

October 2026

"FAST" Data, Short On Time

What 656 Florida educators say about the shift to the
new FAST exam model

656

Florida educators surveyed

September 28 – October 13, 2026



Executive Summary

In 2022, Florida became the first state to replace its end-of-year test with three progress monitoring windows a year. Texas is now building a similar model. Five years in, we asked 656 Florida educators how FAST feels from the classroom. Their answer: **the FAST data is real and in use**. Time to act on the data, and pressure on PM3, are where they still feel the squeeze.

WHAT FLORIDA SET OUT TO DO



Faster results



More time for teaching



Three short check-ins instead of one high-stakes test

WHAT EDUCATORS TOLD US

82%

use 24-hour FAST results at least somewhat effectively



PAGE 3

68%

say pacing or intervention time is their biggest FAST challenge

PAGE 4

53%

want printable resources for small groups; only 16% want data training

PAGE 6

64%

report limits on student screen time

PAGE 7

58%

of high school respondents expect over a quarter of students to take the CLT®

PAGE 8

656 Florida educators · Sep 28 – Oct 13, 2026 · 76% teachers · details on page 9

THE AIM

"It doesn't do much good to wait until the end of the year to find out a student has been having trouble."

Florida Senate President Wilton Simpson, 2022

The data arrived: 82% put 24-hour results to work.

The 2022 target was results within a week. Today, FAST scores post within 24 hours, and educators use them. 42% say the data immediately drives intervention groups and reteaching, and another 41% use it, though follow-up is inconsistent. Only 2% say the speed doesn't matter. Asked about the most positive outcome, educators most often named tracking growth across the year and catching gaps before the end of the year. Statewide PM2 results point the same way: scores are up 10 points in ELA and 6 points in math since 2022–23.

TIME TO RESULTS

2022 target

Today

1 week

24 hours

STATEWIDE PM2, SINCE 2022–23

+10

points in ELA

+6

points in math

42% say 24-hour data immediately drives intervention and reteaching

Highly effective: data immediately drives intervention and reteaching

42%

Somewhat effective: reviewed, but follow-up is inconsistent

41%

Not very effective: lack time or tools to act

11%

Not at all effective

4%

Quick turnaround doesn't matter to us

2%

Florida FAST Shift Survey, Oct 2026, n = 656.



More data, faster ... less question on who is low and more time to find out why.

FLORIDA MIDDLE SCHOOL TEACHER on the advantage of getting test results more quickly

PM2 figures: FLDOE, mid-year progress monitoring results, February 2026. One-week target: WLRN, March 2022.

THE AIM

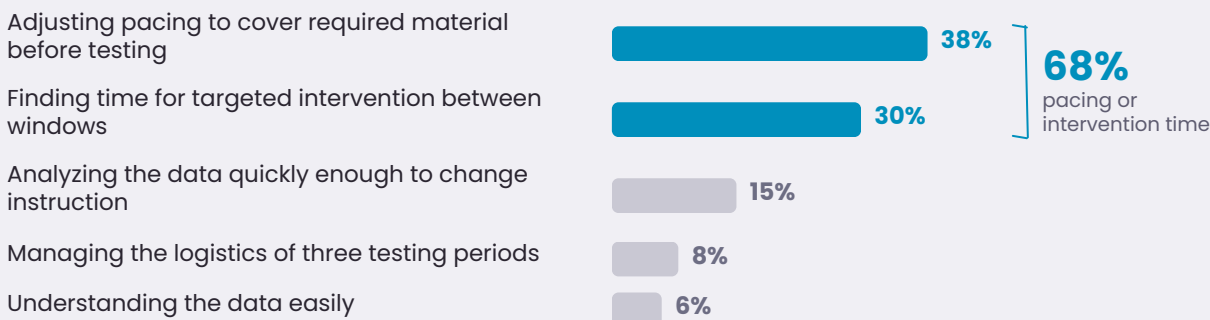
More “time for teaching.”

