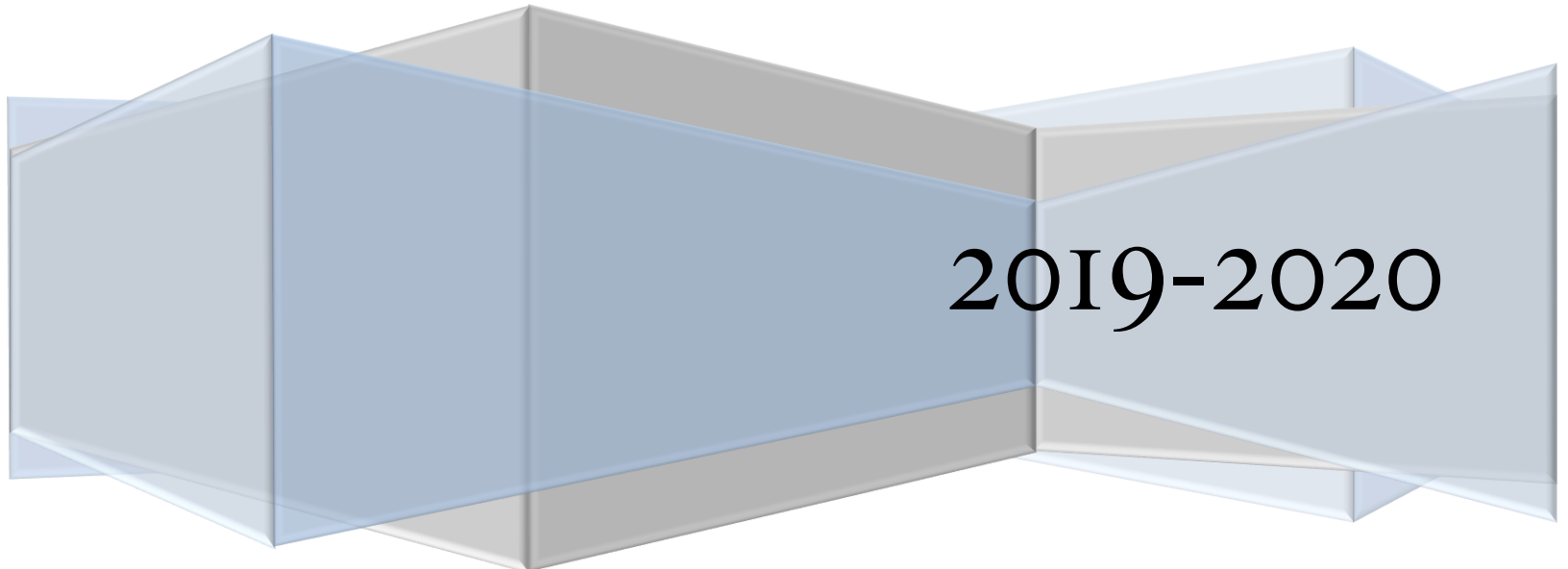


**Southern Illinois University
Edwardsville
Annual Reporting Measures**



2019-2020

*Annual Reporting Measures
Southern Illinois University Edwardsville
School of Education, Health and Human Behavior
Initial Teacher Education Programs
2019-2020*

Annual Reporting Impact Measures 1-3

Impact on Student Learning (CAEP 4.1)

Indicators of Teaching Effectiveness (Component 4.2)

Satisfaction of Employers and Employment Milestones (Components 4.3)

