

Trevecca Nazarene University

333 Murfreesboro Pike, Nashville, TN

<https://www.trevecca.edu/>

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Overview

Performance

This is a measure of an EPP's performance in the four scored domains on the Report Card: Candidate Profile, Employment, Provider Impact, and Candidate Assessment.

Overall Rating

Meets Expectations

What does this mean?

"Does Not Meet Expectations" means the provider received less than 40% of possible points. "Meets Expectations" means the provider received 40-74.9% of possible points. "Exceeds Expectations" means the provider received 75% or more of possible points.

Why is this important?

Overall Performance indicates how well a provider is doing in the State Board's key priority areas for preparing educators: recruiting strong, diverse candidates to teach in the areas of greatest need; preparing candidates for employment in Tennessee public schools; and preparing candidates to effectively support student learning.

Domains

The metrics in the Report Card are divided into five domains. Four domains are scored and one is unscored.

Candidate Profile

Does Not Meet Expectations

What does this mean?

The Candidate Profile domain evaluates the provider's ability to recruit a strong, diverse cohort of candidates and prepare them to teach in the content areas of greatest need.

Employment

Does Not Meet Expectations

What does this mean?

The Employment domain evaluates a provider's performance in preparing educators to begin and remain teaching in Tennessee public schools.

Provider Impact

Exceeds Expectations

What does this mean?

The Provider Impact domain reports on the effectiveness of a provider's cohort members in Tennessee public school classrooms.

Candidate Assessment

Exceeds Expectations

What does this mean?

The Candidate Assessment domain evaluates a provider's performance in preparing candidates to pass the pedagogical and content-area assessments required to obtain a Tennessee teaching license.

Satisfaction

This domain is unscored

What does this mean?

The Satisfaction domain reports how well cohort members feel that their preparation program prepared them for teaching.

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Candidate Profile

Candidate Profile

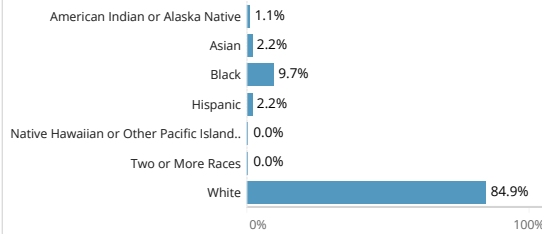
The Candidate Profile domain evaluates the provider's ability to recruit a strong, diverse cohort of candidates and prepare them to teach in the content areas of greatest need.

Performance**Does Not Meet Expectations****What does this mean?**

"Does Not Meet Expectations" means the provider received less than 50% of possible points. "Meets Expectations" means the provider received 50-74.9% of possible points. "Exceeds Expectations" means the provider received 75% or more of possible points.

Why is this important?

EPPs play a critical role in diversifying Tennessee's teaching workforce and ensuring that enough teachers are trained in high-demand subject areas.

Cohort Members by Race**What does this mean?**

This metric shows the racial and ethnic composition of the three-year cohort.

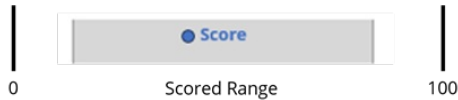
Why is this important?

Research indicates that a racially and ethnically diverse teaching force can have a variety of positive impacts on students.

Metrics

This domain includes two scored metrics

(No data is shown for metrics with an n-size smaller than 10.)



EPPs above the scored range receive the maximum points possible. EPPs within the scored range receive partial points. EPPs below the scored range receive zero points.

Percentage of Racially Diverse Cohort Members

State Average: 16.2

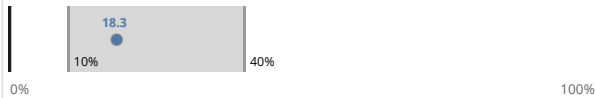
N-Size: 93

What is this metric?

This metric reports the percentage of cohort members who reported having a racially or ethnically diverse background.

What does this mean?

