

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

# **2020 Annual Administration and Technical Report**

PUBLIC VERSION: June 2021

**Prepared for  
Bureau of Postsecondary Assessment  
Office of Assessment and School Performance  
Florida Department of Education**



Developed and Produced by  
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## **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, 2020, through December 31, 2020.

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 2020 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 toward 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 (GK) 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. Beginning in October 2007, Pearson assumed responsibility for FTCE/FELE test administration, scoring, and reporting activities.

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 three-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](#).

### **COVID-19 Impact on FTCE and FELE**

On March 11, 2020, the World Health Organization (WHO) declared that coronavirus disease 2019 (COVID-19) was a global pandemic resulting in travel bans, closure of businesses and schools, and citizens being ordered to stay at home. Test centers nationwide were closed resulting in no FTCE/FELE testing, and many FTCE test development conferences were cancelled or postponed.

On April 22, 2020, based on local governance, Pearson-owned test centers began to reopen and resume testing. Many college and university partner sites remained closed through the fall of 2020. Where allowed by institution leadership, college and university sites reopened following any restrictions. An additional 14 test sites within Florida were authorized to deliver the FTCE/FELE to provide additional appointment capacity.

In support of the health and safety of examinees and of test center employees, Pearson followed the recommendations of the Center for Disease Control and Prevention and WHO for preventing the spread of COVID-19 and required examinees to respond to health screening questions; participate in social distancing during check-in, testing, and check-out; wear face masks; and, in some cases, permit a temperature check.

Many test development conferences remained on hold through 2020 with some conferences resuming in April 2020 online via web-based conferencing tools.

## **IV. TEST DEVELOPMENT**

This section of the report presents an overview of test validity, the test development process, and a summary of 2020 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 development 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 test adequately measures the knowledge and skills for which it was 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 the 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 teaching 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 as needed, 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 “lead-ins” 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 review each item 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, a committee of Florida educators is convened to validate each item in conjunction with the field/pilot test data obtained. Field and/or pilot test data are also used to assure the quality and performance of test items before 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. A committee of Florida educators is convened to review and validate the forms according to specified review criteria. Committee members are administered each test form. Their test results, in addition to the field/pilot examinee test results, guide them in this validation process. Prior to the finalization of each new test form, Florida educators serve as key validators to confirm validity and accuracy of new test items on forms. In addition, after initial administration of each new test form, Florida educators conduct a second key validation task, reviewing test items to confirm validity and accuracy prior to final scoring decisions.

## **Test Information Guide Development**

For each subject area undergoing development, updated Test Information Guides are developed. The updated guides include competencies and skills, test blueprint, sample test items linked to specific competencies, and an annotated bibliography of textbooks or other preparation resources.

## **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 unacceptable knowledge and skills. 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 item and mark the proportion of the "beginning effective teacher candidate" population (or other appropriate performance-level descriptor) that would provide a correct response. An extended explanation of the Angoff method appears within Section VI of this report.

#### **Test Development for 2020**

In 2020, the Bureau of Postsecondary Assessment continued test development activities for four FTCE/FELE examinations. These examinations were developed according to the development process described previously.

The fields were as follows:

- School Counseling PK–12 (formerly Guidance and Counseling PK–12)
- School Psychologist PK–12
- Hearing Impaired K–12
- Visually Impaired K–12

These fields were originally planned to complete work in 2020 but were put on hold following the approval of initial draft test forms due to the pandemic. Test Form Validation meetings are now planned to be held in 2021 and test development activities for all four fields will be completed in 2021.

In 2020, the Bureau of Postsecondary Assessment initiated item writing test development activities for two FTCE/FELE examinations. (These examinations had begun development activities in 2018, which continued into very early 2019 prior to being put on hold by the Bureau of Postsecondary Assessment.)

The fields were as follows:

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

These fields were originally planned to complete item review work in 2020 but were put on hold following item writing activities due to the pandemic. Item Review Meetings and Sensitivity and Bias Review Meetings are now planned to be held in 2021.

In 2020, the Bureau of Postsecondary Assessment initiated test development activities for seventeen FTCE/FELE examinations requiring development due to revisions to the newly adopted Florida State Board of Education (SBE) K–12 education standards in English Language Arts and Mathematics. These development activities began with an alignment review of the current Competencies and Skills to the newly adopted Benchmarks for Excellent Student Thinking (B.E.S.T.), followed by work on Competencies and Skills through Item Specifications. For each field, the alignment review was conducted via virtual meetings in May 2020; the Competencies and Skills Validation Meetings were also conducted via online meetings due to the pandemic.

The fields were as follows.

- General Knowledge, Subtest 1: Essay
- General Knowledge, Subtest 2: English Language Skills
- General Knowledge, Subtest 3: Reading
- General Knowledge, Subtest 4: Mathematics
- Elementary Education K–6, Subtest 1: English Language Arts and Reading (601)
- Elementary Education K–6, Subtest 4: Mathematics (604)
- English 6–12, Multiple-Choice Section
- English 6–12, Written Performance Section
- English for Speakers of Other Languages (ESOL) K–12
- Exceptional Student Education (ESE) K–12
- Mathematics 6–12
- Middle Grades English 5–9, Multiple-Choice Section
- Middle Grades English 5–9, Written Performance Section
- Middle Grades Mathematics 5–9
- Prekindergarten/Primary PK–3, Subtest 2: Language Arts and Reading
- Prekindergarten/Primary PK–3, Subtest 3: Mathematics
- Reading K–12

Additional development activities were conducted in 2020 by the Department to expand item banks, conduct operational field testing, and/or develop additional test forms in the following fields:

- Elementary Education K–6
- English 6–12
- ESOL K–12
- Florida Educational Leadership Examination
- General Knowledge: English Language Skills
- General Knowledge: Mathematics
- General Knowledge: Reading
- Mathematics 6–12
- Middle Grades English 5–9
- Middle Grades Mathematics 5–9
- Prekindergarten/Primary PK–3
- Professional Education

For General Knowledge: Reading, newly written items were planned to complete item review and pilot testing in 2020 but were put on hold following item writing activities due to the pandemic. Item Review Meetings, Sensitivity and Bias Review Meetings, and pilot testing are now planned to be held in 2021.

For General Knowledge: English Language Skills, General Knowledge: Mathematics, and Professional Education, eight newly developed test forms per test field were planned to be completed in 2020 but were put on hold following the approval of initial draft test forms due to the pandemic. Test Form Validation Meetings and test form finalization activities are now planned to be held in 2021.

## **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 2020 administration year. The section includes additional information pertaining to key test administration processes.

### ***Test Administration Changes in 2020***

Effective April 1, 2020, through May 19, 2020, FTCE candidates were provided the opportunity to register and schedule to take any FTCE test, including Professional Education and General Knowledge, free of charge. Over 59,000 candidates benefitted from the waiver registering and scheduling for approximately 126,000 exams.

The combination of the free test waiver and the impact of COVID-19 resulted in higher than usual call center volumes for the year, in particular from March–May. This is reflected in the data shown in [Appendix F](#).

### ***Test Administration Data***

Figures 1 and 2 present, respectively, a brief summary of the 2020 administration year and a chart summarizing the total examination count of FTCE/FELE tests administered in 2020.

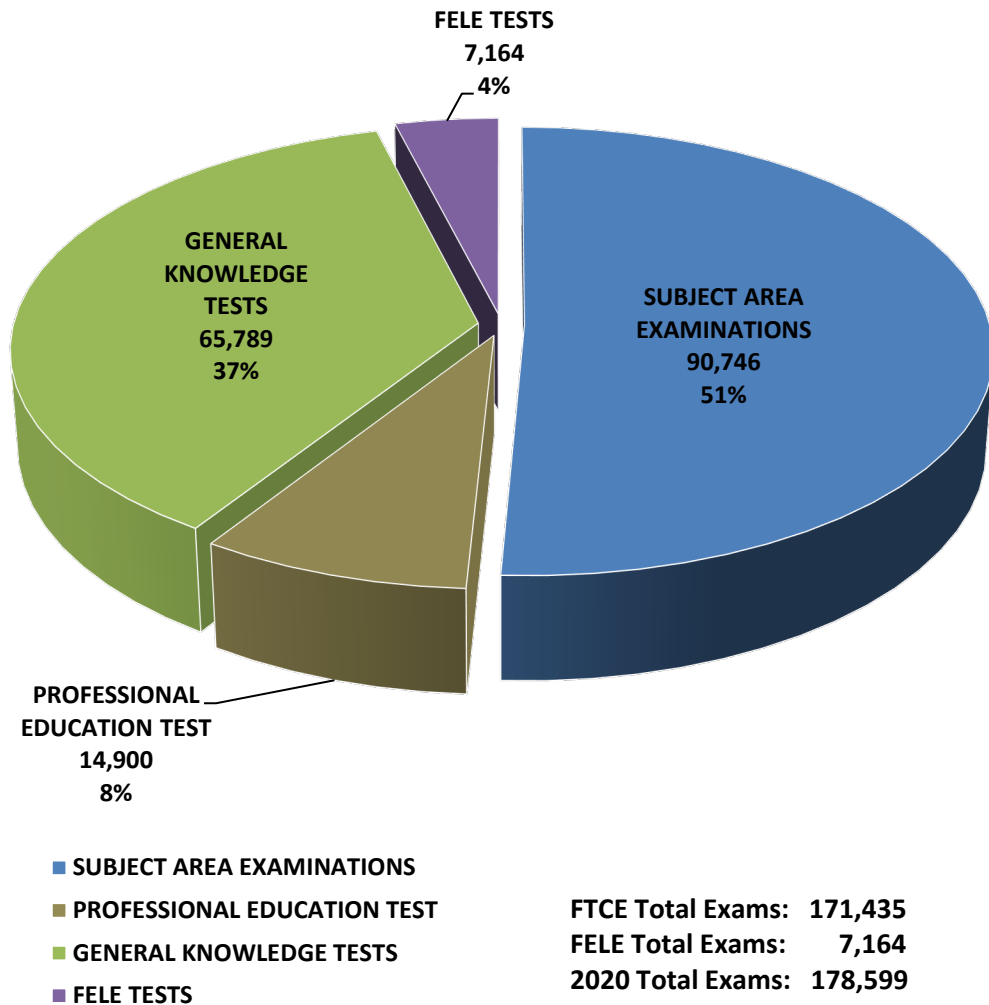
Figure 3 shows the number of examinees who took the various FTCE/FELE examinations in 2020. In this chart, only examinees' best attempts are represented, regardless of the number of attempts they had for a particular test. For examinees who took the subtest-based assessments, only one attempt is represented across all subtests.

Figure 4 shows the number of retake attempts for the various FTCE/FELE examinations administered in 2020. 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 2020. 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.

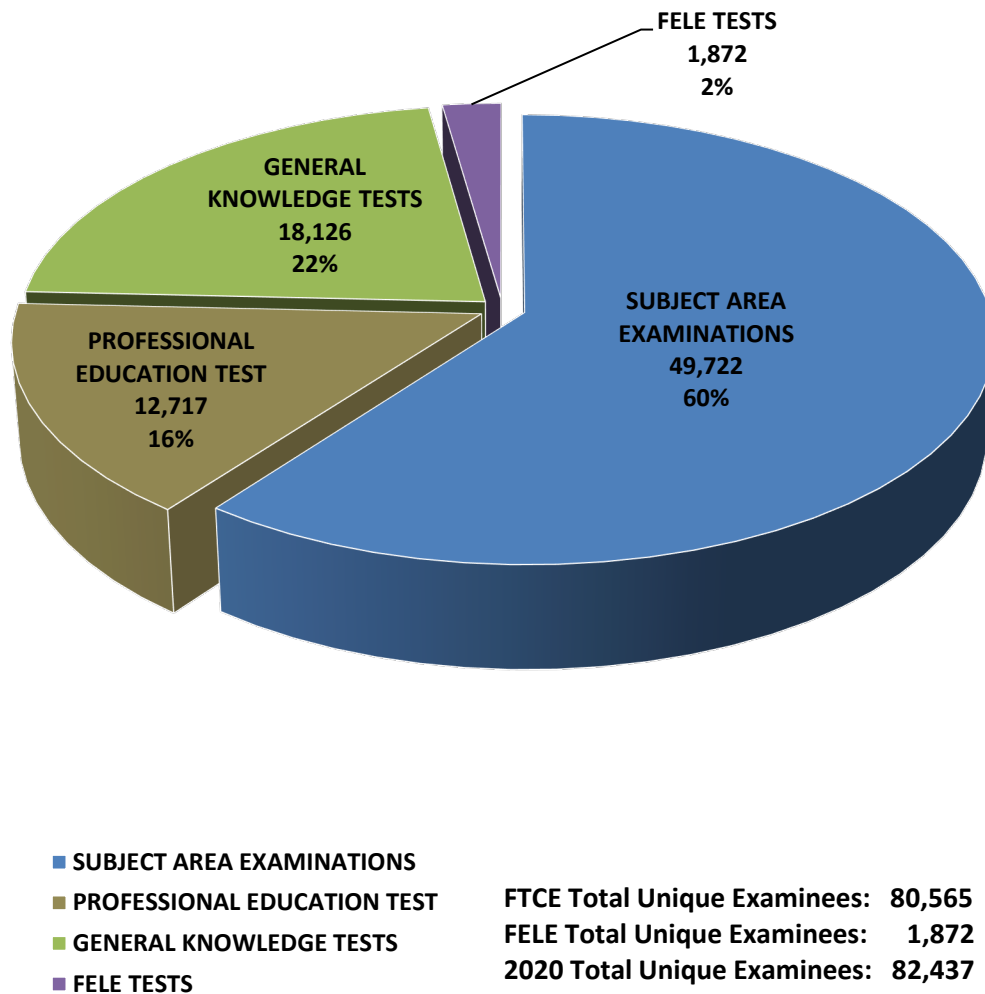
<b>Figure 1</b> <b>2020 Administration Year</b> <b>January 1, 2020–December 31, 2020</b>	
<b>Program Overview</b>	
The FTCE/FELE testing program offered 42 unique examinations, including	
<ul style="list-style-type: none"> <li>• General Knowledge</li> <li>• Professional Education</li> </ul>	<ul style="list-style-type: none"> <li>• 39 Subject Area Examinations</li> <li>• FELE</li> </ul>
<b>Computer-Based Testing (CBT)</b>	
<ul style="list-style-type: none"> <li>• Administered Monday–Saturday at Pearson VUE locations</li> <li>• Evening hours available (at Pearson VUE locations)</li> </ul>	
Number of Sites	52 in Florida, 248 out of state, 92 Military
<b>Total Examinations Administered: 178,599</b>	

**Figure 2**  
**Total FTCE/FELE Test Administration**  
**Counts for 2020**



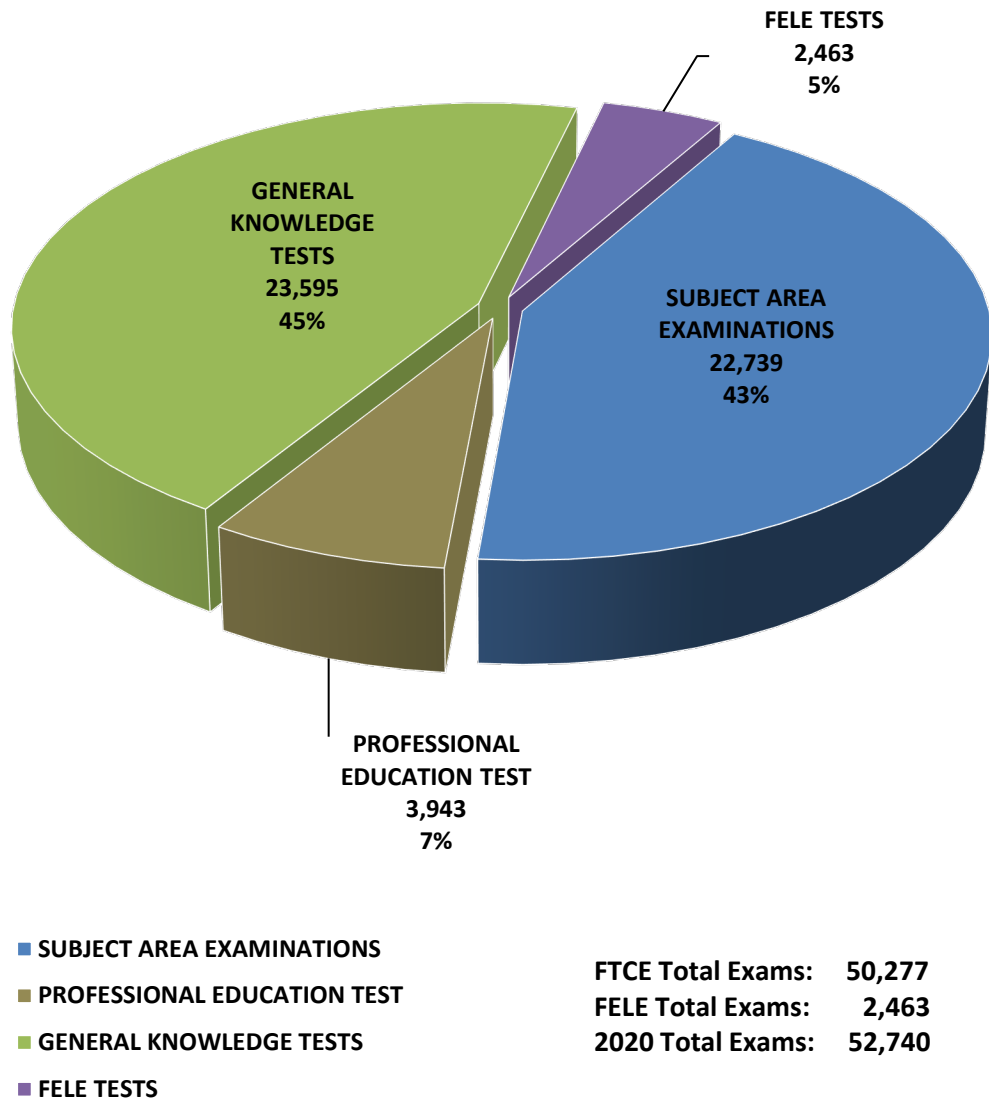
*Note:* One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. These counts include first-time and retake administrations.

**Figure 3**  
**Unique FTCE/FELE Examinee**  
**Counts for 2020**



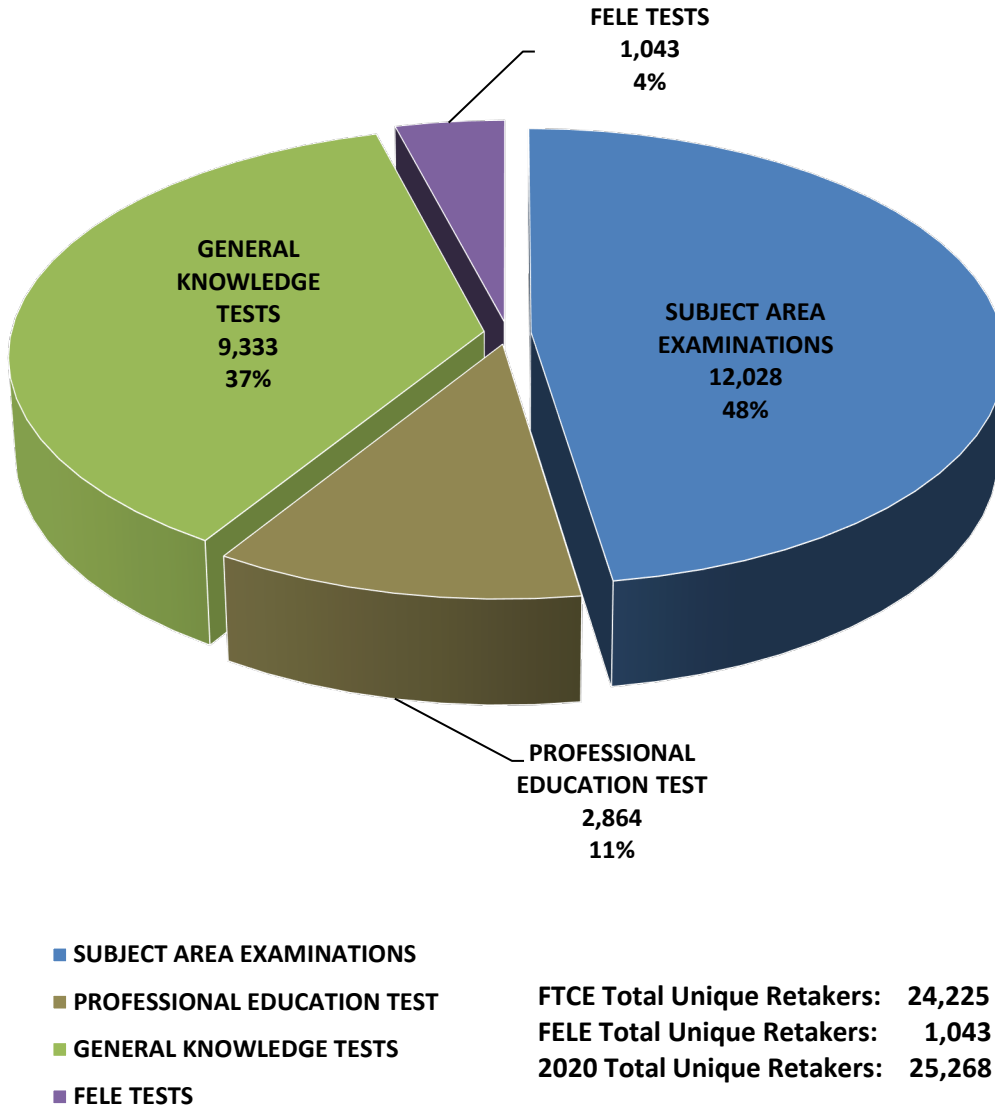
*Note:* One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. Within this chart, examinees are counted once per exam taken regardless of the number of times they actually take the test. For example, an examinee who took Mathematics 6–12 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 2020**



*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 2020**



*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 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 arrangement 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 webpage 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.



In 2019, the Test Information Guides for General Knowledge, English 6–12, Middle Grades English 5–9, FELE, Spanish K–12, and French K–12 were updated to include one or more of the following enhancements:

- Updated performance item test directions
- An additional writing sample item 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.

In addition, in 2019–2020, the Test Information Guides for Professional Education, General Knowledge (English Language Skills and Mathematics subtests), Elementary Education K–6, Exceptional Student Education K–12, and Prekindergarten/Primary PK–3 were updated to include additional sample multiple-choice questions.

### *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 is available on the contractor website ([http://www.fl.nesinc.com/FL\\_bulletinforms.asp](http://www.fl.nesinc.com/FL_bulletinforms.asp)) that provides an overview of the FTCE/FELE testing program. 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 a testing date, testing site, and the specific examinations for which they wish to register. 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.

### ***FTCE Fee Waiver***

On April 1, 2020, the Florida Department of Education provided FTCE candidates the opportunity to use a voucher to register and schedule to take the FTCE free of charge. This offer applied to all examinations provided for in State Board Rule 6A-4.0021, Florida Administrative Code. Vouchers remained valid for up to one year from the date of registration. Over 59,000 candidates utilized approximately 125,000 vouchers as part of this initiative.

