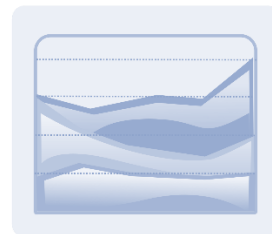**Pinellas County Schools** / Achievement Gap Goals and Strategies
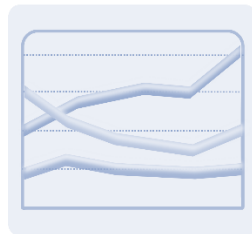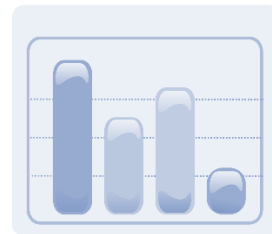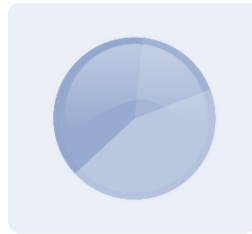Bridging the Gap Plan / Equity and Excellence for All

BRIDGING
THE GAP

BTG / Annual Report

Summative Data Tables and Quarterly Data Reporting Metrics

Updated: August 2019

Goal 1: Graduation Rate   **Pinellas County Schools** / Bridging the Gap Reporting Template / **2018-19**

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)**		**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%	TBD*		**75.0**
			Target	67.3%	69.1%	70.9%	72.7%	
	Non-Black	83.4%	Actual	85.8%	88.1%			
	GAP	**17.9**	Actual	16.5	11.9			**10.7**
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%		
# 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%		
# 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%		

		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%**		
# and % of black students who graduated with a standard diploma via a concordant assessment score (WFT).	(242) **17.0%**	**Actual**	(371) **39.8%**	(448) **42.9%**	**TBD***		
# and % of black students who graduated with standard diploma via an ESE assessment waiver (WFW or WRW).	(98) **6.9%**	**Actual**	(100) **10.7%**	(78) **7.5%**	**TBD***		

***Note:** *Graduation rate data for 2018-19 have not yet been released by the state. The data are expected by December of 2019.*

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		**Gr 5:** **Black: 43.0%** **Non-Black: 71.6%** **GAP: 28.6%** **Gr 8:** **Black: 36.3%** **Non-Black: 66.1%** **GAP: 29.8%** **Gr 9:** (GPA, Credits only) **Black: 65% (820/1267)** **Non-Black: 82%** **GAP: 17%**		**Gr 5:** **Black: 39.6%** **Non-Black: 72.0%** **GAP: 32.4%** **Gr 8:** **Black: 43.7%** **Non-Black: 74.9%** **GAP: 31.2%** **Gr 9:** (GPA, Credits only) **Black: 78% (1021/1314)** **Non-Black: 88%** **GAP: 10%** (not including summer school)

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
1.2 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		**17 of 17 Traditional High Schools**		**17 of 17 Traditional High Schools**
	% 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	**31% / Gr. 9 RDG** (296/956) **52% / Gr. 9 ELA** (497/956) **28% / Gr. 10 RDG** (231/825) **51% / Gr. 10 ELA** (421/825) **23%/ Alg. 1A** (150/652) **58%/ Alg. 1** (115/199) **44%/ Bio** (551/1,259) **64% / US Hist** (521/812)	**24% / Gr. 9 RDG** **51% / Gr. 9 Writing** **31% / Gr. 10 RDG** **51% / Gr. 10 Writing** **18% / ALG 1A** (118/671) **39% / ALG 1** (79/203) **19% / Geo** (119/627) **72% / Geo Honors** (202/281) **49% / Bio** (608/1233) **63% / US Hist** (525/828)		

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		**The 6 schools with the highest % of black students not-on-track to graduate: Gibbs, Lakewood, Boca Ciega, Northeast, St. Petersburg, & Clearwater.**		**The 6 schools with the highest % of black students not on-track to graduate: Gibbs, Lakewood, Boca Ciega, Northeast, St. Petersburg, & Clearwater.**
1.4 Develop training materials for teachers and school leaders in support of standards-based grading and consistent grading procedures as a means of increasing learning and decreasing course failures.	Training team in place, materials developed	Semester	Training materials Training plan		**IN PROCESS** **Meetings convened with district leadership. Plan in place for RP/T&L training module for school teams on Standards Based Grading.** **Exploring PCS policy changes that might be necessary.**		**Process now developed for school leaders to review grading practices, policies for all core subject area teachers during pre-school for needed changes to inequitable practices.**

