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

Summary and Analysis of
2015 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 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 2015 Annual Program Performance Reports (APPRs), which generally correspond to the 2013-2014 school year.

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**.

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.

This report analyzes available data from all state-approved programs, although not all programs are active. Active programs are defined as those having recently enrolled candidates.

2015 Florida Teacher Preparation Program Performance

Overall Findings

- Only 77 of 348 programs (22 percent) have enough performance data for their programs to receive a 2015 ranking.
- 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 48 completers in the reporting years of 2008-2009 through 2013-2014
- At the elementary level, three programs share the top ranking with summative scores of 3.5. The top ranked programs are: **Flagler College**, **Elementary Education/Exceptional Student Education/Reading/ESOL** (194 completers); **Lynn University, Elementary Education/ESOL/Reading** (58 completers); and **Rollins College, Elementary Education/ESOL** (74 completers).
- The highest ranked English Education or Reading programs are the Reading programs at **Nova Southeastern University** (178 completers) and the **University of Central Florida** (219 completers). Both have summative scores of 3.8.
- The highest ranked Mathematics program is the Middle Grades Mathematics program at Indian River State College.
- Programs are nearly evenly split between those that increased their summative scores between 2014 and 2015 and those that lost ground.
- The **Reading program at the University of Central Florida** had the greatest increase in summative score, rising to a 3.8 in 2015 from a 3.0 in 2014. The Elementary Education/Exceptional Student Education/Reading/ESOL program at the University of South Florida - St. Petersburg (305 completers) had the greatest decrease, falling from a 3.2 to a 2.0.

Performance Metric Findings

- Only 199 of 348 programs received a placement rate score for 2015. Among the programs receiving a score, the average placement rate score was 2.86, compared to 2.95 in 2014 and 3.06 in 2013.
- Only 197 of 348 programs received a retention rate score for 2015. Among the programs receiving a score, nearly all programs received a score of 3.0 or 4.0. The average retention rate score was 3.38, compared to 3.3 in 2014 and 3.4 in 2013.

- Just 84 of 348 programs received a score for student learning growth for 2015. The average program score for performance of students on statewide assessments was 2.71, compared to 3.02 in 2014 and 2.78 in 2013.
- Two programs, **Florida State University – Reading** and **Indian River State College – Middle Grades Mathematics** received the highest possible scores for performance of students on statewide assessments.
- Of the 84 programs receiving a score for student subgroup performance on statewide assessments, the average program score for 2015 was 2.56, compared to 2.48 in 2014 and 2.51 in 2013.
- 260 out of 348 programs received a teacher evaluation score for 2015. The average teacher evaluation score was 3.33, compared to 3.2 in 2014 and 3.1 in 2013.
- 33 out of 140 eligible programs (24 percent) had a higher number of completers than the prior year and received the critical teacher shortage bonus.
- Nine out of the 33 programs (27 percent) 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 data from that system that can help programs improve their design and outcomes and inform policymakers and consumers – school districts and prospective teacher candidates – about program strengths and weaknesses.

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 2015 edition of the report, generally reflecting data corresponding to the 2013-2014 school year.[1]

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.

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.
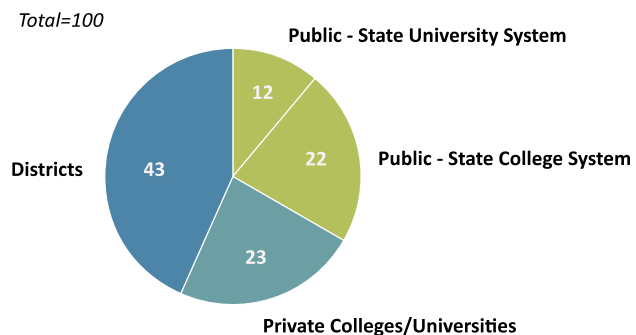
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[1] Details about the specific timeframe associated with data for each performance metric are provided in Figure 3 in the next section.

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.

There are 100 providers of teacher preparation programs in Florida. Forty-three are districts that run their own PDCP programs.[2] All other providers are institutions of higher education (IHEs), including 34 public IHEs and 23 private IHEs.

FIGURE 1
Types of Teacher Preparation Programs

Total=100

Public - State University System

Public - State College System

Districts

Private Colleges/Universities

Of the 439 preparation programs[3] in Florida, 43 are offered by local school districts, 68 by the Florida College System, 189 by the State University System, and 139 by private colleges or universities.

Of these programs, 23 are Education Preparation Institutes and 43 are district-run Professional Development Certification Programs. The overwhelming majority of programs in the state, 373, are Initial Teacher Preparation Programs.

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[2] 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 many districts have approved programs that are inactive. At present, there are 30 PDCPs with active enrollments

[3] For accountability purposes, FLDOE combines some of these programs together. This is discussed further in the next section and Appendix B.

FIGURE 2
Florida Teacher Preparation Providers

EPI	23
PDCP	43
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.[4] 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:

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.[5]
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.

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[4] National Council on Teacher Quality, 2015 *State Teacher Policy Yearbook*
http://www.nctq.org/dmsView/Florida_2015_NCTQ_State_Teacher_Policy_Yearbook
[5] 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.

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**.

2015 APPR Performance Metric Timeframe and Minimum Requirements

Performance Criterion	Data Timeframe	Minimum Number of Completers for Inclusion
Placement rate	Results from completers employed in 2012-2013 or 2013-2014	At least three completers in the selected cohort time period of 2011-2012
Retention rate	Results from completers employed in 2009-2010 or 2010-2011 and employed within the 5-year period after initial hire	At least three completers in the selected cohort time period of 2008-2009
Student performance on statewide assessments	Results from completers employed in 2013-2014	At least two completers who are employed in-field and are from the cohort time period of 2010-2011, 2011-2012 and 2012-2013
Statewide performance by subgroups	Results from completers employed in 2013-2014	At least two completers who are employed in-field and are from the cohort time period of 2010-2011, 2011-2012 and 2012-2013
Teacher evaluation	Results from completers employed in 2013-2014	At least two completers who are employed in-field and are from the cohort time period of 2010-2011, 2011-2012 and 2012-2013
Critical teacher shortage	Results from total number of completers in 2013-2014 compared to 2012-2013	At least two completers in each year

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.[6]

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[6] The continued approval summative rating for each program is computed by calculating the average of all annual program performance report rating scores over the continued approval period and adding it to the summative rating score for the continued approval site visit. Programs that earn a CASS above 3.5 earn a rating of Full Approval with Distinction; programs that earn a CASS of 2.4 to 3.5 earn a rating of Full Approval; programs that earn a CASS below 2.4 earn a Denial of Approval rating. (State Board of Education Rule 6A-5.066, F.A.C., Section 3(10))

2015 Florida Teacher Preparation Program Performance

> **Finding: Only 77 out of 348 programs have enough performance data for their programs to receive a 2015 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 348 programs in this report. (See Appendix B for program aggregations.)

Only 77 programs have the minimum subscores necessary for their summative ratings and resulting rankings to be presented here. Thus, rankings are provided for just 22 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 2018.

FIGURE 4
Performance Metrics per Program

TOTAL SUBSCORES / NUMBER OF PROGRAMS

Total Subscores	Number of Programs
5	55
4	22
3	106
2	58
1	28
0	79
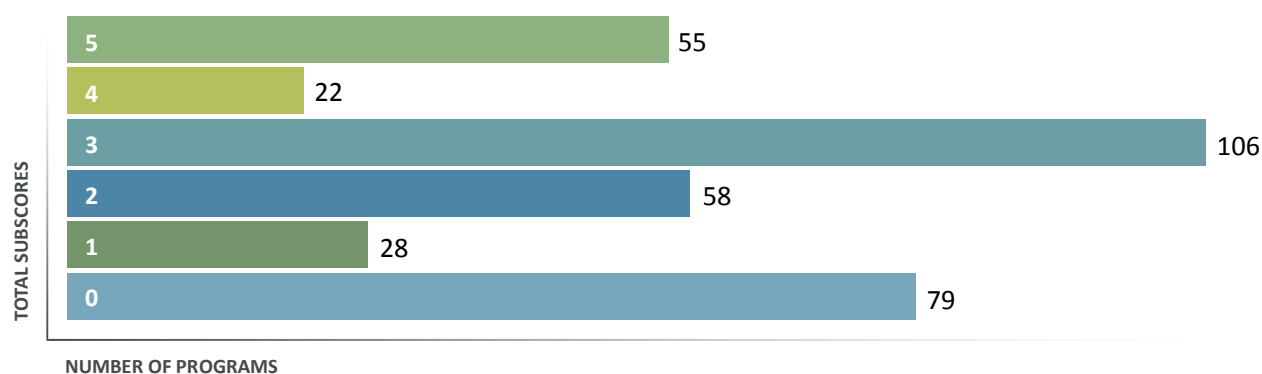
> **Finding: The Middle Grades Mathematics program at *Indian River State College* is the highest ranked program in the state, receiving a perfect 4.0 summative score.**

FIGURE 5
2015 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	37
2	Nova Southeastern University	Reading	3.8	178
2	University of Central Florida	Reading	3.8	219
4	University of Central Florida	Mathematics	3.7	220
5	Florida International University	English/ESOL	3.6	28

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[7] The number of completers represents the total number for the six-year cohort that spans 2008-2009 to 2013-2014. This six-year cohort corresponds to the reporting years for the 2015 APPRs.

Rank	Institution	Program	Summative Score	Number of Completers[7]
5	Saint Leo University	Middle Grades Mathematics/Reading	3.6	66
5	University of South Florida	Reading	3.6	270
8	Flagler College	Elementary Education/Exceptional Student Education/Reading/ESOL	3.5	194
8	Florida Memorial University	Reading/ESOL	3.5	26
8	Lynn University	Elementary Education/ESOL/ Reading	3.5	58
8	Rollins College	Elementary Education/ESOL	3.5	74
8	Saint Leo University	Reading	3.5	129
8	St. Petersburg College	Mathematics	3.5	39
14	Barry University	Reading	3.4	212
14	Florida State University	Reading	3.4	70
14	Palm Beach Atlantic University	Elementary Education/ESOL	3.4	61
14	University of Florida	Elementary Education/Exceptional Student Education/ESOL	3.4	186
14	University of North Florida	Middle Grades Mathematics/Middle Grades General Science	3.4	56
14	University of South Florida	Mathematics	3.4	137
14	University of West Florida	Reading	3.4	69
21	Chipola College	Elementary Education/ESOL/Reading	3.3	104
21	University of South Florida - Sarasota Manatee	Elementary Education/ESOL	3.3	137
23	Barry University	Elementary Education/ESOL/Reading	3.2	208
23	Flagler College	English/ESOL	3.2	20
23	Florida Atlantic University	Reading	3.2	172
23	Florida Memorial University	Elementary Education/ESOL	3.2	71
23	Florida State University	Mathematics	3.2	99
23	Northwest Florida State College	Middle Grades Mathematics	3.2	11
23	University of Florida	Elementary Education/ESOL/Reading	3.2	567
23	University of Florida	English/ESOL	3.2	99
31	Daytona State College	Elementary Education/ESOL/Reading	3.0	187
31	Florida Atlantic University	English/ESOL	3.0	85
31	Florida International University	Reading	3.0	268
31	Nova Southeastern University	Elementary Education/ESOL	3.0	204
31	Saint Leo University	Middle Grades English/ESOL/Reading	3.0	50
31	University of Central Florida	Elementary Education/ESOL/Reading	3.0	3,143
31	University of North Florida	Elementary Education/ESOL	3.0	990
31	University of North Florida	English/ESOL	3.0	72

Rank	Institution	Program	Summative Score	Number of Completers[7]
31	University of North Florida	Mathematics	3.0	38
31	University of South Florida - St. Petersburg	Elementary Education/ESOL	3.0	46
31	University of Tampa	English/ESOL	3.0	14
31	University of Tampa	Mathematics	3.0	30
31	University of West Florida	Elementary Education/Exceptional Student Education/Reading/ESOL	3.0	195
31	Warner University	Elementary Education/ESOL	3.0	53
45	University of Central Florida	Middle Grades Mathematics	2.9	32
46	Bethune-Cookman University	Elementary Education/ESOL	2.8	57
46	Flagler College	Elementary Education/ESOL/Reading	2.8	384
46	Florida A&M University	Elementary Education/ESOL/Reading	2.8	186
46	Florida Atlantic University	Elementary Education/ESOL	2.8	2,184
46	Florida Atlantic University	Mathematics	2.8	25
46	Florida International University	Elementary Education/ESOL	2.8	1,138
46	Florida Southern College	Mathematics	2.8	9
46	Florida SouthWestern State College	Elementary Education/ESOL/Reading	2.8	367
46	Florida State University	Elementary Education/ESOL/Reading	2.8	637
46	Florida State University	English/ESOL	2.8	207
46	Northwest Florida State College	Elementary Education/ESOL/Reading	2.8	137
46	Southern Technical College	Elementary Education/ESOL	2.8	14
46	St. Petersburg College	Elementary Education/ESOL/Reading	2.8	570
46	St. Petersburg College	Middle Grades Mathematics	2.8	16
46	University of West Florida	Elementary Education/ESOL/Reading	2.8	473
61	Miami Dade College	Mathematics	2.6	66
61	Southeastern University	English/ESOL	2.6	21
61	University of South Florida - St. Petersburg	Reading	2.6	89
61	University of Tampa	Elementary Education/ESOL	2.6	215
65	Florida Gulf Coast University	Elementary Education/ESOL/Reading	2.4	631
65	Florida Southern College	Elementary Education/ESOL	2.4	184
65	Jacksonville University	Elementary Education/ESOL/Reading	2.4	60
65	University of Central Florida	English/ESOL	2.4	277
65	University of South Florida	Elementary Education/ESOL	2.4	2,396
65	University of South Florida	Middle Grades Mathematics	2.4	32
71	Florida College	Elementary Education/ESOL	2.2	46
71	Saint Leo University	Elementary Education/ESOL/Reading	2.2	852

Rank	Institution	Program	Summative Score	Number of Completers[7]
71	University of South Florida	English/ESOL	2.2	314
74	Flagler College	Elementary Education/Hearing Impaired/ESOL/Reading	2.0	55
74	Stetson University	Elementary Education/ESOL	2.0	88
74	University of South Florida - St. Petersburg	Elementary Education/Exceptional Student Education/Reading/ESOL	2.0	305
77	Southeastern University	Elementary Education/ESOL/Reading	1.6	156

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

The average summative rating for ranked programs in 2015 is 3.0, unchanged from the mean summative rating in 2014.

Of the 100 providers of teacher preparation programs in Florida, 36 providers are represented in the rankings. Nineteen providers operate multiple ranked programs. Institutional summaries of ranked programs can be found in Appendix D.

