

**Continued Approval of Teacher Preparation Programs in Florida:  
An Analysis of Program Performance Measures and Scores**

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## INTRODUCTION TO THE REPORT

### PURPOSE OF THE REPORT

The purpose of this report is to provide baseline data to the State Legislature on teacher preparation programs in Florida, as required in section 1004.04, Florida Statutes (F.S.), and State Board of Education (SBE) Rule 6A-5.066, FAC:

By January 1 of each year, the Department of Education shall report the results of each approved program's annual progress on the performance measures in paragraph (a) as well as the current approval status of each program to: The Governor; the President of the Senate; the Speaker of the House of Representatives; the State Board of Education; each Florida postsecondary teacher preparation program; each district school superintendent; the public.

The report presents an explanation and analysis of the system used for assigning performance scores to teacher preparation programs in Florida for the purpose of receiving continued program approval. Each performance measure will be analyzed separately and will include the definition of the performance measure, an explanation of the system for awarding points, and an analysis of the distribution of scores. The report also presents rankings of programs that received four or more performance scores.

### TEACHER CERTIFICATION PROGRAMS IN FLORIDA

Unlike many other states that approve teacher preparation at the institutional level, the state of Florida approves teacher preparation programs at the program level. This means that Florida Department of Education (FDOE) initial program approvals and continued approvals are not conducted of a college or university as a single unit, but each program within an institution is approved separately using standards and guidelines established in law and SBE rule. The three types of state-approved teacher preparation programs in Florida are: Initial Teacher Preparation programs (ITPs), Professional Development Certification programs (PDCPs), and Educator Preparation Institutes (EPIs).

#### Initial Teacher Preparation Programs (ITPs)

Initial Teacher Preparation programs (ITPs) cover both general pedagogical (instructional) technique and methods that are specific to individual subject content areas. These programs are usually offered as four-year undergraduate degrees or post baccalaureate degrees at the master's or higher level, and are most often located in Colleges of Education, but may be offered in associated colleges as well (e.g., Art Education may be offered in a College of Fine Arts). The FDOE approves ITP programs in both public and private universities and colleges.

#### Professional Development Certification Programs (PDCPs)

*(Formerly District Alternative Certification Programs)*

The state of Florida also provides several alternative routes to teacher certification. In 2002, school districts were first required to offer District Alternative Certification Programs (DACPs) for teachers working under a Florida Temporary Certificate who wished to acquire a Professional

Certificate while on the job. The FDOE developed an alternative certification program that districts could adopt at no cost to fulfill the requirements of the legislation. Some districts chose to develop their own alternative certification programs, or continued with programs that were already in place prior to the statewide requirement. In 2013 legislation, DACPs were changed to Professional Development Certification programs (PDCPs) and were no longer required to be offered in each school district.

#### Educator Preparation Institutes (EPIs)

In 2004, the state created another alternative route to teacher certification. Educator Preparation Institutes (EPIs) were developed for non-education major college graduates who wished to become certified. Many of the EPIs were developed at Florida community colleges, most of which have since become reclassified as state colleges as a result of offering four-year baccalaureate degrees. Both alternative certification programs, PDCPs and EPIs, have been successful in attracting and preparing hundreds of teachers throughout Florida each year.

Currently, there are 473 authorized teacher preparation programs located in 127 public and private institutions of higher education, and PDCPs in Florida local school districts. Among these, 413 programs had one or more completers during the six academic years (2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, and 2012-2013) included in the 2014 analysis (see Table 1, p.19).<sup>1</sup>

### **CONTINUED APPROVAL OF TEACHER PREPARATION PROGRAMS**

Teacher preparation programs in Florida that have been approved by the FDOE must receive continued approval every five years, as specified in sections 1004.04, 1004.85 and 1012.56(8), Florida Statutes (F.S.). Continued approval of teacher preparation programs must be based upon evidence that the program continues to implement the requirements for initial approval. Additionally, programs must submit evidence of performance outcomes of their completers and the students of their completers. These include six performance measures specified in legislation in 2013. The performance measures and their associated performance standards for continued program approval were approved by the State Board of Education (SBE) in January 2015. The performance measures are:

- Placement of program completers in instructional positions in Florida public schools and private schools, if available (except for PDCPs )
- Retention of completers employed in instructional positions in Florida public schools
- Performance of students in preK-12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under section 1012.34, F.S.
- Performance of students in preK-12 who are assigned to in-field program completers aggregated by selected student subgroups
- Results of program completers' annual evaluations

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<sup>1</sup> The 2013 analysis included data for the six academic years 2006-2007, 2007-2008, 2008-2009, 2009-2010, 2010-2011, and 2011-2012.

- Production of program completers in Critical Teacher Shortage Areas, as defined in section 1012.07, F.S.

### Annual Program Performance Report

The “Annual Program Performance Report” or “APPR” is the yearly public report card issued by the FDOE for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in Sections 1004.04(4)(a), 1004.85(4)(b) and 1012.56(8)(c)2, F.S., and SBE Rule 6A-5.066, Florida Administrative Code (FAC). Points awarded on the APPR are based on progress on the six performance measures described above.

### **HOW TO READ THIS REPORT**

This report is divided in three sections. The first, entitled APPR Summary Tables 2014, presents teacher preparation programs that received four or more performance level scores out of the possible six, ranked by Summary Performance Score from high (4 points) to low (1 point).

The second section analyzes the distribution of performance measures and points awarded to programs, by institution and preparation type for 2013 and 2014.

The third section, APPR Summary Tables 2013, presents teacher preparation programs that received four or more performance level scores out of the possible six, ranked by Summary Performance Score for the year prior to the current study.

**SECTION ONE**

**SUMMARY TABLES 2014**

**FLORIDA TEACHER PREPARATION PROGRAMS**

**RANKED BY ANNUAL PROGRAM PERFORMANCE REPORT (APPR) SCORE**

<b>APPR Summary Table 1</b>										
APPR Summative Rating Scores and Subscores - 2014										
Program Rankings										
(80 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
1	Florida International University/Reading	G	275	4.0	4	4	4	4	4	--
2	Nova Southeastern University/Reading	G	235	3.8	4	4	4	4	3	4
3	Florida Atlantic University/Reading	G	204	3.6	2	4	4	4	4	--
	University of Florida/Elementary Education/Exceptional Student Education/ESOL	G	204	3.6	3	4	3	4	4	--
	University of South Florida/Mathematics	U	136	3.6	4	4	3	4	3	--
6	Florida State University/English/ESOL (MST)	G	20	3.5	4	--	3	4	3	--
	Saint Leo University/Middle Grades Mathematics/Reading	U	54	3.5	3	--	3	4	4	--
8	Chipola College/Mathematics	U	30	3.4	4	3	3	4	3	--
	Florida International University/English/ESOL	U	28	3.4	4	4	3	3	3	--
	Florida State University/Mathematics (FSU-Teach)	U	104	3.4	2	4	3	3	4	4
	Florida Atlantic University/Mathematics	U	27	3.4	4	3	3	3	3	4
	Florida Atlantic University/English/ESOL	U	83	3.4	4	3	3	3	3	4
	University of Central Florida/Mathematics	U/G	194	3.4	4	4	3	3	3	--
	Indian River State College/Middle Grades Mathematics	U	36	3.4	4	--	3	3	3	4
15	Daytona State College/Elementary Education/ESOL/Reading	U	141	3.3	4	--	3	3	3	--
	Northwest Florida State College/Elementary Education/ESOL/Reading	U	102	3.3	4	--	3	2	4	--
	University of South Florida - St. Petersburg/Elementary Education/ESOL	G	37	3.3	3	--	3	4	3	--
	Florida Southern College/Elementary Education/ESOL	U	157	3.3	4	--	3	3	3	--
	Florida State University/Elementary Education/ESOL/Reading	U/G	302	3.3	3	--	3	3	4	--
	University of Central Florida/Elementary Education/ESOL	U/G	779	3.3	--	3	3	4	3	--
	Saint Leo University/Reading	G	107	3.3	4	--	3	2	4	--
	University of South Florida/Middle Grades Mathematics (MAT)	G	31	3.3	2	--	3	4	4	--
23	Florida International University/Elementary Education/ESOL	U	1190	3.2	3	3	4	4	2	--
	University of Central Florida/English/ESOL	U/G	258	3.2	3	4	3	2	4	--
	University of North Florida/English/ESOL	U	69	3.2	2	4	3	2	4	4

<b>APPR Summary Table 1 (cont.)</b>										
APPR Summative Rating Scores and Subscores - 2014										
Program Rankings										
(80 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
<b>23</b>	Palm Beach Atlantic University/Elementary Education/ESOL	U	59	<b>3.2</b>	3	3	3	3	4	--
	University of Florida/English/ESOL	G	113	<b>3.2</b>	1	4	3	4	4	--
	University of Florida/Elementary Education/ESOL	G	542	<b>3.2</b>	2	3	3	4	4	--
	University of South Florida/Reading	G	331	<b>3.2</b>	3	4	3	2	4	--
	University of South Florida/Elementary Education/ESOL	U	2330	<b>3.2</b>	4	3	3	4	2	--
	University of West Florida/Reading	G	69	<b>3.2</b>	2	4	3	3	4	--
	University of South Florida - St. Petersburg/Reading	G	79	<b>3.2</b>	3	--	3	3	3	4
	University of South Florida - St. Petersburg/Elementary Education/Exceptional Student Education/Reading/ESOL	U	220	<b>3.2</b>	4	--	3	2	3	4
<b>34</b>	Florida Gulf Coast University/Elementary Education/ESOL	U	572	<b>3.0</b>	4	4	3	2	2	--
	St. Petersburg College/Mathematics	U	44	<b>3.0</b>	3	3	3	3	3	--
	Florida A&M University/Elementary Education/ESOL	U	178	<b>3.0</b>	3	3	3	2	4	--
	Florida Memorial University/Elementary Education/ESOL	U/G	85	<b>3.0</b>	2	4	3	3	3	--
	Florida State University/English/ESOL	U	183	<b>3.0</b>	3	3	3	2	4	--
	University of Central Florida/Reading	G	213	<b>3.0</b>	2	3	3	3	4	--
	University of North Florida/Middle Grades Math/Middle Grades General Science	U	54	<b>3.0</b>	3	3	3	2	3	4
	Nova Southeastern University/Elementary Education/ESOL	U/G	284	<b>3.0</b>	3	3	3	4	2	--
	Rollins College/Elementary Education/ESOL	U/G	67	<b>3.0</b>	3	3	3	3	3	--
	University of South Florida/English/ESOL (MAT)	G	74	<b>3.0</b>	3	3	3	1	4	4
	Warner University/Elementary Education/ESOL	U	57	<b>3.0</b>	3	3	3	3	3	--
	Lynn University/Elementary Education/ESOL/ Reading	U	30	<b>3.0</b>	2	--	3	4	3	--
	Indian River State College/Mathematics	U	15	<b>3.0</b>	4	--	3	1	4	--
	Florida Gulf Coast University/Reading	G	73	<b>3.0</b>	4	--	3	1	3	4
	St. Petersburg College/Elementary Education/ESOL/Reading	U	293	<b>3.0</b>	4	--	3	2	3	--
Chipola College/Elementary Education/ESOL/Reading	U	86	<b>3.0</b>	4	--	3	2	3	--	



<b>APPR Summary Table 1 (cont.)</b>										
APPR Summative Rating Scores and Subscores - 2014										
Program Rankings										
(80 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
34	Saint Leo University/Middle Grades English/ESOL/Reading	U	43	3.0	3	--	3	2	3	4
	University of South Florida - Sarasota Manatee/Reading	G	38	3.0	3	--	3	2	4	--
52	University of North Florida/Mathematics	U	39	2.9	3	3	3	1	3	4
53	Miami Dade College/Mathematics	U	67	2.8	3	3	3	2	3	--
	Barry University/Reading	G	210	2.8	2	4	3	2	3	--
	Bethune-Cookman University/Elementary Education/ESOL	U	64	2.8	1	4	3	3	3	--
	Florida Atlantic University/Elementary Education/ESOL	U/G	2309	2.8	3	3	3	2	3	--
	University of South Florida/English/ESOL	U	247	2.8	4	3	3	1	3	--
	University of South Florida/Elementary Education/ESOL (MAT)	G	239	2.8	3	3	3	3	2	--
	Barry University/Elementary Education/ESOL/Reading	U	91	2.8	2	--	3	3	3	--
	Florida State University/Reading	G	60	2.8	1	--	3	3	4	--
	Flagler College/Elementary Education/ESOL/Reading	U	342	2.8	3	--	3	3	2	--
	Flagler College/Elementary Education/Exceptional Student Education/Reading/ESOL	U	149	2.8	2	--	3	2	4	--
	University of South Florida - Sarasota Manatee/Elementary Education/ESOL (MAT)	G	22	2.8	3	--	3	1	4	--
	64	Florida International University/Mathematics	U	30	2.6	3	3	3	1	3
Jacksonville University/Elementary Education/ESOL/Reading		G	50	2.6	2	3	3	1	4	--
University of North Florida/Elementary Education/ESOL		U/G	1056	2.6	2	3	3	2	3	--
Stetson University/Elementary Education/ESOL		U	94	2.6	1	3	3	3	3	--
68	Southeastern University/English/ESOL	U	20	2.5	2	--	3	2	3	--
	Florida SouthWestern State College (formerly Edison State College)/Elementary Education/ESOL/Reading	U	279	2.5	4	--	3	1	2	--
	Florida Southern College/English	U	5	2.5	2	--	3	1	4	--
	University of Central Florida/Elementary Education/ESOL/Reading	U/G	2351	2.5	3	--	3	1	3	--
	Flagler College/Elementary Education/Hearing Impaired/ESOL/Reading	U	45	2.5	3	--	3	2	2	--

<b>APPR Summary Table 1 (cont.)</b>										
APPR Summative Rating Scores and Subscores - 2014										
Program Rankings										
(80 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
<b>73</b>	Southeastern University/Elementary Education/ESOL	U	89	<b>2.4</b>	1	3	3	2	3	--
	University of Central Florida/Middle Grades Mathematics	G	36	<b>2.4</b>	2	3	3	1	3	--
<b>75</b>	Southeastern University/Elementary Education/ESOL/Reading	U	67	<b>2.3</b>	1	--	3	2	3	--
	Keiser University/Elementary Education/ESOL/Reading	U	15	<b>2.3</b>	1	--	3	1	4	--
	Saint Leo University/Elementary Education/ESOL/Reading	U	735	<b>2.3</b>	3	--	1	1	4	--
	University of Tampa/Elementary Education/ESOL	U	179	<b>2.3</b>	2	--	3	1	3	--
	University of South Florida - Sarasota Manatee/Elementary Education/ESOL	U	219	<b>2.3</b>	2	--	3	2	2	--
	University of West Florida/Elementary Education/ESOL/Reading	U	356	<b>2.3</b>	2	--	3	2	2	--
	<b>Mean Performance Score</b>		<b>93</b> (median)	<b>3.0</b>	<b>2.9</b>	<b>3.4</b>	<b>3.0</b>	<b>2.5</b>	<b>3.2</b>	--
	<b>Number of programs</b>		<b>80</b>	<b>80</b>	<b>79</b>	<b>45</b>	<b>80</b>	<b>80</b>	<b>80</b>	<b>13</b>
*"Bonus" points are awarded to programs in Critical Teacher Shortage areas with increased production of an additional two or more completers over the previous year.										

