

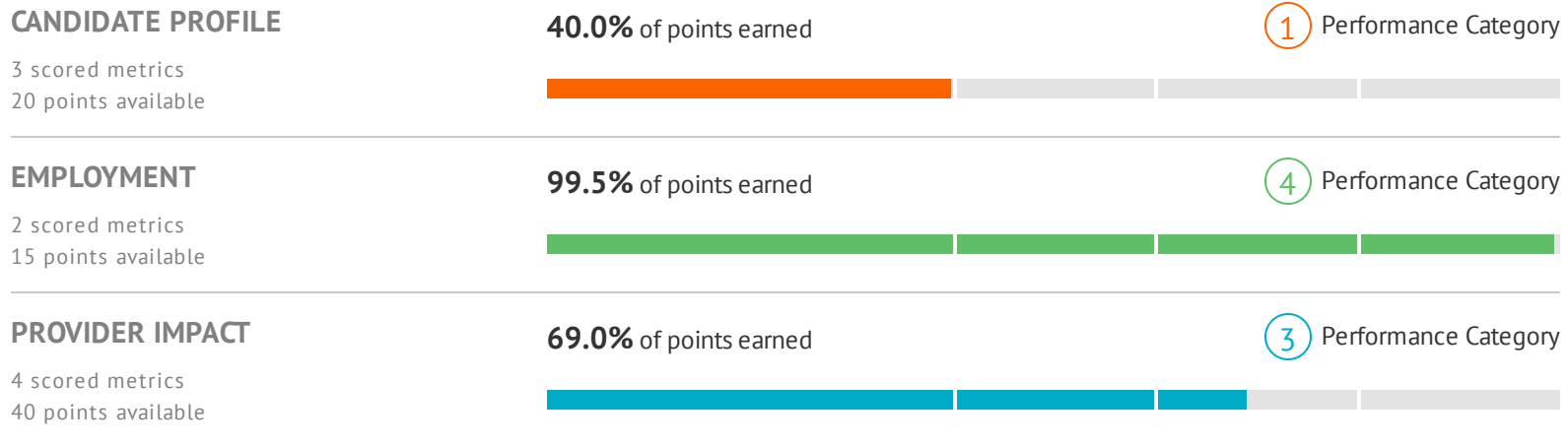


MIDDLE TENNESSEE STATE UNIVERSITY

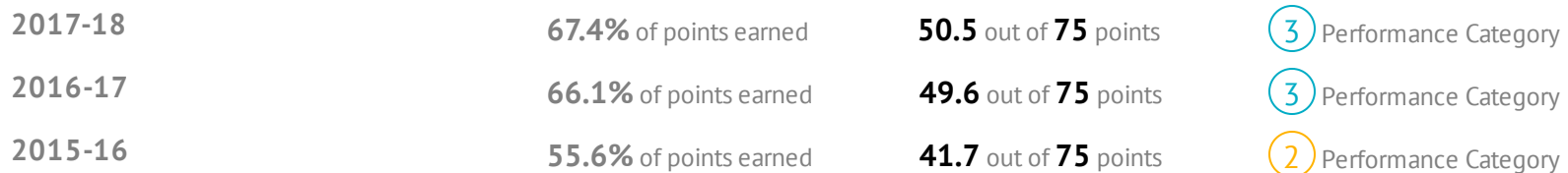
OVERALL PERFORMANCE



DOMAIN SUMMARY



OVERALL PERFORMANCE OVER TIME

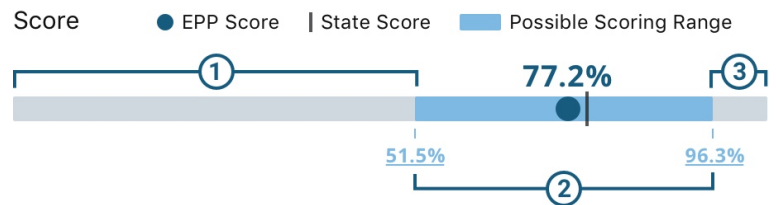


HOW TO READ THIS REPORT

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.mtsu.edu/education/>

Dean

Dr. Lana Seivers

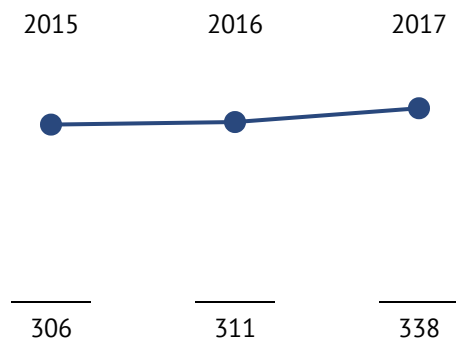
Completer Placement Across Tennessee



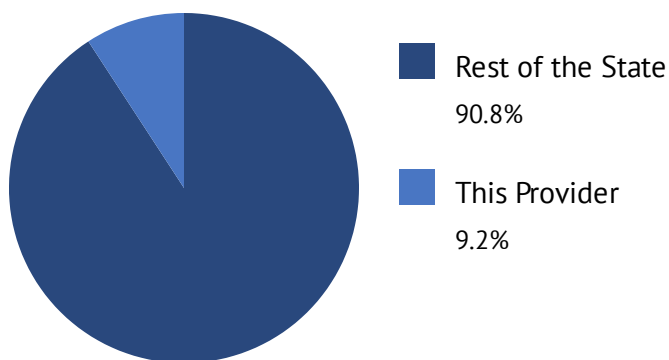
Established as one of Tennessee's original Normal Schools in 1911, MTSU was founded for the purpose of preparing teachers. Today, preparing future teachers, counselors, and school leaders is still central to the mission of the College of Education by offering students a course of study that focuses on research, best practices, strong content knowledge, and clinical experiences. MTSU's rich history in teacher preparation continues through such exceptional programs as Ready2Teach; Ed.D in Assessment, Learning, & School Improvement; Ph.D Literacy Studies; Center for the Study & Treatment of Dyslexia; Center for Counseling & Psychological Services; Center for Educational Media; and three on-campus Early Childhood lab programs serving young children. Collaborative partnerships with 43 school districts support program design, clinical experiences, and pre-service development, enabling MTSU teacher candidates to positively impact student performance on the first day they enter the classroom.

