

Introduction to Florida Assessment of Student Thinking (FAST)

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Topics

- FAST Background
- FAST Test Design
- FAST Score Reports
- 2022–23 FAST Results
- Independent Review
- Intervention Strategies



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FAST Background

FAST Background

- During the 2021 Legislative Session, House Bill 7011 was passed and signed into law by Governor Ron DeSantis. Among other measures, the bill amended section 1008.25, Florida Statutes (F.S.), to require the Florida Department of Education to procure and require the use of a statewide, standardized coordinated screening and progress monitoring (CSPM) system for all students enrolled in Voluntary Prekindergarten (VPK) Education Programs and students enrolled in grades K-8 public schools.
- Then, during the 2022 Legislative Session, Senate Bill 1048 was passed and signed into law by Governor DeSantis to:
 - Add grades 9 and 10 to the English Language Arts (ELA) Reading assessments administered as part of the CSPM system, and
 - Identify the third CSPM administration in each school year as the statewide, standardized assessment for students in grades 3 through 8 for Mathematics and grades 3 through 10 for ELA Reading.

FAST Background (cont.)

- The intent of the CSPM System, now known as the Florida Assessment of Student Thinking (FAST), is to:
 - Measure student progress in the VPK Education Program through grade 10 in meeting the appropriate expectations in early literacy and mathematics skills and in ELA and mathematics standards as required by ss. 1002.67(1)(a) and 1003.41, F.S.
 - Measure student performance in oral language development, phonological and phonemic awareness, knowledge of print and letters, decoding, fluency, vocabulary, and comprehension, as applicable by grade level.
 - Provide data for VPK Education Program accountability.

FAST Background (cont.)

- The intent of the CSPM System, now known as FAST, is to:
 - Be a valid, reliable, and developmentally-appropriate computer-adaptive direct instrument that provides screening and diagnostic capabilities for monitoring student progress; identifies students who have a substantial deficiency in reading, including identifying students with characteristics of dyslexia; and informs instruction.
 - Provide information to the Department to aid in the development of educational programs, policies, and supports for providers, districts, and schools.
 - Provide VPK Education Program providers, public school districts, schools, and teachers with data and resources that enhance differentiated instruction and parent communication.

Benefits of FAST

- With the transition to statewide progress monitoring for school accountability, Florida restored the ability for parents and teachers to have impactful conversations about students' growth and inform parents' ability to help their children grow by:
 - Becoming one of the first states in the nation to switch from end-of-year assessments to state standards-aligned progress monitoring for accountability;
 - Minimizing the stress of testing to three much shorter tests in the Fall, Winter and Spring that will inform students, teachers and parents about students' growth, rather than a single lengthy end-of-year assessment that halts learning and leaves zero opportunity for improvement



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FAST Test Design

FAST Test Design

- FAST assessments are administered three times during each school year: once at the beginning of the year (PM1), once in the middle of the year (PM2), and once at the end of the year (PM3).
 - Each PM event is tied to a blueprint for the full grade-level content.
- Here are descriptions of each PM opportunity for students:
 - PM1 – because this administration occurs at the very beginning of the school year, it is designed to provide a baseline score so teachers can track student progress in learning the standards from PM1 to PM2
 - PM2 – by the time of this administration window, students will have had an opportunity to learn the grade-level standards, and this administration will provide a mid-year score to compare to the baseline score from PM1.
 - PM3 – this last administration will provide a summative score that will accurately measure student mastery of the standards at the end of the school year. While PM1 and PM2 are for informational purposes only, PM3 will be used for school accountability beginning in the 2023–24 school year.

