



BELMONT UNIVERSITY

OVERALL PERFORMANCE

2 PERFORMANCE CATEGORY **46.4%** PERCENT OF POINTS EARNED **34.8** OUT OF 75.0 POINTS

DOMAIN SUMMARY

Candidate Profile

3 SCORED METRICS
20 POINTS AVAILABLE

2 PERFORMANCE CATEGORY **49.5%** PERCENT OF POINTS EARNED

Employment

2 SCORED METRICS
15 POINTS AVAILABLE

3 PERFORMANCE CATEGORY **63.3%** PERCENT OF POINTS EARNED

Satisfaction

NOT YET AVAILABLE

Provider Impact

4 SCORED METRICS
40 POINTS AVAILABLE

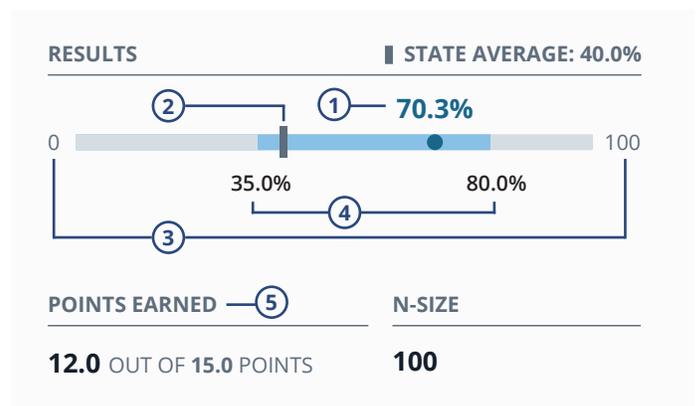
1 PERFORMANCE CATEGORY **38.5%** PERCENT OF POINTS EARNED

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 proportional share of the points available.
- ⑤ Below the graphic is an example of the proportionate points earned for the illustrated case.

ABOUT THIS PROVIDER

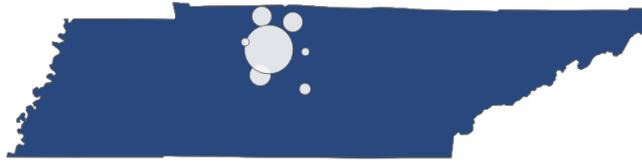
Website

<http://www.belmont.edu/education>

Department Chair

Dr. Mark Hogan

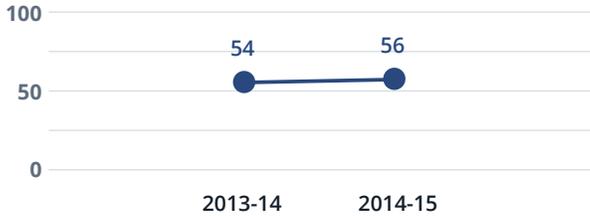
Completer Placement Across Tennessee



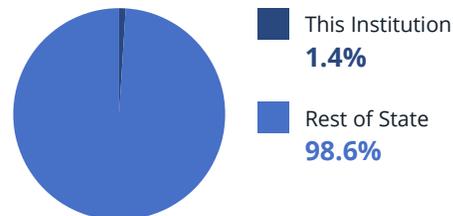
Belmont University's Department of Education prepares candidates to be advocates for families, children, and for the profession. With its emphasis on advocacy, the program teaches candidates to recognize and honor the worth and dignity of every learner. Belmont University's Department of Education believes that exemplary educators are passionate about their students, the families, and the content that they teach. Belmont teacher candidates can begin education courses on day 1 of their first semester at Belmont. Belmont University's Department of Education believes that authentic engagement in the field of practice is an essential part of becoming an effective educator. With this commitment, every education course at Belmont will either be embedded in a school setting or have a direct field experience related to the content covered. As a result the Belmont teacher candidate will have had exposure to public, private, and charter schools prior to their final clinical practice experience.

