

Appendix 11. UIC Continuous Improvement Metrics: Dataset Categories and Corresponding Data Affordances

General UIC/CUEL Datasets	Contributing Data Files/Sources	Primary Data Categories and Timeframes	Example Motivating Questions	Example Metrics
Edd Recruitment Pool Tracking by Target Cohort Years	Edd/CUEL Filemaker Administrative Database; Recruitment Event and Follow-up Survey Records	<ul style="list-style-type: none"> • Recruitte demographics (e.g., race, gender); education level; current employment; teaching and leader experience (source: brief attendee survey) • Intro & follow-up recruitment events & actions (key variables: type of event; location; date & times; event venues; participant numbers and reasons for attending) • Quality of recruitment events and actions (e.g., attendee assessments of information; on-going interest in Edd program) • <i>Availability: data are currently inconsistent</i> 	<ul style="list-style-type: none"> • What is the profile of current/past recruiting pools by race, gender, age, educational employment? • Through what information channels do recruittees learn about the Edd program, and at what rates (UIC alumni? Advertisement?) • What variables contribute to the “success” of various public recruitment events (e.g., attendance, survey response) • Do differential recruitment rates signal equity implications? 	<ul style="list-style-type: none"> • Rates of recruitment by race, gender, other target recruitte attributes (within/across target years) • Rates of referral to program and specific recruitment events from various information sources (e.g., current Edd students; advertisements) • Rates/levels of attendance at various recruitment events • Rates of survey response to follow-up information requests • Rates of satisfaction among attendees with salient features of recruitment events (e.g., clarity of program information)
Edd Applicant Pool (note - not necessarily included in recruitment pool or table)	Edd/CUEL Filemaker Administrative Database; College of Education application datafiles;	<ul style="list-style-type: none"> • Applicant demographics; educational and prior employment history; areas of instructional and curricular expertise • Current employer (e.g., School or comparable; CPS or not) • Possession of core education certifications (Illinois 	<ul style="list-style-type: none"> • What is the profile of current/past applicant pools by race, gender, age, educational employment? • What is the differential yield of applications from each year’s recruitment pool by target demographic variables? 	<ul style="list-style-type: none"> • Rates of application by race, gender, other target applicant attributes (within/across target years) • Rates of application from the recruitment pool (sub-rates by demographics; CPS vs. not; other variables bearing on conversion of

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		Principal Certification or Type 75) <ul style="list-style-type: none"> Notes on applicant correspondence and next steps <i>Availability: AY2003 – AY2021</i> 	<ul style="list-style-type: none"> What are the patterns of application to the program across the weeks of the application window? Do differential application & acceptance rates signal equity implications? 	recruitee interest to actual applications to program) <ul style="list-style-type: none"> Rates of application by week within the application window?
EdD Admissions Outcomes: Admitted v. Declined Applicants	EdD/CUEL Filemaker Administrative Database; EdD Selection Committee records.	<ul style="list-style-type: none"> Provisional and Final Admit/Wait/Deny Decisions Scores and notes from application interview (overall and sub-section scores and appraisals) Notes from application and admission committee discussions. <i>Availability: AY2003 – AY2021</i> 	<ul style="list-style-type: none"> What demographic and professional background factors appear to bear on the likelihood that an application will gain admission to the UIC EdD program? Will decide to actually matriculate? 	<ul style="list-style-type: none"> Rates of admission, denial, and matriculation by race, gender, other target applicant attributes (within/across target years) Sub-scores on application interview ratings in areas of leadership competency
EdD Program Matriculant Data by Cohort (i.e., This data table contains information pertaining only to individuals who actually begin the EdD academic program)	EdD/CUEL Filemaker Administrative Database; UIC COE admissions and academic record datafiles; Semester student grade files from college registrar; Regular student update and alumni surveys	<ul style="list-style-type: none"> Biographical characteristics of matriculants to the EdD program (demographics, birthdate; pre-program educational and employment history) Rankings and sub-scores from the admissions process (now as matriculant characteristics) Residency school assignments, and residency performance, including: (a) attainment of CLC sponsorship (yes/no), (b) 	<ul style="list-style-type: none"> How have the demographic and biographical characteristics of program matriculants evolved over the EdD program's two decades? How do changing demographic and biographical trends among UIC leadership students compare with parallel patterns in the CPS professional workforce? What is the average times and degree of variation for: 	<ul style="list-style-type: none"> Years or semesters to complete pre-service portion of the EdD program Years or semesters to complete in-service portion of the EdD program Years to placement in first principalship/AP-ship post-residency Years retention in first school leadership role (principalship or AP-ship) Semester non-registrations over program career (i.e. program “stall” measure)