Florida’s 2021 progress monitoring plan

Time is still the scarcest resource: 68% name pacing or intervention time as their biggest challenge.

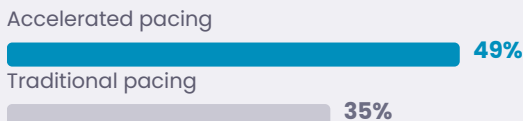
The three windows changed when teaching has to happen. The top challenge is covering required material before each window, followed by finding time to intervene between them. Understanding the data is a minor hurdle. Districts that sped up pacing to cover B.E.S.T. earlier feel the time crunch most. And the time crunch shows up downstream: only 27% describe a robust intervention system, while 34% have resources but use them inconsistently. **The issue isn’t the data, it’s the calendar.**

68% say pacing or intervention time is their biggest challenge

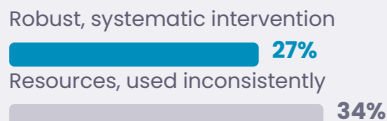


Florida FAST Shift Survey, Oct 2026, n = 656. Biggest challenge in adapting to the PM1, PM2 and PM3 windows.

49% of educators in districts that accelerated pacing call pacing their biggest challenge.



27% describe a robust, systematic intervention program. 34% have resources they use inconsistently.



We rush through the content and have to go back over everything instead of teaching it the right way the first time.

MIDDLE SCHOOL TEACHER

THE AIM

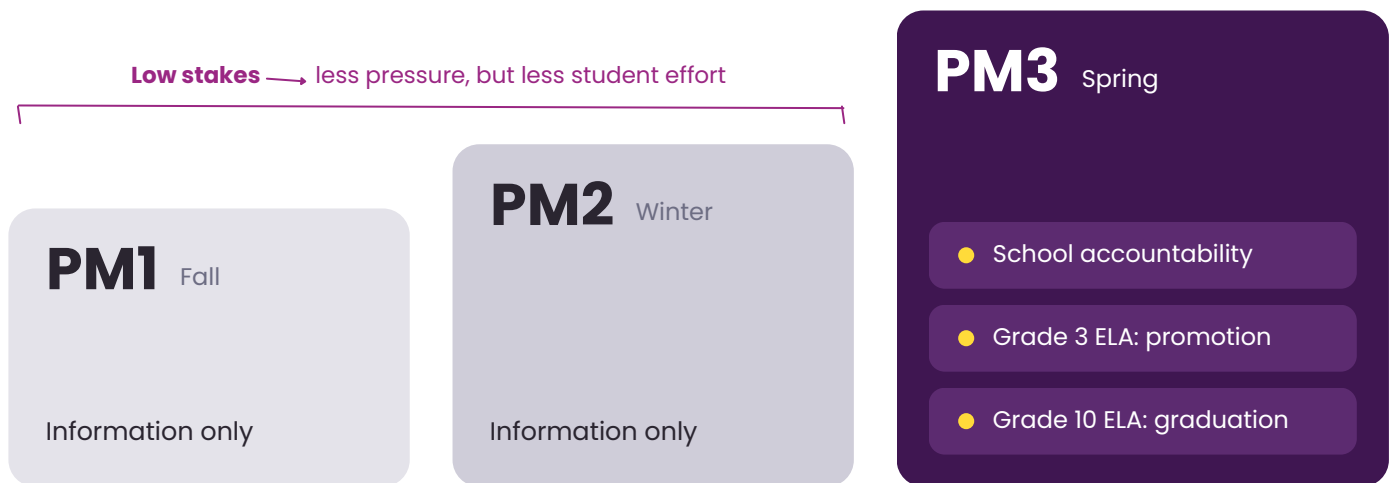
"Three short check-ins instead of multi-day, end-of-year, high-stakes tests."

2022 announcement of SB 1048

The pressure didn't disappear. It moved to PM3.

