



Illinois Educator Preparation Profile

Continuous Improvement and Accountability System

Reauthorization Guide

2023



Illinois
State Board of
Education

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Overview

In 2016, the Illinois State Board of Education (ISBE) started an initiative to support educator preparation programs statewide. The goal of this program is to improve how ISBE collects, shares, and reports data on educator preparation programs.

What are the goals of this system?

The goal of Illinois' Continuous Improvement and Accountability System is to:

1. Ensure all new Illinois teachers are learner-ready on day one in the classroom.
2. Provide data to teacher preparation programs that will support a continuous improvement process and strengthen teacher preparation statewide.

How will this system be used for reauthorization?

Reauthorization decisions will be based on the Illinois Educator Preparation Profile (IEPP). The IEPP is a report that provides a holistic view of each program based on quantitative measures of the program's ability to recruit and train effective educators aligned to state needs.

The IEPP and the reauthorization process will highlight programs that are producing strong learner-ready teachers and will also help struggling programs seek assistance and improve their effectiveness.

ISBE publicly released this information for the first time in 2020. The reports released for both 2020 and 2021 were for information only. Beginning in 2022, reports will have formal regulatory consequences for renewal and continued approval.

This document outlines how reauthorization decisions are made and the consequences of reauthorization decisions.

Illinois Educator Preparation Profile

ISBE’s reauthorization decisions are based on the Illinois Educator Preparation Profile. The IEPP evaluates how well EPPs are recruiting and training teachers by scoring programs in four domains. Together, these four domains provide a multi-dimensional view of how teacher preparation programs are preparing candidates for the classroom. These four domains are applicable to every teacher preparation program across the state.

Domain Description & Rationale

Candidate Selection and Completion	<p>This domain evaluates the academic strength and racial/ethnic diversity of candidates who enroll in each EPP program. It also evaluates whether students who identify as members of a minority group are completing programs within the standard program length.</p> <p>This information will enable EPPs to track the progress of each candidate through the program. Programs will be able to determine whether there is a significant correlation between specific strengths and limitations of candidates and their success or difficulties in both the preparation program and their professional teaching careers.</p>
Knowledge and Skills for Teaching	<p>This domain evaluates how well candidates perform on state teaching assessments and how well candidates believe their program has prepared them for the classroom.</p> <p>This domain provides the most direct evidence that programs are equipping candidates who complete the program with the knowledge of their teaching subjects, an understanding of their role as teachers, and the teaching experience and skill required to be successful with students when they enter the teaching profession.</p>
Performance as Classroom Teachers	<p>This domain evaluates how well program completers are faring in the classroom.</p> <p>The domain includes assessments of the teacher in the classroom, student performance on standardized tests, and student survey data about teachers in order to answer the question: How well do program completers perform as teachers in their own classrooms?</p>
Contribution to State Needs	<p>This domain identifies the extent to which program completers are employed in Illinois public schools, non-public schools, and early learning centers and the persistence of these employees in their public school, non-public school or early learning center positions. The domain does not include employment in other education-related fields.</p> <p>Additionally, this domain does not include program completers employed out of state. The domain includes information that makes it possible to construct a picture of how the state's teacher production capacity aligns with the needs of Illinois public schools, non-public schools, and early learning centers.</p>

Indicators

The IEPP includes 11 indicators for 2023; each domain will have one to four indicators. These indicators each measure different areas to help programs identify strengths and weaknesses.

Programs receive points for each indicator based on how well the program performs relative to benchmarks set by ISBE. These benchmarks are known as the minimum standard and the state target.

If a program performs less than the minimum standard, the program receives no points for the indicator. If a program performs greater than or equal to the state target, the program will receive all available points for the indicator. If a program performs greater than the minimum standard but less than the state target, the program receives a proportional number of points.

For additional detail

For more detail on how IEPP indicators are calculated and scored, please see the Technical Guide located under the “Resources” section of [this page](#).

IEPP Overall Structure, 2023

This table details the domains, indicators, weights, and scoring ranges in the 2023 IEPP Continuous Improvement and Accountability System.

