

Illinois Educator Preparation Profiles (IEPP) Advisory Group

Meeting Seven
June 17, 2026

Welcome! As you join us today...

- Please make sure to rename yourself with the following:
 - First name, last initial
 - Entity (if an ed prep program)
 - Role (if practitioner or hiring manager)
- Instructions:
 - In meeting controls toolbar, click **participants**
 - Tap or hover over your name
 - Pop-up box will show and allow you to change name

Framing for Advisory Group Work

- ISBE's Strategic Plan calls for stronger, more aligned assessment and accountability systems
- Strategic Plan Goal 1.4.2 requires new scoring criteria for all educator preparation programs
- IEPP must expand to include all program areas (teachers, support personnel, and administrators)
- Updates improve transparency, usability, and data quality for IEPP users
- Updates should reflect evolving challenges such as teacher shortages and changing workforce needs

Core Values

- The Illinois State Board of Education (ISBE) is committed to a fair and coherent accountability system for institutions with approved educator preparation programs.
- ISBE recognizes and values the professional expertise of educator preparation program faculty and staff and district partners to inform the refining of the Illinois Educator Preparation Profile (IEPP).
- IEPP is designed to support transparency, shared responsibility, and continuous improvement and to ensure that every student in an Illinois public school is supported by highly effective educators.

Advisory Group Charge

- April – December 2026
 - Your charge as an advisory group, is to be focused on providing input on the domains, indicators, and performance measures.
- 2027-2028
 - Technical advisory groups will provide input on weighting and scoring ranges.

Agenda

- Recap meeting six activities
- Dive into IWERC data on Candidate Completion
- Breakout groups for *Knowledge & Skills* domain
- Preparation for meeting eight
- Closing

Meeting Six Recap

IWERC Data Recap

- Reviewed *Candidate Selection* principal pilot data (2018-2024) that included findings on the following indicators:
 - Program Selection and Enrollment
 - Diverse Candidates
 - Candidate GPA
 - Candidate Employment and Candidate Professional Experience
- Considered how data presented affirmed or challenged initial recommendations for each group
- N size follow up

Domain: Candidate Selection and Completion *Initial Recommendations*

Indicators & Performance Measures	School Support	Teaching
Candidate Entry GPA: % of candidates who had a GPA of 3.0 or higher prior to entering the institution.	Unable to reach consensus. Some in support of retaining and some want to remove. If retained, could potentially revise to reflect average GPAs and/or ranges rather than percentage that meet a cutoff.	Remove entirely. GPA doesn't currently represent a consistent measure; time lapse concerns.
Diverse Candidates: % of candidates enrolled in a preparation program who identify as a member of a diverse group (by racial/ethnic, socioeconomic, and/or first-generation status).	Keep as is. Team felt this was important information.	Revise. Contextualize where IHE is, and add information about what IHE does to support historically marginalized candidates, include other demographic information (e.g., age, faculty diversity); disaggregate diverse groups; may be transparency but not accountability; show in relationship to overall admissions
Diverse Completers: % of candidates enrolled in a preparation program who identify as a member of a diverse group (by racial/ethnic, socioeconomic, and/or first-generation status) and complete the program within the standard program length.	Revise. (1) Report on the percentage of all candidates enrolled who complete in addition to diverse candidates. (2) Report on those who still complete but take longer than the “standard” timeframe in addition to those who complete within the standard timeframe.	Same as diverse candidates. Do want to think about all completers.

Teaching Group General Ideas about Domain

- Clarify what is meant by accountability and transparency
- Clarify relationship between accountability measures and continuous improvement
- How does this Domain as a whole demonstrate "learner-ready"?
- Add indicators reflective of clinical practice and completion time
- Align Domain with the CRTLS and IPES standards programs are held to

Domains: Candidate Selection and Candidate Completion *Initial Recommendations*

	Principal Preparation Indicators & Performance Measures (Pilot)	Administrative
Candidate Selection	Program Selection & Enrollment: % of number of applicants accepted into the program/total number of program applicants, and % of number of enrolled applicants/number of accepted applicants.	Keep enrollment. Ensure demographic information is included to tell programs more about candidates enrolling. Remove selection. It is already in statute, so it does not inform improvement.
	Diverse Candidates: % of candidates enrolled in a preparation program that identify as nonwhite or female.	Keep as is. It matters that we prepare candidates that reflect student population in IL schools.
	Candidate GPA: % of candidates who had a specific undergrad GPA or higher upon entry into the program.	Remove. The further away from graduation you go the more irrelevant GPA is, and it is already used for accreditation purposes. Is not helpful without institution context of admission requirements.
	Candidate Employment: % of candidates who currently work in an IL public school, IL high-needs public school, or elsewhere at the time of program acceptance (disaggregated by region).	Revision. Clearer language of description is needed and unsure value of this being public vs internal data for improvement.
	Candidate Professional Experience: % of completers who have two to five or more years of professional experience at the time of acceptance into the program, compared to statewide averages.	Remove. Effectiveness or some other evidence of quality is more valuable.
Candidate Completion	Program Completion: % of candidates who complete the program within the standard program length, disaggregated by gender and race/ethnicity.	Keep. Consider a better explanation for “standard program length” given various life circumstances.
	Diverse Completers: % of completers of a preparation program who identify as nonwhite or female.	Keep. This is useful to all stakeholders.
	Licensure Acquisition: % of completers who apply for and are issued the principal endorsement within one year of program completion, compared to the number of candidates who graduate with a degree but do not earn licensure.	Revision. Needs to speak to administrative group; will need more context/qualitative data around it and/or include further years out given not everyone plans to go in those roles immediately.

IWERC Presentation



College of Education

Domain 2: Candidate Completion

Candidate Completion	Program Completion	The percentage of candidates who complete the program within the standard program length, disaggregated by gender and race/ethnicity.
	Diverse Completers	The percentage of completers of a preparation program who identify as nonwhite or female.
	Licensure Acquisition	The percentage of completers who apply for and are issued the principal endorsement within one year of program completion, compared to the number of candidates who graduate with a degree but do not earn licensure. Data to Be Reported by the EPP: Each EPP will provide the name and IEIN of candidates who were previously enrolled and who did not complete the licensure program but still graduated with a degree. Data should be provided for completers who enrolled within the last five years and graduated by August 31, 2025.

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Domain 2: Candidate Completion

Program Completion

- Candidates can have a variety of status when reported to the IEPP system:
- From 2018-2025, 29% of candidates were considered active or new and therefore should not be expected to complete their program yet.
- For completion rates, we exclude active and new candidates and use the following definitions:
 - Completed candidates: Candidates who completed the principal preparation program
 - Not completed candidates: Candidates who were reported as withdrawn or inactive

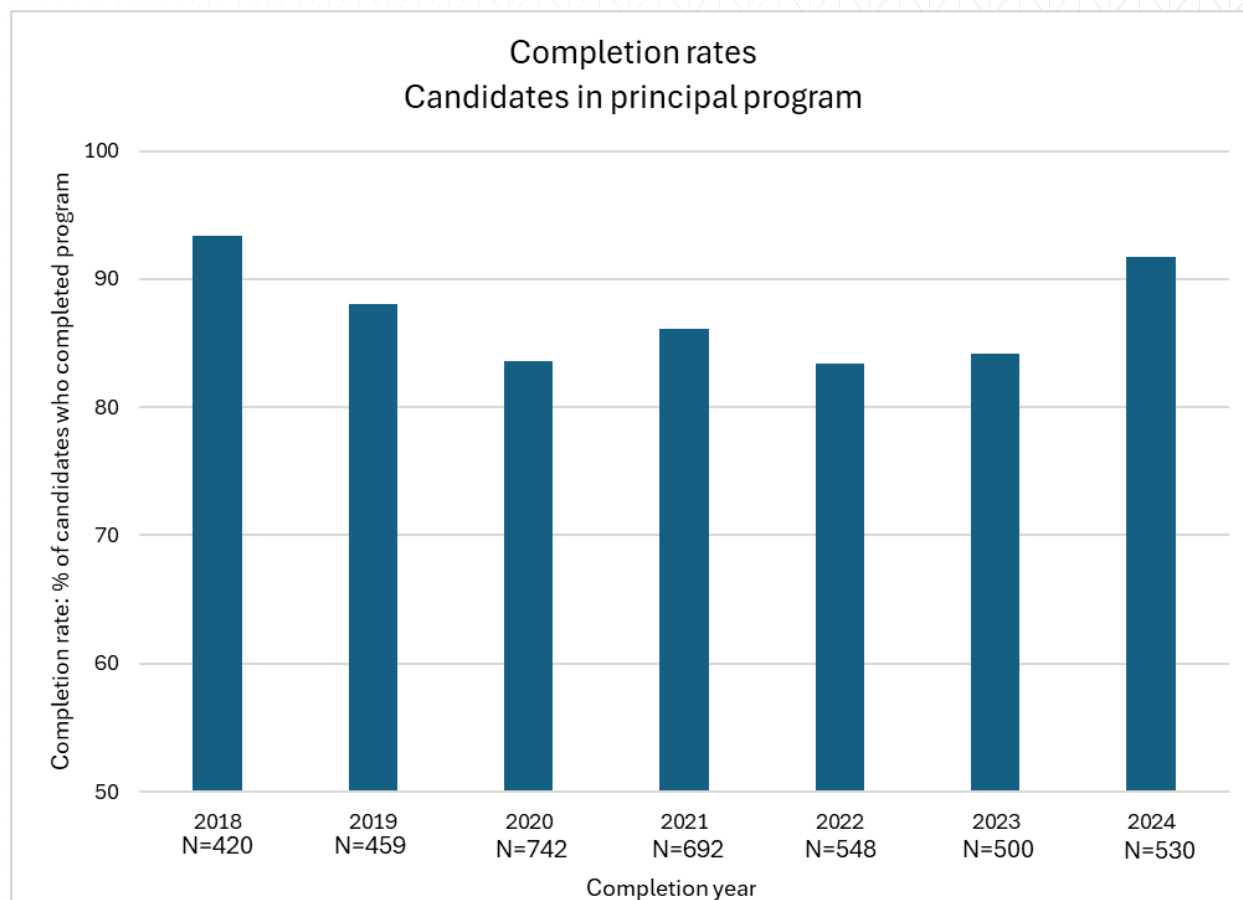
Domain 2: Candidate Completion

Program Completion

Completion status	N	Percent
Active Enrollment	909	16.3%
New Candidate	707	12.7%
Program Completed	3400	61.1%
Inactive – Leave	27	0.5%
Inactive – Testing	93	1.7%
Withdrawn – Major	25	0.5%
Withdrawn – Unknown	399	7.2%
Withdrawn – Terminate	Less than 10	Less than 0.1%
Withdrawn – Transfer	Less than 10	Less than 0.1%

