

The Florida Senate  
**COMMITTEE MEETING EXPANDED AGENDA**

**EDUCATION PRE-K - 12**  
**Senator Simon, Chair**  
**Senator Calatayud, Vice Chair**

**MEETING DATE:** Tuesday, February 11, 2025  
**TIME:** 11:00 a.m.—1:00 p.m.  
**PLACE:** *Pat Thomas Committee Room, 412 Knott Building*

**MEMBERS:** Senator Simon, Chair; Senator Calatayud, Vice Chair; Senators Berman, Burgess, Collins, Davis, Gaetz, Thompson, and Yarborough

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TAB	BILL NO. and INTRODUCER	BILL DESCRIPTION and SENATE COMMITTEE ACTIONS	COMMITTEE ACTION
1	Presentation by the Department of Education on Florida Pre-K – 12 assessments		Presented

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Other Related Meeting Documents



# Statewide Assessment Program Overview

**Juan Copa**  
**Deputy Commissioner**  
**Division of Accountability, Research & Measurement**



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## K-12 Accountability Assessment Overview

- Grades 3-10 ELA FAST PM3
- Grades 3-8 Mathematics FAST PM3
- EOC Assessments in Algebra 1, Geometry, Biology 1, U.S. History, and Civics
- Grade 5 and 8 Science

## **FAST Progress Monitoring in English Language Arts (Grades 3-10) and Mathematics (Grades 3-8)**

- SB-1048 (2022) replaced the Florida Standards Assessment (FSA) with progress monitoring to measure student performance and growth.
  - Now into its third school year, Florida's **first in the nation** statewide progress monitoring system has been successfully administered.
  - Through progress monitoring, teachers, students and parents are provided **real-time, immediate and actionable data** at the beginning, middle and end of the school year to drive student improvement.
- In 2023-2024, **substantial gains** were achieved by Florida's students – with **improvements in ALL statewide assessments**.
- So far this school year, performance has either maintained or improved on PM1 and PM2 compared to prior school years.

# FAST Progress Monitoring Results (Grades 3-10)

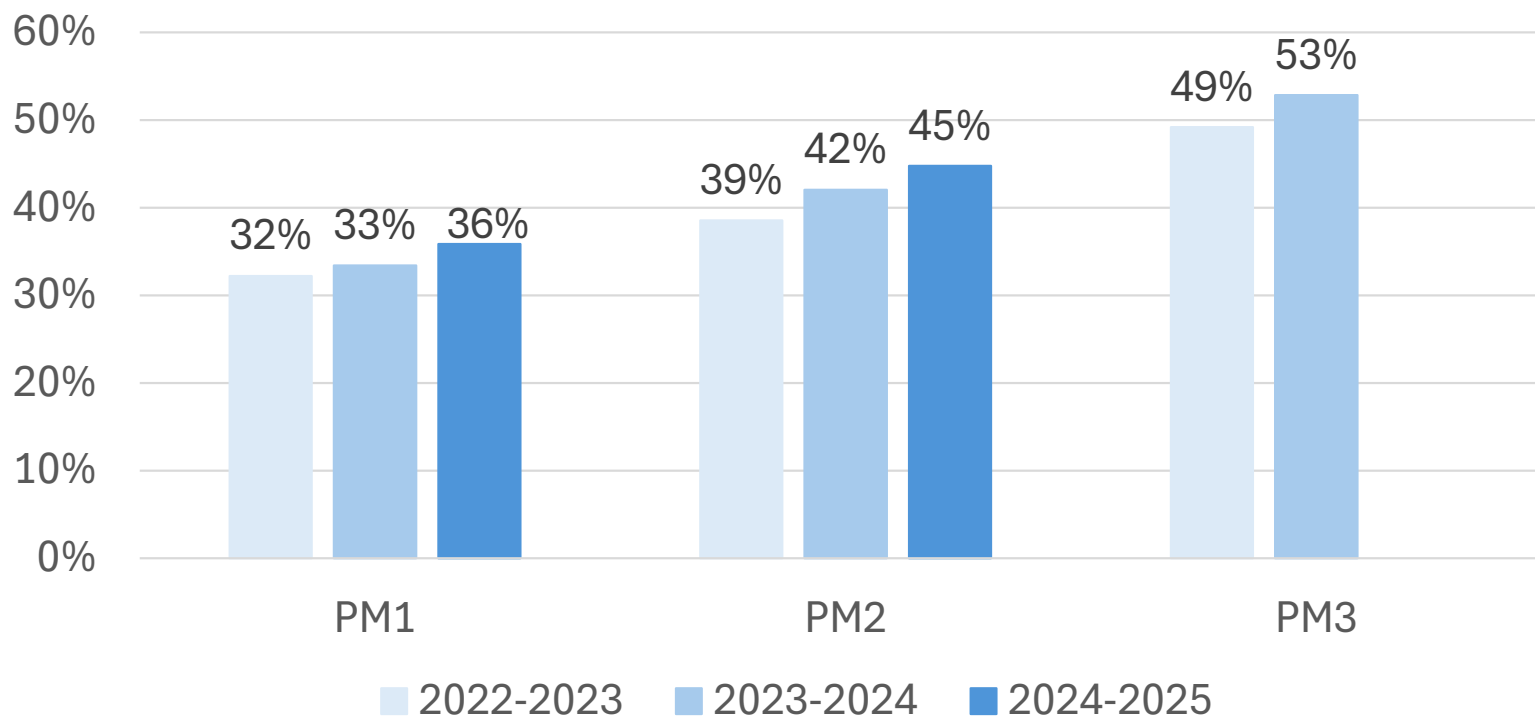
## Improvement During the 2023-2024 School Year