> **Finding: At the elementary level, three programs share the top ranking with summative scores of 3.5. The top ranked programs are: *Flagler College*, Elementary Education/Exceptional Student Education/Reading/ESOL; *Lynn University*, Elementary Education/ESOL/Reading; and *Rollins College*, Elementary Education/ESOL.**

FIGURE 6
2015 Rankings Summary Table
Elementary Education Programs

Rank	Institution	Program	Summative Score	Number of Completers
1	Flagler College	Elementary Education/Exceptional Student Education/Reading/ESOL	3.5	194
1	Lynn University	Elementary Education/ESOL/ Reading	3.5	58
1	Rollins College	Elementary Education/ESOL	3.5	74
4	Palm Beach Atlantic University	Elementary Education/ESOL	3.4	61
4	University of Florida	Elementary Education/Exceptional Student Education/ESOL	3.4	186
6	Chipola College	Elementary Education/ESOL/Reading	3.3	104
6	University of South Florida - Sarasota Manatee	Elementary Education/ESOL	3.3	137
8	Barry University	Elementary Education/ESOL/Reading	3.2	208
8	Florida Memorial University	Elementary Education/ESOL	3.2	71
8	University of Florida	Elementary Education/ESOL/Reading	3.2	567

Rank	Institution	Program	Summative Score	Number of Completers
11	Daytona State College	Elementary Education/ESOL/Reading	3.0	187
11	Nova Southeastern University	Elementary Education/ESOL	3.0	204
11	University of Central Florida	Elementary Education/ESOL/Reading	3.0	3,143
11	University of North Florida	Elementary Education/ESOL	3.0	990
11	University of South Florida - St. Petersburg	Elementary Education/ESOL	3.0	46
11	University of West Florida	Elementary Education/Exceptional Student Education/Reading/ESOL	3.0	195
11	Warner University	Elementary Education/ESOL	3.0	53
18	Bethune-Cookman University	Elementary Education/ESOL	2.8	57
18	Flagler College	Elementary Education/ESOL/Reading	2.8	384
18	Florida A&M University	Elementary Education/ESOL/Reading	2.8	186
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18	Northwest Florida State College	Elementary Education/ESOL/Reading	2.8	137
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18	St. Petersburg College	Elementary Education/ESOL/Reading	2.8	570
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29	University of Tampa	Elementary Education/ESOL	2.6	215
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30	Florida Southern College	Elementary Education/ESOL	2.4	184
30	Jacksonville University	Elementary Education/ESOL/Reading	2.4	60
30	University of South Florida	Elementary Education/ESOL	2.4	2,396
34	Florida College	Elementary Education/ESOL	2.2	46
34	Saint Leo University	Elementary Education/ESOL/Reading	2.2	852
36	Flagler College	Elementary Education/Hearing Impaired/ESOL/Reading	2.0	55
36	Stetson University	Elementary Education/ESOL	2.0	88
36	University of South Florida - St. Petersburg	Elementary Education/Exceptional Student Education/Reading/ESOL	2.0	305
39	Southeastern University	Elementary Education/ESOL/Reading	1.6	155

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

> **Finding: The highest ranked English Education or Reading programs are the Reading programs at *Nova Southeastern University* and the *University of Central Florida*. Both have summative scores of 3.8.**

FIGURE 7
2015 Rankings Summary Table
English and Reading Programs

Rank	Institution	Program	Summative Score	Number of Completers
1	Nova Southeastern University	Reading	3.8	178
1	University of Central Florida	Reading	3.8	219
3	Florida International University	English/ESOL	3.6	28
3	University of South Florida	Reading	3.6	270
5	Florida Memorial University	Reading/ESOL	3.5	26
5	Saint Leo University	Reading	3.5	129
7	Barry University	Reading	3.4	212
7	Florida State University	Reading	3.4	70
7	University of West Florida	Reading	3.4	69
10	Flagler College	English/ESOL	3.2	20
10	Florida Atlantic University	Reading	3.2	172
10	University of Florida	English/ESOL	3.2	99
13	Florida Atlantic University	English/ESOL	3.0	85
13	Florida International University	Reading	3.0	268
13	Saint Leo University	Middle Grades English/ESOL/Reading	3.0	50
13	University of North Florida	English/ESOL	3.0	72
13	University of Tampa	English/ESOL	3.0	14
18	Florida State University	English/ESOL	2.8	207
19	Southeastern University	English/ESOL	2.6	21
19	University of South Florida - St. Petersburg	Reading	2.6	89
21	University of Central Florida	English/ESOL	2.4	277
22	University of South Florida	English/ESOL	2.2	314

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

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

FIGURE 8
2015 Rankings Summary Table
Mathematics Programs

Rank	Institution	Program	Summative Score	Number of Program Completers
1	Indian River State College	Middle Grades Mathematics	4.0	37
2	University of Central Florida	Mathematics	3.7	220
3	Saint Leo University	Middle Grades Mathematics/Reading	3.6	66
4	St. Petersburg College	Mathematics	3.5	39
5	University of North Florida	Middle Grades Mathematics/Middle Grades General Science	3.4	56
5	University of South Florida	Mathematics	3.4	137
7	Florida State University	Mathematics	3.2	99
7	Northwest Florida State College	Middle Grades Mathematics	3.2	11
9	University of North Florida	Mathematics	3.0	38
9	University of Tampa	Mathematics	3.0	30
11	University of Central Florida	Middle Grades Mathematics	2.9	32
12	Florida Atlantic University	Mathematics	2.8	25
12	Florida Southern College	Mathematics	2.8	9
12	St. Petersburg College	Middle Grades Mathematics	2.8	16
15	Miami Dade College	Mathematics	2.6	66
16	University of South Florida	Middle Grades Mathematics	2.4	32

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

Progress Trends

> **Finding: Programs are nearly evenly split between those that increased their summative scores between 2014 and 2015 and those that lost ground.**

FIGURE 9

Change in Program Performance Scores 2014-2015
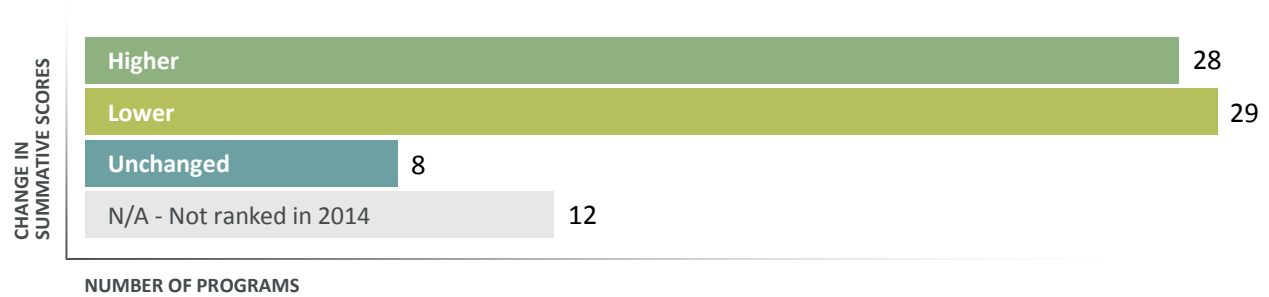
> **Finding: The Reading program at the *University of Central Florida* had the greatest increase in summative score, rising to a 3.8 in 2015 from a 3.0 in 2014. The Elementary Education/Exceptional Student Education/Reading/ESOL program at the *University of South Florida - St. Petersburg* had the greatest decrease, falling from a 3.2 to a 2.0.**

FIGURE 10

Summary Table - Program Summative Scores 2014-2015

Institution	Program	2014 Score	2015 Score	Progress Trend
Barry University	Elementary Education/ESOL/Reading	2.8	3.2	↑
Barry University	Reading	2.8	3.4	↑
Bethune-Cookman University	Elementary Education/ESOL	2.8	2.8	↔
Chipola College	Elementary Education/ESOL/Reading	3.0	3.3	↑
Daytona State College	Elementary Education/ESOL/Reading	3.3	3.0	↓
Flagler College	Elementary Education/ESOL/Reading	2.8	2.8	↔
Flagler College	Elementary Education/Exceptional Student Education/Reading/ESOL	2.8	3.5	↑
Flagler College	Elementary Education/Hearing Impaired/ESOL/Reading	2.5	2.0	↓
Flagler College	English/ESOL	N/A	3.2	N/A
Florida A&M University	Elementary Education/ESOL/Reading	N/A	2.8	N/A
Florida Atlantic University	Elementary Education/ESOL	2.8	2.8	↔
Florida Atlantic University	English/ESOL	3.4	3.0	↓

Institution	Program	2014 Score	2015 Score	Progress Trend
Florida Atlantic University	Mathematics	3.4	2.8	↓
Florida Atlantic University	Reading	3.6	3.2	↓
Florida College	Elementary Education/ESOL	N/A	2.2	N/A
Florida Gulf Coast University	Elementary Education/ESOL/Reading	3.0	2.4	↓
Florida International University	Elementary Education/ESOL	3.2	2.8	↓
Florida International University	English/ESOL	3.4	3.6	↑
Florida International University	Reading	4.0	3.0	↓
Florida Memorial University	Elementary Education/ESOL	3.0	3.2	↑
Florida Memorial University	Reading/ESOL	N/A	3.5	N/A
Florida Southern College	Elementary Education/ESOL	3.3	2.4	↓
Florida Southern College	Mathematics	N/A	2.8	N/A
Florida SouthWestern State College (formerly Edison State College)	Elementary Education/ESOL/Reading	2.5	2.8	↑
Florida State University	Elementary Education/ESOL/Reading	3.3	2.8	↓
Florida State University	English/ESOL	3.5/3.0	2.8	↓
Florida State University	Mathematics	3.4	3.2	↓
Florida State University	Reading	2.8	3.4	↑
Indian River State College	Middle Grades Mathematics	3.4	4.0	↑
Jacksonville University	Elementary Education/ESOL/Reading	2.6	2.4	↓
Lynn University	Elementary Education/ESOL/ Reading	3.0	3.5	↑
Miami Dade College	Mathematics	2.8	2.6	↓
Northwest Florida State College	Elementary Education/ESOL/Reading	3.3	2.8	↓
Northwest Florida State College	Middle Grades Mathematics	N/A	3.2	N/A
Nova Southeastern University	Elementary Education/ESOL	3.0	3.0	↔
Nova Southeastern University	Reading	3.8	3.8	↔
Palm Beach Atlantic University	Elementary Education/ESOL	3.2	3.4	↑
Rollins College	Elementary Education/ESOL	3.0	3.5	↑
Saint Leo University	Elementary Education/ESOL/Reading	2.3	2.2	↓
Saint Leo University	Middle Grades English/ESOL/Reading	3.0	3.0	↔
Saint Leo University	Middle Grades Mathematics/Reading	3.5	3.6	↑
Saint Leo University	Reading	3.3	3.5	↑
Southeastern University	Elementary Education/ESOL/Reading	2.3	1.6	↓
Southeastern University	English/ESOL	2.5	2.6	↑

Institution	Program	2014 Score	2015 Score	Progress Trend
Southern Technical College (formerly Southwest Florida College)	Elementary Education/ESOL	N/A	2.8	N/A
St. Petersburg College	Elementary Education/ESOL/Reading	3.0	2.8	↓
St. Petersburg College	Mathematics	3.0	3.5	↑
St. Petersburg College	Middle Grades Mathematics	N/A	2.8	N/A
Stetson University	Elementary Education/ESOL	2.6	2.0	↓
University of Central Florida	Elementary Education/ESOL/Reading	2.5	3.0	↑
University of Central Florida	English/ESOL	3.2	2.4	↓
University of Central Florida	Mathematics	3.4	3.7	↑
University of Central Florida	Middle Grades Mathematics	2.4	2.9	↑
University of Central Florida	Reading	3.0	3.8	↑
University of Florida	Elementary Education/ESOL/Reading	N/A	3.2	N/A
University of Florida	Elementary Education/Exceptional Student Education/ESOL	3.6	3.4	↓
University of Florida	English/ESOL	3.2	3.2	↔
University of North Florida	Elementary Education/ESOL	2.6	3.0	↑
University of North Florida	English/ESOL	3.2	3.0	↓
University of North Florida	Mathematics	2.9	3.0	↑
University of North Florida	Middle Grades Mathematics/Middle Grades General Science	3.0	3.4	↑
University of South Florida	Elementary Education/ESOL	2.8/3.2	2.4	↓
University of South Florida	English/ESOL	3.0/2.8	2.2	↓
University of South Florida	Mathematics	3.6	3.4	↓
University of South Florida	Middle Grades Mathematics	3.3	2.4	↓
University of South Florida	Reading	3.2	3.6	↑
University of South Florida - Sarasota Manatee	Elementary Education/ESOL	2.8/2.3	3.3	↑
University of South Florida - St. Petersburg	Elementary Education/ESOL	3.3	3.0	↓
University of South Florida - St. Petersburg	Elementary Education/Exceptional Student Education/Reading/ESOL	3.2	2.0	↓
University of South Florida - St. Petersburg	Reading	3.2	2.6	↓
University of Tampa	Elementary Education/ESOL	2.3	2.6	↑
University of Tampa	English/ESOL	N/A	3.0	N/A
University of Tampa	Mathematics	N/A	3.0	N/A
University of West Florida	Elementary Education/ESOL/Reading	2.3	2.8	↑
University of West Florida	Elementary Education/Exceptional Student Education/Reading/ESOL	N/A	3.0	N/A

Institution	Program	2014 Score	2015 Score	Progress Trend
University of West Florida	Reading	3.2	3.4	↑
Warner University	Elementary Education/ESOL	3.0	3.0	↔

N/A indicates program did not receive a summative reading in 2014.

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.

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 11
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 199 out of 348 programs received a placement rate score for 2015. Among the programs receiving a score, the average placement rate score was 2.86, compared to 2.95 in 2014 and 3.06 in 2013.

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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 12

Average Placement Rate Score

FIGURE 13

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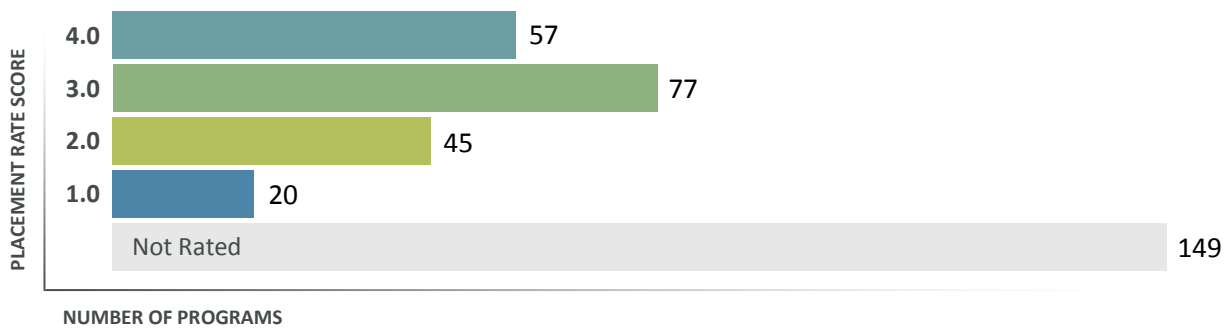
Placement rate is not applicable to Professional Development Certification Programs, since candidates in these programs are already employed as teachers. This contributes to the high percentage of programs not rated on this metric, although more than 100 non-PDCPs are also not rated.

