

DATE: November 20, 2014

SUBJECT: Report Card on the Effectiveness of Teacher Training Programs

ACTION RECOMMENDED: Information

The 2014 *Report Card on the Effectiveness of Teacher Training Programs* was released on October 31, 2014. This is the sixth year that the state has made data available to the public regarding the effectiveness of the state's teacher training program completers. Over the past year, THEC staff members have worked in collaboration with the 43 teacher training programs, Department of Education, and other key stakeholders to improve and expand the Report Card.

The report, which is statutorily required, provides information on the placement and retention rates of teacher training program completers, Praxis II licensure exam passage rates, and Tennessee Value-Added Assessment System (TVAAS) teacher effect data. Key findings of the report include information related to the academic preparation of Tennessee's teachers and effectiveness of completers once they enter the classroom. Attached is the Executive Summary while the full report, including individual program reports, is available on the THEC website.



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



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.