Program Scorecard Feedback

1. There needs to be an Elementary scorecard that is not also tied to a concentration. All elementary education candidates must choose a concentration (e.g., a middle school area, special education). Currently, there are five scorecards labeled elementary/middle school English, elementary/middle school mathematics, elementary/middle school science, elementary/middle school social studies, and elementary/special education. These scorecards provide ratings on the middle school approved programs and the special education approved program. However, they do not provide a scorecard for the elementary program, which is a separate approved program (e.g., this program submits a SPA report separate from the middle school SPA reports). Therefore, an Elementary scorecard is needed that aggregates the data from the middle school and special education reports and includes elementary candidates who graduated at a time when concentrations were not required.

2. The wording on the state summary should reflect the status of a program when there is not enough data to generate a scorecard. For example, the current wording, "This program did not have enough candidates and/or graduates to generate a scorecard", does not highlight why programs lack data. In addition, there should be a guideline for when a program should not be listed on the state summary due to lack of data. When a program does not have enough data to generate a scorecard and:

• was created within the past nine years, then the wording could be, "This new program did not have a sufficient number of candidates and/or graduates to generate a scorecard." Nine years is the time for candidates to matriculate through a four-year program and for there to be five years of data on graduates. The number of years may be less for masters programs (e.g., 7 years for 2-year masters programs).
• will admit/admits candidates, then the wording could be, "This program did not have a sufficient number of candidates and/or graduates to generate a scorecard."
• no longer admits students, then it should not be included in the state summary (i.e., removed from the list).

Given the above suggestions, the Reading program and School Library Media program should be removed from the state summary because they have not admitted candidate for several years, do not have any candidates in the program, and do not have a sufficient number of graduates to generate a scorecard.

3. The Praxis Core and Performance Assessment metrics should be based on all candidates in a program, not only candidates who have worked in a Delaware public school. Data from all candidates in a program, instead of a small subset of a program, will provide a better measure of the quality of the candidates. For example, if the strongest students receive jobs out of state and the metrics are only based on candidates who receive jobs in Delaware, then the metrics do not accurately capture the quality of the program.

4. The scorecard metrics should be the same as the CAEP metrics, enabling easier data collection and reporting for national accreditation and state program approval. For example, the recruitment metrics could include HS GPA and the candidate performance metrics could include the mean Praxis II content area test score for all candidates in the area of their certification (not only for candidates who teach in Delaware). CAEP also wants placement, retention, and performance data on our graduates.