

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

2017 Annual Administration and Technical Report

January 1, 2017–December 31, 2017

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**Prepared for
Bureau of Postsecondary Assessment
Office of Assessment and School Performance
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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, 2017, through December 31, 2017.

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 2017 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

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

Purpose of FTCE/FELE

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, 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/FELE program consists of 43 Florida Teacher Certification Examinations and the Florida Educational Leadership Examination, a total of 44 tests. The FTCE tests

include the Professional Education Test, the General Knowledge (GK) Test, and 41 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.

III. BACKGROUND OF FTCE/FELE

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 to take and pass the Florida Educational Leadership Examination (FELE). [See State Board of Education Rule 6A-4.00821, FAC.]

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](#).

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* (American Educational Research Association, 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 subject matter experts may (1) develop competencies and skills to be the basis of the test; (2) participate in a statewide survey of those competencies and skills, as appropriate; (3) develop test item specifications; (4) write test items; and/or (5) review and validate draft test items and test forms.

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 with regard to measurement of specific aptitudes or traits, and no attempt has been made to establish relationships between the FTCE/FELE and independent, concurrent, or future criteria. It is claimed only that the test adequately measures the knowledge and skills for which it was developed. Construct and criterion-related validation approaches are not appropriate to the validity issues related to the development and use of the FTCE/FELE.

FTCE/FELE Test Development, Revision, and Validation Process

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

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

Establish Committees

Committees are established for each subject area to develop or review test materials for each stage of the development process. The committees are typically composed of Florida K–12 school teachers, 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.

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 existing competencies and skills and 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.

For each subject area, another committee of Florida educators is convened to validate the revised competencies, skills, and test blueprint according to specified review criteria. Following this meeting, a statewide survey is conducted to gather data regarding the degree to which each skill statement is important to the job of an entry-level educator in the field and to gather input on the appropriateness of the test blueprint weighting.

A third 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, and an exemplary test item. A committee of Florida educators is convened to 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. Newly written and redeveloped test items are added to rotation for field testing or piloted in stand-alone testing to collect examinee data. Following field/pilot testing, a committee of Florida educators is convened to review each item to ensure that the items meet specified editorial and review criteria, including ensuring each item is free from bias. Field and/or pilot test data is also used during this process of validation 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 take each test form, and their results (as well as examinee data) guide them in this validation process. Before and after the first administration of each new test form, Florida educators serve as key validators, reviewing each test item to confirm validity and accuracy prior to final scoring decision.

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 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 that would provide a correct response.

Standard setting panel

Committees formed to participate in standard setting activities for the tests consist of public school teachers who are licensed and practicing in the field and college faculty from Florida colleges and universities who are currently preparing (or have prepared) prospective teachers in the field. Panel members are selected to include educators from public schools and colleges that represent districts and colleges across the state and generally reflect the diversity of the state of Florida.

Test Development for 2017

In 2017, the Bureau of Postsecondary Assessment conducted test development activities for seven FTCE/FELE examinations. These examinations were developed according to the development process described previously.

The fields were as follows:

- Art K–12
- Elementary Education K–6
- Exceptional Student Education K–12
- Florida Educational Leadership Examination (FELE)
- General Knowledge (GK) English Language Skills (ELS), Reading, and Mathematics Subtests
- Prekindergarten/Primary PK–3
- Professional Education

Test development activities for FELE; General Knowledge (GK) English Language Skills (ELS), Reading, and Mathematics Subtests; Elementary Education K–6, Prekindergarten/Primary PK–3, and Professional Education began in 2016, continued through 2017, and culminated with additional operational test forms implemented in 2017.

Test development activities for Art K–12 began in 2016, continued in 2017, and culminated with standard setting in November 2017.

Test development activities for Exceptional Student Education K–12 began in 2015, continued in 2016 and 2017, and culminated with standard setting in November 2017.

IV. TEST ADMINISTRATION

Overview of Test Administration Activities

This section of the report outlines the administration processes for computer-based testing (CBT) for the Florida Teacher Certification Examinations (FTCE) and Florida Educational Leadership Examination (FELE) and provides specific data about the test sites used, examinees tested, examinations administered, and supplementary materials produced during the 2017 administration year. The section includes additional information pertaining to key test administration processes.

Figures 1 and 2 present, respectively, a brief summary of the 2017 administration year and a chart summarizing the total examination count of FTCE/FELE tests administered in 2017.

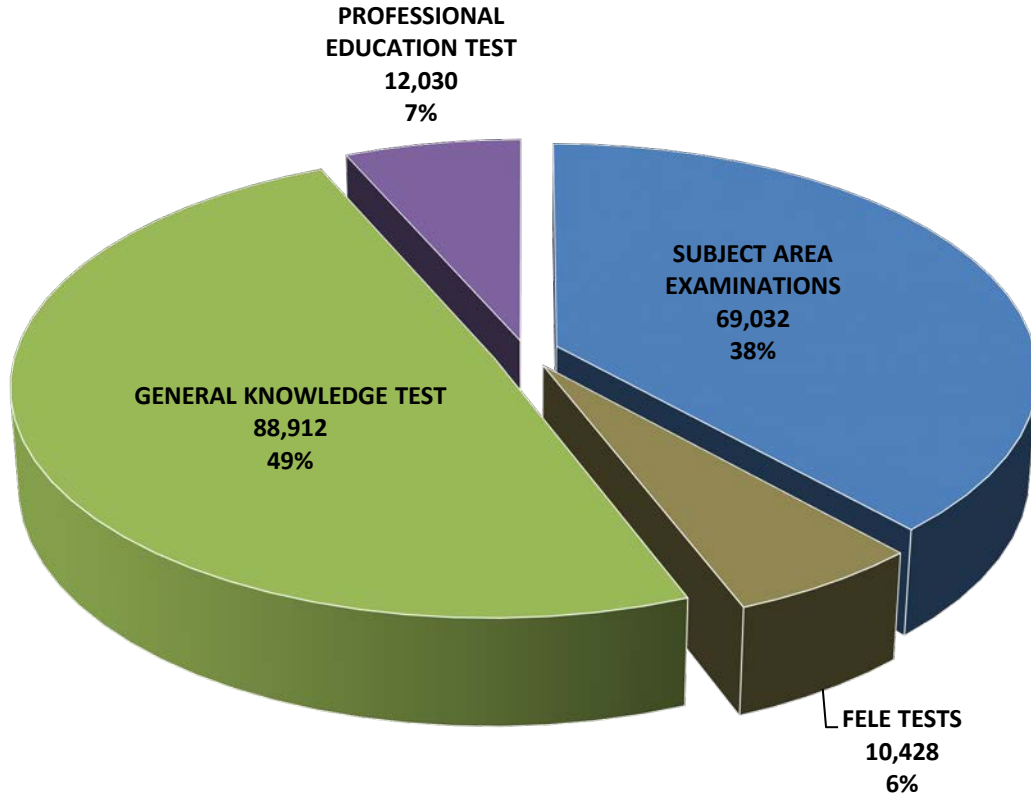
Figure 3 shows the number of examinees who took the various FTCE/FELE examinations in 2017. In this chart, only examinees' best attempts are represented, regardless of the number of attempts they had for a particular test. For examinees who took the subtest-based assessments, only one attempt is represented across all subtests.

Figure 4 shows the number of retake attempts for the various FTCE/FELE examinations administered in 2017. All 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 2017. Examinees with multiple retake attempts are only represented one time. For examinees who retook the subtest-based assessments, only one retake attempt is represented across all subtests.

<p align="center">Figure 1 2017 Administration Year January 1, 2017–December 31, 2017</p>	
<p align="center">Program Overview</p>	
<p>The FTCE/FELE testing program offered 44 unique examinations, including</p>	
<ul style="list-style-type: none"> • General Knowledge • Professional Education 	<ul style="list-style-type: none"> • 41 Subject Area Examinations • FELE
<p align="center">Computer-Based Testing (CBT)</p>	
<ul style="list-style-type: none"> • Administered Monday–Saturday at Pearson VUE locations • Evening hours available (at Pearson VUE locations) 	
<p>Number of Sites</p>	<p>39 in Florida, 249 out of state, 90 Military</p>
<p align="center">Total Examinations Administered: 180,402</p>	

Figure 2
Total FTCE/FELE Test Administration
Counts for 2017

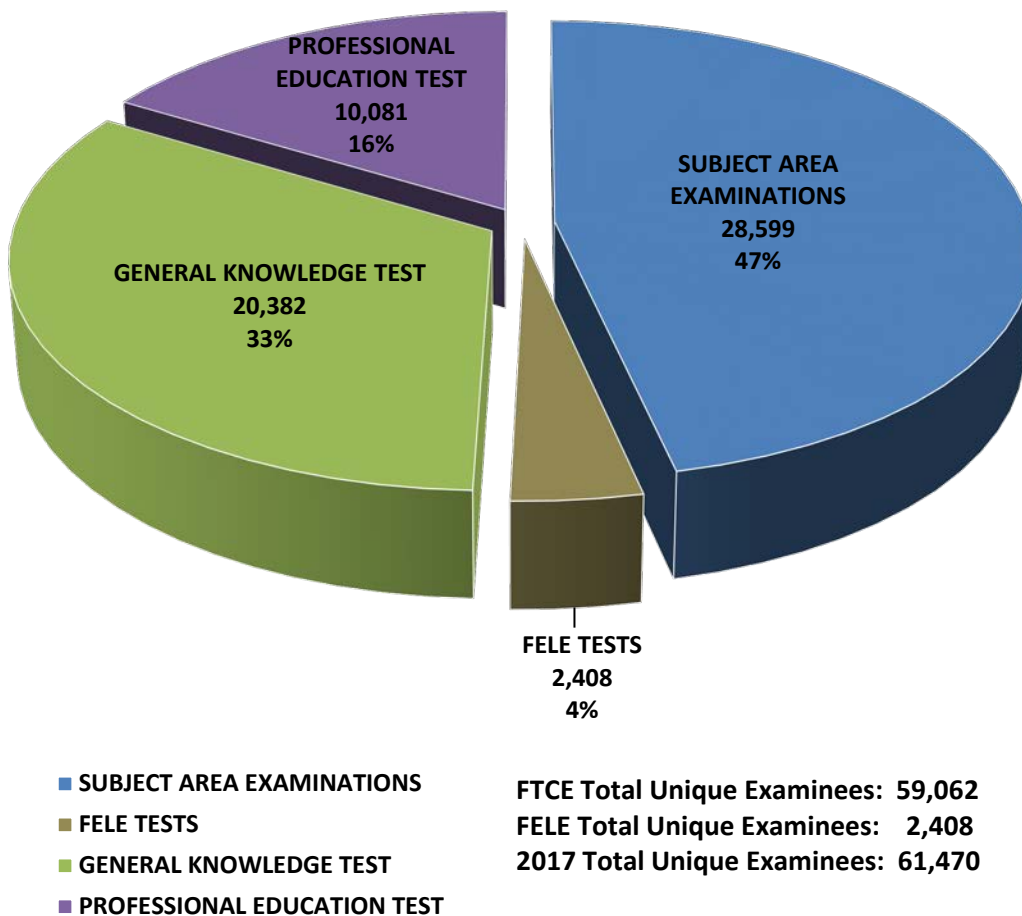


- SUBJECT AREA EXAMINATIONS
- FELE TESTS
- GENERAL KNOWLEDGE TEST
- PROFESSIONAL EDUCATION TEST

FTCE Total Exams: 169,974
 FELE Total Exams: 10,428
 2017 Total Exams: 180,402

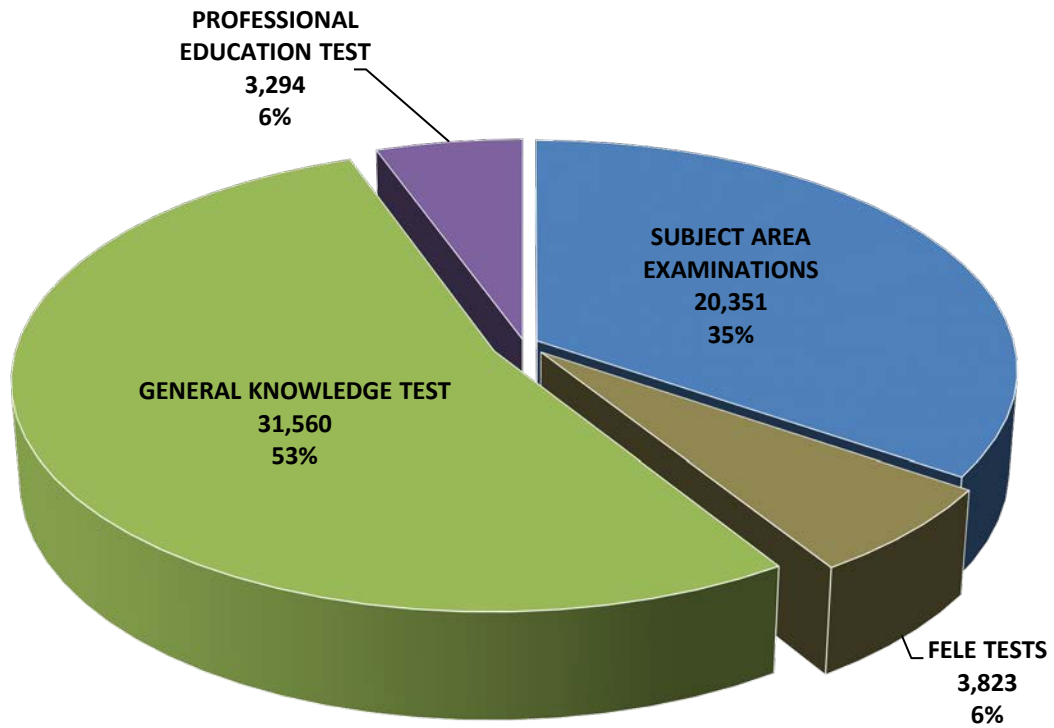
Note: One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. These counts include first-time and retake administrations.

