Measure 1 (Initial): Completer Effectiveness (R4.1)
DE Educator Preparation Scorecards: Graduate Performance

Standards Alignment: This packet, entitled *DE Educator Preparation Scorecards: Graduate Performance,* presents evidence for:

Standard 4. Program Impact
The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

> R4.1 Completer Effectiveness The provider demonstrates that program completers:
> - **effectively contribute to P-12 student-learning growth**
> - **apply in P-12 classrooms** the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

How is alignment assured: The office of Technology, Assessment, and Compliance (TAC), in consultation with Program Chairs, aligns the evaluation measures and assessment tasks with CAEP, SPA, InTASC, and appropriate Technology Standards. The TAC Director coordinates and maintains alignments and adherence to multiple Delaware state laws and policy regulations, specifically Regulation 290. All Standards are maintained within a suite of digital assessment tools on Watermark - Taskstream. A standards database is maintained by the TAC Data Analyst and Administrative Coordinator so that alignments can accommodate updates to standards, program competencies, courses, or assessments.

<table><tr><td>Evidence Overview</td></tr></table>

Description of Evidence: The evidence section below presents data from the **Graduate Performance Domain** from the Delaware Department of Education Scorecards which scores the educator preparation program's performance in Delaware's classrooms and schools. Within this domain, there are four metrics which include the outcomes of program graduates' students, the qualitative aspects of program graduates' practice, and administrators' overall assessment of program graduates' performance.

In 2009, stakeholders from the Delaware Department of Education (DDOE), the Delaware State General Assembly, Educator Preparation Programs in Delaware, and the Delaware State Education Association came to consensus on teacher quality and teacher preparation reforms while drafting the state's application for the federal Race to The Top grant (RTTT). Delaware was awarded the RTTT grant in 2010 and immediately sought to raise standards for admission into and exit from educator preparation programs in the State. In 2013, Governor Jack Markell signed these reforms into law through Senate Bill 51 and its accompanying amendments to Regulation 290, and did so in a ceremony held at Wilmington University.

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Video: Governor Jack Markell signs reforms into law through Senate Bill 51 and its accompanying amendments to Regulation 290.

The educator preparation program reports are intended to provide a holistic view of a program based on quantitative and qualitative measures that are indicators of a program's ability to recruit and train effective educators and aligned with the program standards expectations set forth by CAEP. Please clink on the following links for more detailed information about the program standards, data collection, scoring, and program renewal, probation, and revocation: Educator Preparation Program Guide and the Delaware DOE Technical Guide: Ed Prep Scorecards. Delaware's program reports consider the past five years of program data. The program reports are comprised of the following six domains (Table 1).

Table 1: Delaware Educator Preparation Scorecard Domains	
Recruitment	The Recruitment domain scores the educator preparation program's ability to cultivate a diverse, accomplished student body with the potential to be outstanding future educators.
Candidate Performance	The Candidate Performance domain scores the educator preparation program's ability to prepare aspiring educators with the knowledge and skill required to be first-day ready, as measured by required content knowledge and performance assessments.
Employment & Placement	The Employment and Placement domain scores the educator preparation program's performance in preparing educators who become employed as teachers or specialists, launch their careers in Delaware's schools, and considers the subset of those who student teach in the state-identified high-needs schools.
Retention	The Retention domain scores the educator preparation program's track record of preparing program graduates who continue to serve in public education in Delaware.
Graduate Performance	The Graduate Performance domain scores the educator preparation program's performance in Delaware's classrooms and schools. The four metrics included consider the outcomes of program graduates' students, the qualitative aspects of program graduates' practice, and administrators' overall assessment of program graduates' performance.
Perceptions	The Perceptions domain scores the educator preparation program's performance based on feedback collected from program graduates and their supervisors.

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Tables 2 below further define the metrics from the **Graduate Performance** domain.

