



## Performance Metric Data

### Placement Rate

The placement rate is computed as the percentage of program completers reported annually by each program to the Florida Department of Education who are identified by the Department's Staff Information System, as prescribed in section 1008.385(2), Florida Statutes, as employed in a full-time or part-time instructional position in a Florida public school district at any point during either the first or second academic year subsequent to program completion. Program completers employed in private or out-of-state schools their first or second year following program completion are also included, if verified data are reported by the program.

| Level 4  | Level 3  | Level 2   | Level 1   |
|--|--|---|---|
| Placement rate is at or above the 68th percentile of all equivalent programs across the state. | Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state. | Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state. | Placement rate is below the 5th percentile of all equivalent programs across the state. |

| Number of Program Completers Placed             | Percent of 2016-2017 program completers employed in an instructional position in 2017-2018 or 2018-2019 | Statewide Average Placement Rate among equivalent programs |
|---|---|--|
|   | 0   | 0  |
| Performance Level = Minimum Requirement Not Met |   |  |

### Retention Rate

The retention rate is computed as the average number of years program completers were employed in a full-time or part-time instructional position in a Florida public school district (at any point during the year) across a five-year period following initial employment in either of the two (2) subsequent academic years following program completion. Program completers employed in private or out-of-state schools their first or second year following program completion are also included, if verified data are reported by the program.

| Level 4   | Level 3  | Level 2  | Level 1   |
|---|--|--|---|
| The average number of years employed in the 5-year period following initial placement is 4.5 years or more. | The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years. | The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years. | The average number of years employed in the 5-year period following initial placement is less than 2 years. |

| Number of Program Completers Retained           | Average number of years 2013-2014 program completers were employed in either 2014-2015 or 2015-2016 and employed within the 5-year period following initial placement |
|---|---|
| Performance Level = Minimum Requirement Not Met |   |

## Student Performance on Statewide Assessments

The student performance on statewide assessments measure is computed using a statistical model and is based on average student learning growth among students assigned to in-field program completers from the previous three-year period who took statewide standardized assessments in English language arts and mathematics in grades 4 through 10. The measure is limited to program completers who received a student learning growth score during the most recent academic year for which results are available. Results on statewide assessments are based on the student learning growth formula adopted under section 1012.34, Florida Statutes.

For more information about Florida's student learning growth formula adopted under section 1012.34, Florida Statutes, please visit <http://www.fldoe.org/teaching/performance-evaluation>.

| Level 4  | Level 3  | Level 2  | Level 1   |
|--|--|--|---|
| The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is $\geq 95$ percent. | The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is $< 5$ percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is $< 5$ percent. | Not calculated.  | The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is $\geq 95$ percent. |
| Number of Program Completers with Student Learning Growth Results  |  | Average Student Learning Growth Results for 2015-2016, 2016-2017, and 2017-2018 program completers employed in an in-field instructional position in 2018-2019 |   |
| Performance Level = Not Applicable   |  |  |   |

## Student Performance by Subgroups

The student performance by subgroups measure is computed using data produced by the statistical model that is used to calculate the student performance on statewide assessments measure. It is based on the average learning growth attained by students within eight subgroups who take statewide standardized assessments in English language arts and mathematics in grades 4 through 10 and who are assigned to in-field program completers, aggregated by student subgroup, as referenced in sections 1004.04(4)(a)3.d., 1004.85(4)(b)4., and 1012.56(8)(c)2.c., Florida Statutes, as a measure of how well the teacher preparation program prepares instructional personnel to work with a diverse population of students in a variety of settings in Florida public schools. The score is based on in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year. At least four of the eight subgroups must be represented among the teaching assignments of program completers for a program to receive a rating on this measure.

