

## Austin Peay State University

### 2015 Report Card on the Effectiveness of Education Preparation Providers (EPPs)

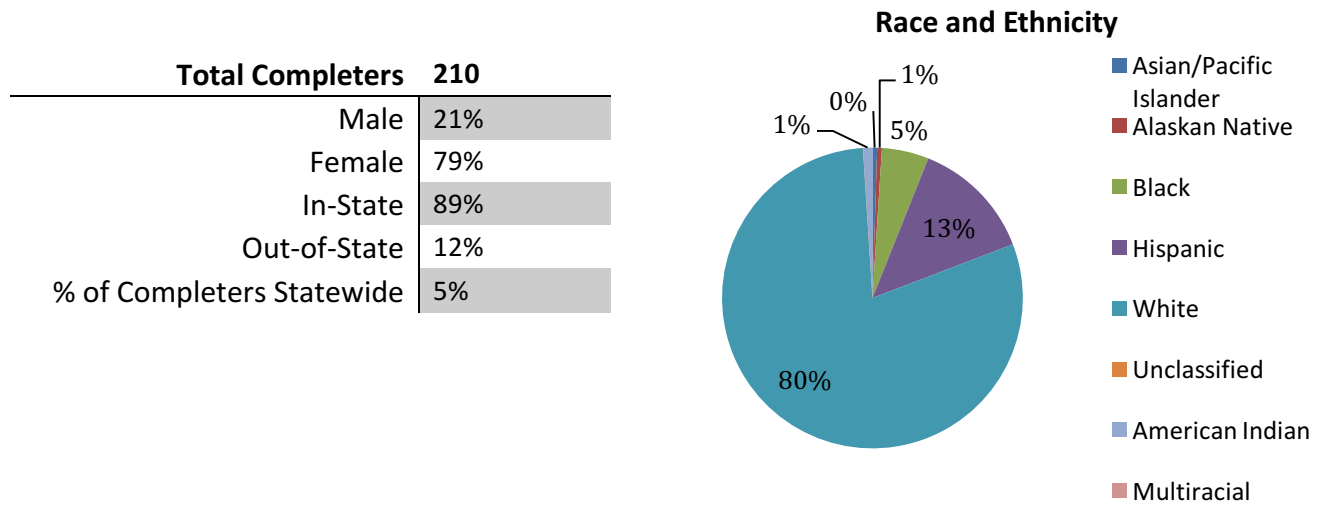


Austin Peay State University is a public four year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

**Location:** Clarksville, TN

Institution Type:	TBR
Accreditation:	SACSCOC, NCATE
Most Frequent Endorsement Issued:	Elementary

### 2013-2014 EPP Completer Demographics



Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License	152	Teacher Education, Multiple Levels
Master’s Degree & License	42	Education, General
Non-degree Licensure	16	

### Initial License Type

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 a provisional license issued at the request of a local education agency. Transitionally licensed teachers complete licensure requirements while employed. The Transitional license is issued for one year and may only be renewed twice. Transitional license candidates must hold a Bachelor’s degree; however, the degree might have been conferred by an institution other than the educator preparation provider recommending the candidate for licensure. 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.

Initial License Type	Completers
Apprentice	190
Transitional	20
Total	210

### 2013-2014 EPP Completer Academic Information

Below is a summary of academic performance of completers prior to and during preparation. Standardized test averages and percentages reported are calculated based on the relevant degree-level tests. Only degree-seeking students are included. *Note: Data is not provided for measures where there are less than 5 completers.*

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N	Min-Max	Average	N	Average	N	Average	N
Final GPA	3.52	210	2.81-4.00	3.50	190	3.76	20	3.58	3813
Major GPA								3.64	1656
High School GPA								3.43	1968
ACT Composite	22.6	96	17-30	22.5	95			23.1	2056
ACT Reading	23.9	91	13-36	23.9	90			23.8	1897
ACT Science	22.5	91	15-30	22.5	90			22.5	1897
ACT English	23.3	91	13-35	23.3	90			23.8	1906
ACT Math	21.5	91	14-33	21.4	90			21.7	1906
SAT Cumulative								1141	258
SAT Math								570	247
SAT Verbal								567	248
GRE Composite	932	16	610-1390	950	12			1078	250
GRE Math	521	27	250-760	528	22	492	5	561	268
GRE Verbal	463	27	290-690	466	22	446	5	510	269
MAT Score	411	20	381-437	410	12	414	8	403	249

### 2013-2014 EPP Completer Licensure Assessment Data

Candidates for a Tennessee teaching license are required 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 assessments. In addition, Tennessee requires all teacher candidates seeking licensure take the Principles of Learning and Teaching (PLT) exam and specific content area exams. *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
Total Program Completers	187	187	100%
• Apprentice License Completers	187	187	100%
• Transitional License Completers			