FIGURE 14

Programs Receiving the Highest Score for Placement Rate

Institution	Program	Number of New Teachers Placed
Barry University	Reading	48
Broward College	Educator Preparation Institute	13
Chipola College	Elementary Education/ESOL/Reading	15
Chipola College	Middle Grades Mathematics	3
Daytona State College	Biology/Chemistry/Physics/Earth Science	4
Daytona State College	Educator Preparation Institute	13
Daytona State College	Elementary Education/ESOL/Reading	41
Daytona State College	Exceptional Student Education/ESOL/Reading	5
Florida A&M University	PreK-Primary Ed/ESOL/Reading	4
Florida Atlantic University	Biology/Chemistry/Physics	3
Florida Atlantic University	Elementary Education/ESOL	325

Institution	Program	Number of New Teachers Placed
Florida Gateway College	Educator Preparation Institute	17
Florida Gulf Coast University	Biology	6
Florida Gulf Coast University	Educator Preparation Institute	28
Florida Gulf Coast University	Elementary Education/ESOL/Reading	89
Florida Gulf Coast University	Exceptional Student Education/ESOL/Reading	18
Florida Gulf Coast University	PreK-Primary Education/PreK Disabilities/ESOL	11
Florida International University	Guidance and Counseling	11
Florida SouthWestern State College	Elementary Education/ESOL/Reading	88
Gulf Coast State College	Educator Preparation Institute	20
Indian River State College	Biology/Middle Grades General Science	8
Indian River State College	Educator Preparation Institute	73
Indian River State College	Exceptional Student Education/ESOL	20
Indian River State College	Mathematics	6
Indian River State College	Middle Grades Mathematics	7
Northwest Florida State College	Middle Grades General Science	3
Northwest Florida State College	Middle Grades Mathematics	3
Nova Southeastern University	Reading	4
Nova Southeastern University	School Psychology	19
Palm Beach Atlantic University	Elementary Education/ESOL	13
Palm Beach State College	Educator Preparation Institute	47
Polk State College	Educator Preparation Institute	102
Saint Leo University	Elementary Education/ESOL/Reading	138
Southeastern University	Social Science	3
Southern Technical College	Elementary Education/ESOL	8
Southern Technical College	PreK-Primary Education/ ESOL	5
St. Petersburg College	Biology/Middle Grades General Science	9
St. Petersburg College	Educator Preparation Institute	43
St. Petersburg College	Elementary Education/ESOL/Reading	97
St. Petersburg College	Exceptional Student Education/ESOL/Reading	33
St. Petersburg College	Mathematics	4
University of Central Florida	Art	19
University of Central Florida	Reading	35
University of Central Florida	School Psychology	9
University of Florida	Art	5
University of Florida	Educator Preparation Institute	27
University of Florida	Elementary Education/Exceptional Student Education/ESOL	28
University of North Florida	Guidance and Counseling	14
University of North Florida	Mathematics	7
University of South Florida	English/ESOL	53
University of South Florida	Exceptional Student Education/ESOL/Reading	43
University of South Florida	Music	27
University of South Florida	PreK-Primary Education/ ESOL	24
University of South Florida	Reading	34
University of South Florida	Social Science	40
University of South Florida - Sarasota Manatee	Elementary Education/ESOL	65

FIGURE 15

Average Score for Placement Rate by Program Type

■ 2015 ■ 2014 ■ 2013

EPI

n=21	3.29
n=22	3.41
n=22	3.09

Private IHE

n=50	2.52
n=59	2.58
n=47	2.81

State College

n=23	3.48
n=23	3.78
n=20	2.95

State University

n=105	2.80
n=155	2.91
n=148	3.16

All Programs

n=199	2.86
n=259	2.95
n=237	3.06

PROGRAM TYPE

AVERAGE SCORE FOR PLACEMENT RATE
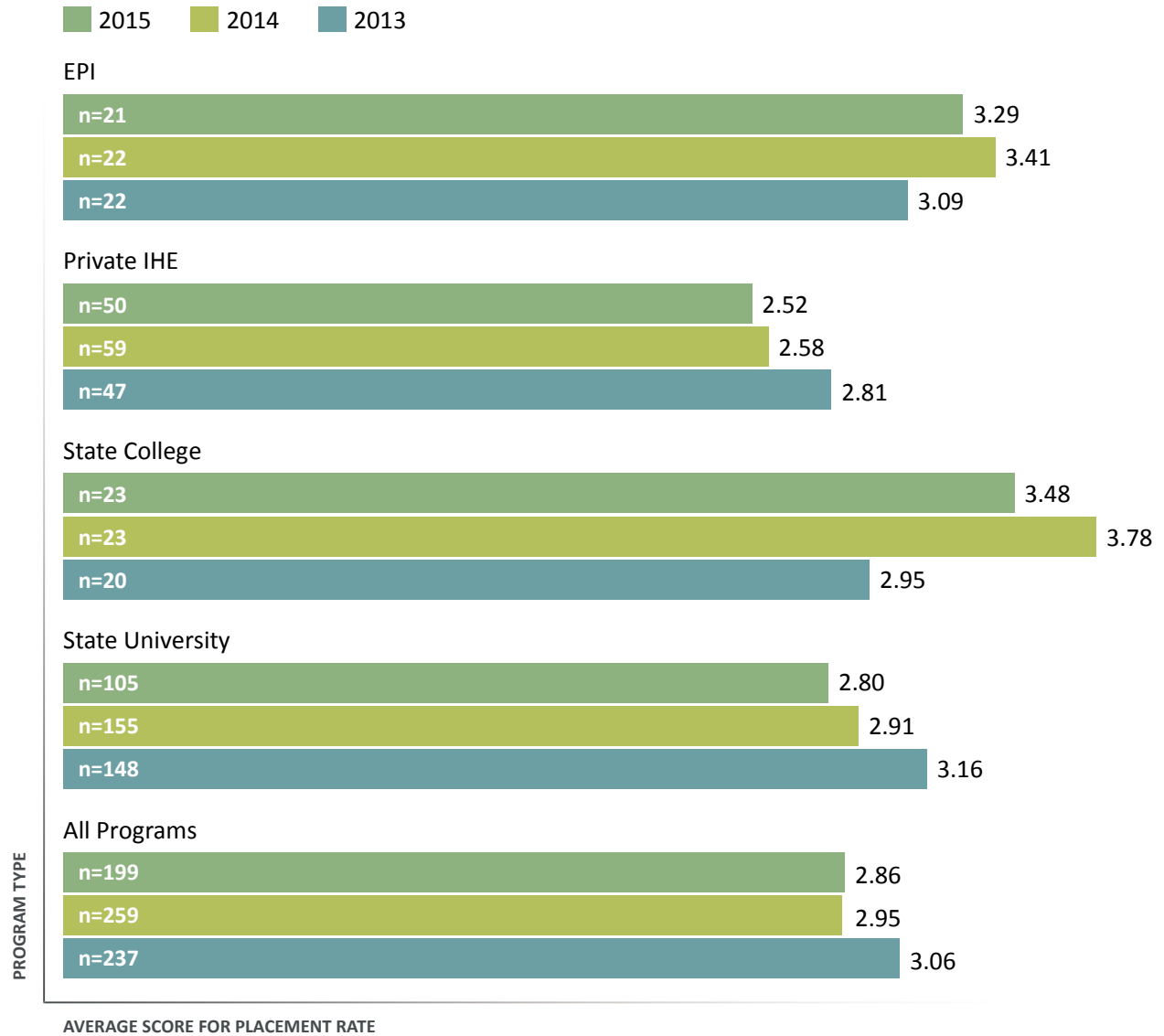
FIGURE 16

Placement Rate Score Distribution by Program Type

EPI — Not Rated, 1.0, 2.0, 3.0, 4.0

Private IHE ITP — 4.0, 3.0, 2.0, 1.0, Not Rated

State College ITP — Not Rated, 1.0, 2.0, 3.0, 4.0

State University — Not Rated, 1.0, 2.0, 3.0, 4.0
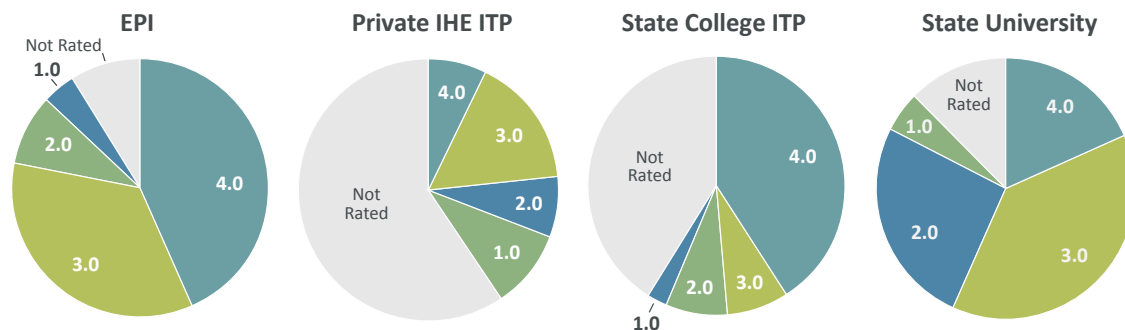
> **Finding: Initial teacher preparation programs at private colleges and universities consistently have the lowest average placement rates. They also account for 75 percent of programs that should be rated on this metric but are not.**

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]

FIGURE 17
Placement 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 197 out of 348 programs received a retention rate score for 2015. 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, compared to 3.3 in 2014 and 3.4 in 2013.**

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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 18

Average Retention Rate Score

FIGURE 19

Distribution of Retention Rate Scores
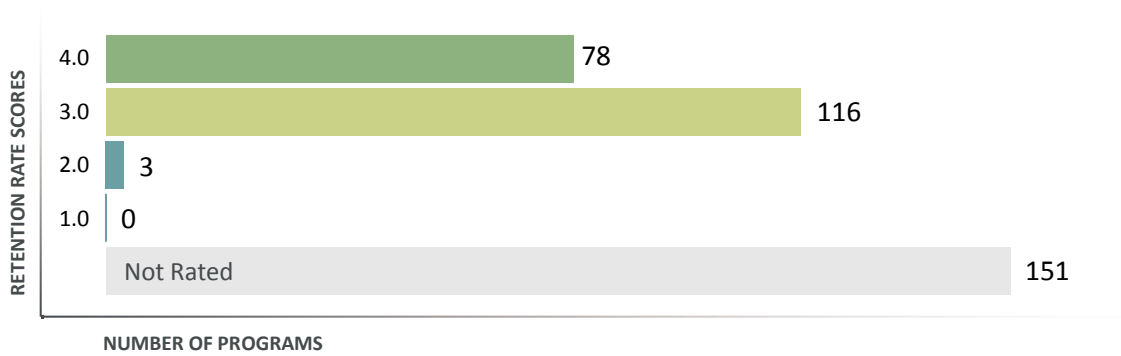
FIGURE 20

Programs Receiving the Highest Score for Retention Rate

Institution	Program	Number of Teachers Retained
Barry University	Elementary Education/ESOL/Reading	63
Barry University	Exceptional Student Education/ESOL/Reading	12
Barry University	Guidance and Counseling	4
Barry University	Reading	17
Barry University	School Psychology	7
Bethune-Cookman University	Elementary Education/ESOL	13
Bethune-Cookman University	Exceptional Student Education/ESOL	3
Brevard County	Professional Development Certification Program	23
Clay County	Professional Development Certification Program	20
Duval County	Professional Development Certification Program	74
Escambia County	Professional Development Certification Program	52
Florida A&M University	English/ESOL	4

Institution	Program	Number of Teachers Retained
Florida A&M University	Mathematics	3
Florida A&M University	Music	4
Florida Atlantic University	Guidance and Counseling	10
Florida Atlantic University	Mathematics	4
Florida Atlantic University	Music	5
Florida Atlantic University	Reading	24
Florida Gulf Coast University	Guidance and Counseling	6
Florida Gulf Coast University	PreK-Primary Education/PreK Disabilities/ESOL	3
Florida Gulf Coast University	Social Science	6
Florida International University	Art	4
Florida International University	English/ESOL	3
Florida International University	Guidance and Counseling	12
Florida International University	Mathematics	4
Florida International University	Reading	46
Florida International University	School Psychology	10
Florida International University	Social Science	8
Florida Memorial University	Elementary Education/ESOL	16
Florida Memorial University	Reading/ESOL	10
Florida State University	Educational Media Specialist	5
Florida State University	School Psychology	6
Florida State University	Visually Impaired	6
Gadsden County	Professional Development Certification Program	5
Glades County	Professional Development Certification Program	4
Indian River County	Professional Development Certification Program	17
Manatee County	Professional Development Certification Program	27
Miami Dade College	Biology/Chemistry/Earth Science/Physics	4
Miami Dade College	Exceptional Student Education/ESOL/Reading	37
Miami Dade College	Mathematics	14
Miami-Dade County	Professional Development Certification Program	308
Nova Southeastern University	Exceptional Student Education/ESOL	16
Nova Southeastern University	PreK-Primary Education/ ESOL	5
Nova Southeastern University	Reading	69
Nova Southeastern University	School Psychology	23
Palm Beach Atlantic University	Elementary Education/ESOL	6

Institution	Program	Number of Teachers Retained
Palm Beach State College	Educator Preparation Institute	45
Pasco County	Professional Development Certification Program	96
Pinellas County	Professional Development Certification Program	70
Polk County	Professional Development Certification Program	64
Putnam County	Professional Development Certification Program	8
Rollins College	Elementary Education/ESOL	9
Saint Leo University	Exceptional Student Education/ESOL/Reading	4
Saint Leo University	Middle Grades English/ESOL/Reading	6
Saint Leo University	Middle Grades Mathematics/Reading	3
St. Petersburg College	Biology/Middle Grades General Science	6
St. Petersburg College	Elementary Education/ESOL/Reading	83
St. Petersburg College	Exceptional Student Education/ESOL/Reading	54
University of Central Florida	Biology/Chemistry/Physics/Middle Grade General Science	23
University of Central Florida	Mathematics	22
University of Central Florida	Music	7
University of Central Florida	Reading	42
University of Central Florida	School Psychology	9
University of Central Florida	World Language - French/Spanish	3
University of Florida	Elementary Education/Exceptional Student Education/ESOL	33
University of Florida	Music	4
University of North Florida	Biology/Chemistry/Physics	3
University of North Florida	Guidance and Counseling	23
University of South Florida	Elementary Education/ESOL	436
University of South Florida	Exceptional Student Education/ESOL/Reading	52
University of South Florida	Guidance and Counseling	18
University of South Florida	Mathematics	16
University of South Florida	Reading	77
University of South Florida	World Language - French/ESOL, German/ESOL, Italian/ESOL, Japanese/ESOL, Latin/ESOL, Russian/ESOL, Spanish/ESOL	5
University of Tampa	Elementary Education/ESOL	26
University of Tampa	Physical Education	3
University of West Florida	Reading	6
Warner University	Elementary Education/ESOL	8