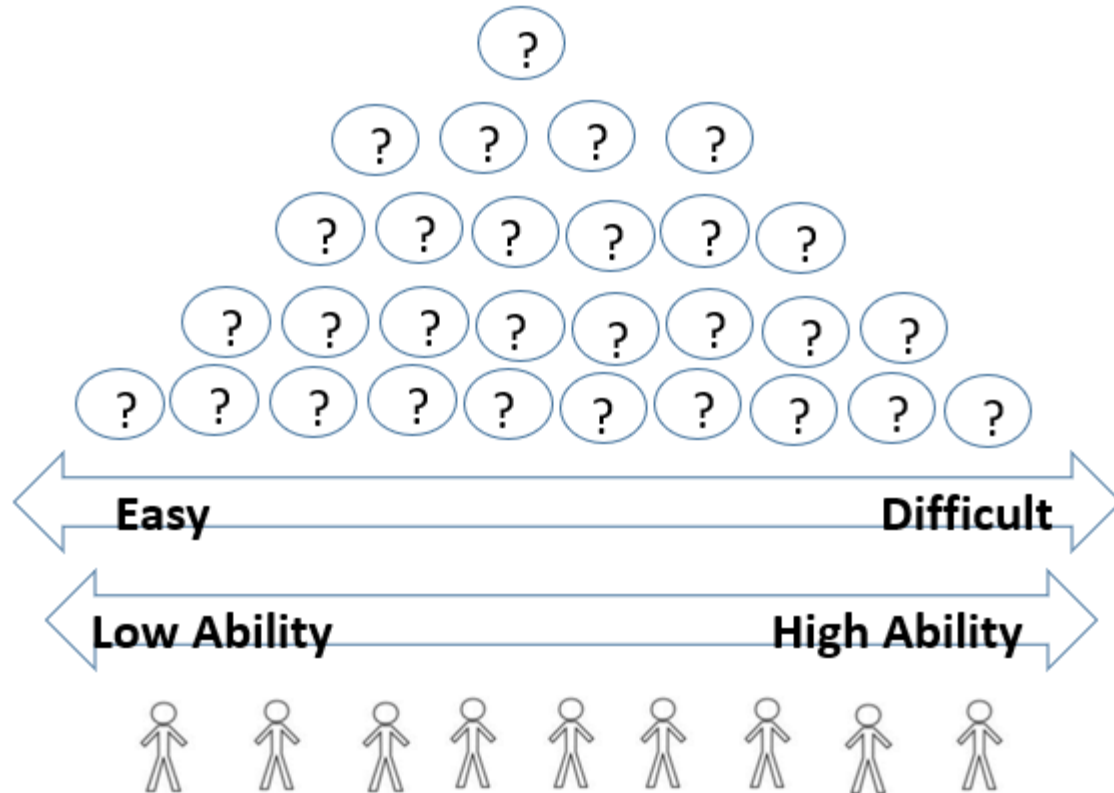
FAST: Computer-Adaptive Testing

- In accordance with statute, all FAST tests are computer-adaptive.
 - The questions (or items) are chosen for each student so that the test is neither too hard nor too easy.
 - Assessments are designed to assess how well a student masters the expectations of his or her grade level.
 - Developed based on certain test content specifications, measuring specific knowledge, skills, and abilities.
- Items will always be within the grade-level blueprint; students will not be asked questions that are above or below grade-level.

FAST: Computer-Adaptive Testing (cont.)

- Bank of Test Items: General Guidelines

- Includes a large number of questions written to measure every standard in a grade level.
- Many questions measuring the same skills and knowledge that students are expected to know.
- Multiple item types with varying difficulties and cognitive complexities.
- All items are placed onto the same score scale.



FAST: Computer-Adaptive Testing (cont.)

• Content Specifications

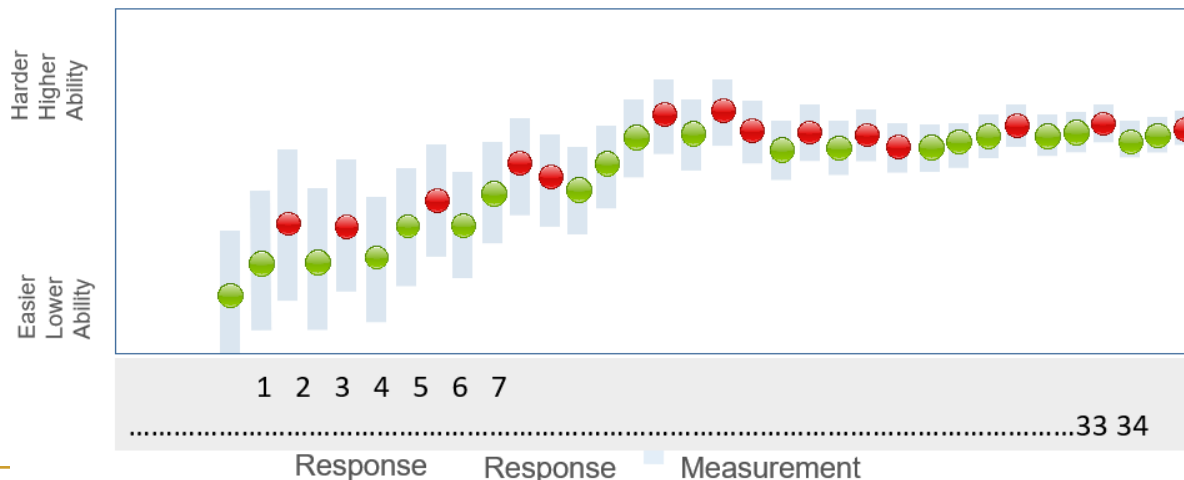
- The blueprint primarily establishes a link between skills and reporting categories within a test.
- It is one of the major drivers of the item selection algorithm.
- It dictates several test characteristics, such as
 - the minimum and maximum number of questions required from each reporting category;
 - the cognitive complexities (or DOKs); and
 - item types, etc.
- In other words, it sets the rules.

Sample Blueprint

Reporting Category	Grade 6 SOL	Number of Items Computer Adaptive Test (CAT) Format
Number and Number Sense	6.1 6.2a-b 6.2c-d* 6.3a-c 6.4 6.5	9
Computation and Estimation	6.6a* 6.6b 6.7 6.8*	8
Measurement and Geometry	6.9 6.10a-d 6.11a-b 6.12 6.13	11
Probability, Statistics, Patterns, Functions, and Algebra	6.14a-c 6.15a-b 6.16a-b 6.17 6.18 6.19a-c 6.20	17

FAST: Computer-Adaptive Testing (cont.)

- Item Selection Algorithm
 - Focuses on selection of questions from the test bank to match the specified content so the structure of the test is similar for every student.
 - Selects the precise questions based on the individual student's responses to the previous questions in the test.
 - In other words, it tailors the test for each student so students can demonstrate their abilities in an engaging fashion.



FAST: Computer-Adaptive Testing (cont.)

- Item Selection Algorithm: General Principles (cont.)
 - If the student continues answering questions correctly, questions covering the blueprint will continue to get more challenging.
 - If the student starts missing the answers to questions, the program will start to select questions that are easier.
 - Because the program knows which questions are harder and which are easier, several students may have answered a similar number of questions correctly, but *the student who has answered more challenging questions correctly will achieve a higher score.*
 - A student's score is *based on the difficulty of the items that were answered correctly or incorrectly, rather than the total number of correct items.*

FAST: Computer-Adaptive Testing (cont.)

- Benefits of the Algorithm
 - Maximizes the blueprint representation
 - Question Type (selected response versus constructed response)
 - Reading Length (short, medium, long)
 - Cognitive complexity (low, medium, high)
 - Minimizes the measurement error by choosing appropriate questions (proper difficulty) for each student where they can demonstrate their knowledge and skills at their respective levels.



