Florida Teacher Preparation Programs: A Summary and Analysis of Program Performance

Summary and Analysis of
2017 Annual Program Performance Reports
Presented to the Florida Department of Education

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Executive Summary

Evaluating and improving the effectiveness of classroom teachers has been a major area of focus of education policy over the last decade. The state of Florida has enacted and implemented numerous policies aimed at ensuring that all students have effective teachers, including policies that examine the quality of teacher preparation programs.

Florida has developed a system to support the continuous improvement of teacher preparation programs and hold them accountable for their own performance and the performance of the teachers they produce. The goal of this report is to provide comparative data from that system that can help programs improve their design and outcomes and to inform policymakers and consumers – school districts and prospective teacher candidates – about program strengths and weaknesses. Suggestions are also offered for consideration by the state to further develop and enhance the accountability system.

This report is presented to fulfill the requirement articulated in section 1004.04, Florida Statutes, and detailed in State Board of Education Rule 6A-5.066, Florida Administrative Code, that the Florida Department of Education shall report the results of each approved teacher preparation program's annual progress on established performance measures as well as each program's current approval status. In accordance with the statute, this report must be made available to the Governor; the President of the Senate; the Speaker of the House of Representatives; the State Board of Education; the Board of Governors; the Commissioner of Education; Florida teacher preparation programs; school districts superintendents; and the general public.

This report reflects data from the 2017 Annual Program Performance Reports (APPRs), which generally correspond to the 2014-2015 school year.[1]

To measure program performance, the Florida Department of Education reviews the following data for each program annually:

1. **Placement rate** of program completers into instructional positions in Florida public schools.
2. **Rate of retention** for employed program completers in instructional positions in Florida public schools.
3. **Performance of students** in pre-K through grade 12 who are assigned to in-field program completers on statewide assessments using the results of Florida's student learning growth formula.
4. **Performance of students** in pre-K through grade 12 who are assigned to in-field program completers aggregated by **student subgroup**.
5. Results of program completers' **annual evaluations**.
6. Production of program completers in statewide **critical teacher shortage areas**.

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[1] The previous version of this report was issued in January 2017 and referred to as the 2015 Summary of Program Performance. To avoid confusion and ensure users understand which report reflects the most current available data, the dating and naming convention has been changed and this next iteration is known as the 2017 edition. Data from last year's report are now referred to as 2016 data, and each preceding year has been similarly adjusted.

Programs receive a performance score for each of the first five metrics on a scale of one to four, with four indicating the highest level of performance. The sixth metric, production of teachers in critical shortage areas, is a bonus category and not calculated into summative ratings unless programs receive the bonus.

2017 Florida Teacher Preparation Program Performance

Overall Findings

- For the second year in a row, the **Middle Grades Mathematics program at Indian River State College** is the highest ranked program in the state, receiving a perfect 4.0 summative score. The program had 60 completers in the reporting years of 2009-2010 through 2014-2015.
- At the elementary level, two programs share the top ranking with summative scores of 3.8: **University of Florida, Elementary Education/ESOL/Reading** (532 completers) and **University of South Florida – St. Petersburg, Elementary Education/Exceptional Student Education/Reading/ESOL** (386 completers).
- The highest ranked English Education or Reading program is the **Reading** program at **Florida International University** (251 completers) with a summative score of 3.7.
- The highest ranked Mathematics program is the **Middle Grades Mathematics program at Indian River State College**.
- Due in part to the lack of applicability for some types of programs and availability of data for some metrics, only 78 of 344 programs (23 percent) have enough performance data for their programs to receive a 2017 ranking.
- Thirty programs improved their summative scores between 2016 and 2017, while 26 programs' scores decreased.
- The **Elementary Education/Exceptional Student Education/ESOL/Reading program at the University of South Florida – St. Petersburg** had the greatest increase in summative score, rising to a 3.8 in 2017 from a 2.0 in 2016.

Performance Metric Findings

- Only 197 of 344 programs received a placement rate score for 2017. Among the programs receiving a score, the average placement rate score was 2.96, the first year-to-year increase for this metric.
- Only 187 of 344 programs received a retention rate score for 2017. Among the programs receiving a score, nearly all programs received a score of 3.0 or 4.0. The average retention rate score was 3.4, the same as in 2016.
- Just 86 of 344 programs received a score for student learning growth for 2017. The average program score for performance of students on statewide assessments was 2.87.
- Five programs, **Florida State University – Mathematics; Indian River State College – Middle Grades Mathematics; Lynn University – Elementary Education/ESOL/Reading; Southeastern University – Exceptional Student Education/Elementary Education/ESOL/Reading/Autism Spectrum Disorders;** and **University of Florida – Elementary Education/ESOL/Reading,** received the highest possible scores for

performance of students on statewide assessments. The **Indian River State College** program is the only program to receive the top score two years in a row.

- Of the 87 programs receiving a score for student subgroup performance on statewide assessments, the average program score for 2017 was 2.70. All five of the programs that received the highest score for student learning growth overall also received the highest score for student learning by subgroups.
- 251 out of 344 programs received a teacher evaluation score for 2017. The average teacher evaluation score was 3.33, as it was last year.
- 32 out of 130 eligible programs (25 percent) had a higher number of completers than the prior year and received the critical teacher shortage bonus.
- Seven out of the 32 programs that earned the critical shortage area bonus received low scores for teacher placement.

Introduction

Evaluating and improving the effectiveness of classroom teachers has been a major area of focus of education policy over the last decade. The state of Florida has enacted and implemented numerous policies aimed at ensuring that all students have effective teachers, including policies that examine the quality of teacher preparation programs.

Florida has developed a system to support the continuous improvement of teacher preparation programs and hold them accountable for their own performance and the performance of the teachers they produce. The goal of this report is to provide comparative data from that system that can help programs improve their design and outcomes, as well as to inform policymakers and consumers – school districts and prospective teacher candidates – about program strengths and weaknesses.[1]

This report is presented to fulfill the requirement articulated in section 1004.04, Florida Statutes, and detailed in State Board of Education Rule 6A-5.066, Florida Administrative Code, that the Florida Department of Education shall report the results of each approved teacher preparation program's annual progress on established performance measures as well as each program's current approval status. In accordance with the statute, this report must be made available to the Governor; the President of the Senate; the Speaker of the House of Representatives; the State Board of Education; the Board of Governors; the Commissioner of Education; Florida teacher preparation programs; school districts superintendents; and the general public.

This report is the 2017 edition of the report, generally reflecting data corresponding to teacher preparation program completers employed in the 2014-2015 school year.[2]

After a brief overview of teacher preparation in Florida and the state's accountability system for teacher preparation programs, this report presents:

- Summative findings that rank the overall performance of programs with sufficient data;
- Analysis of each of the metrics used to measure program performance; and
- Suggestions for consideration by the state on ways to further develop and enhance the accountability system.

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[1] While the report provides comparative rankings, the data set is not robust enough to test for statistically significant differences among programs. There is a large amount of variability in the data set, including the size of programs and the number of subscores available for each program.

[2] Details about the specific timeframe associated with data for each performance metric are provided in Figure 3 in the next section. The previous version of this report was issued in January 2017 and referred to as the 2015 Summary of Program Performance. To avoid confusion and ensure users understand which report reflects the most current available data, the dating and naming convention has been changed and this next iteration is known as the 2017 edition. Data from last year's report are now referred to as 2016 data, and each preceding year has been similarly adjusted.

Teacher Preparation in Florida

There are three types of state-approved programs that lead to certification of new teachers in Florida: Initial Teacher Preparation Programs (ITPs), Educator Preparation Institutes (EPIs), and Professional Development Certification Programs (PDCPs).

Initial Teacher Preparation Programs are generally offered at postsecondary institutions and typically culminate in a bachelor's or master's degree. This is the more traditional pathway to a teaching license.

Educator Preparation Institutes provide an alternate route to teacher certification for prospective teachers including career changers and recent college graduates who already hold a bachelor's degree. EPIs are generally provided by postsecondary institutions.

Professional Development Certification Programs are an alternate route offered by school districts that allow teachers with temporary licenses to work as teachers of record while earning their full certification. PDCPs take a competency-based approach to professional preparation.

For 2017, there were 97 providers of teacher preparation programs in Florida. Thirty-eight are districts that run their own PDCP programs.[3] All other providers are institutions of higher education (IHEs), including 34 public IHEs and 25 private IHEs.

FIGURE 1
Florida Teacher Preparation Providers
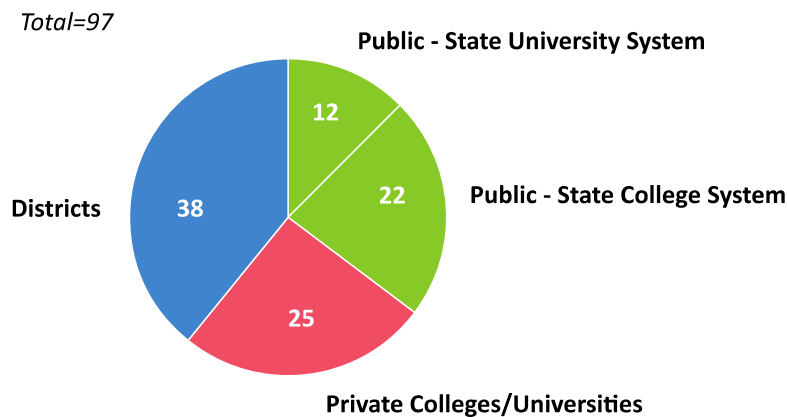
Of the 433 preparation programs[4] in Florida, 38 are offered by local school districts, 71 by the Florida College System, 190 by the State University System, and 134 by private colleges or universities.

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[3] The authorizing statute for professional development certification programs (Section 1012.56(8), FS) was amended to reflect that districts may provide such programs, rather than they must do so. As a result some districts have approved programs that are inactive. At present, there are 29 PDCPs with active enrollments.

Of these programs, 22 are Educator Preparation Institutes and 38 are district-run Professional Development Certification Programs. The overwhelming majority of programs in the state, 373, are Initial Teacher Preparation Programs.

FIGURE 2

Types of Teacher Preparation Programs

EPI	22
PDCP	38
ITP	373
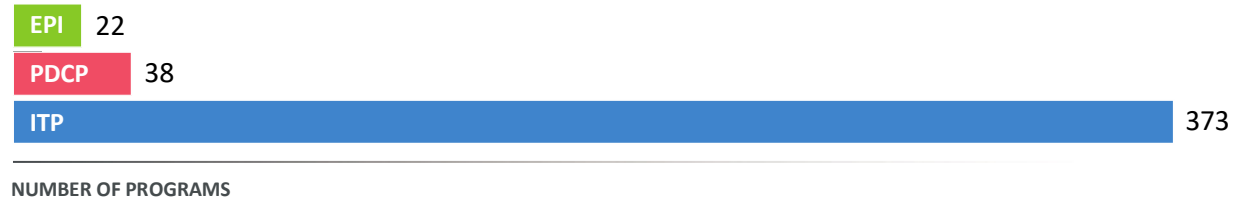
NUMBER OF PROGRAMS

Florida's Teacher Preparation Accountability System

Florida is a national leader in developing an accountability system for its teacher preparation programs. While a number of states have begun to bring more transparency to the quality of teacher preparation, Florida has done more than most states to identify multiple measures that reflect program performance, establish rating scales to assess these measures, and share these data along with summative ratings with the public.[5] Importantly, Florida's accountability system is designed to evaluate at the program level, rather than evaluation of institutional level performance. Data aggregated for all teacher candidates across numerous programs within an institution can mask significant differences in program performance. For example, while an elementary reading program at an institution may be very strong, its secondary mathematics program may be weak. Individualized program scores ensure that prospective students and school districts can make better decisions.

Although the state aims for program-level accountability, it does combine together data from certain programs to increase the amount of available data. For example, in certain cases graduate and undergraduate programs are combined, discrete science programs such as biology, chemistry or physics are combined, and discrete world language programs (e.g., French or Spanish) are combined.

To measure program performance, the FLDOE reviews the following data for each program annually:

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[4] For accountability purposes, FLDOE combines some of these programs together. This is discussed further in the next section and Appendix B.
[5] National Council on Teacher Quality, 2017 *State Teacher Policy Yearbook*
https://www.nctq.org/dmsView/NCTQ_2017_State_Teacher_Policy_Yearbook

1. **Placement rate** of program completers into instructional positions in Florida public schools.
2. **Rate of retention** for employed program completers in instructional positions in Florida public schools.[6]
3. **Performance of students** in pre-K through grade 12 who are assigned to in-field program completers on statewide assessments using the results of Florida's student learning growth formula.
4. **Performance of students** in pre-K through grade 12 who are assigned to in-field program completers aggregated by **student subgroup**.
5. Results of program completers' **annual evaluations**.
6. Production of program completers in statewide **critical teacher shortage areas**.

FIGURE 3
2017 APPR Performance Metric Timeframe and Minimum Requirements

Performance Criterion	Data Timeframe	Minimum Number of Completers for Inclusion
Placement rate	Results from completers employed in 2013-2014 or 2014-2015	At least three completers in the selected cohort time period of 2012-2013
Retention rate	Results from completers employed in 2010-2011 or 2011-2012 and employed within the 5-year period after initial hire	At least three completers in the selected cohort time period of 2009-2010
Student performance on statewide assessments	Results from completers employed in 2014-2015	At least two completers who are employed in-field and are from the cohort time period of 2011-2012, 2012-2013 and 2013-2014
Statewide performance by subgroups	Results from completers employed in 2014-2015	At least two completers who are employed in-field and are from the cohort time period of 2011-2012, 2012-2013 and 2013-2014
Teacher evaluation	Results from completers employed in 2014-2015	At least two completers who are employed in-field and are from the cohort time period of 2011-2012, 2012-2013 and 2013-2014
Critical teacher shortage	Results from total number of completers in 2014-2015 compared to 2013-2014	At least two completers in each year

[6] For the placement and retention rate metrics, placement and retention in private schools and out-of-state schools are also considered when data are provided by the institution and verified.

Programs receive a performance score for each of the first five metrics on a scale of one to four, with four indicating the highest level of performance. (The full rubric can be found in Appendix A.) The sixth metric, production of teachers in critical shortage areas, is a bonus category and not calculated into summative ratings unless programs receive the bonus.

Summative ratings are calculated by averaging all performance scores received by a program. For programs receiving the critical shortage bonus, the five other scores are weighted at 0.8 and the shortage bonus weighted at 0.2 to calculate the summative rating score.

Florida teacher preparation programs are approved for five-year periods. At the end of each five-year period, the Department of Education examines the annual summative rating scores for each of the program's annual program performance reports, along with data and findings collected during a site visit review. A formula is used to determine a Continued Approval Summative Score (CASS) on a scale of 1.0 to 4.0. Continued approval is granted to programs deemed to be providing satisfactory preparation to new teachers.

2017 Florida Teacher Preparation Program Performance

Finding: Only 78 out of 344 programs (23 percent) have enough performance data for their programs to receive a 2017 ranking.

As previously noted, some similar programs within an institution are combined to increase the amount of available performance data that can be considered. These aggregations result in the analysis of 344 programs in this report. (See Appendix B for program aggregations.)

Only 78 programs have the minimum subscores necessary for their summative ratings and resulting rankings to be presented here. Thus, rankings are provided for just 23 percent of analyzed programs. This is due in large part to the lack of student growth data for teachers in most programs. Student growth data for EPIs and PDCPs will not be available until spring 2019.

The percentage of programs ranked is slightly higher than last year, when 22 percent of programs were included.

FIGURE 4

Performance Metrics per Program

5	57
4	21
3	96
2	56
1	39
0	75

NUMBER OF PROGRAMS
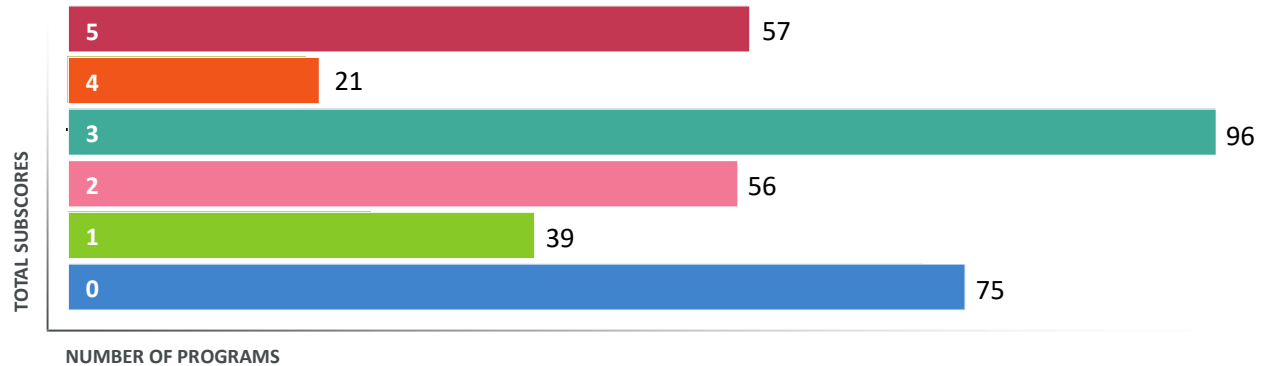
> **Finding: For the second year in a row, the Middle Grades Mathematics program at *Indian River State College* is the highest ranked program in the state, receiving a perfect 4.0 summative score.**

FIGURE 5

2017 Program Rankings Summary Table
All Programs with 4 or 5 Subscores

Rank	Institution	Program	Summative Score	Number of Completers[7]
1	**Indian River State College**	Middle Grades Mathematics	4.0	60
2	**University of Florida**	Elementary Education/ESOL/Reading	3.8	532
2	**University of South Florida**	Middle Grades Mathematics	3.8	38
2	**University of South Florida - St. Petersburg**	Elementary Education/ Exceptional Student Education/ESOL/Reading	3.8	386
5	**Florida International University**	Reading	3.7	251

[7] The number of completers represents the total number for the six-year cohort that spans 2009-2010 to 2014-2015. This six-year cohort corresponds to the reporting years for the 2017 APPRs.

Rank	Institution	Program	Summative Score	Number of Completers[7]
6	**Florida International University**	English/ESOL	3.6	28
7	**Nova Southeastern University**	Reading	3.6	108
7	**Palm Beach Atlantic University**	Elementary Education/ESOL	3.6	67
7	**University of Tampa**	English/ESOL	3.6	13
7	**Warner University**	Elementary Education/ESOL	3.6	52
11	**Florida Memorial University**	Reading/ESOL	3.5	19
11	**St. Petersburg College**	Middle Grades Mathematics	3.5	19
13	**Barry University**	Reading	3.4	227
13	**Flagler College**	Elementary Education/ Exceptional Student Education/ESOL/Reading	3.4	239
13	**Florida Atlantic University**	Mathematics	3.4	28
13	**Florida Atlantic University**	Reading	3.4	153
13	**Florida Memorial University**	Elementary Education/ESOL	3.4	57
13	**Florida SouthWestern State College**	Elementary Education/ ESOL/Reading	3.4	442
13	**Florida SouthWestern State College**	Mathematics	3.4	18
13	**Florida State University**	Mathematics	3.4	92
13	**Lynn University**	Elementary Education/ ESOL/Reading	3.4	47
13	**Northwest Florida State College**	Elementary Education/ ESOL/Reading	3.4	156
13	**Southeastern University**	Exceptional Student Education/ Elementary Education/ESOL/Reading/ Autism Spectrum Disorders	3.4	16

Rank	Institution	Program	Summative Score	Number of Completers[7]
13	**St. Petersburg College**	Mathematics	3.4	37
13	**University of Central Florida**	Reading	3.4	205
13	**University of Florida**	Elementary Education/ Exceptional Student Education/ESOL/Reading	3.4	170
13	**University of Florida**	English/ESOL	3.4	92
13	**University of North Florida**	Mathematics	3.4	45
13	**University of South Florida**	Mathematics	3.4	143
13	**University of South Florida**	Reading	3.4	217
31	**Florida State University**	Reading	3.3	56
31	**University of Central Florida**	Middle Grades Mathematics	3.3	21
33	**Flagler College**	Elementary Education/ Hearing Impaired/ ESOL/Reading	3.2	63
33	**Florida Atlantic University**	English/ESOL	3.2	93
33	**Miami Dade College**	Mathematics	3.2	55
33	**Saint Leo University**	Reading	3.2	185
33	**University of South Florida**	English/ESOL	3.2	311
38	**Bethune-Cookman University**	Elementary Education/ ESOL/Reading	3.0	48
38	**Daytona State College**	Elementary Education/ ESOL/Reading	3.0	203
38	**Flagler College**	Elementary Education/ ESOL/Reading	3.0	328
38	**Flagler College**	English/ESOL	3.0	20
38	**Florida A&M University**	Elementary Education/ ESOL/Reading	3.0	168

Rank	Institution	Program	Summative Score	Number of Completers[7]
38	**Florida College**	Elementary Education/ ESOL	3.0	43
38	**University of Central Florida**	Mathematics	3.0	221
38	**University of North Florida**	English/ESOL	3.0	60
38	**University of South Florida Sarasota Manatee**	Elementary Education/ESOL	3.0	322
47	**Barry University**	Elementary Education/ ESOL/Reading	2.8	116
47	**Chipola College**	Elementary Education/ ESOL/Reading	2.8	128
47	**Florida Atlantic University**	Elementary Education/ ESOL/Reading	2.8	2,036
47	**Florida SouthWestern State College**	Middle Grades English/ ESOL/Reading	2.8	23
47	**Florida SouthWestern State College**	Middle Grades Mathematics	2.8	19
47	**Nova Southeastern University**	Elementary Education/ ESOL/Reading	2.8	176
47	**Southern Technical College (formerly Southwest Florida College)**	Elementary Education/ESOL	2.8	18
47	**St. Petersburg College**	Elementary Education/ ESOL/Reading	2.8	533
47	**Stetson University**	Elementary Education/ESOL	2.8	79
47	**University of North Florida**	Middles Grades Mathematics/ Middle Grades General Science	2.8	50
47	**University of West Florida**	Elementary Education/ Exceptional Student Education/ESOL/Reading	2.8	265
47	**University of West Florida**	Elementary Education/ ESOL/Reading	2.8	350

Rank	Institution	Program	Summative Score	Number of Completers[7]
59	**Florida Gulf Coast University**	Elementary Education/ ESOL/Reading	2.6	597
59	**Florida International University**	Elementary Education/ ESOL/Reading	2.6	1,070
59	**Florida State University**	English/ESOL	2.6	186
59	**Rollins College**	Elementary Education/ESOL	2.6	71
59	**Saint Leo University**	Elementary Education/ ESOL/Reading	2.6	806
59	**Saint Leo University**	Middle Grades English/ESOL/ Reading	2.6	52
59	**Southeastern University**	Elementary Education/ ESOL/Reading	2.6	148
59	**University of Tampa**	Elementary Education/ ESOL/Reading	2.6	203
59	**University of West Florida**	Reading	2.6	69
68	**Jacksonville University**	Elementary Education/ ESOL/ Reading	2.5	59
68	**Nova Southeastern University**	Mathematics	2.5	16
70	**Florida Southern College**	Elementary Education/ ESOL	2.4	200
70	**University of Central Florida**	English/ESOL	2.4	283
70	**University of South Florida**	Elementary Education/ESOL	2.4	2,007
70	**University of South Florida St. Petersburg**	Reading	2.4	65
74	**University of Miami**	Elementary Education/ Exceptional Student Education/ESOL/Reading	2.3	41
75	**Florida State University**	Elementary Education/ ESOL/Reading	2.2	556

Rank	Institution	Program	Summative Score	Number of Completers[7]
76	**University of Central Florida**	Elementary Education/ ESOL/Reading	2.0	2,960
76	**University of North Florida**	Elementary Education/ESOL	2.0	911
76	**University of South Florida St. Petersburg**	Elementary Education/ ESOL/Reading	2.0	52

Full program ratings, including all subscores, can be found in Appendix C.

