

THE UNIVERSITY OF MEMPHIS

University of Memphis Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

University of Memphis 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:

- University of Memphis had 445 program completers in the 2012-2013 cohort and a 99 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- University of Memphis program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP math, reading, science, and social studies
 - High school End of Course exam composite, Algebra I, biology, chemistry, English I, English II, and English III
- Program completers from University of Memphis tend to be less effective than *teachers statewide* in 4th-8th grade TCAP composite.
- University of Memphis program completers tend to be more effective than other *beginning teachers* in English II.
- University of Memphis has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in 4th-8th grade TCAP science and social studies.
- Based on the *statewide distribution of all teachers*, completers from University of Memphis tend to underperform in 4th-8th grade TCAP composite, reading, and Algebra I.

University of Memphis

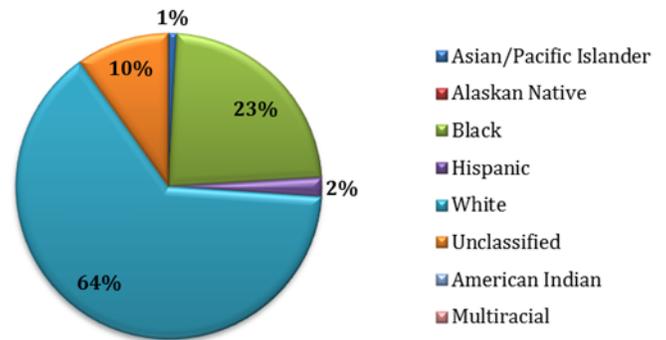
Teacher Education Program Information

Location:	Memphis, TN
Institution Type:	TBR
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary K-6 (173 completers)

2012-2013 Program Completers

Total Completers	445
Male	19%
Female	81%
In-State	91%
Out-of-State	9%
Apprentice License	365
Transitional License	80
Completers Statewide	9.3%

Race & Ethnicity



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	3.51	445	2.26-4.0	3.47	365	3.71	80	3.56	4258
Major GPA	3.6	421	2.26-4.0	3.57	341	3.71	80	3.58	1932
High School GPA	3.16	280	2.0-4.0	3.15	251	3.26	29	3.40	2240
ACT Composite	22	253	15-32	22	221	22.3	32	23.1	2406
ACT Reading	23.5	248	13-35	23.5	217	23.5	31	24.4	2212
ACT Science	21.3	248	13-35	21.3	217	21.6	31	22.5	2181
ACT English	23.4	253	11-36	23.3	221	24	32	24.1	2222
ACT Math	20.4	253	14-33	20.4	221	21	32	21.8	2220
SAT Cumulative	1100	13	800-1330	1066	10			1110	294
SAT Math	538	13	400-630	514	10			549	283
SAT Verbal	565	13	400-710	555	10			557	282
GRE Composite	985	66	610-1480	991	47	971	19	1034	228
GRE Math	527	67	270-780	525	48	530	19	549	239
GRE Verbal	459	67	260-710	466	48	441	19	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	211	Special Education & Teaching
Master's Degree & License	136	Curriculum & Instruction
License Only	98	

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.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
University of Memphis Completers	285	283	99%
• Apprentice License Completers	249	247	99%
• Transitional License Completers	36	36	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	436	73.4%	68.6%	50.9%	59.3%
2010-2011	466	51.3%	44.2%	54.3%	
2011-2012	431	48.2%	58.2%		
2012-2013	445	49.7%			

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
Benton	1	Haywood	3
Carroll	2	Henderson	2
Chester	1	Lauderdale	5
Crockett	2	Madison	11
Davidson	3	Putnam	1
Dyer	3	Shelby	162
Fayette	11	Tipton	11
Hardeman	2	Williamson	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)	-		147	30
○ Math			72	28
○ Reading/Language			85	27
○ Science			61	26
○ Social Studies	+	+	75	26
EOC Composite (High School)	-		13	28

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)			13	12
○ Math			7	8
EOC Composite (High School)			22	18
○ English I			5	3
○ English II	+		7	3

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		160	34
○ Math			79	31
○ Reading/Language			88	31
○ Science			64	31
○ Social Studies			75	29
EOC Composite (High School)			35	32
○ Algebra I			6	19
○ Biology			5	10
○ Chemistry			5	8
○ English I			5	14
○ English II		+	9	11
○ English III			5	7

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

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)	21.1%		13.6%	-	147
○ Math	22.2%		16.7%		72
○ Reading/Language	25.9%		17.7%		85
○ Science	18.0%		29.5%	+	61
○ Social Studies	18.7%		30.7%	+	75
EOC Composite (High School)	15.4%		7.7%		13

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	15.4%		0.0%		13
○ Math	14.3%		14.3%		7
EOC Composite (High School)	13.6%		13.6%		22
○ English I	40.0%		20.0%		5
○ English II	14.3%		28.6%		7

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	20.6%		12.5%	-	160
○ Math	21.5%		16.5%		79
○ Reading/Language	27.3%	-	18.2%		88
○ Science	18.8%		29.7%	+	64
○ Social Studies	18.7%		30.7%	+	75
EOC Composite (High School)	14.3%		11.4%		35
○ Algebra I	50.0%	-	16.7%		6
○ Biology	0.0%		0.0%		5
○ Chemistry	20.0%		0.0%		5
○ English I	40.0%		20.0%		5
○ English II	22.2%		22.2%		9
○ English III	20.0%		20.0%		5

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