In June 2018, the Michigan Department of Education notified institutions that some changes needed to be made to the Educator Preparation Institution (EPI) Performance Score calculation and, consequently, 2018 performance scores would be reported in spreadsheet format only. Please see the MDE Memo on pages 2-3 for more details.

WMU’s 2018 score and subscores are reported immediately below.

WMU EPI Performance Scores and Subscores from 2017, 2016, 2015, and 2014 start on page 4

<table>
<thead>
<tr>
<th>Institution</th>
<th>MTTC</th>
<th>SURV</th>
<th>EFF</th>
<th>Goal 1</th>
<th>Goal 2</th>
<th>Goal 3</th>
<th>WGoal 1</th>
<th>WGoal 2</th>
<th>WGoal 3</th>
<th>Goal 1 x Weight of Goal 1</th>
<th>Goal 2 x Weight of Goal 2</th>
<th>Goal 3 x Weight of Goal 3</th>
<th>EPIPS Calculated</th>
<th>Cut Score</th>
<th>Corrective Action Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Michigan University</td>
<td>82.8</td>
<td>92.5</td>
<td>88.6</td>
<td>85.7</td>
<td>92.5</td>
<td>88.6</td>
<td>0.5</td>
<td>0.2</td>
<td>0.3</td>
<td>42.8</td>
<td>18.5</td>
<td>26.6</td>
<td>87.9</td>
<td>TRUE</td>
<td>2014 2015 2016 2017 2018</td>
</tr>
</tbody>
</table>
MEMORANDUM

DATE: June 25, 2018

TO: Educator Preparation Institution Deans and Directors

FROM: Leah Breen, Director
Office of Educator Excellence

SUBJECT: 2018 Educator Preparation Institution Performance Score

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

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

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

Attached is a spreadsheet identifying all pertinent information related to the 2018 EPI Performance Score. Institutions whose Corrective Action status is affected by the 2018 score will be contacted by consultants in the Professional Preparation and Learning Unit with further information on accountability expectations for 2018-2019.
In two subsequent emails, you will receive your Educator Effectiveness datasets.

The first email will include a revised roster of individuals attributed to your institution. The second email will include those individuals’ effectiveness ratings. This dataset will appear a bit different from the original dataset sent to you earlier this year.

- Educators were not included if they were not employed within a Michigan public school in the most recently completed school year (2016-17). This prevented educators from being counted redundantly across reporting periods.
- Appeals data were only included for educators where the dataset had employment information for the corresponding year.
- The calculation of years of experience and labels included all five years of REP data available (2012-13 through 2016-17). In the original data set sent earlier this year only the last three years of labels/experience were included in the final output by mistake.

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

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

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

<table>
<thead>
<tr>
<th>Reporting Year</th>
<th>Prior Year's Corrective Action Phase</th>
<th>Prior Year's Corrective Action Label</th>
<th>Current Year's Corrective Action Phase</th>
<th>Current Year's Corrective Action Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>0</td>
<td>Satisfactory</td>
<td>0</td>
<td>Satisfactory</td>
</tr>
</tbody>
</table>
Western Michigan University

MTTC: 83.1
SURV: 91.2
EFF: 82.4
OVERALL: 85.7

2015 Performance Category & Phase
Satisfactory

2016 Status: Met Cut Score

2016 Performance Category & Phase
Satisfactory

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:

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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.

2014 Performance Category & Phase

SATISFACTORY

2015 STATUS: MET CUT SCORE

2015 Performance Category & Phase

SATISFACTORY

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;
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