<b>APPR Summary Table 2</b>										
<b>APPR Summative Rating Scores and Subscores - 2014</b>										
Elementary Education Programs Ranked by Score										
(41 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
<b>1</b>	University of Florida/Elementary Education/Exceptional Student Education/ESOL	G	204	<b>3.6</b>	3	4	3	4	4	--
<b>2</b>	Daytona State College/Elementary Education/ESOL/Reading	U	141	<b>3.3</b>	4	--	3	3	3	--
	Northwest Florida State College/Elementary Education/ESOL/Reading	U	102	<b>3.3</b>	4	--	3	2	4	--
	University of South Florida - St. Petersburg/Elementary Education/ESOL	G	37	<b>3.3</b>	3	--	3	4	3	--
	Florida Southern College/Elementary Education/ESOL	U	157	<b>3.3</b>	4	--	3	3	3	--
	Florida State University/Elementary Education/ESOL/Reading	U/G	302	<b>3.3</b>	3	--	3	3	4	--
	University of Central Florida/Elementary Education/ESOL	U/G	779	<b>3.3</b>	--	3	3	4	3	--
<b>8</b>	Florida International University/Elementary Education/ESOL	U	1190	<b>3.2</b>	3	3	4	4	2	--
	Palm Beach Atlantic University/Elementary Education/ESOL	U	59	<b>3.2</b>	3	3	3	3	4	--
	University of Florida/Elementary Education/ESOL	G	542	<b>3.2</b>	2	3	3	4	4	--
	University of South Florida/Elementary Education/ESOL	U	2330	<b>3.2</b>	4	3	3	4	2	--
	University of South Florida - St. Petersburg/Elementary Education/Exceptional Student Education/Reading/ESOL	U	220	<b>3.2</b>	4	--	3	2	3	4
<b>13</b>	Florida Gulf Coast University/Elementary Education/ESOL	U	572	<b>3.0</b>	4	4	3	2	2	--
	Florida A&M University/Elementary Education/ESOL	U	178	<b>3.0</b>	3	3	3	2	4	--
	Florida Memorial University/Elementary Education/ESOL	U/G	85	<b>3.0</b>	2	4	3	3	3	--
	Nova Southeastern University/Elementary Education/ESOL	U/G	284	<b>3.0</b>	3	3	3	4	2	--
	Rollins College/Elementary Education/ESOL	U/G	67	<b>3.0</b>	3	3	3	3	3	--
	Warner University/Elementary Education/ESOL	U	57	<b>3.0</b>	3	3	3	3	3	--
	Lynn University/Elementary Education/ESOL/ Reading	U	30	<b>3.0</b>	2	--	3	4	3	--
	St. Petersburg College/Elementary Education/ESOL/Reading	U	293	<b>3.0</b>	4	--	3	2	3	--

<b>APPR Summary Table 2 (cont.)</b> <b>APPR Summative Rating Scores and Subscores - 2014</b> Elementary Education Programs Ranked by Score (41 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
13	Chipola College/Elementary Education/ESOL/Reading	U	86	3.0	4	--	3	2	3	--
22	Bethune-Cookman University/Elementary Education/ESOL	U	64	2.8	1	4	3	3	3	--
	Florida Atlantic University/Elementary Education/ESOL	U/G	2309	2.8	3	3	3	2	3	--
	University of South Florida/Elementary Education/ESOL (MAT)	G	239	2.8	3	3	3	3	2	--
	Barry University/Elementary Education/ESOL/Reading	U	91	2.8	2	--	3	3	3	--
	Flagler College/Elementary Education/ESOL/Reading	U	342	2.8	3	--	3	3	2	--
	Flagler College/Elementary Education/Exceptional Student Education/Reading/ESOL	U	149	2.8	2	--	3	2	4	--
	University of South Florida - Sarasota Manatee/Elementary Education/ESOL (MAT)	G	22	2.8	3	--	3	1	4	--
29	Jacksonville University/Elementary Education/ESOL/Reading	G	50	2.6	2	3	3	1	4	--
	University of North Florida/Elementary Education/ESOL	U/G	1056	2.6	2	3	3	2	3	--
	Stetson University/Elementary Education/ESOL	U	94	2.6	1	3	3	3	3	--
32	Florida SouthWestern State College (formerly Edison State College)/Elementary Education/ESOL/Reading	U	279	2.5	4	--	3	1	2	--
	University of Central Florida/Elementary Education/ESOL/Reading	U/G	2351	2.5	3	--	3	1	3	--
	Flagler College/Elementary Education/Hearing Impaired/ESOL/Reading	U	45	2.5	3	--	3	2	2	--
35	Southeastern University/Elementary Education/ESOL	U	89	2.4	1	3	3	2	3	--
36	Southeastern University/Elementary Education/ESOL/Reading	U	67	2.3	1	--	3	2	3	--
	Keiser University/Elementary Education/ESOL/Reading	U	15	2.3	1	--	3	1	4	--
	Saint Leo University/Elementary Education/ESOL/Reading	U	735	2.3	3	--	1	1	4	--
	University of Tampa/Elementary Education/ESOL	U	179	2.3	2	--	3	1	3	--
	University of South Florida - Sarasota Manatee/Elementary Education/ESOL	U	219	2.3	2	--	3	2	2	--

<b>APPR Summary Table 2 (cont.)</b> <b>APPR Summative Rating Scores and Subscores - 2014</b> Elementary Education Programs Ranked by Score (41 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
<b>36</b>	University of West Florida/Elementary Education/ESOL/Reading	U	356	<b>2.3</b>	2	--	3	2	2	--
	<b>Mean Performance Score</b>		<b>178</b> (median)	<b>2.9</b>	<b>2.7</b>	<b>3.2</b>	<b>3.0</b>	<b>2.5</b>	<b>3.0</b>	--
	<b>Number of programs</b>		<b>41</b>	<b>41</b>	<b>40</b>	<b>19</b>	<b>41</b>	<b>41</b>	<b>41</b>	<b>1</b>
*"Bonus" points are awarded to programs in Critical Teacher Shortage areas with increased production of an additional two or more completers over the previous year.										

<b>APPR Summary Table 3</b>										
APPR Summative Rating Scores and Subscores - 2014										
Mathematics Education Programs Ranked by Score										
(15 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
1	University of South Florida/Mathematics	U	136	3.6	4	4	3	4	3	--
2	Saint Leo University/Middle Grades Mathematics/Reading	U	54	3.5	3	--	3	4	4	--
3	Chipola College/Mathematics	U	30	3.4	4	3	3	4	3	--
	Florida State University/Mathematics (FSU-Teach)	U	104	3.4	2	4	3	3	4	4
	Florida Atlantic University/Mathematics	U	27	3.4	4	3	3	3	3	4
	University of Central Florida/Mathematics	U/G	194	3.4	4	4	3	3	3	--
	Indian River State College/Middle Grades Mathematics	U	36	3.4	4	--	3	3	3	4
8	University of South Florida/Middle Grades Mathematics (MAT)	G	31	3.3	2	--	3	4	4	--
9	St. Petersburg College/Mathematics	U	44	3.0	3	3	3	3	3	--
	University of North Florida/Middle Grades Math/Middle Grades General Science	U	54	3.0	3	3	3	2	3	4
	Indian River State College/Mathematics	U	15	3.0	4	--	3	1	4	--
12	University of North Florida/Mathematics	U	39	2.9	3	3	3	1	3	4
13	Miami Dade College/Mathematics	U	67	2.8	3	3	3	2	3	--
14	Florida International University/Mathematics	U	30	2.6	3	3	3	1	3	--
15	University of Central Florida/Middle Grades Mathematics	G	36	2.4	2	3	3	1	3	--
	<b>Mean Performance Score</b>		<b>39 (median)</b>	<b>3.1</b>	<b>3.2</b>	<b>3.3</b>	<b>3.0</b>	<b>2.6</b>	<b>3.3</b>	<b>--</b>
	<b>Number of programs</b>		<b>15</b>	<b>15</b>	<b>15</b>	<b>11</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>5</b>
*"Bonus" points are awarded to programs in Critical Teacher Shortage areas with increased production of an additional two or more completers over the previous year.										

<b>APPR Summary Table 4</b>										
APPR Summative Rating Scores and Subscores - 2014										
English Education and Reading Programs Ranked by Score										
(24 programs with 4 or more subscores)										
<b>Rank</b>	<b>Institution/Program</b>	<b>Under graduate/ Graduate</b>	<b>Number of Completers</b>	<b>Summative Rating Score</b>	<b>Placement Rate</b>	<b>Retention Rate</b>	<b>: Student Achievement</b>	<b>Student Achievement by Subgroup</b>	<b>Teacher Annual Evaluations</b>	<b>Critical Teacher Shortage Areas</b>
<b>1</b>	Florida International University/Reading	G	275	<b>4.0</b>	4	4	4	4	4	--
<b>2</b>	Nova Southeastern University/Reading	G	235	<b>3.8</b>	4	4	4	4	3	4
<b>3</b>	Florida Atlantic University/Reading	G	204	<b>3.6</b>	2	4	4	4	4	--
<b>4</b>	Florida State University/English/ESOL (MST)	G	20	<b>3.5</b>	4	--	3	4	3	--
<b>5</b>	Florida International University/English/ESOL	U	28	<b>3.4</b>	4	4	3	3	3	--
	Florida Atlantic University/English/ESOL	U	83	<b>3.4</b>	4	3	3	3	3	4
<b>7</b>	Saint Leo University/Reading	G	107	<b>3.3</b>	4	--	3	2	4	--
<b>8</b>	University of Central Florida/English/ESOL	U/G	258	<b>3.2</b>	3	4	3	2	4	--
	University of North Florida/English/ESOL	U	69	<b>3.2</b>	2	4	3	2	4	4
	University of Florida/English/ESOL	G	113	<b>3.2</b>	1	4	3	4	4	--
	University of South Florida/Reading	G	331	<b>3.2</b>	3	4	3	2	4	--
	University of West Florida/Reading	G	69	<b>3.2</b>	2	4	3	3	4	--
	University of South Florida - St. Petersburg/Reading	G	79	<b>3.2</b>	3	--	3	3	3	4
<b>14</b>	Florida State University/English/ESOL	U	183	<b>3.0</b>	3	3	3	2	4	--
	University of Central Florida/Reading	G	213	<b>3.0</b>	2	3	3	3	4	--
	University of South Florida/English/ESOL (MAT)	G	74	<b>3.0</b>	3	3	3	1	4	4
	Florida Gulf Coast University/Reading	G	73	<b>3.0</b>	4	--	3	1	3	4
	Saint Leo University/Middle Grades English/ESOL/Reading	U	43	<b>3.0</b>	3	--	3	2	3	4
	University of South Florida - Sarasota Manatee/Reading	G	38	<b>3.0</b>	3	--	3	2	4	--
<b>20</b>	Barry University/Reading	G	210	<b>2.8</b>	2	4	3	2	3	--

<b>APPR Summary Table 4 (cont.)</b> APPR Summative Rating Scores and Subscores - 2014 English Education and Reading Programs Ranked by Score (24 programs with 4 or more subscores)										
Rank	Institution/Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	: Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas
<b>20</b>	University of South Florida/English/ESOL	U	247	<b>2.8</b>	4	3	3	1	3	--
	Florida State University/Reading	G	60	<b>2.8</b>	1	--	3	3	4	--
<b>23</b>	Southeastern University/English/ESOL	U	20	<b>2.5</b>	2	--	3	2	3	--
	Florida Southern College/English	U	5	<b>2.5</b>	2	--	3	1	4	--
	<b>Mean Performance Score</b>		<b>81</b> (median)	<b>3.2</b>	<b>2.9</b>	<b>3.7</b>	<b>3.1</b>	<b>2.5</b>	<b>3.6</b>	--
	<b>Number of programs</b>		<b>24</b>	<b>24</b>	<b>24</b>	<b>15</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>7</b>
*"Bonus" points are awarded to programs in Critical Teacher Shortage areas with increased production of an additional two or more completers over the previous year.										



## **SECTION TWO**

### **Analysis of Performance Measures And Points Awarded to Programs**

## Introduction to Section 2

The purpose of Section 2 of the report is to explain and analyze the system for assigning performance scores to teacher preparation programs in Florida. Each performance measure will be presented in a separate section that will include definitions of the performance measure and an explanation of the system for awarding points.

The six performance measures are:

1. Teacher placement
2. Teacher retention
3. Student performance on statewide assessments
4. Student performance on statewide assessments by subgroups
5. Teacher annual evaluations
6. Production of completers in critical teacher shortage areas

For each performance measure the following analyses will be presented:

- Distribution of the performance measure broken down by institution and program type
- Explanation of points awarded to programs
- Distribution of points awarded broken down by institution and program type
- Graphic displays of program distributions with cutoff points for each score
- Comparison of measures and points awarded between the current year data (2014) and the previous year (2013)

## Annual Program Performance Report

The “Annual Program Performance Report” or “APPR” is the yearly public report card issued by the Florida Department of Education (FDOE) for a state-approved teacher preparation program that includes results of outcome-based performance metrics specified in Sections 1004.04(4)(a), 1004.85(4)(b) and 1012.56(8)(c)2, F.S., and SBE Rule 6A-5.066, Florida Administrative Code (FAC). Points awarded on the APPR are based on progress on the six performance measures. To receive an APPR a program had to have either *Placement* or *Retention* (or both), and *Teacher Evaluation*. There was an increase in programs receiving APPRs from 2013 to 2014. There were 398 active programs included in the analysis in 2013, and 413 in 2014.<sup>2</sup> In 2013, 265 programs (66.6 %) received APPRs. In 2014, 287 programs (69.5 %) received APPRs. This is mostly a result of more years of testing data that have allowed more programs to qualify to receive scores. (See Table 1.)

In order to produce the APPR, performance measures were operationalized and targets were established for awarding performance points (on a 4-point scale). Three of the performance measures are *norm-referenced*. That is, points awarded to a given program are based on relative performance.

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<sup>2</sup> Active programs are defined as those having one or more completers during the six academic years included in each study.

*Student learning gains* (also referred to as Value Added Model, or VAM), are based on how well the students of program completers perform on statewide assessment exams compared to other students statewide. Similarly, *student performance by subgroup* is also measured against statewide performance, although the two measures are operationalized differently. (See below.)