The average summative rating for ranked programs in 2017 is 3.0, unchanged from the mean summative rating in 2016 and 2015.

Notably, the largest programs in the state generally have below average performance ratings. The single largest program, the Elementary Education/ESOL/Reading program at the University of Central Florida, with nearly 3,000 completers, has the lowest summative rating among all ranked programs. Two other programs with over 2,000 completers, the Elementary Education/ESOL program at the University of South Florida and the Elementary Education/ESOL/Reading program at Florida Atlantic University, are ranked 70th and 47th, respectively.

FIGURE 6
Largest Programs Ratings and Rankings

Institution	Program	Number of Completers	Summative Score	Rank
University of Central Florida	Elementary Education/ ESOL/Reading	2,960	2.0	76
Florida Atlantic University	Elementary Education/ ESOL/Reading	2,036	2.8	47
University of South Florida	Elementary Education/ ESOL	2,007	2.4	70
Florida International University	Elementary Education/ ESOL/Reading	1,070	2.6	59
University of North Florida	Elementary Education/ ESOL	911	2.0	76

Of the 97 providers of teacher preparation programs in Florida, 37 providers are represented in the rankings. Eighteen providers operate multiple ranked programs. Institutional summaries of ranked programs can be found in Appendix D.

> **Finding: At the elementary level,** *University of Florida*, **Elementary Education/ESOL/ Reading and** *University of South Florida – St. Petersburg,* **Elementary Education/ Exceptional Student Education/ESOL/Reading share the top ranking with summative scores of 3.8.**

FIGURE 7
2017 Rankings Summary Table
Elementary Education Programs

Rank	Institution	Program	Summative Score	Number of Completers
1	**University of Florida**	Elementary Education/ ESOL/Reading	3.8	532
1	**University of South Florida - St. Petersburg**	Elementary Education/ Exceptional Student Education/ ESOL/Reading	3.8	386
3	**Palm Beach Atlantic University**	Elementary Education/ESOL	3.6	67
3	**Warner University**	Elementary Education/ESOL	3.6	52
5	**Flagler College**	Elementary Education/ Exceptional Student Education/ ESOL/Reading	3.4	239
5	**Florida Memorial University**	Elementary Education/ESOL	3.4	57
5	**Florida SouthWestern State College**	Elementary Education/ ESOL/Reading	3.4	442
5	**Lynn University**	Elementary Education/ ESOL/Reading	3.4	47
5	**Northwest Florida State College**	Elementary Education/ ESOL/Reading	3.4	156

Rank	Institution	Program	Summative Score	Number of Completers
5	**Southeastern University**	Exceptional Student Education/ Elementary Education/ESOL/Reading/ Autism Spectrum Disorders	3.4	16
5	**University of Florida**	Elementary Education/ Exceptional Student Education/ ESOL/Reading	3.4	170
12	**Flagler College**	Elementary Education/ Hearing Impaired/ESOL/ Reading	3.2	63
13	**Bethune-Cookman University**	Elementary Education/ ESOL/Reading	3.0	48
13	**Daytona State College**	Elementary Education/ ESOL/Reading	3.0	203
13	**Flagler College**	Elementary Education/ ESOL/Reading	3.0	328
13	**Florida A&M University**	Elementary Education/ ESOL/Reading	3.0	168
13	**Florida College**	Elementary Education/ESOL	3.0	43
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19	**Chipola College**	Elementary Education/ESOL/ Reading	2.8	128
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19	**Nova Southeastern University**	Elementary Education/ESOL/ Reading	2.8	176
19	**Southern Technical College (formerly Southwest Florida College)**	Elementary Education/ESOL	2.8	18
19	**St. Petersburg College**	Elementary Education/ESOL/ Reading	2.8	533

Rank	Institution	Program	Summative Score	Number of Completers
19	**Stetson University**	Elementary Education/ESOL	2.8	79
19	**University of West Florida**	Elementary Education/ Exceptional Student Education/ ESOL/Reading	2.8	265
19	**University of West Florida**	Elementary Education/ESOL/ Reading	2.8	350
28	**Florida Gulf Coast University**	Elementary Education/ESOL/ Reading	2.6	597
28	**Florida International University**	Elementary Education/ESOL/ Reading	2.6	1,070
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28	**Southeastern University**	Elementary Education/ESOL/ Reading	2.6	148
28	**University of Tampa**	Elementary Education/ESOL/ Reading	2.6	203
34	**Jacksonville University**	Elementary Education/ESOL/ Reading	2.5	59
35	**Florida Southern College**	Elementary Education/ESOL	2.4	200
35	**University of South Florida**	Elementary Education/ESOL	2.4	2,007
37	**University of Miami**	Elementary Education/ Exceptional Student Education/ ESOL/Reading	2.3	41
38	**Florida State University**	Elementary Education/ESOL/ Reading	2.2	556
39	**University of Central Florida**	Elementary Education/ESOL/ Reading	2.0	2,960
39	**University of North Florida**	Elementary Education/ESOL	2.0	911
39	**University of South Florida St. Petersburg**	Elementary Education/ESOL/ Reading	2.0	52

Full program ratings, including all subscores, can be found in Appendix E.

The average summative score for elementary education programs is 2.9, lower than the average summative score of 3.0 for all programs. It is notable that the University of South Florida – St. Petersburg has both a top ranked elementary program that includes special education and the lowest ranked elementary program which does not.

> **Finding: The highest ranked English Education or Reading program is the Reading program at *Florida International University,* with a summative score of 3.7.**

FIGURE 8
2017 Rankings Summary Table
English and Reading Programs

Rank	Institution	Program	Summative Score	Number of Completers
1	**Florida International University**	Reading	3.7	251
2	**Florida International University**	English/ESOL	3.6	28
2	**Nova Southeastern University**	Reading	3.6	108
2	**University of Tampa**	English/ESOL	3.6	13
5	**Florida Memorial University**	Reading/ESOL	3.5	19
6	**Barry University**	Reading	3.4	227
6	**Florida Atlantic University**	Reading	3.4	153
6	**University of Central Florida**	Reading	3.4	205
6	**University of Florida**	English/ESOL	3.4	92
6	**University of South Florida**	Reading	3.4	217
11	**Florida State University**	Reading	3.3	56
12	**Florida Atlantic University**	English/ESOL	3.2	93
12	**Saint Leo University**	Reading	3.2	185

Rank	Institution	Program	Summative Score	Number of Completers
12	**University of South Florida**	English/ESOL	3.2	311
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15	**University of North Florida**	English/ESOL	3.0	60
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18	**Florida State University**	English/ESOL	2.6	186
18	**Saint Leo University**	Middle Grades English/ESOL/Reading	2.6	52
18	**University of West Florida**	Reading	2.6	69
21	**University of Central Florida**	English/ESOL	2.4	283
21	**University of South Florida St. Petersburg**	Reading	2.4	65

Full program ratings, including all subscores, can be found in Appendix G.

The average score for English and/or Reading programs is 3.2, higher than the average of 3.0 for all programs.

> **Finding: The highest ranked Mathematics program is the Middle Grades Mathematics program at *Indian River State College*.**

FIGURE 9
2017 Rankings Summary Table
Mathematics Programs

Rank	Institution	Program	Summative Score	Number of Program Completers
1	**Indian River State College**	Middle Grade Mathematics	4.0	60
2	**University of South Florida**	Middle Grades Mathematics	3.8	38

Rank	Institution	Program	Summative Score	Number of Program Completers
3	**St. Petersburg College**	Middle Grades Mathematics	3.5	19
4	**Florida Atlantic University**	Mathematics	3.4	28
4	**Florida SouthWestern State College**	Mathematics	3.4	18
4	**Florida State University**	Mathematics	3.4	92
4	**St. Petersburg College**	Mathematics	3.4	37
4	**University of North Florida**	Mathematics	3.4	45
4	**University of South Florida**	Mathematics	3.4	143
10	**University of Central Florida**	Middle Grades Mathematics	3.3	21
11	**Miami Dade College**	Mathematics	3.2	55
12	**University of Central Florida**	Mathematics	3.0	221
13	**Florida SouthWestern State College**	Middle Grades Mathematics	2.8	19
13	**University of North Florida**	Middle Grades Mathematics/Middle Grades General Science	2.8	50
15	**Nova Southeastern University**	Mathematics	2.5	16

Full program ratings, including all subscores, can be found in Appendix G.

The average rating for mathematics programs is 3.3, higher than the average for all programs of 3.0

Figure 10

Average Summative Score by Program Type

AVERAGE SUMMATIVE SCORE BY PROGRAM TYPE

Mathematics Programs	3.3
English/Reading Programs	3.2
All Programs	3.0
Elementary Programs	2.9

NUMBER OF PROGRAMS
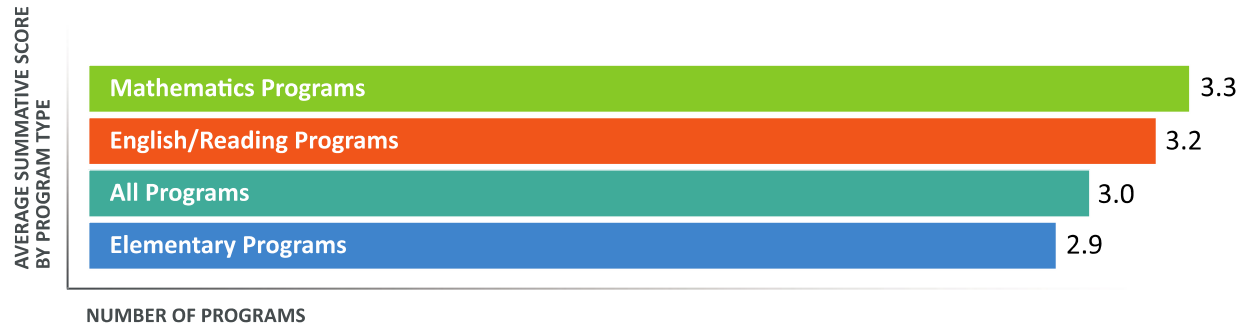
Progress Trends

Finding: Thirty programs improved their summative scores between 2016 and 2017, while 26 programs' scores decreased.

FIGURE 11

Change in Program Performance Scores 2016-2017

CHANGE IN SUMMATIVE SCORES

Higher	30
Lower	26
Unchanged	16
N/A - Not ranked in 2016	

NUMBER OF PROGRAMS
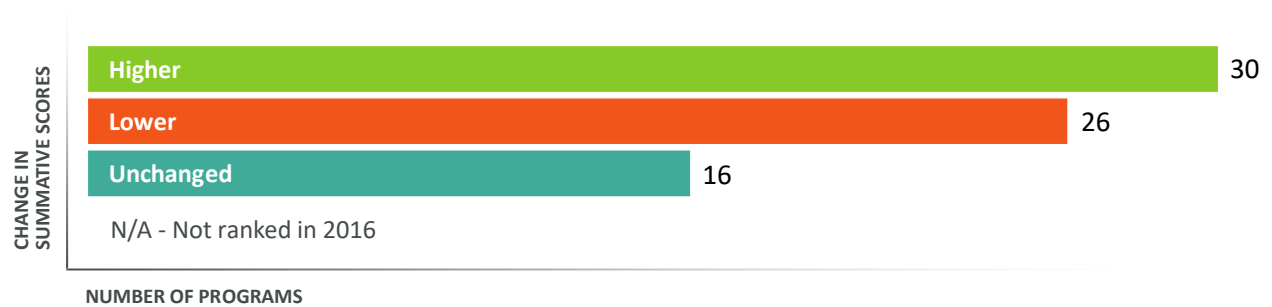
Finding: The Elementary Education/Exceptional Student Education/ESOL/Reading program at the *University of South Florida - St. Petersburg* had the greatest increase in summative score, rising to a 3.8 in 2017 from a 2.0 in 2016. Last year, this program had the greatest decrease of any ranked program. For 2017, three programs' summative scores dropped the most: Elementary Education/ESOL/Reading at the *University of Central Florida*; Elementary Education/ESOL at the *University of North Florida*; and Elementary Education/ESOL/ Reading at the *University of South Florida - St. Petersburg.* All three programs decreased from a 3.0 to a 2.0.

FIGURE 12

Summary Table - Program Summative Scores 2016-2017

Institution Name	Program Name	2017 Score	2016 Score	Progress Trend
Barry University	Elementary Education/ ESOL/Reading	2.8	3.2	↓
Barry University	Reading	3.4	3.4	↔
Bethune-Cookman University	Elementary Education/ESOL/ Reading	3.0	2.8	↑
Chipola College	Elementary Education/ESOL/ Reading	2.8	3.3	↓
Daytona State College	Elementary Education/ESOL/ Reading	3.0	3.0	↔
Flagler College	Elementary Education/ Exceptional Student Education/ ESOL/Reading	3.4	3.5	↓
Flagler College	Elementary Education/ESOL/ Reading	3.0	2.8	↑
Flagler College	Elementary Education/Hearing Impaired/ESOL/Reading	3.2	2.0	↑
Flagler College	English/ESOL	3.0	3.2	↓
Florida A&M University	Elementary Education/ESOL/ Reading	3.0	2.8	↑

Institution Name	Program Name	2017 Score	2016 Score	Progress Trend
Florida Atlantic University	Elementary Education/ESOL/Reading	2.8	2.8	↔
Florida Atlantic University	English/ESOL	3.2	3.0	↑
Florida Atlantic University	Mathematics	3.4	2.8	↑
Florida Atlantic University	Reading	3.4	3.2	↑
Florida College	Elementary Education/ESOL	3.0	2.2	↑
Florida Gulf Coast University	Elementary Education/ESOL/Reading	2.6	2.4	↑
Florida International University	Elementary Education/ESOL/Reading	2.6	2.8	↓
Florida International University	English/ESOL	3.6	3.6	↔
Florida International University	Reading	3.7	3.0	↑
Florida Memorial University	Elementary Education/ESOL	3.4	3.2	↑
Florida Memorial University	Reading/ESOL	3.5	3.5	↔
Florida Southern College	Elementary Education/ESOL	2.4	2.4	↔
Florida SouthWestern State College	Elementary Education/ESOL/Reading	3.4	2.8	↑
Florida SouthWestern State College	Mathematics	3.4	N/A	N/A
Florida SouthWestern State College	Middle Grades English/ESOL/Reading	2.8	N/A	N/A
Florida SouthWestern State College	Middle Grades Mathematics	2.8	N/A	N/A
Florida State University	Elementary Education/ESOL/Reading	2.2	2.8	↓
Florida State University	English/ESOL	2.6	2.8	↓

Institution Name	Program Name	2017 Score	2016 Score	Progress Trend
Florida State University	Mathematics	3.4	3.2	↑
Florida State University	Reading	3.3	3.4	↓
Indian River State College	Middle Grades Mathematics	4.0	4.0	↔
Jacksonville University	Elementary Education/ ESOL/ Reading	2.5	2.4	↑
Lynn University	Elementary Education/ ESOL/ Reading	3.4	3.5	↓
Miami Dade College	Mathematics	3.2	2.6	↑
Northwest Florida State College	Elementary Education/ ESOL/ Reading	3.4	2.8	↑
Nova Southeastern University	Elementary Education/ ESOL/Reading	2.8	3.0	↓
Nova Southeastern University	Mathematics	2.5	N/A	**N/A**
Nova Southeastern University	Reading	3.6	3.8	↓
Palm Beach Atlantic University	Elementary Education/ESOL	3.6	3.4	↑
Rollins College	Elementary Education/ESOL	2.6	3.5	↓
Saint Leo University	Elementary Education/ ESOL/ Reading	2.6	2.2	↑
Saint Leo University	Middle Grades English/ ESOL/ Reading	2.6	3.0	↓
Saint Leo University	Reading	3.2	3.5	↓
Southeastern University	Elementary Education/ ESOL/ Reading	2.6	1.6	↑
Southeastern University	Exceptional Student Education/ Elementary Education/ESOL/ Reading/Autism Spectrum Disorders	3.4	N/A	**N/A**

Institution Name	Program Name	2017 Score	2016 Score	Progress Trend
Southern Technical College (formerly Southwest Florida College)	Elementary Education/ESOL	2.8	2.8	↔
St. Petersburg College	Elementary Education/ ESOL/Reading	2.8	2.8	↔
St. Petersburg College	Mathematics	3.4	3.5	↓
St. Petersburg College	Middle Grades Mathematics	3.5	2.8	↑
Stetson University	Elementary Education/ESOL	2.8	2.0	↑
University of Central Florida	Elementary Education/ ESOL/ Reading	2.0	3.0	↓
University of Central Florida	English/ESOL	2.4	2.4	↔
University of Central Florida	Mathematics	3.0	3.7	↓
University of Central Florida	Middle Grades Mathematics	3.3	2.9	↑
University of Central Florida	Reading	3.4	3.8	↓
University of Florida	Elementary Education/ Exceptional Student Education/ ESOL/Reading	3.4	3.4	↔
University of Florida	Elementary Education/ ESOL/Reading	3.8	3.2	↑
University of Florida	English/ESOL	3.4	3.2	↑
University of Miami	Elementary Education/ Exceptional Student Education/ ESOL/Reading	2.3	N/A	N/A
University of North Florida	Elementary Education/ESOL	2.0	3.0	↓
University of North Florida	English/ESOL	3.0	3.0	↔
University of North Florida	Mathematics	3.4	3.0	↑
University of North Florida	Middle Grades Math/Middle Grades General Science	2.8	3.4	↓

Institution Name	Program Name	2017 Score	2016 Score	Progress Trend
University of South Florida	Elementary Education/ESOL	2.4	2.4	↔
University of South Florida	English/ESOL	3.2	2.2	↑
University of South Florida	Mathematics	3.4	3.4	↔
University of South Florida	Middle Grades Mathematics	3.8	2.4	↑
University of South Florida	Reading	3.4	3.6	↓
University of South Florida Sarasota Manatee	Elementary Education/ESOL	3.0	3.3	↓
University of South Florida - St. Petersburg	Elementary Education/ Exceptional Student Education/ ESOL/Reading	3.8	2.0	↑
University of South Florida - St. Petersburg	Elementary Education/ESOL/ Reading	2.0	3.0	↓
University of South Florida - St. Petersburg	Reading	2.4	2.6	↓
University of Tampa	Elementary Education/ ESOL/ Reading	2.6	2.6	↔
University of Tampa	English/ESOL	3.6	3.0	↑
University of West Florida	Elementary Education/ Exceptional Student Education/ ESOL/Reading	2.8	3.0	↓
University of West Florida	Elementary Education/ ESOL/ Reading	2.8	2.8	↔
University of West Florida	Reading	2.6	3.4	↓
Warner University	Elementary Education/ESOL	3.6	3.0	↑

N/A indicates program did not receive a summative rating in 2016.

