Loyola University Chicago Data Partnership with Illinois State Board of Education

The School of Education (SOE) participates in an annual data partnership with the Illinois State Board of Education (ISBE), the Partnerships for Educator Preparation (PEP). In this partnership, the SOE provides detailed candidate level information in exchange for aggregate reports detailing different aspects of candidate professional activity once they have entered the field. Then the ISBE Annual Program Data Reporting System provides information on four performance indicators: candidate selection and completion, knowledge and skills for teaching, performance as classroom teachers, and contribution to state needs – supporting continuous improvement for the SOE and addressing CAEP Components for Standard 4 and 5. The state targets these reporting systems to be fully in place by Spring 2020.

Impact Measures (CAEP Standard 4)

1. Impact on P-12 learning and development (Component 4.1)

Student Growth is defined as a demonstrable change in an individual 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 and must comprise at least 30 percent of the evaluation. At this time, the state tracks those candidates with valid identifiers (e.g., Social Security number or Illinois Education Identification Number) that can be matched and graduated candidates that teach within Illinois. Candidate impact on student growth data are included in Table 1 below. Most graduate Impact ratings fall in the proficient and excellent categories across years and programs. Since these initial report data also include Teaching Skills data, the state is working on separating these metrics into two separate and distinct reports.

2. Indicators of teaching effectiveness (Component 4.2)

Teaching effectiveness is also reflected in Table 1 above, with most graduates across years and programs demonstrating ratings of Proficient and Excellent. This part of the report includes core items from the each EPP assessment across the state that are relevant to teaching effectiveness, allowing the state to track candidate to graduate teacher performance. The state is making an effort to capture a more consistent state-wide assessment of teacher effectiveness and to completely separate the teaching effectiveness data from student growth data. A state-wide Teacher Performance Evaluation Rubric, adapted from the Danielson framework and Illinois Teaching Standards. Models of these have been adapted by other states and Illinois is following these pilots closely.
Table 1: Impact on Students & Demonstrated Teaching Skills

<table>
<thead>
<tr>
<th>Demonstrated Teaching Skills / Impact On K12 Students</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>CANDIDATES BY RATING</td>
<td></td>
</tr>
<tr>
<td>Needs improvement</td>
<td>Proficient</td>
</tr>
<tr>
<td>2016</td>
<td>13.3%</td>
</tr>
<tr>
<td>2017</td>
<td>17.4%</td>
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<tr>
<td>2018</td>
<td>5.2%</td>
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3. Satisfaction of employers and employment milestones (Component 4.3/A4.1)

One source of data available by the state are graduate entry into teaching, which are employment data directly 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 includes all educational roles requiring a state educator license (excluding substitute teachers). Table 2 shows the 1-year placement of 2018 graduates – as mentioned, about 50% are able to be tracked with Illinois Public Schools while the remaining 50% are not. A second data source are student placement statewide data which provides counts of candidate educational roles. This allows for tracking of graduate educational roles through their careers, should they remain within the Illinois Public School system. Results for the 2018 graduates are not yet available. The third source of data is the Illinois Statewide Shared Employer Survey, which is being developed by the PEP leaders and piloted across the state to elicit employer satisfaction.
4. Satisfaction of completers (Component 4.4/A4.2)

As a part of the SOE’s ongoing development of our continuous improvement process, completers in 2018 participated in a 10-item exit survey as a part of a contracted externally administered survey. This will be administered every four years to capture four-year cohort changes. In between these four years, all candidates (and all graduating students across the SOE) will complete an exit survey containing the same (or similar) 10 items (see Appendix A). Results from 2018 administration indicated just short of a 30% response rate. Programs are developing strategies to increase response rates to these surveys – including embedding links to these in course administration software. Results indicated the majority of respondents felt that teacher preparation coursework was linked to the social justice mission of the OSE and supported academic and dispositional preparation to be a teacher. Respondents also reported the SOE needed to provide more support in order for students to fulfill these requirements.
**Outcome Measures**

5. Graduation Rates (initial & advanced levels)

As indicated in the 2019 CAEP Annual Report, the following are the graduation rates:

- 84 initial program completers
- 79 advanced program completers

6. Certification Rates (initial & advanced levels)

The following are the certification rates for the above completers as reported by the Illinois Licensure Testing System:

- Initial certification rate: 90%
- Advanced certification rate: 71%

7. Hiring Rates (initial & advanced levels)

99% of all initial and advanced graduates are hired in professional positions within 6 months of graduation.

8. Student loan default rates & other consumer information

None of the student loans obtained by either 2018 initial or advanced program graduates are in default.