## **Paper-Based Testing (PBT) Administration**

The FTCE/FELE system does not administer paper-based tests (PBT) except as an accommodation when requested and supported by appropriate documentation.

## **Computer-Based Testing (CBT) Administration**

The FTCE/FELE program was the first educator certification program in the nation to move to a fully computer-based testing system. In 2020, computer-based testing was available six days a week at 392 test sites, including 52 sites within Florida, 248 sites out of state, and 92 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.

## **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, equating, 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;
- 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: 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. 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 the random back-reading of scored responses by Chief Raters, individual counseling of raters by Chief Raters and/or Assistant Chief Raters, and the 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 has made arrangements to observe scoring sessions via teleconference technology and to participate in the rater feedback process. This constant monitoring of the scoring process and outcomes is coupled with an annual on-site monitoring visit by the Department to ensure that all holistic scoring procedures are being followed in an effective manner.

### **Remote Scoring**

When on-site scoring was no longer possible due to the COVID-19 pandemic, Pearson implemented a remote scoring model consistent with on-site processes and procedures. A Remote Scoring Process plan was approved by the Department. 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 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 Item Response Theory fields such as the Professional Education Test, General Knowledge multiple-choice subtests, and Elementary Education 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 2014 for the Professional Education test. IRT is a model for 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 form 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 the various tests can be interpreted in the same scale units, unaffected by the fact that there may be different numbers of questions. 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. For multiple-choice (MC) tests, examinee scores are officially reported 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. Unofficial reports for computer-based tests containing only multiple-choice items are provided to the examinee on site at the conclusion of each test except for redeveloped or revised test forms requiring additional statistical and key validation reviews. All scores, though, are reported within four weeks of 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. As of January 2019, the average competency level performance of examinees at the state level was added to the score report. A sample report is provided in [Appendix G](#).



The Score Reporting System is the system that colleges, universities, and Professional Development Certification Programs (PDCPs) 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 Development Certification Programs (PDCPs).

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

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

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

For 2019, there were 96 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 96 providers, 32 are districts that run their own PDCP programs.<sup>1</sup> All other providers are institutions of higher education (IHEs), including 35 public IHEs and 29 private IHEs.

## 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 2020. This section also includes customer service statistics for the 2020 administration year. The reports are included in the following appendices:

- FTCE/FELE Test Form Information ([Appendix A](#))
- Pass Rate Statistics ([Appendix B](#))
- Longitudinal Passing Rates ([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).

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<sup>1</sup> The authorizing statute for professional development certification programs (Section 1012.56(8), FS) was amended to reflect that districts may provide such programs, rather than must do so. As a result, some districts have approved programs that are inactive. At present, there are five PDCPs without active enrollments.

### *Pass Rate Statistics*

This Appendix contains the following reports:

#### *Number of Tests and Percent Passed in 2020*

This report provides pass rates for first-time, retake, and all attempts by field for all 2020 administrations.

#### *Number of Examinees Tested and Percent Passing – 2020*

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 (2017 to 2020) 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](#):

#### *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 2019–2020 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 2019–2020 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 2017–2018, 2018–2019, and 2019–2020 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.

### *Summary Data by Examination Count*

This report provides the number of examinees by field that registered and took examinations for the 2017–2018, 2018–2019, and 2019–2020 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 2017–2018, 2018–2019, and 2019–2020 Title II years.

### *Test Administration Statistics*

This report provides the number of examinations registered for and taken in the last four years (2017 to 2020), by examination name.

### *Test Center Counts*

This Appendix provides the following reports:

#### *Counts by Test Site*

This report provides the number of examinations registered for and taken in 2020 by test site name and location.

#### *Counts by Test Site Location*

This report provides the number of examinations registered for and taken in 2020 by location of the test center (Florida or Non-Florida).

### *Customer Service Statistics*

This Appendix 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 2020 administration year
- Comparison of 2019 and 2020 monthly customer service contact volumes for all channels
- Comparison of total 2019 and 2020 customer service contacts by channel
- Customer service call statistics for each month of the 2020 administration year
- Customer service email volume for each month of the 2020 administration year
- Customer service chat volume for each month of the 2020 administration year
- Customer service chat feedback survey summary for 2020
- Examinees' retrieval statistics for 2020 electronic score reports
- Examinees' retrieval statistics for 2020 electronic score reports for exams/subtests with and without essays
- Test administration exit feedback survey summary for 2020

### *Sample Score and Competency Reports*

This Appendix 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
<b>Florida Educational Leadership Examination (FELE)</b>						
841	Subtest 1: Leadership for Student Learning	65–70			120 min	
842	Subtest 2: Organizational Development	65–70			120 min	
843	<b>Subtest 3: Systems Leadership</b> Multiple-Choice Section	50–55			90 min	
844	<b>Subtest 3: Systems Leadership</b> Written Performance Section		1 written	1–6	60 min	
<b>General Knowledge Test</b>						
825	Subtest 1: Essay		1 written	1–6	50 min	
826	Subtest 2: English Language Skills	40			40 min	
827	Subtest 3: Reading	40			55 min	
828	Subtest 4: Mathematics	40			100 min	on-screen calculator & mathematics reference sheet
<b>Professional Education Test</b>						
083	Professional Education	110			150 min	
<b>Subject Area Examinations</b>						
054	Agriculture 6–12	120			150 min	
001	Art K–12	110			150 min	
002	Biology 6–12	120			150 min	
051	Business Education 6–12	120			150 min	
003	Chemistry 6–12	100			150 min	scientific calculator, periodic table, & reference sheet
005	Computer Science K–12	120			150 min	
006	Drama 6–12	120			150 min	
008	Earth/Space Science 6–12	120			150 min	
010	Educational Media Specialist PK–12	120			150 min	
601	<b>Elementary Education K–6</b> Subtest I: Language Arts and Reading	55–60			65 min	
602	<b>Elementary Education K–6</b> Subtest II: Social Science	50–55			65 min	
603	<b>Elementary Education K–6</b> Subtest III: Science	55			70 min	
604	<b>Elementary Education K–6</b> Subtest IV: Mathematics	45–50			70 min	mathematics reference sheet
055	Engineering and Technology Education 6–12 ( <i>formerly Technology Education 6–12</i> )	120			150 min	
131	<b>English 6–12</b> Multiple-Choice Section	72–80			90 min	

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
132	<b>English 6–12</b> Written Performance Section		1 written	1–6	60 min	
047	English for Speakers of Other Languages (ESOL) K–12	110–120			150 min	
061	Exceptional Student Education (ESE) K–12	120			150 min	
052	Family and Consumer Science 6–12	120			150 min	
015	<b>French K–12</b> Speaking Writing	83	2 oral 1 written	1–6 (5 components) 1–5	150 min	special character chart
171	<b>German K–12</b> Subtest I: Multiple Choice and Written Performance	95	2 written	1–4	90 min	special character chart
172	<b>German K–12</b> Subtest II: Oral Interview		oral interview	below inter/high, inter/high or above	60 mins	
018	Guidance and Counseling PK–12**	120			150 min	
019	Health K–12	120			150 min	
020	Hearing Impaired K–12	120			150 min	
022	Humanities K–12	120			150 min	
024	Latin K–12	100			150 min	
057	Marketing 6–12	110			150 min	
026	Mathematics 6–12	70–75			150 min	scientific calculator
141	<b>Middle Grades English 5–9</b> Multiple-Choice Section	72–80			90 min	
142	<b>Middle Grades English 5–9</b> Written Performance Section		1 written	1–6	60 min	
004	Middle Grades General Science 5–9	120			150 min	
025	Middle Grades Mathematics 5–9	70–75			150 min	scientific calculator
038	Middle Grades Social Science 5–9	120			150 min	
028	Music K–12	105			150 min	
063	Physical Education K–12	100–120			150 min	
032	Physics 6–12	90			150 min	scientific calculator & reference sheet
531	<b>Prekindergarten/Primary PK–3</b> Subtest I: Developmental Knowledge	60			70 min	
532	<b>Prekindergarten/Primary PK–3</b> Subtest II: Language Arts and Reading	55–60			70 min	
533	<b>Prekindergarten/Primary PK–3</b> Subtest III: Mathematics	45–50			70 min	mathematics reference sheet
534	<b>Prekindergarten/Primary PK–3</b> Subtest IV: Science	50			60 min	
007	Preschool Education Birth–Age 4	120			150 min	
035	Reading K–12	120			150 min	



Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
036	School Psychologist PK–12	120			150 min	
037	Social Science 6–12	120			150 min	
039	<b>Spanish K–12</b> Speaking Writing	80	5 oral 1 written	1–6 (4 components) 1–5	150 min	special character chart
042	Speech-Language Impaired K–12	120			150 min	
044	Visually Impaired K–12	120			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.

\*\*In January 2020, the Bureau of Postsecondary Assessment initiated the renaming process of this examination from "Guidance and Counseling PK–12" to "School Counseling PK–12." For the purposes of this 2020 report, the current examination will continue to be referenced as "Guidance and Counseling PK–12" until the new generation test is implemented with the name change in 2021.

**APPENDIX B**  
**Pass Rate Statistics**

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS**  
**FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION**  
**Number of Tests and Percent Passed in 2020**

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	107	70%	19	53%	126	67%
Art K–12	528	49%	235	37%	763	45%
Biology 6–12	785	61%	259	42%	1,044	56%
Business Education 6–12	758	50%	306	30%	1,064	44%
Chemistry 6–12	217	53%	66	55%	283	53%
Computer Science K–12	555	40%	108	39%	663	40%
Drama 6–12	161	69%	19	58%	180	68%
Earth/Space Science 6–12	303	63%	52	37%	355	59%
Educational Media Specialist PK–12	449	64%	64	47%	513	62%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	5,484	57%	2,770	47%	8,254	54%
Elementary Education K–6 Subtest 2: Social Science	5,484	67%	2,024	49%	7,508	62%
Elementary Education K–6 Subtest 3: Science	5,484	67%	1,719	55%	7,203	64%
Elementary Education K–6 Subtest 4: Mathematics	5,484	56%	3,102	43%	8,586	51%
Engineering and Technology Education 6–12	123	59%	46	37%	169	53%
English 6–12 Multiple-Choice Section	1,857	67%	505	55%	2,362	65%
English 6–12 Written Performance Section	1,858	62%	678	47%	2,536	58%
English to Speakers of Other Languages (ESOL) K–12	1,745	49%	307	43%	2,052	48%
Exceptional Student Education K–12	4,251	70%	1,478	43%	5,729	63%
Family and Consumer Science 6–12	243	63%	65	29%	308	56%
French K–12	67	76%	14	36%	81	69%
German K–12 Interview	7	100%	3	67%	10	90%
German K–12 Written	10	70%	3	100%	13	77%
Guidance and Counseling PK–12	549	84%	77	73%	626	83%
Health K–12	493	48%	159	40%	652	46%
Hearing Impaired K–12	99	72%	26	58%	125	69%
Humanities K–12	86	41%	2	0%	88	40%
Latin K–12	14	57%	1	100%	15	60%
Marketing 6–12	105	50%	21	48%	126	50%
Mathematics 6–12	1,129	42%	459	39%	1,588	41%
Middle Grades English 5–9 Multiple-Choice Section	619	43%	318	26%	937	37%
Middle Grades English 5–9 Written Performance Section	618	47%	190	39%	808	45%
Middle Grades General Science 5–9	780	46%	312	31%	1,092	42%
Middle Grades Mathematics 5–9	1,631	48%	690	38%	2,321	45%
Middle Grades Social Science 5–9	590	75%	98	55%	688	72%
Music K–12	454	85%	106	57%	560	80%
PK–3 Subtest 1: Developmental Knowledge	2,127	69%	648	48%	2,775	64%
PK–3 Subtest 2: Language Arts and Reading	2,126	47%	1,558	39%	3,684	43%
PK–3 Subtest 3: Mathematics	2,126	59%	998	40%	3,124	53%
PK–3 Subtest 4: Science	2,126	67%	636	47%	2,762	62%
Physical Education K–12	1,327	54%	701	35%	2,028	48%
Physics 6–12	100	49%	41	27%	141	43%
Preschool Education Birth–Age 4	395	46%	109	33%	504	43%
Reading K–12	11,716	70%	912	47%	12,628	69%
School Psychologist PK–12	153	77%	16	69%	169	76%
Social Science 6–12	1,963	57%	607	40%	2,570	53%
Spanish K–12	628	69%	180	36%	808	61%
Speech-Language Impaired K–12	34	76%	8	100%	42	81%
Visually Impaired K–12	59	36%	24	42%	83	37%
<b>TOTAL FOR ALL SUBJECT AREA EXAMINATIONS</b>	<b>68,007</b>	<b>62%</b>	<b>22,739</b>	<b>44%</b>	<b>90,746</b>	<b>57%</b>
<b>Professional Education (PED)</b>	<b>10,957</b>	<b>69%</b>	<b>3,943</b>	<b>43%</b>	<b>14,900</b>	<b>62%</b>
GK Subtest 1: Essay	10,419	73%	4,713	34%	15,132	61%
GK Subtest 2: English Language Skills (ELS)	10,765	62%	5,867	34%	16,632	52%
GK Subtest 3: Reading	10,730	55%	7,263	32%	17,993	46%
GK Subtest 4: Mathematics	10,280	58%	5,752	32%	16,032	49%
<b>TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS</b>	<b>42,194</b>	<b>62%</b>	<b>23,595</b>	<b>33%</b>	<b>65,789</b>	<b>51%</b>

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
FELE Subtest 1: Leadership for Student Learning	1,184	75%	547	40%	1,731	64%
FELE Subtest 2: Organizational Development	1,176	72%	540	50%	1,716	65%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,171	66%	784	41%	1,955	56%
FELE Subtest 3: Systems Leadership Written Performance Section	1,170	64%	592	63%	1,762	64%
<b>TOTAL FOR ALL FELE SUBTESTS</b>	<b>4,701</b>	<b>69%</b>	<b>2,463</b>	<b>48%</b>	<b>7,164</b>	<b>62%</b>
<b>GRAND TOTAL FOR ALL EXAMINATIONS</b>	<b>125,859</b>	<b>63%</b>	<b>52,740</b>	<b>39%</b>	<b>178,599</b>	<b>56%</b>

N=number of examinees

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

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 – 2020**

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retakers*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	107	70%	115	74%	16	63%
Art K–12	528	49%	640	54%	161	55%
Biology 6–12	785	61%	915	64%	198	55%
Business Education 6–12	758	50%	909	52%	226	41%
Chemistry 6–12	217	53%	254	59%	56	64%
Computer Science K–12	555	40%	595	45%	83	51%
Drama 6–12	161	69%	170	72%	14	79%
Earth/Space Science 6–12	303	63%	330	63%	43	44%
Educational Media Specialist PK–12	449	64%	494	65%	57	53%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	5,484	57%	6,564	68%	2,037	64%
Elementary Education K–6 Subtest 2: Social Science	5,484	67%	6,312	74%	1,485	67%
Elementary Education K–6 Subtest 3: Science	5,484	67%	6,252	74%	1,378	69%
Elementary Education K–6 Subtest 4: Mathematics	5,484	56%	6,683	66%	2,158	62%
Engineering and Technology Education 6–12	123	59%	148	61%	38	45%
English 6–12 Multiple-Choice Section	1,857	67%	2,101	73%	402	69%
English 6–12 Written Performance Section	1,858	62%	2,116	70%	490	65%
English to Speakers of Other Languages (ESOL) K–12	1,745	49%	1,921	51%	269	49%
Exceptional Student Education K–12	4,251	70%	5,018	72%	1,140	56%
Family and Consumer Science 6–12	243	63%	266	64%	45	42%
French K–12	67	76%	77	73%	10	50%
German K–12 Interview	7	100%	9	100%	2	100%
German K–12 Written	10	70%	13	77%	3	100%
Guidance and Counseling PK–12	549	84%	609	85%	69	81%
Health K–12	493	48%	578	52%	124	51%
Hearing Impaired K–12	99	72%	111	77%	18	83%
Humanities K–12	86	41%	86	41%	2	0%
Latin K–12	14	57%	15	60%	1	100%
Marketing 6–12	105	50%	111	57%	18	56%
Mathematics 6–12	1,129	42%	1,393	47%	370	49%
Middle Grades English 5–9 Multiple-Choice Section	619	43%	757	46%	226	37%
Middle Grades English 5–9 Written Performance Section	618	47%	695	53%	151	49%
Middle Grades General Science 5–9	780	46%	928	49%	242	40%
Middle Grades Mathematics 5–9	1,631	48%	2,009	52%	533	49%
Middle Grades Social Science 5–9	590	75%	644	77%	82	66%
Music K–12	454	85%	525	85%	82	73%
PK–3 Subtest 1: Developmental Knowledge	2,127	69%	2,437	73%	509	62%
PK–3 Subtest 2: Language Arts and Reading	2,126	47%	2,763	58%	1,053	57%
PK–3 Subtest 3: Mathematics	2,126	59%	2,567	64%	706	57%
PK–3 Subtest 4: Science	2,126	67%	2,425	71%	482	62%
Physical Education K–12	1,327	54%	1,691	57%	504	49%
Physics 6–12	100	49%	124	48%	33	33%
Preschool Education Birth–Age 4	395	46%	446	49%	86	42%
Reading K–12	11,716	70%	11,866	73%	771	56%
School Psychologist PK–12	153	77%	163	79%	14	79%
Social Science 6–12	1,963	57%	2,278	60%	486	50%
Spanish K–12	628	69%	747	66%	149	43%
Speech-Language Impaired K–12	34	76%	42	81%	8	100%
Visually Impaired K–12	59	36%	71	44%	23	43%
<b>TOTAL FOR ALL SUBJECT AREA EXAMINATIONS</b>	<b>68,007</b>	<b>62%</b>	<b>77,983</b>	<b>67%</b>	<b>17,053</b>	<b>59%</b>
Professional Education (PED)	10,957	69%	12,717	73%	2,864	60%
GK Subtest 1: Essay	10,419	73%	12,844	71%	3,240	49%
GK Subtest 2: English Language Skills (ELS)	10,765	62%	13,620	63%	4,167	47%
GK Subtest 3: Reading	10,730	55%	14,041	59%	4,959	47%
GK Subtest 4: Mathematics	10,280	58%	13,311	58%	4,173	44%
<b>TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS</b>	<b>42,194</b>	<b>62%</b>	<b>53,816</b>	<b>63%</b>	<b>16,539</b>	<b>47%</b>

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retakers*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
FELE Subtest 1: Leadership for Student Learning	1,184	75%	1,464	76%	387	56%
FELE Subtest 2: Organizational Development	1,176	72%	1,474	75%	422	64%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,171	66%	1,529	71%	528	61%
FELE Subtest 3: Systems Leadership Written Performance Section	1,170	64%	1,447	78%	477	78%
<b>TOTAL FOR ALL FELE SUBTESTS</b>	<b>4,701</b>	<b>69%</b>	<b>5,914</b>	<b>75%</b>	<b>1,814</b>	<b>65%</b>
<b>GRAND TOTAL FOR ALL EXAMINATIONS</b>	<b>125,859</b>	<b>63%</b>	<b>150,430</b>	<b>66%</b>	<b>38,270</b>	<b>54%</b>

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



## **APPENDIX C**

### **Longitudinal Pass Rates**



**FLORIDA TEACHER CERTIFICATION EXAMINATIONS**  
**FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION**  
**Longitudinal Pass Rates by Field (2017 through 2020)**

Examination	2017		2018		2019		2020	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	67	91%	83	96%	99	96%	111	73%
Art K–12	361	91%	347	78%	386	76%	597	55%
Biology 6–12	518	82%	519	86%	595	82%	836	65%
Business Education 6–12	375	69%	410	66%	556	71%	846	53%
Chemistry 6–12	170	74%	156	81%	188	78%	235	59%
Computer Science K–12	54	67%	73	64%	85	69%	576	45%
Drama 6–12	95	92%	78	87%	96	90%	166	71%
Earth/Space Science 6–12	170	78%	143	80%	179	82%	318	64%
Educational Media Specialist PK–12	258	81%	252	81%	295	79%	468	66%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	5,084	79%	5,109	82%	5,843	82%	6,243	69%
Elementary Education K–6 Subtest 2: Social Science	5,158	83%	5,224	86%	5,821	86%	6,075	75%
Elementary Education K–6 Subtest 3: Science	5,269	83%	5,159	85%	5,823	85%	6,026	75%
Elementary Education K–6 Subtest 4: Mathematics	5,181	80%	5,149	83%	5,626	79%	6,319	68%
Engineering and Technology Education 6–12	113	67%	128	57%	100	55%	137	64%
English 6–12 Multiple-Choice Section	1,295	74%	1,392	81%	1,544	81%	2,028	74%
English 6–12 Written Performance Section	1,323	81%	1,408	85%	1,484	82%	2,042	71%
English to Speakers of Other Languages (ESOL) K–12	824	68%	776	69%	791	70%	1,829	52%
Exceptional Student Education K–12	3,291	92%	3,004	86%	3,425	82%	4,614	74%
Family and Consumer Science 6–12	112	76%	74	77%	105	73%	251	66%
French K–12	75	89%	58	83%	60	83%	70	74%
German K–12 Interview	4	75%	5	80%	9	100%	7	100%
German K–12 Written	3	67%	6	100%	8	100%	11	73%
Guidance and Counseling PK–12	320	96%	353	98%	405	96%	563	86%
Health K–12	163	58%	193	60%	208	70%	538	53%
Hearing Impaired K–12	46	96%	64	88%	64	88%	104	78%
Humanities K–12	17	71%	19	79%	19	47%	86	41%
Latin K–12	14	79%	11	91%	9	78%	14	57%
Marketing 6–12	31	77%	26	69%	41	76%	110	56%
Mathematics 6–12	763	67%	666	69%	795	61%	1,215	48%
Middle Grades English 5–9 Multiple-Choice Section	439	46%	396	47%	479	50%	713	48%
Middle Grades English 5–9 Written Performance Section	454	59%	415	65%	481	63%	675	54%
Middle Grades General Science 5–9	572	72%	614	68%	629	67%	853	51%
Middle Grades Mathematics 5–9	1,089	69%	1,170	68%	1,260	67%	1,820	54%
Middle Grades Social Science 5–9	360	83%	362	86%	444	85%	611	78%
Music K–12	341	93%	350	93%	385	92%	481	86%
PK–3 Subtest 1: Developmental Knowledge	1,689	86%	1,613	86%	1,940	85%	2,334	75%
PK–3 Subtest 2: Language Arts and Reading	1,565	78%	1,577	79%	1,878	76%	2,555	60%
PK–3 Subtest 3: Mathematics	1,658	82%	1,622	82%	1,884	80%	2,410	66%
PK–3 Subtest 4: Science	1,710	86%	1,626	86%	1,934	85%	2,304	73%

