

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Standards Alignment: This compendium, entitled *Completer Effectiveness*, provides evidence to support:

R4.1 Completer Effectiveness

The provider demonstrates that program completers:

- Effectively contribute to P–12 student-learning growth; and
- Apply in P–12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

This compendium also connects to and supports evidence presented in:

- **R1.1–R1.4** (Candidate knowledge, instructional practice, and professional responsibility),
- **R4.2** (Satisfaction of Employers), and
- **R4.3** (Satisfaction of Completers).

Assurance of Alignment: The alignment of evaluation measures and assessment tasks with CAEP standards, relevant program-specific standards, and ISTE technology standards is overseen by the Director of the Office of Technology, Assessment, and Compliance (TAC), who also serves as the CAEP Coordinator. This process is conducted in close collaboration with Program Chairs and the Chair of Clinical Studies. The TAC Office ensures continued compliance with applicable Delaware state laws and policy regulations, including [Regulation 290](#) and [House Bill 143](#).

All standards and alignments are managed through the Watermark Student Learning & Licensure (SL&L) platform. The platform is maintained by the TAC Data Analyst and Administrative Coordinator, ensuring that updates to standards, program competencies, course content, or assessment tools are efficiently integrated and consistently applied across all programs.

Introduction

The purpose of this compendium is to demonstrate Wilmington University’s evidence-based case that completers of its Initial Teacher Preparation (ITP) programs are effective educators whose practice positively impacts P–12 student learning and development.

This compendium presents state-generated and state-mandated effectiveness data drawn from Delaware’s educator evaluation system to document:

1. The impact of program completers on P–12 student-learning growth; and
2. The application of professional knowledge, skills, and dispositions in authentic classroom settings.

Evidence in this compendium is presented at the program level and reflects a representative sample of completers employed in Delaware public schools, consistent with CAEP expectations for R4.1.

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Evidence Overview

Wilmington University uses a layered and methodologically coherent evidence model to demonstrate completer effectiveness under CAEP R4.1.

This compendium focuses on evidence derived from **Delaware's Performance Appraisal System II (DPAS-II)**, the state's official teacher evaluation system in effect through the 2021 evaluation cycle. DPAS-II provides externally validated measures of:

- P–12 student learning growth, and
- Classroom teaching effectiveness based on structured observations and summative evaluations.

Subsequent sections of this compendium describe the rationale for the use of DPAS-II data, define the specific effectiveness metrics examined, and outline the analytic framework used to interpret results. A separate section documents Delaware's transition to a new statewide evaluation system beginning in Fall 2023, the **Delaware Teacher Growth Support System (DTGSS)**.

Rationale for Use of DPAS-II as a Measure of Completer Effectiveness

Wilmington University uses data from the **Delaware Performance Appraisal System II (DPAS-II)** as a primary source of evidence to demonstrate completer effectiveness under **CAEP Component R4.1** because DPAS-II represents a **state-mandated, externally validated system** for evaluating teacher performance and impact on P–12 student learning.

DPAS-II was implemented statewide to ensure consistent, rigorous, and comparable evaluation of classroom teachers across Delaware public schools. The system incorporates multiple measures of educator effectiveness, including direct indicators of student learning growth and structured evaluations of instructional practice. As such, DPAS-II aligns directly with CAEP's expectation that evidence of completer effectiveness be based on **authentic performance in P–12 classrooms**, rather than self-reported or simulated measures.

The use of DPAS-II data satisfies CAEP's requirement that providers demonstrate completers' **positive impact on P–12 student learning** through measures that are:

- Externally developed and administered;
- Applied consistently across institutions and districts;
- Based on actual classroom outcomes; and
- Subject to state-defined technical and methodological controls.

In addition, DPAS-II provides evidence that completers **apply professional knowledge, skills, and dispositions** in classroom settings through formal observations and summative performance ratings conducted by trained school administrators. These measures capture instructional practice, professional

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responsibility, and overall teaching effectiveness in ways that correspond to the intended outcomes of Wilmington University's educator preparation programs.

DPAS-II data are reported at the **program level** and reflect a representative sample of program completers employed in Delaware public schools, consistent with CAEP guidance for R4.1. The use of representative, state-generated data reduces the risk of selection bias and strengthens the validity of conclusions drawn regarding completer effectiveness.

Wilmington University's reliance on DPAS-II for this compendium is further supported by the fact that DPAS-II data and educator preparation scorecards have been **previously reviewed and accepted by CAEP** as evidence of program impact. This establishes methodological continuity while providing a stable foundation for interpreting completer effectiveness prior to the state's transition to a revised evaluation framework.

Because Delaware revised its statewide educator evaluation system beginning in Fall 2023, DPAS-II represents the final stable and fully implemented evaluation system for which longitudinal effectiveness data are available. Accordingly, DPAS-II data are used in this compendium as a foundational evidence layer to document completer effectiveness through the 2021 evaluation cycle. Subsequent sections describe how this evidence base is extended through a transition to Delaware's new evaluation system, with clearly defined methodological boundaries.

Description of DPAS-II Effectiveness Measures

Wilmington University uses multiple measures from the DPAS-II to document completer effectiveness in alignment with CAEP Component R4.1. DPAS-II operationalizes educator effectiveness through a set of complementary metrics that collectively capture both P–12 student-learning growth and classroom teaching effectiveness.

The measures described below are state defined, externally administered, and consistently applied across Delaware public schools. Together, they provide a comprehensive and credible picture of completer impact and professional practice.

Measures of P–12 Student-Learning Growth: DPAS-II includes two primary indicators that directly address completers' impact on student learning and development.

Student Growth Outcomes - The Student Growth Outcomes metric examines the extent to which students taught by program completers demonstrate academic growth, most commonly in English Language Arts and mathematics. Growth outcomes are calculated using state-approved methodologies that account for prior student performance and relevant contextual factors. This measure aligns directly with the first requirement of CAEP R4.1 by providing evidence that completers positively contribute to P–12 student-learning growth based on observed student outcomes rather than perceptions or proxy indicators.

Student Improvement Component Ratings - The Student Improvement Component evaluates the degree to which students meet or exceed established growth targets during the evaluation cycle.

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These targets are set using approved growth measures and are reviewed as part of the educator's overall evaluation.

This measure complements Student Growth Outcomes by capturing progress toward instructional goals and documenting completers' effectiveness in advancing student learning over time.

Measures of Classroom Teaching Effectiveness: DPAS-II also includes multiple indicators that assess how completers apply professional knowledge, skills, and dispositions in P–12 classroom settings.

Observation Scores - Observation Scores are derived from structured classroom observations conducted by trained administrators using state-approved criteria. Observations focus on instructional practice, classroom environment, student engagement, and evidence of effective teaching strategies.

These scores provide direct evidence that completers **apply professional knowledge and instructional skills** in authentic classroom contexts, consistent with the intended outcomes of Wilmington University's preparation programs.

Overall Performance Evaluation Ratings - The Overall Performance Evaluation Rating represents a summative judgment of an educator's effectiveness, informed by observation evidence, student growth measures, and professional responsibilities. This rating reflects administrators' holistic assessment of teaching effectiveness over the evaluation cycle.

This measure captures the integration of professional knowledge, skills, and dispositions and aligns with CAEP's expectation that completers demonstrate sustained effectiveness in practice.

Alignment to CAEP R4.1

Collectively, the DPAS-II effectiveness measures address both required components of CAEP R4.1:

- **P–12 Student-Learning Growth:** Student Growth Outcomes and Student Improvement Component Ratings
- **Application of Professional Knowledge, Skills, and Dispositions:** Observation Scores and Overall Performance Evaluation Ratings

The use of multiple, complementary measures strengthens the validity of conclusions drawn regarding completer effectiveness and supports CAEP's emphasis on **triangulated evidence** of program impact.

Scope and Representativeness of the DPAS-II Sample

The DPAS-II effectiveness data presented in this compendium reflect a representative sample of Wilmington University program completers employed as classroom teachers in Delaware public schools during the period in which DPAS-II was the state-mandated educator evaluation system.

DPAS-II data are generated through Delaware's statewide evaluation process and include all eligible educators who meet the state's criteria for inclusion in the evaluation system. As a result, the sample is

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not selected or curated by Wilmington University but instead reflects actual employment and evaluation outcomes of program completers in P–12 settings.

Inclusion Criteria

Completers are included in the DPAS-II dataset when they:

- Completed a Wilmington University Initial Teacher Preparation program;
- Were employed in a Delaware public school or charter school during the evaluation cycle;
- Served in an instructional role subject to DPAS-II evaluation requirements; and
- Met the state-defined minimum requirements for evaluation data to be reported, including sufficient observation and student growth records.

These inclusion criteria ensure that DPAS-II data represent completers whose professional practice and impact on student learning can be evaluated using consistent and comparable measures.

Exclusion Criteria

Completers may be excluded from DPAS-II reporting when they:

- Are employed outside of Delaware public schools;
- Serve in positions not evaluated under DPAS-II (e.g., roles without instructional responsibility);
- Do not meet minimum state-defined data thresholds for reporting (such as minimum numbers of scored observation criteria or student records); or
- Are employed in settings or assignments for which DPAS-II measures are not applicable.

Exclusions are determined solely by state policy and technical rules, not by Wilmington University, and are applied uniformly across all educator preparation providers in Delaware.

Minimum N and Reporting Rules

DPAS-II establishes minimum n-size requirements to protect confidentiality and ensure statistical stability of reported results. Program-level data are reported only when the number of eligible completers meets or exceeds the state-defined threshold.

When minimum n-size requirements are not met, data are suppressed at the program level. This suppression reflects state reporting policy rather than the absence of completer effectiveness and is acknowledged in the interpretation of results.

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Representativeness and CAEP Alignment

The use of DPAS-II data satisfies CAEP’s expectations for representative sampling under R4.1 Completer Effectiveness because:

- The data include all eligible completers employed in Delaware, rather than a purposive or volunteer sample;
- Measures are applied consistently across districts, schools, and preparation programs;
- Results are reported at the program level, enabling disaggregated analysis; and
- The provider does not control inclusion, exclusion, scoring, or reporting decisions.

