



Kentucky's Early Reading performance on the *Teacher Prep Review*, 2020

University	Program	Grade	University	Program	Grade
Campbellsville University	Undergrad	A	Asbury University	Undergrad	D
Eastern Kentucky University	Undergrad	A	Georgetown College	Undergrad	D
Morehead State University	Undergrad	A	Kentucky Christian University	Undergrad	D
Murray State University	Undergrad	A	Union College	Undergrad	D
University of Kentucky	Undergrad	A	University of the Cumberlands	Grad	D
Eastern Kentucky University	Grad	B	Alice Lloyd College	Undergrad	F
Kentucky Wesleyan College	Undergrad	B	Kentucky State University	Undergrad	F
Lindsey Wilson College	Undergrad	B	University of Louisville	Undergrad	F
Northern Kentucky University	Undergrad	B	University of Louisville	Grad	F
University of Pikeville	Undergrad	B			
Thomas More College	Undergrad	B			
University of the Cumberlands	Undergrad	B			
Western Kentucky University	Undergrad	B			

Kentucky's Elementary Mathematics performance on the *Teacher Prep Review*, 2018

University	Program	Grade	University	Program	Grade
University of the Cumberlands	Undergrad	A	Asbury University	Undergrad	C
Eastern Kentucky University	Undergrad	B	Kentucky State University	Undergrad	C
Kentucky Wesleyan College	Undergrad	B	Alice Lloyd College	Undergrad	D
Western Kentucky University	Undergrad	B	Campbellsville University	Undergrad	D
			Georgetown College	Undergrad	D
			Kentucky Christian University	Undergrad	D
			Lindsey Wilson College	Undergrad	D
			Midway University	Undergrad	D
			Spalding University	Undergrad	D
			Thomas More College	Undergrad	D
			University of Kentucky	Undergrad	D
			University of Pikeville	Undergrad	D
			Bellarmino University	Grad	F
			University of Louisville	Grad	F
			University of the Cumberlands	Grad	F



Methodology in brief:

NCTQ has developed a unique evaluation system that is driving teacher prep programs to become more evidence based, developed over more than ten years. The Teacher Prep Review (TPR) evaluates prep programs on research-based standards and publishes public ratings on a regular cycle.

For the standards, we use a range of evidence tailored to each standard, including admissions requirements, course requirements, syllabi, required textbooks, and student teaching materials such as observation rubrics, among other sources.

Before we publish any scores, we give each program its analysis, providing the opportunity to submit additional evidence. Periodically, we also refresh our standards in order to capture the most up to date scientific research in the area.

A Closer Look: Early Reading and Elementary Mathematics

Collecting data

- Analysts pinpoint courses from course catalogs that address the content area, reading instruction and math instruction, for example. Textbook information is gathered through syllabi and university bookstores. If programs do not hand over materials, we file open record requests.

Analysis and scoring

- A separate team of expert analysts -- all professors and practitioners with advanced degrees and deep knowledge of the subject matter -- evaluate syllabi and textbooks using a detailed scoring protocol.
- For example, reading instruction courses are analyzed for coverage of each of the five components of early reading instruction, as identified by the National Reading Panel (2000): phonemic awareness, phonics, fluency, vocabulary, and reading comprehension.
- The expert analysts examine if the program's course work devotes sufficient time to each reading component by means of lectures, assignments, and field work.
- Reviewers also review every single textbook. Together, there must be solid evidence that teachers will acquire an accurate understanding of how to teach the subject.