

Report Card on the Effectiveness of Teacher Training Programs

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Table of Contents

I. Report Summary	3
- Introduction	
- How to Use this Report	
- Teacher Effect Data	
- Placement and Retention Results	
- Praxis Results	
- Limitations of the Report Card	
- Future Iterations of the Report Card	
- Teacher Training Programs At-A-Glance	
II. Institution Report Cards	12
- Aquinas College	13
- Austin Peay State University	17
- Belmont University	21
- Bethel College	25
- Bryan College	29
- Carson-Newman College	33
- Christian Brothers University	37
- Cumberland University	41
- David Lipscomb University	45
- East Tennessee State University	49
- Fisk University	53
- Freed-Hardeman University	57
- Free-Will Baptist Bible College	61
- Johnson Bible College	65
- King College	69
- Lambuth University	73
- Lane College	77
- Lee University	81
- Lemoyne Owen College	85
- Lincoln Memorial University	89
- Martin Methodist College	93
- Maryville College	97
- Middle Tennessee State University	101
- Milligan College	105
- South College	109
- Southern Adventist University	113
- Teach for America	117

- Teach Tennessee	121
- Tennessee State University	125
- Tennessee Technological University	129
- Tennessee Wesleyan College	133
- Trevecca Nazarene University	137
- Tusculum College	141
- Union University	145
- University of Memphis	149
- University of Tennessee, Chattanooga	153
- University of Tennessee, Knoxville	157
- University of Tennessee, Martin	161
- University of the South	165
- Vanderbilt University	169
- Victory University	173
III. Appendix	177
A. Technical Report for the Effectiveness Study	178
B. Traditionally Licensed Teachers Effect Data	188
C. Alternatively Licensed Teachers Effect Data	244
D. Combined Traditionally and Alternatively Licensed Teachers Effect Data	298
E. Praxis Results	353
i. Summary Pass Rates	
ii. Professional Knowledge	
iii. Academic Content Areas (aggregate)	
iv. Education of Young Children	
v. Elementary Education: Curriculum Instruction and Assessment	
vi. Elementary School Content Knowledge	
vii. Middle School Content Knowledge	
viii. Reading Across the Curriculum: Elementary	
ix. Principles of Learning and Teaching	
x. Tennessee Statewide Summary Praxis Results: STEM	

REPORT SUMMARY

Introduction

Tennessee Code Annotated 49-5-108 requires the state to develop a report card or assessment on the effectiveness of teacher training programs. This report includes data on the performance of each institution's graduates in the following areas required by state statute: placement and retention rates, PRAXIS results, and teacher effect data based on Tennessee Value-Added Assessment System (TVAAS) scores. The analysis contained within this report is not based on a comprehensive set of measures upon which the quality of teacher training programs should be ranked. The information contained herein is to establish a baseline for teacher training programs and for the public to evaluate and review program effectiveness, based on specific measures of quality as defined by Tennessee Code Annotated 49-5-108.

Currently, the main function of the report card is to provide information on the effectiveness of teacher preparation programs and is exclusively used as a reporting tool. This is the 3rd year that the report has been produced in this format. The report is currently being redesigned as part of the state's First to the Top initiatives. More information on the redesign process is provided at the end of this section.

How to Use this Report

The individual institution pages report on several indicators related to teacher effect data, placement and retention information, and praxis pass rates. The teacher effect analysis is only based on the teachers who have Tennessee Value-Added Assessment System (TVAAS) scores. The individual institution reports only include the teacher effect estimates based on the TCAP subject tests in math, reading/language arts, science, and social studies in grades four through eight. The Appendix also includes effect data for teachers who taught high school courses with End-of-Course and Gateway exams. Therefore, it is important to note that the data being reported is limited to the beginning teachers (1 to 3 years of experience) from each institution who went on to teach in one of the TCAP tested subjects. Additionally, the data only represents the teachers in public K-12 schools in Tennessee, and does not reflect data on teachers who went on to teach in private schools or out of state.

The teacher effect data for the beginning teachers is used in comparison to three reference populations:

- *The 2009 – 2010 state distribution of teacher t-value of effects:* These data represents the percentage of beginning teachers from a training program in either the highest or lowest quintiles. A statistically significant larger percentage of teachers in the highest quintile indicates that an institution tends to produce highly effective teachers; conversely, a statistically significant larger percentage of teachers in the lowest quintile indicates that an institution tends to produce less effective teachers.
- *The 2009 – 2010 mean t-value effects of beginning teachers compared to the mean of the means for other Tennessee teacher training programs:* This analysis compares the effectiveness of beginning teachers from each institution to the average effectiveness of beginning teachers from all institutions.
- *The 2009 – 2010 mean t-value of teacher effect for beginning teachers compared to the mean of veteran teachers:* This analysis compares the effectiveness of beginning teachers from each institution to the statewide average effectiveness of teachers with more than three years of experience.¹

Teacher Effect Data

The SAS Institute, Inc. performed the analysis of teacher effect data for beginning teachers (defined as those with 1 to 3 years of experience) from all teacher preparation programs in the state. The goals of the study were: (1) 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, and (2) 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 report allows programs to differentiate between the performance of traditionally licensed and alternatively licensed teachers in comparison to three reference populations. A more detailed explanation of how to interpret the reference populations can be found in the section above.

¹ See the Technical Report in the Appendix for more information on the analysis and specific calculations

Statewide Teacher Effect Summary Information

Institutions with statistically significant positive and negative differences in the effectiveness of traditionally and alternatively licensed teachers with one to three years of experience in comparison to reference population

Subject	Statistically Significant Negative Difference	Statistically Significant Positive Difference
Percentage in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects		
Math	Lincoln Memorial TSU	Vanderbilt
Reading/Language Arts	Carson-Newman TSU U of Memphis UTC UTM	Teach for America
Science	Lincoln Memorial Trevecca Nazarene UTM	Teach for America
Social Studies	Carson-Newman MTSU	Teach for America
Comparison to the Mean of Means for All Institutions		
Math	Lincoln Memorial MTSU TSU	Christian Brothers ETSU Teach for America Vanderbilt
Reading/Language Arts	Carson-Newman TSU U of Memphis	Teach for America
Science		Belmont Teach for America
Social Studies	Lincoln Memorial MTSU	Lee Teach for America
Comparison to the Mean of Veteran Teachers		
Math	Lincoln Memorial MTSU TSU TTU Tusculum	Vanderbilt
Reading/Language Arts	Carson-Newman Christian Brothers ETSU MTSU TSU TTU Trevecca Nazarene Union	Teach for America

2010 Report Card on the Effectiveness of Teacher Training Programs

	U of Memphis UTC UTM	
Science	APSU TSU U of Memphis UTM	Teach for America
Social Studies	Carson-Newman Christian Brothers Lincoln Memorial MTSU TSU TTU Trevecca Nazarene U of Memphis	Teach for America

Comparison of the 2009-2010 mean t-value of teacher effect of beginning teachers (1-3 years experience) to veteran teachers (more than 3 years experience) for traditionally and alternatively licensed teachers

Subject	Mean T-Value	Number of Teachers	Number of Institutions
Algebra I	-0.2748	158	16
Biology I	-0.1334	72	9
English I	-0.8902	70	10
English II	-0.1709	47	6
Math	-0.2951	671	25
Reading/Language Arts	-0.2731	843	28
Science	-0.1520	668	27
Social Studies	-0.2913	700	26
US history	-0.2034	22	4

Notes:

Red cells indicate a statistically significant negative difference

Green cells indicate a statistically significant positive difference

Placement and Retention Results

The report contains analysis for the 2003-04 through the 2007-08 cohorts of Title II completers, cross referenced against the Tennessee Personnel Information Reporting System (PIRS). The Center for Business and Economic Research at the University of Tennessee, Knoxville compared data from the state Completers Database² and PIRS in order to determine the placement and retention of teachers from specific institutions. This report provides data on the first year placement rate of each institution's graduates as well as the percentage of graduates who continued to teach consecutively for three, four, and five years. The placement and retention data for the Teach Tennessee and Teach for America teachers were calculated using additional data provided by each program. This report does not include information on those teachers trained in Tennessee who went on to work in private schools or schools out of state.

*Placement and Retention Statewide Summary:
Title II Program Completers in the PIRS database*

Cohort Year	Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 - 04	3500	61.3%	53.0%	49.9%	45.7%
2004 - 05	3791	62.5%	52.8%	47.8%	45.6%
2005 - 06	4030	62.9%	52.0%	49.7%	
2006 - 07	3822	62.3%	51.0%		
2007 - 08	3662	56.1%			

Note: Table does not include Teach Tennessee or Teach for America teachers

Praxis Results

Teacher candidates are required to take the Praxis II exams in order to be eligible to teach in Tennessee. Praxis II exams are offered in multiple content areas. Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. The majority of teacher preparation programs have a high passing rate for all tests, ranging from 97 to 100 percent. Therefore, Praxis results do not necessarily provide information on variation between preparation programs. The table below provides statewide summary information on Praxis pass rates. Each institution page includes Praxis information as well for that specific preparation program. In addition, there is more detailed information on all Praxis results in the Appendix.

² Completers Database includes all teacher program graduates from public and private institutions of higher education in Tennessee

Statewide Summary of Praxis Pass Rates (2007-2008)

PRAXIS Results	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	3,527	3,471	98
Professional Knowledge	3,399	3,353	99
Academic Content Areas	3,904	3,872	99

Limitations of the Report Card

The report card can be improved in several areas; specifically, data quality, design, and use. Several different sources are used to gather the data for the report card. Using these various sources can result in duplicative data and differing cohorts of students involved in each measure. Over the past several years, the report card has been based on data reported for Title II of the Higher Education Act. These data are no longer provided directly to the state and new data collection methods will need to be developed and implemented.

Tennessee statute required three specific measures be used to evaluate teacher preparation programs. Since the report card’s inception, these measures have been refined and clarified. Further refinement is needed to have the most accurate assessment of the quality of teachers being produced. However, statute does not limit the scope of the report card to these three measures. One of the goals of the report card redesign is to identify additional measures that can be used to assess the quality of teacher training programs.

Once the data quality and design of the report card have been addressed, discussions concerning the use of the report card can take place. With a solid design and accurate data, the report card can be used to measure the effectiveness of teacher preparation programs and provide accountability for producing effective teachers.

Future Iterations of the Report Card

Tennessee was one of the first two states to win funding in the federal Race to the Top Grant competition, and will be receiving a total \$501 million over the next four years. These funds will enable the state to make sweeping changes in the education system to help improve student learning and achievement. Research has consistently shown that the quality of teaching is the most important in-school factor affecting student achievement. Therefore, it is critical that the institutions responsible for preparing our state’s teachers have the ability to use relevant data to assess the strengths and weaknesses of their programs and work towards making improvements. Over the next year, the

Tennessee Higher Education Commission will work in collaboration with teacher preparation programs, the State Board of Education, the State Department of Education, and other key stakeholders to redesign this report card in order for it to be more easily understood and a more useful report.

Tennessee's Race to the Top application specifies that committees will be formed to (1) Examine the three variables currently included on the report card and determine what other measurements accurately reflect effectiveness, (2) study report card redesign options, if any, so the data are clear and easily understood, and (3) discuss ways in which to use the report card (i.e. program improvement, program renewal or non-renewal). The committees will complete their work over the next year, and the revised report card will be released in the Fall of 2011.

Teacher Training Programs At-A-Glance

Teacher Training Program	Number of Completers 2007-08	Statistically Significant Positive Rating (Y/N)	Statistically Significant Negative Rating (Y/N)	Percent of 2005-06 Completers Teaching 4 Consecutive Years	Praxis II Summary Pass Rates 2007-08
Aquinas College	15	N	N	11.1%	100%
Austin Peay State University	162	N	Y	53.7%	98%
Belmont University	53	Y	N	49.1%	96%
Bethel College	15	N	N	71.4%	100%
Bryan College	15	N	N	15.8%	93%
Carson-Newman College	75	N	Y	54.2%	100%
Christian Brothers Univ.	116	Y	Y	35.6%	86%
Cumberland University	29	N	N	70.0%	97%
David Lipscomb University	76	N	N	32.7%	100%
East Tennessee State University	292	Y	Y	47.4%	100%
Fisk University	6	N	N	21.4%	n/a
Freed-Hardeman University	67	Y	N	52.9%	100%
Free-Will Baptist Bible College	10	N	N	27.3%	100%
Johnson Bible College	26	N	N	23.5%	100%
King College	17	N	N	30.0%	100%
Lambuth University	10	N	N	65.0%	90%
Lane College	3	N	N	0.0%	n/a
Lee University	130	Y	N	29.6%	99%
Lemoyne Owen College	3	N	N	71.4%	n/a
Lincoln Memorial University	148	N	Y	68.1%	100%
Martin Methodist College	15	N	N	21.1%	100%

2010 Report Card on the Effectiveness of Teacher Training Programs

Teacher Training Program	Number of Completers 2007-08	Statistically Significant Positive Rating (Y/N)	Statistically Significant Negative Rating (Y/N)	Percent of 2005-06 Completers Teaching 4 Consecutive Years	Praxis II Summary Pass Rates 2007-08
Maryville College	45	N	N	56.0%	100%
MTSU	338	N	Y	62.5%	100%
Milligan College	44	N	N	48.1%	100%
South College	41	N	N	48.6%	100%
Southern Adventist University	32	N	N	6.1%	100%
Teach for America -Memphis	45	Y	N	8.9%	n/a
Teach Tennessee	41	N	N	57.9%	n/a
Tennessee State University	94	N	Y	39.5%	100%
Tennessee Tech University	374	N	Y	56.3%	99%
Tennessee Wesleyan College	35	N	N	66.7%	100%
Trevecca Nazarene Univ.	65	N	Y	49.0%	100%
Tusculum College	155	N	Y	65.3%	100%
Union University	43	N	Y	56.1%	100%
University of Memphis	420	N	Y	53.3%	97%
UT - Chattanooga	215	Y	Y	35.1%	100%
UT - Knoxville	177	N	N	54.5%	98%
UT - Martin	167	N	Y	55.5%	90%
University of the South	1	N	N	0.0%	n/a
Vanderbilt University	111	Y	N	7.0%	100%
Victory University	23	N	N	41.4%	100%

Institution Report Cards

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	16	18.8%	12.5%	12.5%	12.5%
2004 – 05	27	18.5%	18.5%	11.1%	11.1%
2005 – 06	16	6.3%	6.3%	6.3%	
2006 – 07	12	33.3%	8.3%		
2007 – 08	15	0.0%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	15	15	100
Professional Knowledge	15	15	100
Academic Content Areas	15	15	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.3390		
Reading/Language Arts	-0.2214		
Science	-0.1536		
Social Studies	-0.4081		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.8272		
Reading/Language Arts	-0.3178		
Science		-1.2751	
Social Studies		-0.5082	

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.1491		
Reading/Language Arts	-0.2413		
Science		-0.5524	
Social Studies	-0.4263		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.6392		
Reading/Language Arts	0.0709		
Science	0.0338		
Social Studies	0.0779		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.3581		
Reading/Language Arts	0.0305		
Science	-0.6463		
Social Studies	-0.4895		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.4442		
Reading/Language Arts	0.0318		
Science	-0.4003		
Social Studies	-0.1350		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	16.7	22.2	36
Reading/Language Arts	21.7	10.9	46
Science	24.1	13.8	29
Social Studies	25.0	16.7	36

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	28.6	14.3	7
Reading/Language Arts	25.0	16.7	12
Science	43.8	12.5	16
Social Studies	25.0	0.0	8

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	18.6	20.9	43
Reading/Language Arts	22.4	12.1	58
Science	31.1	13.3	45
Social Studies	25.0	13.6	44

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	115	59.1%	51.3%	47.0%	44.3%
2004 – 05	127	69.3%	56.7%	50.4%	45.7%
2005 – 06	147	72.1%	58.5%	53.7%	
2006 – 07	157	68.8%	53.5%		
2007 – 08	162	61.7%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	162	159	98
Professional Knowledge	149	146	98
Academic Content Areas	179	179	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	0.1217		
Science	1.2170		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) 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

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	0.3948		
Science			1.3690
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	4
Science	-	-	3
Social Studies	-	-	2

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	1
Science	-	-	4
Social Studies	-	-	2

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	40.0	20.0	5
Science	14.3	42.9	7
Social Studies	-	-	4

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	53	60.4%	37.7%	30.2%	18.9%
2004 – 05	37	48.6%	40.5%	27.0%	27.0%
2005 – 06	55	67.3%	50.9%	49.1%	
2006 – 07	51	54.9%	35.3%		
2007 – 08	53	37.7%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	49	47	96
Professional Knowledge	42	40	95
Academic Content Areas	50	49	98

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.6171		
Reading/Language Arts	-		
Science	-0.0825		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	0.2781		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.1442		
Reading/Language Arts	0.3024		
Science	-0.2754		
Social Studies	0.2234		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.9173		
Reading/Language Arts	-		
Science	0.1049		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	0.6264		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.4393		
Reading/Language Arts	0.5755		
Science	-0.1233		
Social Studies	0.5146		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	20.0	40.0	5
Reading/Language Arts	-	-	2
Science	0.0	0.0	6
Social Studies	-	-	2

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	12.5	25.0	8
Science	-	-	2
Social Studies	-	-	4

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	12.5	25.0	8
Reading/Language Arts	10.0	30.0	10
Science	0.0	0.0	8
Social Studies	0.0	0.0	6

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	20	90.0%	90.0%	90.0%	90.0%
2004 – 05	33	78.8%	72.7%	69.7%	66.7%
2005 – 06	35	80.0%	77.1%	71.4%	
2006 – 07	16	68.8%	68.8%		
2007 – 08	15	73.3%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	15	15	100
Professional Knowledge	14	14	100
Academic Content Areas	15	15	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	3
Science	-	-	2
Social Studies	-	-	3

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	1
Social Studies	-	-	1

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	3
Science	-	-	3
Social Studies	-	-	4

Notes:

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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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	24	33.3%	29.2%	29.2%	20.8%
2004 – 05	19	15.8%	5.3%	5.3%	5.3%
2005 – 06	19	26.3%	21.1%	15.8%	
2006 – 07	9	22.2%	22.2%		
2007 – 08	15	20.0%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	14	13	93
Professional Knowledge	14	13	93
Academic Content Areas	14	13	93

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.0559		
Reading/ Language Arts		-1.0113	
Science	-0.0165		
Social Studies		-1.6845	

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.2561		
Reading/ Language Arts		-0.9780	
Science	-0.2402		
Social Studies		-1.6845	

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.2444		
Reading/ Language Arts		-0.7191	
Science	0.1710		
Social Studies	-1.1986		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.0389		
Reading/ Language Arts		-0.7049	
Science	-0.0882		
Social Studies	-1.3933		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	16.7	16.7	6
Reading/Language Arts	30.8	0.0	13
Science	11.1	11.1	9
Social Studies	57.1	0.0	7

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	4
Reading/Language Arts	-	-	1
Science	-	-	3
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	10.0	10.0	10
Reading/Language Arts	28.6	0.0	14
Science	16.7	8.3	12
Social Studies	57.1	0.0	7

Notes:

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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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	120	58.3%	55.8%	52.5%	49.2%
2004 – 05	78	67.9%	57.7%	53.8%	53.8%
2005 – 06	96	65.6%	55.2%	54.2%	
2006 – 07	69	68.1%	63.8%		
2007 – 08	75	57.3%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	70	70	100
Professional Knowledge	70	70	100
Academic Content Areas	71	71	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.9535		
Reading/Language Arts	0.0313		
Science	-0.4619		
Social Studies		-1.3412	

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.7435		
Reading/Language Arts		-0.6078	
Science	-0.3938		
Social Studies		-0.9649	

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math			1.2537
Reading/Language Arts	0.3235		
Science	-0.2744		
Social Studies	-0.8553		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math			1.0386
Reading/Language Arts	-0.3347		
Science	-0.2417		
Social Studies	-0.6736		

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects***Traditionally Licensed Teachers*

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	0.0	21.4	14
Reading/Language Arts	15.4	30.8	13
Science	45.5	9.1	11
Social Studies	38.9	22.2	18

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	-	-	2
Science	-	-	4
Social Studies	-	-	2

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	5.9	23.5	17
Reading/Language Arts	26.7	26.7	15
Science	40.0	6.7	15
Social Studies	35.0	30.0	20

Notes:

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- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	94	73.4%	61.7%	59.6%	56.4%
2004 – 05	137	58.4%	49.6%	47.4%	43.8%
2005 – 06	73	49.3%	37.0%	35.6%	
2006 – 07	60	51.7%	45.0%		
2007 – 08	116	52.6%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	66	57	86
Professional Knowledge	53	48	91
Academic Content Areas	68	61	90

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-1.7152		
Reading/Language Arts	-0.5453		
Science	-0.4664		
Social Studies	-1.3374		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-1.3172		
Reading/Language Arts	-0.4088		
Science	-0.4664		
Social Studies	-1.3374		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-1.4149		
Reading/Language Arts	-0.2531		
Science	-0.2789		
Social Studies	-0.8514		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-1.0221		
Reading/Language Arts	-0.1356		
Science	-0.3144		
Social Studies	-1.0461		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	33.3	0.0	6
Reading/Language Arts	41.7	25.0	12
Science	33.3	33.3	6
Social Studies	16.7	0.0	6

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	-	-	1
Science	-	-	0
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	33.3	11.1	9
Reading/Language Arts	38.5	30.8	13
Science	33.3	33.3	6
Social Studies	16.7	0.0	6

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	34	82.4%	73.5%	70.6%	70.6%
2004 – 05	27	88.9%	74.1%	74.1%	74.1%
2005 – 06	30	86.7%	76.7%	70.0%	
2006 – 07	24	91.7%	87.5%		
2007 – 08	29	79.3%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	29	28	97
Professional Knowledge	29	29	100
Academic Content Areas	31	30	97

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.2485		
Reading/Language Arts	0.0294		
Science	0.3032		
Social Studies	-0.7220		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.0771		
Reading/Language Arts	-0.0405		
Science	0.3161		
Social Studies	-0.5410		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.5487		
Reading/Language Arts	0.3216		
Science	0.4907		
Social Studies	-0.2360		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.3721		
Reading/Language Arts	0.2327		
Science	0.4681		
Social Studies	-0.2497		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	27.8	27.8	18
Reading/Language Arts	26.3	31.6	19
Science	29.4	23.5	17
Social Studies	31.6	21.1	19

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	4
Science	-	-	4
Social Studies	-	-	2

Traditionally and Alternatively Licensed Teachers¹

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	25.0	25.0	20
Reading/Language Arts	21.7	26.1	23
Science	28.6	28.6	21
Social Studies	28.6	23.8	21

Notes:

Red cells indicate a statistically significant negative difference

¹ Note: Lipscomb University is the partner institution for Teach for America in Nashville. See the Teach for America report for more information on their program’s teacher effectiveness

Green cells indicate a statistically significant positive difference

- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	54	50.0%	44.4%	38.9%	18.5%
2004 – 05	55	63.6%	56.4%	30.9%	29.1%
2005 – 06	52	46.2%	32.7%	32.7%	
2006 – 07	56	58.9%	37.5%		
2007 – 08	76	46.1%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	74	74	100
Professional Knowledge	74	74	100
Academic Content Areas	77	77	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.6525		
Reading/Language Arts		-0.5429	
Science	0.2892		
Social Studies	-0.4085		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.6525		
Reading/Language Arts		-0.5378	
Science	0.3182		
Social Studies	-0.4085		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math			0.9528
Reading/ Language Arts	-0.2506		
Science	0.4766		
Social Studies	0.0775		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math			0.9476
Reading/ Language Arts	-0.2647		
Science	0.4702		
Social Studies	-0.1172		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	16.7	20.8	24
Reading/Language Arts	28.2	10.3	39
Science	8.0	24.0	25
Social Studies	19.2	19.2	26