This approach reduces selection bias and strengthens the validity of conclusions regarding completer effectiveness.

Equity and Context Considerations

DPAS-II analyses account for contextual factors defined by the state, including differences in educator assignments, grade levels, and student populations. Where applicable, results are compared to statewide benchmarks to contextualize program-level outcomes.

Any limitations related to sample size, assignment variability, or reporting thresholds are transparently acknowledged and considered in interpreting results, consistent with CAEP guidance for quality evidence.

Analysis Framework for DPAS-II Effectiveness Data

This section describes the analytic framework used to interpret DPAS-II effectiveness data in alignment with CAEP Component R4.1 Completer Effectiveness. The purpose of this framework is to ensure that conclusions regarding completer impact are systematic, transparent, and grounded in state-defined benchmarks, rather than based on isolated scores or anecdotal interpretation. The analysis framework is applied consistently across all programs included in this compendium.

Analytic Focus

DPAS-II data are analyzed to address the two required dimensions of CAEP R4.1:

1. **Completer impact on P–12 student-learning growth**, as evidenced by:
 - Student Growth Outcomes
 - Student Improvement Component Ratings
2. **Completer application of professional knowledge, skills, and dispositions**, as evidenced by:
 - Observation Scores
 - Overall Performance Evaluation Ratings

Each metric is examined independently and then interpreted collectively to provide a comprehensive picture of completer effectiveness.

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Unit of Analysis

The primary unit of analysis is the preparation program. DPAS-II results are examined at the program level to determine whether completers from each program demonstrate effective teaching practice and positive impact on student learning.

Program-level analysis aligns with CAEP expectations for:

- Disaggregated evidence,
- Cross-program comparability, and
- Identification of strengths and areas for continuous improvement.

Benchmarking and Comparative Analysis

Where available, program-level results are interpreted in relation to:

- State-defined minimum standards, and
- Statewide comparison benchmarks reported by the Delaware Department of Education.

Comparisons to state benchmarks are used to contextualize results rather than to rank programs. Program outcomes that meet or exceed state benchmarks are interpreted as evidence of completer effectiveness consistent with CAEP R4.1 expectations.

Interpretation of Results

Interpretation of DPAS-II results is guided by the following principles:

- **Multiple-measure interpretation:** No single metric is used in isolation to draw conclusions about completer effectiveness.
- **Pattern-based analysis:** Trends across metrics are emphasized over isolated fluctuations in individual indicators.
- **Contextual awareness:** Differences in assignments, evaluation contexts, and reporting thresholds are considered when interpreting results.
- **Transparency:** Instances where data are suppressed due to minimum n-size rules are acknowledged and not interpreted as negative outcomes.

This approach ensures that conclusions are balanced, evidence-based, and aligned with CAEP's emphasis on data quality and validity.

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Identification of Strengths and Areas for Improvement

Analysis focuses on identifying:

- Areas in which program completers consistently demonstrate effective practice and positive impact on student learning; and
- Areas where results suggest opportunities for program-level reflection, monitoring, or improvement.

Identified areas for improvement are used to inform continuous improvement discussions and are connected to CAEP Standard R5 processes rather than interpreted as deficiencies in isolation.

Limitations and Methodological Boundaries

DPAS-II data are interpreted within clearly defined methodological boundaries. Conclusions are limited to:

- Completers evaluated under the DPAS-II system; and
- Evaluation cycles for which DPAS-II data are available and stable.

No direct equivalency or trend analysis is made across different statewide evaluation systems. A separate section of this compendium addresses the transition to Delaware’s revised educator evaluation framework and outlines plans for incorporating future effectiveness evidence.

DPAS-II Findings by Program: Evidence of Completer Effectiveness

This section presents program-level findings derived from DPAS-II and addresses CAEP Component R4.1: Completer Effectiveness. Findings are reported separately for each Initial Teacher Preparation program to demonstrate completer impact on P–12 student learning and classroom teaching effectiveness.

For each program, findings are based on Delaware Educator Preparation Scorecards from 2016, 2018, and 2021, which report results from the Graduate Performance domain of the state’s educator evaluation system. The Bachelor of Science (B.S.) Early Care & Education (Birth–Grade 2) program utilizes DTGSS observation data in place of DPAS-II completer data, as state completer results are not yet available due to the program’s infancy.

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Bachelor of Science Elementary Education (K–6)

Evidence Source:

Delaware Educator Preparation Program Reports
Graduate Performance Domain (DPAS-II)
Evaluation Cycles: 2016, 2018, and 2021

Evidence for the Bachelor of Science (B.S.) Elementary Education (K–6) program is drawn from Delaware’s Educator Preparation Program Reports, which summarize completer performance using the Graduate Performance domain of the Delaware Performance Appraisal System II (DPAS-II). This domain evaluates program completers’ effectiveness in Delaware classrooms using multiple state-defined indicators, including measures of student learning growth, instructional practice, and overall professional performance.

The Graduate Performance domain includes four key metrics:

- Student Improvement Component Ratings
- Student Growth Outcomes
- Observation Scores
- Overall Performance Evaluation Ratings

Together, these measures provide externally validated evidence of completer effectiveness aligned with CAEP Component R4.1.

2016 Graduate Performance Results

In 2016, the B.S. Elementary Education (K–6) program received a Tier 3 rating in the Graduate Performance domain. Student learning growth indicators showed mixed results. The Student Improvement Component Ratings indicated that 46% of completers earned the highest possible rating, slightly below the state average of 48%. However, Student Growth Outcomes reflected a positive impact value (0.06), exceeding the state average (-0.01), suggesting that completers contributed meaningfully to student growth in English Language Arts and/or mathematics.

Measures of teaching effectiveness were stable. Observation Scores averaged 3.0, matching the state average, indicating that completers demonstrated acceptable levels of instructional practice. The Overall Performance Evaluation Ratings showed that 39% of completers earned the highest effectiveness rating, slightly below the state average (43%).

Overall, the 2016 results suggest that while some indicators were below statewide benchmarks, completers demonstrated measurable student learning impact and met expectations for classroom teaching effectiveness.

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2016 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING **TIER 2**

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

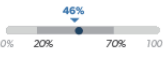
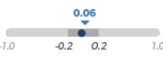
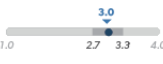
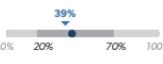
The Graduate Performance domain scores the educator preparation program's performance in Delaware's classrooms and schools. The four metrics included consider the outcomes of program graduates' students, the qualitative aspects of program graduates' practice, and administrators' overall assessment of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

DOMAIN RATING

Tier 3

DOMAIN POINTS EARNED

18.86 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	46%  N = 145 Educators Total Records: 281	7.19 out of 14.00 points
Student Growth Outcomes* Reported here is the average impact of graduates on the growth of their students in English and/or math.	0.06  N = 31 Educators Total Records: 31	3.35 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.0  N = 124 Educators Total Records: 124	7.63 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	39%  N = 136 Educators Total Records: 245	0.68 out of 1.75 points

*As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.

2018 Graduate Performance Results

By 2018, the program's Graduate Performance domain rating improved to Tier 2, indicating strengthened outcomes. The Student Improvement Component Ratings increased to 49%, exceeding the state average (47%), reflecting improvement in completers' ability to support student learning growth. Student Growth Outcomes remained positive (0.01) and aligned with the state average.

Observation Scores averaged 3.0, slightly below the state average (3.07), suggesting generally consistent instructional practice with modest room for growth. Notably, Overall Performance Evaluation Ratings increased substantially, with 61% of completers earning the highest possible rating, approaching the state average (62%).

The 2018 results demonstrate improved consistency across student growth and teaching effectiveness measures, supporting evidence of completer readiness and professional competence.

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2018 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING TIER **2**

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

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

DOMAIN RATING

Tier **2**

DOMAIN POINTS EARNED

20.25 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	49% 0% 20% 70% 100% N = 146 Educators STATE AVERAGE: 47%	8.12 out of 14.00 points
Student Growth Outcomes* Reported here is the average impact** of graduates on the growth of their students in English and/or math.	0.01 -1.0 -0.2 0.2 1.0 N = 80 Educators STATE AVERAGE: 0.01	2.76 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.0 1.0 2.7 3.3 4.0 N = 122 Educators STATE AVERAGE: 3.07	7.93 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	61% 0% 20% 70% 100% N = 150 Educators STATE AVERAGE: 62%	1.44 out of 1.75 points

*As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.

**This approach examined the relationship between teacher pathway and student outcomes, adjusting for relevant factors at various levels, prior student achievement, teachers' years of experience, school composition and student characteristics such as race, ethnicity, and Special Education status.

