	3	37.5	0.1126	8
University Of Memphis	3	50.0 (-)	0.0339	1	16.7	0.6893	6
University Of Tennessee, Chattanooga	.	.	.	.	.	.	3
University Of Tennessee, Knoxville	1	3.9 (+)	0.0453	9	34.6 (+)	0.0464	26
University Of Tennessee, Martin	3	33.3	0.1713	2	22.2	0.5236	9
Vanderbilt University	3	50.0 (-)	0.0339	1	16.7	0.6893	6
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	2

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative difference from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Algebra II (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	.	.	.	.	.	.	3
Belmont University	.	.	.	.	.	.	2
Bethel University	.	.	.	.	.	.	0
Bryan College	.	.	.	.	.	.	1
Carson-Newman University	.	.	.	.	.	.	3
Christian Brothers University	.	.	.	.	.	.	0
Cumberland University	.	.	.	.	.	.	0
East Tennessee State University	1	16.7	0.6893	2	33.3	0.1978	6
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	.	.	.	.	.	.	0
Johnson University	.	.	.	.	.	.	0
King College	.	.	.	.	.	.	2
Lee University	.	.	.	.	.	.	1
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	.	.	.	.	.	.	2
Lipscomb University	1	20.0	0.5254	0	0.0	0.6554	5
Martin Methodist College	.	.	.	.	.	.	0
Maryville College	.	.	.	.	.	.	1
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	.	.	.	.	.	.	3
Middle Tennessee State University	2	18.2	0.7652	0	0.0	0.1718	11
Milligan College	.	.	.	.	.	.	1
South College	.	.	.	.	.	.	0
Southern Adventist University	.	.	.	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	.	.	.	2
TNTP - Nashville Teaching Fellows	1	11.1	0.8724	1	11.1	0.8724	9
Teach Tennessee	3	18.8	0.8037	2	12.5	0.7037	16
Teach for America – Memphis	3	21.4	0.6036	2	14.3	0.8961	14

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Algebra II (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	2
Tennessee State University	.	.	.	.	.	.	3
Tennessee Technological University	3	30.0	0.2417	3	30.0	0.2417	10
Tennessee Wesleyan College	.	.	.	.	.	.	2
Trevecca Nazarene University	.	.	.	.	.	.	1
Tusculum College	2	40.0	0.1158	0	0.0	0.6554	5
Union University	0	0.0	0.6554	2	40.0	0.1158	5
University Of Memphis	.	.	.	.	.	.	3
University Of Tennessee, Chattanooga	2	40.0	0.1158	0	0.0	0.6554	5
University Of Tennessee, Knoxville	0	0.0	0.3355	0	0.0	0.3355	8
University Of Tennessee, Martin	1	20.0	0.5254	0	0.0	0.6554	5
Vanderbilt University	3	37.5	0.1126	0	0.0	0.3355	8
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Biology I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	4
Belmont University	4
Bethel University	1
Bryan College	2
Carson-Newman University	4
Christian Brothers University	1
Cumberland University	4
East Tennessee State University	1	12.5	0.9934	4	50.0 (+)	0.0208	8
Fisk University	0
Freed-Hardeman University	2
Johnson University	0
King College	3
Lee University	1
Lemoyne Owen College	0
Lincoln Memorial University	0
Lipscomb University	1	9.1	0.6442	1	9.1	0.6442	11
Martin Methodist College	1
Maryville College	1
Memphis College of Art	0
Memphis Teacher Residency	3
Middle Tennessee State University	3
Milligan College	1
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	2	33.3	0.1978	1	16.7	0.6893	6
TNTP - Nashville Teaching Fellows	4
Teach Tennessee	3	25.0	0.4109	3	25.0	0.4109	12
Teach for America – Memphis	0	0.0	0.1718	4	36.4	0.1008	11

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Biology I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	1	14.3	0.8466	1	14.3	0.8466	7
Tennessee State University	.	.	.	.	.	.	3
Tennessee Technological University	1	14.3	0.8466	0	0.0	0.4194	7
Tennessee Wesleyan College	.	.	.	.	.	.	1
Trevecca Nazarene University	.	.	.	.	.	.	1
Tusculum College	.	.	.	.	.	.	0
Union University	2	28.6	0.2961	1	14.3	0.8466	7
University Of Memphis	0	0.0	0.6554	0	0.0	0.6554	5
University Of Tennessee, Chattanooga	.	.	.	.	.	.	1
University Of Tennessee, Knoxville	2	40.0	0.1158	1	20.0	0.5254	5
University Of Tennessee, Martin	3	37.5	0.1126	1	12.5	0.9934	8
Vanderbilt University	.	.	.	.	.	.	0
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	3

