

PINELLAS COUNTY SCHOOLS
BRIDGING THE GAP
ACHIEVEMENT GAP GOALS AND STRATEGIES

End-of-Year Data Tables
2020-21

Issued: October 12, 2021

Updated: October 29, 2021, following FDOE data release confirming district data for Goal 2



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Goal 1: Graduation Rate 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): Pinellas County Schools have 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.

Short-Range Target: Increase the graduation rate for black students and decrease the gap by an average of 1.8% each year.

Long-Range Target: Increase the graduation rate for black students each year with the goal of eliminating or greatly narrowing the gap within 10 years.

Annual Outcome Measures

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	2020-21 ¹
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%	85.5%	TBD
			Target	67.3%	69.1%	70.9%	72.7%	
	Non-Black	83.4%	Actual	85.8%	88.1%	90.0%	92.7%	TBD
	GAP	17.9	Actual	16.5	11.9	8.7	7.2	
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.		70.0%	Actual	70.0%	69.4%	76.6%	68.9%	66.0 %
# 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	32.88%
# and % of black students in high school (grades 9-11) with required credits earned to date.		No Baseline Data Established	Actual	81.6%	81.0%	77.1%	79.7%	72.4%
# 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	23.1%
# 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%	(434) 41.0%	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%	(58) 5.5%	TBD

¹ The graduation rates for 2020-21 are not final and have not been released by the state. The percentage provided here is an internal estimate only and is provided for BTG planning purposes. The data should be viewed only as an approximation of the final totals. Final graduation rates are expected to be released by the state in December 2021 or early January 2022.

Strategies and 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.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1	Quarter 2	Quarter 3	Quarter 4
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.	<p>% of black students performing at or near proficiency on district cycle assessments by each subject</p> <p>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).</p>	<p>Quarterly</p> <p>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.</p>	<p>Informal Report</p>	<p>75% / Gr. 9 Writing (638/853)</p>	<p>80% / Gr. 9 Writing (623/775)</p>		
				<p>59% / Gr. 9 Reading (512/874)</p>	<p>66% / Gr. 9 Reading / Test version 1 (301/459)</p>		
				<p>81% / Gr. 10 Writing (547/676)</p>	<p>38% / Gr. 9 Reading / Test version 2 (89/232)</p>		
				<p>45% / Gr. 10 Reading (325/725)</p>	<p>84% / Gr. 10 Writing (555/664)</p>		
				<p>31%/ Alg. 1 (97/312)</p>	<p>50% / Gr. 10 Reading / Test version 1 (346/686)</p>		
				<p>46%/ Bio (451/981)</p>	<p>32% / Gr. 10 Reading / Test version 2 (56/176)</p>		
				<p>52% / US Hist (302/581)</p>	<p>39% / Alg. 1 (472/1,211)</p>		
				<p>43% / Geo (538/1,252)</p>	<p>54% / Bio (570/1,056)</p>		
				<p>62% / US Hist (378/606)</p>	<p>45% / Geo</p>		

<p>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.</p>	<p># of schools assigned staff developers # of staff developers providing support</p>	<p>Semester</p>	<p>Informal Report</p>		<p>District staff developers have been working in schools covering classroom vacancies in response to the COVID-19 health crisis. In light of this change, district staff have provided training and curriculum materials for small group pullouts for 9th and 10th grade black students who are L1/L2 and are paying school-based teachers to provide this support as in-school interventionists.</p>		<p>District staff developers have been working in schools covering classroom vacancies in response to the COVID-19 health crisis. In light of this change, district staff have provided training and curriculum materials for small group pullouts for 9th and 10th grade black students who are L1/L2 and are paying school-based teachers to provide this support as in-school interventionists.</p>
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<p>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.</p>	<p>Trainings held, # of participants</p>	<p>Semester</p>	<p>Training materials Training plan</p>		<p>This action step is ongoing with all schools and reinforced when D/F course grades are finalized and released to schools.</p> <p>78 new HS teachers been trained this year. 224 more are signed up for this year and summer. 178 HS teachers had been trained previously</p>		<p>196 HS teachers were trained this year.</p>
<p>1.6 Develop a learner profile and personalized monitoring plans for all black students who are not on track to graduate.</p>	<p>#, % of black students in MS and HS not on track. % with a profile and plan in place</p>	<p>Semester</p>	<p>Informal</p>		<p>56% not on track and with an active plan in place.</p>		<p>No change from Q2 PMP totals, 56% of students not-on-track had active plans in place all year.</p>