- Grades 3-10 ELA performance **increased by 20 percentage points** from the beginning of the school year to the end of the school year, with 53% of students scoring on grade level or above in PM3 compared to 33% in PM1.
- Grades 3-8 Mathematics performance **increased by 42 percentage points**, with 56% scoring on grade level or above in PM3 compared to 14% in PM1.
  - Compared to last school year (2022-2023), the increase in Mathematics performance from PM1 to PM3 was larger in 2023-2024.

# FAST Progress Monitoring

## *Percent Scoring On Grade Level and Above*

### English Language Arts (Grades 3-10)



## ELA and Mathematics Results (Grades 3-10)

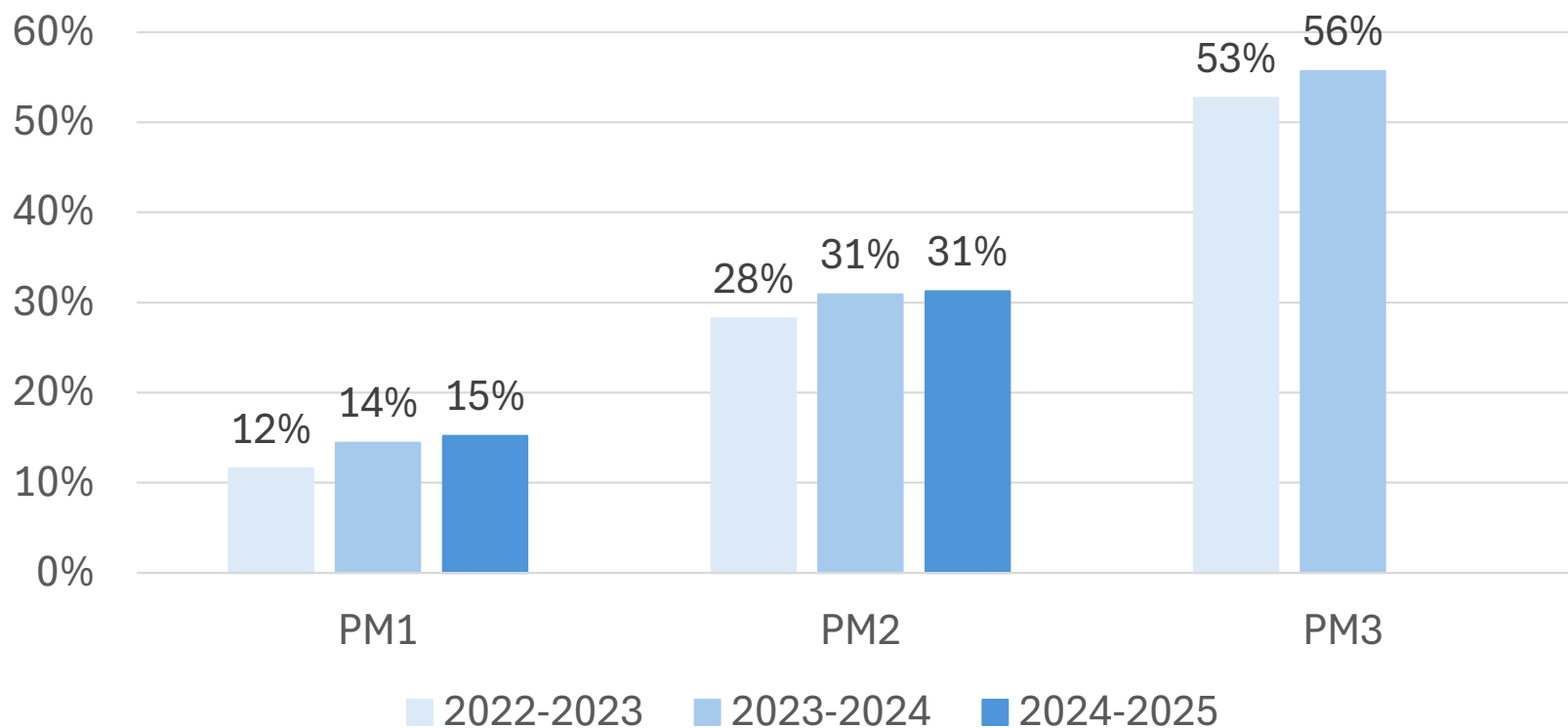
### Improvement Across School Years (PM3 2024 vs. PM3 2023)

- Statewide, **53% of students** in Grades 3-10 **scored on or above grade level** on the end-of-year progress monitoring assessment in ELA in 2024, an increase of 4 percentage points from 2023.
- Statewide, **55% of students scored on or above grade level** in Mathematics in 2024, an increase of 4 percentage points from 2023.

