



January 2025

ILLINOIS STATE BOARD OF EDUCATION

**Annual Program Data Reporting System**

**USER GUIDE: Reading Your Report**

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**DOCUMENT PURPOSE**

The Annual Program Report system is an automated data collection system built to minimize data errors and manual data entry. Between February 1 and April 30, Illinois institutions of higher education submit their educator preparation program data for all teaching, school support personnel and administrative programs. ISBE compiled and provided back reports for each institution to review and analyze these data sets. This guide will help you understand how to read the data elements in your report.

If you have questions, please email [preparation@isbe.net](mailto:preparation@isbe.net).

## Table of Contents

<b>REPORT ORGANIZATION .....</b>	<b>3</b>
<b>CANDIDATE SELECTION .....</b>	<b>4</b>
Candidate Entry GPA .....	4
Candidate/Completer Diversity & Demographics .....	6
<b>KNOWLEDGE AND SKILLS FOR TEACHING .....</b>	<b>8</b>
General Teaching Skills: edTPA .....	8
Mastery of Teaching Subjects: ILTS.....	9
Completer’s Survey .....	11
<b>PERFORMANCE AS CLASSROOM TEACHERS .....</b>	<b>15</b>
Demonstrated Teaching Skills .....	15
<b>CONTRIBUTION TO STATE NEEDS .....</b>	<b>17</b>
Placement.....	17
Persistence .....	19
<b>Accountability .....</b>	<b>21</b>
IEPP Accountability Summary .....	21
<b>Query Tools .....</b>	<b>23</b>
Candidate Query Builder .....	23

## REPORT ORGANIZATION

Select report subtopics from the APR dashboard report menu to see program and state-level data for the following performance indicators. Reports listed in grey are currently unavailable.

### Candidate Selection

- Candidate Entry GPA
- Candidate/Completer Diversity & Demographics

### Knowledge and Skills for Teaching

- General Teaching Skill (edTPA)
- Mastery of Teaching Subjects (Illinois Licensure Testing System- ILTS)
- Completer's Survey

### Performance as Classroom Teachers

- Demonstrated Teaching Skill

### Contribution to State Needs

- Placement
- Persistence

### Accountability

- IEPP Accountability Summary

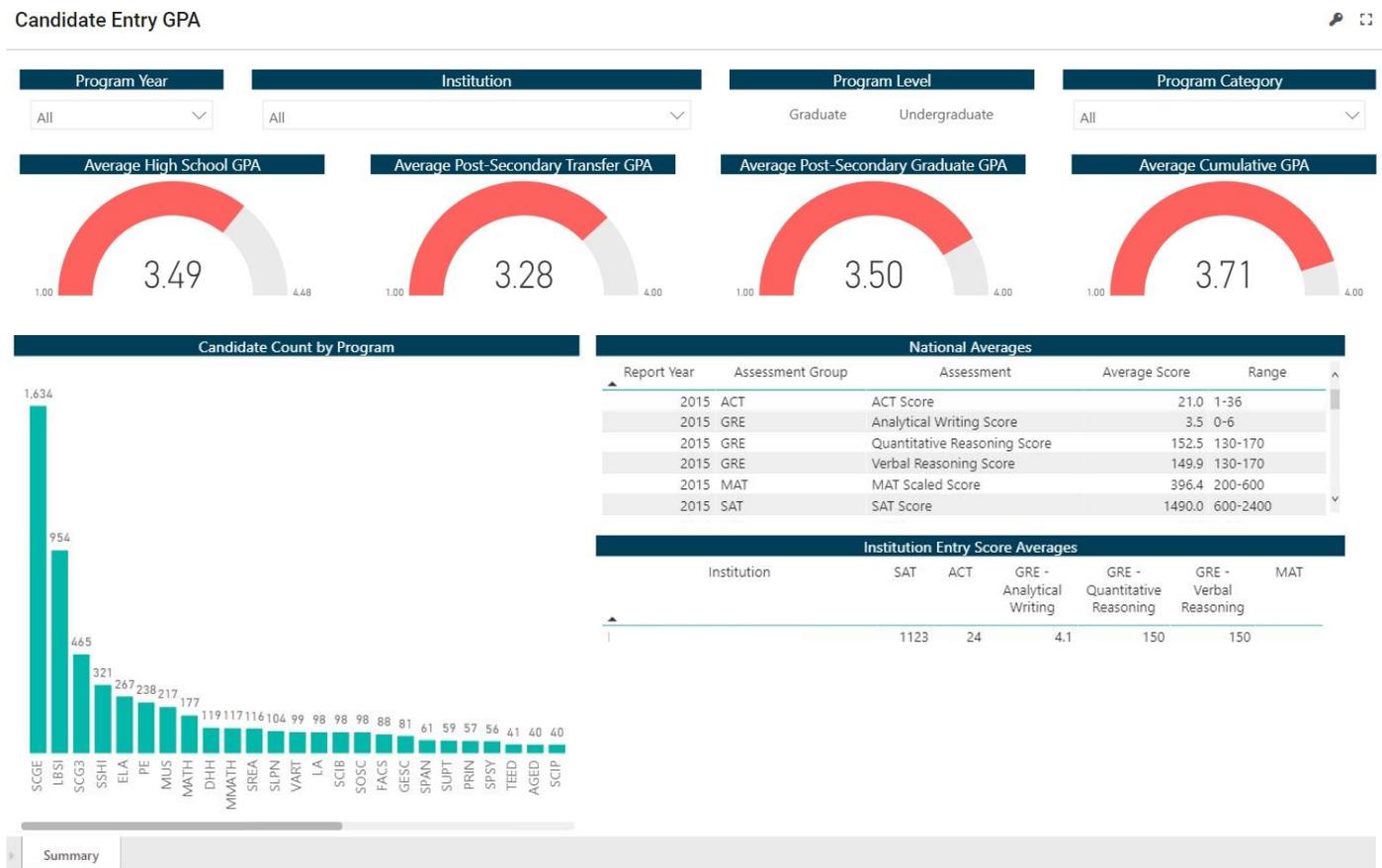
### Query Tools

- Candidate Query Builder
- Program Query Builder

# CANDIDATE SELECTION

## Candidate Entry GPA

The Candidate Entry GPA report visualizes the institution and national averages of GPA, ACT, SAT, GRE, and MAT scores. Reporting ACT, SAT, GRE, and MAT scores is optional for institutions to report.



**Program Year:** Filter the data by selecting one year or multiple years. (Hold CTRL+ click year to see multiple years)

**Program Level:** Filter the data by selecting undergraduate and/or graduate level.

**Program Category:** Filter the data by selecting the type of program (teaching, school support personnel, administrative)

**Average GPA:** This measure defines the average grade point average (GPA) of your candidates prior to preparation program entry and upon program completion. You can view the average GPA of candidates prior to program entry from high school, post-secondary transfer, post-secondary graduate, and cumulative upon completion of the preparation program. The gauges will update based on the program year, program level and preparation program filters.

**Considerations:**

- GPA is a required field. ISBE requires at least one of the following types of GPA.
  - High School GPA: No ranges above 4.0 were accepted.
  - Post Secondary Transfer GPA: GPA from the two- or four-year institution from which the individual transferred.
  - Post Secondary Graduate GPA: GPA of individual prior to preparation program entry at either: (a) the same institution, immediately prior to entering the preparation program; or (b) The institution at which

- the individual earned a bachelor's degree (if enrolled in a post-baccalaureate or master's program).
- Cumulative GPA is a required field for all program completers.