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 learning plan 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		MS – 5080 / 73% with plans. HS / School plans in place on paper. Converting to new online process. This conversion is just underway.		New online process finalized. HS Goal / for end of September 2019 is for 75% PMPs completed, then end of October for 100% PMPs completed.
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	All high schools, one visit. 10 high schools, two visits.	All high schools have received one visit during Q2	All high schools have received one visit during Q3	During Q4, in person visits converted to phone call and e-mail support and queries because of state testing.
	# of coaching sessions completed	Quarterly	Informal Report	Q1 Coaching Sessions: GHS: 3 BCHS: 1 LWHS: 4 DHHS: 2	Q2 Coaching Sessions: GHS: 3 BCHS: 1 LWHS: 1 DHHS: 1	Q3 Coaching Sessions: GHS: 3 BCHS: 0 LWHS: 1 DHHS: 0	During Q4, in person visits converted to phone call and e-mail support and queries because of state testing.
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	16 high schools (100%)	17 traditional high schools (EAS programs also receive these updates) (100%)	17 traditional high schools (EAS programs also receive these updates) (100%)	17 traditional high schools (and EAS programs) have received all 2018-19 FSA proficiency and learning gains data and direct guidance as to placement of students.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
1.9 Provide school counselors and teachers with strategies that can be employed to increase the likelihood that students complete each class with a C or better (eg. standards-based grading tools, task neutral rubrics, alternative assessments, performance assessment, grade recovery options).	# and % of counselors and core subject teachers provided such materials and-or strategies Repository of materials, strategies available for counselors, teachers	Semester	Informal Report		**On-going, part of Summer RP/T&L work. District is producing modules that teach teachers Standards Based Grading. Principals have had 2 workshops in preparation for teachers implementing. We have 19 "early implementing" teachers across all HS right now.**		**On-going, part of Summer Restorative Practices and / T&L division work. Implementation underway.**

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
1.11 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 # and % of black students in high school <mark>not on track</mark> who are attending Extended Learning Programs. Summer Bridge enrollment reported under Goal 2.	Quarterly (except Q1) Quarterly	Informal Report Informal Report		**End of SEM 1** **9th: 65%** (820/1267) **10th: 65%** (887/1374) **11th: 68**% (882/1293) **Total: 66%** (2589/3934)		**End of Year** (Summer Bridge not included) **9th: 22%** (293/1314) **10th: 23%** (292/1293) **11th: 20%** (218/1097) **Total: 22%** (803/3704)

	# and % of black students in high school <u>not</u> on track enrolled in credit recovery programs.	Annual	Informal Report		**SEM 1 CR totals for black students: 592 semester courses completed or 35% of the total courses completed during Semester 1 in-school credit recovery. (592/1,700)**		
1.12 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.							
1.13 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% by the end of the senior year / counting all 2019 graduates.**

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
1.16 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 held with families of all black seniors who were not on track. Consistent process being developed for grades 9-11.**	**All schools have had multiple phone and face-to face contact since end of school with all parents of black seniors who did not graduate in May. Additional black seniors will finish over the summer.**
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Survey				**Based on the survey conducted via parent ambassadors, parent report communication from schools needs to be improved and consistent. Parents want to hear more from their child's teacher(s).**

1.17 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				**16.2% across all awards ceremonies that are tracked (PRIDE, AVID Pinning, and Honors Breakfast)**
1.18 Initiate a targeted email 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 and minority achievement officer.	# and % of events held, # of families of black students in attendance	Annually	Informal Report				**Based on the survey conducted via parent ambassadors, parent report communication from schools needs to be improved and consistent. Parents want to hear more from their child's teacher(s).**
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Survey				

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)	Short-Range Target:	Long-Range Target:
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.	Decrease the gap in ELA-Reading and Math proficiency for black students by an average of 3.2% each year on state assessments.	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)		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%**		**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**		

# 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%		45
		Target	31.1	34.3	37.5	40.7	
	Non-Black	Actual	62.0	62.2	62.8		
	GAP	Actual	33.0	33.0	32.8		
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%		
# 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%**		
# 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: 1215, **30%** Near Proficient: 1146, **28%**	(2,292) 57% Proficient: 1151, **29%** Near Proficient: 1141, **28%**		

# 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%**		
# 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%**		
# and % of black students with a college ready score on the ACT or SAT / reading / compared to state.	No baseline established	Actual	**2019: 451 black seniors** **Average of 46% scoring college ready on either ACT or SAT**	**2018 ACT:** **State:** Reading Avg for black students 17.9, 21% college ready **Pinellas:** 17.9 Avg for black students, 147/861 college ready, 17.1% **2018 SAT:** **State:** Reading-Writing Avg for black students 470, 42% college ready **Pinellas:** 465 Avg for black students, 335/869 college ready, 39%		
# and % of black students with a college ready score on the ACT or SAT / math / compared to state.	No baseline established	Actual	**2019: 117 black seniors** **Average of 12% scoring college ready on either ACT or SAT**	**2018 ACT:** **State:** Math Avg for black students 16.6, 10% college ready **Pinellas:** 15.7 Avg for black students, 39/861 college ready, 4.5% **2018 SAT:** **State:** Math Avg for black students 444, 17% college ready **Pinellas:** 428 Avg for black students, 55/869 college ready, 6.3%		

Note: 2018 data are provided for the ACT, SAT testing comparisons (district vs. state). The 2019 data will be updated when the official ACT and SAT score reports are released in the fall of 2019.

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.

