

# Mini-Pilot Data Report

Guide to Mini-Pilot Measures



Illinois  
State Board of  
Education

# Mini-Pilot Data Report

## Guide to Mini-Pilot Measures

### Table of Contents

<b><u>Reading Your Report</u></b> .....	2
<b><u>Filtering Your Data</u></b> .....	2
<b><u>Considerations</u></b> .....	3
<b><u>Candidate Selection and Completion</u></b> .....	4
<u>Academic Strength</u> .....	4
<u>Candidate/Completer Diversity</u> .....	6
<b><u>Knowledge and Skills for Teaching</u></b> .....	8
<u>Mastery of Teaching Subjects Screen</u> .....	8
<u>General Teaching Skill</u> .....	9
<b><u>Performance as Classroom Teachers</u></b> .....	10
<u>Impact on K-12 Students</u> .....	10
<u>Demonstrated Teaching Skill</u> .....	12
<b><u>Contribution to State Needs</u></b> .....	13
<u>Entry into Teaching</u> .....	13
<u>Student Placement Statewide</u> .....	14
<b><u>Unfilled Positions</u></b> .....	
<u>Statewide</u> .....	15
<b><u>Appendix A</u></b> .....	16
<b><u>Appendix B</u></b> .....	17

✓ Candidate Selection and Completion

✓ Knowledge and Skills for Teaching

✓ Performance as Classroom Teachers

✓ Contribution to State Needs

## Reading your Report

This guide will help you understand how to read the data elements in your mini-pilot report by nine tabs at the bottom of your screen. Click each tab to see program and state-level data for the following performance indicators:

- Academic Strength
- Candidate Selection & Completion
- Mastery of Teaching Subjects
- General Teaching Skill
- Impact on K-12 Student Learning
- Demonstrated Teaching Skill
- Entry into Teaching
- Student Placement Statewide
- Unfilled Positions Statewide

Performance indicators fall into four overarching domains: (A) candidate selection and completion, (B) knowledge and skills for teaching, (C) performance as classroom teachers, and (D) contribution to state needs. This report is separated by

domain and indicator. Within each tab, performance indicators are further defined by measures (or data elements) that provide substance for each indicator area. In this report, you will find detailed descriptions and considerations for each measure grouped by domain and performance indicator. Use this document to guide you as you review your report.

<u>Candidate Selection Profile</u>	<u>Knowledge and Skills for Teaching</u>
Academic Strength	Mastery of Teaching Subjects
Candidate/Completer Diversity	General Teaching Skills
<u>Performance as Classroom Teachers</u>	<u>Contribution to State Needs</u>
Impact on K-12 Students	Entry Into Teaching
Demonstrated Teaching Skills	Student Placement Statewide

## Filtering Your Data

Most tabs contain institution –level data along with your program level data. To filter by program, click on a specific program. Data can also be filtered by program completion year by selecting a specific year.

To see all data in a specific field, ensure no filters are selected. To select multiple fields, press your keyboard “Control” or “Command” key while clicking each field.

Hover your mouse over charts and graphs to see additional details for that measure.

## Considerations

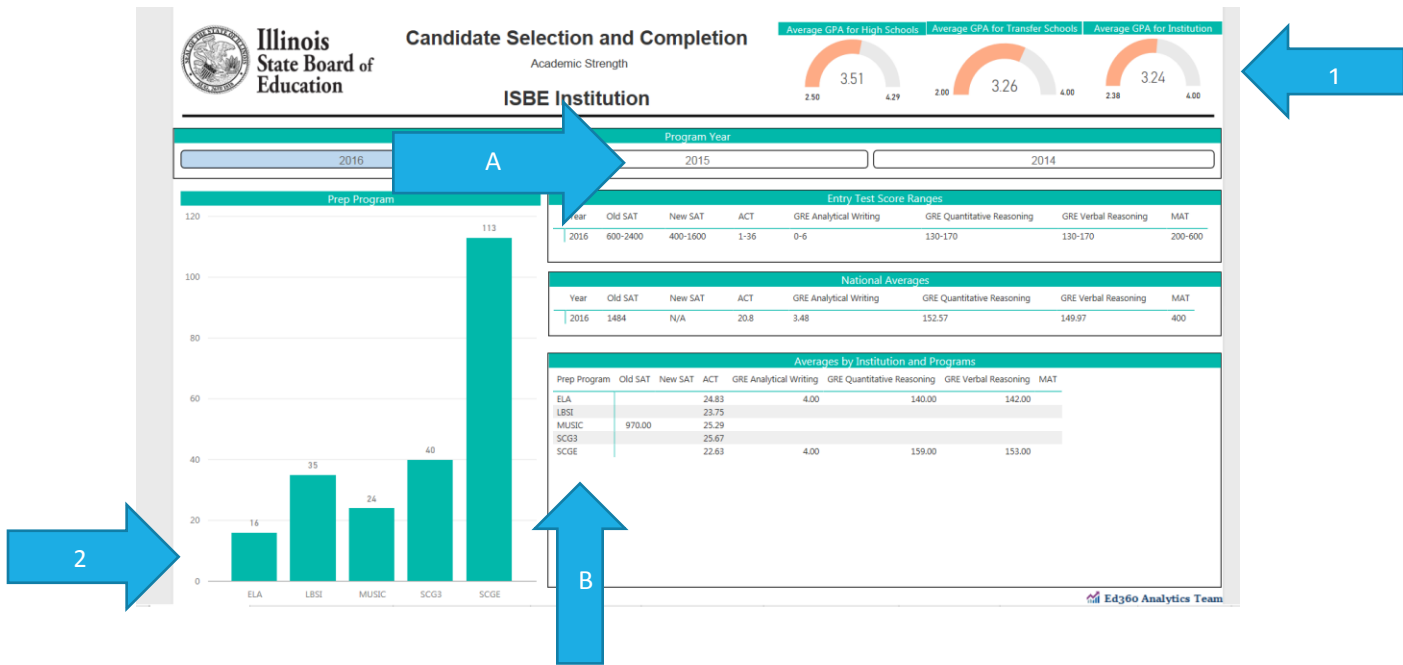
- Your report will only be as valuable as the cleanliness of the data reported to ISBE during the mini pilot. If data elements were not reported for specific measures, those portions of your report will be blank. If inaccurate data was reported, averages and percentiles will be reflected inaccurately in your report.
- All programs in this report are grouped by the corresponding ISBE endorsement code (e.g. Elementary Education programs are listed as “SCGE.”) Reference Appendix A to see an alignment of programs and endorsement codes.

