

IU School of Education – IUPUI
State Teacher Effectiveness Data

CAEP Standard 4.2

InTASC Categories: Learner Development, Learning Differences, Content Knowledge, Professional Learning and Ethnical Practice, and Leadership and Collaboration

cross Cutting Theme Diversity

In 2011, the state of Indiana passed legislation to require that each school corporation develop a plan for annual performance evaluations for each certified staff member with the plan being implemented beginning with the 2012-2013 school year. Each school corporation was given the opportunity to develop its own evaluation with no one statewide evaluation required. The state legislation did stipulate components that must be included in each evaluation plan. The required components included:

- Student assessment results from statewide assessments for certificated employees whose responsibilities include instruction in subjects measured in statewide assessments;
- Methods for assessing student growth for certificated employees who do not teach in areas measured by statewide assessments
- Student assessment results from locally developed assessments and other test measures for certificated employees whose responsibilities may or may not include instruction in subjects and areas measured by statewide assessments.
- Rigorous measures of effectiveness, including observations and other performance indicators.
- An annual designation of each certificated employee in one (1) of the following rating categories:
 - Highly effective.
 - Effective.
 - Improvement necessary.
 - Ineffective.

School corporations provide the Indiana Department of Education (IDOE) the disaggregated results of staff performance evaluations by teacher identification numbers, along with the teacher preparation program that recommended the initial license for each teacher.

The majority of school corporations in Indiana adopted the RISE Evaluation and Development System for their annual performance evaluations. The rubric addresses the following three domains: Purposeful Planning, Effective Instruction, and Teacher Leadership. More information on the performance systems adopted by the school corporations can be found at <https://www.doe.in.gov/evaluations>.

Once all the statewide data are collected, the IDOE provides the evaluation data for its graduates to each EPP with overall teacher evaluation ratings for graduates with one, two and three years of teaching experience, along with the statewide results. The IDOE has made available data for the 2014-2015, 2012-2013 and 2013-2014 academic years.

The tables below contain the results of teacher evaluations for the three academic years available for IUPUI graduates, along with comparative statewide data when available.

Findings

During 2015-2016, the state only provided data for teachers receiving ratings of effective or highly effective. Percentages for those not receiving these rating could be calculated but these teachers could have been rated below effective or not evaluated. For this year, 84% of EPP graduates with one year of teaching experience were rated highly effective or effective. The data proved from the state did not specify the status of the other 16%. For the same year, 94% of the EPP graduates were rated effective or highly effective with the same percentage for teachers with three years of experience. During this period of time, 91% of the teachers state-wide were rated effective or highly effective while overall 92% of the EPP graduates were rated effective or highly effective.

During 2014-2015, 86.92% of EPP first-year teachers, 92.62% of EPP second-year teachers, and 94.03% of EPP third-year teachers were rated as either effective or highly effective which exceeded the state results of 82.57%, 87.61% and 91.06% respectively. There were similar results for 2013-2014 with 93.33% of EPP first-year teachers, 96.58% of EPP second-year teachers, and 97.73% of EPP third-year teachers receiving rating of effective or high-effective compare to 85.33%, 87.02% and 86.70% statewide. The pattern goes back to 2012-2013 with 84.55% of EPP first-year teachers compared to 83.71% statewide, 90.48% of EPP second-year teachers compared to 88.25% statewide, and 89.60% of EPP third-year teacher compared to 88.15% statewide receiving ratings of effective or highly effective.

Using Data

These data support that candidates leave the EPP teacher education program with the skills, knowledge, and dispositions to be effective teachers in their own classrooms. The EPP will continue to examine these state data and seek to supplement it with case studies and its own observations of EPP graduates.

2015-2016						
Ratings for IUPUI Graduates by Years of Experience						
	1 year Exp.	Percentage	2 Years Exp.	Percentage	3 Years Exp.	Percentage
Highly Effective	12	11%	40	24%	52	26%
Effective	81	73%	116	70%	134	68%
Other	18	16%	9	6%	12	6%
Total	111		165		198	
State-wide Results						
	Teachers	Percentage				
Highly Effective	24,656*	40.02%				
Effective	31,858	51.71%				
Improvement Necessary	955	1.55%				
Ineffective	191	0.31%				

NA/Not Evaluated	3955	6.42%	
Total	61,609		

2014-2015						
Ratings for IUPUI Graduates by Years of Experience						
	1 year Exp.	Percentage	2 Years Exp.	Percentage	3 Years Exp.	Percentage
Highly Effective	22	16.92%	52	29.55%	62	33.70%
Effective	91	70.00%	111	63.07%	111	60.33%
Improvement Necessary	8	6.15%	5	2.84%	1	0.54%
Ineffective	2	1.55%	1	0.56%	1	0.54%
NA/Not Evaluated	7	5.38%	7	3.98%	9	4.89%
Total	130		176		184	
State-wide Results						
	1 year Exp.	Percentage	2 Years Exp.	Percentage	3 Years Exp.	Percentage
Highly Effective	402	15.75%	827	27.70%	876	32.24%
Effective	1706	66.82%	1789	59.91%	1598	58.82%
Improvement Necessary	109	4.27%	71	2.38%	43	1.58%
Ineffective	19	0.74%	11	0.37%	8	0.29%
NA/Not Evaluated	317	12.42%	288	9.64%	192	7.07%
Total	2553		2986		2717	

2013-2014						
Ratings for IUPUI Graduates by Years of Experience						
	1 year Exp.	Percentage	2 Years Exp.	Percentage	3 Years Exp.	Percentage
Highly Effective	29	14.87%	49	23.90%	38	28.79%
Effective	153	78.46%	149	72.68%	91	68.94%
Improvement Necessary	10	5.13%	5	2.44%	3	
Ineffective	3	1.54%	2	0.98%	0	0.0%
NA/Not Evaluated	0	0.0%	0	0.0%	0	0.0%

Total	195		205		132	2.27%
State-wide Results						
	1 year Exp.	Percentage	2 Years Exp.	Percentage	3 Years Exp.	Percentage
Highly Effective	692	20.39%	692	27.46%	575	29.10%
Effective	2204	64.94%	1501	59.56%	1136	57.60%
Improvement Necessary	100	2.95%	45	1.79%	40	2.00%
Ineffective	24	0.71%	14	0.56%	9	0.50%
NA/Not Evaluated	374	11.01%	268	10.63%	213	10.80%
Total	3394		2520		1973	

2012-2013						
Ratings for IUPUI Graduates by Years of Experience						
	1 year Exp.	Percentage	2 Years Exp.	Percentage	3 Years Exp.	Percentage
Highly Effective	20	16.26%	12	19.05%	17	22.07%
Effective	84	68.29%	45	71.43%	52	67.53%
Improvement Necessary	4	3.25%	2	3.17%	1	1.30%
Ineffective	0	0%	0	0%	0	0%
NA/Not Evaluated	15	12.20%	4	6.35%	7	9.10%
Total	123		63		77	
State-wide Results						
	1 year Exp.	Percentage	2 Years Exp.	Percentage	3 Years Exp.	Percentage
Highly Effective	300	14.12%	287	18.75%	326	20.76%
Effective	1478	69.59%	1064	69.50%	1058	67.39%
Improvement Necessary	65	3.06%	38	2.48%	40	2.55%
Ineffective	15	0.71%	4	0.26%	9	0.57%
NA/Not Evaluated	266	12.52%	138	9.01%	137	8.73%
Total	2124		1531		1570	