Partnership for Educator Preparation (PEP)

Illinois Preparation Profile (IPP) Continuous Improvement and Accountability System

October 1, 2020
Webinar objectives

- 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

1. PEP Background and context
2. Accountability Designation and Program Reauthorization
3. IPP Demo
4. Timeline and next steps
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

1. PEP Background and context
2. IPP Designation and Program Reauthorization
3. IPP Demo
4. Timeline and next steps
Relationship between IPP designation & reauthorization status

Program receives accountability score → IPP Designations (Public) → ISBE Reauthorization Status
IPP-Domains

- 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
### IPP-Candidate Selection and Completion

<table>
<thead>
<tr>
<th>Domain</th>
<th>Indicator</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate Selection and Completion</td>
<td>Academic Strength-Candidate entry GPA</td>
<td>The percentage of candidates that had a GPA of 3.0 or higher prior to entering the institution.</td>
</tr>
<tr>
<td></td>
<td>Candidate Race/Ethnicity</td>
<td>The percentage of candidates that identify as non-white.</td>
</tr>
<tr>
<td></td>
<td>Minority Completers</td>
<td>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.</td>
</tr>
</tbody>
</table>
## IPP-Knowledge and Skills for Teaching

<table>
<thead>
<tr>
<th>Domain</th>
<th>Indicator</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and Skills for Teaching</td>
<td>Mastery of Teaching Subjects</td>
<td>The percentage of candidates that passed the content area exam on all attempts.</td>
</tr>
<tr>
<td></td>
<td>General Teaching Skill</td>
<td>The percentage of candidates that passed the edTPA area exam on all attempts.</td>
</tr>
<tr>
<td></td>
<td>Preparedness, Completer’s Survey</td>
<td>An index score that measures how well completers believe that their program has prepared them as educators.</td>
</tr>
</tbody>
</table>
# IPP-Performance as Classroom Teachers

<table>
<thead>
<tr>
<th>Domain</th>
<th>Indicator</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance as Classroom Teachers</td>
<td>Demonstrated Teaching Skill</td>
<td>The percentage of completers scoring “proficient” or “excellent” on overall performance evaluations.</td>
</tr>
</tbody>
</table>
## IPP-Contribution to State Need

<table>
<thead>
<tr>
<th>Domain</th>
<th>Indicator</th>
<th>Performance Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to</td>
<td>Placement, Entry into Teaching</td>
<td>The percentage of completers who begin working as a full-time teacher in an Illinois public school within two years of completing the program.</td>
</tr>
<tr>
<td>State Needs</td>
<td>Placement, High Needs Schools</td>
<td>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.</td>
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<tr>
<td></td>
<td>Persistence in Teaching</td>
<td>The percentage of completers who continue working in an Illinois public school for 3 or more consecutive years.</td>
</tr>
<tr>
<td></td>
<td>Persistence in Teaching- High Needs Schools</td>
<td>The percentage of completers who continue working in a high needs Illinois public school for 3 or more consecutive years.</td>
</tr>
<tr>
<td>Domain</td>
<td>Domain Points</td>
<td>Indicator</td>
</tr>
<tr>
<td>--------------------------------------</td>
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<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>Candidate Selection and Completion</td>
<td>25</td>
<td>Academic Strength-Candidate entry GPA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Candidate Race/Ethnicity</td>
</tr>
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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

- **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
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

Program receives accountability score ➔ IPP Designations (Public) ➔ ISBE Reauthorization Status
Reauthorization Status

<table>
<thead>
<tr>
<th>IPP Designation</th>
<th>2021 Reauthorization Status</th>
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<tbody>
<tr>
<td>Exemplary</td>
<td>Reauthorized with Distinction</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Reauthorized</td>
</tr>
<tr>
<td>Developing</td>
<td>Conditional Reauthorization</td>
</tr>
<tr>
<td>Needs Improvement</td>
<td>Probationary Reauthorization</td>
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The overall IPP designation of a program determines its reauthorization status.
Reauthorization Status - Reauthorized with Distinction

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

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

**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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Timeline

- ISBE begins stakeholder communications outreach
- ISBE completes initial APR reviews with select IHEs
- December 1: IPP reports released to public

Jan – Aug 2020
Sept
Oct
Nov
Dec

ISBE meets with every IHE to review accountability scores and IPP reports
Next Steps - Communications

- 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
Thank you!