TENNESSEE STATE BOARD OF EDUCATION

MEMPHIS COLLEGE OF ART

OVERALL PERFORMANCE

3 PERFORMANCE CATEGORY

76.9% OF POINTS EARNED

36.2 POINTS EARNED

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

PROVIDER IMPACT

4 scored metrics
40 points available

94.4% of points earned

4 Performance Category

OVERALL PERFORMANCE OVER TIME

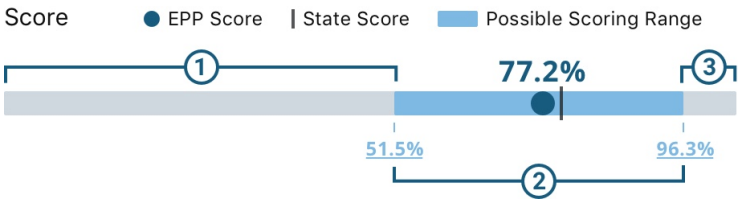
2017-18	**76.9%** of points earned	**36.2** out of **47** points	3 Performance Category
2016-17	No data for this year		
2015-16	No data for this year		

HOW TO READ THIS REPORT

The Educator 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 or licensed, job-embedded candidates 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.

The 2018 Educator Preparation Report Card presents data on the State Board's key priority areas for preparing educators for Tennessee. 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 2018 Educator Preparation Report Card will include data on three cohorts of completers (2014-15, 2015-16, and 2016-17). 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

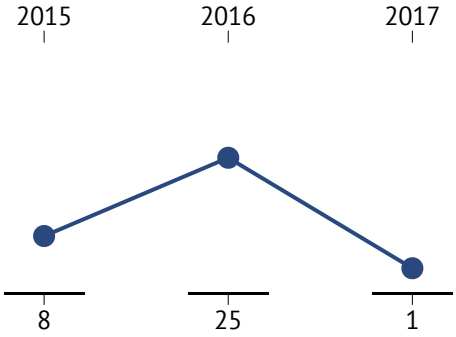
Dr. Cathy Wilson

Completer Placement Across Tennessee

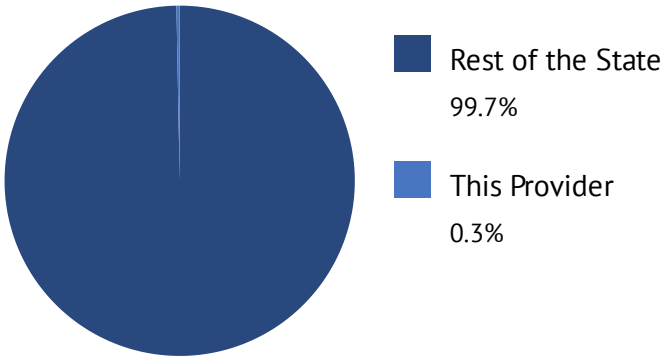
The MA in Teaching program is designed for artists committed to the growth and development of others through the exchange of knowledge, but who are not yet certified teachers. The program integrates hands-on experience in teaching with studio preparation, ensuring that students are informed by practice, 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

Teachers in Three-Year Cohort



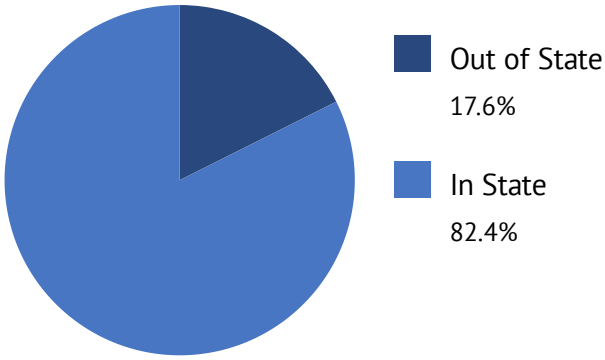
Percent of State Three-Year Cohort



Enrollment by Ethnicity

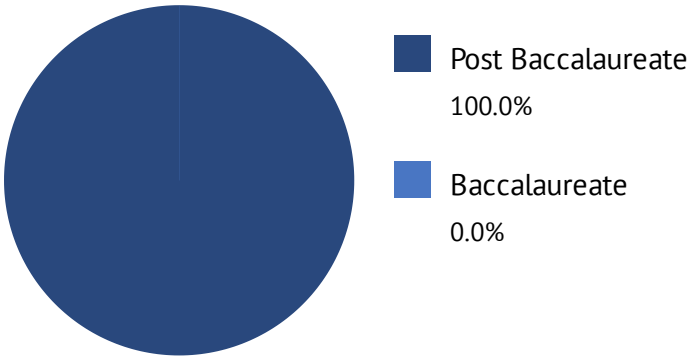
American Indian or Alaska Native	0.0%
Asian	0.0%
Black	35.3%
Hispanic	0.0%
Multiracial	2.9%
Pacific Islander	0.0%
White	61.8%