Examination	2017		2018		2019		2020	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Physical Education K–12	637	67%	707	64%	776	64%	1,513	59%
Physics 6–12	83	64%	77	74%	92	72%	108	53%
Preschool Education Birth–Age 4	228	66%	190	72%	203	64%	424	50%
Reading K–12	228	70%	183	73%	243	68%	11,748	73%
School Psychologist PK–12	82	98%	85	98%	101	95%	156	79%
Social Science 6–12	1,254	78%	1,157	80%	1,432	76%	2,101	60%
Spanish K–12	508	78%	500	77%	534	76%	676	69%
Speech-Language Impaired K–12	18	94%	14	86%	16	100%	34	76%
Visually Impaired K–12	20	90%	31	74%	36	81%	63	41%
<b>TOTAL FOR ALL SUBJECT AREA EXAMINATIONS</b>	<b>44,089</b>	<b>80%</b>	<b>43,574</b>	<b>81%</b>	<b>49,406</b>	<b>80%</b>	<b>74,014</b>	<b>68%</b>
Professional Education (PED)	8,050	95%	9,110	94%	9,153	92%	11,826	75%
GK Subtest 1: Essay	12,580	88%	13,175	86%	11,636	83%	12,078	74%
GK Subtest 2: English Language Skills (ELS)	12,396	85%	13,107	84%	12,108	80%	12,610	67%
GK Subtest 3: Reading	12,335	83%	12,912	82%	12,127	77%	12,797	63%
GK Subtest 4: Mathematics	12,006	80%	13,451	79%	12,124	75%	12,131	63%
<b>TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS</b>	<b>49,317</b>	<b>84%</b>	<b>52,645</b>	<b>83%</b>	<b>47,995</b>	<b>79%</b>	<b>49,616</b>	<b>67%</b>
FELE Subtest 1: Leadership for Student Learning	1,435	88%	1,575	86%	1,525	85%	1,359	79%
FELE Subtest 2: Organizational Development	1,423	89%	1,596	85%	1,480	83%	1,372	79%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,380	87%	1,586	84%	1,468	82%	1,410	75%
FELE Subtest 3: Systems Leadership Written Performance Section	1,338	88%	1,601	87%	1,496	85%	1,406	78%
<b>TOTAL FOR ALL FELE SUBTESTS</b>	<b>5,576</b>	<b>88%</b>	<b>6,358</b>	<b>86%</b>	<b>5,969</b>	<b>84%</b>	<b>5,547</b>	<b>78%</b>
<b>GRAND TOTAL FOR ALL EXAMINATIONS</b>	<b>107,032</b>	<b>83%</b>	<b>111,687</b>	<b>83%</b>	<b>112,523</b>	<b>81%</b>	<b>141,003</b>	<b>69%</b>

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 (2017 through 2020)**

Assessment	2017		2018		2019		2020	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	3	67%	6	83%	8	100%	8	88%
English 6–12	1,226	70%	1,380	77%	1,500	76%	2,151	64%
Middle Grades English 5–9	413	40%	402	44%	469	44%	741	38%
Prekindergarten/Primary (PK–3)	1,438	76%	1,563	78%	1,841	74%	2,732	53%
Elementary Education K–6	4,527	73%	5,046	77%	5,758	76%	6,944	57%
General Knowledge (GK)	9,887	74%	12,243	74%	11,741	69%	13,924	47%
Florida Educational Leadership Examination (FELE)	1,084	82%	1,520	79%	1,531	75%	1,670	63%

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

**APPENDIX D**

**State-Approved Programs FTCE/FELE Outcomes**

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS**  
**FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION**  
**Number of Tests and Percent Passed: 2019–2020**  
**State Approved Program Examinees**

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	20	90%	2	100%	22	91%
Art K–12	82	71%	41	37%	123	59%
Biology 6–12	141	75%	43	56%	184	71%
Business Education 6–12	115	61%	63	41%	178	54%
Chemistry 6–12	42	48%	18	61%	60	52%
Computer Science K–12	83	55%	19	37%	102	52%
Drama 6–12	11	91%	2	0%	13	77%
Earth-Space Science 6–12	37	70%	7	57%	44	68%
Educational Media Specialist PK–12	28	64%	12	42%	40	58%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,609	73%	760	57%	2,369	68%
Elementary Ed K–6 Subtest 2: Social Science	1,609	72%	784	55%	2,393	67%
Elementary Ed K–6 Subtest 3: Science	1,609	78%	574	58%	2,183	73%
Elementary Ed K–6 Subtest 4: Mathematics	1,609	64%	1,089	51%	2,698	59%
Engineering and Technology Education 6–12	22	64%	13	31%	35	51%
English 6–12 Multiple-Choice Section	271	81%	84	62%	355	76%
English 6–12 Written Performance Section	271	71%	124	48%	395	64%
English to Speakers of Other Languages (ESOL) K–12	228	57%	28	46%	256	56%
Exceptional Student Education K–12	656	82%	219	51%	875	74%
Family and Consumer Science 6–12	21	57%	6	50%	27	56%
French K–12	3	0%	n/a	n/a	3	0%
German K–12 Interview	1	100%	n/a	n/a	1	100%
German K–12 Written	1	100%	n/a	n/a	1	100%
Guidance and Counseling PK–12	138	93%	14	64%	152	90%
Health K–12	57	68%	27	48%	84	62%
Hearing Impaired K–12	14	71%	1	100%	15	73%
Humanities K–12	11	45%	1	100%	12	50%
Latin K–12	1	100%	2	50%	3	67%
Marketing 6–12	14	50%	2	100%	16	56%
Mathematics 6–12	146	57%	95	44%	241	52%
Middle Grades English 5–9 Multiple-Choice Section	59	53%	32	31%	91	45%
Middle Grades English 5–9 Written Performance Section	59	59%	17	47%	76	57%
Middle Grades General Science 5–9	90	60%	40	43%	130	55%
Middle Grades Mathematics 5–9	132	63%	83	37%	215	53%
Middle Grades Social Science 5–9	70	74%	12	58%	82	72%
Music K–12	154	94%	18	78%	172	92%
PK–3 Subtest 1: Developmental Knowledge	268	89%	53	51%	321	83%
PK–3 Subtest 2: Language Arts and Reading	268	70%	160	46%	428	61%
PK–3 Subtest 3: Mathematics	269	81%	89	52%	358	74%
PK–3 Subtest 4: Science	269	86%	68	62%	337	81%
Physical Education K–12	110	71%	56	36%	166	59%
Physics 6–12	15	60%	6	17%	21	48%
Preschool Education Birth–Age 4	40	60%	37	38%	77	49%
Reading K–12	583	68%	67	39%	650	65%
School Psychologist PK–12	71	94%	4	50%	75	92%
Social Science 6–12	295	72%	133	42%	428	63%
Spanish K–12	29	79%	19	26%	48	58%
Speech-Language Impaired K–12	0	n/a	0	n/a	0	n/a
Visually Impaired K–12	10	80%	n/a	n/a	10	80%
<b>TOTAL FOR ALL SUBJECT AREA EXAMINATIONS</b>	<b>11,641</b>	<b>73%</b>	<b>4,924</b>	<b>52%</b>	<b>16,565</b>	<b>67%</b>
<b>Professional Education (PED)</b>	<b>3,910</b>	<b>81%</b>	<b>1,233</b>	<b>53%</b>	<b>5,143</b>	<b>74%</b>
GK Subtest 1: Essay	1,223	84%	880	44%	2,103	67%

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
GK Subtest 2: English Language Skills (ELS)	1,246	79%	1,009	48%	2,255	65%
GK Subtest 3: Reading	1,246	70%	1,361	46%	2,607	58%
GK Subtest 4: Mathematics	1,234	74%	1,095	45%	2,329	60%
<b>TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS</b>	<b>4,949</b>	<b>77%</b>	<b>4,345</b>	<b>46%</b>	<b>9,294</b>	<b>62%</b>
FELE Subtest 1: Leadership for Student Learning	565	80%	285	46%	850	68%
FELE Subtest 2: Organizational Development	563	78%	311	50%	874	68%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	554	71%	436	40%	990	57%
FELE Subtest 3: Systems Leadership Written Performance Section	553	69%	355	59%	908	65%
<b>TOTAL FOR ALL FELE SUBTESTS</b>	<b>2,235</b>	<b>74%</b>	<b>1,387</b>	<b>49%</b>	<b>3,622</b>	<b>64%</b>
<b>GRAND TOTAL FOR ALL EXAMINATIONS</b>	<b>22,735</b>	<b>75%</b>	<b>11,889</b>	<b>49%</b>	<b>34,624</b>	<b>66%</b>

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

Title II year spans from August 1 to July 31.

N=number of examinees

n/a = results for fewer than 10 examinees are not provided.

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

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: 2019–2020**  
**State Approved Program Examinees**

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retakers*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	20	90%	21	95%	2	100%
Art K–12	82	71%	95	77%	25	60%
Biology 6–12	141	75%	168	77%	37	65%
Business Education 6–12	115	61%	152	63%	46	57%
Chemistry 6–12	42	48%	50	62%	15	73%
Computer Science K–12	83	55%	91	58%	13	54%
Drama 6–12	11	91%	12	83%	1	0%
Earth-Space Science 6–12	37	70%	42	71%	6	67%
Educational Media Specialist PK–12	28	64%	33	70%	8	63%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,609	73%	1,902	85%	562	77%
Elementary Ed K–6 Subtest 2: Social Science	1,609	72%	1,871	85%	544	80%
Elementary Ed K–6 Subtest 3: Science	1,609	78%	1,828	87%	422	79%
Elementary Ed K–6 Subtest 4: Mathematics	1,609	64%	1,976	80%	737	75%
Engineering and Technology Education 6–12	22	64%	29	62%	11	36%
English 6–12 Multiple-Choice Section	271	81%	316	86%	68	76%
English 6–12 Written Performance Section	271	71%	316	80%	85	71%
English to Speakers of Other Languages (ESOL) K–12	228	57%	241	59%	27	48%
Exceptional Student Education K–12	656	82%	759	85%	158	70%
Family and Consumer Science 6–12	21	57%	23	65%	4	75%
French K–12	3	0%	3	0%	n/a	n/a
German K–12 Interview	1	100%	1	100%	n/a	n/a
German K–12 Written	1	100%	1	100%	n/a	n/a
Guidance and Counseling PK–12	138	93%	144	95%	9	100%
Health K–12	57	68%	70	74%	20	65%
Hearing Impaired K–12	14	71%	14	79%	1	100%
Humanities K–12	11	45%	12	50%	1	100%
Latin K–12	1	100%	2	100%	1	100%
Marketing 6–12	14	50%	14	64%	2	100%
Mathematics 6–12	146	57%	208	60%	75	56%
Middle Grades English 5–9 Multiple-Choice Section	59	53%	74	55%	25	40%
Middle Grades English 5–9 Written Performance Section	59	59%	64	67%	11	73%
Middle Grades General Science 5–9	90	60%	108	66%	27	63%
Middle Grades Mathematics 5–9	132	63%	179	64%	59	53%
Middle Grades Social Science 5–9	70	74%	73	81%	9	78%
Music K–12	154	94%	168	94%	18	78%
PK–3 Subtest 1: Developmental Knowledge	268	89%	293	91%	39	69%
PK–3 Subtest 2: Language Arts and Reading	268	70%	331	79%	112	65%
PK–3 Subtest 3: Mathematics	269	81%	313	85%	73	63%
PK–3 Subtest 4: Science	269	86%	306	89%	58	72%
Physical Education K–12	110	71%	136	72%	37	54%
Physics 6–12	15	60%	20	50%	5	20%
Preschool Education Birth–Age 4	40	60%	51	75%	18	78%
Reading K–12	583	68%	613	69%	56	46%
School Psychologist PK–12	71	94%	72	96%	3	67%
Social Science 6–12	295	72%	356	76%	93	60%
Spanish K–12	29	79%	40	70%	12	42%
Speech-Language Impaired K–12	0	n/a	0	n/a	0	n/a
Visually Impaired K–12	10	80%	10	80%	n/a	n/a
<b>TOTAL FOR ALL SUBJECT AREA EXAMINATIONS</b>	<b>11,641</b>	<b>73%</b>	<b>13,601</b>	<b>81%</b>	<b>3,535</b>	<b>72%</b>
<b>Professional Education (PED)</b>	<b>3,910</b>	<b>81%</b>	<b>4,439</b>	<b>86%</b>	<b>912</b>	<b>71%</b>
GK Subtest 1: Essay	1,223	84%	1,706	83%	574	67%

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retakers*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
GK Subtest 2: English Language Skills (ELS)	1,246	79%	1,751	84%	665	73%
GK Subtest 3: Reading	1,246	70%	1,879	80%	865	73%
GK Subtest 4: Mathematics	1,234	74%	1,836	76%	760	65%
<b>TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS</b>	<b>4,949</b>	<b>77%</b>	<b>7,172</b>	<b>81%</b>	<b>2,864</b>	<b>69%</b>
FELE Subtest 1: Leadership for Student Learning	565	80%	719	81%	208	63%
FELE Subtest 2: Organizational Development	563	78%	739	80%	236	66%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	554	71%	764	74%	300	59%
FELE Subtest 3: Systems Leadership Written Performance Section	553	69%	706	84%	267	79%
<b>TOTAL FOR ALL FELE SUBTESTS</b>	<b>2,235</b>	<b>74%</b>	<b>2,928</b>	<b>80%</b>	<b>1,011</b>	<b>67%</b>
<b>GRAND TOTAL FOR ALL EXAMINATIONS</b>	<b>22,735</b>	<b>75%</b>	<b>28,140</b>	<b>82%</b>	<b>8,322</b>	<b>71%</b>

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

Title II year spans from August 1 to July 31.

N=number of examinees

n/a = results for fewer than 10 examinees are not provided.

\*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**  
**Longitudinal Pass Rates by Examination (2017–2018 through 2019–2020)**  
**Program versus Non-Program**

Examination	Program Type	2017–2018		2018–2019		2019–2020	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	Program	28	96%	22	100%	20	95%
	Non-Program	45	98%	80	93%	81	80%
	<b>Total</b>	<b>73</b>	<b>97%</b>	<b>102</b>	<b>94%</b>	<b>101</b>	<b>83%</b>
Art K–12	Program	110	96%	100	91%	92	77%
	Non-Program	251	79%	246	62%	350	52%
	<b>Total</b>	<b>361</b>	<b>84%</b>	<b>346</b>	<b>71%</b>	<b>442</b>	<b>57%</b>
Biology 6–12	Program	225	94%	190	97%	152	80%
	Non-Program	277	81%	374	74%	463	65%
	<b>Total</b>	<b>502</b>	<b>86%</b>	<b>564</b>	<b>82%</b>	<b>615</b>	<b>68%</b>
Business Education 6–12	Program	113	79%	137	84%	137	66%
	Non-Program	241	57%	385	67%	525	52%
	<b>Total</b>	<b>354</b>	<b>64%</b>	<b>522</b>	<b>72%</b>	<b>662</b>	<b>55%</b>
Chemistry 6–12	Program	63	89%	61	90%	46	59%
	Non-Program	84	77%	115	76%	135	60%
	<b>Total</b>	<b>147</b>	<b>82%</b>	<b>176</b>	<b>81%</b>	<b>181</b>	<b>60%</b>
Computer Science K–12	Program	11	73%	17	76%	87	59%
	Non-Program	52	52%	47	70%	266	46%
	<b>Total</b>	<b>63</b>	<b>56%</b>	<b>64</b>	<b>72%</b>	<b>353</b>	<b>49%</b>
Drama 6–12	Program	26	100%	22	86%	11	91%
	Non-Program	51	82%	68	90%	105	71%
	<b>Total</b>	<b>77</b>	<b>88%</b>	<b>90</b>	<b>89%</b>	<b>116</b>	<b>73%</b>
Earth-Space Science 6–12	Program	46	87%	42	86%	40	73%
	Non-Program	91	79%	139	78%	200	66%
	<b>Total</b>	<b>137</b>	<b>82%</b>	<b>181</b>	<b>80%</b>	<b>240</b>	<b>67%</b>
Educational Media Specialist PK–12	Program	27	81%	34	71%	30	73%
	Non-Program	206	83%	269	78%	280	67%
	<b>Total</b>	<b>233</b>	<b>83%</b>	<b>303</b>	<b>78%</b>	<b>310</b>	<b>67%</b>
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	2,041	94%	2,126	96%	1,805	87%
	Non-Program	2,585	70%	3,448	74%	3,746	63%
	<b>Total</b>	<b>4,626</b>	<b>81%</b>	<b>5,574</b>	<b>82%</b>	<b>5,551</b>	<b>71%</b>
Elementary Ed K–6 Subtest 2: Social Science	Program	2,047	95%	2,147	96%	1,778	87%
	Non-Program	2,703	77%	3,524	79%	3,551	72%
	<b>Total</b>	<b>4,750</b>	<b>85%</b>	<b>5,671</b>	<b>86%</b>	<b>5,329</b>	<b>77%</b>

Examination	Program Type	2017–2018		2018–2019		2019–2020	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Elementary Ed K–6 Subtest 3: Science	Program	2,086	95%	2,143	97%	1,743	89%
	Non-Program	2,741	76%	3,464	78%	3,573	70%
	<b>Total</b>	<b>4,827</b>	<b>84%</b>	<b>5,607</b>	<b>85%</b>	<b>5,316</b>	<b>76%</b>
Elementary Ed K–6 Subtest 4: Mathematics	Program	2,069	95%	2,045	95%	1,858	83%
	Non-Program	2,683	72%	3,374	71%	3,719	62%
	<b>Total</b>	<b>4,752</b>	<b>82%</b>	<b>5,419</b>	<b>80%</b>	<b>5,577</b>	<b>69%</b>
Engineering and Technology Education 6–12	Program	21	62%	26	69%	26	69%
	Non-Program	85	58%	86	52%	77	56%
	<b>Total</b>	<b>106</b>	<b>58%</b>	<b>112</b>	<b>56%</b>	<b>103</b>	<b>59%</b>
English 6–12 Multiple-Choice Section	Program	407	91%	410	92%	299	87%
	Non-Program	861	73%	1,054	77%	1,319	69%
	<b>Total</b>	<b>1,268</b>	<b>79%</b>	<b>1,464</b>	<b>81%</b>	<b>1,618</b>	<b>72%</b>
English 6–12 Written Performance Section	Program	412	93%	408	93%	296	81%
	Non-Program	859	79%	1,057	79%	1,318	67%
	<b>Total</b>	<b>1,271</b>	<b>84%</b>	<b>1,465</b>	<b>83%</b>	<b>1,614</b>	<b>70%</b>
English to Speakers of Other Languages (ESOL) K–12	Program	198	74%	197	82%	235	60%
	Non-Program	565	65%	563	68%	946	53%
	<b>Total</b>	<b>763</b>	<b>67%</b>	<b>760</b>	<b>72%</b>	<b>1,181</b>	<b>54%</b>
Exceptional Student Education K–12	Program	781	96%	734	93%	707	88%
	Non-Program	2,326	86%	2,481	78%	2,994	71%
	<b>Total</b>	<b>3,107</b>	<b>89%</b>	<b>3,215</b>	<b>81%</b>	<b>3,701</b>	<b>74%</b>
Family and Consumer Science 6–12	Program	16	88%	8	88%	22	68%
	Non-Program	59	75%	84	79%	158	60%
	<b>Total</b>	<b>75</b>	<b>77%</b>	<b>92</b>	<b>79%</b>	<b>180</b>	<b>61%</b>
French K–12	Program	13	92%	7	86%	3	0%
	Non-Program	49	86%	59	81%	45	78%
	<b>Total</b>	<b>62</b>	<b>87%</b>	<b>66</b>	<b>82%</b>	<b>48</b>	<b>73%</b>
German K–12 Interview	Program	n/a	n/a	2	100%	1	100%
	Non-Program	3	100%	4	100%	8	100%
	<b>Total</b>	<b>3</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>9</b>	<b>100%</b>
German K–12 Written	Program	1	100%	1	100%	1	100%
	Non-Program	3	100%	5	100%	9	100%
	<b>Total</b>	<b>4</b>	<b>100%</b>	<b>6</b>	<b>100%</b>	<b>10</b>	<b>100%</b>
Guidance and Counseling PK–12	Program	128	100%	149	100%	139	95%
	Non-Program	201	97%	239	95%	302	83%
	<b>Total</b>	<b>329</b>	<b>98%</b>	<b>388</b>	<b>97%</b>	<b>441</b>	<b>87%</b>
Health K–12	Program	28	71%	38	89%	62	76%
	Non-Program	143	50%	171	61%	313	50%
	<b>Total</b>	<b>171</b>	<b>53%</b>	<b>209</b>	<b>66%</b>	<b>375</b>	<b>55%</b>

Examination	Program Type	2017–2018		2018–2019		2019–2020	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Hearing Impaired K–12	Program	15	100%	10	100%	14	79%
	Non-Program	36	83%	58	88%	70	77%
	<b>Total</b>	<b>51</b>	<b>88%</b>	<b>68</b>	<b>90%</b>	<b>84</b>	<b>77%</b>
Humanities K–12	Program	5	80%	8	75%	11	45%
	Non-Program	11	73%	14	57%	44	45%
	<b>Total</b>	<b>16</b>	<b>75%</b>	<b>22</b>	<b>64%</b>	<b>55</b>	<b>45%</b>
Latin K–12	Program	4	100%	1	100%	2	100%
	Non-Program	12	83%	8	75%	8	88%
	<b>Total</b>	<b>16</b>	<b>88%</b>	<b>9</b>	<b>78%</b>	<b>10</b>	<b>90%</b>
Marketing 6–12	Program	8	100%	8	88%	14	64%
	Non-Program	20	75%	25	60%	61	49%
	<b>Total</b>	<b>28</b>	<b>82%</b>	<b>33</b>	<b>67%</b>	<b>75</b>	<b>52%</b>
Mathematics 6–12	Program	192	84%	224	79%	163	62%
	Non-Program	445	58%	552	57%	723	46%
	<b>Total</b>	<b>637</b>	<b>66%</b>	<b>776</b>	<b>63%</b>	<b>886</b>	<b>49%</b>
Middle Grades English 5–9 Multiple-Choice Section	Program	66	64%	71	52%	66	59%
	Non-Program	303	43%	371	45%	508	44%
	<b>Total</b>	<b>369</b>	<b>46%</b>	<b>442</b>	<b>46%</b>	<b>574</b>	<b>46%</b>
Middle Grades English 5–9 Written Performance Section	Program	68	74%	72	67%	63	68%
	Non-Program	322	59%	384	63%	476	53%
	<b>Total</b>	<b>390</b>	<b>61%</b>	<b>456</b>	<b>64%</b>	<b>539</b>	<b>54%</b>
Middle Grades General Science 5–9	Program	141	85%	132	85%	101	66%
	Non-Program	447	66%	485	62%	568	49%
	<b>Total</b>	<b>588</b>	<b>71%</b>	<b>617</b>	<b>67%</b>	<b>669</b>	<b>52%</b>
Middle Grades Mathematics 5–9	Program	225	82%	205	84%	155	68%
	Non-Program	829	64%	1,014	63%	1,292	55%
	<b>Total</b>	<b>1,054</b>	<b>68%</b>	<b>1,219</b>	<b>67%</b>	<b>1,447</b>	<b>56%</b>
Middle Grades Social Science 5–9	Program	62	95%	63	95%	71	82%
	Non-Program	276	83%	338	86%	410	76%
	<b>Total</b>	<b>338</b>	<b>85%</b>	<b>401</b>	<b>88%</b>	<b>481</b>	<b>77%</b>
Music K–12	Program	173	98%	159	98%	155	95%
	Non-Program	172	87%	204	84%	197	78%
	<b>Total</b>	<b>345</b>	<b>92%</b>	<b>363</b>	<b>90%</b>	<b>352</b>	<b>86%</b>
PK–3 Subtest 1: Developmental Knowledge	Program	387	95%	361	96%	280	93%
	Non-Program	1,124	81%	1,458	82%	1,645	73%
	<b>Total</b>	<b>1,511</b>	<b>84%</b>	<b>1,819</b>	<b>85%</b>	<b>1,925</b>	<b>76%</b>
PK–3 Subtest 2: Language Arts and Reading	Program	365	92%	358	95%	305	84%
	Non-Program	1,027	70%	1,379	73%	1,821	59%
	<b>Total</b>	<b>1,392</b>	<b>76%</b>	<b>1,737</b>	<b>77%</b>	<b>2,126</b>	<b>63%</b>

