OVERALL PERFORMANCE

70.1% of points earned
52.6 points earned
7.6 percentage points increase from 2017

DOMAIN SUMMARY

CANDIDATE PROFILE
3 scored metrics
20 points available
38.5% of points earned

EMPLOYMENT
2 scored metrics
15 points available
73.3% of points earned

PROVIDER IMPACT
4 scored metrics
40 points available
84.7% of points earned

OVERALL PERFORMANCE OVER TIME

2017-18
70.1% of points earned
52.6 out of 75 points

2016-17
62.5% of points earned
46.9 out of 75 points

2015-16
54.8% of points earned
41.1 out of 75 points

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.
Situated in northeast Tennessee, East Tennessee State University is a state-supported institution with a student population of over 14,000 including undergraduate and graduate. The majority of students are from Tennessee and the surrounding southeastern region of the US; over 48 states and territories as well as 76 foreign countries are also represented. The institution was established in 1911 as the East Tennessee State Normal School and became East Tennessee State Teachers College in 1925. This long history of preparing teachers for the classroom continues today with programs offered online, at the main Johnson City campus and in Kingsport, Sevierville, and Morristown. The Clemmer College offers 39 teacher licensure programs as well as undergraduate and graduate degrees in the departments of Human Services and Counseling; Educational Leadership and Policy Analysis; Sport, Exercise, Recreation, and Kinesiology; Curriculum and Instruction; Educational Foundations and Special Education; and Early Childhood Education. Students in teacher education programs are immersed in P-12 classrooms throughout their four-year college experience and complete a year-long clinical residency in public school classrooms. Each teacher candidate seeking initial licensure as a teacher in Tennessee completes a performance-based subject-specific assessment that measures skills and knowledge that all teachers must master in order to be effective.

### Completer Characteristics

#### Teachers in Three-Year Cohort

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>204</td>
</tr>
<tr>
<td>2016</td>
<td>157</td>
</tr>
<tr>
<td>2017</td>
<td>169</td>
</tr>
</tbody>
</table>

#### Percent of State Three-Year Cohort

- **This Provider:** 5.1%
- **Rest of the State:** 94.9%

#### Enrollment by Ethnicity

- American Indian or Alaska Native: 0.0%
- Asian: 0.4%
- Black: 1.1%
- Hispanic: 1.1%
- Multiracial: 0.6%
- Pacific Islander: 0.0%
- White: 96.8%

#### State of Residency for Cohort Members

- Out of State: 10.4%
- In State: 89.6%
COMPLETER CHARACTERISTICS CONTINUED

Initial License Type for Cohort Members

- Post Baccalaureate: 17.9%
- Baccalaureate: 82.1%

Clinical Practice Type for Cohort Members

- Student Teaching: 96.4%
- Job Embedded: 3.6%
- Internship: 0.0%

Percent of Admission Assessments Submitted to Program*:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Submitted to Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACT</td>
<td>28.1%</td>
</tr>
<tr>
<td>SAT</td>
<td>2.8%</td>
</tr>
<tr>
<td>Praxis Core</td>
<td>18.3%</td>
</tr>
<tr>
<td>GRE</td>
<td>0.0%</td>
</tr>
<tr>
<td>Miller Analogies</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

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

PERFORMANCE CATEGORY 38.5% OF POINTS EARNED 7.7 OUT OF 20 POINTS -9.5 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: 429

Score
- EPP Score
- State Score
- Possible Scoring Range

The score of 98.8 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). For a complete list of specific endorsement areas, see the Technical Manual.
N-Size: 530

Score
- EPP Score
- State Score
- Possible Scoring Range

The score of 19.6 earned this EPP 4.9 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: 529

Score
- EPP Score
- State Score
- Possible Scoring Range

The score of 3.2 earned this EPP 0.0 of 7 possible points on this metric.

SEE HOW THE CANDIDATE PROFILE METRICS ARE CALCULATED
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: 530

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: 207

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: 244

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: 163

SEE HOW THE EMPLOYMENT METRICS ARE CALCULATED
### 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: 334

<table>
<thead>
<tr>
<th>Score</th>
<th>EPP Score</th>
<th>State Score</th>
<th>Possible Scoring Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>64.1</td>
<td>96.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>32.4</td>
<td>66.1</td>
</tr>
</tbody>
</table>

The score of **64.1** earned this EPP **8.5** of 9 possible points on this metric.

### 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: 334

<table>
<thead>
<tr>
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<th>Possible Scoring Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>64.5</td>
<td>69.9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>45.5</td>
<td>69.9</td>
</tr>
</tbody>
</table>

The score of **64.5** earned this EPP **7.8** of 10 possible points on this metric.

### 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: 166

<table>
<thead>
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</tbody>
</table>

The score of **64.5** earned this EPP **7.8** of 10 possible points on this metric.

### 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: 166

<table>
<thead>
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<th>EPP Score</th>
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<th>Possible Scoring Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>31.3</td>
<td>37.7</td>
<td>100</td>
</tr>
</tbody>
</table>

The score of **31.3** earned this EPP **11.7** of 15 possible points on this metric.

### 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: 334

<table>
<thead>
<tr>
<th>Score</th>
<th>EPP Score</th>
<th>State Score</th>
<th>Possible Scoring Range</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>95.8</td>
<td>100</td>
</tr>
</tbody>
</table>

This metric is unscored.
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: 334

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.