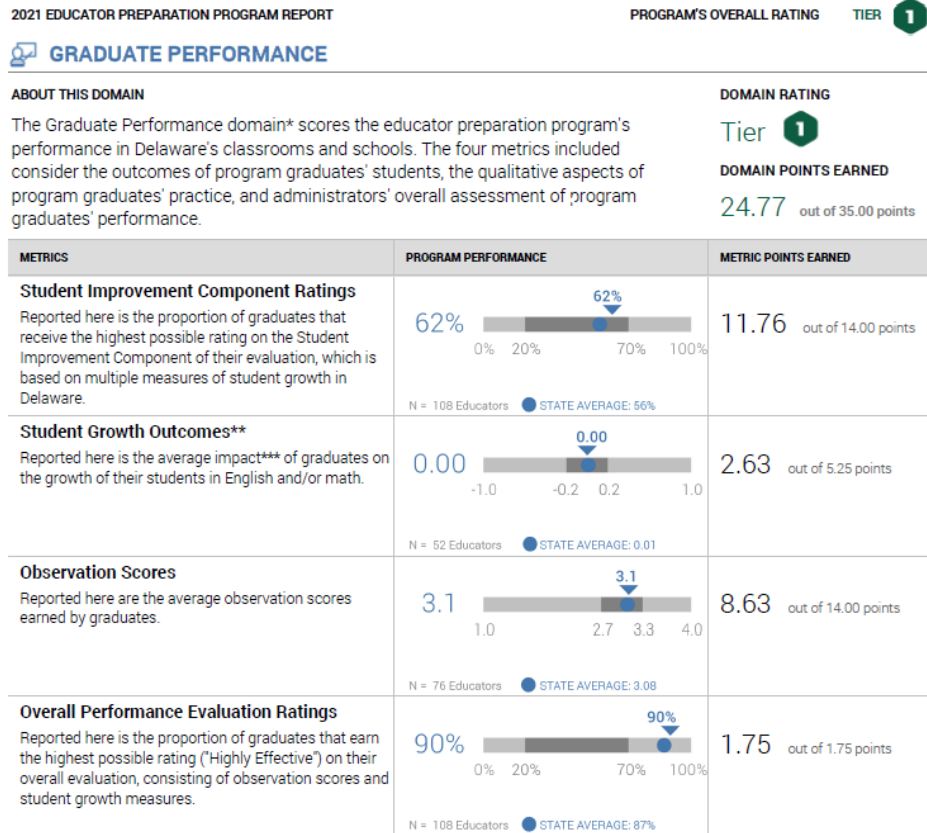
2021 Graduate Performance Results

In 2021, the B.S. Elementary Education (K–6) program achieved a Tier 1 rating in the Graduate Performance domain, reflecting strong overall outcomes. Student Improvement Component Ratings increased to 62%, exceeding the state average (56%), indicating that a majority of completers supported high levels of student learning growth. Student Growth Outcomes were neutral (0.00) and aligned with the state average (0.01), suggesting consistent student performance outcomes relative to statewide patterns.

Teaching effectiveness indicators strengthened further. Observation Scores increased to 3.1, exceeding the state average (3.08), and Overall Performance Evaluation Ratings showed that 90% of completers earned the highest effectiveness rating, surpassing the state average (87%). These results indicate strong instructional practice and professional performance among program completers.

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Interpretation and Alignment to CAEP R4.1

Across the 2016, 2018, and 2021 evaluation cycles, results for the B.S. Elementary Education (K–6) program demonstrate a clear pattern of improvement and strengthening completer effectiveness. Student learning growth indicators show that completers consistently contributed to student progress, while measures of teaching effectiveness reflect increasingly strong instructional practice and professional performance.

Taken together, these findings provide compelling evidence that completers of the B.S. Elementary Education (K–6) program:

- Positively impact P–12 student learning and development, and
- Apply professional knowledge, skills, and dispositions effectively in classroom practice, consistent with CAEP Component R4.1 Completer Effectiveness.

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Bachelor of Science Middle Level Education (6–8)

Evidence Source

Delaware Educator Preparation Program Reports
Graduate Performance Domain (DPAS-II)
Evaluation Cycles: 2016, 2018, and 2021

Evidence for the Bachelor of Science (B.S.) Middle Level Education (6–8) program is drawn from Delaware’s Educator Preparation Program Reports, which summarize completer effectiveness using the Graduate Performance domain of the Delaware Performance Appraisal System II (DPAS-II). This domain evaluates completer performance in Delaware classrooms through multiple state-defined indicators addressing student learning growth, instructional practice, and overall professional effectiveness.

The Graduate Performance domain includes the following metrics:

- Student Improvement Component Ratings
- Student Growth Outcomes
- Observation Scores
- Overall Performance Evaluation Ratings

Together, these measures provide externally validated evidence aligned with CAEP Component R4.1 Completer Effectiveness.

2016 Graduate Performance Results

In 2016, the B.S. Middle Level Education (6–8) program earned a Tier 2 rating in the Graduate Performance domain. Student learning growth indicators showed generally positive results. The Student Improvement Component Ratings indicated that 59% of completers received the highest possible rating, exceeding the state average (48%). Student Growth Outcomes reflected an average impact of -0.01, which was consistent with the state average.

Teaching effectiveness measures indicated stable instructional practice. Observation Scores averaged 3.0, aligning with the state average, while Overall Performance Evaluation Ratings showed that 53% of completers earned the highest effectiveness rating, exceeding the state average (43%). Collectively, these results indicate that completers met or exceeded statewide expectations across multiple indicators of effectiveness.

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2016 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING **TIER 2**

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

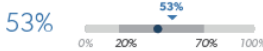
The Graduate Performance domain scores the educator preparation program's performance in Delaware's classrooms and schools. The four metrics included consider the outcomes of program graduates' students, the qualitative aspects of program graduates' practice, and administrators' overall assessment of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

DOMAIN RATING

Tier 2

DOMAIN POINTS EARNED

21.57 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	59%  N = 29 Educators Total Records: 51 STATE AVERAGE: 48%	10.95 out of 14.00 points
Student Growth Outcomes* Reported here is the average impact of graduates on the growth of their students in English and/or math.	-0.01  N = 17 Educators Total Records: 17 STATE AVERAGE: -0.01	2.55 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.0  N = 26 Educators Total Records: 26 STATE AVERAGE: 3.0	6.92 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	53%  N = 28 Educators Total Records: 44 STATE AVERAGE: 43%	1.15 out of 1.75 points

*As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.

2018 Graduate Performance Results

In 2018, the program maintained a Tier 2 rating in the Graduate Performance domain. The Student Improvement Component Ratings remained strong at 55%, continuing to exceed the state average (47%). Student Growth Outcomes increased to 0.02, surpassing the state average (0.01), indicating positive student learning impact.

Instructional practice remained consistent. Observation Scores averaged 3.0, slightly below the state average (3.07), while Overall Performance Evaluation Ratings increased to 72%, substantially exceeding the state average (62%). These findings reflect continued strength in completer effectiveness, particularly in overall professional performance.

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2018 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING TIER **2**

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

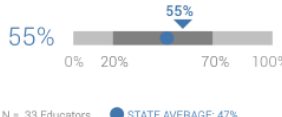
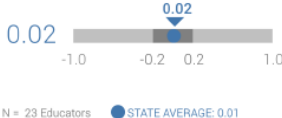
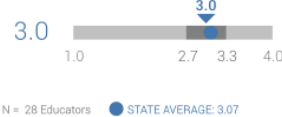
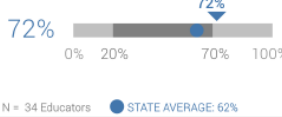
The Graduate Performance domain scores the educator preparation program's performance in Delaware's classrooms and schools. The four metrics included consider the outcomes of program graduates' students, the qualitative aspects of program graduates' practice, and administrators' overall assessment of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

DOMAIN RATING

Tier **2**

DOMAIN POINTS EARNED

22.37 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	55%  N = 33 Educators STATE AVERAGE: 47%	9.80 out of 14.00 points
Student Growth Outcomes* Reported here is the average impact** of graduates on the growth of their students in English and/or math.	0.02  N = 23 Educators STATE AVERAGE: 0.01	2.89 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.0  N = 28 Educators STATE AVERAGE: 3.07	7.93 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	72%  N = 34 Educators STATE AVERAGE: 62%	1.75 out of 1.75 points

*As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.

**This approach examined the relationship between teacher pathway and student outcomes, adjusting for relevant factors at various levels, prior student achievement, teachers' years of experience, school composition and student characteristics such as race, ethnicity, and Special Education status.

2021 Graduate Performance Results

In 2021, the B.S. Middle Level Education (6–8) program achieved a Tier 1 rating in the Graduate Performance domain, reflecting strong overall outcomes. Student Improvement Component Ratings increased to 65%, exceeding the state average (56%). Due to a small sample size, the Student Growth Outcomes metric was not calculated; however, this suppression reflects state reporting rules rather than diminished completer effectiveness.

Teaching effectiveness indicators strengthened further. Observation Scores averaged 3.1, exceeding the state average (3.08), and Overall Performance Evaluation Ratings showed that 97% of completers earned the highest effectiveness rating, well above the state average (87%). These results indicate exceptionally strong instructional practice and professional performance among program completers.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

2021 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING

TIER 2

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

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

DOMAIN RATING

Tier 1

DOMAIN POINTS EARNED

27.48 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	65% 0% 20% 70% 100% N = 22 Educators STATE AVERAGE: 56%	17.33 out of 19.25 points
Student Growth Outcomes* Reported here is the average impact** of graduates on the growth of their students in English and/or math.	Metric not calculated. Fewer than ten (10) educators in sample.	0.00 out of 0.00 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.1 1.0 2.7 3.3 4.0 N = 18 Educators STATE AVERAGE: 3.08	8.40 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	97% 0% 20% 70% 100% N = 22 Educators STATE AVERAGE: 87%	1.75 out of 1.75 points

Interpretation and Alignment to CAEP R4.1

Across the 2016, 2018, and 2021 evaluation cycles, the B.S. Middle Level Education (6–8) program demonstrates a consistent pattern of strong and improving completer effectiveness. Student learning growth indicators show that completers regularly meet or exceed statewide benchmarks, while measures of teaching effectiveness reflect increasingly high levels of instructional quality and professional performance.

Taken together, these findings provide compelling evidence that completers of the B.S. Middle Level Education (6–8) program:

- Positively contribute to P–12 student learning and development, and
- Apply professional knowledge, skills, and dispositions effectively in classroom practice, in alignment with CAEP Component R4.1 Completer Effectiveness.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Master of Arts Secondary Teaching (6–12)

Evidence Source

Delaware Educator Preparation Program Reports
Graduate Performance Domain (DPAS-II)
Evaluation Cycles: 2016, 2018, and 2021

Evidence for the Master of Arts (M.A.) Secondary Teaching (6–12) program is drawn from Delaware’s Educator Preparation Program Reports, which summarize completer effectiveness using the Graduate Performance domain of the Delaware Performance Appraisal System II (DPAS-II). This domain evaluates completer performance in Delaware classrooms through multiple state-defined indicators addressing student learning growth, instructional practice, and overall professional effectiveness.

