



## Maryville College Overview

### ***2014 Report Card on the Effectiveness of Teacher Training Programs***

Maryville College is a private, four-year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The college is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

#### **Institution Highlights:**

- Maryville College had 23 program completers in the 2012-2013 cohort and a 95 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Maryville College program completers perform at the same level as *teachers statewide* and other *beginning teachers* in the following areas:
  - 4<sup>th</sup>-8<sup>th</sup> grade TCAP composite, math and reading
  - High school End of Course exam composite

# Maryville College

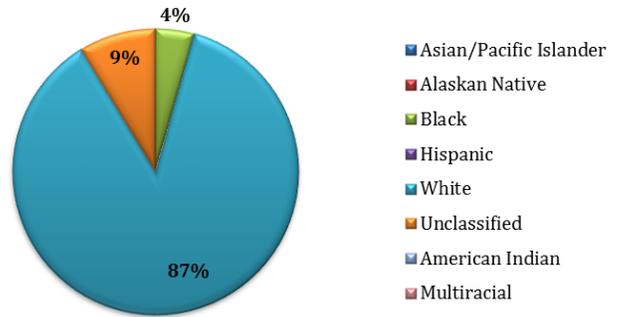
## Teacher Education Program Information

<b>Location:</b>	<b>Maryville, TN</b>
Institution Type:	TICUA
Accreditation:	SACSCOC
Top Endorsement Areas:	Elementary Education K-6 (9 completers)

### 2012-2013 Program Completers

<b>Total Completers</b>	<b>23</b>
Male	30%
Female	70%
In-State	87%
Out-of-State	13%
Apprentice License	23
Transitional License	
Completers Statewide	>1%

**Race & Ethnicity**



### Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
<b>Final GPA</b>	3.45	23	2.71-4.0	3.45	23			3.56	4258
<b>Major GPA</b>								3.58	1932
<b>High School GPA</b>	3.6	12	2.79-4.0	3.6	12			3.40	2240
<b>ACT Composite</b>	23.4	18	17-31	23.4	18			23.1	2406
<b>ACT Reading</b>	24.6	18	16-31	24.6	18			24.4	2212
<b>ACT Science</b>	22.3	18	16-31	22.3	18			22.5	2181
<b>ACT English</b>	24.1	18	14-35	24.1	18			24.1	2222
<b>ACT Math</b>	22.1	18	15-29	22.1	18			21.8	2220
<b>SAT Cumulative</b>								1110	294
<b>SAT Math</b>								549	283
<b>SAT Verbal</b>								557	282
<b>GRE Composite</b>								1034	228
<b>GRE Math</b>								549	239
<b>GRE Verbal</b>								480	240
<b>MAT Score</b>								399	275

### Apprentice and Transitional Completers

Teacher preparation program completers generally receive one of two types of initial license: Apprentice or Transitional. The Apprentice license is a full license, valid for five years, and renewable. The Transitional license is not a full teaching license; it is issued at the request of a superintendent/director of schools for a teacher who will be employed while completing licensure requirements. The license is issued for one school year at a time and may only be renewed two times for a maximum of three years. To receive either an Apprentice or Transitional license, an individual must hold a bachelor's degree from a regionally accredited university and have demonstrated competency in the subject matter for which the candidate is seeking licensure. Transitional license candidates must hold a Bachelor's degree, though the degree does not have to be conferred by the teacher training program.

