

## ***Introduction to the Data***

In response to Tennessee Code Annotated 49-5-108, the State Board of Education collaborated with the Governor's Office of State Planning and Policy to commission a study of teacher effect data, performed by SAS Institute, Inc.

The goals of the study were:

- to identify teacher training programs that tend to produce new teachers who are highly effective as well as to identify programs that tend to produce new teachers who are very ineffective.
- to determine if a teacher training program is above or below the reference distribution for each level of effectiveness with a fair and reliable statistical test.

This year's report allows programs to differentiate between the performance of traditionally licensed and alternatively licensed teachers (1 to 3 years experience) in comparison to three reference populations. The reference populations are as follows<sup>1</sup>:

- the 2008- 2009 state distribution of teacher t-value of effects (grades 4 – 8).
- the 2008 – 2009 mean t-value effects of beginning teachers compared to the mean of the means for other Tennessee teacher training programs.
- the 2008 – 2009 mean t-value of teacher effect for beginning teachers compared to the mean of veteran teachers (i.e. teachers possessing more than 3 years experience).

The following institution report card is based on the following demarcations:

- **Green** indicates a ***statistically significant positive difference*** in relationship to the reference population or state distribution.
- **Red** indicates a ***statistically significant negative difference*** in relationship to the reference population or state distribution.

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<sup>1</sup> The technical report for the study can be found on pages 16 – 27.

**Aquinas College: Teacher T-Value Effects (Grades 4 – 8)**

*One year estimates of T-value of teacher effects (2008 – 2009)*

Less than 5 teachers per content area. Not eligible for analysis.

**Aquinas College: Placement & Retention**

2002 – 03 Completers in the  
Personnel Information Reporting System (PIRS)

% of state total	Year 1	3 consecutive years	2 out of 3 Years	4 out of 5 years
0.5%	21.1%	15.8%	21.1%	21.1%

2003 – 04 Completers in the  
Personnel Information Reporting System (PIRS)

% of state total	Year 1	3 consecutive years	2 out of 3 Years	4 out of 5 years
0.5%	18.8%	12.5%	18.8%	18.8%

