**About APPR Data**

Each year all state licensure preparation programs are provided with an Annual Program Performance Report (APPR) from the Florida Department of Education (FL DOE). There are six metrics, each provided on a 4-point scale. These metrics include: placement, retention, impact on student learning (VAM), subgroup VAM, and performance evaluation. Metric data are combined for BS and MAT programs in the same subject, and for concentration areas (sciences, foreign languages). (See the***FL DOE Annual Program Performance Report (APPR) Metrics***section below for a full explanation of the metrics.)

It is important to note that the metrics provided are based on different cohorts of completers. For example, the 2019 APPR metrics include: Placement rate - (2014-2015 completers placed 2015-2016 and 2016-2017), Retention rate - our 2011- 2012 completers’ average years employed in following five years (2012-2013, 2013-2014), VAM (Value Added Model) for 2013-2016 completers with VAM data in subjects for which they were prepared, subgroup VAM (racial/ethnic groups, free/reduced lunch, students with disabilities, and English language learners), and classroom performance evaluation data (for 2013-2016 completers with evaluations).

It is also important to note that not all preparation programs receive scores for each one of the metrics described above. For example, some metrics have not been available (e.g., VAM and subgroup VAM) for program completers teaching in PK-3 grades.

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

Performance evaluation results reported in APPRs is based on the performance rating assigned by the local school district for program completers from the previous three-year period who received an annual evaluation rating from the most recent academic year. Performance is evaluated as percentage rated “Effective” or “Highly Effective,” “Needs Improvement,” and “Developing.” 2019 retention data received from the state is based upon the average number of years 2011-2012 program completers were employed in either 2012-2013 or 2013- 2014 and employed within the five year period following initial placement. A level 4 score, the highest, is received for the average number of years completers employed in the five-year period following initial placement is 4.5 years or more. A level 3 score is received for the average number of years completers were employed in the five-year period following initial placement is 3 years to less than 4.5 years.

***FL DOE Annual Program Performance Report (APPR) Metrics***

**Placement rate:** computed as the percentage of program completers reported

annually by each program to the FDOE who are identified by the

Department’s Staff Information System, as prescribed in section 1008.385(2),

Florida Statutes, as employed in a full-time or part-time instructional

position in a Florida public school district at any point during either the first

or second academic year subsequent to program completion.

**Level 4**: Placement rate is at or above the 68th percentile of all equivalent programs across the state.

**Level 3:** Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state.

**Level 2:** Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state.

**Level 1:** Placement rate is below the 5th percentile of all equivalent programs across the state.

**Retention:** computed as the average number of years program completers

were employed in a full-time or part-time instructional position in a Florida

public school district (at any point during the year) across a five-year period

following initial employment in either of the two (2) subsequent academic

years following program completion.

**Level 4**: The average number of years employed in the 5- year period following initial placement is 4.5 years or more.

**Level 3:** The average number of years employed in the 5- year period following initial placement is 3 years to less than 4.5 years.

**Level 2:** The average number of years employed in the 5- year period following initial placement is 2 years to less than 3 years.

**Level 1:** The average number of years employed in the 5- year period following initial placement is less than 2 years.

**Impact on Student learning (VAM):** The student performance on statewide

assessment measures is computed using a statistical model and is based on

average student learning growth among students assigned to in-field

program completers from the previous three-year period who took statewide

standardized assessments in English language arts and mathematics in

grades 4 through 10. The measure is limited to program completers who

received a student learning growth score during the most recent academic

year for which results are available.

**Level 4**: The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≥ 95 percent

**Level 3:** The probability that the average student learning growth among students taught by program

completers exceeds the expectations for those students is < 5 percent; AND the probability that

the average student learning growth among students taught by program completers falls short of

the expectations for those students is < 5 percent.

**Level 2:** Not calculated.

**Level 1:** The probability that the average student learning growth among students

taught by program completers falls short of the expectations for those students is ≥ 95 percent.

 **Impact sub-group:** computed using data produced by the statistical model

that is used to calculate the student performance on statewide assessments

measure. It is based on the average learning growth attained by students

within eight subgroups who take statewide standardized assessments in

English language arts and mathematics in grades 4 through 10 and who are

assigned to in-field program completers, aggregated by student subgroup, as

referenced in sections 1004.04(4)(a)3.d., 1004.85(4)(b)4., and

1012.56(8)(c)2.c., Florida Statutes, as a measure of how well the teacher

preparation program prepares instructional personnel to work with a

diverse population of students in a variety of settings in Florida public

schools. The score is based on in-field program completers from the previous

three-year period who received a student learning growth score from the

most recent academic year. At least four of the eight subgroups must be

represented among the teaching assignments of program completers for a

program to receive a rating on this measure.

**Level 4**: At least 75 percent of the subgroups meet or exceed the state standard for performance.

**Level 3:** At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance.

**Level 2:** At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.

**Level 1:** Fewer than 25 percent of the subgroups exceed the state standard for performance.

**Performance Evaluation:** the teacher evaluation results measure is computed

based on the performance rating assigned by the local school district for

program completers from the previous three-year period who received an

annual evaluation rating from the most recent academic year.

**Level 4**: At least 30 percent of the program's completers received a highly effective

rating and 90 to 100percent of the program's completers received either highly effective or

effective ratings, and no completers were rated unsatisfactory.

**Level 3:** Program did not meet criteria for Level 4, but at least 80 percent of the program's completers

received either highly effective or effective ratings, and no completers were rated unsatisfactory.

**Level 2:** Program did not meet criteria for Level 3, but at least 60 percent of the program's completers

received a highly effective or effective rating and no more than 5 percent (more than one (1) for n < 20) of the program's completers were rated unsatisfactory.

**Level 1:** Program did not meet criteria for Level 2, 3 or 4.

**Critical Shortage Bonus**: The critical teacher shortage measure bonus is a fixed value that awards an additional Performance Level score of 4 to programs that qualify. In order to qualify, the program must prepare completers in statewide critical teacher shortage areas, per Rule 6A-20.0131, Florida Administrative Code, in accordance with section 1012.07, Florida Statutes, must have at least two completers in each year being compared, and must demonstrate and increase in the number of program completers in the most recent year compared to the number of program completers from the previous academic year. The bonus metric is only applicable to programs identified as critical teacher shortage areas and is applied as 20 percent of the total score. Critical Teacher Shortage areas include: Science-General; Science-Physical; English; Mathematics; English to Speakers of Other Languages (ESOL); Reading; Exceptional Students Education (ESE).