

CAEP Annual Reporting Measures AP

Measure 3: Satisfaction of Employers and Employment Milestones

Scorecards- Perceptions and Retention Domain

Please note: DE Educator Preparation Scorecards are published every two years by the Delaware Department of Education. The 2018 Scorecards included below are the most recent. The 2020 Scorecards will be available in October 2021.

Evidence Overview

Description of Evidence: The evidence section below presents data from the **Perception Domain** and the **Graduate Performance Domain** of the scorecards to document the **satisfaction of employers** with the relevance and effectiveness of the preparation of WilmU graduates, and from the **Retention Domain** which scores the educator preparation program's track record of preparing program graduates who **continue to serve** in public education in Delaware. In addition, **promotion** data from the Delaware Department of Education is also presented.

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.

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 click 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.

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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, 3, and 4 below further define the metrics from the **Perceptions Domain** that highlight the satisfaction of **supervisors**, the **Graduate Performance** domain that illustrates the administrators' overall assessment of program graduates' performance, and the **Retention Domain** regarding the educator preparation program's track record of preparing program **graduates who continue to serve** in public education.

Table 2 Perceptions Metrics Preparedness, Supervisor Survey	
Metric Description	Reported here is an index of the perceptions that supervisors have regarding the preparedness level of the recent graduates they supervised.
Minimum Standard	2.80
State Target	3.90
Historical Performance	Average = 3.16 10 th percentile = 3.00 90 th percentile = 3.34
Description of Calculation	First, answer choices on the survey are given a numerical value with 1 being the lowest level of agreement and 4 being the highest level of agreement. Then, an average of each supervisor's responses on the survey for a given graduate is calculated. Next, the median of the supervisors' averaged responses for each graduate is taken by program.
Universe	Included are educators graduating from an identified educator preparation program between years 2014-15 through 2016-17, inclusive.
Exclusion Rules	Excluded are programs that had fewer than 10 graduates respond or had less than a 30% response rate.

Table 3 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 10 th percentile = 2.97 90 th 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 between years 2012-13 through 2016-17. 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 $[(\text{Value} - \text{Minimum Standard}) / (\text{Target} - \text{Standard})]$.

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Table 4 Retention Metrics	
Retention Beyond Year One	
Metric Description	Reported here is the proportion of graduates placed in Delaware who continue working in public education in Delaware beyond their first year of employment.
Minimum Standard	80%
State Target	95%
State Performance	Average = 95% 10 th percentile = 91% 90 th percentile = 100%
Description of Calculation	First, identify graduates of a program whose first year of teaching in Delaware was in the 2012-13 through 2016-17 school years (t). Then, to assess beyond year one retention rate, identify if the educator was present, in any employment capacity or location in Delaware, in the following fall's snapshot ¹² (t+1).
Universe	Included are educators who graduated from an identified educator preparation program in the 2012- 13 through 2016-17 school years, inclusive.
Example Calculation	An educator preparation program graduates 30 students between 2012-13 through 2016-17, inclusive, and 25 (83%) continue working in public education in Delaware the school year after the school year in which they are first employed in or after the year of their graduation. This program would earn 20.0% of the available points for this metric, or $(83\% - 80\%) / (95\% - 80\%)$ using the formula $[(\text{Value} - \text{Minimum Standard}) / (\text{Target} - \text{Standard})]$.
Retention Beyond Year Three	
Metric Description	Reported here is the proportion of graduates placed in Delaware who continue working in public education in Delaware beyond their third year of employment.
Minimum Standard	65%
State Performance	Average = 74% 10 th percentile = 62% 90 th percentile = 85%
Description Of Calculation	First, identify graduates of a program whose first year of teaching in Delaware was in the 2012-13 through 2014-15 school years (t). Then, to assess beyond year three retention rate, identify if the educator was present, in any employment capacity or location in Delaware, in the following fall's snapshot ¹² (t+1), as well as if the educator was consecutively present for the following two fall snapshots (t+2 and t+3).
Universe	Included are educators who graduated from an identified educator preparation program in the 2012- 13 through 2014-15 school years, inclusive.
Exclusion Rules	None
Minimum N	10
Average	Institution and state averages are calculated in the same manner as above, but represent the rate for each institution or the state as a whole, respectively.
Example Calculation	An educator preparation program graduates 20 students between 2012-13 through 2014-15, inclusive, and 15 (75%) continue working in public education in Delaware in three consecutive years after the school year in which they are first employed in or after the year of their graduation. This program would earn 50% of the available points for this metric, or $(75\% - 65\%) / (85\% - 65\%)$ using the formula $[(\text{Value} - \text{Minimum Standard}) / (\text{Target} - \text{Standard})]$.