The summative scores of eight programs changed by more than one point on the four point scale between 2016 and 2017. Five of these programs increased by one point or more, while three decreased by one point.

FIGURE 13
Programs with Biggest Increases and Decreases

Institution	Program	Change in Score Between 2016 and 2017	Number of Program Completers
University of South Florida – St. Petersburg	Elementary Education/Exceptional Student Education/ESOL/Reading	+1.8 ↑	386
University of South Florida	Middle Grades Mathematics	+1.4 ↑	38
Flagler College	Elementary Education/Hearing Impaired/ESOL/Reading	+1.2 ↑	63
Southeastern University	Elementary Education/ESOL/Reading	+1.0 ↑	148
University of South Florida	English/ESOL	+1.0 ↑	311
University of Central Florida	Elementary Education/ESOL/Reading	-1.0 ↓	2,960
University of North Florida	Elementary Education/ESOL	-1.0 ↓	911
University of South Florida – St. Petersburg	Elementary Education/ESOL/Reading	-1.0 ↓	52

Analysis of Performance Metrics

Performance Metric 1: Placement Rate

Placement rate refers to the number of program completers reported annually as employed in a full-time or part-time instructional position in a Florida public school district in either the first or second academic year subsequent to program completion.[8]

A high placement rate indicates that program graduates have little difficulty finding employment. A low placement rate indicates there is little demand for the new teachers produced by a given program, which could be a reflection of the perceived quality of new teachers trained by that program or could result from little demand in general for teachers of particular grades and subjects. It is also possible that a low placement rate indicates that a program's graduates are working as teachers out of state or in private schools or other settings not tracked by their institutions.

Scoring for this metric addresses the implicit differences in demand for certain types of teachers by comparing each program's placement rate to the average placement rate for all programs producing teachers of those grades and subjects. Programs producing elementary teachers are compared to the average placement rate for elementary teachers; programs producing secondary mathematics teachers are compared to the average placement rate for secondary mathematics teachers.

FIGURE 14
Placement Rate Scoring Rubric

Level 4	Placement rate is at or above the 68th percentile of all equivalent programs across the state.
Level 3	Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state.
Level 2	Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state.
Level 1	Placement rate is below the 5th percentile of all equivalent programs across the state.

Finding: Only 197 out of 344 programs (57 percent) received a placement rate score for 2017. Among the programs receiving a score, the average placement rate score was 2.96, the first year-to-year increase in this metric.

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[8] Program completers employed in a private or out-of-state school their first or second year following program completion are also included if data are reported by the program and have been verified.

FIGURE 15

Average Placement Rate Score

2014	2015	2015	2017
3.06	2.95	2.86	2.96
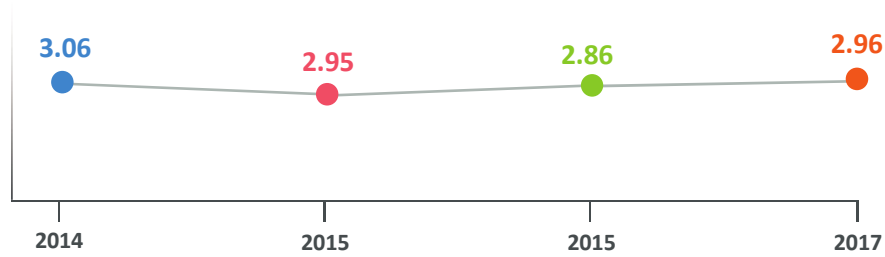
FIGURE 16

Distribution of Placement Rate Scores

PLACEMENT RATE SCORE

Score	Number of Programs
4.0	68
3.0	70
2.0	43
1.0	16
Not Rated	147

NUMBER OF PROGRAMS
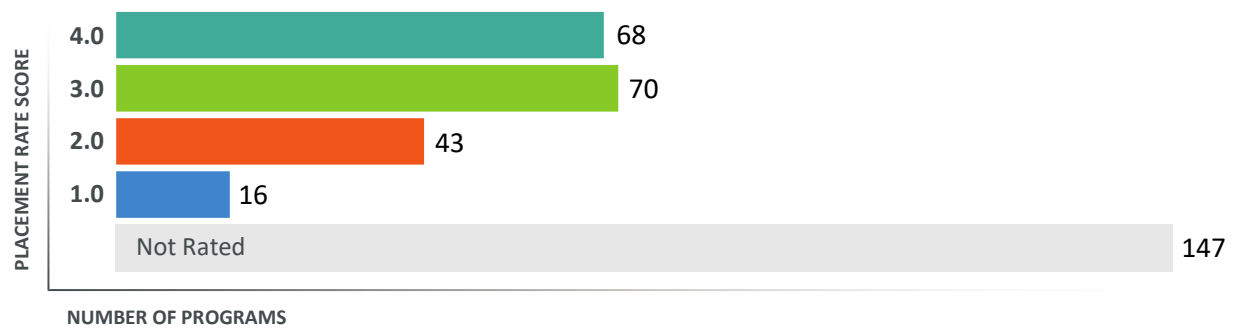
Placement rate is not applicable to Professional Development Certification Programs, since candidates in these programs are already employed as teachers. This contributes to the high percentage of programs not rated on this metric, although more than 100 non-PDCPs are also not rated.

FIGURE 17

Programs Receiving the Highest Score for Placement Rate

Institution	Program	Number of New Teachers Placed
Barry University	Reading	38
Bethune-Cookman University	Elementary Education/ESOL/Reading	7
Chipola College	Elementary Education/ESOL/Reading	36
Chipola College	Exceptional Student Education/ESOL/Reading	3

Institution	Program	Number of New Teachers Placed
Daytona State College	Biology/Chemistry/Earth Science/Physics	3
Daytona State College	Exceptional Student Education/ESOL/Reading	4
Daytona State College	Mathematics	3
Florida A&M University	Physical Education	3
Florida Atlantic University	Elementary Education/ESOL/Reading	295
Florida Atlantic University	Exceptional Student Education/ESOL	20
Florida Atlantic University	Social Science	16
Florida Gateway College	Educator Preparation Institute	20
Florida Gulf Coast University	Biology	3
Florida Gulf Coast University	Mathematics	10
Florida Gulf Coast University	Social Science	14
Florida International University	Biology/Chemistry/Physics/Earth Science	3
Florida International University	Guidance and Counseling	8
Florida International University	Mathematics	3
Florida International University	Music	5
Florida International University	Pre-K–Primary Education/ESOL	37
Florida Memorial University	Exceptional Student Education/ESOL	3
Florida Memorial University	Reading/ESOL	9
Florida Southern College	Music	13
Florida Southern College	Social Science	4
Florida SouthWestern State College	Elementary Education/ESOL/Reading	74
Florida SouthWestern State College	Mathematics	5

Institution	Program	Number of New Teachers Placed
Gulf Coast State College	Educator Preparation Institute	30
Indian River State College	Biology/Middle Grades General Science	5
Indian River State College	Educator Preparation Institute	48
Indian River State College	Middle Grades Mathematics	10
Nova Southeastern University	Guidance and Counseling	26
Nova Southeastern University	Reading	17
Nova Southeastern University	School Psychologist	16
Palm Beach Atlantic University	Art	3
Palm Beach Atlantic University	Elementary Education/ESOL	7
Polk State College	Educator Preparation Institute	65
Saint Leo University	Exceptional Student Education/ESOL/Reading	14
Southeastern University	Music	3
Southern Technical College (formerly Southwest Florida College)	Pre-K–Primary Education/ESOL	3
St. Johns River State College	Pre-K–Primary Education/ESOL/Reading	12
St. Petersburg College	Exceptional Student Education/ESOL/Reading	44
St. Petersburg College	Mathematics	3
St. Petersburg College	Middle Grades Mathematics	7
State College of Florida, Manatee-Sarasota	Educator Preparation Institute	9
Stetson University	Music	7
University of Central Florida	Art	13
University of Central Florida	Middle Grades Mathematics	3

Institution	Program	Number of New Teachers Placed
University of Central Florida	Pre-K/Primary Education/ESOL/Reading	37
University of Central Florida	Reading	27
University of Central Florida	School Psychologist	12
University of Florida	Elementary Education/ESOL/Reading	51
University of North Florida	Guidance and Counseling	13
University of North Florida	Mathematics	10
University of North Florida	PreK-Primary Education/ESOL	8
University of South Florida	Elementary Education/ESOL	274
University of South Florida	English/ESOL	53
University of South Florida	Guidance and Counseling	14
University of South Florida	Middle Grades Mathematics	4
University of South Florida	PreK-Primary Education/ESOL	18
University of South Florida	School Psychologist	6
University of South Florida Sarasota Manatee	Elementary Education/ESOL	53
University of South Florida St. Petersburg	Elementary Education/Exceptional Student Education/ESOL/Reading	93
University of South Florida St. Petersburg	Reading	15
University of Tampa	Biology	4
University of Tampa	English/ESOL	3
University of Tampa	Music	3
Valencia College	Educator Preparation Institute	75
Warner University	Elementary Education/ESOL	13

Given the national focus on the need for more STEM (science, technology, engineering, and mathematics) teachers, programs producing these teachers do not appear to be overrepresented among the programs earning the highest scores for their placement rates.

Subject Matter of Programs Receiving Highest Placement Scores

n=68

FIGURE 19

Average Score for Placement Rate by Program Type

- 2017
- 2016
- 2015
- 2014

EPI

Year	n	Score
2017	n=20	3.15
2016	n=21	3.29
2015	n=22	3.41
2014	n=22	3.09

Private IHE

Year	n	Score
2017	n=51	2.82
2016	n=50	2.52
2015	n=59	2.58
2014	n=47	2.81

State College

Year	n	Score
2017	n=23	3.26
2016	n=23	3.48
2015	n=23	3.78
2014	n=20	2.95

State University

Year	n	Score
2017	n=103	2.93
2016	n=105	2.80
2015	n=155	2.91
2014	n=148	3.16

All Programs

Year	n	Score
2017	n=197	2.96
2016	n=199	2.86
2015	n=259	2.95
2014	n=237	3.06

PROGRAM TYPE
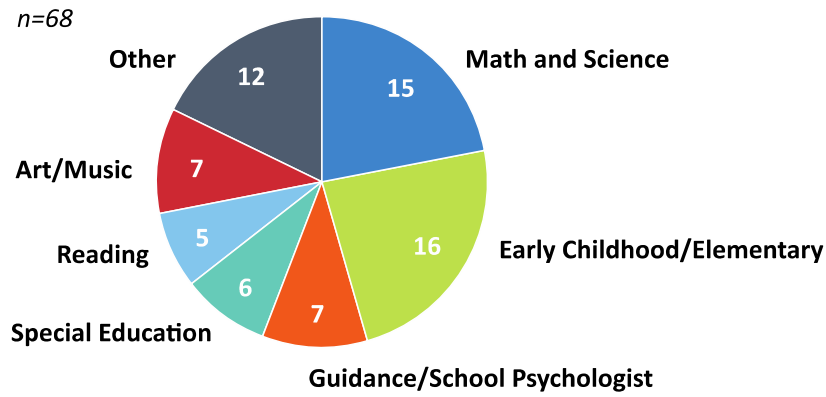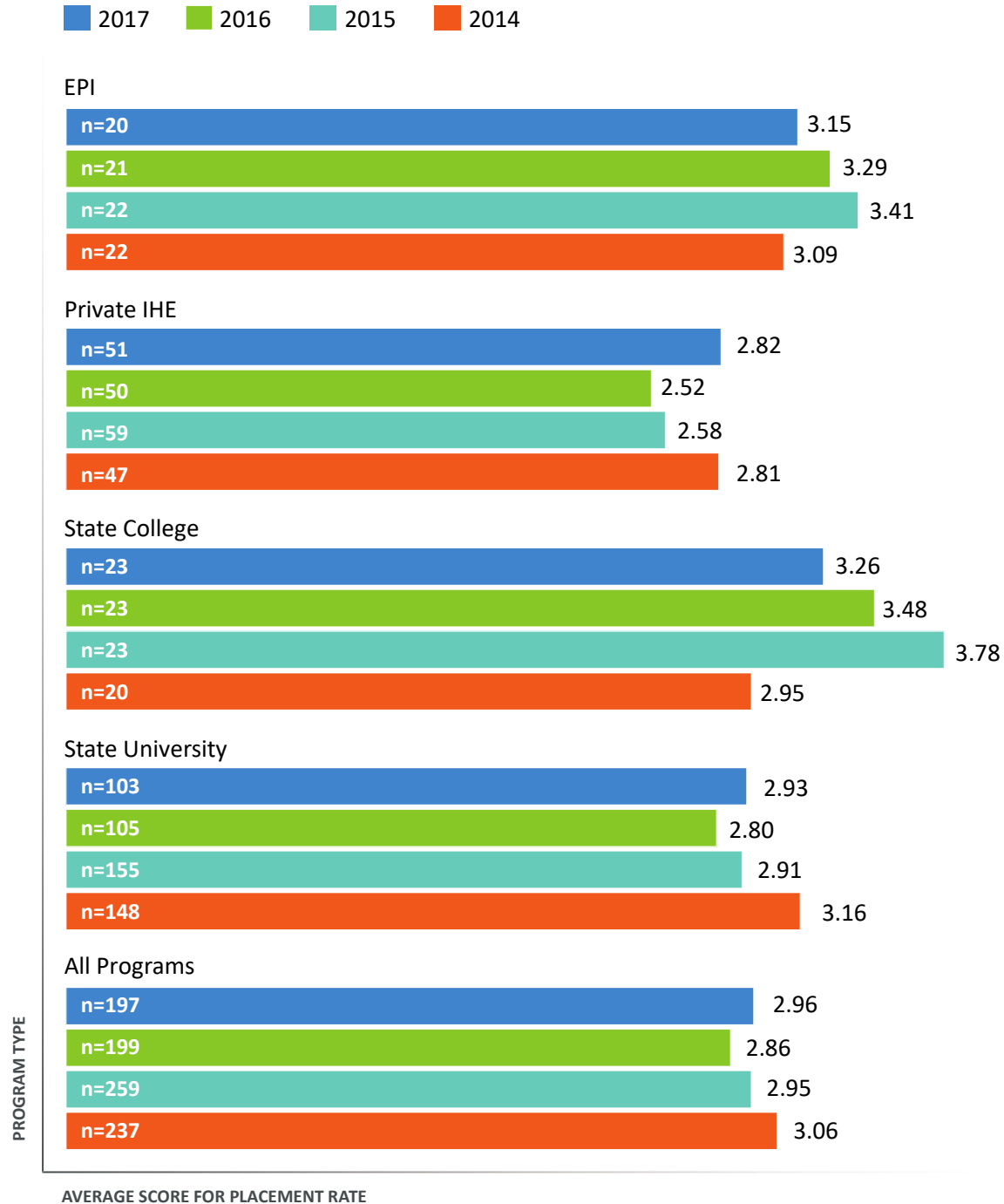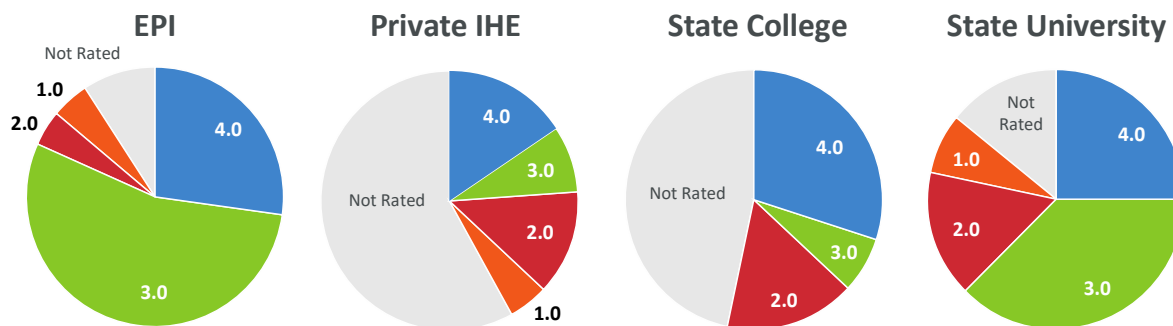
AVERAGE SCORE FOR PLACEMENT RATE

FIGURE 20
Placement Rate Score Distribution by Program Type

> **Finding: Initial teacher preparation programs at private colleges and universities account for nearly two thirds of programs that should be rated on this metric but are not.**

Performance Metric 2: Retention Rate

Retention rate is defined as the average number of years that program completers are employed in a full-time or part-time instructional position in a Florida public school district at any point each year in a five-year period following initial employment in either of the two subsequent academic years following program completion.[9]

Retention rate is an important complement to placement rate, in that it goes beyond looking at whether new teachers get hired to looking at whether they stay. New teacher attrition is a chronic concern, particularly in high-needs schools,[10] and while there are certainly factors beyond the quality of their preparation that impact teacher turnover, research has shown that some aspects of the education and preparation that beginning teachers received are significantly associated with their attrition.[11]

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[9] Program completers employed in a private or out-of-state school their first or second year following program completion are also included if data are reported by the program and have been verified.

[10] *http://nces.ed.gov/pubs2015/2015337.pdf*

[11] Ingersoll, R., Merrill, L., & May, H. (2014). What Are the Effects of Teacher Education and Preparation on Beginning Teacher Attrition? CPRE Research Report #RR-82. Philadelphia: Consortium for Policy Research in Education. *DOI:10.12698/cpre.2014.rr82*

FIGURE 21
Retention Rate Scoring Rubric

Level 4	The average number of years employed in the 5-year period following initial placement is 4.5 years or more.
Level 3	The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.
Level 2	The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.
Level 1	The average number of years employed in the 5-year period following initial placement is less than 2 years.

Finding: Only 187 out of 344 programs received a retention rate score for 2017. Among the programs receiving a score, nearly all programs received a score of 3.0 or 4.0. The average retention rate score was 3.4, the same as in 2016.

