Lipscomb University

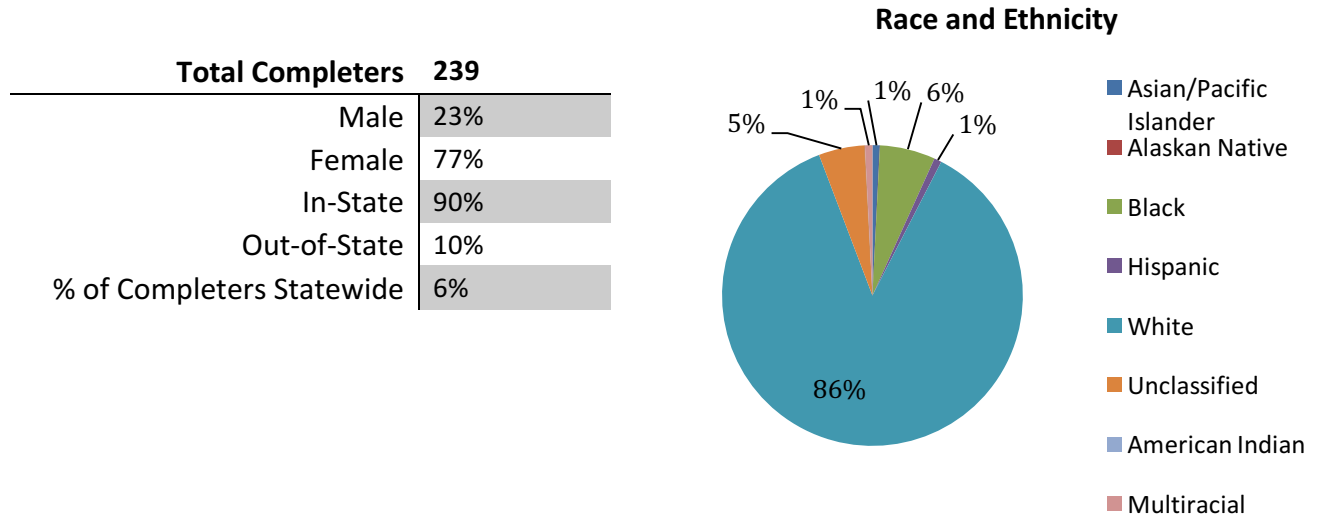**2015 Report Card on the Effectiveness of Education Preparation Providers (EPPs)**

Lipscomb University is a private, Christian, four-year institution of higher education and 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:	**Nashville, TN**
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Most Frequent Endorsement Issued:	Elementary

2013-2014 EPP Completer Demographics

Race and Ethnicity

Total Completers	239
Male	23%
Female	77%
In-State	90%
Out-of-State	10%
% of Completers Statewide	6%

Pie chart legend:
- Asian/Pacific Islander
- Alaskan Native
- Black
- Hispanic
- White
- Unclassified
- American Indian
- Multiracial

Pie chart values: 86%, 5%, 1%, 1%, 6%, 1%

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	55	Elementary Education and Teaching
Master's Degree & License	106	Curriculum and Instruction
Non-degree Licensure	78	

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	113
Transitional	126
Total	239

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	3.79	239	2.76-4.00	3.71	113	3.86	126	3.58	3813
Major GPA	3.60	54	2.25-4.00	3.60	54			3.64	1656
High School GPA	3.52	46	2.43-4.00	3.52	46			3.43	1968
ACT Composite	24.4	43	18-35	24.4	43			23.1	2056
ACT Reading	24.3	43	11-36	24.3	43			23.8	1897
ACT Science	23.3	43	17-36	23.3	43			22.5	1897
ACT English	25.3	43	16-35	25.3	43			23.8	1906
ACT Math	23.5	43	16-34	23.5	43			21.7	1906
SAT Cumulative	1133	12	920-1400	1133	12			1141	258
SAT Math	588	12	470-720	588	12			570	247
SAT Verbal	545	12	360-680	545	12			567	248
GRE Composite	1049	31	790-1330	1022	20	1097.0	11	1078	250
GRE Math	569	31	390-740	552	20	599	11	561	268
GRE Verbal	480	31	300-620	470	20	498	11	510	269
MAT Score	410	71	375-446	408	26	411	45	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	177	100%
Core Writing	162	176	100%
Core Math	150	176	100%

