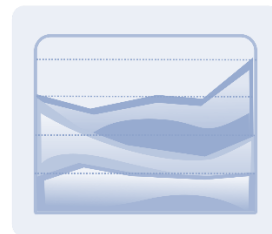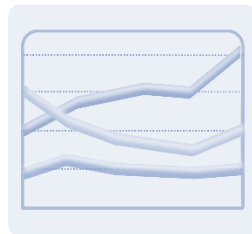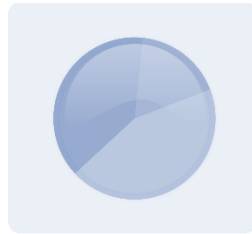**Pinellas County Schools** / Achievement Gap Goals and Strategies
Bridging the Gap Plan / Equity and Excellence for All

BTG / Annual Report
Summative Data Tables and Quarterly Data Reporting Metrics

Goal 1: Graduation Rate　　　　　　　**Pinellas County Schools** / Bridging the Gap Reporting Template / **2019-20**

Data Reporting Template

Action Goal (1.a.): Eliminate the gap between the graduation rates for black and non-black students.
Goal Manager: Rita Vasquez, Executive Director, High School Education

Baseline Condition (as of 2015-16)	Short-Range Target:	Long-Range Target:
Pinellas County Schools has a graduation rate for all students of 80.1% and a rate for black students of 65.5%. The district has seen a 10.9 percentage point increase in graduation rate among black students since 2012, with an improvement among all students of 8.1 percentage points. A gap in graduation rates still exists between black (65.5%) and non-black (83.4%) students, a gap of 17.9 percentage points.	Increase the graduation rate for black students and decrease the gap by an average of 1.8% each year.	Increase the graduation rate for black students each year with the goal of eliminating or greatly narrowing the gap within 10 years.

Annual Outcomes: To narrow or eliminate the gap between the graduation rates for black and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures		Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020 Target
Graduation Rate: # and % of black students who graduated on time with a standard, high school diploma / 4-year senior cohort.	Black	(932) **65.5%**	**Actual**	69.3%	76.2%	81.3%	TBD*	**75.0**
			Target	67.3%	69.1%	70.9%	72.7%	
	Non-Black	83.4%	**Actual**	85.8%	88.1%	90.0%	TBD	**10.7**
	GAP	**17.9**	**Actual**	16.5	11.9	8.7	TBD	
Related Outcomes Measures (Data below include all high school sites)								
# and % of black students in high school (grades 9-11) with a 2.0 or above GPA.		(2,412) **70.0%**	**Actual**	70.0%	69.4%	76.6%	68.9%	
# and % of black students in high school (grades 9-11) with Algebra 1 credit / passing score on state Algebra 1 EOC.		No Baseline Data Established	**Actual**	60.0%	65.3%	45.8%	Data not available for 2019-20.	
# and % of black students in high school (grades 9-11) with required credits earned to date.		No Baseline	**Actual**	81.6%	81.0%	77.1%	79.7%	

	Data Established						
# and % of black students in high school (grades 9-10) with Level 3 or above on state ELA assessment (FSA ELA).	(530) **21.8%**	**Actual**	**22.0%**	**24.0%**	**24.6%**	Data not available for 2019-20. No state testing.	
# and % of black students who graduated with a standard diploma via a concordant assessment score (WFT).	(242) **26.0%**	**Actual**	(371) **39.8%**	(448) **42.9%**	(471) **44.1%**	TBD	
# and % of black students who graduated with standard diploma via an ESE assessment waiver (WFW or WRW).	(98) **10.5%**	**Actual**	(100) **10.7%**	(78) **7.5%**	(53) **5.0%**	TBD	

*2019-20 Graduation rates are not yet finalized and are not released by the state until December of the following school year.

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively narrowing or eliminating the gap between the graduation rates for black and non-black students. **NOTE:** Not all strategies in this plan are listed below for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	**Quarter 2 Q2**	**Quarter 3 Q3**	**Quarter 4 Q4**
In-Process indicator common for all action steps	% of black students meeting graduation readiness standards per grade level expectations **(Grade 5 / Grade 8 /Grade 9)** **Data rules:** % of students who have at least Level 2 on the FSA ELA and MATH tests and no D or F grades exiting 5th grade and a 2.0 GPA or above exiting 8th grade. For 9th grade, % of students with satisfactory credits and at least a 2.0 GPA.	Semester	Report		**Grade 5: S1 432 / 1,198 36.0%** **Grade 8: S1 537 / 1,311 40.9%** **Grade 9: S1 839/1,346= 62.3%**		**Q4 data not reported due to school campus closures in response to COVID-19 health crisis. / suspension of state FSA testing.**

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter3 Q3	Quarter 4 Q4
1.2 Provide each high school the specific standards from district assessments in English, Mathematics, Biology, and U.S. History to support schools in identifying course concepts and standards that need to be re-taught to improve student mastery and reduce the likelihood of course failures for black learners.	# and % of schools provided with key standards that likely need re-teaching	Semester	Informal Report		100%		100%
	% of black students performing at or near proficiency on district cycle assessments by each subject **Note:** Cycle 1 is reported in Q1. Cycle 2 is reported in Q2. No reporting for second semester as students take state FSA and EOC tests and not district assessments. **Data rules:** % is out of students who tested on district Cycle 1 assessments and scored at or near proficiency as represented by yellow and green color bands (most likely to succeed on state assessments).	Quarterly	Informal Report	**52% / Gr. 9 RDG** (561/1088) **69% / Gr. 9 ELA** (772/1116) **40% / Gr. 10 RDG** (339/844) **72% / Gr. 10 ELA** (615/859) **24%/ Alg. 1 (includes ALG 1 and ALG 1A)** (213/894) **51%/ Bio** (621/1214) **59% / US Hist** (442/748) **42% / Geo** (385/911)	**59% / Gr. 9 RDG** (554/940) **78% / Gr. 9 ELA** (761/978) **51% / Gr. 10 RDG** (558/1101) **88% / Gr. 10 ELA** (718/815) **20%/ Alg. 1 (includes ALG 1 and ALG 1A)** (180/901) **48%/ Bio** (561/1172) **56% / US Hist** (437/780) **35% / Geo** (311/878)		

1.3 Assign district instructional experts (staff developers) to identified high schools to work directly with black seniors who are in need of additional ELA-reading or math support to graduate on time.	# of schools assigned staff developers # of staff developers providing support	Semester	Informal Report		**6 schools with district instructional staff. This year ALL other schools had 1-2 teachers trained in the same small group intervention and so all schools are running the same program.**		**Q4 data not reported due to school campus closures in response to COVID-19 health crisis. No change from Q2.**
1.4 Develop training materials for teachers and school leaders in support of standards-based grading and in support of equitable grading practices. These materials are for use by school leaders in coaching conversations with teachers with disproportionate failures for black students in core academic areas.	Training team in place, materials developed Trainings held, # of participants	Semester	Training materials Training plan		**All HS Principals and APs of Curriculum have been trained. Teacher Training (DWT) in August will have break out sessions for all subject areas. Biology is forming teacher collaboratives that are sharing their grading practices.** **619 Teachers trained to date.**		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
1.6 Develop a learner profile and personalized monitoring plans for all black students who are not on track to graduate.	#, % of black students in MS and HS not on track. % with a profile and plan in place	Semester	Informal Report		**ACTIVE PMP Status** **HS: 1,387/1,645 (84%)**		**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
1.7 Provide side-by-side coaching as needed to high school leadership teams, assistant principals, and principals on using the Graduation Status Reports to focus support for black students and review personalized learning plans for students not on track to graduate.	# of schools visited	Quarterly	Informal Report	**In addition to 3 district ISM visits each, Gibbs and Lakewood both received 3 additional data chat visits by Exec Dir and Area Supts during Q1**	**In addition to 2 district ISM visits each, Gibbs and Lakewood both received 2 additional data chat visits by Exec Dir and Area Supts during Q2**	**In addition to district ISM visits each, Gibbs and Lakewood both received 2 additional data chat visits by Exec Dir and Area Supts during Q3**	
	# of coaching sessions completed	Quarterly	Informal Report	**6**	**4**	**4**	

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method				
1.8 Provide school leadership teams with the following monthly data specific to black students who are not on track: 1) Mid- grading period core course failing grades; 2) Grading Period core course failures; 3) Semester 1 and 2 core course failures; 4) FSA 10th Grade ELA results 5) FSA ALG 1 EOC results.	# and % of schools provided data reports each month / reported as a quarterly percentage	Quarterly	Informal Report	**All Schools** (17 traditional schools, 4 alternative programs)	**All Schools** (17 traditional schools, 4 alternative programs)	**All Schools** (17 traditional schools, 4 alternative programs)	**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
1.10 Ensure that all black students who are not on track to graduate are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) as needed. Employ recruitment and targeted resources strategies, including partnering with the community, to increase attendance for black students in all extended learning programs.	# and % of black students in high school who are <u>not</u> on track (grades, credits) – Grades 9-11	Quarterly (except Q1)	Informal Report		**9th: 507/1,346 (37.7%)** **10th: 139/1,357 (10%)** **11th: 170/1,355 (12.5%)** *Data rules: All grades, <2.0 GPA, 9th <3 credits, 10th <9 credits, 11th <15 credits*		**9th: 403/1,239 (32.5%)** **10th: 421/1,313 (32.1%)** **11th: 382/1,321 (28.9%)** *Data rules: All grades, <2.0 GPA, 9th <3 credits, 10th <9 credits, 11th <15 credits*
	# and % of black students in high school <u>not</u> on track who are attending Extended Learning Programs. Summer Bridge enrollment reported under Goal 2.	Quarterly	Informal Report				

	# and % of black students in high school <u>not</u> on track enrolled in credit recovery programs.	Annual	Informal Report				
1.11 Ensure black students who are not on track to graduate are participating in "in school" credit recovery classes to					**100% of black seniors who are active and not-on-track are in needed credit recovery programs.**		
1.12 Ensure all black students participate in college readiness testing, such as ACT or SAT. Ensure that these testing options are tied to personalized learning plans for students who are not on track to graduate.	% of black students in high school participating in college readiness testing	Annual	Informal Report				95%

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
1.15 Set up parent conferences with all black students who are not on track to graduate to review personalized learning plans.	# and % of required conferences held	Semester	Informal Report				**Conferences, either face-to-face or virtually, were held with families of all black seniors who were not on track.**
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Survey				**Q4 data not reported due to school campus closures in response to COVID-19 health crisis. Survey not issued.**
1.16 Ensure an equitable representation of black learners in school awards and recognition ceremonies.	% of black students recognized / all schools / compared to black enrollment by school	Annually	Informal Report				

Data Reporting Template

Action Goal (1.b.): Eliminate the gap between the proficiency rates on state and national assessments for black and non-black students.
Goal Manager: Kevin Hendrick, Associate Superintendent, Teaching and Learning

Baseline Condition (as of 2015-16)

Pinellas County Schools has a proficiency rate on the Florida Standards Assessment (FSA) for ELA-Reading of 56.4% for non-black students and 24.2% for black students, a gap of 32.2. The proficiency rate on the FSA for Math is 60.9% for non-black students and 27.9% for black students, a 33-point gap. Smaller gaps are found on national norm-referenced tests such as the ACT and SAT. For purposes of this goal, the gap is defined as the difference in performance between black and non-black students on state and national norm-referenced assessments.

Short-Range Target:

Decrease the gap in ELA-Reading and Math proficiency for black students by an average of 3.2% each year on state assessments.

Long-Range Target:

Increase the proficiency for black students and decrease the gap on state assessments by an average of 3.2% each year, with a target of equal proficiency for black and non-black students on state assessments.