**Candidate Count by Program:** Filter the data by selecting one or more preparation programs.

**National Averages:** National average of each entrance test: SAT, ACT, GRE, and MAT and score ranges for each test.

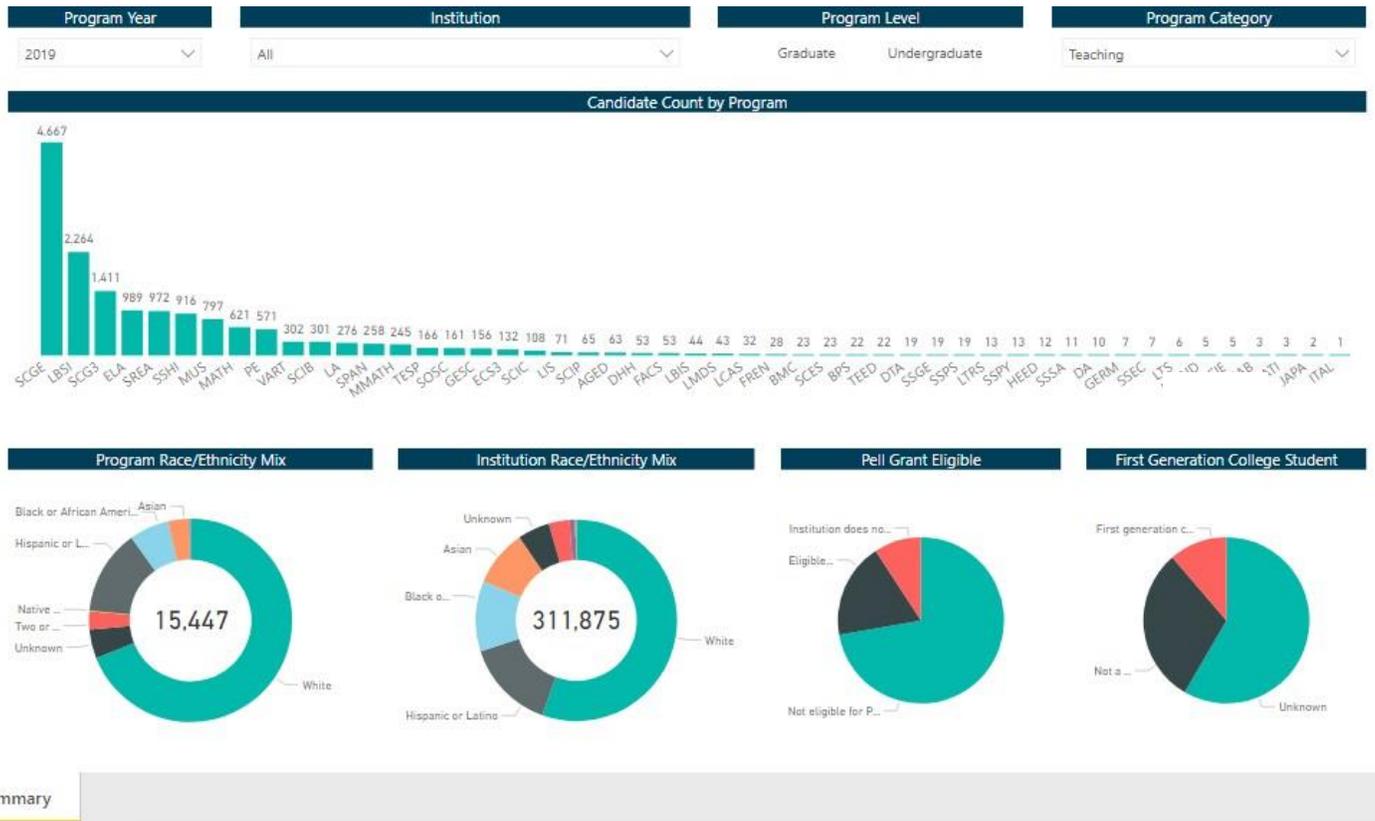
**Institution Entry Score Averages:** Average scores are listed at the program and institution level for exams commonly used for entry into an institution or preparation program. Data was collected for the following exams: ACT, SAT, GRE (disaggregated by subtest), and MAT. Select a program year to see specific data by year. National averages and score ranges are provided for comparison.

***Considerations:***

- Each program has an option to report ACT and SAT scores reflective of scores received on these exams at the time a candidate entered the preparation program.
- Not all preparation programs require the same entrance exams.
- National averages are inclusive of all test-takers; they are not limited to individuals in teacher preparation programs.
- The College Board modified the SAT score reporting format on March 6, 2016. Programs were asked to report "new SAT" (post- March 6, 2016 scores) and "old SAT" scores (pre-March 6, 2016) to account for the changes in score reporting. You may notice score differences when looking at program data from this time period.

## Candidate/Completer Diversity & Demographics

The Candidate/Completer Diversity and Demographics report visualizes the diversity of candidates by preparation program, specifically the race/ethnicity, Pell Grant eligibility, and first-generation college student.



- **Program Year:** Filter the data by selecting one year or multiple years.
- **Program Level:** Filter the data by selecting undergraduate and/or graduate level.
- **Program Category:** Filter the data by selecting the type of program (teaching, school support personnel, administrative)
- **Candidate Count by Program:** Filter the data by selecting one or more preparation programs. In addition, each bar indicates the number of candidates in that particular program.
- **Considerations:** Candidates enrolled in more than one program are counted in each program.
- **Program Race/Ethnicity:** View the percentage of candidate racial and ethnic data by program level as compared to the institution.
- Click on a program year and/or preparation program in the top bar graph to filter the data in the ring charts. The outer ring (shadow) represents your institution as a whole, and the inner ring represents the selected preparation program.
- **Considerations:** Candidates are only counted one time in race/ethnicity data.
- **Institution Race/Ethnicity:** View the percentage of institution racial and ethnic data and compare to

preparation program level numbers. Click on a program year and/or preparation program in the top bar graph to filter the data in the ring charts.

**Pell Grant Eligibility:** View number of candidates who were eligible for a federal Pell Grant to assist with the cost of higher education.

To see Pell Grant eligibility disaggregated by race, click on a specific race in the “Number of Completers by Race/Ethnicity” ring chart.

***Considerations:***

- Status of Pell Grant eligibility is only reported at program entry.

**First Generation College Student:** View the number of candidates from a program that are first generation college students.

***Considerations:***

- Some Institutions were unable to report this data. An unknown indicator is used when the data is unavailable.

# KNOWLEDGE AND SKILLS FOR TEACHING

## General Teaching Skills: edTPA

The General Teaching Skills report visualizes the institution averages and percentages of edTPA scores by Handbook and Rubric. Note: the edTPA is waived as a licensure requirement from April 24, 2020 through December 31, 2023 and again from August 4, 2023 through August 31, 2025.

### General Teaching Skill (edTPA)

Program Year	Institution	Test Year	Test Sequence	Ranked Score
All	All	All	All	All
		Test Pass	Rubric	
		Pass	Fail	13   15



**Program Year:** Filter the data by selecting a program year or multiple years. Years are determined by a start of September 1 through August 31 of each year.

**Test Year:** Filter the data by selecting a year in which the test was posted.

**Test Sequence:** Filter the data by order of attempt (first attempt, second attempt, etc.) Use this filter to answer the question: what is the average of all first edTPA attempts?

