

## **CAEP Annual Reporting Measures**

### **Eight Reporting Measures Required by CAEP**

LeMoyne-Owen College, Educator Preparation Program is designed to prepare teacher candidates to demonstrate the knowledge, skills, and disposition necessary for effective teaching not just within the local and surrounding school systems but within the global society. As a means of determining the strength of the Educator Preparation Program, data is collected by various means and analyzed for the purpose of ensuring that candidates will participate in a rigorous program that will afford them the opportunity to make sound impact in learning and development of children within the P-12 community.

Data collected within this program is used to assist with the annual reporting measures required by the Council for the Accreditation of Educator Preparation (CAEP) and to make the public aware of the of the successes and challenges that exist within the Division and the program impact and outcomes as we strive to produce stellar teacher candidates.

These CAEP reporting measures are outlined below.

- 1. Impact on P-12 learning and development.**
- 2. Indicators of Teacher Effectiveness**
- 3. Satisfaction of employers and employment milestones**
- 4. Satisfaction of completers**
- 5. Graduation Rates**
- 6. Ability of completers to meet licensing (certification) requirements**
- 7. Ability of completers to be hired in education positions for which they have prepared (initial levels only)**
- 8. Student loan default rates and other consumer information (initial levels only)**

1. Impact on P-12 learning and development and
  2. Indicators of Teaching Effectiveness can be found [here](#)
- Data within this report was provided by the TN State Board of Education on LeMoyne-Owen College's most recent TN Educator Preparation Report Card.

## Provider Impact

2019 Report Card • LeMoyne-Owen College

### Provider Impact

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

#### 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?

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

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



State Average: 95.2

#### What does this mean?

The score of **98.2** earned this EPP **9** out of **9** points possible.

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

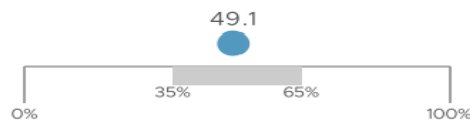


State Average: 25.2

#### What does this mean?

The score of **13.3** earned this EPP **1.3** out of **10** points possible.

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

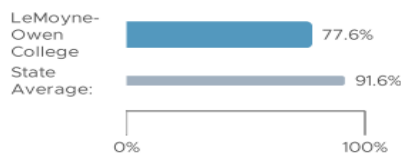


State Average: 59.5

#### What does this mean?

The score of **49.1** earned this EPP **2.8** out of **6** points possible.

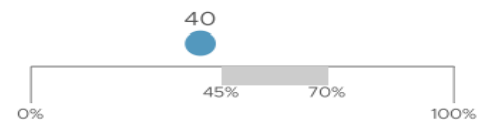
#### Percentage of Cohort Members whose LOE Scores are Level 3 or Above



#### What is this metric?

This metric reports the percentage of cohort members who earned a level of overall effectiveness (LOE) score of at least 3 ("At Expectations") on a scale of 1-5. LOE includes all components of a teacher's annual evaluation required by state law and policy.

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

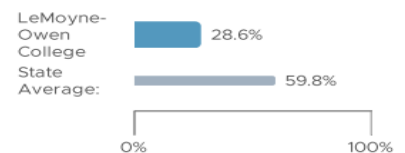


State Average: 59.5

#### What does this mean?

The score of **40** earned this EPP **0** out of **15** points possible.

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



#### What is this metric?

This metric reports the percentage of cohort members who earned a level of overall effectiveness (LOE) score of at least 4 ("Above Expectations") on a scale of 1-5. LOE includes all components of a teacher's annual evaluation required by state law and policy.

## Summary of Data:

<b>Data Report</b>	<b>Summary Analysis</b>
Classroom Observation scores of 3 or Above	98.2% of undergraduate/post baccalaureate candidates of LeMoyne-Owen College received a score of level 3 or above in classroom observations. State average is 95.2%.
Classroom Observation scores of 4 or Above	49.1% of undergraduate/post baccalaureate candidates of LeMoyne-Owen College received a score of level 4 or above in classroom observations. State average is 59.5%.
Student Growth scores at level 3 or above (TVAAS)	40% of undergraduates/post baccalaureate candidates received a score of level 3 or above in the area of student growth. State average is 59.5%.
Student Growth scores at level 4 or above (TVAAS)	13.3% of undergraduates/post baccalaureate candidates received a score of level 4 or above in the area of student growth. State average is 25.2%.
Student with Level of Effectiveness scores of 3 or above	77.6% of undergraduates/post baccalaureate candidates received a score of 3 or above in Teacher Effectiveness in the classroom. State average is 91.6%.
Students with Level of Effectiveness scores of 4 or above	28.6% of undergraduates/post baccalaureate candidates received a score of 4 or above in Teacher Effectiveness in the classroom. State average is 59.8%.
Summary of Data	As result of the scores received in the above mentioned areas, LeMoyne-Owen College scores, “Does Not Meet Expectations.” To remove this label, greater academic planning and assessment will occur within the Division of Education