Table 2 Graduate Performance Metrics	
Observation Scores	
Metric Description	Reported here are the average observation scores earned by graduates.
Minimum Standard	2.70
State Target	3.30
Historical Performance	Average = 3.07 10th percentile = 2.97 90th percentile = 3.16
Description of Calculation	First, each educator's available DPAS-II observational scores on each criterion are averaged to create a calculated criterion score. Then, the marginal effect of each program on educators' mean criteria score is modeled in a multilevel, mixed effects regression. This model adjusts for differences in educator experience, grade-level taught, DPAS-II educator group and school demographics. The model also includes a school effect to mitigate systematic differences in ratings across schools. Results are reported as conditional means for educators in each program with 0-2 years of experience, in educator group 2, in middle grades, in classrooms with average levels of poverty, students with disabilities, English language learners, and white students.
Universe	Included are educators graduating from an identified educator preparation program from the year 2021. DPAS-II criterion measures include all available evaluation records for graduates in this time frame.
Exclusion Rules	Any record for an educator that does not have at least 13 out of the 18 possible criteria scored is excluded.
Minimum N	10
Average	Institution and state averages are calculated in the same manner as above, but represent the conditional mean for each institution or the state as a whole, respectively.
Example Calculation	An educator preparation program graduates 15 students between 2012-13 through 2016-17, inclusively. Together these graduates have 33 DPAS-II criteria scores that are averaged together within, and then across, teachers, resulting in a conditional average of 2.9 after adjusting for differences in the percent of students in poverty and with disabilities, as well as the percent that are English Language Learners and white, and the teacher's year of experience, grade level taught and educator evaluation group. This program would earn 33.3% of the available points for this metric, or (2.9 - 2.7) / (3.3 - 2.7) using the formula ([Value - Minimum Standard] / [Target - Standard].

Evidence

CAEP reviewers are invited to click on the following links to review WilmU's Scorecards Delaware Educator Preparation Scorecards. Specific evidence is further disaggregated for each initial program below.
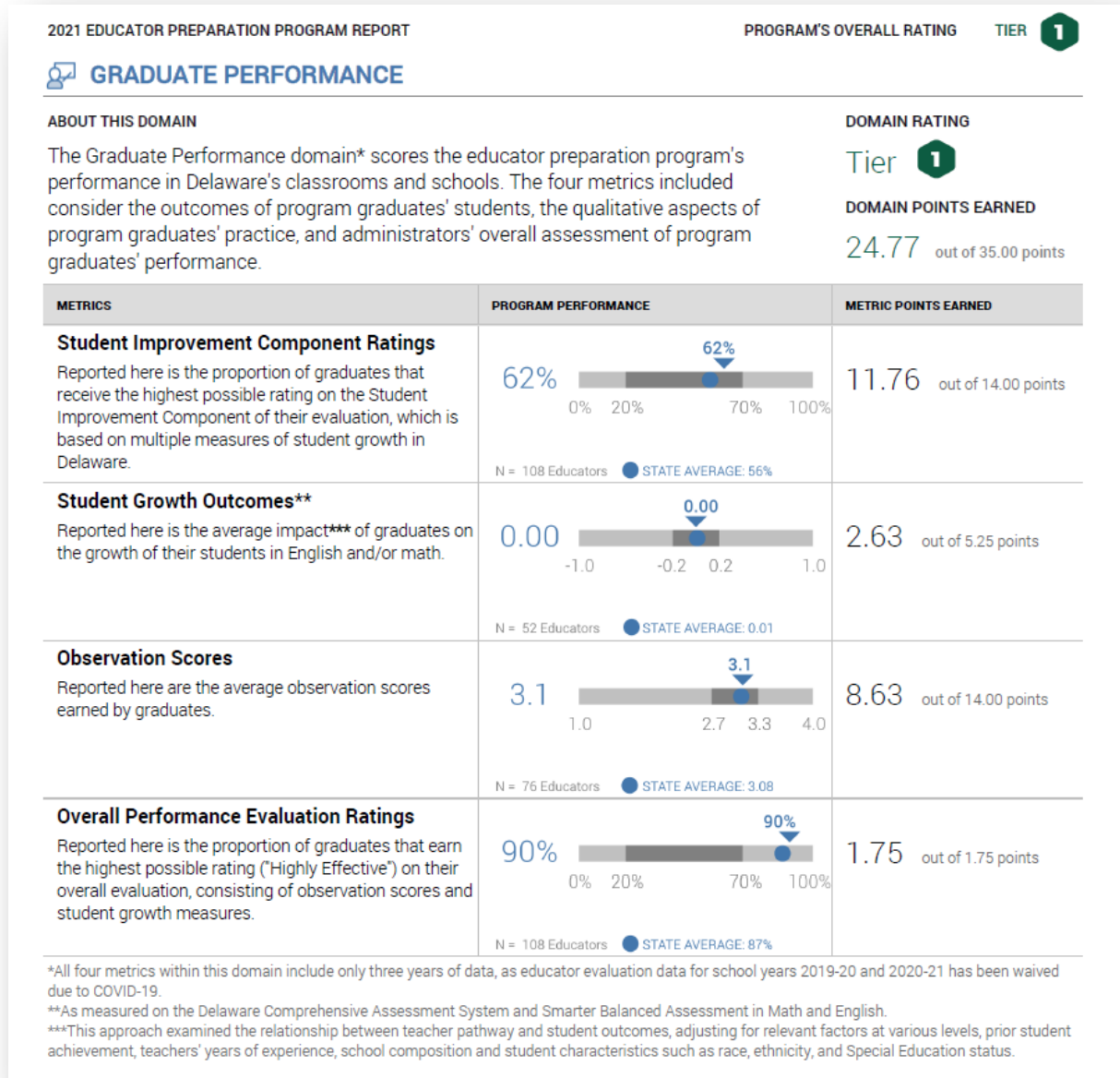
Measure 1 (Initial): Completer Effectiveness (R4.1)
DE Educator Preparation Scorecards: Graduate Performance