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	2
Science	-	-	1
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	16.7	20.8	24
Reading/Language Arts	26.8	9.8	41
Science	7.7	23.1	26
Social Studies	19.2	19.2	26

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	230	53.0%	49.6%	48.7%	47.4%
2004 – 05	282	59.6%	53.9%	50.0%	48.6%
2005 – 06	321	57.3%	49.2%	47.4%	
2006 – 07	254	52.8%	42.9%		
2007 – 08	292	45.5%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	284	283	100
Professional Knowledge	276	275	100
Academic Content Areas	287	287	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-1.5365		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-1.3845		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	1
Science	-	-	1
Social Studies	-	-	1

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	2
Science	-	-	4
Social Studies	-	-	3

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	3
Science	40.0	0.0	5
Social Studies	-	-	4

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	6	66.7%	66.7%	33.3%	33.3%
2004 – 05	7	42.9%	42.9%	42.9%	42.9%
2005 – 06	14	50.0%	21.4%	21.4%	
2006 – 07	9	88.9%	66.7%		
2007 – 08	6	33.3%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	*	*	*
Professional Knowledge	*	*	*
Academic Content Areas	*	*	*

* An asterisk indicates less than 10 test takers or program completers

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-0.4989		
Science	0.0918		
Social Studies	1.0768		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-0.6103		
Science	-		
Social Studies	0.1869		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.2712		
Reading/Language Arts	-0.5597		
Science	-0.1153		
Social Studies	0.5976		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-0.2067		
Science	0.2793		
Social Studies			1.5628

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-0.2619		
Science	-		
Social Studies	0.2057		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.0239		
Reading/Language Arts	-0.2865		
Science	0.0367		
Social Studies	0.8889		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	40.0	0.0	5
Science	0.0	16.7	6
Social Studies	0.0	33.3	6

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	4
Reading/Language Arts	33.3	0.0	6
Science	-	-	3
Social Studies	0.0	0.0	7

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	14.3	0.0	7
Reading/Language Arts	36.4	0.0	11
Science	0.0	11.1	9
Social Studies	0.0	15.4	13

Notes:

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- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	56	60.7%	41.1%	41.1%	41.1%
2004 – 05	61	57.4%	47.5%	47.5%	42.6%
2005 – 06	70	62.9%	54.3%	52.9%	
2006 – 07	68	67.6%	60.3%		
2007 – 08	67	64.2%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	67	67	100
Professional Knowledge	66	64	97
Academic Content Areas	90	88	98

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Notes:

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- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	9	55.6%	55.6%	33.3%	0.0%
2004 – 05	13	15.4%	7.7%	7.7%	7.7%
2005 – 06	11	45.5%	27.3%	27.3%	
2006 – 07	13	7.7%	7.7%		
2007 – 08	10	20.0%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	10	10	100
Professional Knowledge	10	10	100
Academic Content Areas	*	*	*

* An asterisk indicates less than 10 test takers or program completers

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	1
Science	-	-	0
Social Studies	-	-	0

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	1
Science	-	-	0
Social Studies	-	-	0

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	9	55.6%	33.3%	33.3%	33.3%
2004 – 05	20	60.0%	45.0%	35.0%	35.0%
2005 – 06	17	52.9%	23.5%	23.5%	
2006 – 07	20	20.0%	10.0%		
2007 – 08	26	19.2%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	26	26	100
Professional Knowledge	25	25	100
Academic Content Areas	27	27	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	2
Science	-	-	3
Social Studies	-	-	4

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	2
Science	-	-	3
Social Studies	-	-	4

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	18	33.3%	27.8%	27.8%	27.8%
2004 – 05	14	21.4%	21.4%	21.4%	14.3%
2005 – 06	10	50.0%	30.0%	30.0%	
2006 – 07	14	64.3%	57.1%		
2007 – 08	17	52.9%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	17	17	100
Professional Knowledge	17	17	100
Academic Content Areas	20	20	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-0.2287		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-0.3194		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	0.2573		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-0.0281		

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects***Traditionally Licensed Teachers*

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	2
Science	-	-	1
Social Studies	0.0	0.0	5

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	1
Science	-	-	1
Social Studies	-	-	1

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	4
Reading/Language Arts	-	-	3
Science	-	-	2
Social Studies	0.0	0.0	6

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	14	85.7%	64.3%	64.3%	57.1%
2004 – 05	18	55.6%	33.3%	33.3%	33.3%
2005 – 06	20	75.0%	70.0%	65.0%	
2006 – 07	15	86.7%	60.0%		
2007 – 08	10	50.0%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	10	9	90
Professional Knowledge	10	10	100
Academic Content Areas	10	9	90

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects***Traditionally Licensed Teachers*

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	-	-	3
Science	-	-	3
Social Studies	-	-	3

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	-	-	3
Science	-	-	3
Social Studies	-	-	3

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	n/a				
2004 – 05	1	0.0%	0.0%	0.0%	0.0%
2005 – 06	1	100.0%	0.0%	0.0%	
2006 – 07	3	66.7%	66.7%		
2007 – 08	2	0.0%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	*	*	*
Professional Knowledge	*	*	*
Academic Content Areas	*	*	*

* An asterisk indicates less than 10 test takers or program completers

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.4119		
Reading/Language Arts	0.0855		
Science	0.2558		
Social Studies	0.5558		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.4575		
Reading/Language Arts	-0.0032		
Science	0.2029		
Social Studies	0.5425		

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions**KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.1116		
Reading/Language Arts	0.3777		
Science	0.4433		
Social Studies			1.0418

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.1624		
Reading/Language Arts	0.2699		
Science	0.3550		
Social Studies			0.8338

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects***Traditionally Licensed Teachers*

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	14.8	18.5	27
Reading/Language Arts	12.9	19.4	31
Science	18.5	22.2	27
Social Studies	18.5	25.9	27

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	-	-	2
Science	-	-	3
Social Studies	-	-	3

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	13.3	16.7	30
Reading/Language Arts	15.2	18.2	33
Science	16.7	20.0	30
Social Studies	20.0	30.0	30

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	149	41.6%	38.9%	35.6%	30.2%
2004 – 05	176	42.6%	31.3%	28.4%	27.8%
2005 – 06	186	37.1%	31.2%	29.6%	
2006 – 07	192	39.1%	26.6%		
2007 – 08	130	40.8%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	128	127	99
Professional Knowledge	128	127	99
Academic Content Areas	170	170	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	2
Science	-	-	2
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	2
Science	-	-	2
Social Studies	-	-	0

Notes:

- Red** cells indicate a statistically significant negative difference
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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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	4	100.0%	100.0%	100.0%	100.0%
2004 – 05	5	80.0%	80.0%	80.0%	80.0%
2005 – 06	14	78.6%	71.4%	71.4%	
2006 – 07	6	66.7%	50.0%		
2007 – 08	3	33.3%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	*	*	*
Professional Knowledge	*	*	*
Academic Content Areas	*	*	*

* An asterisk indicates less than 10 test takers or program completers

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-1.7143	
Reading/Language Arts	-0.0792		
Science		-0.7663	
Social Studies		-1.5518	

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-1.7081	
Reading/Language Arts	-0.0792		
Science	-0.1888		
Social Studies		-1.5518	

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-1.4140	
Reading/Language Arts	0.2130		
Science	-0.5788		
Social Studies		-1.0659	

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-1.4131	
Reading/Language Arts	0.1940		
Science	-0.0368		
Social Studies		-1.2605	

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	33.3	0.0	21
Reading/Language Arts	16.7	11.1	18
Science	16.7	0.0	18
Social Studies	30.8	0.0	13

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	0
Science	-	-	4
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	31.8	0.0	22
Reading/Language Arts	16.7	11.1	18
Science	13.6	4.6	22
Social Studies	30.8	0.0	13

Notes:

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- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	121	71.9%	67.8%	64.5%	63.6%
2004 – 05	196	69.9%	63.8%	62.8%	60.7%
2005 – 06	229	76.9%	69.9%	68.1%	
2006 – 07	158	60.8%	51.9%		
2007 – 08	148	49.3%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	140	140	100
Professional Knowledge	140	140	100
Academic Content Areas	140	140	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	0.0453		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-0.5489		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-0.1669		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	0.3375		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-0.2005		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	0.1062		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	11.1	22.2	9
Science	-	-	2
Social Studies	-	-	2

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	20.0	0.0	5
Science	-	-	0
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	14.3	14.3	14
Science	-	-	2
Social Studies	-	-	2

Notes:

- Red** cells indicate a statistically significant negative difference
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- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	11	81.8%	72.7%	63.6%	54.5%
2004 – 05	22	72.7%	63.6%	63.6%	63.6%
2005 – 06	19	21.1%	21.1%	21.1%	
2006 – 07	14	85.7%	64.3%		
2007 – 08	15	46.7%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	13	13	100
Professional Knowledge	13	13	100
Academic Content Areas	13	13	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	2
Science	-	-	1
Social Studies	-	-	1

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	-	-	2
Science	-	-	1
Social Studies	-	-	1

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	39	69.2%	66.7%	64.1%	64.1%
2004 – 05	33	63.6%	57.6%	54.5%	54.5%
2005 – 06	25	68.0%	56.0%	56.0%	
2006 – 07	50	40.0%	34.0%		
2007 – 08	45	46.7%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	42	42	100
Professional Knowledge	42	42	100
Academic Content Areas	46	46	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-0.7479	
Reading/Language Arts		-0.4184	
Science	-0.1717		
Social Studies		-1.0509	

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-1.3476	
Reading/Language Arts	0.0225		
Science	-0.0258		
Social Studies	-0.2130		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-0.8229	
Reading/Language Arts		-0.3372	
Science	-0.1550		
Social Studies		-0.9893	

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.4476		
Reading/Language Arts	-0.1262		
Science	0.0158		
Social Studies		-0.5650	

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.8785		
Reading/Language Arts	0.3709		
Science	0.6031		
Social Studies	-0.1942		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-0.5278	
Reading/Language Arts	-0.0640		
Science	-0.0030		
Social Studies		-0.6980	

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	25.4	14.3	63
Reading/Language Arts	29.0	16.1	62
Science	19.4	16.1	62
Social Studies	31.8	15.9	63

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	22.2	0.0	9
Reading/Language Arts	7.1	14.3	14
Science	25.0	37.5	8
Social Studies	20.0	0.0	5

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	25.0	12.5	72
Reading/Language Arts	25.0	15.8	76
Science	20.0	18.6	70
Social Studies	30.9	14.7	68

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	265	78.9%	69.4%	66.4%	58.9%
2004 – 05	305	74.8%	63.0%	56.1%	52.8%
2005 – 06	333	78.4%	66.1%	62.5%	
2006 – 07	414	70.5%	58.7%		
2007 – 08	338	67.2%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	323	322	100
Professional Knowledge	311	310	100
Academic Content Areas	316	316	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.9801		
Reading/Language Arts	-0.3991		
Science	-0.8995		
Social Studies	-0.8462		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.9801		
Reading/Language Arts	-0.3991		
Science	-0.8277		
Social Studies	-0.8462		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.6798		
Reading/ Language Arts	-0.1069		
Science	-0.7120		
Social Studies	-0.3602		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.6850		
Reading/ Language Arts	-0.1260		
Science	-0.6757		
Social Studies	-0.5549		

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects***Traditionally Licensed Teachers*

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	25.0	0.0	8
Reading/Language Arts	12.5	0.0	8
Science	42.9	0.0	7
Social Studies	28.6	7.1	14

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	1
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	25.0	0.0	8
Reading/Language Arts	12.5	0.0	8
Science	37.5	0.0	8
Social Studies	28.6	7.1	14

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	43	51.2%	48.8%	46.5%	41.9%
2004 – 05	54	61.1%	48.1%	44.4%	44.4%
2005 – 06	52	55.8%	50.0%	48.1%	
2006 – 07	60	63.3%	56.7%		
2007 – 08	44	56.8%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	44	44	100
Professional Knowledge	42	42	100
Academic Content Areas	49	49	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.5784		
Reading/Language Arts	-0.3070		
Science	-0.9453		
Social Studies	-0.4998		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.5784		
Reading/Language Arts	-0.3070		
Science	-0.9453		
Social Studies	-0.4998		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.2781		
Reading/ Language Arts	-0.0147		
Science	-0.7579		
Social Studies	-0.0138		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.2833		
Reading/ Language Arts	-0.0338		
Science	-0.7933		
Social Studies	-0.2085		

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects***Traditionally Licensed Teachers*

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	22.2	0.0	9
Reading/Language Arts	27.3	18.2	11
Science	50.0	0.0	8
Social Studies	27.3	9.1	11

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	22.2	0.0	9
Reading/Language Arts	27.3	18.2	11
Science	50.0	0.0	8
Social Studies	27.3	9.1	11

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	n/a				
2004 – 05	n/a				
2005 – 06	37	54.1%	48.6%	48.6%	
2006 – 07	33	72.7%	63.6%		
2007 – 08	41	48.8%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	41	41	100
Professional Knowledge	41	41	100
Academic Content Areas	41	41	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	1
Science	-	-	1
Social Studies	-	-	1

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	1
Science	-	-	1
Social Studies	-	-	1

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	43	7.0%	4.7%	4.7%	2.3%
2004 – 05	41	0.0%	0.0%	0.0%	0.0%
2005 – 06	33	9.1%	6.1%	6.1%	
2006 – 07	26	15.4%	7.7%		
2007 – 08	32	0.0%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	32	32	100
Professional Knowledge	30	30	100
Academic Content Areas	29	29	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
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- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	1.0065		
Reading/ Language Arts			0.4960
Science			2.9725
Social Studies			4.1386

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	1.0065		
Reading/ Language Arts			0.4960
Science			2.9725
Social Studies			4.1386

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math			1.4756
Reading/ Language Arts			0.8443
Science			3.6014
Social Studies			4.1574

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math			1.3016
Reading/ Language Arts			0.7691
Science			3.1246
Social Studies			4.4299

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects***Traditionally Licensed Teachers*

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	8.3	25.0	12
Reading/Language Arts	12.5	41.7	24
Science	10.0	60.0	10
Social Studies	20.0	60.0	15

Traditionally and Alternatively Licensed Teachers¹

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	8.3	25.0	12
Reading/Language Arts	12.5	41.7	24
Science	10.0	60.0	10
Social Studies	20.0	60.0	15

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

¹ Note: Lipscomb University is the Teach for America partner institution in Nashville

Placement and Retention Data

Data reflect the placement and retention rates of Teach for America (TFA) corps members for each cohort year listed. These data are based on information provided by the TFA programs operating in both Memphis and Nashville. TFA corps members make a two-year commitment to teaching when they join.

Cohort Year (Memphis)	Number of Teachers	Retained 1+ years	Retained 2 + years	Retained 3+ years	Retained 4+ years
2006 – 07	45	100%	95.6%	15.6%	8.9%
2007 – 08	45	100%	100%	31.1%	
2008 - 09	52	100%	90.4%		
2009 - 10	49	100%			
2009 – 10 (Nashville)	52	100%			

Program Requirements

Teach for America has the following prerequisites for applicants to be considered:

- Bachelor’s Degree from an accredited college or university by the first day of the summer institute
- GPA: a minimum 2.50 cumulative undergraduate grade point average on a 4.0 scale (the average GPA is 3.6)
- US citizenship or nation/permanent resident²

² Retrieved from <https://www.teachforamerica.org/online/info/goto.do?page=prerequisites>

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects***Traditionally Licensed Teachers*

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	0
Science	-	-	1
Social Studies	-	-	0

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	0
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	0
Science	-	-	1
Social Studies	-	-	0

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

Placement and Retention Data

Data reflect the placement and retention rates of teachers for each cohort year listed. These data are based on information provided by the Teach Tennessee program.

Cohort Year	Number of Teachers	Retained 1+ years	Retained 2 + years	Retained 3+ years	Retained 4+ years
2005 – 06	38	71.1%	68.4%	63.2%	57.9%
2006 – 07	40	95.0%	85.0%	75.0%	57.5%
2007 – 08	41	87.8%	80.5%	75.6%	
2008 - 09	18	88.9%	44.4%		
2009 - 10	21	95.2%			

Program Requirements

Teach Tennessee offers two different pathways to college graduates and professionals interested in pursuing a teaching career in high-need subject areas such as math, science, and foreign language.

Governor's Fellows: applicants must have (1) at least five years of relevant professional work experience, (2) 24 semester college credit hours or 36 quarter hours with a 3.0 GPA and/or a passing score on the Praxis II exam in the content area they wish to teach

Commissioner's Fellows: applicants must have a bachelor's degree with a 3.0 GPA or a passing score on the Praxis II content exams

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-1.0811	
Reading/Language Arts		-0.7326	
Science	-0.4805		
Social Studies		-0.6912	

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-2.2433	
Reading/Language Arts	-0.4204		
Science	-1.9545		
Social Studies	-1.0785		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-1.3258	
Reading/Language Arts		-0.6683	
Science		-0.7261	
Social Studies		-0.7945	

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.7809		
Reading/Language Arts		-0.4403	
Science	-0.2930		
Social Studies	-0.2053		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-1.7742	
Reading/Language Arts	-0.0721		
Science	-1.3256		
Social Studies	-1.0597		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-1.0307	
Reading/Language Arts		-0.3951	
Science	-0.5741		
Social Studies	-0.5032		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	30.0	13.3	30
Reading/Language Arts	44.4	14.8	27
Science	28.0	12.0	25
Social Studies	24.2	12.1	33

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	50.0	0.0	8
Reading/Language Arts	14.3	14.3	7
Science	40.0	0.0	5
Social Studies	50.0	16.7	12

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	34.2	10.5	38
Reading/Language Arts	38.2	14.7	34
Science	30.0	10.0	30
Social Studies	31.1	13.3	45

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	117	69.2%	60.7%	55.6%	41.9%
2004 – 05	148	75.0%	66.9%	48.6%	48.0%
2005 – 06	119	68.9%	42.0%	39.5%	
2006 – 07	93	53.8%	30.1%		
2007 – 08	94	60.6%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	91	91	100
Professional Knowledge	91	91	100
Academic Content Areas	105	105	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-0.6418	
Reading/ Language Arts		-0.2505	
Science	-0.2749		
Social Studies		-0.5132	

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-0.6348		
Social Studies	-1.0070		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-0.6690	
Reading/ Language Arts		-0.2374	
Science	-0.3019		
Social Studies		-0.5426	

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.3416		
Reading/Language Arts	0.0417		
Science	-0.0874		
Social Studies	-0.0273		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-0.0060		
Social Studies	-0.9882		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.3740		
Reading/Language Arts	0.0357		
Science	-0.1499		
Social Studies	-0.2513		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	21.1	14.5	76
Reading/Language Arts	22.8	18.5	92
Science	25.7	16.2	74
Social Studies	25.3	16.5	79

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	4
Science	16.7	16.7	6
Social Studies	20.0	0.0	5

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	22.1	14.3	77
Reading/Language Arts	21.9	17.7	96
Science	25.0	16.3	80
Social Studies	25.0	15.5	84

Notes:

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- Green** cells indicate a statistically significant positive difference
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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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	292	63.0%	55.5%	52.1%	49.0%
2004 – 05	308	67.2%	57.8%	51.9%	49.4%
2005 – 06	355	65.1%	58.0%	56.3%	
2006 – 07	326	65.6%	58.3%		
2007 – 08	374	59.6%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	374	370	99
Professional Knowledge	369	366	99
Academic Content Areas	450	449	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-0.2629		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-0.2629		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
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- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	0.0294		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	0.0103		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	25.0	0.0	8
Science	-	-	3
Social Studies	-	-	2

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	0
Science	-	-	1
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	25.0	0.0	8
Science	-	-	4
Social Studies	-	-	2

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	30	60.0%	53.3%	53.3%	50.0%
2004 – 05	29	79.3%	72.4%	72.4%	69.0%
2005 – 06	39	74.4%	66.7%	66.7%	
2006 – 07	32	65.6%	59.4%		
2007 – 08	35	71.4%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	33	33	100
Professional Knowledge	33	33	100
Academic Content Areas	32	32	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.5923		
Reading/Language Arts		-0.5166	
Science		-0.6031	
Social Studies		-0.9834	

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.4634		
Reading/Language Arts	-0.3763		
Science	-0.5344		
Social Studies	-0.2058		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.5696		
Reading/Language Arts		-0.4859	
Science	-0.5906		
Social Studies		-0.8322	

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.2921		
Reading/ Language Arts	-0.2244		
Science	-0.4157		
Social Studies	-0.4974		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.0057		
Reading/ Language Arts	-0.0280		
Science	0.0944		
Social Studies	-0.1870		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.2745		
Reading/ Language Arts	-0.2128		
Science	-0.4386		
Social Studies	-0.5409		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	28.6	10.7	28
Reading/Language Arts	28.0	12.0	25
Science	22.2	3.7	27
Social Studies	24.1	10.3	29

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	50.0	33.3	6
Reading/Language Arts	14.3	14.3	7
Science	33.3	0.0	6
Social Studies	14.3	0.0	7

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	32.4	14.7	34
Reading/Language Arts	25.0	12.5	32
Science	24.2	3.0	33
Social Studies	22.2	8.3	36

Notes:

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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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	41	68.3%	61.0%	56.1%	31.7%
2004 – 05	52	61.5%	46.2%	34.6%	32.7%
2005 – 06	104	76.0%	50.0%	49.0%	
2006 – 07	121	71.1%	46.3%		
2007 – 08	65	56.9%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

PRAXIS Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	64	64	100
Professional Knowledge	64	64	100
Academic Content Areas	65	65	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-0.8689	
Reading/Language Arts	-0.0422		
Science	-0.2492		
Social Studies	-0.5950		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math		-0.8893	
Reading/Language Arts	-0.0943		
Science	-0.1927		
Social Studies	-0.5502		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
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- (+) Statistically significant positive difference
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Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.5686		
Reading/ Language Arts	0.2500		
Science	-0.0617		
Social Studies	-0.1091		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.5943		
Reading/ Language Arts	0.1789		
Science	-0.0406		
Social Studies	-0.2589		

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects***Traditionally Licensed Teachers*

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	25.9	11.1	27
Reading/Language Arts	14.3	21.4	42
Science	14.3	10.7	28
Social Studies	33.3	18.5	27

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	3
Science	-	-	1
Social Studies	-	-	2

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	24.1	10.3	29
Reading/Language Arts	15.6	20.0	45
Science	13.8	13.8	29
Social Studies	31.0	17.2	29

Notes:

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- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	65	44.6%	41.5%	40.0%	36.9%
2004 – 05	45	62.2%	55.6%	53.3%	53.3%
2005 – 06	72	69.4%	69.4%	65.3%	
2006 – 07	151	72.8%	62.3%		
2007 – 08	155	64.5%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	155	155	100
Professional Knowledge	155	155	100
Academic Content Areas	163	162	99

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.8683		
Reading/Language Arts	-0.5723		
Science	0.0762		
Social Studies	-0.7643		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-0.4405		
Science	-		
Social Studies	0.0804		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.9112		
Reading/Language Arts		-0.5229	
Science	0.4001		
Social Studies	-0.5297		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.5680		
Reading/Language Arts	-0.2801		
Science	0.2636		
Social Studies	-0.2784		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-0.0922		
Science	-		
Social Studies	0.0991		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.6161		
Reading/Language Arts	-0.2498		
Science	0.5521		
Social Studies	-0.2384		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	23.1	7.7	13
Reading/Language Arts	33.3	6.7	15
Science	8.3	8.3	12
Social Studies	15.4	0.0	13

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	3
Reading/Language Arts	22.2	22.2	9
Science	-	-	3
Social Studies	20.0	20.0	5

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	25.0	6.3	16
Reading/Language Arts	29.2	12.5	24
Science	6.7	13.3	15
Social Studies	16.7	5.6	18

