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

2022 Annual Administration and Technical Report

PUBLIC VERSION: June 2023

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

TABLE OF CONTENTS

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, 2022, through December 31, 2022.

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 2022 FTCE/FELE Annual Administration and Technical Report
- Background of the FTCE/FELE program, including legislative basis
- Test development of FTCE/FELE, including an overview of validity and validation tasks
- Test administration of FTCE/FELE, including testing procedures and computer-based testing
- Scoring and reporting, including for multiple-choice and performance examination items
- Summary statistics reports regarding FTCE/FELE psychometric characteristics
- Examinee performance statistics based on Title II reporting

II. EXECUTIVE SUMMARY

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

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

III. OVERVIEW OF FTCE/FELE PROGRAM

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

The FTCE/FELE program consists of 41 Florida Teacher Certification Examinations and the Florida Educational Leadership Examination, a total of 42 assessments. The FTCE tests include the Professional Education Test, the General Knowledge (GK) Test, and 39 Subject Area

Examinations. The FELE consists of three subtests covering 13 domains of core curriculum in Educational Leadership.

The Department develops and administers the FTCE and FELE examinations in partnership with its contractor, Pearson. Beginning in October 2007, Pearson assumed responsibility for FTCE/FELE test administration, scoring, and reporting activities.

All FTCE and FELE test development activities, including the writing of assessment items, are conducted or overseen by the Department, using statewide committees of subject matter experts (SMEs) from Florida's colleges, universities, school districts, and K–12 classrooms representing all regions of Florida to ensure appropriate rigor and full alignment to the State Board of Education-approved Florida K–12 standards and national, organization, or industry standards where applicable. All FTCE and FELE tests are developed using processes that are consistent with national standards and best practices for developing large-scale examinations as articulated in *Standards for Educational and Psychological Testing* (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014).

Legislative Basis of FTCE and FELE

Certification testing requirements are set forth in Florida Statute 1012.56. Educators must pass the FTCE as one of the requirements for their first five-year Florida Professional Certificate. Upon evaluation of the application for a teaching certificate, qualified educators may be issued a three-year Temporary Certificate while testing and performance requirements are being completed for the five-year Professional Certificate. Candidates seeking certification in Educational Leadership are required by Florida State Board of Education Rule 6A-4.00821, FAC, to take and pass the FELE.

The 1999 Florida Legislature adopted the Teacher Quality Act of 1999, a legislative initiative that required the Department to conduct a review of all statutes and rules relating to teacher certification, followed by recommendations for improvement of the teacher certification process.

The 2000 Florida Legislature adopted EDUCATE 2000, a legislative initiative that implemented many recommendations for improving the teacher certification process. This legislative change specified that by July 1, 2002, examinations used for demonstration of mastery of general knowledge, professional education competence, and subject area knowledge shall be aligned with student content standards approved by the State Board. The delivery system for these examinations shall provide for overall efficiency, user-friendly application, reasonable accessibility to prospective teachers, and prompt attainment of examination results. The examination of subject area knowledge shall be sufficiently comprehensive to assess subject matter expertise for individuals who have acquired subject knowledge either through college credit or by other means.

Test Form Information

The FTCE and FELE examinations contain multiple-choice items, performance items, or both multiple-choice and performance items. Some tests are composed of three or more subtests (e.g., FELE, General Knowledge, Prekindergarten/Primary PK–3). The design and length of the tests vary across subject areas. Each test was designed to reflect the requirements of the state with respect to the content to be covered and the method to be used for assessment, and to enable— to the extent possible—stable scores to be derived from the tests. The tests are administered as timed tests. The time allotted for each test (or subtest, as applicable) is based on test length and method of assessment. A table providing the number of multiple-choice and performance items in each test and the test administration time allotted for each of the FTCE and FELE tests is included in Appendix A.

IV. TEST DEVELOPMENT

This section of the report presents an overview of test validity, the test development process, and a summary of 2022 development activities.

Validity

Validity refers to the degree to which evidence and theory support the interpretations of test scores for proposed uses of tests. Validation techniques traditionally used to support the use of tests for licensure and certification are described in *Standards for Educational and Psychological Testing* (AERA, APA, & NCME, 2014).

For the FTCE and the FELE, the primary validity focus is content validity. Content validation evidence supports the notion that a test measures a representative sample of qualities in a desired domain. The intended content domain measured by the FTCE and FELE is that of entry-level skills identified by the Department in conjunction with Florida subject matter experts (SMEs). The content validity of the FTCE and FELE is reinforced through the involvement of Florida educators, including teachers, district supervisors, teacher educators, and other education personnel, throughout the test development process. These Florida SMEs may (1) engage in a literature review of fields identified for development; (2) participate in the development of competencies and skills to be the basis of the test; (3) participate in a statewide survey of those competencies and skills, as appropriate; (4) develop test item specifications; (5) write test items; (6) review and validate draft test items and test forms; and/or (7) recommend test-level cut scores to help establish passing standards.

The statutory basis for the FTCE and FELE certification examinations is 1012.56, F.S., which provides that each applicant for initial professional certification shall demonstrate mastery of general knowledge (subsection 3), subject area knowledge (subsection 5), and professional preparation and education competence (subsection 6). The statute addresses the status only at initial certification and does not require that inferences be made from test scores concerning future success as a classroom teacher. No claims have been made regarding measurement of specific aptitudes or traits, and no attempt has been made to establish relationships between the FTCE/FELE and independent, concurrent, or future criteria. It is claimed only that the tests adequately measure the knowledge and skills for which they were developed.

FTCE/FELE Test Development, Revision, and Validation Process

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

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

Establish Committees

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

and to reflect the diversity of the Florida population demographically, geographically, and by professional expertise.

Literature Review

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

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

For each subject area undergoing development, a committee of Florida educators is established to review and validate proposed revisions to existing competencies and skills. The committee uses specified review criteria to revise, delete, or add competencies and skills to reflect current job-related teaching practice, accepted teaching theory, Florida Statutes, and State Board of Education-approved educational standards. The committee also reviews and adjusts the proportions of the test used to measure each competency as needed, resulting in the test blueprint.

Following this meeting, a statewide content validation survey is conducted to gather data for each subject area regarding the degree to which each skill statement is related to the job of an entry-level educator in the field and to gather input on the appropriateness of the test blueprint weighting.

Following the conclusion of the content validation survey, a committee of Florida educators is convened to finalize the revised competencies and skills and test blueprint according to specified review criteria. Content validation survey data, where appropriate, is presented to the committee and used during the finalization process.

Develop and Validate Item Specifications

Item specifications are used to guide development of test items. Following finalization of the competencies and skills for each subject area, item specifications are updated. Item specifications include identification of the competency and skill for which the specification is developed, possible item formats and content to be tested, model item shells, and possible "lead-ins" for item development. A committee of Florida educators is convened to review and validate the item specifications according to specified review criteria.

Item Development, Field Testing, Pilot Testing, and Validation

For each subject area undergoing development, items from the existing item bank that have not been previously administered are selected and revised, as appropriate, and new test items are written according to the item specifications. Prior to field/pilot testing, a committee of Florida educators is convened to participate in a test-taking activity followed by an item review process to ensure that the items meet specified editorial and review criteria, including ensuring each item is free from bias. Newly written and redeveloped test items are added to rotation for field testing or piloted in stand-alone testing to collect examinee data. Following the field/pilot testing, a committee of Florida educators is convened to validate each item in conjunction with the field/pilot test data obtained. Field and/or pilot test data are also used to assure the quality and performance of test items before use on operational test forms.

Test Form Assembly and Validation

For each subject area undergoing development, test forms are assembled in accordance with the test blueprint and other specified measurement guidelines and criteria. A committee of Florida educators is convened to review and validate the forms according to specified review criteria. Committee members are administered each test form. Their test results, in addition to the field/pilot examinee test results, guide them in this validation process. Prior to the finalization of each new test form, Florida educators serve as key validators to confirm validity and accuracy of new test items on forms. In addition, after initial administration of each new test form, Florida educators conduct a second key validation task, reviewing test items to confirm validity and accuracy prior to final scoring decisions.

Test Information Guide Development

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

Standard Setting

Standard setting is the process of determining a score on a test that reflects the boundary line between candidates who satisfy the testing component of state requirements for teacher licensure and those who do not. Standard setting relates directly to test validation because the standard setting process produces a recommended passing score (also referred to as a "cut score")—a boundary line between just acceptable knowledge and skills relative to the construct of interest and unacceptable knowledge and skills. The *Standards for Educational and Psychological Testing* require that passing scores be set high enough to distinguish adequate from inadequate performance, but not so high to be unreasonably limiting (AERA, APA, & NCME, 2014). The Department oversees the ongoing review and updating of the FTCE and FELE in order to maintain professional standards and to ensure alignment with the latest Florida state standards. Hambleton and Pitoniak (2006) recommend that standard setting processes include the following nine steps:

1. Selecting standard setting method
2. Choosing panelists
3. Preparing performance-level descriptors
4. Training panelists
5. Collecting item ratings
6. Providing feedback to panelists
7. Compiling panelists' ratings to obtain performance standards
8. Conducting panelists' evaluation, and
9. Compiling validity evidence and preparing documentation

Standard setting method
The modified Angoff method (Angoff, 1971) is used to set passing scores for the examinations. Using this method, subject matter experts review each item and mark the proportion of the "beginning effective teacher candidate" population (or other appropriate performance-level descriptor) that would provide a correct response. An extended explanation of the Angoff method appears within Section VI of this report.

Test Development for 2022

In 2022, the Bureau of Postsecondary Assessment continued test development activities for two FTCE/FELE examinations, including pilot testing of newly developed item sets, item validation, and initial test form assembly activities. The fields were as follows:

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

In 2022, the Bureau of Postsecondary Assessment continued test development activities for 12 FTCE/FELE examinations due to revisions to the newly adopted Florida State Board of Education (SBE) K–12 education standards in English Language Arts. These development activities began in 2020 with an alignment review of the current Competencies and Skills to the newly adopted Benchmarks for Excellent Student Thinking (B.E.S.T.), followed by work on Competencies and Skills through Item Specifications. Activities continued in 2022 with item bank analysis and/or item writing activities. The fields were as follows:

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

In 2022, the Bureau of Postsecondary Assessment conducted test development activities for three FTCE/FELE examinations, including analyses of the current item bank as well as item writing activities focused on civics-related content. The fields were as follows:

- Elementary Education K–6, Subtest 2: Social Science
- Middle Grades Social Science 5–9
- Social Science 6–12

For General Knowledge: Essay, the Bureau of Postsecondary Assessment conducted reviews of pre-existing prompts to identify selections that may be reviewed and verified in 2023.

Additional development activities were conducted in 2022 by the Department to expand item banks and/or conduct operational field testing in the following fields:

- Biology 6–12
- Chemistry 6–12
- Earth/Space Science 6–12
- Elementary Education K–6
- English 6–12
- ESOL K–12
- Exceptional Student Education K–12
- Florida Educational Leadership Examination
- Health K–12
- Mathematics 6–12
- Middle Grades English 5–9
- Middle Grades General Science 5–9
- Middle Grades Social Science 5–9
- Physical Education K–12
- Physics 6–12
- Prekindergarten/Primary PK–3
- Professional Education
- School Counseling PK–12
- Social Science 6–12

V. TEST ADMINISTRATION

Overview of Test Administration Activities

This section of the report outlines the administration processes for computer-based testing (CBT) for the FTCE and FELE and provides specific data about the test sites used, examinees tested, examinations administered, and supplementary materials produced during the 2022 administration year. The section includes additional information pertaining to key test administration processes.

The FTCE/FELE program was the first educator certification program in the nation to move to a fully computer-based testing system. In 2022, computer-based testing was available six days a week at 396 test sites, including 43 sites within Florida, 248 sites out of state, and 79 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.

Test Administration Data

Figures 1 and 2 present, respectively, a brief summary of the 2022 administration year and a chart summarizing the total examination count of FTCE/FELE tests administered in 2022.

Figure 3 shows the number of examinees who took the various FTCE/FELE examinations in 2022. 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 2022. All retake attempts are represented in this chart. It is important to note that an examinee may have multiple retake attempts in a single test field or across multiple tests.

Figure 5 shows the number of examinees with at least one retake attempt in 2022. Examinees with multiple retake attempts for a single test field are only represented one time. For examinees who retook the subtest-based assessments, only one retake attempt is represented across all subtests.

Figure 1 2022 Administration Year January 1, 2022–December 31, 2022	
Program Overview	
The FTCE/FELE testing program offered 42 unique examinations, including	
• General Knowledge • Professional Education	• 39 Subject Area Examinations • FELE
Computer-Based Testing (CBT)	
• Administered Monday–Saturday at Pearson VUE locations • Evening hours available (at Pearson VUE locations)	
Number of Sites	43 in Florida, 248 out of state, 79 Military
Total Examinations Administered: 147,773	

Figure 2
Total FTCE/FELE Test Administration
Counts for 2022
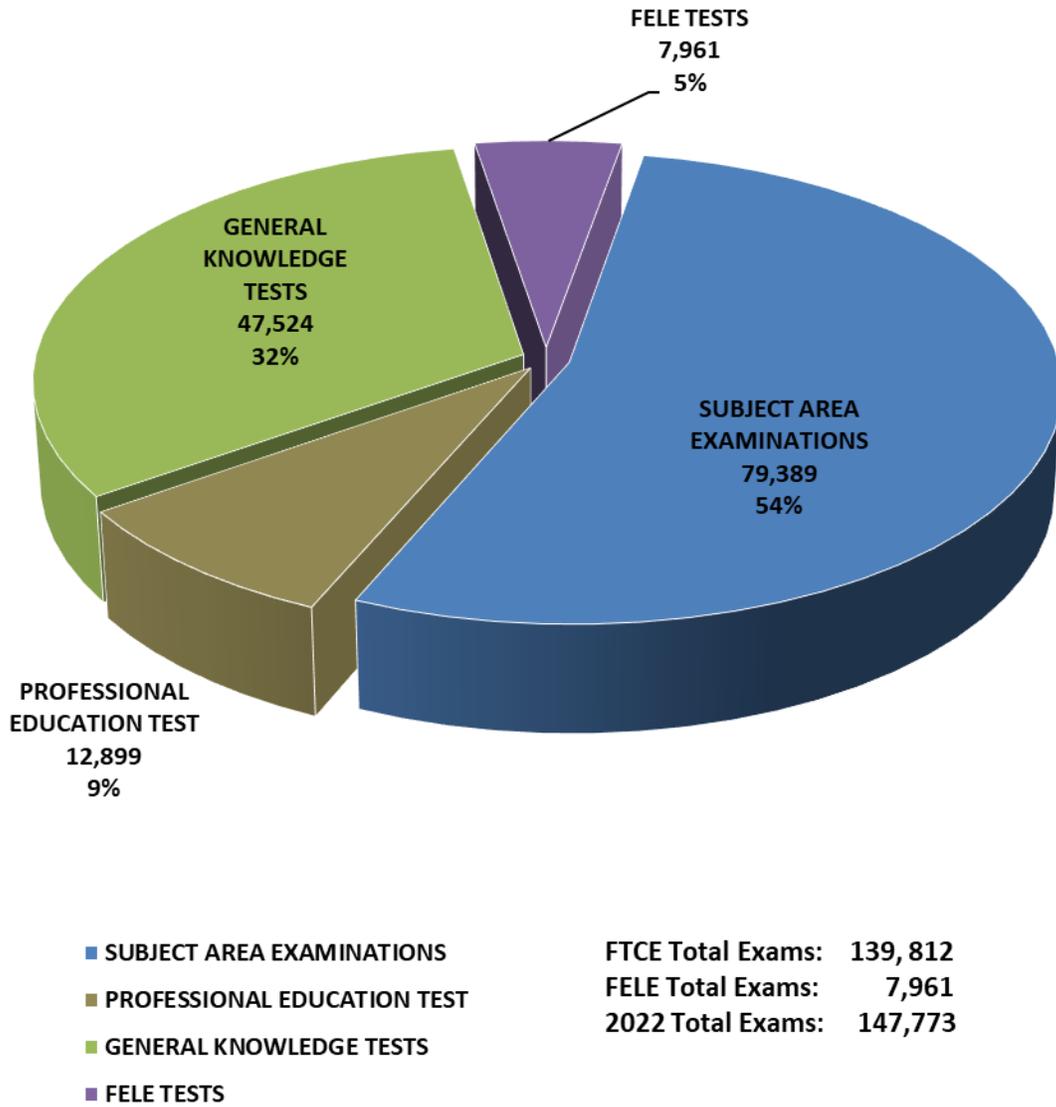
FELE TESTS
7,961
5%

GENERAL KNOWLEDGE TESTS
47,524
32%

SUBJECT AREA EXAMINATIONS
79,389
54%

PROFESSIONAL EDUCATION TEST
12,899
9%

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

FTCE Total Exams: 139, 812
FELE Total Exams: 7,961
2022 Total Exams: 147,773

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 2022
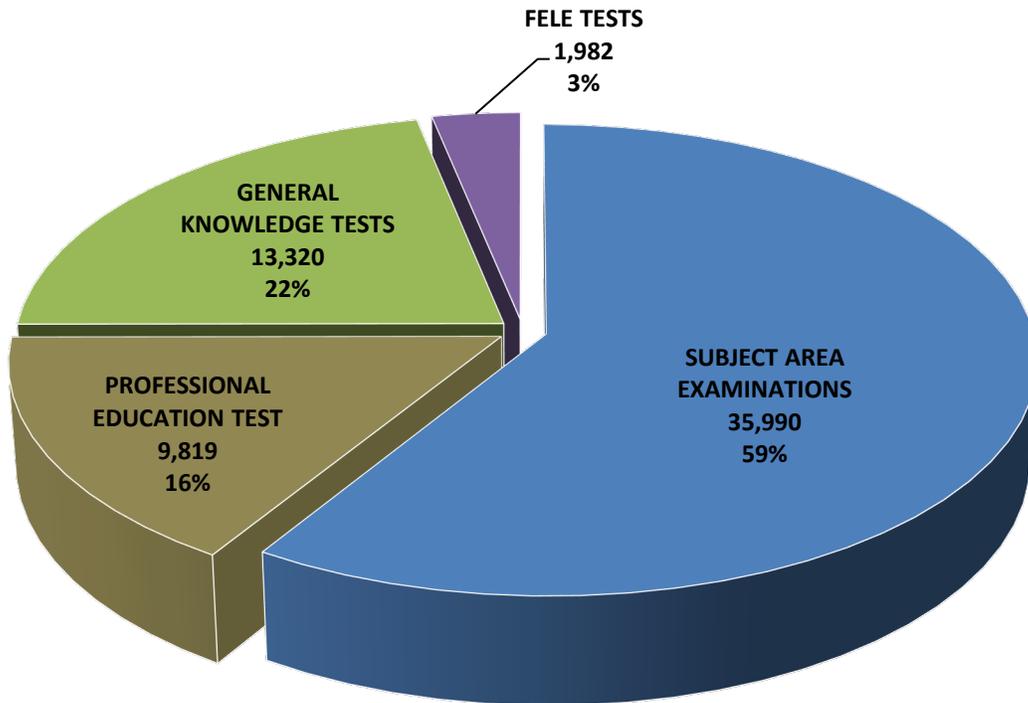
FELE TESTS
1,982
3%

GENERAL KNOWLEDGE TESTS
13,320
22%

PROFESSIONAL EDUCATION TEST
9,819
16%

SUBJECT AREA EXAMINATIONS
35,990
59%

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

FTCE Total Unique Examinees: 59,129
FELE Total Unique Examinees: 1,982
2022 Total Unique Examinees: 61,111

Note: One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. Within this chart, examinees are counted once per exam taken regardless of the number of times they actually take the test. For example, an examinee who took Mathematics 6–12 multiple times will be included only once within the Subject Area Examinations section of the chart. If an examinee has taken multiple examinations, they will be counted once per exam taken. For example, an examinee who took both Mathematics 6–12 and Middle Grades Mathematics 5–9 will be included twice within the Subject Area Examinations section of the chart. If an examinee took Professional Education and FELE, regardless of the number of retakes, they would be included once within the Professional Education section of the chart and once within the FELE section of the chart.

Figure 4
Total FTCE/FELE Test Administration
Retake Counts for 2022

FELE TESTS
2,780
5%

GENERAL KNOWLEDGE TESTS
18,989
35%

SUBJECT AREA EXAMINATIONS
27,005
50%

PROFESSIONAL EDUCATION TEST
5,369
10%

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

FTCE Total Exams: 51,363
FELE Total Exams: 2,780
2022 Total Exams: 54,143
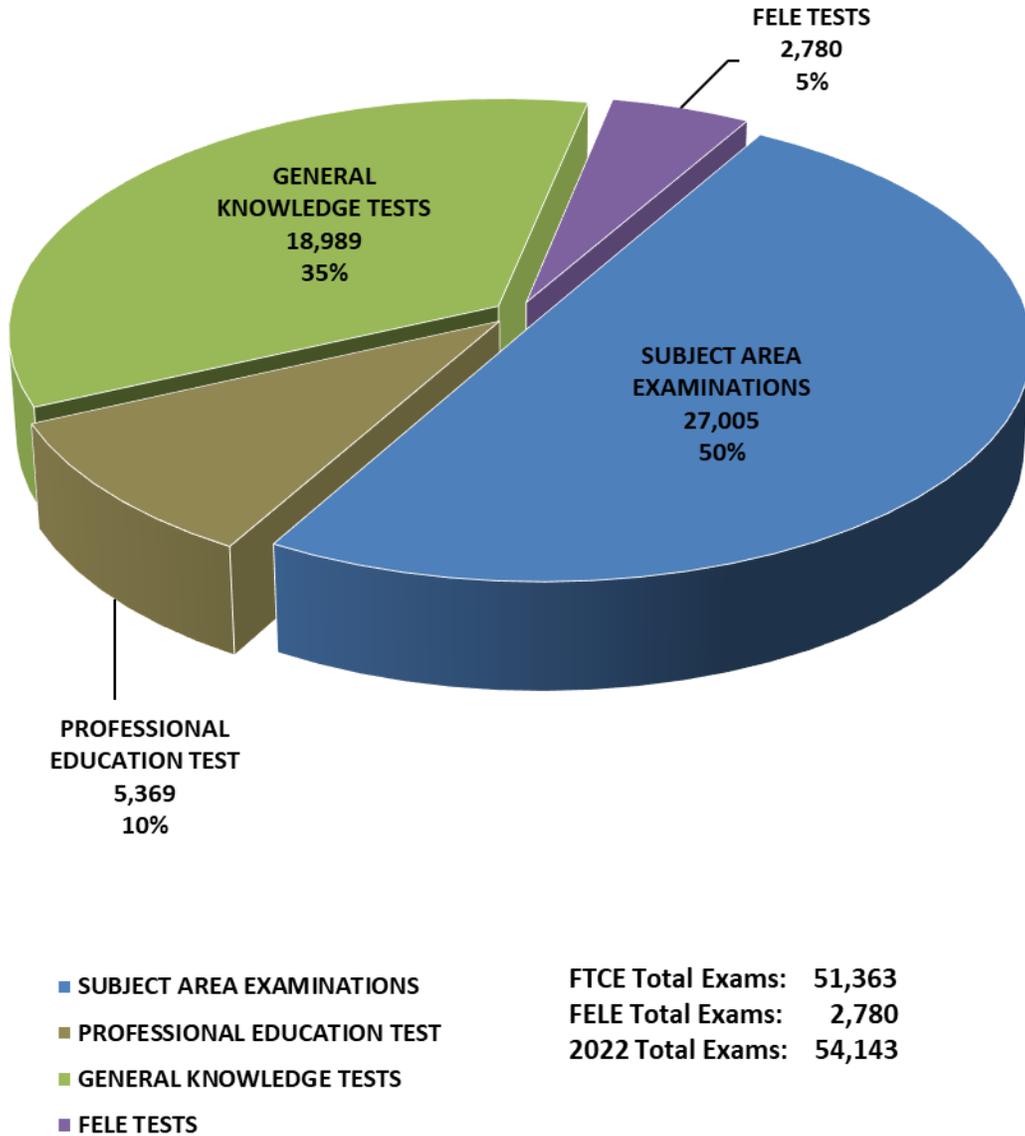
Note: All retake attempts are represented in this chart. One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. A single examinee may have multiple retake attempts in a single test field or across multiple examinations.

Figure 5
Unique FTCE/FELE Examinee
Retake Counts for 2022

FELE TESTS
1,104
4%

GENERAL KNOWLEDGE TESTS
7,541
30%

SUBJECT AREA EXAMINATIONS
13,104
52%
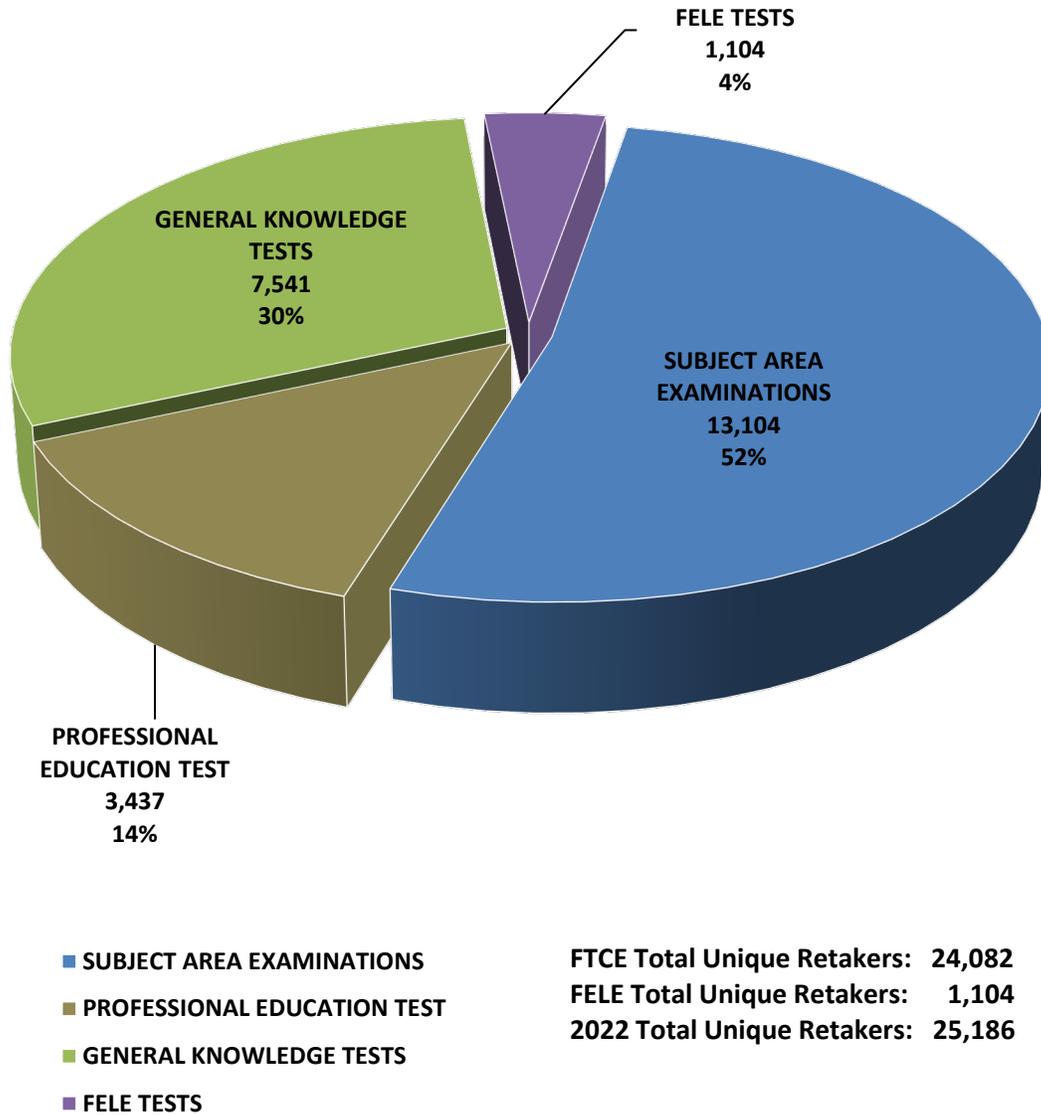
PROFESSIONAL EDUCATION TEST
3,437
14%

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

FTCE Total Unique Retakers: 24,082
FELE Total Unique Retakers: 1,104
2022 Total Unique Retakers: 25,186

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

Test Administration Procedures

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

Program Information & Communications to Examinees

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

Website

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

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

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

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

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

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

Test Information Guides

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

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

Recent enhancements include one or more of the following:

- Updated performance item test directions
- An additional writing sample item with:
  - Sample passing response
  - Sample not passing response

Each sample response includes rationales that cross-reference the scoring criteria and may also include annotations that reference the performance characteristics used in evaluating written responses.

