# 2018
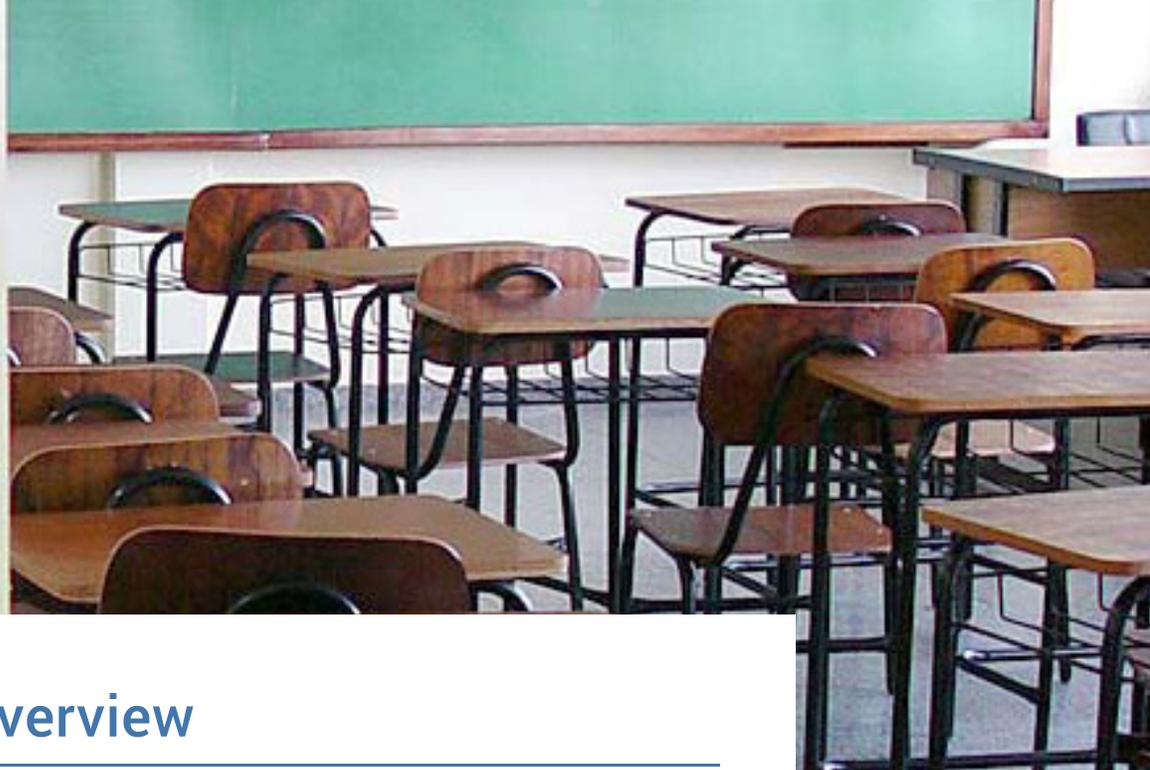# Technical Specifications

**for the 2018 Delaware Educator Preparation Program Reports**

Delaware Department of Education
Educator Supports Team (EST)

# Overview

Delaware's educator preparation program reports contain six (6) scored domains[1] − Recruitment, Candidate Performance, Employment and Placement, Retention, Graduate Performance, and Perceptions. Each domain is comprised of two (2) to four (4) metrics. A program must generate a score on at least one metric within the Graduate Performance domain in order to generate a program report. Delaware's program reports consider the past five years of program data.

The absence of a program report denotes that a particular program has a small number of candidates enrolled in the program or extremely small numbers of graduates serving students in Delaware's public education system. It may also denote that a program has been recently discontinued or reconstituted by the provider and thus is no longer enrolling candidates. Additionally, an educator preparation program may have been recently approved by the state of Delaware and does not have sufficient performance history to-date. Since over half of early career educators come from in-state colleges and universities[2], twenty-eight (28) programs generating program reports in 2018 represent the major contributors to educator preparation training and placement in Delaware.

2018 marks the third time that Delaware has publicly released this information. Whereas first year's reports were for information only, subsequent year's reports will have formal regulatory consequences outlined in the Program Renewal Framework[3].

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[1] Domains are thematic groupings of related metrics.

[2] From "The Set: Where are Delaware's Teachers Prepared for the Profession?" (May 2017).

[3] For more information see the Program Renewal Framework (October 2018).

# List of Program Report Domains and Metrics

| DOMAIN[4] | DOMAIN POINTS | METRIC | METRIC WEIGHT[5] | METRIC POINTS[6] | MINIMUM STANDARD[7] | STATE TARGET[8] |
|---|---|---|---|---|---|---|
| RECRUITMENT | 10 | Diversity of Candidate Class | 50% | 5.00 | 10% | 40% |
| | | Candidate Academic Strength | 50% | 5.00 | 10 | 90 |
| CANDIDATE PERFORMANCE | 10 | Content Readiness | 50% | 5.00 | 10 | 90 |
| | | Performance Assessment[9] | 50% | 5.00 | 10 | 10 |
| EMPLOYMENT AND PLACEMENT | 15 | Employment Rate Overall | 40% | 6.00 | 30% | 85% |
| | | Employment Rate in Delaware | 40% | 6.00 | 25% | 75% |
| | | Student Teaching Placement Rate in Delaware High Needs Schools | 20% | 3.00 | 10% | 25% |
| RETENTION | 15 | Retention Beyond Year One | 50% | 7.50 | 80% | 95% |
| | | Retention Beyond Year Three | 50% | 7.50 | 65% | 85% |
| GRADUATE PERFORMANCE | 35 | Student Improvement Component Ratings | 40% | 14.00 | 20% | 70% |
| | | Student Growth Outcomes | 15% | 5.25 | -0.2 | 0.2 |
| | | Observation Scores | 40% | 14.00 | 2.7 | 3.3 |
| | | Overall Performance Evaluation Ratings | 5% | 1.75 | 20% | 70% |
| PERCEPTIONS[9] | 15 | Preparedness, Graduate Survey | 50% | 7.50 | 2.8 | 3.8 |
| | | Preparedness, Supervisor Survey | 50% | 7.50 | 2.8 | 3.9 |

[4] Domains are thematic groupings of related metrics.