Domain 2: Candidate Completion

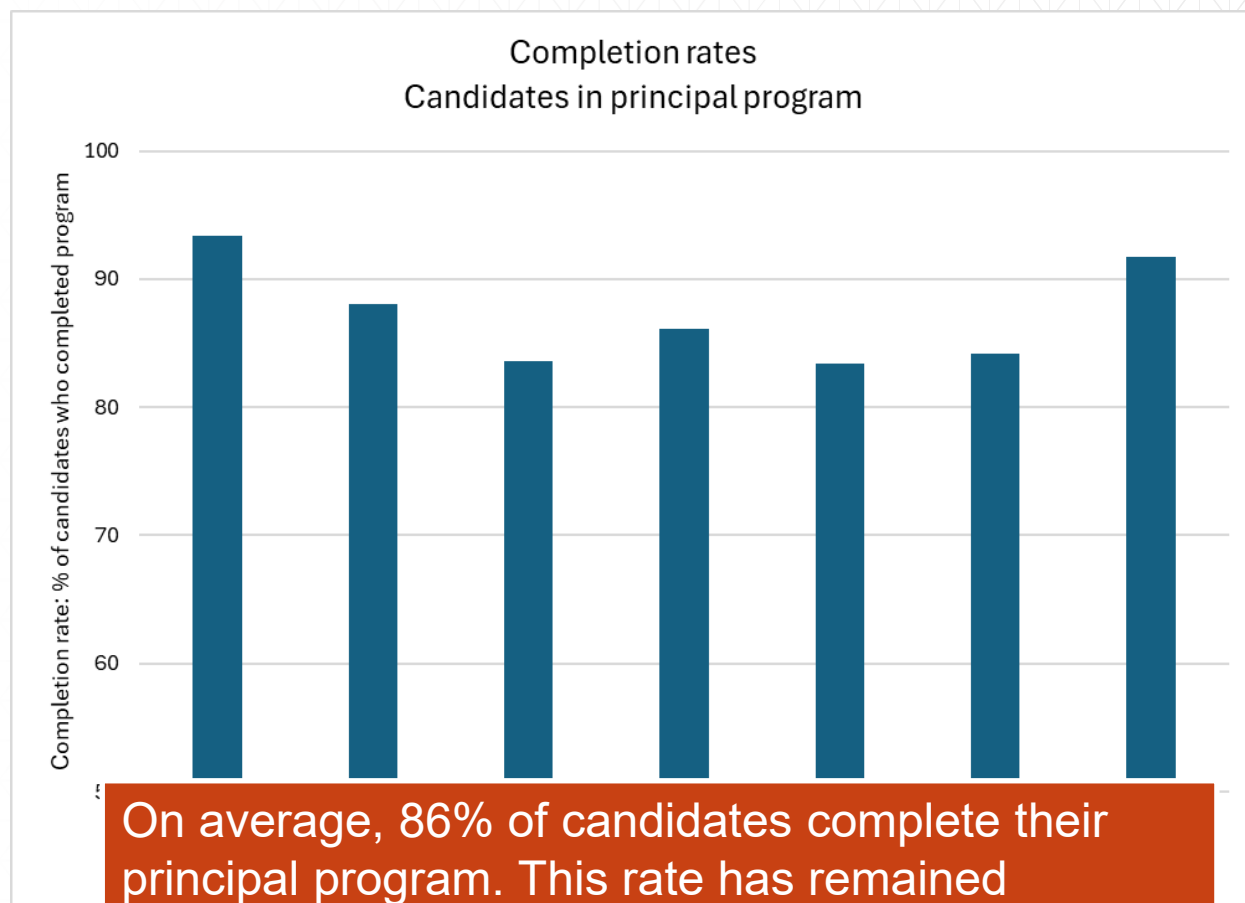
Completion Rates



Note: One candidate had a completion year of 2016 but remains inactive in IEPP data as of SY24.

Domain 2: Candidate Completion

Completion Rates



Note:

On average, 86% of candidates complete their principal program. This rate has remained relatively stable from SY18-SY24, although we saw a slight decrease from 2018 to 2019, and an increase from 2023 to 2024. Completion rates range from 62% to 100% across institutions.

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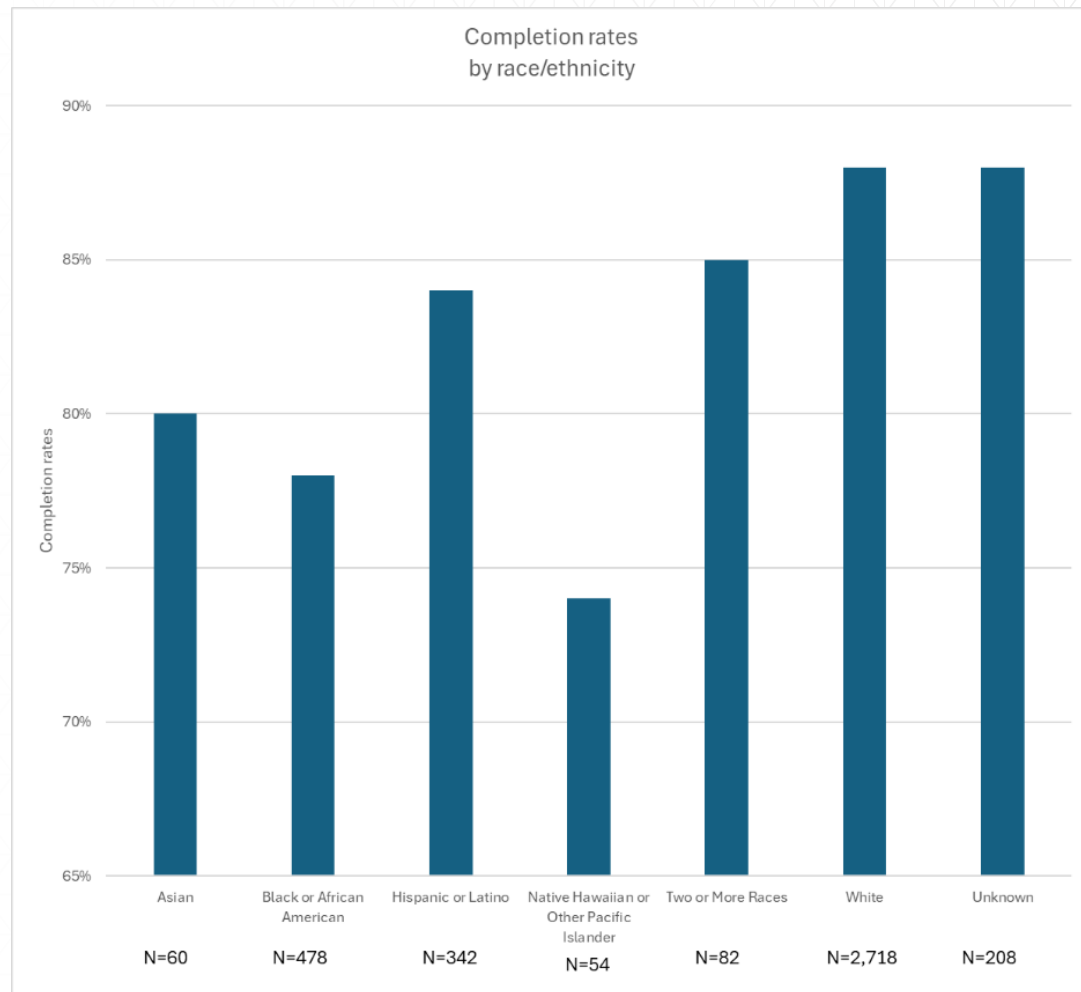
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Domain 2: Candidate Completion

Diverse Completers



Note: Two race/ethnicity groups, each with less than 10 candidates, were excluded.

What variables are associated with completion?

We used logistic regression models to estimate the relationship between completion (yes and no) and selected variables.

Logit models are useful because they explain the likelihood or probability of completion given a specific level of a variable.

What variables are associated with completion?

