

Introduction to the Data

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

The goals of the study were:

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

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

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

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

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

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

University of Memphis: 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=85)

% Below the 20 th Percentile	% Above the 80 th Percentile
23.8%	34.5%

Science (N=83)

% Below the 20 th Percentile	% Above the 80 th Percentile
18.1%	16.9%

Reading / Language Arts (N=89)

% Below the 20 th Percentile	% Above the 80 th Percentile
23.6%	29.2%

Social Studies (N=86)

% Below the 20 th Percentile	% Above the 80 th Percentile
22.1%	20.9%

Alternatively Licensed Teachers (2003 – 2009)

Math (N=15)

% Below the 20 th Percentile	% Above the 80 th Percentile
20.0%	26.7%

Science (N=20)

% Below the 20 th Percentile	% Above the 80 th Percentile
15.0%	15.0%

Reading / Language Arts (N=19)

% Below the 20 th Percentile	% Above the 80 th Percentile
8.3%	25.0%

Social Studies (N=3)

% Below the 20 th Percentile	% Above the 80 th Percentile
26.3%	36.8%

University of Memphis: 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	(+)
		0.5590

Science

(-)	NSSD	(+)
	0.0625	

Reading / Language Arts

(-)	NSSD	(+)
	0.0683	

Social Studies

(-)	NSSD	(+)
	0.0233	

Alternatively Licensed Teachers: Mean T-Value

Math

(-)	NSSD	(+)
	-0.5845	

Science

(-)	NSSD	(+)
	-0.2461	

Reading / Language Arts

(-)	NSSD	(+)
		0.5771

Social Studies

(-)	NSSD	(+)
		1.3713

University of Memphis: 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	(+)
	0.2595	

Science

(-)	NSSD	(+)
	-0.0539	

Reading / Language Arts

(-)	NSSD	(+)
	-0.0422	

Social Studies

(-)	NSSD	(+)
	-0.0900	

Alternatively Licensed Teachers: Mean T-Value

Math

(-)	NSSD	(+)
	-0.4077	

Science

(-)	NSSD	(+)
	-0.1112	

Reading / Language Arts

(-)	NSSD	(+)
	0.4267	

Social Studies

(-)	NSSD	(+)
	0.9349	

University of Memphis: 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
11.8%	73.5%	60.9%	80.1%	82.2%

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
13.0%	68.6%	63.8%	73.9%	75.4%