

Illinois Educator Preparation Profiles (IEPP) Advisory Group

Meeting Eleven
August 12, 2026

Welcome! As you join us today...

- Please provide the following information in the chat:
 - Name
 - Role and entity
 - What you enjoy most about working in education

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
 - The advisory group's charge is to provide input on the proposed domains, indicators, and performance measures
- 2026-2028
 - Technical advisory groups will provide input on weighting and scoring ranges

Agenda

- Review meeting ten activities
- Reflection survey
- Review IWERC data on *Contribution to State Needs* domain for principals
- Breakout groups for *Performance* domain
- Preparation for meeting twelve
- Closing

Meeting Ten Review

Meeting Ten Review

ISBE Evaluation Q&A

- Provided answers related to educator evaluation questions from prior meeting

IWERC Data Presentation

- Reviewed *Contribution to State Needs* historical APR principal data (2018-2024) that included findings on the following indicators:
 - Placement in leadership

Breakout group discussions

- Groups started conversations around the relevancy of indicators for the *Performance* domain

Reflection Survey

Context Setting – Principal Data

Candidate Selection	Candidate Completion	Knowledge and Skills	Performance as School Leaders	Contribution to State Needs
Program selection* and enrollment	Program completion	Completer survey*	Demonstrated leadership skill	Placement in leadership
Diverse candidates				Placement in leadership in high-needs schools
Candidate GPA	Diverse completers	Novice principal survey*	Superintendent satisfaction survey*	Persistence in leadership
Candidate employment				Persistence in leadership in high-needs schools
Candidate professional experience	Licensure acquisition	Expertise in instructional leadership	Workforce preparation and impact*	

*Data with an asterisk were not presented to the group due to availability

Analysis of principal candidate data: Domain 5 Part 2: Persistence

*IWERC, IEPP Advisory Council. Meeting eleven.
August 12, 2026*



College of Education

Domain 5: Contribution to state needs



Contribution to State Needs	Placement in Leadership	The percentage of completers who begin working as a full-time principal, assistant principal, or in another administrative position in an Illinois public school within a specified number of years of completing the program.
	Placement in Leadership in High-Needs Schools	The percentage of completers who begin working as a full-time principal, assistant principal, or in another administrative position in a high-needs Illinois public school within a specified number of years of completing the program.
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Domain 5: Persistence



- Persistence is defined as “the percentage of completers who continue working as a full-time principal, assistant principal, or another administrative position in an Illinois [public] school for a specified number of years.”
 - To make this parallel to the IEPP for teachers, we used a 3-year threshold.
 - Accordingly, only candidates who graduated before 2023 were included in our persistence sample.



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Program completion year and placed	Remain in school/position
2018	2021+
2019	2022+
2020	2023+
2021	2024+
2022	2025+
2023	2026+

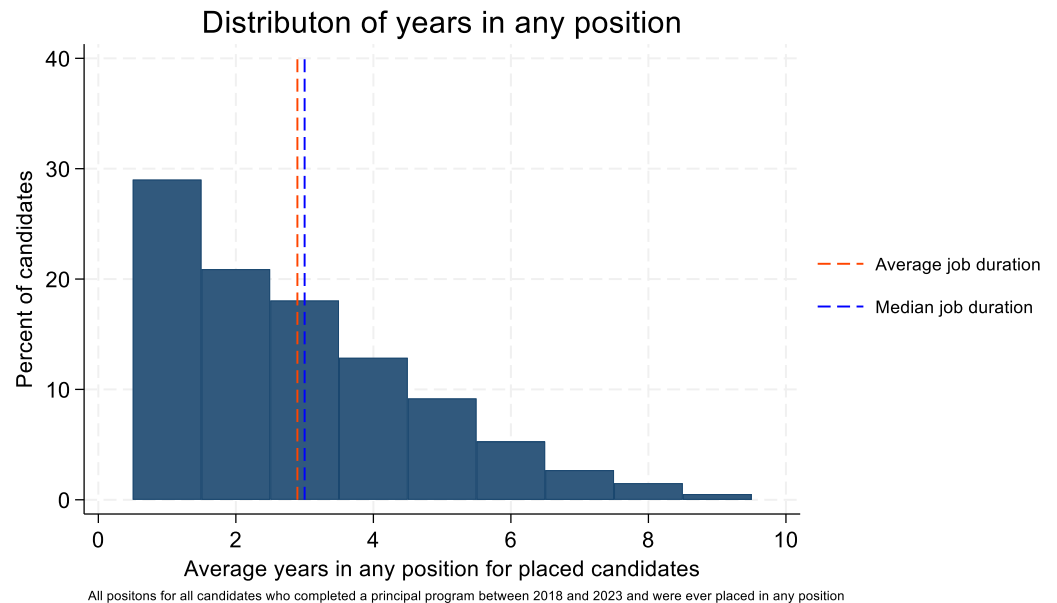


Domain 5: Persistence



- The average job duration for candidates who were *ever placed* in *any position* after completion of their program between 2018 and 2023 was 2.9 years, and the median was 3 years.
 - The **mean** is in **orange**, and the **median** is in **blue**.

