



BELMONT UNIVERSITY

OVERALL PERFORMANCE

3 PERFORMANCE CATEGORY **73.4%** OF POINTS EARNED **55.1** POINTS EARNED **19.0** PERCENTAGE POINTS INCREASE FROM 2017
 UP 1 PERFORMANCE CATEGORY FROM 2017

DOMAIN SUMMARY

CANDIDATE PROFILE

3 scored metrics
20 points available



EMPLOYMENT

2 scored metrics
15 points available



PROVIDER IMPACT

4 scored metrics
40 points available



OVERALL PERFORMANCE OVER TIME

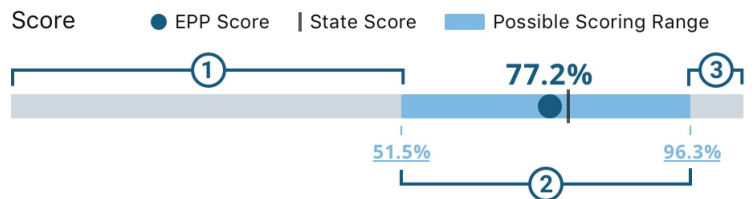
Year	Percentage of points earned	Points earned out of 75	Performance Category
2017-18	73.4%	55.1 out of 75	3
2016-17	54.4%	40.8 out of 75	2
2015-16	46.4%	34.8 out of 75	2

HOW TO READ THIS REPORT

The Educator 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 or licensed, job-embedded candidates 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.

The 2018 Educator Preparation Report Card presents data on the State Board's key priority areas for preparing educators for Tennessee. 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 2018 Educator Preparation Report Card will include data on three cohorts of completers (2014-15, 2015-16, and 2016-17). Performance on each metric is displayed in the format shown in the graphic on the right.



The score of **77.2** earned this EPP **1.7** of **3** possible points on this metric. This score increased **8.6** percentage points from 2016.

- ① Scores in this range are below the scored range and earn an EPP no points.
- ② This is the scored range. Scores in this range earn an EPP partial points proportionate to their score.
- ③ This range is above the target score. Values in this range earn an EPP maximum points.

ABOUT THIS PROVIDER

Website

<http://www.belmont.edu/education>

Interim Chair

Dr. Bryce Sullivan

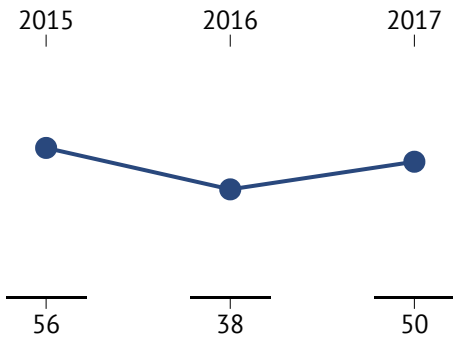
Completer Placement Across Tennessee



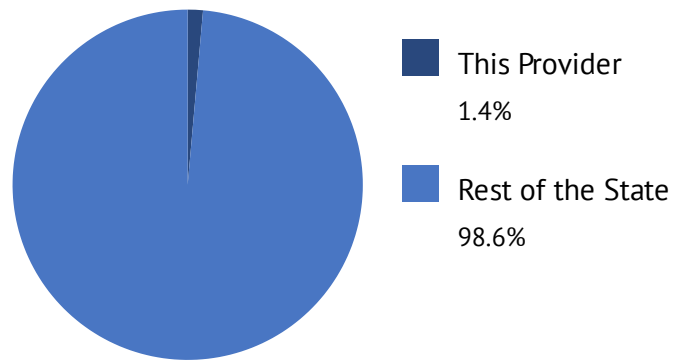
Belmont University's Department of Education prepares candidates to be advocates for families, children, and for the profession. With its emphasis on advocacy, the program teaches candidates to recognize and honor the worth and dignity of every learner. Belmont University's Department of Education strives to develop teachers who are passionate about their students, the families, and the content that they teach. Belmont teacher candidates can begin education courses on day one of their first semester at Belmont. We believe 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 is either embedded in a school setting or has a direct field experience related to the content covered. As a result, Belmont teacher candidates gain experiences in public, private, and charter schools before their final clinical practice experience.