### 3. Satisfaction of employers and employment milestones can be found [here](#).

## Employment Employer Satisfaction

2019 Report Card • LeMoyne-Owen College

### Employment

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

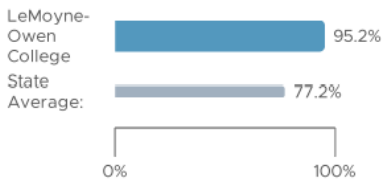
#### Performance

### 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.

#### Rate of First-Year Employment in Tennessee Public Schools



This metric is unscored

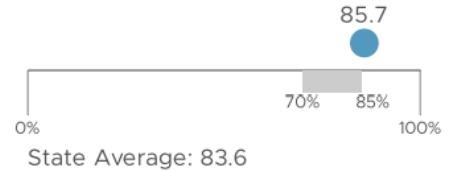
#### Second Year Retention Rate



#### What does this mean?

The score of **93.8** earned this EPP **8.3** out of **9** points possible.

#### Third Year Retention Rate



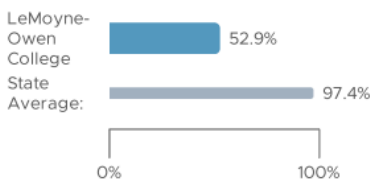
#### What does this mean?

The score of **85.7** earned this EPP **6** out of **6** points possible.

### Candidate Assessment

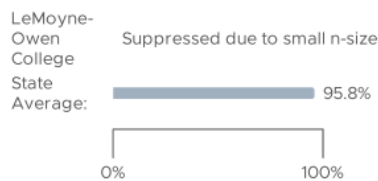
The Candidate Assessment domain evaluates a provider's performance in preparing candidates to pass the pedagogical and content-area assessments required to obtain a Tennessee teaching license.

#### Praxis Principles of Learning and Teaching (PLT) Pass Rate



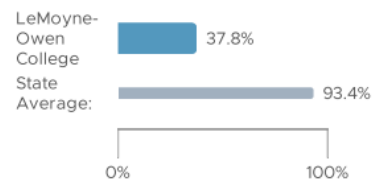
This metric is unscored

#### edTPA Pass Rate



This metric is unscored

#### Praxis Subject Assessments Pass Rate



This metric is unscored

## Summary of Data:

Data Report	Summary Analysis
Rate of First-Year Employment	95.2% of undergraduate/post baccalaureate candidates were employed in Tennessee Public Schools upon graduation. State average is 77.2% This metric is unscored
Second Year Retention Rate	93.8% of undergraduate/post baccalaureate candidates maintained employment in Tennessee Public Schools in their second year. State average is 94%
Third Year Retention Rate	85.7% of undergraduate/post baccalaureate candidates were employed in Tennessee Public Schools into their third year. State average is 83.6%
Candidate Assessment	
Principles of Learning and Teaching Pass Rate	52.9% of undergraduate/post baccalaureate candidates passed the PLT in 2019. State average expectation is 97.4%
edTPA Pass Rate	No student submitted the edTPA assessment in 2019. State average expectation is 95.8% passage rate.
Praxis Subject Assessment Pass Rate	37.8% of undergraduate/post baccalaureate candidates passed the Subject Assessment Exams. State average expectation is 93.4%
Summary of Data	Relative to employment retention data, LeMoyne-Owen teacher candidates “Exceeds Expectation” in the area of teacher retention.
Summary of Data	In the area of candidate assessment data, this metric is not scored in accordance with TN Department of Education, however, the data shows that teacher candidates performed “Well Below” the state expectation in the area of assessment. To improve these data, the Division of Education will engage in greater planning and assessment of candidates in the area of Praxis.
Employer Satisfaction	Because the number of completers was fewer than 10 the data analysis was suppressed by TN Department of Education. LeMoyne-Owen in 2017, 2018, and 2019 had 8 completers. The principals of each completer received an employment satisfaction survey, however, only 2 were returned, thus the small number. However, data on the returned surveys indicated a high level of satisfaction with the teacher candidates.

4. Satisfaction of completers can be found **here**. These data are provided by the TN Department of Education on LeMoyne-Owen's most recent TN Educator Preparation Report Card.

