2016
Educator Preparation Institution (EPI)
Score Report

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Adrian College. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY　　　　0

2016 STATUS:　　　MET CUT SCORE

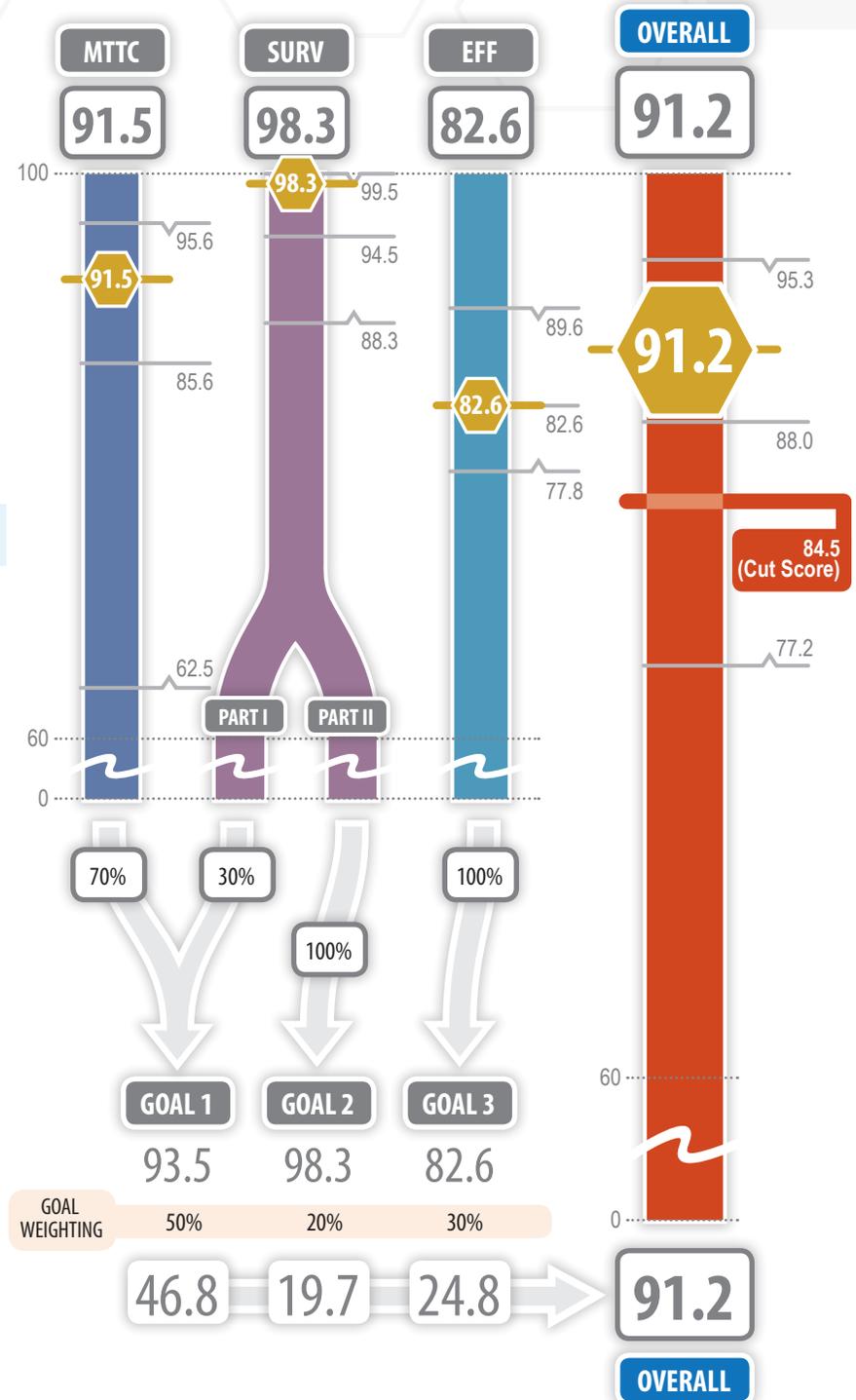### 2016 Performance Category & Phase

SATISFACTORY　　　　0

An EPI with teacher preparation programs 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.

Adrian College

	MTTC	SURV	EFF	OVERALL
	91.5	98.3	82.6	91.2

MTTC: 91.5 — 95.6 (high), 85.6 (low), 62.5 (lowest)

SURV: 98.3 — 99.5 (high), 94.5, 88.3

EFF: 82.6 — 89.6, 82.6, 77.8

OVERALL: 91.2 — 95.3, 88.0, **84.5 (Cut Score)**, 77.2

PART I — PART II

70%　　30%　　100%

100%

GOAL 1　　GOAL 2　　GOAL 3
93.5　　　98.3　　　82.6

GOAL WEIGHTING　　50%　　20%　　30%

46.8　→　19.7　→　24.8　→　**91.2**

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN
Education Department of

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Albion College. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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.

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KEY: Highest — Mean — Lowest

Albion College

	MTTC	SURV	EFF	OVERALL
	92.5	94.9	86.0	91.4

- MTTC: 92.5, highest 95.6, mean 85.6, lowest 62.5
- SURV: 94.9, highest 99.5, mean 94.5, 88.3
- EFF: 86.0, highest 89.6, mean 82.6, lowest 77.8
- OVERALL: 91.4, highest 95.3, mean 88.0, lowest 77.2

84.5 (Cut Score)

PART I | PART II

70% | 30% | 100%

100%

GOAL 1	GOAL 2	GOAL 3
93.2	94.9	86.0

GOAL WEIGHTING: 50% | 20% | 30%

46.6	19.0	25.8	→	91.4

OVERALL

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: **MET CUT SCORE**
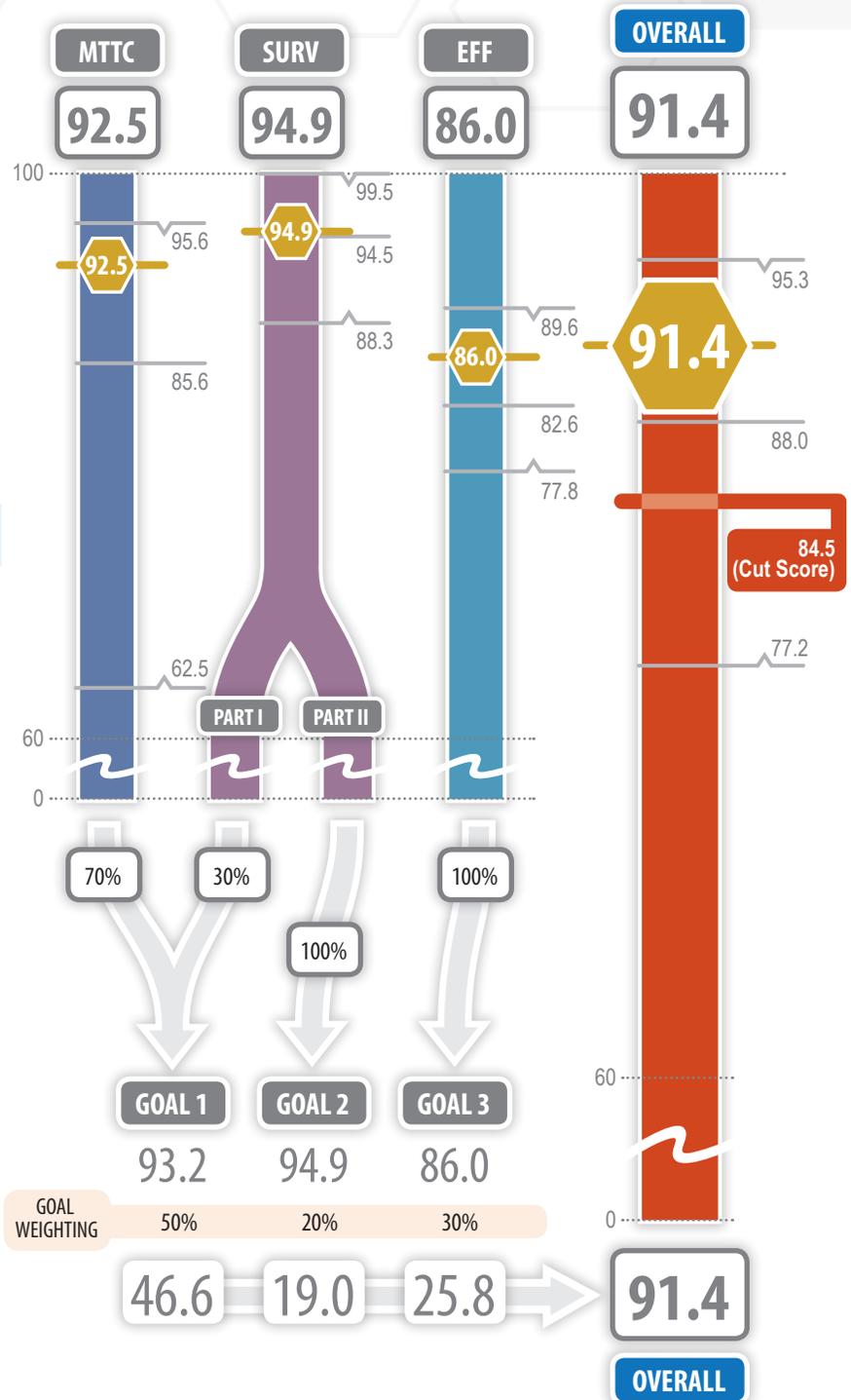
2016 Performance Category & Phase

SATISFACTORY 0

An EPI with teacher preparation programs 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.

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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.

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21% to 30%	56	24	20
31% or more	50	20	30

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN
Department of
Education

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Alma College. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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KEY: Highest — Mean — Lowest

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: **MET CUT SCORE**

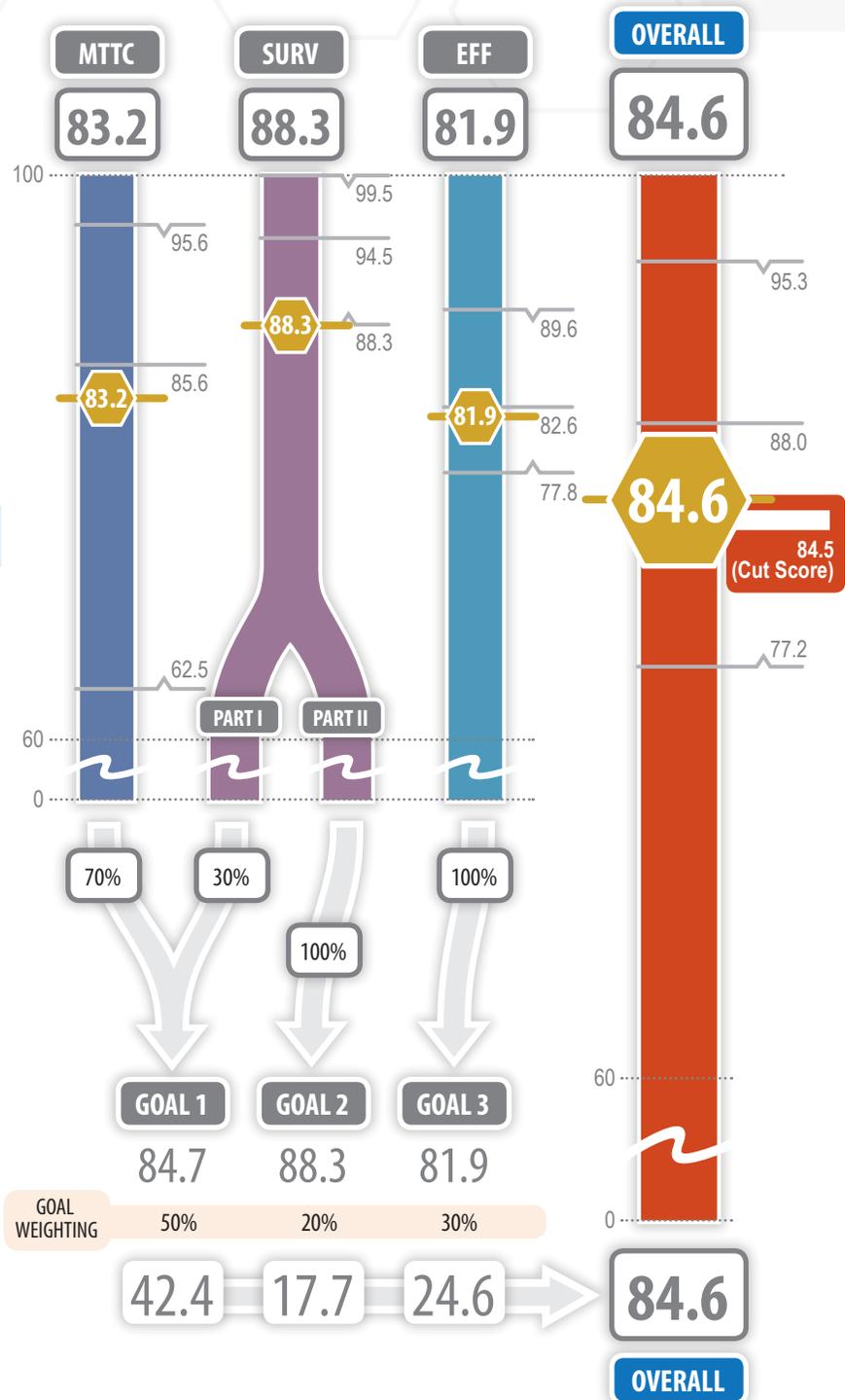## 2016 Performance Category & Phase

SATISFACTORY 0

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- 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.

Alma College

MTTC	SURV	EFF	OVERALL
83.2	88.3	81.9	84.6

- MTTC: 100 / 95.6 / 83.2 / 85.6 / 62.5 / 60 / 0
- SURV: 99.5 / 94.5 / 88.3 / 88.3 / PART I / PART II / 60 / 0
- EFF: 89.6 / 81.9 / 82.6 / 77.8 / 60 / 0
- OVERALL: 95.3 / 88.0 / 84.6 / 84.5 (Cut Score) / 77.2 / 60 / 0

70% 30% 100%

100%

GOAL 1	GOAL 2	GOAL 3
84.7	88.3	81.9

GOAL WEIGHTING 50% 20% 30%

| 42.4 | 17.7 | 24.6 | → | 84.6 |

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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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.

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31% or more	50	20	30

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Andrews University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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KEY: ∨—Highest ——Mean ∧—Lowest

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: MET CUT SCORE

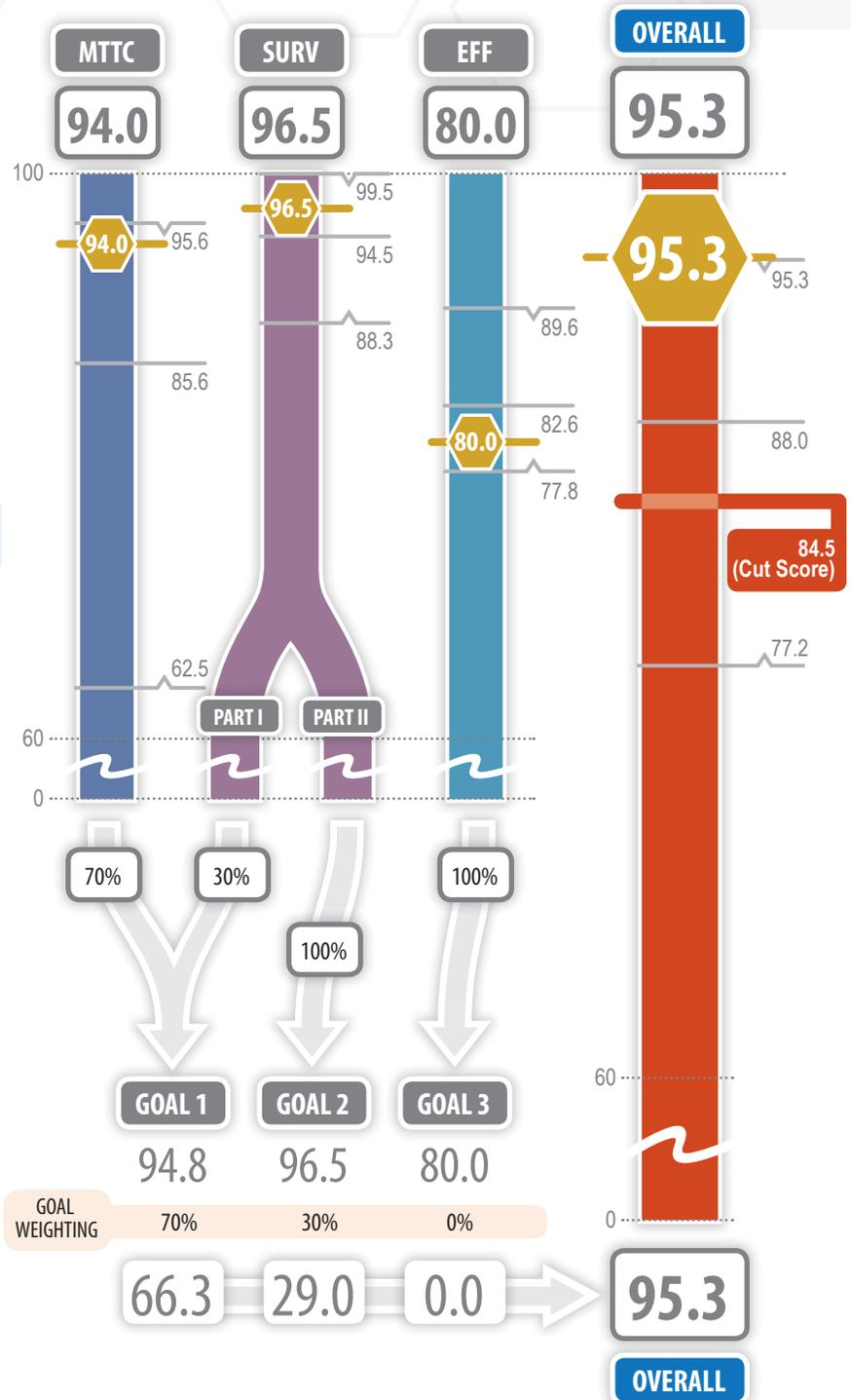### 2016 Performance Category & Phase

SATISFACTORY 0

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• 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.