Notes:

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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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	102	65.7%	55.9%	51.0%	45.1%
2004 – 05	113	73.5%	62.8%	57.5%	54.9%
2005 – 06	132	68.2%	59.8%	56.1%	
2006 – 07	30	53.3%	40.0%		
2007 – 08	43	58.1%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	43	43	100
Professional Knowledge	41	41	100
Academic Content Areas	58	58	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.1146		
Reading/Language Arts	-0.1726		
Science	-0.1925		
Social Studies	-0.1885		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.0379		
Reading/Language Arts		-1.1744	
Science		-1.2143	
Social Studies		-1.5623	

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.0944		
Reading/Language Arts		-0.5417	
Science		-0.3945	
Social Studies		-0.4699	

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.1856		
Reading/Language Arts	0.1196		
Science	-0.0051		
Social Studies	0.2975		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.5070		
Reading/Language Arts		-0.8260	
Science	-0.5855		
Social Studies		-1.5435	

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.2006		
Reading/Language Arts		-0.2686	
Science	-0.2425		
Social Studies		-0.1786	

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	23.6	25.0	72
Reading/Language Arts	21.7	18.3	60
Science	20.3	14.5	69
Social Studies	22.7	15.2	66

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	18.2	27.3	11
Reading/Language Arts	51.4	5.7	35
Science	35.3	17.7	17
Social Studies	41.2	17.7	17

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	22.9	25.3	83
Reading/Language Arts	32.6	13.7	95
Science	23.3	15.1	86
Social Studies	26.5	15.7	83

Notes:

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- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	456	68.6%	58.1%	54.4%	52.6%
2004 – 05	460	68.9%	58.9%	55.9%	52.4%
2005 – 06	527	66.0%	56.0%	53.3%	
2006 – 07	496	71.8%	61.1%		
2007 – 08	420	66.9%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

PRAXIS Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	402	390	97
Professional Knowledge	364	352	97
Academic Content Areas	474	466	98

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.4296		
Reading/Language Arts	-0.5650		
Science	-0.3791		
Social Studies	0.4141		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.3846		
Reading/Language Arts		-0.7014	
Science	-0.8619		
Social Studies	0.3779		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.1293		
Reading/ Language Arts	-0.2728		
Science	-0.1917		
Social Studies			0.9000

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.0895		
Reading/ Language Arts	-0.4282		
Science	-0.7098		
Social Studies	0.6692		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	27.3	9.1	11
Reading/Language Arts	36.4	0.0	11
Science	30.0	20.0	10
Social Studies	10.0	30.0	20

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	4
Reading/Language Arts	-	-	2
Science	-	-	2
Social Studies	-	-	2

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	26.7	13.3	15
Reading/Language Arts	46.2	0.0	13
Science	33.3	16.7	12
Social Studies	9.1	27.3	22

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	202	50.5%	45.0%	39.6%	37.6%
2004 – 05	211	58.8%	49.3%	47.9%	46.4%
2005 – 06	185	54.4%	39.5%	35.1%	
2006 – 07	186	57.0%	48.9%		
2007 – 08	215	53.0%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	215	215	100
Professional Knowledge	209	208	100
Academic Content Areas	242	241	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.4919		
Reading/Language Arts	-0.1761		
Science	0.2505		
Social Studies	0.1757		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-0.3525		
Science	-1.2899		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.7107		
Reading/Language Arts	-0.2158		
Science	-0.2235		
Social Studies	0.0944		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.1916		
Reading/Language Arts	0.1161		
Science	0.4379		
Social Studies	0.6617		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-0.0041		
Science	-0.6610		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.4156		
Reading/Language Arts	0.0573		
Science	-0.0715		
Social Studies	0.3857		

Teacher T-Value Effects (Grades 4 – 8)*One year estimates of T-value of teacher effects (2009 – 2010)***Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects***Traditionally Licensed Teachers*

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	14.8	11.1	27
Reading/Language Arts	22.6	16.1	31
Science	22.2	22.2	18
Social Studies	22.2	22.2	18

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	4
Reading/Language Arts	11.1	0.0	9
Science	37.5	0.0	8
Social Studies	-	-	3

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	19.4	12.9	31
Reading/Language Arts	20.0	12.5	40
Science	26.9	15.4	26
Social Studies	19.1	19.1	21

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	392	68.1%	55.1%	53.6%	50.8%
2004 – 05	305	65.2%	53.4%	47.5%	43.9%
2005 – 06	303	69.3%	56.8%	54.5%	
2006 – 07	233	67.0%	56.7%		
2007 – 08	177	70.1%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	175	172	98
Professional Knowledge	168	167	99
Academic Content Areas	200	198	99

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.2671		
Reading/Language Arts	-0.2798		
Science	-0.1473		
Social Studies	-0.0592		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.5533		
Reading/Language Arts	-0.7357		
Science		-1.7032	
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-0.0848		
Reading/Language Arts		-0.3286	
Science		-0.5795	
Social Studies	-0.0362		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.0331		
Reading/Language Arts	0.0124		
Science	0.0401		
Social Studies	0.4268		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	1.0224		
Reading/Language Arts	-0.3873		
Science	-1.0744		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.2103		
Reading/Language Arts	-0.0555		
Science	-0.4275		
Social Studies	0.2551		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	10.7	10.7	28
Reading/Language Arts	16.0	10.0	50
Science	11.5	7.7	26
Social Studies	15.6	15.6	32

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	25.0	25.0	8
Reading/Language Arts	33.3	0.0	6
Science	40.0	0.0	10
Social Studies	-	-	3

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	13.9	13.9	36
Reading/Language Arts	17.9	8.9	56
Science	19.4	5.6	36
Social Studies	14.3	14.3	35

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	118	64.4%	54.2%	54.2%	51.7%
2004 – 05	140	67.9%	56.4%	52.1%	50.0%
2005 – 06	119	65.5%	58.0%	55.5%	
2006 – 07	201	70.1%	57.7%		
2007 – 08	167	64.1%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	162	145	90
Professional Knowledge	154	141	92
Academic Content Areas	155	149	96

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/ Language Arts	-		
Science	-		
Social Studies	-		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	2
Science	-	-	1
Social Studies	-	-	1

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	0
Reading/Language Arts	-	-	1
Science	-	-	0
Social Studies	-	-	1

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	3
Science	-	-	1
Social Studies	-	-	2

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	8	50.0%	25.0%	25.0%	12.5%
2004 – 05	2	50.0%	50.0%	50.0%	50.0%
2005 – 06	1	100.0%	0.0%	0.0%	
2006 – 07	3	66.7%	66.7%		
2007 – 08	1	0.0%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	*	*	*
Professional Knowledge	*	*	*
Academic Content Areas	*	*	*

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	1.0835		
Reading/Language Arts	-0.1058		
Science	0.9482		
Social Studies	0.7091		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math			1.6029
Reading/Language Arts	-0.1058		
Science	0.5844		
Social Studies	0.7091		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	1.3838		
Reading/Language Arts	0.1864		
Science	1.1356		
Social Studies			1.1951

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math			1.8980
Reading/Language Arts	0.1674		
Science	0.7365		
Social Studies	1.0004		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	12.5	50.0	8
Reading/Language Arts	18.2	9.1	11
Science	0.0	42.9	7
Social Studies	8.3	25.0	12

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	1
Reading/Language Arts	-	-	0
Science	-	-	1
Social Studies	-	-	0

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	11.1	55.6	9
Reading/Language Arts	18.2	9.1	11
Science	0.0	37.5	8
Social Studies	8.3	25.0	12

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	103	29.1%	17.5%	13.6%	9.7%
2004 – 05	136	22.1%	11.0%	5.9%	5.9%
2005 – 06	129	23.3%	7.8%	7.0%	
2006 – 07	117	29.9%	17.1%		
2007 – 08	111	15.3%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	107	107	100
Professional Knowledge	107	107	100
Academic Content Areas	158	158	100

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Beginning Teachers (1-3 years experience) as Compared to the Mean of Veteran Teachers (at least 5 years experience) from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.7592		
Reading/Language Arts	0.2028		
Science	-0.4232		
Social Studies	-0.7204		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.2784		
Reading/Language Arts	0.2632		
Science	-0.5486		
Social Studies	-0.9326		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers (1-3 years experience) as Compared to the Mean of Means for All Institutions

KEY

- NSSD No statistically significant difference
- (-) Statistically significant negative difference
- (+) Statistically significant positive difference
- - Indicates that there were fewer than 5 teachers

Traditionally Licensed Teachers

Subject	NSSD	(-)	(+)
Math	1.0594		
Reading/Language Arts	0.4951		
Science	-0.2358		
Social Studies	-0.2345		

Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	-		
Reading/Language Arts	-		
Science	-		
Social Studies	-		

Traditionally and Alternatively Licensed Teachers

Subject	NSSD	(-)	(+)
Math	0.5735		
Reading/Language Arts	0.5364		
Science	-0.3965		
Social Studies	-0.6413		

Teacher T-Value Effects (Grades 4 – 8)

One year estimates of T-value of teacher effects (2009 – 2010)

Percentage of Beginning Teachers (1-3 years experience) in Upper and Lower Effectiveness Quintiles based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Traditionally Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	20.0	20.0	10
Reading/Language Arts	30.8	23.1	13
Science	33.3	22.2	9
Social Studies	9.1	18.2	11

Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	-	-	2
Reading/Language Arts	-	-	2
Science	-	-	2
Social Studies	-	-	4

Traditionally and Alternatively Licensed Teachers

Subject	% Below the 20th Percentile	% Above the 80th Percentile	# of Teachers in Institution
Math	25.0	16.7	12
Reading/Language Arts	26.7	20.0	15
Science	36.4	18.2	11
Social Studies	6.7	13.3	15

Notes:

- Red** cells indicate a statistically significant negative difference
- Green** cells indicate a statistically significant positive difference
- Indicates an institution had fewer than 5 teachers

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.

Cohort Year	Number of Completers	Teaching in Year 1	Teaching 3 Consecutive Years	Teaching 4 Consecutive Years	Teaching 5 Consecutive Years
2003 – 04	25	52.0%	48.0%	36.0%	36.0%
2004 – 05	51	78.4%	60.8%	54.9%	54.9%
2005 – 06	29	72.4%	44.8%	41.4%	
2006 – 07	27	74.1%	63.0%		
2007 – 08	23	91.3%			

Teacher Assessments

Tennessee requires that teacher candidates take Praxis examinations to be recommended for licensure and receive endorsements in specific fields. Below are the Praxis summary pass rates for this institution for all exams and aggregate pass rates for professional knowledge and academic content areas.

Praxis Results (2007-2008)	Number Tested	Number Passed	Pass Rate
Summary Pass Rates	23	23	100
Professional Knowledge	21	21	100
Academic Content Areas	24	24	100

Appendix

Technical Report for the Effectiveness Study, 2009 - 2010 Commissioned for the Tennessee Teacher Quality Reforms

SECTION 1: INTRODUCTION

The Tennessee Teacher Quality Reforms initiative aims to improve student achievement and educational attainment in the state as a part of the state mandate to “develop a report card or assessment on the effectiveness of teacher training programs” (TCA 49-5-108). A key part of this goal will be realized via state and local programs focused on new teachers in terms of the recruitment, selection, preparation, and support for these new teachers. The State of Tennessee asked SAS® EVAAS® to compare the teaching effectiveness of recent licensure recipients from various teacher preparation institutes to the effectiveness of other teachers in the state.

The goals of the effectiveness study were:

- To identify any university that tends to produce beginning teachers who are highly effective as well as to identify any university that tends to produce beginning teachers who are very ineffective; and
- To determine if a university is above or below the reference distribution with a fair and reliable statistical test.

The importance of identifying such teacher training programs is evident in comparing the mean teacher NCE gain between highly effective teachers and highly ineffective teachers. This measure represents the average gain in learning for students. The chart below shows the mean teacher NCE gain for both the highest and lowest quintiles of teachers in the state for various subjects.¹ The difference between the two groups reveals the substantial impact on student progress in terms of a student having a teacher from the highest or lowest quintile.

Chart 1: Mean Teacher NCE Gains²

TCAP Subjects	Quintiles	
	Low	High
Math	-8.716	3.679
Reading/Language	-7.416	0.479
Science	-8.535	0.640
Social Studies	-4.270	7.050

In realizing the goals to assess teacher training programs, the effectiveness study also provides a fair, rational method of comparison that is statistically sound, easy to interpret, and useful to both policymakers and the public. This was accomplished by examining the difference between the beginning teachers from each institution and two reference groups described in Section 4. This

¹ How the quintiles were selected is described later in this report.

² Appendix 1 contains two additional charts similar to Chart 1, and they show the mean teacher NCE gain for new teachers.

report is a technical document that explains these analyses in detail. This report does not include any results to the effectiveness study.

SECTION 2: KEY ELEMENTS OF THE TWO ANALYSES

The two analyses chosen to address the effectiveness study's goals used the same underlying data. This section describes what data were used, why and how they were used in the analyses, and the applied definition of effectiveness.

Data Used in the Effectiveness Study

The only teachers included in these two analyses were those who have value-added data from the Tennessee Value-Added Assessment System (TVAAS), which is “a statistical system for educational outcome assessment which uses measures of student learning to enable the estimation of teacher, school, and school district statistical distributions” (TCA 49-1-603). TVAAS has been a part of state statute since 1992, and its use results in an extensive and useful statewide database on educational attainment of Tennessee students.³ The longitudinal, multivariate, mixed-model methodology of TVAAS produces more reliable estimates with less bias than other more simplistic models, an opinion recently corroborated by researchers at RAND.⁴ TVAAS has produced teacher effect estimates since 1996, and these estimate a teacher's impact on student learning, as measured by students' performance on standardized tests, such as TCAP, Gateway and End-of-Course.

The teacher effect estimates were based on the TCAP subject tests in math, reading/language arts, science and social studies in grades four through eight as well as the high school End-of-Course and Gateway tests. Thus, teachers who teach non-tested subjects were not included in the analyses.

An additional group of teachers who were not included in the study were those who teach primarily special education students or students with low attendance records. This is because state statute prohibits the use of these students in value-added analysis (TCA 49-1-606).

SAS received information from the State of Tennessee linking all teachers who had received their licensure from one of 41 Tennessee teacher preparation institutions to their respective institution of licensure.⁵ Teach for America also provided SAS with information regarding their teachers in TN adding another teacher preparation institution to make a total of 42 Tennessee teacher preparation institutions. This information contained teachers who were licensed through the traditional route during the years 2002 – 2009 as well as those teachers who were licensed

³ More specific information on TVAAS methodology is available online at <http://www.sas.com/govedu/edu/sanderssaxtonhorn.pdf>

⁴ McCaffrey, D. F., Han, B. and Lockwood, J. R. (2008). *From Data to Bonuses: A Case Study of the Issues Related to Awarding Teachers Pay on the Basis of the Students' Progress*. Paper presented at the conference on Performance Incentives: Their Growing Impact on American K-12 Education, February 28-29, National Center on Performance Incentives at Vanderbilt University's Peabody College: “Multivariate mixed model methods and fixed effects methods with shrinkage tend to provide estimates that appear to have relatively less noise and relatively less bias. Performance measures from both methods tend to have strong cross-year correlation within teacher, weak correlation with students' prior achievement, and relatively few teachers with small classes ranked in the extremes of the sample” (p. 37).

⁵ See Appendix 2 for a list of the teacher training programs.

through the alternative route during the years 2003 – 2010. The timeframe was selected based on the study’s focus: the effectiveness of teacher training programs in preparing beginning teachers, with the implicit assumption that other factors beyond the licensing institution could become quite influential in later years. At the request of the State of Tennessee, the definition of “beginning” teacher is those with 1 – 3 years of experience.

How the Data Were Used

Because individual teacher effects are private by state statute (TCA 49-1-606), the effectiveness study reported teacher effect data by group (subject, institution, type of licensure, etc.) so that the privacy of the teachers was not compromised. The grouping also increased the counts for each particular group so that fair comparisons could be made among teacher training programs since most institutions do not produce many teachers in a given subject/grade each year. More specifically, the study considered all grades in each subject together. In order for an institution to be included in the analysis for a particular subject, a minimum of five teachers from that institution were required. Results were reported for each type of licensure as well as for both types together.

Due to the emphasis on beginning teachers and the preparation received by their institutions, the effectiveness study utilized one-year estimates of teacher effectiveness from the year 2009 – 2010. More specifically, the *t-value* of the teacher effect was used as the basis of comparison rather than the teacher effect itself or the teacher gain.⁶ This solved three major problems, two of which apply specifically to TCAP tests.

First, using a measure based on the teacher effect rather than the teacher gain overcame issues relating to random assignment. Teachers from different institutions are not randomly assigned to their school districts; geography typically plays a role in the assignment. Because the TCAP tests utilize a value-added teacher effect that is centered on the district gain, an institution with a disproportionate number of their teachers in a district with either a very high or low gain could have a skewed comparison if teacher gain was used as the measure for evaluating teachers. By using a measure related to the teacher effect, the impact of the disproportional location of teachers from different teacher training programs was removed. Note, the district centering was not an issue for any End-of-Course tests because they utilize a value-added teacher effect centered on the average teacher in the *state* of Tennessee.

As a second advantage, using the *t-value* of the teacher effect, instead of the teacher effect alone, enables equitable comparisons across multiple grades, which was necessary for the reasons stated above. Because teacher effects are shrinkage estimates (BLUPs) in TVAAS methodology, they shrink back towards zero. In practice, this means they shrink back towards the district gain since the teacher effects are centered on the district gain. Because teacher variance components vary among grades, there are different amounts of shrinkage among different grades. For example, higher grades typically have less shrinkage. Thus, if one institution produces more teachers in higher grades than other institutions, then that institution could have an unfair advantage in any comparison because its teacher effects would likely have less shrinkage.

⁶ Teacher effect measures teacher effectiveness relative to the district average gain and is part of the solution to the mixed model equations for TCAP subjects. The *t-value* of the teacher effect is defined as the teacher effect divided by its standard error in all subjects. Teacher gain is defined as the teacher effect added to the district gain.

However, as the shrinkage of any teacher effect increases, the standard error of the teacher effect decreases. Therefore, using the t-value of a teacher effect allowed a more fair comparison among teachers in different grades than using the teacher effect itself. Again, this issue did not apply to any End-of-Course tests. However, for consistency as well as for the reason outlined below, the t-value of teacher effect is used for the high school subjects as well.

Finally, the use of the t-value of the teacher effect created a fair measure because teachers with very little data tend to have larger standard errors that shrink their measure towards zero. As a result, the use of the t-value promoted the use of teachers with sufficient data for evaluation. This benefit applies to TCAP tests as well as the high school tests.

Definition of Effectiveness in the Study

At the request of the State of Tennessee, highly effective teachers were defined as those teachers in the highest quintile of the state distribution for their subject and grade, as measured by the t-value of the teacher effect. Likewise, highly ineffective teachers were defined as those teachers in the lowest quintile of the state distribution of teacher effect t-values for their subject and grade. The subject/grade combination was used as the basis of analysis so that teachers within any given subject/grade would not have any unfair advantage over any other subject/grade group. As demonstrated in the chart on page one, the study's emphasis on the highest and lowest quintiles is important because the difference in teacher gains between these two groups is substantial.

SECTION 3: IDENTIFYING INSTITUTIONS THAT TEND TO PRODUCE EITHER HIGHLY EFFECTIVE OR VERY INEFFECTIVE TEACHERS

The key elements discussed in Section 2 were then used to address the first goal of the study: identify whether an institution tends to produce more or less of these extreme teachers. To do so, the effectiveness study assessed the percentage of teachers from each institution in either the highest or lowest quintile, as measured by the t-value of their teacher effects. These percentages were compared to the state distribution and tested for statistical significance. In this way, policymakers can assess the effectiveness of teacher training programs in the state.

Defining the Quintiles and Percentages

As described in the previous section, quintiles used for this analysis were based upon the statewide distribution of the t-value of teacher effects from 2009 – 2010 value-added data. By definition, if an institution produced the same percentage of teachers as the state in each of these quintiles, then that institution would have 20% of its teachers in the quintile.

For each institution, the number of teachers in each of these quintiles was compared to the institution's total number of teachers, thus showing the percentage of teachers from a particular teacher training program in either the highest or lowest quintile.

Defining the Model

The difference between the institution's percentage of teachers in the extreme quintiles and the state's percentage was then tested for statistical significance in order to verify that the institution

did tend to produce either highly effective or very ineffective teachers relative to the state population. Upper and lower quintiles were analyzed separately to avoid the inclusion of the middle quintile teachers (quintiles 2 – 4) since this latter group was not the focus of the effectiveness study. If an institution had less than five teachers in a subject/grade group, then they were not included in this analysis.

The model for this analysis utilized the binomial distribution to assess statistical significance, with a null hypothesis that the institution distribution is the same as the state distribution. More specifically, in the upper quintile analysis, a teacher was identified as either in the upper quintile or not. The number of teachers who fall into the upper quintile is distributed as a binomial distribution with success probability of 0.20 and the number of trials as the total number of teachers from that institution. Each institution had a certain percentage of teachers who fell into the upper quintile. The exact probability of this can be computed, assuming the null hypothesis, to provide a statistical test for whether or not the true probability of success is different from 0.20. A level of 0.10 was used to determine significance. Thus, if the probability was less than 0.10 of observing a value equal to or more extreme than the percentage of teachers in this quintile for a given institution, then the null hypothesis was rejected: there is sufficient evidence to show that the institution had a probability of producing teachers in the upper quintile that was either more or less than 0.20. The description of this analysis applied to the lower quintile analysis as well.

The tests described above provide a statistical comparison between each institution and the state distribution with respect to the percentage of teachers being produced that are highly effective or very ineffective.

Interpreting the Analysis

While the lower quintile analysis was the same as that for the upper quintile, the interpretation of the test for each quintile is different. For the lower quintile, it is better to have less than 20% of an institution's teachers in that quintile. Conversely, for the upper quintile, it is better to have more than 20% of an institution's teachers in that quintile.

If an institution has a statistically larger percentage of upper quintile teachers than the state distribution, then it tends to produce more highly effective teachers. Likewise if an institution has a statistically smaller percentage of lower quintile teachers than the state distribution, then it tends to produce less ineffective teachers. Teacher training programs with these qualities are doing a good job at producing beginning teachers. The reverse will also show teacher training programs that are doing a poor job at producing beginning teachers.

SECTION 4: DETERMINING IF AN INSTITUTION IS PRODUCING BEGINNING TEACHERS EITHER ABOVE OR BELOW THE REFERENCE DISTRIBUTION

The percentage of teachers from each institution who were either in the highest or lowest quintile provides very useful information to the effectiveness study, but a direct comparison of the teachers from one institution to a reference population would add to an understanding of how a teacher training program is performing overall. The mean t-value of the teachers has a direct

relation to value-added analysis, which can enhance understanding among Tennessee's policymakers, educators, and public. Thus, the key elements discussed in Section 2 were then used to address the second goal of the study: determine if a university is above or below the reference distribution with a fair and reliable statistical test. This section describes how such an application was utilized.

Defining a Reference Population

The effectiveness study compared the performance of beginning teachers from the 42 institutions to the performance of teachers in a reference population. In this part of the study, there were two reference populations used for comparison, and they are each described below.

In the first set of analyses, the reference population was a control group that included any teacher who had more than three years of experience from the statewide distribution of teacher value-added data in the 2009 – 2010 school year. Using this reference population, the beginning teachers were compared by institution to these veteran teachers. In this set of analyses, the reference population included all types of licensure.

In the second set of analyses, the reference population was a control group that included beginning teachers linked to the 42 Tennessee institutions. If an institution did not have at least five teachers in a particular subject, then all teachers from that institution were removed from that subject's analyses. In this set of analyses, the reference population included all types of licensure.