State of Residency for Cohort Members

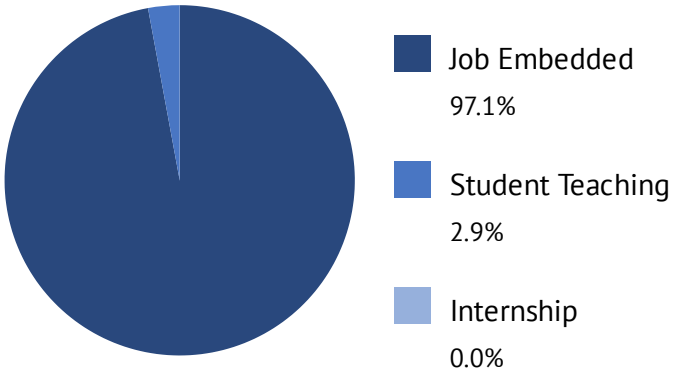


COMPLETER CHARACTERISTICS CONTINUED

Initial License Type for Cohort Members



Clinical Practice Type for Cohort Members



Percent of Admission Assessments Submitted to Program*:

**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 41.2% OF POINTS EARNED 7.0 OUT OF 17 POINTS -0.0 PERCENTAGE POINTS DECREASE FROM 2017

Percentage of Cohort with Qualifying Assessment Scores

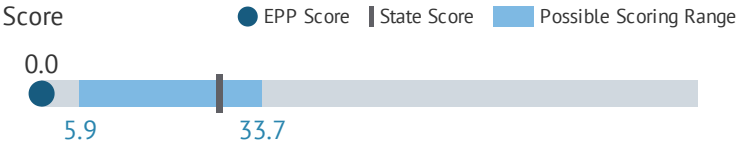
This measure reports the percentage of the cohort with qualifying assessment scores on the ACT, SAT, or all three components of the Praxis: CORE. Providers often consider multiple assessments in the admission process; some candidates were admitted using a former version of the Praxis assessment.

No data this year

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). For a complete list of specific endorsement areas, see the Technical Manual.

N-Size: 34

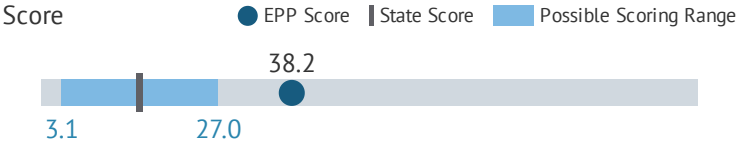


The score of **0** earned this EPP **0.0** of **10** possible points on this metric.

Percentage of Racially Diverse Cohort Members

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

N-Size: 34



The score of **38.2** earned this EPP **7.0** of **7** possible points on this metric.

SEE HOW THE CANDIDATE PROFILE METRICS ARE CALCULATED

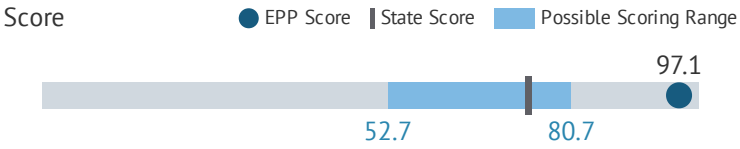
EMPLOYMENT

4 PERFORMANCE CATEGORY 100.0% OF POINTS EARNED 15.0 OUT OF 15 POINTS 0.0 PERCENTAGE POINTS INCREASE FROM 2017

Rate of First-Year Employment in Tennessee Public Schools

This measure reports the rate at which members of the three-year cohort were employed in Tennessee public schools within one year of receiving their initial license.

N-Size: 34

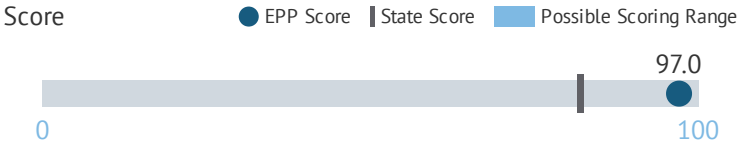


The score of **97.1** earned this EPP **6.0** of **6** possible points on this metric.

Rate of Employment within Three Years In Tennessee Public Schools

This measure reports the rate at which members of the three-year cohort were employed for at least one year in Tennessee public schools within three years of receiving their initial license.

N-Size: 33

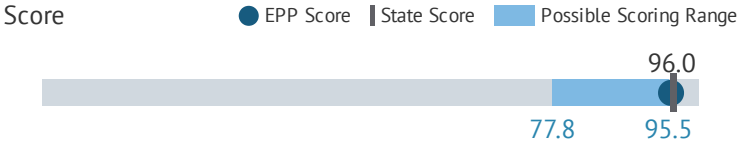


This metric is unscored

Second Year Retention Rate

This measure reports the percentage of first-year employed cohort members who remained teaching in Tennessee public schools their second year.

