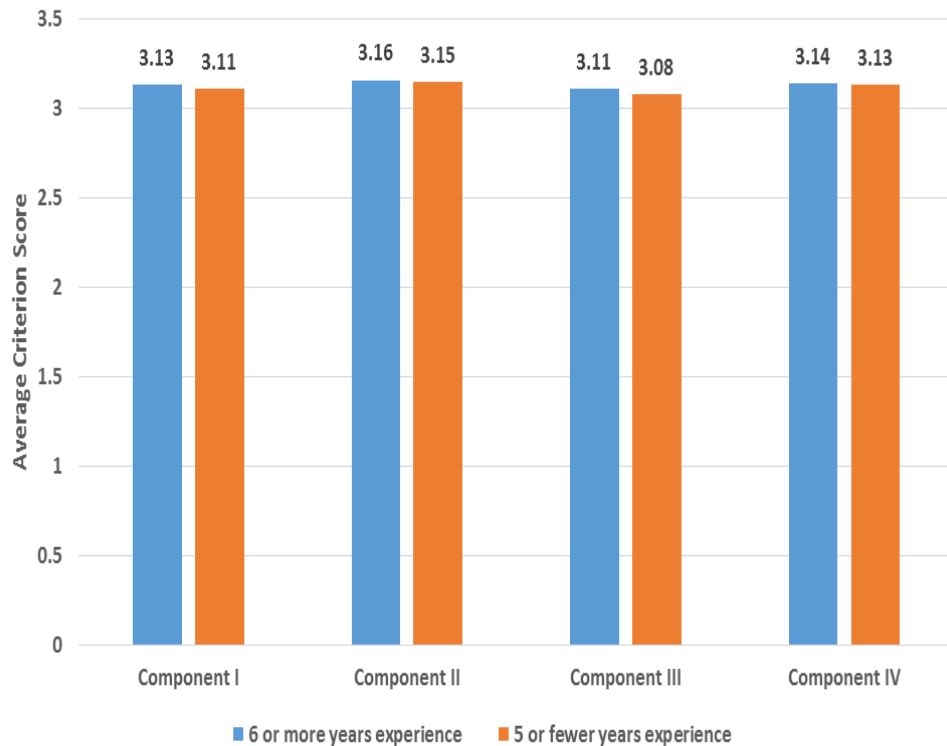


Monthly Data Briefs from the Delaware Department of Education's Teacher and Leader Effectiveness Unit (TLEU)

Approximately one-fourth of Delaware educators have five (5) or fewer years of experience. This brief considers how these educators –from this point on referred to as “early career”—compare to more-experienced educators in their evaluation results (Delaware Performance Appraisal System (DPAS-II) ratings). The brief then explores where these early career educators earned their academic degrees, and if the college or university an educator attends is related to where they teach and/or their evaluation ratings.

Figure 1: Average Criterion Ratings within Components I-IV, More-Experienced and Early Career Educators

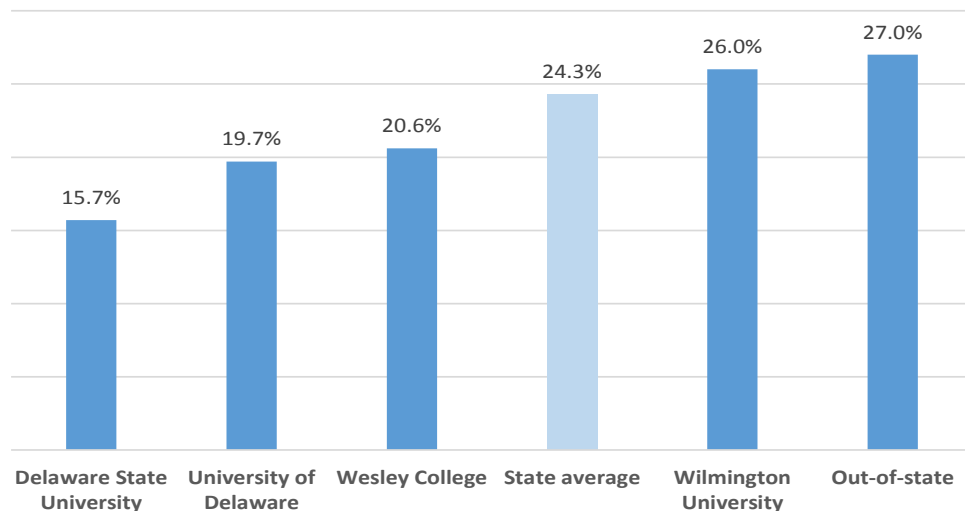


How do the evaluation results of early career educators compare with their more experienced peers?