# FAST Progress Monitoring

## *Percent Scoring On Grade Level and Above*

### Mathematics (Grades 3-8)





# End-of-Course (EOC) Assessments and Science

- In addition to progress monitoring in ELA and Mathematics, ALL of Florida's statewide assessments (EOCs and Science) are now designed to provide teachers, students and parents with **real-time and immediate scoring**.
- Teachers can now inform their students of their performance on ALL statewide assessments upon completion of the test, instead of waiting several weeks after the school year has ended to inform students and parents and finalize course grades.
- As with ELA and mathematics, in 2024, **Florida students made improvements in ALL of Florida's statewide EOCs and the statewide Science assessments** compared to 2023.

## Algebra 1 and Geometry EOC Results

Statewide, **53%** of students scored at or above Level 3 (passing) in Algebra 1 in 2024, an **increase of 3 percentage points** from 2023.

Statewide, **52%** of students scored at or above Level 3 (passing) in Geometry in 2024, an **increase of 6 percentage points** from 2023.

## Civics and U.S. History EOC Results

Statewide, **67%** of students scored at or above Level 3 in Civics in 2024, an **increase of 1 percentage point** from 2023.

Statewide, **67%** of students scored at or above Level 3 in U.S. History in 2024, an **increase of 5 percentage points** from 2023.

## Science Results

Statewide, **53%** of students in 5<sup>th</sup> Grade Science scored on or above grade level in 2024, an **increase of 2 percentage points** from 2023.

Statewide, **49%** of students in 8<sup>th</sup> Grade Science (including Grade 8 students who took the Biology 1 EOC) scored on or above grade level in 2024, an **increase of 2 percentage points** from 2023.

Statewide, **66%** of students scored at or above Level 3 (passing) in Biology 1 in 2024, an **increase of 3 percentage points** from 2023.



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## Overview of Progress Monitoring in the Early Grades

- Grades K-2 FAST STAR Early Literacy, Reading, and Mathematics
- Voluntary Pre-Kindergarten (VPK) FAST STAR Early Literacy

## Progress Monitoring in the Early Grades

- End-of-year progress monitoring administration in Grades 3-10 ELA and Grades 3-8 Mathematics is used for state and federal K-12 accountability purposes.
- In K-10, all other PM administrations, including PM1 and PM2 in Grades 3-10, and all PMs in Grades K-2, are used to inform teachers, students, and parents on a student's progress and help guide instruction.
- One half of the new VPK provider accountability system is based on growth across PMs during the VPK program year, and the percentage of students "ready for Kindergarten" by the end of the VPK program year.

# FAST Progress Monitoring Results (Grades K-2)

## Improvement *During* the 2023-2024 School Year

- **Grades K-2 Early Literacy/Reading performance increased by 36 percentage points from the beginning of the school year to the end of the school year**, with 54% of students scoring on grade level or above in PM3 compared to 18% in PM1.
  - Compared to last school year (2022-2023), the increase in ELA performance from PM1 to PM3 was larger in 2023-2024 (36 percentage point increase vs. 35 percentage point increase).
- **Grades K-2 Mathematics performance increased by 45 percentage points**, with 57% scoring on grade level or above in PM3 compared to 12% in PM1.
  - Compared to last school year (2022-2023), the increase in Mathematics performance from PM1 to PM3 was larger in 2023-2024 (45 percentage point increase vs. 44 percentage point increase).