For some, the shift lowered anxiety, and students see their scores right away. But PM3 is the only window used for school accountability, grade 3 promotion, and grade 10 graduation (both in ELA Reading). PM1 and PM2 are information only, and students know it. Educators describe students coasting on the early windows, which makes the FAST data less reliable. **The low stakes are a feature, not a flaw.** Giving those windows a purpose students can see, through goal-setting, data charts, or growth that counts, would make the data more trustworthy.

WHAT EACH WINDOW COUNTS FOR



Source: FLDOE, 2026–27 FAST Grades 3–10 Fact Sheet, August 2026. PM1 and PM2 are for informational purposes only.

TWO SIDES OF THE SAME DESIGN



Elimination of high-stakes, end-of-year testing anxiety in favor of immediate, actionable data.

ELEMENTARY TEACHER on the benefit of the 3 test model



Students are aware that PM1 and PM2 do not determine their graduation status, and therefore, do not try, so the data is often not accurate.

HIGH SCHOOL TEACHER

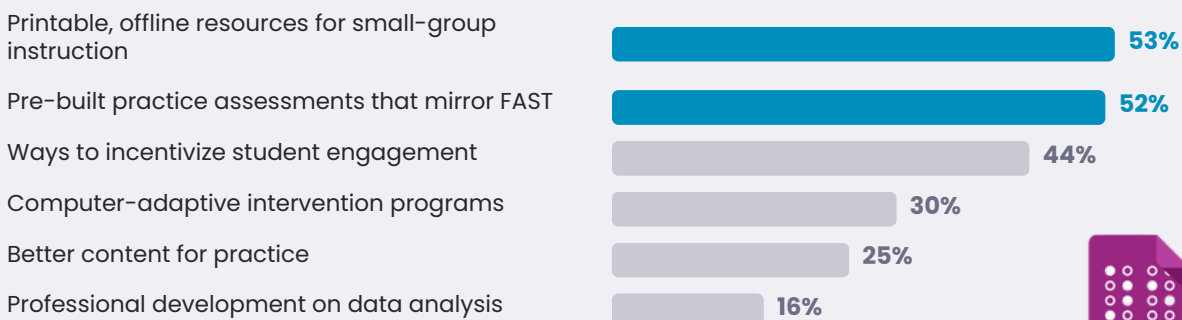
WHAT EDUCATORS ARE ASKING FOR

Educators want ready-to-use resources, not more training.

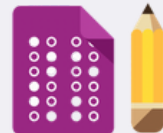
Asked what would help most after FAST results, educators chose printable small-group materials and practice that mirrors the FAST format. Fewer than 1 in 6 asked for training on data analysis.

Teachers can read the data; they need time and materials to act on it. When choosing tools, alignment is the bar: 72% rate B.E.S.T. alignment 5 out of 5, far ahead of ESSA evidence ratings (30%). Alignment is the top reason educators would switch platforms.

53% want printable small-group resources; 16% want data training



Florida FAST Shift Survey, Oct 2026, n = 656. What would most help after FAST results? Multi-select.

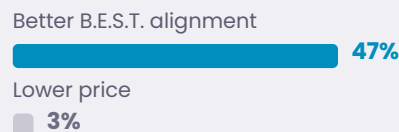


ALIGNMENT IS THE BAR

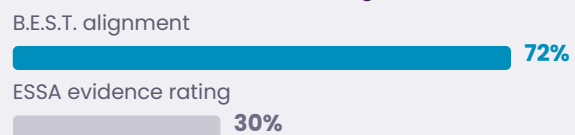
47%

would switch platforms for better B.E.S.T. alignment, **vs 3% for a lower price.**

Top reason to switch platforms



Rated 5 out of 5 when choosing tools



Access to detailed remediation that can be printed out and used in a small group that is aligned with curriculum and state standards.

ELEMENTARY TEACHER on features they would ask for from vendors

NEW PRESSURES

Screen-time limits are colliding with a digital, adaptive test.

