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

2023 Annual Administration and Technical Report

PUBLIC VERSION: June 2024

**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, 2023, through December 31, 2023.

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 2023 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 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.

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 2023 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 identification 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 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 to validate an appropriate proportion of test questions per competency, 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 considerations 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, the test item performance data are reviewed to inform item inclusion in the new bank for 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. Prior to the finalization of forms, working sessions involving Florida educators are convened to confirm the validity and accuracy of the items selected for test form inclusion according to specified review criteria. Forms undergo checking and finalization, and the initial form for each test field is built for computer-based test administration.

Test Information Guide Development

For each subject area undergoing development, updated Test Information Guides are developed as web-based documents. Each guide includes competencies and skills, the test blueprint, and a set of sample test items that are each linked to a specific competency. Each guide also includes an annotated bibliography of textbooks or other preparation resources specific to the subject area.

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 a level of knowledge and skills that is not acceptable. 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 multiple-choice item and mark the proportion of the "beginning effective teacher candidate" population (or other appropriate performance-level descriptor) that would provide a correct response. For constructed response items, subject matter experts provide judgments of how the "beginning effective teacher candidate" would score using the performance descriptors, the scoring rubrics, and a set of marker papers—papers that have been selected by scoring experts as examples of the kind of response that would achieve each of the score points.

Test Development for 2023
In 2023, the Bureau of Postsecondary Assessment continued test development activities for two FTCE/FELE examinations, including enhanced key validation activities and final test form assembly activities. The fields were as follows:

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

In 2023, 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 and continued with item bank analysis and/or item writing activities. In 2023, activities continued with item development and reviews, field/pilot testing and analysis, Test Information Guide (TIG) updating, initial form assembly, enhanced key validation, and final form assembly. 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 2023, the Bureau of Postsecondary Assessment continued test development activities for five FTCE/FELE examinations due to revisions to the newly adopted Florida State Board of Education (SBE) K–12 education standards in Mathematics. 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. In late 2022 and in 2023, activities continued with item bank analysis, item writing activities, item development and reviews, field/pilot testing and analysis, TIG updating, initial form assembly, enhanced key validation, and final form assembly. The fields were as follows:

- General Knowledge, Subtest 4: Mathematics
- Elementary Education K–6, Subtest 4: Mathematics
- Mathematics 6–12
- Middle Grades Mathematics 5–9
- Prekindergarten/Primary PK–3, Subtest 3: Mathematics

In 2023, the Bureau of Postsecondary Assessment conducted test development activities for three FTCE/FELE examinations, including completing item development focused on civics-related content so items are available for future pilot testing and inclusion on future test forms. The fields were as follows:

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

In 2023, for General Knowledge: Essay, the Bureau of Postsecondary Assessment completed review and verification of preexisting prompts that were identified during initial review work in 2022. Operational administration of these prompts began in July 2023.

Additional development activities were conducted in 2023 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
- Florida Educational Leadership Examination
- Health K–12
- 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
- Social Science 6–12

In 2023, the Bureau of Postsecondary Assessment initiated test development activities for three FTCE/FELE examinations, including competency and skill development work. The fields were as follows:

- Educational Media Specialist PK–12
- Florida Educational Leadership Examination (All Subtests)
- Health K–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 2023 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 2023, computer-based testing was available six days a week at 370 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 Changes in 2023

A number of test administration enhancements were implemented in 2023:

- Effective February 28, 2023, the requirement to take all subtests/sections on first attempt was removed for Elementary Education K–6, English 6–12, Middle Grades English 5–9, and Prekindergarten/Primary PK–3.
- Effective October 1, 2023, the FTCE/FELE program moved to a new test delivery system providing updated test functionality and item presentation options including on-screen

scientific calculators and enhanced item presentation for Deaf or Hard of Hearing K–12, French K–12, German K–12, Music K–12, and Spanish K–12.
- The State Board of Education reviewed and approved a new fee structure for FELE that became effective November 21, 2023. This new registration fee structure reduced fees with fees based on number of subtests taken and the elimination of an additional/higher fee for retake attempts.
- Beginning in the 2023–2024 school year, high school students enrolled in Principles of Teaching, a Career and Technical Education (CTE) program, have the opportunity to take the FTCE Professional Education exam at the culmination of their program.

Test Administration Data

Figures 1 and 2 present, respectively, a brief summary of the 2023 administration year and a chart summarizing the total examination count of FTCE/FELE tests administered in 2023.

Figure 3 shows the number of examinees who took the various FTCE/FELE examinations in 2023. 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 2023. 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 2023. 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 **2023 Administration Year** **January 1, 2023–December 31, 2023**	
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	42 in Florida, 248 out of state, 79 Military
Total Examinations Administered: 129,271	

Figure 2
Total FTCE/FELE Test Administration
Counts for 2023
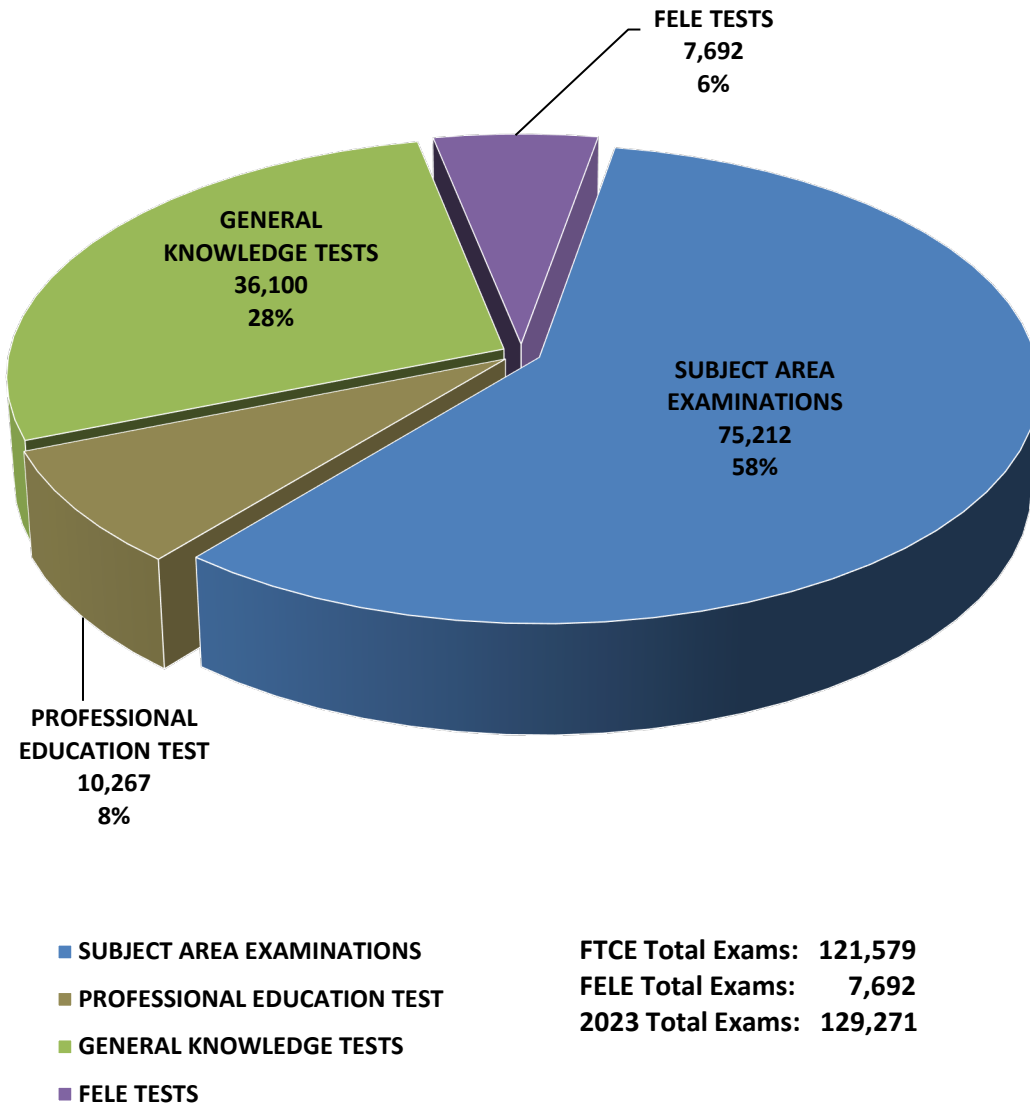
FELE TESTS
7,692
6%

GENERAL KNOWLEDGE TESTS
36,100
28%

SUBJECT AREA EXAMINATIONS
75,212
58%

PROFESSIONAL EDUCATION TEST
10,267
8%

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

FTCE Total Exams: 121,579
FELE Total Exams: 7,692
2023 Total Exams: 129,271

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 2023
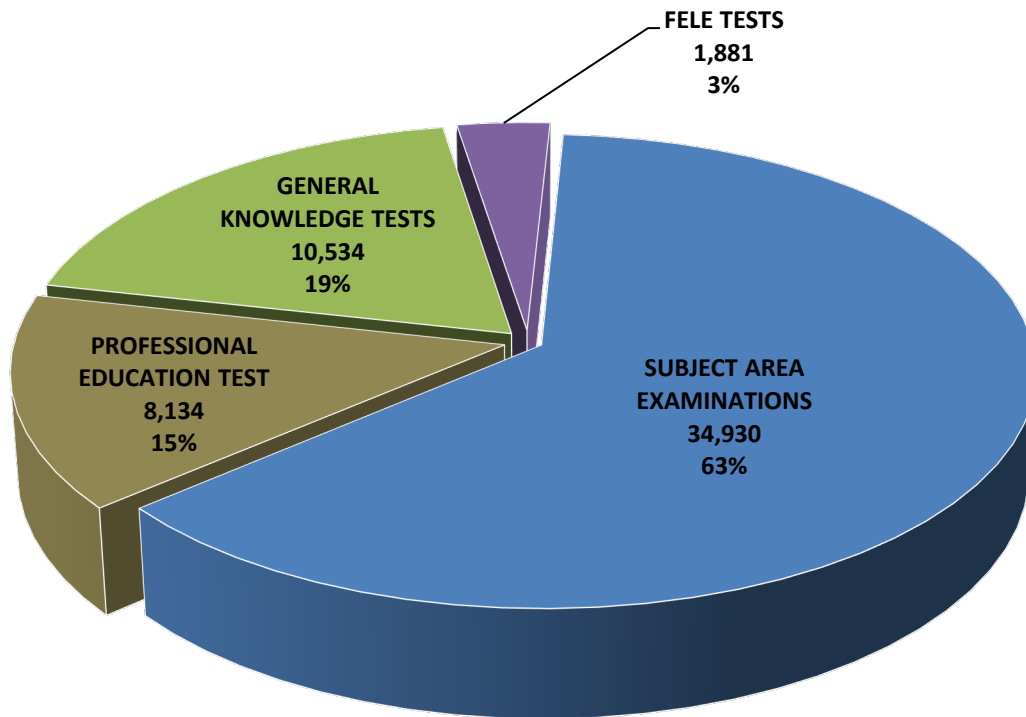
FELE TESTS
1,881
3%

GENERAL KNOWLEDGE TESTS
10,534
19%

PROFESSIONAL EDUCATION TEST
8,134
15%

SUBJECT AREA EXAMINATIONS
34,930
63%

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

FTCE Total Unique Examinees: 53,598
FELE Total Unique Examinees: 1,881
2023 Total Unique Examinees: 55,479

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 2023

FELE TESTS
2,586
6%

GENERAL KNOWLEDGE TESTS
13,291
29%

SUBJECT AREA EXAMINATIONS
25,881
56%

PROFESSIONAL EDUCATION TEST
3,991
9%

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

FTCE Total Exams: 43,163
FELE Total Exams: 2,586
2020 Total Exams: 45,749
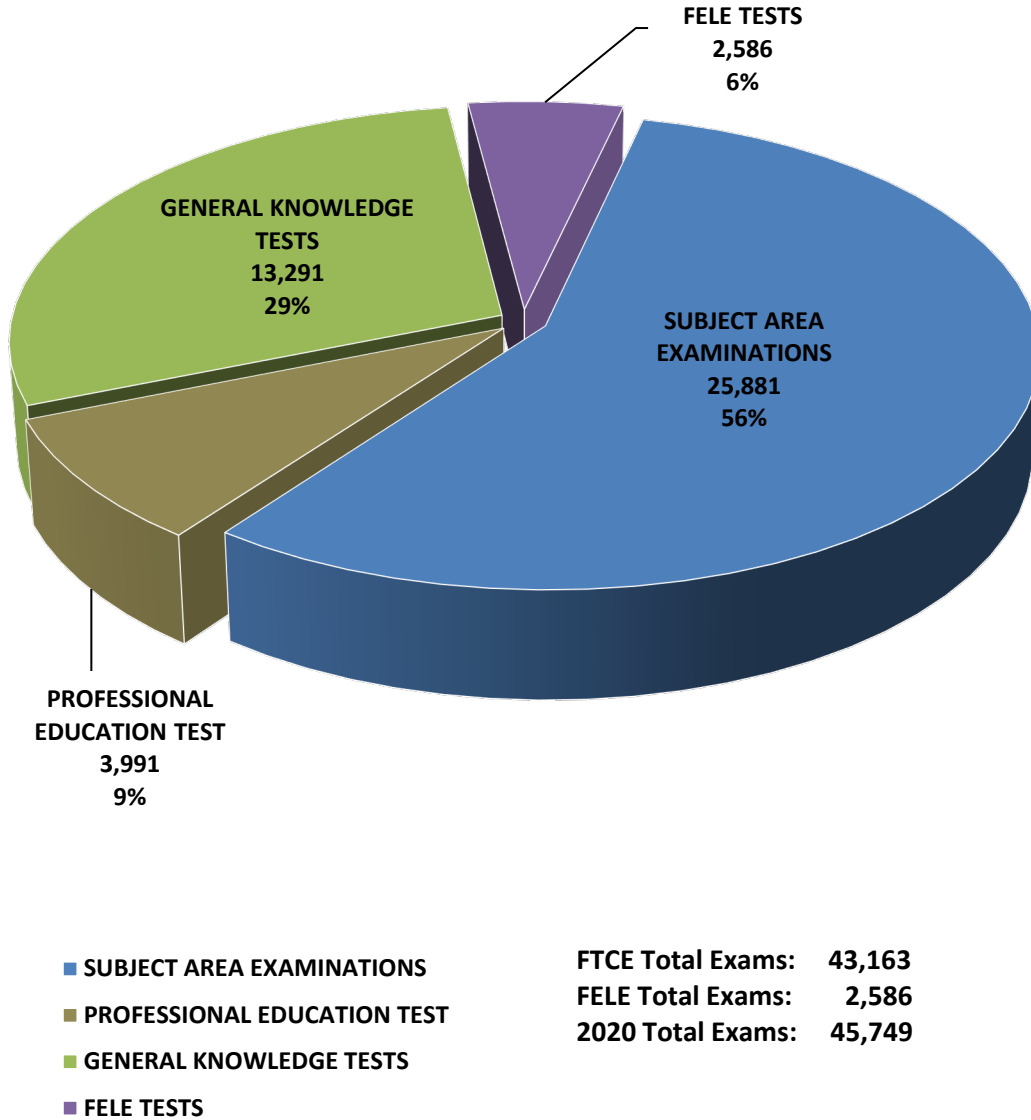
Note: All retake attempts are represented in this chart. One examinee may take multiple examinations in order to complete certification requirements in one or more subject areas. A single examinee may have multiple retake attempts in a single test field or across multiple examinations.

Figure 5
Unique FTCE/FELE Examinee
Retake Counts for 2023
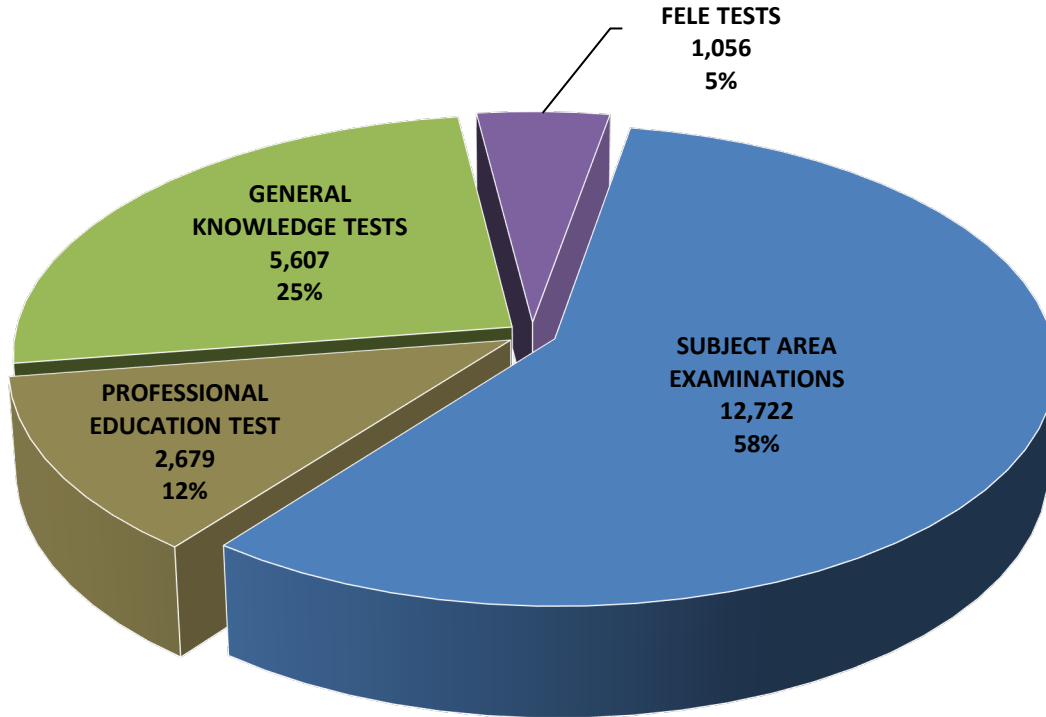
FELE TESTS
1,056
5%

GENERAL KNOWLEDGE TESTS
5,607
25%

SUBJECT AREA EXAMINATIONS
12,722
58%

PROFESSIONAL EDUCATION TEST
2,679
12%

■ SUBJECT AREA EXAMINATIONS

■ PROFESSIONAL EDUCATION TEST

■ GENERAL KNOWLEDGE TESTS

■ FELE TESTS

FTCE Total Unique Retakers:	21,008
FELE Total Unique Retakers:	1,056
2020 Total Unique Retakers:	22,064

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.

Test Information Guides for tests containing performance items also include one or more of the following:

- Performance item test directions
- Additional writing sample items 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.

Other Resources

Beyond the Test Information Guides, additional content resources include Test Competencies and Skills Worksheets and CBT Tutorials.

- Test Competencies and Skills Worksheets enable mapping of the test competencies and skills to courses taken to assist examinees in determining whether the coursework they have completed to date covers knowledge tested by the FTCE or FELE. In 2023, interactive field-specific worksheets were introduced that allow candidates to complete the worksheet online. Each interactive worksheet is pre-populated with that test's competencies and skills. Interactive worksheets will continue to be rolled out in 2024.
- CBT Tutorials enable candidates to preview the tutorials they will see before they begin their test. The tutorials include information about how to navigate through a test, select answers, and use other helpful features of the test. In fall 2023, interactive versions of these CBT tutorials were added to the website enabling candidates to not only preview the content but to interact and move through the tutorials as if they were at the test center.

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 the specific examination(s) they wish to register for and then selecting a testing date and testing site. Examinees have the ability to search for test appointments based on appointment availability or location. 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.

Retired First Responder Fee Waivers
Starting July 1, 2023, the Florida legislature expanded opportunities for retired first responder personnel to request a waiver of initial certification and certification examination fees. 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, raw to scaled score conversions, 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. Beginning in October 2023, for multiple-choice (MC) tests, examinee scores are officially reported at the test center for tests that have approved cut scores. In addition, comprehensive scores are provided 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.

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 and compares that to the average competency level performance of examinees at the state level. As of October 2023, the report also provided the scaled score obtained by the candidates who obtained a score that resulted in "Not Pass." A sample report is provided in Appendix G.

The Score Reporting System is the system that colleges, universities, and Professional Learning Certification Programs (PLCPs) 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 Learning Certification Programs (PLCPs) (formerly known as 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 Learning 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 2023, there were 110 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 110 providers, 44 districts, including four charter schools or charter management organizations, run their own PLCPs. Most other providers are institutions of higher education (IHEs), including 33 public IHEs and 26 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 2023. This section also includes customer service statistics for the 2023 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 2023
This report provides pass rates for first-time, retake, and all attempts by field for all 2023 administrations.

Number of Examinees Tested and Percent Passing – 2023
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 (2020 to 2023) 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 2022–2023 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 2022–2023 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 2020–2021, 2021–2022, and 2022–2023 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 2020–2023 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 2020–2021, 2021–2022, and 2022–2023 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 2020–2021, 2021–2022, and 2022–2023 Title II years.

Test Administration Statistics
Appendix E provides the number of examinations registered for and taken in the last four years (2020 to 2023), 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 2023 by test site name and location.

