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

2021 Annual Administration and Technical Report

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**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, 2021, through December 31, 2021.

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 2021 FTCE/FELE Annual Administration and Technical Report
- Background of the FTCE/FELE program, including legislative basis
- Test development of FTCE/FELE, including an overview of validity and validation tasks
- Test administration of FTCE/FELE, including testing procedures and computer-based testing
- Scoring and reporting, including for multiple-choice and performance examination items
- Summary statistics reports regarding FTCE/FELE psychometric characteristics
- Examinee performance statistics based on Title II reporting

II. EXECUTIVE SUMMARY

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

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

III. OVERVIEW OF FTCE/FELE PROGRAM

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

The FTCE/FELE program consists of 41 Florida Teacher Certification Examinations and the Florida Educational Leadership Examination, a total of 42 assessments. The FTCE tests include the Professional Education Test, the General Knowledge (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

In support of the health and safety of examinees and of test center employees, Pearson continued to follow the recommendations of the Centers for Disease Control and Prevention and World Health Organization for preventing the spread of the coronavirus disease 2019 (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. These efforts that began in 2020, continued throughout 2021 and adjustments were made throughout the year based on local governance.

Many college and university partner sites were able to resume testing following the guidance of their institution in terms of safety protocols and social distancing. To provide additional appointment capacity, the additional 14 test sites within Florida authorized to deliver the FTCE/FELE in 2020 continued to do so throughout most of 2021.

IV. TEST DEVELOPMENT

This section of the report presents an overview of test validity, the test development process, and a summary of 2021 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 tests adequately measure the knowledge and skills for which they were developed.

FTCE/FELE Test Development, Revision, and Validation Process

The various steps of the test development process involve qualified Florida educators (e.g., classroom teachers, district coordinators, college and university faculty), the gathering of validity information over the course of development, and the creation of assessment materials that are

job-related, accurate, measurable, free from bias, and aligned with State Board of Education-approved educational standards for the subject area.

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

Establish Committees

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

Literature Review

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

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

For each subject area undergoing development, a committee of Florida educators is established to review and validate proposed revisions to existing competencies and skills. The committee uses specified review criteria to revise, delete, or add competencies and skills to reflect current job-related 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 participate in a test-taking activity followed by an item review process to ensure that the items meet specified editorial and review criteria, including ensuring each item is free from bias. Newly written and redeveloped test items are added to rotation for field testing or piloted in stand-alone testing to collect examinee data. Following the field/pilot testing, 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 2021

In 2021, the Bureau of Postsecondary Assessment completed 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
- Deaf or Hard of Hearing K–12 (formerly 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. Development activities were concluded in 2021 with the completion of test form assembly, implementation of new generation forms on September 1, 2021, and conducting of standard setting activities.

In 2021, the Bureau of Postsecondary Assessment completed item writing test development activities for two FTCE/FELE examinations, resulting in newly developed item sets that are ready for future pilot or field testing. The fields were as follows:

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

In 2021, the Bureau of Postsecondary Assessment completed test development activities for seventeen FTCE/FELE examinations 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 in 2020 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, completing in 2021. 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
- Elementary Education K–6, Subtest 4: Mathematics
- 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 2021 by the Department to expand item banks and/or conduct operational field testing 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
- School Counseling PK–12

For General Knowledge: Reading, newly written items completed item development and pilot testing in 2021.

For General Knowledge: English Language Skills, General Knowledge: Mathematics, and Professional Education, eight newly developed test forms per test field were completed in 2021 and began operational administration in October 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 2021 administration year. The section includes additional information pertaining to key test administration processes.

Test Administration Changes in 2021

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. Waivers were valid for one year, enabling candidates to schedule through June 2021.

Test Administration Data

Figures 1 and 2 present, respectively, a brief summary of the 2021 administration year and a chart summarizing the total examination count of FTCE/FELE tests administered in 2021.

Figure 3 shows the number of examinees who took the various FTCE/FELE examinations in 2021. 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 2021. 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 2021. Examinees with multiple retake attempts for a single test field are only represented one time. For examinees who retook the subtest-based assessments, only one retake attempt is represented across all subtests.

Figure 1 2021 Administration Year January 1, 2021–December 31, 2021	
Program Overview	
The FTCE/FELE testing program offered 42 unique examinations, including	
• General Knowledge • Professional Education	• 39 Subject Area Examinations • FELE
Computer-Based Testing (CBT)	
• Administered Monday–Saturday at Pearson VUE locations • Evening hours available (at Pearson VUE locations)	
Number of Sites	48 in Florida, 248 out of state, 100 Military
Total Examinations Administered: 209,381	

Figure 2
Total FTCE/FELE Test Administration
Counts for 2021
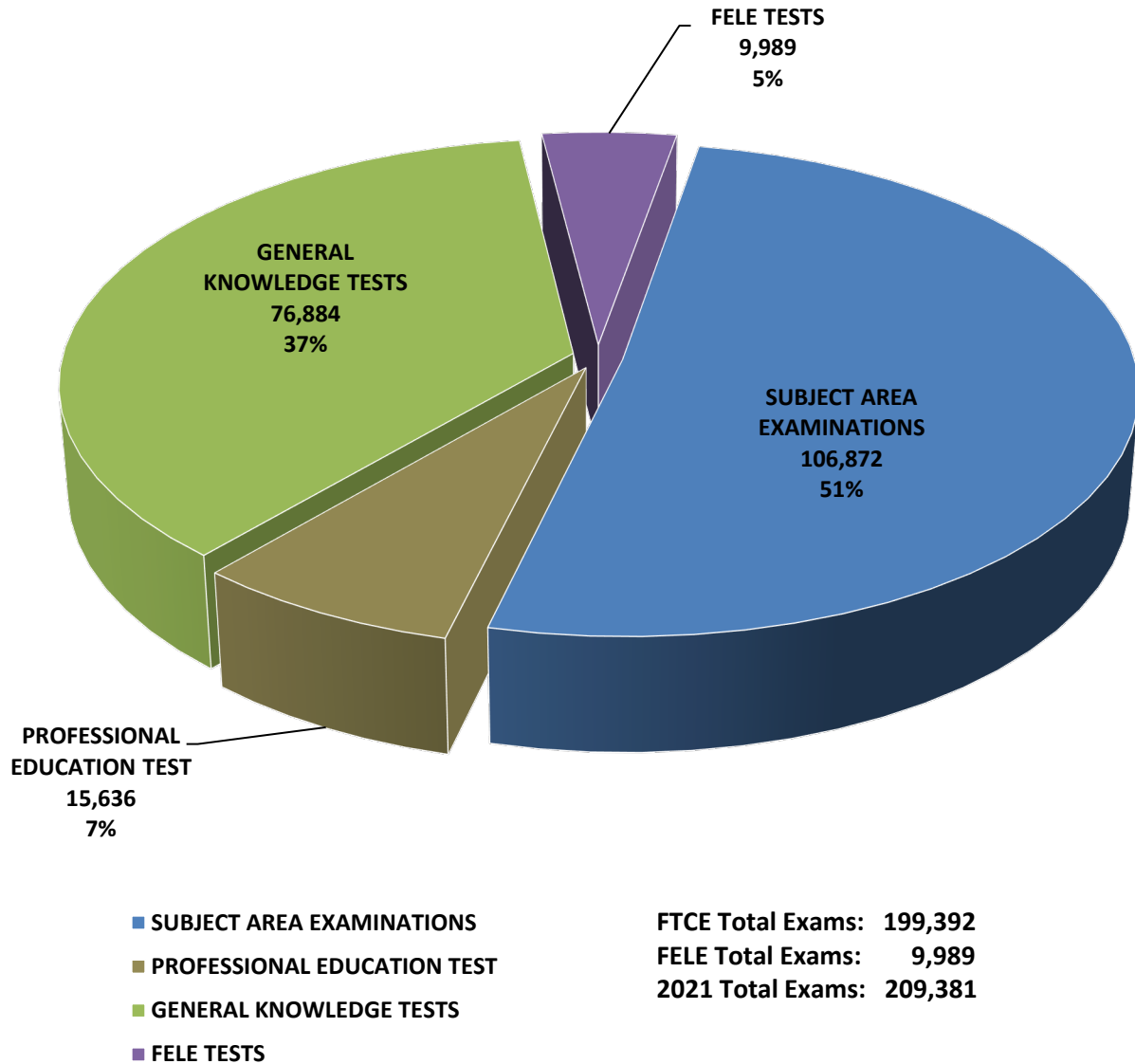
FELE TESTS
9,989
5%

GENERAL KNOWLEDGE TESTS
76,884
37%

SUBJECT AREA EXAMINATIONS
106,872
51%

PROFESSIONAL EDUCATION TEST
15,636
7%

■ SUBJECT AREA EXAMINATIONS
■ PROFESSIONAL EDUCATION TEST
■ GENERAL KNOWLEDGE TESTS
■ FELE TESTS

FTCE Total Exams: 199,392
FELE Total Exams: 9,989
2021 Total Exams: 209,381

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 2021
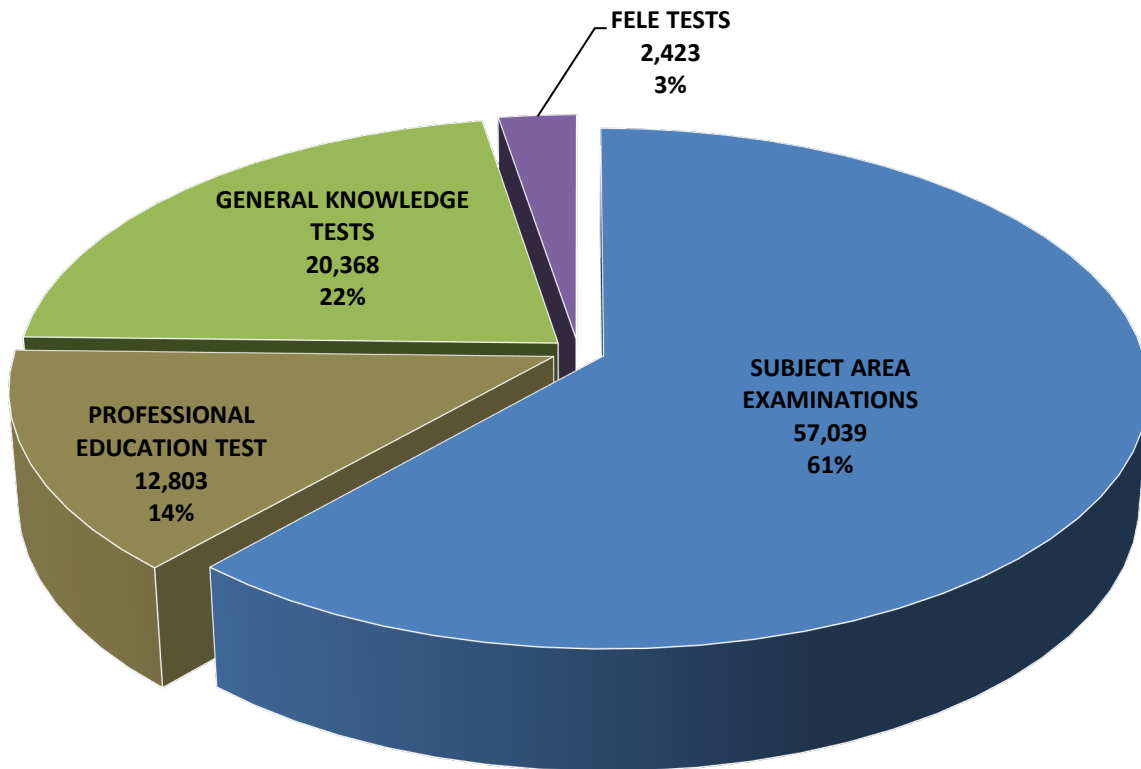
FELE TESTS
2,423
3%

GENERAL KNOWLEDGE TESTS
20,368
22%

PROFESSIONAL EDUCATION TEST
12,803
14%

SUBJECT AREA EXAMINATIONS
57,039
61%

- SUBJECT AREA EXAMINATIONS
- PROFESSIONAL EDUCATION TEST
- GENERAL KNOWLEDGE TESTS
- FELE TESTS

FTCE Total Unique Examinees: 90,210
FELE Total Unique Examinees: 2,423
2021 Total Unique Examinees: 92,633

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 2021

FELE TESTS
3,298
5%

GENERAL KNOWLEDGE TESTS
28,517
42%

SUBJECT AREA EXAMINATIONS
30,333
45%

PROFESSIONAL EDUCATION TEST
5,100
8%

- SUBJECT AREA EXAMINATIONS
- PROFESSIONAL EDUCATION TEST
- GENERAL KNOWLEDGE TESTS
- FELE TESTS

FTCE Total Exams: 63,950
FELE Total Exams: 3,298
2021 Total Exams: 67,248
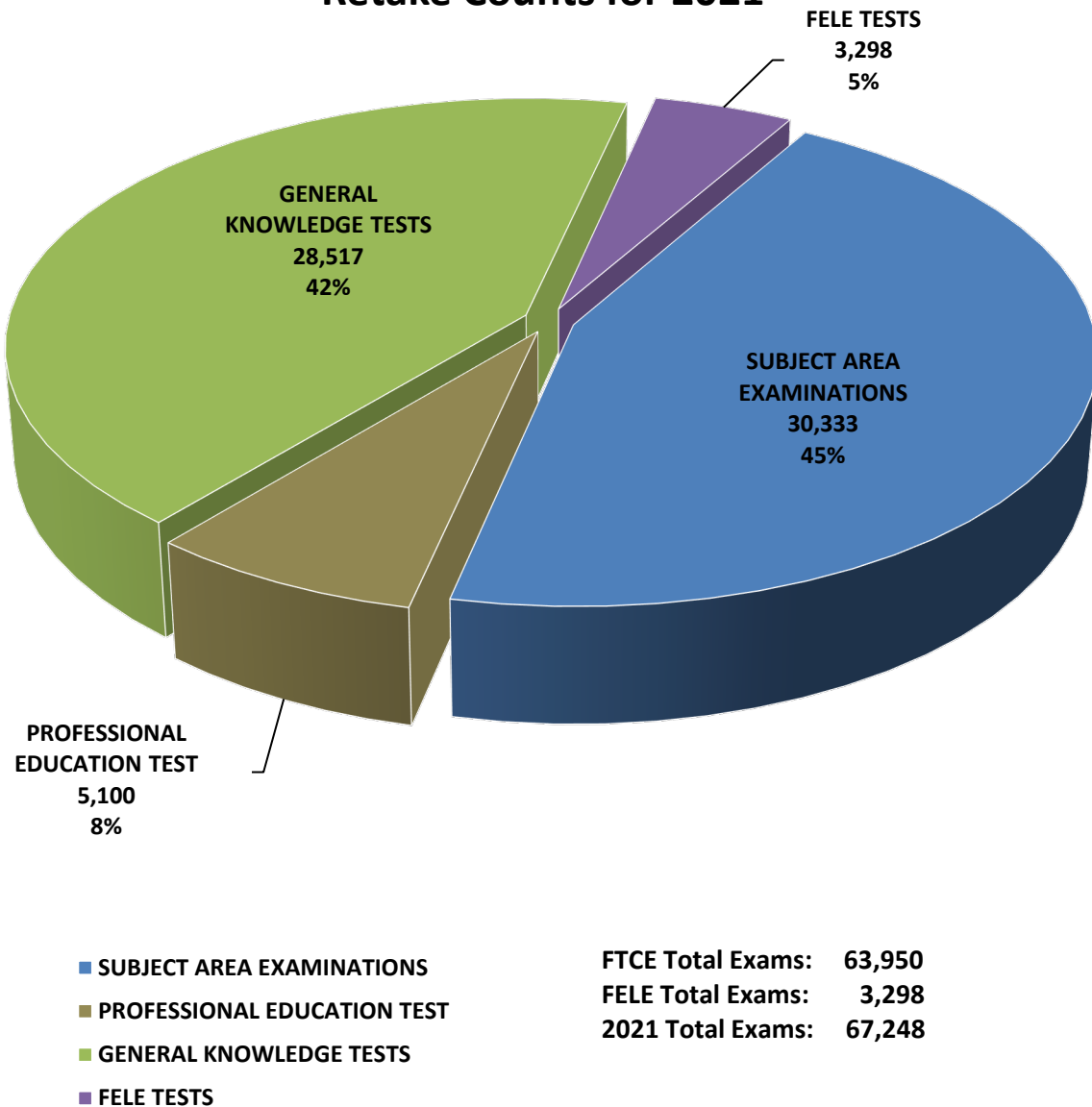
Note: All retake attempts are represented in this chart. One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. A single examinee may have multiple retake attempts in a single test field or across multiple examinations.

Figure 5
Unique FTCE/FELE Examinee
Retake Counts for 2021

FELE TESTS
1,303
4%

GENERAL KNOWLEDGE TESTS
11,020
35%

SUBJECT AREA EXAMINATIONS
15,888
50%

PROFESSIONAL EDUCATION TEST
3,616
11%

- ■ **SUBJECT AREA EXAMINATIONS**
- ■ **PROFESSIONAL EDUCATION TEST**
- ■ **GENERAL KNOWLEDGE TESTS**
- ■ **FELE TESTS**

FTCE Total Unique Retakers:	**30,524**
FELE Total Unique Retakers:	**1,303**
2021 Total Unique Retakers:	**31,827**
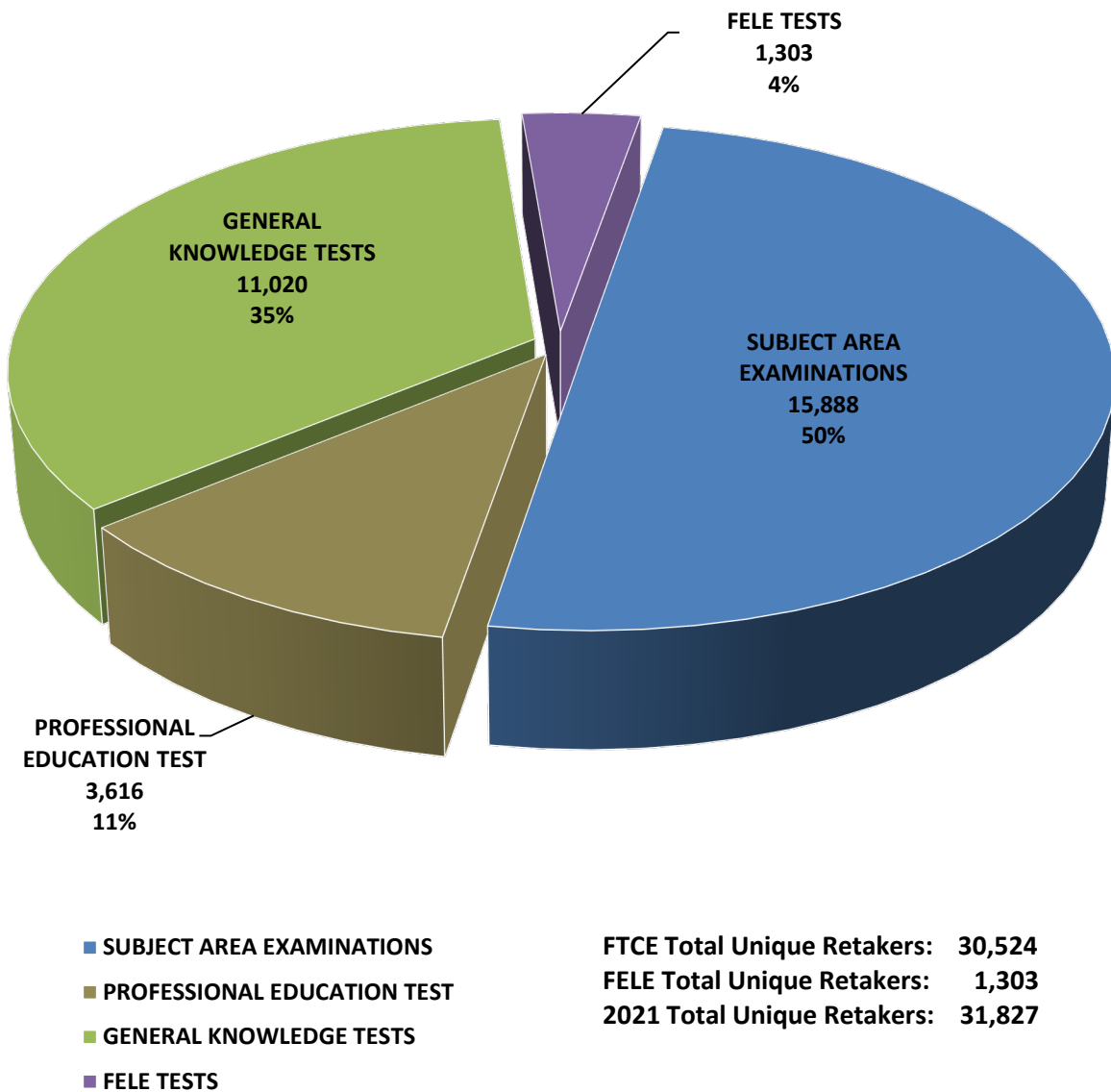
Note: One examinee may retake multiple examinations and/or retake a single examination multiple times before passing. Within this chart, examinees are counted once per exam regardless of the number of retake attempts. For example, an examinee who retook Mathematics 6–12 three times before passing will be counted once within the Subject Area Examinations section of the chart. In addition, if an examinee retook both Mathematics 6–12 and Middle Grades Mathematics 5–9 one time, this would be counted as two retakes (one per unique exam) and reported within the Subject Area Examinations section of the chart.