*Teacher placement*, the third norm-referenced measure, uses program-wide distributions as points of comparison: programs are scored according to their placement among all other programs of the same type. In this way, placement in teacher shortage areas is not compared with placement in lower-demand areas.

Three of the performance measures are criteria-referenced. That is, programs receive points based on reaching a fixed, predetermined target, no matter the performance of the other programs. The first of these, *teacher retention*, is based on the average number of years program completers are employed in Florida public schools. Predefined cutoffs established by SBE 6A-5.066, FAC, determine the points awarded for this performance measure.

Program and Institution Type	Number of institutions		Number of programs		Number of Active Programs		Number of programs that received APPR	
	2013	2014	2013	2014	2013	2014	2013	2014
Initial Teacher Preparation (ITP) State Universities	12	12	197	197	184	190	152	156
Initial Teacher Preparation (ITP) State Colleges	11	11	50	50	42	46	19	25
Initial Teacher Preparation (ITP) Private Colleges and Universities	22	22	144	144	116	122	47	61
Professional Development Certification Programs (PDCPs)	58	58	58	58	33	31	25	22
Educator Preparation Institutes (EPI) - All institutions	24	24	24	24	23	24	22	23
<b>All programs</b>	<b>127</b>	<b>127</b>	<b>473</b>	<b>473</b>	<b>398</b>	<b>413</b>	<b>265</b>	<b>287</b>

Points awarded for *teacher annual evaluations*, the second criterion-referenced measure, are a direct function of the score completers received on their annual evaluations. All Florida public school teachers receive an evaluation from their district, determined in part by the academic achievement of their students, and in part by instructional practice indicators defined by the district.

The third criterion-referenced performance measure, production of completers in *critical teacher shortage areas*, is awarded based on an increase in the number of completers in these areas. It is a “bonus” measure because any program that meets the predefined criterion is awarded a fixed number of points, and programs that do not meet the criterion are not penalized.

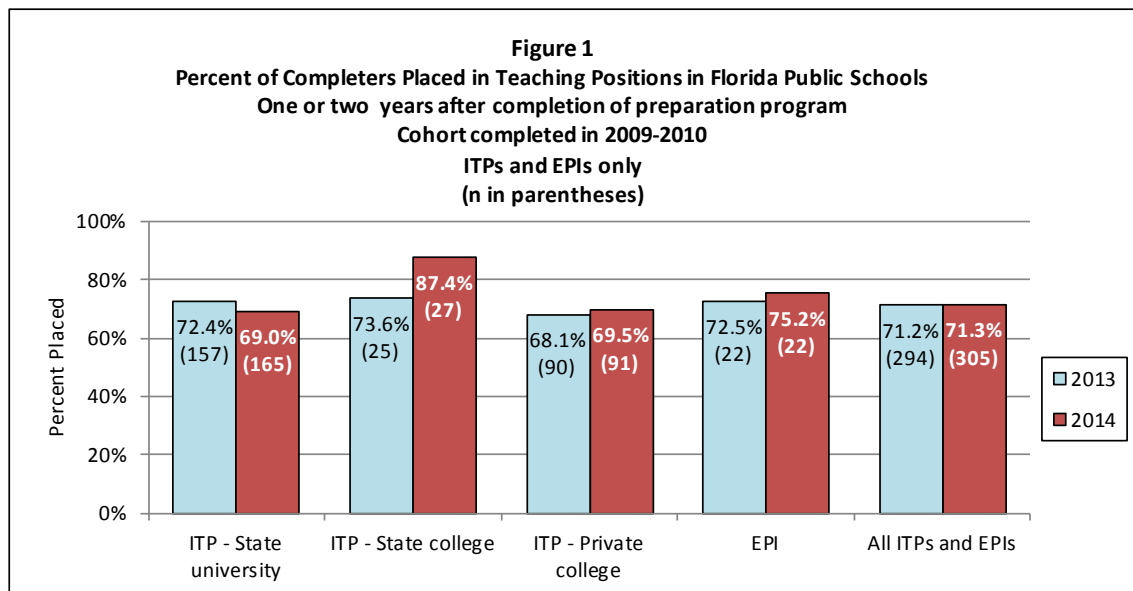
The total APPR Summative Rating Score for each program is computed by taking the mean of the scores received on the 4-point performance measures, and adding 0.25 for those programs awarded the bonus for *critical teacher shortage* areas.

Performance Measure: Teacher Placement

Placement rates are defined by the percentage of completers who were employed in Florida public schools in either of the two years following program completion. Since most Professional Development Certification Program (PDCP) completers are already employed as teachers, they are excluded from this performance measure per statutory requirement.

There was an increase in programs receiving APPRs from 2013 to 2014. This is in large part a result of more years of testing data that have allowed more programs to qualify to receive scores. The mean placement rate for all programs was 71.3% of completers in the 2014 study, virtually identical to the previous year (71.2%). There were no important differences between placement statistics between the two years studied. (See Figure 1.)

Placement rates were similar across preparation and institution types, ranging in 2013 from 68 to 74 percent. There was somewhat greater variation across institutional type in 2014, ranging from 69 to 88 percent, with Initial Teacher Preparation programs (ITPs) at state colleges and universities placing some 18 percent more students than ITPs at state universities or private colleges. (See Figure 1.)



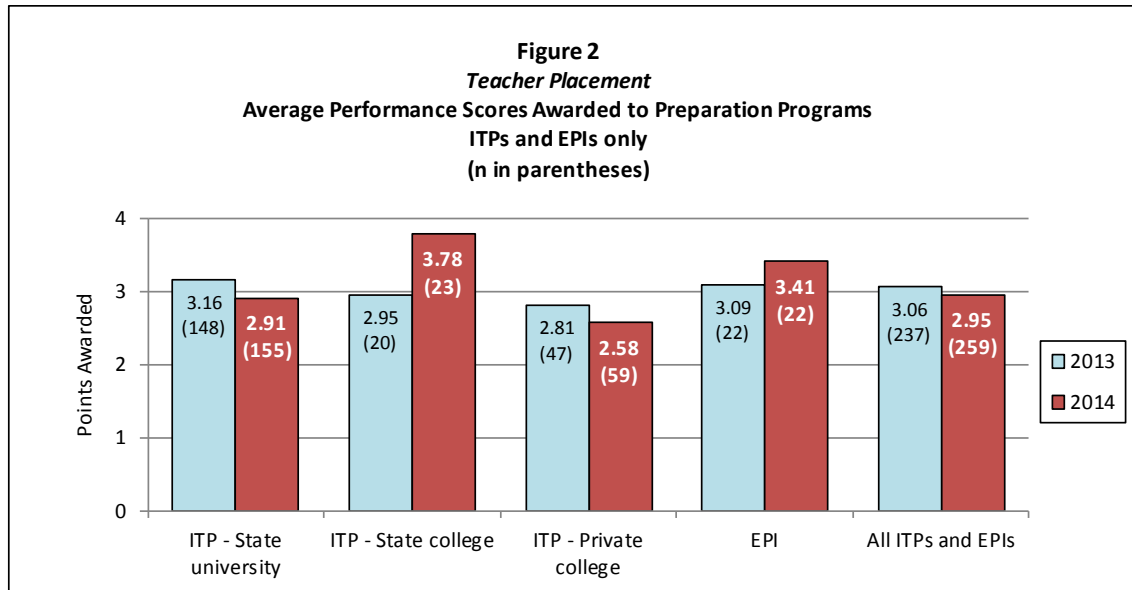
### Awarding of Performance Points

Only programs with at least three completers in the cohort time periods received scores on this performance measure. Programs received scores from 1 to 4 based on their placement rate among programs of the same type. Since scores are based on distributions, this is a norm-referenced measure. Cutoff points were defined at the 5<sup>th</sup>, 34<sup>th</sup>, and 68<sup>th</sup> percentiles.<sup>3</sup>(See Table 2.)

The mean score awarded in 2014 for *Teacher Placement* was 3.0 points (out of a possible four), slightly lower than in 2013 (3.1 points). There were notable differences among preparation and institution types in 2014, ranging from 2.58 among ITPs at private colleges and universities to 3.78 points – a near-perfect score—among ITPs at state colleges. In contrast, the variability of points awarded between program and institution types in 2013 was less pronounced. (See Figure 2.) Most points awarded were between 2 and 4, with few programs receiving one point. These distributions are similar for both years studied. (See Figures 3-4.)

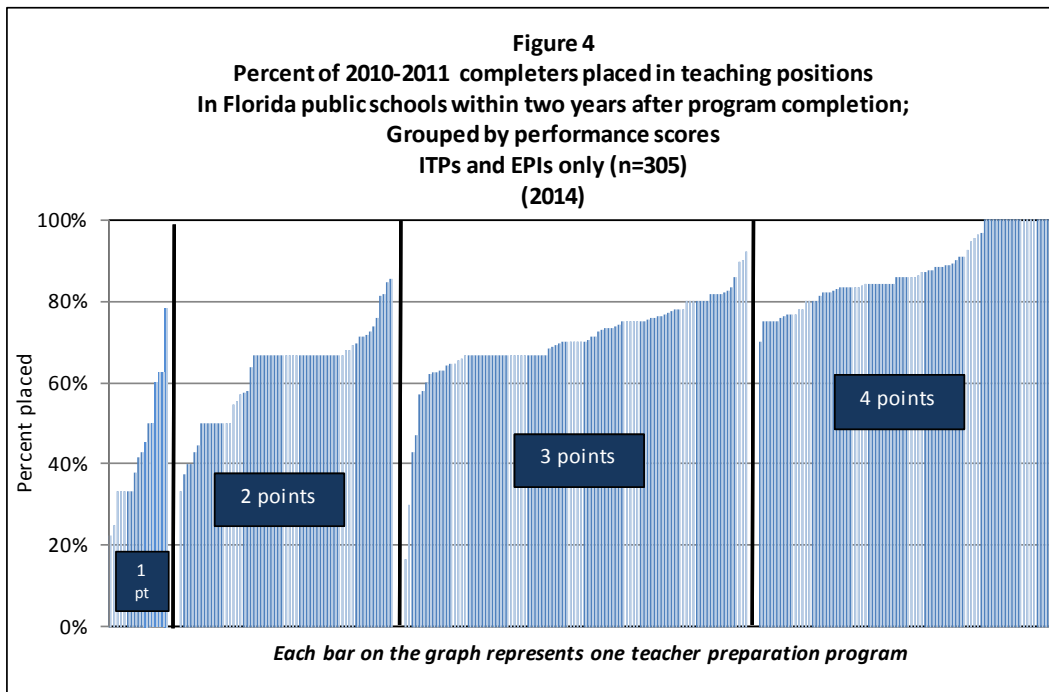
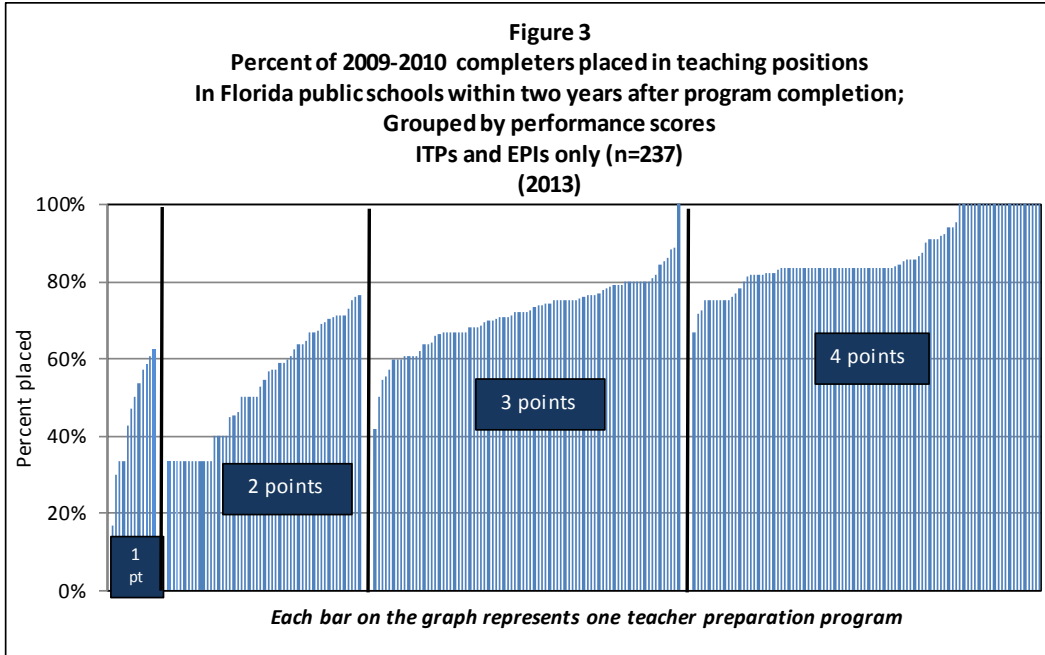
<b>Table 2 Teacher Placement: Allocation of Performance Scores</b>	
<b>Points Awarded</b>	Range or Criteria
1	Placement rate is below the 5th percentile of all equivalent programs across the state.
2	Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state.
3	Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state.
4	Placement rate is at or above the 68th percentile of all equivalent programs across the state.

<sup>3</sup> These points in the normal distribution correspond to one and two standard deviations above and below the mean.



The relationship between placement rates and points awarded for *teacher placement* in 2013 and 2014 is represented in Figures 3 and 4. When all programs are plotted together, there appear to be inconsistencies between categories and points assigned to different programs. For example, in 2013, a single program placed over 60 percent of its completers, and received only one point for teacher placement. However, other programs that placed 60 percent of completers received as many as 2 or 3 points. Similarly, some programs with lower than 50 percent placement rates received as many as 2 or 3 points as well.,

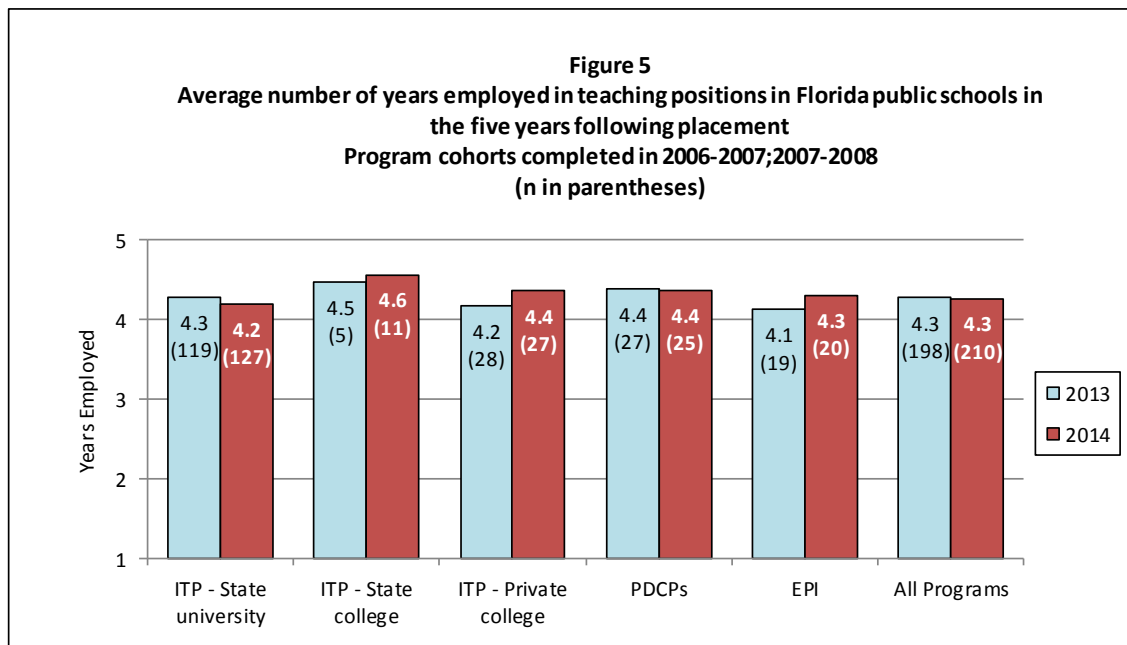
The reason for these apparent inconsistencies is that, for *teacher placement* scores, programs are ranked in comparison to other programs in their specialization. For example, programs in Science Education are judged against a mean placement rate of 72.2%, while programs in Music Education are judged against a standard of 62.6%. Science Education programs therefore, must have a higher placement rate to achieve the same performance level.