It is possible to split the second set of analyses so that we can compare only alternatively licensed teachers to other alternatively licensed teachers and traditionally licensed teachers to other traditionally licensed teachers, however, this reduces the number of teachers in each institution so that some comparisons are only made between a few institutions. Instead, each institution and the comparison group included all types of licensure.

Defining the Model

The calculation of the mean t-values of the teacher effects utilized a one-way ANOVA model with institution as the fixed effect. In addition to the 42 institutions of higher education used in the model, the institution effect comprised two other levels: (1) teachers with more than three years of experience and (2) any teacher who had three years or less of value-added data with an *unknown* institution of certification. This last group of teachers could include, for example, any teachers who came from other states or who may have been teaching non-tested subjects. For these reasons, they were included as a separate level of the effect. The three types of the institution effect provided the analyses with three distinct and possibly quite different groups of teachers. As such, the model allowed for different levels of variation in each group to ensure that an appropriate statistical test was utilized for each reference population.

As a first comparison, each teacher training program was compared to the veteran teachers in the model, provided that an institution had five or more teachers in that particular subject. The difference of the estimated mean teacher t-value of effects for each comparison was tested for significance.

As a second comparison, each teacher training program was compared to the beginning teachers. More specifically, each institution mean was compared to the mean of all of the institution means, with each institution weighted the same. The number of teachers for every institution was not a part of this weight since it would cause a small number of institutions to dominate the mean. This method of weighting ensured a more fair comparison among institutions. Again, if an institution had fewer than five teachers, then its data were removed from the analysis due to an insufficient number of teachers for a reliable statistical estimate.

As a third comparison, the difference between the two reference populations was considered to determine if the beginning teachers from the institutions were significantly different from the veteran teachers in Tennessee. More specifically, the mean of veteran teachers was compared to the mean of institution means for beginning teachers, provided that the beginning teachers' institution had at least five teachers in the subject being analyzed.

Index for Comparison

For ease of interpretation and utility for comparing the teacher training program, an index was created, based on the mean t-value of teacher effects. In the calculation of this index, each institution mean was compared with the mean of the reference population.

Each difference was between an individual teacher training program and the reference group, which represented either the veteran teachers or the beginning teacher subset.

The index analyses sought to present a balanced assessment of the net effectiveness of each teacher training program by showing how average teachers from each program would compare to the reference population. If any difference between the institution and reference mean is positive, then the institution mean is greater than the reference population mean t-value of teacher effects. A significant positive number indicates that a teacher training program has produced beginning teachers with statistically significantly larger mean t-values as compared to the reference population in terms of a teacher's mean t-value of effects in 2009 – 2010. A level of 0.10 was used to test statistical significance. These comparisons were made by type of licensure as well as by both types together for institutions that had sufficient data.

Interpreting the Indices

In the TCAP subjects, the mean t-value of teacher effects for each group (i.e., subject/grade combination for a particular institution) is a meaningful comparison that does not confound the district distribution of teachers and is also interpretable in NCE value-added teacher gains. The mean t-value can be interpreted as follows: on average, teachers in this group have estimated teacher gains that are X number of standard errors away from their district's mean NCE gain, where X represents the index for comparison. In other words, teachers in that group have sufficient data to show their estimated teacher gain is either above or below their district's mean NCE gain by the reported factor.

In the high school subjects, the mean t-value of teacher's effects is also a meaningful comparison across the state of Tennessee. The mean t-value can be interpreted as follows: on average, teachers in this group have estimated teacher effects that are X number of standard errors away from the average teacher effect in the state of Tennessee, where X represents the index for

comparison. In other words, teachers in that group have sufficient data to show their estimated teacher effect is above or below the average teacher effect in the state of Tennessee.

Thus in both cases, an institution producing beginning teachers with significantly better t-values of teacher effects will have a positive impact on student progress. Ideally, new methods of training at the institutions enable beginning teachers to outperform existing teachers.

SECTION 5: REPORTING THE RESULTS OF THE EFFECTIVENESS STUDY

The effectiveness study results present the number, percentages, and index measures associated with each of the 42 Tennessee institutions by subject as long as that teacher training program has sufficient data. If the percentage or index measure is statistically significant from the statewide average at the 90% confidence level, this will be noted. Results were presented by institution including both types of licensure together.

Appendix 1: Mean Teacher NCE Gain for Beginning Teachers

Chart 2: Mean Teacher NCE Gains for Beginning Teachers with 1-3 Years of Experience

TCAP Subjects	Quintiles	
	Low	High
Math	-9.009	3.629
Reading/Language	-7.591	0.163
Science	-9.114	-0.094
Social Studies	-5.018	6.363

Appendix 2: List of Participating Institutions

Aquinas College
Austin Peay State University
Belmont University
Bethel College
Bryan College
Carson-Newman College
Christian Brothers University
Cumberland University
David Lipscomb University
East Tennessee State University
Fisk University
Free-Will Baptist Bible College
Freed-Hardeman College
Johnson Bible College
King College
Lambuth University
Lane College
LeMoyne Owen College
Lee University
Lincoln Memorial University
Martin Methodist College
Maryville College
Middle Tennessee State University
Milligan College
Rhodes College
Southern Adventist University
South College
Teach Tennessee
Teach for America
Tennessee State University
Tennessee Technological University
Tennessee Wesleyan College
Trevecca Nazarene University
Tusculum College
Union University
University of Memphis
University of South
University of Tennessee, Chattanooga
University of Tennessee, Knoxville
University of Tennessee, Martin
Vanderbilt University
Victory University

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect of Beginning Teachers* to Veteran Teachers** for Traditionally Licensed Teachers

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Subject	Mean T-Value	Number of Teachers	Number of Institutions
Algebra I	0.0354	52	7
Biology I	0.5547	18	3
English I	-0.6142	35	6
English II	0.1389	20	3
Math	-0.3003	567	23
Reading/Language	-0.2922	671	25
Science	-0.1874	536	24
Social Studies	-0.4859	591	24

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference for the Beginning Teachers.

Green cells indicate a statistically significant positive difference for the Beginning Teachers.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.3089	6
Belmont University	.	0
Bethel College	.	2
Bryan College	.	1
Carson-Newman College	0.7733	5
Christian Brothers University	.	1
Cumberland University	.	0
David Lipscomb University	.	0
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	0
Lee University	-0.2214	5
Lemoyne Owen College	.	1
Lincoln Memorial University	.	4
Martin Methodist College	.	0
Maryville College	.	2
Middle Tennessee State University	.	3
Milligan College	.	2
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the reference population.

Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	-0.3017	7
Teach for America	.	0
Tennessee State University	.	1
Tennessee Technological University	-0.1418	9
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	.	2
Tusculum College	.	3
Union University	.	2
University Of Memphis	.	1
University Of South	.	0
University Of Tennessee, Chattanooga	.	4
University Of Tennessee, Knoxville	0.8139	8
University Of Tennessee, Martin	-0.9836	12
Vanderbilt University	.	1
Victory University	.	0

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the reference population.

Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	1
Belmont University	.	0
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	2
Christian Brothers University	.	1
Cumberland University	.	3
David Lipscomb University	.	2
East Tennessee State University	.	4
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	1
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	.	2
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	.	3
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the reference population.

Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	.	0
Tennessee State University	.	0
Tennessee Technological University	1.0539	5
Tennessee Wesleyan College	.	1
Trevecca Nazarene University	.	2
Tusculum College	.	0
Union University	.	0
University Of Memphis	.	1
University Of South	.	0
University Of Tennessee, Chattanooga	.	3
University Of Tennessee, Knoxville	0.2311	8
University Of Tennessee, Martin	0.3791	5
Vanderbilt University	.	1
Victory University	.	0

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the reference population.

Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.1688	5
Belmont University	.	1
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	2
Cumberland University	.	1
David Lipscomb University	.	0
East Tennessee State University	.	1
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	2
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	0
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	-1.6855	5
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	-0.0688	8
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the reference population.

Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	.	0
Tennessee State University	.	1
Tennessee Technological University	-1.3334	5
Tennessee Wesleyan College	.	1
Trevecca Nazarene University	.	0
Tusculum College	.	0
Union University	.	3
University Of Memphis	.	0
University Of South	.	0
University Of Tennessee, Chattanooga	.	4
University Of Tennessee, Knoxville	-0.2519	7
University Of Tennessee, Martin	-0.5141	5
Vanderbilt University	.	2
Victory University	.	1

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the reference population.

Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	2
Belmont University	.	0
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	1
Christian Brothers University	.	1
Cumberland University	.	1
David Lipscomb University	.	1
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	0
Lee University	.	0
Lemoyne Owen College	.	0
Lincoln Memorial University	0.6718	5
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	-0.0828	9
Milligan College	.	1
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the reference population.

Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	.	0
Tennessee State University	.	1
Tennessee Technological University	-0.1722	6
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	0
Tusculum College	.	1
Union University	.	3
University Of Memphis	.	1
University Of South	.	0
University Of Tennessee, Chattanooga	.	1
University Of Tennessee, Knoxville	.	3
University Of Tennessee, Martin	.	1
Vanderbilt University	.	1
Victory University	.	1

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the reference population.

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.3390	36
Belmont University	.	2
Bethel College	0.6171	5
Bryan College	.	2
Carson-Newman College	-0.0559	6
Christian Brothers University	0.9535	14
Cumberland University	-1.7152	6
David Lipscomb University	0.2485	18
East Tennessee State University	0.6525	24
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	3
Johnson Bible College	.	1
King College	.	2
Lambuth University	.	2
Lane College	.	0
Lee University	-0.4119	27
Lemoyne Owen College	.	1
Lincoln Memorial University	-1.7143	21
Martin Methodist College	.	2
Maryville College	.	2
Middle Tennessee State University	-0.7479	63
Milligan College	-0.9801	8
Rhodes College	.	0
South College	-0.5784	9
Southern Adventist University	.	1

Notes

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	2
Teach for America	.	0
Tennessee State University	-1.0811	30
Tennessee Technological University	-0.6418	76
Tennessee Wesleyan College	.	3
Trevecca Nazarene University	-0.5923	28
Tusculum College	-0.8689	27
Union University	-0.8683	13
University Of Memphis	-0.1146	72
University Of South	.	2
University Of Tennessee, Chattanooga	-0.4296	11
University Of Tennessee, Knoxville	-0.4919	27
University Of Tennessee, Martin	-0.2671	28
Vanderbilt University	1.0835	8
Victory University	0.7592	10

Notes

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.2214	46
Belmont University	.	4
Bethel College	.	2
Bryan College	.	3
Carson-Newman College	-1.0113	13
Christian Brothers University	0.0313	13
Cumberland University	-0.5453	12
David Lipscomb University	0.0294	19
East Tennessee State University	-0.5429	39
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	-0.4989	5
Johnson Bible College	.	1
King College	.	2
Lambuth University	.	2
Lane College	.	0
Lee University	0.0855	31
Lemoyne Owen College	.	0
Lincoln Memorial University	-0.0792	18
Martin Methodist College	0.0453	9
Maryville College	.	2
Middle Tennessee State University	-0.4184	62
Milligan College	-0.3991	8
Rhodes College	.	0
South College	-0.3070	11
Southern Adventist University	.	1

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	.	0
Tennessee State University	-0.7326	27
Tennessee Technological University	-0.2505	92
Tennessee Wesleyan College	-0.2629	8
Trevecca Nazarene University	-0.5166	25
Tusculum College	-0.0422	42
Union University	-0.5723	15
University Of Memphis	-0.1726	60
University Of South	.	2
University Of Tennessee, Chattanooga	-0.5650	11
University Of Tennessee, Knoxville	-0.1761	31
University Of Tennessee, Martin	-0.2798	50
Vanderbilt University	-0.1058	11
Victory University	0.2028	13

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.1536	29
Belmont University	.	3
Bethel College	-0.0825	6
Bryan College	.	2
Carson-Newman College	-0.0165	9
Christian Brothers University	-0.4619	11
Cumberland University	-0.4664	6
David Lipscomb University	0.3032	17
East Tennessee State University	0.2892	25
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	0.0918	6
Johnson Bible College	.	0
King College	.	3
Lambuth University	.	1
Lane College	.	0
Lee University	0.2558	27
Lemoyne Owen College	.	0
Lincoln Memorial University	-0.7663	18
Martin Methodist College	.	2
Maryville College	.	1
Middle Tennessee State University	-0.1717	62
Milligan College	-0.8995	7
Rhodes College	.	0
South College	-0.9453	8
Southern Adventist University	.	1

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	.	0
Tennessee State University	-0.4805	25
Tennessee Technological University	-0.2749	74
Tennessee Wesleyan College	.	3
Trevecca Nazarene University	-0.6031	27
Tusculum College	-0.2492	28
Union University	0.0762	12
University Of Memphis	-0.1925	69
University Of South	.	1
University Of Tennessee, Chattanooga	-0.3791	10
University Of Tennessee, Knoxville	0.2505	18
University Of Tennessee, Martin	-0.1473	26
Vanderbilt University	0.9482	7
Victory University	-0.4232	9

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.4081	36
Belmont University	.	2
Bethel College	.	2
Bryan College	.	3
Carson-Newman College	-1.6845	7
Christian Brothers University	-1.3412	18
Cumberland University	-1.3374	6
David Lipscomb University	-0.7220	19
East Tennessee State University	-0.4085	26
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	1.0768	6
Johnson Bible College	.	0
King College	.	4
Lambuth University	-0.2287	5
Lane College	.	0
Lee University	0.5558	27
Lemoyne Owen College	.	0
Lincoln Memorial University	-1.5518	13
Martin Methodist College	.	2
Maryville College	.	1
Middle Tennessee State University	-1.0509	63
Milligan College	-0.8462	14
Rhodes College	.	1
South College	-0.4998	11
Southern Adventist University	.	1

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	.	0
Tennessee State University	-0.6912	33
Tennessee Technological University	-0.5132	79
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	-0.9834	29
Tusculum College	-0.5950	27
Union University	-0.7643	13
University Of Memphis	-0.1885	66
University Of South	.	1
University Of Tennessee, Chattanooga	0.4141	20
University Of Tennessee, Knoxville	0.1757	18
University Of Tennessee, Martin	-0.0592	32
Vanderbilt University	0.7091	12
Victory University	-0.7204	11

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	2
Belmont University	.	0
Bethel College	.	1
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	2
Cumberland University	.	2
David Lipscomb University	.	1
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	0
Lee University	.	3
Lemoyne Owen College	.	0
Lincoln Memorial University	.	3
Martin Methodist College	.	1
Maryville College	.	0
Middle Tennessee State University	.	3
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	.	0
Tennessee State University	.	0
Tennessee Technological University	.	4
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	.	2
Tusculum College	.	1
Union University	.	2
University Of Memphis	.	3
University Of South	.	0
University Of Tennessee, Chattanooga	.	1
University Of Tennessee, Knoxville	.	4
University Of Tennessee, Martin	.	3
Vanderbilt University	.	0
Victory University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.2735	6
Belmont University	.	0
Bethel College	.	2
Bryan College	.	1
Carson-Newman College	0.7380	5
Christian Brothers University	.	1
Cumberland University	.	0
David Lipscomb University	.	0
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	0
Lee University	-0.2568	5
Lemoyne Owen College	.	1
Lincoln Memorial University	.	4
Martin Methodist College	.	0
Maryville College	.	2
Middle Tennessee State University	.	3
Milligan College	.	2
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	-0.3370	7
Teach for America	.	0
Tennessee State University	.	1
Tennessee Technological University	-0.1772	9
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	.	2
Tusculum College	.	3
Union University	.	2
University Of Memphis	.	1
University Of South	.	0
University Of Tennessee, Chattanooga	.	4
University Of Tennessee, Knoxville	0.7785	8
University Of Tennessee, Martin	-1.0190	12
Vanderbilt University	.	1
Victory University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Biology I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	1
Belmont University	.	0
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	2
Christian Brothers University	.	1
Cumberland University	.	3
David Lipscomb University	.	2
East Tennessee State University	.	4
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	1
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	.	2
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	.	3
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Biology I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	.	0
Tennessee State University	.	0
Tennessee Technological University	0.4992	5
Tennessee Wesleyan College	.	1
Trevecca Nazarene University	.	2
Tusculum College	.	0
Union University	.	0
University Of Memphis	.	1
University Of South	.	0
University Of Tennessee, Chattanooga	.	3
University Of Tennessee, Knoxville	-0.3236	8
University Of Tennessee, Martin	-0.1756	5
Vanderbilt University	.	1
Victory University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.7830	5
Belmont University	.	1
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	2
Cumberland University	.	1
David Lipscomb University	.	0
East Tennessee State University	.	1
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	2
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	0
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	-1.0714	5
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	0.5453	8
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	.	0
Tennessee State University	.	1
Tennessee Technological University	-0.7192	5
Tennessee Wesleyan College	.	1
Trevecca Nazarene University	.	0
Tusculum College	.	0
Union University	.	3
University Of Memphis	.	0
University Of South	.	0
University Of Tennessee, Chattanooga	.	4
University Of Tennessee, Knoxville	0.3623	7
University Of Tennessee, Martin	0.1000	5
Vanderbilt University	.	2
Victory University	.	1

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English II (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	2
Belmont University	.	0
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	1
Christian Brothers University	.	1
Cumberland University	.	1
David Lipscomb University	.	1
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	0
Lee University	.	0
Lemoyne Owen College	.	0
Lincoln Memorial University	0.5329	5
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	-0.2217	9
Milligan College	.	1
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English II (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	.	0
Tennessee State University	.	1
Tennessee Technological University	-0.3111	6
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	0
Tusculum College	.	1
Union University	.	3
University Of Memphis	.	1
University Of South	.	0
University Of Tennessee, Chattanooga	.	1
University Of Tennessee, Knoxville	.	3
University Of Tennessee, Martin	.	1
Vanderbilt University	.	1
Victory University	.	1

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Math (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.6392	36
Belmont University	.	2
Bethel College	0.9173	5
Bryan College	.	2
Carson-Newman College	0.2444	6
Christian Brothers University	1.2537	14
Cumberland University	-1.4149	6
David Lipscomb University	0.5487	18
East Tennessee State University	0.9528	24
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	3
Johnson Bible College	.	1
King College	.	2
Lambuth University	.	2
Lane College	.	0
Lee University	-0.1116	27
Lemoyne Owen College	.	1
Lincoln Memorial University	-1.4140	21
Martin Methodist College	.	2
Maryville College	.	2
Middle Tennessee State University	-0.4476	63
Milligan College	-0.6798	8
Rhodes College	.	0
South College	-0.2781	9
Southern Adventist University	.	1

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Math (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	2
Teach for America	.	0
Tennessee State University	-0.7809	30
Tennessee Technological University	-0.3416	76
Tennessee Wesleyan College	.	3
Trevecca Nazarene University	-0.2921	28
Tusculum College	-0.5686	27
Union University	-0.5680	13
University Of Memphis	0.1856	72
University Of South	.	2
University Of Tennessee, Chattanooga	-0.1293	11
University Of Tennessee, Knoxville	-0.1916	27
University Of Tennessee, Martin	0.0331	28
Vanderbilt University	1.3838	8
Victory University	1.0594	10

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Reading/Language (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.0709	46
Belmont University	.	4
Bethel College	.	2
Bryan College	.	3
Carson-Newman College	-0.7191	13
Christian Brothers University	0.3235	13
Cumberland University	-0.2531	12
David Lipscomb University	0.3216	19
East Tennessee State University	-0.2506	39
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	-0.2067	5
Johnson Bible College	.	1
King College	.	2
Lambuth University	.	2
Lane College	.	0
Lee University	0.3777	31
Lemoyne Owen College	.	0
Lincoln Memorial University	0.2130	18
Martin Methodist College	0.3375	9
Maryville College	.	2
Middle Tennessee State University	-0.1262	62
Milligan College	-0.1069	8
Rhodes College	.	0
South College	-0.0147	11
Southern Adventist University	.	1

Notes

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Reading/Language (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	.	0
Tennessee State University	-0.4403	27
Tennessee Technological University	0.0417	92
Tennessee Wesleyan College	0.0294	8
Trevecca Nazarene University	-0.2244	25
Tusculum College	0.2500	42
Union University	-0.2801	15
University Of Memphis	0.1196	60
University Of South	.	2
University Of Tennessee, Chattanooga	-0.2728	11
University Of Tennessee, Knoxville	0.1161	31
University Of Tennessee, Martin	0.0124	50
Vanderbilt University	0.1864	11
Victory University	0.4951	13

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Science (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.0338	29
Belmont University	.	3
Bethel College	0.1049	6
Bryan College	.	2
Carson-Newman College	0.1710	9
Christian Brothers University	-0.2744	11
Cumberland University	-0.2789	6
David Lipscomb University	0.4907	17
East Tennessee State University	0.4766	25
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	0.2793	6
Johnson Bible College	.	0
King College	.	3
Lambuth University	.	1
Lane College	.	0
Lee University	0.4433	27
Lemoyne Owen College	.	0
Lincoln Memorial University	-0.5788	18
Martin Methodist College	.	2
Maryville College	.	1
Middle Tennessee State University	0.0158	62
Milligan College	-0.7120	7
Rhodes College	.	0
South College	-0.7579	8
Southern Adventist University	.	1

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Science (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	.	0
Tennessee State University	-0.2930	25
Tennessee Technological University	-0.0874	74
Tennessee Wesleyan College	.	3
Trevecca Nazarene University	-0.4157	27
Tusculum College	-0.0617	28
Union University	0.2636	12
University Of Memphis	-0.0051	69
University Of South	.	1
University Of Tennessee, Chattanooga	-0.1917	10
University Of Tennessee, Knoxville	0.4379	18
University Of Tennessee, Martin	0.0401	26
Vanderbilt University	1.1356	7
Victory University	-0.2358	9

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Social Studies (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.0779	36
Belmont University	.	2
Bethel College	.	2
Bryan College	.	3
Carson-Newman College	-1.1986	7
Christian Brothers University	-0.8553	18
Cumberland University	-0.8514	6
David Lipscomb University	-0.2360	19
East Tennessee State University	0.0775	26
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	1.5628	6
Johnson Bible College	.	0
King College	.	4
Lambuth University	0.2573	5
Lane College	.	0
Lee University	1.0418	27
Lemoyne Owen College	.	0
Lincoln Memorial University	-1.0659	13
Martin Methodist College	.	2
Maryville College	.	1
Middle Tennessee State University	-0.5650	63
Milligan College	-0.3602	14
Rhodes College	.	1
South College	-0.0138	11
Southern Adventist University	.	1

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Social Studies (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	.	0
Tennessee State University	-0.2053	33
Tennessee Technological University	-0.0273	79
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	-0.4974	29
Tusculum College	-0.1091	27
Union University	-0.2784	13
University Of Memphis	0.2975	66
University Of South	.	1
University Of Tennessee, Chattanooga	0.9000	20
University Of Tennessee, Knoxville	0.6617	18
University Of Tennessee, Martin	0.4268	32
Vanderbilt University	1.1951	12
Victory University	-0.2345	11