Domain	Domain Points	Indicator	Performance Measure	Indicator Weight	Indicator Points	Minimum Standard	State Target
Candidate Selection and Completion	25	Candidate Entry GPA	The percentage of candidates that had a GPA of 3.0 or higher prior to entering the institution.	20%	5	67%	100%
		Candidate Race/Ethnicity	The percentage of candidates that identify as non-white.	40%	10	10%	50%
		Diverse Completers	The percentage of candidates enrolled in a preparation program that identify as a member of a minority group (by racial/ethnic, socioeconomic, and/or first-generation status) and complete the program within the standard program length.	40%	10	67%	100%
Knowledge and Skills for Teaching	25	Mastery of Teaching Subjects	The percentage of candidates that passed the content area exam on any attempt.	40%	10	80%	100%
		General Teaching Skill	The percentage of candidates that passed the edTPA exam on any attempt.	40%	10	80%	100%
		Completer Survey	An index score that measures how well completers believe that their program has prepared them as educators.	20%	5	80%	100%
Performance as Classroom Teachers	25	Demonstrated Teaching Skill	The percentage of completers scoring “proficient” or “excellent” on their overall performance evaluations.	100%	25	80%	100%
Contribution to State Needs	25	Placement in Teaching	The percentage of completers that begin working as a full-time teacher in an Illinois public school, non-public school, or early learning center within two years of completing the program.	25%	6.25	67%	100%
		Placement in Teaching in High-Needs Schools	The percentage of completers that begin working as a full-time teacher in a high-needs Illinois public school within two years of completing the program.	25%	6.25	33%	67%
		Persistence in Teaching	The percentage of completers that continue working in an Illinois public school, non-public school, or early learning center for three or more consecutive years.	25%	6.25	33%	67%
		Persistence in Teaching in High-Needs Schools	The percentage of completers who continue working in a high-needs Illinois public school, non-public school, or early learning center for three or more consecutive years.	25%	6.25	33%	67%

IEPP Performance Designations

Each program receives an overall performance designation on their IEPP. Performance designations are based on the percentage of points that a program earns (i.e., points earned out of points possible) across all indicators and domains. There are five different designations that a program can receive.

Designation	Description
Exemplary	<ul style="list-style-type: none"> Exemplary programs or domains have earned 75 percent or more of available points. This is the highest designation.
Commendable	<ul style="list-style-type: none"> Commendable programs or domains have earned between 50 and 74.99 percent of available points. This is the second highest designation.
Developing	<ul style="list-style-type: none"> Developing programs or domains have earned between 25 and 49.99 percent of available points. This is the second lowest designation.
Needs Improvement	<ul style="list-style-type: none"> Programs or domains identified as Needs Improvement have earned fewer than 25 percent of available points. This is the lowest designation.
No Score	<ul style="list-style-type: none"> This program or domain did not receive a designation. The program will still receive a reauthorization status in the Annual Program Report system. There are three reasons a program or domain might receive this designation: <ul style="list-style-type: none"> Limited Data Available: The program has low enrollment, limited hiring of completers in Illinois, or a combination of both factors. Discontinued: The program is beginning the phases of discontinuation or has been discontinued. The program may be either no longer enrolling new candidates or it is no longer being offered by the EPP. Recently Approved: The program was recently approved (within the last three years by ISBE and thus does not have enough performance history.

Assigning Reauthorization Statuses

There are four possible reauthorization statuses.

Reauthorization Statuses

1	Reauthorized with Distinction
2	Reauthorized
3	Reauthorized with Conditions
4	Reauthorized on Probation

How ISBE assigns reauthorization status

A program's reauthorization status depends on its IEPP designation.

- In 2020 and 2021, the IEPPs were released for informational purposes only.
- In 2022 and beyond, reauthorization statuses will be assigned based on additional factors. These factors are detailed in the flowcharts on pages 10 and 11.

Designation	Reauthorization Status
Exemplary	Reauthorized with Distinction
Commendable	Reauthorized
Developing	Reauthorized with Conditions
Needs Improvement	Reauthorized on Probation
No Score	See pages 9 and 11

Reauthorization when a program receives a No Score designation

A program that receives a No Score designation will still receive a program reauthorization status based on the rules below. These rules are also detailed in the flowchart on page 11.

