Annual Program Performance Report

Florida recognizes that effective teachers make an important contribution to a system that allows students to obtain a high-quality education. In order to ensure the effective preparation of teachers, Florida Statutes and State Board of Education Rules hold state-approved teacher preparation programs accountable for producing graduates with the competencies and skills necessary to achieve state education goals. The accountability system includes evidence of teacher preparation program completers' performance measured by six outcome-based performance metrics. The six performance metrics, legislatively mandated in section 1004.85, Florida Statutes, as of July 1, 2013, include: placement rate, retention rate, student performance on statewide assessments, student performance by subgroups, teacher evaluation results and High Demand Teacher Needs Area production. The Annual Program Performance Report provides information related to the progress and performance of teacher preparation programs in achieving the mission of Florida's educational system.

Institution Name: UNIVERSITY OF WEST FLORIDA
Institution Number: 5833
Institution Type: TEF
Institution Contact Name: Elizabeth Arthur
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Institution Website:
Location: Pensacola, Florida
Program Name: Mathematics
Program Code: 287
Program Degree Level: Bachelor's

Continued Approval Period: The period of time that is required by State Board of Education Rule (6A- 5.066, F.A.C.) for review and renewal after initial approval of a state-approved teacher preparation program.

Initial Approval	Approval Expires
2016	December 31, 2027

Number of Program Completers: A program completer is a candidate who has satisfied all teacher preparation program requirements established by Florida Statutes and State Board of Education Rules and who meets the qualifications for the Florida Professional Educator's Certificate.

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	Total (over 6 yrs)
0	0	0	0	2	2	4

Performance Metric Data

Placement Rate

The placement rate is computed as the percentage of program completers reported annually by each program to the Florida Department of Education who are identified by the Department's Staff Information System, as prescribed in section 1008.385(2), Florida Statutes, as employed in a full-time or part-time instructional position in a Florida public school district at any point during either the first or second academic year subsequent to program completion. Program completers employed in private or out-of-state schools their first or second year following program completion are also included, if verified data are reported by the program.

Level 4	Level 3	Level 2	Level 1
Placement rate is at or above the 68th percentile of all equivalent programs across the state.	Placement rate is at or above the 34th percentile and below the 68th percentile of all equivalent programs across the state.	Placement rate is at or above the 5th percentile and below the 34th percentile of all equivalent programs across the state.	Placement rate is below the 5th percentile of all equivalent programs across the state.

Number of Program Completers Placed	Percent of 2018-2019 program completers employed in an instructional position in 2019-2020 or 2020-2021	Statewide Average Placement Rate among equivalent programs
Performance Level =		

Retention Rate

The retention rate is computed as the average number of years program completers were employed in a full-time or part-time instructional position in a Florida public school district (at any point during the year) across a five-year period following initial employment in either of the two (2) subsequent academic years following program completion. Program completers employed in private or out-of-state schools their first or second year following program completion are also included, if verified data are reported by the program.

Level 4	Level 3	Level 2	Level 1
The average number of years employed in the 5-year period following initial placement is 4.5 years or more.	The average number of years employed in the 5-year period following initial placement is 3 years to less than 4.5 years.	The average number of years employed in the 5-year period following initial placement is 2 years to less than 3 years.	The average number of years employed in the 5-year period following initial placement is less than 2 years.

Number of Program Completers Retained	Average number of years 2015-2016 program completers were employed in either 2016-2017 or 2017-2018 and employed within the 5-year period following initial placement
Performance Level =	

Student Performance on Statewide Assessments

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

For more information about Florida's student learning growth formula adopted under section 1012.34, Florida Statutes, please visit http://www.fldoe.org/teaching/performance-evaluation.

Level 4	Level 3	Level 2	Level 1
The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is ≥ 95 percent.	The probability that the average student learning growth among students taught by program completers exceeds the expectations for those students is < 5 percent; AND the probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is < 5 percent.	Not calculated.	The probability that the average student learning growth among students taught by program completers falls short of the expectations for those students is ≥ 95 percent.