FIGURE 21

Average Score for Retention Rate by Program Type

■ 2015 ■ 2014 ■ 2013

EPI

n=22	3.1
n=20	3.4
n=19	3.2

PDCP

n=27	3.5
n=25	3.4
n=27	3.4

Private IHE

n=45	3.4
n=27	3.5
n=28	3.4

State College

n=7	3.9
n=5	3.5
n=11	3.4

State University

n=96	3.4
n=127	3.3
n=119	3.4

All Programs

n=197	3.4
n=210	3.3
n=198	3.4

PROGRAM TYPE
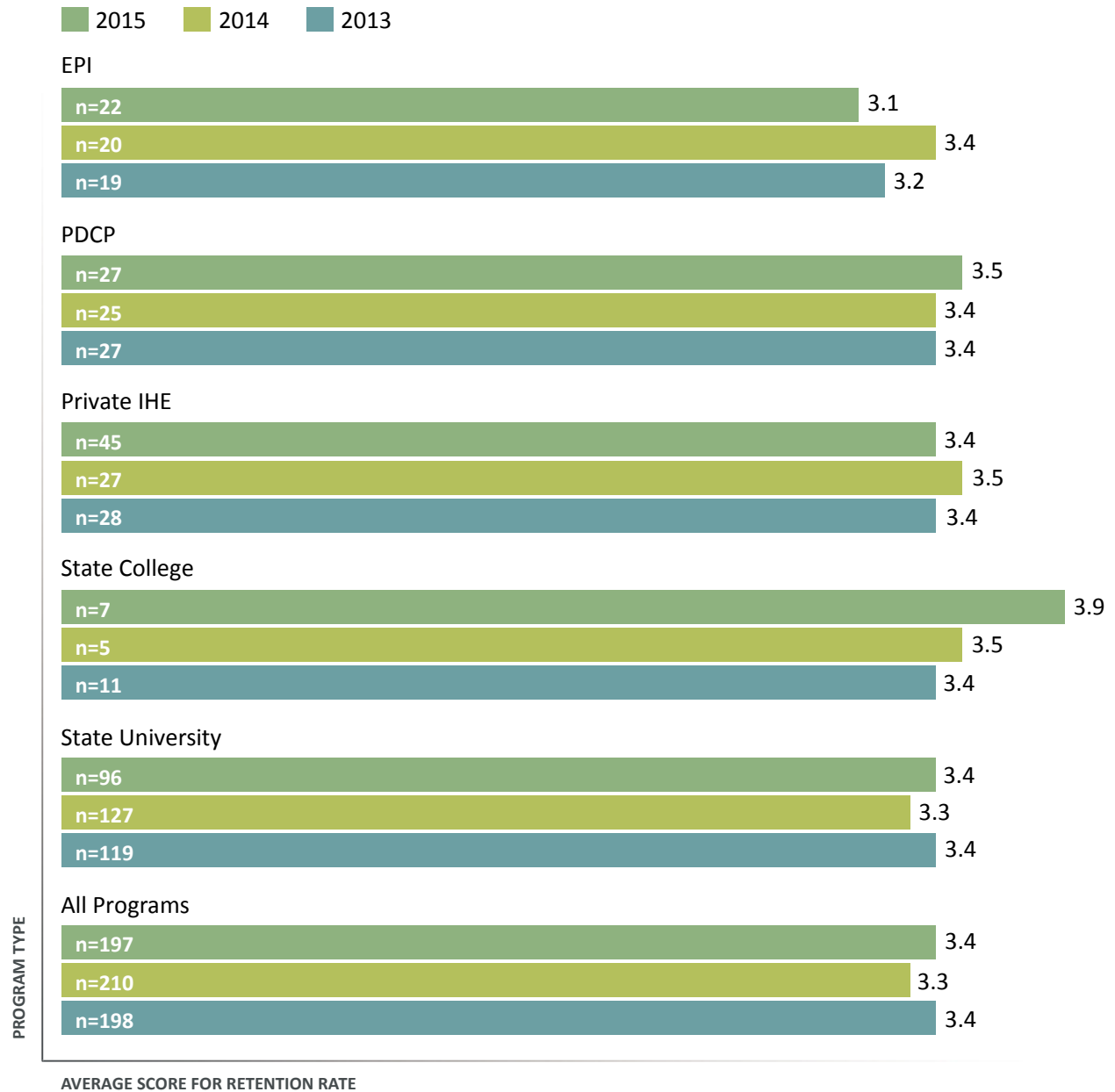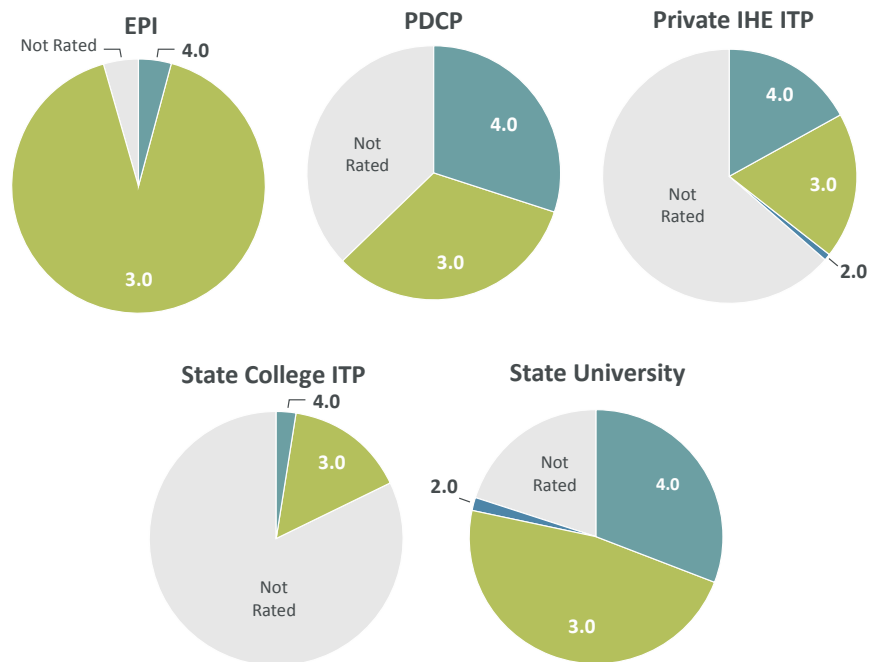
AVERAGE SCORE FOR RETENTION RATE

FIGURE 22
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 scores 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 conventionally-expected results. It is also possible that Florida's teacher preparation programs have begun to produce teachers that are much more likely to be retained than even just a few years ago, mitigating one of the most vexing issues in teacher and education policy. If that is in fact the case, deep study would be warranted that could be shared with the broader field. Of particular interest is whether retention rates are significantly higher or lower for teachers of particular grades and subjects.

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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*

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

The 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.

FIGURE 23
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 2018 report. Further, not all initial teacher preparation programs will have student learning growth scores. Only programs whose graduates teach courses that have

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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.

associated statewide assessments will have the scores needed to evaluate this performance metric.

> **Finding: Just 84 programs received a score for student learning growth for 2015. The average program score for performance of students on statewide assessments was 2.71, compared to 3.02 in 2014 and 2.78 in 2013.**

FIGURE 24

Average Performance by Students on Statewide Assessments Score

FIGURE 25

Distribution of Performance by Students on Statewide Assessments Score
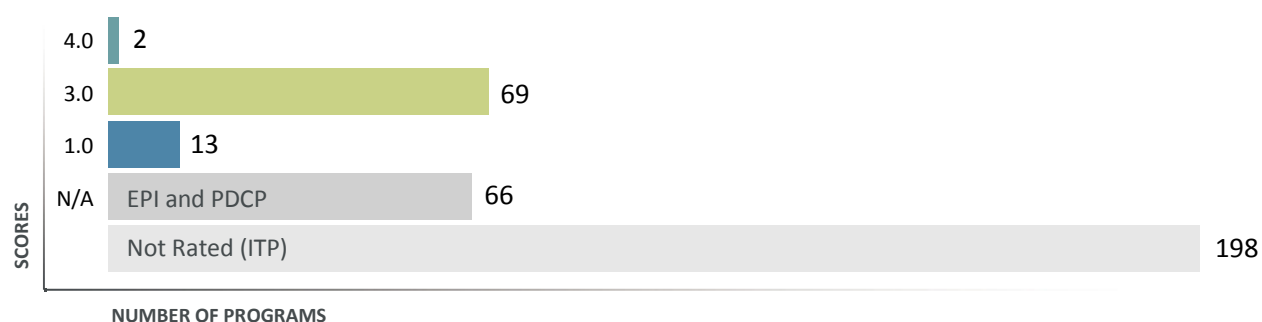
Most of the 198 initial teacher preparation programs that are not rated are in subject areas where there are no statewide assessments. About 30 of these programs are in subject areas including English and mathematics where corresponding statewide assessment data would be expected, although new teachers from these programs may be teaching grade levels in which no such assessment is given. In addition, 10 percent fewer programs were evaluated on this metric this year than in 2014, when scores were available for 93 programs.

> **Finding: Two programs, *Florida State University* – Reading and *Indian River State College* – Middle Grades Mathematics received the highest possible scores for performance of students on statewide assessments.**

FIGURE 26

Programs Receiving the Highest Score for Student Learning Growth

Institution	Program
Florida State University	Reading
Indian River State College	Middle Grades Mathematics

The VAM score for Florida State University – Reading is 0.269, while the VAM score for Indian River State College – Middle Grades Mathematics is 0.221. These scores mean that, on average, the students of teachers from these programs respectively scored 27 percent and 22 percent above the state average growth for that grade and subject.

FIGURE 27

Average Score for Student Learning Growth by Program Type

- 2015
- 2014
- 2013

Private IHE
- n=34 — 2.65
- n=35 — 2.97
- n=33 — 2.82

State College
- n=13 — 2.92
- n=12 — 3.00
- n=10 — 2.60

State University
- n=37 — 2.70
- n=46 — 3.07
- n=45 — 2.80

All Programs
- n=84 — 2.71
- n=93 — 3.02
- n=88 — 2.78

PROGRAM TYPE

AVERAGE SCORE FOR STUDENT LEARNING GROWTH

FIGURE 28

Distribution of Student Learning Growth Scores by Program Type
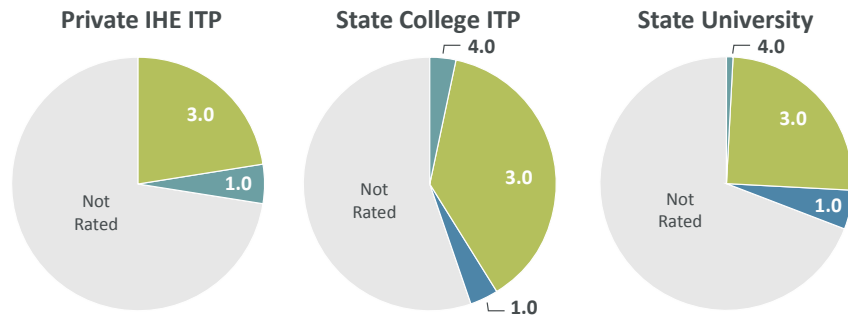
Performance Metric 4: Performance of Student Subgroups on Statewide Assessments

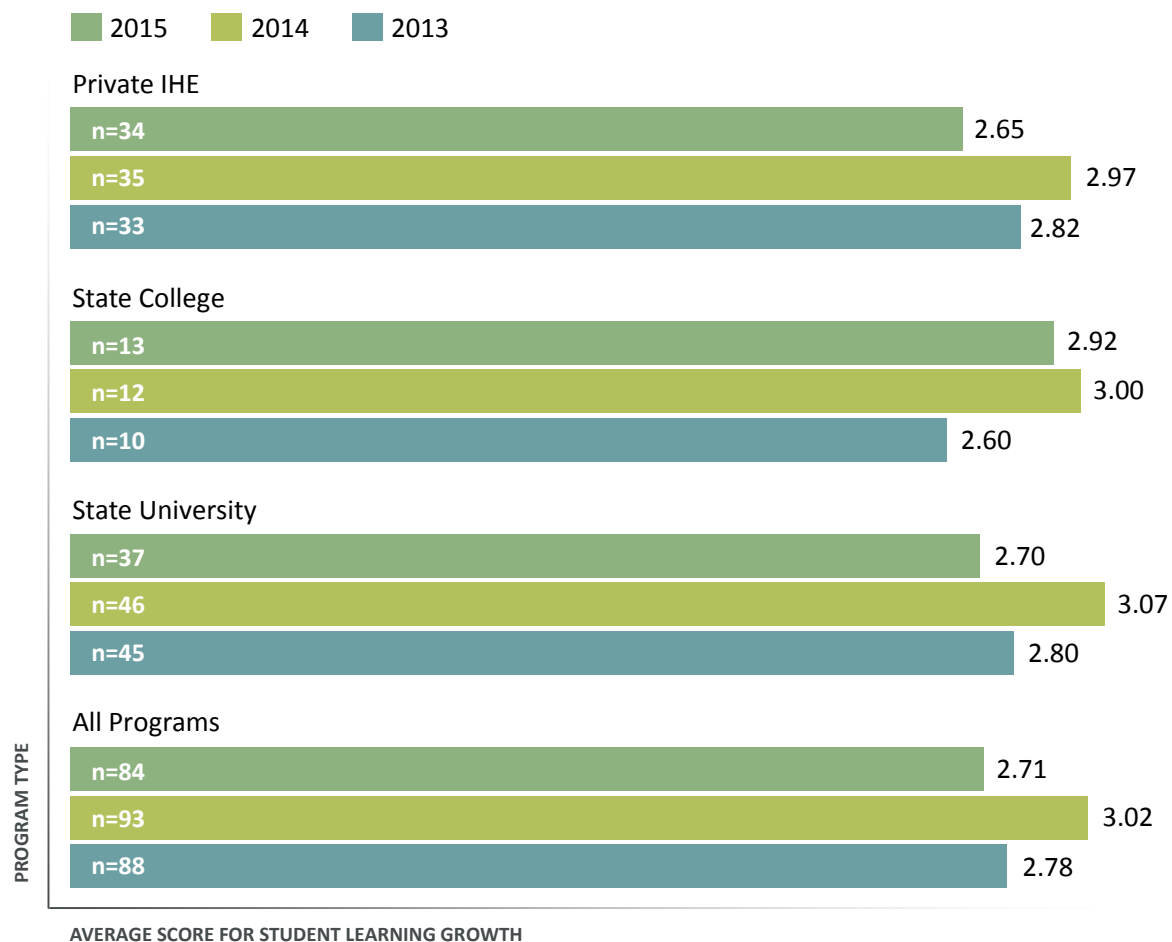This metric considers a different aspect of teachers' contribution to student learning, specifically the performance of student subgroups. The intent is to measure how well the teacher preparation program prepares new teachers to work with a diverse population of students in a variety of settings in 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 29

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. While overall student performance data for these programs will be available in spring 2018,

subgroup data will not be available until the following year. This metric will be included in 2018 annual program performance reports for EPIs and PDCPs.

