

## ***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.

**Middle Tennessee State University:  
Teacher T-Value Effects (Grades 4 – 8)**

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

**Percentage of Effective Teachers (1 to 3 Years Experience) based on the 2008-2009 State Distribution of Teacher T-Value of Effects**

*Traditionally Licensed Teachers (2002 - 2008)*

Math (N=48)

% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile
18.8%	20.8%

Science (N=48)

% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile
14.6%	20.8%

Reading / Language Arts (N=66)

% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile
22.7%	19.7%

Social Studies (N=49)

% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile
18.4%	12.2%

*Alternatively Licensed Teachers (2003 – 2009)*

Math (N=4)

% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile
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Science (N=5)

% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile
20.0%	20.0%

Reading / Language Arts (N=10)

% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile
40.0%	10.0%

Social Studies (N=5)

% Below the 20 <sup>th</sup> Percentile	% Above the 80 <sup>th</sup> Percentile
40.0%	0.0%

**Middle Tennessee State University:  
Teacher T-Value Effects (Grades 4 – 8)**

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

**Comparison of the 2008 – 2009 Mean T-Value of Teacher Effect  
Among Beginning Teachers as Compared to the Mean of Means for  
All Institutions**

Key

- NSSD - No Statistically Significant Difference
- ( - ) – Statistically significant negative difference
- ( + ) – Statistically significant positive difference

*Traditionally Licensed Teachers: Mean T-Value*

Math

(-)	NSSD	(+)
	0.0031	

Science

(-)	NSSD	(+)
	0.3425	

Reading / Language Arts

(-)	NSSD	(+)
	-0.0027	

Social Studies

(-)	NSSD	(+)
-0.5496		

*Alternatively Licensed Teachers: Mean T-Value*

Math

(-)	NSSD	(+)
	-	

Science

(-)	NSSD	(+)
	-0.5369	

Reading / Language Arts

(-)	NSSD	(+)
-0.8737		

Social Studies

(-)	NSSD	(+)
	-0.4668	

**Middle Tennessee State University:  
Teacher T-Value Effects (Grades 4 – 8)**

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

**Comparison of the 2008 – 2009 Mean T-Value of Teacher Effect for Beginning Teachers as Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2008- 2009 Teacher Value-Added Data**

Key

- NSSD - No Statistically Significant Difference
- ( - ) – Statistically significant negative difference
- ( + ) – Statistically significant positive difference

*Traditionally Licensed Teachers: Mean T-Value*

Math

(-)	NSSD	(+)
	-0.2964	

Science

(-)	NSSD	(+)
	0.2261	

Reading / Language Arts

(-)	NSSD	(+)
	-0.1132	

Social Studies

(-)	NSSD	(+)
-0.6628		

*Alternatively Licensed Teachers: Mean T-Value*

Math

(-)	NSSD	(+)
	-	

Science

(-)	NSSD	(+)
	-0.4020	

Reading / Language Arts

(-)	NSSD	(+)
-1.0242		

Social Studies

(-)	NSSD	(+)
	-0.9031	

### **Middle Tennessee State University: 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
10.6%	66.4%	57.9%	80.2%	82.8%

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
7.6%	78.9%	77.0%	86.0%	87.5%