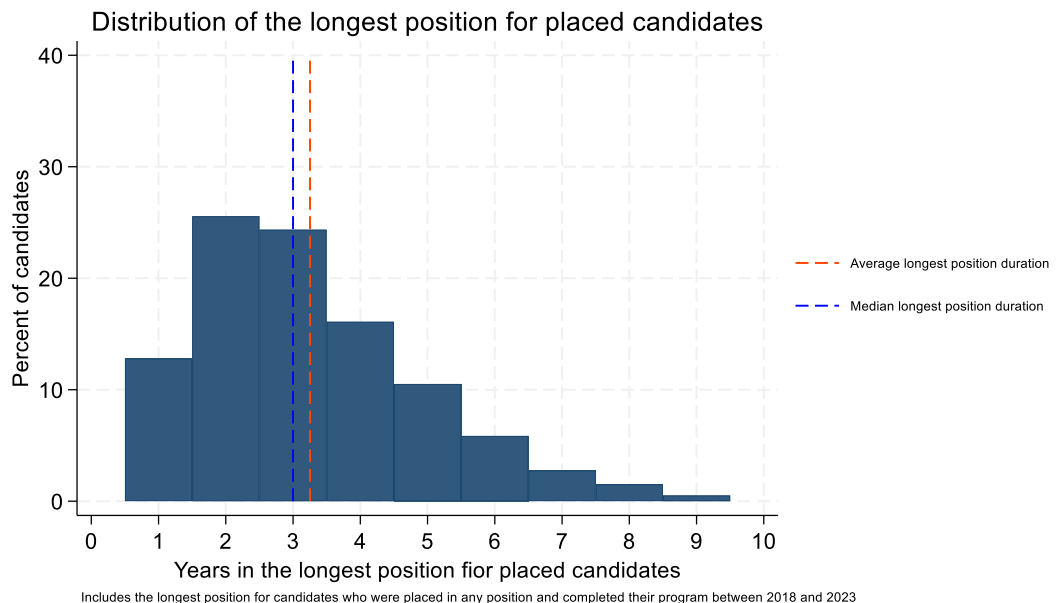
* *Ever placed* – Placements at any time after completion.



Domain 5: Persistence



- However, the average LONGEST job duration for candidates who were *ever placed in any position* after completion of their program between 2018 and 2023 was 3.25 years (+/-1.68 years)
 - The mean is in orange, and the median is in blue.

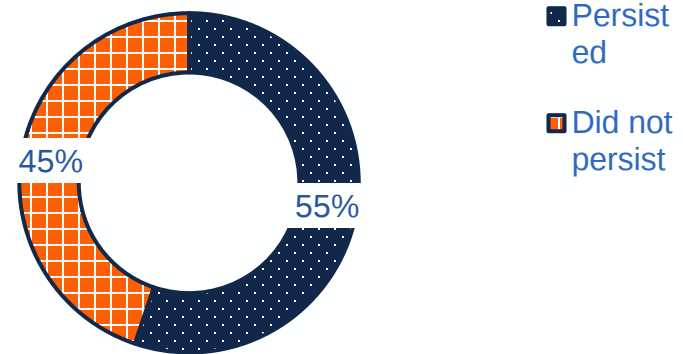


Domain 5: Persistence



- More than half (55.2%) of candidates who completed the program between 2018 and 2023 were continuously placed in any position for 3 consecutive years.
 - In any position and in any school

Distribution of persistence for candidates placed in any school and in any position

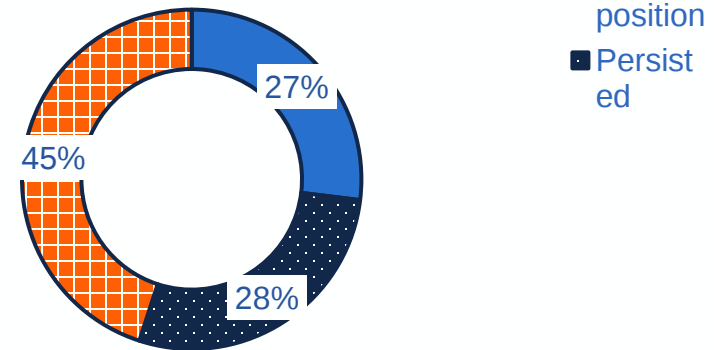


Domain 5: Persistence in the same position



- More than half (55.2%) of candidates who completed the program between 2018 and 2023 were continuously placed in any position for 3 consecutive years.
 - In any position and in any school
- Of the candidates who have persisted in any school; 693 (48.7%) have remained in the same position after completion of their program.