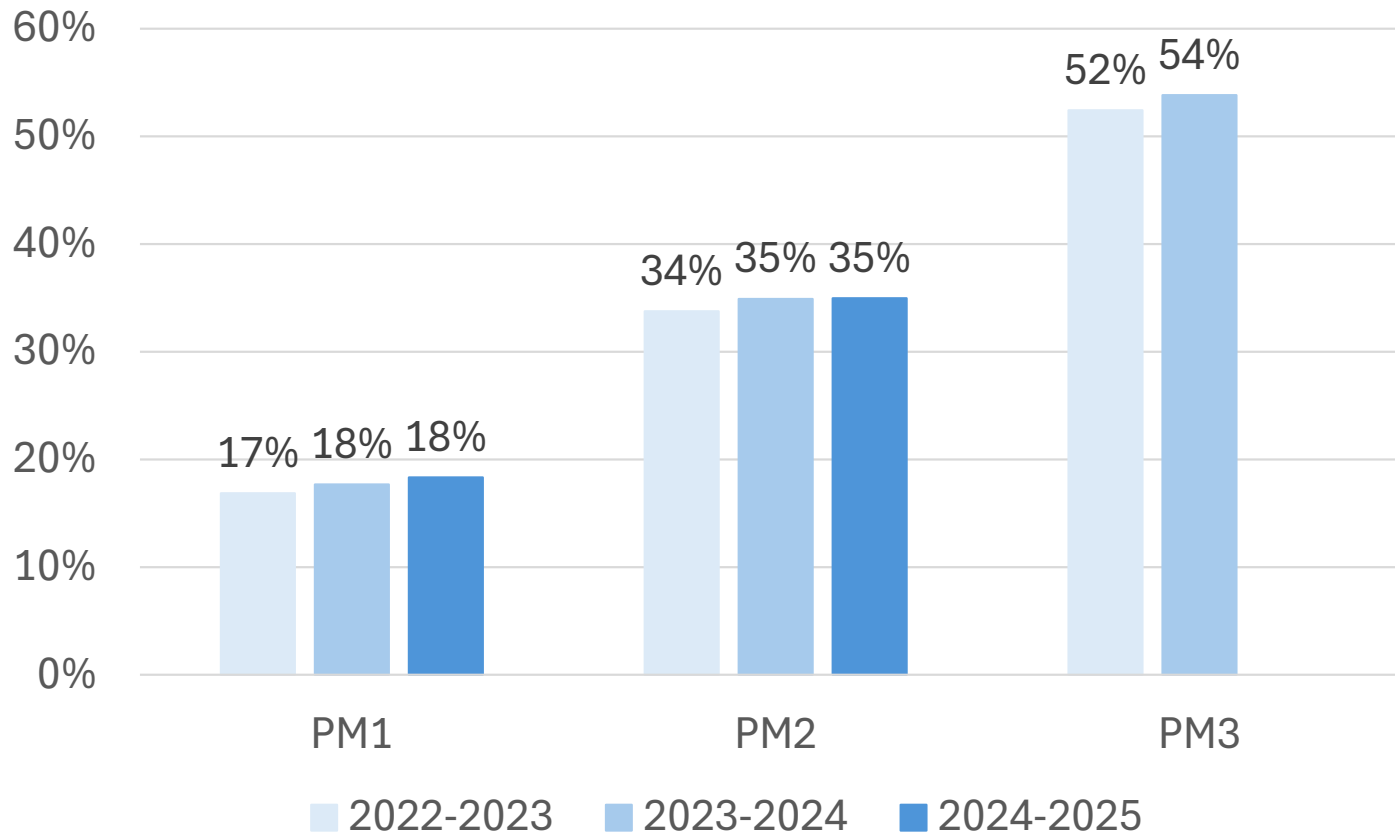
# ELA and Mathematics Results (Grades K-2)

## Improvement *Across* School Years (PM3 2024 vs. PM3 2023)

- Statewide, **54%** of students in Grades K-2 scored on or above grade level on the end-of-year progress monitoring assessment (PM3) in Early Literacy/Reading in 2024, an **increase of 2 percentage points** from 2023.
- Statewide, **57%** of students in Grades K-2 scored on or above grade level on the end-of-year progress monitoring assessment (PM3) in Mathematics in 2024, an **increase of 2 percentage points** from 2023.

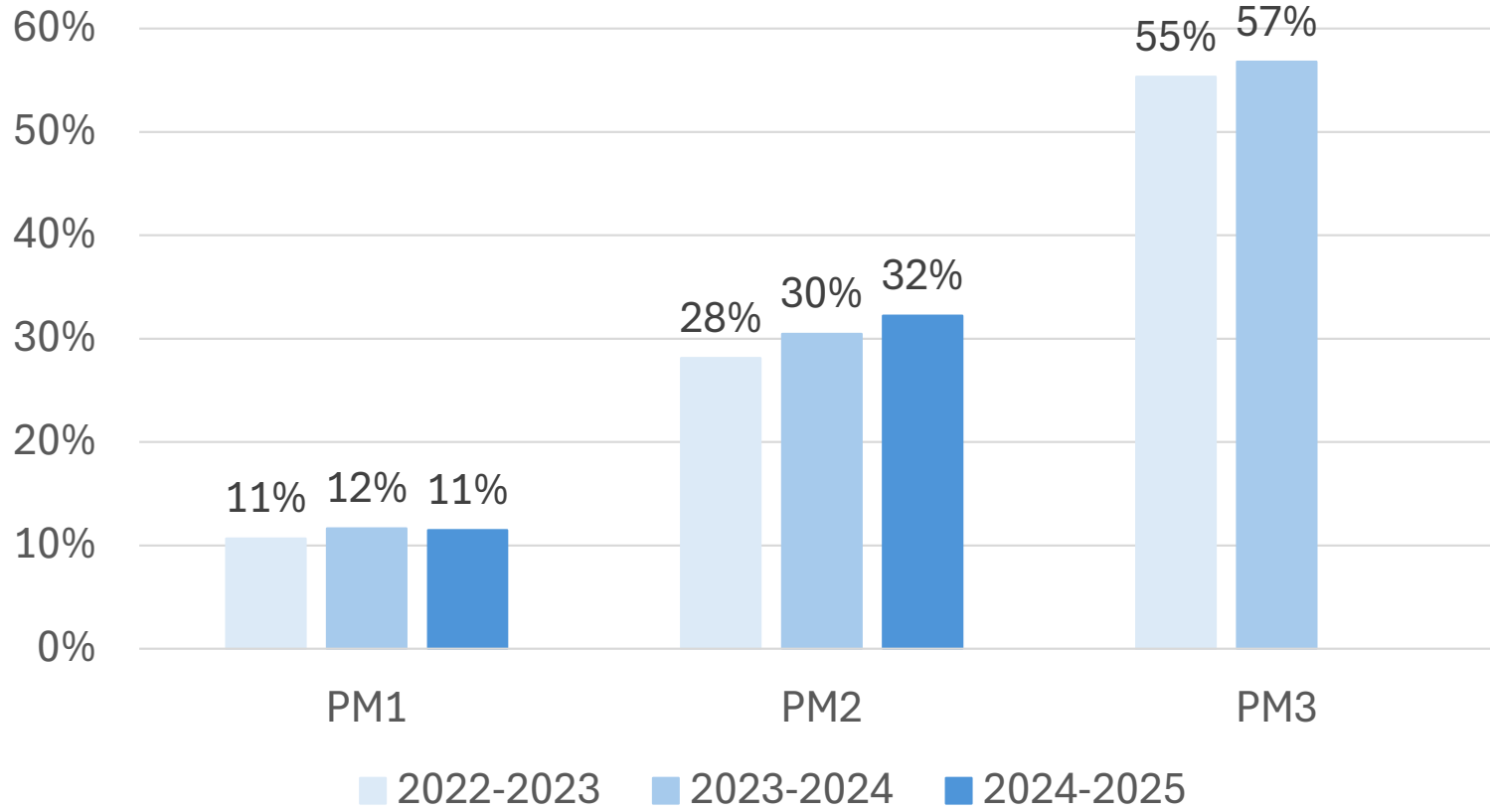
# FAST Progress Monitoring in Percent Scoring On Grade Level and Above

