The association between the FCAT Success Probability (FSP) from the FAIR with FCAT low achieving and high achieving performances.

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The Florida Assessments for Instruction in Reading (FAIR) reading comprehension screen was administered to approximately 1.1 million students in grades 3-10 during the 2011-2012 school year. As the FAIR continues to be utilized by teachers around the state, questions often arise about how the FSP score may be used to improved predictions of future performance on the Florida Comprehensive Assessment Test (FCAT). Specifically, many teachers are eager to understand how changes in FSP scores across the assessment periods (AP) may predict how a student will perform on the FCAT. The FAIR has traditionally provided several score types for FAIR users to understand how students are performing, including: 1) the FSP, 2) a normative standard score with a grade-based mean of 100, 3) a percentile rank, and 4) a normative ability score (i.e., the reading comprehension ability score; RCAS). The standard score, percentile rank, and RCAS are normed, meaning their scores are compared to a reference group of students. Of the four score types, the RCAS is the most appropriate to use for examining growth, as it is specifically sensitive to changes across the year within a grade, as well as for tracking progress across the grades over time.

During the 2011-2012 school year, the Florida Department of Education changed the cut-point on the FCAT 2.0, which altered the proportion of students who achieved a level 3 or higher on the FCAT. Because of this change, FCRR and Just Read, Florida! agreed that the RCAS for the FAIR reading comprehension screen should not be provided, as the RCAS was based on results from students’ scores on the prior FCAT achievement scale. Though the RCAS is not presently displayed for the 2012-2013 school year, we have opted to provide more specific data regarding the relationship between FSP and the FCAT.

The FSP score conveys the probability, or percent chance, that a student is likely to perform at level 3 or above on the FCAT. Thus, a student with a FSP of 20% has a 20% chance of being at level 3 or above, and a student with a FSP of 83% has an 83% chance of being at level 3 or above. A useful mechanism for looking at the FSP relative to the FCAT is to examine the range of FSP scores for students who were level 3 or above, as well as for those who scored below level 3. In this way, we are able to provide the mean FSP, as well as the interquartile range of scores for students who were level 1 and 2, and those who were level 3 and above during the 2011-2012 score year. The interquartile range of scores is a useful array of scores to plot as it reflects the middle 50% of scores for any given group. As such, by graphing the mean and interquartile range for level 1 and level 2 FCAT students, we show the middle 50% of FSP scores associated with students who achieved levels 1 or 2. Similarly, the interquartile range and mean for students who achieved level 3 or above will highlight the middle 50% of scores associated with that achievement performance.

The figures which follow display the interquartile range and mean score plots for the FSP at the Fall (AP1), Winter (AP2), and Spring (AP3) FAIR administrations across grades 3-10. For example, the mean Fall FSP score for third-grade students who ended up at level 1 or 2 on the FCAT during the 2011-2012 year was 28%, and the interquartile range was from approximately 10% to about 35%. That means that the middle half of the eventual level 1 and 2 students scored inside that range on the fall administration.
Students in Grade 3 who achieved level 3 or above during the year had a higher overall FSP at the Fall assessment period (63%), with the middle half of the level 3+ students in the range of 35% to approximately 90%. Clearly some students with high FSPs scored lower than expected on the FCAT (those above the bars on the Level 1 and 2 lines) while some with low FSPs scored higher than expected (those below the bars on the Level 3 and above lines). But the ranges depicted in the graphs show where the middle half or typical Level 1 and 2 or level 3 and above student scored during a given administration for each grade level. This information may assist teachers in understanding how FSP scores across the year and grade levels may relate to future FCAT performance.
Grade 3

Fall 2011 Assessment Point

Winter 2011 Assessment Point

Spring 2012 Assessment Point
Grade 4

**Fall 2011 Assessment Point**

- Level 1 & 2: 31%
- Level 3-5: 81%

**Winter 2011 Assessment Point**

- Level 1 & 2: 30%
- Level 3-5: 80%

**Spring 2012 Assessment Point**

- Level 1 & 2: 35%
- Level 3-5: 86%
Grade 7

Fall 2011 Assessment Point

2012 FCAT Achievement Level

Winter 2011 Assessment Point

2012 FCAT Achievement Level

Spring 2012 Assessment Point

2012 FCAT Achievement Level
Grade 8

**Fall 2011 Assessment Point**

- 23% at Level 1 & 2
- 74% at Level 3-5

**Winter 2011 Assessment Point**

- 25% at Level 1 & 2
- 76% at Level 3-5

**Spring 2012 Assessment Point**

- 27% at Level 1 & 2
- 78% at Level 3-5
Grade 9

**Fall 2011 Assessment Point**

- FAIR FSP Scores
  - Level 1 & 2: 71%
  - Level 3-5: 71%

**Winter 2011 Assessment Point**

- FAIR FSP Scores
  - Level 1 & 2: 24%
  - Level 3-5: 73%

**Spring 2012 Assessment Point**

- FAIR FSP Scores
  - Level 1 & 2: 25%
  - Level 3-5: 73%
Grade 10

**Fall 2011 Assessment Point**

- Level 1 & 2: 17%
- Level 3-5: 65%

**Winter 2011 Assessment Point**

- Level 1 & 2: 22%
- Level 3-5: 70%

**Spring 2012 Assessment Point**

- Level 1 & 2: 17%
- Level 3-5: 64%