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 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	**Testing Cycle 1:** Grades 3-5: • **25% / ELA** • **37% / Math** Grades 6-8:	**Testing Cycle 2:** Grades 3-5: • **27% / ELA** • **38% / Math** Grades 6-8:		

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**
				• **17% / Gr. 6 Reading** • **22% / Gr. 7 Reading** • **39% / Gr. 8 Reading** • **30% / Gr. 6 Math** • **11% / Gr. 7 Math** • **12% / Pre-Alg** • **87% / MS Alg. 1** • **81% / MS Alg. 1 Hon** Grade 9-10: • **31% / Gr. 9 Reading** • **28% / Gr. 10 Reading** • **23% / HS Alg. 1A** • **58% / HS Alg. 1**		• **13% / Gr. 6 Reading** • **20% / Gr. 7 Reading** • **27% / Gr. 8 Reading** • **6% / Gr. 6 Math** • **9% / Gr. 7 Math** • **19% / Pre-Alg** • **90% / MS Alg. 1** • **93% / MS Alg. 1 Hon** Grade 9-10: • **24% / Gr. 9 Reading** • **31% / Gr. 10 Reading** • **18% / HS Alg. 1A** • **39% / 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	**710 teachers, 9% districtwide**			**975 teachers, 12% districtwide**
	Equity Champions / Mindset training # of Equity Champions credentialed as trainers, # PD sessions held by Equity Champions	Semester	Informal Report	**226 Equity Champions, 30 school Equity Champions facilitated PD in Q1**	**244 Equity Champions, 24 school Equity Champions facilitated PD in Q2**		**311 Equity Champions, 12 school Equity Champions facilitated PD in Q4**

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
	Additional Coaching # of teachers who have participated in follow-up coaching regarding culturally relevant teaching or equity mindset	Quarterly	Informal Report	**28 teachers, 90 sessions, focus was on creating model Culturally Relevant Teaching (CRT) classrooms**	**53 teachers, 108 sessions, 3 CRT model classrooms established, 20 faculty visited model classrooms**	**44 teachers, 61 sessions, 4 CRT model classrooms now in place**	**22 teachers, 52 sessions, 4 CRT model classrooms, 153 educators in other district facilitated PD in Q4**
	Equity Teams #, % of schools with an Equity Team on site (with qualified trainers)	Annually	Informal Report	**116 schools with Equity Champions (95%) leading school Equity Teams.** **9 pilot schools implementing Equity Audits.**			
	% of black students earning A, B and C grades / elementary (Grade 5)	Semester	Informal Report				**74.9%**
	% of black students earning earing A, B, and C grades (2.0 GPA) / middle (Grades 6-8)	Semester	Informal Report		**S1 / 77.2%**		**S2 / 84.9%**
	% 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 under Goal 1 above.*	Semester	Informal Report		**S1 / 36.3%**		**S2 / 33.3%**

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
2.3 Implement culturally responsive 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 / 2,273	S1 YTD / 3,468	Q3 YTD / 4,804	No visits quarter 4. Schools not visited so as not to disrupt testing.
	% of classrooms observed where culturally relevant practices are evident	Quarterly	Informal Report	Q1 / Relationships: 81% Experiences: 46% Expectations: 42%	S1 YTD / Relationships: 80% Experiences: 46% Expectations: 46%	Q3 YTD / Relationships: 80% Experiences: 47% Expectations: 48%	
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 so as not to disrupt testing.
	% of sampled classrooms showing evidence of use of culturally-rich supplemental materials	Annually	Informal Report		40%		
	# of school literacy teams assembling, distributing and implementing culturally relevant texts	Annually			All Literacy Leadership Teams identified CR texts for each grade level.		
2.5 Determine possible causes of disengagement and underachievement by black students through the use of systematic equity audits across schools.	# of schools conducting equity audits	Semester	Informal Report		Equity audit conducted at 9 schools first semester		Equity audit conducted at 9 schools second semester

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
2.7 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 learning plans for each student at risk based on early warning indicators.	# schools / teams targeted for training	Quarterly	Informal Report	**All schools**	**All schools**	**All schools**	**All schools**
	# of school leaders trained / all principals, assistant principals	Quarterly	Informal Report	**100% of school principals and asst. principals via monthly leadership trainings**	**100% of school principals and asst. principals via monthly leadership trainings**	**100% of school principals and asst. principals via monthly leadership trainings**	**100% of school principals and asst. principals via monthly leadership trainings**
	#, % of black students who are tracked via a personalized plan of support	Semester	Informal Report	**Tool developed, beginning use in Q2**	**ES – 3,213 / 100% MS – 5080 / 73% HS tool still being finalized.**		
	# and % of black students with personalized plans who are now making adequate academic progress (no early warning indicators)	Annually	Informal Report				**38.7%**
2.8 Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	Targeted intervention strategies provided to schools	Annually	Strategies menu	**Revised and available for 2018-19**			

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 who are tracked via a personalized plan of support	Semester	Informal Report	**Tool developed, beginning use in Q2**	**ES – 3,213 / 100% MS – 5080 / 73%** **HS tool still being finalized.**		
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	**6,011** **ES: 1,908 (64.4%) MS: 2,411 (60.2%) HS: 1,692 (62.7%)**		**5,920** **ES: 1,897 (62.5%) MS: 2,383 (60.3%) HS: 1,640 (61.0%)**	
	# 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	**Q1 / 12,854 total students in ELP K-12, 7,651 in 4-12** **Q1 / 1,386 are black (18%) in Grades 4-12** **Q1/ 978 of all black students who are not on track participated in ELP (12% of the 7,935 in grades 4-12 are off track).**	**Q2 / 16,789 total students in ELP K-12, 10,781 in 4-12.** **Q2 / 1,893 are black (18%) in grades 4-12.** **Q2 / 1,371 of all black students who are not on track participated in ELP (16% of 8,810 off track in grades 4-**	**Q3 / 15,153 total students in ELP K-12, 10,149 in 4-12.** **Q3 / 1,783 are black (18%) in grades 4-12.** **Q3 / 1,283 of all black students who are not on track participated in ELP (14% of 8,901 off track in grades 4-**	**Q4 / 14,733 total students in ELP K-12, 9,832 in 4-12.** **Q4 / 1,760 are black (18%) in grades 4-12.** **Q4 / 1,483 of all black students who are not on track participated in ELP (14% of 10,551 off track in grades**