## Completer Satisfaction

2019 Report Card • LeMoyne-Owen College

### Satisfaction

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

#### Preparedness from Coursework

Not Prepared	Suppressed due to small n-size
Somewhat Unprepared	Suppressed due to small n-size
Somewhat Prepared	Suppressed due to small n-size
Well Prepared	Suppressed due to small n-size



#### What is this metric?

This metric reports how prepared cohort members felt by their EPP's coursework and program content.

#### Preparedness from Clinical Experience

Not Prepared	Suppressed due to small n-size
Somewhat Unprepared	Suppressed due to small n-size
Somewhat Prepared	Suppressed due to small n-size
Well Prepared	Suppressed due to small n-size



#### What is this metric?

This metric reports how prepared cohort members felt by their clinical experience.

#### Overall Preparedness

Not Prepared	Suppressed due to small n-size
Somewhat Unprepared	Suppressed due to small n-size
Somewhat Prepared	Suppressed due to small n-size
Well Prepared	Suppressed due to small n-size



#### What is this metric?

This metric reports how prepared cohort members felt overall.

## Summary of Data

<b>Data Report</b>	<b>Summary Analysis</b>
Preparedness from Coursework	Because there were fewer than 10 completers each year, the data has been suppressed by TN Department of Education, and no data has been generated.
Preparedness from Clinical Experience	Because there were fewer than 10 completers each year, the data has been suppressed by TN Department of Education, and no data has been generated.
Overall Preparedness	Because there were fewer than 10 completers each year, the data has been suppressed by TN Department of Education, and no data has been generated.
Summary of Data	The data within this area determines the preparedness of teaches by their academic program. Teachers have the opportunity to respond to questions range from “Not Prepared,” to “Somewhat Unprepared,” to “Somewhat Prepared,” to “Well Prepared.” Because there were fewer than 10 completers each year, the data has been suppressed by TN Department of Education, and no data has been generated.

**5. Graduation Rates:** Data are based on the number of students who enter LeMoyne-Owen College's final clinical placement during the three-year cycle.

Undergraduate Final Clinical Placements	Spring 2017	Fall 2017	Fall 2018
Entered Student Teaching	4	3	1
Intervention during Student Teaching	0	0	0
Dismissed from Student Teaching	0	0	0
Successful Completion	4	3	1

Post Baccalaureate Final Clinical Placements	Fall 2017	Fall 2018	Fall 2019
Entered Job-Embedded Teaching	6	4	3
Intervention during Student Teaching	0	0	0
Dismissed from Student Teaching	0	0	0
Successful Completion	6	4	3

Source: Undergraduate Data Summary Table

Source: Post Baccalaureate Data Summary Table



## 6. Ability of completers to meet licensing (certification) requirements

Praxis Examinations	2017-2018				2018-2019				2019-2020			
	LOC Mean	Minimum Score	State Mean	National Mean	LOC Mean	Minimum Score	State Mean	National Mean	LOC Mean	Minimum Score	State Mean	National Mean
Art: Content Knowledge (5135)	145	161	163.5	163.51	143	161	*	161.35	140	161	*	163.32
Biology: Content Knowledge (5235)	133.40	143	*	157.42	134.2	150	133.40	157.17	---	150	*	158.33
Chemistry: Content Knowledge (5245)	155	150	*	152.69	---	152	*	153.67	---	150	*	149.78
English Language Arts: (5038)	149.78	167		177.11	151.30	167		176.19	153.42	167		174.36
Gov't/Political Science (5931)	*	149		162.27	*	149		162.54	*	149		162.85
Mathematics: Content Knowledge (5161)	110	160		155.6	141.1	160		151.36	122.40	160		148.24
World & U.S. History: (5941)	146	157		158.58	---	157		159.01	---	157		157.11
Education of Young Children (5024)	149.5	155		165	136.14	159		166	136.43	*		*
Early Childhood Education (5025)	*	150	*	*		156		167.71	139.00	156		169.41
Teaching Reading: Elementary (5205)	*	*	*	*	*	*	*	*	145.1	159		162.96
Teaching Reading: Elementay (5203)	151.18	162		174.21	149.82	162		173.47	160.67	162		173.65

