Pinellas County Schools / Achievement Gap Goals and Strategies
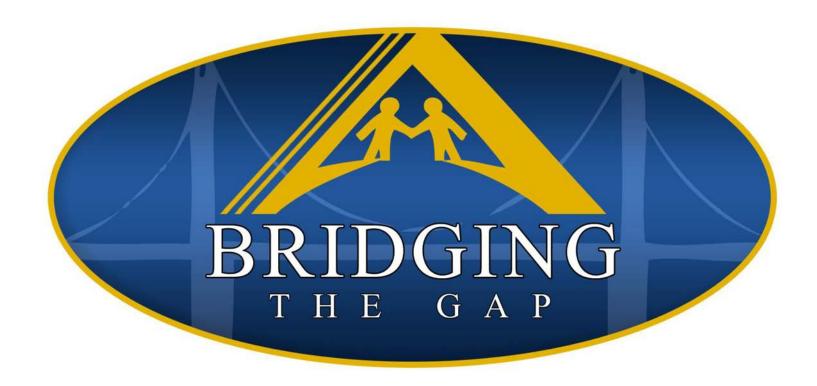
District Strategic Plan / Equity with Excellence for All

Progress Report / 2016-17

BRIDGING
THE GAP

Updated August 31, 2017

Pinellas County Schools / Achievement Gap / Action Steps by Goal Area

Goal 1: Graduation Rate

Graduation Rate	**Goal Manager:** Rita Vasquez Executive Director of High School Education	**Goal 1: Eliminate the gap between the graduation rates for black and non-black students.**
Current Condition:	Pinellas County Schools has a current graduation rate for 2015-16 for all students of 80.1% and a rate for black students of 65.5%. For purposes of this goal, the gap is defined as the difference between the graduation rate for non-black students (83.4%) and the graduation rate for black students (65.5%), a gap of 17.9 percentage points.	
Aspirational Goal:	Pinellas County Schools will increase the graduation rates for black learners each year at a higher rate than the non-black graduation rate. The goal is to decrease the gap in graduation rates between black and non-black students by an average of 1.8% each year until the gap is eliminated or greatly narrowed.	

Focus Areas	Action Steps	Progress Status (of action step)	Current Status Updated: August 2017	Next Steps
	Focus for All Students			
ACADEMIC RIGOR / STANDARDS-BASED INSTRUCTION	1.1 Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.	☐Planning ■Implementing ☐Complete	**The district developed an instructional model for schools that is designed around instruction that is rigorous and culturally relevant.** **Training is ongoing for all teachers and administrators. A new classroom observation tool has been developed to collect data on how well this instructional model is impacting our classrooms.**	The district will monitor data from classroom observations and adjust teacher trainings based upon data. It will refine classroom observation instrument / calibrate among classroom observers to ensure that the instructional model is being implemented as designed.
	Focus for Black Students			
	1.2 Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement and improve pass rates and grade point averages (GPAs) for black students.	☐Planning ■Implementing ☐Complete	**An equity project team has been established led by district Director of Special Projects (Dr. Mary Conage) to establish key definitions, strategies and**	The district will roll out a new districtwide a menu of trainings around cultural competence to provide a continuum of options for teachers and leaders. Trainings will

	1.3 Implement culturally responsive instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to improve pass rates and grade point averages (GPAs) for black students.	☐Planning ■ Implementing ☐Complete	**training protocols related to a district-wide rollout of cultural competence training.** **A lead trainer (Hillary Van Dyke, M. ED.) was hired to work with Dr. Conage in overseeing the rollout of training districtwide.** **9 district leaders and 40 teachers have been trained to date as equity trainers to facilitate districtwide professional development.** **All teachers in the district were trained in some key foundational concepts at Districtwide Training Day on August 3rd.**	range from foundational competencies to more advanced practices and structures. The menu will include three types of trainings: "awareness" level, "application" level and "advocacy" level. The district will embed cultural competence strategies into all district curriculum guides and subject trainings.
	1.4 Provide each high school the specific standards from district assessments in English, Mathematics, Biology, and US History to support schools in identifying course concepts / standards that need to be re-taught to improve student mastery and reduce the likelihood of course failures.	☐Planning ☐Implementing ■ Complete	**The test results from the core subject areas were provided to teachers after each quarterly testing cycle by the district Office of High School Education.** **Teachers used these results to review and re-teach key standards / concepts that students had not yet mastered.**	Results will continue to be provided each year after quarterly testing cycles are complete. Subject area specialists in English, math, science and social studies will follow-up with teachers on strategies targeted to support each standard.
	Focus for All Students			
EARLY WARNING SYSTEMS / EFFECTIVE MONITORING SYSTEMS	1.5 Provide professional development for school leadership teams in using the PCS Graduation Status Report to support interventions for students who are not on track to graduate. Data include GPA, credits earned, scores on state Graduation assessments (the 10th Grade FSA ELA and ALG 1 EOC), ACT, SAT and PERT test scores.	☐Planning ☐Implementing ■ Complete	**The district provided this training to all principals and curriculum assistant principals at their monthly meetings.** **The trainings were designed to show school leaders the best methods for connecting student data to specific supports needed to help those students graduate.**	Training related to graduation progress data will continue to be provided to all principals and curriculum assistant principals at their monthly meetings.