COMPLETER CHARACTERISTICS

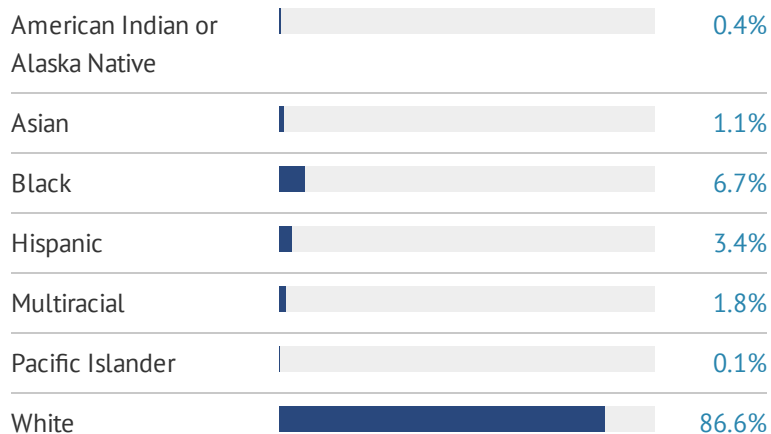
Teachers in Three-Year Cohort



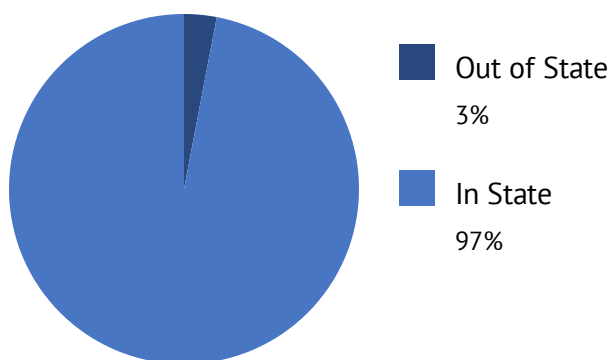
Percent of State Three-Year Cohort



Enrollment by Ethnicity

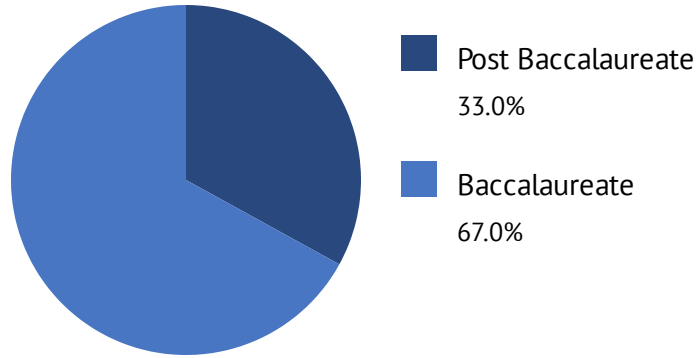


State of Residency for Cohort Members

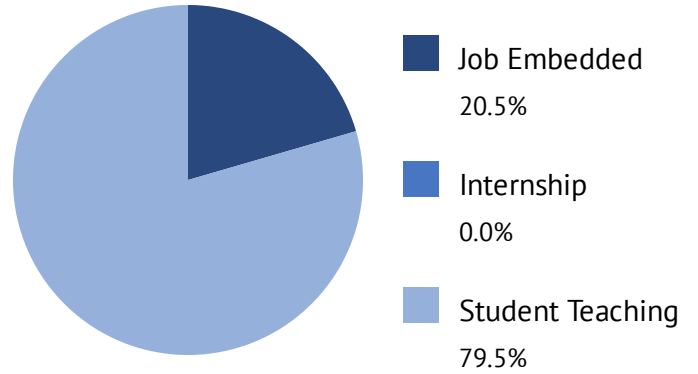


COMPLETER CHARACTERISTICS CONTINUED

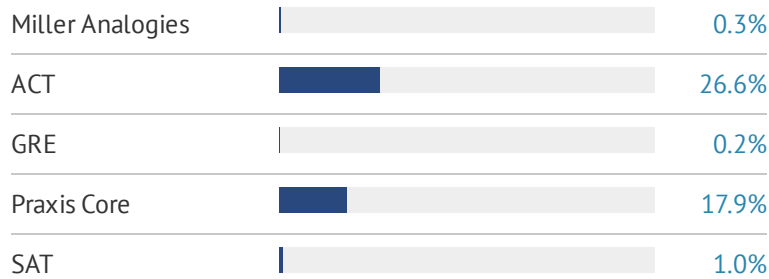
Initial License Type for Cohort Members



Clinical Practice Type for Cohort Members



Percent of Admission Assessments Submitted to Program*:



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

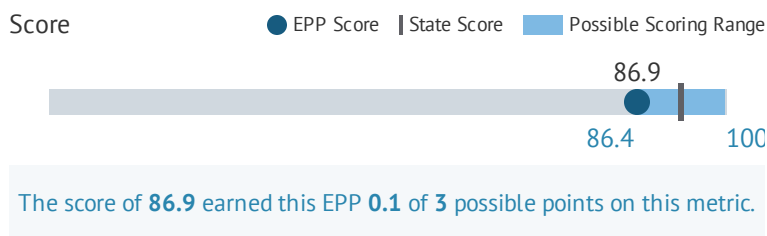
CANDIDATE PROFILE

1 PERFORMANCE CATEGORY **40.0%** OF POINTS EARNED **8.0** OUT OF **20** POINTS **-4.0** PERCENTAGE POINTS DECREASE FROM 2017

Percentage of Cohort with Qualifying Assessment Scores

This measure reports the percentage of the cohort with qualifying assessment scores on the ACT, SAT, or all three components of the Praxis: CORE. Providers often consider multiple assessments in the admission process; some candidates were admitted using a former version of the Praxis assessment.

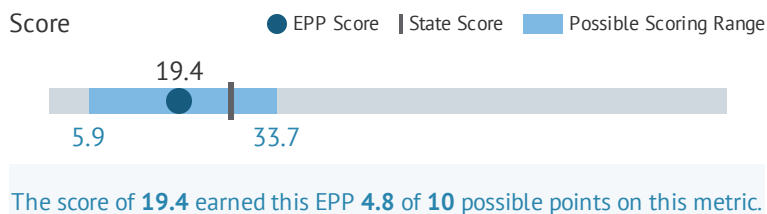
N-Size: 627



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). For a complete list of specific endorsement areas, see the Technical Manual.

