

Florida Teacher Certification Examinations (FTCE)
Florida Educational Leadership Examination (FELE)

2024 Annual Administration and Technical Report

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**Prepared for
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Office of Assessment and School Performance
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TABLE OF CONTENTS

I. PREFACE	1
II. EXECUTIVE SUMMARY	1
III. OVERVIEW OF FTCE/FELE PROGRAM	1
Legislative Basis of FTCE and FELE	2
Test Form Information	2
IV. TEST DEVELOPMENT	3
Validity	3
FTCE/FELE Test Development, Revision, and Validation Process	3
Establish Committees	3
Literature Review	4
Develop, Validate, and Finalize Competencies and Skills and Test Blueprints	4
Develop and Validate Item Specifications	4
Item Development, Field Testing, Pilot Testing, and Validation	4
Test Form Assembly and Validation	5
Test Information Guide Development	5
Standard Setting	5
Test Development for 2024	6
V. TEST ADMINISTRATION	7
Overview of Test Administration Activities	7
Test Administration Data	7
Test Administration Procedures	12
Program Information & Communications to Examinees	12
Registration Process	14
VI. TEST SCORING AND REPORTING	15
Quality Control	15
Multiple-Choice Item Scoring	15
Item and Test Analyses	15
Item-Level Statistics	15
Test-Level Statistics	15
Reliability	16
Item Bias	16
Performance Assessment Scoring	17
Rater Selection Criteria	17
Overview of Holistic Scoring Sessions	17
Holistic Scoring Manuals	18
Remote Scoring	18
Analysis and Reporting of Results	19
Equating	19
Score Reports for Examinees, Institutions, and the Department	20
VII. STATE-APPROVED PROGRAMS FTCE/FELE OUTCOMES	21
Teacher Preparation in Florida	21
VIII. SUMMARY STATISTICS REPORTS	22
BIBLIOGRAPHY	25
APPENDIX A	26
APPENDIX B	30
APPENDIX C	36
APPENDIX D	43
APPENDIX E	66

APPENDIX F..... 85
APPENDIX G..... 99

I. PREFACE

The Annual Administration and Technical Report for the Florida Teacher Certification Examinations (FTCE) and the Florida Educational Leadership Examination (FELE) contains technical information and describes activities associated with the FTCE and the FELE programs for the reporting period of January 1, 2024, through December 31, 2024.

This document was developed by Evaluation Systems group of Pearson (hereafter referred to as “Pearson”) for the Florida Department of Education Bureau of Postsecondary Assessment (hereafter referred to as “Department”). It is intended to serve Florida’s educational stakeholders, including the Department, institutions of higher education (IHEs), local school districts, and policy makers. The report includes the following key topics:

- Executive Summary of the 2024 FTCE/FELE Annual Administration and Technical Report
- Background of the FTCE/FELE program, including legislative basis
- Test development of FTCE/FELE, including an overview of validity and validation tasks
- Test administration of FTCE/FELE, including testing procedures and computer-based testing
- Scoring and reporting, including for multiple-choice and performance examination items
- Summary statistics reports regarding FTCE/FELE psychometric characteristics
- Examinee performance statistics based on Title II reporting

II. EXECUTIVE SUMMARY

The Florida Teacher Certification Examinations (FTCE) and Florida Educational Leadership Examination (FELE) are integral to fulfilling the mission of the Florida Department of Education. The Department’s mission is to increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

III. OVERVIEW OF FTCE/FELE PROGRAM

The purpose of the FTCE and FELE programs is to provide the state of Florida with an assessment tool that allows prospective educators to demonstrate their knowledge and skills in the areas of general knowledge, professional education competence, educational leadership, and/or subject area knowledge. The tests measure prospective teachers’ and school administrators’ achievement of the benchmarks established by the Florida State Board of Education as stated in Rules 6A-4.0021 and 6A-4.00821 of the Florida Administrative Code (FAC) and published in the Competencies and Skills Required for Teacher Certification in Florida. The FTCE and FELE play a critical role in maximizing the number of Florida educators who possess the requisite knowledge and skills and the capacity to become highly effective educators. To this end, the Department develops the FTCE and FELE to be fair, valid, and reliable assessments that are administered under equitable and secure conditions, with results scored and reported accurately and in a timely manner.

The FTCE/FELE program consists of 41 Florida Teacher Certification Examinations and the Florida Educational Leadership Examination, a total of 42 assessments. The FTCE tests include the Professional Education Test, the General Knowledge Test, and 39 Subject Area Examinations. The FELE consists of three subtests covering 13 domains of core curriculum in Educational Leadership.

The Department develops and administers the FTCE and FELE examinations in partnership with its contractor, Pearson.

All FTCE and FELE test development activities, including the writing of assessment items, are conducted or overseen by the Department, using statewide committees of subject matter experts (SMEs) from Florida's colleges, universities, school districts, and K–12 classrooms representing all regions of Florida to ensure appropriate rigor and full alignment to the State Board of Education-approved Florida K–12 standards and national, organization, or industry standards where applicable. All FTCE and FELE tests are developed using processes that are consistent with national standards and best practices for developing large-scale examinations as articulated in *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014).

Legislative Basis of FTCE and FELE

Certification testing requirements are set forth in Florida Statute 1012.56. Educators must pass the FTCE as one of the requirements for their first five-year Florida Professional Certificate. Upon evaluation of the application for a teaching certificate, qualified educators may be issued a five-year Temporary Certificate while testing and performance requirements are being completed for the five-year Professional Certificate. Candidates seeking certification in Educational Leadership are required by Florida State Board of Education Rule 6A-4.00821, FAC, to take and pass the FELE.

The 1999 Florida Legislature adopted the Teacher Quality Act of 1999, a legislative initiative that required the Department to conduct a review of all statutes and rules relating to teacher certification, followed by recommendations for improvement of the teacher certification process.

The 2000 Florida Legislature adopted EDUCATE 2000, a legislative initiative that implemented many recommendations for improving the teacher certification process. This legislative change specified that by July 1, 2002, examinations used for demonstration of mastery of general knowledge, professional education competence, and subject area knowledge shall be aligned with student content standards approved by the State Board. The delivery system for these examinations shall provide for overall efficiency, user-friendly application, reasonable accessibility to prospective teachers, and prompt attainment of examination results. The examination of subject area knowledge shall be sufficiently comprehensive to assess subject matter expertise for individuals who have acquired subject knowledge either through college credit or by other means.

Test Form Information

The FTCE and FELE examinations contain multiple-choice items, performance items, or both multiple-choice and performance items. Some tests are composed of three or more subtests (e.g., FELE, General Knowledge, Prekindergarten/Primary PK–3). The design and length of the tests vary across subject areas. Each test was designed to reflect the requirements of the state with respect to the content to be covered and the method to be used for assessment, and to enable—to the extent possible—stable scores to be derived from the tests. The tests are administered as timed tests. The time allotted for each test (or subtest, as applicable) is based on test length and method of assessment. A table providing the number of multiple-choice and performance items in each test and the test administration time allotted for each of the FTCE and FELE tests is included in [Appendix A](#).

IV. TEST DEVELOPMENT

This section of the report presents an overview of test validity, the test development process, and a summary of 2024 development activities.

Validity

Validity refers to the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests. Validation techniques traditionally used to support the use of tests for licensure and certification are described in *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014).

For the FTCE and the FELE, the primary validity focus is content validity. Content validation evidence supports the notion that a test measures a representative sample of qualities in a desired domain. The intended content domain measured by the FTCE and FELE is that of entry-level skills identified by the Department in conjunction with Florida subject matter experts (SMEs). The content validity of the FTCE and FELE is reinforced through the involvement of Florida educators, including teachers, district supervisors, teacher educators, and other education personnel, throughout the test development process. These Florida SMEs may (1) engage in a literature review of fields identified for development; (2) participate in the identification of competencies and skills to be the basis of the test; (3) participate in a statewide survey of those competencies and skills, as appropriate; (4) develop test item specifications; (5) write test items; (6) review and validate draft test items and test forms; and/or (7) recommend test-level cut scores to help establish passing standards.

The statutory basis for the FTCE and FELE certification examinations is 1012.56, F.S., which provides that each applicant for initial professional certification shall demonstrate mastery of general knowledge (subsection 3), subject area knowledge (subsection 5), and professional preparation and education competence (subsection 6). The statute addresses the status only at initial certification and does not require that inferences be made from test scores concerning future success as a classroom teacher. No claims have been made regarding measurement of specific aptitudes or traits, and no attempt has been made to establish relationships between the FTCE/FELE and independent, concurrent, or future criteria. It is claimed only that the tests adequately measure the knowledge and skills for which they were developed.

FTCE/FELE Test Development, Revision, and Validation Process

The various steps of the test development process involve qualified Florida educators (e.g., classroom teachers, district coordinators, college and university faculty), the gathering of validity information over the course of development, and the creation of assessment materials that are job-related, accurate, measurable, free from bias, and aligned with State Board of Education-approved educational standards for the subject area.

All examinations that undergo test development are revised to be aligned to State Board of Education-approved educational standards. For example, if a subject area has completely new education standards (e.g., Florida Educator Accomplished Practices [FEAPs]), then the revision of the current competencies and skills may range anywhere from 75% to 100% revision. If the current competencies and skills are in near alignment with newly adopted standards, then revision of the current competencies and skills may range anywhere from 20% to 75% revision.

Establish Committees

Committees are established for each subject area to develop or review test materials for each stage of the development process. The committees are typically composed of Florida K–12 schoolteachers, district curriculum specialists/coordinators, and college and university faculty. Committee members are selected to represent various institutions and educational philosophies

and to reflect the diversity of the Florida population demographically, geographically, and by professional expertise.

Literature Review

For each subject area undergoing development, a literature review may be conducted to inform decisions regarding the design of the FTCE competencies and skills. The literature review activities may include a review of National and State Standards and related policy documents; preparation of an initial crosswalk of the current competencies and skills; research to identify field-specific essential knowledge, current trends, best practices, and areas of emphasis; and collation of references regarding current research in the field and resources (e.g., textbooks, journals). Outcomes of the literature review are used to inform proposed revisions and updates to the competencies and skills.

Develop, Validate, and Finalize Competencies and Skills and Test Blueprints

For each subject area undergoing development, a committee of Florida educators is established to review and validate proposed revisions to existing competencies and skills. The committee uses specified review criteria to revise, delete, or add competencies and skills to reflect current job-related practice, accepted teaching theory, Florida Statutes, and State Board of Education-approved educational standards. The committee also reviews and adjusts the proportions of the test used to measure each competency to validate an appropriate proportion of test questions per competency, resulting in the test blueprint.

Following this meeting, a statewide content validation survey is conducted to gather data for each subject area regarding the degree to which each skill statement is related to the job of an entry-level educator in the field and to gather input on the appropriateness of the test blueprint weighting.

Following the conclusion of the content validation survey, a committee of Florida educators is convened to finalize the revised competencies and skills and test blueprint according to specified review criteria. Content validation survey data, where appropriate, is presented to the committee and used during the finalization process.

Develop and Validate Item Specifications

Item specifications are used to guide development of test items. Following finalization of the competencies and skills for each subject area, item specifications are updated. Item specifications include identification of the competency and skill for which the specification is developed, possible item formats and content to be tested, model item shells, and possible considerations for item development. A committee of Florida educators is convened to review and validate the item specifications according to specified review criteria.

Item Development, Field Testing, Pilot Testing, and Validation

For each subject area undergoing development, items from the existing item bank that have not been previously administered are selected and revised, as appropriate, and new test items are written according to the item specifications. Prior to field/pilot testing, a committee of Florida educators is convened to participate in a test-taking activity followed by an item review process to ensure that the items meet specified editorial and review criteria, including ensuring each item is free from bias. Newly written and redeveloped test items are added to rotation for field testing or piloted in stand-alone testing to collect examinee data. Following the field/pilot testing, the test item performance data are reviewed to inform item inclusion in the new bank for use on operational test forms.

Test Form Assembly and Validation

For each subject area undergoing development, test forms are assembled in accordance with the test blueprint and other specified measurement guidelines and criteria. Prior to the finalization of forms, working sessions involving Florida educators are convened to confirm the validity and accuracy of the items selected for test form inclusion according to specified review criteria. Forms undergo checking and finalization, and the initial form for each test field is built for computer-based test administration.

Test Information Guide Development

For each subject area undergoing development, updated Test Information Guides are developed as web-based documents. Each guide includes competencies and skills, the test blueprint, and a set of sample test items that are each linked to a specific competency. Each guide also includes an annotated bibliography of textbooks or other preparation resources specific to the subject area.

Standard Setting

Standard setting is the process of determining a score on a test that reflects the boundary line between candidates who satisfy the testing component of state requirements for teacher licensure and those who do not. Standard setting relates directly to test validation because the standard setting process produces a recommended passing score (also referred to as a “cut score”)—a boundary line between just acceptable knowledge and skills relative to the construct of interest and a level of knowledge and skills that is not acceptable. The *Standards for Educational and Psychological Testing* require that passing scores be set high enough to distinguish adequate from inadequate performance but not so high to be unreasonably limiting (AERA, APA, & NCME, 2014). The Department oversees the ongoing review and updating of the FTCE and FELE in order to maintain professional standards and to ensure alignment with the latest Florida state standards. Hambleton and Pitoniak (2006) recommend that standard setting processes include the following nine steps:

1. Selecting standard setting method
2. Choosing panelists
3. Preparing performance-level descriptors
4. Training panelists
5. Collecting item ratings
6. Providing feedback to panelists
7. Compiling panelists' ratings to obtain performance standards
8. Conducting panelists' evaluation, and
9. Compiling validity evidence and preparing documentation

Standard setting method

The modified Angoff method (Angoff, 1971) is used to set passing scores for the examinations. Using this method, subject matter experts review each multiple-choice item and mark the proportion of the “beginning effective teacher candidate” population (or other appropriate performance-level descriptor) that would provide a correct response. For constructed response items, subject matter experts provide judgments of how the “beginning effective teacher candidate” would score using the performance descriptors, the scoring rubrics, and a set of marker papers—papers that have been selected by scoring experts as examples of the kind of response that would achieve each of the score points.

Test Development for 2024

In 2024, the Bureau of Postsecondary Assessment continued test development activities for two FTCE/FELE examinations, including standard setting for:

- Music K–12
- Speech-Language Impaired K–12

In 2024, the Bureau of Postsecondary Assessment continued test development activities for FTCE/FELE examinations due to revisions to the adopted Florida State Board of Education (SBE) K–12 education standards in English Language Arts. These development activities began in 2020 triggered by the then-newly adopted Benchmarks for Excellent Student Thinking (B.E.S.T.). In 2024, activities continued with item reviews, field/pilot testing and analysis, Test Information Guide (TIG) updating, initial form assembly, enhanced key validation, and final form assembly for multiple fields, with a focus on:

- Middle Grades Mathematics 5–9 and Prekindergarten/Primary PK–3, Subtest 3: Mathematics, including Sensitivity and Bias Review/Item Reviews (SBR/IRs), field testing, and final banking
- Reading K–12 and Prekindergarten/Primary PK–3 and Elementary Education K–6 tests with reading content, including new form creation in response to needed content shifts
- General Knowledge, Subtest 1: Essay, including work to complete score scale change

In 2024, the Bureau of Postsecondary Assessment conducted test development activities for FTCE/FELE examinations with new item development focused on civics-related content including new form production for Middle Grades Social Science 5–9.

Additional development activities were conducted in 2024 by the Department to conduct field testing and/or develop new forms in the following fields:

- Chemistry 6–12
- Earth/Space Science 6–12
- Middle Grades English 5–9
- Middle Grades Social Science 5–9
- Physical Education K–12
- Physics 6–12

In 2024, the Bureau of Postsecondary Assessment continued test development activities for three FTCE/FELE examinations, including competency and skill development work, item specification development, and item development toward initial test forms. The fields were as follows:

- Educational Media Specialist PK–12
- Florida Educational Leadership Examination (All Subtests)
- Health K–12

In 2024, the Department developed and conducted SBR/IRs for items created by item writing academies, with support in recruiting of committee participants.

V. TEST ADMINISTRATION

Overview of Test Administration Activities

This section of the report outlines the administration processes for computer-based testing (CBT) for the FTCE and FELE and provides specific data about the test sites used, examinees tested, examinations administered, and supplementary materials produced during the 2024 administration year. The section includes additional information pertaining to key test administration processes.

The FTCE/FELE program was the first educator certification program in the nation to move to a fully computer-based testing system. In 2024, computer-based testing was available six days a week at 424 test sites, including 44 sites within Florida, 282 sites out of state, and 98 Military/DOD-only sites in the United States and abroad. The Troops to Teachers program for military applicants serving overseas continues to offer on-base computer-based testing for the FTCE/FELE examinations.

Test Administration Data

Figures 1 and 2 present, respectively, a brief summary of the 2024 administration year and a chart summarizing the total examination count of FTCE/FELE tests administered in 2024.

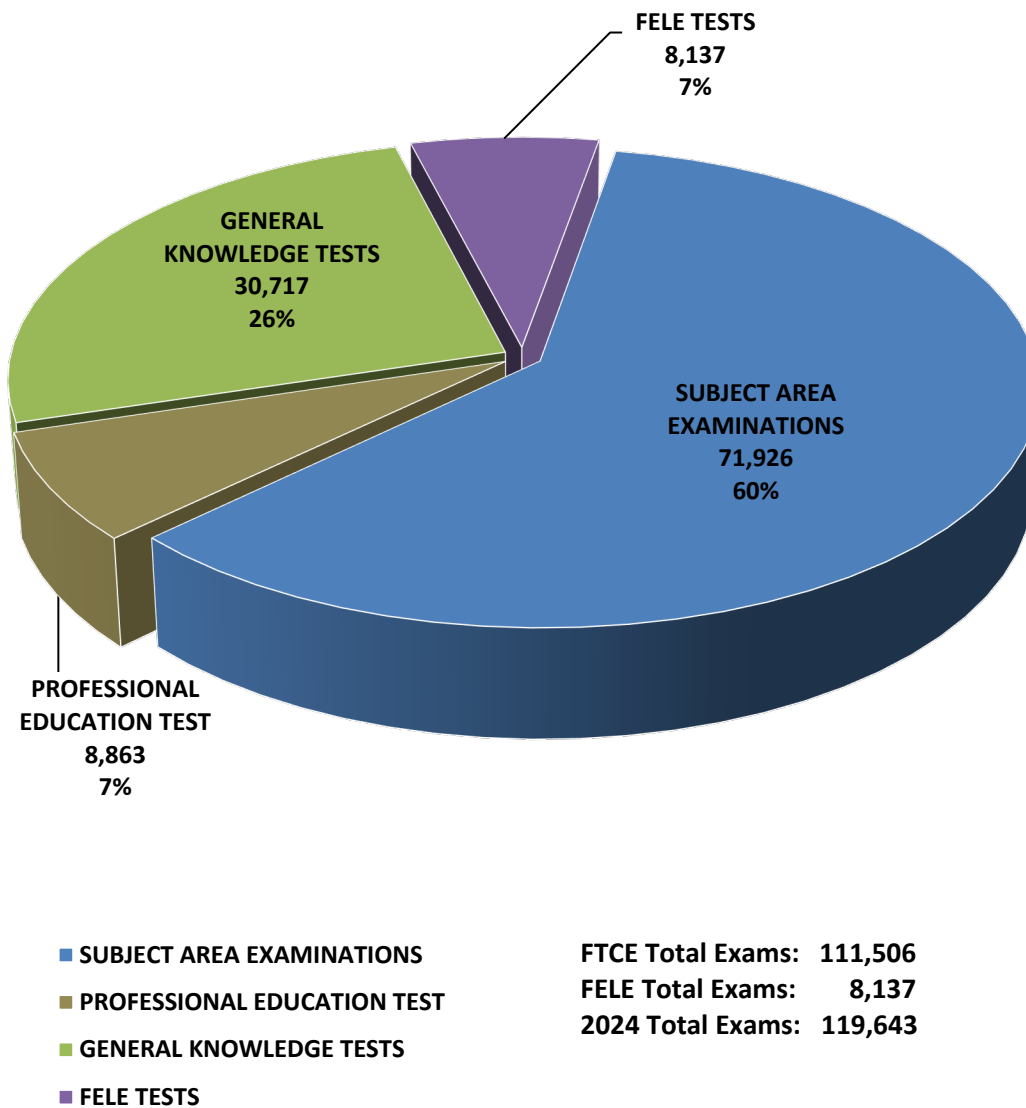
Figure 3 shows the number of examinees who took the various FTCE/FELE examinations in 2024. In this chart, only examinees' best attempts are represented, regardless of the number of attempts they had for a particular test. For examinees who took the subtest-based assessments, only one attempt is represented across all subtests.

Figure 4 shows the number of retake attempts for the various FTCE/FELE examinations administered in 2024. All retake attempts are represented in this chart. It is important to note that an examinee may have multiple retake attempts in a single test field or across multiple tests.

Figure 5 shows the number of examinees with at least one retake attempt in 2024. Examinees with multiple retake attempts for a single test field are only represented one time. For examinees who retook the subtest-based assessments, only one retake attempt is represented across all subtests.

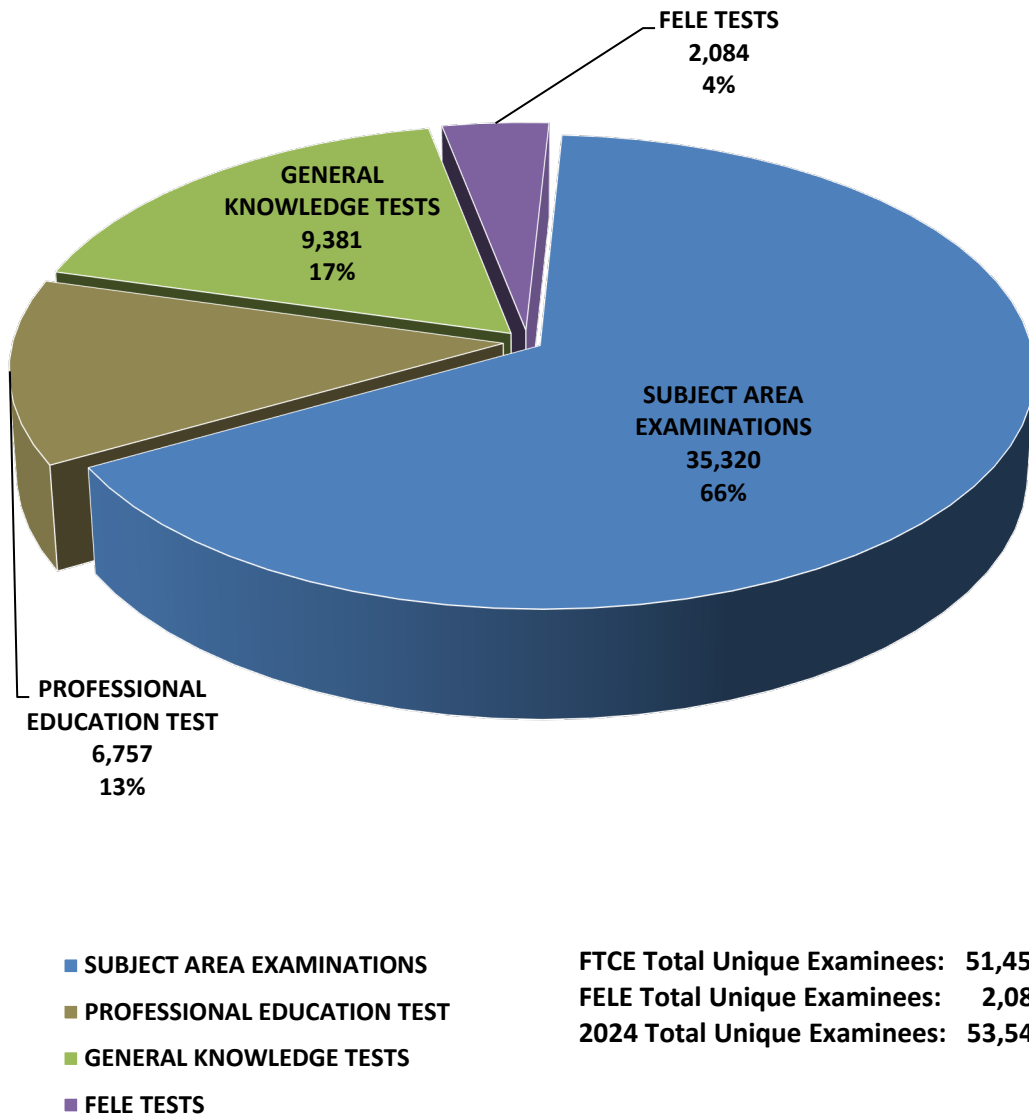
Figure 1 2024 Administration Year January 1, 2024–December 31, 2024	
Program Overview	
The FTCE/FELE testing program offered 42 unique examinations, including	
<ul style="list-style-type: none">• General Knowledge• Professional Education	<ul style="list-style-type: none">• 39 Subject Area Examinations• FELE
Computer-Based Testing (CBT)	
<ul style="list-style-type: none">• Administered Monday–Saturday at Pearson VUE locations• Evening hours available (at Pearson VUE locations)	
Number of Sites	44 in Florida, 282 out of state, 98 Military
Total Examinations Administered: 119,643	

Figure 2
Total FTCE/FELE Test Administration
Counts for 2024



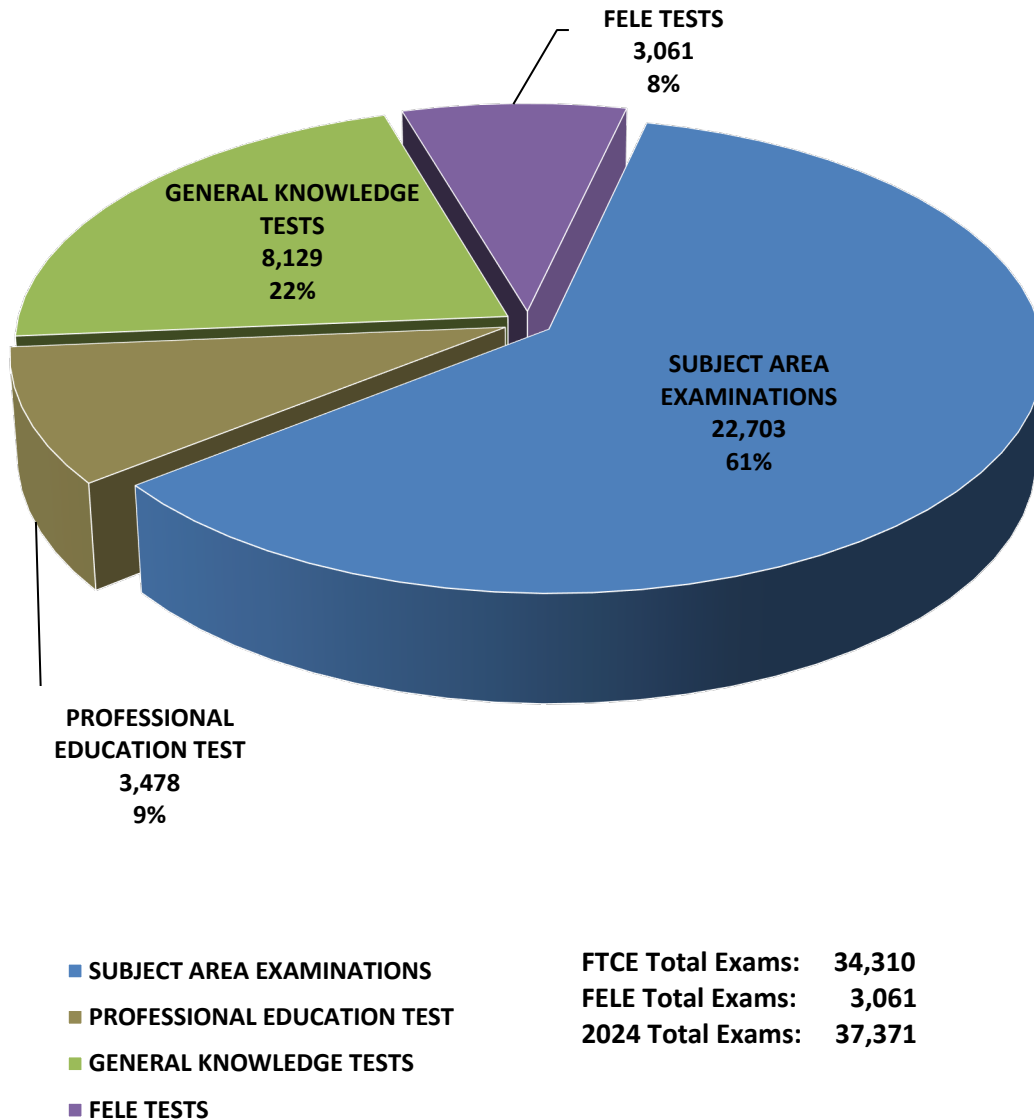
Note: One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. These counts include first-time and retake administrations.