Test Administration Procedures

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

Program Information & Communications to Examinees

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

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

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

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

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

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

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

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

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

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) 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 2021, computer-based testing was available six days a week at 396 test sites, including 48 sites within Florida, 248 sites out of state, and 100 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 random back-reading of scored responses by Chief Raters, individual counseling of raters by Chief Raters and/or Assistant Chief Raters, and introduction of "validation" papers into the FELE, General Knowledge, English 6–12, and English 5–9 scoring process. Information regarding inter-rater reliability and rater agreement for test administrations is calculated by reporting period.

In addition, the Department 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, when feasible, on-site monitoring visits by the Department to ensure that all holistic scoring procedures are being followed in an effective manner.

Remote Scoring

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

Analysis and Reporting of Results

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

Equating

Equating refers to the process of placing scores from alternate, parallel, or equivalent forms of a test on a common scale (AERA, APA, & NCME, 2014). The central purpose of test equating is to compensate statistically for possible variability in the characteristics of the test forms that may affect examinees' scores (i.e., differences in the overall difficulty of the new test form compared to a previous test form). Statistical equating ensures that a candidate's scale score is adjusted for the relative difficulty of a particular form that was taken, thus allowing test developers 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 2017 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 2021, there were 99 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 99 providers, 37 districts, including three charter schools or charter management organizations, run their own PDCP programs.[1] Most other providers are institutions of higher education (IHEs), including 32 public IHEs and 30 private IHEs. There are also three non-IHE private providers.

VIII. FTCE/FELE OVERALL OUTCOMES

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 2021. This section also includes customer service statistics for the 2021 administration year. The reports are included in the following appendices:

- FTCE/FELE Test Form Information (Appendix A)
- Pass Rate Statistics (Appendix B)
- Longitudinal Pass 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

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[1] 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.

time that examinees receive and what, if any, supplemental testing materials that an examinee may receive during the test (e.g., math reference sheet).

Pass Rate Statistics
This Appendix contains the following reports:

Number of Tests and Percent Passed in 2021
This report provides pass rates for first-time, retake, and all attempts by field for all 2019 administrations.

Number of Examinees Tested and Percent Passing – 2021
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 (2018 to 2021) 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 2020–2021 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 2020–2021 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 2018–2019, 2019–2020, and 2020–2021 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 2018–2019, 2019–2020, and 2020–2021 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 2018–2019, 2019–2020, and 2020–2021 Title II years.

Test Administration Statistics
This report provides the number of examinations registered for and taken in the last four years (2018 to 2021), 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 2021 by test site name and location.

> *Counts by Test Site Location*
> This report provides the number of examinations registered for and taken in 2021 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 2021 administration year
- Comparison of 2020 and 2021 monthly customer service contact volumes for all channels
- Comparison of total 2020 and 2021 customer service contacts by channel
- Customer service call statistics for each month of the 2021 administration year
- Customer service email volume for each month of the 2021 administration year
- Customer service chat volume for each month of the 2021 administration year
- Customer service chat feedback survey summary for 2021
- Examinees' retrieval statistics for 2021 electronic score reports
- Examinees' retrieval statistics for 2021 electronic score reports for exams/subtests with and without essays
- Test administration exit feedback survey summary for 2021

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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State Board of Education Rule 6A-4.0021(9)(b), Florida Administrative Code
State Board of Education Statute: Section 1012.56(2)(3)(4)(5), Florida Statutes

APPENDIX A

FTCE/FELE Test Form Information

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Test Form Information

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
Florida Educational Leadership Examination (FELE)						
841	Subtest 1: Leadership for Student Learning	60–65			120 min	
842	Subtest 2: Organizational Development	60–65			120 min	
843	**Subtest 3: Systems Leadership** Multiple-Choice Section	45–50			90 min	
844	**Subtest 3: Systems Leadership** Written Performance Section		1 written	1–6	60 min	
General Knowledge Test						
825	Subtest 1: Essay		1 written	1–6	50 min	
826	Subtest 2: English Language Skills	35–40			40 min	
827	Subtest 3: Reading	40			55 min	
828	Subtest 4: Mathematics	40			100 min	on-screen calculator & mathematics reference sheet
Professional Education Test						
083	Professional Education	100–110			150 min	
Subject Area Examinations						
054	Agriculture 6–12	100–120			150 min	
001	Art K–12	90–110			150 min	
002	Biology 6–12	100–120			150 min	
051	Business Education 6–12	100–120			150 min	
003	Chemistry 6–12	85			150 min	scientific calculator, periodic table, & reference sheet
005	Computer Science K–12	100			150 min	
020	Deaf or Hard of Hearing K–12 *(formerly Hearing Impaired K–12)*	100–120			150 min	
006	Drama 6–12	100–120			150 min	
008	Earth/Space Science 6–12	100–120			150 min	
010	Educational Media Specialist PK–12	100–120			150 min	
601	**Elementary Education K–6** Subtest I: Language Arts and Reading	55			65 min	
602	**Elementary Education K–6** Subtest II: Social Science	50			65 min	
603	**Elementary Education K–6** Subtest III: Science	55			70 min	

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
604	**Elementary Education K–6** Subtest IV: Mathematics	40–45			70 min	mathematics reference sheet
055	Engineering and Technology Education 6–12 *(formerly Technology Education 6–12)*	100			150 min	
131	**English 6–12** Multiple-Choice Section	72			90 min	
132	**English 6–12** Written Performance Section		1 written	1–6	60 min	
047	English for Speakers of Other Languages (ESOL) K–12	110			150 min	
061	Exceptional Student Education (ESE) K–12	100–120			150 min	
052	Family and Consumer Science 6–12	100–120			150 min	
015	**French K–12** Speaking Writing	83	2 oral 1 written	1–6 (5 components) 1–5	150 min	special character chart
171	**German K–12** Subtest I: Multiple Choice and Written Performance	95	2 written	1–4	90 min	special character chart
172	**German K–12** Subtest II: Oral Interview		oral interview	below inter/high, inter/high or above	60 min	
019	Health K–12	100–120			150 min	
022	Humanities K–12	100–120			150 min	
024	Latin K–12	100			150 min	
057	Marketing 6–12	90–110			150 min	
026	Mathematics 6–12	70			150 min	scientific calculator
141	**Middle Grades English 5–9** Multiple-Choice Section	72			90 min	
142	**Middle Grades English 5–9** Written Performance Section		1 written	1–6	60 min	
004	Middle Grades General Science 5–9	100–120			150 min	
025	Middle Grades Mathematics 5–9	70			150 min	scientific calculator
038	Middle Grades Social Science 5–9	100–120			150 min	
028	Music K–12	105			150 min	
063	Physical Education K–12	100			150 min	
032	Physics 6–12	75			150 min	scientific calculator & reference sheet
531	**Prekindergarten/Primary PK–3** Subtest I: Developmental Knowledge	55			70 min	

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
532	**Prekindergarten/Primary PK–3** Subtest II: Language Arts and Reading	55			70 min	
533	**Prekindergarten/Primary PK–3** Subtest III: Mathematics	45			70 min	mathematics reference sheet
534	**Prekindergarten/Primary PK–3** Subtest IV: Science	50			60 min	
007	Preschool Education Birth–Age 4	100–120			150 min	
035	Reading K–12	100–120			150 min	
018	School Counseling PK–12 *(formerly Guidance and Counseling PK–12)*	100–120			150 min	
036	School Psychologist PK–12	100–120			150 min	
037	Social Science 6–12	100–120			150 min	
039	**Spanish K–12** 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	100–120			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.

APPENDIX B

Pass Rate Statistics

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Tests and Percent Passed in 2021

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	133	80%	25	60%	158	77%
Art K–12	623	53%	281	40%	904	49%
Biology 6–12	842	64%	323	47%	1,165	59%
Business Education 6–12	742	47%	359	31%	1,101	42%
Chemistry 6–12	286	55%	100	46%	386	52%
Computer Science K–12	733	30%	248	28%	981	30%
Deaf or Hard of Hearing K–12**	73	71%	21	52%	94	67%
Drama 6–12	166	69%	32	31%	198	63%
Earth/Space Science 6–12	369	60%	86	43%	455	56%
Educational Media Specialist PK–12	554	66%	130	45%	684	62%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	6,182	52%	3,790	43%	9,972	48%
Elementary Education K–6 Subtest 2: Social Science	6,183	63%	2,642	45%	8,825	57%
Elementary Education K–6 Subtest 3: Science	6,184	62%	2,389	49%	8,573	58%
Elementary Education K–6 Subtest 4: Mathematics	6,184	57%	3,518	43%	9,702	52%
Engineering and Technology Education 6–12	186	45%	69	41%	255	44%
English 6–12 Multiple-Choice Section	1,990	62%	622	44%	2,612	57%
English 6–12 Written Performance Section	1,989	66%	653	47%	2,642	61%
English to Speakers of Other Languages (ESOL) K–12	2,012	49%	426	42%	2,438	47%
Exceptional Student Education K–12	4,629	68%	1,810	41%	6,439	60%
Family and Consumer Science 6–12	263	62%	86	33%	349	55%
French K–12	78	68%	17	71%	95	68%
German K–12 Interview	9	78%	0	0%	9	78%
German K–12 Written	9	67%	2	50%	11	64%
Health K–12	488	53%	188	40%	676	49%
Humanities K–12	114	34%	5	0%	119	34%
Latin K–12	21	67%	7	29%	28	57%
Marketing 6–12	118	69%	26	46%	144	65%
Mathematics 6–12	1,262	39%	601	36%	1,863	38%
Middle Grades English 5–9 Multiple-Choice Section	686	45%	335	30%	1,021	40%
Middle Grades English 5–9 Written Performance Section	687	49%	212	47%	899	48%
Middle Grades General Science 5–9	950	49%	453	32%	1,403	43%
Middle Grades Mathematics 5–9	1,773	48%	908	37%	2,681	44%
Middle Grades Social Science 5–9	736	74%	137	39%	873	68%
Music K–12	493	86%	88	55%	581	81%
PK–3 Subtest 1: Developmental Knowledge	2,426	67%	840	41%	3,266	61%
PK–3 Subtest 2: Language Arts and Reading	2,426	47%	1,811	39%	4,237	44%
PK–3 Subtest 3: Mathematics	2,426	62%	1,147	41%	3,573	56%
PK–3 Subtest 4: Science	2,425	69%	776	47%	3,201	64%
Physical Education K–12	1,325	61%	671	40%	1,996	54%
Physics 6–12	136	35%	59	42%	195	37%
Preschool Education Birth–Age 4	382	45%	134	37%	516	43%
Reading K–12	13,673	69%	3,024	50%	16,697	66%
School Counseling PK–12**	566	81%	97	55%	663	77%
School Psychologist PK–12	145	87%	8	75%	153	86%
Social Science 6–12	2,054	55%	846	34%	2,900	49%
Spanish K–12	719	67%	292	39%	1,011	59%
Speech-Language Impaired K–12	43	65%	2	0%	45	62%
Visually Impaired K–12	46	48%	37	46%	83	47%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**76,539**	**61%**	**30,333**	**43%**	**106,872**	**56%**
Professional Education (PED)	**10,536**	**66%**	**5,100**	**42%**	**15,636**	**58%**
GK Subtest 1: Essay	11,872	74%	4,559	40%	16,431	65%
GK Subtest 2: English Language Skills (ELS)	12,226	64%	7,120	36%	19,346	54%
GK Subtest 3: Reading	12,230	56%	8,877	34%	21,107	47%
GK Subtest 4: Mathematics	12,039	57%	7,961	31%	20,000	47%

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**48,367**	**63%**	**28,517**	**35%**	**76,884**	**52%**
FELE Subtest 1: Leadership for Student Learning	1,695	73%	725	40%	2,420	63%
FELE Subtest 2: Organizational Development	1,678	71%	733	44%	2,411	63%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,659	67%	969	43%	2,628	58%
FELE Subtest 3: Systems Leadership Written Performance Section	1,659	59%	871	57%	2,530	58%
TOTAL FOR ALL FELE SUBTESTS	**6,691**	**68%**	**3,298**	**46%**	**9,989**	**61%**
GRAND TOTAL FOR ALL EXAMINATIONS	**142,133**	**62%**	**67,248**	**40%**	**209,381**	**55%**

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.
**Effective September 1, 2021, the name of "Guidance and Counseling PK–12" was changed to "School Counseling PK–12) and the name "Hearing Impaired K–12" was changed to Deaf or Hard of Hearing K–12."
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing – 2021

Examination	First Attempt N	First Attempt Pass Rate	Best Attempt N	Best Attempt Pass Rate	Retakers* N	Retakers* Pass Rate
Agriculture 6–12	133	80%	144	85%	20	75%
Art K–12	623	53%	746	59%	206	54%
Biology 6–12	842	64%	1,000	69%	238	64%
Business Education 6–12	742	47%	915	50%	254	44%
Chemistry 6–12	286	55%	343	59%	85	54%
Computer Science K–12	733	30%	842	35%	200	35%
Deaf or Hard of Hearing K–12*	73	71%	84	75%	16	69%
Drama 6–12	166	69%	178	70%	24	42%
Earth/Space Science 6–12	369	60%	400	64%	62	60%
Educational Media Specialist PK–12	554	66%	618	68%	104	56%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	6,182	52%	7,412	65%	2,610	62%
Elementary Education K–6 Subtest 2: Social Science	6,183	63%	7,128	71%	1,837	65%
Elementary Education K–6 Subtest 3: Science	6,184	62%	7,070	70%	1,764	66%
Elementary Education K–6 Subtest 4: Mathematics	6,184	57%	7,529	67%	2,423	63%
Engineering and Technology Education 6–12	186	45%	215	52%	59	47%
English 6–12 Multiple-Choice Section	1,990	62%	2,221	67%	469	58%
English 6–12 Written Performance Section	1,989	66%	2,256	72%	491	63%
English to Speakers of Other Languages (ESOL) K–12	2,012	49%	2,234	52%	354	51%
Exceptional Student Education K–12	4,629	68%	5,493	70%	1,339	55%
Family and Consumer Science 6–12	263	62%	298	64%	60	47%
French K–12	78	68%	91	71%	16	75%
German K–12 Interview	9	78%	9	78%	0	0%
German K–12 Written	9	67%	11	64%	2	50%
Health K–12	488	53%	571	58%	136	55%
Humanities K–12	114	34%	117	35%	4	50%
Latin K–12	21	67%	25	64%	7	29%
Marketing 6–12	118	69%	125	75%	15	80%
Mathematics 6–12	1,262	39%	1,619	44%	479	45%
Middle Grades English 5–9 Multiple-Choice Section	686	45%	824	50%	242	42%
Middle Grades English 5–9 Written Performance Section	687	49%	783	56%	170	58%
Middle Grades General Science 5–9	950	49%	1,152	53%	319	45%
Middle Grades Mathematics 5–9	1,773	48%	2,265	52%	693	48%
Middle Grades Social Science 5–9	736	74%	799	75%	105	51%
Music K–12	493	86%	552	85%	74	65%
PK–3 Subtest 1: Developmental Knowledge	2,426	67%	2,733	72%	617	56%
PK–3 Subtest 2: Language Arts and Reading	2,426	47%	3,078	60%	1,232	58%
PK–3 Subtest 3: Mathematics	2,426	62%	2,896	69%	806	58%
PK–3 Subtest 4: Science	2,425	69%	2,772	73%	595	61%
Physical Education K–12	1,325	61%	1,672	64%	478	56%
Physics 6–12	136	35%	170	43%	46	54%
Preschool Education Birth–Age 4	382	45%	439	50%	94	52%
Reading K–12	13,673	69%	14,842	74%	2,423	62%
School Counseling PK–12*	566	81%	626	82%	78	68%
School Psychologist PK–12	145	87%	151	87%	6	100%
Social Science 6–12	2,054	55%	2,454	58%	618	47%
Spanish K–12	719	67%	885	67%	229	50%
Speech-Language Impaired K–12	43	65%	43	65%	1	0%
Visually Impaired K–12	46	48%	63	62%	29	59%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**76,539**	**61%**	**88,893**	**67%**	**22,129**	**59%**
Professional Education (PED)	**10,536**	**66%**	**12,803**	**71%**	**3,616**	**59%**
GK Subtest 1: Essay	11,872	74%	14,142	75%	3,241	56%
GK Subtest 2: English Language Skills (ELS)	12,226	64%	15,303	68%	4,785	54%

| Examination | Unique Examinee Counts | | | | | |
| | First Attempt | | Best Attempt | | Retakers* | |
	N	Pass Rate	N	Pass Rate	N	Pass Rate
GK Subtest 3: Reading	12,230	56%	15,827	62%	5,800	52%
GK Subtest 4: Mathematics	12,039	57%	15,522	60%	5,295	47%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**48,367**	**63%**	**60,794**	**66%**	**19,121**	**52%**
FELE Subtest 1: Leadership for Student Learning	1,695	73%	2,036	75%	526	55%
FELE Subtest 2: Organizational Development	1,678	71%	2,013	75%	531	61%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,659	67%	2,080	74%	659	63%
FELE Subtest 3: Systems Leadership Written Performance Section	1,659	59%	1,983	74%	679	73%
TOTAL FOR ALL FELE SUBTESTS	**6,691**	**68%**	**8,112**	**75%**	**2,395**	**64%**
GRAND TOTAL FOR ALL EXAMINATIONS	**142,133**	**62%**	**170,602**	**67%**	**47,261**	**56%**

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.
*Effective September 1, 2021, the name of "Guidance and Counseling PK–12" was changed to "School Counseling PK–12" and the name "Hearing Impaired K–12" was changed to "Deaf or Hard of Hearing K–12."
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 (2018 through 2021)

Examination	2018		2019		2020		2021	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	80	98%	98	97%	106	76%	140	86%
Art K–12	334	79%	376	78%	533	61%	702	60%
Biology 6–12	497	87%	576	84%	763	72%	927	70%
Business Education 6–12	371	69%	528	73%	758	59%	849	52%
Chemistry 6–12	147	82%	179	81%	217	64%	312	61%
Computer Science K–12	67	66%	80	71%	497	52%	816	35%
Deaf or Hard of Hearing K–12*	63	87%	63	89%	100	80%	77	77%
Drama 6–12	76	87%	93	91%	164	72%	169	72%
Earth/Space Science 6–12	132	81%	175	83%	301	67%	388	65%
Educational Media Specialist PK–12	238	84%	287	80%	437	70%	590	69%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	4,555	83%	5,607	83%	5,449	79%	7,030	67%
Elementary Education K–6 Subtest 2: Social Science	4,690	86%	5,646	87%	5,456	83%	6,849	72%
Elementary Education K–6 Subtest 3: Science	4,737	86%	5,647	86%	5,462	82%	6,795	72%
Elementary Education K–6 Subtest 4: Mathematics	4,649	83%	5,393	81%	5,458	78%	7,140	69%
Engineering and Technology Education 6–12	112	61%	94	59%	122	70%	207	52%
English 6–12 Multiple-Choice Section	1,279	81%	1,496	82%	1,894	78%	2,123	69%
English 6–12 Written Performance Section	1,301	86%	1,430	84%	1,868	77%	2,193	73%
English to Speakers of Other Languages (ESOL) K–12	732	70%	769	71%	1,731	54%	2,125	53%
Exceptional Student Education K–12	2,921	87%	3,338	84%	4,259	80%	5,059	72%
Family and Consumer Science 6–12	69	78%	102	75%	237	70%	279	67%
French K–12	57	84%	57	86%	67	78%	84	70%
German K–12 Interview	4	100%	9	100%	7	100%	9	78%
German K–12 Written	4	100%	8	100%	10	80%	10	70%
Health K–12	169	62%	198	71%	501	56%	530	60%
Humanities K–12	19	79%	19	47%	84	42%	116	34%
Latin K–12	11	91%	9	78%	14	57%	21	71%
Marketing 6–12	25	72%	41	76%	104	60%	123	76%
Mathematics 6–12	632	69%	755	63%	1,102	52%	1,395	44%
Middle Grades English 5–9 Multiple-Choice Section	348	48%	445	52%	634	53%	780	52%
Middle Grades English 5–9 Written Performance Section	368	65%	463	65%	612	59%	764	56%
Middle Grades General Science 5–9	565	69%	604	69%	747	57%	1,075	53%
Middle Grades Mathematics 5–9	1,052	69%	1,192	69%	1,619	59%	1,996	54%
Middle Grades Social Science 5–9	346	87%	434	87%	584	81%	768	76%
Music K–12	342	94%	382	93%	463	89%	512	86%
PK–3 Subtest 1: Developmental Knowledge	1,504	87%	1,853	86%	2,157	80%	2,628	74%
PK–3 Subtest 2: Language Arts and Reading	1,387	80%	1,747	79%	2,134	70%	2,873	63%
PK–3 Subtest 3: Mathematics	1,492	83%	1,791	83%	2,111	74%	2,746	71%
PK–3 Subtest 4: Science	1,526	87%	1,856	87%	2,098	79%	2,659	75%
Physical Education K–12	627	65%	717	66%	1,351	65%	1,519	66%