[5] Each metric is assigned a weight within its domain.

[6] The number of points allocated to each metric is calculated by multiplying the domain points by the metric weight (e.g. 10 domain points * 50% weight = 5 metric points for the Diversity of Candidate Class metric). In 2018, all metric points available sum to 100.

[7] The minimum standard is the number at and below which a program receives zero points for a particular metric.

[8] The state target is the number at and above which a program receives the maximum number of points available for a particular metric.

[9] For this year's program reports, the following metrics include only three years of data: Performance Assessment, Employment Rate Overall, Preparedness, Graduate Survey, and Preparedness, Supervisor Survey. All other metrics include as many years of data available, up to five years. For the specific years included in each metric calculation, please see the Universe section under each metric description.

# Glossary of Terms

This section provides definitions for frequently used terms in the program reports. The following definitions apply for each term:

| Term Name | Definition |
|---|---|
| **The last five years / The past five years** | This document references the last five years of data collected. To be more specific, "The last five years" or "The past five years" refers to the school years 2012-13 through 2016-17, inclusive. |
| **Candidates** | This document references Candidates, who are defined as anyone who entered a program in the school years 2012-13 through 2016-17, inclusive, whether or not they have completed that program. The year in which a student officially enters a program and becomes a Candidate is determined by the requirements of the particular program and/or institution. Candidates can also be thought of as program entrants. |
| **Graduates** | This document references Graduates, who are defined as anyone who completed a program in the school years 2012-13 through 2016-17, inclusive. Graduates can also be thought of as program completers. The definition of a graduate is a little different when it pertains to alternative routes programs. Please see the Alternative Route Educator Preparation Programs section on page 27. |
| **Records** | For the Graduate Performance metrics, the term Records is used to refer to each data point for an educator. This is to distinguish between the "number of individual educators" and the "number of records". The use of the term Records highlights that all evaluation and assessment records during the time period are used for each educator, and therefore an educator may be included multiple times in a metric calculation. |
| **School Year** | Throughout the program reports, School Year is defined as starting on July 1st and ending on June 30th of the following year. |
| **State Average** | The state averages calculated for each of the metrics in the tables below include only candidates and/or graduates from Delaware educator preparation programs between 2012-2013 to 2016-2017 and do not refer to the broader population of educators currently working in all Delaware schools. |

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# Metric Detail and Business Rules

This section outlines which metrics are included in the program report and how those metrics are calculated. The following characteristics are described for each metric:

| | |
|---|---|
| **Metric Name** | The label of each data point to be included in the program report. |
| **Metric Description** | The written text to accompany a given data point. |
| **Minimum Standard** | The number at and below which a program earns zero points for that particular metric. |
| **State Target** | The number at and above which a program earns the maximum points available for a particular metric. |
| **State Performance** | The average observed value as well as the 10th and 90th percentiles for all educators in the universe. |
| **National Performance** | The average observed value for all educators nationally in a particular metric. |
| **Description of Calculation** | The process steps required to calculate a metric result for a given program. |
| **Universe** | The population of educators, including candidates and graduates to be included in a metric's calculation. |
| **Exclusion Rules** | Any special exclusions governing which data are included in a metric's calculation. |
| **Minimum N** | The minimum number of educators required in a metric calculation for that calculation to be displayed on a program report. |
| **Average** | A description of how institution and/or state averages are to be calculated for a metric, if applicable. |
| **Example Calculation** | A worked example of scoring fictional data for the metric, emphasizing exclusion rules. |

# Recruitment Metrics

## Diversity of Candidate Class

| | |
|---|---|
| **Metric Description** | Reported here is the proportion of candidates who are non-white amongst those that have entered a given program in the past five years. |
| **Minimum Standard** | 10% |
| **State Target** | 40% |
| **State Performance** | Average = 25%<br>10th percentile = 9%<br>90th percentile = 60% |
| **Description Of Calculation** | Count the number of educators who entered a given preparation program in the past five years who had race data available and were indicated as being something other than White/Caucasian, including Black, Hispanic/Latino, American Indian, or Asian/Pacific Islander. Divide this by the number of educators who entered a given preparation program in the past five years and had available race data. |
| **Universe** | Each educator who entered a given preparation program in the past five years and had available race data. |
| **Exclusion Rules** | Excluded are educators for whom their race/ethnicity was not reported.[10] |
| **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 had 42 candidates who entered the program in the school years 2012-13 through 2016-17, inclusive. Of these, 22 are White/Caucasian, 15 are Black, 3 are Hispanic/Latino and 2 are missing data on their race/ethnicity. The 2 teachers missing data are excluded from all calculations, so the revised denominator is 40. The Diversity of Candidate Class then is (15+3)/40 = 18/40 = 45%. To calculate the percent of points earned based on this metric value, we subtract the Minimum Standard from the value and divide by the range between the Minimum Standard and State Target ([Value - Minimum Standard] / [Target - Standard]), unless the value is above or below the Target or Minimum, respectively. 45% is above the State Target of 40%, so this educator preparation program earns 100% of the available points for this metric. |

[10] Due to inconsistencies in the use of the "other" category, for the 2018 program reports any candidate who was identified as "other" was excluded from the Diversity of Candidate Class metric calculations.

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**A note about the minimum standard and state target for Diversity of Candidate Class:**
The minimum standard and state target were established based on the school system's moral imperative to reflect the students that Delaware's educators serve, which in the 2016-17 school year were 55% "minority" or non-white[11]. By setting ambitious targets, Delaware is prioritizing the recruitment of a diverse and qualified candidate pool.

