

THE UNIVERSITY OF MEMPHIS **UNIVERSITY OF MEMPHIS**

OVERALL PERFORMANCE



DOMAIN SUMMARY

Candidate Profile

3 SCORED METRICS
20 POINTS AVAILABLE



Employment

2 SCORED METRICS
15 POINTS AVAILABLE



Satisfaction

NOT YET AVAILABLE

Provider Impact

4 SCORED METRICS
40 POINTS AVAILABLE

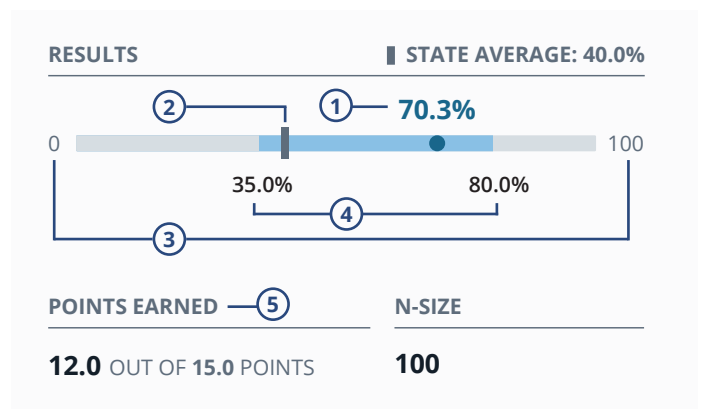


HOW TO READ THIS REPORT

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.memphis.edu/>

Director of Assessment

Dr. Mary Ransdell

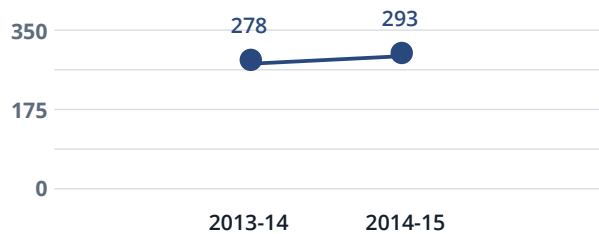
Completer Placement Across Tennessee



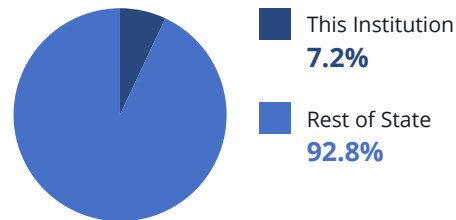
The University of Memphis educates initial and advanced educator licensure candidates for P-12 schools. The Bachelor of Science two-year residency program immerses initial licensure candidates in local urban, suburban, and rural schools under the mentorship of high-performing local teachers and university clinical instructors who visit weekly. The Master of Arts in Teaching program offers initial licensure through courses offered completely online. Clinical experiences can be separate or job-embedded. Master of Arts candidates are mentored by high-performing local teachers. All bachelor and master level initial licensure candidates must pass the Education Teacher Performance Assessment for licensure. Advanced licensure program candidates can choose a Master of Science degree in their field or a certificate program that can lead to a Master or Doctoral Degree. Advanced licensure candidates study innovative methods and research, and receive robust mentorship from subject matter experts.

COMPLETER CHARACTERISTICS

Number of Completers



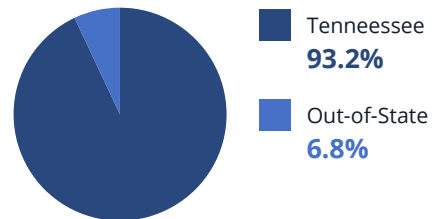
Percent of Total State Completers



Enrollment by Ethnicity

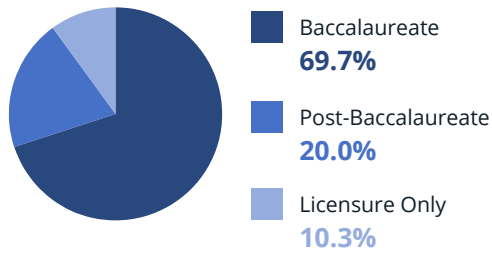
American Indian or Alaskan Native	0.0%
Asian	1.2%
Black	28.1%
Hispanic/Latino	0.5%
Native Hawaiian or Other Pacific Islander	0.0%
White	70.2%
Two more More Races	0.0%