The Graduate Performance domain includes the following metrics:

- Student Improvement Component Ratings
- Student Growth Outcomes
- Observation Scores
- Overall Performance Evaluation Ratings

Together, these measures provide externally validated evidence aligned with CAEP Component R4.1 Completer Effectiveness.

2016 Graduate Performance Results

In 2016, the M.A. Secondary Teaching (6–12) program received a Tier 3 rating in the Graduate Performance domain. Student learning growth indicators showed mixed results. The Student Improvement Component Ratings indicated that 47% of completers earned the highest possible rating, slightly below the state average (48%). However, Student Growth Outcomes reflected a positive average impact of 0.04, exceeding the state average (-0.01), indicating meaningful contributions to student growth in English Language Arts and/or mathematics.

Teaching effectiveness indicators were stable. Observation Scores averaged 3.0, matching the state average, while Overall Performance Evaluation Ratings showed that 42% of completers earned the highest effectiveness rating, slightly below the state average (43%). Overall, the 2016 results suggest that while some indicators were below statewide benchmarks, completers demonstrated positive student growth and met expectations for instructional practice.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

2016 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING TIER 2

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

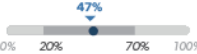
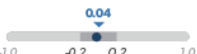
The Graduate Performance domain scores the educator preparation program's performance in Delaware's classrooms and schools. The four metrics included consider the outcomes of program graduates' students, the qualitative aspects of program graduates' practice, and administrators' overall assessment of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

DOMAIN RATING

Tier 3

DOMAIN POINTS EARNED

18.18 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	47%  N = 124 Educators Total Records: 242 STATE AVERAGE: 48%	7.50 out of 14.00 points
Student Growth Outcomes* Reported here is the average impact of graduates on the growth of their students in English and/or math.	0.04  N = 14 Educators Total Records: 14 STATE AVERAGE: -0.01	3.09 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.0  N = 88 Educators Total Records: 88 STATE AVERAGE: 3.0	6.82 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	42%  N = 119 Educators Total Records: 201 STATE AVERAGE: 43%	0.78 out of 1.75 points

*As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.

2018 Graduate Performance Results

In 2018, the program improved to a Tier 2 rating in the Graduate Performance domain. The Student Improvement Component Ratings were 46%, slightly below the state average (47%), while Student Growth Outcomes were -0.01, aligning with the state average (0.01).

Measures of teaching effectiveness strengthened. Observation Scores averaged 3.0, slightly below the state average (3.07), and Overall Performance Evaluation Ratings increased to 66%, exceeding the state average (62%). These findings reflect improvement in overall professional performance and increased consistency in instructional effectiveness.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

2018 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING

TIER 2

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

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

DOMAIN RATING

Tier 2

DOMAIN POINTS EARNED

19.31 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	46% 0% 20% 70% 100% N = 68 Educators Total Records: 134 STATE AVERAGE: 47%	7.28 out of 14.00 points
Student Growth Outcomes* Reported here is the average impact** of graduates on the growth of their students in English and/or math.	-0.01 -1.0 -0.2 0.2 1.0 N = 31 Educators Total Records: 768 STATE AVERAGE: 0.01	2.49 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.0 1.0 2.7 3.3 4.0 N = 49 Educators Total Records: 72 STATE AVERAGE: 3.07	7.93 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	66% 0% 20% 70% 100% N = 68 Educators Total Records: 134 STATE AVERAGE: 62%	1.61 out of 1.75 points

*As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.

**This approach examined the relationship between teacher pathway and student outcomes, adjusting for relevant factors at various levels, prior student achievement, teachers' years of experience, school composition and student characteristics such as race, ethnicity, and Special Education status.

2021 Graduate Performance Results

In 2021, the M.A. Secondary Teaching (6–12) program earned a Tier 2 rating in the Graduate Performance domain. Student Improvement Component Ratings increased to 50%, though remaining below the state average (56%). Due to a small sample size, the Student Growth Outcomes metric was not calculated; this suppression reflects state reporting rules rather than diminished completer effectiveness.

Teaching effectiveness indicators were notably strong. Observation Scores averaged 3.1, exceeding the state average (3.08), and Overall Performance Evaluation Ratings showed that 92% of completers earned the highest effectiveness rating, well above the state average (87%). These results indicate strong instructional practice and professional performance among program completers.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

2021 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING

TIER 2

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

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

DOMAIN RATING

Tier 2

DOMAIN POINTS EARNED

23.33 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	50% 0% 20% 70% 100% N = 16 Educators STATE AVERAGE: 56%	11.55 out of 19.25 points
Student Growth Outcomes* Reported here is the average impact** of graduates on the growth of their students in English and/or math.	Metric not calculated. Fewer than ten (10) educators in sample.	0.00 out of 0.00 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.1 1.0 2.7 3.3 4.0 N = 12 Educators STATE AVERAGE: 3.08	10.03 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	92% 0% 20% 70% 100% N = 16 Educators STATE AVERAGE: 87%	1.75 out of 1.75 points

Interpretation and Alignment to CAEP R4.1

Across the 2016, 2018, and 2021 evaluation cycles, results for the M.A. Secondary Teaching (6–12) program demonstrate a pattern of progressive strengthening in teaching effectiveness, particularly in observation outcomes and overall performance ratings. Student learning growth indicators show that completers contribute positively to student progress when calculated, with later cycles reflecting strong professional performance even when growth metrics are suppressed due to sample size.

Taken together, these findings provide evidence that completers of the MAT – Secondary Education (6–12) program:

- Contribute positively to P–12 student learning and development, and
- Apply professional knowledge, skills, and dispositions effectively in secondary classroom settings, in alignment with CAEP Component R4.1 Completer Effectiveness.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Master of Education Elementary Studies (K–6)

Evidence Source

Delaware Educator Preparation Program Reports
Graduate Performance Domain (DPAS-II)
Evaluation Cycles: 2016, 2018, and 2021

Evidence for the Master of Education (M.Ed.) Elementary Studies (K–6) program is drawn from Delaware’s Educator Preparation Program Reports, which summarize completer effectiveness using the Graduate Performance domain of the Delaware Performance Appraisal System II (DPAS-II). This domain evaluates completer performance in Delaware classrooms through multiple state-defined indicators addressing student learning growth, instructional practice, and overall professional effectiveness.

The Graduate Performance domain includes the following metrics:

- Student Improvement Component Ratings
- Student Growth Outcomes
- Observation Scores
- Overall Performance Evaluation Ratings

Together, these measures provide externally validated evidence aligned with CAEP Component R4.1 Completer Effectiveness.

2016 Graduate Performance Results

In 2016, the M.Ed. Elementary Studies (K–6) program earned a Tier 2 rating in the Graduate Performance domain. Student learning growth indicators showed mixed results. The Student Improvement Component Ratings indicated that 52% of completers earned the highest possible rating, exceeding the state average (48%). However, Student Growth Outcomes reflected an average impact of -0.04, below the state average (-0.01), indicating variability in measured student growth outcomes during this cycle.

Teaching effectiveness indicators were stable. Observation Scores averaged 3.0, aligning with the state average, and Overall Performance Evaluation Ratings showed that 47% of completers earned the highest effectiveness rating, exceeding the state average (43%). Overall, the 2016 results indicate acceptable instructional practice with opportunities for strengthening student growth outcomes.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

2016 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING **TIER 2**

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

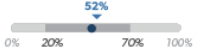
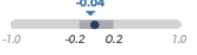
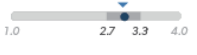
The Graduate Performance domain scores the educator preparation program's performance in Delaware's classrooms and schools. The four metrics included consider the outcomes of program graduates' students, the qualitative aspects of program graduates' practice, and administrators' overall assessment of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

DOMAIN RATING

Tier 2

DOMAIN POINTS EARNED

19.70 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	52%  N = 188 Educators ● STATE AVERAGE: 48% Total Records: 348	8.90 out of 14.00 points
Student Growth Outcomes* Reported here is the average impact of graduates on the growth of their students in English and/or math.	-0.04  N = 43 Educators ● STATE AVERAGE: -0.01 Total Records: 43	2.06 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.0  N = 152 Educators ● STATE AVERAGE: 3.0 Total Records: 152	7.80 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	47%  N = 177 Educators ● STATE AVERAGE: 43% Total Records: 308	0.94 out of 1.75 points

*As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.

2018 Graduate Performance Results

In 2018, the program maintained a Tier 2 rating in the Graduate Performance domain. The Student Improvement Component Ratings were 46%, just below the state average (47%). Student Growth Outcomes were - 0.01, aligning with the state average (0.01), reflecting stabilization in completers' impact on student learning growth.

Teaching effectiveness indicators strengthened. Observation Scores averaged 3.0, below the state average (3.07), and Overall Performance Evaluation Ratings increased to 66%, above the state average (62%). These results reflect improving instructional practice and professional performance among program completers.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

2018 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING

TIER 2

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

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

DOMAIN RATING

Tier 2

DOMAIN POINTS EARNED

19.31 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	46% 0% 20% 70% 100% N = 68 Educators Total Records: 134 STATE AVERAGE: 47%	7.28 out of 14.00 points
Student Growth Outcomes* Reported here is the average impact** of graduates on the growth of their students in English and/or math.	-0.01 -1.0 -0.2 0.2 1.0 N = 31 Educators Total Records: 768 STATE AVERAGE: 0.01	2.49 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.0 1.0 2.7 3.3 4.0 N = 49 Educators Total Records: 72 STATE AVERAGE: 3.07	7.93 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	66% 0% 20% 70% 100% N = 68 Educators Total Records: 134 STATE AVERAGE: 62%	1.61 out of 1.75 points

*As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.

**This approach examined the relationship between teacher pathway and student outcomes, adjusting for relevant factors at various levels, prior student achievement, teachers' years of experience, school composition and student characteristics such as race, ethnicity, and Special Education status.