Faculty Resources

The contractor website includes a link on the home page for faculty. The faculty resources offer tools, strategies, and support materials to help faculty prepare teacher candidates for the FTCE and school administration candidates for the FELE. These resources are designed to assist educator preparation faculty and others in

- understanding FTCE/FELE test content,
- helping candidates prepare to take the tests, and
- interpreting candidate score reports.

Program Information Flyer

A downloadable and printable program information flyer is available on the contractor website (http://www.fl.nesinc.com/FL_bulletinforms.asp) that provides an overview of the FTCE/FELE testing program. It includes a list of available tests, test fees, and information on when and where to test. This one-page flyer can be easily posted or distributed by program faculty and administrators to candidates preparing to test.

Customer Service

Examinees can speak with a representative from 8:00 a.m. to 6:00 p.m. Monday through Friday. Customer Service Representatives have access to examinees' registration and testing history and can assist with completing registration, changing a test registration, and answering questions about the program and the testing process. In some cases, representatives may refer examinees to the appropriate state agency for the information they are seeking, as Pearson cannot answer questions about certification requirements or the process to obtain or renew teaching certification for the State of Florida. Representatives have access to the FTCE/FELE website, the Department of Education website, and the Bureau of Educator Certification website and are trained to help examinees navigate these sites.

Customer service is also available to examinees via email. This email account is monitored continuously during call center operational hours. All queries receive a response within 1 to 2 business days.

Examinees can also interact with a representative via Live Chat available from the "Contact Us" page on the FTCE/FELE contractor website. Live Chat is available during regular customer service hours.

Registration Process

Online registration is available 24 hours a day, 7 days a week via the FTCE/FELE contractor website. Examinees registering online are asked to create a user account and are guided through selecting a testing date, testing site, and the specific examinations for which they wish to register. Examinees can review this registration information and change their registration by logging into "My Account" from the website.

Online registration for alternative arrangements and certain FTCE/FELE examinations is a three-part process. Examinees initiate the registration process online, send in their requests for accommodations, and then contact a Customer Service Representative to complete the registration process.

Military Certification Fee Waivers
The Florida legislature expanded opportunities for military personnel, veterans, and their spouses to join the education profession through passage of the Don Hahnfeldt Veteran and Military Family Opportunity Act (Chapter 2018-007, L.O.F.). Effective July 1, 2018, the act provides the opportunity to request waivers of initial certification and certification examination fees for active-duty military personnel, honorably discharged veterans, and their spouses or surviving spouses. The FTCE/FELE program is supporting this legislation by waiving registration fees for initial attempts on examinations.

VI. TEST SCORING AND REPORTING

This section of the report addresses the scoring and reporting processes and procedures for the FTCE and the FELE.

Quality Control

Scoring and reporting quality control procedures are implemented throughout the testing process, from test publishing to score release. The Department reviews and approves all test forms before they are published for administration.

Prior to test administration, Pearson and the Department check the accuracy of multiple-choice answer keys, pre-equating results, and cut score information for all test forms scheduled for administration. Pearson and the Department also check the accuracy of computed scaled scores and resulting score reports before examinee score reports are released.

Additional information pertaining specifically to holistic scoring quality control procedures can be found later in this section.

Multiple-Choice Item Scoring

Examinee responses are processed and analyzed in order to produce scores and prepare score reports. Responses are electronically scored based on established answer keys.

Item and Test Analyses

Both item- and test-level statistics are generated for the tests administered as part of the FTCE, as well as for the FELE. These statistics provide a measure of the quality of the items and of the test as a whole.

Item-Level Statistics

The statistics for each item include

- p-value: an item's p-value is an estimate of the difficulty of the item and is the proportion of candidates selecting the keyed correct response;
- item-to-test point biserial correlations: an estimate of the ability of an item to discriminate high-performing from low-performing examinees;
- item response distribution by response option: summary of the number and proportion of examinees selecting each response option.

Test-Level Statistics

The analyses for the total test include the following:

- Number of examinees who have taken the test
- Total number of items on the test forms
- Number of scored items: the number of items contributing to an examinee's score
- Number of non-scored items: the number of items not contributing to an examinee's score
- Descriptive raw score statistics such as mean, median, and standard deviation
- Average p-value: for multiple-choice items, this indicates the overall difficulty of the test
- Average point biserial: for multiple-choice items, this indicates how well the test discriminates high-performing from low-performing examinees
- KR20 test score reliability (see details under Reliability section)
- Standard error of measurement (see details under Reliability section)
- Brennan-Kane dependability index (see details under Reliability section)

The outputs from these analyses are reviewed before examinee scores are reported. Items designated as "scored" are used to calculate examinee total test scores.

Reliability

Reliability is "the degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure…" (*Standards for Educational and Psychological Testing* [AERA, APA, & NCME, 2014], p. 222–223).

Reliability is a property of test scores for a particular group of examinees; not a fixed property of a test. Many factors may affect statistical estimates of test reliability, including the variability of the examinee group, test length, test design, test content, and number of examinees.

The FTCE/FELE program reports three measures of reliability: the Kuder-Richardson (KR20) index, the Brennan-Kane (BK) index, and the standard error of measurement (SEM).

Kuder-Richardson index

The Kuder-Richardson (KR20) index is a measure of overall test score reliability, and it requires a single test administration to estimate the degree of homogeneity of test scores (Kuder & Richardson, 1937). Homogeneity refers to the degree to which the items on the test are consistent with one another. KR20 is generally applicable to tests composed of multiple-choice items. It is reported in the range 0 to 1, with a higher number indicating a greater level of internal consistency (reliability).

Brennan-Kane index

The Brennan-Kane (BK) dependability index is a measure of reliability associated with a particular cut score (Brennan & Kane, 1977). This reliability coefficient provides the level of agreement in classification decisions associated with a cut score. The index ranges from 0 to 1. The closer the index is to 1, the more dependable the classification decisions made based on the scores from the test.

Standard Error of Measurement (SEM)

The SEM is the standard deviation of an examinee's observed scores from repeated administrations of the same test or parallel test forms. The SEM provides an estimate of the amount of measurement error present in the test scores.

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

Item Bias

Efforts to avoid bias begin with the way the assessment materials are created and reviewed. The FTCE/FELE development process includes the review criterion of "freedom from bias" for the competencies and skills, test blueprint, item specifications, items, test forms, and Test Information Guide. The consistent use of this criterion assists in the validation of assessment materials, ensuring they are an accurate representation of the competencies being evaluated and that the materials or content are not offensive to or biased against any identified group.

In addition, on a monthly basis, item bias (differential item functioning) statistics are reported for forms that meet the specified criteria for focal groups (focal group: N=30 or more examinees). Item bias statistics measure the extent to which item performance may reflect group membership rather than the knowledge or skill that the item is designed to measure.

Performance Assessment Scoring

Several of the tests in the FTCE/FELE program include performance items. (See Appendix A for test information.) Responses to the performance items are scored by qualified educators (raters) using holistic scoring procedures.

Rater Selection Criteria

Raters are selected and approved by the Department to score based on their qualifications according to criteria defined in conjunction with the Department. While some qualifications may vary depending on the subject matter area and the specific requirements in place at the time the rater was recruited and approved, typically FTCE raters meet the following qualifications:

- Hold a minimum of a bachelor's degree
- Hold a current professional teaching certificate in the same subject area for which they will be scoring OR hold or have held a position at a college, university, or community college in the same subject area for which they will be scoring
- Have at least five (5) years of teaching experience in the same subject area for which they will be scoring
- Are approved to score by the Florida Department of Education

Additional applicable internal guidelines for FTCE are as follows:

- Rater applicants who hold a current professional teaching certificate in Humanities, Journalism, or English may be approved to score the General Knowledge (GK) examination if they meet all other qualifications.
- Rater applicants who hold or have held a position at a college, university, or community college and teach courses in Humanities, Journalism, or English may be approved to score GK if they meet all other qualifications.

FELE raters must meet the following qualifications:

- Be either an active school administrator (i.e., principal or assistant principal) or a district-level administrator with at least three years of experience; a school or district-level administrator with at least three years of experience who has retired within the past two years; or a retired faculty member who has had three years of experience as a school administrator or district-level administrator within the last ten years
- Hold or have held a certificate in educational leadership
- Have content knowledge in English language skills and educational leadership
- Be approved to score by the Florida Department of Education

Additionally, the following internal guidelines are applicable:

- If a school or district-level administrator is also teaching as a professor in an educational leadership program at a university, then this applicant will not qualify to be a FELE rater.

Overview of Holistic Scoring Sessions

Holistic scoring sessions include a number of different tasks, sets of procedures, and areas of focus. Scoring events for performance assessments are typically seven-day sessions and are conducted on a predetermined schedule throughout the year in order to meet CBT score reporting dates. While sessions may differ slightly for low-incidence fields or for sessions where new prompts/rubrics are introduced, the following topics are critical to conducting FTCE/FELE holistic scoring sessions:

- Security and oversight
- Rater training
- Rater calibration
- Scoring operational responses
- Invalid response procedure

Holistic Scoring Manuals

Holistic Scoring Procedures Manual

This manual summarizes the policy and criteria associated with operationalizing the holistic scoring program for all FTCE and FELE assessments with performance scoring components. The manual includes criteria for identifying and approving qualified raters and Chief Raters, as well as detailing rater training and calibration procedures for each scoring session. Additionally, the manual includes all of the scoring scales (rubrics) used in the holistic scoring process along with an overview of the holistic scoring models used for each assessment, including score discrepancy resolution models and procedures for handling invalid responses.

Rater Manual

The Rater Manual is used by each group of raters in scoring performance assessments and is specific to the field being scored. Topics include the following:

- General background information
- Confidentiality statement
- Description of the test
- Score scales
- Holistic scoring definition
- Orientation description
- Calibration process and assessment descriptions
- Scoring procedures for paired scoring
- Test directions for the examinee
- Competencies and skills
- Information about pre-prepared essays
- Historic anchor sets for each field
- Instructions for using the On-Screen Scoring system

Quality Control

The rating process is designed to maintain the quality of the scores through training, calibration, and recalibration of raters. Rater performance is monitored throughout the scoring session to ensure that raters are calibrated and scoring accurately, fairly, and consistently. This process includes random back-reading of scored responses by Chief Raters, individual counseling of raters by Chief Raters and/or Assistant Chief Raters, and introduction of "validation" papers into the FELE, General Knowledge, English 6–12, and English 5–9 scoring process. Information regarding inter-rater reliability and rater agreement for test administrations is calculated by reporting period.

In addition, the Department observes scoring sessions via teleconference technology and participates in the rater feedback process. This constant monitoring of the scoring process and outcomes is coupled with, when feasible, on-site monitoring visits by the Department to ensure that all holistic scoring procedures are being followed in an effective manner.

Remote Scoring

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

Analysis and Reporting of Results

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

Equating

Equating refers to the process of placing scores from alternate, parallel, or equivalent forms of a test on a common scale (AERA, APA, & NCME, 2014). The central purpose of test equating is to compensate statistically for possible variability in the characteristics of the test forms that may affect examinees' scores (i.e., differences in the overall difficulty of the new test form compared to a previous test form). Statistical equating ensures that a candidate's scale score is adjusted for the relative difficulty of a particular form that was taken, thus allowing test developers and test score users to attribute differences in scores across test forms to differences in knowledge and skills and not differences in the difficulty of the test forms. Equating also ensures comparability and interchangeability of scores from different forms of a given test.

For FTCE/FELE examinations with 50 or more examinees per a given test form's administration (except for fields that are equated using Item Response Theory (IRT), such as the Professional Education Test, General Knowledge multiple-choice subtests, Prekindergarten/Primary PK–3, Math 6–12, English 6–12, Exceptional Student Education K–12, the Florida Educational Leadership Examination (FELE), and Elementary Education subtests), one of two equating methods is used as described below. The choice of method is directed by the Department.

- Linear (Z-score) Equating
- Linear (Angoff IV) Equating

Other equating methods used for the FTCE/FELE program include item response theory (IRT), equal-percent, and equipercentile. These are described below.

Item Response Theory (IRT) Method
The Item Response Theory (IRT) equating method was initially implemented in 2017 for the Professional Education test. IRT is a model for the design, analysis, and scoring of tests that postulates that examinee performance on an item is dependent on the examinees' ability. Under this model, a true score equating procedure was used to link a raw score on the new form with an equivalent raw score on the base form via test characteristics curves for the two test forms.

Equal-Percent Method
Unless otherwise directed by the Department, for test forms with fewer than 50 examinees per a given test form's administration, the equal percentage parallel forms method is used. Under this method, the passing score for the new form is the same percentage of correct items as it is for the base form referenced in the State Board of Education Rule. All test forms developed after the first administration are constructed to be parallel and equivalent forms of the first form.

Equipercentile Method
Equipercentile equating refers to the equating where raw scores on the new form are transformed to percentile ranks that are equivalent to the percentile ranks on the base form. This equating method is used to determine preliminary cut scores for the FTCE/FELE program in the period before standard setting cut scores have been approved by the State Board of Education (SBE). When new test forms have been created for a newly developed test field, the preliminary cut score for the new form is the raw score that produces the same pass rate as the pass rate for a defined examinee sample that took tests from the previous generation of the test. For the FTCE/FELE program, the reference examinee sample group is usually first-time examinees that took previous generation tests in a most recent 12-month period.

Score Reports for Examinees, Institutions, and the Department

Scale Scores
Examinee performance on the FTCE and FELE is reported in terms of scale scores rather than raw scores. The advantage of using scale scores is that scores from various forms of a test can be interpreted in the same scale units, unaffected by the fact that individual forms may differ slightly in difficulty. The reporting scale is a linear transformation of the original raw score for each test. For each of the FTCE subject area tests, the passing score is set to a scale score of 200. That is, each test is adjusted so that the passing score is always 200 regardless of which subject area test, or which form of the subject area test, is being administered. Some of the subject area tests have both a multiple-choice and a holistically scored performance component. For some of these tests, the multiple-choice and performance components are scored independently, and examinees must obtain a passing score on each component to pass the overall test. For others, composite scores are derived to permit combining the two separate parts into a single total score.

For example, the total score for the Spanish K–12 test is based on combining and weighting the multiple-choice (equated) raw score (60%), the writing score (15%), and the speaking score (25%). The weighting schemes differ from test to test depending on the recommendations of the test development committees. Beginning in January 2015, the multiple-choice and performance sections of the English 6–12 and Middle Grades English 5–9 examinations were scored separately, and examinees must pass both sections independently.

For the second-generation FELE, which began in January 2009, and the third-generation FELE, which began in January 2014, the reporting scale score is also a linear transformation of the original raw score for each subtest. Prior to January 2015, FELE Subtest 3 scores were based on combining and weighting the multiple-choice score (70%) and performance score (30%). Beginning in January 2015, the multiple-choice and performance sections of FELE Subtest 3 were scored separately so that examinees are now required to pass both sections independently.

Score Reporting

Score reports are released to examinees on a weekly schedule dependent on the examination taken and mode of testing. For multiple-choice (MC) tests, examinee scores are officially reported approximately two weeks after the test date. For examinations with performance components (French K–12, German K–12 Subtest 2, Spanish K–12, General Knowledge Essay, Middle Grades English 5–9 Essay, English 6–12 Essay, and FELE Subtest 3 Written Performance section), examinee scores are reported approximately four weeks after the test date. Unofficial reports for computer-based tests containing only multiple-choice items are provided to the examinee on site at the conclusion of each test except for redeveloped or revised test forms requiring additional statistical and key validation reviews. All scores, though, are reported within four weeks of the test date.

Official score reports are available to examinees through the score website for five years from the score report release date. Examinees are sent an email notifying them of the availability of their score reports electronically on the score reporting date. A copy of the score report is also sent directly to the school district, college, or university indicated upon examinee registration. All passing scores are submitted electronically to the State Bureau of Educator Certification.

For any examinee who obtains a scale score that results in a status of "Not Pass," the score report provides detailed information of their performance in each competency area. For each competency area, the detailed report displays the total number of items and the proportion of items that the examinee answered correctly. As of January 2019, the average competency level performance of examinees at the state level was added to the score report. A sample report is provided in Appendix G.

The Score Reporting System is the system that colleges, universities, and Professional Development Certification Programs (PDCPs) can access upon request to receive examinee performance results. The Institutional Score Reporting System provides institutions with the ability to specify a title for a requested report and select the examinations to include in the report. In addition to providing results on performance by competency area for a specified group of examinees, the report also provides statewide performance levels for competencies of any selected examinations. A sample report is provided in Appendix G.

ResultsAnalyzer® is a tool for institutions of higher education to use in analyzing results from the FTCE/FELE examinations. Using *ResultsAnalyzer*®, faculty can generate tailored reports by examination or examinee and filter these results through many factors, including time period, examinee demographics, and Title II eligibility. Some analyses are available as charts or graphs. These analyses can be printed or downloaded into a local Excel program for further analysis and merging with other data sets. Webinars, individual working sessions, and group presentations are held upon request to provide higher education faculty with information on how to access and generate reports for their individual needs.

In April 2018, the FTCE/FELE program implemented a secure and updated web-based edReports portal that provides Florida universities, colleges, and districts with examinee testing results. On the official score release dates, reports are provided through the edReports portal to each institution for all examinees who requested during registration that their scores be sent to the institution. To use the portal, each institution is required to have a primary score report contact who is responsible for serving as the point of contact for announcements, updates, or information from the Department of Education concerning the FTCE/FELE program. The primary score report contact is also responsible for managing user data access for their institution. Institutions can also access *ResultsAnalyzer*® as well as the institution-requested reports through the edReports portal.

Pearson implemented upgrades to *ResultsAnalyzer®* in October 2019 to enhance user experience. Pearson upgraded the user interface to include user-friendly features to aid in the navigation and use of *ResultsAnalyzer®*. Pearson also introduced responsive design format that allows the *ResultsAnalyzer®* tool to be easily accessed by desktop computer, laptop, tablet, and other mobile devices. Other features include implementation of bookmarks that enable users to save filter selections for future use, expanded search capability to a broader selection of data, and additional export formats such as PowerPoint and PDF.

In May 2020, Pearson implemented additional enhancements to *ResultsAnalyzer®*. Pearson implemented new sheet reference guides that provide general information about the relevant sheet a user is accessing and details for the data filters available for the sheet. Interpretive notes were rearranged so that only those applicable to the specific sheet the user is referencing are provided. Lastly, Pearson provided multiple ways for users to access reference materials including user guides and glossary.

VII. STATE-APPROVED PROGRAMS FTCE/FELE OUTCOMES

Teacher Preparation in Florida

There are three types of state-approved programs that lead to certification of new teachers in Florida: Initial Teacher Preparation Programs (ITPs), Educator Preparation Institutes (EPIs), and Professional Development Certification Programs (PDCPs).

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

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

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

For 2022, there were 103 providers of teacher preparation programs in Florida. Per 6A-5.066, Florida Administrative Code, eligible providers of teacher preparation programs are Florida postsecondary institutions, private providers, school districts, charter schools, and charter school management organizations. Of the 103 providers, 42 districts, including four charter schools or charter management organizations, run their own PDCP programs. Most other providers are institutions of higher education (IHEs), including 31 public IHEs and 27 private IHEs. There are also three non-IHE private providers.

VIII. SUMMARY STATISTICS REPORTS

This section of the report describes the total test and test item summary statistics for the FTCE/FELE examinations administered between January and December of 2022. This section also includes customer service statistics for the 2022 administration year. The reports are included in the following appendices:

- FTCE/FELE Test Form Information (Appendix A)
- Pass Rate Statistics (Appendix B)
- Longitudinal and Cumulative Outcomes (Appendix C)
- State-Approved Programs FTCE/FELE Outcomes (Appendix D)

- Test Administration Statistics (Appendix E)
- Customer Service Statistics (Appendix F)
- Sample Score and Competency Reports (Appendix G)

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

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

Pass Rate Statistics
This Appendix contains the following reports:

Number of Tests and Percent Passed in 2022
This report provides pass rates for first-time, retake, and all attempts by field for all administrations.

Number of Examinees Tested and Percent Passing – 2022
This report provides pass rates for first-time, best, and retake attempts.

Longitudinal Passing Rates
This report provides the examinee pass rates by field for the last four years (2019 to 2022) based on the examinee's best attempt.

Title II
Title II is a reporting program mandated by the Federal government through Sections 205, 206, 207, and 208 of the Higher Education Opportunity Act. The Federal law was enacted in August 2008 and aims to monitor the quality of teachers. Title II requires states and institutions of higher education (IHEs) to provide annual reports regarding their teacher preparation programs. For the FTCE/FELE program, IHEs provide Pearson with a list of examinees who belong to their institutions. Pearson uses this information to assemble testing results for each institution.

Appendix D provides examinee performance reports based on Title II reporting. An examinee is classified as belonging to a preparation program if a Florida state-approved teacher preparation institution claimed the examinee during Title II data processing for a specified test field. Results in this Appendix are provided by Title II year, which spans from August 1 to July 31. The Appendix shows pass rates for examinees affiliated with a program as well as those not affiliated with a program. Please note that results presented in Appendix D may not match results presented in other sections of the Technical Report; Title II results are not provided by calendar year as is the case with the other reports.

The following reports are presented in Appendix D–G:

Number of Tests and Percent Passed
This report shows pass rates by field for first-time, retake, and all test attempts for examinees claimed by state-approved preparation programs during the 2021–2022 Title II year.

Number of Examinees Tested and Percent Passing
This report provides unique examinee counts and pass rates by field for first-time, retake, and best attempts for examinees claimed by state-approved preparation programs during the 2021–

2022 Title II year. Pass rates are based on each examinee's best attempt in cases where an examinee had multiple attempts.

Longitudinal Pass Rates by Field
This report provides the number of examinees and their pass rates by field for the 2019–2020, 2020–2021, and 2021–2022 Title II years. The pass rates are provided for examinees belonging to state-approved teacher preparation programs as well as examinees not belonging to teacher preparation programs. The pass rates are based on examinees' first or best attempt. An examinee's first attempt is defined as an initial test attempt in a test field occurring within the Title II year, while a best attempt is the attempt with the highest score among all attempts in a field occurring within the Title II year.

Cumulative Pass Rates by Field
This report provides the cumulative number of examinees and their pass rates by field for the 2019–2022 Title II years. The pass rates are provided for examinees belonging to state-approved teacher preparation programs. The pass rates are based on examinees' first or best attempt. An examinee's first attempt is defined as an initial test attempt in a test field occurring within the Title II year, while a best attempt is the attempt with the highest score among all attempts in a field occurring within the Title II year.

Summary Data by Examination Count
This report provides the number of examinees by field that registered and took examinations for the 2019–2020, 2020–2021, and 2021–2022 Title II years. The registration and testing counts are provided for examinees belonging to state-approved teacher preparation programs and examinees not belonging to teacher preparation programs.

Unique and All Examinee Counts
This report provides all and unique examinee counts for retake as well as all attempts. The counts are provided for examinees belonging to state-approved teacher preparation programs and examinees not belonging to teacher preparation programs for the 2019–2020, 2020–2021, and 2021–2022 Title II years.

Test Administration Statistics
Appendix E provides the number of examinations registered for and taken in the last four years (2019 to 2022), by examination name.

Test Center Counts
Appendix E also provides the following reports:

> *Counts by Test Site*
> This report provides the number of examinations registered for and taken in 2022 by test site name and location.

> *Counts by Test Site Location*
> This report provides the number of examinations registered for and taken in 2022 by location of the test center (Florida or Non-Florida).

Customer Service Statistics
Appendix F 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 2022 administration year
- Comparison of 2021 and 2022 monthly customer service contact volumes for all channels
- Comparison of total 2021 and 2022 customer service contacts by channel

- Customer service call statistics for each month of the 2022 administration year
- Customer service email volume for each month of the 2022 administration year
- Customer service chat volume for each month of the 2022 administration year
- Customer service chat feedback survey summary for 2022
- Examinees' retrieval statistics for 2022 electronic score reports
- Examinees' retrieval statistics for 2022 electronic score reports for exams/subtests with and without essays
- Test administration exit feedback survey summary for 2022

Sample Score and Competency Reports
Appendix G 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.

BIBLIOGRAPHY

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). *Standards for Educational and Psychological Testing*. Washington, DC: American Educational Research Association.

Angoff, W.H. (1971). Scales, norms, and equivalent scores. In R.L. Thorndike (Ed.), *Educational Measurement* (2nd ed., pp. 508–600). Washington, DC: American Council on Education.

Angoff, W.H. (1984). *Scales, Norms and Equivalent Scores.* Princeton, NJ: Educational Testing Service.

Brennan, R.L., & Kane, M.T. (1977). An index of dependability for mastery tests. *Journal of Educational Measurement*, *14*(3), pp. 277–289.

Florida Department of Education. (2009). *Report of 2009 Administration of the Florida Teacher Certification Examinations*. Tallahassee, FL.

Florida Department of Education. (March 2020). Emergency Order DOE ORDER NO. 2020-E0-01. Retrieved on October 6, 2020, from: http://fldoe.org/core/fileparse.php/19861/urlt/DOEORDERNO2020-EO-01.pdf

Hambleton, R.K., & Pitoniak, M.J. (2006). Setting Performance Standards. In R.L. Brennan (Ed.), *Educational Measurement* (6th ed., pp. 433–470). Westport, CT: American Council on Education and Praeger Publishers.

Holland, P.W., & Thayer, D.T. (1988). Differential item performance and the Mantel-Haenszel procedure. In H. Wainer & H.I. Braun (Eds.), *Test validity* (pp. 129–145). Hillsdale, NJ: Lawrence Erlbaum.

Kolen, M.J., & Brennan, R.L. (2004). *Test Equating, Scaling, and Linking: Methods and Practices* (2nd Ed.). New York, NY: Springer Science and Business Media, LLC.

Kuder, G.F., & Richardson, M.W. (1937). The theory of the estimation of test reliability. *Psychometrika, 2,* pp. 151–160.

Longford, N.T., Holland, P.W., & Thayer, D.T. (1993). Stability of the M-H D-DIF statistics across populations. In P.W. Holland & H. Wainer (Eds.), *Differential item functioning* (pp. 171–196). Hillsdale, NJ: Erlbaum.