	Focus for Black Students			
	1.6 Develop a learner profile and personalized learning plan for all black students who are not on track to graduate.	❒Planning ■Implementing ❒Complete	**All high schools tracked each student who was not on track to graduate and connected that list to specific supports needed to help those students get back on track.** **This tracking system served as a pilot version of a new personalized learning plan format that is under development.** **The district also established a project team led by the Director of Media and Digital Learning (Dr. Connie Kolosey) to create an online learner profile and resource site for students.**	The district will pilot an online version of the personalized learning plan through Performance Matters and connect it to the new online learner profile site when complete. The new site is expected to be ready for pilot use in January 2018.
	1.7 Provide side-by-side coaching as needed to high school leadership teams, assistant principals and principals on using their school Graduation Status Reports to focus support for black students and review personalized learning plans for students who are not on track to graduate.	❒Planning ❒Implementing ■ Complete	**Side-by-side coaching was provided bi-weekly to leadership teams at three targeted schools to improve graduation rates: Gibbs, Lakewood, and Dixie.**	Side-by-side coaching will continue to be provided to schools as needed.
	1.8 Provide school leadership teams, assistant principals and principals, 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.	❒Planning ❒Implementing ■ Complete	**The monthly data related to student grades and test scores was provided to schools as a report by the district Office of High School Education.**	These data are now available to schools via a new report and data dashboard, with follow-up trainings provided by the district Office of High School Education.
	Focus for All Students			
EXTENDED LEARNING PROGRAMS/ INTERVENTIONS	1.9 Provide extended learning opportunities before / after school and via the extended school year program (Summer Bridge).	❒Planning ❒Implementing ■ Complete	**The district provided Extended Learning / After-School Credit Recovery / Summer Bridge programs offered at all high schools**.	The district will again provide Extended Learning / After-School Credit Recovery / Summer Bridge programs at all high schools.

		Focus for Black Students			
		1.10 Ensure that all black students who are not on track to graduate are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources, including working with the community to increase attendance for black students in all extended learning programs.	☐Planning ■ Implementing ☐Complete	**Students were enrolled in Summer Bridge and after-school Extended Learning Programs based upon their data. Counselors were trained to identify students who were most in need.** **Approx. 2,700 course credits were recovered during the 2016-17 school year and an additional 1,100 were recovered during Summer Bridge. About 30% of all students attending these programs are black.** **Student attendance in these programs is self-reported by schools. Attendance is in these programs is not mandatory and, as such, students do not always attend every day. An improved attendance system is being piloted in 2017-18.**	The district will partner with the community to ensure that the students who are most in need are attending these programs as required. The district will develop improved systems for tracking attendance and student progress in these after school and summer programs.
		1.11 Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards (a Restorative Academic Practices Program - RAPP).	■Planning ☐Implementing ☐Complete	**The district established a project team to create an online learner profile for students to review their data and resources available to grow in their reading and math skills.** **As part of the development plan for this new program, the district uploaded data for all students in the district (more than 100,000) to this new, web-based system that is under development.**	The district has hired a new trainer / developer to work with schools in rolling out this new site and will be hiring a programmer to manage the site. The online resource is expected to be ready for pilot use in January of 2018.

	1.12 Ensure black students who are not on track to graduate participate in "in-school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.	❏Planning ■Implementing ❏Complete	**All students who were behind in credits were provided in-school credit recovery options.** **School counselors tracked student early-warning data to ensure that students who failed a course could recover the credit and stay on track to graduate.**	The district will develop improved systems for tracking attendance and student progress in these in-school programs. A new program (APEX) will help in tracking these data.
	1.13 Ensure all black students participate in college readiness testing, such as ACT, SAT, and PERT. Ensure that these testing options are tied to the personalized plans for students who are not on track to graduate.	❏Planning ■Implementing ❏Complete	**All 9th and 10th graders took the PSAT. The district also funded and provided an in-school SAT for all 11th graders.** **ACT and PERT were also provided as optional tests for any student who needed those as well.** **All 11th and 12th grade students who needed a concordance score were tested twice (Fall and Spring) through the in-school ACT.** **The District provided any funds needed for schools to support Saturday administration of SAT and ACT for black learners.** **These test results were not yet connected to each student's personalized learning plan as a format for those plans is under development.**	The district will continue to offer these college-readiness assessments. The District will continue to provide any funds needed for schools to support Saturday administration of SAT and ACT for black learners. The District will pilot an online version of the personalized learning plan through Performance Matters and connect it to a new online learner profile site when complete. That site is under development.
	Focus for All Students			
FAMILY AND COMMUNITY ENGAGEMENT	1.14 Host a graduation awareness event for incoming 9th grade families to discuss graduation requirements and credits.	❏Planning ❏Implementing ■Complete	**A Freshmen Orientation event was held at every high school and graduation requirements were addressed.**	The district will coordinate schedules and materials with each high school and the Office of High School