**Figure 3
Unique FTCE/FELE Examinee
Counts for 2017**



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. For example, an examinee who took both Mathematics 6–12 and Middle Grades Mathematics 5–9 multiple times before passing will be included only twice within the Subject Area Examinations section of the chart.

**Figure 4
Total FTCE/FELE Test Administration
Retake Counts for 2017**

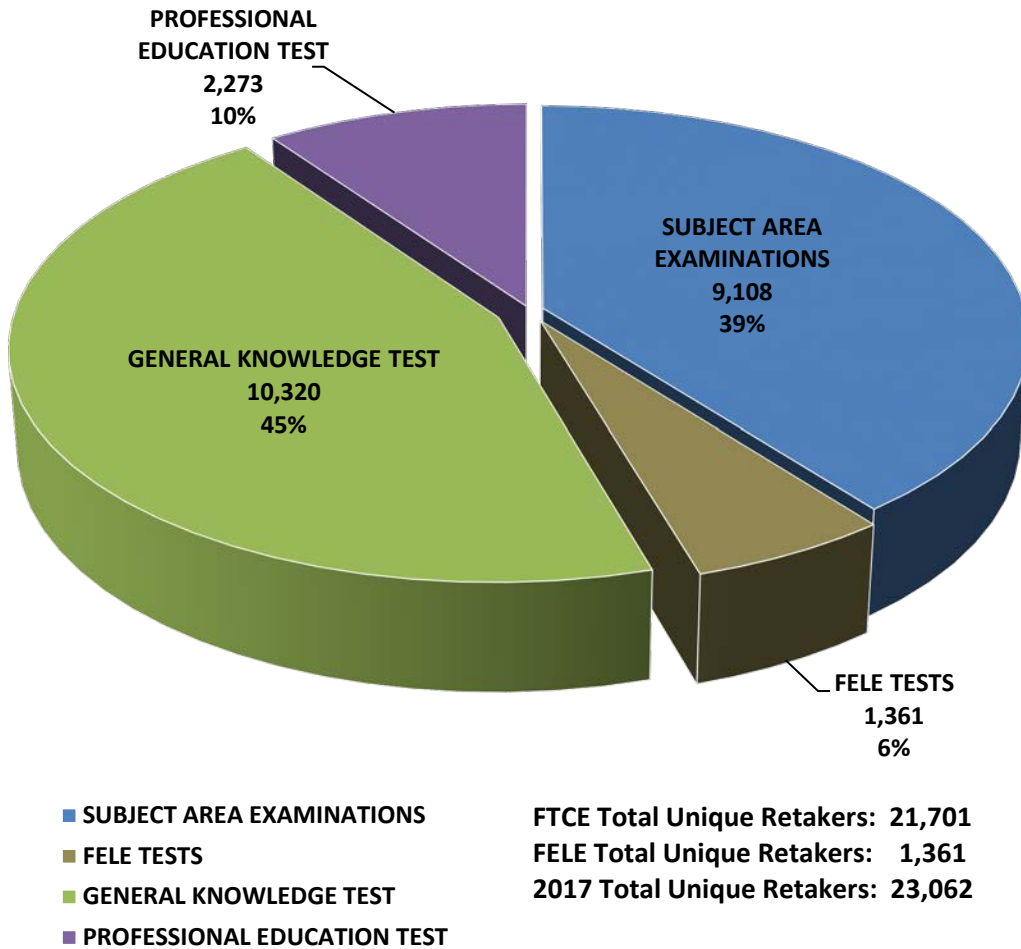


- SUBJECT AREA EXAMINATIONS
- FELE TESTS
- GENERAL KNOWLEDGE TEST
- PROFESSIONAL EDUCATION TEST

FTCE Total Exams: 55,205
FELE Total Exams: 3,823
2017 Total Exams: 59,028

Note: One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas.

**Figure 5
Unique FTCE/FELE Examinee
Retake Counts for 2017**



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. For example, an examinee who took both Mathematics 6–12 and Middle Grades Mathematics 5–9 multiple times before passing will be included only twice 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 provides the most accurate and up-to-date information on the FTCE/FELE program (<http://www.fl.nesinc.com/>). 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; and
- post-score release information, including ordering additional score reports, and score verification.

Examinees can access Test Information Guides directly from the website, deliverable by immediate download to a computer as a PDF file. The website also includes forms for ordering additional score reports, requests for score verification, and requests for testing accommodations.

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.

These announcements link to stand-alone webpages that can be added, edited, and removed as needed.

Program Information Flyer

A downloadable and printable program information flyer is available on the contractor website that provides an overview of the FTCE/FELE testing program.

Customer Service

Examinees can speak with a representative from 8 a.m. to 6 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 a more appropriate 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, print a new admission ticket, 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 are contacted by a Customer Service Representative to complete the registration process.

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 totally computer-based testing system. In 2017, computer-based testing was available six days a week at 288 sites nationwide, including 39 test sites within Florida, 249 test sites out of state, and 90 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.

V. SCORING AND REPORTING FOR FTCE/FELE

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.

Test and Item Analyses

Test and item analyses are generated for the tests administered as part of the FTCE, as well as for the FELE. These analyses provide various statistical descriptions of the items and the total test.

The analyses for the total test include the following:

- Number of examinees
- Total number of items on the test forms
- Number of scored items
- Number of non-scored items
- Number of examinees in the upper and lower 27% performance groups (see item discrimination index)
- Raw score statistics:
 - Mean
 - Median
 - Mode
 - Standard deviation
 - Maximum
 - Minimum
 - Range
- Average p-value
- Average point biserial
- KR20 test score reliability
- Standard error of measurement
- Brennan-Kane dependability index

The analyses for each item include

- item response distribution by response option (number and proportion of examinees);
- p-value (the percentage of examinees selecting the keyed correct response);
- item-to-test point biserial correlations; and
- item discrimination index (the difference in proportion correct between the upper and lower 27% of examinees).

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

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). It is generally applicable to tests composed of multiple-choice items. KR20 is reported in the range 0 to 1, with a higher number indicating a greater level of internal consistency (reliability). Homogeneity refers to the degree to which the items on the test are consistent with one another.

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 on the basis of the scores from the test.

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

Item Bias

Efforts to avoid bias begin with the way the assessment materials are created and reviewed. The FTCE 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 GK 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 procedures

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
- Explanation of the rater form
- Test directions for the examinee
- Competencies and skills
- Information about pre-prepared essays
- Historic anchor sets for each field
- Instructions for using the On-Screen Scoring system

Quality Control

The rating process is designed to maintain the quality of the scores through training, calibration, and recalibration of raters. Rater performance is monitored throughout the scoring session to ensure that raters are calibrated and scoring accurately, fairly, and consistently. This process includes the random back-reading of scored responses by Chief Raters, individual counseling of raters by Chief Raters and/or Assistant Chief Raters, and the introduction of “validation” papers into the FELE 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 randomly listen to scoring sessions during scoring cycles via teleconference technology and to participate in the rater-feedback process. This constant monitoring of the scoring process and outcomes is coupled with an annual on-site monitoring visit by the Department to ensure that all holistic scoring procedures are being followed in an effective manner.

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 statistical equating is to compensate statistically for possible variability in the characteristics of 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 that different test forms are comparable and that scores from multiple test forms can be used interchangeably.

For FTCE/FELE examinations with 50 or more examinees per a given test form's administration (except for the Professional Education Test), one of two equating methods is used as listed 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 equal-percent, equipercentile, and item response theory (IRT). These are described below.

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.

Item Response Theory (IRT) Method

The Item Response Theory (IRT) equating method is implemented 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.

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 most of these tests, composite scores are derived to permit combining the two separate parts into a single total score.

For example, the total score for the Spanish test taken in 2017 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 biweekly schedule dependent on the examination taken and mode of testing. For multiple-choice (MC) tests, examinee scores are officially reported approximately four weeks after the test date. For examinations with performance components (French K–12, German K–12 Subtest 2, Spanish K–12, Speech 6–12 Subtest 2, 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 six weeks after the test date. There might be a one-week delay in scores for all newly administered test forms due to additional statistical and key validation reviews. Unofficial reports for computer-based tests containing only multiple-choice items are provided to the examinee at the conclusion of each test except for those new test forms.

Official score reports are available to examinees through the score website for 60 days. 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.

As of July 2013, enhancements were made to the score reports to provide more information regarding examinee performance. 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 on 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. A sample report is provided in [Appendix G](#).

Some enhancements were also made to the Institution Score Reporting System beginning July 2013. This is the system that colleges or universities can access upon request to receive examinee performance results. The improved Institutional Score Reporting System now 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](#).

On June 20, 2012, the FTCE/FELE program released *ResultsAnalyzer*[®], a new 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. Upon release, webinars were held to provide higher education faculty with information on how to access and generate reports for their individual needs. Webinars, individual working sessions, and group presentations continue to be held upon request.

VI. SUMMARY STATISTICS REPORTS

This section of the report describes the total test and test item summary statistics for the FTCE/FELE examinations administered between January and December of 2017. This section also includes customer service statistics for the 2017 administration year. The reports are included in the following appendices:

- FTCE/FELE Test Form Information ([Appendix A](#))
- Pass Rate Statistics ([Appendix B](#))
- First-Time Examinees' Longitudinal Passing Rates by Field ([Appendix C](#))
- Examinations Summary Data ([Appendix D](#))
- Test Center Counts ([Appendix E](#))
- Customer Service Statistics ([Appendix F](#))
- Sample Score and Competency Reports ([Appendix G](#))

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

FTCE/FELE Test Form Information

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

Pass Rate Statistics

This Appendix contains the following reports:

Number of Tests and Percent Passed in 2017

This report provides pass rates for first-time, retake, and all attempts by field for all 2017 administrations.

Number of Examinees Tested and Percent Passing – 2017

This report provides pass rates for retake as well as all examinees. Pass rates for all examinees are based on examinees' best attempt in cases where an examinee had multiple attempts.

First-Time Examinees' Longitudinal Passing Rates by Field

This report provides the number of first-time examinees and their pass rates by field for the last four years (2014 to 2017).

Summary Data by Examination Count

This report provides the number of examinations registered for and taken in the last four years (2014 to 2017), 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 2017 by test site name and location.

Counts by Test Site Location

This report provides the number of examinations registered for and taken in 2017 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 2017 administration year
- Comparison of 2016 and 2017 monthly customer service contact volumes for all channels
- Comparison of total 2016 and 2017 customer service contacts by channel
- Customer service call statistics for each month of the 2017 administration year
- Customer service email volume for each month of the 2017 administration year
- Customer service chat volume for each month of the 2017 administration year
- Customer service chat feedback survey summary for 2017
- Examinees' retrieval statistics for 2017 electronic score reports
- Examinees' retrieval statistics for 2017 electronic score reports for exams/subtests with and without essays
- Test administration exit feedback survey summary for 2017

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 Statute: Section 1012.56(2)(3)(4)(5), Florida Statutes

APPENDIX A

FTCE/FELE 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	70			120 min	
842	Subtest 2: Organizational Development	70			120 min	
843	Subtest 3: Systems Leadership Multiple-Choice Section	55			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	40			40 min	
827	Subtest 3: Reading	40			55 min	
828	Subtest 4: Mathematics	45			100 min	on-screen calculator & mathematics reference sheet
Professional Education Test						
083	Professional Education	120			150 min	
Subject Area Examinations						
054	Agriculture 6–12	120			150 min	
001	Art K–12	110			150 min	
002	Biology 6–12	120			150 min	
051	Business Education 6–12	120			150 min	
003	Chemistry 6–12	100			150 min	scientific calculator, periodic table, & reference sheet
005	Computer Science K–12	120			150 min	
006	Drama 6–12	120			150 min	
008	Earth/Space Science 6–12	120			150 min	
010	Educational Media Specialist PK–12	120			150 min	
601	Elementary Education K–6 Subtest I: Language Arts and Reading	60			65 min	
602	Elementary Education K–6 Subtest II: Social Science	55			65 min	
603	Elementary Education K–6 Subtest III: Science	55			70 min	
604	Elementary Education K–6 Subtest IV: Mathematics	50			70 min	mathematics reference sheet
055	Engineering and Technology Education 6–12 (<i>formerly Technology Education 6–12</i>)**	120			150 min	

*Tests may include test questions that are being evaluated for future administrations and that do not affect an examinee's score.