Mantel, N., & Haenszel, W. (1959). Statistical aspects of the analysis of data from retrospective studies of disease. *Journal of the National Cancer Institute*, *22*, pp. 719–748.

Nassif, P.M., Pinsky, P.D., & Rubenstein, S.A. (1980). *Further work developing parallel tests by p-value item substitution.* Paper presented at the annual meeting of the National Council on Measurement in Education, Boston, MA.

Swaminathan, H., & Rogers, H.J. (1990). Detecting differential item functioning using logistic regression procedures. *Journal of Educational Measurement*, *27*(4), pp. 361–370.

State Board of Education Rules referenced:
State Board of Education Rule 6A-4.0021, Florida Administrative Code
State Board of Education Rule 6A-4.00821, Florida Administrative Code
State Board of Education Rule 6A-4.0021(9)(b), Florida Administrative Code
State Board of Education Statute: Section 1012.56(2)(3)(4)(5), Florida Statutes

APPENDIX A

FTCE/FELE Test Form Information

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Test Form Information

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

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

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
534	**Prekindergarten/Primary PK–3** Subtest IV: Science	50			60 min	
007	Preschool Education Birth–Age 4	100			150 min	
035	Reading K–12	100			150 min	
018	School Counseling PK–12 *(formerly Guidance and Counseling PK–12)*	100			150 min	
036	School Psychologist PK–12	100			150 min	
037	Social Science 6–12	100			150 min	
039	**Spanish K–12** Speaking Writing	80	5 oral 1 written	1–6 (4 components) 1–5	150 min	special character chart
042	Speech-Language Impaired K–12	120			150 min	
044	Visually Impaired K–12	100			150 min	

*Tests may include test questions that are being evaluated for future administrations and that do not affect an examinee's score; these items are typically not counted in these data.

APPENDIX B

Pass Rate Statistics

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Tests and Percent Passed in 2022

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	78	86%	19	53%	97	79%
Art K–12	444	57%	269	39%	713	50%
Biology 6–12	541	66%	238	42%	779	59%
Business Education 6–12	462	52%	303	26%	765	42%
Chemistry 6–12	140	59%	81	40%	221	52%
Computer Science K–12	284	36%	112	26%	396	33%
Deaf or Hard of Hearing K–12	60	85%	14	36%	74	76%
Drama 6–12	107	74%	27	74%	134	74%
Earth/Space Science 6–12	187	64%	52	37%	239	58%
Educational Media Specialist PK–12	520	66%	139	40%	659	60%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	5,148	51%	3,695	43%	8,843	48%
Elementary Education K–6 Subtest 2: Social Science	5,147	61%	2,678	45%	7,825	56%
Elementary Education K–6 Subtest 3: Science	5,147	60%	2,457	46%	7,604	55%
Elementary Education K–6 Subtest 4: Mathematics	5,147	55%	3,065	43%	8,212	51%
Engineering and Technology Education 6–12	87	47%	54	24%	141	38%
English 6–12 Multiple-Choice Section	1,362	62%	604	43%	1,966	56%
English 6–12 Written Performance Section	1,362	62%	505	49%	1,867	58%
English to Speakers of Other Languages (ESOL) K–12	1,077	52%	408	39%	1,485	49%
Exceptional Student Education K–12	3,377	66%	1,719	39%	5,096	57%
Family and Consumer Science 6–12	124	63%	53	38%	177	55%
French K–12	61	79%	25	44%	86	69%
German K–12 Interview	4	75%	1	0%	5	60%
German K–12 Written	4	75%	3	33%	7	57%
Health K–12	284	55%	149	39%	433	49%
Humanities K–12	34	62%	2	100%	36	64%
Latin K–12	13	77%	10	50%	23	65%
Marketing 6–12	49	63%	13	46%	62	60%
Mathematics 6–12	733	50%	483	40%	1,216	46%
Middle Grades English 5–9 Multiple-Choice Section	525	34%	349	25%	874	31%
Middle Grades English 5–9 Written Performance Section	525	46%	179	46%	704	46%
Middle Grades General Science 5–9	604	49%	344	34%	948	44%
Middle Grades Mathematics 5–9	1,323	50%	804	36%	2,127	44%
Middle Grades Social Science 5–9	485	71%	128	36%	613	63%
Music K–12	388	85%	75	59%	463	81%
PK–3 Subtest 1: Developmental Knowledge	2,194	66%	907	45%	3,101	60%
PK–3 Subtest 2: Language Arts and Reading	2,194	46%	1,902	38%	4,096	42%
PK–3 Subtest 3: Mathematics	2,194	58%	1,116	44%	3,310	53%
PK–3 Subtest 4: Science	2,194	68%	766	47%	2,960	63%
Physical Education K–12	1,070	56%	629	39%	1,699	50%
Physics 6–12	77	51%	49	29%	126	42%
Preschool Education Birth–Age 4	244	52%	120	28%	364	45%
Reading K–12	4,105	69%	1,399	45%	5,504	63%
School Counseling PK–12	375	88%	84	57%	459	82%
School Psychologist PK–12	83	95%	8	100%	91	96%
Social Science 6–12	1,251	60%	709	37%	1,960	52%
Spanish K–12	537	59%	246	37%	783	52%
Speech-Language Impaired K–12	11	82%	3	67%	14	79%
Visually Impaired K–12	22	91%	10	50%	32	78%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**52,384**	**59%**	**27,005**	**42%**	**79,389**	**53%**
Professional Education (PED)	**7,530**	**69%**	**5,369**	**38%**	**12,899**	**56%**

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
GK Subtest 1: Essay	7,031	77%	2,941	39%	9,972	66%
GK Subtest 2: English Language Skills (ELS)	7,224	66%	4,575	33%	11,799	53%
GK Subtest 3: Reading	7,239	58%	5,912	36%	13,151	48%
GK Subtest 4: Mathematics	7,041	62%	5,561	32%	12,602	49%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**28,535**	**66%**	**18,989**	**35%**	**47,524**	**53%**
FELE Subtest 1: Leadership for Student Learning	1,303	73%	633	41%	1,936	63%
FELE Subtest 2: Organizational Development	1,299	69%	687	41%	1,986	60%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,290	70%	732	44%	2,022	61%
FELE Subtest 3: Systems Leadership Written Performance Section	1,289	63%	728	60%	2,017	62%
TOTAL FOR ALL FELE SUBTESTS	**5,181**	**69%**	**2,780**	**47%**	**7,961**	**61%**
GRAND TOTAL FOR ALL EXAMINATIONS	**93,630**	**62%**	**54,143**	**39%**	**147,773**	**54%**

N=number of examinees

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

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing – 2022

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retake Attempt*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	78	86%	87	89%	16	63%
Art K–12	444	57%	574	62%	187	56%
Biology 6–12	541	66%	632	73%	163	61%
Business Education 6–12	462	52%	583	55%	194	41%
Chemistry 6–12	140	59%	184	62%	61	52%
Computer Science K–12	284	36%	349	38%	88	33%
Deaf or Hard of Hearing K–12	60	85%	66	85%	10	50%
Drama 6–12	107	74%	126	79%	26	77%
Earth/Space Science 6–12	187	64%	213	65%	37	51%
Educational Media Specialist PK–12	520	66%	569	70%	109	51%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	5,148	51%	6,315	67%	2,448	65%
Elementary Education K–6 Subtest 2: Social Science	5,147	61%	6,029	72%	1,770	68%
Elementary Education K–6 Subtest 3: Science	5,147	60%	5,955	71%	1,701	67%
Elementary Education K–6 Subtest 4: Mathematics	5,147	55%	6,190	67%	2,070	64%
Engineering and Technology Education 6–12	87	47%	102	53%	34	38%
English 6–12 Multiple-Choice Section	1,362	62%	1,600	69%	426	61%
English 6–12 Written Performance Section	1,362	62%	1,559	70%	386	64%
English to Speakers of Other Languages (ESOL) K–12	1,077	52%	1,294	56%	331	49%
Exceptional Student Education K–12	3,377	66%	4,143	70%	1,216	55%
Family and Consumer Science 6–12	124	63%	149	66%	42	48%
French K–12	61	79%	75	79%	16	69%
German K–12 Interview	4	75%	4	75%	1	0%
German K–12 Written	4	75%	5	80%	2	50%
Health K–12	284	55%	347	62%	108	54%
Humanities K–12	34	62%	36	64%	2	100%
Latin K–12	13	77%	19	79%	8	63%
Marketing 6–12	49	63%	56	66%	11	55%
Mathematics 6–12	733	50%	998	56%	368	52%
Middle Grades English 5–9 Multiple-Choice Section	525	34%	641	42%	230	37%
Middle Grades English 5–9 Written Performance Section	525	46%	600	54%	145	57%
Middle Grades General Science 5–9	604	49%	740	56%	245	48%
Middle Grades Mathematics 5–9	1,323	50%	1,693	56%	594	48%
Middle Grades Social Science 5–9	485	71%	544	72%	96	48%
Music K–12	388	85%	437	85%	64	69%
PK–3 Subtest 1: Developmental Knowledge	2,194	66%	2,521	74%	654	63%
PK–3 Subtest 2: Language Arts and Reading	2,194	46%	2,835	61%	1,217	59%
PK–3 Subtest 3: Mathematics	2,194	58%	2,606	68%	785	63%
PK–3 Subtest 4: Science	2,194	68%	2,519	73%	568	63%
Physical Education K–12	1,070	56%	1,330	64%	449	55%
Physics 6–12	77	51%	91	58%	32	44%
Preschool Education Birth–Age 4	244	52%	282	57%	78	44%
Reading K–12	4,105	69%	4,874	71%	1,131	56%
School Counseling PK–12	375	88%	426	89%	71	68%
School Psychologist PK–12	83	95%	89	98%	8	100%
Social Science 6–12	1,251	60%	1,594	64%	499	52%
Spanish K–12	537	59%	668	61%	186	49%
Speech-Language Impaired K–12	11	82%	14	79%	3	67%
Visually Impaired K–12	22	91%	29	86%	7	71%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**52,384**	**59%**	**62,792**	**67%**	**18,893**	**60%**
Professional Education (PED)	**7,530**	**69%**	**9,819**	**74%**	**3,437**	**59%**

| Examination | Unique Examinee Counts | | | | | |
| | First Attempt | | Best Attempt | | Retake Attempt* | |
	N	Pass Rate	N	Pass Rate	N	Pass Rate
GK Subtest 1: Essay	7,031	77%	8,529	77%	2,062	56%
GK Subtest 2: English Language Skills (ELS)	7,224	66%	9,330	67%	3,051	50%
GK Subtest 3: Reading	7,239	58%	9,877	64%	3,907	55%
GK Subtest 4: Mathematics	7,041	62%	9,661	64%	3,579	49%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**28,535**	**66%**	**37,397**	**68%**	**12,599**	**52%**
FELE Subtest 1: Leadership for Student Learning	1,303	73%	1,611	75%	450	58%
FELE Subtest 2: Organizational Development	1,299	69%	1,608	74%	490	58%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,290	70%	1,641	75%	517	62%
FELE Subtest 3: Systems Leadership Written Performance Section	1,289	63%	1,611	78%	569	77%
TOTAL FOR ALL FELE SUBTESTS	**5,181**	**69%**	**6,471**	**75%**	**2,026**	**64%**
GRAND TOTAL FOR ALL EXAMINATIONS	**93,630**	**62%**	**116,479**	**68%**	**36,955**	**58%**

N=number of examinees

*Some examinees may have more than one retake attempt.

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees highest score for each field that occurred within the analysis window.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX C

Longitudinal and Cumulative Outcomes

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Field (2019 through 2022)

Examination	2019		2020		2021		2022	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	94	97%	105	77%	134	90%	83	89%
Art K–12	363	78%	508	63%	621	67%	534	63%
Biology 6–12	551	84%	747	73%	883	74%	592	73%
Business Education 6–12	502	74%	729	60%	788	55%	529	57%
Chemistry 6–12	170	81%	210	66%	285	66%	171	62%
Computer Science K–12	77	71%	482	52%	776	37%	327	40%
Deaf or Hard of Hearing K–12	62	90%	98	82%	75	79%	64	86%
Drama 6–12	88	91%	161	73%	160	76%	119	79%
Earth/Space Science 6–12	170	83%	297	68%	371	67%	205	66%
Educational Media Specialist PK–12	280	81%	425	71%	558	73%	555	71%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	5,038	84%	5,250	80%	6,189	75%	6,055	68%
Elementary Education K–6 Subtest 2: Social Science	5,179	87%	5,317	84%	6,206	79%	5,829	73%
Elementary Education K–6 Subtest 3: Science	5,234	86%	5,315	83%	6,242	78%	5,740	72%
Elementary Education K–6 Subtest 4: Mathematics	4,907	82%	5,280	79%	6,457	76%	5,887	69%
Engineering and Technology Education 6–12	79	59%	119	71%	195	54%	96	55%
English 6–12 Multiple-Choice Section	1,390	82%	1,834	79%	1,970	74%	1,537	70%
English 6–12 Written Performance Section	1,358	84%	1,801	79%	2,042	77%	1,530	70%
English to Speakers of Other Languages (ESOL) K–12	730	71%	1,695	55%	2,016	55%	1,206	57%
Exceptional Student Education K–12	3,177	85%	4,144	82%	4,698	77%	3,779	72%
Family and Consumer Science 6–12	96	76%	234	71%	273	68%	131	69%
French K–12	55	87%	65	80%	79	73%	68	76%
German K–12 Interview	9	100%	7	100%	9	78%	4	75%
German K–12 Written	8	100%	10	80%	10	70%	4	100%
Health K–12	181	71%	489	57%	488	64%	325	62%
Humanities K–12	19	47%	84	42%	114	35%	36	64%
Latin K–12	9	78%	12	67%	19	79%	17	76%
Marketing 6–12	41	76%	103	60%	119	78%	54	67%
Mathematics 6–12	703	64%	1,064	53%	1,289	48%	857	55%
Middle Grades English 5–9 Multiple-Choice Section	399	51%	607	54%	708	57%	601	43%
Middle Grades English 5–9 Written Performance Section	431	65%	590	60%	707	60%	587	55%
Middle Grades General Science 5–9	560	70%	731	58%	984	57%	696	57%
Middle Grades Mathematics 5–9	1,073	69%	1,547	61%	1,822	58%	1,530	57%
Middle Grades Social Science 5–9	423	87%	576	82%	745	79%	512	73%
Music K–12	371	94%	455	90%	497	88%	405	86%
PK–3 Subtest 1: Developmental Knowledge	1,731	87%	2,080	82%	2,421	80%	2,425	75%
PK–3 Subtest 2: Language Arts and Reading	1,559	80%	1,971	73%	2,483	72%	2,643	63%
PK–3 Subtest 3: Mathematics	1,669	83%	2,009	77%	2,509	77%	2,469	70%
PK–3 Subtest 4: Science	1,746	87%	2,023	81%	2,469	80%	2,417	75%

Examination	2019		2020		2021		2022	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Physical Education K–12	644	66%	1,295	67%	1,385	71%	1,207	66%
Physics 6–12	85	75%	94	61%	143	46%	85	59%
Preschool Education Birth–Age 4	176	65%	386	54%	394	54%	264	58%
Reading K–12	226	72%	10,724	80%	14,085	77%	4,715	73%
School Counseling PK–12	396	96%	543	89%	570	84%	391	91%
School Psychologist PK–12	97	97%	155	79%	146	88%	85	98%
Social Science 6–12	1,292	78%	1,878	66%	2,073	64%	1,449	64%
Spanish K–12	478	80%	604	76%	742	74%	592	63%
Speech-Language Impaired K–12	16	100%	34	76%	43	65%	11	82%
Visually Impaired K–12	32	84%	52	50%	54	69%	27	93%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**43,974**	**82%**	**64,939**	**76%**	**78,046**	**73%**	**59,445**	**69%**
Professional Education (PED)	**8,414**	**95%**	**10,112**	**87%**	**10,653**	**82%**	**9,068**	**76%**
GK Subtest 1: Essay	10,035	87%	10,180	85%	12,423	83%	8,015	80%
GK Subtest 2: English Language Skills (ELS)	10,144	84%	10,147	80%	12,966	77%	8,607	71%
GK Subtest 3: Reading	9,864	81%	10,032	77%	12,886	74%	9,020	68%
GK Subtest 4: Mathematics	9,803	79%	9,654	75%	12,655	71%	8,719	68%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**39,846**	**83%**	**40,013**	**79%**	**50,930**	**76%**	**34,361**	**72%**
FELE Subtest 1: Leadership for Student Learning	1,265	89%	1,146	90%	1,695	86%	1,487	79%
FELE Subtest 2: Organizational Development	1,234	88%	1,150	90%	1,696	86%	1,482	77%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,195	87%	1,118	89%	1,690	85%	1,509	78%
FELE Subtest 3: Systems Leadership Written Performance Section	1,204	89%	1,133	92%	1,628	86%	1,545	78%
TOTAL FOR ALL FELE SUBTESTS	**4,898**	**88%**	**4,547**	**90%**	**6,709**	**86%**	**6,023**	**78%**
GRAND TOTAL FOR ALL EXAMINATIONS	**97,132**	**84%**	**119,611**	**79%**	**146,338**	**76%**	**108,897**	**71%**

N=number of examinees
Pass rates are based on examinee best attempt.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Assessment (2019 through 2022)

Assessment	2019		2020		2021		2022	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	8	100%	7	100%	10	80%	4	75%
English 6–12	1,285	78%	1,796	72%	2,006	68%	1,643	61%
Middle Grades English 5–9	375	46%	587	45%	715	47%	638	37%
Prekindergarten/Primary (PK–3)	1,437	79%	1,901	71%	2,468	69%	2,849	56%
Elementary Education K–6	4,451	79%	5,074	75%	6,274	68%	6,731	56%
General Knowledge (GK)	7,789	74%	8,381	70%	12,602	64%	10,036	53%
Florida Educational Leadership Examination (FELE)	1,001	82%	1,089	86%	1,639	79%	1,750	64%

For examinations with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.
N=number of examinees
Pass rates are based on examinee best attempt.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Examination: 2019–2022

Examination	First Attempt				Best Attempt			
	N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Agriculture 6–12	416	336	81%	212	416	366	88%	213
Art K–12	2,026	1,086	54%	198	2,026	1,356	67%	202
Biology 6–12	2,773	1,792	65%	206	2,773	2,094	76%	208
Business Education 6–12	2,548	1,284	50%	197	2,548	1,550	61%	200
Chemistry 6–12	836	477	57%	201	836	568	68%	205
Computer Science K–12	1,662	600	36%	186	1,662	721	43%	189
Deaf or Hard of Hearing K–12	299	225	75%	213	299	250	84%	214
Drama 6–12	528	382	72%	211	528	413	78%	212
Earth/Space Science 6–12	1,043	649	62%	206	1,043	728	70%	208
Educational Media Specialist PK–12	1,818	1,201	66%	204	1,818	1,324	73%	205
Elementary Education K–6 Subtest 1: Lang Arts and Reading	22,532	12,369	55%	199	22,532	17,183	76%	205
Elementary Education K–6 Subtest 2: Social Science	22,531	14,610	65%	206	22,531	18,211	81%	211
Elementary Education K–6 Subtest 3: Science	22,531	14,498	64%	205	22,531	17,921	80%	209
Elementary Education K–6 Subtest 4: Mathematics	22,531	12,601	56%	199	22,531	17,187	76%	206
Engineering and Technology Education 6–12	489	236	48%	195	489	289	59%	198
English 6–12 Multiple-Choice Section	6,731	4,327	64%	204	6,731	5,133	76%	208
English 6–12 Written Performance Section	6,731	4,318	64%	8	6,731	5,225	78%	8
English to Speakers of Other Languages (ESOL) K–12	5,647	2,872	51%	197	5,647	3,258	58%	199
Exceptional Student Education K–12	15,798	10,778	68%	207	15,798	12,409	79%	210
Family and Consumer Science 6–12	734	456	62%	203	734	515	70%	204
French K–12	267	197	74%	223	267	210	79%	224
German K–12 Interview	29	26	90%	1	29	26	90%	1
German K–12 Written	32	24	75%	221	32	27	84%	223
Health K–12	1,483	751	51%	198	1,483	920	62%	201
Humanities K–12	253	103	41%	189	253	107	42%	189
Latin K–12	57	38	67%	210	57	43	75%	212
Marketing 6–12	317	194	61%	204	317	222	70%	206
Mathematics 6–12	3,913	1,740	44%	193	3,913	2,101	54%	197
Middle Grades English 5–9 Multiple-Choice Section	2,315	908	39%	191	2,315	1,195	52%	195
Middle Grades English 5–9 Written Performance Section	2,315	1,119	48%	7	2,315	1,380	60%	7
Middle Grades General Science 5–9	2,971	1,452	49%	195	2,971	1,779	60%	199
Middle Grades Mathematics 5–9	5,972	2,923	49%	195	5,972	3,611	60%	199
Middle Grades Social Science 5–9	2,256	1,676	74%	218	2,256	1,800	80%	220
Music K–12	1,728	1,472	85%	219	1,728	1,545	89%	220

Examination	First Attempt				Best Attempt			
	N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
PK–3 Subtest 1: Developmental Knowledge	8,657	5,912	68%	209	8,657	6,972	81%	213
PK–3 Subtest 2: Language Arts and Reading	8,656	4,089	47%	194	8,656	6,148	71%	202
PK–3 Subtest 3: Mathematics	8,656	5,220	60%	204	8,656	6,582	76%	210
PK–3 Subtest 4: Science	8,655	5,986	69%	212	8,655	6,948	80%	216
Physical Education K–12	4,531	2,479	55%	199	4,531	3,068	68%	202
Physics 6–12	407	191	47%	196	407	237	58%	200
Preschool Education Birth–Age 4	1,220	582	48%	195	1,220	689	56%	197
Reading K–12	29,750	20,703	70%	206	29,750	23,094	78%	208
School Counseling PK–12	1,900	1,623	85%	219	1,900	1,699	89%	220
School Psychologist PK–12	483	416	86%	220	483	429	89%	220
Social Science 6–12	6,692	3,915	59%	202	6,692	4,512	67%	204
Spanish K–12	2,416	1,591	66%	204	2,416	1,762	73%	206
Speech-Language Impaired K–12	104	77	74%	213	104	79	76%	213
Visually Impaired K–12	165	81	49%	201	165	115	70%	206
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**246,404**	**150,585**	**61%**	**n/a**	**246,404**	**184,001**	**75%**	**n/a**
Professional Education (PED)	**38,247**	**26,927**	**70%**	**209**	**38,247**	**32,325**	**85%**	**212**
GK Subtest 1: Essay	40,653	29,737	73%	8	40,653	34,107	84%	8
GK Subtest 2: English Language Skills (ELS)	41,864	26,728	64%	206	41,864	32,760	78%	211
GK Subtest 3: Reading	41,802	23,689	57%	198	41,802	31,381	75%	204
GK Subtest 4: Mathematics	40,831	23,894	59%	201	40,831	30,032	74%	207
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**165,150**	**104,048**	**63%**	**n/a**	**165,150**	**128,280**	**78%**	**n/a**
FELE Subtest 1: Leadership for Student Learning	5,593	4,090	73%	209	5,593	4,795	86%	212
FELE Subtest 2: Organizational Development	5,562	3,872	70%	206	5,562	4,714	85%	209
FELE Subtest 3: Systems Leadership Multiple-Choice Section	5,512	3,656	66%	206	5,512	4,646	84%	210
FELE Subtest 3: Systems Leadership Written Performance Section	5,510	3,381	61%	7	5,510	4,718	86%	8
TOTAL FOR ALL FELE SUBTESTS	**22,177**	**14,999**	**68%**	**n/a**	**22,177**	**18,873**	**85%**	**n/a**
GRAND TOTAL FOR ALL EXAMINATIONS	**471,978**	**296,559**	**63%**	**n/a**	**471,978**	**363,479**	**77%**	**n/a**

N=number of examinees
First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Assessment: 2019–2022

Examination	First Attempt			Best Attempt		
	N	Number Pass	Percent Passed	N	Number Pass	Percent Passed
German K–12	29	24	83%	29	26	90%
English 6–12	6,730	3,322	49%	6,730	4,657	69%
Middle Grades English 5–9	2,315	605	26%	2,315	1,016	44%
Prekindergarten/Primary (PK–3)	8,655	3,266	38%	8,655	5,798	67%
Elementary Education K–6	22,530	7,939	35%	22,530	15,393	68%
General Knowledge (GK)	38,808	14,005	36%	38,808	25,033	65%
Florida Educational Leadership Examination (FELE)	5,479	2,063	38%	5,479	4,179	76%

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.
N=number of examinees
First attempt is defined as attempts in the analysis window with no prior attempts for the same field
Best attempt is defined as the examinees highest score for each field that occurred within the analysis window
Source: Data provided by Evaluation Systems group of Pearson

APPENDIX D

State-Approved Programs FTCE/FELE Outcomes

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Tests and Percent Passed: 2021–2022
State Approved Program Examinees

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	24	92%	1	100%	25	92%
Art K–12	79	77%	68	44%	147	62%
Biology 6–12	166	77%	77	65%	243	73%
Business Education 6–12	111	63%	102	36%	213	50%
Chemistry 6–12	44	66%	31	45%	75	57%
Computer Science K–12	63	54%	26	19%	89	44%
Deaf or Hard of Hearing K–12	3	100%	0	n/a	3	100%
Drama 6–12	21	81%	5	40%	26	73%
Earth-Space Science 6–12	32	81%	7	71%	39	79%
Educational Media Specialist PK–12	42	79%	6	100%	48	81%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,820	62%	1,357	50%	3,177	57%
Elementary Ed K–6 Subtest 2: Social Science	1,820	63%	1,212	47%	3,032	57%
Elementary Ed K–6 Subtest 3: Science	1,818	68%	997	53%	2,815	63%
Elementary Ed K–6 Subtest 4: Mathematics	1,818	65%	1,245	48%	3,063	58%
Engineering and Technology Education 6–12	18	50%	11	9%	29	34%
English 6–12 Multiple-Choice Section	290	71%	147	56%	437	66%
English 6–12 Written Performance Section	290	77%	108	61%	398	72%
English to Speakers of Other Languages (ESOL) K–12	292	60%	97	49%	389	57%
Exceptional Student Education K–12	600	78%	306	51%	906	69%
Family and Consumer Science 6–12	19	63%	11	18%	30	47%
French K–12	6	83%	7	71%	13	77%
German K–12 Interview	1	0%	0	n/a	1	0%
German K–12 Written	1	0%	0	n/a	1	0%
Health K–12	48	81%	23	57%	71	73%
Humanities K–12	8	38%	2	100%	10	50%
Latin K–12	3	100%	3	33%	6	67%
Marketing 6–12	5	80%	2	50%	7	71%
Mathematics 6–12	152	57%	157	36%	309	46%
Middle Grades English 5–9 Multiple-Choice Section	55	38%	38	37%	93	38%
Middle Grades English 5–9 Written Performance Section	55	45%	19	47%	74	46%
Middle Grades General Science 5–9	95	65%	63	35%	158	53%
Middle Grades Mathematics 5–9	124	58%	115	40%	239	49%
Middle Grades Social Science 5–9	70	79%	25	40%	95	68%
Music K–12	174	93%	19	89%	193	92%
PK–3 Subtest 1: Developmental Knowledge	295	87%	79	56%	374	80%
PK–3 Subtest 2: Language Arts and Reading	295	66%	205	50%	500	59%
PK–3 Subtest 3: Mathematics	295	77%	114	54%	409	70%
PK–3 Subtest 4: Science	295	84%	78	50%	373	77%
Physical Education K–12	115	77%	75	51%	190	66%
Physics 6–12	26	35%	18	28%	44	32%
Preschool Education Birth–Age 4	20	60%	14	57%	34	59%
Reading K–12	689	65%	323	53%	1,012	61%
School Counseling PK–12	132	95%	14	50%	146	90%
School Psychologist PK–12	69	99%	5	100%	74	99%
Social Science 6–12	278	70%	238	37%	516	55%
Spanish K–12	34	56%	31	29%	65	43%
Speech-Language Impaired K–12	1	100%	0	n/a	1	100%
Visually Impaired K–12	13	100%	8	63%	21	86%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**12,724**	**68%**	**7,489**	**49%**	**20,213**	**61%**
Professional Education (PED)	**3,785**	**76%**	**2,052**	**47%**	**5,837**	**66%**
GK Subtest 1: Essay	1,634	82%	864	46%	2,498	69%
GK Subtest 2: English Language Skills (ELS)	1,647	76%	1,445	39%	3,092	59%
GK Subtest 3: Reading	1,649	66%	1,917	38%	3,566	51%
GK Subtest 4: Mathematics	1,629	70%	1,837	39%	3,466	53%