1.15 Host a parent awareness night for incoming 9th graders prior to testing "season" to discuss EOC exams, ACT, SAT, and PERT testing.	☐ Planning ■Implementing ☐Complete	**Some district schools hosted FSA awareness evenings or college readiness events but there is not yet an event specific to these assessments for all 9th graders at all high schools.**	Education to ensure consistent rollout and messaging at these events.
Focus for Black Students			
1.16 Set up parent conferences with all black students who are not on track to graduate to review personalized learning plans.	☐Planning ■Implementing ☐Complete	**Parent conferences are routinely held at all high schools as needed.** **A system has not yet been established to ensure that conferences are held for all parents of black students who are not on track to discuss graduation status.** **A district personalized learning plan format is under development.**	Establish a systematic routine and timeframe for conferences to be held to discuss student progress. The district will pilot an online version of the personalized learning plan through Performance Matters and connect it to the new online learner profile site when complete. That site is under development.
1.17 Ensure an equitable representation of black learners in school awards / recognition ceremonies.	■Planning ☐Implementing ☐Complete	**The district recognizes a wide range of students in various awards ceremonies, though a process for tracking these awards by race is under development.**	The district will work with schools to develop a process for tracking these data in 2017-18.
1.18 Invite families of black students to a graduation / scholarship evening specific to black students. Pull data specific to black learners and match to graduation status and scholarship opportunities.	■Planning ☐Implementing ☐Complete	**Some district schools hosted college readiness events or college fairs but there is not yet a scholarship event specific to black learners at all high schools.**	The district will coordinate with high schools and the Office of Advanced Studies to create materials and timelines for a college readiness event that is specific to black learners. An event is being planned in September in coordination with Historically Black Colleges and Universities (HBCUs).

Long-Range / Aspirational Targets:	Pinellas County Schools will increase the graduation rates for black learners each year and decrease the gap in graduation rates between black and non-black students by an average of 1.8% each year with the goal of eliminating or greatly narrowing the gap within 10 years.
Data Reporting Note:	For reporting purposes, the district will also report graduation rates by all races and provide the # and % of graduates who receive a standard diploma. The strategies related to increasing the # and % of students graduating with a W06 withdrawal code are found under Goal 2 related to improving black student performance on state standardized assessments and Goal 5 related to reducing the disproportionality of black students found eligible for ESE.
Evaluation Questions:	1. **Did the intentional use of student data increase enrollment in targeted interventions (such as credit recovery) for black learners and result in more students being on track to graduate?** 2. **Did the district's efforts to involve families in student learning lead to more frequent communication between families and teachers and a better understanding by parents of the strengths and weaknesses that their child possesses?**

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

Current Condition (as of 2015-16)
Pinellas County Schools has a current graduation rate for all students of 80.1% and a rate for black students of 65.5%. The district has seen a 10.9 percentage point increase in graduation rate among black students since 2012, with an improvement among all students of 8.1 percentage points. A gap in graduation rates still exists between black (65.5%) and non-black (83.4%) students, a gap of 17.9 percentage points.

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

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

Annual 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
# and % of black students in who graduated on time with a standard diploma / 4-year senior cohort.	(932) **65.5%**	**Actual**	**TBD**				**75.0**
		Target	67.3%	69.1%	70.9%	72.7%	
Related Outcomes Measures							
# and % of black students in high school (grades 9-11) with a 2.0 or above GPA.	(2,412) **70.0%**	**Actual**	**71.0%**				
# and % of black students in high school (grades 9-11) with Algebra 1 credit / passing score on state Algebra 1 EOC.	No Baseline Data Established	**Actual**	**79.6%**				
# and % of black students in high school (grades 9-11) with required credits earned to date.	No Baseline Data Established	**Actual**	**74.7%**				

# and % of black students in high school (grades 9-11) with Level 3 or above on state ELA assessment (FSA ELA).	(530) 21.8%	Actual	22.0%				
# and % of black students who graduated with a standard diploma via a concordant assessment score (WFT).	(242) 25.9%	Actual	TBD%				
# and % of black students who graduated with standard diploma via an ESE assessment waiver (WXW).	(98) 10.5%	Actual	TBD%				

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 for monitoring. Only those strategies specific to black learners and those required to support the fidelity of the plan and related research questions are listed below.