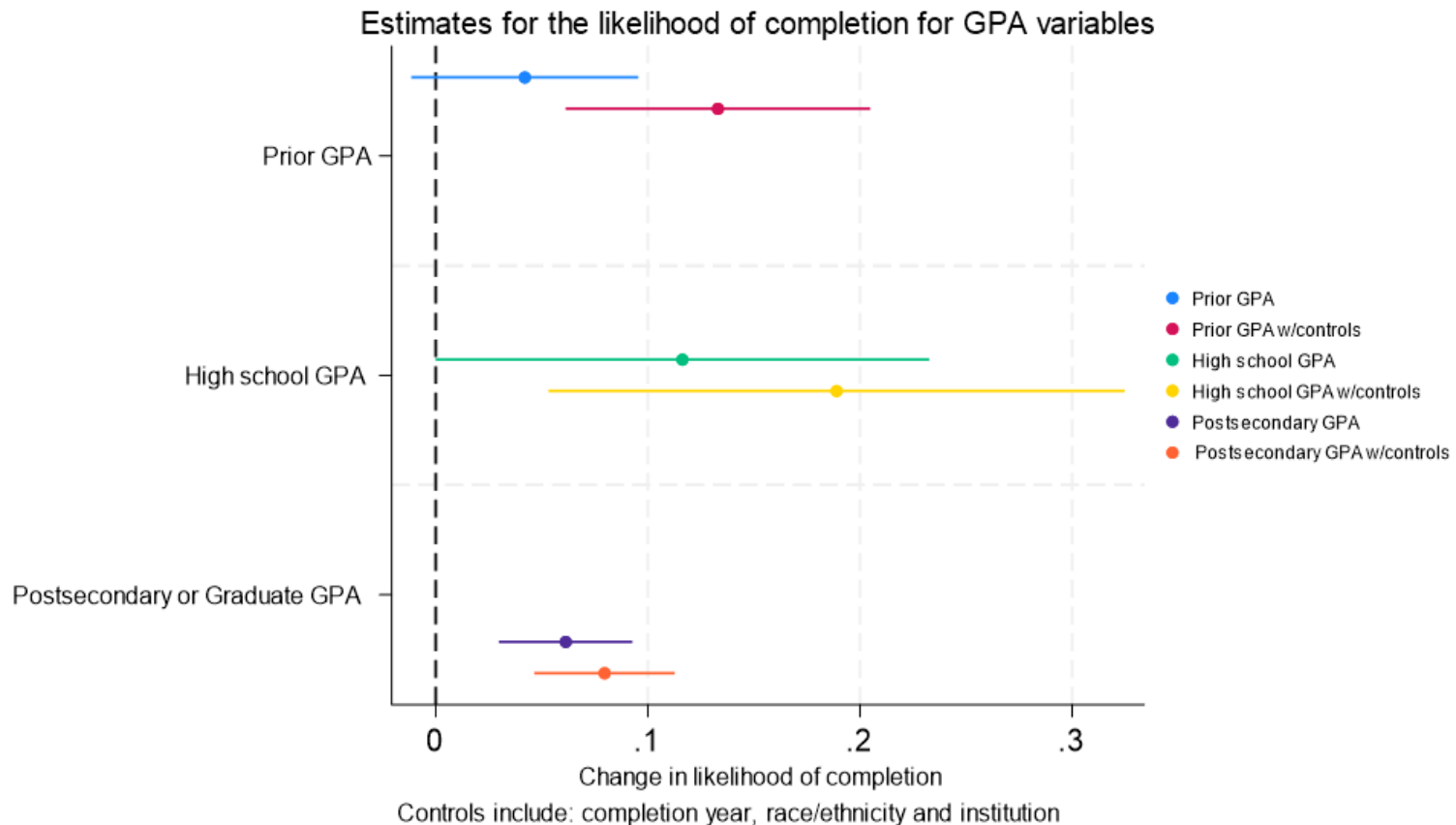
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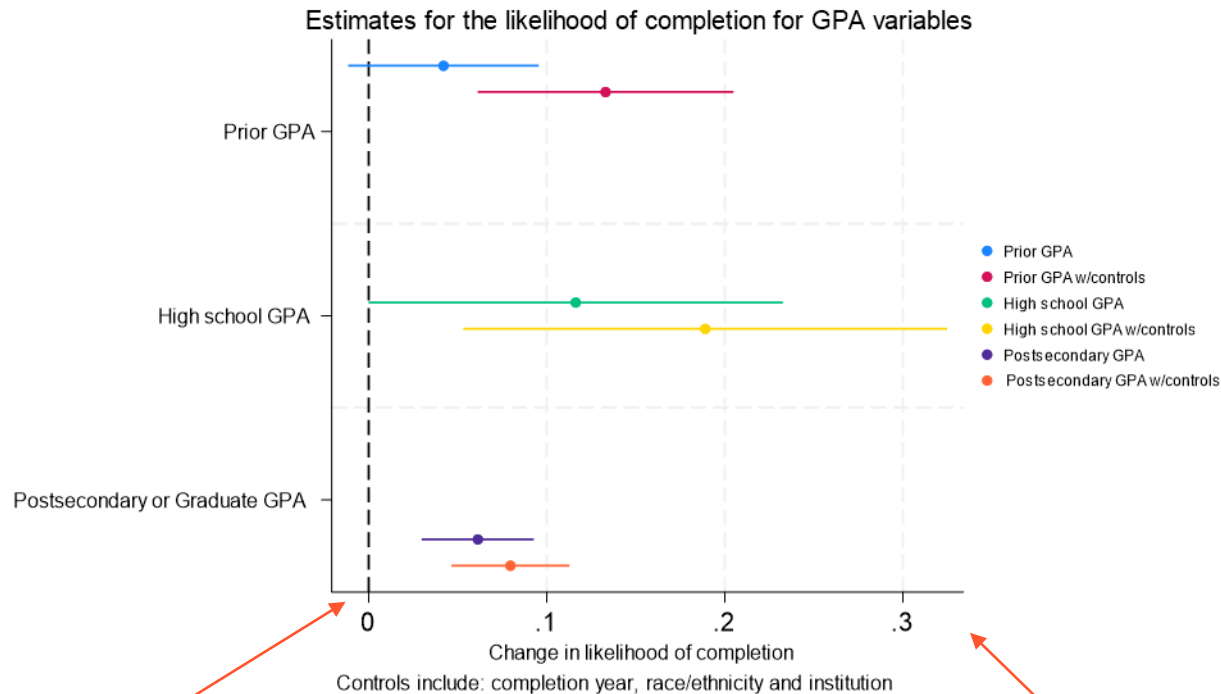
We included controls (year, race/ethnicity, institution) to isolate the relationship between the two variables of interest and make observations comparable.

In other words, we calculate the probability of completion given a specific variable of interest (i.e., GPA) holding everything else constant.

What variables are associated with completion? GPA



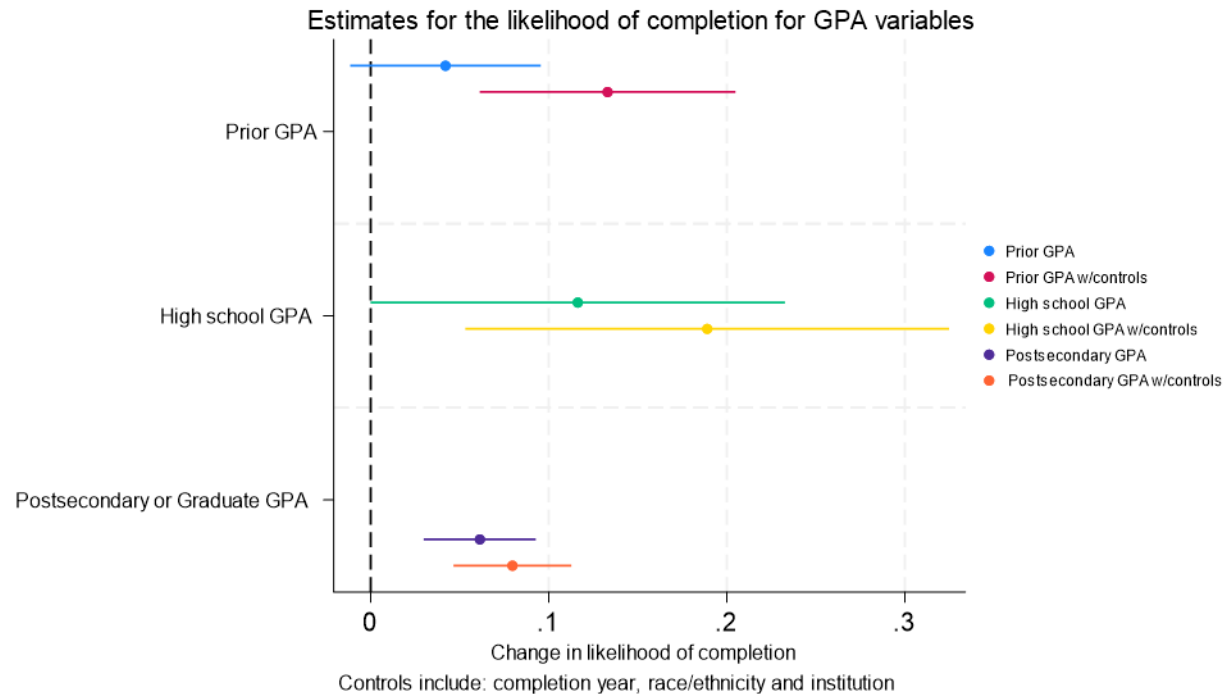
What variables are associated with completion? GPA



If the confidence intervals cross zero, then they *are not* statistically significant. If they do not cross zero, then they *are* statistically significant.