Bachelor of Science, Elementary Education (K-6)

Below are links to the full Educator Preparation Scorecard for Bachelor of Science, Elementary Education highlighting the **Graduate Performance (CAEP Standard 4.2).**

CAEP Reviewers are encouraged to click on this link Bachelor of Science, Elementary Education Program Scorecard to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Bachelor of Science, Elementary Education - Graduate Performance

2021 EDUCATOR PREPARATION PROGRAM REPORT   PROGRAM'S OVERALL RATING   TIER 1

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

The Graduate Performance domain* scores the educator preparation program's performance in Delaware's classrooms and schools. The four metrics included consider the outcomes of program graduates' students, the qualitative aspects of program graduates' practice, and administrators' overall assessment of program graduates' performance.

DOMAIN RATING

Tier 1

DOMAIN POINTS EARNED

24.77 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	62% 62% 0% 20% 70% 100% N = 108 Educators STATE AVERAGE: 56%	11.76 out of 14.00 points
Student Growth Outcomes** Reported here is the average impact*** of graduates on the growth of their students in English and/or math.	0.00 0.00 -1.0 -0.2 0.2 1.0 N = 52 Educators STATE AVERAGE: 0.01	2.63 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.1 3.1 1.0 2.7 3.3 4.0 N = 76 Educators STATE AVERAGE: 3.08	8.63 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	90% 90% 0% 20% 70% 100% N = 108 Educators STATE AVERAGE: 87%	1.75 out of 1.75 points

*All four metrics within this domain include only three years of data, as educator evaluation data for school years 2019-20 and 2020-21 has been waived due to COVID-19.
**As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.
***This approach examined the relationship between teacher pathway and student outcomes, adjusting for relevant factors at various levels, prior student achievement, teachers' years of experience, school composition and student characteristics such as race, ethnicity, and Special Education status.

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Bachelor of Science, Middle Level Education (6-8)

Below are links to the full Educator Preparation Scorecard for Bachelor of Science, Middle Level Education highlighting the **Graduate Performance (CAEP Standard 4.2).**