Annual Outcomes:

To narrow or eliminate the gap between proficiency rates on state-required and national assessments for black students and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures / ELA and Math	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020 Target
# and % of black students districtwide scoring Level 3 or above on state FSA ELA-Reading.	**Black** (2,494) **24.2%**	(2,654) **25.7%**	(2,533) **24.6%**	(2,831) **27.1%**	No data available for 2019-20. Suspension of state testing.	**40**
		Target 27.4	30.6	33.8	37.0	
	Non-Black	Actual **57.7**	**57.4**	**59.7**		

	GAP	Actual	**32.0**	**32.8**	**32.6**	No data available for 2019-20.	
# and % of black students districtwide scoring Level 3 or above on FSA Math.	**Black** (2,143) **27.9%**		(2,305) **29.0%**	(2,319) **29.2%**	(2,336) **30.0%**	No data available for 2019-20.	**45**
		Target	31.1	34.3	37.5	40.7	
	Non-Black	Actual	**62.0**	**62.2**	**62.8**	No data available for 2019-20.	
	GAP	Actual	**33.0**	**33.0**	**32.8**	No data available for 2019-20.	

Related Outcome Measures / ELA and Math							
# and % of black students in Grades 3-5 scoring Level 3 or above on state FSA ELA-Reading / elementary.	(1,129) **26.5%**	Actual	(1,302) **29.5%**	(1,191) **27.0%**	(1,302) **29.6%**	No data available for 2019-20.	
# and % of black students in Grades 6-8 scoring Level 3 or above on state FSA ELA-Reading / middle school	(835) **23.1%**	Actual	(859) **23.5%**	(811) **22.0%**	(970) **25.6%**		
# and % of black students in Grades 9-10 scoring proficient / Level 3 or above on FSA ELA-Reading / high school.	(530) **21.8%**	Actual	(493) **22.0%**	(531) **24.0%**	(559) **24.6%**		
# and % of black students in Grades 3-5 scoring Level 3 or above on FSA Math / elementary.	(1,438) **33.7%**	Actual	(1,607) **36.2%**	(1,632) **36.8%**	(1,594) **36.6%**		
# and % of black students in Grades 6-8 scoring Level 3 or above on FSA Math / middle school.	(705) **20.7%**	Actual	(698) **19.9%**	(687) **19.6%**	(742) **21.7%**		

Other Outcome Measures							
# and % of black students in Grades K-2 scoring proficient in reading / at or near grade level on norm-referenced assessments.	NA / New Assessment Begins in 2017-18	Actual		(2,271) **55%** Proficient: 1061, **26%** Near Proficient: 1210, **29%**	(2,220) **55%** Proficient: 1039, **26%** Near Proficient: 1181, **29%**	(2,673) **58%** Proficient: 1541, **37%** Near Proficient: 1132, **21%**	
# and % of black students in Grades K-2 scoring proficient in math / at or near grade level on norm-referenced assessments.	NA / New Assessment Begins in 2017-18	Actual		(2,361) **57%** Proficient:	(2,292) **57%** Proficient:	(2,664) **53%** Proficient:	

				1215, **30%** Near Proficient: 1146, **28%**	1151, **29%** Near Proficient: 1141, **28%**	988, **37%** Near Proficient: 1676, **16%**	
# and % of black students with A, B, C grades (no D or F grades) / elementary school / grade 5 (core courses only).	No baseline established	Actual	(975) **76.2%**	(990) **74.3%**	(1,060) **74.9%**	TBD	
# and % of black students with an A, B, C average (2.0 GPA) / middle school / all grades / 6-8 (core courses only).	No baseline established	Actual	(2,895) **76.4%**	(3,268) **75.8%**	(3,345) **85.0%**	(3,492) **85.6%**	
# and % of black students with a college ready score on the ACT or SAT / reading / compared to state.	No baseline established	Actual	**108 black seniors** **Combined average 11% on either ACT or SAT**	**2019 ACT** **State:** Reading Avg for black students / 17.9 **Pinellas:** Reading Avg for black students / 16.1 **2019 SAT:** **State:** Reading-Writing Avg for black students / 470 **Pinellas:** Reading-Writing Avg for black students / 451			
# and % of black students with a college ready score on the ACT or SAT / math / compared to state.	No baseline established	Actual	**108 black seniors** **Combined average 11% on either ACT or SAT**	**2019 ACT:** **State:** Math Avg for black students / 16.4 **Pinellas:** Math Avg for black students / 15.1 **2019 SAT:** **State:** Math Avg for black students / 432 **Pinellas:** Math Avg for black students / 406			

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively narrowing or eliminating the gap between the proficiency rates on state and national assessments for black and non-black students. **NOTE:** Not all strategies in this plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

				Progress Tracking			
Action Steps	**In-Process Indicators**	**In-Process Reporting Frequency**	**Delivery Method**	**Quarter 1 Q1**	**Quarter 2 Q2**	**Quarter 3 Q3**	**Quarter 4 Q4**
In-Process indicators common for all action steps	% of black students at or near proficiency on district cycle-progress monitoring	Semester	Informal	**Testing Cycle 1:** Grades 3-5: • **31.9% / ELA**		**Testing Cycle 2:** Grades 3-5: • **32.0% / ELA**	

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	assessments for ELA-reading and math.		Report	• **41.7% / Math** Grades 6-8: • **19.0% / Gr. 6 Reading** • **16.0% / Gr. 7 Reading** • **27.0% / Gr. 8 Reading** • **33.7% / Gr. 6 Math** • **38.3% / Gr. 7 Math** • **29.6% / Pre-Alg** • **55.5% / MS Alg. 1** Grade 9-10: • **51.6% / Gr. 9 Reading** • **40.2% / Gr. 10 Reading** • **23.8% / HS Alg. 1**		• **37.0% / Math** Grades 6-8: • **22.2% / Gr. 6 Reading** • **22.3% / Gr. 7 Reading** • **24.0% / Gr. 8 Reading** • **43.9% / Gr. 6 Math** • **36.7% / Gr. 7 Math** • **29.8% / Pre-Alg** • **79.3% / MS Alg. 1** Grade 9-10: • **59.0% / Gr. 9 Reading** • **50.5% / Gr. 10 Reading** • **19.3% / HS Alg. 1**	
2.2 Provide targeted professional development and instructional coaching to teachers on culturally relevant teaching strategies and teaching with an equity mindset to increase engagement of black learners and increase the percentage of proficient students.	Training calendar	Annually	Website	**Calendar published. Available.**			
	AVID's Culturally Relevant Teaching training # of teachers trained / % of teachers trained to date	Semester	Informal Report	**1,620 / 627 since EOY 2019** **Approx. 23% of all teachers**		**2,064** **Approx. 30% of all teachers**	
	Equity Champions / Mindset training # of Equity Champions	Semester	Informal Report	**368 Equity Champions**	**380 Equity Champions**		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	credentialed as trainers, # PD sessions held by Equity Champions			172 trainings: 41 optional 131 required	36 trainings facilitated in Q2		
	Additional Coaching # of teachers who have participated in follow-up coaching regarding culturally relevant teaching or equity mindset	Quarterly	Informal Report	**Q1/ 571 Includes one-on-one coaching, after-school PD, and book studies.**	**Q2/ 649 Includes one-on-one coaching, after-school PD, and book studies.**	**Q3/ 265 Includes one-on-one coaching, after-school PD, and book studies.**	**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
	# of teachers trained in implementing equitable grading practices	Semester	Informal Report		**619**		
	% of black students earning A, B and C grades / elementary (Grade 5)	Semester	Informal Report				**TBD**
	% of black students earning A, B, and C grades (2.0 GPA) / middle (Grades 6-8)	Semester	Informal Report		**Grades 6- 8: S1 3,462 / 4,098 84.5%**		**Grades 6- 8: EOY 3,492 / 4,079 85.6%**
	% of black students exiting middle school on track for high school (at least a 2.0 GPA and Level 2 or better on FSA ELA) / (Grade 8) **Note:** *High school data found*	Semester	Informal Report		**Grade 8: S1 537 / 1,311 40.9%**		**No data available for 2019-20 due to suspension of state testing.**

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	under Goal 1 above.			■		■	
2.3 Implement culturally relevant instructional practices in classrooms such as oral language and storytelling, cooperative and small group settings, music and movement, morning meetings, explicit vocabulary instruction, monitoring with feedback, and deliberate use of cultural references in lesson plans in order to increase the percentage of proficient students.	# of classrooms observed	Quarterly	Informal Report	**Q1 / 2,232**	**S1 / 2,772**	**Thru Q3 / 3,607**	**No visits quarter 4.** **Schools not visited in Q4.**
	% of classrooms observed where culturally relevant practices are evident	Quarterly	Informal Report	**Q1 / Relationships, Community: 73%** **CR Materials, Experiences: 51%** **Strategies to Ensure High Expectations: 49%**	**S1 / Relationships, Community: 73%** **CR Materials, Experiences: 52%** **Strategies to Ensure High Expectations: 51%**	**Thru Q3 / Relationships, Community: 75%** **CR Materials, Experiences: 52%** **Strategies to Ensure High Expectations: 52%**	
2.4 Identify and provide to schools culturally relevant books, resources, and technology to supplement core instruction that represent diverse perspectives as a way to increase student engagement.	% of classrooms with access to culturally-rich supplemental materials	Annually	Informal Report	■	**100%**	■	**No visits quarter 4.** **Schools not visited in Q4.**
	% of sampled classrooms showing evidence of use of culturally-rich supplemental materials	Annually	Informal Report	■	**Not Yet Determined**	■	

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	# of school literacy teams assembling, distributing and implementing culturally relevant texts	Annually			**100%**		
2.5 Determine possible causes of disengagement and underachievement by black students through the use of systematic equity audits across schools.	Audits completed across all or a sampling of schools.	Annually	Informal Report				**Audit still ongoing. Not yet complete.**
2.7 Provide training to school leadership teams, assistant principals, and principals on using early warning data to monitor and support black students in development of personalized monitoring plans for each student at risk based on early warning indicators.	# schools / teams targeted for training	Quarterly	Informal Report	**All schools / 100%**	**All schools / 100%**	**All schools / 100%**	**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
	# of school leaders trained / all principals, assistant principals	Quarterly	Informal Report	**All schools / 100%**	**All schools / 100%**	**All schools / 100%**	
	#, % of black students who are tracked via a personalized plan of support	Semester	Informal Report		**3,098 / ES 4,394 / MS, HS** (67.5% of personalized plans in place are for black learners).		
	# and % of black students with personalized plans who are now making adequate academic progress (no early warning	Annually	Informal Report				