Distribution of persistence for candidates placed in the same position



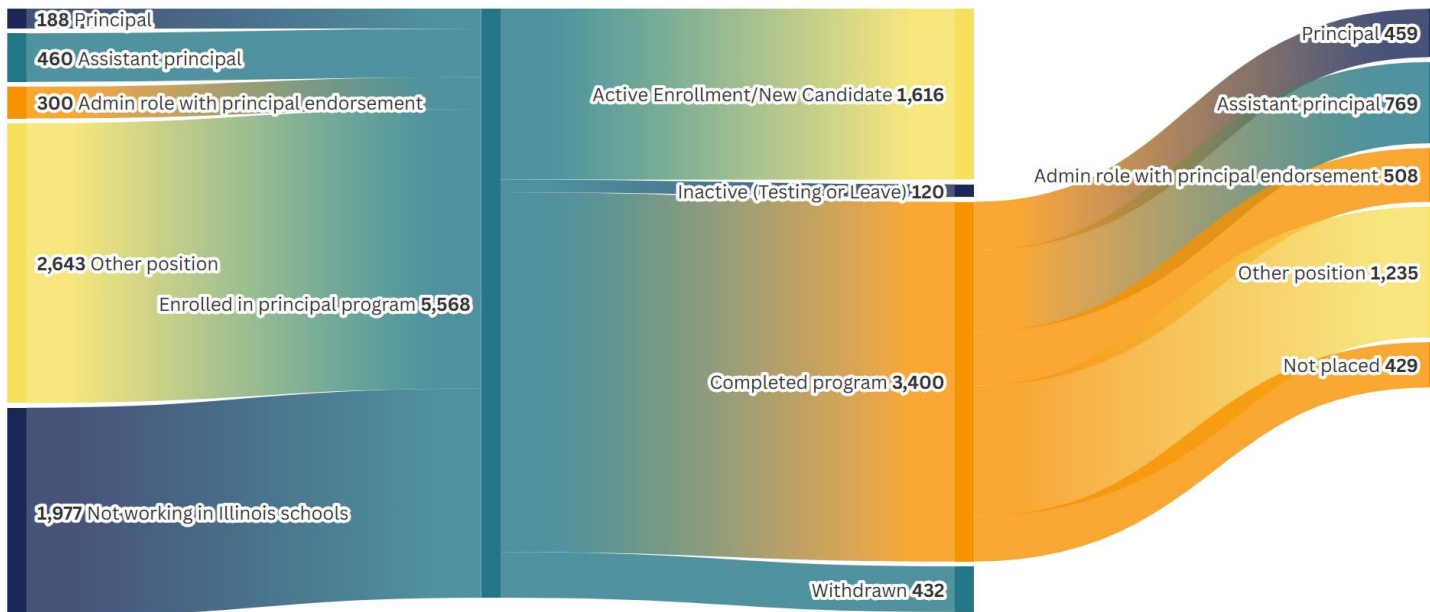
As with the rest of the indicators, there was variability across institutions, ranging from 31.6% to 100%.