64% of respondents report some limit on classroom screen time, and 20% are capped at 60 minutes a week or less. In Florida the limits are set locally: this summer, Pasco set 30 minutes a day for K–1, and Hillsborough is replacing K–2 screen rotations with hands-on work. Yet FAST is computer-adaptive from the earliest grades, and 73% of elementary educators call the digital format at least a moderate challenge for young students. **When screen time is limited, teachers want each minute to count**, and they want printable versions for offline instruction.

64%

report some limit on classroom screen time

20%

are capped at 60 minutes a week or less

73%

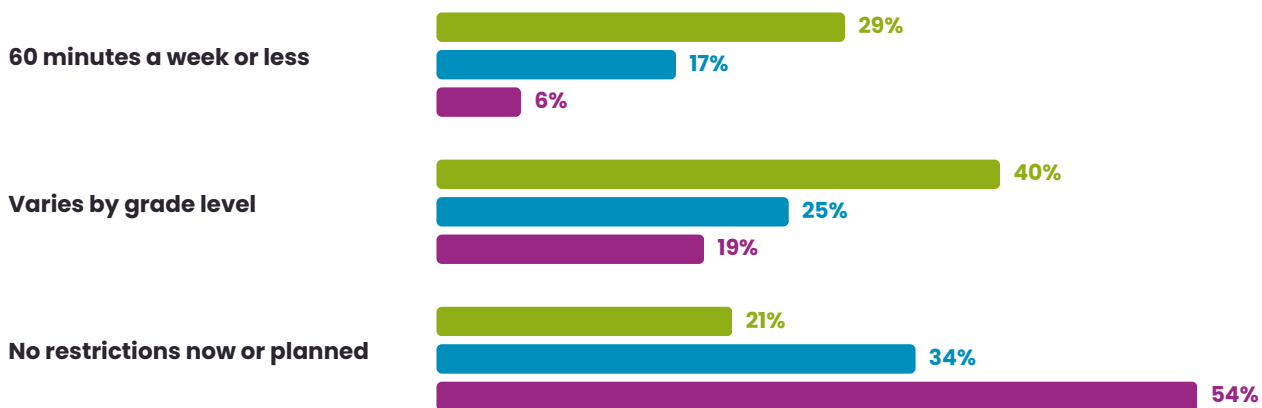
of elementary educators call the digital format at least a moderate challenge

Elementary educators face the tightest limits: 29% are capped at 60 minutes a week or less

■ Elementary only (n = 308)

■ Middle only (n = 122)

■ High school only (n = 100)



Florida FAST Shift Survey, Oct 2026. Screen-time limits by grade band served, multi-select; respondents serving a single grade band shown.



The first graders get to explore something on the computer. But they are being tested on computers that they aren't allowed to practice on.

ELEMENTARY TEACHER

District examples from GovTech (Pasco) and Bay News 9 (Hillsborough), July 2026. The 73% figure is from 308 elementary-serving respondents who gave one answer.