**Ranked Score:** Filter the data by the numeric sorting of the scores (best score, 2nd best score, etc.) Use this filter to answer the question: For candidates that have not passed yet, what is their best score and how far is it from passing?

**Test Pass:** Filter the data by test pass and fail

**Rubric:** Filter the data by selecting the rubric

**Institution Average, State Average and Pass Score by Program:** The green dotted line on the graph indicates the institution's edTPA average for a particular year by program. The black solid line indicates the state average for the specific edTPA. In addition, the red dotted line indicates the passing score for each test. Scroll to the right to find

more program and testing information if necessary.

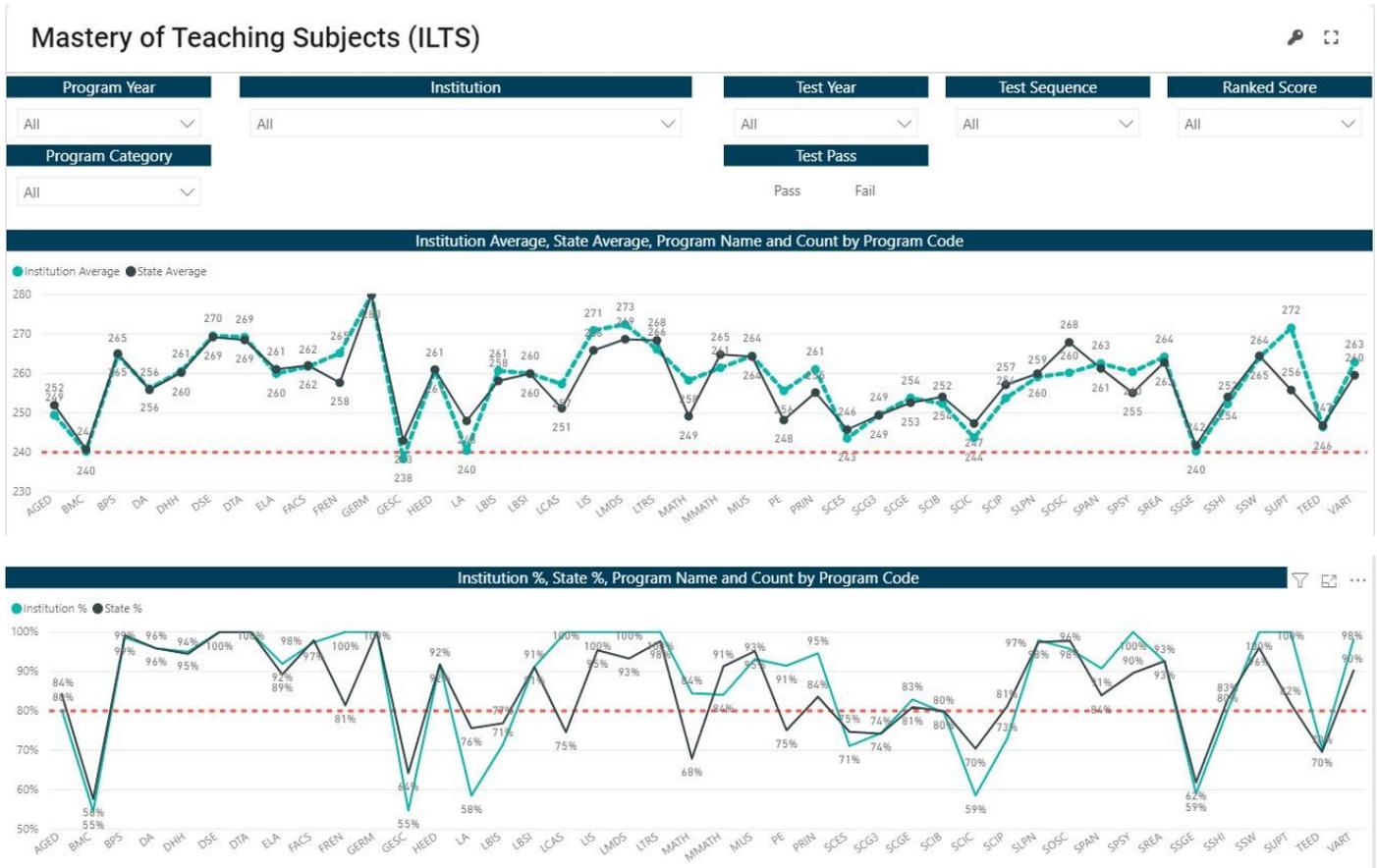
**Percentage of Pass Rate by Program:** The green solid line on the graph indicates the institution’s overall percentage pass rate per program for the specific edTPA in that field. The black solid line indicates the statewide overall percentage pass rate per program for the specific edTPA in that field. The red dotted line indicates the State required 80% pass rate for all programs.

- **Consideration:**
  - For years that the edTPA is exempted, ISBE issues a default metric.

**Mastery of Teaching Subjects: ILTS**

The Mastery of Teaching Subjects: ILTS Content Test Score report visualizes the institution averages and percentages of ILTS content area test scores, including subareas scores. This report includes 2 tabs: ILTS Content Test Scores and ILTS Contest Test Sub-Area Scores

**ILTS CONTENT TEST SCORES (tab1)**



**Program Year:** Filter the data by selecting a program year or multiple years. Years are determined by a start of September 1 through August 31 of each year.

**Test Year:** Filter the data by selecting a year in which the test was posted.

**Test Sequence:** Filter the data by order of attempt (first attempt, second attempt, etc.) Use this filter to answer the question: what is the average of all first attempts?

**Ranked Score:** Filter the data by the numeric sorting of the scores (best score, 2nd best score, etc.) Use this filter to answer the question: For candidates that have not passed yet, what is their best score and how far is it from passing?

**Program Category:** Filter the data by selecting the type of program (teaching, school support personnel, administrative)

**Test Pass:** Filter the data by test pass and fail

**Institution Average, State Average and Pass Score by Program:** The green dotted line on the graph indicates the institution’s content test average for a particular year by program. The black solid line indicates the state average for the specific content tests. In addition, the red dotted line indicates the passing score for each test. Scroll to the right to find more program and testing information if necessary.

**Considerations:**

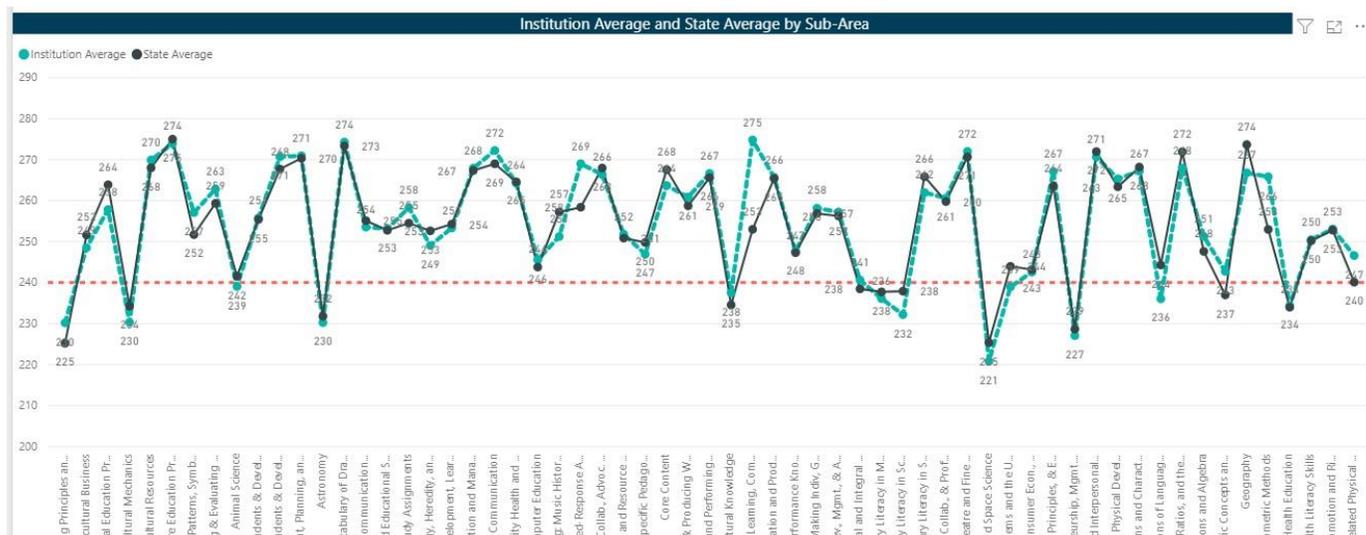
- Both current and past versions of tests are included in the average for each program. For example, the English Language Arts test was re-developed; pass rates and averages include both the current 207 and past 111 test.