# Candidate Academic Strength

| | |
|---|---|
| **Metric Description** | Reported here is the measure of candidates' academic strength for candidates who entered a given program in the last five years. |
| **Minimum Standard** | 10 |
| **State Target** | 90 |
| **State Performance** | Average = 63<br>10th percentile = 46<br>90th percentile = 76 |
| **Description Of Calculation** | First, standardize each entry requirement assessment scores against the respective percentile rank associated with a particular assessment (Praxis I, Praxis Core, SAT, ACT, or GRE). Then, establish educator's best available reading, writing, and mathematics scores. Then take the average of the educators' best cross-subject standardized scores by program. |
| **Universe** | Included are educators who entered a given educator preparation program in the school years 2012-13 through 2016-17, inclusive. |
| **Exclusion Rules** | None. |
| **Minimum N** | 10 |
| **Average** | Institution and state averages are calculated in the same manner as above, but by aggregating directly to institutions from the cross-subject educator-specific entry assessment scores. |

*Continued on next page...*

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[11] For a comparison of the demographics of Delaware's students and their educators, see "The Set: Racial Diversity in DE's Teacher and School Leader Workforce" (August 2018) in either text format or an interactive version.

*Candidate Academic Strength continued...*

| Example Calculation | An educator preparation program has 30 candidates who entered the program in school years 2012-13 through 2016-17, inclusive. Of these, 20 candidates have Praxis Core reading and writing subtest scores and 10 have SAT mathematics scores. For each of these 30 teachers, a standardized score is calculated using the percentile rank of other people nationally who took the same assessments over the same time period. As an example, an educator's best scores on Praxis Core reading, Praxis Core writing, and SAT mathematics were 186, 183, and 620 (SAT assessment taken in 2017), respectively. These scores, when compared to the national performance of candidates who took the same tests in the same time period, convert to 67th, 93rd, and 81st percentile. The standardized scores of 30 teachers are then averaged across the program to produce an average score for Candidate Academic Strength. If this program's average percentile score were, for example, 75, the program would earn 81.3% of the available points for this metric, or (75 - 10) / (90 - 10) using the formula ([Value - Minimum Standard] / [Target - Standard]). |
|---|---|

**A note about interpreting program performance for Candidate Academic Strength:** Percentile ranks can provide more information about an individual's performance relative to the performance of other people who took a test in a given time period (called the reference group). Percentile ranks indicate the percent of test takers in the reference group who obtained scores below a specified score. For example, a percentile rank of 70% indicates that the test taker performed better than 70% of the test takers within the reference group.

# Candidate Performance Metrics

## Content Readiness

| Metric Description | Reported here is the measure of candidates' content knowledge for the subject(s) in which they will be/are certified to teach. |
|---|---|
| Minimum Standard | 10 |
| State Target | 90 |
| State Performance | Average = 53<br>10th percentile = 40<br>90th percentile = 66 |

*Continued on next page...*

*Content Readiness continued...*

| | |
|---|---|
| **Description Of Calculation** | First, establish educator's best available Praxis II subject score(s) for the content area(s) in which they are/will be certified to teach. Then, standardize each Praxis II score against the respective percentile rank associated with a particular content area assessment. If a candidate is/will be certified to teach in more than one content area, then an average is taken of the candidate's standardized Praxis II scores in the subject tests aligned to those content areas. Then, average all educators' cross-subject standardized Praxis II scores by program. |
| **Universe** | Included are educators who entered an educator preparation program in the school years 2012-13 through 2016-17, inclusive. |
| **Exclusion Rules** | Educators who are missing scores for the Praxis II subject test(s) in the content area(s) they are/will be certified to teach are excluded from this analysis. |
| **Minimum N** | 10 |
| **Average** | Institution and state averages are calculated in the same manner as above, but by aggregating directly to institutions from the cross-subject educator-specific standardized Praxis II scores. |
| **Example Calculation** | An educator preparation program has 30 candidates who started the program in the school years 2012-13 through 2016-17, inclusive. Of these, 28 have available content knowledge (Praxis II) scores in the subject area(s) in which they are/will be certified to teach. For each of these 28 teachers, a standardized score is calculated using the percentile rank of other people nationally who took the same assessments over the same time period. As an example, an educator who plans to teach Physical Education took the Physical Education: Content Knowledge Praxis II subject test and scored 162. This educator's standardized Praxis II score would then be 78th percentile when comparing to the national performance on the same assessment. The standardized scores of the 28 teachers are then averaged across teachers to produce an average score for Content Readiness. If this program's average score were, for example, 75, the program would earn 81.3% of the available points for this metric, or (75 - 10) / (90 - 10) using the formula ([Value - Minimum Standard] / [Target - Standard]). |

**A note about interpreting program performance for Content Readiness:** Percentile ranks can provide more information about an individual's performance relative to the performance of other people who took a test in a given time period (called the reference group). Percentile ranks indicate the percent of test takers in the reference group who obtained scores below a specified score. For example, a percentile rank of 70% indicates that the test taker performed better than 70% of the test takers within the reference group.

# Performance Assessment

| | |
|---|---|
| **Metric Description** | Reported here are the standardized performance assessment score(s) for all program graduates relative to the performance of their peers nationally, expressed in percentiles. |
| **Minimum Standard** | 10 |
| **State Target** | 90 |
| **State Performance** | Average = 52<br>$10^{th}$ percentile = 25<br>$90^{th}$ percentile = 77 |
| **Description Of Calculation** | First, standardize each educator's best available performance assessment score(s) against the respective percentile rank associated with a particular assessment (PPAT or edTPA). Then, average all educators' standardized performance assessment scores by program. |
| **Universe** | Included are educators who entered an educator preparation program in the school years 2012-13 through 2016-17 with a valid performance assessment score, inclusive. |
| **Exclusion Rules** | Excluded are students who have graduated from their educator preparation program before the effective date of performance assesmsent legislation and those not in the initial teaching pathway. In addition, excluded are graduates of programs that are exempted under the Delaware law. |
| **Minimum N** | 10 |
| **Average** | Institution and state averages are calculated in the same manner as above, but represent the performance for each institution or the state as a whole, respectively. |

