



Memphis
College
of Art

MEMPHIS COLLEGE OF ART

OVERALL PERFORMANCE

NA PERFORMANCE CATEGORY

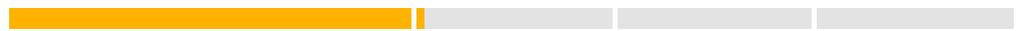
DOMAIN SUMMARY

CANDIDATE PROFILE

3 scored metrics
20 points available

41.2% of points earned

2 Performance Category



EMPLOYMENT

2 scored metrics
15 points available

100.0% of points earned

4 Performance Category



SATISFACTION

Not yet available

PROVIDER IMPACT

4 scored metrics
40 points available

No data for this year

OVERALL PERFORMANCE OVER TIME

2016-17 No data for this year

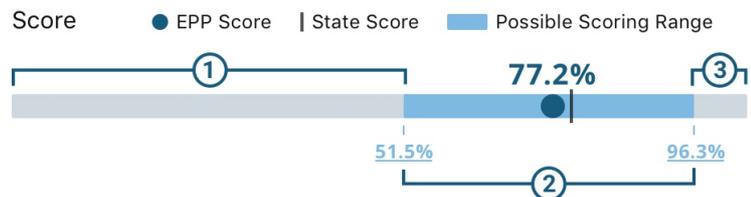
2015-16 No data for this year

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 2017 Teacher Preparation Report Card will include data on three cohorts of completers (2013-14, 2014-15, and 2015-16). 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://mca.edu/>

Interim Director

Dr. Cathy Wilson

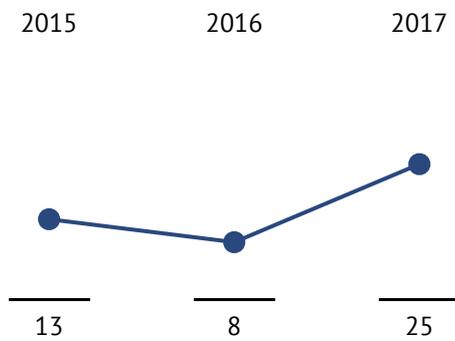
Completer Placement Across Tennessee



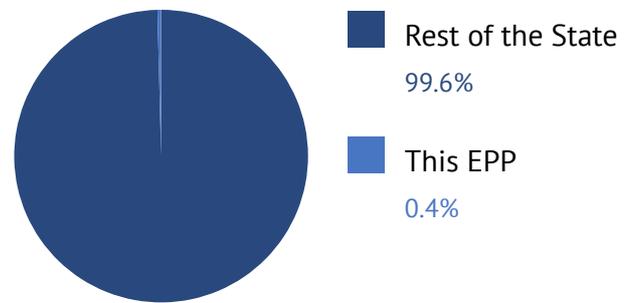
The MA in Teaching program is designed for artists committed to the growth and development of others through the exchange of knowledge, but who are not yet certified teachers. The program integrates hands-on experience in teaching with studio preparation, ensuring that students are informed by practice, current theory, and research. The MA in Art Education program is designed for art educators to explore a deeper understanding of what it is to be an artist/teacher. Students will develop leadership capabilities through relevant coursework and action research scholarship. As professionals, our artist/teachers will be prepared to participate in professional organizations and become effective advocates for art education. The Transitional Licensure program is for candidates with a BFA, BS, or BA degree who have a minimum of 24 hours of studio coursework, are currently employed by a school system, and who must gain state licensure in visual arts K-12. Candidates take 19 hours of coursework.

COMPLETER CHARACTERISTICS

Number of Completers



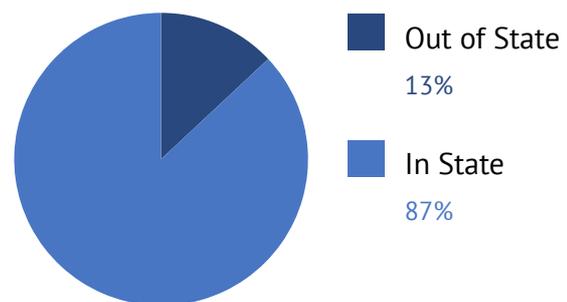
Percent of Total State Completers



Enrollment by Ethnicity

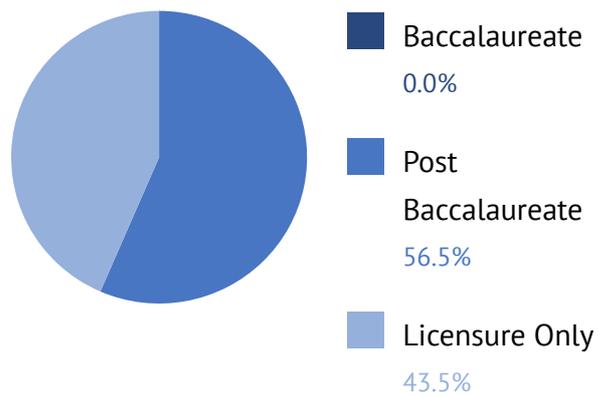
Ethnicity	Percentage
American Indian or Alaska Native	0.0%
Asian	0.0%
Pacific Islander	0.0%
Black	34.8%
White	60.9%
Hispanic	0.0%
Multiracial	4.3%