Andrews University

MTTC	**SURV**	**EFF**	**OVERALL**
94.0	96.5	80.0	95.3

MTTC: 94.0 — 95.6 (Highest), 85.6, 62.5 (Lowest)

SURV: 96.5 — 99.5 (Highest), 94.5, 88.3, PART I / PART II

EFF: 80.0 — 89.6, 82.6, 77.8

OVERALL: 95.3 — 95.3 (Highest), 88.0, 84.5 (Cut Score), 77.2 (Lowest)

70%	30%	100%	
	100%		
GOAL 1	**GOAL 2**	**GOAL 3**	
94.8	96.5	80.0	

GOAL WEIGHTING: 70% / 30% / 0%

66.3	29.0	0.0	→	95.3

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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Teacher Effectiveness Rating Scores
Abbreviated EFF on this report

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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.

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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

2016
Educator Preparation Institution (EPI)
Score Report

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Aquinas College. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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KEY: Highest — Mean — Lowest

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: MET CUT SCORE

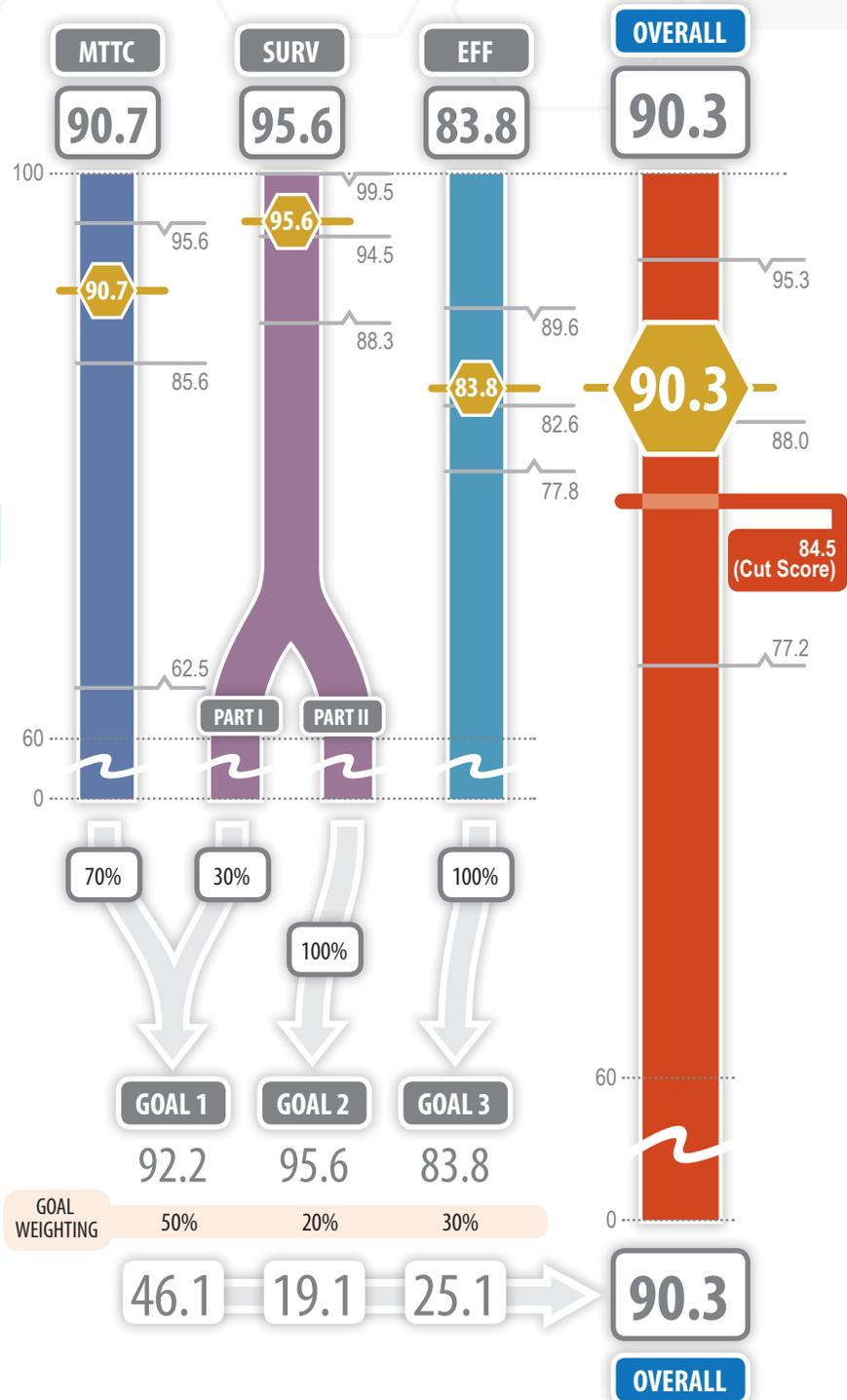### 2016 Performance Category & Phase

SATISFACTORY 0

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- 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.

Aquinas College

MTTC	SURV	EFF	OVERALL
90.7	95.6	83.8	90.3

MTTC: 90.7 — 95.6 (Highest), 85.6 (Lowest), 62.5

SURV: 95.6 — 99.5, 94.5, 88.3 — PART I, PART II

EFF: 83.8 — 89.6, 82.6, 77.8

OVERALL: 90.3 — 95.3, 88.0, 84.5 (Cut Score), 77.2

MTTC: 70% | 30% → GOAL 1

SURV: 100% → GOAL 2

EFF: 100% → GOAL 3

	GOAL 1	GOAL 2	GOAL 3
	92.2	95.6	83.8
GOAL WEIGHTING	50%	20%	30%
	46.1	19.1	25.1

→ 90.3 OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Baker College. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: DID NOT MEET CUT SCORE
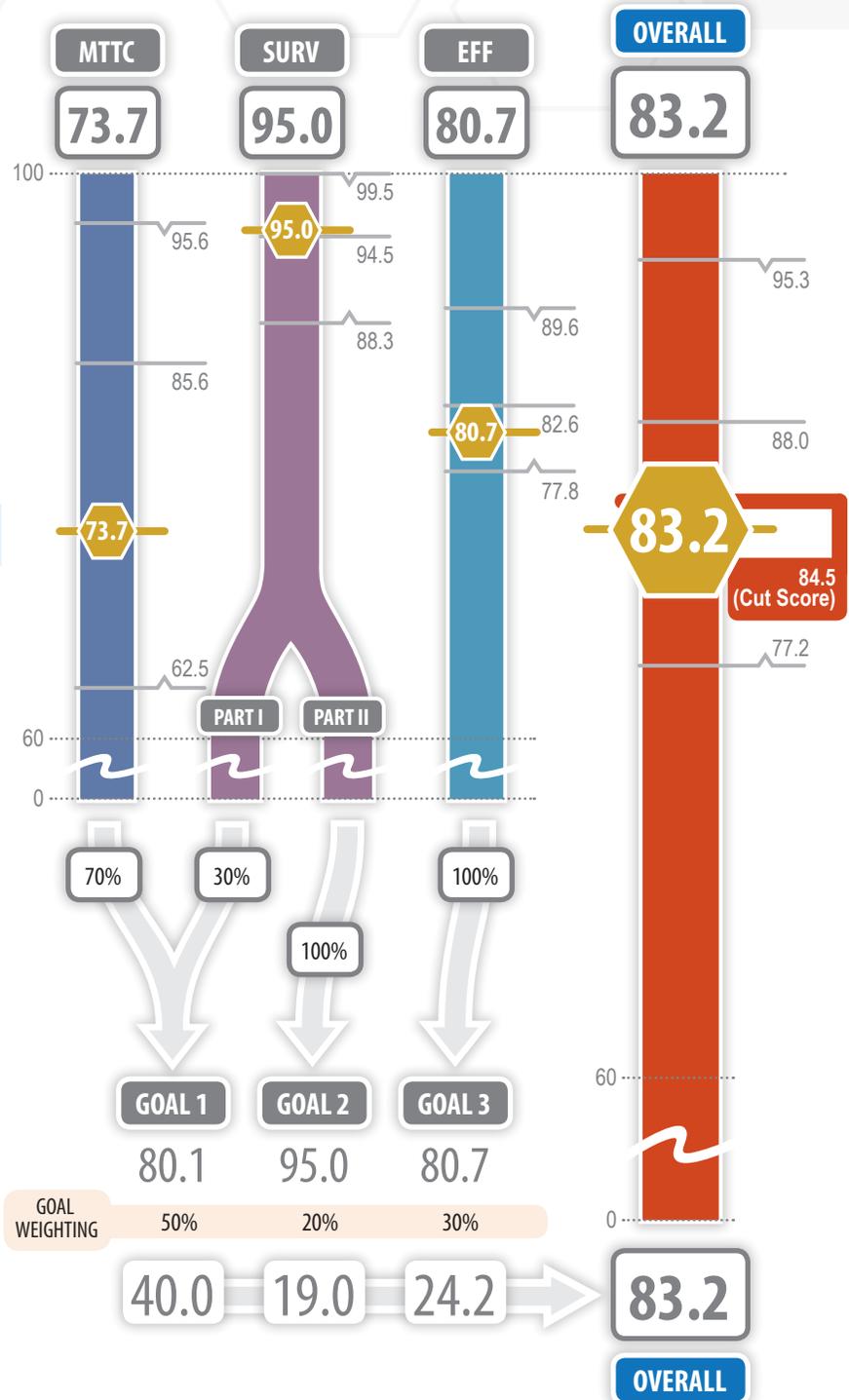
2016 Performance Category & Phase

SATISFACTORY 1

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.

Baker College

	MTTC	SURV	EFF	OVERALL
	73.7	95.0	80.7	83.2

MTTC:
- 95.6
- 85.6
- 73.7
- 62.5

SURV:
- 99.5
- 95.0
- 94.5
- 88.3
- PART I PART II

EFF:
- 89.6
- 82.6
- 80.7
- 77.8

OVERALL:
- 95.3
- 88.0
- 83.2
- 84.5 (Cut Score)
- 77.2

70% 30% 100%

100%

GOAL 1 GOAL 2 GOAL 3
80.1 95.0 80.7

GOAL WEIGHTING 50% 20% 30%

40.0 19.0 24.2 → 83.2

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of Education

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Calvin College. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY ⓪

2016 STATUS: **MET CUT SCORE**
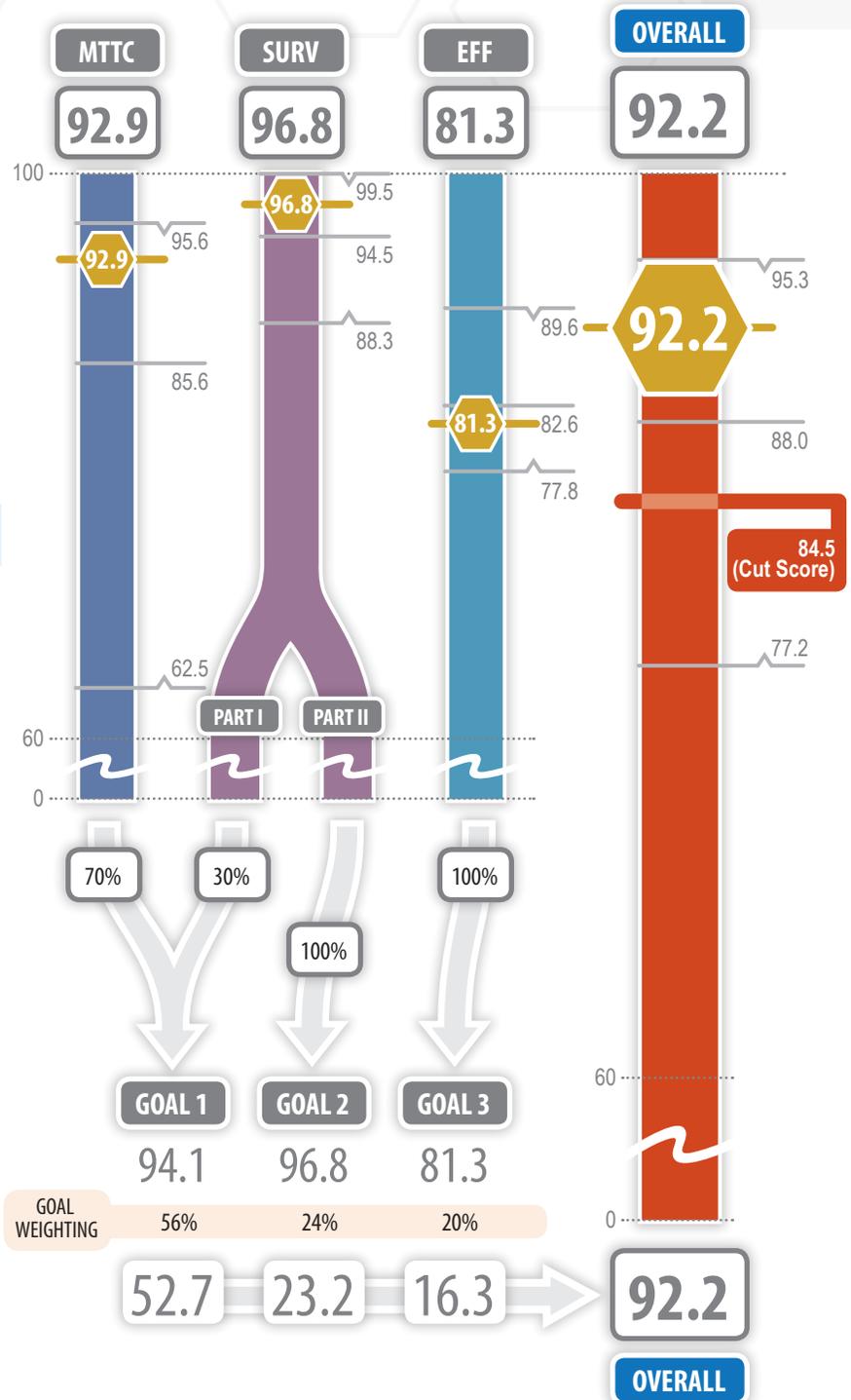
2016 Performance Category & Phase

SATISFACTORY ⓪

An EPI with teacher preparation programs 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.

Calvin College

MTTC	SURV	EFF	OVERALL
92.9	96.8	81.3	92.2

MTTC 92.9 — 95.6, 85.6, 62.5

SURV 96.8 — 99.5, 94.5, 88.3; PART I / PART II

EFF 81.3 — 89.6, 82.6, 77.8

OVERALL 92.2 — 95.3, 88.0, 84.5 (Cut Score), 77.2

70% 30% | 100% | 100%

GOAL 1 94.1 | **GOAL 2** 96.8 | **GOAL 3** 81.3

GOAL WEIGHTING 56% | 24% | 20%

52.7 → 23.2 → 16.3 → **92.2 OVERALL**

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Central Michigan University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: MET CUT SCORE

2016 Performance Category & Phase

SATISFACTORY 0

An EPI with teacher preparation programs 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.

Central Michigan University

	MTTC	SURV	EFF	OVERALL
	83.8	93.9	82.7	87.0

MTTC: 95.6, 85.6, 83.8, 62.5

SURV: 99.5, 94.5, 93.9, 88.3

EFF: 89.6, 82.6, 82.7, 77.8

OVERALL: 95.3, 88.0, 87.0, 77.2

84.5 (Cut Score)

PART I PART II

70% 30% 100%

100%

GOAL 1	GOAL 2	GOAL 3
86.8	93.9	82.7

GOAL WEIGHTING: 50% 20% 30%

43.4 18.8 24.8 → 87.0

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of Education

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Concordia University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

Concordia University

	MTTC	SURV	EFF	OVERALL
	80.9	96.6	85.7	88.6

MTTC: 80.9
- 95.6
- 85.6
- 80.9 (mean)
- 62.5

SURV: 96.6
- 99.5
- 96.6 (highest)
- 94.5
- 88.3
- PART I / PART II

EFF: 85.7
- 89.6
- 85.7 (mean)
- 82.6
- 77.8

OVERALL: 88.6
- 95.3
- 88.6 (mean)
- 88.0
- 84.5 (Cut Score)
- 77.2

100 ... 60 ... 0

2015 Performance Category & Phase

LOW PERFORMING — 4

2016 STATUS: **MET CUT SCORE**
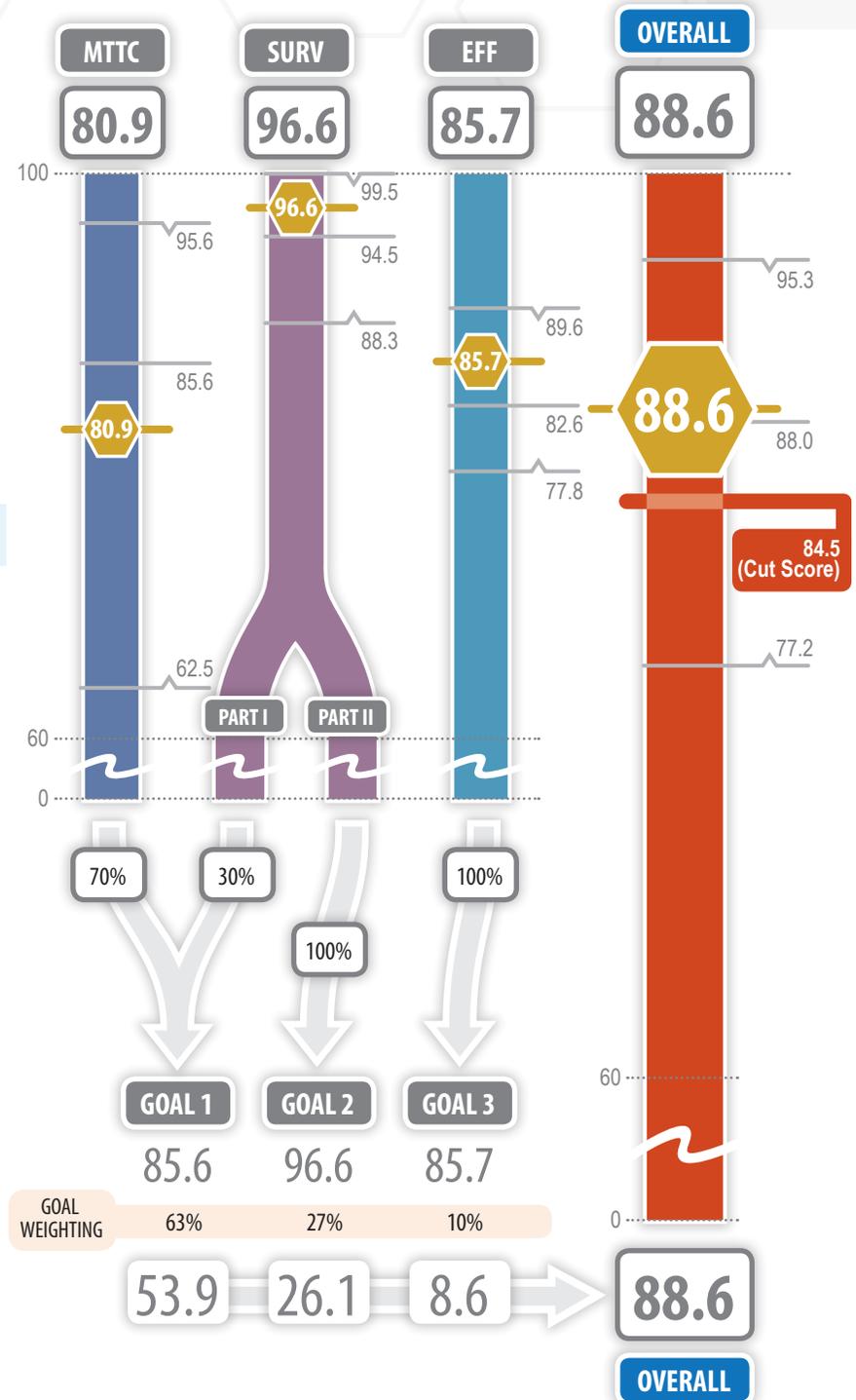
2015 Performance Category & Phase

AT RISK OF LOW PERFORMING — 3

An EPI with teacher preparation programs categorized as AT RISK OF LOW PERFORMING exhibits one or more of the following:
- a relatively low percentage of teacher candidates who are able to pass their MTTC content-based assessments;
- teacher candidates who report relatively lower levels of satisfaction with their teacher preparation and clinical experiences;
- supervising faculty at EPIs who consistently substantiate the negative perceptions of their teacher candidates; and
- graduates who earn few Ineffective or Minimally Effective, and generally no 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.

