

Educator Preparation Program Reports Revisions & Considerations From the 30-Day Review Period, 2016

Overview

This document outlines the revisions the Delaware Department of Education made to the 2016 Delaware Educator Preparation Program Reports in response to feedback collected over the past year and specifically the 30-day review period. Feedback was solicited from national experts, education leaders in other states, varying levels of Departmental leadership, State Board of Education, P-20 Council, Local Education Agencies (LEAs), and most notably from the programs, institutions and organizations that prepare Delaware's educators.

The 30-day review period is delineated in Delaware Regulation 290. See Sub-Section 6.0:

<http://regulations.delaware.gov/AdminCode/title14/200/290.shtml#TopOfPage>

The revisions and considerations below are grouped into two overarching categories: 1) revisions that were incorporated into the program reports (both across programs and at the individual program-level) to be published in Fall 2016, and 2) considerations (planned or potential) for the official release of program reports in Fall 2018.

The primary intent of the 30-day review period is to review and update data pertaining to individual programs as needed. Amongst the revisions to the 2016 reports, there were those that impacted the design/structure of all reports as well as program-specific revisions pertaining to the accuracy of data for individual programs. Amongst the considerations for the 2018 reports, there was input pertaining to domain weights/emphasis, future metric adjustments, and additional metrics for future reports. Further, there were some different methodological considerations put forward by various audiences, which may be considered for future iterations.

While these decisions have been discussed and deliberated with Delaware program leaders over the last few years, the Department continues to host discussion forums and individual program meetings about how the reports could be stronger and more actionable in the future. DDOE also continues to provide significant funding and grant opportunities for Delaware educator preparation programs.

The catalogs below are not exhaustive of all feedback/input received during the 30-day review period in 2016 (September/October). It should be noted that feedback was gathered through both formal (e.g. written responses) and informal (e.g. discussions in meetings) channels.

2016 Educator Preparation Program Reports: Overall Revisions

Revisions made to all program reports for 2016

Several revisions were made to the 2016 Educator Preparation Program Reports that will be evident in every program report generated. Revisions of this magnitude were not taken lightly and involved varying levels of technical complexity. These revisions were integrated into the reports upon gathering feedback from multiple stakeholder groups. Each “overall revision” is listed below as a reader might encounter it when reading through the reports:

- The content within “How to Read this Program Report” has been streamlined based upon feedback from several focus groups.
- The sample graphic and accompanying text illustrating how to interpret a program's performance on a metric have been allotted more space in the “How to Read this Program Report” section. State average has been added to the legend and for each metric throughout program reports to aid reader understanding of where a program is scoring relative to other educator preparation programs in the state.
- For each metric with multiple records used, the number of records included in that calculation will be displayed in a new data field (“Total Records”).
- In response to last years' considerations to 2016 Educator Preparation Program Reports and stakeholder meetings throughout the year, Average Score on the General Knowledge Exam metric was renamed to Candidate Academic Strength metric and moved from the Candidate Performance to the Recruitment domain. Because of the lack of the Praxis Core scores in the current candidate sample and no concordance table between Praxis I, Praxis Core, SAT, and ACT scores, this metric currently only reports the average of the best available reading, writing, and math Praxis I scores. The Intention of this metric is, however, to use aforementioned scores which would showcase program's ability to recruit an accomplished student body with the potential to be outstanding future educators.
- As mentioned in last years' considerations for the 2016 iteration of the program reports, a Content Readiness metric was added to the Candidate Performance domain. This metric measures candidates' content knowledge for the subject in which they will be/are certified to teach (Praxis 2 subject scores).
- The Placement Overall metric has been added to the Placement domain to measure the share of graduates who begin working as a teacher or specialist within one year of graduation. This change came as a response to last years' considerations and stakeholder meetings held over the past year.
- As a response to stakeholder meetings, weights among the metrics within the Placement domain have been adjusted. Placement Overall and Placement Rate in Delaware metrics weigh 40 percent each, while Placement Rate in Delaware High Needs Schools weighs the remaining 20 percent.

- The descriptions and names for all metrics were reconsidered for consistency, and slight changes have been applied to several metrics to increase their clarity and specificity, including:
 - Diversity of Candidate Class (was Percent of Candidate Class, Non-White)
 - Candidate Academic Strength (previously Average Score on the General Knowledge Exam)
 - Performance Assessment (previously Average Score on Performance Assessment)
 - Retention Beyond Year One (previously Beyond Year One Retention Rate)
 - Retention Beyond Year Three (previously Beyond Year Three Retention Rate)
 - Observation Scores (previously Observation Scores (Average Calculated Criteria/Component Ratings))
 - Preparedness, Graduate Survey (previously Preparedness Index, Skill Survey)
 - Preparedness, Supervisor Survey (previously Preparedness Index, LEA 360)
- Assurances of Delaware Requirements has been taken out of 2016 Educator Preparation Program Reports.
- Each program will now earn a program renewal status based on their data to align to Regulation 290. Programs will be classified as *Renewed*, *Renewed with Conditions*, or *Program on Probation*. A few extremely small programs will be classified as a *Program Under Further Review* due to insufficient data. The program renewal status for each program can be found on the State Summary Table.
- The regression model used to calculate graduate performance metrics, namely Student Improvement Component Ratings and Overall Performance Evaluation Ratings, has been adjusted to generate a pooled estimate of impact across multiple years of data rather than from a single year of performance.