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: US History (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	2
Belmont University	.	0
Bethel College	.	1
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	2
Cumberland University	.	2
David Lipscomb University	.	1
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	0
Lee University	.	3
Lemoyne Owen College	.	0
Lincoln Memorial University	.	3
Martin Methodist College	.	1
Maryville College	.	0
Middle Tennessee State University	.	3
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: US History (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	.	0
Tennessee State University	.	0
Tennessee Technological University	.	4
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	.	2
Tusculum College	.	1
Union University	.	2
University Of Memphis	.	3
University Of South	.	0
University Of Tennessee, Chattanooga	.	1
University Of Tennessee, Knoxville	.	4
University Of Tennessee, Martin	.	3
Vanderbilt University	.	0
Victory University	.	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	0	0.0	1	16.7	6
Belmont University	0
Bethel College	2
Bryan College	1
Carson-Newman College	0	0.0	1	20.0	5
Christian Brothers University	1
Cumberland University	0
David Lipscomb University	0
East Tennessee State University	3
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	0
Johnson Bible College	0
King College	0
Lambuth University	0
Lane College	0
Lee University	0	0.0	1	20.0	5
Lemoyne Owen College	1
Lincoln Memorial University	4
Martin Methodist College	0
Maryville College	2
Middle Tennessee State University	3
Milligan College	2
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	2	28.6	1	14.3	7
Teach for America	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	.	.	.	.	1
Tennessee Technological University	2	22.2	1	11.1	9
Tennessee Wesleyan College	.	.	.	.	2
Trevecca Nazarene University	.	.	.	.	2
Tusculum College	.	.	.	.	3
Union University	.	.	.	.	2
University Of Memphis	.	.	.	.	1
University Of South	.	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	.	4
University Of Tennessee, Knoxville	0	0.0	2	25.0	8
University Of Tennessee, Martin	3	25.0	0	0.0	12
Vanderbilt University	1
Victory University	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	1
Belmont University	0
Bethel College	0
Bryan College	0
Carson-Newman College	2
Christian Brothers University	1
Cumberland University	3
David Lipscomb University	2
East Tennessee State University	4
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	0
Johnson Bible College	0
King College	0
Lambuth University	1
Lane College	1
Lee University	1
Lemoyne Owen College	0
Lincoln Memorial University	2
Martin Methodist College	0
Maryville College	1
Middle Tennessee State University	3
Milligan College	0
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	1
Teach for America	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	.	.	.	.	0
Tennessee Technological University	0	0.0	1	20.0	5
Tennessee Wesleyan College	.	.	.	.	1
Trevecca Nazarene University	.	.	.	.	2
Tusculum College	.	.	.	.	0
Union University	.	.	.	.	0
University Of Memphis	.	.	.	.	1
University Of South	.	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	.	3
University Of Tennessee, Knoxville	1	12.5	2	25.0	8
University Of Tennessee, Martin	1	20.0	1	20.0	5
Vanderbilt University	1
Victory University	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	0	0.0	0	0.0	5
Belmont University	1
Bethel College	0
Bryan College	0
Carson-Newman College	0
Christian Brothers University	2
Cumberland University	1
David Lipscomb University	0
East Tennessee State University	1
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	2
Johnson Bible College	0
King College	0
Lambuth University	1
Lane College	0
Lee University	1
Lemoyne Owen College	0
Lincoln Memorial University	2	40.0	0	0.0	5
Martin Methodist College	0
Maryville College	1
Middle Tennessee State University	3	37.5	1	12.5	8
Milligan College	0
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	1
Teach for America	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	.	.	.	.	1
Tennessee Technological University	3	60.0	0	0.0	5
Tennessee Wesleyan College	.	.	.	.	1
Trevecca Nazarene University	.	.	.	.	0
Tusculum College	.	.	.	.	0
Union University	.	.	.	.	3
University Of Memphis	.	.	.	.	0
University Of South	.	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	.	4
University Of Tennessee, Knoxville	2	28.6	1	14.3	7
University Of Tennessee, Martin	1	20.0	0	0.0	5
Vanderbilt University	2
Victory University	1

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	2
Belmont University	0
Bethel College	0
Bryan College	0
Carson-Newman College	1
Christian Brothers University	1
Cumberland University	1
David Lipscomb University	1
East Tennessee State University	3
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	0
Johnson Bible College	0
King College	0
Lambuth University	0
Lane College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	0	0.0	1	20.0	5
Martin Methodist College	0
Maryville College	1
Middle Tennessee State University	2	22.2	2	22.2	9
Milligan College	1
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	1
Teach for America	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	1
Tennessee Technological University	0	0.0	1	16.7	6
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	1
Union University	3
University Of Memphis	1
University Of South	0
University Of Tennessee, Chattanooga	1
University Of Tennessee, Knoxville	3
University Of Tennessee, Martin	1
Vanderbilt University	1
Victory University	1

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	.	.	.	.	0
Austin Peay State University	6	16.7	8	22.2	36
Belmont University	.	.	.	.	2
Bethel College	1	20.0	2	40.0	5
Bryan College	.	.	.	.	2
Carson-Newman College	1	16.7	1	16.7	6
Christian Brothers University	0	0.0	3	21.4	14
Cumberland University	2	33.3	0	0.0	6
David Lipscomb University	5	27.8	5	27.8	18
East Tennessee State University	4	16.7	5	20.8	24
Fisk University	.	.	.	.	1
Free-Will Baptist Bible College	.	.	.	.	0
Freed-Hardeman University	.	.	.	.	3
Johnson Bible College	.	.	.	.	1
King College	.	.	.	.	2
Lambuth University	.	.	.	.	2
Lane College	.	.	.	.	0
Lee University	4	14.8	5	18.5	27
Lemoyne Owen College	.	.	.	.	1
Lincoln Memorial University	7	33.3	0	0.0	21
Martin Methodist College	.	.	.	.	2
Maryville College	.	.	.	.	2
Middle Tennessee State University	16	25.4	9	14.3	63
Milligan College	2	25.0	0	0.0	8
Rhodes College	.	.	.	.	0
South College	2	22.2	0	0.0	9
Southern Adventist University	1
Teach Tennessee	2
Teach for America	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	9	30.0	4	13.3	30
Tennessee Technological University	16	21.1	11	14.5	76
Tennessee Wesleyan College	.	.	.	.	3
Trevecca Nazarene University	8	28.6	3	10.7	28
Tusculum College	7	25.9	3	11.1	27
Union University	3	23.1	1	7.7	13
University Of Memphis	17	23.6	18	25.0	72
University Of South	.	.	.	.	2
University Of Tennessee, Chattanooga	3	27.3	1	9.1	11
University Of Tennessee, Knoxville	4	14.8	3	11.1	27
University Of Tennessee, Martin	3	10.7	3	10.7	28
Vanderbilt University	1	12.5	4	50.0	8
Victory University	2	20.0	2	20.0	10

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	.	.	.	.	0
Austin Peay State University	10	21.7	5	10.9	46
Belmont University	.	.	.	.	4
Bethel College	.	.	.	.	2
Bryan College	.	.	.	.	3
Carson-Newman College	4	30.8	0	0.0	13
Christian Brothers University	2	15.4	4	30.8	13
Cumberland University	5	41.7	3	25.0	12
David Lipscomb University	5	26.3	6	31.6	19
East Tennessee State University	11	28.2	4	10.3	39
Fisk University	.	.	.	.	1
Free-Will Baptist Bible College	.	.	.	.	0
Freed-Hardeman University	2	40.0	0	0.0	5
Johnson Bible College	.	.	.	.	1
King College	.	.	.	.	2
Lambuth University	.	.	.	.	2
Lane College	.	.	.	.	0
Lee University	4	12.9	6	19.4	31
Lemoyne Owen College	.	.	.	.	0
Lincoln Memorial University	3	16.7	2	11.1	18
Martin Methodist College	1	11.1	2	22.2	9
Maryville College	.	.	.	.	2
Middle Tennessee State University	18	29.0	10	16.1	62
Milligan College	1	12.5	0	0.0	8
Rhodes College	.	.	.	.	0
South College	3	27.3	2	18.2	11
Southern Adventist University	1
Teach Tennessee	0
Teach for America	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	12	44.4	4	14.8	27
Tennessee Technological University	21	22.8	17	18.5	92
Tennessee Wesleyan College	2	25.0	0	0.0	8
Trevecca Nazarene University	7	28.0	3	12.0	25
Tusculum College	6	14.3	9	21.4	42
Union University	5	33.3	1	6.7	15
University Of Memphis	13	21.7	11	18.3	60
University Of South	.	.	.	.	2
University Of Tennessee, Chattanooga	4	36.4	0	0.0	11
University Of Tennessee, Knoxville	7	22.6	5	16.1	31
University Of Tennessee, Martin	8	16.0	5	10.0	50
Vanderbilt University	2	18.2	1	9.1	11
Victory University	4	30.8	3	23.1	13

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	.	.	.	.	0
Austin Peay State University	7	24.1	4	13.8	29
Belmont University	.	.	.	.	3
Bethel College	0	0.0	0	0.0	6
Bryan College	.	.	.	.	2
Carson-Newman College	1	11.1	1	11.1	9
Christian Brothers University	5	45.5	1	9.1	11
Cumberland University	2	33.3	2	33.3	6
David Lipscomb University	5	29.4	4	23.5	17
East Tennessee State University	2	8.0	6	24.0	25
Fisk University	.	.	.	.	1
Free-Will Baptist Bible College	.	.	.	.	0
Freed-Hardeman University	0	0.0	1	16.7	6
Johnson Bible College	.	.	.	.	0
King College	.	.	.	.	3
Lambuth University	.	.	.	.	1
Lane College	.	.	.	.	0
Lee University	5	18.5	6	22.2	27
Lemoyne Owen College	.	.	.	.	0
Lincoln Memorial University	3	16.7	0	0.0	18
Martin Methodist College	.	.	.	.	2
Maryville College	.	.	.	.	1
Middle Tennessee State University	12	19.4	10	16.1	62
Milligan College	3	42.9	0	0.0	7
Rhodes College	.	.	.	.	0
South College	4	50.0	0	0.0	8
Southern Adventist University	1
Teach Tennessee	1
Teach for America	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	7	28.0	3	12.0	25
Tennessee Technological University	19	25.7	12	16.2	74
Tennessee Wesleyan College	.	.	.	.	3
Trevecca Nazarene University	6	22.2	1	3.7	27
Tusculum College	4	14.3	3	10.7	28
Union University	1	8.3	1	8.3	12
University Of Memphis	14	20.3	10	14.5	69
University Of South	.	.	.	.	1
University Of Tennessee, Chattanooga	3	30.0	2	20.0	10
University Of Tennessee, Knoxville	4	22.2	4	22.2	18
University Of Tennessee, Martin	3	11.5	2	7.7	26
Vanderbilt University	0	0.0	3	42.9	7
Victory University	3	33.3	2	22.2	9

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	.	.	.	.	0
Austin Peay State University	9	25.0	6	16.7	36
Belmont University	.	.	.	.	2
Bethel College	.	.	.	.	2
Bryan College	.	.	.	.	3
Carson-Newman College	4	57.1	0	0.0	7
Christian Brothers University	7	38.9	4	22.2	18
Cumberland University	1	16.7	0	0.0	6
David Lipscomb University	6	31.6	4	21.1	19
East Tennessee State University	5	19.2	5	19.2	26
Fisk University	.	.	.	.	1
Free-Will Baptist Bible College	.	.	.	.	0
Freed-Hardeman University	0	0.0	2	33.3	6
Johnson Bible College	.	.	.	.	0
King College	.	.	.	.	4
Lambuth University	0	0.0	0	0.0	5
Lane College	.	.	.	.	0
Lee University	5	18.5	7	25.9	27
Lemoyne Owen College	.	.	.	.	0
Lincoln Memorial University	4	30.8	0	0.0	13
Martin Methodist College	.	.	.	.	2
Maryville College	.	.	.	.	1
Middle Tennessee State University	20	31.8	10	15.9	63
Milligan College	4	28.6	1	7.1	14
Rhodes College	.	.	.	.	1
South College	3	27.3	1	9.1	11
Southern Adventist University	1
Teach Tennessee	0
Teach for America	0

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	8	24.2	4	12.1	33
Tennessee Technological University	20	25.3	13	16.5	79
Tennessee Wesleyan College	.	.	.	.	2
Trevecca Nazarene University	7	24.1	3	10.3	29
Tusculum College	9	33.3	5	18.5	27
Union University	2	15.4	0	0.0	13
University Of Memphis	15	22.7	10	15.2	66
University Of South	.	.	.	.	1
University Of Tennessee, Chattanooga	2	10.0	6	30.0	20
University Of Tennessee, Knoxville	4	22.2	4	22.2	18
University Of Tennessee, Martin	5	15.6	5	15.6	32
Vanderbilt University	1	8.3	3	25.0	12
Victory University	1	9.1	2	18.2	11

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	2
Belmont University	0
Bethel College	1
Bryan College	0
Carson-Newman College	0
Christian Brothers University	2
Cumberland University	2
David Lipscomb University	1
East Tennessee State University	3
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	0
Johnson Bible College	0
King College	0
Lambuth University	0
Lane College	0
Lee University	3
Lemoyne Owen College	0
Lincoln Memorial University	3
Martin Methodist College	1
Maryville College	0
Middle Tennessee State University	3
Milligan College	0
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	0
Teach for America	0

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	0
Tennessee Technological University	4
Tennessee Wesleyan College	2
Trevecca Nazarene University	2
Tusculum College	1
Union University	2
University Of Memphis	3
University Of South	0
University Of Tennessee, Chattanooga	1
University Of Tennessee, Knoxville	4
University Of Tennessee, Martin	3
Vanderbilt University	0
Victory University	0

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect of Beginning Teachers* to Veteran Teachers** for Alternatively Licensed Teachers

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Subject	Mean T-Value	Number of Teachers	Number of Institutions
Algebra I	-0.3077	73	8
Biology I	0.9822	23	3
English I	-1.8214	11	2
English II	-2.2127	8	1
Math	-0.4691	61	7
Reading/Language	-0.3484	142	12
Science	-0.6288	86	9
Social Studies	-0.0188	81	9
US History	.	0	0

Notes

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Red cells indicate a statistically significant negative difference for the Beginning Teachers.

Green cells indicate a statistically significant positive difference for the Beginning Teachers.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	3
Belmont University	.	3
Bethel College	.	1
Bryan College	.	1
Carson-Newman College	0.7737	5
Christian Brothers University	.	0
Cumberland University	.	0
David Lipscomb University	.	2
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	2
Johnson Bible College	.	0
King College	.	3
Lambuth University	.	3
Lane College	.	2
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	.	1
Martin Methodist College	.	0
Maryville College	.	2
Middle Tennessee State University	-0.2007	6
Milligan College	.	2
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	0.4196	14
Tennessee State University	0.0144	9
Tennessee Technological University	-3.0384	11
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	1
Tusculum College	.	1
Union University	.	4
University Of Memphis	0.2184	11
University Of South	.	0
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	-0.0040	10
University Of Tennessee, Martin	.	0
Vanderbilt University	-0.6448	7
Victory University	.	0

Notes

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	4
Belmont University	.	0
Bethel College	.	1
Bryan College	.	0
Carson-Newman College	.	1
Christian Brothers University	.	0
Cumberland University	.	0
David Lipscomb University	.	0
East Tennessee State University	.	2
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	4
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	0
Lee University	.	0
Lemoyne Owen College	.	0
Lincoln Memorial University	.	1
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	0.5747	7
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	1.6130	6
Tennessee State University	.	4
Tennessee Technological University	.	3
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	3
Tusculum College	.	0
Union University	.	3
University Of Memphis	.	3
University Of South	.	0
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	0.7590	10
University Of Tennessee, Martin	.	4
Vanderbilt University	.	1
Victory University	.	1

Notes

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	4
Belmont University	.	0
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	1
Cumberland University	.	0
David Lipscomb University	.	2
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	1
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	.	0
Martin Methodist College	.	0
Maryville College	.	0
Middle Tennessee State University	.	3
Milligan College	.	0
Rhodes College	.	1
South College	.	0
Southern Adventist University	.	0

Notes

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	-1.1632	6
Tennessee State University	.	2
Tennessee Technological University	.	2
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	0
Tusculum College	.	0
Union University	.	2
University Of Memphis	-2.4796	5
University Of South	.	0
University Of Tennessee, Chattanooga	.	3
University Of Tennessee, Knoxville	.	2
University Of Tennessee, Martin	.	1
Vanderbilt University	.	2
Victory University	.	1

Notes

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	1
Belmont University	.	0
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	1
Cumberland University	.	1
David Lipscomb University	.	0
East Tennessee State University	.	3
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	2
Lane College	.	0
Lee University	.	0
Lemoyne Owen College	.	0
Lincoln Memorial University	.	1
Martin Methodist College	.	0
Maryville College	.	0
Middle Tennessee State University	.	4
Milligan College	.	0
Rhodes College	.	1
South College	.	0
Southern Adventist University	.	0

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	.	1
Tennessee State University	.	3
Tennessee Technological University	.	1
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	0
Tusculum College	.	0
Union University	.	1
University Of Memphis	-2.2127	8
University Of South	.	0
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	.	3
University Of Tennessee, Martin	.	3
Vanderbilt University	.	1
Victory University	.	1

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.8272	7
Belmont University	.	1
Bethel College	.	3
Bryan College	.	0
Carson-Newman College	.	4
Christian Brothers University	.	3
Cumberland University	.	3
David Lipscomb University	.	2
East Tennessee State University	.	0
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	4
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	2
Lane College	.	3
Lee University	.	3
Lemoyne Owen College	.	0
Lincoln Memorial University	.	1
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	-1.3476	9
Milligan College	.	0
Rhodes College	.	1
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	1.0065	12
Tennessee State University	-2.2433	8
Tennessee Technological University	.	1
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	-0.4634	6
Tusculum College	.	2
Union University	.	3
University Of Memphis	0.0379	11
University Of South	.	0
University Of Tennessee, Chattanooga	.	4
University Of Tennessee, Knoxville	.	4
University Of Tennessee, Martin	0.5533	8
Vanderbilt University	.	1
Victory University	.	2

Notes

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.3178	12
Belmont University	.	1
Bethel College	0.2781	8
Bryan College	.	0
Carson-Newman College	.	1
Christian Brothers University	.	2
Cumberland University	.	1
David Lipscomb University	.	4
East Tennessee State University	.	2
Fisk University	.	2
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	-0.6103	6
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	3
Lee University	.	2
Lemoyne Owen College	.	2
Lincoln Memorial University	.	0
Martin Methodist College	-0.5489	5
Maryville College	.	0
Middle Tennessee State University	0.0225	14
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	0.4960	24
Tennessee State University	-0.4204	7
Tennessee Technological University	.	4
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	-0.3763	7
Tusculum College	.	3
Union University	-0.4405	9
University Of Memphis	-1.1744	35
University Of South	.	1
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	-0.3525	9
University Of Tennessee, Martin	-0.7357	6
Vanderbilt University	.	0
Victory University	.	2

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-1.2751	16
Belmont University	.	4
Bethel College	.	2
Bryan College	.	1
Carson-Newman College	.	3
Christian Brothers University	.	4
Cumberland University	.	0
David Lipscomb University	.	4
East Tennessee State University	.	1
Fisk University	.	4
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	3
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	3
Lee University	.	3
Lemoyne Owen College	.	2
Lincoln Memorial University	.	4
Martin Methodist College	.	0
Maryville College	.	0
Middle Tennessee State University	-0.0258	8
Milligan College	.	1
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	2.9725	10
Tennessee State University	-1.9545	5
Tennessee Technological University	-0.6348	6
Tennessee Wesleyan College	.	1
Trevecca Nazarene University	-0.5344	6
Tusculum College	.	1
Union University	.	3
University Of Memphis	-1.2143	17
University Of South	.	0
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	-1.2899	8
University Of Tennessee, Martin	-1.7032	10
Vanderbilt University	.	1
Victory University	.	2

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.5082	8
Belmont University	.	2
Bethel College	.	4
Bryan College	.	1
Carson-Newman College	.	0
Christian Brothers University	.	2
Cumberland University	.	0
David Lipscomb University	.	2
East Tennessee State University	.	0
Fisk University	.	3
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	0.1869	7
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	3
Lee University	.	3
Lemoyne Owen College	.	0
Lincoln Memorial University	.	0
Martin Methodist College	.	0
Maryville College	.	0
Middle Tennessee State University	-0.2130	5
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

Notes

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Red cells indicate a statistically significant negative difference from the reference population.

Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	4.1386	15
Tennessee State University	-1.0785	12
Tennessee Technological University	-1.0070	5
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	-0.2058	7
Tusculum College	.	2
Union University	0.0804	5
University Of Memphis	-1.5623	17
University Of South	.	1
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	.	3
University Of Tennessee, Martin	.	3
Vanderbilt University	.	0
Victory University	.	4

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the reference population.

Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	0
Belmont University	.	1
Bethel College	.	1
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	0
Cumberland University	.	2
David Lipscomb University	.	0
East Tennessee State University	.	0
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	0
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	.	1
Martin Methodist College	.	0
Maryville College	.	0
Middle Tennessee State University	.	1
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Alternatively Licensed Teachers: Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	.	2
Tennessee State University	.	1
Tennessee Technological University	.	2
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	0
Tusculum College	.	0
Union University	.	3
University Of Memphis	.	2
University Of South	.	0
University Of Tennessee, Chattanooga	.	0
University Of Tennessee, Knoxville	.	2
University Of Tennessee, Martin	.	0
Vanderbilt University	.	0
Victory University	.	0

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	3
Belmont University	.	3
Bethel College	.	1
Bryan College	.	1
Carson-Newman College	1.0814	5
Christian Brothers University	.	0
Cumberland University	.	0
David Lipscomb University	.	2
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	2
Johnson Bible College	.	0
King College	.	3
Lambuth University	.	3
Lane College	.	2
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	.	1
Martin Methodist College	.	0
Maryville College	.	2
Middle Tennessee State University	0.1070	6
Milligan College	.	2
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Algebra I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	0.7273	14
Tennessee State University	0.3221	9
Tennessee Technological University	-2.7307	11
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	1
Tusculum College	.	1
Union University	.	4
University Of Memphis	0.5261	11
University Of South	.	0
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	0.3037	10
University Of Tennessee, Martin	.	0
Vanderbilt University	-0.3370	7
Victory University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Biology I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	4
Belmont University	.	0
Bethel College	.	1
Bryan College	.	0
Carson-Newman College	.	1
Christian Brothers University	.	0
Cumberland University	.	0
David Lipscomb University	.	0
East Tennessee State University	.	2
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	4
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	0
Lee University	.	0
Lemoyne Owen College	.	0
Lincoln Memorial University	.	1
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	-0.4075	7
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Biology I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	0.6308	6
Tennessee State University	.	4
Tennessee Technological University	.	3
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	3
Tusculum College	.	0
Union University	.	3
University Of Memphis	.	3
University Of South	.	0
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	-0.2233	10
University Of Tennessee, Martin	.	4
Vanderbilt University	.	1
Victory University	.	1

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	4
Belmont University	.	0
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	1
Cumberland University	.	0
David Lipscomb University	.	2
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	1
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	.	0
Martin Methodist College	.	0
Maryville College	.	0
Middle Tennessee State University	.	3
Milligan College	.	0
Rhodes College	.	1
South College	.	0
Southern Adventist University	.	0

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	0.6582	6
Tennessee State University	.	2
Tennessee Technological University	.	2
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	0
Tusculum College	.	0
Union University	.	2
University Of Memphis	-0.6582	5
University Of South	.	0
University Of Tennessee, Chattanooga	.	3
University Of Tennessee, Knoxville	.	2
University Of Tennessee, Martin	.	1
Vanderbilt University	.	2
Victory University	.	1

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English II (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	1
Belmont University	.	0
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	1
Cumberland University	.	1
David Lipscomb University	.	0
East Tennessee State University	.	3
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	2
Lane College	.	0
Lee University	.	0
Lemoyne Owen College	.	0
Lincoln Memorial University	.	1
Martin Methodist College	.	0
Maryville College	.	0
Middle Tennessee State University	.	4
Milligan College	.	0
Rhodes College	.	1
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English II (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	.	1
Tennessee State University	.	3
Tennessee Technological University	.	1
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	0
Tusculum College	.	0
Union University	.	1
University Of Memphis	0.0000	8
University Of South	.	0
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	.	3
University Of Tennessee, Martin	.	3
Vanderbilt University	.	1
Victory University	.	1