COMPLETER CHARACTERISTICS

Number of Completers



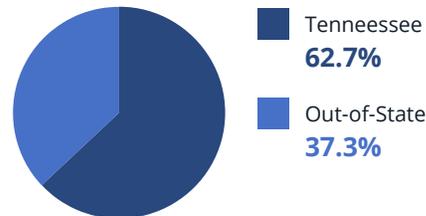
Percent of Total State Completers



Enrollment by Ethnicity

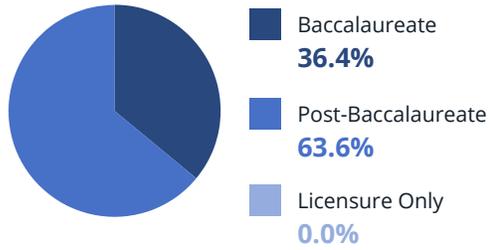
American Indian or Alaskan Native	0.0%
Asian	0.9%
Black	1.9%
Hispanic/Latino	2.8%
Native Hawaiian or Other Pacific Islander	0.9%
White	91.7%
Two more More Races	1.9%

Percent of Completers by State of Residency

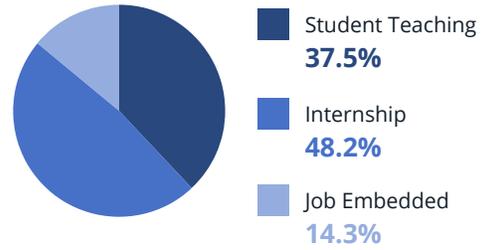


COMPLETER CHARACTERISTICS CONTINUED

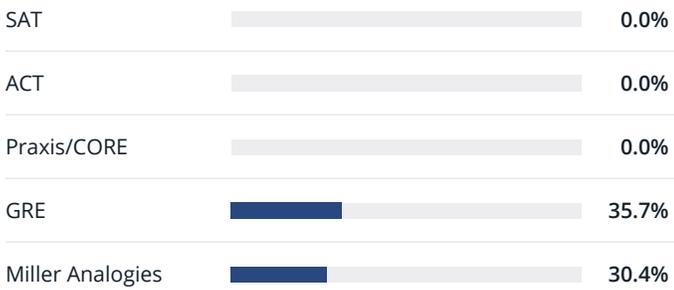
Completers by Type of Initial Licensure



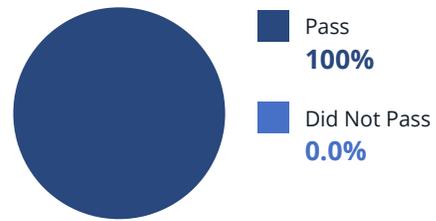
Completers by Type of Clinical Practice



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

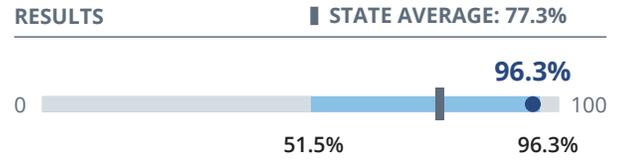
2 PERFORMANCE CATEGORY

49.5% PERCENT OF POINTS EARNED

9.9 OUT OF 20.0 POINTS

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.

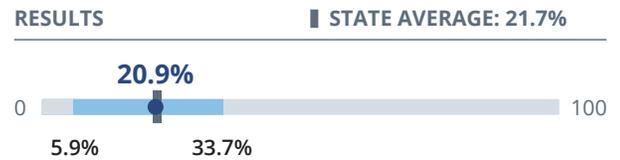


N-SIZE
54

POINTS EARNED
3.0 OUT OF 3.0 POINTS

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
115

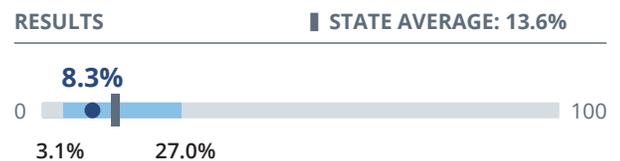
POINTS EARNED
5.4 OUT OF 10.0 POINTS

DISTRIBUTION OF HIGH-DEMAND ENDORSEMENTS

ESL	0.9%
Secondary Math	5.2%
Secondary Science	2.6%
Spanish	2.6%
Special Education	9.6%

