



# MARTIN METHODIST COLLEGE

## OVERALL PERFORMANCE

**2** PERFORMANCE CATEGORY      **52.5%** OF POINTS EARNED      **39.4** POINTS EARNED

## DOMAIN SUMMARY

### CANDIDATE PROFILE

3 scored metrics  
20 points available

**17.6%** of points earned

**1** Performance Category



### EMPLOYMENT

2 scored metrics  
15 points available

**100.0%** of points earned

**4** Performance Category



### PROVIDER IMPACT

4 scored metrics  
40 points available

**52.2%** of points earned

**2** Performance Category



## OVERALL PERFORMANCE OVER TIME

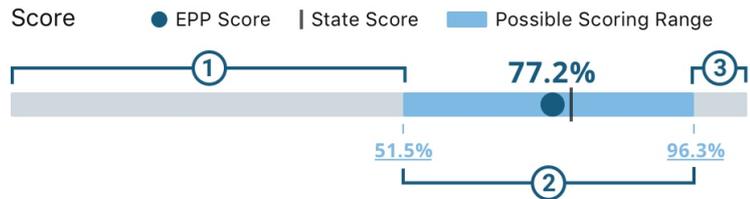
Year	Points Earned	Score	Performance Category
2017-18	52.5% of points earned	39.4 out of 75 points	2
2016-17	No data for this year		
2015-16	No data for this year		

## 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.martinmethodist.edu/>

### Division Chair

Dr. Grace Meier

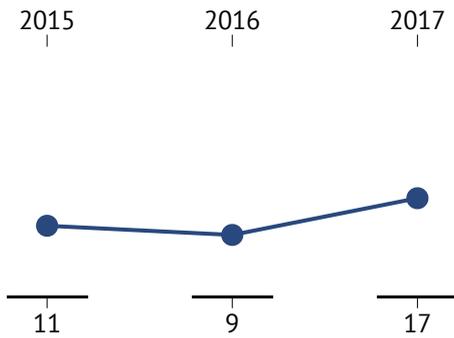
### Completer Placement Across Tennessee



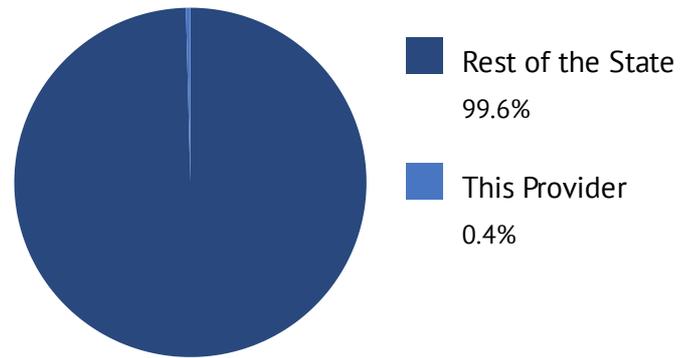
Martin Methodist College's educator preparation programs develop education professionals, who are prepared to participate in professional, social, and technological change; who are committed to lifelong learning, service, and continuing professional development through inquiry and reflective practice; and who work in partnership with a range of constituents to effect change at the local level. It has Tennessee accreditation and cohorts of not more than 20 candidates. It is the only 4 year institution in the rural southern middle Tennessee region.

## COMPLETER CHARACTERISTICS

### Teachers in Three-Year Cohort



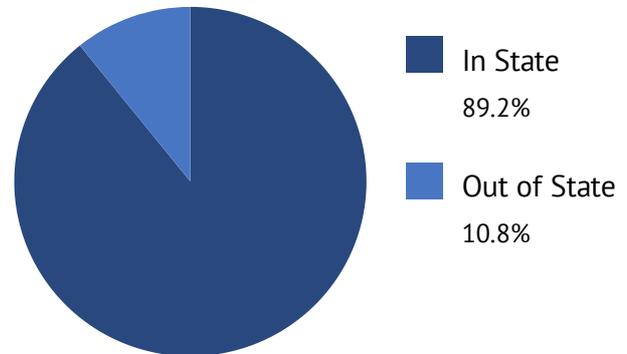
### Percent of State Three-Year Cohort



### Enrollment by Ethnicity

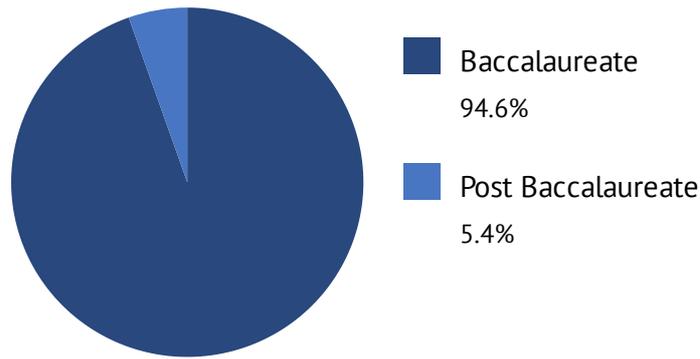
American Indian or Alaska Native		0.0%
Asian		0.0%
Black		0.0%
Hispanic		0.0%
Multiracial		0.0%
Pacific Islander		0.0%
White		100.0%