Recall Principal Candidate Trajectories

IEPP Principal Candidates Trajectories

Candidates from SY18-SY25

Includes all institutions in Illinois

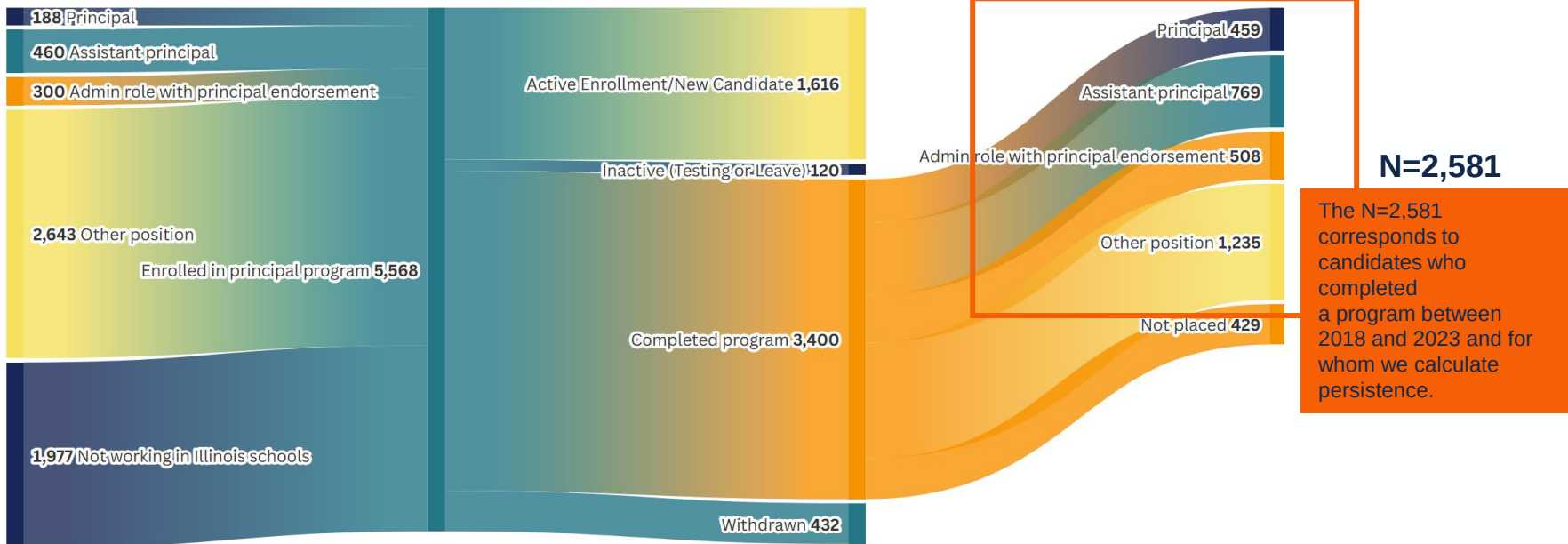


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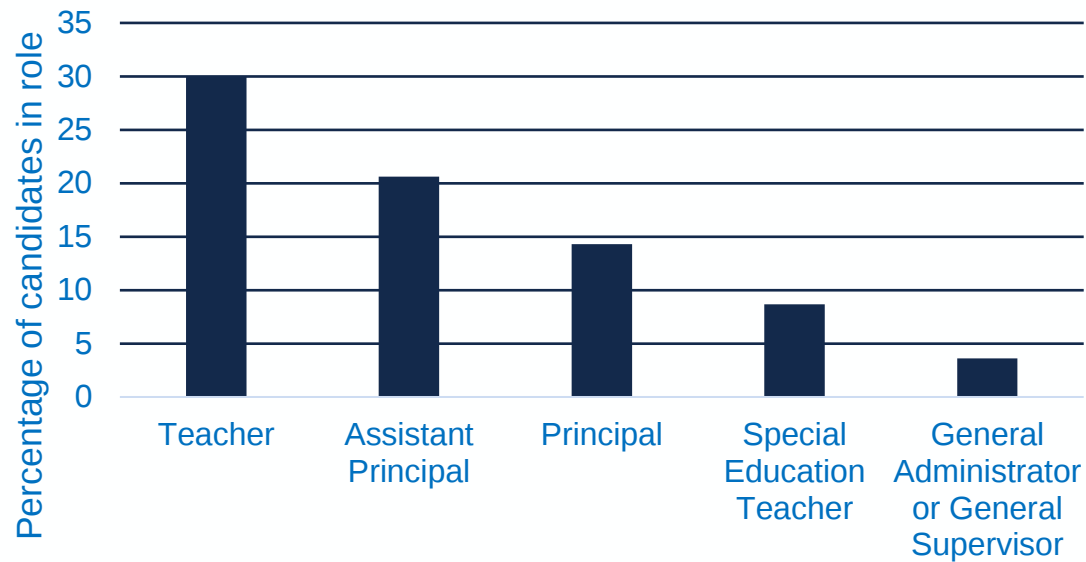
Enrollment and completion between 2018 and 2025



Domain 5: Persistence in the same position



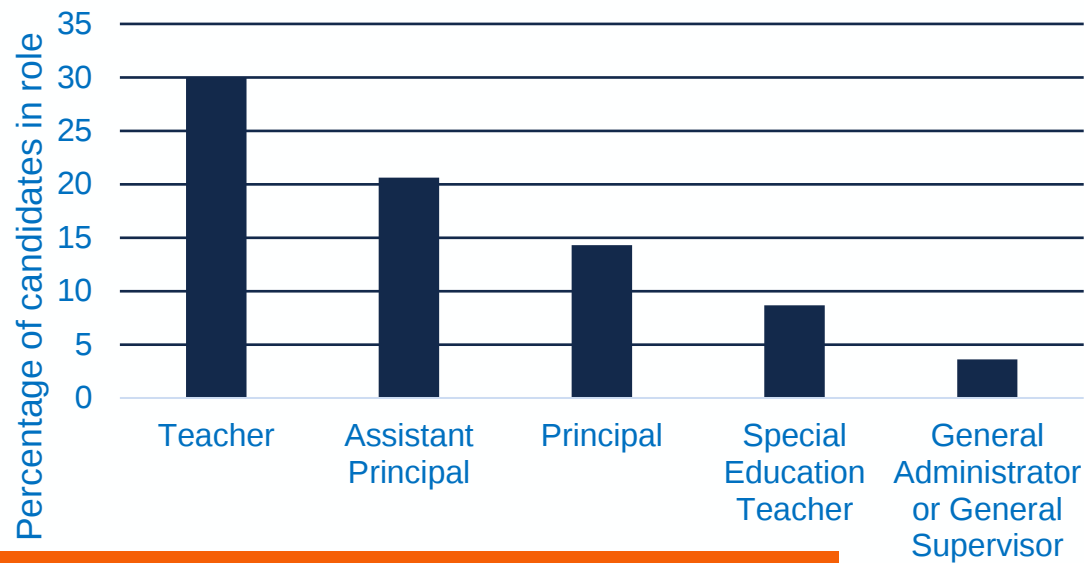
Top 5 categories of candidates who persisted in the same position



