

2014 Educator Preparation Institution (EPI) Score Report



This is the 2014 Educator Preparation Institution (EPI) Performance Score Report for **Grand Valley State University**. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification three-year passing percentages (abbreviated MTTC), the 2012-2013 Teacher Candidate and Candidate Supervisor Survey efficacy rates (abbreviated SURV), and the points attributed to the Educator Effectiveness Labels earned by the EPI (abbreviated EFF). These scores contribute to the calculation of the Overall Score. An overall cut score of 84 is the lowest score needed for satisfactory performance for this year's report.

On the reverse side are brief summaries about how data for these component scores were collected and scored, and how the overall scores were calculated from the component scores.

The vertical bars also show the minimum and maximum for each component score and for the overall score earned by any Michigan EPI. A mean (average) for that component and overall score is also displayed.

KEY: Highest Mean Lowest

2013 Performance Category & Phase

SATISFACTORY

2014 STATUS: **MET CUT SCORE**

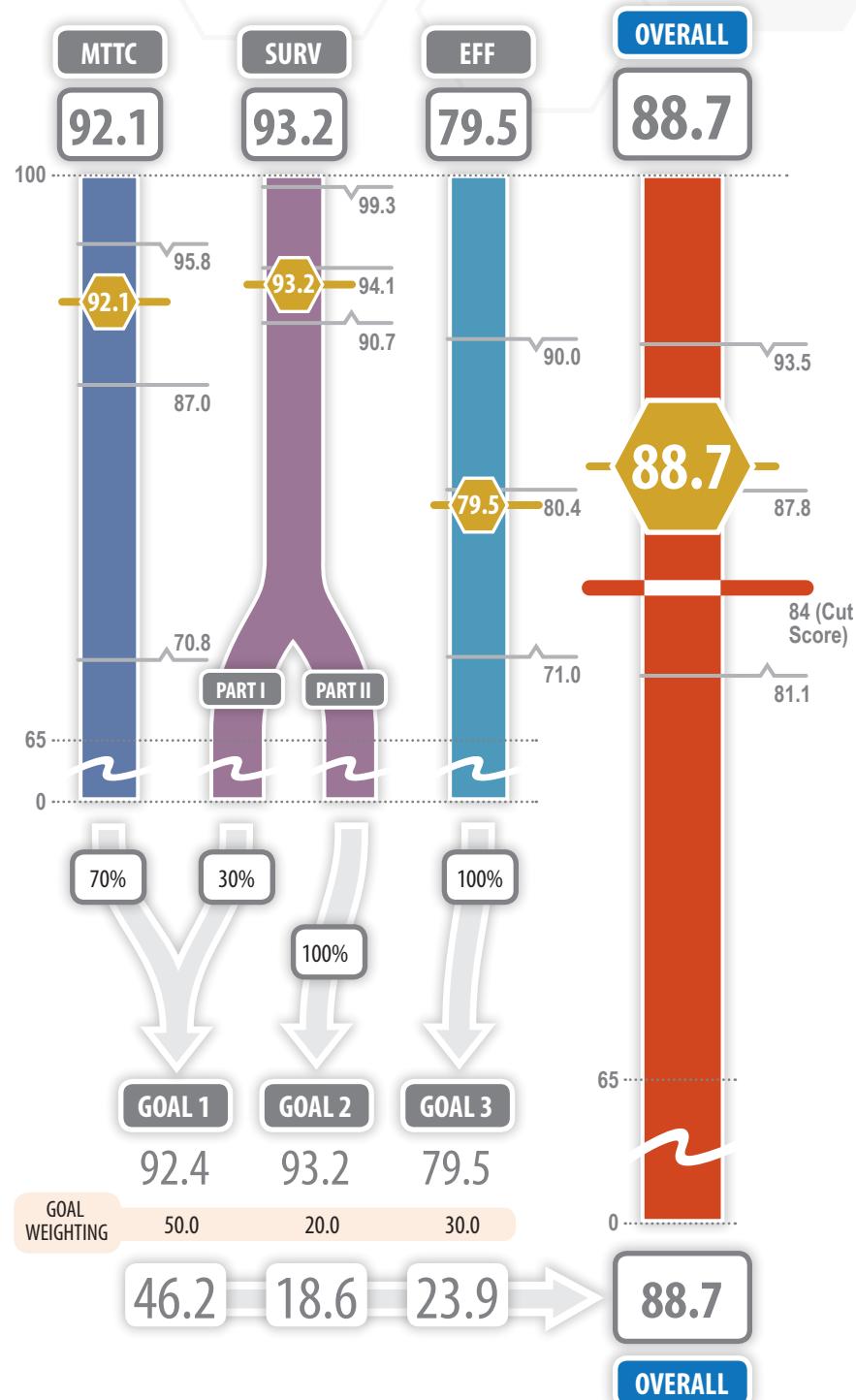
2014 Performance Category & Phase

SATISFACTORY

An EPI whose teacher preparation programs are categorized as **SATISFACTORY** exhibits most or all of the following:

- a high percentage of teacher candidates who are able to pass their MTTC content-based assessments;
- teacher candidates who report a high level of program efficacy with regard to their teacher preparation, including clinical experiences;
- supervising faculty at EPIS who consistently substantiate the positive program efficacy perceptions of their teacher candidates; and
- graduates who almost exclusively earn Effective or Highly Effective ratings during their first three years of eligibility to earn those ratings while employed in Michigan public schools within five years since graduation.