Counts by Test Site Location
This report provides the number of examinations registered for and taken in 2023 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 2023 administration year
- Comparison of 2022 and 2023 monthly customer service contact volumes for all channels
- Comparison of total 2022 and 2023 customer service contacts by channel
- Customer service call statistics for each month of the 2023 administration year
- Customer service email volume for each month of the 2023 administration year
- Customer service chat volume for each month of the 2023 administration year
- Customer service chat feedback survey summary for 2023
- Examinees' retrieval statistics for 2023 electronic score reports
- Examinees' retrieval statistics for 2023 electronic score reports for exams/subtests with and without essays
- Test administration exit feedback survey summary for 2023

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	50–60			120 min	
842	Subtest 2: Organizational Development	50–60			120 min	
843	**Subtest 3: Systems Leadership** Multiple-Choice Section	40–45			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	30–35			40 min	
827	Subtest 3: Reading	30–40			55 min	
828	Subtest 4: Mathematics	35–40			100 min	on-screen four-function calculator & mathematics reference sheet
Professional Education Test						
083	Professional Education	80–100			150 min	
Subject Area Examinations						
054	Agriculture 6–12	80–100			150 min	
001	Art K–12	80–90			150 min	
002	Biology 6–12	100			150 min	
051	Business Education 6–12	80–100			150 min	
003	Chemistry 6–12	85			150 min	on-screen scientific calculator, periodic table, & reference sheet
005	Computer Science K–12	80–100			150 min	
020	Deaf or Hard of Hearing K–12 *(formerly Hearing Impaired K–12)*	100			150 min	
006	Drama 6–12	80–100			150 min	
008	Earth/Space Science 6–12	100			150 min	
010	Educational Media Specialist PK–12	80–100			150 min	
601	**Elementary Education K–6** Subtest I: Language Arts and Reading	50			65 min	
602	**Elementary Education K–6** Subtest II: Social Science	45–50			65 min	
603	**Elementary Education K–6** Subtest III: Science	45–50			70 min	
604	**Elementary Education K–6** Subtest IV: Mathematics	35–40			70 min	on-screen four-function

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
						calculator & mathematics reference sheet
055	Engineering and Technology Education 6–12 *(formerly Technology Education 6–12)*	80–100			150 min	
131	**English 6–12** Multiple-Choice Section	60–72			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	80–110			150 min	
061	Exceptional Student Education (ESE) K–12	80–100			150 min	
052	Family and Consumer Science 6–12	80–100			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	80–100			150 min	
024	Latin K–12	80–100			150 min	
057	Marketing 6–12	80–90			150 min	
026	Mathematics 6–12	50–60			150 min	on-screen scientific calculator
141	**Middle Grades English 5–9** Multiple-Choice Section	60–72			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	50–70			150 min	on-screen scientific calculator
038	Middle Grades Social Science 5–9	100			150 min	
028	Music K–12	80–105			150 min	
063	Physical Education K–12	100			150 min	
032	Physics 6–12	75			150 min	on-screen scientific calculator & reference sheet
531	**Prekindergarten/Primary PK–3** Subtest I: Developmental Knowledge	50–55			70 min	

Examination Code	Examination Name	# of Multiple-Choice Items*	# of Performance Items	Performance Score Scale Range	Examination Time	Supplemental Materials
532	**Prekindergarten/Primary PK–3** Subtest II: Language Arts and Reading	50–55			70 min	
533	**Prekindergarten/Primary PK–3** Subtest III: Mathematics	40–45			70 min	mathematics reference sheet
534	**Prekindergarten/Primary PK–3** Subtest IV: Science	40–50			60 min	
007	Preschool Education Birth–Age 4	80–100			150 min	
035	Reading K–12	80–100			150 min	
018	School Counseling PK–12 *(formerly Guidance and Counseling PK–12)*	80–100			150 min	
036	School Psychologist PK–12	80–100			150 min	
037	Social Science 6–12	80–100			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	80–120			150 min	
044	Visually Impaired K–12	80–100			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 2023

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
Agriculture 6–12	89	80%	16	56%	105	76%
Art K–12	429	49%	253	41%	682	46%
Biology 6–12	511	62%	233	41%	744	56%
Business Education 6–12	499	53%	268	28%	767	44%
Chemistry 6–12	127	61%	80	43%	207	54%
Computer Science K–12	341	38%	141	32%	482	36%
Deaf or Hard of Hearing K–12	49	86%	8	63%	57	82%
Drama 6–12	100	70%	21	62%	121	69%
Earth/Space Science 6–12	159	58%	59	37%	218	52%
Educational Media Specialist PK–12	470	67%	208	34%	678	57%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	4,773	48%	3,490	41%	8,263	45%
Elementary Education K–6 Subtest 2: Social Science	4,562	62%	2,407	44%	6,969	56%
Elementary Education K–6 Subtest 3: Science	4,481	63%	2,333	44%	6,814	56%
Elementary Education K–6 Subtest 4: Mathematics	4,544	63%	2,545	47%	7,089	57%
Engineering and Technology Education 6–12	90	53%	62	21%	152	40%
English 6–12 Multiple-Choice Section	1,316	63%	544	45%	1,860	58%
English 6–12 Written Performance Section	1,266	67%	476	48%	1,742	62%
English to Speakers of Other Languages (ESOL) K–12	1,009	50%	404	34%	1,413	45%
Exceptional Student Education K–12	3,732	65%	1,967	40%	5,699	57%
Family and Consumer Science 6–12	120	60%	65	37%	185	52%
French K–12	43	74%	12	50%	55	69%
German K–12 Interview	5	100%	2	50%	7	86%
German K–12 Written	6	83%	1	100%	7	86%
Health K–12	287	53%	138	48%	425	52%
Humanities K–12	35	51%	0	n/a	35	51%
Latin K–12	6	67%	3	67%	9	67%
Marketing 6–12	65	66%	11	45%	76	63%
Mathematics 6–12	667	52%	423	42%	1,090	48%
Middle Grades English 5–9 Multiple-Choice Section	557	32%	375	21%	932	28%
Middle Grades English 5–9 Written Performance Section	504	44%	202	41%	706	43%
Middle Grades General Science 5–9	620	45%	359	31%	979	40%
Middle Grades Mathematics 5–9	1,217	53%	788	40%	2,005	48%
Middle Grades Social Science 5–9	489	72%	146	39%	635	65%
Music K–12	322	82%	77	62%	399	78%
PK–3 Subtest 1: Developmental Knowledge	2,350	65%	986	44%	3,336	59%
PK–3 Subtest 2: Language Arts and Reading	2,288	46%	1,950	37%	4,238	42%
PK–3 Subtest 3: Mathematics	2,228	62%	1,157	40%	3,385	54%
PK–3 Subtest 4: Science	2,176	71%	790	48%	2,966	65%
Physical Education K–12	1,032	58%	643	39%	1,675	50%
Physics 6–12	67	66%	47	36%	114	54%
Preschool Education Birth–Age 4	229	36%	108	23%	337	32%
Reading K–12	3,183	68%	991	43%	4,174	62%
School Counseling PK–12	331	81%	83	43%	414	74%
School Psychologist PK–12	112	85%	24	54%	136	79%
Social Science 6–12	1,208	59%	670	34%	1,878	50%
Spanish K–12	588	59%	294	35%	882	51%
Speech-Language Impaired K–12	24	100%	2	100%	26	100%
Visually Impaired K–12	25	44%	19	32%	44	39%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**49,331**	**60%**	**25,881**	**41%**	**75,212**	**53%**
Professional Education (PED)	**6,276**	**70%**	**3,991**	**37%**	**10,267**	**57%**

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
GK Subtest 1: Essay	5,579	79%	1,846	42%	7,425	70%
GK Subtest 2: English Language Skills (ELS)	5,787	65%	3,384	38%	9,171	55%
GK Subtest 3: Reading	5,777	60%	4,192	37%	9,969	50%
GK Subtest 4: Mathematics	5,666	61%	3,869	35%	9,535	50%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**22,809**	**66%**	**13,291**	**37%**	**36,100**	**56%**
FELE Subtest 1: Leadership for Student Learning	1,284	73%	541	46%	1,825	65%
FELE Subtest 2: Organizational Development	1,275	70%	665	41%	1,940	60%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	1,276	65%	727	38%	2,003	55%
FELE Subtest 3: Systems Leadership Written Performance Section	1,271	61%	653	60%	1,924	61%
TOTAL FOR ALL FELE SUBTESTS	**5,106**	**67%**	**2,586**	**46%**	**7,692**	**60%**
GRAND TOTAL FOR ALL EXAMINATIONS	**83,522**	**63%**	**45,749**	**40%**	**129,271**	**55%**

N=number of examinees
n/a=no examinees tested
*Some examinees may have more than one retake attempt and may be counted multiple times.
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Number of Examinees Tested and Percent Passing – 2023

Examination	First Attempt N	First Attempt Pass Rate	Best Attempt N	Best Attempt Pass Rate	Retake Attempt* N	Retake Attempt* Pass Rate
Agriculture 6–12	89	80%	92	87%	12	75%
Art K–12	429	49%	547	58%	190	55%
Biology 6–12	511	62%	616	67%	170	56%
Business Education 6–12	499	53%	603	56%	174	43%
Chemistry 6–12	127	61%	165	68%	54	63%
Computer Science K–12	341	38%	428	40%	127	35%
Deaf or Hard of Hearing K–12	49	86%	55	85%	7	71%
Drama 6–12	100	70%	113	73%	19	68%
Earth/Space Science 6–12	159	58%	180	63%	38	58%
Educational Media Specialist PK–12	470	67%	542	71%	134	52%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	4,773	48%	5,845	64%	2,305	62%
Elementary Education K–6 Subtest 2: Social Science	4,562	62%	5,382	72%	1,588	67%
Elementary Education K–6 Subtest 3: Science	4,481	63%	5,309	72%	1,549	67%
Elementary Education K–6 Subtest 4: Mathematics	4,544	63%	5,536	73%	1,776	67%
Engineering and Technology Education 6–12	90	53%	109	56%	37	35%
English 6–12 Multiple-Choice Section	1,316	63%	1,519	71%	408	61%
English 6–12 Written Performance Section	1,266	67%	1,455	74%	372	62%
English to Speakers of Other Languages (ESOL) K–12	1,009	50%	1,196	54%	303	45%
Exceptional Student Education K–12	3,732	65%	4,547	71%	1,372	57%
Family and Consumer Science 6–12	120	60%	147	65%	49	49%
French K–12	43	74%	54	70%	11	55%
German K–12 Interview	5	100%	7	86%	2	50%
German K–12 Written	6	83%	7	86%	1	100%
Health K–12	287	53%	356	62%	113	58%
Humanities K–12	35	51%	35	51%	0	n/a
Latin K–12	6	67%	9	67%	3	67%
Marketing 6–12	65	66%	67	72%	8	63%
Mathematics 6–12	667	52%	910	57%	328	54%
Middle Grades English 5–9 Multiple-Choice Section	557	32%	682	38%	238	33%
Middle Grades English 5–9 Written Performance Section	504	44%	579	53%	158	52%
Middle Grades General Science 5–9	620	45%	761	51%	265	42%
Middle Grades Mathematics 5–9	1,217	53%	1,605	60%	569	55%
Middle Grades Social Science 5–9	489	72%	565	73%	111	51%
Music K–12	322	82%	368	85%	67	72%
PK–3 Subtest 1: Developmental Knowledge	2,350	65%	2,728	72%	725	60%
PK–3 Subtest 2: Language Arts and Reading	2,288	46%	2,908	61%	1,245	58%
PK–3 Subtest 3: Mathematics	2,228	62%	2,661	69%	782	59%
PK–3 Subtest 4: Science	2,176	71%	2,508	77%	581	66%
Physical Education K–12	1,032	58%	1,321	64%	454	55%
Physics 6–12	67	66%	91	67%	34	50%
Preschool Education Birth–Age 4	229	36%	261	41%	76	33%
Reading K–12	3,183	68%	3,710	70%	799	53%
School Counseling PK–12	331	81%	370	82%	65	55%
School Psychologist PK–12	112	85%	119	91%	16	81%
Social Science 6–12	1,208	59%	1,536	61%	488	46%
Spanish K–12	588	59%	749	60%	222	47%
Speech-Language Impaired K–12	24	100%	26	100%	2	100%
Visually Impaired K–12	25	44%	33	52%	14	43%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**49,331**	**60%**	**59,412**	**68%**	**18,061**	**59%**
Professional Education (PED)	**6,276**	**70%**	**8,134**	**72%**	**2,679**	**56%**

| Examination | Unique Examinee Counts | | | | | |
| | First Attempt | | Best Attempt | | Retake Attempt* | |
	N	Pass Rate	N	Pass Rate	N	Pass Rate
GK Subtest 1: Essay	5,579	79%	6,604	79%	1,362	57%
GK Subtest 2: English Language Skills (ELS)	5,787	65%	7,385	68%	2,321	55%
GK Subtest 3: Reading	5,777	60%	7,655	66%	2,775	56%
GK Subtest 4: Mathematics	5,666	61%	7,524	64%	2,617	51%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**22,809**	**66%**	**29,168**	**69%**	**9,075**	**54%**
FELE Subtest 1: Leadership for Student Learning	1,284	73%	1,539	77%	400	62%
FELE Subtest 2: Organizational Development	1,275	70%	1,563	74%	465	59%
FELE Subtest 3: Systems Leadership Multiple–Choice Section	1,276	65%	1,578	70%	505	55%
FELE Subtest 3: Systems Leadership Written Performance Section	1,271	61%	1,518	77%	508	77%
TOTAL FOR ALL FELE SUBTESTS	**5,106**	**67%**	**6,198**	**75%**	**1,878**	**63%**
GRAND TOTAL FOR ALL EXAMINATIONS	**83,522**	**63%**	**102,912**	**69%**	**31,693**	**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 (2020 through 2023)

Examination	2020		2021		2022		2023	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	102	77%	134	90%	80	91%	91	87%
Art K–12	455	63%	592	69%	480	69%	497	59%
Biology 6–12	701	74%	853	75%	551	79%	574	68%
Business Education 6–12	673	61%	749	57%	472	64%	567	58%
Chemistry 6–12	197	65%	270	67%	152	70%	151	68%
Computer Science K–12	469	52%	743	38%	296	44%	405	42%
Deaf or Hard of Hearing K–12	93	82%	74	78%	62	89%	52	85%
Drama 6–12	156	73%	158	76%	115	81%	105	72%
Earth/Space Science 6–12	286	69%	367	67%	192	70%	173	64%
Educational Media Specialist PK–12	415	72%	549	73%	510	77%	519	72%
Elementary Education K–6 Subtest 1: Lang Arts and Reading	4,713	80%	5,971	77%	5,343	76%	5,560	65%
Elementary Education K–6 Subtest 2: Social Science	4,892	85%	6,011	81%	5,299	80%	5,174	73%
Elementary Education K–6 Subtest 3: Science	4,945	83%	6,065	79%	5,223	79%	5,063	74%
Elementary Education K–6 Subtest 4: Mathematics	4,672	79%	6,174	77%	5,267	77%	5,246	75%
Engineering and Technology Education 6–12	110	72%	189	54%	85	62%	102	59%
English 6–12 Multiple-Choice Section	1,716	79%	1,930	75%	1,418	76%	1,461	72%
English 6–12 Written Performance Section	1,666	80%	1,994	79%	1,401	77%	1,414	74%
English to Speakers of Other Languages (ESOL) K–12	1,619	56%	1,969	56%	1,122	61%	1,133	55%
Exceptional Student Education K–12	3,881	83%	4,556	78%	3,403	79%	4,149	72%
Family and Consumer Science 6–12	229	71%	266	69%	120	76%	135	67%
French K–12	63	81%	77	74%	65	78%	44	73%
German K–12 Interview	7	100%	9	78%	3	100%	6	83%
German K–12 Written	9	78%	10	70%	4	100%	6	83%
Health K–12	452	57%	473	65%	298	68%	329	62%
Humanities K–12	84	42%	114	35%	36	64%	35	51%
Latin K–12	12	67%	19	79%	16	81%	7	57%
Marketing 6–12	99	60%	118	79%	53	68%	67	72%
Mathematics 6–12	1,012	53%	1,231	48%	775	61%	773	58%
Middle Grades English 5–9 Multiple-Choice Section	545	54%	673	58%	531	48%	638	40%
Middle Grades English 5–9 Written Performance Section	551	60%	682	61%	536	60%	565	53%
Middle Grades General Science 5–9	679	58%	948	58%	625	62%	702	52%
Middle Grades Mathematics 5–9	1,420	61%	1,754	60%	1,330	65%	1,440	60%
Middle Grades Social Science 5–9	558	82%	736	80%	474	78%	532	74%
Music K–12	437	91%	489	89%	390	89%	341	85%
PK–3 Subtest 1: Developmental Knowledge	1,933	83%	2,332	82%	2,209	82%	2,623	74%
PK–3 Subtest 2: Language Arts and Reading	1,696	73%	2,332	74%	2,292	73%	2,714	64%
PK–3 Subtest 3: Mathematics	1,818	77%	2,396	78%	2,239	77%	2,521	72%
PK–3 Subtest 4: Science	1,895	81%	2,383	81%	2,228	81%	2,415	78%
Physical Education K–12	1,168	68%	1,321	72%	1,082	73%	1,183	66%

Examination	2020		2021		2022		2023	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
Physics 6–12	88	60%	136	46%	75	67%	81	68%
Preschool Education Birth–Age 4	371	53%	387	54%	249	61%	243	42%
Reading K–12	10,657	81%	13,973	78%	4,482	76%	3,565	72%
School Counseling PK–12	531	89%	568	84%	387	92%	335	85%
School Psychologist PK–12	152	79%	144	88%	85	98%	112	90%
Social Science 6–12	1,774	67%	2,003	65%	1,341	69%	1,358	62%
Spanish K–12	569	78%	718	75%	539	68%	646	62%
Speech-Language Impaired K–12	34	76%	43	65%	11	82%	24	100%
Visually Impaired K–12	48	50%	52	71%	26	92%	26	54%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**60,652**	**77%**	**75,735**	**75%**	**53,972**	**75%**	**55,902**	**69%**
Professional Education (PED)	**9,451**	**87%**	**10,250**	**84%**	**8,179**	**84%**	**7,419**	**76%**
GK Subtest 1: Essay	9,347	86%	11,860	85%	7,440	85%	6,255	81%
GK Subtest 2: English Language Skills (ELS)	9,118	80%	12,352	79%	7,677	79%	6,856	71%
GK Subtest 3: Reading	8,856	77%	12,136	76%	7,997	76%	6,988	70%
GK Subtest 4: Mathematics	8,630	77%	11,859	73%	7,690	76%	6,848	68%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**35,951**	**80%**	**48,207**	**78%**	**30,804**	**79%**	**26,947**	**72%**
FELE Subtest 1: Leadership for Student Learning	1,050	92%	1,634	87%	1,364	85%	1,418	81%
FELE Subtest 2: Organizational Development	1,033	91%	1,618	87%	1,332	85%	1,445	78%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	990	90%	1,608	87%	1,367	84%	1,431	75%
FELE Subtest 3: Systems Leadership Written Performance Section	995	92%	1,554	88%	1,389	86%	1,451	78%
TOTAL FOR ALL FELE SUBTESTS	**4,068**	**91%**	**6,414**	**87%**	**5,452**	**85%**	**5,745**	**78%**
GRAND TOTAL FOR ALL EXAMINATIONS	**110,122**	**79%**	**140,606**	**77%**	**98,407**	**78%**	**96,013**	**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 (2020 through 2023)

Assessment	2020		2021		2022		2023	
	N	Percent Passed	N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	6	100%	10	80%	3	100%	6	67%
English 6–12	1,595	73%	1,939	69%	1,433	69%	1,493	66%
Middle Grades English 5–9	505	44%	671	48%	540	43%	615	36%
Prekindergarten/Primary (PK–3)	1,542	72%	2,272	72%	2,246	71%	2,761	58%
Elementary Education K–6	4,118	75%	5,866	71%	5,343	70%	5,770	59%
General Knowledge (GK)	6,390	71%	11,064	67%	7,706	67%	7,707	55%
Florida Educational Leadership Examination (FELE)	835	87%	1,494	82%	1,398	78%	1,624	62%

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: 2020–2023

Examination	First Attempt				Best Attempt			
	N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
Agriculture 6–12	407	320	79%	211	407	351	86%	213
Art K–12	2,024	1,053	52%	198	2,024	1,318	65%	201
Biology 6–12	2,679	1,693	63%	205	2,679	1,986	74%	207
Business Education 6–12	2,461	1,231	50%	198	2,461	1,460	59%	200
Chemistry 6–12	770	430	56%	201	770	518	67%	205
Computer Science K–12	1,913	676	35%	185	1,913	830	43%	188
Deaf or Hard of Hearing K–12	281	216	77%	215	281	233	83%	216
Drama 6–12	534	374	70%	210	534	403	75%	211
Earth/Space Science 6–12	1,018	622	61%	205	1,018	690	68%	207
Educational Media Specialist PK–12	1,993	1,309	66%	204	1,993	1,462	73%	206
Elementary Education K–6 Subtest 1: Lang Arts and Reading	21,587	11,220	52%	197	21,587	16,058	74%	204
Elementary Education K–6 Subtest 2: Social Science	21,376	13,494	63%	205	21,376	17,036	80%	210
Elementary Education K–6 Subtest 3: Science	21,296	13,357	63%	204	21,296	16,780	79%	209
Elementary Education K–6 Subtest 4: Mathematics	21,359	12,273	57%	200	21,359	16,468	77%	207
Engineering and Technology Education 6–12	486	246	51%	195	486	294	60%	198
English 6–12 Multiple-Choice Section	6,525	4,149	64%	204	6,525	4,932	76%	208
English 6–12 Written Performance Section	6,475	4,160	64%	8	6,475	5,017	77%	8
English to Speakers of Other Languages (ESOL) K–12	5,843	2,903	50%	196	5,843	3,312	57%	198
Exceptional Student Education K–12	15,989	10,773	67%	207	15,989	12,462	78%	210
Family and Consumer Science 6–12	750	465	62%	203	750	527	70%	204
French K–12	249	184	74%	222	249	191	77%	223
German K–12 Interview	25	22	88%	1	25	22	88%	1
German K–12 Written	29	21	72%	218	29	23	79%	219
Health K–12	1,552	802	52%	198	1,552	970	63%	201
Humanities K–12	269	113	42%	190	269	116	43%	190
Latin K–12	54	36	67%	210	54	40	74%	212
Marketing 6–12	337	209	62%	205	337	236	70%	207
Mathematics 6–12	3,791	1,681	44%	193	3,791	2,051	54%	197
Middle Grades English 5–9 Multiple-Choice Section	2,387	936	39%	191	2,387	1,196	50%	194
Middle Grades English 5–9 Written Performance Section	2,334	1,096	47%	7	2,334	1,364	58%	7
Middle Grades General Science 5–9	2,954	1,397	47%	194	2,954	1,701	58%	198
Middle Grades Mathematics 5–9	5,944	2,934	49%	195	5,944	3,639	61%	199
Middle Grades Social Science 5–9	2,300	1,681	73%	218	2,300	1,808	79%	219
Music K–12	1,657	1,400	84%	218	1,657	1,466	88%	219
PK–3 Subtest 1: Developmental Knowledge	9,097	6,086	67%	208	9,097	7,264	80%	212

Examination	First Attempt				Best Attempt			
	N	Number Pass	Percent Passed	Mean Score	N	Number Pass	Percent Passed	Mean Score
PK–3 Subtest 2: Language Arts and Reading	9,034	4,217	47%	194	9,034	6,378	71%	202
PK–3 Subtest 3: Mathematics	8,974	5,412	60%	204	8,974	6,810	76%	209
PK–3 Subtest 4: Science	8,921	6,120	69%	212	8,921	7,173	80%	216
Physical Education K–12	4,754	2,725	57%	200	4,754	3,307	70%	203
Physics 6–12	380	180	47%	196	380	221	58%	200
Preschool Education Birth–Age 4	1,250	563	45%	194	1,250	663	53%	196
Reading K–12	32,677	22,709	69%	206	32,677	25,472	78%	208
School Counseling PK–12	1,821	1,520	83%	218	1,821	1,590	87%	219
School Psychologist PK–12	493	418	85%	218	493	431	87%	219
Social Science 6–12	6,476	3,712	57%	201	6,476	4,264	66%	203
Spanish K–12	2,472	1,573	64%	203	2,472	1,746	71%	205
Speech-Language Impaired K–12	112	87	78%	216	112	87	78%	216
Visually Impaired K–12	152	74	49%	200	152	99	65%	204
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**246,261**	**148,872**	**60%**	**n/a**	**246,261**	**182,465**	**74%**	**n/a**
Professional Education (PED)	**35,299**	**24,146**	**68%**	**207**	**35,299**	**29,345**	**83%**	**211**
GK Subtest 1: Essay	34,902	26,257	75%	8	34,902	29,537	85%	8
GK Subtest 2: English Language Skills (ELS)	36,003	22,987	64%	206	36,003	28,045	78%	211
GK Subtest 3: Reading	35,977	20,474	57%	198	35,977	26,996	75%	204
GK Subtest 4: Mathematics	35,027	20,661	59%	201	35,027	25,794	74%	207
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**141,909**	**90,379**	**64%**	**n/a**	**141,909**	**110,372**	**78%**	**n/a**
FELE Subtest 1: Leadership for Student Learning	5,466	4,025	74%	210	5,466	4,705	86%	213
FELE Subtest 2: Organizational Development	5,428	3,824	70%	207	5,428	4,612	85%	210
FELE Subtest 3: Systems Leadership Multiple–Choice Section	5,396	3,620	67%	206	5,396	4,509	84%	211
FELE Subtest 3: Systems Leadership Written Performance Section	5,389	3,315	62%	7	5,389	4,609	86%	8
TOTAL FOR ALL FELE SUBTESTS	**21,679**	**14,784**	**68%**	**n/a**	**21,679**	**18,435**	**85%**	**n/a**
GRAND TOTAL FOR ALL EXAMINATIONS	**445,148**	**278,181**	**62%**	**n/a**	**445,148**	**340,617**	**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: 2020–2023