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Chemistry (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	0	0.0	0.6554	2	40.0	0.1158	5
Belmont University	4
Bethel University	1
Bryan College	0
Carson-Newman University	3
Christian Brothers University	1
Cumberland University	1
East Tennessee State University	3
Fisk University	0
Freed-Hardeman University	2
Johnson University	0
King College	3
Lee University	4
Lemoyne Owen College	0
Lincoln Memorial University	1
Lipscomb University	2	22.2	0.5236	0	0.0	0.2684	9
Martin Methodist College	2
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	0	0.0	0.6554	1	20.0	0.5254	5
Milligan College	3
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	1
TNTP - Nashville Teaching Fellows	3
Teach Tennessee	1	11.1	0.8724	4	44.4 (+)	0.0392	9
Teach for America – Memphis	4

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Chemistry (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	1	14.3	0.8466	0	0.0	0.4194	7
Tennessee State University	.	.	.	.	.	.	1
Tennessee Technological University	1	12.5	0.9934	0	0.0	0.3355	8
Tennessee Wesleyan College	.	.	.	.	.	.	0
Trevecca Nazarene University	.	.	.	.	.	.	1
Tusculum College	.	.	.	.	.	.	1
Union University	.	.	.	.	.	.	1
University Of Memphis	1	20.0	0.5254	0	0.0	0.6554	5
University Of Tennessee, Chattanooga	.	.	.	.	.	.	2
University Of Tennessee, Knoxville	2	20.0	0.6444	4	40.0 (+)	0.0656	10
University Of Tennessee, Martin	1	14.3	0.8466	0	0.0	0.4194	7
Vanderbilt University	.	.	.	.	.	.	2
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: EOC Composite (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	4	10.5	0.1971	3	7.9 (-)	0.0774	38
Belmont University	8	38.1 (-)	0.0288	2	9.5	0.3574	21
Bethel University	2	22.2	0.5236	0	0.0	0.2684	9
Bryan College	1	20.0	0.5254	2	40.0	0.1158	5
Carson-Newman University	6	31.6	0.1352	2	10.5	0.4738	19
Christian Brothers University	.	.	.	.	.	.	3
Cumberland University	5	22.7	0.5347	2	9.1	0.3090	22
East Tennessee State University	10	19.2	0.9445	8	15.4	0.5235	52
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	2	28.6	0.2961	1	14.3	0.8466	7
Johnson University	.	.	.	.	.	.	2
King College	2	18.2	0.7652	1	9.1	0.6442	11
Lee University	2	10.0	0.4122	3	15.0	0.8229	20
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	5	17.9	0.9989	3	10.7	0.3204	28
Lipscomb University	10	14.5	0.3203	10	14.5	0.3203	69
Martin Methodist College	1	14.3	0.8466	0	0.0	0.4194	7
Maryville College	2	25.0	0.4062	1	12.5	0.9934	8
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	1	7.1	0.3958	5	35.7 (+)	0.0877	14
Middle Tennessee State University	9	12.7	0.1527	5	7.0 (-)	0.0046	71
Milligan College	3	23.1	0.5054	1	7.7	0.4673	13
South College	.	.	.	.	.	.	0
Southern Adventist University	.	.	.	.	.	.	2
TNTP - Memphis Teaching Fellows	6	42.9 (-)	0.0232	1	7.1	0.3958	14
TNTP - Nashville Teaching Fellows	4	12.5	0.4088	8	25.0	0.3492	32
Teach Tennessee	10	21.3	0.6662	11	23.4	0.4347	47
Teach for America – Memphis	11	17.7	0.7983	18	29.0 (+)	0.0618	62