<p>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.</p>	<p># of schools visited for coaching support</p>	<p>Quarterly</p>	<p>Informal Report</p>	<p>Virtual grad support meetings have taken place at all high schools during Q1 this school year.</p>	<p>Same as Q1. Virtual supports only in light of COVID-19 health crisis.</p>	<p>Same as Q2. Virtual supports only in light of COVID-19 safety protocols. Additionally, virtual meetings were held in Q3 specific to seniors who were not-on-track due to GPA and credits. PCS staff analyzed every students' records and ensured they were in credit recovery courses.</p>	<p>Same as Q3. Virtual supports only in light of COVID-19 safety protocols. Additionally, virtual meetings were held in Q4 specific to seniors who were not-on-track due to GPA and credits. PCS staff analyzed every students' records and ensured they were in credit recovery courses. Meetings were held in April, May, June and July with schools.</p>
<p>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.</p>	<p># and % of schools provided data reports each month</p>	<p>Semester</p>	<p>Informal Report</p>	<p>Most data reports (Items 1-3) have been completed for all schools during Q1 and Q2. Items 4-5 are not available due to no Spring FSA in 2019-20.</p>	<p>Most data reports (Items 1-3) have been completed for all schools during Q3 and Q4. Items 4-5 were not available in 2020-21 due to no Spring FSA in 2019-20.</p>	<p>Most data reports (Items 1-3) have been completed for all schools during Q3 and Q4. Items 4-5 were not available in 2020-21 due to no Spring FSA in 2019-20.</p>	<p>Most data reports (Items 1-3) have been completed for all schools during Q3 and Q4. Items 4-5 were not available in 2020-21 due to no Spring FSA in 2019-20.</p>

<p>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.</p>	<p># and % of black students in high school who are <u>not</u> on track (grades, credits) – Grades 9-11 # and % of black students in high school <u>not</u> on track who are attending HS Extended Learning Programs. (Summer Bridge enrollment reported under Goal 2).</p>	<p>Quarterly (except Q1)</p>	<p>Informal Report</p>		<p>9th: 784 / 1,501 52.2%</p> <p>10th: 834 / 1,333 62.6%</p> <p>Data rules: All grades, <2.0 GPA, 9th <3 credits, 10th <9 credits, 11th <15 credits</p>		<p>9th: 598/1392=48%</p> <p>10th: 571/1357=42%</p> <p>11th: 486/1309=37%</p> <p>Data rules: All grades, <2.0 GPA, 9th <6 credits, 10th <12 credits, 11th <17 credits</p>
<p>1.11 Ensure black students who are not on track to graduate are participating in "in-school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.</p>	<p># and % of black students in high school <u>not</u> on track enrolled in in-school credit recovery programs.</p>	<p>Annually</p>	<p>Informal Report</p>		<p>As reported during Quarter 2: 100% of black seniors not-on-track to graduate are in scheduled into APEX credit recovery during the school day or via ELP (Extended Learning).</p> <p>S1/ black students earned 601 out of the 1,924 semester course completions in APEX (31.2% of all course completions).</p>		
<p>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.</p>	<p>% of black students participating in college readiness testing</p>	<p>Annually</p>	<p>Informal Report</p>		<p>100% of black juniors and seniors not on track to graduate are registered for the March testing.</p>		

1.15 Set up parent conferences with all black students who are not on track to graduate to review personalized learning plans.	% of required conferences held for students who are not on track	Semester	Informal Report	Due to the District's COVID safety protocols, parent meetings and conferences were held virtually or by phone when parents could not participate in TEAMS or ZOOM meetings with school personnel. 100% of all parents/guardians of any black senior who was not on track to graduate by mid-APRIL had a conference in one of the forms noted above.
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Survey	<p>On the annual Stakeholder Survey completed by 766 black parents/family members in June 2021.</p> <p>89% agreed or strongly agreed that families are informed about virtual and/or in-person school-sponsored activities, such as tutoring, after-school programs, and student performances.</p> <p>92% agreed or strongly agreed that families are encouraged to attend virtual and/or in-person school-sponsored activities, such as back-to-school night.</p> <p>87% agreed or strongly agreed that the school's learning standards and expectations are clearly explained to students.</p> <p>26 respondents noted additional communication would be an area they would like to see improved upon in the upcoming school year within the open response section of the survey.</p>