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	indicators)						
2.8 Implement effective intervention strategies based on the close monitoring of students with personalized monitoring plans. Ensure that evidence-based interventions are in place in the primary grades (ie. *Reading Recovery* in 1st Grade).	Targeted intervention strategies provided to schools	Annually	Strategies menu	**Strategies and personal tracking tool provided.**			
					3,098 / ES 4,394 / MS, HS (67.5% of personalized plans in place are for black learners).		**Q4 data not reported due to school campus closures in response to COVID-19 health crisis. No change from Q2.**
	#, % of black students who are tracked via a personalized plan of support	Semester	Informal Report				
	# of elementary schools implementing *Reading Recovery*	Annually		**12**			
	#, % students in *Reading Recovery* who are black	Semester			**58 of 89 students, 65%**		**No change from Q2. Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
2.9 Ensure teachers have access to real-time data specific to black students in order to have effective data chats and targeted support for improved learning.	% of teachers with access to real-time data specific to black students with personalized plans	Semester	Informal Report		100%		100%
2.12 Ensure that black students are participating in extended learning opportunities before and after school and in the extended school year program (and Summer Bridge) through recruitment and targeted resources.	# and % of black students who are not on track / ES, MS, HS (GPA below 2.0 and FSA Levels 1 or 2) (Grades 4-10)	Semester	Informal Report	ES: 2,004 (70.6%) MS: 3,282 (76.0%) HS: 2,011 (71.5%)			No data available for 2019-20 due to suspension of state testing.
	# and % of black students not on track who are attending Extended Learning Programs. Note: Summer Bridge from previous summer is reported in Quarter 1 only.	Quarterly	Informal Report	7,315 black students who are off track. 1,217 enrolled in ELP (16.6%). SB: 5,035 black students attended Summer Bridge. (34.6% of all participants).	1,409 enrolled in ELP in Q2 (19.3% of all off-track black students enrolled in ELP).	2,296 enrolled in ELP in Q3 (18.1% of all off-track black students enrolled in ELP).	Q4 data not reported due to school campus closures in response to COVID-19 health crisis.
2.13 Monitor usage among black learners of the district-developed online Extended Learning Program (Personalized Learner Pathway) to support students who need to re-learn key skills and standards.	# and % of users / access by black students	Semester	Informal Report		5,108 black students, 20.0% of all users in Sem 1		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
2.14 Identify and monitor the number of minority students participating in enrichment opportunities, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and clubs.	# and % of black students participating in STEM or related enrichment programs / by level	Annually	Informal Report				**TBD**
2.15 Ensure that schools with high minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery.	# of schools with high minority enrollments (defined as at least 40% black enrollment)	Semester	Informal Report	**21**		**21**	
	# of high minority schools offering additional instructional time (extended school day, etc.)	Semester	Informal Report	**11**		**11**	
2.16 Partner with families to monitor usage among black students of digital resources that are provided beyond the school day, such as STEMScopes, Think Through Math, Connect for Success computer (for increased access to iReady, iStation, STMath and myOn), Math Nation, Reading Plus and Khan Academy.	# and % of schools providing these programs	Annually	Informal Report				**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
	# and % of black students participating / users	Annually	Informal Report				
	% of black students participating in the programs who have improved their reading or math skills / assessments	Annually	Research report				

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
2.19 Design an engaging, robust outreach program for black students who are behind academically in elementary school in offering them personalized support on how to access district choice programs in middle and high school, priority placement into AVID, college-and-career counseling, and enrichment field trips specific to their interests and passions.	Creation of program, outreach provided to families / # of families contacted	Semester	Informal Report		**Initiative formalized, 2,839 5th and 8th grade students and families contacted.**		**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
	#, % of black students enrolled in district choice programs / MS and HS	Annually	Formal Report				
2.20 Ensure Parent Academy events are provided in locations that make attendance convenient for black families.	# of events / locations across the district	Semester	Informal Report	**Six Events: Tarpon Springs Cap Center, Campbell Park, Campbell Park Resource Center, John Hopkins Middle, Health Equity Center, St. Petersburg Carillon Parkway-Hilton,** **Academy Webinars, District Wide.**			
	# of black families attending at each location	Semester	Informal Report	**Avg attendance across all sites: 64 participants.**			
2.21 Support teachers by providing professional development on building relationships and sharing student data with black families.	# of schools, teachers targeted for training	Semester	Informal Report	1. **Staff Training: 80 attendees** 2. **Collaboration Training: 8** 3. **Staff Training Curtis Fund: 40** 4. **Area I Staff Training F &E: 65** 5. **Family Friendly: 23** 6. **Family Friendly: 16** 7. **Family Friendly: 21**			
	% of black families who report that they are satisfied or highly satisfied with school	Annually	Report				

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	communication						
2.22 Provide parent workshops in high minority schools that are "linked to student learning" in collaboration with Dr. Karen Mapp. Empower parents by providing a deeper understanding of student data, resources available and personalized learning plans.	# and % of high minority schools hosting parent workshop events linked to learning	Semester	Informal Report		8 schools and Grady's Community Center - Largo		
	# of families of black students in attendance / average	Semester	Informal Report		15-25 families at each event		

Data Reporting Template

Action Goal (1.c.): Eliminate the gap between accelerated participation and performance rates for black and non-black students.

Goal Manager: Judith Vigue, Director, Advanced Studies

Baseline Condition (as of 2015-16)
Pinellas County Schools has a participation rate that ranges from 12.8% for black students in high school honors classes to 9.1% in high school accelerated courses. The percentage of black students enrolled in career programs (CAPE) is about 17%. The total gap in enrollment among all advanced and accelerated courses for 2015-16 was 5.9 percentage points.

Short-Range Target:
Increase the percentage of black students enrolled in advanced and accelerated courses by an average of 1% each year, and increase the percentage of black students earning college credit and industry certifications by .5% each year.

Long-Range Target:
Increase the percentage of black students enrolled in advanced and accelerated courses by 1% each year to meet or exceed the percentage enrollment of black students (which was 18% in 2015-16), as well as increase the percentage of black students earning college credit and industry certifications to meet or exceed the district or state average.

Annual Outcomes:

To narrow or eliminate the gap between accelerated participation and performance rates for black and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures	Baseline (2015/16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020 Target
Grades 6-12 / # and % of total black students in grades 6-12 enrolled in any middle or high school advanced or accelerated course.	(3,792) **12.1%**	Actual	(3,775) **11.9%**	(4,691) **13.7%**	(5,269) **14.5%**	(5,666) **15.1%**	**17.0**
		Target	13%	14%	15%	16%	

Annual Outcome Measures	Baseline (2015/16)		2016-17	2017-18	2018-19	2019-20	2020 Target
Related Outcome Measures							
# and % of black middle school students enrolled in an advanced course.	(1,583) **12.6%**	Actual	(1,540) **12.5%**	(1,859) **13.3%**	(2,253) **14.2%**	(2,521) **15.5%**	
# and % of black middle school students enrolled in an accelerated (high school) course.	(443) **8.9%**	Actual	(309) **8.1%**	(368) **8.3%**	(378) **8.2%**	(451) **9.5%**	
# and % of black high school students enrolled in an honors course.	(2,052) **12.3%**	Actual	(2,225) **12.8%**	(2,528) **14.9%**	(2,656) **15.3%**	(2,899) **15.6%**	
# and % of black high school students enrolled in an accelerated course (AP, IB, AICE, or Dual Enrollment).	(718) **8.6%**	Actual	(857) **9.1%**	(996) **9.6%**	(1,020) **9.6%**	(1,335) **10.9%**	
# and % of black students in high school enrolled in a career, technical education course (high schools).	(2,503) **14.2%**	Actual	(2,459) **13.8%**	(2,555) **13.8%**	(2,507) **13.4%**	(2,589) **14.0%**	
# and % of black students enrolled in district choice / application programs / total across the district	(1,167) **6.3%**	Actual	(1,235) **6.8%**	(3,830) **18.9%**	(4,428) **18.3%**	**TBD***	
% black middle school students earning high school credit through accelerated coursework.	(663) **3.3%**	Actual	(509) **2.5%**	(604) **3.0%**	(608) **16.0%**	**TBD**	
% of black students in high school completing an industry certification (measured as % of black graduates).	No baseline data established	Actual	**31%**	**23%**	**16.1**	**TBD**	

*****Note:** Final performance data not reported until end of the following school year.

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively narrowing or eliminating the gap between accelerated participation and performance rates for black and non-black students. **NOTE:** Not all strategies in this plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter1 Q1	Quarter2 Q2	Quarter3 Q3	Quarter4 Q4
3.5 Implement Plan B eligibility measures and related processes in support of a wider identification of students for gifted services.	# of black students screened for gifted through universal screening process	Annually	Informal Report			975	
	# and % of black students identified for further evaluation as a result of universal screening	Annually	Informal Report				23 / 6%
	# of students found eligible through Plan B measures, process	Annually	Informal Report				40
	% of black students identified via Plan B compared to non-black students	Annually	Informal Report				14%
3.6 Ensure equitable access for black students to on-site, college readiness testing in every high school (PSAT, ACT, SAT).	% of black seniors in high school participating in college readiness testing	Annually	Informal Report				95% / PSAT 78% / ACT, SAT

	# and % of black high school students earning a college-readiness score	Annually	Informal Report				TBD. Final scores not calculated until fall.

3.10 Provide the accelerated component report, related talking points, and an Acceleration Plan template to principals and counselors to be used in individual meetings with black students who have not yet successfully completed an accelerated option.	% of schools tracking black learners (setting goals) who have not yet successfully completed an accelerated option.	Annually	Reporting Template			**100% All schools are tracking**	
	% of black seniors who have successfully completed an accelerated course or industry certification	Semester	Informal Report		**26.5% have completed. 36.1% still in progress.**		
3.11 Provide side-by-side coaching as needed to assistant principals and principals on how to support their school counselors on using their SAT Suite of Assessments data and academic data disaggregated by race to identify black students who could take more rigorous classes.	# of schools targeted for coaching # of counselors supported	Semester	Informal Report		**Schools are just beginning the process of scheduling students so the side-by-side coaching support will be provided during Q3 based on both the school requests as well as data that is pulled in preparation for master scheduling for 2020-21.**		**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
3.12 Ensure that all black students who show potential to succeed in an AP or dual enrollment course are scheduled into a course for the appropriate subject and that appropriate support is provided (i.e. AVID).	# of black high school students showing potential	Annually	Informal Report			**109 / Seniors only. 97 took at least one AP course.**	

	% black students showing potential who are scheduled into a course for the appropriate subject	Annually	Informal Report	**88% as of the end of Quarter 1**			
3.13 Provide AVID elective in all schools to meet the needs of minority learners. Ensure that all black learners who are eligible and targeted for AVID elective are personally invited and encouraged to enroll.	# of AVID sections districtwide, change from previous year	Annually	Informal Report			**276**	
	% of AVID students who are black; change from previous year	Annually	Informal Report			**24.2%**	
3.14 Provide school principals with real-time academic data (ex. grades) specific to black students in accelerated courses. Provide a summary report of accelerated courses and sections that black students are struggling in so as to support teacher growth and creative solutions at the school site.	% of schools provided summary report. # of schools targeted for additional support	Semester	Informal Report		**100% Data provided to all schools; Specific teachers and courses also identified by district staff for support with new strategies, interventions.**		**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
	# and % of black middle school students taking an accelerated course who earned a D or F grade compared to non-black students.	Semester	Informal Report		**71 (14.9% of Ds and Fs went to black students enrolled).**		

	# and % of black high school students taking an accelerated course who earned a D or F grade compared to non-black students.	Semester	Informal Report		352 (17.3% of Ds and Fs went to black students enrolled)		

3.16 Identify and invite the top 15% of black students in 7th grade students to take the SAT and participate in the PCS Talent Identification Program (TIP).	# of black students invited to participate	Annually	Informal Report				**158**
	# and % of invited black 7th graders taking the SAT	Annually	Informal Report				**90 / 57%**
3.17 Ensure open access by administering college readiness testing (ACT, SAT, PERT) during the school day for all black students in grades 10 and 11 who have an unweighted GPA of at least 3.0 to increase dual enrollment eligibility and participation.	# and % black students identified as meeting eligibility criteria	Semester	Informal Report				**100%. All black students provided on campus access to PSAT, SAT and ACT. Students meeting DE eligibility criteria invited to enroll.**
	% of black students meeting criteria compared to non-black students	Semester	Informal Report				**Data not yet available.**
3.18 Invite black students who show potential for success in rigorous courses to participate in each Elevating Excellence activity for their grade level or college boot camps hosted by minority achievement officer.	# of black students identified as showing potential	Annually	Informal Report				**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
	# and % participating in Elevating Excellence	Annually	Informal Report				
3.21 Ensure an equitable representation of black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).	% of black students recognized across all ceremonies	Annually	Informal Report				
3.22 Initiate a targeted email and-or phone campaign to provide families of black students	# and % of high schools hosting events	Annually	Informal Report				**Campaign developed, though**

with scholarship information relevant to their child. Invite those families to a graduation / scholarship evening specific to their students. Coordinate with high school education department events and minority achievement officer.	# of black families in attendance	Annually	Informal Report				**attendance by race not calculated due to virtual training.**

Data Reporting Template

Action Goal (1.d.): Reduce the disparity in the rates of disciplinary infractions between black and non-black students.
Goal Manager: Area Superintendents

Baseline Condition (as of 2015-16)	Short-Range Target:	Long-Range Target:
Pinellas County Schools has reduced its number of referrals (a decrease of 30.3%) and out-of-school suspensions (a decrease of 56.7%) for black students significantly since 2013-14, though the district has not reduced the disparity gap, as the number and percentage of referrals and suspensions for non-black students has decreased at a similar rate. The gap has remained somewhat constant. The gap is represented by a "risk ratio" and that number is 2.38 for referrals and 4.33 for suspensions, which means that black students are two times more likely to receive a referral and four times more likely to receive a suspension.	Reduce the risk ratio for out of school suspensions by 0.33 each year.	Reduce the number of referrals and suspensions for black students and reduce the risk ratio for black students for referrals and suspensions until it reaches the target ratio of 1.0 within 10 years.