**Percentage of Pass Rate by Program:** The green dotted line on the graph indicates the institution’s overall percentage pass rate per program for the required content test. The black solid line indicates the statewide overall percentage pass rate per program for the required content test. The red dotted line indicates the required 80% pass rate for all program’s content exams.

**Consideration:**

- Both current and past versions of tests are included in the average for each program. For example: The English Language Arts test was re-developed; pass rates and averages include both the Current 207 and Past 111 test.

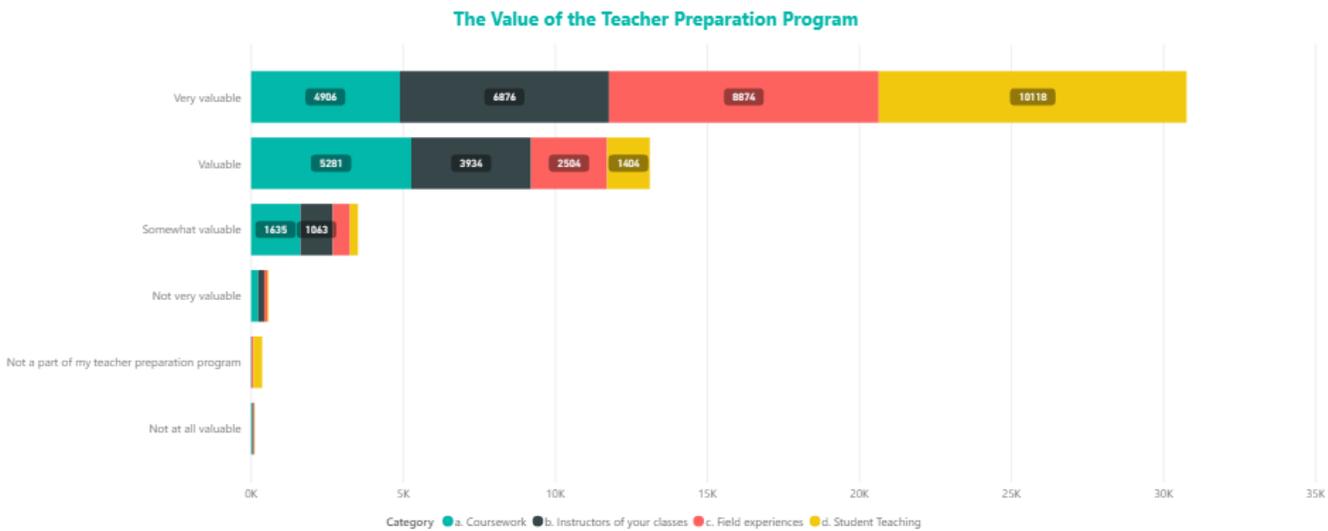
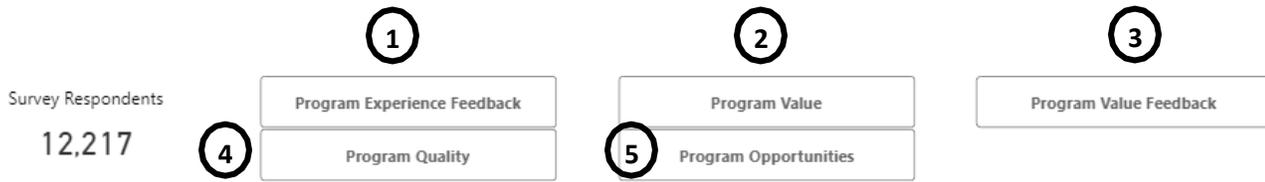
**ILTS CONTENT TEST SUB-AREA SCORES (tab 2)**





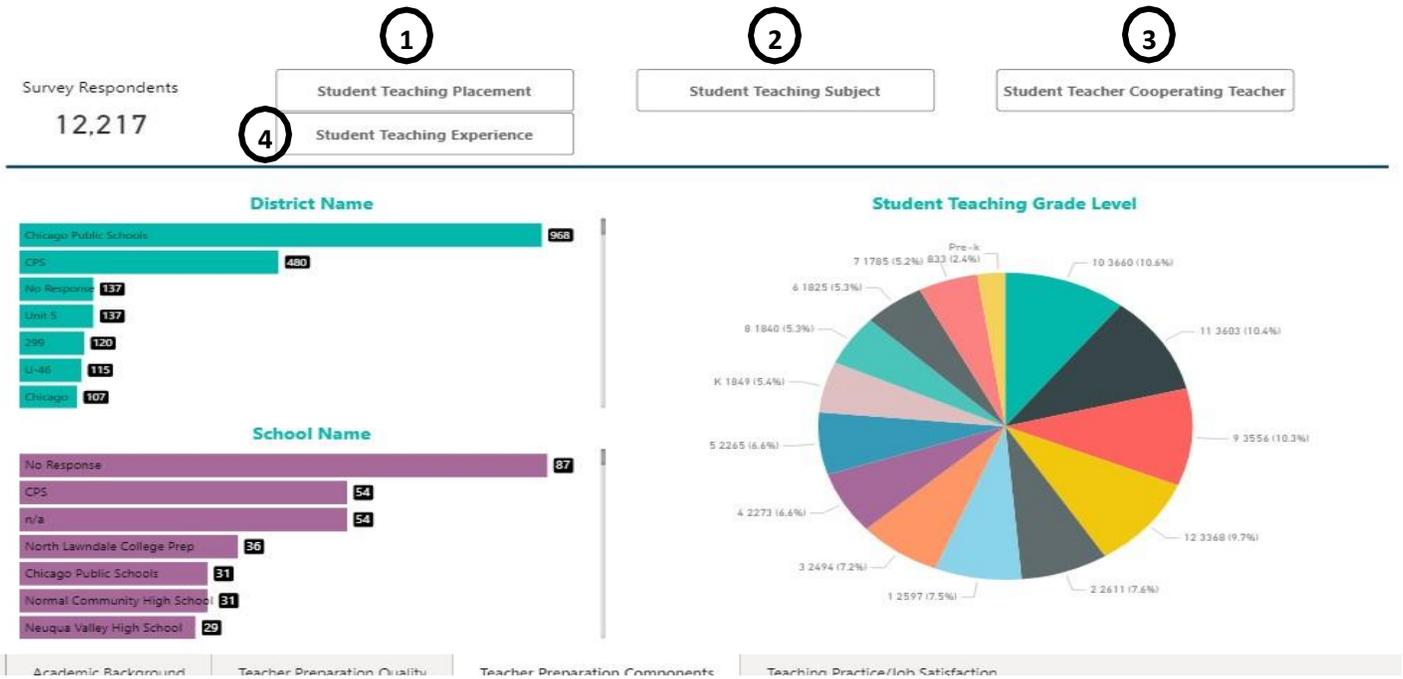
2. **Program Mode and Experience:** These charts visualize how the candidate completed the program by attendance and mode of delivery.
3. **Completer Preparation:** This chart shows which candidates were paraprofessionals or substitutes prior to completing the program and their overall sentiment about the program preparation.