FIGURE 22
Average Retention Rate Score

2014	2015	2016	2017
3.4	3.3	3.4	3.4
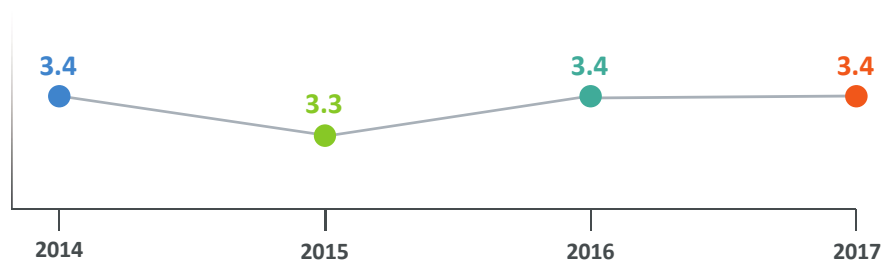
FIGURE 23

Distribution of Retention Rate Scores

NUMBER OF PROGRAMS
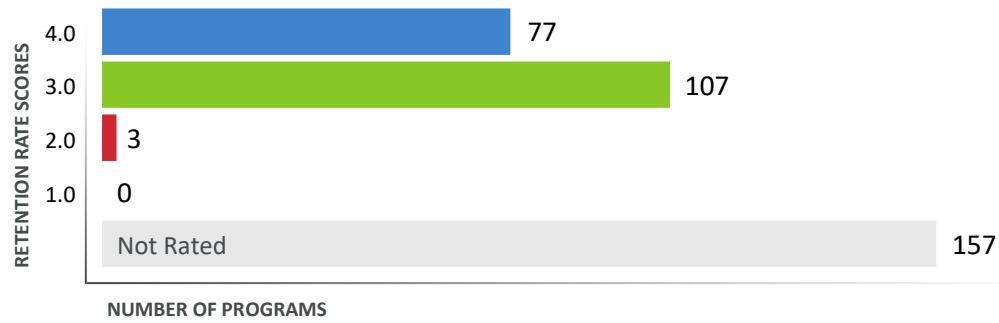
FIGURE 24

Programs Receiving the Highest Score for Retention Rate

Institution	Program
Barry University	Elementary Education/ESOL/Reading
Barry University	Exceptional Student Education/ESOL/Reading
Barry University	Reading
Bethune-Cookman University	Elementary Education/ESOL/Reading
Bethune-Cookman University	Music
Bradford County	Professional Development Certification Program
Chipola College	Elementary Education/ESOL/Reading
Clay County	Professional Development Certification Program
Collier County	Professional Development Certification Program
DeSoto County	Professional Development Certification Program
Flagler College	Social Science
Florida A&M University	Elementary Education/ESOL/Reading
Florida A&M University	Pre-K/Primary Education/ESOL/Reading

Institution	Program
Florida Atlantic University	English/ESOL
Florida Atlantic University	Exceptional Student Education/ESOL
Florida Atlantic University	Guidance and Counseling
Florida Atlantic University	Social Science
Florida College	Elementary Education/ESOL
Florida Gulf Coast University	Pre-K/Primary Education/ESOL/Reading
Florida Gulf Coast University	Social Science
Florida International University	English/ESOL
Florida International University	Guidance and Counseling
Florida International University	Physical Education
Florida International University	Pre-K/Primary Education/ESOL
Florida International University	Reading
Florida Memorial University	Elementary Education/ESOL
Florida Southern College	Elementary Education/ESOL
Florida Southern College	Music
Florida SouthWestern State College	Elementary Education/ESOL/Reading
Florida State University	Biology/Chemistry/Earth Science/Physics
Florida State University	School Psychologist
Indian River County	Professional Development Certification Program
Indian River State College	Exceptional Student Education/ESOL
Indian River State College	Middle Grades Mathematics
Levy County	Professional Development Certification Program
Lynn University	Elementary Education/ESOL/Reading

Institution	Program
Manatee County	Professional Development Certification Program
Miami Dade College	Exceptional Student Education/ESOL/Reading
Miami Dade College	Mathematics
Northwest Florida State College	Elementary Education/ESOL/Reading
Nova Southeastern University	Elementary Education/ESOL/Reading
Nova Southeastern University	Exceptional Student Education/ESOL
Nova Southeastern University	Reading
Orange County	Professional Development Certification Program
Palm Beach State College	Educator Preparation Institute
Pasco County	Professional Development Certification Program
Polk County	Professional Development Certification Program
Rollins College	Elementary Education/ESOL
Seminole County	Professional Development Certification Program
Seminole State College	Educator Preparation Institute
Southeastern University	Music
St. Johns River State College	Educator Preparation Institute
St. Petersburg College	Biology/Middle Grades General Science
St. Petersburg College	Elementary Education/ESOL/Reading
St. Petersburg College	Exceptional Student Education/ESOL/Reading
University of Central Florida	Art
University of Central Florida	Guidance and Counseling
University of Central Florida	School Psychologist
University of Florida	Elementary Education/Exceptional Student Education/ESOL/Reading

Institution	Program
University of Florida	Music
University of Miami	Music
University of North Florida	Art
University of North Florida	English/ESOL
University of North Florida	Exceptional Student Education/ESOL
University of North Florida	Hearing Impaired
University of South Florida	Biology/Chemistry/Physics/Middle Grades General Science
University of South Florida	Elementary Education/ESOL
University of South Florida	Exceptional Student Education/ESOL/Reading
University of South Florida	Guidance and Counseling
University of South Florida	Mathematics
University of South Florida	Middle Grades Mathematics
University of South Florida	Music
University of South Florida	Physical Education
University of South Florida	Reading
University of West Florida	Elementary Education/ESOL/Reading
Warner University	Elementary Education/ESOL
Warner University	Exceptional Student Education/ESOL

FIGURE 25

Average Score for Retention Rate by Program Type
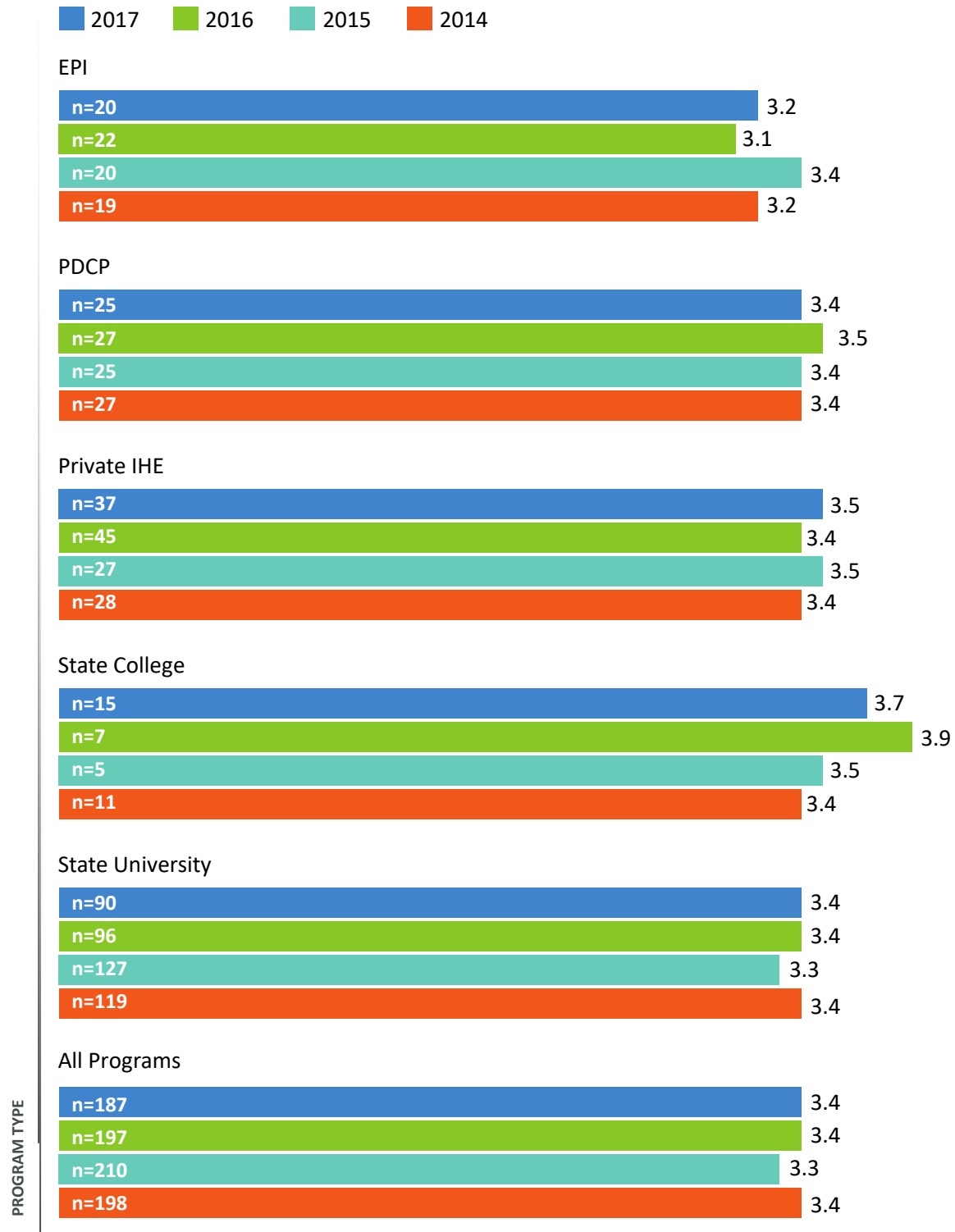
Legend: 2017, 2016, 2015, 2014

EPI
- 2017: n=20 — 3.2
- 2016: n=22 — 3.1
- 2015: n=20 — 3.4
- 2014: n=19 — 3.2

PDCP
- 2017: n=25 — 3.4
- 2016: n=27 — 3.5
- 2015: n=25 — 3.4
- 2014: n=27 — 3.4

Private IHE
- 2017: n=37 — 3.5
- 2016: n=45 — 3.4
- 2015: n=27 — 3.5
- 2014: n=28 — 3.4

State College
- 2017: n=15 — 3.7
- 2016: n=7 — 3.9
- 2015: n=5 — 3.5
- 2014: n=11 — 3.4

State University
- 2017: n=90 — 3.4
- 2016: n=96 — 3.4
- 2015: n=127 — 3.3
- 2014: n=119 — 3.4

All Programs
- 2017: n=187 — 3.4
- 2016: n=197 — 3.4
- 2015: n=210 — 3.3
- 2014: n=198 — 3.4

PROGRAM TYPE

AVERAGE SCORE FOR RETENTION RATE

FIGURE 26
Retention Rate Score Distribution by Program Type
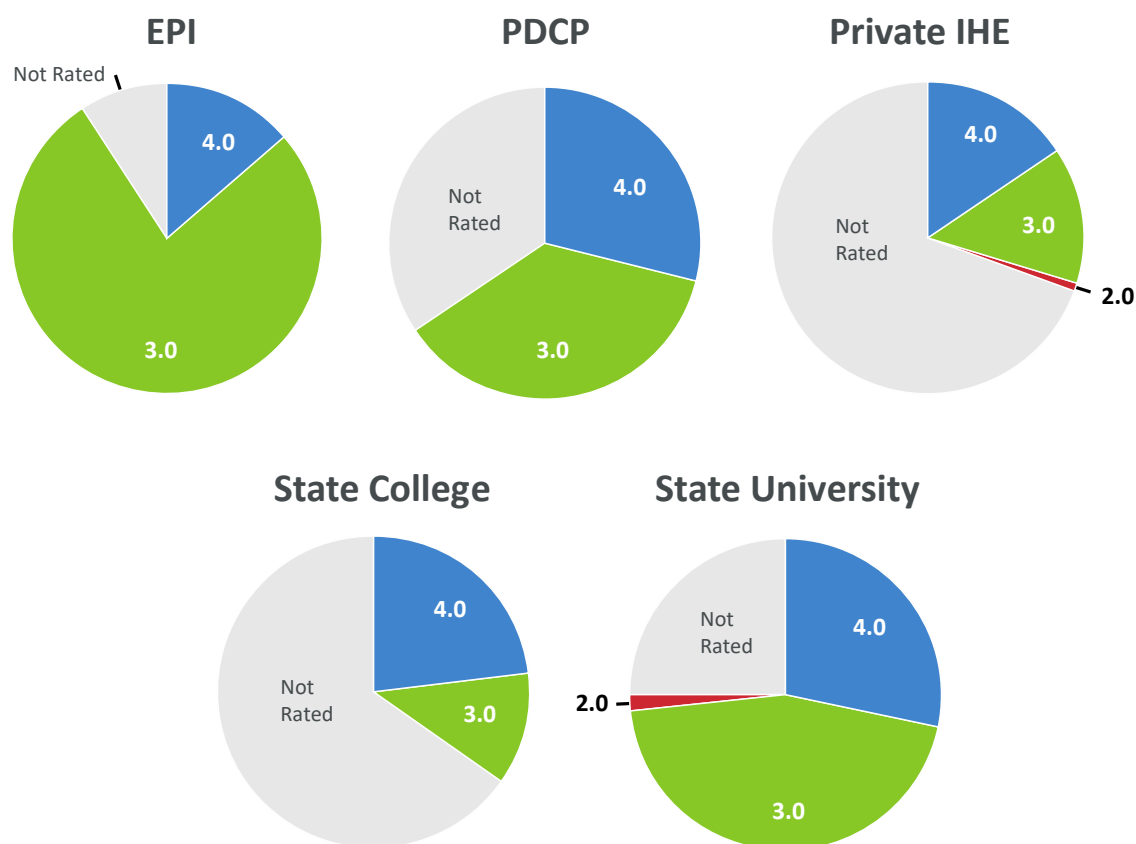
If the available performance data on retention rate are accurate, there is a strong indication that Florida has a much lower rate of new teacher attrition than what is suggested by published reports[12] or conventional wisdom, which generally indicate significant numbers of new teachers leaving in their first few years.

It would not appear to be the case that the high performance ratings on this metric result from a low bar in scoring. To earn a score of 4.0, programs must have average retention among their graduates of 4.5 out of 5 years; on its face that appears to set a rigorous standard.

As with placement rate, data are not available for many programs. It is possible that the inclusion of that data would result in a distribution that tracks more closely with the

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[12] See for example http://all4ed.org/reports-factsheets/path-to-equity/; http://www.orlandosentinel.com/opinion/os-teachers-leave-florida-scott-maxwell-20160521-column.html

conventional narrative about new teacher attrition. Or perhaps the conventional narrative is missing a key part of the story. These data show that very high percentages of new teachers are employed in Florida public schools after five years. What we don't know is whether these teachers have had multiple positions over those five years. If teachers in fact move across schools and districts in search of a good fit, then there is more of an underlying retention issue than can be seen from this metric.

It is also possible that Florida's teacher preparation programs have begun to produce teachers that are much more likely to be retained in their initial placements than even just a few years ago, mitigating one of the most vexing issues in teacher and education policy. These results call for further, deeper analysis that would be of great use to the broader field.

Performance Metric 3: Performance of Pre-K–12 Students on Statewide Assessments

This metric evaluates the extent to which programs' graduates achieve learning gains for their students once they are new teachers in the classroom. Performance of new teachers' students is assessed through the student learning growth formula that is used in teacher evaluation systems as required in section 1012.34, Florida Statutes.

The teacher preparation program accountability system looks at new teacher classroom performance through three specific lenses: student learning gains as measured in this indicator; student learning gains for specific student subgroups (see Performance Metric 4), and overall teacher evaluation results, which include classroom observations and student learning performance, as well as other measures used by districts (see Performance Metric 5).

Student learning growth scores are calculated through a value-added model (VAM), designed to measure the amount of a teacher's contribution to student learning. Florida's VAM model assigns a score to teachers that reflects the average amount of learning growth of the teacher's students above or below the expected learning gains of similar students in the state.[13]

Program scores for this metric are based on the performance of students assigned to in-field[14] program completers from the previous three-year period who received a student learning growth score from the most recent academic year for which results are available. The scores of all such program completers are averaged. The score for this metric takes into account both the average student learning growth score and the confidence interval, which considers the margin of error associated with that score.

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[13] More information of Florida's VAM model can be found at: *http://www.fldoe.org/teaching/performance-evaluation/*
[14] Rule 6A-5.066, Florida Administrative Code, defines "In-field teacher" as an instructional employee assigned duties in a classroom teaching subject matter or providing direct support in the learning process of students in the area in which the instructional personnel is trained and certified.

FIGURE 27

Performance on Statewide Assessments Scoring Rubric

Level 4	The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≥ 95 percent.
Level 3	The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is < 5 percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students expectations is < 5 percent.
Level 2	Not calculated
Level 1	The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is ≥ 95 percent.

This performance metric is currently not applicable to Educator Preparation Institutes and Professional Development Certification Programs. Data for these programs will be available and considered in the spring 2019 report. Further, not all initial teacher preparation programs will have student learning growth scores. Only programs whose graduates teach courses that have associated statewide assessments will have the scores needed to evaluate this performance metric.

> **Finding: Just 86 programs received a score for student learning growth for 2017. The average program score for performance of students on statewide assessments was 2.87.**

FIGURE 28

Average Performance by Students on Statewide Assessments Score

2.78	3.02	2.78	2.87
2014	2015	2016	2017
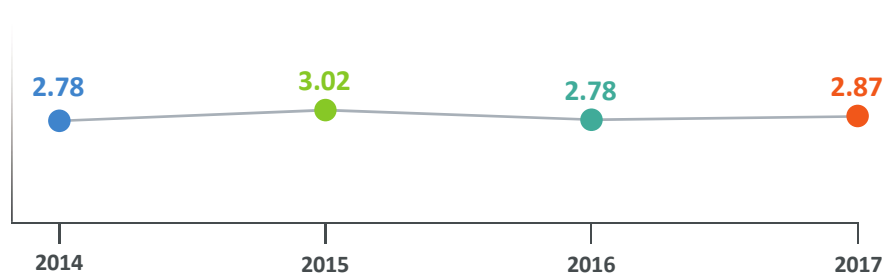
FIGURE 29

Distribution of Performance by Students on Statewide Assessments Score
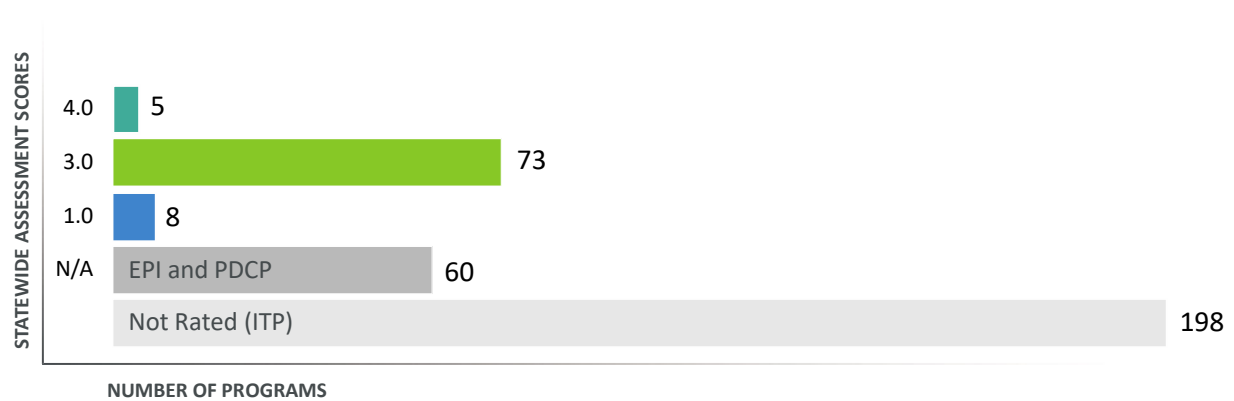
Most of the 198 initial teacher preparation programs that are not rated are in subject areas where there are no statewide assessments. About 30 of these programs are in subject areas including English and mathematics where corresponding statewide assessment data would be expected, although new teachers from these programs may be teaching grade levels in which no such assessment is given.

> **Finding: Five programs received the highest possible score for performance of students on statewide assessments.** *Indian River State College* **– Middle Grades Mathematics is the only program to receive the top score two years in a row.**

Figure 30

Programs Receiving the Highest Score for Student Learning Growth

Institution	Program
Florida State University	Mathematics
Indian River State College	Middle Grade Mathematics
Lynn University	Elementary Education/ESOL/Reading
Southeastern University	Exceptional Student Education/Elementary Education/ESOL/Reading/Autism Spectrum Disorders
University of Florida	Elementary Education/ESOL/Reading

FIGURE 31

Average Score for Student Learning Growth by Program Type

Legend: 2017 | 2016 | 2015 | 2014

Private IHE
- n=34 — 2.94 (2017)
- n=34 — 2.65 (2016)
- n=35 — 2.97 (2015)
- n=33 — 2.82 (2014)

State College
- n=15 — 2.93 (2017)
- n=13 — 2.92 (2016)
- n=12 — 3.00 (2015)
- n=10 — 2.60 (2014)

State University
- n=37 — 2.78 (2017)
- n=37 — 2.70 (2016)
- n=46 — 3.07 (2015)
- n=45 — 2.80 (2014)

All Programs
- n=86 — 2.87 (2017)
- n=84 — 2.71 (2016)
- n=93 — 3.02 (2015)
- n=88 — 2.78 (2014)

PROGRAM TYPE

AVERAGE SCORE FOR STUDENT LEARNING GROWTH
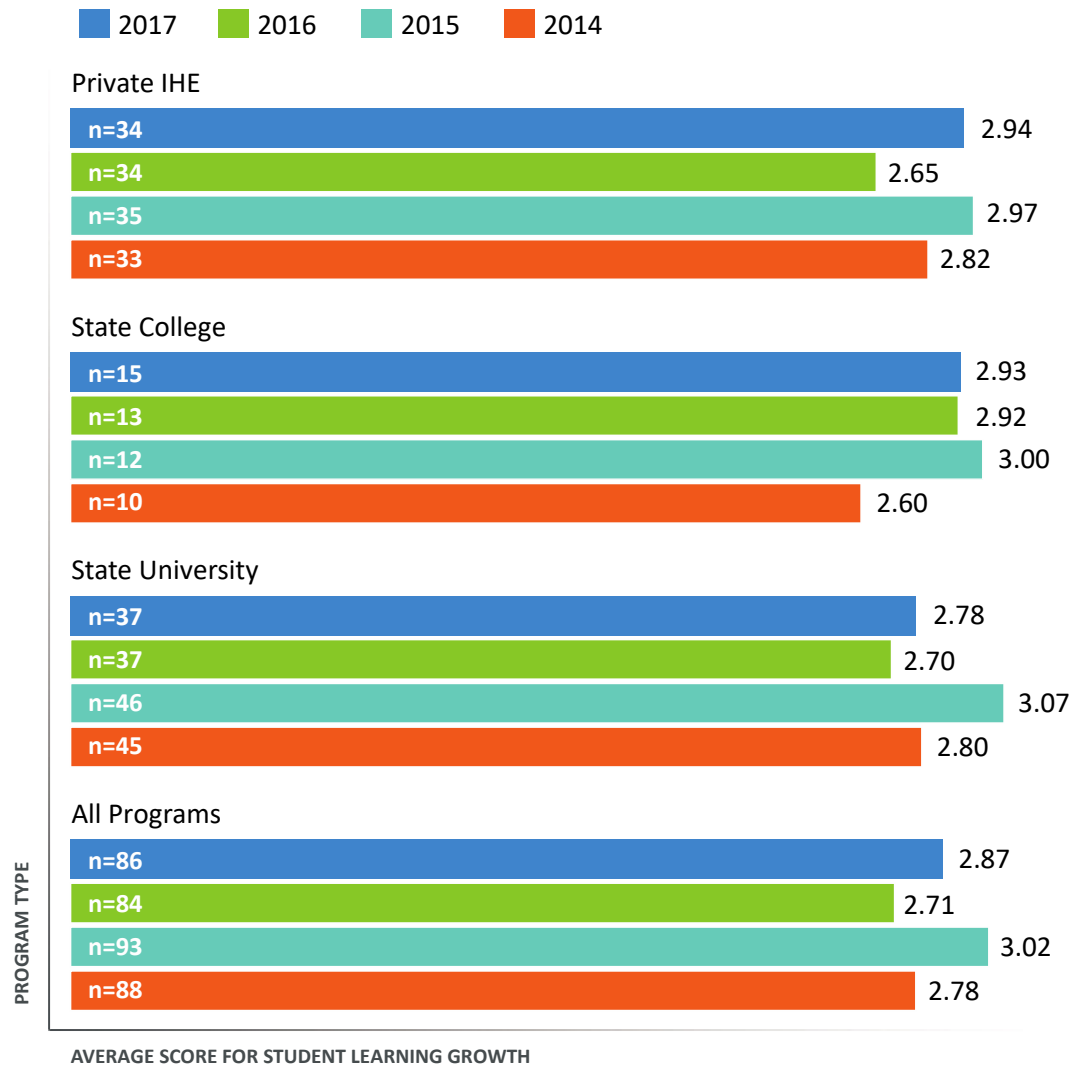
FIGURE 32

Distribution of Student Learning Growth Scores by Program Type

Private IHE — 4.0, 3.0, 1.0, Not Rated

State College — 4.0, 3.0, 1.0, Not Rated

State University — 4.0, 3.0, 1.0, Not Rated
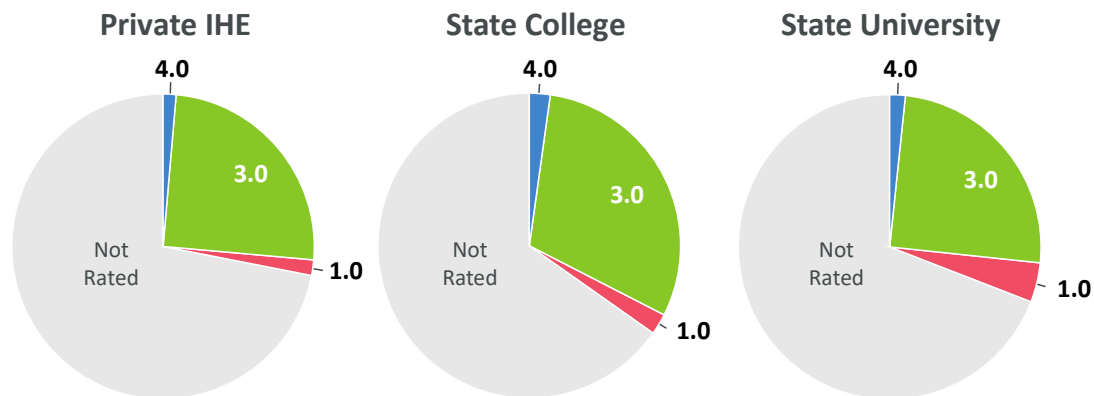
Performance Metric 4: Performance of Student Subgroups on Statewide Assessments

This metric considers a different aspect of teachers' contribution to student learning, specifically the performance of student subgroups. The intent is to measure how well the teacher preparation program prepares new teachers to work with a diverse population of students in a variety of settings in Florida schools, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency.