Program is recently approved

These are programs that ISBE approved within the last three years that do not have enough performance history to receive a score. These programs will receive a status of Reauthorized, which provides them with the opportunity to enroll more students and to collect additional years of data.

Program is discontinued

This is a program beginning the phases of discontinuation or a program that has already been discontinued. This program will not receive a reauthorization status.

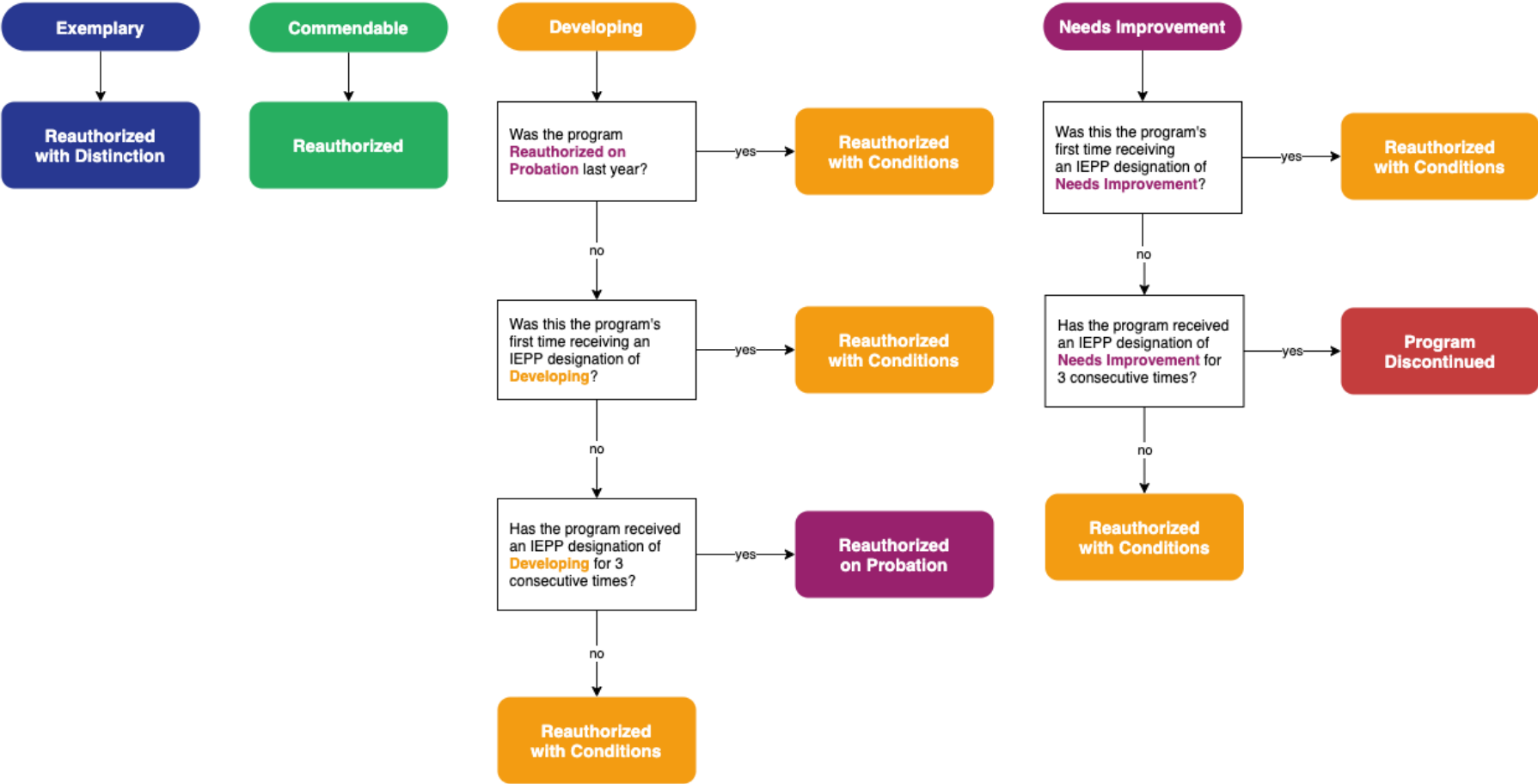
Programs with limited data available

These are programs with limited data, either because the program does not enroll many new students, the program does not place many completers into Illinois public schools, or a combination of both factors. For these programs, ISBE first considers the following:

- Programs with at least three scored domains on the IEPP: These programs will receive a reauthorization status based on the percentage of points that they earned across scored domains:
 - Program earning 50 percent or more of the available points = Reauthorized
 - Program earning 25-50 percent of the available points = Reauthorized with Conditions
 - Program earning fewer than 25 percent of the available points = Reauthorized on Probation
- Programs with one or two scored domains on the IEPP: These programs will be Reauthorized with Conditions.
- Programs that receive a designation of No Score because they have no scored domains on the IEPP: These programs will be categorized as Limited Data Available.

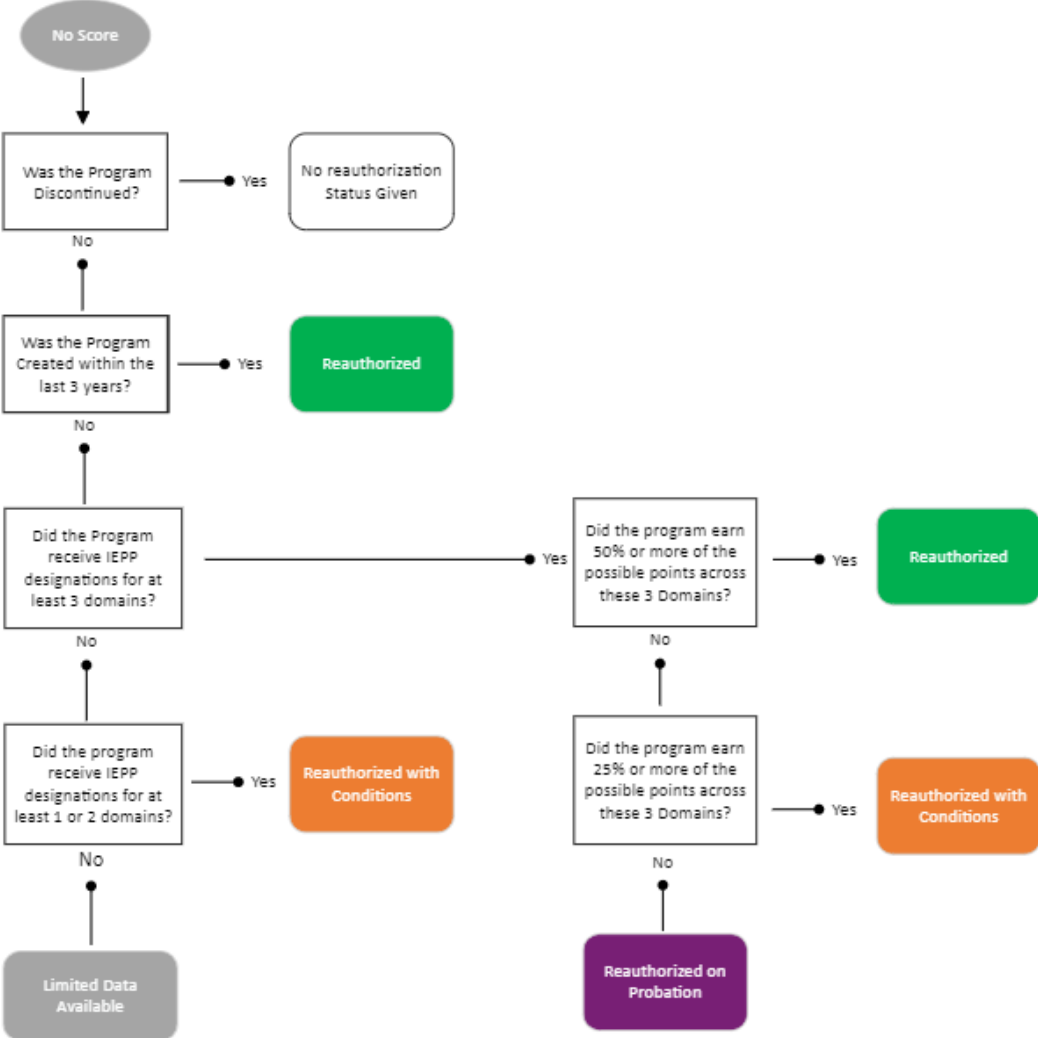
Reauthorization Flowchart for Designations

This is a flowchart for programs that received an IEPP designation of Exemplary, Commendable, Developing, or Needs Improvement.