**Teacher Preparation Quality (tab 2)**



1. **Program Experience Feedback:** This shows the narrative of candidate responses about the overall quality of the preparation program that was completed.
2. **Program Value:** This chart provides feedback specifically about coursework, instructors, field experiences, and student teaching.
3. **Program Value Feedback:** This shows the narrative responses of candidates about the value of the teacher preparation.
4. **Program Quality:** This chart visualizes the areas of improvement which would increase program quality according to survey respondents.
5. **Program Opportunities:** This chart visualizes how the respondents felt they were provided specific opportunities within the program.

## Teacher Preparation Components (tab 3)

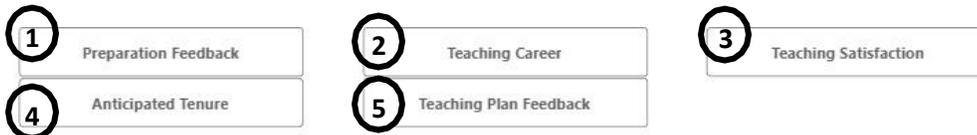


- 1. Student Teaching Placement:** These charts show where the candidate was placed for student teaching by district, school and grade level.
- 2. Student Teaching Subject:** This chart shows what subject(s) the student was placed for student teaching. Multiple subjects could be selected.
- 3. Student Teacher Cooperating Teacher:** This chart shows how the candidate felt about specific experiences while student teaching.
- 4. Student Teaching Experience:** This chart visualizes the perceived confidence of the candidate during student teaching.

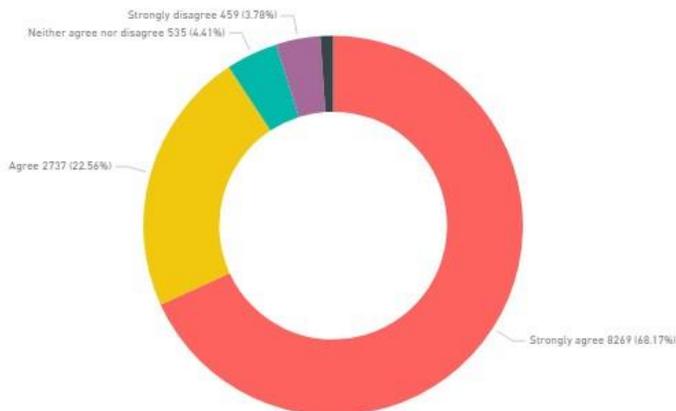
## Teaching Practice/Job Satisfaction (tab 4)

Survey Respondents

12,217



Completers that Consider Teaching as an Ideal Career



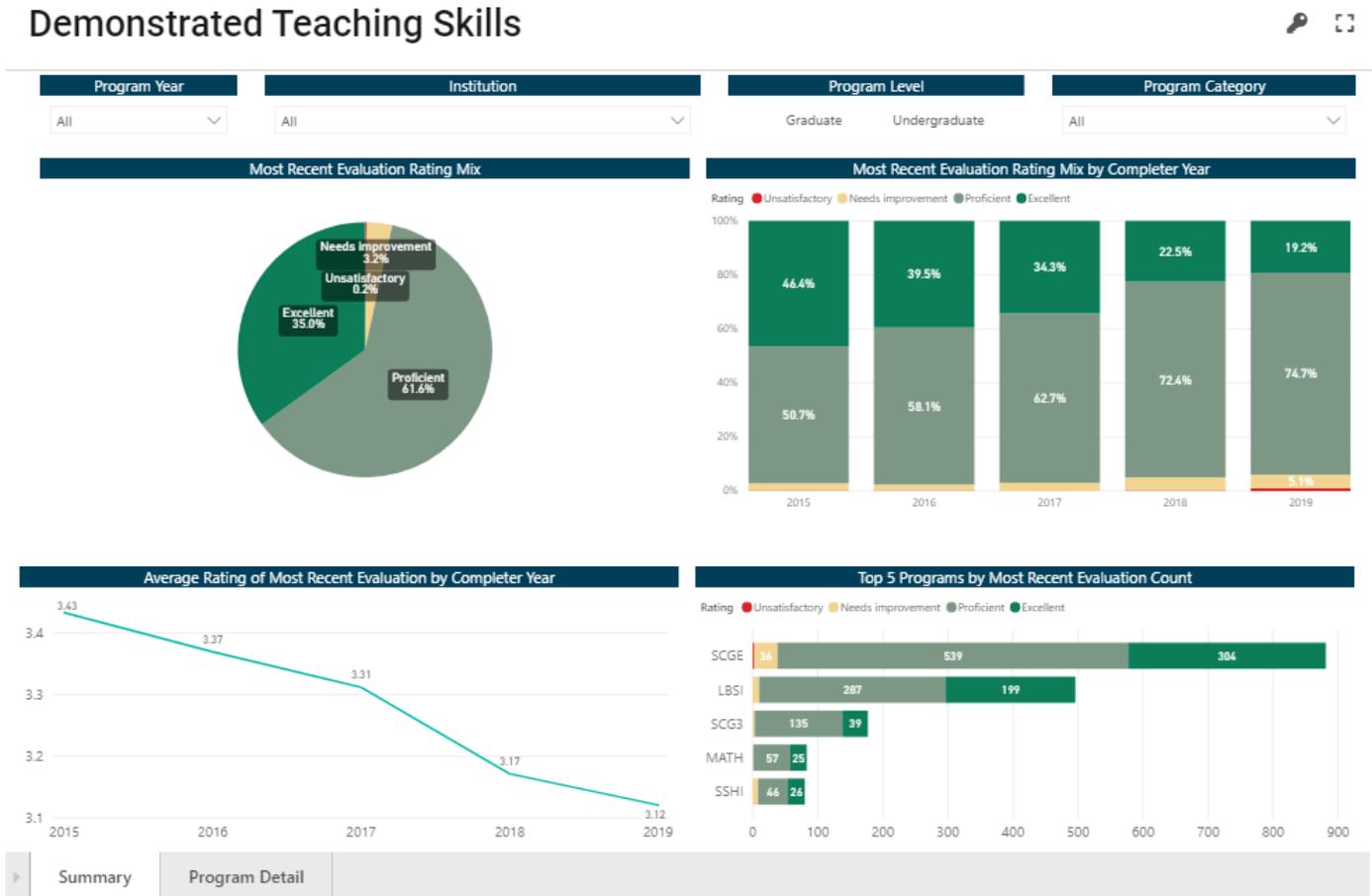
1. **Preparation Feedback:** This shows the narrative of candidate responses about preparation.
2. **Teaching Career:** This chart shows the candidate responses on their intention of teaching as a career.
3. **Teaching Satisfaction:** This chart shows the top 5 areas of improvement to increase job satisfaction.
4. **Anticipated Tenure:** This chart visualizes candidate response to anticipated tenure.
5. **Teaching Plan Feedback:** This shows the narrative of candidate responses regarding teaching plans in Illinois.