Domain 5: Persistence in the same position



Top 5 categories of candidates who persisted in the same position



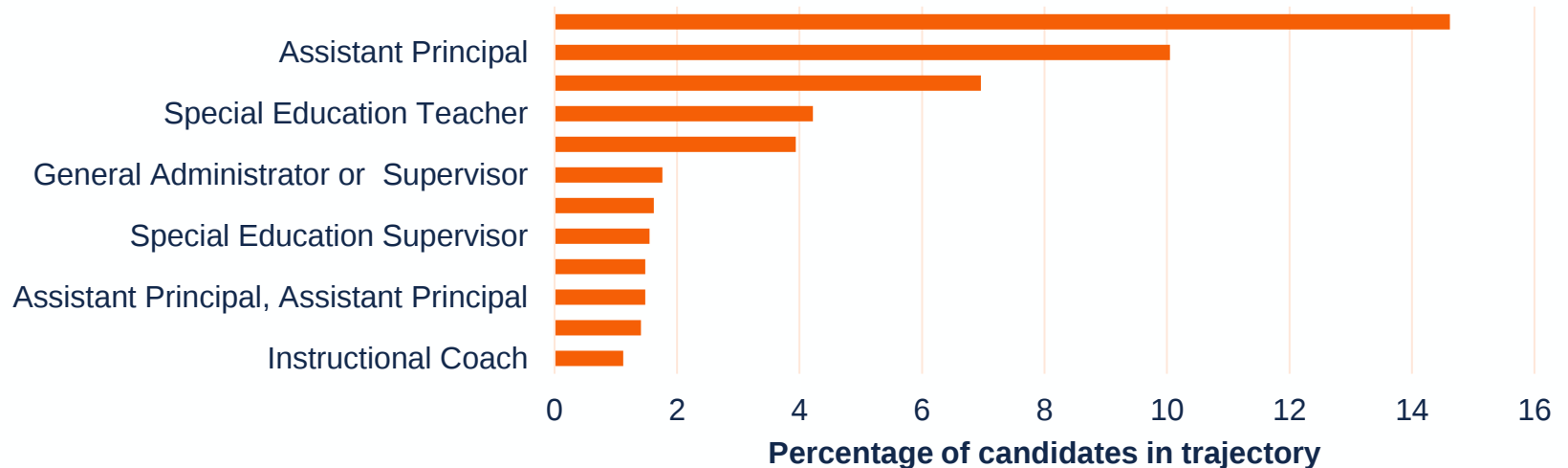
Note: These categories account for 77% of all persisters in the same position.