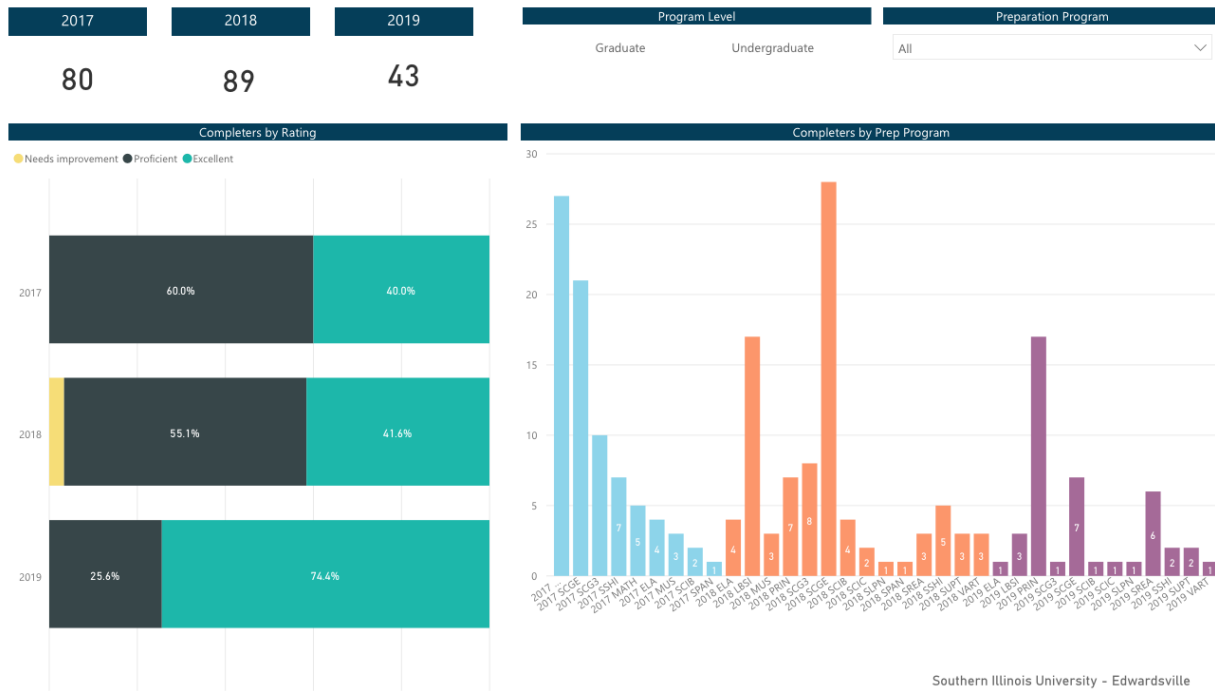
ISBE Partnership in Educator Preparation (PEP) Data, Demonstrated Teaching Skills, 2017-2019

2020 data is not available. It will be added when available (As of 4/29/21).

In 2010, Illinois Governor Pat Quinn signed the Performance Evaluation Reform Act (PERA), which changed how teachers' and principals' performance is measured in the state. The new evaluation systems in Illinois school districts will combine multiple measures of student growth and professional practice. The evaluations will be based on standards of effective teaching, with evaluators trained and prequalified to conduct observations, collect evidence, and provide helpful feedback in a timely way. Hand-in-hand with the new evaluations, school systems will be expected to strengthen their professional development offerings so that educators get the support they need to help their students improve. <https://www.isbe.net/Pages/Educator-Evaluations.aspx>

Aggregated Data-initial & advanced

Demonstrated Teaching Skills



Aggregated Demonstrated Teaching Skills by Number (2020 data not available as of 4/30/21)

Year		Total	Excellent	Proficient	Needs Improvement	Unsatisfactory
2017	Initial	80	32	48	0	0
	Advanced	0	0	0	0	0
2018	Initial	78	30	75	3	0
	Advanced	11	7	4	0	0
2019	Initial	23	13	10	0	0
	Advanced	20	19	1	0	0

Comparing this data across years, the percentage of excellent rankings has increased and needs improvement has remained fairly consistent. We believe these data indicate that our completers have a positive impact on student learning and employers find their teaching to be effective. As part of this data collection process ISBE is planning to send out a state-wide employer survey in the next year. Using these evaluation data

points, we are surmising that employers are satisfied with SIUE prepared teachers and look forward to having more data to analyze in the next year.

Annual Reporting Impact Measure 4:

Satisfaction of completers (Components 4.4)