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Math (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.3581	7
Belmont University	.	1
Bethel College	.	3
Bryan College	.	0
Carson-Newman College	.	4
Christian Brothers University	.	3
Cumberland University	.	3
David Lipscomb University	.	2
East Tennessee State University	.	0
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	4
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	2
Lane College	.	3
Lee University	.	3
Lemoyne Owen College	.	0
Lincoln Memorial University	.	1
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	-0.8785	9
Milligan College	.	0
Rhodes College	.	1
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Math (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	1.4756	12
Tennessee State University	-1.7742	8
Tennessee Technological University	.	1
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	0.0057	6
Tusculum College	.	2
Union University	.	3
University Of Memphis	0.5070	11
University Of South	.	0
University Of Tennessee, Chattanooga	.	4
University Of Tennessee, Knoxville	.	4
University Of Tennessee, Martin	1.0224	8
Vanderbilt University	.	1
Victory University	.	2

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Reading/Language (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.0305	12
Belmont University	.	1
Bethel College	0.6264	8
Bryan College	.	0
Carson-Newman College	.	1
Christian Brothers University	.	2
Cumberland University	.	1
David Lipscomb University	.	4
East Tennessee State University	.	2
Fisk University	.	2
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	-0.2619	6
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	3
Lee University	.	2
Lemoyne Owen College	.	2
Lincoln Memorial University	.	0
Martin Methodist College	-0.2005	5
Maryville College	.	0
Middle Tennessee State University	0.3709	14
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Reading/Language (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	0.8443	24
Tennessee State University	-0.0721	7
Tennessee Technological University	.	4
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	-0.0280	7
Tusculum College	.	3
Union University	-0.0922	9
University Of Memphis	-0.8260	35
University Of South	.	1
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	-0.0041	9
University Of Tennessee, Martin	-0.3873	6
Vanderbilt University	.	0
Victory University	.	2

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Science (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.6463	16
Belmont University	.	4
Bethel College	.	2
Bryan College	.	1
Carson-Newman College	.	3
Christian Brothers University	.	4
Cumberland University	.	0
David Lipscomb University	.	4
East Tennessee State University	.	1
Fisk University	.	4
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	3
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	3
Lee University	.	3
Lemoyne Owen College	.	2
Lincoln Memorial University	.	4
Martin Methodist College	.	0
Maryville College	.	0
Middle Tennessee State University	0.6031	8
Milligan College	.	1
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Science (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	3.6014	10
Tennessee State University	-1.3256	5
Tennessee Technological University	-0.0060	6
Tennessee Wesleyan College	.	1
Trevecca Nazarene University	0.0944	6
Tusculum College	.	1
Union University	.	3
University Of Memphis	-0.5855	17
University Of South	.	0
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	-0.6610	8
University Of Tennessee, Martin	-1.0744	10
Vanderbilt University	.	1
Victory University	.	2

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Social Studies (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.4895	8
Belmont University	.	2
Bethel College	.	4
Bryan College	.	1
Carson-Newman College	.	0
Christian Brothers University	.	2
Cumberland University	.	0
David Lipscomb University	.	2
East Tennessee State University	.	0
Fisk University	.	3
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	0.2057	7
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	3
Lee University	.	3
Lemoyne Owen College	.	0
Lincoln Memorial University	.	0
Martin Methodist College	.	0
Maryville College	.	0
Middle Tennessee State University	-0.1942	5
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Social Studies (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	4.1574	15
Tennessee State University	-1.0597	12
Tennessee Technological University	-0.9882	5
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	-0.1870	7
Tusculum College	.	2
Union University	0.0991	5
University Of Memphis	-1.5435	17
University Of South	.	1
University Of Tennessee, Chattanooga	.	2
University Of Tennessee, Knoxville	.	3
University Of Tennessee, Martin	.	3
Vanderbilt University	.	0
Victory University	.	4

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: US History (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	0
Belmont University	.	1
Bethel College	.	1
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	0
Cumberland University	.	2
David Lipscomb University	.	0
East Tennessee State University	.	0
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	0
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	.	1
Martin Methodist College	.	0
Maryville College	.	0
Middle Tennessee State University	.	1
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for
Alternatively Licensed Teachers:**

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: US History (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	.	2
Tennessee State University	.	1
Tennessee Technological University	.	2
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	0
Tusculum College	.	0
Union University	.	3
University Of Memphis	.	2
University Of South	.	0
University Of Tennessee, Chattanooga	.	0
University Of Tennessee, Knoxville	.	2
University Of Tennessee, Martin	.	0
Vanderbilt University	.	0
Victory University	.	0

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	3
Belmont University	3
Bethel College	1
Bryan College	1
Carson-Newman College	0	0.0	1	20.0	5
Christian Brothers University	0
Cumberland University	0
David Lipscomb University	2
East Tennessee State University	3
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	2
Johnson Bible College	0
King College	3
Lambuth University	3
Lane College	2
Lee University	1
Lemoyne Owen College	0
Lincoln Memorial University	1
Martin Methodist College	0
Maryville College	2
Middle Tennessee State University	0	0.0	0	0.0	6
Milligan College	2
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	0
Teach for America	3	21.4	5	35.7	14

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	1	11.1	3	33.3	9
Tennessee Technological University	7	63.6	0	0.0	11
Tennessee Wesleyan College	.	.	.	.	0
Trevecca Nazarene University	.	.	.	.	1
Tusculum College	.	.	.	.	1
Union University	.	.	.	.	4
University Of Memphis	2	18.2	4	36.4	11
University Of South	.	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	.	2
University Of Tennessee, Knoxville	3	30.0	4	40.0	10
University Of Tennessee, Martin	0
Vanderbilt University	1	14.3	1	14.3	7
Victory University	0

Notes

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Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	4
Belmont University	0
Bethel College	1
Bryan College	0
Carson-Newman College	1
Christian Brothers University	0
Cumberland University	0
David Lipscomb University	0
East Tennessee State University	2
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	4
Johnson Bible College	0
King College	0
Lambuth University	1
Lane College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	1
Martin Methodist College	0
Maryville College	1
Middle Tennessee State University	0	0.0	2	28.6	7
Milligan College	0
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	0
Teach for America	3	50.0	3	50.0	6

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	4
Tennessee Technological University	3
Tennessee Wesleyan College	0
Trevecca Nazarene University	3
Tusculum College	0
Union University	3
University Of Memphis	3
University Of South	0
University Of Tennessee, Chattanooga	2
University Of Tennessee, Knoxville	2	20.0	4	40.0	10
University Of Tennessee, Martin	4
Vanderbilt University	1
Victory University	1

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	4
Belmont University	0
Bethel College	0
Bryan College	0
Carson-Newman College	0
Christian Brothers University	1
Cumberland University	0
David Lipscomb University	2
East Tennessee State University	3
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	0
Johnson Bible College	0
King College	0
Lambuth University	0
Lane College	1
Lee University	1
Lemoyne Owen College	0
Lincoln Memorial University	0
Martin Methodist College	0
Maryville College	0
Middle Tennessee State University	3
Milligan College	0
Rhodes College	1
South College	0
Southern Adventist University	0
Teach Tennessee	0
Teach for America	2	33.3	1	16.7	6

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	2
Tennessee Technological University	2
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	0
Union University	2
University Of Memphis	3	60.0	0	0.0	5
University Of South	0
University Of Tennessee, Chattanooga	3
University Of Tennessee, Knoxville	2
University Of Tennessee, Martin	1
Vanderbilt University	2
Victory University	1

Notes

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Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	1
Belmont University	0
Bethel College	0
Bryan College	0
Carson-Newman College	0
Christian Brothers University	1
Cumberland University	1
David Lipscomb University	0
East Tennessee State University	3
Fisk University	1
Free-Will Baptist Bible College	0
Freed-Hardeman University	0
Johnson Bible College	0
King College	0
Lambuth University	2
Lane College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	1
Martin Methodist College	0
Maryville College	0
Middle Tennessee State University	4
Milligan College	0
Rhodes College	1
South College	0
Southern Adventist University	0
Teach Tennessee	0
Teach for America	1

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	3
Tennessee Technological University	1
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	0
Union University	1
University Of Memphis	3	37.5	0	0.0	8
University Of South	0
University Of Tennessee, Chattanooga	2
University Of Tennessee, Knoxville	3
University Of Tennessee, Martin	3
Vanderbilt University	1
Victory University	1

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	2	28.6	1	14.3	7
Belmont University	1
Bethel College	3
Bryan College	0
Carson-Newman College	4
Christian Brothers University	3
Cumberland University	3
David Lipscomb University	2
East Tennessee State University	0
Fisk University	1
Free-Will Baptist Bible College	0
Freed-Hardeman University	4
Johnson Bible College	0
King College	0
Lambuth University	2
Lane College	3
Lee University	3
Lemoyne Owen College	0
Lincoln Memorial University	1
Martin Methodist College	0
Maryville College	1
Middle Tennessee State University	2	22.2	0	0.0	9
Milligan College	0
Rhodes College	1
South College	0
Southern Adventist University	0
Teach Tennessee	0
Teach for America	1	8.3	3	25.0	12

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

**Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for
Alternatively Licensed Teachers**

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Math (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	4	50.0	0	0.0	8
Tennessee Technological University	.	.	.	.	1
Tennessee Wesleyan College	.	.	.	.	0
Trevecca Nazarene University	3	50.0	2	33.3	6
Tusculum College	.	.	.	.	2
Union University	.	.	.	.	3
University Of Memphis	2	18.2	3	27.3	11
University Of South	.	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	.	4
University Of Tennessee, Knoxville	.	.	.	.	4
University Of Tennessee, Martin	2	25.0	2	25.0	8
Vanderbilt University	1
Victory University	2

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	.	.	.	.	0
Austin Peay State University	3	25.0	2	16.7	12
Belmont University	.	.	.	.	1
Bethel College	1	12.5	2	25.0	8
Bryan College	.	.	.	.	0
Carson-Newman College	.	.	.	.	1
Christian Brothers University	.	.	.	.	2
Cumberland University	.	.	.	.	1
David Lipscomb University	.	.	.	.	4
East Tennessee State University	.	.	.	.	2
Fisk University	.	.	.	.	2
Free-Will Baptist Bible College	.	.	.	.	0
Freed-Hardeman University	2	33.3	0	0.0	6
Johnson Bible College	.	.	.	.	0
King College	.	.	.	.	0
Lambuth University	.	.	.	.	1
Lane College	.	.	.	.	3
Lee University	.	.	.	.	2
Lemoyne Owen College	.	.	.	.	2
Lincoln Memorial University	.	.	.	.	0
Martin Methodist College	1	20.0	0	0.0	5
Maryville College	.	.	.	.	0
Middle Tennessee State University	1	7.1	2	14.3	14
Milligan College	.	.	.	.	0
Rhodes College	.	.	.	.	0
South College	.	.	.	.	0
Southern Adventist University	0
Teach Tennessee	0
Teach for America	3	12.5	10	41.7	24

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	1	14.3	1	14.3	7
Tennessee Technological University	.	.	.	.	4
Tennessee Wesleyan College	.	.	.	.	0
Trevecca Nazarene University	1	14.3	1	14.3	7
Tusculum College	.	.	.	.	3
Union University	2	22.2	2	22.2	9
University Of Memphis	18	51.4	2	5.7	35
University Of South	.	.	.	.	1
University Of Tennessee, Chattanooga	.	.	.	.	2
University Of Tennessee, Knoxville	1	11.1	0	0.0	9
University Of Tennessee, Martin	2	33.3	0	0.0	6
Vanderbilt University	0
Victory University	2

Notes

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	7	43.8	2	12.5	16
Belmont University	4
Bethel College	2
Bryan College	1
Carson-Newman College	3
Christian Brothers University	4
Cumberland University	0
David Lipscomb University	4
East Tennessee State University	1
Fisk University	4
Free-Will Baptist Bible College	0
Freed-Hardeman University	3
Johnson Bible College	0
King College	0
Lambuth University	1
Lane College	3
Lee University	3
Lemoyne Owen College	2
Lincoln Memorial University	4
Martin Methodist College	0
Maryville College	0
Middle Tennessee State University	2	25.0	3	37.5	8
Milligan College	1
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	0
Teach for America	1	10.0	6	60.0	10

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	2	40.0	0	0.0	5
Tennessee Technological University	1	16.7	1	16.7	6
Tennessee Wesleyan College	.	.	.	.	1
Trevecca Nazarene University	2	33.3	0	0.0	6
Tusculum College	.	.	.	.	1
Union University	.	.	.	.	3
University Of Memphis	6	35.3	3	17.7	17
University Of South	.	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	.	2
University Of Tennessee, Knoxville	3	37.5	0	0.0	8
University Of Tennessee, Martin	4	40.0	0	0.0	10
Vanderbilt University	1
Victory University	2

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	2	25.0	0	0.0	8
Belmont University	2
Bethel College	4
Bryan College	1
Carson-Newman College	0
Christian Brothers University	2
Cumberland University	0
David Lipscomb University	2
East Tennessee State University	0
Fisk University	3
Free-Will Baptist Bible College	0
Freed-Hardeman University	0	0.0	0	0.0	7
Johnson Bible College	0
King College	0
Lambuth University	1
Lane College	3
Lee University	3
Lemoyne Owen College	0
Lincoln Memorial University	0
Martin Methodist College	0
Maryville College	0
Middle Tennessee State University	1	20.0	0	0.0	5
Milligan College	0
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	0
Teach for America	3	20.0	9	60.0	15

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	6	50.0	2	16.7	12
Tennessee Technological University	1	20.0	0	0.0	5
Tennessee Wesleyan College	.	.	.	.	0
Trevecca Nazarene University	1	14.3	0	0.0	7
Tusculum College	.	.	.	.	2
Union University	1	20.0	1	20.0	5
University Of Memphis	7	41.2	3	17.7	17
University Of South	.	.	.	.	1
University Of Tennessee, Chattanooga	.	.	.	.	2
University Of Tennessee, Knoxville	.	.	.	.	3
University Of Tennessee, Martin	3
Vanderbilt University	0
Victory University	4

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	0
Belmont University	1
Bethel College	1
Bryan College	0
Carson-Newman College	0
Christian Brothers University	0
Cumberland University	2
David Lipscomb University	0
East Tennessee State University	0
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	0
Johnson Bible College	0
King College	0
Lambuth University	0
Lane College	0
Lee University	1
Lemoyne Owen College	0
Lincoln Memorial University	1
Martin Methodist College	0
Maryville College	0
Middle Tennessee State University	1
Milligan College	0
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	0
Teach for America	2

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	1
Tennessee Technological University	2
Tennessee Wesleyan College	0
Trevecca Nazarene University	0
Tusculum College	0
Union University	3
University Of Memphis	2
University Of South	0
University Of Tennessee, Chattanooga	0
University Of Tennessee, Knoxville	2
University Of Tennessee, Martin	0
Vanderbilt University	0
Victory University	0

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect of Beginning Teachers* to Veteran Teachers** for Traditionally and Alternatively Licensed Teachers

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Subject	Mean T-Value	Number of Teachers	Number of Institutions
Algebra I	-0.2748	158	16
Biology I	-0.1334	72	9
English I	-0.8902	70	10
English II	-0.1709	47	6
Math	-0.2951	671	25
Reading/Language	-0.2731	843	28
Science	-0.1520	668	27
Social Studies	-0.2913	700	26
US History	-0.2034	22	4

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference for the Beginning Teachers.

Green cells indicate a statistically significant positive difference for the Beginning Teachers.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.2682	9
Belmont University	.	3
Bethel College	.	3
Bryan College	.	2
Carson-Newman College	0.7735	10
Christian Brothers University	.	1
Cumberland University	.	0
David Lipscomb University	.	2
East Tennessee State University	0.2405	6
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	2
Johnson Bible College	.	0
King College	.	3
Lambuth University	.	3
Lane College	.	2
Lee University	-0.7872	6
Lemoyne Owen College	.	1
Lincoln Memorial University	-1.2645	5
Martin Methodist College	.	0
Maryville College	.	4
Middle Tennessee State University	0.5575	9
Milligan College	.	4
Rhodes College	.	0
South College	.	0

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the reference population.

Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Southern Adventist University	.	0
Teach Tennessee	-0.3017	7
Teach for America	0.4196	14
Tennessee State University	-0.1873	10
Tennessee Technological University	-1.7349	20
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	.	3
Tusculum College	.	4
Union University	-1.0658	6
University Of Memphis	-0.2487	12
University Of South	.	0
University Of Tennessee, Chattanooga	-0.3651	6
University Of Tennessee, Knoxville	0.3595	18
University Of Tennessee, Martin	-0.9836	12
Vanderbilt University	-0.0764	8
Victory University	.	0

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.3163	5
Belmont University	.	0
Bethel College	.	1
Bryan College	.	0
Carson-Newman College	.	3
Christian Brothers University	.	1
Cumberland University	.	3
David Lipscomb University	.	2
East Tennessee State University	-2.4797	6
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	4
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	2
Lane College	.	1
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	.	3
Martin Methodist College	.	0
Maryville College	.	2
Middle Tennessee State University	0.7178	10
Milligan College	.	0
Rhodes College	.	0
South College	.	0

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Southern Adventist University	.	0
Teach Tennessee	.	1
Teach for America	1.6130	6
Tennessee State University	.	4
Tennessee Technological University	1.0009	8
Tennessee Wesleyan College	.	1
Trevecca Nazarene University	-1.1242	5
Tusculum College	.	0
Union University	.	3
University Of Memphis	.	4
University Of South	.	0
University Of Tennessee, Chattanooga	-0.6756	5
University Of Tennessee, Knoxville	0.5243	18
University Of Tennessee, Martin	-0.4608	9
Vanderbilt University	.	2
Victory University	.	1

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.0381	9
Belmont University	.	1
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	3
Cumberland University	.	1
David Lipscomb University	.	2
East Tennessee State University	.	4
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	2
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	1
Lee University	.	2
Lemoyne Owen College	.	0
Lincoln Memorial University	-1.6855	5
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	0.3373	11
Milligan College	.	0
Rhodes College	.	1
South College	.	0

Notes

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Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Southern Adventist University	.	0
Teach Tennessee	.	1
Teach for America	-1.1632	6
Tennessee State University	.	3
Tennessee Technological University	-0.9168	7
Tennessee Wesleyan College	.	1
Trevecca Nazarene University	.	0
Tusculum College	.	0
Union University	-1.0063	5
University Of Memphis	-2.4796	5
University Of South	.	0
University Of Tennessee, Chattanooga	-1.0057	7
University Of Tennessee, Knoxville	-0.2014	9
University Of Tennessee, Martin	-0.7431	6
Vanderbilt University	.	4
Victory University	.	2

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the reference population.

Green cells indicate a statistically significant positive relationship from the reference population.

Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	3
Belmont University	.	0
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	1
Christian Brothers University	.	2
Cumberland University	.	2
David Lipscomb University	.	1
East Tennessee State University	-0.4292	6
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	2
Lane College	.	0
Lee University	.	0
Lemoyne Owen College	.	0
Lincoln Memorial University	1.1197	6
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	-0.1435	13
Milligan College	.	1
Rhodes College	.	1
South College	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Southern Adventist University	.	0
Teach Tennessee	.	1
Teach for America	.	1
Tennessee State University	.	4
Tennessee Technological University	-0.1549	7
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	0
Tusculum College	.	1
Union University	.	4
University Of Memphis	-1.8118	9
University Of South	.	0
University Of Tennessee, Chattanooga	.	3
University Of Tennessee, Knoxville	0.3945	6
University Of Tennessee, Martin	.	4
Vanderbilt University	.	2
Victory University	.	2

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.1491	43
Belmont University	.	3
Bethel College	0.1442	8
Bryan College	.	2
Carson-Newman College	-0.2561	10
Christian Brothers University	0.7435	17
Cumberland University	-1.3172	9
David Lipscomb University	0.0771	20
East Tennessee State University	0.6525	24
Fisk University	.	2
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	-0.2712	7
Johnson Bible College	.	1
King College	.	2
Lambuth University	.	4
Lane College	.	3
Lee University	-0.4575	30
Lemoyne Owen College	.	1
Lincoln Memorial University	-1.7081	22
Martin Methodist College	.	2
Maryville College	.	3
Middle Tennessee State University	-0.8229	72
Milligan College	-0.9801	8
Rhodes College	.	1
South College	-0.5784	9

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Southern Adventist University	.	1
Teach Tennessee	.	2
Teach for America	1.0065	12
Tennessee State University	-1.3258	38
Tennessee Technological University	-0.6690	77
Tennessee Wesleyan College	.	3
Trevecca Nazarene University	-0.5696	34
Tusculum College	-0.8893	29
Union University	-0.9112	16
University Of Memphis	-0.0944	83
University Of South	.	2
University Of Tennessee, Chattanooga	-0.3846	15
University Of Tennessee, Knoxville	-0.7107	31
University Of Tennessee, Martin	-0.0848	36
Vanderbilt University	1.6029	9
Victory University	0.2784	12

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.2413	58
Belmont University	0.1217	5
Bethel College	0.3024	10
Bryan College	.	3
Carson-Newman College	-0.9780	14
Christian Brothers University	-0.6078	15
Cumberland University	-0.4088	13
David Lipscomb University	-0.0405	23
East Tennessee State University	-0.5378	41
Fisk University	.	3
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	-0.5597	11
Johnson Bible College	.	1
King College	.	2
Lambuth University	.	3
Lane College	.	3
Lee University	-0.0032	33
Lemoyne Owen College	.	2
Lincoln Memorial University	-0.0792	18
Martin Methodist College	-0.1669	14
Maryville College	.	2
Middle Tennessee State University	-0.3372	76
Milligan College	-0.3991	8
Rhodes College	.	0
South College	-0.3070	11

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Southern Adventist University	.	1
Teach Tennessee	.	0
Teach for America	0.4960	24
Tennessee State University	-0.6683	34
Tennessee Technological University	-0.2374	96
Tennessee Wesleyan College	-0.2629	8
Trevecca Nazarene University	-0.4859	32
Tusculum College	-0.0943	45
Union University	-0.5229	24
University Of Memphis	-0.5417	95
University Of South	.	3
University Of Tennessee, Chattanooga	-0.7014	13
University Of Tennessee, Knoxville	-0.2158	40
University Of Tennessee, Martin	-0.3286	56
Vanderbilt University	-0.1058	11
Victory University	0.2632	15

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.5524	45
Belmont University	1.2170	7
Bethel College	-0.2754	8
Bryan College	.	3
Carson-Newman College	-0.2402	12
Christian Brothers University	-0.3938	15
Cumberland University	-0.4664	6
David Lipscomb University	0.3161	21
East Tennessee State University	0.3182	26
Fisk University	-1.5365	5
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	-0.1153	9
Johnson Bible College	.	0
King College	.	3
Lambuth University	.	2
Lane College	.	3
Lee University	0.2029	30
Lemoyne Owen College	.	2
Lincoln Memorial University	-0.1888	22
Martin Methodist College	.	2
Maryville College	.	1
Middle Tennessee State University	-0.1550	70
Milligan College	-0.8277	8
Rhodes College	.	0
South College	-0.9453	8

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Southern Adventist University	.	1
Teach Tennessee	.	1
Teach for America	2.9725	10
Tennessee State University	-0.7261	30
Tennessee Technological University	-0.3019	80
Tennessee Wesleyan College	.	4
Trevecca Nazarene University	-0.5906	33
Tusculum College	-0.1927	29
Union University	0.4001	15
University Of Memphis	-0.3945	86
University Of South	.	1
University Of Tennessee, Chattanooga	-0.8619	12
University Of Tennessee, Knoxville	-0.2235	26
University Of Tennessee, Martin	-0.5795	36
Vanderbilt University	0.5844	8
Victory University	-0.5486	11

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.4263	44
Belmont University	.	4
Bethel College	0.2234	6
Bryan College	.	4
Carson-Newman College	-1.6845	7
Christian Brothers University	-0.9649	20
Cumberland University	-1.3374	6
David Lipscomb University	-0.5410	21
East Tennessee State University	-0.4085	26
Fisk University	.	4
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	0.5976	13
Johnson Bible College	.	0
King College	.	4
Lambuth University	-0.3194	6
Lane College	.	3
Lee University	0.5425	30
Lemoyne Owen College	.	0
Lincoln Memorial University	-1.5518	13
Martin Methodist College	.	2
Maryville College	.	1
Middle Tennessee State University	-0.9893	68
Milligan College	-0.8462	14
Rhodes College	.	1
South College	-0.4998	11

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Southern Adventist University	.	1
Teach Tennessee	.	0
Teach for America	4.1386	15
Tennessee State University	-0.7945	45
Tennessee Technological University	-0.5426	84
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	-0.8322	36
Tusculum College	-0.5502	29
Union University	-0.5297	18
University Of Memphis	-0.4699	83
University Of South	.	2
University Of Tennessee, Chattanooga	0.3779	22
University Of Tennessee, Knoxville	0.0944	21
University Of Tennessee, Martin	-0.0362	35
Vanderbilt University	0.7091	12
Victory University	-0.9326	15

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	2
Belmont University	.	1
Bethel College	.	2
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	2
Cumberland University	.	4
David Lipscomb University	.	1
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	0
Lee University	.	4
Lemoyne Owen College	.	0
Lincoln Memorial University	.	4
Martin Methodist College	.	1
Maryville College	.	0
Middle Tennessee State University	.	4
Milligan College	.	0
Rhodes College	.	0
South College	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect for Traditionally and Alternatively Licensed Teachers:

Beginning Teachers* Mean by Institution Compared to the Mean of Veteran Teachers from the Statewide Distribution of 2009 - 2010 Teacher Valued-Added Data**

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.