70% | 30% | 100%

100%

GOAL 1	GOAL 2	GOAL 3
85.6	96.6	85.7

GOAL WEIGHTING | 63% | 27% | 10%

| 53.9 | 26.1 | 8.6 | → | 88.6 |

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN
Department of
Education

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Cornerstone University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: MET CUT SCORE

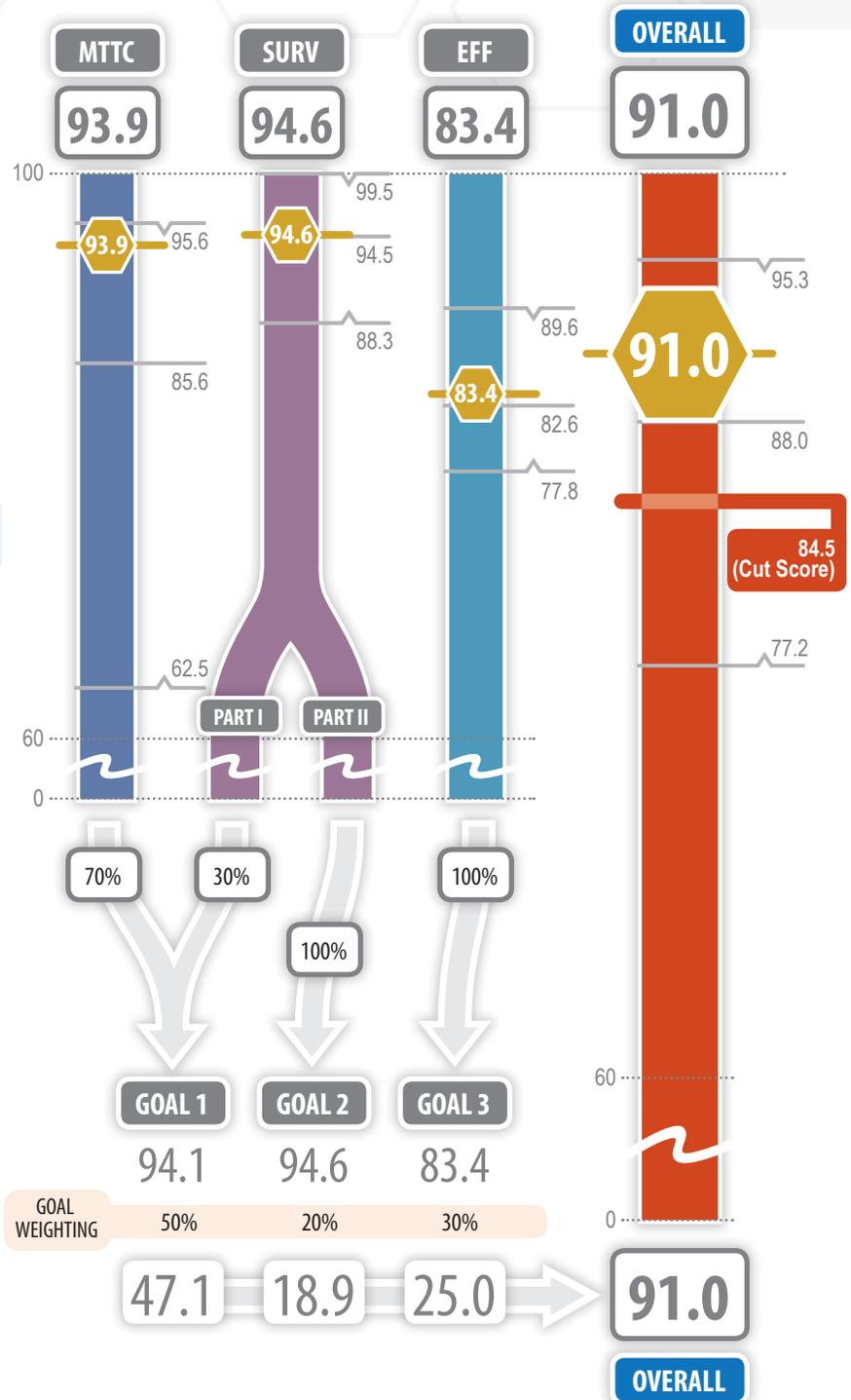### 2016 Performance Category & Phase

SATISFACTORY 0

An EPI with teacher preparation programs 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.

Cornerstone University

	MTTC	SURV	EFF	OVERALL
	93.9	94.6	83.4	91.0

MTTC: 93.9 — Highest 95.6, Mean 85.6, Lowest 62.5

SURV: 94.6 — Highest 99.5, 94.5, Mean 88.3, PART I, PART II

EFF: 83.4 — Highest 89.6, 82.6, Lowest 77.8

OVERALL: 91.0 — 95.3, Mean 88.0, 84.5 (Cut Score), Lowest 77.2

MTTC: 70% / 30% → GOAL 1
SURV: 100% → GOAL 2
EFF: 100% → GOAL 3

	GOAL 1	GOAL 2	GOAL 3
	94.1	94.6	83.4
GOAL WEIGHTING	50%	20%	30%
	47.1	18.9	25.0

→ **91.0**
OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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:

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2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Eastern Michigan University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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KEY: ──∨── Highest ──── Mean ──∧── Lowest

2015 Performance Category & Phase

SATISFACTORY ⓪

2016 STATUS: **MET CUT SCORE**

2016 Performance Category & Phase

SATISFACTORY ⓪

An EPI with teacher preparation programs 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.

Eastern Michigan University

MTTC	SURV	EFF	OVERALL
86.3	94.2	81.0	87.5

MTTC: 86.3 (95.6, 85.6, 62.5)
SURV: 94.2 (99.5, 94.5, 88.3)
EFF: 81.0 (89.6, 82.6, 77.8)
OVERALL: 87.5 (95.3, 88.0, 77.2)

84.5 (Cut Score)

PART I — 70%
PART II — 30%
100%
100%

GOAL 1 88.7
GOAL 2 94.2
GOAL 3 81.0

GOAL WEIGHTING: 50% 20% 30%

44.3 18.8 24.3 → 87.5

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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.

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1% to 10%	70	30	0
11% to 20%	63	27	10
21% to 30%	56	24	20
31% or more	50	20	30

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Ferris State University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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KEY: Highest — Mean — Lowest

Ferris State University

MTTC	SURV	EFF	OVERALL
85.2	94.5	82.3	87.6

MTTC: 100 · 95.6 · 85.2 · 85.6 · 62.5 · 60 · 0

SURV: 99.5 · 94.5 · 94.5 · 88.3 · PART I · PART II · 60

EFF: 89.6 · 82.3 · 82.6 · 77.8 · 60 · 0

OVERALL: 95.3 · 87.6 · 88.0 · **84.5 (Cut Score)** · 77.2 · 60 · 0

70% · 30% · 100%

100%

GOAL 1	GOAL 2	GOAL 3
88.0	94.5	82.3

GOAL WEIGHTING · 50% · 20% · 30%

| 44.0 | 18.9 | 24.7 | → | 87.6 |

OVERALL

2015 Performance Category & Phase

SATISFACTORY — 0

2016 STATUS: **MET CUT SCORE**
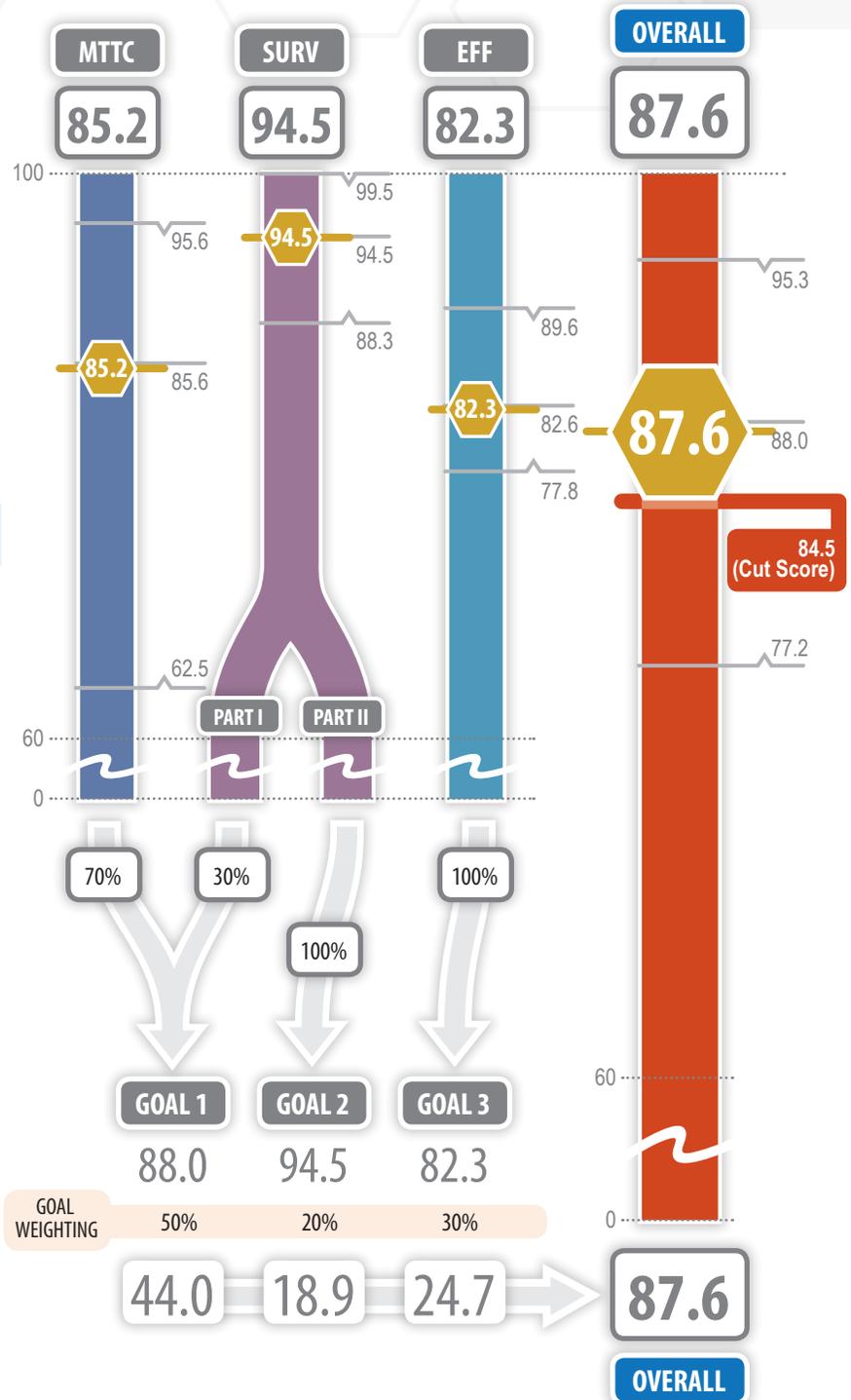
2016 Performance Category & Phase

SATISFACTORY — 0

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- 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.

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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.

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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.

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31% or more	50	20	30

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 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 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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.

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KEY: — Highest — Mean — Lowest

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: **MET CUT SCORE**
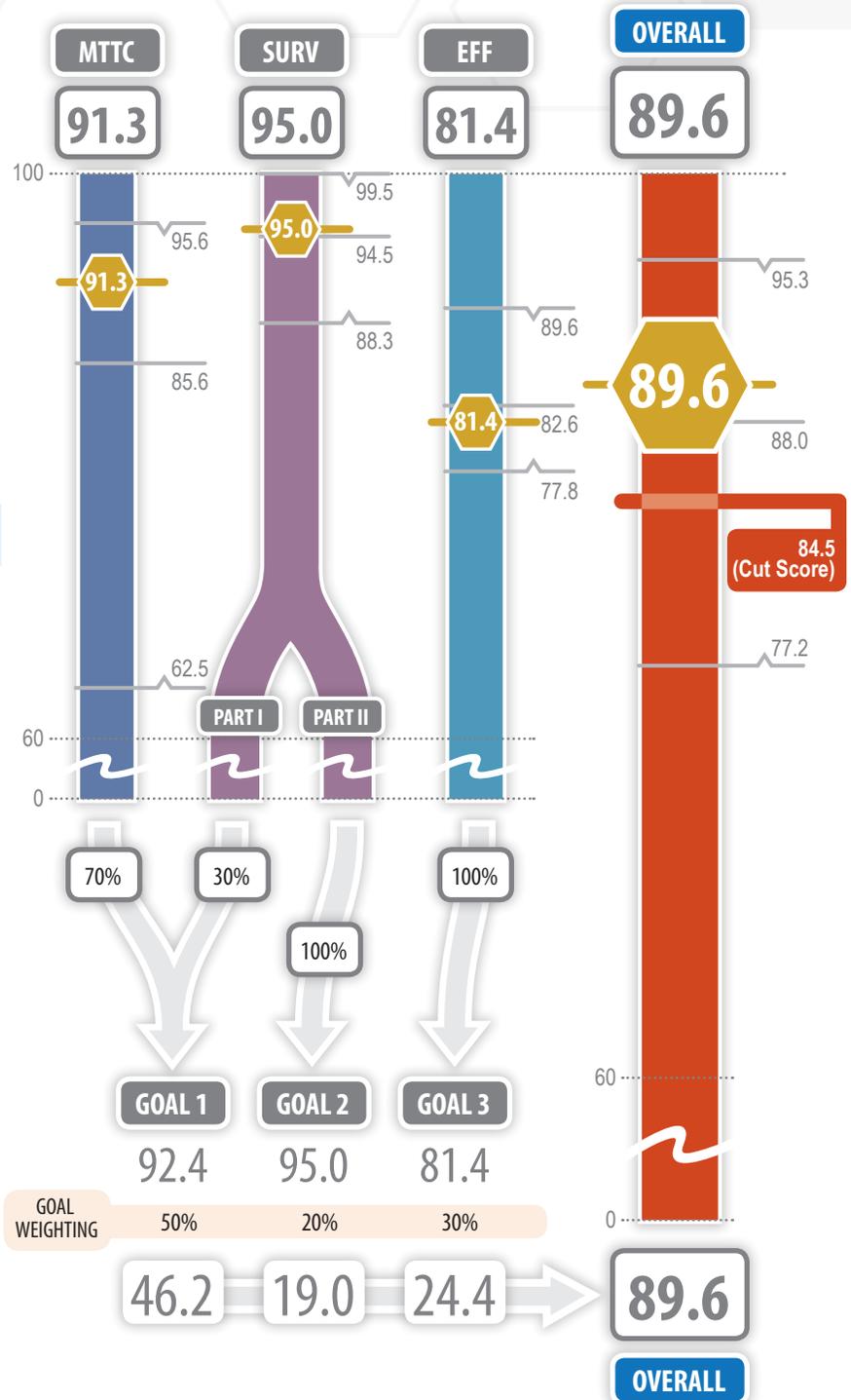
2016 Performance Category & Phase

SATISFACTORY 0

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- 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

MTTC	SURV	EFF	OVERALL
91.3	95.0	81.4	89.6

MTTC: 91.3 — 95.6 (highest), 85.6 (lowest), 62.5

SURV: 95.0 — 99.5 (highest), 94.5, 88.3 (lowest)
PART I / PART II

EFF: 81.4 — 89.6 (highest), 82.6, 77.8 (lowest)

OVERALL: 89.6 — 95.3 (highest), 88.0, **84.5 (Cut Score)**, 77.2 (lowest)

MTTC: 70% / 30%
SURV: 100%
EFF: 100%

GOAL 1: 92.4
GOAL 2: 95.0
GOAL 3: 81.4

GOAL WEIGHTING: 50% | 20% | 30%

46.2 → 19.0 → 24.4 → **89.6**
OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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.