Performance Measure: *Teacher Retention*

Retention rates are defined by the average number of years that completers were employed over the five years following placement. The cohort of completers in 2006-2007 are included in the 2013 study; those from 2007-2008 are included in the 2014 (current year) study.

The mean retention rate for all programs was 4.3 years, in both 2013 and 2014. ITP completers at state colleges had the longest average retention rate in both years. There were no other important differences between programs and years. (See Figure 5.)



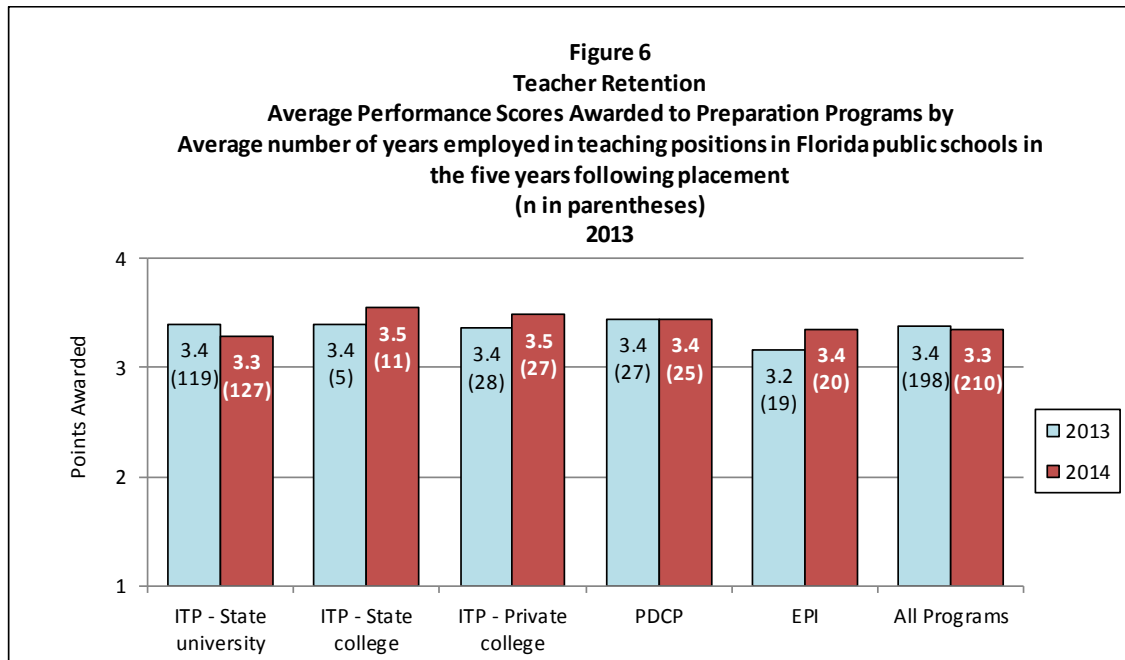
Awarding of Performance Points

Only programs with at least three completers in the cohort time periods received scores for *teacher retention*. Unlike *teacher placement*, programs were not scored based on a program's ranking among programs of the same content area. Rather, points for *teacher retention* were assigned based on predetermined criteria applicable across all content areas. (This is a criterion-referenced measure.) The predefined SBE rule cutoff points were defined at 2 years, 3 years, and 4.5 years. (See Table 3.)

The mean scores awarded in 2013 and 2014 for *Teacher Retention* were virtually identical: 3.4 and 3.3 points (out of a possible four). There were no important differences among preparation and institution types. Across all types and both years averages ranged from 3.2 to 3.5 points awarded. (See Figure 6.)



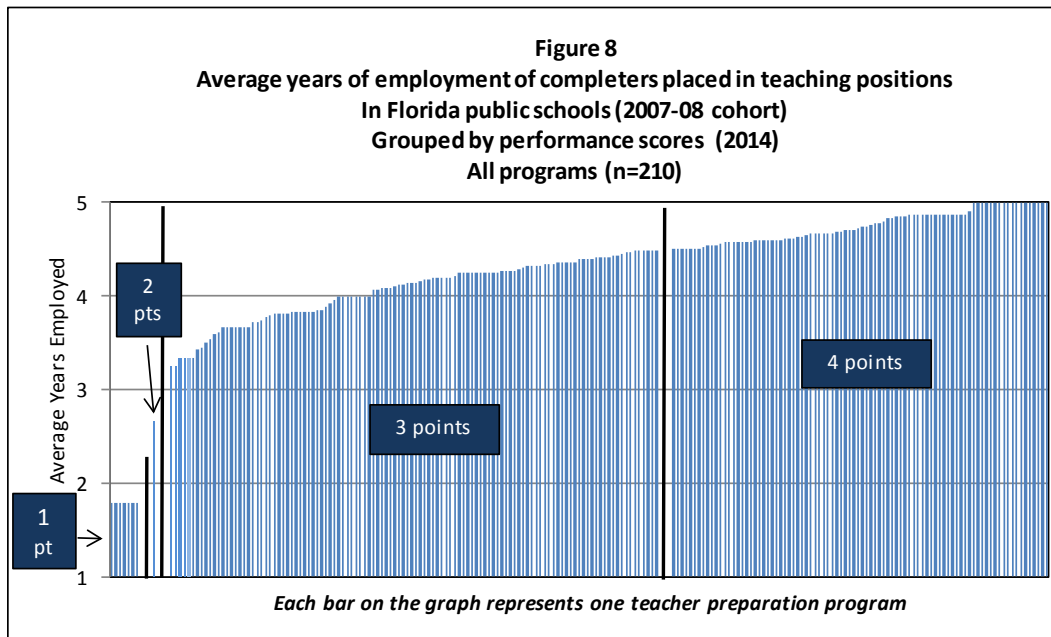
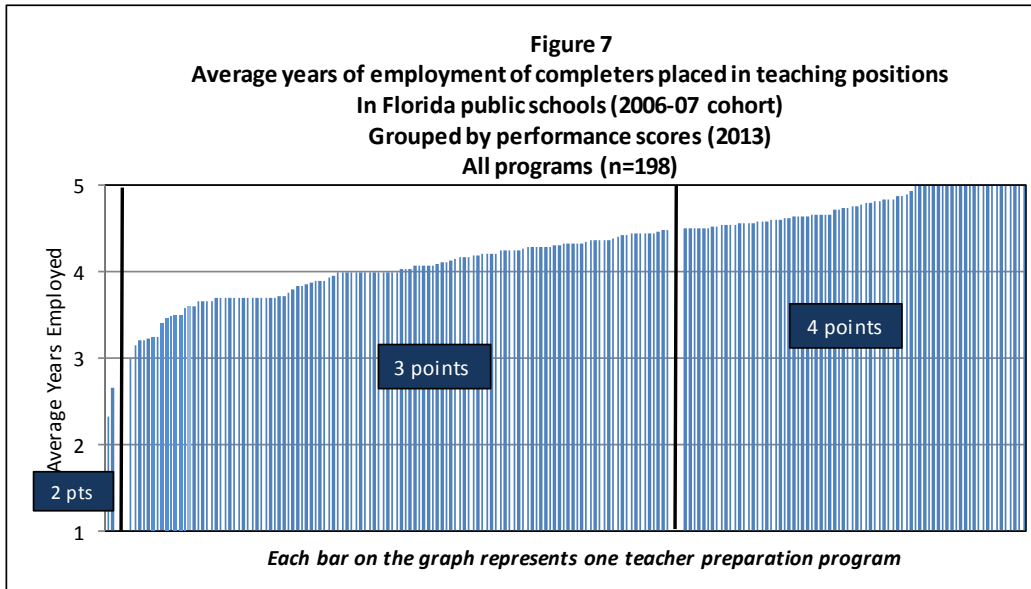
Table 3 Teacher Retention Awarding of Performance Scores	
Points Awarded	Range or Criteria
1	The average number of years employed in the 5-year period following initial placement is less than 2 years.
2	The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.
3	The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.
4	The average number of years employed in the 5-year period following initial placement is 4.5 years or more.



Almost all programs received scores of 3 or 4 points (out of a possible 4) for this performance measure. These distributions are similar for both years studied. In 2013, only two programs received two points, and no program was awarded the minimum of one point. In 2014, seven programs received only one point for teacher retention, and one program received two points. (See Figures 7-8.) Thus, this scoring rule did not discriminate well among programs.

The relationship between years employed and points awarded for *teacher retention* is represented in Figures 7 and 8. Unlike the teacher placement graphs, for all programs, the higher the average years

employed, the more points are awarded. As mentioned above, these scores do not depend on the performance of other programs.

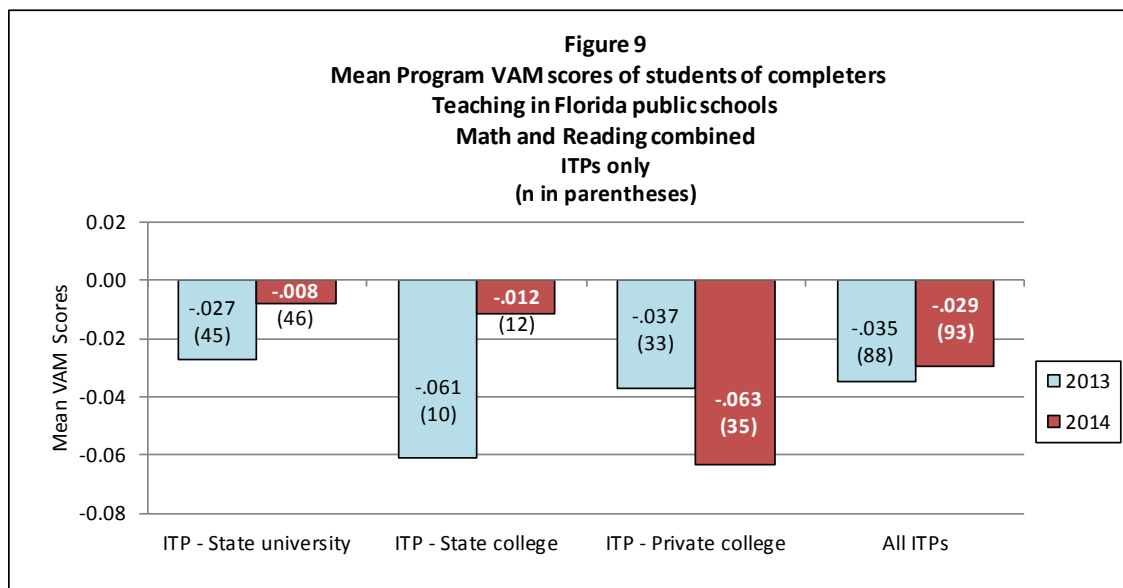


Performance Measure: Performance of pre-K 12 students on statewide assessments

According to Rule 6A-5.066, FAC, programs must be evaluated “by using the results of student learning growth on statewide assessments.” Florida has adopted a value-added model (VAM) that estimates the contribution teachers make to individual student learning by calculating an “expected” score on a statewide assessment exam for each student, and then attributing a portion of the difference between the expected score and the student’s actual score to the influence of the teacher.<sup>4</sup> This difference is defined as the “value added “by the teacher to the student’s learning.

These student learning gain (VAM) scores are expressed as the percentage of students of program completers scoring at or above their expected scores, i.e., at or above the mean of similar students across the state. Completers’ VAM scores are averaged to obtain VAM scores for the program’s completers. Teachers or programs with positive VAM scores have, on average, students of their completers who have exceeded expectations for similar students statewide. Those with negative VAM scores have completers with students who have performed lower than similar students. The statewide average VAM score for all teachers is close to zero. Only ITP programs receive both *student performance* and *student performance by subgroup* scores because data are currently not available on certification subjects for PDCP and EPI completers. As a result, *in-field program completion*, a requirement to receive performance scores, is not attributable to PDCP and EPI completers.

Statewide means of -.035 (2013) and -.029 (2014) show that the student performance scores of these recent program completers fell below the state average in both years. All three types of ITPs in both years had VAM scores below zero. ITPs at state universities had the highest VAM scores (closest to zero) among the three types. (See Figure 9.)



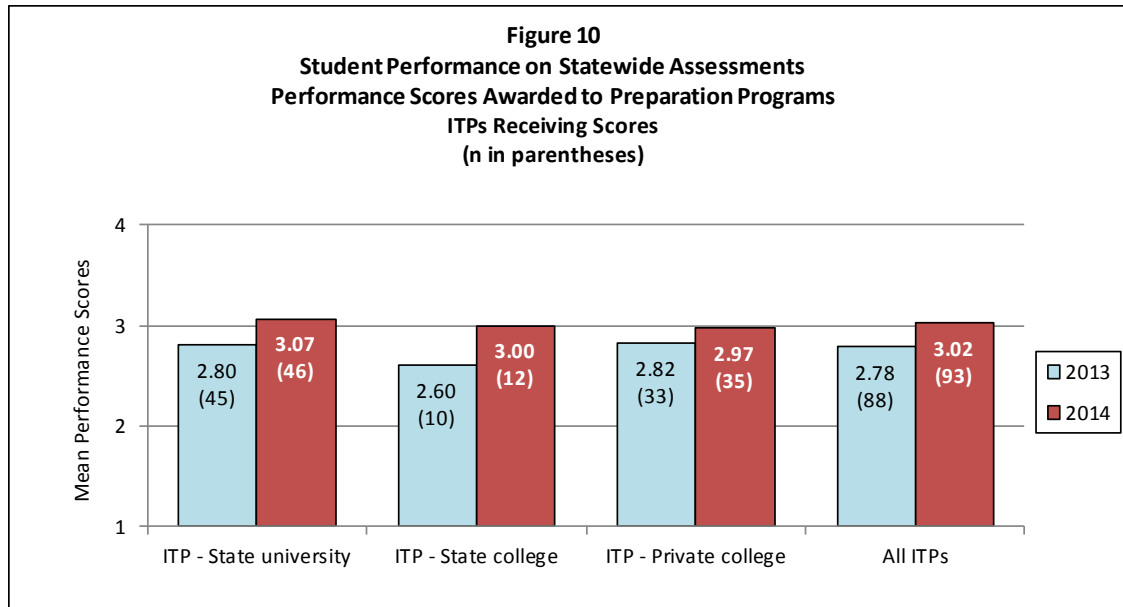
<sup>4</sup> The expected score is based on the student’s prior test score(s) and several additional variables including student characteristics such as disability or gifted status, as well as others that express relevant influences over the current school year, e.g., attendance.