Grand Valley State University



Michigan Tests for Teacher Certification (MTTC) Component Score

To calculate this component score, the MDE used a three-year combined passing percentage of all MTTC content/subject-area tests. These were administered to eligible candidates (as verified by each EPI). MTTC passing percentages used in the EPI Performance Score represent the “cumulative” or “best attempt” of all eligible test-takers for content/subject areas, across an unlimited number of testing opportunities. To calculate the combined passing percentage, the number of “best attempt” passing results during a three-year period was divided by the total number of first-time registrations over the same period. The combined passing percentage is not based on the number of times a candidate attempts a given MTTC test during the three-year period. For the calculation of the 2014 EPI Performance Scores, passing percentages from the August 2010 through the July 2013 administrations of content/subject-area tests were used; scores for program areas that had been closed during the three-year period were factored out for the purposes of calculating this component score.

Teacher Candidate and Candidate Supervisor Survey Efficacy Rates (abbreviated SURV on this report)

To calculate this component score, perception data were gathered at two points during the academic year from teacher candidates (TCs) who evaluate their experiences in the teacher preparation programs. These perceptions are matched with corroborating data from the candidate supervisors (CSs), from each EPI, who work with and directly supervise the clinical experiences of those teacher candidates. For the 2014 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2012 to January 2013) and the Spring/Summer time span (April 2013 to July 2013).

Each survey audience responded to questions across four categories (for CS surveys) or six categories (for TC surveys) with each item in those categories featuring a four-point Likert scale. These responses were combined to generate an overall total of all responses across all categories by Likert number. The SURV score on this report represents the total rate of efficacy, defined as the overall percentage of “3” and “4” responses on the Likert scale across all categories, across both sets of surveys, per survey type (TC or CS).

Teacher Effectiveness Rating Scores (abbreviated EFF on this report)

Once each year, teacher effectiveness labels are captured by the Registry of Educational Personnel (REP) indicating whether teachers are considered “Highly Effective,” “Effective,” “Minimally Effective,” or “Ineffective” according to several factors that include student academic growth on statewide assessments. From the data captured by the REP, the MDE applied a point attribution methodology to create a third component score based on the ratings of teachers who received their initial certification from Michigan’s EPIS.

To compute this component score, the MDE began with data on the effectiveness ratings of teachers in their first three years of experience who had effectiveness labels over a five-year period. Next, MDE assigned a point value to each effectiveness rating. “Highly Effective” labels were worth 1.00 point, “Effective” labels were worth 0.80 point, “Minimally Effective” labels were worth 0.30 point, and “Ineffective” labels were worth zero points. Finally, a factoring weight for each year of these three-year scores was applied; first-year labels were assigned a factor of 0.3, second-year labels 0.5, and third-year labels 0.2. These weighted three-year totals were then added together to create a score out of 100 possible points.

Overall Score Calculation

The EPI Performance Score has three underlying measurement goals:

1. Ensure that the EPI has prepared candidates to be effective classroom teachers through exposure to content and pedagogy.
2. Ensure that the EPI has the capacity to prepare teachers effectively and demonstrates continuous improvement related to MDE’s priorities.
3. Ensure that program graduates meet standards for effectiveness aligned to MDE policy.

70% of Goal 1 is derived from the three-year MTTC passing percentages, and 30% of Goal 1 is derived from the survey efficacy ratings. The survey efficacy ratings contribute exclusively to Goal 2, and the teacher effectiveness rating point scores contribute exclusively to Goal 3.

These goals have a relative weight within the overall score to reflect their significance. However, in order to compensate for smaller teacher preparation programs, different weights for the three goals were applied before the overall score was calculated, depending on the proportion of teachers at each EPI who had effectiveness labels. To separate the EPIS into “tiers” based on this proportion, the total number of teachers who had received teacher effectiveness labels attributed to an EPI was divided by the total number of teachers who had completed a program at that EPI. The percentages and weighted scores are compared in the table below:

| Percentage of program completers who had effectiveness labels | Weight for Goal 1 | Weight for Goal 2 | Weight for Goal 3 |
|---|-------------------|-------------------|-------------------|
| 1% to 10% | 70 | 30 | 0 |
| 11% to 20% | 63 | 27 | 10 |
| 21% to 30% | 56 | 24 | 20 |
| 31% or more | 50 | 20 | 30 |