| Level 4   | Level 3   | Level 2  | Level 1   |
|---|---|--|---|
| At least 75 percent of the subgroups meet or exceed the state standard for performance. | At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance. | At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance. | Fewer than 25 percent of the subgroups exceed the state standard for performance. |

| Student Subgroup                   | Average Student Learning Growth Results by Subgroups for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an in-field instructional position in 2018-2019 | Statewide Average of Student Learning Growth Results by Subgroups for 2015-2016, 2016-2017 and 2017-2018 program completers from comparable programs (i.e., Reading, Math or Elementary Education programs) employed in an in-field instructional position in 2018-2019 |
|------------------------------------|--|---|
| White                              | Not Applicable   | Not Applicable  |
| African American                   | Not Applicable   | Not Applicable  |
| Hispanic                           | Not Applicable   | Not Applicable  |
| Asian                              | Not Applicable   | Not Applicable  |
| Native American                    | Not Applicable   | Not Applicable  |
| Free/Reduced Lunch                 | Not Applicable   | Not Applicable  |
| Students with Disabilities         | Not Applicable   | Not Applicable  |
| English Language Learners          | Not Applicable   | Not Applicable  |
| Performance Level = Not Applicable |  |   |

## Teacher Evaluation Results

The teacher evaluation results measure is computed based on the performance rating assigned by the local school district for program completers from the previous three-year period who received an annual evaluation rating from the most recent academic year.

| Level 4  | Level 3  | Level 2   | Level 1  |
|--|--|---|--|
| At least 30 percent of the program's completers received a highly effective rating and 90 to 100 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory. | Program did not meet criteria for Level 4, but at least 80 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory. | Program did not meet criteria for Level 3, but at least 60 percent of the program's completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for n < 20) of the program's completers were rated unsatisfactory. | Program did not meet criteria for Level 2, 3 or 4. |

| Teacher Evaluation Categories          | Evaluation Totals for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018-2019 | Teacher Evaluation Percentages for 2015-2016, 2016-2017 and 2017-2018 program completers employed in an instructional position in 2018-2019 |
|--|--|---|
| Highly Effective                       |  |   |
| Effective                              |  |   |
| Needs Improvement                      |  |   |
| 3 Years - Developing                   |  |   |
| Unsatisfactory                         |  |   |
| Total Number Evaluated                 |  |   |
| Performance Level = Data Not Available |  |   |

## Bonus Performance Metric

### Critical Teacher Shortage

The critical teacher shortage measure bonus is a fixed value that awards an additional Performance Level score of 4 to programs that qualify. In order to qualify, the program must prepare completers in statewide critical teacher shortage areas, per Rule 6A-20.0131, Florida Administrative Code, in accordance with section 1012.07, Florida Statutes, must have at least two completers in each year being compared, and must demonstrate and increase in the number of program completers in the most recent year compared to the number of program completers from the previous academic year. The bonus metric is only applicable to programs identified as critical teacher shortage areas and is applied as 20 percent of the total score.

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

| Bonus Performance Metric  |  |  |
|---|--|--|
| The critical teacher shortage program increased the number of program completers compared to the year before with a minimum of 2 completers in each year. |  |  |
| Number of 2018-2019 program completers in Critical Teacher Shortage Areas   | Difference between the number of 2017-2018 program completers and 2018-2019 program completers | Percent of Change between 2017-2018 program completers and 2018-2019 program completers in Critical Teacher Shortage Areas |
| 0   |  |  |
| Performance Level = Minimum Requirement Not Met   |  |  |

## SUMMATIVE RATING

Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.

| <b>OVERALL RATING FOR EACH PERFORMANCE LEVEL</b> |                          |
|--|--------------------------|
| <b>PERFORMANCE METRIC</b>                        | <b>PERFORMANCE LEVEL</b> |
| Placement Rate                                   |                          |
| Retention Rate                                   |                          |
| Student Performance on Statewide Assessments     |                          |
| Student Performance by Subgroups                 |                          |
| Teacher Evaluation Results                       |                          |
| Critical Teacher Shortage                        |                          |
| <b>SUMMATIVE RATING = 1</b>                      |                          |