Evidence

The [Delaware Educator Preparation Scorecards](#) and the [Delaware Supervisor Survey Results 2016-2019](#) emanated from the Perceptions Domain of the scorecards. These survey results include the Master of Reading completers.

Specific evidence is further disaggregated for each advanced program below.

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Master of Education Elementary and Secondary School Counseling

Below are links to the full Employer Survey and the Educator Preparation Scorecard for School Counseling highlighting the **Perceptions, Candidate Performance, and Retention domains (CAEP Standard 4.1)**.

Perceptions Domain:

Click on this link [Master of Education: Elementary and Secondary School Counseling Program Scorecard](#) to view the most recent Scorecard and this link [Master of Education: Elementary and Secondary School Counseling Perceptions Survey](#) to view the survey results from 2019. Below is a screenshot of this domain rating which is the same for 2015 (pilot year), 2016 and 2018. The rating for all three years was not available due to low response rates. Business rules which are outlined above exclude programs that had fewer than 10 graduates respond or had less than a 30% response rate.

PERCEPTIONS		
ABOUT THIS DOMAIN The Perceptions domain scores the educator preparation program's performance based on feedback collected from program graduates and their supervisors.		DOMAIN RATING Not Available
		DOMAIN POINTS EARNED 0.00 out of 0.00 points
METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Preparedness, Graduate Survey Reported here is an index of the perceptions that recent graduates have regarding how well their program prepared them for their roles as educators.	Metric not calculated. Fewer than ten (10) educators in sample.	0.00 out of 0.00 points
Preparedness, Supervisor Survey Reported here is an index of the perceptions that supervisors have regarding the preparedness level of the recent graduates they supervised.	Metric not calculated. Fewer than ten (10) educators in sample.	0.00 out of 0.00 points

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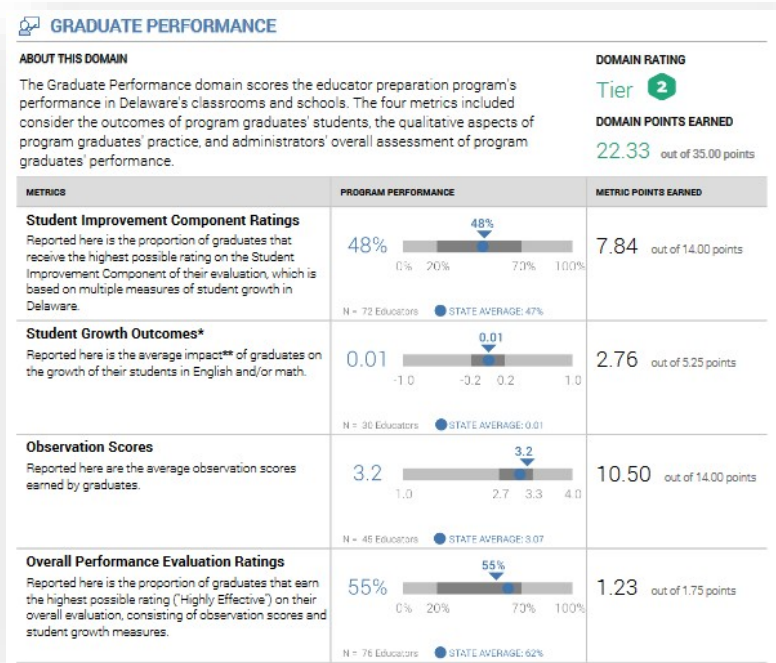
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Scorecards- Perceptions and Retention Domain

Graduate Performance Domain:

Click on this link [Master of Education: Elementary and Secondary School Counseling Program Scorecard](#) to view the most recent program scorecard. Below is a screenshot of this domain rating.

