

Austin Peay State University

Austin Peay State University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Austin Peay State University is a public four year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Austin Peay State University had 186 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- APSU program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP science and social studies
 - High school End of Course exam composite, Algebra I, chemistry, and English I
- Program completers from APSU tend to be less effective than *teachers statewide* in 4th-8th grade TCAP composite, math, and reading.
- Program completers from APSU tend to be less effective than other *beginning teachers* in 4th-8th grade TCAP math and reading.
- Based on the *statewide distribution of all teachers*, completers from APSU tend to underperform in 4th-8th grade TCAP composite, math, reading, and high school End of Course exam composite.

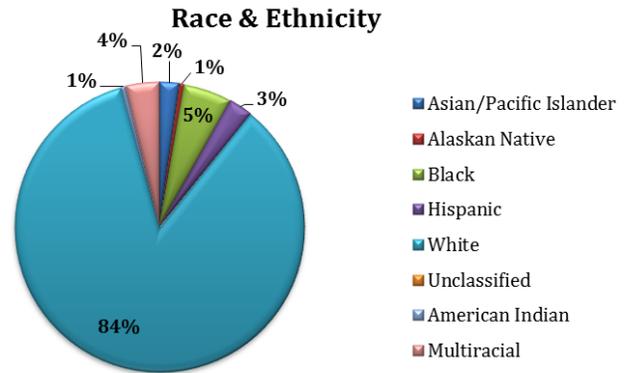
Austin Peay State University

Teacher Education Program Information

Location:	Clarksville, TN
Institution Type:	TBR
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (73 Completers)

2012-2013 Program Completers

Total Completers	186
Male	24%
Female	76%
In-State	91%
Out-of-State	9%
Apprentice License	172
Transitional License	14
Completers Statewide	3.9%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.48	186	2.75-4.0	3.47	172	3.7	14	3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite	22	79	17-34	22	79			23.1	2406
ACT Reading	23.6	73	14-36	23.6	73			24.4	2212
ACT Science	21.7	78	15-35	21.7	78			22.5	2181
ACT English	23.6	73	16-35	23.6	73			24.1	2222
ACT Math	20.4	73	15-30	20.4	73			21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite	960	29	650-1210	942	22	1015	7	1034	228
GRE Math	509	29	360-700	495	22	554	7	549	239
GRE Verbal	450	29	270-580	447	22	461	7	480	240
MAT Score	416	14	389-466	416	12			399	275

Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	136	Teacher Education, Multiple Levels
Master's Degree & License	40	Education, General
License Only	10	

Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Core Academic Skills for Educators	Qualifying Score	Average Score	Pass Rate
Core Reading	156	178	100%
Core Writing	162	175	100%
Core Math	150	177	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
APSU Completers	149	149	100%
• Apprentice License Completers	140	140	100%
• Transitional License Completers	9	9	100%

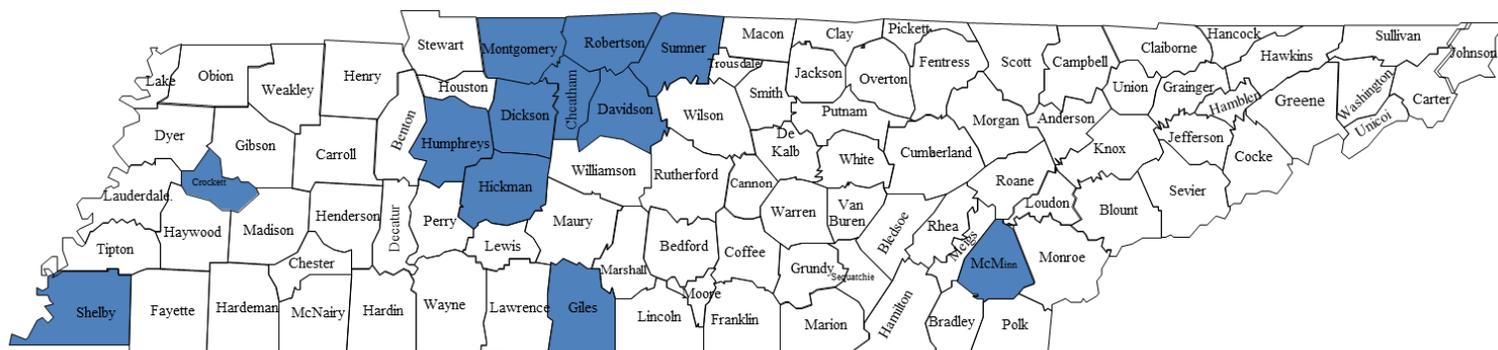
Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	167	55.7%	62.9%	43.4%	50.6%
2010-2011	150	56.7%	48.2%	51.3%	
2011-2012	208	48.0%	52.4%		
2012-2013	186	54.8%			

Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Cheatham	11	Humphreys	2
Crockett	1	McMinn	1
Davidson	4	Montgomery	59
Dickson	9	Robertson	10
Giles	1	Shelby	1
Hickman	2	Sumner	1

Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program’s beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

TVAAS Statewide Teacher Comparison: The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

TVAAS Program Comparison: The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		72	30
○ Math	-	-	34	28
○ Reading/Language	-	-	29	27
○ Science			26	26
○ Social Studies			26	26
EOC Composite (High School)			27	28
○ Algebra I			8	9
○ English I			9	9

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
EOC Composite (High School)			11	18

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	-		75	34
○ Math	-	-	35	31
○ Reading/Language	-	-	30	31
○ Science			27	31
○ Social Studies			26	29
EOC Composite (High School)			38	32
○ Algebra I			11	19
○ Chemistry			5	8
○ English I			10	14

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	33.3%	-	9.7%	-	72
o Math	38.2%	-	11.8%		34
o Reading/Language	34.5%	-	10.3%		29
o Science	26.9%		26.9%		26
o Social Studies	7.7%		15.4%		26
EOC Composite (High School)	14.8%		0.0%	-	27
o Algebra I	25%		12.5%		8
o English I	22.2%		11.1%		9

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
EOC Composite (High School)	0.0%		27.3%		11

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	33.3%	-	10.7%	-	75
o Math	37.1%	-	14.3%		35
o Reading/Language	33.3%	-	10.0%		30
o Science	25.9%		25.9%		27
o Social Studies	7.7%		15.4%		26
EOC Composite (High School)	10.5%		7.9%	-	38
o Algebra I	18.2%		18.2%		11
o Chemistry	0.0%		40.0%		5
o English I	20.0%		10.0%		10

- represents a statistically significant negative effect

+ represents a statistically significant positive effect