

<b>2016-2018 MDE Educator Preparation Institution (EPI) Performance Score Report Results for FSU School of Education</b>			
<b>EPI Score Component</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
FSU SOE MTTC Score	85.2	84.5	86.3
MTTC Mean for all MI EPPs	85.6	88.7	87.8
<b>FSU SOE SURV Score</b>			
FSU SOE SURV Score	94.5	94.5	93.3
SURV Mean for all MI EPPs	94.5	95.2	94.6
<b>FSU SOE EFF Score</b>			
SOE EFF Score	82.3	80.7	88.6
EFF Mean for all MI EPPs	82.6	88.7	81.7
<b>FSU SOE EPI Performance Score</b>			
FSU SOE EPI Performance Score	87.6	86.9	89.4
Mean Performance Score for all MI EPPs	88.0	88.3	90.4
<b>EPI Cut Score</b>			
EPI Cut Score	84.5	84.5	84.5
Status	Met cut score	Met cut score	Met cut score
Corrective Action Label	Satisfactory	Satisfactory	Satisfactory

Notes:

1. The EPI Performance Score has three underlying measurement goals:
  - a. Ensure that the EPI has prepared candidates to be effective classroom teachers through exposure to content and pedagogy.
  - b. Ensure that the EPI has the capacity to prepare teachers effectively and demonstrates continuous improvement related to MDE's priorities.
  - c. Ensure that program graduates meet standards for effectiveness aligned to MDE policy.
2. The Performance Score consists of three component sub-scores:
  - a. MTTC - the MTTC aggregate passing percentages for a three-year period,
  - b. SURV - the combined efficacy percentages from teacher candidate and candidate supervisor surveys, and
  - c. EFF - the point attributions for teacher effectiveness labels gathered from Michigan public schools during the most recent three-year period within the five years following initial certifications.
3. 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.