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FAST Score Reporting

Benefits of Reporting FAST via the Florida Reporting System (FRS)

1. Results in FRS are available same-day.
2. All results (PM1, PM2, and PM3) are available in a single system, making it easy for teachers to track progress.
3. FRS makes it easy for teachers to quickly identify strengths and weaknesses and group students accordingly.
 - Reporting category for the class
 - Standard level strengths and weaknesses
4. FRS makes it easy to monitor progress throughout the year and adjust instructional groupings as needed.

District-Level Dashboard

Reporting

[Dashboard Selector](#) > [Dashboard Generator](#) > **Dashboard**



Filters



Test Groups



Test Reasons

Achievement Distribution, By Test Group: Demo Dist 77, 2022-2023

Filtered By **Test Reasons: All Test Reasons** | Sorted By: Date Last Taken



FAST ELA

Grades Tested: 3, 4, 5, 6, 7, 8, 9, 10

Tests Taken: 35 Date Last Taken: 08/10/2022



Percent	71%	3%	11%	14%
Count	25	1	4	5



FAST Mathematics


Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 56 Date Last Taken: 08/09/2022



Percent	64%	4%	13%	5%	14%
Count	36	2	7	3	8

Teacher's Dashboard View



Reporting

User: FL-te1@demo.user | Role: TE @ School: Demo Institution 9998

[Inbox \(6\)](#)
[My Settings](#)
[Help](#)
[Sign Out](#)

Dashboard Enter Student ID 🔍

Fillers

Test Groups

Test Reasons

Achievement Distribution, By Test Group: Demo School, 2022-2023

Filtered By **Test Reasons:** All Test Reasons | **Sorted By:** Date Last Taken

📄 Download Student Results

🖨️ Print

FCLE Civic Literacy

Grades Tested: 6–12

Tests Taken: 10 Date Last Taken: 05/27/2023

📘

Percent	50%	50%	
Count	5	5	

FAST Mathematics

Grades Tested: 4, 5

Tests Taken: 14 Date Last Taken: 03/03/2023

📘

Percent	57%	21%	14%	7%
Count	8	3	2	1

FAST ELA Reading

Grades Tested: 4, 5

Tests Taken: 25 Date Last Taken: 02/28/2023

📘

Percent	44%	24%	12%	16%	4%
Count	11	6	3	4	1

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- Teachers see all tests for the students rostered to them.

- To provide teachers with some context for their class-level and roster-level performance, comparison scores for the state, district, and school are displayed.

My Assessments

Download Student Results Print

Average Score and Performance Distribution, by Assessment: All Rosters, 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Achievement Distribution	Date Last Taken
FAST Grade 4 ELA Reading	FAST	4	PM2 2022-23	9	314	 Percent: 34% 21% 21% 12% 12% Count: 3 2 2 1 1	11/29/2022
FAST Grade 5 ELA Reading	FAST	5	PM2 2022-23	6	289	 Percent: 34% 33% 33% Count: 2 2 2	11/29/2022
State FAST Grade 5 ELA Reading	FAST	5	PM2 2022-23	6660	309	 Percent: 40% 24% 19% 12% 5% Count: 2,7K 1,6K 1,2K 793 356	—
District FAST Grade 5 ELA Reading	FAST	5	PM2 2022-23	301	318	 Percent: 28% 25% 21% 15% 11% Count: 83 76 65 45 32	—
School FAST Grade 5 ELA Reading	FAST	5	PM2 2022-23	52	309	 Percent: 6% 24% 24% 23% 23% Count: 2 13 13 12 12	—
FAST Grade 4 ELA Reading	FAST	4	PM1 2022-23	5	325	 Percent: 40% 40% 20% Count: 2 2 1	08/29/2022
FAST Grade 5 ELA Reading	FAST	5	PM1 2022-23	5	328	 Percent: 80% 20% Count: 4 1	08/29/2022

Rows per page: 4 Items: ◀ ▶ of 1

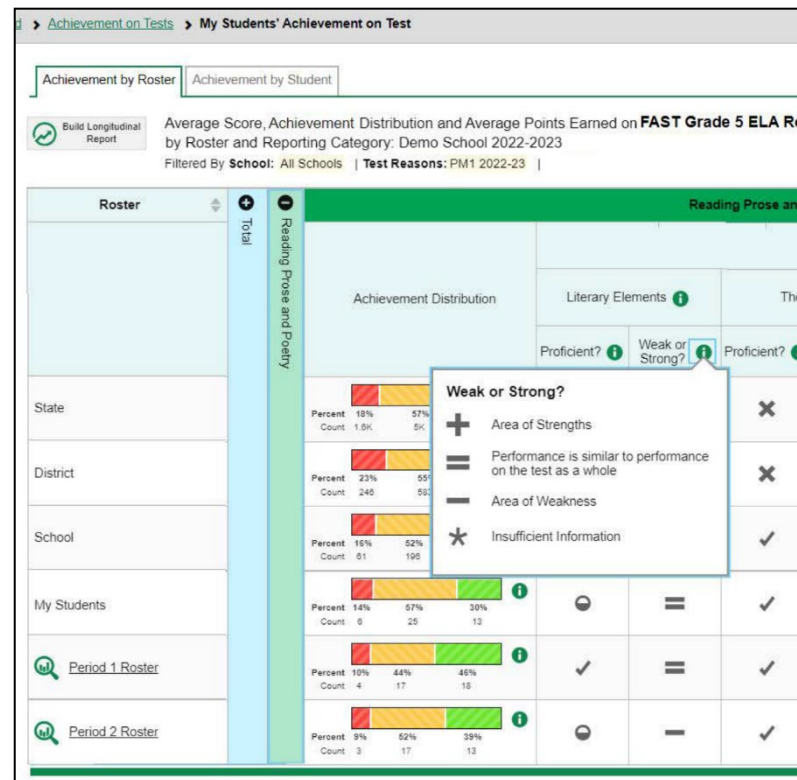
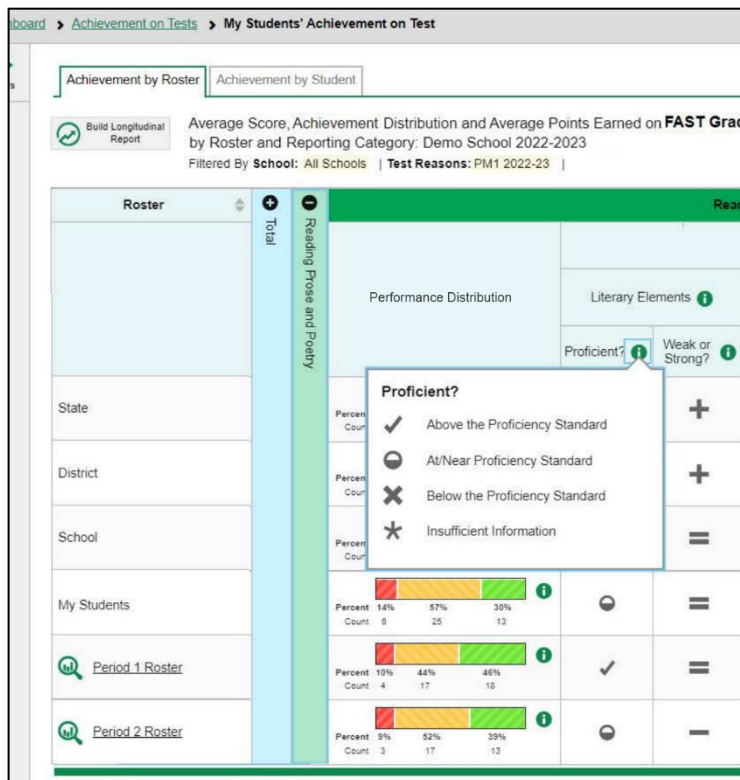
My Students