Percentage increase in likelihood of completion

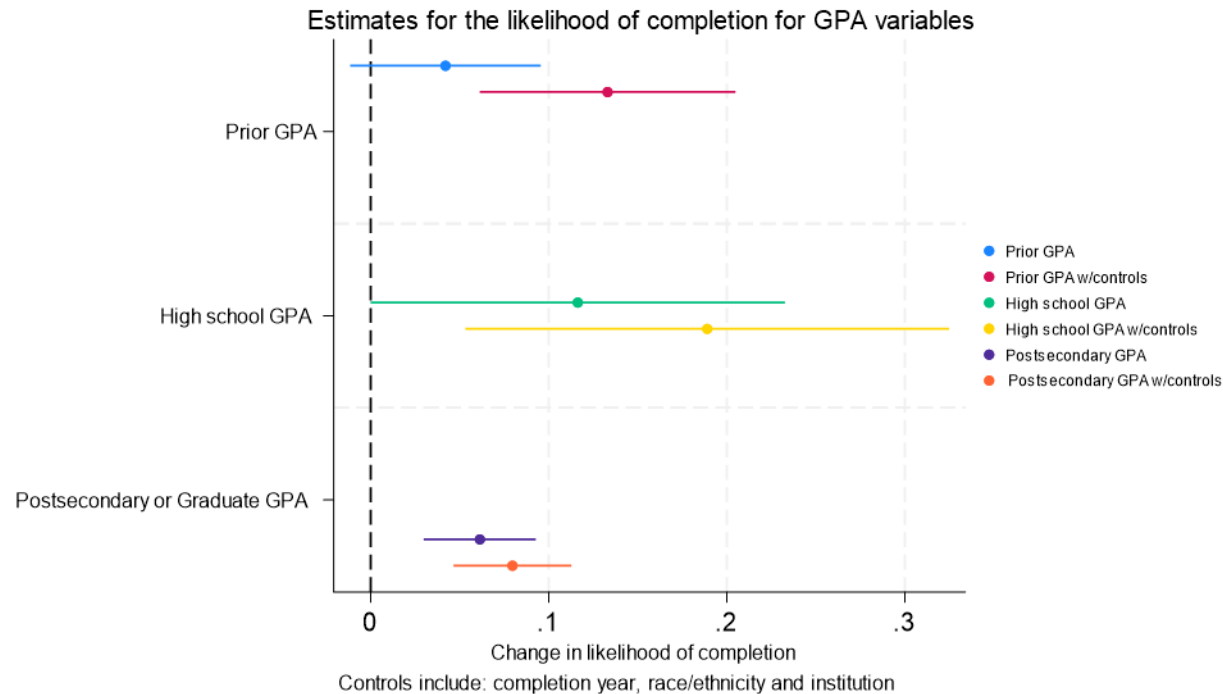
What variables are associated with completion? GPA



Prior GPA is predictive of completion when we control for institution, and this estimation is robust to year and race/ethnicity controls.

An increase of one point in prior GPA predicts a higher likelihood of completion by 13%.

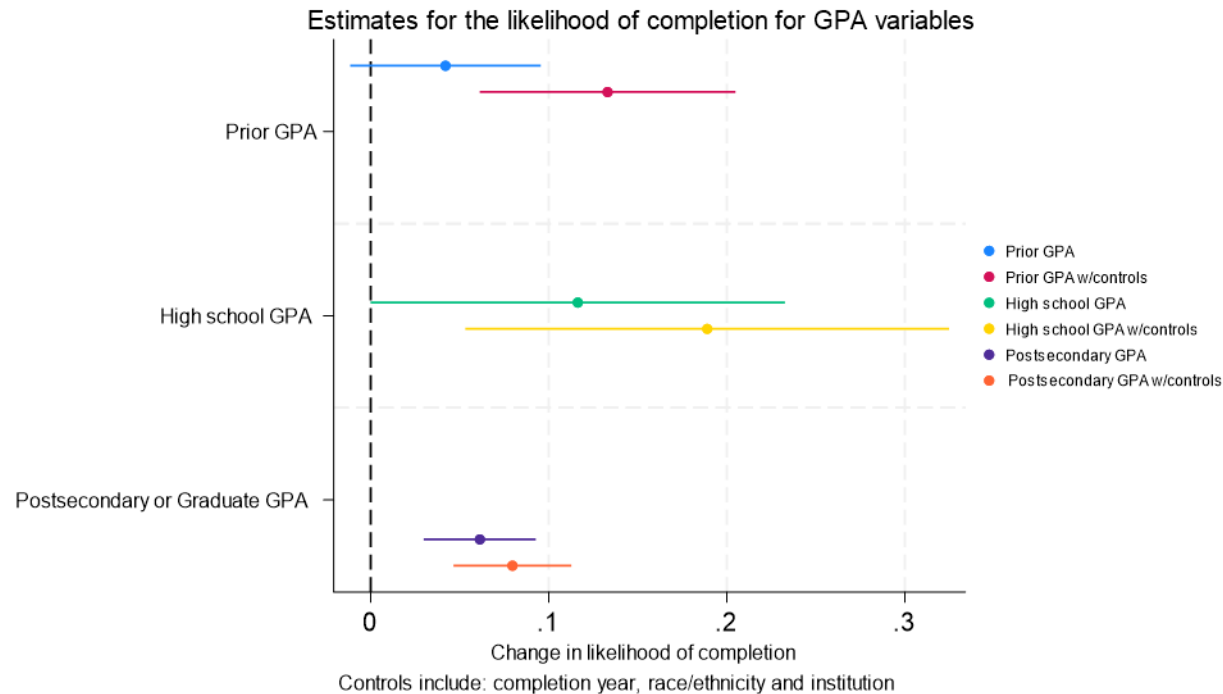
What variables are associated with completion? GPA



Postsecondary GPA is always predictive of completion, and the magnitude increases controlling for institution.

One additional point increases likelihood of completion by 8%.

What variables are associated with completion? GPA



High school GPA is also associated to completion, although the N is very small and coincides with institutions that require high school GPA as admission criteria.

Let's understand together why data indicates that GPA does matter for likelihood of completion.

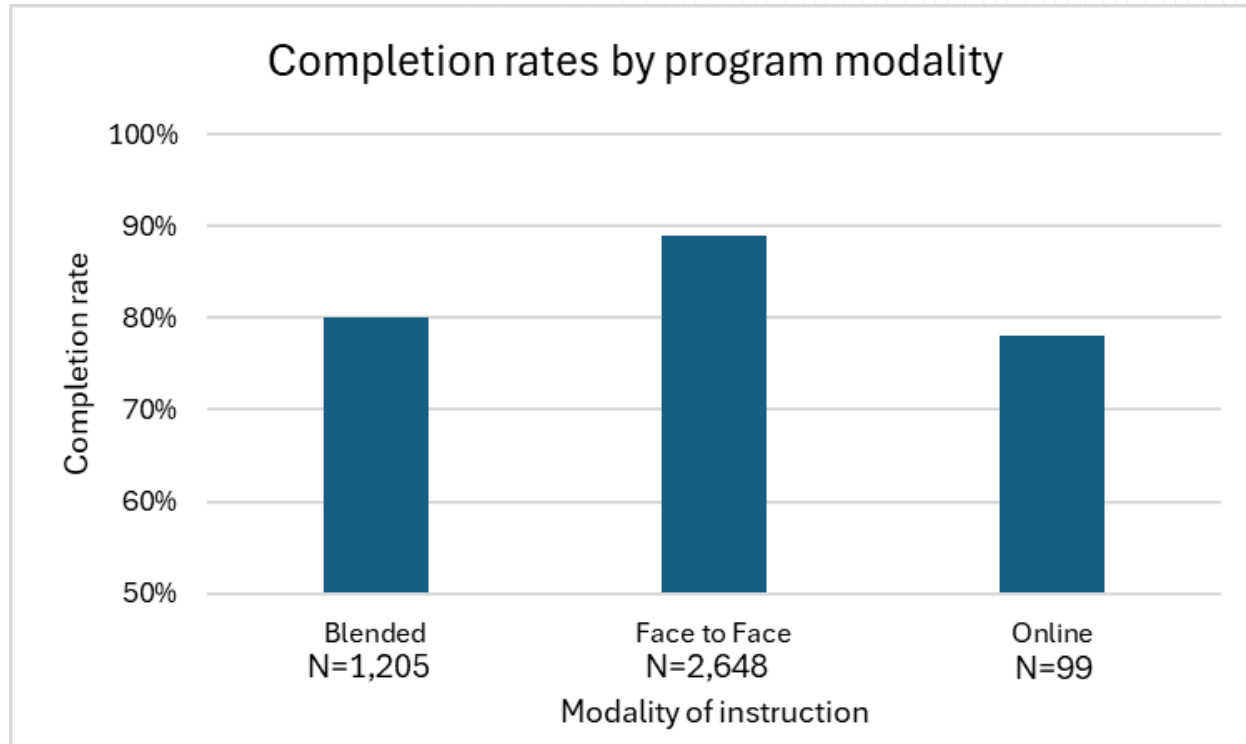
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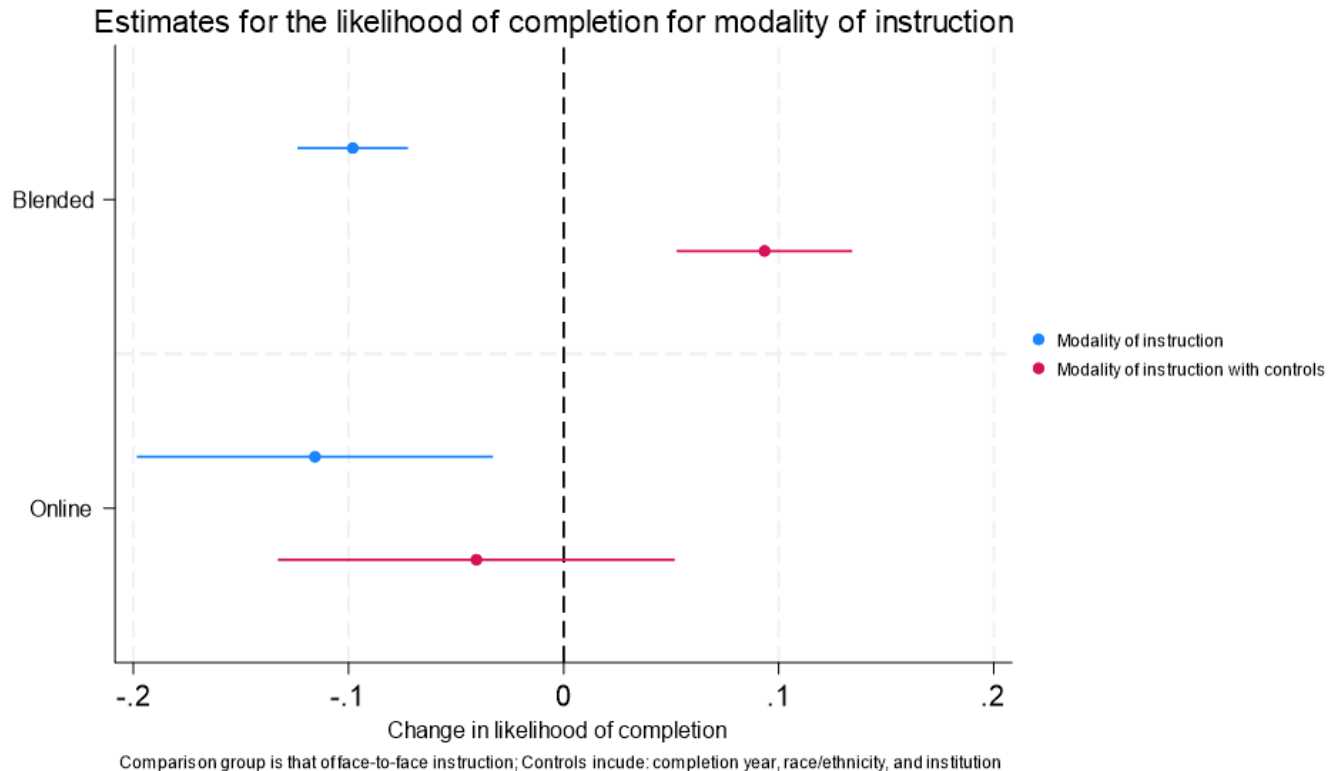
What variables are associated with completion?

