

University of Memphis

2015 Report Card on the Effectiveness of Education Preparation Providers (EPPs)

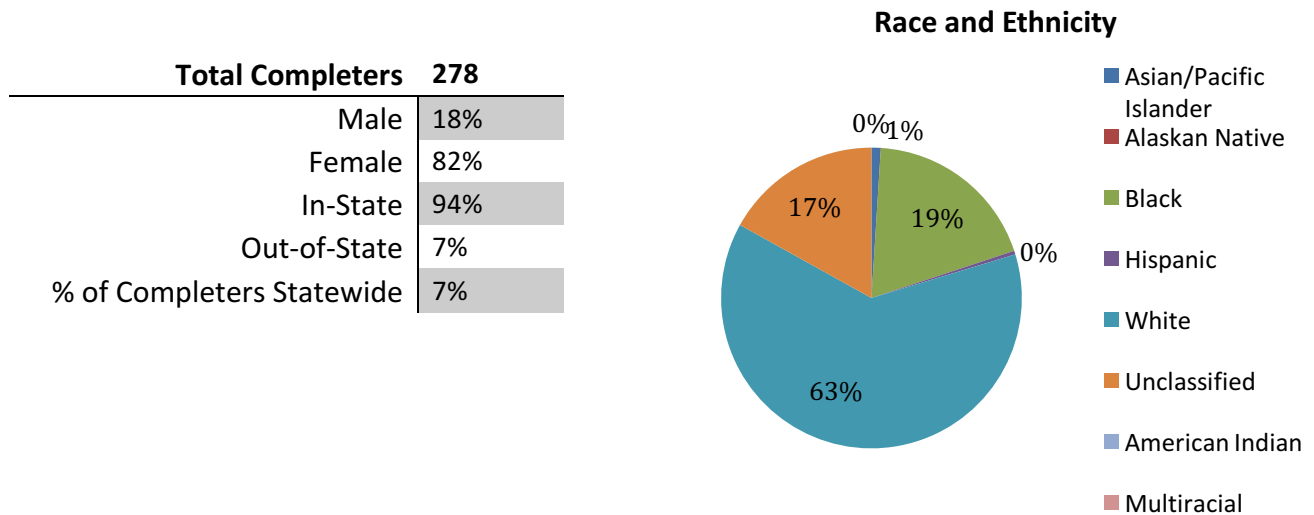


University of Memphis is a public, four-year institution of higher education in the Tennessee Board of Regents system. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Location: Memphis, TN

Institution Type:	TBR
Accreditation:	SACSCOC, NCATE
Most Frequent Endorsement Issued:	Special Education

2013-2014 EPP Completer Demographics



Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License	167	Special Education and Teaching, General
Master’s Degree & License	52	Curriculum and Instruction
Non-degree Licensure	59	

Initial License Type

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 a provisional license issued at the request of a local education agency. Transitionally licensed teachers complete licensure requirements while employed. The Transitional license is issued for one year and may only be renewed twice. Transitional license candidates must hold a Bachelor’s degree; however, the degree might have been conferred by an institution other than the educator preparation provider recommending the candidate for licensure. 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.

Initial License Type	Completers
Apprentice	213
Transitional	65
Total	278

2013-2014 EPP Completer Academic Information

Below is a summary of academic performance of completers prior to and during preparation. Standardized test averages and percentages reported are calculated based on the relevant degree-level tests. Only degree-seeking students are included. *Note: Data is not provided for measures where there are less than 5 completers.*

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N	Min-Max	Average	N	Average	N	Average	N
Final GPA	3.52	278	2.09-4.00	3.47	213	3.71	65	3.58	3813
Major GPA	3.59	278	2.09-4.00	3.56	213	3.71	65	3.64	1656
High School GPA	3.28	167	2.00-4.00	3.30	148	3.17	19	3.43	1968
ACT Composite	22.1	141	16-31	22.1	114	22.2	27	23.1	2056
ACT Reading	23.1	138	14-36	22.9	112	24.0	26	23.8	1897
ACT Science	21.6	138	13-29	21.6	112	21.6	26	22.5	1897
ACT English	23.2	141	15-35	23.4	114	22.6	27	23.8	1906
ACT Math	21.0	141	14-31	21.1	114	20.5	27	21.7	1906
SAT Cumulative	1222	5	940-1370					1141	258
SAT Math	566	5	490-650					570	247
SAT Verbal	656	5	450-750					567	248
GRE Composite	1046	40	630-1420	1092	22	990.0	18	1078	250
GRE Math	538	40	290-800	574	22	494	18	561	268
GRE Verbal	508	40	320-730	518	22	496	18	510	269
MAT Score								403	249

2013-2014 EPP Completer Licensure Assessment Data

Candidates for a Tennessee teaching license are required 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 assessments. In addition, Tennessee requires all teacher candidates seeking licensure take the Principles of Learning and Teaching (PLT) exam and specific content area exams. *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		
Core Writing	162		
Core Math	150		

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Total Program Completers	229	229	100%
• Apprentice License Completers	180	180	100%
• Transitional License Completers	49	49	100%

Retention Data (Cohorts 2010-2013)