State averages were not included for the majority of indicators in this report because the data received from mini-pilot participants was not inclusive of all reporting measures (data received was not of quality high enough for comparison purposes.)

Two indicators (Mastery of Teaching Subjects and General Teaching Skill) do include statewide test score averages, but please note the statewide average is inclusive only of those programs in the mini-pilot.

## Candidate Selection and Completion

### Academic Strength



- (1) **Average GPA:** This measure defines the average grade point average (GPA) of your candidates during their most recent coursework prior to preparation program entry. You can view the average GPA of candidates whose most recent coursework prior to program entry was in high school, at a transfer institution, or within your institution.

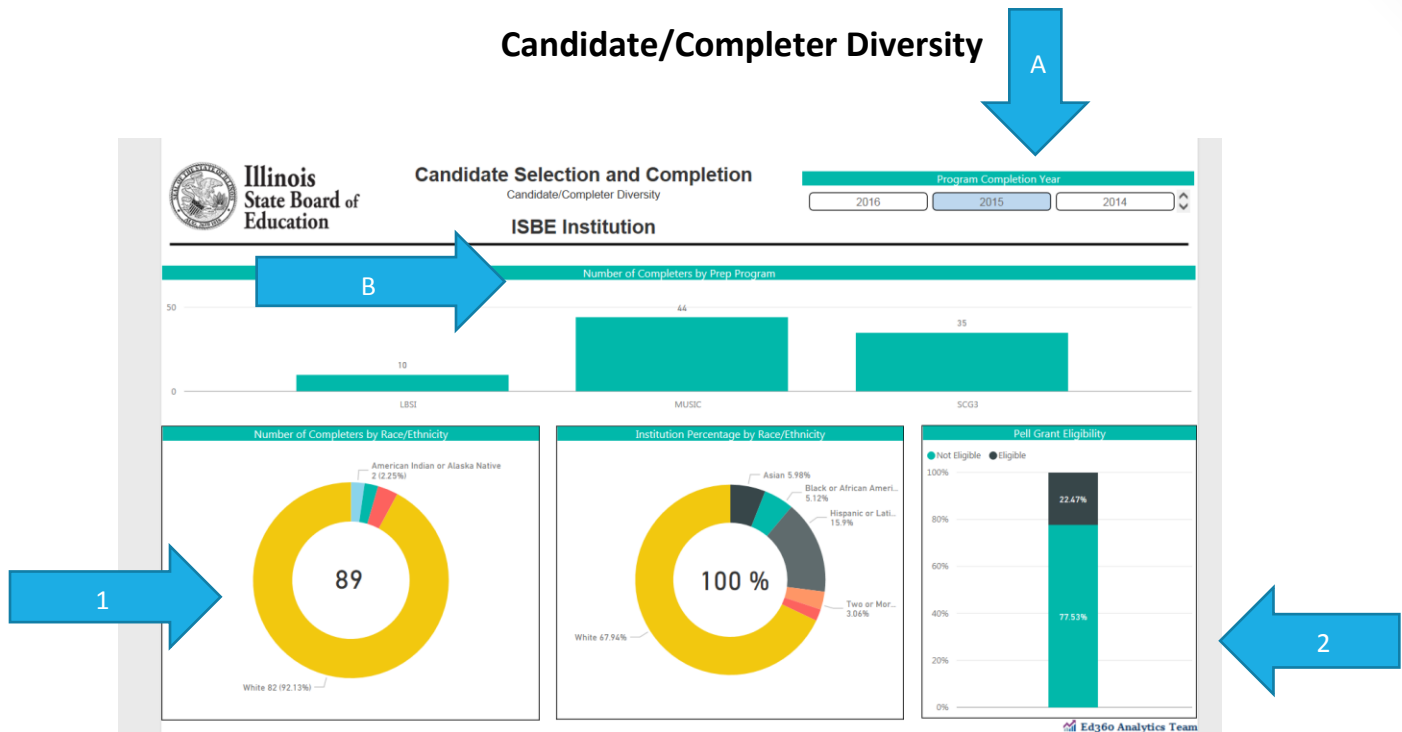
#### Considerations:

- GPA was required only for the coursework completed immediately prior to preparation program entry (in one of the three categories), but some programs reported multiple GPAs for each candidate (e.g. both high school and institution GPA were reported for a candidate who was enrolled for two years at the institution prior to being admitted into one of the institution's preparation programs.)
  - High school GPA scales range. For the purposes of this report, your range will be between zero and the highest GPA reported in your data.
- (2) **Average Test Scores:** 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), MAT, and the TAP 400 (institution-level data was only collected for the SAT and ACT.) Pick a program year (A) to see data specific to that year. National averages are listed for comparison purposes. Ranges of possible scores that could be received on each exam are also listed for reference.

**Considerations:**

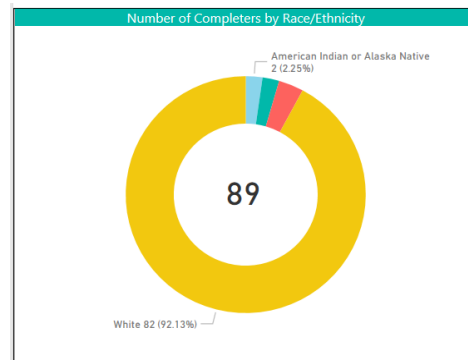
- Each program (B) was asked to report ACT and SAT scores reflective of scores received on these exams at the time a candidate entered the preparation program.
- Not all preparation programs require the same entrance exams.
- National averages are inclusive of all test-takers; they are not limited to individuals in teacher preparation programs.
- State averages are only reflective of programs that participated in the mini-pilot.
- 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.

## Candidate/Completer Diversity



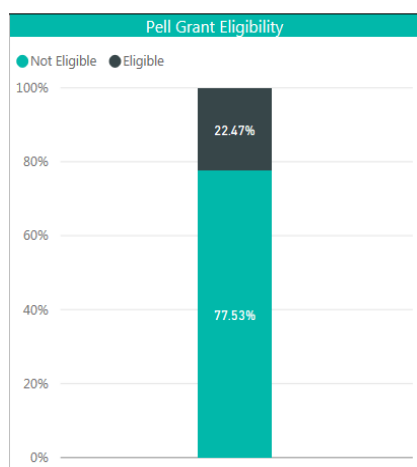
- (1) Racial/Ethnic Diversity of Program Completers:** View completer data by program level and compare to institution level numbers. Percentage should total 100 percent but if inaccurate data was submitted, numbers will be inaccurate.

Click on a program completion year (A) and/or preparation program (B) in the top bar graph to filter the data in the ring charts by program. The outer ring (shadow) represents your institution as a whole, and the inner ring represents the selected preparation program.



- (2) **Socioeconomic Diversity of Program Completers:** View number of completers and 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” donut chart.



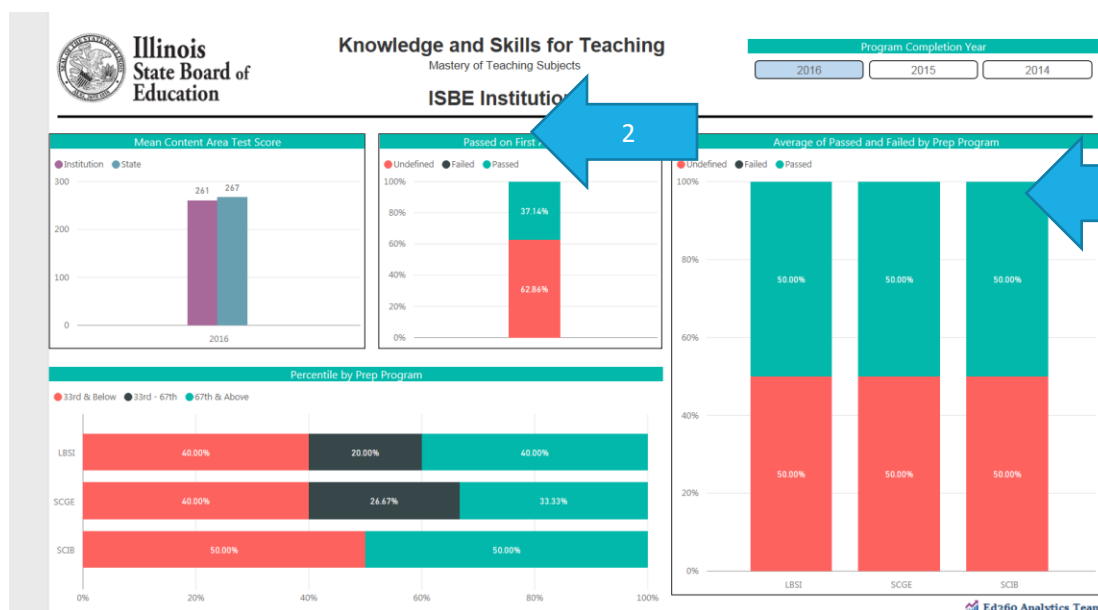
**Consideration:**

- Pell grants are limited to students who have not earned their first bachelor's degree.