Goal 2: Student Achievement 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 Outcome Measures

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/Mathematics		Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20 ²	2020-21
# and % of black students districtwide scoring Level 3 or above on state FSA ELA-Reading.	Black	(2,494) 24.2%	Actual	(2,654) 25.7%	(2,533) 24.6%	(2,831) 27.1%	NA	(2419) 25.6%
			Target	27.4	30.6	33.8	37.0	
	Non-Black		Actual	57.7%	57.4%	59.7%	NA	57.8%
	GAP		Actual	32.0	32.8	32.6	NA	32.2
# and % of black students districtwide scoring Level 3 or above on state FSA mathematics.	Black	(2,143) 27.9%	Actual	(2,305) 29.0%	(2,319) 29.2%	(2,336) 30.0%	NA	(2251) 24.9%
			Target	31.1	34.3	37.5	40.7	
	Non-Black		Actual	62.0	62.2	62.8	NA	56.8
	GAP		Actual	33.0	33.0	32.8	NA	31.9
Related Outcomes Measures (ELA/Mathematics)								
# 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%	Data not available	(1108) 28.9%	
# 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%	Data not available	(791) 22.7%	
# 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%	Data not available	(520) 24.4%	

² State Florida Standards Assessments (FSA) and End-of-Course (EOC) exams were not administered in the 2019-20 school year as schools statewide were engaged in remote learning from March-June 2020.

# 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%	Data not available	(1245) 32.5%
# 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%	Data not available	(765) 22.0%
Other Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21
# 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%	(2,220) 55%	(2,673) 58%	(2,092) 54%
				Proficient: 1061, 26%	Proficient: 1039, 26%	Proficient: 1541, 37%	Proficient: 1110, 29%
				Near Proficient: 1210, 29%	Near Proficient: 1181, 29%	Near Proficient: 1132, 21%	Near Proficient: 982, 25%
# 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%	(2,292) 57%	(2,664) 53%	(1896) 49%
				Proficient: 1215, 30%	Proficient: 1151, 29%	Proficient: 988, 37%	Proficient: 895, 23%
				Near Proficient: 1146, 28%	Near Proficient: 1141, 28%	Near Proficient: 1676, 16%	Near Proficient: 1001, 26%
# 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%	(782) 74.4%	(814) 70.4%
# 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%	(3643) 78.0%

# 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 SAT: State: Reading-Writing Avg for black students / 470 Pinellas: Reading-Writing Avg for black students / 451 2019 ACT State: Reading Avg for black students / 17.9 Pinellas: Reading Avg for black students / 16.1	2020 SAT: State: Reading-Writing Avg for black students / 465 Pinellas: Reading-Writing Avg for black students / 443 2020 ACT National: Reading Avg for black students / 17.0 Pinellas: Reading Avg for black students / 16.5
# 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 SAT: State: Math Avg for black students / 432 Pinellas: Math Avg for black students / 406 2019 ACT: State: Math Avg for black students / 16.4 Pinellas: Math Avg for black students / 15.1	2020 SAT: State: Math Avg for black students / 425 Pinellas: Math Avg for black students / 405 2020 ACT National: Math Avg for black students / 16.7 Pinellas: Math Avg for black students / 15.8

Strategies and 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.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1	Quarter 2	Quarter 3	Quarter 4
In-Process indicators common for all action steps	% of black students at or near proficiency on district cycle-progress monitoring assessments for ELA-reading and math.	Semester	Informal Report	30% / Gr. 3-5 Reading (1,090/3,718) 23% / Gr. 3-5 Math (841/3,696) 32% / Gr. 6-8 Reading (899/2,772) 46% / Gr. 6 Math (394/852) 55% / Gr. 7 Math (511/922) 50% / MS Pre-Alg. (300/598) 80% / MS Alg. 1 (192/241) 75% / Gr. 9 Writing (638/853) 59% / Gr. 9 Reading (512/874) 81% / Gr. 10 Writing (547/676) 45% / Gr. 10 Reading (325/725) 31% / HS Alg. 1 (97/312) 46% / HS Bio (451/981) 52% / HS US Hist (302/581) 43% / HS Geo (538/1,252)	29% / Gr. 3-5 Reading (1,090/3,899) 25% / Gr. 3-5 Math (978/3,881) 36% / Gr. 6-8 Reading (1,025/2,858) 42% / Gr. 6 Math (441/1,034) 52% / Gr. 7 Math (655/1,265) 32% / MS Pre-Alg. (246/780) 78% / MS Alg. 1 (221/285) 80% / Gr. 9 Writing (623/775) 66% / Gr. 9 Reading / Test version 1 (301/459) 38% / Gr. 9 Reading / Test version 2 (89/232) 84% / Gr. 10 Writing (555/664) 50% / Gr. 10 Reading / Test version 1 (346/686) 32% / Gr. 10 Reading / Test version 2 (56/176) 39% / Alg. 1 (472/1,211) 54% / Bio (570/1,056) 62% / US Hist (378/606) 45% / HS Geo (600/1,334)		