## CANDIDATE PERFORMANCE METRICS

*Performance Assessment continued...*

| | |
|---|---|
| **Example Calculation** | An educator preparation program has 30 candidates who started the program in the school years 2012-13 through 2016-17, inclusive. Of these, 28 have available performance assessment (PPAT or edTPA) scores in the subject area(s) in which they are/will be certified to teach. For each of these 28 teachers, a standardized score is calculated using the percentile rank of other people nationally who took the same assessments over the same time period. As an example, an educator scored 52 on their edTPA, 15 rubrics, assessment. This educator's standardized score would then be 88th percentile when comparing to the national performance on the same assessment. The standardized scores of the 28 teachers are then averaged across teachers to produce an average score for Performance Assessment. If this program's average score were, for example, 75, the program would earn 81.3% of the available points for this metric, or (75 - 10) / (90 - 10) using the formula ([Value - Minimum Standard] / [Target - Standard]). |

**A note about interpreting program performance for Performance Assessment:** Percentile ranks can provide more information about an individual's performance relative to the performance of other people who took a test in a given time period (called the reference group). Percentile ranks indicate the percent of test takers in the reference group who obtained scores below a specified score. For example, a percentile rank of 70% indicates that the test taker performed better than 70% of the test takers within the reference group.

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# Employment & Placement Metrics

## Employment Rate Overall

| | |
|---|---|
| **Metric Description** | Reported here is the rate at which graduates begin working as a teacher or specialist within one year of graduation. |
| **Minimum Standard** | 30% |
| **State Target** | 85% |
| **State Performance** | Average = 72%<br>10th percentile = 55%<br>90th percentile = 95% |
| **Description Of Calculation** | First, educator preparation programs reported the number of students who graduated in school years 2014-15 through 2016-17 and were subsequently employed as an educator outside of Delaware. Then, Delaware's administrative records were used to count the graduates who graduated in school years 2014-15 through 2016-17 and were subsequently employed in public education in Delaware in any capacity or location within one year of completing the program. The number of graduates empoyed overall for each program is calculated by taking the sum of graduates employed as an educator outside Delaware and those employed as an educator in Delaware. Then to calculate the employment rate overall, the total number of graduates employed overall is divided by the number of graduates reported for the 2014-15 through 2016-17 school years. |
| **Universe** | Included are educators who graduated from an educator preparation program in the 2014-15 through 2016-17 school years and entered the education profession within one year of completing the program. |
| **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. |

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*Employment Rate Overall continued...*

| | |
|---|---|
| **Example Calculation** | An educator preparation program reports to the Delaware Department of Education that 100 teachers completed its program in the 2014-2015 through 2016-2017 school years and that 30 of these graduates were employed in education roles outside of Delaware within one year of completing the program. Additionally, the Delaware Department of Education has record of 15 of the program's 2014-15 through 2016-17 graduates entering the public education workforce in Delaware within one year of completing the program. Therefore, the total number of employed graduates for this program is 30 + 15 = 45. Employment Rate Overall is calculated as the number of the employed graduates divided by the total number of graduates and is therefore 45 / 100 = 45%. This program would earn 27.3% of the points available for this metric, or (45% - 30%) / (85% - 30%) using the formula ([Value - Minimum Standard] / [Target - Minimum Standard]). |

# Employment Rate in Delaware

| | |
|---|---|
| **Metric Description** | Reported here is the rate at which graduates begin working as a teacher or specialist in public schools in Delaware within one year of graduation. |
| **Minimum Standard** | 25% |
| **State Target** | 75% |
| **State Performance** | Average = 52%<br>10th percentile = 27%<br>90th percentile = 92% |
| **Description Of Calculation** | First, educator preparation programs reported their number of graduates for the 2012-13 through 2016-17 school years. Then, Delaware's administrative records were used to determine how many of these graduates were employed in public education in Delaware in any capacity or location by the subsequent fall following their graduation (e.g. a student who graduated in the 2014-15 and began teaching by the fall of 2016 would be considered employed). To calculate the rate of placement in Delaware, divide the number of graduates placed in Delaware by the total number of graduates. |
| **Universe** | Included are educators who graduated from an identified educator preparation program in the 2012-13 through 2016-17 school years and entered the education profession in Delaware within one year of graduation. |

*Employment Rate in Delaware continued...*

| | |
|---|---|
| **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 reports to the Delaware Department of Education that 250 teachers completed its program in the 2012-13 through 2016-17 school years. The Delaware Department of Education has record of 95 graduates of that program entering the public education workforce in Delaware within one year of graduation. The employment rate in Delaware is therefore 95 / 250 = 38%. This program would earn 28.9% of the points available for this metric, or (38% - 25%) / (75% - 30%) using the formula ( [Value - Minimum Standard] / [Target - Standard] ). |

# Student Teaching Placement Rate in Delaware HNS

| | |
|---|---|
| **Metric Description** | Reported here is the proportion of graduates who conducted at least one of their student teaching placements in Delaware in a state-identified high needs school before their graduation. |
| **Minimum Standard** | 10% |
| **State Target** | 25% |
| **State Performance** | Average = 24%<br>10th percentile = 10%<br>90th percentile = 40% |
| **Description of Calculation** | First, educator preparation programs reported their number of graduates for the 2012-13 through 2016-17 school years. Then, Delaware's administrative records were used to determine the number of graduates with at least one student teaching placement in a high needs school in Delaware. To calculate the rate of placement in Delaware high needs school, the number of graduates placed in a high needs school is divided by the number of graduates with a student teaching placement in Delaware. |
| **Universe** | Included are educators who graduated from an identified educator preparation program in the 2012-13 through 2016-17 school years and have had at least one student teaching placement in Delaware. |

*Student Teaching Placement Rate in Delaware High Needs Schools continued...*

| | |
|---|---|
| **Exclusion Rules** | Excluded are educators who graduated from an identified educator preparation program in the 2012-13 through 2016-17 school years and a) did not have any student teaching placement in Delaware; b) were a part of the alternative routes to certification program; or c) conducted their student teaching in an early childhood education center. |
| **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 reports to the Delaware Department of Education that 250 teachers completed its program in the 2012-13 through 2016-17 school years, inclusive. The Delaware Department of Education has record of 95 graduates of that program with at least one student teaching placement in Delaware. Of these 95, 20 were placed in a state-identified high needs school. The rate of Student Teaching Placement in Delaware High Needs Schools is therefore 20 / 95 = 21%. This program would earn 73.3% of the points available for this metric, or (21% - 10%) / (25% - 10%) using the formula ( [Value - Minimum Standard] / [Target - Standard] ). |

# 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%<br>10th percentile = 91%<br>90th 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. |
| **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 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 ([Value - Minimum Standard] / [Target - Standard]). |

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[12] The snapshot is taken from Delaware's statewide human resources data system, PHRST. This snapshot is taken each year in October or November and identifies all educators employed in the state at that point in time.