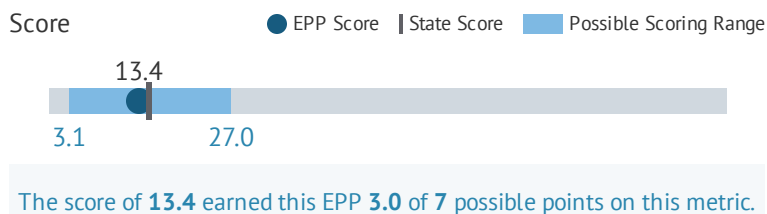
N-Size: 955



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: 952



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

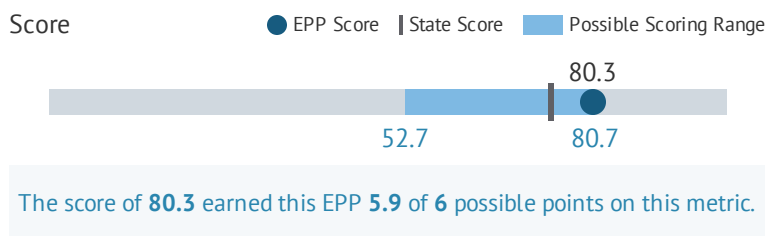
EMPLOYMENT

4 PERFORMANCE CATEGORY **99.5%** OF POINTS EARNED **14.9** OUT OF **15** POINTS **10.8** 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 employed in Tennessee public schools within one year of receiving their initial license.

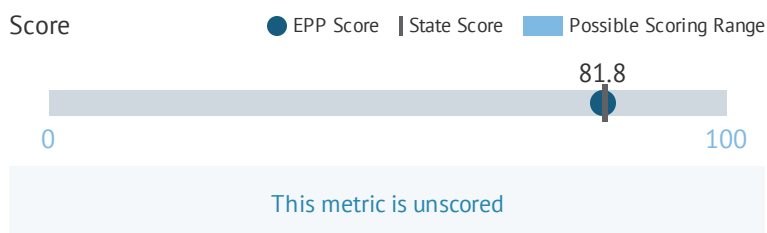
N-Size: 955



Rate of Employment within Three Years In Tennessee Public Schools

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

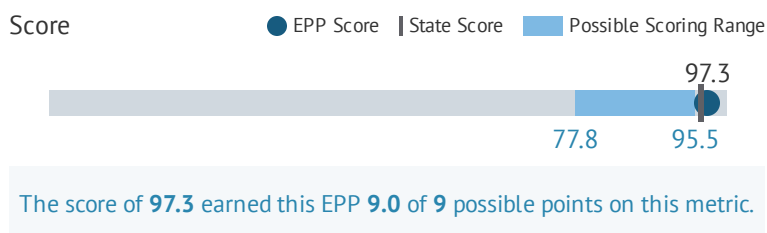
N-Size: 352



Second Year Retention Rate

This measure reports the percentage of first-year employed cohort members who remained teaching in Tennessee public schools their second year.

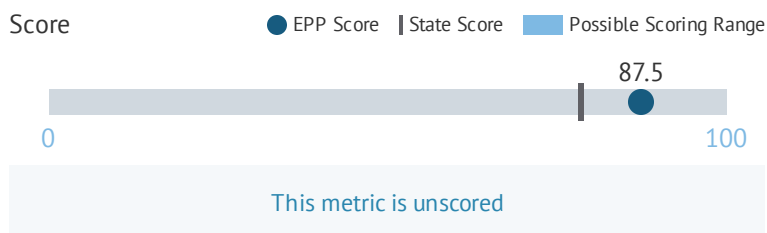
N-Size: 516



Third Year Retention Rate

This measure reports the percentage of members of the three-year cohort who were employed and remain teaching in Tennessee public schools for three years running.

N-Size: 289



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

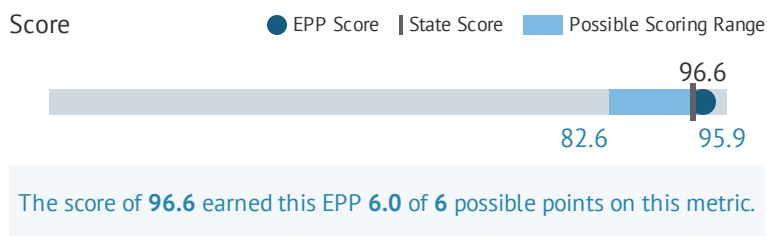
PROVIDER IMPACT

3 PERFORMANCE CATEGORY **69.0%** OF POINTS EARNED **27.6** OUT OF **40** POINTS **0.2** PERCENTAGE POINTS INCREASE FROM 2017

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

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

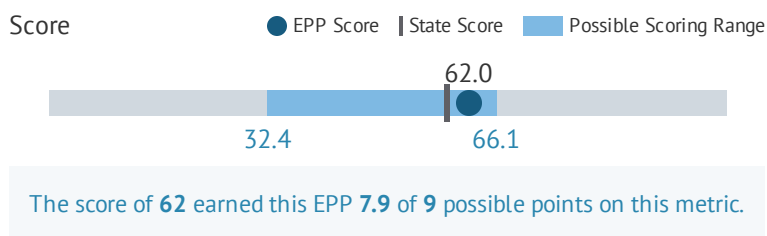
N-Size: 745



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

This measure reports the percentage of members of the three-year cohort who earned a Classroom Observation score of at least a 4 ("Above Expectations").