# PERFORMANCE AS CLASSROOM TEACHERS

## Demonstrated Teaching Skills

The demonstrated teaching skills report visualizes the performance evaluations of candidates who have completed a program at the institution and are employed in an Illinois public school. This report is separated into 2 tabs: Summary and Program Detail.

### SUMMARY (tab1)



**Program Year:** Filter the data by selecting one year or multiple years.

**Program Level:** Filter the data by selecting undergraduate and/or graduate level.

**Program Category:** Filter the data by selecting the type of program (teaching, school support personnel,

**Most Recent Evaluation Rating Mix:** This graph visualizes the percentage of candidates within each evaluation category.

**Most Recent Evaluation Rating Mix by Completer Year:** This graph visualizes the most recent evaluation for completers by year.

**Average Rating of Most Recent Evaluation by Completer Year:** This graph visualizes the average ratings of the most recent evaluations by completer year.

**Top 5 programs by Most Recent Evaluation Count:** This graph visualizes the top 5 programs that produced the most completers and the evaluation count.

**PROGRAM DETAIL (tab 2)**



**Candidate Count by Most Recent Evaluation Rating and Program Code:** This graph visualizes the number of candidates by program and evaluation rating.

**Proficient Percentage by Program Code (Most Recent Evaluation):** This graph visualizes the percentage of candidates that received a proficient rating on the most recent evaluation by program.

CONTRIBUTION TO STATE NEEDS

Placement

The placement report visualizes completers that obtained full time employment in an Illinois public school, non-public school, or early learning setting within two years after program completion. Placement is calculated when a completer has an employment record between the year of completion and 2 years. There are 2 tabs to this report- Placement Summary and Program Detail. **ISBE public school data for a given reporting year is one year behind completer data. IDES non-public and early learning setting employment data is two years behind completion data. For example, in the 2024 reporting year, IHEs report completers from program year 2023. ISBE matches 2019-2022**

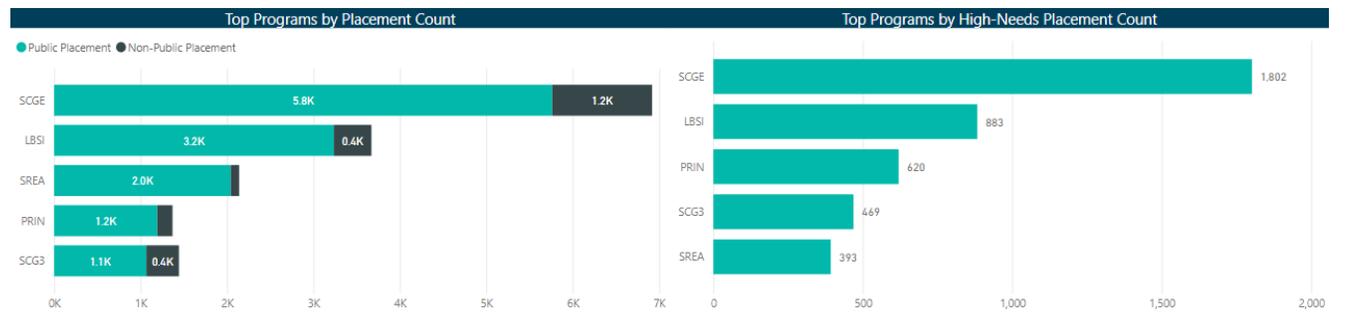
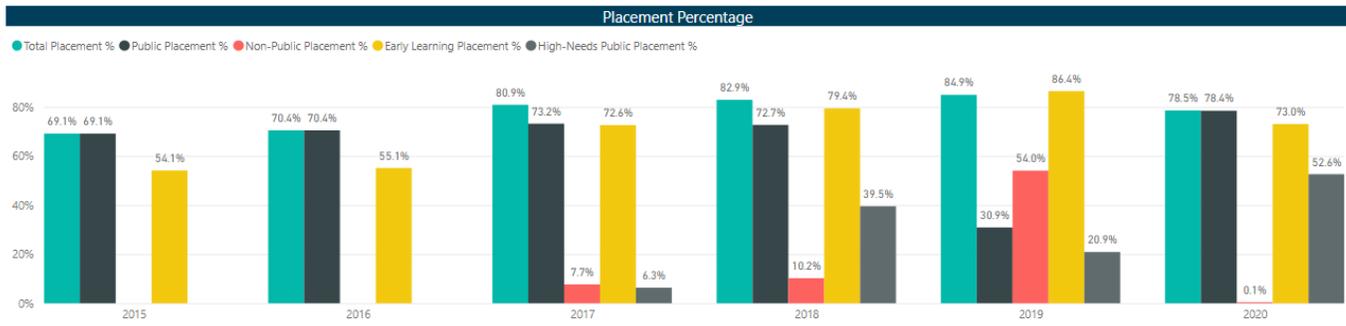
completers to its 2023 public school employment data and to the 2022 IDES non-public school and early learning setting employment data. The 2023 completers are excluded because they will not yet be employed.

**PLACEMENT SUMMARY (tab 1)**

# Placement



Program Year: 
 Institution: 
 Program Level: 
 Program Category:



**Program Year:** Filter the data by selecting one year or multiple years.

**Program Level:** Filter the data by selecting undergraduate and/or graduate level.

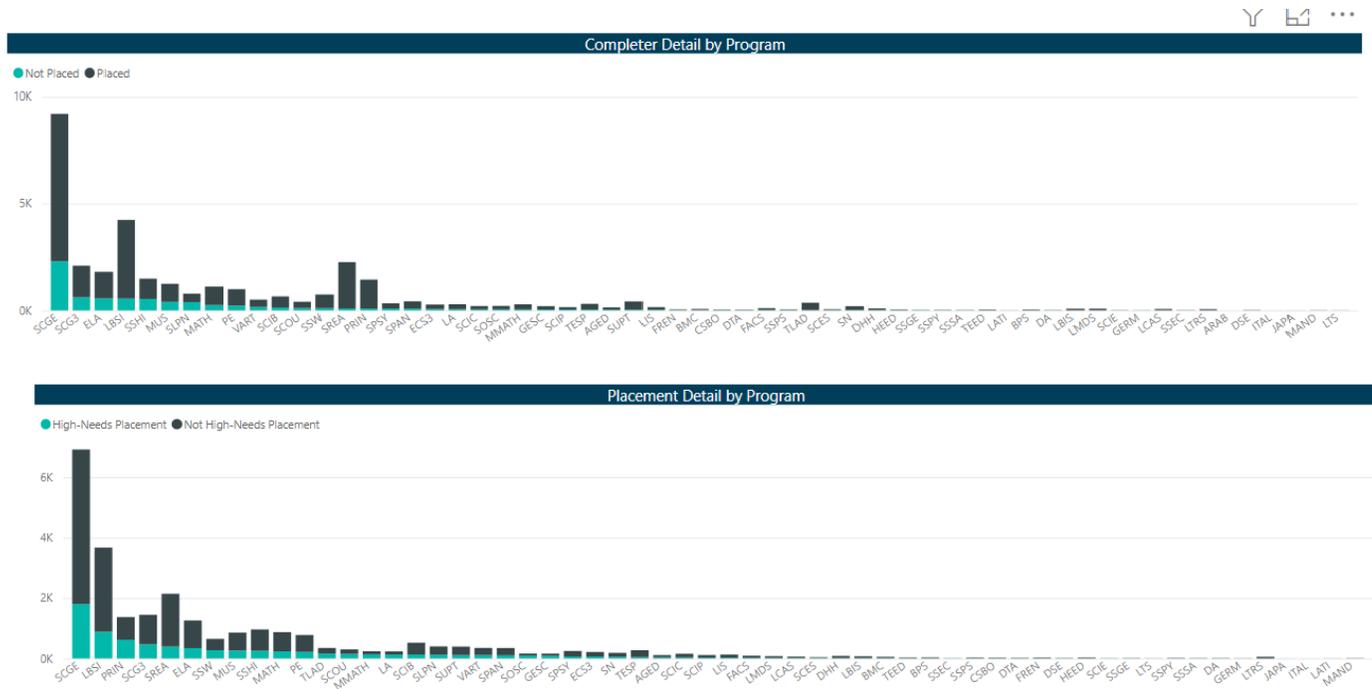
**Program Category:** Filter the data by selecting the type of program (teaching, school support personnel, administrative)