2018 Ed. Prep. Scorecard Counseling - Graduate Performance

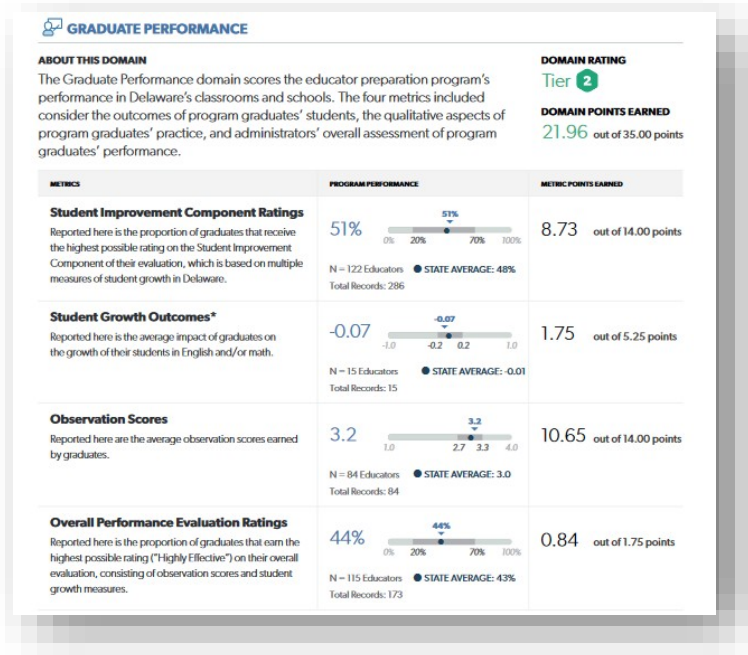


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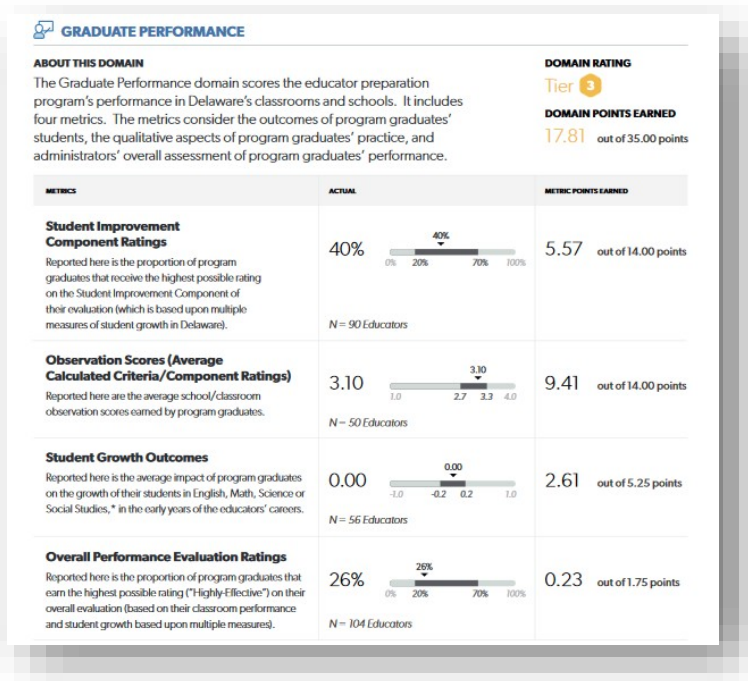
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2016 Ed. Prep Scorecard Counseling – Graduate Performance



2015 Ed. Prep Scorecard Counseling – Graduate Performance



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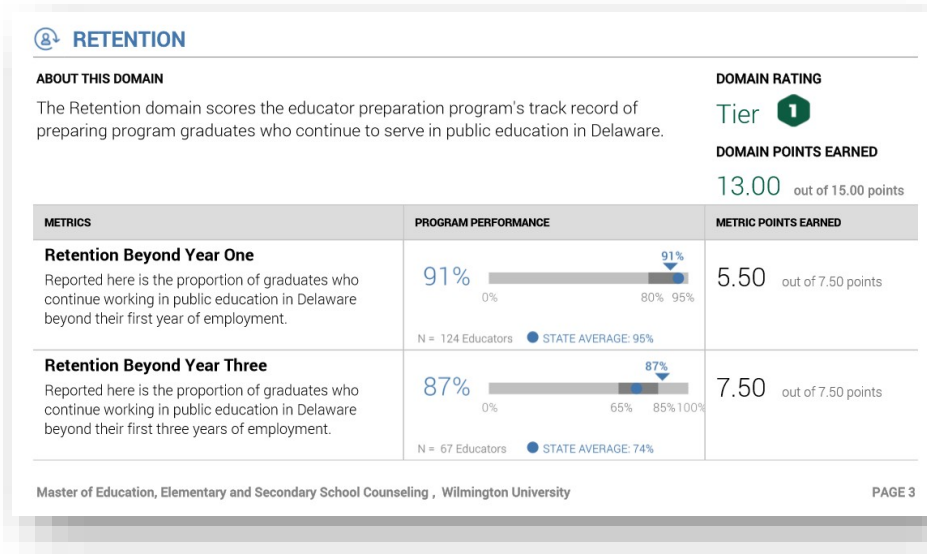
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Scorecards- Perceptions and Retention Domain