Figure 3
Unique FTCE/FELE Examinee
Counts for 2024



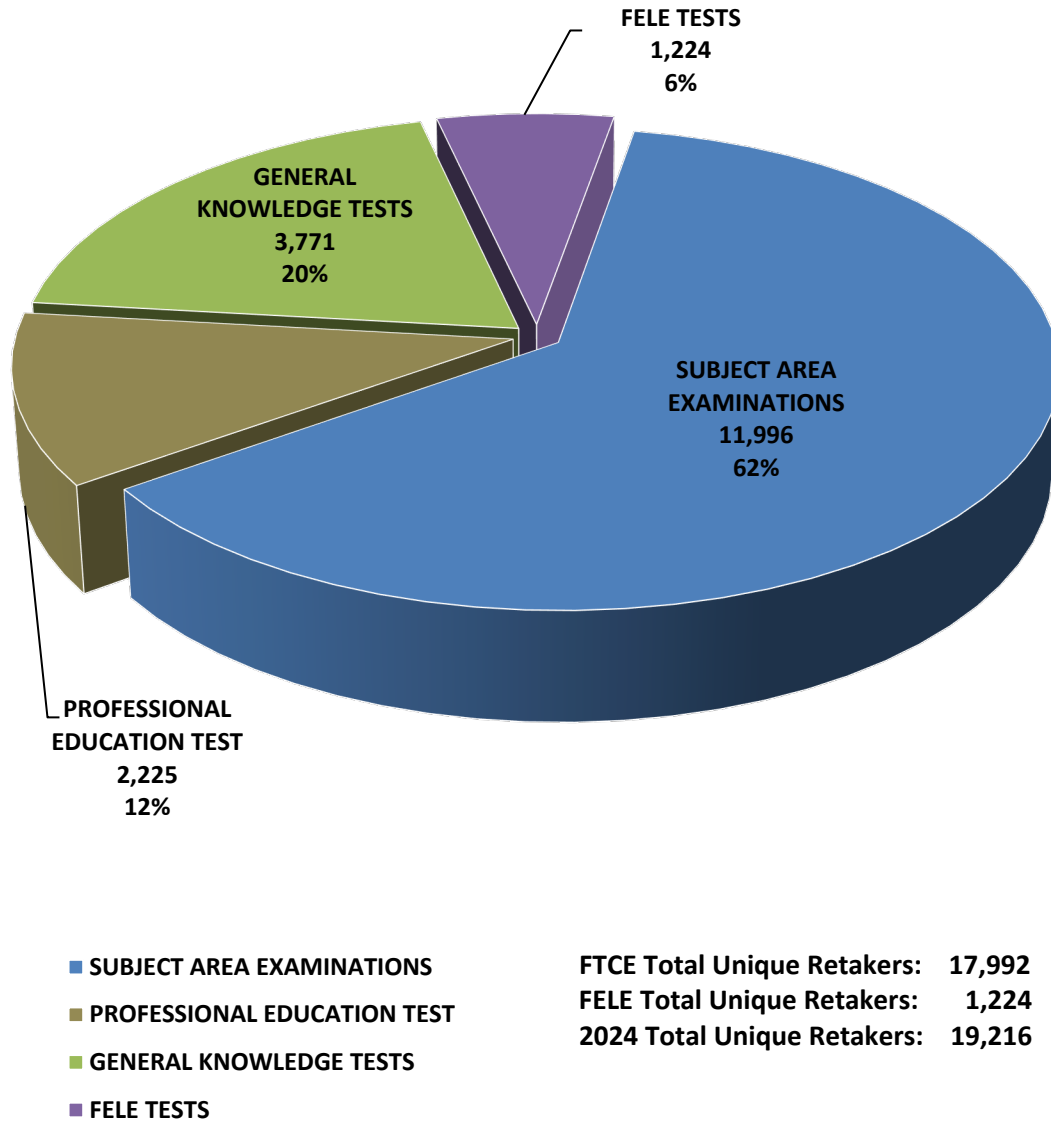
Note: One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. Within this chart, examinees are counted once per exam taken regardless of the number of times they actually take the test. For example, an examinee who took Mathematics 6–12 multiple times will be included only once within the Subject Area Examinations section of the chart. If an examinee has taken multiple examinations, they will be counted once per exam taken. For example, an examinee who took both Mathematics 6–12 and Middle Grades Mathematics 5–9 will be included twice within the Subject Area Examinations section of the chart. If an examinee took Professional Education and FELE, regardless of the number of retakes, they would be included once within the Professional Education section of the chart and once within the FELE section of the chart.

Figure 4
Total FTCE/FELE Test Administration
Retake Counts for 2024



Note: All retake attempts are represented in this chart. One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. A single examinee may have multiple retake attempts in a single test field or across multiple examinations.

Figure 5
Unique FTCE/FELE Examinee
Retake Counts for 2024



Note: One examinee may retake multiple examinations and/or retake a single examination multiple times before passing. Within this chart, examinees are counted once per exam regardless of the number of retake attempts. For example, an examinee who retook Mathematics 6–12 three times before passing will be counted once within the Subject Area Examinations section of the chart. In addition, if an examinee retook both Mathematics 6–12 and Middle Grades Mathematics 5–9 one time, this would be counted as two retakes (one per unique exam) and reported within the Subject Area Examinations section of the chart.

Test Administration Procedures

The test administration procedures include communication of program information and the individual examinee's experience including initial contact, registration, and taking the examinations at a testing center.

Program Information & Communications to Examinees

There are a number of sources of information about the FTCE/FELE testing program for potential examinees, school districts, universities and colleges, and the general public.

Website

The FTCE/FELE contractor website (<http://www.fl.nesinc.com/>) provides the most accurate and up-to-date information on the FTCE/FELE program. The website includes information on

- each FTCE/FELE examination;
- test sites and the examinations offered;
- instructions for registration;
- what to expect on the day of the test;
- score release information;
- post-score release information, including ordering additional score reports and score verification; and
- resources for faculty.

The website provides for online uploading of forms. An online Secure Document Uploader Form enables candidates to submit secure materials related to account information to the Pearson Customer Contact Center. An online Alternative Arrangements Request Form enables candidates seeking alternative testing arrangements to complete and submit this request online, eliminating the need to mail or fax this form. Supporting documentation for alternative testing arrangements requests can also be uploaded as part of this enhanced online process.

The website includes an "Important Announcements" section on the home page. This section is used for specific announcements, including but not limited to:

- notice of changes to the FTCE/FELE program,
- notification of score release,
- information about FTCE/FELE pilot testing, and
- emergency announcements pertaining to delayed or cancelled testing.

Each announcement links to a stand-alone web page that can be edited and removed as needed.

Test Information Guides

Examinees can access Test Information Guides directly from the website in a format that is interactive and includes embedded links for fast and easy navigation between sections, enabling users to:

- focus on specific areas of interest;
- answer sample questions and confirm the correct response on screen; and
- print individual questions or entire sections.

Test Information Guides for tests containing performance items also include one or more of the following:

- Performance item test directions
- Additional writing sample items with:
 - Sample passing response
 - Sample not passing response

Each sample response includes rationales that cross-reference the scoring criteria and may also include annotations that reference the performance characteristics used in evaluating written responses.

Other Resources

Beyond the Test Information Guides, additional content resources include Interactive Test Competencies and Skills Worksheets and CBT Tutorials.

- Test Competencies and Skills Worksheets enable mapping of the test competencies and skills to courses taken to assist examinees in determining whether the coursework they have completed to date covers knowledge tested by the FTCE or FELE. In 2023, interactive field-specific worksheets were introduced that allow candidates to complete the worksheet online. Each interactive worksheet is pre-populated with that test's competencies and skills. As of fall 2024, interactive worksheets are available for all fields.
- CBT Tutorials enable candidates to preview the tutorials they will see before they begin their test. The tutorials include information about how to navigate through a test, select answers, and use other helpful features of the test. In fall 2023, interactive versions of these CBT tutorials were added to the website enabling candidates to not only preview the content but to interact and move through the tutorials as if they were at the test center.

Faculty Resources

The contractor website includes a link on the home page for faculty. The faculty resources offer tools, strategies, and support materials to help faculty prepare teacher candidates for the FTCE and school administration candidates for the FELE. These resources are designed to assist educator preparation faculty and others in

- understanding FTCE/FELE test content,
- helping candidates prepare to take the tests, and
- interpreting candidate score reports.

Program Information Flyer

A downloadable and printable program information flyer that provides an overview of the FTCE/FELE testing program is available on the contractor website (http://www.fl.nesinc.com/FL_bulletinforms.asp). It includes a list of available tests, test fees, and information on when and where to test. This one-page flyer can be easily posted or distributed by program faculty and administrators to candidates preparing to test.

Customer Service

Examinees can speak with a representative from 8:00 a.m. to 6:00 p.m. Monday through Friday. Customer Service Representatives have access to examinees' registration and testing history and can assist with completing registration, changing a test registration, and answering questions about the program and the testing process. In some cases, representatives may refer examinees to the appropriate state agency for the information they are seeking, as Pearson cannot answer questions about certification requirements or the process to obtain or renew teaching certification for the State of Florida. Representatives have access to the FTCE/FELE website, the Department of Education website, and the Bureau of Educator Certification website and are trained to help examinees navigate these sites.

Customer service is also available to examinees via email. This email account is monitored continuously during call center operational hours. All queries receive a response within 1 to 2 business days.

Examinees can also interact with a representative via Live Chat available from the “Contact Us” page on the FTCE/FELE contractor website. Live Chat is available during regular customer service hours.

Registration Process

Online registration is available 24 hours a day, 7 days a week via the FTCE/FELE contractor website. Examinees registering online are asked to create a user account and are guided through selecting the specific examination(s) they wish to register for and then selecting a testing date and testing site. Examinees have the ability to search for test appointments based on appointment availability or location. Examinees can review this registration information and change their registration by logging into “My Account” from the website.

Online registration for alternative arrangements and certain FTCE/FELE examinations is a three-part process. Examinees initiate the registration process online, send in their requests for accommodations, and then contact a Customer Service Representative to complete the registration process.

Military Certification Fee Waivers

The Florida legislature expanded opportunities for military personnel, veterans, and their spouses to join the education profession through passage of the Don Hahnfeldt Veteran and Military Family Opportunity Act (Chapter 2018-007, L.O.F.). Effective July 1, 2018, the act provides the opportunity to request waivers of initial certification and certification examination fees for active-duty military personnel, honorably discharged veterans, and their spouses or surviving spouses. The FTCE/FELE program is supporting this legislation by waiving registration fees for initial attempts on examinations.

Retired First Responder Fee Waivers

Starting July 1, 2023, the Florida legislature expanded opportunities for retired first responder personnel to request a waiver of initial certification and certification examination fees. The FTCE/FELE program is supporting this legislation by waiving registration fees for initial attempts on examinations.

Elementary Education/Exceptional Student Education Fee Waivers

Starting July 1, 2024, the Florida legislature passed Senate Bill 7000, which provides the opportunity to request waivers of first-time initial certification and certification examination fees for: teachers who hold a temporary or professional certificate in Exceptional Student Education (ESE) K–12 and who apply to add a subject coverage in Elementary Education K–6, and teachers who hold a temporary or professional certificate in Elementary Education K–6 and who apply to add a subject coverage in Exceptional Student Education (ESE) K–12. This waiver can be used only for the initial sitting for the Exceptional Student Education (ESE) K–12 or Elementary Education K–6 exams and cannot be used for retake attempts.

VI. TEST SCORING AND REPORTING

This section of the report addresses the scoring and reporting processes and procedures for the FTCE and the FELE.

Quality Control

Scoring and reporting quality control procedures are implemented throughout the testing process, from test publishing to score release. The Department reviews and approves all test forms before they are published for administration.

Prior to test administration, Pearson and the Department check the accuracy of multiple-choice answer keys, pre-equating results, raw to scaled score conversions, and cut score information for all test forms scheduled for administration. Pearson and the Department also check the accuracy of computed scaled scores and resulting score reports before examinee score reports are released.

Additional information pertaining specifically to holistic scoring quality control procedures can be found later in this section.

Multiple-Choice Item Scoring

Examinee responses are processed and analyzed in order to produce scores and prepare score reports. Responses are electronically scored based on established answer keys.

Item and Test Analyses

Both item- and test-level statistics are generated for the tests administered as part of the FTCE, as well as for the FELE. These statistics provide a measure of the quality of the items and of the test as a whole.

Item-Level Statistics

The statistics for each item include

- p-value: an item's p-value is an estimate of the difficulty of the item and is the proportion of candidates selecting the keyed correct response;
- item-to-test point biserial correlations: an estimate of the ability of an item to discriminate high-performing from low-performing examinees; and
- item response distribution by response option: summary of the number and proportion of examinees selecting each response option.

Test-Level Statistics

The analyses for the total test include the following:

- Number of examinees who have taken the test
- Total number of items on the test forms
- Number of scored items: the number of items contributing to an examinee's score
- Number of non-scored items: the number of items not contributing to an examinee's score
- Descriptive raw score statistics such as mean, median, and standard deviation
- Average p-value: for multiple-choice items, this indicates the overall difficulty of the test
- Average point biserial: for multiple-choice items, this indicates how well the test discriminates high-performing from low-performing examinees
- KR20 test score reliability (see details under Reliability section)
- Standard error of measurement (see details under Reliability section)
- Brennan-Kane dependability index (see details under Reliability section)

The outputs from these analyses are reviewed before examinee scores are reported. Items designated as “scored” are used to calculate examinee total test scores.

Reliability

Reliability is “the degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure...” (*Standards for Educational and Psychological Testing* [AERA, APA, & NCME, 2014], p. 222–223).

Reliability is a property of test scores for a particular group of examinees, not a fixed property of a test. Many factors may affect statistical estimates of test reliability, including the variability of the examinee group, test length, test design, test content, and number of examinees.

The FTCE/FELE program reports three measures of reliability: the Kuder-Richardson (KR20) index, the Brennan-Kane (BK) index, and the standard error of measurement (SEM).

Kuder-Richardson index

The Kuder-Richardson (KR20) index is a measure of overall test score reliability, and it requires a single test administration to estimate the degree of homogeneity of test scores (Kuder & Richardson, 1937). Homogeneity refers to the degree to which the items on the test are consistent with one another. KR20 is generally applicable to tests composed of multiple-choice items. It is reported in the range 0 to 1, with a higher number indicating a greater level of internal consistency (reliability).

Brennan-Kane index

The Brennan-Kane (BK) dependability index is a measure of reliability associated with a particular cut score (Brennan & Kane, 1977). This reliability coefficient provides the level of agreement in classification decisions associated with a cut score. The index ranges from 0 to 1. The closer the index is to 1, the more dependable the classification decisions made based on the scores from the test.

Standard Error of Measurement (SEM)

The SEM is the standard deviation of an examinee’s observed scores from repeated administrations of the same test or parallel test forms. The SEM provides an estimate of the amount of measurement error present in the test scores.

Separate KR20 and BK coefficients are calculated for each FTCE and FELE test form using data from the annual administrations.

Item Bias

Efforts to avoid bias begin with the way the assessment materials are created and reviewed. The FTCE/FELE development process includes the review criterion of “freedom from bias” for the competencies and skills, test blueprint, item specifications, items, test forms, and Test Information Guide. The consistent use of this criterion assists in the validation of assessment materials, ensuring they are an accurate representation of the competencies being evaluated and that the materials or content are not offensive to or biased against any identified group.

In addition, on a monthly basis, item bias (differential item functioning) statistics are reported for forms that meet the specified criteria for focal groups (focal group: N=30 or more examinees). Item bias statistics measure the extent to which item performance may reflect group membership rather than the knowledge or skill that the item is designed to measure.

Performance Assessment Scoring

Several of the tests in the FTCE/FELE program include performance items. (See [Appendix A](#) for test information.) Responses to the performance items are scored by qualified educators (raters) using holistic scoring procedures.

Rater Selection Criteria

Raters are selected and approved by the Department to score based on their qualifications according to criteria defined in conjunction with the Department. While some qualifications may vary depending on the subject matter area and the specific requirements in place at the time the rater was recruited and approved, typically FTCE raters meet the following qualifications:

- Hold a minimum of a bachelor's degree
- Hold a current professional teaching certificate in the same subject area for which they will be scoring OR hold or have held a position at a college, university, or community college in the same subject area for which they will be scoring
- Have at least five (5) years of teaching experience in the same subject area for which they will be scoring
- Are approved to score by the Florida Department of Education

Additional applicable internal guidelines for FTCE are as follows:

- Rater applicants who hold a current professional teaching certificate in Humanities, Journalism, or English may be approved to score the General Knowledge (GK) examination if they meet all other qualifications.
- Rater applicants who hold or have held a position at a college, university, or community college and teach courses in Humanities, Journalism, or English may be approved to score GK if they meet all other qualifications.

FELE raters must meet the following qualifications:

- Be either an active school administrator (i.e., principal or assistant principal) or a district-level administrator with at least three years of experience; a school or district-level administrator with at least three years of experience who has retired within the past two years; or a retired faculty member who has had three years of experience as a school administrator or district-level administrator within the last ten years
- Hold or have held a certificate in educational leadership
- Have content knowledge in English language skills and educational leadership
- Be approved to score by the Florida Department of Education

Additionally, the following internal guidelines are applicable:

- If a school or district-level administrator is also teaching as a professor in an educational leadership program at a university, then this applicant will not qualify to be a FELE rater.

Overview of Holistic Scoring Sessions

Holistic scoring sessions include a number of different tasks, sets of procedures, and areas of focus. Scoring events for performance assessments are typically seven-day sessions and are conducted on a predetermined schedule throughout the year in order to meet CBT score reporting dates. While sessions may differ slightly for low-incidence fields or for sessions where new prompts/rubrics are introduced, the following topics are critical to conducting FTCE/FELE holistic scoring sessions:

- Security and oversight
- Rater training

- Rater calibration
- Scoring operational responses
- Invalid response procedure

Holistic Scoring Manuals

Holistic Scoring Procedures Manual

This manual summarizes the policy and criteria associated with operationalizing the holistic scoring program for all FTCE and FELE assessments with performance scoring components. The manual includes criteria for identifying and approving qualified raters and Chief Raters, as well as detailing rater training and calibration procedures for each scoring session. Additionally, the manual includes all of the scoring scales (rubrics) used in the holistic scoring process along with an overview of the holistic scoring models used for each assessment, including score discrepancy resolution models and procedures for handling invalid responses.

Rater Manual

The Rater Manual is used by each group of raters in scoring performance assessments and is specific to the field being scored. Topics include the following:

- General background information
- Confidentiality statement
- Description of the test
- Score scales
- Holistic scoring definition
- Orientation description
- Calibration process and assessment descriptions
- Scoring procedures for paired scoring
- Test directions for the examinee
- Competencies and skills
- Information about pre-prepared essays
- Historic anchor sets for each field
- Instructions for using the On-Screen Scoring system

Quality Control

The rating process is designed to maintain the quality of the scores through training, calibration, and recalibration of raters. Rater performance is monitored throughout the scoring session to ensure that raters are calibrated and scoring accurately, fairly, and consistently. This process includes random back-reading of scored responses by Chief Raters, individual counseling of raters by Chief Raters and/or Assistant Chief Raters, and introduction of “validation” papers into the FELE, General Knowledge, English 6–12, and English 5–9 scoring process. Information regarding inter-rater reliability and rater agreement for test administrations is calculated by reporting period.

In addition, the Department observes scoring sessions via teleconference technology and participates in the rater feedback process. This constant monitoring of the scoring process and outcomes is coupled with, when feasible, on-site monitoring visits by the Department to ensure that all holistic scoring procedures are being followed in an effective manner.

Remote Scoring

Pearson continued to implement a remote scoring model consistent with on-site processes and procedures. A Remote Scoring Process plan was approved by the Department and first implemented in 2020. It outlined appropriate modifications to in-person scoring to accommodate remote scoring, including delivering training through video conferencing technology. All procedures described above, including scheduling qualified raters, maintaining test security,

training and calibrating raters, scoring operational responses, and monitoring rater performance, remained unchanged.

Analysis and Reporting of Results

This section of the report describes the analyses that are conducted following administrations of the FTCE and FELE for the purposes of test form equating and reporting results to candidates, institutions, and the Department.

Equating

Equating refers to the process of placing scores from alternate, parallel, or equivalent forms of a test on a common scale (AERA, APA, & NCME, 2014). The central purpose of test equating is to compensate statistically for possible variability in the characteristics of the test forms that may affect examinees' scores (i.e., differences in the overall difficulty of the new test form compared to a previous test form). Statistical equating ensures that a candidate's scale score is adjusted for the relative difficulty of a particular form that was taken, thus allowing test developers and test score users to attribute differences in scores across test forms to differences in knowledge and skills and not differences in the difficulty of the test forms. Equating also ensures comparability and interchangeability of scores from different forms of a given test.

For FTCE/FELE examinations with 50 or more examinees per a given test form's administration (except for fields that are equated using Item Response Theory (IRT), such as the Professional Education Test, General Knowledge multiple-choice subtests, Prekindergarten/Primary PK–3, Mathematics 6–12, English 6–12, Exceptional Student Education (ESE) K–12, the Florida Educational Leadership Examination (FELE), and Elementary Education K–6 subtests), one of two equating methods is used as described below. The choice of method is directed by the Department.

- Linear (Z-score) Equating
- Linear (Angoff IV) Equating

Other equating methods used for the FTCE/FELE program include item response theory (IRT), equal-percent, and equipercentile. These are described below.

Item Response Theory (IRT) Method

The Item Response Theory (IRT) equating method was initially implemented in 2017 for the Professional Education test. IRT is a model for the design, analysis, and scoring of tests that postulates that examinee performance on an item is dependent on the examinees' ability. Under this model, a true score equating procedure was used to link a raw score on the new form with an equivalent raw score on the base form via test characteristics curves for the two test forms.

Equal-Percent Method

Unless otherwise directed by the Department, for test forms with fewer than 50 examinees per a given test form's administration, the equal percentage parallel forms method is used. Under this method, the passing score for the new form is the same percentage of correct items as it is for the base form referenced in the State Board of Education Rule. All test forms developed after the first administration are constructed to be parallel and equivalent forms of the first form.

Equipercentile Method

Equipercentile equating refers to the equating where raw scores on the new form are transformed to percentile ranks that are equivalent to the percentile ranks on the base form. This equating method is used to determine preliminary cut scores for the FTCE/FELE program in the period before standard setting cut scores have been approved by the State Board of Education (SBE). When new test forms have been created for a newly developed test field, the preliminary cut score for the new form is the raw score that produces the same pass rate as the pass rate for a defined

examinee sample that took tests from the previous generation of the test. For the FTCE/FELE program, the reference examinee sample group is usually first-time examinees that took previous generation tests in a most recent 12-month period.

Score Reports for Examinees, Institutions, and the Department

Scale Scores

Examinee performance on the FTCE and FELE is reported in terms of scale scores rather than raw scores. The advantage of using scale scores is that scores from various forms of a test can be interpreted in the same scale units, unaffected by the fact that individual forms may differ slightly in difficulty. The reporting scale is a linear transformation of the original raw score for each test. For each of the FTCE subject area tests, the passing score is set to a scale score of 200. That is, each test is adjusted so that the passing score is always 200 regardless of which subject area test, or which form of the subject area test, is being administered. Some of the subject area tests have both a multiple-choice and a holistically scored performance component. For some of these tests, the multiple-choice and performance components are scored independently, and examinees must obtain a passing score on each component to pass the overall test. For others, composite scores are derived to permit combining the two separate parts into a single total score.

For example, the total score for the Spanish K–12 test is based on combining and weighting the multiple-choice (equated) raw score (60%), the writing score (15%), and the speaking score (25%). The weighting schemes differ from test to test depending on the recommendations of the test development committees. Beginning in January 2015, the multiple-choice and performance sections of the English 6–12 and Middle Grades English 5–9 examinations were scored separately, and examinees must pass both sections independently.

For the second-generation FELE, which began in January 2009, and the third-generation FELE, which began in January 2014, the reporting scale score is also a linear transformation of the original raw score for each subtest. Prior to January 2015, FELE Subtest 3 scores were based on combining and weighting the multiple-choice score (70%) and performance score (30%). Beginning in January 2015, the multiple-choice and performance sections of FELE Subtest 3 were scored separately so that examinees are now required to pass both sections independently.

Score Reporting

Score reports are released to examinees on a weekly schedule dependent on the examination taken and mode of testing. Beginning in October 2023, for multiple-choice (MC) tests, examinee scores are officially reported at the test center for tests that have approved cut scores. In addition, comprehensive scores are provided approximately two weeks after the test date. For examinations with performance components (French K–12, German K–12 Subtest 2, Spanish K–12, General Knowledge Essay, Middle Grades English 5–9 Essay, English 6–12 Essay, and FELE Subtest 3 Written Performance section), examinee scores are reported approximately four weeks after the test date.

Official score reports are available to examinees through the score website for five years from the score report release date. Examinees are sent an email notifying them of the availability of their score reports electronically on the score reporting date. A copy of the score report is also sent directly to the school district, college, or university indicated upon examinee registration. All passing scores are submitted electronically to the State Bureau of Educator Certification.

For any examinee who obtains a scale score that results in a status of “Not Pass,” the score report provides detailed information of their performance in each competency area. For each competency area, the detailed report displays the total number of items and the proportion of items that the examinee answered correctly and compares that to the average competency level performance of examinees at the state level. As of October 2023, the report also provided the

scaled score obtained by the candidates who obtained a score that resulted in “Not Pass.” A sample report is provided in [Appendix G](#).

The Score Reporting System is the system that colleges, universities, and Professional Learning Certification Programs (PLCPs) can access upon request to receive examinee performance results. The Institutional Score Reporting System provides institutions with the ability to specify a title for a requested report and select the examinations to include in the report. In addition to providing results on performance by competency area for a specified group of examinees, the report also provides statewide performance levels for competencies of any selected examinations. A sample report is provided in [Appendix G](#).

ResultsAnalyzer® is a tool for institutions of higher education to use in analyzing results from the FTCE/FELE examinations. Using *ResultsAnalyzer*®, faculty can generate tailored reports by examination or examinee and filter these results through many factors, including time period, examinee demographics, and Title II eligibility. Some analyses are available as charts or graphs. These analyses can be printed or downloaded into a local Excel program for further analysis and merging with other data sets. Webinars, individual working sessions, and group presentations are held upon request to provide higher education faculty with information on how to access and generate reports for their individual needs.

In April 2018, the FTCE/FELE program implemented a secure and updated web-based edReports portal that provides Florida universities, colleges, and districts with examinee testing results. On the official score release dates, reports are provided through the edReports portal to each institution for all examinees who requested during registration that their scores be sent to the institution. To use the portal, each institution is required to have a primary score report contact who is responsible for serving as the point of contact for announcements, updates, or information from the Department of Education concerning the FTCE/FELE program. The primary score report contact is also responsible for managing user data access for their institution. Institutions can also access *ResultsAnalyzer*® as well as the institution-requested reports through the edReports portal.

Pearson implemented upgrades to *ResultsAnalyzer*® in October 2019 to enhance user experience. Pearson upgraded the user interface to include user-friendly features to aid in the navigation and use of *ResultsAnalyzer*®. Pearson also introduced responsive design format that allows the *ResultsAnalyzer*® tool to be easily accessed by desktop computer, laptop, tablet, and other mobile devices. Other features include implementation of bookmarks that enable users to save filter selections for future use, expanded search capability to a broader selection of data, and additional export formats such as PowerPoint and PDF.

In May 2020, Pearson implemented additional enhancements to *ResultsAnalyzer*®. Pearson implemented new sheet reference guides that provide general information about the relevant sheet a user is accessing and details for the data filters available for the sheet. Interpretive notes were rearranged so that only those applicable to the specific sheet the user is referencing are provided. Lastly, Pearson provided multiple ways for users to access reference materials including user guides and glossary.

VII. STATE-APPROVED PROGRAMS FTCE/FELE OUTCOMES

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 Learning Certification Programs (PLCPs) (formerly known as Professional Development Certification Programs [PDCPs]).

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

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

Professional Learning Certification Programs are an alternate route offered by school districts, charter schools, and charter management organizations that allow teachers with temporary licenses to work as teachers of record while earning their full certification.

For 2024, there were 112 providers of teacher preparation programs in Florida. Per 6A-5.066, Florida Administrative Code, eligible providers of teacher preparation programs are Florida postsecondary institutions, private providers, school districts, charter schools, and charter school management organizations. Of the 112 providers, 47 districts, including three charter schools or charter management organizations, run their own PLCPs. Most other providers are institutions of higher education (IHEs), including 33 public IHEs and 26 private IHEs. There are also three non-IHE private providers.

VIII. SUMMARY STATISTICS REPORTS

This section of the report describes the total test and test item summary statistics for the FTCE/FELE examinations administered between January and December of 2024. This section also includes customer service statistics for the 2024 administration year. The reports are included in the following appendices:

- FTCE/FELE Test Form Information ([Appendix A](#))
- Pass Rate Statistics ([Appendix B](#))
- Longitudinal and Cumulative Outcomes ([Appendix C](#))
- State-Approved Programs FTCE/FELE Outcomes ([Appendix D](#))
- Test Administration Statistics ([Appendix E](#))
- Customer Service Statistics ([Appendix F](#))
- Sample Score and Competency Reports ([Appendix G](#))

The FTCE/FELE report summaries below are followed by the corresponding data charts, which appear in the appendices.