N-Size: 25

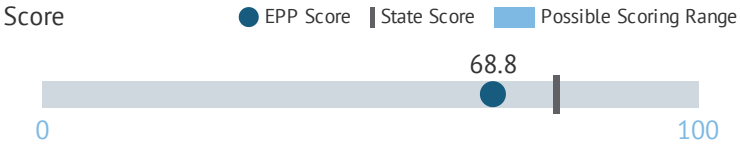


The score of **96** earned this EPP **9.0** of **9** possible points on this metric.

Third Year Retention Rate

This measure reports the percentage of members of the three-year cohort who were employed and remain teaching in Tennessee public schools for three years running.

N-Size: 32



This metric is unscored

SEE HOW THE EMPLOYMENT METRICS ARE CALCULATED

PROVIDER IMPACT

4 PERFORMANCE CATEGORY

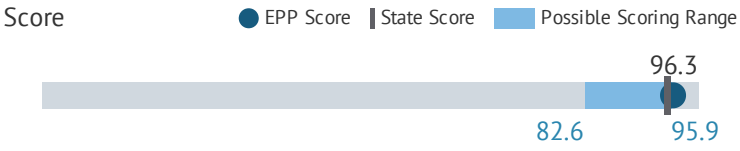
94.4% OF POINTS EARNED

14.2 OUT OF 15 POINTS

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

This measure reports the percentage of members of the three-year cohort who earned a Classroom Observation score of at least a 3 (“At Expectations”).

N-Size: 27

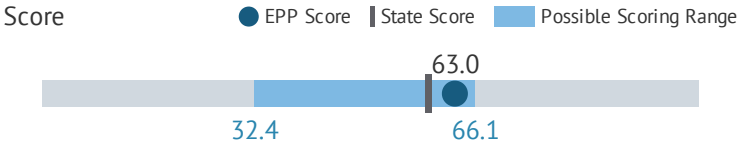


The score of **96.3** earned this EPP **6.0** of **6** possible points on this metric.

Percentage of Cohort Members whose Classroom Observation Scores are Level 4 or Above

This measure reports the percentage of members of the three-year cohort who earned a Classroom Observation score of at least a 4 (“Above Expectations”).

N-Size: 27



The score of **63** earned this EPP **8.2** of **9** possible points on this metric.

Percentage of Cohort Members whose Student Growth Scores (TVAAS*) are Level 3 or Above

This measure reports the percentage of members of the three-year cohort who earned a Student Growth Score (TVAAS*) of at least a 3 (“At Expectations”).

No data for this year

Percentage of Cohort Members whose Student Growth Scores (TVAAS*) are Level 4 or Above

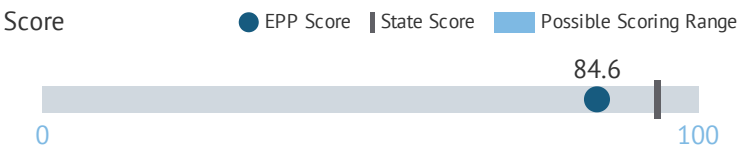
This measure reports the percentage of members of the three-year cohort who earned a Student Growth Score (TVAAS*) of at least a 4 (“Above Expectations”).

No data for this year

Percentage of Cohort Members whose Overall Level of Effectiveness Scores are Level 3 or Above

This measure reports the percentage of members of the three-year cohort who earned an overall level of effectiveness score of at least 3 (“At Expectations”). Overall Level of Effectiveness includes all components of a teacher’s annual evaluation by state law and policy.

N-Size: 26

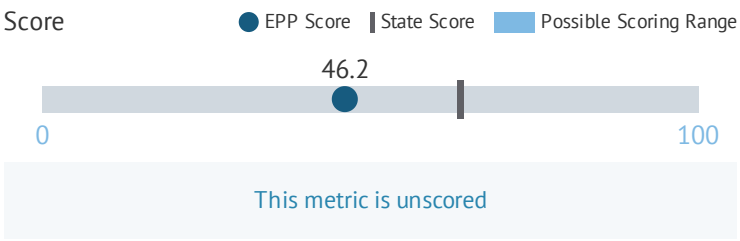


This metric is unscored

Percentage of Cohort Members whose Overall Level of Effectiveness Scores are Levels 4-5

This measure reports the percentage of members of the three-year cohort who earned an overall level of effectiveness score of at 4 or 5 (“above expectations” or “significantly above expectations”).Overall Level of Effectiveness includes all components of a teacher’s annual evaluation by state law and policy.

N-Size: 26



This metric is unscored

SEE HOW THE PROVIDER IMPACT METRICS ARE CALCULATED

**Due to challenges experienced with statewide student assessment in the 2017-18 school year, state law held students, teachers, and schools harmless from adverse actions based on results of those assessments. The data included in this report ensure providers are held harmless if any of their completers chose not to count their 2017-18 evaluation results due to assessment irregularities. To learn how this was accounted for in the data, click here. To view the relevant legislation, click here . To read a report conducted by a third-party research organization regarding the effect of assessment delivery challenges on student results, click here.*