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# 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 Target** | 85% |
| **State Performance** | Average = 74%<br>10th percentile = 62%<br>90th 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 ([Value - Minimum Standard] / [Target - Standard]). |

[12] The snapshot is taken from Delaware's statewide human resources data system, PHRST. This snapshot is taken each year in October or November and identifies all educators employed in the state at that point in time.

# Graduate Performance Metrics

## Student Improvement Component Ratings

| | |
|---|---|
| **Metric Description** | Reported here is the performance of graduates on the Student Improvement Component of their evaluation using multiple measures of student growth. |
| **Minimum Standard** | 20% |
| **State Target** | 70% |
| **State Performance** | Average = 47%<br>10th percentile = 41%<br>90th percentile = 51% |
| **Description Of Calculation** | First, each educator's performance level is identified using the Student Improvement Component of all available DPAS-II[13] evaluations. Then, the marginal effect of each program on educators' odds of being rated "Exceeds" on this component is modeled in a multilevel, mixed effects logistic regression. This model adjusts for differences in educator experience, grade-level taught, DPAS-II educator group[14] and school demographics. The model also includes a school effect to mitigate systematic differences in ratings across schools. Results are reported as predicted probabilities for educators in each program with 0-2 years of experience, in educator group 2[15], in middle grades, in classrooms with average levels of poverty, students with disabilities, English language learners, and white students.<br><br>Specifically, the distributions of teachers' DPAS-II Student Improvement Component results were compared by pathway using multi-level ordinal regression for C ordered categories with the form:<br><br>$$Y_{tjc} = X'_{tjc}\beta + T'_{jc}\tau + \lambda_{tc} + \varepsilon_{tjc}$$<br><br>Where $Y_{tjc}$ is the average DPAS-II Student Improvement Component score at time $t$ for teacher $j$ in school $c$, $X'_{tjc}$ is a vector of fixed effects for the average demographic characteristics of students taught at time $t$ by teacher $j$ in school $c$ multiplied by a vector of regression coefficients $\beta$, $T'_{jc}$ is a vector of fixed effects for teacher experience, placement and evaluation characteristics for teacher $j$ in school $c$ multiplied by a vector of regression coefficients $\tau$, $\lambda_{tc}$ is a random school effect distributed as $N(0,\Lambda)$ where $\Lambda$ reflects an unstructured correlation for repeated measures, and $\varepsilon_{tjc}$ is a teacher residual term distributed as $N(0,\Sigma)$ where $\Sigma$ is an error matrix. |

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[13] DPAS-II is Delaware's educator evaluation system. More information can be found by visiting the following website.

[14] Educator group determines applicable measures that can be used to set goals in the Student Improvement Component. More information can be found by visiting the following website.

[15] Educator group 2 includes any educator who generally reports student grades for at least 10 students in any subject or grade where state assessments in reading and mathematics are not administered and/or a Measure B assessment is available.

*Student Improvement Component Ratings continued...*

| | |
|---|---|
| **Universe** | Included are educators who graduated from an identified educator preparation program in school years 2012-13 through 2016-17. DPAS-II Student Improvement Component measures include all available evaluation records for graduates in this time frame. |
| **Exclusion Rules** | Excluded are graduates who took teaching positions outside of Delaware, as they would not have DPAS-II evaluations. |
| **Minimum N** | 10 |
| **Average** | Institution and state averages are calculated in the same manner as above, but represent the predicted value for each institution or the conditional mean for the state as a whole, respectively. |
| **Example Calculation** | An educator preparation program graduates 30 students between 2012-13 through 2016-17, inclusively. These 30 graduates have a total of 72 evaluation records, and 55% of these records are estimated to be rated as "Exceeds" on the Student Improvement Component 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 teachers' years of experience, grade level taught and DPAS-II educator group. Thus, this program would earn 70% of the available points for this metric, or (55% - 20%) / (70% - 20%) using the formula ([Value - Minimum Standard] / [Target - Standard]). |

# Student Growth Outcomes

| | |
|---|---|
| **Metric Description** | Reported here is the average impact of graduates on the growth of their students in English and/or math. |
| **Minimum Standard** | -0.2 |
| **State Target** | 0.2 |
| **State Performance** | Average = 0[16]<br>10th percentile = -0.01<br>90th percentile = 0.03 |

*Continued on next page...*

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[16] The state average for the Student Growth Outcomes metric is by definition 0 since teacher effectiveness scores for this metric are calculated to have an average of 0.

