



OVERALL PERFORMANCE

NA PERFORMANCE CATEGORY

DUE TO AN INSUFFICIENT SAMPLE SIZE ON MULTIPLE MEASURES, THE PROVIDER DID NOT RECEIVE A SCORE FOR THIS DOMAIN.

DOMAIN SUMMARY

Candidate Profile

3 SCORED METRICS
20 POINTS AVAILABLE

NA PERFORMANCE CATEGORY

Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

Employment

2 SCORED METRICS
15 POINTS AVAILABLE

NA PERFORMANCE CATEGORY

Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

Satisfaction

NOT YET AVAILABLE

Provider Impact

4 SCORED METRICS
40 POINTS AVAILABLE

NA PERFORMANCE CATEGORY

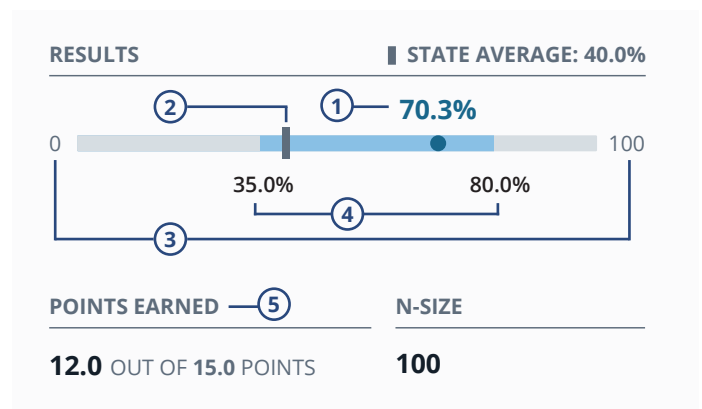
Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

HOW TO READ THIS REPORT

The Teacher 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 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](#).

Providers are awarded a performance category based on their ability to successfully prepare Tennessee educators. 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 2016 Teacher Preparation Report Card will include data on two cohorts of completers (2013-14 and 2014-15). Performance on each metric is displayed in the format shown in the graphic on the right.



- 1 The provider's score on the metric is noted by the dark blue circle.
- 2 The state average is marked with a vertical gray line.
- 3 If the provider scores below the minimum standard, zero points are earned for the metric. If the provider scores at or above the target, all possible points are awarded.
- 4 If the provider scores within the shaded range, it earns a proportionate share of the points available.
- 5 Below the graphic is an example of the proportionate points earned for the illustrated case.

ABOUT THIS PROVIDER

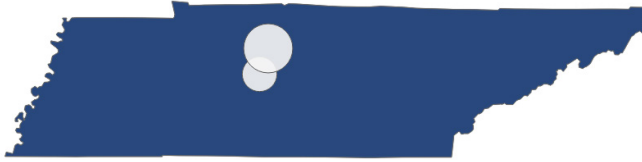
Website

<http://www.aquinascollege.edu/academics/undergraduate-studies/school-of-education/>

Dean

Sister Mary Anne Zuberbueler

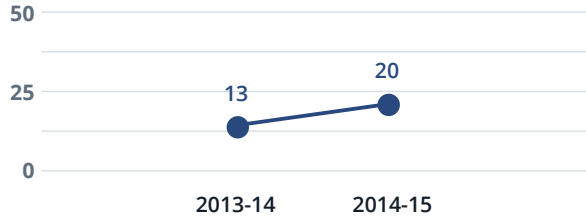
Completer Placement Across Tennessee



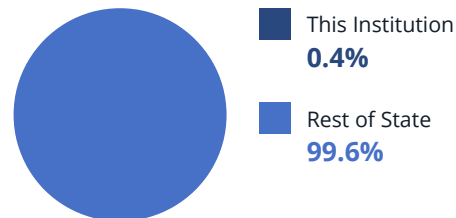
The School of Education at Aquinas College is committed to empowering teachers to make a difference for each student they teach. Our entire curriculum recognizes that every student is created in the image of God and is blessed with inherent dignity and eternal worth. Aquinas College offers undergraduate and graduate programs to prepare candidates for education licensure in the State of Tennessee. Students in the School of Education gain extensive classroom experience that enhances the level of confidence necessary to begin the practice of teaching. A large percentage of Aquinas College graduates pursue teaching positions in parochial and private schools; therefore, information regarding these teachers' performance in the field as noted by student learning outcomes and teacher evaluation data is not reflected in this report. Further information on effectiveness of teachers prepared by Aquinas College is available upon request. Please contact Aquinas College directly for this information.

