

STATE BOARD OF EDUCATION
Action Item
October 18, 2023

SUBJECT: Approval of Amendment to Rule 6A-1.09422, Statewide, Standardized Assessment Program Requirements

PROPOSED BOARD ACTION

For Approval

AUTHORITY FOR STATE BOARD ACTION

Sections 1001.02(1), (2)(n), 1003.433(3)(b), 1008.22(15), 1008.25(11), F.S.

EXECUTIVE SUMMARY

Section 1008.22, F.S., requires that the State Board of Education specify, by rule, the scale score ranges and Achievement Levels for each statewide, standardized assessment, and s. 1008.25(11), F.S., authorizes the State Board to establish rules necessary for the coordinated screening and progress monitoring system under s. 1008.25(9), F.S. The baseline administration for assessments aligned to the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards occurred in spring 2023, and the achievement levels must now be established for the kindergarten through grade 10 English Language Arts (ELA) Reading, kindergarten through grade 8 Mathematics, and ELA Writing grades 4 through 10 assessments, as well as the end-of-course (EOC) assessments in Algebra 1 and Geometry. In addition, s. 1008.22(3)(e)2., F.S., requires that the State Board of Education designate passing scores, by rule, for each statewide, standardized assessment with established achievement levels since the requirement was first implemented in rule in 2013.

The Department convened statewide committees and used an established standard setting process to recommend achievement levels for each assessment aligned to the B.E.S.T. Standards. The Standard Setting process began with committees of almost 400 educators who recommended cut scores to define each achievement level for the assessment. The standard setting committee of educators, most of whom were nominated by their superintendent, met July 24–28, 2023, and proposed new achievement level cut scores based on their review of the assessments, informed by their experience with the B.E.S.T. Standards and teaching Florida’s students. Participants included teachers from the targeted subject areas, school and district curriculum specialists, and school and district administrators. Each committee member made independent recommendations for where the cuts should be after extensive analysis, discussion with their colleagues, and a review of the simulated impact of these standards. Committee members evaluated what students should know related to each question and determined the percent of “just-barely” prepared students at each achievement level.

After the educators made their recommendations, the recommendations were presented to a “reactor panel,” composed of superintendents, school board members, early learning representatives, business leaders, college and university presidents, and other educator stakeholders. On August 3–4, 2023, the reactor panel reviewed and provided feedback on the educator panel’s outcomes while also considering data from the National Assessment of Educational Progress (NAEP), as well as previous statewide assessments. The reactor panel’s final cuts mirror those proposed by the Educator Panel. The Commissioner reviewed both panels’ recommendations, as well as public input received during the rule development

workshop held on August 11, 2023. The cut scores proposed reflect the Commissioner’s final recommendations based on input from the educator panel, the reactor panel, and the public. Public feedback was also solicited via an online form posted on the Department of Education’s website.

Additionally, based on feedback from the Educator Panel and the Reactor Panel, the Department recommends revising the names that appear on student reports for each of the five Achievement Levels. (Note: the label for Level 3, “On Grade Level,” is designated in statute.) The proposed changes, while not listed in the Rule, are indicated below, for the State Board of Education’s consideration.

Level	Current Labels	Proposed Labels
Level 1	Inadequate	Well Below Grade Level
Level 2	Below Satisfactory	Below Grade Level
Level 3	On Grade Level	On Grade Level
Level 4	Proficient	Proficient
Level 5	Mastery	Exemplary

Based on the addition of the Florida Assessment of Student Thinking (FAST) progress monitoring assessments to this rule, this amendment also proposes to change the rule name to: “6A-1.09422 Coordinated Screening and Progress Monitoring System and Statewide, Standardized Assessment Program Requirements.”

Supporting Documentation Included: Proposed Rule 6A-1.09422, F.A.C.

Facilitator/Presenter: Juan Copa, Deputy Commissioner; Accountability, Research, and Measurement