CAEP Reviewers are encouraged to click on this link Bachelor of Science, Middle Level Education Program Scorecard to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Bachelor of Science, Middle Level Education - Graduate Performance
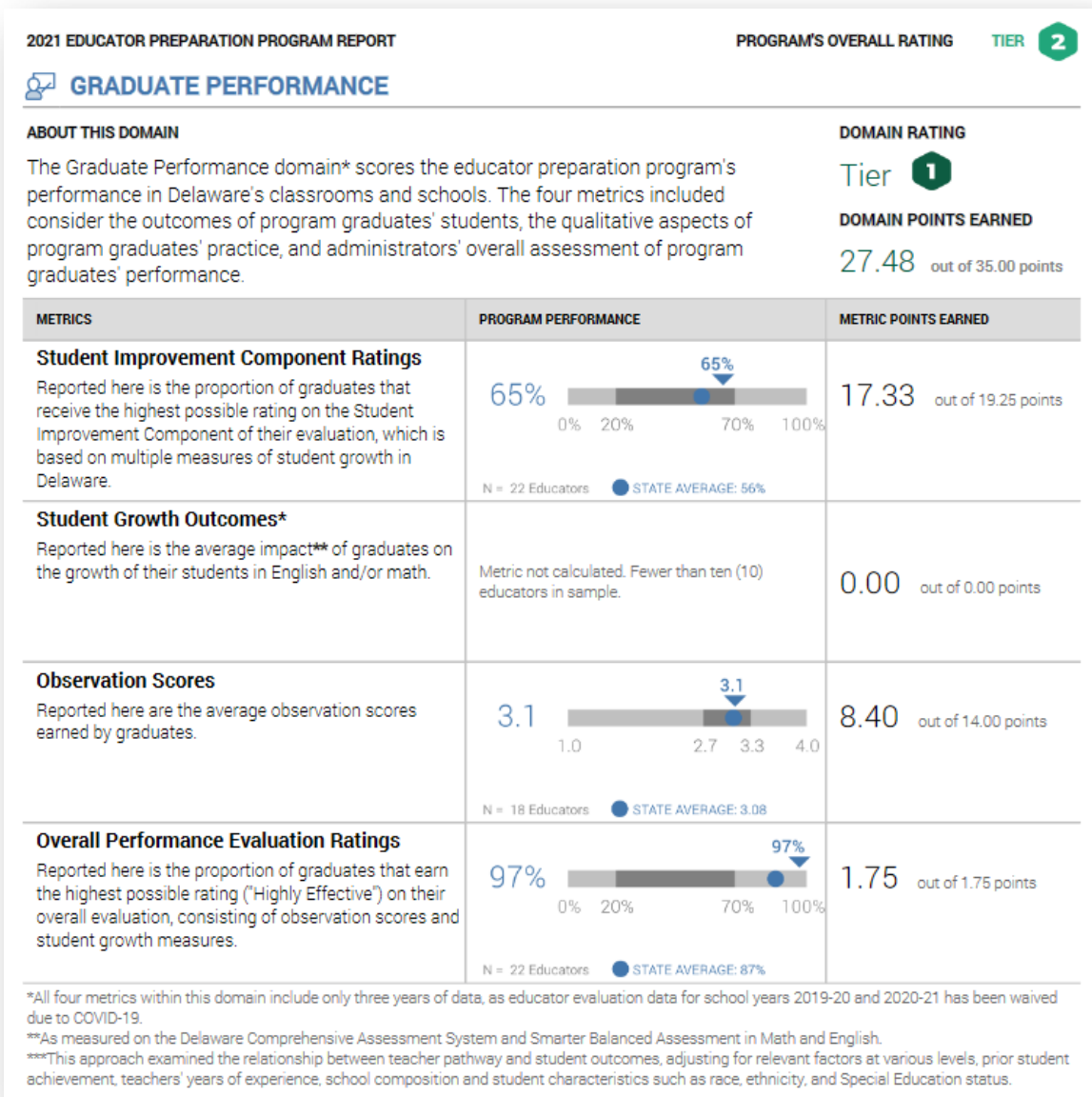
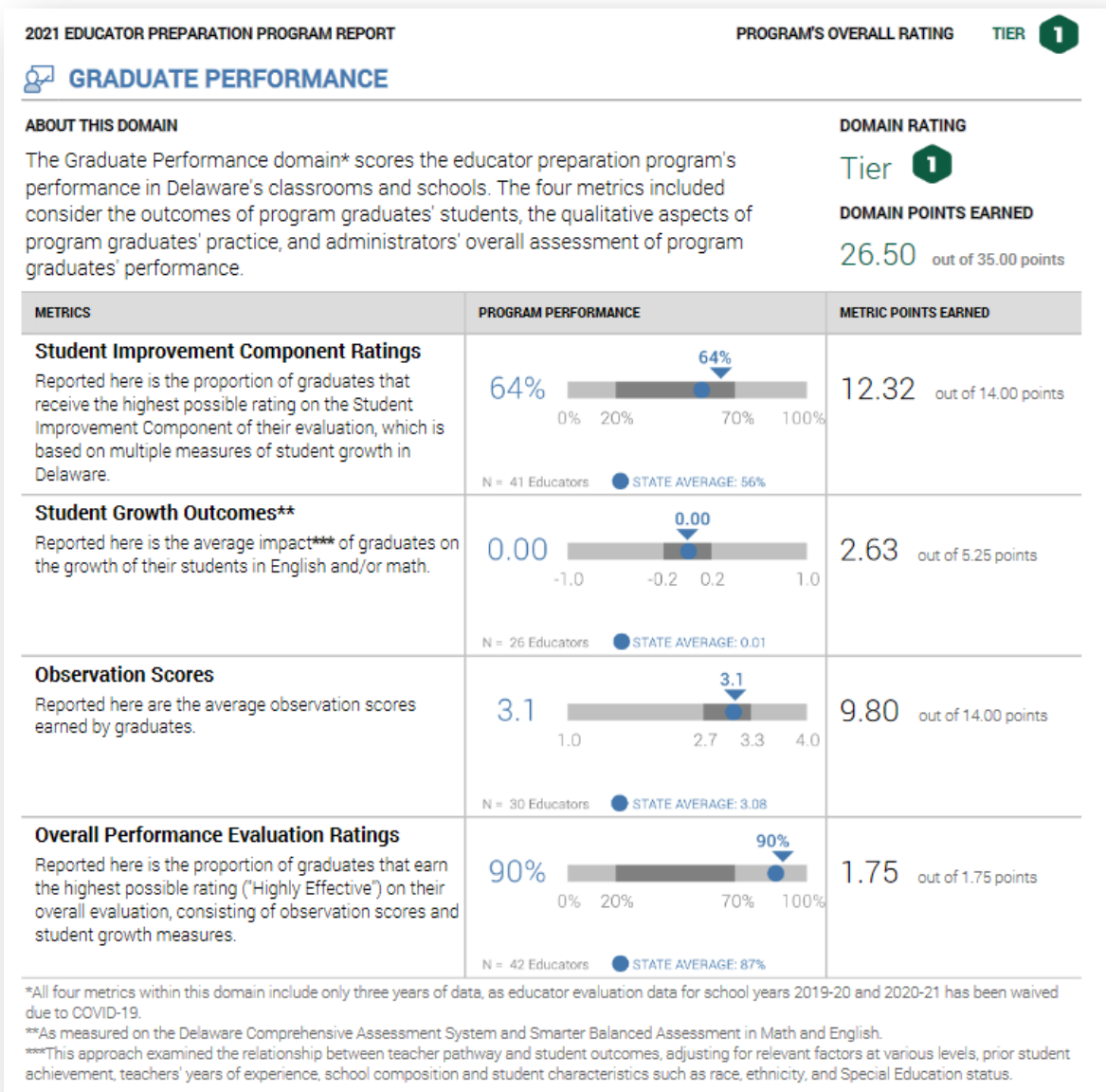# Measure 1 (Initial): Completer Effectiveness (R4.1)
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Master of Education, Elementary Studies (K-6)