### State of Residency for Cohort Members

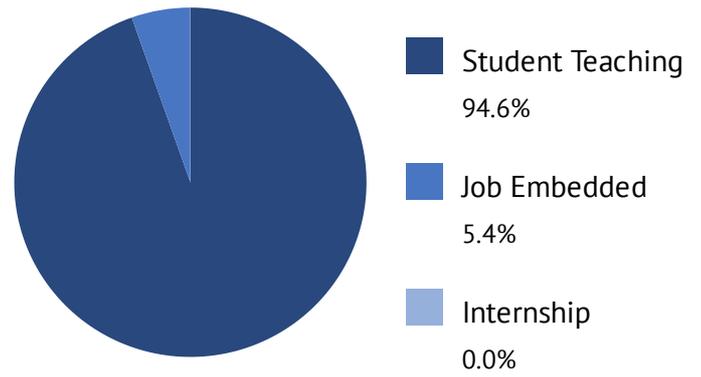


## COMPLETER CHARACTERISTICS CONTINUED

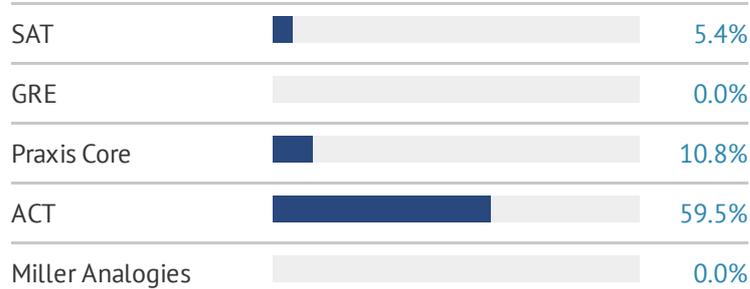
**Initial License Type for Cohort Members**



**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*

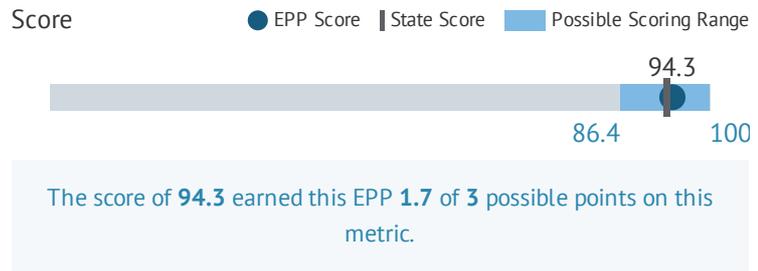
## CANDIDATE PROFILE

**1** PERFORMANCE CATEGORY **17.6%** OF POINTS EARNED **3.5** OUT OF **20** POINTS **9.6** PERCENTAGE POINTS INCREASE 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.

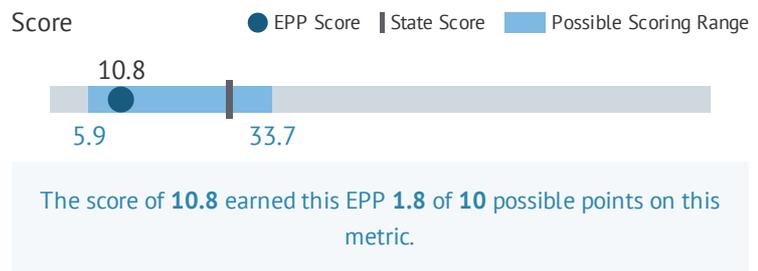
N-Size: 35



### 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.

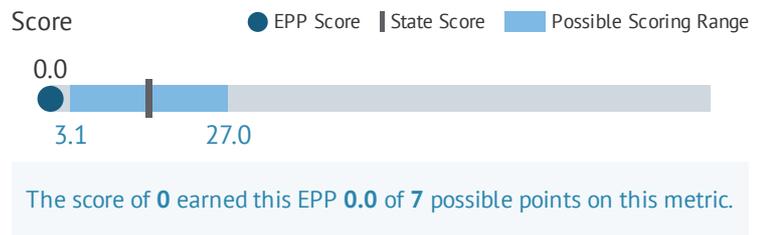
N-Size: 37



### 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: 37



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

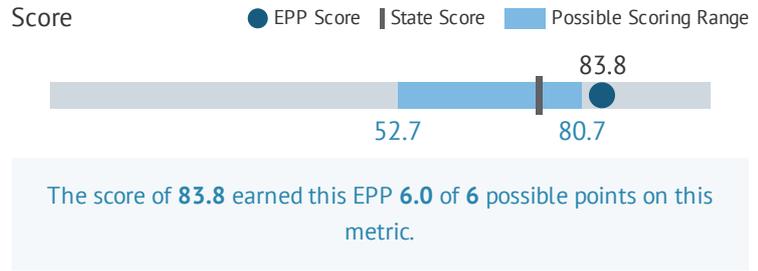
## EMPLOYMENT

**4** PERFORMANCE CATEGORY **100.0%** OF POINTS EARNED **15.0** OUT OF **15** POINTS **9.3** 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.