2021 Graduate Performance Results

In 2021, the M.Ed. Elementary Studies (K–6) program achieved a Tier 1 rating in the Graduate Performance domain, indicating strong overall performance. Student Improvement Component Ratings increased to 64%, exceeding the state average (56%). Student Growth Outcomes were 0.00, aligning closely with the state average (0.01), indicating consistent student growth outcomes relative to statewide patterns.

Teaching effectiveness indicators were notably strong. Observation Scores averaged 3.1, exceeding the state average (3.08), and Overall Performance Evaluation Ratings showed that 90% of completers earned the highest effectiveness rating, surpassing the state average (87%). These findings reflect high levels of instructional quality and professional effectiveness among program completers.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

2021 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING

TIER 1

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

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

DOMAIN RATING

Tier 1

DOMAIN POINTS EARNED

26.50 out of 35.00 points

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

Interpretation and Alignment to CAEP R4.1

Across the 2016, 2018, and 2021 evaluation cycles, results for the M.Ed. Elementary Studies (K–6) program demonstrate a clear pattern of growth and strengthening completer effectiveness. Student learning growth indicators show improvement and stabilization over time, while measures of teaching effectiveness reflect consistently strong instructional practice and professional performance.

Taken together, these findings provide compelling evidence that completers of the M.Ed. Elementary Studies (K–6) program:

- Contribute positively to P–12 student learning and development, and
- Apply professional knowledge, skills, and dispositions effectively in elementary classroom settings, in alignment with CAEP Component R4.1 Completer Effectiveness.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Master of Education Special Education

Evidence Source

Delaware Educator Preparation Program Reports
Graduate Performance Domain (DPAS-II)
Evaluation Cycles: 2016, 2018, and 2021

Evidence for the Master of Education (M.Ed.) Special Education program is drawn from Delaware's Educator Preparation Program Reports, which summarize completer effectiveness using the Graduate Performance domain of the Delaware Performance Appraisal System II (DPAS-II).

Under Delaware's state reporting methodology, **completers from the Traditional and Alternative Routes to Certification (ARTC) pathways are combined into a single scorecard** because:

- Completers earn the **same degree** (M.Ed. Special Education),
- Meet the **same licensure requirements**, and
- Are evaluated using the **same statewide effectiveness measures** once employed.

Accordingly, the DPAS-II scorecards presented reflect **aggregated outcomes** for all M.Ed. Special Education completers, regardless of preparation pathway. This aggregation reflects state reporting policy, not provider-level data decisions, and ensures consistency and comparability across educator preparation programs statewide.

The Graduate Performance domain evaluates completer effectiveness using four state-defined metrics:

- Student Improvement Component Ratings
- Student Growth Outcomes
- Observation Scores
- Overall Performance Evaluation Ratings

Together, these measures provide externally validated evidence aligned with CAEP Component R4.1 Completer Effectiveness.

2016 Graduate Performance Results

In 2016, the M.Ed. Special Education program received a Tier 3 rating in the Graduate Performance domain. Student learning growth indicators showed mixed results. The Student Improvement Component Ratings indicated that 39% of completers earned the highest possible rating, below the state average (48%). Student Growth Outcomes reflected an average impact of -0.09, also below the state average (-0.01), indicating variability in measured student growth during this cycle.

Teaching effectiveness indicators were comparatively stronger. Observation Scores averaged 3.1, exceeding the state average (3.0), suggesting solid instructional practice among completers. However,

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Overall Performance Evaluation Ratings showed that 37% of completers earned the highest effectiveness rating, slightly below the state average (43%).

Overall, the 2016 results indicate acceptable instructional performance with opportunities for strengthening student growth outcomes.

2016 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING

TIER 2

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

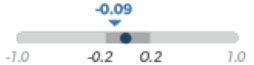
The Graduate Performance domain scores the educator preparation program's performance in Delaware's classrooms and schools. The four metrics included consider the outcomes of program graduates' students, the qualitative aspects of program graduates' practice, and administrators' overall assessment of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

DOMAIN RATING

Tier 3

DOMAIN POINTS EARNED

15.76 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	39%  N = 167 Educators Total Records: 359 STATE AVERAGE: 48%	5.34 out of 14.00 points
Student Growth Outcomes* Reported here is the average impact of graduates on the growth of their students in English and/or math.	-0.09  N = 29 Educators Total Records: 29 STATE AVERAGE: -0.01	1.41 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.1  N = 132 Educators Total Records: 132 STATE AVERAGE: 3.0	8.42 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	37%  N = 162 Educators Total Records: 271 STATE AVERAGE: 43%	0.59 out of 1.75 points

*As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.

2018 Graduate Performance Results

In 2018, the program improved to a Tier 2 rating in the Graduate Performance domain. Student Improvement Component Ratings increased to 44%, approaching the state average (47%). Student Growth Outcomes improved to 0.03, exceeding the state average (0.01), indicating positive impact on student learning growth.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Teaching effectiveness remained strong. Observation Scores averaged 3.1, exceeding the state average (3.07), and Overall Performance Evaluation Ratings increased to 61%, aligning closely with the state average (62%). These findings reflect strengthened consistency in both instructional practice and professional performance.

2018 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING

TIER **2**

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

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

DOMAIN RATING

Tier **2**

DOMAIN POINTS EARNED

20.05 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	44% 0% 20% 70% 100% N = 92 Educators STATE AVERAGE: 47%	6.72 out of 14.00 points
Student Growth Outcomes* Reported here is the average impact** of graduates on the growth of their students in English and/or math.	0.03 -1.0 -0.2 0.2 1.0 N = 53 Educators STATE AVERAGE: 0.01	3.02 out of 5.25 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.1 1.0 2.7 3.3 4.0 N = 73 Educators STATE AVERAGE: 3.07	8.87 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	61% 0% 20% 70% 100% N = 95 Educators STATE AVERAGE: 62%	1.44 out of 1.75 points

*As measured on the Delaware Comprehensive Assessment System and Smarter Balanced Assessment in Math and English.

**This approach examined the relationship between teacher pathway and student outcomes, adjusting for relevant factors at various levels, prior student achievement, teachers' years of experience, school composition and student characteristics such as race, ethnicity, and Special Education status.

2021 Graduate Performance Results

In 2021, the M.Ed. Special Education program achieved a Tier 1 rating in the Graduate Performance domain, reflecting strong overall outcomes. Student Improvement Component Ratings increased to 60%, exceeding the state average (56%). Due to a small sample size, the Student Growth Outcomes metric was not calculated; this suppression reflects state reporting rules rather than diminished completer effectiveness.

Teaching effectiveness indicators were notably strong. Observation Scores averaged 3.1, exceeding the state average (3.08), and Overall Performance Evaluation Ratings showed that 86% of completers earned the highest effectiveness rating, closely aligned with the state average (87%). These results indicate high levels of instructional quality and professional effectiveness among program completers.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

2021 EDUCATOR PREPARATION PROGRAM REPORT

PROGRAM'S OVERALL RATING

TIER 2

GRADUATE PERFORMANCE

ABOUT THIS DOMAIN

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

DOMAIN RATING

Tier 1

DOMAIN POINTS EARNED

25.78 out of 35.00 points

METRICS	PROGRAM PERFORMANCE	METRIC POINTS EARNED
Student Improvement Component Ratings Reported here is the proportion of graduates that receive the highest possible rating on the Student Improvement Component of their evaluation, which is based on multiple measures of student growth in Delaware.	60% 0% 20% 70% 100% N = 34 Educators STATE AVERAGE: 56%	15.40 out of 19.25 points
Student Growth Outcomes* Reported here is the average impact** of graduates on the growth of their students in English and/or math.	Metric not calculated. Fewer than ten (10) educators in sample.	0.00 out of 0.00 points
Observation Scores Reported here are the average observation scores earned by graduates.	3.1 1.0 2.7 3.3 4.0 N = 28 Educators STATE AVERAGE: 3.08	8.63 out of 14.00 points
Overall Performance Evaluation Ratings Reported here is the proportion of graduates that earn the highest possible rating ("Highly Effective") on their overall evaluation, consisting of observation scores and student growth measures.	86% 0% 20% 70% 100% N = 35 Educators STATE AVERAGE: 87%	1.75 out of 1.75 points

Interpretation and Alignment to CAEP R4.1

Across the 2016, 2018, and 2021 evaluation cycles, results for the M.Ed. Special Education program demonstrate a clear pattern of growth and strengthening completer effectiveness across aggregated preparation pathways. Student learning growth indicators improved over time when calculated, while teaching effectiveness measures consistently reflect strong instructional practice and professional performance.

Taken together, these findings provide compelling evidence that completers of the M.Ed. Special Education program:

- Contribute positively to P–12 student learning and development, and
- Apply professional knowledge, skills, and dispositions effectively in special education classroom settings, in alignment with CAEP Component R4.1 Completer Effectiveness.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Cross-Program Synthesis of DPAS-II Completer Effectiveness Findings

This cross-program synthesis summarizes findings from the Delaware Performance Appraisal System II (DPAS-II) Graduate Performance domain across Wilmington University's educator preparation programs for which DPAS-II scorecard data are available (2016, 2018, and 2021). The synthesis integrates program-level results to address CAEP Component R4.1 Completer Effectiveness, focusing on completer impact on P–12 student learning and application of professional knowledge, skills, and dispositions in classroom practice.

Overall Patterns of Completer Effectiveness

Across programs and evaluation cycles, DPAS-II results demonstrate that Wilmington University program completers consistently meet, and increasingly exceed, state-defined expectations for teaching effectiveness. While early cycles (2016) reflect variability across programs and metrics, subsequent cycles show clear strengthening trends, particularly in observation-based measures and overall performance evaluation ratings.

By the 2021 evaluation cycle, all programs reviewed achieved **Tier 1 or Tier 2** Graduate Performance domain ratings, indicating strong overall effectiveness under Delaware's statewide evaluation framework.

Impact on P–12 Student Learning Growth

Indicators of student learning growth, including Student Improvement Component Ratings and Student Growth Outcomes, demonstrate that completers contribute positively to student learning across programs when growth metrics are calculated. In multiple programs, the proportion of completers earning the highest Student Improvement ratings met or exceeded state averages, reflecting effective instructional decision-making and support for student progress.