COMPLETER CHARACTERISTICS

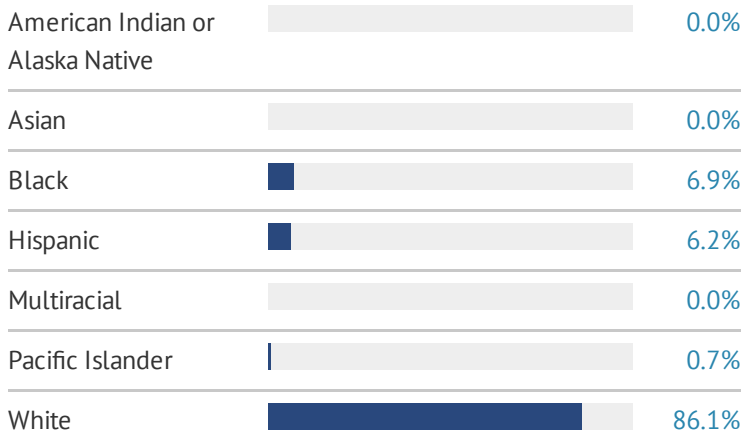
Teachers in Three-Year Cohort



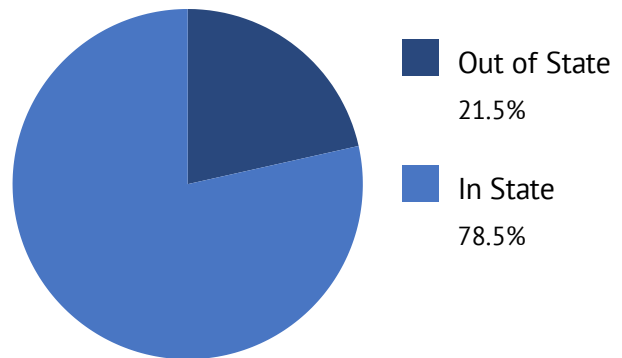
Percent of State Three-Year Cohort



Enrollment by Ethnicity

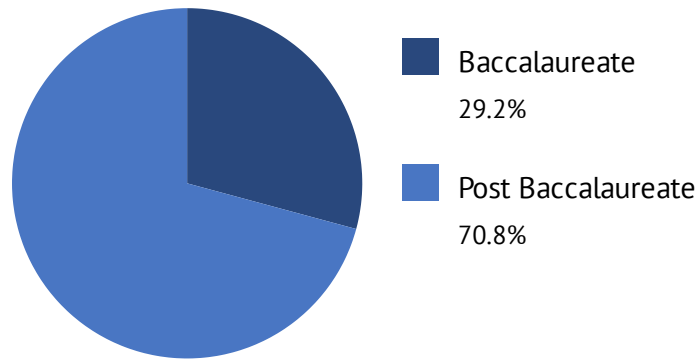


State of Residency for Cohort Members

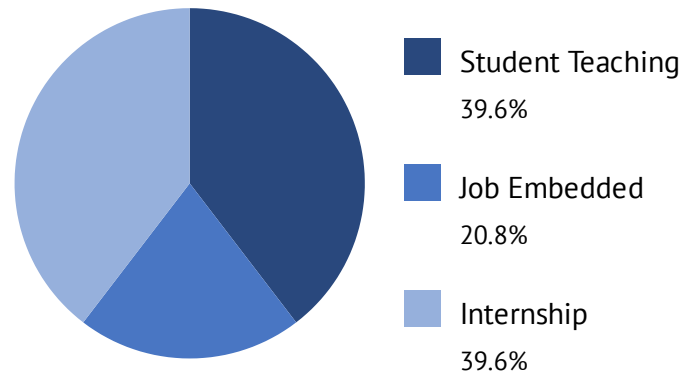


COMPLETER CHARACTERISTICS CONTINUED

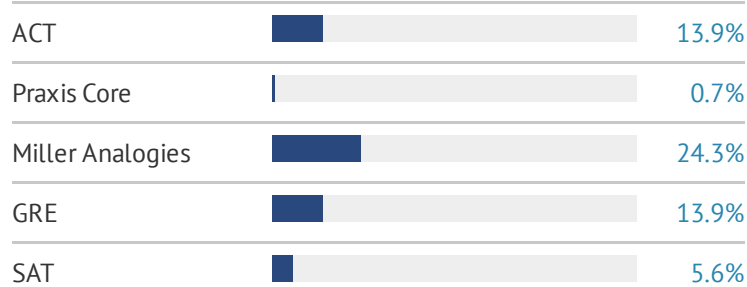
Initial License Type for Cohort Members



Clinical Practice Type for Cohort Members



Percent of Admissions Based on*:



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

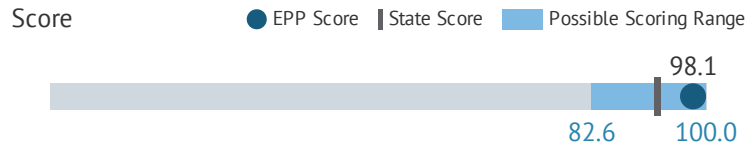
CANDIDATE PROFILE

2 PERFORMANCE CATEGORY **59.8%** OF POINTS EARNED **11.9** OUT OF **20** POINTS **10.2** PERCENTAGE POINTS INCREASE FROM 2017

Percentage of Cohort Admitted Based on Qualifying Assessment Scores

This measure reports the percentage of the cohort who were admitted based on qualifying assessment scores on the ACT, SAT, or all three components of the Praxis: CORE