FTCE/FELE Test Form Information

This report includes information about key aspects of the FTCE/FELE examinations. For each field, the report lists the number of multiple-choice items on the examination, along with the number and type of performance items, if applicable. The report also includes the total testing time that examinees receive and what, if any, supplemental testing materials that an examinee may receive during the test (e.g., math reference sheet).

Pass Rate Statistics

This Appendix contains the following reports:

Number of Tests and Percent Passed in 2024

This report provides pass rates for first-time, retake, and all attempts by field for all 2024 administrations.

Number of Examinees Tested and Percent Passing – 2024

This report provides pass rates for first-time, best and retake attempts.

Longitudinal Passing Rates

This report provides the examinee pass rates by field for the last four years (2021 to 2024) based on the examinee's best attempt.

Title II

Title II is a reporting program mandated by the Federal government through Sections 205, 206, 207, and 208 of the Higher Education Opportunity Act. The Federal law was enacted in August 2008 and aims to monitor the quality of teachers. Title II requires states and institutions of higher education (IHEs) to provide annual reports regarding their teacher preparation programs. For the FTCE/FELE program, IHEs provide Pearson with a list of examinees who belong to their institutions. Pearson uses this information to assemble testing results for each institution.

[Appendix D](#) provides examinee performance reports based on Title II reporting. An examinee is classified as belonging to a preparation program if a Florida state-approved teacher preparation institution claimed the examinee during Title II data processing for a specified test field. Results in this Appendix are provided by Title II year, which spans from August 1 to July 31. The Appendix shows pass rates for examinees affiliated with a program as well as those not affiliated with a program. Please note that results presented in [Appendix D](#) may not match results presented in other sections of the Technical Report; Title II results are not provided by calendar year as is the case with the other reports.

The following reports are presented in Appendix D–G:

Number of Tests and Percent Passed

This report shows pass rates by field for first-time, retake, and all test attempts for examinees claimed by state-approved preparation programs during the 2023–2024 Title II year.

Number of Examinees Tested and Percent Passing

This report provides unique examinee counts and pass rates by field for first-time, retake, and best attempts for examinees claimed by state-approved preparation programs during the 2023–2024 Title II year. Pass rates are based on each examinee's best attempt in cases where an examinee had multiple attempts.

Longitudinal Pass Rates by Field

This report provides the number of examinees and their pass rates by field for the 2021–2022, 2022–2023, and 2023–2024 Title II years. The pass rates are provided for examinees belonging to state-approved teacher preparation programs as well as examinees not belonging to teacher preparation programs. The pass rates are based on examinees' first or best attempt. An examinee's first attempt is defined as an initial test attempt in a test field occurring within the Title II year, while a best attempt is the attempt with the highest score among all attempts in a field occurring within the Title II year.

Cumulative Pass Rates by Field

This report provides the cumulative number of examinees and their pass rates by field for the 2021–2024 Title II years. The pass rates are provided for examinees belonging to state-approved teacher preparation programs. The pass rates are based on examinees' first or best attempt. An examinee's first attempt is defined as an initial test attempt in a test field occurring within the Title II year, while a best attempt is the attempt with the highest score among all attempts in a field occurring within the Title II year.

Summary Data by Examination Count

This report provides the number of examinees by field that registered and took examinations for the 2021–2022, 2022–2023, and 2023–2024 Title II years. The registration and testing counts are provided for examinees belonging to state-approved teacher preparation programs and examinees not belonging to teacher preparation programs.

Unique and All Examinee Counts

This report provides all and unique examinee counts for retake as well as all attempts. The counts are provided for examinees belonging to state-approved teacher preparation programs and examinees not belonging to teacher preparation programs for the 2021–2022, 2022–2023, and 2023–2024 Title II years.

Test Administration Statistics

[Appendix E](#) provides the number of examinations registered for and taken in the last four years (2021 to 2024), by examination name.

Test Center Counts

[Appendix E](#) also provides the following reports:

Counts by Test Site

This report provides the number of examinations registered for and taken in 2024 by test site name and location.

Counts by Test Site Location

This report provides the number of examinations registered for and taken in 2024 by location of the test center (Florida or Non-Florida).

Customer Service Statistics

[Appendix F](#) contains a series of reports that provide:

- Number of score reports sent per examinee request to school districts and educational institutions for each month of the 2024 administration year
- Comparison of 2023 and 2024 monthly customer service contact volumes for all channels
- Comparison of total 2023 and 2024 customer service contacts by category
- Comparison of total 2023 and 2024 customer service contacts by channel
- Customer service call statistics for each month of the 2024 administration year
- Customer service email volume for each month of the 2024 administration year
- Customer service chat volume for each month of the 2024 administration year
- Customer service chat feedback survey summary for 2024
- Examinees' retrieval statistics for 2024 electronic score reports
- Examinees' retrieval statistics for 2024 electronic score reports for exams/subtests with and without essays
- Test administration exit feedback survey summary for 2024

Sample Score and Competency Reports

[Appendix G](#) provides samples of an examinee score report and Institution Competency Report generated by the enhanced Institution Score Reporting System. The enhancements to the reporting system were implemented in July 2013.

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APPENDIX A
FTCE/FELE Test Form Information

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Test Form Information

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
Florida Educational Leadership Examination (FELE)						
841	Subtest 1: Leadership for Student Learning	50			120 min	
842	Subtest 2: Organizational Development	50			120 min	
843	Subtest 3: Systems Leadership Multiple-Choice Section	40			90 min	
844	Subtest 3: Systems Leadership Written Performance Section		1 written	1–6	60 min	
General Knowledge Test						
825	Subtest 1: Essay		1 written	1–6	50 min	
826	Subtest 2: English Language Skills	30			40 min	
827	Subtest 3: Reading	30			55 min	
828	Subtest 4: Mathematics	35			100 min	on-screen four-function calculator & mathematics reference sheet
Professional Education Test						
083	Professional Education	80			150 min	
Subject Area Examinations						
054	Agriculture 6–12	80			150 min	
001	Art K–12	80			150 min	
002	Biology 6–12	80			150 min	
051	Business Education 6–12	80			150 min	
003	Chemistry 6–12	70			150 min	on-screen scientific calculator, periodic table, & reference sheet
005	Computer Science K–12	80			150 min	
020	Deaf or Hard of Hearing K–12 (<i>formerly Hearing Impaired K–12</i>)	80			150 min	
006	Drama 6–12	80			150 min	
008	Earth/Space Science 6–12	80			150 min	
010	Educational Media Specialist PK–12	80			150 min	
601	Elementary Education K–6 Subtest I: Language Arts and Reading	50			65 min	
602	Elementary Education K–6 Subtest II: Social Science	45			65 min	
603	Elementary Education K–6 Subtest III: Science	45			70 min	

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
604	Elementary Education K–6 Subtest IV: Mathematics	35			70 min	on-screen four-function calculator & mathematics reference sheet
055	Engineering and Technology Education 6–12 (<i>formerly Technology Education 6–12</i>)	80			150 min	
131	English 6–12 Multiple-Choice Section	60			90 min	
132	English 6–12 Written Performance Section		1 written	1–4	60 min	
047	English for Speakers of Other Languages (ESOL) K–12	80			150 min	
061	Exceptional Student Education (ESE) K–12	80			150 min	
052	Family and Consumer Science 6–12	80			150 min	
015	French K–12 Speaking Writing	75	2 oral 1 written	1–6 (5 components) 1–5	150 min	special character chart
171	German K–12 Subtest I: Multiple Choice and Written Performance	75	2 written	1–4	90 min	special character chart
172	German K–12 Subtest II: Oral Interview		oral interview	below inter/high, inter/high or above	60 min	
019	Health K–12	80			150 min	
022	Humanities K–12	80			150 min	
024	Latin K–12	80			150 min	
057	Marketing 6–12	80			150 min	
026	Mathematics 6–12	50			150 min	on-screen scientific calculator
141	Middle Grades English 5–9 Multiple-Choice Section	60			90 min	
142	Middle Grades English 5–9 Written Performance Section		1 written	1–4	60 min	
004	Middle Grades General Science 5–9	80			150 min	
025	Middle Grades Mathematics 5–9	50			150 min	on-screen scientific calculator
038	Middle Grades Social Science 5–9	80			150 min	
028	Music K–12	80			150 min	
063	Physical Education K–12	80			150 min	
032	Physics 6–12	70			150 min	on-screen scientific calculator & reference sheet

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
531	Prekindergarten/Primary PK-3 Subtest I: Developmental Knowledge	50			70 min	
532	Prekindergarten/Primary PK-3 Subtest II: Language Arts and Reading	50			70 min	
533	Prekindergarten/Primary PK-3 Subtest III: Mathematics	40			70 min	mathematics reference sheet
534	Prekindergarten/Primary PK-3 Subtest IV: Science	40			60 min	
007	Preschool Education Birth–Age 4	80			150 min	
035	Reading K–12	80			150 min	
018	School Counseling PK–12 (formerly <i>Guidance and Counseling PK–12</i>)	80			150 min	
036	School Psychologist PK–12	80			150 min	
037	Social Science 6–12	80			150 min	
039	Spanish K–12 Speaking Writing	75	5 oral 1 written	1–6 (4 components) 1–5	150 min	special character chart
042	Speech-Language Impaired K–12	80			150 min	
044	Visually Impaired K–12	80			150 min	

*Tests may include test questions that are being evaluated for future administrations and that do not affect an examinee's score; these items are typically not counted in these data.

APPENDIX B

Pass Rate Statistics

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Tests and Percent Passed in 2024

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	66	74%	29	48%	95	66%
Art K–12	370	49%	334	30%	704	40%
Biology 6–12	447	59%	248	33%	695	49%
Business Education 6–12	446	57%	250	33%	696	48%
Chemistry 6–12	116	62%	69	43%	185	55%
Computer Science K–12	209	39%	92	38%	301	39%
Deaf or Hard of Hearing K–12	47	87%	13	38%	60	77%
Drama 6–12	111	63%	32	44%	143	59%
Earth/Space Science 6–12	177	55%	72	32%	249	48%
Educational Media Specialist PK–12	334	64%	139	41%	473	58%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	4,828	74%	2,143	63%	6,971	71%
Elementary Education K–6 Subtest 2: Social Science	4,575	64%	2,833	43%	7,408	56%
Elementary Education K–6 Subtest 3: Science	4,592	65%	2,444	47%	7,036	59%
Elementary Education K–6 Subtest 4: Mathematics	4,669	80%	1,521	59%	6,190	75%
Engineering and Technology Education 6–12	91	63%	58	29%	149	50%
English 6–12 Multiple-Choice Section	1,245	74%	412	42%	1,657	66%
English 6–12 Written Performance Section	1,202	57%	529	53%	1,731	56%
English to Speakers of Other Languages (ESOL) K–12	1,025	75%	328	65%	1,353	72%
Exceptional Student Education (ESE) K–12	3,653	76%	1,716	48%	5,369	67%
Family and Consumer Science 6–12	126	63%	54	26%	180	52%
French K–12	47	57%	17	47%	64	55%
German K–12 Interview	3	100%	0	N/A	3	100%
German K–12 Written	5	40%	1	0%	6	33%
Health K–12	293	58%	124	48%	417	55%
Humanities K–12	35	43%	11	45%	46	43%
Latin K–12	6	83%	3	100%	9	89%
Marketing 6–12	64	67%	16	31%	80	60%
Mathematics 6–12	606	66%	339	58%	945	63%
Middle Grades English 5–9 Multiple-Choice Section	526	71%	254	50%	780	64%
Middle Grades English 5–9 Written Performance Section	475	56%	253	60%	728	58%
Middle Grades General Science 5–9	601	57%	395	30%	996	47%
Middle Grades Mathematics 5–9	1,166	75%	582	62%	1,748	70%
Middle Grades Social Science 5–9	490	70%	171	40%	661	63%
Music K–12	315	78%	84	46%	399	72%
PK–3 Subtest 1: Developmental Knowledge	2,263	66%	1,186	49%	3,449	60%
PK–3 Subtest 2: Language Arts and Reading	2,197	75%	1,138	60%	3,335	70%
PK–3 Subtest 3: Mathematics	2,150	75%	907	58%	3,057	70%
PK–3 Subtest 4: Science	2,079	74%	914	52%	2,993	67%
Physical Education K–12	985	63%	625	43%	1,610	55%
Physics 6–12	68	46%	37	51%	105	48%
Preschool Education Birth–Age 4	281	53%	166	34%	447	46%
Reading K–12	3,973	79%	953	59%	4,926	75%
School Counseling PK–12	311	84%	82	60%	393	79%
School Psychologist PK–12	122	84%	34	53%	156	78%
Social Science 6–12	1,160	56%	747	31%	1,907	46%
Spanish K–12	618	43%	316	31%	934	39%
Speech-Language Impaired K–12	30	90%	6	83%	36	89%
Visually Impaired K–12	25	56%	26	31%	51	43%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	49,223	70%	22,703	50%	71,926	64%
Professional Education (PED)	5,385	66%	3,478	38%	8,863	55%

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
GK Subtest 1: Essay	5,530	81%	1,367	47%	6,897	74%
GK Subtest 2: English Language Skills (ELS)	5,754	79%	2,152	56%	7,906	73%
GK Subtest 3: Reading	5,696	80%	2,363	56%	8,059	73%
GK Subtest 4: Mathematics	5,608	77%	2,247	53%	7,855	70%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	22,588	79%	8,129	54%	30,717	72%
FELE Subtest 1: Leadership for Student Learning	1,349	72%	734	41%	2,083	61%
FELE Subtest 2: Organizational Development	1,284	70%	781	38%	2,065	58%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,227	69%	857	47%	2,084	60%
FELE Subtest 3: Systems Leadership Written Performance Section	1,216	63%	689	57%	1,905	61%
TOTAL FOR ALL FELE SUBTESTS	5,076	69%	3,061	46%	8,137	60%
GRAND TOTAL FOR ALL EXAMINATIONS	82,272	72%	37,371	49%	119,643	65%

N=number of examinees

n/a=no examinees tested

*Some examinees may have more than one retake attempt and may be counted multiple times.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing – 2024

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retake Attempt*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	66	74%	77	82%	21	67%
Art K–12	370	49%	490	57%	205	49%
Biology 6–12	447	59%	540	64%	165	49%
Business Education 6–12	446	57%	551	61%	170	49%
Chemistry 6–12	116	62%	146	70%	46	65%
Computer Science K–12	209	39%	267	44%	77	45%
Deaf or Hard of Hearing K–12	47	87%	54	85%	8	63%
Drama 6–12	111	63%	129	65%	26	54%
Earth/Space Science 6–12	177	55%	201	60%	55	42%
Educational Media Specialist PK–12	334	64%	385	71%	98	58%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	4,828	74%	6,027	82%	1,715	78%
Elementary Education K–6 Subtest 2: Social Science	4,575	64%	5,392	77%	1,729	71%
Elementary Education K–6 Subtest 3: Science	4,592	65%	5,381	77%	1,623	71%
Elementary Education K–6 Subtest 4: Mathematics	4,669	80%	5,479	85%	1,188	76%
Engineering and Technology Education 6–12	91	63%	112	66%	36	47%
English 6–12 Multiple-Choice Section	1,245	74%	1,440	76%	300	58%
English 6–12 Written Performance Section	1,202	57%	1,397	69%	419	68%
English to Speakers of Other Languages (ESOL) K–12	1,025	75%	1,239	79%	284	75%
Exceptional Student Education (ESE) K–12	3,653	76%	4,568	79%	1,287	64%
Family and Consumer Science 6–12	126	63%	150	62%	40	35%
French K–12	47	57%	58	60%	13	62%
German K–12 Interview	3	100%	3	100%		
German K–12 Written	5	40%	5	40%	1	0%
Health K–12	293	58%	341	68%	90	67%
Humanities K–12	35	43%	38	53%	8	63%
Latin K–12	6	83%	9	89%	3	100%
Marketing 6–12	64	67%	68	71%	13	38%
Mathematics 6–12	606	66%	828	72%	279	70%
Middle Grades English 5–9 Multiple-Choice Section	526	71%	669	75%	195	66%
Middle Grades English 5–9 Written Performance Section	475	56%	573	73%	200	77%
Middle Grades General Science 5–9	601	57%	755	61%	264	45%
Middle Grades Mathematics 5–9	1,166	75%	1,526	81%	469	77%
Middle Grades Social Science 5–9	490	70%	560	74%	115	60%
Music K–12	315	78%	356	80%	61	64%
PK–3 Subtest 1: Developmental Knowledge	2,263	66%	2,694	77%	819	71%
PK–3 Subtest 2: Language Arts and Reading	2,197	75%	2,857	81%	895	77%
PK–3 Subtest 3: Mathematics	2,150	75%	2,624	82%	704	75%
PK–3 Subtest 4: Science	2,079	74%	2,410	83%	616	77%
Physical Education K–12	985	63%	1,249	71%	442	60%
Physics 6–12	68	46%	81	62%	28	68%
Preschool Education Birth–Age 4	281	53%	340	60%	106	54%
Reading K–12	3,973	79%	4,586	81%	815	69%
School Counseling PK–12	311	84%	360	86%	71	69%
School Psychologist PK–12	122	84%	131	92%	22	82%
Social Science 6–12	1,160	56%	1,455	60%	502	47%
Spanish K–12	618	43%	763	48%	239	41%
Speech-Language Impaired K–12	30	90%	32	100%	5	100%
Visually Impaired K–12	25	56%	37	59%	18	44%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	49,223	70%	59,433	77%	16,485	69%
Professional Education (PED)	5,385	66%	6,757	72%	2,225	59%

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retake Attempt*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
GK Subtest 1: Essay	5,530	81%	6,201	82%	1,009	63%
GK Subtest 2: English Language Skills (ELS)	5,754	79%	6,999	82%	1,642	73%
GK Subtest 3: Reading	5,696	80%	7,093	83%	1,778	74%
GK Subtest 4: Mathematics	5,608	77%	6,974	79%	1,723	69%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	22,588	79%	27,267	82%	6,152	71%
FELE Subtest 1: Leadership for Student Learning	1,349	72%	1,676	76%	498	60%
FELE Subtest 2: Organizational Development	1,284	70%	1,621	74%	530	57%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,227	69%	1,604	78%	582	70%
FELE Subtest 3: Systems Leadership Written Performance Section	1,216	63%	1,486	78%	516	77%
TOTAL FOR ALL FELE SUBTESTS	5,076	69%	6,387	76%	2,126	66%
GRAND TOTAL FOR ALL EXAMINATIONS	82,272	72%	99,844	78%	26,988	68%

N=number of examinees

*Some examinees may have more than one retake attempt.

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees highest score for each field that occurred within the analysis window.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Meeting Certification Requirements – 2024*

Subject Area Examination	Unique Examinee Counts							
	Subject Area Examination		Professional Education		General Knowledge		Met Certification Requirement	
	N	Pass Rate	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	77	82%	19	84%	22	91%	15	60%
Art K–12	490	57%	143	76%	151	75%	106	58%
Biology 6–12	540	64%	163	83%	191	84%	134	62%
Business Education 6–12	551	61%	132	80%	142	69%	94	64%
Chemistry 6–12	146	70%	58	98%	52	92%	37	73%
Computer Science K–12	267	44%	75	85%	75	72%	56	39%
Deaf or Hard of Hearing K–12	54	85%	20	90%	23	83%	20	90%
Drama 6–12	129	65%	39	79%	42	86%	29	66%
Earth/Space Science 6–12	201	60%	52	85%	63	76%	42	55%
Educational Media Specialist PK–12	385	71%	80	95%	62	84%	55	78%
Elementary Education K–6 Assessment	4,423	71%	1,786	85%	2,104	86%	1,559	74%
Engineering and Technology Education 6–12	112	66%	31	90%	23	96%	20	65%
English 6–12 Assessment	1,275	65%	380	91%	417	84%	280	71%
English to Speakers of Other Languages (ESOL) K–12	1,239	79%	537	93%	491	81%	407	74%
Exceptional Student Education (ESE) K–12	4,568	79%	1,134	79%	1,192	71%	862	73%
Family and Consumer Science 6–12	150	62%	24	71%	30	63%	15	53%
French K–12	58	60%	8	75%	7	57%	5	40%
German K–12 Assessment	3	33%	1	100%	1	100%	1	0%
Health K–12	341	68%	69	90%	74	73%	54	70%
Humanities K–12	38	53%	10	70%	7	86%	5	60%
Latin K–12	9	89%	0		1	0%	0	
Marketing 6–12	68	71%	14	79%	16	75%	9	78%
Mathematics 6–12	828	72%	268	87%	286	85%	211	72%
Middle Grades English 5–9 Assessment	540	68%	120	87%	147	69%	91	67%
Middle Grades General Science 5–9	755	61%	185	84%	241	74%	153	56%
Middle Grades Mathematics 5–9	1,526	81%	333	80%	429	76%	270	68%
Middle Grades Social Science 5–9	560	74%	119	69%	152	57%	90	49%
Music K–12	356	80%	203	86%	216	94%	180	81%
PK–3 Assessment	1,999	75%	493	77%	657	59%	414	65%
Physical Education K–12	1,249	71%	235	76%	288	68%	176	73%
Physics 6–12	81	62%	32	91%	29	86%	24	71%
Preschool Education Birth–Age 4	340	60%	104	78%	102	62%	85	60%
Reading K–12	4,586	81%	1,135	91%	1,255	80%	850	73%
School Counseling PK–12	360	86%	156	80%	95	59%	74	58%
School Psychologist PK–12	131	92%	99	95%	16	88%	15	87%
Social Science 6–12	1,455	60%	463	84%	486	81%	332	60%
Spanish K–12	763	48%	90	72%	93	55%	58	34%
Speech-Language Impaired K–12	32	100%	15	87%	11	64%	10	70%
Visually Impaired K–12	37	59%	15	100%	9	67%	7	71%

* Based on examinee best attempt

N=number of examinees

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX C

Longitudinal and Cumulative Outcomes

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Field (2021 through 2024)

Examination	2021		2022		2023		2024	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	128	90%	80	91%	85	93%	73	85%
Art K–12	543	69%	452	71%	442	64%	429	59%
Biology 6–12	785	76%	525	81%	525	74%	506	64%
Business Education 6–12	684	56%	447	64%	511	63%	507	63%
Chemistry 6–12	255	67%	144	72%	141	73%	129	70%
Computer Science K–12	669	36%	281	43%	366	45%	251	43%
Deaf or Hard of Hearing K–12	69	80%	59	90%	50	86%	51	86%
Drama 6–12	157	76%	111	81%	93	81%	123	65%
Earth/Space Science 6–12	351	67%	189	70%	164	67%	188	61%
Educational Media Specialist PK–12	523	74%	503	77%	487	76%	365	72%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	5,317	77%	5,098	78%	4,718	76%	5,798	82%
Elementary Education K–6 Subtest 2: Social Science	5,518	81%	5,139	81%	4,628	81%	5,182	78%
Elementary Education K–6 Subtest 3: Science	5,593	79%	5,067	80%	4,568	82%	5,176	78%
Elementary Education K–6 Subtest 4: Mathematics	5,474	78%	5,054	78%	4,775	82%	5,241	85%
Engineering and Technology Education 6–12	176	54%	82	65%	89	67%	107	66%
English 6–12 Multiple-Choice Section	1,819	76%	1,373	76%	1,351	78%	1,370	78%
English 6–12 Written Performance Section	1,851	79%	1,366	77%	1,349	77%	1,253	72%
English to Speakers of Other Languages (ESOL) K–12	1,870	56%	1,060	63%	1,024	60%	1,169	79%
Exceptional Student Education (ESE) K–12	4,261	80%	3,268	80%	3,691	81%	4,171	80%
Family and Consumer Science 6–12	255	69%	115	77%	126	72%	137	64%
French K–12	75	73%	63	79%	42	76%	49	59%
German K–12 Interview	9	78%	3	100%	6	83%	3	100%
German K–12 Written	9	67%	4	100%	6	83%	5	40%
Health K–12	453	64%	283	69%	299	67%	317	68%
Humanities K–12	112	35%	36	64%	34	53%	36	50%
Latin K–12	19	79%	14	86%	6	67%	7	86%
Marketing 6–12	114	78%	51	71%	64	75%	67	72%
Mathematics 6–12	1,136	48%	740	62%	692	64%	700	71%
Middle Grades English 5–9 Multiple-Choice Section	618	57%	492	51%	538	47%	646	75%
Middle Grades English 5–9 Written Performance Section	629	61%	511	61%	525	57%	526	76%
Middle Grades General Science 5–9	872	59%	597	64%	600	60%	706	63%
Middle Grades Mathematics 5–9	1,589	59%	1,267	66%	1,252	69%	1,371	81%
Middle Grades Social Science 5–9	710	80%	462	80%	493	79%	535	75%
Music K–12	478	89%	382	90%	329	88%	329	81%
PK–3 Subtest 1: Developmental Knowledge	2,192	83%	2,122	84%	2,356	81%	2,563	79%
PK–3 Subtest 2: Language Arts and Reading	2,013	74%	2,115	75%	2,274	76%	2,703	82%
PK–3 Subtest 3: Mathematics	2,168	80%	2,103	79%	2,226	80%	2,501	83%
PK–3 Subtest 4: Science	2,216	82%	2,127	83%	2,215	84%	2,316	85%
Physical Education K–12	1,196	73%	1,026	75%	1,046	73%	1,144	72%

Examination	2021		2022		2023		2024	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Physics 6–12	125	43%	74	66%	76	72%	73	62%
Preschool Education Birth–Age 4	364	53%	245	62%	212	49%	315	61%
Reading K–12	12,995	79%	4,253	78%	3,269	77%	4,417	82%
School Counseling PK–12	553	85%	378	93%	320	89%	332	87%
School Psychologist PK–12	143	88%	85	98%	105	96%	129	92%
Social Science 6–12	1,873	66%	1,261	71%	1,232	68%	1,307	61%
Spanish K–12	672	76%	520	69%	589	67%	681	50%
Speech-Language Impaired K–12	43	65%	11	82%	24	100%	30	100%
Visually Impaired K–12	43	70%	25	92%	21	62%	29	62%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	69,717	75%	51,663	77%	50,034	77%	56,063	78%
Professional Education (PED)	9,263	85%	7,598	86%	6,694	83%	6,172	75%
GK Subtest 1: Essay	11,050	86%	7,143	87%	5,831	86%	5,989	84%
GK Subtest 2: English Language Skills (ELS)	11,020	80%	7,209	81%	6,062	80%	6,701	84%
GK Subtest 3: Reading	10,676	76%	7,409	78%	6,115	78%	6,743	85%
GK Subtest 4: Mathematics	10,583	74%	7,180	78%	5,988	76%	6,604	81%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	43,329	79%	28,941	81%	23,996	80%	26,037	83%
FELE Subtest 1: Leadership for Student Learning	1,520	89%	1,305	88%	1,277	89%	1,529	79%
FELE Subtest 2: Organizational Development	1,495	89%	1,276	87%	1,293	86%	1,472	78%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,459	88%	1,303	86%	1,240	86%	1,450	82%
FELE Subtest 3: Systems Leadership Written Performance Section	1,401	89%	1,340	87%	1,277	88%	1,417	79%
TOTAL FOR ALL FELE SUBTESTS	5,875	89%	5,224	87%	5,087	87%	5,868	79%
GRAND TOTAL FOR ALL EXAMINATIONS	128,184	78%	93,426	80%	85,811	79%	94,140	79%

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Assessment (2021 through 2024)**

Assessment	2021		2022		2023		2024	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	8	75%	3	100%	6	67%	3	33%
English 6–12	1,740	69%	1,370	70%	1,345	72%	1,343	66%
Middle Grades English 5–9	584	46%	491	45%	512	43%	597	68%
Prekindergarten/Primary (PK–3)	1,880	73%	2,039	74%	2,121	74%	2,678	76%
Elementary Education K–6	4,763	70%	4,986	73%	4,522	74%	5,744	72%
General Knowledge (GK)	8,432	68%	6,655	71%	5,906	69%	6,994	71%
Florida Educational Leadership Examination (FELE)	1,219	83%	1,287	82%	1,231	81%	1,642	67%

For examinations with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Examination: 2021–2024