Examination	2018		2019		2020		2021	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Physics 6–12	70	76%	89	74%	95	60%	154	44%
Preschool Education Birth–Age 4	172	72%	198	65%	396	53%	412	51%
Reading K–12	167	75%	230	71%	10,832	80%	14,602	75%
School Counseling PK–12*	350	98%	404	96%	550	88%	580	82%
School Psychologist PK–12	84	99%	99	97%	155	79%	149	87%
Social Science 6–12	1,088	81%	1,382	78%	1,942	65%	2,240	59%
Spanish K–12	460	80%	507	79%	619	75%	793	70%
Speech-Language Impaired K–12	14	86%	16	100%	34	76%	43	65%
Visually Impaired K–12	29	72%	35	83%	52	50%	58	64%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**39,962**	**82%**	**47,517**	**82%**	**66,886**	**75%**	**84,409**	**68%**
Professional Education (PED)	**8,565**	**95%**	**8,916**	**94%**	**10,597**	**84%**	**11,861**	**74%**
GK Subtest 1: Essay	11,921	88%	11,037	86%	10,692	83%	13,435	78%
GK Subtest 2: English Language Skills (ELS)	11,673	86%	11,427	83%	10,747	77%	14,260	71%
GK Subtest 3: Reading	11,424	83%	11,333	80%	10,724	75%	14,591	66%
GK Subtest 4: Mathematics	11,569	81%	11,239	78%	10,263	73%	14,253	64%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**46,587**	**84%**	**45,036**	**82%**	**42,426**	**77%**	**56,539**	**70%**
FELE Subtest 1: Leadership for Student Learning	1,409	88%	1,420	88%	1,218	87%	1,872	79%
FELE Subtest 2: Organizational Development	1,419	87%	1,378	86%	1,220	88%	1,869	79%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,376	87%	1,364	85%	1,193	87%	1,914	76%
FELE Subtest 3: Systems Leadership Written Performance Section	1,347	88%	1,407	88%	1,201	90%	1,891	75%
TOTAL FOR ALL FELE SUBTESTS	**5,551**	**88%**	**5,569**	**87%**	**4,832**	**88%**	**7,546**	**77%**
GRAND TOTAL FOR ALL EXAMINATIONS	**100,665**	**85%**	**107,038**	**83%**	**124,741**	**77%**	**160,355**	**70%**

N=number of examinees
Pass rates are based on examinee best attempt.
*Effective September 1, 2021, the name of "Guidance and Counseling PK–12" was changed to "School Counseling PK–12" and the name "Hearing Impaired K–12" was changed to "Deaf or Hard of Hearing K–12."
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Assessment (2018 through 2021)

Assessment	2018		2019		2020		2021	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	4	100%	8	100%	7	100%	10	80%
English 6–12	1,209	77%	1,422	78%	1,894	71%	2,266	61%
Middle Grades English 5–9	333	41%	430	46%	623	44%	821	42%
Prekindergarten/Primary (PK–3)	1,293	79%	1,680	78%	2,090	68%	3,076	56%
Elementary Education K–6	4,067	77%	5,398	79%	5,364	73%	7,811	56%
General Knowledge (GK)	9,333	76%	10,319	73%	9,576	66%	16,076	52%
Florida Educational Leadership Examination (FELE)	1,115	80%	1,335	81%	1,231	83%	2,131	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: 2020–2021
State Approved Program Examinees

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	19	84%	3	100%	22	86%
Art K–12	100	56%	55	56%	155	56%
Biology 6–12	184	60%	117	46%	301	55%
Business Education 6–12	146	56%	82	35%	228	49%
Chemistry 6–12	57	58%	24	54%	81	57%
Computer Science K–12	163	33%	41	39%	204	34%
Deaf or Hard of Hearing K–12**	11	73%	6	100%	17	82%
Drama 6–12	28	68%	7	43%	35	63%
Earth-Space Science 6–12	71	65%	15	47%	86	62%
Educational Media Specialist PK–12	55	64%	7	29%	62	60%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,384	71%	805	52%	2,189	64%
Elementary Ed K–6 Subtest 2: Social Science	1,384	74%	861	48%	2,245	64%
Elementary Ed K–6 Subtest 3: Science	1,384	78%	594	54%	1,978	71%
Elementary Ed K–6 Subtest 4: Mathematics	1,384	68%	1,014	49%	2,398	60%
Engineering and Technology Education 6–12	37	57%	12	42%	49	53%
English 6–12 Multiple-Choice Section	303	76%	88	65%	391	74%
English 6–12 Written Performance Section	303	74%	126	52%	429	68%
English to Speakers of Other Languages (ESOL) K–12	459	54%	77	34%	536	51%
Exceptional Student Education K–12	670	76%	278	55%	948	70%
Family and Consumer Science 6–12	39	82%	7	43%	46	76%
French K–12	12	58%	0	n/a	12	58%
German K–12 Interview	3	67%	0	n/a	3	67%
German K–12 Written	3	33%	1	100%	4	50%
Health K–12	78	45%	29	48%	107	46%
Humanities K–12	26	35%	1	100%	27	37%
Latin K–12	4	50%	1	0%	5	40%
Marketing 6–12	21	76%	3	67%	24	75%
Mathematics 6–12	240	47%	163	40%	403	44%
Middle Grades English 5–9 Multiple-Choice Section	59	59%	44	27%	103	46%
Middle Grades English 5–9 Written Performance Section	59	47%	18	39%	77	45%
Middle Grades General Science 5–9	117	59%	55	35%	172	51%
Middle Grades Mathematics 5–9	174	55%	102	44%	276	51%
Middle Grades Social Science 5–9	82	78%	12	50%	94	74%
Music K–12	161	91%	24	75%	185	89%
PK–3 Subtest 1: Developmental Knowledge	264	89%	38	55%	302	85%
PK–3 Subtest 2: Language Arts and Reading	264	67%	148	55%	412	63%
PK–3 Subtest 3: Mathematics	264	80%	111	44%	375	69%
PK–3 Subtest 4: Science	264	83%	64	55%	328	77%
Physical Education K–12	130	75%	75	44%	205	63%
Physics 6–12	39	44%	26	42%	65	43%
Preschool Education Birth-Age 4	42	55%	24	50%	66	53%
Reading K–12	1,829	66%	396	46%	2,225	63%
School Counseling PK–12**	183	95%	8	100%	191	95%
School Psychologist PK–12	92	99%	4	100%	96	99%
Social Science 6–12	333	63%	184	42%	517	56%
Spanish K–12	47	64%	17	35%	64	56%
Speech-Language Impaired K–12	3	33%	0	n/a	3	33%
Visually Impaired K–12	19	53%	10	50%	29	52%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**12,993**	**70%**	**5,777**	**49%**	**18,770**	**63%**
Professional Education (PED)	**3,293**	**78%**	**1,588**	**49%**	**4,881**	**69%**
GK Subtest 1: Essay	666	77%	595	35%	1,261	57%
GK Subtest 2: English Language Skills (ELS)	668	70%	521	40%	1,189	57%
GK Subtest 3: Reading	680	62%	785	36%	1,465	48%
GK Subtest 4: Mathematics	672	59%	853	27%	1,525	41%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**2,686**	**67%**	**2,754**	**34%**	**5,440**	**50%**

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
FELE Subtest 1: Leadership for Student Learning	776	76%	355	41%	1,131	65%
FELE Subtest 2: Organizational Development	779	76%	382	44%	1,161	65%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	779	69%	584	42%	1,363	57%
FELE Subtest 3: Systems Leadership Written Performance Section	779	64%	412	60%	1,191	63%
TOTAL FOR ALL FELE SUBTESTS	3,113	71%	1,733	47%	4,846	62%
GRAND TOTAL FOR ALL EXAMINATIONS	22,085	71%	11,852	45%	33,937	62%

Examinees are classified as belonging to a program if they were claimed by an institution (Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College, State University, or Private College/University) for a specified test area during Title II reporting process.
Title II year spans from August 1 to July 31.
N=number of examinees
n/a = no examinees tested
*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.
**Effective September 1, 2021, the name of "Guidance and Counseling PK–12" was changed to "School Counseling PK–12" and the name "Hearing Impaired K–12" was changed to "Deaf or Hard of Hearing K–12."
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing: 2020–2021
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	19	84%	20	95%	3	100%
Art K–12	100	56%	130	67%	47	66%
Biology 6–12	184	60%	233	71%	79	68%
Business Education 6–12	146	56%	184	60%	51	57%
Chemistry 6–12	57	58%	72	64%	20	65%
Computer Science K–12	163	33%	176	40%	33	48%
Deaf or Hard of Hearing K–12**	11	73%	15	93%	6	100%
Drama 6–12	28	68%	31	71%	5	60%
Earth-Space Science 6–12	71	65%	77	69%	10	70%
Educational Media Specialist PK–12	55	64%	60	62%	6	33%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,384	71%	1,658	84%	546	76%
Elementary Ed K–6 Subtest 2: Social Science	1,384	74%	1,653	87%	523	79%
Elementary Ed K–6 Subtest 3: Science	1,384	78%	1,614	86%	421	76%
Elementary Ed K–6 Subtest 4: Mathematics	1,384	68%	1,729	83%	655	76%
Engineering and Technology Education 6–12	37	57%	44	59%	10	50%
English 6–12 Multiple-Choice Section	303	76%	355	81%	78	73%
English 6–12 Written Performance Section	303	74%	358	81%	89	74%
English to Speakers of Other Languages (ESOL) K–12	459	54%	497	55%	65	40%
Exceptional Student Education K–12	670	76%	810	82%	202	76%
Family and Consumer Science 6–12	39	82%	43	81%	7	43%
French K–12	12	58%	12	58%	0	n/a
German K–12 Interview	3	67%	3	67%	0	n/a
German K–12 Written	3	33%	3	67%	1	100%
Health K–12	78	45%	91	54%	24	58%
Humanities K–12	26	35%	26	38%	1	100%
Latin K–12	4	50%	4	50%	1	0%
Marketing 6–12	21	76%	24	75%	3	67%
Mathematics 6–12	240	47%	324	55%	121	55%
Middle Grades English 5–9 Multiple-Choice Section	59	59%	83	57%	29	41%
Middle Grades English 5–9 Written Performance Section	59	47%	68	51%	14	50%
Middle Grades General Science 5–9	117	59%	139	63%	33	58%
Middle Grades Mathematics 5–9	174	55%	237	59%	79	57%
Middle Grades Social Science 5–9	82	78%	88	80%	11	55%
Music K–12	161	91%	175	94%	22	82%
PK–3 Subtest 1: Developmental Knowledge	264	89%	286	90%	30	70%
PK–3 Subtest 2: Language Arts and Reading	264	67%	318	81%	106	76%
PK–3 Subtest 3: Mathematics	264	80%	306	85%	72	68%
PK–3 Subtest 4: Science	264	83%	292	87%	49	71%
Physical Education K–12	130	75%	177	73%	54	61%
Physics 6–12	39	44%	50	56%	19	58%
Preschool Education Birth-Age 4	42	55%	51	69%	15	80%
Reading K–12	1,829	66%	1,934	72%	303	61%
School Counseling PK–12**	183	95%	190	96%	8	100%
School Psychologist PK–12	92	99%	96	99%	4	100%
Social Science 6–12	333	63%	430	67%	133	58%
Spanish K–12	47	64%	55	65%	12	50%
Speech-Language Impaired K–12	3	33%	3	33%	0	n/a
Visually Impaired K–12	19	53%	21	71%	8	63%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**12,993**	**70%**	**15,245**	**78%**	**4,008**	**71%**
Professional Education (PED)	**3,293**	**78%**	**4,017**	**84%**	**1,112**	**70%**
GK Subtest 1: Essay	666	77%	971	74%	370	57%
GK Subtest 2: English Language Skills (ELS)	668	70%	944	72%	366	57%
GK Subtest 3: Reading	680	62%	1,080	66%	516	55%
GK Subtest 4: Mathematics	672	59%	1,106	56%	547	42%

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retakers*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**2,686**	**67%**	**4,101**	**67%**	**1,799**	**52%**
FELE Subtest 1: Leadership for Student Learning	776	76%	935	79%	253	58%
FELE Subtest 2: Organizational Development	779	76%	940	81%	264	64%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	779	69%	989	79%	367	66%
FELE Subtest 3: Systems Leadership Written Performance Section	779	64%	910	82%	307	81%
TOTAL FOR ALL FELE SUBTESTS	**3,113**	**71%**	**3,774**	**80%**	**1,191**	**68%**
GRAND TOTAL FOR ALL EXAMINATIONS	**22,085**	**71%**	**27,137**	**77%**	**8,110**	**66%**

Examinees are classified as belonging to a program if they were claimed by an institution (Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College, State University, or Private College/University) for a specified test area during Title II reporting process.
Title II year spans from August 1 to July 31.
N=number of examinees
n/a = no examinees tested
*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.
**Effective September 1, 2021, the name of "Guidance and Counseling PK–12" was changed to "School Counseling PK–12" and the name "Hearing Impaired K–12" was changed to "Deaf or Hard of Hearing K–12."
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Examination (2018–2019 through 2020–2021)
Program versus Non-Program

Examination	Program Type	2018–2019		2019–2020		2020–2021	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	Program	21	100%	20	95%	19	95%
	Non-Program	77	95%	76	86%	130	80%
	Total	**98**	**96%**	**96**	**88%**	**149**	**82%**
Art K–12	Program	91	96%	81	86%	114	68%
	Non-Program	230	67%	299	60%	729	56%
	Total	**321**	**75%**	**380**	**66%**	**843**	**58%**
Biology 6–12	Program	182	98%	133	89%	201	72%
	Non-Program	350	77%	416	72%	905	66%
	Total	**532**	**84%**	**549**	**76%**	**1,106**	**67%**
Business Education 6–12	Program	117	87%	115	77%	167	62%
	Non-Program	347	70%	463	58%	881	50%
	Total	**464**	**75%**	**578**	**62%**	**1,048**	**52%**
Chemistry 6–12	Program	57	93%	39	69%	66	67%
	Non-Program	104	76%	114	69%	302	57%
	Total	**161**	**82%**	**153**	**69%**	**368**	**59%**
Computer Science K–12	Program	16	75%	76	64%	172	40%
	Non-Program	45	71%	218	55%	803	36%
	Total	**61**	**72%**	**294**	**57%**	**975**	**36%**
Deaf or Hard of Hearing K–12*	Program	10	100%	12	92%	13	92%
	Non-Program	57	88%	67	81%	83	75%
	Total	**67**	**90%**	**79**	**82%**	**96**	**77%**
Drama 6–12	Program	21	90%	11	91%	29	69%
	Non-Program	64	91%	103	73%	196	70%
	Total	**85**	**91%**	**114**	**75%**	**225**	**70%**
Earth-Space Science 6–12	Program	40	88%	36	81%	76	70%
	Non-Program	134	79%	193	68%	368	64%
	Total	**174**	**81%**	**229**	**70%**	**444**	**65%**
Educational Media Specialist PK–12	Program	33	73%	30	73%	56	66%
	Non-Program	253	81%	261	70%	648	67%
	Total	**286**	**80%**	**291**	**71%**	**704**	**67%**
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	1,948	97%	1,624	96%	1,552	87%
	Non-Program	3,007	75%	3,209	72%	6,079	63%
	Total	**4,955**	**84%**	**4,833**	**80%**	**7,631**	**68%**
Elementary Ed K–6 Subtest 2: Social Science	Program	1,964	97%	1,599	96%	1,561	89%
	Non-Program	3,191	81%	3,180	79%	5,924	71%
	Total	**5,155**	**87%**	**4,779**	**85%**	**7,485**	**75%**

Examination	Program Type	2018–2019		2019–2020		2020–2021	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Elementary Ed K–6 Subtest 3: Science	Program	1,995	98%	1,601	96%	1,528	88%
	Non-Program	3,167	79%	3,203	77%	5,925	69%
	Total	**5,162**	**87%**	**4,804**	**83%**	**7,453**	**73%**
Elementary Ed K–6 Subtest 4: Mathematics	Program	1,882	96%	1,627	94%	1,615	86%
	Non-Program	3,021	73%	3,134	72%	6,140	65%
	Total	**4,903**	**82%**	**4,761**	**79%**	**7,755**	**70%**
Engineering and Technology Education 6–12	Program	20	70%	20	85%	42	62%
	Non-Program	73	56%	69	61%	185	51%
	Total	**93**	**59%**	**89**	**66%**	**227**	**53%**
English 6–12 Multiple-Choice Section	Program	383	93%	278	92%	323	84%
	Non-Program	986	79%	1,198	75%	2,188	70%
	Total	**1,369**	**83%**	**1,476**	**78%**	**2,511**	**72%**
English 6–12 Written Performance Section	Program	387	93%	265	91%	333	83%
	Non-Program	972	82%	1,166	75%	2,233	71%
	Total	**1,359**	**85%**	**1,431**	**78%**	**2,566**	**72%**
English to Speakers of Other Languages (ESOL) K–12	Program	187	84%	220	64%	477	56%
	Non-Program	523	69%	876	57%	2,178	50%
	Total	**710**	**73%**	**1,096**	**58%**	**2,655**	**51%**
Exceptional Student Education K–12	Program	706	94%	667	93%	716	84%
	Non-Program	2,346	81%	2,669	79%	5,155	72%
	Total	**3,052**	**84%**	**3,336**	**82%**	**5,871**	**74%**
Family and Consumer Science 6–12	Program	7	100%	21	71%	41	85%
	Non-Program	78	81%	141	67%	299	65%
	Total	**85**	**82%**	**162**	**67%**	**340**	**67%**
French K–12	Program	6	83%	3	0%	12	58%
	Non-Program	56	86%	45	78%	94	72%
	Total	**62**	**85%**	**48**	**73%**	**106**	**71%**
German K–12 Interview	Program	2	100%	1	100%	3	67%
	Non-Program	4	100%	8	100%	7	100%
	Total	**6**	**100%**	**9**	**100%**	**10**	**90%**
German K–12 Written	Program	1	100%	1	100%	3	67%
	Non-Program	5	100%	9	100%	8	63%
	Total	**6**	**100%**	**10**	**100%**	**11**	**64%**
Health K–12	Program	32	91%	58	79%	82	56%
	Non-Program	144	63%	286	55%	563	55%
	Total	**176**	**68%**	**344**	**59%**	**645**	**55%**
Humanities K–12	Program	7	71%	11	45%	26	38%
	Non-Program	14	57%	44	45%	112	32%
	Total	**21**	**62%**	**55**	**45%**	**138**	**33%**
Latin K–12	Program	0	n/a	2	100%	4	50%
	Non-Program	8	75%	8	88%	21	52%
	Total	**8**	**75%**	**10**	**90%**	**25**	**52%**