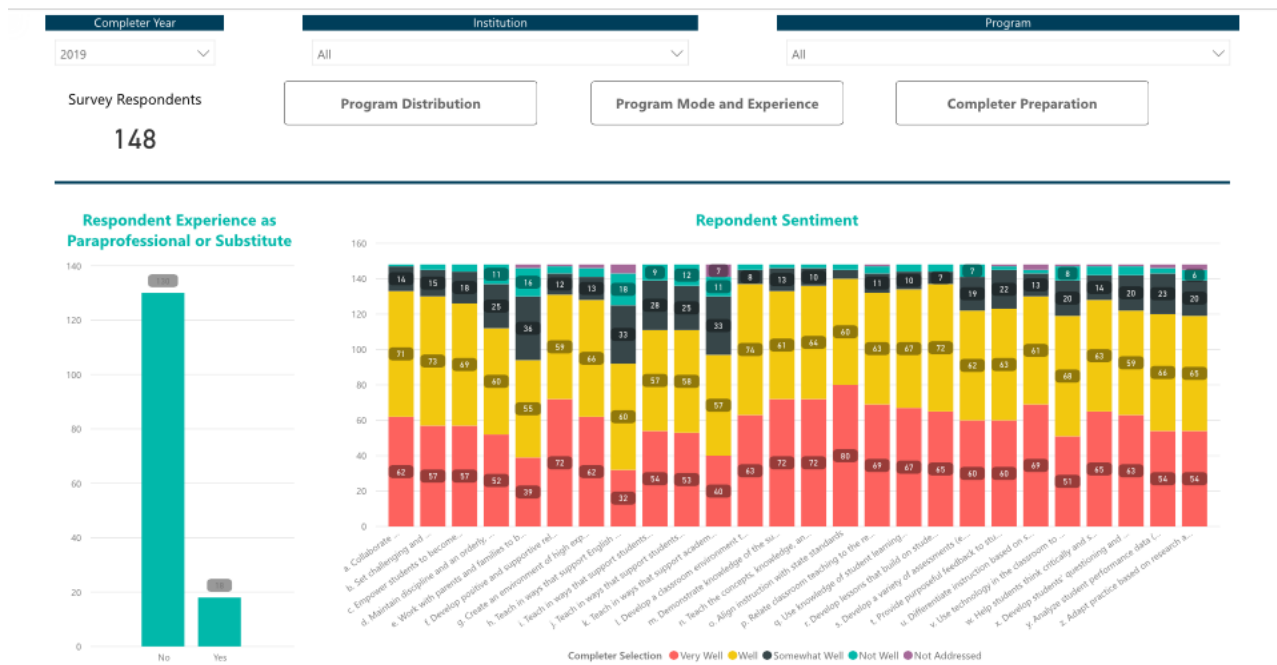
ISBE Completer Survey, SIUE Data, September 1, 2017 to August 1, 2019

As a result of the pandemic, the State of Illinois did not collect 2020 completer data.

In October 2018, the Illinois State Board of Education (ISBE) provided SIUE with data collected from the first year of a mandatory survey administered by ISBE to all Illinois completers of teacher education programs between September 1, 2017 and August 1, 2018. ISBE forwarded both institutional data and statewide data for comparison. According to the statewide report, the data were presented in three areas: preparation program, student teaching, and future of teachers. In reviewing our institutional data and comparing it with the state data, overall our completers seemed very satisfied with their preparation and student teaching experiences. Below is the aggregated data we received from the state for 2019. In the website we are able to disaggregate data by program.

How valuable were the following aspects of your teacher preparation program?

Completer's Survey



One issue we noted from both the 2018 and 2019 qualitative data was mention of wanting more information on teaching English Language Learners. We were already aware that this was something we needed to address and have created courses for all our programs to strengthen our candidates' abilities to work with ELL students. We had hoped to have a stakeholder meeting in the fall 2020 to review data including the Completer Data. As a result of the COVID-19 pandemic, we have delayed that meeting until spring 2021, when we can have a more robust discussion of this data.

Annual Reporting Outcome Measure 5:

Graduation Rates (initial & advanced levels)

Graduation rates for undergraduate programs are listed in table below. For programs designated with an asterisk*, student are enrolled in a content major in the College of Arts and Science, and do not necessarily complete the teacher education courses in a specific timeline. For example, some complete the education courses and then graduate later after completing content courses, so graduation rates for this group are difficult to determine. However, we have made a change in our secondary education program beginning fall 2021, which will require admittance and a better ability to track students, so future graduation rates will be able to be computed.

INITIAL PROGRAM (ISBE CODE)	2019-2020 # of students	Percentage Graduating
Early Childhood (SCG3)	15	100%
Elementary (SCGE)	57	100%
English (ELA)	14	100%
Performing Arts K-12 (MUS)	6	100%
Performing Arts K-12 (Theater)	0	*
Secondary HSS (SSHI)	15	100%
Secondary Math (MATH)	8	100%
Secondary Science Biology (SCIB)	5	100%
Secondary Science Chemistry (SCIC)	2	100%
Special Education (LBS1)	22	100%
Visual Arts K-12 (VART)	3	100%
World Language K-12: Spanish (SPAN)	2	100%
ADVANCED PROGRAM (ISBE CODE)	2019-2020 # of students	Percentage Graduating

Principal	32	100%
Superintendent	12	100%
School Psychologist	11	100%

Annual Reporting Outcome Measure 6:

Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

Southern Illinois University Edwardsville, School of Education, Health and Human Behavior
Title II report is located on our website at:

<http://www.siue.edu/education/about/accreditation.shtml>

Annual Reporting Outcome Measure 7:

Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)

ISBE Partnership in Educator Preparation Data, Placement Data, 2018-2019

These data are collected and reported by the state of Illinois. Due to the pandemic, data are not available for the 2019-2020 year.