## Knowledge and Skills for Teaching

### Mastery of Teaching Subjects

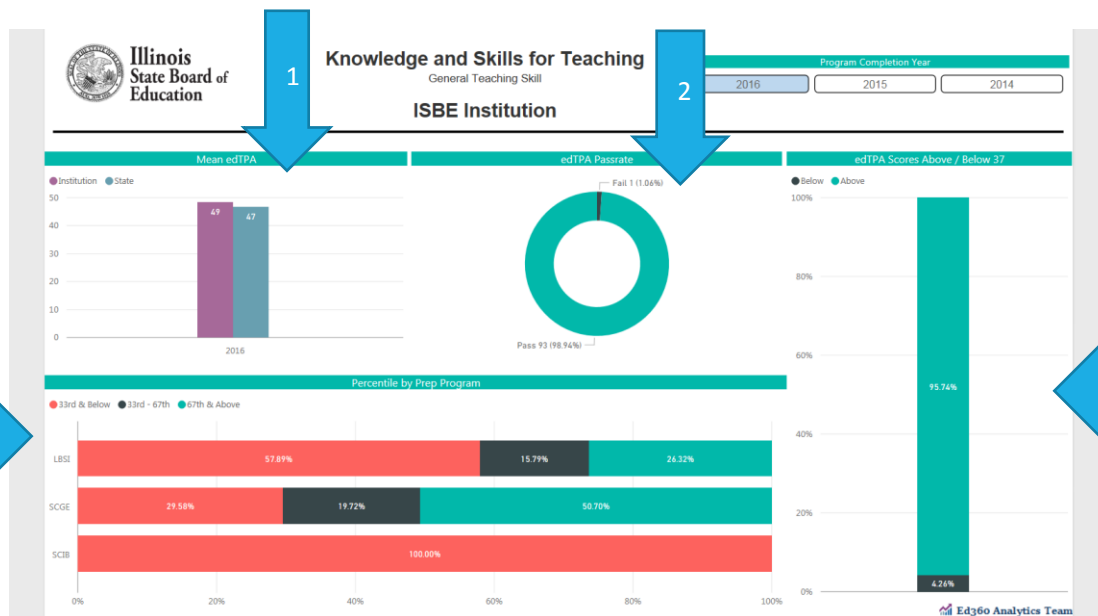


- (1) **Licensure Content Test Score:** View the mean score of your completers' content area tests. The statewide mean content area score is the computed average of all preparation programs in the mini-pilot.
- (2) **First Attempt Pass Rate:** View the percentage of candidates who passed the content test on their first attempts.
- (3) **Percentile by Preparation Program:** View the number of candidates scoring below the 33<sup>rd</sup> percentile and above the 67<sup>th</sup> percentile in your program. Statewide data is listed for comparison purposes.
- (4) **Average of Passed and Failed by Prep Program:** See the number of completers who passed the content test. Graphs should show a 100 percent pass rate.

#### Consideration:

- The "undefined" data element means no data was provided by your program for these completers.