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
					12).	12).	4-12).
				Summer Bridge 2018: 4,509 black students attended. 30.9% of Summer Bridge participants were black.			
2.13 Monitor usage among black learners of new online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards	# and % of users / access by black students	Semester	Informal Report		3,760 black students using PLP in Q2, 19% of all users.		4,447 black students using PLP in Q4, 19% of all users.
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				493 black students participated, 14% of all participants
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		22		22
	# of high minority schools offering additional instructional time	Semester	Informal Report		10 implement extended day, 22 offered		10 implement extended day,

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
(extended school day, etc.)					extended learning programs		22 offered extended learning programs
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				49 schools, 72% of all Title I schools
	# and % of black students participating / users	Annually	Informal Report				1751 black students, 32.3% of all participating students
	% of black students participating in the programs who have improved their reading or math skills / assessments	Annually	Research report				Reading: 1187/1408, 84.3% improved RIT score Math: 1088/1299, 83.8% improved RIT score
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		Invitations sent, no metrics yet available.		Recruitment program for 2019-20 under development
	#, % of black students enrolled in district choice programs / MS and HS	Annually	Formal Report				2,550 students enrolled, 14% of all students
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		11 webinars, events held at CAP Center, PTC-Clw, Maximo ES,		55% of the Parent Academy workshops

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
					Campbell Park ES, T. Marshall MS, Great Explorations.		were located in communities with high black populations
	# of black families attending at each location	Semester	Informal Report		Ranged from 20-300 for face to face, over 1,000 participants in webinars, 100 parents at Trans Zone event.		Same as Semester 1
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		75 teachers, 100 support personnel		75 teachers, 63 support personnel- family friendly workshops
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Report				Based on the survey conducted via parent ambassadors, parent report communication from schools needs to be improved and consistent. Parents want to hear more from their child's teacher(s).

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
2.22 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		All 68 Title I schools have held events		35 school engagement teams participated in Dr. Mapp training 20 schools participated in webinars and coaching session sponsored by Scholastic
	# of families of black students in attendance / average	Semester	Informal Report		20-35 average per school		20-35 average per school

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)		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%**		**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	(1,324) **11.1%**	(1,859) **13.3%**	(2,253) **14.2%**		
# 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%**		
# 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%**		
# and % of black high school students enrolled in an accelerated course (AP or Dual Enrollment).	(718) **8.6%**	Actual	(857) **9.1%**	(996) **9.6%**	(1,020) **9.6%**		
# and % of black students in high school enrolled in a career, technical education course (high schools).	(2,232) **19%**	Actual	(2,742) **17.0%**	(2,555) **17.0%**	(2,507) **15.6%**		
# 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%**		
# and % black middle school students earning high school credit through accelerated coursework.	(663) **3.3%**	Actual	(509) **2.5%**	(604) **3.0%**	**TBD***		
% black high school students (individual students) earning college credit through success in course grades or exam scores that articulate to college (of those students taking these courses).	**6.0%**	Actual	**6.8%**	**6.7%**	**TBD***		
% of black students in high school completing an industry certification (measured as % of black graduates).	No baseline data established	Actual	**31%**	**23%**	**TBD***		

***Note:** Final performance data not reported until the fall of 2019.

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		**777 (18% of the students screened) with Trans Zone not yet finished.**		
	# and % of black students identified for further evaluation as a result of universal screening	Annually	Informal Report				**1,925 black students screened. 162 identified for further evaluation. (8.4% of black students screened).**
	# of students found eligible through Plan B measures, process	Annually	Informal Report				**488 /** All students
	% of black students identified via Plan B compared to non-black students	Annually	Informal Report				**16% Black /** 76 black students 412 non-black students
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% by the end of the senior year / counting all 2019 graduates.**

	# and % of black high school students earning a college-readiness score	Annually	Informal Report				451 / 46% in Reading 117 / 12% in Math

Action	Measure	Frequency	Source				
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 the black learners (setting goals) who have not yet successfully completed an accelerated option.	Annually	Reporting Template			**100%**	
	% of black seniors who have successfully completed an accelerated course or industry certification	Semester	Informal Report		**76% complete or in progress**		
3.11 Provide side-by-side coaching as needed to 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		**17 high schools and 22 middle schools provided resources. System of support fully in place. Individual coaching will be pushed in based on course request data.**		**4 middle schools provided individual coaching and course requests for black students were monitored to align with AP Potential report.**
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			**255 on the report for the students who will be in high school in 2019-20 (9th-13, 10th-63, 11th-85, 12th-94). This is much larger than a year ago.**	