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 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**)	Quarterly	Report	**Gr 5:** TBD / Data rules are under development **Gr 8:** TBD / Data rules are under development **Gr 9:** TBD / Data rules are under development	**Gr 5:** TBD / Data rules are under development **Gr 8:** TBD / Data rules are under development **Gr 9:** TBD / Data rules are under development	**Gr 5:** TBD / Data rules are under development **Gr 8:** TBD / Data rules are under development **Gr 9:** TBD / Data rules are under development	**Gr 5:** TBD / Data rules are under development **Gr 8:** Data rules are under development **Gr 9:** Data rules are under development
1.2 Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement and improve pass rates	Training calendar	Annual	Website	**Calendar under development**			
	# and % leaders trained	Quarterly	Informal Report	**Training under development**	**Training under development**	**Training under development**	**9 leaders trained as equity facilitators**

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
and grade point averages (GPAs) for black students.	# and % teachers trained	Quarterly	Informal Report	Training under development	Training under development	Training under development	40 teachers trained as equity facilitators
	% black students (grades 9-11) earning 2.0+ GPA each semester	Semester	Informal Report		818 / 1191 68.6% Sem. 1		779 / 1185 65.7% Sem. 2
	% black students (grades 9-11) earning 3.0+ GPA each semester	Semester	Informal Report		9th:257/1191 21.5% 10th:261/1247 20.9% 11th:237/1057 22.4%		9th:290/1185 24.5% 10th:247/1231 20.1% 11th:236/1064 22.2%
1.3 Implement culturally responsive instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans in order to improve pass rates and grade point averages (GPAs) for black learners.	% of targeted classrooms observed	Quarterly	Informal Report	Observation tool not yet developed	DRAFT observation tool developed	585 high school classrooms targeted for observation (approx. 37% of all high school classrooms)	
	% of targeted classrooms, cultural practices evident	Quarterly	Informal Report	Observation tool not yet developed	DRAFT observation tool developed	122 showed evidence of cultural practices (21%) per use of DRAFT observation tool. Updated tool planned for 2017-18.	
1.4 Provide each high school the specific standards from district assessments in English, Mathematics, Biology, and US History to support schools in identifying course concepts / 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 needed re-teaching	Quarterly	Informal Report		16 high schools (100%) after Cycle 1	16 high schools (100%) after Cycle 2	Not applicable as Cycle 3 assessments are optional
	% of black students performing at or near proficiency on district cycle assessments	Semester	Informal Report		District cycle assessment have been revised for SY17/18, therefore SY16/17 does not establish a baseline.		District cycle assessment have been revised for SY17/18, therefore SY16/17 does not establish a baseline.

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 who are not on track who have personalized plans	Quarterly	Informal Report	**Personalized planning tool under development**	**District tool under development** **Draft HS tool created / spreadsheet developed to record supports for students not on track**	**District tool under development** **100% using draft tool. Will use new online tool when developed**	**District tool under development** **100% using draft tool. Will use new online tool when developed**
1.7 Provide side-by-side coaching as needed to high school leadership teams on using their school Graduation Status Reports to focus support for black students and review personalized learning plans for students who are not on track to graduate.	# and % of school leadership teams targeted for coaching support	Quarterly	Informal Report	**3 schools (19% of high schools) were targeted as needing most support.**	**3 schools: Gibbs, Lakewood, Dixie targeted for bi-weekly visits.**	**3 schools: Gibbs, Lakewood, Dixie targeted for bi-weekly visits.**	**3 schools: Gibbs, Lakewood, Dixie targeted for bi-weekly visits.**
	# of coaching sessions completed	Quarterly	Informal Report	**Gibbs: 1 Lakewood: 0 Dixie: 0**	**Gibbs: 4 Lakewood: 3 Dixie: 4**	**Gibbs: 4 Lakewood: 3 Dixie: 4**	**Gibbs: 3 Lakewood: 3 Dixie: 3**
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%)**	**16 high schools (100%)**	**16 high schools (100%)**	**16 high schools (100%)**
1.10 Ensure that all black students who are not on track to graduate are participating in extended learning opportunities before and after school	# and % of black students who are not on track (grades, credits, test scores)	Quarterly	Informal Report	**District Early Warning data rules under development**	**District Early Warning data rules under development**	**District Early Warning data rules under development**	**9-11 Grades 57% not on track**

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
and in the extended school year program (Summer Bridge) through recruitment and targeted resources.	# and % of black students not on track who are attending Extended Learning Programs, Summer Bridge.	Quarterly	Informal Report	Personalized planning tool under development	Draft tool / spreadsheet developed to record supports for students not on track	100% using draft tool but an accurate tracking system for which students are attending this program is still being developed	100% using draft tool but an accurate tracking system for which students are attending these programs is still being developed
1.11 Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards (a Restorative Academic Practices Program - RAPP).	# and % of users / access by black students	Semester	Informal Report		Online tool under development		Online tool created. Pilot use planned for release in January of 2017-18
1.12 Ensure black students who are not on track to graduate participate in "in school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.	# and % of black students not on track enrolled in credit recovery	Semester	Informal Report		Draft tool created / spreadsheet developed to record supports for students not on track		Draft tool created / spreadsheet developed to record supports for students not on track. 100% of black students were tracked and offered in-school and after-school supports.
1.13 Ensure all black students participate in college readiness testing, such as ACT, SAT, and PERT. Ensure that these testing options are	% of black students in high school participating in college readiness testing	Semester	Informal Report		All 9th and 10th graders take PSAT. All 11th graders take SAT. ACT and		