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**6,559**	**74%**	**6,063**	**40%**	**12,622**	**57%**
FELE Subtest 1: Leadership for Student Learning	737	81%	335	45%	1,072	70%
FELE Subtest 2: Organizational Development	738	76%	375	43%	1,113	65%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	734	77%	405	42%	1,139	65%
FELE Subtest 3: Systems Leadership Written Performance Section	734	66%	423	61%	1,157	64%
TOTAL FOR ALL FELE SUBTESTS	**2,943**	**75%**	**1,538**	**48%**	**4,481**	**66%**
GRAND TOTAL FOR ALL EXAMINATIONS	**26,011**	**71%**	**17,142**	**45%**	**43,153**	**61%**

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.
Title II year spans from August 1 to July 31.
N=number of examinees
n/a=no examinees tested
*Some examinees may have more than one retake attempt and may be counted multiple times.
First attempt is defined as attempts in the analysis window with no prior attempts for the same field.
Retake attempt is defined as a repeat test attempt for the field.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing: 2021–2022
State Approved Program Examinees

Examination	Unique Examinee Counts					
	First Attempt		Best Attempt		Retake Attempt*	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	24	92%	24	96%	1	100%
Art K–12	79	77%	118	77%	48	63%
Biology 6–12	166	77%	207	86%	59	85%
Business Education 6–12	111	63%	155	69%	64	58%
Chemistry 6–12	44	66%	55	78%	21	67%
Computer Science K–12	63	54%	80	49%	23	22%
Deaf or Hard of Hearing K–12	3	100%	3	100%		
Drama 6–12	21	81%	24	79%	3	67%
Earth-Space Science 6–12	32	81%	37	84%	7	71%
Educational Media Specialist PK–12	42	79%	45	87%	6	100%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,820	62%	2,210	82%	867	78%
Elementary Ed K–6 Subtest 2: Social Science	1,820	63%	2,123	81%	734	78%
Elementary Ed K–6 Subtest 3: Science	1,818	68%	2,110	84%	669	80%
Elementary Ed K–6 Subtest 4: Mathematics	1,818	65%	2,190	81%	784	76%
Engineering and Technology Education 6–12	18	50%	21	48%	7	14%
English 6–12 Multiple-Choice Section	290	71%	346	83%	106	78%
English 6–12 Written Performance Section	290	77%	343	84%	87	76%
English to Speakers of Other Languages (ESOL) K–12	292	60%	342	65%	80	60%
Exceptional Student Education K–12	600	78%	746	83%	225	69%
Family and Consumer Science 6–12	19	63%	24	58%	6	33%
French K–12	6	83%	11	91%	6	83%
German K–12 Interview	1	0%	1	0%		
German K–12 Written	1	0%	1	0%		
Health K–12	48	81%	60	87%	16	81%
Humanities K–12	8	38%	9	56%	2	100%
Latin K–12	3	100%	5	80%	2	50%
Marketing 6–12	5	80%	7	71%	2	50%
Mathematics 6–12	152	57%	225	64%	104	54%
Middle Grades English 5–9 Multiple-Choice Section	55	38%	71	49%	27	52%
Middle Grades English 5–9 Written Performance Section	55	45%	64	53%	17	53%
Middle Grades General Science 5–9	95	65%	123	68%	42	52%
Middle Grades Mathematics 5–9	124	58%	182	65%	80	58%
Middle Grades Social Science 5–9	70	79%	85	76%	20	50%
Music K–12	174	93%	189	94%	17	100%
PK–3 Subtest 1: Developmental Knowledge	295	87%	333	90%	58	76%
PK–3 Subtest 2: Language Arts and Reading	295	66%	371	80%	141	72%
PK–3 Subtest 3: Mathematics	295	77%	338	85%	85	72%
PK–3 Subtest 4: Science	295	84%	331	87%	63	62%
Physical Education K–12	115	77%	154	82%	51	75%
Physics 6–12	26	35%	27	52%	12	42%
Preschool Education Birth–Age 4	20	60%	26	77%	10	80%
Reading K–12	689	65%	867	71%	257	66%
School Counseling PK–12	132	95%	138	96%	9	78%
School Psychologist PK–12	69	99%	73	100%	5	100%
Social Science 6–12	278	70%	366	77%	135	65%
Spanish K–12	34	56%	50	56%	20	45%
Speech-Language Impaired K–12	1	100%	1	100%		
Visually Impaired K–12	13	100%	20	90%	7	71%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**12,724**	**68%**	**15,331**	**80%**	**4,985**	**74%**
Professional Education (PED)	**3,785**	**76%**	**4,560**	**85%**	**1,352**	**71%**
GK Subtest 1: Essay	1,634	82%	2,090	83%	600	66%
GK Subtest 2: English Language Skills (ELS)	1,647	76%	2,338	78%	891	63%
GK Subtest 3: Reading	1,649	66%	2,512	73%	1,178	62%

| Examination | Unique Examinee Counts | | | | | |
| | First Attempt | | Best Attempt | | Retake Attempt* | |
	N	Pass Rate	N	Pass Rate	N	Pass Rate
GK Subtest 4: Mathematics	1,629	70%	2,528	73%	1,167	61%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**6,559**	**74%**	**9,468**	**76%**	**3,836**	**63%**
FELE Subtest 1: Leadership for Student Learning	737	81%	888	84%	238	63%
FELE Subtest 2: Organizational Development	738	76%	892	81%	265	61%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	734	77%	911	81%	274	62%
FELE Subtest 3: Systems Leadership Written Performance Section	734	66%	877	85%	319	82%
TOTAL FOR ALL FELE SUBTESTS	**2,943**	**75%**	**3,568**	**83%**	**1,096**	**68%**
GRAND TOTAL FOR ALL EXAMINATIONS	**26,011**	**71%**	**32,927**	**80%**	**11,269**	**69%**

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

Title II year spans from August 1 to July 31.

*Some examinees may have more than one retake attempt. This table reflects examinee performance on their best retake attempt.

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees highest score for each field that occurred within the analysis window.

Retake attempt is defined as a repeat test attempt for the field.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Field (2019–2020 through 2021–2022)
Program versus Non-Program

Examination	Program Type	2019–2020		2020–2021		2021–2022	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	Program	32	97%	37	97%	24	96%
	Non-Program	62	82%	109	79%	59	86%
	Total	**94**	**87%**	**146**	**84%**	**83**	**89%**
Art K–12	Program	110	87%	187	78%	106	79%
	Non-Program	224	58%	553	59%	405	62%
	Total	**334**	**68%**	**740**	**64%**	**511**	**66%**
Biology 6–12	Program	196	89%	343	85%	195	86%
	Non-Program	327	69%	683	64%	449	73%
	Total	**523**	**77%**	**1,026**	**71%**	**644**	**77%**
Business Education 6–12	Program	138	78%	263	68%	134	72%
	Non-Program	363	58%	700	51%	368	56%
	Total	**501**	**63%**	**963**	**55%**	**502**	**61%**
Chemistry 6–12	Program	53	77%	102	74%	52	81%
	Non-Program	93	65%	240	58%	124	60%
	Total	**146**	**69%**	**342**	**62%**	**176**	**66%**
Computer Science K–12	Program	83	64%	207	42%	74	53%
	Non-Program	200	56%	717	37%	274	37%
	Total	**283**	**58%**	**924**	**38%**	**348**	**41%**
Deaf or Hard of Hearing K–12	Program	16	94%	17	94%	3	100%
	Non-Program	58	83%	74	77%	72	78%
	Total	**74**	**85%**	**91**	**80%**	**75**	**79%**
Drama 6–12	Program	17	82%	55	85%	22	82%
	Non-Program	94	74%	160	69%	86	83%
	Total	**111**	**76%**	**215**	**73%**	**108**	**82%**
Earth-Space Science 6–12	Program	49	82%	107	70%	35	83%
	Non-Program	165	67%	318	66%	154	64%
	Total	**214**	**71%**	**425**	**67%**	**189**	**68%**
Educational Media Specialist PK–12	Program	30	70%	75	72%	42	86%
	Non-Program	246	73%	592	70%	467	70%
	Total	**276**	**72%**	**667**	**70%**	**509**	**72%**
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	1,917	95%	2,511	93%	2,134	82%
	Non-Program	2,294	70%	4,178	66%	4,145	61%
	Total	**4,211**	**82%**	**6,689**	**76%**	**6,279**	**68%**
Elementary Ed K–6 Subtest 2: Social Science	Program	1,939	96%	2,568	94%	2,055	82%
	Non-Program	2,428	78%	4,289	73%	3,899	69%
	Total	**4,367**	**86%**	**6,857**	**80%**	**5,954**	**73%**

Examination	Program Type	2019–2020		2020–2021		2021–2022	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Elementary Ed K–6 Subtest 3: Science	Program	1,970	96%	2,549	93%	2,041	85%
	Non-Program	2,404	75%	4,291	70%	3,922	67%
	Total	**4,374**	**84%**	**6,840**	**79%**	**5,963**	**73%**
Elementary Ed K–6 Subtest 4: Mathematics	Program	1,868	94%	2,612	92%	2,080	84%
	Non-Program	2,259	68%	4,353	66%	4,005	64%
	Total	**4,127**	**80%**	**6,965**	**76%**	**6,085**	**70%**
Engineering and Technology Education 6–12	Program	22	86%	47	66%	21	48%
	Non-Program	58	64%	155	55%	101	56%
	Total	**80**	**70%**	**202**	**58%**	**122**	**55%**
English 6–12 Multiple-Choice Section	Program	415	92%	613	87%	332	84%
	Non-Program	947	73%	1,741	71%	1,216	67%
	Total	**1,362**	**79%**	**2,354**	**75%**	**1,548**	**70%**
English 6–12 Written Performance Section	Program	401	91%	624	89%	335	84%
	Non-Program	916	74%	1,741	74%	1,247	69%
	Total	**1,317**	**79%**	**2,365**	**78%**	**1,582**	**72%**
English to Speakers of Other Languages (ESOL) K–12	Program	266	67%	636	60%	326	67%
	Non-Program	775	56%	1,890	51%	965	57%
	Total	**1,041**	**59%**	**2,526**	**53%**	**1,291**	**59%**
Exceptional Student Education K–12	Program	844	93%	1,165	88%	667	86%
	Non-Program	2,225	79%	4,278	75%	3,122	70%
	Total	**3,069**	**83%**	**5,443**	**78%**	**3,789**	**73%**
Family and Consumer Science 6–12	Program	30	67%	61	84%	23	61%
	Non-Program	122	68%	262	67%	120	68%
	Total	**152**	**68%**	**323**	**70%**	**143**	**67%**
French K–12	Program	8	63%	22	64%	9	89%
	Non-Program	36	81%	76	78%	57	82%
	Total	**44**	**77%**	**98**	**74%**	**66**	**83%**
German K–12 Interview	Program	3	100%	3	67%	1	0%
	Non-Program	6	100%	7	100%	4	75%
	Total	**9**	**100%**	**10**	**90%**	**5**	**60%**
German K–12 Written	Program	3	100%	3	67%	1	0%
	Non-Program	7	100%	8	63%	4	75%
	Total	**10**	**100%**	**11**	**64%**	**5**	**60%**
Health K–12	Program	79	80%	131	63%	56	88%
	Non-Program	235	53%	465	57%	280	60%
	Total	**314**	**60%**	**596**	**58%**	**336**	**65%**
Humanities K–12	Program	12	42%	33	33%	8	50%
	Non-Program	43	47%	105	33%	27	63%
	Total	**55**	**45%**	**138**	**33%**	**35**	**60%**
Latin K–12	Program	1	100%	4	75%	5	80%
	Non-Program	8	88%	16	63%	14	79%
	Total	**9**	**89%**	**20**	**65%**	**19**	**79%**

Examination	Program Type	2019–2020		2020–2021		2021–2022	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Marketing 6–12	Program	18	78%	39	72%	7	71%
	Non-Program	46	52%	118	73%	47	70%
	Total	**64**	**59%**	**157**	**73%**	**54**	**70%**
Mathematics 6–12	Program	208	69%	423	68%	189	67%
	Non-Program	518	48%	1,094	41%	685	50%
	Total	**726**	**54%**	**1,517**	**48%**	**874**	**53%**
Middle Grades English 5–9 Multiple-Choice Section	Program	85	71%	130	68%	65	48%
	Non-Program	342	50%	673	56%	517	43%
	Total	**427**	**54%**	**803**	**58%**	**582**	**43%**
Middle Grades English 5–9 Written Performance Section	Program	94	72%	124	72%	62	53%
	Non-Program	343	58%	680	57%	510	55%
	Total	**437**	**61%**	**804**	**59%**	**572**	**55%**
Middle Grades General Science 5–9	Program	125	72%	209	69%	117	68%
	Non-Program	396	56%	907	54%	579	56%
	Total	**521**	**60%**	**1,116**	**57%**	**696**	**58%**
Middle Grades Mathematics 5–9	Program	255	79%	337	70%	151	69%
	Non-Program	879	59%	1,770	54%	1,339	57%
	Total	**1,134**	**64%**	**2,107**	**57%**	**1,490**	**59%**
Middle Grades Social Science 5–9	Program	108	88%	180	84%	80	79%
	Non-Program	327	80%	682	79%	421	74%
	Total	**435**	**82%**	**862**	**80%**	**501**	**74%**
Music K–12	Program	204	98%	355	97%	177	94%
	Non-Program	116	80%	257	77%	229	79%
	Total	**320**	**92%**	**612**	**89%**	**406**	**86%**
PK–3 Subtest 1: Developmental Knowledge	Program	390	96%	520	94%	317	91%
	Non-Program	1,202	80%	2,187	76%	2,018	73%
	Total	**1,592**	**84%**	**2,707**	**80%**	**2,335**	**76%**
PK–3 Subtest 2: Language Arts and Reading	Program	356	91%	529	91%	342	84%
	Non-Program	1,063	70%	2,145	66%	2,198	61%
	Total	**1,419**	**75%**	**2,674**	**71%**	**2,540**	**64%**
PK–3 Subtest 3: Mathematics	Program	380	92%	526	92%	322	87%
	Non-Program	1,143	75%	2,204	72%	2,059	68%
	Total	**1,523**	**79%**	**2,730**	**76%**	**2,381**	**70%**
PK–3 Subtest 4: Science	Program	392	95%	521	93%	315	90%
	Non-Program	1,189	80%	2,207	75%	2,009	74%
	Total	**1,581**	**83%**	**2,728**	**79%**	**2,324**	**76%**
Physical Education K–12	Program	163	85%	271	83%	133	83%
	Non-Program	695	57%	1,378	68%	1,017	65%
	Total	**858**	**62%**	**1,649**	**70%**	**1,150**	**67%**
Physics 6–12	Program	17	65%	57	63%	26	50%
	Non-Program	52	67%	101	41%	62	48%
	Total	**69**	**67%**	**158**	**49%**	**88**	**49%**

Examination	Program Type	2019–2020		2020–2021		2021–2022	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Preschool Education Birth–Age 4	Program	49	86%	83	72%	24	75%
	Non-Program	204	50%	434	48%	235	56%
	Total	**253**	**57%**	**517**	**52%**	**259**	**58%**
Reading K–12	Program	591	76%	2,188	75%	832	72%
	Non-Program	3,572	82%	16,609	78%	4,914	75%
	Total	**4,163**	**81%**	**18,797**	**78%**	**5,746**	**75%**
School Counseling PK–12	Program	138	97%	211	96%	137	96%
	Non-Program	274	85%	512	81%	254	86%
	Total	**412**	**89%**	**723**	**85%**	**391**	**90%**
School Psychologist PK–12	Program	70	97%	95	98%	72	100%
	Non-Program	36	50%	76	62%	28	96%
	Total	**106**	**81%**	**171**	**82%**	**100**	**99%**
Social Science 6–12	Program	432	85%	675	77%	333	79%
	Non-Program	889	61%	1,842	58%	1,109	62%
	Total	**1,321**	**69%**	**2,517**	**63%**	**1,442**	**66%**
Spanish K–12	Program	61	89%	106	80%	43	58%
	Non-Program	334	75%	817	74%	513	65%
	Total	**395**	**77%**	**923**	**75%**	**556**	**65%**
Speech-Language Impaired K–12	Program	1	0%	3	33%	1	100%
	Non-Program	12	75%	55	69%	15	93%
	Total	**13**	**69%**	**58**	**67%**	**16**	**94%**
Visually Impaired K–12	Program	11	73%	18	83%	16	100%
	Non-Program	22	41%	47	47%	20	85%
	Total	**33**	**52%**	**65**	**57%**	**36**	**92%**
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**Program**	**14,650**	**91%**	**22,575**	**86%**	**14,542**	**82%**
	Non-Program	**30,249**	**72%**	**68,796**	**69%**	**46,364**	**66%**
	Total	**44,899**	**78%**	**91,371**	**73%**	**60,906**	**70%**
Professional Education (PED)	**Program**	**4,396**	**96%**	**6,248**	**92%**	**4,301**	**87%**
	Non-Program	**3,298**	**80%**	**6,318**	**71%**	**5,013**	**68%**
	Total	**7,694**	**89%**	**12,566**	**82%**	**9,314**	**77%**

Examination	Program Type	2019–2020		2020–2021		2021–2022	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
GK Subtest 1: Essay	Program	3,247	97%	5,465	94%	1,934	86%
	Non-Program	4,118	78%	8,733	77%	6,959	79%
	Total	**7,365**	**86%**	**14,198**	**83%**	**8,893**	**81%**
GK Subtest 2: English Language Skills (ELS)	Program	3,218	96%	5,402	91%	2,142	82%
	Non-Program	4,215	69%	8,913	68%	7,507	70%
	Total	**7,433**	**81%**	**14,315**	**77%**	**9,649**	**73%**
GK Subtest 3: Reading	Program	3,053	95%	5,467	90%	2,250	78%
	Non-Program	4,073	64%	8,876	64%	7,649	65%
	Total	**7,126**	**77%**	**14,343**	**74%**	**9,899**	**68%**
GK Subtest 4: Mathematics	Program	3,078	95%	5,338	89%	2,223	79%
	Non-Program	3,874	63%	8,571	61%	7,478	65%
	Total	**6,952**	**77%**	**13,909**	**72%**	**9,701**	**68%**
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**Program**	**12,596**	**96%**	**21,672**	**91%**	**8,549**	**81%**
	Non-Program	**16,280**	**68%**	**35,093**	**68%**	**29,593**	**70%**
	Total	**28,876**	**80%**	**56,765**	**76%**	**38,142**	**72%**
FELE Subtest 1: Leadership for Student Learning	Program	557	94%	857	92%	820	87%
	Non-Program	392	87%	753	79%	889	74%
	Total	**949**	**91%**	**1,610**	**86%**	**1,709**	**81%**
FELE Subtest 2: Organizational Development	Program	551	94%	875	91%	807	85%
	Non-Program	386	84%	743	79%	879	74%
	Total	**937**	**90%**	**1,618**	**86%**	**1,686**	**80%**
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	523	93%	883	91%	812	85%
	Non-Program	369	82%	710	79%	909	72%
	Total	**892**	**89%**	**1,593**	**86%**	**1,721**	**78%**
FELE Subtest 3: Systems Leadership Written Performance Section	Program	541	95%	837	93%	839	86%
	Non-Program	380	87%	706	78%	901	71%
	Total	**921**	**92%**	**1,543**	**86%**	**1,740**	**78%**
TOTAL FOR ALL FELE SUBTESTS	**Program**	**2,172**	**94%**	**3,452**	**92%**	**3,278**	**86%**
	Non-Program	**1,527**	**85%**	**2,912**	**79%**	**3,578**	**73%**
	Total	**3,699**	**90%**	**6,364**	**86%**	**6,856**	**79%**
GRAND TOTAL FOR ALL EXAMINATIONS	**Program**	**33,814**	**94%**	**53,947**	**89%**	**30,670**	**83%**
	Non-Program	**51,354**	**72%**	**113,119**	**69%**	**84,548**	**68%**
	Total	**85,168**	**80%**	**167,066**	**76%**	**115,218**	**72%**

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.
Title II year spans from August 1 to July 31.
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, etc.)
N=number of examinees
Pass rates are based on examinee best attempt.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Pass Rates by Assessment (2019–2020 through 2021–2022)
Program versus Non-Program

Assessment	Program Type	2019–2020		2020–2021		2021–2022	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	Program	3	100%	3	67%	1	0%
	Non-Program	5	100%	5	100%	4	75%
	Total	**8**	**100%**	**8**	**88%**	**5**	**60%**
English 6–12	Program	386	88%	574	83%	306	78%
	Non-Program	866	65%	1,615	63%	1,148	57%
	Total	**1,252**	**72%**	**2,189**	**68%**	**1,454**	**62%**
Middle Grades English 5–9	Program	81	63%	113	56%	56	36%
	Non-Program	312	40%	619	44%	476	35%
	Total	**393**	**45%**	**732**	**46%**	**532**	**35%**
Prekindergarten/Primary (PK–3)	Program	340	91%	465	89%	299	78%
	Non-Program	967	68%	1,824	62%	1,851	53%
	Total	**1,307**	**74%**	**2,289**	**67%**	**2,150**	**57%**
Elementary Education K–6	Program	1,691	93%	2,150	90%	1,876	71%
	Non-Program	1,997	62%	3,637	56%	3,648	48%
	Total	**3,688**	**76%**	**5,787**	**69%**	**5,524**	**56%**
General Knowledge (GK)	Program	2,386	94%	4,194	87%	1,482	72%
	Non-Program	2,832	51%	6,406	50%	5,803	51%
	Total	**5,218**	**71%**	**10,600**	**65%**	**7,285**	**55%**
Florida Educational Leadership Examination (FELE)	Program	469	91%	706	87%	740	75%
	Non-Program	318	78%	594	69%	788	54%
	Total	**787**	**86%**	**1,300**	**79%**	**1,528**	**64%**

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.
Title II year spans from August 1 to July 31.
For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.
n/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, etc.)
N=number of examinees
Pass rates are based on examinee best attempt.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Examination (2019–2020 through 2021–2022)
Program versus Non-Program

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Agriculture 6–12	Program	93	83	89%	218	93	90	97%	219
	Non-Program	230	172	75%	208	230	188	82%	210
	Total	**323**	**255**	**79%**	**211**	**323**	**278**	**86%**	**212**
Art K–12	Program	403	266	66%	205	403	325	81%	208
	Non-Program	1,182	565	48%	195	1,182	710	60%	199
	Total	**1,585**	**831**	**52%**	**198**	**1,585**	**1,035**	**65%**	**201**
Biology 6–12	Program	734	530	72%	210	734	632	86%	213
	Non-Program	1,459	864	59%	203	1,459	994	68%	205
	Total	**2,193**	**1,394**	**64%**	**205**	**2,193**	**1,626**	**74%**	**208**
Business Education 6–12	Program	535	321	60%	202	535	383	72%	205
	Non-Program	1,431	661	46%	195	1,431	772	54%	197
	Total	**1,966**	**982**	**50%**	**197**	**1,966**	**1,155**	**59%**	**199**
Chemistry 6–12	Program	207	123	59%	204	207	158	76%	209
	Non-Program	457	237	52%	198	457	273	60%	200
	Total	**664**	**360**	**54%**	**200**	**664**	**431**	**65%**	**203**
Computer Science K–12	Program	364	156	43%	192	364	179	49%	194
	Non-Program	1,191	397	33%	184	1,191	479	40%	186
	Total	**1,555**	**553**	**36%**	**186**	**1,555**	**658**	**42%**	**188**
Deaf or Hard of Hearing K–12	Program	36	29	81%	213	36	34	94%	215
	Non-Program	204	151	74%	211	204	161	79%	213
	Total	**240**	**180**	**75%**	**212**	**240**	**195**	**81%**	**213**
Drama 6–12	Program	94	75	80%	216	94	79	84%	217
	Non-Program	340	232	68%	209	340	251	74%	210
	Total	**434**	**307**	**71%**	**210**	**434**	**330**	**76%**	**211**
Earth-Space Science 6–12	Program	191	133	70%	209	191	144	75%	211
	Non-Program	637	381	60%	204	637	419	66%	206
	Total	**828**	**514**	**62%**	**205**	**828**	**563**	**68%**	**207**
Educational Media Specialist PK–12	Program	147	101	69%	205	147	111	76%	207
	Non-Program	1,305	849	65%	203	1,305	922	71%	205
	Total	**1,452**	**950**	**65%**	**203**	**1,452**	**1,033**	**71%**	**205**
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	6,562	4,309	66%	205	6,562	5,906	90%	212
	Non-Program	10,617	5,047	48%	194	10,617	6,888	65%	200
	Total	**17,179**	**9,356**	**54%**	**199**	**17,179**	**12,794**	**74%**	**205**
Elementary Ed K–6 Subtest 2: Social Science	Program	6,562	4,561	70%	209	6,562	5,952	91%	216
	Non-Program	10,616	6,485	61%	204	10,616	7,677	72%	207
	Total	**17,178**	**11,046**	**64%**	**206**	**17,178**	**13,629**	**79%**	**210**