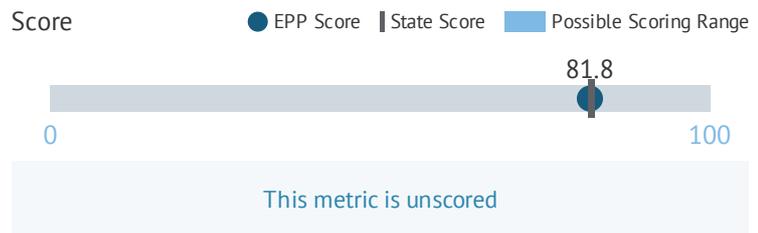
N-Size: 37



### 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.

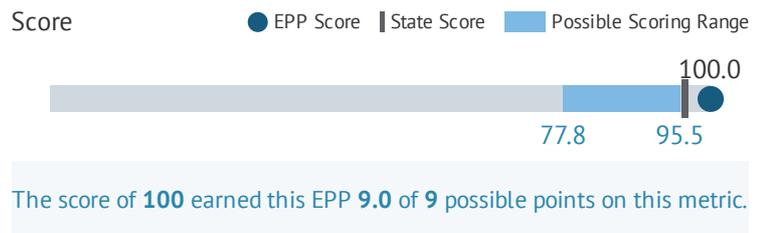
N-Size: 11



### 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: 18



### 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.

No data for this year

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

## PROVIDER IMPACT

2 PERFORMANCE CATEGORY

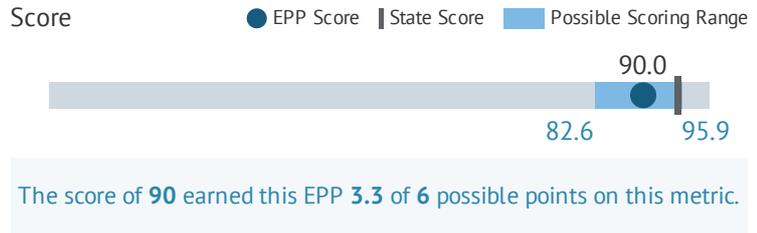
52.2% OF POINTS EARNED

20.9 OUT OF 40 POINTS

### 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").

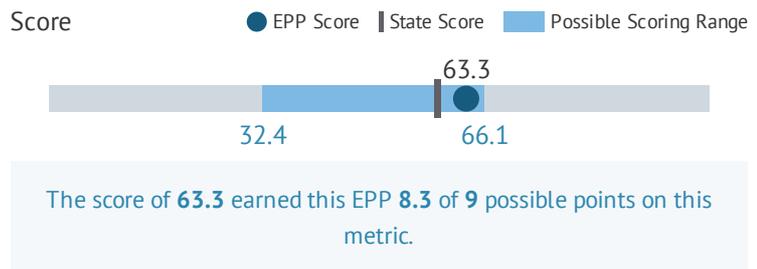
N-Size: 30



### 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").

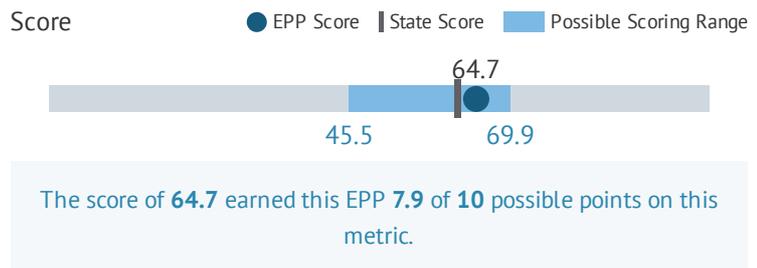
N-Size: 30



### 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").

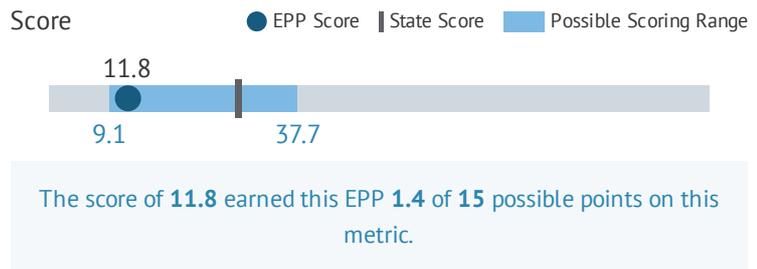
N-Size: 17



### 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: 17



### 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.

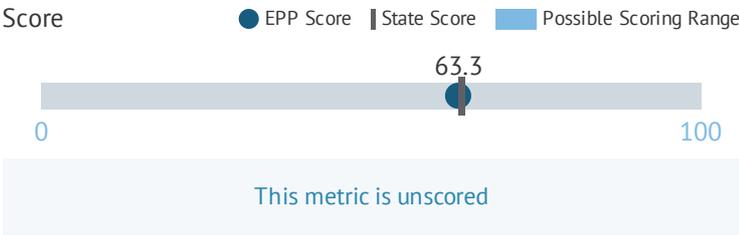
N-Size: 30



## 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: 30



### 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](#).*