



## WELCH COLLEGE

### OVERALL PERFORMANCE

**1** PERFORMANCE CATEGORY      **23.6%** OF POINTS EARNED      **9.7** POINTS EARNED

### DOMAIN SUMMARY

#### CANDIDATE PROFILE

3 scored metrics  
20 points available

**40.1%** of points earned

**2** Performance Category



#### EMPLOYMENT

2 scored metrics  
15 points available

**4.2%** of points earned

**1** Performance Category



#### PROVIDER IMPACT

4 scored metrics  
40 points available

**9.3%** of points earned

**1** Performance Category



### OVERALL PERFORMANCE OVER TIME

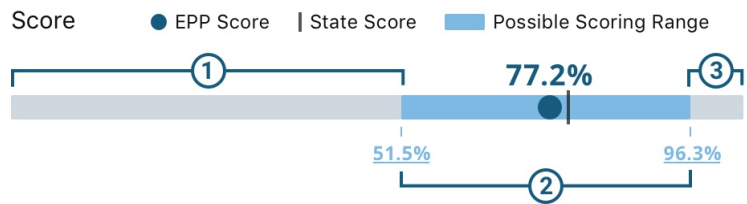
Year	Points Earned	Points Available	Performance Category
2017-18	9.7	41	1
2016-17	No data	-	-
2015-16	No data	-	-

### 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.welch.edu/>

### Chair

Dr. Etta Patterson

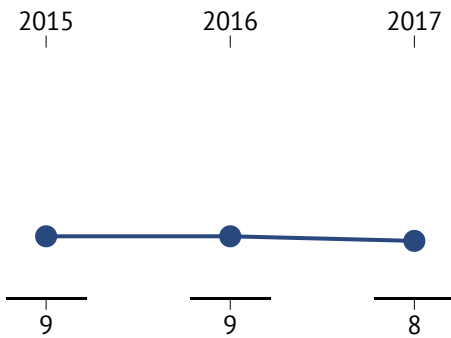
### Completer Placement Across Tennessee



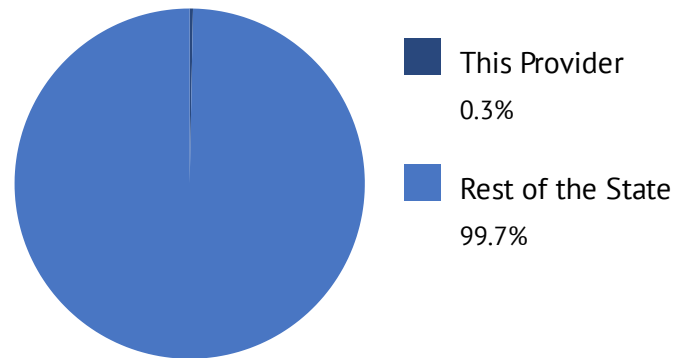
Welch College is the former Free Will Bible Baptist College. It is a private, Christian institution and a member of the Tennessee Independent Colleges and Universities Association. Welch College is accredited through the Southern Association of Colleges and Schools Commission on Colleges. In addition to the Early Childhood, Elementary, and Secondary programs the college has recently added an EL emphasis.