Examination	Program Type	2017–2018		2018–2019		2019–2020	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
PK–3 Subtest 3: Mathematics	Program	381	94%	356	95%	291	88%
	Non-Program	1,102	75%	1,398	77%	1,726	66%
	<b>Total</b>	<b>1,483</b>	<b>80%</b>	<b>1,754</b>	<b>81%</b>	<b>2,017</b>	<b>69%</b>
PK–3 Subtest 4: Science	Program	380	96%	359	97%	289	91%
	Non-Program	1,146	81%	1,469	83%	1,611	73%
	<b>Total</b>	<b>1,526</b>	<b>85%</b>	<b>1,828</b>	<b>86%</b>	<b>1,900</b>	<b>76%</b>
Physical Education K–12	Program	115	86%	124	87%	125	76%
	Non-Program	500	60%	639	57%	992	50%
	<b>Total</b>	<b>615</b>	<b>65%</b>	<b>763</b>	<b>62%</b>	<b>1,117</b>	<b>53%</b>
Physics 6–12	Program	36	75%	25	92%	18	56%
	Non-Program	33	76%	68	60%	62	65%
	<b>Total</b>	<b>69</b>	<b>75%</b>	<b>93</b>	<b>69%</b>	<b>80</b>	<b>63%</b>
Preschool Education Birth–Age 4	Program	56	95%	61	90%	49	76%
	Non-Program	138	52%	130	57%	259	46%
	<b>Total</b>	<b>194</b>	<b>64%</b>	<b>191</b>	<b>68%</b>	<b>308</b>	<b>51%</b>
Reading K–12	Program	92	91%	58	79%	594	70%
	Non-Program	100	57%	134	53%	4,023	74%
	<b>Total</b>	<b>192</b>	<b>73%</b>	<b>192</b>	<b>61%</b>	<b>4,617</b>	<b>73%</b>
School Psychologist PK–12	Program	66	100%	77	100%	72	96%
	Non-Program	16	94%	26	88%	39	46%
	<b>Total</b>	<b>82</b>	<b>99%</b>	<b>103</b>	<b>97%</b>	<b>111</b>	<b>78%</b>
Social Science 6–12	Program	386	91%	402	90%	319	78%
	Non-Program	765	74%	917	71%	1,265	57%
	<b>Total</b>	<b>1,151</b>	<b>80%</b>	<b>1,319</b>	<b>77%</b>	<b>1,584</b>	<b>62%</b>
Spanish K–12	Program	55	87%	51	82%	34	74%
	Non-Program	417	78%	450	74%	435	69%
	<b>Total</b>	<b>472</b>	<b>79%</b>	<b>501</b>	<b>75%</b>	<b>469</b>	<b>69%</b>
Speech-Language Impaired K–12	Program	0	n/a	0	n/a	0	n/a
	Non-Program	15	87%	14	100%	14	71%
	<b>Total</b>	<b>15</b>	<b>87%</b>	<b>14</b>	<b>100%</b>	<b>14</b>	<b>71%</b>
Visually Impaired K–12	Program	14	86%	17	94%	10	80%
	Non-Program	9	56%	18	72%	38	39%
	<b>Total</b>	<b>23</b>	<b>74%</b>	<b>35</b>	<b>83%</b>	<b>48</b>	<b>48%</b>
<b>TOTAL FOR ALL SUBJECT AREA EXAMINATIONS</b>	<b>Program</b>	<b>14,189</b>	<b>93%</b>	<b>14,268</b>	<b>94%</b>	<b>12,791</b>	<b>83%</b>
	<b>Non-Program</b>	<b>26,429</b>	<b>74%</b>	<b>32,889</b>	<b>74%</b>	<b>42,770</b>	<b>65%</b>
	<b>Total</b>	<b>40,618</b>	<b>81%</b>	<b>47,157</b>	<b>80%</b>	<b>55,561</b>	<b>69%</b>
<b>Professional Education (PED)</b>	<b>Program</b>	<b>4,952</b>	<b>98%</b>	<b>4,977</b>	<b>97%</b>	<b>4,182</b>	<b>88%</b>
	<b>Non-Program</b>	<b>3,510</b>	<b>90%</b>	<b>4,189</b>	<b>87%</b>	<b>5,225</b>	<b>71%</b>
	<b>Total</b>	<b>8,462</b>	<b>95%</b>	<b>9,166</b>	<b>92%</b>	<b>9,407</b>	<b>78%</b>

Examination	Program Type	2017–2018		2018–2019		2019–2020	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
GK Subtest 1: Essay	Program	4,701	98%	4,105	96%	1,570	87%
	Non-Program	7,533	81%	8,135	75%	8,092	72%
	<b>Total</b>	<b>12,234</b>	<b>87%</b>	<b>12,240</b>	<b>82%</b>	<b>9,662</b>	<b>74%</b>
GK Subtest 2: English Language Skills (ELS)	Program	4,563	98%	4,204	96%	1,622	87%
	Non-Program	7,381	77%	8,406	73%	8,571	65%
	<b>Total</b>	<b>11,944</b>	<b>85%</b>	<b>12,610</b>	<b>81%</b>	<b>10,193</b>	<b>68%</b>
GK Subtest 3: Reading	Program	4,462	97%	4,242	95%	1,710	84%
	Non-Program	7,290	73%	8,324	68%	8,632	60%
	<b>Total</b>	<b>11,752</b>	<b>82%</b>	<b>12,566</b>	<b>77%</b>	<b>10,342</b>	<b>64%</b>
GK Subtest 4: Mathematics	Program	4,484	97%	4,313	93%	1,631	82%
	Non-Program	7,162	70%	8,482	66%	8,147	61%
	<b>Total</b>	<b>11,646</b>	<b>80%</b>	<b>12,795</b>	<b>75%</b>	<b>9,778</b>	<b>64%</b>
<b>TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS</b>	<b>Program</b>	<b>18,210</b>	<b>97%</b>	<b>16,864</b>	<b>95%</b>	<b>6,533</b>	<b>85%</b>
	<b>Non-Program</b>	<b>29,366</b>	<b>75%</b>	<b>33,347</b>	<b>70%</b>	<b>33,442</b>	<b>64%</b>
	<b>Total</b>	<b>47,576</b>	<b>84%</b>	<b>50,211</b>	<b>79%</b>	<b>39,975</b>	<b>68%</b>
FELE Subtest 1: Leadership for Student Learning	Program	863	91%	813	88%	666	84%
	Non-Program	597	80%	710	79%	539	77%
	<b>Total</b>	<b>1,460</b>	<b>87%</b>	<b>1,523</b>	<b>84%</b>	<b>1,205</b>	<b>81%</b>
FELE Subtest 2: Organizational Development	Program	867	91%	790	87%	678	85%
	Non-Program	616	79%	694	78%	533	75%
	<b>Total</b>	<b>1,483</b>	<b>86%</b>	<b>1,484</b>	<b>82%</b>	<b>1,211</b>	<b>80%</b>
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	838	90%	816	85%	680	80%
	Non-Program	581	76%	694	77%	552	72%
	<b>Total</b>	<b>1,419</b>	<b>84%</b>	<b>1,510</b>	<b>82%</b>	<b>1,232</b>	<b>76%</b>
FELE Subtest 3: Systems Leadership Written Performance Section	Program	847	92%	812	89%	675	84%
	Non-Program	577	79%	684	80%	565	79%
	<b>Total</b>	<b>1,424</b>	<b>87%</b>	<b>1,496</b>	<b>85%</b>	<b>1,240</b>	<b>82%</b>
<b>TOTAL FOR ALL FELE SUBTESTS</b>	<b>Program</b>	<b>3,415</b>	<b>91%</b>	<b>3,231</b>	<b>87%</b>	<b>2,699</b>	<b>83%</b>
	<b>Non-Program</b>	<b>2,371</b>	<b>78%</b>	<b>2,782</b>	<b>79%</b>	<b>2,189</b>	<b>76%</b>
	<b>Total</b>	<b>5,786</b>	<b>86%</b>	<b>6,013</b>	<b>83%</b>	<b>4,888</b>	<b>80%</b>
<b>GRAND TOTAL FOR ALL EXAMINATIONS</b>	<b>Program</b>	<b>40,766</b>	<b>95%</b>	<b>39,340</b>	<b>94%</b>	<b>26,205</b>	<b>85%</b>
	<b>Non-Program</b>	<b>61,676</b>	<b>76%</b>	<b>73,207</b>	<b>73%</b>	<b>83,626</b>	<b>65%</b>
	<b>Total</b>	<b>102,442</b>	<b>84%</b>	<b>112,547</b>	<b>81%</b>	<b>109,831</b>	<b>70%</b>

Examinees are classified as belonging to a program if they were claimed by any institution of the following: Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College (FCS), State University (SUS), 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.  
N=number of examinees  
n/a = results for fewer than 10 examinees are not provided.  
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 (2017–2018 through 2019–2020)  
Program versus Non-Program**

Assessment	Program Type	2017–2018		2018–2019		2019–2020	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	Program	1	100%	1	100%	0	n/a
	Non-Program	3	100%	4	100%	7	100%
	<b>Total</b>	<b>3</b>	<b>100%</b>	<b>5</b>	<b>100%</b>	<b>8</b>	<b>100%</b>
English 6–12	Program	388	88%	376	89%	278	78%
	Non-Program	819	67%	970	70%	1,253	56%
	<b>Total</b>	<b>1,207</b>	<b>74%</b>	<b>1,346</b>	<b>75%</b>	<b>1,531</b>	<b>60%</b>
Middle Grades English 5–9	Program	63	62%	65	48%	62	52%
	Non-Program	295	35%	331	39%	458	33%
	<b>Total</b>	<b>358</b>	<b>40%</b>	<b>396</b>	<b>41%</b>	<b>520</b>	<b>35%</b>
Prekindergarten/Primary (PK–3)	Program	350	92%	319	94%	270	82%
	Non-Program	941	67%	1,137	69%	1,506	51%
	<b>Total</b>	<b>1,291</b>	<b>74%</b>	<b>1,456</b>	<b>75%</b>	<b>1,776</b>	<b>55%</b>
Elementary Education K–6	Program	1,866	92%	1,790	95%	1,650	75%
	Non-Program	2,339	62%	2,843	65%	3,311	49%
	<b>Total</b>	<b>4,205</b>	<b>75%</b>	<b>4,633</b>	<b>76%</b>	<b>4,961</b>	<b>58%</b>
General Knowledge (GK)	Program	3,826	96%	3,220	93%	1,146	76%
	Non-Program	5,911	60%	6,173	55%	6,470	44%
	<b>Total</b>	<b>9,737</b>	<b>74%</b>	<b>9,393</b>	<b>68%</b>	<b>7,616</b>	<b>49%</b>
Florida Educational Leadership Examination (FELE)	Program	712	86%	620	80%	574	72%
	Non-Program	452	65%	525	67%	465	60%
	<b>Total</b>	<b>1,164</b>	<b>77%</b>	<b>1,145</b>	<b>74%</b>	<b>1,039</b>	<b>66%</b>

Examinees are classified as belonging to a program if they were claimed by any institution of the following: Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College (FCS), State University (SUS), 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.

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

n/a = results for fewer than 10 examinees are not provided.

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**  
**Summary Data by Examination Count (2017–2018 through 2019–2020)**  
**Program versus Non-Program**

Examination	Program Type	2017–2018		2018–2019		2019–2020	
		Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	Program	33	32	29	28	23	22
	Non-Program	59	56	98	93	95	88
	<b>Total</b>	<b>92</b>	<b>88</b>	<b>127</b>	<b>121</b>	<b>118</b>	<b>110</b>
Art K–12	Program	136	133	139	134	129	123
	Non-Program	332	317	386	369	496	458
	<b>Total</b>	<b>468</b>	<b>450</b>	<b>525</b>	<b>503</b>	<b>625</b>	<b>581</b>
Biology 6–12	Program	300	285	253	247	193	184
	Non-Program	409	390	542	507	645	578
	<b>Total</b>	<b>709</b>	<b>675</b>	<b>795</b>	<b>754</b>	<b>838</b>	<b>762</b>
Business Education 6–12	Program	210	198	234	228	195	178
	Non-Program	416	398	599	576	750	656
	<b>Total</b>	<b>626</b>	<b>596</b>	<b>833</b>	<b>804</b>	<b>945</b>	<b>834</b>
Chemistry 6–12	Program	79	74	88	82	64	60
	Non-Program	134	120	167	153	191	161
	<b>Total</b>	<b>213</b>	<b>194</b>	<b>255</b>	<b>235</b>	<b>255</b>	<b>221</b>
Computer Science K–12	Program	21	20	26	25	107	102
	Non-Program	79	74	74	71	344	313
	<b>Total</b>	<b>100</b>	<b>94</b>	<b>100</b>	<b>96</b>	<b>451</b>	<b>415</b>
Drama 6–12	Program	28	27	27	26	16	13
	Non-Program	74	72	91	86	128	112
	<b>Total</b>	<b>102</b>	<b>99</b>	<b>118</b>	<b>112</b>	<b>144</b>	<b>125</b>
Earth-Space Science 6–12	Program	57	57	62	60	47	44
	Non-Program	124	120	193	186	265	228
	<b>Total</b>	<b>181</b>	<b>177</b>	<b>255</b>	<b>246</b>	<b>312</b>	<b>272</b>
Educational Media Specialist PK–12	Program	38	34	40	40	45	40
	Non-Program	276	261	348	342	351	309
	<b>Total</b>	<b>314</b>	<b>295</b>	<b>388</b>	<b>382</b>	<b>396</b>	<b>349</b>
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	3,718	3,601	3,247	3,134	2,481	2,369
	Non-Program	4,936	4,691	5,693	5,432	5,675	5,156
	<b>Total</b>	<b>8,654</b>	<b>8,292</b>	<b>8,940</b>	<b>8,566</b>	<b>8,156</b>	<b>7,525</b>
Elementary Ed K–6 Subtest 2: Social Science	Program	3,790	3,675	3,342	3,234	2,502	2,393
	Non-Program	4,415	4,193	5,031	4,794	4,794	4,360
	<b>Total</b>	<b>8,205</b>	<b>7,868</b>	<b>8,373</b>	<b>8,028</b>	<b>7,296</b>	<b>6,753</b>

Examination	Program Type	2017–2018		2018–2019		2019–2020	
		Registered	Tested	Registered	Tested	Registered	Tested
Elementary Ed K–6 Subtest 3: Science	Program	3,477	3,353	3,042	2,937	2,284	2,183
	Non-Program	4,338	4,113	5,004	4,766	4,798	4,340
	<b>Total</b>	<b>7,815</b>	<b>7,466</b>	<b>8,046</b>	<b>7,703</b>	<b>7,082</b>	<b>6,523</b>
Elementary Ed K–6 Subtest 4: Mathematics	Program	3,641	3,527	3,343	3,233	2,803	2,698
	Non-Program	4,700	4,463	5,615	5,341	5,744	5,189
	<b>Total</b>	<b>8,341</b>	<b>7,990</b>	<b>8,958</b>	<b>8,574</b>	<b>8,547</b>	<b>7,887</b>
Engineering and Technology Education 6–12	Program	50	47	42	40	35	35
	Non-Program	160	149	146	137	106	96
	<b>Total</b>	<b>210</b>	<b>196</b>	<b>188</b>	<b>177</b>	<b>141</b>	<b>131</b>
English 6–12 Multiple-Choice Section	Program	685	662	589	566	387	355
	Non-Program	1,391	1,298	1,580	1,488	1,783	1,594
	<b>Total</b>	<b>2,076</b>	<b>1,960</b>	<b>2,169</b>	<b>2,054</b>	<b>2,170</b>	<b>1,949</b>
English 6–12 Written Performance Section	Program	601	585	566	542	430	395
	Non-Program	1,330	1,244	1,530	1,437	1,817	1,634
	<b>Total</b>	<b>1,931</b>	<b>1,829</b>	<b>2,096</b>	<b>1,979</b>	<b>2,247</b>	<b>2,029</b>
English to Speakers of Other Languages (ESOL) K–12	Program	254	242	242	231	293	256
	Non-Program	811	757	791	734	1,250	1,103
	<b>Total</b>	<b>1,065</b>	<b>999</b>	<b>1,033</b>	<b>965</b>	<b>1,543</b>	<b>1,359</b>
Exceptional Student Education K–12	Program	936	907	1,019	980	935	875
	Non-Program	3,046	2,920	3,626	3,514	4,207	3,834
	<b>Total</b>	<b>3,982</b>	<b>3,827</b>	<b>4,645</b>	<b>4,494</b>	<b>5,142</b>	<b>4,709</b>
Family and Consumer Science 6–12	Program	27	24	18	16	29	27
	Non-Program	114	107	133	130	214	180
	<b>Total</b>	<b>141</b>	<b>131</b>	<b>151</b>	<b>146</b>	<b>243</b>	<b>207</b>
French K–12	Program	15	15	9	9	4	3
	Non-Program	58	53	77	71	61	57
	<b>Total</b>	<b>73</b>	<b>68</b>	<b>86</b>	<b>80</b>	<b>65</b>	<b>60</b>
German K–12 Interview	Program	0	0	2	2	1	1
	Non-Program	8	7	7	5	16	11
	<b>Total</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>17</b>	<b>12</b>
German K–12 Written	Program	2	2	1	1	1	1
	Non-Program	12	10	8	8	15	13
	<b>Total</b>	<b>14</b>	<b>12</b>	<b>9</b>	<b>9</b>	<b>16</b>	<b>14</b>
Guidance and Counseling PK–12	Program	139	135	156	155	166	152
	Non-Program	245	231	302	291	432	355
	<b>Total</b>	<b>384</b>	<b>366</b>	<b>458</b>	<b>446</b>	<b>598</b>	<b>507</b>
Health K–12	Program	54	54	68	65	89	84
	Non-Program	244	238	285	273	437	390
	<b>Total</b>	<b>298</b>	<b>292</b>	<b>353</b>	<b>338</b>	<b>526</b>	<b>474</b>



Examination	Program Type	2017–2018		2018–2019		2019–2020	
		Registered	Tested	Registered	Tested	Registered	Tested
Hearing Impaired K–12	Program	16	16	10	10	16	15
	Non-Program	44	43	75	73	87	85
	<b>Total</b>	<b>60</b>	<b>59</b>	<b>85</b>	<b>83</b>	<b>103</b>	<b>100</b>
Humanities K–12	Program	6	6	10	10	18	12
	Non-Program	12	11	18	15	65	46
	<b>Total</b>	<b>18</b>	<b>17</b>	<b>28</b>	<b>25</b>	<b>83</b>	<b>58</b>
Latin K–12	Program	5	5	5	5	3	3
	Non-Program	15	14	13	13	10	9
	<b>Total</b>	<b>20</b>	<b>19</b>	<b>18</b>	<b>18</b>	<b>13</b>	<b>12</b>
Marketing 6–12	Program	9	9	8	8	18	16
	Non-Program	27	27	38	34	80	64
	<b>Total</b>	<b>36</b>	<b>36</b>	<b>46</b>	<b>42</b>	<b>98</b>	<b>80</b>
Mathematics 6–12	Program	326	310	339	329	273	241
	Non-Program	696	662	885	851	1,052	939
	<b>Total</b>	<b>1,022</b>	<b>972</b>	<b>1,224</b>	<b>1,180</b>	<b>1,325</b>	<b>1,180</b>
Middle Grades English 5–9 Multiple-Choice Section	Program	150	139	145	140	98	91
	Non-Program	596	561	717	677	802	702
	<b>Total</b>	<b>746</b>	<b>700</b>	<b>862</b>	<b>817</b>	<b>900</b>	<b>793</b>
Middle Grades English 5–9 Written Performance Section	Program	108	101	90	85	82	76
	Non-Program	506	473	556	522	664	574
	<b>Total</b>	<b>614</b>	<b>574</b>	<b>646</b>	<b>607</b>	<b>746</b>	<b>650</b>
Middle Grades General Science 5–9	Program	257	240	200	194	141	130
	Non-Program	737	716	767	716	840	731
	<b>Total</b>	<b>994</b>	<b>956</b>	<b>967</b>	<b>910</b>	<b>981</b>	<b>861</b>
Middle Grades Mathematics 5–9	Program	425	415	338	325	226	215
	Non-Program	1,521	1,470	1,687	1,627	1,870	1,702
	<b>Total</b>	<b>1,946</b>	<b>1,885</b>	<b>2,025</b>	<b>1,952</b>	<b>2,096</b>	<b>1,917</b>
Middle Grades Social Science 5–9	Program	77	75	79	76	94	82
	Non-Program	370	353	444	424	537	461
	<b>Total</b>	<b>447</b>	<b>428</b>	<b>523</b>	<b>500</b>	<b>631</b>	<b>543</b>
Music K–12	Program	192	184	180	176	177	172
	Non-Program	252	241	282	272	282	246
	<b>Total</b>	<b>444</b>	<b>425</b>	<b>462</b>	<b>448</b>	<b>459</b>	<b>418</b>
PK–3 Subtest 1: Developmental Knowledge	Program	520	505	435	418	335	321
	Non-Program	1,708	1,646	2,141	2,034	2,253	2,050
	<b>Total</b>	<b>2,228</b>	<b>2,151</b>	<b>2,576</b>	<b>2,452</b>	<b>2,588</b>	<b>2,371</b>
PK–3 Subtest 2: Language Arts and Reading	Program	681	662	571	549	449	428
	Non-Program	2,140	2,054	2,708	2,579	3,061	2,817
	<b>Total</b>	<b>2,821</b>	<b>2,716</b>	<b>3,279</b>	<b>3,128</b>	<b>3,510</b>	<b>3,245</b>