**Effective March 1, 2017, the name of "Technology Education 6–12" was changed to "Engineering and Technology Education 6–12."

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
131	English 6–12 Multiple-Choice Section	80			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	120			150 min	
061	Exceptional Student Education (ESE) K–12	120			150 min	
052	Family and Consumer Science 6–12	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 mins	
018	Guidance and Counseling PK–12	120			150 min	
019	Health K–12	120			150 min	
020	Hearing Impaired K–12	120			150 min	
022	Humanities K–12	120			150 min	
023	Journalism 6–12	120			150 min	
024	Latin K–12	100			150 min	
057	Marketing 6–12	120			150 min	
026	Mathematics 6–12	75			150 min	scientific calculator
141	Middle Grades English 5–9 Multiple-Choice Section	80			90 min	
142	Middle Grades English 5–9 Written Performance Section		1 written	1-6	60 min	
004	Middle Grades General Science 5–9	120			150 min	
025	Middle Grades Mathematics 5–9	75			150 min	scientific calculator
038	Middle Grades Social Science 5–9	120			150 min	
028	Music K–12	105			150 min	
063	Physical Education K–12	120			150 min	
032	Physics 6–12	90			150 min	scientific calculator & reference sheet
531	Prekindergarten/Primary PK–3 Subtest I: Developmental Knowledge	60			70 min	

*Tests may include test questions that are being evaluated for future administrations and that do not affect an examinee's score.

**Effective March 1, 2017, the name of "Technology Education 6–12" was changed to "Engineering and Technology Education 6–12."

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	60			70 min	
533	Prekindergarten/Primary PK–3 Subtest III: Mathematics	50			70 min	mathematics reference sheet
534	Prekindergarten/Primary PK–3 Subtest IV: Science	50			60 min	
007	Preschool Education Birth–Age 4	120			150 min	
035	Reading K–12	120			150 min	
036	School Psychologist PK–12	120			150 min	
037	Social Science 6–12	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
411	Speech 6–12 Subtest I: Multiple Choice	90			90 min	
412	Speech 6–12 Subtest II: Oral Interview		1 speech	1-4	45 min	note cards (20 per candidate) & timing chart
042	Speech-Language Impaired K–12	120			150 min	
044	Visually Impaired K–12	120			150 min	

*Tests may include test questions that are being evaluated for future administrations and that do not affect an examinee's score.

**Effective March 1, 2017, the name of "Technology Education 6–12" was changed to "Engineering and Technology Education 6–12."

APPENDIX B

Pass Rate Statistics (2017)

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Tests and Percent Passed in 2017**

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	69	86%	15	47%	84	79%
Art K–12	369	87%	58	64%	427	84%
Biology 6–12	547	73%	139	52%	686	69%
Business Education 6–12	423	58%	136	26%	559	50%
Chemistry 6–12	180	65%	58	59%	238	63%
Computer Science K–12	61	52%	20	30%	81	47%
Drama 6–12	99	85%	22	59%	121	80%
Earth-Space Science 6–12	183	68%	38	55%	221	66%
Educational Media Specialist PK–12	275	73%	54	46%	329	69%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	5,820	54%	3,341	43%	9,161	50%
Elementary Ed K–6 Subtest 2: Social Science	5,820	64%	2,676	41%	8,496	57%
Elementary Ed K–6 Subtest 3: Science	5,820	65%	2,405	45%	8,225	59%
Elementary Ed K–6 Subtest 4: Mathematics	5,819	61%	2,912	40%	8,731	54%
Engineering and Technology Education 6–12	129	49%	62	34%	191	44%
English 6–12 Multiple-Choice Section	1,370	57%	729	40%	2,099	51%
English 6–12 Written Performance Section	1,367	68%	469	51%	1,836	63%
English for Speakers of Other Languages (ESOL) K–12	875	60%	184	48%	1,059	58%
Exceptional Student Education K–12	3,386	87%	614	53%	4,000	82%
Family and Consumer Science 6–12	118	64%	45	29%	163	55%
French K–12	76	88%	10	80%	86	87%
German K–12 Interview	5	60%	6	67%	11	64%
German K–12 Written	5	40%	4	0%	9	22%
Guidance and Counseling PK–12	323	94%	39	67%	362	91%
Health K–12	192	42%	97	31%	289	38%
Hearing Impaired K–12	48	85%	8	100%	56	88%
Humanities K–12	17	71%	2	100%	19	74%
Journalism 6–12	23	91%	1	100%	24	92%
Latin K–12	14	79%	7	57%	21	71%
Marketing 6–12	33	61%	8	63%	41	61%
Mathematics 6–12	817	56%	384	43%	1,201	52%
Middle Grades English 5–9 Multiple-Choice Section	491	33%	288	20%	779	28%
Middle Grades English 5–9 Written Performance Section	490	46%	188	41%	678	44%
Middle Grades General Science 5–9	627	56%	330	38%	957	50%
Middle Grades Mathematics 5–9	1,253	52%	645	38%	1,898	47%
Middle Grades Social Science 5–9	381	75%	74	45%	455	70%
Music K–12	351	88%	79	59%	430	83%
PK–3 Subtest 1: Developmental Knowledge	1,860	72%	509	41%	2,369	66%
PK–3 Subtest 2: Language Arts and Reading	1,860	53%	1,091	38%	2,951	47%
PK–3 Subtest 3: Mathematics	1,860	65%	699	42%	2,559	58%
PK–3 Subtest 4: Science	1,860	74%	474	44%	2,334	68%
Physical Education K–12	744	50%	545	28%	1,289	41%
Physics 6–12	88	55%	40	40%	128	50%
Preschool Education Birth–Age 4	249	48%	111	34%	360	44%
Reading K–12	244	61%	52	44%	296	58%
School Psychologist PK–12	82	96%	12	58%	94	91%
Social Science 6–12	1,346	68%	520	41%	1,866	60%
Spanish K–12	558	68%	147	43%	705	63%
Speech 6–12 Speaking	7	100%	n/a	n/a	7	100%
Speech 6–12 Written	7	86%	n/a	n/a	7	86%
Speech-Language Impaired K–12	18	94%	n/a	n/a	18	94%
Visually Impaired K–12	22	73%	4	50%	26	69%
Professional Education (PED)	8,736	80%	3,294	46%	12,030	71%
GK Subtest 1: Essay	14,256	71%	6,446	34%	20,702	59%
GK Subtest 2: English Language Skills (ELS)	14,340	64%	7,431	36%	21,771	55%
GK Subtest 3: Reading	14,329	61%	8,256	36%	22,585	52%
GK Subtest 4: Mathematics	14,427	57%	9,427	32%	23,854	47%
FELE Subtest 1: Leadership for Student Learning	1,660	66%	889	34%	2,549	55%
FELE Subtest 2: Organizational Development	1,656	65%	832	41%	2,488	57%

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

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
 FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
 Number of Tests and Percent Passed in 2017**

Examination	First-Time Attempts		Retake Attempts*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,646	61%	1,095	38%	2,741	52%
FELE Subtest 3: Systems Leadership Written Performance Section	1,643	58%	1,007	50%	2,650	55%
TOTAL	121,374	65%	59,028	38%	180,402	56%

*Some examinees may have more than one retake attempt and may be counted multiple times.
 Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing – 2017**

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retakers*	
	N	Pass rate	N	Pass rate	N	Pass rate
Agriculture 6–12	69	86%	77	86%	10	70%
Art K–12	369	87%	406	88%	50	74%
Biology 6–12	547	73%	623	76%	117	62%
Business Education 6–12	423	58%	461	61%	87	41%
Chemistry 6–12	180	65%	214	71%	51	67%
Computer Science K–12	61	52%	67	57%	15	40%
Drama 6–12	99	85%	111	87%	20	65%
Earth-Space Science 6–12	183	68%	198	74%	31	68%
Educational Media Specialist PK–12	275	73%	301	75%	41	61%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	5,820	54%	6,864	67%	2,281	63%
Elementary Ed K–6 Subtest 2: Social Science	5,820	64%	6,679	72%	1,764	63%
Elementary Ed K–6 Subtest 3: Science	5,820	65%	6,649	73%	1,687	64%
Elementary Ed K–6 Subtest 4: Mathematics	5,819	61%	6,810	69%	1,936	60%
Engineering and Technology Education 6–12	129	49%	146	58%	43	49%
English 6–12 Multiple-Choice Section	1,370	57%	1,660	65%	515	56%
English 6–12 Written Performance Section	1,367	68%	1,589	73%	376	64%
English for Speakers of Other Languages (ESOL) K–12	875	60%	974	63%	160	56%
Exceptional Student Education K–12	3,386	87%	3,736	88%	503	64%
Family and Consumer Science 6–12	118	64%	129	69%	31	42%
French K–12	76	88%	85	88%	9	89%
German K–12 Interview	5	60%	9	78%	5	80%
German K–12 Written	5	40%	7	29%	3	0%
Guidance and Counseling PK–12	323	94%	354	94%	36	72%
Health K–12	192	42%	229	48%	73	41%
Hearing Impaired K–12	48	85%	53	92%	8	100%
Humanities K–12	17	71%	19	74%	2	100%
Journalism 6–12	23	91%	23	96%	1	100%
Latin K–12	14	79%	19	79%	5	80%
Marketing 6–12	33	61%	35	71%	8	63%
Mathematics 6–12	817	56%	1,009	62%	300	55%
Middle Grades English 5–9 Multiple-Choice Section	491	33%	598	37%	199	29%
Middle Grades English 5–9 Written Performance Section	490	46%	575	52%	152	50%
Middle Grades General Science 5–9	627	56%	744	64%	226	56%
Middle Grades Mathematics 5–9	1,253	52%	1,532	58%	488	50%
Middle Grades Social Science 5–9	381	75%	419	76%	60	55%
Music K–12	351	88%	397	89%	65	72%
PK–3 Subtest 1: Developmental Knowledge	1,860	72%	2,051	76%	367	57%
PK–3 Subtest 2: Language Arts and Reading	1,860	53%	2,205	63%	736	56%
PK–3 Subtest 3: Mathematics	1,860	65%	2,135	70%	518	56%
PK–3 Subtest 4: Science	1,860	74%	2,052	77%	352	59%

*Some examinees may have more than one retake attempt and may be counted multiple times.
Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing – 2017**

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retakers*	
	N	Pass rate	N	Pass rate	N	Pass rate
Physical Education K–12	744	50%	972	54%	368	42%
Physics 6–12	88	55%	102	63%	29	55%
Preschool Education Birth–Age 4	249	48%	274	57%	77	49%
Reading K–12	244	61%	265	65%	43	53%
School Psychologist PK–12	82	96%	89	97%	8	88%
Social Science 6–12	1,346	68%	1,595	70%	399	54%
Spanish K–12	558	68%	633	70%	119	53%
Speech 6–12 Speaking	7	100%	7	100%	0	0%
Speech 6–12 Written	7	86%	7	86%	0	0%
Speech-Language Impaired K–12	18	94%	18	94%	0	0%
Visually Impaired K–12	22	73%	23	78%	3	67%
Professional Education (PED)	8,736	80%	10,081	85%	2,273	67%
GK Subtest 1: Essay	14,256	71%	16,493	74%	4,185	51%
GK Subtest 2: English Language Skills (ELS)	14,340	64%	16,799	71%	4,801	56%
GK Subtest 3: Reading	14,329	61%	17,085	68%	5,331	56%
GK Subtest 4: Mathematics	14,427	57%	17,623	63%	5,956	50%
FELE Subtest 1: Leadership for Student Learning	1,660	66%	1,991	70%	593	51%
FELE Subtest 2: Organizational Development	1,656	65%	1,986	71%	602	57%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,646	61%	2,061	68%	722	57%
FELE Subtest 3: Systems Leadership Written Performance Section	1,643	58%	2,053	71%	741	67%
TOTAL	121,374	65%	142,401	71%	39,581	57%

*Some examinees may have more than one retake attempt and may be counted multiple times.
Source: Data provided by Evaluation Systems group of Pearson

