



Illinois Educator Preparation Profile

Continuous Improvement and Accountability System

2020 Technical Specifications Guide



Illinois
State Board of
Education

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Glossary

This section provides definitions for frequently used terms in the IEPP Continuous Improvement and Accountability System.

Term	Definition
Academic year	September 1 of one calendar year through August 31 of the following calendar year.
Candidate	An individual who is enrolled in a preparation program to become a teacher.
Completers	Candidates who have successfully completed all their program requirements.
Domain	Thematic grouping of related indicators.
EPP	Acronym for Education Preparation Program, which is a college or university that offers one or more programs or pathways leading to teacher licensure in specific areas.
High needs school	An Illinois public school where 25% or more of students are eligible for free or reduced lunch.
Indicator	Outcome or characteristic of a preparation program, program provider, candidate, or completer that can be measured to gauge program performance.
IEPP	Acronym for Illinois Educator Preparation Profile, the public report of the Continuous Improvement and Accountability System.
ISBE	Acronym for Illinois State Board of Education, the state agency responsible for teacher preparation approval and reauthorization.
Public school	Any Illinois school that receives public funding (e.g., federal, state, or local) <i>105 ILCS 5/1-3</i> .
The last (or past) 5 years	This is inclusive of the academic years 2014-15 through 2018-19 for the 2020 IEPP release.

Overview

There are 52 colleges and universities in Illinois that offer more than 700 approved teacher preparation programs. These educator preparation programs (EPPs) train teachers in 49 endorsement areas; an average of 5,000 teachers complete a program every year.

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' new 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 was this system developed?

ISBE recruited the support of the Partnership for Educator Preparation (PEP) for this work. PEP enlisted a Steering Committee of diverse stakeholders that represents educators, principals, district administrators, and faculty of higher education institutions as well as other experts throughout the state. The PEP committee provided input and guidance and helped ISBE revise the state's Continuous Improvement and Accountability System for teacher preparation statewide.

How will this data be reported?

ISBE will produce public reports known as the Illinois Educator Preparation Profiles (IEPP) for the first time in 2020. Teacher preparation programs statewide will each receive an IEPP.

The IEPP will report information about that program's performance on the Illinois Continuous Improvement and Accountability System. The IEPP is intended to provide a holistic view of the program's ability to recruit and train effective educators aligned to state needs. Additional data related to the accountability system will also be available to institutions through the internal Annual Program Report (APR) system.

A teacher preparation program will not receive an IEPP if the program:

- Has a small number of candidates enrolled ($n < 10$).
- Has a small number of completers serving students in Illinois' public education system ($n < 10$).

- Has been discontinued and is no longer enrolling candidates.
- Has been recently approved (within the last 3 years [1/1/2017 or after]) by the Illinois State Board of Education and does not have enough years of data.
- Has completers teaching in community-based organizations in early childhood settings. These data will be “coming soon” and available in spring 2021.

How are the IEPP reports organized?

The IEPP organizes information in four scored domains:

1. Candidate Selection and Completion
2. Knowledge and Skills for Teaching
3. Performance as Classroom Teachers
4. *Contribution to State Needs

Each domain is composed of three to six indicators. Some of these indicators will be available in 2020, but others will not be available until the future. In 2020, each domain will have one to four indicators.

*The 2020 Illinois Educator Preparation Profile Contribution to State Needs in Public Schools domain only considers the employment and persistence of program completers in Illinois public schools. Future releases of IEPP will include program completers who work outside the public school system in Illinois. To do this, ISBE will partner with the Illinois Department of Employment Security to gather data on program completers from Illinois preparation programs who obtain employment outside an Illinois public school but within the education sector (e.g., private schools, community-based organizations, or other education-related fields). While these future efforts will enrich the report, the 2020 Illinois Educator Preparation Profile Contribution to State Needs in Public Schools domain only considers the employment and persistence of program completers in Illinois public schools.

What is the source of this data?

Most data used for the IEPP indicators is provided to ISBE by institutions through the (APR) system. Data is collected every year between February 1 and April 30. Some additional indicators are collected by ISBE. Most indicators measure data from the past five years.

