

FSA and NGSSS Results: Guidance for Districts and Schools on Data Analysis

The Florida Department of Education (FDOE) encourages educators to use Florida Standards Assessments (FSA) and Next Generation Sunshine State Standards (NGSSS) assessment results in a way that is statistically appropriate. The comparisons described below provide options for evaluation of FSA and NGSSS reporting category/domain scores at the district and school levels.

Reporting category and domain scores are the actual number of points possible within each reporting category/domain. These scores are also known as raw scores. Reporting categories represent groups of similar student skills, or standards, which are assessed within each course or subject area. The state mean for each reporting category/domain is also provided to allow for comparisons to average performance statewide. To see what these reports look like, you can access the files for [FSA English Language Arts \(ELA\), Mathematics, and End-of-Course \(EOCs\) assessments](#); [Statewide Science Assessments](#); and [NGSSS EOC assessments](#).

The department encourages educators to use statewide assessment results in a way that is statistically appropriate. For educators to gather reliable information from the assessment scores, it is important to identify the comparisons at the reporting category score and/or domain level that yield valid interpretations of student performance. One valid comparison is of performance in a given reporting category or writing domain among schools, districts, and the state. A school's reporting category/domain score results can be compared to other schools', districts', or the state's reporting category/domain score results. District results can be compared to other district results and state results. Because students in any group (school, district, or state) will take the same set of test items in a given year, regardless of varying item difficulty at the content-area level, their results are comparable. For EOC assessments only, the items in each assessment reporting category will potentially vary by test form. Consequently, users should not compare reporting category scores across forms.

At the student level, it is not appropriate or valid to use reporting categories to compare individual students. Reporting categories should not be considered the sole indicators for determining the educational needs of students. Furthermore, providing instruction in a specific reporting category may not be justified and may actually be an inefficient use of instructional time.

When interpreting student results provided under the performance details for each reporting category, the following cautions and information should be considered:

- The number of items in a reporting category will vary by grade level. Consequently, users should not compare reporting category scores across grade levels.
- The difficulty of the items measuring each standard will vary from one year to the next. Consequently, users should not compare reporting category scores across years.
- The items in each assessment reporting category will potentially vary by test form (EOCs only). Consequently, users should not compare reporting category scores across test forms.

The comparisons described below can be applied in school- and district-level reviews of data. Comparisons at the classroom level are generally not appropriate due to the relatively small number of students in any given classroom.

In Table 1, students in two hypothetical schools (Sunshine and Evergreen) and students in a hypothetical district (Coastal) can be compared to students in the state, based on their performance on FSA Grade 3 ELA reporting category "Integration of Knowledge and Ideas."

Table 1: Mean Percentage Correct for FSA Grade 3 ELA Reporting Category 'Integration of Knowledge and Ideas'			
Sunshine Elementary (mock data)	Evergreen Elementary (mock data)	Coastal District (mock data)	State of Florida (mock data)
48%	62%	64%	57%

Similarly, Table 2 shows how students in two hypothetical schools (Palm and Panther) and students in a hypothetical district (Coastal) can be compared to students in the state, based on their performance on the Biology 1 EOC Assessment in the “Molecular and Cellular Biology” reporting category.

Table 2: Mean Percentage Correct for Biology 1 EOC Assessment Molecular and Cellular Biology Reporting Category in Form A			
Palm High (mock data)	Panther High (mock data)	Coastal District (mock data)	State of Florida (mock data)
62%	48%	64%	57%

In the next tables, mock results for all reporting categories for Evergreen Elementary are compared to both the district (Coastal) and the state.

Table 3: Mean Percentage Correct for FSA Grade 3 ELA Comparison of School to District and School to State						
Reporting Category	Evergreen Elementary (mock data)	Coastal District (mock data)	School/District Difference (mock data)	Evergreen Elementary (mock data)	State of Florida (mock data)	School/State Difference (mock data)
Key Ideas and Details	62%	64%	-2%	62%	57%	5%
Craft and Structure	64%	57%	7%	64%	63%	1%
Integration of Knowledge and Ideas	57%	60%	-3%	57%	72%	-15%
Language and Editing Task	70%	72%	-2%	70%	64%	6%

The presentation of data in Table 3 provides another perspective of student performance and program effectiveness. For example, in “Craft and Structure,” Evergreen Elementary had a higher mean percentage correct statistic than the Coastal District (64 percent versus 57 percent, respectively); however, Evergreen Elementary results were comparable to the state (64 percent versus 63 percent, respectively). If this variance were to remain consistent over time, there would be good reason to identify and share best practices in Evergreen Elementary with the rest of the district.

Another meaningful finding from Table 3 is illustrated in “Language and Editing Task” results. In this area, Evergreen Elementary had a slightly lower mean percentage correct than Coastal District (70 percent versus 72 percent, respectively); however, this same statistic was higher than that of the state (70 percent versus 64 percent, respectively). It would be easy to miss the fact that, while Evergreen Elementary’s performance on

“Language and Editing Task” was lower than that of the district, the performances of both were substantially higher than the state’s performance. Therefore, targeting additional resources to improve performance in the area of language and editing may be a lower priority.

If you have questions regarding this document, please contact the Office of Assessment at Assessment@fldoe.org.