Examination	First Attempt			Best Attempt		
	N	Number Pass	Percent Passed	N	Number Pass	Percent Passed
German K–12	25	20	80%	25	21	84%
English 6–12	6,460	3,193	49%	6,460	4,474	69%
Middle Grades English 5–9	2,331	610	26%	2,331	1,002	43%
Prekindergarten/Primary (PK–3)	8,821	3,250	37%	8,821	5,930	67%
Elementary Education K–6	21,097	7,196	34%	21,097	14,379	68%
General Knowledge (GK)	32,867	12,186	37%	32,867	21,370	65%
Florida Educational Leadership Examination (FELE)	5,351	2,032	38%	5,351	4,052	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: 2022–2023
State Approved Program Examinees

Examination	First Attempt N	First Attempt Pass Rate	Retake Attempt* N	Retake Attempt* Pass Rate	All Attempts N	All Attempts Pass Rate
Agriculture 6–12	32	91%	5	60%	37	86%
Art K–12	92	66%	50	50%	142	61%
Biology 6–12	129	74%	80	38%	209	60%
Business Education 6–12	89	61%	97	21%	186	40%
Chemistry 6–12	32	59%	33	36%	65	48%
Computer Science K–12	59	46%	28	46%	87	46%
Deaf or Hard of Hearing K–12	16	100%	0	n/a	16	100%
Drama 6–12	19	79%	3	67%	22	77%
Earth–Space Science 6–12	36	69%	8	100%	44	75%
Educational Media Specialist PK–12	42	74%	10	50%	52	69%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,530	62%	1,195	52%	2,725	57%
Elementary Ed K–6 Subtest 2: Social Science	1,508	66%	1,229	46%	2,737	57%
Elementary Ed K–6 Subtest 3: Science	1,493	68%	1,060	47%	2,553	59%
Elementary Ed K–6 Subtest 4: Mathematics	1,494	68%	1,089	48%	2,583	60%
Engineering and Technology Education 6–12	17	47%	15	53%	32	50%
English 6–12 Multiple-Choice Section	260	70%	150	47%	410	62%
English 6–12 Written Performance Section	257	75%	87	61%	344	72%
English to Speakers of Other Languages (ESOL) K–12	191	61%	67	43%	258	57%
Exceptional Student Education K–12	573	75%	309	50%	882	66%
Family and Consumer Science 6–12	14	79%	12	25%	26	54%
French K–12	2	100%	3	33%	5	60%
German K–12 Interview	1	100%	2	0%	3	33%
German K–12 Written	1	100%	1	100%	2	100%
Health K–12	40	80%	19	37%	59	66%
Humanities K–12	3	67%	0	n/a	3	67%
Marketing 6–12	4	75%	3	33%	7	57%
Mathematics 6–12	135	69%	118	47%	253	58%
Middle Grades English 5–9 Multiple-Choice Section	50	48%	44	32%	94	40%
Middle Grades English 5–9 Written Performance Section	48	69%	25	36%	73	58%
Middle Grades General Science 5–9	90	58%	57	33%	147	48%
Middle Grades Mathematics 5–9	113	58%	126	38%	239	47%
Middle Grades Social Science 5–9	54	91%	18	56%	72	82%
Music K–12	143	94%	14	86%	157	94%
PK–3 Subtest 1: Developmental Knowledge	282	83%	75	53%	357	77%
PK–3 Subtest 2: Language Arts and Reading	280	68%	200	45%	480	59%
PK–3 Subtest 3: Mathematics	281	78%	137	50%	418	69%
PK–3 Subtest 4: Science	278	84%	89	48%	367	75%
Physical Education K–12	118	81%	63	49%	181	70%
Physics 6–12	20	80%	21	38%	41	59%
Preschool Education Birth–Age 4	17	76%	11	36%	28	61%
Reading K–12	476	67%	234	43%	710	59%
School Counseling PK–12	105	86%	19	58%	124	81%
School Psychologist PK–12	76	91%	13	77%	89	89%
Social Science 6–12	264	69%	188	43%	452	58%
Spanish K–12	34	71%	34	41%	68	56%
Speech-Language Impaired K–12	2	100%	0	n/a	2	100%
Visually Impaired K–12	7	86%	3	0%	10	60%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**10,807**	**69%**	**7,044**	**47%**	**17,851**	**60%**
Professional Education (PED)	**3,508**	**75%**	**2,107**	**44%**	**5,615**	**64%**
GK Subtest 1: Essay	1,581	82%	715	44%	2,296	70%
GK Subtest 2: English Language Skills (ELS)	1,579	71%	1,279	41%	2,858	57%
GK Subtest 3: Reading	1,583	64%	1,675	41%	3,258	52%
GK Subtest 4: Mathematics	1,578	66%	1,526	38%	3,104	52%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**6,321**	**70%**	**5,195**	**41%**	**11,516**	**57%**

Examination	First Attempt		Retake Attempt*		All Attempts	
	N	Pass Rate	N	Pass Rate	N	Pass Rate
FELE Subtest 1: Leadership for Student Learning	572	79%	256	50%	828	70%
FELE Subtest 2: Organizational Development	571	76%	320	42%	891	64%
FELE Subtest 3: Systems Leadership Multiple–Choice Section	568	73%	327	44%	895	62%
FELE Subtest 3: Systems Leadership Written Performance Section	568	65%	327	62%	895	64%
TOTAL FOR ALL FELE SUBTESTS	**2,279**	**73%**	**1,230**	**49%**	**3,509**	**65%**
GRAND TOTAL FOR ALL EXAMINATIONS	**22,915**	**71%**	**15,576**	**45%**	**38,491**	**60%**

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.
N=number of examinees
n/a=no examinees tested
*Some examinees may have more than one retake attempt and may be counted multiple times.
Title II year spans from August 1 to July 31.
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: 2022–2023
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	32	91%	33	97%	3	100%
Art K–12	92	66%	114	75%	37	68%
Biology 6–12	129	74%	157	80%	48	63%
Business Education 6–12	89	61%	123	60%	51	39%
Chemistry 6–12	32	59%	44	70%	19	63%
Computer Science K–12	59	46%	78	51%	25	52%
Deaf or Hard of Hearing K–12	16	100%	16	100%	0	n/a
Drama 6–12	19	79%	21	81%	3	67%
Earth–Space Science 6–12	36	69%	41	80%	8	100%
Educational Media Specialist PK–12	42	74%	48	75%	8	63%
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	1,530	62%	1,914	82%	773	80%
Elementary Ed K–6 Subtest 2: Social Science	1,508	66%	1,874	83%	706	80%
Elementary Ed K–6 Subtest 3: Science	1,493	68%	1,793	85%	628	80%
Elementary Ed K–6 Subtest 4: Mathematics	1,494	68%	1,840	84%	673	78%
Engineering and Technology Education 6–12	17	47%	23	70%	11	73%
English 6–12 Multiple-Choice Section	260	70%	303	83%	95	75%
English 6–12 Written Performance Section	257	75%	298	83%	73	73%
English to Speakers of Other Languages (ESOL) K–12	191	61%	222	66%	52	56%
Exceptional Student Education K–12	573	75%	710	82%	219	70%
Family and Consumer Science 6–12	14	79%	20	70%	7	43%
French K–12	2	100%	3	100%	1	100%
German K–12 Interview	1	100%	2	50%	1	0%
German K–12 Written	1	100%	2	100%	1	100%
Health K–12	40	80%	52	75%	16	44%
Humanities K–12	3	67%	3	67%	0	n/a
Marketing 6–12	4	75%	5	80%	1	100%
Mathematics 6–12	135	69%	203	73%	90	61%
Middle Grades English 5–9 Multiple-Choice Section	50	48%	69	55%	29	48%
Middle Grades English 5–9 Written Performance Section	48	69%	61	69%	16	56%
Middle Grades General Science 5–9	90	58%	114	62%	42	45%
Middle Grades Mathematics 5–9	113	58%	175	65%	84	57%
Middle Grades Social Science 5–9	54	91%	68	87%	16	63%
Music K–12	143	94%	153	96%	14	86%
PK–3 Subtest 1: Developmental Knowledge	282	83%	316	87%	54	74%
PK–3 Subtest 2: Language Arts and Reading	280	68%	364	77%	133	68%
PK–3 Subtest 3: Mathematics	281	78%	343	84%	94	73%
PK–3 Subtest 4: Science	278	84%	320	86%	63	68%
Physical Education K–12	118	81%	151	83%	45	69%
Physics 6–12	20	80%	32	75%	14	57%
Preschool Education Birth–Age 4	17	76%	23	74%	7	57%
Reading K–12	476	67%	593	70%	175	58%
School Counseling PK–12	105	86%	115	88%	15	73%
School Psychologist PK–12	76	91%	81	98%	11	91%
Social Science 6–12	264	69%	353	74%	126	63%
Spanish K–12	34	71%	57	67%	25	56%
Speech-Language Impaired K–12	2	100%	2	100%	0	n/a
Visually Impaired K–12	7	86%	9	67%	2	0%
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**10,807**	**69%**	**13,341**	**81%**	**4,514**	**74%**
Professional Education (PED)	**3,508**	**75%**	**4,250**	**84%**	**1,309**	**71%**
GK Subtest 1: Essay	1,581	82%	1,944	83%	496	64%
GK Subtest 2: English Language Skills (ELS)	1,579	71%	2,176	75%	824	63%
GK Subtest 3: Reading	1,583	64%	2,327	72%	1,068	64%
GK Subtest 4: Mathematics	1,578	66%	2,279	71%	970	61%
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**6,321**	**70%**	**8,726**	**75%**	**3,358**	**63%**

| Examination | Unique Examinee Counts | | | | | |
| | First Attempt | | Best Attempt | | Retake Attempt* | |
	N	Pass Rate	N	Pass Rate	N	Pass Rate
FELE Subtest 1: Leadership for Student Learning	572	79%	699	83%	197	64%
FELE Subtest 2: Organizational Development	571	76%	715	80%	222	60%
FELE Subtest 3: Systems Leadership Multiple-Choice Section	568	73%	729	77%	237	60%
FELE Subtest 3: Systems Leadership Written Performance Section	568	65%	692	83%	252	81%
TOTAL FOR ALL FELE SUBTESTS	**2,279**	**73%**	**2,835**	**80%**	**908**	**67%**
GRAND TOTAL FOR ALL EXAMINATIONS	**22,915**	**71%**	**29,152**	**80%**	**10,089**	**69%**

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

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

Title II year spans from August 1 to July 31.

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 (2020–2021 through 2022–2023)
Program versus Non-Program

Examination	Program Type	2020–2021		2021–2022		2022–2023	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Agriculture 6–12	Program	38	95%	34	97%	33	97%
	Non-Program	104	80%	47	87%	55	87%
	Total	**142**	**84%**	**81**	**91%**	**88**	**91%**
Art K–12	Program	197	78%	127	87%	102	77%
	Non-Program	487	59%	326	66%	407	57%
	Total	**684**	**64%**	**453**	**72%**	**509**	**61%**
Biology 6–12	Program	329	85%	229	89%	143	84%
	Non-Program	635	66%	368	76%	430	64%
	Total	**964**	**73%**	**597**	**81%**	**573**	**69%**
Business Education 6–12	Program	256	68%	139	76%	108	66%
	Non-Program	635	51%	308	60%	458	54%
	Total	**891**	**56%**	**447**	**65%**	**566**	**56%**
Chemistry 6–12	Program	95	73%	59	85%	39	72%
	Non-Program	214	58%	103	65%	116	69%
	Total	**309**	**63%**	**162**	**72%**	**155**	**70%**
Computer Science K–12	Program	198	42%	77	58%	72	54%
	Non-Program	656	37%	227	41%	351	36%
	Total	**854**	**38%**	**304**	**45%**	**423**	**39%**
Deaf or Hard of Hearing K–12	Program	29	97%	20	100%	16	100%
	Non-Program	58	71%	50	76%	37	78%
	Total	**87**	**79%**	**70**	**83%**	**53**	**85%**
Drama 6–12	Program	59	85%	29	90%	20	80%
	Non-Program	149	71%	75	81%	92	72%
	Total	**208**	**75%**	**104**	**84%**	**112**	**73%**
Earth–Space Science 6–12	Program	109	70%	43	88%	39	79%
	Non-Program	305	67%	135	66%	160	64%
	Total	**414**	**67%**	**178**	**71%**	**199**	**67%**
Educational Media Specialist PK–12	Program	74	73%	50	86%	45	73%
	Non-Program	576	70%	411	77%	489	72%
	Total	**650**	**71%**	**461**	**78%**	**534**	**72%**
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	2,436	93%	2,199	92%	1,838	83%
	Non-Program	3,633	67%	3,265	66%	3,817	58%
	Total	**6,069**	**77%**	**5,464**	**77%**	**5,655**	**66%**
Elementary Ed K–6 Subtest 2: Social Science	Program	2,537	94%	2,110	93%	1,804	84%
	Non-Program	3,841	73%	3,227	73%	3,544	68%
	Total	**6,378**	**81%**	**5,337**	**81%**	**5,348**	**74%**

Examination	Program Type	2020–2021		2021–2022		2022–2023	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Elementary Ed K–6 Subtest 3: Science	Program	2,545	94%	2,167	93%	1,722	86%
	Non-Program	3,815	70%	3,265	70%	3,497	67%
	Total	**6,360**	**80%**	**5,432**	**79%**	**5,219**	**73%**
Elementary Ed K–6 Subtest 4: Mathematics	Program	2,509	93%	2,176	92%	1,750	86%
	Non-Program	3,747	66%	3,237	68%	3,619	64%
	Total	**6,256**	**77%**	**5,413**	**78%**	**5,369**	**71%**
Engineering and Technology Education 6–12	Program	47	68%	28	46%	21	71%
	Non-Program	146	55%	82	65%	75	63%
	Total	**193**	**58%**	**110**	**60%**	**96**	**65%**
English 6–12 Multiple-Choice Section	Program	640	86%	398	87%	290	84%
	Non-Program	1,592	72%	997	72%	1,165	67%
	Total	**2,232**	**76%**	**1,395**	**76%**	**1,455**	**70%**
English 6–12 Written Performance Section	Program	631	90%	409	88%	285	84%
	Non-Program	1,573	74%	1,023	75%	1,120	71%
	Total	**2,204**	**78%**	**1,432**	**79%**	**1,405**	**74%**
English to Speakers of Other Languages (ESOL) K–12	Program	546	60%	285	71%	212	68%
	Non-Program	1,874	52%	919	60%	890	52%
	Total	**2,420**	**54%**	**1,204**	**62%**	**1,102**	**55%**
Exceptional Student Education K–12	Program	1,180	88%	774	90%	636	84%
	Non-Program	3,944	77%	2,666	76%	3,327	70%
	Total	**5,124**	**79%**	**3,440**	**79%**	**3,963**	**72%**
Family and Consumer Science 6–12	Program	59	86%	27	74%	18	78%
	Non-Program	248	68%	106	70%	115	66%
	Total	**307**	**71%**	**133**	**71%**	**133**	**68%**
French K–12	Program	22	64%	12	92%	2	100%
	Non-Program	75	79%	50	86%	46	70%
	Total	**97**	**75%**	**62**	**87%**	**48**	**71%**
German K–12 Interview	Program	3	67%			2	50%
	Non-Program	7	100%	4	75%	2	100%
	Total	**10**	**90%**	**4**	**75%**	**4**	**75%**
German K–12 Written	Program	3	67%			2	100%
	Non-Program	8	63%	4	75%	3	100%
	Total	**11**	**64%**	**4**	**75%**	**5**	**100%**
Health K–12	Program	133	64%	76	83%	49	76%
	Non-Program	428	57%	224	66%	283	63%
	Total	**561**	**59%**	**300**	**70%**	**332**	**65%**
Humanities K–12	Program	34	35%	12	58%	3	67%
	Non-Program	104	33%	23	61%	32	56%
	Total	**138**	**33%**	**35**	**60%**	**35**	**57%**
Latin K–12	Program	4	75%	6	83%		
	Non-Program	16	63%	12	83%	6	67%
	Total	**20**	**65%**	**18**	**83%**	**6**	**67%**

Examination	Program Type	2020–2021		2021–2022		2022–2023	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Marketing 6–12	Program	38	76%	9	89%	5	80%
	Non-Program	108	73%	44	68%	61	77%
	Total	**146**	**74%**	**53**	**72%**	**66**	**77%**
Mathematics 6–12	Program	424	66%	212	75%	161	76%
	Non-Program	1,003	40%	572	52%	614	52%
	Total	**1,427**	**48%**	**784**	**58%**	**775**	**57%**
Middle Grades English 5–9 Multiple-Choice Section	Program	122	70%	78	55%	60	62%
	Non-Program	616	56%	417	48%	570	36%
	Total	**738**	**58%**	**495**	**49%**	**630**	**39%**
Middle Grades English 5–9 Written Performance Section	Program	124	71%	75	61%	59	69%
	Non-Program	616	58%	434	61%	522	51%
	Total	**740**	**60%**	**509**	**61%**	**581**	**53%**
Middle Grades General Science 5–9	Program	216	68%	152	76%	101	62%
	Non-Program	821	55%	467	60%	586	52%
	Total	**1,037**	**57%**	**619**	**64%**	**687**	**53%**
Middle Grades Mathematics 5–9	Program	351	70%	208	77%	144	67%
	Non-Program	1,600	55%	1,100	63%	1,268	59%
	Total	**1,951**	**57%**	**1,308**	**65%**	**1,412**	**60%**
Middle Grades Social Science 5–9	Program	202	85%	106	86%	61	89%
	Non-Program	630	80%	367	76%	462	75%
	Total	**832**	**81%**	**473**	**78%**	**523**	**76%**
Music K–12	Program	370	97%	230	95%	145	96%
	Non-Program	221	77%	163	76%	198	77%
	Total	**591**	**90%**	**393**	**87%**	**343**	**85%**
PK–3 Subtest 1: Developmental Knowledge	Program	580	95%	471	96%	304	88%
	Non-Program	1,951	78%	1,665	78%	2,291	72%
	Total	**2,531**	**82%**	**2,136**	**82%**	**2,595**	**74%**
PK–3 Subtest 2: Language Arts and Reading	Program	554	92%	465	92%	334	81%
	Non-Program	1,810	66%	1,686	68%	2,377	60%
	Total	**2,364**	**72%**	**2,151**	**73%**	**2,711**	**63%**
PK–3 Subtest 3: Mathematics	Program	572	94%	459	93%	323	86%
	Non-Program	1,934	72%	1,672	73%	2,222	69%
	Total	**2,506**	**77%**	**2,131**	**77%**	**2,545**	**71%**
PK–3 Subtest 4: Science	Program	592	93%	460	94%	299	89%
	Non-Program	1,975	76%	1,664	79%	2,148	75%
	Total	**2,567**	**80%**	**2,124**	**82%**	**2,447**	**77%**
Physical Education K–12	Program	291	87%	210	92%	135	87%
	Non-Program	1,205	68%	815	69%	1,040	64%
	Total	**1,496**	**72%**	**1,025**	**73%**	**1,175**	**66%**
Physics 6–12	Program	60	63%	21	67%	27	78%
	Non-Program	93	39%	50	56%	54	63%
	Total	**153**	**48%**	**71**	**59%**	**81**	**68%**

Examination	Program Type	2020–2021		2021–2022		2022–2023	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
Preschool Education Birth–Age 4	Program	79	71%	35	80%	22	73%
	Non-Program	412	48%	196	59%	227	43%
	Total	**491**	**52%**	**231**	**62%**	**249**	**45%**
Reading K–12	Program	1,999	75%	781	76%	562	72%
	Non-Program	16,291	79%	4,655	78%	3,067	70%
	Total	**18,290**	**79%**	**5,436**	**78%**	**3,629**	**71%**
School Counseling PK–12	Program	214	95%	151	98%	108	89%
	Non-Program	499	82%	225	89%	252	83%
	Total	**713**	**86%**	**376**	**93%**	**360**	**85%**
School Psychologist PK–12	Program	95	98%	72	100%	76	97%
	Non-Program	74	61%	26	96%	20	80%
	Total	**169**	**82%**	**98**	**99%**	**96**	**94%**
Social Science 6–12	Program	701	78%	401	88%	314	75%
	Non-Program	1,657	59%	908	64%	1,095	59%
	Total	**2,358**	**64%**	**1,309**	**71%**	**1,409**	**63%**
Spanish K–12	Program	122	84%	52	77%	44	68%
	Non-Program	757	75%	456	69%	577	62%
	Total	**879**	**77%**	**508**	**70%**	**621**	**62%**
Speech-Language Impaired K–12	Program	3	33%	1	100%	2	100%
	Non-Program	55	69%	15	93%	16	94%
	Total	**58**	**67%**	**16**	**94%**	**18**	**94%**
Visually Impaired K–12	Program	18	83%	17	100%	7	86%
	Non-Program	40	43%	18	83%	14	50%
	Total	**58**	**55%**	**35**	**91%**	**21**	**62%**
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**Program**	**22,440**	**87%**	**16,152**	**89%**	**12,544**	**83%**
	Non-Program	**63,238**	**70%**	**38,769**	**71%**	**43,817**	**65%**
	Total	**85,678**	**74%**	**54,921**	**76%**	**56,361**	**69%**
Professional Education (PED)	**Program**	**5,995**	**94%**	**4,495**	**93%**	**3,980**	**86%**
	Non-Program	**5,481**	**73%**	**3,709**	**76%**	**4,026**	**66%**
	Total	**11,476**	**84%**	**8,204**	**85%**	**8,006**	**76%**

Examination	Program Type	2020–2021		2021–2022		2022–2023	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
GK Subtest 1: Essay	Program	5,814	95%	3,402	93%	1,825	86%
	Non-Program	7,475	77%	4,851	81%	4,774	80%
	Total	**13,289**	**85%**	**8,253**	**86%**	**6,599**	**81%**
GK Subtest 2: English Language Skills (ELS)	Program	5,621	92%	3,528	90%	1,982	80%
	Non-Program	7,491	69%	5,061	73%	5,228	71%
	Total	**13,112**	**79%**	**8,589**	**80%**	**7,210**	**73%**
GK Subtest 3: Reading	Program	5,519	91%	3,546	88%	2,110	77%
	Non-Program	7,365	64%	5,043	67%	5,377	67%
	Total	**12,884**	**76%**	**8,589**	**76%**	**7,487**	**70%**
GK Subtest 4: Mathematics	Program	5,484	90%	3,553	88%	2,037	76%
	Non-Program	7,169	60%	4,985	67%	5,125	67%
	Total	**12,653**	**73%**	**8,538**	**76%**	**7,162**	**69%**
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**Program**	**22,438**	**92%**	**14,029**	**90%**	**7,954**	**79%**
	Non-Program	**29,500**	**68%**	**19,940**	**72%**	**20,504**	**71%**
	Total	**51,938**	**78%**	**33,969**	**79%**	**28,458**	**73%**
FELE Subtest 1: Leadership for Student Learning	Program	806	94%	882	93%	637	87%
	Non-Program	709	81%	701	78%	716	74%
	Total	**1,515**	**88%**	**1,583**	**86%**	**1,353**	**80%**
FELE Subtest 2: Organizational Development	Program	818	92%	857	92%	650	84%
	Non-Program	693	80%	686	79%	715	73%
	Total	**1,511**	**87%**	**1,543**	**86%**	**1,365**	**78%**
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	810	93%	850	92%	654	82%
	Non-Program	656	81%	704	77%	717	70%
	Total	**1,466**	**87%**	**1,554**	**85%**	**1,371**	**76%**
FELE Subtest 3: Systems Leadership Written Performance Section	Program	780	95%	877	93%	657	83%
	Non-Program	656	80%	677	78%	743	71%
	Total	1,436	88%	1,554	86%	1,400	77%
TOTAL FOR ALL FELE SUBTESTS	**Program**	**3,214**	**93%**	**3,466**	**93%**	**2,598**	**84%**
	Non-Program	**2,714**	**81%**	**2,768**	**78%**	**2,891**	**72%**
	Total	**5,928**	**88%**	**6,234**	**86%**	**5,489**	**78%**
GRAND TOTAL FOR ALL EXAMINATIONS	**Program**	**54,087**	**90%**	**38,142**	**90%**	**27,076**	**82%**
	Non-Program	**100,933**	**70%**	**65,186**	**72%**	**71,238**	**67%**
	Total	**155,020**	**77%**	**103,328**	**79%**	**98,314**	**71%**