Modality of instruction



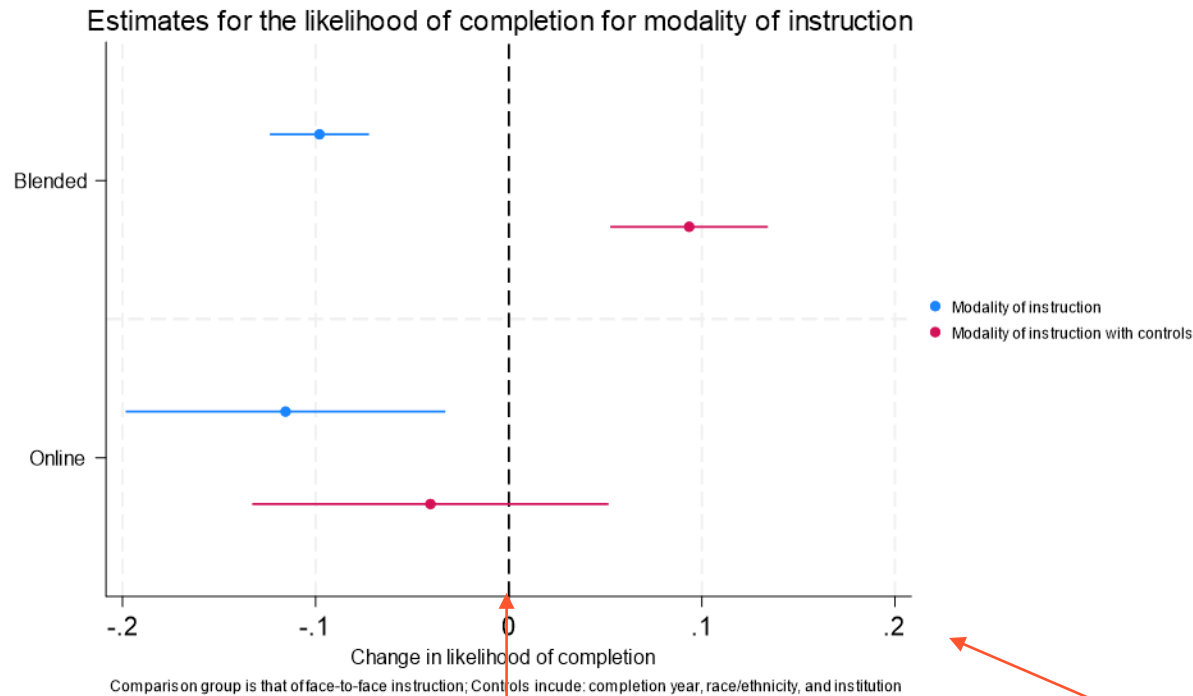
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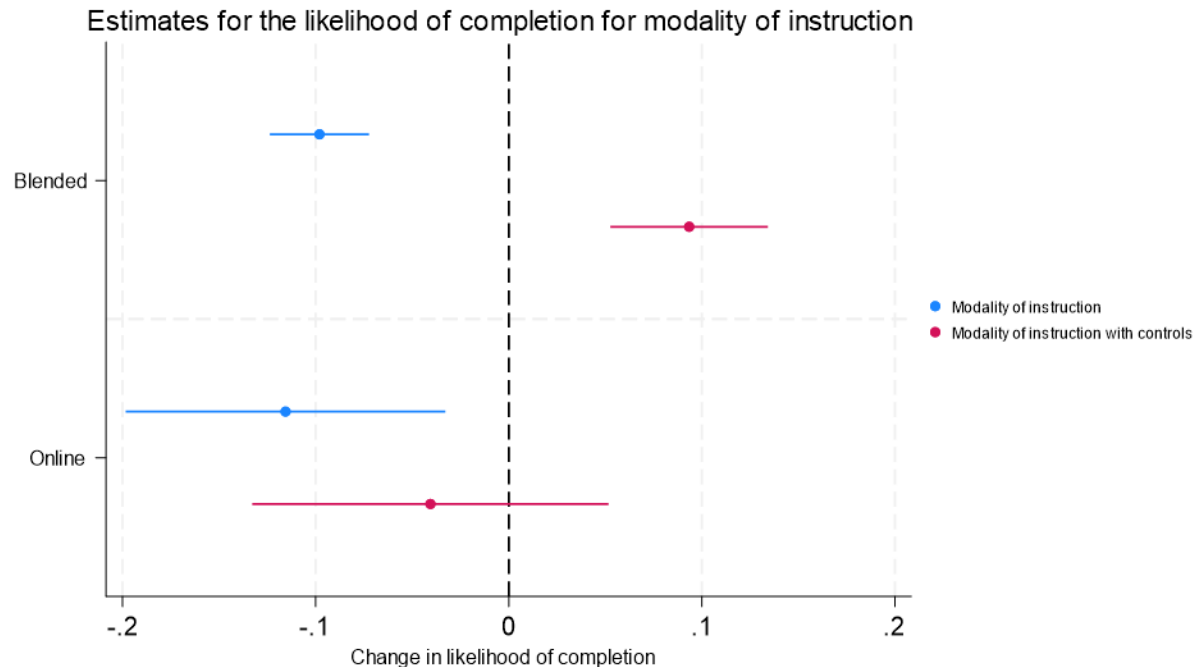


If the confidence intervals cross zero, then they *are not* statistically significant. If they do not cross zero, then they *are* statistically significant.

Percentage change in likelihood of completion

What variables are associated with completion?

Modality of instruction



Comparison group is that of face-to-face instruction; Controls include: completion year, race/ethnicity, and institution

Face-to-face instruction is positively associated with completion; However, when controlling for institution, blended instruction outperforms face-to-face instruction. Online instruction is negatively associated with completion (compared to face-to-face instruction) but is not statistically significant when we control for institution. All estimations are robust to race/ethnicity controls.

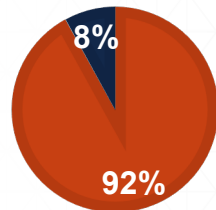
What variables are associated with completion?

