

2025 CAEP Annual Report Measures

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), through ISBE's Annual Program Report which recently replaced 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 profile and professional activity once they have entered the field. Then the ISBE Annual Program Report is targeting to provide information in four areas:

1. Candidate selection
2. Knowledge and skills for teaching
3. Performance as classroom teachers
4. Contribution to state needs

These support continuous improvement for the SOE and address CAEP Components in Standard 3, 4 and 5.

Impact Measures (CAEP Accountability Measures 1&2)

Impact Measure 1: Completer effectiveness and impact on P-12 learning and Development (Component 4R.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. At this time, the Illinois State Board of Education 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. Though we do not yet have specific data on student growth, ISBE has provided a report correlating student assessments to candidate classrooms, they have provided reports showing candidates demonstrated teaching skill. Based on ISBE metrics, 15 of Loyola's 16 programs are rated as exemplary, while one is rated as commendable.

Table 1: Demonstrated Teaching Skills

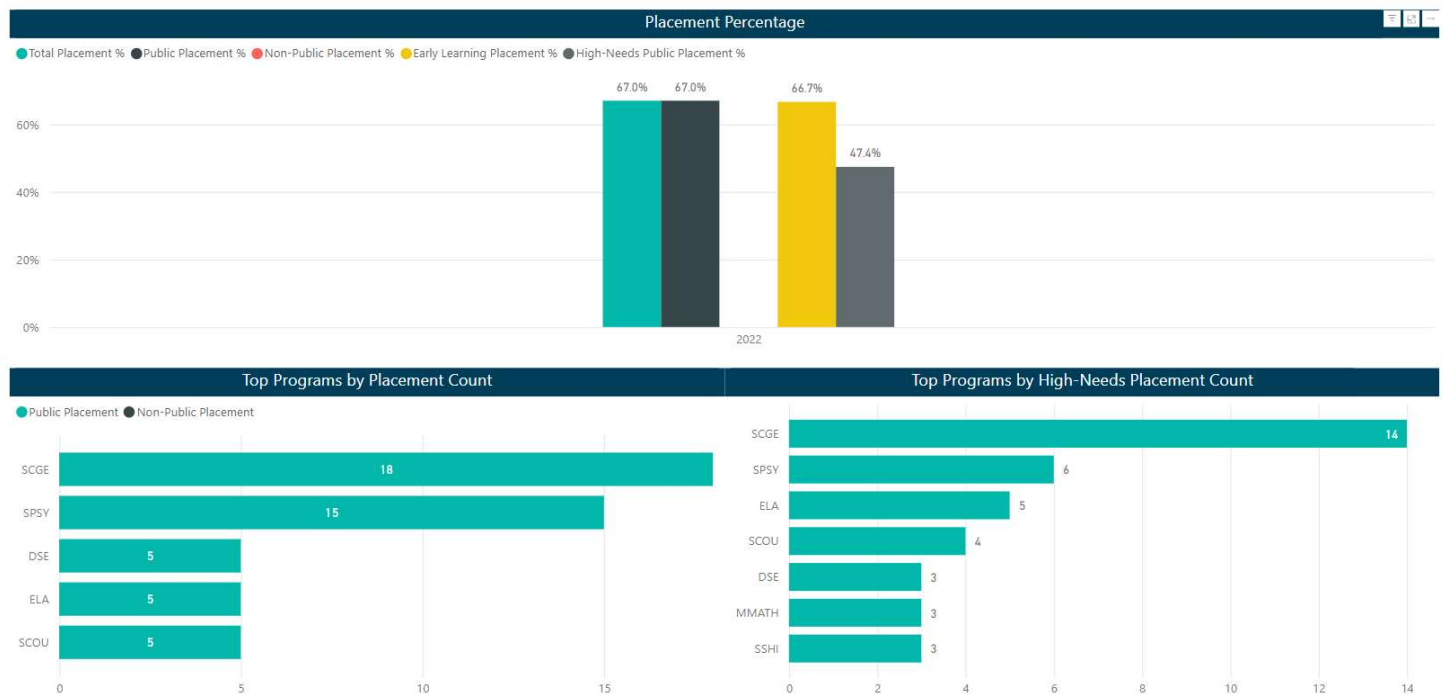
Loyola SOE Program	Overall ISBE Designation:	Knowledge & Skill for Teaching	Performance as Classroom Teachers	Contribution to State Needs
Early Childhood Education	Exemplary	Exemplary	No Score	No Score
Early Childhood Special Education	Exemplary	Exemplary	Commendable	Exemplary
Elementary Education	Exemplary	Exemplary	Exemplary	Commendable
English Language Arts	Exemplary	Exemplary	Commendable	Exemplary
General Science (Middle Grade)	Exemplary	Exemplary	No Score	No Score
Language Arts (Middle Grade)	Exemplary	Exemplary	No Score	No Score
Learning Behavior Specialist I (LBS I)	Exemplary	Exemplary	Exemplary	Commendable
Mathematics	Exemplary	Exemplary	Exemplary	Exemplary
Mathematics (Middle Grade)	Exemplary	Exemplary	Exemplary	No Score
Science - Biology	Exemplary	Exemplary	No Score	No Score
Science - Chemistry	Exemplary	Exemplary	No Score	No Score
Science - Physics	Exemplary	Exemplary	No Score	No Score
Social Science (Middle Grade)	Exemplary	Exemplary	No Score	No Score
Social Science - History	Commendable	Commendable	No Score	Developing
Social Science - Political Science	Exemplary	Exemplary	Exemplary	No Score
Social Science - Psychology	Exemplary	Exemplary	Exemplary	No Score

Teaching effectiveness is also reflected in Table 1 above, with most graduates across teacher preparation programs demonstrating Proficient ratings. 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.