> **Finding: Of the 84 programs receiving a score for student subgroup performance on statewide assessments, the average program score for 2015 was 2.56, compared to 2.48 in 2014 and 2.51 in 2013.**

FIGURE 30

Average Performance by Student Subgroups of Statewide Assessments Score

2013	2014	2015
2.51	2.48	2.56
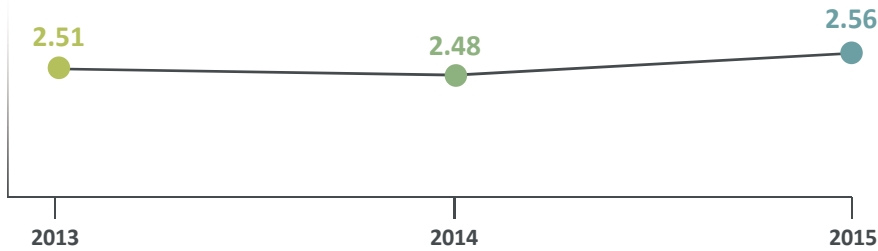
FIGURE 31

Distribution of Performance by Student Subgroups on Statewide Assessments Scores

STATEWIDE ASSESSMENT SCORES

Score	Number of Programs
4.0	21
3.0	21
2.0	26
1.0	16
N/A — EPI and PDCP	66
Not Rated (ITP)	198

NUMBER OF PROGRAMS
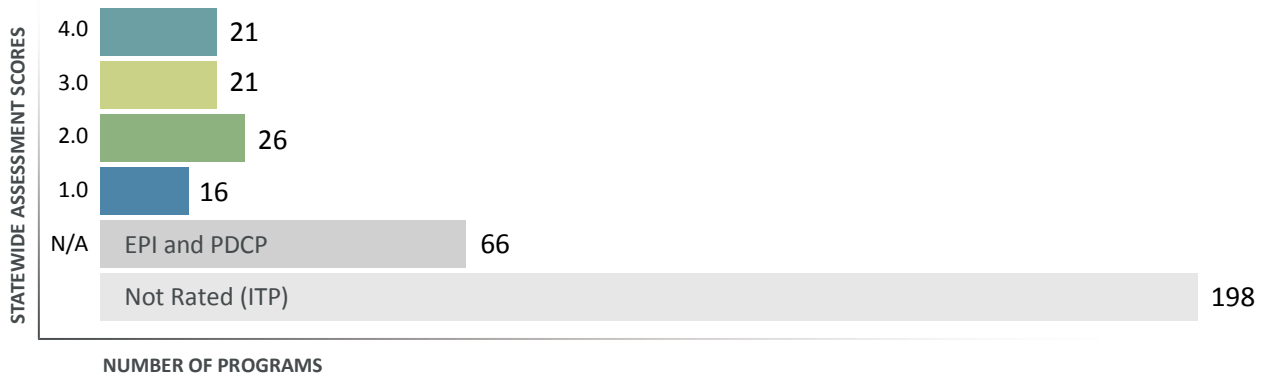
FIGURE 32

Programs Receiving the Highest Score for Subgroup Student Learning Growth

Institution	Program
Barry University	Reading
Flagler College	Elementary Education/Exceptional Student Education/Reading/ESOL
Florida International University	Elementary Education/ESOL
Florida International University	English/ESOL
Florida International University	Reading
Florida Memorial University	Elementary Education/ESOL

Florida Memorial University	Reading/ESOL
Florida State University	English/ESOL
Florida State University	Mathematics
Florida State University	Reading
Indian River State College	Middle Grades Mathematics
Lynn University	Elementary Education/ESOL/ Reading
Nova Southeastern University	Elementary Education/ESOL
Nova Southeastern University	Reading
Saint Leo University	Middle Grades Mathematics/Reading
Saint Leo University	Reading
University of Central Florida	Mathematics
University of Central Florida	Reading
University of Miami	English/ESOL
University of North Florida	Elementary Education/ESOL
University of North Florida	Middle Grades Mathematics/Middle Grades General Science

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

- *Flagler College* **– Elementary Education/Hearing Impaired/ESOL/Reading**
- *Florida Southern College* **– Elementary Education/ESOL**
- *Miami Dade College* **– Mathematics**
- *Saint Leo University* **– Elementary Education/ESOL/Reading**
- *Southeastern University* **– Elementary Education/ESOL/Reading**
- *Stetson University* **– Elementary Education/ESOL**
- *University of Central Florida* **– English/ESOL**
- *University of South Florida* **– English/ESOL**
- *University of South Florida* **– Middle Grades Mathematics**

FIGURE 33

Average Score for Subgroup Student Learning Growth by Program Type

Legend: 2015 | 2014 | 2013

Private IHE

- 2015: n=34 — 2.50
- 2014: n=35 — 2.29
- 2013: n=35 — 2.49

State College

- 2015: n=13 — 2.38
- 2014: n=12 — 2.50
- 2013: n=10 — 1.70

State University

- 2015: n=37 — 2.68
- 2014: n=46 — 2.63
- 2013: n=46 — 2.70

All Programs

- 2015: n=84 — 2.56
- 2014: n=93 — 2.48
- 2013: n=91 — 2.51

PROGRAM TYPE

AVERAGE SCORE FOR SUBGROWTH STUDENT LEARNING GROWTH
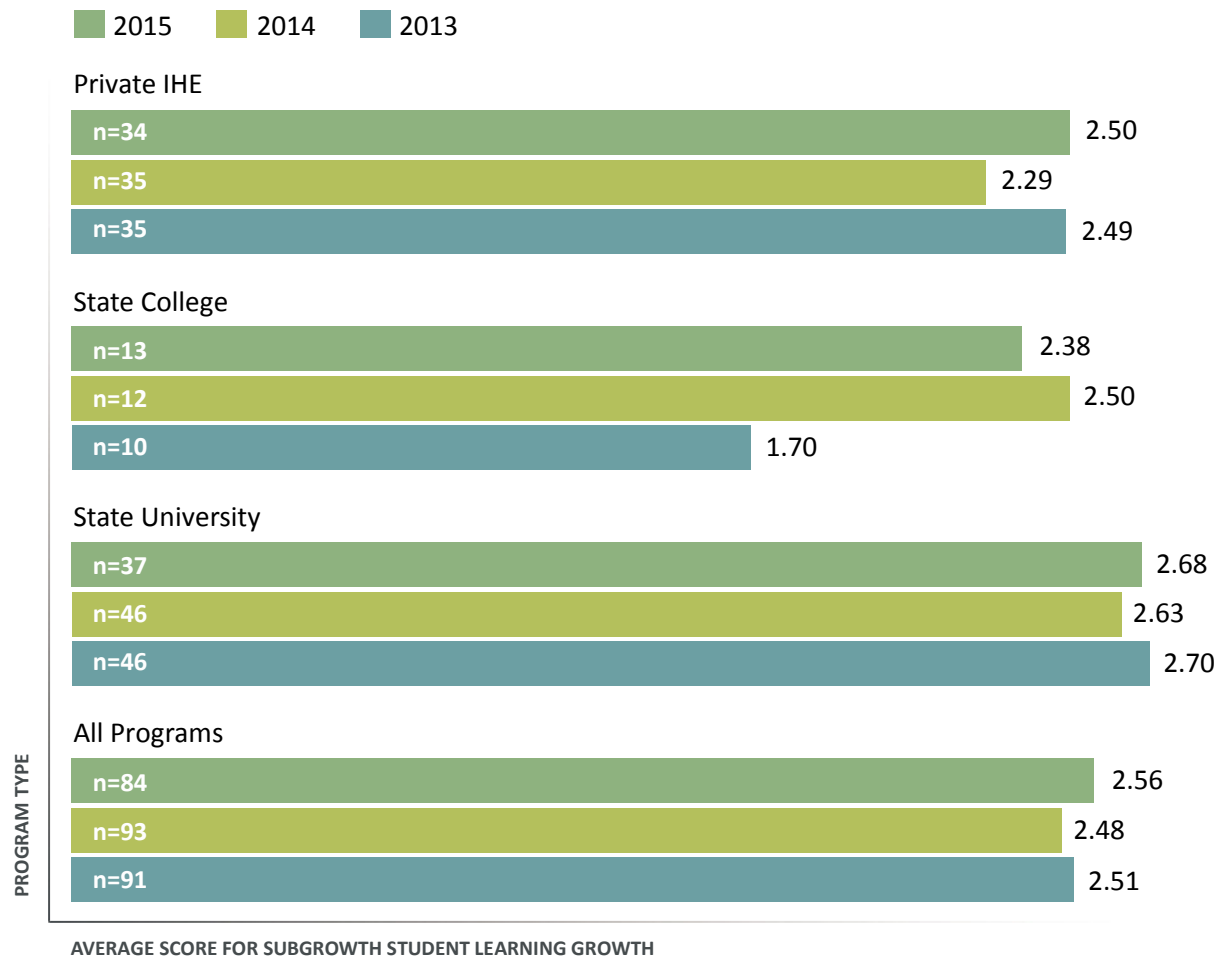
FIGURE 34

Distribution of Subgroup Student Learning Growth Scores by Program Type

Private IHE — 4.0, 3.0, 2.0, 1.0, Not Rated

State College — 4.0, 3.0, 2.0, 1.0, Not Rated

State University — 4.0, 3.0, 2.0, 1.0, Not Rated
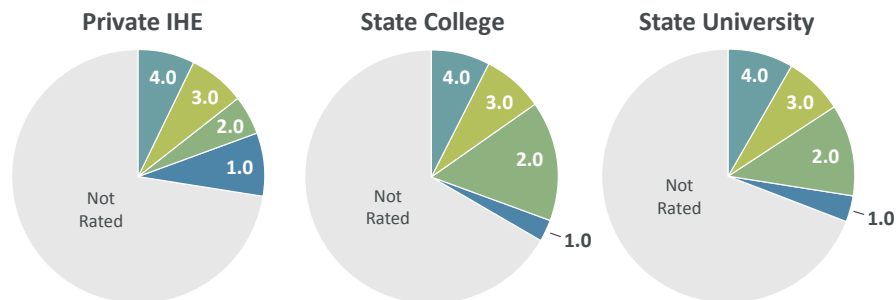
Performance Metric 5: Teacher Evaluations

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 3 years or more) or developing (for teachers with less than three years of experience); 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.

FIGURE 35
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: 260 out of 348 programs received a teacher evaluation score for 2015. The average teacher evaluation score was 3.3, compared to 3.2 in 2014 and 3.1 in 2013.

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

FIGURE 36

Average Teacher Evaluation Score
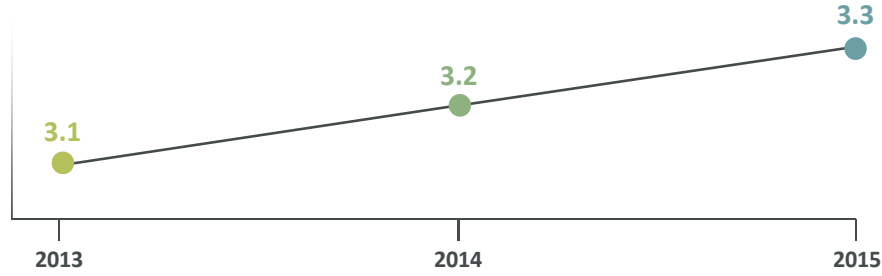
FIGURE 37

Distribution of Teacher Evaluation Scores
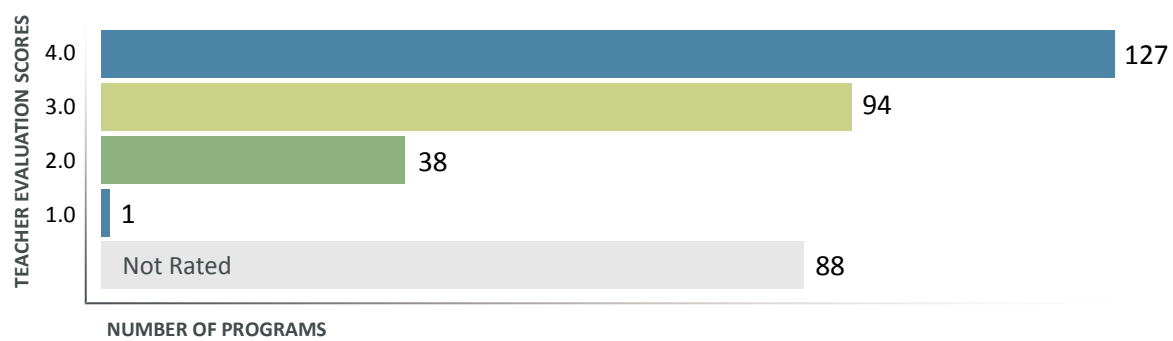
FIGURE 38

Programs Receiving the Highest Score for Teacher Evaluation Ratings

Institution	Program	Number of Teachers Evaluated
Alachua County	Professional Development Certification Program	12
Barry University	Elementary Education/ESOL/Reading	28
Barry University	Guidance and Counseling	5
Bay County	Professional Development Certification Program	49
Bradford County	Professional Development Certification Program	2
Brevard County	Professional Development Certification Program	36
Clay County	Professional Development Certification Program	3
Daytona State College	Educator Preparation Institute	38
Flagler College	Art	5
Flagler College	Elementary Education/ESOL/Reading	95
Flagler College	Elementary Education/Exceptional Student Education/Reading/ESOL	84
Flagler College	Social Science	5

Institution	Program	Number of Teachers Evaluated
Florida A&M University	Guidance and Counseling	11
Florida A&M University	Social Science	6
Florida Atlantic University	English/ESOL	31
Florida Atlantic University	Exceptional Student Education/ESOL	37
Florida Atlantic University	Guidance and Counseling	24
Florida Atlantic University	Reading	53
Florida Gateway College	Educator Preparation Institute	37
Florida Institute of Technology	Biology/Chemistry/Earth-Space Science/Middle Grades General Science/Physics	2
Florida International University	English/ESOL	9
Florida International University	Music	8
Florida Memorial University	English/ESOL	3
Florida Southern College	Elementary Education/ESOL	49
Florida Southern College	Music	23
Florida SouthWestern State College	Biology/Middle Grades General Science	4
Florida State University	Art	13
Florida State University	Educational Media Specialist	15
Florida State University	Exceptional Student Education/ESOL	50
Florida State University	Mathematics	25
Florida State University	Music	71
Florida State University	Reading	15
Florida State University	Social Science	63
Florida State University	Visually Impaired	13
Indian River State College	Biology	5
Indian River State College	Middle Grades Mathematics	11
Jacksonville University	Elementary Education/ESOL/Reading	16
Lynn University	Elementary Education/ESOL/ Reading	13
Manatee County	Professional Development Certification Program	31
Miami Dade College	Biology/Chemistry/Earth Science/Physics	6
Miami-Dade County	Professional Development Certification Program	128
Northwest Florida State College	Elementary Education/ESOL/Reading	54
Northwest Florida State College	Middle Grades General Science	4
Nova Southeastern University	Educational Media Specialist	2
Nova Southeastern University	Exceptional Student Education/ESOL	36

Institution	Program	Number of Teachers Evaluated
Nova Southeastern University	PreK-Primary Education/ ESOL	10
Nova Southeastern University	Reading	66
Nova Southeastern University	School Psychology	27
Okaloosa County	Professional Development Certification Program	3
Orange County	Professional Development Certification Program	159
Palm Beach Atlantic University	Art	2
Palm Beach Atlantic University	Elementary Education/ESOL	14
Palm Beach Atlantic University	Music	4
Palm Beach County	Professional Development Certification Program	105
Pasco County	Professional Development Certification Program	102
Pasco Hernando State College	Educator Preparation Institute	97
Polk County	Professional Development Certification Program	27
Polk State College	Educator Preparation Institute	235
Putnam County	Professional Development Certification Program	3
Rollins College	Elementary Education/ESOL	15
Saint Leo University	Exceptional Student Education/ESOL/Reading	23
Saint Leo University	Middle Grades English/ESOL/Reading	16
Saint Leo University	Middle Grades General Science/Reading	4
Saint Leo University	Middle Grades Mathematics/Reading	31
Saint Leo University	Reading	82
Santa Rosa County	Professional Development Certification Program	13
Sante Fe College	Educator Preparation Institute	61
Seminole County	Professional Development Certification Program	56
Seminole State College	Educator Preparation Institute	33
Southeastern University	Biology	4
Southeastern University	Elementary Education/ Exceptional Student Education/ESOL/Reading/Autism Spectrum Disorders	3
Southeastern University	Music	8
St. Johns River State College	Educator Preparation Institute	77
St. Petersburg College	Educator Preparation Institute	62
St. Petersburg College	Mathematics	10
St. Petersburg College	Middle Grades Mathematics	7
State College of Florida, Manatee-Sarasota	Educator Preparation Institute	46