## General Teaching Skill

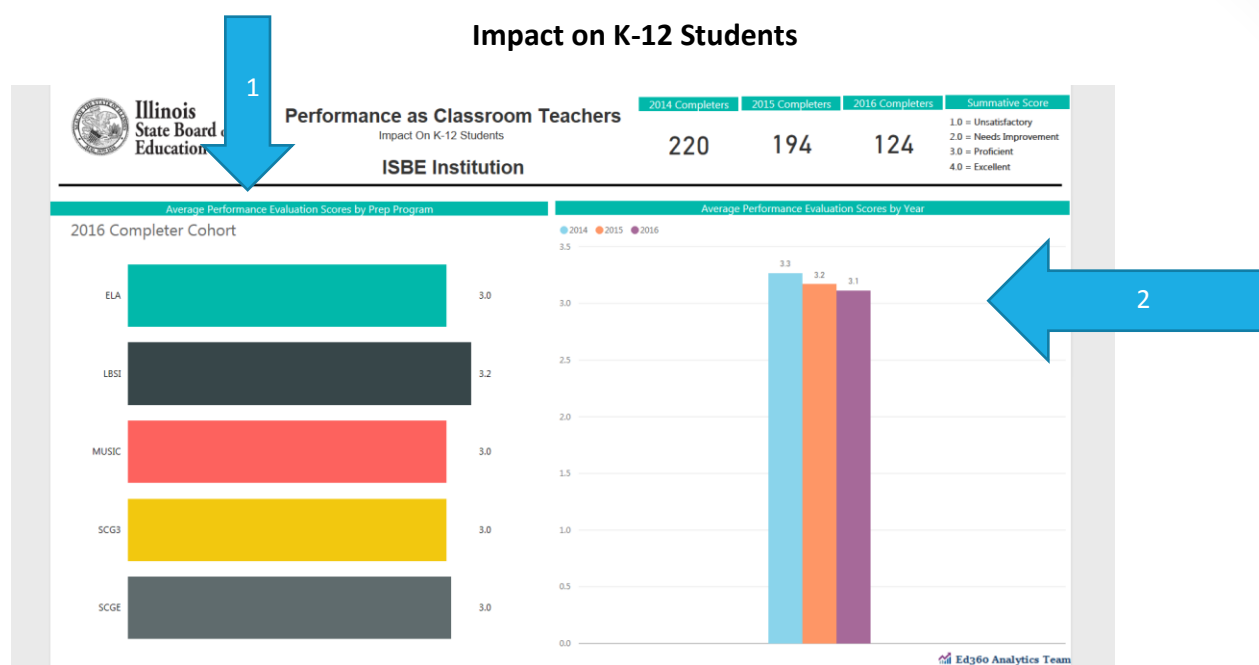


- (1) **edTPA Mean Score:** View the mean score of your completers' edTPA. The state average for the same program is listed for comparison purposes. The statewide mean content area score is the computed average of all preparation programs in the mini-pilot.
- (2) **edTPA Pass Rate:** View the percentage of candidates who passed the edTPA.
- (3) **Percentile by Preparation Program:** View the number of candidates scoring below the 33<sup>rd</sup> percentile and above the 67<sup>th</sup> percentile in your program, as compared to candidates statewide.
- (4) **edTPA Scores Above/Below 37:** View the number of candidates in your program who scored at or above a 37 on the edTPA, which will be the new minimum passing score required September 1, 2017.

### Consideration:

- The edTPA utilizes three separate rubrics, each with a unique passing score. Data is not disaggregated by assessment rubric.

## Performance as Classroom Teachers

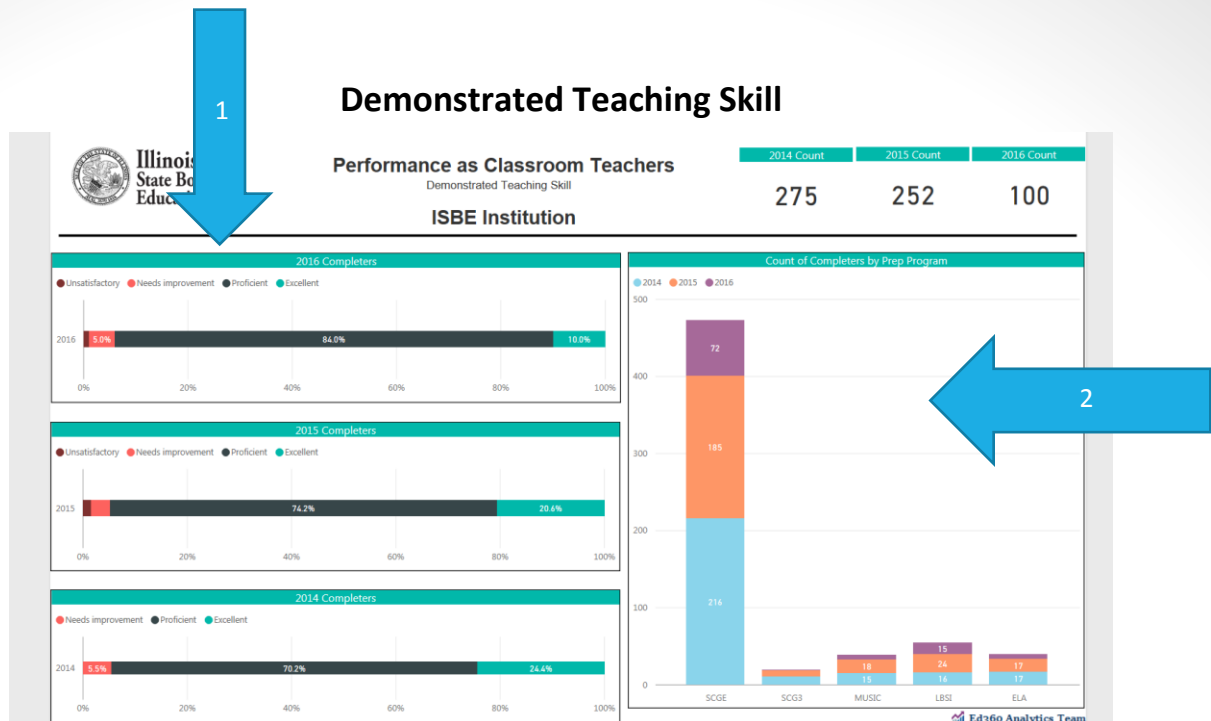


- (1) **Average Performance Evaluation Scores by Preparation Program:** View the summative performance evaluation scores of your program completers. Data is disaggregated by the year of program completion and displayed on a rotating basis.
- (2) **Average Performance Evaluation Scores by EPP:** Compare evaluations of completers across all educator preparation programs within your institution.