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Elementary Ed K–6 Subtest 3: Science	Program	6,560	4,830	74%	211	6,560	5,997	91%	216
	Non-Program	10,617	6,162	58%	201	10,617	7,450	70%	205
	Total	**17,177**	**10,992**	**64%**	**205**	**17,177**	**13,447**	**78%**	**209**
Elementary Ed K–6 Subtest 4: Mathematics	Program	6,560	4,288	65%	205	6,560	5,903	90%	213
	Non-Program	10,617	5,321	50%	195	10,617	6,976	66%	201
	Total	**17,177**	**9,609**	**56%**	**199**	**17,177**	**12,879**	**75%**	**205**
Engineering and Technology Education 6–12	Program	90	54	60%	200	90	60	67%	202
	Non-Program	314	149	47%	194	314	180	57%	197
	Total	**404**	**203**	**50%**	**195**	**404**	**240**	**59%**	**198**
English 6–12 Multiple-Choice Section	Program	1,360	1,022	75%	210	1,360	1,194	88%	213
	Non-Program	3,904	2,366	61%	203	3,904	2,743	70%	206
	Total	**5,264**	**3,388**	**64%**	**205**	**5,264**	**3,937**	**75%**	**208**
English 6–12 Written Performance Section	Program	1,360	1,011	74%	8	1,360	1,201	88%	8
	Non-Program	3,904	2,350	60%	7	3,904	2,822	72%	8
	Total	**5,264**	**3,361**	**64%**	**8**	**5,264**	**4,023**	**76%**	**8**
English to Speakers of Other Languages (ESOL) K–12	Program	1,228	687	56%	200	1,228	779	63%	202
	Non-Program	3,630	1,734	48%	195	3,630	1,949	54%	197
	Total	**4,858**	**2,421**	**50%**	**196**	**4,858**	**2,728**	**56%**	**198**
Exceptional Student Education K–12	Program	2,676	2,045	76%	212	2,676	2,389	89%	215
	Non-Program	9,625	6,387	66%	207	9,625	7,180	75%	209
	Total	**12,301**	**8,432**	**69%**	**208**	**12,301**	**9,569**	**78%**	**210**
Family and Consumer Science 6–12	Program	114	73	64%	204	114	85	75%	206
	Non-Program	504	311	62%	203	504	340	67%	204
	Total	**618**	**384**	**62%**	**203**	**618**	**425**	**69%**	**204**
French K–12	Program	39	24	62%	213	39	27	69%	216
	Non-Program	169	130	77%	225	169	135	80%	226
	Total	**208**	**154**	**74%**	**223**	**208**	**162**	**78%**	**224**
German K–12 Interview	Program	7	5	71%	1	7	5	71%	1
	Non-Program	17	16	94%	1	17	16	94%	1
	Total	**24**	**21**	**88%**	**1**	**24**	**21**	**88%**	**1**
German K–12 Written	Program	7	4	57%	211	7	5	71%	212
	Non-Program	19	14	74%	218	19	15	79%	220
	Total	**26**	**18**	**69%**	**217**	**26**	**20**	**77%**	**218**
Health K–12	Program	266	156	59%	202	266	195	73%	205
	Non-Program	980	471	48%	196	980	555	57%	199
	Total	**1,246**	**627**	**50%**	**198**	**1,246**	**750**	**60%**	**200**
Humanities K–12	Program	53	18	34%	188	53	20	38%	189
	Non-Program	175	71	41%	187	175	72	41%	187
	Total	**228**	**89**	**39%**	**187**	**228**	**92**	**40%**	**187**
Latin K–12	Program	10	7	70%	216	10	8	80%	216
	Non-Program	38	25	66%	208	38	28	74%	210
	Total	**48**	**32**	**67%**	**210**	**48**	**36**	**75%**	**211**

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Marketing 6–12	Program	64	43	67%	208	64	47	73%	209
	Non-Program	211	125	59%	203	211	143	68%	205
	Total	**275**	**168**	**61%**	**204**	**275**	**190**	**69%**	**206**
Mathematics 6–12	Program	820	447	55%	200	820	558	68%	205
	Non-Program	2,297	882	38%	189	2,297	1,033	45%	192
	Total	**3,117**	**1,329**	**43%**	**192**	**3,117**	**1,591**	**51%**	**195**
Middle Grades English 5–9 Multiple-Choice Section	Program	280	137	49%	195	280	180	64%	199
	Non-Program	1,532	623	41%	192	1,532	765	50%	194
	Total	**1,812**	**760**	**42%**	**192**	**1,812**	**945**	**52%**	**195**
Middle Grades English 5–9 Written Performance Section	Program	280	159	57%	7	280	190	68%	7
	Non-Program	1,533	714	47%	7	1,533	871	57%	7
	Total	**1,813**	**873**	**48%**	**7**	**1,813**	**1,061**	**59%**	**7**
Middle Grades General Science 5–9	Program	451	263	58%	201	451	315	70%	205
	Non-Program	1,882	862	46%	193	1,882	1,033	55%	197
	Total	**2,333**	**1,125**	**48%**	**195**	**2,333**	**1,348**	**58%**	**198**
Middle Grades Mathematics 5–9	Program	743	451	61%	202	743	542	73%	206
	Non-Program	3,988	1,859	47%	193	3,988	2,254	57%	197
	Total	**4,731**	**2,310**	**49%**	**195**	**4,731**	**2,796**	**59%**	**198**
Middle Grades Social Science 5–9	Program	368	281	76%	220	368	309	84%	222
	Non-Program	1,430	1,048	73%	218	1,430	1,110	78%	219
	Total	**1,798**	**1,329**	**74%**	**218**	**1,798**	**1,419**	**79%**	**220**
Music K–12	Program	736	688	93%	224	736	711	97%	225
	Non-Program	602	445	74%	211	602	473	79%	213
	Total	**1,338**	**1,133**	**85%**	**218**	**1,338**	**1,184**	**88%**	**219**
PK–3 Subtest 1: Developmental Knowledge	Program	1,227	1,038	85%	219	1,227	1,153	94%	221
	Non-Program	5,407	3,481	64%	207	5,407	4,113	76%	210
	Total	**6,634**	**4,519**	**68%**	**209**	**6,634**	**5,266**	**79%**	**212**
PK–3 Subtest 2: Language Arts and Reading	Program	1,227	793	65%	204	1,227	1,092	89%	211
	Non-Program	5,406	2,330	43%	192	5,406	3,488	65%	199
	Total	**6,633**	**3,123**	**47%**	**194**	**6,633**	**4,580**	**69%**	**201**
PK–3 Subtest 3: Mathematics	Program	1,228	936	76%	215	1,228	1,114	91%	220
	Non-Program	5,406	3,065	57%	201	5,406	3,834	71%	207
	Total	**6,634**	**4,001**	**60%**	**204**	**6,634**	**4,948**	**75%**	**209**
PK–3 Subtest 4: Science	Program	1,228	1,025	83%	223	1,228	1,139	93%	226
	Non-Program	5,405	3,523	65%	209	5,405	4,101	76%	213
	Total	**6,633**	**4,548**	**69%**	**211**	**6,633**	**5,240**	**79%**	**216**
Physical Education K–12	Program	567	403	71%	206	567	474	84%	208
	Non-Program	3,090	1,649	53%	198	3,090	1,987	64%	201
	Total	**3,657**	**2,052**	**56%**	**199**	**3,657**	**2,461**	**67%**	**202**
Physics 6–12	Program	100	46	46%	195	100	60	60%	201
	Non-Program	215	91	42%	193	215	106	49%	195
	Total	**315**	**137**	**43%**	**193**	**315**	**166**	**53%**	**197**

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Preschool Education Birth–Age 4	Program	156	81	52%	199	156	120	77%	203
	Non-Program	873	400	46%	194	873	442	51%	195
	Total	**1,029**	**481**	**47%**	**195**	**1,029**	**562**	**55%**	**196**
Reading K–12	Program	3,611	2,296	64%	204	3,611	2,680	74%	206
	Non-Program	25,095	17,778	71%	207	25,095	19,635	78%	208
	Total	**28,706**	**20,074**	**70%**	**207**	**28,706**	**22,315**	**78%**	**208**
School Counseling PK–12	Program	486	454	93%	224	486	467	96%	224
	Non-Program	1,040	831	80%	216	1,040	867	83%	217
	Total	**1,526**	**1,285**	**84%**	**218**	**1,526**	**1,334**	**87%**	**219**
School Psychologist PK–12	Program	237	227	96%	226	237	233	98%	226
	Non-Program	140	89	64%	207	140	92	66%	207
	Total	**377**	**316**	**84%**	**219**	**377**	**325**	**86%**	**219**
Social Science 6–12	Program	1,440	980	68%	207	1,440	1,153	80%	209
	Non-Program	3,840	2,038	53%	199	3,840	2,294	60%	201
	Total	**5,280**	**3,018**	**57%**	**201**	**5,280**	**3,447**	**65%**	**203**
Spanish K–12	Program	210	153	73%	208	210	164	78%	209
	Non-Program	1,664	1,082	65%	204	1,664	1,193	72%	205
	Total	**1,874**	**1,235**	**66%**	**204**	**1,874**	**1,357**	**72%**	**206**
Speech-Language Impaired K–12	Program	5	2	40%	199	5	2	40%	199
	Non-Program	82	61	74%	212	82	61	74%	212
	Total	**87**	**63**	**72%**	**212**	**87**	**63**	**72%**	**212**
Visually Impaired K–12	Program	45	32	71%	212	45	39	87%	215
	Non-Program	89	32	36%	195	89	48	54%	200
	Total	**134**	**64**	**48%**	**201**	**134**	**87**	**65%**	**205**
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**Program**	**51,767**	**35,846**	**69%**	**n/a**	**51,767**	**44,603**	**86%**	**n/a**
	Non-Program	**145,409**	**84,556**	**58%**	**n/a**	**145,409**	**100,138**	**69%**	**n/a**
	Total	**197,176**	**120,402**	**61%**	**n/a**	**197,176**	**144,741**	**73%**	**n/a**
Professional Education (PED)	**Program**	**14,945**	**11,625**	**78%**	**213**	**14,945**	**13,734**	**92%**	**216**
	Non-Program	**14,629**	**8,733**	**60%**	**203**	**14,629**	**10,532**	**72%**	**206**
	Total	**29,574**	**20,358**	**69%**	**208**	**29,574**	**24,266**	**82%**	**211**

Examination	Program Type	First Attempt				Best Attempt			
		N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
GK Subtest 1: Essay	Program	10,646	8,756	82%	8	10,646	9,954	93%	8
	Non-Program	19,810	13,784	70%	8	19,810	15,393	78%	8
	Total	**30,456**	**22,540**	**74%**	**8**	**30,456**	**25,347**	**83%**	**8**
GK Subtest 2: English Language Skills (ELS)	Program	10,762	7,856	73%	212	10,762	9,767	91%	217
	Non-Program	20,635	12,015	58%	203	20,635	14,280	69%	207
	Total	**31,397**	**19,871**	**63%**	**206**	**31,397**	**24,047**	**77%**	**210**
GK Subtest 3: Reading	Program	10,770	7,096	66%	203	10,770	9,587	89%	210
	Non-Program	20,598	10,479	51%	194	20,598	13,245	64%	199
	Total	**31,368**	**17,575**	**56%**	**198**	**31,368**	**22,832**	**73%**	**203**
GK Subtest 4: Mathematics	Program	10,639	7,483	70%	209	10,639	9,402	88%	216
	Non-Program	19,923	10,383	52%	196	19,923	12,540	63%	201
	Total	**30,562**	**17,866**	**58%**	**200**	**30,562**	**21,942**	**72%**	**206**
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**Program**	**42,817**	**31,191**	**73%**	**n/a**	**42,817**	**38,710**	**90%**	**n/a**
	Non-Program	**80,966**	**46,661**	**58%**	**n/a**	**80,966**	**55,458**	**68%**	**n/a**
	Total	**123,783**	**77,852**	**63%**	**n/a**	**123,783**	**94,168**	**76%**	**n/a**
FELE Subtest 1: Leadership for Student Learning	Program	2,234	1,763	79%	212	2,234	2,029	91%	215
	Non-Program	2,034	1,402	69%	206	2,034	1,595	78%	209
	Total	**4,268**	**3,165**	**74%**	**209**	**4,268**	**3,624**	**85%**	**212**
FELE Subtest 2: Organizational Development	Program	2,233	1,701	76%	209	2,233	2,002	90%	212
	Non-Program	2,008	1,303	65%	204	2,008	1,567	78%	207
	Total	**4,241**	**3,004**	**71%**	**207**	**4,241**	**3,569**	**84%**	**210**
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	2,218	1,603	72%	209	2,218	1,982	89%	214
	Non-Program	1,988	1,232	62%	203	1,988	1,517	76%	207
	Total	**4,206**	**2,835**	**67%**	**206**	**4,206**	**3,499**	**83%**	**210**
FELE Subtest 3: Systems Leadership Written Performance Section	Program	2,217	1,472	66%	8	2,217	2,017	91%	8
	Non-Program	1,987	1,130	57%	7	1,987	1,518	76%	8
	Total	**4,204**	**2,602**	**62%**	**7**	**4,204**	**3,535**	**84%**	**8**
TOTAL FOR ALL FELE SUBTESTS	**Program**	**8,902**	**6,539**	**73%**	**n/a**	**8,902**	**8,030**	**90%**	**n/a**
	Non-Program	**8,017**	**5,067**	**63%**	**n/a**	**8,017**	**6,197**	**77%**	**n/a**
	Total	**16,919**	**11,606**	**69%**	**n/a**	**16,919**	**14,227**	**84%**	**n/a**
GRAND TOTAL FOR ALL EXAMINATIONS	**Program**	**118,431**	**85,201**	**72%**	**n/a**	**118,431**	**105,077**	**89%**	**n/a**
	Non-Program	**249,021**	**145,017**	**58%**	**n/a**	**249,021**	**172,325**	**69%**	**n/a**
	Total	**367,452**	**230,218**	**63%**	**n/a**	**367,452**	**277,402**	**75%**	**n/a**

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.
Title II year spans from August 1 to July 31.
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, etc.)
N=number of examinees
First attempt is defined as attempts in the analysis window with no prior attempts for the same field.
Best attempt is defined as the examinees highest score for each field that occurred within the analysis window.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Cumulative Pass Rates by Assessment (2019–2020 through 2021–2022)
Program versus Non-Program

Assessment	Program Type	First Attempt			Best Attempt		
		N	Number Pass	Percent Passed	N	Number Pass	Percent Passed
German K–12	Program	7	4	57%	7	5	71%
	Non-Program	16	14	88%	16	15	94%
	Total	**23**	**18**	**78%**	**23**	**20**	**87%**
English 6–12	Program	1,360	835	61%	1,360	1,129	83%
	Non-Program	3,903	1,760	45%	3,903	2,419	62%
	Total	**5,263**	**2,595**	**49%**	**5,263**	**3,548**	**67%**
Middle Grades English 5–9	Program	280	95	34%	280	151	54%
	Non-Program	1,532	407	27%	1,532	627	41%
	Total	**1,812**	**502**	**28%**	**1,812**	**778**	**43%**
Prekindergarten/Primary (PK–3)	Program	1,227	683	56%	1,227	1,056	86%
	Non-Program	5,405	1,813	34%	5,405	3,213	59%
	Total	**6,632**	**2,496**	**38%**	**6,632**	**4,269**	**64%**
Elementary Education K–6	Program	6,560	2,849	43%	6,560	5,524	84%
	Non-Program	10,616	3,131	29%	10,616	5,787	55%
	Total	**17,176**	**5,980**	**35%**	**17,176**	**11,311**	**66%**
General Knowledge (GK)	Program	10,280	4,663	45%	10,280	8,636	84%
	Non-Program	18,494	5,762	31%	18,494	9,176	50%
	Total	**28,774**	**10,425**	**36%**	**28,774**	**17,812**	**62%**
Florida Educational Leadership Examination (FELE)	Program	2,213	957	43%	2,213	1,827	83%
	Non-Program	1,964	667	34%	1,964	1,263	64%
	Total	**4,177**	**1,624**	**39%**	**4,177**	**3,090**	**74%**

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.

Title II year spans from August 1 to July 31.

For exams with multiple subtests, examinees must achieve passing scores on all subtests to receive assessment-level passing status. This table reflects those assessment-level pass rates.

n/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, etc.)

N=number of examinees

First attempt is defined as attempts in the analysis window with no prior attempts for the same field.

Best attempt is defined as the examinees highest score for each field that occurred within the analysis window.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Summary Data by Examination Count (2019–2020 through 2021–2022)
Program versus Non-Program

Examination	Program Type	2019–2020		2020–2021		2021–2022	
		Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	Program	41	40	50	40	25	25
	Non-Program	77	70	202	136	79	74
	Total	**118**	**110**	**252**	**176**	**104**	**99**
Art K–12	Program	186	178	340	282	159	147
	Non-Program	439	403	1,103	782	625	582
	Total	**625**	**581**	**1,443**	**1,064**	**784**	**729**
Biology 6–12	Program	286	275	621	514	262	243
	Non-Program	552	487	1,355	907	635	571
	Total	**838**	**762**	**1,976**	**1,421**	**897**	**814**
Business Education 6–12	Program	270	247	531	379	222	213
	Non-Program	675	587	1,555	994	582	537
	Total	**945**	**834**	**2,086**	**1,373**	**804**	**750**
Chemistry 6–12	Program	96	89	177	130	91	75
	Non-Program	159	132	497	314	192	172
	Total	**255**	**221**	**674**	**444**	**283**	**247**
Computer Science K–12	Program	121	115	349	256	103	89
	Non-Program	330	300	1,298	923	392	332
	Total	**451**	**415**	**1,647**	**1,179**	**495**	**421**
Deaf or Hard of Hearing K–12	Program	20	19	23	21	3	3
	Non-Program	83	81	148	93	91	88
	Total	**103**	**100**	**171**	**114**	**94**	**91**
Drama 6–12	Program	23	20	101	67	29	26
	Non-Program	121	105	324	191	111	100
	Total	**144**	**125**	**425**	**258**	**140**	**126**
Earth-Space Science 6–12	Program	66	63	182	127	41	39
	Non-Program	246	209	638	388	214	198
	Total	**312**	**272**	**820**	**515**	**255**	**237**
Educational Media Specialist PK–12	Program	49	43	143	89	49	48
	Non-Program	347	306	1,142	723	573	545
	Total	**396**	**349**	**1,285**	**812**	**622**	**593**
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	3,399	3,252	4,423	3,995	3,355	3,177
	Non-Program	4,757	4,273	8,671	6,594	6,668	6,050
	Total	**8,156**	**7,525**	**13,094**	**10,589**	**10,023**	**9,227**
Elementary Ed K–6 Subtest 2: Social Science	Program	3,284	3,145	4,307	3,874	3,215	3,032
	Non-Program	4,012	3,608	7,707	5,728	5,501	4,979
	Total	**7,296**	**6,753**	**12,014**	**9,602**	**8,716**	**8,011**

Examination	Program Type	2019–2020		2020–2021		2021–2022	
		Registered	Tested	Registered	Tested	Registered	Tested
Elementary Ed K–6 Subtest 3: Science	Program	3,041	2,911	3,919	3,500	2,974	2,815
	Non-Program	4,041	3,612	7,704	5,708	5,602	5,051
	Total	**7,082**	**6,523**	**11,623**	**9,208**	**8,576**	**7,866**
Elementary Ed K–6 Subtest 4: Mathematics	Program	3,707	3,566	4,569	4,099	3,277	3,063
	Non-Program	4,840	4,321	8,735	6,616	6,188	5,540
	Total	**8,547**	**7,887**	**13,304**	**10,715**	**9,465**	**8,603**
Engineering and Technology Education 6–12	Program	37	37	94	63	30	29
	Non-Program	104	94	331	212	148	142
	Total	**141**	**131**	**425**	**275**	**178**	**171**
English 6–12 Multiple-Choice Section	Program	620	581	934	771	482	437
	Non-Program	1,549	1,368	3,130	2,238	1,702	1,562
	Total	**2,169**	**1,949**	**4,064**	**3,009**	**2,184**	**1,999**
English 6–12 Written Performance Section	Program	666	623	989	833	444	398
	Non-Program	1,580	1,406	3,227	2,342	1,688	1,535
	Total	**2,246**	**2,029**	**4,216**	**3,175**	**2,132**	**1,933**
English to Speakers of Other Languages (ESOL) K–12	Program	379	334	1,105	743	434	389
	Non-Program	1,164	1,025	3,470	2,279	1,401	1,212
	Total	**1,543**	**1,359**	**4,575**	**3,022**	**1,835**	**1,601**
Exceptional Student Education K–12	Program	1,319	1,249	1,960	1,616	958	906
	Non-Program	3,823	3,460	7,777	5,799	4,543	4,227
	Total	**5,142**	**4,709**	**9,737**	**7,415**	**5,501**	**5,133**
Family and Consumer Science 6–12	Program	52	47	132	85	33	30
	Non-Program	191	160	585	338	176	159
	Total	**243**	**207**	**717**	**423**	**209**	**189**
French K–12	Program	17	16	30	29	13	13
	Non-Program	48	44	109	92	71	69
	Total	**65**	**60**	**139**	**121**	**84**	**82**
German K–12 Interview	Program	3	3	3	3	1	1
	Non-Program	14	9	13	8	5	4
	Total	**17**	**12**	**16**	**11**	**6**	**5**
German K–12 Written	Program	3	3	5	4	1	1
	Non-Program	13	11	15	9	7	6
	Total	**16**	**14**	**20**	**13**	**8**	**7**
Health K–12	Program	134	125	263	187	79	71
	Non-Program	392	349	1,045	640	414	374
	Total	**526**	**474**	**1,308**	**827**	**493**	**445**
Humanities K–12	Program	21	13	72	34	10	10
	Non-Program	62	45	270	108	35	28
	Total	**83**	**58**	**342**	**142**	**45**	**38**
Latin K–12	Program	3	3	9	8	7	6
	Non-Program	10	9	35	22	22	19
	Total	**13**	**12**	**44**	**30**	**29**	**25**

Examination	Program Type	2019–2020		2020–2021		2021–2022	
		Registered	Tested	Registered	Tested	Registered	Tested
Marketing 6–12	Program	28	23	71	41	10	7
	Non-Program	70	57	285	151	59	55
	Total	**98**	**80**	**356**	**192**	**69**	**62**
Mathematics 6–12	Program	388	353	847	645	338	309
	Non-Program	937	827	2,353	1,558	1,030	934
	Total	**1,325**	**1,180**	**3,200**	**2,203**	**1,368**	**1,243**
Middle Grades English 5–9 Multiple-Choice Section	Program	188	178	279	209	97	93
	Non-Program	712	615	1,375	959	847	765
	Total	**900**	**793**	**1,654**	**1,168**	**944**	**858**
Middle Grades English 5–9 Written Performance Section	Program	144	136	228	161	77	74
	Non-Program	602	514	1,290	890	677	609
	Total	**746**	**650**	**1,518**	**1,051**	**754**	**683**
Middle Grades General Science 5–9	Program	219	204	412	301	173	158
	Non-Program	762	657	1,887	1,323	860	787
	Total	**981**	**861**	**2,299**	**1,624**	**1,033**	**945**
Middle Grades Mathematics 5–9	Program	425	409	659	511	259	239
	Non-Program	1,671	1,508	3,545	2,601	2,047	1,885
	Total	**2,096**	**1,917**	**4,204**	**3,112**	**2,306**	**2,124**
Middle Grades Social Science 5–9	Program	158	139	277	208	109	95
	Non-Program	473	404	1,276	804	558	508
	Total	**631**	**543**	**1,553**	**1,012**	**667**	**603**
Music K–12	Program	243	234	421	379	207	193
	Non-Program	216	184	495	344	306	278
	Total	**459**	**418**	**916**	**723**	**513**	**471**
PK–3 Subtest 1: Developmental Knowledge	Program	561	538	751	632	404	374
	Non-Program	2,027	1,833	4,060	2,968	2,900	2,642
	Total	**2,588**	**2,371**	**4,811**	**3,600**	**3,304**	**3,016**
PK–3 Subtest 2: Language Arts and Reading	Program	765	730	976	831	544	500
	Non-Program	2,745	2,515	4,977	3,796	3,862	3,521
	Total	**3,510**	**3,245**	**5,953**	**4,627**	**4,406**	**4,021**
PK–3 Subtest 3: Mathematics	Program	612	585	862	736	440	409
	Non-Program	2,285	2,069	4,364	3,236	3,149	2,863
	Total	**2,897**	**2,654**	**5,226**	**3,972**	**3,589**	**3,272**
PK–3 Subtest 4: Science	Program	548	526	755	634	402	373
	Non-Program	1,994	1,800	4,040	2,939	2,747	2,494
	Total	**2,542**	**2,326**	**4,795**	**3,573**	**3,149**	**2,867**
Physical Education K–12	Program	317	288	536	405	202	190
	Non-Program	1,456	1,296	2,915	2,011	1,574	1,470
	Total	**1,773**	**1,584**	**3,451**	**2,416**	**1,776**	**1,660**
Physics 6–12	Program	27	24	117	88	47	44
	Non-Program	105	87	266	138	92	83
	Total	**132**	**111**	**383**	**226**	**139**	**127**

Examination	Program Type	2019–2020		2020–2021		2021–2022	
		Registered	Tested	Registered	Tested	Registered	Tested
Preschool Education Birth–Age 4	Program	104	100	166	130	35	34
	Non-Program	330	282	862	528	353	326
	Total	**434**	**382**	**1,028**	**658**	**388**	**360**
Reading K–12	Program	803	744	3,374	2,801	1,123	1,012
	Non-Program	4,455	4,151	22,856	19,355	6,329	5,672
	Total	**5,258**	**4,895**	**26,230**	**22,156**	**7,452**	**6,684**
School Counseling PK–12	Program	173	156	317	224	157	146
	Non-Program	425	351	1,278	602	321	300
	Total	**598**	**507**	**1,595**	**826**	**478**	**446**
School Psychologist PK–12	Program	81	77	122	100	75	74
	Non-Program	54	41	216	85	31	30
	Total	**135**	**118**	**338**	**185**	**106**	**104**
Social Science 6–12	Program	695	651	1,210	981	552	516
	Non-Program	1,517	1,334	3,658	2,451	1,690	1,520
	Total	**2,212**	**1,985**	**4,868**	**3,432**	**2,242**	**2,036**
Spanish K–12	Program	95	88	165	143	68	65
	Non-Program	549	511	1,227	1,081	740	702
	Total	**644**	**599**	**1,392**	**1,224**	**808**	**767**
Speech-Language Impaired K–12	Program	2	1	9	3	1	1
	Non-Program	27	17	112	60	19	18
	Total	**29**	**18**	**121**	**63**	**20**	**19**
Visually Impaired K–12	Program	12	12	39	33	22	21
	Non-Program	57	50	115	72	27	26
	Total	**69**	**62**	**154**	**105**	**49**	**47**
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**Program**	**24,431**	**23,193**	**37,924**	**31,945**	**21,639**	**20,213**
	Non-Program	**53,098**	**47,577**	**124,538**	**92,136**	**67,883**	**61,644**
	Total	**77,529**	**70,770**	**162,462**	**124,081**	**89,522**	**81,857**
Professional Education (PED)	**Program**	**6,589**	**6,330**	**9,712**	**8,677**	**6,190**	**5,837**
	Non-Program	**6,006**	**5,468**	**12,743**	**9,562**	**8,035**	**7,415**
	Total	**12,595**	**11,798**	**22,455**	**18,239**	**14,225**	**13,252**
GK Subtest 1: Essay	Program	5,447	5,148	8,061	7,300	2,752	2,498
	Non-Program	8,297	7,273	16,677	12,481	9,921	8,795
	Total	**13,744**	**12,421**	**24,738**	**19,781**	**12,673**	**11,293**
GK Subtest 2: English Language Skills (ELS)	Program	6,063	5,772	9,182	8,391	3,413	3,092
	Non-Program	9,263	8,119	18,380	13,981	11,539	10,272
	Total	**15,326**	**13,891**	**27,562**	**22,372**	**14,952**	**13,364**
GK Subtest 3: Reading	Program	6,741	6,411	10,135	9,297	3,887	3,566
	Non-Program	9,784	8,630	19,571	15,066	12,744	11,415
	Total	**16,525**	**15,041**	**29,706**	**24,363**	**16,631**	**14,981**
GK Subtest 4: Mathematics	Program	5,961	5,597	9,594	8,557	3,928	3,466
	Non-Program	8,908	7,646	19,398	14,347	12,551	10,832
	Total	**14,869**	**13,243**	**28,992**	**22,904**	**16,479**	**14,298**