Percent of Completers by State of Residency

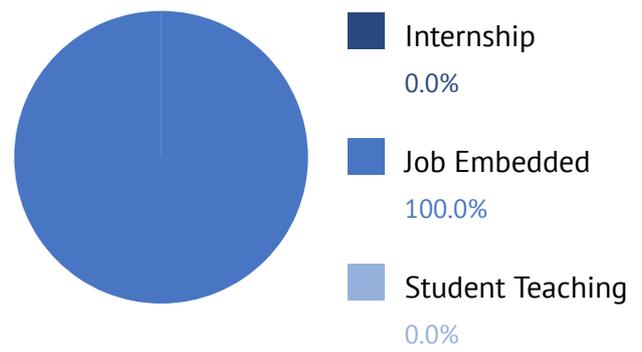


COMPLETER CHARACTERISTICS CONTINUED

Completers by Type of Initial Licensure



Completers by Type of Clinical Practice

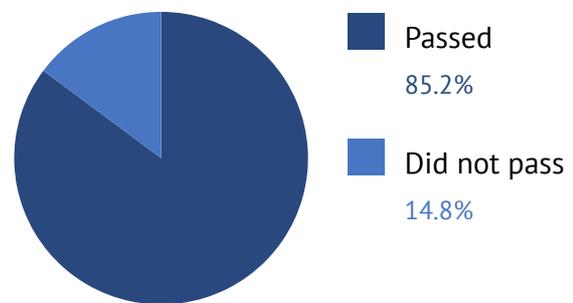


Percent of Admissions Based on*:

ACT	0.0%
GRE	0.0%
Miller Analogies	0.0%
Praxis Core	0.0%
SAT	0.0%

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

Praxis Principles of Learning and Teaching Passage Rate



CANDIDATE PROFILE

2 PERFORMANCE CATEGORY

41.2% OF POINTS EARNED

7.0 OUT OF 17 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 at or above 21 or an SAT score at or above 1020.

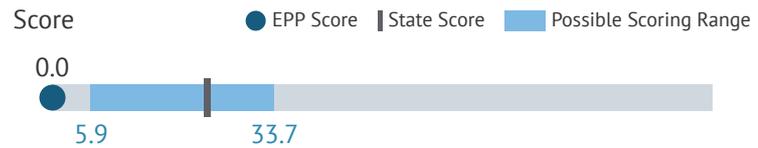
N-Size: None

None

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: 46

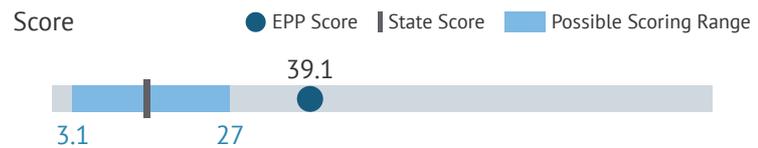


The score of **0** earned this EPP **0.0** of **10** possible points on this metric. This score increased 0.0 percentage points from 2016.

Percentage of racially diverse completers

This breakdown reports the racial demographics of the undergraduate student body at the EPP's institution overall.

N-Size: 46



The score of **39.1** earned this EPP **7.0** of **7** possible points on this metric. This score increased 1.0 percentage points from 2016.

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

EMPLOYMENT

4 PERFORMANCE CATEGORY

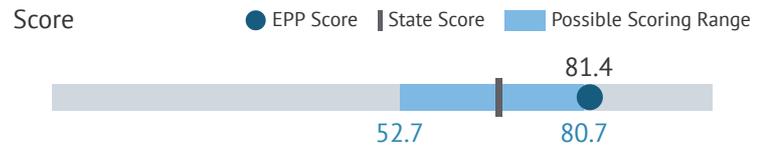
100.0% OF POINTS EARNED

15.0 OUT OF 15 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: 43



The score of **81.4** earned this EPP **6.0** of **6** possible points on this metric. This score decreased 4.3 percentage points from 2016.

Three year placement rate

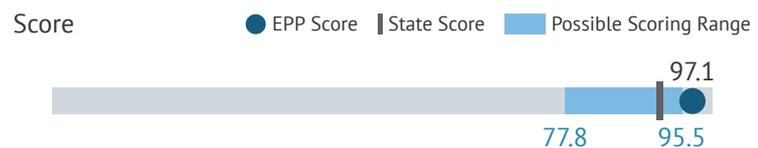
This measure reports the rate at which completers were placed in Tennessee public schools within three years of receiving their initial license.

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: 35



The score of **97.1** earned this EPP **9.0** of **9** possible points on this metric. This score decreased 2.9 percentage points from 2016.

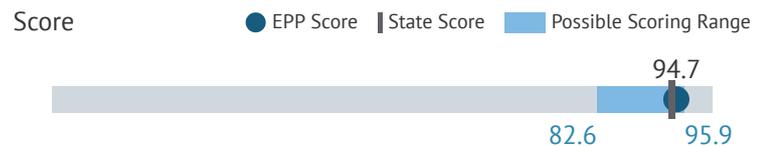
[SEE HOW THE EMPLOYMENT METRICS ARE CALCULATED](#)

PROVIDER IMPACT

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: 38

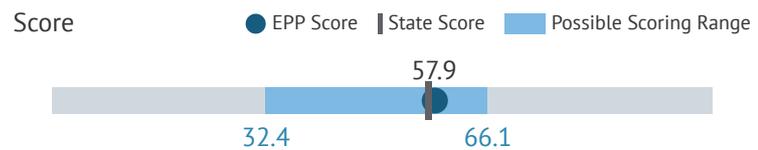


The score of **94.7** earned this EPP **5.5** of **6** possible points on this metric. This score decreased 5.3 percentage points from 2016.

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: 38



The score of **57.9** earned this EPP **6.8** of **9** possible points on this metric. This score decreased 6.8 percentage points from 2016.

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: None

No data for this year

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: None

No data for this year

[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 measure student growth, not student achievement.