N-Size: 144

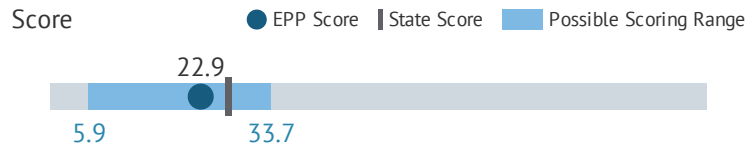


The score of **98.1** earned this EPP **2.7** of **3** possible points on this metric.

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).

N-Size: 144

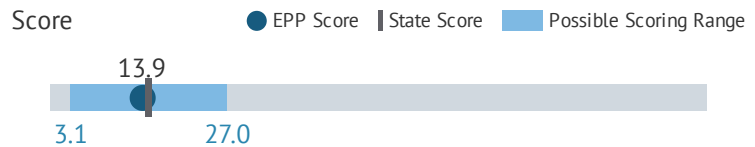


The score of **22.9** earned this EPP **6.1** of **10** possible points on this metric.

Percentage of Racially Diverse Cohort Members

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

N-Size: 144



The score of **13.9** earned this EPP **3.2** of **7** possible points on this metric.

[SEE HOW THE CANDIDATE PROFILE METRICS ARE CALCULATED](#)

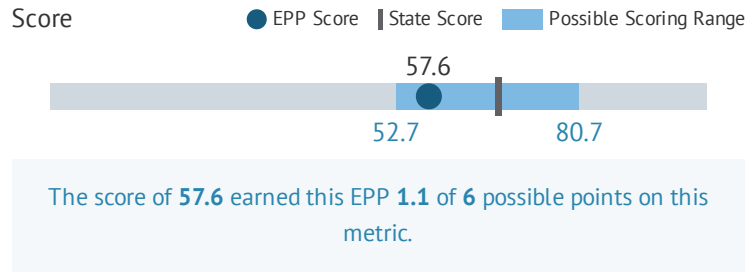
EMPLOYMENT

3 PERFORMANCE CATEGORY **65.1%** OF POINTS EARNED **9.8** OUT OF **15** POINTS **26.4** PERCENTAGE POINTS INCREASE FROM 2017

Rate of first-year employment in Tennessee public schools

This measure reports the rate at which members of the three-year cohort were placed in Tennessee public schools within one year of receiving their initial license.