	% black students showing potential who are scheduled into a course for the appropriate subject	Annually	Informal Report	**52% enrolled in exact course identified. 79% enrolled in some AP course.**			
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 enrolled.	# of AVID sections districtwide, change from previous year	Annually	Informal Report			**93 MS 114 HS 207 total**	
	% of AVID students who are black; change from previous year	Annually	Informal Report			**24% (1,234 out of 5,152)**	
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	**New report under development**	**New report complete.** **Schools targeted for support / still TBD.**	**New report complete.** **Schools now targeted for support.**	**New report complete.** **100% of schools provided data during summer of 2019.**
	# 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		**S1 / Black 179 / 1137 (15.7%)** **Non-Black 959 / 8805 (10.9%)**		**EOY / 967 D and F grades were recorded for all students in MS accelerated courses for S1 and S2. Of those, 11.2% went to black students.**

	# 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		**S1 / Black 1044 / 2835 (36.8%)** **Non-Black 3110 / 14,860 (20.9%)**		**EOY / 3,299 D and F grades were recorded for all students in HS accelerated courses for S1 and S2. Of those, 15.2% of those went to black students.**

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					**154**
	# and % of invited black 7th graders taking the SAT	Annually	Informal Report					**78 / 51% of those invited**
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				**301 / 12.2% of all black students in grades 10 and 11.**	
	% of black students meeting criteria compared to non-black students	Semester	Informal Report				**12.2% / Black 30.7% / Non-Black**	
3.18 Invite black students who show potential for success in rigorous courses to participate in each Elevating Excellence activity for their grade level.	# of black students identified as showing potential	Annually	Informal Report				**148 black students**	
	# and % participating in Elevating Excellence	Annually	Informal Report				**Q3/ 27 currently, which is 18% of those invited**	
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					**16.2% across all awards ceremonies that are tracked (PRIDE, AVID Pinning, and Honors Breakfast)**
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	# and % of high schools hosting events	Annually	Informal Report					**No formal counts available.** **These events were coupled with the district's Elevating**

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				**Excellence campaign and college readiness sessions organized by the district's Minority Achievement Officer.**

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)		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		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		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) **46.1%** of all referrals	Actual	(6,919) **47.6%**	(6,867) **45.7%**	(6,548) **47.1%**		
# 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) **51.3%**	(2,481) **51.3%**		

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 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		**74% scoring satisfactory** (87 / 117)		
	% of schools showing satisfactory implementation in each tier as measured by the PBIS Tiered Fidelity Inventory (TFI)	Annually	Informal Report				**78% scoring satisfactory** on the Benchmarks of Quality for Tier 1 **51% scoring satisfactory** on the Tiered Fidelity Inventory for Tier 2 **75% scoring satisfactory** on the Tiered Fidelity Inventory for Tier 3

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		100%		100%

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 / 4** Less than 1% of all suspensions given to black students were for infractions listed as non-violent.	**S1 / YTD / 18** Less than 1% of all suspensions given to black students were for infractions listed as non-violent.	**Q3 / YTD / 24** Less than 1% of all suspensions given to black students were for infractions listed as non-violent.	**Q4 / YTD / 31** Less than 1% of all suspensions given to black students were for infractions listed as non-violent.
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 / 223** 23.1% of all suspensions given to black students were for defiance or classroom disruption.	**S1 / YTD / 620** 26.5% of all suspensions given to black students were for defiance or classroom disruption.	**Q3 / YTD / 945** 27.5% of all suspensions given to black students were for defiance or classroom disruption.	**Q4 / YTD / 1,263** 28.1% of all suspensions given to black students were for defiance or classroom disruption.
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%**
	# and % of black students arrested	Quarterly	Informal Report	**Q1 / 63** 65.6% of students who were arrested were black.	**Q2 / 88** **S1 / YTD / 151** 64.7% of students who were arrested were black.	**Q3 /51** **YTD / 202** 67.6% of students who were arrested were black.	**Q4 / 79** **YTD / 281** 61.6% of students who were arrested were black.

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 (2,766)** 41.0% of all students with a referral were black. **OSS (738)** 47.0% of all students with suspensions were black.	**S1 / YTD Referrals (4,330)** 39.0% of all students with a referral were black. **OSS (1,486)** 48.0% of all students with suspensions were black.	**Q3 / YTD Referrals (5,594)** 39.0% of all students with a referral were black. **OSS (2,030)** 48.0% of all students with suspensions were black.	**Q4 / YTD Referrals (6,548)** 38.3% of all students with a referral were black. **OSS (2,481)** 47.6% of all students with suspensions were black.
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		**2 community meetings**		**No community meetings held during Q4**
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 school identified as needing additional support	Quarterly	Informal Report	**Q1/ 19**	**Q2/ 25**	**Q3/21**	**Q4/19**

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)	Semester	Informal Report		**S1 / 505 black students received more than one suspension. 33.8%** **66.2% of black students who returned from a suspension did not get suspended again.**		**EOY / 976 black students received more than one suspension. 41.8% of those suspended.** **58.2% of black students who returned from a suspension did not get suspended again.**

| 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 /139 students (up from 60 Q1 last school year).