APPENDIX C

First-Time Examinees' Longitudinal Passing Rates by Field (2014–2017)

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
First-Time Examinees Longitudinal Passing Rates by Field (2014–2017)**

Examination	2014		2015		2016		2017	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	49	90%	60	83%	86	86%	69	86%
Art K–12	356	90%	443	92%	382	88%	369	87%
Biology 6–12	620	73%	614	69%	580	76%	547	73%
Business Education 6–12	363	73%	433	73%	416	76%	423	58%
Chemistry 6–12	214	65%	211	69%	208	66%	180	65%
Computer Science K–12	33	85%	54	69%	55	64%	61	52%
Drama 6–12	89	80%	75	79%	99	88%	99	85%
Earth-Space Science 6–12	254	73%	231	69%	239	69%	183	68%
Educational Media Specialist PK–12	282	77%	258	74%	275	72%	275	73%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	4,322	86%	6,894	51%	6,505	54%	5,820	54%
Elementary Ed K–6 Subtest 2: Social Science	4,322	86%	6,894	59%	6,504	62%	5,820	64%
Elementary Ed K–6 Subtest 3: Science	4,320	86%	6,893	61%	6,505	63%	5,820	65%
Elementary Ed K–6 Subtest 4: Mathematics	4,320	85%	6,893	55%	6,506	58%	5,819	61%
Engineering and Technology Education 6–12	115	68%	165	45%	141	35%	129	49%
English 6–12 Multiple-Choice Section*	1,554	67%	1,521	55%	1,505	57%	1,370	57%
English 6–12 Written Performance Section*			1,520	61%	1,505	66%	1,367	68%
English to Speakers of Other Languages (ESOL) K–12	1,013	55%	1,001	57%	925	57%	875	60%
Exceptional Student Education K–12	3,232	86%	3,431	87%	3,485	86%	3,386	87%
Family and Consumer Science 6–12	111	69%	130	72%	136	73%	118	64%
French K–12	58	86%	64	77%	66	77%	76	88%
GK Subtest 1: Essay	14,230	93%	14,259	63%	13,827	69%	14,256	71%
GK Subtest 2: English Language Skills (ELS)	14,595	90%	14,389	67%	13,889	65%	14,340	64%
GK Subtest 3: Reading	14,967	85%	14,471	56%	13,954	60%	14,329	61%
GK Subtest 4: Mathematics	15,391	80%	14,720	57%	14,017	57%	14,427	57%
German K–12 Interview	6	100%	10	80%	7	86%	5	60%
German K–12 Written	8	88%	14	64%	8	75%	5	40%
Guidance and Counseling PK–12	355	95%	387	95%	332	95%	323	94%
Health K–12	213	40%	243	49%	241	43%	192	42%
Hearing Impaired K–12	41	85%	54	93%	73	88%	48	85%
Humanities K–12	28	68%	21	71%	29	55%	17	71%
Journalism 6–12	49	94%	51	100%	36	97%	23	91%
Latin K–12	15	80%	15	67%	15	53%	14	79%
Marketing 6–12	34	68%	34	59%	33	64%	33	61%
Mathematics 6–12	1,073	55%	973	55%	867	54%	817	56%
Middle Grades English 5–9 Multiple-Choice Section*	510	82%	484	37%	579	33%	491	33%
Middle Grades English 5–9 Written Performance Section*			485	42%	578	39%	490	46%
Middle Grades General Science 5–9	717	53%	710	53%	701	55%	627	56%
Middle Grades Mathematics 5–9	1,377	54%	1,428	51%	1,331	50%	1,253	52%

* The new 2-Section model (scored independently) English 6–12 & MG English 5–9 tests began on January 1, 2015.

** The new generation FELE administration began on January 1, 2014. FELE Subtest 3 was changed to a 2-Section model (scored independently) effective January 1, 2015.

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

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
First-Time Examinees Longitudinal Passing Rates by Field (2014–2017)**

Examination	2014		2015		2016		2017	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Middle Grades Social Science 5–9	442	82%	471	74%	454	79%	381	75%
Music K–12	358	87%	366	89%	333	86%	351	88%
PK–3 Subtest 1: Developmental Knowledge	1,986	77%	1,989	73%	2,008	70%	1,860	72%
PK–3 Subtest 2: Language Arts and Reading	1,986	60%	1,989	52%	2,008	52%	1,860	53%
PK–3 Subtest 3: Mathematics	1,986	70%	1,989	65%	2,008	63%	1,860	65%
PK–3 Subtest 4: Science	1,986	77%	1,989	73%	2,008	72%	1,860	74%
Physical Education K–12	816	47%	845	49%	873	49%	744	50%
Physics 6–12	127	61%	97	51%	82	48%	88	55%
Preschool Education Birth–Age 4	197	75%	206	78%	215	74%	249	48%
Professional Education (PED)	9,817	75%	9,836	77%	9,054	79%	8,736	80%
Reading K–12	391	92%	337	88%	265	81%	244	61%
School Psychologist PK–12	93	96%	81	100%	90	97%	82	96%
Social Science 6–12	1,704	67%	1,748	68%	1,653	67%	1,346	68%
Spanish K–12	555	88%	656	87%	565	84%	558	68%
Speech 6–12 Speaking	7	100%	10	90%	15	93%	7	100%
Speech 6–12 Written	6	100%	10	80%	15	93%	7	86%
Speech-Language Impaired K–12	34	88%	24	96%	29	83%	18	94%
Visually Impaired K–12	46	72%	34	79%	36	81%	22	73%
FTCE TOTAL FOR ALL AREAS	111,773	82%	123,210	63%	118,351	64%	114,769	65%
FELE Subtest 1: Leadership for Student Learning**	1,495	84%	1,526	65%	1,588	63%	1,660	66%
FELE Subtest 2: Organizational Development**	1,485	90%	1,523	60%	1,586	62%	1,656	65%
FELE Subtest 3: Systems Leadership Multiple-Choice Section**	1,485	82%	1,520	52%	1,573	55%	1,646	61%
FELE Subtest 3: Systems Leadership Written Performance Section**			1,518	55%	1,569	50%	1,643	58%
FELE TOTAL FOR ALL SUBTESTS	4,465	85%	6,087	58%	6,316	58%	6,605	63%
GRAND TOTAL FOR ALL EXAMS	116,238	82%	129,297	62%	124,667	64%	121,374	65%

* The new 2-Section model (scored independently) English 6–12 & MG English 5–9 tests began on January 1, 2015.

** The new generation FELE administration began on January 1, 2014. FELE Subtest 3 was changed to a 2-Section model (scored independently) effective January 1, 2015.

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

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX D

Examinations Summary Data (2014–2017)

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Summary Data by Examination Count (2014-2017)**

Examination	2014		2015		2016		2017	
	Registered	Tested	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	60	59	70	68	100	98	87	84
Art K–12	408	399	513	499	450	435	446	427
Biology 6–12	804	777	825	786	774	737	725	686
Business Education 6–12	447	428	534	518	524	504	581	559
Chemistry 6–12	308	285	319	304	318	293	261	238
Computer Science K–12	44	40	61	57	72	65	82	81
Drama 6–12	106	103	92	89	120	114	126	121
Earth-Space Science 6–12	313	304	288	277	303	294	226	221
Educational Media Specialist PK–12	337	327	331	326	348	343	341	329
Elem Ed K–6 Subtest 1: Lang Arts and Reading	4,731	4,589	10,017	9,724	10,754	10,345	9,542	9,161
Elem Ed K–6 Subtest 2: Social Science	4,787	4,644	9,755	9,465	10,275	9,885	8,839	8,496
Elem Ed K–6 Subtest 3: Science	4,750	4,606	9,395	9,099	9,861	9,474	8,581	8,225
Elem Ed K–6 Subtest 4: Mathematics	4,752	4,608	9,796	9,486	10,451	10,039	9,111	8,731
Engineering and Tech Education 6–12	154	150	221	215	228	220	200	191
English 6–12 Multiple-Choice Section*			2,317	2,233	2,311	2,218	2,224	2,099
English 6–12 Written Performance Section*	2,065	1,978	2,171	2,085	2,170	2,077	1,945	1,836
English to Speakers of Other Languages (ESOL) K–12	1,233	1,173	1,299	1,234	1,204	1,146	1,130	1,059
Exceptional Student Education K–12	3,880	3,767	4,127	4,030	4,270	4,149	4,142	4,000
Family and Consumer Science 6–12	147	140	168	162	174	171	170	163
French K–12	70	63	80	77	86	82	87	86
German K–12 Interview	15	9	24	18	13	11	12	11
German K–12 Written	13	13	18	18	11	11	11	9
Guidance and Counseling PK–12	415	406	450	445	390	375	378	362
Health K–12	324	312	352	344	402	389	304	289
Hearing Impaired K–12	56	54	65	63	85	80	56	56
Humanities K–12	35	33	26	22	30	29	21	19
Journalism 6–12	54	52	58	57	39	38	24	24
Latin K–12	18	18	25	24	24	23	22	21
MG English 5–9 MC Section*			690	664	899	850	824	779
MG English 5–9 Written Performance Section*	582	559	659	633	833	782	716	678
MG General Science 5–9	1,053	1,006	1,046	1,007	1,013	972	1,005	957
MG Integrated Curriculum 5–9	13	11	-	-	-	-	-	-
MG Mathematics 5–9	1,866	1,807	2,066	2,000	2,028	1,950	1,972	1,898
MG Social Science 5–9	534	507	613	596	583	562	477	455
Marketing 6–12	41	40	46	44	47	42	41	41
Mathematics 6–12	1,593	1,511	1,523	1,438	1,367	1,291	1,268	1,201
Music K–12	441	434	476	469	430	418	443	430
PK–3 Subtest 1: Dev Knowledge	2,268	2,206	2,478	2,404	2,655	2,551	2,459	2,369
PK–3 Subtest 2: Lang Arts and Reading	2,484	2,415	3,065	2,977	3,301	3,178	3,064	2,951
PK–3 Subtest 3: Mathematics	2,310	2,244	2,730	2,645	2,914	2,802	2,664	2,559
PK–3 Subtest 4: Science	2,214	2,147	2,498	2,416	2,607	2,504	2,418	2,334
Physical Education K–12	1,246	1,224	1,324	1,286	1,380	1,340	1,331	1,289
Physics 6–12	186	178	137	128	126	117	140	128
Preschool Education Birth–Age 4	244	232	258	244	274	267	373	360
Reading K–12	445	429	397	379	329	306	312	296
School Psychologist PK–12	103	98	89	85	98	96	98	94
Social Science 6–12	2,358	2,267	2,460	2,357	2,300	2,196	1,960	1,866
Spanish K–12	661	643	773	749	682	660	726	705
Speech 6–12 Speaking	8	8	10	10	19	16	9	7
Speech 6–12 Written	9	9	12	11	20	18	8	7
Speech-Language Impaired K–12	42	40	26	26	33	32	20	18
Visually Impaired K–12	62	62	58	57	46	45	27	26
SAE TOTAL	51,089	49,414	76,831	74,350	79,771	76,640	72,029	69,032

* New section structure 01/01/2015

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

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Summary Data by Examination Count (2014-2017)**

Examination	2014		2015		2016		2017	
	Registered	Tested	Registered	Tested	Registered	Tested	Registered	Tested
GK Subtest 1: Essay	15,522	14,835	19,119	18,197	20,465	19,412	21,868	20,702
GK Subtest 2: English Language Skills (ELS)	16,319	15,694	18,795	18,026	20,687	19,771	22,889	21,771
GK Subtest 3: Reading	17,422	16,765	20,706	19,875	21,791	20,844	23,743	22,585
GK Subtest 4: Mathematics	18,531	17,781	21,234	20,319	23,224	22,124	25,138	23,854
GK TOTAL	67,794	65,075	79,854	76,417	86,167	82,151	93,638	88,912
FELE Subtest 1: Leadership for Student Learning*	1,679	1,614	1,988	1,919	2,425	2,331	2,662	2,549
FELE Subtest 2: Organizational Development*	1,616	1,550	1,993	1,927	2,465	2,370	2,596	2,488
FELE Subtest 3: Systems Leadership Multiple-Choice Section*	1,677	1,597	2,196	2,126	2,682	2,579	2,865	2,741
FELE Subtest 3: Systems Leadership Written Performance Section*			2,209	2,121	2,654	2,530	2,770	2,650
FELE TOTAL	4,972	4,761	8,386	8,093	10,226	9,810	10,893	10,428
Professional Education (PED)	13,692	13,360	14,558	14,141	13,265	12,840	12,497	12,030
GRAND TOTAL	137,547	132,610	179,629	173,001	189,429	181,441	189,057	180,402