Examination	Program Type	2017–2018		2018–2019		2019–2020	
		Registered	Tested	Registered	Tested	Registered	Tested
PK–3 Subtest 3: Mathematics	Program	527	515	471	452	377	358
	Non-Program	1,880	1,806	2,316	2,203	2,520	2,296
	<b>Total</b>	<b>2,407</b>	<b>2,321</b>	<b>2,787</b>	<b>2,655</b>	<b>2,897</b>	<b>2,654</b>
PK–3 Subtest 4: Science	Program	508	497	436	417	352	337
	Non-Program	1,657	1,594	2,056	1,948	2,190	1,989
	<b>Total</b>	<b>2,165</b>	<b>2,091</b>	<b>2,492</b>	<b>2,365</b>	<b>2,542</b>	<b>2,326</b>
Physical Education K–12	Program	223	218	201	197	185	166
	Non-Program	1,049	1,017	1,176	1,128	1,588	1,418
	<b>Total</b>	<b>1,272</b>	<b>1,235</b>	<b>1,377</b>	<b>1,325</b>	<b>1,773</b>	<b>1,584</b>
Physics 6–12	Program	54	51	35	35	24	21
	Non-Program	63	58	103	99	108	90
	<b>Total</b>	<b>117</b>	<b>109</b>	<b>138</b>	<b>134</b>	<b>132</b>	<b>111</b>
Preschool Education Birth–Age 4	Program	121	117	110	107	81	77
	Non-Program	227	215	194	190	353	305
	<b>Total</b>	<b>348</b>	<b>332</b>	<b>304</b>	<b>297</b>	<b>434</b>	<b>382</b>
Reading K–12	Program	132	124	99	97	705	650
	Non-Program	153	141	170	162	4,553	4,245
	<b>Total</b>	<b>285</b>	<b>265</b>	<b>269</b>	<b>259</b>	<b>5,258</b>	<b>4,895</b>
School Psychologist PK–12	Program	72	72	86	85	79	75
	Non-Program	24	23	33	30	56	43
	<b>Total</b>	<b>96</b>	<b>95</b>	<b>119</b>	<b>115</b>	<b>135</b>	<b>118</b>
Social Science 6–12	Program	597	581	590	572	462	428
	Non-Program	1,164	1,105	1,381	1,315	1,750	1,557
	<b>Total</b>	<b>1,761</b>	<b>1,686</b>	<b>1,971</b>	<b>1,887</b>	<b>2,212</b>	<b>1,985</b>
Spanish K–12	Program	94	91	88	84	55	48
	Non-Program	621	579	626	610	589	551
	<b>Total</b>	<b>715</b>	<b>670</b>	<b>714</b>	<b>694</b>	<b>644</b>	<b>599</b>
Speech-Language Impaired K–12	Program	n/a	n/a	n/a	n/a	1	0
	Non-Program	19	18	17	17	28	18
	<b>Total</b>	<b>19</b>	<b>18</b>	<b>17</b>	<b>17</b>	<b>29</b>	<b>18</b>
Visually Impaired K–12	Program	15	15	18	18	10	10
	Non-Program	18	18	41	41	59	52
	<b>Total</b>	<b>33</b>	<b>33</b>	<b>59</b>	<b>59</b>	<b>69</b>	<b>62</b>
<b>TOTAL FOR ALL SUBJECT AREA EXAMINATIONS</b>	<b>Program</b>	<b>23,406</b>	<b>22,637</b>	<b>21,128</b>	<b>20,404</b>	<b>17,520</b>	<b>16,565</b>
	<b>Non-Program</b>	<b>43,210</b>	<b>41,127</b>	<b>50,770</b>	<b>48,384</b>	<b>60,011</b>	<b>54,205</b>
	<b>Total</b>	<b>66,616</b>	<b>63,764</b>	<b>71,898</b>	<b>68,788</b>	<b>77,531</b>	<b>70,770</b>
<b>Professional Education (PED)</b>	<b>Program</b>	<b>7,126</b>	<b>6,932</b>	<b>6,807</b>	<b>6,600</b>	<b>5,352</b>	<b>5,143</b>
	<b>Non-Program</b>	<b>5,884</b>	<b>5,647</b>	<b>6,561</b>	<b>6,276</b>	<b>7,243</b>	<b>6,655</b>
	<b>Total</b>	<b>13,010</b>	<b>12,579</b>	<b>13,368</b>	<b>12,876</b>	<b>12,595</b>	<b>11,798</b>

Examination	Program Type	2017–2018		2018–2019		2019–2020	
		Registered	Tested	Registered	Tested	Registered	Tested
GK Subtest 1: Essay	Program	7,447	7,159	6,116	5,921	2,247	2,103
	Non-Program	13,900	13,009	13,561	12,722	11,497	10,318
	<b>Total</b>	<b>21,347</b>	<b>20,168</b>	<b>19,677</b>	<b>18,643</b>	<b>13,744</b>	<b>12,421</b>
GK Subtest 2: English Language Skills (ELS)	Program	7,837	7,552	6,601	6,410	2,392	2,255
	Non-Program	14,199	13,323	14,118	13,286	12,934	11,636
	<b>Total</b>	<b>22,036</b>	<b>20,875</b>	<b>20,719</b>	<b>19,696</b>	<b>15,326</b>	<b>13,891</b>
GK Subtest 3: Reading	Program	8,495	8,181	7,194	6,977	2,771	2,607
	Non-Program	15,225	14,315	15,330	14,457	13,754	12,434
	<b>Total</b>	<b>23,720</b>	<b>22,496</b>	<b>22,524</b>	<b>21,434</b>	<b>16,525</b>	<b>15,041</b>
GK Subtest 4: Mathematics	Program	8,715	8,368	7,103	6,832	2,527	2,329
	Non-Program	15,847	14,860	15,589	14,533	12,342	10,914
	<b>Total</b>	<b>24,562</b>	<b>23,228</b>	<b>22,692</b>	<b>21,365</b>	<b>14,869</b>	<b>13,243</b>
<b>TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS</b>	<b>Program</b>	<b>32,494</b>	<b>31,260</b>	<b>27,014</b>	<b>26,140</b>	<b>9,937</b>	<b>9,294</b>
	<b>Non-Program</b>	<b>59,171</b>	<b>55,507</b>	<b>58,598</b>	<b>54,998</b>	<b>50,527</b>	<b>45,302</b>
	<b>Total</b>	<b>91,665</b>	<b>86,767</b>	<b>85,612</b>	<b>81,138</b>	<b>60,464</b>	<b>54,596</b>
FELE Subtest 1: Leadership for Student Learning	Program	1,545	1,500	1,311	1,259	890	850
	Non-Program	1,167	1,095	1,153	1,085	789	729
	<b>Total</b>	<b>2,712</b>	<b>2,595</b>	<b>2,464</b>	<b>2,344</b>	<b>1,679</b>	<b>1,579</b>
FELE Subtest 2: Organizational Development	Program	1,477	1,437	1,279	1,230	915	874
	Non-Program	1,127	1,060	1,103	1,043	747	694
	<b>Total</b>	<b>2,604</b>	<b>2,497</b>	<b>2,382</b>	<b>2,273</b>	<b>1,662</b>	<b>1,568</b>
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	1,647	1,598	1,432	1,376	1,032	990
	Non-Program	1,205	1,134	1,232	1,160	829	773
	<b>Total</b>	<b>2,852</b>	<b>2,732</b>	<b>2,664</b>	<b>2,536</b>	<b>1,861</b>	<b>1,763</b>
FELE Subtest 3: Systems Leadership Written Performance Section	Program	1,628	1,581	1,321	1,269	952	908
	Non-Program	1,162	1,095	1,151	1,081	757	703
	<b>Total</b>	<b>2,790</b>	<b>2,676</b>	<b>2,472</b>	<b>2,350</b>	<b>1,709</b>	<b>1,611</b>
<b>TOTAL FOR ALL FELE SUBTESTS</b>	<b>Program</b>	<b>6,297</b>	<b>6,116</b>	<b>5,343</b>	<b>5,134</b>	<b>3,789</b>	<b>3,622</b>
	<b>Non-Program</b>	<b>4,661</b>	<b>4,384</b>	<b>4,639</b>	<b>4,369</b>	<b>3,122</b>	<b>2,899</b>
	<b>Total</b>	<b>10,958</b>	<b>10,500</b>	<b>9,982</b>	<b>9,503</b>	<b>6,911</b>	<b>6,521</b>
<b>GRAND TOTAL FOR ALL EXAMINATIONS</b>	<b>Program</b>	<b>69,323</b>	<b>66,945</b>	<b>60,292</b>	<b>58,278</b>	<b>36,598</b>	<b>34,624</b>
	<b>Non-Program</b>	<b>112,926</b>	<b>106,665</b>	<b>120,568</b>	<b>114,027</b>	<b>120,903</b>	<b>109,061</b>
	<b>Total</b>	<b>182,249</b>	<b>173,610</b>	<b>180,860</b>	<b>172,305</b>	<b>157,501</b>	<b>143,685</b>

Examinees are classified as belonging to a program if they were claimed by any institution of the following: Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College (FCS), State University (SUS), 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.

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
Unique and All Examinee Counts (2017–2018 through 2019–2020)  
Program versus Non-Program**

Examinee Sample	Program Type	Examination	Examinee Count by Year		
			2017–2018	2018–2019	2019–2020
All Attempts	Program	SAE	22,662	13,489	16,565
		PED	6,203	4,995	5,143
		GK	11,924	6,909	9,294
		FELE	7,339	4,776	3,622
		<b>TOTAL</b>	<b>48,128</b>	<b>30,169</b>	<b>34,624</b>
	Non-Program	SAE	41,102	55,299	54,205
		PED	6,376	7,881	6,655
		GK	74,843	74,229	45,302
		FELE	3,161	4,727	2,899
		<b>TOTAL</b>	<b>125,482</b>	<b>142,136</b>	<b>109,061</b>
Unique Attempts	Program	SAE	8,662	5,192	6,995
		PED	5,149	4,134	4,439
		GK	3,062	1,888	2,836
		FELE	1,718	1,152	937
		<b>TOTAL</b>	<b>18,591</b>	<b>12,366</b>	<b>15,207</b>
	Non-Program	SAE	18,047	23,523	27,881
		PED	5,115	6,408	5,721
		GK	16,795	17,367	12,646
		FELE	724	1,153	765
		<b>TOTAL</b>	<b>40,681</b>	<b>48,451</b>	<b>47,013</b>
Retake Attempts	Program	SAE	7,215	4,360	4,924
		PED	1,576	1,366	1,233
		GK	5,517	3,723	4,345
		FELE	2,640	1,832	1,387
		<b>TOTAL</b>	<b>16,948</b>	<b>11,281</b>	<b>11,889</b>
	Non-Program	SAE	11,858	16,300	15,329
		PED	1,972	2,257	1,814
		GK	27,109	27,504	16,541
		FELE	1,169	1,775	1,034
		<b>TOTAL</b>	<b>42,108</b>	<b>47,836</b>	<b>34,718</b>
Unique Retake Attempts	Program	SAE	2,982	1,956	2,306
		PED	1,018	883	912
		GK	1,945	1,318	1,907
		FELE	1,016	691	577
		<b>TOTAL</b>	<b>6,961</b>	<b>4,848</b>	<b>5,702</b>
	Non-Program	SAE	5,669	7,801	7,765
		PED	1,272	1,505	1,339
		GK	8,496	9,246	6,453
		FELE	399	677	420
		<b>TOTAL</b>	<b>15,836</b>	<b>19,229</b>	<b>15,977</b>

Examinees are classified as belonging to a program if they were claimed by any institution of the following: Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College (FCS), State University (SUS), 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 (2017–2020)**

Examinee Sample	Examination	Examinee Count by Year			
		2017	2018	2019	2020
<b>All Attempts</b>	Subject Area Examinations	69,032	63,774	71,887	90,746
	Professional Education (PED)	12,030	12,926	12,758	14,900
	General Knowledge	88,912	87,457	75,789	65,789
	FELE	10,428	10,312	9,104	7,164
	<b>TOTAL</b>	<b>180,402</b>	<b>174,469</b>	<b>169,538</b>	<b>178,599</b>
<b>Unique Attempts</b>	Subject Area Examinations	28,599	26,898	29,896	49,722
	Professional Education (PED)	10,081	10,572	10,516	12,717
	General Knowledge	20,382	20,076	18,624	18,126
	FELE	2,408	2,435	2,193	1,872
	<b>TOTAL</b>	<b>61,470</b>	<b>59,981</b>	<b>61,229</b>	<b>82,437</b>
<b>Retake Attempts</b>	Subject Area Examinations	20,351	19,020	22,413	22,739
	Professional Education (PED)	3,294	3,704	3,534	3,943
	General Knowledge	31,560	33,484	29,735	23,595
	FELE	3,823	3,810	3,500	2,463
	<b>TOTAL</b>	<b>59,028</b>	<b>60,018</b>	<b>59,182</b>	<b>52,740</b>
<b>Unique Retake Attempts</b>	Subject Area Examinations	9,108	8,873	10,455	12,028
	Professional Education (PED)	2,273	2,399	2,368	2,864
	General Knowledge	10,320	10,562	10,330	9,333
	FELE	1,361	1,413	1,296	1,043
	<b>TOTAL</b>	<b>23,062</b>	<b>23,247</b>	<b>24,449</b>	<b>25,268</b>

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
<b>JANUARY 2020</b>												
Registered	1,047	1,152	1,261	1,136	4,596	196	185	214	198	793	981	6,370
Tested	961	1,073	1,171	1,017	4,222	192	181	210	193	776	935	5,933
<b>FEBRUARY 2020</b>												
Registered	1,138	1,264	1,394	1,291	5,087	184	186	203	195	768	1,109	6,964
Tested	1,046	1,178	1,299	1,162	4,685	172	174	189	183	718	1,054	6,457
<b>MARCH 2020</b>												
Registered	560	657	680	646	2,543	97	99	104	107	407	560	3,510
Tested	519	609	637	592	2,357	76	79	85	85	325	529	3,211
<b>APRIL 2020</b>												
Registered	27	30	28	30	115	*	*	*	2	2	23	140
Tested	23	24	22	23	92	*	*	*	2	2	20	114
<b>MAY 2020</b>												
Registered	1,651	1,897	1,906	1,608	7,062	95	88	111	106	400	2,010	9,472
Tested	1,481	1,687	1,706	1,423	6,297	91	86	109	104	390	1,864	8,551
<b>JUNE 2020</b>												
Registered	1,895	2,094	2,157	1,835	7,981	120	114	133	124	491	1,914	10,386
Tested	1,656	1,815	1,881	1,573	6,925	116	111	129	120	476	1,744	9,145
<b>JULY 2020</b>												
Registered	1,870	2,036	2,206	1,934	8,046	214	206	236	195	851	1,830	10,727
Tested	1,616	1,742	1,935	1,653	6,946	206	198	229	188	821	1,685	9,452
<b>AUGUST 2020</b>												
Registered	1,760	1,886	2,063	1,917	7,626	198	196	218	197	809	1,533	9,968
Tested	1,458	1,565	1,728	1,565	6,316	187	187	209	187	770	1,340	8,426
<b>SEPTEMBER 2020</b>												
Registered	1,790	1,926	2,068	1,902	7,686	195	201	221	193	810	1,520	10,016
Tested	1,399	1,530	1,672	1,463	6,064	184	191	209	183	767	1,252	8,083
<b>OCTOBER 2020</b>												
Registered	2,211	2,367	2,590	2,520	9,688	172	170	200	184	726	1,826	12,240
Tested	1,746	1,880	2,089	1,960	7,675	165	164	191	173	693	1,470	9,838
<b>NOVEMBER 2020</b>												
Registered	2,074	2,257	2,422	2,320	9,073	177	187	206	174	744	1,818	11,635
Tested	1,630	1,789	1,944	1,794	7,157	164	172	194	162	692	1,476	9,325
<b>DECEMBER 2020</b>												
Registered	2,061	2,213	2,397	2,357	9,028	190	185	212	194	781	1,941	11,750
Tested	1,597	1,740	1,909	1,807	7,053	178	173	201	182	734	1,531	9,318
<b>2020 TOTALS</b>												
Registered	18,084	19,779	21,172	19,496	78,531	1,838	1,817	2,058	1,869	7,582	17,065	103,178
Tested	15,132	16,632	17,993	16,032	65,789	1,731	1,716	1,955	1,762	7,164	14,900	87,853

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 2020		February 2020		March 2020	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	2	2	11	11	2	2
Art K–12	39	39	51	50	25	22
Biology 6–12	51	48	62	56	36	35
Business Education 6–12	62	56	73	67	26	25
Chemistry 6–12	18	17	22	20	8	7
Computer Science K–12	14	14	9	8	12	12
Drama 6–12	6	6	3	3	5	5
Earth/Space Science 6–12	13	12	21	21	10	9
Educational Media Specialist PK–12	22	21	32	31	24	22
Elementary Education K–6 Subtest 1: Lang Arts and Reading	621	582	724	679	307	293
Elementary Education K–6 Subtest 2: Social Science	553	524	669	630	278	263
Elementary Education K–6 Subtest 3: Science	545	517	618	578	277	261
Elementary Education K–6 Subtest 4: Mathematics	665	623	767	717	339	323
Engineering and Technology Education 6–12	11	11	9	9	3	3
English 6–12 Multiple-Choice Section	162	149	190	174	92	84
English 6–12 Written Performance Section	172	158	197	179	101	92
English to Speakers of Other Languages (ESOL) K–12	74	66	85	76	48	45
Exceptional Student Education K–12	330	314	453	436	209	195
Family and Consumer Science 6–12	8	8	16	14	6	6
French K–12	8	8	4	4	2	2
German K–12 Interview	2	1	2	2	*	*
German K–12 Written	3	3	1	1	*	*
Guidance and Counseling PK–12	32	31	34	33	16	15
Health K–12	29	28	35	33	17	16
Hearing Impaired K–12	7	7	9	8	3	3
Humanities K–12	4	3	5	5	1	1
Marketing 6–12	1	1	5	5	2	2
Mathematics 6–12	81	78	92	87	48	44
Middle Grades English 5–9 Multiple-Choice Section	60	53	61	57	33	31
Middle Grades English 5–9 Written Performance Section	53	46	41	40	31	29
Middle Grades General Science 5–9	70	61	68	67	38	36
Middle Grades Mathematics 5–9	103	99	146	139	79	76
Middle Grades Social Science 5–9	29	26	44	42	11	11
Music K–12	20	17	36	35	16	16
PK–3 Subtest 1: Developmental Knowledge	193	183	225	221	121	110
PK–3 Subtest 2: Language Arts and Reading	268	254	328	315	169	157
PK–3 Subtest 3: Mathematics	205	193	265	255	136	122
PK–3 Subtest 4: Science	182	172	232	226	113	103
Physical Education K–12	126	119	127	124	54	52
Physics 6–12	13	12	13	12	6	5
Preschool Education Birth–Age 4	22	22	32	29	15	14
Reading K–12	177	173	435	423	161	156
School Psychologist PK–12	9	7	21	20	14	14
Social Science 6–12	147	133	136	126	82	79
Spanish K–12	62	59	63	60	29	28
Speech-Language Impaired K–12	2	2	1	1	2	2
Visually Impaired K–12	3	3	7	7	5	5
<b>TOTAL</b>	<b>5,279</b>	<b>4,961</b>	<b>6,480</b>	<b>6,136</b>	<b>3,012</b>	<b>2,833</b>

Examination	April 2020		May 2020		June 2020	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	*	*	14	13	29	25
Art K–12	2	2	97	91	99	89
Biology 6–12	5	5	146	134	152	135
Business Education 6–12	2	2	162	141	170	143
Chemistry 6–12	1	1	42	38	43	33
Computer Science K–12	1	1	88	86	136	122
Drama 6–12	1	0	33	27	33	28
Earth/Space Science 6–12	2	2	66	60	75	62
Educational Media Specialist PK–12	2	2	60	49	103	88
Elementary Education K–6 Subtest 1: Lang Arts and Reading	15	12	934	851	1,104	979
Elementary Education K–6 Subtest 2: Social Science	13	10	840	778	985	879
Elementary Education K–6 Subtest 3: Science	14	11	798	727	949	837
Elementary Education K–6 Subtest 4: Mathematics	13	10	927	849	1,126	1,009
Engineering and Technology Education 6–12	2	2	21	19	25	22
English 6–12 Multiple-Choice Section	6	6	344	300	367	321
English 6–12 Written Performance Section	5	5	369	329	359	316
English to Speakers of Other Languages (ESOL) K–12	4	4	257	223	360	310
Exceptional Student Education K–12	18	12	729	658	892	801
Family and Consumer Science 6–12	1	1	66	61	59	44
French K–12	*	*	6	5	8	7
German K–12 Interview	*	*	*	*	3	2
German K–12 Written	*	*	*	*	4	2
Guidance and Counseling PK–12	2	1	108	83	127	101
Health K–12	4	4	102	92	121	106
Hearing Impaired K–12	*	*	13	12	18	18
Humanities K–12	*	*	13	10	28	20
Latin K–12	*	*	2	2	3	3
Marketing 6–12	*	*	19	13	22	16
Mathematics 6–12	4	4	249	224	263	227
Middle Grades English 5–9 Multiple-Choice Section	1	1	167	145	161	139
Middle Grades English 5–9 Written Performance Section	1	1	144	123	140	121
Middle Grades General Science 5–9	5	4	180	152	195	169
Middle Grades Mathematics 5–9	5	4	368	330	398	364
Middle Grades Social Science 5–9	1	1	129	116	139	106
Music K–12	1	0	70	61	75	63
PK–3 Subtest 1: Developmental Knowledge	9	6	334	306	369	321
PK–3 Subtest 2: Language Arts and Reading	7	4	447	417	492	438
PK–3 Subtest 3: Mathematics	8	5	389	359	421	374
PK–3 Subtest 4: Science	7	4	346	321	384	333
Physical Education K–12	7	5	323	285	329	275
Physics 6–12	*	*	20	18	23	18
Preschool Education Birth–Age 4	3	3	82	68	83	68
Reading K–12	12	9	911	821	1,596	1,496
School Psychologist PK–12	1	0	24	20	25	20
Social Science 6–12	5	4	381	342	410	365
Spanish K–12	*	*	45	40	71	71
Speech-Language Impaired K–12	*	*	2	1	13	5
Visually Impaired K–12	*	*	9	9	11	10
<b>TOTAL</b>	<b>190</b>	<b>148</b>	<b>10,876</b>	<b>9,809</b>	<b>12,998</b>	<b>11,501</b>

