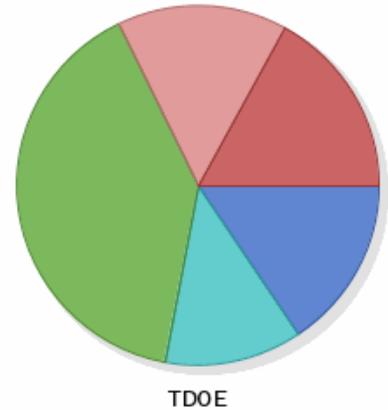
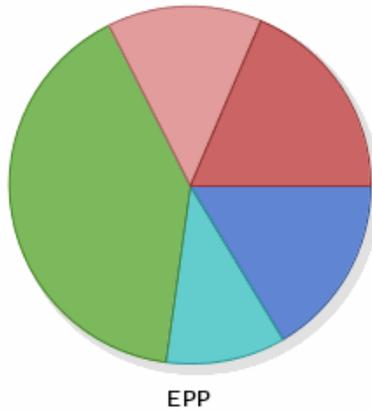
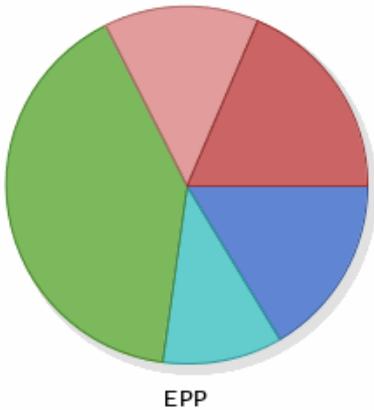


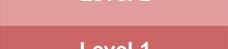
# TVAAS

Report: EPP Teacher Summary

EPP: EPP-w

| Teaching Effectiveness   |  |     |     |       |
|--|--|-----|-----|-------|
| All Subjects 2025  |  |     |     |       |
| Single-Year Composite  |  |     |     |       |
| Effectiveness Level  |  | EPP | EPP | TDOE  |
|  | <b>Level 5</b><br><i>Most Effective</i>                    | 42  | 42  | 952   |
|  | <b>Level 4</b><br><i>Above Average Effectiveness</i>       | 28  | 28  | 761   |
|  | <b>Level 3</b><br><i>Average Effectiveness</i>             | 104 | 104 | 2,418 |
|  | <b>Level 2</b><br><i>Approaching Average Effectiveness</i> | 36  | 36  | 929   |
|  | <b>Level 1</b><br><i>Least Effective</i>                   | 48  | 48  | 1,042 |



|  |                |  |
|--|----------------|--|
|  | <b>Level 5</b> | Level 5, Most Effective: Significant evidence that students made more growth than expected (the index is 2 or greater).                      |
|  | <b>Level 4</b> | Level 4, Above Average Effectiveness: Moderate evidence that students made more growth than expected (the index is between 1 and 2).         |
|  | <b>Level 3</b> | Level 3, Average Effectiveness: Evidence that students made growth as expected (the index is between -1 and 1).                              |
|  | <b>Level 2</b> | Level 2, Approaching Average Effectiveness: Moderate evidence that students made less growth than expected (the index is between -2 and -1). |
|  | <b>Level 1</b> | Level 1, Least Effective: Significant evidence that students made less growth than expected (the index is less than -2).                     |

When an index falls exactly on the boundary between colors, the higher effectiveness level is assigned. Teachers who teach multiple subjects/grades are counted separately for each subject/grade in this report.

## Interpretation of the Data:

The Tennessee Value-Added Assessment System (TVAAS) provides evidence of completer effectiveness by measuring the academic growth of P–12 students taught by program completers. TVAAS assigns teachers an effectiveness level from **Level 1 (Least Effective)** to **Level 5 (Most Effective)** based on the degree to which students demonstrate growth compared to expected progress. 2025\_TVAAS\_teaching effectiveness...

According to the **2025 TVAAS Single-Year Composite report**, a total of **258 EPP completers** were included in the analysis. The distribution of effectiveness levels for the EPP was as follows:

- **Level 5 (Most Effective): 42 teachers**

- **Level 4 (Above Average Effectiveness): 28 teachers**
- **Level 3 (Average Effectiveness): 104 teachers**
- **Level 2 (Approaching Average Effectiveness): 36 teachers**
- **Level 1 (Least Effective): 48 teachers**

When examining the data collectively, **174 completers (67.4%) performed at Level 3 or above**, indicating that most program completers are supporting **expected or higher levels of student academic growth**. Additionally, **70 completers (27.1%) were rated at Levels 4 or 5**, demonstrating **above-average or significantly higher student growth than expected**.

Comparison with statewide TVAAS results from the Tennessee Department of Education (TDOE) show a similar distribution pattern across effectiveness levels, suggesting that the EPP's completers are performing **comparably to teachers across the state** in supporting student growth outcomes. This alignment indicates that the EPP is preparing candidates who can meet statewide expectations for instructional effectiveness and impact on student learning.

While most completers demonstrate expected or higher levels of effectiveness, **84 teachers (32.6%) were rated at Levels 1 or 2**, suggesting an opportunity for the EPP to further strengthen candidate preparation related to instructional practices, data-informed instruction, and classroom impact. The EPP recognizes that TVAAS outcomes may be influenced by contextual factors such as teaching assignments, school environment, and years of experience; however, these data are still used as an important indicator of completer effectiveness.

The EPP reviews TVAAS completer effectiveness data annually with faculty and program leadership as part of its continuous improvement process. Findings from these analyses inform discussions related to **clinical practice experiences, candidate preparation in instructional strategies, and the use of assessment data to guide instruction**. Program faculty use these results alongside other performance measures to identify areas where additional emphasis or support may strengthen candidates' readiness to positively impact P–12 student learning.

Overall, TVAAS data provided evidence that the EPP's completers are generally performing at **expected or higher levels of effectiveness**, demonstrating the program's ongoing commitment to preparing educators who can support meaningful academic growth for all students.