* New section structure 01/01/2015

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

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX E
Test Center Counts

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2017)**

State and Center Type	Center Code	Test Center	Registered	Tested
Florida (Non-Pearson)	65522	Daytona State College	1,481	1,382
	24629	FL State College at Jacksonville - Downtown Campus	3,669	3,586
	65319	Florida Atlantic University	7,086	6,682
	66190	Florida Gateway College	1,601	1,555
	66582	Florida Gulf Coast University	3,872	3,712
	55331	Florida Keys Community College	361	340
	65575	Florida Southern College	1,617	1,581
	58099	Gulf Coast State College	637	616
	66861	Miami Dade College - Kendall Campus	5,207	4,804
	66889	Miami Dade College - North Campus	4,315	4,081
	66912	Miami Dade College - Wolfson Campus	2,178	2,063
	66894	Miami Dade College - InterAmerican Campus	1,798	1,681
	54993	Northwest Florida State College	2,302	2,137
	49953	Pensacola State College	1,444	1,392
	54015	South Florida State College	2,329	2,276
	66311	University of Central Florida/University Testing Center	8,984	8,717
	67399	University of Florida	2,186	2,110
67773	University of North Florida	630	603	
65655	University of South Florida	12,724	12,087	
Florida (Non-Pearson)		State and Center Type Total	64,421	61,405
Florida (Pearson)	51883	Boynton Beach FL	7,564	7,124
	52808	Doral FL	3,394	3,154
	51885	Fort Myers (Gateway Blvd)	4,463	4,333
	51886	Fort Myers (Towne Lake Dr)	2,378	2,301
	53083	Ft Lauderdale (33rd Ave)	6,888	6,559
	52075	Ft Lauderdale NW 10th Terr	3,880	3,583
	51887	Gainesville FL	5,877	5,669
	51888	Hollywood FL	5,059	4,761
	51889	Jacksonville FL	11,183	10,721
	51890	Lake Mary FL	6,314	6,021
	51891	Lakeland FL	6,406	6,148
	51892	Melbourne FL	6,189	5,939
	51893	Miami FL	4,006	3,812
	51894	Orlando FL	10,364	9,915
	51895	Ormond Beach FL	4,046	3,850
	51896	Pensacola FL	3,635	3,486
	51897	Sarasota FL	5,074	4,876
51898	St Petersburg FL	5,583	5,319	
51899	Tallahassee FL	6,064	5,842	
51900	Tampa FL	7,014	6,714	
Florida (Pearson)		State and Center Type Total	115,381	110,127
Alabama (Pearson)	46960	Birmingham (Hwy 31) AL	80	76
	46962	Decatur AL	33	33
	46961	Dothan AL	715	698
	46963	Mobile AL	226	226
	46964	Montgomery AL	64	58
Alabama (Pearson)		State and Center Type Total	1,118	1,091
Alaska (Pearson)	46959	Anchorage AK	9	9
Alaska (Pearson)		State and Center Type Total	9	9
Arizona (Pearson)	46969	Phoenix (Chandler) AZ	38	34
	46970	Phoenix AZ	37	36
	46971	Tucson AZ	30	30
Arizona (Pearson)		State and Center Type Total	105	100

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2017)**

State and Center Type	Center Code	Test Center	Registered	Tested
Arkansas (Pearson)	46966	Little Rock AR	6	6
	51865	Little Rock AR	8	8
	51864	Springdale AR	14	14
Arkansas (Pearson)		State and Center Type Total	28	28
California (Pearson)	46972	Anaheim CA	29	29
	63105	Daly City CA	28	27
	63106	Fairfield CA	25	24
	46973	Fresno CA	22	22
	46974	Gardena (LA) CA	44	44
	63103	Lake Forest (LA) CA	14	14
	46975	Oakland CA	42	42
	46976	Ontario (LA) CA	15	15
	46977	Pasadena (LA) CA	30	30
	46978	Redding CA	15	15
	63104	Redlands (LA) CA	13	13
	46979	Roseville (Sacramento)	15	11
	56133	Sacramento CA	19	19
	54866	San Diego (North) CA	15	15
	46980	San Diego CA	50	50
	56132	San Dimas (LA) CA	31	30
	46981	San Francisco CA	47	47
	46982	San Jose (Milpitas) CA	45	45
	63107	San Marcos CA	31	31
	46983	Santa Maria CA	10	9
63108	Visalia CA	2	2	
46984	Westlake Village (LA) CA	18	17	
California (Pearson)		State and Center Type Total	560	551
Colorado (Pearson)	46987	Colorado Springs CO	66	65
	51872	Colorado Springs CO	22	22
	51873	Grand Junction CO	30	30
	51874	Greeley CO	104	100
	46986	Greenwood Village (Denver) CO	116	97
	46985	Westminster (Denver N) CO	75	74
	51878	Wheat Ridge CO	215	209
Colorado (Pearson)		State and Center Type Total	628	597
Connecticut (Pearson)	54862	Norwalk CT	66	62
	46989	Wallingford (New Haven) CT	34	34
	46988	Wethersfield (Hartford) CT	16	11
Connecticut (Pearson)		State and Center Type Total	116	107
Delaware (Pearson)	46991	Dover DE	13	13
	46992	Newark (Wilmington) DE	15	15
Delaware (Pearson)		State and Center Type Total	28	28
District of Columbia (Pearson)	46990	Washington DC	25	24
	51880	Washington DC	96	88
District of Columbia (Pearson)		State and Center Type Total	121	112
Georgia (Pearson)	47001	Albany GA	78	78
	47003	Atlanta (North) GA	195	175
	47002	Atlanta (Stockbridge) GA	82	78
	47004	Augusta GA	41	37
	47005	Macon GA	38	37
	51903	Marietta North GA	223	208
47006	Savannah GA	149	141	
Georgia (Pearson)		State and Center Type Total	806	754
Hawaii (Pearson)	47008	Honolulu HI	66	66
Hawaii (Pearson)		State and Center Type Total	66	66

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2017)**

State and Center Type	Center Code	Test Center	Registered	Tested
Idaho (Pearson)	47012	Boise ID	13	13
Idaho (Pearson)		State and Center Type Total	13	13
Illinois (Pearson)	65597	Buffalo Grove IL	24	24
	53460	Chicago (Wacker Drive) IL	59	57
	54559	Chicago Financial District IL	30	22
	47013	Marion IL	8	8
	51910	Oak Brook IL	91	89
	47014	Peoria IL	12	12
	47015	Schaumburg (Chicago NW) IL	29	23
	51912	Schaumburg (Woodfield) IL	36	36
	47016	Springfield IL	9	9
Illinois (Pearson)		State and Center Type Total	298	280
Indiana (Pearson)	47020	Indianapolis IN	26	26
	47171	Evansville IN	12	12
	47018	Fort Wayne IN	19	19
	54865	Indianapolis (West) IN	23	23
	51914	Indianapolis IN	21	20
	47019	Merrillville IN	16	16
	47021	Terre Haute IN	5	5
Indiana (Pearson)		State and Center Type Total	122	121
Iowa (Pearson)	47010	Coralville (Iowa City) IA	1	1
	47169	Davenport (Quad Cities) IA	16	16
	47009	West Des Moines IA	16	16
Iowa (Pearson)		State and Center Type Total	33	33
Kansas (Pearson)	47415	Hays KS	4	4
	67566	Overland Park KS	31	31
	47172	Topeka KS	22	22
	47173	Wichita KS	4	4
Kansas (Pearson)		State and Center Type Total	61	61
Kentucky (Pearson)	47174	Lexington KY	30	30
	47022	Louisville KY	33	33
Kentucky (Pearson)		State and Center Type Total	63	63
Louisiana (Pearson)	47023	Baton Rouge LA	20	12
	47024	Metairie LA	34	33
	47025	Shreveport LA	16	16
Louisiana (Pearson)		State and Center Type Total	70	61
Maine (Pearson)	47035	Bangor ME	6	6
	47175	Westbrook (Portland) ME	37	36
Maine (Pearson)		State and Center Type Total	43	42
Maryland (Pearson)	47031	Baltimore MD	33	33
	47032	Bethesda MD	86	80
	47033	Columbia MD	34	24
	47034	Salisbury MD	9	9
Maryland (Pearson)		State and Center Type Total	162	146
Massachusetts (Pearson)	53457	Boston (Back Bay) MA	36	36
	47026	Boston MA	29	26
	47027	Lexington MA	4	4
	51922	North Dartmouth MA	27	27
	47028	Springfield MA	24	24
	65598	Wellesley MA	2	2
	51924	Woburn MA	15	15
	47029	Worcester MA	5	5
Massachusetts (Pearson)		State and Center Type Total	142	139

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2017)**

State and Center Type	Center Code	Test Center	Registered	Tested
Michigan (Pearson)	47036	Ann Arbor MI	34	32
	47176	East Lansing MI	19	19
	47037	Grand Rapids MI	49	49
	48014	Marquette MI	1	1
	47039	Southfield MI	66	66
	47040	Troy (Detroit) MI	43	43
Michigan (Pearson)		State and Center Type Total	212	210
Minnesota (Pearson)	47043	Brooklyn Park (MPLS) MN	25	21
	47042	Eagan (Minneapolis SE) MN	6	5
	47041	Hermantown (Duluth) MN	15	15
	47044	Rochester MN	1	1
	66806	St Paul MN	10	10
Minnesota (Pearson)		State and Center Type Total	57	52
Mississippi (Pearson)	47049	Ridgeland (Jackson) MS	10	9
	47050	Tupelo MS	11	11
Mississippi (Pearson)		State and Center Type Total	21	20
Missouri (Pearson)	47045	Columbia MO	14	14
	47046	Kansas City MO	24	24
	56134	Kansas City (East) MO	8	8
	47047	Springfield MO	4	4
	47048	St Louis MO	47	45
	54861	St Louis South MO	25	25
Missouri (Pearson)		State and Center Type Total	122	120
Montana (Pearson)	47051	Billings MT	9	9
	47052	Helena MT	27	27
Montana (Pearson)		State and Center Type Total	36	36
Nebraska (Pearson)	47061	Lincoln NE	10	10
	47063	Omaha NE	18	18
Nebraska (Pearson)		State and Center Type Total	28	28
Nevada (Pearson)	47070	Las Vegas NV	14	14
	51951	Las Vegas NV	52	46
	47071	Reno NV	5	5
Nevada (Pearson)		State and Center Type Total	71	65
New Hampshire (Pearson)	47064	Concord NH	6	6
New Hampshire (Pearson)		State and Center Type Total	6	6
New Jersey (Pearson)	47065	Atlantic City NJ	39	39
	66809	Jersey City NJ	35	35
	47068	Lyndhurst NJ	46	45
	47066	Piscataway NJ	45	37
	47067	Princeton (Trenton) NJ	59	51
New Jersey (Pearson)		State and Center Type Total	224	207
New Mexico (Pearson)	47069	Albuquerque NM	32	30
New Mexico (Pearson)		State and Center Type Total	32	30

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2017)**

State and Center Type	Center Code	Test Center	Registered	Tested
New York (Pearson)	47072	Albany NY	27	25
	53459	Brooklyn (Barclays) NY	38	30
	47074	Brooklyn (DUMBO) NY	28	24
	47082	East Syracuse NY	19	17
	47073	Endicott (Binghamton) NY	12	12
	47079	Forest Hills NY	32	32
	47076	Islandia (Long Island) NY	103	97
	57939	Lake Success (Queens) NY	49	49
	49074	New York (100 William St.) NY	50	48
	47077	New York (19 W 44th STE306) NY	38	32
	54857	New York (Herald Square) NY	59	54
	47080	Rochester NY	24	18
	47081	Staten Island NY	15	11
	47083	Utica NY	21	17
	47084	Watertown NY	5	4
47085	White Plains NY	46	41	
47075	Williamsville (Buff) NY	17	17	
New York (Pearson)		State and Center Type Total	583	528
North Carolina (Pearson)	47056	Raleigh NC	4	4
	47053	Asheville NC	25	24
	63114	Charlotte (East-Hwy74) NC	26	26
	47054	Charlotte NC	14	14
	63115	Durham NC	28	22
	47055	Greenville NC	6	6
	51938	Raleigh NC	54	54
	51939	Statesville NC	32	32
	47057	Wilmington NC	19	19
47058	Winston-Salem NC	23	23	
North Carolina (Pearson)		State and Center Type Total	231	224
North Dakota (Pearson)	47177	Fargo ND	11	11
North Dakota (Pearson)		State and Center Type Total	11	11
Ohio (Pearson)	47086	Akron (Copley Township) OH	36	36
	47089	Beachwood (Cleveland E) OH	23	23
	47090	Columbus (North) OH	12	12
	47091	Columbus (South) OH	33	33
	47092	Dayton OH	13	13
	47087	Mason OH	33	33
	47093	Maumee (Toledo) OH	72	68
	47088	Westlake (Cleveland) OH	15	15
Ohio (Pearson)		State and Center Type Total	237	233
Oklahoma (Pearson)	63112	Norman OK	15	15
	47094	Oklahoma City OK	10	10
	47095	Tulsa OK	34	34
Oklahoma (Pearson)		State and Center Type Total	59	59
Oregon (Pearson)	47097	Beaverton OR	35	35
	47096	Medford OR	31	31
	63111	Portland OR	63	62
	47098	Salem OR	87	86
Oregon (Pearson)		State and Center Type Total	216	214