Examination	First Attempt				Best Attempt			
	N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Agriculture 6–12	366	294	80%	212	366	329	90%	213
Art K–12	1,866	975	52%	198	1,866	1,231	66%	202
Biology 6–12	2,341	1,477	63%	204	2,341	1,731	74%	207
Business Education 6–12	2,149	1,106	51%	199	2,149	1,310	61%	201
Chemistry 6–12	669	388	58%	202	669	466	70%	206
Computer Science K–12	1,567	534	34%	184	1,567	635	41%	187
Deaf or Hard of Hearing K–12	229	186	81%	220	229	195	85%	221
Drama 6–12	484	333	69%	209	484	365	75%	211
Earth/Space Science 6–12	892	529	59%	203	892	593	66%	205
Educational Media Specialist PK–12	1,878	1,235	66%	204	1,878	1,405	75%	206
Elementary Education K–6 Subtest 1: Lang Arts and Reading	20,931	11,674	56%	200	20,931	16,437	79%	208
Elementary Education K–6 Subtest 2: Social Science	20,467	12,741	62%	204	20,467	16,456	80%	210
Elementary Education K–6 Subtest 3: Science	20,404	12,696	62%	204	20,404	16,265	80%	209
Elementary Education K–6 Subtest 4: Mathematics	20,544	12,964	63%	204	20,544	16,605	81%	211
Engineering and Technology Education 6–12	454	230	51%	196	454	279	61%	199
English 6–12 Multiple-Choice Section	5,913	3,822	65%	206	5,913	4,540	77%	209
English 6–12 Written Performance Section	5,819	3,682	63%	7	5,819	4,455	77%	7
English to Speakers of Other Languages (ESOL) K–12	5,123	2,813	55%	200	5,123	3,255	64%	202
Exceptional Student Education (ESE) K–12	15,391	10,565	69%	209	15,391	12,327	80%	213
Family and Consumer Science 6–12	633	392	62%	203	633	443	70%	205
French K–12	229	160	70%	217	229	166	72%	218
German K–12 Interview	21	18	86%	1	21	18	86%	1
German K–12 Written	24	16	67%	211	24	17	71%	213
Health K–12	1,352	738	55%	199	1,352	900	67%	202
Humanities K–12	218	93	43%	192	218	98	45%	193
Latin K–12	46	33	72%	214	46	37	80%	217
Marketing 6–12	296	199	67%	208	296	221	75%	209
Mathematics 6–12	3,268	1,603	49%	197	3,268	1,936	59%	202
Middle Grades English 5–9 Multiple-Choice Section	2,294	1,045	46%	194	2,294	1,339	58%	199
Middle Grades English 5–9 Written Performance Section	2,191	1,070	49%	6	2,191	1,392	64%	7
Middle Grades General Science 5–9	2,775	1,383	50%	196	2,775	1,706	61%	200
Middle Grades Mathematics 5–9	5,479	3,020	55%	201	5,479	3,741	68%	206
Middle Grades Social Science 5–9	2,200	1,585	72%	217	2,200	1,731	79%	219
Music K–12	1,518	1,261	83%	218	1,518	1,326	87%	219
PK–3 Subtest 1: Developmental Knowledge	9,233	6,110	66%	208	9,233	7,528	82%	212

Examination	First Attempt				Best Attempt			
	N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
PK–3 Subtest 2: Language Arts and Reading	9,105	4,857	53%	200	9,105	7,026	77%	208
PK–3 Subtest 3: Mathematics	8,998	5,789	64%	208	8,998	7,243	80%	214
PK–3 Subtest 4: Science	8,874	6,235	70%	213	8,874	7,400	83%	218
Physical Education K–12	4,412	2,626	60%	201	4,412	3,228	73%	205
Physics 6–12	348	162	47%	196	348	203	58%	201
Preschool Education Birth–Age 4	1,136	530	47%	195	1,136	638	56%	197
Reading K–12	24,934	17,606	71%	208	24,934	19,691	79%	210
School Counseling PK–12	1,583	1,319	83%	218	1,583	1,396	88%	219
School Psychologist PK–12	462	403	87%	219	462	429	93%	220
Social Science 6–12	5,673	3,242	57%	200	5,673	3,765	66%	203
Spanish K–12	2,462	1,407	57%	200	2,462	1,605	65%	202
Speech-Language Impaired K–12	108	88	81%	222	108	91	84%	223
Visually Impaired K–12	118	67	57%	203	118	84	71%	207
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	227,477	141,301	62%	n/a	227,477	174,277	77%	n/a
Professional Education (PED)	29,727	20,136	68%	207	29,727	24,597	83%	210
GK Subtest 1: Essay	30,013	23,132	77%	8	30,013	25,713	86%	8
GK Subtest 2: English Language Skills (ELS)	30,992	20,855	67%	210	30,992	25,065	81%	215
GK Subtest 3: Reading	30,943	19,119	62%	202	30,943	24,449	79%	208
GK Subtest 4: Mathematics	30,355	19,024	63%	206	30,355	23,404	77%	213
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	122,303	82,130	67%	n/a	122,303	98,631	81%	n/a
FELE Subtest 1: Leadership for Student Learning	5,631	4,104	73%	209	5,631	4,843	86%	213
FELE Subtest 2: Organizational Development	5,536	3,879	70%	207	5,536	4,699	85%	210
FELE Subtest 3: Systems Leadership Multiple-Choice Section	5,452	3,698	68%	206	5,452	4,659	85%	211
FELE Subtest 3: Systems Leadership Written Performance Section	5,435	3,333	61%	7	5,435	4,666	86%	8
TOTAL FOR ALL FELE SUBTESTS	22,054	15,014	68%	n/a	22,054	18,867	86%	n/a
GRAND TOTAL FOR ALL EXAMINATIONS	401,561	258,581	64%	n/a	401,561	316,372	79%	n/a

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Assessment: 2021–2024**

Examination	First Attempt			Best Attempt		
	N	Number Pass	Percent Passed	N	Number Pass	Percent Passed
German K–12	20	14	70%	20	14	70%
English 6–12	5,798	2,860	49%	5,798	4,031	70%
Middle Grades English 5–9	2,184	671	31%	2,184	1,121	51%
Prekindergarten/Primary (PK–3)	8,718	3,550	41%	8,718	6,455	74%
Elementary Education K–6	20,015	7,333	37%	20,015	14,468	72%
General Knowledge (GK)	27,987	11,777	42%	27,987	19,466	70%
Florida Educational Leadership Examination (FELE)	5,379	2,008	37%	5,379	4,159	77%

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field

Best attempt is defined as the examinees highest score for each field that occurred within the analysis window

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX D

State-Approved Programs FTCE/FELE Outcomes

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Tests and Percent Passed: 2023–2024
State Approved Program Examinees

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	20	90%	3	33%	23	83%
Art K–12	78	63%	87	32%	165	47%
Biology 6–12	89	74%	52	44%	141	63%
Business Education 6–12	81	65%	71	38%	152	53%
Chemistry 6–12	26	77%	18	50%	44	66%
Computer Science K–12	51	55%	15	67%	66	58%
Deaf or Hard of Hearing K–12	14	93%	0	n/a	14	93%
Drama 6–12	21	57%	6	33%	27	52%
Earth-Space Science 6–12	22	73%	5	40%	27	67%
Educational Media Specialist PK–12	28	71%	19	42%	47	60%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,590	70%	1,036	62%	2,626	67%
Elementary Ed K–6 Subtest 2: Social Science	1,616	62%	1,239	45%	2,855	55%
Elementary Ed K–6 Subtest 3: Science	1,579	69%	934	52%	2,513	62%
Elementary Ed K–6 Subtest 4: Mathematics	1,614	82%	627	65%	2,241	78%
Engineering and Technology Education 6–12	19	58%	12	8%	31	39%
English 6–12 Multiple-Choice Section	293	85%	97	58%	390	78%
English 6–12 Written Performance Section	290	72%	103	65%	393	70%
English to Speakers of Other Languages (ESOL) K–12	212	75%	60	60%	272	72%
Exceptional Student Education (ESE) K–12	589	81%	321	56%	910	73%
Family and Consumer Science 6–12	11	73%	4	50%	15	67%
French K–12	6	67%	2	100%	8	75%
German K–12 Interview	1	100%	0	n/a	1	100%
German K–12 Written	1	100%	0	n/a	1	100%
Health K–12	47	77%	18	56%	65	71%
Humanities K–12	3	33%	1	100%	4	50%
Latin K–12	1	0%	1	100%	2	50%
Marketing 6–12	5	40%	3	33%	8	38%
Mathematics 6–12	140	75%	105	53%	245	66%
Middle Grades English 5–9 Multiple-Choice Section	60	85%	40	45%	100	69%
Middle Grades English 5–9 Written Performance Section	61	51%	39	67%	100	57%
Middle Grades General Science 5–9	81	62%	66	36%	147	50%
Middle Grades Mathematics 5–9	121	73%	110	58%	231	66%
Middle Grades Social Science 5–9	55	67%	37	46%	92	59%
Music K–12	150	91%	33	52%	183	84%
PK–3 Subtest 1: Developmental Knowledge	280	82%	107	56%	387	75%
PK–3 Subtest 2: Language Arts and Reading	272	80%	175	61%	447	72%
PK–3 Subtest 3: Mathematics	275	84%	129	52%	404	74%
PK–3 Subtest 4: Science	277	81%	108	56%	385	74%
Physical Education K–12	122	77%	72	60%	194	71%
Physics 6–12	20	70%	11	55%	31	65%
Preschool Education Birth–Age 4	42	50%	32	53%	74	51%
Reading K–12	623	76%	231	56%	854	70%
School Counseling PK–12	118	87%	27	59%	145	82%
School Psychologist PK–12	82	88%	19	47%	101	80%
Social Science 6–12	276	64%	225	37%	501	52%
Spanish K–12	30	67%	40	28%	70	44%
Speech-Language Impaired K–12	4	100%	0	n/a	4	100%
Visually Impaired K–12	7	100%	8	63%	15	80%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	11,403	73%	6,348	54%	17,751	66%
Professional Education (PED)	3,048	75%	1,747	44%	4,795	64%
GK Subtest 1: Essay	1,834	85%	554	52%	2,388	77%
GK Subtest 2: English Language Skills (ELS)	1,866	73%	1,157	53%	3,023	65%
GK Subtest 3: Reading	1,837	75%	1,281	52%	3,118	66%
GK Subtest 4: Mathematics	1,821	74%	1,228	53%	3,049	66%

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	7,358	77%	4,220	53%	11,578	68%
FELE Subtest 1: Leadership for Student Learning	661	78%	319	45%	980	67%
FELE Subtest 2: Organizational Development	647	74%	325	46%	972	65%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	626	71%	410	41%	1,036	59%
FELE Subtest 3: Systems Leadership Written Performance Section	622	71%	315	62%	937	68%
TOTAL FOR ALL FELE SUBTESTS	2,556	74%	1,369	48%	3,925	65%
GRAND TOTAL FOR ALL EXAMINATIONS	24,365	75%	13,684	51%	38,049	66%

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

N=number of examinees

n/a=no examinees tested

*Some examinees may have more than one retake attempt and may be counted multiple times.

Title II year spans from August 1 to July 31.

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing: 2023–2024
State Approved Program Examinees

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retake Attempt*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	20	90%	21	90%	2	50%
Art K–12	78	63%	110	70%	49	57%
Biology 6–12	89	74%	117	76%	37	62%
Business Education 6–12	81	65%	116	69%	52	52%
Chemistry 6–12	26	77%	38	76%	14	64%
Computer Science K–12	51	55%	59	64%	13	77%
Deaf or Hard of Hearing K–12	14	93%	14	93%	0	n/a
Drama 6–12	21	57%	25	56%	5	40%
Earth-Space Science 6–12	22	73%	25	72%	5	40%
Educational Media Specialist PK–12	28	71%	36	78%	12	67%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,590	70%	1,950	90%	724	89%
Elementary Ed K–6 Subtest 2: Social Science	1,616	62%	1,910	82%	709	79%
Elementary Ed K–6 Subtest 3: Science	1,579	69%	1,842	85%	599	81%
Elementary Ed K–6 Subtest 4: Mathematics	1,614	82%	1,900	92%	472	86%
Engineering and Technology Education 6–12	19	58%	21	57%	7	14%
English 6–12 Multiple-Choice Section	293	85%	339	90%	72	78%
English 6–12 Written Performance Section	290	72%	326	85%	83	81%
English to Speakers of Other Languages (ESOL) K–12	212	75%	249	79%	52	69%
Exceptional Student Education (ESE) K–12	589	81%	749	88%	224	81%
Family and Consumer Science 6–12	11	73%	14	71%	3	67%
French K–12	6	67%	8	75%	2	100%
German K–12 Interview	1	100%	1	100%	0	n/a
German K–12 Written	1	100%	1	100%	0	n/a
Health K–12	47	77%	56	82%	15	67%
Humanities K–12	3	33%	4	50%	1	100%
Latin K–12	1	0%	2	50%	1	100%
Marketing 6–12	5	40%	6	50%	2	50%
Mathematics 6–12	140	75%	199	81%	76	74%
Middle Grades English 5–9 Multiple-Choice Section	60	85%	82	84%	28	64%
Middle Grades English 5–9 Written Performance Section	61	51%	74	77%	30	87%
Middle Grades General Science 5–9	81	62%	107	69%	40	60%
Middle Grades Mathematics 5–9	121	73%	181	84%	79	81%
Middle Grades Social Science 5–9	55	67%	70	77%	25	68%
Music K–12	150	91%	167	92%	25	68%
PK–3 Subtest 1: Developmental Knowledge	280	82%	328	88%	83	72%
PK–3 Subtest 2: Language Arts and Reading	272	80%	355	91%	125	86%
PK–3 Subtest 3: Mathematics	275	84%	330	90%	88	76%
PK–3 Subtest 4: Science	277	81%	316	91%	74	82%
Physical Education K–12	122	77%	160	86%	55	78%
Physics 6–12	20	70%	24	83%	8	75%
Preschool Education Birth–Age 4	42	50%	50	76%	20	85%
Reading K–12	623	76%	754	80%	186	69%
School Counseling PK–12	118	87%	127	94%	20	80%
School Psychologist PK–12	82	88%	84	96%	11	82%
Social Science 6–12	276	64%	360	73%	140	60%
Spanish K–12	30	67%	56	55%	30	37%
Speech-Language Impaired K–12	4	100%	4	100%	0	n/a
Visually Impaired K–12	7	100%	14	86%	7	71%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	11,403	73%	13,781	85%	4,305	79%
Professional Education (PED)	3,048	75%	3,635	84%	1,077	71%
GK Subtest 1: Essay	1,834	85%	2,108	88%	396	73%
GK Subtest 2: English Language Skills (ELS)	1,866	73%	2,391	83%	792	77%
GK Subtest 3: Reading	1,837	75%	2,466	83%	868	77%
GK Subtest 4: Mathematics	1,821	74%	2,427	82%	836	78%

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retake Attempt*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	7,358	77%	9,392	84%	2,892	77%
FELE Subtest 1: Leadership for Student Learning	661	78%	788	84%	215	67%
FELE Subtest 2: Organizational Development	647	74%	771	82%	225	67%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	626	71%	787	78%	271	62%
FELE Subtest 3: Systems Leadership Written Performance Section	622	71%	730	87%	235	83%
TOTAL FOR ALL FELE SUBTESTS	2,556	74%	3,076	82%	946	69%
GRAND TOTAL FOR ALL EXAMINATIONS	24,365	75%	29,884	84%	9,220	76%

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

*Some examinees may have more than one retake attempt. This table reflects examinee performance on their best retake attempt.

Title II year spans from August 1 to July 31.

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees highest score for each field that occurred within the analysis window.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Field (2021–2022 through 2023–2024)
Program versus Non-Program

Examination	Program Type	2021–2022		2022–2023		2023–2024	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	Program	36	97%	38	97%	20	95%
	Non-Program	44	86%	48	90%	60	87%
	Total	80	91%	86	93%	80	89%
Art K–12	Program	112	91%	124	85%	86	72%
	Non-Program	272	67%	331	59%	345	53%
	Total	384	74%	455	66%	431	57%
Biology 6–12	Program	210	92%	176	89%	102	77%
	Non-Program	320	76%	345	66%	391	63%
	Total	530	83%	521	74%	493	66%
Business Education 6–12	Program	126	78%	111	77%	96	74%
	Non-Program	267	63%	390	58%	430	61%
	Total	393	67%	501	62%	526	64%
Chemistry 6–12	Program	55	85%	45	80%	31	74%
	Non-Program	87	67%	87	75%	92	61%
	Total	142	74%	132	77%	123	64%
Computer Science K–12	Program	72	60%	68	57%	55	65%
	Non-Program	190	39%	288	38%	194	40%
	Total	262	45%	356	42%	249	46%
Deaf or Hard of Hearing K–12	Program	20	100%	18	100%	14	93%
	Non-Program	44	82%	35	77%	39	79%
	Total	64	88%	53	85%	53	83%
Drama 6–12	Program	28	89%	29	90%	24	58%
	Non-Program	67	82%	69	74%	93	71%
	Total	95	84%	98	79%	117	68%
Earth-Space Science 6–12	Program	42	86%	40	80%	23	70%
	Non-Program	123	67%	145	69%	168	58%
	Total	165	72%	185	71%	191	59%
Educational Media Specialist PK–12	Program	52	87%	45	80%	32	75%
	Non-Program	380	78%	453	77%	362	71%
	Total	432	79%	498	77%	394	71%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	1,980	92%	1,814	93%	1,861	91%
	Non-Program	2,676	67%	2,976	65%	3,856	75%
	Total	4,656	78%	4,790	75%	5,717	80%
Elementary Ed K–6 Subtest 2: Social Science	Program	2,003	94%	1,822	93%	1,829	83%
	Non-Program	2,813	73%	2,998	72%	3,323	71%
	Total	4,816	82%	4,820	80%	5,152	75%

Examination	Program Type	2021–2022		2022–2023		2023–2024	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Elementary Ed K–6 Subtest 3: Science	Program	2,065	94%	1,775	94%	1,759	86%
	Non-Program	2,831	70%	2,917	71%	3,343	71%
	Total	4,896	80%	4,692	80%	5,102	76%
Elementary Ed K–6 Subtest 4: Mathematics	Program	2,036	93%	1,802	94%	1,797	93%
	Non-Program	2,763	68%	2,933	69%	3,501	81%
	Total	4,799	79%	4,735	79%	5,298	85%
Engineering and Technology Education 6–12	Program	25	52%	21	76%	20	60%
	Non-Program	66	68%	63	71%	79	68%
	Total	91	64%	84	73%	99	67%
English 6–12 Multiple-Choice Section	Program	392	87%	326	90%	315	92%
	Non-Program	883	73%	997	71%	1,121	73%
	Total	1,275	77%	1,323	76%	1,436	77%
English 6–12 Written Performance Section	Program	401	89%	323	90%	302	85%
	Non-Program	894	76%	970	75%	1,060	65%
	Total	1,295	80%	1,293	78%	1,362	69%
English to Speakers of Other Languages (ESOL) K–12	Program	264	71%	226	70%	229	80%
	Non-Program	812	62%	761	56%	926	73%
	Total	1,076	64%	987	59%	1,155	74%
Exceptional Student Education (ESE) K–12	Program	757	91%	724	90%	657	89%
	Non-Program	2,364	78%	2,764	78%	3,536	78%
	Total	3,121	81%	3,488	80%	4,193	80%
Family and Consumer Science 6–12	Program	23	78%	24	88%	13	69%
	Non-Program	94	73%	98	69%	120	68%
	Total	117	74%	122	73%	133	68%
French K–12	Program	10	90%	2	100%	6	67%
	Non-Program	48	85%	44	70%	38	61%
	Total	58	86%	46	72%	44	61%
German K–12 Interview	Program	0	n/a	2	50%	1	100%
	Non-Program	4	75%	2	100%	5	100%
	Total	4	75%	4	75%	6	100%
German K–12 Written	Program	0	n/a	2	100%	1	100%
	Non-Program	4	75%	3	100%	5	40%
	Total	4	75%	5	100%	6	50%
Health K–12	Program	71	83%	52	81%	48	85%
	Non-Program	193	67%	249	67%	266	62%
	Total	264	72%	301	69%	314	66%
Humanities K–12	Program	14	64%	4	75%	3	33%
	Non-Program	21	57%	30	57%	36	42%
	Total	35	60%	34	59%	39	41%
Latin K–12	Program	4	100%	0	n/a	1	0%
	Non-Program	9	89%	5	80%	7	86%
	Total	13	92%	5	80%	8	75%

Examination	Program Type	2021–2022		2022–2023		2023–2024	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Marketing 6–12	Program	9	78%	6	100%	6	50%
	Non-Program	36	67%	56	77%	55	67%
	Total	45	69%	62	79%	61	66%
Mathematics 6–12	Program	197	73%	171	80%	159	83%
	Non-Program	489	53%	519	55%	540	66%
	Total	686	59%	690	61%	699	70%
Middle Grades English 5–9 Multiple-Choice Section	Program	73	49%	64	72%	75	88%
	Non-Program	359	50%	465	42%	570	68%
	Total	432	50%	529	45%	645	70%
Middle Grades English 5–9 Written Performance Section	Program	76	61%	67	75%	68	76%
	Non-Program	378	62%	451	55%	486	66%
	Total	454	62%	518	58%	554	67%
Middle Grades General Science 5–9	Program	149	79%	113	71%	96	71%
	Non-Program	393	61%	484	58%	621	60%
	Total	542	66%	597	60%	717	61%
Middle Grades Mathematics 5–9	Program	216	76%	176	77%	137	85%
	Non-Program	947	64%	1,048	65%	1,247	76%
	Total	1,163	66%	1,224	67%	1,384	77%
Middle Grades Social Science 5–9	Program	113	88%	73	93%	59	80%
	Non-Program	335	78%	415	78%	472	73%
	Total	448	80%	488	81%	531	74%
Music K–12	Program	236	95%	178	98%	157	92%
	Non-Program	145	77%	143	77%	192	76%
	Total	381	88%	321	89%	349	83%
PK–3 Subtest 1: Developmental Knowledge	Program	501	96%	401	93%	301	90%
	Non-Program	1,410	80%	1,919	79%	2,271	73%
	Total	1,911	84%	2,320	81%	2,572	75%
PK–3 Subtest 2: Language Arts and Reading	Program	468	93%	403	91%	322	93%
	Non-Program	1,306	69%	1,821	70%	2,385	78%
	Total	1,774	75%	2,224	74%	2,707	79%
PK–3 Subtest 3: Mathematics	Program	489	94%	410	91%	297	93%
	Non-Program	1,377	74%	1,819	76%	2,242	80%
	Total	1,866	79%	2,229	79%	2,539	82%
PK–3 Subtest 4: Science	Program	502	95%	397	93%	293	91%
	Non-Program	1,428	80%	1,828	80%	2,081	79%
	Total	1,930	84%	2,225	83%	2,374	81%
Physical Education K–12	Program	211	94%	176	93%	135	90%
	Non-Program	722	70%	857	70%	1,032	68%
	Total	933	75%	1,033	74%	1,167	70%
Physics 6–12	Program	21	67%	27	85%	22	86%
	Non-Program	46	59%	46	67%	53	55%
	Total	67	61%	73	74%	75	64%

Examination	Program Type	2021–2022		2022–2023		2023–2024	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Preschool Education Birth–Age 4	Program	35	77%	28	82%	48	77%
	Non-Program	183	61%	195	46%	241	53%
	Total	218	63%	223	50%	289	57%
Reading K–12	Program	670	77%	553	78%	672	82%
	Non-Program	3,946	81%	2,678	76%	4,352	81%
	Total	4,616	80%	3,231	76%	5,024	81%
School Counseling PK–12	Program	149	98%	113	96%	125	94%
	Non-Program	208	91%	229	85%	193	87%
	Total	357	94%	342	89%	318	90%
School Psychologist PK–12	Program	71	100%	75	99%	83	98%
	Non-Program	25	96%	19	84%	40	85%
	Total	96	99%	94	96%	123	93%
Social Science 6–12	Program	383	89%	348	81%	299	74%
	Non-Program	770	66%	929	62%	977	59%
	Total	1,153	74%	1,277	67%	1,276	63%
Spanish K–12	Program	54	83%	63	81%	39	64%
	Non-Program	401	70%	499	66%	633	52%
	Total	455	71%	562	68%	672	53%
Speech-Language Impaired K–12	Program	1	100%	2	100%	4	100%
	Non-Program	15	93%	16	94%	30	97%
	Total	16	94%	18	94%	34	97%
Visually Impaired K–12	Program	14	100%	6	100%	8	100%
	Non-Program	15	80%	11	64%	22	45%
	Total	29	90%	17	76%	30	60%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	Program	15,436	90%	13,463	90%	12,730	87%
	Non-Program	33,203	72%	36,448	70%	44,131	74%
	Total	48,639	78%	49,911	76%	56,861	77%
Professional Education (PED)	Program	4,111	94%	3,924	92%	3,378	86%
	Non-Program	2,998	78%	3,152	70%	2,460	65%
	Total	7,109	87%	7,076	82%	5,838	77%
GK Subtest 1: Essay	Program	3,441	95%	2,549	93%	1,984	89%
	Non-Program	3,993	82%	3,486	82%	3,840	81%
	Total	7,434	88%	6,035	87%	5,824	84%
GK Subtest 2: English Language Skills (ELS)	Program	3,276	92%	2,585	91%	2,198	84%
	Non-Program	4,032	74%	3,721	73%	4,157	79%
	Total	7,308	82%	6,306	80%	6,355	81%
GK Subtest 3: Reading	Program	3,190	91%	2,623	88%	2,240	86%
	Non-Program	3,896	68%	3,717	70%	4,250	78%
	Total	7,086	78%	6,340	78%	6,490	81%
GK Subtest 4: Mathematics	Program	3,220	90%	2,554	88%	2,200	85%
	Non-Program	3,849	68%	3,528	69%	4,136	75%
	Total	7,069	78%	6,082	77%	6,336	79%

Examination	Program Type	2021–2022		2022–2023		2023–2024	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	Program	13,127	92%	10,311	90%	8,622	86%
	Non-Program	15,770	73%	14,452	73%	16,383	78%
	Total	28,897	82%	24,763	80%	25,005	81%
FELE Subtest 1: Leadership for Student Learning	Program	803	95%	587	94%	717	87%
	Non-Program	621	81%	615	81%	774	73%
	Total	1,424	89%	1,202	88%	1,491	80%
FELE Subtest 2: Organizational Development	Program	791	94%	594	93%	708	85%
	Non-Program	600	81%	611	81%	744	72%
	Total	1,391	88%	1,205	86%	1,452	78%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	783	93%	578	92%	702	83%
	Non-Program	598	79%	604	79%	717	71%
	Total	1,381	87%	1,182	85%	1,419	77%
FELE Subtest 3: Systems Leadership Written Performance Section	Program	782	95%	583	93%	694	87%
	Non-Program	577	79%	600	82%	731	74%
	Total	1,359	88%	1,183	87%	1,425	81%
TOTAL FOR ALL FELE SUBTESTS	Program	3,159	94%	2,342	93%	2,821	86%
	Non-Program	2,396	80%	2,430	81%	2,966	73%
	Total	5,555	88%	4,772	87%	5,787	79%
GRAND TOTAL FOR ALL EXAMINATIONS	Program	35,833	92%	30,040	91%	27,551	86%
	Non-Program	54,367	73%	56,482	72%	65,940	74%
	Total	90,200	80%	86,522	78%	93,491	78%

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

n/a (not applicable) is used whenever results are not expected in a table cell (e.g., the test field was not in use during the time period, the statistic is not appropriate for the test design, etc.)

Title II year spans from August 1 to July 31.

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Assessment (2021–2022 through 2023–2024)
Program versus Non-Program

Assessment	Program Type	2021–2022		2022–2023		2023–2024	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	Program	0	n/a	2	50%	1	100%
	Non-Program	4	75%	2	100%	4	25%
	Total	4	75%	4	75%	5	40%
English 6–12	Program	378	84%	296	89%	293	84%
	Non-Program	836	66%	883	65%	1,002	59%
	Total	1,214	72%	1,179	71%	1,295	65%
Middle Grades English 5–9	Program	66	41%	53	68%	64	73%
	Non-Program	338	44%	385	35%	460	58%
	Total	404	44%	438	39%	524	60%
Prekindergarten/Primary (PK–3)	Program	441	92%	338	91%	261	87%
	Non-Program	1,182	67%	1,418	68%	1,784	69%
	Total	1,623	74%	1,756	73%	2,045	71%
Elementary Education K–6	Program	1,756	90%	1,404	91%	1,505	79%
	Non-Program	2,408	59%	2,317	59%	2,847	62%
	Total	4,164	72%	3,721	71%	4,352	68%
General Knowledge (GK)	Program	2,558	88%	1,796	84%	1,613	75%
	Non-Program	2,974	58%	2,564	57%	3,190	64%
	Total	5,532	72%	4,360	68%	4,803	68%
Florida Educational Leadership Examination (FELE)	Program	689	91%	457	88%	615	73%
	Non-Program	485	70%	443	69%	609	56%
	Total	1,174	83%	900	79%	1,224	65%

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

n/a (not applicable) is used whenever results are not expected in a table cell (e.g., the test field was not in use during the time period, the statistic is not appropriate for the test design, etc.)

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

Title II year spans from August 1 to July 31.