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Abbreviated SURV on this report

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Abbreviated EFF on this report

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2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Hope College. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: **MET CUT SCORE**

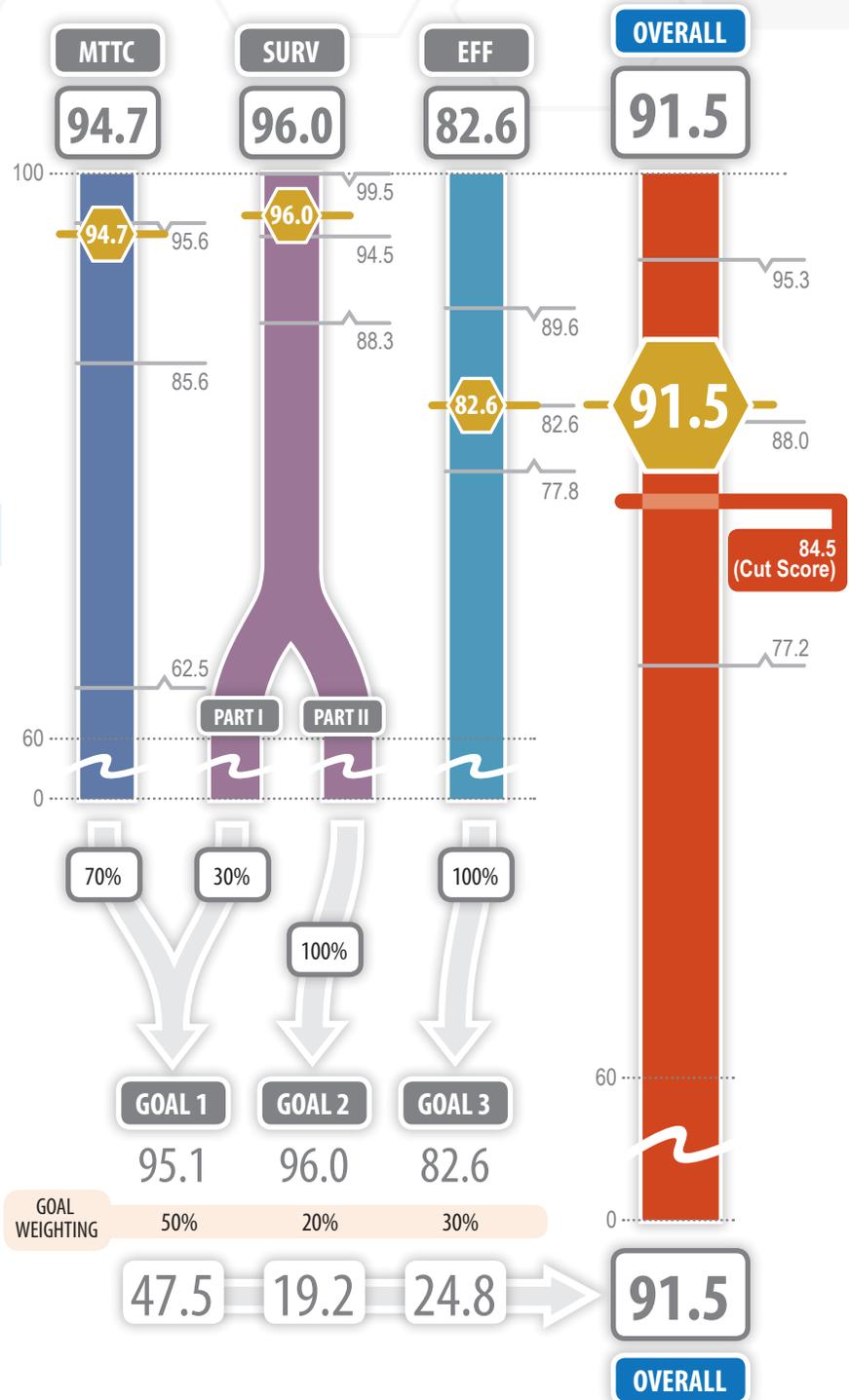### 2016 Performance Category & Phase

SATISFACTORY 0

An EPI with teacher preparation programs 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.

Hope College

	MTTC	SURV	EFF	OVERALL
	94.7	96.0	82.6	91.5

MTTC: 94.7 (highest 95.6), mean 85.6, lowest 62.5
SURV: 96.0 (highest 99.5), 94.5, mean 88.3
EFF: 82.6 (89.6, mean 82.6, lowest 77.8)
OVERALL: 91.5 (highest 95.3, mean 88.0), 77.2
84.5 (Cut Score)

PART I — PART II

70% — 30% — 100%

100%

GOAL 1 — GOAL 2 — GOAL 3
95.1 — 96.0 — 82.6

GOAL WEIGHTING: 50% — 20% — 30%

47.5 — 19.2 — 24.8 → 91.5

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Lake Superior State University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: MET CUT SCORE
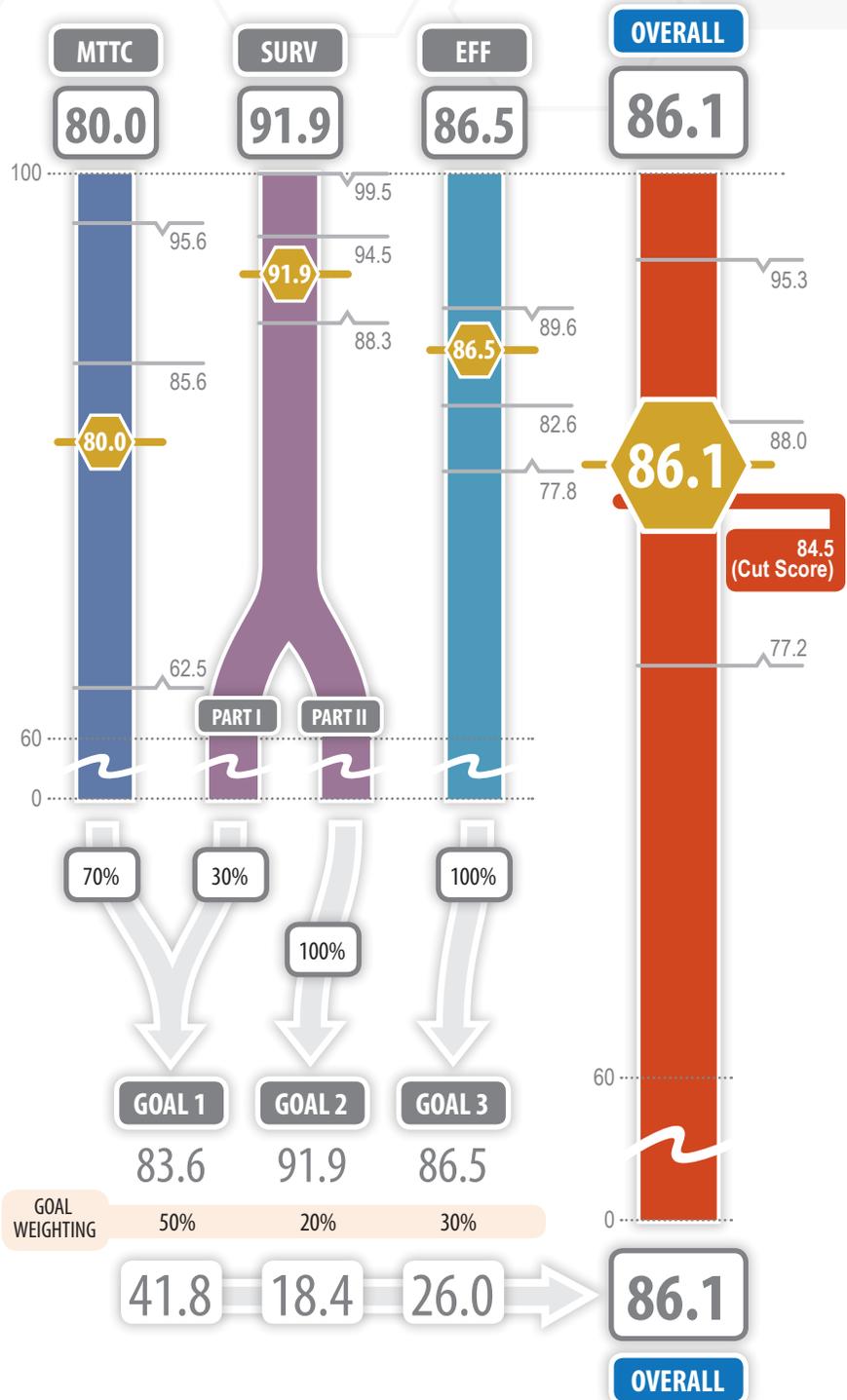
2016 Performance Category & Phase

SATISFACTORY 0

An EPI with teacher preparation programs 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.

Lake Superior State University

MTTC 80.0
SURV 91.9
EFF 86.5
OVERALL 86.1

MTTC: 95.6 (highest), 85.6 (mean), 80.0, 62.5 (lowest)

SURV: 99.5, 94.5, 91.9, 88.3

EFF: 89.6, 86.5, 82.6, 77.8

OVERALL: 95.3, 88.0, 86.1, 77.2

84.5 (Cut Score)

PART I PART II

70% 30% 100%

100%

GOAL 1: 83.6
GOAL 2: 91.9
GOAL 3: 86.5

GOAL WEIGHTING: 50% 20% 30%

41.8 18.4 26.0 → 86.1 OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of Education

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Madonna University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY   **0**

2016 STATUS: **MET CUT SCORE**
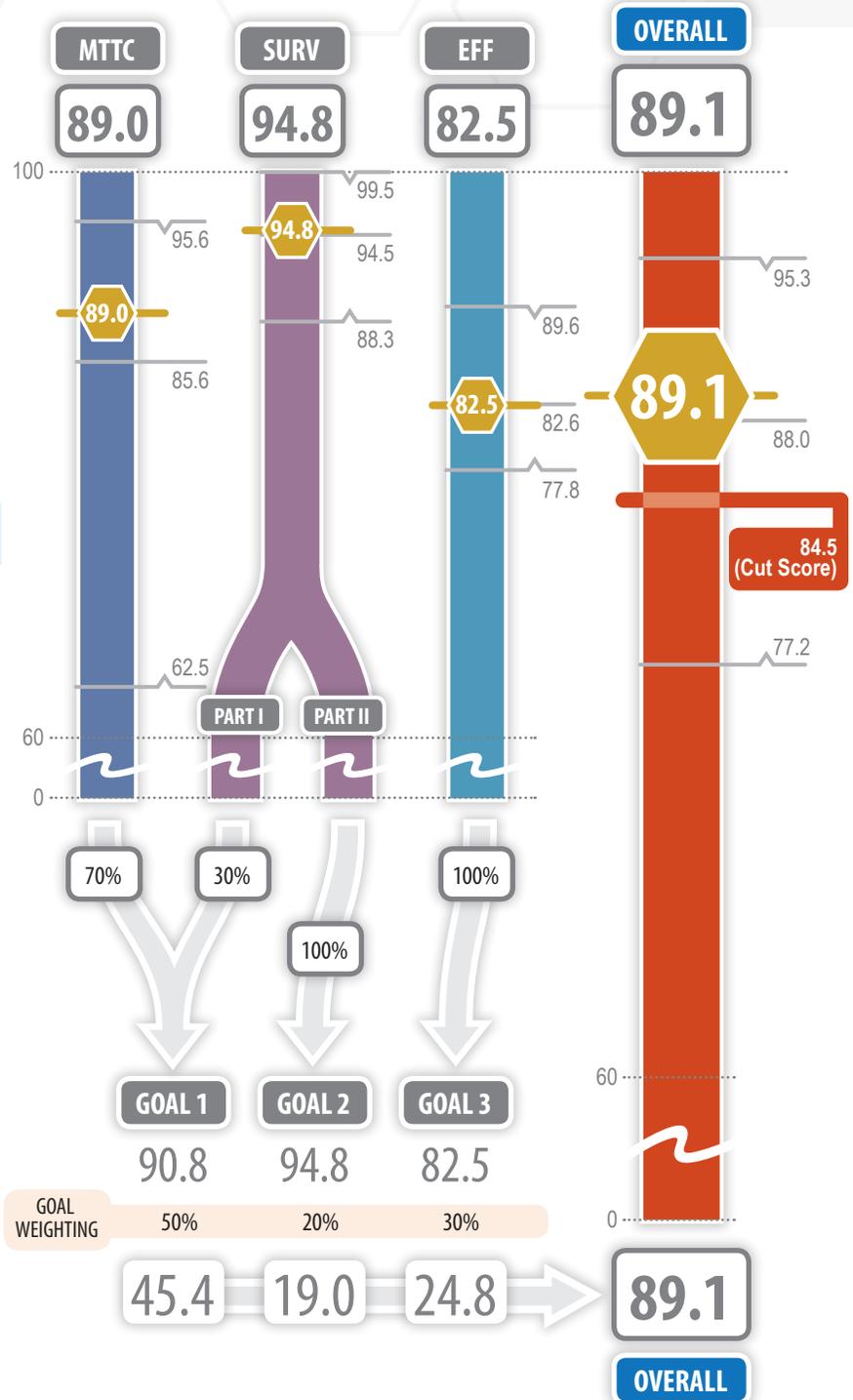
2016 Performance Category & Phase

SATISFACTORY   **0**

An EPI with teacher preparation programs 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.

Madonna University

MTTC	SURV	EFF	OVERALL
89.0	94.8	82.5	89.1

MTTC
- 89.0
- 100
- 95.6
- 89.0
- 85.6
- 62.5
- 60
- 0

SURV
- 94.8
- 99.5
- 94.8
- 94.5
- 88.3
- PART I — PART II

EFF
- 82.5
- 89.6
- 82.5
- 82.6
- 77.8

OVERALL
- 89.1
- 95.3
- 89.1
- 88.0
- **84.5 (Cut Score)**
- 77.2
- 60
- 0

70%   30%   100%   100%

GOAL 1   **GOAL 2**   **GOAL 3**
90.8   94.8   82.5

GOAL WEIGHTING   50%   20%   30%

45.4 → 19.0 → 24.8 → 89.1

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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:

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1% to 10%	70	30	0
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21% to 30%	56	24	20
31% or more	50	20	30

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN
Department of Education

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Marygrove College. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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KEY: ⌄—Highest —— Mean ⌃—Lowest

2015 Performance Category & Phase

AT RISK OF LOW PERFORMING ②

2016 STATUS: DID NOT MEET CUT SCORE

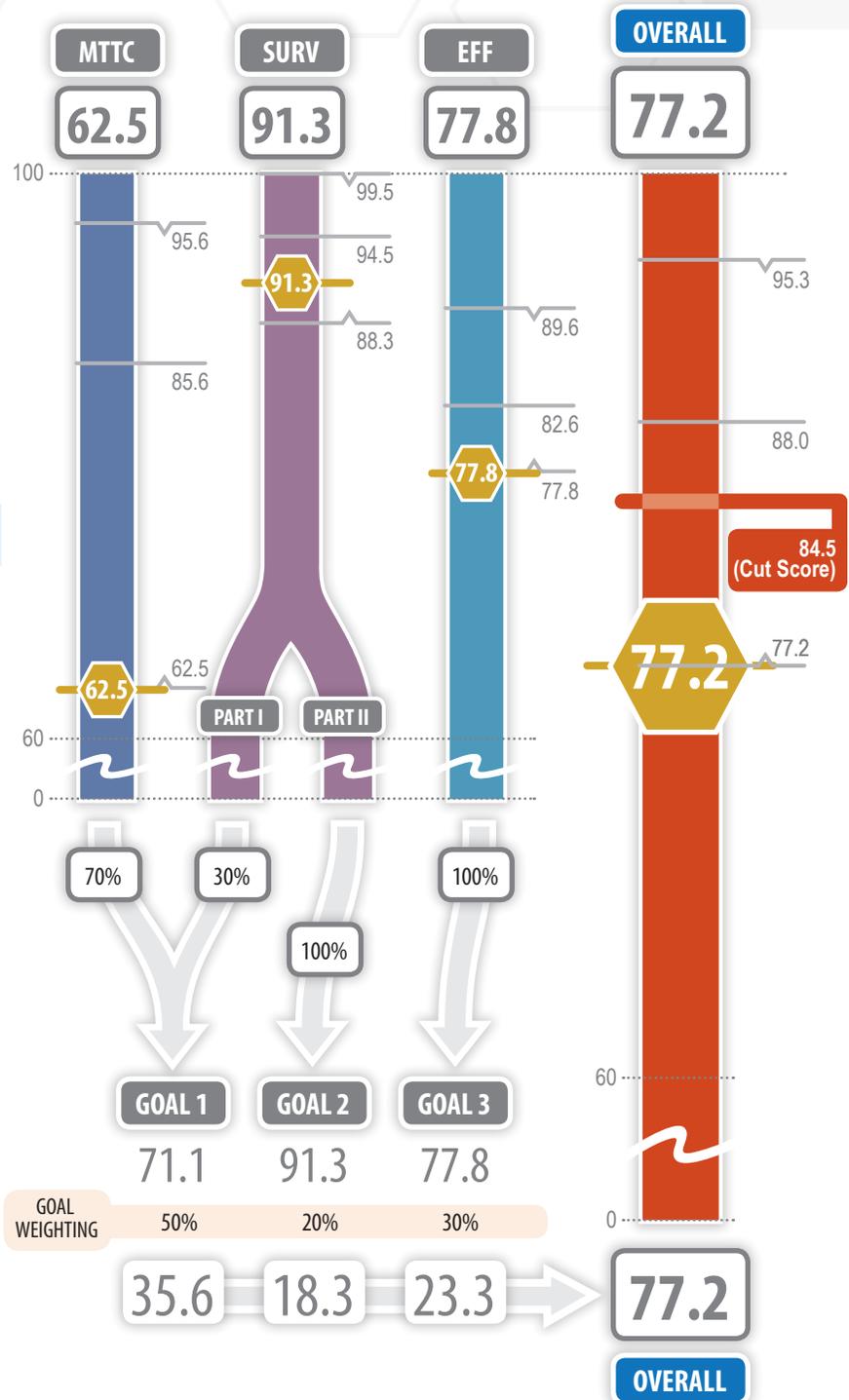### 2016 Performance Category & Phase

AT RISK OF LOW PERFORMING ③

An EPI with teacher preparation programs categorized as AT RISK OF LOW PERFORMING exhibits one or more of the following:
- a relatively low percentage of teacher candidates who are able to pass their MTTC content-based assessments;
- teacher candidates who report relatively lower levels of satisfaction with their teacher preparation and clinical experiences;
- supervising faculty at EPIs who consistently substantiate the negative perceptions of their teacher candidates; and
- graduates who earn few Ineffective or Minimally Effective, and generally no 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.

Marygrove College

MTTC	SURV	EFF	OVERALL
62.5	91.3	77.8	77.2

MTTC: 100, 95.6, 85.6, 62.5 — 62.5
SURV: 99.5, 94.5, 91.3, 88.3 — PART I, PART II
EFF: 89.6, 82.6, 77.8, 77.8 — 77.8
OVERALL: 95.3, 88.0, 84.5 (Cut Score), 77.2, 77.2

MTTC 70% SURV 30% SURV 100% EFF 100%

GOAL 1 — 71.1 — 50%
GOAL 2 — 91.3 — 20%
GOAL 3 — 77.8 — 30%

GOAL WEIGHTING

35.6 → 18.3 → 23.3 → 77.2

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 this report

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Teacher Effectiveness Rating Scores
Abbreviated EFF on this report

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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.

