ACCOUNTABILITY MEASURE 1: Completer Effectiveness and Impact on P-12 Student Learning

Impact on Student Growth: Ratings on EVAAS, 2016-present

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEETS EXPECTED GROWTH</td>
<td>47%</td>
</tr>
<tr>
<td>DOES NOT MEET EXPECTED GROWTH</td>
<td>21%</td>
</tr>
<tr>
<td>EXCEEDS EXPECTED GROWTH</td>
<td>32%</td>
</tr>
</tbody>
</table>

N=28

Impact on Student Growth: Ratings of EVAAS, Candidates in First Year of Teaching

<table>
<thead>
<tr>
<th>Rating</th>
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</thead>
<tbody>
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<td>38%</td>
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<td>DOES NOT MEET EXPECTED GROWTH</td>
<td>31%</td>
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<tr>
<td>EXCEEDS EXPECTED GROWTH</td>
<td>31%</td>
</tr>
</tbody>
</table>

N=16
Ratings on North Carolina Educator Effectiveness System (NCEES) Standards I-V, 2016-present

Percentage of Ratings Levels by NCEES Standard

*An overview of the NC Professional Teaching Standards can be found at https://files.nc.gov/dpi/north_carolina_professional_teaching_standards_2.pdf
ACCOUNTABILITY MEASURE 2: Satisfaction of Employers and Stakeholder Involvement

96% of employer responses indicated that Duke EPP graduates performed different teaching tasks comparably, more effectively, or much more effectively than other first-year teachers. (2017-2021; N = 30).

**RESPONSE DETAIL**
Effectiveness relative to average first-year teacher

| Much more | 35 |
| More      | 12 |
| Comparable| 53 |
| Less      |    |
| Much less |    |
Results from Annual Survey of Beginning Teacher, 2016-present

- 70% of candidate responses indicated feeling positive about how they were prepared for the selected teaching tasks. (N= 29 returned surveys for a response rate of 32%)

![Bar chart showing the percentage of items with positive responses for All EPPs and Duke University.]

**Percentage of Items with Positive Responses**

- Reflect relationships: 96%
- Analyze data: 93%
- Differentiate: 86%
- Group project: 83%
- Develop lesson plans: 82%
- Reflect on student outcomes: 79%
- Align to state standards: 79%
- Teach concepts: 75%
- Respond to feedback: 75%
- Questioning: 75%
- Empower students: 71%
- Technology: 71%
- Critical thinking: 69%
- Diverse: 69%
- Analyze data: 68%
- Parents: 68%
- Adapting instruction: 61%
- Analyze data: 61%
- Discipline: 48%
- Special needs: 45%
ACCOUNTABILITY MEASURE 3: Candidate Competency at Completion

Licensure Exam Pass Rates Over Time

ACCOUNTABILITY MEASURE 4: Ability of Completers to be Hired in the Area of Licensure

100% of completers seeking a teaching position were hired.

Of candidates completing from 2015-2018:

- 62% taught in NC Public Schools within 3 years of program completion. (N=70 of 113)
  - 6% of these candidates taught for 1 year before leaving NC Public Schools (N=4 of 67)
  - 21% of these candidates taught for 2 years before leaving NC Public Schools (N=41 of 67)
  - 73% of these candidates taught for 3 years before leaving NC Public Schools (N=49 of 67)

Trend in Percentage Employed within 3 years by EPP Completion Year