Examination	Program Type	2018–2019		2019–2020		2020–2021	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Marketing 6–12	Program	7	100%	12	75%	24	75%
	Non-Program	25	60%	54	56%	142	68%
	Total	**32**	**69%**	**66**	**59%**	**166**	**69%**
Mathematics 6–12	Program	203	84%	143	69%	265	59%
	Non-Program	511	59%	651	49%	1,385	43%
	Total	**714**	**66%**	**794**	**53%**	**1,650**	**45%**
Middle Grades English 5–9 Multiple-Choice Section	Program	61	56%	51	75%	74	59%
	Non-Program	322	47%	441	51%	822	53%
	Total	**383**	**48%**	**492**	**53%**	**896**	**53%**
Middle Grades English 5–9 Written Performance Section	Program	64	66%	58	72%	64	53%
	Non-Program	358	65%	412	60%	815	55%
	Total	**422**	**65%**	**470**	**61%**	**879**	**55%**
Middle Grades General Science 5–9	Program	111	88%	87	76%	132	64%
	Non-Program	429	66%	485	57%	1,100	51%
	Total	**540**	**71%**	**572**	**60%**	**1,232**	**52%**
Middle Grades Mathematics 5–9	Program	178	87%	141	73%	186	59%
	Non-Program	889	65%	1,128	62%	2,133	52%
	Total	**1,067**	**69%**	**1,269**	**63%**	**2,319**	**53%**
Middle Grades Social Science 5–9	Program	61	97%	69	84%	85	81%
	Non-Program	329	87%	386	80%	806	78%
	Total	**390**	**88%**	**455**	**81%**	**891**	**78%**
Music K–12	Program	156	99%	150	98%	167	95%
	Non-Program	190	88%	181	85%	470	84%
	Total	**346**	**93%**	**331**	**91%**	**637**	**87%**
PK–3 Subtest 1: Developmental Knowledge	Program	349	97%	271	96%	274	91%
	Non-Program	1,320	85%	1,472	80%	2,692	72%
	Total	**1,669**	**88%**	**1,743**	**83%**	**2,966**	**74%**
PK–3 Subtest 2: Language Arts and Reading	Program	322	96%	283	90%	289	84%
	Non-Program	1,172	75%	1,447	71%	2,863	59%
	Total	**1,494**	**80%**	**1,730**	**74%**	**3,152**	**62%**
PK–3 Subtest 3: Mathematics	Program	340	96%	277	92%	277	88%
	Non-Program	1,258	79%	1,456	76%	2,768	68%
	Total	**1,598**	**83%**	**1,733**	**78%**	**3,045**	**69%**
PK–3 Subtest 4: Science	Program	343	98%	277	95%	274	88%
	Non-Program	1,355	85%	1,438	80%	2,688	72%
	Total	**1,698**	**87%**	**1,715**	**82%**	**2,962**	**74%**
Physical Education K–12	Program	109	88%	111	84%	143	78%
	Non-Program	541	61%	826	59%	1,664	65%
	Total	**650**	**66%**	**937**	**62%**	**1,807**	**66%**
Physics 6–12	Program	23	91%	15	67%	41	61%
	Non-Program	59	64%	59	68%	129	43%
	Total	**82**	**72%**	**74**	**68%**	**170**	**47%**

		2018–2019		2019–2020		2020–2021	
Examination	**Program Type**	**N**	**Percent Passed**	**N**	**Percent Passed**	**N**	**Percent Passed**
Preschool Education Birth-Age 4	Program	53	92%	43	84%	48	69%
	Non-Program	121	60%	232	51%	487	49%
	Total	**174**	**70%**	**275**	**56%**	**535**	**51%**
Reading K–12	Program	49	92%	549	76%	1,877	73%
	Non-Program	124	55%	3,682	81%	17,717	75%
	Total	**173**	**65%**	**4,231**	**80%**	**19,594**	**75%**
School Counseling PK–12*	Program	148	100%	136	97%	186	96%
	Non-Program	237	95%	295	84%	555	79%
	Total	**385**	**97%**	**431**	**88%**	**741**	**83%**
School Psychologist PK–12	Program	77	100%	71	97%	93	99%
	Non-Program	23	96%	38	47%	82	61%
	Total	**100**	**99%**	**109**	**80%**	**175**	**81%**
Social Science 6–12	Program	370	91%	296	83%	356	69%
	Non-Program	855	74%	1,130	63%	2,352	58%
	Total	**1,225**	**79%**	**1,426**	**67%**	**2,708**	**59%**
Spanish K–12	Program	48	85%	30	83%	49	65%
	Non-Program	413	77%	389	76%	944	71%
	Total	**461**	**78%**	**419**	**76%**	**993**	**70%**
Speech-Language Impaired K–12	Program	0	n/a	0	n/a	3	33%
	Non-Program	14	100%	14	71%	55	69%
	Total	**14**	**100%**	**14**	**71%**	**58**	**67%**
Visually Impaired K–12	Program	17	94%	10	80%	19	74%
	Non-Program	14	79%	29	52%	55	42%
	Total	**31**	**87%**	**39**	**59%**	**74**	**50%**
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**Program**	**13,204**	**95%**	**11,631**	**91%**	**14,157**	**80%**
	Non-Program	**29,815**	**77%**	**37,700**	**73%**	**84,880**	**67%**
	Total	**43,019**	**82%**	**49,331**	**77%**	**99,037**	**69%**
Professional Education (PED)	**Program**	**4,718**	**98%**	**3,833**	**95%**	**3,641**	**87%**
	Non-Program	**3,864**	**89%**	**4,537**	**80%**	**10,300**	**70%**
	Total	**8,582**	**94%**	**8,370**	**87%**	**13,941**	**74%**
GK Subtest 1: Essay	Program	3,764	98%	1,382	94%	815	80%
	Non-Program	7,175	80%	6,917	82%	14,853	78%
	Total	**10,939**	**86%**	**8,299**	**84%**	**15,668**	**78%**
GK Subtest 2: English Language Skills (ELS)	Program	3,740	97%	1,462	93%	786	77%
	Non-Program	7,267	78%	7,132	75%	15,440	70%
	Total	**11,007**	**84%**	**8,594**	**78%**	**16,226**	**70%**
GK Subtest 3: Reading	Program	3,657	97%	1,489	92%	859	73%
	Non-Program	7,033	73%	6,925	72%	15,809	66%
	Total	**10,690**	**81%**	**8,414**	**76%**	**16,668**	**66%**
GK Subtest 4: Mathematics	Program	3,720	95%	1,408	90%	864	66%
	Non-Program	7,035	70%	6,686	72%	15,348	64%
	Total	**10,755**	**79%**	**8,094**	**75%**	**16,212**	**64%**

Examination	Program Type	2018–2019		2019–2020		2020–2021	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**Program**	**14,881**	**97%**	**5,741**	**92%**	**3,324**	**74%**
	Non-Program	**28,510**	**75%**	**27,660**	**75%**	**61,450**	**69%**
	Total	**43,391**	**83%**	**33,401**	**78%**	**64,774**	**69%**
FELE Subtest 1: Leadership for Student Learning	Program	716	91%	590	92%	851	84%
	Non-Program	613	82%	467	85%	970	74%
	Total	**1,329**	**87%**	**1,057**	**89%**	**1,821**	**78%**
FELE Subtest 2: Organizational Development	Program	695	90%	604	92%	855	84%
	Non-Program	607	80%	464	83%	957	73%
	Total	**1,302**	**85%**	**1,068**	**88%**	**1,812**	**79%**
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	696	89%	575	91%	880	83%
	Non-Program	569	79%	464	81%	967	72%
	Total	**1,265**	**85%**	**1,039**	**87%**	**1,847**	**77%**
FELE Subtest 3: Systems Leadership Written Performance Section	Program	691	92%	594	94%	865	83%
	Non-Program	572	82%	485	87%	942	70%
	Total	**1,263**	**88%**	**1,079**	**90%**	**1,807**	**76%**
TOTAL FOR ALL FELE SUBTESTS	**Program**	**2,798**	**91%**	**2,363**	**92%**	**3,451**	**84%**
	Non-Program	**2,361**	**81%**	**1,880**	**84%**	**3,836**	**72%**
	Total	**5,159**	**86%**	**4,243**	**89%**	**7,287**	**78%**
GRAND TOTAL FOR ALL EXAMINATIONS	**Program**	**35,601**	**96%**	**23,568**	**92%**	**24,573**	**81%**
	Non-Program	**64,550**	**77%**	**71,777**	**74%**	**160,466**	**68%**
	Total	**100,151**	**84%**	**95,345**	**79%**	**185,039**	**70%**

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Title II year spans from August 1 to July 31.
n/a = no examinees tested
N=number of examinees
Pass rates are based on examinee best attempt.
**Effective September 1, 2021, the name of "Guidance and Counseling PK–12" was changed to "School Counseling PK–12" and the name "Hearing Impaired K–12" was changed to "Deaf or Hard of Hearing K–12."
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Assessment (2018–2019 through 2020–2021)
Program versus Non-Program

Assessment	Program Type	2018–2019		2019–2020		2020–2021	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	Program	1	100%	1	100%	3	67%
	Non-Program	4	100%	7	100%	5	100%
	Total	**5**	**100%**	**8**	**100%**	**8**	**88%**
English 6–12	Program	369	90%	247	89%	313	76%
	Non-Program	918	73%	1,069	66%	2,123	59%
	Total	**1,287**	**78%**	**1,316**	**70%**	**2,436**	**61%**
Middle Grades English 5–9	Program	60	50%	47	66%	62	40%
	Non-Program	305	42%	367	41%	778	40%
	Total	**365**	**44%**	**414**	**44%**	**840**	**40%**
Prekindergarten/Primary (PK–3)	Program	309	96%	244	91%	265	80%
	Non-Program	1,063	73%	1,122	68%	2,555	52%
	Total	**1,372**	**78%**	**1,366**	**72%**	**2,820**	**55%**
Elementary Education K–6	Program	1,749	96%	1,344	93%	1,431	78%
	Non-Program	2,671	68%	2,509	65%	5,648	51%
	Total	**4,420**	**79%**	**3,853**	**75%**	**7,079**	**56%**
General Knowledge (GK)	Program	3,108	95%	956	91%	590	58%
	Non-Program	5,493	61%	4,522	63%	12,757	51%
	Total	**8,601**	**73%**	**5,478**	**68%**	**13,347**	**51%**
Florida Educational Leadership Examination (FELE)	Program	571	86%	460	90%	781	69%
	Non-Program	486	72%	362	75%	879	55%
	Total	**1,057**	**80%**	**822**	**83%**	**1,660**	**62%**

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Title II year spans from August 1 to July 31.
N=number of examinees
Pass rates are based on examinee best attempt.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Summary Data by Examination Count (2018–2019 through 2020–2021)
Program versus Non-Program

Examination	Program Type	2018–2019		2019–2020		2020–2021	
		Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	Program	29	28	23	22	30	22
	Non-Program	98	93	95	88	222	154
	Total	**127**	**121**	**118**	**110**	**252**	**176**
Art K–12	Program	139	134	130	124	205	155
	Non-Program	386	369	495	457	1,238	909
	Total	**525**	**503**	**625**	**581**	**1,443**	**1,064**
Biology 6–12	Program	253	247	193	184	387	301
	Non-Program	542	507	645	578	1,589	1,120
	Total	**795**	**754**	**838**	**762**	**1,976**	**1,421**
Business Education 6–12	Program	234	228	195	178	348	228
	Non-Program	599	576	750	656	1,738	1,145
	Total	**833**	**804**	**945**	**834**	**2,086**	**1,373**
Chemistry 6–12	Program	88	82	64	60	120	81
	Non-Program	167	153	191	161	554	363
	Total	**255**	**235**	**255**	**221**	**674**	**444**
Computer Science K–12	Program	26	25	107	102	283	204
	Non-Program	74	71	344	313	1,364	975
	Total	**100**	**96**	**451**	**415**	**1,647**	**1,179**
Deaf or Hard of Hearing K–12*	Program	10	10	16	15	19	17
	Non-Program	75	73	87	85	152	97
	Total	**85**	**83**	**103**	**100**	**171**	**114**
Drama 6–12	Program	27	26	16	13	61	35
	Non-Program	91	86	128	112	364	223
	Total	**118**	**112**	**144**	**125**	**425**	**258**
Earth-Space Science 6–12	Program	62	60	47	44	135	86
	Non-Program	193	186	265	228	685	429
	Total	**255**	**246**	**312**	**272**	**820**	**515**
Educational Media Specialist PK–12	Program	40	40	45	40	113	62
	Non-Program	348	342	351	309	1,172	750
	Total	**388**	**382**	**396**	**349**	**1,285**	**812**
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	3,248	3,135	2,487	2,375	2,507	2,189
	Non-Program	5,692	5,431	5,669	5,150	10,587	8,400
	Total	**8,940**	**8,566**	**8,156**	**7,525**	**13,094**	**10,589**
Elementary Ed K–6 Subtest 2: Social Science	Program	3,343	3,235	2,507	2,398	2,574	2,245
	Non-Program	5,030	4,793	4,789	4,355	9,440	7,357
	Total	**8,373**	**8,028**	**7,296**	**6,753**	**12,014**	**9,602**
Elementary Ed K–6 Subtest 3: Science	Program	3,043	2,938	2,289	2,188	2,292	1,978
	Non-Program	5,003	4,765	4,793	4,335	9,331	7,230
	Total	**8,046**	**7,703**	**7,082**	**6,523**	**11,623**	**9,208**

Examination	Program Type	2018–2019		2019–2020		2020–2021	
		Registered	Tested	Registered	Tested	Registered	Tested
Elementary Ed K–6 Subtest 4: Mathematics	Program	3,344	3,234	2,809	2,704	2,752	2,398
	Non-Program	5,614	5,340	5,738	5,183	10,552	8,317
	Total	**8,958**	**8,574**	**8,547**	**7,887**	**13,304**	**10,715**
Engineering and Technology Education 6–12	Program	42	40	35	35	75	49
	Non-Program	146	137	106	96	350	226
	Total	**188**	**177**	**141**	**131**	**425**	**275**
English 6–12 Multiple-Choice Section	Program	589	566	391	359	517	391
	Non-Program	1,580	1,488	1,778	1,590	3,547	2,618
	Total	**2,169**	**2,054**	**2,169**	**1,949**	**4,064**	**3,009**
English 6–12 Written Performance Section	Program	566	542	434	399	549	429
	Non-Program	1,530	1,437	1,812	1,630	3,667	2,746
	Total	**2,096**	**1,979**	**2,246**	**2,029**	**4,216**	**3,175**
English to Speakers of Other Languages (ESOL) K–12	Program	242	231	293	256	839	536
	Non-Program	791	734	1,250	1,103	3,736	2,486
	Total	**1,033**	**965**	**1,543**	**1,359**	**4,575**	**3,022**
Exceptional Student Education K–12	Program	1,019	980	936	876	1,238	948
	Non-Program	3,626	3,514	4,206	3,833	8,499	6,467
	Total	**4,645**	**4,494**	**5,142**	**4,709**	**9,737**	**7,415**
Family and Consumer Science 6–12	Program	18	16	29	27	89	46
	Non-Program	133	130	214	180	628	377
	Total	**151**	**146**	**243**	**207**	**717**	**423**
French K–12	Program	9	9	4	3	13	12
	Non-Program	77	71	61	57	126	109
	Total	**86**	**80**	**65**	**60**	**139**	**121**
German K–12 Interview	Program	2	2	1	1	3	3
	Non-Program	7	5	16	11	13	8
	Total	**9**	**7**	**17**	**12**	**16**	**11**
German K–12 Written	Program	1	1	1	1	5	4
	Non-Program	8	8	15	13	15	9
	Total	**9**	**9**	**16**	**14**	**20**	**13**
Health K–12	Program	68	65	89	84	169	107
	Non-Program	285	273	437	390	1,139	720
	Total	**353**	**338**	**526**	**474**	**1,308**	**827**
Humanities K–12	Program	10	10	18	12	58	27
	Non-Program	18	15	65	46	284	115
	Total	**28**	**25**	**83**	**58**	**342**	**142**
Latin K–12	Program	5	5	3	3	6	5
	Non-Program	13	13	10	9	38	25
	Total	**18**	**18**	**13**	**12**	**44**	**30**
Marketing 6–12	Program	8	8	18	16	47	24
	Non-Program	38	34	80	64	309	168
	Total	**46**	**42**	**98**	**80**	**356**	**192**
Mathematics 6–12	Program	339	329	273	241	565	403
	Non-Program	885	851	1,052	939	2,635	1,800
	Total	**1,224**	**1,180**	**1,325**	**1,180**	**3,200**	**2,203**

Examination	Program Type	2018–2019 Registered	2018–2019 Tested	2019–2020 Registered	2019–2020 Tested	2020–2021 Registered	2020–2021 Tested
Middle Grades English 5–9 Multiple-Choice Section	Program	145	140	98	91	156	103
	Non-Program	717	677	802	702	1,498	1,065
	Total	**862**	**817**	**900**	**793**	**1,654**	**1,168**
Middle Grades English 5–9 Written Performance Section	Program	90	85	82	76	126	77
	Non-Program	556	522	664	574	1,392	974
	Total	**646**	**607**	**746**	**650**	**1,518**	**1,051**
Middle Grades General Science 5–9	Program	200	194	141	130	256	172
	Non-Program	767	716	840	731	2,043	1,452
	Total	**967**	**910**	**981**	**861**	**2,299**	**1,624**
Middle Grades Mathematics 5–9	Program	338	325	227	216	396	276
	Non-Program	1,687	1,627	1,869	1,701	3,808	2,836
	Total	**2,025**	**1,952**	**2,096**	**1,917**	**4,204**	**3,112**
Middle Grades Social Science 5–9	Program	79	76	94	82	147	94
	Non-Program	444	424	537	461	1,406	918
	Total	**523**	**500**	**631**	**543**	**1,553**	**1,012**
Music K–12	Program	180	176	177	172	203	185
	Non-Program	282	272	282	246	713	538
	Total	**462**	**448**	**459**	**418**	**916**	**723**
PK–3 Subtest 1: Developmental Knowledge	Program	435	418	335	321	374	302
	Non-Program	2,141	2,034	2,253	2,050	4,437	3,298
	Total	**2,576**	**2,452**	**2,588**	**2,371**	**4,811**	**3,600**
PK–3 Subtest 2: Language Arts and Reading	Program	571	549	449	428	502	412
	Non-Program	2,708	2,579	3,061	2,817	5,451	4,215
	Total	**3,279**	**3,128**	**3,510**	**3,245**	**5,953**	**4,627**
PK–3 Subtest 3: Mathematics	Program	471	452	377	358	453	375
	Non-Program	2,316	2,203	2,520	2,296	4,773	3,597
	Total	**2,787**	**2,655**	**2,897**	**2,654**	**5,226**	**3,972**
PK–3 Subtest 4: Science	Program	436	417	352	337	402	328
	Non-Program	2,056	1,948	2,190	1,989	4,393	3,245
	Total	**2,492**	**2,365**	**2,542**	**2,326**	**4,795**	**3,573**
Physical Education K–12	Program	201	197	185	166	303	205
	Non-Program	1,176	1,128	1,588	1,418	3,148	2,211
	Total	**1,377**	**1,325**	**1,773**	**1,584**	**3,451**	**2,416**
Physics 6–12	Program	35	35	24	21	91	65
	Non-Program	103	99	108	90	292	161
	Total	**138**	**134**	**132**	**111**	**383**	**226**
Preschool Education Birth-Age 4	Program	110	107	81	77	90	66
	Non-Program	194	190	353	305	938	592
	Total	**304**	**297**	**434**	**382**	**1,028**	**658**
Reading K–12	Program	99	97	705	650	2,716	2,225
	Non-Program	170	162	4,553	4,245	23,514	19,931
	Total	**269**	**259**	**5,258**	**4,895**	**26,230**	**22,156**
School Counseling PK–12*	Program	156	155	166	152	270	191
	Non-Program	302	291	432	355	1,325	635
	Total	**458**	**446**	**598**	**507**	**1,595**	**826**