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
tied to the personalized plans for students who are not on track to graduate.					PERT options provided		
	# and % of students graduating using a ELA / reading concordant score	Annually	Informal Report				TBD / Data not available yet as graduation rate for 2016-17 is not yet complete.
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	Quarterly	Informal Report	Personalized planning tool under development	Counselors required to have conferences but no attendance system for conferences is yet available to provide reliable data		
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Report				82.1% of all families report satisfaction on the district's annual survey of parents but data are not available by race
1.17 Ensure an equitable representation of black learners in school awards and recognition ceremonies.	% of black students recognized / all schools	Annually	Informal Report				Process being developed to collect these percentages
1.18 Invite families of black students to a graduation and scholarship evening specific to black students. Pull data specific to black learners and match to graduation status and scholarship opportunities.	# and % of high schools hosting events	Annually	Informal Report				Process being developed to collect these numbers, percentages
	# of events hosted by each high school / average	Annually	Informal Report				

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	# of families of black students in attendance / average	Annually	Informal Report				

BTG Goal 1 / Graduation Rate / Pinellas County Schools / Progress Update

Pinellas County Schools / Graduation Rate / 3-Year Summary and Progress Report

Graduation Rate	2013-14 # Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %	2014-15 # Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %	2015-16 # Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %
Hispanic	877	624	71.2	75.3	67.1	872	655	75.1	81.5	68.3	997	751	75.3	78.2	72.8
Black/African American	1388	843	60.7	66.4	55.3	1433	926	64.6	68.3	61.0	1422	932	65.5	70.9	60.4
Multi-Racial	244	184	75.4	79.5	70.5	232	181	78.0	83.2	72.0	243	192	79.0	88.0	70.6
American Indian	27	19	70.4	72.7	68.8	39	29	74.4	85.7	68.0	34	28	82.4	86.7	78.9
White	4843	3925	81.0	85.7	76.6	4864	3999	82.2	86.2	78.2	4619	3929	85.1	88.4	81.7
Asian	321	278	86.6	85.5	87.8	354	309	87.3	92.4	82.5	334	291	87.1	92.7	82.4
Pacific Islander	16	10	62.5	*	*	12	11	91.7	*	*	13	12	92.3	*	*
District TOTAL	7716	5883	76.2	80.7	71.9	7806	6110	78.3	82.6	73.9	7662	6135	80.1	84.1	76.2
Black	1388	843	60.7%			1433	926	64.6%			1422	932	65.5%		
Non-Black	6328	5040	79.6%			6373	5184	81.3%			6240	5203	83.4%		
		GAP	18.9%				GAP	16.7%				GAP	17.9%		

2016 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
Black	932	493	242	98	99
Black Female	492	272	131	34	55
Black Male	440	221	111	64	44
Non-Black	5203	4266	390	135	412

2016-17 School Year / Progress to Date / Quarterly Report*

Graduation / Progress	Quarter 1 Grad Rate CHANGE Year over year / compared to same time period		Quarter 2 Grad Rate CHANGE Year over year / compared to same time period		Quarter 3 Grad Rate CHANGE Year over year / compared to same time period	
Update by Subgroup						
Hispanic						
Black/African American						
ESE						
ELL						
DISTRICT Total Grad Rate						

Historical Trends / Change Over Time

Graduation Rate	# Graduates CHANGE	3-Year Grad Rate TOTAL % PT CHANGE	Grad Rate FEMALE % PT CHANGE	Grad Rate MALE % PT CHANGE	5-Year Grad Rate TOTAL % PT CHANGE
Hispanic	127	⬆ 4.1	2.9	5.7	⬆ 15.1
Black/African American	89	⬆ 4.8	4.5	5.1	⬆ 10.9
Multi-Racial	8	⬆ 3.6	8.5	0.1	⬆ 8.9
American Indian	9	⬆ 12.0	14.0	10.1	⬆ 21.1
White	4	⬆ 4.1	2.7	5.1	⬆ 7.8
Pacific Islander	13	⬆ 0.5	7.2	-5.4	⬆ 4.0
District TOTAL	252	⬆ 3.9	3.4	4.3	⬆ 8.1

*Data are pulled for Quarter 1 in October, Quarter 2 in January, and Quarter 3 in March.

Data Variables:

The data presented here represent graduation rate data per the state's definition in order to be consistent from year to year and in comparison to other districts. It is important to note that the state does sometimes revisit its definition and the tables provided above represent the official graduation rate data per the state's definition for that given year. Note: The data for Pacific Islanders is provided only when there are at least 10 Pacific Islanders in the data set. Otherwise, no data are provided for privacy reasons.

PCS / Office of Assessment, Accountability and Research / February 2017

Goal 2: Student Achievement

Student Achievement	Goal Manager: Kevin Hendrick Associate Superintendent / Teaching and Learning	Goal 2: Eliminate the gap between the proficiency rates in reading (ELA) and math on state and national assessments for black and non-black students.
Current Condition:	Pinellas County Schools has a current 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 percentage points. The proficiency rate on the FSA for Math is 60.9% for non-black students and 27.9% for black students, a gap of 33.0 percentage points. 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.	
Aspirational Goal:	Pinellas County Schools will decrease the gap in ELA-Reading and Math proficiency for black students by an average of 3.2% each year on state assessments until the gap is eliminated or greatly narrowed.	