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21% to 30%	56	24	20
31% or more	50	20	30

2016
Educator Preparation Institution (EPI)
Score Report

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Michigan State University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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KEY: ⌄—Highest ——Mean ⌃—Lowest

2015 Performance Category & Phase

SATISFACTORY   **0**

2016 STATUS: **MET CUT SCORE**

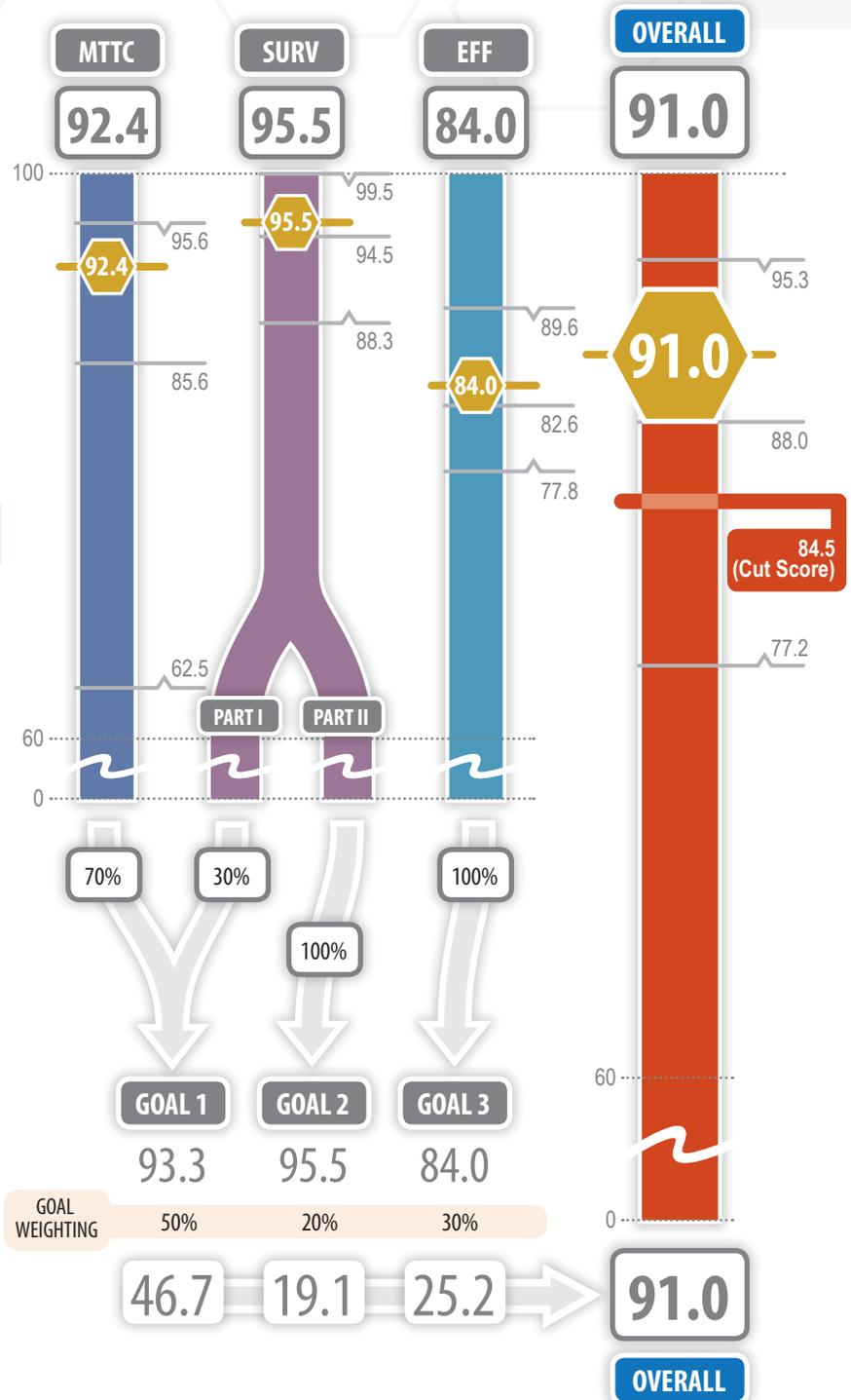### 2016 Performance Category & Phase

SATISFACTORY   **0**

An EPI with teacher preparation programs 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.

Michigan State University

MTTC	SURV	EFF	OVERALL
92.4	95.5	84.0	91.0

MTTC bar: 100 · 95.6 · **92.4** · 85.6 · 62.5 · 60 · 0

SURV bar: 99.5 · **95.5** · 94.5 · 88.3 · PART I · PART II · 60

EFF bar: 89.6 · **84.0** · 82.6 · 77.8

OVERALL bar: 95.3 · **91.0** · 88.0 · 84.5 (Cut Score) · 77.2 · 60 · 0

70%	30%	100%

100%

GOAL 1	GOAL 2	GOAL 3
93.3	95.5	84.0

GOAL WEIGHTING	50%	20%	30%
	46.7	19.1	25.2

→ **91.0**

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Michigan Technological University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

Michigan Technological University

MTTC	SURV	EFF	OVERALL
95.1	88.3	89.6	91.2

- 100
- MTTC: **95.1** — 95.6 / 85.6 / 62.5
- SURV: 99.5 / 94.5 / **88.3** 88.3
- EFF: **89.6** 89.6 / 82.6 / 77.8
- OVERALL: **91.2** — 95.3 / 88.0
- PART I / PART II
- 84.5 (Cut Score)
- 77.2
- 60
- 0

70%	30%	100%
	100%	

GOAL 1	GOAL 2	GOAL 3
93.1	88.3	89.6

GOAL WEIGHTING	56%	24%	20%
	52.1	21.2	17.9

91.2 OVERALL

- 60
- 0

2015 Performance Category & Phase

SATISFACTORY   0

2016 STATUS: **MET CUT SCORE**

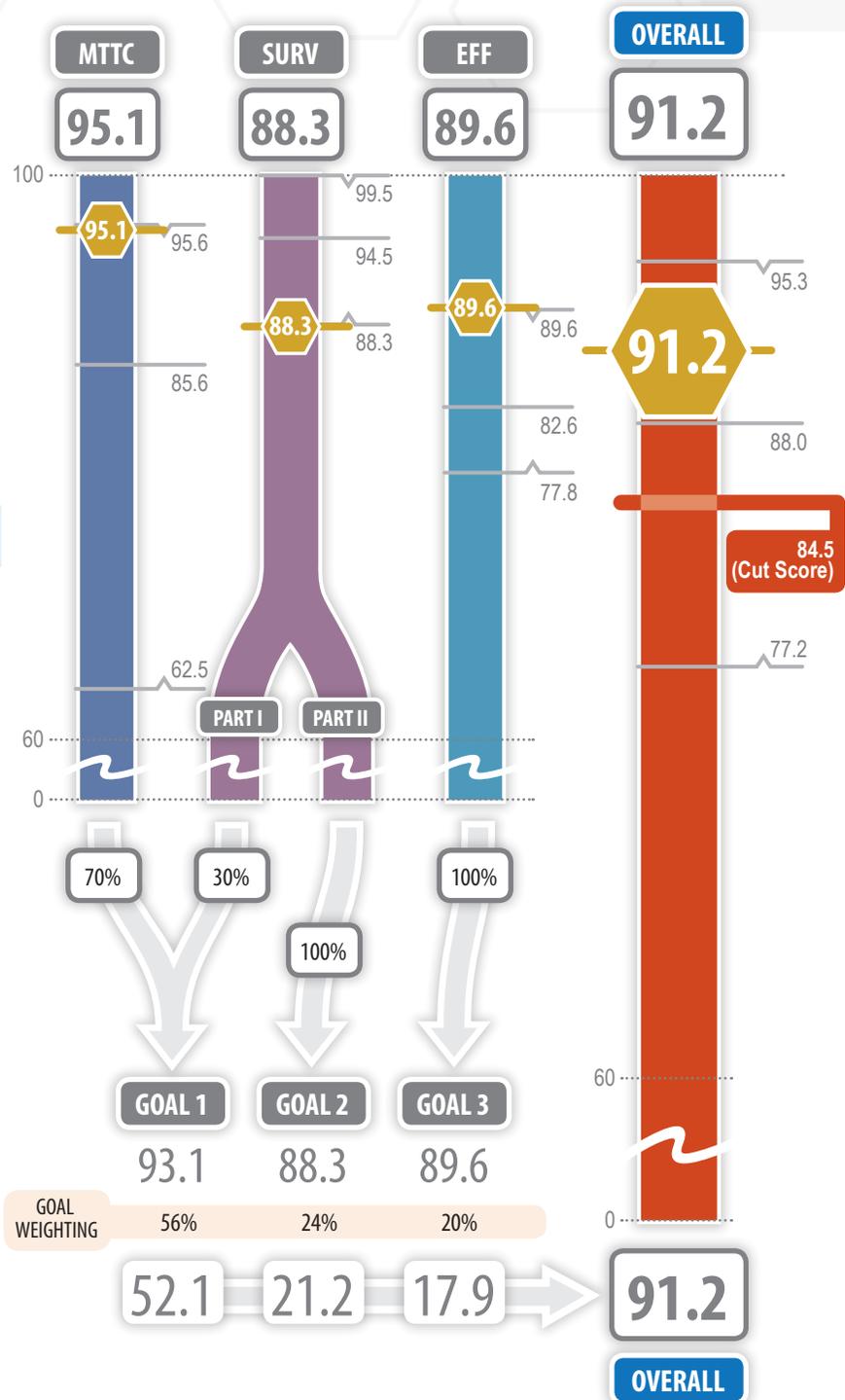### 2016 Performance Category & Phase

SATISFACTORY   0

An EPI with teacher preparation programs 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.

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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:

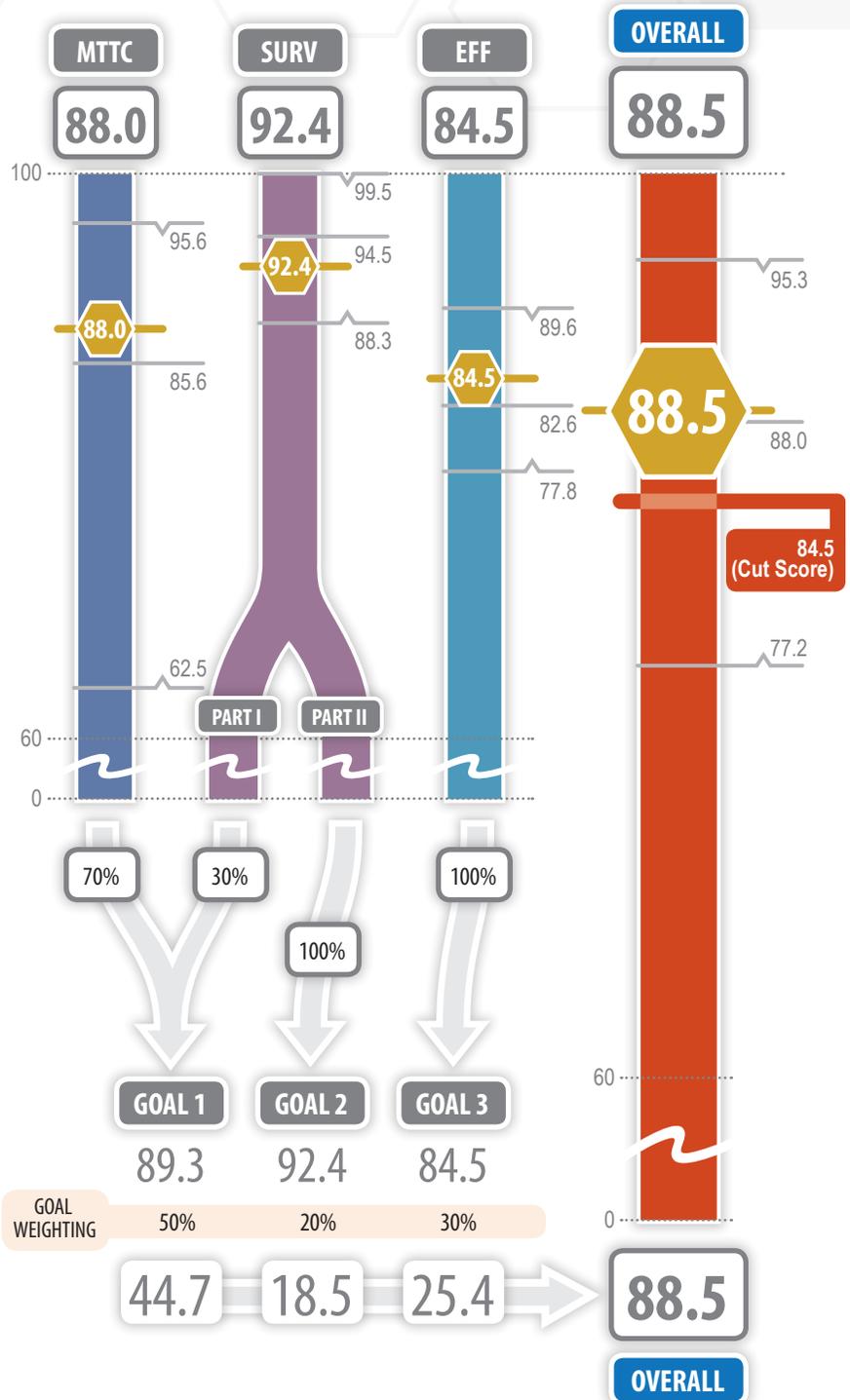| Percentage of program completers who had effectiveness labels	Weight for Goal 1	Weight for Goal 2	Weight for Goal 3
1% to 10%	70	30	0
11% to 20%	63	27	10
21% to 30%	56	24	20
31% or more	50	20	30

2016
Educator Preparation Institution (EPI)
Score Report

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Northern Michigan University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

Northern Michigan University

MTTC	SURV	EFF	OVERALL
88.0	92.4	84.5	88.5

MTTC: 100, 95.6, 88.0, 85.6, 62.5, 60, 0

SURV: 99.5, 94.5, 92.4, 88.3 — PART I, PART II

EFF: 89.6, 84.5, 82.6, 77.8

OVERALL: 95.3, 88.5, 88.0, 84.5 (Cut Score), 77.2, 60, 0

70%   30%   100%

100%

GOAL 1   GOAL 2   GOAL 3
89.3   92.4   84.5

GOAL WEIGHTING   50%   20%   30%

44.7 → 18.5 → 25.4 → 88.5

OVERALL

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: MET CUT SCORE

2016 Performance Category & Phase

SATISFACTORY 0

An EPI with teacher preparation programs 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.

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Oakland University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY ⓪

2016 STATUS: **MET CUT SCORE**
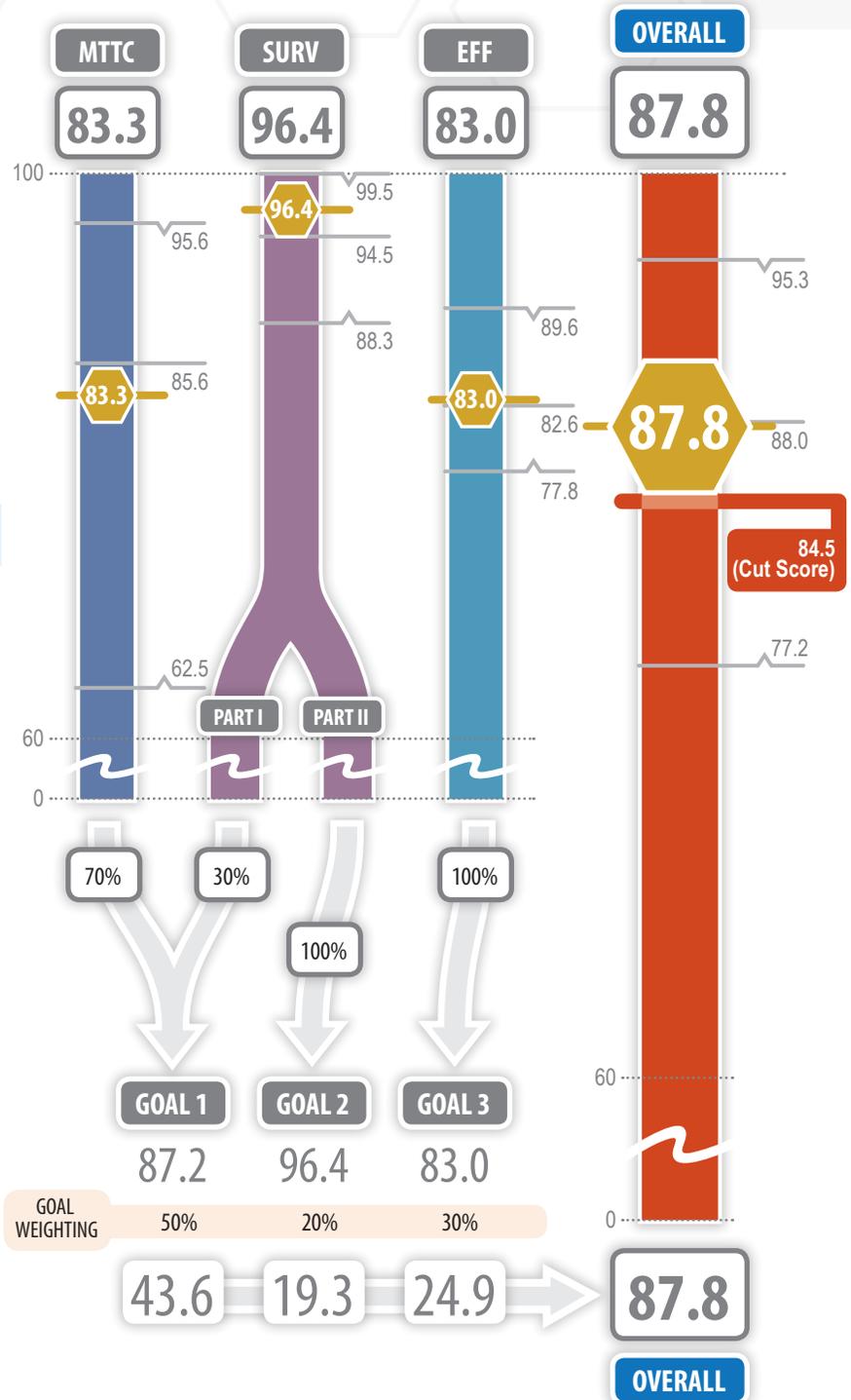
2016 Performance Category & Phase

SATISFACTORY ⓪

An EPI with teacher preparation programs 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.