Below are links to the full Educator Preparation Scorecard for Master of Education, Elementary Studies highlighting the **Graduate Performance (CAEP Standard 4.2).**

CAEP Reviewers are encouraged to click on this link Master of Education, Elementary Studies Program Scorecard to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Master of Education, Elementary Studies - Graduate Performance

2021 EDUCATOR PREPARATION PROGRAM REPORT   PROGRAM'S OVERALL RATING   TIER 1

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

The Graduate Performance domain* scores the educator preparation program's performance in Delaware's classrooms and schools. The four metrics included consider the outcomes of program graduates' students, the qualitative aspects of program graduates' practice, and administrators' overall assessment of program graduates' performance.

DOMAIN RATING

Tier 1

DOMAIN POINTS EARNED

26.50 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	64% 64% 0% 20% 70% 100% N = 41 Educators STATE AVERAGE: 56%	12.32 out of 14.00 points
Student Growth Outcomes Reported here is the average impact*** of graduates on the growth of their students in English and/or math.	0.00 0.00 -1.0 -0.2 0.2 1.0 N = 26 Educators STATE AVERAGE: 0.01	2.63 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.1 3.1 1.0 2.7 3.3 4.0 N = 30 Educators STATE AVERAGE: 3.08	9.80 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	90% 90% 0% 20% 70% 100% N = 42 Educators STATE AVERAGE: 87%	1.75 out of 1.75 points

*All four metrics within this domain include only three years of data, as educator evaluation data for school years 2019-20 and 2020-21 has been waived due to COVID-19.
**As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.
***This approach examined the relationship between teacher pathway and student outcomes, adjusting for relevant factors at various levels, prior student achievement, teachers' years of experience, school composition and student characteristics such as race, ethnicity, and Special Education status.