Impact Measure 2: Satisfaction of employers and employment milestones (Component R4.2/R5.3/RA4.1)

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 first-year placement profile of 2022 graduates. 67% are able to be tracked with Illinois Public Schools while the remaining 33% 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. A third possible source is the Illinois Statewide Shared Employer Survey which is still being developed by the PEP leaders and piloted across the state to elicit employer satisfaction. 2022 is the last year for which this data is available as ISBE is redesigning its Educator Preparation Profile system. We hope to have updated data soon.

Table 2: First-Year Placement Profile of 2022 Graduates by Program



The PEP program attempted to contact completers in during their first year in the field to solicit their feedback on their experiences. The result is the online Completer's Survey Report is organized in a series of 4 sections: Academic Background, Teacher Preparation Quality, Teacher Preparation Components, and Teaching Practice/Job Satisfaction. Table 3 shows the results from a part of the Teacher Preparation Quality section, the majority of respondents stated that Instructors, Field Experiences, and Student Teaching experiences were of most value in the program and there were few program components considered as not valuable. Table 4 shows the distribution from a subsection Teacher Satisfaction from Teacher Practice/Job Satisfaction where completers were asked to rank their top five ways jobs could be improved. Most completers selected administrative support, fewer mandated assessments, overall workload, salary, and colleague support as their first choice to help with job satisfaction. Administrator support and instructional resources were the top two overall categories ranked as a way to help with job satisfaction.

Table 3: Completer Survey – Value of Teacher Preparation Program

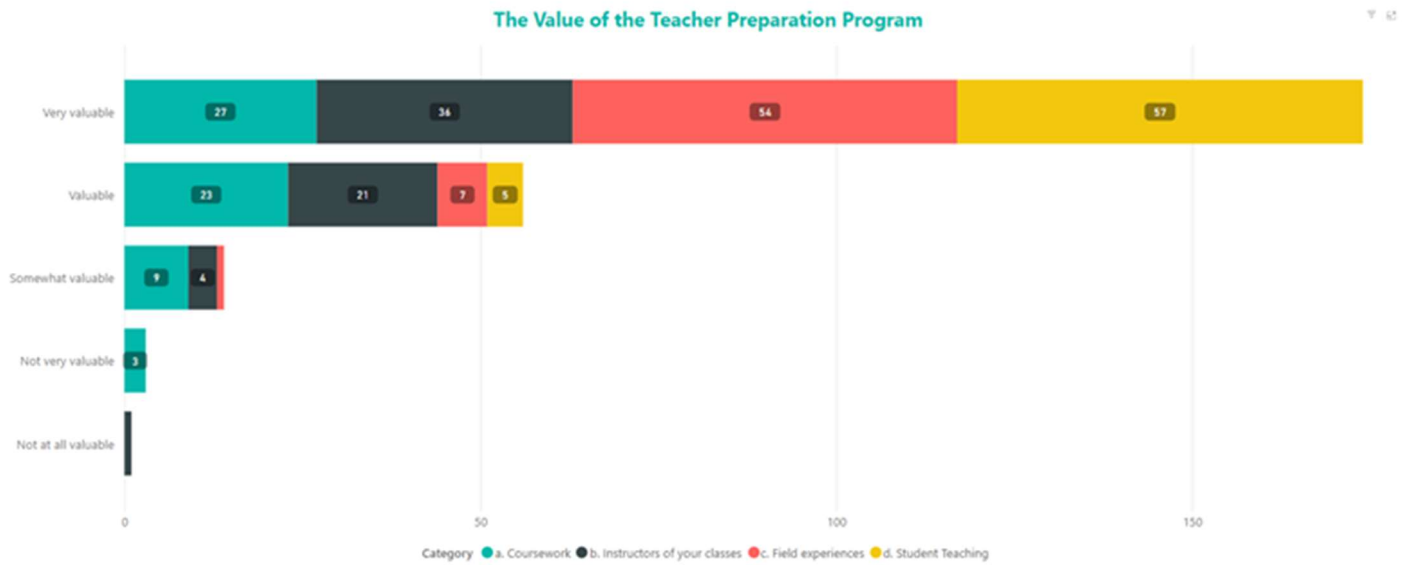


Table 4: Completer Survey – Rankings of How to Improve Job Satisfaction



Outcome Measures (CAEP Accountability Measures (3 & 4))

Graduation Rates (initial & advanced levels)

As indicated in the 2025 CAEP Annual Report, the following are the graduation numbers:

72 initial program completers
33 advanced program completers

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: 91%
Advanced certification rate: 100%

Outcome Measure 2: Ability of completers to be hired for positions for which they have prepared

Hiring Rates (initial & advanced levels)

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