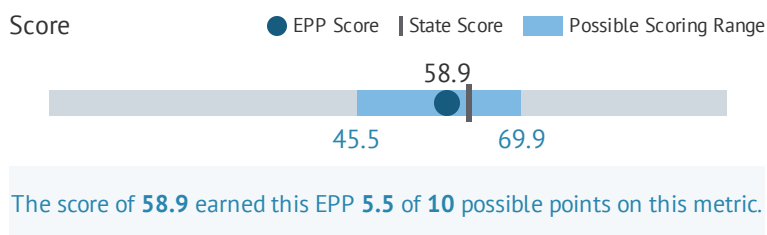
N-Size: 745



Percentage of Cohort Members whose Student Growth Scores (TVAAS*) are Level 3 or Above

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

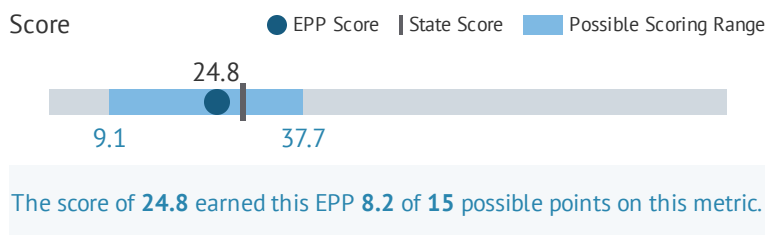
N-Size: 343



Percentage of Cohort Members whose Student Growth Scores (TVAAS*) are Level 4 or Above

This measure reports the percentage of members of the three-year cohort who earned a Student Growth Score (TVAAS*) of at least a 4 ("Above Expectations").

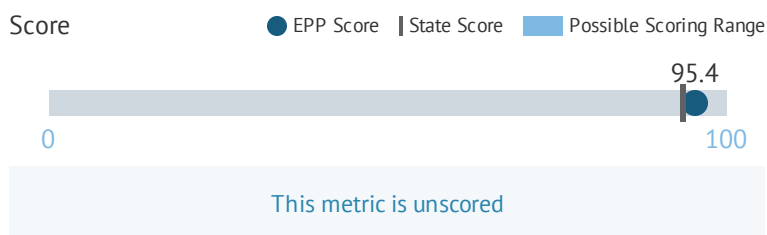
N-Size: 343



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"). Overall Level of Effectiveness includes all components of a teacher's annual evaluation by state law and policy.

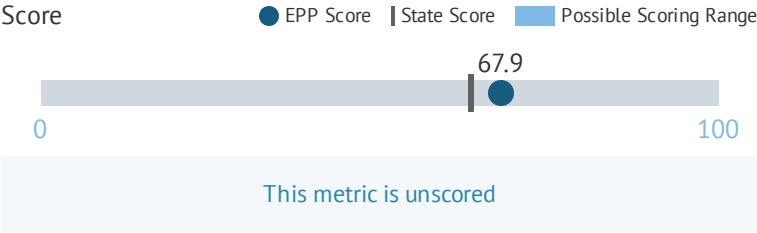
N-Size: 719



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”). Overall Level of Effectiveness includes all components of a teacher’s annual evaluation by state law and policy.

N-Size: 719



SEE HOW THE PROVIDER IMPACT METRICS ARE CALCULATED

**Due to challenges experienced with statewide student assessment in the 2017-18 school year, state law held students, teachers, and schools harmless from adverse actions based on results of those assessments. The data included in this report ensure providers are held harmless if any of their completers chose not to count their 2017-18 evaluation results due to assessment irregularities. To learn how this was accounted for in the data, click [here](#). To view the relevant legislation, click [here](#). To read a report conducted by a third-party research organization regarding the effect of assessment delivery challenges on student results, click [here](#).*