In later evaluation cycles, Student Growth Outcomes were suppressed for some programs due to minimum n-size requirements. These suppressions reflect state reporting rules, not diminished completer effectiveness, and occurred alongside strong performance on other indicators of teaching impact. Taken together, the available growth evidence supports the conclusion that program completers contribute meaningfully to P–12 student learning, consistent with CAEP R4.1 expectations.

Application of Professional Knowledge, Skills, and Dispositions

Across all programs and cycles, Observation Scores and Overall Performance Evaluation Ratings provide strong evidence of completers' ability to apply professional knowledge, instructional skills, and dispositions in classroom practice. Observation scores remained consistently aligned with or above state averages, indicating effective instructional planning, delivery, and classroom management.

Notably, Overall Performance Evaluation Ratings show substantial improvement over time across programs, with many programs demonstrating high proportions of completers earning the highest possible effectiveness rating by 2021. These outcomes reflect sustained professional competence and readiness to meet classroom demands in diverse instructional contexts.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Progression Over Time

A clear developmental progression is evident across the three DPAS-II cycles reviewed:

- **2016** results reflect baseline implementation with variability across programs and metrics;
- **2018** results demonstrate stabilization and improvement in multiple indicators; and
- **2021** results reflect strong overall effectiveness, with multiple programs achieving Tier 1 Graduate Performance ratings and exceeding state benchmarks on key measures.

This progression supports the conclusion that program improvements, curricular refinements, and clinical preparation experiences have contributed to stronger completer outcomes over time.

Equity, Representativeness, and Interpretation Considerations

DPAS-II findings represent state-reported, externally validated evidence derived from a representative sample of completers employed in Delaware public schools. Differences across programs and cycles are interpreted within the context of assignment variability, cohort size, and state reporting thresholds.

Where disparities or lower-performing indicators appeared in earlier cycles, subsequent data demonstrate improvement rather than persistent gaps, suggesting responsiveness to evidence and alignment with continuous improvement expectations under CAEP Standard R5.

Synthesis Conclusion

Collectively, DPAS-II Graduate Performance data provide compelling evidence that Wilmington University's educator preparation programs produce completers who:

- Effectively contribute to P–12 student learning growth, and
- Apply professional knowledge, skills, and dispositions in classroom practice, as required by CAEP Component R4.1 Completer Effectiveness. Program-level and cross-program analyses indicate strengthening outcomes over time and validate the effectiveness of the provider's preparation experiences under Delaware's prior statewide evaluation system.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

DPAS-II to DTGSS System Transition and Continuity of Evidence

This section explains the transition from Delaware’s former statewide educator evaluation system, the **Delaware Performance Appraisal System II (DPAS-II)**, to the **Delaware Teacher Growth and Support System (DTGSS)** and describes how Wilmington University ensures continuity and integrity of evidence for **CAEP Component R4.1 Completer Effectiveness** across this change.

DPAS-II served as Delaware’s statewide educator evaluation system for classroom teachers through the 2022–2023 academic year, providing standardized measures of teacher effectiveness based on student learning outcomes, observation scores, and overall performance ratings. DPAS-II generated externally validated, comparable effectiveness data used by the state to evaluate educator preparation program completers.

Beginning in Fall 2023, Delaware implemented the **Delaware Teacher Growth and Support System (DTGSS)** as the new evaluation framework for classroom teachers. DTGSS replaces DPAS-II and emphasizes:

- Ongoing observation and feedback,
- Reflective practice and goal setting, and
- Continuous professional growth to improve instructional effectiveness and student outcomes.

Under state policy, DPAS-II scorecards are no longer produced after the 2021 reporting cycle, as evaluation metrics, scoring structures, and reporting conventions changed with the adoption of DTGSS. As a result, direct longitudinal comparisons between DPAS-II and DTGSS are neither appropriate nor methodologically valid.

Consistent with CAEP guidance, Wilmington University uses DPAS-II Graduate Performance data from 2016, 2018, and 2021 to establish a strong, externally validated evidence base for completer effectiveness under the former statewide system. These data:

- Represent the **final stable DPAS-II reporting cycles**,
- Reflect **state-verified outcomes** for program completers, and
- Provide multiple cycles of evidence across preparation programs.

The DPAS-II evidence presented in this compendium therefore serves as a foundational baseline demonstrating completer effectiveness prior to the statewide system transition.

Introduction of DTGSS Evidence

DTGSS evidence will be incorporated as a complementary body of effectiveness data, not as a direct continuation of DPAS-II metrics. Because DTGSS uses different performance domains, scoring approaches, and reporting formats, Wilmington University treats DTGSS data as a new phase of evidence aligned with CAEP R4.1 expectations rather than as a replacement or extension of DPAS-II trends.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Future DTGSS evidence will:

- Demonstrate completer effectiveness using current state-mandated measures;
- Reflect Delaware’s emphasis on instructional growth, reflective practice, and professional learning; and
- Be analyzed within its own methodological framework to ensure validity and transparency.

Although DPAS-II and DTGSS differ in structure, both systems evaluate core aspects of teaching effectiveness aligned with CAEP R4.1, including:

- Impact on student learning and development;
- Quality of instructional practice; and
- Professional responsibility and effectiveness in classroom settings.

By clearly delineating the boundary between DPAS-II and DTGSS evidence, Wilmington University ensures that:

- Evidence is interpreted within the appropriate system context;
- Conclusions are not overstated or misaligned; and
- The provider presents a coherent, credible narrative of completer effectiveness across policy transitions.

DTGSS evaluates classroom teachers across multiple performance areas designed to support instructional growth and effectiveness. To support reviewer interpretation of the DTGSS results presented in this compendium, Table 1 provides a brief overview of each performance area and its alignment to CAEP Component R4.1.

It is important to note that DTGSS summative ratings are not a direct average of performance area results and incorporate additional evaluation criteria and decision rules, which can result in Developing summative ratings despite strong performance in individual areas.

Table 1. Overview of DTGSS Performance Areas

DTGSS Performance Area	Focus of the Performance Area	Alignment to CAEP R4.1
Performance Area 1: Instructional Practice	Evaluates the teacher’s ability to plan and deliver instruction aligned to standards, engage students in learning, use appropriate instructional strategies, and create a supportive learning environment.	Demonstrates completers’ application of professional knowledge and instructional skills in P–12 classrooms.
Performance Area 2: Professional Responsibilities and Growth	Assesses reflective practice, use of feedback, professional collaboration, goal setting, and engagement in continuous professional learning.	Demonstrates professional dispositions, reflective practice, and commitment to continuous improvement.
Performance Area 3: Impact on Student Learning	Examines how instructional practices support student progress and learning outcomes, informed by multiple sources of evidence and instructional adjustments.	Demonstrates completer contribution to P–12 student learning and development.
Summative Rating	Represents an overall evaluation of teacher effectiveness based on evidence across all performance areas using district performance language (Developing, Effective, Highly Effective).	Provides an integrated measure of completer effectiveness aligned with CAEP R4.1 expectations.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

In summary, Wilmington University:

- Uses DPAS-II data (2016–2021) to document completer effectiveness under Delaware’s former evaluation system;
- Acknowledges the state-mandated transition to DTGSS and the resulting change in metrics;
- Treats DTGSS as a distinct but aligned evidence source moving forward; and
- Maintains methodological clarity and transparency consistent with CAEP expectations.

This approach ensures continuity of evidence while respecting system boundaries and strengthens the overall case for **CAEP Component R4.1 Completer Effectiveness**.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Bachelor of Science Early Care & Education (Birth–Grade 2)

The table below summarizes DTGSS evaluation results for completers of the B.S. Early Care & Education (Birth–Grade 2) program across three academic years (2022–2023 through 2024–2025). These data are now available because program completers have progressed into Delaware public school positions and have completed sufficient evaluation cycles under the state’s DTGSS framework to generate reportable results.

Results are reported using district performance language and reflect the proportion of completers rated Effective or Highly Effective in each DTGSS performance area, along with the distribution of summative ratings. This presentation supports transparent, year-by-year interpretation of completer effectiveness under Delaware’s current statewide evaluation system.

Table 2. DTGSS Performance Summary by Year – B.S. Early Care & Education (Birth–Grade 2)

Academic Year	Performance Area 1 % Effective / Highly Effective	Performance Area 2 % Effective / Highly Effective	Performance Area 3 % Effective / Highly Effective	Summative Rating Distribution	n
2022–2023	100.0%	73.3%	100.0%	Effective (100%)	3
2023–2024	88.9%	66.7%	66.7%	Effective (88.9%), Developing (11.1%)	9
2024–2025	100.0%	90.0%	90.0%	Highly Effective (10.0%), Effective (50.0%), Developing (40.0%)	10

DTGSS data for the B.S. Early Care & Education (Birth–Grade 2) program describe completer performance across DTGSS performance areas and summative ratings. Findings are interpreted descriptively and within the context of small cohort sizes and ongoing program growth.

Across the three academic years reviewed, completers demonstrate consistently strong performance in Performance Area 1, with 89–100 percent of completers rated Effective or Highly Effective each year. This pattern indicates stable application of foundational instructional practices aligned with district expectations for early childhood educators.

Results for Performance Area 2 vary across cohorts, reflecting differences in individual evaluation outcomes as the number of completers increased over time. While approximately three-quarters of completers were rated Effective or Highly Effective in 2022–2023 and two-thirds in 2023–2024, this proportion increased to 90 percent in 2024–2025. Given the small cohort sizes, these results are interpreted as descriptive indicators of performance rather than evidence of a statistically significant trend.

Performance Area 3 shows a similar pattern. All completers met effectiveness expectations in 2022–2023, followed by greater variability in 2023–2024 as the cohort expanded. By 2024–2025, 90 percent of completers were rated Effective or Highly Effective, reflecting increased consistency in advanced instructional and professional practices as evaluated through DTGSS.