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		<p>information about the “mentor principal” as well as characteristics of the host school (e.g. academic performance history; levels of student poverty, demographics, host community characteristics)</p> <ul style="list-style-type: none"> • Annual employment history starting with first EdD year, including school, district, and non-education positions, and time in position • Progress to degree, including number of semesters of “stall” or withdrawal as well as total semesters to graduate degree • Assessment outcomes, particularly dates and grades on milestone assessments (586A&B; capstone proposal and final paper) • CPS and State of Illinois principal eligibility gatekeeper assessment outcomes, OPPD eligibility on first attempt; later attempts if necessary. • <i>Availability: AY2002 – AY2021 unless otherwise noted</i> 	<ul style="list-style-type: none"> ○ completing the EdD pre-service program phase through the end of residency ○ gaining CPS principal eligibility ○ completing the EdD degree? • Equity issues: what are the proportions of UIC admittees & graduates by race, gender, other characteristics? • Do UIC candidate groups differ in the number of interruptions to their program progress? • Do UIC candidate groups differ in the number of candidates who complete the EdD degree within four to five years of matriculation? • <i>Predictive Analyses:</i> How predictive are applicant rankings of later academic and professional performance as school leaders? • Does program performance predict leader impact on school performance? ...on the retention of early career 	<ul style="list-style-type: none"> • Years or semesters to EdD degree • Pass rates on CPS principal eligibility assessments. • Pass and performance ratings on key EdD milestone assessments (e.g., 568A-B juried assessments; capstone proposals and final papers) • Percent of EdD candidates who: <ul style="list-style-type: none"> ○ Attain the EdD degree? ○ Attain a principalship? ○ Move from school to district-level leadership positions? • Percent of CPS-employed UIC-trained principals who: <ul style="list-style-type: none"> ○ exceed CPS annual student growth measures in demographically-comparable schools ○ exceed CPS annual leadership evaluation assessment levels among CPS principals with comparable experience and time-in-position

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			school leaders in school leadership roles? System roles?	
EdD Program Characteristic Data	EdD/CUEL Filemaker Administrative Database; UIC EdD and COE course offerings, syllabi, staff rosters	<ul style="list-style-type: none"> • Assignments of leadership coaches and academic advisors for each candidate • Curricular offerings and changes across program years • <i>Availability: AY2002 – AY2021</i> 	<ul style="list-style-type: none"> • Do school residency placements yield leadership learning experiences keyed to high need urban students? • How equitably does the EdD program distribute hours (dosage) of coaching support? What variables contribute to any differences? 	<ul style="list-style-type: none"> • Recruitment to graduation: proportions of students by race, gender • Turnover rates in coaching assignments by student • Dosage of coaching (in hours, by month and/or other multi-monthly increments)
CPS District School Characteristic Data	CPS and State of Illinois annual school report card files; selected metrics entered to EdD/CUEL Filemaker Administrative Database (Schools Table)	<ul style="list-style-type: none"> • School enrollment; school categories; CPS network assignments • Geo location; student demographics & academic characteristics • SQRP school proficiency rating (AY2015-AY2020) • “Churn” level: student mobility + homelessness + chronic tardiness (AY2018-AY2019) • <i>Availability: generally AY2000 – AY2021, but varies by CPS metric</i> 	<ul style="list-style-type: none"> • Are UIC graduates being placed in or taking positions in schools exhibiting high student need? • Do patterns of school placement (kinds of schools; rates of placement) differ across cohorts or demographic groups of UIC-trained leaders? • Equity concern: Do differential patterns of school placement translate to differential opportunities to learn school leadership? ...opportunities to demonstrate leadership competency? 	<ul style="list-style-type: none"> • Percent of school enrollment across racial (e.g., Hispanic) and student category (e.g., English Language Learners) • Type of CPS school (e.g., Charter, Neighborhood options, or Alternative enrollment) • Categorical or Hierarchical ratings: level of school “churn,” annual CPS SQRP school proficiency level, State of Illinois school proficiency ratings