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: EOC Composite (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	7	16.3	0.6994	8	18.6	0.9994	43
Tennessee State University	3	25.0	0.4109	1	8.3	0.5498	12
Tennessee Technological University	13	19.4	0.9511	9	13.4	0.2272	67
Tennessee Wesleyan College	2	13.3	0.7960	1	6.7	0.3343	15
Trevecca Nazarene University	2	14.3	0.8961	0	0.0 (-)	0.0880	14
Tusculum College	3	25.0	0.4109	1	8.3	0.5498	12
Union University	6	20.0	0.7861	7	23.3	0.4784	30
University Of Memphis	5	14.3	0.5442	4	11.4	0.2870	35
University Of Tennessee, Chattanooga	8	26.7	0.2573	1	3.3 (-)	0.0210	30
University Of Tennessee, Knoxville	7	9.2 (+)	0.0182	20	26.3	0.1364	76
University Of Tennessee, Martin	12	29.3	0.1042	5	12.2	0.2885	41
Vanderbilt University	7	25.9	0.3111	4	14.8	0.6961	27
Welch College	.	.	.	.	.	.	1
Western Governors University TN	3	60.0 (-)	0.0134	0	0.0	0.6554	5

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	2	20.0	0.6444	1	10.0	0.7516	10
Belmont University	.	.	.	.	.	.	3
Bethel University	.	.	.	.	.	.	0
Bryan College	.	.	.	.	.	.	0
Carson-Newman University	.	.	.	.	.	.	1
Christian Brothers University	.	.	.	.	.	.	0
Cumberland University	1	20.0	0.5254	2	40.0	0.1158	5
East Tennessee State University	0	0.0	0.2147	2	20.0	0.6444	10
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	.	.	.	.	.	.	1
Johnson University	.	.	.	.	.	.	2
King College	.	.	.	.	.	.	2
Lee University	.	.	.	.	.	.	3
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	2	28.6	0.2961	1	14.3	0.8466	7
Lipscomb University	1	11.1	0.8724	2	22.2	0.5236	9
Martin Methodist College	.	.	.	.	.	.	0
Maryville College	.	.	.	.	.	.	1
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	.	.	.	.	.	.	4
Middle Tennessee State University	1	6.7	0.3343	5	33.3	0.1221	15
Milligan College	.	.	.	.	.	.	2
South College	.	.	.	.	.	.	0
Southern Adventist University	.	.	.	.	.	.	0
TNTP - Memphis Teaching Fellows	.	.	.	.	.	.	1
TNTP - Nashville Teaching Fellows	.	.	.	.	.	.	4
Teach Tennessee	.	.	.	.	.	.	0
Teach for America – Memphis	1	11.1	0.8724	5	55.6 (+)	0.0061	9

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English I (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	0	0.0	0.6554	1	20.0	0.5254	5
Tennessee State University	.	.	.	.	.	.	1
Tennessee Technological University	4	26.7	0.3285	6	40.0 (+)	0.0361	15
Tennessee Wesleyan College	.	.	.	.	.	.	3
Trevecca Nazarene University	.	.	.	.	.	.	4
Tusculum College	.	.	.	.	.	.	1
Union University	0	0.0	0.6554	1	20.0	0.5254	5
University Of Memphis	2	40.0	0.1158	1	20.0	0.5254	5
University Of Tennessee, Chattanooga	3	37.5	0.1126	1	12.5	0.9934	8
University Of Tennessee, Knoxville	2	20.0	0.6444	0	0.0	0.2147	10
University Of Tennessee, Martin	1	16.7	0.6893	2	33.3	0.1978	6
Vanderbilt University	0	0.0	0.5243	2	33.3	0.1978	6
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English II (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	3
Belmont University	3
Bethel University	1
Bryan College	0
Carson-Newman University	4
Christian Brothers University	0
Cumberland University	2
East Tennessee State University	3	27.3	0.3223	0	0.0	0.1718	11
Fisk University	0
Freed-Hardeman University	2
Johnson University	0
King College	1
Lee University	3
Lemoyne Owen College	0
Lincoln Memorial University	5	55.6 (-)	0.0061	1	11.1	0.8724	9
Lipscomb University	0	0.0	0.5243	2	33.3	0.1978	6
Martin Methodist College	3
Maryville College	0
Memphis College of Art	0
Memphis Teacher Residency	2
Middle Tennessee State University	2	28.6	0.2961	0	0.0	0.4194	7
Milligan College	3
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	3
Teach Tennessee	0
Teach for America – Memphis	2	20.0	0.6444	5	50.0 (+)	0.0127	10