Domain 5: Persistence and trajectories



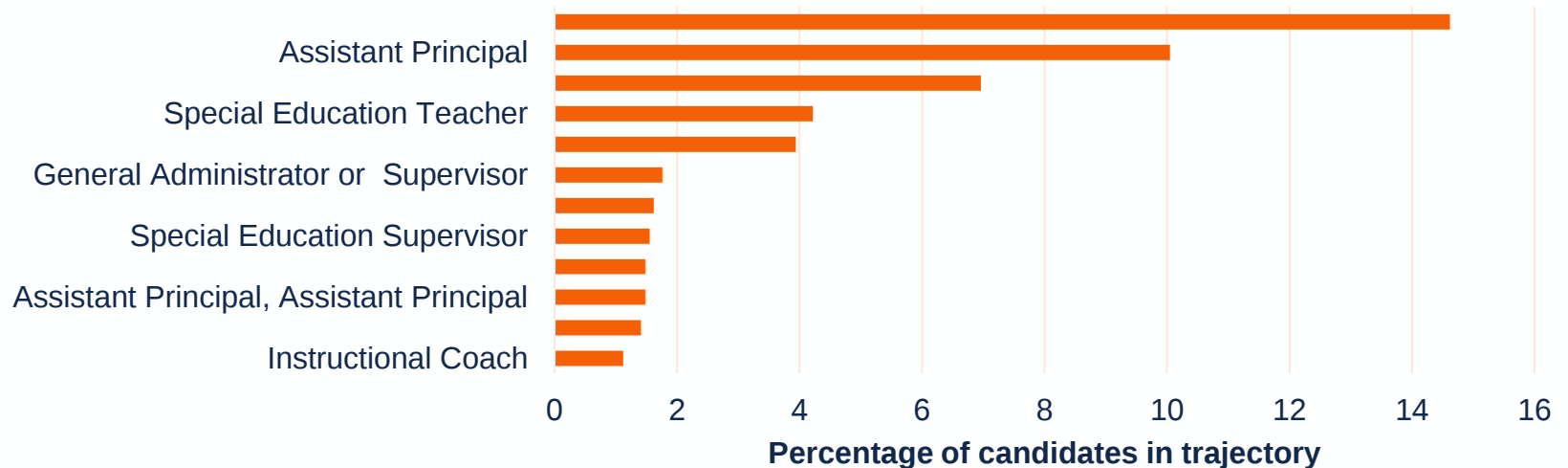
Top 12 trajectories for persisters



Domain 5: Persistence and trajectories



Top 12 trajectories for persisters



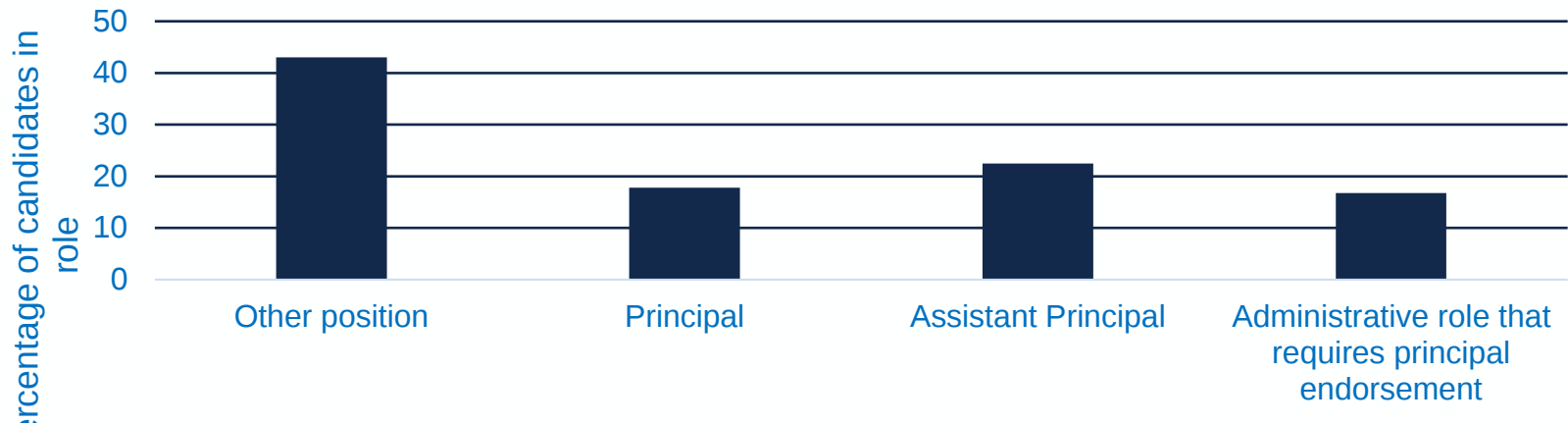
Note: These trajectories account for 50% of all trajectories for persisters.



What was the last position persisters held after 3 years?



Percentage of principal candidates in each type of placement after 3 years of placement (in their last year)



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Domain 5: Contribution to state needs



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Placement and persistence in high-need schools



- “High needs” is defined in the IEPP Technical Guide as “[a]n Illinois public school where 25% or more of students are eligible for free or reduced lunch.”
- Illinois Report Card data provides the percentage of students who are low-income. Low-income is defined as students [...] “who receive or live in households that receive Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance to Needy Families (TANF); classified as homeless, migrant, runaway, Head Start, or foster child from local coordinator/State agency; or living in a household where the household income meets the United States Department of Agriculture (USDA) income guidelines to receive free or reduced-price meals.”



Placement and persistence in high-need schools



- We used the low-income indicator as our proxy to calculate high needs schools.
 - If the percentage of low-income students is 25% or higher, we assign a high needs school designation.
- Because we don't yet have data for SY2025-26, or SY26 (Illinois Report Card data will be published in October), we only included placements from SY 2017-18 (SY18) to SY 2024-25 (SY25).
 - Only 68 candidates do not have a placement in any year other than SY26, these candidates are not part of the following descriptive data.

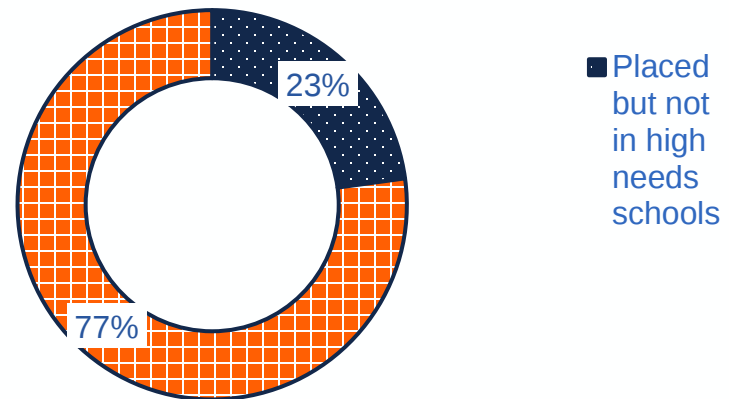


Domain 5: Placed in high needs schools



- All candidates who were placed from SY18-SY26: 2,971
- Candidates who were placed from SY18-SY25 (excluding SY26): 2,903
- **Placed in high needs schools:** Placement in at least one school with a low-income student enrollment of 25% of greater.