Percentage of racially diverse completers

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



N-SIZE
108

POINTS EARNED
1.5 OUT OF 7.0 POINTS

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

EMPLOYMENT

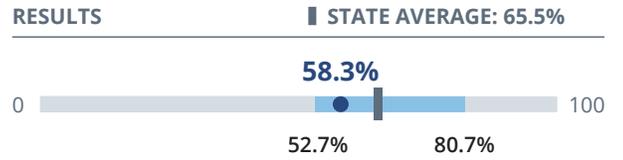
3 PERFORMANCE CATEGORY

63.3% PERCENT OF POINTS EARNED

9.5 OUT OF 15.0 POINTS

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	POINTS EARNED
103	1.2 OUT OF 6.0 POINTS

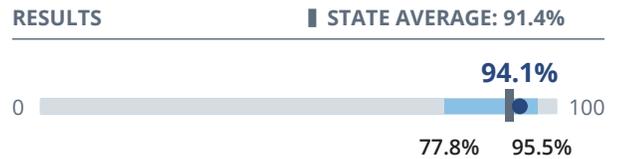
Three year placement rate

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.



N-SIZE	POINTS EARNED
34	8.3 OUT OF 9.0 POINTS

[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

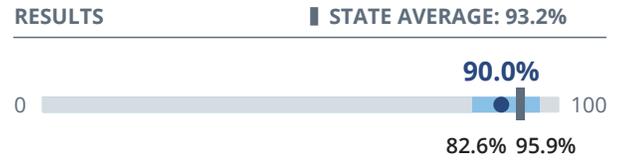
1 PERFORMANCE CATEGORY

38.5% PERCENT OF POINTS EARNED

15.4 OUT OF 40.0 POINTS

Percentage of completers whose Observation scores are Level 3 or above

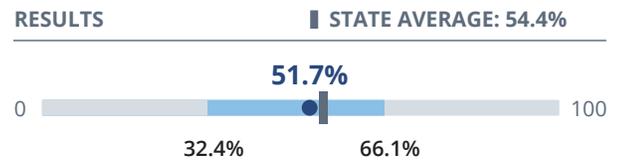
This measure reports the percentage of completers who earned an Observation score of at least a 3 ("At Expectations").



N-SIZE **POINTS EARNED**
60 **3.3** OUT OF 6.0 POINTS

Percentage of completers whose Observation scores are Levels 4-5

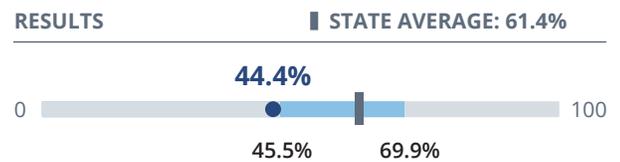
This measure reports the percentage of completers who earned an Observation score of 4 or 5 ("Above Expectations" or "Significantly Above Expectations").



N-SIZE **POINTS EARNED**
60 **5.2** OUT OF 9.0 POINTS

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

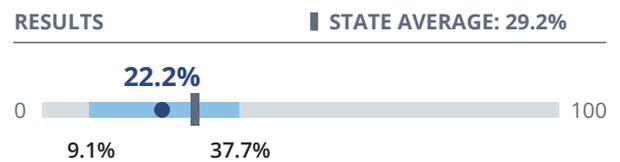
This measure reports the percentage of completers who earned a TVAAS score of at least a 3 ("At Expectations").



N-SIZE **POINTS EARNED**
18 **0.0** OUT OF 10.0 POINTS

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").



N-SIZE **POINTS EARNED**
18 **6.9** OUT OF 15.0 POINTS

[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.