Annual Outcomes: To reduce the disparity in the rates of disciplinary infractions between black and non-black students within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020 Target
Discipline Disparity Rate / Risk Ratio (referrals) / black students	2.38	Actual	**2.64**	**2.43**	**2.60**	**2.64**	**1.90**
		Target	2.30	2.20	2.10	2.00	
Discipline Disparity Rate / Risk Ratio (OSS) / black students	4.33	Actual	**4.07**	**3.61**	**3.79**	**4.34**	**2.70**
		Target	4.00	3.70	3.40	3.00	
Related Outcomes Measures	**Baseline (2015/16)**		**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020 Target**
# and % of black students with an office disciplinary referral (also report detailed findings by gender and type of infraction)	(7,009) **35.7%** of all referrals	Actual	(6,919) **38.0%**	(6,867) **37.6%**	(6,548) **38.3%**	(5,343) **38.5%**	
# and % of black students with an out-of-school suspension (OSS) (also report detailed findings by gender and type of infraction)	(2,918) **49.5%** of all OSS	Actual	(2,374) **48.5%**	(2,625) **47.2%**	(2,481) **47.6%**	(1,790) **50.7%**	

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively reducing the disparity in the rates of disciplinary infractions between black and non-black students. **NOTE:** Not all strategies in this plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.1 / 4.2 Develop and implement with fidelity in all schools a school-wide behavior plan that integrates all the critical components of PBIS (school-wide expectations / rules, guidelines for success, plan for teaching pro-social / appropriate student behavior, and positive reinforcement for behavior).	% of schools with behavior plans that integrate critical components of PBIS (using rubric)	Annually	Informal Report	100%			
	% of schools scoring satisfactory or higher on the PBIS Implementation Checklist (PIC) or the Benchmarks of Quality (BOQ) assessment.	Annually	Informal Report				83.8%
	% of schools showing satisfactory implementation in each tier as measured by the PBIS Tiered Fidelity Inventory (TFI)	Annually	Informal Report				TBD

| 4.5 Provide school leadership teams with strategies on Social and Emotional Learning (SEL) and programs to help students develop specific SEL competencies. | % of school leadership teams trained | Semester | Informal Report | | **TBD / Still Under Development** | | **Still Under Development** |

Action Steps	In-Process Indicators	Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.6a Closely monitor school discipline data to eliminate Out-of-School Suspension (OSS) for non-violent infractions (such as skipping, missed detentions, excessive tardies, electronic devices, leaving school grounds w/o permission, or being in an unauthorized location).	# and % of non-violent infractions for black students that resulted in OSS.	Quarterly	Informal Report	Q1 / 2 total / Less than 1% of all OSS given to black students were for these infractions.	Q2 / 9 total / Less than 1% of all OSS given to black students were for these infractions.	Q3 / 6 total / Less than 1% of all OSS given to black students were for these infractions.	Q4 / data not reported due to school campus closures in response to COVID-19 health crisis.
4.6b Closely monitor school discipline data to review practices regarding out-of-school suspension (OSS) for the following infractions: defiance and classroom disruption	# and % of defiance and classroom disruption referrals for black students that resulted in OSS.	Quarterly	Informal Report	Q1 / 195 / 27.5% of all OSS issued to black students were for these infractions.	Q2 / 276 / 24.7% of all OSS issued to black students were for these infractions.	Q3 / 321 / 26.1% of all OSS issued to black students were for these infractions.	
4.7 Continue to train all School-Based Resource Officers (SROS) to ensure full implementation of the Collaborative Interagency Agreement, which is designed to decrease arrests in favor of school consequences.	% of officers trained	Semester	Informal Report		100%		100% (No change from S1)
	# and % of black students arrested	Quarterly	Informal Report	Data not yet available. Will be reported in Q2 as Semester 1.	S1 / 64 black arrests (57.7% of all arrests)	Thru Q3 / 153 black arrests (56.3% of all arrests)	Q4 / No change from Q3.

Action Steps	In-Process Indicators	Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.8 Train all school administrators in the use of restorative circles and related best practices and ensure strong implementation across schools.	% leaders trained	Annually	Informal Report	**100%**			
	# and % of black students receiving referrals and suspensions (OSS) compared to all other students receiving referrals and suspensions	Quarterly	Informal Report	**Q1 Referrals (2,562)** 43.4% of all referrals have gone to black students. **OSS (560)** 51.8% of all suspensions have gone to black students.	**Q2 Referrals (1,583)** 40.1% of all referrals have gone to black students. **OSS (684)** 51.7% of all suspensions have gone to black students.	**Q3 Referrals (1,201)** 38.5% of all referrals have gone to black students. **OSS (550)** 50.8% of all suspensions have gone to black students.	**Q4 / No change from Q3.**
4.9 Continue collaborative discussions with the Community Discipline Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices.	# of meetings held	Semester	Informal Report		**1 / Gibbs HS**		**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
4.10 Ensure that Area Superintendents, using an Office Discipline Referrals (ODR) analysis, identify those schools with high numbers of referrals and-or OSS and provide appropriate support and training.	# of schools identified as needing additional support	Quarterly	Informal Report	**Q1 / 21**	**Q2 / 17**	**Q3 / 16**	

Action Steps	In Process Indicators	Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.13 Implement a re-integration process for all middle and high school students returning from an OSS for more than one school day and for any OSS for elementary school students.	#, % of black students with an OSS who receive a subsequent suspension (recidivism)	Annually	Informal Report				**31.8% of black students received more than one suspension.**
4.14 Continue offering an Alternative Placement Program (APP) in middle and high schools as an alternative setting for students to serve a suspension, staffed by certified teachers and counselors.	# of students taking part in APP program	Quarterly	Informal Report	**Q1 83 total / 43 black**	**S1 207 total / 105 black**	**Thru Q3 272 total / 128 black**	**Q4 / No change from Q3.**

4.15 Ensure that Area Superintendents continue to participate in the Rethink Discipline Districts webinars and-or related national, professional development opportunities.	# of events attended by Area Superintendents	Annually	Informal Report				Q4 data not reported due to school campus closures in response to COVID-19 health crisis.
4.16 Closely monitor district policy that no more than 10 days of Out-of-School Suspension (OSS) is given for one semester for regular education students and no more than 10 days is given for the entire year for ESE students.	# of black students with 10 days or more OSS / semester # of black ESE students with 10 or more days OSS / year	Annually	Informal Report				0 thru Q3. No data available for Q4.
4.18 Ensure procedure is followed that no more than 3 days of In-School Suspension (ISS) or OSS is given for any one infraction without consultation with Area Superintendent.	# of black students given ISS or OSS for one infraction that is more than 3 days with and without consultation with Area Superintendent	Semester	Informal Report		None		Q4 data not reported due to school campus closures in response to COVID-19 health crisis.
4.19 Provide professional development to principals on the use of evidence-based interventions (such as Check-In, Check Out) as a tiered support for black students.	% leaders trained	Annually	Informal Report		15% (HS principals trained to date)		

	# black students receiving such interventions	Annually	Informal Report				**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**

Data Reporting Template

Action Goal (1.e.): Reduce the disparity of black students being found eligible for Exceptional Student Education (ESE) programs.

Goal Manager: Lynne Mowatt, Executive Director, Exceptional Student Education

Baseline Condition (as of 2015-16)	Short-Range Target:	Long-Range Target:
Pinellas County Schools percentage of overall placements for Exceptional Student Education (ESE) is 14%. However, disproportionate representation of racial and ethnic groups in specific disability categories exist; specifically, the number of black students identified for placement (25%) is not representative of the black student population at PCS and remains disparate from the number of non-black students identified. The disproportionality of black and non-black students is represented by risk ratios. The disproportionate representation is largely found within the Emotional Behavioral Disability (EBD) designation. The risk ratio for overall placement in ESE in the 2015-16 school year was 1.45, which means that black students were nearly one and one half times as likely to be identified as an ESE student than non-black students. The risk ratio for EBD eligibility in the 2015-16 school year was 4.20, which means that black students were four times more likely to be referred for EBD services than non-black students.	Reduce the risk ratio for EBD placement by one quarter (0.25) each year.	Reduce the risk ratio each year with a target disparity rate at or near 1.0 within 10 years.

Annual Outcomes:

To reduce the number of black students being found eligible for Exceptional Student Education programs within 10 years, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures	Baseline (2015/16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020 Target
Risk Ratio (ESE overall) / black	1.45	Actual	1.45	1.46	1.40	1.43	1.25
		Target	1.45	1.40	1.35	1.30	
Risk Ratio (EBD) / black	4.20	Actual	3.94	3.84	3.34	3.50	2.95
		Target	3.95	3.70	3.45	3.20	
Related Outcomes Measures							
# and % of black students eligible for ESE services	(3,618) 25%	Actual	(3,371) 25%	(3,947) 23%	(3,945) 25%	(4,033) 25%	
# and % of black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) 49%	Actual	(335) 49%	(363) 48%	(300) 46%	(255) 46%	
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	(20) 47%	Actual	(14) 50%	(14) 52%	(19) 29%	(5) 29%	
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers Into County	(24) 42%	Actual	(17) 30%	(13) 39%	(9) 35%	(7) 23%	

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively reducing the number of black students being found eligible for Exceptional Student Education programs. **NOTE:** Not all strategies in this plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
5.2 Initiate a records review by the district ESE Department for transfer students who arrive as new students to PCS with an EBD eligibility. Students will receive current IEP services during the time they are being re-evaluated.	# of black transfer students into Pinellas County identified as EBD	Quarterly	Informal Report	12	1	2	**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
	# of record reviews completed for black transfer students into Pinellas County	Semester	Informal Report		34		
	# of black transfer students identified for EBD re-evaluation process	Quarterly	Informal Report	11	4	8	
	# of re-evaluations completed for EBD transfer students / black	Semester	Informal Report		4		
	# of black transfer students identified for EBD after re-evaluation process	Semester	Informal Report		23		
5.3 Provide intensive and intentional early intervening services, using direct resources, to students prior to being identified as having an Emotional Behavioral Disability (EBD).	# of school support requests for early intervening services for students under consideration for EBD / all students	Quarterly	Informal Report	3 ⎯	33	34	