### Retention Data (Cohorts 2010-2013)

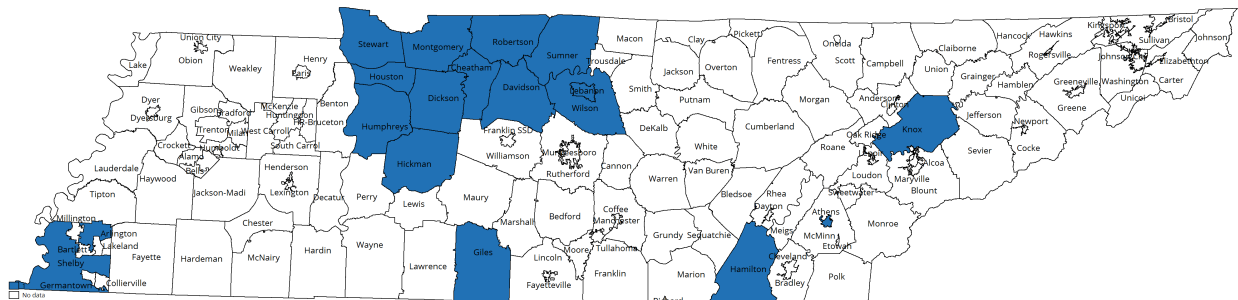
Placement and Retention data reflects the rates of completers for each cohort year listed. The data is based on the program completers in the Personnel Information Reporting System (PIRS). The years below refer to the number of years since the individuals have been eligible to teach. Therefore, the data helps to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. Teaching three out of four 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
2010-2011	150	56.7%	48.2%	51.3%	47.3%
2011-2012	208	48.0%	52.4%	55.8%	
2012-2013	186	54.8%	63.2%		
2013-2014	210	56.8%			

### 2013-2014 EPP Completer Placement Information

The following table and map show the number of completers placed by district in the 2014-2015 school year in Tennessee public schools.

Districts	Completers Placed
<i>Athens</i>	1
<i>Cheatham County</i>	11
<i>Davidson County</i>	6
<i>Dickson County</i>	11
<i>Giles County</i>	1
<i>Hamilton County</i>	1
<i>Hickman County</i>	1
<i>Houston County</i>	1
<i>Humphreys County</i>	2
<i>Knox County</i>	2
<i>Montgomery County</i>	62
<i>Robertson County</i>	6
<i>Shelby County</i>	1
<i>Stewart County</i>	2
<i>Sumner County</i>	5
<i>Wilson County</i>	1



### Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of an EPP’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. *Note: Data is not provided for measures where there are less than 5 completers.*

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

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

#### Apprentice License Teachers

Subject	Statewide Comparison	EPP Comparison	Teachers	EPPs Statewide
TCAP Composite (grades 4-8)	-	-	79	32
• Math	-		39	27
• Reading/Language	-		37	30
• Science			31	23
EOC Composite (High School)			28	24
• Algebra I			6	9
• Algebra II				4
• Biology	+		6	4
• Chemistry				2
• English I			6	8
• English II		+	7	7
• English III	+	+	7	7

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

### Transitional License Teachers

Subject	Statewide Comparison	EPP Comparison	Teachers	EPPs Statewide
TCAP Composite (grades 4-8)			5	9
• Math				7
• Reading/Language				6
• Science				5
EOC Composite (High School)		+	11	13
• Algebra I				5
• Algebra II				3
• Biology				4
• Chemistry	+	+	6	4
• English I				3
• English II				3
• English III				1

– represents a statistically significant negative effect

+ represents a statistically significant positive effect

### Apprentice and Transitional License Teachers

Subject	Statewide Comparison	EPP Comparison	Teachers	EPPs Statewide
TCAP Composite (grades 4-8)	-	-	84	35
• Math	-		41	30
• Reading/Language	-	-	39	33
• Science			34	28
EOC Composite (High School)		+	39	31
• Algebra I			8	16
• Algebra II				8
• Biology			8	9
• Chemistry	+	+	7	10
• English I			6	11
• English II		+	7	11
• English III	+	+	7	8

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### Tennessee Value Added Assessment System (TVAAS) Analysis

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this EPP 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. *Note: Data is not provided for measures where there are less than 5 completers.*

#### Apprentice License Teachers

Subject	Below 20 <sup>th</sup> Percentile	Statistically Significant	Above 80 <sup>th</sup> Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	31.65	-	8.86	-	79
• Math	25.64		12.82		39
• Reading/ Language	35.14	-	18.92		37
• Science	16.13		25.81		31
EOC Composite (High School)	14.29		10.71		28
• Algebra I	33.33		0		6
• Algebra II					
• Biology	0		33.33		6
• Chemistry					
• English I	0		16.67		6
• English II	0		14.29		7
• English III	0		42.86	+	7

- represents a statistically significant negative effect

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### Transitional License Teachers

Subject	Below 20 <sup>th</sup> Percentile	Statistically Significant	Above 80 <sup>th</sup> Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	40		20		5
• Math					
• Reading/ Language					
• Science					
EOC Composite (High School)	9.09		36.36		11
• Algebra I					
• Algebra II					
• Biology					
• Chemistry	0		50	+	6
• English I					
• English II					
• English III					

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### Apprentice and Transitional License Teachers

Subject	Below 20 <sup>th</sup> Percentile	Statistically Significant	Above 80 <sup>th</sup> Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	32.14	-	9.52	-	84
• Math	26.83		12.2		41
• Reading/ Language	33.33	-	17.95		39
• Science	17.65		23.53		34
EOC Composite (High School)	12.82		17.95		39
• Algebra I	37.5		12.5		8
• Algebra II					
• Biology	12.5		25		8
• Chemistry	0		42.86	+	7
• English I	0		16.67		6
• English II	0		14.29		7
• English III	0		42.86	+	7

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