BELMONT UNIVERSITY

OVERALL PERFORMANCE
2 PERFORMANCE CATEGORY 54.4% OF POINTS Earned 40.8 OF POINTS Earned 8.0 PERCENTAGE POINTS INCREASE FROM 2016

DOMAIN SUMMARY

CANDIDATE PROFILE
49.5% of points earned 2 Performance Category
3 scored metrics 20 points available

EMPLOYMENT
38.7% of points earned 1 Performance Category
4 scored metrics 22 points available

SATISFACTION
Not yet available

PROVIDER IMPACT
62.8% of points earned 3 Performance Category
6 scored metrics 27 points available

OVERALL PERFORMANCE OVER TIME

2016-17 54.4% of points earned 40.8 out of 75 points 2 Performance Category
2015-16 46.4% of points earned 34.8 out of 75 points 2 Performance Category

HOW TO READ THIS REPORT

The Teacher Preparation Report Card contains four (4) domains: Candidate Profile, Employment, Satisfaction, and Provider Impact. Each domain is comprised of multiple metrics. To date, data has not been collected for the Satisfaction domain, so it will be unscored this year. A provider must have at least ten total completers and must generate a score on at least one half of the metrics in each domain in order to generate an overall performance category rating. For more information, please refer to the technical guide.

Providers are awarded a performance category based on their ability to successfully prepare Tennessee educators. This is calculated using the percentage of points earned across all metrics. Category 1 represents the lowest performance, and Category 4 represents the highest performance.

The 2017 Teacher Preparation Report Card will include data on three cohorts of completers (2013-14, 2014-15, and 2015-16). Performance on each metric is displayed in the format shown in the graphic on the right.
Belmont University's Department of Education prepares candidates to be advocates for families, children, and for the profession. With its emphasis on advocacy, the program teaches candidates to recognize and honor the worth and dignity of every learner. Belmont University's Department of Education believes that exemplary educators are passionate about their students, the families, and the content that they teach. Belmont teacher candidates can begin education courses on day 1 of their first semester at Belmont. Belmont University's Department of Education believes that authentic engagement in the field of practice is an essential part of becoming an effective educator. With this commitment, every education course at Belmont will either be embedded in a school setting or have a direct field experience related to the content covered. As a result the Belmont teacher candidate will have had exposure to public, private, and charter schools prior to their final clinical practice experience.

## Completer Characteristics

### Number of Completers

<table>
<thead>
<tr>
<th>Year</th>
<th>Completers</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>54</td>
</tr>
<tr>
<td>2016</td>
<td>56</td>
</tr>
<tr>
<td>2017</td>
<td>38</td>
</tr>
</tbody>
</table>

### Percent of Total State Completers

- **Rest of the State**: 98.7%
- **This EPP**: 1.4%

### Percent of Completers by State of Residency

- **In State**: 64.9%
- **Out of State**: 35.1%

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>2.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.7%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>91.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>0.7%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1.4%</td>
</tr>
<tr>
<td>Black</td>
<td>2.7%</td>
</tr>
</tbody>
</table>
Completer Characteristics Continued

Completers by Type of Initial Licensure

- Post Baccalaureate: 64.2%
- Baccalaureate: 35.1%
- Licensure Only: 0.7%

Completers by Type of Clinical Practice

- Internship: 40.4%
- Job Embedded: 20.2%
- Student Teaching: 39.4%

Percent of Admissions Based on*:

- Miller Analogies: 30.9%
- Praxis Core: 0.0%
- ACT: 8.5%
- GRE: 23.4%
- SAT: 2.1%

Praxis Principles of Learning and Teaching Passage Rate

- Passed: 98.4%
- Did not pass: 1.6%

*Providers often consider multiple assessments in the admission process; some candidates were admitted using a former version of the Praxis assessment.
CANDIDATE PROFILE

OVERALL PERFORMANCE

PERFORMANCE CATEGORY 49.5% OF POINTS EARNED 9.9 OUT OF 20 POINTS 0.0 PERCENTAGE POINTS INCREASE FROM 2016

Percentage of completers who scored at or above an ACT score of 21 or an SAT score of 1020

This measure reports the percentage of completers who received an ACT score at or above 21 or an SAT score at or above 1020.

Score

EPP Score | State Score | Possible Scoring Range

The score of 96.9 earned this EPP 3.0 of 3 possible points on this metric. This score increased 0.6 percentage points from 2016.

Percentage of high-demand endorsements

This measure reports the percentage of all endorsements issued in the area of English as a Second Language, Secondary Math, Secondary Science (Biology, Chemistry, and Physics), Spanish, and Special Education (Modified, Comprehensive, and Interventionist).

High Demand Endorsement

Secondary Math

Secondary Math

English as a Second Language

Spanish

Secondary Science

Special Education

Score

EPP Score | State Score | Possible Scoring Range

The score of 21.0 earned this EPP 5.4 of 10 possible points on this metric. This score increased 0.1 percentage points from 2016.

Percentage of racially diverse completers

This measure reports the percentage of completers who reported having a racially or ethnically diverse background.

Racial Diversity

American Indian or Alaska Native

Asian

Multiracial

Pacific Islander

Black

Hispanic

Score

EPP Score | State Score | Possible Scoring Range

The score of 8.2 earned this EPP 1.5 of 7 possible points on this metric. This score decreased 0.1 percentage points from 2016.

SEE HOW THE CANDIDATE PROFILE METRICS ARE CALCULATED
EMPLOYMENT

First year placement rate
This measure reports the rate at which completers were placed in Tennessee public schools within one year of receiving their initial license.

Tennessee Resident
Tennessee Residents

Three year placement rate
This measure reports the rate at which completers were placed in Tennessee public schools within three years of receiving their initial license.

Beyond year one retention rate
This measure reports the percentage of completers who were placed and remain teaching in Tennessee public schools the following year.

Score

The score of 58 earned this EPP 1.1 of 6 possible points on this metric. This score decreased 0.3 percentage points from 2016.

The score of 87.1 earned this EPP 4.7 of 9 possible points on this metric. This score decreased 7.0 percentage points from 2016.

SEE HOW THE EMPLOYMENT METRICS ARE CALCULATED
Percentage of completers whose observation scores are Level 3 or above

This measure reports the percentage of completers who earned an Observation score of at least a 3 ("At Expectations").

The score of 92.9 earned this EPP 4.6 of 6 possible points on this metric. This score increased 2.9 percentage points from 2016.

Percentage of completers whose observation scores are Levels 4-5

This measure reports the percentage of completers who earned an Observation score of 4 or 5 ("Above Expectations" or "Significantly Above Expectations").

The score of 54.1 earned this EPP 5.8 of 9 possible points on this metric. This score increased 2.4 percentage points from 2016.

Percentage of completers whose TVAAS* scores are Level 3 or above

This measure reports the percentage of completers who earned a TVAAS score of at least a 3 ("At Expectations").

The score of 62.1 earned this EPP 6.8 of 10 possible points on this metric. This score increased 17.7 percentage points from 2016.

Percentage of completers whose TVAAS scores are Levels 4-5

This measure reports the percentage of completers who earned a TVAAS score of 4 or 5 ("Above Expectations" or "Significantly Above Expectations").

The score of 24.1 earned this EPP 7.9 of 15 possible points on this metric. This score increased 1.9 percentage points from 2016.

SEE HOW THE PROVIDER IMPACT METRICS ARE CALCULATED

*The Tennessee Value Added Assessment System (TVAAS) reports the impact teachers have on their students’ academic progress. TVAAS measure student growth, not student achievement.