	# of such requests for services / black students	Quarterly	Informal Report	0	14	14	

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	# of black students receiving early intervening support	Quarterly	Informal Report	24 other/ 0 EBD	14 other/0 EBD	10 other/1 EBD	**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
	# of new EBD eligibilities / identified by PCS / all students	Quarterly	Informal Report	10	0	1	
	# of new EBD eligibilities / identified by PCS / black students	Quarterly	Informal Report	2	0	1	
5.4 Initiate a records review through the Exceptional Student Education (ESE) department and re-evaluation if needed for all black students who are designated as EBD; additionally, the ESE department will identify students with multiple eligibilities (including EBD) and initiate a records review when applicable.	# of black students identified as EBD	Annually	Informal Report	483			
	# of record reviews completed after identification for black EBD students	Semester	Informal Report		121		
	# of re-evaluations completed for black EBD students	Annually	Informal Report				
	# of transfers of EBD to a secondary disability for black students	Annually	Informal Report				
	# of dismissals from EBD for black students	Annually	Informal Report				

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
5.6 Continue to provide targeted and sustainable professional development to school-based behavior specialists that includes the utilization of student specific data and interventions, (including cultural components) in student's behavior intervention plan (PBIP), along with side-by-side coaching from district behavior specialists.	# and % of behavior specialists trained	Semester	Informal Report		123		**90% trained to date.**
	# of black students identified as EBD at schools with training behavior specialists	Semester	Informal Report		95		**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
5.7 Provide four district Coordinated Early Intervening Services (CEIS) Behavior Specialists to provide intensive support to students with a focus in high minority schools.	# of high minority schools receiving services	Quarterly	Informal Report	10	15	14	
	# of black students served by CEIS specialist	Quarterly	Informal Report	20	10	22	
5.8 Provide four district ESE Behavior Specialists to provide intensive support to ESE students in all schools.	# of schools receiving services	Quarterly	Informal Report	89	94	67	
	# of black students served by district ESE Behavior Specialist	Quarterly	Informal	43	59	30	

Data Reporting Template

Action Goal (4.17) Increase the number of black teachers and administrators to closely mirror the student enrollment by ethnicity.

Goal Manager: Paula Texel, Assistant Superintendent, Human Resources

Baseline Condition (as of 2015-16)

Pinellas County Schools employs nearly 7,500 teachers, of which approximately 8% are black. The percentage breakdown of administrators in the district is about 22% black. The district enrollment of black students in 2015-16 was 18%.

Short-Range Target:

Increase the number of black teachers hired by an average of 1% each year.

Long-Range Target:

Increase the number of black teachers by 1% each year, with a target of meeting or exceeding the enrollment of the black student population.

Annual Outcomes:

To increase teacher recruitment and retention efforts to ensure that faculty diversity mirrors the student population, PCS will monitor incremental change for the following annual outcomes:

Annual Outcome Measures	Baseline (2015/16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020 Target
# and % of total instructional positions / black	(622) **8.3%**	Actual	(647) **8.8%**	(671) **9.2%**	(651) **9.1%**	(665) **9.2%**	**13.0**
		Target	9%	10%	11%	12%	
Related Outcomes Measures							
# and % of new instructional hires / black	**No baseline**	Actual	**11.7%**	(110 / 737) **14.9%**	(88/664) **13.3%**	(43/450) **9.6%**	
# and % of total administrative positions (combined district-based and school-based) / black	(83) **21.2%**	Actual	(86) **21.5%**	(87) **22.0%**	(91) **20.6%**	(85) **20.3%**	

Strategies & In-Process Measures

Throughout the year, PCS will monitor the following strategies and in-process indicators for incremental change to ensure the strategies are effectively increasing teacher recruitment and retention efforts to ensure faculty diversity mirrors the student population. **NOTE:** Not all strategies in this plan are listed for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below. The full plan with all of the district's actions listed is available on the district's website at pcsb.org/btg.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
In-Process indicator common for all action steps	# of active instructional applicants / total	Semester	Report		634		
	# of active instructional applicants, self-identified as black / total	Semester	Report		182		
	# of active instructional applicants, black, certified / eligible for hire	Semester	Report		75		
	# and % of instructional applicants, black / hired	Semester	Report		43		
6.6 Complete an internal, semi-annual review of the practices and processes around the recruiting and hiring of minority teachers to determine areas of strength and areas for improvement within the district's Human Resources Department.	Semi-annual review complete / findings shared with district leadership team	Semester	Informal Report Semi-Annually	Completed		Completed	
		Annually	Formal Report Annually				Findings shared / discussed via BTG debrief.

6.8 Continue strong relationships with colleges and universities, including historically black colleges and universities (HBCUs) and black student organizations within majority white institutions.	# HBCU identified / contacts made	Semester	Informal Report		30 / 6		Q4 data not reported due to school campus closures in response to COVID-19 health crisis.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
							Q4 data not reported due to school campus closures in response to COVID-19 health crisis.
	# contact or events with black student organizations, by college/university	Semester	Informal Report		**3**		
6.9 Refine and update annually a recruitment plan/packet specific to attracting black applicants to be used by all hiring managers in the district.	Plan/packet created, available for use	Annually	Publication			**Completed**	
6.10 Review traffic and usage patterns from the platforms used as part of the district's marketing campaign designed to attract black applicants via publications and social media (e.g. Education Week, Facebook, Indeed, and LinkedIn).	# social media and digital instructional recruitment posts, by medium type	Quarterly	Informal Report	**5**	**6**	**8**	
	# of new / unique print instructional recruitment posts distributed (Job Fair & PCS School Recruitment Flyers; Tampa Bay Times; FL Courier)	Quarterly	Informal Report	**120**	**21**		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	# Education Week instructional recruitment posts	Quarterly	Informal Report	618	404	177	**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
	# applicants recruited by medium as reported on application for employment	Quarterly	Informal Report	200	91	16	
6.11 Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups.	# of events held with each stakeholder group	Semester	Informal Report		7		
6.12 Attend state and national conferences to gather current strategies for the recruitment of black educators.	# and types conferences attended	Annually	Informal Report		0		

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
6.14 Identify future black educators among current PCS high school students to take part in Teacher Cadet program. Work alongside local colleges to provide high school students and current staff employees with a pathway to careers in teaching.	High school programs established / # of students enrolled or interested in initial program	Annually	Informal Report				**TBD. On hold until 2020-21 due to campus closures.**
6.15 Develop and implement a training program for all hiring managers that focuses on shifting mindset and implementing strategies for hiring related to recognizing unconscious bias, equity and excellence and cultural responsiveness.	# of hiring managers (eg. principals) identified for training	Semester	Informal Report		**100%**		**No change from Q2.**
	# and % of hiring managers trained	Semester	Informal Report		**100%**		**No change from Q2.**
6.20 Conduct ongoing feedback sessions with our current black teachers to discuss their current work / school conditions for success, as well as their onboarding and training (ex. focus groups, school visits).	# of focus group meetings, feedback sessions or surveys	Semester	Informal Report		**0** (events scheduled for 3rd quarter)		**Q4 data not reported due to school campus closures in response to COVID-19 health crisis.**
	# minority teachers participating in focus groups, feedback sessions or surveys	Semester	Informal Report		**0** (events scheduled for 3rd quarter)		
	# of black teachers total and % retained (June to August)	Annually	Informal Report	**87.9%** (updated Q1)			

	Areas for improvement identified through focus groups or employee survey data	Annually	Informal Report				

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
6.21 Provide substantial recruitment and retention bonuses in the five original Scale Up schools to attract and retain highly effective teachers in the neediest schools.	# of teachers (all races) in Scale Up elementary schools / % receiving bonus	Annually	Informal Report				**TBD**
	% of teachers in Scale Up schools who returned for the following school year (June to August)	Annually	Informal Report	**62.7%** (updated Q1)			
6.22 Establish a summer, cultural awareness training for teachers who are hired into high minority schools, with a robust onboarding program for teachers working in the district's Scale Up and Transformation Zone.	Training developed / scheduled for roll-out	Annually	Training Calendar				**On hold due to school campus closures.**
	# of teachers attending / % of all teachers attending from targeted schools	Annually	Informal Report	**324/ 80%**			
6.23 Establish a differentiated support system for new black teachers hired into the district to ensure a smooth transition and successful school year.	Formal support system established	Annually	Informal Report				**Plan under development.**
6.26 Research strategies and best practices for advancing black school leaders into district leadership positions.	Best practices review completed / strategies identified from research	Annually	Informal Report				**Completed. Ongoing.**
6.27-6.28 Establish positive relationships with current and aspiring black leaders to enhance the leadership pipeline and	# focus group meetings or feedback sessions with minority administrators	Semester	Informal Report		**4**		**Q4 data not reported due to school campus closures in response to COVID-19 health**

maintain or increase the percent of minority administrators.	# minority administrators participating in focus groups or feedback sessions	Semester	Informal Report		**30**			
	Areas for improvement identified through focus groups or employee exit survey data	Annually	Informal Report		**In Progress. Areas not yet identified.**			
	# and % of black teachers in AP (Asst. Principal) Pool and # of black APs in Principal Pool	Semester	Informal Report		**APs (318) # black – 51 % black – 16%** **Prin (178) # black – 34 % black – 19%**		**No change from Q2.**	

Pinellas County Schools / Graduation Rate / Summary and Progress Report

Graduation Rate	2015-16 - Baseline Data					2016-17 - Planning Year					2017-18					2018-19				
	# Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %	# Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %	# Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %	# Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %
Hispanic	997	751	75.3	78.2	72.8	1,067	868	81.4	84.9	77.6	1,133	963	85.0	89.0	80.7	1,184	1,027	86.7	89.8	83.3
Black	1,422	932	65.5	70.9	60.4	1,347	933	69.3	77.9	61.5	1,370	1,044	76.2	81.6	71.2	1,313	1,067	81.3	85.6	76.7
Multi-Racial	243	192	79.0	88.0	70.6	276	220	79.7	83.3	75.4	302	253	83.8	85.9	81.5	275	250	90.9	93.3	88.6
American Indian	34	28	82.4	86.7	78.9	30	27	90.0	94.1	84.6	19	16	84.2	75.0	100.0	19	14	73.7	71.4	75.0
White	4,619	3,929	85.1	88.4	81.7	4,595	3,992	86.9	90.1	83.8	4,555	4,031	88.5	91.4	85.6	4,376	3,959	90.5	93.4	87.5
Asian	334	291	87.1	92.7	82.4	318	288	90.6	88.0	92.9	370	353	95.4	96.7	94.2	416	393	94.5	50.0	83.3
Pacific Islander	13	12	92.3	*	*	10	*	92.3	*	*	19	*	100.0	*	*	18	*	72.2	*	*
District TOTAL	7,662	6,135	80.1	84.1	76.2	7,643	6,337	82.9	87.1	78.7	7,768	6,679	86.0	89.4	82.6	7,601	6,723	88.4	91.6	85.2
Black	1,422	932	65.5%			1,347	933	69.3%			1,370	1,044	76.2%			1,313	1,067	81.3%		
Non-Black	6,240	5,203	83.4%			6,296	5,404	85.8%			6,398	5,635	88.1%			6,288	5,656	90.0%		
			GAP	17.9				GAP	16.5				GAP	11.9				GAP	8.7	

	2016 Standard Diploma Graduates / By WD Code					2017 Standard Diploma Graduates / By WD Code					2018 Standard Diploma Graduates / By WD Code					2019 Standard Diploma Graduates / By WD Code				
	Total # of Grads	W06 / No Concordant or Waiver Required	WFT / Concordant Score Required	WFW / ESE Waiver Required (now WXW)	OTHER Grads WD codes	Total # of Grads	W06 / No Concordant or Waiver Required	WFT / Concordant Score Required	WFW / ESE Waiver Required (now WXW)	OTHER Grads WD codes	Total # of Grads	W06 / No Concordant or Waiver Required	WFT / Concordant Score Required	WFW / ESE Waiver Required (now WXW)	OTHER Grads WD codes	Total # of Grads	W06 / No Concordant or Waiver Required	WFT / Concordant Score Required	WFW / ESE Waiver Required (now WXW)	OTHER Grads WD codes
Black	932	493	242	98	99	933	345	371	100	117	1,044	349	448	78	169	1,067	332	471	53	211
Non-Black	5,203	4,266	390	135	412	5,404	3,781	981	125	517	5,635	3,619	1,274	116	626	5,656	3,267	1,533	107	749

Graduation / Progress / District TRENDS

	5-Year Trend					% Point Change
	2014-15	2015-16	2016-17	2017-18	2018-19	
Black	64.6	65.5	69.3	76.2	81.3	16.7%
Hispanic	75.1	75.3	81.4	85.0	86.7	11.6%
DISTRICT Total Grad Rate	**78.3**	**80.1**	**82.9**	**86.0**	**88.4**	**10.1%**

Data Variables:

The data presented here represent graduation rate data per the state's official definition in order to be consistent from year to year and with comparisons to other school districts. It should be noted that the state sometimes revisits and revises its definition and requirements for high school graduation. The tables provided represent data per the state's definition for that given school year. Note: For privacy reasons, no data are provided if they represent fewer than 10 students.