To calculate the learning gains of students by subgroup, student VAM scores are calculated and aggregated for the following categories: Caucasian, African-American, Hispanic, Asian, Native American, students eligible for free or reduced lunch, students with disabilities, and English language learners. Unlike the previous metric, scoring for performance of student subgroups is not based on actual VAM scores. Rather, this metric considers the average student learning growth results by each subgroup as compared to the statewide average for these subgroups for all program completers with VAM scores. These percentages are compared to the statewide percentages to determine the number of subgroups that met expectation or exceeded the statewide average to arrive at the program score.

FIGURE 33

Performance by Student Subgroups on Statewide Assessments Scoring Rubric

Level 4	At least 75 percent of the subgroups meet or exceed the state standard for performance.
Level 3	At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance.
Level 2	At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.
Level 1	Fewer than 25 percent of the subgroups exceed the state standard for performance.

As with the previous metric, student subgroup data are not yet available for EPIs and PDCPs. Subgroup data will not be available until Spring 2019.

> **Finding: Of the 87 programs receiving a score for student subgroup performance on statewide assessments, the average program score for 2017 was 2.70.**

Average Performance by Student Subgroups of Statewide Assessments Score
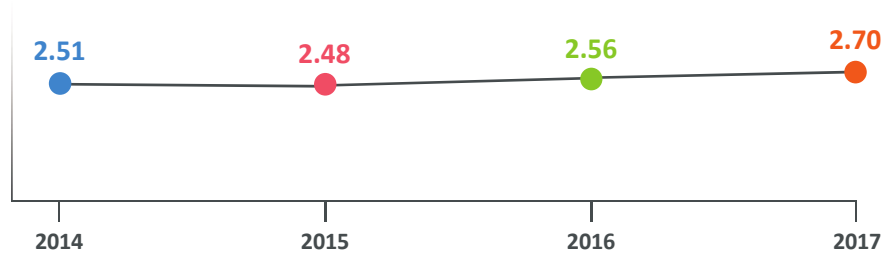
2014	2015	2016	2017
2.51	2.48	2.56	2.70

Distribution of Performance by Student Subgroups on Statewide Assessments Scores

SUBGROUP STATEWIDE ASSESSMENT SCORES

	Number of Programs
4.0	25
3.0	24
2.0	25
1.0	13
N/A EPI and PDCP	60
Not Rated (ITP)	197

NUMBER OF PROGRAMS
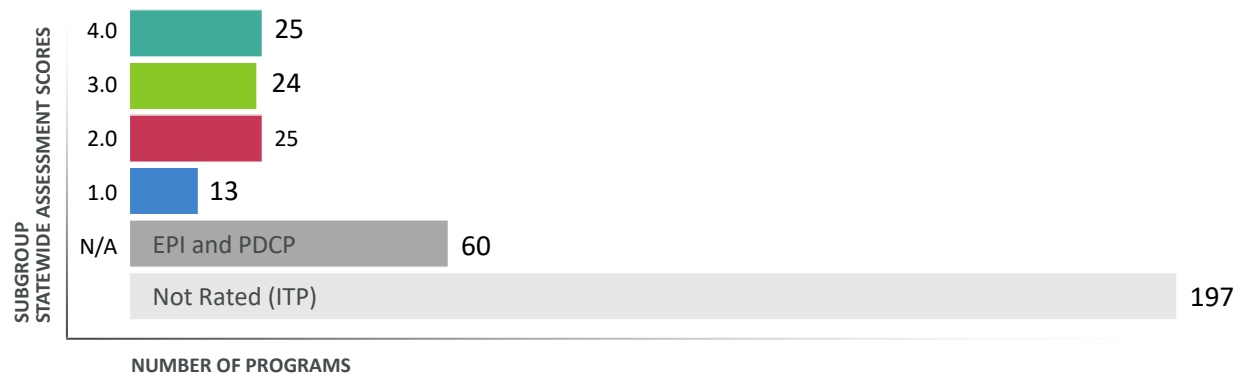
Programs Receiving the Highest Score for Subgroup Student Learning Growth

Institution	Program
Chipola College	Middle Grades Mathematics
Flagler College	Elementary Education/Exceptional Student Education/ESOL/Reading
Florida Atlantic University	Reading
Florida International University	Reading
Florida Memorial University	Reading/ESOL
Florida SouthWestern State College	Elementary Education/ESOL/Reading
Florida State University	Mathematics

Institution	Program
Indian River State College	Middle Grades Mathematics
Lynn University	Elementary Education/ESOL/Reading
Northwest Florida State College	Elementary Education/ESOL/Reading
Northwest Florida State College	Middle Grades Mathematics
Nova Southeastern University	Elementary Education/ESOL/Reading
Palm Beach Atlantic University	Elementary Education/ESOL
Palm Beach Atlantic University	English/ESOL
Southeastern University	Exceptional Student Education/Elementary Education/ESOL/Reading/Autism Spectrum Disorders
St. Petersburg College	Middle Grades Mathematics
University of Central Florida	Mathematics
University of Florida	Elementary Education/ESOL/Reading
University of Florida	English/ESOL
University of South Florida	Middle Grades Mathematics
University of South Florida St. Petersburg	Elementary Education/Exceptional Student Education/ESOL/Reading
University of Tampa	English/ESOL
University of Tampa	Mathematics
University of West Florida	Elementary Education/Exceptional Student Education/ESOL/Reading
Warner University	Elementary Education/ESOL

Finding: All five of the programs that received the highest score for student learning growth overall also received the highest score for student learning growth by subgroups:

- *Florida State University* – Mathematics
- *Indian River State College* – Middle Grade Mathematics
- *Lynn University* – Elementary Education/ESOL/Reading
- *Southeastern University* – Exceptional Student Education/Elementary Education/ESOL/Reading/Autism Spectrum Disorders
- *University of Florida* – Elementary Education/ESOL/Reading

Finding: Six programs received the lowest possible score for both student learning growth overall and student learning growth by subgroups:

- *Florida Institute of Technology* – Mathematics
- *Saint Leo University* – Middle Grades English/ESOL/Reading
- *University of Central Florida* – Elementary Education/ESOL/Reading
- *University of North Florida* – Elementary Education/ESOL
- *University of South Florida* – Elementary Education/ESOL
- *University of South Florida – St. Petersburg* – Reading

FIGURE 37

Average Score for Subgroup Student Learning Growth by Program Type

Figure legend: 2017 (blue), 2016 (green), 2015 (teal), 2014 (orange)

Private IHE
- n=35: 2.63
- n=34: 2.50
- n=35: 2.29
- n=35: 2.49

State College
- n=15: 3.20
- n=13: 2.38
- n=12: 2.50
- n=10: 1.70

State University
- n=37: 2.57
- n=37: 2.68
- n=46: 2.63
- n=46: 2.70

All Programs
- n=87: 2.70
- n=84: 2.56
- n=93: 2.48
- n=91: 2.51

PROGRAM TYPE

AVERAGE SCORE FOR SUBGROUP STUDENT LEARNING GROWTH
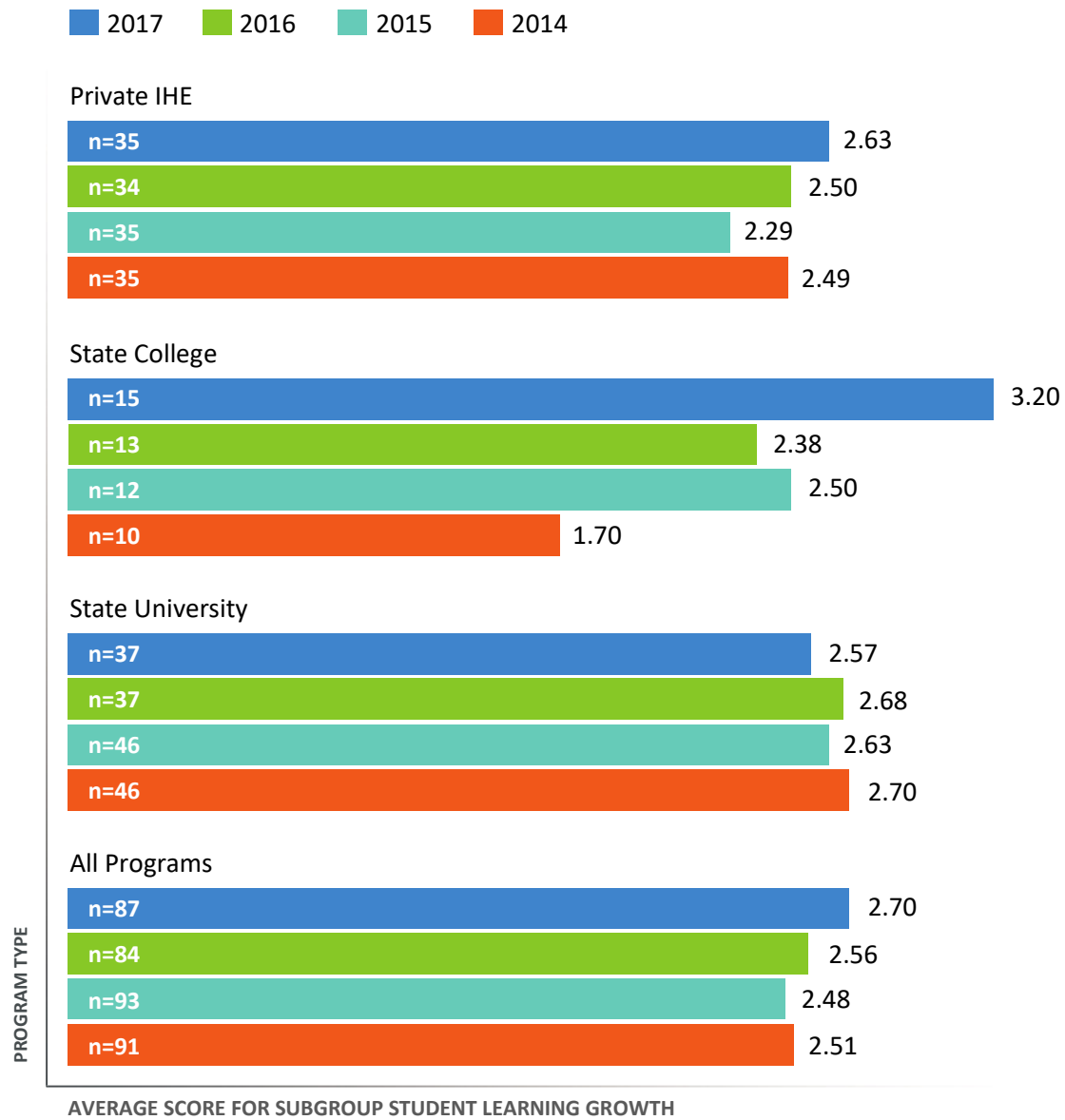
FIGURE 38

Distribution of Subgroup Student Learning Growth Scores by Program Type
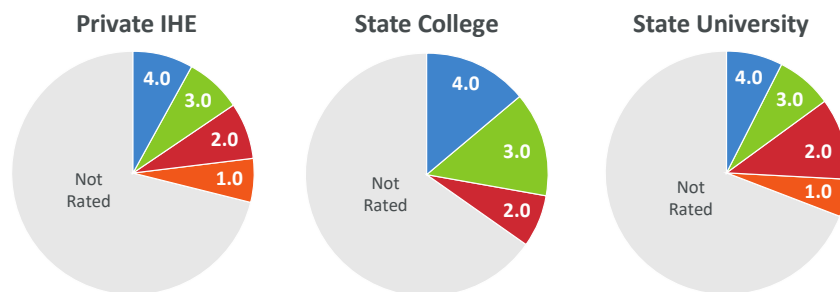
> **Finding: There is a marked improvement in performance on this metric for programs at state colleges. Average program performance for state college programs has increased from 1.70 in 2014 (considerably below the average for all programs) to 3.20 in 2017 (considerably above the average for all programs).**

Performance Metric 5: Teacher Evaluations

This metric considers the results of annual teacher evaluations from the most recent academic year for program completers from the previous three-year period. Florida requires that all teachers receive an annual evaluation that results in a rating of highly effective; effective; needs improvement (for teachers teaching more than three years) or developing (for teachers with experience of three years or less); or unsatisfactory.[15]

Local districts develop their own teacher evaluation systems consistent with state law and guidelines. Growth or achievement data for the teacher's students and observation of instructional practice must each comprise at least one third of the evaluation. Other measures can be added at districts' discretion.

The inclusion of this metric in addition to the metrics looking solely at student learning gains is important for two reasons. First, this metric allows for consideration of other factors used by districts to evaluate teacher performance, including classroom observations. This metric also allows consideration of performance for many more teachers who do not teach grades or subjects associated with statewide assessments.

Scoring for this metric is based on the percentage of teachers receiving highly effective and effective ratings.

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[15] Florida Statute 1012.34 articulates the state's teacher evaluation requirements.

FIGURE 39
Teacher Evaluation Scoring Rubric

Level 4	At least 30 percent of the program's completers received a highly effective rating and 90 to 100 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.
Level 3	Program did not meet criteria for Level 4, but at least 80 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.
Level 2	Program did not meet criteria for Level 3, but at least 60 percent of the program's completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for n < 20) of the program's completers were rated unsatisfactory.
Level 1	Program did not meet criteria for Level 2, 3 or 4.

Finding: 251 out of 344 programs received a teacher evaluation score for 2017. The average teacher evaluation score was 3.3, as it was last year.

FIGURE 40
Average Teacher Evaluation Score

2014	2015	2016	2017
3.1	3.2	3.3	3.3
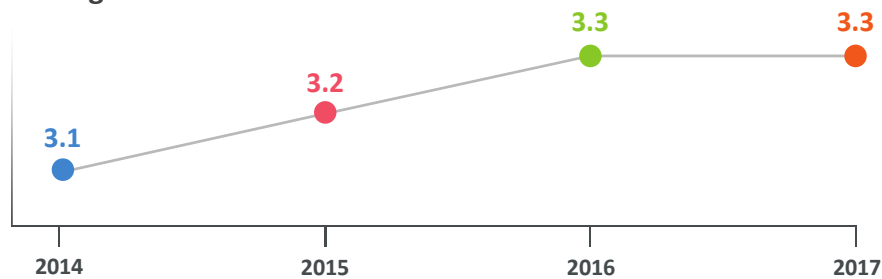
FIGURE 41

Distribution of Teacher Evaluation Scores
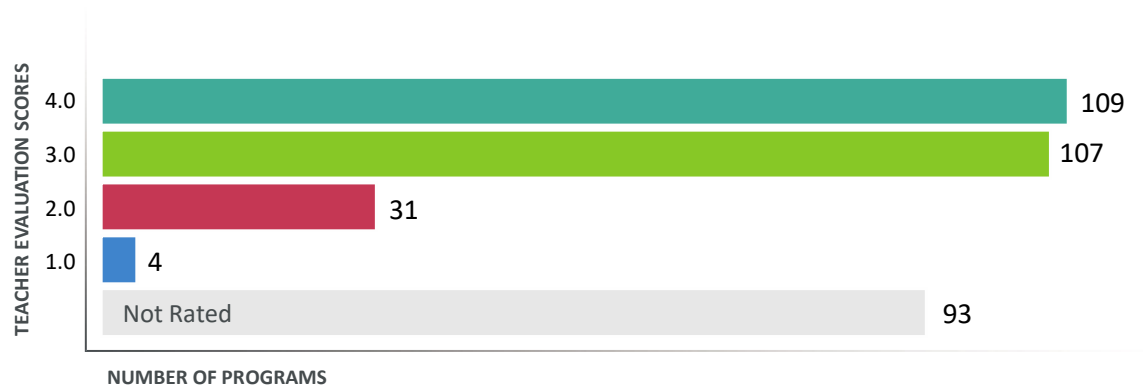
Programs Receiving the Highest Score for Teacher Evaluation Ratings

FIGURE 42

Institution	Program	Number of Teachers Evaluated
Alachua County	Professional Development Certification Program	8
Barry University	School Psychologist	5
Bay County	Professional Development Certification Program	53
Bethune-Cookman University	Exceptional Student Education/ESOL/Reading	3
Bradford County	Professional Development Certification Program	2
Brevard County	Professional Development Certification Program	42
Daytona State College	Educator Preparation Institute	21
Daytona State College	Mathematics	3
Flagler College	Elementary Education/Exceptional Student Education/ESOL/Reading	88
Flagler College	Elementary Education/ESOL/Reading	75

Institution	Program	Number of Teachers Evaluated
Flagler College	Elementary Education/Hearing Impaired/ESOL/Reading	11
Florida A&M University	Guidance and Counseling	9
Florida A&M University	Mathematics	2
Florida A&M University	Social Science	2
Florida Atlantic University	Biology/Chemistry/Physics	10
Florida Atlantic University	Exceptional Student Education/ESOL	41
Florida Atlantic University	Guidance and Counseling	38
Florida Atlantic University	Mathematics	7
Florida Atlantic University	Reading	31
Florida Atlantic University	Social Science	27
Florida College	Elementary Education/ESOL	9
Florida Gateway College	Educator Preparation Institute	36
Florida Gulf Coast University	Mathematics	10
Florida International University	English/ESOL	3
Florida International University	Guidance and Counseling	13
Florida International University	Mathematics	6
Florida International University	Reading	62

Institution	Program	Number of Teachers Evaluated
Florida International University	School Psychologist	7
Florida International University	Social Science	3
Florida Memorial University	Elementary Education/ESOL	12
Florida Southern College	Art	3
Florida State University	Art	9
Florida State University	Educational Media Specialist	15
Florida State University	Elementary Education/ESOL/Reading	147
Florida State University	Exceptional Student Education/ESOL	55
Florida State University	Mathematics	20
Florida State University	Pre-K/Primary Education/ESOL/Reading	35
Florida State University	Reading	9
Florida State University	School Psychologist	12
Gadsden County	Professional Development Certification Program	2
Gulf Coast State College	Educator Preparation Institute	48
Indian River County	Professional Development Certification Program	4
Indian River State College	Biology/Middle Grades General Science	14
Indian River State College	Exceptional Student Education/ESOL	34
Indian River State College	Mathematics	7