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.
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.)
Title II year spans from August 1 to July 31.
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 (2020–2021 through 2022–2023)
Program versus Non-Program

Assessment	Program Type	2020–2021		2021–2022		2022–2023	
		N	Percent Passed	N	Percent Passed	N	Percent Passed
German K–12	Program	3	67%	0	n/a	2	50%
	Non-Program	5	100%	4	75%	2	100%
	Total	**8**	**88%**	**4**	**75%**	**4**	**75%**
English 6–12	Program	607	83%	364	84%	266	81%
	Non-Program	1,507	64%	899	65%	1,052	59%
	Total	**2,114**	**69%**	**1,263**	**70%**	**1,318**	**64%**
Middle Grades English 5–9	Program	116	58%	64	47%	50	56%
	Non-Program	581	44%	366	42%	486	30%
	Total	**697**	**47%**	**430**	**43%**	**536**	**32%**
Prekindergarten/Primary (PK–3)	Program	523	91%	396	91%	275	80%
	Non-Program	1,659	63%	1,311	66%	1,948	54%
	Total	**2,182**	**70%**	**1,707**	**71%**	**2,223**	**57%**
Elementary Education K–6	Program	2,226	90%	1,735	90%	1,532	73%
	Non-Program	3,326	57%	2,634	57%	3,159	48%
	Total	**5,552**	**70%**	**4,369**	**70%**	**4,691**	**56%**
General Knowledge (GK)	Program	4,481	89%	2,450	86%	1,428	66%
	Non-Program	5,630	50%	3,403	57%	3,923	52%
	Total	**10,111**	**67%**	**5,853**	**69%**	**5,351**	**56%**
Florida Educational Leadership Examination (FELE)	Program	680	90%	711	89%	571	70%
	Non-Program	565	72%	522	66%	627	51%
	Total	**1,245**	**82%**	**1,233**	**80%**	**1,198**	**60%**

Examinees are classified as belonging to a program if they were claimed by an institution during the Title II reporting process.
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.)
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.
Title II year spans from August 1 to July 31.
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 (2020–2021 through 2022–2023)
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	105	94	90%	218	105	101	96%	219
	Non-Program	206	154	75%	209	206	172	83%	210
	Total	**311**	**248**	**80%**	**212**	**311**	**273**	**88%**	**213**
Art K–12	Program	426	281	66%	205	426	343	81%	208
	Non-Program	1,220	593	49%	196	1,220	731	60%	199
	Total	**1,646**	**874**	**53%**	**198**	**1,646**	**1,074**	**65%**	**202**
Biology 6–12	Program	701	501	71%	210	701	605	86%	213
	Non-Program	1,433	852	59%	202	1,433	979	68%	204
	Total	**2,134**	**1,353**	**63%**	**205**	**2,134**	**1,584**	**74%**	**207**
Business Education 6–12	Program	503	297	59%	202	503	352	70%	205
	Non-Program	1,401	653	47%	196	1,401	755	54%	198
	Total	**1,904**	**950**	**50%**	**198**	**1,904**	**1,107**	**58%**	**200**
Chemistry 6–12	Program	193	119	62%	205	193	147	76%	210
	Non-Program	433	231	53%	200	433	272	63%	203
	Total	**626**	**350**	**56%**	**202**	**626**	**419**	**67%**	**205**
Computer Science K–12	Program	347	139	40%	190	347	167	48%	192
	Non-Program	1,234	385	31%	182	1,234	461	37%	185
	Total	**1,581**	**524**	**33%**	**184**	**1,581**	**628**	**40%**	**186**
Deaf or Hard of Hearing K–12	Program	65	60	92%	223	65	64	98%	224
	Non-Program	145	102	70%	212	145	108	74%	213
	Total	**210**	**162**	**77%**	**215**	**210**	**172**	**82%**	**217**
Drama 6–12	Program	108	87	81%	216	108	92	85%	217
	Non-Program	316	213	67%	209	316	233	74%	210
	Total	**424**	**300**	**71%**	**210**	**424**	**325**	**77%**	**212**
Earth–Space Science 6–12	Program	191	129	68%	208	191	145	76%	210
	Non-Program	600	355	59%	204	600	395	66%	205
	Total	**791**	**484**	**61%**	**205**	**791**	**540**	**68%**	**207**
Educational Media Specialist PK–12	Program	169	120	71%	207	169	130	77%	208
	Non-Program	1,476	966	65%	204	1,476	1,074	73%	206
	Total	**1,645**	**1,086**	**66%**	**204**	**1,645**	**1,204**	**73%**	**206**
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	6,473	4,023	62%	203	6,473	5,797	90%	211
	Non-Program	10,715	4,848	45%	193	10,715	6,779	63%	199
	Total	**17,188**	**8,871**	**52%**	**197**	**17,188**	**12,576**	**73%**	**204**
Elementary Ed K–6 Subtest 2: Social Science	Program	6,451	4,382	68%	208	6,451	5,868	91%	215
	Non-Program	10,612	6,320	60%	203	10,612	7,559	71%	207
	Total	**17,063**	**10,702**	**63%**	**205**	**17,063**	**13,427**	**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	6,434	4,562	71%	209	6,434	5,888	92%	215
	Non-Program	10,577	5,968	56%	200	10,577	7,299	69%	204
	Total	**17,011**	**10,530**	**62%**	**204**	**17,011**	**13,187**	**78%**	**208**
Elementary Ed K–6 Subtest 4: Mathematics	Program	6,435	4,269	66%	206	6,435	5,826	91%	214
	Non-Program	10,603	5,381	51%	195	10,603	6,997	66%	201
	Total	**17,038**	**9,650**	**57%**	**199**	**17,038**	**12,823**	**75%**	**206**
Engineering and Technology Education 6–12	Program	96	49	51%	197	96	60	63%	200
	Non-Program	303	151	50%	195	303	180	59%	198
	Total	**399**	**200**	**50%**	**196**	**399**	**240**	**60%**	**198**
English 6–12 Multiple-Choice Section	Program	1,328	957	72%	209	1,328	1,145	86%	212
	Non-Program	3,754	2,238	60%	202	3,754	2,640	70%	205
	Total	**5,082**	**3,195**	**63%**	**204**	**5,082**	**3,785**	**74%**	**207**
English 6–12 Written Performance Section	Program	1,325	995	75%	8	1,325	1,169	88%	8
	Non-Program	3,716	2,252	61%	7	3,716	2,722	73%	8
	Total	**5,041**	**3,247**	**64%**	**8**	**5,041**	**3,891**	**77%**	**8**
English to Speakers of Other Languages (ESOL) K–12	Program	1,043	594	57%	201	1,043	675	65%	202
	Non-Program	3,683	1,749	47%	195	3,683	1,984	54%	197
	Total	**4,726**	**2,343**	**50%**	**196**	**4,726**	**2,659**	**56%**	**198**
Exceptional Student Education K–12	Program	2,590	1,916	74%	211	2,590	2,274	88%	214
	Non-Program	9,937	6,505	65%	206	9,937	7,367	74%	209
	Total	**12,527**	**8,421**	**67%**	**207**	**12,527**	**9,641**	**77%**	**210**
Family and Consumer Science 6–12	Program	104	74	71%	206	104	85	82%	209
	Non-Program	469	284	61%	202	469	318	68%	204
	Total	**573**	**358**	**62%**	**203**	**573**	**403**	**70%**	**205**
French K–12	Program	36	24	67%	216	36	27	75%	220
	Non-Program	171	130	76%	225	171	134	78%	225
	Total	**207**	**154**	**74%**	**223**	**207**	**161**	**78%**	**224**
German K–12 Interview	Program	5	3	60%	1	5	3	60%	1
	Non-Program	13	12	92%	1	13	12	92%	1
	Total	**18**	**15**	**83%**	**1**	**18**	**15**	**83%**	**1**
German K–12 Written	Program	5	2	40%	206	5	4	80%	213
	Non-Program	15	11	73%	217	15	11	73%	217
	Total	**20**	**13**	**65%**	**214**	**20**	**15**	**75%**	**216**
Health K–12	Program	258	152	59%	202	258	185	72%	205
	Non-Program	935	476	51%	198	935	570	61%	200
	Total	**1,193**	**628**	**53%**	**199**	**1,193**	**755**	**63%**	**201**
Humanities K–12	Program	49	19	39%	191	49	21	43%	192
	Non-Program	159	65	41%	188	159	66	42%	188
	Total	**208**	**84**	**40%**	**189**	**208**	**87**	**42%**	**189**
Latin K–12	Program	10	7	70%	215	10	8	80%	216
	Non-Program	34	21	62%	207	34	24	71%	210
	Total	**44**	**28**	**64%**	**209**	**44**	**32**	**73%**	**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	52	38	73%	211	52	41	79%	212
	Non-Program	213	139	65%	205	213	156	73%	207
	Total	**265**	**177**	**67%**	**206**	**265**	**197**	**74%**	**208**
Mathematics 6–12	Program	797	447	56%	201	797	562	71%	207
	Non-Program	2,189	867	40%	190	2,189	1,026	47%	193
	Total	**2,986**	**1,314**	**44%**	**193**	**2,986**	**1,588**	**53%**	**197**
Middle Grades English 5–9 Multiple-Choice Section	Program	260	128	49%	195	260	166	64%	199
	Non-Program	1,603	609	38%	190	1,603	753	47%	193
	Total	**1,863**	**737**	**40%**	**190**	**1,863**	**919**	**49%**	**193**
Middle Grades English 5–9 Written Performance Section	Program	258	146	57%	7	258	175	68%	7
	Non-Program	1,572	719	46%	7	1,572	886	56%	7
	Total	**1,830**	**865**	**47%**	**7**	**1,830**	**1,061**	**58%**	**7**
Middle Grades General Science 5–9	Program	469	278	59%	203	469	324	69%	206
	Non-Program	1,874	849	45%	193	1,874	1,036	55%	197
	Total	**2,343**	**1,127**	**48%**	**195**	**2,343**	**1,360**	**58%**	**199**
Middle Grades Mathematics 5–9	Program	703	395	56%	200	703	502	71%	205
	Non-Program	3,968	1,907	48%	194	3,968	2,315	58%	198
	Total	**4,671**	**2,302**	**49%**	**195**	**4,671**	**2,817**	**60%**	**199**
Middle Grades Social Science 5–9	Program	369	297	80%	222	369	316	86%	224
	Non-Program	1,459	1,050	72%	217	1,459	1,130	77%	219
	Total	**1,828**	**1,347**	**74%**	**218**	**1,828**	**1,446**	**79%**	**220**
Music K–12	Program	745	703	94%	224	745	717	96%	224
	Non-Program	582	416	71%	211	582	447	77%	212
	Total	**1,327**	**1,119**	**84%**	**218**	**1,327**	**1,164**	**88%**	**219**
PK–3 Subtest 1: Developmental Knowledge	Program	1,355	1,122	83%	217	1,355	1,268	94%	220
	Non-Program	5,907	3,716	63%	206	5,907	4,476	76%	210
	Total	**7,262**	**4,838**	**67%**	**208**	**7,262**	**5,744**	**79%**	**212**
PK–3 Subtest 2: Language Arts and Reading	Program	1,353	856	63%	203	1,353	1,206	89%	210
	Non-Program	5,873	2,495	42%	192	5,873	3,772	64%	199
	Total	**7,226**	**3,351**	**46%**	**194**	**7,226**	**4,978**	**69%**	**201**
PK–3 Subtest 3: Mathematics	Program	1,354	1,027	76%	215	1,354	1,244	92%	220
	Non-Program	5,828	3,301	57%	201	5,828	4,140	71%	207
	Total	**7,182**	**4,328**	**60%**	**204**	**7,182**	**5,384**	**75%**	**209**
PK–3 Subtest 4: Science	Program	1,351	1,114	82%	222	1,351	1,254	93%	226
	Non-Program	5,787	3,776	65%	209	5,787	4,420	76%	214
	Total	**7,138**	**4,890**	**69%**	**212**	**7,138**	**5,674**	**79%**	**216**
Physical Education K–12	Program	636	467	73%	207	636	563	89%	210
	Non-Program	3,060	1,714	56%	199	3,060	2,040	67%	202
	Total	**3,696**	**2,181**	**59%**	**201**	**3,696**	**2,603**	**70%**	**204**
Physics 6–12	Program	108	55	51%	197	108	73	68%	204
	Non-Program	197	84	43%	192	197	98	50%	195
	Total	**305**	**139**	**46%**	**193**	**305**	**171**	**56%**	**198**

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	136	72	53%	199	136	100	74%	203
	Non-Program	835	374	45%	194	835	411	49%	195
	Total	**971**	**446**	**46%**	**194**	**971**	**511**	**53%**	**196**
Reading K–12	Program	3,342	2,111	63%	204	3,342	2,506	75%	206
	Non-Program	24,013	16,844	70%	207	24,013	18,664	78%	208
	Total	**27,355**	**18,955**	**69%**	**206**	**27,355**	**21,170**	**77%**	**208**
School Counseling PK–12	Program	473	434	92%	223	473	448	95%	224
	Non-Program	976	778	80%	216	976	816	84%	216
	Total	**1,449**	**1,212**	**84%**	**218**	**1,449**	**1,264**	**87%**	**219**
School Psychologist PK–12	Program	243	232	95%	225	243	239	98%	225
	Non-Program	120	83	69%	209	120	86	72%	209
	Total	**363**	**315**	**87%**	**219**	**363**	**325**	**90%**	**220**
Social Science 6–12	Program	1,416	952	67%	206	1,416	1,137	80%	209
	Non-Program	3,660	1,962	54%	199	3,660	2,198	60%	200
	Total	**5,076**	**2,914**	**57%**	**201**	**5,076**	**3,335**	**66%**	**203**
Spanish K–12	Program	218	154	71%	207	218	172	79%	209
	Non-Program	1,790	1,128	63%	203	1,790	1,242	69%	205
	Total	**2,008**	**1,282**	**64%**	**203**	**2,008**	**1,414**	**70%**	**205**
Speech-Language Impaired K–12	Program	6	4	67%	216	6	4	67%	216
	Non-Program	86	67	78%	215	86	67	78%	215
	Total	**92**	**71**	**77%**	**215**	**92**	**71**	**77%**	**215**
Visually Impaired K–12	Program	42	31	74%	215	42	38	90%	218
	Non-Program	72	30	42%	195	72	39	54%	199
	Total	**114**	**61**	**54%**	**202**	**114**	**77**	**68%**	**206**
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**Program**	**51,136**	**34,918**	**68%**	**n/a**	**51,136**	**44,236**	**87%**	**n/a**
	Non-Program	**145,824**	**83,823**	**57%**	**n/a**	**145,824**	**100,060**	**69%**	**n/a**
	Total	**196,960**	**118,741**	**60%**	**n/a**	**196,960**	**144,296**	**73%**	**n/a**
Professional Education (PED)	**Program**	**14,470**	**10,954**	**76%**	**211**	**14,470**	**13,203**	**91%**	**214**
	Non-Program	**13,216**	**7,824**	**59%**	**203**	**13,216**	**9,498**	**72%**	**206**
	Total	**27,686**	**18,778**	**68%**	**207**	**27,686**	**22,701**	**82%**	**210**

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	11,041	9,053	82%	8	11,041	10,238	93%	8
	Non-Program	17,100	12,165	71%	8	17,100	13,468	79%	8
	Total	**28,141**	**21,218**	**75%**	**8**	**28,141**	**23,706**	**84%**	**8**
GK Subtest 2: English Language Skills (ELS)	Program	11,131	7,969	72%	211	11,131	9,940	89%	216
	Non-Program	17,780	10,620	60%	203	17,780	12,545	71%	207
	Total	**28,911**	**18,589**	**64%**	**206**	**28,911**	**22,485**	**78%**	**211**
GK Subtest 3: Reading	Program	11,175	7,205	64%	203	11,175	9,772	87%	209
	Non-Program	17,785	9,267	52%	195	17,785	11,690	66%	200
	Total	**28,960**	**16,472**	**57%**	**198**	**28,960**	**21,462**	**74%**	**204**
GK Subtest 4: Mathematics	Program	11,074	7,548	68%	208	11,074	9,607	87%	215
	Non-Program	17,279	9,172	53%	196	17,279	11,087	64%	201
	Total	**28,353**	**16,720**	**59%**	**201**	**28,353**	**20,694**	**73%**	**207**
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**Program**	**44,421**	**31,775**	**72%**	**n/a**	**44,421**	**39,557**	**89%**	**n/a**
	Non-Program	**69,944**	**41,224**	**59%**	**n/a**	**69,944**	**48,790**	**70%**	**n/a**
	Total	**114,365**	**72,999**	**64%**	**n/a**	**114,365**	**88,347**	**77%**	**n/a**
FELE Subtest 1: Leadership for Student Learning	Program	2,325	1,833	79%	213	2,325	2,126	91%	216
	Non-Program	2,126	1,427	67%	206	2,126	1,650	78%	208
	Total	**4,451**	**3,260**	**73%**	**209**	**4,451**	**3,776**	**85%**	**212**
FELE Subtest 2: Organizational Development	Program	2,325	1,769	76%	210	2,325	2,093	90%	213
	Non-Program	2,094	1,333	64%	203	2,094	1,619	77%	207
	Total	**4,419**	**3,102**	**70%**	**207**	**4,419**	**3,712**	**84%**	**210**
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	2,314	1,693	73%	210	2,314	2,069	89%	215
	Non-Program	2,077	1,261	61%	202	2,077	1,571	76%	207
	Total	**4,391**	**2,954**	**67%**	**207**	**4,391**	**3,640**	**83%**	**211**
FELE Subtest 3: Systems Leadership Written Performance Section	Program	2,314	1,514	65%	8	2,314	2,103	91%	8
	Non-Program	2,076	1,127	54%	7	2,076	1,579	76%	8
	Total	**4,390**	**2,641**	**60%**	**7**	**4,390**	**3,682**	**84%**	**8**
TOTAL FOR ALL FELE SUBTESTS	**Program**	**9,278**	**6,809**	**73%**	**n/a**	**9,278**	**8,391**	**90%**	**n/a**
	Non-Program	**8,373**	**5,148**	**61%**	**n/a**	**8,373**	**6,419**	**77%**	**n/a**
	Total	**17,651**	**11,957**	**68%**	**n/a**	**17,651**	**14,810**	**84%**	**n/a**
GRAND TOTAL FOR ALL EXAMINATIONS	**Program**	**119,305**	**84,456**	**71%**	**n/a**	**119,305**	**105,387**	**88%**	**n/a**
	Non-Program	**237,357**	**138,019**	**58%**	**n/a**	**237,357**	**164,767**	**69%**	**n/a**
	Total	**356,662**	**222,475**	**62%**	**n/a**	**356,662**	**270,154**	**76%**	**n/a**

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

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.)

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.

Title II year spans from August 1 to July 31.

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 (2020–2021 through 2022–2023)
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	5	2	40%	5	3	60%
	Non-Program	11	10	91%	11	10	91%
	Total	**16**	**12**	**75%**	**16**	**13**	**81%**
English 6–12	Program	1,325	798	60%	1,325	1,096	83%
	Non-Program	3,711	1,660	45%	3,711	2,339	63%
	Total	**5,036**	**2,458**	**49%**	**5,036**	**3,435**	**68%**
Middle Grades English 5–9	Program	257	91	35%	257	140	54%
	Non-Program	1,568	389	25%	1,568	623	40%
	Total	**1,825**	**480**	**26%**	**1,825**	**763**	**42%**
Prekindergarten/Primary (PK–3)	Program	1,347	726	54%	1,347	1,179	88%
	Non-Program	5,737	1,869	33%	5,737	3,426	60%
	Total	**7,084**	**2,595**	**37%**	**7,084**	**4,605**	**65%**
Elementary Education K–6	Program	6,405	2,661	42%	6,405	5,447	85%
	Non-Program	10,487	3,007	29%	10,487	5,707	54%
	Total	**16,892**	**5,668**	**34%**	**16,892**	**11,154**	**66%**
General Knowledge (GK)	Program	10,531	4,661	44%	10,531	8,621	82%
	Non-Program	15,731	5,117	33%	15,731	8,152	52%
	Total	**26,262**	**9,778**	**37%**	**26,262**	**16,773**	**64%**
Florida Educational Leadership Examination (FELE)	Program	2,303	990	43%	2,303	1,896	82%
	Non-Program	2,050	633	31%	2,050	1,304	64%
	Total	**4,353**	**1,623**	**37%**	**4,353**	**3,200**	**74%**

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

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.)

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.

Title II year spans from August 1 to July 31.