Oakland University

MTTC **83.3**

SURV **96.4**

EFF **83.0**

OVERALL **87.8**

MTTC: 95.6 | 83.3 | 85.6 | 62.5

SURV: 99.5 | 96.4 | 94.5 | 88.3

EFF: 89.6 | 83.0 | 82.6 | 77.8

OVERALL: 95.3 | 87.8 | 88.0 | 84.5 (Cut Score) | 77.2

PART I | PART II

70% | 30% | 100%

100%

GOAL 1 87.2

GOAL 2 96.4

GOAL 3 83.0

GOAL WEIGHTING: 50% | 20% | 30%

43.6 | 19.3 | 24.9 → **87.8**

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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Teacher Effectiveness Rating Scores
Abbreviated EFF on this report

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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.

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21% to 30%	56	24	20
31% or more	50	20	30

2016
Educator Preparation Institution (EPI)
Score Report

Michigan Department of Education

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Olivet College. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase
SATISFACTORY 0

2016 STATUS: **MET CUT SCORE**

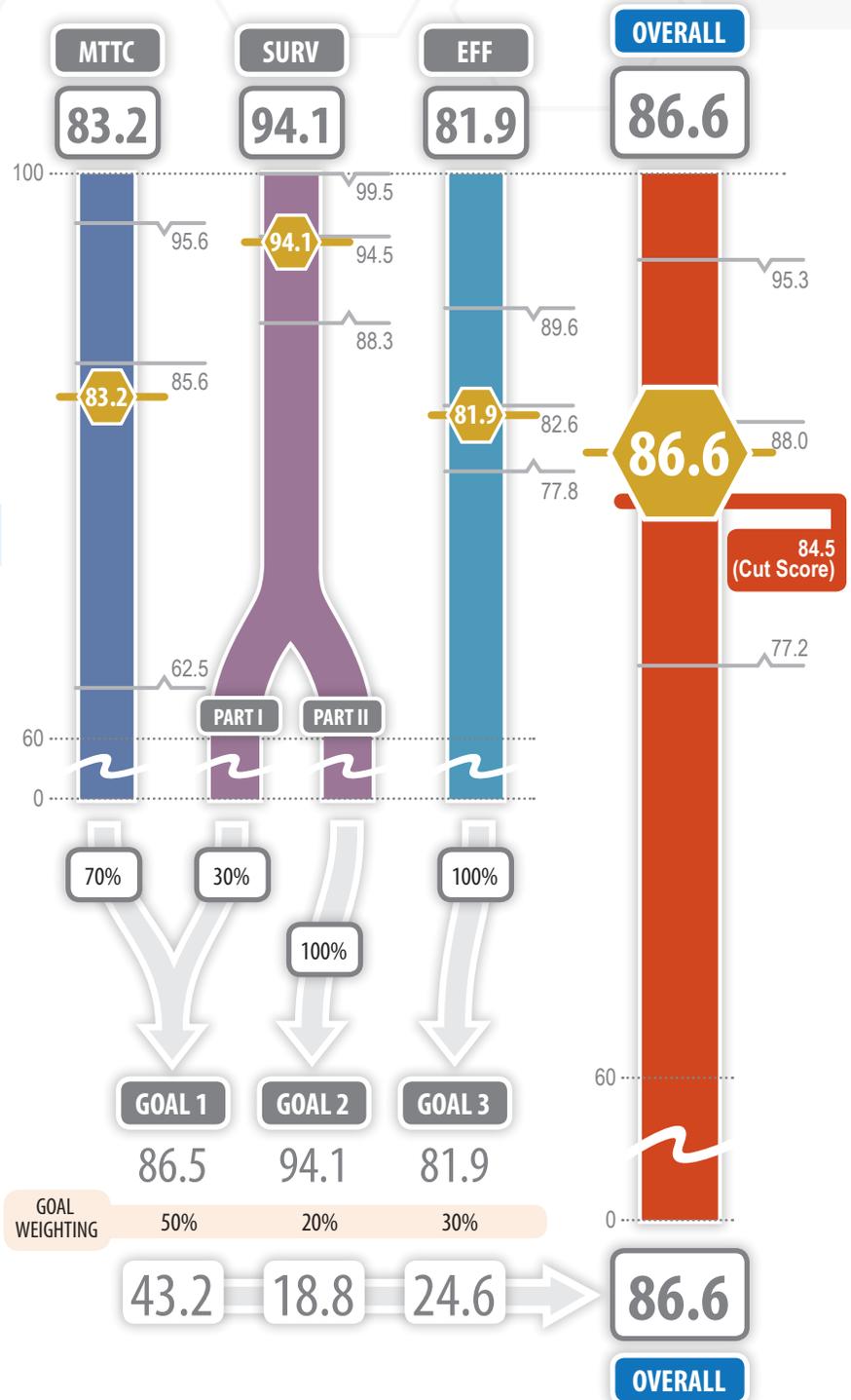### 2016 Performance Category & Phase
SATISFACTORY 0

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- 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.

Olivet College

MTTC	SURV	EFF	OVERALL
83.2	94.1	81.9	86.6

MTTC: 100, 95.6, 83.2, 85.6, 62.5, 60, 0

SURV: 99.5, 94.1, 94.5, 88.3, PART I, PART II, 60, 0

EFF: 89.6, 81.9, 82.6, 77.8, 60, 0

OVERALL: 95.3, 86.6, 88.0, 84.5 (Cut Score), 77.2, 60, 0

70%   30%   100%

100%

GOAL 1 — 86.5
GOAL 2 — 94.1
GOAL 3 — 81.9

GOAL WEIGHTING   50%   20%   30%

43.2   18.8   24.6   →   86.6

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Robert B. Miller College. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: **MET CUT SCORE**
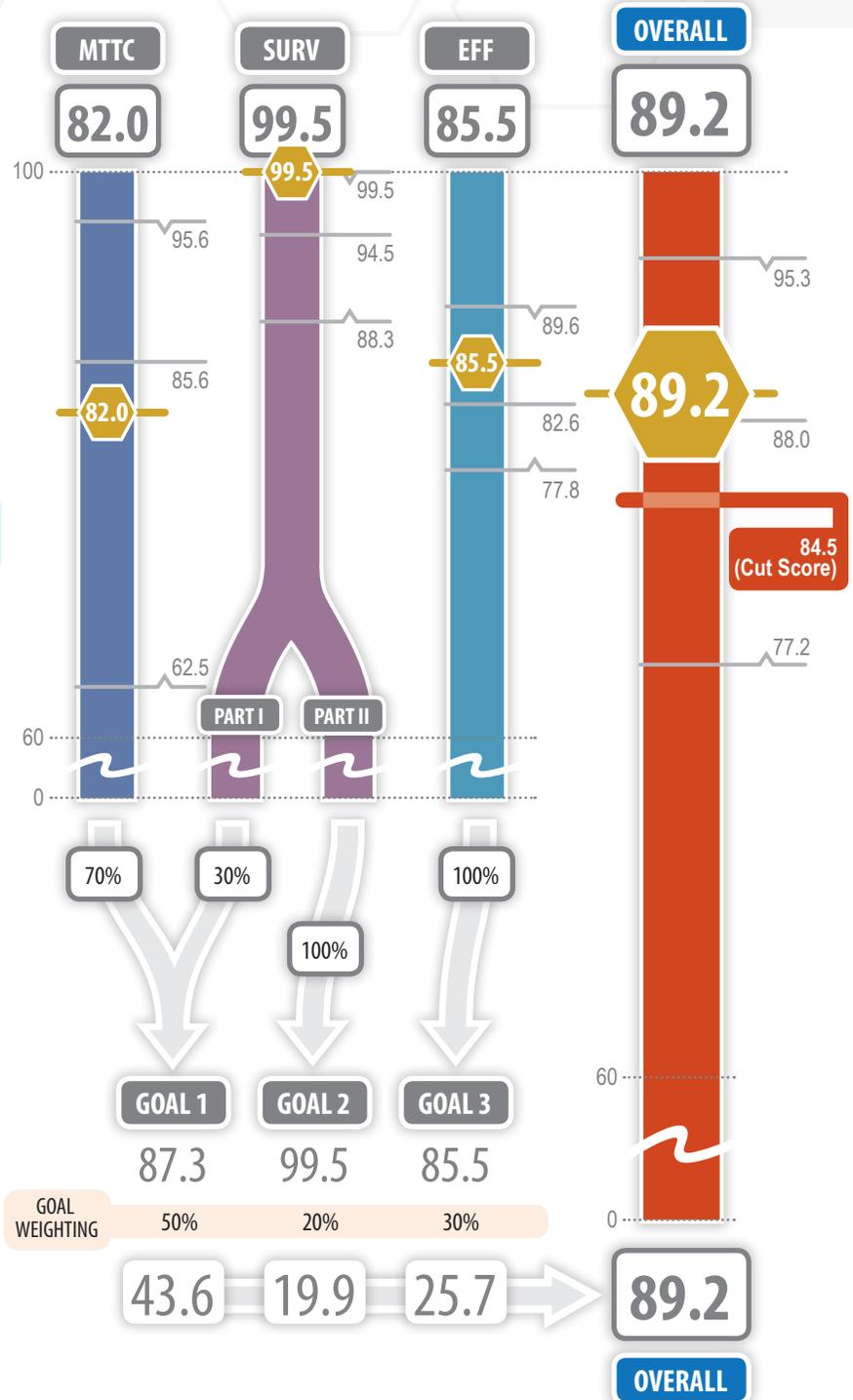
2016 Performance Category & Phase

SATISFACTORY 0

An EPI with teacher preparation programs 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.

Robert B. Miller College

	MTTC	SURV	EFF	OVERALL
	82.0	99.5	85.5	89.2

MTTC: 82.0, Highest 95.6, Mean 85.6, Lowest 62.5

SURV: 99.5, Highest 99.5, Mean 94.5, Lowest 88.3

EFF: 85.5, Highest 89.6, Mean 82.6, Lowest 77.8

OVERALL: 89.2, Highest 95.3, Mean 88.0, Lowest 77.2

84.5 (Cut Score)

PART I — PART II

70%   30%   100%

100%

GOAL 1 — GOAL 2 — GOAL 3
87.3 — 99.5 — 85.5

GOAL WEIGHTING: 50% — 20% — 30%

43.6 — 19.9 — 25.7 → 89.2

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

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3. Ensure that program graduates meet standards for effectiveness aligned to MDE policy.

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2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Rochester College. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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KEY: Highest — Mean — Lowest

2015 Performance Category & Phase

AT RISK OF LOW PERFORMING ②

2016 STATUS: **MET CUT SCORE**
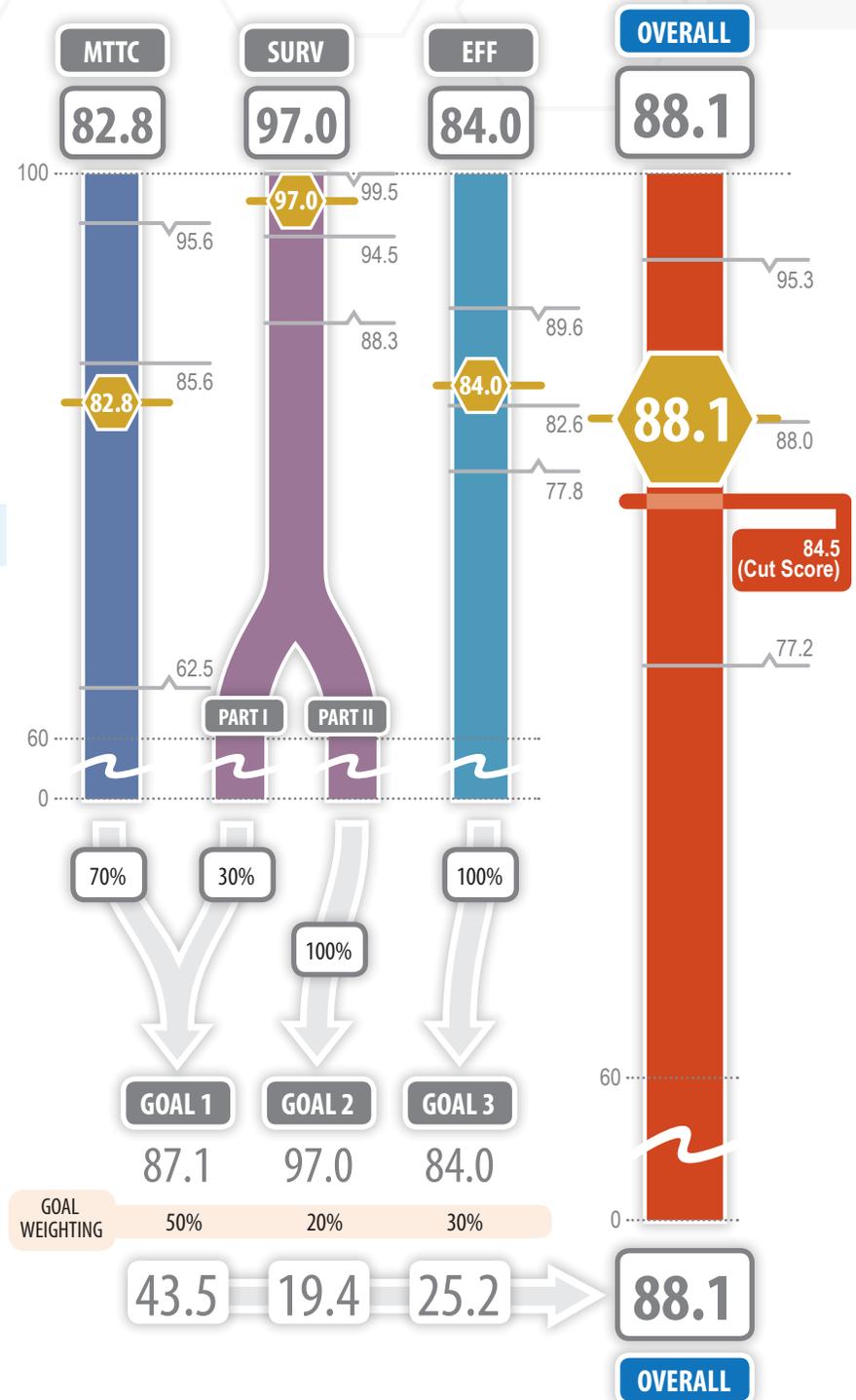
2016 Performance Category & Phase

SATISFACTORY ①

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

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- 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.

Rochester College

MTTC	SURV	EFF	OVERALL
82.8	97.0	84.0	88.1

MTTC: 82.8 — 100, 95.6, 85.6, 62.5, 60, 0

SURV: 97.0 — 99.5, 94.5, 88.3, PART I, PART II, 60, 0

EFF: 84.0 — 89.6, 82.6, 77.8, 60, 0

OVERALL: 88.1 — 95.3, 88.0, 84.5 (Cut Score), 77.2, 60, 0

70%   30%   100%

        100%

GOAL 1	GOAL 2	GOAL 3	
87.1	97.0	84.0	
GOAL WEIGHTING 50%	20%	30%	
43.5	19.4	25.2	→ 88.1 OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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.

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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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of Education

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Siena Heights University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

Siena Heights University

	MTTC	SURV	EFF	OVERALL
	74.8	96.4	81.4	84.3

MTTC: 74.8 (highest 95.6, mean 85.6, lowest 62.5)

SURV: 96.4 (99.5, 94.5, 88.3) — PART I / PART II

EFF: 81.4 (89.6, 82.6, 77.8)

OVERALL: 84.3 — 84.5 (Cut Score) — (95.3, 88.0, 77.2)

100 / 60 / 0

70% | 30% | 100%

100%

GOAL 1: 81.3 | GOAL 2: 96.4 | GOAL 3: 81.4

GOAL WEIGHTING: 50% | 20% | 30%

40.6 → 19.3 → 24.4 → **84.3 OVERALL**

2015 Performance Category & Phase

SATISFACTORY — 0

2016 STATUS: DID NOT MEET CUT SCORE

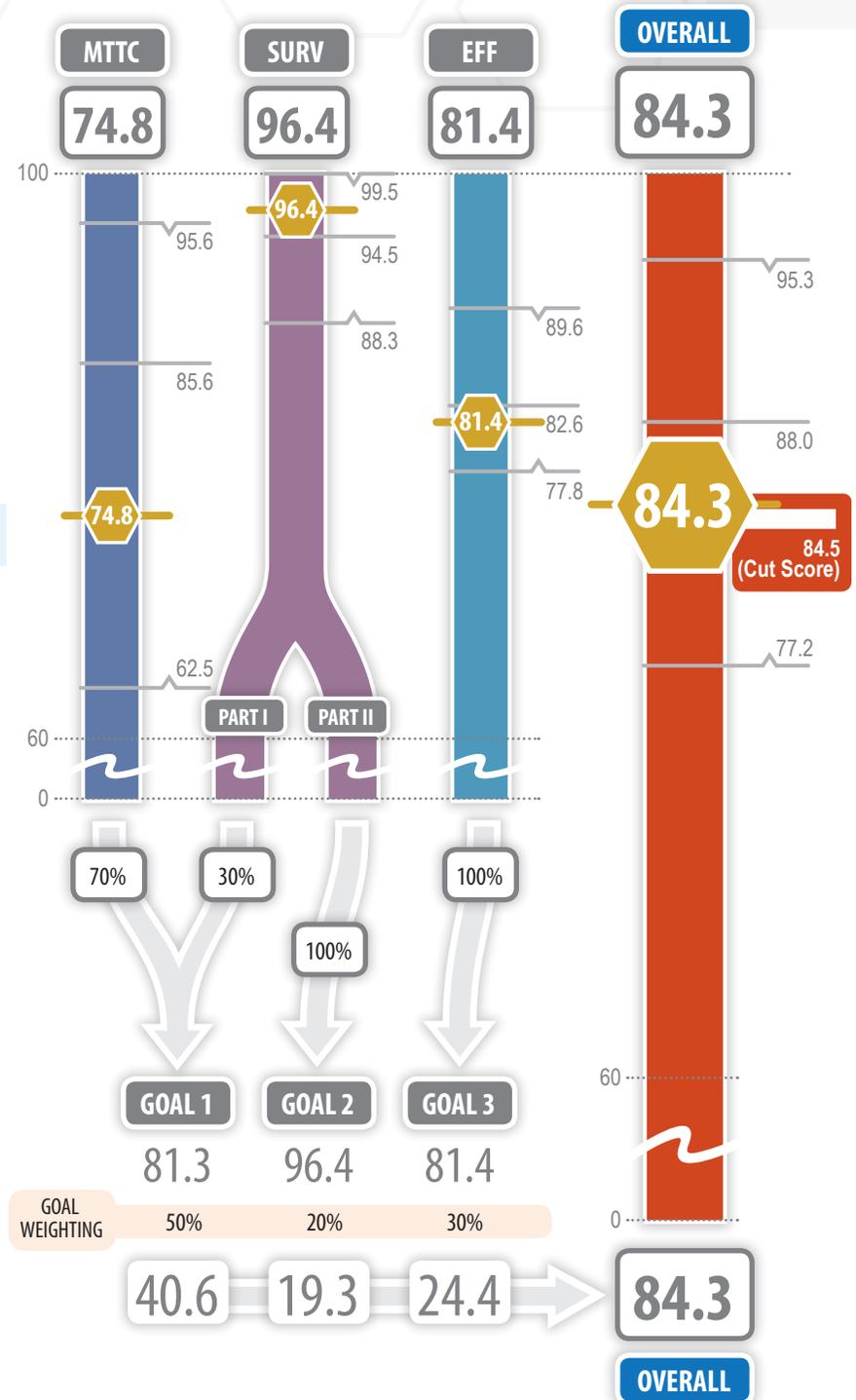### 2016 Performance Category & Phase

SATISFACTORY — 1

An EPI with teacher preparation programs 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.