Examination	Program Type	2018–2019 Registered	2018–2019 Tested	2019–2020 Registered	2019–2020 Tested	2020–2021 Registered	2020–2021 Tested
School Psychologist PK–12	Program	86	85	79	75	115	96
	Non-Program	33	30	56	43	223	89
	Total	**119**	**115**	**135**	**118**	**338**	**185**
Social Science 6–12	Program	590	572	463	429	685	517
	Non-Program	1,381	1,315	1,749	1,556	4,183	2,915
	Total	**1,971**	**1,887**	**2,212**	**1,985**	**4,868**	**3,432**
Spanish K–12	Program	88	84	55	48	76	64
	Non-Program	626	610	589	551	1,316	1,160
	Total	**714**	**694**	**644**	**599**	**1,392**	**1,224**
Speech-Language Impaired K–12	Program	0	0	1	0	7	3
	Non-Program	17	17	28	18	114	60
	Total	**17**	**17**	**29**	**18**	**121**	**63**
Visually Impaired K–12	Program	18	18	10	10	35	29
	Non-Program	41	41	59	52	119	76
	Total	**59**	**59**	**69**	**62**	**154**	**105**
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**Program**	**21,132**	**20,408**	**17,554**	**16,599**	**23,402**	**18,770**
	Non-Program	**50,766**	**48,380**	**59,975**	**54,171**	**139,060**	**105,311**
	Total	**71,898**	**68,788**	**77,529**	**70,770**	**162,462**	**124,081**
Professional Education (PED)	**Program**	**6,807**	**6,600**	**5,358**	**5,149**	**5,551**	**4,881**
	Non-Program	**6,561**	**6,276**	**7,237**	**6,649**	**16,904**	**13,358**
	Total	**13,368**	**12,876**	**12,595**	**11,798**	**22,455**	**18,239**
GK Subtest 1: Essay	Program	6,121	5,926	2,247	2,103	1,584	1,261
	Non-Program	13,556	12,717	11,497	10,318	23,155	18,520
	Total	**19,677**	**18,643**	**13,744**	**12,421**	**24,739**	**19,781**
GK Subtest 2: English Language Skills (ELS)	Program	6,607	6,416	2,394	2,257	1,498	1,189
	Non-Program	14,112	13,280	12,932	11,634	26,065	21,183
	Total	**20,719**	**19,696**	**15,326**	**13,891**	**27,563**	**22,372**
GK Subtest 3: Reading	Program	7,201	6,984	2,774	2,609	1,809	1,465
	Non-Program	15,323	14,450	13,751	12,432	27,898	22,898
	Total	**22,524**	**21,434**	**16,525**	**15,041**	**29,707**	**24,363**
GK Subtest 4: Mathematics	Program	7,111	6,840	2,527	2,329	1,996	1,525
	Non-Program	15,581	14,525	12,342	10,914	26,996	21,379
	Total	**22,692**	**21,365**	**14,869**	**13,243**	**28,992**	**22,904**
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**Program**	**27,040**	**26,166**	**9,942**	**9,298**	**6,887**	**5,440**
	Non-Program	**58,572**	**54,972**	**50,522**	**45,298**	**104,114**	**83,980**
	Total	**85,612**	**81,138**	**60,464**	**54,596**	**111,001**	**89,420**
FELE Subtest 1: Leadership for Student Learning	Program	1,313	1,261	899	859	1,183	1,131
	Non-Program	1,151	1,083	780	720	1,353	1,255
	Total	**2,464**	**2,344**	**1,679**	**1,579**	**2,536**	**2,386**
FELE Subtest 2: Organizational Development	Program	1,281	1,232	920	879	1,209	1,161
	Non-Program	1,101	1,041	742	689	1,338	1,244
	Total	**2,382**	**2,273**	**1,662**	**1,568**	**2,547**	**2,405**
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	1,437	1,381	1,042	1,000	1,412	1,363
	Non-Program	1,227	1,155	819	763	1,430	1,335
	Total	**2,664**	**2,536**	**1,861**	**1,763**	**2,842**	**2,698**

Examination	Program Type	2018–2019		2019–2020		2020–2021	
		Registered	Tested	Registered	Tested	Registered	Tested
FELE Subtest 3: Systems Leadership Written Performance Section	Program	1,322	1,270	957	913	1,233	1,191
	Non-Program	1,150	1,080	752	698	1,349	1,253
	Total	2,472	2,350	1,709	1,611	2,582	2,444
TOTAL FOR ALL FELE SUBTESTS	Program	5,353	5,144	3,818	3,651	5,037	4,846
	Non-Program	4,629	4,359	3,093	2,870	5,470	5,087
	Total	9,982	9,503	6,911	6,521	10,507	9,933
GRAND TOTAL FOR ALL EXAMINATIONS	Program	60,332	58,318	36,672	34,697	40,877	33,937
	Non-Program	120,528	113,987	120,827	108,988	265,548	207,736
	Total	180,860	172,305	157,499	143,685	306,425	241,673

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FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Unique and All Examinee Counts (2018–2019 through 2020–2021)
Program versus Non-Program

Examinee Sample	Program Type	Examination	Examinee Count by Year		
			2018–2019	2019–2020	2020–2021
All Attempts	Program	SAE	13,489	16,565	18,770
		PED	4,995	5,143	4,881
		GK	6,909	9,294	5,440
		FELE	4,776	3,622	4,846
		TOTAL	**30,169**	**34,624**	**33,937**
	Non-Program	SAE	55,299	54,205	105,311
		PED	7,881	6,655	13,358
		GK	74,229	45,302	83,980
		FELE	4,727	2,899	5,087
		TOTAL	**142,136**	**109,061**	**207,736**
Unique Attempts	Program	SAE	5,192	6,995	9,248
		PED	4,134	4,439	4,017
		GK	1,888	2,836	1,611
		FELE	1,152	937	1,136
		TOTAL	**12,366**	**15,207**	**16,012**
	Non-Program	SAE	23,523	27,881	59,866
		PED	6,408	5,721	11,138
		GK	17,367	12,646	21,145
		FELE	1,153	765	1,240
		TOTAL	**48,451**	**47,013**	**93,389**
Retake Attempts	Program	SAE	4,360	4,924	5,777
		PED	1,366	1,233	1,588
		GK	3,723	4,345	2,754
		FELE	1,832	1,387	1,733
		TOTAL	**11,281**	**11,889**	**11,852**
	Non-Program	SAE	16,300	15,329	25,562
		PED	2,257	1,814	3,762
		GK	27,504	16,541	28,721
		FELE	1,775	1,034	1,507
		TOTAL	**47,836**	**34,718**	**59,552**
Unique Retake Attempts	Program	SAE	1,956	2,306	2,772
		PED	883	912	1,112
		GK	1,318	1,907	1,108
		FELE	691	577	663
		TOTAL	**4,848**	**5,702**	**5,655**
	Non-Program	SAE	7,801	7,765	13,997
		PED	1,505	1,339	2,664
		GK	9,246	6,453	10,651
		FELE	677	420	605
		TOTAL	**19,229**	**15,977**	**27,917**

Examinees are classified as belonging to a program if they were claimed by an institution (Educator Preparation Institution (EPI), Professional Development Certification Program (PDCP), State College, State University, or Private College/University) for a specified test area during Title II reporting process.
Examinees are classified as non-program if they were not claimed by any institution during Title II reporting process.
Title II year spans from August 1 to July 31.
All attempts refers to all administrations for the specified examination area within the analysis window.
Unique attempts refers to the number of examinees with test attempts in the examination area.
Retake attempts is the total number of retake administrations in the examination area.
Unique retake attempts refers to the number of examinees with retake attempts in the examination area.
Source: Data provided by Evaluation Systems group of Pearson

APPENDIX E

Test Administration Statistics

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Unique and All Examinee Counts (2018–2021)

Examinee Sample	Examination	Examinee Count by Year			
		2018	2019	2020	2021
All Attempts	Subject Area Examinations	63,774	71,887	90,746	106,872
	Professional Education (PED)	12,926	12,758	14,900	15,636
	General Knowledge	87,457	75,789	65,789	76,884
	FELE	10,312	9,104	7,164	9,989
	TOTAL	**174,469**	**169,538**	**178,599**	**209,381**
Unique Attempts	Subject Area Examinations	26,898	29,896	49,722	57,039
	Professional Education (PED)	10,572	10,516	12,717	12,803
	General Knowledge	20,076	18,624	18,126	20,368
	FELE	2,435	2,193	1,872	2,423
	TOTAL	**59,981**	**61,229**	**82,437**	**92,633**
Retake Attempts	Subject Area Examinations	19,020	22,413	22,739	30,333
	Professional Education (PED)	3,704	3,534	3,943	5,100
	General Knowledge	33,484	29,735	23,595	28,517
	FELE	3,810	3,500	2,463	3,298
	TOTAL	**60,018**	**59,182**	**52,740**	**67,248**
Unique Retake Attempts	Subject Area Examinations	8,873	10,455	12,028	15,888
	Professional Education (PED)	2,399	2,368	2,864	3,616
	General Knowledge	10,562	10,330	9,333	11,020
	FELE	1,413	1,296	1,043	1,303
	TOTAL	**23,247**	**24,449**	**25,268**	**31,827**

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

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

	GK Essay	GK ELS	GK Reading	GK Math	GK Total		FELE 1	FELE 2	FELE MC	FELE Essay	FELE Total		Prof Ed		GRAND TOTAL
JANUARY 2021															
Registered	1,684	1,947	2,068	1,976	**7,675**		178	167	194	179	**718**		1,607		**10,000**
Tested	1,269	1,517	1,629	1,475	**5,890**		171	161	187	174	**693**		1,255		**7,838**
FEBRUARY 2021															
Registered	1,951	2,141	2,298	2,278	**8,668**		244	247	275	248	**1,014**		1,897		**11,579**
Tested	1,549	1,715	1,840	1,770	**6,874**		222	225	251	229	**927**		1,493		**9,294**
MARCH 2021															
Registered	2,637	2,959	3,131	3,089	**11,816**		223	235	273	240	**971**		2,674		**15,461**
Tested	1,968	2,254	2,403	2,255	**8,880**		210	223	261	231	**925**		2,040		**11,845**
APRIL 2021															
Registered	2,417	2,729	2,999	2,999	**11,144**		178	168	202	190	**738**		2,515		**14,397**
Tested	1,863	2,169	2,401	2,308	**8,741**		169	159	193	182	**703**		1,859		**11,303**
MAY 2021															
Registered	1,998	2,300	2,448	2,474	**9,220**		176	187	203	181	**747**		1,963		**11,930**
Tested	1,574	1,865	2,018	1,955	**7,412**		169	179	195	172	**715**		1,545		**9,672**
JUNE 2021															
Registered	2,140	2,451	2,637	2,612	**9,840**		268	258	274	262	**1,062**		1,705		**12,607**
Tested	1,931	2,227	2,403	2,321	**8,882**		244	236	252	238	**970**		1,616		**11,468**
JULY 2021															
Registered	2,018	2,388	2,588	2,550	**9,544**		337	346	364	340	**1,387**		1,456		**12,387**
Tested	1,797	2,121	2,327	2,231	**8,476**		323	335	355	331	**1,344**		1,362		**11,182**
AUGUST 2021															
Registered	1,160	1,466	1,610	1,615	**5,851**		230	226	240	221	**917**		988		**7,756**
Tested	995	1,280	1,416	1,359	**5,050**		201	195	211	191	**798**		903		**6,751**
SEPTEMBER 2021															
Registered	922	1,113	1,194	1,147	**4,376**		182	178	182	194	**736**		763		**5,875**
Tested	788	956	1,043	962	**3,749**		163	161	165	176	**665**		694		**5,108**
OCTOBER 2021															
Registered	1,083	1,321	1,409	1,396	**5,209**		181	175	173	210	**739**		1,001		**6,949**
Tested	953	1,169	1,255	1,188	**4,565**		167	162	159	198	**686**		923		**6,174**
NOVEMBER 2021															
Registered	1,061	1,242	1,438	1,334	**5,075**		200	198	206	213	**817**		1,114		**7,006**
Tested	929	1,091	1,262	1,139	**4,421**		187	186	194	200	**767**		1,020		**6,208**
DECEMBER 2021															
Registered	938	1,122	1,260	1,256	**4,576**		209	206	221	221	**857**		1,001		**6,434**
Tested	815	982	1,110	1,037	**3,944**		194	189	205	208	**796**		926		**5,666**
2021 TOTALS															
Registered	20,009	23,179	25,080	24,726	**92,994**		2,606	2,591	2,807	2,699	**10,703**		18,684		**122,381**
Tested	16,431	19,346	21,107	20,000	**76,884**		2,420	2,411	2,628	2,530	**9,989**		15,636		**102,509**

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 2021 Registered	January 2021 Tested	February 2021 Registered	February 2021 Tested	March 2021 Registered	March 2021 Tested
Agriculture 6–12	21	13	25	17	34	25
Art K–12	99	66	138	90	195	131
Biology 6–12	153	95	163	114	267	167
Business Education 6–12	143	90	185	116	293	176
Chemistry 6–12	49	27	45	29	96	51
Computer Science K–12	100	64	121	74	208	131
Deaf or Hard of Hearing K–12**	8	3	11	9	22	11
Drama 6–12	35	18	33	17	66	32
Earth/Space Science 6–12	72	45	85	52	136	88
Educational Media Specialist PK–12	109	62	138	80	203	120
Elementary Education K–6 Subtest 1: Lang Arts and Reading	831	644	979	770	1,449	1,066
Elementary Education K–6 Subtest 2: Social Science	771	585	910	702	1,399	1,010
Elementary Education K–6 Subtest 3: Science	736	551	874	667	1,350	957
Elementary Education K–6 Subtest 4: Mathematics	839	645	995	777	1,520	1,113
Engineering and Technology Education 6–12	43	26	41	23	55	37
English 6–12 Multiple-Choice Section	312	205	368	261	512	354
English 6–12 Written Performance Section	333	224	370	262	520	361
English to Speakers of Other Languages (ESOL) K–12	365	233	415	256	618	368
Exceptional Student Education K–12	693	479	816	590	1,164	818
Family and Consumer Science 6–12	48	27	71	39	107	56
French K–12	11	8	12	10	15	13
German K–12 Interview	2	2	3	2	1	0
German K–12 Written	2	2	3	2	2	0
Health K–12	111	69	126	79	173	89
Humanities K–12	28	12	31	11	56	22
Latin K–12	6	6	4	3	7	5
Marketing 6–12	26	12	38	20	70	34
Mathematics 6–12	226	128	244	156	490	312
Middle Grades English 5–9 Multiple-Choice Section	131	77	147	100	215	134
Middle Grades English 5–9 Written Performance Section	120	68	137	90	198	124
Middle Grades General Science 5–9	165	103	206	142	310	195
Middle Grades Mathematics 5–9	285	190	357	250	559	375
Middle Grades Social Science 5–9	107	61	163	104	218	123
Music K–12	60	40	54	39	86	65
PK–3 Subtest 1: Developmental Knowledge	295	183	381	280	553	390
PK–3 Subtest 2: Language Arts and Reading	375	256	474	364	674	494
PK–3 Subtest 3: Mathematics	337	216	429	322	612	439
PK–3 Subtest 4: Science	304	190	393	291	557	388
Physical Education K–12	241	164	291	183	417	270
Physics 6–12	27	13	35	17	60	35
Preschool Education Birth–Age 4	85	53	106	58	140	84
Reading K–12	1,785	1,324	1,992	1,578	2,645	2,184
School Counseling PK–12**	110	44	148	74	231	102
School Psychologist PK–12	27	15	33	20	29	16
Social Science 6–12	342	227	431	293	640	409
Spanish K–12	109	101	110	96	111	100
Speech-Language Impaired K–12	17	7	11	4	17	9
Visually Impaired K–12	14	11	8	3	15	7
TOTAL	**11,108**	**7,684**	**13,150**	**9,536**	**19,315**	**13,490**

Examination	April 2021		May 2021		June 2021	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	27	19	23	14	15	14
Art K–12	155	106	143	103	114	104
Biology 6–12	252	165	217	149	126	117
Business Education 6–12	283	171	187	120	123	113
Chemistry 6–12	122	75	90	54	41	37
Computer Science K–12	198	136	204	141	209	187
Deaf or Hard of Hearing K–12**	18	10	18	12	9	8
Drama 6–12	64	37	50	29	23	20
Earth/Space Science 6–12	96	55	86	51	48	45
Educational Media Specialist PK–12	176	103	151	101	63	58
Elementary Education K–6 Subtest 1: Lang Arts and Reading	1,387	1,031	1,277	1,009	1,188	1,101
Elementary Education K–6 Subtest 2: Social Science	1,321	989	1,151	887	1,017	950
Elementary Education K–6 Subtest 3: Science	1,256	915	1,145	883	999	930
Elementary Education K–6 Subtest 4: Mathematics	1,440	1,079	1,256	982	1,163	1,078
Engineering and Technology Education 6–12	55	27	50	31	27	25
English 6–12 Multiple-Choice Section	459	329	376	273	317	291
English 6–12 Written Performance Section	454	329	373	276	335	308
English to Speakers of Other Languages (ESOL) K–12	616	382	442	281	275	245
Exceptional Student Education K–12	1,103	781	977	730	809	756
Family and Consumer Science 6–12	104	49	76	46	39	37
French K–12	13	12	13	11	5	5
German K–12 Interview	3	2	*	*	*	*
German K–12 Written	3	3	2	1	*	*
Health K–12	157	87	146	95	67	59
Humanities K–12	70	30	49	21	6	4
Latin K–12	3	0	5	2	3	3
Marketing 6–12	50	22	37	15	12	10
Mathematics 6–12	403	255	378	255	230	212
Middle Grades English 5–9 Multiple-Choice Section	187	124	142	99	138	127
Middle Grades English 5–9 Written Performance Section	174	111	144	100	124	114
Middle Grades General Science 5–9	332	229	234	172	154	137
Middle Grades Mathematics 5–9	535	366	428	319	314	296
Middle Grades Social Science 5–9	235	139	129	86	107	99
Music K–12	101	80	99	75	72	65
PK–3 Subtest 1: Developmental Knowledge	491	333	457	331	426	394
PK–3 Subtest 2: Language Arts and Reading	586	425	552	423	560	516
PK–3 Subtest 3: Mathematics	542	387	475	349	448	418
PK–3 Subtest 4: Science	509	358	451	323	407	379
Physical Education K–12	405	257	369	249	215	200
Physics 6–12	68	32	45	27	22	22
Preschool Education Birth–Age 4	135	73	112	65	39	37
Reading K–12	2,713	2,251	2,605	2,179	2,677	2,558
School Counseling PK–12**	218	113	192	78	70	63
School Psychologist PK–12	58	27	52	22	7	6
Social Science 6–12	601	386	472	312	359	328
Spanish K–12	146	127	144	125	125	117
Speech-Language Impaired K–12	15	7	15	5	6	4
Visually Impaired K–12	17	12	18	14	7	7
TOTAL	**18,356**	**13,036**	**16,057**	**11,925**	**13,540**	**12,604**

Examination	July 2021		August 2021		September 2021	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	17	16	11	11	8	7
Art K–12	93	84	51	45	45	40
Biology 6–12	122	114	70	65	34	31
Business Education 6–12	116	105	56	48	38	36
Chemistry 6–12	42	39	23	19	18	16
Computer Science K–12	153	141	47	37	25	17
Deaf or Hard of Hearing K–12**	7	4	12	12	3	3
Drama 6–12	17	17	10	10	9	7
Earth/Space Science 6–12	46	38	18	17	25	23
Educational Media Specialist PK–12	60	58	25	23	16	14
Elementary Education K–6 Subtest 1: Lang Arts and Reading	1,210	1,108	842	755	657	583
Elementary Education K–6 Subtest 2: Social Science	1,032	952	688	613	529	467
Elementary Education K–6 Subtest 3: Science	1,017	940	705	625	524	465
Elementary Education K–6 Subtest 4: Mathematics	1,117	1,023	749	662	593	522
Engineering and Technology Education 6–12	31	29	13	13	12	12
English 6–12 Multiple-Choice Section	307	275	140	126	117	105
English 6–12 Written Performance Section	305	274	152	129	124	109
English to Speakers of Other Languages (ESOL) K–12	253	224	104	89	98	81
Exceptional Student Education K–12	740	687	384	352	312	285
Family and Consumer Science 6–12	35	33	23	20	9	8
French K–12	16	16	2	2	4	4
German K–12 Interview	1	1	1	1	*	*
German K–12 Written	1	1	1	1	*	*
Health K–12	61	59	46	37	30	28
Humanities K–12	7	6	7	6	2	2
Latin K–12	5	4	1	1	4	3
Marketing 6–12	13	12	7	6	1	1
Mathematics 6–12	190	174	103	92	66	57
Middle Grades English 5–9 Multiple-Choice Section	124	116	61	56	45	39
Middle Grades English 5–9 Written Performance Section	112	104	45	42	39	32
Middle Grades General Science 5–9	178	164	87	76	42	34
Middle Grades Mathematics 5–9	351	323	156	139	105	91
Middle Grades Social Science 5–9	98	91	63	58	30	27
Music K–12	45	40	45	41	28	25
PK–3 Subtest 1: Developmental Knowledge	460	412	246	216	168	150
PK–3 Subtest 2: Language Arts and Reading	540	489	325	280	237	209
PK–3 Subtest 3: Mathematics	457	411	260	224	196	173
PK–3 Subtest 4: Science	427	383	235	204	158	140
Physical Education K–12	210	192	134	119	96	86
Physics 6–12	22	19	9	8	6	5
Preschool Education Birth–Age 4	53	53	22	19	19	16
Reading K–12	2,358	2,214	870	776	488	415
School Counseling PK–12**	63	60	36	34	17	15
School Psychologist PK–12	9	8	7	7	5	4
Social Science 6–12	314	288	203	170	125	101
Spanish K–12	102	94	66	62	39	36
Speech-Language Impaired K–12	1	1	3	3	*	*
Visually Impaired K–12	10	10	3	3	2	2
TOTAL	**12,948**	**11,906**	**7,167**	**6,354**	**5,148**	**4,526**