COMPLETER CHARACTERISTICS

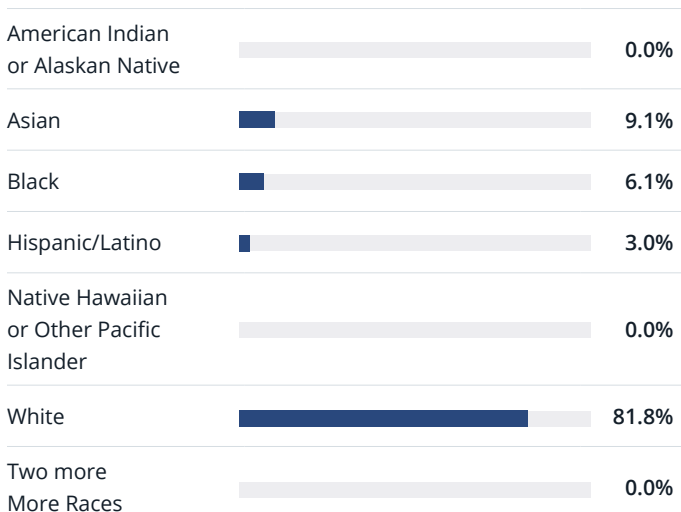
Number of Completers



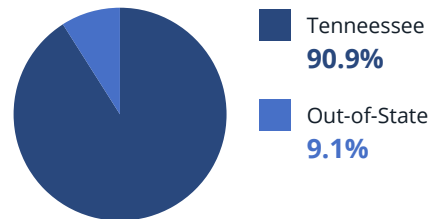
Percent of Total State Completers



Enrollment by Ethnicity

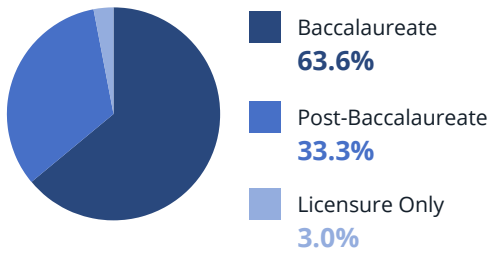


Percent of Completers by State of Residency

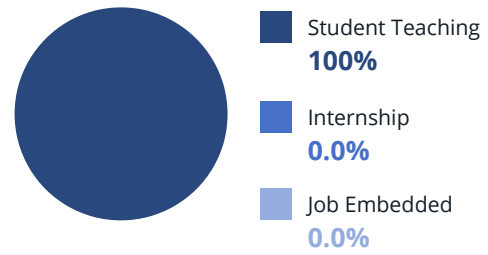


COMPLETER CHARACTERISTICS CONTINUED

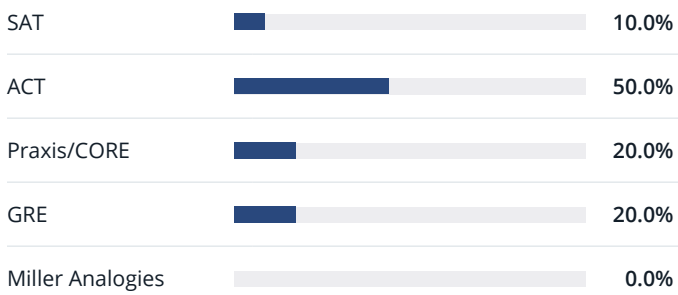
Completers by Type of Initial Licensure



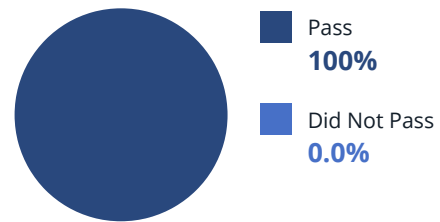
Completers by Type of Clinical Practice



Percent of Admissions Based on*:



Praxis Principles of Learning and Teaching Passage Rate



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

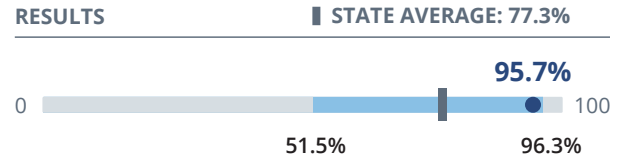
CANDIDATE PROFILE

NA PERFORMANCE CATEGORY

Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

Percentage of completers who scored at or above an ACT score of 21 or an SAT score of 1020

This measure reports the percentage of completers who received an ACT score above 21 or an SAT score above 1020.