### Awarding of Performance Points

There are two components in the rule for assigning performance points to teacher preparation programs for *student performance*. The first is the mean VAM scores of completers, as discussed above. A second component is the 95% and 5% confidence intervals calculated for each program in the computation of the VAM score. (See Table 4.) Confidence intervals are familiar in election polls. A week before the election, a poll may find that a candidate is expected to receive, say 48%, plus or minus 3%, of the vote on Election Day. The findings thus predict the final result to be somewhere in between 45% and 51%. Similarly, a program may receive an average VAM score for its completers of, say .02, plus or minus .03 (the standard error). This would provide a confidence interval of -0.01 to 0.05 for that program. Scores are based on completers from the previous 3-year period who received a VAM score from the most recent year.

<b>Table 4 Student Performance on Statewide Assessments Awarding of Performance Scores</b>	
<b>Points Awarded</b>	Range or Criteria
1	-- The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is $\geq 95$ percent.
2	-- Not calculated
3	-- The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is $< 5$ percent, and; -- the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students expectations is $< 5$ percent.
4	-- The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is $\geq 95$ percent.

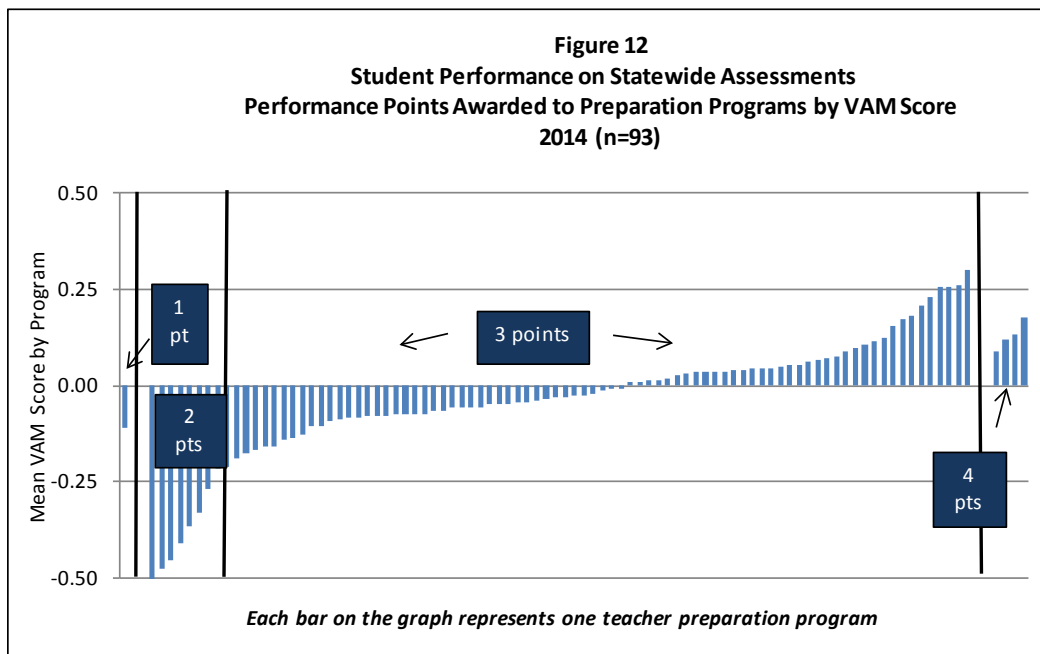
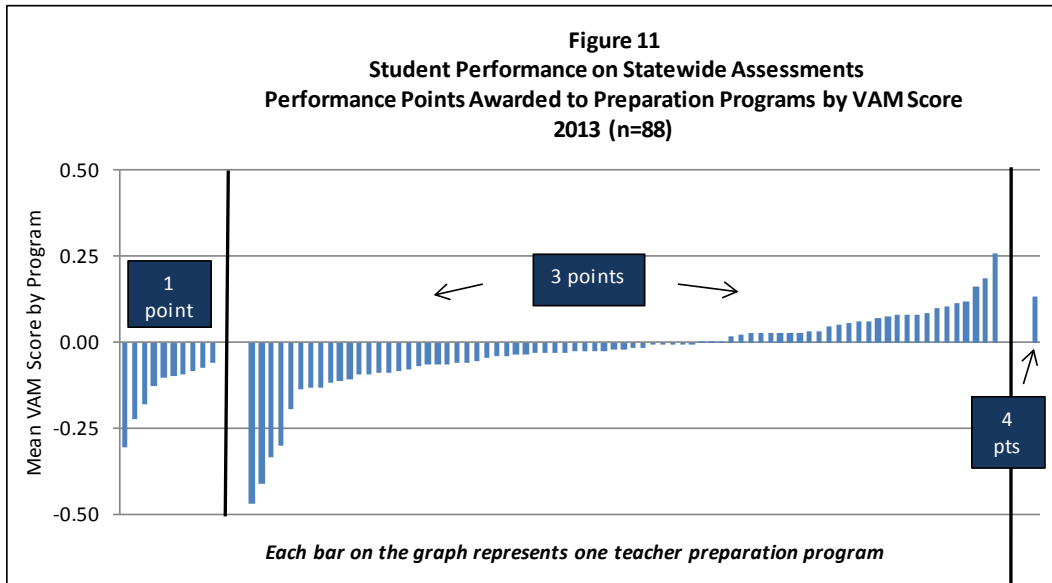
The mean scores awarded for *Student Performance* were higher in 2014 than 2013 across all three types of ITPs. This annual improvement was substantial, amounting to over 0.40 points (out of a possible four points) for ITPs at state colleges, 0.27 points for state universities, and 0.15 points for ITPs at private colleges and universities. (See Figure 10.)



The relationship between VAM scores and points awarded for *student performance* is represented in Figures 11 and 12. In both years, the overwhelming number of programs received 3 points for the student performance measure (87.5% in 2013; 86% in 2014). This measure discriminated poorly among programs.

Like the teacher placement scores, programs with the same VAM score were, in some cases, assigned different levels of performance. For example, in 2013, there was only one program receiving four points for this measure. (See Figure 11.) However, there were three other programs with higher VAM scores that were assigned only three points. This is a result of different confidence intervals associated with the means of the programs. The reason for the single program receiving four points is that the 95% confidence interval around the VAM score was smaller than those of the three programs scoring higher on the VAM measure. The wider confidence intervals around the three programs “captured” zero, thus lowering confidence below 95%. (See Table 4.)

There are two factors that determine the confidence interval around program VAM scores: the number of teachers with VAM data included in the calculation, and the range of scores between the teachers. The first is the most critical: in almost all cases, programs with few completers included in their VAM calculation will have larger confidence intervals than programs with many completers. As a result, it is difficult for programs with fewer than 10 completers to be credited with a VAM score that is positive, that is, to receive four points. It is also difficult for small programs to be assigned only 1 point, because confidence intervals may capture the cutoff for 2 points.

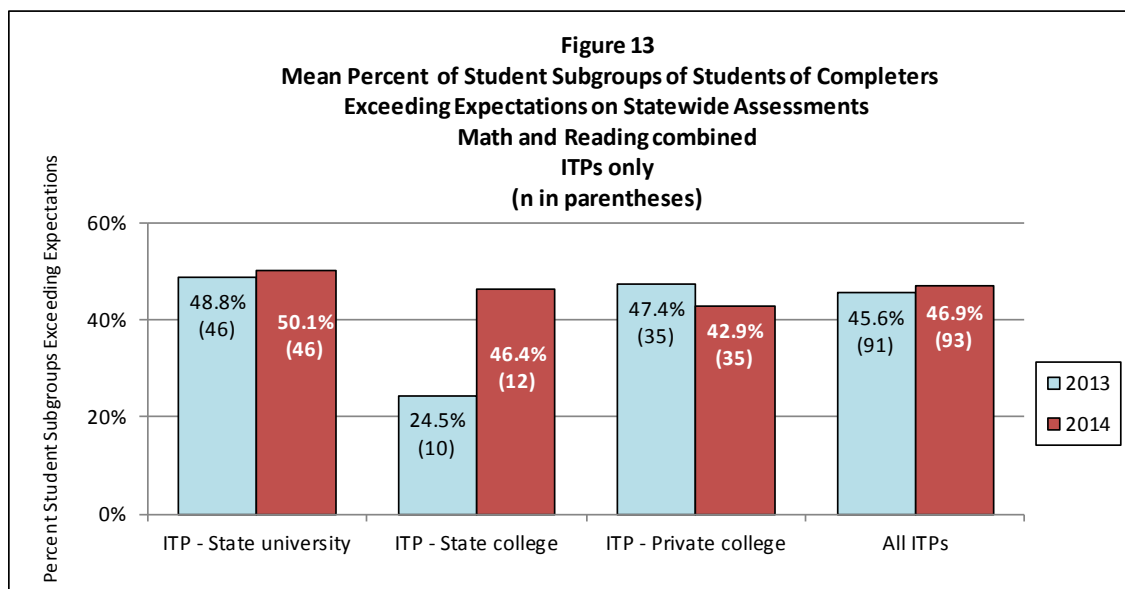


Performance Measure: Performance of student subgroups on statewide assessments

By Rule 6A-5.066, FAC, student subgroups are “students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroup... as a measure of how well the teacher preparation program prepares teachers to work with a diverse population of students in a variety of settings in Florida public schools.” These groups are: Caucasian, African-American, Hispanic, Asian, Native American, students qualifying for free/reduced lunch, students with disabilities, and English language learners.

The assignment of points for this performance measure differs significantly from the way student learning gains were expressed in the previous measure, *student performance*: rather than using actual VAM scores and standard errors to assess the completers and their programs, VAM scores of students in each subgroup are first calculated. Then, for each eligible completer, the number of subgroups with positive VAM scores is expressed as a percentage of all subgroups taught. Thus, a completer who is teaching students in all eight subgroups, with five groups having positive VAM scores, would receive 62.5 percent on this measure. All eligible completers’ scores are then averaged for each program to determine the program performance. Confidence intervals do not bracket these scores as they did for *student performance*.

Statewide means of 45.6% and 46.9% show that the performance of student subgroups of these recent program completers fell below the state average in both years. (The state average is close to 50 percent.) The highest scoring program and institutional type were ITPs at state universities, where completers achieved the state average in 2014. All other types of ITPs in both years had performance averages below 50 percent. (See Figure 13.)

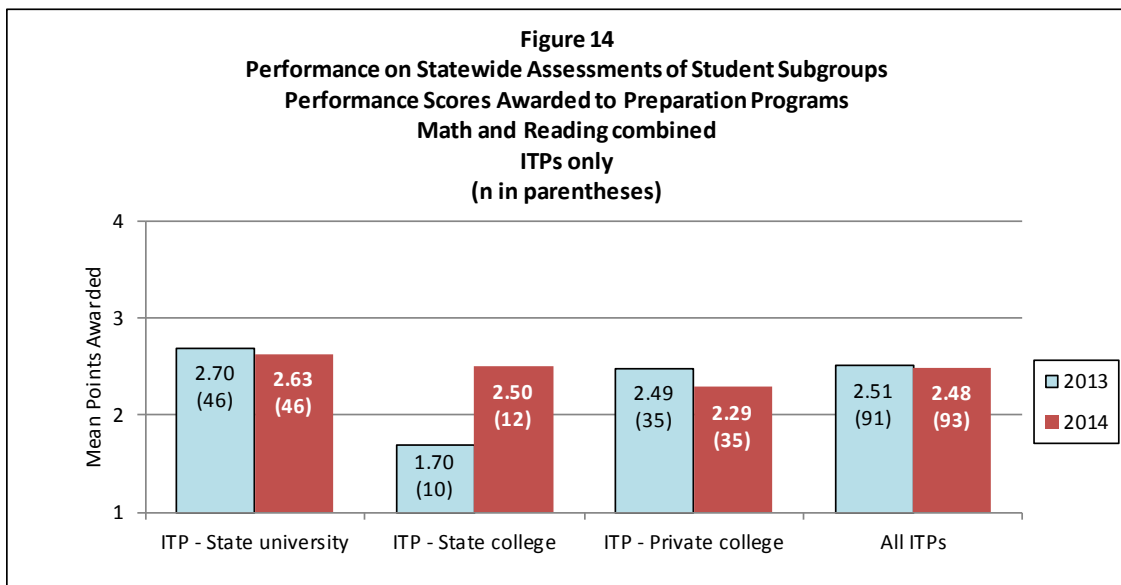


Awarding of Performance Points

The rule for assigning scores for *performance of student subgroups* is more straightforward than that for *student performance*. It is a criterion-based measure, using predetermined SBE rule cutoff points for achieving scores. Additionally, it does not utilize confidence intervals around the student subgroup measure to assign scores. Thus, it is more intuitive and uses fewer statistical assumptions. The cutoff points for assigning performance levels to the programs are at 25%, 50%, and 75%. (See Table 5).

Table 5 Performance of Student Subgroups Awarding of Performance Scores	
Points Awarded	Range or Criteria
1	Fewer than 25 percent of the subgroups exceed the state standard for performance.
2	At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.
3	At least 50 percent, but less than 75 percent of subgroups meet or exceed the state standard for performance.
4	At least 75% of subgroups meet or exceed the state standard for performance.