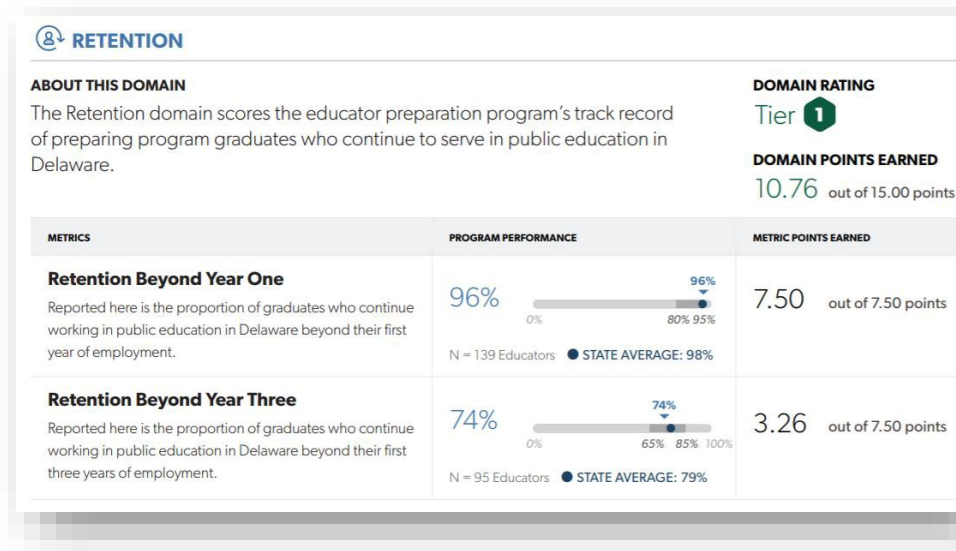
Retention Domain:

Click on this link [Master of Education: Elementary and Secondary School Counseling Program Scorecard](#) to view the most recent program scorecard. Below is a screenshot of this domain rating.

2018 Ed. Prep. Scorecard Counseling - Retention



2016 Ed. Prep. Scorecard Counseling - Retention

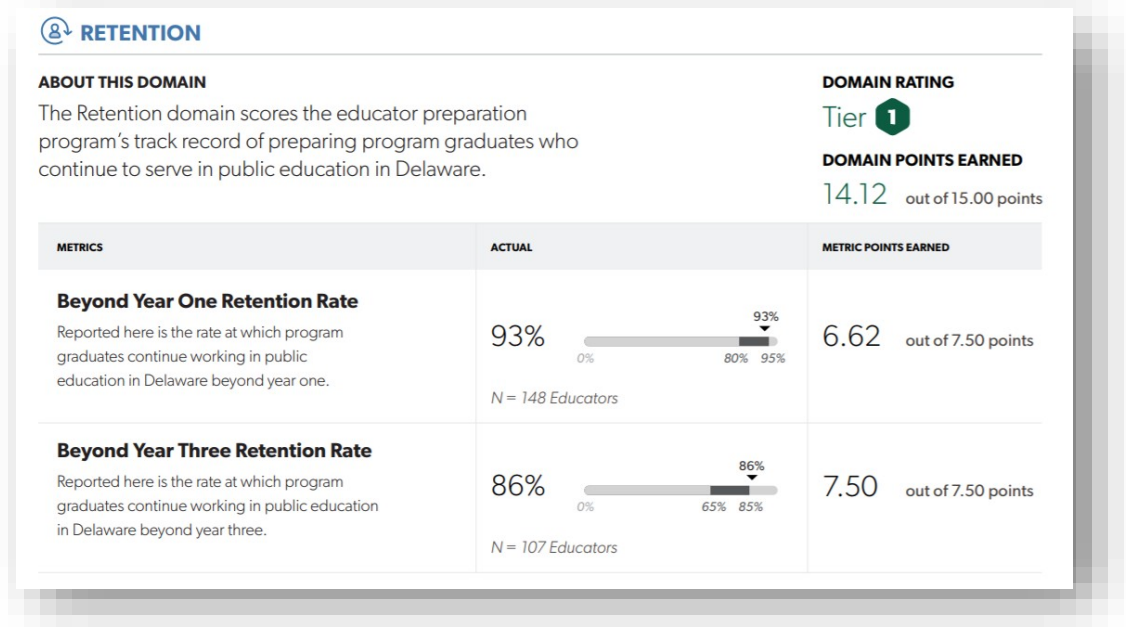


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2015 Ed. Prep. Scorecard Counseling - Retention



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Scorecards- Perceptions and Retention Domain

Master of Education Reading

Below are links to the full Employer Survey and the Educator Preparation Scorecard for Reading highlighting the **Perceptions, Graduate Performance, and Retention domains (CAEP Standard 4.1)**.

Perceptions Domain:

Click on this link [Delaware Supervisor Survey Results 2016-2019](#) to view the full survey results, and this link to view the most recent [Reading Scorecard](#). Below is a screenshot of this domain rating which is the same for 2015 (pilot year), 2016 and 2018. The rating for all three years was not available due to low response rates. Business rules which are outlined above exclude programs that had fewer than 10 graduates respond or had less than a 30% response rate.

