

Introduction to the Data

In response to Tennessee Code Annotated 49-5-108, the State Board of Education collaborated with the Governor's Office of State Planning and Policy to commission a study of teacher effect data, performed by SAS Institute, Inc.

The goals of the study were:

- to identify teacher training programs that tend to produce new teachers who are highly effective as well as to identify programs that tend to produce new teachers who are very ineffective.
- to determine if a teacher training program is above or below the reference distribution for each level of effectiveness with a fair and reliable statistical test.

This year's report allows programs to differentiate between the performance of traditionally licensed and alternatively licensed teachers (1 to 3 years experience) in comparison to three reference populations. The reference populations are as follows¹:

- the 2008- 2009 state distribution of teacher t-value of effects (grades 4 – 8).
- the 2008 – 2009 mean t-value effects of beginning teachers compared to the mean of the means for other Tennessee teacher training programs.
- the 2008 – 2009 mean t-value of teacher effect for beginning teachers compared to the mean of veteran teachers (i.e. teachers possessing more than 3 years experience).

The following institution report card is based on the following demarcations:

- **Green** indicates a ***statistically significant positive difference*** in relationship to the reference population or state distribution.
- **Red** indicates a ***statistically significant negative difference*** in relationship to the reference population or state distribution.

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

Lincoln Memorial University: Teacher T-Value Effects (Grades 4 – 8)
One year estimates of T-value of teacher effects (2008 – 2009)

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

Traditionally Licensed Teachers (2002 – 2008)

Math (N=21)

| % Below the 20 th Percentile | % Above the 80 th Percentile |
|---|---|
| 19.1% | 14.3% |

Science (N=21)

| % Below the 20 th Percentile | % Above the 80 th Percentile |
|---|---|
| 19.1% | 9.5% |

Reading / Language Arts (N=27)

| % Below the 20 th Percentile | % Above the 80 th Percentile |
|---|---|
| 14.8% | 25.9% |

Social Studies (N=17)

| % Below the 20 th Percentile | % Above the 80 th Percentile |
|---|---|
| 23.5% | 5.9% |

Alternatively Licensed Teachers (2003 – 2009)

Math (N=4)

| % Below the 20 th Percentile | % Above the 80 th Percentile |
|---|---|
| - | - |

Science (N=2)

| % Below the 20 th Percentile | % Above the 80 th Percentile |
|---|---|
| - | - |

Reading / Language Arts (N=3)

| % Below the 20 th Percentile | % Above the 80 th Percentile |
|---|---|
| - | - |

Social Studies (N=2)

| % Below the 20 th Percentile | % Above the 80 th Percentile |
|---|---|
| - | - |

Lincoln Memorial University: Teacher T-Value Effects (Grades 4 – 8)
One year estimates of T-value of teacher effects (2008 – 2009)

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

Key

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

Traditionally Licensed Teachers: Mean T-Value

Math

| | | |
|-----|---------|-----|
| (-) | NSSD | (+) |
| | -0.0693 | |

Science

| | | |
|-----|---------|-----|
| (-) | NSSD | (+) |
| | -0.3500 | |

Reading / Language Arts

| | | |
|-----|--------|-----|
| (-) | NSSD | (+) |
| | 0.2118 | |

Social Studies

| | | |
|-----|---------|-----|
| (-) | NSSD | (+) |
| | -0.5002 | |

Alternatively Licensed Teachers: Mean T-Value

Math

| | | |
|-----|------|-----|
| (-) | NSSD | (+) |
| | | |

Science

| | | |
|-----|------|-----|
| (-) | NSSD | (+) |
| | - | |

Reading / Language Arts

| | | |
|-----|------|-----|
| (-) | NSSD | (+) |
| | | |

Social Studies

| | | |
|-----|------|-----|
| (-) | NSSD | (+) |
| | - | |

Lincoln Memorial University: Teacher T-Value Effects (Grades 4 – 8)
One year estimates of T-value of teacher effects (2008 – 2009)

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

Key

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

Traditionally Licensed Teachers: Mean T-Value

Math

| (-) | NSSD | (+) |
|-----|---------|-----|
| | -0.3688 | |

Science

| (-) | NSSD | (+) |
|-----|---------|-----|
| | -0.4664 | |

Reading / Language Arts

| (-) | NSSD | (+) |
|-----|--------|-----|
| | 0.1013 | |

Social Studies

| (-) | NSSD | (+) |
|-----|---------|-----|
| | -0.6135 | |

Alternatively Licensed Teachers: Mean T-Value

Math

| (-) | NSSD | (+) |
|-----|------|-----|
| | - | |

Science

| (-) | NSSD | (+) |
|-----|------|-----|
| | - | |

Reading / Language Arts

| (-) | NSSD | (+) |
|-----|------|-----|
| | - | |

Social Studies

| (-) | NSSD | (+) |
|-----|------|-----|
| | - | |

Lincoln Memorial University: Placement & Retention

| 2002 – 03 Completers in the Personnel Information Reporting System (PIRS) | | | | |
|---|--------|---------------------|------------------|------------------|
| % of state total | Year 1 | 3 consecutive years | 2 out of 3 Years | 4 out of 5 years |
| 3.8% | 71.3% | 63.2% | 77.2% | 77.2% |

| 2003 – 04 Completers in the Personnel Information Reporting System (PIRS) | | | | |
|---|--------|---------------------|------------------|------------------|
| % of state total | Year 1 | 3 consecutive years | 2 out of 3 Years | 4 out of 5 years |
| 3.5% | 71.9% | 71.1% | 75.2% | 75.2% |