

Florida Kindergarten Readiness Screener (FLKRS) Results: Guidance for Districts and VPK Programs on Data Analysis

The Florida Department of Education (FDOE) encourages educators to use FLKRS assessment results in a way that is statistically appropriate. The comparisons described below provide options for evaluation of FLKRS subdomain scores at the school and district levels.

Subdomain scores are not norm-referenced scores; rather, they are criterion-referenced scores that represent the percentage of items a student would be expected to answer correctly in a subdomain if the student took a test comprised entirely of items from that subdomain. Subdomain scores range from 0 to 100, and they represent groups of similar student skills. The state mean for each subdomain is provided to allow for comparisons to average performance statewide. For educators to gather reliable information from the assessment scores, it is important to identify the comparisons at the subdomain level that yield valid interpretations of student performance. 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.

One consistent observation in multi-year data is that three of the subdomains related to kindergarten readiness were below 50 across the state of Florida. These were Phonemic Awareness, Phonics, and Vocabulary. While students in some districts were successful in these subdomains, the data indicate that these concepts are challenging for most Florida students and should be part of the focus on efforts to better prepare students for kindergarten.

One valid comparison is of performance in a given subdomain among schools, districts, and the state. A school's subdomain score results can be compared to the subdomain score results of other schools, districts, or the state. District results can be compared to other district results and state results.

In the following table, 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 the FLKRS subdomain "Early Numeracy." All data below is mock data and is only used for illustrative purposes.

Table 1: Average FLKRS Score for the Subdomain 'Early Numeracy'			
Sunshine Elementary (mock data)	Evergreen Elementary (mock data)	Coastal District (mock data)	State of Florida (mock data)
51%	65%	67%	60%

In the next table, mock results for selected subdomains for Evergreen Elementary are compared to results for both the district (Coastal) and the state.

Table 2: Average of Selected FLKRS Subdomain Scores: Comparison of School to District and School to State (mock data)						
Subdomain	Evergreen Elementary (mock data)	Coastal District (mock data)	Difference (mock data)	Evergreen Elementary (mock data)	State of Florida (mock data)	Difference (mock data)
Alphabetic Principle	68%	70%	-2%	68%	63%	5%
Visual Discrimination	60%	63%	-3%	60%	73%	-13%
Early Numeracy	61%	54%	7%	61%	60%	1%

A meaningful finding from Table 2 is illustrated in the “Alphabetic Principle” results. In this area, Evergreen Elementary had a slightly lower subdomain score than that of Coastal District (68 percent versus 70 percent, respectively); however, this same statistic was higher than that of the state (68 percent versus 63 percent, respectively). It would be easy to miss the fact that, while Evergreen Elementary’s performance on “Alphabetic Principle” was lower than that of the district, the performances of both were substantially higher than the state’s performance. Therefore, targeting additional resources at Evergreen Elementary to improve performance in the area of “Alphabetic Principle” may be a lower priority.

The presentation of data in Table 2 provides another perspective of student performance and program effectiveness. For example, in “Visual Discrimination,” Evergreen Elementary had only a slightly lower average subdomain score than that of Coastal District (60 percent versus 63 percent, respectively); however, Evergreen Elementary’s results were significantly lower than the state’s results (60 percent versus 73 percent, respectively). This indicates that Evergreen Elementary and the district as whole may wish to consult with other districts on strategies to improve in this area.

Lastly, Table 2 shows that, for “Early Numeracy,” while Evergreen Elementary’s results were about the same as the state’s results (61 percent versus 60 percent, respectively), Evergreen Elementary had a notably higher mean percentage correct statistic than that of Coastal District (61 percent versus 54 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.

In terms of intervention for students who struggle in multiple subdomains, teachers, programs, and school districts must make critical decisions as to where to focus efforts. The lowest subdomain scores may not necessarily be the appropriate starting point. Instead, the teacher should decide which subdomain(s) should be addressed first, based on the literacy status and needs of a student, as well as professional judgment regarding the relative importance of a subdomain compared to others.

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