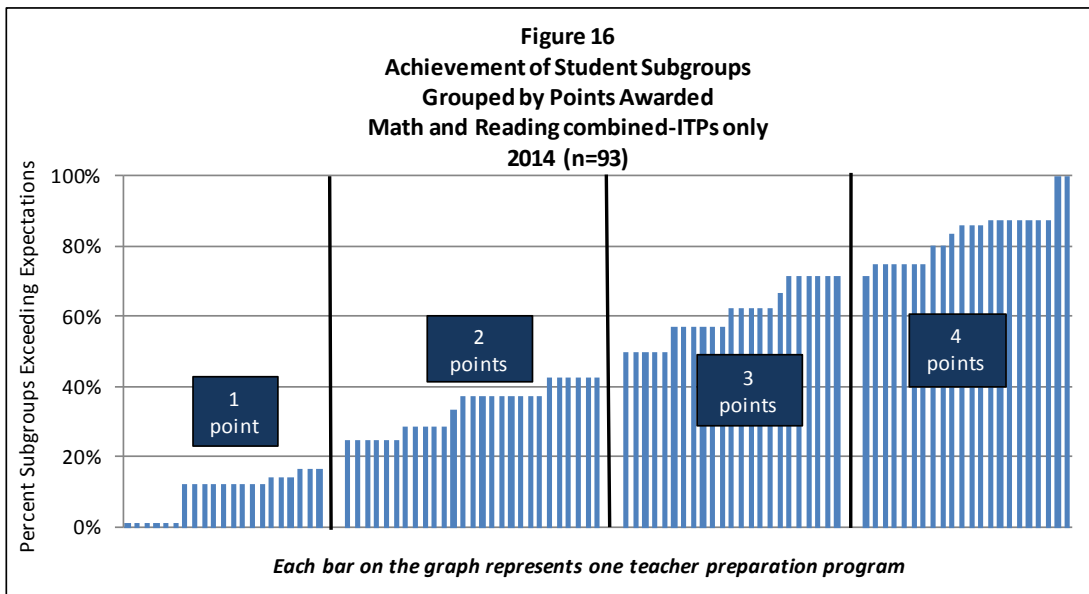
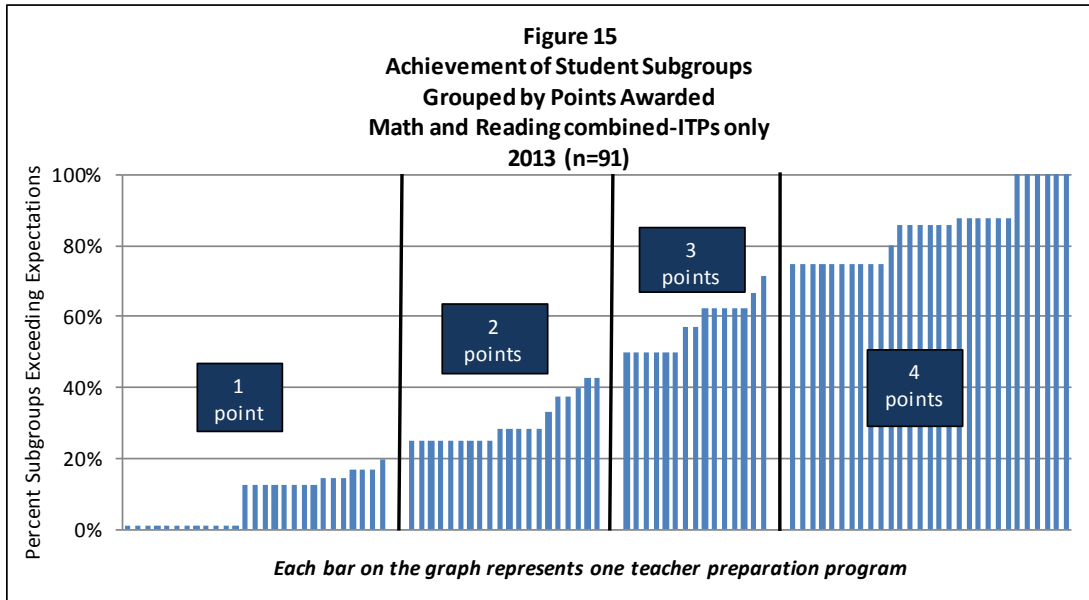
The mean scores awarded for *Performance of Student Subgroups* were virtually identical in 2013 (2.51) and 2014 (2.48) across all three types of ITPs. ITP programs at state universities received somewhat higher scores than ITPs in state and private colleges. (See Figure 14.)



The relationship between VAM scores and points awarded for *performance of student subgroups* is represented in Figures 15 and 16. In both years, the distribution of points is relatively equal, thus



providing better discrimination between programs than the *student performance* measure, which was heavily weighted to scores of three points. Also different from the student performance measure, there was no overlapping of points assigned: programs with the same performance percentages of student subgroups received the same number of performance points.

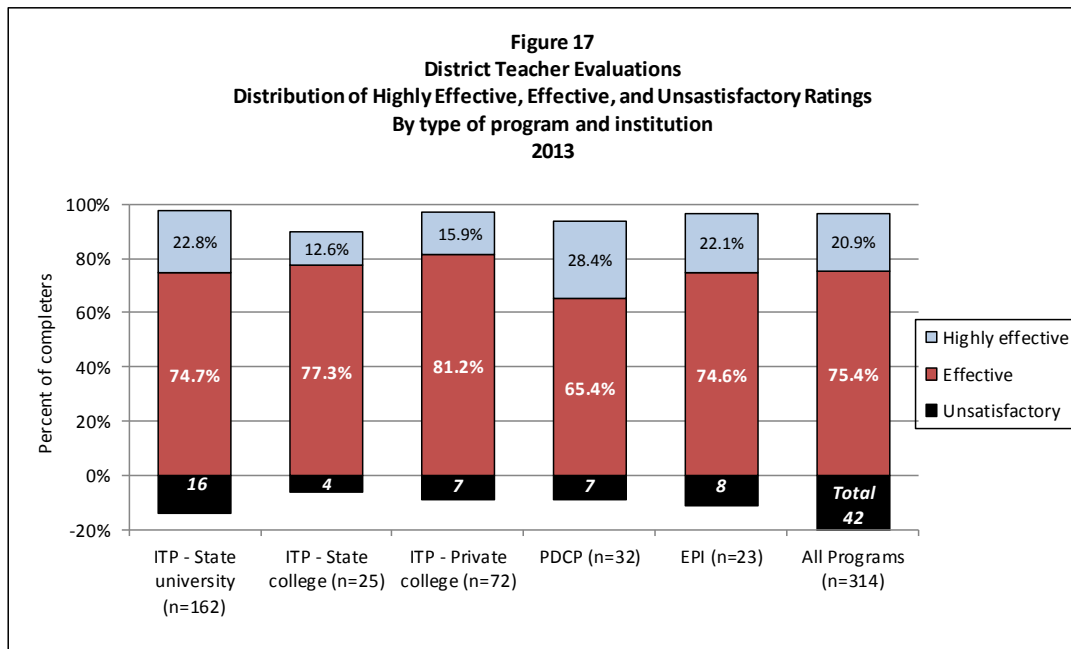


Performance Measure: *Teacher Annual Evaluations*

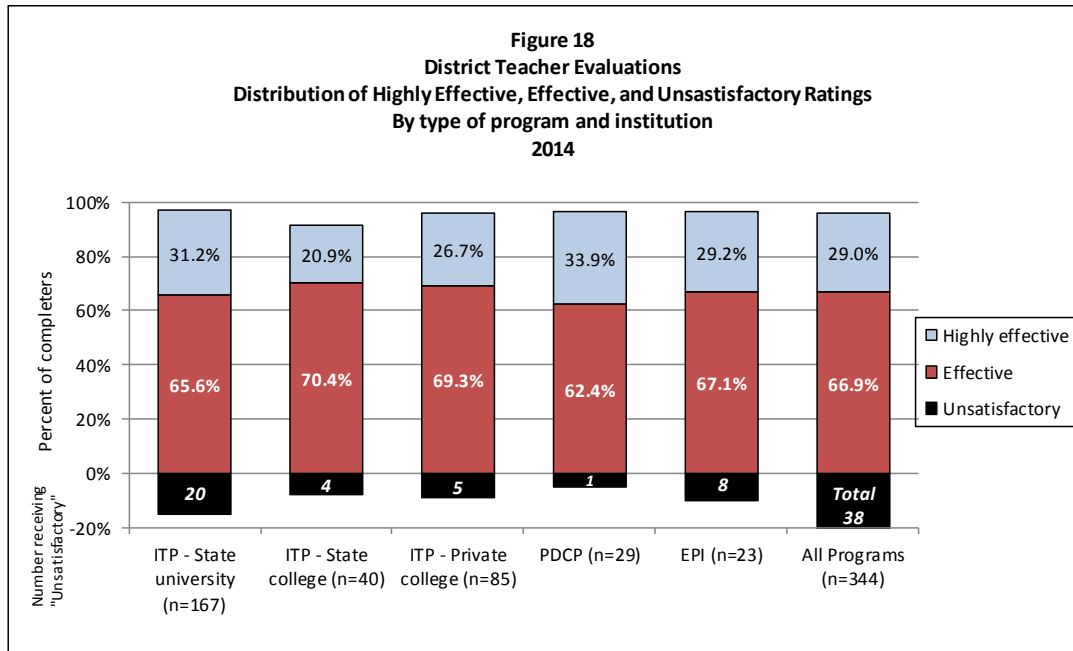
In Florida, all persons in instructional positions must be evaluated by their districts each year. By statute, section 1012.34, F.S., at least fifty percent of a teacher’s evaluation must be based on student learning.<sup>5</sup> The rest of the evaluation may be based on classroom observations, professional activities, and other measures specified by the district. The state requires the use of the following ratings in the district evaluations: “Highly Effective,” “Effective,” “Needs Improvement” or “Developing,” and “Unsatisfactory.”

Scores for this performance measure are determined by a formula using: a) the percent of completers who received “Highly Effective” ratings; b) the percent of completers who received “Effective” ratings, and; c) the number of completers who received “Unsatisfactory” ratings on their annual evaluations. These parameters are displayed in Figures 17 and 18. Percent “Highly Effective” and “Effective” are displayed together above the x-axis. The number of completers rated “Unsatisfactory” is displayed below the x-axis.

Teacher evaluations were high. In both 2013 and 2014, program means of completers rated “Highly Effective” or “Effective” were over 96 percent, ranging from 90 to 97.5 percent across all program types. Program means of completers rated “Developing” or “Needs Improvement” ranged from 10 percent to only 2.5 percent across program types. The number of completers who received “Unsatisfactory” ratings was small: only 42 teachers in 2013 and 38 teachers in 2014 received these low ratings. There were no important differences among preparation and institution types. (See Figures 17 and 18).



<sup>5</sup> The law changed in April 2015 to amend the percentages required for student performance and instructional practice. However, the evaluation ratings that are part of these two APPRs are based on the language in the statute cited above.



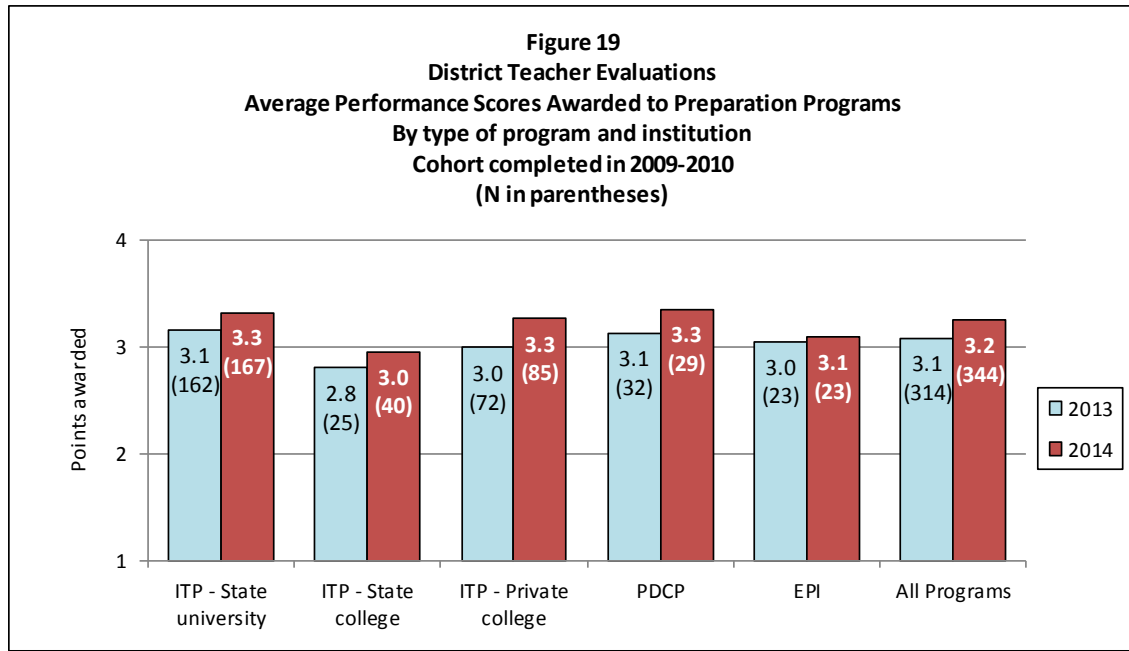
Awarding of Performance Points

Only programs with at least two employed completers in the cohort time periods received scores for *district teacher evaluations*. For most programs, the rule for assigning scores is based on the percentage of “Highly Effective” and “Effective” evaluations received by their completers. However, for programs with one or more completers receiving “Unsatisfactory” annual evaluations, the rule specifies a maximum score of 2 points (out of 4). (See Table 6)

<b>Table 6</b> <b>Teacher Annual Evaluations</b> <b>Awarding of Performance Scores</b>	
Points Awarded	Range or Criteria
1	-- Program did not meet criteria for Level 2, 3 or 4.
2	-- At least 60 percent of the program’s completers received a "Highly Effective" or "Effective" rating, and; -- No more than 5 percent (more than one (1) for n < 20) of the program’s completers were rated "Unsatisfactory."
3	-- At least 80 % of the program’s completers received either "Highly Effective" or "Effective" ratings, and -- No completers were rated "Unsatisfactory," and -- Program did not meet criteria for Level 4,
4	-- At least 30% of completers received a "Highly Effective" rating, and -- 90-100 % of the program’s completers received either "Highly Effective" or "Effective" ratings and -- No completers were rated "Unsatisfactory."

