

**2017 USFSP Annual Program Performance Report by Programs through the 2014 - 2015 Academic Year**

**Placement Data:** The placement rate is computed as the percentage of program completers reported annually by each program to the Florida Department of Education who are identified by the Department’s Staff Information System, as prescribed in section 1008.385(2), Florida Statutes, as employed in a fulltime 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.

<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
Placement rate is at or above the 68th percentile of all equivalent programs across the state.	Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state.	Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state.	Placement rate is below the 5th percentile of all equivalent programs across the state.
<b>Bachelor’s in Exceptional Student Education/Elementary Education/Reading/ESOL</b>			4.0
<b>Master’s in Reading</b>			4.0
<b>Master’s in Elementary Education/ESOL</b>			1.0

**Retention Rate:** The retention rate is computed as the average number of years program completers were employed in a full-time or part-time instructional position in a Florida public school district (at any point during the year) across a five-year period following initial employment in either of the two (2) subsequent academic years following program completion.

<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
The average number of years employed in the 5-year period following initial placement is 4.5 years or more.	The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.	The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.	The average number of years employed in the 5-year period following initial placement is less than 2 years.
<b>Bachelor’s in Exceptional Student Education/Elementary Education/Reading/ESOL</b>			--

<b>Master's in Reading</b>	3.0
<b>Master's in Elementary Education/ESOL</b>	2.0

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

<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is greater than or equal to 95 percent.	The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is < 5 percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is < 5 percent.	Not calculated.	The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is greater than or equal to 95 percent.
<b>Bachelor's in Exceptional Student Education/Elementary Education/Reading/ESOL</b>			3.0
<b>Master's in Reading</b>			1.0

<b>Master's in Elementary Education/ESOL</b>	3.0
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**Student Performance by Subgroups:** The student performance by subgroups measure is computed using data produced by the statistical model that is used to calculate the student performance on statewide assessments measure. It is based on the average learning growth attained by students within eight subgroups who take statewide standardized assessments in English language arts and mathematics in grades 4 through 10 and who are assigned to in-field program completers, aggregated by student subgroup, as referenced in sections 1004.04(4)(a)3.d., 1004.85(4)(b)4., and 1012.56(8)(c)2.c., Florida Statutes, as a measure of how well the teacher preparation program prepares instructional personnel to work with a diverse population of students in a variety of settings in Florida public schools. The score is based on in-field program completers from the previous three-year period who received a student learning growth score from the most recent academic year. At least four of the eight subgroups must be represented among the teaching assignments of program completers for a program to receive a rating on this measure.

<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
At least 75 percent of the subgroups meet or exceed the state standard for performance.	At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance.	At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.	Fewer than 25 percent of the subgroups exceed the state standard for performance.
<b>Bachelor's in Exceptional Student Education/Elementary Education/Reading/ESOL</b>			4.0
<b>Master's in Reading</b>			1.0
<b>Master's in Elementary Education/ESOL</b>			1.0

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

<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>
At least 30 percent of the program's completers	Program did not meet criteria for Level 4, but at	Program did not meet criteria for Level 3, but at	Program did not meet criteria for Level 2, 3 or

received a highly effective rating and 90 to 100 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.	least 80 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.	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	4.
<b>Bachelor's in Exceptional Student Education/Elementary Education/Reading/ESOL</b>			4.0
<b>Master's in Reading</b>			3.0
<b>Master's in Elementary Education/ESOL</b>			3.0

**Critical Teacher Shortage Data:** The critical teacher shortage measure bonus is a fixed value that awards an additional Performance Level score of 4 to programs that qualify. In order to qualify, the program must prepare completers in statewide critical teacher shortage areas, per Rule 6A-20.0131, Florida Administrative Code, in accordance with section 1012.07, Florida Statutes, must have at least two completers in each year being compared, and must demonstrate and increase in the number of program completers in the most recent year compared to the number of program completers from the previous academic year. The bonus metric is only applicable to programs identified as critical teacher shortage areas and is applied as 20 percent of the total score. *Critical Teacher Shortage areas include: Middle and High School Mathematics, Middle and High School Sciences; Middle and High School English/Language Arts, Foreign Languages; Reading K-12; Exceptional Student Education K-12; and English for Speakers of Other Languages (ESOL).*

<b>Bonus Performance Metric</b>	
The critical teacher shortage program increased the number of program completers compared to the year before with a minimum of 2 completers in each year.	
<b>Bachelor's in Exceptional Student Education/Elementary Education/Reading/ESOL</b>	--
<b>Master's in Reading</b>	--

<b>Master's in Elementary Education/ESOL</b>	--
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**Summative Rating:** Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.

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<b>Bachelor's in Exceptional Student Education/Elementary Education/Reading/ESOL</b>	3.8
<b>Master's in Reading</b>	2.4
<b>Master's in Elementary Education/ESOL</b>	2.0