Most Recent Assessment of All Rosters: 2022-2023

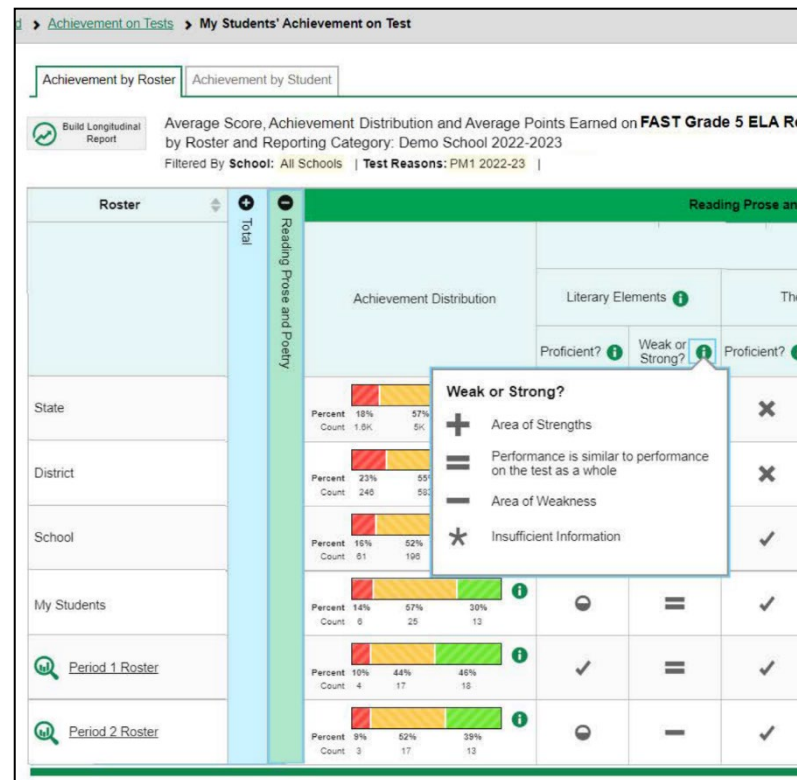
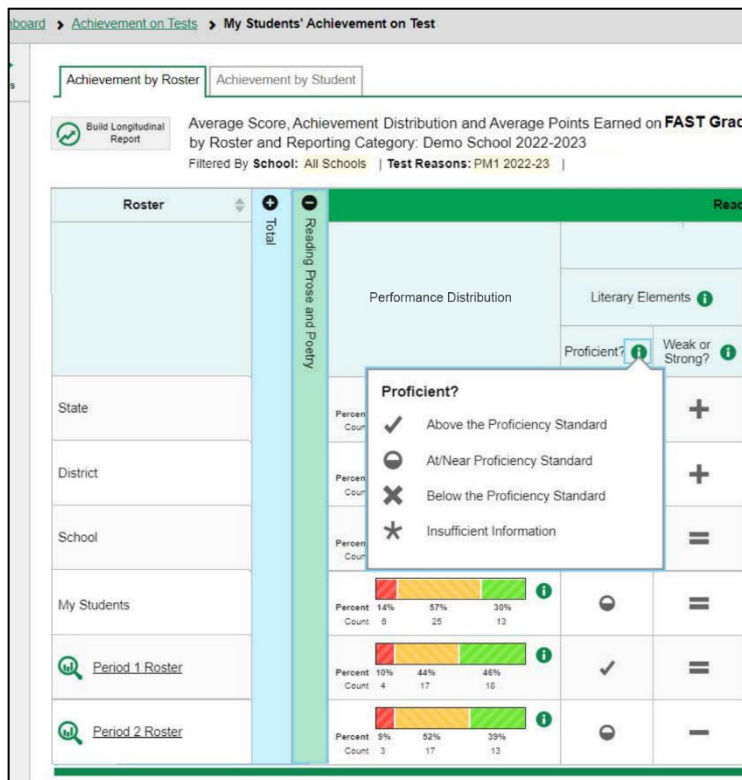
Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons

Student Name	Student ID	Most Recent Assessment	Date Taken
Demo_Student	999999991	FAST Grade 5 ELA Reading	11/29/2022
Demo_Student	999999992	FAST Grade 5 ELA Reading	11/29/2022
Demo_Student	999999993	FAST Grade 4 ELA Reading	11/29/2022
Demo_Student	999999994	FAST Grade 4 ELA Reading	11/29/2022

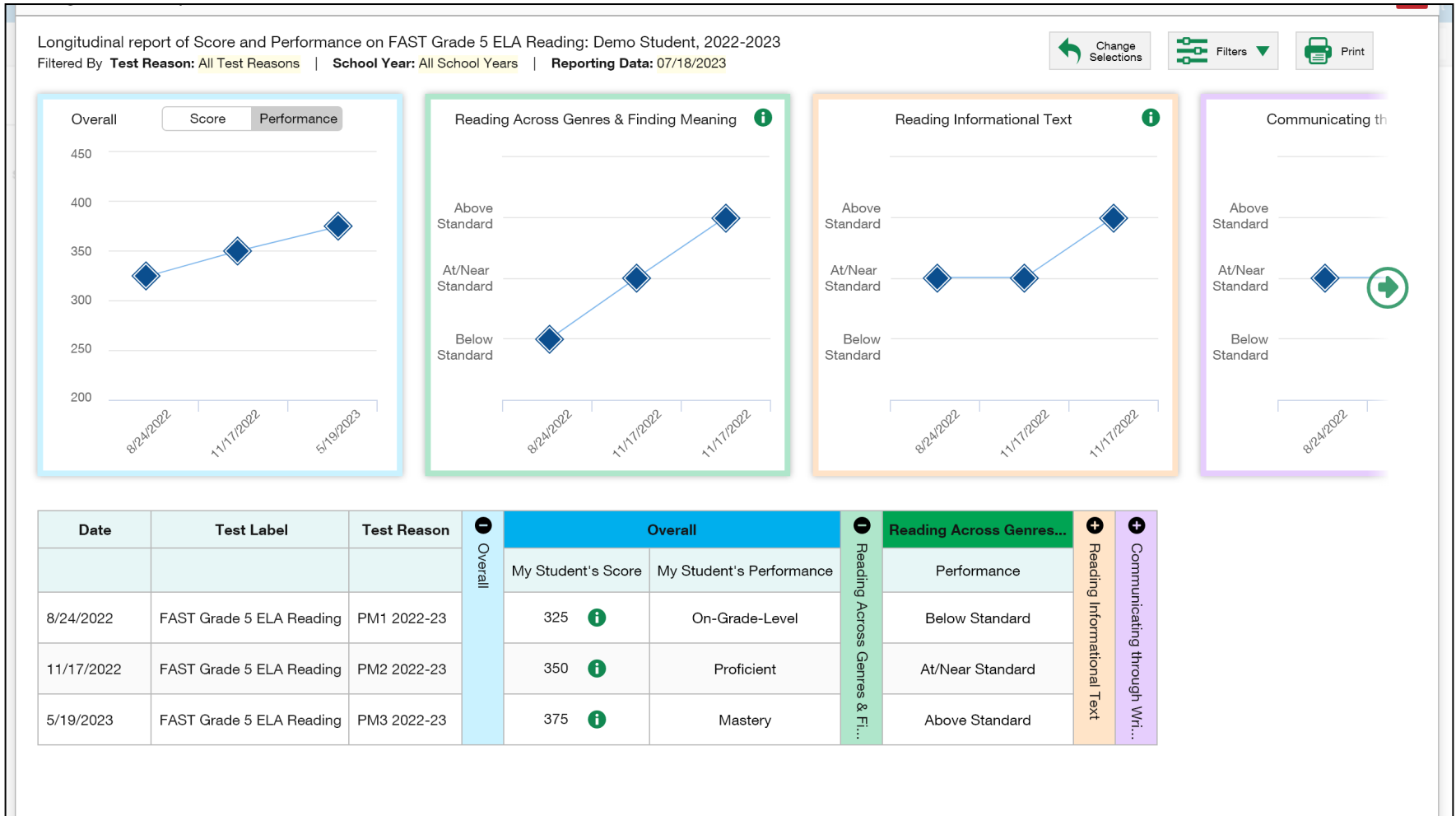
- Teachers can quickly see which standards are strengths for their class and with which standards their class is struggling.
- Measures: performance for each reporting category, the standards assessed within the reporting category, proficiency on each standard, performance on each standard relative to performance on the test as a whole.



- The Strengths and Weaknesses charts are generated at the roster or school level and provide information about how a group of students performed on each standard, either relative to the proficiency standard (i.e., proficiency cut score) or relative to their overall performance on the test.
- Not generated for individual students, because each student is administered too few items in a standard to produce a reliable score for each standard.



- Teachers can also view progress for an individual student and identify changes in scores and performances across PM1, PM2, and PM3.



Family Portal Login Page



Family Portal

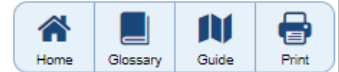
English - EN Sign Out

Steven Rogers

Student ID: 999941503 Date of Birth: 2/3/2013

Steven's Tests for 2022-2023 School Year ▼

Sorted by Most Recent Test



Algebra 1 EOC



ELA Reading

Geometry EOC

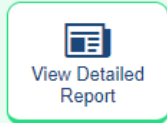
2022-2023 School Year

Test
FAST Grade 5 ELA Reading
Date Taken: 4/16/2023
Test Window: PM2 2022-2023

Score
400



Students who score in Level 5 demonstrate mastery of the B.E.S.T. Standards for their grade level. They are highly likely to excel in the next grade level.