Focus Areas	Action Steps	Progress Status (of action step)	Current Status Updated: August 2017	Next Steps
ACADEMIC RIGOR / STANDARDS-BASED INSTRUCTION	**Focus for All Students**			
	2.1 Provide an instructional model that ensures rigorous, culturally relevant instruction for all students using assignments aligned to challenging state standards, engagement strategies and student-centered practices.	☐Planning ■Implementing ☐Complete	**The district developed an instructional model for schools designed around instruction that is rigorous and culturally relevant.** **The district developed a new classroom observation tool has been developed to collect data on the instructional model.**	The district will monitor data from classroom observation and adjust teacher training/professional learning based upon data. The district will refine the classroom observation instrument and calibrate across observers to ensure that the instructional model is being implemented as designed.
	Focus for Black Students			
	2.2 Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for black learners and increase the percentage of proficient students.	☐Planning ■Implementing ☐Complete	**An equity project team has been established led by district Director of Special Projects (Dr. Mary Conage) to establish key definitions, strategies and training protocols related to a district-wide rollout of cultural competence training.** **A lead trainer (Hillary Van Dyke, M. ED.) was hired to work with Dr. Conage in overseeing the rollout of training districtwide.**	The district will roll out a new districtwide a menu of trainings around cultural competence to provide a continuum of options for teachers and leaders. Trainings will range from foundational competencies to more advanced practices and structures. The menu will include three types of trainings: "awareness" level, "application" level and "advocacy" level.

			9 district leaders and 40 teachers have been trained to date as equity trainers to facilitate districtwide professional development. All teachers in the district were trained in some key foundational concepts at Districtwide Training Day on August 3rd.	The district will embed cultural competence strategies into all district curriculum guides and subject trainings.
	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.	☐Planning ■Implementing ☐Complete	**The district's new equity team has identified specific strategies related to culturally responsive instruction and began teacher training/professional learning.** **Strategies have been added to the district's classroom observation tool.**	The district will embed culturally responsive teaching strategies into all district curriculum guides and subject trainings/professional learning. The district will refine the classroom observation instrument and calibrate across observers to ensure that the instructional model is being implemented as designed.
	2.4 Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	☐Planning ■Implementing ☐Complete	**The district instructional teams review materials to ensure that books and online programs represent a diverse student body.** **All district schools are provided funds to purchase additional materials to increase the diversity of materials based on school need.**	The district will monitor data from classroom observations to determine student engagement and use of culturally relevant materials.
	2.5 Ensure equity by providing easy access for black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).	☐Planning ☐Implementing ■Complete	**All 9th and 10th graders took the PSAT. The district also funded and provided an in-school SAT for all 11th graders.** **ACT and PERT were also provided as optional tests for any student who needed those as well.**	The district will continue to provide opportunities and offer these college-readiness assessments.

	Focus for All Students			
	2.6 Provide professional development for school leadership teams in using early warning data to help teachers provide quick support to students in need. Data include attendance, discipline, course failures, student progression toward graduation and assessment.	☐Planning ☐Implementing ■Complete	**The district provided training in the use of early warning data to all principals and curriculum assistant principals at their monthly meetings.**	The district will continue to provide training/professional learning related to the use of student data to all principals and curriculum assistant principals at monthly meetings.
	Focus for Black Students			
EARLY WARNING SYSTEMS / EFFECTIVE MONITORING SYSTEMS	2.7 Provide training to school leadership teams, assistant principals and principals on using early warning data to monitor and support black students in the development of personalized learning plans for each student at risk based on early warning indicators.	☐Planning ■Implementing ☐Complete	**The district provided training specific to monitoring black achievement data to all principals and curriculum assistant principals at their monthly meetings.** **The district developed new data reports and real-time data dashboards that allow for easier access to data on minority students.**	The district will continue to provide training/professional learning related to reports and dashboards.
	2.8 Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	■Planning ☐Implementing ☐Complete	**The district has implemented a series of intervention strategies to support students who need additional support.** **A format for personalized learning plans connected to interventions is under development.**	The district will pilot an online version of a personalized learning plan through Performance Matters. A new single sign-on product called Clever is being used for the first time and will allow the district to better track how much time each student spends on a computer intervention program and will be linked to personalized learning plans once operationalized.
	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.	☐Planning ☐Implementing ■Complete	**The district's student information system (FOCUS) and online assessment system (Performance Matters) provide real-time data on all students related to grades, test scores, attendance and discipline. The data are automatically updated each night.**	The district will continue to provide teachers training on how to use data to support learning and how to conduct effective "data chats" with students and parents.