PCS / Office of Assessment, Accountability, and Research / January 2020

BTG Goal 2 / Academic Achievement / Reading-ELA / Progress Update

Pinellas County Schools / Academic Achievement / Summary and Progress Report

FSA Reading - ELA	ELA											
	2015-16 - Baseline Data			2016-17 - Planning Year			2017-18			2018-19		
	Level 3 and Above			Level 3 and Above			Level 3 and Above			Level 3 and Above		
	# Tested	# Proficient*	% Proficient*	# Tested	# Proficient	% Proficient	# Tested	# Proficient	% Proficient	# Tested	# Proficient	% Proficient
State TOTAL (All Grades)	1,614,353	841,237	52.1%	1,641,845	879,942	53.6%	1,656,241	899,324	54.3%	1,675,584	927,806	55.4%
District TOTAL (All Grades)	58,107	29,473	50.7%	57,547	29,895	51.9%	57,688	29,740	51.5%	57,597	30,968	53.8%
Hispanic	9,497	3,956	41.7%	9,759	4,154	42.6%	10,124	4,258	42.1%	10,424	4,742	45.5%
Black	10,290	2,494	24.2%	10,308	2,654	25.7%	10,303	2,533	24.6%	10,454	2,831	27.1%
Multi-Racial	2,441	1,321	54.1%	2,502	1,378	55.1%	2,592	1,420	54.9%	2,693	1,541	57.2%
American Indian	132	63	47.7%	126	57	45.2%	102	56	45.2%	107	55	51.4%
White	32,893	19,807	60.2%	32,070	19,843	61.9%	31,793	19,641	61.8%	31,170	19,928	63.9%
Asian	2,698	1,778	65.9%	2,618	1,743	66.6%	2,606	1,770	67.9%	2,582	1,798	69.6%
Pacific Islander	156	54	34.6%	164	66	40.2%	168	62	36.9%	167	73	43.7%
ELEMENTARY Total (Grades 3-5)	22,587	11,723	51.9%	23,011	12,370	53.8%	22,689	11,625	51.2%	22,274	12,322	55.3%
Black	4,253	1,129	26.5%	4,412	1,302	29.5%	4,404	1,191	27.0%	4,392	1,302	29.6%
Non-Black	18,334	10,594	57.8%	18,599	11,068	59.5%	18,285	10,434	57.1%	17,882	11,020	61.6%
MIDDLE SCHOOL Total (Grades 6-8)	20,998	10,761	51.2%	21,141	10,965	51.8%	21,091	10,685	50.1%	21,245	11,131	52.4%
Black	3,609	835	23.1%	3,653	859	23.5%	3,691	811	22.0%	3,792	970	25.6%
Non-Black	17,389	9,926	57.1%	17,488	10,106	57.7%	17,400	9,874	56.7%	17,453	10,161	58.2%
HIGH SCHOOL Total (Grades 9-10)	14,522	6,989	48.1%	13,395	6,560	49.0%	13,908	7,430	53.4%	14,078	7,515	53.4%
Black	2,428	530	21.8%	2,243	493	22.0%	2,208	531	24.0%	2,270	559	24.6%
Non-Black	12,094	6,459	53.4%	11,152	6,067	54.4%	11,700	6,899	59.0%	11,808	6,956	58.9%
District TOTAL	58,107	29,473	50.7%	57,547	29,895	51.9%	57,688	29,740	51.6%	57,597	30,968	53.8%
Black	10,290	2,494	24.2%	10,308	2,654	25.7%	10,303	2,533	24.6%	10,454	2,831	27.1%
Non-Black	47,817	26,979	56.4%	47,239	27,241	57.7%	47,385	27,207	57.4%	47,143	28,137	59.7%
		GAP	32.2		GAP	32.0		GAP	32.8		GAP	32.6

Data Variables:

The gaps presented for student achievement represent the percentage point difference in performance on the state's Florida Standards Assessment (FSA) in ELA and Math / Level 3 and above. *Note: These data do not include those students who took the FSA assessments but for whom race was not reported by the student or could not be matched, as there are a very small number of these students each year. Also, please note that the state changed the naming of the Level 3 scoring category from "proficient" to "satisfactory" in 2016-17, though the labeling on the tables above was not changed so as to provide consistent terminology.

PCS / Office of Assessment, Accountability, and Research / Updated: June 2019

BTG Goal 2 / Academic Achievement / Math / Progress Update

Pinellas County Schools / Academic Achievement / Summary and Progress Report

FSA MATH	MATH											
	2015-16 - Baseline Data			2016-17 - Planning Year			2017-18			2018-19		
	Level 3 and Above			Level 3 and Above			Level 3 and Above			Level 3 and Above		
	# Tested	# Proficient*	% Proficient*	# Tested	# Proficient	% Proficient	# Tested	# Proficient	% Proficient	# Tested	# Proficient	% Proficient
State TOTAL (All Grades)	1,140,397	624,003	54.7%	1,160,321	651,391	56.1%	1,167,517	662,423	56.7%	1,161,303	669,440	57.6%
District TOTAL (All Grades)	40,116	21,894	54.6%	41,011	22,799	55.6%	40,030	22,264	55.6%	38,721	21,774	56.2%
Hispanic	6,862	3,343	48.7%	7,166	3,587	50.1%	7,293	3,616	49.6%	7,358	3,725	50.6%
Black	7,677	2,143	27.9%	7,949	2,305	29.0%	7,942	2,319	29.2%	7,778	2,336	30.0%
Multi-Racial	1,773	984	55.5%	1,840	1,053	57.2%	1,861	1,066	57.3%	1,848	1,079	58.4%
American Indian	84	47	56.0%	84	48	57.1%	59	*	45.8%	56	29	51.8%
White	21,916	14,055	64.1%	22,161	14,448	65.2%	21,182	14,006	66.1%	20,072	13,392	66.7%
Asian	1,680	1,270	75.6%	1,674	1,291	77.1%	1,561	1,189	76.2%	1,486	1,150	77.4%
Pacific Islander	124	52	41.9%	137	67	48.9%	132	68	51.5%	123	63	51.2%
ELEMENTARY Total (Grades 3-5)	22,557	13,485	59.8%	23,052	14,156	61.4%	22,785	14,014	61.5%	22,181	13,744	61.9%
Black	4,266	1,438	33.7%	4,440	1,607	36.2%	4,429	1,632	36.8%	4,357	1,594	36.6%
Non-Black	18,291	12,047	65.9%	18,612	12,549	67.4%	18,356	12,382	67.5%	17,824	12,150	67.5%
MIDDLE SCHOOL Total (Grades 6-8)	17,559	8,409	47.8%	17,959	8,643	48.1%	17,245	8,250	47.8%	16,540	8,030	48.5%
Black	3,411	705	20.7%	3,509	698	19.9%	3,513	687	19.6%	3,421	742	21.7%
Non-Black	14,148	7,704	54.5%	14,450	7,945	55.0%	13,732	7,563	55.1%	13,119	7,288	55.1%
District TOTAL	40,116	21,894	54.6%	41,011	22,799	55.6%	40,030	22,264	55.6%	38,721	21,774	55.6%
Black	7,677	2,143	27.9%	7,949	2,305	29.0%	7,942	2,319	29.2%	7,778	2,336	30.0%
Non-Black	32,439	19,751	60.9%	33,062	20,494	62.0%	32,088	19,945	62.2%	30,943	19,438	62.8%
		GAP	33.0		GAP	33.0		GAP	33.0		GAP	32.8

Data Variables:

The gaps presented for student achievement represent the percentage point difference in performance on the state's Florida Standards Assessment (FSA) in ELA and Math / Level 3 and above. *Note: These data do not include those students who took the FSA assessments but for whom race was not reported by the student or could not be matched, as there are a very small number of these students each year. Also, please note that the state changed the naming of the Level 3 scoring category from "proficient" to "satisfactory" in 2016-17, though the labeling on the tables above was not changed so as to provide consistent terminology.

PCS / Office of Assessment, Accountability, and Research / Updated: June 2019

Pinellas County Schools / Advanced Coursework / Summary and Progress Report

	# Enrolled Gifted ALL Grades	% Gifted ALL Grades	# Enrolled ADV MS	% of Total ADV MS	# Enrolled ACCEL MS	% of Total ACCEL MS	# Enrolled HONORS HS	% of Total HONORS HS	# Enrolled ACCEL HS	% of Total ACCEL HS	# Enrolled ALL MS, HS Adv, Accel	% Enrolled ALL MS, HS Adv, Accel
					2016-17 -- Planning Year							
Hispanic	628	9.0%	1790	14.6%	464	12.1%	2425	14.0%	1277	13.6%	4535	14.3%
Black	281	4.0%	1540	12.5%	309	8.1%	2225	12.8%	857	9.1%	3775	11.9%
Multi-Racial	324	4.6%	518	4.2%	165	4.3%	697	4.0%	386	4.1%	1288	4.1%
American Indian	11	0.2%	23	0.2%	10	0.3%	42	0.2%	19	0.2%	66	0.2%
White	5260	75.4%	7654	62.2%	2558	66.7%	10960	63.2%	6181	65.7%	20,026	63.3%
Asian	474	6.8%	774	6.3%	327	8.5%	983	5.7%	688	7.3%	1938	6.1%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Enrollment / TOTAL	**6,978**	**100.0%**	**12,299**	**100.0%**	**3833**	**100.0%**	**17,332**	**100.0%**	**9,408**	**100.0%**	**31,628****	**100.0%**
Enrollment / Black	**Total Gap***	**14.0**	**GAP**	**5.5**	**GAP**	**9.9**	**GAP**	**5.2**	**GAP**	**8.9**	**Total GAP***	**6.1**

	Performance MS / Advanced		Performance MS / Accel		Performance HS / Honors		Performance HS / Accel (DE Total)		Performance HS / Accel (AP Total)	
	N	%	N	%	N	%	N	%	N	%
Performance / Black	2,800	91.6%	509	93.9%	8,586	80.0%	796	88.0%	780	22.7%
Performance / Non-Black	21,910	96.6%	7,063	96.8%	65,612	88.8%	10,018	94.3%	11,611	47.4%
	GAP	5.0	GAP	2.9	GAP	8.8	GAP	6.3	GAP	24.7