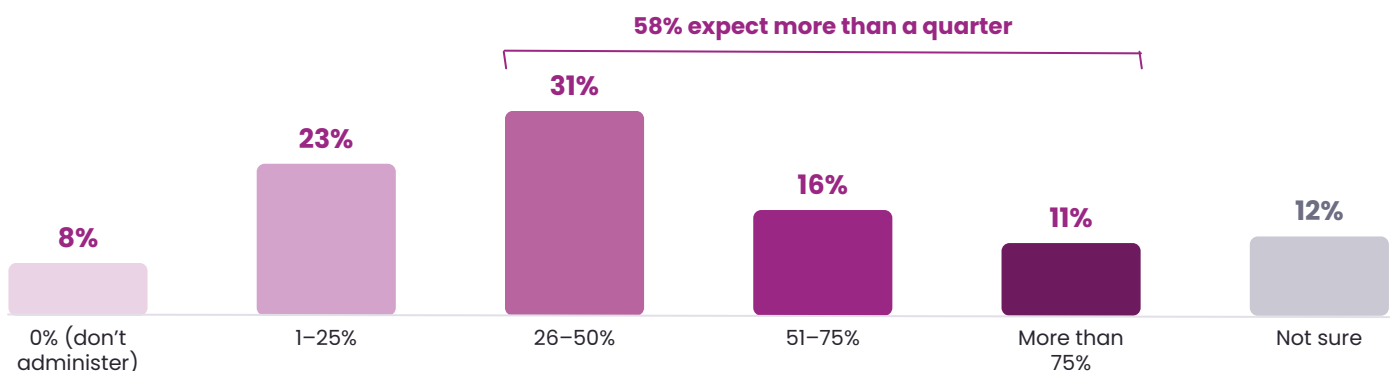
NEW PRESSURES

The CLT® is now mainstream in Florida high schools.

In 2023, Florida became the first state to accept the Classic Learning Test (CLT®) toward graduation requirements and Bright Futures eligibility. Three years later, 58% of high school respondents expect more than a quarter of their students to take it this year for graduation or scholarship purposes. 38% say their school or district pays the registration fee. The reason is telling: college and career readiness (CCR) testing is driven more by graduation and scholarship thresholds (concordant scores 30%, Bright Futures 19%) than by college admission (17%). The CLT® has drawn national debate. **For Florida schools, it's now part of the toolkit.**

58% expect more than a quarter of their students to take the CLT® this year

Expected share of students taking the CLT® this year for graduation or scholarship eligibility



Florida FAST Shift Survey, Oct 2026, n = 133.

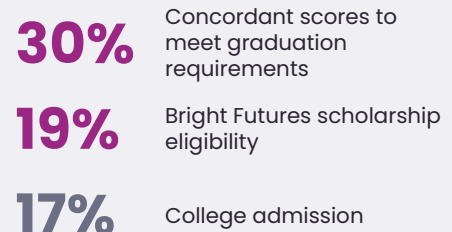
38% of schools or districts cover CLT® registration



Florida FAST Shift Survey, Oct 2026, n = 133. Exams whose registration cost the school or district covers.

WHAT DRIVES CCR TESTING

Share of high school respondents naming each as the main reason for their college and career readiness (CCR) testing



Graduation and scholarship thresholds outweigh admission.

Respondents serving grades 9-12 only (n = 133). Participation shares are respondent estimates. CLT® adoption: The Capitolist, 2023.

Florida's aims, five years on.

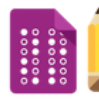
Florida's goals were the right ones, and the first (faster access to assessment results) has clearly arrived. The rest depend less on the test than on what surrounds it: time, materials, and a reason for students to try. **That's the lesson for every state building a three-window system.**

THE AIM	STATUS	WHAT EDUCATORS REPORT
Results teachers can use during the year	Arrived	Results within 24 hours; 82% use them
Instruction tailored to each student	In progress	27% have a robust intervention system
More time for teaching	Not yet felt	68% say pacing or intervention time is their biggest challenge
Three check-ins instead of one high-stakes test	Shifted	PM3 carries accountability, promotion, and graduation

FOUR ACTIONS FOR DISTRICT LEADERS

1
Protect intervention time between windows. Build it into pacing guides, not on top of them.


2
Give PM1 and PM2 a purpose students can see. Goal-setting, data charts, visible growth.


3
Supply FAST-format practice, in print too. Teachers want ready-made materials more than training.


4
Spend scarce screen minutes where they count. Adaptive practice and test-format familiarity first.


ABOUT THIS SURVEY

656 Florida educators completed an online survey between September 28 and October 13, 2026. 76% were teachers, 11% school or district administrators, 6% instructional coaches, and 6% other staff. CLT® and CCR findings use the 133 respondents who serve grades 9–12. Written answers were coded by theme. Findings reflect educators' reports; respondents include Progress Learning users. Percentages are rounded to whole numbers. **Sources:** FLDOE; Office of the Governor; WLRN; GovTech; Bay News 9; The Capitolist.