PERCEPTIONS		
ABOUT THIS DOMAIN The Perceptions domain scores the educator preparation program's performance based on feedback collected from program graduates and their supervisors.		DOMAIN RATING Not Available
		DOMAIN POINTS EARNED 0.00 out of 0.00 points
METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Preparedness, Graduate Survey Reported here is an index of the perceptions that recent graduates have regarding how well their program prepared them for their roles as educators.	Metric not calculated. Fewer than ten (10) educators in sample.	0.00 out of 0.00 points
Preparedness, Supervisor Survey Reported here is an index of the perceptions that supervisors have regarding the preparedness level of the recent graduates they supervised.	Metric not calculated. Fewer than ten (10) educators in sample.	0.00 out of 0.00 points

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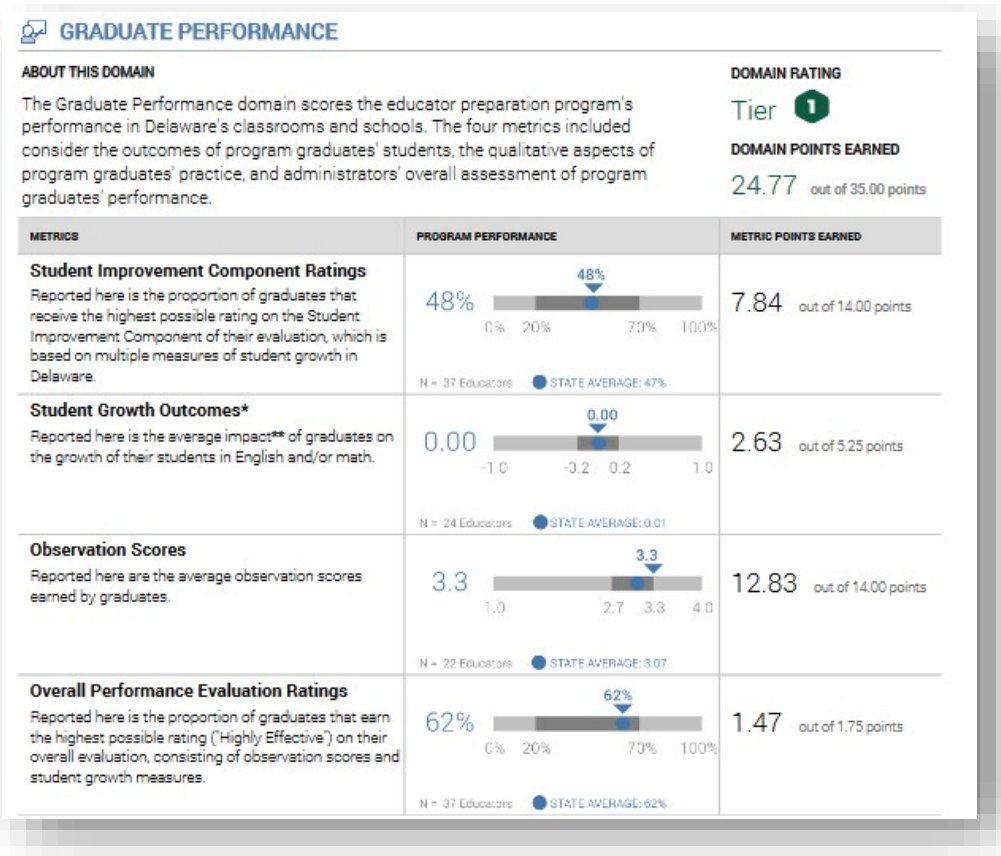
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Graduate Performance Domain:

Click on this link to view the most recent [Reading Scorecard](#). Below is a screenshot of this domain rating.