Prior experience

Reminder: About 92% of principal candidates worked in a school setting BEFORE enrolling in a principal program

Candidates With Prior Placement Before Beginning IEPP Principal Program

■ Prior placement ■ Not prior placement



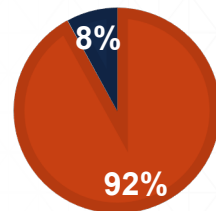
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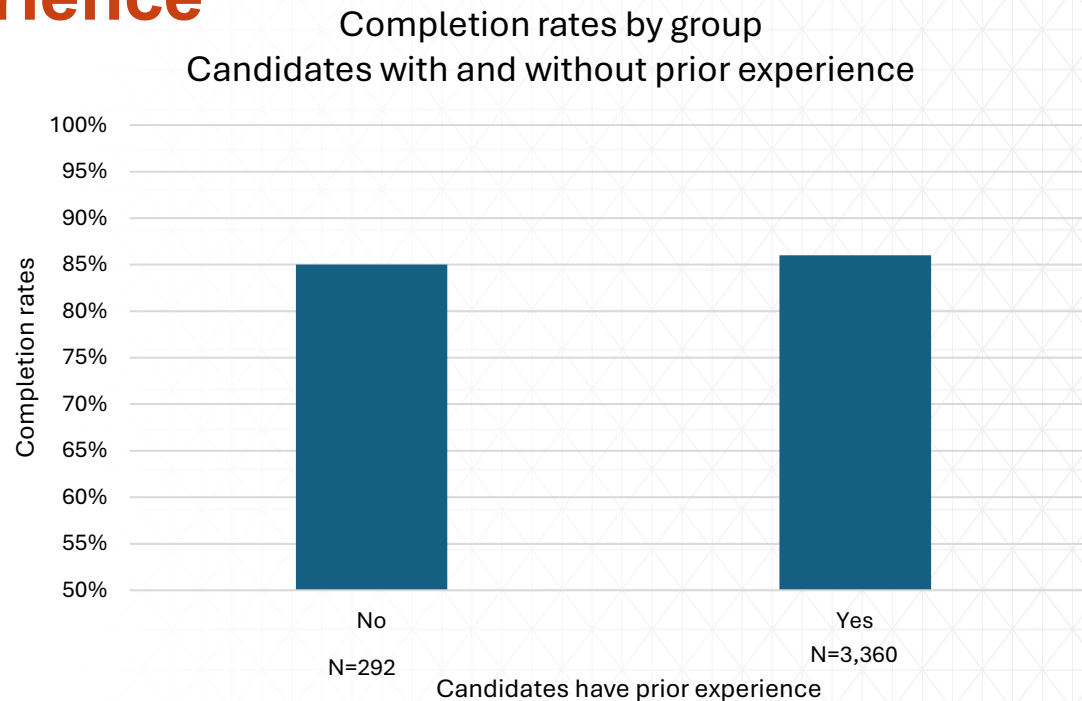
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All candidates who had worked in an Illinois public before enrolling in a principal program are included in this analysis. Employment data are gathered from APR reporting, ELIS data, and EIS data.

What variables are associated with completion?

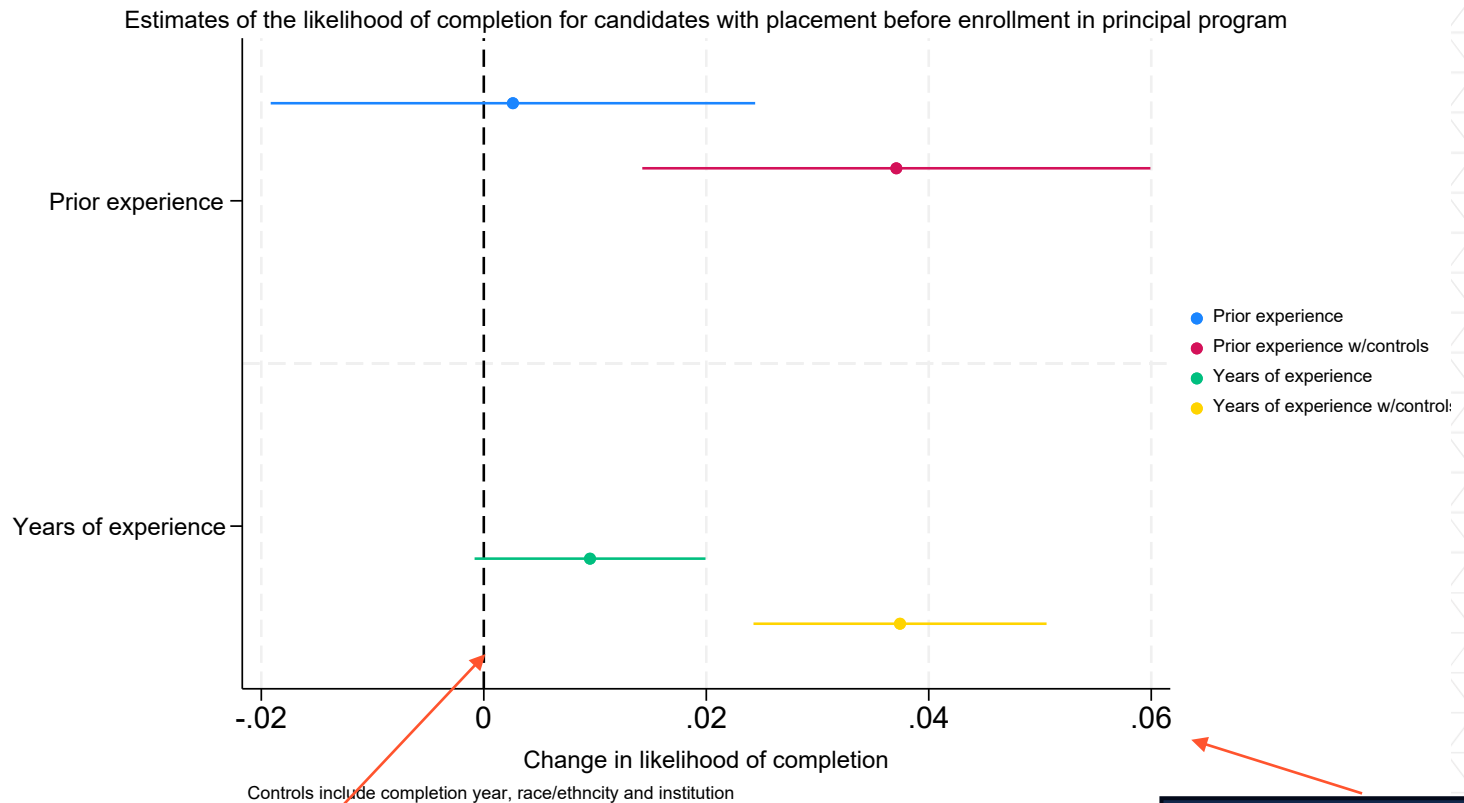
Prior experience



Most candidates have experience in Illinois schools before enrollment in a principal program. Thus, there is very little variation in completion rates for candidates with and without prior experience before enrollment in a principal program.

What variables are associated with completion?

Prior experience

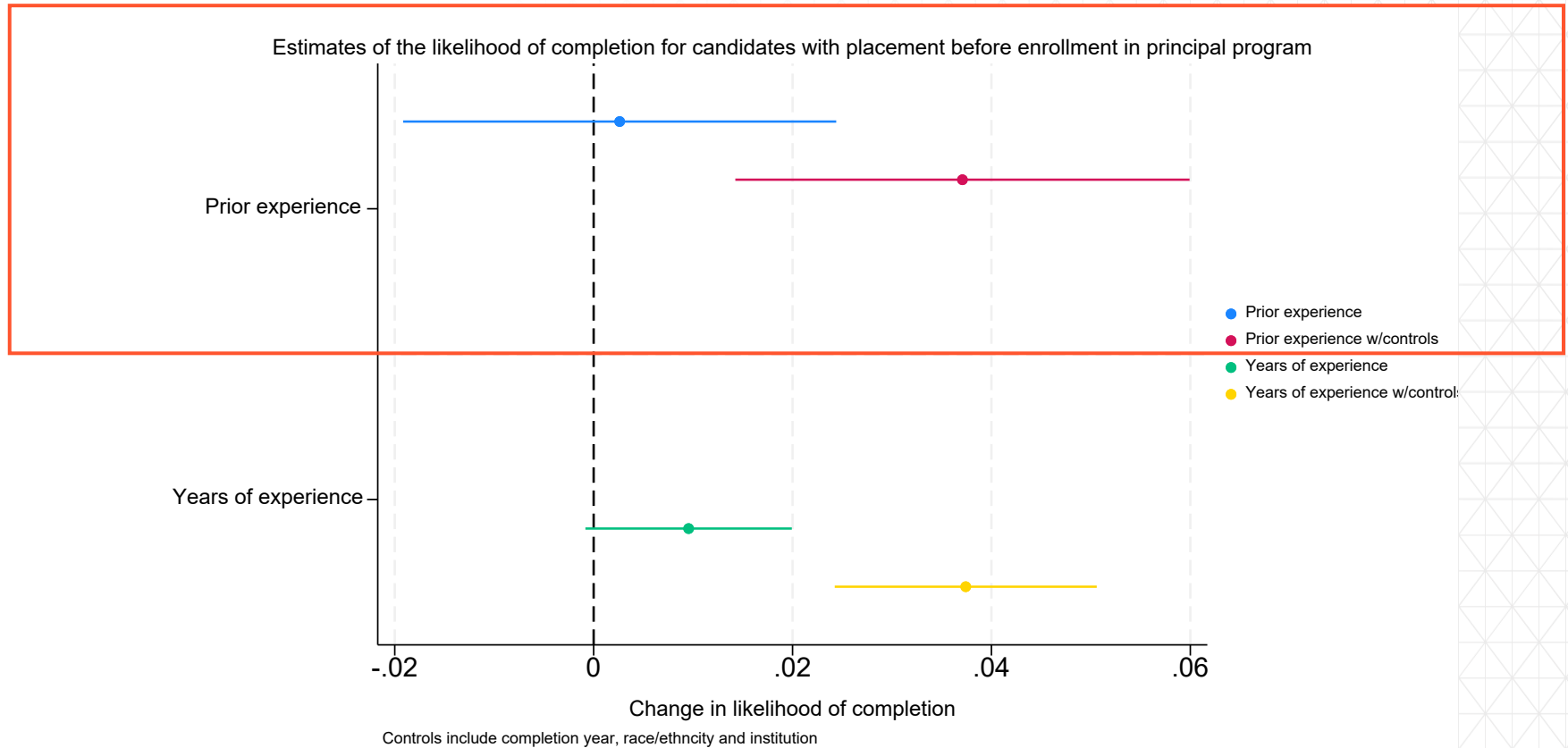


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Percentage change in likelihood of completion

