



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.

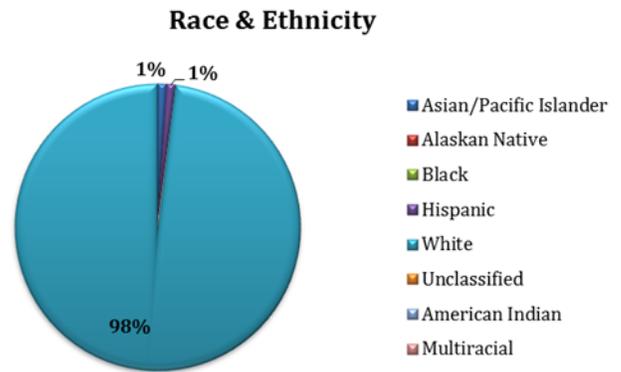
East Tennessee State University

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

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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

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○ 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

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