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 (2020–2021 through 2022–2023)
Program versus Non-Program

Examination	Program Type	2020–2021		2021–2022		2022–2023	
		Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	Program	50	40	33	33	30	28
	Non-Program	202	136	71	66	82	77
	Total	**252**	**176**	**104**	**99**	**112**	**105**
Art K–12	Program	351	291	181	169	125	111
	Non-Program	1,092	773	603	560	622	586
	Total	**1,443**	**1,064**	**784**	**729**	**747**	**697**
Biology 6–12	Program	632	524	293	272	204	185
	Non-Program	1,344	897	604	542	640	584
	Total	**1,976**	**1,421**	**897**	**814**	**844**	**769**
Business Education 6–12	Program	546	390	239	229	174	163
	Non-Program	1,540	983	565	521	665	627
	Total	**2,086**	**1,373**	**804**	**750**	**839**	**790**
Chemistry 6–12	Program	185	138	102	84	49	45
	Non-Program	489	306	181	163	183	173
	Total	**674**	**444**	**283**	**247**	**232**	**218**
Computer Science K–12	Program	353	259	105	91	94	83
	Non-Program	1,294	920	390	330	455	422
	Total	**1,647**	**1,179**	**495**	**421**	**549**	**505**
Deaf or Hard of Hearing K–12	Program	41	38	20	20	15	15
	Non-Program	130	76	74	71	43	42
	Total	**171**	**114**	**94**	**91**	**58**	**57**
Drama 6–12	Program	103	68	31	28	15	15
	Non-Program	322	190	109	98	115	109
	Total	**425**	**258**	**140**	**126**	**130**	**124**
Earth–Space Science 6–12	Program	182	127	45	43	36	34
	Non-Program	638	388	210	194	225	210
	Total	**820**	**515**	**255**	**237**	**261**	**244**
Educational Media Specialist PK–12	Program	143	90	54	53	54	50
	Non-Program	1,142	722	568	540	681	632
	Total	**1,285**	**812**	**622**	**593**	**735**	**682**
Elementary Ed K–6 Subtest 1: Lang Arts and Reading	Program	4,573	4,132	3,777	3,580	2,778	2,631
	Non-Program	8,521	6,457	6,246	5,647	6,253	5,703
	Total	**13,094**	**10,589**	**10,023**	**9,227**	**9,031**	**8,334**
Elementary Ed K–6 Subtest 2: Social Science	Program	4,410	3,965	3,547	3,354	2,809	2,665
	Non-Program	7,604	5,637	5,169	4,657	5,024	4,572
	Total	**12,014**	**9,602**	**8,716**	**8,011**	**7,833**	**7,237**
Elementary Ed K–6 Subtest 3: Science	Program	4,037	3,605	3,311	3,142	2,604	2,469
	Non-Program	7,586	5,603	5,265	4,724	5,139	4,700
	Total	**11,623**	**9,208**	**8,576**	**7,866**	**7,743**	**7,169**

Examination	Program Type	2020–2021		2021–2022		2022–2023	
		Registered	Tested	Registered	Tested	Registered	Tested
Elementary Ed K–6 Subtest 4: Mathematics	Program	4,699	4,215	3,637	3,412	2,653	2,498
	Non-Program	8,605	6,500	5,828	5,191	5,537	5,013
	Total	**13,304**	**10,715**	**9,465**	**8,603**	**8,190**	**7,511**
Engineering and Technology Education 6–12	Program	94	63	37	35	31	30
	Non-Program	331	212	141	136	115	110
	Total	**425**	**275**	**178**	**171**	**146**	**140**
English 6–12 Multiple-Choice Section	Program	965	796	555	506	405	377
	Non-Program	3,099	2,213	1,629	1,493	1,648	1,521
	Total	**4,064**	**3,009**	**2,184**	**1,999**	**2,053**	**1,898**
English 6–12 Written Performance Section	Program	1,017	856	509	459	337	314
	Non-Program	3,199	2,319	1,623	1,474	1,540	1,428
	Total	**4,216**	**3,175**	**2,132**	**1,933**	**1,877**	**1,742**
English to Speakers of Other Languages (ESOL) K–12	Program	930	655	386	348	263	236
	Non-Program	3,645	2,367	1,449	1,253	1,275	1,150
	Total	**4,575**	**3,022**	**1,835**	**1,601**	**1,538**	**1,386**
Exceptional Student Education K–12	Program	2,007	1,660	1,075	1,020	827	793
	Non-Program	7,730	5,755	4,426	4,113	5,018	4,691
	Total	**9,737**	**7,415**	**5,501**	**5,133**	**5,845**	**5,484**
Family and Consumer Science 6–12	Program	134	87	38	35	23	23
	Non-Program	583	336	171	154	168	159
	Total	**717**	**423**	**209**	**189**	**191**	**182**
French K–12	Program	30	29	15	15	5	5
	Non-Program	109	92	69	67	54	53
	Total	**139**	**121**	**84**	**82**	**59**	**58**
German K–12 Interview	Program	3	3	1	1	3	3
	Non-Program	13	8	5	4	5	2
	Total	**16**	**11**	**6**	**5**	**8**	**5**
German K–12 Written	Program	4	4	1	1	2	2
	Non-Program	16	9	7	6	5	3
	Total	**20**	**13**	**8**	**7**	**7**	**5**
Health K–12	Program	271	195	101	92	51	50
	Non-Program	1,037	632	392	353	404	381
	Total	**1,308**	**827**	**493**	**445**	**455**	**431**
Humanities K–12	Program	72	34	14	14	3	3
	Non-Program	270	108	31	24	36	32
	Total	**342**	**142**	**45**	**38**	**39**	**35**
Latin K–12	Program	9	8	8	7	0	0
	Non-Program	35	22	21	18	9	9
	Total	**44**	**30**	**29**	**25**	**9**	**9**
Marketing 6–12	Program	71	41	11	8	6	6
	Non-Program	285	151	58	54	80	72
	Total	**356**	**192**	**69**	**62**	**86**	**78**
Mathematics 6–12	Program	863	660	372	341	252	240
	Non-Program	2,337	1,543	996	902	964	896
	Total	**3,200**	**2,203**	**1,368**	**1,243**	**1,216**	**1,136**

Examination	Program Type	2020–2021		2021–2022		2022–2023	
		Registered	Tested	Registered	Tested	Registered	Tested
Middle Grades English 5–9 Multiple-Choice Section	Program	285	214	114	109	89	82
	Non-Program	1,369	954	830	749	903	828
	Total	**1,654**	**1,168**	**944**	**858**	**992**	**910**
Middle Grades English 5–9 Written Performance Section	Program	233	164	89	85	68	64
	Non-Program	1,285	887	665	598	707	648
	Total	**1,518**	**1,051**	**754**	**683**	**775**	**712**
Middle Grades General Science 5–9	Program	412	301	203	187	121	109
	Non-Program	1,887	1,323	830	758	945	870
	Total	**2,299**	**1,624**	**1,033**	**945**	**1,066**	**979**
Middle Grades Mathematics 5–9	Program	681	533	310	287	211	199
	Non-Program	3,523	2,579	1,996	1,837	1,966	1,830
	Total	**4,204**	**3,112**	**2,306**	**2,124**	**2,177**	**2,029**
Middle Grades Social Science 5–9	Program	286	214	124	110	70	63
	Non-Program	1,267	798	543	493	612	570
	Total	**1,553**	**1,012**	**667**	**603**	**682**	**633**
Music K–12	Program	438	392	261	246	157	152
	Non-Program	478	331	252	225	256	242
	Total	**916**	**723**	**513**	**471**	**413**	**394**
PK–3 Subtest 1: Developmental Knowledge	Program	794	671	515	484	343	323
	Non-Program	4,017	2,929	2,789	2,532	3,280	3,014
	Total	**4,811**	**3,600**	**3,304**	**3,016**	**3,623**	**3,337**
PK–3 Subtest 2: Language Arts and Reading	Program	1,029	880	693	647	449	422
	Non-Program	4,924	3,747	3,713	3,374	4,199	3,860
	Total	**5,953**	**4,627**	**4,406**	**4,021**	**4,648**	**4,282**
PK–3 Subtest 3: Mathematics	Program	904	774	566	533	399	373
	Non-Program	4,322	3,198	3,023	2,739	3,309	3,028
	Total	**5,226**	**3,972**	**3,589**	**3,272**	**3,708**	**3,401**
PK–3 Subtest 4: Science	Program	796	671	513	481	353	334
	Non-Program	3,999	2,902	2,636	2,386	2,990	2,737
	Total	**4,795**	**3,573**	**3,149**	**2,867**	**3,343**	**3,071**
Physical Education K–12	Program	571	442	290	274	170	165
	Non-Program	2,880	1,974	1,486	1,386	1,589	1,501
	Total	**3,451**	**2,416**	**1,776**	**1,660**	**1,759**	**1,666**
Physics 6–12	Program	117	88	49	46	42	37
	Non-Program	266	138	90	81	80	78
	Total	**383**	**226**	**139**	**127**	**122**	**115**
Preschool Education Birth–Age 4	Program	169	132	62	60	28	26
	Non-Program	859	526	326	300	311	296
	Total	**1,028**	**658**	**388**	**360**	**339**	**322**
Reading K–12	Program	3,116	2,627	1,043	943	638	577
	Non-Program	23,114	19,529	6,409	5,741	4,059	3,724
	Total	**26,230**	**22,156**	**7,452**	**6,684**	**4,697**	**4,301**
School Counseling PK–12	Program	327	228	176	164	129	124
	Non-Program	1,268	598	302	282	340	316
	Total	**1,595**	**826**	**478**	**446**	**469**	**440**

Examination	Program Type	2020–2021		2021–2022		2022–2023	
		Registered	Tested	Registered	Tested	Registered	Tested
School Psychologist PK–12	Program	123	101	77	76	90	89
	Non-Program	215	84	29	28	28	27
	Total	**338**	**185**	**106**	**104**	**118**	**116**
Social Science 6–12	Program	1,247	1,010	634	594	429	399
	Non-Program	3,621	2,422	1,608	1,442	1,657	1,517
	Total	**4,868**	**3,432**	**2,242**	**2,036**	**2,086**	**1,916**
Spanish K–12	Program	170	148	84	81	63	61
	Non-Program	1,222	1,076	724	686	823	789
	Total	**1,392**	**1,224**	**808**	**767**	**886**	**850**
Speech-Language Impaired K–12	Program	9	3	1	1	2	2
	Non-Program	112	60	19	18	18	18
	Total	**121**	**63**	**20**	**19**	**20**	**20**
Visually Impaired K–12	Program	39	33	22	21	10	10
	Non-Program	115	72	27	26	22	20
	Total	**154**	**105**	**49**	**47**	**32**	**30**
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**Program**	**38,521**	**32,599**	**24,324**	**22,821**	**17,709**	**16,685**
	Non-Program	**123,941**	**91,482**	**65,198**	**59,036**	**65,079**	**59,870**
	Total	**162,462**	**124,081**	**89,522**	**81,857**	**82,788**	**76,555**
Professional Education (PED)	**Program**	**10,177**	**9,067**	**7,111**	**6,702**	**5,868**	**5,615**
	Non-Program	**12,278**	**9,172**	**7,114**	**6,550**	**6,542**	**6,079**
	Total	**22,455**	**18,239**	**14,225**	**13,252**	**12,410**	**11,694**
GK Subtest 1: Essay	Program	9,221	8,339	4,819	4,470	2,479	2,296
	Non-Program	15,517	11,442	7,855	6,824	6,498	5,883
	Total	**24,738**	**19,781**	**12,674**	**11,294**	**8,977**	**8,179**
GK Subtest 2: English Language Skills (ELS)	Program	10,515	9,576	5,920	5,472	3,074	2,858
	Non-Program	17,047	12,796	9,033	7,893	7,938	7,216
	Total	**27,562**	**22,372**	**14,953**	**13,365**	**11,012**	**10,074**
GK Subtest 3: Reading	Program	11,557	10,570	6,638	6,193	3,498	3,258
	Non-Program	18,149	13,793	9,994	8,789	8,591	7,819
	Total	**29,706**	**24,363**	**16,632**	**14,982**	**12,089**	**11,077**
GK Subtest 4: Mathematics	Program	10,924	9,722	6,497	5,874	3,445	3,104
	Non-Program	18,068	13,182	9,983	8,425	8,277	7,341
	Total	**28,992**	**22,904**	**16,480**	**14,299**	**11,722**	**10,445**
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**Program**	**42,217**	**38,207**	**23,874**	**22,009**	**12,496**	**11,516**
	Non-Program	**68,781**	**51,213**	**36,865**	**31,931**	**31,304**	**28,259**
	Total	**110,998**	**89,420**	**60,739**	**53,940**	**43,800**	**39,775**

Examination	Program Type	2020–2021		2021–2022		2022–2023	
		Registered	Tested	Registered	Tested	Registered	Tested
FELE Subtest 1: Leadership for Student Learning	Program	1,341	1,287	1,270	1,205	866	828
	Non-Program	1,195	1,099	1,147	1,036	1,028	953
	Total	**2,536**	**2,386**	**2,417**	**2,241**	**1,894**	**1,781**
FELE Subtest 2: Organizational Development	Program	1,367	1,314	1,313	1,245	929	891
	Non-Program	1,180	1,091	1,149	1,040	1,030	954
	Total	**2,547**	**2,405**	**2,462**	**2,285**	**1,959**	**1,845**
FELE Subtest 3: Systems Leadership Multiple-Choice Section	Program	1,589	1,534	1,335	1,269	931	895
	Non-Program	1,253	1,164	1,195	1,084	1,056	985
	Total	**2,842**	**2,698**	**2,530**	**2,353**	**1,987**	**1,880**
FELE Subtest 3: Systems Leadership Written Performance Section	Program	1,378	1,332	1,360	1,296	932	895
	Non-Program	1,204	1,112	1,184	1,077	1,042	968
	Total	**2,582**	**2,444**	**2,544**	**2,373**	**1,974**	**1,863**
TOTAL FOR ALL FELE SUBTESTS	**Program**	**5,675**	**5,467**	**5,278**	**5,015**	**3,658**	**3,509**
	Non-Program	**4,832**	**4,466**	**4,675**	**4,237**	**4,156**	**3,860**
	Total	**10,507**	**9,933**	**9,953**	**9,252**	**7,814**	**7,369**
GRAND TOTAL FOR ALL EXAMINATIONS	**Program**	**96,590**	**85,340**	**60,587**	**56,547**	**39,731**	**37,325**
	Non-Program	**209,832**	**156,333**	**113,852**	**101,754**	**107,081**	**98,068**
	Total	**306,422**	**241,673**	**174,439**	**158,301**	**146,812**	**135,393**

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 (2020–2021 through 2022–2023)
Program versus Non-Program

Examinee Sample	Program Type	Examination	Examinee Count by Year		
			2020–2021	2021–2022	2022–2023
All Attempts	Program	SAE	18,770	20,213	17,851
		PED	4,881	5,837	5,615
		GK	5,440	12,622	11,516
		FELE	4,846	4,481	3,509
		TOTAL	**33,937**	**43,153**	**38,491**
	Non-Program	SAE	105,311	61,644	58,704
		PED	13,358	7,415	6,079
		GK	83,980	41,314	28,259
		FELE	5,087	4,771	3,860
		TOTAL	**207,736**	**115,144**	**96,902**
Unique Attempts	Program	SAE	9,248	7,851	6,900
		PED	4,017	4,560	4,250
		GK	1,611	3,627	3,223
		FELE	1,136	1,080	878
		TOTAL	**16,012**	**17,118**	**15,251**
	Non-Program	SAE	59,866	29,661	28,095
		PED	11,138	5,563	4,623
		GK	21,145	11,292	8,051
		FELE	1,240	1,165	978
		TOTAL	**93,389**	**47,681**	**41,747**
Retake Attempts	Program	SAE	5,777	7,489	7,044
		PED	1,588	2,052	2,107
		GK	2,754	6,063	5,195
		FELE	1,733	1,538	1,230
		TOTAL	**11,852**	17,142	**15,576**
	Non-Program	SAE	25,562	20,451	19,210
		PED	3,762	3,266	2,724
		GK	28,721	15,745	10,292
		FELE	1,507	1,588	1,307
		TOTAL	**59,552**	**41,050**	**33,533**
Unique Retake Attempts	Program	SAE	2,772	3,209	2,882
		PED	1,112	1,352	1,309
		GK	1,108	2,395	2,052
		FELE	663	634	513
		TOTAL	**5,655**	**7,590**	**6,756**
	Non-Program	SAE	13,997	10,382	9,830
		PED	2,664	2,068	1,708
		GK	10,651	6,180	4,261
		FELE	605	608	516
		TOTAL	**27,917**	**19,238**	**16,315**

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 (2020–2023)

Examinee Sample	Examination	Examinee Count by Year			
		2020	2021	2022	2023
All Attempts	Subject Area Examinations	90,746	106,872	79,389	75,212
	Professional Education (PED)	14,900	15,636	12,899	10,267
	General Knowledge	65,789	76,884	47,524	36,100
	FELE	7,164	9,989	7,961	7,692
	TOTAL	**178,599**	**209,381**	**147,773**	**129,271**
Unique Attempts	Subject Area Examinations	49,722	57,039	35,990	34,930
	Professional Education (PED)	12,717	12,803	9,819	8,134
	General Knowledge	18,126	20,368	13,320	10,534
	FELE	1,872	2,423	1,982	1,881
	TOTAL	**82,437**	**92,633**	**61,111**	**55,479**
Retake Attempts	Subject Area Examinations	22,739	30,333	27,005	25,881
	Professional Education (PED)	3,943	5,100	5,369	3,991
	General Knowledge	23,595	28,517	18,989	13,291
	FELE	2,463	3,298	2,780	2,586
	TOTAL	**52,740**	**67,248**	**54,143**	**45,749**
Unique Retake Attempts	Subject Area Examinations	12,028	15,888	13,104	12,722
	Professional Education (PED)	2,864	3,616	3,437	2,679
	General Knowledge	9,333	11,020	7,541	5,607
	FELE	1,043	1,303	1,104	1,056
	TOTAL	**25,268**	**31,827**	**25,186**	**22,064**

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 2023															
Registered	661	824	884	850	**3,219**		129	132	137	129	**527**		**912**		**4,658**
Tested	601	750	813	766	**2,930**		125	128	132	124	**509**		**874**		**4,313**
FEBRUARY 2023															
Registered	782	934	982	994	**3,692**		121	133	133	131	**518**		**1,064**		**5,274**
Tested	722	876	913	912	**3,423**		115	126	126	124	**491**		**1,019**		**4,933**
MARCH 2023															
Registered	1,083	1,322	1,399	1,375	**5,179**		220	226	218	225	**889**		**1,632**		**7,700**
Tested	1,004	1,219	1,305	1,272	**4,800**		206	215	207	213	**841**		**1,551**		**7,192**
APRIL 2023															
Registered	842	1,031	1,140	1,126	**4,139**		173	187	183	184	**727**		**1,308**		**6,174**
Tested	763	946	1,049	1,009	**3,767**		162	176	171	172	**681**		**1,249**		**5,697**
MAY 2023															
Registered	660	807	903	914	**3,284**		157	163	170	174	**664**		**1,089**		**5,037**
Tested	588	728	820	791	**2,927**		153	159	166	170	**648**		**1,014**		**4,589**
JUNE 2023															
Registered	723	889	1,049	975	**3,636**		189	206	218	207	**820**		**1,033**		**5,489**
Tested	675	822	965	870	**3,332**		183	200	214	202	**799**		**981**		**5,112**
JULY 2023															
Registered	733	887	1,021	939	**3,580**		246	263	274	252	**1,035**		**952**		**5,567**
Tested	667	820	956	836	**3,279**		230	247	261	241	**979**		**893**		**5,151**
AUGUST 2023															
Registered	452	604	660	639	**2,355**		135	145	145	144	**569**		**561**		**3,485**
Tested	403	545	605	573	**2,126**		126	138	136	135	**535**		**531**		**3,192**
SEPTEMBER 2023															
Registered	465	560	607	666	**2,298**		129	135	149	139	**552**		**620**		**3,470**
Tested	395	486	525	533	**1,939**		122	127	138	127	**514**		**550**		**3,003**
OCTOBER 2023															
Registered	564	715	706	699	**2,684**		92	90	98	92	**372**		**589**		**3,645**
Tested	527	665	661	651	**2,504**		90	87	95	90	**362**		**575**		**3,441**
NOVEMBER 2023															
Registered	623	755	787	780	**2,945**		157	176	171	163	**667**		**551**		**4,163**
Tested	587	710	739	716	**2,752**		149	168	162	156	**635**		**521**		**3,908**
DECEMBER 2023															
Registered	535	656	669	665	**2,525**		169	174	199	174	**716**		**540**		**3,781**
Tested	493	604	618	606	**2,321**		164	169	195	170	**698**		**509**		**3,528**
2023 TOTALS															
Registered	8,123	9,984	10,807	10,622	**39,536**		1,917	2,030	2,095	2,014	**8,056**		**10,851**		**58,443**
Tested	7,425	9,171	9,969	9,535	**36,100**		1,825	1,940	2,003	1,924	**7,692**		**10,267**		**54,059**

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 2023 Registered	January 2023 Tested	February 2023 Registered	February 2023 Tested	March 2023 Registered	March 2023 Tested
Agriculture 6–12	6	6	8	8	10	10
Art K–12	59	57	52	49	76	73
Biology 6–12	42	40	67	59	92	86
Business Education 6–12	58	56	55	55	103	101
Chemistry 6–12	18	16	16	16	26	24
Computer Science K–12	9	8	8	8	41	36
Deaf or Hard of Hearing K–12	4	4	3	3	8	8
Drama 6–12	10	9	8	7	15	15
Earth/Space Science 6–12	13	13	14	13	24	22
Educational Media Specialist PK–12	48	45	50	47	102	94
Elementary Education K–6 Subtest 1: Lang Arts and Reading	561	528	666	614	950	867
Elementary Education K–6 Subtest 2: Social Science	511	479	572	532	852	782
Elementary Education K–6 Subtest 3: Science	517	488	584	543	848	781
Elementary Education K–6 Subtest 4: Mathematics	536	504	607	560	898	824
Engineering and Technology Education 6–12	8	8	10	9	17	16
English 6–12 Multiple-Choice Section	134	128	152	145	228	216
English 6–12 Written Performance Section	130	122	134	129	217	206
English to Speakers of Other Languages (ESOL) K–12	92	84	119	107	167	152
Exceptional Student Education K–12	358	334	386	364	629	589
Family and Consumer Science 6–12	9	9	11	11	24	23
French K–12	3	3	7	7	5	5
German K–12 Interview	1	1	1	1	1	1
German K–12 Written	1	1	*	*	1	1
Health K–12	26	24	23	23	58	53
Humanities K–12	3	3	2	2	5	4
Latin K–12	1	1	*	*	*	*
Marketing 6–12	5	5	7	7	5	4
Mathematics 6–12	59	58	103	98	145	136
Middle Grades English 5–9 Multiple-Choice Section	56	51	75	70	106	95
Middle Grades English 5–9 Written Performance Section	50	46	60	58	82	74
Middle Grades General Science 5–9	71	65	76	72	129	122
Middle Grades Mathematics 5–9	109	103	121	119	253	241
Middle Grades Social Science 5–9	41	41	46	45	68	64
Music K–12	15	12	31	31	38	34
PK–3 Subtest 1: Developmental Knowledge	206	193	245	225	385	360
PK–3 Subtest 2: Language Arts and Reading	267	251	306	275	484	452
PK–3 Subtest 3: Mathematics	219	202	259	239	395	366
PK–3 Subtest 4: Science	199	189	229	209	358	334
Physical Education K–12	123	117	123	117	176	167
Physics 6–12	7	7	7	6	12	12
Preschool Education Birth–Age 4	27	27	13	12	35	34
Reading K–12	245	225	284	262	450	419
School Counseling PK–12	22	19	32	30	57	53
School Psychologist PK–12	10	9	14	14	17	17
Social Science 6–12	138	128	154	150	251	237
Spanish K–12	53	53	54	52	92	88
Speech-Language Impaired K–12	3	3	1	1	6	6
Visually Impaired K–12	4	4	3	2	4	4
TOTAL	**5,087**	**4,779**	**5,798**	**5,406**	**8,945**	**8,308**