N=number of examinees

Pass rates are based on examinee best attempt.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Examination (2021–2022 through 2023–2024)
Program versus Non-Program

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Agriculture 6–12	Program	94	85	90%	218	94	91	97%	219
	Non-Program	152	112	74%	209	152	133	88%	212
	Total	246	197	80%	213	246	224	91%	215
Art K–12	Program	328	229	70%	206	328	276	84%	210
	Non-Program	942	439	47%	195	942	553	59%	198
	Total	1,270	668	53%	198	1,270	829	65%	201
Biology 6–12	Program	490	370	76%	210	490	432	88%	214
	Non-Program	1,054	622	59%	202	1,054	714	68%	205
	Total	1,544	992	64%	205	1,544	1,146	74%	207
Business Education 6–12	Program	337	204	61%	204	337	259	77%	208
	Non-Program	1,083	559	52%	199	1,083	653	60%	202
	Total	1,420	763	54%	200	1,420	912	64%	203
Chemistry 6–12	Program	133	88	66%	207	133	108	81%	211
	Non-Program	264	148	56%	202	264	177	67%	205
	Total	397	236	59%	203	397	285	72%	207
Computer Science K–12	Program	195	100	51%	196	195	118	61%	198
	Non-Program	672	226	34%	183	672	263	39%	186
	Total	867	326	38%	186	867	381	44%	189
Deaf or Hard of Hearing K–12	Program	52	51	98%	230	52	51	98%	230
	Non-Program	118	89	75%	219	118	94	80%	221
	Total	170	140	82%	222	170	145	85%	224
Drama 6–12	Program	81	62	77%	215	81	65	80%	216
	Non-Program	229	159	69%	208	229	172	75%	210
	Total	310	221	71%	210	310	237	76%	211
Earth-Space Science 6–12	Program	105	79	75%	213	105	84	80%	214
	Non-Program	436	246	56%	202	436	279	64%	204
	Total	541	325	60%	204	541	363	67%	206
Educational Media Specialist PK–12	Program	130	94	72%	206	130	106	82%	208
	Non-Program	1,194	788	66%	204	1,194	899	75%	206
	Total	1,324	882	67%	204	1,324	1,005	76%	206
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	5,667	3,555	63%	205	5,667	5,222	92%	213
	Non-Program	9,496	4,782	50%	197	9,496	6,586	69%	204
	Total	15,163	8,337	55%	200	15,163	11,808	78%	207
Elementary Ed K–6 Subtest 2: Social Science	Program	5,666	3,638	64%	206	5,666	5,094	90%	214
	Non-Program	9,122	5,449	60%	203	9,122	6,545	72%	207
	Total	14,788	9,087	61%	204	14,788	11,639	79%	210

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Elementary Ed K–6 Subtest 3: Science	Program	5,611	3,833	68%	208	5,611	5,127	91%	215
	Non-Program	9,079	5,239	58%	201	9,079	6,435	71%	206
	Total	14,690	9,072	62%	204	14,690	11,562	79%	209
Elementary Ed K–6 Subtest 4: Mathematics	Program	5,647	3,996	71%	209	5,647	5,258	93%	217
	Non-Program	9,185	5,392	59%	201	9,185	6,716	73%	207
	Total	14,832	9,388	63%	204	14,832	11,974	81%	211
Engineering and Technology Education 6–12	Program	66	32	48%	196	66	41	62%	200
	Non-Program	208	121	58%	199	208	144	69%	203
	Total	274	153	56%	198	274	185	68%	202
English 6–12 Multiple-Choice Section	Program	1,041	759	73%	210	1,041	930	89%	215
	Non-Program	2,993	1,851	62%	204	2,993	2,168	72%	207
	Total	4,034	2,610	65%	206	4,034	3,098	77%	209
English 6–12 Written Performance Section	Program	1,034	772	75%	8	1,034	914	88%	8
	Non-Program	2,916	1,720	59%	7	2,916	2,080	71%	7
	Total	3,950	2,492	63%	7	3,950	2,994	76%	7
English to Speakers of Other Languages (ESOL) K–12	Program	724	467	65%	206	724	534	74%	208
	Non-Program	2,494	1,384	55%	201	2,494	1,598	64%	203
	Total	3,218	1,851	58%	202	3,218	2,132	66%	204
Exceptional Student Education (ESE) K–12	Program	2,147	1,608	75%	212	2,147	1,939	90%	216
	Non-Program	8,655	5,816	67%	208	8,655	6,728	78%	212
	Total	10,802	7,424	69%	209	10,802	8,667	80%	213
Family and Consumer Science 6–12	Program	60	42	70%	206	60	48	80%	209
	Non-Program	312	190	61%	202	312	218	70%	205
	Total	372	232	62%	203	372	266	72%	205
French K–12	Program	19	15	79%	218	19	15	79%	220
	Non-Program	129	95	74%	219	129	95	74%	219
	Total	148	110	74%	219	148	110	74%	219
German K–12 Interview	Program	3	2	67%	1	3	2	67%	1
	Non-Program	11	10	91%	1	11	10	91%	1
	Total	14	12	86%	1	14	12	86%	1
German K–12 Written	Program	3	2	67%	211	3	3	100%	221
	Non-Program	12	8	67%	214	12	8	67%	215
	Total	15	10	67%	214	15	11	73%	216
Health K–12	Program	173	130	75%	209	173	144	83%	211
	Non-Program	706	372	53%	199	706	460	65%	202
	Total	879	502	57%	201	879	604	69%	204
Humanities K–12	Program	21	11	52%	203	21	13	62%	206
	Non-Program	87	43	49%	199	87	44	51%	200
	Total	108	54	50%	200	108	57	53%	201
Latin K–12	Program	5	4	80%	209	5	4	80%	209
	Non-Program	21	16	76%	219	21	18	86%	223
	Total	26	20	77%	217	26	22	85%	220

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Marketing 6–12	Program	21	15	71%	213	21	16	76%	215
	Non-Program	147	95	65%	207	147	104	71%	208
	Total	168	110	65%	208	168	120	71%	209
Mathematics 6–12	Program	534	338	63%	209	534	417	78%	214
	Non-Program	1,541	772	50%	199	1,541	894	58%	202
	Total	2,075	1,110	53%	201	2,075	1,311	63%	205
Middle Grades English 5–9 Multiple-Choice Section	Program	214	110	51%	199	214	150	70%	204
	Non-Program	1,392	579	42%	192	1,392	758	54%	197
	Total	1,606	689	43%	193	1,606	908	57%	198
Middle Grades English 5–9 Written Performance Section	Program	213	112	53%	7	213	150	70%	7
	Non-Program	1,313	619	47%	6	1,313	802	61%	7
	Total	1,526	731	48%	6	1,526	952	62%	7
Middle Grades General Science 5–9	Program	361	217	60%	204	361	269	75%	209
	Non-Program	1,495	713	48%	195	1,495	885	59%	199
	Total	1,856	930	50%	197	1,856	1,154	62%	201
Middle Grades Mathematics 5–9	Program	531	313	59%	204	531	419	79%	210
	Non-Program	3,240	1,828	56%	201	3,240	2,235	69%	207
	Total	3,771	2,141	57%	202	3,771	2,654	70%	207
Middle Grades Social Science 5–9	Program	246	195	79%	223	246	215	87%	225
	Non-Program	1,221	853	70%	216	1,221	929	76%	218
	Total	1,467	1,048	71%	217	1,467	1,144	78%	219
Music K–12	Program	575	533	93%	224	575	548	95%	224
	Non-Program	476	334	70%	211	476	363	76%	212
	Total	1,051	867	82%	218	1,051	911	87%	219
PK–3 Subtest 1: Developmental Knowledge	Program	1,206	981	81%	216	1,206	1,126	93%	219
	Non-Program	5,597	3,479	62%	205	5,597	4,291	77%	209
	Total	6,803	4,460	66%	207	6,803	5,417	80%	211
PK–3 Subtest 2: Language Arts and Reading	Program	1,196	787	66%	206	1,196	1,104	92%	213
	Non-Program	5,509	2,761	50%	198	5,509	4,021	73%	206
	Total	6,705	3,548	53%	199	6,705	5,125	76%	207
PK–3 Subtest 3: Mathematics	Program	1,199	926	77%	216	1,199	1,111	93%	221
	Non-Program	5,435	3,320	61%	206	5,435	4,203	77%	212
	Total	6,634	4,246	64%	207	6,634	5,314	80%	213
PK–3 Subtest 4: Science	Program	1,195	987	83%	222	1,195	1,119	94%	226
	Non-Program	5,334	3,596	67%	210	5,334	4,266	80%	215
	Total	6,529	4,583	70%	212	6,529	5,385	82%	217
Physical Education K–12	Program	531	395	74%	208	531	492	93%	212
	Non-Program	2,602	1,448	56%	199	2,602	1,793	69%	203
	Total	3,133	1,843	59%	201	3,133	2,285	73%	205
Physics 6–12	Program	70	42	60%	205	70	56	80%	214
	Non-Program	145	74	51%	201	145	87	60%	205
	Total	215	116	54%	202	215	143	67%	208

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Preschool Education Birth–Age 4	Program	111	61	55%	200	111	87	78%	205
	Non-Program	619	278	45%	194	619	328	53%	196
	Total	730	339	46%	195	730	415	57%	197
Reading K–12	Program	1,900	1,286	68%	207	1,900	1,500	79%	210
	Non-Program	10,971	8,005	73%	210	10,971	8,747	80%	212
	Total	12,871	9,291	72%	210	12,871	10,247	80%	212
School Counseling PK–12	Program	387	349	90%	223	387	372	96%	225
	Non-Program	630	521	83%	218	630	553	88%	219
	Total	1,017	870	86%	220	1,017	925	91%	221
School Psychologist PK–12	Program	229	211	92%	224	229	226	99%	225
	Non-Program	84	67	80%	213	84	74	88%	214
	Total	313	278	89%	221	313	300	96%	222
Social Science 6–12	Program	1,041	708	68%	206	1,041	854	82%	209
	Non-Program	2,665	1,479	55%	199	2,665	1,655	62%	202
	Total	3,706	2,187	59%	201	3,706	2,509	68%	204
Spanish K–12	Program	158	103	65%	204	158	122	77%	207
	Non-Program	1,531	836	55%	199	1,531	941	61%	201
	Total	1,689	939	56%	200	1,689	1,063	63%	202
Speech-Language Impaired K–12	Program	7	7	100%	238	7	7	100%	238
	Non-Program	61	56	92%	229	61	58	95%	231
	Total	68	63	93%	230	68	65	96%	232
Visually Impaired K–12	Program	28	27	96%	225	28	28	100%	225
	Non-Program	48	23	48%	198	48	29	60%	202
	Total	76	50	66%	208	76	57	75%	211
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	Program	41,785	28,931	69%	n/a	41,785	37,266	89%	n/a
	Non-Program	113,626	67,612	60%	n/a	113,626	81,806	72%	n/a
	Total	155,411	96,543	62%	n/a	155,411	119,072	77%	n/a
Professional Education (PED)	Program	11,458	8,528	74%	210	11,458	10,426	91%	213
	Non-Program	8,565	5,212	61%	203	8,565	6,130	72%	205
	Total	20,023	13,740	69%	207	20,023	16,556	83%	210
GK Subtest 1: Essay	Program	8,020	6,678	83%	8	8,020	7,454	93%	8
	Non-Program	11,273	8,450	75%	8	11,273	9,178	81%	8
	Total	19,293	15,128	78%	8	19,293	16,632	86%	8
GK Subtest 2: English Language Skills (ELS)	Program	8,105	5,875	72%	212	8,105	7,277	90%	218
	Non-Program	11,864	7,808	66%	209	11,864	8,921	75%	213
	Total	19,969	13,683	69%	210	19,969	16,198	81%	215
GK Subtest 3: Reading	Program	8,100	5,377	66%	205	8,100	7,168	88%	212
	Non-Program	11,816	7,063	60%	201	11,816	8,544	72%	206
	Total	19,916	12,440	62%	203	19,916	15,712	79%	208
GK Subtest 4: Mathematics	Program	8,021	5,567	69%	211	8,021	7,052	88%	218
	Non-Program	11,466	6,958	61%	206	11,466	8,140	71%	211
	Total	19,487	12,525	64%	208	19,487	15,192	78%	214

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	Program	32,246	23,497	73%	n/a	32,246	28,951	90%	n/a
	Non-Program	46,419	30,279	65%	n/a	46,419	34,783	75%	n/a
	Total	78,665	53,776	68%	n/a	78,665	63,734	81%	n/a
FELE Subtest 1: Leadership for Student Learning	Program	2,107	1,673	79%	213	2,107	1,941	92%	216
	Non-Program	2,010	1,347	67%	206	2,010	1,573	78%	209
	Total	4,117	3,020	73%	210	4,117	3,514	85%	213
FELE Subtest 2: Organizational Development	Program	2,093	1,585	76%	210	2,093	1,893	90%	213
	Non-Program	1,955	1,255	64%	203	1,955	1,517	78%	207
	Total	4,048	2,840	70%	207	4,048	3,410	84%	210
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	2,063	1,526	74%	210	2,063	1,849	90%	214
	Non-Program	1,919	1,168	61%	202	1,919	1,457	76%	207
	Total	3,982	2,694	68%	206	3,982	3,306	83%	210
FELE Subtest 3: Systems Leadership Written Performance Section	Program	2,059	1,386	67%	8	2,059	1,888	92%	8
	Non-Program	1,908	1,062	56%	7	1,908	1,488	78%	8
	Total	3,967	2,448	62%	7	3,967	3,376	85%	8
TOTAL FOR ALL FELE SUBTESTS	Program	8,322	6,170	74%	n/a	8,322	7,571	91%	n/a
	Non-Program	7,792	4,832	62%	n/a	7,792	6,035	77%	n/a
	Total	16,114	11,002	68%	n/a	16,114	13,606	84%	n/a
GRAND TOTAL FOR ALL EXAMINATIONS	Program	93,811	67,126	72%	n/a	93,811	84,214	90%	n/a
	Non-Program	176,402	107,935	61%	n/a	176,402	128,754	73%	n/a
	Total	270,213	175,061	65%	n/a	270,213	212,968	79%	n/a

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

n/a (not applicable) is used whenever results are not expected in a table cell (e.g., the test field was not in use during the time period, the statistic is not appropriate for the test design, etc.)

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

Title II year spans from August 1 to July 31.

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees highest score for each field that occurred within the analysis window.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Assessment (2021–2022 through 2023–2024)
Program versus Non-Program

Assessment	Program Type	First Attempt			Best Attempt		
		N	Number Pass	Percent Passed	N	Number Pass	Percent Passed
German K–12	Program	3	2	67%	3	2	67%
	Non-Program	11	7	64%	11	7	64%
	Total	14	9	64%	14	9	64%
English 6–12	Program	1,033	624	60%	1,033	877	85%
	Non-Program	2,900	1,321	46%	2,900	1,834	63%
	Total	3,933	1,945	49%	3,933	2,711	69%
Middle Grades English 5–9	Program	210	75	36%	210	130	62%
	Non-Program	1,308	360	28%	1,308	620	47%
	Total	1,518	435	29%	1,518	750	49%
Prekindergarten/Primary (PK–3)	Program	1,184	638	54%	1,184	1,064	90%
	Non-Program	5,193	1,913	37%	5,193	3,553	68%
	Total	6,377	2,551	40%	6,377	4,617	72%
Elementary Education K–6	Program	5,528	2,259	41%	5,528	4,808	87%
	Non-Program	8,816	2,919	33%	8,816	5,334	61%
	Total	14,344	5,178	36%	14,344	10,142	71%
General Knowledge (GK)	Program	7,525	3,543	47%	7,525	6,272	83%
	Non-Program	10,251	4,204	41%	10,251	6,108	60%
	Total	17,776	7,747	44%	17,776	12,380	70%
Florida Educational Leadership Examination (FELE)	Program	2,044	901	44%	2,044	1,710	84%
	Non-Program	1,876	566	30%	1,876	1,226	65%
	Total	3,920	1,467	37%	3,920	2,936	75%

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

n/a (not applicable) is used whenever results are not expected in a table cell (e.g., the test field was not in use during the time period, the statistic is not appropriate for the test design, etc.)

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

Title II year spans from August 1 to July 31.

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees highest score for each field that occurred within the analysis window.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Summary Data by Examination Count (2021–2022 through 2023–2024)
Program versus Non-Program

Examination	Program Type	2021–2022		2022–2023		2023–2024	
		Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	Program	34	34	34	32	20	20
	Non-Program	70	65	78	73	89	86
	Total	104	99	112	105	109	106
Art K–12	Program	193	181	153	139	147	140
	Non-Program	591	548	594	558	599	559
	Total	784	729	747	697	746	699
Biology 6–12	Program	298	277	241	218	125	119
	Non-Program	599	537	603	551	596	559
	Total	897	814	844	769	721	678
Business Education 6–12	Program	244	234	200	186	133	126
	Non-Program	560	516	639	604	641	603
	Total	804	750	839	790	774	729
Chemistry 6–12	Program	101	84	64	59	34	32
	Non-Program	182	163	168	159	147	138
	Total	283	247	232	218	181	170
Computer Science K–12	Program	108	94	99	88	59	54
	Non-Program	387	327	450	417	279	257
	Total	495	421	549	505	338	311
Deaf or Hard of Hearing K–12	Program	20	20	15	15	16	14
	Non-Program	74	71	43	42	50	49
	Total	94	91	58	57	66	63
Drama 6–12	Program	32	29	18	18	21	19
	Non-Program	108	97	112	106	126	119
	Total	140	126	130	124	147	138
Earth-Space Science 6–12	Program	46	43	41	38	19	19
	Non-Program	209	194	220	206	232	224
	Total	255	237	261	244	251	243
Educational Media Specialist PK–12	Program	59	58	59	54	46	43
	Non-Program	563	535	676	628	507	484
	Total	622	593	735	682	553	527
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	3,937	3,732	3,087	2,928	2,622	2,517
	Non-Program	6,086	5,495	5,944	5,406	5,735	5,259
	Total	10,023	9,227	9,031	8,334	8,357	7,776
Elementary Ed K–6 Subtest 2: Social Science	Program	3,646	3,448	3,059	2,910	2,887	2,779
	Non-Program	5,070	4,563	4,774	4,327	4,933	4,561
	Total	8,716	8,011	7,833	7,237	7,820	7,340

Examination	Program Type	2021–2022		2022–2023		2023–2024	
		Registered	Tested	Registered	Tested	Registered	Tested
Elementary Ed K–6 Subtest 3: Science	Program	3,418	3,240	2,853	2,714	2,530	2,421
	Non-Program	5,158	4,626	4,890	4,455	4,872	4,524
	Total	8,576	7,866	7,743	7,169	7,402	6,945
Elementary Ed K–6 Subtest 4: Mathematics	Program	3,754	3,521	2,940	2,777	2,262	2,157
	Non-Program	5,711	5,082	5,250	4,734	4,800	4,390
	Total	9,465	8,603	8,190	7,511	7,062	6,547
Engineering and Technology Education 6–12	Program	38	36	32	31	32	30
	Non-Program	140	135	114	109	119	115
	Total	178	171	146	140	151	145
English 6–12 Multiple-Choice Section	Program	580	529	465	433	367	350
	Non-Program	1,604	1,470	1,588	1,465	1,551	1,432
	Total	2,184	1,999	2,053	1,898	1,918	1,782
English 6–12 Written Performance Section	Program	535	482	387	361	369	345
	Non-Program	1,597	1,451	1,490	1,381	1,571	1,451
	Total	2,132	1,933	1,877	1,742	1,940	1,796
English to Speakers of Other Languages (ESOL) K–12	Program	400	361	292	265	265	246
	Non-Program	1,435	1,240	1,246	1,121	1,277	1,171
	Total	1,835	1,601	1,538	1,386	1,542	1,417
Exceptional Student Education (ESE) K–12	Program	1,140	1,084	979	939	849	804
	Non-Program	4,361	4,049	4,866	4,545	5,070	4,809
	Total	5,501	5,133	5,845	5,484	5,919	5,613
Family and Consumer Science 6–12	Program	38	35	26	25	12	12
	Non-Program	171	154	165	157	170	165
	Total	209	189	191	182	182	177
French K–12	Program	18	18	7	7	8	8
	Non-Program	66	64	52	51	54	54
	Total	84	82	59	58	62	62
German K–12 Interview	Program	1	1	3	3	1	1
	Non-Program	5	4	5	2	6	6
	Total	6	5	8	5	7	7
German K–12 Written	Program	1	1	2	2	1	1
	Non-Program	7	6	5	3	8	7
	Total	8	7	7	5	9	8
Health K–12	Program	104	94	57	56	58	57
	Non-Program	389	351	398	375	385	355
	Total	493	445	455	431	443	412
Humanities K–12	Program	14	14	4	4	4	4
	Non-Program	31	24	35	31	46	42
	Total	45	38	39	35	50	46
Latin K–12	Program	8	7	0	0	2	2
	Non-Program	21	18	9	9	9	8
	Total	29	25	9	9	11	10

Examination	Program Type	2021–2022		2022–2023		2023–2024	
		Registered	Tested	Registered	Tested	Registered	Tested
Marketing 6–12	Program	13	10	8	8	6	6
	Non-Program	56	52	78	70	69	63
	Total	69	62	86	78	75	69
Mathematics 6–12	Program	391	357	306	291	232	219
	Non-Program	977	886	910	845	847	781
	Total	1,368	1,243	1,216	1,136	1,079	1,000
Middle Grades English 5–9 Multiple-Choice Section	Program	127	120	102	95	87	79
	Non-Program	817	738	890	815	821	782
	Total	944	858	992	910	908	861
Middle Grades English 5–9 Written Performance Section	Program	98	92	79	75	88	83
	Non-Program	656	591	696	637	712	677
	Total	754	683	775	712	800	760
Middle Grades General Science 5–9	Program	215	199	134	122	94	92
	Non-Program	818	746	932	857	1,005	954
	Total	1,033	945	1,066	979	1,099	1,046
Middle Grades Mathematics 5–9	Program	343	320	236	224	202	192
	Non-Program	1,963	1,804	1,941	1,805	1,808	1,704
	Total	2,306	2,124	2,177	2,029	2,010	1,896
Middle Grades Social Science 5–9	Program	134	119	91	84	79	75
	Non-Program	533	484	591	549	629	588
	Total	667	603	682	633	708	663
Music K–12	Program	272	257	195	189	173	172
	Non-Program	241	214	218	205	269	248
	Total	513	471	413	394	442	420
PK–3 Subtest 1: Developmental Knowledge	Program	566	532	422	398	356	340
	Non-Program	2,738	2,484	3,201	2,939	3,340	3,108
	Total	3,304	3,016	3,623	3,337	3,696	3,448
PK–3 Subtest 2: Language Arts and Reading	Program	769	719	568	534	417	396
	Non-Program	3,637	3,302	4,080	3,748	3,594	3,328
	Total	4,406	4,021	4,648	4,282	4,011	3,724
PK–3 Subtest 3: Mathematics	Program	626	590	497	462	372	355
	Non-Program	2,963	2,682	3,211	2,939	3,130	2,928
	Total	3,589	3,272	3,708	3,401	3,502	3,283
PK–3 Subtest 4: Science	Program	558	525	439	415	351	332
	Non-Program	2,591	2,342	2,904	2,656	2,916	2,726
	Total	3,149	2,867	3,343	3,071	3,267	3,058
Physical Education K–12	Program	306	289	229	220	180	169
	Non-Program	1,470	1,371	1,530	1,446	1,587	1,519
	Total	1,776	1,660	1,759	1,666	1,767	1,688
Physics 6–12	Program	49	46	43	38	30	30
	Non-Program	90	81	79	77	80	73
	Total	139	127	122	115	110	103

Examination	Program Type	2021–2022		2022–2023		2023–2024	
		Registered	Tested	Registered	Tested	Registered	Tested
Preschool Education Birth–Age 4	Program	64	62	43	40	76	73
	Non-Program	324	298	296	282	371	357
	Total	388	360	339	322	447	430
Reading K–12	Program	1,051	950	648	585	623	580
	Non-Program	6,401	5,734	4,049	3,716	5,640	5,314
	Total	7,452	6,684	4,697	4,301	6,263	5,894
School Counseling PK–12	Program	178	166	141	136	151	143
	Non-Program	300	280	328	304	250	238
	Total	478	446	469	440	401	381
School Psychologist PK–12	Program	77	76	90	89	106	101
	Non-Program	29	28	28	27	58	53
	Total	106	104	118	116	164	154
Social Science 6–12	Program	661	619	489	453	472	445
	Non-Program	1,581	1,417	1,597	1,463	1,581	1,461
	Total	2,242	2,036	2,086	1,916	2,053	1,906
Spanish K–12	Program	95	91	83	81	61	59
	Non-Program	713	676	803	769	903	867
	Total	808	767	886	850	964	926
Speech-Language Impaired K–12	Program	1	1	2	2	4	4
	Non-Program	19	18	18	18	37	36
	Total	20	19	20	20	41	40
Visually Impaired K–12	Program	22	21	10	10	16	15
	Non-Program	27	26	22	20	43	41
	Total	49	47	32	30	59	56
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	Program	25,383	23,818	19,972	18,853	17,065	16,280
	Non-Program	64,139	58,039	62,816	57,702	63,562	59,273
	Total	89,522	81,857	82,788	76,555	80,627	75,553
Professional Education (PED)	Program	7,418	6,989	6,437	6,162	4,968	4,795
	Non-Program	6,807	6,263	5,973	5,532	3,911	3,640
	Total	14,225	13,252	12,410	11,694	8,879	8,435
GK Subtest 1: Essay	Program	5,461	5,063	3,632	3,409	2,558	2,388
	Non-Program	7,213	6,231	5,345	4,770	4,768	4,389
	Total	12,674	11,294	8,977	8,179	7,326	6,777
GK Subtest 2: English Language Skills (ELS)	Program	6,662	6,161	4,663	4,375	3,221	3,023
	Non-Program	8,291	7,204	6,349	5,699	5,535	5,078
	Total	14,953	13,365	11,012	10,074	8,756	8,101
GK Subtest 3: Reading	Program	7,421	6,919	5,136	4,827	3,312	3,118
	Non-Program	9,211	8,063	6,953	6,250	5,702	5,247
	Total	16,632	14,982	12,089	11,077	9,014	8,365
GK Subtest 4: Mathematics	Program	7,234	6,543	4,967	4,532	3,309	3,049
	Non-Program	9,246	7,756	6,755	5,913	5,729	5,158
	Total	16,480	14,299	11,722	10,445	9,038	8,207
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	Program	26,778	24,686	18,398	17,143	12,400	11,578
	Non-Program	33,961	29,254	25,402	22,632	21,734	19,872

Examination	Program Type	2021–2022		2022–2023		2023–2024	
		Registered	Tested	Registered	Tested	Registered	Tested
	Total	60,739	53,940	43,800	39,775	34,134	31,450
FELE Subtest 1: Leadership for Student Learning	Program	1,279	1,213	891	853	1,018	980
	Non-Program	1,138	1,028	1,003	928	1,112	1,051
	Total	2,417	2,241	1,894	1,781	2,130	2,031
FELE Subtest 2: Organizational Development	Program	1,322	1,253	950	912	1,013	972
	Non-Program	1,140	1,032	1,009	933	1,109	1,054
	Total	2,462	2,285	1,959	1,845	2,122	2,026
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	1,340	1,273	953	917	1,088	1,036
	Non-Program	1,190	1,080	1,034	963	1,124	1,073
	Total	2,530	2,353	1,987	1,880	2,212	2,109
FELE Subtest 3: Systems Leadership Written Performance Section	Program	1,363	1,299	955	917	979	937
	Non-Program	1,181	1,074	1,019	946	1,070	1,019
	Total	2,544	2,373	1,974	1,863	2,049	1,956
TOTAL FOR ALL FELE SUBTESTS	Program	5,304	5,038	3,749	3,599	4,098	3,925
	Non-Program	4,649	4,214	4,065	3,770	4,415	4,197
	Total	9,953	9,252	7,814	7,369	8,513	8,122
GRAND TOTAL FOR ALL EXAMINATIONS	Program	64,883	60,531	48,556	45,757	38,531	36,578
	Non-Program	109,556	97,770	98,256	89,636	93,622	86,982
	Total	174,439	158,301	146,812	135,393	132,153	123,560

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

Title II year spans from August 1 to July 31.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Unique and All Examinee Counts (2021–2022 through 2023–2024)
Program versus Non-Program

Examinee Sample	Program Type	Examination	Examinee Count by Year		
			2021–2022	2022–2023	2023–2024
All Attempts	Program	SAE	20,213	17,851	17,751
		PED	5,837	5,615	4,795
		GK	12,622	11,516	11,578
		FELE	4,481	3,509	3,925
		TOTAL	43,153	38,491	38,049
	Non-Program	SAE	61,644	58,704	57,802
		PED	7,415	6,079	3,640
		GK	41,314	28,259	19,872
		FELE	4,771	3,860	4,197
		TOTAL	115,144	96,902	85,511
Unique Attempts	Program	SAE	7,851	6,900	7,222
		PED	4,560	4,250	3,635
		GK	3,627	3,223	3,295
		FELE	1,080	878	966
		TOTAL	17,118	15,251	15,118
	Non-Program	SAE	29,661	28,095	29,385
		PED	5,563	4,623	2,880
		GK	11,292	8,051	5,976
		FELE	1,165	978	1,083
		TOTAL	47,681	41,747	39,324
Retake Attempts	Program	SAE	7,489	7,044	6,348
		PED	2,052	2,107	1,747
		GK	6,063	5,195	4,220
		FELE	1,538	1,230	1,369
		TOTAL	17,142	15,576	13,684
	Non-Program	SAE	20,451	19,210	18,012
		PED	3,266	2,724	1,462
		GK	15,745	10,292	4,985
		FELE	1,588	1,307	1,597
		TOTAL	41,050	33,533	26,056
Unique Retake Attempts	Program	SAE	3,209	2,882	2,856
		PED	1,352	1,309	1,077
		GK	2,395	2,052	1,754
		FELE	634	513	550
		TOTAL	7,590	6,756	6,237
	Non-Program	SAE	10,382	9,830	9,577
		PED	2,068	1,708	968
		GK	6,180	4,261	2,288
		FELE	608	516	632
		TOTAL	19,238	16,315	13,465

Examinees are classified as belonging to a program if they were claimed by an institution (Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College, State University, or Private College/University) for a specified test area during Title II reporting process.