Examination	Program Type	2019–2020 Registered	2019–2020 Tested	2020–2021 Registered	2020–2021 Tested	2021–2022 Registered	2021–2022 Tested
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	Program	24,212	22,928	36,972	33,545	13,980	12,622
	Non-Program	36,252	31,668	74,026	55,875	46,755	41,314
	Total	60,464	54,596	110,998	89,420	60,735	53,936
FELE Subtest 1: Leadership for Student Learning	Program	953	911	1,334	1,281	1,133	1,072
	Non-Program	726	668	1,202	1,105	1,284	1,169
	Total	1,679	1,579	2,536	2,386	2,417	2,241
FELE Subtest 2: Organizational Development	Program	971	927	1,361	1,309	1,177	1,113
	Non-Program	691	641	1,186	1,096	1,285	1,172
	Total	1,662	1,568	2,547	2,405	2,462	2,285
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	1,110	1,065	1,584	1,530	1,201	1,139
	Non-Program	751	698	1,258	1,168	1,329	1,214
	Total	1,861	1,763	2,842	2,698	2,530	2,353
FELE Subtest 3: Systems Leadership Written Performance Section	Program	1,008	960	1,372	1,327	1,217	1,157
	Non-Program	701	651	1,210	1,117	1,327	1,216
	Total	1,709	1,611	2,582	2,444	2,544	2,373
TOTAL FOR ALL FELE SUBTESTS	Program	4,042	3,863	5,651	5,447	4,728	4,481
	Non-Program	2,869	2,658	4,856	4,486	5,225	4,771
	Total	6,911	6,521	10,507	9,933	9,953	9,252
GRAND TOTAL FOR ALL EXAMINATIONS	Program	59,274	56,314	90,259	79,614	46,537	43,153
	Non-Program	98,225	87,371	216,163	162,059	127,898	115,144
	Total	157,499	143,685	306,422	241,673	174,435	158,297

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.
Title II year spans from August 1 to July 31.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Unique and All Examinee Counts (2019–2020 through 2021–2022)
Program versus Non-Program

Examinee Sample	Program Type	Examination	Examinee Count by Year		
			2019–2020	2020–2021	2021–2022
All Attempts	Program	SAE	16,565	18,770	20,213
		PED	5,143	4,881	5,837
		GK	9,294	5,440	12,622
		FELE	3,622	4,846	4,481
		TOTAL	**34,624**	**33,937**	**43,153**
	Non-Program	SAE	54,205	105,311	61,644
		PED	6,655	13,358	7,415
		GK	45,302	83,980	41,314
		FELE	2,899	5,087	4,771
		TOTAL	**109,061**	**207,736**	**115,144**
Unique Attempts	Program	SAE	6,995	9,248	7,851
		PED	4,439	4,017	4,560
		GK	2,836	1,611	3,627
		FELE	937	1,136	1,080
		TOTAL	**15,207**	**16,012**	**17,118**
	Non-Program	SAE	27,881	59,866	29,661
		PED	5,721	11,138	5,563
		GK	12,646	21,145	11,292
		FELE	765	1,240	1,165
		TOTAL	**47,013**	**93,389**	**47,681**
Retake Attempts	Program	SAE	4,924	5,777	7,489
		PED	1,233	1,588	2,052
		GK	4,345	2,754	6,063
		FELE	1,387	1,733	1,538
		TOTAL	**11,889**	**11,852**	17,142
	Non-Program	SAE	15,329	25,562	20,451
		PED	1,814	3,762	3,266
		GK	16,541	28,721	15,745
		FELE	1,034	1,507	1,588
		TOTAL	**34,718**	**59,552**	**41,050**
Unique Retake Attempts	Program	SAE	2,306	2,772	3,209
		PED	912	1,112	1,352
		GK	1,907	1,108	2,395
		FELE	577	663	634
		TOTAL	**5,702**	**5,655**	**7,590**
	Non-Program	SAE	7,765	13,997	10,382
		PED	1,339	2,664	2,068
		GK	6,453	10,651	6,180
		FELE	420	605	608
		TOTAL	**15,977**	**27,917**	**19,238**

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

APPENDIX E

Test Administration Statistics

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Unique and All Examinee Counts (2019–2022)

Examinee Sample	Examination	Examinee Count by Year			
		2019	2020	2021	2022
All Attempts	Subject Area Examinations	71,887	90,746	106,872	79,389
	Professional Education (PED)	12,758	14,900	15,636	12,899
	General Knowledge	75,789	65,789	76,884	47,524
	FELE	9,104	7,164	9,989	7,961
	TOTAL	**169,538**	**178,599**	**209,381**	**147,773**
Unique Attempts	Subject Area Examinations	29,896	49,722	57,039	35,990
	Professional Education (PED)	10,516	12,717	12,803	9,819
	General Knowledge	18,624	18,126	20,368	13,320
	FELE	2,193	1,872	2,423	1,982
	TOTAL	**61,229**	**82,437**	**92,633**	**61,111**
Retake Attempts	Subject Area Examinations	22,413	22,739	30,333	27,005
	Professional Education (PED)	3,534	3,943	5,100	5,369
	General Knowledge	29,735	23,595	28,517	18,989
	FELE	3,500	2,463	3,298	2,780
	TOTAL	**59,182**	**52,740**	**67,248**	**54,143**
Unique Retake Attempts	Subject Area Examinations	10,455	12,028	15,888	13,104
	Professional Education (PED)	2,368	2,864	3,616	3,437
	General Knowledge	10,330	9,333	11,020	7,541
	FELE	1,296	1,043	1,303	1,104
	TOTAL	**24,449**	**25,268**	**31,827**	**25,186**

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

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

	GK Essay	GK ELS	GK Reading	GK Math	GK Total		FELE 1	FELE 2	FELE MC	FELE Essay	FELE Total		Prof Ed		GRAND TOTAL
JANUARY 2022															
Registered	719	901	1,024	1,013	**3,657**		140	144	153	169	**606**		907		**5,170**
Tested	635	793	907	851	**3,186**		125	129	138	154	**546**		853		**4,585**
FEBRUARY 2022															
Registered	884	1,011	1,096	1,092	**4,083**		151	158	166	166	**641**		1,122		**5,846**
Tested	798	913	999	962	**3,672**		144	150	160	161	**615**		1,047		**5,334**
MARCH 2022															
Registered	1,305	1,467	1,620	1,627	**6,019**		236	240	241	226	**943**		1,575		**8,537**
Tested	1,191	1,341	1,501	1,447	**5,480**		220	224	227	211	**882**		1,467		**7,829**
APRIL 2022															
Registered	1,166	1,335	1,515	1,540	**5,556**		209	216	231	214	**870**		1,439		**7,865**
Tested	1,065	1,211	1,388	1,372	**5,036**		199	208	222	204	**833**		1,365		**7,234**
MAY 2022															
Registered	947	1,088	1,232	1,282	**4,549**		165	173	176	171	**685**		1,368		**6,602**
Tested	854	993	1,135	1,138	**4,120**		153	162	164	158	**637**		1,277		**6,034**
JUNE 2022															
Registered	1,279	1,411	1,579	1,581	**5,850**		229	249	237	234	**949**		1,524		**8,323**
Tested	1,156	1,277	1,441	1,396	**5,270**		217	236	221	221	**895**		1,422		**7,587**
JULY 2022															
Registered	1,209	1,475	1,654	1,596	**5,934**		285	299	304	305	**1,193**		1,423		**8,550**
Tested	1,114	1,358	1,524	1,447	**5,443**		271	283	287	291	**1,132**		1,355		**7,930**
AUGUST 2022															
Registered	687	888	979	966	**3,520**		124	126	130	121	**501**		889		**4,910**
Tested	624	815	890	850	**3,179**		116	118	124	114	**472**		833		**4,484**
SEPTEMBER 2022															
Registered	565	664	730	667	**2,626**		92	94	100	104	**390**		705		**3,721**
Tested	496	588	648	565	**2,297**		83	84	90	93	**350**		639		**3,286**
OCTOBER 2022															
Registered	750	966	1,060	940	**3,716**		135	129	133	149	**546**		935		**5,197**
Tested	683	869	973	838	**3,363**		119	115	119	134	**487**		871		**4,721**
NOVEMBER 2022															
Registered	760	917	976	1,009	**3,662**		143	135	131	139	**548**		959		**5,169**
Tested	696	849	882	888	**3,315**		134	125	123	130	**512**		901		**4,728**
DECEMBER 2022															
Registered	731	883	966	967	**3,547**		165	165	160	159	**649**		932		**5,128**
Tested	660	792	863	848	**3,163**		155	152	147	146	**600**		869		**4,632**
2022 TOTALS															
Registered	11,002	13,006	14,431	14,280	**52,719**		2,074	2,128	2,162	2,157	**8,521**		13,778		**75,018**
Tested	9,972	11,799	13,151	12,602	**47,524**		1,936	1,986	2,022	2,017	**7,961**		12,899		**68,384**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Subject Area Examinations (SAE) Summary Data by Examination Count (Monthly)

Examination	January 2022 Registered	January 2022 Tested	February 2022 Registered	February 2022 Tested	March 2022 Registered	March 2022 Tested
Agriculture 6–12	7	7	8	8	3	3
Art K–12	41	38	72	67	85	76
Biology 6–12	55	47	69	64	101	97
Business Education 6–12	40	38	44	41	81	78
Chemistry 6–12	13	12	19	14	26	22
Computer Science K–12	15	13	9	4	25	21
Deaf or Hard of Hearing K–12	7	7	8	8	11	10
Drama 6–12	6	6	13	12	11	9
Earth/Space Science 6–12	12	11	22	22	28	25
Educational Media Specialist PK–12	29	28	26	22	60	59
Elementary Education K–6 Subtest 1: Lang Arts and Reading	628	570	746	692	1,039	984
Elementary Education K–6 Subtest 2: Social Science	559	507	667	615	935	878
Elementary Education K–6 Subtest 3: Science	510	457	626	584	915	854
Elementary Education K–6 Subtest 4: Mathematics	575	505	722	660	964	899
Engineering and Technology Education 6–12	9	9	10	9	21	21
English 6–12 Multiple-Choice Section	135	124	138	133	258	242
English 6–12 Written Performance Section	125	115	137	127	246	228
English to Speakers of Other Languages (ESOL) K–12	102	81	131	119	184	163
Exceptional Student Education K–12	321	299	347	318	552	517
Family and Consumer Science 6–12	14	13	13	11	18	17
French K–12	6	6	7	7	10	10
German K–12 Interview	1	1	*	*	1	1
German K–12 Written	1	1	1	0	1	1
Health K–12	31	27	35	34	53	49
Humanities K–12	4	4	3	2	4	4
Latin K–12	3	1	3	3	4	4
Marketing 6–12	7	7	5	5	7	7
Mathematics 6–12	69	59	87	78	153	147
Middle Grades English 5–9 Multiple-Choice Section	43	35	59	55	93	89
Middle Grades English 5–9 Written Performance Section	35	30	53	49	63	62
Middle Grades General Science 5–9	51	45	63	56	102	95
Middle Grades Mathematics 5–9	115	107	144	135	242	224
Middle Grades Social Science 5–9	36	29	43	39	74	68
Music K–12	31	26	39	35	49	47
PK–3 Subtest 1: Developmental Knowledge	169	151	235	217	313	293
PK–3 Subtest 2: Language Arts and Reading	221	197	323	298	416	389
PK–3 Subtest 3: Mathematics	180	161	240	222	348	328
PK–3 Subtest 4: Science	171	152	209	191	313	294
Physical Education K–12	103	96	117	108	177	168
Physics 6–12	6	4	12	11	16	15
Preschool Education Birth–Age 4	25	25	29	28	43	41
Reading K–12	334	277	397	364	669	623
School Counseling PK–12	31	26	36	35	58	55
School Psychologist PK–12	16	16	12	12	16	15
Social Science 6–12	164	146	184	173	236	222
Spanish K–12	49	45	47	44	90	87
Speech-Language Impaired K–12	*	*	1	1	2	2
Visually Impaired K–12	3	3	5	5	3	3
TOTAL	**5,108**	**4,564**	**6,216**	**5,737**	**9,119**	**8,546**

Examination	April 2022		May 2022		June 2022	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	10	8	11	11	14	12
Art K–12	81	79	74	65	96	94
Biology 6–12	88	82	90	81	127	116
Business Education 6–12	101	96	89	88	108	98
Chemistry 6–12	37	36	37	31	25	24
Computer Science K–12	22	18	38	33	101	92
Deaf or Hard of Hearing K–12	7	7	4	4	12	11
Drama 6–12	19	18	12	11	24	22
Earth/Space Science 6–12	25	25	25	25	25	23
Educational Media Specialist PK–12	66	64	90	87	115	110
Elementary Education K–6 Subtest 1: Lang Arts and Reading	885	814	903	842	1,081	1,011
Elementary Education K–6 Subtest 2: Social Science	761	701	788	731	954	895
Elementary Education K–6 Subtest 3: Science	781	718	790	727	951	887
Elementary Education K–6 Subtest 4: Mathematics	840	773	855	782	1,072	991
Engineering and Technology Education 6–12	19	17	19	18	24	24
English 6–12 Multiple-Choice Section	203	192	230	200	256	235
English 6–12 Written Performance Section	188	176	226	200	259	237
English to Speakers of Other Languages (ESOL) K–12	198	176	180	159	249	225
Exceptional Student Education K–12	541	518	577	543	705	673
Family and Consumer Science 6–12	18	15	22	20	24	21
French K–12	11	10	7	7	9	9
German K–12 Written	1	1	*	*	1	1
Health K–12	57	53	41	40	57	54
Humanities K–12	4	3	6	3	4	4
Latin K–12	1	1	5	5	3	2
Marketing 6–12	2	2	8	7	8	7
Mathematics 6–12	138	132	145	137	186	177
Middle Grades English 5–9 Multiple-Choice Section	99	94	99	87	133	123
Middle Grades English 5–9 Written Performance Section	71	68	72	64	114	107
Middle Grades General Science 5–9	113	108	123	116	129	121
Middle Grades Mathematics 5–9	248	231	248	236	345	332
Middle Grades Social Science 5–9	71	69	67	60	98	90
Music K–12	53	47	55	51	38	37
PK–3 Subtest 1: Developmental Knowledge	323	301	312	289	431	410
PK–3 Subtest 2: Language Arts and Reading	442	413	403	369	572	540
PK–3 Subtest 3: Mathematics	338	313	346	324	477	447
PK–3 Subtest 4: Science	297	277	295	276	430	402
Physical Education K–12	186	177	186	179	253	235
Physics 6–12	10	10	23	21	19	19
Preschool Education Birth–Age 4	35	33	45	40	47	44
Reading K–12	645	597	642	588	956	883
School Counseling PK–12	59	57	48	46	55	52
School Psychologist PK–12	7	7	4	4	4	4
Social Science 6–12	214	200	180	169	265	247
Spanish K–12	77	69	89	86	96	91
Speech-Language Impaired K–12	*	*	4	3	2	2
Visually Impaired K–12	1	1	4	4	10	9
TOTAL	**8,393**	**7,807**	**8,517**	**7,869**	**10,964**	**10,250**

Examination	July 2022		August 2022		September 2022	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	10	10	3	3	5	5
Art K–12	93	90	47	42	38	32
Biology 6–12	91	83	57	52	37	31
Business Education 6–12	104	101	55	49	42	36
Chemistry 6–12	38	34	15	12	5	4
Computer Science K–12	143	133	48	39	11	11
Deaf or Hard of Hearing K–12	7	7	2	2	4	4
Drama 6–12	22	20	11	9	3	2
Earth/Space Science 6–12	30	25	23	23	11	9
Educational Media Specialist PK–12	126	121	58	52	18	18
Elementary Education K–6 Subtest 1: Lang Arts and Reading	1,138	1,071	752	694	532	481
Elementary Education K–6 Subtest 2: Social Science	998	934	672	627	476	433
Elementary Education K–6 Subtest 3: Science	973	909	645	597	459	412
Elementary Education K–6 Subtest 4: Mathematics	1,069	988	702	643	486	431
Engineering and Technology Education 6–12	17	16	8	8	4	3
English 6–12 Multiple-Choice Section	271	249	141	134	101	85
English 6–12 Written Performance Section	263	242	132	126	99	83
English to Speakers of Other Languages (ESOL) K–12	255	229	70	60	62	54
Exceptional Student Education K–12	704	667	371	350	275	244
Family and Consumer Science 6–12	30	30	15	15	10	10
French K–12	14	13	7	7	6	6
German K–12 Interview	1	1	1	1	*	*
German K–12 Written	1	1	1	1	*	*
Health K–12	56	49	33	29	26	24
Humanities K–12	5	5	2	2	*	*
Latin K–12	4	4	*	*	*	*
Marketing 6–12	9	8	6	6	2	2
Mathematics 6–12	162	142	94	87	53	46
Middle Grades English 5–9 Multiple-Choice Section	143	131	73	61	47	43
Middle Grades English 5–9 Written Performance Section	128	115	70	57	39	37
Middle Grades General Science 5–9	150	143	91	86	41	36
Middle Grades Mathematics 5–9	324	297	168	156	96	86
Middle Grades Social Science 5–9	82	78	58	51	30	26
Music K–12	56	51	22	21	35	34
PK–3 Subtest 1: Developmental Knowledge	442	412	255	241	169	143
PK–3 Subtest 2: Language Arts and Reading	581	545	320	299	238	208
PK–3 Subtest 3: Mathematics	474	446	279	263	171	148
PK–3 Subtest 4: Science	410	386	240	225	156	139
Physical Education K–12	229	216	155	146	80	77
Physics 6–12	18	17	11	10	3	3
Preschool Education Birth–Age 4	59	56	27	25	21	20
Reading K–12	1,009	943	336	287	218	178
School Counseling PK–12	50	46	38	37	19	17
School Psychologist PK–12	7	7	2	2	6	6
Social Science 6–12	239	222	178	160	111	97
Spanish K–12	95	94	69	67	48	46
Speech-Language Impaired K–12	3	3	*	*	1	1
Visually Impaired K–12	4	3	2	2	*	*
TOTAL	**11,137**	**10,393**	**6,365**	**5,866**	**4,294**	**3,811**

Examination	October 2022		November 2022		December 2022	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	15	13	13	12	6	5
Art K–12	40	36	36	34	64	60
Biology 6–12	41	36	53	48	47	42
Business Education 6–12	51	45	48	43	58	52
Chemistry 6–12	11	9	11	10	14	13
Computer Science K–12	9	7	9	8	22	17
Deaf or Hard of Hearing K–12	2	2	8	7	5	5
Drama 6–12	8	8	6	6	11	11
Earth/Space Science 6–12	13	12	17	16	25	23
Educational Media Specialist PK–12	39	35	38	34	36	29
Elementary Education K–6 Subtest 1: Lang Arts and Reading	614	562	650	588	592	534
Elementary Education K–6 Subtest 2: Social Science	573	523	566	514	519	467
Elementary Education K–6 Subtest 3: Science	522	477	572	514	520	468
Elementary Education K–6 Subtest 4: Mathematics	590	524	608	544	539	472
Engineering and Technology Education 6–12	6	6	3	1	9	9
English 6–12 Multiple-Choice Section	132	120	133	123	141	129
English 6–12 Written Performance Section	113	106	111	101	139	126
English to Speakers of Other Languages (ESOL) K–12	79	63	77	67	102	89
Exceptional Student Education K–12	332	299	347	320	378	348
Family and Consumer Science 6–12	5	5	6	6	15	14
French K–12	2	2	5	4	5	5
German K–12 Interview	*	*	*	*	1	1
German K–12 Written	1	1	*	*	*	*
Health K–12	16	14	22	22	41	38
Humanities K–12	3	1	4	4	4	4
Latin K–12	1	1	2	2	*	*
Marketing 6–12	5	5	5	5	2	1
Mathematics 6–12	69	61	70	65	98	85
Middle Grades English 5–9 Multiple-Choice Section	45	42	51	46	72	68
Middle Grades English 5–9 Written Performance Section	34	31	36	33	54	51
Middle Grades General Science 5–9	58	51	57	48	52	43
Middle Grades Mathematics 5–9	106	93	128	119	129	111
Middle Grades Social Science 5–9	40	36	39	35	38	32
Music K–12	42	40	43	42	32	32
PK–3 Subtest 1: Developmental Knowledge	229	206	259	234	240	204
PK–3 Subtest 2: Language Arts and Reading	311	279	338	306	289	253
PK–3 Subtest 3: Mathematics	222	196	278	251	250	211
PK–3 Subtest 4: Science	221	196	255	235	220	187
Physical Education K–12	103	100	109	101	104	96
Physics 6–12	4	4	8	8	6	4
Preschool Education Birth–Age 4	22	20	17	16	16	16
Reading K–12	288	255	279	249	298	260
School Counseling PK–12	37	33	23	22	34	33
School Psychologist PK–12	4	4	6	6	8	8
Social Science 6–12	125	113	107	94	128	117
Spanish K–12	55	53	45	43	60	58
Speech-Language Impaired K–12	*	*	1	1	1	1
Visually Impaired K–12	*	*	1	1	1	1
TOTAL	**5,238**	**4,725**	**5,500**	**4,988**	**5,425**	**4,833**

*No examinees tested.
Source: Data provided by Evaluation Systems group of Pearson

71

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Summary Data by Examination Count (2019–2022)

Examination	2019 Registered	2019 Tested	2020 Registered	2020 Tested	2021 Registered	2021 Tested	2022 Registered	2022 Tested
Agriculture 6–12	118	115	165	126	203	158	105	97
Art K–12	617	591	921	763	1,179	904	767	713
Biology 6–12	851	805	1,275	1,044	1,576	1,165	856	779
Business Education 6–12	891	858	1,438	1,064	1,567	1,101	821	765
Chemistry 6–12	272	256	368	283	573	386	251	221
Computer Science K–12	141	132	842	663	1,335	981	452	396
Deaf or Hard of Hearing K–12	88	85	148	125	131	94	77	74
Drama 6–12	122	117	248	180	321	198	146	134
Earth/Space Science 6–12	259	245	499	355	657	455	256	239
Educational Media Specialist PK–12	381	375	711	513	1,010	684	701	659
Elementary Education K–6 Subtest 1: Lang Arts and Reading	9,261	8,840	9,607	8,254	11,924	9,972	9,560	8,843
Elementary Education K–6 Subtest 2: Social Science	8,425	8,041	8,762	7,508	10,655	8,825	8,468	7,825
Elementary Education K–6 Subtest 3: Science	8,183	7,803	8,471	7,203	10,407	8,573	8,264	7,604
Elementary Education K–6 Subtest 4: Mathematics	9,599	9,137	9,983	8,586	11,698	9,702	9,022	8,212
Engineering and Technology Education 6–12	170	158	222	169	361	255	149	141
English 6–12 Multiple-Choice Section	2,216	2,091	2,928	2,362	3,344	2,612	2,139	1,966
English 6–12 Written Performance Section	2,196	2,068	3,091	2,536	3,378	2,642	2,038	1,867
English to Speakers of Other Languages (ESOL) K–12	1,098	1,031	2,765	2,052	3,520	2,438	1,689	1,485
Exceptional Student Education K–12	5,081	4,873	6,920	5,729	8,056	6,439	5,450	5,096
Family and Consumer Science 6–12	160	153	441	308	550	349	190	177
French K–12	83	78	92	81	105	95	89	86
German K–12 Interview	14	11	16	10	13	9	5	5
German K–12 Written	11	11	18	13	15	11	8	7
Health K–12	369	351	873	652	1,004	676	468	433
Humanities K–12	25	22	172	88	262	119	43	36
Latin K–12	18	17	19	15	39	28	26	23
Marketing 6–12	54	52	186	126	269	144	66	62
Mathematics 6–12	1,244	1,180	2,028	1,588	2,589	1,863	1,324	1,216
Middle Grades English 5–9 Multiple-Choice Section	916	866	1,196	937	1,359	1,021	957	874
Middle Grades English 5–9 Written Performance Section	678	639	1,052	808	1,227	899	769	704
Middle Grades General Science 5–9	991	935	1,424	1,092	1,881	1,403	1,030	948
Middle Grades Mathematics 5–9	2,097	2,000	2,840	2,321	3,469	2,681	2,293	2,127
Middle Grades Social Science 5–9	563	539	952	688	1,253	873	676	613
Music K–12	491	479	675	560	709	581	495	463
PK–3 Subtest 1: Developmental Knowledge	2,726	2,587	3,404	2,775	4,142	3,266	3,377	3,101
PK–3 Subtest 2: Language Arts and Reading	3,604	3,424	4,405	3,684	5,209	4,237	4,454	4,096
PK–3 Subtest 3: Mathematics	2,980	2,830	3,798	3,124	4,486	3,573	3,603	3,310
PK–3 Subtest 4: Science	2,613	2,475	3,408	2,762	4,072	3,201	3,217	2,960
Physical Education K–12	1,451	1,386	2,592	2,028	2,673	1,996	1,802	1,699
Physics 6–12	146	137	198	141	314	195	136	126
Preschool Education Birth–Age 4	324	314	674	504	775	516	386	364
Reading K–12	346	331	14,571	12,628	19,575	16,697	6,071	5,504
School Counseling PK–12	490	473	980	626	1,173	663	488	459
School Psychologist PK–12	115	111	237	169	255	153	92	91

Examination	2019		2020		2021		2022	
	Registered	Tested	Registered	Tested	Registered	Tested	Registered	Tested
Social Science 6–12	2,126	2,026	3,275	2,570	3,919	2,900	2,131	1,960
Spanish K–12	800	760	911	808	1,112	1,011	820	783
Speech-Language Impaired K–12	20	19	65	42	90	45	15	14
Visually Impaired K–12	61	60	113	83	108	83	34	32
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**75,485**	**71,887**	**109,979**	**90,746**	**134,542**	**106,872**	**86,276**	**79,389**
Professional Education (PED)	**13,287**	**12,758**	**17,065**	**14,900**	**18,684**	**15,636**	**13,778**	**12,899**
GK Subtest 1: Essay	18,333	17,250	18,082	15,132	20,008	16,431	11,002	9,972
GK Subtest 2: English Language Skills (ELS)	19,529	18,484	19,777	16,632	23,178	19,346	13,006	11,799
GK Subtest 3: Reading	21,642	20,468	21,170	17,993	25,079	21,107	14,431	13,151
GK Subtest 4: Mathematics	20,992	19,587	19,494	16,032	24,725	20,000	14,280	12,602
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**80,496**	**75,789**	**78,523**	**65,789**	**92,990**	**76,884**	**52,719**	**47,524**
FELE Subtest 1: Leadership for Student Learning	2,327	2,212	1,838	1,731	2,606	2,420	2,074	1,936
FELE Subtest 2: Organizational Development	2,307	2,196	1,817	1,716	2,591	2,411	2,128	1,986
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,577	2,447	2,058	1,955	2,807	2,628	2,162	2,022
FELE Subtest 3: Systems Leadership Written Performance Section	2,369	2,249	1,869	1,762	2,699	2,530	2,157	2,017
TOTAL FOR ALL FELE SUBTESTS	**9,580**	**9,104**	**7,582**	**7,164**	**10,703**	**9,989**	**8,521**	**7,961**
GRAND TOTAL FOR ALL EXAMINATIONS	**178,848**	**169,538**	**213,149**	**178,599**	**256,919**	**209,381**	**161,294**	**147,773**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2022)