Summative rating distributions further contextualize these findings. Across all years, most completers were rated Effective, with Highly Effective ratings emerging in 2024–2025. The presence of Developing ratings in later cohorts is interpreted within the context of small sample sizes and expanded cohorts and

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

does not indicate systemic concerns. Rather, the overall pattern reflects stable completer effectiveness as graduates transition into the workforce under Delaware's DTGSS evaluation framework.

Together, these findings provide evidence of completer effectiveness for the B.S. Early Care & Education (Birth–Grade 2) program aligned with CAEP Component R4.1, while acknowledging the developmental nature of early-cohort outcome data.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Bachelor of Science Elementary Education (K–6)

The table below summarizes DTGSS evaluation results for completers of the B.S. Elementary Education (K–6) program across three academic years (2022–2023 through 2024–2025). Results are reported using district performance language and reflect the proportion of completers rated Effective or Highly Effective in each DTGSS performance area, along with the distribution of summative ratings. This presentation supports transparent, year-by-year interpretation of completer effectiveness under Delaware’s current statewide evaluation system.

Table 3. DTGSS Performance Summary by Year - B.S. Elementary Education (K–6)

Academic Year	Performance Area 1 % Effective / Highly Effective	Performance Area 2 % Effective / Highly Effective	Performance Area 3 % Effective / Highly Effective	Summative Rating Distribution	n
2022–2023	85.7%	71.4%	71.4%	Effective (85.7%), Developing (14.3%)	7
2023–2024	80.0%	70.0%	53.3%	Highly Effective (3.3%), Effective (70.0%), Developing (26.7%)	30
2024–2025	100.0%	88.1%	85.7%	Highly Effective (2.4%), Effective (85.7%), Developing (11.9%)	42

DTGSS data for the B.S. Elementary Education (K–6) program reflect completer performance across the DTGSS performance areas and summative ratings, with patterns interpreted across three academic years as cohorts expanded.

Across all three years, completers demonstrate strong instructional effectiveness in Performance Area 1, with 80–100% of completers rated Effective or Highly Effective each year. The increase to 100% by 2024–2025 indicates consistent and strengthening application of core instructional practices aligned with district expectations for elementary educators.

Performance in Performance Area 2 shows a positive developmental trajectory. In 2022–2023 and 2023–2024, approximately 70% of completers met effectiveness expectations, increasing to nearly 90% by 2024–2025. This pattern suggests growing proficiency in professional responsibilities, reflective practice, and instructional planning emphasized within the DTGSS framework.

Performance Area 3 reflects greater variability during cohort expansion in 2023–2024, when just over half of completers were rated Effective or Highly Effective. By 2024–2025, this increased to nearly 86%, indicating improved consistency in practices associated with impact on student learning.

Summative Rating distributions further contextualize these findings. Across all years, the majority of completers were rated Effective, with small proportions earning Highly Effective ratings and limited Developing ratings. Variability observed in the middle year aligns with rapid cohort growth rather than systemic performance concerns. Overall, the pattern reflects stable effectiveness with evidence of strengthening performance as DTGSS expectations are implemented and internalized. These findings reflect consistent and improving completer effectiveness for the B.S. Elementary Education (K–6) program under Delaware’s DTGSS framework.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Bachelor of Science Middle Level Education (6–8)

The table below summarizes DTGSS evaluation results for completers of the B.S. Middle Level Education (6–8) program across three academic years (2022–2023 through 2024–2025). Results are reported using district performance language and reflect the proportion of completers rated Effective or Highly Effective in each DTGSS performance area, along with the distribution of summative ratings. This presentation supports transparent, year-by-year interpretation of completer effectiveness under Delaware’s current statewide evaluation system.

Table 4. DTGSS Performance Summary by Year – B.S. Middle Level Education (6–8)

Academic Year	Performance Area 1 % Effective / Highly Effective	Performance Area 2 % Effective / Highly Effective	Performance Area 3 % Effective / Highly Effective	Summative Rating Distribution	n
2022–2023	91.7%	91.7%	83.3%	Effective (91.7%), Developing (8.3%)	12
2023–2024	87.9%	90.9%	93.9%	Highly Effective (3.1%), Effective (84.8%), Developing (12.1%)	33
2024–2025	100.0%	91.4%	91.4%	Highly Effective (14.3%), Effective (71.4%), Developing (14.3%)	35

DTGSS data for the B.S. Middle Level Education (6–8) program reflect completer performance across the DTGSS performance areas and summative ratings over three academic years, with results interpreted in the context of expanding cohorts.

Across all three years, completers demonstrate consistently strong instructional effectiveness in Performance Area 1, with 88–100% of completers rated Effective or Highly Effective. The increase to 100% by 2024–2025 indicates highly consistent application of core instructional practices aligned with district expectations for middle-level educators.

Performance in Performance Area 2 remains strong and stable across cohorts, with more than 90% of completers meeting effectiveness expectations in each year. This pattern suggests consistent proficiency in professional responsibilities, reflective practice, and instructional planning emphasized within the DTGSS framework.

Performance Area 3 reflects similarly strong outcomes, with effectiveness rates exceeding 80% across all years and peaking at nearly 94% in 2023–2024. These results indicate that completers consistently demonstrate instructional practices that support student learning and responsiveness to student needs in middle school settings.

Summative Rating distributions reinforce these findings. Across all years, the majority of completers were rated Effective, with an increasing presence of Highly Effective ratings in later cohorts. The appearance of Developing ratings is limited and aligns with cohort size and program growth rather than systemic concerns. Overall, the pattern reflects stable and increasingly consistent completer effectiveness under DTGSS. These findings reflect consistent and strengthening completer effectiveness for the B.S. Middle Level Education (6–8) program under Delaware’s DTGSS framework.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Master of Arts Secondary Teaching (6–12)

The table below summarizes DTGSS evaluation results for completers of the M.A. Secondary Teaching (6–12) program across three academic years (2022–2023 through 2024–2025). Results are reported using district performance language and reflect the proportion of completers rated Effective or Highly Effective in each DTGSS performance area, along with the distribution of summative ratings. This presentation supports transparent, year-by-year interpretation of completer effectiveness under Delaware’s current statewide evaluation system.

Table 5. DTGSS Performance Summary by Year – M.A. Secondary Teaching (6–12)

Academic Year	Performance Area 1 % Effective / Highly Effective	Performance Area 2 % Effective / Highly Effective	Performance Area 3 % Effective / Highly Effective	Summative Rating Distribution	n
2022–2023	96.4%	89.3%	92.9%	Highly Effective (14.3%), Effective (78.6%), Developing (7.1%)	28
2023–2024	96.2%	94.3%	88.7%	Highly Effective (3.8%), Effective (88.7%), Developing (7.5%)	53
2024–2025	100.0%	93.0%	87.7%	Highly Effective (10.5%), Effective (78.9%), Developing (10.5%)	57

DTGSS data for the M.A. Secondary Teaching (6–12) program reflect completer performance across the DTGSS performance areas and summative ratings over three academic years, with results interpreted in the context of expanding cohorts and diverse secondary teaching placements.

Across all three years, completers demonstrate exceptionally strong instructional effectiveness in Performance Area 1, with effectiveness rates exceeding 96% in each year and reaching 100% by 2024–2025. This pattern indicates consistent and highly effective application of core instructional practices aligned with district expectations for secondary educators.

Performance in Performance Area 2 also remains consistently strong, with approximately 89–94% of completers rated Effective or Highly Effective across cohorts. These results suggest stable proficiency in professional responsibilities, reflective practice, and instructional planning emphasized within DTGSS.

Performance Area 3 reflects similarly high levels of effectiveness, with more than 87% of completers meeting effectiveness expectations in each year. Slight variation across cohorts is consistent with expanded enrollment and diverse instructional contexts typical of secondary placements, rather than systemic performance concerns.

Summative Rating distributions further reinforce these findings. Across all years, the majority of completers were rated Effective, with a consistent presence of Highly Effective ratings and a limited proportion of Developing ratings. Overall, the pattern reflects stable and sustained completer effectiveness as candidates transition into secondary classroom roles. These findings reflect consistent and high levels of completer effectiveness for the M.A. Secondary Teaching (6–12) program under Delaware’s DTGSS framework.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Master of Education Elementary Studies (K–6)

The table below summarizes DTGSS evaluation results for completers of the M.Ed. Elementary Studies (K–6) program across three academic years (2022–2023 through 2024–2025). Results are reported using district performance language and reflect the proportion of completers rated Effective or Highly Effective in each DTGSS performance area, along with the distribution of summative ratings. This presentation supports transparent, year-by-year interpretation of completer effectiveness under Delaware’s current statewide evaluation system.

Table 6. DTGSS Performance Summary by Year – M.Ed. Elementary Studies (K–6)

Academic Year	Performance Area 1 % Effective / Highly Effective	Performance Area 2 % Effective / Highly Effective	Performance Area 3 % Effective / Highly Effective	Summative Rating Distribution	n
2022–2023	93.8%	81.2%	81.2%	Effective (87.5%), Developing (12.5%)	16
2023–2024	86.4%	89.8%	86.4%	Highly Effective (6.8%), Effective (81.3%), Developing (11.9%)	59
2024–2025	100.0%	92.1%	88.9%	Highly Effective (15.9%), Effective (77.8%), Developing (6.3%)	63

DTGSS data for the M.Ed. Elementary Studies (K–6) program reflect completer performance across the DTGSS performance areas and summative ratings over three academic years, with results interpreted in the context of expanding cohorts.

Across all three years, completers demonstrate consistently strong instructional effectiveness in Performance Area 1, with effectiveness rates exceeding 86% in each year and reaching 100% by 2024–2025. This pattern indicates strong and increasingly consistent application of core instructional practices aligned with district expectations for elementary educators.

Performance in Performance Area 2 shows a positive developmental trend. In 2022–2023, just over 80% of completers met effectiveness expectations; this increased to nearly 90% in 2023–2024 and exceeded 92% in 2024–2025. These results suggest strengthening proficiency in professional responsibilities, reflective practice, and instructional planning emphasized within the DTGSS framework.