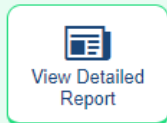


Test
FAST Grade 5 ELA Reading
Date Taken: 10/9/2022
Test Window: PM1 2022-2023

Score
347



Students who score in Level 2 demonstrate a below satisfactory level of mastery of the B.E.S.T. Standards for their grade level. To be prepared for the next grade level, they are likely to need substantial support.





Student Reports

Page one of the individual student report shows the scale score, achievement level, percentile rank, and district/state comparisons.

Student, Demo

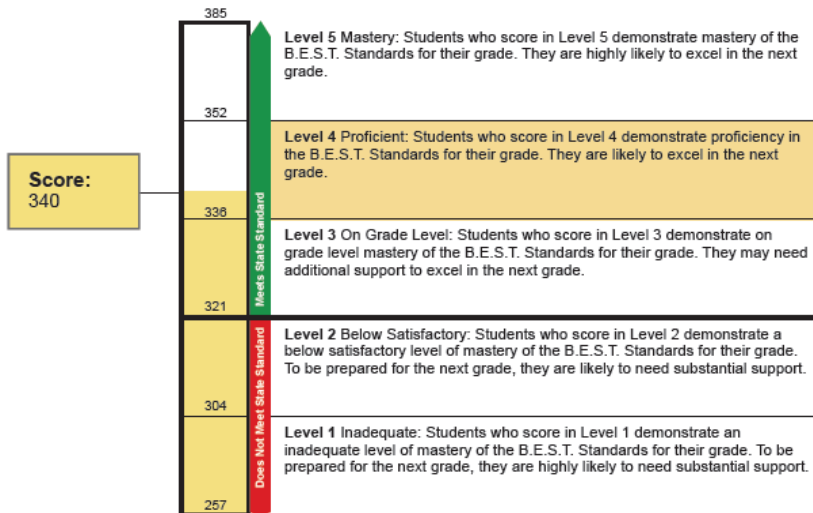
Grade 5 FAST ELA Reading 2023-2024

Student ID: DM999999999991 | Student DOB: 7/2/2009 | Enrolled Grade: 5
Date Taken: 9/20/2023 | Test Reason: PM1 2023-24

Demo District
Demo School

Scale Score: 340 Achievement Level: Level 4 Percentile Rank: 72

How Did Your Student Do on the Test?



How Does Your Student's Score Compare?

Name	Average Scale Score
Florida	320
Demo District	316
Demo School	316

Please note, for the 2022-2023 school year and PM1 of the 2023-2024 school year, student achievement levels are provisional, and are linked to the 2021-2022 reporting scale, as required by Florida law. For PM2 of the 2023-2024 school year and beyond, scores will be reported on a new scale after the State Board of Education adopts new student achievement expectations in fall of 2023.

Percentile rank will be reported after the PM window closes. This rank will indicate where your student's performance falls compared to all other students who took the same test in this window.

Please visit the FAST Portal at www.flfast.org to access additional information and resources, including a Parent Guide that explains each element of this report and what it means for your student.

Students in grades 3-5 who scored a Level 1 or Level 2 may be eligible to receive free books on a monthly basis through the New Worlds Reading Initiative. Visit <http://newworldsreading.com> for more information.

Students in grades 3-5 who scored a Level 1 or Level 2 may be eligible for a \$500 reading scholarship to be used for instructional materials, tutoring, and summer or after school educational programs. Visit <http://Stepupforstudents.org/reading> for more information.

Please note, the information in the comparison table is based on the averages at the time this report was generated.

Student Reports

Student performance for each test item and its associated benchmark is reported.



Reporting

Individual Student Report

Student, Demo

Student ID: DM999999999991 | Student DOB: 7/2/2009 | Enrolled Grade: 5
Date Taken: 9/20/2023 | Test Reason: PM1 2023-24

Grade 5 FAST ELA Reading 2023-2024

Demo District
Demo School

Scale Score: 340 Achievement Level: Level 4 Percentile Rank: 72

How Did Your Student Perform on Each Test Question?

1. Reading Across Genres & Vocabulary			
Question #	Benchmark Key	Benchmark	Points Earned/ Points Possible
1	ELA.5.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	1/1
2	ELA.5.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	1/1
5	ELA.5.R.3.2	Summarize a text to enhance comprehension:	1/1
8	ELA.5.R.1.4	Explain how figurative language contributes to meaning in text(s).	1/1
12	ELA.5.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.	0/1
15	ELA.5.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	1/1
18	ELA.5.R.3.2	Summarize a text to enhance comprehension:	1/1
19	ELA.5.R.3.2	Explain how figurative language contributes to meaning in text(s).	1/1
23	ELA.5.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.	1/1
24	ELA.5.R.3.3	Compare and contrast accounts of the same event using primary and/or secondary sources.	0/1
25	ELA.5.V.1.3	Use context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the meaning of multiple-meaning and unknown words and phrases, appropriate to grade level.	1/1
29	ELA.5.R.1.4	Explain how figurative language contributes to meaning in text(s).	1/1
31	ELA.5.R.3.2	Summarize a text to enhance comprehension:	0/1
34	ELA.5.V.1.2	Apply knowledge of common Greek and Latin roots, base words, and affixes to determine the meaning of unfamiliar words in grade-level content.	1/1
37	ELA.5.V.1.4	Explain how figurative language contributes to meaning in text(s).	1/1
38	ELA.5.R.3.2	Summarize a text to enhance comprehension:	0/1