## Early Literacy/Reading (Grades K-2)



# FAST Progress Monitoring in Percent Scoring On Grade Level and Above

## Mathematics (Grades K-2)





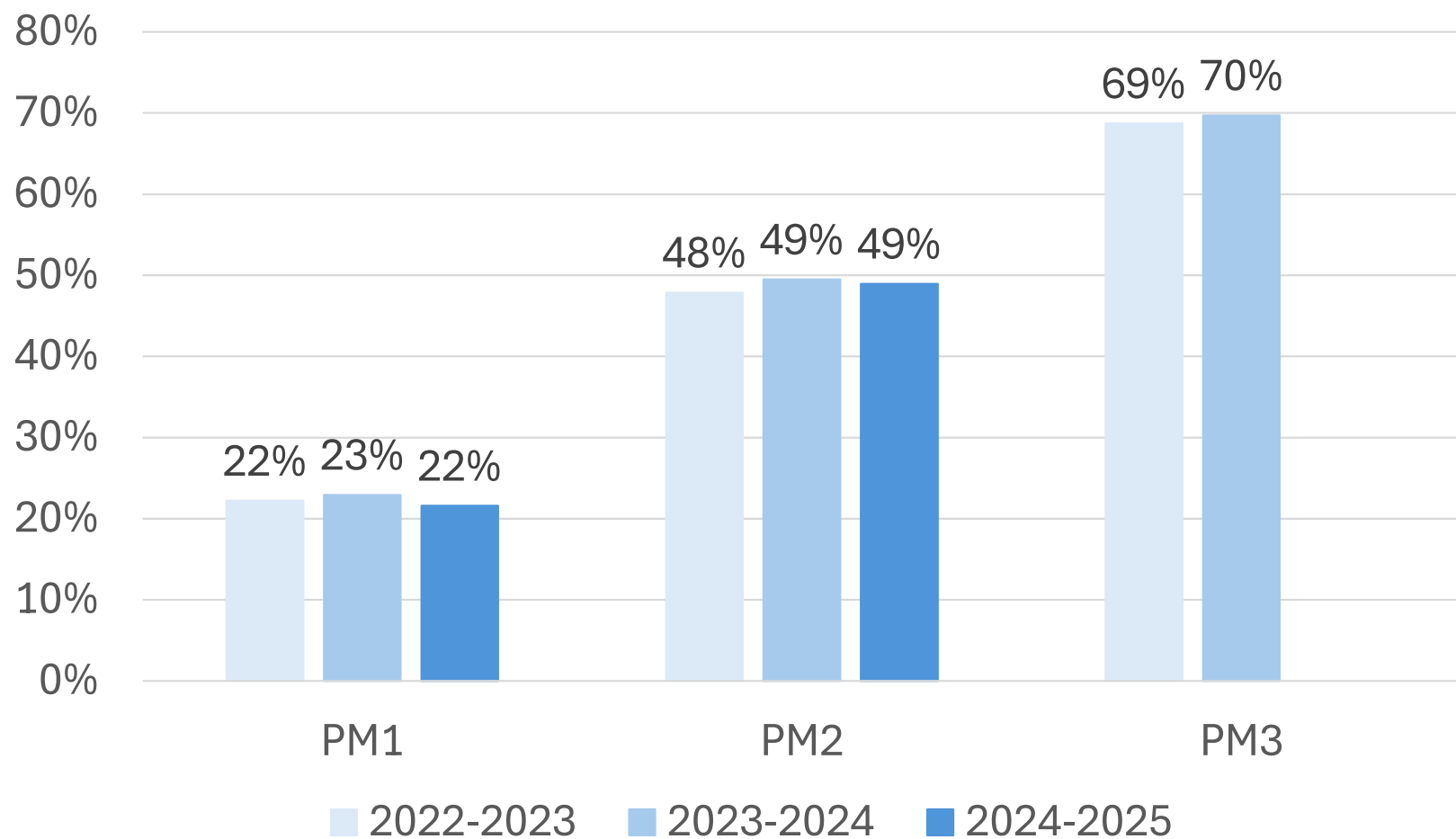
## FAST Progress Monitoring Results (VPK)