### Considerations:

- Total number of completers with teacher evaluation data reported to the state is listed at the top of the report.
- Teacher evaluation scores are not numerical; rather, teachers are rated as excellent, proficient, needs improvement, and unsatisfactory. A key aligning each ranking to a number is located in the upper right corner of the report.
- Teacher performance evaluations consist of two components: student growth and professional practice. Student growth means a demonstrable change in a student's or group of students' knowledge or skills, as evidenced by gain and/or attainment on two or more assessments, between two or more points in time.
- Districts may designate any percentage of the evaluation toward each component (student growth must comprise at least 30 percent of the evaluation. Districts may also utilize any rubric in evaluations.
- Summative evaluation ratings are not comparable from school to school due to evaluator subjectivity and percentage of evaluation utilized for each component.

- Evaluations must occur at least once per year for non-tenured teachers. Tenured teachers must receive an evaluation at least once every two years (or, if a rating of “needs improvement” or “unsatisfactory” was received on the previous year’s evaluation, the teacher will be evaluated in the next school year after receiving that rating.)
- School year 2017 is the first year performance evaluations were required by the state. Not all performance evaluations have been submitted to ISBE yet, as the deadline for submission was September 1, 2017.

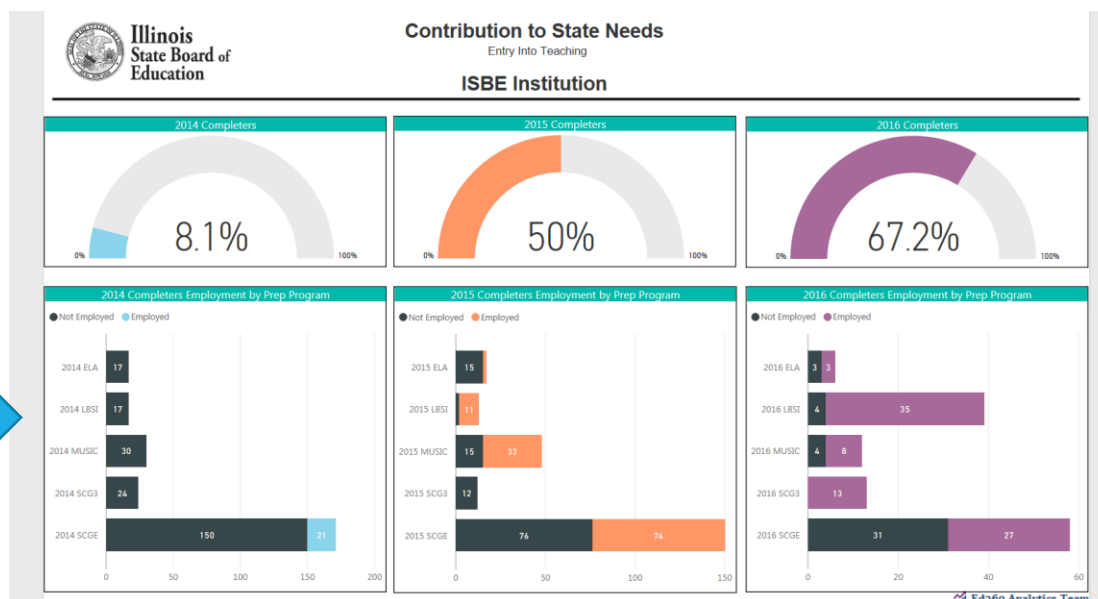


- (1) **Distribution of Teacher Evaluation Ratings:** View the percentage of program completers from each cohort who received each evaluation rating. Click on a program's bar to disaggregate evaluation data by program.
- (2) **Number of Teachers Receiving Each Rating:** View the number of your program completers who received each evaluation rating.

**Consideration:**

- See considerations from "Impact on K-12 Students" section of report (page 10)