Examinees are classified as non-program if they were not claimed by any institution during Title II reporting process.

Title II year spans from August 1 to July 31.

All attempts refers to all administrations for the specified examination area within the analysis window.

Unique attempts refers to the number of examinees with test attempts in the examination area.

Retake attempts is the total number of retake administrations in the examination area.

Unique retake attempts refers to the number of examinees with retake attempts in the examination area.

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX E

Test Administration Statistics

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Unique and All Examinee Counts (2021–2024)**

Examinee Sample	Examination	Examinee Count by Year			
		2021	2022	2023	2024
All Attempts	Subject Area Examinations	106,872	79,389	75,212	71,926
	Professional Education (PED)	15,636	12,899	10,267	8,863
	General Knowledge	76,884	47,524	36,100	30,717
	FELE	9,989	7,961	7,692	8,137
	TOTAL	209,381	147,773	129,271	119,643
Unique Attempts	Subject Area Examinations	57,039	35,990	34,930	35,320
	Professional Education (PED)	12,803	9,819	8,134	6,757
	General Knowledge	20,368	13,320	10,534	9,381
	FELE	2,423	1,982	1,881	2,084
	TOTAL	92,633	61,111	55,479	53,542
Retake Attempts	Subject Area Examinations	30,333	27,005	25,881	22,703
	Professional Education (PED)	5,100	5,369	3,991	3,478
	General Knowledge	28,517	18,989	13,291	8,129
	FELE	3,298	2,780	2,586	3,061
	TOTAL	67,248	54,143	45,749	37,371
Unique Retake Attempts	Subject Area Examinations	15,888	13,104	12,722	11,996
	Professional Education (PED)	3,616	3,437	2,679	2,225
	General Knowledge	11,020	7,541	5,607	3,771
	FELE	1,303	1,104	1,056	1,224
	TOTAL	31,827	25,186	22,064	19,216

All attempts refers to all administrations for the specified examination area within the analysis window.
Unique attempts refers to the number of examinees with test attempts in the examination area.
Retake attempts is the total number of retake administrations in the examination area.
Unique retake attempts refers to the number of examinees with retake attempts in the examination area.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Summary Data by Examination Count – Monthly

	GK Essay	GK ELS	GK Reading	GK Math	GK Total	FELE 1	FELE 2	FELE MC	FELE Essay	FELE Total	Prof Ed	GRAND TOTAL
JANUARY 2024												
Registered	440	593	621	574	2,228	182	174	185	164	705	548	3,481
Tested	400	546	573	514	2,033	175	166	179	158	678	527	3,238
FEBRUARY 2024												
Registered	504	632	616	606	2,358	161	161	159	158	639	595	3,592
Tested	472	594	581	566	2,213	157	159	154	156	626	565	3,404
MARCH 2024												
Registered	707	805	816	806	3,134	221	210	233	203	867	940	4,941
Tested	670	756	755	744	2,925	210	200	225	193	828	908	4,661
APRIL 2024												
Registered	646	737	742	753	2,878	173	159	180	173	685	889	4,452
Tested	592	676	690	682	2,640	166	151	171	163	651	847	4,138
MAY 2024												
Registered	662	727	773	822	2,984	167	164	180	172	683	982	4,649
Tested	621	677	730	752	2,780	157	154	169	162	642	927	4,349
JUNE 2024												
Registered	807	908	957	944	3,616	229	222	224	202	877	921	5,414
Tested	748	849	887	862	3,346	212	206	209	193	820	877	5,043
JULY 2024												
Registered	921	1,064	1,060	1,084	4,129	315	312	289	265	1,181	1,143	6,453
Tested	869	993	1,001	1,008	3,871	303	301	276	253	1,133	1,098	6,102
AUGUST 2024												
Registered	551	673	674	639	2,537	161	172	178	134	645	654	3,836
Tested	505	621	616	583	2,325	148	162	166	122	598	625	3,548
SEPTEMBER 2024												
Registered	370	406	449	419	1,644	110	97	113	94	414	575	2,633
Tested	337	374	410	365	1,486	101	89	107	83	380	541	2,407
OCTOBER 2024												
Registered	552	612	598	600	2,362	153	154	156	140	603	636	3,601
Tested	501	561	553	532	2,147	141	145	147	130	563	609	3,319
NOVEMBER 2024												
Registered	728	758	755	765	3,006	182	193	168	176	719	755	4,480
Tested	669	704	710	698	2,781	171	185	158	164	678	717	4,176
DECEMBER 2024												
Registered	557	613	604	610	2,384	150	151	129	135	565	660	3,609
Tested	513	555	553	549	2,170	142	147	123	128	540	622	3,332
2024 TOTALS												
Registered	7,445	8,528	8,665	8,622	33,260	2,204	2,169	2,194	2,016	8,583	9,298	51,141
Tested	6,897	7,906	8,059	7,855	30,717	2,083	2,065	2,084	1,905	8,137	8,863	47,717

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Subject Area Examinations (SAE) Summary Data by Examination Count (Monthly)

Examination	January 2024		February 2024		March 2024	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	6	6	7	7	17	17
Art K–12	46	44	50	46	84	81
Biology 6–12	36	34	45	40	69	67
Business Education 6–12	59	57	55	53	67	62
Chemistry 6–12	9	8	6	6	19	18
Computer Science K–12	7	6	8	8	17	15
Deaf or Hard of Hearing K–12	2	2	4	4	8	7
Drama 6–12	11	11	13	13	20	19
Earth/Space Science 6–12	14	13	22	22	34	33
Educational Media Specialist PK–12	45	43	41	40	66	62
Elementary Education K–6 Subtest 1: Lang Arts and Reading	576	528	652	614	839	785
Elementary Education K–6 Subtest 2: Social Science	426	390	538	510	809	768
Elementary Education K–6 Subtest 3: Science	452	414	543	519	784	749
Elementary Education K–6 Subtest 4: Mathematics	449	409	514	481	737	697
Engineering and Technology Education 6–12	11	10	12	12	14	14
English 6–12 Multiple-Choice Section	127	119	104	98	181	171
English 6–12 Written Performance Section	121	112	108	102	190	182
English to Speakers of Other Languages (ESOL) K–12	105	104	110	104	178	162
Exceptional Student Education (ESE) K–12	376	350	422	400	658	632
Family and Consumer Science 6–12	12	12	10	10	20	20
French K–12	3	3	4	4	5	5
German K–12 Interview	*	*	1	1	2	2
German K–12 Written	1	0	1	1	2	2
Health K–12	26	25	32	30	51	49
Humanities K–12	3	3	*	*	5	5
Latin K–12	1	1	1	1	*	*
Marketing 6–12	3	3	7	6	5	4
Mathematics 6–12	68	61	68	62	126	121
Middle Grades English 5–9 Multiple-Choice Section	45	43	58	55	112	109
Middle Grades English 5–9 Written Performance Section	39	37	47	46	93	89
Middle Grades General Science 5–9	47	47	73	71	129	121
Middle Grades Mathematics 5–9	95	91	126	119	197	189
Middle Grades Social Science 5–9	44	42	50	48	77	74
Music K–12	15	15	26	24	26	25
PK–3 Subtest 1: Developmental Knowledge	211	199	270	254	377	354
PK–3 Subtest 2: Language Arts and Reading	261	252	318	296	405	382
PK–3 Subtest 3: Mathematics	206	200	258	246	354	335
PK–3 Subtest 4: Science	180	172	246	234	343	326
Physical Education K–12	125	118	123	119	172	165
Physics 6–12	7	7	4	4	16	16
Preschool Education Birth–Age 4	38	36	35	35	42	41
Reading K–12	230	210	278	270	602	558
School Counseling PK–12	28	28	32	28	52	51
School Psychologist PK–12	8	7	19	19	25	25
Social Science 6–12	134	130	153	143	243	229
Spanish K–12	43	43	70	69	101	96
Speech-Language Impaired K–12	1	1	3	3	2	2
Visually Impaired K–12	4	4	4	4	10	8
TOTAL	4,756	4,450	5,571	5,281	8,385	7,944

Examination	April 2024		May 2024		June 2024	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	11	11	15	14	7	6
Art K–12	80	76	83	78	93	87
Biology 6–12	82	79	92	87	95	89
Business Education 6–12	66	62	119	113	95	88
Chemistry 6–12	18	17	30	28	29	28
Computer Science K–12	18	17	53	50	93	88
Deaf or Hard of Hearing K–12	7	7	6	6	7	7
Drama 6–12	14	12	17	16	18	16
Earth/Space Science 6–12	23	23	25	25	25	25
Educational Media Specialist PK–12	49	48	56	54	51	50
Elementary Education K–6 Subtest 1: Lang Arts and Reading	777	733	786	739	820	756
Elementary Education K–6 Subtest 2: Social Science	828	786	850	802	904	847
Elementary Education K–6 Subtest 3: Science	797	764	803	748	850	796
Elementary Education K–6 Subtest 4: Mathematics	680	650	739	684	728	670
Engineering and Technology Education 6–12	25	25	21	20	13	12
English 6–12 Multiple-Choice Section	212	202	219	206	241	223
English 6–12 Written Performance Section	216	202	250	235	231	211
English to Speakers of Other Languages (ESOL) K–12	178	169	163	151	171	155
Exceptional Student Education (ESE) K–12	605	581	633	605	649	615
Family and Consumer Science 6–12	22	20	21	20	23	23
French K–12	8	8	5	5	7	7
Health K–12	55	49	51	47	43	38
Humanities K–12	6	6	2	2	8	7
Latin K–12	1	1	1	1	*	*
Marketing 6–12	6	6	10	9	14	14
Mathematics 6–12	99	96	95	91	131	125
Middle Grades English 5–9 Multiple-Choice Section	86	82	98	93	102	94
Middle Grades English 5–9 Written Performance Section	87	79	106	103	118	107
Middle Grades General Science 5–9	117	110	125	120	145	135
Middle Grades Mathematics 5–9	214	204	222	215	264	249
Middle Grades Social Science 5–9	71	69	90	84	72	65
Music K–12	41	38	54	53	50	48
PK–3 Subtest 1: Developmental Knowledge	355	342	413	392	427	407
PK–3 Subtest 2: Language Arts and Reading	354	336	383	364	398	375
PK–3 Subtest 3: Mathematics	326	315	398	374	378	351
PK–3 Subtest 4: Science	350	336	383	364	388	368
Physical Education K–12	188	179	201	192	171	167
Physics 6–12	15	13	6	6	13	13
Preschool Education Birth–Age 4	44	43	44	43	57	55
Reading K–12	655	625	1,141	1,087	1,946	1,874
School Counseling PK–12	42	41	28	26	39	39
School Psychologist PK–12	12	11	14	13	17	15
Social Science 6–12	207	195	235	225	224	207
Spanish K–12	91	89	93	91	115	110
Speech-Language Impaired K–12	3	3	4	4	9	9
Visually Impaired K–12	6	6	4	4	5	5
TOTAL	8,147	7,766	9,187	8,689	10,284	9,676

Examination	July 2024		August 2024		September 2024	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	7	7	5	5	5	5
Art K–12	104	98	48	44	34	33
Biology 6–12	106	98	61	57	24	21
Business Education 6–12	96	92	56	49	25	21
Chemistry 6–12	29	28	15	14	7	7
Computer Science K–12	70	68	22	21	9	7
Deaf or Hard of Hearing K–12	10	10	3	3	6	5
Drama 6–12	18	18	9	8	7	6
Earth/Space Science 6–12	46	45	23	20	9	8
Educational Media Specialist PK–12	69	66	19	18	20	18
Elementary Education K–6 Subtest 1: Lang Arts and Reading	881	833	494	446	402	375
Elementary Education K–6 Subtest 2: Social Science	990	941	599	548	474	439
Elementary Education K–6 Subtest 3: Science	890	842	563	527	433	402
Elementary Education K–6 Subtest 4: Mathematics	818	764	485	445	347	318
Engineering and Technology Education 6–12	14	13	17	14	11	11
English 6–12 Multiple-Choice Section	218	210	110	102	66	60
English 6–12 Written Performance Section	226	210	122	110	77	69
English to Speakers of Other Languages (ESOL) K–12	230	212	89	74	56	42
Exceptional Student Education (ESE) K–12	685	654	414	383	242	225
Family and Consumer Science 6–12	20	19	19	17	14	11
French K–12	9	9	5	5	6	6
German K–12 Written	1	1	1	1	*	*
Health K–12	56	53	32	29	26	24
Humanities K–12	12	12	3	3	4	3
Latin K–12	3	3	2	2	*	*
Marketing 6–12	10	10	6	6	6	6
Mathematics 6–12	156	146	64	60	54	49
Middle Grades English 5–9 Multiple-Choice Section	108	103	56	56	49	40
Middle Grades English 5–9 Written Performance Section	98	96	50	49	41	33
Middle Grades General Science 5–9	180	178	51	49	43	39
Middle Grades Mathematics 5–9	306	288	107	100	71	61
Middle Grades Social Science 5–9	106	99	47	43	37	36
Music K–12	46	43	22	21	26	24
PK–3 Subtest 1: Developmental Knowledge	502	473	280	250	198	180
PK–3 Subtest 2: Language Arts and Reading	444	418	267	235	144	127
PK–3 Subtest 3: Mathematics	428	409	223	198	154	137
PK–3 Subtest 4: Science	399	381	234	213	149	135
Physical Education K–12	228	219	120	117	85	81
Physics 6–12	17	16	14	14	4	4
Preschool Education Birth–Age 4	66	65	34	32	28	22
Reading K–12	185	168	62	52	28	23
School Counseling PK–12	55	52	19	18	20	19
School Psychologist PK–12	19	18	9	9	8	8
Social Science 6–12	253	234	145	129	98	87
Spanish K–12	131	129	83	79	61	60
Speech-Language Impaired K–12	10	9	3	3	*	*
Visually Impaired K–12	7	7	1	1	5	5
TOTAL	9,362	8,867	5,113	4,679	3,613	3,292

Examination	October 2024		November 2024		December 2024	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	9	7	6	5	5	5
Art K–12	46	45	50	46	29	26
Biology 6–12	47	45	43	39	43	39
Business Education 6–12	33	32	44	42	28	25
Chemistry 6–12	9	9	9	9	14	13
Computer Science K–12	13	10	7	5	7	6
Deaf or Hard of Hearing K–12	4	4	4	4	1	1
Drama 6–12	5	5	12	12	7	7
Earth/Space Science 6–12	12	11	16	14	10	10
Educational Media Specialist PK–12	25	23	26	26	26	25
Elementary Education K–6 Subtest 1: Lang Arts and Reading	431	389	458	421	377	352
Elementary Education K–6 Subtest 2: Social Science	534	491	553	507	410	379
Elementary Education K–6 Subtest 3: Science	524	484	473	438	375	353
Elementary Education K–6 Subtest 4: Mathematics	397	365	424	396	339	311
Engineering and Technology Education 6–12	7	6	8	8	4	4
English 6–12 Multiple-Choice Section	95	82	99	89	105	95
English 6–12 Written Performance Section	108	94	111	101	114	103
English to Speakers of Other Languages (ESOL) K–12	60	52	81	77	57	51
Exceptional Student Education (ESE) K–12	303	290	352	333	326	301
Family and Consumer Science 6–12	9	9	9	8	13	11
French K–12	4	4	7	7	1	1
German K–12 Interview	*	*	*	*	1	0
German K–12 Written	*	*	*	*	1	1
Health K–12	23	23	32	29	21	21
Humanities K–12	4	2	2	1	3	2
Latin K–12	*	*	1	0	*	*
Marketing 6–12	7	6	6	6	5	4
Mathematics 6–12	37	31	59	55	53	48
Middle Grades English 5–9 Multiple-Choice Section	35	35	40	37	36	33
Middle Grades English 5–9 Written Performance Section	29	29	36	32	30	28
Middle Grades General Science 5–9	42	38	45	43	48	45
Middle Grades Mathematics 5–9	75	70	99	93	77	69
Middle Grades Social Science 5–9	34	30	45	42	38	29
Music K–12	41	40	42	38	32	30
PK–3 Subtest 1: Developmental Knowledge	213	199	243	218	196	181
PK–3 Subtest 2: Language Arts and Reading	199	178	220	196	189	176
PK–3 Subtest 3: Mathematics	161	147	209	192	171	153
PK–3 Subtest 4: Science	168	155	197	175	143	134
Physical Education K–12	91	88	86	76	97	89
Physics 6–12	2	1	6	6	6	5
Preschool Education Birth–Age 4	28	27	20	20	29	28
Reading K–12	33	27	23	17	21	15
School Counseling PK–12	26	25	39	36	34	30
School Psychologist PK–12	11	11	10	9	11	11
Social Science 6–12	105	98	136	131	110	99
Spanish K–12	71	69	65	64	41	35
Speech-Language Impaired K–12	*	*	1	1	1	1
Visually Impaired K–12	1	0	4	4	3	3
TOTAL	4,111	3,786	4,458	4,108	3,688	3,388

*No examinees tested.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Summary Data by Examination Count (2021–2024)

Examination	2021		2022		2023		2024	
	Registered	Tested	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	203	158	105	97	109	105	100	95
Art K–12	1,179	904	767	713	728	682	747	704
Biology 6–12	1,576	1,165	856	779	805	744	743	695
Business Education 6–12	1,567	1,101	821	765	802	767	743	696
Chemistry 6–12	573	386	251	221	217	207	194	185
Computer Science K–12	1,335	981	452	396	522	482	324	301
Deaf or Hard of Hearing K–12	131	94	77	74	59	57	62	60
Drama 6–12	321	198	146	134	127	121	151	143
Earth/Space Science 6–12	657	455	256	239	234	218	259	249
Educational Media Specialist PK–12	1,010	684	701	659	722	678	493	473
Elementary Education K–6 Subtest 1: Lang Arts and Reading	11,924	9,972	9,560	8,843	8,917	8,263	7,493	6,971
Elementary Education K–6 Subtest 2: Social Science	10,655	8,825	8,468	7,825	7,502	6,969	7,915	7,408
Elementary Education K–6 Subtest 3: Science	10,407	8,573	8,264	7,604	7,308	6,814	7,487	7,036
Elementary Education K–6 Subtest 4: Mathematics	11,698	9,702	9,022	8,212	7,662	7,089	6,657	6,190
Engineering and Technology Education 6–12	361	255	149	141	157	152	157	149
English 6–12 Multiple-Choice Section	3,344	2,612	2,139	1,966	2,021	1,860	1,777	1,657
English 6–12 Written Performance Section	3,378	2,642	2,038	1,867	1,881	1,742	1,874	1,731
English to Speakers of Other Languages (ESOL) K–12	3,520	2,438	1,689	1,485	1,555	1,413	1,478	1,353
Exceptional Student Education (ESE) K–12	8,056	6,439	5,450	5,096	6,033	5,699	5,665	5,369
Family and Consumer Science 6–12	550	349	190	177	194	185	192	180
French K–12	105	95	89	86	55	55	64	64
German K–12 Interview	13	9	5	5	10	7	4	3
German K–12 Written	15	11	8	7	9	7	7	6
Health K–12	1,004	676	468	433	446	425	448	417
Humanities K–12	262	119	43	36	40	35	52	46
Latin K–12	39	28	26	23	10	9	10	9
Marketing 6–12	269	144	66	62	86	76	85	80
Mathematics 6–12	2,589	1,863	1,324	1,216	1,168	1,090	1,010	945
Middle Grades English 5–9 Multiple-Choice Section	1,359	1,021	957	874	1,003	932	825	780
Middle Grades English 5–9 Written Performance Section	1,227	899	769	704	754	706	774	728
Middle Grades General Science 5–9	1,881	1,403	1,030	948	1,050	979	1,045	996
Middle Grades Mathematics 5–9	3,469	2,681	2,293	2,127	2,136	2,005	1,853	1,748
Middle Grades Social Science 5–9	1,253	873	676	613	675	635	711	661
Music K–12	709	581	495	463	423	399	421	399
PK–3 Subtest 1: Developmental Knowledge	4,142	3,266	3,377	3,101	3,612	3,336	3,685	3,449
PK–3 Subtest 2: Language Arts and Reading	5,209	4,237	4,454	4,096	4,600	4,238	3,582	3,335
PK–3 Subtest 3: Mathematics	4,486	3,573	3,603	3,310	3,662	3,385	3,266	3,057
PK–3 Subtest 4: Science	4,072	3,201	3,217	2,960	3,229	2,966	3,180	2,993
Physical Education K–12	2,673	1,996	1,802	1,699	1,767	1,675	1,687	1,610
Physics 6–12	314	195	136	126	122	114	110	105
Preschool Education Birth–Age 4	775	516	386	364	357	337	465	447

Examination	2021		2022		2023		2024	
	Registered	Tested	Registered	Tested	Registered	Tested	Registered	Tested
Reading K–12	19,575	16,697	6,071	5,504	4,504	4,174	5,204	4,926
School Counseling PK–12	1,173	663	488	459	443	414	414	393
School Psychologist PK–12	255	153	92	91	142	136	163	156
Social Science 6–12	3,919	2,900	2,131	1,960	2,041	1,878	2,043	1,907
Spanish K–12	1,112	1,011	820	783	929	882	965	934
Speech-Language Impaired K–12	90	45	15	14	26	26	37	36
Visually Impaired K–12	108	83	34	32	47	44	54	51
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	134,542	106,872	86,276	79,389	80,901	75,212	76,675	71,926
Professional Education (PED)	18,684	15,636	13,778	12,899	10,851	10,267	9,298	8,863
GK Subtest 1: Essay	20,008	16,431	11,003	9,973	8,123	7,425	7,445	6,897
GK Subtest 2: English Language Skills (ELS)	23,178	19,346	13,007	11,800	9,984	9,171	8,528	7,906
GK Subtest 3: Reading	25,079	21,107	14,432	13,152	10,807	9,969	8,665	8,059
GK Subtest 4: Mathematics	24,725	20,000	14,281	12,603	10,622	9,535	8,622	7,855
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	92,990	76,884	52,723	47,528	39,536	36,100	33,260	30,717
FELE Subtest 1: Leadership for Student Learning	2,606	2,420	2,074	1,936	1,917	1,825	2,204	2,083
FELE Subtest 2: Organizational Development	2,591	2,411	2,128	1,986	2,030	1,940	2,169	2,065
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,807	2,628	2,162	2,022	2,095	2,003	2,194	2,084
FELE Subtest 3: Systems Leadership Written Performance Section	2,699	2,530	2,157	2,017	2,014	1,924	2,016	1,905
TOTAL FOR ALL FELE SUBTESTS	10,703	9,989	8,521	7,961	8,056	7,692	8,583	8,137
GRAND TOTAL FOR ALL EXAMINATIONS	256,919	209,381	161,298	147,777	139,344	129,271	127,816	119,643

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2024)**

State and Center Type	Center Code	Test Center	Registered	Tested
Florida (Non-Pearson)	65522	Daytona State College	2,618	2,498
	24629	FL State College at Jacksonville - Downtown Campus	1,022	959
	65319	Florida Atlantic University	2,682	2,451
	66190	Florida Gateway College	1,364	1,324
	66582	Florida Gulf Coast University	1,989	1,876
	77576	Florida International University	386	356
	66016	Florida State College at Jacksonville-Deerwood	1,984	1,891
	67355	Florida State College at Jacksonville	911	877
	88810	Florida State University - Panama City Campus	465	450
	58099	Gulf Coast State College	210	199
	66861	Miami Dade College - Kendall Campus	2,246	2,020
	66889	Miami Dade College - North Campus	1,407	1,274
	66912	Miami Dade College - Wolfson Campus	871	799
	66894	Miami Dade College - Eduardo J Padron Campus	919	854
	54993	Northwest Florida State College	2,471	2,334
	70017	Palm Beach State College - Lake Worth Campus	4,130	3,844
	49953	Pensacola State College	967	908
	65784	School Board of Alachua County	734	706
	54015	South Florida State College	472	444
	88972	The College of the Florida Keys - Key Largo	103	88
	55331	The College of the Florida Keys - Key West	228	219
	66311	University of Central Florida/Univ Testing Center	4,167	3,967
	65655	University of South Florida	9,687	9,231
Florida (Non-Pearson)		State and Center Type Total	42,033	39,569
Florida (Pearson)	46994	Gainesville FL	1,231	1,171
	46995	Jacksonville FL	723	670
	51883	Boynton Beach FL	3,780	3,521
	51885	Fort Myers FL	5,733	5,383
	53083	Ft Lauderdale (33rd Ave)	3,327	3,067
	52075	Ft Lauderdale NW 10th Terr	3,293	3,066
	51887	Gainesville FL	2,740	2,615
	51888	Hollywood FL	3,133	2,834
	51889	Jacksonville FL	5,430	5,101
	51890	Lake Mary FL	4,050	3,755
	51891	Lakeland FL	2,677	2,511
	51892	Melbourne FL	4,661	4,369
	51893	Miami FL	3,135	2,891
	51894	Orlando FL	10,705	10,026
	51895	Ormond Beach FL	1,477	1,342
	51896	Pensacola FL	2,475	2,346
	51897	Sarasota FL	3,769	3,558
	52808	South Miami FL	3,459	3,177
	51898	St Petersburg FL	2,997	2,834
	51899	Tallahassee FL	3,058	2,905
	51900	Tampa FL	5,936	5,572
Florida (Pearson)		State and Center Type Total	77,789	72,714
Alabama (Pearson)	46960	Birmingham (Hwy 31) AL	31	26
	78689	Birmingham (Hwy280) AL	29	21
	46962	Decatur AL	42	38
	46961	Dothan AL	771	724
	46963	Mobile AL	131	117
	46964	Montgomery AL	36	34
Alabama (Pearson)		State and Center Type Total	1,040	960
Alaska (Pearson)	46959	Anchorage AK	25	23
Alaska (Pearson)		State and Center Type Total	25	23

State and Center Type	Center Code	Test Center	Registered	Tested
Arizona (Pearson)	46969	Chandler AZ	6	6
	46970	Phoenix AZ	10	9
	78707	Tempe AZ	1	0
	46971	Tucson AZ	9	9
Arizona (Pearson)		State and Center Type Total	26	24
Arkansas (Pearson)	46965	Fort Smith AR	1	1
	51865	Little Rock AR	3	2
	51864	Rogers AR	8	7
Arkansas (Pearson)		State and Center Type Total	12	10
California (Pearson)	78676	Alhambra (LA) CA	6	6
	46972	Anaheim CA	7	7
	78675	Culver City CA	3	3
	63105	Daly City CA	11	11
	63106	Fairfield CA	7	7
	46973	Fresno CA	1	1
	46974	Gardena (LA) CA	17	16
	63103	Lake Forest (LA) CA	11	11
	46975	Oakland CA	15	15
	46976	Ontario (LA) CA	2	2
	46977	Pasadena (LA) CA	11	9
	46978	Redding CA	1	1
	63104	Redlands (LA) CA	7	6
	46979	Roseville (Sacramento)	8	8
	78679	Sacramento (North) CA	3	3
	56133	Sacramento CA	8	7
	78677	San Diego (Kearny) CA	23	18
	54866	San Diego (North) CA	6	5
	46980	San Diego CA	7	6
	56132	San Dimas (LA)	1	1
	46981	San Francisco	10	10
	46982	San Jose (Milpitas) CA	15	15
	63107	San Marcos CA	23	23
	78678	San Mateo CA	13	12
	46983	Santa Maria CA	9	8
	63108	Visalia CA	12	12
	46984	Westlake Village (LA)	2	0
California (Pearson)		State and Center Type Total	239	223
Colorado (Pearson)	46987	Colorado Springs CO	19	11
	51874	Greeley CO	31	31
	46986	Greenwood Village (Denver)	25	23
	46985	Westminster (Denver N)	35	34
	51878	Wheat Ridge CO	10	7
Colorado (Pearson)		State and Center Type Total	120	106
Connecticut (Pearson)	54862	Norwalk CT	10	9
	46989	Wallingford (New Haven)	22	21
	46988	Wethersfield (Hartford)	20	20
Connecticut (Pearson)		State and Center Type Total	52	50
Delaware (Pearson)	46991	Dover DE	11	11
	46992	Newark (Wilmington) DE	3	3
Delaware (Pearson)		State and Center Type Total	14	14
District of Columbia (Pearson)	46990	Washington DC	29	16
	78692	Washington DC (East)	11	10
District of Columbia (Pearson)		State and Center Type Total	40	26
Georgia (Pearson)	47001	Albany GA	31	31
	51903	Atlanta (NW) GA	107	99
	47003	Atlanta (North) GA	138	124
	47002	Atlanta (Stockbridge)	94	86
	78690	Atlanta GA	102	90
	47004	Augusta GA	94	75
	47005	Macon GA	41	38
	47006	Savannah GA	23	23