How will the IEPP be used?

The reports being released in 2020 are for information only. Starting in 2021, the IEPP reports will have formal regulatory consequences for the renewal and continued approval of teacher preparation programs. These consequences are explained in the [Educator Preparation Program Reauthorization Guide](#).

Domains

The IEPP organizes information in four scored domains:

1. Candidate Selection and Completion
2. Knowledge and Skills for Teaching
3. Performance as Classroom Teachers
4. Contribution to State Needs

These domains are described in further detail on the following page.

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.

Each domain is composed of three to six indicators. The indicators measure different areas of each program to help identify strengths and weaknesses. In 2020, the IEPP will include 11 indicators; each domain will have one to four indicators. (See page 8.) ISBE will collect data for an additional five indicators in future years. (See page 9.)

Domain	Description & Rationale ¹
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 diverse subgroup 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 a program’s 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 and the persistence of these employees in their positions. The domain does not include employment in Illinois private schools, community-based organizations, or other education-related fields. Additionally, this domain does not include program completers employed out of state.</p> <p>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. It provides information about how individual programs contribute to the state's public school employment needs.</p>

¹ Allen, Michael, and Charles Coble. A Guide to the Recommended Indicators and Measures for the Illinois Teacher Preparation Program Improvement and Accountability System. TPA, 2016, www.isbe.net/Documents/pep-recommended-indicators-and-measures-guide.pdf.

IEPP Overall Structure, 2020

This table details the domains, indicators, weights, and scoring ranges in the 2020 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 a person of color.	40%	10	10%	50%
		Diverse Completers	The percentage of candidates enrolled in a preparation program that 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.	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 who begin working as a full-time teacher in an Illinois public school within two years of completing the program.	25%	6.25	67%	100%
		Placement in Teaching in High Needs Schools	The percentage of completers who 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 who continue working in an Illinois public school for 3 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 for 3 or more consecutive years.	25%	6.25	33%	67%

Understanding the System

IEPP Structure, future years

ISBE currently collects data for 11 indicators in the IEPP. In the future, ISBE plans to collect data for the additional indicators described below.

Candidate Selection and Completion

ISBE plans to collect data for one new indicator in the Candidate Selection and Completion domain.

1. Teaching Promise: During the spring of 2019, a working group of 15 individuals from EPPs collaborated to identify common elements embedded within the current disposition survey administered across educator preparation programs. Recommendations for this indicator are under evaluation by executive staff at ISBE.

Knowledge and Skills for Teaching

ISBE plans to collect data for two new indicators in the Knowledge and Skills for Teaching domain.

1. Novice Teacher Survey: Beginning December 2019, a link to the novice teacher survey was embedded into the 5Essentials Survey for identified novice (second-year) teachers who completed educator preparation programs in Illinois.
2. Supervisor Survey: Beginning December 2020, a link to the supervisor teacher survey will be embedded into the 5Essentials Survey for identified supervisors of novice teachers who completed educator preparation programs in Illinois.

Performance as Classroom Teachers

ISBE plans to collect data for two new indicators in the Performance as Classroom Teachers domain.

1. Impact on K-12 Students: ISBE is exploring the use of Partnership for Assessment of Readiness for College and Careers/Illinois Assessment of Readiness data for those programs that prepare teachers in state tested areas (English language arts and mathematics, grades 3 to 8).
2. K-12 Perceptions of Teachers: ISBE is exploring the inclusion of applicable 5Essentials Survey data to be used for continuous improvement and accountability.

Creating Indicator Values

This section describes each of the indicators in the IEPP and provides detailed instructions for calculating program values.

Business Rules

Attributing educators to programs

A calculation that refers to completers includes completers graduating from either a bachelor's program or a master's program in a traditional, alternative, or residency format that is delivered online, face to face, or blended. Individuals who complete multiple educator preparation programs are included in calculations for each program.