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CPS District School Performance Data (Leading and Lagging indicators)	CPS and State of Illinois annual school report card files; selected metrics entered to EdD/CUEL Filemaker Administrative Database (Schools Table)	<ul style="list-style-type: none"> Leading achievement indicators: rates of attendance; chronic tardiness; 9th grade on track Lagging indicators: NWEA growth & attainment in ELA & math; other standardized test measures by grade, race, gender Post-secondary attainment: rates of college enrollment & persistence; pre-college credentials <i>Availability: generally AY2000 – AY2021, but varies by CPS metric</i> 	<ul style="list-style-type: none"> Do UIC-trained leaders exceed non-UIC-trained leaders (with similar levels of tenure and experience) in key leading and lagging measures of student learning and attainment? What do patterns and rates of school improvement among UIC-trained leaders imply for EdD program design? (e.g., the special needs of “high churn” schools) 	<ul style="list-style-type: none"> Overall and sub-group percentage of 9th grade students “on-track” to graduate Overall and sub-group median growth and attainment scores on the NWEA MAP ELA and Math assessments Counts of serious disciplinary incidents per 100 students in school Rates of drop out and graduation (4- and 5-year cohorts)
City of Chicago Community-level Characteristics and Metrics of Health and Well-Being	2020 US Census Data Files; Child Opportunity Index; Chicago Police Department CLEAR database; Illinois Department of Public Health databases; selected metrics entered to EdD/CUEL Filemaker Administrative Database (Schools Table)	<ul style="list-style-type: none"> At the level of census tract surrounding school: Selected census indicators in areas of educational attainment, public health, income and employment, and child poverty. Overall indices of neighborhood well-being from Child Opportunity Index. Incidence rates of major crimes in school’s broader neighborhood <i>Availability: generally AY2000 – AY2021, but varies</i> 	<ul style="list-style-type: none"> Are UIC-trained leaders serving in schools contending with high levels of poverty and social need? Has the community profile of schools led by UIC-trained leaders changed significantly across the 2 decades of the EdD program? Do school community profiles have implications for the content of UIC EdD training and preparation? 	<ul style="list-style-type: none"> At level of school census tract or 77 Chicago Neighborhood: Reported Crimes Annually Median household income Percent adult unemployment Educational Attainment Index, Child Opportunity Index (COI) – 5 aggregate rating levels (Very Low – Very High)

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		<i>by census or city metrics; see Appendix A)</i>		
CPS District-wide School Strategic Planning Data (CIWP and Related)	CPS Public Access School Profile Data Archives	<ul style="list-style-type: none"> • CIWP plan documents can be quantified (e.g. scores on CIWP implementation) as well as analyzed qualitatively • <i>Availability: AY2016 – AY2022)</i> • Note: This is a potential area for future program inquiry 	<ul style="list-style-type: none"> • Do UIC-trained principals deploy key strategies learned in their EdD coursework in their improvement plans for CPS schools? • Are these strategies rated as more fully implemented by CPS network supervisors? 	<ul style="list-style-type: none"> • CIWP implementation scores across several parameters (e.g., Leadership and Structure for Continuous Improvement) • Count or presence (yes/no) of key UIC EdD strategies in corresponding CIWP areas
CPS District-wide Annual 5Essentials School Survey Data	CPS SQRP Annual Accountability files; ISBE Five Essential Supports Survey files and support webpage.	<ul style="list-style-type: none"> • Five level overall rating of school organization for improvement • Sub-scale ratings in 5 areas • Percentile ranks in several specified teacher and leader practice areas (individual school 5E reports only). • <i>Availability: AY2014 – AY2021 (state of Illinois full datasets)</i> 	<ul style="list-style-type: none"> • Do UIC-trained principals increase the capacity of CPS schools to improve instructional and student support capacity? • Which Essential Supports are more readily impacted by UIC-trained principals, and with what implications for EdD preparation? 	<ul style="list-style-type: none"> • Overall level of organization for improvement (5 levels) • Sub-scale ratings (5 levels) and percentile rankings (e.g. instructional coherence; quality of student discussions). • Over time, number of years of sustained improvement in instructional leadership scores for the same principal
CPS District-wide Multi-year Principal Tenure and Turnover Data	CPS School Profile files (via City of Chicago Portal; only file to list principals annual by name); augmented with ISBE Employment	<ul style="list-style-type: none"> • Individual principal retention and turnover measures over multiple academic years • School ratings for leader retention and turnover over multiple academic years 	<ul style="list-style-type: none"> • Do UIC-trained principals persist in their positions for longer tenures than the district average? Especially in “hard to staff” schools? • Do CPS schools with more years of leadership by UIC-trained principals improve 	<ul style="list-style-type: none"> • Over a 6-year period: <ul style="list-style-type: none"> ○ number of principal transitions ○ number of individual principals ○ longest uninterrupted tenure in years by a principal

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	Info System (EIS) records.	<ul style="list-style-type: none"> • <i>Availability: AY2014 – AY2019 (now working on extension to AY2021)</i> 	more rapidly than schools with less history of UIC-trained leadership?	<ul style="list-style-type: none"> ○ years of experience of the current school principal
CPS District-wide Principal Evaluation Data	Chicago Public Ed Fund file, available via special request (last data year was 2018). Note: These data only included UIC-trained principals in AY2018.	<ul style="list-style-type: none"> • CPS Proficiency ratings in overall leadership practice • Proficiency ratings in 5 constituent competencies • UIC student race, gender, and years in position at CPS school in AY2018. • <i>Availability: AY2018</i> 	<ul style="list-style-type: none"> • Among UIC-trained principals, do race, gender, or years of tenure bear upon ratings of leadership proficiency by CPS Network Supervisors? • Does a school's level of "churn" bear upon principal proficiency ratings? 	<ul style="list-style-type: none"> • Overall Principal Proficiency ratings (with numeric conversions, 1-4) • Level scores in 5 principal practice competency scores

Note. Data Categories Currently or Recently Applied to Research and Continuous Improvement Analyses by the UIC CUEL (1/25/2022)