

Teach Tennessee

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



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.

Teach Tennessee did not have any completers from the 2013-2014 cohort; therefore, this report only includes retention and value added analysis for their cohorts from 2010-2013.

Location:

Institution Type:	Alternative
Accreditation:	N/A
Most Frequent Endorsement Issued:	N/A

Retention Data (Cohorts 2010-2014)

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	54	53.7%	40.7%	48.1%	46.3%
2011-2012	32	40.6%	50.0%	40.6%	
2012-2013	52	49.0%	68.6%		
2013-2014	0				

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)				
• Math				
• Reading/Language				
• Science				
EOC Composite (High School)				
• Algebra I				
• Algebra II				
• Biology				

<ul style="list-style-type: none"> • Chemistry • English I Subject	Statewide Comparison	EPP Comparison	Teachers	EPPs Statewide
	TCAP Composite (grades 4-8)			5
<ul style="list-style-type: none"> • Math • Reading/Language • Science 			7	
EOC Composite (High School)			40	
<ul style="list-style-type: none"> • Algebra I • Algebra II • Biology • Chemistry • English I • English II • English III 			11	
			8	
			12	
			13	

– represents a statistically significant negative effect

+ represents a statistically significant positive effect

Transitional License Teachers

– represents a statistically significant negative effect

+ represents a statistically significant positive effect

Subject	Statewide Comparison	EPP Comparison	Teachers	EPPs Statewide
TCAP Composite (grades 4-8)			5	

Apprentice and Transitional License Teachers

• Math	
• Reading/Language	
• Science	7
EOC Composite (High School)	40
• Algebra I	11
• Algebra II	8
• Biology	12
• Chemistry	13
• English I	
• English II	
• English III	

– represents a statistically significant negative effect

+ represents a statistically significant positive effect

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 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)					
• Math					
• Reading/Language					
• Science					
EOC Composite (High School)					
• Algebra I					
• Algebra II					
• Biology					
• Chemistry					
• English I					
• English II					
• English III					

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	40		0		5
• Math					
• Reading/Language					
• Science	28.57		0		7
EOC Composite (High School)	30	-	27.5		40
• Algebra I	27.27		0		11
• Algebra II	25		0		8
• Biology	33.33		25		12
• Chemistry	15.38		38.46	+	13
• English I					
• English II					
• English III					

- 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)	40		0		5
• Math					
• Reading/Language					
• Science	28.57		0		7
EOC Composite (High School)	30	-	27.5		40
• Algebra I	27.27		0		11
• Algebra II	25		0		8
• Biology	33.33		25		12
• Chemistry	15.38		38.46	+	13
• English I					
• English II					
• English III					

- represents a statistically significant negative effect

+ represents a statistically significant positive effect