## Contribution to State Needs

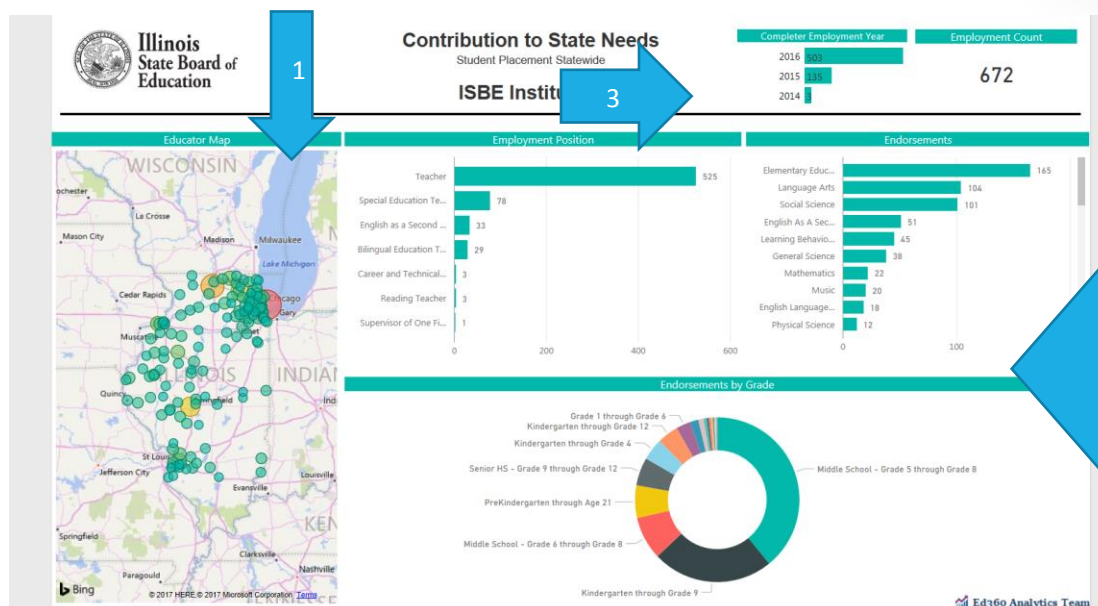


- (1) Completers with Full-Time Employment:** View the number of completers from each program year who found full-time employment in teaching or other educational roles within two years of program completion.

### Considerations:

- Year 2016 program completer data is inclusive only of employment found within one year of program completion (rather than two years) since 2018 public school employment data has not yet been collected.
- ISBE only collects employment data from the state's public schools (including charter schools.) Completers employed in a non-public or out-of-state school are not included in this report.
- Employment is inclusive of all educational roles requiring a state educator license (excluding substitute teachers.) Each year, school districts report all licensed personnel to the State in the Employment Information System (EIS.) See Appendix B for a list of all positions requiring educator licensure. Your educators in this report are working in the positions specified in this appendix.

## Student Placement Statewide

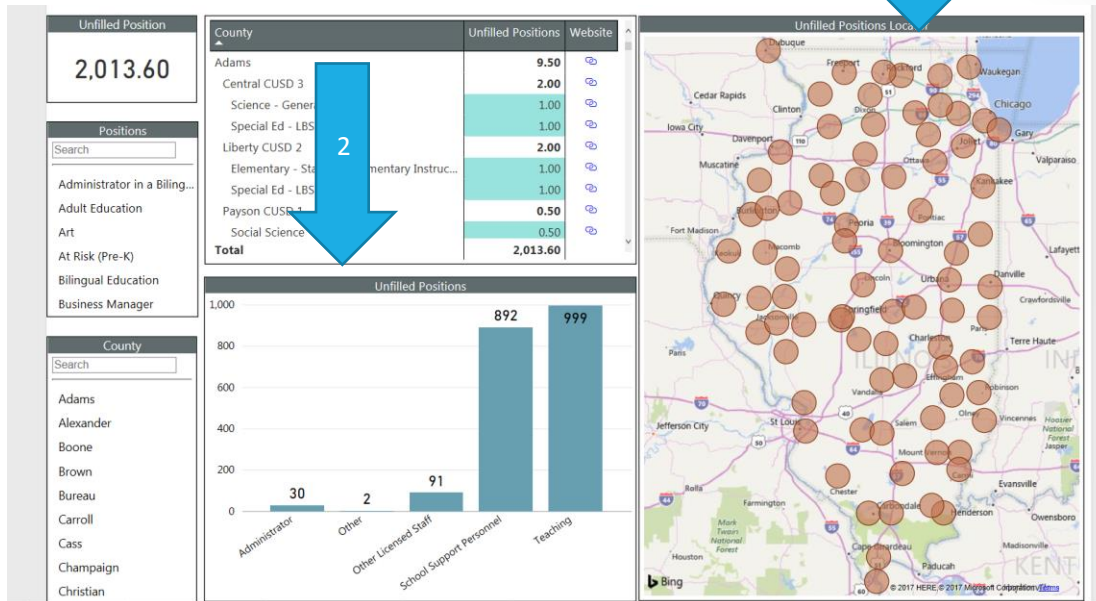


- (1) **Employment Position:** View the roles in which your completers are currently serving. Click on an employment position in the bar graph to filter the page's data by that position. You may view a list of all employment positions (as reported in the Employment Information System) in Appendix B.
- (2) **Educator Map:** View the districts in which your educators are currently employed. Employment locations are also reflected on the educator heat map. Orange and red circles represent the highest numbers of educators employed in a particular district, while greenish blue circles represent fewer numbers of educators.
- (3) **Year of Program Completion:** Disaggregate employment position and location data by the year of preparation program completion to see where and in what role completers from a specific cohort are currently working.
- (4) **Endorsements/Endorsements by Grade:** View the specific endorsements, and corresponding grade range, in which former graduates of the institution hold that are employed in a particular year.

### Considerations:

- Data listed is for Illinois public schools and charter schools only. Non-public schools are not included.
- Data is inclusive of all of your educator preparation program completers (**not just the programs you included in the mini-pilot.**) Since many institutions did not provide IEINs for completers submitted via the mini pilot, completers could not be connected to current teachers in the field. Mini-pilot data was exchanged for EPP-wide data to provide a more holistic view of your institution's preparation footprint within the state and a better visual for your review.
- Placement data is displayed for the 2017 school year.

