

2017

Educator Preparation Institution (EPI)



April 14, 2017

# Score Report

This is the 2017 Educator Preparation Institution (EPI) Performance Score Report for Grand Valley State University. On this page, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification three-year passing percentages (abbreviated MTTC), the 2015-2016 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 84.5 is the lowest score needed for satisfactory performance for this year's dashboard.

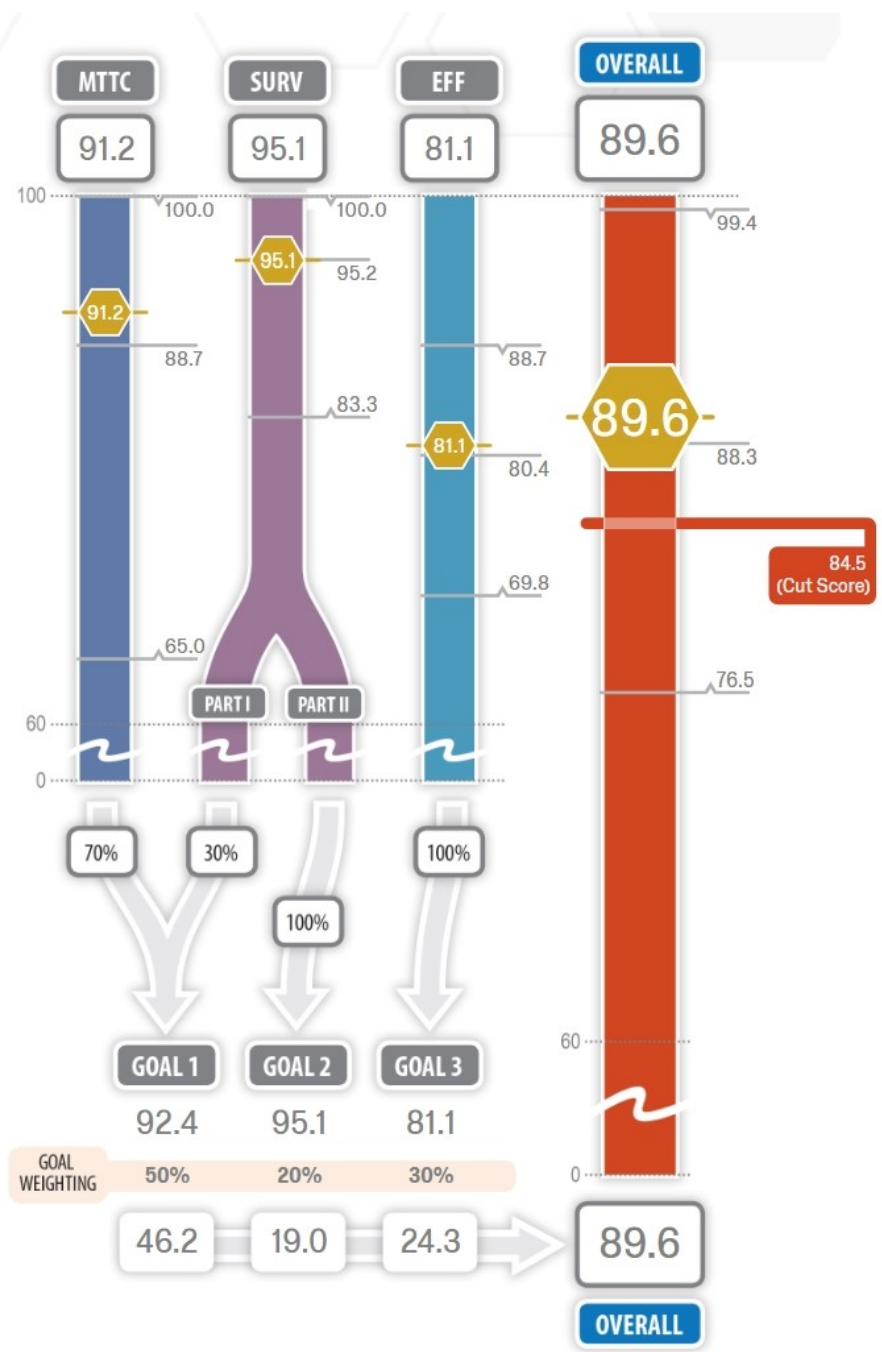
On the second page of this document are brief summaries about how data for these component scores were collected and scored, and how the overall scores were calculated from the component score.

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.

Below is a table called "Corrective Action Record," showing your EPI's corrective action "phase" for this year and for the prior year. Your EPI moves one phase into corrective action when the cut score is not met for a given year, and one phase out of corrective action if the cut score is met or exceeded. Please refer to the EPI Performance Score Technical Manual for more information on corrective action phases.

Corrective Action Record	
Reporting Year	2017
Prior Year's Corrective Action Phase	0
Prior Year's Corrective Action Label	Satisfactory
Current Year's Corrective Action Phase	0
Current Year's Corrective Action Label	Satisfactory

## Grand Valley State University



## Michigan Tests for Teacher Certification (MTTC) Component Score

### Listed as MTTC on the dashboard

To calculate this component score, the Michigan Department of Education (MDE) used a three-year combined passing percentage of all MTTC content 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 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 2017 EPI Performance Scores, passing percentages from the August 2013 through the July 2016 administrations of content 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 the dashboard

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 2017 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2015 to January 2016) and the Spring/Summer time span (April 2016 to July 2016).

Each survey audience responded to questions across six categories (for CS surveys) or seven 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 dashboard 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 the dashboard

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