Institution	Program	Number of Teachers Evaluated
Indian River State College	Middle Grades Mathematics	22
Jacksonville University	Elementary Education/ESOL/Reading	15
Miami-Dade County	Professional Development Certification Program	70
Northwest Florida State College	Elementary Education/ESOL/Reading	60
Northwest Florida State College	Middle Grades General Science	2
Northwest Florida State College	Middle Grades Mathematics	5
Nova Southeastern University	Computer Science	2
Nova Southeastern University	Exceptional Student Education/ESOL	12
Nova Southeastern University	Guidance and Counseling	34
Nova Southeastern University	PreK-Primary Education/ESOL	4
Nova Southeastern University	Reading	22
Okaloosa County	Professional Development Certification Program	3
Palm Beach Atlantic University	Art	3
Palm Beach Atlantic University	Elementary Education/ESOL	18
Palm Beach County	Professional Development Certification Program	109
Pasco County	Professional Development Certification Program	65
Polk State College	Educator Preparation Institute	174
Putnam County	Professional Development Certification Program	2

Institution	Program	Number of Teachers Evaluated
Saint Leo University	Exceptional Student Education/ESOL/Reading	32
Saint Leo University	Middle Grades Social Science/Reading	16
Saint Leo University	Reading	74
Santa Fe College	Educator Preparation Institute	42
Seminole County	Professional Development Certification Program	51
Seminole State College	Educator Preparation Institute	33
Southeastern University	Music	8
Southern Technical College (formerly Southwest Florida College)	Elementary Education/ESOL	8
Southern Technical College (formerly Southwest Florida College)	Pre-K–Primary Education/ESOL	6
St. Johns River State College	Pre-K–Primary Education/ESOL/Reading	20
St. Petersburg College	Mathematics	9
University of Central Florida	Art	36
University of Central Florida	Biology/Chemistry/Physics/Middle Grades General Science	75
University of Central Florida	Guidance and Counseling	38
University of Central Florida	Reading	75
University of Central Florida	Social Science	124
University of Central Florida	Spanish	8

Institution	Program	Number of Teachers Evaluated
University of Florida	Art	6
University of Florida	Biology/Chemistry/Physics	8
University of Florida	Educator Preparation Institute	57
University of Florida	Elementary Education/Exceptional Student Education/ESOL/Reading	56
University of Florida	Elementary Education/ESOL/Reading	148
University of Florida	English/ESOL	22
University of Florida	Guidance and Counseling	17
University of Florida	Preschool Education/PreK-Primary Education/PreK Disabilities/ESOL	46
University of Florida	School Psychologist	13
University of Florida	Social Science	22
University of Miami	Music	7
University of North Florida	Biology/Chemistry/Physics	2
University of North Florida	Guidance and Counseling	28
University of North Florida	Music	3
University of South Florida	Biology/Chemistry/Physics/Middle Grades General Science	31
University of South Florida	Exceptional Student Education/ESOL/Reading	80
University of South Florida	World Language - French/ESOL, German/ESOL, Italian/ESOL, Latin/ESOL, Russian ESOL, Spanish/ESOL	4

Institution	Program	Number of Teachers Evaluated
University of South Florida	Guidance and Counseling	26
University of South Florida	Mathematics	42
University of South Florida	Middle Grades Mathematics	10
University of South Florida	Reading	51
University of South Florida	School Psychologist	5
University of South Florida	Social Science	82
University of South Florida St. Petersburg	Elementary Education/Exceptional Student Education/ESOL/Reading	147
University of Tampa	Elementary Education/ESOL/Reading	67
University of West Florida	Reading	16
Warner University	English/ESOL	2
Warner University	Physical Education	3
Warner University	Social Science	2

Important context for analyzing this metric is that nearly all teachers in Florida receive an effective or highly effective rating on their evaluation. State data show that over 98 percent of teachers received a rating of effective or highly effective.[16] Given the lack of differentiation among the underlying data, the high program scores are not surprising. The state may want to consider whether programs scoring less than a 3.0 are in need of technical assistance or intervention.

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[16] http://www.fldoe.org/core/fileparse.php/7503/urlt/1516AnnualLegisReportTeacherEval.pdf

FIGURE 43

Average Score for Teacher Evaluation by Program Type
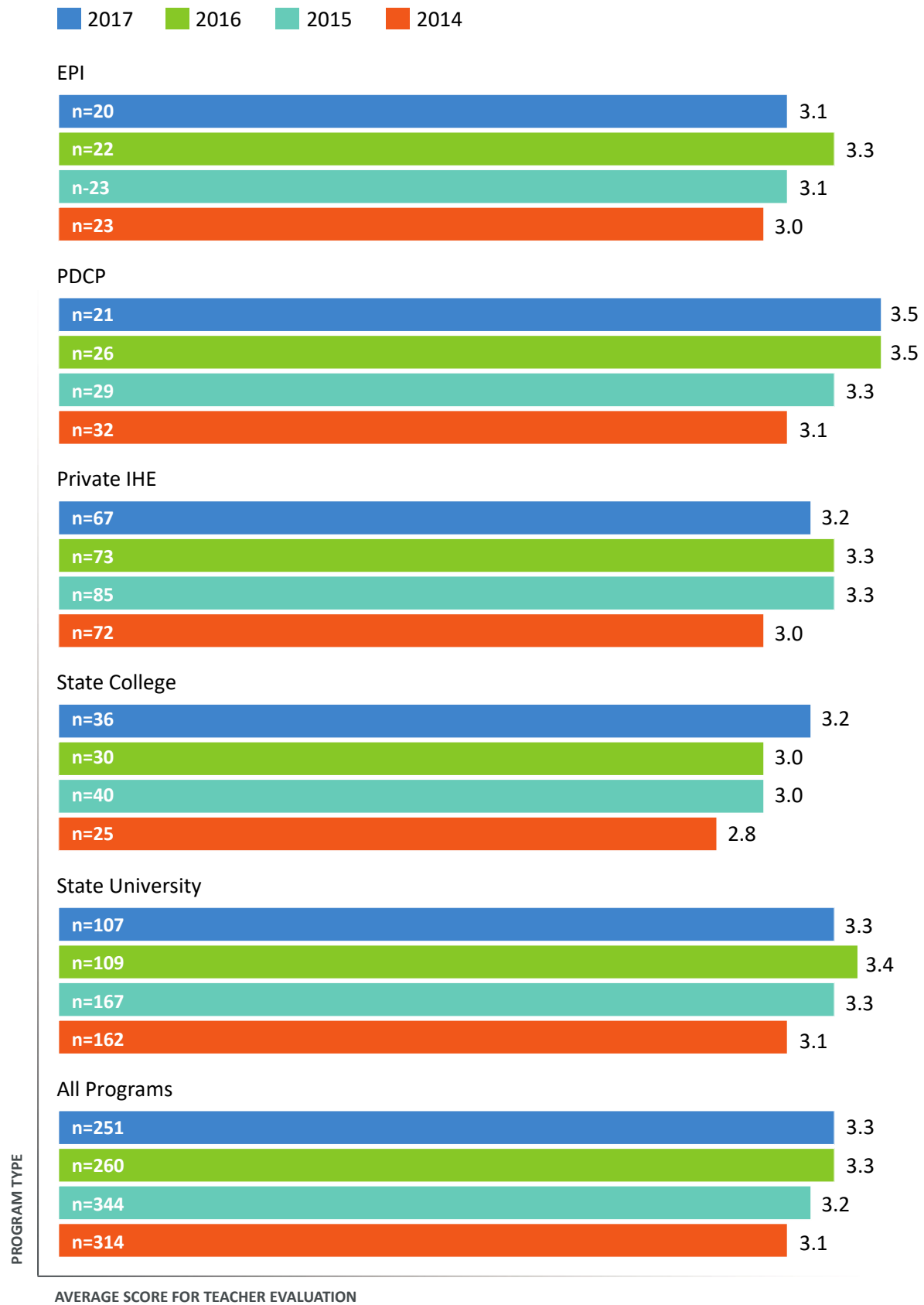
■ 2017 ■ 2016 ■ 2015 ■ 2014

EPI

n=20 (2017)		3.1
n=22 (2016)		3.3
n-23 (2015)		3.1
n=23 (2014)		3.0

PDCP

n=21 (2017)		3.5
n=26 (2016)		3.5
n=29 (2015)		3.3
n=32 (2014)		3.1

Private IHE

n=67 (2017)		3.2
n=73 (2016)		3.3
n=85 (2015)		3.3
n=72 (2014)		3.0

State College

n=36 (2017)		3.2
n=30 (2016)		3.0
n=40 (2015)		3.0
n=25 (2014)		2.8

State University

n=107 (2017)		3.3
n=109 (2016)		3.4
n=167 (2015)		3.3
n=162 (2014)		3.1

All Programs

n=251 (2017)		3.3
n=260 (2016)		3.3
n=344 (2015)		3.2
n=314 (2014)		3.1

PROGRAM TYPE

AVERAGE SCORE FOR TEACHER EVALUATION

Figure 44
Distribution Of Teacher Evaluation Scores by Program Type
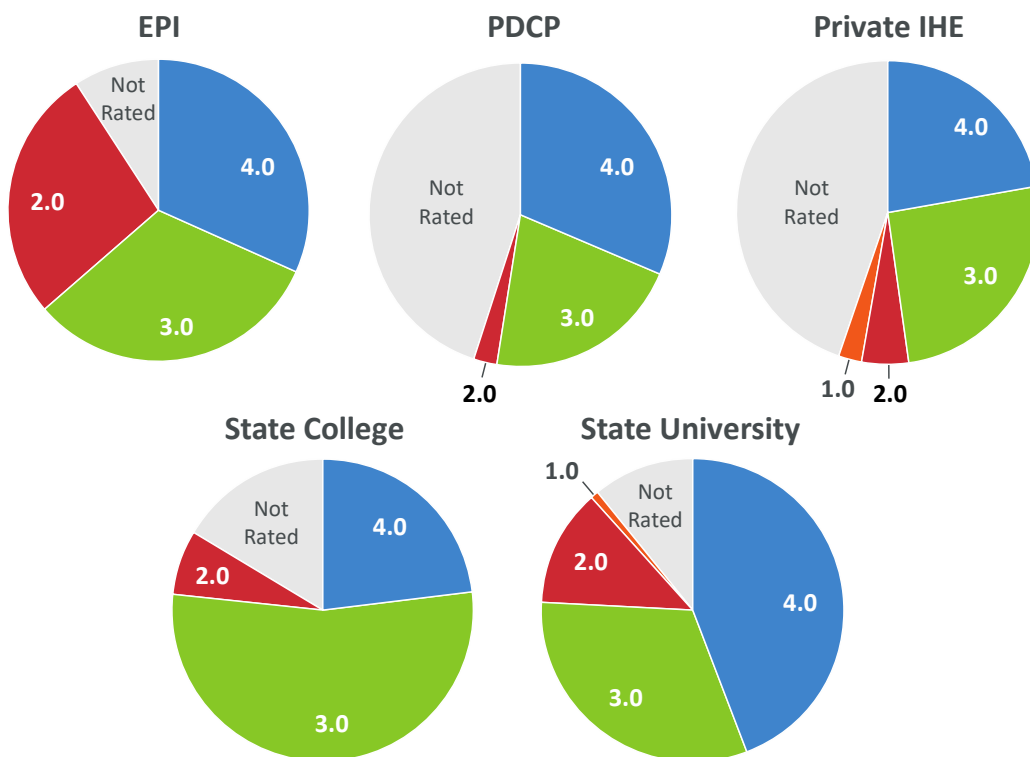
Bonus Metric: Critical Shortage Areas

The final criterion in Florida's teacher preparation accountability system considers whether programs are producing teachers in critical shortage subject areas. Since by design many programs are not preparing teachers for these subject areas, this metric is not used as the other performance metrics are to evaluate all programs. Instead, eligible programs can earn bonus points that impact their summative scores and rankings.[17]

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[17] If a program receives the critical teacher shortage bonus, the average of all other performance metric scores available for that program is multiplied by 0.8 and added to the bonus score of four points multiplied by 0.2 to yield the summative rating score.

Critical teacher shortage areas are determined and published each year by the State Board of Education in accordance with Rule 6A-20.0131, Florida Administrative Code. For the school year 2014-2015[18] the following were identified as critical shortage areas:

- Exceptional Student Education
- English/Language Arts
- Reading
- Science
- English for Speakers of Other Languages (ESOL)
- Foreign Languages
- Mathematics

Based on these identified areas, 130 of the 344 programs analyzed were eligible for the critical teacher shortage area bonus. To earn the bonus, eligible programs must increase the number of program completers compared to the prior year.

Finding: 32 out of 130 eligible programs (25 percent) had a higher number of completers than the prior year and received the critical teacher shortage bonus.

FIGURE 45
Eligibility for Critical Teacher Shortage Area Bonus

Not eligible EPI and PDPC 66

Eligible programs 130

Not eligible ITP programs 148

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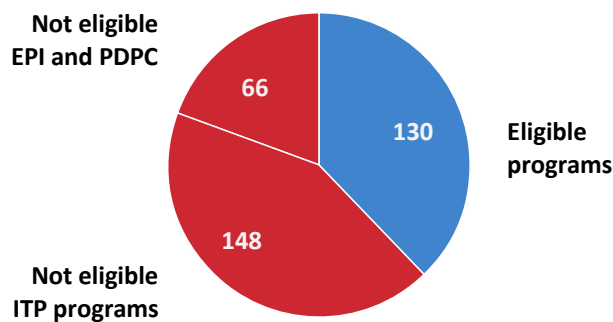
[18] 2014-2015 is the school year that corresponds to the data in this report. Information on how critical shortage areas are determined can be found at: *http://www.fldoe.org/core/fileparse.php/7766/urlt/Critical-Teacher-Shortage-Areas-2014-15-Feb_10.pdf*.

FIGURE 46

Programs Awarded Critical Teacher Shortage Area Bonus

- 32 Earned bonus
- 98 Eligible but no bonus
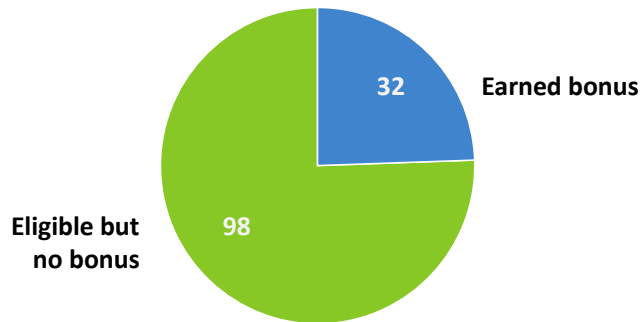
FIGURE 47

Programs Receiving the Critical Teacher Shortage Area Bonus

Institution	Program	Increase in Program Completers from Prior Year
Broward College	Exceptional Student Education/ESOL/Reading	3
Broward College	Mathematics	6
Broward College	Middle Grades Mathematics	1
Chipola College	English/ESOL	2
Daytona State College	Exceptional Student Education/ESOL/Reading	5
Florida Atlantic University	Biology/Chemistry/Physics	1
Florida Atlantic University	English/ESOL	7
Florida Atlantic University	Exceptional Student Education/ESOL	3
Florida Atlantic University	Mathematics	4
Florida Atlantic University	Reading	5

Institution	Program	Increase in Program Completers from Prior Year
Florida Gulf Coast University	Mathematics	4
Florida International University	English/ESOL	1
Florida International University	Reading	1
Florida SouthWestern State College	Mathematics	2
Florida SouthWestern State College	Middle Grades English/ESOL/Reading	1
Florida State University	Biology/Chemistry/Earth Science/Physics	3
Florida State University	Visually Impaired	8
Indian River State College	Exceptional Student Education/ESOL	7
Miami Dade College	Biology/Chemistry/Earth Science/Physics	6
Miami Dade College	Mathematics	1
Nova Southeastern University	Exceptional Student Education/ESOL	3
Saint Leo University	Middle Grades English/ESOL/Reading	2
Saint Leo University	Reading	35
Southeastern University	Exceptional Student Education/Elementary Education/ESOL/Reading/Autism Spectrum Disorders	8
University of Florida	Elementary Education/Exceptional Student Education/ESOL/Reading	10
University of North Florida	Mathematics	5

Institution	Program	Increase in Program Completers from Prior Year
University of South Florida	English/ESOL	9
University of South Florida	Exceptional Student Education/ ESOL/Reading	2
University of South Florida	Mathematics	9
University of South Florida	Middle Grades Mathematics	9
University of South Florida	Reading	9

The practice of combining multiple programs into a single unit of analysis for accountability purposes complicates the ability to accurately understand whether teacher preparation programs are helping to address chronic shortages. In particular, treating 'science' as a broad shortage category may mask important differences among science disciplines and reward programs and institutions that are doing little to contribute to the production of new teachers in key shortage subjects.

Further, the scoring for this metric treats all net increases equally, with no differentiation for programs that produce significantly greater numbers of new teachers or the percentage increase relative to overall program size. Six of the 32 programs receiving the critical shortage bonus produced just one additional teacher compared to the prior year. The bonus had the same impact on their summative scores as it did for the Reading program at Saint Leo University, which produced 35 more teachers than it had in the previous year.

Finding: Seven out of the 32 programs (22 percent) that earned the critical shortage area bonus received low scores for teacher placement.

Almost a quarter of programs that received the critical teacher shortage area bonus received a score of 2.0 or lower on the teacher placement metric, which means the employment rate of their new teachers is in the bottom third of similar programs in the state. The implication is that despite their presumed production of much needed teachers, program completers from these programs were not snapped up by hiring school districts.

One possible explanation is that school districts are unaware of the availability of new teachers from these programs, which may be located in different parts of the state than those from which particular districts typically recruit new teachers. Or graduates from these programs may be recruited or seek employment out of state, in which case the state may want to consider what it can do to keep these much needed new teachers in Florida. Another possible explanation is that school districts do not consider teachers from these programs well prepared for the classroom, and in fact, several of the shortage area programs with low placement scores have rankings in the bottom quartile of all programs. But others are ranked quite highly. The Exceptional Student Education/Elementary Education/ESOL/Reading/Autism Spectrum Disorders program at Southeastern University is ranked number 5 in the state and earned the highest score for student learning growth, yet the employment rate for its graduates is in the bottom third of programs statewide. A closer look at what can be done to get these teachers to the Florida schools that need them may be in order.

FIGURE 48

Critical Shortage Area Programs with Low Placement Scores

Institution	Program	Placement Score
Florida Atlantic University	Reading	2.0
Florida SouthWestern State College	Middle Grades English/ESOL/Reading	2.0
Miami Dade College	Mathematics	2.0
Nova Southeastern University	Exceptional Student Education/ESOL	2.0
Saint Leo University	Reading	2.0
Southeastern University	Exceptional Student Education/ Elementary Education/ESOL/Reading/Autism Spectrum Disorders	2.0
University of South Florida	Reading	2.0

FIGURE 49
Distribution of Teacher Shortage Bonus by Program Type

State University

Eligible	49
Earned bonus	17

State College

Eligible	29
Earned bonus	10

Private IHE

Eligible	52
Earned bonus	5

PROGRAM TYPE

NUMBER OF PROGRAMS
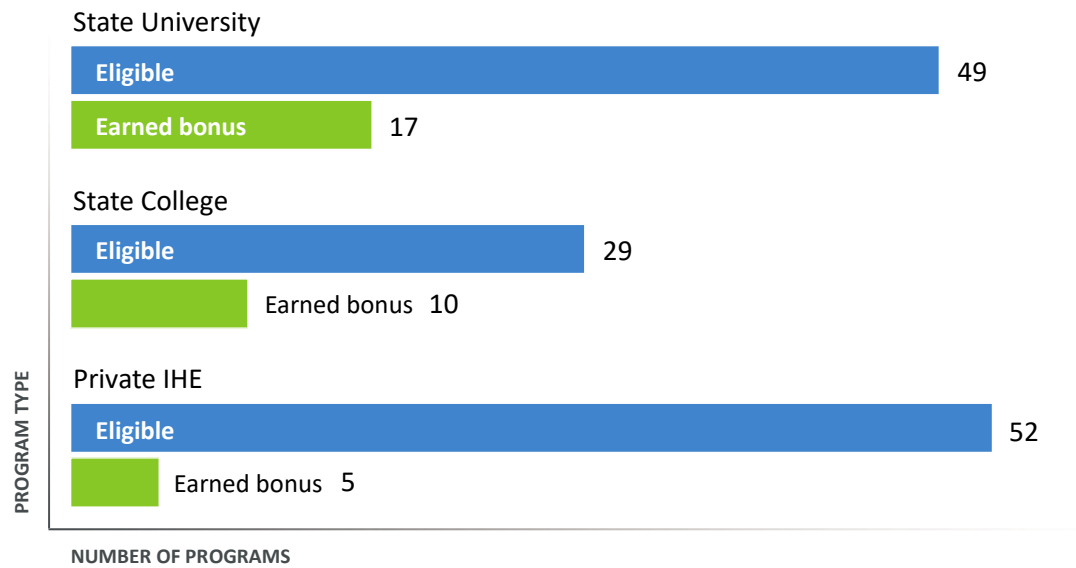
The critical teacher shortage area bonus is currently not applicable to Educator Preparation Institutes and Professional Development Certification Programs until the 2017-2018 academic year. Because those programs by design may include teachers of varying grades and subjects, a separate set of business rules may be needed to determine their eligibility and production of teachers in shortage areas.