## COMPLETER CHARACTERISTICS

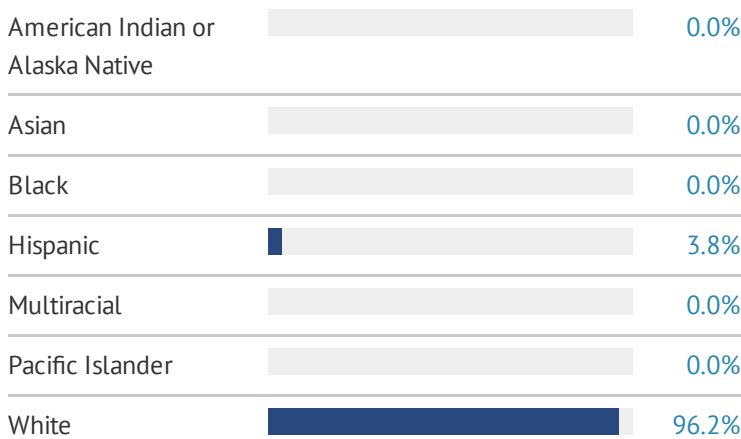
### Teachers in Three-Year Cohort



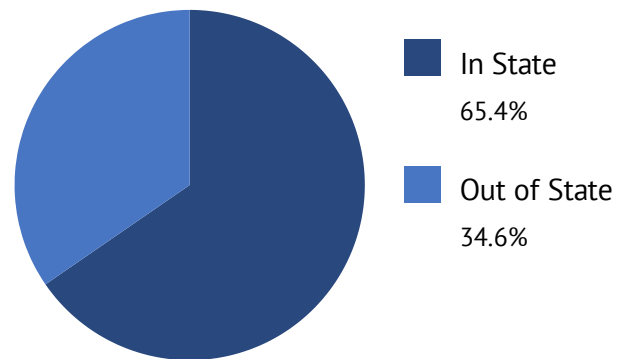
### Percent of State Three-Year Cohort



### Enrollment by Ethnicity

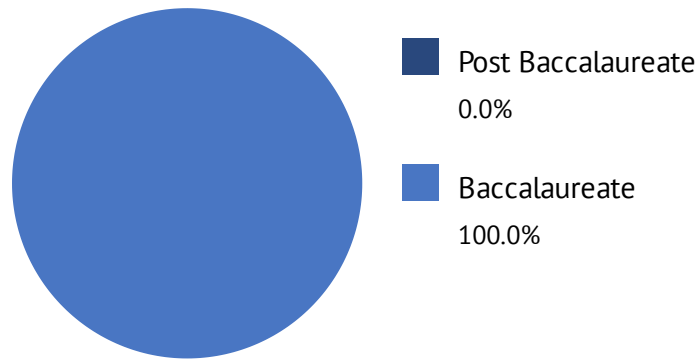


### State of Residency for Cohort Members

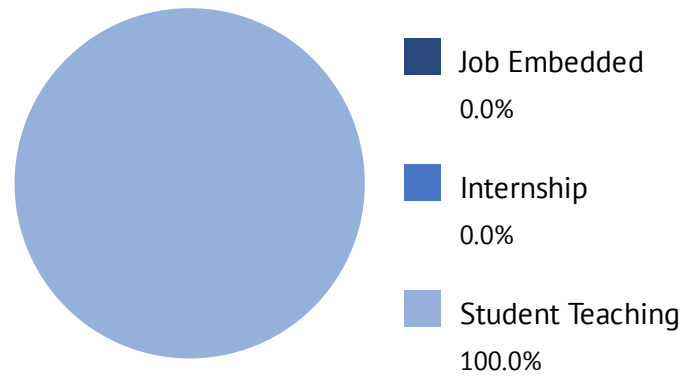


## COMPLETER CHARACTERISTICS CONTINUED

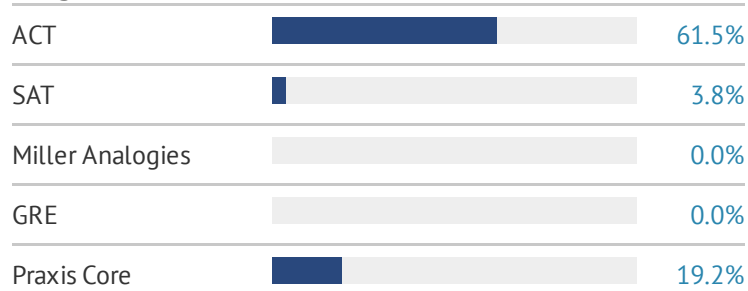
**Initial License Type for Cohort Members**



**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*

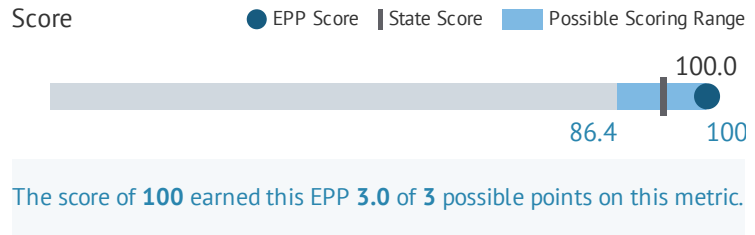
## CANDIDATE PROFILE

**2** PERFORMANCE CATEGORY **40.1%** OF POINTS EARNED **8.0** OUT OF **20** POINTS **28.1** 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.