Examination	October 2021		November 2021		December 2021	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	11	11	7	7	4	4
Art K–12	37	34	49	45	60	56
Biology 6–12	55	43	58	50	59	55
Business Education 6–12	47	44	43	36	53	46
Chemistry 6–12	13	11	14	11	20	17
Computer Science K–12	19	14	25	20	26	19
Deaf or Hard of Hearing K–12**	8	7	10	10	5	5
Drama 6–12	3	2	4	3	7	6
Earth/Space Science 6–12	18	17	11	10	16	14
Educational Media Specialist PK–12	14	11	23	23	32	31
Elementary Education K–6 Subtest 1: Lang Arts and Reading	710	648	719	664	675	593
Elementary Education K–6 Subtest 2: Social Science	600	543	630	585	607	542
Elementary Education K–6 Subtest 3: Science	600	552	628	580	573	508
Elementary Education K–6 Subtest 4: Mathematics	688	621	684	627	655	573
Engineering and Technology Education 6–12	14	13	10	9	10	10
English 6–12 Multiple-Choice Section	144	132	148	130	144	131
English 6–12 Written Performance Section	142	128	137	122	133	120
English to Speakers of Other Languages (ESOL) K–12	104	81	94	84	136	114
Exceptional Student Education K–12	340	313	338	312	380	336
Family and Consumer Science 6–12	12	11	17	16	9	7
French K–12	6	6	3	3	5	5
German K–12 Interview	*	*	1	0	1	1
German K–12 Written	*	*	1	1	*	*
Health K–12	34	30	31	27	22	17
Humanities K–12	2	2	3	2	1	1
Latin K–12	*	*	1	1	*	*
Marketing 6–12	5	4	2	1	8	7
Mathematics 6–12	97	82	72	63	90	77
Middle Grades English 5–9 Multiple-Choice Section	51	47	62	52	56	50
Middle Grades English 5–9 Written Performance Section	40	36	51	43	43	35
Middle Grades General Science 5–9	63	56	60	54	50	41
Middle Grades Mathematics 5–9	115	92	110	103	154	137
Middle Grades Social Science 5–9	32	28	40	32	31	25
Music K–12	46	42	37	36	36	33
PK–3 Subtest 1: Developmental Knowledge	233	193	234	216	198	168
PK–3 Subtest 2: Language Arts and Reading	305	261	301	276	280	244
PK–3 Subtest 3: Mathematics	239	202	257	233	234	199
PK–3 Subtest 4: Science	214	175	214	195	203	175
Physical Education K–12	93	88	93	89	109	99
Physics 6–12	4	4	3	2	13	11
Preschool Education Birth–Age 4	29	26	21	21	14	11
Reading K–12	467	403	492	428	483	387
School Counseling PK–12**	32	29	22	20	34	31
School Psychologist PK–12	9	9	7	7	12	12
Social Science 6–12	141	120	134	118	157	148
Spanish K–12	55	53	57	54	48	46
Speech-Language Impaired K–12	5	5	*	*	*	*
Visually Impaired K–12	4	4	6	6	4	4
TOTAL	**5,900**	**5,233**	**5,964**	**5,427**	**5,890**	**5,151**

*No examinees tested.
**Effective September 1, 2021, the name of "Guidance and Counseling PK–12" was changed to "School Counseling PK–12" and the name "Hearing Impaired K–12" was changed to "Deaf or Hard of Hearing K–12."
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Summary Data by Examination Count (2018–2021)

Examination	2018 Registered	Tested	2019 Registered	Tested	2020 Registered	Tested	2021 Registered	Tested
Agriculture 6–12	108	102	118	115	165	126	203	158
Art K–12	469	448	617	591	921	763	1,179	904
Biology 6–12	728	692	851	805	1,275	1,044	1,576	1,165
Business Education 6–12	673	643	891	858	1,438	1,064	1,567	1,101
Chemistry 6–12	216	200	272	256	368	283	573	386
Computer Science K–12	107	100	141	132	842	663	1,335	981
Deaf or Hard of Hearing K–12*	71	70	88	85	148	125	131	94
Drama 6–12	98	97	122	117	248	180	321	198
Earth/Space Science 6–12	178	174	259	245	499	355	657	455
Educational Media Specialist PK–12	332	313	381	375	711	513	1,010	684
Elementary Education K–6 Subtest 1: Lang Arts and Reading	8,466	8,143	9,261	8,840	9,607	8,254	11,924	9,972
Elementary Education K–6 Subtest 2: Social Science	8,077	7,766	8,425	8,041	8,762	7,508	10,655	8,825
Elementary Education K–6 Subtest 3: Science	7,674	7,365	8,183	7,803	8,471	7,203	10,407	8,573
Elementary Education K–6 Subtest 4: Mathematics	8,226	7,903	9,599	9,137	9,983	8,586	11,699	9,702
Engineering and Technology Education 6–12	219	208	170	158	222	169	361	255
English 6–12 Multiple-Choice Section	2,099	1,992	2,216	2,091	2,928	2,362	3,344	2,612
English 6–12 Written Performance Section	2,000	1,902	2,196	2,068	3,091	2,536	3,378	2,642
English to Speakers of Other Languages (ESOL) K–12	1,060	992	1,098	1,031	2,765	2,052	3,520	2,438
Exceptional Student Education K–12	3,984	3,850	5,081	4,873	6,920	5,729	8,056	6,439
Family and Consumer Science 6–12	128	121	160	153	441	308	550	349
French K–12	73	66	83	78	92	81	105	95
German K–12 Interview	7	6	14	11	16	10	13	9
German K–12 Written	13	12	11	11	18	13	15	11
Health K–12	312	302	369	351	873	652	1,004	676
Humanities K–12	21	21	25	22	172	88	262	119
Latin K–12	17	16	18	17	19	15	39	28
Marketing 6–12	38	35	54	52	186	126	269	144
Mathematics 6–12	1,032	991	1,244	1,180	2,028	1,588	2,589	1,863
Middle Grades English 5–9 Multiple-Choice Section	761	712	916	866	1,196	937	1,359	1,021
Middle Grades English 5–9 Written Performance Section	614	567	678	639	1,052	808	1,227	899
Middle Grades General Science 5–9	977	932	991	935	1,424	1,092	1,881	1,403
Middle Grades Mathematics 5–9	1,982	1,928	2,097	2,000	2,840	2,321	3,469	2,681
Middle Grades Social Science 5–9	467	445	563	539	952	688	1,253	873
Music K–12	448	430	491	479	675	560	709	581
PK–3 Subtest 1: Developmental Knowledge	2,272	2,185	2,726	2,587	3,404	2,775	4,142	3,266
PK–3 Subtest 2: Language Arts and Reading	2,854	2,750	3,604	3,424	4,405	3,684	5,209	4,237
PK–3 Subtest 3: Mathematics	2,463	2,370	2,980	2,830	3,798	3,124	4,486	3,573
PK–3 Subtest 4: Science	2,225	2,137	2,613	2,475	3,408	2,762	4,072	3,201
Physical Education K–12	1,296	1,264	1,451	1,386	2,592	2,028	2,673	1,996
Physics 6–12	115	111	146	137	198	141	314	195
Preschool Education Birth-Age 4	311	299	324	314	674	504	775	516
Reading K–12	252	239	346	331	14,571	12,628	19,575	16,697
School Counseling PK–12*	408	396	490	473	980	626	1,173	663
School Psychologist PK–12	98	97	115	111	237	169	255	153
Social Science 6–12	1,730	1,664	2,126	2,026	3,275	2,570	3,919	2,900

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Examination	2018 Registered	2018 Tested	2019 Registered	2019 Tested	2020 Registered	2020 Tested	2021 Registered	2021 Tested
Spanish K–12	692	656	800	760	911	808	1,112	1,011
Speech-Language Impaired K–12	17	17	20	19	65	42	90	45
Visually Impaired K–12	45	45	61	60	113	83	108	83
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**66,453**	**63,774**	**75,485**	**71,887**	**109,979**	**90,746**	**134,543**	**106,872**
Professional Education (PED)	**13,336**	**12,926**	**13,287**	**12,758**	**17,065**	**14,900**	**18,684**	**15,636**
GK Subtest 1: Essay	21,367	20,304	18,333	17,250	18,082	15,132	20,009	16,431
GK Subtest 2: English Language Skills (ELS)	22,043	20,960	19,529	18,484	19,777	16,632	23,179	19,346
GK Subtest 3: Reading	23,793	22,671	21,642	20,468	21,170	17,993	25,080	21,107
GK Subtest 4: Mathematics	24,797	23,522	20,992	19,587	19,493	16,032	24,726	20,000
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**92,000**	**87,457**	**80,496**	**75,789**	**78,522**	**65,789**	**92,994**	**76,884**
FELE Subtest 1: Leadership for Student Learning	2,661	2,549	2,327	2,212	1,838	1,731	2,606	2,420
FELE Subtest 2: Organizational Development	2,555	2,457	2,307	2,196	1,817	1,716	2,591	2,411
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,802	2,697	2,577	2,447	2,058	1,955	2,807	2,628
FELE Subtest 3: Systems Leadership Written Performance Section	2,716	2,609	2,369	2,249	1,869	1,762	2,699	2,530
TOTAL FOR ALL FELE SUBTESTS	**10,734**	**10,312**	**9,580**	**9,104**	**7,582**	**7,164**	**10,703**	**9,989**
GRAND TOTAL FOR ALL EXAMINATIONS	**182,523**	**174,469**	**178,848**	**169,538**	**213,148**	**178,599**	**256,924**	**209,381**

*Effective September 1, 2021, the name of "Guidance and Counseling PK–12" was changed to "School Counseling PK–12" and the name "Hearing Impaired K–12" was changed to "Deaf or Hard of Hearing K–12."
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2021)

State and Center Type	Center Code	Test Center	Registered	Tested
	68123	College of Central Florida - Ocala	1,417	1,277
	65522	Daytona State College	3,737	3,268
	24629	FL State College at Jacksonville - Downtown Campus	617	566
	65319	Florida Atlantic University	6,069	5,130
	66190	Florida Gateway College	2,113	1,946
	66582	Florida Gulf Coast University	1,695	1,571
	77576	Florida International University	578	475
	55331	Florida Keys Community College	511	465
	66016	Florida State College at Jacksonville-Deerwood	1,400	1,241
	67355	Florida State College at Jacksonville	1,048	936
	65200	Florida State College at Jacksonville -Kent Campus	255	202
	47548	Florida State College at Jacksonville-South Campus	141	131
Florida (Non-Pearson)	58099	Gulf Coast State College	358	332
	66861	Miami Dade College - Kendall Campus	2,308	1,912
	66889	Miami Dade College - North Campus	3,061	2,335
	66912	Miami Dade College - Wolfson Campus	2,070	1,344
	66894	Miami Dade college - Eduardo J Padron Campus	331	280
	54993	Northwest Florida State College	2,073	1,916
	70017	Palm Beach State College - Lake Worth Campus	2,699	2,206
	49953	Pensacola State College	1,846	1,525
	65784	School Board of Alachua County	2,193	1,989
	54015	South Florida State College	1,892	1,642
	66311	University of Central Florida/Univ Testing Center	1,338	1,231
	65655	University of South Florida	9,394	8,240
Florida (Non-Pearson)		**State and Center Type Total**	**49,144**	**42,160**
	46994	Gainesville FL	467	445
	46995	Jacksonville FL	2,670	2,117
	51883	Boynton Beach FL	8,922	6,949
	51885	Fort Myers (Gateway Blvd)	7,027	5,777
	51886	Fort Myers (Towne Lake Dr)	4,273	3,500
	53083	Ft Lauderdale (33rd Ave)	7,548	5,562
	52075	Ft Lauderdale NW 10th Terr	7,782	5,822
	51887	Gainesville FL	6,615	5,290
	51888	Hollywood FL	5,962	4,368
	51889	Jacksonville FL	13,107	10,538
	51890	Lake Mary FL	9,305	7,320
Florida (Pearson)	51891	Lakeland FL	9,201	7,801
	51892	Melbourne FL	8,832	7,337
	51893	Miami FL	11,140	8,527
	51894	Orlando FL	20,703	16,209
	51895	Ormond Beach FL	4,075	3,165
	85288	Pearson Temporary Test Centers-Orlando FL	10,050	8,898
	51896	Pensacola FL	4,900	4,229
	51897	Sarasota FL	7,400	6,173
	52808	South Miami FL	11,538	8,739
	51898	St Petersburg FL	7,909	6,438
	51899	Tallahassee FL	6,655	5,478
	51900	Tampa FL	15,087	12,070
Florida (Pearson)		**State and Center Type Total**	**191,168**	**152,752**
	46960	Birmingham (Hwy 31) AL	129	116
	46962	Decatur AL	69	63
Alabama (Pearson)	46961	Dothan AL	1,784	1,525
	46963	Mobile AL	445	397
	46964	Montgomery AL	139	105
Alabama (Pearson)		**State and Center Type Total**	**2,566**	**2,206**
Alaska (Pearson)	46959	Anchorage AK	90	90

State and Center Type	Center Code	Test Center	Registered	Tested
Alaska (Pearson)		**State and Center Type Total**	**90**	**90**
Arizona (Pearson)	46969	Chandler AZ	76	67
	46971	Tucson AZ	39	39
Arizona (Pearson)		**State and Center Type Total**	**115**	**106**
Arkansas (Pearson)	46966	Little Rock AR	11	11
	46965	Fort Smith AR	2	2
	51865	Little Rock AR	9	5
Arkansas (Pearson)		**State and Center Type Total**	**22**	**18**
California (Pearson)	46972	Anaheim CA	41	30
	63105	Daly City CA	40	40
	63106	Fairfield CA	17	16
	46973	Fresno CA	15	15
	46974	Gardena (LA) CA	58	47
	63103	Lake Forest (LA) CA	3	3
	46975	Oakland CA	20	16
	46976	Ontario (LA) CA	10	10
	46977	Pasadena (LA) CA	66	59
	85290	Pearson Temporary Test Centers-Sacramento CA	3	3
	85291	Pearson Temporary Test Centers-San Jose CA	5	5
	63104	Redlands (LA) CA	36	34
	46979	Roseville (Sacramento)	36	32
	56133	Sacramento CA	40	37
	54866	San Diego (North) CA	13	13
	46980	San Diego CA	82	74
	56132	San Dimas (LA)	22	20
	46981	San Francisco	34	27
	46982	San Jose (Milpitas) CA	51	41
	63107	San Marcos CA	27	26
	46983	Santa Maria CA	18	17
	63108	Visalia CA	24	21
	46984	Westlake Village (LA)	32	23
California (Pearson)		**State and Center Type Total**	**693**	**609**
Colorado (Pearson)	46987	Colorado Springs CO	53	52
	51873	Grand Junction CO	21	21
	51874	Greeley CO	74	74
	46986	Greenwood Village (Denver)	46	45
	46985	Westminster (Denver N)	40	39
	51878	Wheat Ridge CO	238	219
Colorado (Pearson)		**State and Center Type Total**	**472**	**450**
Connecticut (Pearson)	54862	Norwalk CT	63	61
	46989	Wallingford (New Haven)	42	26
	46988	Wethersfield (Hartford)	41	39
Connecticut (Pearson)		**State and Center Type Total**	**146**	**126**
Delaware (Pearson)	46991	Dover DE	18	18
	46992	Newark (Wilmington) DE	22	22
Delaware (Pearson)		**State and Center Type Total**	**40**	**40**
District of Columbia (Pearson)	46990	Washington DC	77	66
District of Columbia (Pearson)		**State and Center Type Total**	**77**	**66**
Georgia (Pearson)	47001	Albany GA	306	249
	47003	Atlanta (North) GA	179	141
	47002	Atlanta (Stockbridge)	355	324
	47004	Augusta GA	130	113
	47005	Macon GA	95	85
	51903	Marietta North GA	652	578
	47006	Savannah GA	227	180
Georgia (Pearson)		**State and Center Type Total**	**1,944**	**1,670**
Hawaii (Pearson)	47008	Honolulu HI	40	32
Hawaii (Pearson)		**State and Center Type Total**	**40**	**32**
Idaho (Pearson)	47012	Boise ID	36	28
	51908	Pocatello ID	31	31
Idaho (Pearson)		**State and Center Type Total**	**67**	**59**

State and Center Type	Center Code	Test Center	Registered	Tested
Illinois (Pearson)	65597	Buffalo Grove IL	43	40
	53460	Chicago (Wacker Drive)	55	47
	54559	Chicago Financial District	51	45
	47013	Marion IL	721	694
	51910	Oak Brook IL	256	235
	47014	Peoria IL	416	395
	47015	Schaumburg (Chicago NW)	71	70
	51912	Schaumburg (Woodfield)	97	78
	47016	Springfield IL	551	532
Illinois (Pearson)		**State and Center Type Total**	**2,261**	**2,136**
Indiana (Pearson)	47020	Indianapolis IN	19	19
	47171	Evansville IN	137	137
	47018	Fort Wayne IN	7	5
	54865	Indianapolis (West)	18	18
	51914	Indianapolis IN	65	63
	47019	Merrillville IN	46	43
	47021	Terre Haute IN	296	280
Indiana (Pearson)		**State and Center Type Total**	**588**	**565**
Iowa (Pearson)	47010	Coralville (Iowa City)	48	41
	47169	Davenport (Quad Cities)	195	194
	47011	Sioux City IA	15	15
	47009	West Des Moines IA	28	28
Iowa (Pearson)		**State and Center Type Total**	**286**	**278**
Kansas (Pearson)	47415	Hays KS	1	1
	67566	Overland Park KS	35	25
	47172	Topeka KS	1	1
	47173	Wichita KS	28	27
Kansas (Pearson)		**State and Center Type Total**	**65**	**54**
Kentucky (Pearson)	47174	Lexington KY	31	24
	47022	Louisville KY	7	3
Kentucky (Pearson)		**State and Center Type Total**	**38**	**27**
Louisiana (Pearson)	47023	Baton Rouge LA	25	14
	47024	Metairie LA	30	22
	47025	Shreveport LA	2	2
Louisiana (Pearson)		**State and Center Type Total**	**57**	**38**
Maine (Pearson)	47035	Bangor ME	9	9
	47175	Westbrook (Portland)	21	21
Maine (Pearson)		**State and Center Type Total**	**30**	**30**
Maryland (Pearson)	47031	Baltimore MD	29	22
	47032	Bethesda MD	72	64
	47033	Columbia MD	47	42
	47034	Salisbury MD	41	41
Maryland (Pearson)		**State and Center Type Total**	**189**	**169**
Massachusetts (Pearson)	53457	Boston (Back Bay)	41	36
	47026	Boston MA	20	18
	47027	Lexington MA	28	24
	51922	North Dartmouth MA	24	20
	47028	Springfield MA	10	6
	65598	Wellesley MA	20	10
	51924	Woburn MA	40	32
	47029	Worcester MA	16	16
Massachusetts (Pearson)		**State and Center Type Total**	**199**	**162**
Michigan (Pearson)	47036	Ann Arbor MI	31	26
	47176	East Lansing MI	71	67
	47037	Grand Rapids MI	20	18
	48014	Marquette MI	9	9
	47039	Southfield MI	58	57
	47040	Troy (Detroit) MI	16	15
Michigan (Pearson)		**State and Center Type Total**	**205**	**192**