Distribution of Placement in high needs schools

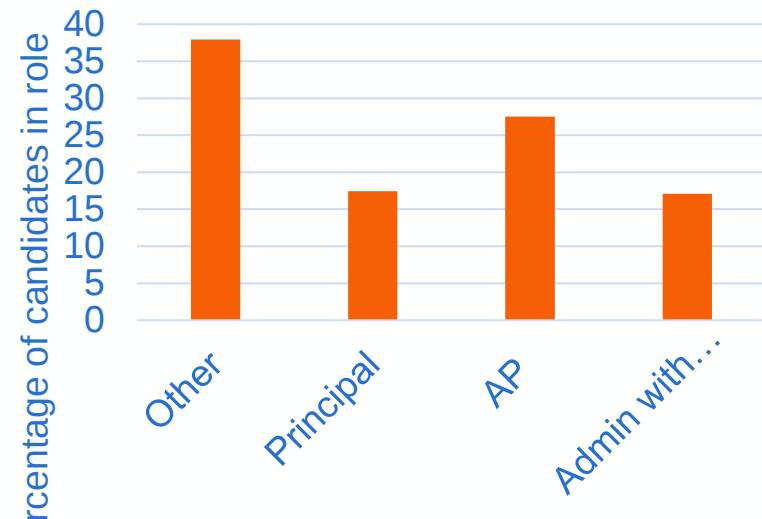


Domain 5: Placed in high needs schools



- Most candidates (77%) were placed at least once in a high needs school.
 - Of these candidates, the largest percentage were placed in non-administrative positions (37%), followed by Assistant Principal (AP) positions (28%).

Positions of candidates who were ever placed in a high need school

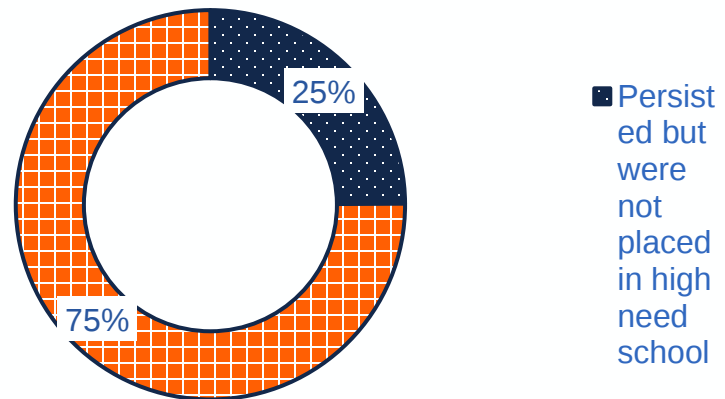


Domain 5: Persistence in high needs schools



- Of the candidates who persisted in any school in any position, 75% (N=1,058) of were placed at least once in a high needs school.

Distribution of persistence in high needs schools

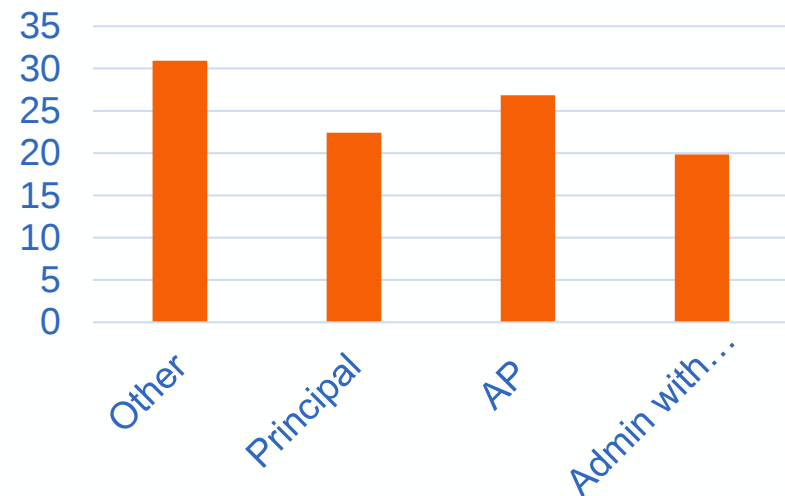


Domain 5: Persistence in high needs schools



- Of those candidates, 31% were placed in non-administrative positions (i.e., Other) and 26% in AP positions.

Position of candidates who persisted and were placed in a high need school



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Breakout Groups

Domain: Performance as Classroom Teachers/ School Leaders

Teacher Preparation Indicators & Performance Measures - SSP & Teaching	Principal Preparation Indicators & Performance Measures (Pilot) - Administrative
Demonstrated Teaching Skill: % of completers scoring “proficient” or “excellent” on their overall performance evaluations.	Demonstrated Leadership Skill: % of principals scoring “proficient” or “excellent” on their overall performance evaluations.
	Superintendent Satisfaction Survey*: Index score that measures how well superintendents feel new principals were prepared for the principal role.
	Workforce Preparation and Impact: Index score that measures the correlation between novice principal satisfaction, position retention, school retention, and job performance (as identified through performance evaluations & superintendent satisfaction surveys).