Minimum N

For each metric, the minimum N is the minimum number of observations required to calculate a value for a program (i.e., the denominator for each calculation must be greater than or equal to the minimum N) regardless of the number of candidates or completers in the program. The minimum N for all indicator calculations is 10.

Rounding

All source data and calculations are rounded to two decimal places.

Years of Data

Indicators use the last (or past) five years of data for calculating program values. There are some exceptions:

1. The Completer Survey indicator relies on a recently initiated survey and only includes three years of survey data in 2020. This metric will use four years of data in 2021 and five years in 2022.
2. The Placement in Teaching and Placement in Teaching in High-Needs Schools indicators evaluate completers' ability to obtain full-time employment in an Illinois public school within two years of program completion. This indicator only includes the first four years of the accountability system (e.g., the persistence indicators in 2020 will include candidates who complete the program in 2015, 2016, 2017, and 2018).
3. The Persistence in Teaching and Persistence in Teaching in High-Needs Schools indicators evaluate teachers remaining employed in an Illinois public school for three or more years. This indicator only includes the first three years of the accountability system (e.g., the persistence indicators in 2020 will include candidates who complete the program in 2015, 2016, and 2017).

Indicator Detail

The following pages provide detailed instructions for calculating program values for each indicator. Each indicator page includes the following information:

Category	What it means
Description	Details about what the indicator intends to measure.
Universe	The population of data points (usually educators, including candidates and/or completers) that is included in this indicator.
Minimum N	The minimum number of data points that must be included in the universe for an indicator calculation to be displayed on a program report.
Calculation	The steps required to calculate each program's performance for this indicator.
Example Calculation	An example of how to calculate a score for a fictional program.

Domain 1
Candidate Selection and Completion

Indicator 1 of 3

Candidate Entry GPA

Description	The percentage of candidates enrolled in a preparation program in the last five years who had a GPA of 3.0 or higher upon entry to the institution. GPA is inclusive of most recent GPA prior to entry, including high school or college.
Universe	<ul style="list-style-type: none">All enrolled candidates who have a valid admission GPA. <p>Exclusion Rules</p> <ul style="list-style-type: none">Any institution and/or program that does not collect GPA (e.g., Chicago School of the Arts).Any candidates who did not have a valid GPA prior to entry (e.g., some foreign and homeschool candidates).
Minimum N	10
Calculation	<ul style="list-style-type: none">Count the number of candidates in the universe whose admission GPA is greater than or equal to 3.0.Divide this count by the total number of candidates in the universe. <p>Note</p> <p>GPA data is provided to ISBE by each institution/program. If institutions provide a GPA above 4.0, it is counted as a 4.0. "Admission GPA" refers to the most recently available GPA for a candidate prior to their entry into the program. For some candidates this may be a high school GPA, for others it may be a college GPA.</p>
Example Calculation	<ul style="list-style-type: none">An educator preparation program has 50 candidates who entered the program in academic year 2014-15 through 2018-19.Of these 50 candidates, 45 have a valid admission GPA on a 4.0 scale.Of the 45 candidates with a valid admission GPA, 40 candidates have an admission GPA of 3.0 or higher.The program would have a value of 88.89% (40/45) on this indicator.

Domain
Candidate Selection and Completion

Indicator 2 of 3

Candidate Race/Ethnicity

Description	The percentage of candidates who entered a preparation program in the past five years and identify as non-white.
	<ul style="list-style-type: none">All enrolled candidates with available race/ethnicity data.
Universe	Exclusion Rules <ul style="list-style-type: none">Candidates for whom race/ethnicity information was collected, but the candidate chose not to identify themselves by race/ethnicity.
Minimum N	10
Calculation	<ul style="list-style-type: none">Count the number of candidates in the universe who did not indicate their race/ethnicity as White/Caucasian.Divide this count by the number of candidates in the universe.
Example Calculation	<ul style="list-style-type: none">An educator preparation program has 110 candidates who entered the program between academic years 2014-15 and 2018-19.Sixty-five of these candidates identified as white, 30 identified as non-white, and 10 chose not to identify a race/ethnicity. No data was collected on the remaining five candidates.The program would have a value of 31.58% (30/95) on this indicator.