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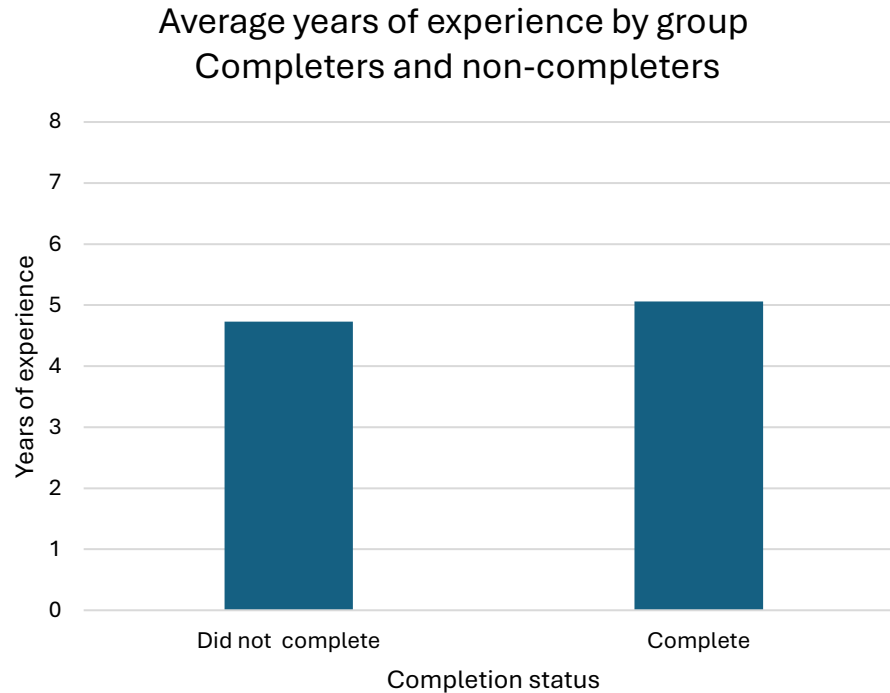
Prior experience



Having prior experience increased likelihood of completion by 4%.

What variables are associated with completion?

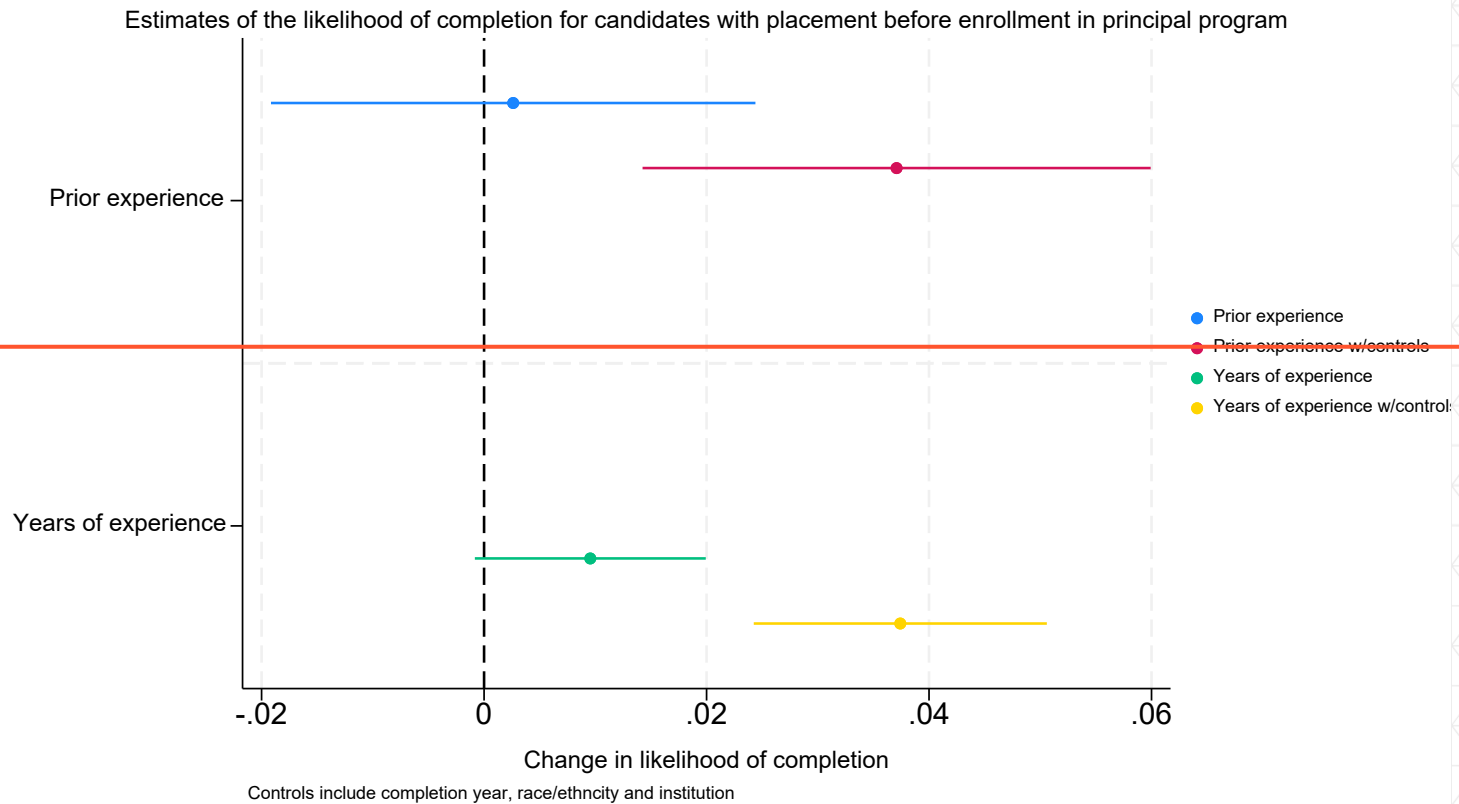
Years of experience



Completers have about 4 additional months of experience prior to enrollment in an IEPP principal program than their non-completer peers.

What variables are associated with completion?

Prior experience



For each additional year of experience, the likelihood of completion increases by 4%.

What variables are associated with completion?

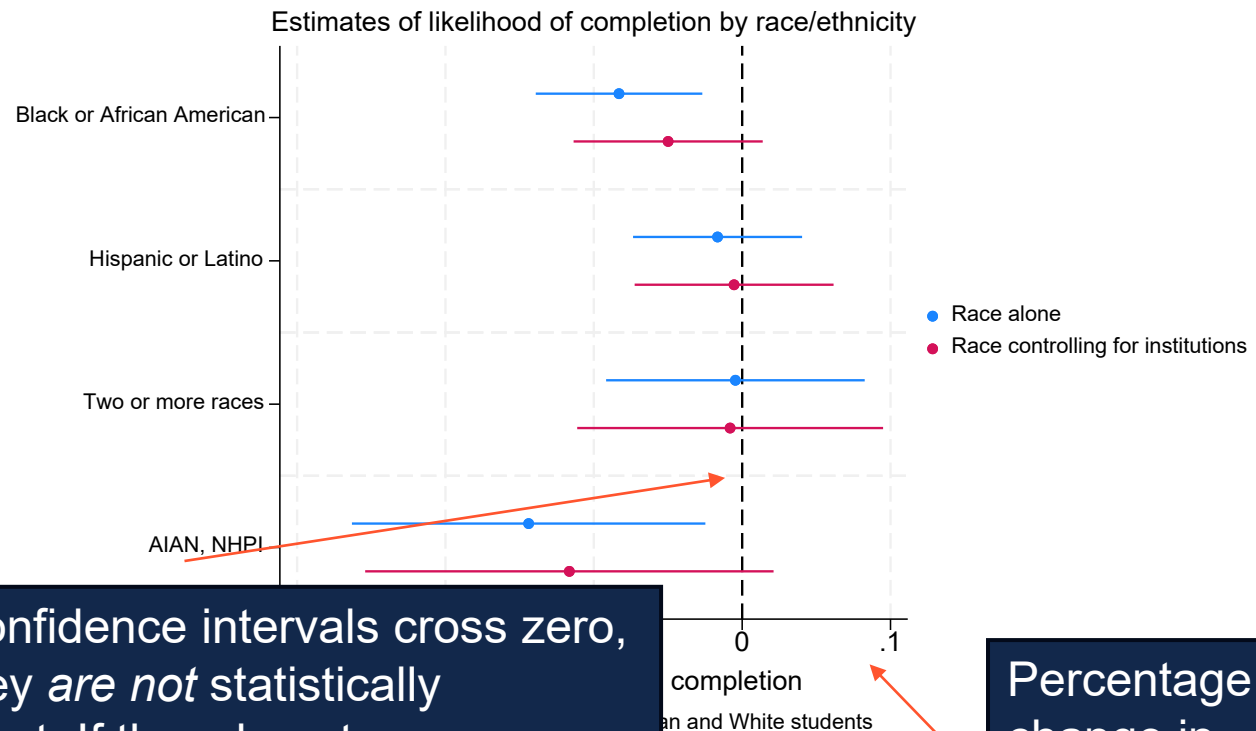
Race/ethnicity

All models included controls for race/ethnicity. So, we wanted to see if candidates from different race/ethnicity backgrounds had different likelihoods of completion.