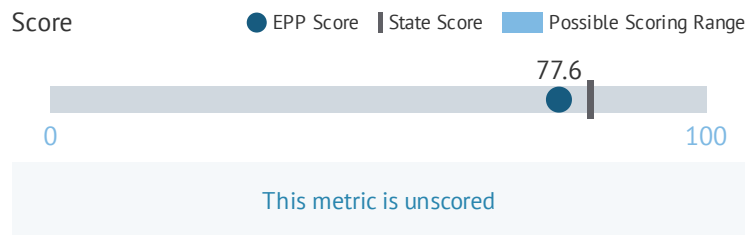
N-Size: 144



Rate of three-year employment in Tennessee public schools

This measure reports the rate at which members of the three-year cohort were placed in Tennessee public schools within three years of receiving their initial license.

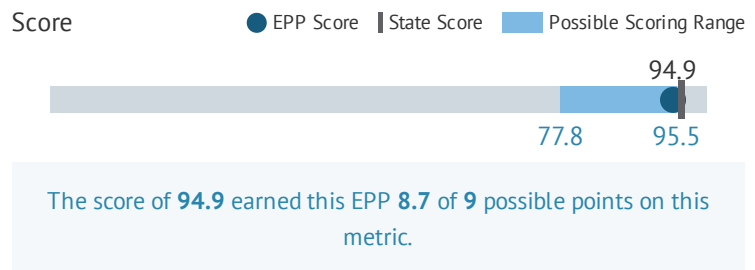
N-Size: 67



Beyond year one retention rate*

This measure reports the percentage of members of the three-year cohort who were placed and remain teaching in Tennessee public schools the following year.

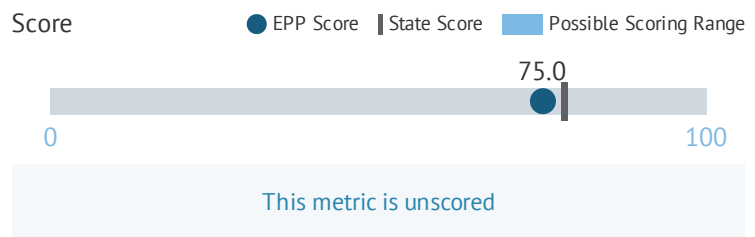
N-Size: 59



Three year retention rate

This measure reports the percentage of members of the three-year cohort who were placed and remain teaching in Tennessee public schools for a third year.

N-Size: 52



[SEE HOW THE EMPLOYMENT METRICS ARE CALCULATED](#)

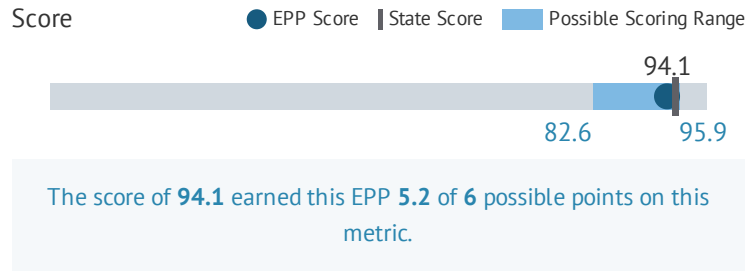
PROVIDER IMPACT

4 PERFORMANCE CATEGORY **83.4%** OF POINTS EARNED **33.4** OUT OF **40** POINTS **20.6** PERCENTAGE POINTS INCREASE FROM 2017

Percentage of Cohort Members whose Observation Scores are Level 3 or Above

This measure reports the percentage of members of the three-year cohort who earned an Observation score of at least a 3 ("At Expectations").

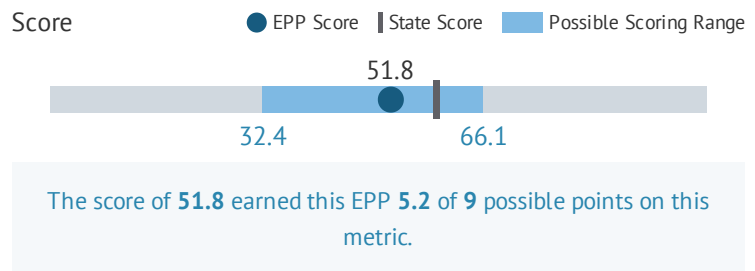
N-Size: 85



Percentage of Cohort Members whose Observation Scores are Level 4 or Above

This measure reports the percentage of members of the three-year cohort who earned an Observation score of 4 or 5 ("Above Expectations" or "Significantly Above Expectations").