BTG Goal 3 / Advanced Coursework / Pinellas County Schools / Progress Update

Pinellas County Schools / Advanced Coursework / Summary and Progress Report

2017-18

Enrollment	# Enrolled Gifted ALL Grades	% Gifted ALL Grades	# Enrolled ADV MS	% of Total ADV MS	# Enrolled ACCEL MS	% of Total ACCEL MS	# Enrolled HONORS HS	% of Total HONORS HS	# Enrolled ACCEL HS	% of Total ACCEL HS	# Enrolled ALL MS, HS Adv, Accel	% Enrolled ALL MS, HS Adv, Accel
Hispanic	772	9.8%	2238	16.0%	577	13.1%	2449	14.4%	1509	14.3%	5220	15.2%
Black	390	5.0%	1859	13.3%	368	8.3%	2528	14.9%	1019	9.6%	4691	13.7%
Multi-Racial	398	5.1%	625	4.5%	195	4.4%	682	4.0%	447	4.2%	1444	4.2%
American Indian	5	0.6%	24	0.2%	10	0.2%	33	0.2%	22	0.2%	64	0.2%
White	5780	73.4%	8441	60.3%	2905	65.8%	10290	60.5%	6723	63.6%	20,724	60.4%
Asian	528	6.7%	813	5.8%	361	8.2%	1030	6.1%	855	8.1%	2165	6.3%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Enrollment / TOTAL	7,873	100.0%	14,000	100.0%	4416	100.0%	17,012	100.0%	10,575	100.0%	34,298**	100.0%
Enrollment / Black	Total Gap*	13.0	GAP	4.7	GAP	9.7	GAP	3.2	GAP	8.4	Total GAP*	4.3

Performance		Performance MS / Advanced		Performance MS / Accel		Performance HS / Honors		Performance HS / Accel (DE Total)		Performance HS / Accel (AP Total)	
		N	%	N	%	N	%	N	%	N	%
Performance / Black		3,552	91.5%	604	92.4%	9,803	80.0%	925	88.0%	966	21.0%
Performance / Non-Black		27,937	96.6%	7,965	95.7%	67,747	91.0%	10,598	94.5%	12,699	48.4%
		GAP	5.1	GAP	3.3	GAP	11.0	GAP	6.5	GAP	27.4

Data Variables:

ENROLLMENT / PARTICIPATION: The data presented in these charts show the individual students (or what are referred to as "unique" students) who were identified as either gifted or enrolled in an advanced or accelerated course per the column headings. The data are pulled in the spring of the school year presented. *The total number of students represented in the Total Gap column to the far right represent all students who were enrolled in any advanced or accelerated course in middle school or high school and, as such, will not equal the total of the previous columns. Each column is unique unto itself as a way of measuring enrollments at each course and level. The data in these charts include the total number of students identified as gifted in elementary and middle schools combined (grades K-8). The data also include any student enrolled in an advanced, honors, or accelerated course (ie. a middle school student taking a high school course or a high school student taking a Dual Enrollment, Advanced Placement, IB or AICE course). *The gap for purposes of participation is defined as the enrollment in such courses compared to the total enrollment of black students in the district (which was 18% as of 2015-16). **PERFORMANCE:** The performance data are defined as the total courses taken by black or non-black students and, in turn, the percentage of those earning a C grade or higher in advanced, honors, and Dual Enrollment courses or a passing (credit-earning) score on an AP test (ie. a score of 3+). Performance on IB and AICE tests are not reported because those courses are not considered "open access" as they require entry into a district magnet program. The total courses taken will not match the total enrollments in the enrollment table above because students are often enrolled in more than one advanced or accelerated course. +A combined gap in performance has not been being calculated as the total number of black students who are successful per a passing score varies widely across course types. Note: Due to very small enrollments for Pacific Islanders, those data are not presented separately for privacy reasons. The totals for Pacific Islander are included under Asian per district data rules.

PCS / Office of Assessment, Accountability, and Research / August 2018

BTG Goal 3 / Advanced Coursework / Pinellas County Schools / Progress Update

Pinellas County Schools / Advanced Coursework / Summary and Progress Report

2018-19

Enrollment	# Enrolled Gifted ALL Grades	% Gifted ALL Grades	# Enrolled ADV MS	% of Total ADV MS	# Enrolled ACCEL MS	% of Total ACCEL MS	# Enrolled HONORS HS	% of Total HONORS HS	# Enrolled ACCEL HS	% of Total ACCEL HS	# Enrolled ALL MS, HS Adv, Accel	% Enrolled ALL MS, HS Adv, Accel
Hispanic	868	10.7%	2,915	18.4%	660	14.4%	2,559	14.7%	1,570	14.8%	6,044	16.6%
Black	475	5.9%	2,253	14.2%	378	8.2%	2,656	15.3%	1,020	9.6%	5,269	14.5%
Multi-Racial	431	5.3%	763	4.8%	207	4.5%	676	3.9%	447	4.2%	1,574	4.3%
American Indian	5	0.7%	21	0.1%	7	0.2%	30	0.2%	20	0.2%	54	0.1%
White	5781	71.4%	9,030	57.0%	2,992	65.2%	10,420	59.9%	6,696	63.1%	21,316	58.5%
Asian	540	6.7%	867	5.5%	348	7.6%	1,062	6.1%	853	8.0%	2,178	4.3%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Enrollment / TOTAL	8,100	100.0%	15,849	100.0%	4,592	100.0%	17,403	100.0%	10,606	100.0%	36,435	100.0%
Enrollment / Black	Total Gap*	12.1	GAP	3.8	GAP	9.8	GAP	2.7	GAP	8.4	Total GAP*	3.5

Performance		Performance MS / Advanced		Performance MS / Accel		Performance HS / Honors		Performance HS / Accel (DE Total)		Performance HS / Accel (AP Total)	
		N	%	N	%	N	%	N	%	N	%
Performance / Black		4,175	89.8%	608	91.1%	10,528	78.4%	787	91.5%	1,043	18.1%
Performance / Non-Black		30,362	95.2%	6,906	95.6%	69,991	90.2%	10,342	94.9%	12,751	45.5%
		GAP	5.4	GAP	4.5	GAP	11.8	GAP	3.4	GAP	27.4

Data Variables:

ENROLLMENT / PARTICIPATION: The data presented in these charts show the individual students (or what are referred to as "unique" students) who were identified as either gifted or enrolled in an advanced or accelerated course per the column headings. The data are pulled in the spring of the school year presented. *The total number of students represented in the Total Gap column to the far right represent all students who were enrolled in any advanced or accelerated course in middle school or high school and, as such, will not equal the total of the previous columns. Each column is unique unto itself as a way of measuring enrollments at each course and level. The data in these charts include the total number of students identified as gifted in elementary and middle schools combined (grades K-8). The data also include any student enrolled in an advanced, honors, or accelerated course (ie. a middle school student taking a high school course or a high school student taking a Dual Enrollment, Advanced Placement, IB or AICE course). *The gap for purposes of participation is defined as the enrollment in such courses compared to the total enrollment of black students in the district (which was 18% as of 2015-16). **PERFORMANCE:** The performance data are defined as the total courses taken by black or non-black students and, in turn, the percentage of those earning a C grade or higher in advanced, honors, and Dual Enrollment courses or a passing (credit-earning) score on an AP test (ie. a score of 3+). Performance on IB and AICE tests are not reported because those courses are not considered "open access" as they require entry into a district magnet program. The total courses taken will not match the total enrollments in the enrollment table above because students are often enrolled in more than one advanced or accelerated course. +A combined gap in performance has not been being calculated as the total number of black students who are successful per a passing score varies widely across course types. Note: Due to very small enrollments for Pacific Islanders, those data are not presented separately for privacy reasons. The totals for Pacific Islander are included under Asian per district data rules.

PCS / Office of Assessment, Accountability, and Research / June 2019

BTG Goal 3 / Advanced Coursework / Pinellas County Schools / Progress Update

Pinellas County Schools / Advanced Coursework / Summary and Progress Report

2019-20

Enrollment	# Enrolled Gifted ALL Grades	% Gifted ALL Grades	# Enrolled ADV MS	% of Total ADV MS	# Enrolled ACCEL MS	% of Total ACCEL MS	# Enrolled HONORS HS	% of Total HONORS HS	# Enrolled ACCEL HS	% of Total ACCEL HS	# Enrolled ALL MS, HS Adv, Accel	% Enrolled ALL MS, HS Adv, Accel
Hispanic	965	11.6%	3,050	18.8%	764	16.1%	2,992	16.1%	1,923	15.8%	6,527	17.4%
Black	521	6.3%	2,521	15.5%	451	9.5%	2,899	15.6%	1,335	10.9%	5,666	15.1%
Multi-Racial	468	5.6%	771	4.7%	205	4.3%	760	4.1%	518	4.2%	1,640	4.4%
American Indian	6	0.1%	27	0.2%	7	0.1%	34	0.2%	25	0.2%	67	0.2%
White	5,811	69.9%	9,031	55.5%	2,987	62.9%	10,807	58.2%	7,491	61.4%	21,381	57.1%
Asian	541	6.5%	858	5.3%	338	7.1%	1,075	5.8%	908	7.4%	2,156	5.8%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Enrollment / TOTAL	**8,312**	**100.0%**	**16,258**	**100.0%**	**4,752**	**100.0%**	**18,567**	**100.0%**	**12,200**	**100.0%**	**37,437**	**100.0%**
Enrollment / Black	**Total Gap***	**11.7**	**GAP**	**2.5**	**GAP**	**8.5**	**GAP**	**2.4**	**GAP**	**7.1**	**Total GAP***	**2.9**

Performance	Performance MS / Advanced		Performance MS / Accel		Performance HS / Honors		Performance HS / Accel (DE Total)		Performance HS / Accel (AP Total)	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Performance / Black	TBD		TBD		TBD		TBD		TBD	
Performance / Non-Black	TBD		TBD		TBD		TBD		TBD	
	GAP		**GAP**		**GAP**		**GAP**		**GAP**	

Note: Data on performance in these courses are not finalized until the fall of the following school year once AP exam data are received.

Data Variables:

ENROLLMENT / PARTICIPATION: The data presented in these charts show the individual students (or what are referred to as "unique" students) who were identified as either gifted or enrolled in an advanced or accelerated course per the column headings. The data are pulled in the spring of the school year presented. *The total number of students represented in the Total Gap column to the far right represent all students who were enrolled in any advanced or accelerated course in middle school or high school and, as such, will not equal the total of the previous columns. Each column is unique unto itself as a way of measuring enrollments at each course and level. The data in these charts include the total number of students identified as gifted in elementary and middle schools combined (grades K-8). The data also include any student enrolled in an advanced, honors, or accelerated course (ie. a middle school student taking a high school course or a high school student taking a Dual Enrollment, Advanced Placement, IB or AICE course). *The gap for purposes of participation is defined as the enrollment in such courses compared to the total enrollment of black students in the district (which was 18% as of 2015-16). **PERFORMANCE:** The performance data are defined as the total courses taken by black or non-black students and, in turn, the percentage of those earning a C grade or higher in advanced, honors, and Dual Enrollment courses or a passing (credit-earning) score on an AP test (ie. a score of 3+). Performance on IB and AICE tests are not reported because those courses are not considered "open access" as they require entry into a district magnet program. The total courses taken will not match the total enrollments in the enrollment table above because students are often enrolled in more than one advanced or accelerated course. +A combined gap in performance has not been being calculated as the total number of black students who are successful per a passing score varies widely across course types. Note: Due to very small enrollments for Pacific Islanders, those data are not presented separately for privacy reasons. The totals for Pacific Islander are included under Asian per district data rules.