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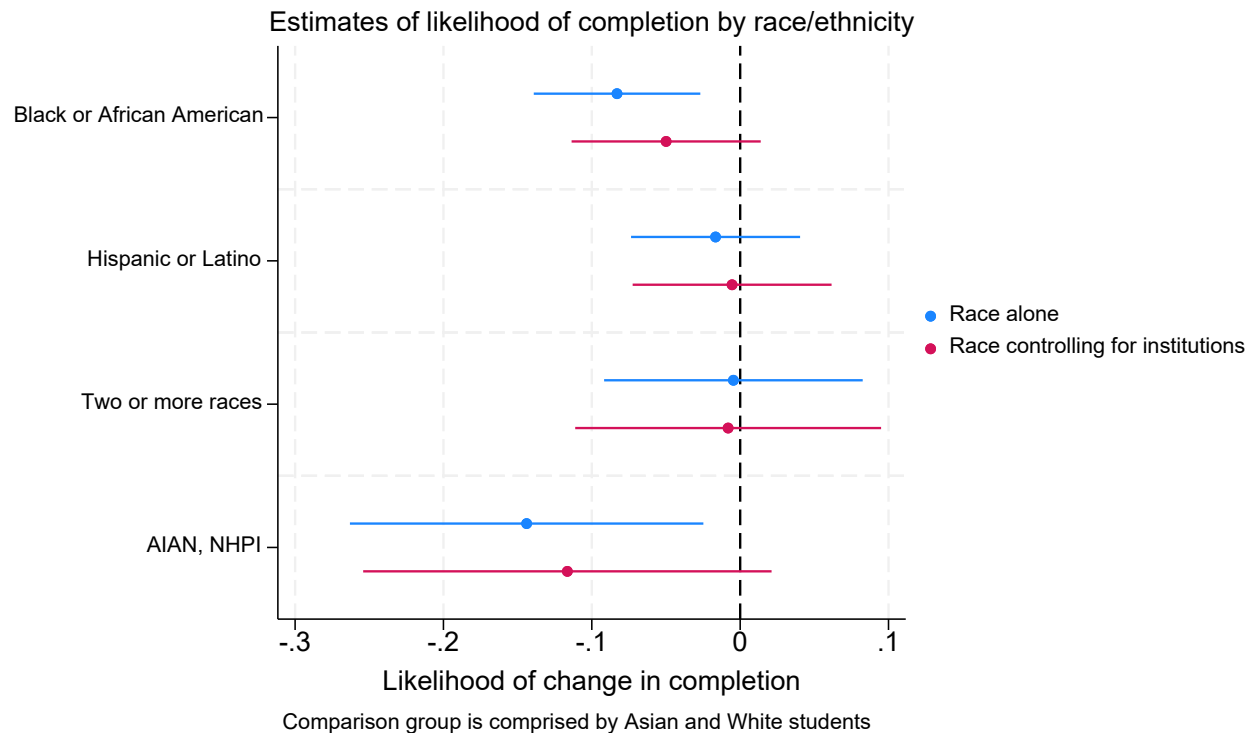
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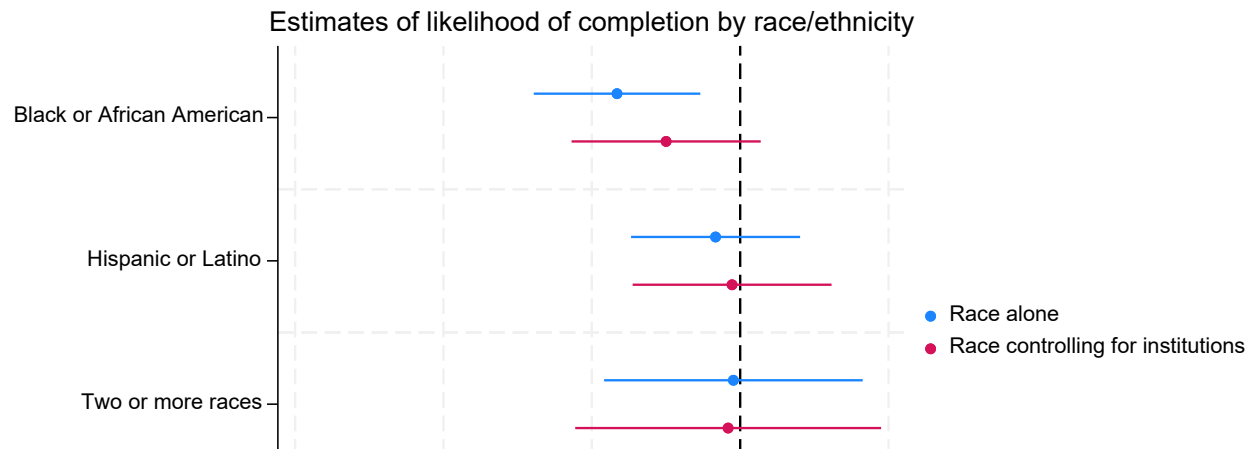
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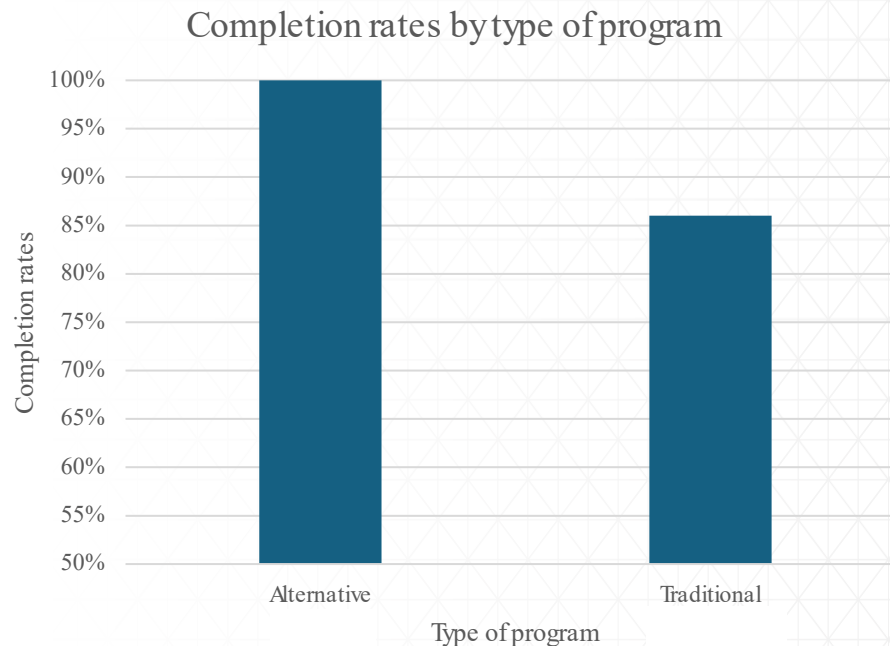


Black/African American candidates and American Indian and Alaska Native and Native Hawaiian/Pacific Island candidates had a significant relation to completion only before controlling institutions.

In other words, within institutions, race/ethnicity is not associated with completion, only across.

What variables are associated with completion? Alternative vs. traditional pathway

99% of candidates were trained in a traditional pathway program, so there is no statistical relation with completion due to too little variation by type of program.



Let's debrief together before moving on...

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Breakout Groups

Domain: Knowledge and Skills

<u>Teacher Preparation Indicators & Performance Measures</u> – Used by <u>Teaching & School Support Personnel Groups</u>	<u>Principal Preparation Indicators & Performance Measures (Pilot)</u> – Used by <u>Administrative Group</u>
Mastery of Teaching Subjects: % of candidates who passed the content area exam on any attempt.	Expertise in Instructional Leadership: % of candidates who pass the Principal as an Instructional Leader content test after a specified number of attempts.
General Teaching Skill: % of candidates who passed the edTPA exam on any attempt.	Novice Principal Survey*: Index score that measures how well completers feel that their program has prepared them as principals after one and three years in the profession.
Completer Survey: Index score that measures how well completers believe that their program has prepared them as educators.	Completer Survey*: Index score that measures how well completers feel that their program has prepared them as principals upon program completion.

*Future Indicator: Recommended for inclusion in future phases of the pilot; not currently collected or reported.

Breakout Rooms

- In your working groups (administrative, school support personnel, and teaching), you will look at the results of the pre-work for your group in Padlet.
- Your facilitator will guide you to identify and discuss:
 - Strong patterns/themes you see
 - Tensions or disagreements
 - Notable outliers or unique perspectives
 - Missing indicators
- Stay focused on one indicator at a time, then move towards overarching themes, etc.
- Only start on developing role group *initial* recommendations once relevancy conversations are complete.

Preparing for Upcoming Meetings

Journey & Process for the Next Few Meetings



Image created by Microsoft Copilot

Closing

- The work being completed together will help to shape the future of the IEPP. By the end of 2026, your input will help ISBE to determine scoring criteria for all educator preparation programs.
- Meeting Cadence – every other Wednesday from 3:30-5:00 until December 16, 2026.
- Next Meeting
 - Wednesday, July 1, 2026, from 3:30-5:00 (don't forget to join by Zoom)

thank you