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English II (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	0	0.0	0.6554	2	40.0	0.1158	5
Tennessee State University	.	.	.	.	.	.	2
Tennessee Technological University	4	30.8	0.1983	2	15.4	0.9967	13
Tennessee Wesleyan College	2	33.3	0.1978	1	16.7	0.6893	6
Trevecca Nazarene University	.	.	.	.	.	.	4
Tusculum College	.	.	.	.	.	.	1
Union University	.	.	.	.	.	.	4
University Of Memphis	2	22.2	0.5236	2	22.2	0.5236	9
University Of Tennessee, Chattanooga	3	37.5	0.1126	0	0.0	0.3355	8
University Of Tennessee, Knoxville	2	12.5	0.7037	5	31.3	0.1634	16
University Of Tennessee, Martin	1	20.0	0.5254	0	0.0	0.6554	5
Vanderbilt University	.	.	.	.	.	.	4
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English III (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	4
Belmont University	0
Bethel University	2
Bryan College	0
Carson-Newman University	1
Christian Brothers University	0
Cumberland University	3
East Tennessee State University	1	11.1	0.8724	2	22.2	0.5236	9
Fisk University	0
Freed-Hardeman University	2
Johnson University	0
King College	0
Lee University	4
Lemoyne Owen College	0
Lincoln Memorial University	3
Lipscomb University	4
Martin Methodist College	3
Maryville College	2
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	1	8.3	0.5498	3	25.0	0.4109	12
Milligan College	1
South College	0
Southern Adventist University	1
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	3
Teach Tennessee	0
Teach for America – Memphis	1	20.0	0.5254	2	40.0	0.1158	5

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: English III (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	4
Tennessee State University	.	.	.	.	.	.	0
Tennessee Technological University	2	25.0	0.4062	1	12.5	0.9934	8
Tennessee Wesleyan College	.	.	.	.	.	.	0
Trevecca Nazarene University	.	.	.	.	.	.	4
Tusculum College	.	.	.	.	.	.	1
Union University	.	.	.	.	.	.	3
University Of Memphis	1	20.0	0.5254	1	20.0	0.5254	5
University Of Tennessee, Chattanooga	0	0.0	0.5243	3	50.0 (+)	0.0339	6
University Of Tennessee, Knoxville	2	18.2	0.7652	1	9.1	0.6442	11
University Of Tennessee, Martin	.	.	.	.	.	.	2
Vanderbilt University	.	.	.	.	.	.	4
Welch College	.	.	.	.	.	.	1
Western Governors University TN	.	.	.	.	.	.	0

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Math (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	13	37.1 (-)	0.0105	5	14.3	0.5442	35
Belmont University	3	21.4	0.6036	6	42.9 (+)	0.0232	14
Bethel University	1	12.5	0.9934	3	37.5	0.1126	8
Bryan College	.	.	.	.	.	.	2
Carson-Newman University	4	18.2	0.9142	5	22.7	0.5347	22
Christian Brothers University	.	.	.	.	.	.	4
Cumberland University	1	7.1	0.3958	3	21.4	0.6036	14
East Tennessee State University	21	38.2 (-)	0.0011	8	14.6	0.4049	55
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	4	23.5	0.4836	4	23.5	0.4836	17
Johnson University	1	14.3	0.8466	0	0.0	0.4194	7
King College	.	.	.	.	.	.	1
Lee University	11	29.0	0.1246	7	18.4	0.9993	38
Lemoyne Owen College	.	.	.	.	.	.	1
Lincoln Memorial University	12	30.0 (-)	0.0865	8	20.0	0.8137	40
Lipscomb University	10	14.5	0.3203	24	34.8 (+)	0.0026	69
Martin Methodist College	2	40.0	0.1158	0	0.0	0.6554	5
Maryville College	1	20.0	0.5254	0	0.0	0.6554	5
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	3	37.5	0.1126	2	25.0	0.4062	8
Middle Tennessee State University	37	29.6 (-)	0.0075	17	13.6 (-)	0.0843	125
Milligan College	1	12.5	0.9934	0	0.0	0.3355	8
South College	5	22.7	0.5347	3	13.6	0.6641	22
Southern Adventist University	.	.	.	.	.	.	1
TNTP - Memphis Teaching Fellows	4	28.6	0.2597	3	21.4	0.6036	14
TNTP - Nashville Teaching Fellows	10	18.9	0.9996	13	24.5	0.3183	53
Teach Tennessee	.	.	.	.	.	.	1
Teach for America – Memphis	21	39.6 (-)	0.0006	10	18.9	0.9996	53