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Total Program Completers	248	247	100%
• Apprentice License Completers	100	99	99%
• Transitional License Completers	148	148	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	148	57.4%	50.8%	55.9%	53.1%
2011-2012	140	55.7%	52.9%	52.5%	
2012-2013	176	66.5%	63.1%		
2013-2014	239	76.4%			

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
Cheatham County	4
Davidson County	142
Dickson County	4
Franklin SSD	1
Johnson City	1
Marshall County	1
Maury County	1
Montgomery County	1
Robertson County	1
Rutherford County	5
Shelby County	1
Sumner County	8
Williamson County	12
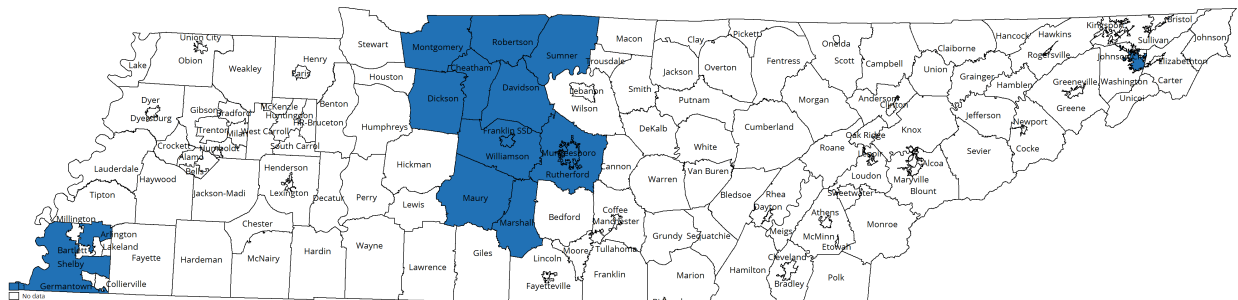
Tennessee Value Added Assessment System (TVAAS) Analysis

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)	-		45	32
• Math			33	27
• Reading/Language			22	30
• Science			27	23
EOC Composite (High School)			16	24
• Algebra I			8	9
• Algebra II				4
• Biology				4
• Chemistry				2
• English I				8
• English II			5	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)	+	+	124	9
• Math			43	7
• Reading/Language	+		68	6
• Science	+	+	46	5
EOC Composite (High School)			54	13
• Algebra I			15	5
• Algebra II				3
• Biology	+		9	4
• Chemistry			11	4
• English I			9	3
• English II			8	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)		+	169	35
• Math			76	30
• Reading/Language		+	90	33
• Science	+	+	73	28
EOC Composite (High School)			70	31
• Algebra I			23	16
• Algebra II				8
• Biology	+	+	10	9
• Chemistry			11	10
• English I			13	11
• English II			13	11
• English III			5	8

– represents a statistically significant negative effect   + represents a statistically significant positive effect

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 20th Percentile	Statistically Significant	Above 80th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	26.67		8.89	-	45
• Math	30.3		15.15		33
• Reading/ Language	27.27		9.09		22
• Science	37.04	-	11.11		27
EOC Composite (High School)	18.75		6.25		16
• Algebra I	25		0		8
• Algebra II					
• Biology					
• Chemistry					
• English I					
• English II	0		0		5
• English III					

– represents a statistically significant negative effect   *+ represents a statistically significant positive effect*

Transitional License Teachers

Subject	Below 20th Percentile	Statistically Significant	Above 80th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	14.52		25		124
• Math	25.58		23.26		43
• Reading/ Language	16.18		29.41	+	68
• Science	8.7	+	32.61	+	46
EOC Composite (High School)	20.37		24.07		54
• Algebra I	13.33		40	+	15
• Algebra II					
• Biology	11.11		44.44	+	9
• Chemistry	9.09		27.27		11
• English I	33.33		33.33		9
• English II	37.5		25		8
• English III					

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Apprentice and Transitional License Teachers

Subject	Below 20th Percentile	Statistically Significant	Above 80th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	17.75		20.71		169
• Math	27.63	-	19.74		76
• Reading/ Language	18.89		24.44		90
• Science	19.18		24.66		73
EOC Composite (High School)	20		20		70
• Algebra I	17.39		26.09		23
• Algebra II					
• Biology	10		40	+	10
• Chemistry	9.09		27.27		11
• English I	23.08		30.77		13
• English II	23.08		15.38		13
• English III	20		40		5

– represents a statistically significant negative effect   + represents a statistically significant positive effect