The score of **15.1** earned this EPP **4.30** out of **10** points possible.

Percentage of High-Demand Endorsements

State Average: 29.5

N-Size: 93

What is this metric?

This measure reports the percentage of cohort members who earned endorsements in the areas of English as a Second Language, Secondary Math (6-10 or 6-12), Secondary Science (Biology, Chemistry, or Physics), Spanish, and Special Education (Modified, Comprehensive, or Interventionist).

What does this mean?

The score of **18.3** earned this EPP **2.80** out of **10** points possible.

[View disaggregations](#)

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Employment

Employment

The Employment domain evaluates a provider's performance in preparing educators to begin and remain teaching in Tennessee public schools. Educators who are teaching in private schools or in another state are not captured in this domain.

Performance

Does Not Meet Expectations

What does this mean?

"Does Not Meet Expectations" means the provider received less than 50% of possible points. "Meets Expectations" means the provider received 50-74.9% of possible points. "Exceeds Expectations" means the provider received 75% or more of possible points.

Why is this important?

Teacher retention is important because teachers become more effective as they gain experience. Retaining more teachers also helps to alleviate teacher shortages.

Employment by Locale Type

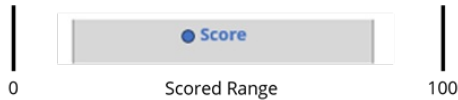


What does this mean?

This chart reports the percentage of cohort members employed in urban, suburban, town, and rural school districts in Tennessee.

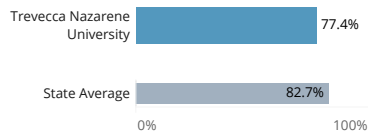
Metrics

This domain includes two scored metrics and one unscored metric.
(No data is shown for metrics with an n-size smaller than 10.)



EPPs above the scored range receive the maximum points possible. EPPs within the scored range receive partial points. EPPs below the scored range receive zero points.

Rate of First-Year Employment in Tennessee Public Schools



N-Size: 93

What is this metric?

This metric reports the percentage of cohort members who were employed in Tennessee public schools within one year of completing their preparation program or within one year of enrolling in a job-embedded program.

This metric is unscored

Second Year Retention Rate



State Average: 93.6

N-Size: 55

What is this metric?

This metric reports the percentage of first-year employed cohort members who remain teaching in Tennessee public schools for a second year.

What does this mean?

The score of **85.5** earned this EPP **0.40** out of 9 points possible.

Third Year Retention Rate



State Average: 82.6

N-Size: 32

What is this metric?

This metric reports the percentage of first-year employed cohort members who remain teaching in Tennessee public schools for three years.

What does this mean?

The score of **71.9** earned this EPP **1.70** out of 6 points possible.

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Provider Impact

Provider Impact

The Provider Impact domain reports the evaluation scores of a provider's cohort members who are teaching in Tennessee public schools. [Teacher evaluation](#) in Tennessee consists of multiple metrics, including classroom observations by trained evaluators and measures of teachers' impact on students' learning.

Performance**Exceeds Expectations****What does this mean?**

"Does Not Meet Expectations" means the provider received less than 50% of possible points. "Meets Expectations" means the provider received 50-74.9% of possible points. "Exceeds Expectations" means the provider received 75% or more of possible points.

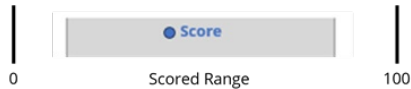
Why is this important?

Teachers are the most important in-school factor contributing to students' success.

Metrics

This domain includes four scored metrics and two unscored metrics.

(No data is shown for metrics with an n-size smaller than 10.)



EPPs above the scored range receive the maximum points possible. EPPs within the scored range receive partial points. EPPs below the scored range receive zero points.

Percentage of Cohort Members whose Classroom Observation Scores are Level 3 or Above

State Average: 96

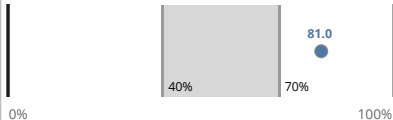
N-Size: 126

What is this metric?

