



The New Teacher Project, Nashville Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

The New Teacher Project (TNTP) is a national nonprofit organization that began training teaching fellows in Nashville in 2009. Nashville Teaching Fellows is a partnership between Metropolitan Nashville Public Schools and The New Teacher Project. Fellows participate in a six-week training institute prior to teaching and then complete certification coursework through The New Teacher Project Academy during their first year in the classroom.

Institution Highlights:

- TNTP Nashville had 100 program completers in the 2012-2013 cohort and a 100 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Program completers from TNTP Nashville tend to be more effective than *teachers statewide* in 4th-8th grade TCAP composite and science.
- TNTP Nashville program completers perform at the same level as *teachers statewide* in the following areas:
 - 4th-8th grade TCAP math, reading, and social studies
 - High school End of Course exam composite, Algebra I and Algebra II
- TNTP Nashville program completers tend to be more effective than other *beginning teachers* in the following areas:
 - 4th-8th grade TCAP composite, math, and science
 - High school End of Course exam composite
- TNTP Nashville has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite.
- TNTP Nashville has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in the 4th-8th grade TCAP reading.

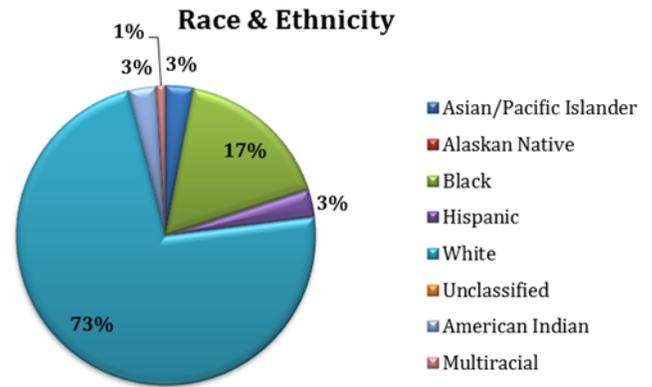
TNTP- Nashville Teaching Fellows

Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	Alternative Provider
Accreditation:	N/A
Top Endorsement Areas:	Middle Grades 4-8 (35 fellows)

2012-2013 Program Completers

Total Completers	100
Male	33%
Female	67%
In-State	100%
Out-of-State	
Apprentice License	
Transitional License	100
Completers Statewide	2.1%



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								3.56	4258
Major GPA								3.58	1932
High School GPA								3.40	2240
ACT Composite								23.1	2406
ACT Reading								24.4	2212
ACT Science								22.5	2181
ACT English								24.1	2222
ACT Math								21.8	2220
SAT Cumulative								1110	294
SAT Math								549	283
SAT Verbal								557	282
GRE Composite								1034	228
GRE Math								549	239
GRE Verbal								480	240
MAT Score								399	275

**Preparation programs not associated with an institution of higher education are not included in academic information analysis.*

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		
Master’s Degree & License		
License Only	100	

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.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
TNTP Nashville Completers	45	45	100%
• Apprentice License Completers	-	-	-
• Transitional License Completers	45	45	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	n/a				
2010-2011	64	85.9%	75.0%	71.9%	
2011-2012	52	88.4%	69.2%		
2012-2013	100	88.0%			

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
Cheatham	1
Davidson	87

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

TNTP Nashville does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	+		86	12
o Math			53	8
o Reading/Language			30	5
o Science			31	5
o Social Studies			21	4
EOC Composite (High School)		+	32	18
o Algebra I			7	5
o Algebra II			9	3

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	+	+	86	34
o Math		+	53	31
o Reading/Language			30	31
o Science	+	+	31	31
o Social Studies			21	29
EOC Composite (High School)		+	32	32
o Algebra I			7	19
o Algebra II			9	13

- 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

TNTP Nashville does not have completers teaching on an apprentice license; therefore, no TVAAS analysis is available.

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	19.8%		31.4%	+	86
o Math	18.9%		24.5%		53
o Reading/Language	40.0%	-	23.3%		30
o Science	22.6%		22.6%		31
o Social Studies	14.3%		23.8%		21
EOC Composite (High School)	12.5%		25.0%		32
o Algebra I	14.3%		14.3%		7
o Algebra II	11.1%		11.1%		9

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	19.8%		31.4%	+	86
o Math	18.9%		24.5%		53
o Reading/Language	40.0%	-	23.3%		30
o Science	22.6%		22.6%		31
o Social Studies	14.3%		23.8%		21
EOC Composite (High School)	12.5%		25.0%		32
o Algebra I	14.3%		14.3%		7
o Algebra II	11.1%		11.1%		9

- represents a statistically significant negative effect

+ represents a statistically significant positive effect