

The science of reading is the converging evidence of what matters and what works in literacy instruction, organized around models that describe how and why. We must also understand that one research study does not make a science. Many studies have been published, and in some cases, results have been at odds with each other. For educators to be able to consume research meaningfully, we need to look for documented evidence and when many well-designed studies point to a similar result, we must and should pay attention to the results. At the same time, for many years the research has been clear about what matters to teach in early literacy instruction including phonological awareness, phonics and word recognition, fluency, vocabulary and oral language comprehension, and text comprehension. For each of these, there is evidence that tells us what works and what does not work.

Of all subjects, Mathematics encourages logical reasoning, critical thinking, creative thinking, abstract or spatial thinking, problem-solving ability, and even effective communication skills. Mathematics is applied in various fields and discipline, including mathematical concepts and procedures used to solve problems in science, engineering, and economics. The complexity of those problems often requires relatively enhanced mathematical literacy, including understanding and learning math computation skills and concepts. Math computation skills include addition, subtraction, multiplication, and division, commonly known as basic arithmetic. Even in the technological world of computers and calculators, students must be taught and learn how to compute without them. Math concepts involve understanding the subject and the “why” or the main idea of mathematics. Knowing this implies you understand the reasoning behind the solution.

Mathematics plays a vital role in all aspects of life, whether in everyday matters such as time, tracking, driving, cooking, or jobs such as accounting, finance, banking, engineering, science, and software. And, while M-DCPS continues to outscore their counterparts in the State and other large school districts, in the administration of the 2022 Florida Assessments (FSA) Mathematics, 57% of all students scored within levels 3-5; in Grade 3, 39% scored below levels 3-5; in grade 5, 46% scored below levels 3-5; and in Grade 8, 61% scored below levels 3-5.

Therefore, this agenda item seeks to direct the Superintendent of Schools to conduct a comprehensive review of the teaching and learning process for reading and mathematics skills in Miami-Dade County Public Schools (M-DCPS), including the latest research available, the programs and instructional materials the District is currently implementing; the operational, programmatic, and financial recommendations for the Board’s consideration; and other findings of this review; and provide a report to the School Board at the Academics, Innovation, & Evaluation Committee Meeting of March 8, 2023.

While M-DCPS follows state statutes, state rules, and the B.E.S.T Standards, the School Board and the Superintendent should consider a new direction for the teaching and learning of basic education with a strong emphasis on reading and mathematics skills as we enter a new and enhanced era of an instructional reform that will have a positive impact on all students.

This item has been reviewed and approved by the School Board General Counsel's office as to form and legal sufficiency.

**ACTION PROPOSED BY CHAIR
MS. MARIA TERESA ROJAS:**

That The School Board of Miami-Dade County, Florida, direct the Superintendent of Schools to:

1. **conduct a comprehensive review and update of the teaching and learning process for reading and mathematics skills in Miami-Dade County Public Schools (M-DCPS), including the latest research available, the programs and instructional materials the District is currently implementing; the operational, programmatic, and financial recommendations for the Board's consideration; and other findings of the review; and**
2. provide a report to the School Board of this comprehensive update and review at the Academics, Innovation, & Evaluation Committee Meeting of March 8, 2023.

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