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Math (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	5	13.9	0.4927	19	52.8 (+)	0.0000	36
Tennessee State University	6	18.8	0.9291	4	12.5	0.4088	32
Tennessee Technological University	35	24.1	0.1819	16	11.0 (-)	0.0060	145
Tennessee Wesleyan College	3	23.1	0.5054	1	7.7	0.4673	13
Trevecca Nazarene University	7	25.0	0.3635	1	3.6 (-)	0.0309	28
Tusculum College	12	26.1	0.2288	4	8.7 (-)	0.0663	46
Union University	7	21.9	0.6035	6	18.8	0.9291	32
University Of Memphis	17	21.5	0.6174	13	16.5	0.5288	79
University Of Tennessee, Chattanooga	7	22.6	0.5399	7	22.6	0.5399	31
University Of Tennessee, Knoxville	14	20.9	0.7168	8	11.9	0.1223	67
University Of Tennessee, Martin	18	25.0	0.2311	11	15.3	0.3973	72
Vanderbilt University	1	12.5	0.9934	2	25.0	0.4062	8
Welch College	.	.	.	.	.	.	4
Western Governors University TN	1	20.0	0.5254	0	0.0	0.6554	5

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Reading/Language (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	10	33.3 (-)	0.0512	3	10.0	0.2454	30
Belmont University	0	0.0	0.2147	1	10.0	0.7516	10
Bethel University	1	11.1	0.8724	2	22.2	0.5236	9
Bryan College	.	.	.	.	.	.	3
Carson-Newman University	1	5.3	0.1657	4	21.1	0.6534	19
Christian Brothers University	.	.	.	.	.	.	4
Cumberland University	2	20.0	0.6444	3	30.0	0.2417	10
East Tennessee State University	10	15.6	0.4821	12	18.8	0.9504	64
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	3	33.3	0.1713	1	11.1	0.8724	9
Johnson University	6	60.0 (-)	0.0017	1	10.0	0.7516	10
King College	2	28.6	0.2961	1	14.3	0.8466	7
Lee University	9	23.1	0.4827	9	23.1	0.4827	39
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	9	22.5	0.5364	8	20.0	0.8137	40
Lipscomb University	15	19.5	0.9544	23	29.9 (+)	0.0270	77
Martin Methodist College	3	60.0 (-)	0.0134	0	0.0	0.6554	5
Maryville College	1	16.7	0.6893	0	0.0	0.5243	6
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	7	58.3 (-)	0.0012	0	0.0	0.1374	12
Middle Tennessee State University	27	21.3	0.6291	24	18.9	0.8587	127
Milligan College	4	36.4	0.1008	2	18.2	0.7652	11
South College	4	21.1	0.6534	2	10.5	0.4738	19
Southern Adventist University	.	.	.	.	.	.	0
TNTP - Memphis Teaching Fellows	2	14.3	0.8961	2	14.3	0.8961	14
TNTP - Nashville Teaching Fellows	12	40.0 (-)	0.0062	7	23.3	0.4784	30
Teach Tennessee	.	.	.	.	.	.	0
Teach for America – Memphis	17	31.5 (-)	0.0299	11	20.4	0.7871	54

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Reading/Language (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	7	15.2	0.5467	17	37.0 (+)	0.0044	46
Tennessee State University	3	12.0	0.4680	5	20.0	0.7666	25
Tennessee Technological University	27	18.4	0.7085	25	17.0	0.4255	147
Tennessee Wesleyan College	1	7.1	0.3958	1	7.1	0.3958	14
Trevecca Nazarene University	8	24.2	0.4001	6	18.2	0.9992	33
Tusculum College	9	23.1	0.4827	8	20.5	0.7514	39
Union University	8	30.8	0.1185	3	11.5	0.4137	26
University Of Memphis	24	27.3 (-)	0.0740	16	18.2	0.7886	88
University Of Tennessee, Chattanooga	10	35.7 (-)	0.0297	6	21.4	0.6431	28
University Of Tennessee, Knoxville	20	29.0 (-)	0.0520	9	13.0	0.1869	69
University Of Tennessee, Martin	11	16.9	0.6601	6	9.2 (-)	0.0318	65
Vanderbilt University	2	8.7	0.2664	8	34.8 (+)	0.0547	23
Welch College	.	.	.	.	.	.	2
Western Governors University TN	.	.	.	.	.	.	2