Number of Program Completers with Student Learning Growth Results	Average Student Learning Growth Results for 2017-2018, 2018-2019, and 2019-2020 program completers employed in an in-field instructional position in 2019-2020 or 2021-2022
Performance Level =	

Student Performance by Subgroups

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

Level 4	Level 3	Level 2	Level 1
At least 75 percent of the subgroups meet or exceed the state standard for performance.	At least 50 percent, but less than 75 percent of the subgroups meet or exceed the state standard for performance.	At least 25 percent but less than 50 percent of the subgroups meet or exceed the state standard for performance.	Fewer than 25 percent of the subgroups exceed the state standard for performance.

Student Subgroup	Average Student Learning Growth Results by Subgroups for 2017-2018, 2018-2019 and 2019-2020 program completers employed in an in-field instructional position in 2019-2020 or 2020-2021	Statewide Average of Student Learning Growth Results by Subgroups for 2017-2018, 2018-2019 and 2019-2020 program completers from comparable programs (i.e., Reading, Math or Elementary Education programs) employed in an in-field instructional position in 2019-2020 or 2020-2021
White		
African American		
Hispanic		
Asian		
Native American		
Free/Reduced Lunch		
Students with Disabilities		
English Language Learners		
Performance Level =		

Teacher Evaluation Results

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

Level 4	Level 3	Level 2	Level 1
At least 30 percent of the program's completers received a highly effective rating and 90 to 100 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.	Program did not meet criteria for Level 4, but at least 80 percent of the program's completers received either highly effective or effective ratings, and no completers were rated unsatisfactory.	Program did not meet criteria for Level 3, but at least 60 percent of the program's completers received a highly effective or effective rating and no more than 5 percent (more than one (1) for n < 20) of the program's completers were rated unsatisfactory.	Program did not meet criteria for Level 2, 3 or 4.

Teacher Evaluation Categories	Evaluation Totals for 2017-2018, 2018-2019 and 2019-2020 program completers employed in an instructional position in 2020-2021	Teacher Evaluation Percentages for 2017-2018, 2018-2019 and 2019-2020 program completers employed in an instructional position in 2020-2021
Highly Effective		
Effective		
Needs Improvement		
3 Years - Developing		
Unsatisfactory		
Total Number Evaluated		
Performance Level =		

Bonus Performance Metric

High Demand Teacher Needs Area

The high demand teachers needs area measure bonus is a fixed value that awards an additional Performance Level score of 4 to programs that qualify. In order to qualify, the program must prepare completers in statewide High Demand Teacher Needs areas, per Rule 6A-20.0131, Florida Administrative Code, in accordance with section 1012.07, Florida Statutes, must have at least two completers in each year being compared, and must demonstrate and increase in the number of program completers in the most recent year compared to the number of program completers from the previous academic year. The bonus metric is only applicable to programs identified as high demand teachers needs areas and is applied as 20 percent of the total score.

High Demand Teacher Needs areas include: Science-General, English, Mathematics, English for Speakers of Other Languages (ESOL), Science-Physical, Reading, Exceptional Student Education (ESE)

Bonus Performance Metric
The high demand teacher needs increased the number of program completers compared to the year before with a minimum of 2 completers in each year.

Number of 2020-2021 program completers in High Demand Teacher Needs Area	Difference between the number of 2019-2020 program completers and 2020-2021 program completers	Percent of Change between 2019-2020 program completers and 2020-2021 program completers in High Demand Teacher Needs Area
2	0	
Performance Level =		

SUMMATIVE RATING

Each Annual Program Performance Report shall receive a summative rating between 1.0 and 4.0. The summative rating is computed by calculating the average of all performance levels. If the program is eligible for the bonus metric, the score is weighted as 20 percent of the total score.

OVERALL RATING FOR EACH PERFORMANCE LEVEL	
PERFORMANCE METRIC	**PERFORMANCE LEVEL**
Placement Rate	
Retention Rate	
Student Performance on Statewide Assessments	
Student Performance by Subgroups	
Teacher Evaluation Results	
High Demand Teacher Needs Area	
SUMMATIVE RATING = 1	