Considerations

This section of the report offers Florida suggestions for the state's consideration to further advance the architecture of its teacher preparation program accountability system and the value and usefulness of the information it provides. These considerations are offered with full recognition and appreciation that Florida is among the first states to develop and implement a robust teacher preparation accountability system, and there are certain to be unanticipated challenges when blazing a new trail. Further, there are undoubtedly tradeoffs and issues of context, capacity and resources that come into play as the state reflects on the feasibility of these ideas.

1. **Increase the number of programs that can be ranked by addressing the causes of unscored metrics and reevaluating the number of subscores required**.

   This report includes rankings for only 78 out of 344 programs. This is an increase of just one program from last year's total. The number should increase when student learning data becomes available for EPIs and PDCPs, but the total is likely to remain a minority as long as programs must have student learning data to be ranked.

   Further, there are large numbers of programs that are not scored for all metrics that go beyond the phasing-in of certain metrics for EPIs and PDCPs, and these numbers show little improvement from last year, and in some cases worrying trends in the wrong direction. For example, the number of programs receiving a score for teacher evaluation – a metric that should apply to all programs – has declined from 344 in 2015 to 241 this year, a 30 percent decrease. Identifying and addressing the causes of why programs are not scored – whether the result of business rules for scoring that exclude significant numbers of programs or unavailable data -- will improve the viability of the overall system. Seventy-five programs included in this year's analysis have zero subscores, almost the same as the number that are ranked. Some of these may be new programs, but inactive programs should be scrubbed from data files or clearly identified as inactive so they do not reflect negatively on the system as whole.

FIGURE 50
Percentage of Programs Scored Per Metric

Metric	Percentage of Total Programs Rated		Percentage of Applicable Programs Rated		Notes
	2016	**2017**	**2016**	**2017**	
Placement Rate	57%	57%	70%	64%	Not applicable to PDCPs
Retention Rate	57%	54%	57%	54%	
Student Learning Growth/Student Learning Growth by Subgroup	24%	25%	~35%	~35%	Not applicable to PDCPs and EPIs this year; not applicable to ITPs in grades or subjects without statewide assessments
Teacher Evaluation	75%	73%	75%	73%	

2. **Evaluate data quality and consider alternative weighting formulas.**

The current formula treats all performance metrics equally in the calculation of summative scores. Yet some indicators may be providing more high quality data than others and some are clearly providing more differentiation among programs than others.

In addition, the rubrics for the metrics are not consistently rigorous. The retention rate rubric appears to be quite rigorous, requiring a minimum average retention rate of three years to earn a score of 3.0. At the opposite end of the spectrum, to earn a 3.0 on the student learning subgroup measure, a program's teachers need only to have positive learning results for 50 percent of student subgroups. While there may be legitimate reasons for some metrics to be evaluated with a lighter touch, it is worth considering whether equal weighting is warranted.

Different weighting may also be warranted for programs that will never have certain metrics. In particular, weighting the teacher evaluation metric more heavily for programs in grades or subject areas that do not have statewide assessments would increase the emphasis on teachers' classroom performances, including the measures of student learning other than statewide assessments that are used for those teachers. Even with teacher evaluation results in Florida showing relatively little differentiation among teacher performance at present, there are still clear differences in program ratings that suggest this

metric can be important in identifying outliers, particularly for programs that do not have other results that reflect the performance in the classroom of program completers and their students.

It may also be interesting to collect data that would allow for the further exploration of certain metrics, for informational if not accountability persons. For example, the high level of performance on the retention metric begs analysis of the underlying question of whether new teachers are employed in the same positions over their first five years of employment. Some programs may do markedly better jobs than others in preparing teachers to thrive in a variety of settings or in helping teacher candidates to identify which environments will suit them best.

FIGURE 51
Distribution of Performance Metric Scores

Placement Rate

Score		Value
4.0	▇	68
3.0	▇	70
2.0	▇	43
1.0	▇	16
Not rated	▇	147

Retention Rate

Score		Value
4.0	▇	77
3.0	▇	107
2.0	▇	3
1.0		0
Not rated	▇	157

Student Learning Growth

Score		Value
4.0	▇	5
3.0	▇	73
2.0		N/A
1.0	▇	8
N/A EPI and PDCP	▇	60
Not rated	▇	198

Student Learning Growth by Subgroup

Score		Value
4.0	▇	25
3.0	▇	24
2.0	▇	25
1.0	▇	13
N/A EPI and PDCP	▇	60
Not rated	▇	197

Teacher Evaluation

Score		Value
4.0	▇	109
3.0	▇	107
2.0	▇	31
1.0	▇	4
Not rated	▇	93

PLACEMENT RATE SCORE

NUMBER OF PROGRAMS

3. **Modify accountability system business rules that may make resulting data less meaningful.**

   There are several ways the system can evolve to provide more reliable and useful information about preparation programs. First, although the system is admirably designed at the program rather than institution level, in many cases discrete programs are combined together. Of the 344 programs in this analysis, 42 are aggregates of multiple programs. The combinations include undergraduate and graduate programs in the same grade/subject area; discrete sciences (e.g., biology, chemistry and physics); and world languages. While these aggregations increase the availability of program data, they do so at the risk of concealing important differences in program performance. The coursework and training of teachers in undergraduate and graduate programs is quite different; there is little reason to assume program outcomes would be identical. Similarly, if an institution's chemistry teachers are in great demand but its biology teachers much less so, that cannot be seen in the current analysis. These are important tradeoffs to consider.

   Second, rounding summative scores to the hundredths rather than the tenths place would allow for more illustrative comparisons. With only a four point scale, rounding to a single decimal place masks potentially meaningful differentiation between programs. It is likely there would be far fewer ties in the ranking tables if an additional decimal place was presented. It is also likely that in some cases rounding to only the tenths place nullifies the impact of the critical teacher shortage area bonus metric.

   Finally, the state should consider ways to lessen the time lag in presenting these results to policymakers and the public. Most of the data that underpin this report are from the 2014-2015 school year, making them more than two full academic years old. While there are clearly complexities in collecting and evaluating these data, the lag impacts the overall utility to the field.

4. **Be transparent about how these results interplay with the continued approval process.**

   This analysis includes no information about how the results impact programs' continued approval status. While that determination involves data from site reviews that go beyond the performance metrics presented here, this report would be more useful to policymakers and especially to hiring school districts and prospective teachers if it also conveyed whether these results had resulted in approval – and approval with distinction in particular – or sanction. It appears the state is moving forward on rulemaking that builds on a new site review process after a hiatus of several years while the approval process was under review and amendment that should make it possible to provide such results in future reports.

5. **Further develop a dissemination strategy that ensures these findings reach the intended audiences.**

Florida has dedicated significant resources to the development and implementation of this accountability system. A dissemination strategy that goes beyond the specific delivery requirements articulated in the authorizing strategy can help maximize the reach and impact of the findings. In particular, it would be helpful to make the findings more accessible on the state website in a manner that also provides direct links to more information about individual programs. At present, users can individually download this overview report or annual program performance reports. Presenting both these overall findings and data about specific programs in an interactive database would allow users to look across programs and cross reference data points much more easily.

Appendix A: Performance Metric Table

Performance Metrics	Level 4 Performance Target (4 points)	Level 3 Performance Target (3 points)	Level 2 Performance Target (2 points)	Level 1 Performance Target (1 point)
Placement Rate (not applicable for PDCP programs per Section 1012.56(8), F.S.)	Placement rate is at or above the 68th percentile of all equivalent programs across the state.	Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state.	Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state.	Placement rate is below the 5th percentile of all equivalent programs across the state.
Retention Rate	The average number of years employed in the 5-year period following initial placement is 4.5 years or more.	The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.	The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.	The average number of years employed in the 5-year period following initial placement is less than 2 years.
Performance of prekindergarten-12 students on statewide assessments using results of student learning growth formula per Section 1012.34, F.S.	The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≥ 95 percent.	The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is < 5 percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students expectations is < 5 percent.	Not calculated.	The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is ≥ 95 percent.
Student performance by subgroups data	At least 75 percent of the subgroups meet or exceed the state standard for performance.	At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance.	At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.	Fewer than 25 percent of the subgroups exceed the state standard for performance.
Results of program completers' annual evaluations as specified in Section 1012.34, F.S.	At least 30 percent of the program's completers received a highly effective rating and 90 to 100 percent of the program's completers received either highly effective or effective ratings, and	Program did not meet criteria for Level 4, but at least 80 percent of the program's completers received either highly effective or effective ratings, and no completers	Program did not meet criteria for Level 3, but at least 60 percent of the program's completers received a highly effective or effective rating and no more than 5 percent (more than one	Program did not meet criteria for Level 2, 3 or 4.

Performance Metrics	Level 4 Performance Target (4 points)	Level 3 Performance Target (3 points)	Level 2 Performance Target (2 points)	Level 1 Performance Target (1 point)
	no completers were rated unsatisfactory.	were rated unsatisfactory.	(1) for n < 20) of the program's completers were rated unsatisfactory.	
Production of program completers in statewide critical teacher shortage areas, per Rule 6A-20.0131, F.A.C., in accordance with Section 1012.07, F.S. **BONUS ONLY, pursuant to subparagraph (3)(a)6. of this rule.**	The critical teacher shortage program increased the number of program completers compared to the year before with a minimum of 2 completers in each year.			

Appendix B: Program Aggregations

Florida's accountability system is designed to evaluate program level, rather than institutional level performance. Although the state aims for program-level accountability, it does combine together data from certain programs to increase the amount of available data. For example, in certain cases graduate and undergraduate programs are combined, discrete science programs such as biology, chemistry or physics are combined, and discrete world language programs (e.g., French or Spanish) are combined.

The following programs are identified by the FLDOE with the same program code for the purposes of producing the Annual Program Performance Report (APPR) and thus were considered as a single program in the analyses in this report.

Institution	Program Code	Programs
Broward College	288.5	Biology
		Middle Grades General Science
Chipola College	288.5	Biology
		Middle Grades General Science
Daytona State College	288.5	Biology
		Chemistry
		Earth/Space Science
		Physics
Florida A&M University	288.5	Biology
		Chemistry
		Physics
Florida Atlantic University	288.5	Biology
		Chemistry
		Physics
Florida Atlantic University	310.5	World Language-French
		World Language-Spanish

Institution	Program Code	Programs
Florida Atlantic University	444.5	Elementary Education/ESOL
		Elementary Education/ESOL/Reading
Florida Institute of Technology	288.5	Biology
		Chemistry
		Earth/Space Science
		Middle Grades General Science
		Physics
Florida International University	114.5	Art
		Art (MAT)
Florida International University	288.5	Biology
		Chemistry
		Earth/Space Science
		Physics
Florida International University	430.5	Exceptional Student Education/ESOL
		Exceptional Student Education/ESOL/Reading
Florida International University	444.5	Elementary Education/ESOL
		Elementary Education/ESOL/Reading
		Middle Grades General Science
Florida SouthWestern State College	288.5	Biology
		Middle Grades General Science
Florida State University	287.5	Mathematics (FSU-Teach)
		Mathematics (MST)
Florida State University	288.5	Biology (FSU-Teach)
		Biology (MST)

Institution	Program Code	Programs
		Chemistry (FSU-Teach)
		Chemistry (MST)
		Earth/Space Science (FSU-Teach)
		Physics (FSU-Teach)
		Physics (MST)
Florida State University	293.5	Social Science
		Social Science (MST)
Florida State University	310.5	World Language - Arabic (MST)
		World Language - Chinese (MST)
		World Language - French (MST)
		World Language - German (MST)
		World Language - Hebrew (MST)
		World Language - Italian (MST)
		World Language - Japanese (MST)
		World Language - Latin (MST)
		World Language - Portuguese (MST)
		World Language - Russian (MST)
		World Language - Spanish (MST)
Florida State University	387.5	Pre-K-Primary Education/ESOL
		Pre-K-Primary Education/ESOL/Reading
Florida State University	398.5	English/ESOL
		English/ESOL (MST)
Indian River State College	288.5	Biology
		Middle Grades General Science

Institution	Program Code	Programs
Miami Dade College	288.5	Biology
		Chemistry
		Earth/Space Science
		Physics
Nova Southeastern University	288.5	Biology
		Middle Grades General Science
Nova Southeastern University	387.5	PreK-Primary Education
		PreK-Primary Education/ ESOL
Nova Southeastern University	444.5	Elementary Education/ESOL
		Elementary Education/ESOL/Reading
Rollins College	288.5	Biology
		Chemistry
		Physics
Rollins College	310.5	World Language - French
		World Language -Spanish
Saint Leo University	430.5	Exceptional Student Education
		Exceptional Student Education/ESOL/Reading
St. Petersburg College	288.5	Biology
		Middle Grades General Science
University of Central Florida	288.5	Biology
		Chemistry
		Middle Grades General Science
		Physics
		World Language-Spanish

Institution	Program Code	Programs
University of Florida	288.5	Biology
		Chemistry
		Physics
University of Miami	288.5	Biology
		Chemistry
University of North Florida	288.5	Biology
		Chemistry
		Physics
University of South Florida	287.5	Mathematics
		Mathematics (MAT)
University of South Florida	288.5	Biology
		Biology (MAT)
		Chemistry
		Chemistry (MAT)
		Middle Grades General Science
		Physics
		Physics (MAT)
University of South Florida	293.5	Social Science
		Social Science (MAT)
University of South Florida	306.5	Middle Grades Mathematics
		Middle Grades Mathematics (MAT)
University of South Florida	310.5	World Language - Chinese/ESOL (MAT)
		World Language - French/ESOL
		World Language - French/ESOL (MAT)

Institution	Program Code	Programs
		World Language - German/ESOL
		World Language - German/ESOL (MAT)
		World Language - Italian/ESOL
		World Language - Italian/ESOL (MAT)
		World Language - Japanese/ESOL (MAT)
		World Language - Latin/ESOL
		World Language - Latin/ESOL (MAT)
		World Language - Russian/ESOL
		World Language - Russian/ESOL (MAT)
		World Language - Spanish/ESOL
		World Language - Spanish/ESOL (MAT)
University of South Florida	398.5	English/ESOL
		English/ESOL (MAT)
University of South Florida	430.5	Exceptional Student Education/ESOL/Reading
		Exceptional Student Education/ESOL/Reading (MAT)
University of South Florida	444.5	Elementary Education/ESOL
		Elementary Education/ESOL (MAT)
University of South Florida – Sarasota Manatee	444.5	Elementary Education/ESOL
		Elementary Education/ESOL (MAT)
University of South Florida – St. Petersburg	444.5	Elementary Education/ESOL
		Elementary Education/ESOL/Reading
		Chemistry
		Physics

Appendix C: APPR Summary Table All Programs

Rank	Institution /Program	Undergraduate Program (U) / Graduate Program (G)	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
1	**Indian River State College** Middle Grades Mathematics	U	4.0	4.0	4.0	4.0	4.0	4.0		60
2	**University of Florida** Elementary Education/ESOL/ Reading	G	3.8	4.0	3.0	4.0	4.0	4.0		532
2	**University of South Florida** Middle Grades Mathematics	U/G	3.8	4.0	4.0	3..0	4.0	4.0	✓	38
2	**University of South Florida - St. Petersburg** Elementary Education/Exceptional Student Education/ESOL/Reading	U	3.8	4.0	--	3.0	4.0	4.0		386
5	**Florida International University** Reading	G	3.7	3.0	4.0	3.0	4.0	4.0	✓	251
6	**Florida International University** English/ESOL	U	3.6	--	4.0	3.0	3.0	4.0	✓	28
7	**Nova Southeastern University** Reading	G	3.6	4.0	4.0	3.0	3.0	4.0		108
7	Palm Beach Atlantic University Elementary Education/ESOL	U	3.6	4.0	3.0	3.0	4.0	4.0		67

Rank	Institution /Program	Undergraduate Program (U) / Graduate Program (G)	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
7	**University of Tampa** English/ESOL	U	3.6	4.0	--	3.0	4.0	3.0	✓	13
7	**Warner University** Elementary Education/ESOL	U	3.6	4.0	4.0	3.0	4.0	3.0		52
11	**Florida Memorial University** Reading/ESOL	U	3.5	4.0	--	3.0	4.0	3.0		19
11	**St. Petersburg College** Middle Grades Mathematics	U	3.5	4.0	--	3.0	4.0	3.0		19
13	**Barry University** Reading	G	3.4	4.0	4.0	3.0	3.0	3.0		227
13	**Flagler College** Elementary Education/Exceptional Student Education/ESOL/Reading	U	3.4	3.0	3.0	3.0	4.0	4.0		239
13	**Florida Atlantic University** Mathematics	U	3.4	3.0	--	3.0	3.0	4.0	✓	28
13	**Florida Atlantic University** Reading	G	3.4	2.0	3.0	3.0	4.0	4.0	✓	153
13	**Florida Memorial University** Elementary Education/ESOL	U	3.4	3.0	4.0	3.0	3.0	4.0		57
13	**Florida SouthWestern State College** Elementary Education/ESOL/ Reading	U	3.4	4.0	4.0	3.0	4.0	2.0		442

Rank	Institution /Program	Undergraduate Program (U) / Graduate Program (G)	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
13	**Florida SouthWestern State College** Mathematics	U	3.4	4.0	--	3.0	3.0	3.0	✓	18
13	**Florida State University** Mathematics	U/G	3.4	2.0	3.0	4.0	4.0	4.0		92
13	**Lynn University** Elementary Education/ESOL /Reading	U	3.4	2.0	4.0	4.0	4.0	3.0		47
13	**Northwest Florida State College** Elementary Education/ESOL/ Reading	U	3.4	2.0	4.0	3.0	4.0	4.0		156
13	**Southeastern University** Exceptional Student Education/ Elementary Education/ ESOL/Reading/ Autism Spectrum Disorders	G	3.4	2.0	--	4.0	4.0	3.0	✓	16
13	**St. Petersburg College** Mathematics	U	3.4	4.0	3.0	3.0	3.0	4.0		37
13	**University of Central Florida** Reading	G	3.4	4.0	3.0	3.0	3.0	4.0		137
13	**University of Florida** Elementary Education/Exceptional Student Education/ESOL/Reading	G	3.4	3.0	4.0	3.0	2.0	4.0	✓	170
13	**University of Florida** English/ESOL	G	3.4	3.0	3.0	3.0	4.0	4.0		92

Rank	Institution /Program	Undergraduate Program (U) / Graduate Program (G)	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
13	**University of North Florida** Mathematics	U	3.4	4.0	3.0	3.0	3.0	3.0	✓	45
13	**University of South Florida** Mathematics	U/G	3.4	3.0	4.0	3.0	2.0	4.0	✓	143
13	**University of South Florida** Reading	G	3.4	2.0	4.0	3.0	3.0	4.0	✓	217
31	**Florida State University** Reading	G	3.3	--	3.0	3.0	3.0	4.0		56
31	**University of Central Florida** Middle Grades Mathematics	G	3.3	4.0	--	3.0	3.0	3.0		21
33	**Flagler College** Elementary Education/Hearing Impaired/ESOL/Reading	U	3.2	3.0	3.0	3.0	3.0	4.0		63
33	**Florida Atlantic University** English/ESOL	U	3.2	3.0	4.0	3.0	2.0	3.0	✓	93
33	**Miami Dade College** Mathematics	U	3.2	2.0	4.0	3.0	3.0	3.0	✓	55
33	**Saint Leo University** Reading	G	3.2	2.0	--	3.0	3.0	4.0	✓	185
33	**University of South Florida** English/ESOL	U/G	3.2	4.0	3.0	3.0	3.0	2.0	✓	311

Rank	Institution /Program	Undergraduate Program (U) / Graduate Program (G)	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
38	**Bethune-Cookman University** Elementary Education/ESOL/ Reading	U	3.0	4.0	4.0	3.0	1.0	3.0		48
38	**Daytona State College** Elementary Education/ESOL/ Reading	U	3.0	3.0	--	3.0	3.0	3.0		203
38	**Flagler College** Elementary Education/ESOL/ Reading	U	3.0	2.0	3.0	3.0	3.0	4.0		328
38	**Flagler College** English/ESOL	U	3.0	--	3.0	3.0	3.0	3.0		20
38	**Florida A&M University** Elementary Education/ESOL/ Reading	U	3.0	3.0	4.0	3.0	2.0	3.0		168
38	**Florida College** Elementary Education/ESOL	U	3.0	1.0	4.0	3.0	3.0	4.0		43
38	**University of Central Florida** Mathematics	G	3.0	3.0	3.0	3.0	4.0	2.0		221
38	**University of North Florida** English/ESOL	U	3.0	3.0	4.0	3.0	2.0	3.0		60
38	**University of South Florida Sarasota Manatee** Elementary Education/ESOL	U/G	3.0	4.0	--	3.0	2.0	3.0		322