Academic Credential	Completers	Most Frequent Academic Major
Bachelor's Degree & License	19	Elementary Education & Teaching
Master's Degree & License		
License Only	4	

### Licensure Assessments

Candidates for a Tennessee teaching license are required by training programs to demonstrate basic academic competencies. Candidates generally fulfill this requirement through standardized test scores. The most common standardized tests utilized are the ACT/SAT or the Core Academic Skills for Educators (Core) Reading, Writing, and Math assessment. In addition, Tennessee requires all teacher candidates seeking licensure take the Praxis II Principles of Learning and Teaching (PLT) exam and specific content area exams. Tennessee determines the qualifying score necessary to pass the Core Academic Skills for Educators and Praxis II assessments. *Note: The pass rate is not provided if there were less than 5 test takers.*

Principles of Learning and Teaching	Number Taken	Number Passed	Pass Rate
Maryville Completers	19	18	95%
• Apprentice License Completers	19	18	95%
• Transitional License Completers	0	0	-

### Placement and Retention Data

Data reflect the placement and retention rates of graduates for each cohort year listed. These data are based on the program completers in the Personnel Information Reporting System (PIRS). The years refer to the number of years since the completers have graduated and been eligible to teach. Therefore, these data help to inform the rate at which an institution's graduates enter and remain in the teaching field in Tennessee public schools. The number teaching 3 out of 4 years is included to account for the teachers who may leave the profession for a year but do return (e.g. for maternity leave or FMLA).

Cohort Year	Number of Completers	Teaching in Year 1	Teaching in Year 2	Teaching in Year 3	Teaching 3 out of 4 Years
2009-2010	28	32.1%	42.9%	17.8%	25.0%
2010-2011	38	39.5%	39.4%	52.6%	
2011-2012	33	51.5%	60.6%		
2012-2013	23	34.8%			

### Statewide Distribution of Completers

The distribution of completers from the 2012-2013 cohort across the state in the 2013-2014 school year in Tennessee public schools.



County	Teachers	County	Teachers
Anderson	1	Knox	3
Blount	1	Loudon	1
Davidson	1	Williamson	1

## Tennessee Value Added Assessment System (TVAAS) Analysis

TVAAS analysis compares the effectiveness of a program's beginning completers (individuals with 1-3 years of experience) in terms of contribution to student achievement growth to other groups of teachers in the state. Analysis is based on one year estimates of t-value of teacher effects in the 2013-2014 school year.

**TVAAS Statewide Teacher Comparison:** The average effectiveness of beginning teachers who completed a training program at this institution as compared to the average effectiveness of teachers statewide in terms of contribution to student achievement growth.

**TVAAS Program Comparison:** The average effectiveness of beginning teachers who completed a program at this institution as compared to the mean of the average effectiveness for beginning teachers from all teacher training programs in Tennessee in terms of contribution to student achievement growth.

### Apprentice License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
<b>TCAP Composite (grades 4-8)</b>			10	30
○ Math			5	28
○ Reading/Language			6	27
<b>EOC Composite (High School)</b>			8	28

### Transitional License Teacher

*Maryville College does not have completers teaching on a transitional license; therefore, no TVAAS analysis is available.*

### Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
<b>TCAP Composite (grades 4-8)</b>			10	34
○ Math			5	31
○ Reading/Language			6	31
<b>EOC Composite (High School)</b>			8	32

*-* represents a statistically significant negative effect

*+* represents a statistically significant positive effect

**Statewide Distribution:** The percentage of beginning teachers (1-3 years of experience) from this teacher training program who fall into either the lowest or highest effectiveness quintile. Quintiles are based upon the statewide distribution of the t-value of teacher effects in the 2013-2014 school year.

### Apprentice License Teachers

Subject	Below 20 <sup>th</sup> Percentile	Statistically Significant	Above 80 <sup>th</sup> Percentile	Statistically Significant	Teachers
<b>TCAP Composite (grades 4-8)</b>	10.0%		10.0%		10
○ Math	20.0%		0.0%		5
○ Reading/Language	16.7%		0.0%		6
<b>EOC Composite (High School)</b>	25.0%		12.5%		8

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<b>TCAP Composite (grades 4-8)</b>	10.0%		10.0%		10
○ Math	20.0%		0.0%		5
○ Reading/Language	16.7%		0.0%		6
<b>EOC Composite (High School)</b>	25.0%		12.5%		8

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