2018
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of Education

June 27, 2018

This is the 2018 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 2016-2017 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.
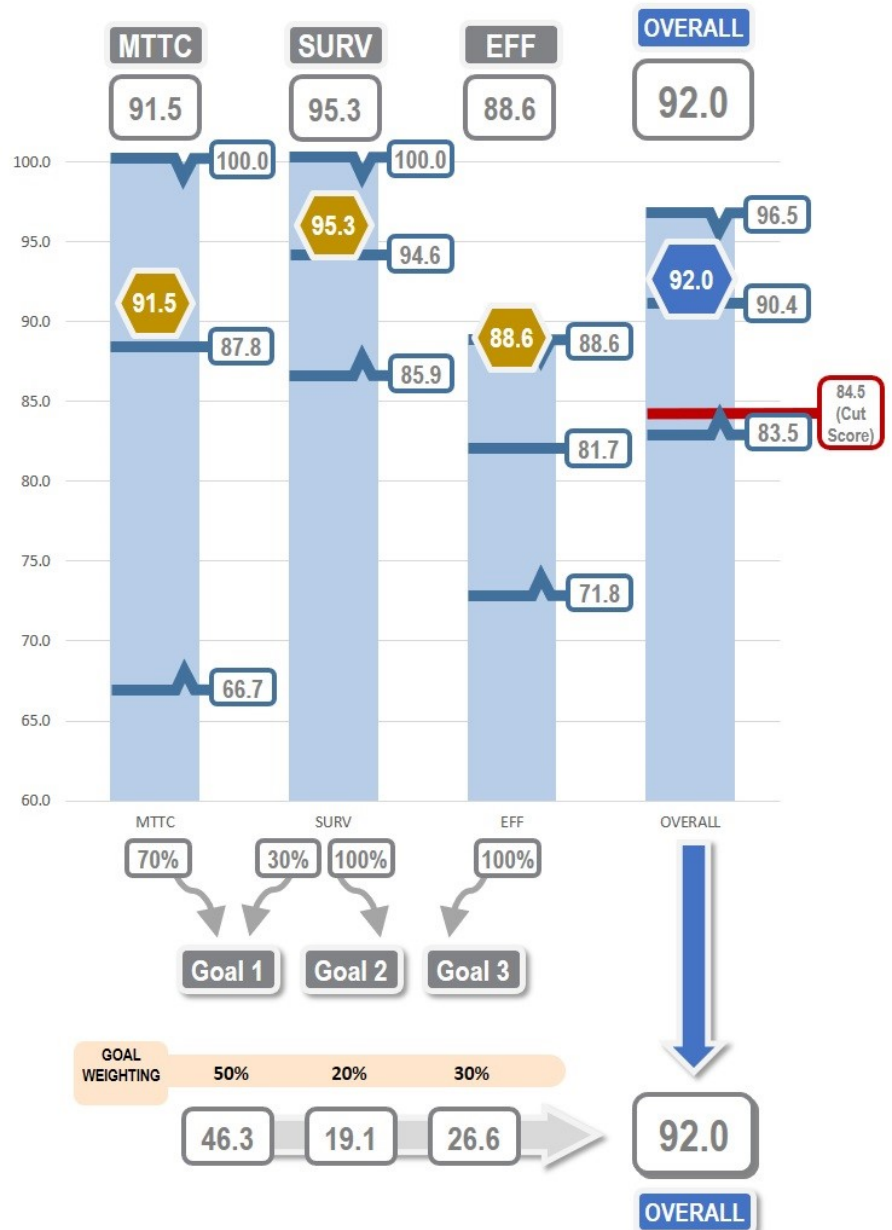
Below is a table called "Corrective Action Record," showing your EPI's corrective action "phase" for this year and for the prior year. Your EPI moves one phase into corrective action when the cut score is not met for a given year, and one phase out of corrective action if the cut score is met or exceeded. Please refer to the EPI Performance Score Technical Manual for more information on corrective action phases.