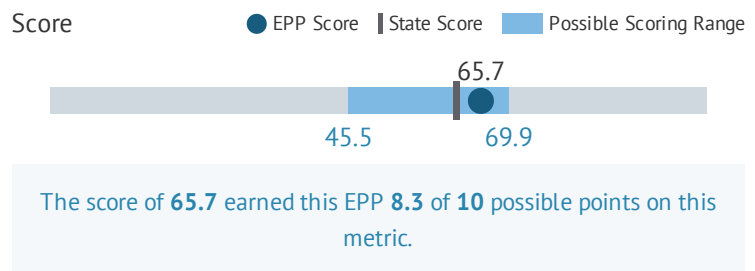
N-Size: 85



Percentage of Cohort Members whose TVAAS* Scores are Level 3 or Above

This measure reports the percentage of members of the three-year cohort who earned a TVAAS score of at least a 3 ("At Expectations").

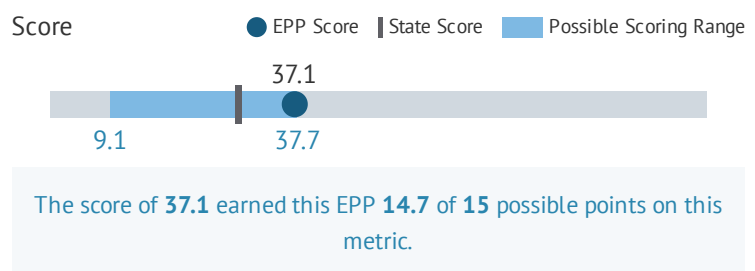
N-Size: 35



Percentage of Cohort Members whose TVAAS* Scores are Level 4 or Above

This measure reports the percentage of members of the three-year cohort who earned a TVAAS score of 4 or 5 ("Above Expectations" or "Significantly Above Expectations").

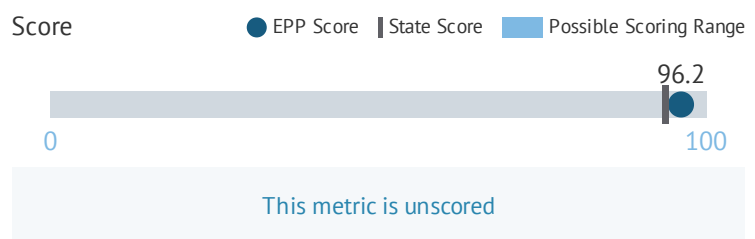
N-Size: 35



Percentage of Cohort Members whose Overall Level of Effectiveness Scores are Level 3 or Above

This measure reports the percentage of members of the three-year cohort who earned an overall level of effectiveness score of at least 3 ("at expectations").

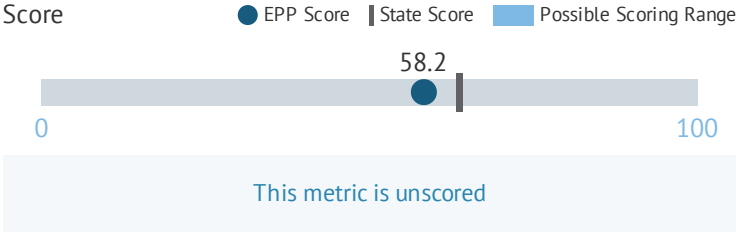
N-Size: 79



Percentage of Cohort Members whose Overall Level of Effectiveness Scores are Levels 4-5

This measure reports the percentage of members of the three-year cohort who earned an overall level of effectiveness score of at 4 or 5 (“above expectations” or “significantly above expectations”).

N-Size: 79



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.