Diverse Completers

Indicator Description	The percentage of candidates that identify as a person of color, low socioeconomic status, or first-generation college student who completes the program within the standard program length.
Universe	All withdrawn candidates and/or completers who meet one or more of the following criteria:
	<ul style="list-style-type: none"> • Indicated a race/ethnicity other than White/Caucasian. • Is eligible for a Pell Grant. • Is a first-generation college student.
	<p>Exclusion Rules</p>
	<ul style="list-style-type: none"> • Candidates for whom Pell Grant eligibility and first-generation college student information was not collected and/or the candidate chose not to identify race/ethnicity information.
Minimum N	10
Calculation	<ul style="list-style-type: none"> • Count the number of diverse completers in the universe who completed their program within the standard program length. • Divide this count by the universe.
	<p>Note</p> <p>Standard program length is self-reported by each program.</p>
Example Calculation	<ul style="list-style-type: none"> • An educator preparation program has 50 candidates between academic years 2014-15 and 2018-19. • Of these 50 candidates, 30 identified as either non-white, eligible for a Pell Grant, or first-generation college student. • Of these 30, 15 completed their program within the standard program length. • The program would have a value of 50.00% (15/30) on this indicator.

Mastery of Teaching Subjects

Description	The percentage of candidates who passed a content area exam on any attempt.
Universe	<ul style="list-style-type: none">All enrolled candidates who took at least one content area exam.
Minimum N	10
Calculation	<ul style="list-style-type: none">Count the number of candidates in the universe who passed at least one content area exam on any attempt.<ul style="list-style-type: none">For each candidate in the universe, identify all content exam attempts.For each attempt, identify whether the candidate passed.If a candidate received a passing score on any attempt, the candidate is considered passing.Divide this count by the number of candidates in the universe.
	<p>Note</p> <p>This is a count of candidates, not exam attempts. If a candidate attempted the same content area exam on three different occasions, they would only be included in the universe once. Additionally, this calculation includes <i>all</i> exams taken by eligible candidates, regardless of when that exam occurred.</p>
Example Calculation	<ul style="list-style-type: none">An educator preparation program has 45 candidates who entered the program between academic years 2014-15 and 2018-19.Of these 45 candidates, 20 took at least one content area exam.Of those 20 candidates, 10 attempted a content exam once, eight attempted a content exam twice, and two attempted a content exam three or more times.In total, 15 of the 20 those candidates received a passing score on at least one of their attempts.The program would have a value of 75.00% (15/20) on this indicator.

General Teaching Skill

Description	The percentage of candidates who passed the edTPA on any attempt.
Universe	<ul style="list-style-type: none">• All enrolled candidates who took at least one edTPA.
Minimum N	10
Calculation	<ul style="list-style-type: none">• Count the number of candidates in the universe who passed at least one edTPA on any attempt.<ul style="list-style-type: none">○ For each candidate in the universe, identify all edTPA attempts.○ For each attempt, identify whether the candidate passed.○ If a candidate received a passing score on any attempt, the candidate is considered passing.• Divide this count by the number of candidates in the universe.
	<p>Note</p> <p>This is a count of candidates, not exam attempts. If a candidate attempted the same edTPA on three different occasions, they would only be included in the universe once.</p>
Example Calculation	<ul style="list-style-type: none">• An educator preparation program has 200 candidates who entered the program between academic years 2014-15 and 2018-19.• Of these 200 candidates, 50 took at least one edTPA.• Of those 50 candidates, 30 received a passing score on at least one of their attempts.• The program would have a value of 60.00% (30/50) on this indicator.