*Elem Educ7. Curr., Inst., & Assess (5017)	*	153		171.38	*	157		171.17	---	157		*
*Elem Educ. Content Knowledge (5018)	133.52	163		168.43	136.25			166.60	129.00			157.64
Elem. Ed.: Multiple Subjects (5001)	*	*	*	*	*	*	*	*	---	*	*	*
Reading and Language Arts (5002)	*	*	*	*	146	154		167.53	147.83	154		168.38
Mathematics Subtest (5003)	*	*	*	*	130.5	157		166.94	128.80	157		168.74
Social Studies Subtest (5004)	*	*	*	*	*	155		162.79	133.60	155		162.86
Science Subtest (5005)	*	*	*	*		154		162.56	141.80	154		166.20
Special Education Mild to Mod (5543)	150.45	158		169.44	144.00	158		168.56	137.67	158		167.29
PLT: Early Childhood (5621)	150.00	155		176.90	148.62	157		160.80	*	157		169.50
PLT: K-6 (5622)	149.89	158		174.54	154.2	158		171.12	----	158		171.70
PLT: 5-9 (5623)	*	160		174.64	140.80	160		171.61	*	160		168.91
PLT: 7-12 (5624)	157.71	157		174.60	144.80	157		170.54	142	157		169.30
CASE: Reading (5713)	*	156	*	*	*	*	*	*				166.78
CASE: Reading (5712)	151.47	156		168.43	1156.57	156		167.94	165.2	156		165.24
CASE: Writing (5723)	*	162		*	*	*	*	*	*	162		158.51
CASE: Writing (5722)	146.00	162		161.84	143.73	162		162.53	145.33	162		160.43
CASE: Mathematics (5733)	*	*	*	*	*	*	*	*	*	*	*	158.26
CASE: Mathematics (5732)	126.43	150		146.03	119.57	150		146.33	124.80	150		141.28

## 7. Ability of completers to be hired in education positions for which they have prepared (initial levels only)

2019 Report Card • LeMoyne-Owen College

### Employment

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

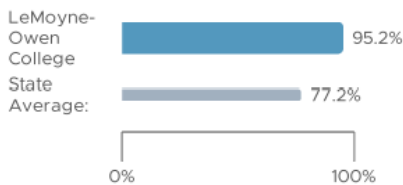
#### Performance

### Exceeds Expectations

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#### Rate of First-Year Employment in Tennessee Public Schools



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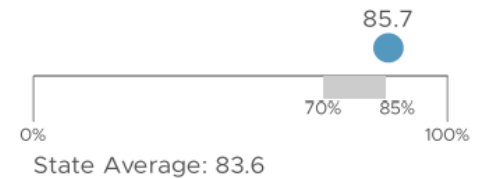
#### Second Year Retention Rate



#### What does this mean?

The score of **93.8** earned this EPP **8.3** out of **9** points possible.

#### Third Year Retention Rate



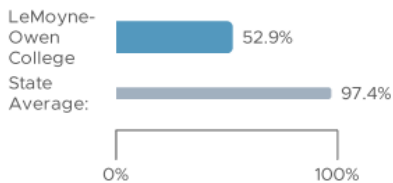
#### What does this mean?

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### Candidate Assessment

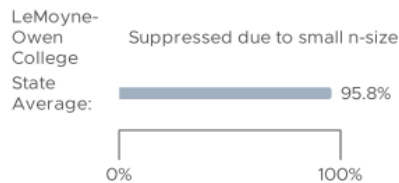
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#### Praxis Principles of Learning and Teaching (PLT) Pass Rate



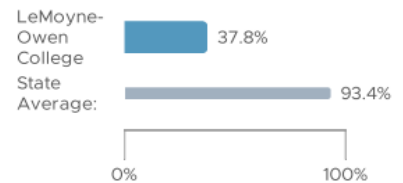
This metric is unscored

#### edTPA Pass Rate



This metric is unscored

#### Praxis Subject Assessments Pass Rate



This metric is unscored

## Summary of Data:

<b>Data Report</b>	<b>Summary Analysis</b>
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Third Year Retention Rate	85.7% of undergraduate/post baccalaureate candidates were employed in Tennessee Public Schools into their third year. State average is 83.6%

## 8. Student loan default rates and other consumer information (initial levels only)

This is the CDR for the last three years. Our current Default is 21.7.

Record 1 of 1

OPE ID	School	Type	Control	PRGMS		FY2017	FY2016	FY2015
					<b>Default Rate</b>	21.7	23.3	20.4
					<b>No. in Default</b>	85	117	109
					<b>No. in Repay</b>	391	501	532
003501	LEMOYNE - OWEN COLLEGE 807 WALKER AVENUE MEMPHIS TN 38126-6510	Bachelor's Degree	Private	Both (FFEL/FDL)	<b>Enrollment figures</b>	1,112	1,192	1,288
					<b>Percentage Calculation</b>	35.1	42	41.3

**ENROLLMENT:** To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2017 CDR Year will use 2015-2016 enrollment).

Current Date : 04/26/2021