



Illinois State Board of Education

Partnership for Educator Preparation (PEP)

Illinois Preparation Profile (IPP) Continuous Improvement
and Accountability System

October 1, 2020

Webinar objectives

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Provide an overview of the Illinois Preparation Profile (IPP)

Outline the new reauthorization process and highlight the connections with the IPP

Preview the IPP reports and discuss the timeline for the upcoming IPP release

Today's Agenda

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1 PEP Background and context

2 Accountability Designation and Program Reauthorization

3 IPP Demo

4 Timeline and next steps

Partnership for Educator Preparation (PEP)

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GOAL: The goal of this new system is to ensure all new Illinois teachers are learner-ready on day one in the classroom, and that data is used as a tool for **accountability, continuous improvement and transparency** to strengthen teacher preparation statewide in the long term.

PRINCIPLES: We will create transparency and accountability systems that are fair, clear, and supportive based on the following three principles:

1. Fairly measures program performance and provides metrics and program context so that it is not biased against programs based on demographics.
2. Clearly indicates program performance in a way that is understandable to program staff, K-12 educators, prospective candidates and the public.
3. Provides equitable supports to programs based on their context.

Today's Agenda

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- 2 IPP Designation and Program Reauthorization**
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Relationship between IPP designation & reauthorization status

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IPP-Domains

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- The IPP organizes information in 4 scored domains:
 - Candidate Selection and Completion,
 - Knowledge and Skills for Teaching,
 - Performance as Classroom Teachers, and
 - Contribution to State Needs
- Annual Program Report System
 - February 1 through April 30

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Indicators
in 2020

IPP-Candidate Selection and Completion

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Domain	Indicator	Performance Measure
Candidate Selection and Completion	Academic Strength-Candidate entry GPA	The percentage of candidates that had a GPA of 3.0 or higher prior to entering the institution.
	Candidate Race/Ethnicity	The percentage of candidates that identify as non-white.
	Minority Completers	The percentage of candidates enrolled in a preparation program that identify as a member of a minority group (by racial/ethnic, socioeconomic, and first-generation status) and complete the program within the standard program length.

IPP-Knowledge and Skills for Teaching

Domain	Indicator	Performance Measure
Knowledge and Skills for Teaching	Mastery of Teaching Subjects	The percentage of candidates that passed the content area exam on all attempts.
	General Teaching Skill	The percentage of candidates that passed the edTPA area exam on all attempts.
	Preparedness, Completer's Survey	An index score that measures how well completers believe that their program has prepared them as educators.

IPP-Performance as Classroom Teachers

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Domain	Indicator	Performance Measure
Performance as Classroom Teachers	Demonstrated Teaching Skill	The percentage of completers scoring “proficient” or “excellent” on overall performance evaluations.

IPP-Contribution to State Need

Domain	Indicator	Performance Measure
Contribution to State Needs	Placement, Entry into 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.
	Placement, 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.
	Persistence in Teaching	The percentage of completers who continue working in an Illinois public school for 3 or more consecutive years.
	Persistence in Teaching- High Needs Schools	The percentage of completers who continue working in a high needs Illinois public school for 3 or more consecutive years.

Domain	Domain Points	Indicator	Performance Measure	Indicator Weight	Indicator Points	Min Standard	State Target
Candidate Selection and Completion	25	Academic Strength-Candidate entry GPA	The percentage of candidates that had a GPA of 3.0 or higher prior to entering the program.	20%	5	67%	100%
		Candidate Race/Ethnicity	The percentage of candidates that identify as non-white.	40%	10	10%	50%
		Minority Completers	The percentage of candidates enrolled in a preparation program that identify as a member of a minority group (by racial/ethnic, socioeconomic, and 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 the first, second, and third or more attempts.	40%	10	80%	100%
		General Teaching Skill	The percentage of candidates that passed the edTPA area exam on the first, second, and third or more attempts.	40%	10	80%	100%
		Preparedness, Completer's 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 overall performance evaluations.	100%	25	80%	100%
Contribution to State Needs	25	Placement, Entry into 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, 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- 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%

IPP-Scoring

- Indicator Scores
 - Minimum Standard
 - State Target
- Domain Scores
- Overall Score

This is the program's data for this measure

Data at or below the **minimum standard** receives 0 points.

Data within the gray **scoring range** receives points proportionally.

Data at or above the **target** receives full points.

IPP-Designations

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Exemplary

75-100% of points

Commendable

50-75% of points

Developing

25-50% of points

Needs Improvement

0-25% of points

No Score

Not enough data

IPP-Reporting

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Every year, ISBE will publish:

- IPP for every program
 - Overall and Domain Designations
 - Indicator score
- Statewide IPP
 - Overall and Domain Designations across all programs
 - Indicator scores

ISBE will release the Illinois Preparation Profiles for the first time in December 2020.