Institution	Program	Number of Teachers Evaluated
Stetson University	Elementary Education/ESOL	17
Stetson University	Music	16
Sumter County	Professional Development Certification Program	3
University of Central Florida	Art	38
University of Central Florida	Biology/Chemistry/Physics/Middle Grades General Science	51
University of Central Florida	Elementary Education/ESOL/Reading	1,015
University of Central Florida	Guidance and Counseling	39
University of Central Florida	Mathematics	71
University of Central Florida	Music	22
University of Central Florida	PreK-Primary Education/ESOL/Reading	134
University of Central Florida	Reading	76
University of Central Florida	School Psychology	23
University of Central Florida	Social Science	123
University of Florida	Art	9
University of Florida	Biology/Chemistry/Physics	11
University of Florida	Educator Preparation Institute	76
University of Florida	Elementary Education/ESOL/Reading	147
University of Florida	Elementary Education/Exceptional Student Education/ESOL	55
University of Florida	English/ESOL	20
University of Florida	Guidance and Counseling	17
University of Florida	Music	14
University of Florida	Preschool Education/PreK-Primary Education/PreK Disabilities/ESOL	46
University of Florida	School Psychology	8
University of Florida	Social Science	26
University of Miami	English/ESOL	2
University of Miami	Music	10
University of North Florida	Biology/Chemistry/Physics	2
University of North Florida	English/ESOL	23
University of North Florida	Hearing Impaired	10
University of North Florida	Mathematics	18
University of South Florida	Biology/Chemistry/Middle Grades General Science/Physics	33

Institution	Program	Number of Teachers Evaluated
University of South Florida	Guidance and Counseling	40
University of South Florida	Mathematics	50
University of South Florida	Music	43
University of South Florida	Reading	68
University of South Florida	Social Science	107
University of South Florida	World Language - French/ESOL, German/ESOL, Italian/ESOL, Japanese/ESOL, Latin/ESOL, Russian/ESOL, Spanish/ESOL	10
University of South Florida - Sarasota Manatee	Elementary Education/ESOL	149
University of South Florida - St. Petersburg	Elementary Education/ESOL	15
University of South Florida - St. Petersburg	Reading	22
University of Tampa	Biology/Chemistry/Physics	13
University of Tampa	English/ESOL	3
University of Tampa	Mathematics	6
University of West Florida	Educator Preparation Institute	106
University of West Florida	Elementary Education/ESOL/Reading	117
University of West Florida	Elementary Education/Exceptional Student Education/Reading/ESOL	68
University of West Florida	Exceptional Student Education/ESOL/Reading	60
University of West Florida	Reading	22
Warner University	Exceptional Student Education/ESOL	2
Warner University	Social Science	3

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/1415DistEduEvalRate.pdf*

FIGURE 39
Average Score for Teacher Evaluation by Program Type

Legend: ■ 2015 ■ 2014 ■ 2013

EPI
- n=22 — 3.3
- n=23 — 3.1
- n=23 — 3.0

PDCP
- n=26 — 3.5
- n=29 — 3.3
- n=32 — 3.1

Private IHE
- n=73 — 3.3
- n=85 — 3.3
- n=72 — 3.0

State College
- n=30 — 3.0
- n=40 — 3.0
- n=25 — 2.8

State University
- n=109 — 3.4
- n=167 — 3.3
- n=162 — 3.1

All Programs
- n=260 — 3.3
- n=344 — 3.2
- n=314 — 3.1

PROGRAM TYPE

AVERAGE SCORE FOR TEACHER EVALUATION
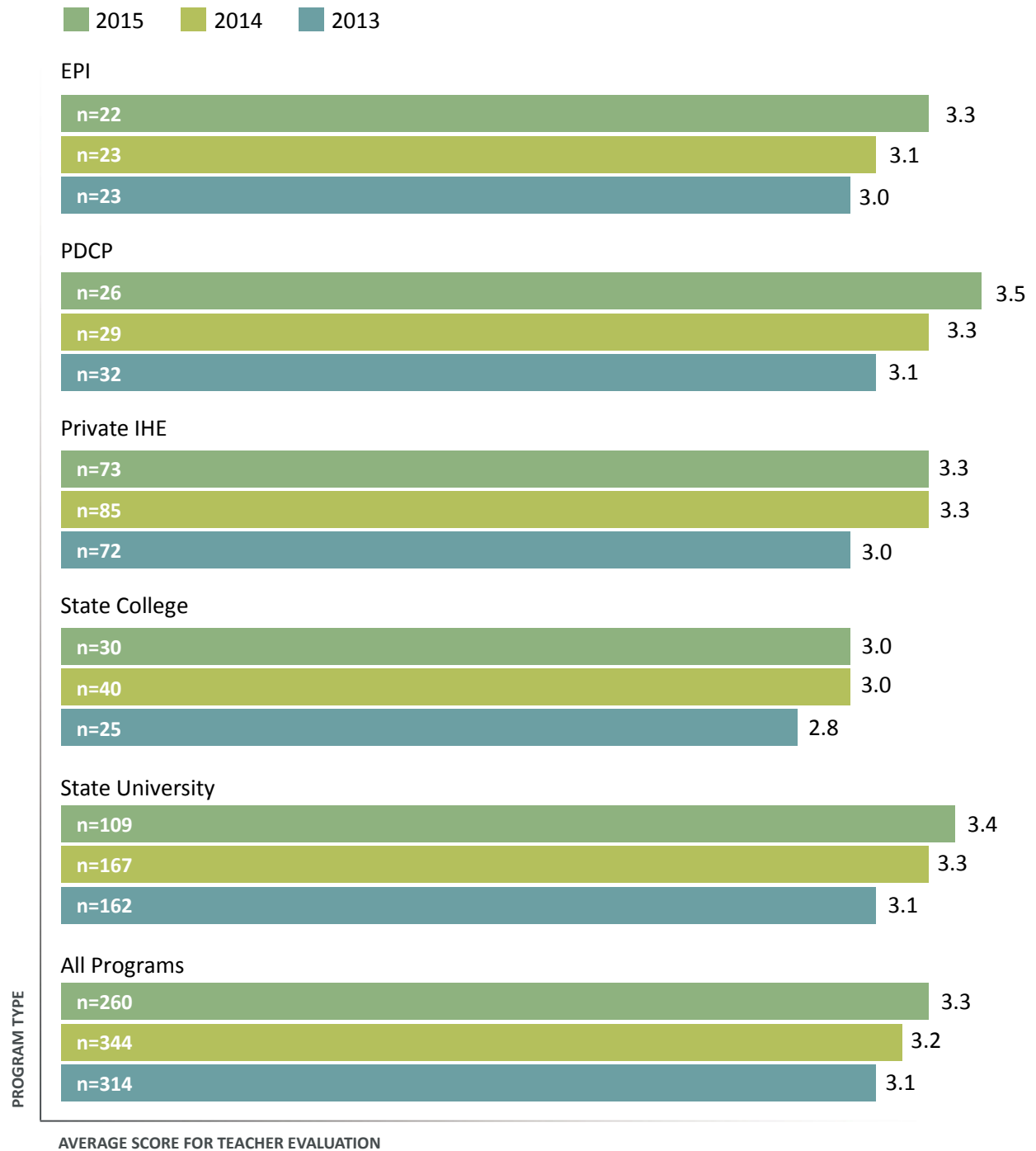
FIGURE 40

Distribution Of Teacher Evaluation Scores by Program Type

EPI

PDCP

Private IHE

State College

State University
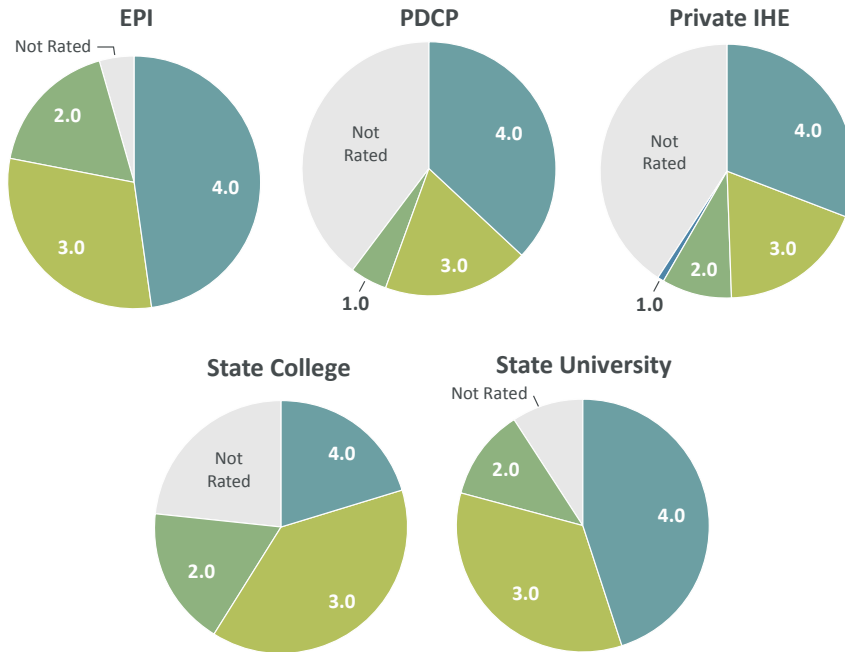
Bonus Metric: Critical Shortage Areas

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]

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 2013-2014[18] the following were identified as critical shortage areas:

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

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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.

[18] 2013-2014 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/0084449-ctsa1314.pdf*.

Based on these identified areas, 140 of the 348 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: 33 out of 140 eligible programs (24 percent) had a higher number of completers than the prior year and received the critical teacher shortage bonus.

FIGURE 41
Eligibility for Critical Teacher Shortage Area Bonus
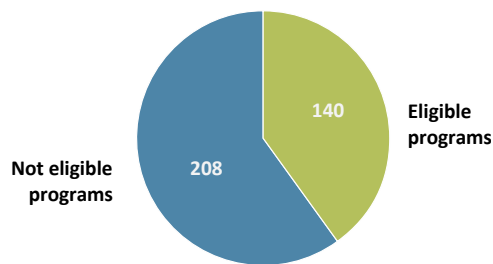
FIGURE 42
Programs Awarded Critical Teacher Shortage Area Bonus
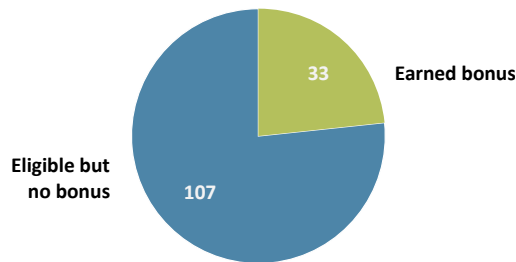
FIGURE 43
Programs Receiving the Critical Teacher Shortage Area Bonus

Institution	Program	Increase in Program Completers from Prior Year
Chipola College	English/ESOL	3
Chipola College	Middle Grades Mathematics	1
Daytona State College	Biology/Chemistry/Physics/Earth Science	3
Daytona State College	Exceptional Student Education/ESOL/Reading	4
Flagler College	English/ESOL	3
Florida Atlantic University	Exceptional Student Education/ESOL	3

Florida Gulf Coast University	Biology	2
Florida State University	Reading	8
Florida State University	Visually Impaired	5
Indian River State College	Biology	2
Indian River State College	Exceptional Student Education/ESOL	3
Indian River State College	Middle Grades Mathematics	2
Miami Dade College	Biology/Chemistry/Earth Science/Physics	1
Miami Dade College	Mathematics	1
Northwest Florida State College	Middle Grades Mathematics	1
Saint Leo University	Exceptional Student Education/ESOL/Reading	8
Southeastern University	English/ESOL	3
St. Petersburg College	Mathematics	5
University of Central Florida	Biology/Chemistry/Physics/Middle Grades General Science	41
University of Central Florida	English/ESOL	5
University of Central Florida	Mathematics	9
University of Central Florida	Middle Grades Mathematics	1
University of Central Florida	Reading	7
University of Central Florida	World Language - French/Spanish	1
University of Florida	Biology/Chemistry/Physics	1
University of Florida	English/ESOL	5
University of Miami	Elementary Education/Exceptional Student Education/ESOL/Reading	15
University of North Florida	Exceptional Student Education/ESOL	4
University of North Florida	Middle Grades Mathematics/Middle Grades General Science	2
University of South Florida	Biology/Chemistry/Middle Grades General Science/Physics	3
University of South Florida	Middle Grades Mathematics	1
University of West Florida	Elementary Education/Exceptional Student Education/Reading/ESOL	13

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. Eight of the 33 programs receiving the critical shortage bonus produced just one additional teacher compared to the prior year.

Finding: Nine out of the 33 programs (27 percent) that earned the critical shortage area bonus received low scores for teacher placement.

More than 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 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. Another 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. Still another possibility is that graduates from these programs are 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. The reading program at Florida State University is ranked overall at 14 and has the highest score for student learning growth in the state, yet the employment rate for its graduates is in the bottom 5 percent 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 44
Critical Shortage Area Programs with Low Placement Scores

Institution	Program	Placement Score
Florida Atlantic University	Exceptional Student Education/ESOL	2.0
Miami Dade College	Mathematics	2.0
University of Central Florida	Middle Grades Mathematics	2.0
University of Florida	Biology/Chemistry/Physics	2.0
University of Florida	English/ESOL	2.0
University of South Florida	Middle Grades Mathematics (MAT)	2.0
University of West Florida	Elementary Education/Exceptional Student Education/Reading/ESOL	2.0
University of West Florida	Reading	2.0
Florida State University	Reading	1.0

FIGURE 45

Distribution of Teacher Shortage Bonus by Program Type

State University

Eligible	53
Earned bonus	18

State College

Eligible	29
Earned bonus	11

Private IHE

Eligible	58
Earned bonus	4

PROGRAM TYPE

NUMBER OF PROGRAMS
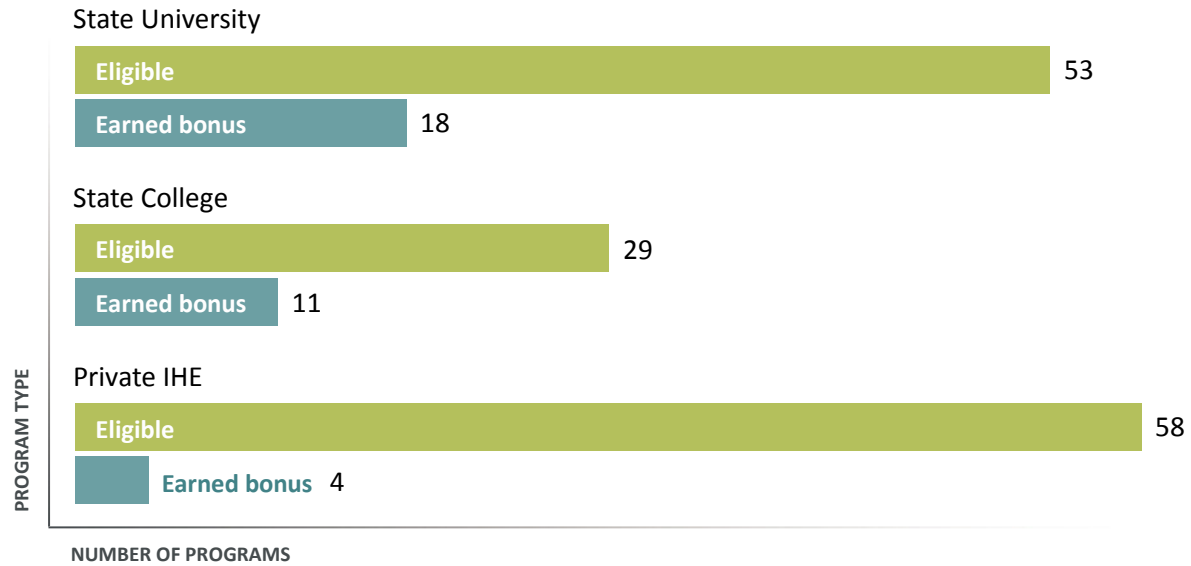
The critical teacher shortage area bonus is currently not applicable to Educator Preparation Institutes and Professional Development Certification Programs until the 2017-2018 academic year (spring 2018 report). The apparent umbrella categorization of those programs without focus on grades or subjects will make it challenging 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 produces. These considerations are offered with full recognition and appreciation that Florida is among the very 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 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 77 out of 348 programs, or just 22 percent. The number will increase next year 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. 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-nine programs included in this year's analysis have zero subscores. Some of these are likely 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 46
Percentage of Programs Scored Per Metric

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

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.