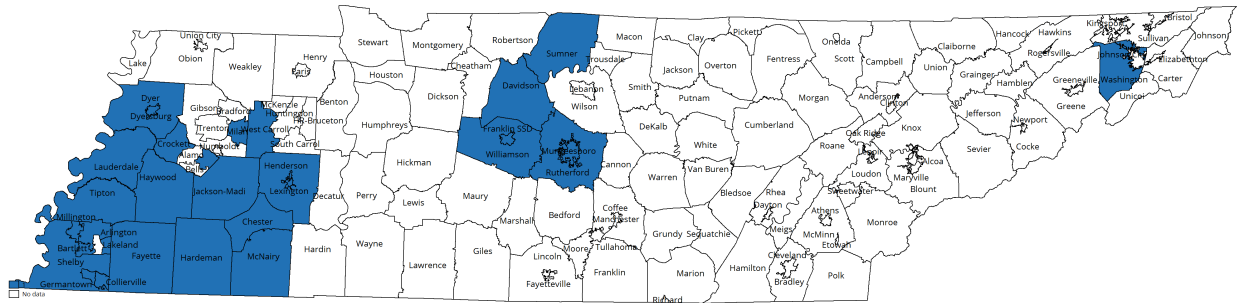
Placement and Retention data reflects the rates of completers for each cohort year listed. The data is based on the program completers in the Personnel Information Reporting System (PIRS). The years below refer to the number of years since the individuals have been eligible to teach. Therefore, the data helps to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. Teaching three out of four 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
2010-2011	466	51.3%	44.2%	54.3%	50.0%
2011-2012	431	48.2%	58.2%	62.4%	
2012-2013	445	49.7%	54.8%		
2013-2014	278	61.7%			

2013-2014 EPP Completer Placement Information

The following table and map show the number of completers placed by district in the 2014-2015 school year in Tennessee public schools.

Districts	Completers Placed
<i>Achievement School District</i>	5
<i>Arlington</i>	1
<i>Bartlett</i>	5
<i>Chester County</i>	1
<i>Collierville</i>	3
<i>Crockett County</i>	2
<i>Davidson County</i>	2
<i>Dyer County</i>	3
<i>Dyersburg</i>	3
<i>Fayette County</i>	5
<i>Germantown</i>	8
<i>Hardeman County</i>	1
<i>Haywood County</i>	1
<i>Henderson County</i>	2
<i>Lauderdale County</i>	2
<i>Madison County</i>	11
<i>McNairy County</i>	1
<i>Milan</i>	2
<i>Millington</i>	4
<i>Rutherford County</i>	2
<i>Shelby County</i>	91
<i>Sumner County</i>	2
<i>Tipton County</i>	12
<i>Washington County</i>	1
<i>West Carroll Sp Dist</i>	1
<i>Williamson County</i>	1



Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of an EPP’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. *Note: Data is not provided for measures where there are less than 5 completers.*

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

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

Apprentice License Teachers

Subject	Statewide Comparison	EPP Comparison	Teachers	EPPs Statewide
TCAP Composite (grades 4-8)	-		155	32
• Math			79	27
• Reading/Language			90	30
• Science			66	23
EOC Composite (High School)			15	24
• Algebra I				9
• Algebra II				4
• Biology				4
• Chemistry				2
• English I				8
• English II				7
• English III				7

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Transitional License Teachers

Subject	Statewide Comparison	EPP Comparison	Teachers	EPPs Statewide
TCAP Composite (grades 4-8)	-		18	9
• Math		-	10	7
• Reading/Language		-	11	6
• Science				5
EOC Composite (High School)			16	13
• Algebra I			5	5
• Algebra II				3
• Biology				4
• Chemistry				4
• English I				3
• English II				3
• English III				1

- represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	EPP Comparison	Teachers	EPPs Statewide
TCAP Composite (grades 4-8)	-		173	35
• Math			89	30
• Reading/Language			101	33
• Science			68	28
EOC Composite (High School)			31	31
• Algebra I			8	16
• Algebra II			6	8
• Biology				9
• Chemistry			6	10
• English I			5	11
• English II				11
• English III				8

- represents a statistically significant negative effect

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Tennessee Value Added Assessment System (TVAAS) Analysis

Statewide Distribution: The percentage of beginning teachers (1-3 years of experience) from this EPP 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. *Note: Data is not provided for measures where there are less than 5 completers.*

Apprentice License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	20		11.61	-	155
• Math	17.72		15.19		79
• Reading/ Language	23.33		15.56		90
• Science	21.21		21.21		66
EOC Composite (High School)	26.67		20		15
• Algebra I					
• Algebra II					
• Biology					
• Chemistry					
• English I					
• English II					
• English III					

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Transitional License Teachers

Subject	Below 20th Percentile	Statistically Significant	Above 80th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	22.22		0	-	18
• Math	10		0		10
• Reading/ Language	18.18		0		11
• Science					
EOC Composite (High School)	25		18.75		16
• Algebra I	40		20		5
• Algebra II					
• Biology					
• Chemistry					
• English I					
• English II					
• English III					

– represents a statistically significant negative effect

+ represents a statistically significant positive effect

Apprentice and Transitional License Teachers

Subject	Below 20th Percentile	Statistically Significant	Above 80th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	20.23		10.4	-	173
• Math	16.85		13.48		89
• Reading/ Language	22.77		13.86		101
• Science	20.59		20.59		68
EOC Composite (High School)	25.81		19.35		31
• Algebra I	37.5		12.5		8
• Algebra II	16.67		33.33		6
• Biology					
• Chemistry	16.67		16.67		6
• English I	20		40		5
• English II					
• English III					

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+ represents a statistically significant positive effect