		Focus for All Students			
		2.10 Provide extended learning opportunities before and after school and via the extended school year program (Summer Bridge).	☐Planning ☐Implementing ■Complete	**The district offered Extended Learning / After-School Credit Recovery / Summer Bridge programs districtwide.** **Summer Bridge enrollment for 2017 was more than 15,000 students districtwide.** **Students were enrolled in these programs based upon their needs Counselors were trained to identify students who were most in need.**	The district will continue to support Extended Learning / After-School Credit Recovery / Summer Bridge programs. The district will partner with the community to ensure that the students who are most in need are attending these programs. The district will develop improved systems for tracking attendance and student progress in these after school and summer programs.
		2.11 Identify and monitor enrichment opportunities for all students, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and clubs.	☐Planning ■Implementing ☐Complete	**The district has increased enrichment opportunities in all schools and has added enrichment options to the Summer Bridge program.** **A process for tracking student attendance at these various programs is under development**	The district will partner with the community to ensure that the students who are most in need are attending these programs. The district will develop improved systems for tracking attendance and student progress in these after school and summer programs.
		Focus for Black Students			
	EXTENDED LEARNING PROGRAMS/ INTERVENTIONS	2.12 Ensure that black students are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources.	☐Planning ■Implementing ☐Complete	**Students in every school were enrolled in Summer Bridge and after-school Extended Learning Programs based upon individualized needs.** **The district trained counselors to identify students who were most in need and recruit them accordingly to attend these programs.** **Black students comprised approx. 30% of all attendees in after-school and Summer Bridge programs in 2017. Black student enrollment in these programs continues to outpace other ethnicities / races.**	The district will partner with the community to ensure that the students who are most in need are attending these programs. The district will develop improved systems for tracking attendance and student progress in these after school and summer programs.

	2.13 Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards (a Restorative Academic Practices Program - RAPP).	■Planning ☐Implementing ☐Complete	**The district established a project team led by the district's Director of Media, Text & Digital Learning (Connie Kolosey, Ed.D.) to create an online learner profile for students to review their data and resources available to growth in their reading and math skills.** **As part of its implementation plan, the district uploaded data for all students in the district to this new, web-based system that is under development.**	The district has hired a new trainer / developer to work with schools in rolling out the new site and will be hiring a programmer to manage the site. The online resource is expected to be ready for pilot use in January of 2018.
	2.14 Identify and monitor the number of black students participating in enrichment opportunities, such as STEM (Science, Technology, Engineering, and Mathematics) Academies, academic competitions, arts opportunities and clubs.	☐Planning ■Implementing ☐Complete	**The district has increased its number of enrichment program offerings.** **A coordinator of STEM programs was hired to grow and track enrollments specific to that program.** **STEM program enrollment of black students: Elem Schools: 409 students; Middle Schools: 778 students.**	The district will partner with the community to ensure that the students who are most in need are attending these programs. The district will develop improved systems for tracking attendance and student progress in these after school and summer programs.
	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.	☐Planning ■Implementing ☐Complete	**The district identified 18 high minority schools, where the black student population was greater than 40% of the student body.** **The district significantly increased funding to 14 of these schools to provide additional instructional time.**	The district will continue to monitor these schools to determine if additional time is impacting student growth.
	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,	☐Planning ■Implementing ☐Complete	**The district purchased a single sign-on product called Clever to better track how much time each student spends on a computer**	The district will create new reports and engage families to monitor usage at home.

	Connect for Success computer (for increased access to iReady, iStation, STMath and myOn), Math Nation, Reading Plus and Khan Academy.		**intervention program such as iReady, Reading Plus or STMath.**	The district will connect this information to personalized learning plans and online learner profile site once operationalized.
FAMILY AND COMMUNITY ENGAGEMENT	**Focus for All Students**			
	2.17 Empower families by providing parent training that is "linked to student learning" through Parent University sessions and school workshops.	❏Planning ■Implementing ❏Complete	**The district offered parent training events at nearly every school and continued its Parent University Saturday workshops.** **106 schools hosted parent events that were specifically "linked to student learning."** **At those event, 1,623 families total signed in, inclusive of 268 families from Transformation Zone schools.**	The district will partner with the community to ensure support and parent attendance at such events.
	2.18 Provide professional development to schools on parent engagement strategies that are tied to the Dual Capacity Framework / Dr. Karen Mapp / Harvard.	❏Planning ■Implementing ❏Complete	**The district's Office of Strategic Partnerships continued its multi-year effort to train school staffs on the parent engagement strategies connected to Dr. Mapp's work.**	
	Focus for Black Students			
	2.19 Ensure Parent University sessions are provided in locations that make attendance convenient for black families.	❏Planning ■Implementing ❏Complete	**The district offered Parent University each semester, with one north county and one south county event.** **Attendance at each event by black families was as follows:** **Gibbs High School Location: 56 families; Countryside High School Location: 8 families**	The district will continue to partner with the community to support parent attendance at such events. The district will review feedback from parents to determine if alternate locations, dates or times are more convenient.