Participation
•**Clearwater Intermediate 37/68** Black Students (54%)

•**PTC = 31/53** Black Students (59%)

•**Bayside HS 6/18** Black Students (33%)

Total % of Participants who are Black: 53.2% | Q2 /166 students

Participation
•**Clearwater Intermediate 35/56** Black Students (63%)

•**PTC = 48/82** Black Students (59%)

•**Bayside HS 11/28** Black Students (39%)

Total % of Participants who are Black: 56.6% | Q3/126 students

Participation
•**Clearwater Intermediate 28/59** Black Students (47%)

•**PTC = 27/38** Black Students (71%)

•**Bayside HS 13/29** Black Students (45%)

Total % of Participants who are Black: 53.9% | **Q4/ 90 students SY Total = 521**

Participation
•**Clearwater Intermediate 23/42** Black Students (55%)

•**PTC = 22/26**
•Black Students (85%)

•**Bayside HS 9/22** Black Students (41%)

Total % of Participants who are Black Q4: 60%
SY = 56% |
| 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 | | | | **Two Area Supts. Presented: P.C.S. Embraces Restorative Practices to Close the GAP at the Annual Fall Conference of the Great City Schools in Baltimore, MD – Oct. 24-28** |

						S1 / 17 out of 1,486 black students who were suspended ESE students: 0		EOY / 30 out of 2,481 black students who were suspended ESE students: 0
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	Semester	Informal Report					

Action Steps	In Process Indicators	Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.17 Ensure procedure is followed that no elementary students are suspended without consulting with Area Superintendent. May delete this strategy. This has become standard district practice.	# and % of black elementary students given OSS with or without consultation with Area Superintendent	Quarterly	Informal Report	**Q1 / 65** 68.4% of suspensions in elementary school went to black students. No suspensions were given without approval from an Area Superintendent.	**S1 / YTD / 168** 68.8% of suspensions in elementary school went to black students. No suspensions were given without approval from an Area Superintendent.	**Q3 / YTD / 285** 70.0% of suspensions in elementary school went to black students. No suspensions were given without approval from an Area Superintendent.	**EOY / 380** 70.6% of suspensions in elementary school went to black students. No suspensions were given without approval from an Area Superintendent
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		**S1 / 4**		**S1 / 3**
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				**93% leaders trained**
	# black students receiving such interventions	Annually	Informal Report				**Not tracked as of yet**

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)		2016-17	2017-18	2018-19	2019-20	2020 Target
Risk Ratio (ESE overall) / black	1.45	Actual	1.45	1.46	1.40		1.25
		Target	1.45	1.40	1.35	1.30	
Risk Ratio (EBD) / black	4.20	Actual	3.94	3.84	3.34		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%		
# and % of black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) 49%	Actual	(335) 49%	(363) 48%	(300) 46%		
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	(20) 47%	Actual	(16) 57%	(14) 52%	(19) 29%		
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers Into County	(24) 42%	Actual	(23) 40%	(13) 39%	(9) 35%		

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	5	3	1	0
	# of record reviews completed for black transfer students into Pinellas County	Semester	Informal Report		S1 / 8		1
	# of black transfer students identified for EBD re-evaluation process	Quarterly	Informal Report	3	0	0	0
	# of re-evaluations completed for EBD transfer students / black	Semester	Informal Report		0		0
	# of black transfer students identified for EBD after re-evaluation process	Semester	Informal Report		0		0
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	64	51	52	37
	# of such requests for services / black students	Quarterly	Informal Report	$\overline{25}$	21	36	22

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	25	28	12	19
	# of new EBD eligibilities / identified by PCS / all students	Quarterly	Informal Report	25	12	9	20
	# of new EBD eligibilities / identified by PCS / black students	Quarterly	Informal Report	5	3	4	7
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	252			
	# of record reviews completed after identification for black EBD students	Semester	Informal Report		Data not yet available		5
	# of re-evaluations completed for black EBD students	Annually	Informal Report				5
	# of transfers of EBD to a secondary disability for black students	Annually	Informal Report				4
	# of dismissals from EBD for black students	Annually	Informal Report				5

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		53 (84%)		57 (86%)
	# of black students identified as EBD at schools with training behavior specialists	Semester	Informal Report		209		211
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	14	13	20	20
	# of black students served by CEIS specialist	Quarterly	Informal Report	12	24	12	19
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	102	81	72	51
	# of black students served by district ESE Behavior Specialist	Quarterly	Informal	67	90	41	40

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)		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%		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%		
# and % of total administrative positions (combined district-based and school-based) / black	(83) 21.2%	Actual	(86) 21.5%	(87) 22.0%	(111) 20.6%		

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		647		748
	# of active instructional applicants, self-identified as black	Semester	Report		44		61
	# and % of instructional applicants hired / black	Semester	Report		76		12
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		In process	
		Annually	Formal Report Annually				Completed
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	Semester	Informal Report		5		5

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
					NA		NA
	# visits to each HBCU	Semester	Informal Report		0	2 (FAMU, BCU)	
	# of black student organizations identified, by college/university	Semester	Informal Report		0		0 This work is not yet underway
	# contact or events with black student organizations, by college/university	Semester	Informal Report		0		0 This work is not yet underway
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			Updated. Available for Review.	
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	449	758	525	547
	# of new / unique print instructional recruitment posts distributed (Job Fair & PCS School Recruitment Flyers; Tampa Bay Times; FL Courier)	Quarterly	Informal Report	11	16	10	9

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	438	250	175	180
	# applicants recruited by medium as reported on application for employment	Quarterly	Informal Report	485 applicants (approx. 50%) identified media as a driver of recruitment.	478	205	610
6.11 Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups.	# of contacts and events held with each stakeholder group	Semester	Informal Report		4 Pinellas County Urban League		Report completed
6.12 Attend state and national conferences to gather current strategies for the recruitment of black educators.	# conference attended	Annually	Informal Report		1 USCHA/ Video Conf		
6.13 Continue partnership with the Urban Schools Human Capital Academy to provide feedback as to the district's processes for hiring and supporting a more diverse workforce.	# site visits from USHCA	Semester	Informal presentation update		2		1
	Recommendations from review / recommendations implemented	Annual	Informal presentation update				Successful completion of program.