Rank	Institution /Program	Undergraduate Program (U) / Graduate Program (G)	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
47	**Barry University** Elementary Education/ESOL/ Reading	U	2.8	2.0	4.0	3.0	2.0	3.0		116
47	**Chipola College** Elementary Education/ESOL/ Reading	U	2.8	4.0	4.0	1.0	2.0	3.0		128
47	**Florida Atlantic University** Elementary Education/ESOL/ Reading	U/G	2.8	4.0	3.0	3.0	2.0	2.0		2,036
47	**Florida SouthWestern State College** Middle Grades English/ESOL/ Reading	U	2.8	2.0	--	3.0	2.0	3.0	✓	23
47	**Florida SouthWestern State College** Middle Grades Mathematics	U	2.8	2.0	--	3.0	3.0	3.0		19
47	**Nova Southeastern University** Elementary Education/ESOL/ Reading	U/G	2.8	2.0	4.0	3.0	4.0	1.0		176
47	**Southern Technical College (formerly Southwest Florida College)** Elementary Education/ESOL	U	2.8	2.0	--	3.0	2.0	4.0		18
47	**St. Petersburg College** Elementary Education/ESOL/ Reading	U	2.8	3.0	4.0	3.0	2.0	2.0		533

Rank	Institution /Program	Undergraduate Program (U) / Graduate Program (G)	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
47	**Stetson University** Elementary Education/ESOL	U	2.8	3.0	3.0	3.0	2.0	3.0		79
47	**University of North Florida** Middles Grades Mathematics/Middle Grades General Science	U	2.8	3.0	3.0	3.0	2.0	3.0		50
47	**University of West Florida** Elementary Education/Exceptional Student Education/ESOL/Reading	U	2.8	2.0	--	3.0	4.0	2.0		265
47	**University of West Florida** Elementary Education/ESOL/ Reading	U	2.8	2.0	4.0	3.0	3.0	2.0		350
59	**Florida Gulf Coast University** Elementary Education/ESOL/ Reading	U	2.6	3.0	3.0	3.0	2.0	2.0		597
59	**Florida International University** Elementary Education/ESOL/ Reading	U	2.6	3.0	3.0	3.0	1.0	3.0		1,070
59	**Florida State University** English/ESOL	U	2.6	2.0	3.0	3.0	2.0	3.0		186
59	**Rollins College** Elementary Education/ESOL	U	2.6	1.0	4.0	3.0	2.0	3.0		71
59	**Saint Leo University** Elementary Education/ESOL/ Reading	U	2.6	3.0	3.0	3.0	2.0	2.0		806

Rank	Institution /Program	Undergraduate Program (U) / Graduate Program (G)	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
59	**Saint Leo University** Middle Grades English/ESOL/Reading	U	2.6	3.0	3.0	1.0	1.0	3.0	✓	52
59	**Southeastern University** Elementary Education/ESOL/Reading	U	2.6	3.0	3.0	3.0	1.0	3.0		148
59	**University of Tampa** Elementary Education/ESOL/Reading	U	2.6	1.0	3.0	3.0	2.0	4.0		203
59	**University of West Florida** Reading	G	2.6	1.0	3.0	3.0	2.0	4.0		69
68	**Jacksonville University** Elementary Education/ESOL/Reading	G	2.5	1.0	--	3.0	2.0	4.0		59
68	**Nova Southeastern University** Mathematics	U	2.5	3.0	--	3.0	1.0	3.0		16
70	**Florida Southern College** Elementary Education/ESOL	U	2.4	1.0	4.0	3.0	1.0	3.0		200
70	**University of Central Florida** English/ESOL	G	2.4	2.0	3.0	3.0	2.0	2.0		283
70	**University of South Florida** Elementary Education/ESOL	U/G	2.4	4.0	4.0	1.0	1.0	2.0		2,007

Rank	Institution /Program	Undergraduate Program (U) / Graduate Program (G)	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
70	**University of South Florida St. Petersburg** Reading	G	2.4	4.0	3.0	1.0	1.0	3.0		65
74	**University of Miami** Elementary Education/Exceptional Student Education/ESOL/Reading	U	2.3	1.0	--	3.0	2.0	3.0		41
75	**Florida State University** Elementary Education/ESOL/ Reading	U	2.2	1.0	3.0	1.0	2.0	4.0		556
76	**University of Central Florida** Elementary Education/ESOL/ Reading	U	2.0	3.0	3.0	1.0	1.0	2.0		2,960
76	**University of North Florida** Elementary Education/ESOL	U	2.0	2.0	3.0	1.0	1.0	3.0		911
76	**University of South Florida St. Petersburg** Elementary Education/ESOL/ Reading	G	2.0	1.0	2.0	3.0	1.0	3.0		52

Appendix D: Institutional Summaries

Institution	Rank	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
Barry University									
Reading	13	3.4	4.0	4.0	3.0	3.0	3.0		227
Elementary Education/ESOL/Reading	47	2.8	2.0	4.0	3.0	2.0	3.0		116
Flagler College									
Elementary Education/Exceptional Student Education/Reading/ESOL	13	3.4	3.0	3.0	3.0	4.0	4.0		239
Elementary Education/Hearing Impaired/ ESOL/Reading	33	3.2	3.0	3.0	3.0	3.0	4.0		63
Elementary Education/ESOL/Reading	38	3.0	2.0	3.0	3.0	3.0	4.0		328
English/ESOL	38	3.0		3.0	3.0	3.0	3.0		20
Florida Atlantic University									
Mathematics	13	3.4	3.0		3.0	3.0	4.0	✓	28
Reading	13	3.4	2.0	3.0	3.0	4.0	4.0	✓	153

Institution	Rank	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
English/ESOL	33	3.2	3.0	4.0	3.0	2.0	3.0	✓	93
Elementary Education/ESOL/Reading	47	2.8	4.0	3.0	3.0	2.0	2.0		2,036
Florida International University									
Reading	5	3.7	3.0	4.0	3.0	4.0	4.0	✓	251
English/ ESOL	6	3.6		4.0	3.0	3.0	4.0	✓	28
Elementary Education/ESOL/Reading	59	2.6	3.0	3.0	3.0	1.0	3.0		1,070
Florida Memorial University									
Reading/ESOL	11	3.5	4.0		3.0	4.0	3.0		19
Elementary Education/ESOL	13	3.4	3.0	4.0	3.0	3.0	4.0		57
Florida SouthWestern State College									
Elementary Education/ESOL/Reading	13	3.4	4.0	4.0	3.0	4.0	2.0		442
Mathematics	13	3.4	4.0		3.0	3.0	3.0	✓	18
Middle Grades English/ESOL/Reading	47	2.8	2.0		3.0	2.0	3.0	✓	23
Middle Grades Mathematics	47	2.8	2.0		3.0	3.0	3.0		19

Institution	Rank	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
Florida State University									
Mathematics	13	3.4	2.0	3.0	4.0	4.0	4.0		92
Reading	31	3.3		3.0	3.0	3.0	4.0		56
English/ESOL	59	2.6	2.0	3.0	3.0	2.0	3.0		186
Elementary Education/ESOL/Reading	75	2.2	1.0	3.0	1.0	2.0	4.0		556
Nova Southeastern University									
Reading	7	3.6	4.0	4.0	3.0	3.0	4.0		108
Elementary Education/ESOL/Reading	47	2.8	2.0	4.0	3.0	4.0	1.0		176
Mathematics	68	2.5	3.0		3.0	1.0	3.0		16
Saint Leo University									
Reading	33	3.2	2.0		3.0	3.0	4.0	✓	185
Elementary Education/ESOL/Reading	59	2.6	3.0	3.0	3.0	2.0	2.0		806
Middle Grades English/ESOL/Reading	59	2.6	3.0	3.0	1.0	1.0	3.0	✓	52

Institution	Rank	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
Southeastern University									
Exceptional Student Education/ Elementary Education/ESOL/Reading/ Autism Spectrum Disorders	13	3.4	2.0		4.0	4.0	3.0	✓	16
Elementary Education/ESOL/Reading	59	2.6	3.0	3.0	3.0	1.0	3.0		148
St. Petersburg College									
Middle Grades Mathematics	11	3.5	4.0		3.0	4.0	3.0		19
Mathematics	13	3.4	4.0	3.0	3.0	3.0	4.0		37
Elementary Education/ESOL/Reading	47	2.8	3.0	4.0	3.0	2.0	2.0		533
University of Central Florida									
Reading	13	3.4	4.0	3.0	3.0	3.0	4.0		205
Middle Grades Mathematics	31	3.3	4.0		3.0	3.0	3.0		21
Mathematics	38	3.0	3.0	3.0	3.0	4.0	2.0		221
English/ ESOL	70	2.4	2.0	3.0	3.0	2.0	2.0		283
Elementary Education/ESOL/Reading	76	2.0	3.0	3.0	1.0	1.0	2.0		2,960

Institution	Rank	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
University of Florida									
Elementary Education/ESOL/Reading	2	3.8	4.0	3.0	4.0	4.0	4.0		532
Elementary Education/Exceptional Student Education/ESOL/Reading	13	3.4	3.0	4.0	3.0	2.0	4.0	✓	170
English/ESOL	13	3.4	3.0	3.0	3.0	4.0	4.0		92
University of North Florida									
Mathematics	13	3.4	4.0	3.0	3.0	3.0	3.0	✓	45
English/ESOL	38	3.0	3.0	4.0	3.0	2.0	3.0		60
Middle Grades Math/ Middle Grades General Science	47	2.8	3.0	3.0	3.0	2.0	3.0		50
Elementary Education/ESOL	76	2.0	2.0	3.0	1.0	1.0	3.0		911
University of South Florida									
Middle Grades Mathematics	2	3.8	4.0	4.0	3.0	4.0	4.0	✓	38
Mathematics	13	3.4	3.0	4.0	3.0	2.0	4.0	✓	143
Reading	13	3.4	2.0	4.0	3.0	3.0	4.0	✓	217

Institution	Rank	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
English/ESOL	33	3.2	4.0	3.0	3.0	3.0	2.0	✓	311
Elementary Education/ESOL	70	2.4	4.0	4.0	1.0	1.0	2.0		2,007
University of South Florida – St. Petersburg									
Elementary Education/Exceptional Student Education/ESOL/Reading	2	3.8	4.0		3.0	4.0	4.0		386
Reading	70	2.4	4.0	3.0	1.0	1.0	3.0		65
Elementary Education/ESOL/Reading	76	2.0	1.0	2.0	3	1.0	3.0		52
University of Tampa									
English/ ESOL	7	3.6	4.0		3.0	4.0	3.0	✓	13
Elementary Education/ ESOL/Reading	59	2.6	1.0	3.0	3.0	2.0	4.0		203
University of West Florida									
Elementary Education/ Exceptional Student Education/ESOL/Reading	47	2.8	2.0		3.0	4.0	2.0		265
Elementary Education/ ESOL/Reading	47	2.8	2.0	4.0	3.0	3.0	2.0		350
Reading	59	2.6	1.0	3.0	3.0	2.0	4.0		69

Appendix E: APPR Summary Table Elementary Education Programs

Rank	Institution/Program	Undergrad/ Grad	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
1	**University of Florida** Elementary Education/ESOL/Reading	G	3.8	4.0	3.0	4.0	4.0	4.0		532
1	**University of South Florida - St. Petersburg** Elementary Education/Exceptional Student Education/ESOL/Reading	U	3.8	4.0	--	3.0	4.0	4.0		386
3	**Palm Beach Atlantic University** Elementary Education/ESOL	U	3.6	4.0	3.0	3.0	4.0	4.0		67
3	**Warner University** Elementary Education/ESOL	U	3.6	4.0	4.0	3.0	4.0	3.0		52
5	**Flagler College** Elementary Education/Exceptional Student Education/ESOL/Reading	U	3.4	3.0	3.0	3.0	4.0	4.0		239
5	**Florida Memorial University** Elementary Education/ESOL	U	3.4	3.0	4.0	3.0	3.0	4.0		57
5	**Florida SouthWestern State College** Elementary Education/ESOL/Reading	U	3.4	4.0	4.0	3.0	4.0	2.0		442
5	**Lynn University** Elementary Education/ESOL/Reading	U	3.4	2.0	4.0	4.0	4.0	3.0		47
5	**Northwest Florida State College** Elementary Education/ESOL/Reading	U	3.4	2.0	4.0	3.0	4.0	4.0		156

Rank	Institution/Program	Undergrad/ Grad	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
5	**Southeastern University** Exceptional Student Education/Elementary Education/ ESOL/ Reading/Autism Spectrum Disorders	G	3.4	2.0	--	4.0	4.0	3.0	✓	16
5	**University of Florida** Elementary Education/Exceptional Student Education/ESOL/Reading	G	3.4	3.0	4.0	3.0	2.0	4.0	✓	170
12	**Flagler College** Elementary Education/Hearing Impaired/ESOL/Reading	U	3.2	3.0	3.0	3.0	3.0	4.0		63
13	**Bethune-Cookman University** Elementary Education/ESOL/Reading	U	3.0	4.0	4.0	3.0	1.0	3.0		48
13	**Daytona State College** Elementary Education/ESOL/Reading	U	3.0	3.0		3.0	3.0	3.0		203
13	**Flagler College** Elementary Education/ESOL/Reading	U	3.0	2.0	3.0	3.0	3.0	4.0		328
13	**Florida A&M University** Elementary Education/ESOL/Reading	U	3.0	3.0	4.0	3.0	2.0	3.0		168
13	**Florida College** Elementary Education/ESOL	U	3.0	1.0	4.0	3.0	3.0	4.0		43
13	**University of South Florida Sarasota** Manatee Elementary Education/ESOL	U/G	3.0	4.0		3.0	2.0	3.0		322

Rank	Institution/Program	Undergrad/ Grad	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
19	**Barry University** Elementary Education/ESOL/Reading	U	2.8	2.0	4.0	3.0	2.0	3.0		116
19	**Chipola College** Elementary Education/ESOL/Reading	U	2.8	4.0	4.0	1.0	2.0	3.0		128
19	**Florida Atlantic University** Elementary Education/ESOL/Reading	U/G	2.8	4.0	3.0	3.0	2.0	2.0		2,036
19	**Nova Southeastern University** Elementary Education/ESOL/Reading	U/G	2.8	2.0	4.0	3.0	4.0	1.0		176
19	**Southern Technical College (formerly Southwest Florida College)** Elementary Education/ESOL	U	2.8	2.0	--	3.0	2.0	4.0		18
19	**St. Petersburg College** Elementary Education/ESOL/Reading	U	2.8	3.0	4.0	3.0	2.0	2.0		533
19	**Stetson University** Elementary Education/ESOL	U	2.8	3.0	3.0	3.0	2.0	3.0		79
19	**University of West Florida** Elementary Education/Exceptional Student Education/ESOL/Reading	U	2.8	2.0	--	3.0	4.0	2.0		265
19	**University of West Florida** Elementary Education/ESOL/Reading	U	2.8	2.0	4.0	3.0	3.0	2.0		350
28	**Florida Gulf Coast University** Elementary Education/ESOL/Reading	U	2.6	3.0	3.0	3.0	2.0	2.0		597

Rank	Institution/Program	Undergrad/ Grad	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
28	**Florida International University** Elementary Education/ESOL/Reading	U	3.0	3.0	3.0	1.0	3.0	3.0		1,070
28	**Rollins College** Elementary Education/ESOL	U	2.6	1.0	4.0	3.0	2.0	3.0		71
28	**Saint Leo University** Elementary Education/ESOL/Reading	U	2.6	3.0	3.0	3.0	2.0	2.0		806
28	**Southeastern University** Elementary Education/ESOL/Reading	G	2.6	3.0	3.0	3.0	1.0	3.0		148
28	**University of Tampa** Elementary Education/ESOL/Reading	U	2.6	1.0	3.0	3.0	2.0	4.0		203
34	**Jacksonville University** Elementary Education/ESOL/Reading	G	2.5	1.0		3.0	2.0	4.0		59
35	**Florida Southern College** Elementary Education/ESOL	U	2.4	1.0	4.0	3.0	1.0	3.0		200
35	**University of South Florida** Elementary Education/ESOL	U/G	2.4	4.0	4.0	1.0	1.0	2.0		2,007
37	**University of Miami** Elementary Education/Exceptional Student Education/ESOL/Reading	U	2.3	1.0		3.0	2.0	3.0		41

Rank	Institution/Program	Undergrad/ Grad	Summative Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Number of Completers
38	**Florida State University** Elementary Education/ESOL/Reading	U	2.2	1.0	3.0	1.0	2.0	4.0		556
39	**University of Central Florida** Elementary Education/ESOL/Reading	U	2.0	3.0	3.0	1.0	1.0	2.0		2,960
39	**University of North Florida** Elementary Education/ESOL	U	2.0	2.0	3.0	1.0	1.0	3.0		911
39	**University of South Florida St. Petersburg** Elementary Education/ESOL/Reading	G	2.0	1.0	2.0	3.0	1.0	3.0		52

Appendix F: APPR Summary Table English and Reading Programs

Rank	Institution/ Program	Undergrad/ Grad	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
1	**Florida International University** Reading	G	3.7	3.0	4.0	3.0	4.0	4.0	✔	251
2	**Florida International University** English/ESOL	U	3.6	--	4.0	3.0	3.0	4.0	✔	28
2	**Nova Southeastern University** Reading	G	3.6	4.0	4.0	3.0	3.0	4.0		108
2	**University of Tampa** English/ESOL	U	3.6	4.0	--	3.0	4.0	3.0	✔	13
5	**Florida Memorial University** Reading/ESOL	U	3.5	4.0	--	3.0	4.0	3.0		19
6	**Barry University** Reading	G	3.4	4.0	4.0	3.0	3.0	3.0		227
6	**Florida Atlantic University** Reading	G	3.4	2.0	3.0	3.0	4.0	4.0	✔	153
6	**University of Central Florida** Reading	G	3.4	4.0	3.0	3.0	3.0	4.0		205
6	**University of Florida** English/ESOL	G	3.4	3.0	3.0	3.0	4.0	4.0		92

Rank	Institution/ Program	Undergrad/ Grad	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
6	**University of South Florida** Reading	G	3.4	2.0	4.0	3.0	3.0	4.0	✓	217
11	**Florida State University** Reading	G	3.3	--	3.0	3.0	3.0	4.0		56
12	**Florida Atlantic University** English/ESOL	U	3.2	3.0	4.0	3.0	2.0	3.0	✓	93
12	**Saint Leo University** Reading	G	3.2	2.0	--	3.0	3.0	4.0	✓	185
12	**University of South Florida** English/ESOL	U/G	3.2	4.0	3.0	3.0	3.0	2.0	✓	311
15	**Flagler College** English/ESOL	U	3.0	--	3.0	3.0	3.0	3.0		20
15	**University of North Florida** English/ESOL	U	3.0	3.0	4.0	3.0	2.0	3.0		60
17	**Florida SouthWestern State College** Middle Grades English/ESOL/Reading	U	2.8	2.0		3.0	2.0	3.0	✓	23
18	**Florida State University** English/ESOL	U	2.6	2.0	3.0	3.0	2.0	3.0		186
18	**Saint Leo University** Middle Grades English/ESOL/Reading	U	2.6	3.0	3.0	1.0	1.0	3.0	✓	52

Rank	Institution/ Program	Undergrad/ Grad	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
18	**University of West Florida** Reading	G	2.6	1.0	3.0	3.0	2.0	4.0		69
21	**University of Central Florida** English/ESOL	G	2.4	2.0	3.0	3.0	2.0	2.0		283
21	**University of South Florida St. Petersburg** Reading	G	2.4	4.0	3.0	1.0	1.0	3.0		65

Appendix G: APPR Summary Table Mathematics Programs

Rank	Institution / Program	Undergrad/ Grad	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
1	**Indian River State College** Middle Grade Mathematics	U	4.0	4.0	4.0	4.0	4.0	4.0		37
2	**University of South Florida** Middle Grades Mathematics	U/G	3.8	4.0	4.0	3.0	4.0	4.0	✓	220
3	**St. Petersburg College** Middle Grades Mathematics	U	3.5	4.0		3.0	4.0	3.0		66
4	**Florida Atlantic University** Mathematics	U	3.4	3.0		3.0	3.0	4.0	✓	39
4	**Florida SouthWestern State College** Mathematics	U	3.4	4.0		3.0	3.0	3.0	✓	56
4	**Florida State University** Mathematics	U/G	3.4	2.0	3.0	4.0	4.0	4.0		137
4	**St. Petersburg College** Mathematics	U	3.4	4.0	3.0	3.0	3.0	4.0		99
4	**University of North Florida** Mathematics	U	3.4	4.0	3.0	3.0	3.0	3.0	✓	11
4	**University of South Florida** Mathematics	U/G	3.4	3.0	4.0	3.0	2.0	4.0	✓	38

10	**University of Central Florida** Middle Grades Mathematics	G	3.3	4.0		3.0	3.0	3.0		30
11	**Miami Dade College** Mathematics	U	3.2	2.0	4.0	3.0	3.0	3.0	✓	32
12	**University of Central Florida** Mathematics	G	3.0	3.0	3.0	3.0	4.0	2.0		25
13	**Florida SouthWestern State College** Middle Grades Mathematics	U	2.8	2.0		3.0	3.0	3.0		9
13	**University of North Florida** Middle Grades Mathematics/Middle Grades General Science	U	2.8	3.0	3.0	3.0	2.0	3.0		16
15	**Nova Southeastern University** Mathematics	U	2.5	3.0		3.0	1.0	3.0		66