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2017)**

State and Center Type	Code	Test Center	Registered	Tested
Pennsylvania (Pearson)	47099	Allentown PA	30	29
	47100	Erie PA	1	1
	47101	Harrisburg PA	43	43
	47103	King of Prussia PA	13	13
	47102	Lancaster PA	12	12
	54859	Philadelphia PA	52	52
	47105	Pittsburgh (East) PA	24	22
	47106	Pittsburgh (West) PA	61	59
	65599	Plymouth Meeting PA	27	27
	47107	Scranton PA	32	32
Pennsylvania (Pearson)		State and Center Type Total	295	290
Rhode Island (Pearson)	51960	East Providence RI	46	42
	47109	Warwick RI	20	20
Rhode Island (Pearson)		State and Center Type Total	66	62
South Carolina (Pearson)	47111	Columbia SC	66	64
	47112	Greenville SC	30	30
	47110	North Charleston SC	51	47
South Carolina (Pearson)		State and Center Type Total	147	141
South Dakota (Pearson)	47113	Sioux Falls SD	1	1
South Dakota (Pearson)		State and Center Type Total	1	1
Tennessee (Pearson)	47114	Chattanooga TN	43	43
	47115	Johnson City TN	5	1
	47116	Knoxville TN	12	12
	63116	Memphis (Midtown) TN	26	22
	47117	Memphis TN	33	30
	51966	Nashville (Brentwood) TN	60	56
	47118	Nashville TN	52	52
Tennessee (Pearson)		State and Center Type Total	231	216
Texas (Pearson)	47119	Abilene TX	4	4
	47120	Amarillo TX	1	1
	56136	Austin (South) TX	49	43
	50509	Austin TX	6	5
	47121	Bellaire (Houston) TX	6	6
	47123	Dallas TX	36	36
	47124	El Paso TX	21	20
	63113	Harlingen TX	5	5
	47126	Houston (SE) TX	15	15
	54860	Houston North (1960W) TX	31	29
	51971	Houston TX	30	26
	47125	Hurst (Fort Worth) TX	43	42
	47127	Lubbock TX	4	4
	56137	San Antonio (NW)	7	7
	47129	San Antonio TX	18	18
47131	Waco TX	4	4	
Texas (Pearson)		State and Center Type Total	280	265
Utah (Pearson)	65596	Bountiful (SLC) UT	5	5
	47133	Draper (Salt Lake City) UT	51	51
	47132	Ogden UT	5	1
Utah (Pearson)		State and Center Type Total	61	57
Vermont (Pearson)	47140	South Burlington VT	32	32
Vermont (Pearson)		State and Center Type Total	32	32

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2017)**

State and Center Type	Center Code	Test Center	Registered	Tested
Virginia (Pearson)	57937	Alexandria VA	84	83
	57938	Chesapeake VA	47	47
	47137	Glen Allen (Richmond) VA	120	112
	47135	Lynchburg VA	4	4
	47136	Newport News VA	48	44
	47134	Reston VA	44	41
	66960	Richmond VA	18	18
	47138	Roanoke VA	9	9
Virginia (Pearson)		State and Center Type Total	374	358
Washington (Pearson)	47141	Renton (Seattle) WA	66	58
	53458	Seattle (Northgate) WA	72	72
	47142	Spokane WA	11	11
	47143	Yakima WA	11	10
Washington (Pearson)		State and Center Type Total	160	151
West Virginia (Pearson)	47150	Charleston WV	15	15
	47151	Morgantown WV	18	17
West Virginia (Pearson)		State and Center Type Total	33	32
Wisconsin (Pearson)	47146	Brookfield (Milwaukee) WI	19	19
	47144	Eau Claire WI	11	11
	51986	Green Bay WI	23	23
	47149	Kenosha WI	14	14
	47145	Madison WI	5	5
	63109	Milwaukee WI	10	10
Wisconsin (Pearson)		State and Center Type Total	82	82
Wyoming (Pearson)	47152	Casper WY	2	2
Wyoming (Pearson)		State and Center Type Total	2	2
Other Locations (Pearson)	50491	Frankfurt, Germany	5	5
	47108	Guaynabo, PR	75	71
	50502	Seoul, South Korea	26	25
	50504	Singapore	1	1
	50500	Tokyo, Japan	4	4
Other Locations (Pearson)		State and Center Type Total	111	106

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2017)**

State and Center Type	Center Code	Test Center	Registered	Tested
Military Sites (Non-Pearson)	53404	US Military Fort Hood	10	10
	200050151	US Military NASSIG N6 ITD SICILY	2	2
	66828	US Military NTC Campbell University- Fort Bragg	13	13
	57264	US Military NTC Coastline College-Pensacola	13	13
	62717	US Military NTC Coastline College-Point Loma	3	3
	54890	US Military NTC Columbia College- GTMO	6	2
	62134	US Military NTC FL ST College NS Jacksonville	139	138
	62143	US Military NTC FL ST College-NS Mayport	72	69
	54587	US Military NTC HI Pac University-Pearl Harbor	4	4
	54588	US Military NTC Hawaii Pac University-Kaneoh	2	2
	54585	US Military NTC Hawaii Pac University-Schofield	9	9
	70242	US Military NTC No VA CC-Quantico Marine Base	8	8
	70243	US Military NTC Northern VA CC - Ft Belvoir	8	8
	57161	US Military NTC Pierce College McChord AFB	4	4
	68606	US Military NTC Pikes Peak CC - USAFA	8	8
	74296	US Military NTC St Leo University-NAS Key West	5	5
	57104	US Military NTC St Leo University-Oceana Campus	1	1
	73509	US Military NTC U of AK Fairbanks CTC Eielson AFB	4	4
	63742	US Military NTC UMUC - Alconbury	1	1
	73322	US Military NTC UMUC - Fort Bliss	7	7
	66012	US Military NTC UMUC - Geilenkirchen	4	4
	56687	US Military NTC UMUC Andrews AFB	5	5
	57848	US Military NTC UMUC Ansbach EMEA	4	4
	55663	US Military NTC UMUC Atsugi	16	16
	72626	US Military NTC UMUC Camp Humphreys	6	6
	55667	US Military NTC UMUC Casey	7	7
	65944	US Military NTC UMUC Eglin AFB	86	82
	55662	US Military NTC UMUC Iwakuni	13	13
	55609	US Military NTC UMUC Kadena AB	18	18
	57743	US Military NTC UMUC Lakenheath EMEA	5	5
	57027	US Military NTC UMUC Naples EMEA	7	7
	55668	US Military NTC UMUC Naval Base Guam	1	1
	55665	US Military NTC UMUC Osan	6	6
	68844	US Military NTC UMUC Ramstein AFB EMEA	9	9
	55661	US Military NTC UMUC Sasebo	7	7
	57731	US Military NTC UMUC Spangdahlem AF	2	2
	57849	US Military NTC UMUC Stuttgart-Panzer	11	11
	57856	US Military NTC UMUC Vicenza EMEA	10	10
	62913	US Military NTC UMUC Vilseck	13	13
	57854	US Military NTC UMUC Wiesbaden	18	18
	55659	US Military NTC UMUC Yokosuka	13	13
	55656	US Military NTC UMUC Yokota	8	8
55664	US Military NTC UMUC Yongsan	16	16	
55676	US Military NTC UMUC Zama	3	3	
62983	US Military NTC UMUC-Camp Henry Korea	6	6	
62028	US Military NTC USMC Air Station Natl University Miramar	4	4	
73774	US Military NTC Vincennes University-NBK Bangor	4	4	
57129	US Military NTC Wayland Bap University-Elmendorf AF	1	1	
56155	US Military USMC 29 Palms	16	16	
54248	US Military West Point	4	4	
Military Sites (Non-Pearson)		State and Center Type Total	642	630
		GRAND TOTAL	189,057	180,402

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site Location (2017)**

Examination	Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	83	80	4	4	87	84
Art K–12	441	422	5	5	446	427
Biology 6–12	679	643	46	43	725	686
Business Education 6–12	553	531	28	28	581	559
Chemistry 6–12	247	225	14	13	261	238
Computer Science K–12	72	71	10	10	82	81
Drama 6–12	117	113	9	8	126	121
Earth-Space Science 6–12	217	212	9	9	226	221
Educational Media Specialist PK–12	330	318	11	11	341	329
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	9,003	8,634	539	527	9,542	9,161
Elementary Ed K–6 Subtest 2: Social Science	8,351	8,019	488	477	8,839	8,496
Elementary Ed K–6 Subtest 3: Science	8,102	7,757	479	468	8,581	8,225
Elementary Ed K–6 Subtest 4: Mathematics	8,594	8,228	517	503	9,111	8,731
Engineering and Technology Education 6–12	194	185	6	6	200	191
English 6–12 Multiple-Choice Section	2,060	1,939	164	160	2,224	2,099
English 6–12 Written Performance Section	1,796	1,692	149	144	1,945	1,836
English for Speakers of Other Languages (ESOL) K–12	1,044	979	86	80	1,130	1,059
Exceptional Student Education K–12	3,984	3,849	158	151	4,142	4,000
Family and Consumer Science 6–12	165	158	5	5	170	163
French K–12	87	86	*	*	87	86
German K–12 Interview	12	11	*	*	12	11
German K–12 Written	11	9	*	*	11	9
Guidance and Counseling PK–12	366	350	12	12	378	362
Health K–12	292	278	12	11	304	289
Hearing Impaired K–12	56	56	*	*	56	56
Humanities K–12	17	15	4	4	21	19
Journalism 6–12	23	23	1	1	24	24
Latin K–12	20	19	2	2	22	21
Marketing 6–12	40	40	1	1	41	41
Mathematics 6–12	1,174	1,111	94	90	1,268	1,201
Middle Grades English 5–9 MC Section	789	745	35	34	824	779
Middle Grades English 5–9 Written Performance Section	679	642	37	36	716	678
Middle Grades General Science 5–9	946	901	59	56	1,005	957
Middle Grades Mathematics 5–9	1,889	1,817	83	81	1,972	1,898
Middle Grades Social Science 5–9	449	429	28	26	477	455
Music K–12	443	430	*	*	443	430
Physical Education K–12	1,254	1,214	77	75	1,331	1,289
Physics 6–12	131	120	9	8	140	128
PK–3 Subtest 1: Developmental Knowledge	2,393	2,309	66	60	2,459	2,369
PK–3 Subtest 2: Language Arts and Reading	2,979	2,872	85	79	3,064	2,951
PK–3 Subtest 3: Mathematics	2,591	2,492	73	67	2,664	2,559
PK–3 Subtest 4: Science	2,351	2,271	67	63	2,418	2,334
Preschool Education Birth–Age 4	363	350	10	10	373	360
Professional Education (PED)	11,715	11,268	782	762	12,497	12,030
Reading K–12	300	284	12	12	312	296
School Psychologist PK–12	90	86	8	8	98	94
Social Science 6–12	1,818	1,727	142	139	1,960	1,866
Spanish K–12	726	705	*	*	726	705
Speech 6–12 Speaking	9	7	*	*	9	7
Speech 6–12 Written	8	7	*	*	8	7
Speech-Language Impaired K–12	20	18	*	*	20	18
Visually Impaired K–12	27	26	*	*	27	26
GK Subtest 1: Essay	20,844	19,731	1,024	971	21,868	20,702
GK Subtest 2: English Language Skills (ELS)	21,884	20,813	1,005	958	22,889	21,771

*No examinees

Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
 FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
 FTCE/FELE Counts by Test Site Location (2017)**

Examination	Test Center Location				TOTAL	
	Florida		Non-Florida			
	Registered	Tested	Registered	Tested	Registered	Tested
GK Subtest 3: Reading	22,669	21,556	1,074	1,029	23,743	22,585
GK Subtest 4: Mathematics	23,997	22,774	1,141	1,080	25,138	23,854
FELE Subtest 1: Leadership for Student Learning	2,591	2,487	71	62	2,662	2,549
FELE Subtest 2: Organizational Development	2,534	2,434	62	54	2,596	2,488
FELE Subtest 3: Systems Leadership MC Section	2,798	2,682	67	59	2,865	2,741
FELE Subtest 3: Systems Leadership Written Performance Section	2,700	2,589	70	61	2,770	2,650
TOTAL	180,117	171,839	8,940	8,563	189,057	180,402