Examination	July 2020		August 2020		September 2020	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	17	15	21	17	18	9
Art K–12	102	90	86	66	92	72
Biology 6–12	147	131	131	98	107	78
Business Education 6–12	187	148	139	101	130	84
Chemistry 6–12	45	35	34	30	21	15
Computer Science K–12	128	115	112	95	69	48
Drama 6–12	30	23	17	14	31	21
Earth/Space Science 6–12	61	48	35	20	34	20
Educational Media Specialist PK–12	83	70	59	37	61	40
Elementary Education K–6 Subtest 1: Lang Arts and Reading	1,129	998	971	827	867	688
Elementary Education K–6 Subtest 2: Social Science	1,011	897	880	738	810	641
Elementary Education K–6 Subtest 3: Science	1,024	907	840	699	789	614
Elementary Education K–6 Subtest 4: Mathematics	1,172	1,037	1,001	848	909	720
Engineering and Technology Education 6–12	28	26	22	13	21	13
English 6–12 Multiple-Choice Section	355	307	287	241	263	184
English 6–12 Written Performance Section	363	316	295	253	282	210
English to Speakers of Other Languages (ESOL) K–12	346	295	274	209	263	178
Exceptional Student Education K–12	854	739	665	564	607	447
Family and Consumer Science 6–12	48	38	44	30	38	27
French K–12	10	9	10	8	19	15
German K–12 Interview	3	1	*	*	*	*
German K–12 Written	3	3	1	1	1	0
Guidance and Counseling PK–12	98	70	107	55	84	47
Health K–12	98	83	94	66	72	44
Hearing Impaired K–12	20	20	16	15	16	12
Humanities K–12	26	13	9	2	15	4
Latin K–12	3	3	3	3	*	*
Marketing 6–12	27	22	17	14	18	14
Mathematics 6–12	252	213	207	165	162	115
Middle Grades English 5–9 Multiple-Choice Section	143	120	129	102	99	66
Middle Grades English 5–9 Written Performance Section	133	108	116	88	92	59
Middle Grades General Science 5–9	148	121	144	111	124	83
Middle Grades Mathematics 5–9	366	316	247	192	231	176
Middle Grades Social Science 5–9	103	77	87	61	81	50
Music K–12	58	49	70	63	64	47
PK–3 Subtest 1: Developmental Knowledge	405	351	361	276	340	250
PK–3 Subtest 2: Language Arts and Reading	502	439	437	341	433	331
PK–3 Subtest 3: Mathematics	448	386	380	291	380	285
PK–3 Subtest 4: Science	397	342	362	272	327	241
Physical Education K–12	323	267	292	218	242	174
Physics 6–12	19	15	17	16	10	4
Preschool Education Birth–Age 4	79	65	78	56	60	46
Reading K–12	1,824	1,682	1,268	1,109	1,532	1,288
School Psychologist PK–12	20	17	7	3	22	13
Social Science 6–12	405	332	332	249	306	212
Spanish K–12	96	86	118	105	109	94
Speech-Language Impaired K–12	6	5	11	8	6	5
Visually Impaired K–12	13	8	12	9	15	10
<b>TOTAL</b>	<b>13,158</b>	<b>11,458</b>	<b>10,845</b>	<b>8,799</b>	<b>10,272</b>	<b>7,794</b>

Examination	October 2020		November 2020		December 2020	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	15	9	18	11	18	12
Art K–12	104	86	117	87	107	69
Biology 6–12	150	110	149	111	139	103
Business Education 6–12	161	100	157	97	169	100
Chemistry 6–12	34	22	41	29	59	36
Computer Science K–12	78	52	75	45	120	65
Drama 6–12	29	16	33	21	27	16
Earth/Space Science 6–12	48	29	55	29	79	43
Educational Media Specialist PK–12	76	38	87	45	102	70
Elementary Education K–6 Subtest 1: Lang Arts and Reading	1,053	828	911	752	971	765
Elementary Education K–6 Subtest 2: Social Science	983	763	837	685	903	700
Elementary Education K–6 Subtest 3: Science	945	730	805	651	867	671
Elementary Education K–6 Subtest 4: Mathematics	1,100	872	958	793	1,006	785
Engineering and Technology Education 6–12	16	9	33	24	31	18
English 6–12 Multiple-Choice Section	299	207	266	190	298	199
English 6–12 Written Performance Section	326	232	303	226	320	220
English to Speakers of Other Languages (ESOL) K–12	350	215	312	181	392	250
Exceptional Student Education K–12	711	550	643	458	809	555
Family and Consumer Science 6–12	45	26	46	23	64	30
French K–12	8	8	8	7	9	8
German K–12 Interview	1	1	3	2	2	1
German K–12 Written	*	*	1	1	4	2
Guidance and Counseling PK–12	116	70	111	54	145	66
Health K–12	104	69	84	46	113	65
Hearing Impaired K–12	21	12	7	6	18	12
Humanities K–12	25	11	20	9	26	10
Latin K–12	3	1	1	0	4	3
Marketing 6–12	14	6	32	18	29	15
Mathematics 6–12	232	154	186	121	252	156
Middle Grades English 5–9 Multiple-Choice Section	129	87	96	57	117	79
Middle Grades English 5–9 Written Performance Section	108	75	82	45	111	73
Middle Grades General Science 5–9	148	94	146	92	158	102
Middle Grades Mathematics 5–9	303	215	264	184	330	226
Middle Grades Social Science 5–9	113	71	101	58	114	69
Music K–12	93	78	92	75	80	56
PK–3 Subtest 1: Developmental Knowledge	392	290	319	232	336	229
PK–3 Subtest 2: Language Arts and Reading	482	365	392	298	448	325
PK–3 Subtest 3: Mathematics	418	312	359	269	389	273
PK–3 Subtest 4: Science	377	275	325	232	356	241
Physical Education K–12	268	178	238	156	263	175
Physics 6–12	22	13	26	16	29	12
Preschool Education Birth–Age 4	74	46	69	46	77	41
Reading K–12	2,084	1,733	2,276	1,891	2,296	1,847
School Psychologist PK–12	28	14	28	15	38	26
Social Science 6–12	360	251	317	209	394	268
Spanish K–12	111	91	112	90	95	84
Speech-Language Impaired K–12	10	6	3	1	9	6
Visually Impaired K–12	12	9	16	8	10	5
<b>TOTAL</b>	<b>12,579</b>	<b>9,429</b>	<b>11,560</b>	<b>8,696</b>	<b>12,733</b>	<b>9,182</b>

\*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 (2017–2020)**

Examination	2017		2018		2019		2020	
	Registered	Tested	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	87	84	108	102	118	115	165	126
Art K–12	446	427	469	448	617	591	921	763
Biology 6–12	725	686	728	692	851	805	1,275	1,044
Business Education 6–12	581	559	673	643	891	858	1,438	1,064
Chemistry 6–12	261	238	216	200	272	256	368	283
Computer Science K–12	82	81	107	100	141	132	842	663
Drama 6–12	126	121	98	97	122	117	248	180
Earth/Space Science 6–12	226	221	178	174	259	245	499	355
Educational Media Specialist PK–12	341	329	332	313	381	375	711	513
Elementary Education K–6 Subtest 1: Lang Arts and Reading	9,542	9,161	8,466	8,143	9,261	8,840	9,607	8,254
Elementary Education K–6 Subtest 2: Social Science	8,839	8,496	8,077	7,766	8,425	8,041	8,762	7,508
Elementary Education K–6 Subtest 3: Science	8,581	8,225	7,674	7,365	8,183	7,803	8,471	7,203
Elementary Education K–6 Subtest 4: Mathematics	9,111	8,731	8,226	7,903	9,599	9,137	9,983	8,586
Engineering and Technology Education 6–12	200	191	219	208	170	158	222	169
English 6–12 Multiple-Choice Section	2,224	2,099	2,099	1,992	2,216	2,091	2,929	2,362
English 6–12 Written Performance Section	1,945	1,836	2,000	1,902	2,196	2,068	3,092	2,536
English to Speakers of Other Languages (ESOL) K–12	1,130	1,059	1,060	992	1,098	1,031	2,765	2,052
Exceptional Student Education K–12	4,142	4,000	3,984	3,850	5,081	4,873	6,920	5,729
Family and Consumer Science 6–12	170	163	128	121	160	153	441	308
French K–12	87	86	73	66	83	78	92	81
German K–12 Interview	12	11	7	6	14	11	16	10
German K–12 Written	11	9	13	12	11	11	18	13
Guidance and Counseling PK–12	378	362	408	396	490	473	980	626
Health K–12	304	289	312	302	369	351	873	652
Hearing Impaired K–12	56	56	71	70	88	85	148	125
Humanities K–12	21	19	21	21	25	22	172	88
Latin K–12	22	21	17	16	18	17	19	15
Marketing 6–12	41	41	38	35	54	52	186	126
Mathematics 6–12	1,268	1,201	1,032	991	1,244	1,180	2,028	1,588
Middle Grades English 5–9 Multiple-Choice Section	824	779	761	712	916	866	1,196	937
Middle Grades English 5–9 Written Performance Section	716	678	614	567	678	639	1,052	808
Middle Grades General Science 5–9	1,005	957	977	932	991	935	1,424	1,092
Middle Grades Mathematics 5–9	1,972	1,898	1,982	1,928	2,097	2,000	2,840	2,321
Middle Grades Social Science 5–9	477	455	467	445	563	539	952	688
Music K–12	443	430	448	430	491	479	675	560
PK–3 Subtest 1: Developmental Knowledge	2,459	2,369	2,272	2,185	2,726	2,587	3,404	2,775
PK–3 Subtest 2: Language Arts and Reading	3,064	2,951	2,854	2,750	3,604	3,424	4,405	3,684
PK–3 Subtest 3: Mathematics	2,664	2,559	2,463	2,370	2,980	2,830	3,798	3,124
PK–3 Subtest 4: Science	2,418	2,334	2,225	2,137	2,613	2,475	3,408	2,762
Physical Education K–12	1,331	1,289	1,296	1,264	1,451	1,386	2,592	2,028
Physics 6–12	140	128	115	111	146	137	198	141
Preschool Education Birth–Age 4	373	360	311	299	324	314	674	504
Reading K–12	312	296	252	239	346	331	14,572	12,628
School Psychologist PK–12	98	94	98	97	115	111	237	169
Social Science 6–12	1,960	1,866	1,730	1,664	2,126	2,026	3,275	2,570
Spanish K–12	726	705	692	656	800	760	911	808

Examination	2017		2018		2019		2020	
	Registered	Tested	Registered	Tested	Registered	Tested	Registered	Tested
Speech-Language Impaired K–12	20	18	17	17	20	19	65	42
Visually Impaired K–12	27	26	45	45	61	60	113	83
<b>TOTAL FOR ALL SUBJECT AREA EXAMINATIONS</b>	<b>71,988</b>	<b>68,994</b>	<b>66,453</b>	<b>63,774</b>	<b>75,485</b>	<b>71,887</b>	<b>109,982</b>	<b>90,746</b>
<b>Professional Education (PED)</b>	<b>12,497</b>	<b>12,030</b>	<b>13,336</b>	<b>12,926</b>	<b>13,287</b>	<b>12,758</b>	<b>17,065</b>	<b>14,900</b>
GK Subtest 1: Essay	21,867	20,701	21,367	20,304	18,333	17,250	18,084	15,132
GK Subtest 2: English Language Skills (ELS)	22,889	21,771	22,043	20,960	19,529	18,484	19,779	16,632
GK Subtest 3: Reading	23,743	22,585	23,793	22,671	21,642	20,468	21,172	17,993
GK Subtest 4: Mathematics	25,138	23,854	24,797	23,522	20,992	19,587	19,496	16,032
<b>TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS</b>	<b>93,637</b>	<b>88,911</b>	<b>92,000</b>	<b>87,457</b>	<b>80,496</b>	<b>75,789</b>	<b>78,531</b>	<b>65,789</b>
FELE Subtest 1: Leadership for Student Learning	2,662	2,549	2,661	2,549	2,327	2,212	1,838	1,731
FELE Subtest 2: Organizational Development	2,596	2,488	2,555	2,457	2,307	2,196	1,817	1,716
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,865	2,741	2,802	2,697	2,577	2,447	2,058	1,955
FELE Subtest 3: Systems Leadership Written Performance Section	2,770	2,650	2,716	2,609	2,369	2,249	1,869	1,762
<b>TOTAL FOR ALL FELE SUBTESTS</b>	<b>10,893</b>	<b>10,428</b>	<b>10,734</b>	<b>10,312</b>	<b>9,580</b>	<b>9,104</b>	<b>7,582</b>	<b>7,164</b>
<b>GRAND TOTAL FOR ALL EXAMINATIONS</b>	<b>189,015</b>	<b>180,363</b>	<b>182,523</b>	<b>174,469</b>	<b>178,848</b>	<b>169,538</b>	<b>213,160</b>	<b>178,599</b>

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
FTCE/FELE Counts by Test Site (2020)**

State and Center Type	Center Code	Test Center	Registered	Tested
Florida (Non-Pearson)	68123	College of Central Florida - Ocala	699	638
	65522	Daytona State College	3,811	3,125
	24629	FL State College at Jacksonville - Downtown Campus	318	308
	65319	Florida Atlantic University	2,989	2,714
	66190	Florida Gateway College	835	711
	66582	Florida Gulf Coast University	1,160	1,074
	77576	Florida International University	144	116
	55331	Florida Keys Community College	244	178
	65575	Florida Southern College	383	363
	66016	Florida State College At Jacksonville-Deerwood	6	6
	67355	Florida State College at Jacksonville	1	1
	65200	Florida State College at Jacksonville -Kent Campus	78	74
	47548	Florida State College at Jacksonville-South Campus	32	28
	58099	Gulf Coast State College	520	453
	66861	Miami Dade College - Kendall Campus	988	877
	66889	Miami Dade College - North Campus	950	833
	66912	Miami Dade College - Wolfson Campus	785	606
	66894	Miami Dade College, InterAmerican Campus	160	154
	54993	Northwest Florida State College	1,552	1,404
	70017	Palm Beach State College - Lake Worth Campus	1,048	861
	49953	Pensacola State College	1,868	1,534
	65784	School Board of Alachua County	374	342
	54015	South Florida State College	866	812
	66311	University of Central Florida/Univ Testing Center	1,207	1,161
	67399	University of Florida	368	344
	65655	University of South Florida	2,726	2,501
<b>Florida (Non-Pearson)</b>		<b>State and Center Type Total</b>	<b>24,112</b>	<b>21,218</b>
Florida (Pearson)	46995	Jacksonville FL	3,349	2,815
	51883	Boynton Beach FL	7,258	5,809
	51885	Fort Myers (Gateway Blvd)	5,823	5,000
	51886	Fort Myers (Towne Lake Dr)	4,474	3,950
	53083	Ft Lauderdale (33rd Ave)	6,583	5,148
	52075	Ft Lauderdale NW 10th Terr	7,210	5,553
	51887	Gainesville FL	7,283	6,316
	51888	Hollywood FL	5,378	4,338
	51889	Jacksonville FL	12,823	10,439
	51890	Lake Mary FL	7,947	6,739
	51891	Lakeland FL	8,744	7,624
	51892	Melbourne FL	8,449	7,238
	51893	Miami FL	10,418	8,013
	51894	Orlando FL	19,376	15,831
	51895	Ormond Beach FL	4,611	3,850
	85289	Pearson Temporary Test Centers-Miami FL	1,910	1,605
	85288	Pearson Temporary Test Centers-Orlando FL	6,250	5,797
	51896	Pensacola FL	5,219	4,364
	51897	Sarasota FL	7,282	6,390
	52808	South Miami FL	10,634	8,183
	51898	St Petersburg FL	6,801	5,704
	51899	Tallahassee FL	6,577	5,569
	51900	Tampa FL	11,361	9,732
<b>Florida (Pearson)</b>		<b>State and Center Type Total</b>	<b>175,760</b>	<b>146,007</b>
Alabama (Pearson)	46960	Birmingham (Hwy 31) AL	152	135
	46962	Decatur AL	49	44
	46961	Dothan AL	1,118	988
	46963	Mobile AL	316	288
	46964	Montgomery AL	195	174
<b>Alabama (Pearson)</b>		<b>State and Center Type Total</b>	<b>1,830</b>	<b>1,629</b>



State and Center Type	Center Code	Test Center	Registered	Tested
Alaska (Pearson)	46959	Anchorage AK	27	19
<b>Alaska (Pearson)</b>		<b>State and Center Type Total</b>	<b>27</b>	<b>19</b>
Arizona (Pearson)	85112	Pearson Temporary Test Centers-Mesa AZ	20	20
	46969	Phoenix (Chandler) AZ	43	34
	46970	Phoenix AZ	65	56
	46971	Tucson AZ	20	18
<b>Arizona (Pearson)</b>		<b>State and Center Type Total</b>	<b>148</b>	<b>128</b>
Arkansas (Pearson)	46966	Little Rock AR	3	3
	46965	Fort Smith AR	6	6
	51865	Little Rock AR	11	6
	46967	Texarkana AR	11	11
<b>Arkansas (Pearson)</b>		<b>State and Center Type Total</b>	<b>31</b>	<b>26</b>
California (Pearson)	46972	Anaheim CA	69	64
	63105	Daly City CA	24	23
	63106	Fairfield CA	22	22
	46973	Fresno CA	13	13
	46974	Gardena (LA) CA	41	40
	63103	Lake Forest (LA) CA	35	34
	46975	Oakland CA	37	34
	46976	Ontario (LA) CA	23	22
	46977	Pasadena (LA) CA	45	40
	46978	Redding CA	30	30
	63104	Redlands (LA) CA	52	47
	46979	Roseville (Sacramento)	11	10
	56133	Sacramento CA	46	44
	54866	San Diego (North) CA	31	30
	46980	San Diego CA	47	46
	56132	San Dimas (LA)	55	50
	46981	San Francisco	25	21
	46982	San Jose (Milpitas) CA	21	17
	63107	San Marcos CA	88	87
	46983	Santa Maria CA	21	13
	63108	Visalia CA	42	29
	46984	Westlake Village (LA)	51	43
<b>California (Pearson)</b>		<b>State and Center Type Total</b>	<b>829</b>	<b>759</b>
Colorado (Pearson)	46987	Colorado Springs CO	50	45
	51873	Grand Junction CO	14	10
	51874	Greeley CO	100	94
	46986	Greenwood Village (Denver)	42	39
	46985	Westminster (Denver N)	60	55
	51878	Wheat Ridge CO	170	135
<b>Colorado (Pearson)</b>		<b>State and Center Type Total</b>	<b>436</b>	<b>378</b>
Connecticut (Pearson)	54862	Norwalk CT	35	26
	46989	Wallingford (New Haven)	20	20
	46988	Wethersfield (Hartford)	48	47
<b>Connecticut (Pearson)</b>		<b>State and Center Type Total</b>	<b>103</b>	<b>93</b>
Delaware (Pearson)	46991	Dover DE	15	9
	46992	Newark (Wilmington) DE	9	6
<b>Delaware (Pearson)</b>		<b>State and Center Type Total</b>	<b>24</b>	<b>15</b>
District of Columbia (Pearson)	46990	Washington DC	54	48
<b>District of Columbia (Pearson)</b>		<b>State and Center Type Total</b>	<b>54</b>	<b>48</b>
Georgia (Pearson)	47001	Albany GA	424	332
	47003	Atlanta (North) GA	349	256
	47002	Atlanta (Stockbridge)	325	254
	47004	Augusta GA	87	78
	47005	Macon GA	160	111
	51903	Marietta North GA	702	567
	47006	Savannah GA	390	297
<b>Georgia (Pearson)</b>		<b>State and Center Type Total</b>	<b>2,437</b>	<b>1,895</b>
Hawaii (Pearson)	47008	Honolulu HI	27	26
<b>Hawaii (Pearson)</b>		<b>State and Center Type Total</b>	<b>27</b>	<b>26</b>



State and Center Type	Center Code	Test Center	Registered	Tested
Idaho (Pearson)	47012	Boise ID	23	19
	51908	Pocatello ID	8	8
<b>Idaho (Pearson)</b>		<b>State and Center Type Total</b>	<b>31</b>	<b>27</b>
Illinois (Pearson)	65597	Buffalo Grove IL	17	17
	53460	Chicago (Wacker Drive)	39	36
	54559	Chicago Financial District	92	83
	47013	Marion IL	118	110
	51910	Oak Brook IL	139	138
	47014	Peoria IL	119	113
	47015	Schaumburg (Chicago NW)	24	24
	51912	Schaumburg (Woodfield)	24	23
	47016	Springfield IL	98	88
<b>Illinois (Pearson)</b>		<b>State and Center Type Total</b>	<b>670</b>	<b>632</b>
Indiana (Pearson)	47020	Indianapolis IN	13	9
	47171	Evansville IN	47	47
	47018	Fort Wayne IN	14	14
	54865	Indianapolis (West)	21	16
	51914	Indianapolis IN	48	35
	47019	Merrillville IN	34	27
	47021	Terre Haute IN	112	98
<b>Indiana (Pearson)</b>		<b>State and Center Type Total</b>	<b>289</b>	<b>246</b>
Iowa (Pearson)	47010	Coralville (Iowa City)	22	21
	47169	Davenport (Quad Cities)	64	64
	85110	Pearson Temporary Test Centers-Iowa City IA	16	16
	47011	Sioux City IA	7	7
	47009	West Des Moines IA	31	27
<b>Iowa (Pearson)</b>		<b>State and Center Type Total</b>	<b>140</b>	<b>135</b>
Kansas (Pearson)	47415	Hays KS	6	6
	67566	Overland Park KS	27	27
	47172	Topeka KS	8	8
	47173	Wichita KS	36	30
<b>Kansas (Pearson)</b>		<b>State and Center Type Total</b>	<b>77</b>	<b>71</b>
Kentucky (Pearson)	47174	Lexington KY	37	24
	47022	Louisville KY	8	6
<b>Kentucky (Pearson)</b>		<b>State and Center Type Total</b>	<b>45</b>	<b>30</b>
Louisiana (Pearson)	47023	Baton Rouge LA	13	12
	47024	Metairie LA	42	35
	47025	Shreveport LA	27	26
<b>Louisiana (Pearson)</b>		<b>State and Center Type Total</b>	<b>82</b>	<b>73</b>
Maine (Pearson)	47035	Bangor ME	2	2
	47175	Westbrook (Portland)	21	21
<b>Maine (Pearson)</b>		<b>State and Center Type Total</b>	<b>23</b>	<b>23</b>
Maryland (Pearson)	47031	Baltimore MD	22	21
	47032	Bethesda MD	61	53
	47033	Columbia MD	13	12
	47034	Salisbury MD	21	21
<b>Maryland (Pearson)</b>		<b>State and Center Type Total</b>	<b>117</b>	<b>107</b>
Massachusetts (Pearson)	53457	Boston (Back Bay)	50	40
	47026	Boston MA	9	8
	47027	Lexington MA	24	20
	51922	North Dartmouth MA	16	16
	47028	Springfield MA	5	3
	65598	Wellesley MA	24	20
	51924	Woburn MA	13	12
	47029	Worcester MA	10	10
<b>Massachusetts (Pearson)</b>		<b>State and Center Type Total</b>	<b>151</b>	<b>129</b>
Michigan (Pearson)	47036	Ann Arbor MI	42	39
	47176	East Lansing MI	34	33
	47037	Grand Rapids MI	21	21
	48014	Marquette MI	6	6
	47039	Southfield MI	79	56
	47040	Troy (Detroit) MI	38	33