*Student Growth Outcomes continued...*

| | |
|---|---|
| **Description of Calculation** | First, each teacher's yearly "value-added" scores are averaged within subject (math, ELA). Then, a cross-subject teacher-specific value-added composite score is calculated by weighting each subject-specific value-added score by its variance among all teachers in Delaware. Composite, cross-subject value-added scores are then calculated for each program by taking the average within program. |
| | The "value-added" measures of teacher effectiveness in these reports were computed using longitudinal student assessment data linked to individual classroom teachers through administrative data linked to individual classroom teachers provided by the Delaware Department of Education. These analyses took two forms, a multilevel model and a value-added calculation. Teachers' effects on student achievement were estimated using a multilevel mixed model, also known as hierarchical linear model (HLM). 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. Importantly, this estimation strategy mitigates nested or clustered data, such as when students are clustered within teachers and observations are not independent. |
| | The final model used for teacher value-added calculations took the form: |
| | $$Y_{ticj} = \theta_t (Y_{(t-1)i}) + X'_i \beta + P'_c \varphi + T'_j \tau + \lambda_j + \varepsilon_{ticj}$$ |
| | Where $Y_{ticj}$ is the standardized test score from year $t$ for student $i$ in school $c$ under teacher $j$. $\theta_t$ is the regression slope for the standardized prior achievement $Y_{(t-1)i}$ in year t-1 for student $i$, $X'_i$ is a vector of fixed effects for demographic characteristics of student $i$ multiplied by a vector of regression coefficients $\beta$, $P'_c$ is a vector of fixed effects for the composition of school $c$ multiplied by a vector of regression coefficients $\varphi$, $T'_j$ is a vector of fixed effects for the characteristics of teacher $j$ multiplied by a vector of regression coefficients $\tau$. $\lambda_j$ is a random teacher effect distributed as $N(0,\psi)$, and $\varepsilon_{ticj}$ is a year by student residual term. Estimates were then averaged within teachers using the process described above. |
| **Universe** | Included are teachers with DCAS or Smarter tested students in school years 2012-13 through 2016-17 in math and ELA. Teachers must be assigned to a "regular" (non-administrative) job type in Delaware administrative data. Only students tested in their Full Academic Year school are included in calculations. Teacher-student links with fewer than 5 associations within a subject area are excluded. Value added results are used for all teachers graduating from an identified preparation program between years 2012-13 through 2016-17. All available years' value-added scores are used for those teachers. |

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*Student Growth Outcomes continued...*

| | |
|---|---|
| **Exclusion Rules** | Excluded are teachers without a "regular" job type within Delaware's administrative records. |
| **Minimum N** | 10 |
| **Average** | Institution averages are calculated in the same manner as above, but by aggregating directly to institutions from the cross-subject teacher-specific composite value-added scores. The state average is by definition 0. |
| **Example Calculation** | An educator preparation program has 20 teachers with individual-level value-added results in any subject. When averaged together over time and again across-subject with a variance weight within each teacher, the value-added scores are averaged across teachers in the program and result in a value of 0.01. This program would earn 52.5% of the available points for this metric, or (0.01 - -0.2) / (0.2 - -0.2) using the formula ([Value - Minimum Standard] / [Target - Standard]). |

## Observation Scores

| | |
|---|---|
| **Metric Description** | Reported here are the average observation scores earned by graduates. |
| **Minimum Standard** | 2.70 |
| **State Target** | 3.30 |
| **State Performance** | Average = 3.07<br>10th percentile = 2.97<br>90th percentile = 3.16 |

*Observation Scores continued...*

| | |
|---|---|
| **Description of Calculation** | First, each educator's available DPAS-II observational scores on each criterion are averaged to create a calculated criteria 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.<br><br>Specifically, teachers' average DPAS-II observation scores were compared by pathway using a model taking the form:<br><br>$$Y_{jc} = X'_{jc}\,\beta + T'_{jc}\,\tau + \lambda_c + \varepsilon_{jc}$$<br><br>Where $Y_{jc}$ is the average DPAS component score for teacher $j$ in school $c$. $X'_{jc}$ is a vector of fixed effects for the average demographic characteristics of students taught by teacher $j$ in school $c$ multiplied by a vector of regression coefficients $\beta$. $T'_{jc}$ is a vector of fixed effects for teacher experience, placement and evaluation characteristics for teacher $j$ in school $c$ multiplied by a vector of regression coefficients $\tau$. $\lambda_c$ is a random school effect distributed as $N(0,\varphi)$, and $\varepsilon_{jc}$ is a teacher residual term. |
| **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 ([Value - Minimum Standard] / [Target - Standard]). |

# Overall Performance Evaluation Ratings

| | |
|---|---|
| **Metric Description** | 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. |
| **Minimum Standard** | 20% |
| **State Target** | 70% |
| **State Performance** | Average = 62%<br>10th percentile = 49%<br>90th percentile = 75% |
| **Description Of Calculation** | First, all available summative ratings for graduates from the 2012-13 through 2016-17 school years are identified. Then, the marginal effect of each program on educators' odds of being rated "Highly Effective" overall is modeled in a multilevel, mixed effects logistic 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 predicted probabilities 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.<br><br>Specifically, the distributions of teachers' DPAS-II results were compared by pathway using multi-level ordinal regression for C ordered categories with the form:<br><br>$$Y_{tjc} = X'_{tjc}\,\beta + T'_{jc}\,\tau + \lambda_{tc} + \varepsilon_{tjc}$$<br><br>Where $Y_{tjc}$ is the average DPAS-II Overall Performance Evaluation Ratings score at time $t$ for teacher $j$ in school $c$, $X'_{tjc}$ is a vector of fixed effects for the average demographic characteristics of students taught at time $t$ by teacher $j$ in school $c$ multiplied by a vector of regression coefficients $\beta$, $T'_{jc}$ is a vector of fixed effects for teacher experience, placement and evaluation characteristics for teacher $j$ in school $c$ multiplied by a vector of regression coefficients $\tau$, $\lambda_{tc}$ is a random school effect distributed as $N(0,\Lambda)$ where $\Lambda$ reflects an unstructured correlation for repeated measures, and $\varepsilon_{tjc}$ is a teacher residual term distributed as $N(0,\Sigma)$ where $\Sigma$ is an error matrix. |
| **Universe** | Included are educators graduating from an identified educator preparation program between years 2012-13 through 2016-17, inclusive. All available DPAS-II summative records from this time period are included. |
| **Exclusion Rules** | Excluded are educators who took teaching positions outside of Delaware. |

*Overall Performance Evaluation Ratings continued...*

| | |
|---|---|
| **Minimum N** | 10 |
| **Average** | Institution and state averages are calculated in the same manner as above, but represent the predicted value for each institution or the conditional mean for the state as a whole, respectively. |
| **Example Calculation** | An educator preparation program graduates 30 students between 2012-13 through 2016-17, inclusively. These 30 students have 70 DPAS-II summative evaluations. Of these evaluations 74% are estimated to be "Highly Effective" 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 years of experience, grade level taught and DPAS-II educator group. This program would earn 100% of the available points for this metric, since 74% is above the state target of 70%. |