2. Reading Informational Text			
Question #	Benchmark Key	Benchmark	Points Earned/ Points Possible
3	ELA.5.V.1.2	Explain an author's perspective toward a topic in an informational text.	1/1
4	ELA.5.R.2.1	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	1/1
6	ELA.5.R.2.2	Explain how relevant details support the central idea, implied or explicit.	1/1
7	ELA.5.R.2.1	Explain how text features contribute to the meaning and identify the text structures of problem/solution, sequence, and description in texts.	0/1
9	ELA.5.R.2.3	Explain an author's claim and the reasons and evidence used to support the claim.	1/1
10	ELA.5.V.1.2	Explain an author's perspective toward a topic in an informational text.	0/1
11	ELA.5.R.2.2	Explain how relevant details support the central idea, implied or explicit.	0/1
26	ELA.5.V.1.2	Explain an author's perspective toward a topic in an informational text.	1/1
27	ELA.5.R.2.3	Explain an author's claim and the reasons and evidence used to support the claim.	1/1
28	ELA.5.R.2.3	Explain an author's claim and the reasons and evidence used to support the claim.	1/1
30	ELA.5.R.2.2	Explain how relevant details support the central idea, implied or explicit.	0/1
32	ELA.5.R.2.2	Explain how relevant details support the central idea, implied or explicit.	0/1

Enhanced Score Reports

- Enhanced Score Reports describe student performance in each reporting category of the FAST assessments (“What These Results Mean”), as well as suggestions for ways that parents can help students make progress in their learning (“Next Steps”).
- For each of the reporting categories, three tiers of text have been created based on the B.E.S.T. Standards and informed by the Achievement Level Descriptors (ALDs) that were written by Florida educators:
 - Below Expectations
 - At/Near Expectations
 - Above Expectations
- The reports classify student performance into one of the three tiers based on the students’ answers to items that measure the benchmarks associated with that reporting category.

Enhanced Score Reports


Scale Score: 340

Achievement Level: Level 4

Percentile Rank: 72

How Did Your Student Perform on Different Areas of the Test?

The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's performance in each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times within this testing window.

Category	Performance	Achievement Level	Achievement Level Description
1. Reading Across Genres & Vocabulary	 <p>Below the Standard Above the Standard</p>	Above the Standard	<p>What These Results Mean For example, your learner may be able to consistently:</p> <ul style="list-style-type: none"> Analyze how figurative language adds to implied meaning of the text(s). Summarize a story or an informational text to include complex or implied details (such as the plot and/or theme for a literary text or the central idea and/or relevant details for an informational text) to enhance understanding. Compare and contrast information from primary (firsthand) and/or secondary (secondhand) sources and explain how the sources support the same topic. Apply knowledge of word parts, such as affixes (prefixes and suffixes) and common Greek and Latin root words, recognize the connection between affixes and parts of speech, and use multiple strategies to determine the meaning of complex and unfamiliar words and phrases. <p>Next Steps Ask your learner to read a variety of texts. For example, have your learner:</p> <ul style="list-style-type: none"> Analyze how using multiple instances of figurative language contributes to the meaning of complex text(s). Explain how concise and specific details support the theme and/or central idea to enhance the understanding of the text. Explain how the similarities and differences between two primary (firsthand) and secondary (secondhand) sources contribute to an overall understanding of the same topic. Explain the parts of an unknown word that may help with understanding what the word means, or that changes the meaning of the word, and the connection to complex parts of speech. Explain how the use of multiple strategies can help determine the meaning of an unknown word or phrase.
			<p>What These Results Mean For example, your learner may be able to:</p> <ul style="list-style-type: none"> Explain how a text structure (chronological order, comparison, cause and effect, problem/

Grade 3 ELA Reading – "What These Results Mean"

Reading Prose and Poetry

See Benchmarks for Excellent Student Thinking 3.R.1.1, 3.R.1.2, 3.R.1.3, 3.R.1.4

Below Expectations

For example, your learner may be able to:

- Answer questions about a character's feelings, personality, motivations, and/or actions.
- Identify simple details about the theme (message/big idea) of a story.
- Answer simple questions about a character's perspective (thoughts, feelings, and reactions about what is happening) in a story.
- Identify a feature of one type of poem (free verse, rhymed verse haiku, or limerick).

Grade 3 ELA Reading – "Next Steps"

Reading Prose and Poetry

See Benchmarks for Excellent Student Thinking 3.R.1.1, 3.R.1.2, 3.R.1.3, 3.R.1.4

Below Expectations

Read and discuss a variety of stories with your learner. For example, have your learner:

- Retell the story and talk about how the characters' thoughts, feelings, and/or actions are important to the story.
- Talk about the story's message/big idea using some stated details from the story (e.g., *What does the character want the reader to learn about life?*).
- Talk about how different characters feel, think, or react.
- Read a variety of poems (free verse, rhymed verse, haiku, and limerick) and talk about the different features of the poem (examples of features include rhyme, descriptive imagery, lines, and stanzas).

Grade 3 Mathematics – "What These Results Mean"

Number Sense and Additive Reasoning

See Benchmarks for Excellent Student Thinking 3.NSO.1.1, 3.NSO.1.2, 3.NSO.1.3, 3.NSO.1.4, 3.NSO.2.1, 3.AR.1.2, 3.AR.3.1, 3.AR.3.3

Below Expectations

For example, your learner may be able to:

- Compose and decompose (build and break apart) four-digit numbers using objects or drawings.
- Plot and compare numbers up to 10,000 using symbols ($<$, $>$, $=$) and a number line with labeled intervals of 10s, 100s, or 1000s.
- Solve one-step word problems involving addition, subtraction, basic multiplication, and division.
- Identify a numerical pattern (e.g., *What is the rule for the number pattern: 5, 10, 15, 20, 25, . . .?*).
- Determine whether a whole number from 1 to 100 is even or odd.
- Round whole numbers up to 1,000 to the nearest 100.