State and Center Type	Center Code	Test Center	Registered	Tested
<b>Michigan (Pearson)</b>		<b>State and Center Type Total</b>	<b>220</b>	<b>188</b>
Minnesota (Pearson)	48623	Bloomington (MPLS)	10	9
	47043	Brooklyn Park (MPLS)	3	3
	47042	Eagan (Minneapolis SE)	23	23
	47041	Hermantown (Duluth) MN	7	6
	85115	Pearson Temporary Test Centers-Bloomington MN	5	4
	84824	Pearson VUE - USA	5	5
	47044	Rochester MN	3	3
	66806	St Paul MN	12	8
<b>Minnesota (Pearson)</b>		<b>State and Center Type Total</b>	<b>68</b>	<b>61</b>
Mississippi (Pearson)	47049	Jackson MS	54	48
	47050	Tupelo MS	33	25
<b>Mississippi (Pearson)</b>		<b>State and Center Type Total</b>	<b>87</b>	<b>73</b>
Missouri (Pearson)	47045	Columbia MO	19	15
	47046	Kansas City MO	30	30
	56134	Kansas City MO (East)	19	17
	47047	Springfield MO	46	36
	47048	St Louis MO	96	92
	54861	St Louis South	37	37
<b>Missouri (Pearson)</b>		<b>State and Center Type Total</b>	<b>247</b>	<b>227</b>
Montana (Pearson)	47051	Billings MT	14	14
	47052	Helena MT	15	15
<b>Montana (Pearson)</b>		<b>State and Center Type Total</b>	<b>29</b>	<b>29</b>
Nebraska (Pearson)	47061	Lincoln NE	3	3
	47063	Omaha NE	29	28
<b>Nebraska (Pearson)</b>		<b>State and Center Type Total</b>	<b>32</b>	<b>31</b>
Nevada (Pearson)	51951	Las Vegas (South) NV	30	25
	47070	Las Vegas NV	6	6
<b>Nevada (Pearson)</b>		<b>State and Center Type Total</b>	<b>36</b>	<b>31</b>
New Hampshire (Pearson)	47064	Concord NH	37	37
<b>New Hampshire (Pearson)</b>		<b>State and Center Type Total</b>	<b>37</b>	<b>37</b>
New Jersey (Pearson)	47065	Atlantic City NJ	65	61
	66809	Jersey City NJ	37	29
	47068	Lyndhurst NJ	12	12
	85116	Pearson Temporary Test Centers-Hoboken NJ	25	23
	47066	Piscataway NJ	59	57
	47067	Princeton (Trenton) NJ	64	55
<b>New Jersey (Pearson)</b>		<b>State and Center Type Total</b>	<b>262</b>	<b>237</b>
New Mexico (Pearson)	47069	Albuquerque NM	17	17
<b>New Mexico (Pearson)</b>		<b>State and Center Type Total</b>	<b>17</b>	<b>17</b>
New York (Pearson)	47072	Albany NY	38	30
	53459	Brooklyn NY	55	40
	47082	East Syracuse NY	11	8
	47073	Endicott (Binghamton)	4	4
	47079	Forest Hills NY	24	18
	47076	Islandia (Long Island)	84	61
	57939	Lake Success (Queens)	27	21
	49074	New York (100 William St.)	37	23
	54857	New York (Herald Square)	39	33
	47074	New York (Lexington Ave)	11	7
	47077	New York (W 44th St)	29	19
	47080	Rochester NY	15	10
	47081	Staten Island NY	17	11
	47083	Utica NY	1	1
	47084	Watertown NY	13	13
	47085	White Plains NY	28	22
	47075	Williamsville (Buff)	9	8
<b>New York (Pearson)</b>		<b>State and Center Type Total</b>	<b>442</b>	<b>329</b>

State and Center Type	Center Code	Test Center	Registered	Tested
North Carolina (Pearson)	47053	Asheville NC	30	30
	63114	Charlotte (East-Hwy74)	11	11
	47054	Charlotte NC	58	50
	63115	Durham NC	23	22
	47055	Greenville NC	24	13
	51938	Raleigh (SW) NC	15	15
	47056	Raleigh NC	19	18
	51939	Statesville NC	123	119
	47057	Wilmington NC	38	33
	47058	Winston-Salem NC	28	18
<b>North Carolina (Pearson)</b>		<b>State and Center Type Total</b>	<b>369</b>	<b>329</b>
North Dakota (Pearson)	47059	Bismarck ND	18	14
	47177	Fargo ND	7	6
<b>North Dakota (Pearson)</b>		<b>State and Center Type Total</b>	<b>25</b>	<b>20</b>
Ohio (Pearson)	47086	Akron (Copley Twmsp) OH	47	43
	47089	Beachwood (Cleveland E)	44	32
	47090	Columbus (North) OH	42	41
	47091	Columbus (South) OH	18	17
	47092	Dayton OH	31	24
	47087	Mason OH	49	46
	47093	Maumee (Toledo) OH	50	29
	85109	Pearson Temporary Test Centers-Columbus OH	31	30
	47088	Westlake (Cleveland) OH	10	10
<b>Ohio (Pearson)</b>		<b>State and Center Type Total</b>	<b>322</b>	<b>272</b>
Oklahoma (Pearson)	63112	Norman OK	28	28
	47094	Oklahoma City OK	19	11
	47095	Tulsa OK	3	3
<b>Oklahoma (Pearson)</b>		<b>State and Center Type Total</b>	<b>50</b>	<b>42</b>
Oregon (Pearson)	47097	Beaverton OR	39	31
	47096	Medford OR	39	31
	63111	Portland OR	19	19
	47098	Salem OR	85	77
<b>Oregon (Pearson)</b>		<b>State and Center Type Total</b>	<b>182</b>	<b>158</b>
Pennsylvania (Pearson)	47099	Allentown PA	8	5
	65599	Blue Bell PA	21	21
	47100	Erie PA	34	25
	47101	Harrisburg PA	11	9
	47103	King of Prussia PA	15	11
	47102	Lancaster PA	5	4
	54859	Philadelphia PA	51	38
	47105	Pittsburgh (East) PA	18	10
	47106	Pittsburgh (West) PA	27	19
	47107	Scranton PA	14	14
<b>Pennsylvania (Pearson)</b>		<b>State and Center Type Total</b>	<b>204</b>	<b>156</b>
Rhode Island (Pearson)	51960	East Providence RI	17	14
	47109	Warwick RI	21	15
<b>Rhode Island (Pearson)</b>		<b>State and Center Type Total</b>	<b>38</b>	<b>29</b>
South Carolina (Pearson)	47111	Columbia SC	73	58
	47112	Greenville SC	41	39
	47110	North Charleston SC	96	79
<b>South Carolina (Pearson)</b>		<b>State and Center Type Total</b>	<b>210</b>	<b>176</b>
South Dakota (Pearson)	47113	Sioux Falls SD	17	13
<b>South Dakota (Pearson)</b>		<b>State and Center Type Total</b>	<b>17</b>	<b>13</b>
Tennessee (Pearson)	47114	Chattanooga TN	64	55
	47115	Johnson City TN	41	39
	47116	Knoxville TN	63	59
	63116	Memphis (Midtown) TN	158	118
	47117	Memphis TN	206	141
	51966	Nashville (Brentwood)	54	48
	47118	Nashville TN	44	43
<b>Tennessee (Pearson)</b>		<b>State and Center Type Total</b>	<b>630</b>	<b>503</b>

State and Center Type	Center Code	Test Center	Registered	Tested
Texas (Pearson)	47119	Abilene TX	9	9
	47120	Amarillo TX	3	3
	56136	Austin (South) TX	35	30
	50509	Austin TX	28	21
	47121	Bellaire (Houston) TX	23	21
	47122	Corpus Christi TX	7	7
	47123	Dallas TX	61	58
	47124	El Paso TX	8	7
	63113	Harlingen TX	2	2
	47126	Houston (SE) TX	34	20
	54860	Houston North (1960W)	25	23
	51971	Houston TX	47	32
	47125	Hurst (Fort Worth) TX	64	51
	47127	Lubbock TX	13	8
	47128	Midland TX	1	1
	85113	Pearson Temporary Test Centers-San Antonio TX	5	5
	56137	San Antonio (NW)	24	17
	47129	San Antonio TX	7	7
	47130	Tyler TX	11	11
	47131	Waco TX	34	31
<b>Texas (Pearson)</b>		<b>State and Center Type Total</b>	<b>441</b>	<b>364</b>
Utah (Pearson)	65596	Bountiful (SLC) UT	34	33
	47133	Draper (Salt Lake City)	42	38
	47132	Ogden UT	25	25
<b>Utah (Pearson)</b>		<b>State and Center Type Total</b>	<b>101</b>	<b>96</b>
Vermont (Pearson)	47140	South Burlington VT	21	21
<b>Vermont (Pearson)</b>		<b>State and Center Type Total</b>	<b>21</b>	<b>21</b>
Virginia (Pearson)	57937	Alexandria VA	55	33
	57938	Chesapeake VA	19	17
	47137	Glen Allen (Richmond)	90	69
	47135	Lynchburg VA	5	4
	47136	Newport News VA	50	44
	85114	Pearson Temporary Test Centers-Norfolk VA	16	15
	47134	Reston VA	65	57
	66960	Richmond VA	11	7
	47138	Roanoke VA	19	15
<b>Virginia (Pearson)</b>		<b>State and Center Type Total</b>	<b>330</b>	<b>261</b>
Washington (Pearson)	47141	Renton (Seattle) WA	86	80
	53458	Seattle (Northgate)	123	119
	47142	Spokane WA	2	2
	47143	Yakima WA	12	11
<b>Washington (Pearson)</b>		<b>State and Center Type Total</b>	<b>223</b>	<b>212</b>
West Virginia (Pearson)	47150	Charleston WV	64	42
	47151	Morgantown WV	27	23
<b>West Virginia (Pearson)</b>		<b>State and Center Type Total</b>	<b>91</b>	<b>65</b>
Wisconsin (Pearson)	47146	Brookfield (Milwaukee)	22	21
	47144	Eau Claire WI	6	6
	51986	Green Bay WI	9	9
	47149	Kenosha WI	57	56
	47145	Madison WI	5	5
	63109	Milwaukee WI	22	22
<b>Wisconsin (Pearson)</b>		<b>State and Center Type Total</b>	<b>121</b>	<b>119</b>
Wyoming (Pearson)	47152	Casper WY	37	32
<b>Wyoming (Pearson)</b>		<b>State and Center Type Total</b>	<b>37</b>	<b>32</b>
Other Locations (Pearson)	47108	Guaynabo PR	48	45
<b>Other Locations (Pearson)</b>		<b>State and Center Type Total</b>	<b>48</b>	<b>45</b>

State and Center Type	Center Code	Test Center	Registered	Tested
Military Sites (Non-Pearson)	53197	US Military Camp Foster	10	10
	53404	US Military Fort Hood	1	1
	63306	US Military NTC Bossier Parish CC	3	3
	66828	US Military NTC Campbell University-Fort Bragg	8	8
	63186	US Military NTC Central TX College-Fort Polk	1	1
	62034	US Military NTC Clovis CC - Cannon AFB	2	2
	57264	US Military NTC Coastline College-Pensacola	40	37
	64033	US Military NTC Craven CC- Cherry Point	12	12
	62134	US Military NTC FL ST College NS Jacksonville	25	20
	62143	US Military NTC FL ST College-NS Mayport	20	18
	80521	US Military NTC GCSC -Tyndall AFB	42	42
	73509	US Military NTC U of AK Fairbanks CTC Eielson AFB	4	4
	63742	US Military NTC UMUC - Alconbury	1	1
	56687	US Military NTC UMUC Andrews AFB	1	1
	57848	US Military NTC UMUC Ansbach EMEA	4	0
	57839	US Military NTC UMUC Aviano AF EMEA	4	3
	57842	US Military NTC UMUC Bahrain	12	11
	72626	US Military NTC UMUC Camp Humphreys	9	9
	55667	US Military NTC UMUC Casey	1	1
	65944	US Military NTC UMUC Eglin AFB	449	412
	55662	US Military NTC UMUC Iwakuni	4	0
	55609	US Military NTC UMUC Kadena AB	10	10
	57743	US Military NTC UMUC Lakenheath EMEA	4	4
	72092	US Military NTC UMUC Landstuhl EMEA	6	4
	55660	US Military NTC UMUC Misawa	4	0
	57027	US Military NTC UMUC Naples EMEA	1	1
	55668	US Military NTC UMUC Naval Base Guam	3	3
	55665	US Military NTC UMUC Osan	4	4
	68844	US Military NTC UMUC Ramstein AFB EMEA	4	4
	55661	US Military NTC UMUC Sasebo	4	4
	57847	US Military NTC UMUC Sigonella EMEA	4	4
	57731	US Military NTC UMUC Spangdahlem AF	1	1
	57849	US Military NTC UMUC Stuttgart-Panzer	4	4
	57856	US Military NTC UMUC Vicenza EMEA	4	4
	62913	US Military NTC UMUC Vilseck	9	8
	57854	US Military NTC UMUC Wiesbaden	1	1
	55659	US Military NTC UMUC Yokosuka	26	26
	55656	US Military NTC UMUC Yokota	5	5
	55676	US Military NTC UMUC Zama	14	10
	57645	US Military NTC Univ of Louisville Fort Knox	5	5
	62926	US Military NTC Wayland Baptist-Sheppard	5	5
	53677	US Military USAG Benelux-Brunssum, NLD	6	6
	54248	US Military West Point	3	3
<b>Military Sites (Non-Pearson)</b>		<b>State and Center Type Total</b>	<b>780</b>	<b>712</b>
		<b>GRAND TOTAL</b>	<b>213,160</b>	<b>178,599</b>

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
FTCE/FELE Counts by Test Site Location**

Examination	VUE Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	157	120	8	6	165	126
Art K–12	872	721	49	42	921	763
Biology 6–12	1,203	985	72	59	1,275	1,044
Business Education 6–12	1,366	1,012	72	52	1,438	1,064
Chemistry 6–12	347	269	21	14	368	283
Computer Science K–12	807	634	35	29	842	663
Drama 6–12	228	164	20	16	248	180
Earth/Space Science 6–12	481	341	18	14	499	355
Educational Media Specialist PK–12	689	496	22	17	711	513
Elementary Education K–6 Subtest 1: Lang Arts and Reading	8,910	7,646	697	608	9,607	8,254
Elementary Education K–6 Subtest 2: Social Science	8,104	6,930	658	578	8,762	7,508
Elementary Education K–6 Subtest 3: Science	7,861	6,672	610	531	8,471	7,203
Elementary Education K–6 Subtest 4: Mathematics	9,281	7,973	702	613	9,983	8,586
Engineering and Technology Education 6–12	210	159	12	10	222	169
English 6–12 Multiple-Choice Section	2,734	2,204	195	158	2,929	2,362
English 6–12 Written Performance Section	2,901	2,380	191	156	3,092	2,536
English to Speakers of Other Languages (ESOL) K–12	2,591	1,912	174	140	2,765	2,052
Exceptional Student Education K–12	6,556	5,413	364	316	6,920	5,729
Family and Consumer Science 6–12	418	289	23	19	441	308
French K–12	84	74	8	7	92	81
German K–12 Interview	16	10	*	*	16	10
German K–12 Written	18	13	*	*	18	13
Guidance and Counseling PK–12	946	607	34	19	980	626
Health K–12	817	607	56	45	873	652
Hearing Impaired K–12	134	113	14	12	148	125
Humanities K–12	163	86	9	2	172	88
Latin K–12	16	12	3	3	19	15
Marketing 6–12	171	119	15	7	186	126
Mathematics 6–12	1,884	1,461	144	127	2,028	1,588
Middle Grades English 5–9 Multiple-Choice Section	1,107	866	89	71	1,196	937
Middle Grades English 5–9 Written Performance Section	980	754	72	54	1,052	808
Middle Grades General Science 5–9	1,349	1,029	75	63	1,424	1,092
Middle Grades Mathematics 5–9	2,696	2,198	144	123	2,840	2,321
Middle Grades Social Science 5–9	889	641	63	47	952	688
Music K–12	635	529	40	31	675	560
PK–3 Subtest 1: Developmental Knowledge	3,245	2,649	159	126	3,404	2,775
PK–3 Subtest 2: Language Arts and Reading	4,202	3,516	203	168	4,405	3,684
PK–3 Subtest 3: Mathematics	3,622	2,982	176	142	3,798	3,124
PK–3 Subtest 4: Science	3,236	2,624	172	138	3,408	2,762
Physical Education K–12	2,410	1,873	182	155	2,592	2,028
Physics 6–12	188	132	10	9	198	141
Preschool Education Birth–Age 4	645	485	29	19	674	504
Reading K–12	14,351	12,443	221	185	14,572	12,628
School Psychologist PK–12	217	155	20	14	237	169
Social Science 6–12	3,074	2,406	201	164	3,275	2,570
Spanish K–12	870	770	41	38	911	808
Speech-Language Impaired K–12	63	40	2	2	65	42
Visually Impaired K–12	98	71	15	12	113	83
Professional Education (PED)	15,930	13,887	1,135	1,013	17,065	14,900
GK Subtest 1: Essay	16,894	14,125	1,190	1,007	18,084	15,132
GK Subtest 2: English Language Skills (ELS)	18,527	15,556	1,252	1,076	19,779	16,632
GK Subtest 3: Reading	19,824	16,829	1,348	1,164	21,172	17,993

Examination	VUE Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
GK Subtest 4: Mathematics	18,127	14,866	1,369	1,166	19,496	16,032
FELE Subtest 1: Leadership for Student Learning	1,769	1,668	69	63	1,838	1,731
FELE Subtest 2: Organizational Development	1,742	1,647	75	69	1,817	1,716
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,987	1,888	71	67	2,058	1,955
FELE Subtest 3: Systems Leadership Written Performance Section	1,806	1,703	63	59	1,869	1,762
TOTAL	200,448	167,754	12,712	10,845	213,160	178,599

\*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  
2020 District and Institution Score Reports**

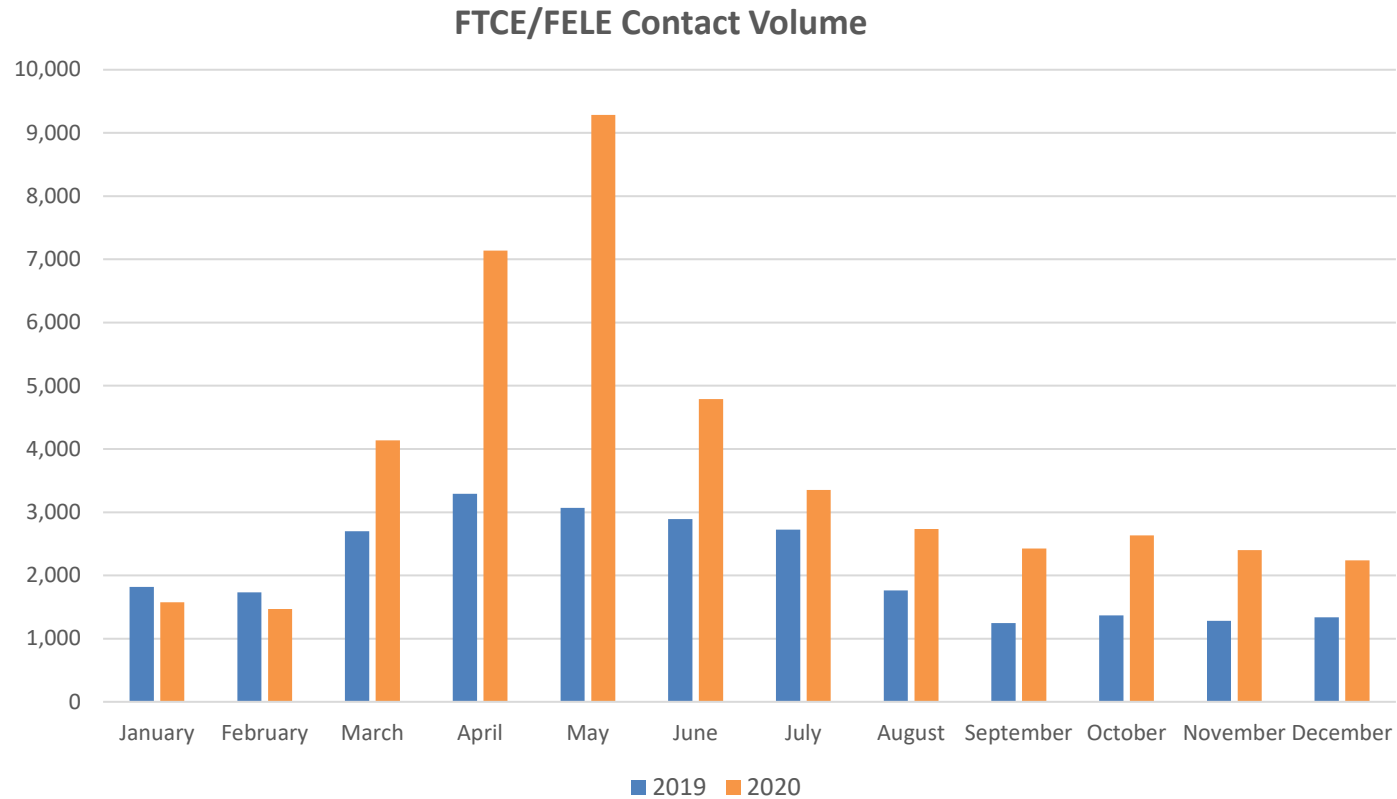
At the time of registration, examinees can indicate if they would like official copies of their test scores sent to a school district or educational institution. The following table lists these optional score reports for the 2020 administration year.