# Perceptions Metrics

## Preparedness, Graduate Survey

| | |
|---|---|
| **Metric Description** | Reported here is an index of the perceptions that recent graduates have regarding how well their educator preparation program prepared them for their roles as educators. |
| **Minimum Standard** | 2.80 |
| **State Target** | 3.80 |
| **Historical Performance** | Average = 3.47<br>10th percentile = 3.24<br>90th percentile = 3.74 |
| **Description of Calculation** | First, answer choices on the survey were 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 graduate's responses on the survey is calculated. Next, the median of the graduates' averaged responses is taken by program. |
| **Universe** | Included are educators graduating from an identified educator preparation program between years 2014-15 through 2016-17, inclusive. |

*Preparedness, Graduate Surveys continued...*

| | |
|---|---|
| **Exclusion Rules** | Excluded are programs that had fewer than 10 graduates respond or had less than a 30% response rate. |
| **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 has 15 graduates in 2014-15 through 2016-17 school years. Of these, 11 responded to the survey. First, the average of the responses is calculated for each of the 11 respondents. Then, the median of the average responses is taken for this program. If, for example, the median of the average responses is 3.3, this program would earn 50.0% of the available points for this metric, or (3.3 - 2.8) / (3.8 - 2.8) using the formula ([Value - Minimum Standard] / [Target - Standard]). |

## 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<br>10th percentile = 3.00<br>90th 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. |

## PERCEPTIONS METRICS

*Preparedness, Supervisor Surveys continued...*

| | |
|---|---|
| **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 has 20 graduates in 2014-15 through 2016-17 school years. A supervisor completed a survey for 15 of these graduates. The median of the supervisor perception scores for these 15 recent graduates is 3.5. Thus, this program would earn 63.6% of the available points for this metric, or (3.5 - 2.8) / (3.9 - 2.8) using the formula ([Value - Minimum Standard] / [Target - Standard]). |

# Classifying Educator Preparation Programs

All programs generating program reports earn a point value which corresponds with one of four summary performance tiers. Tier 1 represents top-performing programs. Programs are assigned to tiers based on the total percentage of points earned by a program with the following summative state targets:

## TIER 1

Programs rated as Tier 1 have earned 70 percent or more of available points, for the highest classification as it pertains to recruiting and preparing educators to serve students and schools, particularly in Delaware.

## TIER 2

Programs rated as Tier 2 have earned between 55 and 69 percent of available points, for the second highest classification as it pertains to recruiting and preparing educators to serve students and schools, particularly in Delaware.

## TIER 3

Programs rated as Tier 3 have earned between 40 and 54 percent of available points, for the second lowest classification as it pertains to recruiting and preparing educators to serve students and schools, particularly in Delaware.

## TIER 4

Programs rated as Tier 4 have earned fewer than 40 percent of available points, for the lowest classification as it pertains to recruiting and preparing educators to serve students and schools, particularly in Delaware.

The total points possible equals 100. In certain cases, some programs had insufficient candidates or graduates to calculate one or more metrics, so the total points a program could possibly earn would be less than 100 points. In these cases, a program's score is determined by dividing its earned points by the total possible points.

# Unavailable Data And Non-Applicable Metrics

Much of the data required to calculate the score for a program are collected directly and continuously by the Department of Education. Failure of a program to provide data can result in state actions. However, when data for a particular metric is not available due to issues of data collection, data quality, or inapplicability, or there are small sample sizes where the n-size for a given metric is less than ten (10), the following business rules apply:

- If a program does not have any scored metrics in the Graduate Performance domain, the program does not generate a program report.

- If a domain other than the Graduate Performance domain does not have any scored metrics, the entire domain is unscored and the domain points are removed from the program reports' possible points.

- Within each domain, if a program does not have data for a particular metric, that metric's possible point value is distributed proportionately across the other metrics within that domain.

- If a program does not have any data for the Student Growth Outcomes metric, the points possible for that metric are added to the points possible for the Student Improvement Component Ratings metric.

All source data and metrics are rounded to the nearest whole number. Values displayed on the report are rounded to the nearest whole number with the following exceptions:

- The value displayed for Percent of Points Earned is truncated to display the whole number, with no rounding (page 1 of the program report).

- The value displayed for the Observation Scores metric is rounded to the nearest hundredth (page 4 of the program report).

- The value displayed for the Student Growth Outcomes metric is rounded to the nearest hundredth (page 4 of the program report).

A final note on the rounding of values: due to rounding, programs may have the same value displayed for a given metric, with different point allocations. This is due to the fact that, for example, different point allocations would lead to a program earning 85.5% versus 86.4%. Yet, these would both round to, and would be displayed as, 86%.

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# Attributing Educators To Programs

Educators are only included in 2018 metric calculations if the year in which they entered or completed a program is in the school years 2012-13 through 2016-17, inclusive. The specific school years in which data are attributable to educators vary by metric and are outlined in the Universe portion of the Metric Detail and Business Rules section above.

Educators are assigned to preparation programs and their related institutions using a roster produced by the Delaware Department of Education and verified by the institution. Educators are assigned a graduation school year based on their most recent graduation date in Bachelor's and Master's programs, respectively. Educators graduating from both a Bachelor's program and a Master's program are included in calculations for each program. Educators completing multiple educator preparation programs (whether via traditional or alternative routes) are included in calculations for each program as long as they graduated from each program during the timeframe outlined above. Ph.D. and school leadership program graduates are not included.

# The State Summary Table

The 4+1 tracks offer students an accelerated pathway to earning a Master's degree. In this track, a student may complete an additional year (+1) after earning a Bachelor's degree in order to also earn a Master's degree. Because of the unique nature of these tracks, there are a number of caveats that must be kept in mind for interpreting the metrics in these specific cases. One caveat is that while a student is completing the +1 portion of the program, they are not included in any of the Employment & Placement metrics of their Bachelor's program. When they have completed the entire 5 years, they then count for both their Bachelor's and Master's program.