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 as part of a Future Educators program. Work alongside local colleges to provide high school students and current staff employees with a pathway to careers in teaching.	Plan in place for implementing the program / location of plan / school contacts made / # of students enrolled or interested in initial program	Annual	Informal Report				**14** *Email invite sent to 1,964 black and Hispanic seniors before Graduation*
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 identified for training	Semester	Informal Report		**All Principals**		**All Principals**
	# and % of hiring managers trained	Semester	Informal Report		**100%**		**100%**
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 or feedback sessions	Semester	Informal Report		**1-survey 12/17/18** **2nd at USFSP 2/26/19**		**2**
	# minority teachers participating in focus groups or feedback sessions	Semester	Informal Report		**Scheduled 2/26/19**		**15**
	# of black teachers total and % retained (June to August)	Annually	Informal Report	**586/651 90%**			
	Areas for improvement identified through focus groups or employee exit survey data	Annually	Informal Report				**Completed**

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 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				**277**
	% of teachers in Scale Up schools who returned for the following school year (June to August)	Annually	Informal Report	**78.3%**			
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				**6 sites, 56 participants**
	# of teachers attending / % of all teachers attending from targeted schools	Annually	Informal Report	**39 attending (Title 1 schools) 17 from TZ schools**			
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				**TZ Retreat (held in July 2019)**
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				**NISL, New Leaders**
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		**3 (via PABSE, Transformation Zone, New Leaders)**		**1 (via PABSE)**

maintain or increase the percent of minority administrators.	# minority administrators participating in focus groups or feedback sessions	Semester	Informal Report		**Approximately 40**		**Approximately 40**
	Areas for improvement identified through focus groups or employee exit survey data	Annually	Informal Report		**Still under review**		**Continue to grow networking opportunities**
	# and % of black teachers in AP (Asst. Principal) and APs in Principal Pool	Semester	Informal Report		**AP Pool** 49 (19%) **Principal Pool** 33 (8%)		**AP Pool** 31/160 (19.3%) **Principal Pool** 19/98 (19.4%) *Lists were "cleaned up" at end of 19-20 school year.

Pinellas County Schools / Graduation Rate / Summary and Progress Report

Graduation Rate	2015-16					2016-17					2017-18				
	# 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
Black/African American	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
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
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
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
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
Pacific Islander	13	12	92.3	*	*	10	*	92.3	*	*	19	*	100.0	*	*
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
Black	1,422	932	65.5%			1,347	933	69.3%			1,370	1,044	76.2%		
Non-Black	6,240	5,203	83.4%			6,296	5,404	85.8%			6,398	5,635	88.1%		
			GAP	17.9				GAP	16.5				GAP	11.9	

	2016 Standard Diploma Graduates / By WD Code					2017 Standard Diploma Graduates / By WD Code					2018 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
Black	932	493	242	98	99	933	345	371	100	117	1,044	349	448	78	169
Non-Black	5,203	4,266	390	135	412	5,404	3,781	981	125	517	5,635	3,619	1,274	116	626

Graduation / Progress / District TRENDS

Graduation / Progress	5-Year Trend					% Point Change
	2013-14	2014-15	2015-16	2016-17	2017-18	
Black	60.7	64.6	65.5	69.3	76.2	15.5%
Hispanic	71.2	75.1	75.3	81.4	85.0	13.8%
DISTRICT Total Grad Rate	76.2	78.3	80.1	82.9	86.0	9.8%

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.

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

Pinellas County Schools / Academic Achievement / Summary and Progress Report

FSA Reading - ELA	ELA											
	2015-16			2016-17			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/African American	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. A very small number of students for whom race cannot be matched are not included in these totals.

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			2016-17			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/African American	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. A very small number of students for whom race cannot be matched are not included in these totals.

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

Pinellas County Schools / Advanced Coursework / Summary and Progress Report

							2016-17						
	# 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	628	9.0%	1750	14.7%	464	12.1%	2425	14.0%	1277	13.6%	4535	14.3%
Black	281	4.0%	1324	11.1%	309	8.1%	2225	12.8%	857	9.1%	3775	11.9%
Multi-Racial	324	4.6%	490	4.1%	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%	7563	63.5%	2558	66.7%	10960	63.2%	6181	65.7%	20,026	63.3%
Asian	474	6.8%	765	6.4%	327	8.5%	983	5.7%	688	7.3%	1938	6.1%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Enrollment / TOTAL	6,978	100.0%	11,915	100.0%	3833	100.0%	17,332	100.0%	9,408	100.0%	31,628**	100.0%
Enrollment / Black	Total Gap*	14.0	GAP	6.9	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