This metric reports the percentage of cohort members' observation scores that are 3 ("At Expectations") or higher on a scale of 1-5.

What does this mean?

The score of **99.2** earned this EPP **9.00** out of 9 points possible.

[View Disaggregations](#)**Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above**

State Average: 63.9

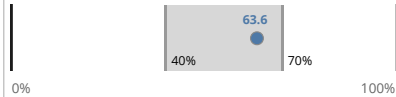
N-Size: 126

What is this metric?

This metric reports the percentage of cohort members' observation scores that are 4 ("Above Expectations") or higher on a scale of 1-5.

What does this mean?

The score of **81.0** earned this EPP **6.00** out of 6 points possible.

[View Disaggregations](#)**Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 3 or Above**

State Average: 59.1

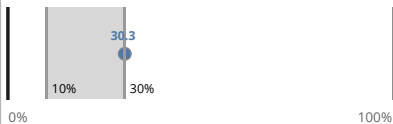
N-Size: 33

What is this metric?

This metric reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 3 ("At Expectations") on a scale of 1-5. Only cohort members who teach a grade or subject that has a state assessment receive TVAAS scores. For most EPPs, this includes 25-50% of cohort members.

What does this mean?

The score of **63.6** earned this EPP **11.80** out of 15 points possible.

[View Disaggregations](#)**Percentage of Cohort Members whose Student Growth (TVAAS) Scores are Level 4 or Above**

State Average: 24.5

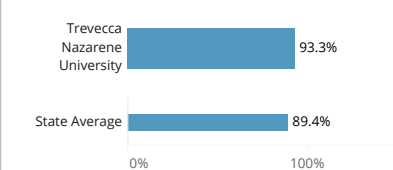
N-Size: 33

What is this metric?

This metric reports the percentage of cohort members who earned a student growth (TVAAS) score of at least a 4 ("Above Expectations") on a scale of 1-5. Only cohort members who teach a grade or subject that has a state assessment receive TVAAS scores. For most EPPs, this includes 25-50% of cohort members.

What does this mean?

The score of **30** earned this EPP **10.00** out of 10 points possible.

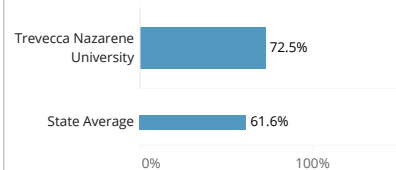
[View Disaggregations](#)**Percentage of Cohort Members whose LOE Scores are Level 3 or Above**

N-Size: 120

What is this metric?

This metric reports the percentage of cohort members' level of overall effectiveness (LOE) scores that are 3 ("At Expectations") or higher on a scale of 1-5. LOE includes all components of a teacher's annual evaluation required by state law and policy.

This metric is unscored.

Percentage of Cohort Members whose LOE Scores are Level 4 or Above

N-Size: 120

What is this metric?

This metric reports the percentage of cohort members' level of overall effectiveness (LOE) scores that are 4 ("Above Expectations") or higher on a scale of 1-5. LOE includes all components of a teacher's annual evaluation required by state law and policy.

This metric is unscored.

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Candidate Assessment

Candidate Assessment

The Candidate Assessment domain evaluates a provider's performance in preparing candidates to pass the pedagogical and content-area assessments required to obtain a Tennessee teaching license.

Performance**Exceeds Expectations****What does this mean?**

"Does Not Meet Expectations" means the provider received less than 50% of possible points. "Meets Expectations" means the provider received 50-74.9% of possible points. "Exceeds Expectations" means the provider received 75% or more of possible points.

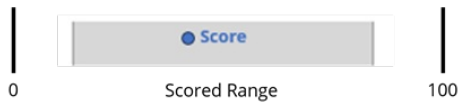
Why is this important?

Candidate assessments help ensure that new teachers enter the classroom with the knowledge and skills they need to be successful. EPPs play a key role in preparing candidates for these assessments.

