



Belmont University Overview

2014 Report Card on the Effectiveness of Teacher Training Programs

Belmont University is a private, Christian, four-year institution of higher education and is a member of the Tennessee Independent Colleges and Universities Association. The university is accredited by the Southern Association of Colleges and Schools Commission on Colleges and the National Council for Accreditation of Teacher Education.

Institution Highlights:

- Belmont University had 69 program completers in the 2012-2013 cohort and a 96 percent pass rate on the Praxis II Principles of Learning and Teaching examination.
- Belmont University program completers tend to be more effective than *teachers statewide* in 4th-8th grade TCAP composite and social studies.
- Program completers from Belmont University tend to be less effective than *teachers statewide* and other beginning teachers in the high school End of Course exam composite.
- Belmont University program completers tend to be more effective than other *beginning teachers* in 4th-8th grade TCAP composite and social studies.
- Belmont University has more completers in the highest performing quintile in comparison to *all teachers'* performance distributions across the state in 4th-8th grade TCAP composite, math, and social studies.
- Belmont University has a higher numbers of completers in the least effective quintile as compared to *all teachers'* performance distributions across the state in high school End of Course exam composite.

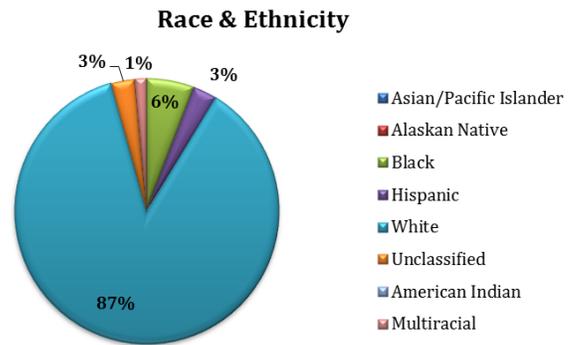
Belmont University

Teacher Education Program Information

Location:	Nashville, TN
Institution Type:	TICUA
Accreditation:	SACSCOC, NCATE
Top Endorsement Areas:	Elementary Education K-6 (12 completers)

2012-2013 Program Completers

Total Completers	69
Male	22%
Female	78%
In-State	80%
Out-of-State	20%
Apprentice License	53
Transitional License	16
Completers Statewide	1.4%



Academic Information

	Average All Completers		Range All Completers	Average Apprentice		Average Transitional		State Average All Completers	
	Average	N		Average	N	Average	N	Average	N
Final GPA	3.73	69	2.89-4.0	3.72	53	3.77	16	3.56	4258
Major GPA	3.8	69	3.09-4.0	3.81	53	3.77	16	3.58	1932
High School GPA	3.45	32	3.75-3.9	3.45	32			3.40	2240
ACT Composite	24.8	28	19-33	24.8	28			23.1	2406
ACT Reading	25.6	28	16-33	25.6	28			24.4	2212
ACT Science	23.8	28	19-33	23.8	28			22.5	2181
ACT English	26.8	28	20-36	26.8	28			24.1	2222
ACT Math	22.4	28	15-34	22.4	28			21.8	2220
SAT Cumulative	1169	11	990-1320	1169	11			1110	294
SAT Math	561	11	400-680	561	11			549	283
SAT Verbal	605	11	510-680	605	11			557	282
GRE Composite	1084	22	630-1510	1106	17	1010	5	1034	228
GRE Math	540	22	280-760	548	17	514	5	549	239
GRE Verbal	544	22	350-760	558	17	496	5	480	240
MAT Score	397	23	364-423	400	13	392	10	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	23	Music Teacher Education
Master's Degree & License	44	Teacher Ed. & Professional Development, Specific Subject Areas
License Only	2	

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
Belmont University Completers	51	49	96%
• Apprentice License Completers	44	43	98%
• Transitional License Completers	7	6	86%

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	59	42.4%	42.4%	35.5%	40.7%
2010-2011	172	60.5%	43.0%	51.2%	
2011-2012	146	60.9%	57.5%		
2012-2013	69	47.8%			

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
Davidson	19	Williamson	6
Rutherford	3	Wilson	1
Sumner	4		

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
TCAP Composite (grades 4-8)		+	26	30
○ Math			13	28
○ Reading/Language			10	27
○ Science			8	26
○ Social Studies	+	+	7	26
EOC Composite (High School)	-	-	14	28

Transitional License Teacher

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
EOC Composite (High School)			7	18

Apprentice and Transitional License Teachers

Subject	Statewide Comparison	Program Comparison	Teachers	Programs Statewide
TCAP Composite (grades 4-8)	+	+	29	34
○ Math			14	31
○ Reading/Language			10	31
○ Science			9	31
○ Social Studies	+	+	8	29
EOC Composite (High School)	-	-	21	32
○ Algebra I			6	19

- 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 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	19.2%		30.8%		26
○ Math	23.1%		38.5%	+	13
○ Reading/Language	0.0%		10.0%		10
○ Science	12.5%		25.0%		8
○ Social Studies	42.9%	-	42.9%	+	7
EOC Composite (High School)	35.7%	-	7.1%		14

Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
EOC Composite (High School)	42.9%	-	14.3%		7

Apprentice and Transitional License Teachers

Subject	Below 20 th Percentile	Statistically Significant	Above 80 th Percentile	Statistically Significant	Teachers
TCAP Composite (grades 4-8)	17.2%		31.0%	+	29
○ Math	21.4%		42.9%	+	14
○ Reading/Language	0.0%		10.0%		10
○ Science	11.1%		33.3%		9
○ Social Studies	37.5%		50.0%	+	8
EOC Composite (High School)	38.1%	-	9.5%		21
○ Algebra I	16.7%		0.0%		6

- represents a statistically significant negative effect

+ represents a statistically significant positive effect