2018 Ed. Prep. Scorecard Reading – Graduate Performance

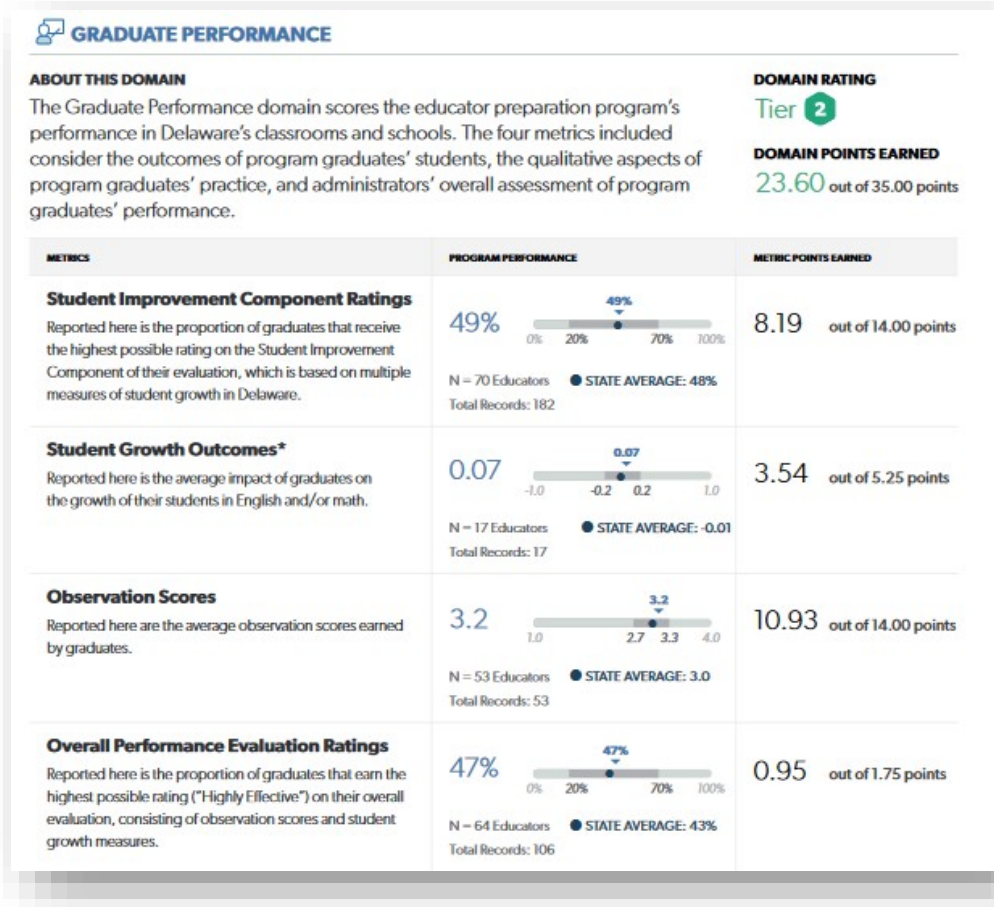


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2016 Ed. Prep. Scorecard Reading – Graduate Performance