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Science (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	1
Austin Peay State University	7	25.9	0.3111	7	25.9	0.3111	27
Belmont University	1	11.1	0.8724	3	33.3	0.1713	9
Bethel University	2	33.3	0.1978	0	0.0	0.5243	6
Bryan College	.	.	.	.	.	.	3
Carson-Newman University	1	16.7	0.6893	1	16.7	0.6893	6
Christian Brothers University	1	11.1	0.8724	3	33.3	0.1713	9
Cumberland University	2	40.0	0.1158	1	20.0	0.5254	5
East Tennessee State University	5	10.9	0.1596	12	26.1	0.2288	46
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	4	40.0 (-)	0.0656	1	10.0	0.7516	10
Johnson University	2	28.6	0.2961	1	14.3	0.8466	7
King College	.	.	.	.	.	.	4
Lee University	6	27.3	0.2659	2	9.1	0.3090	22
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	9	26.5	0.2509	6	17.7	0.9323	34
Lipscomb University	14	22.6	0.4938	16	25.8	0.1990	62
Martin Methodist College	1	16.7	0.6893	1	16.7	0.6893	6
Maryville College	.	.	.	.	.	.	3
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	.	.	.	.	.	.	4
Middle Tennessee State University	22	18.6	0.8172	21	17.8	0.6418	118
Milligan College	0	0.0	0.1374	0	0.0	0.1374	12
South College	3	16.7	0.9979	2	11.1	0.5427	18
Southern Adventist University	.	.	.	.	.	.	0
TNTP - Memphis Teaching Fellows	3	21.4	0.6036	4	28.6	0.2597	14
TNTP - Nashville Teaching Fellows	7	22.6	0.5399	7	22.6	0.5399	31
Teach Tennessee	2	20.0	0.6444	0	0.0	0.2147	10
Teach for America – Memphis	7	14.9	0.5011	20	42.6 (+)	0.0002	47

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Science (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	5	16.1	0.7861	13	41.9 (+)	0.0027	31
Tennessee State University	2	8.7	0.2664	4	17.4	0.9986	23
Tennessee Technological University	24	20.5	0.7828	21	18.0	0.6745	117
Tennessee Wesleyan College	2	40.0	0.1158	1	20.0	0.5254	5
Trevecca Nazarene University	6	18.8	0.9291	1	3.1 (-)	0.0143	32
Tusculum College	11	33.3 (-)	0.0432	6	18.2	0.9992	33
Union University	2	11.8	0.6192	4	23.5	0.4836	17
University Of Memphis	12	18.8	0.9504	19	29.7 (+)	0.0443	64
University Of Tennessee, Chattanooga	6	24.0	0.4399	3	12.0	0.4680	25
University Of Tennessee, Knoxville	11	21.2	0.6814	3	5.8 (-)	0.0081	52
University Of Tennessee, Martin	7	13.2	0.2839	12	22.6	0.5016	53
Vanderbilt University	1	20.0	0.5254	1	20.0	0.5254	5
Welch College	.	.	.	.	.	.	3
Western Governors University TN	.	.	.	.	.	.	1