**Placement Percentage:** This graph visualizes the number of completers by year that were placed in an IL public school or non-public school compared to those that completed the program. The high-needs public placement bar shows what percentage of program completers were placed in a high-needs school. The early learning placement percentage shows what percentage of *early childhood education program completers* (rather than all program completers) were placed in an early learning setting.

**Top Programs by Placement Count:** This graph visualizes the programs that have the most placements into an Illinois public school, nonpublic school, or early learning setting.

**Top Programs by High-Needs Placement Count:** This graph visualizes the programs that have the most placements into a high-needs Illinois public school.

**PROGRAM DETAIL (tab 2)**



**Completer Detail by Program:** This graph visualizes the number of completers by program that have been placed and not placed in an Illinois public school, nonpublic school, or early learning setting for employment.

**Placement Detail by Program:** This graph visualizes the number of completers by program that have been placed in a high needs or not high needs IL public school for employment.

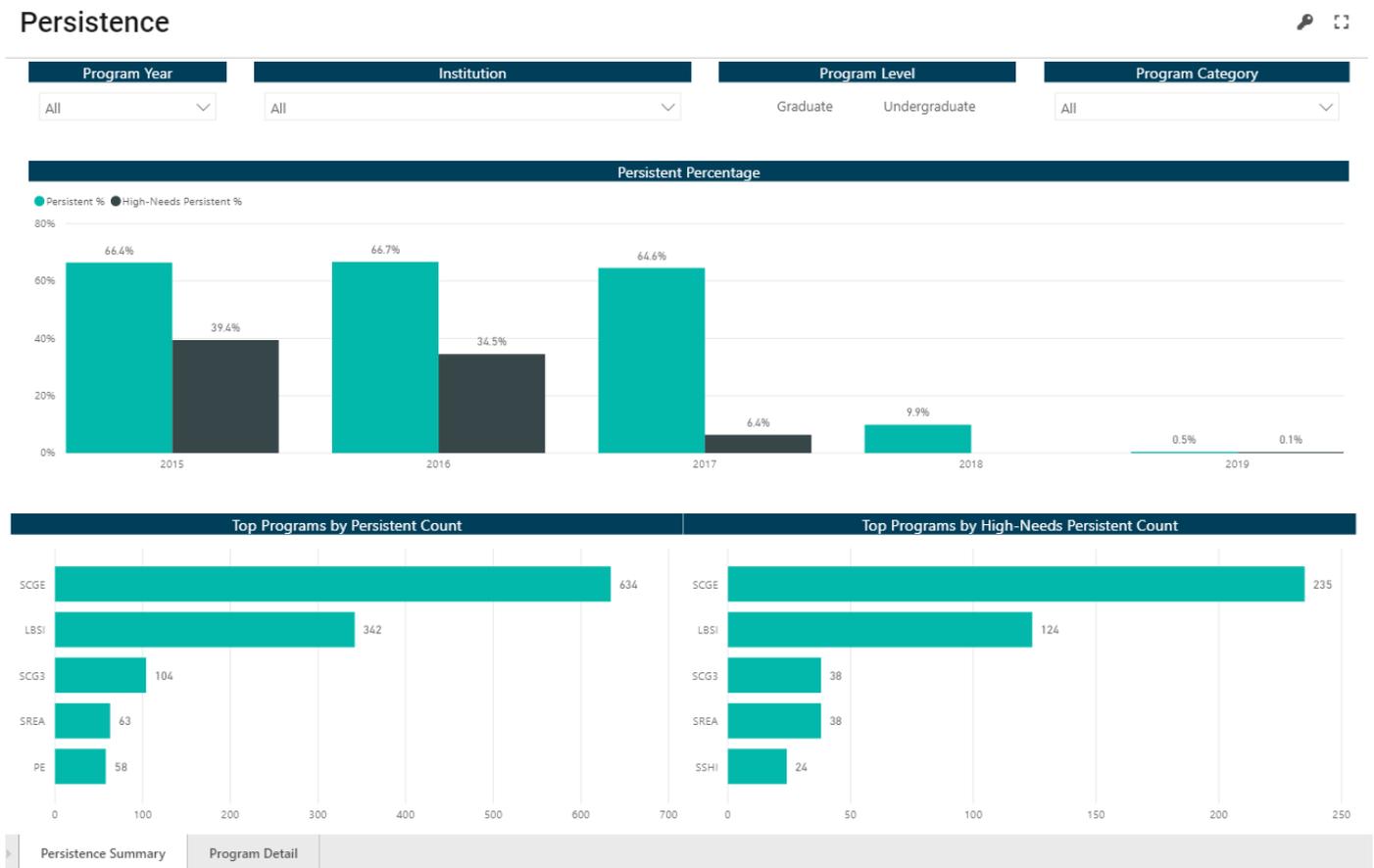
**Considerations:**

- Employment data includes information from the state’s public schools (including charter schools) as well as nonpublic schools and early learning settings. The Illinois State Board of Education partnered with the Illinois Department of Employment Security (IDES) to obtain employment data within nonpublic K-12 schools and early learning settings.
- Employment is inclusive of all educational (Teaching, Administrative and School Support Personnel) roles requiring a state educator license categorized by program (excluding substitute teachers). Each year, school districts report in the fall all licensed personnel in the Employment Information System (EIS). EIS data will be updated for each school year in October of that year.

