

Ms. Maria Teresa Rojas, Chair

SUBJECT: INSTRUCTIONAL TRANSFORMATION TO SUPPORT RAPID AND SUSTAINABLE IMPROVEMENTS FOR STUDENTS WHO ARE NOT PROFICIENT IN READING AND MATHEMATICS IN THIRD THROUGH TENTH GRADE IN MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS)

COMMITTEE: ACADEMICS, INNOVATION, EVALUATION, & TECHNOLOGY

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

The Florida Department of Education (FDOE) has released the results of the administration of the new statewide assessments designed to measure the new Benchmarks for Excellent Student Thinking (B.E.S.T). These assessments include the Florida Assessment of Student Thinking (FAST) in English Language Arts (ELA) for grades 3 through 10, and Mathematics in grades 3 through 8. Mean scale scores and percentage results continue to show that M-DCPS students are performing much higher and have outperformed the state or have met the state mean scale score. Results also show that in progress monitoring 3, PM3, scores improved significantly from the first administration, PM1. Likewise, the Florida Standards Alternate Assessment (FSAA) Performance Task (PT) is designed for students whose participation in the standard statewide assessment program is not appropriate even with accommodations. Regardless of the component with which a student is assessed, it is expected that only students with the most significant cognitive disabilities who are eligible under IDEA will participate in the FSAA-PT program. While assessment results show that our students outperformed the state, results also show that our students did not do as well as expected.

Approximately an average of 40% in grades 3-10 are not proficient in reading and an average of 35% in grades 3-8 are not proficient in mathematics, scoring below level 3 in the FAST. Results from the FSAA-PT indicate that approximately an average of 40% in grades 3-10 are not proficient in reading and an average of 35% in grades 3-8 are not proficient in mathematics. Results are quite similar for both the FAST and the FSAA-PT. Furthermore, during the 2022-2023 school year, over 20,000 foreign born students entered M-DCPS and in 2021-2022, over 13,000. These students will be taking the FAST in less than two years.

The Office of Academics and Transformation annually reviews and develops a list of schools supported by the Educational Transformation Office (ETO) after the FDOE distributes student performance data. ETO provides assistance, guidance, and support to the identified schools in Tier 1, Tier 2, and Tier 3. Additionally, M-DCPS provides our most fragile students, parents, and teachers with after school tutoring, intersession programs during winter and spring recess, Saturday academies, continuous professional development for instructional staff, courses in the Parent Academy, Summer 305, and many other strategies to support the instructional needs of our students.

Our teachers have done an outstanding job in ensuring that students continue to improve and have persistently provided them the tools and teaching strategies necessary to advance their reading and mathematics skills. Furthermore, through the years, the School Board has been actively involved in ensuring that our students are proficient in reading and mathematics.

Some examples, and these are just some examples as there have been many, of action agenda items proffered by Board Members include the following:

- School Board Meeting of April 19, 2023, Agenda Item H-18, proffered by Board Member Dr. Dorothy Bendross-Mindingall – *STUDENT ACADEMIC ACHIEVEMENT AT MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS)*.
- School Board Meeting of August 18, 2018, Agenda Item H-15, proffered by Board Member Dr. Dorothy Bendross-Mindingall – *EXTENDING CLASSES FOR AFTERSCHOOL LEARNING DISTRICTWIDE AT MIAMI-DADE COUNTY PUBLIC SCHOOLS*.
- School Board Meeting of October 21, 2020, Agenda Item H-15, proffered by Board Member Dr. Dorothy Bendross-Mindingall – *ACADEMIC ACCOUNTABILITY AT MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS)*.
- School Board Meeting of February 10, 2021, Agenda Item H-21, proffered by Board Member Dr. Steve Gallon III, *CLOSING THE ACHIEVEMENT GAP IN MIAMI-DADE COUNTY PUBLIC SCHOOLS*.
- School Board Meeting of June 20, 2018, Agenda Item H-3, proffered by Board member Dr. Steve Gallon III, - *EDUCATIONAL SERVICES FOR IMMIGRANT STUDENTS*.
- School Board Meeting of December 14, 2016, Agenda Item H-5, proffered by Board Member Dr. Steve Gallon III, -*STATUS UPDATE ON FRAGILE SCHOOLS*.
- School Board Meeting of December 14, 2022, Agenda Item H-3, proffered by School Board Chair Mari Tere Rojas – *COMPREHENSIVE REVIEW AND UPDATE OF THE TEACHING AND LEARNING PROCESS FOR READING AND MATHEMATICS SKILLS IN MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS)*.
- School Board Meeting of March 17, 2021, Agenda Item H-6, proffered by School Board Member Mari Tere Rojas – *STUDENT REGRESSION AND LEARNING LOSS IN THE EARLY GRADES – PREKINDERGARTEN, KINDERGARTEN, FIRST GRADE, SECOND GRADE, AND THIRD GRADE*.
- School Board Meeting of October 20, 2021, Agenda Item H-9, proffered by School Board Member Mari Tere Rojas – *MID-YEAR REVIEW OF ACCELERATED LEARNING INITIATIVES AND STUDENTS' ACADEMIC PROGRESS DURING THE 2021-2022 SCHOOL YEAR*.

It is important to reflect on the fact that a child's early years are the foundation for his or her future development, providing a strong and defining base for lifelong learning and learning abilities, including cognitive and social development. While Florida students are not assessed in the FAST until the third grade, we must remember that it is that foundation in Pre-Kindergarten, Kindergarten, first and second grade, that will prepare students for instructional success in third grade and beyond.

As we embark on a new school year, 2023-2024, we must do everything possible to ensure that our students are proficient in reading and mathematics. Teaching is the most important school-based factor for student learning and a focus on instruction is pivotal for successful student achievement. Additionally, M-DCPS must safeguard rigorous instruction in all schools, remove barriers, and provide opportunities for learning enhancements, changes that will allow instructional transformation to take root and be sustained.

This agenda item seeks to direct the Superintendent of Schools to develop an instructional transformation plan for the 2023-2024 school year to support rapid and sustainable improvements for students who are not proficient in reading and mathematics in third through tenth grade, including an enhanced emphasis on the primary grades instruction, by developing strategies and support systems that may not have been previously implemented, inclusive of any budgetary enhancements that may be necessary to implement this plan, and provide a report and a presentation at the Academics, Innovation, Evaluation & Technology Committee on October 4, 2023.

This item has been reviewed and approved by the 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 develop an instructional transformation plan for the 2023-2024 school year to support rapid and sustainable improvements for students who are not proficient in reading and mathematics in third through tenth grade, including an enhanced emphasis on the primary grades instruction, by developing strategies and support systems that may not have been previously implemented, inclusive of any budgetary enhancements that may be necessary to implement this plan, and provide a report and a presentation at the Academics, Innovation, Evaluation & Technology Committee on October 4, 2023.