Examination	April 2023		May 2023		June 2023	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	11	11	8	8	12	10
Art K–12	69	65	85	79	80	75
Biology 6–12	86	81	107	96	120	112
Business Education 6–12	74	71	77	74	113	108
Chemistry 6–12	24	23	31	31	30	30
Computer Science K–12	50	45	120	117	102	94
Deaf or Hard of Hearing K–12	8	8	6	6	4	4
Drama 6–12	10	10	15	15	15	14
Earth/Space Science 6–12	29	26	26	25	32	30
Educational Media Specialist PK–12	104	97	101	95	76	73
Elementary Education K–6 Subtest 1: Lang Arts and Reading	866	818	868	808	946	879
Elementary Education K–6 Subtest 2: Social Science	742	697	727	671	793	739
Elementary Education K–6 Subtest 3: Science	730	695	726	676	808	754
Elementary Education K–6 Subtest 4: Mathematics	781	731	760	705	820	759
Engineering and Technology Education 6–12	16	16	23	23	25	25
English 6–12 Multiple-Choice Section	206	193	202	182	254	233
English 6–12 Written Performance Section	175	163	193	180	228	210
English to Speakers of Other Languages (ESOL) K–12	170	154	169	155	222	203
Exceptional Student Education K–12	633	597	617	587	750	708
Family and Consumer Science 6–12	18	17	25	24	27	23
French K–12	5	5	5	5	4	4
German K–12 Interview	*	*	*	*	2	0
German K–12 Written	*	*	*	*	2	0
Health K–12	60	57	53	52	48	46
Humanities K–12	3	3	1	1	7	6
Latin K–12	2	2	*	*	3	3
Marketing 6–12	15	11	8	7	13	12
Mathematics 6–12	116	106	107	101	148	146
Middle Grades English 5–9 Multiple-Choice Section	131	118	93	85	111	105
Middle Grades English 5–9 Written Performance Section	95	83	70	65	89	86
Middle Grades General Science 5–9	122	113	91	85	143	133
Middle Grades Mathematics 5–9	242	221	257	245	274	255
Middle Grades Social Science 5–9	67	58	81	77	88	85
Music K–12	36	34	34	32	46	46
PK–3 Subtest 1: Developmental Knowledge	356	324	366	343	478	453
PK–3 Subtest 2: Language Arts and Reading	448	415	477	440	580	544
PK–3 Subtest 3: Mathematics	368	340	360	341	458	424
PK–3 Subtest 4: Science	328	303	333	307	415	384
Physical Education K–12	184	174	163	159	217	200
Physics 6–12	10	9	12	12	20	19
Preschool Education Birth–Age 4	37	35	25	24	57	55
Reading K–12	486	460	455	421	657	619
School Counseling PK–12	59	59	44	43	54	48
School Psychologist PK–12	15	14	13	13	11	11
Social Science 6–12	204	189	197	179	244	222
Spanish K–12	97	91	90	87	99	97
Speech-Language Impaired K–12	2	2	*	*	4	4
Visually Impaired K–12	4	4	6	5	6	6
TOTAL	**8,294**	**7,748**	**8,227**	**7,686**	**9,735**	**9,096**

Examination	July 2023		August 2023		September 2023	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	15	14	4	3	7	7
Art K–12	101	95	46	41	43	39
Biology 6–12	95	86	51	49	33	27
Business Education 6–12	105	100	51	48	48	42
Chemistry 6–12	31	30	13	13	12	11
Computer Science K–12	120	115	27	22	19	12
Deaf or Hard of Hearing K–12	4	4	2	2	4	4
Drama 6–12	18	18	8	6	*	*
Earth/Space Science 6–12	34	32	13	10	17	17
Educational Media Specialist PK–12	65	63	44	43	44	37
Elementary Education K–6 Subtest 1: Lang Arts and Reading	1,034	961	591	555	658	587
Elementary Education K–6 Subtest 2: Social Science	830	773	477	443	532	477
Elementary Education K–6 Subtest 3: Science	812	764	466	432	475	425
Elementary Education K–6 Subtest 4: Mathematics	863	814	511	468	513	453
Engineering and Technology Education 6–12	17	16	12	12	9	8
English 6–12 Multiple-Choice Section	229	210	122	107	136	119
English 6–12 Written Performance Section	206	190	121	107	137	119
English to Speakers of Other Languages (ESOL) K–12	209	198	81	71	86	65
Exceptional Student Education K–12	769	744	343	323	434	389
Family and Consumer Science 6–12	26	25	10	10	9	8
French K–12	5	5	4	4	5	5
German K–12 Interview	1	0	2	2	1	1
German K–12 Written	1	1	2	2	1	1
Health K–12	49	49	27	26	26	24
Humanities K–12	5	5	3	1	4	4
Latin K–12	*	*	1	1	*	*
Marketing 6–12	13	13	5	5	5	4
Mathematics 6–12	154	147	74	69	80	59
Middle Grades English 5–9 Multiple-Choice Section	132	126	67	66	47	40
Middle Grades English 5–9 Written Performance Section	96	91	44	42	35	32
Middle Grades General Science 5–9	135	125	59	53	50	43
Middle Grades Mathematics 5–9	294	280	152	143	134	117
Middle Grades Social Science 5–9	86	83	58	54	43	36
Music K–12	39	36	40	39	56	54
PK–3 Subtest 1: Developmental Knowledge	435	411	233	215	252	215
PK–3 Subtest 2: Language Arts and Reading	590	560	309	275	322	271
PK–3 Subtest 3: Mathematics	449	420	263	241	250	213
PK–3 Subtest 4: Science	389	363	208	191	210	175
Physical Education K–12	222	212	145	139	104	93
Physics 6–12	22	21	9	6	4	4
Preschool Education Birth–Age 4	42	38	22	20	23	20
Reading K–12	701	666	257	233	261	217
School Counseling PK–12	50	46	16	15	26	25
School Psychologist PK–12	12	12	5	4	10	9
Social Science 6–12	249	230	137	126	118	96
Spanish K–12	124	115	66	64	81	74
Speech-Language Impaired K–12	1	1	1	1	5	5
Visually Impaired K–12	1	1	1	1	2	2
TOTAL	**9,880**	**9,309**	**5,203**	**4,803**	**5,371**	**4,685**

Examination	October 2023		November 2023		December 2023	
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	9	9	9	9	10	10
Art K–12	35	33	50	46	32	30
Biology 6–12	45	45	32	29	35	34
Business Education 6–12	36	33	41	39	41	40
Chemistry 6–12	5	4	8	7	3	2
Computer Science K–12	7	7	7	7	12	11
Deaf or Hard of Hearing K–12	6	6	9	7	1	1
Drama 6–12	9	9	13	13	6	5
Earth/Space Science 6–12	10	9	13	12	9	9
Educational Media Specialist PK–12	19	18	32	32	37	34
Elementary Education K–6 Subtest 1: Lang Arts and Reading	591	552	618	572	568	522
Elementary Education K–6 Subtest 2: Social Science	512	483	514	483	440	410
Elementary Education K–6 Subtest 3: Science	440	413	487	457	415	386
Elementary Education K–6 Subtest 4: Mathematics	465	434	495	455	413	382
Engineering and Technology Education 6–12	6	5	5	5	9	9
English 6–12 Multiple-Choice Section	111	105	117	105	130	117
English 6–12 Written Performance Section	105	100	108	97	127	119
English to Speakers of Other Languages (ESOL) K–12	80	77	85	79	75	68
Exceptional Student Education K–12	323	308	364	351	427	405
Family and Consumer Science 6–12	13	13	13	13	9	9
French K–12	2	2	4	4	6	6
German K–12 Interview	1	1	*	*	*	*
German K–12 Written	*	*	*	*	1	1
Health K–12	21	21	30	27	25	23
Humanities K–12	2	1	3	3	2	2
Latin K–12	1	0	1	1	1	1
Marketing 6–12	1	1	8	7	1	0
Mathematics 6–12	58	57	57	52	67	61
Middle Grades English 5–9 Multiple-Choice Section	51	51	74	66	60	59
Middle Grades English 5–9 Written Performance Section	38	38	45	42	50	49
Middle Grades General Science 5–9	43	40	67	64	64	64
Middle Grades Mathematics 5–9	107	98	98	94	95	89
Middle Grades Social Science 5–9	31	28	31	29	35	35
Music K–12	36	34	32	29	20	18
PK–3 Subtest 1: Developmental Knowledge	195	176	242	224	219	197
PK–3 Subtest 2: Language Arts and Reading	263	244	294	272	260	239
PK–3 Subtest 3: Mathematics	195	181	226	213	220	205
PK–3 Subtest 4: Science	168	155	187	173	205	183
Physical Education K–12	111	108	100	92	99	97
Physics 6–12	6	6	8	7	5	5
Preschool Education Birth–Age 4	23	21	26	25	27	26
Reading K–12	189	171	236	218	283	263
School Counseling PK–12	37	32	23	23	23	21
School Psychologist PK–12	16	15	7	7	12	11
Social Science 6–12	108	102	134	121	107	98
Spanish K–12	58	52	64	61	51	48
Speech-Language Impaired K–12	1	1	*	*	2	2
Visually Impaired K–12	5	5	5	5	6	5
TOTAL	**4,594**	**4,304**	**5,022**	**4,677**	**4,745**	**4,411**

*No examinees tested.

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
Longitudinal Summary Data by Examination Count (2020–2023)

Examination	2020 Registered	2020 Tested	2021 Registered	2021 Tested	2022 Registered	2022 Tested	2023 Registered	2023 Tested
Agriculture 6–12	165	126	203	158	105	97	109	105
Art K–12	921	763	1,179	904	767	713	728	682
Biology 6–12	1,275	1,044	1,576	1,165	856	779	805	744
Business Education 6–12	1,438	1,064	1,567	1,101	821	765	802	767
Chemistry 6–12	368	283	573	386	251	221	217	207
Computer Science K–12	842	663	1,335	981	452	396	522	482
Deaf or Hard of Hearing K–12	148	125	131	94	77	74	59	57
Drama 6–12	248	180	321	198	146	134	127	121
Earth/Space Science 6–12	499	355	657	455	256	239	234	218
Educational Media Specialist PK–12	711	513	1,010	684	701	659	722	678
Elementary Education K–6 Subtest 1: Lang Arts and Reading	9,607	8,254	11,924	9,972	9,560	8,843	8,917	8,263
Elementary Education K–6 Subtest 2: Social Science	8,762	7,508	10,655	8,825	8,468	7,825	7,502	6,969
Elementary Education K–6 Subtest 3: Science	8,471	7,203	10,407	8,573	8,264	7,604	7,308	6,814
Elementary Education K–6 Subtest 4: Mathematics	9,983	8,586	11,698	9,702	9,022	8,212	7,662	7,089
Engineering and Technology Education 6–12	222	169	361	255	149	141	157	152
English 6–12 Multiple-Choice Section	2,928	2,362	3,344	2,612	2,139	1,966	2,021	1,860
English 6–12 Written Performance Section	3,091	2,536	3,378	2,642	2,038	1,867	1,881	1,742
English to Speakers of Other Languages (ESOL) K–12	2,765	2,052	3,520	2,438	1,689	1,485	1,555	1,413
Exceptional Student Education K–12	6,920	5,729	8,056	6,439	5,450	5,096	6,033	5,699
Family and Consumer Science 6–12	441	308	550	349	190	177	194	185
French K–12	92	81	105	95	89	86	55	55
German K–12 Interview	16	10	13	9	5	5	10	7
German K–12 Written	18	13	15	11	8	7	9	7
Health K–12	873	652	1,004	676	468	433	446	425
Humanities K–12	172	88	262	119	43	36	40	35
Latin K–12	19	15	39	28	26	23	10	9
Marketing 6–12	186	126	269	144	66	62	86	76
Mathematics 6–12	2,028	1,588	2,589	1,863	1,324	1,216	1,168	1,090
Middle Grades English 5–9 Multiple-Choice Section	1,196	937	1,359	1,021	957	874	1,003	932
Middle Grades English 5–9 Written Performance Section	1,052	808	1,227	899	769	704	754	706
Middle Grades General Science 5–9	1,424	1,092	1,881	1,403	1,030	948	1,050	979
Middle Grades Mathematics 5–9	2,840	2,321	3,469	2,681	2,293	2,127	2,136	2,005
Middle Grades Social Science 5–9	952	688	1,253	873	676	613	675	635
Music K–12	675	560	709	581	495	463	423	399
PK–3 Subtest 1: Developmental Knowledge	3,404	2,775	4,142	3,266	3,377	3,101	3,612	3,336
PK–3 Subtest 2: Language Arts and Reading	4,405	3,684	5,209	4,237	4,454	4,096	4,600	4,238
PK–3 Subtest 3: Mathematics	3,798	3,124	4,486	3,573	3,603	3,310	3,662	3,385
PK–3 Subtest 4: Science	3,408	2,762	4,072	3,201	3,217	2,960	3,229	2,966
Physical Education K–12	2,592	2,028	2,673	1,996	1,802	1,699	1,767	1,675
Physics 6–12	198	141	314	195	136	126	122	114
Preschool Education Birth–Age 4	674	504	775	516	386	364	357	337

Examination	2020 Registered	2020 Tested	2021 Registered	2021 Tested	2022 Registered	2022 Tested	2023 Registered	2023 Tested
Reading K–12	14,571	12,628	19,575	16,697	6,071	5,504	4,504	4,174
School Counseling PK–12	980	626	1,173	663	488	459	443	414
School Psychologist PK–12	237	169	255	153	92	91	142	136
Social Science 6–12	3,275	2,570	3,919	2,900	2,131	1,960	2,041	1,878
Spanish K–12	911	808	1,112	1,011	820	783	929	882
Speech–Language Impaired K–12	65	42	90	45	15	14	26	26
Visually Impaired K–12	113	83	108	83	34	32	47	44
TOTAL FOR ALL SUBJECT AREA EXAMINATIONS	**109,979**	**90,746**	**134,542**	**106,872**	**86,276**	**79,389**	**80,901**	**75,212**
Professional Education (PED)	**17,065**	**14,900**	**18,684**	**15,636**	**13,778**	**12,899**	**10,851**	**10,267**
GK Subtest 1: Essay	18,082	15,132	20,008	16,431	11,003	9,973	8,123	7,425
GK Subtest 2: English Language Skills (ELS)	19,777	16,632	23,178	19,346	13,007	11,800	9,984	9,171
GK Subtest 3: Reading	21,170	17,993	25,079	21,107	14,432	13,152	10,807	9,969
GK Subtest 4: Mathematics	19,494	16,032	24,725	20,000	14,281	12,603	10,622	9,535
TOTAL FOR ALL GENERAL KNOWLEDGE SUBTESTS	**78,523**	**65,789**	**92,990**	**76,884**	**52,723**	**47,528**	**39,536**	**36,100**
FELE Subtest 1: Leadership for Student Learning	1,838	1,731	2,606	2,420	2,074	1,936	1,917	1,825
FELE Subtest 2: Organizational Development	1,817	1,716	2,591	2,411	2,128	1,986	2,030	1,940
FELE Subtest 3: Systems Leadership Multiple–Choice Section	2,058	1,955	2,807	2,628	2,162	2,022	2,095	2,003
FELE Subtest 3: Systems Leadership Written Performance Section	1,869	1,762	2,699	2,530	2,157	2,017	2,014	1,924
TOTAL FOR ALL FELE SUBTESTS	**7,582**	**7,164**	**10,703**	**9,989**	**8,521**	**7,961**	**8,056**	**7,692**
GRAND TOTAL FOR ALL EXAMINATIONS	**213,149**	**178,599**	**256,919**	**209,381**	**161,298**	**147,777**	**139,344**	**129,271**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site (2023)

State and Center Type	Center Code	Test Center	Registered	Tested
	65522	Daytona State College	2,165	2,044
	24629	FL State College at Jacksonville - Downtown Campus	736	680
	65319	Florida Atlantic University	3,348	3,092
	66190	Florida Gateway College	1,380	1,314
	66582	Florida Gulf Coast University	2,171	2,053
	77576	Florida International University	414	377
	66016	Florida State College At Jacksonville-Deerwood	1,741	1,638
	67355	Florida State College at Jacksonville	1,029	975
	58099	Gulf Coast State College	701	667
	66861	Miami Dade College - Kendall Campus	2,665	2,338
Florida (Non-Pearson)	66889	Miami Dade College - North Campus	1,449	1,323
	66912	Miami Dade College - Wolfson Campus	818	721
	66894	Miami Dade college - Eduardo J Padron Campus	721	653
	54993	Northwest Florida State College	2,573	2,454
	70017	Palm Beach State College - Lake Worth Campus	3,752	3,509
	49953	Pensacola State College	961	890
	65784	School Board of Alachua County	644	600
	54015	South Florida State College	636	611
	55331	The College of the Florida Keys	329	311
	66311	University of Central Florida/Univ Testing Center	3,677	3,479
	65655	University of South Florida	9,032	8,521
Florida (Non-Pearson)		**State and Center Type Total**	**40,942**	**38,250**
	46994	Gainesville FL	928	867
	46995	Jacksonville FL	681	654
	51883	Boynton Beach FL	4,242	3,893
	51885	Fort Myers FL	6,498	6,009
	53083	Ft Lauderdale (33rd Ave)	3,553	3,236
	52075	Ft Lauderdale NW 10th Terr	2,901	2,647
	51887	Gainesville FL	3,546	3,325
	51888	Hollywood FL	3,732	3,336
	51889	Jacksonville FL	6,734	6,311
	51890	Lake Mary FL	4,887	4,488
Florida (Pearson)	51891	Lakeland FL	3,902	3,619
	51892	Melbourne FL	5,274	4,941
	51893	Miami FL	3,416	3,054
	51894	Orlando FL	12,010	11,126
	51895	Ormond Beach FL	1,776	1,649
	51896	Pensacola FL	2,958	2,803
	51897	Sarasota FL	4,258	3,987
	52808	South Miami FL	3,861	3,497
	51898	St Petersburg FL	3,680	3,432
	51899	Tallahassee FL	3,852	3,633
	51900	Tampa FL	6,309	5,855
Florida (Pearson)		**State and Center Type Total**	**88,998**	**82,362**
	46960	Birmingham (Hwy 31) AL	42	38
	46962	Decatur AL	41	39
Alabama (Pearson)	46961	Dothan AL	867	823
	46963	Mobile AL	131	122
	46964	Montgomery AL	64	51
Alabama (Pearson)		**State and Center Type Total**	**1,145**	**1,073**
Alaska (Pearson)	46959	Anchorage AK	37	36
Alaska (Pearson)		**State and Center Type Total**	**37**	**36**
	46969	Chandler AZ	11	11
Arizona (Pearson)	46970	Phoenix AZ	16	10
	46971	Tucson AZ	8	7
Arizona (Pearson)		**State and Center Type Total**	**35**	**28**

State and Center Type	Center Code	Test Center	Registered	Tested
	46966	Little Rock AR	5	5
Arkansas (Pearson)	46965	Fort Smith AR	8	5
	51865	Little Rock AR	2	2
Arkansas (Pearson)		**State and Center Type Total**	**15**	**12**
	46972	Anaheim CA	23	20
	63105	Daly City CA	30	30
	63106	Fairfield CA	17	12
	46974	Gardena (LA) CA	42	35
	63103	Lake Forest (LA) CA	7	7
	46975	Oakland CA	16	16
	46976	Ontario (LA) CA	2	2
	46977	Pasadena (LA) CA	28	28
	46978	Redding CA	10	10
	63104	Redlands (LA) CA	4	4
California (Pearson)	46979	Roseville (Sacramento)	15	15
	56133	Sacramento CA	23	21
	54866	San Diego (North) CA	11	9
	46980	San Diego CA	26	26
	56132	San Dimas (LA)	26	22
	46981	San Francisco	18	18
	46982	San Jose (Milpitas) CA	27	24
	63107	San Marcos CA	15	15
	46983	Santa Maria CA	12	11
	63108	Visalia CA	9	9
	46984	Westlake Village (LA)	5	5
California (Pearson)		**State and Center Type Total**	**366**	**339**
	46987	Colorado Springs CO	16	14
	51873	Grand Junction CO	7	7
	51874	Greeley CO	20	18
Colorado (Pearson)	46986	Greenwood Village (Denver)	24	19
	46985	Westminster (Denver N)	19	19
	51878	Wheat Ridge CO	37	27
Colorado (Pearson)		**State and Center Type Total**	**123**	**104**
	54862	Norwalk CT	39	35
Connecticut (Pearson)	46989	Wallingford (New Haven)	20	20
	46988	Wethersfield (Hartford)	30	30
Connecticut (Pearson)		**State and Center Type Total**	**89**	**85**
Delaware (Pearson)	46991	Dover DE	11	11
	46992	Newark (Wilmington) DE	3	2
Delaware (Pearson)		**State and Center Type Total**	**14**	**13**
District of Columbia (Pearson)	46990	Washington DC	45	41
District of Columbia (Pearson)		**State and Center Type Total**	**45**	**41**
	47001	Albany GA	28	26
	51903	Atlanta (NW) GA	237	217
	47003	Atlanta (North) GA	156	142
Georgia (Pearson)	47002	Atlanta (Stockbridge)	162	155
	47004	Augusta GA	172	165
	47005	Macon GA	32	26
	47006	Savannah GA	53	48
Georgia (Pearson)		**State and Center Type Total**	**840**	**779**
Hawaii (Pearson)	47008	Honolulu HI	19	19
Hawaii (Pearson)		**State and Center Type Total**	**19**	**19**
Idaho (Pearson)	51908	Pocatello ID	11	11
Idaho (Pearson)		**State and Center Type Total**	**11**	**11**

State and Center Type	Center Code	Test Center	Registered	Tested
Illinois (Pearson)	65597	Buffalo Grove IL	55	49
	53460	Chicago (Wacker Drive)	40	31
	54559	Chicago Financial District	14	9
	47013	Marion IL	510	480
	51910	Oak Brook IL	263	238
	47014	Peoria IL	542	490
	47015	Schaumburg (Chicago NW)	27	27
	51912	Schaumburg (Woodfield)	57	49
	47016	Springfield IL	796	755
Illinois (Pearson)		**State and Center Type Total**	**2,304**	**2,128**
Indiana (Pearson)	47020	Indianapolis IN	2	2
	47171	Evansville IN	113	113
	47018	Fort Wayne IN	2	2
	54865	Indianapolis (West)	3	3
	51914	Indianapolis IN	21	19
	47019	Merrillville IN	38	31
	47021	Terre Haute IN	247	234
Indiana (Pearson)		**State and Center Type Total**	**426**	**404**
Iowa (Pearson)	47010	Coralville (Iowa City)	27	24
	47169	Davenport (Quad Cities)	121	110
	47009	West Des Moines IA	17	17
Iowa (Pearson)		**State and Center Type Total**	**165**	**151**
Kansas (Pearson)	67566	Overland Park KS	23	23
	47172	Topeka KS	17	17
	47173	Wichita KS	19	19
Kansas (Pearson)		**State and Center Type Total**	**59**	**59**
Kentucky (Pearson)	47174	Lexington KY	17	17
	47022	Louisville KY	4	4
Kentucky (Pearson)		**State and Center Type Total**	**21**	**21**
Louisiana (Pearson)	47023	Baton Rouge LA	5	5
	47024	Metairie LA	2	2
	47025	Shreveport LA	2	2
Louisiana (Pearson)		**State and Center Type Total**	**9**	**9**
Maine (Pearson)	47035	Bangor ME	7	6
	47175	Westbrook (Portland)	23	21
Maine (Pearson)		**State and Center Type Total**	**30**	**27**
Maryland (Pearson)	47031	Baltimore MD	20	16
	47032	Bethesda MD	18	18
	47033	Columbia MD	1	1
	47034	Salisbury MD	12	12
Maryland (Pearson)		**State and Center Type Total**	**51**	**47**
Massachusetts (Pearson)	53457	Boston (Back Bay)	17	17
	47026	Boston MA	20	20
	47027	Lexington MA	9	9
	51922	North Dartmouth MA	9	9
	47028	Springfield MA	12	11
	65598	Wellesley MA	14	14
	51924	Woburn MA	30	30
	47029	Worcester MA	10	9
Massachusetts (Pearson)		**State and Center Type Total**	**121**	**119**
Michigan (Pearson)	47036	Ann Arbor MI	50	50
	47176	East Lansing MI	14	14
	47037	Grand Rapids MI	32	28
	47039	Southfield MI	11	10
	47040	Troy (Detroit) MI	22	22
Michigan (Pearson)		**State and Center Type Total**	**129**	**124**