ISBE Program Codes are listed below.

Considerations:

- ISBE only collects employment data 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 is inclusive of all educational (Teaching, Administrative and School Support Personnel) roles requiring a state educator license categorized by program (excluding substitute teachers). Each year, school districts report in the fall all licensed personnel in the Employment Information System (EIS). EIS data will be updated for the 2019 school year in October 2019.



ISBE Codes for CAEP reported programs.

PROGRAM	CODE
Elementary	SCGE
Early Childhood	SCG3
Principal	PRIN
Special Education	LBSI
School Psychologist	SPSY
History	SSHI
Visual Arts	VART
Music	MUS
Biology	SCIB
Drama/Theatre Arts	DAT
English/Lang. Arts	ELA
Mathematics	Math
Chemistry	SCIC
Spanish	SPAN
Geography	SSGE
Superintendent	SUPT

During the 2016-2017 academic year, the Illinois State Board of Education (ISBE), began a data collection pilot to “to strengthen data collection, sharing and reporting to continuously improve educator preparation programs and better serve our students.” The data collected from this project addresses Standard 4 and four of the eight annual reporting measures. The initial report released last year, included data from 2016-2018. The completers’ survey is available for 2018 and 2019. The State of Illinois has not posted data for 2020. We are assuming this is

due to the pandemic and will continue to check for updates. The first round of data was reported in the 2019 Annual Report and the second round was included in this report. Data for the 2018-2019 and 2019-2020 academic year has been analyzed and there are no patterns evident.

We will continue to monitor available data for patterns and areas where we can improve. As additional data are available, they will be shared with faculty and stakeholders across initial and advanced programs, to both supplement and share the data more broadly. Once we have more than two years of data from completers, we will begin to triangulate that data with our other data as part of the continuous improvement process of our programs.

Once we determine a release date schedule, we will be able to establish a timeline when we can reasonably analyze the data, share with stakeholders, and report to CAEP. Given those circumstances, the following is an analysis of some of the data over the last three years not including the most current data. In 2010, the state of Illinois implemented a statewide teacher performance evaluation system using the allowing districts to use either the Danielson or Marzano Frameworks. This teacher performance evaluation system consists of two components; student growth (Impact on Student Learning) and professional practice (Teaching Effectiveness). While districts may designate any percentage of evaluation for each component, student growth must be at least 30 %. The evaluations are completed by trained administrators who conduct observations and collect other evidence to determine the teacher rating of excellent, proficient, needs improvement or unsatisfactory. The available data for 2016-2019 consists of 1/3 to 1/2 of annual graduates at both the initial and advanced levels. Comparing this data across years, the percentage of excellent rankings has increased and needs improvement has remained fairly consistent at zero. We believe these data indicate that our completers have a positive impact on student learning and employers find their teaching to be effective. The advanced level data for Administration and School Support was for 2018 and 2019. The two-year trend indicates

that the majority of completers were rated by employers as excellent, with the remaining ratings as proficient. No completers in any advanced programs were rated as needing improvement. As part of this data collection process ISBE planned to send out a state-wide employer survey in 2020 but we are assuming this was delayed due to the pandemic. Using these evaluation data points, we surmise that employers are satisfied with SIUE prepared teachers and administrators. We also noted in our first-year completer survey data that there was mention of wanting more information on teaching English Language Learners in the programs. We were already aware that this was something we needed to address and have created courses for all our programs to strengthen our candidates' abilities to work with ELL students.

Annual Reporting Outcome Measure 8:

Student loan default rates and other consumer information (initial & advanced levels)

Fiscal Year	Rate Type	Numerator	Denominator	Rate	Process Date
2017	3YR OFFICIAL	227	3333	6.8	08/08/2020
	3YR DRAFT	229	3335	6.8	01/25/2020
2016	3YR OFFICIAL	202	3299	6.1	08/03/2019
	3YR DRAFT	204	3302	6.1	01/26/2019
2015	3YR OFFICIAL	224	3531	6.3	08/18/2018
	3YR DRAFT	226	3532	6.3	01/27/2018