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	2,465 Approx. 36% of all teachers		2,756 Approx. 40% of all teachers	
	Equity Champions / Mindset training # of Equity Champions credentialed as trainers, # PD sessions held by Equity Champions	Semester	Informal Report	514 Equity Champions 17 sessions held by school-based Champions	515 Equity Champions 19 sessions held by school-based Champions		
	Additional Coaching # of teachers who have participated in follow-up training or coaching regarding culturally relevant teaching or equity mindset	Quarterly	Informal Report	Summer: 1,230 teachers attended equity trainings Q1: 442 teachers attended equity trainings	Q2: 354 teachers attended equity trainings District Equity Training: 3 whole staff, 26 small group, 26 individual teacher coaching	Q3: 304 teachers attended equity trainings District Equity Training: 1 whole staff, 26 small group, 27 individual teacher coaching Equity Champions: 20 school-based sessions led by Equity Champions	Q4: 656 teachers attended equity trainings District Equity Training: 1 whole staff, 16 small group, 28 individual teacher coaching Equity Champions: 26 school-based sessions led by Equity Champions
	# of teachers trained in implementing equitable grading practices	Semester	Informal Report		256		0

	% of black students earning A, B and C grades / elementary (Grade 5)	Semester	Informal Report		Grade 5: 734 / 1,256 58.4%		Grade 5: 782/105 1 74.4%
	% of black students earning A, B, and C grades (2.0 GPA) / middle (Grades 6-8)	Semester	Informal Report		Grade 6-8: 3,316 / 4,020 82.5%		Grade 6-8: 3643/46 70 78%
	% 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) / (Rising 9th) Note: <i>High school data found under Goal 1 above.</i>	Semester	Informal Report		Grade 8: 524 / 1,240 42.3%		Grade 8: 627/124 5 50.4%
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	Formal classroom observations not conducted in accordance with COVID-19 safety protocols.			
	% of classrooms observed where culturally relevant practices are evident	Quarterly	Informal Report				

2.5 Commission an Anti-Racist Curriculum Review Task Force to examine curriculum from an anti-racist perspective and implement recommendations from task force for the coming school year(s).	# of meetings held by committee	Annually	Informal Report				8 meetings held. Final report available.
	# of proposed changes to curriculum implemented by district	Annually	Informal Report				
2.6 Determine possible causes of disengagement and underachievement by black students and pilot possible solutions via implementation of School Climate Transformation Grant at five district middle schools.	Results from School Climate Transformation Grant annual report	Annually	Formal Report				Mid-year and annual reports completed and available
2.9 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 (i.e., <i>Reading Recovery</i> in 1 st Grade).	Targeted intervention strategies provided to schools	Annually	Strategies menu	Strategies and personal tracking tool provided			
	#, % of black students who are tracked via a personalized plan of support (grade K-5)	Semester	Informal Report		3,068 with progress monitoring plans		5,650 with progress monitoring plans
	# of elementary schools implementing <i>Reading Recovery</i>	Annually		14			
	#, % students in <i>Reading Recovery</i> who are black	Semester			82 / 61% in 1:1 program. 246 / 69% in small groups.		170 students in 1:1, 68% of all students, 397 black students in small group tutoring
	#, % of black students in <i>Reading Recovery</i> who are meeting grade-level proficiency / growth targets	Semester				82 students 72% met 1 st grade reading level (S1)	170 students 78% met growth targets.