### *Improvement During the 2023-2024 School Year and Across School Years*

- The performance of VPK students on FAST STAR Early Literacy increased by 47 percentage points from the beginning of the school year to the end of the school year, with 70% of students scoring “kindergarten ready” or higher in PM3 compared to 23% in PM1.
  - Compared to last school year (2022-2023), the increase in ELA performance from PM1 to PM3 was larger in 2023-2024 (36 percentage point increase vs. 35 percentage point increase).
- Statewide, **70%** of students in VPK scored “kindergarten ready” or higher on the end-of-year progress monitoring assessment (PM3) in Early Literacy in 2024, an **increase of 1 percentage point** from 2023.

# FAST Progress Monitoring in Early Literacy (VPK)

## *Percent Scoring “Kindergarten Ready” and Above*





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## KnowYourSchools Portal

[www.KnowYourSchoolsFL.org](http://www.KnowYourSchoolsFL.org)

Most of the data shared in this presentation are available at Florida's ***KnowYourSchools*** portal – a one-stop shop for various education data resources including, state, district and school report cards; assessment and accountability reports (including advanced interactive reporting), and other K-12 and postsecondary student and staff data reports.



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# Other Assessment Topics

- Other Statewide Assessments
- Use of Assessments for Student Progression and High School Graduation Requirements
- Statutorily Required Independent Review of the Progress Monitoring System

# Other Statewide Assessments

## Writing

- Writing has been a statewide assessed area, in various forms, since the 1990's.
- The updated Writing assessment, which is separate from FAST progress monitoring and aligned to Florida's B.E.S.T. standards, was first administered statewide in Spring 2024.

## Florida Alternate Assessment for Students with Disabilities

- As required by s. 1008.22(3)(d), F.S., this assessment is provided for students with significant cognitive disabilities to accurately measure the core curricular content in the state academic standards.

## Florida's English language acquisition assessment for English Language Learners

- Assessments administered to K-12 English Language Learners to measure their proficiency of the English Language pursuant to state and federal law.
- Results chart progress and inform decisions to exit the English for Speakers of Other Languages (ESOL) program.

## Use of Statewide Assessments to Meet Student Progression and High School Graduation Requirements

- A student must earn a Level 2 (out of 5) on the Grade 3 ELA assessment (FAST ELA PM3) to be promoted to Grade 4.
  
- A student must pass the Grade 10 ELA assessment (FAST ELA PM3) and the Algebra 1 EOC to graduate from high school with a standard diploma.
  - S. 1008.22(9) and 1008.22(10), F.S. provide that this requirement can be satisfied by earning a concordant/comparative score on another assessment, such as, SAT, ACT, Classic Learning Test (CLT), Geometry EOC, and PSAT.
  - S. 1008.22(3)(d)2., F.S provides for a waiver of these requirements a student with disabilities for whom the IEP team determines that the assessments cannot accurately measure the student’s abilities, taking into consideration all allowable accommodations.
  - S. 1003.433(3)(b), F.S.). provides that Grade 12 English Language Learners who have been in the ESOL program for less than 2 years may meet the ELA assessment requirement by satisfactorily demonstrating grade-level expectations on formative assessments.



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## Independent Review

Section 1008.22(14), F.S., requires the Commissioner of Education to provide recommendations to the Governor, the President of the Senate, and the Speaker of the House of Representatives based on an independent review of the progress monitoring system by January 31, 2025

## Area 1:

### Investigating Use of PM1 and/or PM2 in Lieu of PM3 Findings

Allowing students to use their “best score” among PMs yields only minor improvements in overall student success.

Since most students have not met required thresholds after PM1 and PM2, schools would still be required to administer PM3 to a large proportion of the school population, therefore resulting in minimal reductions in testing burden.

Excluding students from later PMs would limit the utility of progress monitoring data for educators, undermining their purpose of driving improved student performance.

### Investigating Use of PM1 and/or PM2 in Lieu of PM3 Recommendations

Continue to use **PM3 as the primary indicator** for:

- Students to demonstrate a passing score,
- Students to be promoted to Grade 4,
- Students to meet graduation requirements, and
- Calculating the achievement components of School Grades.

Consider using **PM1 or PM2 as one potential source of alternative evidence** in determining passing, readiness for Grade 4, and in meeting graduation requirements.



## Area 2:

### Examining Options for Reducing the FAST Footprint Findings

FAST assessments have acceptable reliability and provide precise measurement, especially for students in the middle achievement levels.