Percent of Completers by State of Residency

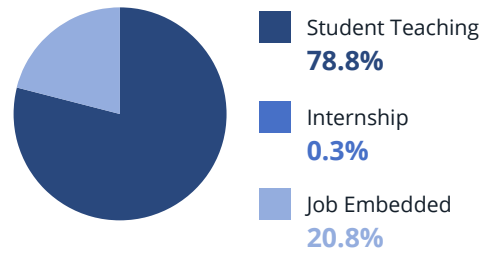


COMPLETER CHARACTERISTICS CONTINUED

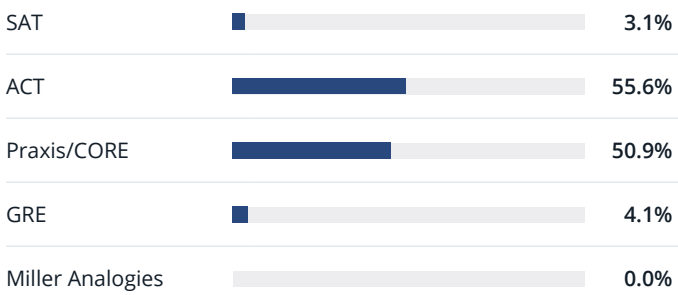
Completers by Type of Initial Licensure



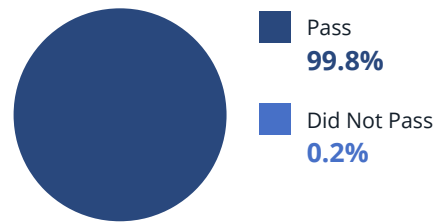
Completers by Type of Clinical Practice



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

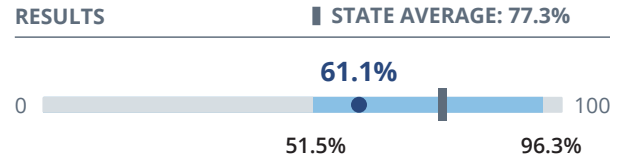
4 PERFORMANCE CATEGORY

88.0% PERCENT OF POINTS EARNED

17.6 OUT OF 20.0 POINTS

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

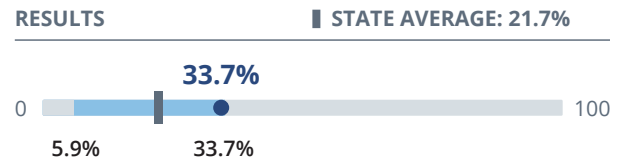
This measure reports the percentage of completers who received an ACT score above 21 or an SAT score above 1020.



N-SIZE 311 | **POINTS EARNED** 0.6 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).



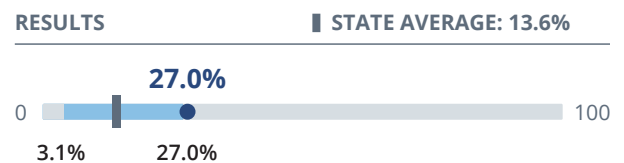
N-SIZE 789 | **POINTS EARNED** 10.0 OUT OF 10.0 POINTS

DISTRIBUTION OF HIGH-DEMAND ENDORSEMENTS

ESL	1.8%
Secondary Math	1.8%
Secondary Science	0.8%
Spanish	0.8%
Special Education	28.6%

Percentage of racially diverse completers

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



N-SIZE 474 | **POINTS EARNED** 7.0 OUT OF 7.0 POINTS

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

EMPLOYMENT

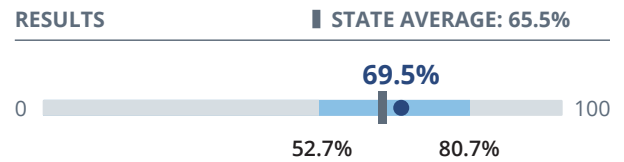
4 PERFORMANCE CATEGORY

82.0% PERCENT OF POINTS EARNED

12.3 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
456	3.6 OUT OF 6.0 POINTS

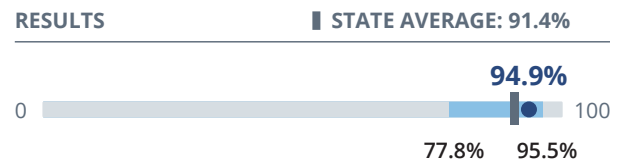
Three year placement rate

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
217	8.7 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

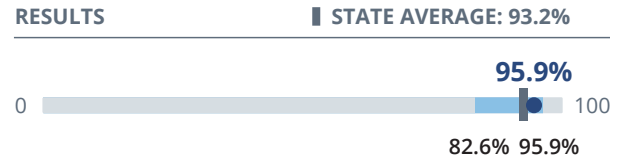
3 PERFORMANCE CATEGORY

74.0% PERCENT OF POINTS EARNED

29.6 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").

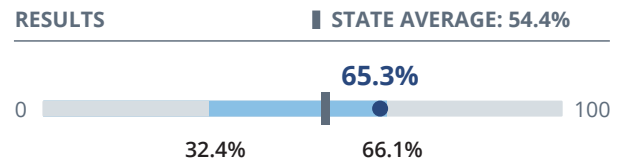


N-SIZE
314

POINTS EARNED
6.0 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").

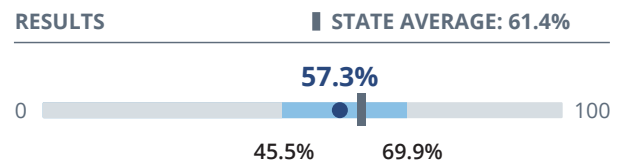


N-SIZE
314

POINTS EARNED
8.8 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").

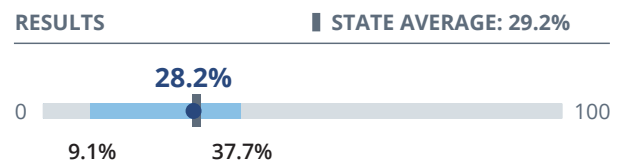


N-SIZE
117

POINTS EARNED
4.8 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
117

POINTS EARNED
10.0 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.