<p>2.13 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.</p>	<p># and % of black students who are not on track / ES, MS, HS (GPA below 2.0 and-or FSA Levels 1 or 2) (Grades 4-10)</p>	<p>Semester</p>	<p>Informal Report</p>	<p>ES: 1,235 (44%) MS: 3,091 (73%) HS: 2,071 (73%)</p>			<p>Will be reported in Q1 2021-22.</p>
	<p># 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.</p>	<p>Quarterly</p>	<p>Informal Report</p>	<p>6,397 black students are off track. 557 enrolled in ELP in Q1 (9%). (Data reported for grades 4-10). SB: 3,916 black students attended Summer Bridge. (25.9% of all participants).</p>	<p>5,971 black students are off track. 799 enrolled in ELP in Q2 (13%). (Data reported for grades 4-10).</p>	<p>5,894 black students are off track. 695 enrolled in ELP in Q3 (11%). (Data reported for grades 4-10).</p>	
<p>2.15 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.</p>	<p># and % of black students participating in STEM or related enrichment programs / by level</p>	<p>Annually</p>	<p>Informal Report</p>				<p>Data not kept on enrichment programs in 2020-21 as many were modified due to COVID.</p>

2.16 Ensure that elementary schools with high minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery (including intervention program specific to increasing 3 rd grade proficiency).	# of schools with high minority enrollments (defined as at least 40% black enrollment)	Semester	Informal Report	22		22	
	# of high minority schools offering additional instructional time (extended school day, etc.)	Semester	Informal Report	11		11	
	# of black students in high minority schools entering 3 rd grade below proficient	Annually	Informal Report	179			
	# of black 3 rd grade students in high minority schools participating in proficiency / intervention support program	Quarterly	Informal Report	179	517	268	No Data for Q4—intervention ended in Q3
2.17 Partner with families to monitor usage among black students of digital resources that are provided beyond the school day through PCS Connects, Connect for Success computer (for increased access to iReady, iStation, Dreambox and myOn), Math Nation, Reading Plus, Personalized Learning Pathway (PLP) and Khan Academy.	# and % of schools providing these programs	Annually	Informal Report	100% of schools PCS Connects			
	# and % of black students participating / users	Semester	Informal Report		100% of black students via Clever		100% of black students via Clever
	% of black students participating in the programs who have improved their reading or math skills / assessments	Annually	Research report	AAR is working with Content Owners and digital platforms to expand data access to include enhanced analytics for future reporting and action.			
2.20 Design an engaging, robust outreach program for black students who are behind academically in elementary school offering personalized support on how to access district choice programs so as to increase black enrollment in middle/high school programs and placement in AVID course	Creation of program, outreach provided to families / # of families contacted	Semester	Informal Report		Program created. Phone calls made as outreach		
	#, % of black students enrolled in district choice programs / MS and HS	Annually	Formal Report				4,362 (18.2%)
2.21 Ensure Parent Academy events are provided in locations that	# of events / locations across the district	Semester	Informal Report		25 webinars	All information was circulated to reach all families across the	

make attendance convenient for black families.						district. The Zoom platform was easily accessible to all families.
	# of black families attending at each location	Semester	Informal Report		87 families	A total of 52 -families in attendance. These families were parents who were required (21 st Century sites) to participate in Family Engagement events and we recorded their attendance. Outside 21 st Century 17 families participated districtwide.
2.22 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		25	25
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Report	Satisfaction surveys were collected from the majority of parents (79%), students (81%) and teachers (73%). Stakeholder satisfaction with the 21 st CCLC program was very high, with 100% of responding parents reporting that they were <i>satisfied</i> or <i>very satisfied</i> with the program. Furthermore, the majority of responding students (92%) and all surveyed teachers (100%) reported that the 21 st CCLC program had a positive impact on students' academic grades and performance.		
2.23 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		17 targeted schools	17 targeted schools
	# of families of black students in attendance / average	Semester	Informal Report		55 families	48 families

Goal 3: Advanced Coursework 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 Outcome Measures