**Veteran Teachers defined as having more than 3 years of experience.

Institution	Mean T-Value	Number of Teachers in Institution
Southern Adventist University	.	0
Teach Tennessee	.	0
Teach for America	.	2
Tennessee State University	.	1
Tennessee Technological University	-1.0887	6
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	.	2
Tusculum College	.	1
Union University	0.5998	5
University Of Memphis	-1.2629	5
University Of South	.	0
University Of Tennessee, Chattanooga	.	1
University Of Tennessee, Knoxville	0.9384	6
University Of Tennessee, Martin	.	3
Vanderbilt University	.	0
Victory University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: Algebra I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.5429	9
Belmont University	.	3
Bethel College	.	3
Bryan College	.	2
Carson-Newman College	1.0483	10
Christian Brothers University	.	1
Cumberland University	.	0
David Lipscomb University	.	2
East Tennessee State University	0.5153	6
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	2
Johnson Bible College	.	0
King College	.	3
Lambuth University	.	3
Lane College	.	2
Lee University	-0.5124	6
Lemoyne Owen College	.	1
Lincoln Memorial University	-0.9897	5
Martin Methodist College	.	0
Maryville College	.	4
Middle Tennessee State University	0.8322	9
Milligan College	.	4
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: Algebra I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	-0.0269	7
Teach for America	0.6944	14
Tennessee State University	0.0875	10
Tennessee Technological University	-1.4601	20
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	.	3
Tusculum College	.	4
Union University	-0.7910	6
University Of Memphis	0.0260	12
University Of South	.	0
University Of Tennessee, Chattanooga	-0.0904	6
University Of Tennessee, Knoxville	0.6343	18
University Of Tennessee, Martin	-0.7088	12
Vanderbilt University	0.1983	8
Victory University	.	0

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Biology I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.1829	5
Belmont University	.	0
Bethel College	.	1
Bryan College	.	0
Carson-Newman College	.	3
Christian Brothers University	.	1
Cumberland University	.	3
David Lipscomb University	.	2
East Tennessee State University	-2.3463	6
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	4
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	2
Lane College	.	1
Lee University	.	1
Lemoyne Owen College	.	0
Lincoln Memorial University	.	3
Martin Methodist College	.	0
Maryville College	.	2
Middle Tennessee State University	0.8512	10
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: Biology I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	1.7464	6
Tennessee State University	.	4
Tennessee Technological University	1.1343	8
Tennessee Wesleyan College	.	1
Trevecca Nazarene University	-0.9908	5
Tusculum College	.	0
Union University	.	3
University Of Memphis	.	4
University Of South	.	0
University Of Tennessee, Chattanooga	-0.5422	5
University Of Tennessee, Knoxville	0.6577	18
University Of Tennessee, Martin	-0.3274	9
Vanderbilt University	.	2
Victory University	.	1

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.8521	9
Belmont University	.	1
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	3
Cumberland University	.	1
David Lipscomb University	.	2
East Tennessee State University	.	4
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	2
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	1
Lane College	.	1
Lee University	.	2
Lemoyne Owen College	.	0
Lincoln Memorial University	-0.7953	5
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	1.2276	11
Milligan College	.	0
Rhodes College	.	1
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: English I (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	-0.2729	6
Tennessee State University	.	3
Tennessee Technological University	-0.0266	7
Tennessee Wesleyan College	.	1
Trevecca Nazarene University	.	0
Tusculum College	.	0
Union University	-0.1161	5
University Of Memphis	-1.5894	5
University Of South	.	0
University Of Tennessee, Chattanooga	-0.1155	7
University Of Tennessee, Knoxville	0.6889	9
University Of Tennessee, Martin	0.1471	6
Vanderbilt University	.	4
Victory University	.	2

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: English II (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	3
Belmont University	.	0
Bethel College	.	0
Bryan College	.	0
Carson-Newman College	.	1
Christian Brothers University	.	2
Cumberland University	.	2
David Lipscomb University	.	1
East Tennessee State University	-0.2583	6
Fisk University	.	1
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	2
Lane College	.	0
Lee University	.	0
Lemoyne Owen College	.	0
Lincoln Memorial University	1.2905	6
Martin Methodist College	.	0
Maryville College	.	1
Middle Tennessee State University	0.0274	13
Milligan College	.	1
Rhodes College	.	1
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: English II (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	.	1
Tennessee State University	.	4
Tennessee Technological University	0.0160	7
Tennessee Wesleyan College	.	0
Trevecca Nazarene University	.	0
Tusculum College	.	1
Union University	.	4
University Of Memphis	-1.6409	9
University Of South	.	0
University Of Tennessee, Chattanooga	.	3
University Of Tennessee, Knoxville	0.5654	6
University Of Tennessee, Martin	.	4
Vanderbilt University	.	2
Victory University	.	2

Notes

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Red cells indicate a statistically significant negative difference from the reference population.

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Math (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.4442	43
Belmont University	.	3
Bethel College	0.4393	8
Bryan College	.	2
Carson-Newman College	0.0389	10
Christian Brothers University	1.0386	17
Cumberland University	-1.0221	9
David Lipscomb University	0.3721	20
East Tennessee State University	0.9476	24
Fisk University	.	2
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	0.0239	7
Johnson Bible College	.	1
King College	.	2
Lambuth University	.	4
Lane College	.	3
Lee University	-0.1624	30
Lemoyne Owen College	.	1
Lincoln Memorial University	-1.4131	22
Martin Methodist College	.	2
Maryville College	.	3
Middle Tennessee State University	-0.5278	72
Milligan College	-0.6850	8
Rhodes College	.	1
South College	-0.2833	9
Southern Adventist University	.	1

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: Math (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	2
Teach for America	1.3016	12
Tennessee State University	-1.0307	38
Tennessee Technological University	-0.3740	77
Tennessee Wesleyan College	.	3
Trevecca Nazarene University	-0.2745	34
Tusculum College	-0.5943	29
Union University	-0.6161	16
University Of Memphis	0.2006	83
University Of South	.	2
University Of Tennessee, Chattanooga	-0.0895	15
University Of Tennessee, Knoxville	-0.4156	31
University Of Tennessee, Martin	0.2103	36
Vanderbilt University	1.8980	9
Victory University	0.5735	12

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: Reading/Language (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	0.0318	58
Belmont University	0.3948	5
Bethel College	0.5755	10
Bryan College	.	3
Carson-Newman College	-0.7049	14
Christian Brothers University	-0.3347	15
Cumberland University	-0.1356	13
David Lipscomb University	0.2327	23
East Tennessee State University	-0.2647	41
Fisk University	.	3
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	-0.2865	11
Johnson Bible College	.	1
King College	.	2
Lambuth University	.	3
Lane College	.	3
Lee University	0.2699	33
Lemoyne Owen College	.	2
Lincoln Memorial University	0.1940	18
Martin Methodist College	0.1062	14
Maryville College	.	2
Middle Tennessee State University	-0.0640	76
Milligan College	-0.1260	8
Rhodes College	.	0
South College	-0.0338	11
Southern Adventist University	.	1

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: Reading/Language (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	0.7691	24
Tennessee State University	-0.3951	34
Tennessee Technological University	0.0357	96
Tennessee Wesleyan College	0.0103	8
Trevecca Nazarene University	-0.2128	32
Tusculum College	0.1789	45
Union University	-0.2498	24
University Of Memphis	-0.2686	95
University Of South	.	3
University Of Tennessee, Chattanooga	-0.4282	13
University Of Tennessee, Knoxville	0.0573	40
University Of Tennessee, Martin	-0.0555	56
Vanderbilt University	0.1674	11
Victory University	0.5364	15

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Tennessee Higher Education Study

Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:

Mean by Institution Compared to the Mean of Means for All Institutions

Subject: Science (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.4003	45
Belmont University	1.3690	7
Bethel College	-0.1233	8
Bryan College	.	3
Carson-Newman College	-0.0882	12
Christian Brothers University	-0.2417	15
Cumberland University	-0.3144	6
David Lipscomb University	0.4681	21
East Tennessee State University	0.4702	26
Fisk University	-1.3845	5
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	0.0367	9
Johnson Bible College	.	0
King College	.	3
Lambuth University	.	2
Lane College	.	3
Lee University	0.3550	30
Lemoyne Owen College	.	2
Lincoln Memorial University	-0.0368	22
Martin Methodist College	.	2
Maryville College	.	1
Middle Tennessee State University	-0.0030	70
Milligan College	-0.6757	8
Rhodes College	.	0
South College	-0.7933	8
Southern Adventist University	.	1

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: Science (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	1
Teach for America	3.1246	10
Tennessee State University	-0.5741	30
Tennessee Technological University	-0.1499	80
Tennessee Wesleyan College	.	4
Trevecca Nazarene University	-0.4386	33
Tusculum College	-0.0406	29
Union University	0.5521	15
University Of Memphis	-0.2425	86
University Of South	.	1
University Of Tennessee, Chattanooga	-0.7098	12
University Of Tennessee, Knoxville	-0.0715	26
University Of Tennessee, Martin	-0.4275	36
Vanderbilt University	0.7365	8
Victory University	-0.3965	11

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: Social Studies (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	-0.1350	44
Belmont University	.	4
Bethel College	0.5146	6
Bryan College	.	4
Carson-Newman College	-1.3933	7
Christian Brothers University	-0.6736	20
Cumberland University	-1.0461	6
David Lipscomb University	-0.2497	21
East Tennessee State University	-0.1172	26
Fisk University	.	4
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	0.8889	13
Johnson Bible College	.	0
King College	.	4
Lambuth University	-0.0281	6
Lane College	.	3
Lee University	0.8338	30
Lemoyne Owen College	.	0
Lincoln Memorial University	-1.2605	13
Martin Methodist College	.	2
Maryville College	.	1
Middle Tennessee State University	-0.6980	68
Milligan College	-0.5549	14
Rhodes College	.	1
South College	-0.2085	11
Southern Adventist University	.	1

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: Social Studies (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	4.4299	15
Tennessee State University	-0.5032	45
Tennessee Technological University	-0.2513	84
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	-0.5409	36
Tusculum College	-0.2589	29
Union University	-0.2384	18
University Of Memphis	-0.1786	83
University Of South	.	2
University Of Tennessee, Chattanooga	0.6692	22
University Of Tennessee, Knoxville	0.3857	21
University Of Tennessee, Martin	0.2551	35
Vanderbilt University	1.0004	12
Victory University	-0.6413	15

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: US History (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Aquinas College	.	0
Austin Peay State University	.	2
Belmont University	.	1
Bethel College	.	2
Bryan College	.	0
Carson-Newman College	.	0
Christian Brothers University	.	2
Cumberland University	.	4
David Lipscomb University	.	1
East Tennessee State University	.	3
Fisk University	.	0
Free-Will Baptist Bible College	.	0
Freed-Hardeman University	.	0
Johnson Bible College	.	0
King College	.	0
Lambuth University	.	0
Lane College	.	0
Lee University	.	4
Lemoyne Owen College	.	0
Lincoln Memorial University	.	4
Martin Methodist College	.	1
Maryville College	.	0
Middle Tennessee State University	.	4
Milligan College	.	0
Rhodes College	.	0
South College	.	0
Southern Adventist University	.	0

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Tennessee Higher Education Study

**Comparison of the 2009 - 2010 Mean T-Value of Teacher Effect Among Beginning Teachers* for Traditionally and Alternatively Licensed Teachers:
Mean by Institution Compared to the Mean of Means for All Institutions**

Subject: US History (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience from institutions with at least 5 teachers.**

Institution	Mean T-Value	Number of Teachers in Institution
Teach Tennessee	.	0
Teach for America	.	2
Tennessee State University	.	1
Tennessee Technological University	-0.8853	6
Tennessee Wesleyan College	.	2
Trevecca Nazarene University	.	2
Tusculum College	.	1
Union University	0.8032	5
University Of Memphis	-1.0596	5
University Of South	.	0
University Of Tennessee, Chattanooga	.	1
University Of Tennessee, Knoxville	1.1417	6
University Of Tennessee, Martin	.	3
Vanderbilt University	.	0
Victory University	.	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	.	.	.	.	0
Austin Peay State University	0	0.0	2	22.2	9
Belmont University	.	.	.	.	3
Bethel College	.	.	.	.	3
Bryan College	.	.	.	.	2
Carson-Newman College	0	0.0	2	20.0	10
Christian Brothers University	.	.	.	.	1
Cumberland University	.	.	.	.	0
David Lipscomb University	.	.	.	.	2
East Tennessee State University	1	16.7	1	16.7	6
Fisk University	.	.	.	.	0
Free-Will Baptist Bible College	.	.	.	.	0
Freed-Hardeman University	.	.	.	.	2
Johnson Bible College	.	.	.	.	0
King College	.	.	.	.	3
Lambuth University	.	.	.	.	3
Lane College	.	.	.	.	2
Lee University	1	16.7	1	16.7	6
Lemoyne Owen College	.	.	.	.	1
Lincoln Memorial University	2	40.0	0	0.0	5
Martin Methodist College	.	.	.	.	0
Maryville College	.	.	.	.	4
Middle Tennessee State University	0	0.0	1	11.1	9
Milligan College	.	.	.	.	4
Rhodes College	.	.	.	.	0
South College	.	.	.	.	0
Southern Adventist University	0
Teach Tennessee	2	28.6	1	14.3	7
Teach for America	3	21.4	5	35.7	14

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Algebra I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	1	10.0	3	30.0	10
Tennessee Technological University	9	45.0	1	5.0	20
Tennessee Wesleyan College	.	.	.	.	2
Trevecca Nazarene University	.	.	.	.	3
Tusculum College	.	.	.	.	4
Union University	2	33.3	1	16.7	6
University Of Memphis	3	25.0	4	33.3	12
University Of South	.	.	.	.	0
University Of Tennessee, Chattanooga	2	33.3	1	16.7	6
University Of Tennessee, Knoxville	3	16.7	6	33.3	18
University Of Tennessee, Martin	3	25.0	0	0.0	12
Vanderbilt University	1	12.5	2	25.0	8
Victory University	0

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	1	20.0	0	0.0	5
Belmont University	0
Bethel College	1
Bryan College	0
Carson-Newman College	3
Christian Brothers University	1
Cumberland University	3
David Lipscomb University	2
East Tennessee State University	4	66.7	1	16.7	6
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	4
Johnson Bible College	0
King College	0
Lambuth University	2
Lane College	1
Lee University	1
Lemoyne Owen College	0
Lincoln Memorial University	3
Martin Methodist College	0
Maryville College	2
Middle Tennessee State University	1	10.0	3	30.0	10
Milligan College	0
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	1
Teach for America	3	50.0	3	50.0	6

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Biology I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	.	.	.	.	4
Tennessee Technological University	0	0.0	2	25.0	8
Tennessee Wesleyan College	.	.	.	.	1
Trevecca Nazarene University	2	40.0	0	0.0	5
Tusculum College	.	.	.	.	0
Union University	.	.	.	.	3
University Of Memphis	.	.	.	.	4
University Of South	.	.	.	.	0
University Of Tennessee, Chattanooga	1	20.0	0	0.0	5
University Of Tennessee, Knoxville	3	16.7	6	33.3	18
University Of Tennessee, Martin	3	33.3	1	11.1	9
Vanderbilt University	2
Victory University	1

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	1	11.1	0	0.0	9
Belmont University	1
Bethel College	0
Bryan College	0
Carson-Newman College	0
Christian Brothers University	3
Cumberland University	1
David Lipscomb University	2
East Tennessee State University	4
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	2
Johnson Bible College	0
King College	0
Lambuth University	1
Lane College	1
Lee University	2
Lemoyne Owen College	0
Lincoln Memorial University	2	40.0	0	0.0	5
Martin Methodist College	0
Maryville College	1
Middle Tennessee State University	3	27.3	2	18.2	11
Milligan College	0
Rhodes College	1
South College	0
Southern Adventist University	0
Teach Tennessee	1
Teach for America	2	33.3	1	16.7	6

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English I (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	.	.	.	.	3
Tennessee Technological University	3	42.9	0	0.0	7
Tennessee Wesleyan College	.	.	.	.	1
Trevecca Nazarene University	.	.	.	.	0
Tusculum College	.	.	.	.	0
Union University	1	20.0	0	0.0	5
University Of Memphis	3	60.0	0	0.0	5
University Of South	.	.	.	.	0
University Of Tennessee, Chattanooga	2	28.6	1	14.3	7
University Of Tennessee, Knoxville	2	22.2	1	11.1	9
University Of Tennessee, Martin	2	33.3	0	0.0	6
Vanderbilt University	4
Victory University	2

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	3
Belmont University	0
Bethel College	0
Bryan College	0
Carson-Newman College	1
Christian Brothers University	2
Cumberland University	2
David Lipscomb University	1
East Tennessee State University	2	33.3	0	0.0	6
Fisk University	1
Free-Will Baptist Bible College	0
Freed-Hardeman University	0
Johnson Bible College	0
King College	0
Lambuth University	2
Lane College	0
Lee University	0
Lemoyne Owen College	0
Lincoln Memorial University	0	0.0	2	33.3	6
Martin Methodist College	0
Maryville College	1
Middle Tennessee State University	4	30.8	3	23.1	13
Milligan College	1
Rhodes College	1
South College	0
Southern Adventist University	0
Teach Tennessee	1
Teach for America	1

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: English II (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	.	.	.	.	4
Tennessee Technological University	0	0.0	1	14.3	7
Tennessee Wesleyan College	.	.	.	.	0
Trevecca Nazarene University	.	.	.	.	0
Tusculum College	.	.	.	.	1
Union University	.	.	.	.	4
University Of Memphis	3	33.3	1	11.1	9
University Of South	.	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	.	3
University Of Tennessee, Knoxville	0	0.0	0	0.0	6
University Of Tennessee, Martin	4
Vanderbilt University	2
Victory University	2

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Math (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	.	.	.	.	0
Austin Peay State University	8	18.6	9	20.9	43
Belmont University	.	.	.	.	3
Bethel College	1	12.5	2	25.0	8
Bryan College	.	.	.	.	2
Carson-Newman College	1	10.0	1	10.0	10
Christian Brothers University	1	5.9	4	23.5	17
Cumberland University	3	33.3	1	11.1	9
David Lipscomb University	5	25.0	5	25.0	20
East Tennessee State University	4	16.7	5	20.8	24
Fisk University	.	.	.	.	2
Free-Will Baptist Bible College	.	.	.	.	0
Freed-Hardeman University	1	14.3	0	0.0	7
Johnson Bible College	.	.	.	.	1
King College	.	.	.	.	2
Lambuth University	.	.	.	.	4
Lane College	.	.	.	.	3
Lee University	4	13.3	5	16.7	30
Lemoyne Owen College	.	.	.	.	1
Lincoln Memorial University	7	31.8	0	0.0	22
Martin Methodist College	.	.	.	.	2
Maryville College	.	.	.	.	3
Middle Tennessee State University	18	25.0	9	12.5	72
Milligan College	2	25.0	0	0.0	8
Rhodes College	.	.	.	.	1
South College	2	22.2	0	0.0	9
Southern Adventist University	1
Teach Tennessee	2
Teach for America	1	8.3	3	25.0	12

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers
Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Math (includes all grades)

***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	13	34.2	4	10.5	38
Tennessee Technological University	17	22.1	11	14.3	77
Tennessee Wesleyan College	.	.	.	.	3
Trevecca Nazarene University	11	32.4	5	14.7	34
Tusculum College	7	24.1	3	10.3	29
Union University	4	25.0	1	6.3	16
University Of Memphis	19	22.9	21	25.3	83
University Of South	.	.	.	.	2
University Of Tennessee, Chattanooga	4	26.7	2	13.3	15
University Of Tennessee, Knoxville	6	19.4	4	12.9	31
University Of Tennessee, Martin	5	13.9	5	13.9	36
Vanderbilt University	1	11.1	5	55.6	9
Victory University	3	25.0	2	16.7	12

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Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Reading/Language (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	.	.	.	.	0
Austin Peay State University	13	22.4	7	12.1	58
Belmont University	2	40.0	1	20.0	5
Bethel College	1	10.0	3	30.0	10
Bryan College	.	.	.	.	3
Carson-Newman College	4	28.6	0	0.0	14
Christian Brothers University	4	26.7	4	26.7	15
Cumberland University	5	38.5	4	30.8	13
David Lipscomb University	5	21.7	6	26.1	23
East Tennessee State University	11	26.8	4	9.8	41
Fisk University	.	.	.	.	3
Free-Will Baptist Bible College	.	.	.	.	0
Freed-Hardeman University	4	36.4	0	0.0	11
Johnson Bible College	.	.	.	.	1
King College	.	.	.	.	2
Lambuth University	.	.	.	.	3
Lane College	.	.	.	.	3
Lee University	5	15.2	6	18.2	33
Lemoyne Owen College	.	.	.	.	2
Lincoln Memorial University	3	16.7	2	11.1	18
Martin Methodist College	2	14.3	2	14.3	14
Maryville College	.	.	.	.	2
Middle Tennessee State University	19	25.0	12	15.8	76
Milligan College	1	12.5	0	0.0	8
Rhodes College	.	.	.	.	0
South College	3	27.3	2	18.2	11
Southern Adventist University	.	.	.	.	1
Teach Tennessee	.	.	.	.	0
Teach for America	3	12.5	10	41.7	24

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers
Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects
Subject: Reading/Language (includes all grades)
***Beginning Teachers defined as having 1-3 years of experience**

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	13	38.2	5	14.7	34
Tennessee Technological University	21	21.9	17	17.7	96
Tennessee Wesleyan College	2	25.0	0	0.0	8
Trevecca Nazarene University	8	25.0	4	12.5	32
Tusculum College	7	15.6	9	20.0	45
Union University	7	29.2	3	12.5	24
University Of Memphis	31	32.6	13	13.7	95
University Of South	.	.	.	.	3
University Of Tennessee, Chattanooga	6	46.2	0	0.0	13
University Of Tennessee, Knoxville	8	20.0	5	12.5	40
University Of Tennessee, Martin	10	17.9	5	8.9	56
Vanderbilt University	2	18.2	1	9.1	11
Victory University	4	26.7	3	20.0	15