Florida continues to build out the item banks by increasing the number of items in the item banks – approximately 250 items per year for each grade and subject – to support the administration of each PM and the statutorily required release of items.

Students in the lowest achievement levels may benefit from the current assessment length which allows for a more precise estimate of their ability

### Examining Options for Reducing the FAST Footprint Recommendations

Given that, with the adoption of FAST, Florida has already reduced the length of assessments compared to the FSA, **further reduction in test length may compromise the reliability and validity of the overall measure.**

Any consideration of a reduction of test length can be considered in the future as the item banks on which the tests are constructed continue to strengthen and grow.

## Area 3:

### Investigating Feasibility and Validity of Remote Testing Findings and Recommendations

- Meaningful differences in performance were found based on analysis of the approximately 1% of students who took PM1 or PM2 remotely vs. in-person in the 2023-2024 school.

## Area 4:

### Investigating Student Accelerated Progression Findings and Recommendations

#### **Leverage PM1 and PM2 scores to inform promotion decisions**

- Retained Grade 3 students who meet the promotion criteria in PM1 or PM2 have more than a 95% chance of meeting that criteria in PM3, indicating that the results in PM1 and PM2 can be trusted to predict how well a student will do on PM3.
- Use PM1 and/or PM2 scores as evidence in a multifaceted, comprehensive approach in making mid-year promotion decisions for retained Grade 3 students.

#### **Develop the eligibility criteria for acceleration plans**

- Proficiency on PM1 in either ELA or Mathematics is a strong indicator of “potential for acceleration.”
- However, reliance on the test score alone to accelerate is not sufficient, and educators must augment academic programs to provide students with necessary supports to facilitate their academic advancement.

## Area 5:

### Assessing the Inclusion of Adopted ELA Instructional Materials in the ELA Assessment Findings and Recommendations

- The majority of grade-level item banks met or exceeded the minimum threshold of one-third of the sample texts list found within the Benchmarks for Excellent Student Thinking (B.E.S.T.) ELA Standards represented in the FAST test items.
- In the limited cases where the item banks fell just short of that threshold, the recommendation is for the Department to consider advising the test developer to slightly increase the number of passages derived from texts on the B.E.S.T. ELA Standards sample texts list, which the Department has already done.

## Area 6:

### Investigating the Impact of FAST on Student Learning Growth Data Findings & Recommendations

- Using early assessments (PM1 and/or PM2) in the calculation of students learning growth in the formula (i.e., the value-added model, or VAM) under s. 1012.34(7), F.S., is not appropriate.
- PM3 scores remain the most consistent and reliable data source for teacher VAM scores.
- While early scores (PM1 and/or PM2) may offer some insights and potentially reduce testing frequency, they do not provide a complete picture of teacher impact and could skew evaluations if used as primary indicators
- Using all PM data (PM1, PM2, and PM3) in the calculation of VAM approximates the PM3-only based calculation, but it does not fully replace the depth of information provided by end-of-year data.



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For Additional Questions:  
Amelia Johnson, [Amelia.Johnson@fldoe.org](mailto:Amelia.Johnson@fldoe.org)  
Deputy Chief of Staff

The Florida Senate

# APPEARANCE RECORD

Deliver both copies of this form to  
Senate professional staff conducting the meeting

2/11/25

Meeting Date

Senate Ed PK-12

Committee

Bill Number or Topic

Amendment Barcode (if applicable)

Name Juan Copa

Phone (850) 245-0744

Address 3238 Salinger Way

Street

Email juan.copa@fldoe.org

Tallahassee FL

City

State

32311

Zip

Speaking:

For

Against

Information

**OR**

Waive Speaking:

In Support

Against

### PLEASE CHECK ONE OF THE FOLLOWING:

I am appearing without  
compensation or sponsorship.

I am a registered lobbyist,  
representing:

I am not a lobbyist, but received  
something of value for my appearance  
(travel, meals, lodging, etc.),  
sponsored by:

*While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)*

This form is part of the public record for this meeting.

S-001 (08/10/2021)

The Florida Senate

# APPEARANCE RECORD

Deliver both copies of this form to  
Senate professional staff conducting the meeting

2/11/25

Meeting Date

Bill Number or Topic

Senate K12 Ed

Committee

Amendment Barcode (if applicable)

Name Dr. PAUL BURNS

Phone 850-656-2623

Address 325 N. BAYVIEW ST  
Street

Email

City

State

Zip

Speaking:  For  Against  Information **OR** Waive Speaking:  In Support  Against

**PLEASE CHECK ONE OF THE FOLLOWING:**

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I am a registered lobbyist, representing:

I am not a lobbyist, but received something of value for my appearance (travel, meals, lodging, etc.), sponsored by:

*While it is a tradition to encourage public testimony, time may not permit all persons wishing to speak to be heard at this hearing. Those who do speak may be asked to limit their remarks so that as many persons as possible can be heard. If you have questions about registering to lobby please see Fla. Stat. §11.045 and Joint Rule 1. [2020-2022 Joint Rules.pdf \(flsenate.gov\)](#)*