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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
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21% to 30%	56	24	20
31% or more	50	20	30

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Spring Arbor University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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.

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KEY: ⌄—Highest ——Mean ⌃—Lowest

Spring Arbor University

MTTC	SURV	EFF	OVERALL
88.3	97.5	81.6	89.5

MTTC: 88.3 — Mean 85.6, Highest 95.6, 100, Lowest 62.5

SURV: 97.5 — 99.5, 94.5, Mean 88.3, PART I / PART II

EFF: 81.6 — Highest 89.6, Mean 82.6, Lowest 77.8

OVERALL: 89.5 — Highest 95.3, Mean 88.0, 84.5 (Cut Score), Lowest 77.2

2015 Performance Category & Phase

SATISFACTORY   0

2016 STATUS: MET CUT SCORE

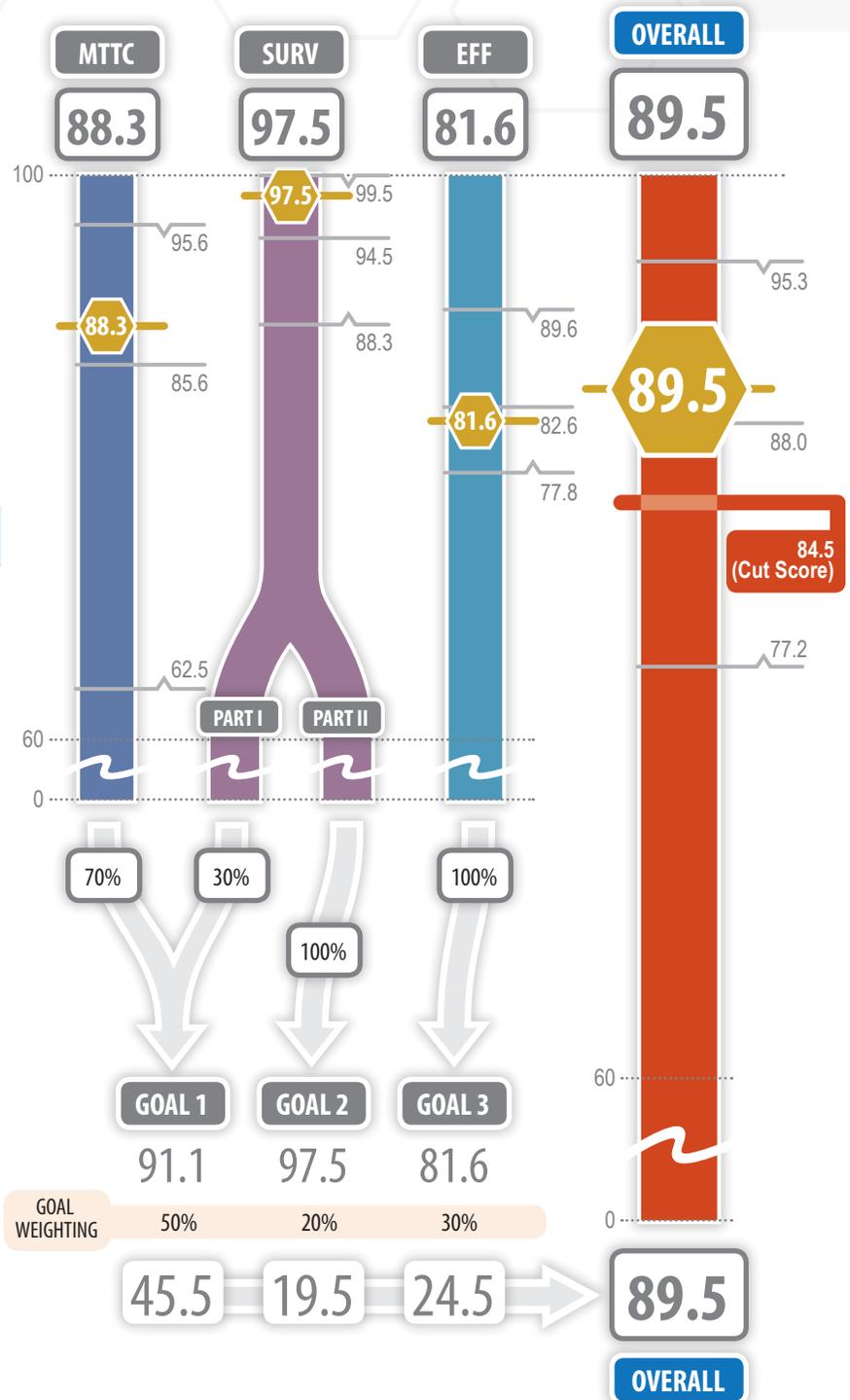### 2016 Performance Category & Phase

SATISFACTORY   0

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70%   30%   100%   100%

GOAL 1	GOAL 2	GOAL 3
91.1	97.5	81.6

GOAL WEIGHTING   50%   20%   30%

45.5 → 19.5 → 24.5 → **89.5**

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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Overall Score Calculation

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2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Saginaw Valley State University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY ⓪

2016 STATUS: MET CUT SCORE

2016 Performance Category & Phase

SATISFACTORY ⓪

An EPI with teacher preparation programs 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.

Saginaw Valley State University

MTTC	SURV	EFF	OVERALL
87.7	95.9	82.0	88.9

MTTC: 95.6 (mean), 87.7, 85.6, 62.5
SURV: 99.5, 95.9, 94.5, 88.3
EFF: 89.6, 82.0, 82.6, 77.8
OVERALL: 95.3, 88.9, 88.0, 84.5 (Cut Score), 77.2

PART I   PART II

70%   30%   100%

100%

GOAL 1	GOAL 2	GOAL 3
90.2	95.9	82.0

GOAL WEIGHTING: 50%   20%   30%

45.1   19.2   24.6 → 88.9

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of Education

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for University of Detroit Mercy. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY   0

2016 STATUS: DID NOT MEET CUT SCORE

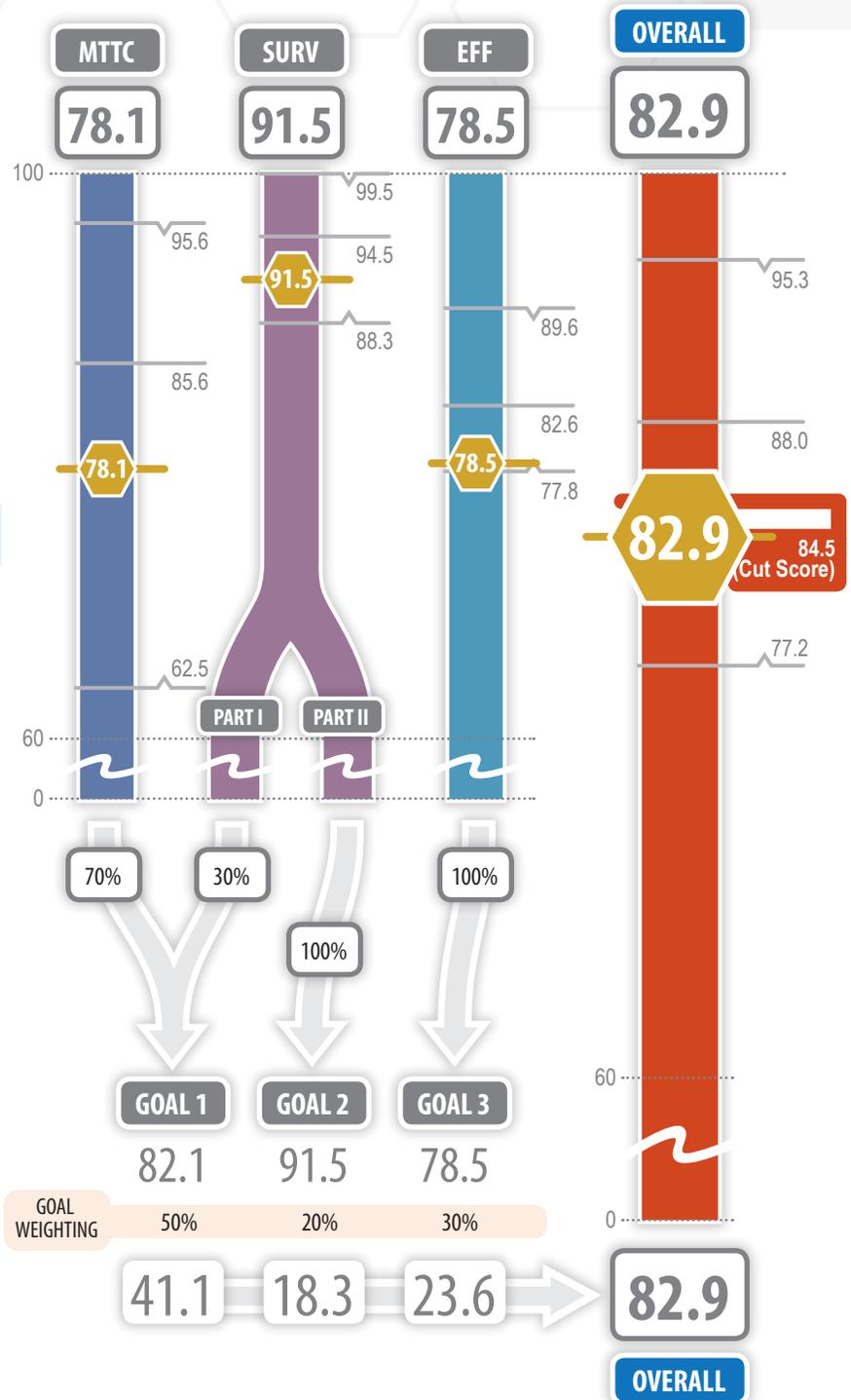### 2016 Performance Category & Phase

SATISFACTORY   1

An EPI with teacher preparation programs 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.

University of Detroit Mercy

MTTC	SURV	EFF	OVERALL
78.1	91.5	78.5	82.9

MTTC: 100 — 95.6 — 85.6 — **78.1** — 62.5 — 60 — 0

SURV: 99.5 — 94.5 — **91.5** — 88.3 — PART I — PART II — 60

EFF: 89.6 — 82.6 — **78.5** — 77.8 — 60

OVERALL: 95.3 — 88.0 — **82.9** — 84.5 (Cut Score) — 77.2 — 60 — 0

70%   30%   100%   100%

GOAL 1	GOAL 2	GOAL 3
82.1	91.5	78.5

GOAL WEIGHTING   50%   20%   30%

41.1	18.3	23.6	→	82.9

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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.

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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

2016
Educator Preparation Institution (EPI)
Score Report

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for University of Michigan – Ann Arbor. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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KEY: ⌄—Highest ——Mean ⌃—Lowest

University of Michigan – Ann Arbor

MTTC	SURV	EFF	OVERALL
95.6	94.8	82.0	91.3

- MTTC: 95.6 | 95.6 | 85.6 | 62.5
- SURV: 94.8 | 99.5 | 94.5 | 88.3
- EFF: 82.0 | 89.6 | 82.6 | 77.8
- OVERALL: 91.3 | 95.3 | 88.0 | 84.5 (Cut Score) | 77.2

PART I | PART II

70% | 30% | 100%

100%

GOAL 1	GOAL 2	GOAL 3
95.4	94.8	82.0

GOAL WEIGHTING: 50% | 20% | 30%

| 47.7 | 19.0 | 24.6 | → | 91.3 |

OVERALL

2015 Performance Category & Phase

SATISFACTORY — 0

2016 STATUS: **MET CUT SCORE**
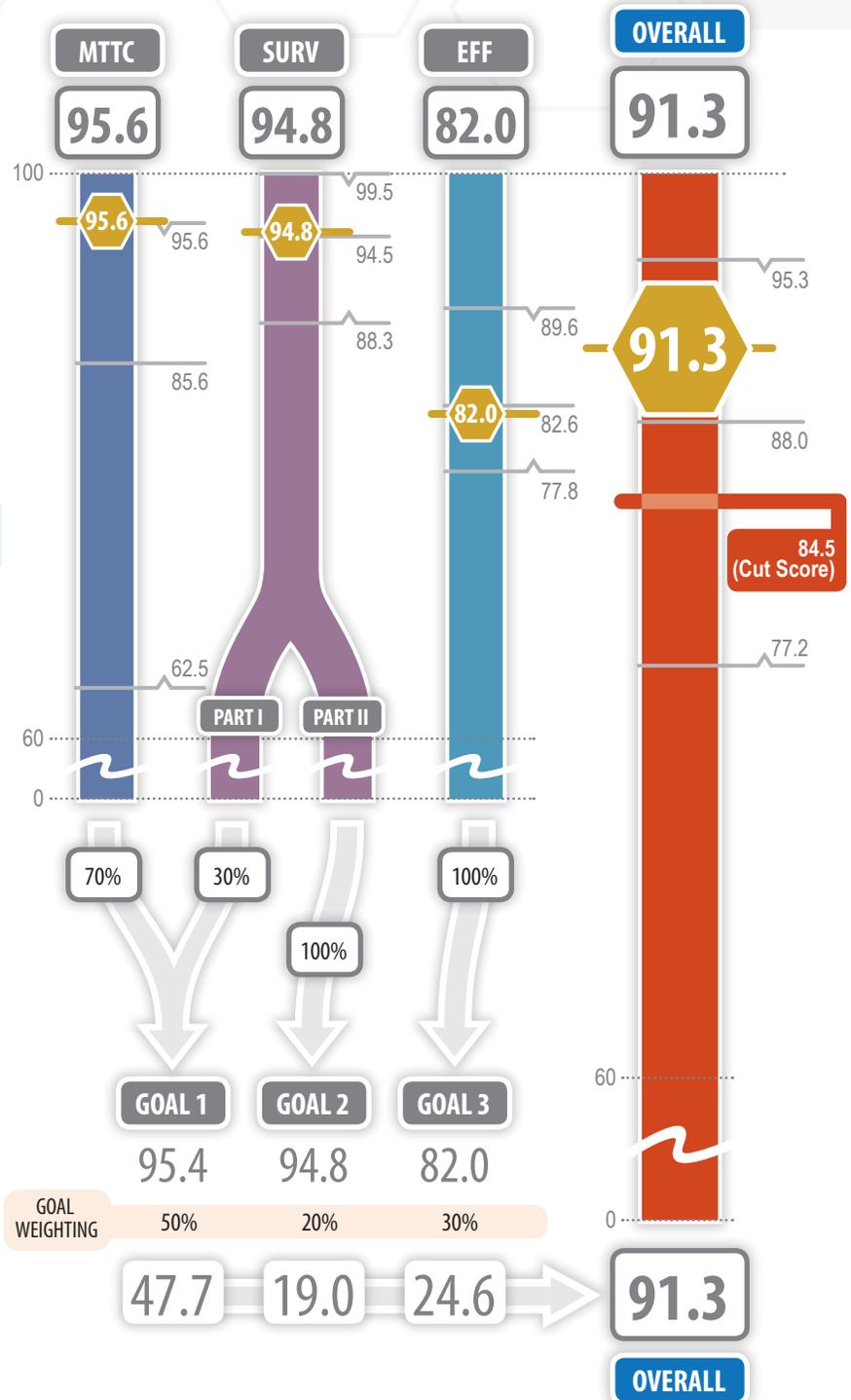
2016 Performance Category & Phase

SATISFACTORY — 0

An EPI with teacher preparation programs 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.

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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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.