Completer Survey

Description	An index of the perceptions that completers have regarding how well their preparation program prepared them for their roles as educators.
Universe	<ul style="list-style-type: none">All valid survey responses received by completers. <p>Exclusion Rules</p> <ul style="list-style-type: none">Completers who do not apply for Illinois licensure within one year after entitlement.Exclude items on a completer survey that have no response (lowering total points possible).
Minimum N	10
Calculation	<ul style="list-style-type: none">The completer survey asks participants several questions about their preparation program. For each question, participants respond with a number between 1 and 5 (where 1 is the lowest level of agreement and 5 is the highest level of agreement).Numerator: The sum of all participant responses.<ul style="list-style-type: none">Sum all numerical responses from the universe.Denominator: The maximum possible score for all questions receiving a response.<ul style="list-style-type: none">Count all items in the universe. Multiply this by 5 (i.e., the max possible value for each item).Calculation: Divide the numerator by the denominator.
Example Calculation	<ul style="list-style-type: none">A preparation program has 12 candidates complete the program, and 10 of those candidates subsequently respond to the completer survey.Each candidate responds to all 30 questions (5 points per question = 150 points per candidate x 10 candidates = 1,500 points possible for program).The aggregated points for all 10 candidates are 1,400 points.The program receives a value of 93.33% (1,400/1,500).

Domain

Performance as Classroom Teacher

Indicator 1 of 1

Demonstrated Teaching Skill

Description	<p>The percentage of completers scoring at benchmark levels of proficient or excellent on their most recent overall performance evaluation, consisting of observation scores and student growth measures.</p>
Universe	<ul style="list-style-type: none">• All completers who have a performance evaluation score.• If a completer has multiple performance evaluation scores, the most recent score is used. <p>Exclusion Rules</p> <ul style="list-style-type: none">• Completers who do not have a performance evaluation score.• Completers who obtained employment out of state, in an Illinois non-public school, or outside the field of education.
Minimum N	10
Calculation	<ul style="list-style-type: none">• Count the number of completers who received a score of “proficient” or “excellent” on their overall performance evaluation.• Divide this count by the number of completers in the universe. <p>Note</p> <p>ISBE access performance evaluation from the Employment Information System (EIS). Data reported by EIS comes directly from district self-reports.</p>
Example Calculation	<ul style="list-style-type: none">• A preparation program completes 30 candidates.• Of the 30 completers, 28 obtained a job in an Illinois public school, one obtained a job in a private school, and one did not obtain a teaching job.• Of the 30 completers, 25 have a performance evaluation score. Of those 25 with a performance evaluation score, 20 received a rating of “proficient” or “excellent.”• The program would have a value of 80.00% (20/25) on this indicator.

Placement in Teaching

Description	<p>The rate at which completers begin working as a full-time teacher in an Illinois public school within two years of program completion.</p>
	<ul style="list-style-type: none"> 2015, 2016, 2017, and 2018 completers.
Universe	<p>Exclusion Rules</p> <ul style="list-style-type: none"> 2019 completers. Completers who obtained employment out of state, in an Illinois non-public school, or outside the field of education. Excluded EIS position codes: <ul style="list-style-type: none"> 122- Regional Supt. 123- Regional Assistant Supt 310 Paraprofessional 317 PD Consultant (ROE) 318 Grants Coordinator (ROE) 373m 375m 378m 380m 382 (all intern positions) 383- speech language assistant 384- speech/language paraprofessional 999-leave of absence 902- ed 360 user
Minimum N	10
	<ul style="list-style-type: none"> Count the number of completers who were employed as a full-time teacher in an Illinois public school within two years of completing their program. Divide this count by the number of completers in the universe.
Calculation	<p>Note</p> <p>ISBE uses the EIS to count the number of completers who were subsequently employed in a public school within two years of program completion. Data reported by EIS comes directly from district self-reports. Each employment record has a specific occupation listed. ISBE defines a teaching position as those positions that are not administrative or school support.</p>
Example Calculation	<ul style="list-style-type: none"> An educator preparation program reports that 85 individuals completed in 2014-15 through 2017-18. The EIS reports that 35 of those 85 completers obtained a teaching position in an Illinois public school within two years of completing the program. The program would have a value of 41.18% (35/85) on this indicator.