Corrective Action Record

Reporting Year	2018
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

MTTC	SURV	EFF	OVERALL
91.5	95.3	88.6	92.0

MTTC: 100.0, 91.5, 87.8, 66.7
SURV: 100.0, 95.3, 94.6, 85.9
EFF: 88.6, 81.7, 71.8
OVERALL: 96.5, 92.0, 90.4, 83.5, 84.5 (Cut Score)

MTTC	SURV	EFF
70%	30%	100%	100%

Goal 1   Goal 2   Goal 3

GOAL WEIGHTING	50%	20%	30%

46.3 → 19.1 → 26.6 → 92.0

OVERALL

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 2018 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 2018 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2016 to January 2017) and the Spring/Summer time span (April 2017 to July 2017).

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

NOTE: The 2018 review of the EPI Performance Score data identified challenges with MDE's methodology around the calculation of Goal 3 (EFF Ratings). Given the complexity of these challenges, as well as time constraints and considerable MDE staff turnover, every institution was awarded the highest observed score (88.6 out of 100) with respect to Goal 3 in calculating the 2018 EPI Performance Score.

Essentially, no institution's 2018 overall score was unduly disadvantaged or overly inflated by the EFF/Goal 3 component. The only changes to this year's EPI score occurred within Goal 3 (Educator Effectiveness Ratings).

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

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

RICK SNYDER
GOVERNOR

SHEILA A. ALLES
INTERIM STATE SUPERINTENDENT

MEMORANDUM

DATE: June 25, 2018

TO: Educator Preparation Institution Deans and Directors

FROM: Leah Breen, Director
              Office of Educator Excellence

SUBJECT: 2018 Educator Preparation Institution Performance Score

Thank you for your patience with the delayed publication of the 2018 Educator Preparation Institution (EPI) Performance Score. This year's review of the EPI Performance Score data identified some challenges with the current methodology around the calculation of Goal 3 (Educator Effectiveness Ratings) that we feel would best be addressed through meaningful discussion and collaboration with EPI's.

Given the complexity of these challenges, as well as current time constraints and considerable Office of Educator Excellence (OEE) staff turnover, every institution has been awarded the highest observed score (88.6 out of 100) with respect to Goal 3 in calculating the 2018 EPI Performance Score. Essentially, no institution's overall score was unduly disadvantaged or overly inflated by this component. The only changes to this year's EPI score occurred within Goal 3 (Educator Effectiveness Ratings).

The upcoming year will be used to revise the business rules for the EPI Performance Score, including the potential to include new data and eliminate existing data. We are seeking volunteers to serve on a review and redesign committee. While an EPI Performance Score will not be calculated for 2019, the OEE will continue collecting and disseminating MTTC, survey, and educator effectiveness ratings data to support institutional continuous improvement and accreditation activities that rely on these data.

Attached is a spreadsheet identifying all pertinent information related to the 2018 EPI Performance Score. Institutions whose Corrective Action status is affected by the 2018 score will be contacted by consultants in the Professional Preparation and Learning Unit with further information on accountability expectations for 2018-2019.

In two subsequent emails, you will receive your Educator Effectiveness datasets.

The first email will include a revised roster of individuals attributed to your institution. The second email will include those individuals' effectiveness ratings. This dataset will appear a bit different from the original dataset sent to you earlier this year.
- Educators were *not* included if they were not employed within a Michigan public school in the most recently completed school year (2016-17). This prevented educators from being counted redundantly across reporting periods.
- Appeals data were only included for educators where the dataset had employment information for the corresponding year.
- The calculation of years of experience and labels included all five years of REP data available (2012-13 through 2016-17). In the original data set sent earlier this year only the last three years of labels/experience were included in the final output by mistake.

These data will not go through the appeals process because they were not included in the final EPI Performance Score. The data are being provided for institutional and accreditation use.

In the interest of time, these datasets are not being loaded into the vocalize dashboard or being disseminated in the format used in prior years.

Thank you for continuing to serve as partners in this work. Please feel free to contact me at (517) 241-1392 or breenl1@michigan.gov with questions/comments.