

Dr. Dorothy Bendross-Mindingall, Board Member

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**SUBJECT: ACADEMIC ACCOUNTABILITY AT MIAMI-DADE COUNTY
PUBLIC SCHOOLS (M-DCPS)**

COMMITTEE: ACADEMICS, INNOVATIONS, EVALUATION & TECHNOLOGY

**LINK TO STRATEGIC
BLUEPRINT: RELEVANT, RIGOROUS, AND INNOVATIVE ACADEMICS**

Miami-Dade County has entered into Phase 3 of the COVID-19 pandemic. Schools have opened and have begun to try and get back to some type of normalcy. It is important that our students not experience significant academic learning loss. In the wake of the COVID-19 pandemic, the immediate transition to online Distance Learning in March 2020, forced our students to experience unparalleled pressures and many of our students have in all likelihood fallen behind academically. In order to address these deficiencies, the District must evaluate, analyze, develop and implement strategies for students based on their current level of academic achievement.

Under normal circumstances, schools can more readily identify which students are struggling academically because instructional staff can detect their challenges early and in-person. However, due to these unprecedented times, the usual assessment methodologies such as in-person evaluation, interim and final assessments, and other evaluative tools are limited. In addition, as the Board states in the Student Progression Plan, "There are probably no factors more important to a student's progress in school than regular and punctual attendance. Students who are tardy or absent excessively from the instructional program will fall behind in academic achievement. Excessive school absenteeism precedes grade failure, loss of interest, and may result in students withdrawing from school." Therefore, it is even more imperative that the process of analyzing student learning losses and gains during the pandemic is continually reviewed so that current status, baseline, challenges, and assessment and monitoring capabilities are understood.

This agenda item seeks to direct the Superintendent to provide periodic reports to the School Board of student attendance and academic performance and the demographics of students participating in online learning as well as the in-person classroom instruction. A detailed report must be provided to the School Board concerning how our students have progressed during the COVID-19 pandemic, including how student academic achievement has been (and is being) monitored, identifying the strategies for closing any academic achievement gaps, encouraging and ensuring student attendance either online or in-person, updating the number of students that have not logged on within the past six months, and what steps the District is taking to locate and assist students who are not logging on daily or for a period of time. Student academic achievement has been the Board's top priority and it is imperative that we continue to monitor these issues.

This item has been approved as to form and legal sufficiency by the School Board Attorney's Office.

ACTION PROPOSED BY

DR. DOROTHY BENDROSS-MINDINGALL: That The School Board of Miami-Dade County, Florida, direct the Superintendent at the November 10, 2020, Academics, Innovation, Evaluation, and Technology Committee Meeting, to provide a report detailing the following:

1. how are students, including demographic subgroups, have progressed or regressed since March 17, 2020, during the COVID-19 pandemic, the method being used to monitor students' academic progress as well as the strategies developed during the pandemic for closing the learning gaps for vulnerable populations such as students with disabilities, demographic subgroups, English language learners, students from low-income families, students of migrant workers, students who are homeless, and students in foster care;
2. the number of on-line learning students who have not logged on from, August 31 - October 31; November 1 - December 31; January 1 - February 28 - 29; March 1 - April 30; and May 1 - June 30, and what interventions and strategies are employed when students have not logged on daily or for a significant period of time;

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3. a comparison and analysis of increases and decreases of MDCPS student FTE enrollment during the pandemic, and strategies for addressing enrollment this school year among demographic subgroups and vulnerable populations.
4. a comparison and analysis of the enrollment rates and dropout rates before and during the pandemic; and
5. provide summary reports thereafter on (a) items 1 and 2 in the fall, winter, and spring based on the District's standardized progress monitoring assessments and (b) items 3 and 4 in the fall, and spring aligned with FTE reporting.