

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 follows¹:

- 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.

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

**University of Tennessee, Martin:
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=19)

% Below the 20 th Percentile	% Above the 80 th Percentile
5.3%	10.5%

Reading / Language Arts (N=37)

% Below the 20 th Percentile	% Above the 80 th Percentile
13.5%	24.3%

Science (N=24)

% Below the 20 th Percentile	% Above the 80 th Percentile
4.2%	8.3%

Social Studies (N=25)

% Below the 20 th Percentile	% Above the 80 th Percentile
8.0%	16.0%

Alternatively Licensed Teachers (2003 – 2009)

Math (N=9)

% Below the 20 th Percentile	% Above the 80 th Percentile
22.2%	22.2%

Reading / Language Arts (N=7)

% Below the 20 th Percentile	% Above the 80 th Percentile
14.3%	28.6%

Science (N=9)

% Below the 20 th Percentile	% Above the 80 th Percentile
11.1%	33.3%

Social Studies (N=5)

% Below the 20 th Percentile	% Above the 80 th Percentile
40.0%	0.0%

**University of Tennessee, Martin:
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	(+)
	0.4304	

Science

(-)	NSSD	(+)
	0.1234	

Reading / Language Arts

(-)	NSSD	(+)
	0.1072	

Social Studies

(-)	NSSD	(+)
	0.4048	

Alternatively Licensed Teachers: Mean T-Value

Math

(-)	NSSD	(+)
	-0.8924	

Science

(-)	NSSD	(+)
	0.7277	

Reading / Language Arts

(-)	NSSD	(+)
	0.4097	

Social Studies

(-)	NSSD	(+)
	-0.5097	

**University of Tennessee, Martin:
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	(+)
	0.1310	

Science

(-)	NSSD	(+)
	0.0070	

Reading / Language Arts

(-)	NSSD	(+)
	-0.0034	

Social Studies

(-)	NSSD	(+)
	0.2915	

Alternatively Licensed Teachers: Mean T-Value

Math

(-)	NSSD	(+)
	-0.7156	

Science

(-)	NSSD	(+)
	0.8626	

Reading / Language Arts

(-)	NSSD	(+)
	0.2592	

Social Studies

(-)	NSSD	(+)
	-0.9461	

University of Tennessee Martin: 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
4.0%	68.3%	64.1%	79.6%	82.4%

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
3.4%	64.4%	62.7%	72.9%	78.8%