2016 Educator Preparation Program Reports: Specific Revisions During the 30 Day Review Period

Program-Specific Revisions for 2016

Educator Preparation Programs are provided the opportunity to bring any “perceived factual errors” to the Department’s attention, and the following revisions were made as a result of those conversations and information-sharing.

- At the Alternative Routes to Certification’s request, its Alternative Routes to Certification and Delaware Transitions to Teaching Partnerships programs were combined into a third report, aggregating all candidates prepared in any of those two programs. Thus, it is now also represented as an individual program.
- Delaware State University requested an opportunity to co-author a statement about their programs for the state’s website, subject to editorial review by the Department. It was collaboratively produced and published as part of the “state summary”.

- At the University of Delaware's request, "Contact Information" data element on the "About this Program" for all UD programs has been replaced with phone numbers of department chairs. These values were previously reported as general department phone numbers.
- At the University of Delaware's request, "SAT/ACT Score Range" data element on the "About this Program" for all UD programs has been replaced with "N/A". These values were previously calculated from the SAT scores available in UD's candidate file, representing only about 1% of UD's candidate class.
 - Unless reported by the institution, SAT/ACT score ranges were not calculated for the 2016 Educator Preparation Program Reports.
- The "Faculty" data element on the "About this Program" for all UD programs has been adjusted to only count tenured/full time and adjunct faculty. These values previously calculated full-time instructional staff as well.
- The "Average GPA" data element on the "About this Program" for all programs has been adjusted to show two decimal spaces. These values were previously rounded to the tenths level with a zero added in the hundredths place, changing the value for some GPA scores (e.g. 3.16 or 3.24 read 3.20).
- At the University of Delaware's request, the "Average GPA" data element on the "About this Program" for UD's Bachelors in Elementary Education program has been adjusted. There has been a calculation error in the original GPA provided to DEDOE.
- At the University of Delaware's request, the "Contact Information" data element on the "About this Program" for UD's Bachelors in Health and Physical Education and Master of Arts in Teaching program has been adjusted to read "Program no longer offered at UD".
- At the University of Delaware's request, several candidates and graduates were adjusted to reflect their correct program entry or graduation year.
- At the University of Delaware's request, the "Contact Information" data element on the "About this Program" for UD's Bachelors and Masters in Foreign Language Education programs has been adjusted to reflect department name and department website change.
- At the University of Delaware's request, its six different elementary teacher education programs were combined into a seventh report, aggregating all candidates prepared in any of those six programs. Thus, it is now also represented as an individual program.
- Upon University of Delaware's review of rosters, several adjustments were made to their candidate and graduate rosters to reflect their program's rosters.
- Upon Wesley College's review of rosters, several adjustments were made to their candidate and graduate rosters to reflect their program's rosters.
- A change in data aggregation procedures required recalculation of the graduate preparedness index. This impacted the index for eight programs and resulted in an adjustment to the minimum standard and target for this metric.

2018 Educator Preparation Program Reports: Considerations

Considerations: Planned Revisions and Potential Revisions for the 2018 Reports

It has been suggested that the Delaware Department of Education consider various modifications to the information included in the 2018 Educator Preparation Program Reports, including:

- Adding a measure of gender diversity to the Recruitment domain (*under consideration*)
- Including GRE scores in lieu of SAT scores for graduate programs (*under consideration*)
- Measuring placement in the specific subject area an educator was prepared for (*potential revision*)
- Measure placement outside of K-12 to capture Early Childhood Education graduates' employment in birth through second grade (*potential revision*)
- Measure placement in birth through second grade as Placement Rate in Delaware High Needs Schools (*under consideration*)
- Providing more detailed program reports directly to institutions (containing disaggregated data) for the purposes of continuous program improvement (*planned revision*)

NOTE: Several of these proposals would require additional data collection by Delaware's Educator Preparation Program faculty and staff.

Potential Future Methodological Considerations

It has been suggested that the Delaware Department of Education consider potential methodological changes. These suggestions warrant further discussion. The Department of Education previously received the suggestions below in regards to calculations for the 2018 Educator Preparation Program Reports:

- Consider using a method such as "nearest neighbor matching," to predict what a missing metric value may have been (i.e. in the event of missing data) to alleviate purported potential bias associated with asymmetrical data reporting.
- Conduct non-response bias and "bootstrapping" analyses to further validate findings from the 2016 Educator Preparation Program Reports.
 - Note: Preliminary non-response bias analyses shows there is not a statistically significant difference in the total percent of points earned by programs with different numbers of points available overall.
- Consider changing weights for placement metrics for programs whose graduates work in a) subject area they were trained in and/or b) critical shortage areas.
- Adjust or control for the potential compounding of school-level factors in retention metrics (Note: This was considered throughout the development of the 2015 Reports).
- Further increase the size of the minimum analytic sample (currently ten) to potentially increase the statistical precision of the program reports.

NOTE: *These should not be considered exhaustive of all feedback/input received from stakeholders.* Questions, non-actionable feedback (e.g. statements of support or statements of criticism received), and the full spectrum of ideological, philosophical and/or methodological perspectives may not be represented here in their entirety.

Final Draft--2016