State and Center Type	Center Code	Test Center	Registered	Tested
Minnesota (Pearson)	48623	Bloomington (MPLS)	5	5
	47043	Brooklyn Park (MPLS)	11	10
	47042	Eagan (Minneapolis SE)	16	15
	47041	Hermantown (Duluth) MN	9	9
	84824	Pearson VUE - USA*	445	0
	47044	Rochester MN	3	3
	66806	St Paul MN	33	24
Minnesota (Pearson)		**State and Center Type Total**	**522**	**66**
Mississippi (Pearson)	47049	Jackson MS	40	31
	47050	Tupelo MS	40	40
Mississippi (Pearson)		**State and Center Type Total**	**80**	**71**
Missouri (Pearson)	47045	Columbia MO	28	28
	47046	Kansas City MO	24	24
	56134	Kansas City MO (East)	31	30
	47047	Springfield MO	36	28
	47048	St Louis MO	174	158
	54861	St Louis South	67	60
Missouri (Pearson)		**State and Center Type Total**	**360**	**328**
Montana (Pearson)	47051	Billings MT	27	27
	47052	Helena MT	16	15
Montana (Pearson)		**State and Center Type Total**	**43**	**42**
Nebraska (Pearson)	47061	Lincoln NE	1	1
	47063	Omaha NE	19	17
Nebraska (Pearson)		**State and Center Type Total**	**20**	**18**
Nevada (Pearson)	51951	Las Vegas (South) NV	40	39
	47070	Las Vegas NV	10	9
	47071	Reno NV	8	8
Nevada (Pearson)		**State and Center Type Total**	**58**	**56**
New Hampshire (Pearson)	47064	Concord NH	34	32
New Hampshire (Pearson)		**State and Center Type Total**	**34**	**32**
New Jersey (Pearson)	47065	Atlantic City NJ	120	102
	66809	Jersey City NJ	56	43
	47068	Lyndhurst NJ	65	58
	85116	Pearson Temporary Test Centers-Hoboken NJ	26	20
	47066	Piscataway NJ	77	73
	47067	Princeton (Trenton) NJ	137	129
New Jersey (Pearson)		**State and Center Type Total**	**481**	**425**
New Mexico (Pearson)	47069	Albuquerque NM	23	23
New Mexico (Pearson)		**State and Center Type Total**	**23**	**23**
New York (Pearson)	47072	Albany NY	70	59
	53459	Brooklyn NY	48	46
	47082	East Syracuse NY	5	5
	47073	Endicott (Binghamton)	5	5
	47079	Forest Hills NY	63	59
	47076	Islandia (Long Island)	104	103
	57939	Lake Success (Queens)	55	47
	49074	New York (100 William St.)	37	27
	54857	New York (Herald Square)	46	40
	47074	New York (Lexington Ave)	21	18
	47077	New York (W 44th St)	25	24
	47080	Rochester NY	21	20
	47081	Staten Island NY	33	19
	47083	Utica NY	8	4
	47084	Watertown NY	11	10
	47085	White Plains NY	40	31
	47075	Williamsville (Buff)	5	4
New York (Pearson)		**State and Center Type Total**	**597**	**521**

State and Center Type	Center Code	Test Center	Registered	Tested
North Carolina (Pearson)	47053	Asheville NC	30	23
	63114	Charlotte (East-Hwy74)	40	38
	47054	Charlotte NC	25	23
	63115	Durham NC	24	19
	47055	Greenville NC	8	8
	51938	Raleigh (SW) NC	32	32
	47056	Raleigh NC	20	20
	51939	Statesville NC	36	34
	47057	Wilmington NC	28	24
	47058	Winston-Salem NC	30	27
North Carolina (Pearson)		**State and Center Type Total**	**273**	**248**
North Dakota (Pearson)	47059	Bismarck ND	9	9
	47177	Fargo ND	6	2
North Dakota (Pearson)		**State and Center Type Total**	**15**	**11**
Ohio (Pearson)	47086	Akron (Copley Township) OH	61	56
	47089	Beachwood (Cleveland E)	63	59
	47090	Columbus (North) OH	10	6
	47091	Columbus (South) OH	16	16
	47092	Dayton OH	34	24
	47087	Mason OH	53	44
	47093	Maumee (Toledo) OH	34	28
	47088	Westlake (Cleveland) OH	19	19
Ohio (Pearson)		**State and Center Type Total**	**290**	**252**
Oklahoma (Pearson)	63112	Norman OK	13	13
	47095	Tulsa OK	3	1
Oklahoma (Pearson)		**State and Center Type Total**	**16**	**14**
Oregon (Pearson)	47097	Beaverton OR	34	30
	47096	Medford OR	45	44
	63111	Portland OR	67	61
	47098	Salem OR	77	76
Oregon (Pearson)		**State and Center Type Total**	**223**	**211**
Pennsylvania (Pearson)	47099	Allentown PA	27	26
	65599	Blue Bell PA	26	26
	47100	Erie PA	33	17
	47101	Harrisburg PA	34	34
	47103	King of Prussia PA	23	23
	47102	Lancaster PA	15	15
	54859	Philadelphia PA	37	34
	47105	Pittsburgh (East) PA	27	25
	47106	Pittsburgh (West) PA	49	48
	47107	Scranton PA	22	22
Pennsylvania (Pearson)		**State and Center Type Total**	**293**	**270**
Rhode Island (Pearson)	51960	East Providence RI	66	61
	47109	Warwick RI	14	14
Rhode Island (Pearson)		**State and Center Type Total**	**80**	**75**
South Carolina (Pearson)	47111	Columbia SC	49	37
	47112	Greenville SC	31	28
	47110	North Charleston SC	46	41
South Carolina (Pearson)		**State and Center Type Total**	**126**	**106**
South Dakota (Pearson)	47113	Sioux Falls SD	4	2
South Dakota (Pearson)		**State and Center Type Total**	**4**	**2**
Tennessee (Pearson)	47114	Chattanooga TN	31	29
	47115	Johnson City TN	40	38
	47116	Knoxville TN	42	35
	63116	Memphis (Midtown) TN	173	153
	47117	Memphis TN	204	171
	51966	Nashville (Brentwood)	35	33
	47118	Nashville TN	75	58
Tennessee (Pearson)		**State and Center Type Total**	**600**	**517**

State and Center Type	Center Code	Test Center	Registered	Tested
Texas (Pearson)	47120	Amarillo TX	3	1
	56136	Austin (South) TX	33	26
	50509	Austin TX	46	42
	47121	Bellaire (Houston) TX	24	24
	47123	Dallas TX	41	35
	47124	El Paso TX	51	44
	63113	Harlingen TX	31	31
	47126	Houston (SE) TX	32	30
	54860	Houston North (1960W)	42	34
	51971	Houston TX	41	35
	47125	Hurst (Fort Worth) TX	68	56
	47127	Lubbock TX	11	9
	47128	Midland TX	1	1
	56137	San Antonio (NW)	16	13
	47129	San Antonio TX	25	25
	47130	Tyler TX	1	1
	47131	Waco TX	5	2
Texas (Pearson)		**State and Center Type Total**	**471**	**409**
Utah (Pearson)	65596	Bountiful (SLC) UT	27	27
	47133	Draper (Salt Lake City)	28	17
	47132	Ogden UT	27	27
Utah (Pearson)		**State and Center Type Total**	**82**	**71**
Vermont (Pearson)	47140	South Burlington VT	23	23
Vermont (Pearson)		**State and Center Type Total**	**23**	**23**
Virginia (Pearson)	57937	Alexandria VA	72	68
	57938	Chesapeake VA	30	29
	47137	Glen Allen (Richmond)	73	57
	47135	Lynchburg VA	9	9
	47136	Newport News VA	33	33
	47134	Reston VA	99	92
	66960	Richmond VA	9	8
	47138	Roanoke VA	20	14
Virginia (Pearson)		**State and Center Type Total**	**345**	**310**
Washington (Pearson)	47141	Renton (Seattle) WA	113	104
	53458	Seattle (Northgate)	174	166
	47142	Spokane WA	13	10
	47143	Yakima WA	8	4
Washington (Pearson)		**State and Center Type Total**	**308**	**284**
West Virginia (Pearson)	47150	Charleston WV	49	42
	47151	Morgantown WV	20	14
West Virginia (Pearson)		**State and Center Type Total**	**69**	**56**
Wisconsin (Pearson)	47146	Brookfield (Milwaukee)	20	20
	47144	Eau Claire WI	1	1
	51986	Green Bay WI	7	6
	47149	Kenosha WI	44	37
	47145	Madison WI	22	19
	63109	Milwaukee WI	11	11
Wisconsin (Pearson)		**State and Center Type Total**	**105**	**94**
Wyoming (Pearson)	47152	Casper WY	61	60
Wyoming (Pearson)		**State and Center Type Total**	**61**	**60**
Other Locations (Pearson)	47108	Guaynabo PR	30	22
Other Locations (Pearson)		**State and Center Type Total**	**30**	**22**

State and Center Type	Center Code	Test Center	Registered	Tested
	53197	US Military Camp Foster	29	29
	53404	US Military Fort Hood	1	0
	62843	US Military NTC Campbell Univ-Pope AFB	1	1
	66828	US Military NTC Campbell University-Fort Bragg	15	5
	63186	US Military NTC Central TX College-Fort Polk	3	3
	57264	US Military NTC Coastline College-Pensacola	11	11
	64033	US Military NTC Craven CC- Cherry Point	11	9
	62134	US Military NTC FL ST College NS Jacksonville	57	56
	62143	US Military NTC FL ST College-NS Mayport	26	26
	80521	US Military NTC GCSC -Tyndall AFB	14	11
	54586	US Military NTC HI Pacific Univ-Hickam	7	7
	57161	US Military NTC Pierce College McChord AFB	6	6
	73509	US Military NTC U of AK Fairbanks CTC Eielson AFB	13	13
	63742	US Military NTC UMGC - Alconbury	4	4
	56687	US Military NTC UMGC Andrews AFB	1	1
	57848	US Military NTC UMGC Ansbach EMEA	11	11
	57839	US Military NTC UMGC Aviano AF EMEA	2	2
	57842	US Military NTC UMGC Bahrain	1	0
Military Sites (Non-Pearson)	72626	US Military NTC UMGC Camp Humphreys-	9	9
	65944	US Military NTC UMGC Eglin AFB	407	375
	55662	US Military NTC UMGC Iwakuni	9	4
	57743	US Military NTC UMGC Lakenheath EMEA	6	6
	72092	US Military NTC UMGC Landstuhl EMEA	4	4
	57027	US Military NTC UMGC Naples EMEA	7	7
	55668	US Military NTC UMGC Naval Base Guam	7	7
	68844	US Military NTC UMGC Ramstein AFB EMEA	11	11
	57847	US Military NTC UMGC Sigonella EMEA	18	14
	57731	US Military NTC UMGC Spangdahlem AF	8	8
	57849	US Military NTC UMGC Stuttgart-Panzer	6	6
	62913	US Military NTC UMGC Vilseck	8	8
	55609	US Military NTC UMUC Kadena AB	12	12
	57843	US Military NTC UMUC Rota EMEA	1	1
	55661	US Military NTC UMUC Sasebo	1	1
	55659	US Military NTC UMUC Yokosuka	21	21
	55656	US Military NTC UMUC Yokota	12	12
	57645	US Military NTC Univ of Louisville Fort Knox	15	14
	81292	US Military RAF Mildenhall- 100 FSS/FSDE	11	10
	56155	US Military USMC 29 Palms	4	4
Military Sites (Non-Pearson)		**State and Center Type Total**	**790**	**729**
		GRAND TOTAL	**256,924**	**209,381**

*Pearson VUE – USA is a virtual, placeholder test site used to hold candidate registrations to enable ease of rescheduling when appointments had to be cancelled due to the pandemic. No actual testing occurs at this site.
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 | Test Center Location | | | | TOTAL | |
| | Florida | | Non-Florida | | | |
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	188	144	15	14	203	158
Art K–12	1,122	850	57	54	1,179	904
Biology 6–12	1,480	1,087	96	78	1,576	1,165
Business Education 6–12	1,488	1,040	79	61	1,567	1,101
Chemistry 6–12	530	352	43	34	573	386
Computer Science K–12	1,288	945	47	36	1,335	981
Deaf or Hard of Hearing K–12**	123	88	8	6	131	94
Drama 6–12	309	189	12	9	321	198
Earth/Space Science 6–12	626	431	31	24	657	455
Educational Media Specialist PK–12	978	660	32	24	1,010	684
Elementary Education K–6 Subtest 1: Lang Arts and Reading	11,029	9,177	895	795	11,924	9,972
Elementary Education K–6 Subtest 2: Social Science	9,889	8,146	766	679	10,655	8,825
Elementary Education K–6 Subtest 3: Science	9,649	7,902	758	671	10,407	8,573
Elementary Education K–6 Subtest 4: Mathematics	10,890	8,986	809	716	11,699	9,702
Engineering and Technology Education 6–12	342	241	19	14	361	255
English 6–12 Multiple-Choice Section	3,107	2,419	237	193	3,344	2,612
English 6–12 Written Performance Section	3,157	2,461	221	181	3,378	2,642
English to Speakers of Other Languages (ESOL) K–12	3,359	2,313	161	125	3,520	2,438
Exceptional Student Education K–12	7,680	6,111	376	328	8,056	6,439
Family and Consumer Science 6–12	520	323	30	26	550	349
French K–12	98	88	7	7	105	95
German K–12 Interview	13	9	*	*	13	9
German K–12 Written	15	11	*	*	15	11
Health K–12	946	627	58	49	1,004	676
Humanities K–12	246	112	16	7	262	119
Latin K–12	39	28	*	*	39	28
Marketing 6–12	258	135	11	9	269	144
Mathematics 6–12	2,454	1,744	135	119	2,589	1,863
Middle Grades English 5–9 Multiple-Choice Section	1,280	959	79	62	1,359	1,021
Middle Grades English 5–9 Written Performance Section	1,152	844	75	55	1,227	899
Middle Grades General Science 5–9	1,799	1,332	82	71	1,881	1,403
Middle Grades Mathematics 5–9	3,298	2,528	171	153	3,469	2,681
Middle Grades Social Science 5–9	1,199	831	54	42	1,253	873
Music K–12	669	547	40	34	709	581
PK–3 Subtest 1: Developmental Knowledge	3,941	3,103	201	163	4,142	3,266
PK–3 Subtest 2: Language Arts and Reading	4,938	4,008	271	229	5,209	4,237
PK–3 Subtest 3: Mathematics	4,265	3,396	221	177	4,486	3,573
PK–3 Subtest 4: Science	3,866	3,033	206	168	4,072	3,201
Physical Education K–12	2,500	1,848	173	148	2,673	1,996
Physics 6–12	305	187	9	8	314	195
Preschool Education Birth–Age 4	756	501	19	15	775	516
Reading K–12	19,274	16,448	301	249	19,575	16,697
School Counseling PK–12**	1,140	639	33	24	1,173	663
School Psychologist PK–12	236	138	19	15	255	153
Social Science 6–12	3,676	2,699	243	201	3,919	2,900
Spanish K–12	1,056	962	56	49	1,112	1,011
Speech-Language Impaired K–12	89	44	1	1	90	45
Visually Impaired K–12	100	75	8	8	108	83
Professional Education (PED)	17,262	14,349	1,422	1,287	18,684	15,636
GK Subtest 1: Essay	18,442	15,060	1,567	1,371	20,009	16,431

| Examination | Test Center Location | | | | | |
| | Florida | | Non-Florida | | TOTAL | |
	Registered	Tested	Registered	Tested	Registered	Tested
GK Subtest 2: English Language Skills (ELS)	21,417	17,797	1,762	1,549	23,179	19,346
GK Subtest 3: Reading	23,205	19,442	1,875	1,665	25,080	21,107
GK Subtest 4: Mathematics	22,819	18,357	1,907	1,643	24,726	20,000
FELE Subtest 1: Leadership for Student Learning	2,508	2,333	98	87	2,606	2,420
FELE Subtest 2: Organizational Development	2,491	2,322	100	89	2,591	2,411
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,715	2,545	92	83	2,807	2,628
FELE Subtest 3: Systems Leadership Written Performance Section	2,606	2,445	93	85	2,699	2,530
TOTAL	240,827	195,391	16,097	13,990	256,924	209,381

*No examinees tested
**Effective September 1, 2021, the name of "Guidance and Counseling PK–12" was changed to "School Counseling PK–12" and the name "Hearing Impaired K–12" was changed to "Deaf or Hard of Hearing K–12."
Source: Data provided by Evaluation Systems group of Pearson

APPENDIX F

Customer Service Statistics

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
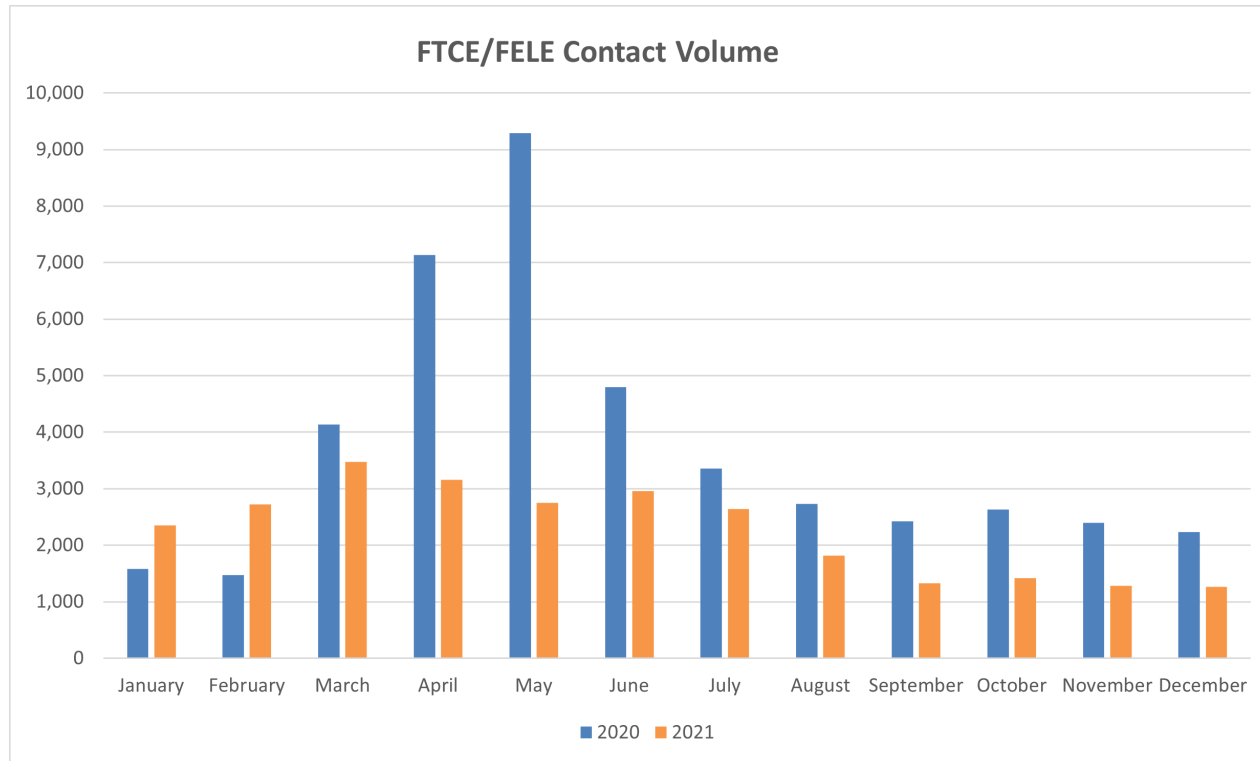## 2021 District and Institution Score Reports

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 2021 administration year.

Month	Reports Sent to School Districts	Reports Sent to Educational Institutions
January	2,786	2,555
February	3,282	2,951
March	5,021	4,375
April	4,452	3,591
May	5,183	4,427
June	3,563	3,760
July	3,341	3,491
August	3,016	4,011
September	1,062	1,944
October	1,053	2,703
November	1,351	3,613
December	1,179	2,515
TOTAL	**35,289**	**39,936**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
## 2020 and 2021 Contact Volume

The chart below compares the volume of contacts made to Customer Service for the 2020 and 2021 program years. This volume includes contacts via all channels—calls, emails, and chat.

