

Cornerstone University and MI Average EPI Scores 2016-2019

Summary

In 2019, Cornerstone University’s Education Preparation Program (EPP) earned an EPI score of 90.8. The state average, 89.9, is one point below CU’s score. In the last four years, CU’s scores have ranged from 91 in 2016 to 89.9 in 2017. Scores have consistently been above the state average. CU’s MTTC scores have also been higher than the state average every year by an average of four points.

CU’s scores were lower than the state average in two of the three categories, Teacher Effectiveness (EFF) and Surveys. (See Table 1.) Although CU’s EFF and Survey scores are below the state’s averages in 2019, scores have improved. The EFF score increased from 80.4 in 2017 and 2018 to 81.2 in 2019. The Survey score in 2018 was low compared with previous years; in 2019, however, the Survey score not only increased by 5.4 points, it was the highest score in the last four years (see Survey Data below).

In conclusion, CU’s 2019 EPI scores demonstrate growth. However, in order to stay competitive among other EPPs in Michigan, CU must continue to improve, especially in the areas of student satisfaction (Surveys) and effectiveness in teaching after graduation (EFF).

Table 1. CU EPI Scores

	Total EPI Score		MTTC		EFF		Survey	
	CU	MI	CU	MI	CU	MI	CU	MI
2015-2016	91.0	88.0	93.9	85.6	83.4	82.6	94.6	94.5
2016-2017	89.9	88.3	92.5	88.7	80.4	80.4	95.5	95.5
2017-2018	90.8	90	92.3	87.8	(80.49)*	--	90.2	94.6
2018-2019	90.8	89.9	94.1	89.9	81.2	82.3	95.6	96.0

*In 2018, MDE revised the business rules for EPI performance scoring, and 88.6 was used as the EFF score for every institution. 80.49 was the actual EFF score CU earned.

MTTC scores

The Evaluation Systems Group of Pearson, Inc. administers the Michigan Test for Teacher Certification (MTTC) to EPP candidates and completers. Each test taker’s best attempt on the MTTC contributes to the EPI Performance Score. Although test takers are not limited to the number of attempts on the MTTC, the cumulative pass percentage is calculated based on the best attempt. CU candidates are required to pass the MTTC in their program major before student teaching.

Historically, CU candidates have scored consistently higher than the State average on the MTTC. In the last four years, the State average reached its highest score of 89.9 in 2019. Similarly, in 2019, the EPP's average was the highest it had been in the last four years (94.1) and 4.2 points higher than the State. The EPP's consistently high MTTC scores suggest that CU candidates and completers are well prepared in their content area. Subtest scores for each MTTC are organized into tables and included in the "MTTC Test Data by Major Spring 2020" folder.

Survey Data

Data is collected twice a year in the spring and fall from candidates and university supervisors to calculate a Survey score. Candidates evaluate their experience in the Teacher Education program; supervisors who supervise the clinical experiences also evaluate the program. All participants answer questions from seven categories: High Quality Learning, Critical Thinking, Connecting Real-World Problems, Addressing the Needs of Special Populations, Using Technology, and Effective Use of Assessments and Data. Teacher candidates answer questions from an additional category, Field Experiences and Clinical Practice.

In 2019, university supervisors' ratings were consistently high across the seven categories with an overall score of 99%, indicating that supervisors perceive the Teacher Education program as highly effective. Candidates' scores, on the other hand, varied. The High Quality Learning Experiences category earned the highest rating (98%), and Addressing the Needs of Special Populations earned the lowest (85%). Other scores range from 90%-96% indicating high satisfaction with the Teacher Education program in those areas. See data tables in "2018-2019_Cornerstone_SurveysCalculated."

Effectiveness Data

Data is collected from K-12 administrators through the Registry of Educational Personnel (REP) and the Michigan Online Educator Certification System (MOECS) to determine the Effectiveness (EFF) score. Data is used from the most recent three years of completers' teaching. Administrators rate completers according to their effectiveness (Ineffective, Minimally Effective, Effective, and Highly Effective). Each rating carries a different weight; Highly Effective carries the most weight and Ineffective the least.

Of the 109 teachers rated since 2017, three completers were rated Minimally Effective; two in their first year teaching, and the other in his or her second year of teaching. All other completers earned Effective or Highly Effective ratings in their first, second, and third years. The majority of completers (n=96) earned an Effective rating. 10 completers earned Highly Effective ratings over three years. The results suggest that most completers from the CU Teacher Education program are effective, even in their first year of teaching. (See Table 2.)

Table 2. CU Effectiveness Data (n=109)

Rating	2017	2018	2019	Total	Percentage
1 Year Out (n=55)					
Ineffective	0	0	0	0	0%
Minimally Effective	0	1	1	2	4%
Effective	16	19	16	51	93%
Highly Effective	0	2	0	2	4%
			1 Yr Total	55	
2 Years Out (n=38)					
Ineffective	0	0	0	0	0%
Minimally Effective	0	1	0	1	3%
Effective	0	12	20	32	84%
Highly Effective	0	3	2	5	13%
			2 Yr Total	38	
3 Years Out (n=16)					
Ineffective	0	0	0	0	0%
Minimally Effective	0	0	0	0	0%
Effective	0	0	13	13	81%
Highly Effective	0	0	3	3	19%
			3 Yr Total	16	
			Overall Total	109	