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Pinellas County Schools / Summary and Progress Report / Out-of-School Suspensions (OSS)

Out-of-School Suspensions	2015-16 - Baseline Data				2016-17 - Planning Year				2017-18				2018-19				2019-20**				
	Number of suspensions (OSS)	Percentage of total suspensions	Number of students suspended (OSS)	Risk Ratio	Number of suspensions (OSS)	Percentage of total suspensions	Number of students suspended (OSS)	Risk Ratio	Number of suspensions (OSS)	Percentage of total suspensions	Number of students suspended (OSS)	Risk Ratio	Number of suspensions (OSS)	Percentage of total suspensions	Number of students suspended (OSS)	Risk Ratio	Number of suspensions (OSS)	Percentage of total suspensions	Number of students suspended (OSS)	Percentage of STUDENTS per subgroup	Risk Ratio
Hispanic	1,060	10.0%	648	0.67	1,046	11.6%	587	0.68	1,308	12.5%	715	0.69	1,037	11.8%	677	0.69	639	11.5%	447	12.6%	0.64
Black	5,603	52.9%	2,918	4.33	4,666	51.7%	2,374	4.07	5,369	51.3%	2,625	3.61	4,489	51.3%	2,481	3.79	3,022	54.3%	1,790	50.7%	4.34
Multi-Racial	505	4.7%	266	1.10	481	5.3%	238	1.14	487	4.7%	249	1.01	371	4.2%	221	0.92	318	5.7%	194	5.5%	1.16
American Indian	8	*	7	0.51	3	0.1%	3	0.30	27	0.3%	16	1.47	18	0.2%	12	1.23	4	0.1%	3	0.1%	0.53
White	3,338	31.5%	2,000	0.38	2,723	30.2%	1,621	0.40	3,182	30.4%	1,888	0.45	2,736	31.2%	1,751	0.44	1,533	27.5%	1,062	30.0%	0.38
Asian	84	1.0%	58	0.22	106	1.2%	69	0.30	95	0.9%	66	0.26	105	1.2%	75	0.31	50	0.9%	37	1.0%	0.23
Pacific Islander	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*	*
District TOTAL	10,598		5,897		9,025		4,892		10,468		5,559		8,756		5,217		5,566		3,533		
		GAP	**3.33**			**GAP**	**3.07**			**GAP**	**2.61**			**GAP**	**2.79**					**GAP**	**3.34**

Data Variables:

*Data presented in this table are final for end-of-year (EOY) and represent all days in the school year. Note: Data presented in the monthly or quarterly updates represent the # of DAYS in the month or quarter so as to maintain a fair comparison to previous years. Due to changes in the school-year calendar from year-to-year, a direct quarter-to-quarter or semester-to-semester comparison is not always appropriate. In those cases, to make an accurate comparison, the nth day (such as 47th day) is used. Note: Due to very small enrollments for Pacific Islanders, those data are not presented separately for privacy reasons. The totals for Pacific Islander are included under Asian per district data rules. **Note: The 2019-20 school year was suspended after the third quarter due to the COVID-19 health crisis. The year-end totals (n's) cannot be fairly compared to previous years, though the risk ratios presented are accurate through Q3.

PCS / Office of Assessment, Accountability and Research / Updated: June 2020

Pinellas County Schools / Summary and Progress Report / Student Referrals

Referrals	Number of referrals	Percentage of total referrals	Number of students w/a referral	Risk Ratio	Number of referrals	Percentage of total referrals	Number of students w/a referral	Risk Ratio	Number of referrals	Percentage of total referrals	Number of students w/a referral	Risk Ratio	Number of referrals	Percentage of total referrals	Number of students w/a referral	Risk Ratio	Number of referrals	Percentage of total referrals	Number of students w/a referral	Percentage of STUDENTS per subgroup	Risk Ratio
	2015-16 - Baseline Data				2016-17 - Planning Year				2017-18				2018-19				2019-20**				
Hispanic	10,521	11.8%	2,774	0.85	9,213	12.3%	2,551	0.82	10,023	13.5%	2,732	0.82	8,569	13.0%	2,605	0.83	6,117	13.3%	2,163	15.5%	0.82
Black	40,953	46.1%	7,009	2.38	35,421	47.6%	6,919	2.64	33,815	45.7%	6,867	2.43	31,103	47.1%	6,548	2.60	21,402	46.4%	5,343	38.5%	2.64
Multi-Racial	4,081	4.6%	838	1.04	3,338	4.5%	806	1.03	3,215	4.3%	789	0.97	3,034	4.6%	782	1.00	2,531	5.5%	717	5.2%	1.09
American Indian	181	0.2%	57	1.29	90	0.1%	41	1.10	201	0.3%	42	1.17	95	0.1%	30	0.94	74	0.2%	22	0.2%	0.99
White	32,253	36.3%	8,585	0.61	25,543	34.3%	7,597	0.57	25,915	35.0%	7,502	0.61	22,368	33.9%	6,819	0.57	15,380	33.4%	5,383	38.7%	0.56
Asian	844	1.0%	337	0.37	803	1.1%	304	0.36	859	1.2%	336	0.40	829	1.3%	316	0.40	589	1.3%	263	1.9%	0.42
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*		*
District TOTAL	88,833		19,600		74,408		18,218		74,028		18,269		65,998		17,100		46,093		13,891		
		GAP	1.38			GAP	1.64			GAP	1.43			GAP	1.60				GAP	1.64	

Data Variables:

*Data presented in this table are final for end-of-year (EOY) and represent all days in the school year. Note: Data presented in the monthly or quarterly updates represent the # of DAYS in the month or quarter so as to maintain a fair comparison to previous years. Due to changes in the school-year calendar from year-to-year, a direct quarter-to-quarter or semester-to-semester comparison is not always appropriate. In those cases, to make an accurate comparison, the nth day (such as 47th day) is used. Note: Due to very small enrollments for Pacific Islanders, those data are not presented separately for privacy reasons. The totals for Pacific Islander are included under Asian per district data rules. **Note: The 2019-20 school year was suspended after the third quarter due to the COVID-19 health crisis. The year-end totals (n's) cannot be fairly compared to previous years, though the risk ratios presented are accurate through Q3.

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Pinellas County Schools / Summary and Progress Report / ESE, EBD

ESE, EBD	% Identified EBD STATE	% Identified EBD DISTRICT	Risk Ratio EBD	% Identified ESE STATE	% Identified ESE DISTRICT	Risk Ratio ESE	% Identified EBD STATE	% Identified EBD DISTRICT	Risk Ratio EBD	% Identified ESE STATE	% Identified ESE DISTRICT	Risk Ratio ESE	% Identified EBD STATE	% Identified EBD DISTRICT	Risk Ratio EBD	% Identified ESE STATE	% Identified ESE DISTRICT	Risk Ratio ESE
	2015-16 - Baseline Data						2016-17 - Planning Year						2017-18					
Hispanic	19%	6%	0.31	30%	15%	0.91	19%	6%	0.33	30%	15%	0.91	20%	6%	0.35	31%	16%	0.92
Black	39%	49%	4.20	26%	25%	1.45	39%	48%	3.94	25%	25%	1.45	38%	48%	3.84	25%	25%	1.46
Multi-Racial	4%	4%	0.94	3%	3%	0.74	4%	4%	0.94	3%	3%	0.67	5%	4%	0.94	3%	3%	0.68
American Indian	1%	1%	*	1%	1%	1.07	1%	1%	*	1%	1%	*	1%	1%	*	1%	1%	*
White	37%	41%	0.53	40%	55%	0.94	37%	41%	0.56	39%	55%	0.96	37%	41%	0.57	39%	54%	0.95
Asian	1%	1%	*	1%	2%	0.43	1%	1%	*	1%	2%	0.42	1%	1%	*	1%	2%	0.41
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		GAP	3.20		GAP	0.45		GAP	2.94		GAP	0.45		GAP	2.84		GAP	0.46

ESE, EBD	% Identified EBD STATE	% Identified EBD DISTRICT	Risk Ratio EBD	% Identified ESE STATE	% Identified ESE DISTRICT	Risk Ratio ESE	% Identified EBD STATE	# Identified EBD DISTRICT	% Identified EBD DISTRICT	Risk Ratio EBD	% Identified ESE STATE	# Identified ESE DISTRICT	% Identified ESE DISTRICT	Risk Ratio ESE
	2018-19						2019-20							
Hispanic	20%	8%	0.35	32%	17%	0.92	21%	32	7%	0.36	32%	2,062	17%	0.91
Black	38%	45%	3.34	25%	25%	1.40	38%	200	45%	3.50	25%	3,138	25%	1.43
Multi-Racial	5%	6%	0.94	4%	3%	0.68	5%	28	6%	1.35	4%	427	3%	0.69
American Indian	1%	1%	*	1%	1%	*	1%	0	1%	*	1%	14	1%	*
White	36%	41%	0.57	38%	53%	0.95	35%	185	41%	0.61	37%	6,241	52%	0.96
Asian	1%	1%	*	1%	2%	0.41	1%	1	1%	*	1%	227	2%	0.46
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		GAP	2.34		GAP	0.40			GAP	2.50			GAP	0.43

Data Variables:

The summative data provided above are derived from the state's summative report on ESE enrollment that is released each summer under the heading of the LEA Profile. The data represent official state counts of enrollment as of the fall Survey 2 FTE period. Any data reported quarterly are run by the district's Office of Assessment, Accountabilty and Research to closely mirror the data rules found within the LEA Profile. Percentages may not add to 100% exactly because of rounding.

PCS / Office of Assessment, Accountability, and Research / July 2020

BTG Goal 6 / Minority Hiring / Pinellas County Schools / Progress Update

Pinellas County Schools / Minority Hiring / Summary and Progress Report

	# and % of TOTAL instructional staff **TEACHERS**		# and % of TOTAL instructional staff **TEACHERS**		# and % of TOTAL instructional staff **TEACHERS**		# and % of TOTAL instructional staff **TEACHERS**		# and % of TOTAL instructional staff **TEACHERS**	
	2015-16 - Baseline Yr		**2016-17 - Planning Yr**		**2017-18**		**2018-19**		**2019-20**	
Hispanic	207	2.8%	420	5.7%	421	5.8%	434	6.1%	452	6.3%
Black	622	8.3%	647	8.8%	671	9.2%	651	9.1%	665	9.2%
American Indian	17	0.2%	15	0.2%	23	0.3%	38	0.5%	35	0.5%
White	6591	87.7%	6202	84.2%	6108	83.5%	5912	82.8%	5948	82.5%
Asian	79	1.1%	86	1.2%	91	1.2%	92	1.3%	97	1.3%
Pacific Islander	*	*	*	*	*	*	*	*	11	0.01%
DISTRICT TOTALS	**7,516**	**100%**	**7,370**	**100%**	**7,314**	**100%**	**7,136**	**100%**	**7,208**	**100%**
Black	**GAP**	**9.7**	**GAP**	**9.2**	**GAP**	**8.8**	**GAP**	**8.9**	**GAP**	**8.8**

*Gap is compared to black student population of 18%.

Data Variables:

The data above represent the total instructional staff hired as per the Human Resources Department's end-of-June data pull (end of fiscal year). The data in the quarterly updates provided to the School Board and community represent instructional staff hired as of date listed on the quarterly reports and do not represent only new hires (as changes to staff occur throughout the year as employees leave and enter the district). In those reports, the change column represents differences in hiring since the beginning of the school year. The end-of-year results represent year-over-year aggregate data.

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