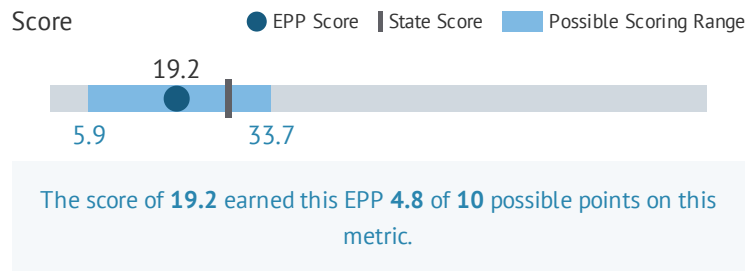
N-Size: 26



### 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.

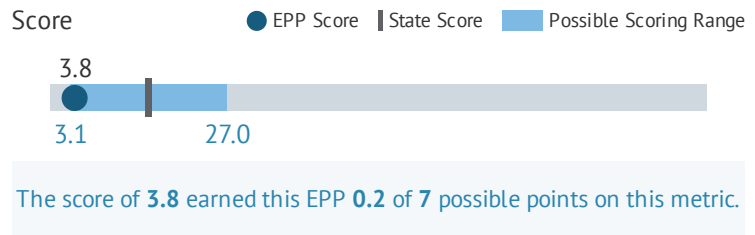
N-Size: 26



### 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: 26



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

## EMPLOYMENT

1 PERFORMANCE CATEGORY

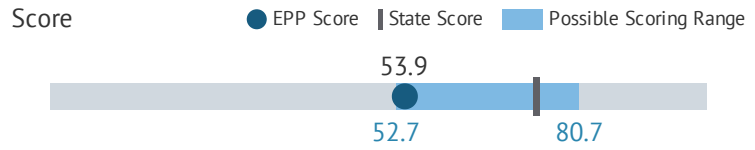
4.2% OF POINTS EARNED

0.2 OUT OF 6 POINTS

### 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: 26



The score of 53.9 earned this EPP 0.2 of 6 possible points on this metric.

### 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.

No data for this year

### 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.

No data for this year

### 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

1 PERFORMANCE CATEGORY

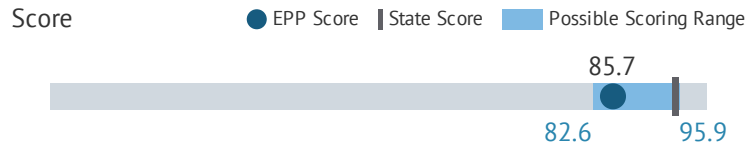
9.3% OF POINTS EARNED

1.4 OUT OF 15 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: 14

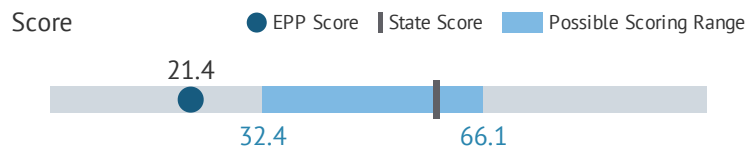


The score of 85.7 earned this EPP 1.4 of 6 possible points on this metric.

#### 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: 14



The score of 21.4 earned this EPP 0.0 of 9 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").

No data for this year

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

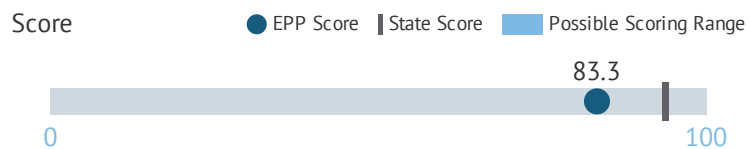
This measure reports the percentage of members of the three-year cohort who earned a Student Growth Score (TVAAS\*) of at least a 4 ("Above Expectations").

No data for this year

#### 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: 12

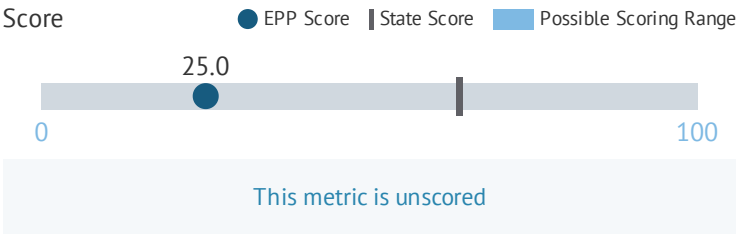


This metric is unscored

## 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: 12



### 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](#).*