Grade 3 Mathematics – "Next Steps"

Number Sense and Additive Reasoning

See Benchmarks for Excellent Student Thinking 3.NSO.1.1, 3.NSO.1.2, 3.NSO.1.3, 3.NSO.1.4, 3.NSO.2.1, 3.AR.1.2, 3.AR.3.1, 3.AR.3.3

Below Expectations

For example, have your learner:

- Write and read numbers greater than 1,000 when given verbally and in written form.
- Use manipulatives, such as base-ten blocks, to build number sense to the hundreds and thousands in multiple ways (e.g., 1,034 would be represented with one thousand block, three tens rods, and four unit cubes).

Interpreting the Enhanced Score Report

- The information in this report is provided for students and families and is not intended for use in or as a replacement for classroom instruction.
- Due to the relatively small size of each reporting category, neither individual nor combined reporting category performance should be used to infer overall performance.
- A student's overall score provides the most valid and reliable evidence of what the student knows and can do with respect to the B.E.S.T. Standards.
- The Reporting Category Statements documents can be found the FDOE website at the links below:
 - [ELA](#)
 - [Mathematics](#)



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2022–23 FAST Results

2022–23 FAST Results

- Following the release of PM3 results, the Department found that students had made substantial growth throughout the school year, including up to 42 percentage points in some subjects.
- Additionally, results demonstrated significant improvements throughout the year in student subgroups, with Hispanic, African American and students from economically disadvantaged families all showing double digit increases in the percentage of students scoring at or above grade level.
- “The significant gains made by our students this school year prove that progress monitoring is a success,” said Commissioner of Education Manny Diaz, Jr. “Florida’s teachers were provided immediate feedback following each FAST administration and used that feedback to guide future instruction. I look forward to working with educators to build on these results as we establish a true annual comparison beginning next year.”

2022–23 FAST Results (cont.)

The scores demonstrate significant student growth throughout the year and Florida's education system will continue to build upon this progress in years to come.

Student Subgroup Success:

- African American students increased performance throughout the year by:
 - 34 percentage points in grades 3–8 Mathematics
 - 16 percentage points in grades 3–10 ELA Reading
- Hispanic students increased performance throughout the year by:
 - 42 percentage points in grades 3–8 Mathematics
 - 17 percentage points in grades 3–10 ELA Reading
- Students from economically disadvantaged families increased performance throughout the year by:
 - 39 percentage points in grades 3–8 Mathematics
 - 16 percentage points in grades 3–10 ELA Reading



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Independent Review

Independent Review of FAST

- In accordance with s. 1008.22(14), F.S., the Commissioner of Education is required to conduct an independent review of the coordinated screening and progress monitoring program and provide recommendations based on the review to the Governor, the President of the Senate, and the Speaker of the House of Representatives no later than January 31, 2025.
- At a minimum, the review and recommendations must address the feasibility and validity of:
 - a) using results from the first and/or second administration of progress monitoring in lieu of the comprehensive, end-of-year progress monitoring assessment for the purposes of demonstrating a passing score, promotion to grade 4, meeting graduation requirements, and calculating school grades,
 - b) options for further reducing the statewide, standardized assessment footprint while maintaining valid and reliable data,
 - c) the feasibility and validity or remote administrations of statewide, standardized assessments, including the coordinated screening and progress monitoring system,
 - d) accelerating student progression based on results from the coordinated screening and progress monitoring system,
 - e) the incorporation of content from ELA instructional materials adopted by the Commissioner in test items within the coordinated screening and progress monitoring system, and
 - f) the impact of the coordinated screening and progress monitoring system on student learning growth data.



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Intervention Strategies

HB 7039 Student Outcomes

- Requires emergent literacy skills be grounded in the science of reading and correlate with content students will encounter in grades K-12.
- Requires VPK curriculum be content rich and sequential.
- Expands New Worlds Reading Initiative to prekindergarten children not yet on grade level as determined by the coordinated screening and progress monitoring (CSPM) system.
- Allows for VPK students who exhibit a substantial deficiency in early math skills based upon the results of the final CSPM be referred to the local school district and may be eligible to receive intensive mathematics interventions before entering Kindergarten.

State Regional Literacy Directors (SRLDs)

- Build capacity of district and school-level literacy leadership teams.
- Support literacy coaches with focusing on coaching practices proven to improve teacher practice/student achievement.
- Provide professional learning and support implementation for the B.E.S.T. ELA Standards grounded in the science of reading.
- Provide training and support with effective implementation of evidence-based practices/programs proven to work.
- Use data to inform supports and instruction to meet the needs of all students.

New Worlds Reading Initiative

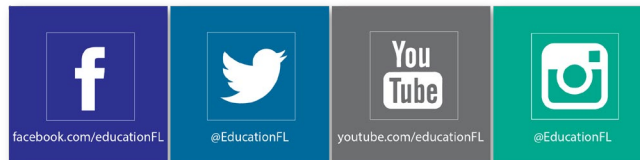
- <https://newworldsreading.com/>
- Eligible K-5 students receive free books on a monthly basis until the student is promoted to sixth grade or the parent opts out of the program.
- Eligible students include K-5 students below grade level in reading or who scored below a Level 3 on the preceding year's statewide ELA assessment.
- Distribution of books begins no later than October and continues through at least June.
- Over 183,000 students currently enrolled, with more than **4 million** books distributed over the past year.

New Worlds Reading Scholarship Accounts

- Parents of eligible students have access to reading scholarship accounts, worth \$500 each, for part-time tutoring, summer and after-school literacy programs, literacy instructional materials and curriculum.
- Eligible students include all of the following:
 - K-3 students identified with a substantial deficiency in reading
 - Grades 3-5 students who scored below a Level 3 on the preceding year's statewide ELA assessment
 - Grades 3-5 students who score below Level 3 on FAST PM1, PM2 or PM3
 - K-5 students who receive Tier 2 or Tier 3 instructional supports



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