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S-001 (08/10/2021)





## THE FLORIDA SENATE

Tallahassee, Florida 32399-1100

### COMMITTEES:

Appropriations Committee on Pre-K - 12 Education,  
*Vice Chair*  
Education Postsecondary  
Education Pre-K - 12  
Fiscal Policy  
Judiciary  
Military and Veterans Affairs, Space, and  
Domestic Security  
Rules

**SENATOR GERALDINE F. "GERI"  
THOMPSON**  
15th District

January 15, 2025

The Honorable Chair Simon  
Chairman  
404 South Monroe Street  
Tallahassee, FL 32399

Dear Chair Simon,

I am writing to formally request a leave of absence due to a medical condition from the Committee on Education Pre-K-12 during the interim committee meetings scheduled from January 13 through February 21, 2025. While I regret being unable to actively participate in Senate proceedings during this period, this temporary leave is essential to enable me to return to my duties fully restored.

I greatly appreciate your understanding and support during this time. If additional documentation or details are needed, please let me know.

Thank you for your attention to this matter.

Sincerely,

A handwritten signature in cursive script that reads "Geraldine F. Thompson".

Senator Geraldine F. Thompson  
FL Senate District 15

Cc: Matthew Bouck, Staff Director  
Alexander Brick, Deputy Staff Director  
Secret Williams, Administrative Assistant  
Maggie Gerson, Staff Director

REPLY TO:

- 511 W. South Street, Suite 205, Orlando, Florida 32805 (407) 245-0194
- 205 Senate Building, 404 South Monroe Street, Tallahassee, Florida 32399-1100 (850) 487-5015

Senate's Website: [www.flsenate.gov](http://www.flsenate.gov)

**BEN ALBRITTON**  
President of the Senate

**JASON BRODEUR**  
President Pro Tempore

# CourtSmart Tag Report

Room: KB 412  
Caption: Senate Committee on Education Pre-K - 12

Case No.: -

Type:  
Judge:

Started: 2/11/2025 11:01:53 AM

Ends: 2/11/2025 12:38:08 PM

Length: 01:36:16

11:01:57 AM	Call to Order
11:02:11 AM	Roll Call
11:02:14 AM	Quorum Present
11:02:19 AM	Opening Remarks by Chair Simon
11:02:30 AM	Tab 1
11:03:18 AM	Presentation by the Department of Education on Florida Pre-K -12 Assessments by Juan Copa
11:40:19 AM	Questions
11:41:20 AM	Senator Calatayud
11:43:07 AM	Juan Copa
11:44:44 AM	Chancellor Burns
11:46:52 AM	Senator Calatayud
11:47:21 AM	Chancellor Burns
11:48:24 AM	Senator Davis
11:49:14 AM	Chancellor Burns
11:50:34 AM	Senator Davis
11:51:20 AM	Chancellor Burns
11:51:27 AM	Senator Davis
11:51:49 AM	Juan Copa
11:51:52 AM	Senator Davis
11:51:57 AM	Juan Copa
11:52:33 AM	Senator Davis
11:53:36 AM	Juan Copa
11:55:03 AM	Senator Davis
11:55:57 AM	Juan Copa
11:59:20 AM	Senator Collins
12:00:38 PM	Juan Copa
12:00:46 PM	Chancellor Burns
12:02:13 PM	Senator Collins
12:02:54 PM	Chancellor Burns
12:03:16 PM	Senator Gaetz
12:04:03 PM	Juan Copa
12:04:09 PM	Senator Gaetz
12:04:13 PM	Juan Copa
12:09:26 PM	Senator Gaetz
12:10:27 PM	Juan Copa
12:12:37 PM	Senator Gaetz
12:13:18 PM	Chancellor Burns
12:16:15 PM	Senator Gaetz
12:18:07 PM	Juan Copa
12:18:53 PM	Senator Gaetz
12:19:38 PM	Senator Berman
12:20:35 PM	Juan Copa
12:20:44 PM	Senator Berman
12:20:51 PM	Chair Simon
12:21:02 PM	Senator Berman
12:21:23 PM	Juan Copa
12:22:06 PM	Senator Berman
12:22:54 PM	Juan Copa
12:23:01 PM	Senator Collins
12:25:00 PM	Juan Copa
12:26:25 PM	Senator Collins
12:26:50 PM	Juan Copa

**12:27:00 PM** Chancellor Burns  
**12:29:15 PM** Senator Collins  
**12:29:21 PM** Senator Calatayud  
**12:31:16 PM** Juan Copa  
**12:31:52 PM** Chair Simon  
**12:32:14 PM** Juan Copa  
**12:32:54 PM** Chair Simon  
**12:32:58 PM** Juan Copa  
**12:33:05 PM** Chair Simon  
**12:33:29 PM** Juan Copa  
**12:33:50 PM** Chair Simon  
**12:34:14 PM** Juan Copa  
**12:35:39 PM** Chair Simon  
**12:35:57 PM** Juan Copa  
**12:37:02 PM** Chair Simon  
**12:37:31 PM** Closing Remarks by Chair Simon  
**12:37:43 PM** Adjourned