*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.
- Begin developing role group *initial* recommendations if there is time.

Initial Role Group Recommendation Sample

Indicator: Placement in High-Needs Schools

Recommendation

- Sample: Revise the placement indicator to account for regional labor markets; include incentives for placement in shortage areas.

Rationale

- Sample: Programs serve different geographic and institutional contexts; a uniform expectation might unfairly disadvantage some programs.

Evidence (Current or Potential)

- Sample: IEPP findings show wide variation in how programs perform on placement, especially in high-needs schools; labor market alignment is key goal of the IEPP system.

Preparing for Upcoming Meetings

Journey & Process for the Next Few Meetings

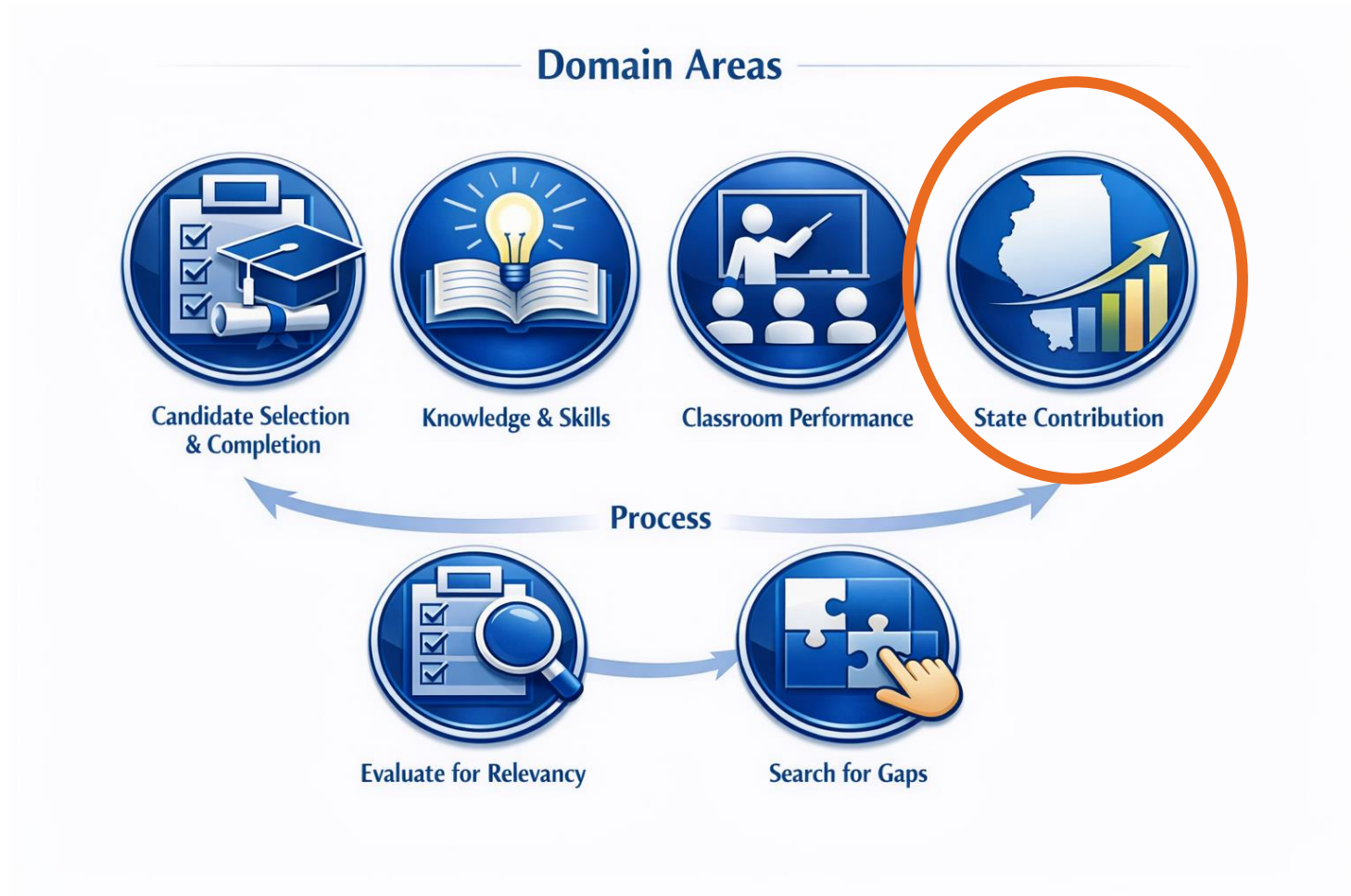


Image created by Microsoft Copilot

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, August 26 from 3:30-5:00 (don't forget to join by Zoom)

Thank you