



# BRYAN COLLEGE

## OVERALL PERFORMANCE

**NA** PERFORMANCE CATEGORY

DUE TO AN INSUFFICIENT SAMPLE SIZE ON MULTIPLE MEASURES, THE PROVIDER DID NOT RECEIVE A SCORE FOR THIS DOMAIN.

## DOMAIN SUMMARY

### Candidate Profile

3 SCORED METRICS  
20 POINTS AVAILABLE

**NA** PERFORMANCE CATEGORY

Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

### Employment

2 SCORED METRICS  
15 POINTS AVAILABLE

**NA** PERFORMANCE CATEGORY

Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

### Satisfaction

NOT YET AVAILABLE

### Provider Impact

4 SCORED METRICS  
40 POINTS AVAILABLE

**NA** PERFORMANCE CATEGORY

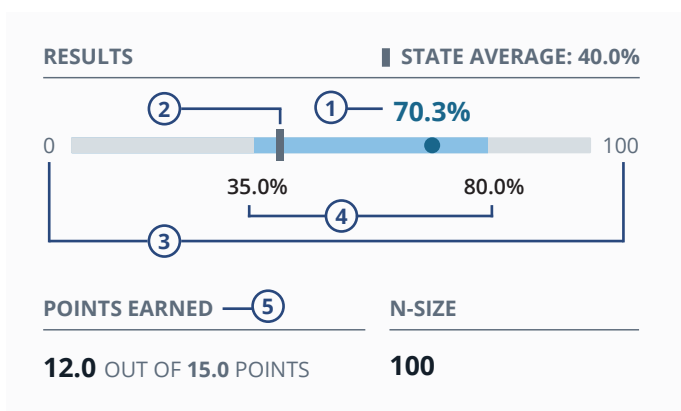
Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

## 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

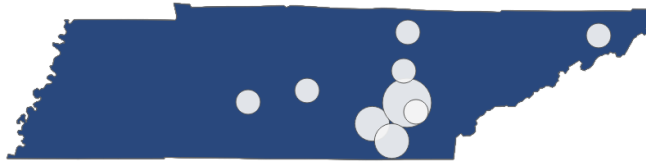
### Website

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

### Department Chair

Dr. Kathryn Saynes

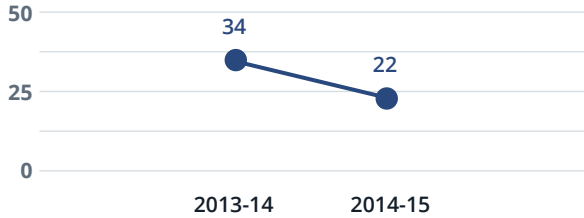
### Completer Placement Across Tennessee



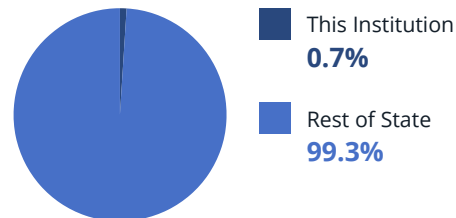
The mission statement of Bryan College’s Education Department is to train teachers in content and pedagogy in the context of a Christian worldview. The goal being to equip students to influence children and youth in order to help them to become productive leaders of their generation. This is accomplished by providing a rigorous college education in the liberal arts or specific subject area, intensive pedagogy training, and multiple hands on practicum opportunities. These practicum experiences begin during the students’ freshman year and culminate in a 15 week student teaching experience. The value of both content knowledge and pedagogy is expressed throughout the program, but emphasis is placed on understanding student development so that content and pedagogy can be used most effectively.

## COMPLETER CHARACTERISTICS

### Number of Completers



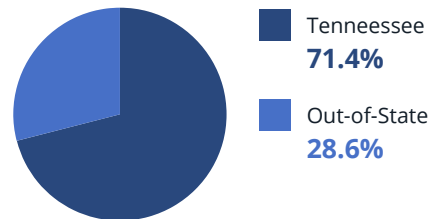
### Percent of Total State Completers



### Enrollment by Ethnicity

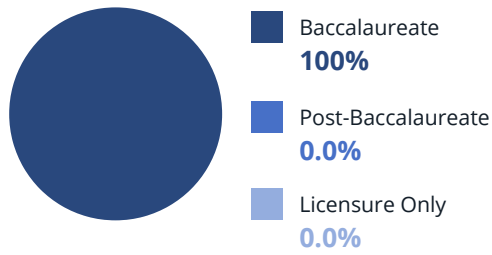
American Indian or Alaskan Native	0.0%
Asian	0.0%
Black	0.0%
Hispanic/Latino	0.0%
Native Hawaiian or Other Pacific Islander	0.0%
White	100%
Two more More Races	0.0%