Placement in Teaching in High-Needs Schools

Description	<p>The rate at which completers begin working as a full-time teacher within two years of program completion in a high-needs Illinois public school.</p>
Universe	<ul style="list-style-type: none"> • 2015, 2016, 2017, and 2018 completers. <p>Exclusion Rules</p> <ul style="list-style-type: none"> • 2019 completers. • Completers who obtained employment in an Illinois public school not identified as high needs. • Completers who obtained employment out of state, in an Illinois non-public school, or outside the field of education. • Excluded EIS position codes: <ul style="list-style-type: none"> 122- Regional Supt. 123- Regional Assistant Supt 310 Paraprofessional 317 PD Consultant (ROE) 318 Grants Coordinator (ROE) 373m 375m 378m 380m 382 (all intern positions) 383- speech language assistant 384- speech/language paraprofessional 999-leave of absence 902- ed 360 user
Minimum N	10
Calculation	<ul style="list-style-type: none"> • Count the number of completers who were employed as a full-time teacher in a high-needs Illinois public school within two years of completing their program. A high-needs Illinois public school is defined as a school with 25% or more students eligible for free or reduced-price lunch. • Divide this count by the number of completers in the universe. <p>Note</p> <p>ISBE uses the EIS to count the number of completers who were subsequently employed in a high-needs public school within two years of program completion. Data reported by EIS comes directly from district self-reports. Each employment record has a specific occupation listed. ISBE defines a teaching position as those positions that are not administrative or school support.</p>
Example Calculation	<ul style="list-style-type: none"> • An educator preparation program reports that 155 individuals completed in 2014-15 through 2017-18. • The EIS reports that 25 of the completers obtained a position in a high-needs Illinois public school within two years of program completion. • The program would have a value of 16.13% (25/155) on this indicator.

Persistence in Teaching

Description	<p>The proportion of completers who continue working in a public school for three or more consecutive years.</p>
	<ul style="list-style-type: none"> 2015, 2016, and 2017 completers.
Universe	<p>Exclusion Rules</p> <ul style="list-style-type: none"> 2018 and 2019 completers. Completers who obtained employment out of state, in an Illinois non-public school, or outside the field of education. Excluded EIS position codes: <ul style="list-style-type: none"> 122- Regional Supt. 123- Regional Assistant Supt 310 Paraprofessional 317 PD Consultant (ROE) 318 Grants Coordinator (ROE) 373m 375m 378m 380m 382 (all intern positions) 383- speech language assistant 384- speech/language paraprofessional 999-leave of absence 902- ed 360 user
Minimum N	10
	<ul style="list-style-type: none"> Count the number of completers who were consecutively employed in an Illinois public school for greater than or equal to three years. Note that this does not necessarily have to be the same school during the entire period. Divide this count by the number of completers in the universe.
Calculation	<p>Note</p> <p>ISBE uses the EIS to count the number of completers who were subsequently employed in a public school for greater than or equal to three years. Data reported by EIS comes directly from district self-reports. Each employment record has a specific occupation listed. ISBE defines a teaching position as those positions that are not administrative or school support.</p>
Example Calculation	<ul style="list-style-type: none"> An educator preparation program reports that 100 individuals completed in 2014-15 through 2016-17. Of those 100 completers, 48 have at least three years of consecutive employment in an Illinois public school. The program value is 48.00% (48/100) on this indicator.

