

**IDOE Effectiveness Survey Data: 3-Year Analysis
2022-2025**

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 of 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
2025	25	22	2	49	33	14	46	32	13	120	87	29	116	96.7%
2024	<10	<10	<10	11	8	3	<10	<10	<10	11	8	3	11	100%
2023	16	11	4	27	16	8	62	38	24	105	65	36	101	96.2%

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
2025	1257	919	283	3041	1705	1266	2256	1197	1014	6694	3781	2563	6344	94.8%
2024	2354	2458	678	385	260	108	338	197	130	4077	2915	916	3831	94.0%
2023	1040	788	219	1274	826	420	2830	1626	1172	5144	3240	1811	5051	98.2%

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	32	13	1	28.26%	97.83%
2 years	33	14	2	28.57%	90.48%
1 year	22	2	1	8.0%	96.0%

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	1197	1014	45	44.95%	98.01%
2 years	1705	1266	70	41.63%	97.70%
1 year	919	283	55	22.51%	95.62%

Analysis:

- The number of Marian completers evaluated by school leaders dropped significantly in 2024 (n>11) compared to 105 in 2023 and rebounded in 2025 (n=120).
- Statewide totals of completers evaluated similarly declined in 2024 (n=4,077) compared to 2023 (5,144) and increased in 2025 (n=6,694).
- Marian completers are consistently rated Effective or Highly Effective across the three-year period: 96.2% (2023), 100% (2024), and 96.7% (2025) for the 3-year grand totals. (Note: 2024 is based on a very small sample.)
- The proportion of Marian completers rated Highly Effective is lower than the statewide proportion at each experience level: 1 year = 8.0% (Marian) vs. 22.51% (state); 2 years = 28.57% vs. 41.63%; 3 years = 28.26% vs. 44.95%.

Interpretation:

- Marian completers perform strongly: across the three-year window nearly all evaluated completers are rated Effective or Highly Effective (≈96–100%), which indicates the program prepares candidates who meet state expectations for classroom effectiveness.
- However, Marian completers are less frequently rated at the highest level (Highly Effective) than the statewide average at every experience level. This gap is most pronounced for 2–3 year teachers (Marian ~28% vs. state ~42–45%), suggesting fewer Marian graduates reach the “Highly Effective” tier in early career years, even though most are judged at least Effective. We will continue to track trends as fewer completers were rated in 2024 by the state

EPP Next Steps

- Compare IDOE Effectiveness ratings with other available data sets, the IDOE Employer Satisfaction survey results, and feedback collected by the EPP from school leaders and district partners.
- Created employer satisfaction and teacher effectiveness surveys to send directly to school leaders so data can be disaggregated, and internal benchmarks can be set.
- Develop and pilot EPP employer satisfaction and teacher-effectiveness surveys with school leaders. Use this data to create internal benchmarks and to enable disaggregation by program and placement.