*No examinees

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX F

Customer Service Statistics

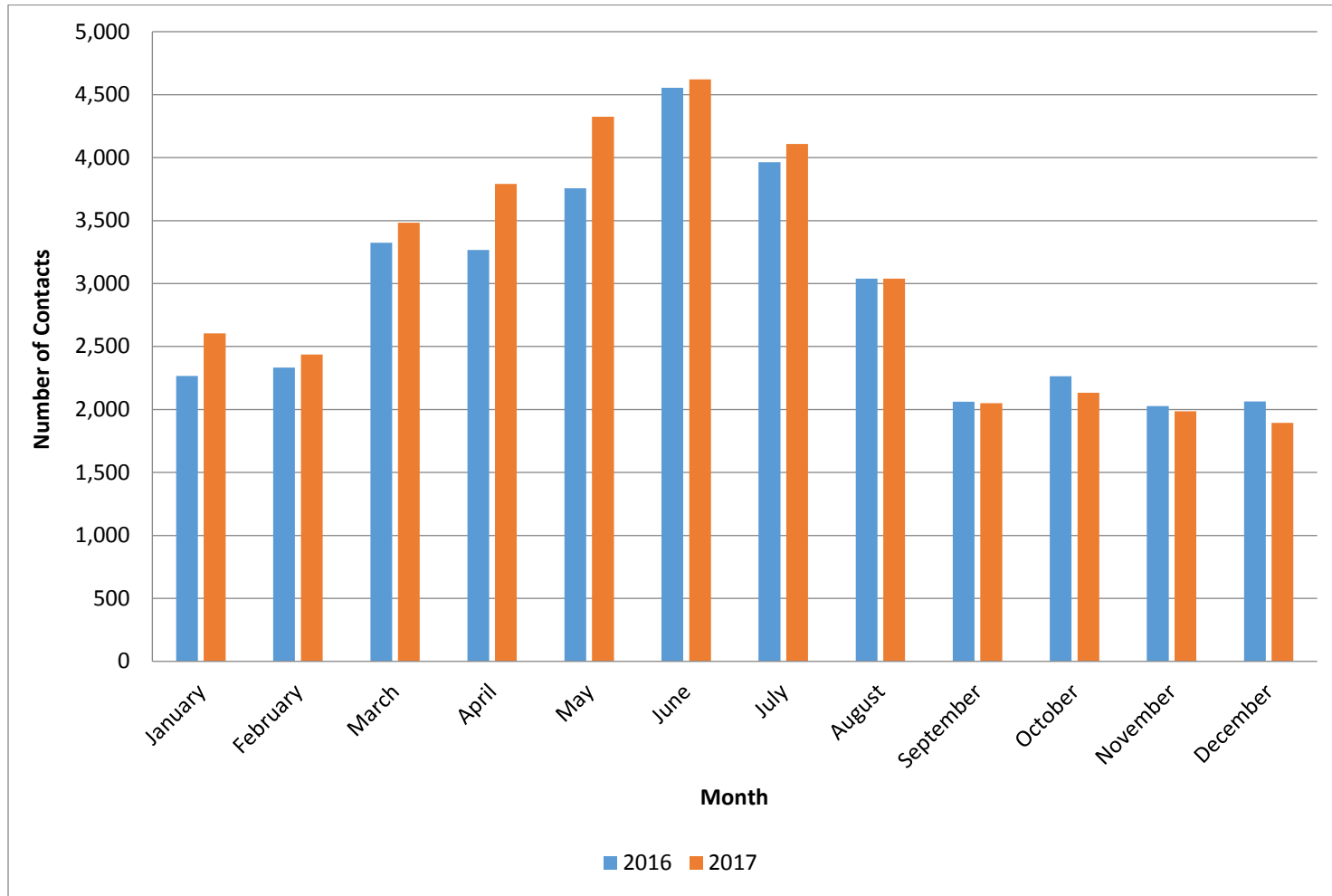
**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
 FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
 2017 District and Institution Score Reports**

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 2017 administration year.

Month	Reports Sent to School Districts	Reports Sent to Educational Institutions
January	1,389	2,743
February	1,760	2,207
March	2,242	2,764
April	2,903	3,149
May	3,016	2,955
June	2,958	2,842
July	2,919	2,822
August	4,013	5,008
September	508	1,024
October	1,058	2,521
November	1,035	3,085
December	1,829	4,364
TOTAL	25,630	35,484

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
 FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
 2016 and 2017 Contact Volume**

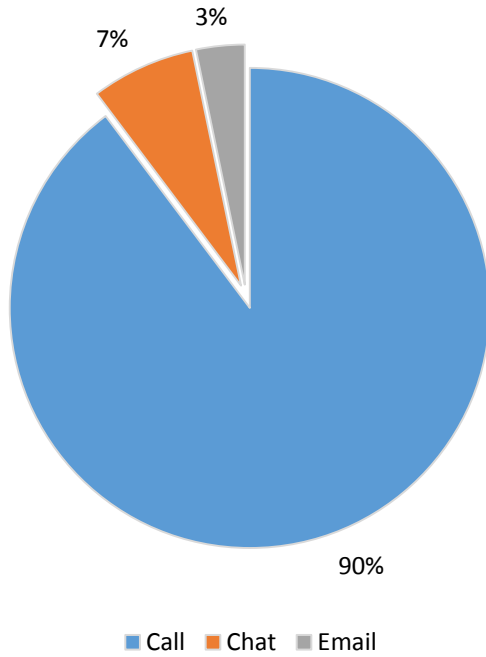
The chart below compares the volume of contacts made to Customer Service for the 2016 and 2017 program years. This volume includes contacts via all channels – calls, emails, and chat.



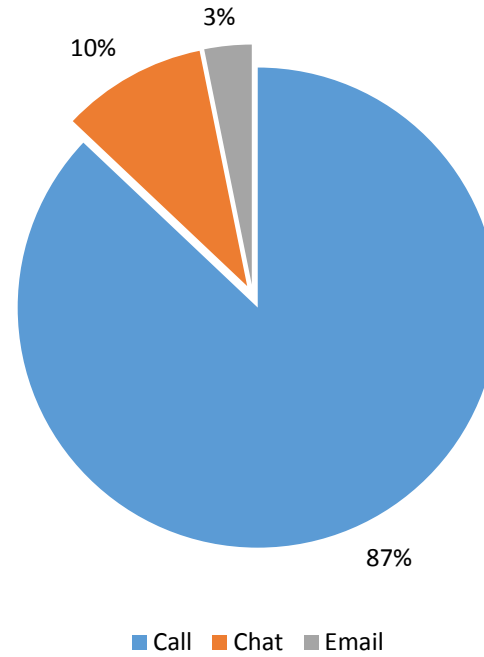
**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2016 and 2017 Contacts by Channel**

The charts below compare total contacts for the 2016 and 2017 program years by channel. For the 2016 program year, chat was introduced starting in May 2016 and the data below reflects May-December for this channel.

2016 Contacts by Channel



2017 Contacts by Channel



**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2017 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	2,260	2,217	43	98.1%	0.85	4.18	5,967	0.37
February	2,079	2,029	50	97.6%	0.78	4.13	6,593	0.31
March	3,089	2,981	108	96.5%	1.05	3.88	9,833	0.30
April	3,264	3,172	92	97.2%	1.15	3.97	9,708	0.33
May	3,727	3,617	110	97.0%	1.18	3.88	9,888	0.37
June	4,063	3,951	112	97.2%	1.30	3.97	10,769	0.37
July	3,653	3,572	81	97.8%	1.07	3.90	10,049	0.36
August	2,664	2,606	58	97.8%	0.90	3.92	6,572	0.40
September	1,747	1,708	39	97.8%	0.60	3.88	3,783	0.45
October	1,845	1,827	18	99.0%	0.55	3.77	5,400	0.34
November	1,719	1,658	61	96.5%	0.62	3.83	6,257	0.26
December	1,638	1,620	18	98.9%	0.55	3.88	5,888	0.28
TOTAL	31,748	30,958	790	97.5%	0.97	3.93	90,707	0.34

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2017 Customer Service – Email Statistics**

The following table lists the number of emails received and responded to by Customer Service for each month of the 2017 administration year.

Month	Emails Received
January	128
February	84
March	99
April	131
May	144
June	106
July	107
August	84
September	76
October	74
November	59
December	67
TOTAL	1,159

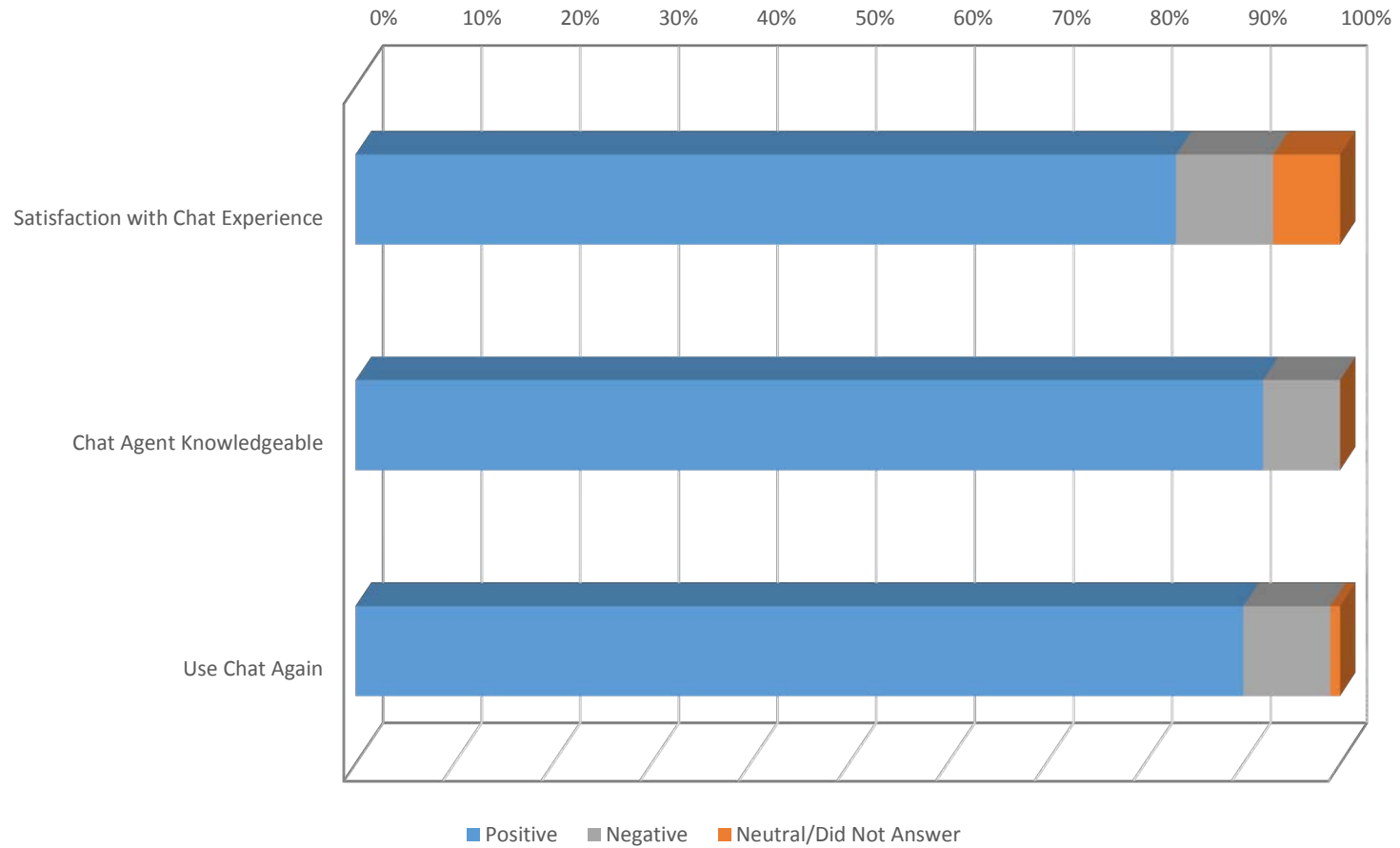
**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2017 Customer Service – Chat Statistics**

The following table lists the number of chat sessions received and responded to by Customer Service for each month of the 2017 administration year.

Month	Chats Received
January	220
February	226
March	293
April	396
May	454
June	451
July	348
August	291
September	228
October	213
November	208
December	189
TOTAL	3,517

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2017 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 3,517 chat sessions for the 2017 program year, 1,467 users responded. These responses are summarized below.



**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2017 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 01/02/2018 for the 2017 score reporting dates. eISRs are available for retrieval starting at 10:00 p.m. on the Score Release date.

