

## Carson-Newman University

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

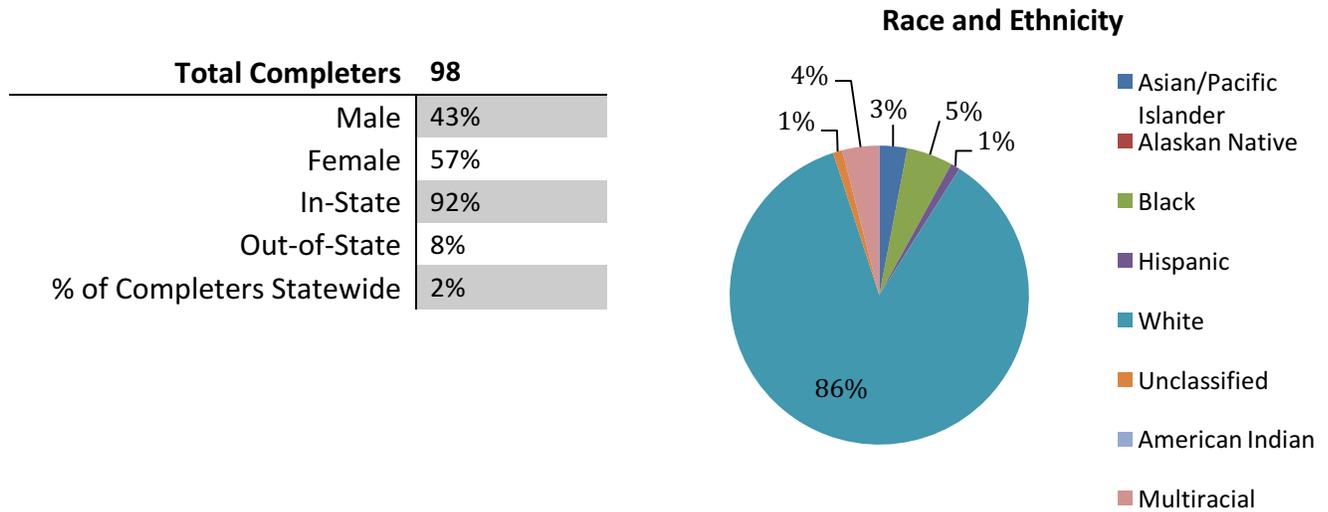


Carson-Newman University is a private, Christian, four-year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

**Location:** Jefferson City, TN

Institution Type:	TICUA
Accreditation:	SACSCOOC, NCATE
Most Frequent Endorsement Issued:	Arts

### 2013-2014 EPP Completer Demographics



Academic Credential	Completers	Most Frequent Academic Major
Bachelor’s Degree & License	50	Elementary Education and Teaching
Master’s Degree & License	16	Secondary Education and Teaching
Non-degree Licensure	32	

### 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	69
Transitional	29
Total	98

### 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	3.50	98	1.75-4.00	3.47	69	3.55	29	3.58	3813
Major GPA	3.49	98	2.22-4.00	3.63	69	3.15	29	3.64	1656
High School GPA	3.57	60	2.20-4.00	3.63	49	3.33	11	3.43	1968
ACT Composite	23.7	56	17-32	23.5	51	25.8	5	23.1	2056
ACT Reading	24.8	56	15-36	24.6	51	27.2	5	23.8	1897
ACT Science	23.2	56	18-30	23.0	51	25.6	5	22.5	1897
ACT English	25.1	56	15-36	25.0	51	25.8	5	23.8	1906
ACT Math	22.5	56	15-33	22.3	51	24.0	5	21.7	1906
SAT Cumulative	1176	7	770-1330	1152	6			1141	258
SAT Math	613	7	420-690	602	6			570	247
SAT Verbal	563	7	350-660	550	6			567	248
GRE Composite								1078	250
GRE Math	377	7	287-530	351	6			561	268
GRE Verbal	451	7	330-530	463	6			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	178	100%
Core Writing	162	175	100%
Core Math	150	175	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Total Program Completers	66	66	100%
• Apprentice License Completers	55	55	100%
• Transitional License Completers	11	11	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	137	60.6%	41.5%	44.9%	39.0%
2011-2012	64	40.6%	50.0%	56.3%	
2012-2013	100	48.0%	61.0%		
2013-2014	98	55.7%			

### 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>Blount County</i>	1
<i>Campbell County</i>	1
<i>Claiborne County</i>	3
<i>Cocke County</i>	3
<i>Davidson County</i>	1
<i>Grainger County</i>	1
<i>Greene County</i>	1
<i>Hamblen County</i>	10
<i>Hawkins County</i>	3
<i>Jefferson County</i>	4
<i>Knox County</i>	12
<i>Monroe County</i>	1
<i>Oak Ridge</i>	1
<i>Roane County</i>	1
<i>Robertson County</i>	1
<i>Sevier County</i>	6
<i>Sullivan County</i>	1
<i>Unicoi County</i>	1
<i>Union County</i>	1
<i>Washington 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)			35	32
• Math			22	27
• Reading/Language			13	30
• Science			11	23
EOC Composite (High School)	-		20	24
• Algebra I			5	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)				9
• Math				7
• Reading/Language				6
• Science				5
EOC Composite (High School)			8	13
• Algebra I				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)			36	35
• Math			23	30
• Reading/Language			13	33
• Science			11	28
EOC Composite (High School)	-		28	31
• Algebra I			8	16
• Algebra II				8
• Biology			5	9
• Chemistry				10
• English I				11
• English II			6	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 <sup>th</sup> Percentile	Statistically Significant	Above 80 <sup>th</sup> Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	25.71		14.29		35
• Math	22.73		22.73		22
• Reading/ Language	30.77		7.69		13
• Science	18.18		27.27		11
EOC Composite (High School)	25		15		20
• Algebra I	20		20		5
• Algebra II					
• Biology					
• Chemistry					
• English I					
• English II					
• English III					

– represents a statistically significant negative effect

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### Transitional License Teachers

Subject	Below 20 <sup>th</sup> Percentile	Statistically Significant	Above 80 <sup>th</sup> Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)					
• Math					
• Reading/ Language					
• Science					
EOC Composite (High School)	50	-	25		8
• Algebra I					
• Algebra II					
• Biology					
• Chemistry					
• English I					
• English II					
• English III					

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### Apprentice and Transitional License Teachers

Subject	Below 20 <sup>th</sup> Percentile	Statistically Significant	Above 80 <sup>th</sup> Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	25		13.89		36
• Math	21.74		21.74		23
• Reading/ Language	30.77		7.69		13
• Science	18.18		27.27		11
EOC Composite (High School)	32.14	-	17.86		28
• Algebra I	25		37.5		8
• Algebra II					
• Biology	0		0		5
• Chemistry					
• English I					
• English II	33.33		16.67		6
• English III					

– represents a statistically significant negative effect

+ represents a statistically significant positive effect