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	2020-21
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%	(8,546) 26%
		Target 13%	14%	15%	16%	17%
Related Outcome Measures	Baseline (2015/16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21
# and % of black middle school students enrolled in an advanced course.	(1,583) 12.6%	(1,540) 12.5%	(1,859) 13.3%	(2,253) 14.2%	(2,521) 15.5%	(3,485) 20.1%
# and % of black middle school students enrolled in an accelerated (high school)	(443) 8.9%	(309) 8.1%	(368) 8.3%	(378) 8.2%	(451) 9.5%	(458) 10.1%
# and % of black high school students enrolled in an honors	(2,052) 12.3%	(2,225) 12.8%	(2,528) 14.9%	(2,656) 15.3%	(2,899) 15.6%	(3,098) 19.6%
# and % of black high school students enrolled in an accelerated course (AP, IB, AICE, or Dual Enrollment).	(718) 8.6%	(857) 9.1%	(996) 9.6%	(1,020) 9.6%	(1,335) 10.9%	(1,505) 11.5%
# and % of black students in high school enrolled in a career, technical education course (high schools).	(2,503) 14.2%	(2,459) 13.8%	(2,555) 13.8%	(2,507) 13.4%	(2,589) 14.0%	(2,448) 13.5%
# and % of black students enrolled in district choice / application programs / total across the district	(1,167) 6.3%	(1,235) 6.8%	(3,830) 18.9%	(4,428) 18.3%	(4,479) 18.4%	(4,362) 18.2%
% black middle school students earning high school credit through accelerated coursework. ³	(663) 3.3%	(509) 2.5%	(604) 3.0%	(408) 8.2%	(484) 9%	(482) 10.3%
% of black students in high school completing an industry certification (measured as % of black graduates).	No Baseline data established	Actual 31%	23%	16%	15%	TBD

³ Data reviewed for data rules and updated for all years to ensure consistency of reporting.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1	Quarter 2	Quarter 3	Quarter 4
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			1,261 of 5,266 total (24% of group screened in 2021)	
	# and % of black students identified for further evaluation as a result of universal screening	Annually	Informal Report				(38) 8.9%
	# of students found eligible through Plan B measures, process	Annually	Informal Report				22
	% of black students identified via Plan B compared to non-black students	Annually	Informal Report				22% Black 78% Non-Black
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				33.4% participation in SAT 18.5% participation in ACT
	# and % of black high school students earning a college-readiness score	Annually	Informal Report				113 (4.1%) met SAT College Readiness 16 (0.6%) met ACT College Readiness

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 black seniors who have successfully completed an accelerated course or industry certification	Annually	Reporting Template			313/1162 (27%) have completed an accelerated option; 359/1162 (31%) are in process now.	
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		Initial AP Potential Reports sent to school Assistant Principals & Principals in January; Presentations to school leaders scheduled for February. Monthly review of course request data to be conducted March through May and coaching to occur as a result.		Second coaching cycle occurred in April 2021 based on AP Potential students without an AP request.
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			103 students	
	% black students showing potential who are scheduled into a course for the appropriate subject	Annually	Informal Report			72/103 took course matched with student's "potential" per AP potential report; 19 took another AP course; 7 took no AP course; 5 went to district Early College Program to pursue an AA degree.	

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			310 sections in 2020-21	
	% of AVID students who are black; change from previous year	Annually	Informal Report			1,683/7,049 (24%)	
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.	# 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		149 black students with a D or F in S1. 29.7% of all grades for black students in accelerated courses. Non-black students with D or F in S1 was 16.7%		100 black students with a D or F in S2. 20.7% of all grades for black students in accelerated courses. Non-black students with D or F in S2 was 14.9%
	# 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		569 black students with a D or F in S1. 26.8% of all grades for black students in accelerated courses. Non-black students with D or F in S1 was 11.8%		502 black students with a D or F in S2. 44.9% of all grades for black students in accelerated courses. Non-black students with D or F in S2
3.16 Identify and invite the top 15% of black students in 7 th grade students to take the SAT and participate in the PCS Talent Identification Program (TIP).	# of black students invited to participate	Annually	Informal Report		181		
	# and % of invited black 7 th graders taking the SAT	Annually	Informal Report		66 students (36% of invited black students)		

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 college readiness and dual enrollment eligibility and participation).	# and % black students identified as meeting eligibility criteria	Annually	Informal Report			(1138) 40.4%
	% of black students meeting criteria compared to non-black students	Annually	Informal Report			Black (1138/2820; 40.4%) Non-Black (8777/13459; 65.2%)
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			23 black participants in EESS 2021 (9.1% of participants); 366 black students invited
	# 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			15.6% (119/ 765)
3.22 Initiate a targeted email and-or phone campaign to provide families of black students 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	# and % of high schools hosting events	Annually	Informal Report			Events specific to black students were not held
	# of black families in attendance	Annually	Informal Report			

Goal 4: Student Discipline- 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): 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.

Short-Range Target: Reduce the risk ratio for out of school suspensions by 0.33 each year.

