Florida Council of Teachers of Mathematics Access and Equity Position Statement

Vision

The Florida Council of Teachers of Mathematics believes all of Florida's students should have access to engaging mathematics teaching and learning that reflects the diversity of Florida's learners; the supports necessary to thrive within rigorous, adaptive learning experiences; and teaching and learning that fosters a love and appreciation for mathematics, and how it connects to themselves and the world around them.

Current Reality (2026)

Florida is a diverse state of almost 3 million public school students from different backgrounds, each with their own educational needs. Florida schools are performing at the highest levels ever with only 2% of schools considered a D or F. Florida uses the Federal Percentage of Points Index (FPPI) to measure the performance of 11 subgroups (All students, Black/African American, Hispanic, Asian, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, Multiracial, White, Students with Disabilities, Economically Disadvantaged, and English Language Learners). A Federal Index below 41% is equivalent to that subgroup earning a school grade of D or F for that population. As of 2026 in Florida:

- 1,684 or approximately 45% of schools have at least one subgroup population with a Federal Index below 41%
- 716 or approximately 19% of schools have a subgroup population with a Federal Index below 41% for 6 or more consecutive years.

These statistics reveal that almost half of Florida schools have subgroups who are underperforming their peers and need additional support. The Florida Council of Teachers of Mathematics is advocating for access to high-quality, equitable mathematics instruction for each and every student in Florida. FCTM defines equity as ensuring that each and every student has the resources and support they need to be successful.

What Supporting All Learners Looks Like:

- **High expectations** for each and every student. High expectations start with teachers promoting and modeling a growth mindset, "...a genuine belief that student effort and effective instruction outweigh 'smarts' and circumstance…" (NCTM, 2014). Teachers communicate, through words and actions, that each and every learner can perform at high levels in mathematics.
- **Access to high-quality instructional materials**. Florida currently has standards that support college and career readiness. Curriculum should provide access to grade-level content for each and every learner through extra support for students when needed, and opportunities to engage with on-level content in greater depth for students when they are ready for more. An effective mathematics curriculum should offer culturally representative, asset-based learning experiences that balance conceptual understanding, procedural fluency, and meaningful application, enabling students to develop mathematical proficiency while connecting mathematics to their identities, lived experiences, and communities.
- **Skilled and effective teachers** who possess strong content knowledge and the pedagogical expertise required to teach mathematics well. Every student deserves access to teachers who

deeply understand the mathematics they teach, intentionally implement high yield instructional practices, including the eight Mathematics Teaching Practices outlined in NCTM's Principles to Actions, and continuously refine their craft. The goal is to ensure that all learners receive timely, differentiated support aligned to their needs so they can thrive, regardless of their starting point.

- **Support and resources** needed to maximize students' learning potential. Intervention materials should emphasize reasoning and problem solving in addition to the skills needed to be successful in mathematics. Materials should provide instruction for multilingual learners in their home language and English to best support learning (WIDA, 2020). Every student should have the opportunity to participate in extracurricular activities that inspire, develop mathematical interests, and grow potential.
- **Adequate time** for students to learn. Time for mathematics instruction must be allocated and used strategically. Mathematics learners should have time for intervention and/or enrichment in addition to core math instruction. Time should be used flexibly and strategically so that each learner reaches their full potential in mathematics.
- **Technology** to expand access to mathematical ideas and increase access to support diverse student needs. Students need access to technology that enables them to engage with mathematical ideas, reason mathematically, and communicate their mathematical thinking.

Conclusion

When the vision presented in FCTM's Access and Equity Position Statement is fully realized, student outcomes in the state of Florida; both on high stakes assessments and their relationship with mathematics, will not be predicted by gender, language, religion, race, ethnicity, physical ability, geographic location, sexual orientation, gender identity, family structure, and/or socioeconomic background.

Advancing access and equity in mathematics enhances not only classroom outcomes but also broader societal benefits. It strengthens Florida. A statewide commitment to high-quality mathematics instruction increases the number of students ready for STEM careers, meets the needs of a rapidly changing workforce, and attracts businesses looking for a well-educated talent pool. Improved mathematical skills lead to higher graduation rates, greater postsecondary success, and better long-term earning potential for Florida's students, which in turn energizes local economies and helps reduce social and economic gaps.

By ensuring that each and every learner can meaningfully participate in challenging mathematics, Florida positions itself as a national example of educational excellence, economic mobility, and community prosperity. Investing in equitable mathematics education is not just an instructional priority; it is a strategic investment in Florida's future.

FCTM Access and Equity Position Statement Committee

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Related References

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