

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 (ability of completers to be hired in education positions for which they prepared; employment milestones); impact on P-12 student learning (VAM-Value Added Model), subgroup VAM, and performance evaluation (indicators of teaching effectiveness)**. 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 2021 APPR metrics include: Placement rate - (2016-2017 completers placed 2016-2017 and 2017-2018), Retention rate - our 2013-2014 completers' average years employed in following five years (2014-2015, 2015-2016), VAM for 2015-2018 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 2015-2018 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.

Performance evaluation results reported in APPRs are 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." 2021 retention data received from the state is based upon the average number of years 2013-2014 program completers were employed in either 2014-2015 or 2015-2016 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.

Over the past three years, employment placement rates for graduates across the majority of COEDU initial licensure programs exceed the state average placement rate for graduates in those areas. (APPR data are combined for undergraduate and MAT programs in that subject area). Three-year data also show district teacher evaluations of graduates show the vast majority of COEDU graduates evaluated in initial and advanced programs are rated Effective or Highly Effective. In 2021, 50% or more of graduates in all programs were rated “Highly Effective.”

(See At-A-Glance APPR Data Charts for USF-state comparisons of placement rates, and district evaluation effectiveness ratings for recent completers in AY 2020-21.)

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.

VAM data are provided for English Education, Elementary Education, Middle Grades & Secondary Mathematics Education, and Reading Specialist completers. Elementary Education VAM has fluctuated over the past three years, with a score of 1 in 2021, 3 in 2020, and 1 in 2019. The 2020 English Education VAM score has as well fluctuated from 3 in, 1 in 2020 and 3 in 2019. Math VAM scores have remained constant over three years, at 3 or 4. Reading Specialist VAM has remained constant over the past three years at 3. It is difficult to identify any trends in the VAM data given the fluctuations in scores from one year to the next. VAM data includes a different cohort of completers each year; it is difficult to determine what external factors impacting completers and/or P-12 population may influence scores.

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).