State and Center Type	Center Code	Test Center	Registered	Tested
Georgia (Pearson)		State and Center Type Total	630	566
Hawaii (Pearson)	47008	Honolulu HI	28	28
Hawaii (Pearson)		State and Center Type Total	28	28
Idaho (Pearson)	47012	Boise ID	9	9
	51908	Pocatello ID	15	15
Idaho (Pearson)		State and Center Type Total	24	24
Illinois (Pearson)	65597	Buffalo Grove IL	41	41
	53460	Chicago (Wacker Drive)	51	45
	54559	Chicago Financial District	23	19
	47013	Marion IL	457	420
	51910	Oak Brook IL	229	216
	47014	Peoria IL	591	562
	78686	Rosemont IL	31	31
	47015	Schaumburg (Chicago NW)	23	23
	51912	Schaumburg (Woodfield)	40	33
	47016	Springfield IL	724	661
Illinois (Pearson)		State and Center Type Total	2,210	2,051
Indiana (Pearson)	47020	Indianapolis IN	6	6
	47171	Evansville IN	115	106
	47018	Fort Wayne IN	8	8
	54865	Indianapolis (West)	5	5
	51914	Indianapolis IN	4	3
	47019	Merrillville IN	33	31
	47021	Terre Haute IN	180	172
Indiana (Pearson)		State and Center Type Total	351	331
Iowa (Pearson)	47010	Coralville (Iowa City)	25	20
	47169	Davenport (Quad Cities)	148	141
	47009	West Des Moines IA	1	1
Iowa (Pearson)		State and Center Type Total	174	162
Kansas (Pearson)	67566	Overland Park KS	14	14
	47172	Topeka KS	4	4
	47173	Wichita KS	9	9
Kansas (Pearson)		State and Center Type Total	27	27
Kentucky (Pearson)	78709	Lexington (South) KY	5	5
	47174	Lexington KY	5	4
	47022	Louisville KY	10	10
Kentucky (Pearson)		State and Center Type Total	20	19
Louisiana (Pearson)	78681	Baton Rouge (East) LA	2	1
	47023	Baton Rouge LA	4	3
	47024	Metairie LA	6	6
	78682	New Orleans LA	3	3
	47025	Shreveport LA	6	6
Louisiana (Pearson)		State and Center Type Total	21	19
Maine (Pearson)	47035	Bangor ME	8	8
	47175	Westbrook (Portland)	12	12
Maine (Pearson)		State and Center Type Total	20	20
Maryland (Pearson)	47031	Baltimore MD	21	21
	47032	Bethesda MD	21	17
	47033	Columbia MD	16	16
	47034	Salisbury MD	6	6
Maryland (Pearson)		State and Center Type Total	64	60
Massachusetts (Pearson)	53457	Boston (Back Bay)	6	6
	47026	Boston MA	1	0
	75690	Cambridge MA	3	2
	47027	Lexington MA	8	8
	51922	North Dartmouth MA	14	6
	47028	Springfield MA	8	6
	65598	Wellesley MA	6	6
	51924	Woburn MA	10	10
	47029	Worcester MA	7	6
Massachusetts (Pearson)		State and Center Type Total	63	50

State and Center Type	Center Code	Test Center	Registered	Tested
Michigan (Pearson)	47036	Ann Arbor MI	35	32
	78687	Dearborn MI	14	14
	47176	East Lansing MI	13	13
	78688	Grand Rapids (East) MI	2	2
	47037	Grand Rapids MI	6	6
	48014	Marquette MI	4	4
	47039	Southfield MI	12	11
	47040	Troy (Detroit) MI	17	17
Michigan (Pearson)		State and Center Type Total	103	99
Minnesota (Pearson)	48623	Bloomington (MPLS)	11	11
	47043	Brooklyn Park (MPLS)	9	5
	47042	Eagan (Minneapolis SE)	11	11
	47041	Hermantown (Duluth) MN	5	5
	47044	Rochester MN	9	8
	66806	St Paul MN	8	8
Minnesota (Pearson)		State and Center Type Total	53	48
Mississippi (Pearson)	78691	Jackson (North) MS	3	3
	47049	Jackson MS	6	6
	47050	Tupelo MS	11	11
Mississippi (Pearson)		State and Center Type Total	20	20
Missouri (Pearson)	47045	Columbia MO	5	4
	47046	Kansas City MO	8	8
	56134	Kansas City MO (East)	6	5
	47047	Springfield MO	4	4
	47048	St Louis MO	104	102
	54861	St Louis South	60	50
Missouri (Pearson)		State and Center Type Total	187	173
Montana (Pearson)	47051	Billings MT	29	28
	47052	Helena MT	6	6
Montana (Pearson)		State and Center Type Total	35	34
Nebraska (Pearson)	47061	Lincoln NE	4	3
	47063	Omaha NE	5	5
Nebraska (Pearson)		State and Center Type Total	9	8
Nevada (Pearson)	51951	Las Vegas (South) NV	6	6
	47070	Las Vegas NV	7	7
Nevada (Pearson)		State and Center Type Total	13	13
New Hampshire (Pearson)	47064	Concord NH	9	9
New Hampshire (Pearson)		State and Center Type Total	9	9
New Jersey (Pearson)	47065	Atlantic City NJ	31	24
	66809	Jersey City NJ	14	12
	47068	Lyndhurst NJ	30	26
	47066	Piscataway NJ	19	18
	47067	Princeton (Trenton) NJ	41	38
New Jersey (Pearson)		State and Center Type Total	135	118
New Mexico (Pearson)	47069	Albuquerque NM	8	2
New Mexico (Pearson)		State and Center Type Total	8	2

State and Center Type	Center Code	Test Center	Registered	Tested
New York (Pearson)	47072	Albany NY	7	6
	53459	Brooklyn NY	21	21
	47082	East Syracuse NY	1	1
	47079	Forest Hills NY	20	16
	78696	Getzville NY	3	3
	47076	Islandia (Long Island)	98	91
	57939	Lake Success (Queens)	19	15
	49074	New York (100 William St.)	19	19
	54857	New York (Herald Square)	16	15
	47074	New York (Lexington Ave)	7	7
	47077	New York (W 44th St)	11	11
	47080	Rochester NY	11	11
	47081	Staten Island NY	19	18
	47083	Utica NY	12	12
	47084	Watertown NY	15	15
	47085	White Plains NY	18	14
	47075	Williamsville (Buff)	13	13
	73408	Yonkers NY	18	16
New York (Pearson)		State and Center Type Total	328	304
North Carolina (Pearson)	47053	Asheville NC	22	22
	63114	Charlotte (East-Hwy74)	16	14
	47054	Charlotte NC	12	12
	63115	Durham NC	10	7
	47055	Greenville NC	15	12
	51938	Raleigh (SW) NC	6	6
	47056	Raleigh NC	2	2
	51939	Statesville NC	6	6
	47057	Wilmington NC	23	20
	47058	Winston-Salem NC	12	12
North Carolina (Pearson)		State and Center Type Total	124	113
North Dakota (Pearson)	47059	Bismarck ND	5	5
North Dakota (Pearson)		State and Center Type Total	5	5
Ohio (Pearson)	47086	Akron (Copley Twmsp) OH	18	18
	47089	Beachwood (Cleveland E)	11	11
	47090	Columbus (North) OH	15	14
	47091	Columbus (South) OH	2	2
	78695	Columbus (West) OH	5	5
	47092	Dayton OH	9	9
	78694	Independence OH	16	15
	47087	Mason OH	12	11
	47093	Maumee (Toledo) OH	8	7
	78693	Norwood OH	2	2
Ohio (Pearson)	47088	Westlake (Cleveland) OH	1	1
		State and Center Type Total	99	95
Oklahoma (Pearson)	63112	Norman OK	9	9
	47094	Oklahoma City OK	2	1
	47095	Tulsa OK	2	2
Oklahoma (Pearson)		State and Center Type Total	13	12
Oregon (Pearson)	47097	Beaverton OR	19	12
	47096	Medford OR	25	24
	63111	Portland OR	15	14
	47098	Salem OR	57	54
Oregon (Pearson)		State and Center Type Total	116	104

State and Center Type	Center Code	Test Center	Registered	Tested
Pennsylvania (Pearson)	47099	Allentown PA	21	21
	65599	Blue Bell PA	9	9
	47100	Erie PA	2	2
	47101	Harrisburg PA	3	3
	47103	King of Prussia PA	10	9
	47102	Lancaster PA	8	7
	54859	Philadelphia PA	24	24
	47105	Pittsburgh (East) PA	9	4
	47106	Pittsburgh (West) PA	4	4
	47107	Scranton PA	10	8
	47104	Warrington PA	26	26
	66808	Washington PA	6	6
Pennsylvania (Pearson)		State and Center Type Total	132	123
Rhode Island (Pearson)	51960	East Providence RI	25	23
	47109	Warwick RI	4	4
Rhode Island (Pearson)		State and Center Type Total	29	27
South Carolina (Pearson)	47111	Columbia SC	69	66
	47112	Greenville SC	28	28
	47110	North Charleston SC	17	13
South Carolina (Pearson)		State and Center Type Total	114	107
South Dakota (Pearson)	47113	Sioux Falls SD	12	12
South Dakota (Pearson)		State and Center Type Total	12	12
Tennessee (Pearson)	47114	Chattanooga TN	27	25
	47115	Johnson City TN	2	2
	47116	Knoxville TN	29	28
	63116	Memphis (Midtown) TN	103	92
	47117	Memphis TN	115	89
	51966	Nashville (Brentwood)	33	32
	47118	Nashville TN	20	19
Tennessee (Pearson)		State and Center Type Total	329	287
Texas (Pearson)	47119	Abilene TX	1	1
	78684	Arlington TX	13	12
	78685	Austin (North) TX	9	9
	56136	Austin (South) TX	9	9
	50509	Austin TX	8	8
	47121	Bellaire (Houston) TX	2	2
	81864	Bryan TX	1	1
	73406	Carrollton TX	9	9
	47122	Corpus Christi TX	3	3
	81867	Dallas (South) TX	7	7
	47123	Dallas TX	15	15
	47124	El Paso TX	9	9
	75689	Houston (NW) TX	10	10
	47126	Houston (SE) TX	1	1
	78683	Houston (Uptown) TX	1	1
	54860	Houston North (1960W)	6	6
	51971	Houston TX	11	11
	47125	Hurst (Fort Worth) TX	22	21
	47127	Lubbock TX	2	2
	47129	San Antonio TX	4	4
	66807	Sugar Land TX	1	1
	47130	Tyler TX	5	5
	47131	Waco TX	17	17
Texas (Pearson)		State and Center Type Total	166	164
Utah (Pearson)	65596	Bountiful (SLC) UT	5	5
	47133	Draper (Salt Lake City)	16	16
	47132	Ogden UT	10	10
Utah (Pearson)		State and Center Type Total	31	31

State and Center Type	Center Code	Test Center	Registered	Tested
Vermont (Pearson)	47140	South Burlington VT	8	8
Vermont (Pearson)		State and Center Type Total	8	8
Virginia (Pearson)	57937	Alexandria VA	8	8
	57938	Chesapeake VA	17	13
	47137	Glen Allen (Richmond)	32	25
	47135	Lynchburg VA	13	13
	47136	Newport News VA	21	21
	47134	Reston VA	25	24
	66960	Richmond VA	8	8
Virginia (Pearson)		State and Center Type Total	124	112
Washington (Pearson)	47141	Renton (Seattle) WA	19	13
	53458	Seattle (Northgate)	19	19
	78680	Seattle WA	11	8
	47142	Spokane WA	9	9
	47143	Yakima WA	5	5
Washington (Pearson)		State and Center Type Total	63	54
West Virginia (Pearson)	47150	Charleston WV	9	9
	47151	Morgantown WV	7	6
West Virginia (Pearson)		State and Center Type Total	16	15
Wisconsin (Pearson)	47146	Brookfield (Milwaukee)	8	8
	47144	Eau Claire WI	1	1
	51986	Green Bay WI	1	1
	47149	Kenosha WI	18	15
	47145	Madison WI	9	9
	63109	Milwaukee WI	4	4
Wisconsin (Pearson)		State and Center Type Total	41	38
Wyoming (Pearson)	47152	Casper WY	84	70
Wyoming (Pearson)		State and Center Type Total	84	70
Other Locations (Pearson)	47108	Guaynabo PR	22	17
Other Locations (Pearson)		State and Center Type Total	22	17

State and Center Type	Center Code	Test Center	Registered	Tested
Military Sites (Non-Pearson)	53197	US Military Camp Foster	9	9
	57445	US Military Keesler AFB	4	4
	62843	US Military NTC Campbell Univ-Pope AFB-	1	1
	66828	US Military NTC Campbell University-Fort Bragg-	4	4
	72274	US Military NTC Central TX College - Fort Hood	1	0
	68176	US Military NTC Coastline College-Camp Pendleton	2	2
	62134	US Military NTC FL ST Colg NS Jacksonville-	13	12
	62143	US Military NTC FL ST College-NS Mayport	6	5
	86886	US Military NTC FL State College Hurlburt Field	30	28
	80521	US Military NTC GCSC -Tyndall AFB- Only	65	63
	76298	US Military NTC Hopkinsville Ft Campbell	1	0
	87010	US Military NTC Keiser Univ Patrick SFB Campus	27	25
	82830	US Military NTC Midlands Tech College-Ft Jackson	1	1
	57161	US Military NTC Pierce Colg McChord AFB	7	7
	77568	US Military NTC Troy University - Fort Benning	3	3
	80697	US Military NTC UMGC - Fort Eisenhower	2	2
	66012	US Military NTC UMGC - Geilenkirchen	2	2
	56687	US Military NTC UMGC Andrews AFB	3	2
	57848	US Military NTC UMGC Ansbach EMEA	2	2
	72626	US Military NTC UMGC Camp Humphreys-	5	5
	65944	US Military NTC UMGC Eglin AFB	100	95
	55662	US Military NTC UMGC Iwakuni	6	6
	72092	US Military NTC UMGC Landstuhl EMEA	1	1
	55665	US Military NTC UMGC Osan	2	2
	68844	US Military NTC UMGC Ramstein AFB EMEA	40	37
	57849	US Military NTC UMGC Stuttgart-Panzer	5	5
	57856	US Military NTC UMGC Vicenza EMEA	5	3
	57854	US Military NTC UMGC Wiesbaden	5	5
	55609	US Military NTC UMUC Kadena AB	5	5
	55656	US Military NTC UMUC Yokota	3	3
	62028	US Military NTC USMC Air Station Natl Univ Miramar	2	2
	73509	US Military NTC University of Alaska Fairbanks	3	3
	62459	US Military NTC WiregrassGA Tech Colg Moody AF-	1	1
Military Sites (Non-Pearson)		State and Center Type Total	366	345
		GRAND TOTAL	127,816	119,643

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site Location (2024)

Examination	VUE Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	92	88	8	7	100	95
Art K–12	671	631	76	73	747	704
Biology 6–12	679	635	64	60	743	695
Business Education 6–12	697	657	46	39	743	696
Chemistry 6–12	178	170	16	15	194	185
Computer Science K–12	309	286	15	15	324	301
Deaf or Hard of Hearing K–12	58	57	4	3	62	60
Drama 6–12	145	138	6	5	151	143
Earth/Space Science 6–12	245	237	14	12	259	249
Educational Media Specialist PK–12	464	445	29	28	493	473
Elementary Education K–6 Subtest 1: Lang Arts and Reading	7,095	6,607	398	364	7,493	6,971
Elementary Education K–6 Subtest 2: Social Science	7,462	6,989	453	419	7,915	7,408
Elementary Education K–6 Subtest 3: Science	7,052	6,643	435	393	7,487	7,036
Elementary Education K–6 Subtest 4: Mathematics	6,275	5,844	382	346	6,657	6,190
Engineering and Technology Education 6–12	153	145	4	4	157	149
English 6–12 Multiple-Choice Section	1,635	1,530	142	127	1,777	1,657
English 6–12 Written Performance Section	1,743	1,615	131	116	1,874	1,731
English to Speakers of Other Languages (ESOL) K–12	1,413	1,295	65	58	1,478	1,353
Exceptional Student Education (ESE) K–12	5,336	5,063	329	306	5,665	5,369
Family and Consumer Science 6–12	175	167	17	13	192	180
French K–12	62	62	2	2	64	64
German K–12 Interview	4	3	*	*	4	3
German K–12 Written	7	6	*	*	7	6
Health K–12	408	383	40	34	448	417
Humanities K–12	49	44	3	2	52	46
Latin K–12	9	8	1	1	10	9
Marketing 6–12	82	77	3	3	85	80
Mathematics 6–12	909	855	101	90	1,010	945
Middle Grades English 5–9 Multiple-Choice Section	769	731	56	49	825	780
Middle Grades English 5–9 Written Performance Section	714	674	60	54	774	728
Middle Grades General Science 5–9	983	936	62	60	1,045	996
Middle Grades Mathematics 5–9	1,778	1,679	75	69	1,853	1,748
Middle Grades Social Science 5–9	687	640	24	21	711	661
Music K–12	389	368	32	31	421	399
PK–3 Subtest 1: Developmental Knowledge	3,589	3,359	96	90	3,685	3,449
PK–3 Subtest 2: Language Arts and Reading	3,476	3,234	106	101	3,582	3,335
PK–3 Subtest 3: Mathematics	3,176	2,972	90	85	3,266	3,057
PK–3 Subtest 4: Science	3,098	2,915	82	78	3,180	2,993
Physical Education K–12	1,527	1,457	160	153	1,687	1,610
Physics 6–12	104	99	6	6	110	105
Preschool Education Birth–Age 4	454	436	11	11	465	447
Reading K–12	5,077	4,808	127	118	5,204	4,926
School Counseling PK–12	395	376	19	17	414	393
School Psychologist PK–12	146	140	17	16	163	156
Social Science 6–12	1,867	1,752	176	155	2,043	1,907
Spanish K–12	934	903	31	31	965	934
Speech-Language Impaired K–12	35	35	2	1	37	36
Visually Impaired K–12	54	51	*	*	54	51
Professional Education (PED)	8,302	7,902	996	961	9,298	8,863

Examination	VUE Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
GK Subtest 1: Essay	6,872	6,377	573	520	7,445	6,897
GK Subtest 2: English Language Skills (ELS)	7,900	7,330	628	576	8,528	7,906
GK Subtest 3: Reading	8,006	7,453	659	606	8,665	8,059
GK Subtest 4: Mathematics	7,937	7,245	685	610	8,622	7,855
FELE Subtest 1: Leadership for Student Learning	2,155	2,039	49	44	2,204	2,083
FELE Subtest 2: Organizational Development	2,123	2,023	46	42	2,169	2,065
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,143	2,038	51	46	2,194	2,084
FELE Subtest 3: Systems Leadership Written Performance Section	1,966	1,859	50	46	2,016	1,905
TOTAL	120,063	112,511	7,753	7,132	127,816	119,643

*No examinees tested.

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX F

Customer Service Statistics

FLORIDA TEACHER CERTIFICATION EXAMINATIONS FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION 2024 District and Institution Score Reports

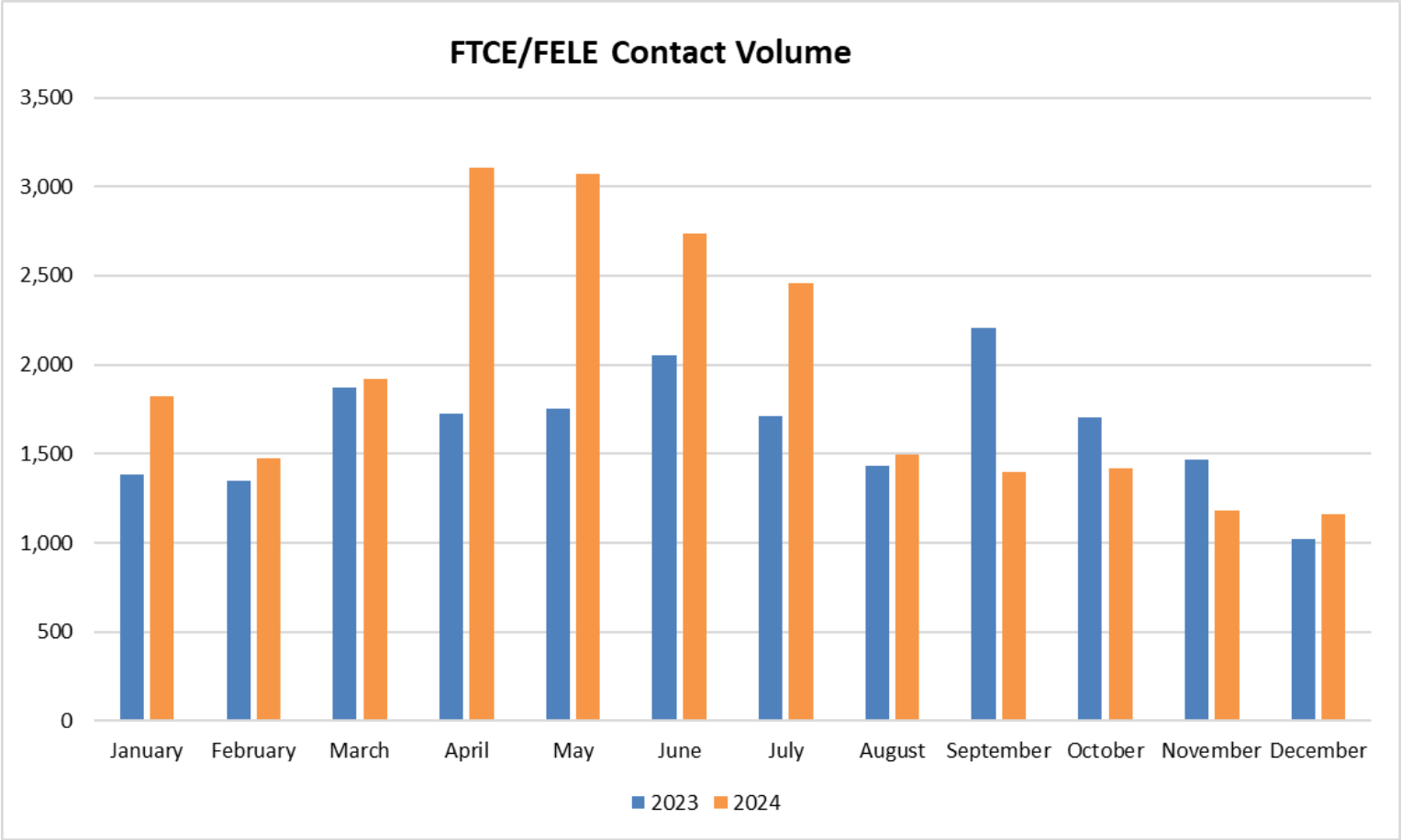
At the time of registration, examinees can indicate if they would like official copies of their test scores sent to a school district or educational institution. The following table lists these optional score reports for the 2024 administration year.

Month	Reports Sent to School Districts	Reports Sent to Educational Institutions
January	914	1,754
February	860	1,699
March	1,111	2,049
April	2,022	3,039
May	1,690	2,015
June	1,894	2,165
July	2,461	2,761
August	1,174	2,292
September	494	1,419
October	491	1,461
November	632	2,167
December	839	2,522
TOTAL	14,582	25,343

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2023 and 2024 Contact Volume**

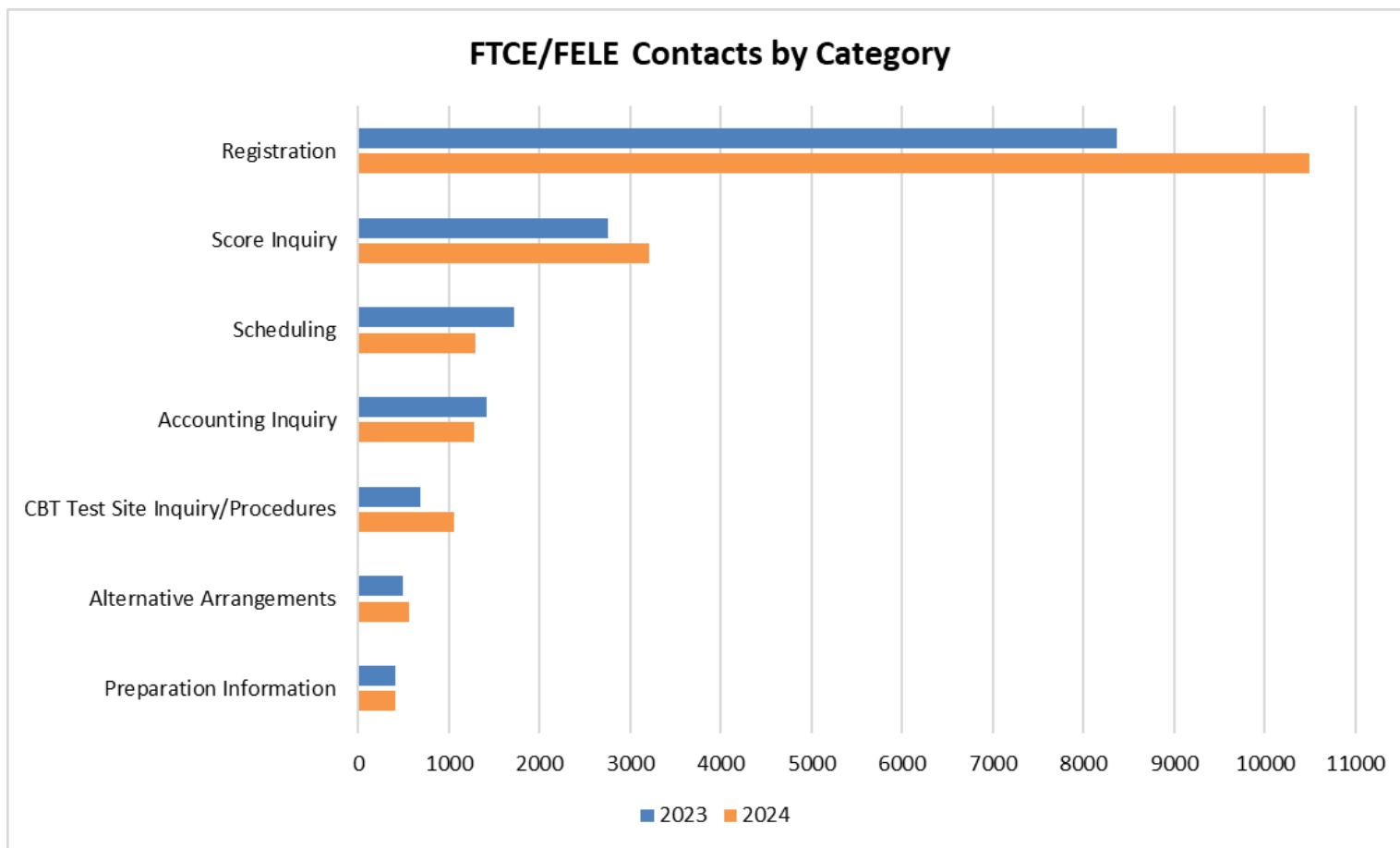
The chart below compares the volume of contacts made to Customer Service for the 2023 and 2024 program years. This volume includes contacts via all channels—calls, emails, and chat.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2023 and 2024 Contacts by Category**

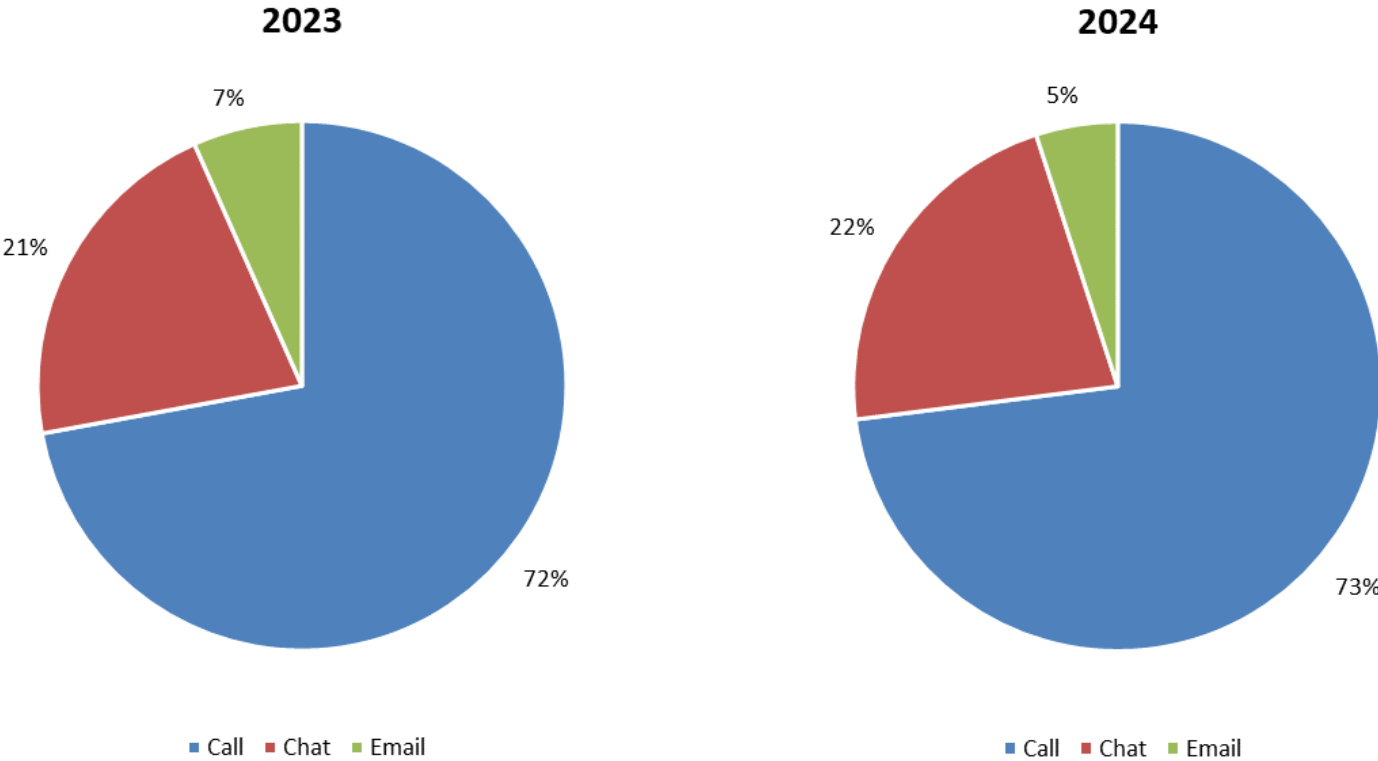
All contacts to Customer Service are documented in a case, including a category which best captures the reason for the contact. The chart details all contacts for 2023 and 2024 and includes all contact channels—calls, emails, and chat.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2023 and 2024 Contacts by Channel**

The charts below compare total contacts for the 2023 and 2024 program years by channel.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2024 Customer Service – Call Statistics**

The following table provides statistics for calls received by Customer Service.