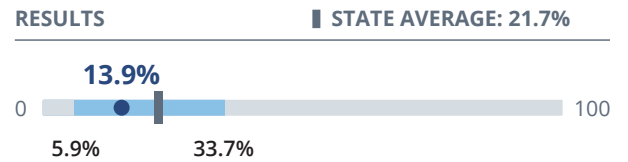


N-SIZE

23

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).



N-SIZE

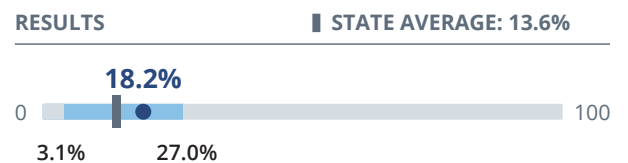
36

DISTRIBUTION OF HIGH-DEMAND ENDORSEMENTS

ESL	0.0%
Secondary Math	5.6%
Secondary Science	8.3%
Spanish	0.0%
Special Education	0.0%

Percentage of racially diverse completers

This measure reports the percentage of completers who reported having a racially or ethnically diverse background.



N-SIZE

33

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

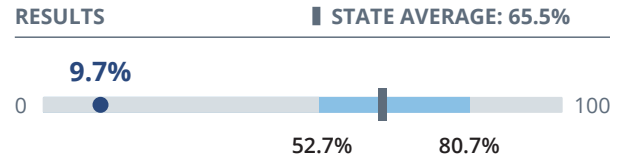
EMPLOYMENT

NA PERFORMANCE CATEGORY

Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

First year placement rate

This measure reports the rate at which completers were placed in Tennessee public schools within one year of receiving their initial license.



N-SIZE

31

Three year placement rate

This measure reports the rate at which completers were placed in Tennessee public schools within three years of receiving their initial license.

Not yet available.

Beyond year one retention rate*

This measure reports the percentage of completers who were placed and remain teaching in Tennessee public schools the following year.

This measure is not available because the sample size is too small. Metrics are excluded when data are available for fewer than ten (10) completers.

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

*For the 2016 Report Card, the Beyond Year One Retention Rate will only include data from the 2013-14 cohort of completers who were placed in the 2014-15 school year and remained teaching in the 2015-16 school year.

PROVIDER IMPACT

NA PERFORMANCE CATEGORY

Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

Percentage of completers whose Observation scores are Level 3 or above

This measure reports the percentage of completers who earned an Observation score of at least a 3 ("At Expectations").

This measure is not available because the sample size is too small. Metrics are excluded when data are available for fewer than ten (10) completers.

Percentage of completers whose Observation scores are Levels 4-5

This measure reports the percentage of completers who earned an Observation score of 4 or 5 ("Above Expectations" or "Significantly Above Expectations").

This measure is not available because the sample size is too small. Metrics are excluded when data are available for fewer than ten (10) completers.

Percentage of completers whose TVAAS* scores are Level 3 or above

This measure reports the percentage of completers who earned a TVAAS score of at least a 3 ("At Expectations").

This measure is not available because the sample size is too small. Metrics are excluded when data are available for fewer than ten (10) completers.

Percentage of completers whose TVAAS scores are Levels 4-5

This measure reports the percentage of completers who earned a TVAAS score of 4 or 5 ("Above Expectations" or "Significantly Above Expectations").

This measure is not available because the sample size is too small. Metrics are excluded when data are available for fewer than ten (10) completers.

[SEE HOW THE PROVIDER IMPACT METRICS ARE CALCULATED](#)

*The Tennessee Value Added Assessment System (TVAAS) reports the impact teachers have on their students' academic progress. TVAAS measures student growth, not student achievement.