The reports released in 2020 are for information only.

Starting in 2021, the designations programs receive will be used to determine program reauthorization decisions.

Relationship between IPP designation & reauthorization status

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Reauthorization Status

IPP Designation	2021 Reauthorization Status
Exemplary	Reauthorized with Distinction
Satisfactory	Reauthorized
Developing	Conditional Reauthorization
Needs Improvement	Probationary Reauthorization

The overall IPP designation of a program determines its reauthorization status

Reauthorization Status-Reauthorized with Distinction

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Reauthorized with Distinction

- Earned an Overall Exemplary Designation on their IPP program report (75% or more of the available points)
- ISBE considers programs “**highly effective & innovative**” & recognized by SEPLB and State Board
- Programs should continue to disaggregate their data and **engage in continuous improvement and mutually beneficial partnerships with districts**
- Programs may make **program specific changes autonomously** until the next review cycle (1 year) by providing a summary of changes annually to ISBE
- Programs **may be studied to elevate best practices** about educator preparation programs and invited to speak at events across the state to share effective strategies and innovative ideas in educator preparation

Reauthorization Status-Reauthorized

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Reauthorized

- Earned an Overall Commendable Designation on their IPP (50% or more of the available points)
- These programs are considered **“effective”**
- Programs should continue to disaggregate their data and **engage in continuous improvement and mutually beneficial partnerships with districts**
- Programs **may be studied to elevate best practices** about educator preparation programs.

Programs created within the last three years are also considered Reauthorized in order to allow for time to collect program outcomes data.

Reauthorization Status-Conditional Reauthorization

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Conditional Reauthorization

- Earned an Overall Developing Designation on their IPP (25% or more of the available points)
- Engage in a cycle of continuous improvement
- Key areas for improvement aligned to specific indicators.
- Monitored for subsequent conditional reauthorization status

Probationary Reauthorization

- Not meeting the minimum standards set on the IPP or not meeting compliance requirements.
- Opportunity for the program to seek assistance for program improvement in order to eventually meet ISBE standards and performance expectations.
- ISBE monitors Plans of Action

More Information Coming Soon!

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IPP Demo

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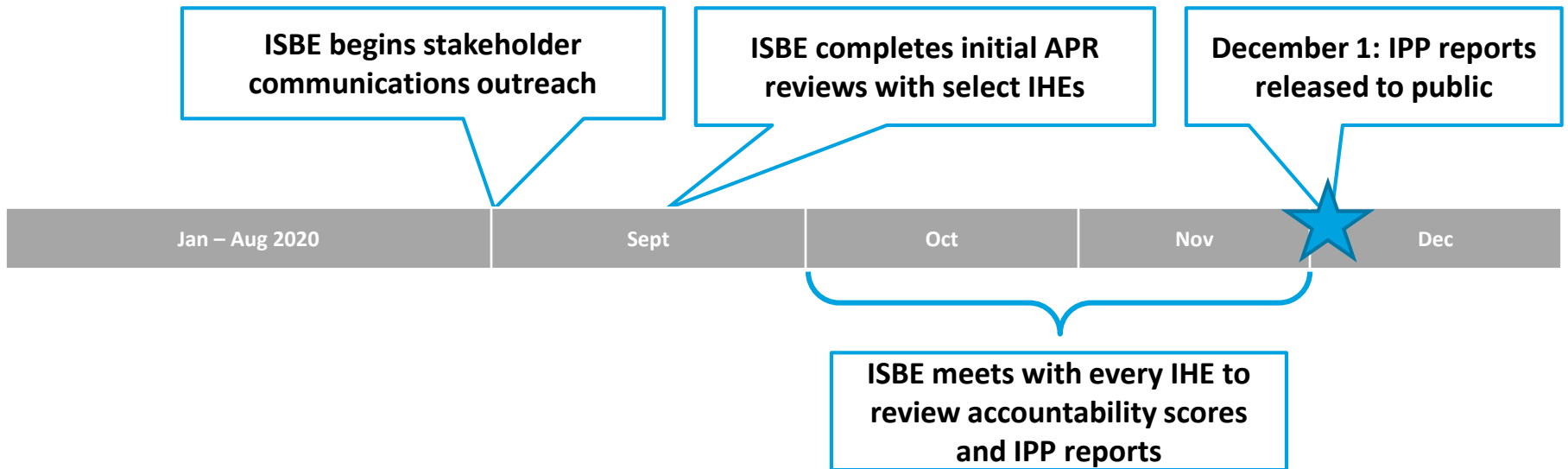
Whole Child • Whole School • Whole Community

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Timeline



Next Steps-Communications

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- ISBE release link to IPP to IHE
- Review IPP website
- Set up meetings with ISBE team to review IPP and score card designations
- Review
- Communication Toolkit
- Prepare for December 1 launch



Facilitate Questions

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Thank you!



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Feedback Survey