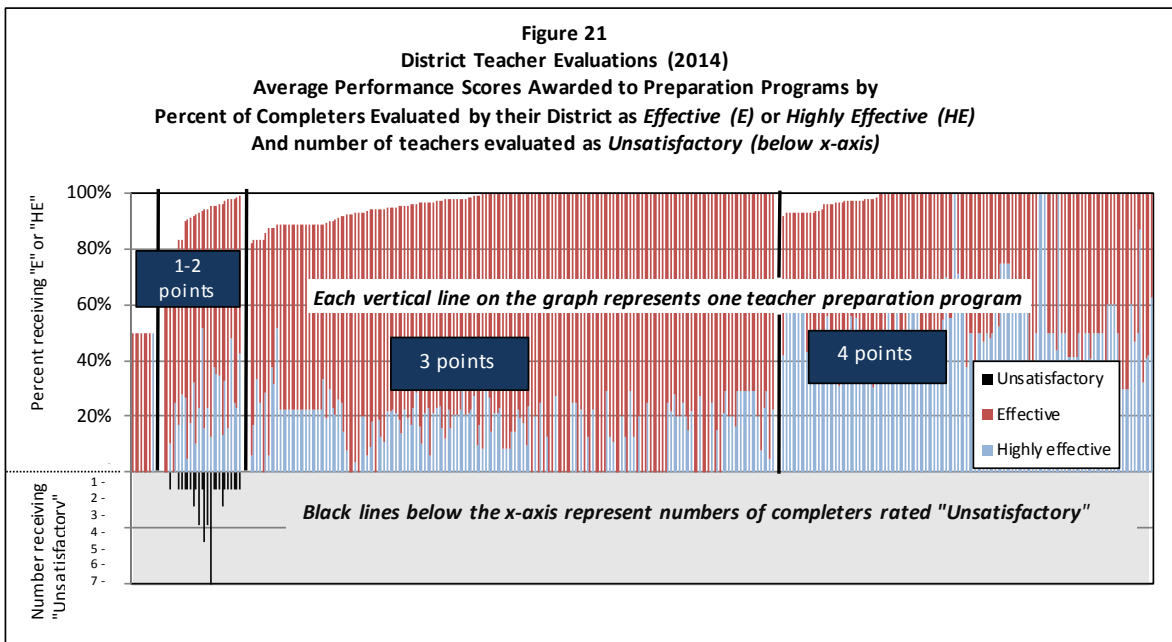
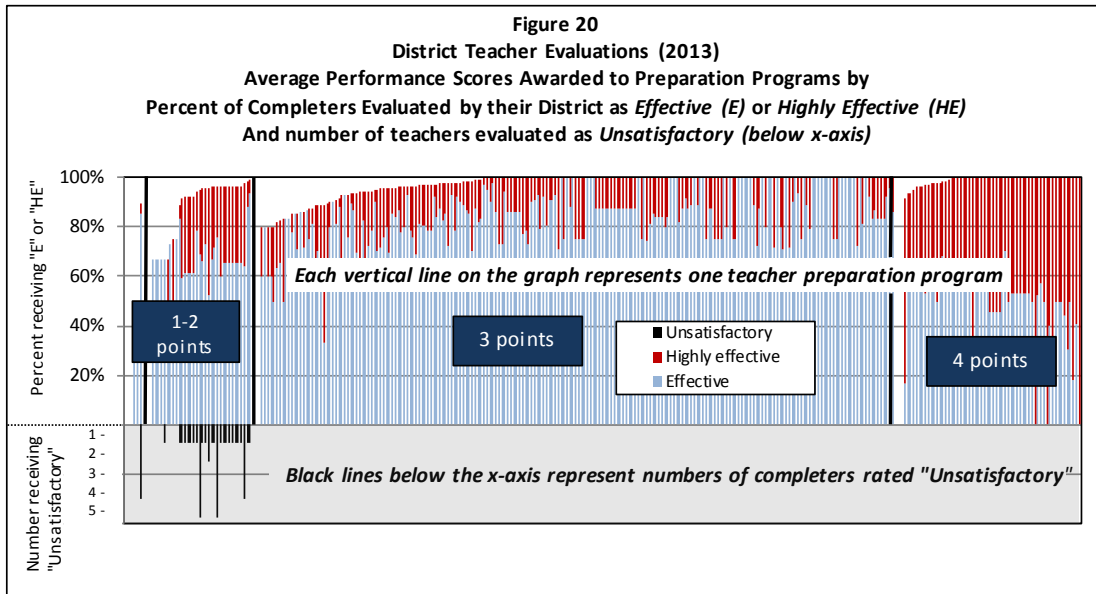
The mean score awarded in 2013 for *teacher annual evaluations* was 3.1 points (out of a possible four). The number was slightly higher (3.2 points) in 2014. It is notable that all program and institution types

showed an increase in points awarded from 2013 to 2014. There were only small differences among preparation and institution types, with ITPs at state colleges scoring slightly lower than the rest in both years. (See Figure 19.)



The relationship between program completers' ratings and points awarded for *teacher annual evaluations* is represented in Figures 20 and 21. Percents of programs completers receiving "Highly Effective" and "Effective" ratings are plotted above the x-axis. Numbers of completers receiving "Unsatisfactory" ratings are plotted below the x-axis.

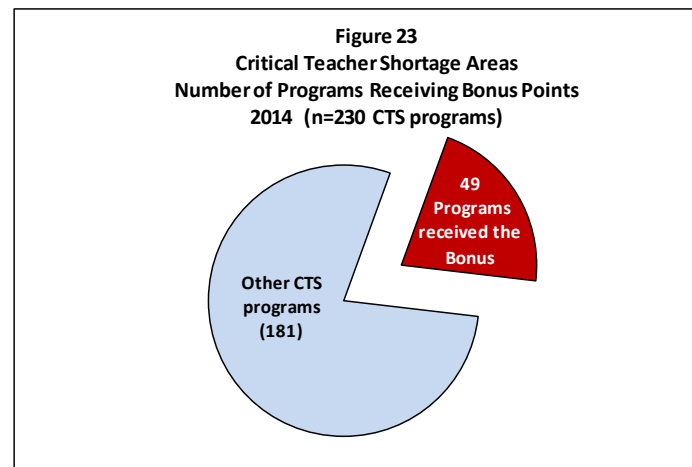
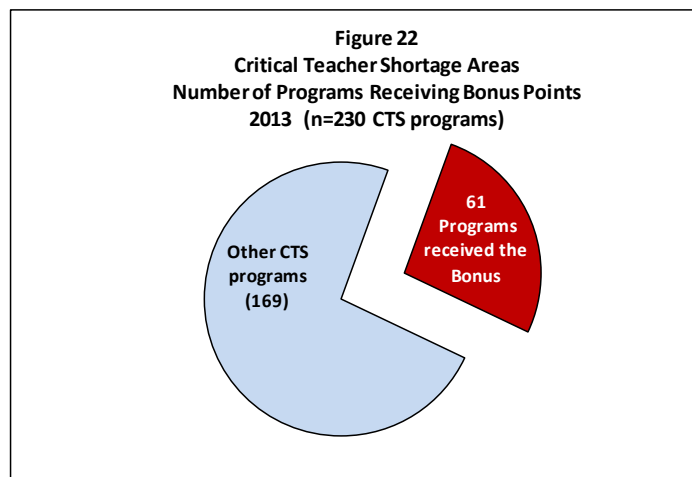
All programs receiving 3 or 4 performance points (out of a possible 4) had completers with over 80% ratings of "Highly Effective" or "Effective." The difference between scoring 3 or 4 points amounts to how many "Highly Effective" ratings were received. However, many programs with evaluation ratings over 80% received only 2 points. (In 2013, one district with a 90% rating received only one point.) Programs receiving these low scores despite high ratings had completers who had been rated "Unsatisfactory" in the annual evaluation. Most of these had only one such completer. (See Figures 20-21.)



Performance Measure: Critical Teacher Shortage Areas

Production of program completers in statewide *critical teacher shortage areas* is the sixth and final performance measure, and it is criterion-referenced. This is considered a “bonus” measure: for programs that meet the criterion, an additional 0.25 points are added to the average of the other performance measures. This measure only applies to programs training teachers in critical teacher shortage areas (CTS) as defined in Florida rule.<sup>6</sup>

The criterion for receiving the bonus score for critical teacher shortage areas is that the program shows an increase of two completers over the number in the previous year. In 2013, 61 of 230 CTS programs received the bonus. In 2014, 49 programs received the bonus. Thus, approximately 20-25 percent of eligible programs showed an increase of two or more completers in high need areas. The definition appears appropriate as an incentive, providing bonus points to a significant number of programs. (See Figures 22-23.)



<sup>6</sup> Critical Teacher Shortage areas include: Middle and High School Mathematics, Middle and High School Sciences; Middle and High School English/Language Arts, Foreign Languages; Reading K-12; Exceptional Student Education K-12; and English for Speakers of Other Languages (ESOL).

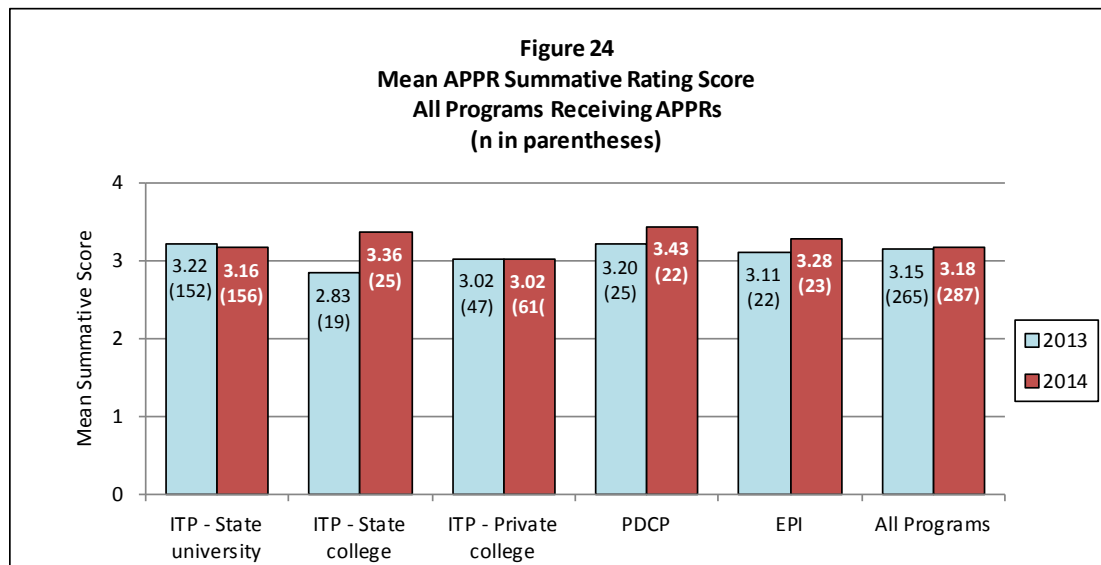
### Calculation of program Annual Program Performance Review (APPR) Summative Rating Scores

According to Rule 6A-5.066, FAC, programs need to meet two minimum requirements to qualify to receive an APPR:

- The program shall have three (3) or more completers in the selected cohort time period for the Placement performance metric or Retention performance metric; and
- The program shall have two (2) or more completers who received an annual evaluation for the Annual Evaluation performance metric.

APPR scores are calculated by computing the mean of the performance scores awarded to programs for *teacher placement, teacher retention, annual evaluations, student performance* and *student performance by subgroup*. (This will consist of between two and five performance scores.) If the program received the bonus score for Critical Teacher Shortage area completers, an additional 0.25 points are added to the APPR score.

Mean APPR Summary Rating Scores were 3 points or above (out of a possible 4 points) for all program and institution types in 2014. These scores were all equal to or higher than the corresponding scores in 2013. There was little difference between program types. (See Figure 24.)



**SECTION THREE**

**SUMMARY TABLES 2013**

**FLORIDA TEACHER PREPARATION PROGRAMS**

**RANKED BY ANNUAL PROGRAM PERFORMANCE REPORT (APPR) SCORE**



<b>APPR Summary Table 5</b>										
APPR Summative Rating Scores and Subscores - 2013										
Program Rankings										
(72 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
1	University of North Florida/English/ESOL	U	63	3.8	4	4	4	4	3	--
2	Florida Memorial University/Elementary Education/ESOL	U/G	101	3.6	4	4	3	4	3	--
	Nova Southeastern University/Reading	G	303	3.6	4	4	3	4	3	--
4	Florida International University/Reading	G	325	3.5	3	4	3	4	3	4
	Florida Atlantic University/Mathematics	U	24	3.5	--	4	3	4	3	--
	Flagler College/English/ESOL	U	18	3.5	3	--	3	4	4	--
	University of Florida/English/ESOL	G	106	3.5	3	--	3	4	4	--
8	Miami Dade College/Mathematics	U	70	3.4	3	4	3	4	3	--
	Barry University/Reading	G	239	3.4	4	4	3	3	3	--
	Florida International University/Mathematics	U	38	3.4	2	4	3	4	3	4
	Florida Atlantic University/Reading	G	219	3.4	4	3	3	4	3	--
	Florida Atlantic University/Elementary Education/ESOL	U/G	2362	3.4	3	4	3	4	3	--
	University of Central Florida/Reading	G	205	3.4	3	3	3	4	4	--
	University of Central Florida/English/ESOL	U/G	251	3.4	3	3	3	4	3	4
	University of Florida/Elementary Education/ESOL	G	637	3.4	3	3	3	4	4	--
17	Flagler College/Elementary Education/Hearing Impaired/ESOL/Reading	U	33	3.4	3	--	3	4	3	4
	Florida Gulf Coast University/Reading	G	58	3.3	3	--	3	4	3	--
19	Florida Gulf Coast University/Mathematics	U	17	3.3	3	--	3	4	3	--
	Chipola College/ Mathematics	U	33	3.2	4	3	3	2	4	--
	Bethune-Cookman University/Elementary Education/ESOL	U	70	3.2	4	3	3	3	3	--
	Florida A&M University/Elementary Education/ESOL	U	250	3.2	4	4	3	1	4	--
	University of West Florida/Reading	G	73	3.2	4	4	3	1	4	--
	Warner University/Elementary Education/ESOL	U	49	3.2	3	4	3	3	3	--
	University of Central Florida/Middle Grades Mathematics	G	43	3.2	--	3	3	3	3	4
25	Florida International University/Elementary Education/ESOL	U	1166	3.0	2	4	3	3	3	--
	Florida Atlantic University/English/ESOL	U	71	3.0	3	3	3	3	3	--
	University of Central Florida/Mathematics	U/G	182	3.0	3	4	3	1	3	4
	University of Central Florida/Elementary Education/ESOL	U/G	1279	3.0	2	3	3	4	3	--