FTCE/FELE Contact Volume

Month	2020	2021
January	1,600	2,350
February	1,480	2,720
March	4,130	3,470
April	7,130	3,150
May	9,300	2,760
June	4,800	2,950
July	3,350	2,640
August	2,740	1,820
September	2,440	1,320
October	2,630	1,420
November	2,410	1,290
December	2,240	1,270

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2020 and 2021 Contacts by Channel

The charts below compare total contacts for the 2020 and 2021 program years by channel.
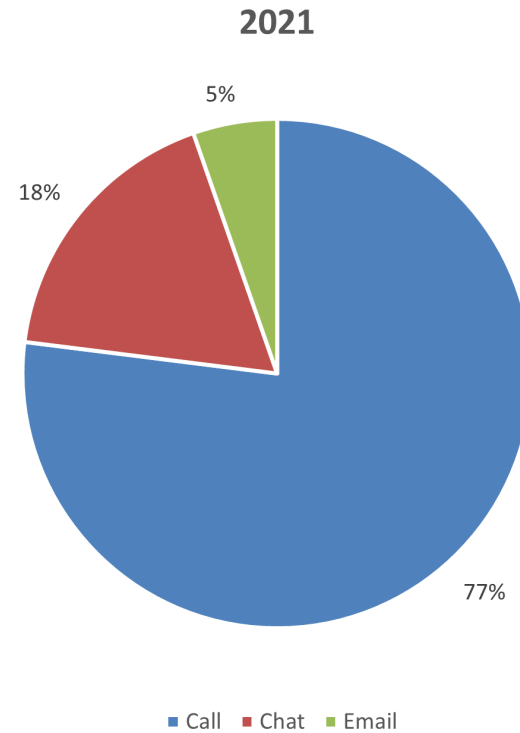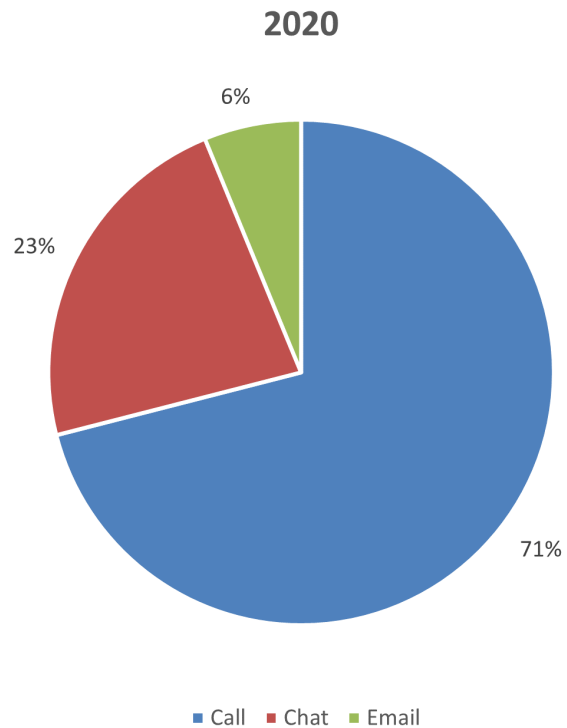
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2021 Customer Service – Call Statistics

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

Month	Calls Received	Calls Answered	Calls Not Answered	Percent Answered	Average Wait Time (Minutes)	Average Call Length (Minutes)	Number of Examinees Registered	Calls Per Examinee Ratio
January	1,789	1,655	134	92.5%	3.03	5.55	12,553	0.14
February	2,042	1,821	221	89.2%	4.47	5.87	14,615	0.14
March	2,644	2,359	285	89.2%	4.90	5.68	20,024	0.13
April	2,370	2,114	256	89.2%	4.22	5.77	19,310	0.12
May	2,117	1,942	175	91.7%	3.48	5.40	16,461	0.13
June	2,331	2,200	131	94.4%	2.42	5.18	15,493	0.15
July	2,154	2,048	106	95.1%	2.10	4.70	14,633	0.15
August	1,444	1,397	47	96.7%	1.40	4.70	8,470	0.17
September	1,030	1,008	22	97.9%	0.87	4.82	6,334	0.16
October	1,057	1,034	23	97.8%	0.78	4.67	7,240	0.15
November (CMS)*	407	394	13	96.80%	0.77	4.68	7,371	0.13
November (Serenova)*	551	531	20	96.40%	1.83	4.7		
December	976	950	26	97.3%	1.30	4.42	7,157	0.14
TOTAL	**20,912**	**19,453**	**1,459**	**93.02%**	**2.89**	**5.23**	**149,661**	**0.14**

*Due to a change in the telephone system, data is shown for each system for the month of November.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2021 Customer Service – Email Statistics

The following table lists the number of emails received and responded to by Customer Service for each month of the 2021 administration year. Emails are responded to within 2–3 business days.

Month	Emails Received
January	171
February	180
March	162
April	165
May	132
June	138
July	109
August	84
September	64
October	97
November	85
December	64
TOTAL	**1,451**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
## 2021 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 2021 administration year.

Month	Chats Received
January	393
February	502
March	668
April	622
May	500
June	484
July	381
August	292
September	234
October	263
November	238
December	225
TOTAL	**4,802**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2021 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 4,082 chat sessions for the 2021 program year, 1,569 users responded. These responses are summarized below.
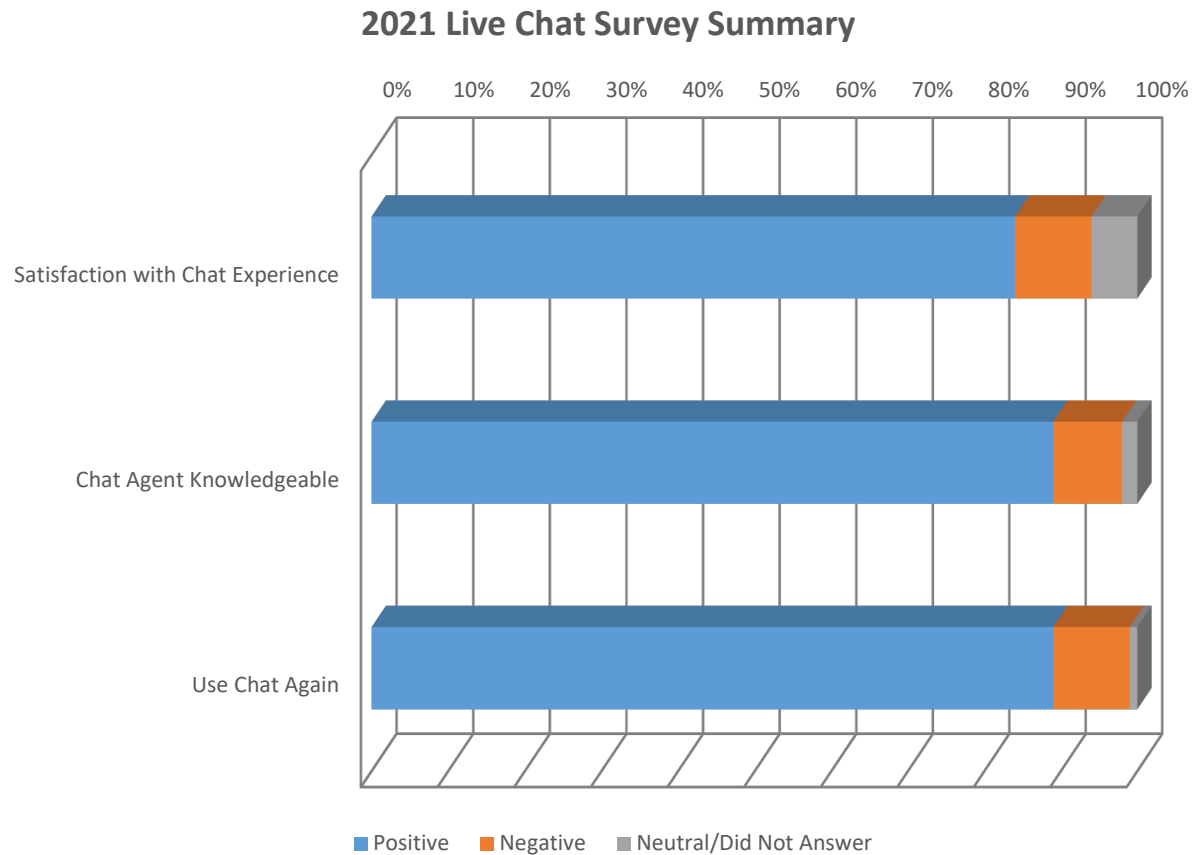
2021 Live Chat Survey Summary

Legend: ■ Positive ■ Negative ■ Neutral/Did Not Answer

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2021 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 01/26/2022 for the 2021 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 01/26/22	
2021.01.04	1,738	1,030	1,192	1,295	1,320	1,489	85.7
2021.01.11	3,113	1,791	2,073	2,256	2,346	2,673	85.9
2021.01.15	1,898	862	--	1,258	1,350	1,617	85.2
2021.01.25	2,953	1,737	1,999	2,167	2,253	2,544	86.1
2021.02.01	2,185	1,228	1,447	1,585	1,626	1,855	84.9
2021.02.08	3,286	1,859	2,158	2,343	2,454	2,783	84.7
2021.02.15	2,459	1,434	1,656	1,818	1,873	2,084	84.7
2021.02.22	3,780	2,251	2,577	2,780	2,883	3,214	85.0
2021.03.01	2,930	1,688	1,989	2,147	2,209	2,499	85.3
2021.03.08	3,137	1,880	2,185	2,314	2,402	2,687	85.7
2021.03.15	3,666	1,946	2,319	2,656	2,753	3,117	85.0
2021.03.22	3,604	2,128	2,490	2,695	2,799	3,100	86.0
2021.03.29	4,355	2,557	2,983	3,266	3,379	3,770	86.6
2021.04.05	4,611	2,825	3,225	3,477	3,619	3,960	85.9
2021.04.12	3,398	1,999	2,321	2,528	2,611	2,880	84.8
2021.04.19	4,189	2,554	2,897	3,134	3,234	3,575	85.3
2021.04.26	3,601	2,024	2,398	2,595	2,695	2,975	82.6
2021.05.03	4,567	2,649	3,065	3,331	3,468	3,835	84.0
2021.05.10	2,378	1,388	1,601	1,732	1,784	1,984	83.4
2021.05.17	4,931	2,832	3,294	3,560	3,659	4,058	82.3
2021.05.24	2,956	1,659	1,965	2,121	2,194	2,426	82.1
2021.05.28	3,688	1,777	--	2,563	2,725	3,081	83.5
2021.06.07	2,466	1,428	1,652	1,797	1,863	2,084	84.5
2021.06.14	4,572	2,635	3,047	3,309	3,456	3,820	83.6
2021.06.21	3,478	1,945	2,341	2,557	2,632	2,902	83.4
2021.06.28	4,054	2,334	2,727	2,944	3,084	3,387	83.5
2021.07.02	2,799	1,431	--	1,967	2,114	2,351	84.0
2021.07.12	3,269	1,982	2,280	2,453	2,546	2,752	84.2
2021.07.19	3,475	2,039	2,368	2,578	2,695	2,901	83.5
2021.07.26	4,080	2,391	2,782	2,984	3,072	3,326	81.5
2021.08.02	3,387	1,884	2,208	2,409	2,471	2,718	80.2
2021.08.09	4,328	2,344	2,740	3,000	3,133	3,445	79.6
2021.08.16	2,154	1,144	1,342	1,505	1,553	1,726	80.1
2021.08.23	2,669	1,532	1,774	1,923	1,979	2,171	81.3
2021.08.30	1,298	735	845	917	940	1,043	80.4
2021.09.03	1,861	968	--	1,310	1,378	1,545	83.0
2021.09.13	1,044	591	678	744	767	850	81.4
2021.09.20	1,329	764	901	973	1,015	1,105	83.1
2021.09.27	1,493	853	1,004	1,095	1,138	1,246	83.5
2021.10.04	1,919	1,123	1,311	1,422	1,473	1,603	83.5
2021.10.11	1,187	680	783	869	905	985	83.0
2021.10.18	1,544	943	1,067	1,154	1,194	1,274	82.5
2021.10.25	2,180	1,512	1,655	1,773	1,812	1,902	87.2

		eISRs Retrieved:					
Release Date	# of Examinees	Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 01/26/22	Percent Retrieved
2021.11.01	2,091	1,389	1,541	1,640	1,691	1,784	85.3
2021.11.08	1,415	954	1,086	1,169	1,191	1,254	88.6
2021.11.15	1,886	1,218	1,369	1,440	1,502	1,578	83.7
2021.11.22	1,640	1,008	1,131	1,295	1,330	1,401	85.4
2021.11.29	1,560	982	1,113	1,196	1,224	1,278	81.9
2021.12.06	2,236	1,500	1,694	1,801	1,827	1,920	85.9
2021.12.13	1,828	1,167	1,304	1,386	1,427	1,513	82.8
2021.12.20	1,221	755	840	909	974	1,008	82.6
2021.12.27	1,531	898	1,053	1,188	1,226	1,254	81.9

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2021 eISR Retrieval Statistics – Essay vs. No Essay

The table below shows the retrieval statistics as of 01/26/2022 for exams/subtests with essay versus no essay.

				Exams/Subtests with Essay			Exams/Subtests with No Essay		
Release Date	# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved
2021.01.04	1,738	1,489	85.7	1	0	0	1,737	1,489	85.7
2021.01.11	3,113	2,673	85.9	867	732	84.4	2,246	1,941	86.4
2021.01.15	1,898	1,617	85.2	0	0	--	1,898	1,617	85.2
2021.01.25	2,953	2,544	86.1	860	757	88	2,093	1,787	85.4
2021.02.01	2,185	1,855	84.9	4	3	75	2,181	1,852	84.9
2021.02.08	3,286	2,783	84.7	821	696	84.8	2,465	2,087	84.7
2021.02.15	2,459	2,084	84.7	2	2	100	2,457	2,082	84.7
2021.02.22	3,780	3,214	85.0	961	830	86.4	2,819	2,384	84.6
2021.03.01	2,930	2,499	85.3	1	0	0	2,929	2,499	85.3
2021.03.08	3,137	2,687	85.7	1,128	976	86.5	2,009	1,711	85.2
2021.03.15	3,666	3,117	85.0	0	0	--	3,666	3,117	85.0
2021.03.22	3,604	3,100	86.0	1,187	1,008	84.9	2,417	2,092	86.6
2021.03.29	4,355	3,770	86.6	0	0	--	4,355	3,770	86.6
2021.04.05	4,611	3,960	85.9	1,213	1,053	86.8	3,398	2,907	85.6
2021.04.12	3,398	2,880	84.8	1	1	100	3,397	2,879	84.8
2021.04.19	4,189	3,575	85.3	1,244	1,065	85.6	2,945	2,510	85.2
2021.04.26	3,601	2,975	82.6	2	1	50	3,599	2,974	82.6
2021.05.03	4,567	3,835	84.0	1,242	1,050	84.5	3,325	2,785	83.8
2021.05.10	2,378	1,984	83.4	1	0	0	2,377	1,984	83.5
2021.05.17	4,931	4,058	82.3	1,170	985	84.2	3,761	3,073	81.7
2021.05.24	2,956	2,426	82.1	1	1	100	2,955	2,425	82.1
2021.05.28	3,688	3,081	83.5	1,105	932	84.3	2,583	2,149	83.2
2021.06.07	2,466	2,084	84.5	0	0	--	2,466	2,084	84.5
2021.06.14	4,572	3,820	83.6	1,065	885	83.1	3,507	2,935	83.7
2021.06.21	3,478	2,902	83.4	2	1	50	3,476	2,901	83.5
2021.06.28	4,054	3,387	83.5	1,213	1,009	83.2	2,841	2,378	83.7
2021.07.02	2,799	2,351	84.0	0	0	--	2,799	2,351	84.0
2021.07.12	3,269	2,752	84.2	1,145	954	83.3	2,124	1,798	84.7
2021.07.19	3,475	2,901	83.5	0	0	--	3,475	2,901	83.5

Release Date	# of Examinees	# of eISRs Retrieved	Percent Retrieved	Exams/Subtests with Essay			Exams/Subtests with No Essay		
				# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved
2021.07.26	4,080	3,326	81.5	1,076	886	82.3	3,004	2,440	81.2
2021.08.02	3,387	2,718	80.2	0	0	--	3,387	2,718	80.2
2021.08.09	4,328	3,445	79.6	1,219	986	80.9	3,109	2,459	79.1
2021.08.16	2,154	1,726	80.1	4	3	75	2,150	1,723	80.1
2021.08.23	2,669	2,171	81.3	1,138	920	80.8	1,531	1,251	81.7
2021.08.30	1,298	1,043	80.4	2	1	50	1,296	1,042	80.4
2021.09.03	1,861	1,545	83.0	595	484	81.3	1,266	1,061	83.8
2021.09.13	1,044	850	81.4	2	2	100	1,042	848	81.4
2021.09.20	1,329	1,105	83.1	450	370	82.2	879	735	83.6
2021.09.27	1,493	1,246	83.5	2	1	50	1,491	1,245	83.5
2021.10.04	1,919	1,603	83.5	527	444	84.3	1,392	1,159	83.3
2021.10.11	1,187	985	83.0	2	0	0	1,185	985	83.1
2021.10.18	1,544	1,274	82.5	604	500	82.8	940	774	82.3
2021.10.25	2,180	1,902	87.2	0	0	--	2,180	1,902	87.2
2021.11.01	2,091	1,784	85.3	591	469	79.4	1,500	1,315	87.7
2021.11.08	1,415	1,254	88.6	0	0	--	1,415	1,254	88.6
2021.11.15	1,886	1,578	83.7	663	535	80.7	1,223	1,043	85.3
2021.11.22	1,640	1,401	85.4	1	0	0	1,639	1,401	85.5
2021.11.29	1,560	1,278	81.9	595	459	77.1	965	819	84.9
2021.12.06	2,236	1,920	85.9	3	1	33.3	2,233	1,919	85.9
2021.12.13	1,828	1,513	82.8	661	524	79.3	1,167	989	84.7
2021.12.20	1,221	1,008	82.6	5	4	80	1,216	1,004	82.6
2021.12.27	1,531	1,254	81.9	507	393	77.5	1,024	861	84.1

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
2021 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 32,960 examinees responded during the 2021 program year. These responses are summarized below.
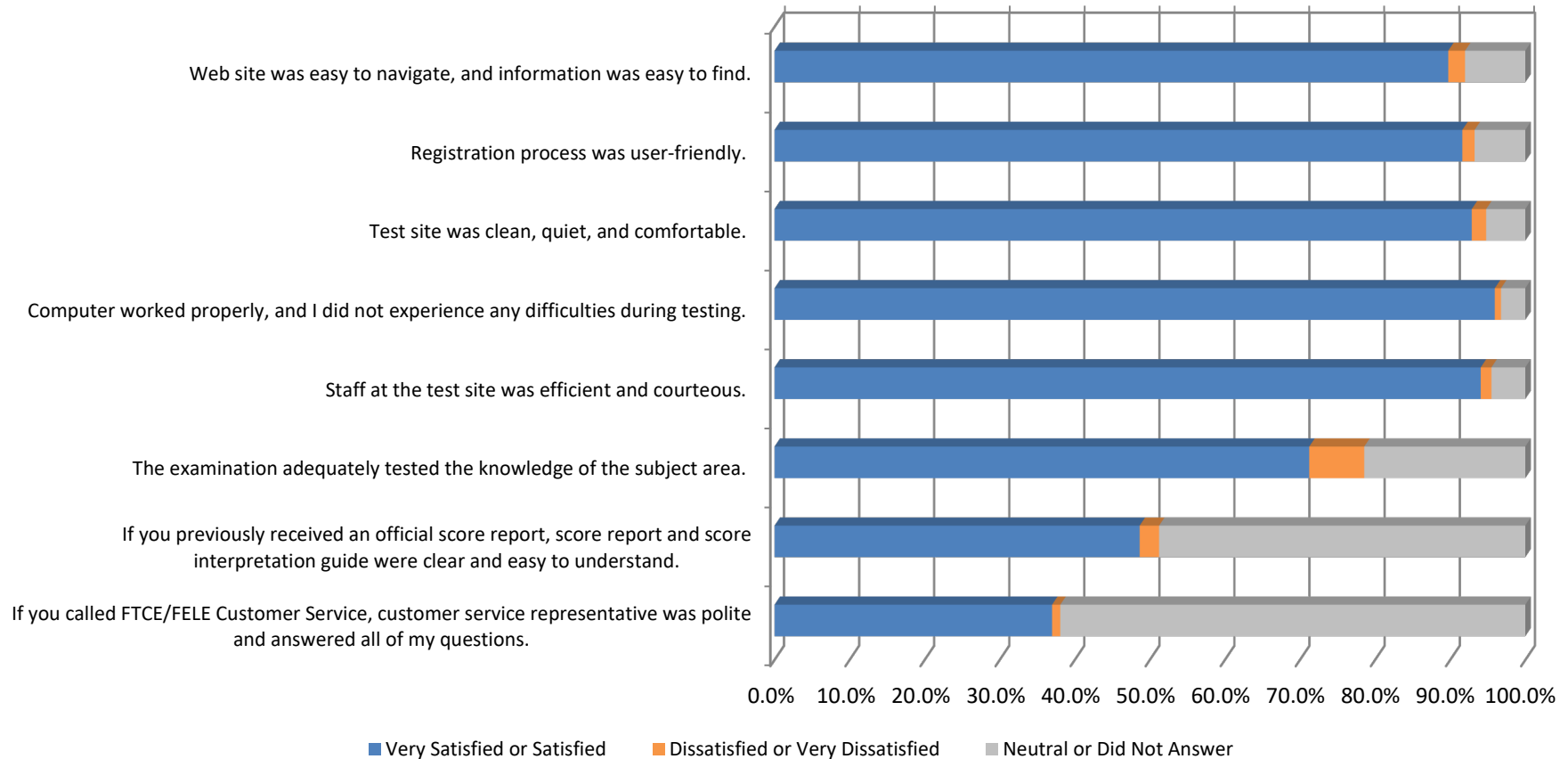
Source: Data provided by Evaluation Systems group of Pearson

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.

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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.

V.012219

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).

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).