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	.	.	.	.	0
Austin Peay State University	14	31.1	6	13.3	45
Belmont University	1	14.3	3	42.9	7
Bethel College	0	0.0	0	0.0	8
Bryan College	.	.	.	.	3
Carson-Newman College	2	16.7	1	8.3	12
Christian Brothers University	6	40.0	1	6.7	15
Cumberland University	2	33.3	2	33.3	6
David Lipscomb University	6	28.6	6	28.6	21
East Tennessee State University	2	7.7	6	23.1	26
Fisk University	2	40.0	0	0.0	5
Free-Will Baptist Bible College	.	.	.	.	0
Freed-Hardeman University	0	0.0	1	11.1	9
Johnson Bible College	.	.	.	.	0
King College	.	.	.	.	3
Lambuth University	.	.	.	.	2
Lane College	.	.	.	.	3
Lee University	5	16.7	6	20.0	30
Lemoyne Owen College	.	.	.	.	2
Lincoln Memorial University	3	13.6	1	4.6	22
Martin Methodist College	.	.	.	.	2
Maryville College	.	.	.	.	1
Middle Tennessee State University	14	20.0	13	18.6	70
Milligan College	3	37.5	0	0.0	8
Rhodes College	.	.	.	.	0
South College	4	50.0	0	0.0	8
Southern Adventist University	1
Teach Tennessee	1
Teach for America	1	10.0	6	60.0	10

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Science (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	9	30.0	3	10.0	30
Tennessee Technological University	20	25.0	13	16.3	80
Tennessee Wesleyan College	.	.	.	.	4
Trevecca Nazarene University	8	24.2	1	3.0	33
Tusculum College	4	13.8	4	13.8	29
Union University	1	6.7	2	13.3	15
University Of Memphis	20	23.3	13	15.1	86
University Of South	.	.	.	.	1
University Of Tennessee, Chattanooga	4	33.3	2	16.7	12
University Of Tennessee, Knoxville	7	26.9	4	15.4	26
University Of Tennessee, Martin	7	19.4	2	5.6	36
Vanderbilt University	0	0.0	3	37.5	8
Victory University	4	36.4	2	18.2	11

Notes

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Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers

Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	.	.	.	.	0
Austin Peay State University	11	25.0	6	13.6	44
Belmont University	.	.	.	.	4
Bethel College	0	0.0	0	0.0	6
Bryan College	.	.	.	.	4
Carson-Newman College	4	57.1	0	0.0	7
Christian Brothers University	7	35.0	6	30.0	20
Cumberland University	1	16.7	0	0.0	6
David Lipscomb University	6	28.6	5	23.8	21
East Tennessee State University	5	19.2	5	19.2	26
Fisk University	.	.	.	.	4
Free-Will Baptist Bible College	.	.	.	.	0
Freed-Hardeman University	0	0.0	2	15.4	13
Johnson Bible College	.	.	.	.	0
King College	.	.	.	.	4
Lambuth University	0	0.0	0	0.0	6
Lane College	.	.	.	.	3
Lee University	6	20.0	9	30.0	30
Lemoyne Owen College	.	.	.	.	0
Lincoln Memorial University	4	30.8	0	0.0	13
Martin Methodist College	.	.	.	.	2
Maryville College	.	.	.	.	1
Middle Tennessee State University	21	30.9	10	14.7	68
Milligan College	4	28.6	1	7.1	14
Rhodes College	.	.	.	.	1
South College	3	27.3	1	9.1	11
Southern Adventist University	1
Teach Tennessee	0
Teach for America	3	20.0	9	60.0	15

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: Social Studies (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	14	31.1	6	13.3	45
Tennessee Technological University	21	25.0	13	15.5	84
Tennessee Wesleyan College	.	.	.	.	2
Trevecca Nazarene University	8	22.2	3	8.3	36
Tusculum College	9	31.0	5	17.2	29
Union University	3	16.7	1	5.6	18
University Of Memphis	22	26.5	13	15.7	83
University Of South	.	.	.	.	2
University Of Tennessee, Chattanooga	2	9.1	6	27.3	22
University Of Tennessee, Knoxville	4	19.1	4	19.1	21
University Of Tennessee, Martin	5	14.3	5	14.3	35
Vanderbilt University	1	8.3	3	25.0	12
Victory University	1	6.7	2	13.3	15

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Aquinas College	0
Austin Peay State University	2
Belmont University	1
Bethel College	2
Bryan College	0
Carson-Newman College	0
Christian Brothers University	2
Cumberland University	4
David Lipscomb University	1
East Tennessee State University	3
Fisk University	0
Free-Will Baptist Bible College	0
Freed-Hardeman University	0
Johnson Bible College	0
King College	0
Lambuth University	0
Lane College	0
Lee University	4
Lemoyne Owen College	0
Lincoln Memorial University	4
Martin Methodist College	1
Maryville College	0
Middle Tennessee State University	4
Milligan College	0
Rhodes College	0
South College	0
Southern Adventist University	0
Teach Tennessee	0
Teach for America	2

Notes

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Green cells indicate a statistically significant positive relationship from the state distribution.

Tennessee Higher Education Study

Number and Percentage of Beginning Teachers* by Institution in Upper and Lower Quintiles for Traditionally and Alternatively Licensed Teachers Quintiles are based on the 2009 - 2010 State Distribution of Teacher T-Value of Effects

Subject: US History (includes all grades)

*Beginning Teachers defined as having 1-3 years of experience

Institution	Number Below 20th Percentile	Percentage Below 20th Percentile	Number Above 80th Percentile	Percentage Above 80th Percentile	Number of Teachers in Institution
Tennessee State University	.	.	.	.	1
Tennessee Technological University	2	33.3	0	0.0	6
Tennessee Wesleyan College	.	.	.	.	2
Trevecca Nazarene University	.	.	.	.	2
Tusculum College	.	.	.	.	1
Union University	0	0.0	1	20.0	5
University Of Memphis	2	40.0	0	0.0	5
University Of South	.	.	.	.	0
University Of Tennessee, Chattanooga	.	.	.	.	1
University Of Tennessee, Knoxville	1	16.7	3	50.0	6
University Of Tennessee, Martin	.	.	.	.	3
Vanderbilt University	.	.	.	.	0
Victory University	.	.	.	.	0

Notes

. indicates an institution had fewer than 5 teachers.

Red cells indicate a statistically significant negative difference from the state distribution.

Green cells indicate a statistically significant positive relationship from the state distribution.

Praxis Results
(2007-2008)

Summary Pass Rates

Institution	Number Tested	Number Passed	Pass Rate
Aquinas College	15	15	100
Austin Peay State University	162	159	98
Belmont University	49	47	96
Bethel College	15	15	100
Bryan College	14	13	93
Carson-Newman College	70	70	100
Christian Brothers University	66	57	86
Crichton College	23	23	100
Cumberland University	29	28	97
David Lipscomb University	74	74	100
East Tennessee State University	284	283	100
Fisk University	*	*	*
Free Will Baptist Bible College	10	10	100
Freed-Hardeman University	67	67	100
Johnson Bible College	26	26	100
King College	17	17	100
Lambuth University	10	9	90
Lane College	*	*	*
Lee University	128	127	99
Lemoyne-Owen College	*	*	*
Lincoln Memorial University	140	140	100
Martin Methodist College	13	13	100
Maryville College	42	42	100
Middle Tennessee State University	323	322	100
Milligan College	44	44	100
Peabody College Of Vanderbilt University	107	107	100
South College	41	41	100

Southern Adventist University	32	32	100
Tennessee State University	91	91	100
Tennessee Technological University	374	370	99
Tennessee Wesleyan College	33	33	100
Trevecca Nazarene University	64	64	100
Tusculum College	155	155	100
Union University	43	43	100
University Of Memphis	402	390	97
University Of Tennessee - Chattanooga	215	215	100
University Of Tennessee - Knoxville	175	172	98
University Of Tennessee - Martin	162	145	90
University Of The South	*	*	*
Tennessee Summary	3,527	3,471	98

* An asterisk indicates less than 10 test takers or program completers.

** Two asterisks indicate less than 10 test takers or no test takers.

Professional Knowledge

Institution	Number Tested	Number Passed	Pass Rate
Aquinas College	15	15	100
Austin Peay State University	149	146	98
Belmont University	42	40	95
Bethel College	14	14	100
Bryan College	14	13	93
Carson-Newman College	70	70	100
Christian Brothers University	53	48	91
Crichton College	21	21	100
Cumberland University	29	29	100
David Lipscomb University	74	74	100
East Tennessee State University	276	275	100
Fisk University	*	*	*
Free Will Baptist Bible College	10	10	100
Freed-Hardeman University	66	64	97
Johnson Bible College	25	25	100

King College	17	17	100
Lambuth University	10	10	100
Lane College	*	*	*
Lee University	128	127	99
Lemoyne-Owen College	*	*	*
Lincoln Memorial University	140	140	100
Martin Methodist College	13	13	100
Maryville College	42	42	100
Middle Tennessee State University	311	310	100
Milligan College	42	42	100
Peabody College Of Vanderbilt University	107	107	100
South College	41	41	100
Southern Adventist University	30	30	100
Tennessee State University	91	91	100
Tennessee Technological University	369	366	99
Tennessee Wesleyan College	33	33	100
Trevecca Nazarene University	64	64	100
Tusculum College	155	155	100
Union University	41	41	100
University Of Memphis	364	352	97
University Of Tennessee - Chattanooga	209	208	100
University Of Tennessee - Knoxville	168	167	99
University Of Tennessee - Martin	154	141	92
University Of The South	*	*	*
Tennessee Summary	3,399	3,353	99

* An asterisk indicates less than 10 test takers or program completers.

** Two asterisks indicate less than 10 test takers or no test takers.

Academic Content Areas

Institution	Number Tested	Number Passed	Pass Rate
Aquinas College	15	15	100
Austin Peay State University	179	179	100

2007-2008 Praxis Pass Rates

Belmont University	50	49	98
Bethel College	15	15	100
Bryan College	14	13	93
Carson-Newman College	71	71	100
Christian Brothers University	68	61	90
Crichton College	24	24	100
Cumberland University	31	30	97
David Lipscomb University	77	77	100
East Tennessee State University	287	287	100
Fisk University	*	*	*
Free Will Baptist Bible College	*	*	*
Freed-Hardeman University	90	88	98
Johnson Bible College	27	27	100
King College	20	20	100
Lambuth University	10	9	90
Lane College	*	*	*
Lee University	170	170	100
Lemoyne-Owen College	*	*	*
Lincoln Memorial University	140	140	100
Martin Methodist College	13	13	100
Maryville College	46	46	100
Middle Tennessee State University	316	316	100
Milligan College	49	49	100
Peabody College Of Vanderbilt University	158	158	100
South College	41	41	100
Southern Adventist University	29	29	100
Tennessee State University	105	105	100
Tennessee Technological University	450	449	100
Tennessee Wesleyan College	32	32	100
Trevecca Nazarene University	65	65	100
Tusculum College	163	162	99
Union University	58	58	100
University Of Memphis	474	466	98

University Of Tennessee - Chattanooga	242	241	100
University Of Tennessee - Knoxville	200	198	99
University Of Tennessee - Martin	155	149	96
University Of The South	*	*	*
Tennessee Summary	3,904	3,872	99

* An asterisk indicates less than 10 test takers or program completers.

** Two asterisks indicate less than 10 test takers or no test takers.

Education of Young Children

Institution	Number Tested	Number Passed	Pass Rate
Belmont University	22	22	100
Carson-Newman College	*	*	*
Cumberland University	*	*	*
East Tennessee State University	45	45	100
Free Will Baptist Bible College	*	*	*
Freed-Hardeman University	*	*	*
Johnson Bible College	*	*	*
Lee University	13	13	100
Lemoyne-Owen College	*	*	*
Middle Tennessee State University	36	36	100
Milligan College	*	*	*
Peabody College Of Vanderbilt University	*	*	*
Tennessee State University	*	*	*
Tennessee Technological University	27	27	100
Tennessee Wesleyan College	*	*	*
Tusculum College	*	*	*
Union University	*	*	*
University Of Memphis	42	42	100
University Of Tennessee - Chattanooga	101	101	100
University Of Tennessee - Knoxville	10	10	100
University Of Tennessee - Martin	26	26	100
Tennessee Summary	371	371	100

* An asterisk indicates less than 10 test takers or program completers.

** Two asterisks indicate less than 10 test takers or no test takers.

Elementary Education: Curriculum Instruction and Assessment

Institution	Number Tested	Number Passed	Pass Rate
Aquinas College	15	15	100
Austin Peay State University	77	77	100
Bethel College	*	*	*
Bryan College	*	*	*
Carson-Newman College	25	25	100
Christian Brothers University	28	26	93
Crichton College	19	19	100
Cumberland University	19	19	100
David Lipscomb University	38	38	100
East Tennessee State University	139	139	100
Fisk University	*	*	*
Free Will Baptist Bible College	*	*	*
Freed-Hardeman University	35	35	100
Johnson Bible College	21	21	100
King College	11	11	100
Lambuth University	*	*	*
Lane College	*	*	*
Lee University	65	64	98
Lincoln Memorial University	92	92	100
Martin Methodist College	12	12	100
Maryville College	14	14	100
Middle Tennessee State University	133	133	100
Milligan College	15	15	100
Peabody College Of Vanderbilt University	37	37	100
South College	41	41	100
Southern Adventist University	14	14	100
Tennessee State University	61	61	100

Tennessee Technological University	238	237	100
Tennessee Wesleyan College	16	16	100
Trevecca Nazarene University	53	53	100
Tusculum College	139	139	100
Union University	15	15	100
University Of Memphis	190	183	96
University Of Tennessee - Knoxville	52	52	100
University Of Tennessee - Martin	61	55	90
Tennessee Summary	1,702	1,684	99

* An asterisk indicates less than 10 test takers or program completers.

** Two asterisks indicate less than 10 test takers or no test takers.

Elementary School: Content Knowledge

Institution	Number Tested	Number Passed	Pass Rate
Aquinas College	15	15	100
Austin Peay State University	78	78	100
Belmont University	22	22	100
Bethel College	*	*	*
Bryan College	*	*	*
Carson-Newman College	33	33	100
Christian Brothers University	26	25	96
Crichton College	19	19	100
Cumberland University	20	20	100
David Lipscomb University	37	37	100
East Tennessee State University	187	187	100
Fisk University	*	*	*
Free Will Baptist Bible College	*	*	*
Freed-Hardeman University	39	38	97
Johnson Bible College	25	25	100
King College	11	11	100
Lambuth University	*	*	*
Lane College	*	*	*
Lee University	70	70	100

Lemoyne-Owen College	*	*	*
Lincoln Memorial University	92	92	100
Martin Methodist College	12	12	100
Maryville College	14	14	100
Middle Tennessee State University	168	168	100
Milligan College	21	21	100
Peabody College Of Vanderbilt University	32	32	100
South College	41	41	100
Southern Adventist University	14	14	100
Tennessee State University	64	64	100
Tennessee Technological University	263	263	100
Tennessee Wesleyan College	18	18	100
Trevecca Nazarene University	53	53	100
Tusculum College	140	140	100
Union University	17	17	100
University Of Memphis	227	226	100
University Of Tennessee - Chattanooga	103	103	100
University Of Tennessee - Knoxville	59	59	100
University Of Tennessee - Martin	82	75	91
Tennessee Summary	2,035	2,025	100

* An asterisk indicates less than 10 test takers or program completers.

** Two asterisks indicate less than 10 test takers or no test takers.

Middle School Content Knowledge

Institution	Number Tested	Number Passed	Pass Rate
Austin Peay State University	12	12	100
Belmont University	*	*	*
Christian Brothers University	16	15	94
Crichton College	*	*	*
Freed-Hardeman University	10	9	90
Johnson Bible College	*	*	*
King College	*	*	*

Lee University	12	12	100
Middle Tennessee State University	14	14	100
Milligan College	*	*	*
Peabody College Of Vanderbilt University	*	*	*
Southern Adventist University	*	*	*
Tennessee State University	14	14	100
Tennessee Technological University	52	52	100
Union University	*	*	*
University Of Memphis	29	26	90
University Of Tennessee - Chattanooga	26	26	100
University Of Tennessee - Knoxville	10	10	100
University Of Tennessee - Martin	11	10	91
Tennessee Summary	238	232	97

* An asterisk indicates less than 10 test takers or program completers.

** Two asterisks indicate less than 10 test takers or no test takers.

Reading Across the Curriculum: Elementary

Institution	Number Tested	Number Passed	Pass Rate
Aquinas College	15	15	100
Austin Peay State University	105	105	100
Belmont University	28	28	100
Bethel College	*	*	*
Bryan College	*	*	*
Carson-Newman College	34	34	100
Christian Brothers University	37	37	100
Crichton College	21	21	100
Cumberland University	21	20	95
David Lipscomb University	45	45	100
East Tennessee State University	207	207	100
Fisk University	*	*	*
Free Will Baptist Bible College	*	*	*
Freed-Hardeman University	47	47	100

Johnson Bible College	26	26	100
King College	11	11	100
Lambuth University	*	*	*
Lane College	*	*	*
Lee University	97	97	100
Lemoyne-Owen College	*	*	*
Lincoln Memorial University	92	92	100
Martin Methodist College	12	12	100
Maryville College	14	14	100
Middle Tennessee State University	203	203	100
Milligan College	17	17	100
Peabody College Of Vanderbilt University	75	75	100
South College	41	41	100
Southern Adventist University	16	16	100
Tennessee State University	67	67	100
Tennessee Technological University	295	294	100
Tennessee Wesleyan College	18	18	100
Trevecca Nazarene University	53	53	100
Tusculum College	142	142	100
Union University	19	19	100
University Of Memphis	272	270	99
University Of Tennessee - Chattanooga	133	133	100
University Of Tennessee - Knoxville	94	92	98
University Of Tennessee - Martin	83	81	98
Tennessee Summary	2,375	2,366	100

* An asterisk indicates less than 10 test takers or program completers.

** Two asterisks indicate less than 10 test takers or no test takers.

Principles of Learning and Teaching (Plt)

Principles Of Learning And Teaching (Plt) 5-9			
Institution	Number Tested	Number Passed	Pass Rate
Carson-Newman College	*	*	*

2007-2008 Praxis Pass Rates

Christian Brothers University	*	*	*
Cumberland University	*	*	*
David Lipscomb University	*	*	*
East Tennessee State University	*	*	*
Fisk University	*	*	*
Lee University	*	*	*
Middle Tennessee State University	*	*	*
Milligan College	*	*	*
Peabody College Of Vanderbilt University	*	*	*
Tennessee State University	*	*	*
Tennessee Technological University	*	*	*
Tennessee Wesleyan College	*	*	*
Union University	*	*	*
University Of Memphis	14	12	86
University Of Tennessee - Chattanooga	24	24	100
University Of Tennessee - Knoxville	12	12	100
University Of Tennessee - Martin	*	*	*
Tennessee Summary	103	100	97

Principles Of Learning And Teaching (Plt) 7-12

Institution	Number Tested	Number Passed	Pass Rate
Austin Peay State University	47	45	96
Belmont University	14	14	100
Bethel College	*	*	*
Bryan College	*	*	*
Carson-Newman College	12	12	100
Christian Brothers University	18	16	89
Crichton College	*	*	*
Cumberland University	*	*	*
David Lipscomb University	28	28	100
East Tennessee State University	57	57	100
Fisk University	*	*	*
Free Will Baptist Bible College	*	*	*

2007-2008 Praxis Pass Rates

Freed-Hardeman University	19	19	100
King College	*	*	*
Lambuth University	*	*	*
Lee University	31	31	100
Lincoln Memorial University	46	46	100
Martin Methodist College	*	*	*
Maryville College	27	27	100
Middle Tennessee State University	112	111	99
Milligan College	16	16	100
Peabody College Of Vanderbilt University	35	35	100
Southern Adventist University	15	15	100
Tennessee State University	24	24	100
Tennessee Technological University	64	63	98
Tennessee Wesleyan College	12	12	100
Trevecca Nazarene University	10	10	100
Tusculum College	*	*	*
Union University	18	18	100
University Of Memphis	86	84	98
University Of Tennessee - Chattanooga	69	69	100
University Of Tennessee - Knoxville	68	68	100
University Of Tennessee - Martin	54	54	100
University Of The South	*	*	*
Tennessee Summary	923	915	99

Principles Of Learning And Teaching (Plt) K-6

Institution	Number Tested	Number Passed	Pass Rate
Aquinas College	15	15	100
Austin Peay State University	102	101	99
Belmont University	*	*	*
Bethel College	*	*	*
Bryan College	*	*	*
Carson-Newman College	47	47	100
Christian Brothers University	28	28	100

2007-2008 Praxis Pass Rates

Crichton College	19	19	100
Cumberland University	20	20	100
David Lipscomb University	43	43	100
East Tennessee State University	166	165	99
Fisk University	*	*	*
Free Will Baptist Bible College	*	*	*
Freed-Hardeman University	39	38	97
Johnson Bible College	21	21	100
King College	11	11	100
Lambuth University	*	*	*
Lane College	*	*	*
Lee University	79	79	100
Lemoyne-Owen College	*	*	*
Lincoln Memorial University	94	94	100
Martin Methodist College	12	12	100
Maryville College	14	14	100
Middle Tennessee State University	156	156	100
Milligan College	18	18	100
Peabody College Of Vanderbilt University	50	50	100
South College	41	41	100
Southern Adventist University	15	15	100
Tennessee State University	62	62	100
Tennessee Technological University	272	271	100
Tennessee Wesleyan College	16	16	100
Trevecca Nazarene University	54	54	100
Tusculum College	147	147	100
Union University	19	19	100
University Of Memphis	222	221	100
University Of Tennessee - Chattanooga	20	20	100
University Of Tennessee - Knoxville	75	74	99
University Of Tennessee - Martin	70	65	93
Tennessee Summary	1,986	1,972	99

Principles Of Learning And Teaching (Plt) P-4			
Institution	Number Tested	Number Passed	Pass Rate
Belmont University	22	22	100
Bryan College	*	*	*
Carson-Newman College	*	*	*
Cumberland University	*	*	*
David Lipscomb University	*	*	*
East Tennessee State University	46	46	100
Free Will Baptist Bible College	*	*	*
Freed-Hardeman University	*	*	*
Johnson Bible College	*	*	*
Lee University	14	14	100
Lemoyne-Owen College	*	*	*
Lincoln Memorial University	*	*	*
Middle Tennessee State University	37	37	100
Milligan College	*	*	*
Peabody College Of Vanderbilt University	19	19	100
Tennessee State University	*	*	*
Tennessee Technological University	26	26	100
Tennessee Wesleyan College	*	*	*
Tusculum College	*	*	*
Union University	*	*	*
University Of Memphis	40	40	100
University Of Tennessee - Chattanooga	96	96	100
University Of Tennessee - Knoxville	13	13	100
University Of Tennessee - Martin	25	24	96
Tennessee Summary	385	384	100

* An asterisk indicates less than 10 test takers or program completers.

** Two asterisks indicate less than 10 test takers or no test takers.

Tennessee Statewide Summary Praxis Results: STEM

Praxis Exam	Number Tested	Number Passed	Pass Rate
Biology: Content Essays	56	54	96
Biology: Content Knowledge	73	72	99
Chemistry: Content Knowledge	15	15	100
General Science: Content Essay	22	20	91
General Science: Content Knowledge Part I	18	17	94
Mathematics: Content Knowledge	115	113	98
Mathematics: Pedagogy	115	112	97
Physics: Content Essays	*	*	*
Physics: Content Knowledge	*	*	*

* An asterisk indicates less than 10 test takers or program completers.

** Two asterisks indicate less than 10 test takers or no test takers.