State and Center Type	Center Code	Test Center	Registered	Tested
Minnesota (Pearson)	48623	Bloomington (MPLS)	10	10
	47043	Brooklyn Park (MPLS)	6	6
	47042	Eagan (Minneapolis SE)	7	6
	47041	Hermantown (Duluth) MN	2	2
	47044	Rochester MN	10	10
	66806	St Paul MN	22	18
Minnesota (Pearson)		**State and Center Type Total**	**57**	**52**
Mississippi (Pearson)	47049	Jackson MS	1	1
	47050	Tupelo MS	11	11
Mississippi (Pearson)		**State and Center Type Total**	**12**	**12**
Missouri (Pearson)	47045	Columbia MO	10	7
	47046	Kansas City MO	6	6
	56134	Kansas City MO (East)	13	13
	47048	St Louis MO	81	78
	54861	St Louis South	67	61
Missouri (Pearson)		**State and Center Type Total**	**177**	**165**
Montana (Pearson)	47051	Billings MT	38	38
	47052	Helena MT	2	2
Montana (Pearson)		**State and Center Type Total**	**40**	**40**
Nebraska (Pearson)	47061	Lincoln NE	18	17
	47063	Omaha NE	19	18
Nebraska (Pearson)		**State and Center Type Total**	**37**	**35**
Nevada (Pearson)	51951	Las Vegas (South) NV	12	12
	47070	Las Vegas NV	6	4
	47071	Reno NV	5	5
Nevada (Pearson)		**State and Center Type Total**	**23**	**21**
New Hampshire (Pearson)	47064	Concord NH	18	16
New Hampshire (Pearson)		**State and Center Type Total**	**18**	**16**
New Jersey (Pearson)	47065	Atlantic City NJ	53	48
	66809	Jersey City NJ	32	28
	47068	Lyndhurst NJ	45	40
	47066	Piscataway NJ	29	28
	47067	Princeton (Trenton) NJ	50	44
New Jersey (Pearson)		**State and Center Type Total**	**209**	**188**
New Mexico (Pearson)	47069	Albuquerque NM	14	7
New Mexico (Pearson)		**State and Center Type Total**	**14**	**7**
New York (Pearson)	47072	Albany NY	16	16
	53459	Brooklyn NY	26	26
	47082	East Syracuse NY	7	7
	47073	Endicott (Binghamton)	1	1
	47079	Forest Hills NY	17	17
	47076	Islandia (Long Island)	112	100
	57939	Lake Success (Queens)	17	16
	49074	New York (100 William St.)	38	30
	54857	New York (Herald Square)	42	36
	47074	New York (Lexington Ave)	23	19
	47077	New York (W 44th St)	17	16
	47080	Rochester NY	21	21
	47081	Staten Island NY	39	38
	47085	White Plains NY	34	30
	47075	Williamsville (Buff)	17	16
New York (Pearson)		**State and Center Type Total**	**427**	**389**

State and Center Type	Center Code	Test Center	Registered	Tested
	47053	Asheville NC	19	19
	63114	Charlotte (East-Hwy74)	20	20
	47054	Charlotte NC	15	14
	63115	Durham NC	13	13
North Carolina (Pearson)	47055	Greenville NC	15	15
	51938	Raleigh (SW) NC	24	18
	47056	Raleigh NC	6	6
	51939	Statesville NC	26	26
	47057	Wilmington NC	17	17
	47058	Winston-Salem NC	18	17
North Carolina (Pearson)		**State and Center Type Total**	**173**	**165**
North Dakota (Pearson)	47177	Fargo ND	9	9
North Dakota (Pearson)		**State and Center Type Total**	**9**	**9**
	47086	Akron (Copley Twnsp) OH	13	12
	47089	Beachwood (Cleveland E)	20	20
	47090	Columbus (North) OH	22	14
	47091	Columbus (South) OH	12	10
Ohio (Pearson)	47092	Dayton OH	13	12
	47087	Mason OH	12	12
	47093	Maumee (Toledo) OH	2	2
	47088	Westlake (Cleveland) OH	10	10
Ohio (Pearson)		**State and Center Type Total**	**104**	**92**
	63112	Norman OK	3	3
Oklahoma (Pearson)	47094	Oklahoma City OK	13	11
	47095	Tulsa OK	4	4
Oklahoma (Pearson)		**State and Center Type Total**	**20**	**18**
	47097	Beaverton OR	54	50
Oregon (Pearson)	47096	Medford OR	31	27
	63111	Portland OR	21	21
	47098	Salem OR	110	100
Oregon (Pearson)		**State and Center Type Total**	**216**	**198**
	47099	Allentown PA	28	28
	65599	Blue Bell PA	32	30
	47100	Erie PA	8	8
	47101	Harrisburg PA	8	8
	47103	King of Prussia PA	17	11
Pennsylvania (Pearson)	47102	Lancaster PA	11	10
	54859	Philadelphia PA	44	39
	47105	Pittsburgh (East) PA	18	14
	47106	Pittsburgh (West) PA	5	5
	47107	Scranton PA	10	10
Pennsylvania (Pearson)		**State and Center Type Total**	**181**	**163**
Rhode Island (Pearson)	51960	East Providence RI	28	23
	47109	Warwick RI	14	14
Rhode Island (Pearson)		**State and Center Type Total**	**42**	**37**
	47111	Columbia SC	83	76
South Carolina (Pearson)	47112	Greenville SC	31	29
	47110	North Charleston SC	19	17
South Carolina (Pearson)		**State and Center Type Total**	**133**	**122**
South Dakota (Pearson)	47113	Sioux Falls SD	11	11
South Dakota (Pearson)		**State and Center Type Total**	**11**	**11**
	47114	Chattanooga TN	44	44
	47115	Johnson City TN	17	17
	47116	Knoxville TN	33	33
Tennessee (Pearson)	63116	Memphis (Midtown) TN	99	79
	47117	Memphis TN	107	96
	51966	Nashville (Brentwood)	34	28
	47118	Nashville TN	51	46
Tennessee (Pearson)		**State and Center Type Total**	**385**	**343**

State and Center Type	Center Code	Test Center	Registered	Tested
Texas (Pearson)	56136	Austin (South) TX	9	9
	50509	Austin TX	14	13
	47121	Bellaire (Houston) TX	7	7
	47122	Corpus Christi TX	1	1
	47123	Dallas TX	36	32
	47124	El Paso TX	6	2
	63113	Harlingen TX	4	4
	47126	Houston (SE) TX	9	9
	54860	Houston North (1960W)	9	8
	51971	Houston TX	11	11
	47125	Hurst (Fort Worth) TX	39	39
	47127	Lubbock TX	6	6
	47128	Midland TX	1	1
	56137	San Antonio (NW)	9	7
	47129	San Antonio TX	16	15
	47130	Tyler TX	11	11
	47131	Waco TX	9	5
Texas (Pearson)		**State and Center Type Total**	**197**	**180**
Utah (Pearson)	65596	Bountiful (SLC) UT	23	23
	47133	Draper (Salt Lake City)	19	19
	47132	Ogden UT	19	19
Utah (Pearson)		**State and Center Type Total**	**61**	**61**
Vermont (Pearson)	47140	South Burlington VT	29	29
Vermont (Pearson)		**State and Center Type Total**	**29**	**29**
Virginia (Pearson)	57937	Alexandria VA	32	31
	57938	Chesapeake VA	42	33
	47137	Glen Allen (Richmond)	35	30
	47135	Lynchburg VA	5	5
	47136	Newport News VA	20	11
	47134	Reston VA	19	14
	47138	Roanoke VA	10	5
Virginia (Pearson)		**State and Center Type Total**	**163**	**129**
Washington (Pearson)	47141	Renton (Seattle) WA	53	46
	53458	Seattle (Northgate)	51	43
	47142	Spokane WA	8	8
	47143	Yakima WA	8	8
Washington (Pearson)		**State and Center Type Total**	**120**	**105**
West Virginia (Pearson)	47150	Charleston WV	27	25
	47151	Morgantown WV	27	20
West Virginia (Pearson)		**State and Center Type Total**	**54**	**45**
Wisconsin (Pearson)	47146	Brookfield (Milwaukee)	5	5
	47144	Eau Claire WI	5	1
	51986	Green Bay WI	4	4
	47149	Kenosha WI	8	8
	47145	Madison WI	22	16
	63109	Milwaukee WI	4	4
Wisconsin (Pearson)		**State and Center Type Total**	**48**	**38**
Wyoming (Pearson)	47152	Casper WY	66	65
Wyoming (Pearson)		**State and Center Type Total**	**66**	**65**
Other Locations (Pearson)	47108	Guaynabo PR	26	25
Other Locations (Pearson)		**State and Center Type Total**	**26**	**25**

State and Center Type	Center Code	Test Center	Registered	Tested
	53197	US Military Camp Foster	5	5
	66828	US Military NTC Campbell University-Fort Bragg-	20	15
	68176	US Military NTC Coastline College-Camp Pendleton	1	1
	62134	US Military NTC FL ST Colg NS Jacksonville-	11	11
	62143	US Military NTC FL ST College-NS Mayport	9	9
	86886	US Military NTC FL State College Hurlburt Field	38	35
	80521	US Military NTC GCSC -Tyndall AFB- Only	33	29
	54585	US Military NTC Hawaii Pac Univ-Schofield	4	3
	57161	US Military NTC Pierce Colg McChord AFB	1	0
	57160	US Military NTC Pierce College Ft Lewis	1	1
	66012	US Military NTC UMGC - Geilenkirchen	1	0
	56687	US Military NTC UMGC Andrews AFB	7	7
	72626	US Military NTC UMGC Camp Humphreys-	4	4
Military Sites (Non-Pearson)	65944	US Military NTC UMGC Eglin AFB	111	102
	55666	US Military NTC UMGC Kunsan	3	3
	57027	US Military NTC UMGC Naples EMEA	1	1
	55665	US Military NTC UMGC Osan	2	2
	68844	US Military NTC UMGC Ramstein AFB EMEA	3	2
	57849	US Military NTC UMGC Stuttgart-Panzer	8	6
	57856	US Military NTC UMGC Vicenza EMEA	6	6
	62913	US Military NTC UMGC Vilseck	2	2
	57854	US Military NTC UMGC Wiesbaden	3	2
	62983	US Military NTC UMGC-Camp Henry Korea	4	4
	55609	US Military NTC UMUC Kadena AB	5	5
	55659	US Military NTC UMUC Yokosuka	11	11
	55656	US Military NTC UMUC Yokota	3	3
	57645	US Military NTC Univ of Louisville FtKnox	1	1
Military Sites (Non-Pearson)		**State and Center Type Total**	**298**	**270**
		GRAND TOTAL	**139,344**	**129,271**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
FTCE/FELE Counts by Test Site Location (2023)

| Examination | VUE Test Center Location | | | | TOTAL | |
| | Florida | | Non-Florida | | | |
	Registered	Tested	Registered	Tested	Registered	Tested
Agriculture 6–12	102	98	7	7	109	105
Art K–12	671	629	57	53	728	682
Biology 6–12	740	688	65	56	805	744
Business Education 6–12	749	721	53	46	802	767
Chemistry 6–12	195	186	22	21	217	207
Computer Science K–12	497	461	25	21	522	482
Deaf or Hard of Hearing K–12	58	56	1	1	59	57
Drama 6–12	121	116	6	5	127	121
Earth/Space Science 6–12	214	202	20	16	234	218
Educational Media Specialist PK–12	705	664	17	14	722	678
Elementary Education K–6 Subtest 1: Lang Arts and Reading	8,288	7,698	629	565	8,917	8,263
Elementary Education K–6 Subtest 2: Social Science	6,978	6,502	524	467	7,502	6,969
Elementary Education K–6 Subtest 3: Science	6,776	6,332	532	482	7,308	6,814
Elementary Education K–6 Subtest 4: Mathematics	7,146	6,626	516	463	7,662	7,089
Engineering and Technology Education 6–12	153	148	4	4	157	152
English 6–12 Multiple-Choice Section	1,851	1,702	170	158	2,021	1,860
English 6–12 Written Performance Section	1,733	1,603	148	139	1,881	1,742
English to Speakers of Other Languages (ESOL) K–12	1,466	1,328	89	85	1,555	1,413
Exceptional Student Education K–12	5,624	5,320	409	379	6,033	5,699
Family and Consumer Science 6–12	178	170	16	15	194	185
French K–12	52	52	3	3	55	55
German K–12 Interview	10	7	*	*	10	7
German K–12 Written	9	7	*	*	9	7
Health K–12	404	384	42	41	446	425
Humanities K–12	36	32	4	3	40	35
Latin K–12	9	9	1	0	10	9
Marketing 6–12	80	71	6	5	86	76
Mathematics 6–12	1,064	991	104	99	1,168	1,090
Middle Grades English 5–9 Multiple-Choice Section	951	884	52	48	1,003	932
Middle Grades English 5–9 Written Performance Section	710	665	44	41	754	706
Middle Grades General Science 5–9	979	910	71	69	1,050	979
Middle Grades Mathematics 5–9	2,031	1,913	105	92	2,136	2,005
Middle Grades Social Science 5–9	633	595	42	40	675	635
Music K–12	398	378	25	21	423	399
PK–3 Subtest 1: Developmental Knowledge	3,503	3,239	109	97	3,612	3,336
PK–3 Subtest 2: Language Arts and Reading	4,446	4,103	154	135	4,600	4,238
PK–3 Subtest 3: Mathematics	3,543	3,282	119	103	3,662	3,385
PK–3 Subtest 4: Science	3,122	2,876	107	90	3,229	2,966
Physical Education K–12	1,569	1,485	198	190	1,767	1,675
Physics 6–12	112	104	10	10	122	114
Preschool Education Birth–Age 4	348	329	9	8	357	337
Reading K–12	4,423	4,097	81	77	4,504	4,174
School Counseling PK–12	430	403	13	11	443	414
School Psychologist PK–12	124	118	18	18	142	136
Social Science 6–12	1,855	1,714	186	164	2,041	1,878
Spanish K–12	886	845	43	37	929	882
Speech-Language Impaired K–12	25	25	1	1	26	26
Visually Impaired K–12	45	42	2	2	47	44
Professional Education (PED)	9,963	9,416	888	851	10,851	10,267
GK Subtest 1: Essay	7,442	6,787	681	638	8,123	7,425

| Examination | VUE Test Center Location | | | | TOTAL | |
| | Florida | | Non-Florida | | | |
	Registered	Tested	Registered	Tested	Registered	Tested
GK Subtest 2: English Language Skills (ELS)	9,205	8,441	779	730	9,984	9,171
GK Subtest 3: Reading	9,931	9,148	876	821	10,807	9,969
GK Subtest 4: Mathematics	9,732	8,707	890	828	10,622	9,535
FELE Subtest 1: Leadership for Student Learning	1,867	1,781	50	44	1,917	1,825
FELE Subtest 2: Organizational Development	1,974	1,891	56	49	2,030	1,940
FELE Subtest 3: Systems Leadership Multiple-Choice Section	2,029	1,943	66	60	2,095	2,003
FELE Subtest 3: Systems Leadership Written Performance Section	1,957	1,874	57	50	2,014	1,924
TOTAL	130,142	120,798	9,202	8,473	139,344	129,271

*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
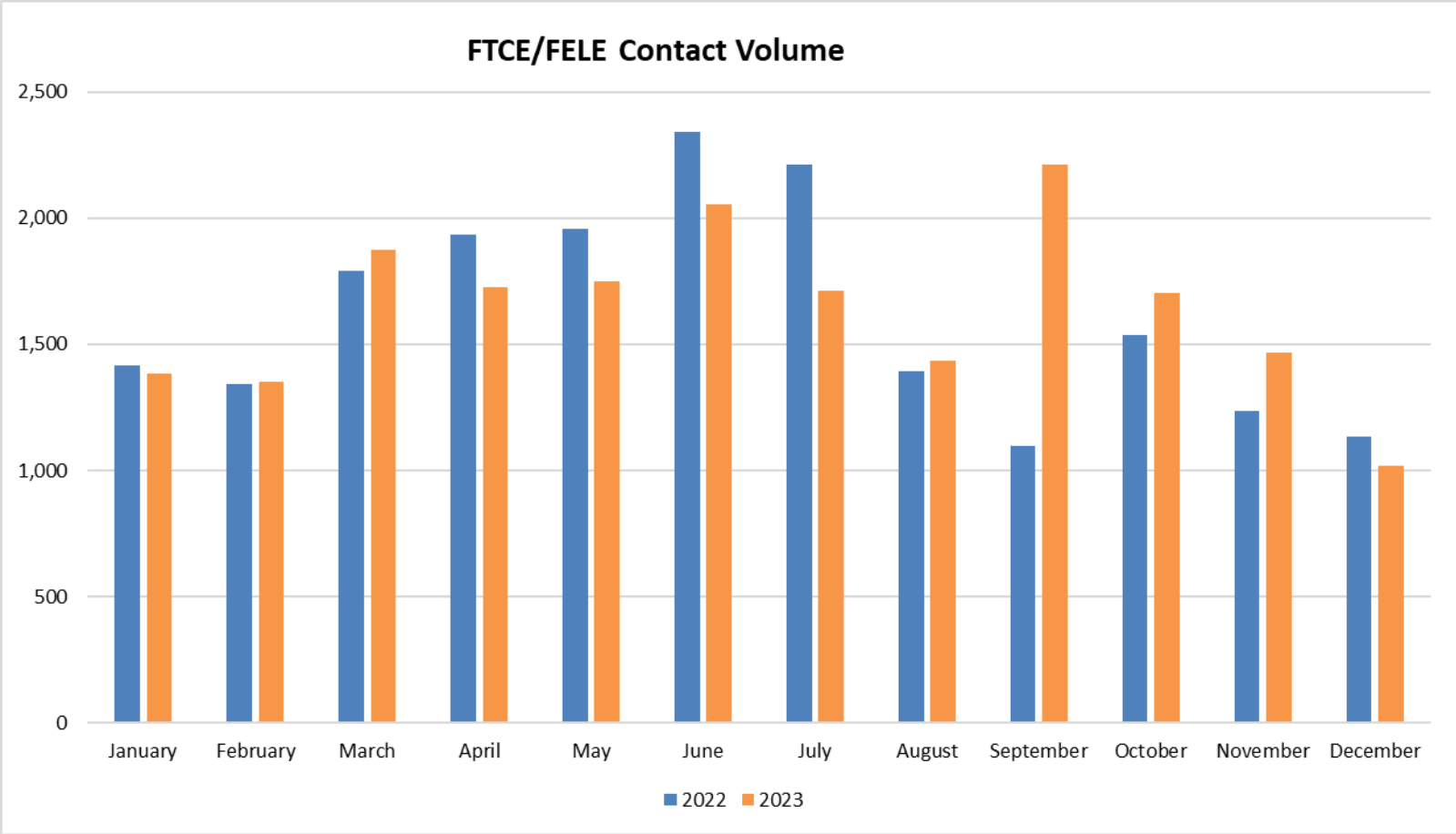## 2023 District and Institution Score Reports

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 2023 administration year.

Month	Reports Sent to School Districts	Reports Sent to Educational Institutions
January	1,322	1,709
February	1,359	1,796
March	2,005	2,377
April	2,080	2,501
May	2,221	2,732
June	2,201	2,608
July	1,951	2,289
August	1,403	2,291
September	544	1,511
October	924	2,833
November	638	2,088
December	1,065	2,507
TOTAL	**17,713**	**27,242**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
**2022 and 2023 Contact Volume**

The chart below compares the volume of contacts made to Customer Service for the 2022 and 2023 program years. This volume includes contacts via all channels—calls, emails, and chat.

FTCE/FELE Contact Volume

Month	2022	2023
January	1,420	1,390
February	1,340	1,350
March	1,790	1,880
April	1,940	1,720
May	1,960	1,750
June	2,340	2,050
July	2,210	1,710
August	1,390	1,430
September	1,100	2,210
October	1,540	1,700
November	1,230	1,470
December	1,130	1,020

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2022 and 2023 Contacts by Channel

The charts below compare total contacts for the 2022 and 2023 program years by channel.
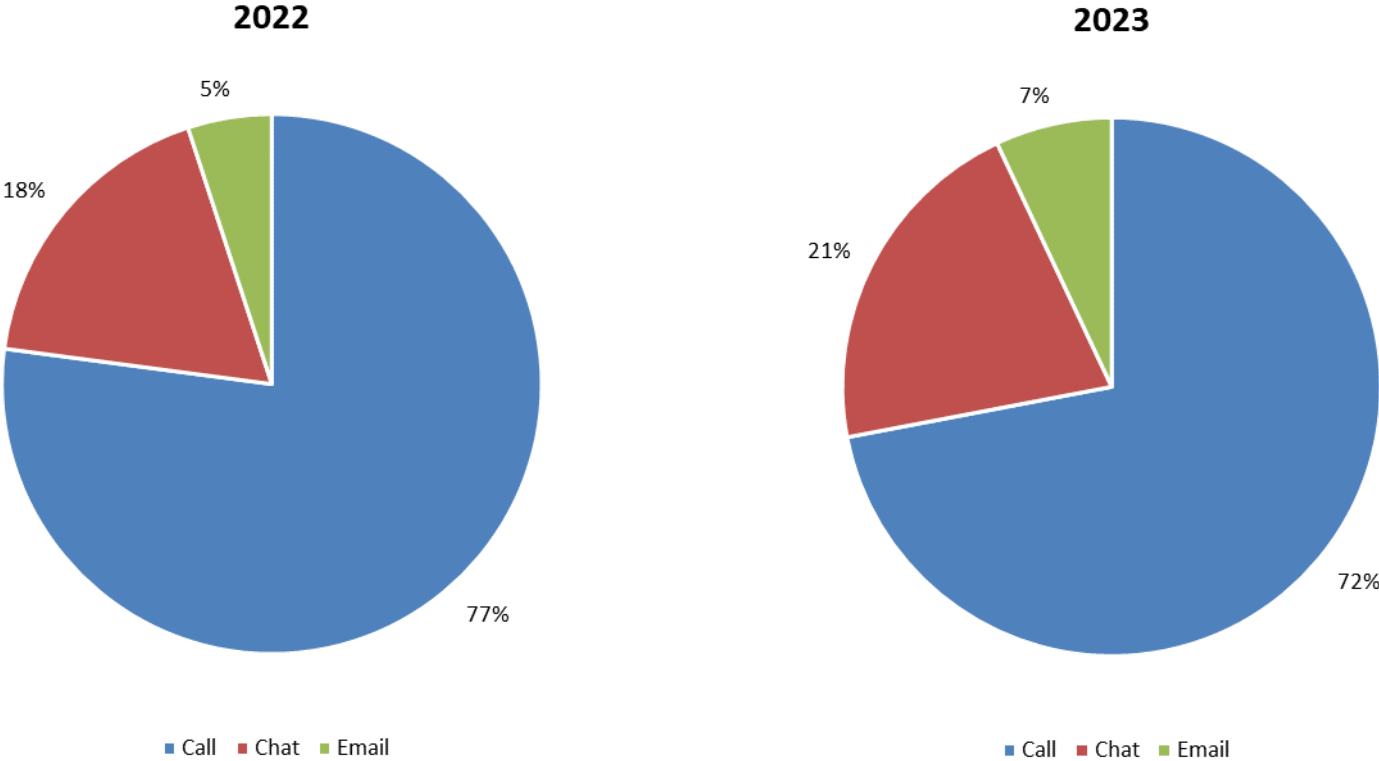
2022

5%

18%

77%

■ Call ■ Chat ■ Email

2023

7%

21%

72%

■ Call ■ Chat ■ Email

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2023 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	956	939	17	98.2%	0.53	4.78	5,805	0.16
February	934	911	23	97.5%	0.77	4.23	6,592	0.14
March	1,306	1,267	39	97.0%	0.83	4.48	9,861	0.13
April	1,249	1,215	34	97.3%	0.85	4.60	8,867	0.14
May	1,245	1,222	23	98.2%	0.75	4.33	8,143	0.15
June	1,503	1,460	43	97.1%	0.88	4.72	9,378	0.16
July	1,265	1,234	31	97.5%	0.93	4.52	9,334	0.14
August	1,050	1,016	34	96.8%	0.62	4.67	5,229	0.20
September	1,603	1,574	29	98.2%	0.87	4.37	5,467	0.29
October	1,239	1,223	16	98.7%	0.57	4.20	4,903	0.25
November	1,093	1,076	17	98.4%	0.62	4.33	5,373	0.20
December	754	739	15	98.0%	0.57	4.63	5,100	0.15
TOTAL	**14,197**	**13,876**	**321**	**97.7%**	**0.75**	**4.47**	**84,052**	**0.17**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2023 Customer Service – Email Statistics

The following table lists the number of emails received and responded to by Customer Service for each month of the 2023 administration year. Emails are responded to within 2–3 business days.