Persistence in Teaching in High-Needs Schools

Description	<p>The proportion of completers who continue working in a high-needs Illinois public school for three or more consecutive years.</p>
Universe	<ul style="list-style-type: none"> • 2015, 2016, and 2017 completers. <p style="color: red; margin-left: 20px;">Exclusion Rules</p> <ul style="list-style-type: none"> • 2018 and 2019 completers. • Completers who obtained employment in a school not identified as high needs. • Completers who obtained employment out of state, in an Illinois non-public school, or outside the field of education. • Excluded EIS position codes: <ul style="list-style-type: none"> 122- Regional Supt. 123- Regional Assistant Supt 310 Paraprofessional 317 PD Consultant (ROE) 318 Grants Coordinator (ROE) 373m 375m 378m 380m 382 (all intern positions) 383- speech language assistant 384- speech/language paraprofessional 999-leave of absence 902- ed 360 user
Minimum N	10
Calculation	<ul style="list-style-type: none"> • Count the number of completers who were consecutively employed in a high-needs Illinois public school for greater than or equal to three years. A high-needs Illinois public school is defined as a school with 25% or more students eligible for free or reduced-price lunch. Note that this does not necessarily have to be the same school during the entire period. • Divide this count by the number of completers in the universe. <p>Note</p> <p>ISBE uses the EIS to count the number of completers who obtained employment in a high-needs Illinois public school for greater than or equal to three years. Data reported by EIS comes directly from district self-reports. Each employment record has a specific occupation listed. ISBE defines a teaching position as those positions that are not administrative or school support.</p>
Example Calculation	<ul style="list-style-type: none"> • An educator preparation program reports that 150 individuals completed in 2014-15 through 2018-19. • Of those 150 completers, 45 have at least three years of consecutive employment in a high-needs Illinois public school. • The program value is 30.00% (45/150) on this indicator.

Understanding Calculations

Creating Scores & Designations

The program's calculated indicator values are then scored based on where that value falls within a scoring range set between a minimum standard and state target. The IEPP assigns each program an overall numerical score based on how many points the program earns across each of the indicators. Based on this numerical score, each program receives a performance designation for each domain and overall. This section explains how these points are earned and how these designations are calculated.

Business Rules

Rounding

All source data and calculations are rounded to two decimal places.

Missing Data

Missing data rules for indicator, domain, and overall scores are described in the following pages.

Indicator Scores

Programs receive points for each indicator based on how well the program performs relative to 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, according to the following formula:

$$\text{points earned} = \text{indicator points} * (\text{program value} - \text{minimum standard}) / (\text{state target} - \text{minimum standard})$$

The table on page 8 shows the following for each indicator:

1. Total points possible
2. Minimum standard
3. State target

Missing Data

Some programs may not have data for a given indicator. In these cases, no score is calculated for the indicator.

There are several possible reasons why a program may not have data for an indicator, including:

1. Too few candidates or completers,
2. The program has been discontinued,
3. The program is new and does not yet have enough data, or
4. The program is not legally permitted to report data.

Example Calculation

Program P has a value of 90% on the Mastery of Teaching Subjects indicator. The minimum standard is 80%. The state target is 100%. Programs can earn up to 10 points on this indicator.

$$\text{points earned} = 10 * (90\% - 80\%) / (100\% - 80\%) = 5 \text{ points earned}$$

Because Program P has a value exactly halfway between the minimum standard and the state target, Program P receives half of the possible points -- 5 earned out of 10 possible.

Domain Scores

The IEPP also calculates points earned and points possible at the domain level.

For each domain, the total points earned is equal to the sum of points earned for all indicators in that domain. The total points possible is equal to the sum of points possible for all indicators in that domain.

Missing Data

If a program does not have a score for an indicator, that indicator's possible point value is removed from the overall possible points within that domain.

It is important to distinguish between programs that earn 0 points on an indicator because the program does not have any data available for the indicator (i.e., example A) and programs who perform lower than the minimum standard (i.e., example B).

Example Calculation A

Program P received the following points in the Knowledge and Skills for Teaching domain:

- 5 points (out of 10 possible) for Mastery of Teaching Subjects
- 7.2 points (out of 10 possible) for General Teaching Skill
- No data was available for Completer Survey

points earned = 5 + 7.2 = 12.2 points

points possible = 10 + 10 = 20 points

Program P earns 12.2 points out of 20 possible points (61.00%) for the domain.

Example Calculation B

Program X received the following points in the Knowledge and Skills for Teaching domain:

- 8.8 points (out of 10 possible) for Mastery of Teaching Subjects
- 10 points (out of 10 possible) for General Teaching Skill
- 0 points (out of 5 possible) for Completer Survey

points earned = 8.8 + 10 + 0 = 18.8 points

points possible = 10 + 10 + 5 = 25 points

Program P earns 18.8 points out of 25 possible points (75.20%) for the domain.