Metrics

This domain includes two scored metrics and one unscored metric.

(No data is shown for metrics with an n-size smaller than 10.)



EPPs above the scored range receive the maximum points possible. EPPs within the scored range receive partial points. EPPs below the scored range receive zero points.

Pedagogical Assessment Pass Rate

State Average: 97.3

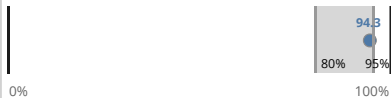
N-Size: 67

What is this metric?

This metric reports the percentage of cohort members who passed either the Praxis Principles of Learning and Teaching (PLT) assessment or the edTPA assessment within two attempts. As of June 1, 2023, pedagogical assessments are no longer required for teacher candidates completing job-embedded clinical practice.

What does this mean?

The score of **98.5** earned this EPP **7.70** out of 9 points possible.

[View Disaggregations](#)**Content Assessment Pass Rate**

State Average: 88.4

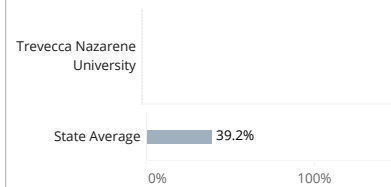
N-Size: 122

What is this metric?

This metric reports the percentage of cohort members who passed the content assessments required for their endorsement area(s) within two attempts. This includes both subject-area assessments, which measure cohort members' knowledge of the subject they will be teaching, and literacy assessments, which measure cohort members' knowledge about teaching reading.

What does this mean?

The score of **94.3** earned this EPP **5.70** out of 6 points possible.

[View Disaggregations](#)**Tennessee Early Literacy Assessment
First-Time Pass Rate**

N-Size:

What is this metric?

This metric reports the percentage of cohort members who passed the Tennessee Early Literacy Assessment (TELA) on their first attempt. This assessment is only required for certain candidates seeking to teach in grades K-3.

This metric is unscored.

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Satisfaction

Satisfaction

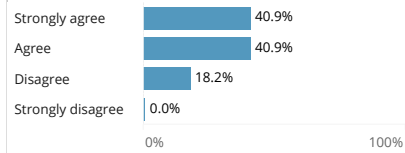
The Satisfaction domain reports how well cohort members feel that their preparation program prepared them for teaching. Data for this domain come from the annual [Tennessee Educator Survey](#).

Metrics

This domain includes three unscored metrics.

(No data is shown for metrics with an n-size smaller than 10.)

Preparedness from Coursework

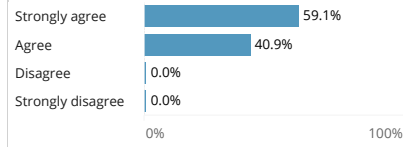


What is this metric?

This metric reports the extent to which cohort members agree that their EPP's coursework and program content prepared them for teaching.

This metric is unscored

Preparedness from Clinical Experience

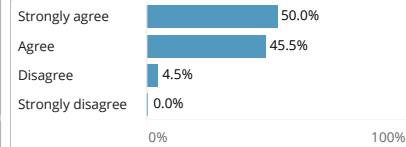


What is this metric?

This metric reports the extent to which cohort members agree that their clinical experience (e.g., student teaching, internship) prepared them for teaching.

This metric is unscored

Would Recommend Program

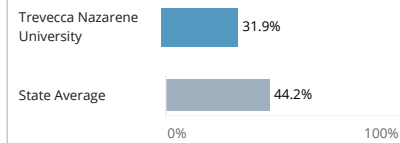


What is this metric?

This metric reports the extent to which cohort members agree that they would recommend their EPP to someone who was considering entering teaching.

This metric is unscored

Survey Response Rate



N-Size 22

What is this metric?

Data for this domain come from the Tennessee Educator Survey. This metric shows the survey response rate for cohort members from this EPP who were employed in a Tennessee public school at the time the survey was administered