Month	Emails Received
January	112
February	93
March	131
April	100
May	114
June	128
July	89
August	113
September	166
October	101
November	96
December	70
TOTAL	**1,313**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
### 2023 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 2023 administration year.

Month	Chats Received
January	318
February	324
March	437
April	375
May	391
June	425
July	359
August	270
September	441
October	363
November	279
December	196
TOTAL	**4,178**

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2023 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 4,178 chat sessions for the 2023 program year, 1,114 users responded. These responses are summarized below.
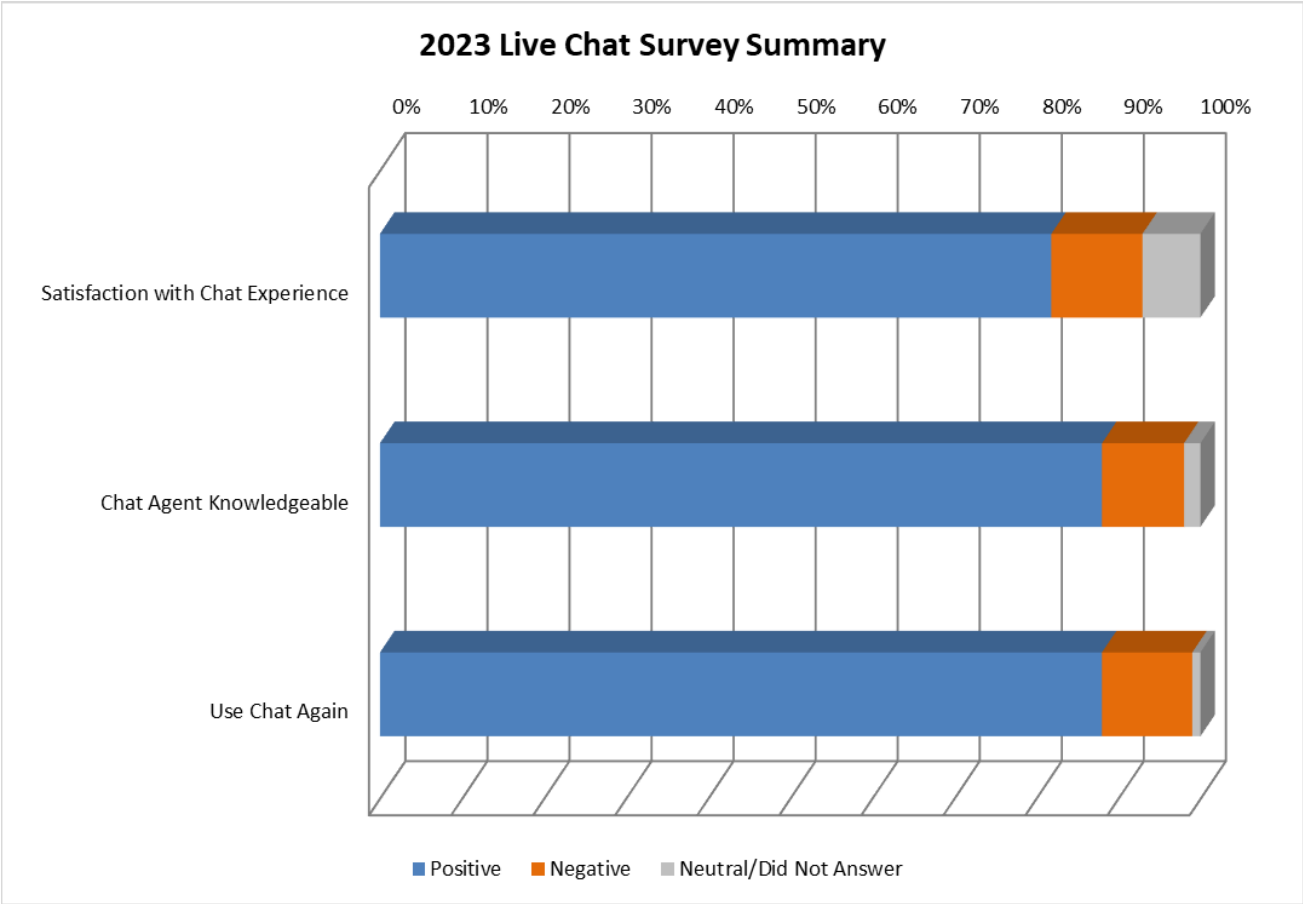
Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2023 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 1/16/2024 for the 2023 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 01/16/24	
2023.01.09	1,922	1,214	1,386	1,504	1,549	1,700	88.4
2023.01.13	1,591	849	--	1,164	1,232	1,406	88.4
2023.01.23	1,512	933	1,072	1,170	1,206	1,330	88.0
2023.01.30	1,211	731	837	926	951	1,064	87.9
2023.02.06	1,791	1,107	1,266	1,345	1,400	1,562	87.2
2023.02.13	1,194	672	829	914	960	1,055	88.4
2023.02.20	1,825	1,156	1,314	1,411	1,473	1,618	88.7
2023.02.27	1,622	963	1,142	1,239	1,272	1,422	87.7
2023.03.06	2,334	1,388	1,649	1,772	1,859	2,046	87.7
2023.03.13	1,373	707	848	992	1,040	1,185	86.3
2023.03.20	2,391	1,419	1,650	1,826	1,900	2,084	87.2
2023.03.27	2,561	1,546	1,798	1,971	2,038	2,232	87.2
2023.04.03	2,859	1,727	1,997	2,154	2,235	2,452	85.8
2023.04.10	1,999	1,157	1,378	1,522	1,562	1,699	85.0
2023.04.17	2,296	1,433	1,649	1,765	1,829	1,978	86.1
2023.04.24	2,082	1,230	1,407	1,531	1,578	1,717	82.5
2023.05.01	2,606	1,537	1,777	1,926	1,994	2,170	83.3
2023.05.08	1,477	877	1,019	1,101	1,127	1,233	83.5
2023.05.15	2,570	1,566	1,795	1,925	1,986	2,157	83.9
2023.05.22	1,373	787	922	1,003	1,035	1,142	83.2
2023.05.26	2,193	1,092	--	1,539	1,617	1,829	83.4
2023.06.05	1,922	1,076	1,255	1,379	1,432	1,589	82.7
2023.06.12	2,281	1,312	1,519	1,640	1,704	1,874	82.2
2023.06.16	1,571	800	--	1,128	1,204	1,339	85.2
2023.06.26	2,663	1,633	1,884	2,038	2,131	2,274	85.4
2023.06.30	1,866	839	--	1,323	1,438	1,591	85.3
2023.07.10	2,720	1,611	1,859	2,019	2,100	2,253	82.8
2023.07.17	2,049	1,203	1,402	1,534	1,574	1,714	83.7
2023.07.24	1,800	1,067	1,250	1,356	1,386	1,482	82.3
2023.07.31	2,525	1,451	1,670	1,791	1,836	1,993	78.9
2023.08.07	3,159	1,732	1,987	2,179	2,266	2,503	79.2
2023.08.14	2,024	1,062	1,250	1,390	1,433	1,603	79.2
2023.08.21	1,420	863	993	1,060	1,094	1,177	82.9
2023.08.28	938	491	600	654	680	752	80.2
2023.09.01	1,055	531	--	756	791	879	83.3
2023.09.11	777	423	504	560	579	636	81.9
2023.09.18	999	575	665	724	747	809	81.0
2023.09.25	1,072	595	700	766	800	874	81.5
2023.10.02	1,425	827	961	1,047	1,089	1,169	82.0
2023.10.09	1,241	675	808	894	926	1,000	80.6
2023.10.16	1,581	822	982	1,085	1,139	1,241	78.5
2023.10.23	1,147	538	647	727	765	856	74.6
2023.10.30	1,409	733	876	963	1,002	1,109	78.7
2023.11.06	1,208	552	682	781	809	906	75.0
2023.11.13	1,219	605	722	770	834	900	73.8
2023.11.20	1,136	415	510	659	693	775	68.2

		eISRs Retrieved:					
Release Date	# of Examinees	Within 24 Hours	By 1st Friday	By 2nd Friday	By 3rd Friday	By 01/16/24	Percent Retrieved
2023.11.27	1,169	577	678	750	782	827	70.7
2023.12.04	1,819	836	987	1,106	1,149	1,233	67.8
2023.12.11	1,421	666	770	844	871	934	65.7
2023.12.18	1,065	388	465	521	570	604	56.7
2023.12.22	1,288	432	--	613	720	783	60.8
2023.12.29	1,107	433	--	612	--	683	61.7

Source: Data provided by Evaluation Systems group of Pearson

FLORIDA TEACHER CERTIFICATION EXAMINATIONS
FLORIDA EDUCATIONAL LEADERSHIP EXAMINATION
2023 eISR Retrieval Statistics – Essay vs. No Essay

The table below shows the retrieval statistics as of 1/16/2024 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
2023.01.09	1,922	1,700	88.4	435	379	87.1	1,487	1,321	88.8
2023.01.13	1,591	1,406	88.4	0	0	--	1,591	1,406	88.4
2023.01.23	1,512	1,330	88.0	534	476	89.1	978	854	87.3
2023.01.30	1,211	1,064	87.9	1	1	100.0	1,210	1,063	87.9
2023.02.06	1,791	1,562	87.2	369	313	84.8	1,422	1,249	87.8
2023.02.13	1,194	1,055	88.4	0	0	--	1,194	1,055	88.4
2023.02.20	1,825	1,618	88.7	494	428	86.6	1,331	1,190	89.4
2023.02.27	1,622	1,422	87.7	1	1	100.0	1,621	1,421	87.7
2023.03.06	2,334	2,046	87.7	518	445	85.9	1,816	1,601	88.2
2023.03.13	1,373	1,185	86.3	1	1	100.0	1,372	1,184	86.3
2023.03.20	2,391	2,084	87.2	589	502	85.2	1,802	1,582	87.8
2023.03.27	2,561	2,232	87.2	0	0	--	2,561	2,232	87.2
2023.04.03	2,859	2,452	85.8	708	598	84.5	2,151	1,854	86.2
2023.04.10	1,999	1,699	85.0	1	0	0.0	1,998	1,699	85.0
2023.04.17	2,296	1,978	86.1	754	643	85.3	1,542	1,335	86.6
2023.04.24	2,082	1,717	82.5	1	0	0.0	2,081	1,717	82.5
2023.05.01	2,606	2,170	83.3	605	502	83.0	2,001	1,668	83.4
2023.05.08	1,477	1,233	83.5	0	0	--	1,477	1,233	83.5
2023.05.15	2,570	2,157	83.9	586	482	82.3	1,984	1,675	84.4
2023.05.22	1,373	1,142	83.2	1	0	0.0	1,372	1,142	83.2
2023.05.26	2,193	1,829	83.4	493	415	84.2	1,700	1,414	83.2
2023.06.05	1,922	1,589	82.7	1	1	100.0	1,921	1,588	82.7
2023.06.12	2,281	1,874	82.2	458	375	81.9	1,823	1,499	82.2
2023.06.16	1,571	1,339	85.2	2	2	100.0	1,569	1,337	85.2
2023.06.26	2,663	2,274	85.4	553	473	85.5	2,110	1,801	85.4
2023.06.30	1,866	1,591	85.3	0	0	--	1,866	1,591	85.3
2023.07.10	2,720	2,253	82.8	586	491	83.8	2,134	1,762	82.6
2023.07.17	2,049	1,714	83.7	0	0	--	2,049	1,714	83.7
2023.07.24	1,800	1,482	82.3	504	440	87.3	1,296	1,042	80.4
2023.07.31	2,525	1,993	78.9	1	0	0.0	2,524	1,993	79.0
2023.08.07	3,159	2,503	79.2	659	543	82.4	2,500	1,960	78.4
2023.08.14	2,024	1,603	79.2	1	1	100.0	2,023	1,602	79.2

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
2023.08.21	1,420	1,177	82.9	637	529	83.0	783	648	82.8
2023.08.28	938	752	80.2	0	0	--	938	752	80.2
2023.09.01	1,055	879	83.3	326	278	85.3	729	601	82.4
2023.09.11	777	636	81.9	0	0	--	777	636	81.9
2023.09.18	999	809	81.0	258	214	82.9	741	595	80.3
2023.09.25	1,072	874	81.5	1	1	100.0	1,071	873	81.5
2023.10.02	1,425	1,169	82.0	255	218	85.5	1,170	951	81.3
2023.10.09	1,241	1,000	80.6	0	0	--	1,241	1,000	80.6
2023.10.16	1,581	1,241	78.5	434	365	84.1	1,147	876	76.4
2023.10.23	1,147	856	74.6	0	0	--	1,147	856	74.6
2023.10.30	1,409	1,109	78.7	351	298	84.9	1,058	811	76.7
2023.11.06	1,208	906	75.0	0	0	--	1,208	906	75.0
2023.11.13	1,219	900	73.8	402	312	77.6	817	588	72.0
2023.11.20	1,136	775	68.2	1	0	0.0	1,135	775	68.3
2023.11.27	1,169	827	70.7	391	316	80.8	778	511	65.7
2023.12.04	1,819	1,233	67.8	0	0	--	1,819	1,233	67.8
2023.12.11	1,421	934	65.7	481	366	76.1	940	568	60.4
2023.12.18	1,065	604	56.7	2	0	0.0	1,063	604	56.8
2023.12.22	1,288	783	60.8	404	267	66.1	884	516	58.4
2023.12.29	1,107	683	61.7	0	0	--	1,107	683	61.7

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
2023 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 24,385 examinees responded during the 2023 program year. These responses are summarized below.
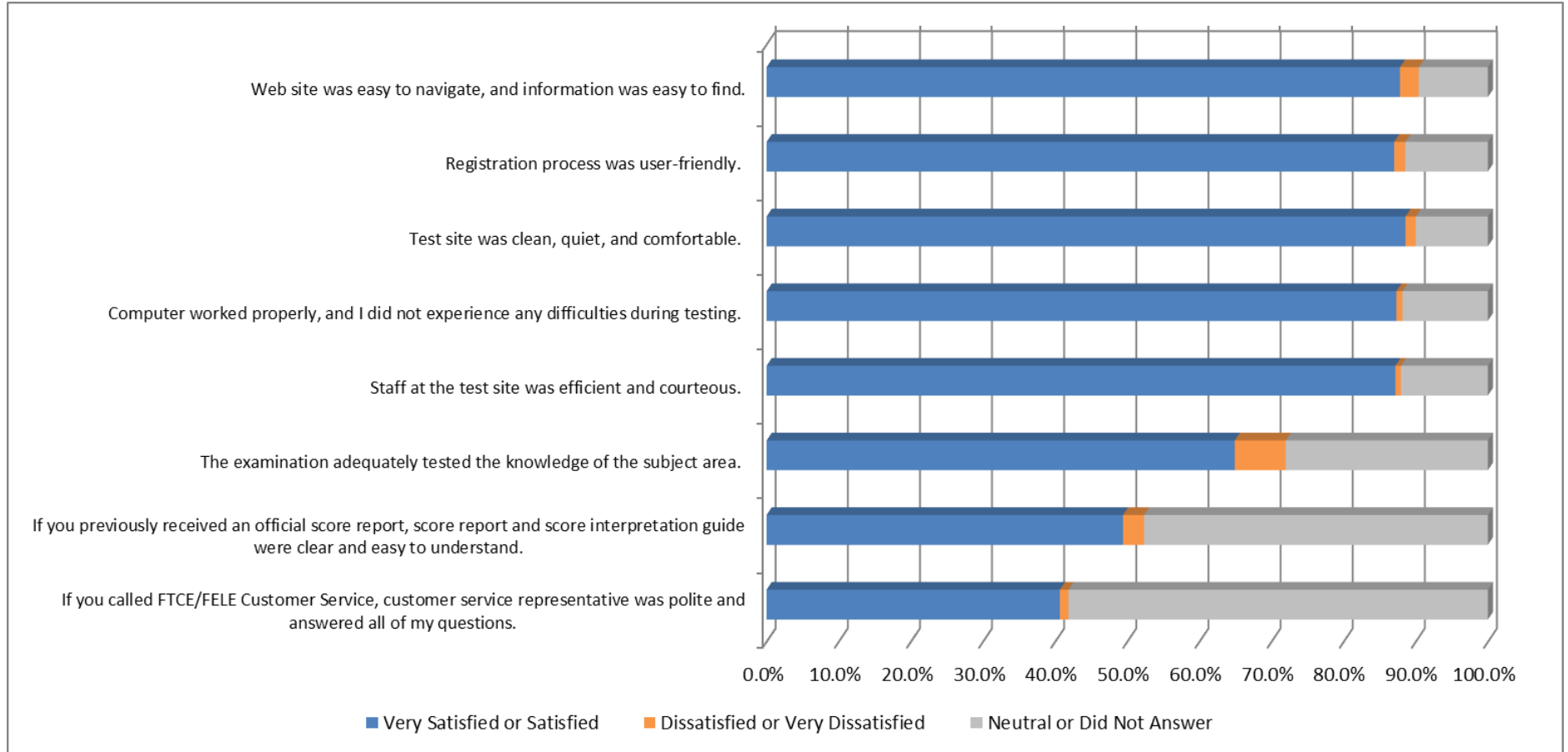
Source: Data provided by Evaluation Systems group of Pearson

APPENDIX G

Sample Score and Competency Reports

Sample Official On-Site "Pass" Score Report

Florida Teacher Certification Examinations/Florida Educational Leadership Exam

ONSITE SCORE REPORT

FOR CURRENT TEST ADMINISTRATION

Candidate Name: John Smith

Candidate ID Number: 12345678

Registration Number: 123456789

Validation Number: 1234567890

Current Test Administration Results

Date of Test: October 2nd, 2023

Test: General Knowledge English Language Skills

Result: PASS

Information for After You Test:

For information on when your official results will be available, how to interpret your test performance, and other post-testing resources, visit the "After Testing" page on the FTCE/FELE program website at http://www.fl.nesinc.com/FL_AfterTesting.asp or scan the QR code with your smartphone.

Important Notes:

The Florida Department of Education reserves the right to make any necessary adjustments that may result from the post-administration additional quality control, psychometric reviews and statistical analysis.

A full score report showing current and cumulative test administration results will be available within four weeks of your testing date in your Pearson Account.

Validate the authenticity of this score report with Pearson VUE's Online Score Report Authentication www.PearsonVUE.com/authenticate

Digital embossing eliminates the possibility of unauthorized embossing of counterfeit score reports.

Sample Official On-Site "Not Pass" Score Report

Florida Teacher Certification Examinations/Florida Educational Leadership Exam

ONSITE SCORE REPORT

FOR CURRENT TEST ADMINISTRATION

Candidate Name: John Smith

Candidate ID Number: 12345678

Registration Number: 123456789

Validation Number: 1234567890

Current Test Administration Results

Date of Test: October 2nd, 2023

Test: General Knowledge Mathematics

Result: NOT PASS **Scaled Score:** 165

Information for After You Test:

For information on when your official results will be available, how to interpret your test performance, and other post-testing resources, visit the "After Testing" page on the FTCE/FELE program website at www.fl.nesinc.com/FL_AfterTesting.asp or scan the QR code with your smartphone.

Important Notes:

The Florida Department of Education reserves the right to make any necessary adjustments that may result from the post-administration additional quality control, psychometric reviews and statistical analysis.

A full score report showing current and cumulative test administration results will be available within four weeks of your testing date in your Pearson Account.

Validate the authenticity of this score report with Pearson VUE's Online Score Report Authentication www.PearsonVUE.com/authenticate

Digital embossing eliminates the possibility of unauthorized embossing of counterfeit score reports.

Sample Comprehensive Score Report

Florida Teacher Certification Examinations
SCORE REPORT

Social Security Number: 123456789

Score Report Date: June 26, 2023

JOHN R SMITH
100 MAIN STREET
ORLANDO, FL 99999

> 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 (191)	June 8, 2023

Cumulative Results* as of June 26, 2023

Test	Status	Administration Date
Professional Education (PED)	Not Pass (191)	March 30, 2023
GK Subtest 1: Essay	Pass	March 9, 2021
GK Subtest 2: English Language Skills (ELS)	Not Pass (196)	July 21, 2021
GK Subtest 3: Reading	Not Pass (183)	July 16, 2021
GK Subtest 4: Mathematics	Not Pass (173)	April 14, 2021

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

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

SEE NEXT PAGE FOR IMPORTANT INFORMATION

Florida Teacher Certification Examinations
DETAILED PERFORMANCE ANALYSIS

Name: JOHN R SMITH
Test: Spanish K-12

Administration Date: June 8, 2023
Total Test Scaled Score: 191

Multiple-Choice Section Performance

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

Competency Area	Number of Items	Your % Correct	Average % Correct**
03 Proficiency in interpretive listening	19	63	70
04 Proficiency in interpretive reading	19	68	71
05 Knowledge of practices, products, and perspectives of Spanish-speaking cultures	10	60	61
06 Knowledge of language structure	10	40	63
07 Knowledge of effective teaching and learning strategies based on second language acquisition principles	20	85	62

**Based on the performance of examinees who have taken any form of this test between 2022/05/27 and 2023/05/27.

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	37	41
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 2022/05/27 and 2023/05/27.

V.012219

The Number One University Competency Report—First Attempt
Report Title
For Exam Period January 1, 20xx–January 16, 20xx

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

Statewide averages are based on the last 12 months or the period (January 1, 20xx–December 31, 20xx).

The Number One University Competency Report—Best Attempt
Report Title
For Exam Period January 1, 20xx–January 16, 20xx

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	10.37	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, 20xx–December 31, 20xx).