Overall Scores

The IEPP also calculates the overall points earned and points possible across all domains. For this overall score, the total points earned is equal to the sum of points earned for all domains. The total points possible is equal to the sum of points possible for all domains.

Missing Data

- If a program does not have any scored indicators in the Contribution to State Need domain, the program does not receive an overall designation or domain designations.
- If a domain other than the Contribution to State Need does not have any scored indicators, the entire domain is unscored, and the points possible for that domain are removed from the total points possible for that program's report.
- If a program does receive an overall designation, all domains will not receive a designation.

Example Calculation A

Program P received the following points in each domain:

- 25 points (out of 25 possible) for Candidate Selection and Completion
- 0 points (out of 25 possible) for Knowledge and Skills for Teaching
- 12 points (out of 25 possible) for Performance as Classroom Teachers
- 21 points (out of 25 possible) for Contribution to State Needs

points earned = 25 + 0 + 12 + 21 = 58 points

points possible = 25 + 25 + 25 + 25 = 100 points

Program P earns 58 points out of 100 possible points, or 58.00%, on the IEPP.

Example Calculation B

Program P received the following points in each domain:

- No scored indicators available for Candidate Selection and Completion
- 10 points (out of 25 possible) for Knowledge and Skills for Teaching
- 15 points (out of 25 possible) for Performance as Classroom Teachers
- 16 points (out of 25 possible) for Contribution to State Needs

points earned = 10 + 15 + 16 = 41 points

points possible = 25 + 25 + 25 = 75 points

Program P earns 41 points out of 75 possible points, or 54.67%, on the IEPP.

Example Calculation C

Program P received the following points in each domain:

- 8 points (out of 25 possible) for Candidate Selection and Completion
- 12 points (out of 25 possible) for Knowledge and Skills for Teaching
- 25 points (out of 25 possible) for Performance as Classroom Teachers
- No scored indicators available for Contribution to State Needs

Program P does not receive a score because there are no scored indicators for Contribution to State Needs domain.

Designations

Programs receive a performance designation for each domain as well as an overall performance designation for the entire IEPP. Performance designations are based on the percentage of points that a program earns (i.e., points earned out of points possible). 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 Report	<ul style="list-style-type: none">• This program or domain did not receive a designation.• 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 (1/1/2017 or later)] by ISBE and thus does not have enough performance history.

Example Calculation of Designations for Domains and Overall

Program P received the following scores for each domain:

- 25 points out of 25 possible for Candidate Selection and Completion, or 100%
- 0 points out of 25 possible for Knowledge and Skills for Teaching, or 0%
- 12 points out of 25 possible for Performance as Classroom Teachers, or 48%
- 21 points out of 25 possible for Contribution to State Needs, or 84%

These domain scores sum to an overall score of 58 points out of 100 possible, or 58%.

Based on these scores, Program P would receive the following designations:

- Exemplary for Candidate Selection and Completion
- Needs Improvement for Knowledge and Skills for Teaching
- Developing for Performance as Classroom Teachers
- Exemplary for Contribution to State Needs
- Commendable for the Overall designation

Reporting

Every year, ISBE will publish:

1. An IEPP for every program
2. A statewide IEPP

The public IEPP reports organize the IEPP in a few different ways so that the information is easily accessible to different audiences. Some views display top-level information like designations. Another “score card” view shows additional data detail like points possible, points earned, etc. so that interested users can better understand how the system calculates values.

Program reports

For every program’s individual IEPP, ISBE will publish:

- Overall designations and scores (e.g., number and percent of points earned)
- Domain designations and scores (e.g., number and percent of points earned)
- Each indicator’s calculated value
- Each indicator’s score (e.g., number and percent of points earned)
- Scoring system details like floors and targets for each indicator, and weights (points possible) for indicators and domains

Statewide report

The Illinois report will include the same information as above. The data universe will be statewide instead of a particular program and follow the same calculation rules described in the Creating Indicator Values section.

Additionally, the state view will display:

- Percentage of programs across the state that received each overall designation
- Percentage of programs across the state that received each designation, for each domain