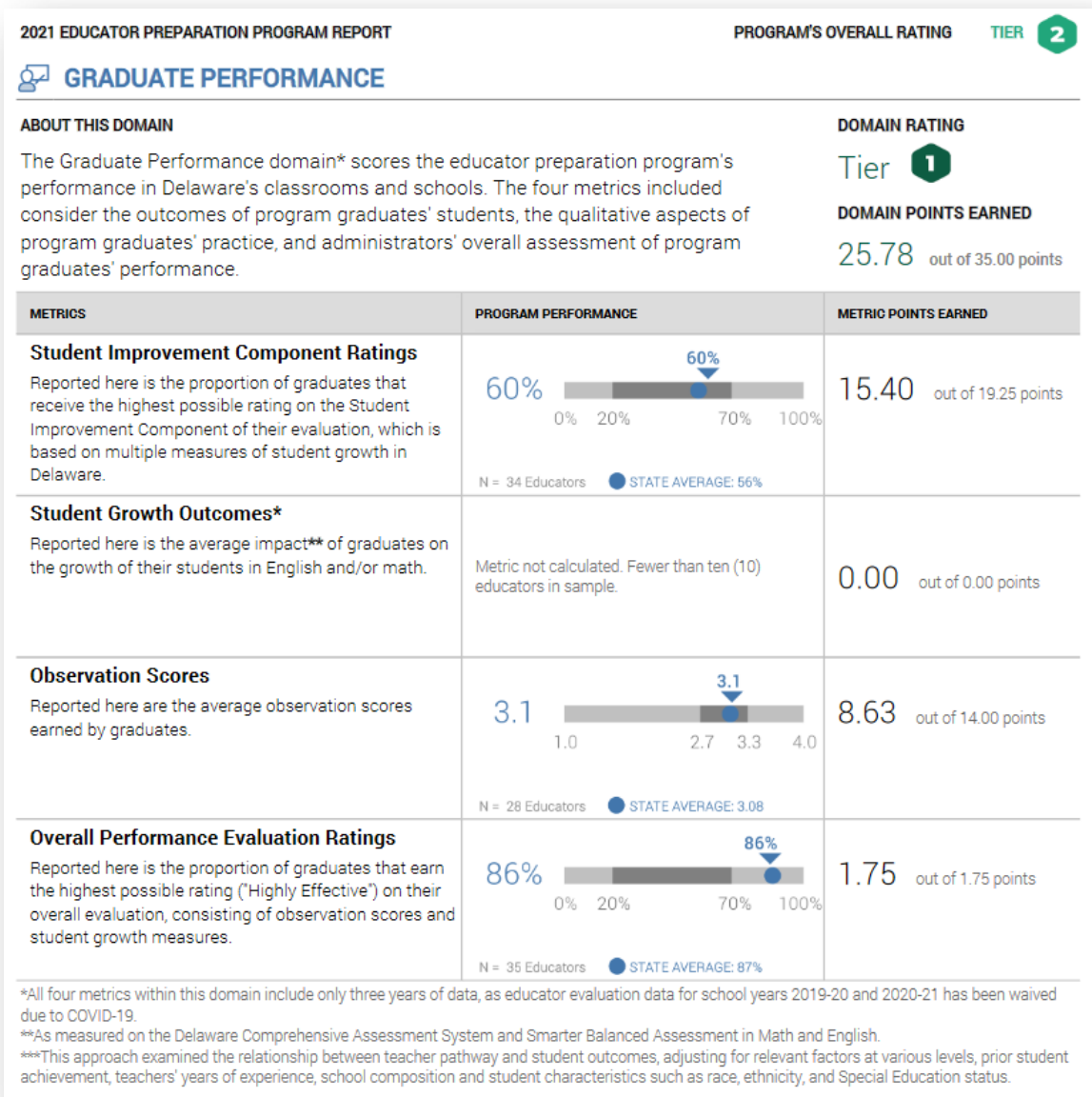# Measure 1 (Initial): Completer Effectiveness (R4.1)
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Master of Education, Special Education

Below are links to the full Educator Preparation Scorecard for Master of Education, Special Education highlighting the **Graduate Performance (CAEP Standard 4.2).**

CAEP Reviewers are encouraged to click on this link Master of Education, Special Education Program Scorecard to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Master of Education, Special Education - Graduate Performance

Measure 1 (Initial): Completer Effectiveness (R4.1)
DE Educator Preparation Scorecards: Graduate Performance

Master of Arts in Teaching, Secondary Teaching (7-12)

Below are links to the full Educator Preparation Scorecard for Master of Arts in Teaching, Secondary Education highlighting the **Graduate Performance (CAEP Standard 4.2).**

CAEP Reviewers are encouraged to click on this link Master of Arts in Teaching, Secondary Teaching Program Scorecard to view the most recent Scorecard. Below is a screenshot of this domain rating from 2021.

Master of Arts in Teaching, Secondary Teaching - Graduate Performance