# Persistence

The persistence report is an interactive visualization of the Illinois public school, non-public school, and early learning setting employment of the Institution’s program completers. Persistence is determined when a completer is employed in any of these settings sequentially in year 1, 2, and 3 from the year of completion. There are 2 tabs for this report- Persistence Summary and Program Detail. **ISBE public school data for a given reporting year is one year behind completer data. IDES non-public and early learning setting employment data is two years behind completion data. For example, in the 2024 reporting year, IHEs report completers from program year 2023. ISBE matches 2019-2022 completers to its 2023 public school employment data and to the 2022 IDES non-public school and early learning setting employment data. The 2023 completers are excluded because they will not yet be employed.**

## PERSISTENCE SUMMARY (tab 1)



**Program Year:** Filter the data by selecting one year or multiple years.

**Program Level:** Filter the data by selecting undergraduate and/or graduate level.

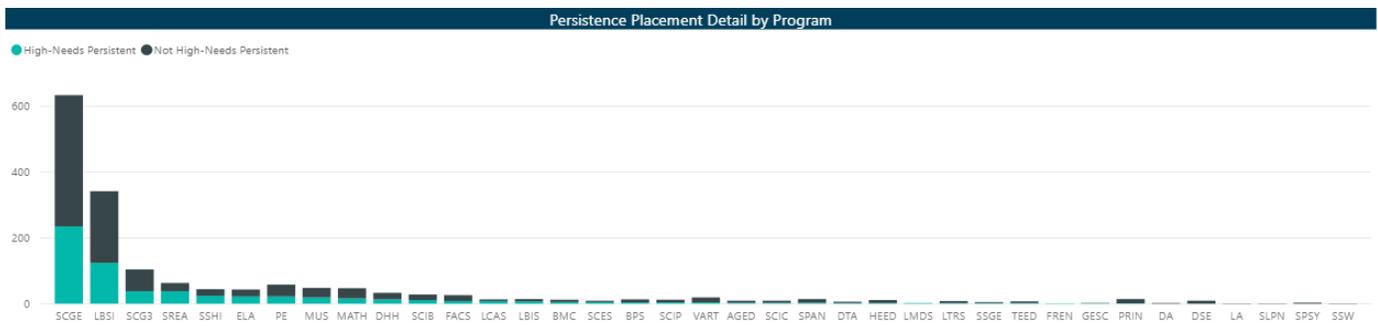
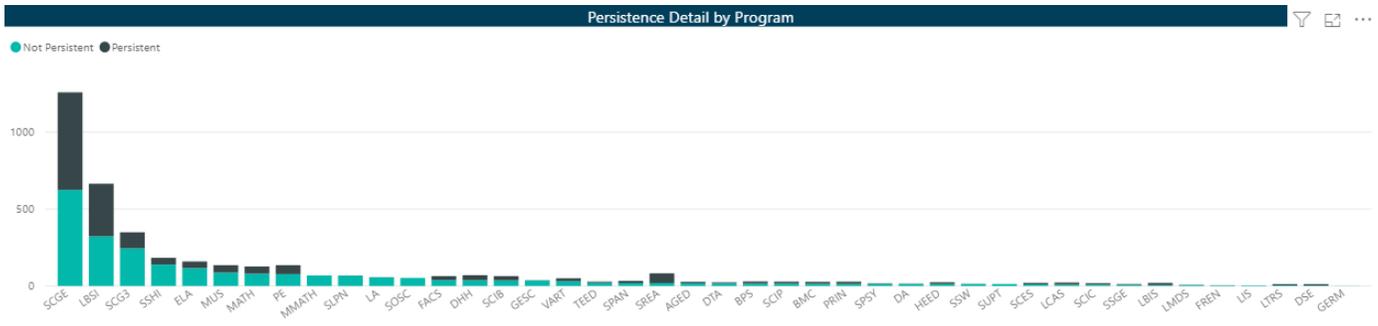
**Program Category:** Filter the data by selecting the type of program (teaching, school support personnel, administrative)

**Persistence Percentage:** This graph visualizes the number of completers by year that were persistent compared to those that were persistent in a high-needs public school.

**Top Programs by Persistent Count:** This graph visualizes the programs that have the most persistent completers in an Illinois public school, non-public school, or early learning setting.

**Top Programs by High-Needs Persistent Count:** This graph visualizes the programs that have the most persistent completers in a high-needs Illinois public school.

**PROGRAM DETAIL (tab 2)**



Persistence Summary | **Program Detail**

**Persistence Detail by Program:** This graph visualizes the number of completers by program that have been persistent and not persistent in an IL public school for employment.

**Persistence Placement Detail by Program:** This graph visualizes the number of completers by program that have been persistent in a high needs or not high needs IL public school for employment.

## Accountability

### IEPP Accountability Summary

Note: Programs did not receive reauthorization statuses in reporting year 2024; however, IHEs may view the reauthorization status that would have been calculated for each program on this screen to gain an understanding of program performance.

Institution	Program	Program Score	Scored Domain Count	Reauthorization Status
University	Business, Marketing, and Computer Education	100%	1	Reauthorized With Conditions
University	Early Childhood Education	78%	4	Reauthorized With Distinction

- The IEPP accountability report provides each IHE the accountability metric data for all programs. This report gives institutions a look at the designation status for all programs and reflects the business rules for small programs reflected in the technical guide.
- IHE users are able to filter accountability summary by IEPP cycle year and programs.
- IHE users may sort each column by program scores, scored domain count, and reauthorization status.
- All data in this accountability report can also be downloaded and exported to an excel spreadsheet.
  - a. **Program Score:** the score of the program calculated by dividing the number of points earned by the total points possible for each indicator.
  - b. **Scored Domain Count:** the number of domains included in the calculation. To be determined a scored domain, the corresponding indicators must have reported data.
  - c. **Reauthorization Status:** The status of the program based on the calculations of scored domains. See tables below.

## Domain Indicators

Business, Marketing, and Computer Education

Domain	Indicator	N-Size	Meets Criteria	Points Earned	Points Possible	Indicator Percentage
Candidate Selection and Completion	Candidate Entry GPA	--	--	--	--	--
Candidate Selection and Completion	Candidate Race/Ethnicity	--	--	--	--	--
Candidate Selection and Completion	Diverse Completers	--	--	--	--	--
Knowledge and Skills for Teaching	Mastery of Teaching Subjects	--	--	--	--	--
Knowledge and Skills for Teaching	General Teaching Skill	--	--	10	10	100%
Knowledge and Skills for Teaching	Completer Survey	--	--	5	5	100%
Performance as Classroom Teachers	Demonstrated Teaching Skill	--	--	--	--	--
Contribution to State Needs	Placement in Teaching	--	--	--	--	--
Contribution to State Needs	Placement in teaching in High Needs Schools	--	--	--	--	--
Contribution to State Needs	Persistence in Teaching	--	--	--	--	--
Contribution to State Needs	Persistence in Teaching in High Needs Schools	--	--	--	--	--
Total	--	--	--	15	15	100%

- By selecting a particular program from the dropdown at the top, IHE users will be able to view the specifics to each accountability summary for each program.
  - **Domains:** The 4 domains of the accountability system
    - Candidate Selection and Completion
    - Knowledge and Skills for Teaching
    - Performance as Classroom Teachers
    - Contribution to State Needs
  - **Indicators:** The indicators within the 4 domains of the accountability system
    - Candidate Entry GPA
    - Candidate Race/Ethnicity
    - Completer Survey
    - Demonstrated Teaching Skill
    - Diverse Completers
    - General Teaching Skill
    - Mastery of Teaching Subjects
    - Persistence of Teaching
    - Persistence of Teaching in a High Needs School
    - Placement in Teaching
    - Placement of Teaching in a High Needs School

## Query Tools

### Candidate Query Builder

The Query Builder is a tool that filters every data element reported at the candidate level. Users can slice the data by year, level, Pell grant eligibility, gender, diversity, enrollment, evaluation rating, program mode, salary, testing, GPA, and candidate age.

### Candidate Query Builder

Program Year	Institution	Program Level	Candidate Count
All	All	All	42,500

Program	Program Category	Program Mode	Program Type
All	All	All	All

Enrollment Status	Institution Type	Institution Size	Race/Ethnicity	Gender	Pell Grant Eligible
All	All	All	All	All	All

First Generation College	Entry GPA	ACT	SAT	SAT
All	1.00   4.06	2   36	600   2330	600   2330

  
Reset