State and Center Type	Center Code	Test Center	Registered	Tested
	65522	Daytona State College	2,435	2,260
	24629	FL State College at Jacksonville - Downtown Campus	1,106	1,041
	65319	Florida Atlantic University	4,153	3,792
	66190	Florida Gateway College	1,626	1,535
	66582	Florida Gulf Coast University	2,290	2,115
	77576	Florida International University	461	397
	55331	Florida Keys Community College	245	223
	66016	Florida State College At Jacksonville-Deerwood	1,530	1,417
	67355	Florida State College at Jacksonville	1,192	1,114
	58099	Gulf Coast State College	667	598
Florida (Non-Pearson)	66861	Miami Dade College - Kendall Campus	2,419	2,162
	66889	Miami Dade College - North Campus	2,416	2,152
	66912	Miami Dade College - Wolfson Campus	693	601
	66894	Miami Dade college - Eduardo J Padron Campus	488	434
	54993	Northwest Florida State College	2,684	2,537
	70017	Palm Beach State College - Lake Worth Campus	2,309	2,055
	49953	Pensacola State College	1,086	1,003
	65784	School Board of Alachua County	819	778
	54015	South Florida State College	809	772
	66311	University of Central Florida/Univ Testing Center	4,488	4,200
	65655	University of South Florida	9,534	8,869
Florida (Non-Pearson)		**State and Center Type Total**	**43,450**	**40,055**
	46994	Gainesville FL	741	683
	46995	Jacksonville FL	485	441
	51883	Boynton Beach FL	6,072	5,513
	51886	Fort Myers (Towne Lake Dr)	2,559	2,317
	51885	Fort Myers FL	4,893	4,512
	53083	Ft Lauderdale (33rd Ave)	4,584	4,124
	52075	Ft Lauderdale NW 10th Terr	3,346	3,002
	51887	Gainesville FL	4,529	4,282
	51888	Hollywood FL	4,306	3,817
	51889	Jacksonville FL	8,607	7,897
Florida (Pearson)	51890	Lake Mary FL	5,672	5,121
	51891	Lakeland FL	4,716	4,268
	51892	Melbourne FL	5,958	5,485
	51893	Miami FL	3,599	3,211
	51894	Orlando FL	13,662	12,530
	51895	Ormond Beach FL	2,079	1,900
	51896	Pensacola FL	3,445	3,236
	51897	Sarasota FL	4,832	4,467
	52808	South Miami FL	4,116	3,664
	51898	St Petersburg FL	4,589	4,186
	51899	Tallahassee FL	4,751	4,342
	51900	Tampa FL	7,676	6,987
Florida (Pearson)		**State and Center Type Total**	**105,217**	**95,985**
	46960	Birmingham (Hwy 31) AL	108	93
	46962	Decatur AL	27	20
Alabama (Pearson)	46961	Dothan AL	1,050	1,005
	46963	Mobile AL	202	192
	46964	Montgomery AL	87	80
Alabama (Pearson)		**State and Center Type Total**	**1,474**	**1,390**
Alaska (Pearson)	46959	Anchorage AK	91	89
Alaska (Pearson)		**State and Center Type Total**	**91**	**89**
	46969	Chandler AZ	15	15
Arizona (Pearson)	46970	Phoenix AZ	24	24
	46971	Tucson AZ	21	21

State and Center Type	Center Code	Test Center	Registered	Tested
Arizona (Pearson)		**State and Center Type Total**	**60**	**60**
	46966	Little Rock AR	4	4
Arkansas (Pearson)	46965	Fort Smith AR	13	12
	51865	Little Rock AR	3	3
Arkansas (Pearson)		**State and Center Type Total**	**20**	**19**
	46972	Anaheim CA	24	24
	63105	Daly City CA	33	33
	63106	Fairfield CA	20	20
	46973	Fresno CA	17	16
	46974	Gardena (LA) CA	30	30
	63103	Lake Forest (LA) CA	8	8
	46975	Oakland CA	9	9
	46976	Ontario (LA) CA	11	11
	46977	Pasadena (LA) CA	39	33
	46978	Redding CA	2	2
California (Pearson)	63104	Redlands (LA) CA	22	18
	46979	Roseville (Sacramento)	32	28
	56133	Sacramento CA	27	27
	54866	San Diego (North) CA	74	65
	46980	San Diego CA	71	67
	56132	San Dimas (LA)	6	6
	46981	San Francisco	35	35
	46982	San Jose (Milpitas) CA	34	33
	63107	San Marcos CA	33	33
	46983	Santa Maria CA	6	5
	63108	Visalia CA	12	12
	46984	Westlake Village (LA)	27	24
California (Pearson)		**State and Center Type Total**	**572**	**539**
	46987	Colorado Springs CO	12	12
	51873	Grand Junction CO	4	4
Colorado (Pearson)	51874	Greeley CO	54	54
	46986	Greenwood Village (Denver)	43	37
	46985	Westminster (Denver N)	37	31
	51878	Wheat Ridge CO	140	132
Colorado (Pearson)		**State and Center Type Total**	**290**	**270**
	54862	Norwalk CT	51	50
Connecticut (Pearson)	46989	Wallingford (New Haven)	39	34
	46988	Wethersfield (Hartford)	67	63
Connecticut (Pearson)		**State and Center Type Total**	**157**	**147**
Delaware (Pearson)	46991	Dover DE	5	4
	46992	Newark (Wilmington) DE	9	6
Delaware (Pearson)		**State and Center Type Total**	**14**	**10**
District of Columbia (Pearson)	46990	Washington DC	64	59
District of Columbia (Pearson)		**State and Center Type Total**	**64**	**59**
	47001	Albany GA	62	56
	47003	Atlanta (North) GA	178	152
	47002	Atlanta (Stockbridge)	213	179
Georgia (Pearson)	47004	Augusta GA	187	162
	47005	Macon GA	39	28
	51903	Marietta North GA	477	436
	47006	Savannah GA	92	83
Georgia (Pearson)		**State and Center Type Total**	**1,248**	**1,096**
Hawaii (Pearson)	47008	Honolulu HI	42	40
Hawaii (Pearson)		**State and Center Type Total**	**42**	**40**
Idaho (Pearson)	47012	Boise ID	28	26
	51908	Pocatello ID	15	15
Idaho (Pearson)		**State and Center Type Total**	**43**	**41**

State and Center Type	Center Code	Test Center	Registered	Tested
Illinois (Pearson)	65597	Buffalo Grove IL	77	70
	53460	Chicago (Wacker Drive)	48	47
	54559	Chicago Financial District	30	29
	47013	Marion IL	662	615
	51910	Oak Brook IL	277	256
	47014	Peoria IL	697	666
	47015	Schaumburg (Chicago NW)	46	46
	51912	Schaumburg (Woodfield)	66	60
	47016	Springfield IL	818	778
Illinois (Pearson)		**State and Center Type Total**	**2,721**	**2,567**
Indiana (Pearson)	47020	Indianapolis IN	5	5
	47171	Evansville IN	111	102
	47018	Fort Wayne IN	1	1
	54865	Indianapolis (West)	22	22
	51914	Indianapolis IN	25	16
	47019	Merrillville IN	53	49
	47021	Terre Haute IN	269	250
Indiana (Pearson)		**State and Center Type Total**	**486**	**445**
Iowa (Pearson)	47010	Coralville (Iowa City)	27	25
	47169	Davenport (Quad Cities)	169	157
	47011	Sioux City IA	1	1
	47009	West Des Moines IA	34	34
Iowa (Pearson)		**State and Center Type Total**	**231**	**217**
Kansas (Pearson)	47415	Hays KS	4	4
	67566	Overland Park KS	24	24
	47172	Topeka KS	7	7
	47173	Wichita KS	15	14
Kansas (Pearson)		**State and Center Type Total**	**50**	**49**
Kentucky (Pearson)	47174	Lexington KY	22	21
	47022	Louisville KY	8	8
Kentucky (Pearson)		**State and Center Type Total**	**30**	**29**
Louisiana (Pearson)	47023	Baton Rouge LA	38	37
	47024	Metairie LA	11	7
	47025	Shreveport LA	19	19
Louisiana (Pearson)		**State and Center Type Total**	**68**	**63**
Maine (Pearson)	47175	Westbrook (Portland)	18	18
Maine (Pearson)		**State and Center Type Total**	**18**	**18**
Maryland (Pearson)	47031	Baltimore MD	31	30
	47032	Bethesda MD	41	35
	47033	Columbia MD	30	30
	47034	Salisbury MD	10	8
Maryland (Pearson)		**State and Center Type Total**	**112**	**103**
Massachusetts (Pearson)	53457	Boston (Back Bay)	17	17
	47026	Boston MA	1	0
	47027	Lexington MA	5	5
	51922	North Dartmouth MA	27	27
	47028	Springfield MA	1	0
	65598	Wellesley MA	11	10
	51924	Woburn MA	33	28
	47029	Worcester MA	9	4
Massachusetts (Pearson)		**State and Center Type Total**	**104**	**91**
Michigan (Pearson)	47036	Ann Arbor MI	50	42
	47176	East Lansing MI	27	27
	47037	Grand Rapids MI	27	27
	48014	Marquette MI	1	1
	47039	Southfield MI	30	28
	47040	Troy (Detroit) MI	13	10
Michigan (Pearson)		**State and Center Type Total**	**148**	**135**

State and Center Type	Center Code	Test Center	Registered	Tested
Minnesota (Pearson)	48623	Bloomington (MPLS)	1	1
	47043	Brooklyn Park (MPLS)	25	24
	47042	Eagan (Minneapolis SE)	16	15
	47041	Hermantown (Duluth) MN	21	17
	47044	Rochester MN	4	4
	66806	St Paul MN	16	12
Minnesota (Pearson)		**State and Center Type Total**	**83**	**73**
Mississippi (Pearson)	47049	Jackson MS	15	11
	47050	Tupelo MS	25	20
Mississippi (Pearson)		**State and Center Type Total**	**40**	**31**
Missouri (Pearson)	47045	Columbia MO	23	23
	47046	Kansas City MO	11	10
	56134	Kansas City MO (East)	1	1
	47047	Springfield MO	5	5
	47048	St Louis MO	113	98
	54861	St Louis South	116	109
Missouri (Pearson)		**State and Center Type Total**	**269**	**246**
Montana (Pearson)	47051	Billings MT	15	14
	47052	Helena MT	7	7
Montana (Pearson)		**State and Center Type Total**	**22**	**21**
Nebraska (Pearson)	47061	Lincoln NE	9	9
	47178	North Platte NE	2	2
	47063	Omaha NE	21	21
Nebraska (Pearson)		**State and Center Type Total**	**32**	**32**
Nevada (Pearson)	51951	Las Vegas (South) NV	15	15
	47070	Las Vegas NV	30	30
	47071	Reno NV	6	6
Nevada (Pearson)		**State and Center Type Total**	**51**	**51**
New Hampshire (Pearson)	47064	Concord NH	35	34
New Hampshire (Pearson)		**State and Center Type Total**	**35**	**34**
New Jersey (Pearson)	47065	Atlantic City NJ	89	85
	66809	Jersey City NJ	22	20
	47068	Lyndhurst NJ	37	37
	47066	Piscataway NJ	49	45
	47067	Princeton (Trenton) NJ	54	47
New Jersey (Pearson)		**State and Center Type Total**	**251**	**234**
New Mexico (Pearson)	47069	Albuquerque NM	12	12
New Mexico (Pearson)		**State and Center Type Total**	**12**	**12**
New York (Pearson)	47072	Albany NY	39	38
	53459	Brooklyn NY	38	34
	47082	East Syracuse NY	8	8
	47073	Endicott (Binghamton)	9	9
	47079	Forest Hills NY	36	35
	47076	Islandia (Long Island)	139	136
	57939	Lake Success (Queens)	36	34
	49074	New York (100 William St.)	35	31
	54857	New York (Herald Square)	36	32
	47074	New York (Lexington Ave)	16	16
	47077	New York (W 44th St)	24	20
	47080	Rochester NY	3	2
	47081	Staten Island NY	25	25
	47083	Utica NY	1	1
	47084	Watertown NY	13	13
	47085	White Plains NY	37	34
	47075	Williamsville (Buff)	15	14
New York (Pearson)		**State and Center Type Total**	**510**	**482**

State and Center Type	Center Code	Test Center	Registered	Tested
North Carolina (Pearson)	47053	Asheville NC	2	2
	63114	Charlotte (East-Hwy74)	44	34
	47054	Charlotte NC	18	18
	63115	Durham NC	21	21
	47055	Greenville NC	1	1
	51938	Raleigh (SW) NC	21	19
	47056	Raleigh NC	13	13
	51939	Statesville NC	15	14
	47057	Wilmington NC	32	32
	47058	Winston-Salem NC	14	14
North Carolina (Pearson)		**State and Center Type Total**	**181**	**168**
North Dakota (Pearson)	47059	Bismarck ND	3	3
	47177	Fargo ND	8	8
North Dakota (Pearson)		**State and Center Type Total**	**11**	**11**
Ohio (Pearson)	47086	Akron (Copley Twnsp) OH	15	15
	47089	Beachwood (Cleveland E)	19	15
	47090	Columbus (North) OH	24	24
	47091	Columbus (South) OH	15	14
	47092	Dayton OH	24	24
	47087	Mason OH	31	31
	47093	Maumee (Toledo) OH	8	8
	47088	Westlake (Cleveland) OH	6	6
Ohio (Pearson)		**State and Center Type Total**	**142**	**137**
Oklahoma (Pearson)	47094	Oklahoma City OK	5	5
	47095	Tulsa OK	13	12
Oklahoma (Pearson)		**State and Center Type Total**	**18**	**17**
Oregon (Pearson)	47097	Beaverton OR	44	41
	47096	Medford OR	20	20
	63111	Portland OR	56	54
	47098	Salem OR	78	77
Oregon (Pearson)		**State and Center Type Total**	**198**	**192**
Pennsylvania (Pearson)	47099	Allentown PA	5	5
	65599	Blue Bell PA	17	17
	47100	Erie PA	11	11
	47101	Harrisburg PA	16	16
	47103	King of Prussia PA	25	24
	47102	Lancaster PA	21	21
	54859	Philadelphia PA	56	51
	47105	Pittsburgh (East) PA	43	39
	47106	Pittsburgh (West) PA	21	21
	47107	Scranton PA	47	47
Pennsylvania (Pearson)		**State and Center Type Total**	**262**	**252**
Rhode Island (Pearson)	51960	East Providence RI	47	39
	47109	Warwick RI	11	11
Rhode Island (Pearson)		**State and Center Type Total**	**58**	**50**
South Carolina (Pearson)	47111	Columbia SC	98	92
	47112	Greenville SC	13	13
	47110	North Charleston SC	45	42
South Carolina (Pearson)		**State and Center Type Total**	**156**	**147**
South Dakota (Pearson)	47113	Sioux Falls SD	7	7
South Dakota (Pearson)		**State and Center Type Total**	**7**	**7**
Tennessee (Pearson)	47114	Chattanooga TN	58	55
	47115	Johnson City TN	17	17
	47116	Knoxville TN	37	36
	63116	Memphis (Midtown) TN	145	138
	47117	Memphis TN	179	158
	51966	Nashville (Brentwood)	62	60
	47118	Nashville TN	70	56
Tennessee (Pearson)		**State and Center Type Total**	**568**	**520**

State and Center Type	Center Code	Test Center	Registered	Tested
Texas (Pearson)	47119	Abilene TX	2	1
	47120	Amarillo TX	2	2
	56136	Austin (South) TX	23	22
	50509	Austin TX	30	29
	47121	Bellaire (Houston) TX	7	7
	47123	Dallas TX	45	35
	47124	El Paso TX	21	21
	63113	Harlingen TX	4	4
	47126	Houston (SE) TX	27	26
	54860	Houston North (1960W)	72	62
	51971	Houston TX	39	38
	47125	Hurst (Fort Worth) TX	42	38
	47127	Lubbock TX	1	1
	56137	San Antonio (NW)	33	32
	47129	San Antonio TX	17	16
	47130	Tyler TX	17	17
	47131	Waco TX	8	4
Texas (Pearson)		**State and Center Type Total**	**390**	**355**
Utah (Pearson)	65596	Bountiful (SLC) UT	21	19
	47133	Draper (Salt Lake City)	25	25
	47132	Ogden UT	23	23
Utah (Pearson)		**State and Center Type Total**	**69**	**67**
Vermont (Pearson)	47140	South Burlington VT	36	36
Vermont (Pearson)		**State and Center Type Total**	**36**	**36**
Virginia (Pearson)	57937	Alexandria VA	31	26
	57938	Chesapeake VA	38	34
	47137	Glen Allen (Richmond)	69	63
	47135	Lynchburg VA	3	2
	47136	Newport News VA	30	28
	47134	Reston VA	72	59
	66960	Richmond VA	8	5
	47138	Roanoke VA	12	12
Virginia (Pearson)		**State and Center Type Total**	**263**	**229**
Washington (Pearson)	47141	Renton (Seattle) WA	89	77
	53458	Seattle (Northgate)	96	93
	47142	Spokane WA	28	26
	47143	Yakima WA	17	17
Washington (Pearson)		**State and Center Type Total**	**230**	**213**
West Virginia (Pearson)	47150	Charleston WV	64	64
	47151	Morgantown WV	41	39
West Virginia (Pearson)		**State and Center Type Total**	**105**	**103**
Wisconsin (Pearson)	47146	Brookfield (Milwaukee)	12	8
	47144	Eau Claire WI	14	14
	51986	Green Bay WI	6	6
	47149	Kenosha WI	51	49
	47145	Madison WI	31	28
	63109	Milwaukee WI	9	9
Wisconsin (Pearson)		**State and Center Type Total**	**123**	**114**
Wyoming (Pearson)	47152	Casper WY	41	39
Wyoming (Pearson)		**State and Center Type Total**	**41**	**39**
Other Locations (Pearson)	47108	Guaynabo PR	50	47
Other Locations (Pearson)		**State and Center Type Total**	**50**	**47**

State and Center Type	Center Code	Test Center	Registered	Tested
	53197	US Military Camp Foster	11	11
	66828	US Military NTC Campbell University-Fort Bragg-	11	11
	72274	US Military NTC Central TX College - Fort Hood	1	0
	57264	US Military NTC Coastline Colg-Pensacola	3	3
	54890	US Military NTC Columbia College - GTMO	2	2
	64033	US Military NTC Craven CC- Cherry Point	4	4
	62134	US Military NTC FL ST Colg NS Jacksonville-	26	18
	62143	US Military NTC FL ST College-NS Mayport	23	22
	86886	US Military NTC FL State College Hurlburt Field	21	15
	80521	US Military NTC GCSC -Tyndall AFB- Only	27	26
	54585	US Military NTC Hawaii Pac Univ-Schofield	2	2
	54589	US Military NTC Hawaii Pac Univ-Tripler	1	1
	57161	US Military NTC Pierce Colg McChord AFB	2	2
	62795	US Military NTC Rio Salado Colg, Luke AFB	1	1
	66012	US Military NTC UMGC - Geilenkirchen	3	3
	56687	US Military NTC UMGC Andrews AFB	1	1
	57848	US Military NTC UMGC Ansbach EMEA	5	5
Military Sites (Non-Pearson)	72626	US Military NTC UMGC Camp Humphreys-	3	3
	65944	US Military NTC UMGC Eglin AFB	131	116
	55666	US Military NTC UMGC Kunsan	1	1
	57027	US Military NTC UMGC Naples EMEA	1	1
	55668	US Military NTC UMGC Naval Base Guam	5	5
	57855	US Military NTC UMGC SHAPE	8	8
	57849	US Military NTC UMGC Stuttgart-Panzer	3	3
	57856	US Military NTC UMGC Vicenza EMEA	3	3
	62913	US Military NTC UMGC Vilseck	9	9
	57854	US Military NTC UMGC Wiesbaden	1	1
	55609	US Military NTC UMUC Kadena AB	3	3
	55659	US Military NTC UMUC Yokosuka	18	17
	55656	US Military NTC UMUC Yokota	9	9
	73509	US Military NTC University of Alaska Fairbanks	30	28
	81292	US Military RAF Mildenhall- 100 FSS/FSDE- DOD ONLY	1	1
	56155	US Military USMC 29 Palms	1	1
Military Sites (Non-Pearson)		**State and Center Type Total**	**371**	**336**
		GRAND TOTAL	**161,294**	**147,773**

Source: Data provided by Evaluation Systems group of Pearson

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

| Examination | VUE Test Center Location | | | | TOTAL | |
| | Florida | | Non-Florida | | | |
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	97	90	8	7	105	97
Art K–12	707	656	60	57	767	713
Biology 6–12	779	711	77	68	856	779
Business Education 6–12	774	723	47	42	821	765
Chemistry 6–12	224	201	27	20	251	221
Computer Science K–12	441	387	11	9	452	396
Deaf or Hard of Hearing K–12	74	72	3	2	77	74
Drama 6–12	135	125	11	9	146	134
Earth/Space Science 6–12	245	230	11	9	256	239
Educational Media Specialist PK–12	681	639	20	20	701	659
Elementary Education K–6 Subtest 1: Lang Arts and Reading	8,658	8,005	902	838	9,560	8,843
Elementary Education K–6 Subtest 2: Social Science	7,733	7,142	735	683	8,468	7,825
Elementary Education K–6 Subtest 3: Science	7,519	6,913	745	691	8,264	7,604
Elementary Education K–6 Subtest 4: Mathematics	8,248	7,501	774	711	9,022	8,212
Engineering and Technology Education 6–12	138	130	11	11	149	141
English 6–12 Multiple-Choice Section	1,951	1,792	188	174	2,139	1,966
English 6–12 Written Performance Section	1,876	1,719	162	148	2,038	1,867
English to Speakers of Other Languages (ESOL) K–12	1,557	1,361	132	124	1,689	1,485
Exceptional Student Education K–12	5,112	4,780	338	316	5,450	5,096
Family and Consumer Science 6–12	177	166	13	11	190	177
French K–12	82	79	7	7	89	86
German K–12 Interview	5	5	*	*	5	5
German K–12 Written	8	7	*	*	8	7
Health K–12	413	380	55	53	468	433
Humanities K–12	36	30	7	6	43	36
Latin K–12	23	21	3	2	26	23
Marketing 6–12	60	57	6	5	66	62
Mathematics 6–12	1,194	1,096	130	120	1,324	1,216
Middle Grades English 5–9 Multiple-Choice Section	884	807	73	67	957	874
Middle Grades English 5–9 Written Performance Section	718	657	51	47	769	704
Middle Grades General Science 5–9	957	879	73	69	1,030	948
Middle Grades Mathematics 5–9	2,148	1,990	145	137	2,293	2,127
Middle Grades Social Science 5–9	620	563	56	50	676	613
Music K–12	457	427	38	36	495	463
PK–3 Subtest 1: Developmental Knowledge	3,202	2,930	175	171	3,377	3,101
PK–3 Subtest 2: Language Arts and Reading	4,206	3,855	248	241	4,454	4,096
PK–3 Subtest 3: Mathematics	3,407	3,120	196	190	3,603	3,310
PK–3 Subtest 4: Science	3,028	2,775	189	185	3,217	2,960
Physical Education K–12	1,567	1,481	235	218	1,802	1,699
Physics 6–12	127	118	9	8	136	126
Preschool Education Birth–Age 4	370	349	16	15	386	364
Reading K–12	5,958	5,402	113	102	6,071	5,504
School Counseling PK–12	469	442	19	17	488	459
School Psychologist PK–12	86	85	6	6	92	91
Social Science 6–12	1,920	1,759	211	201	2,131	1,960
Spanish K–12	761	726	59	57	820	783
Speech-Language Impaired K–12	15	14	*	*	15	14
Visually Impaired K–12	32	30	2	2	34	32
Professional Education (PED)	12,618	11,781	1,160	1,118	13,778	12,899

| Examination | VUE Test Center Location | | | | TOTAL | |
| | Florida | | Non-Florida | | | |
	Registered	Tested	Registered	Tested	Registered	Tested
GK Subtest 1: Essay	10,038	9,081	964	891	11,002	9,972
GK Subtest 2: English Language Skills (ELS)	11,914	10,780	1,092	1,019	13,006	11,799
GK Subtest 3: Reading	13,196	12,015	1,235	1,136	14,431	13,151
GK Subtest 4: Mathematics	13,021	11,464	1,259	1,138	14,280	12,602
FELE Subtest 1: Leadership for Student Learning	1,998	1,866	76	70	2,074	1,936
FELE Subtest 2: Organizational Development	2,050	1,913	78	73	2,128	1,986
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,096	1,960	66	62	2,162	2,022
FELE Subtest 3: Systems Leadership Written Performance Section	2,088	1,953	69	64	2,157	2,017
TOTAL	148,898	136,240	12,396	11,533	161,294	147,773

*No examinees tested.

Source: Data provided by Evaluation Systems group of Pearson

APPENDIX F

Customer Service Statistics

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2022 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 2022 administration year.