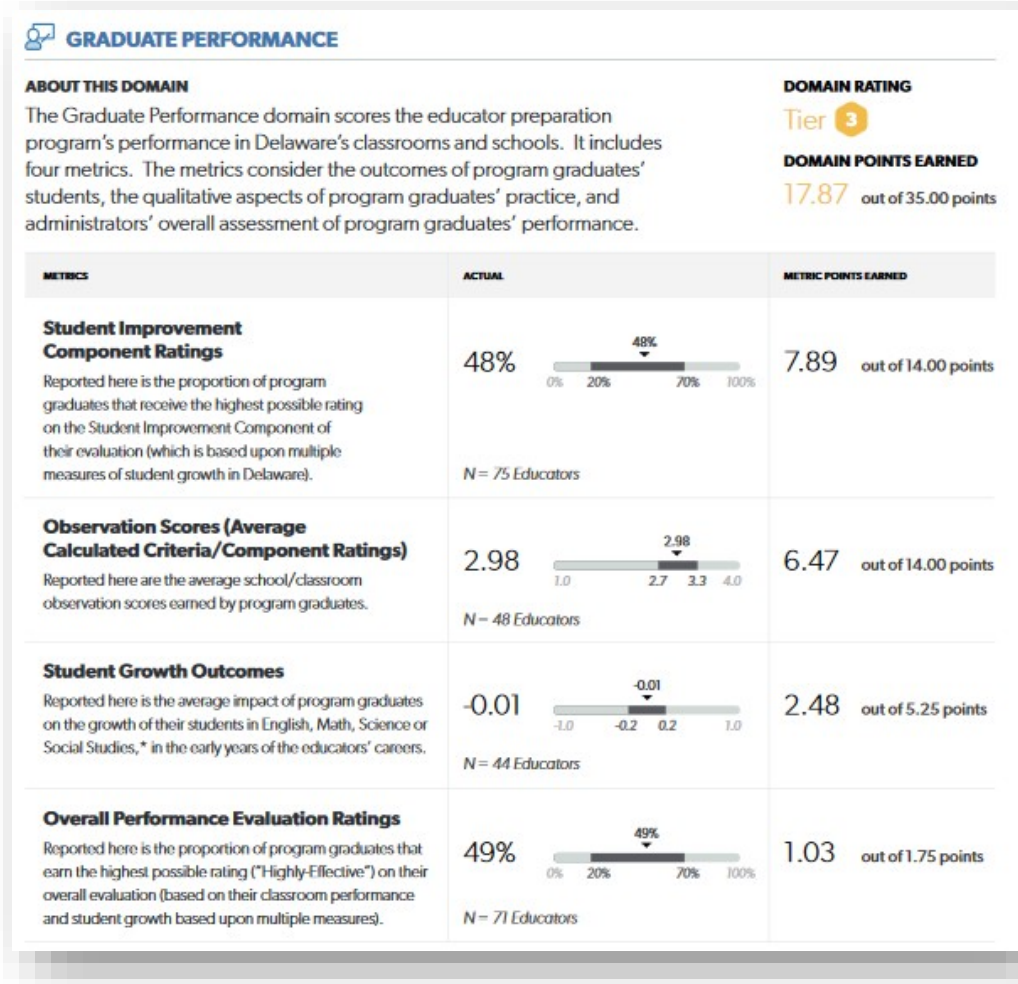


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2015 Ed. Prep. Scorecard Reading – Graduate Performance



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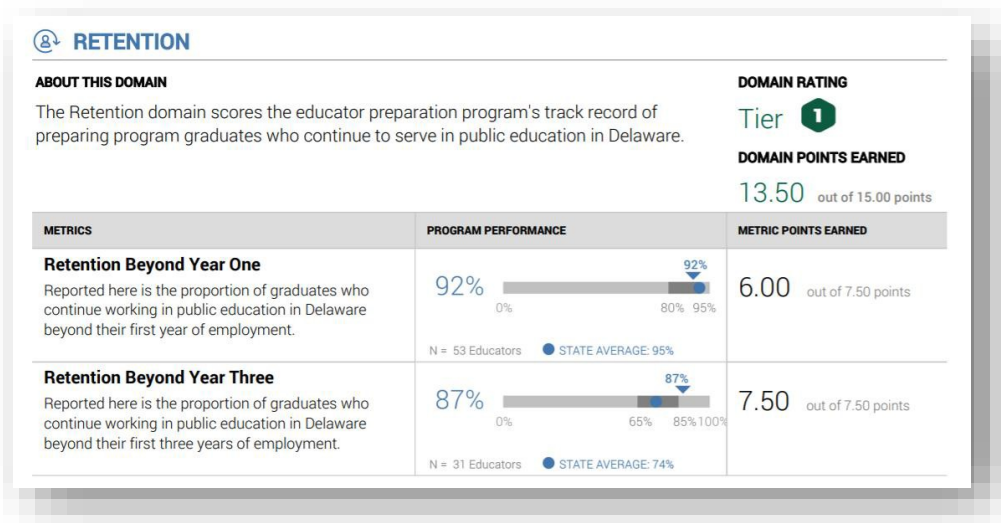
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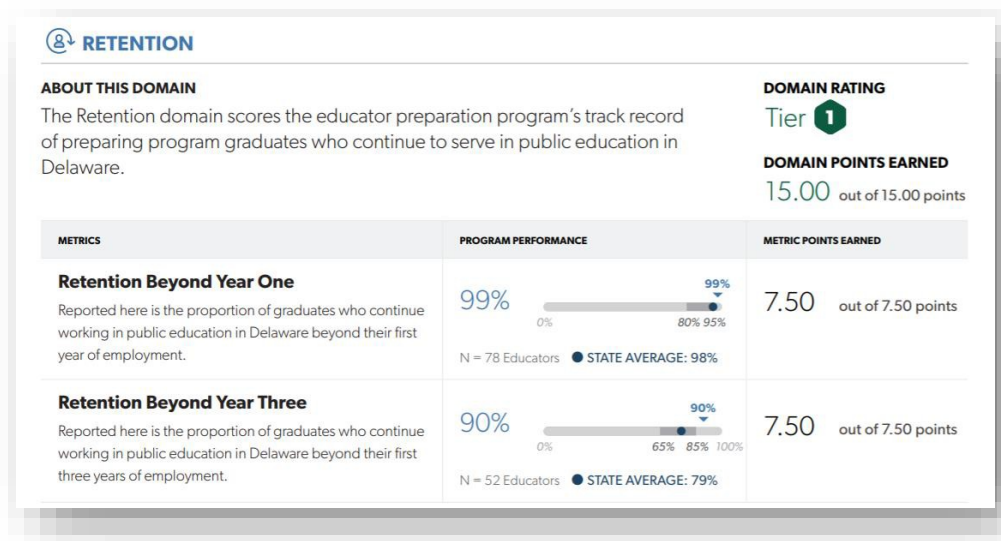
Retention Domain:

Click on this link [Reading Scorecard](#) to view the most recent Reading program scorecard. Below is a screenshot of this domain rating.