Reauthorization Flowchart for 'No Score'

This is a flowchart for programs that received an IEPP designation of No Score.



Reauthorization Statuses in Detail

Reauthorized with Distinction

These programs are considered highly effective and innovative. They will be recognized by the State Educator Preparation and Licensure Board and the State Board of Education.

These programs do not have to take any further action with the state. They can make program changes autonomously and are asked to provide a summary to ISBE annually. These programs are encouraged to continue improving their programs by using their data in decision-making and planning, and by building mutually beneficial partnerships with districts.

These programs may be studied to elevate best practices. They may also be asked to speak at events across the state to share effective strategies and innovative ideas in educator preparation.

Reauthorized

These programs are considered effective.

These programs do not have to take any further action with the state. They can make program changes autonomously and are asked to provide a summary to ISBE annually. These programs are encouraged to continue improving their programs by using their data in decision-making and planning, and by building mutually beneficial partnerships with districts.

These programs may be studied to elevate best practices about educator preparation programs.

Reauthorized with Conditions

These programs are required to engage in a cycle of continuous improvement with ISBE. This cycle will vary based on how many times the program has received a Reauthorized with Conditions status:

1. The first time a program is Reauthorized with Conditions, ISBE will send the program a letter identifying key areas for improvement. No further action will be required.
2. The second consecutive time a program is Reauthorized with Conditions, ISBE will require that program to submit a plan of action within 90 days of official notification.
 - If ISBE approves the plan, institutions may begin implementing the plan of action.
 - If ISBE determines the plan is inadequate, ISBE will provide feedback and allow the program 30 days to resubmit a plan for approval.
3. A program cannot receive a Reauthorized with Conditions status for a third consecutive time. In this case, the program will receive the status of Reauthorized on Probation.

Reauthorized on Probation

These programs are required to seek assistance from ISBE so that they can meet ISBE standards and performance expectations in the future.

1. The first time a program is Reauthorized on Probation, ISBE will require the program to complete a two-year action plan for improvement within 90 days of official notification. In this action plan, a program must include indicators of progress that will demonstrate whether the program is improving over the next two years. These programs may continue to recruit candidates until the next publication of an IEPP report.
 - If ISBE approves the action plan, institutions may begin to implement the action plan immediately.
 - If ISBE determines the action plan is inadequate, ISBE will provide feedback and allow the program 30 days to resubmit a revised action plan for approval.
2. The second consecutive time a program is Reauthorized on Probation, ISBE will require the program to continue providing evidence that the program has fully met the indicators of progress in its plan of action. These programs will no longer be permitted to admit new candidates and must notify existing candidates of the programs' reauthorization status.
3. If a program is on course to receive Reauthorized on Probation status for the third consecutive time, ISBE may perform an onsite visit or discontinue the program's approval.

During an annual review cycle, programs will be removed from Reauthorized on Probation status if:

- The program receives an IEPP performance designation of Exemplary, Commendable, or Developing, or
- The program receives an IEPP performance designation of No Score and the program earns 25 percent or more of the possible points.

A program may receive Reauthorized on Probation status for reasons other than IEPP performance.

These reasons include, but are not limited to:

- Non-compliance in data sharing and reporting
- Non-compliance with candidates entered "Pre-Completion" in ELIS
- Non-compliance with student teaching or residency requirements
- Non-compliance with instructional and content components
- Poor outcomes for candidates and/or completers

Program Discontinued

These programs are no longer approved to admit, prepare, or entitle licensure candidates.

Programs will receive a “Program Discontinued” reauthorization status when they have received a “Needs Improvement” IEPP designation for three consecutive years.

ISBE maintains the authority to discontinue a program’s approval immediately or following a period of probation (three years).