

Dr. Dorothy Bendross-Mindingall, Board Member

Co-Sponsors: Ms. Maria Teresa Rojas, Chair
Mr. Roberto Alonso
Ms. Lucia Baez-Geller } REVISED AT DAIS BY BOARD ACTION
Ms. Mary Blanco
Ms. Monica Colucci
Dr. Steve Gallon III
Ms. Luisa Santos

SUBJECT: STUDENT ACADEMIC ACHIEVEMENT AT MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS)

COMMITTEE: ACADEMICS, INNOVATIONS, EVALUATION & TEHCNOLOGY

LINK TO STRATEGIC PLAN: RELEVANT, RIGOROUS, & INNOVATIVE ACADEMICS

Student academic achievement is a top priority for the School Board of Miami-Dade County Schools. A review of third grade student academic achievement on the statewide, standardized English Language Arts assessment indicates that nearly 14% of third grade students were retained during the 2021-22 school year.

Florida Statutes 1008.25 mandates that the promotion from third grade to fourth grade is determined by Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards in English Language Arts (ELA). To qualify for promotion, students are required to obtain a Level 2 or higher on the Florida's Assessment of Student Thinking (FAST) Progress Monitoring (PM3) ELA test. However, students who score a Level 1 on the FSA ELA test may still be promoted if they meet one of the following criteria:

- Demonstrated proficiency on an alternative standardized reading assessment approved by the district.
- Completed a student portfolio that demonstrates mastery of the required benchmarks.
- Received a good cause exemption, which is granted in certain circumstances such as for students with disabilities or those who are English Language Learners.

In accordance with Florida Law, third grade students earning a Level 1 on the FAST ELA PM3 are identified as having a substantial deficiency in reading. The parent of any student who exhibits a substantial reading deficiency must be notified in writing that his or her child has been identified as having a substantial deficiency in reading. After initial notification, the school shall apprise the parent monthly of the student's progress in response to the intensive reading interventions and supports. In addition, the student's reading proficiency must be monitored, and the intervention must continue until the student demonstrates grade level proficiency in a

manner determined by the district, which may include achieving a Level 3 on the statewide, standardized English Language Arts assessment.

By using evidence-based practices that are grounded in the science of reading, teachers can effectively address and identify the learning gaps for students with substantial reading deficiencies. As such, it is imperative for students identified as having a substantial reading deficiency to be enrolled in a research-based strategic, comprehensive intervention program that addresses students' foundational skills in reading.

This item requests that the Superintendent provide periodic reports to the School Board on student academic performance for third-grade students identified as having a substantial reading deficiency. Academic progress reports must include de-identified student progress results towards achieving on grade level performance on the statewide, standardized English Language Arts assessment. Reports should also include the number of third grade students enrolled in research-based strategic, comprehensive reading intervention program.

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

**ACTION PROPOSED BY:
DR. DOROTHY BENDROSS-MINDINGALL:**

That The School Board of Miami-Dade County, Florida, authorize the Superintendent to provide reports to the School Board detailing:

1. The Miami-Dade County Public School de-identified students results from Florida's Assessment of Student Thinking (FAST) Coordinated Screening and Progress Monitoring Program for the Fall, Winter, Spring administrations, for third grade students identified as having a substantial reading deficiency; and
2. The number of third grade students enrolled in research-based strategic, comprehensive reading intervention program during October and February FTE; and
3. A list of the of monthly reports sent home to the parents of third grade students identified as having a substantial reading deficiency by region and school.