2018 Ed. Prep. Scorecard Reading – Retention



2017 Ed. Prep. Scorecard Reading – Retention

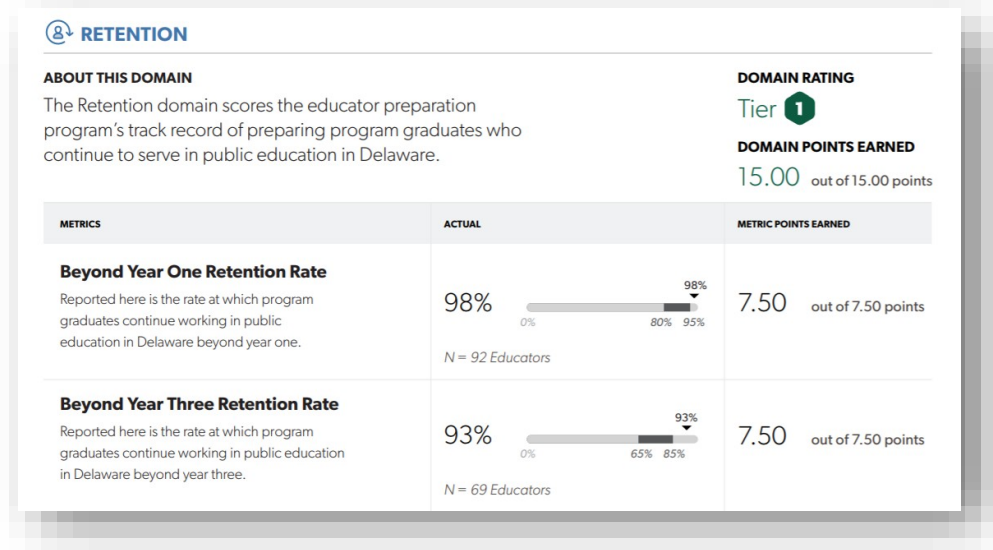


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2015 Ed. Prep. Scorecard Reading – Retention



Master of Education School Leadership

WilmU in concert with the Delaware Department of Education Teacher Leader Effectiveness Unit partnered to create a draft survey as part of EPP Workgroup in 2017 for School Leadership. A scorecard was also generated by the DEDOE for review. However, the decision was made to pause this work based on feedback received during the 30-day review period.

Since then, WilmU continues to work with Delaware program leaders in discussion forums and individual program meetings about moving forward with the scorecard reports and survey. As a result, WilmU received permission on July 16th, 2019, "to use the draft of the survey created in 2017 and modify to its own needs."

Similarly, WilmU has adopted and aligned the NELP standards to its school leadership program. As a result, the survey is currently being revised to the NELP and will be launched fall 2019. Data will be available at the on-site visit.

Advanced Programs Retention and Promotion

Please note the following business rules:

- Only those graduates who were employed in state of DE one year following their graduation were included in this study
- When appropriate, graduates employed in DE were removed from the analysis due to inability to calculate a given metric. For example,
 - o Retention Beyond Year Three was not possible to calculate due to the data sample. Earliest graduation year is 2016, which means that the earliest employment school year possible was 2017. Retention Beyond Year Three would be looking whether an educator was employed in 2020, a data point which at this point in time DDOE does not possess;

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- No graduate of 2018 was used in any retention metric as their first employment year possible was 2019; and
- Graduates of 2017, who were employed in 2018, were only used to calculate one year retention. They were excluded from two year retention (no 2020 school year employment data).
- Promotion was calculated by looking whether the initial employment educator type changed in the following year.
- Career change was calculated by looking at the number of people who have previously worked in DE education system in a different educator type than the one they were employed as a result of their specialization (i.e. prior teacher becoming a counselor).

- Master of Education, Reading

- Retention Beyond Year One: 87%
- Retention Beyond Year Two: 75%
- Promotion after Year One: 0% (0 people were promoted to everyone who remained being employed in DE stayed in the same position)
- Career Change: 1 educator changed their career path (1 teachers became reading specialist after completing reading program)

- Master of Education, Elementary and Secondary School Counseling

- Retention Beyond Year One: 86%
- Retention Beyond Year Two: 80%
- Promotion after Year One: 6% (only two graduates employed in DE changed their position; one from Instructional Support to Teacher, and one from Instructional Support to Specialist)
- Career Change: 9 educators changed their career path (7 teachers became counselors and 2 paraeducators became counselors after completing counseling program)

- Master of Education, School Leadership

- Retention Beyond Year One: 95%
- Retention Beyond Year Two: 89%
- Promotion after Year One: 9% (5 teachers and 1 instructional support have changed their position to school leader)
- Career change: 10 educators changed their career path (7 teachers, 1 student advisor, 1 instructional support, and one admin became assistant principal after completing school leadership program)