Additionally, graduates who are part of a 4+1 program have additional year to show up in the Delaware's administrative records system in their initial graduating programs (e.g. 2013-2014 graduate of a Bachelor's in Elementary Teacher Education/Special Education and a 2014-2015 graduate of a 4+1 Masters in Exceptional Children and Youth program will have a chance to show up in Delaware's administrative records by 2015-2016 school year).

# Alternative Educator Preparation Programs

Since the mid-1990's Delaware has authorized several alternative licensure and certification programs to place teachers into high needs schools and hard-to-staff subject areas. These alternative route programs differ in their selection models, program missions, and program length. Although alternative route programs account for a small proportion (approximately 10%) of early career educators prepared in Delaware, they serve an important role in district and school staffing.

These alternative route programs were evaluated alongside "traditional" preparation programs. Due to their unique structure, there were slight methodological differences in calculating a number of the metrics, described here.

Because alternative route candidates tend to enter the classroom at the onset of their preparation program, the "candidates" in these programs are almost always immediately serving students. Thus, "candidates" (program entrants), in addition to "graduates" (program completers), are used to calculate the scored metrics when applicable. Instead of being assigned a cohort year based on when a student completes the program, educators prepared by alternative-route programs are categorized by when they entered the program and, by extension, the classroom.

Thus, given the lexicon employed in the reports when discussing alternative route programs, data reporting for their domains/metrics may not be intuitive for all readers. Take, for instance, the calculation of the metric "Beyond Year Three Retention Rate". This metric involves evaluating employment in Delaware's public schools beyond three consecutive years, beginning in or after the school year the educator graduated from the preparation program. For educators prepared by an alternative route program, their first year of employment is also their first year in the preparation program. Therefore, their three consecutive years begin accumulating upon entry to the program, and by definition entry into the classroom, rather than when they complete the program.

# Adjusting For Differences In School Context

Several metrics in the program report use a technique called "covariate adjustment" to better assess the efficacy of preparation programs. Instead of identifying an average score on a metric for a program, covariate adjustment computes a "conditional average" which can be adjusted to reflect differences in the prior achievement of educators' students, the demographic population of educators' schools, or the general school-to-school variation in outcomes that is not attributable to educator preparation programs.

The metrics that account for differences in school context include:

- Student Improvement Component Ratings
  – Graduate Performance Domain

- Student Growth Outcomes – Graduate Performance Domain

- Observation Scores – Graduate Performance Domain

- Overall Performance Evaluation Ratings –
  Graduate Performance Domain

The specific statistical adjustments made for each of these measures are outlined in the Metric Detail and Business Rules section above.

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# The State Summary Table

Individual educator preparation program reports are released alongside a summary document that lists all programs by their institution/provider in a state summary table. In addition to each program's overall rating, it includes their ratings on individual domains. This summary also includes programs offered by an institution/provider that may not have generated a program report.

For programs that have not generated a program report, the Department created three different classifications under which a program did not generate a program report. These are:

- The program did not generate a program report due to low enrollment in the program, limited hiring of graduates in Delaware, or a combination of both factors.

- The program did not generate a program report as it is either no longer enrolling new candidates, or it is no longer being offered by the institution/provider.

- The program did not generate a program report as it was recently established by the institution/provider and thus does not have sufficient performance history.

Programs with fewer than five graduating cohorts were eligible to be categorized as "recently established." Other programs were asked to identify the status of their program, specifying whether or not the program was enrolling new candidates, which would determine which of the remaining two scenarios best applied to them.

Note: These scenarios were only ascribed to programs that did not generate a program report. Programs could be either "recently established" or no longer enrolling new candidates, yet still have sufficient data to merit a program report.

### Which programs appear on the State Summary Table?
In 2018, not all programs that prepare educators are included in the State Summary Table. As previously mentioned, Ph.D. and school leader preparation programs are not included.

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# Appendix

| METRIC | MINIMUM | MAXIMUM | MEAN | STANDARD DEVIATION | 10TH PERCENTILE | 25TH PERCENTILE | 50TH PERCENTILE | 75TH PERCENTILE | 90TH PERCENTILE |
|---|---|---|---|---|---|---|---|---|---|
| Diversity of Candidate Class | 0% | 88% | 25% | 20% | 9% | 10% | 17% | 31% | 60% |
| Candidate Academic Strength | 40 | 81 | 63 | 11 | 46 | 57 | 65 | 73 | 76 |
| Content Readiness | 25 | 75 | 53 | 11 | 40 | 46 | 55 | 59 | 66 |
| Performance Assessment | 20 | 79 | 52 | 19 | 25 | 36 | 58 | 68 | 77 |
| Employment Rate Overall | 27% | 98% | 72% | 15% | 55% | 65% | 71% | 78% | 95% |
| Employment Rate in Delaware | 8% | 99% | 52% | 23% | 27% | 33% | 48% | 64% | 92% |
| Student Teaching Placement Rate in Delaware High Needs Schools | 0% | 43% | 24% | 12% | 10% | 15% | 23% | 32% | 40% |
| Retention Beyond Year One | 83% | 100% | 95% | 5% | 91% | 92% | 94% | 100% | 100% |
| Retention Beyond Year Three | 49% | 87% | 74% | 11% | 62% | 68% | 77% | 82% | 85% |
| Student Improvement Component Ratings | 38% | 55% | 47% | 4% | 41% | 45% | 47% | 49% | 51% |
| Student Growth Outcomes | -0.01 | 0.03 | 0.01 | 0.01 | -0.01 | 0.01 | 0.01 | 0.02 | 0.03 |
| Observation Scores | 2.94 | 3.25 | 3.07 | 0.1 | 2.97 | 3.04 | 3.06 | 3.10 | 3.16 |
| Overall Performance  Evaluation Ratings | 44% | 78% | 62% | 9% | 49% | 57% | 61% | 71% | 75% |
| Preparedness, Graduate Survey | 3.16 | 3.80 | 3.47 | 0.19 | 3.24 | 3.32 | 3.47 | 3.62 | 3.74 |
| Preparedness, Supervisor Survey | 3.00 | 3.66 | 3.16 | 0.21 | 3.00 | 3.00 | 3.04 | 3.29 | 3.34 |