



Progress Monitoring: Building Effective, Data-Informed Strategies to Close Achievement Gaps

State Board of Education

November 18, 2020



Why Focus on Progress Monitoring?

- Elevated dependence on progress monitoring in the 2020/2021 school year since end-of-year testing was canceled in the spring of 2020.
 - Need for student and school level data to support strategies for closing achievement gaps
- DOE collecting progress monitoring data with a focus on deploying resources to support teachers, schools and districts with the urgent goal of accelerating student learning.

Progress Monitoring and Data Collection

\$10 Million (from FDOE's 10% of K-12 Fund)

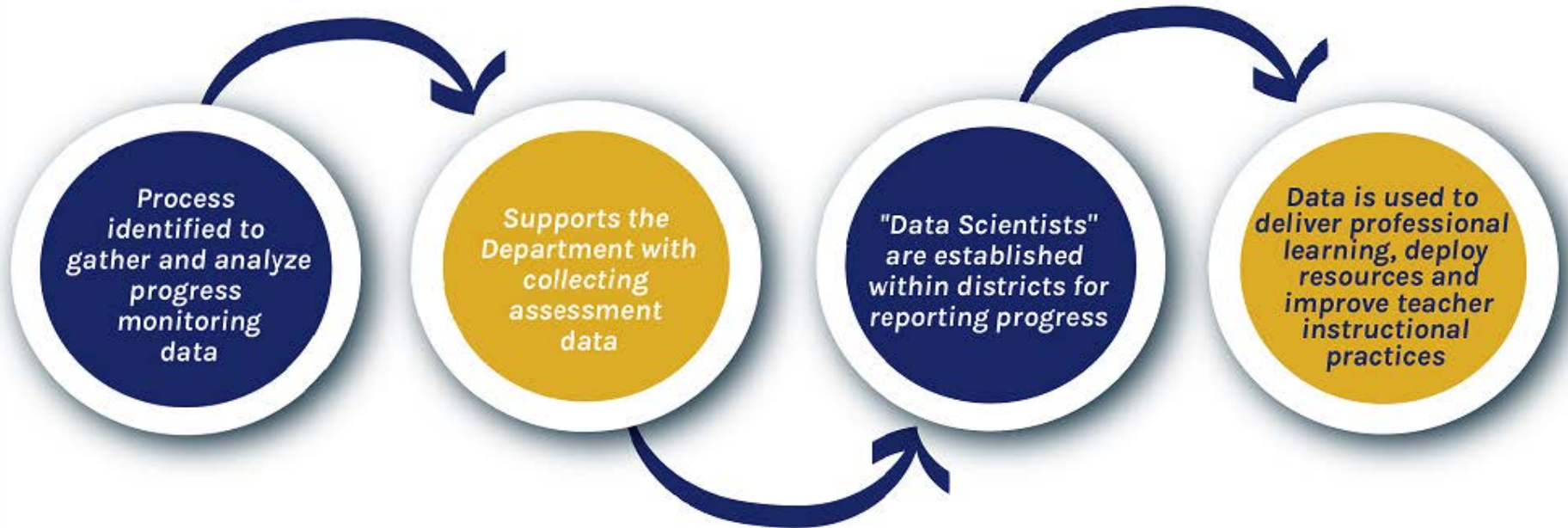
PRIMARY GOALS

- I. Promote effective use of progress monitoring data to better inform professional learning and instruction based on need (this supports efforts to respond with urgency to student achievement barriers).

- II. Create a seamless and consistent system for data collection, reporting and data use throughout the year to determine areas of focus for state/regional/district/school professional learning and resource deployment based on need.

PROGRESS MONITORING DATA COLLECTION

PROCESS



Statewide Progress Monitoring Data Collection

- A process has been identified to gather and analyze progress monitoring data.
- Submitting progress monitoring in a manner prescribed by the Department is a requirement in EO-6.
- The process will support the Department with:
 - accessing the data directly from the primary vendors used by districts (e.g., i-Ready, STAR, MAP, Istation, Cambium Assessment);
 - gathering assessment data through a secured file transfer portal; and
 - collecting data a minimum of three times this school year.
- Investments allocated by the Department using CARES Act funding will allow each district to dedicate a Data Scientist for reporting progress monitoring data and improving student learning outcomes through data-driven decision-making.
- Data will be used to deliver professional learning, deploy resources and improve teacher instructional practices based on student need to improve learning outcomes.

VPK Progress Monitoring Pilot Program

\$2.9M (from Child Care CARES funds)

- Beginning in January 2021 through 2021-22, DOE will provide the opportunity for school-year VPK providers to implement the Star Early Literacy Assessment (which is currently used as the required kindergarten screening).
- Will provide a more comprehensive overview of students' learning and growth continuum during the critical early learning years.
- Voluntary participation via an application for up to 1,900 VPK providers and 50,243 VPK students.

Cambium Progress Monitoring Assessment

(Optional and CARES Act Funded)

- Optional resource for districts and charter schools that is focused on ELA for grades 3 – 10 and on Math for grades 3 – 8.
- Created by the developers of the current Florida Standards Assessment (FSA) and are aligned with these assessments.
- Provides data to the district, school and teachers on student progression toward mastery of grade-level standards.
- This optional assessment has been provided at the request of several schools and so far more than 100,000 students have utilized this optional tool.

www.FLDOE.org



facebook.com/educationFL



[@EducationFL](https://twitter.com/EducationFL)



youtube.com/educationFL



[@EducationFL](https://instagram.com/EducationFL)

www.FLDOE.org