

New Educator Effectiveness Ratings
1-3 Years Experience
Data Received in the 2023 Reports via the Michigan Department of Education

Table 1. Effectiveness Ratings by Licensure Area

Licensure Area	Highly Effective	Effective	Minimally Effective	Ineffective
Early Childhood (ZA or ZS) (n = 2)	0%	100%	0%	0%
Elementary (n = 30)	7%	93%	0%	0%
English (n = 8)	25%	75%	0%	0%
Geography (n = 1)	100%	0%	0%	0%
History (n = 2)	50%	50%	0%	0%
Language Arts (n = 1)	0%	100%	0%	0%
Mathematics (Elem) (n =3)	0%	100%	0%	0%
Music Education (n = 1)	0%	100%	0%	0%
Other (n = 2)	0%	100%	0%	0%
Physical Education (n = 1)	0%	100%	0%	0%
Social Studies (Sec) (n = 1)	0%	100%	0%	0%
Special Education (n = 1)	0%	100%	0%	0%

Table 2. Summary of Effectiveness by Years of Experience

Years Experience	Highly Effective	Effective	Minimally Effective	Ineffective
1 year (n = 26)	4%	96%	0%	0%
2 years (n = 16)	6%	94%	0%	0%
3 years (n = 11)	36%	64%	0%	0%

Analysis: Rochester Christian University has selected the evidence derived from the 2023 MDE New Educator Effectiveness Ratings as indicators of new educators applying professional knowledge, skills, and dispositions in P-12 classrooms. The end-of-year evaluation ratings in the report include only teachers in their first three years of teaching (2019-2022). A total of 53 end-of-year evaluations were reported for Rochester Christian University teachers. RCU’s new educators were given an overall “effectiveness rating” (e.g., Highly effective, Effective, Minimally Effective, or Ineffective) by their district of employment. Table 1 presents data for effectiveness ratings by licensure areas. Table 2 summarizes data by years of experience.

These ratings also demonstrate that RCU graduates positively impact the learning and development of PK-12 students because 40% of the ratings are based on student impact data from state mandated testing and/or school district approved assessments of PK-12 student learning outcomes. A portion of a teacher’s overall rating includes observations and evaluations by his or her principal using state-approved performance-based protocols. In addition, a statistical ordinal regression analysis was conducted and concluded that the effectiveness scores also provide evidence for completer growth data. RCU considers these effectiveness data a valid measure of teaching effectiveness in the classroom.