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M E M O R A N D U M

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TO: District School Superintendents

FROM: Dr. Frances Haithcock

DATE: September 29, 2010

SUBJECT: FAIR Updates for the 2010-2011 School Year

The Florida Assessments for Instruction in Reading (FAIR) was administered throughout the state of Florida to approximately 1.5 million students in grades 3-10 in the fall, winter, and spring portions of the 2009-2010 school year. The purpose of this report is two-fold: 1) to describe the general relationship between the FAIR and the Florida Comprehensive Assessment Test (FCAT) and 2) to address the screening accuracy of the FAIR (e.g., how well does FAIR predict FCAT risk status?).

The first research question studied was the relationship between FAIR and FCAT scores across grades at the fall, winter, and spring assessments. Two separate correlations were estimated to address this question: 1) the correlation between the FAIR FCAT Success Probability (FSP) and FCAT and 2) the correlation between the FAIR Reading Comprehension screen (hereafter referred to as RC screen) with the FCAT. This second correlation was done to demonstrate how well the RC screen individually predicts FCAT performance. Results are reported in Table 1.

Table 1: Correlations between the FCAT and both RC Screen and FSP

Grade	Fall RC Screen Standard Score	Fall FSP	Winter RC Screen Standard Score	Winter FSP	Spring RC Screen Standard Score	Spring FSP
3	0.72	0.71	0.74	0.72	0.75	0.73
4	0.69	0.74	0.73	0.74	0.74	0.74
5	0.70	0.75	0.73	0.76	0.73	0.76
6	0.73	0.74	0.72	0.74	0.72	0.74
7	0.71	0.72	0.69	0.72	0.69	0.72
8	0.71	0.76	0.71	0.76	0.71	0.76
9	0.69	0.73	0.67	0.73	0.67	0.73
10	0.69	0.75	0.67	0.74	0.66	0.74

The correlations across each grade demonstrated strong relationships between the RC Screen and FCAT, as well as between FSP and FCAT. As expected, the FSP correlation with FCAT was stronger than the relationship between RC screen with FCAT because the prior FCAT score was included in the calculation of FSP. The correlations indicate that both score types strongly predict to end of the year FCAT performance. The second question addressed the extent to which FSP scores greater or equal to 0.85 (green zone) at each assessment period corresponded to students scoring at or above Level 3 on FCAT Reading. Results are presented in Table 2.

Table 2: Screening Accuracy of the FAIR predicting FCAT success

Grade	Fall 0.85	Fall 0.70	Winter 0.85	Winter 0.70	Spring 0.85	Spring 0.70	% < Level 3 that took FCAT and FAIR
3	0.99	0.98	0.98	0.97	0.98	0.96	28
4	0.98	0.95	0.98	0.94	0.97	0.94	31
5	0.97	0.91	0.96	0.91	0.96	0.90	33
6	0.97	0.92	0.97	0.93	0.97	0.92	41
7	0.94	0.88	0.94	0.88	0.94	0.88	39
8	0.90	0.80	0.90	0.79	0.89	0.79	53
9	0.93	0.84	0.92	0.84	0.92	0.83	59
10	0.84	0.74	0.84	0.72	0.84	0.72	69

As reflected in the first column of each assessment window in Table 2, with the exception of grade 8 in the spring and grade 10 at each assessment period, more than 90 percent of students who obtained an FSP of at least 0.85 at any time point scored at Level 3 or above on FCAT Reading. In tenth grade, 84 percent of students with an FSP >= 0.85 scored at Level 3 or above on FCAT Reading.

A secondary analysis of the predictive power of the FSP used a cut-point of 0.70 as reflected in the second column of each assessment window in Table 2. At this level of proficiency (upper range of yellow zone), a strong prediction of FCAT success still existed; however, it was lower at the upper-grades than in elementary school. Thus, it is advisable to keep the lower bound of the green zone at a proficiency level of FSP>=0.85 rather than extending the green zone down to FSP>=0.70.

The results from these analyses lend support for the continued use of the FAIR RC screen as a tool to identify students throughout the year who are likely to score at or above Level 3 on FCAT Reading.

If you have any questions, please contact Stu Greenberg at 850-245-0503 or by e-mail at Stuart.Greenberg@fldoe.org.

FH:SG

CC: District Reading Contacts
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