## Unfilled Positions Statewide



- (1) **Unfilled Position Locator:** View unfilled educator positions throughout the state. Click on a circle within the map to filter by that location. Hover your mouse over a circle to see additional detail.
- (2) **Unfilled Positions:** View number of unfilled positions within various fields. Click on a category to filter data by that area.
- (3) **Positions, County:** Use the “Positions” and “County” boxes on the left-hand side to filter your data. The top center box shows how many full-time equivalent positions are vacant in each county. Links to each district’s website are also provided in this box.

### Considerations:

- Data listed is statewide position vacancy information reported to ISBE in October 2016. The state collects unfilled position data yearly each fall.
- Data is inclusive of all positions requiring licensure within the state (excluding substitute teachers.) You may filter by specific positions.
- This data is not directly related to your mini-pilot programs, but may be used to drive future programmatic decisions.



APPENDIX A	
Program Name	Code
<b>A list of approved programs and the corresponding endorsement code</b>	
Agricultural Education	AGED
Business, Marketing, and Computer Education	BMC
Dance	DA
Drama/Theatre Arts	DTA
Early Childhood Education (Self-Contained General Education)	SCG3
Early Childhood Special Education	ECS3
Elementary Education (Self-Contained General Education)	SCGE
English Language Arts	ELA
Family & Consumer Science	FACS
Foreign Language - Arabic	ARAB
Foreign Language - Cantonese	CANT
Foreign Language - French	FREN
Foreign Language - German	GERM
Foreign Language - Hebrew	HEB
Foreign Language - Italian	ITAL
Foreign Language - Japanese	JAPA
Foreign Language - Korean	KORE
Foreign Language - Latin	LATI
Foreign Language - Russian	RUSS
Foreign Language - Spanish	SPAN
General Science	GESC
Health Education	HEED
Language Arts	LA
LBS II/Behavior Intervention Specialist	LBIS
LBS II/Bilingual Education Specialist	LBSE
LBS II/Curriculum Adaptation Specialist	LCAS
LBS II/Multiple Disabilities Specialist	LMDS
LBS II/Technology Specialist	LTS
LBS II/Transition Specialist	LTRS
Learning Behavior Specialist I	LBSI
Library Information Specialist	LIS
Mathematics	MATH
Music	MUS
Physical Education	PE
Reading Specialist	SREA
Science- Earth & Space Science	SCES
Science- Environmental	SCIE
Science- Physics	SCIP
Science-Biology	SCIB
Science-Chemistry	SCIC
Social Science	SOSC
Social Science-Economics	SSEC
Social Science-Geography	SSGE
Social Science-History	SSHI
Social Science-Political Science	SSPS
Social Science-Psychology	SSPY
Social Science-Sociology and Anthropology	SSSA
Technology Education (Industrial Arts)	TEED
Technology Specialist	TESP
Visual Arts	VART

## APPENDIX B

### POSITION

**A list of all positions as provided by the Employment Information System (EIS).**

#### ***Regular Education Administrative***

District Superintendent

Assistant/Associate District Superintendent

Principal

Assistant Principal

Supervisory Dean

General Administrator or General Supervisor

Director of an Area Vocational Center or Supervisor of More Than One Field in Career and Technical Education

Chief School Business Official

Head Teacher

Supervisor of One Field in Career and Technical Education

Administrator in a Bilingual Education Program

Regional Superintendent (ROE ONLY)

Regional Assistant Superintendent (ROE ONLY)

Dean of Students Administrator (administrative endorsement held)

Head of General Education (Department Chair) or Supervisor for a Specific Subject Administrator (administrative endorsement held)

#### ***Special Education Administrative***

Assistant Special Education Director

Special Education Director

Special Education Supervisor

Supervisor of More Than One School Support Personnel Area

Supervisor of One School Support Personnel Area

#### ***Regular Education Instructional***

Teacher

Reading Teacher

Bilingual Education Teacher

English as a Second Language Teacher

Visiting International Teacher

Speech Language Pathology Teacher

Career and Technical Educator (CTE)

Dean of Students Teacher (no administrative endorsement)

Head of General Education (Department Chair) or Supervisor for Specific Subject Teacher (no administrative endorsement)

#### ***Special Education Instructional***

Special Education Teacher

Bilingual Special Education Teacher

Resource Teacher Arts(Visual Art, Music, Drama, and Theatre)

Resource Teacher History

Resource Teacher Government/Civics/Political Science

Resource Teacher English/Language Arts

Resource Teacher Reading

Resource Teacher Math

Resource Teacher Science (all sciences)

Resource Teacher Foreign Language

Resource Teacher Economics

Resource Teacher Elementary

Resource Teacher Other

#### ***Regular Education Ancillary Staff***

Curriculum Specialist

Instructional Coach

Library Information Specialist

Paraprofessional
Reading Specialist
Technology Specialist
<b><i>Special Education Ancillary Staff</i></b>
Cued Speech Interpreter
In-Service Coordinator
Sign Language Interpreter
School Counselor
School Counselor Intern
School Nurse
School Nurse Intern (9 Week)
School Psychologist
School Psychology Intern
School Social Worker
School Social Worker Intern
Speech Language Pathologist-non teaching
Speech Language Pathologist Intern
Speech/Language Assistant
Speech/Language Paraprofessional
Vocational Coordinator
<b><i>Employed but not actively working</i></b>
Leave of Absence