

A photograph of a classroom with rows of wooden desks and chairs. In the background, there is a green chalkboard and a bookshelf filled with books. A blue semi-transparent banner is overlaid on the bottom half of the image.

Principal Preparation Pilot Domains, Indicators, and Definitions

The following domains, indicators, and definitions establish the framework for evaluating Illinois' Principal Preparation Pilot and its impact on program quality, candidate development, and workforce outcomes.

Descriptions of data to be provided by each Educator Preparation Provider (EPP) appear under indicators that are not currently reported by EPPs in the Annual Program Report (APR) system.

Definitions:

- Accepted candidates are those the institution of higher education deems eligible to enter the preparation program. These candidates are offered admission to the program.
- Admitted, or enrolled, candidates are candidates who choose to accept an institution of higher education's offer of admission and enter the preparation program.
- "The Past Five Years" means between the dates of September 1, 2020 and August 31, 2025.

Candidate Selection

Program Selection and Enrollment

Percentages derived from the number of applicants accepted into the program divided by the total number of program applicants, and the number of enrolled applicants divided by the number of accepted applicants.

Data to Be Reported by the EPP: Each EPP will provide the number of applicants and the number of accepted candidates for its principal preparation programs for the past five years. ISBE will supply enrollment numbers.



Diverse Candidates

The percentage of candidates enrolled in a preparation program that identify as nonwhite or female.

Candidate GPA

The percentage of candidates who had a specific undergraduate GPA or higher upon entry into the program.

Candidate Employment

The percentage of candidates who currently work in an Illinois public school, an Illinois high-needs public school, or elsewhere at the time of acceptance into the program. Public school data will be disaggregated by region.

Data to Be Reported by the EPP: Each EPP will report if each candidate has employment experience in a non-public or out-of-state school for the past five years. ISBE will provide public school experience.



Candidate Professional Experience

The percentage of completers who have two, three, four, or five or more years of professional experience at the time of acceptance into the program, compared to statewide averages.

Data to Be Reported by the EPP: Each EPP will report the number of years of teaching or school support personnel experience each completer has in non-public and out-of-state schools for the past five years (based on the candidate's acceptance date). ISBE will provide public school experience.



Candidate Completion

Program Completion

The percentage of candidates who complete the program within the standard program length, disaggregated by gender and race/ethnicity.

Diverse Completers

The percentage of completers of a preparation program who identify as nonwhite or female.

Licensure Acquisition

The percentage of completers who apply for and are issued the principal endorsement within one year of program completion, compared to the number of candidates who graduate with a degree but do not earn licensure.

Data to Be Reported by the EPP: Each EPP will provide the name and IEIN of candidates who were previously enrolled and who did not complete the licensure program but still graduated with a degree. Data should be provided for completers who enrolled within the last five years and graduated by August 31, 2025.



Knowledge and Skills for Leadership

Completer Survey (FUTURE INDICATOR)*

An index score that measures how well completers feel that their program has prepared them as principals upon completion of the program.

Novice Principal Survey (FUTURE INDICATOR)*

An index score that measures how well completers feel that their program has prepared them as principals after one and three years in the profession.

Expertise in Instructional Leadership

The percentage of candidates who pass the Principal as an Instructional Leader content test after a specified number of attempts.

Performance as School Leaders

Demonstrated Leadership Skill

The percentage of principals scoring “proficient” or “excellent” on their overall performance evaluations.

Superintendent Satisfaction Survey (FUTURE INDICATOR)*

An index score that measures how well superintendents feel new principals were prepared for the principal role.

Workforce Preparation and Impact

An index score that measures the correlation between novice principal satisfaction, position retention, school retention, and job performance (as identified through performance evaluations and superintendent satisfaction surveys).

Contribution to State Needs

Placement in Leadership

The percentage of completers who begin working as a full-time principal, assistant principal, or in another administrative position in an Illinois public school within a specified number of years of completing the program.

Placement in Leadership in High-Needs Schools

The percentage of completers who begin working as a full-time principal, assistant principal, or in another administrative position in a high-needs Illinois public school within a specified number of years of completing the program.

*Future Indicator: Recommended for inclusion in future phases of the pilot; not currently collected or reported.

Persistence in Leadership

The percentage of completers who continue working as a full-time principal, assistant principal, or in another administrative position in an Illinois public school for a specified number of consecutive years.

Persistence in Leadership in High-Needs Schools

The percentage of completers who continue working as a full-time principal, assistant principal, or in another administrative position in a high-needs Illinois public school for a specified number of consecutive years.