

**IDOE Effectiveness Survey Data
3-Year Analysis**

Description:

Each year, the Indiana Department of Education (IDOE) surveys school leaders regarding the effectiveness of teachers prepared by the Educator Preparation Program (EPP) within the state. It compiles the data according to years in service from first-year completers to third-year completers. This survey is conducted with no interaction on the part of the EPP, and the data becomes part of the EPP’s state report card. The tables below compare the effectiveness ratings between teachers prepared by Marian University and other Indiana EPPs.

Table 1A: IDOE Effectiveness Data for Marian University

Report Year	Teachers with One (1) Year of Experience			Teachers with Two (2) Years of experience			Teachers with Three (3) Years of experience			3-Year Grand Totals (Year 1 - Year 3)				
	n	Effective	Highly Effective	n	Effective	Highly Effective	n	Effective	Highly Effective	N	Effective	Highly Effective	Effective or Highly Effective	Percent Effective or Highly Effective
2023	16	11	4	27	16	8	62	38	24	105	65	36	101	96.2%
2022	14	9	4	25	15	7	32	19	13	71	43	24	67	94.4%
2021	12	10	2	20	12	8	25	20	4	57	42	14	56	98.2%

Table 1B: IDOE Effectiveness Data for the State

Report Year	Teachers with One (1) Year of Experience			Teachers with Two (2) Years of experience			Teachers with Three (3) Years of experience			3-Year Grand Totals (Year 1 - Year 3)				
	n	Effective	Highly Effective	n	Effective	Highly Effective	n	Effective	Highly Effective	N	Effective	Highly Effective	Effective or Highly Effective	Percent Effective or Highly Effective
2023	1040	788	219	1274	826	420	2830	1626	1172	5144	3240	1811	5051	98.2%
2022	976	735	210	1217	786	403	1367	783	568	3560	2304	1181	3485	97.9%
2021	1342	1068	226	1606	1149	426	1723	1050	653	4671	3267	1305	4572	97.9%

Table 2A: Effectiveness Ratings of Marian University Teachers after One to Three Years of Experience

Years of Teaching Experience	# Rated Effective	# Rated Highly Effective	Other	Percent Rated Highly Effective	Percent Rated Effective or Highly Effective
3 years	77	41	2	34.17%	98.33%
2 years	43	23	6	31.94%	91.67%
1 year	30	10	2	23.81%	95.24%

Table 2B: Effectiveness Ratings of Statewide Teachers after One to Three Years of Experience

Years of Teaching Experience	# Rated Effective	# Rated Highly Effective	Other	Percent Rated Highly Effective	Percent Rated Effective or Highly Effective
3 years	3459	2393	68	40.42%	98.85%
2 years	2761	1249	87	30.49%	97.88%
1 year	2591	655	112	19.51%	96.66%

Analysis:

- Marian completers are consistently rated effective or highly effective across the three-year data cycle (See Tables 1A and 2A).
- The number of Marian completers that school leaders evaluated for IDOE each year (Table 1A) has increased from 57 in 2021 to 105 in 2023.
- The percentage of Marian completers rated as highly effective increased by 43.43% from year one (23.81% rated highly effective) to year three (34.17% rated highly effective). (See Table 2A)
- The number of Marian completers rated highly effective or effective decreased from 95.24% after one year of teaching to 91.67% after two years of teaching. By Year 3, the number of effective or highly effective Marian completers increased to 98.33% (see Table 2A).
- During that same period, state completers' overall highly effective ratings increased by over 52% from Year 1 (19.51%) to Year 3 (40.42%) (see Table 2B).

Interpretation:

The data supports the expectation that completers' effectiveness ratings should increase with more classroom experience. The positive correlation between experience and teacher effectiveness has been well-established, and data shows that Marian completers' teaching effectiveness increases over time. While there was a slight decrease in the performance of second-year teachers, by year three, Marian completers performed on par with completers from other state EPPs. Marian will continue to monitor this data to identify possible solutions if this becomes a trend.

The increase in the number of teachers evaluated from 2021 to 2023 can be attributed to two key factors: 1) reduced the impact of COVID-19 schools returned to pre-COVID routines and operations, and 2) data reflected the delayed ratings for at least 19 students that completed the 5th-year Residency program in 2022.