Pinellas County Schools / Advanced Coursework / Summary and Progress Report

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
							2017-18					
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 represented in these charts show the individual students (or what are referred to as "unique" students) who were identified as Gifted or enrolled in an advanced or accelerated course. The data are pulled in March 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. The data also include any student enrolled in an advanced, honors, or accelerated course (a middle school student taking a high school course or a high school students taking a Dual Enrollment or Advanced Placement course). These data do not include student enrollments in IB or AICE courses because those courses are only offered at a few high schools and any enrollment gaps in those magnet programs are reported as part of our district's report on district application program enrollments. *The actual gap for purposes of participation (or enrollment) is compared against the 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 score of 3+ on an AP test. Both the C grade in Dual Enrollment and the score of 3+ on AP tests are the requirements for earning college credit. These total courses taken will not match the total enrollments in the enrollment table above because the students enrolled often take more than one advanced or accelerated course.+A total gap for performance has not been being calculated as the total number of black students who were successful in one or more advanced or accelerated courses can be quite a bit different from another such course. 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

Pinellas County Schools / Advanced Coursework / Summary and Progress Report

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
						2018-19						
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*	13.0	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		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 in not finalized until the fall of the following school year once AP, IB, and AICE exam data are received.

Data Variables:

ENROLLMENT / PARTICIPATION: The data represented in these charts show the individual students (or what are referred to as "unique" students) who were identified as Gifted or enrolled in an advanced or accelerated course. The data are pulled in March 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. The data also include any student enrolled in an advanced, honors, or accelerated course (a middle school student taking a high school course or a high school students taking a Dual Enrollment or Advanced Placement course). These data now include student enrollments in IB or AICE courses under the heading of "accelerated." *The actual gap for purposes of participation (or enrollment) is compared against the 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 score of 3+ on an AP test. Both the C grade in Dual Enrollment and the score of 3+ on AP tests are the requirements for earning college credit. These total courses taken will not match the total enrollments in the enrollment table above because the students enrolled often take more than one advanced or accelerated course.+A total gap for performance has not been being calculated as the total number of black students who were successful in one or more advanced or accelerated courses can be quite a bit different from another such course. 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.

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

Out-of-School Suspensions	2015-16 - Baseline Data				2016-17				2017-18				2018-19				3-Year TREND			
	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 3-Year TREND	Number of Suspensions 3-Year % CHANGE	Number of Students 3-Year TREND	Number of Students 3-Year % CHANGE
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	-9	-8.6%	90	15.3%
Black/African American	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	-177	-3.8%	107	4.5%
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	-110	-22.9%	-17	-7.1%
American Indian	8	*	7	0.51	3	0.1%	3	0.30	27	0.3%	16	1.47	18	0.2%	12	1.23	15	*	9	*
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	13	4.8%	130	8.0%
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	-1	-0.9%	6	8.7%
Pacific Islander	*	*	*	*	*	*	*	*	*	*		*	*	*	*	*	*	*	*	*
District TOTAL	10,598		5,897		9,025		4,892		10,468		5,559		8,756		5,217		-269	-2.9%	325	6.6%
		GAP	3.33			GAP	3.07			GAP	2.61			GAP	2.79					

Data Variables:

*Data presented in this table are FINAL for EOY and represent all days in the school year. Note: Data presented monthly or quarterly 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 appropriate 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.

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

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 3-Year TREND	Number of Referrals 3-Year % CHANGE	Number of Students 3-Year TREND	Number of Students 3-Year % CHANGE
	2015-16 -- Baseline Data				2016-17				2017-18				2018-19				3-Year TREND			
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	-644	-7.0%	54	2.1%
Black/African American	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	-4,318	-12.2%	-371	-5.4%
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	-304	-9.1%	-24	-2.9%
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	5	5.6%	-11	-26.8%
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	-3,175	-12.4%	-778	-10.2%
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	26	3.2%	12	3.9%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District TOTAL	**88,833**		**19,600**		**74,408**		**18,218**		**74,028**		**18,269**		**65,998**		**17,100**		**-8,410**	**-11.3%**	**-1,118**	**-6.1%**
		GAP	1.38			GAP	1.64			GAP	1.43			GAP	1.60					

Data Variables:

*Data presented in this table are FINAL for EOY and represent all days in the school year. Note: Data presented monthly or quarterly 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 appropriate 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.

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

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	% Identified EBD STATE	% Identified EBD DISTRICT	Risk Ratio EBD	% Identified ESE STATE	% Identified ESE DISTRICT	Risk Ratio ESE
	2015-16 - Baseline Data						2016-17						2017-18						2018-19					
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	20%	8%	**0.35**	32%	17%	0.92
Black/African American	39%	49%	**4.20**	26%	25%	1.45	39%	48%	**3.94**	25%	25%	1.45	38%	48%	**3.84**	25%	25%	1.46	38%	45%	**3.34**	25%	25%	1.40
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	5%	6%	**0.94**	4%	3%	0.68
American Indian	1%	1%	*	1%	1%	1.07	1%	1%	*	1%	1%	*	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	36%	41%	**0.57**	38%	53%	0.95
Asian	1%	1%	*	1%	2%	0.43	1%	1%	*	1%	2%	0.42	1%	1%	*	1%	2%	0.41	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		GAP	2.34		GAP	0.40

Data Variables:

The summative data provided above are derived from the state's report on ESE enrollment that is released each summer under the heading of the LEA Profile. 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 / August 2019

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

*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.

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