Release Date	# of Examinees	eISRs Retrieved:					Percent Retrieved
		Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 01/02/18	
2017.01.03	2,446	1,382	1,636	1,871	1,973	2,156	88.1
2017.01.17	4,009	2,397	2,698	3,031	3,149	3,519	87.8
2017.01.31	1,929	1,109	1,287	1,480	1,551	1,689	87.6
2017.02.14	3,773	2,269	2,603	2,901	3,017	3,367	89.2
2017.02.28	2,870	1,674	1,966	2,230	2,350	2,580	89.9
2017.03.14	4,713	2,679	3,101	3,606	3,815	4,191	88.9
2017.03.28	3,886	2,359	2,735	3,052	3,231	3,494	89.9
2017.04.11	6,111	3,741	4,282	4,902	5,103	5,538	90.6
2017.04.25	4,102	2,768	3,075	3,398	3,529	3,752	91.5
2017.05.09	6,097	3,894	4,410	4,951	5,150	5,540	90.9
2017.05.23	4,075	2,610	2,964	3,273	3,390	3,642	89.4
2017.06.06	5,721	3,567	4,055	4,495	4,650	5,058	88.4
2017.06.20	4,649	2,836	3,252	3,695	3,860	4,163	89.5
2017.06.30	5,958	3,264	11	4,490	4,812	5,351	89.8
2017.07.18	4,083	2,846	3,173	3,464	3,585	3,726	91.3
2017.08.01	6,116	4,185	4,606	5,006	5,167	5,479	89.6
2017.08.15	4,921	3,407	3,760	4,061	4,209	4,459	90.6
2017.08.29	4,265	2,675	2,983	3,230	3,310	3,744	87.8
2017.09.12	1,382	900	1,025	1,154	1,192	1,256	90.9
2017.09.26	1,125	696	769	856	894	991	88.1
2017.10.06	2,599	1,769	4	2,261	2,340	2,458	94.6
2017.10.24	2,931	2,234	2,408	2,579	2,624	2,754	94.0
2017.11.03	2,543	1,849	3	2,270	2,334	2,432	95.6
2017.11.21	3,571	2,240	2,482	2,910	3,006	3,151	88.2
2017.12.05	2,857	2,059	2,273	2,440	2,509	2,530	88.6
2017.12.19	3,344	2,091	2,339	2,518	*	2,557	76.5
2017.12.29	3,379	2,047	9	*	*	2,440	72.2

* Data not available as of 01/02/2018.
Source: Data provided by Evaluation Systems group of Pearson

**FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2017 eISR Retrieval Statistics**

The table below shows the retrieval statistics as of 01/02/2018 for exams/subtests with essay versus no essay.

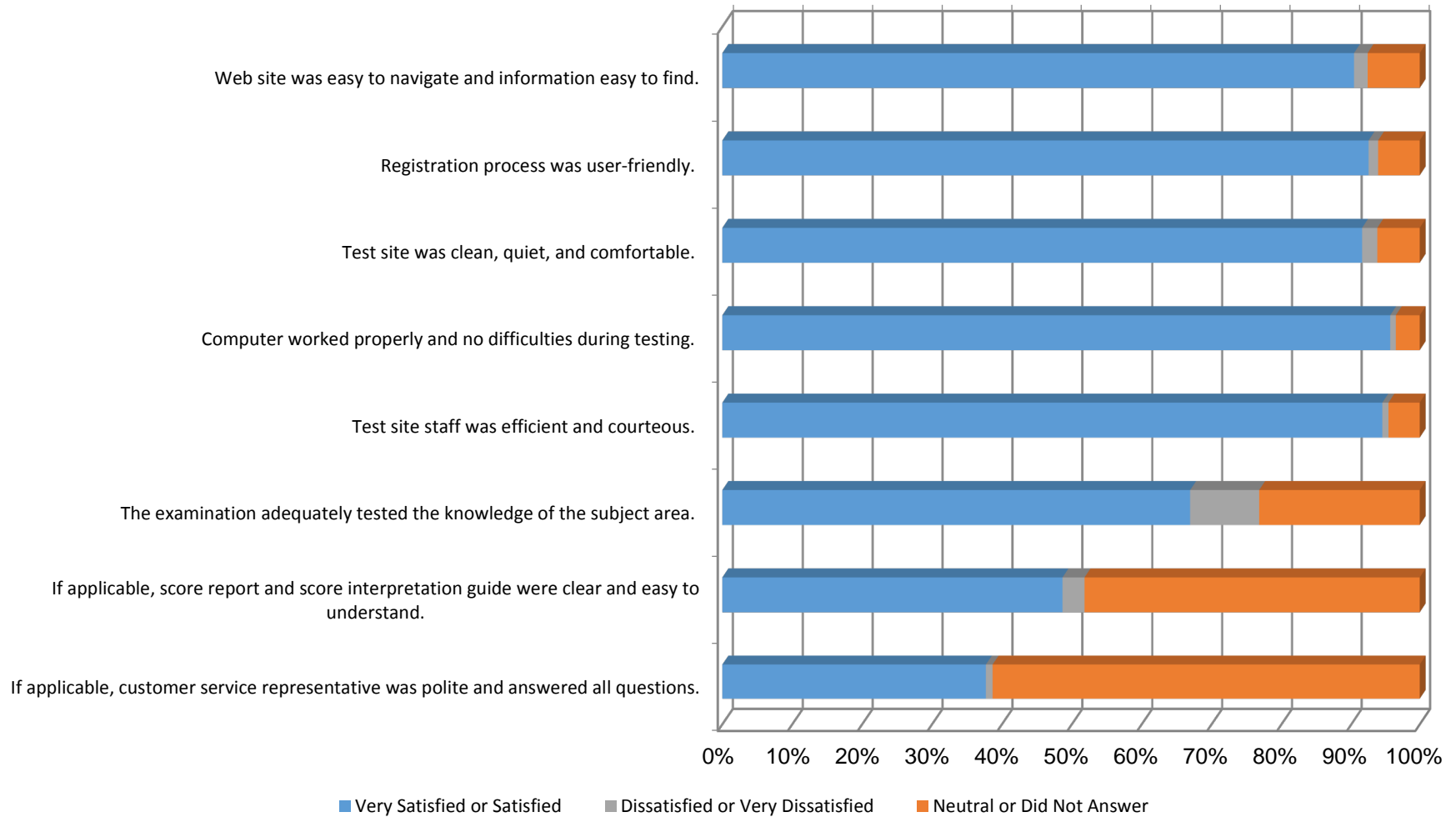
Release Date	# of Examinees	# of eISRs Retrieved	Percent Retrieved	Exams/Subtests with Essay			Exams/Subtests with No Essay		
				# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved
2017.01.03	2,446	2,156	88.1	5	4	80.0	2,441	2,152	88.2
2017.01.17	4,009	3,519	87.8	1,583	1,401	88.5	2,426	2,118	87.3
2017.01.31	1,929	1,689	87.6	0	0	0.0	1,929	1,689	87.6
2017.02.14	3,773	3,367	89.2	1,746	1,581	90.5	2,027	1,786	88.1
2017.02.28	2,870	2,580	89.9	0	0	0.0	2,870	2,580	89.9
2017.03.14	4,713	4,191	88.9	2,030	1,813	89.3	2,683	2,378	88.6
2017.03.28	3,886	3,494	89.9	0	0	--	3,886	3,494	89.9
2017.04.11	6,111	5,538	90.6	2,704	2,463	91.1	3,407	3,075	90.3
2017.04.25	4,102	3,752	91.5	0	0	0.0	4,102	3,752	91.5
2017.05.09	6,097	5,540	90.9	2,681	2,431	90.7	3,416	3,109	91.0
2017.05.23	4,075	3,642	89.4	0	0	0.0	4,075	3,642	89.4
2017.06.06	5,721	5,058	88.4	2,732	2,372	86.8	2,989	2,686	89.9
2017.06.20	4,649	4,163	89.5	0	0	0.0	4,649	4,163	89.5
2017.06.30	5,958	5,351	89.8	2,501	2,221	88.8	3,457	3,130	90.5
2017.07.18	4,083	3,726	91.3	2	2	100.0	4,081	3,724	91.3
2017.08.01	6,116	5,479	89.6	2,634	2,323	88.2	3,482	3,156	90.6
2017.08.15	4,921	4,459	90.6	1	1	100.0	4,920	4,458	90.6
2017.08.29	4,265	3,744	87.8	2,363	2,045	86.5	1,902	1,699	89.3
2017.09.12	1,382	1,256	90.9	9	8	88.9	1,373	1,248	90.9
2017.09.26	1,125	991	88.1	862	764	88.6	263	227	86.3
2017.10.06	2,599	2,458	94.6	3	3	100.0	2,596	2,455	94.6
2017.10.24	2,931	2,754	94.0	1,061	975	91.9	1,870	1,779	95.1
2017.11.03	2,543	2,432	95.6	0	0	0.0	2,543	2,432	95.6
2017.11.21	3,571	3,151	88.2	1,643	1,425	86.7	1,928	1,726	89.5
2017.12.05	2,857	2,530	88.6	0	0	0.0	2,857	2,530	88.6
2017.12.19	3,344	2,557	76.5	1,899	1,429	75.3	1,445	1,128	78.1
2017.12.29	3,379	2,440	72.2	0	0	0.0	3,379	2,440	72.2

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.

FLORIDA TEACHER CERTIFICATION EXAMINATIONS FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION 2017 Exit Survey Summary

At the conclusion of each test administration appointment, examinees are invited to share their feedback via the on-screen Exit Survey. A total of 15,651 examinees responded during the 2017 program year. These responses are summarized below.



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 7, 2017

FIRST M LASTNAME
123 STREET NAME
CITY, STATE 12345

BARCODE APPEARS HERE

This barcode contains unique examinee information (including Pass/Fail 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	Date
Spanish K-12	Not Pass (191)	January 28, 2017

Cumulative Results* as of February 7, 2017

Test	Status	Date
Elementary Ed K-6 Subtest 1: Lang Arts and Reading	Pass	February 24, 2016
Elementary Ed K-6 Subtest 2: Social Science	Pass	February 24, 2016
Elementary Ed K-6 Subtest 3: Science	Pass	February 24, 2016
Elementary Ed K-6 Subtest 4: Mathematics	Pass	February 24, 2016
Professional Education (PED)	Not Taken	N/A
GK Subtest 1: Essay	Pass	January 23, 2014
GK Subtest 2: English Language Skills (ELS)	Pass	January 23, 2014
GK Subtest 3: Reading	Pass	January 23, 2014
GK Subtest 4: Mathematics	Pass	January 23, 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.

SEE NEXT PAGE FOR IMPORTANT INFORMATION

Florida Teacher Certification Examinations

DETAILED PERFORMANCE ANALYSIS

Name: FIRST LASTNAME
Test: Spanish K-12

Administration Date: January 28, 2017
Total Test Scaled Score: 191

Multiple-Choice Section Performance

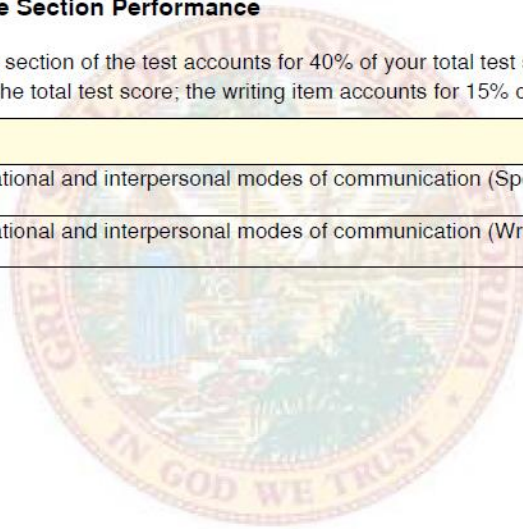
The multiple-choice section accounts for 60% of your total test score.

Competency Area	Number of Items	Percent Correct
03 Proficiency in interpretive listening	19	68%
04 Proficiency in interpretive reading	18	72%
05 Knowledge of practices, products, and perspectives of Spanish-speaking cultures	10	40%
06 Knowledge of language structure	10	30%
07 Knowledge of effective teaching and learning strategies based on second language acquisition principles	19	84%

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	Percent Earned
01 Proficiency in presentational and interpersonal modes of communication (Speaking)	48	83%
02 Proficiency in presentational and interpersonal modes of communication (Writing)	10	60%



The Number One University Competency Report - First Attempt
Report Title
For Exam Period June 1, 2014 – May 31, 2015

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 (June 1, 2014 – May 31, 2015).

**The Number One University Competency Report - Best Attempt
Report Title
For Exam Period June 1, 2014 – May 31, 2015**

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 (June 1, 2014 – May 31, 2015).