Month	Reports Sent to School Districts	Reports Sent to Educational Institutions
January	1,494	2,354
February	1,395	2,094
March	1,786	2,572
April	2,134	3,022
May	2,590	3,357
June	2,303	2,395
July	2,711	2,724
August	2,497	3,120
September	763	1,704
October	1,008	2,532
November	784	2,035
December	1,407	2,488
TOTAL	**20,872**	**30,397**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2021 and 2022 Contact Volume

The chart below compares the volume of contacts made to Customer Service for the 2021 and 2022 program years. This volume includes contacts via all channels—calls, emails, and chat.
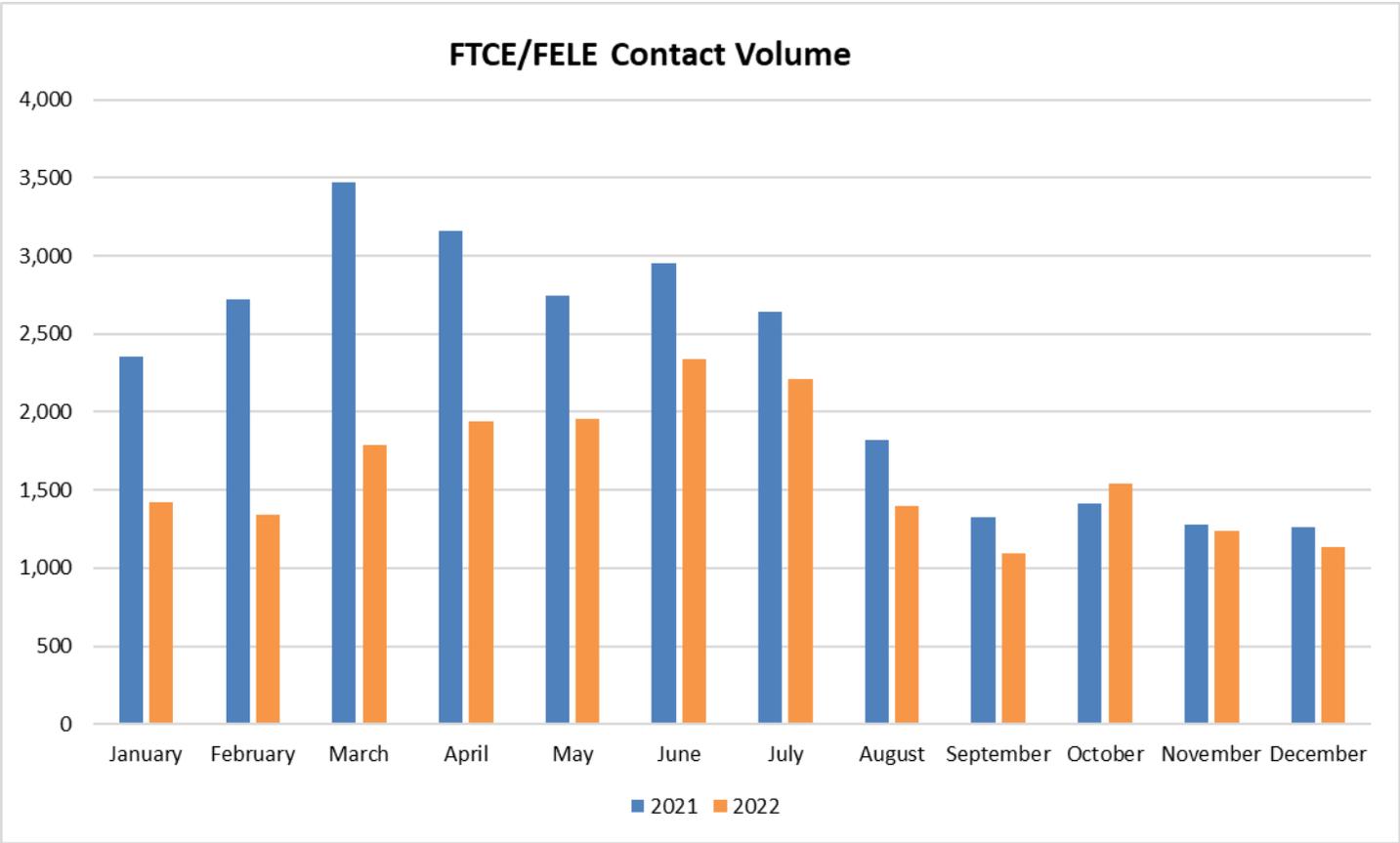
FTCE/FELE Contact Volume

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2021 and 2022 Contacts by Channel

The charts below compare total contacts for the 2021 and 2022 program years by channel.
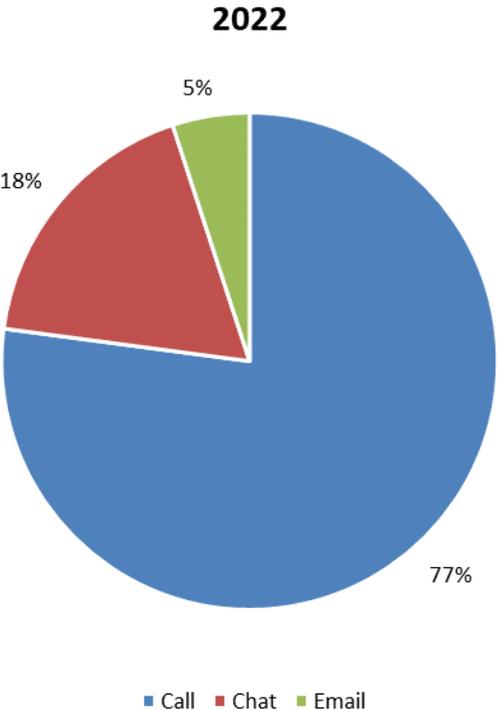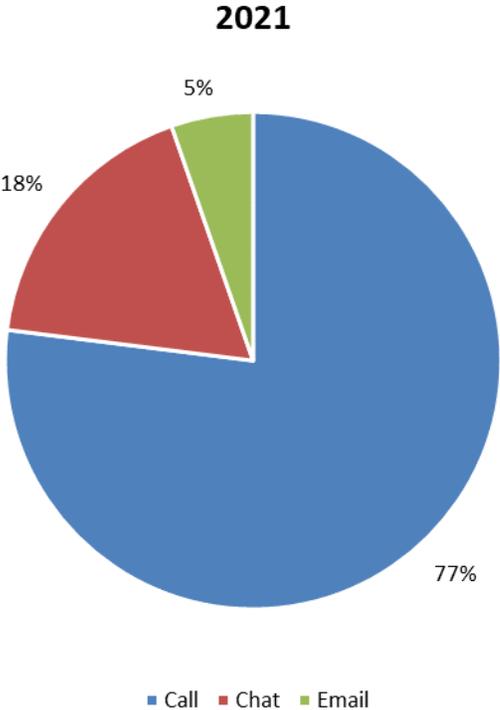
2021

5%

18%

77%

■ Call ■ Chat ■ Email

2022

5%

18%

77%

■ Call ■ Chat ■ Email

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2022 Customer Service – Call Statistics

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

Month	Calls Received	Calls Answered	Calls Not Answered	Percent Answered	Average Wait Time (Minutes)	Average Call Length (Minutes)	Number of Examinees Registered	Calls Per Examinee Ratio
January	1,052	1,031	21	98.0%	0.78	4.43	6,108	0.17
February	999	975	24	97.6%	0.67	5.22	7,191	0.14
March	1,344	1,311	33	97.5%	0.67	4.90	10,310	0.13
April	1,479	1,447	32	97.8%	0.87	4.55	9,648	0.15
May	1,482	1,459	23	98.4%	0.62	4.38	9,114	0.16
June	1,857	1,821	36	98.1%	0.95	4.65	11,419	0.16
July	1,771	1,743	28	98.4%	0.92	4.63	11,455	0.15
August	1,046	1,027	19	98.2%	0.38	4.63	6,494	0.16
September	850	828	22	97.4%	0.40	4.73	4,810	0.18
October	1,223	1,205	18	98.5%	0.32	4.45	6,000	0.20
November	928	916	12	98.7%	0.35	4.88	6,187	0.15
December	833	816	17	98.0%	0.43	4.98	6,185	0.13
TOTAL	**14,864**	**14,579**	**285**	**98.1%**	**0.67**	**4.68**	**94,921**	**0.16**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2022 Customer Service – Email Statistics

The following table lists the number of emails received and responded to by Customer Service for each month of the 2022 administration year. Emails are responded to within 2–3 business days.

Month	Emails Received
January	77
February	102
March	113
April	112
May	104
June	89
July	105
August	80
September	73
October	81
November	71
December	72
TOTAL	**1,079**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2022 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 2022 administration year.

Month	Chats Received
January	289
February	240
March	332
April	345
May	369
June	395
July	335
August	269
September	173
October	234
November	238
December	228
TOTAL	**3,447**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2022 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 3,447 chat sessions for the 2022 program year, 1,029 users responded. These responses are summarized below.

2022 Live Chat Survey Summary
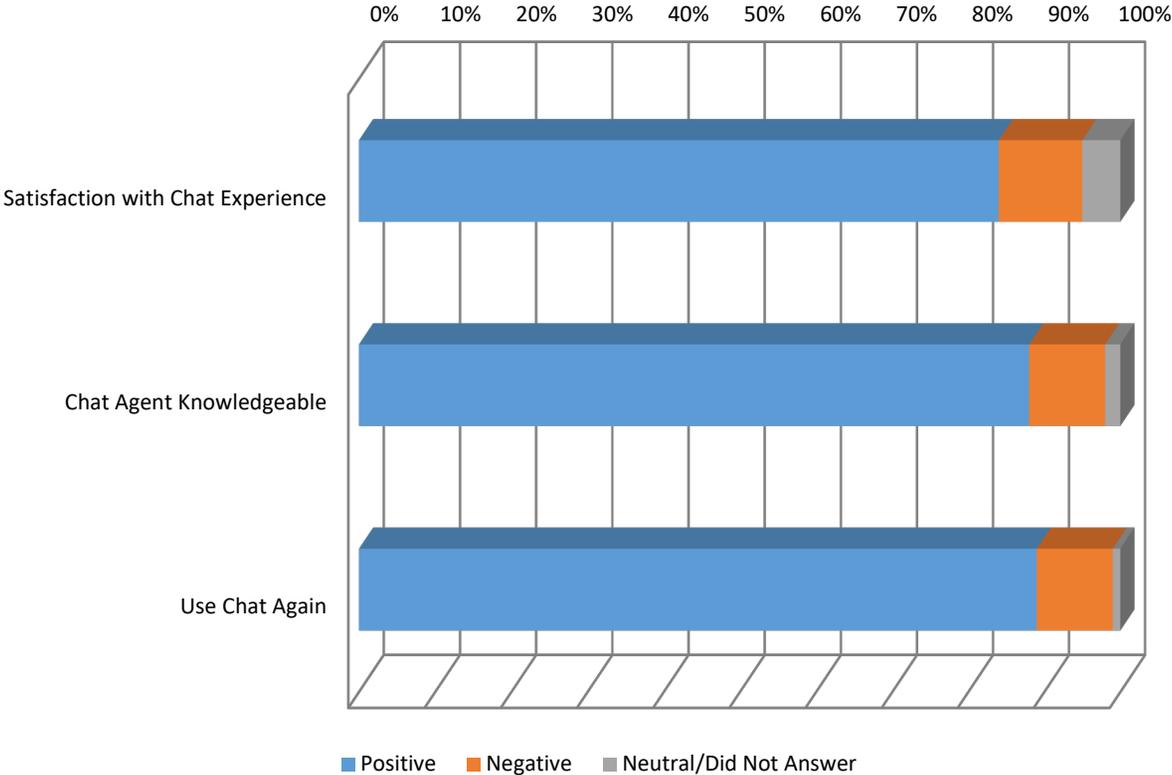
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2022 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 1/13/2023 for the 2022 score reporting dates. eISRs are available for retrieval starting at 10:00 p.m. on the Score Reporting date.

| Release Date | # of Examinees | eISRs Retrieved: | | | | | Percent Retrieved |
		Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 01/13/23	
2022.01.03	1,378	925	1,043	1,114	1,128	1,223	88.8
2022.01.10	2,275	1,507	1,708	1,809	1,855	2,023	88.9
2022.01.14	1,046	536	--	750	798	916	87.6
2022.01.24	1,617	1,006	1,136	1,225	1,271	1,404	86.8
2022.01.31	1,338	796	909	998	1,043	1,179	88.1
2022.02.07	1,654	1,048	1,182	1,287	1,330	1,466	88.6
2022.02.14	1,571	921	1,075	1,181	1,223	1,363	86.8
2022.02.21	1,710	1,087	1,221	1,309	1,361	1,483	86.7
2022.02.28	2,033	1,202	1,409	1,539	1,578	1,785	87.8
2022.03.07	2,113	1,299	1,503	1,603	1,671	1,844	87.3
2022.03.14	1,706	914	1,096	1,276	1,323	1,489	87.3
2022.03.21	2,498	1,514	1,729	1,898	1,982	2,187	87.6
2022.03.28	2,316	1,413	1,646	1,797	1,846	2,033	87.8
2022.04.04	3,481	2,151	2,483	2,657	2,754	3,024	86.9
2022.04.11	1,548	1,001	1,133	1,224	1,249	1,345	86.9
2022.04.18	2,011	1,361	1,503	1,607	1,637	1,751	87.1
2022.04.25	3,196	2,280	2,536	2,687	2,747	2,898	90.7
2022.05.02	2,831	1,904	2,130	2,233	2,296	2,471	87.3
2022.05.09	1,549	1,061	1,204	1,275	1,310	1,385	89.4
2022.05.16	2,409	1,574	1,760	1,870	1,923	2,075	86.1
2022.05.23	2,163	1,508	1,716	1,814	1,850	1,957	90.5
2022.05.27	2,750	1,539	--	2,100	2,208	2,399	87.2
2022.06.06	2,324	1,530	1,734	1,873	1,912	2,062	88.7
2022.06.13	2,406	1,445	1,688	1,808	1,878	2,034	84.5
2022.06.17	2,442	1,529	--	1,950	2,026	2,180	89.3
2022.06.27	2,672	1,718	1,951	2,068	2,140	2,281	85.4
2022.07.01	2,365	1,380	--	1,788	1,903	2,061	87.1
2022.07.11	4,079	2,625	2,956	3,204	3,305	3,514	86.1
2022.07.18	2,019	1,204	1,402	1,523	1,560	1,685	83.5
2022.07.25	3,057	1,884	2,164	2,327	2,396	2,563	83.8
2022.08.01	2,788	1,633	1,883	2,048	2,107	2,288	82.1
2022.08.08	2,903	1,642	1,884	2,041	2,113	2,314	79.7
2022.08.15	2,591	1,418	1,647	1,833	1,888	2,064	79.7
2022.08.22	1,941	1,015	1,249	1,364	1,405	1,532	78.9
2022.08.29	973	587	677	735	753	819	84.2
2022.09.02	1,200	647	--	867	910	1,011	84.3
2022.09.12	1,090	664	763	825	840	924	84.8
2022.09.19	1,185	751	863	910	943	1,013	85.5
2022.09.26	1,149	610	713	808	843	937	81.5
2022.10.03	1,495	867	1,017	1,114	1,152	1,241	83.0
2022.10.10	645	377	438	480	494	542	84.0
2022.10.17	1,608	987	1,123	1,206	1,254	1,337	83.1
2022.10.24	1,157	679	792	871	893	959	82.9
2022.10.31	1,695	1,023	1,171	1,276	1,304	1,407	83.0

Release Date	# of Examinees	eISRs Retrieved:					Percent Retrieved
		Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 01/13/23	
2022.11.07	1,160	673	769	848	869	956	82.4
2022.11.14	1,584	941	1,059	1,132	1,185	1,259	79.5
2022.11.21	1,023	531	632	750	775	821	80.3
2022.11.28	1,294	766	895	950	988	1,021	78.9
2022.12.05	2,131	1,262	1,465	1,588	1,617	1,701	79.8
2022.12.12	1,622	939	1,062	1,152	1,194	1,264	77.9
2022.12.19	957	504	583	638	683	716	74.8
2022.12.23	1,420	584	--	838	980	1,050	73.9
2022.12.30	1,043	503	--	763	817	817	78.3

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2022 eISR Retrieval Statistics – Essay vs. No Essay

The table below shows the retrieval statistics as of 1/13/2023 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
2022.01.03	1,378	1,223	88.8	1	1	100.0	1,377	1,222	88.7
2022.01.10	2,275	2,023	88.9	587	501	85.3	1,688	1,522	90.2
2022.01.14	1,046	916	87.6	0	0	--	1,046	916	87.6
2022.01.24	1,617	1,404	86.8	514	442	86.0	1,103	962	87.2
2022.01.31	1,338	1,179	88.1	1	1	100.0	1,337	1,178	88.1
2022.02.07	1,654	1,466	88.6	395	347	87.8	1,259	1,119	88.9
2022.02.14	1,571	1,363	86.8	0	0	--	1,571	1,363	86.8
2022.02.21	1,710	1,483	86.7	530	461	87.0	1,180	1,022	86.6
2022.02.28	2,033	1,785	87.8	0	0	--	2,033	1,785	87.8
2022.03.07	2,113	1,844	87.3	593	510	86.0	1,520	1,334	87.8
2022.03.14	1,706	1,489	87.3	2	2	100.0	1,704	1,487	87.3
2022.03.21	2,498	2,187	87.6	630	531	84.3	1,868	1,656	88.7
2022.03.28	2,316	2,033	87.8	1	0	0.0	2,315	2,033	87.8
2022.04.04	3,481	3,024	86.9	822	705	85.8	2,659	2,319	87.2
2022.04.11	1,548	1,345	86.9	1	1	100.0	1,547	1,344	86.9
2022.04.18	2,011	1,751	87.1	850	743	87.4	1,161	1,008	86.8
2022.04.25	3,196	2,898	90.7	1	1	100.0	3,195	2,897	90.7
2022.05.02	2,831	2,471	87.3	678	566	83.5	2,153	1,905	88.5
2022.05.09	1,549	1,385	89.4	4	2	50.0	1,545	1,383	89.5
2022.05.16	2,409	2,075	86.1	750	640	85.3	1,659	1,435	86.5
2022.05.23	2,163	1,957	90.5	1	1	100.0	2,162	1,956	90.5
2022.05.27	2,750	2,399	87.2	609	516	84.7	2,141	1,883	87.9
2022.06.06	2,324	2,062	88.7	0	0	--	2,324	2,062	88.7
2022.06.13	2,406	2,034	84.5	668	559	83.7	1,738	1,475	84.9
2022.06.17	2,442	2,180	89.3	0	0	--	2,442	2,180	89.3
2022.06.27	2,672	2,281	85.4	757	637	84.1	1,915	1,644	85.8
2022.07.01	2,365	2,061	87.1	0	0	--	2,365	2,061	87.1
2022.07.11	4,079	3,514	86.1	821	688	83.8	3,258	2,826	86.7
2022.07.18	2,019	1,685	83.5	3	1	33.3	2,016	1,684	83.5

				Exams/Subtests with Essay			Exams/Subtests with No Essay		
Release Date	# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved	# of Examinees	# of eISRs Retrieved	Percent Retrieved
2022.07.25	3,057	2,563	83.8	822	689	83.8	2,235	1,874	83.8
2022.08.01	2,788	2,288	82.1	1	1	100.0	2,787	2,287	82.1
2022.08.08	2,903	2,314	79.7	834	674	80.8	2,069	1,640	79.3
2022.08.15	2,591	2,064	79.7	2	1	50.0	2,589	2,063	79.7
2022.08.22	1,941	1,532	78.9	894	699	78.2	1,047	833	79.6
2022.08.29	973	819	84.2	0	0	--	973	819	84.2
2022.09.02	1,200	1,011	84.3	407	337	82.8	793	674	85.0
2022.09.12	1,090	924	84.8	0	0	--	1,090	924	84.8
2022.09.19	1,185	1,013	85.5	339	291	85.8	846	722	85.3
2022.09.26	1,149	937	81.5	0	0	--	1,149	937	81.5
2022.10.03	1,495	1,241	83.0	336	272	81.0	1,159	969	83.6
2022.10.10	645	542	84.0	1	0	0.0	644	542	84.2
2022.10.17	1,608	1,337	83.1	358	294	82.1	1,250	1,043	83.4
2022.10.24	1,157	959	82.9	0	0	--	1,157	959	82.9
2022.10.31	1,695	1,407	83.0	439	350	79.7	1,256	1,057	84.2
2022.11.07	1,160	956	82.4	0	0	--	1,160	956	82.4
2022.11.14	1,584	1,259	79.5	498	390	78.3	1,086	869	80.0
2022.11.21	1,023	821	80.3	0	0	--	1,023	821	80.3
2022.11.28	1,294	1,021	78.9	378	305	80.7	916	716	78.2
2022.12.05	2,131	1,701	79.8	0	0	--	2,131	1,701	79.8
2022.12.12	1,622	1,264	77.9	542	423	78.0	1,080	841	77.9
2022.12.19	957	716	74.8	0	0	--	957	716	74.8
2022.12.23	1,420	1,050	73.9	442	316	71.5	978	734	75.1
2022.12.30	1,043	817	78.3	0	0	--	1,043	817	78.3

Essay fields are 015, 017, 039, 132, 142, 816, 821, 825, and 844.
Essay counts include all examinees who had scores reported for essay fields.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2022 Exit Survey

At the conclusion of each test administration appointment, examinees are invited to share their feedback via the on-screen Exit Survey. A total of 18,868 examinees responded during the 2022 program year. These responses are summarized below.
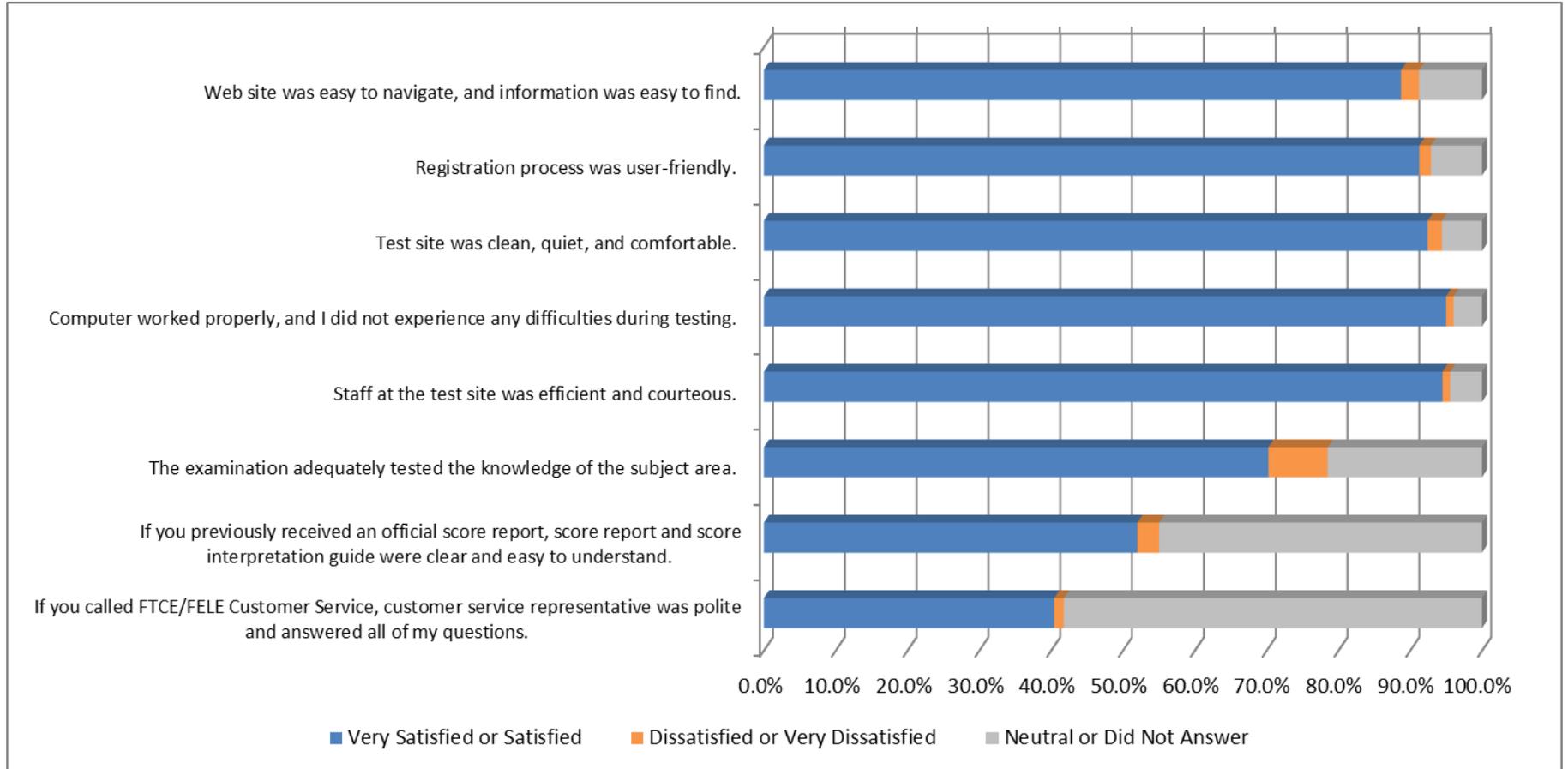
APPENDIX G

Sample Score and Competency Reports

Sample Score Report with Detail

Florida Teacher Certification Examinations
SCORE REPORT

Social Security Number: 123456789

Score Report Date: February 21, 2019

FIRST M LAST
1 MAIN STREET
ORLANDO, FL 12345

This barcode contains unique examinee information (including Pass/Not Pass status). Any attempt to manipulate this barcode and/or the contents of the score report will result in distortion of the barcode and/or mismatch of data.

Passing the Multiple-choice section of English 6-12, the Multiple-choice section of Middle Grades English 5-9, any other Subject Area Examination, the Professional Education Test, and the multiple-choice subtests of the General Knowledge Test requires a scale score of 200 or higher on each. Passing the General Knowledge Essay, the English 6-12 Written Performance Section, or the Middle Grades English 5-9 Written Performance Section requires an essay score of 8 or higher. If the General Knowledge Essay subtest was taken prior to January 1, 2015 an essay score of 6 or higher is the minimum passing score for that attempt.

Current Test Administration Results

Test	Status	Administration Date
Spanish K-12	Not Pass (188)	February 6, 2019

Cumulative Results* as of February 21, 2019

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

*Includes all Subject Area Examinations passed, your status on the Professional Education Test, and your status on each subtest of the General Knowledge Test, as of the score reporting date. If applicable, your status on each section of English 6-12 or Middle Grades English 5-9 tests, and/or each subtest of the German K-12, Speech 6-12, Elementary Education K-6, and Prekindergarten/Primary PK-3 tests, as of the score reporting date, is also provided.

Note that passing scores have been automatically submitted to the Department of Education's Bureau of Educator Certification.

V.012219

SEE NEXT PAGE FOR IMPORTANT INFORMATION

Florida Teacher Certification Examinations
DETAILED PERFORMANCE ANALYSIS

Name: FIRST M LAST
Test: Spanish K-12

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

Multiple-Choice Section Performance

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

Competency Area	Number of Items	Your % Correct	Average % Correct**
03 Proficiency in interpretive listening	19	74	73
04 Proficiency in interpretive reading	18	67	72
05 Knowledge of practices, products, and perspectives of Spanish-speaking cultures	10	40	63
06 Knowledge of language structure	10	90	68
07 Knowledge of effective teaching and learning strategies based on second language acquisition principles	20	70	64

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

Constructed-Response Section Performance

The constructed-response section of the test accounts for 40% of your total test score. The speaking items account for 25% of the total test score; the writing item accounts for 15% of the total test score.

Competency Area	Maximum Score	Your Score	Average Score**
01 Proficiency in presentational and interpersonal modes of communication (Speaking)	48	33	42
02 Proficiency in presentational and interpersonal modes of communication (Writing)	10	6	8

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

V.012219

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

Elementary Education K–6 Subtest 4: Mathematics		Institution		Statewide	
		Institution		**Statewide**	
Competency Area	**Range of Items**	**Average Number Correct**	**Average Percent Correct**	**Average Number Correct**	**Average Percent Correct**
01 Knowledge of student thinking and instructional practices	13	10.00	76.92%	9.41	72.41%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	11.42	81.58%	10.36	73.99%
03 Knowledge of fractions, ratios, and integers	9	6.47	71.93%	6.28	69.77%
04 Knowledge of measurement, data analysis, and statistics	8	5.95	74.34%	5.55	69.44%
05 Knowledge of geometric concepts	6	4.47	74.56%	4.05	67.50%
Number of Students included for Institution Totals: 19 Number of Students included for Statewide Totals: 2,703					

Statewide averages are based on the last 12 months or the period (January 1, 2018–December 31, 2018).

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

Elementary Education K–6 Subtest 4: Mathematics					
		Institution		Statewide	
Competency Area	**Range of Items**	**Average Number Correct**	**Average Percent Correct**	**Average Number Correct**	**Average Percent Correct**
01 Knowledge of student thinking and instructional practices	13	10.37	79.76%	9.51	73.12%
02 Knowledge of operations, algebraic thinking, counting and number in base ten	14	11.47	81.95%	10.51	75.09%
03 Knowledge of fractions, ratios, and integers	9	6.74	74.85%	6.39	71.01%
04 Knowledge of measurement, data analysis, and statistics	8	5.68	71.05%	5.67	70.85%
05 Knowledge of geometric concepts	6	4.47	74.56%	4.16	69.36%
Number of Students included for Institution Totals: 19 Number of Students included for Statewide Totals: 2,683					

Statewide averages are based on the last 12 months or the period (January 1, 2018–December 31, 2018).