### Percent of Completers by State of Residency

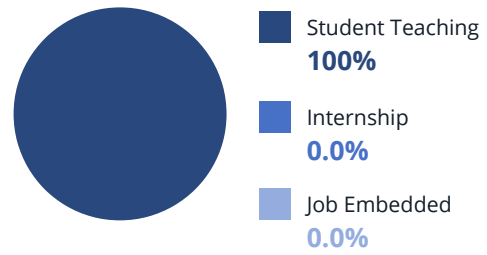


COMPLETER CHARACTERISTICS CONTINUED

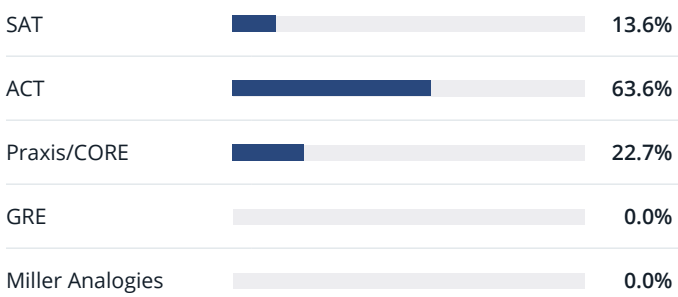
Completers by Type of Initial Licensure



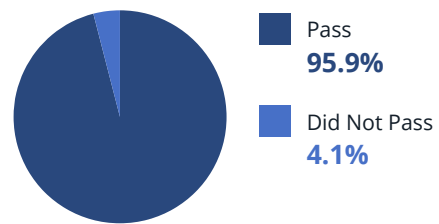
Completers by Type of Clinical Practice



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.

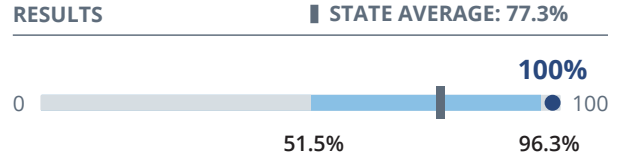
# CANDIDATE PROFILE

## NA PERFORMANCE CATEGORY

Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

### 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.

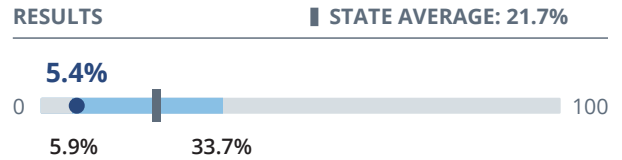


N-SIZE

42

### 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

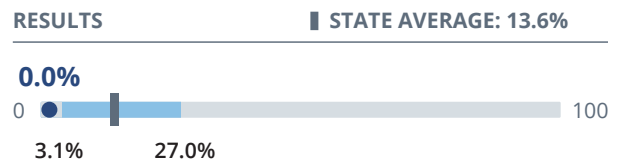
56

#### DISTRIBUTION OF HIGH-DEMAND ENDORSEMENTS

ESL	0.0%
Secondary Math	5.4%
Secondary Science	0.0%
Spanish	0.0%
Special Education	0.0%

### Percentage of racially diverse completers

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



N-SIZE

56

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

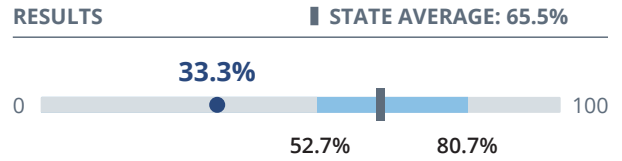
# EMPLOYMENT

**NA** PERFORMANCE CATEGORY

Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

## 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

45

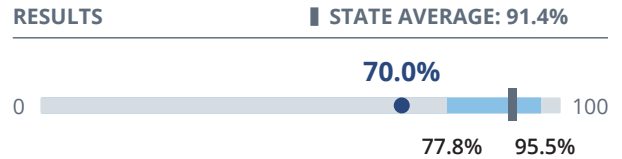
## Three year placement rate

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

10

[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.

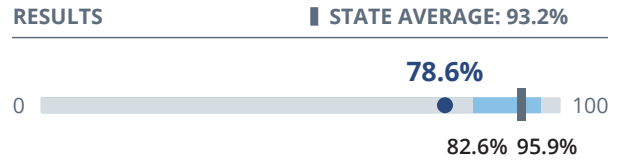
# PROVIDER IMPACT

**NA** PERFORMANCE CATEGORY

Due to an insufficient sample size on multiple measures, the provider did not receive a score for this domain.

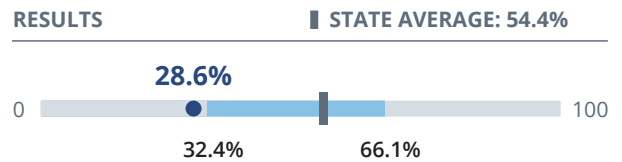
## Percentage of completers whose Observation scores are Level 3 or above

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



## 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").



## 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").

This measure is not available because the sample size is too small. Metrics are excluded when data are available for fewer than ten (10) completers.

## 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").

This measure is not available because the sample size is too small. Metrics are excluded when data are available for fewer than ten (10) completers.

[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.