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Social Studies (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	0
Austin Peay State University	2	7.7	0.1681	4	15.4	0.7667	26
Belmont University	3	37.5	0.1126	4	50.0 (+)	0.0208	8
Bethel University	3	27.3	0.3223	1	9.1	0.6442	11
Bryan College	.	.	.	.	.	.	3
Carson-Newman University	2	18.2	0.7652	2	18.2	0.7652	11
Christian Brothers University	.	.	.	.	.	.	2
Cumberland University	1	11.1	0.8724	2	22.2	0.5236	9
East Tennessee State University	13	27.1	0.1676	5	10.4	0.1243	48
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	1	20.0	0.5254	0	0.0	0.6554	5
Johnson University	4	66.7 (-)	0.0032	0	0.0	0.5243	6
King College	0	0.0	0.5243	2	33.3	0.1978	6
Lee University	10	45.5 (-)	0.0032	2	9.1	0.3090	22
Lemoyne Owen College	.	.	.	.	.	.	0
Lincoln Memorial University	5	15.6	0.7204	5	15.6	0.7204	32
Lipscomb University	13	21.7	0.6111	12	20.0	0.8471	60
Martin Methodist College	.	.	.	.	.	.	2
Maryville College	.	.	.	.	.	.	4
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	4	66.7 (-)	0.0032	1	16.7	0.6893	6
Middle Tennessee State University	26	22.8	0.3829	26	22.8	0.3829	114
Milligan College	0	0.0	0.1374	1	8.3	0.5498	12
South College	3	21.4	0.6036	1	7.1	0.3958	14
Southern Adventist University	.	.	.	.	.	.	0
TNTP - Memphis Teaching Fellows	1	12.5	0.9934	1	12.5	0.9934	8
TNTP - Nashville Teaching Fellows	3	14.3	0.7408	5	23.8	0.4614	21
Teach Tennessee	.	.	.	.	.	.	0
Teach for America – Memphis	11	18.6	0.9484	14	23.7	0.3751	59

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: Social Studies (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	8	24.2	0.4001	11	33.3 (+)	0.0432	33
Tennessee State University	5	16.7	0.8550	6	20.0	0.7861	30
Tennessee Technological University	16	14.3	0.1555	22	19.6	0.9622	112
Tennessee Wesleyan College	0	0.0	0.6554	1	20.0	0.5254	5
Trevecca Nazarene University	5	14.3	0.5442	6	17.1	0.8657	35
Tusculum College	5	18.5	0.9227	7	25.9	0.3111	27
Union University	5	41.7 (-)	0.0388	1	8.3	0.5498	12
University Of Memphis	14	18.7	0.9080	23	30.7 (+)	0.0192	75
University Of Tennessee, Chattanooga	6	25.0	0.3779	10	41.7 (+)	0.0076	24
University Of Tennessee, Knoxville	9	18.8	0.9995	6	12.5	0.2579	48
University Of Tennessee, Martin	13	25.5	0.2514	7	13.7	0.3460	51
Vanderbilt University	1	8.3	0.5498	4	33.3	0.1451	12
Welch College	.	.	.	.	.	.	3
Western Governors University TN	.	.	.	.	.	.	2

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: TCAP Composite (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	.	.	.	.	.	.	1
Austin Peay State University	25	33.3 (-)	0.0043	8	10.7 (-)	0.0486	75
Belmont University	5	17.2	0.9268	9	31.0 (+)	0.0985	29
Bethel University	5	22.7	0.5347	2	9.1	0.3090	22
Bryan College	.	.	.	.	.	.	4
Carson-Newman University	3	7.3 (+)	0.0487	7	17.1	0.8138	41
Christian Brothers University	3	21.4	0.6036	2	14.3	0.8961	14
Cumberland University	5	21.7	0.6106	6	26.1	0.3197	23
East Tennessee State University	30	24.0	0.2223	12	9.6 (-)	0.0027	125
Fisk University	.	.	.	.	.	.	0
Freed-Hardeman University	10	33.3 (-)	0.0512	2	6.7 (-)	0.0884	30
Johnson University	8	57.1 (-)	0.0008	1	7.1	0.3958	14
King College	0	0.0	0.1100	3	23.1	0.5054	13
Lee University	17	23.0	0.4260	10	13.5	0.2040	74
Lemoyne Owen College	.	.	.	.	.	.	1
Lincoln Memorial University	22	27.5 (-)	0.0776	7	8.8 (-)	0.0105	80
Lipscomb University	29	17.3	0.4333	50	29.8 (+)	0.0019	168
Martin Methodist College	3	23.1	0.5054	1	7.7	0.4673	13
Maryville College	1	10.0	0.7516	1	10.0	0.7516	10
Memphis College of Art	.	.	.	.	.	.	0
Memphis Teacher Residency	9	39.1 (-)	0.0179	6	26.1	0.3197	23
Middle Tennessee State University	71	26.1 (-)	0.0118	36	13.2 (-)	0.0047	272
Milligan College	4	20.0	0.7407	1	5.0	0.1384	20
South College	7	25.0	0.3635	5	17.9	0.9989	28
Southern Adventist University	.	.	.	.	.	.	1
TNTP - Memphis Teaching Fellows	10	23.8	0.4100	5	11.9	0.2574	42
TNTP - Nashville Teaching Fellows	17	19.8	0.9142	27	31.4 (+)	0.0083	86
Teach Tennessee	3	37.5	0.1126	1	12.5	0.9934	8
Teach for America – Memphis	36	23.4	0.2530	42	27.3 (+)	0.0226	154