Month	Calls Received	Calls Answered	Calls Not Answered	Percent Answered	Average Wait Time (Minutes)	Average Call Length (Minutes)	Number of Examinees Registered	Calls Per Examinee Ratio
January	1,232	1,204	28	97.7%	0.72	4.38	5,079	0.24
February	1,050	1,033	17	98.4%	0.75	4.42	5,714	0.18
March	1,385	1,363	22	98.4%	0.83	4.27	8,282	0.17
April	2,265	2,201	64	97.2%	1.02	4.20	7,858	0.29
May	2,248	2,166	82	96.4%	1.38	4.13	8,669	0.26
June	2,016	1,981	35	98.3%	0.80	4.65	10,054	0.20
July	1,859	1,827	32	98.3%	0.73	4.48	9,444	0.20
August	1,099	1,073	26	97.6%	0.70	4.48	5,383	0.20
September	1,018	1,000	18	98.2%	0.57	4.35	3,969	0.26
October	1,051	1,021	30	97.1%	0.68	4.52	4,655	0.23
November	863	847	16	98.1%	0.85	4.47	5,320	0.16
December	831	814	17	98.0%	0.77	4.32	4,451	0.19
TOTAL	16,917	16,530	387	97.7%	0.87	4.38	78,878	0.21

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2024 Customer Service – Email Statistics**

The following table lists the number of emails received and responded to by Customer Service for each month of the 2024 administration year. Emails are responded to within 2–3 business days.

Month	Emails Received
January	116
February	86
March	113
April	145
May	177
June	143
July	98
August	97
September	83
October	86
November	63
December	58
TOTAL	1,265

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2024 Customer Service – Chat Statistics**

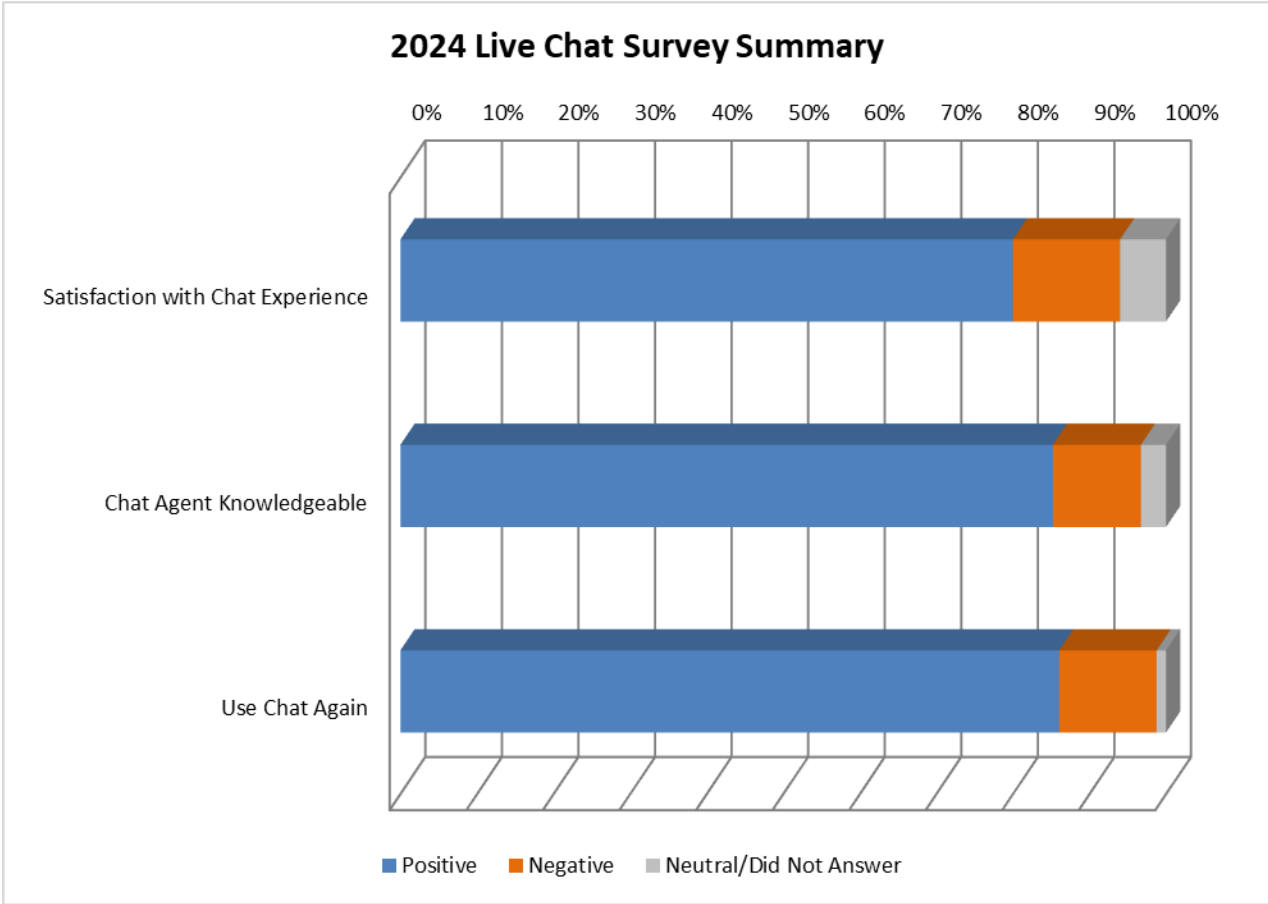
The following table lists the number of chat sessions received and responded to by Customer Service for each month of the 2024 administration year.

Month	Chats Received
January	478
February	335
March	426
April	699
May	644
June	578
July	498
August	302
September	294
October	284
November	254
December	269
TOTAL	5,061

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2024 Chat Survey Summary**

At the conclusion of each chat session, users are given an opportunity to provide feedback on their Live Chat experience. Of the 5,061 chat sessions for the 2024 program year, 1,313 users responded. These responses are summarized below.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2024 eISR Retrieval Statistics**

Examinees' scores are provided via electronic Individual Score Reports (eISRs) posted to the examinee account on the Score Reporting date. When new score reports are posted, examinees are notified via the email address they provided for their account.

The table below shows the retrieval statistics for examinees as of 1/23/2025 for the 2024 score reporting dates. eISRs are available for retrieval starting at 10:00 p.m. on the Score Reporting date.

Release Date	# of Examinees	eISRs Retrieved:					Percent Retrieved
		Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 01/23/25	
2024.01.08	1,429	715	868	962	1,003	1,202	84.1
2024.01.12	790	360	--	501	539	673	85.2
2024.01.22	752	479	533	570	591	656	87.2
2024.01.29	2,496	1,831	2,006	2,112	2,133	2,275	91.1
2024.02.05	1,338	857	951	1,014	1,057	1,174	87.7
2024.02.12	1,047	686	769	831	857	943	90.1
2024.02.19	1,437	980	1,103	1,154	1,183	1,280	89.1
2024.02.26	1,448	951	1,065	1,132	1,168	1,283	88.6
2024.03.04	1,825	1,232	1,389	1,462	1,512	1,637	89.7
2024.03.11	1,416	899	1,022	1,117	1,151	1,263	89.2
2024.03.18	1,341	883	996	1,072	1,101	1,187	88.5
2024.03.25	1,853	1,197	1,349	1,467	1,511	1,646	88.8
2024.04.01	2,255	1,544	1,712	1,803	1,855	1,988	88.2
2024.04.08	2,317	1,579	1,760	1,895	1,940	2,083	89.9
2024.04.15	2,035	1,102	1,253	1,384	1,455	1,655	81.3
2024.04.22	1,644	787	953	1,058	1,108	1,287	78.3
2024.04.29	2,394	1,265	1,459	1,570	1,649	1,900	79.4
2024.05.06	1,855	859	1,012	1,139	1,188	1,410	76.0
2024.05.13	2,371	1,248	1,461	1,590	1,665	1,877	79.2
2024.05.20	1,687	789	946	1,040	1,108	1,300	77.1
2024.05.24	2,319	977	--	1,426	1,520	1,792	77.3
2024.06.03	1,833	812	945	1,056	1,126	1,345	73.4
2024.06.10	2,491	1,170	1,389	1,549	1,642	1,884	75.6
2024.06.17	2,098	920	1,154	1,300	1,349	1,551	73.9
2024.06.24	2,728	1,375	1,637	1,772	1,864	2,112	77.4
2024.07.01	2,156	876	1,030	1,221	1,295	1,518	70.4
2024.07.08	3,482	1,616	1,936	2,131	2,251	2,535	72.8
2024.07.15	1,368	599	722	820	860	1,004	73.4
2024.07.22	2,613	1,231	1,477	1,631	1,719	1,922	73.6
2024.07.29	2,164	879	1,096	1,228	1,288	1,507	69.6
2024.08.05	2,916	1,297	1,527	1,694	1,788	2,088	71.6
2024.08.12	2,302	782	981	1,148	1,220	1,477	64.2
2024.08.19	2,030	906	1,082	1,217	1,268	1,491	73.4
2024.08.26	803	284	355	404	432	530	66.0
2024.08.30	1,331	552	--	784	852	1,014	76.2
2024.09.09	773	284	349	396	432	549	71.0
2024.09.16	1,005	429	516	583	619	725	72.1
2024.09.23	760	291	346	396	417	528	69.5
2024.09.30	1,291	553	652	726	791	955	74.0
2024.10.07	1,006	350	439	540	582	693	68.9
2024.10.14	1,303	569	680	776	827	954	73.2
2024.10.21	243	93	115	128	141	165	67.9
2024.10.28	1,482	681	808	917	968	1,084	73.1
2024.11.04	1,123	411	510	603	647	747	66.5

Release Date	# of Examinees	eISRs Retrieved:					Percent Retrieved
		Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 01/23/25	
2024.11.11	1,539	719	864	963	995	1,111	72.2
2024.11.18	982	416	503	543	593	666	67.8
2024.11.25	1,348	542	636	811	871	954	70.8
2024.12.02	1,075	416	516	587	620	685	63.7
2024.12.09	1,778	756	906	1,024	1,066	1,206	67.8
2024.12.16	994	381	471	522	553	633	63.7
2024.12.23	1,452	518	665	794	910	967	66.6
2024.12.30	954	329	438	567	607	620	65.0

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2024 eISR Retrieval Statistics – Essay vs. No Essay**

The table below shows the retrieval statistics as of 1/23/2025 for exams/subtests with essay versus no essay.

Release Date	# of Examinees	# of eISRs Retrieved	Percent Retrieved	Exams/Subtests with Essay			Exams/Subtests with No Essay		
				# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved
2024.01.08	1,429	1,202	84.1	425	363	85.4	1,004	839	83.6
2024.01.12	790	673	85.2	0	0	--	790	673	85.2
2024.01.22	752	656	87.2	395	364	92.2	357	292	81.8
2024.01.29	2,496	2,275	91.1	54	52	96.3	2,442	2,223	91.0
2024.02.05	1,338	1,174	87.7	260	214	82.3	1,078	960	89.1
2024.02.12	1,047	943	90.1	1	0	0.0	1,046	943	90.2
2024.02.19	1,437	1,280	89.1	309	272	88.0	1,128	1,008	89.4
2024.02.26	1,448	1,283	88.6	0	0	--	1,448	1,283	88.6
2024.03.04	1,825	1,637	89.7	371	328	88.4	1,454	1,309	90.0
2024.03.11	1,416	1,263	89.2	1	0	0.0	1,415	1,263	89.3
2024.03.18	1,341	1,187	88.5	483	423	87.6	858	764	89.0
2024.03.25	1,853	1,646	88.8	2	1	50.0	1,851	1,645	88.9
2024.04.01	2,255	1,988	88.2	479	422	88.1	1,776	1,566	88.2
2024.04.08	2,317	2,083	89.9	3	2	66.7	2,314	2,081	89.9
2024.04.15	2,035	1,655	81.3	658	557	84.7	1,377	1,098	79.7
2024.04.22	1,644	1,287	78.3	1	0	0.0	1,643	1,287	78.3
2024.04.29	2,394	1,900	79.4	512	432	84.4	1,882	1,468	78.0
2024.05.06	1,855	1,410	76.0	0	0	--	1,855	1,410	76.0
2024.05.13	2,371	1,877	79.2	530	462	87.2	1,841	1,415	76.9
2024.05.20	1,687	1,300	77.1	2	2	100.0	1,685	1,298	77.0
2024.05.24	2,319	1,792	77.3	530	448	84.5	1,789	1,344	75.1
2024.06.03	1,833	1,345	73.4	0	0	--	1,833	1,345	73.4
2024.06.10	2,491	1,884	75.6	520	424	81.5	1,971	1,460	74.1
2024.06.17	2,098	1,551	73.9	0	0	--	2,098	1,551	73.9
2024.06.24	2,728	2,112	77.4	636	547	86.0	2,092	1,565	74.8
2024.07.01	2,156	1,518	70.4	0	0	--	2,156	1,518	70.4
2024.07.08	3,482	2,535	72.8	613	531	86.6	2,869	2,004	69.9
2024.07.15	1,368	1,004	73.4	0	0	--	1,368	1,004	73.4
2024.07.22	2,613	1,922	73.6	591	497	84.1	2,022	1,425	70.5

Release Date	# of Examinees	# of eISRs Retrieved	Percent Retrieved	Exams/Subtests with Essay			Exams/Subtests with No Essay		
				# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved
2024.07.29	2,164	1,507	69.6	0	0	--	2,164	1,507	69.6
2024.08.05	2,916	2,088	71.6	765	645	84.3	2,151	1,443	67.1
2024.08.12	2,302	1,477	64.2	1	1	100.0	2,301	1,476	64.1
2024.08.19	2,030	1,491	73.4	750	604	80.5	1,280	887	69.3
2024.08.26	803	530	66.0	0	0	--	803	530	66.0
2024.08.30	1,331	1,014	76.2	424	345	81.4	907	669	73.8
2024.09.09	773	549	71.0	3	2	66.7	770	547	71.0
2024.09.16	1,005	725	72.1	271	229	84.5	734	496	67.6
2024.09.23	760	528	69.5	0	0	--	760	528	69.5
2024.09.30	1,291	955	74.0	249	210	84.3	1,042	745	71.5
2024.10.07	1,006	693	68.9	0	0	--	1,006	693	68.9
2024.10.14	1,303	954	73.2	308	266	86.4	995	688	69.1
2024.10.21	243	165	67.9	0	0	--	243	165	67.9
2024.10.28	1,482	1,084	73.1	272	240	88.2	1,210	844	69.8
2024.11.04	1,123	747	66.5	1	1	100.0	1,122	746	66.5
2024.11.11	1,539	1,111	72.2	451	387	85.8	1,088	724	66.5
2024.11.18	982	666	67.8	3	3	100.0	979	663	67.7
2024.11.25	1,348	954	70.8	445	372	83.6	903	582	64.5
2024.12.02	1,075	685	63.7	0	0	--	1,075	685	63.7
2024.12.09	1,778	1,206	67.8	430	330	76.7	1,348	876	65.0
2024.12.16	994	633	63.7	0	0	--	994	633	63.7
2024.12.23	1,452	967	66.6	506	397	78.5	946	570	60.3
2024.12.30	954	620	65.0	0	0	--	954	620	65.0

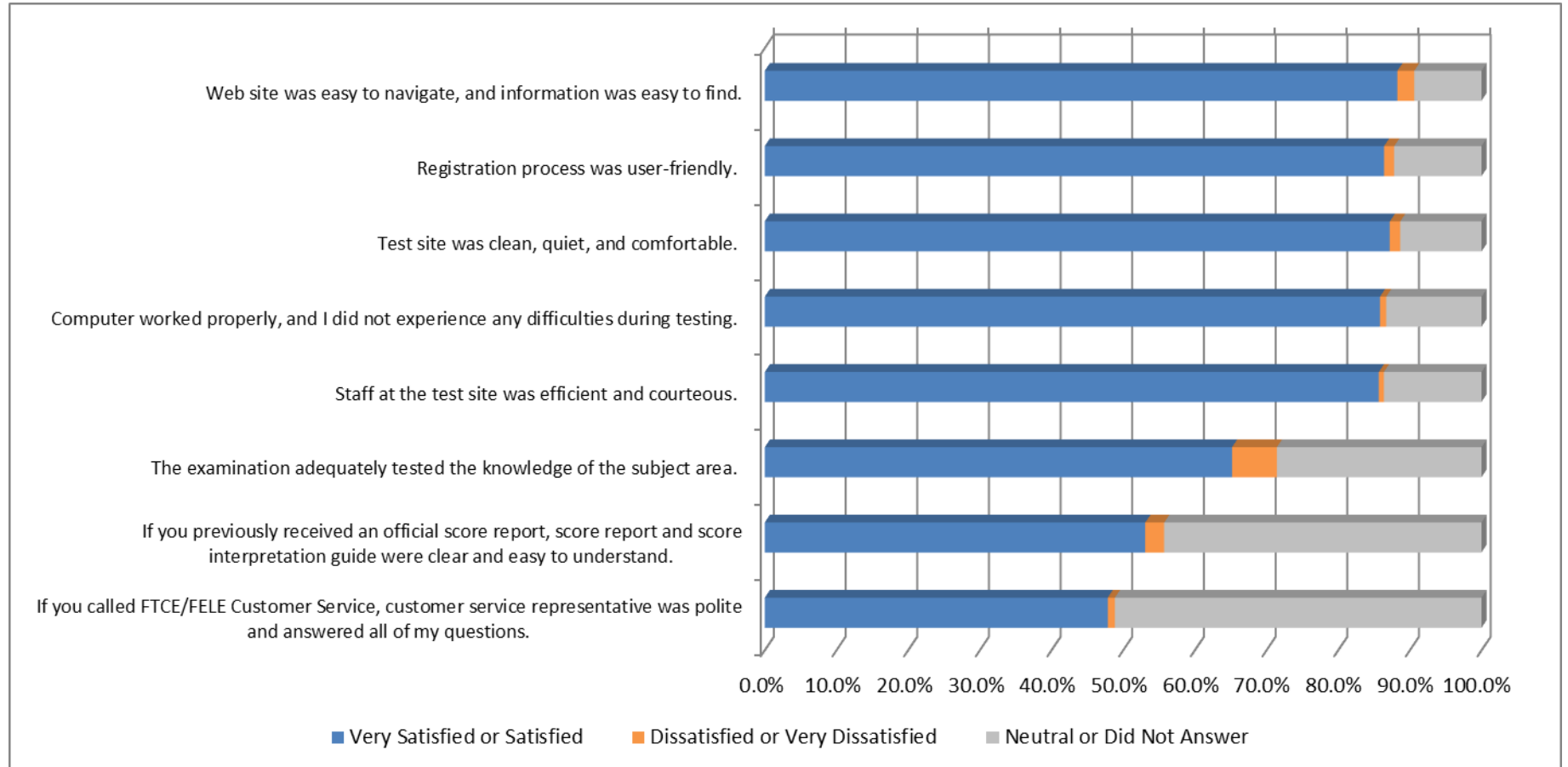
Essay fields are 015, 017, 039, 132, 142, 816, 821, 825, and 844.

Essay counts include all examinees who had scores reported for essay fields.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION 2024 Exit Survey

At the conclusion of each test administration appointment, examinees are invited to share their feedback via the on-screen Exit Survey. A total of 59,399 examinees responded during the 2024 program year. These responses are summarized below.



Source: Data provided by Evaluation Systems group of Pearson

APPENDIX G

Sample Score and Competency Reports

Sample Official On-Site “Pass” Score Report



Florida Teacher Certification Examinations/Florida Educational Leadership Exam ONSITE SCORE REPORT FOR CURRENT TEST ADMINISTRATION



Candidate Name: John Smith

Candidate ID Number: 12345678

Registration Number: 123456789

Validation Number: 1234567890

Current Test Administration Results

Date of Test: October 2nd, 2023

Test: General Knowledge English Language Skills

Result: PASS

Information for After You Test:

For information on when your official results will be available, how to interpret your test performance, and other post-testing resources, visit the "After Testing" page on the FTCE/FELE program website at http://www.fl.nesinc.com/FL_AfterTesting.asp or scan the QR code with your smartphone.



Important Notes:

The Florida Department of Education reserves the right to make any necessary adjustments that may result from the post-administration additional quality control, psychometric reviews and statistical analysis.

A full score report showing current and cumulative test administration results will be available within four weeks of your testing date in your Pearson Account.

Validate the authenticity of this score report with Pearson VUE's Online Score Report Authentication www.PearsonVUE.com/authenticate

Digital embossing eliminates the possibility of unauthorized embossing of counterfeit score reports.

Sample Official On-Site “Not Pass” Score Report



Florida Teacher Certification Examinations/Florida Educational Leadership Exam ONSITE SCORE REPORT FOR CURRENT TEST ADMINISTRATION



Candidate Name: John Smith

Candidate ID Number: 12345678

Registration Number: 123456789

Validation Number: 1234567890

Current Test Administration Results

Date of Test: October 2nd, 2023

Test: General Knowledge Mathematics

Result: NOT PASS **Scaled Score:** 165

Information for After You Test:

For information on when your official results will be available, how to interpret your test performance, and other post-testing resources, visit the "After Testing" page on the FTCE/FELE program website at www.fl.nesinc.com/FL_AfterTesting.asp or scan the QR code with your smartphone.



Important Notes:

The Florida Department of Education reserves the right to make any necessary adjustments that may result from the post-administration additional quality control, psychometric reviews and statistical analysis.

A full score report showing current and cumulative test administration results will be available within four weeks of your testing date in your Pearson Account.

Validate the authenticity of this score report with Pearson VUE's Online Score Report Authentication www.PearsonVUE.com/authenticate

Digital embossing eliminates the possibility of unauthorized embossing of counterfeit score reports.

Sample Comprehensive Score Report

Florida Teacher Certification Examinations SCORE REPORT

Social Security Number: 123456789

Score Report Date: June 26, 2023

JOHN R SMITH
100 MAIN STREET
ORLANDO, FL 99999

This barcode contains unique examinee information (including Pass/Not Pass status). Any attempt to manipulate this barcode and/or the contents of the score report will result in distortion of the barcode and/or mismatch of data.

Passing the Multiple-choice section of English 6-12, the Multiple-choice section of Middle Grades English 5-9, any other Subject Area Examination, the Professional Education Test, and the multiple-choice subtests of the General Knowledge Test requires a scale score of 200 or higher on each. Passing the General Knowledge Essay, the English 6-12 Written Performance Section, or the Middle Grades English 5-9 Written Performance Section requires an essay score of 8 or higher. If the General Knowledge Essay subtest was taken prior to January 1, 2015 an essay score of 6 or higher is the minimum passing score for that attempt.

Current Test Administration Results

Test	Status	Administration Date
Spanish K-12	Not Pass (191)	June 8, 2023

Cumulative Results* as of June 26, 2023

Test	Status	Administration Date
Professional Education (PED)	Not Pass (191)	March 30, 2023
GK Subtest 1: Essay	Pass	March 9, 2021
GK Subtest 2: English Language Skills (ELS)	Not Pass (196)	July 21, 2021
GK Subtest 3: Reading	Not Pass (183)	July 16, 2021
GK Subtest 4: Mathematics	Not Pass (173)	April 14, 2021

*Includes all Subject Area Examinations passed, your status on the Professional Education Test, and your status on each subtest of the General Knowledge Test, as of the score reporting date. If applicable, your status on each section of English 6-12 or Middle Grades English 5-9 tests, and/or each subtest of the German K-12, Speech 6-12, Elementary Education K-6, and Prekindergarten/Primary PK-3 tests, as of the score reporting date, is also provided.

Note that passing scores have been automatically submitted to the Department of Education's Bureau of Educator Certification.

V.012219

SEE NEXT PAGE FOR IMPORTANT INFORMATION

V.012219

Florida Teacher Certification Examinations DETAILED PERFORMANCE ANALYSIS

Name: JOHN R SMITH
Test: Spanish K-12

Administration Date: June 8, 2023
Total Test Scaled Score: 191

Multiple-Choice Section Performance

The multiple-choice section accounts for 60% of your total test score.

Competency Area	Number of Items	Your % Correct	Average % Correct**
03 Proficiency in interpretive listening	19	63	70
04 Proficiency in interpretive reading	19	68	71
05 Knowledge of practices, products, and perspectives of Spanish-speaking cultures	10	60	61
06 Knowledge of language structure	10	40	63
07 Knowledge of effective teaching and learning strategies based on second language acquisition principles	20	85	62

**Based on the performance of examinees who have taken any form of this test between 2022/05/27 and 2023/05/27.

Constructed-Response Section Performance

The constructed-response section of the test accounts for 40% of your total test score. The speaking items account for 25% of the total test score; the writing item accounts for 15% of the total test score.

Competency Area	Maximum Score	Your Score	Average Score**
01 Proficiency in presentational and interpersonal modes of communication (Speaking)	48	37	41
02 Proficiency in presentational and interpersonal modes of communication (Writing)	10	6	8

**Based on the performance of examinees who have taken any form of this test between 2022/05/27 and 2023/05/27.

The Number One University Competency Report—First Attempt
Report Title
For Exam Period January 1, 20xx–January 16, 20xx

Elementary Education K–6 Subtest 4: Mathematics					
Competency Area	Range of Items	Institution		Statewide	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of student thinking and instructional practices	13	10.00	76.92%	9.41	72.41%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	11.42	81.58%	10.36	73.99%
03 Knowledge of fractions, ratios, and integers	9	6.47	71.93%	6.28	69.77%
04 Knowledge of measurement, data analysis, and statistics	8	5.95	74.34%	5.55	69.44%
05 Knowledge of geometric concepts	6	4.47	74.56%	4.05	67.50%
Number of Students included for Institution Totals: 19					
Number of Students included for Statewide Totals: 2,703					

Statewide averages are based on the last 12 months or the period (January 1, 20xx–December 31, 20xx).

The Number One University Competency Report—Best Attempt
Report Title
For Exam Period January 1, 20xx–January 16, 20xx

Elementary Education K–6 Subtest 4: Mathematics					
Competency Area	Range of Items	Institution		Statewide	
		Average Number Correct	Average Percent Correct	Average Number Correct	Average Percent Correct
01 Knowledge of student thinking and instructional practices	13	10.37	79.76%	9.51	73.12%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	11.47	81.95%	10.51	75.09%
03 Knowledge of fractions, ratios, and integers	9	6.74	74.85%	6.39	71.01%
04 Knowledge of measurement, data analysis, and statistics	8	5.68	71.05%	5.67	70.85%
05 Knowledge of geometric concepts	6	4.47	74.56%	4.16	69.36%
Number of Students included for Institution Totals: 19					
Number of Students included for Statewide Totals: 2,683					

Statewide averages are based on the last 12 months or the period (January 1, 20xx–December 31, 20xx).