Long-Range Target: 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 Outcome Measures

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 ⁴	2020-21 ⁵
Discipline Disparity Rate / Risk Ratio (referrals) / black students	2.38	Actual	2.64	2.43	2.60	2.64	2.66
		Target	2.30	2.20	2.10	2.00	1.90
Discipline Disparity Rate / Risk Ratio (OSS) / black students	4.33	Actual	4.07	3.61	3.79	4.34	4.80
		Target	4.00	3.70	3.40	3.00	2.70
Related Outcomes Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21
# and % of black students with an office disciplinary referral	(7,009) 35.7% of all referrals	Actual	(6,919) 38.0%	(6,867) 37.6%	(6,548) 38.3%	(5,343) 38.5%	(3,482) 38.9%
# and % of black students with an out-of-school suspension (OSS)	(2,918) 49.5% of all OSS	Actual	(2,374) 48.5%	(2,625) 47.2%	(2,481) 47.6%	(1,790) 50.7%	(1,156) 53.4%

⁴ In the 2019-20 school year, all instruction went remote for the final quarter of the school year due to COVID-19.

⁵ Data in the 2020-21 school year is impacted by enrollment shifts which occurred in Learning Options (in-person, MyPCS Online and Pinellas Virtual School) throughout the school year.

Strategies and 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

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1	Quarter 2	Quarter 3	Quarter 4
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	82.7%			
	% of schools scoring satisfactory or higher on the PBIS Implementation Checklist (PIC) or the Benchmarks of Quality (BOQ) assessment	Annually	Informal Report				75%
	% of schools showing satisfactory implementation in Tier 1 as measured by the Tiered Fidelity Inventory – Restorative Practices (TFI- RP)	Annually	Informal Report				27%
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	Annually	Informal Report		100% initial training		

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		Q2 / YTD 5 / less than 1% of suspensions issued	Q3 / YTD 13 / approx. 1% of suspensions issued	Q4 / YTD 47 / approx. 3% of suspensions issued
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		Q2 / YTD 71 / 13% of suspensions issued	Q3 / YTD 142 / 15% of suspensions issued	Q4 / YTD 290 / 18% of suspensions issued
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	Annually	Informal Report		100%		
	# and % of black students arrested	Quarterly	Informal Report		Correction for Q2: Q2/YTD (34) 79%	Q3/YTD (60) 77%	Q4/YTD (118) 70%

4.8 Train all school administrators in the use of restorative circles, conferences 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 1233 40%	Q2 / YTD Referrals 1659 41%	Q3 / YTD Referrals 2,755 40%	Q4 Referrals 3,482 39%
				OSS 182 49%	OSS YTD 419 53%	OSS YTD 760 53%	OSS YTD 1156 53%
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		Virtual Meeting January 2021		Virtual Meeting April 14th
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	20	21	20	20

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				329 Black students were issued more than one OSS out of a total of 531 student with more than one OSS 329/531 62%
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	Total = 10 Black = 2 Non-Black = 8	Total = 9 Black = 3 Non-Black = 6	Total = 34 Black = 10 Non-Black = 24	Total = 18 Black = 18 Non-Black = 0
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				Area Supts. Attended virtual and MTSS specialists equity-based trainings/webinars throughout the school year. Learning and strategies were shared with school leaders during monthly Area meetings.
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				0/0

4.19 Conduct a root cause analysis in high minority schools to determine causes of discipline disparity and to pilot additional interventions.	# of school identified for review. # of interventions piloted.	Semester	Informal Report		12		8 schools participated in the RCA process (5 meetings over the course of the year). 4 schools included their corrective action plan in their SIP.
4.20 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.	# of black students receiving such interventions	Annually	Informal Report		TBD		

Goal 5: ESE Identification- 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): 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 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.

Short-Range Target: Reduce the risk ratio for EBD placement by one quarter (0.25) each year.

Long-Range Target: Reduce the risk ratio each year with a target disparity rate at or near 1.0 within 10 years.

Annual Outcome Measures

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	2020-21 ⁶
		Actual	Target				
Risk Ratio (ESE overall) / black	1.45	Actual	1.45	1.46	1.40	1.43	TBD
		Target	1.45	1.40	1.35	1.30	1.25
Risk Ratio (EBD) / black	4.20	Actual	3.94	3.84	3.34	3.50	TBD
		Target	3.95	3.70	3.45	3.20	2.95
Related Outcomes Measures	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21
# and % of black students eligible for ESE services	(3,618) 25%	Actual	(3,371) 25%	(3,947) 23%	(3,945) 25%	(4,033) 25%	(4,000) 26%
# and % of black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) 49%	Actual	(335) 49%	(363) 48%	(300) 46%	(255) 46%	(219) 47%
# 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%	(5) 24%
# 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%	(3) 33%

⁶ Annual Outcome Measure data for Goal 5 has not been released by the Florida Department of Education (FDOE) at the time of this report. Once issued by FDOE, this report will be updated to reflect official risk ratios.