<b>Month</b>	<b>Reports Sent to School Districts</b>	<b>Reports Sent to Educational Institutions</b>
January	1,466	1,959
February	1,763	2,243
March	1,916	2,624
April	92	165
May	1,911	1,389
June	4,970	3,420
July	3,823	2,408
August	3,911	3,755
September	2,481	2,823
October	2,773	3,247
November	4,129	5,110
December	3,251	3,418
<b>TOTAL</b>	<b>32,486</b>	<b>32,561</b>

Source: Data provided by Evaluation Systems group of Pearson

## FLORIDA TEACHER CERTIFICATION EXAMINATIONS FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION 2019 and 2020 Contact Volume

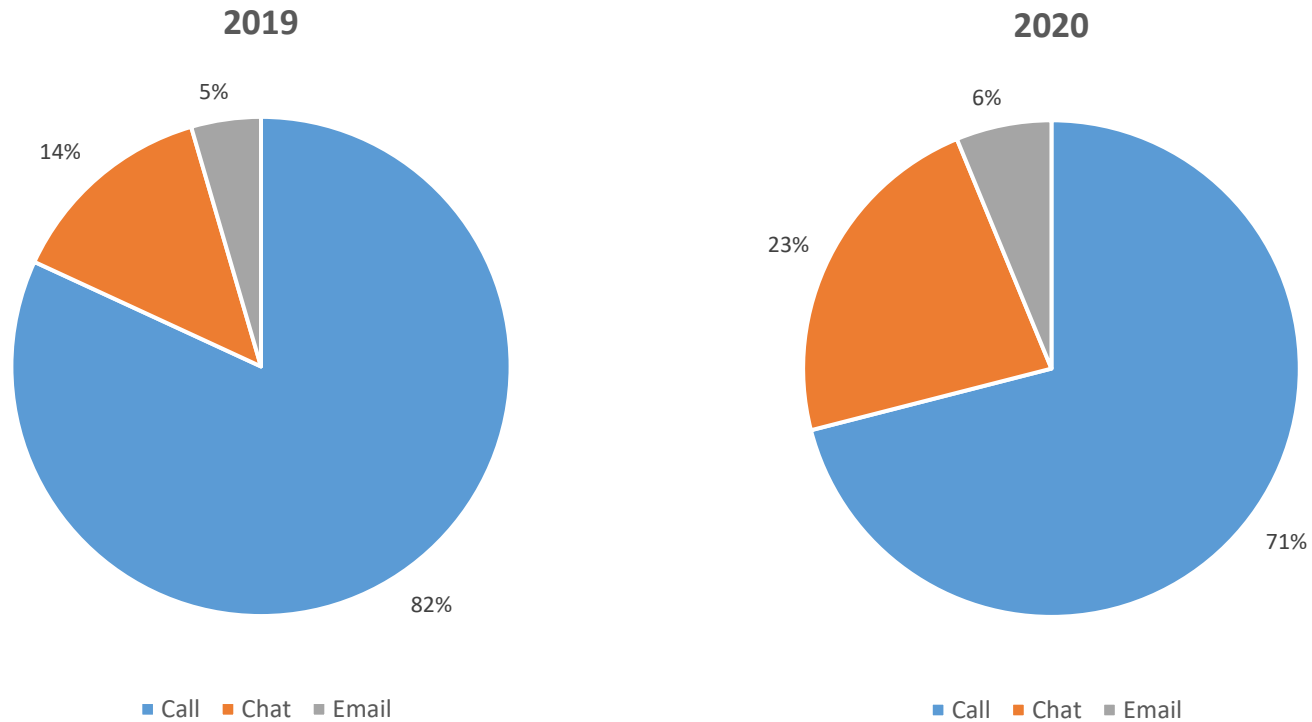
The chart below compares the volume of contacts made to Customer Service for the 2019 and 2020 program years. This volume includes contacts via all channels—calls, emails, and chat.



Source: Data provided by Evaluation Systems group of Pearson

# FLORIDA TEACHER CERTIFICATION EXAMINATIONS FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION 2019 and 2020 Contacts by Channel

The charts below compare total contacts for the 2019 and 2020 program years by channel.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
2020 Customer Service – Call Statistics**

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

<b>Month</b>	<b>Calls Received</b>	<b>Calls Answered</b>	<b>Calls Not Answered</b>	<b>Percent Answered</b>	<b>Average Wait Time (Minutes)</b>	<b>Average Call Length (Minutes)</b>	<b>Number of Examinees Registered</b>	<b>Calls Per Examinee Ratio</b>
January	1,292	1,261	31	97.6%	0.98	4.55	6,437	0.20
February	1,239	1,213	26	97.9%	0.93	4.22	7,669	0.16
March	2,919	2,698	221	92.4%	3.43	4.03	3,761	0.78
April	4,835	3,692	1,143	76.4%	11.50	5.53	193	25.05
May	5,703	3,104	2,599	54.4%	31.17	6.28	11,891	0.48
June	3,318	2,620	698	79.0%	11.73	5.43	13,672	0.24
July	2,494	2,210	284	88.6%	5.88	5.13	13,781	0.18
August	2,114	1,869	245	88.4%	5.33	5.45	11,819	0.18
September	1,903	1,783	120	93.7%	3.07	5.72	11,602	0.16
October	2,021	1,893	128	93.7%	3.45	5.37	14,159	0.14
November	1,837	1,697	140	92.4%	3.62	5.33	13,719	0.13
December	1,695	1,585	110	93.5%	2.65	5.30	14,621	0.12
<b>TOTAL</b>	<b>31,370</b>	<b>25,625</b>	<b>5,745</b>	<b>81.7%</b>	<b>8.85</b>	<b>5.28</b>	<b>123,324</b>	<b>0.25</b>

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
2020 Customer Service – Email Statistics**

The following table lists the number of emails received and responded to by Customer Service for each month of the 2020 administration year. Emails are responded to within 2–3 business days.

Month	Emails Received
January	52
February	63
March	258
April	456
May	781
June	274
July	166
August	140
September	138
October	155
November	142
December	123
<b>TOTAL</b>	<b>2,748</b>

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
2020 Customer Service – Chat Statistics**

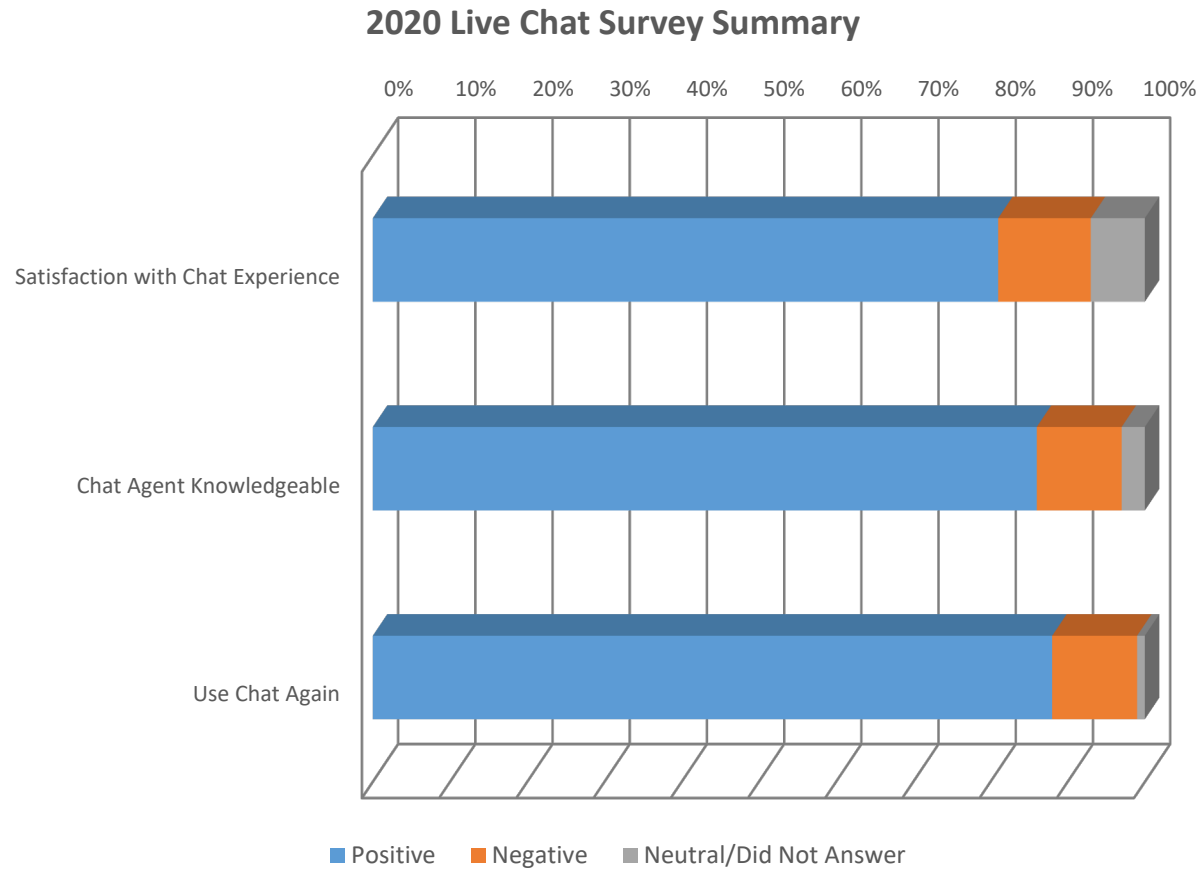
The following table lists the number of chat sessions received and responded to by Customer Service for each month of the 2020 administration year.

<b>Month</b>	<b>Chats Received</b>
January	233
February	166
March	958
April	1847
May	2804
June	1200
July	694
August	478
September	384
October	458
November	421
December	418
<b>TOTAL</b>	<b>10,061</b>

Source: Data provided by Evaluation Systems group of Pearson

## FLORIDA TEACHER CERTIFICATION EXAMINATIONS FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION 2020 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 10,061 chat sessions for the 2020 program year, 2,756 users responded. These responses are summarized below.



Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
2020 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 01/30/2021 for the 2020 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 01/27/20	
2020.01.06	1,169	705	824	895	913	1,044	89.3
2020.01.13	2,369	1,488	1,696	1,808	1,857	2,100	88.6
2020.01.17	1,003	492	0	714	759	883	88.0
2020.01.24	1,598	874	4	1,158	1,221	1,391	87.0
2020.02.03	1,510	900	1,053	1,139	1,173	1,325	87.7
2020.02.10	1,837	1,148	1,291	1,401	1,449	1,610	87.6
2020.02.17	1,664	1,015	1,189	1,283	1,316	1,460	87.7
2020.02.24	2,240	1,445	1,628	1,742	1,788	1,966	87.8
2020.03.02	1,430	860	1,012	1,100	1,124	1,263	88.3
2020.03.09	2,448	1,495	1,719	1,831	1,893	2,142	87.5
2020.03.16	2,091	1,078	1,286	1,422	1,507	1,803	86.2
2020.03.23	2,018	1,178	1,363	1,508	1,562	1,773	87.9
2020.04.06	391	231	266	290	299	331	84.7
2020.05.11	1,395	944	1,063	1,149	1,179	1,266	90.8
2020.05.18	2,628	1,868	2,086	2,185	2,243	2,379	90.5
2020.05.22	2,279	1,316	1	1,718	1,827	2,001	87.8
2020.06.01	3,772	2,538	2,814	2,974	3,057	3,305	87.6
2020.06.08	2,630	1,604	1,850	2,002	2,056	2,251	85.6
2020.06.15	3,558	2,262	2,563	2,734	2,822	3,060	86.0
2020.06.22	3,033	1,892	2,191	2,354	2,422	2,615	86.2
2020.06.29	3,442	2,183	2,472	2,665	2,744	2,965	86.1
2020.07.06	2,546	1,611	1,838	1,943	2,004	2,161	84.9
2020.07.13	3,346	2,100	2,394	2,570	2,656	2,865	85.6
2020.07.20	3,108	1,934	2,192	2,364	2,414	2,633	84.7
2020.07.27	3,692	2,369	2,663	2,847	2,929	3,138	85.0
2020.08.03	2,835	1,730	1,972	2,119	2,176	2,348	82.8
2020.08.10	3,318	2,020	2,281	2,420	2,506	2,759	83.2
2020.08.17	2,788	1,600	1,860	2,021	2,067	2,306	82.7
2020.08.24	2,855	1,620	1,891	2,038	2,120	2,345	82.1
2020.08.31	2,645	1,449	1,707	1,876	1,939	2,159	81.6
2020.09.04	2,469	1,316	3	1,766	1,857	2,086	84.5
2020.09.14	1,858	1,043	1,206	1,301	1,356	1,521	81.9
2020.09.21	2,353	1,365	1,573	1,720	1,794	1,979	84.1
2020.09.28	2,697	1,495	1,758	1,948	2,008	2,220	82.3
2020.10.05	3,066	1,831	2,084	2,270	2,369	2,562	83.6
2020.10.12	2,281	1,264	1,466	1,624	1,679	1,834	80.4
2020.10.19	3,059	1,798	2,080	2,258	2,330	2,533	82.8
2020.10.26	2,320	1,258	1,478	1,635	1,717	1,862	80.3
2020.11.02	3,592	1,987	2,344	2,562	2,674	2,907	80.9
2020.11.09	2,265	1,230	1,464	1,617	1,651	1,802	79.6
2020.11.16	3,517	1,958	2,283	2,423	2,561	2,784	79.2
2020.11.23	2,815	1,391	1,608	1,952	2,043	2,213	78.6
2020.11.30	3,654	2,093	2,415	2,619	2,713	2,906	79.5
2020.12.07	2,033	1,088	1,293	1,402	1,437	1,547	76.1



Release Date	# of Examinees	eISRs Retrieved:					Percent Retrieved
		Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 01/27/20	
2020.12.14	3,994	2,144	2,472	2,638	2,754	2,994	75.0
2020.12.21	2,572	1,211	1,403	1,614	1,794	1,912	74.3
2020.12.28	3,136	1,579	1,869	2,219	2,320	2,404	76.7

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS  
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION  
2020 eISR Retrieval Statistics – Essay vs. No Essay**

The table below shows the retrieval statistics as of 01/30/2021 for exams/subtests with essay versus no essay.

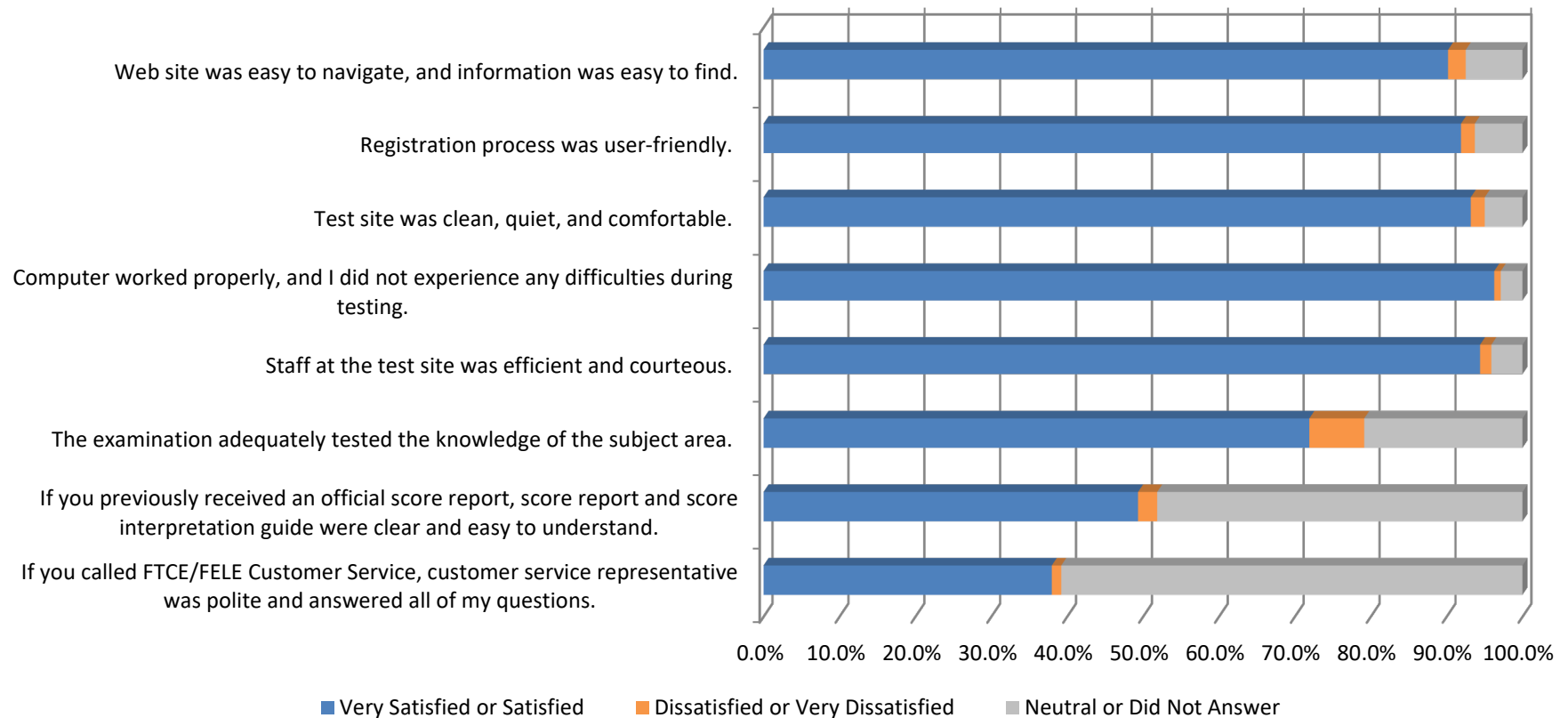
Release Date	# of Examinees	# of eISRs Retrieved	Percent Retrieved	Exams/Subtests with Essay			Exams/Subtests with No Essay		
				# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved
2020.01.06	1,169	1,044	89.3	1	1	100.0	1,168	1,043	89.3
2020.01.13	2,369	2,100	88.6	586	501	85.5	1,783	1,599	89.7
2020.01.17	1,003	883	88.0	0	0	--	1,003	883	88.0
2020.01.24	1,598	1,391	87.0	745	651	87.4	853	740	86.8
2020.02.03	1,510	1,325	87.7	0	0	--	1,510	1,325	87.7
2020.02.10	1,837	1,610	87.6	549	475	86.5	1,288	1,135	88.1
2020.02.17	1,664	1,460	87.7	4	3	75.0	1,660	1,457	87.8
2020.02.24	2,240	1,966	87.8	638	556	87.1	1,602	1,410	88.0
2020.03.02	1,430	1,263	88.3	0	0	--	1,430	1,263	88.3
2020.03.09	2,448	2,142	87.5	695	605	87.1	1,753	1,537	87.7
2020.03.16	2,091	1,803	86.2	4	4	100.0	2,087	1,799	86.2
2020.03.23	2,018	1,773	87.9	801	688	85.9	1,217	1,085	89.2
2020.04.06	391	331	84.7	382	325	85.1	9	6	66.7
2020.05.11	1,395	1,266	90.8	2	1	50.0	1,393	1,265	90.8
2020.05.18	2,628	2,379	90.5	146	131	89.7	2,482	2,248	90.6
2020.05.22	2,279	2,001	87.8	0	0	--	2,279	2,001	87.8
2020.06.01	3,772	3,305	87.6	992	878	88.5	2,780	2,427	87.3
2020.06.08	2,630	2,251	85.6	4	1	25.0	2,626	2,250	85.7
2020.06.15	3,558	3,060	86.0	948	827	87.2	2,610	2,233	85.6
2020.06.22	3,033	2,615	86.2	4	4	100.0	3,029	2,611	86.2
2020.06.29	3,442	2,965	86.1	1,042	912	87.5	2,400	2,053	85.5
2020.07.06	2,546	2,161	84.9	1	0	0.0	2,545	2,161	84.9
2020.07.13	3,346	2,865	85.6	1,017	878	86.3	2,329	1,987	85.3
2020.07.20	3,108	2,633	84.7	4	3	75.0	3,104	2,630	84.7
2020.07.27	3,692	3,138	85.0	958	826	86.2	2,734	2,312	84.6
2020.08.03	2,835	2,348	82.8	8	6	75.0	2,827	2,342	82.8
2020.08.10	3,318	2,759	83.2	1,091	929	85.2	2,227	1,830	82.2
2020.08.17	2,788	2,306	82.7	1	0	0.0	2,787	2,306	82.7
2020.08.24	2,855	2,345	82.1	1,060	877	82.7	1,795	1,468	81.8

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
2020.08.31	2,645	2,159	81.6	2	2	100.0	2,643	2,157	81.6
2020.09.04	2,469	2,086	84.5	1,050	874	83.2	1,419	1,212	85.4
2020.09.14	1,858	1,521	81.9	0	0	--	1,858	1,521	81.9
2020.09.21	2,353	1,979	84.1	795	659	82.9	1,558	1,320	84.7
2020.09.28	2,697	2,220	82.3	2	2	100.0	2,695	2,218	82.3
2020.10.05	3,066	2,562	83.6	866	728	84.1	2,200	1,834	83.4
2020.10.12	2,281	1,834	80.4	3	3	100.0	2,278	1,831	80.4
2020.10.19	3,059	2,533	82.8	964	812	84.2	2,095	1,721	82.1
2020.10.26	2,320	1,862	80.3	1	1	100.0	2,319	1,861	80.3
2020.11.02	3,592	2,907	80.9	941	763	81.1	2,651	2,144	80.9
2020.11.09	2,265	1,802	79.6	1	1	100.0	2,264	1,801	79.5
2020.11.16	3,517	2,784	79.2	1,166	954	81.8	2,351	1,830	77.8
2020.11.23	2,815	2,213	78.6	0	0	--	2,815	2,213	78.6
2020.11.30	3,654	2,906	79.5	1,030	820	79.6	2,624	2,086	79.5
2020.12.07	2,033	1,547	76.1	1	1	100.0	2,032	1,546	76.1
2020.12.14	3,994	2,994	75.0	1,027	810	78.9	2,967	2,184	73.6
2020.12.21	2,572	1,912	74.3	3	3	100.0	2,569	1,909	74.3
2020.12.28	3,136	2,404	76.7	1,048	829	79.1	2,088	1,575	75.4

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 2020 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 38,240 examinees responded during the 2020 program year. These responses are summarized below.



Source: Data provided by Evaluation Systems group of Pearson



**APPENDIX G**

**Sample Score and Competency Reports**

## Sample Score Report with Detail

### Florida Teacher Certification Examinations SCORE REPORT

Social Security Number: 123456789

Score Report Date: February 21, 2019

FIRST M LAST  
1 MAIN STREET  
ORLANDO, FL 12345



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 (188)	February 6, 2019

#### Cumulative Results\* as of February 21, 2019

Test	Status	Administration Date
Professional Education (PED)	Not Taken	N/A
GK Subtest 1: Essay	Pass	May 8, 2014
GK Subtest 2: English Language Skills (ELS)	Pass	May 8, 2014
GK Subtest 3: Reading	Pass	May 8, 2014
GK Subtest 4: Mathematics	Pass	May 8, 2014

\*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

# Florida Teacher Certification Examinations

## DETAILED PERFORMANCE ANALYSIS

**Name:** FIRST M LAST  
**Test:** Spanish K-12

**Administration Date:** February 6, 2019  
**Total Test Scaled Score:** 188

### 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	74	73
04 Proficiency in interpretive reading	18	67	72
05 Knowledge of practices, products, and perspectives of Spanish-speaking cultures	10	40	63
06 Knowledge of language structure	10	90	68
07 Knowledge of effective teaching and learning strategies based on second language acquisition principles	20	70	64

\*\*Based on the performance of examinees who have taken any form of this test between 2018/01/26 and 2019/01/26.

### 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	33	42
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 2018/01/26 and 2019/01/26.



**The Number One University Competency Report—First Attempt**  
**Report Title**  
**For Exam Period January 1, 2014–January 16, 2019**

Elementary Education K–6 Subtest 4: Mathematics					
		Institution		Statewide	
Competency Area	Range of Items	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, 2018–December 31, 2018).

**The Number One University Competency Report—Best Attempt**  
**Report Title**  
**For Exam Period January 1, 2014–January 16, 2019**

Elementary Education K–6 Subtest 4: Mathematics					
		Institution		Statewide	
Competency Area	Range of Items	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, 2018–December 31, 2018).