FIGURE 47
Distribution of Performance Metric Scores

Placement Rate

4.0	57
3.0	77
2.0	45
1.0	20
Not rated	149

Retention Rate

4.0	78
3.0	116
2.0	3
1.0	0
Not rated	151

Student Learning Growth

4.0	2
3.0	69
2.0	N/A
1.0	13
N/A	66
Not rated	198

Student Learning Growth by Subgroup

4.0	21
3.0	21
2.0	26
1.0	16
N/A	66
Not rated	198

Teacher Evaluation

4.0	127
3.0	94
2.0	38
1.0	1
Not rated	88

PLACEMENT RATE SCORE

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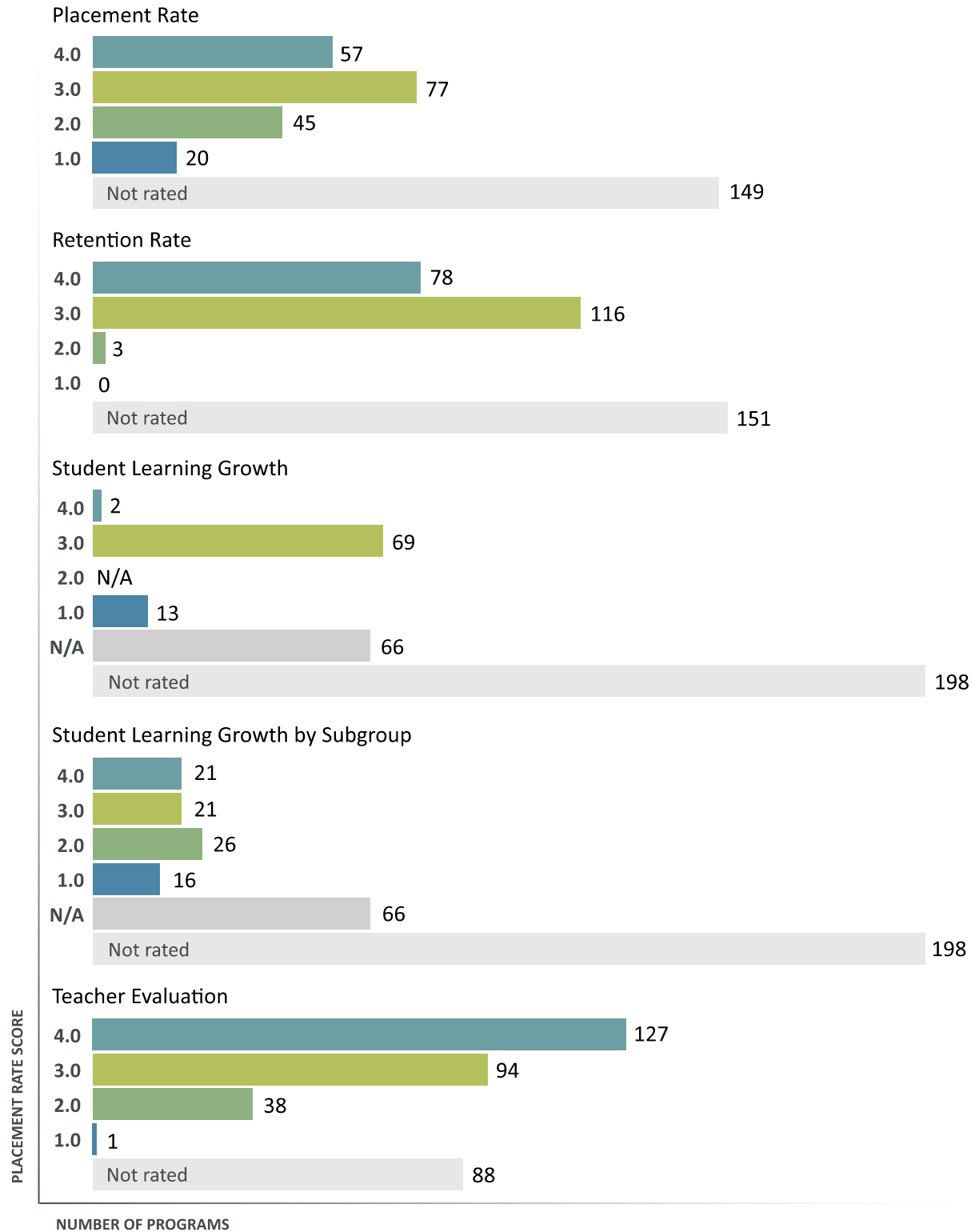
3. **Modify accountability system business rules that may make resulting data less meaningful.**

   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 348 programs in this analysis, 41 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 trade-offs to consider.

   Second, summative scores should be rounded to the hundredths rather than the tenths place. With only a four point scale, rounding to a single decimal place masks 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 rounding to the tenths place nullifies the impact of the critical teacher shortage area bonus metric in some cases.

   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 2013-2014 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 has just begun a new site review process after a hiatus of several years while the approval process was under review and amendment, making 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
Florida Gulf Coast University	387.5	PreK-Primary Education/ESOL/Reading
		PreK-Primary Education/PreK Disabilities/ESOL
Florida Gulf Coast University	430.5	Exceptional Student Education/ESOL
		Exceptional Student Education/ESOL/Reading
Florida Gulf Coast 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

Institution	Program Code	Programs
		Chemistry
		Earth/Space Science
		Physics
Florida Memorial University	288.5	Biology
		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)
		Chemistry (FSU-Teach)
		Chemistry (MST)
		Earth/Space Science
		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	398.5	English/ESOL
		English/ESOL (MST)
Indian River State College	288.5	Biology
		Middle Grades General Science
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
Rollins College	288.5	Biology
		Chemistry
		Physics

Institution	Program Code	Programs
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
University of Central Florida	310.5	World Language-French
		World Language-Spanish
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)
		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

Institution	Program Code	Programs
		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 Tampa	288.5	Biology
		Chemistry
		Physics

Appendix C: APPR Summary Table All Programs

Rank	Institution/Program	Undergraduate Program (U) / Graduate Program (G)	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 Grades Mathematics	U	4.0	4.0	--	4.0	4.0	4.0	✓	37
2	Nova Southeastern University Reading	G	3.8	4.0	4.0	3.0	4.0	4.0		178
2	University of Central Florida Reading	G	3.8	4.0	4.0	3.0	4.0	4.0	✓	219
4	University of Central Florida Mathematics	U	3.7	3.0	4.0	3.0	4.0	4.0	✓	220
5	Florida International University English/ESOL	U	3.6	3.0	4.0	3.0	4.0	4.0		28
5	Saint Leo University Middle Grades Mathematics /Reading	U	3.6	3.0	4.0	3.0	4.0	4.0		66
5	University of South Florida Reading	G	3.6	4.0	4.0	3.0	3.0	4.0		270
8	Flagler College Elementary Education/Exceptional Student Education/Reading/ESOL	U	3.5	3.0	--	3.0	4.0	4.0		194
8	Florida Memorial University Reading/ESOL	G	3.5	--	4.0	3.0	4.0	3.0		26
8	Lynn University Elementary Education/ESOL/Reading	U	3.5	--	3.0	3.0	4.0	4.0		58
8	Rollins College Elementary Education/ESOL	U	3.5	--	4.0	3.0	3.0	4.0		74
8	Saint Leo University Reading	G	3.5	3.0	--	3.0	4.0	4.0		129
8	St. Petersburg College Mathematics	U	3.5	4.0	3.0	3.0	3.0	4.0	✓	39
14	Barry University Reading	G	3.4	4.0	4.0	3.0	4.0	2.0		212
14	Florida State University Reading	G	3.4	1.0	3.0	4.0	4.0	4.0	✓	70

Rank	Institution/Program	Undergraduate Program (U) / Graduate Program (G)	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
14	Palm Beach Atlantic University Elementary Education/ESOL	U	3.4	4.0	4.0	3.0	2.0	4.0		61
14	University of Florida Elementary Education/Exceptional Student Education/ESOL	G	3.4	4.0	4.0	3.0	2.0	4.0		186
14	University of North Florida Middle Grades Mathematics/Middle Grades General Science	U	3.4	3.0	3.0	3.0	4.0	3.0	✓	56
14	University of South Florida Mathematics	U/G	3.4	3.0	4.0	3.0	3.0	4.0		137
14	University of West Florida Reading	G	3.4	2.0	4.0	3.0	3.0	4.0	✓	69
21	Chipola College Elementary Education/ESOL/Reading	U	3.3	4.0	--	3.0	3.0	3.0		104
21	University of South Florida - Sarasota Manatee Elementary Education/ESOL	G	3.3	4.0	--	3.0	2.0	4.0		137
23	Barry University Elementary Education/ESOL/Reading	U	3.2	2.0	4.0	3.0	3.0	4.0		208
23	Flagler College English/ESOL	U	3.2	--	3.0	3.0	3.0	3.0	✓	20
23	Florida Atlantic University Reading	G	3.2	2.0	4.0	3.0	3.0	4.0		172
23	Florida Memorial University Elementary Education/ESOL	U	3.2	2.0	4.0	3.0	4.0	3.0		71
23	Florida State University Mathematics	G	3.2	2.0	3.0	3.0	4.0	4.0		99
23	Northwest Florida State College Middle Grades Mathematics	U	3.2	4.0	--	3.0	3.0	2.0	✓	11
23	University of Florida Elementary Education/ESOL/Reading	G	3.2	3.0	3.0	3.0	3.0	4.0		567
23	University of Florida English/ESOL	G	3.2	2.0	3.0	3.0	3.0	4.0	✓	99

Rank	Institution/Program	Undergraduate Program (U) / Graduate Program (G)	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
31	Daytona State College Elementary Education/ESOL/Reading	U	3.0	4.0	--	3.0	2.0	3.0		187
31	Florida Atlantic University English/ESOL	U	3.0	3.0	3.0	3.0	2.0	4.0		85
31	Florida International University Reading	G	3.0	2.0	4.0	3.0	4.0	2.0		268
31	Nova Southeastern University Elementary Education/ESOL	U	3.0	3.0	3.0	3.0	4.0	2.0		204
31	Saint Leo University Middle Grades English/ESOL/Reading	U	3.0	3.0	4.0	3.0	1.0	4.0		50
31	University of Central Florida Elementary Education/ESOL/Reading	U	3.0	3.0	3.0	3.0	2.0	4.0		3,143
31	University of North Florida Elementary Education/ESOL	U	3.0	2.0	3.0	3.0	4.0	3.0		990
31	University of North Florida English/ESOL	U	3.0	3.0	3.0	3.0	2.0	4.0		72
31	University of North Florida Mathematics	U	3.0	4.0	--	3.0	1.0	4.0		38
31	University of South Florida - St. Petersburg Elementary Education/ESOL	G	3.0	2.0	--	3.0	3.0	4.0		46
31	University of Tampa English/ESOL	U	3.0	--	3.0	3.0	2.0	4.0		14
31	University of Tampa Mathematics	U	3.0	3.0	3.0	3.0	2.0	4.0		30
31	University of West Florida Elementary Education/Exceptional Student Education/Reading/ESOL	U	3.0	2.0	--	3.0	2.0	4.0	✓	195
31	Warner University Elementary Education/ESOL	U	3.0	3.0	4.0	3.0	2.0	3.0		53
45	University of Central Florida Middle Grades Mathematics	G	2.9	2.0	2.0	3.0	3.0	3.0	✓	32
46	Bethune-Cookman University Elementary Education/ESOL	U	2.8	2.0	4.0	3.0	2.0	3.0		57

Rank	Institution/Program	Undergraduate Program (U) / Graduate Program (G)	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
46	Flagler College Elementary Education/ESOL/Reading	U	2.8	1.0	3.0	3.0	3.0	4.0		384
46	Florida A&M University Elementary Education/ESOL/Reading	U	2.8	3.0	3.0	3.0	3.0	2.0		186
46	Florida Atlantic University Elementary Education/ESOL	U	2.8	4.0	3.0	3.0	2.0	2.0		2,184
46	Florida Atlantic University Mathematics	U	2.8	2.0	4.0	3.0	2.0	3.0		25
46	Florida International University Elementary Education/ESOL	U	2.8	2.0	3.0	3.0	4.0	2.0		1,138
46	Florida Southern College Mathematics	U	2.8	3.0	--	3.0	2.0	3.0		9
46	Florida SouthWestern State College Elementary Education/ESOL/Reading	U	2.8	4.0	--	3.0	2.0	2.0		367
46	Florida State University Elementary Education/ESOL/Reading	U	2.8	3.0	3.0	3.0	2.0	3.0		637
46	Florida State University English/ESOL	U/G	2.8	2.0	3.0	3.0	4.0	2.0		207
46	Northwest Florida State College Elementary Education/ESOL/Reading	U	2.8	3.0	--	3.0	1.0	4.0		137
46	Southern Technical College Elementary Education/ESOL	U	2.8	4.0	--	3.0	2.0	2.0		14
46	St. Petersburg College Elementary Education/ESOL/Reading	U	2.8	4.0	4.0	3.0	1.0	2.0		570
46	St. Petersburg College Middle Grades Mathematics	U	2.8	2.0	--	3.0	2.0	4.0		16
46	University of West Florida Elementary Education/ESOL/Reading	U	2.8	2.0	3.0	3.0	2.0	4.0		473
61	Miami Dade College Mathematics	U	2.6	2.0	4.0	1.0	1.0	3.0	✓	66
61	Southeastern University English/ESOL	U	2.6	3.0	3.0	1.0	2.0	2.0	✓	21