Strategies and 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

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1	Quarter 2	Quarter 3	Quarter 4
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	8	4	4	2
	# of record reviews completed for black transfer students into Pinellas County	Semester	Informal Report		2		10
	# of black transfer students identified for EBD re-evaluation process	Quarterly	Informal Report	3	1	11	0
	# of re-evaluations completed for EBD transfer students / black	Semester	Informal Report		0		5
	# of black transfer students identified for EBD after re-evaluation process	Semester	Informal Report		0		1
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	3	1	1
	# of such requests for services / black students	Quarterly	Informal Report	1	1	0	1
	# of black students receiving early intervening support	Quarterly	Informal Report	10	12	14	1
	# of new EBD eligibilities / identified by PCS / all students	Quarterly	Informal Report	10	6	6	3
	# of new EBD eligibilities/ identified by PCS / black students	Quarterly	Informal Report	4	1	3	2

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	Annually	Informal Report	172			
	# of record reviews completed after identification for black EBD students	Semester	Informal Report		70		55
	# of re-evaluations completed for black EBD students	Annually	Informal Report				129
	# of transfers of EBD to a secondary disability for black students	Annually	Informal Report				7
	# of dismissals from EBD for black students	Annually	Informal Report				3
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.	# of behavior specialists. % trained.	Semester	Informal Report		93 total		89 total
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	Quarterly	Informal Report	13	17	13	1
	# of black students served by	Quarterly	Informal Report	8	12	14	2
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	75	77	68	53
	# of black students served by district ESE Behavior Specialist	Quarterly	Informal Report	30	52	50	18

Goal 6: Minority Hiring- Action Goal (4.17) Increase the number of black teachers and administrators to closely mirror the student enrollment by ethnicity.

Goal Manager: Paula Texel, Associate Superintendent, Human Resources Services

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 Outcome Measures

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	2020-21
# and % of total instructional positions / black	(622) 8.3%	Actual	(647) 8.8%	(671) 9.2%	(651) 9.1%	(665) 9.2%	(674) 9.5%
		Target	9%	10%	11%	12%	13%
Related Outcomes Measures	Baseline (2015/16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21
# and % of new instructional hires / black	No baseline	Actual	11.7%	(110 / 737) 14.9%	(88/664) 13.3%	(43/450) 9.6%	(56/452) 12.4%
# 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%	(79) 19.3%

Strategies and 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.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1	Quarter 2	Quarter 3	Quarter 4
In-Process indicator common for all action steps	# of active instructional applicants / total	Semester	Report		610		1016
	# of active instructional applicants, self-identified as black / total	Semester	Report		90		102
	# of active instructional applicants, black, certified / eligible for hire	Semester	Report		30		71
	# and % of instructional applicants, black / hired during current school year	Semester	Report		23		59
6.8 Continue strong relationships with colleges and universities, including historically black colleges and universities (HBCUs), black student organizations within other colleges and universities, and Urban Education programs.	# of HBCU visits, events, or specific contacts made	Semester	Informal Report		4		0
	# of visits, events, or contacts made with black student organizations or Urban Education programs	Semester	Informal Report		4		0
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.	Updated plan	Annual	Plan			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. Diversity in Ed, YouTube, Instagram, Facebook, Indeed, and LinkedIn).	# social media and digital instructional recruitment posts, by medium type	Quarterly	Informal Report	28	19	41	66
	# of new / unique print instructional recruitment posts distributed (Job Fair & PCS School Recruitment Flyers; Tampa Bay Times; FL Courier)	Quarterly	Informal Report	78	105	568	95
	# Diversity in ED instructional recruitment posts	Quarterly	Informal Report	578	198	187	658
	# applicants recruited by medium as reported on application for employment	Quarterly	Informal Report	118	62	82	152
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		5 PABSE COQEBS DMAC		4
6.12 Attend state and national conferences to gather current strategies for the recruitment of black educators.	# and types conferences attended *Webinars (national) on Diversity and Inclusion, Minority Hiring.	Annually	Informal Report		7*		