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21% to 30%	56	24	20
31% or more	50	20	30

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of Education

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for University of Michigan – Dearborn. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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KEY: ⌄—Highest ——Mean ⌃—Lowest

University of Michigan – Dearborn

MTTC	SURV	EFF	OVERALL
85.4	96.5	81.3	88.1

MTTC bar:
- 95.6
- 85.4
- 85.6
- 62.5

SURV bar:
- 99.5
- 96.5
- 94.5
- 88.3
- PART I / PART II

EFF bar:
- 89.6
- 82.6
- 81.3
- 77.8

OVERALL bar:
- 95.3
- 88.1
- 88.0
- 84.5 (Cut Score)
- 77.2

2015 Performance Category & Phase

SATISFACTORY ⓪

2016 STATUS: MET CUT SCORE
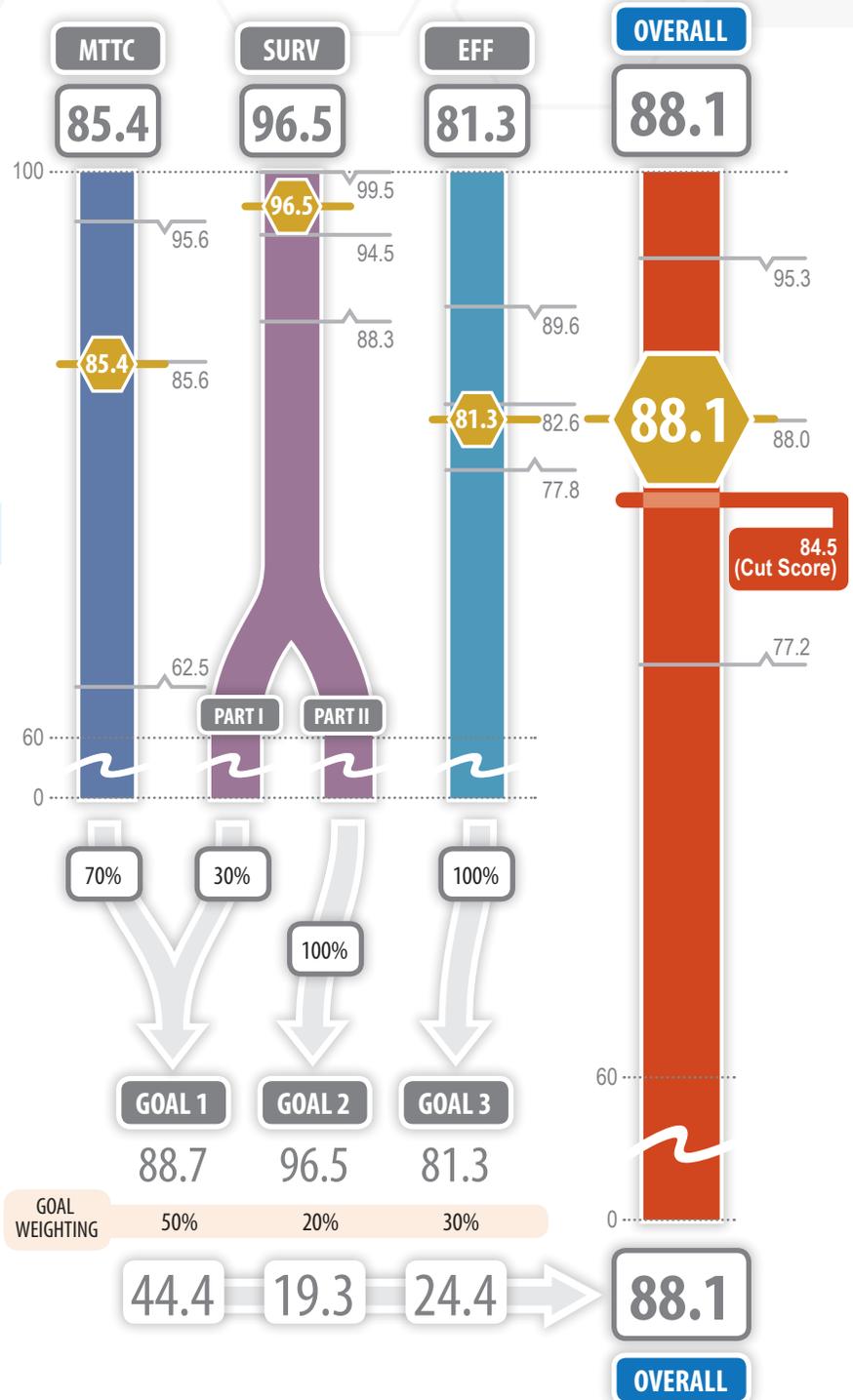
2016 Performance Category & Phase

SATISFACTORY ⓪

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- teacher candidates who report a high level of program efficacy with regard to their teacher preparation, including clinical experiences;
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70% | 30% | 100%

100%

GOAL 1	GOAL 2	GOAL 3
88.7	96.5	81.3

GOAL WEIGHTING: 50% | 20% | 30%

| 44.4 | 19.3 | 24.4 | → 88.1 |

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 this report

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Teacher Effectiveness Rating Scores
Abbreviated EFF on this report

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Overall Score Calculation

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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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for University of Michigan – Flint. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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KEY: ⌄ Highest — Mean ⌃ Lowest

2015 Performance Category & Phase

LOW PERFORMING **4**

2016 STATUS: DID NOT MEET CUT SCORE

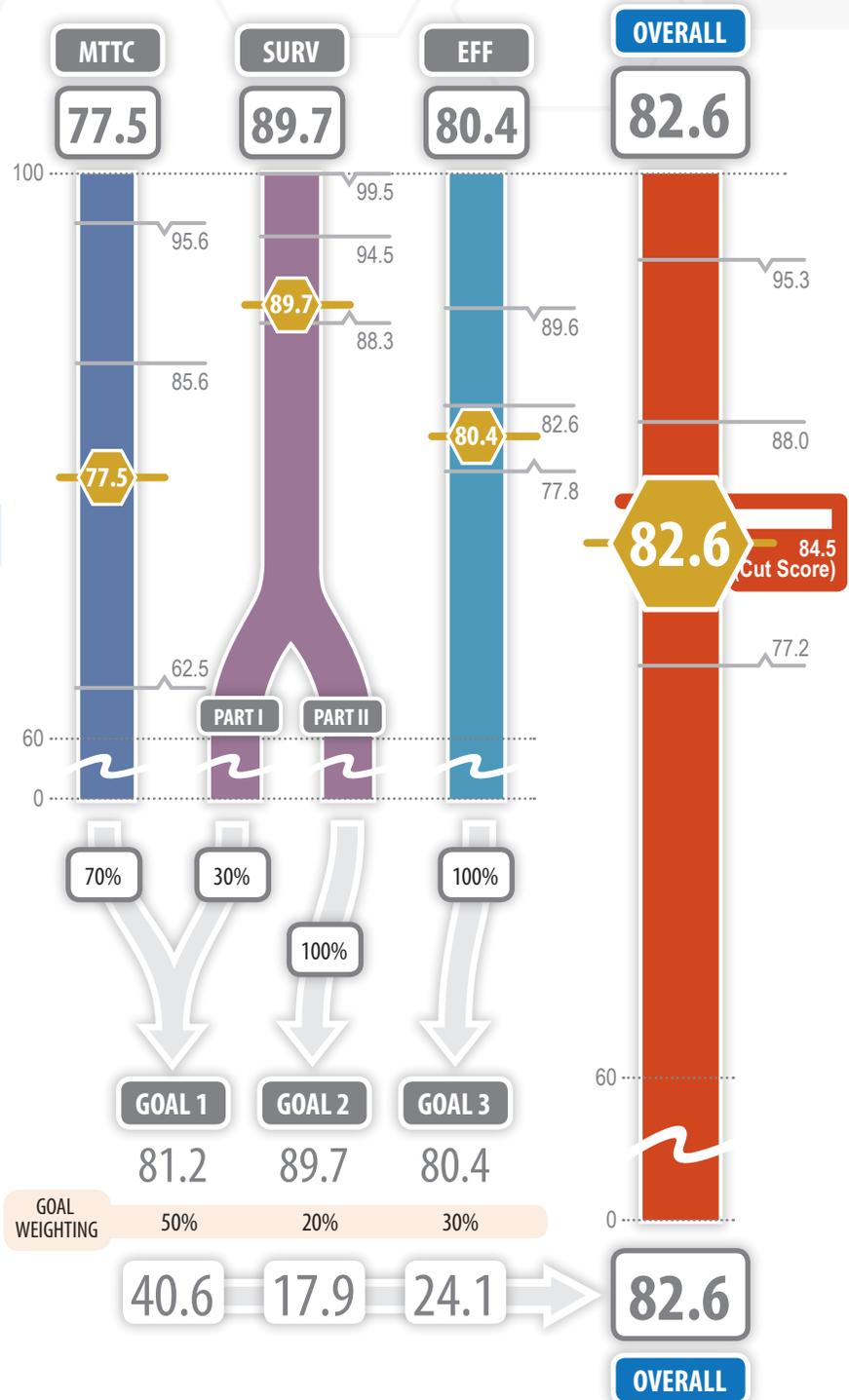### 2016 Performance Category & Phase

LOW PERFORMING **5**

An EPI with teacher preparation programs categorized as LOW PERFORMING exhibits most or all of the following:

- a low percentage of teacher candidates who are able to pass their MTTC content-based assessments;
- teacher candidates report a low level of satisfaction with their teacher preparation and clinical experiences;
- supervising faculty at EPIs who consistently substantiate the negative perceptions of their teacher candidates; and
- graduates who earn many Ineffective or Minimally Effective ratings, and generally no 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.

University of Michigan – Flint

MTTC	SURV	EFF	OVERALL
77.5	89.7	80.4	82.6

MTTC: 100 — 95.6 — 85.6 — **77.5** — 62.5 — 60 — 0

SURV: 99.5 — 94.5 — **89.7** — 88.3 — PART I — PART II — 60

EFF: 89.6 — 82.6 — **80.4** — 77.8 — 60

OVERALL: 95.3 — 88.0 — **82.6** — 84.5 (Cut Score) — 77.2 — 60 — 0

70%	30%	100%
	100%	

GOAL 1	GOAL 2	GOAL 3
81.2	89.7	80.4

GOAL WEIGHTING

50%	20%	30%
40.6	17.9	24.1

→ **82.6** OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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 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

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN
Department of
Education

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Wayne State University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 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

2015 Performance Category & Phase

SATISFACTORY   0

2016 STATUS: **MET CUT SCORE**

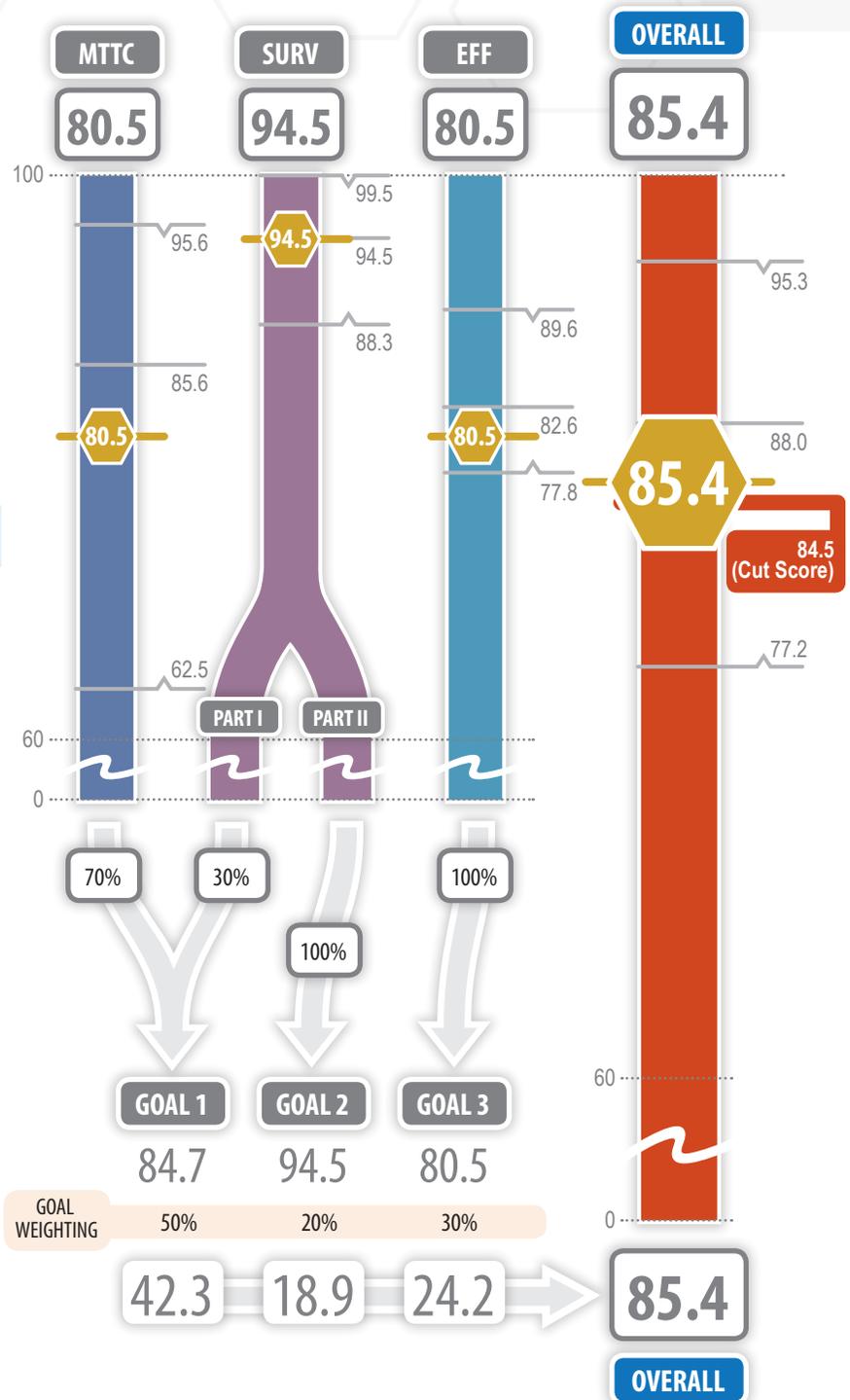## 2016 Performance Category & Phase

SATISFACTORY   0

An EPI with teacher preparation programs 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.

Wayne State University

MTTC	SURV	EFF	OVERALL
80.5	94.5	80.5	85.4

MTTC: 100 · 95.6 · 85.6 · **80.5** · 62.5 · 60 · 0

SURV: 99.5 · **94.5** · 94.5 · 88.3 · PART I · PART II · 60 · 0

EFF: 89.6 · 82.6 · **80.5** · 77.8 · 60 · 0

OVERALL: 95.3 · 88.0 · **85.4** · **84.5 (Cut Score)** · 77.2 · 60 · 0

MTTC 70% · SURV PART I 30% · SURV PART II 100% · EFF 100%

GOAL 1	GOAL 2	GOAL 3
84.7	94.5	80.5

GOAL WEIGHTING 50%   20%   30%

42.3	18.9	24.2	→	85.4

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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 2016 EPI Performance Scores, passing percentages from the August 2012 through the July 2015 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 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 2016 EPI Performance Score, survey responses were collected from the Fall/Winter time span (late 2014 to January 2015) and the Spring/Summer time span (April 2015 to July 2015).

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Teacher Effectiveness Rating Scores
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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.

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21% to 30%	56	24	20
31% or more	50	20	30

2016
Educator Preparation Institution (EPI)
Score Report

MICHIGAN Department of **Education**

April 12, 2016

This is the 2016 Educator Preparation Institution (EPI) Performance Score Report for Western Michigan University. On this side, the colored vertical bars show the performance scores for the Michigan Tests for Teacher Certification 3-year passing percentages (abbreviated MTTC), the 2014-2015 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 report.

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2015 Performance Category & Phase

SATISFACTORY 0

2016 STATUS: **MET CUT SCORE**
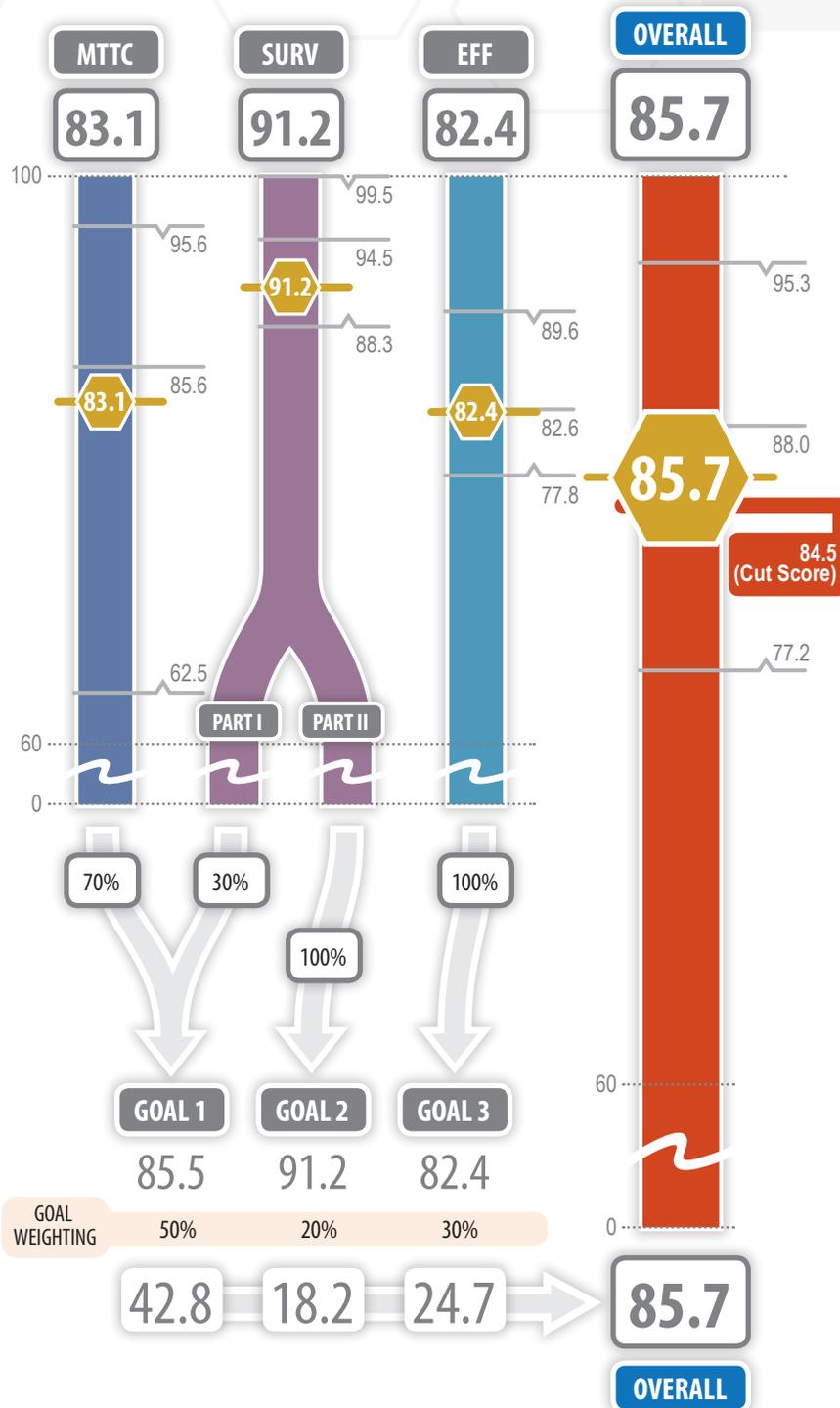
2016 Performance Category & Phase

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Western Michigan University

MTTC	SURV	EFF	OVERALL
83.1	91.2	82.4	85.7

MTTC: 95.6 (high), 83.1, 85.6 (mean), 62.5 (low)

SURV: 99.5, 94.5, 91.2, 88.3 — PART I / PART II

EFF: 89.6, 82.4, 82.6, 77.8

OVERALL: 95.3, 85.7, 88.0, **84.5 (Cut Score)**, 77.2

70% 30% 100%

100%

GOAL 1	GOAL 2	GOAL 3
85.5	91.2	82.4

GOAL WEIGHTING: 50% 20% 30%

42.8	18.2	24.7	→	85.7

OVERALL

Michigan Tests for Teacher Certification (MTTC) Component Score

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