Rank	Institution/Program	Undergraduate Program (U) / Graduate Program (G)	Summative Rating Score	Placement Score	Retention Score	Student Achievement Score	Student Achievement by Subgroup Score	Teacher Evaluation Score	Critical Teacher Shortage Area Bonus	Completers
61	University of South Florida - St. Petersburg Reading	G	2.6	1.0	3.0	3.0	2.0	4.0		89
61	University of Tampa Elementary Education/ESOL	U	2.6	2.0	4.0	3.0	2.0	2.0		215
65	Florida Gulf Coast University Elementary Education/ESOL/Reading	U	2.4	4.0	3.0	1.0	2.0	2.0		631
65	Florida Southern College Elementary Education/ESOL	U	2.4	3.0	3.0	1.0	1.0	4.0		184
65	Jacksonville University Elementary Education/ESOL/Reading	G	2.4	1.0	3.0	3.0	1.0	4.0		60
65	University of Central Florida English/ESOL	U	2.4	3.0	3.0	1.0	1.0	2.0	✓	277
65	University of South Florida Elementary Education/ESOL	U/G	2.4	3.0	4.0	1.0	2.0	2.0		2,396
65	University of South Florida Middle Grades Mathematics	U/G	2.4	2.0	3.0	1.0	1.0	3.0	✓	32
71	Florida College Elementary Education/ESOL	U	2.2	1.0	3.0	3.0	1.0	3.0		46
71	Saint Leo University Elementary Education/ESOL/Reading	U	2.2	4.0	3.0	1.0	1.0	2.0		852
71	University of South Florida English/ESOL	U/G	2.2	4.0	3.0	1.0	1.0	2.0		314
74	Flagler College Elementary Education/Hearing Impaired/ESOL/Reading	U	2.0	3.0	--	1.0	1.0	3.0		55
74	Stetson University Elementary Education/ESOL	U	2.0	1.0	3.0	1.0	1.0	4.0		88
74	University of South Florida - St. Petersburg Elementary Education/Exceptional Student Education/ESOL/Reading	U	2.0	3.0	--	1.0	2.0	2.0		305
77	Southeastern University Elementary Education/ESOL/Reading	U	1.6	1.0	3.0	1.0	1.0	2.0		156

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	14	3.4	4.0	4.0	3.0	4.0	2.0		212
Elementary Education/ESOL/Reading	23	3.2	2.0	4.0	3.0	3.0	4.0		208
Flagler College									
Elementary Education/Exceptional Student Education/Reading/ESOL	8	3.5	3.0	--	3.0	4.0	4.0		194
English/ESOL	23	3.2	--	3.0	3.0	3.0	3.0	✓	20
Elementary Education/ESOL/Reading	46	2.8	1.0	3.0	3.0	3.0	4.0		384
Elementary Education/Hearing Impaired/ESOL/Reading	74	2.0	3.0	--	1.0	1.0	3.0		55
Florida Atlantic University									
Reading	23	3.2	2.0	4.0	3.0	3.0	4.0		172
English/ESOL	31	3.0	3.0	3.0	3.0	2.0	4.0		85
Elementary Education/ESOL	46	2.8	4.0	3.0	3.0	2.0	2.0		2,184
Mathematics	46	2.8	2.0	4.0	3.0	2.0	3.0		25
Florida International University									
English/ESOL	5	3.6	3.0	4.0	3.0	4.0	4.0		28
Reading	31	3.0	2.0	4.0	3.0	4.0	2.0		268
Elementary Education/ESOL	46	2.8	2.0	3.0	3.0	4.0	2.0		1,138
Florida Memorial University									
Reading/ESOL	8	3.5	--	4.0	3.0	4.0	3.0		26
Elementary Education/ESOL	23	3.2	2.0	4.0	3.0	4.0	3.0		71

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 Southern College									
Mathematics	46	2.8	3.0	--	3.0	2.0	3.0		9
Elementary Education/ESOL	65	2.4	3.0	3.0	1.0	1.0	4.0		184
Florida State University									
Reading	14	3.4	1.0	3.0	4.0	4.0	4.0	✓	70
Mathematics	23	3.2	2.0	3.0	3.0	4.0	4.0		99
Elementary Education/ESOL/Reading	46	2.8	3.0	3.0	3.0	2.0	3.0		637
English/ESOL	46	2.8	2.0	3.0	3.0	4.0	2.0		207
Northwest Florida State College									
Middle Grades Mathematics	23	3.2	4.0	--	3.0	3.0	2.0	✓	11
Elementary Education/ESOL/Reading	46	2.8	3.0	--	3.0	1.0	4.0		137
Nova Southeastern University									
Reading	2	3.8	4.0	4.0	3.0	4.0	4.0		178
Elementary Education/ESOL	31	3.0	3.0	3.0	3.0	4.0	2.0		204
Saint Leo University									
Middle Grades Mathematics/Reading	5	3.6	3.0	4.0	3.0	4.0	4.0		66
Reading	8	3.5	3.0	--	3.0	4.0	4.0		129
Middle Grades English/ESOL/Reading	31	3.0	3.0	4.0	3.0	1.0	4.0		50
Elementary Education/ESOL/Reading	71	2.2	4.0	3.0	1.0	1.0	2.0		852
Southeastern University									
English/ESOL	61	2.6	3.0	3.0	1.0	2.0	2.0	✓	21
Elementary Education/ESOL/Reading	77	1.6	1.0	3.0	1.0	1.0	2.0		155
St. Petersburg College									
Mathematics	8	3.5	4.0	3.0	3.0	3.0	4.0	✓	39

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
Elementary Education/ESOL/Reading	46	2.8	4.0	4.0	3.0	1.0	2.0		570
Middle Grades Mathematics	46	2.8	2.0	--	3.0	2.0	4.0		16
University of Central Florida									
Reading	2	3.8	4.0	4.0	3.0	4.0	4.0	✓	219
Mathematics	4	3.7	3.0	4.0	3.0	4.0	4.0	✓	220
Elementary Education/ESOL/Reading	31	3.0	3.0	3.0	3.0	2.0	4.0		3,143
Middle Grades Mathematics	45	2.9	2.0	2.0	3.0	3.0	3.0	✓	32
University of Florida									
Elementary Education/Exceptional Student Education/ESOL	14	3.4	4.0	4.0	3.0	2.0	4.0		186
Elementary Education/ESOL/Reading	23	3.2	3.0	3.0	3.0	3.0	4.0		567
English/ESOL	23	3.2	2.0	3.0	3.0	3.0	4.0	✓	99
University of North Florida									
Middle Grades Mathematics/Middle Grades General Science	14	3.4	3.0	3.0	3.0	4.0	3.0	✓	56
Elementary Education/ESOL	31	3.0	2.0	3.0	3.0	4.0	3.0		990
English/ESOL	31	3.0	3.0	3.0	3.0	2.0	4.0		72
Mathematics	31	3.0	4.0	--	3.0	1.0	4.0		38
University of South Florida									
Reading	5	3.6	4.0	4.0	3.0	3.0	4.0		270
Mathematics	14	3.4	3.0	4.0	3.0	3.0	4.0		137
Elementary Education/ESOL	65	2.4	3.0	4.0	1.0	2.0	2.0		2,396
Middle Grades Mathematics	65	2.4	2.0	3.0	1.0	1.0	3.0	✓	32
English/ESOL	71	2.2	4.0	3.0	1.0	1.0	2.0		314

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 South Florida – St. Petersburg									
Elementary Education/ESOL	31	3.0	2.0	--	3.0	3.0	4.0		46
Reading	61	2.6	1.0	3.0	3.0	2.0	4.0		89
Elementary Education/Exceptional Student Education/Reading/ESOL	74	2.0	3.0	--	1.0	2.0	2.0		305
University of Tampa									
English/ESOL	31	3.0	--	3.0	3.0	2.0	4.0		14
Mathematics	31	3.0	3.0	3.0	3.0	2.0	4.0		30
Elementary Education/ESOL	61	2.6	2.0	4.0	3.0	2.0	2.0		215
University of West Florida									
Reading	14	3.4	2.0	4.0	3.0	3.0	4.0	✓	69
Elementary Education/Exceptional Student Education/Reading/ESOL	31	3.0	2.0	--	3.0	2.0	4.0	✓	195
Elementary Education/ESOL/Reading	46	2.8	2.0	3.0	3.0	2.0	4.0		473

Appendix E: APPR Summary Table Elementary Education 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	Flagler College Elementary Education/Exceptional Student Education/Reading/ESOL	U	3.5	3.0	--	3.0	4.0	4.0		194
1	Lynn University Elementary Education/ESOL/Reading	U	3.5	--	3.0	3.0	4.0	4.0		58
1	Rollins College Elementary Education/ESOL	U	3.5	--	4.0	3.0	3.0	4.0		74
4	Palm Beach Atlantic University Elementary Education/ESOL	U	3.4	4.0	4.0	3.0	2.0	4.0		61
4	University of Florida Elementary Education/Exceptional Student Education/ESOL	G	3.4	4.0	4.0	3.0	2.0	4.0		186
6	Chipola College Elementary Education/ESOL/Reading	U	3.3	4.0	--	3.0	3.0	3.0		104
6	University of South Florida - Sarasota Manatee Elementary Education/ESOL	G	3.3	4.0	--	3.0	2.0	4.0		137
8	Barry University Elementary Education/ESOL/Reading	U	3.2	2.0	4.0	3.0	3.0	4.0		208
8	Florida Memorial University Elementary Education/ESOL	U	3.2	2.0	4.0	3.0	4.0	3.0		71
8	University of Florida Elementary Education/ESOL/Reading	G	3.2	3.0	3.0	3.0	3.0	4.0		567
11	Daytona State College Elementary Education/ESOL/Reading	U	3.0	4.0	--	3.0	2.0	3.0		187
11	Nova Southeastern University Elementary Education/ESOL	U	3.0	3.0	3.0	3.0	4.0	2.0		204
11	University of Central Florida Elementary Education/ESOL/Reading	U	3.0	3.0	3.0	3.0	2.0	4.0		3143

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
11	University of North Florida Elementary Education/ESOL	U	3.0	2.0	3.0	3.0	4.0	3.0		990
11	University of South Florida - St. Petersburg Elementary Education/ESOL	G	3.0	2.0	--	3.0	3.0	4.0		46
11	University of West Florida Elementary Education/Exceptional Student Education/Reading/ESOL	U	3.0	2.0	--	3.0	2.0	4.0	✓	195
11	Warner University Elementary Education/ESOL	U	3.0	3.0	4.0	3.0	2.0	3.0		53
18	Bethune-Cookman University Elementary Education/ESOL	U	2.8	2.0	4.0	3.0	2.0	3.0		57
18	Flagler College-Elementary Education/ESOL/Reading	U	2.8	1.0	3.0	3.0	3.0	4.0		384
18	Florida A&M University Elementary Education/ESOL/Reading	U	2.8	3.0	3.0	3.0	3.0	2.0		186
18	Florida Atlantic University Elementary Education/ESOL	U	2.8	4.0	3.0	3.0	2.0	2.0		2,184
18	Florida International University Elementary Education/ESOL	U	2.8	2.0	3.0	3.0	4.0	2.0		1,138
18	Florida SouthWestern State College Elementary Education/ESOL/Reading	U	2.8	4.0	--	3.0	2.0	2.0		367
18	Florida State University Elementary Education/ESOL/Reading	U	2.8	3.0	3.0	3.0	2.0	3.0		637
18	Northwest Florida State College Elementary Education/ESOL/Reading	U	2.8	3.0	--	3.0	1.0	4.0		137
18	Southern Technical College Elementary Education/ESOL	U	2.8	4.0	--	3.0	2.0	2.0		14
18	St. Petersburg College Elementary Education/ESOL/Reading	U	2.8	4.0	4.0	3.0	1.0	2.0		570
18	University of West Florida Elementary Education/ESOL/Reading	U	2.8	2.0	3.0	3.0	2.0	4.0		473

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
29	University of Tampa Elementary Education/ESOL	U	2.6	2.0	4.0	3.0	2.0	2.0		215
30	Florida Gulf Coast University Elementary Education/ESOL/Reading	U	2.4	4.0	3.0	1.0	2.0	2.0		631
30	Florida Southern College Elementary Education/ESOL	U	2.4	3.0	3.0	1.0	1.0	4.0		184
30	Jacksonville University Elementary Education/ESOL/Reading	G	2.4	1.0	3.0	3.0	1.0	4.0		60
30	University of South Florida Elementary Education/ESOL	U/G	2.4	3.0	4.0	1.0	2.0	2.0		2,396
34	Florida College Elementary Education/ESOL	U	2.2	1.0	3.0	3.0	1.0	3.0		46
34	Saint Leo University Elementary Education/ESOL/Reading	U	2.2	4.0	3.0	1.0	1.0	2.0		852
36	Flagler College Elementary Education/Hearing Impaired/ESOL/Reading	U	2.0	3.0	--	1.0	1.0	3.0		55
36	Stetson University Elementary Education/ESOL	U	2.0	1.0	3.0	1.0	1.0	4.0		88
36	University of South Florida - St. Petersburg Elementary Education/Exceptional Student Education/ESOL/Reading	U	2.0	3.0	--	1.0	2.0	2.0		305
39	Southeastern University Elementary Education/ESOL/Reading	U	1.6	1.0	3.0	1.0	1.0	2.0		155

Appendix F: 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 Grades Mathematics	U	4.0	4.0	--	4.0	4.0	4.0	✓	37
2	University of Central Florida Mathematics	U	3.7	3.0	4.0	3.0	4.0	4.0	✓	220
3	Saint Leo University Middle Grades Mathematics /Reading	U	3.6	3.0	4.0	3.0	4.0	4.0		66
4	St. Petersburg College Mathematics	U	3.5	4.0	3.0	3.0	3.0	4.0	✓	39
5	University of North Florida Middle Grades Mathematics/Middle Grades General Science	U	3.4	3.0	3.0	3.0	4.0	3.0	✓	56
5	University of South Florida Mathematics	U/G	3.4	3.0	4.0	3.0	3.0	4.0		137
7	Florida State University Mathematics	G	3.2	2.0	3.0	3.0	4.0	4.0		99
7	Northwest Florida State College Middle Grades Mathematics	U	3.2	4.0	--	3.0	3.0	2.0	✓	11
9	University of North Florida Mathematics	U	3.0	4.0	--	3.0	1.0	4.0		38
9	University of Tampa Mathematics	U	3.0	3.0	3.0	3.0	2.0	4.0		30
11	University of Central Florida Middle Grades Mathematics	G	2.9	2.0	2.0	3.0	3.0	3.0	✓	32
12	Florida Atlantic University Mathematics	U	2.8	2.0	4.0	3.0	2.0	3.0		25
12	Florida Southern College Mathematics	U	2.8	3.0	--	3.0	2.0	3.0		9
12	St. Petersburg College Middle Grades Mathematics	U	2.8	2.0	--	3.0	2.0	4.0		16

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
15	Miami Dade College Mathematics	U	2.6	2.0	4.0	1.0	1.0	3.0	✓	66
15	University of South Florida Middle Grades Mathematics	U/G	2.4	2.0	3.0	1.0	1.0	3.0	✓	32