- *More-experienced educators earn only slightly higher marks in Components I through IV:* The average within-component criterion scores for more-experienced educators were between 0.01 and 0.03 points higher than they were for early career educators. Even the largest difference shown, 0.03 points in Component III, can be considered quite small.¹
- *Trends across individual observation criteria generally mirrored differences at the Component level:* For example, early career educators recorded marginally lower ratings than did more-experienced educators on all five Component I criteria: Selecting Instructional Goals, Designing Coherent Instruction, Knowledge of Content & Pedagogy, Demonstrating Knowledge of Students, and Designing Student Assessments.
- *Early career educators achieve comparable rates of student growth:* Although their observational scores were marginally lower, early career educators actually produced higher average Measure A scores in mathematics (59.8%) than their more-experienced peers (58.5%). This trend was reversed in reading, however, as early career educators averaged 53.7% to more-experienced educators' 54.5%.²

Notes: 1: This may be interpreted as follows: on average for every 30 more-experienced and 30 early career teachers, 29 of each group will receive identical ratings in Component III, with one more-experienced teacher outperforming one early career teacher by a single rating level (e.g., distinguished vs. proficient) on each criterion within Component III. 2. Prior studies suggest that teachers with fewer than 3 years of experience have lower value-added to student achievement.

Figure 2: Percentage of Early Career Educators in High-Needs Schools, by IHE



Examining Educator Placement by Institute of Higher Education³

- Roughly two thirds of early career educators come from in-state colleges and universities: Wilmington University and The University of Delaware produce the most educators in the state, at 36% and 24%, respectively. Delaware State University and Wesley College each contribute about 3% of the workforce. These statistics are similar to those presented in past analyses.⁴
- About a quarter of early career educators work in high-needs schools: placement rates into high-needs schools, however, differ considerably across IHEs. Out-of-state colleges and universities are responsible for the highest proportion of early career educators who enter high-needs schools in Delaware.
- Nearly one in ten early career educators left Delaware schools between the 2012–2013 and 2013–2014 school years: The University of Delaware had the highest rate of attrition for in-state IHEs over this time period (8.9%), while Wesley College had the lowest (4.2%).

Early Career Educator Evaluation Results by Institutes of Higher Education

- University of Delaware educators earn slightly higher evaluation results: early career teachers from UD were rated higher than others early career teachers in both observational criteria and according to the percentage of targets hit.⁵ Although these differences are not large, they are statistically significant and are larger in magnitude than the differences between early career and more-experienced educators.
- Differences were larger in reading than in mathematics for the two largest producers of educators in the state: The average percentage of growth targets hit in reading was 5.5 points higher for University of Delaware graduates than it was for Wilmington University graduates; this difference was only 2.1 percentage points in mathematics.

Figure 3: Average DPAS-II Scores for Early Career Educators, by Highest Degree Institution

Institute of Higher Education	Average Criterion Score, Components I-IV	n	Average Growth Targets (%)	n
University of Delaware	3.17	317	60	160
Wilmington University	3.12	509	56.6	278
Delaware State University	3.03	41	58.4	19
Wesley College	3.05	48	57.1	20
Out-of-state	3.09	398	56	194

Notes: 3. In this analysis we use the highest degree granting institution as the IHE of record. For example, an educator who receives a Bachelor’s degree from UD and a Master’s degree from WU is identified with WU, only. Examining trends across any degree-granting institution (and thus double counting some educators) produces very similar results across the indicators shown in this report. 4. See <http://tinyurl.com/kgyo72x>. 5. The average growth targets hit constitutes the Measure A Component for Group 1 educators, only. For more information on the DPAS-II evaluation process, see <http://tinyurl.com/mabosw7>