<b>APPR Summary Table 5 (cont.)</b>										
APPR Summative Rating Scores and Subscores - 2013										
Program Rankings										
(72 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
25	University of North Florida/Mathematics	U	33	3.0	4	4	3	1	3	--
	University of North Florida/Elementary Education/ESOL	U/G	1047	3.0	2	3	3	4	3	--
	University of Florida/Elementary Education/Exceptional Student Education/ESOL	G	210	3.0	2	3	3	3	3	4
	University of South Florida/Mathematics	U	130	3.0	3	3	3	2	3	4
	University of South Florida/English/ESOL (MAT)	G	72	3.0	4	4	3	1	3	--
	University of South Florida/Elementary Education/ESOL (MAT)	G	246	3.0	3	3	3	3	3	--
	Chipola College/Elementary Education/ESOL/Reading	U	48	3.0	4	--	3	2	3	--
	University of South Florida - St. Petersburg/Reading	G	63	3.0	2	--	3	4	3	--
	Florida State University/Elementary Education/ESOL/Reading	U/G	227	3.0	3	--	3	4	2	--
	University of Central Florida/Elementary Education/ESOL/Reading	U/G	1883	3.0	4	--	3	2	3	--
	Saint Leo University/Middle Grades English/ESOL/Reading	U	31	3.0	3	--	3	3	3	--
University of Tampa/Elementary Education/ESOL	U	132	3.0	4	--	3	2	3	--	
41	Florida Gulf Coast University/Elementary Education/ESOL	U	677	2.8	4	4	1	2	3	--
	Florida International University/English/ESOL	U	32	2.8	3	3	3	2	3	--
	Nova Southeastern University/Elementary Education/ESOL	U/G	353	2.8	3	4	3	2	2	--
	University of South Florida/Reading	G	396	2.8	3	4	3	2	2	--
	Indian River State College/ Middle Grades Mathematics	U	26	2.8	3	--	3	2	3	--
	St. Petersburg College/Elementary Education/ESOL/Reading	U	216	2.8	4	--	3	1	3	--
	Florida College/Elementary Education/ESOL	U	36	2.8	1	--	3	4	3	--
	University of South Florida - St. Petersburg/Elementary Education/ESOL	G	28	2.8	2	--	3	4	2	--
	Barry University/Elementary Education/ESOL/Reading	U	77	2.8	1	--	3	4	3	--
	Florida Memorial University/English/ESOL	U	10	2.8	4	--	3	1	3	--
	Flagler College/Elementary Education/ESOL/Reading	U	279	2.8	1	--	3	3	4	--
	Flagler College/Elementary Education/Exceptional Student Education/Reading/ESOL	U	102	2.8	4	--	1	1	4	4
	Saint Leo University/Middle Grades Mathematics/Reading	U	43	2.8	4	--	3	1	3	--

<b>APPR Summary Table 5 (cont.)</b>										
APPR Summative Rating Scores and Subscores - 2013										
Program Rankings										
(71 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
41	University of South Florida/Middle Grades Mathematics (MAT)	G	29	2.8	3	--	3	1	3	4
	University of West Florida/Elementary Education/ESOL/Reading	U	293	2.8	3	--	3	2	3	--
56	University of South Florida/English/ESOL	U	248	2.7	3	3	1	2	3	4
57	Southeastern University/Elementary Education/ESOL	U	115	2.6	1	3	3	3	3	--
	St. Petersburg College/Mathematics	U	49	2.6	3	4	3	1	2	--
	Florida State University/English/ESOL	U	197	2.6	2	3	3	2	3	--
	Palm Beach Atlantic University/Elementary Education/ESOL	U	59	2.6	2	3	3	2	3	--
	Rollins College/Elementary Education/ESOL	U/G	71	2.6	1	3	3	3	3	--
62	Florida State University/Reading	G	58	2.5	2	--	3	1	4	--
	Saint Leo University/Elementary Education/ESOL/Reading	U	587	2.5	3	--	3	2	2	--
64	Florida State University/Mathematics (FSU-Teach)	U	99	2.4	2	3	3	1	3	--
65	Northwest Florida State College/Elementary Education/ESOL/Reading	U	69	2.3	2	--	3	1	3	--
66	Florida Southern College/Elementary Education/ESOL	U	166	2.2	2	4	1	1	3	--
	University of North Florida/Middle Grades Mathematics/Middle Grades General Science	U	55	2.2	3	3	1	1	3	--
	University of South Florida/Elementary Education/ESOL	U	2519	2.2	3	4	1	1	2	--
69	Stetson University/Elementary Education/ESOL	U	91	2.0	2	3	1	1	3	--
	Southeastern University/Elementary Education/ESOL/Reading	U	48	2.0	1	--	3	1	3	--
71	Florida SouthWestern State College (formerly Edison State College)/Elementary Education/ESOL/Reading	U	198	1.8	4	--	1	1	1	--
	<b>Mean Performance Score</b>		95 (median)	2.9	2.9	3.5	2.8	2.6	3.0	--
	<b>Number of programs</b>		72	72	70	45	72	72	71	11

\*"Bonus" points are awarded to programs in Critical Teacher Shortage areas with increased production of an additional two or more completers over the previous year.

<b>APPR Summary Table 6</b> <b>APPR Summative Rating Scores and Subscores - 2013</b> Elementary Education Programs Ranked by Score (35 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
1	Florida Memorial University/Elementary Education/ESOL	U/G	101	3.6	4	4	3	4	3	--
2	Florida Atlantic University/Elementary Education/ESOL	U/G	2362	3.4	3	4	3	4	3	--
	University of Florida/Elementary Education/ESOL	G	637	3.4	3	3	3	4	4	--
	Flagler College/Elementary Education/Hearing Impaired/ESOL/Reading	U	33	3.4	3	--	3	4	3	4
5	Bethune-Cookman University/Elementary Education/ESOL	U	70	3.2	4	3	3	3	3	--
	Florida A&M University/Elementary Education/ESOL	U	250	3.2	4	4	3	1	4	--
	Warner University/Elementary Education/ESOL	U	49	3.2	3	4	3	3	3	--
8	Florida International University/Elementary Education/ESOL	U	1166	3.0	2	4	3	3	3	--
	University of Central Florida/Elementary Education/ESOL	U/G	1279	3.0	2	3	3	4	3	--
	University of North Florida/Elementary Education/ESOL	U/G	1047	3.0	2	3	3	4	3	--
	University of Florida/Elementary Education/Exceptional Student Education/ESOL	G	210	3.0	2	3	3	3	3	4
	University of South Florida/Elementary Education/ESOL (MAT)	G	246	3.0	3	3	3	3	3	--
	Chipola College/Elementary Education/ESOL/Reading	U	48	3.0	4	--	3	2	3	--
	Florida State University/Elementary Education/ESOL/Reading	U/G	227	3.0	3	--	3	4	2	--
	University of Central Florida/Elementary Education/ESOL/Reading	U/G	1883	3.0	4	--	3	2	3	--
17	University of Tampa/Elementary Education/ESOL	U	132	3.0	4	--	3	2	3	--
	Florida Gulf Coast University/Elementary Education/ESOL	U	677	2.8	4	4	1	2	3	--
	Nova Southeastern University/Elementary Education/ESOL	U/G	353	2.8	3	4	3	2	2	--
	St. Petersburg College/Elementary Education/ESOL/Reading	U	216	2.8	4	--	3	1	3	--
	Florida College/Elementary Education/ESOL	U	36	2.8	1	--	3	4	3	--
University of South Florida - St. Petersburg/Elementary Education/ESOL	G	28	2.8	2	--	3	4	2	--	

<b>APPR Summary Table 6 (cont.)</b>										
<b>APPR Summative Rating Scores and Subscores - 2013</b>										
Elementary Education Programs Ranked by Score										
(35 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
17	Barry University/Elementary Education/ESOL/Reading	U	77	2.8	1	--	3	4	3	--
	Flagler College/Elementary Education/ESOL/Reading	U	279	2.8	1	--	3	3	4	--
	Flagler College/Elementary Education/Exceptional Student Education/Reading/ESOL	U	102	2.8	4	--	1	1	4	4
	University of West Florida/Elementary Education/ESOL/Reading	U	293	2.8	3	--	3	2	3	--
26	Southeastern University/Elementary Education/ESOL	U	115	2.6	1	3	3	3	3	--
	Palm Beach Atlantic University/Elementary Education/ESOL	U	59	2.6	2	3	3	2	3	--
	Rollins College/Elementary Education/ESOL	U/G	71	2.6	1	3	3	3	3	--
29	Saint Leo University/Elementary Education/ESOL/Reading	U	587	2.5	3	--	3	2	2	--
30	Northwest Florida State College/Elementary Education/ESOL/Reading	U	69	2.3	2	--	3	1	3	--
31	Florida Southern College/Elementary Education/ESOL	U	166	2.2	2	4	1	1	3	--
	University of South Florida/Elementary Education/ESOL	U	2519	2.2	3	4	1	1	2	--
33	Stetson University/Elementary Education/ESOL	U	91	2.0	2	3	1	1	3	--
	Southeastern University/Elementary Education/ESOL/Reading	U	48	2.0	1	--	3	1	3	--
35	Florida SouthWestern State College (formerly Edison State College)/Elementary Education/ESOL/Reading	U	198	1.8	4	--	1	1	1	--
	<b>Mean Performance Score</b>		<b>198 (median)</b>	<b>2.8</b>	<b>2.7</b>	<b>3.5</b>	<b>2.7</b>	<b>2.5</b>	<b>2.9</b>	<b>--</b>
	<b>Number of programs</b>		<b>35</b>	<b>35</b>	<b>35</b>	<b>19</b>	<b>35</b>	<b>35</b>	<b>35</b>	<b>3</b>
* <i>"Bonus" points are awarded to programs in Critical Teacher Shortage areas with increased production of an additional two or more completers over the previous year.</i>										

<b>APPR Summary Table 7</b>										
APPR Summative Rating Scores and Subscores - 2013										
Mathematics Education Programs Ranked by Score										
(15 programs with 4 or more subscores)										
Rank	Institution/ Program	Under graduate/ Graduate	Number of Completers	Summative Rating Score	Placement Rate	Retention Rate	Student Achievement	Student Achievement by Subgroup	Teacher Annual Evaluations	Critical Teacher Shortage Areas*
1	Florida Atlantic University/Mathematics	U	24	3.5	--	4	3	4	3	--
2	Miami Dade College/Mathematics	U	70	3.4	3	4	3	4	3	--
	Florida International University/Mathematics	U	38	3.4	2	4	3	4	3	4
4	Florida Gulf Coast University/Mathematics	U	17	3.3	3	--	3	4	3	--
5	Chipola College/Mathematics	U	33	3.2	4	3	3	2	4	--
	University of Central Florida/Middle Grades Mathematics	G	43	3.2	--	3	3	3	3	4
7	University of Central Florida/Mathematics	U/G	182	3.0	3	4	3	1	3	4
	University of North Florida/Mathematics	U	33	3.0	4	4	3	1	3	--
	University of South Florida/Mathematics	U	130	3.0	3	3	3	2	3	4
10	Indian River State College/Middle Grades Mathematics	U	26	2.8	3	--	3	2	3	--
	Saint Leo University/Middle Grades Mathematics/Reading	U	43	2.8	4	--	3	1	3	--
	University of South Florida/Middle Grades Mathematics (MAT)	G	29	2.8	3	--	3	1	3	4
13	St. Petersburg College/Mathematics	U	49	2.6	3	4	3	1	2	--
14	Florida State University/Mathematics (FSU-Teach)	U	99	2.4	2	3	3	1	3	--
15	University of North Florida/Middle Grades Mathematics/Middle Grades General Science	U	55	2.2	3	3	1	1	3	--
	<b>Mean Performance Score</b>		<b>43 (median)</b>	<b>3.0</b>	<b>3.1</b>	<b>3.5</b>	<b>2.9</b>	<b>2.1</b>	<b>3.0</b>	<b>--</b>
	<b>Number of programs</b>		<b>15</b>	<b>15</b>	<b>13</b>	<b>11</b>	<b>15</b>	<b>15</b>	<b>15</b>	<b>5</b>
**"Bonus" points are awarded to programs in Critical Teacher Shortage areas with increased production of an additional two or more completers over the previous year.										

<b>APPR Summary Table 8</b>										
APPR Summative Rating Scores and Subscores - 2013										
English Education and Reading Programs Ranked by Score										
(21 programs with 4 or more subscores)										
<b>Rank</b>	<b>Institution/Program</b>	<b>Under graduate/ Graduate</b>	<b>Number of Completers</b>	<b>Summative Rating Score</b>	<b>Placement Rate</b>	<b>Retention Rate</b>	<b>Student Achievement</b>	<b>Student Achievement by Subgroup</b>	<b>Teacher Annual Evaluations</b>	<b>Critical Teacher Shortage Areas*</b>
<b>1</b>	University of North Florida/English/ESOL	U	63	<b>3.8</b>	4	4	4	4	3	--
<b>2</b>	Nova Southeastern University/Reading	G	303	<b>3.6</b>	4	4	3	4	3	--
<b>3</b>	Florida International University/Reading	G	325	<b>3.5</b>	3	4	3	4	3	4
	Flagler College/English/ESOL	U	18	<b>3.5</b>	3	--	3	4	4	--
	University of Florida/English/ESOL	G	106	<b>3.5</b>	3	--	3	4	4	--
<b>6</b>	Barry University/Reading	G	239	<b>3.4</b>	4	4	3	3	3	--
	Florida Atlantic University/Reading	G	219	<b>3.4</b>	4	3	3	4	3	--
	University of Central Florida/Reading	G	205	<b>3.4</b>	3	3	3	4	4	--
	University of Central Florida/English/ESOL	U/G	251	<b>3.4</b>	3	3	3	4	3	4
<b>10</b>	Florida Gulf Coast University/Reading	G	58	<b>3.3</b>	3	--	3	4	3	--
<b>11</b>	University of West Florida/Reading	G	73	<b>3.2</b>	4	4	3	1	4	--
<b>12</b>	Florida Atlantic University/English/ESOL	U	71	<b>3.0</b>	3	3	3	3	3	--
	University of South Florida/English/ESOL (MAT)	G	72	<b>3.0</b>	4	4	3	1	3	--
	University of South Florida - St. Petersburg/Reading	G	63	<b>3.0</b>	2	--	3	4	3	--
	Saint Leo University/Middle Grades English/ESOL/Reading	U	31	<b>3.0</b>	3	--	3	3	3	--
<b>16</b>	Florida International University/English/ESOL	U	32	<b>2.8</b>	3	3	3	2	3	--
	University of South Florida/Reading	G	396	<b>2.8</b>	3	4	3	2	2	--
	Florida Memorial University/English/ESOL	U	10	<b>2.8</b>	4	--	3	1	3	--
<b>19</b>	University of South Florida/English/ESOL	U	248	<b>2.7</b>	3	3	1	2	3	4
<b>20</b>	Florida State University/English/ESOL	U	197	<b>2.6</b>	2	3	3	2	3	--
<b>21</b>	Florida State University/Reading	G	58	<b>2.5</b>	2	--	3	1	4	--
	<b>Mean Performance Score</b>		<b>73</b> (median)	<b>3.2</b>	<b>3.2</b>	<b>3.5</b>	<b>3.0</b>	<b>2.9</b>	<b>3.2</b>	<b>--</b>
	<b>Number of programs</b>		<b>21</b>	<b>21</b>	<b>21</b>	<b>14</b>	<b>21</b>	<b>21</b>	<b>21</b>	<b>3</b>

\*"Bonus" points are awarded to programs in Critical Teacher Shortage areas with *increased* production of an additional two or more completers than the previous year.