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: TCAP Composite (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	12	11.4 (+)	0.0295	40	38.1 (+)	0.0000	105
Tennessee State University	10	22.2	0.5591	3	6.7 (-)	0.0258	45
Tennessee Technological University	52	19.3	0.8545	36	13.4 (-)	0.0060	269
Tennessee Wesleyan College	3	14.3	0.7408	1	4.8	0.1153	21
Trevecca Nazarene University	13	22.0	0.5649	6	10.2 (-)	0.0701	59
Tusculum College	17	22.7	0.4620	10	13.3	0.1855	75
Union University	13	22.8	0.4762	12	21.1	0.6946	57
University Of Memphis	33	20.6	0.7533	20	12.5 (-)	0.0176	160
University Of Tennessee, Chattanooga	16	21.1	0.6912	17	22.4	0.4993	76
University Of Tennessee, Knoxville	26	21.7	0.5581	18	15.0	0.2037	120
University Of Tennessee, Martin	38	24.2	0.1617	24	15.3	0.1622	157
Vanderbilt University	5	16.7	0.8550	6	20.0	0.7861	30
Welch College	.	.	.	.	.	.	4
Western Governors University TN	1	20.0	0.5254	0	0.0	0.6554	5

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: US History (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	3
Belmont University	2
Bethel University	2
Bryan College	0
Carson-Newman University	2
Christian Brothers University	1
Cumberland University	2	40.0	0.1158	0	0.0	0.6554	5
East Tennessee State University	1	16.7	0.6893	1	16.7	0.6893	6
Fisk University	0
Freed-Hardeman University	0
Johnson University	0
King College	1
Lee University	2
Lemoyne Owen College	0
Lincoln Memorial University	0	0.0	0.4194	0	0.0	0.4194	7
Lipscomb University	0	0.0	0.4194	2	28.6	0.2961	7
Martin Methodist College	1
Maryville College	2
Memphis College of Art	0
Memphis Teacher Residency	0
Middle Tennessee State University	2	25.0	0.4062	1	12.5	0.9934	8
Milligan College	1
South College	0
Southern Adventist University	0
TNTP - Memphis Teaching Fellows	0
TNTP - Nashville Teaching Fellows	0
Teach Tennessee	0
Teach for America – Memphis	3

Tennessee Higher Education Study
Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Apprentice and Transitional Licensed Teachers
Quintiles are based on the 2013 - 2014 State Distribution of Teacher T-Value of Effects
Subject: US History (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th %tile	Percentage Below 20th %tile	P-Value Below 20th %tile	Number Above 80th %tile	Percentage Above 80th %tile	P-Value Above 80th %tile	Number of Teachers in Institution
Teach for America – Nashville	.	.	.	.	.	.	3
Tennessee State University	.	.	.	.	.	.	1
Tennessee Technological University	1	20.0	0.5254	1	20.0	0.5254	5
Tennessee Wesleyan College	.	.	.	.	.	.	0
Trevecca Nazarene University	.	.	.	.	.	.	3
Tusculum College	.	.	.	.	.	.	3
Union University	.	.	.	.	.	.	2
University Of Memphis	.	.	.	.	.	.	1
University Of Tennessee, Chattanooga	2	40.0	0.1158	0	0.0	0.6554	5
University Of Tennessee, Knoxville	0	0.0	0.3355	2	25.0	0.4062	8
University Of Tennessee, Martin	.	.	.	.	.	.	3
Vanderbilt University	.	.	.	.	.	.	1
Welch College	.	.	.	.	.	.	0
Western Governors University TN	.	.	.	.	.	.	0

Notes

- . indicates an insitution had fewer than 5 teachers.
- indicates a statistically significant negative differerence from the state distribution.
- + indicates a statistically significant positive relationship from the state distribution.