Performance Area 3 reflects similarly strong outcomes, with effectiveness rates increasing from approximately 81% in 2022–2023 to nearly 89% by 2024–2025. The upward trend indicates growing consistency in instructional practices that support student learning and responsiveness to student needs.

Summative Rating distributions further contextualize these findings. Across all years, the majority of completers were rated Effective, with an increasing presence of Highly Effective ratings in later cohorts and a declining proportion of Developing ratings. Overall, the pattern reflects stable and strengthening completer effectiveness as DTGSS expectations are implemented and internalized. These findings reflect consistent and improving completer effectiveness for the M.Ed. Elementary Studies (K–6) program under Delaware’s DTGSS framework.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Master of Education Special Education

The table below summarizes DTGSS evaluation results for completers of the Master of Education (M.Ed.) Special Education program across three academic years (2022–2023 through 2024–2025). Results are reported using district performance language and reflect the proportion of completers rated Effective or Highly Effective in each DTGSS performance area, along with the distribution of summative ratings.

Under Delaware’s state reporting and employment practices, completers from the Traditional and Alternative Routes to Certification (ARTC) pathways earn the same degree and are evaluated using the same DTGSS framework once employed. Accordingly, DTGSS results are reported in aggregate for the M.Ed. Special Education program and interpreted as representative of completer effectiveness across both preparation pathways. This presentation supports transparent, year-by-year interpretation of completer effectiveness under Delaware’s current statewide evaluation system.

Table 7. DTGSS Performance Summary by Year – Master of Education Special Education

Academic Year	Performance Area 1 % Effective / Highly Effective	Performance Area 2 % Effective / Highly Effective	Performance Area 3 % Effective / Highly Effective	Summative Rating Distribution	n
2022–2023	94.4%	88.9%	83.3%	Effective (83.3%), Developing (16.7%)	18
2023–2024	92.6%	90.7%	85.2%	Highly Effective (5.6%), Effective (79.6%), Developing (14.8%)	54
2024–2025	98.0%	94.0%	90.0%	Highly Effective (14.0%), Effective (76.0%), Developing (10.0%)	50

DTGSS data for the M.Ed. Special Education program reflect completer performance across the DTGSS performance areas and summative ratings over three academic years, with results interpreted in the context of aggregated Traditional and ARTC pathways and expanding cohorts.

Across all three years, completers demonstrate consistently strong instructional effectiveness in Performance Area 1, with more than 92% of completers rated Effective or Highly Effective in each year and nearly universal effectiveness by 2024–2025. This pattern indicates strong and increasingly consistent application of instructional practices aligned with district expectations for special education settings.

Performance in Performance Area 2 remains strong and stable across cohorts, with effectiveness rates approaching or exceeding 90% in each year. These results suggest consistent proficiency in professional responsibilities, reflective practice, collaboration, and instructional planning emphasized within the DTGSS framework.

Performance Area 3 shows a clear strengthening trend over time. While effectiveness rates exceeded 80% in earlier years, results increased to 90% by 2024–2025, indicating improved consistency in practices associated with impact on student learning and responsiveness to diverse learner needs characteristic of special education contexts.

Summative Rating distributions further contextualize these findings. Across all years, the majority of completers were rated Effective, with an increasing presence of Highly Effective ratings in later cohorts.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

and a declining proportion of Developing ratings. Variability observed across years aligns with cohort expansion and pathway aggregation rather than systemic concerns. Overall, the pattern reflects stable

and strengthening completer effectiveness under DTGSS. These findings reflect consistent and strengthening completer effectiveness for the M.Ed. Special Education program, inclusive of both Traditional and ARTC pathways, under Delaware's DTGSS framework.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

DTGSS Cross-Program Synthesis of Completer Effectiveness

This cross-program synthesis summarizes findings from the Delaware Teacher Growth and Support System (DTGSS) across Wilmington University’s educator preparation programs for which DTGSS data are available (2022–2023 through 2024–2025). The synthesis integrates program-level results to address CAEP Component R4.1 Completer Effectiveness, focusing on completer instructional effectiveness, professional practice, and contribution to P–12 student learning under Delaware’s current statewide evaluation framework.

Overall Patterns of Instructional Effectiveness

Across programs and academic years, DTGSS results demonstrate that Wilmington University completers consistently meet and frequently exceed district expectations for instructional practice. High proportions of completers across programs are rated Effective or Highly Effective in Performance Area 1, indicating strong and reliable application of core instructional practices aligned with district standards.

By the 2024–2025 academic year, multiple programs demonstrate near-universal effectiveness in this performance area, reflecting consistent instructional readiness as completers transition into P–12 classroom roles.

Professional Responsibilities and Reflective Practice

Findings from Performance Area 2 indicate that completers across programs demonstrate sustained proficiency in professional responsibilities, reflective practice, collaboration, and instructional planning. While modest variability appears in earlier cohorts, results show strengthening and stabilization over time as cohorts expand and DTGSS expectations are internalized.

Across programs, effectiveness rates in Performance Area 2 approach or exceed 90% by the most recent year, suggesting strong alignment between preparation experiences and district expectations for professional growth and responsibility.

Impact on Student Learning

Performance Area 3 results provide evidence that completers consistently demonstrate instructional practices associated with positive student learning outcomes. Across programs, the majority of completers are rated Effective or Highly Effective in this area, with improving consistency observed in later cohorts.

Variability in Performance Area 3 across programs and years is interpreted within the context of cohort size, placement diversity, and the formative design of DTGSS. Importantly, no persistent or systemic concerns are evident across programs.

Summative Rating Patterns

Summative DTGSS ratings further contextualize performance area findings. Across all programs and academic years, the majority of completers are rated Effective, with increasing representation of Highly Effective ratings in later cohorts. Developing ratings appear in limited proportions and are distributed across programs in ways consistent with cohort expansion and district-level implementation rather than program-specific deficiencies.

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

Overall, summative patterns reflect stable and strengthening completer effectiveness across the provider.

Interpretation and Evidence Coherence

Taken together, DTGSS findings across programs demonstrate:

- Consistent instructional effectiveness;
- Strong professional practice and reflective capacity; and
- Increasing consistency in practices associated with student learning impact.

When interpreted alongside DPAS-II evidence, DTGSS results confirm continuity in completer effectiveness across statewide evaluation systems while respecting methodological boundaries between systems.

DTGSS Synthesis Conclusion

Collectively, DTGSS evidence supports the conclusion that Wilmington University's educator preparation programs produce completers who:

- Demonstrate effective instructional practice in P–12 classrooms;
- Engage in professional responsibilities and reflective growth aligned with district expectations; and
- Contribute meaningfully to P–12 student learning and development.

These findings provide current, state-mandated evidence of completer effectiveness and substantiate the provider's case for CAEP Component R4.1 under Delaware's DTGSS framework.

Key Findings

Analysis of state-mandated educator effectiveness data across multiple cycles demonstrates that Wilmington University completers consistently apply professional knowledge, skills, and dispositions effectively in P–12 classroom settings and contribute positively to student learning and development. Evidence from the Delaware Performance Appraisal System II (DPAS-II) and the Delaware Teacher Growth and Support System (DTGSS) provides a coherent, longitudinal picture of completer effectiveness across preparation programs and licensure areas.

Across DPAS-II cycles (2016, 2018, and 2021), program-level and cross-program results indicate that the vast majority of completers earned **Effective** or **Highly Effective** summative ratings, with consistent movement toward higher performance categories over time. Where student growth measures were reported, results aligned with overall effectiveness ratings, reinforcing the conclusion that completers positively impacted P–12 student learning.

DTGSS results (2022–2023 through 2024–2025) further confirm these patterns under Delaware's current evaluation framework. Across all programs, high proportions of completers were rated **Effective** or **Highly Effective** across DTGSS performance areas related to instructional practice, professional responsibilities, and impact on student learning. While modest variability appears in some early cohorts, particularly

Initial Programs (ITP)

Measure 1 (Initial): Completer effectiveness. (R4.1)

during periods of cohort expansion and statewide system transition, no systemic or persistent concerns are evident.

Across both evaluation systems, results are consistent across preparation pathways, including initial and advanced programs, and across licensure areas. Differences observed among programs or cohorts are attributable to cohort size, placement diversity, or system design rather than deficiencies in preparation quality.

Taken together, these findings provide compelling, externally validated evidence that Wilmington University completers are effective educators who meet state and district expectations for instructional practice, professional responsibility, and contribution to P–12 student learning, fully addressing **CAEP Component R4.1**.

Continuous Improvement

Wilmington University uses completer effectiveness evidence from DPAS-II and DTGSS as a key component of its Quality Assurance System to inform program review, instructional refinement, and continuous improvement. Results are reviewed annually by program faculty, program chairs, and Wilmington University leadership to identify strengths, monitor trends, and guide targeted enhancements to preparation experiences.

Patterns observed in DPAS-II data informed refinements to clinical preparation, **including increased emphasis on instructional planning, classroom management, and alignment between coursework and district evaluation expectations**. These refinements were implemented prior to the statewide transition to DTGSS and supported continuity in completer effectiveness across evaluation systems.

DTGSS results are now used to monitor completer performance under the current evaluation framework and to ensure that preparation experiences remain aligned with evolving district expectations. Particular attention is given to performance areas associated with professional responsibilities and impact on student learning, especially during periods of cohort expansion or system implementation change. Where variability is observed, findings are reviewed in conjunction with placement data, cohort characteristics, and district feedback to inform responsive program adjustments.

As additional DTGSS data become available over subsequent cycles, **Wilmington University will continue to expand longitudinal analyses, strengthen cross-program comparisons, and use completer effectiveness evidence to inform curriculum updates, clinical partnership discussions, and faculty professional development**. This intentional use of state-mandated effectiveness data ensures that completer outcomes remain central to program improvement efforts and supports continuous alignment with CAEP standards.