



2015 REPORT CARD ON THE EFFECTIVENESS OF TEACHER TRAINING PROGRAMS

**TENNESSEE STATE BOARD OF EDUCATION
TENNESSEE HIGHER EDUCATION COMMISSION
TENNESSEE DEPARTMENT OF EDUCATION**



EXECUTIVE SUMMARY

Introduction

In 2007, the Tennessee General Assembly passed legislation requiring an annual, public report on the effectiveness of teacher training programs. Under the law, the report must 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 *2015 Report Card on the Effectiveness of Teacher Training Programs* is designed to provide the public with information regarding the effectiveness of teacher training programs, as well as to provide preparation providers with information about how graduates perform in Tennessee K-12 classrooms that can be useful in ongoing program improvements.

Research shows that teachers have the most impact of any in-school factor on student achievement.¹ As a result, both the State Board of Education and the Department of Education (TDOE) share the goal of having an effective teacher in every classroom across the state. This report card is part of Tennessee's efforts to better understand and improve preparation pathways in hopes of moving closer towards achieving this shared goal.

In previous years, the Tennessee Higher Education Commission (THEC) had primary responsibility for the data collection, design, and publication of the report card. Beginning this year and moving forward, the State Board of Education, in partnership with the Department of Education, will assume primary responsibility for the issuance of this report card. With extensive input from stakeholders, we plan to redesign the report card to provide a more comprehensive review of providers and their completers, ensuring stakeholders access to useful information and supporting continuous improvement for providers.

Explanation of Data

Teacher Effect Data

In keeping with recent practice, for the 2015 report, the SAS Institute, Inc. performed analyses of teacher effect data for beginning teachers (defined as those with 1 to 3 years of experience) from the 43 teacher preparation providers in the state.² The goals of the analyses were: (1) to identify teacher preparation providers and programs that tend to produce highly effective new teachers, and (2) to report on program quality in comparison. The report

¹ Rivkin, S. G., Hanushek, E. A., & Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica*, 73(2), 417-458. Retrieved August 10, 2015 from <http://www.econ.ucsb.edu/~jon/Econ230C/HanushekRivkin.pdf>. Rockoff, J. (2004). The impact of individual teachers on student achievement: Evidence from panel data. *American Economic Review*, 94, 247-252. Retrieved August 10, 2015 from http://www.jstor.org/stable/3592891?seq=1#page_scan_tab_contents.

² EPPs with independent programs (i.e., Teach For America-Nashville and Teach For America-Memphis) are considered separate providers for the purpose of the Report Card. Three approved providers (Fisk University, Teach Tennessee, and TNTP-Memphis) had no 2013-2014 completers. In two of these instances providers did not have enough historical completers to publicly report on.

differentiates between the performance of completers with an apprentice and transitional license as compared to two reference populations: statewide teachers and beginning teachers.

Placement and Retention Results

The report card contains placement and retention analyses for 2010-2011 through the 2013-2014 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 TDOE 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 provider. The report card includes the percent of completers teaching in their first year after program completion as well as those teaching in their second year, who waited a year before entering the classroom. The report card 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.

Assessment Results

Tennessee requires that teachers take content-specific examinations in their content area as well as a pedagogy assessment. Most teacher candidates take a version of the Principles of Learning and Teaching (PLT) exam. More detailed information on assessment results can be found on the state's annual Title II report to the federal government. The Tennessee report can be accessed at <https://title2.ed.gov/>.

Limitations of the Data

Several limitations to the data exist. These include:

- Value-added estimates are only available for teachers working in tested subjects and grades, which represents about 40 percent of teachers statewide.
- Since 2011-12, the state has implemented teacher evaluation systems, which generate data to provide a more robust view of teacher effectiveness in Tennessee. The state is exploring the possibility of including additional data from teacher evaluation systems in the report card as soon as appropriate methodology for attributing data to preparation programs can be developed.

Findings

Profile Information

- Among the 4,225 completers, 85 percent are white, 77 percent are female, and 85 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 an educator preparation provider housed within an institution of higher education.
- The most common endorsement area for program completers continues to be Elementary K-6 education with 34 percent of endorsements; followed by Special Education with 13 percent of endorsements.
- The average final GPA was 3.56 for all 2013-2014 program completers.
- Over 99 percent of program completers passed the Principles of Learning and Teaching Praxis.

- As part of First to the Top, Tennessee made a commitment to increase STEM (Science, Technology, Engineering and Mathematics) teachers. Program completers in 2013-2014 earned 405 STEM endorsements; these account for 8 percent of all endorsements received.

Teacher Effect Data

- Program completers from the 2012-2014 cohorts, including Apprentice and Transitional license teachers, perform as well as teachers statewide in the following areas:
 - 4th-8th grade TCAP science
 - High school End of Course exams in chemistry, English I, English II, and English III
- Program completers from the 2012-2014 cohorts, including Apprentice and Transitional license teachers, are more effective than teachers statewide in the following area:
 - High school biology End of Course exam
- Program completers from the 2012-2014 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