	2.20 Support teachers by providing professional development on building relationships and sharing student data with black families.	☐Planning ■Implementing ☐Complete	**The district's Office of Strategic Partnerships continued its multi-year effort to train school staff on the parent engagement strategies connected to Dr. Mapp's work.** **Teachers were provided strategies for "data "chatting with families and conducting home visits.**	The district will offer some "satellite" events within neighborhoods with high minority populations. The district will continue the multi-year effort to train on the parent engagement strategies connected to Dr. Mapp's work.
	2.21 Provide parent workshops in high minority schools that are "linked to student learning" in collaboration with Dr. Karen Mapp / Harvard. Empower parents by providing a deeper understanding of student data, resources available and personalized learning plans.	☐Planning ■Implementing ☐Complete	**The district's Office of Strategic Partnerships continued its multi-year effort to train school staff on the parent engagement strategies connected to Dr. Mapp's work.** **Each of the district 18 schools identified as "high minority" provided workshops linked to student learning.**	
Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of increasing its proficiency for black students on state and national ELA-Reading and Math assessments and decreasing the gap by an average of 3.2% each year on state assessments in support of eliminating or greatly narrowing the gap within 10 years.			
Data Reporting Note:	The term "proficiency" in this section refers to the state's definition of "proficiency" that is connected to a specific cut score determined by the Florida Department of Education. The state cut score has changed in previous years and may change again as the state revisits and realigns its assessments. A student who scores below the state's definition of "proficiency" in reading or math may have adequate reading or math skills but has not yet mastered all of the rigorous standards measured on the FSA.			
Evaluation Questions:	1. **Did the training on culturally responsive strategies improve teacher practice in support of black learners?** 2. **Did the training on culturally responsive strategies improve student engagement among black learners?** 3. **Did the training on rigorous instructional practices improve teacher practice in support black learners?** 4. **Did the training on rigorous instructional practices improve student engagement among black learners?** 5. **Did the district's efforts to involve families in student learning lead to more frequent communication between families and teachers and a better understanding by parents of the strengths and weaknesses that their child possesses?**			

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

Current Condition (as of 2015-16)

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

Short-Range Target:

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

Long-Range Target:

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

Annual Outcomes:

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

Annual Outcome Measures / ELA and Math	Baseline (2015/16)		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.	(2,494) **24.2%**		(2,654) **25.7%**				**40**
		Target	27.4	30.6%	33.8%	37.0%	
# and % of black students districtwide scoring Level 3 or above on FSA Math.	(2,143) **27.9%**		(2,305) **29.0%**				**45**
		Target	31.1%	34.3%	37.5%	40.7%	

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%**				
# 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%**				
# 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%**				
# 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%**				
# 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%**				
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					
# 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					
# and % of black students with an A, B, C average / elementary school / grade 5 (core courses only).	No baseline established	Actual	(975) **76.2%**				
# 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	(2895) **76.4%**				
# and % of black students with a college ready score on the ACT or SAT / reading / compared to state and nation.	No baseline established	Actual	TBD / not available yet for 16-17				
# and % of black students with a college ready score on the ACT or SAT / math / compared to state and nation.	No baseline established	Actual	TBD / not available yet for 16-17				

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.

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	% black students at or near proficient on Reading-ELA and Math district assessments	Quarterly	Report				
2.2 Provide targeted professional development and additional coaching to teachers and leaders on culturally responsive strategies to increase engagement in rigorous instruction for minority learners and increase the percentage of proficient students.	Training calendar	Annually	Website	**Calendar under development**			
	# and % leaders trained	Quarterly	Informal Report	**Training under development**	**Training under development**	**Training under development**	**9 leaders trained as equity facilitators**
	# and % teachers trained	Quarterly	Informal Report	**Training under development**	**Training under development**	**Training under development**	**40 teachers trained as equity facilitators**
	% of black students earning As and Bs / elementary (grade 5)	Semester	Informal Report				**39.2%**
	% of black students earning As and Bs (3.0 GPA) / middle school	Semester	Informal Report				**32.7%**
	% of black students on track (2.0 GPA) / middle school	Semester	Informal Report				**76.4%**

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 targeted classrooms observed	Quarterly	Informal Report	**Observation tool not yet developed**	**Observation tool not yet developed**	**Pilot observation tool developed**	**Pilot observation tool developed. Will be used in 2017-18**
	% of targeted classrooms cultural practices evident	Quarterly	Informal Report	**Observation tool not yet developed**	**Observation tool not yet developed**	**Pilot observation tool developed**	**Pilot observation tool developed. Will be used in 2017-18**
2.4 Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.	% of classrooms with culturally-rich supplemental materials	Semester	Informal Report				**100% of core content classrooms have access to culturally relevant materials. Observation tool will be used in 2017-18 to measure usage**
	% of classrooms showing evidence of use of culturally-rich supplemental materials	Semester	Informal Report		**Observation tool not yet developed**		**Pilot observation tool developed. Will be used in 2017-18**
2.5 Ensure equity by providing easy access for all black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).	% of black students in high school participating in college readiness testing	Semester	Informal Report		**100% / all 9th and 10th graders take PSAT. All 11th graders take**		

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
					SAT. ACT and PERT options provided as well		
2.7 Provide training to school principals and school leadership teams on using early warning data to monitor and support black students in development of personalized learning plan 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 targeted schools / teams trained	Quarterly	Informal Report	100%	100%	100%	100%
	# of school leaders trained / all principals, assistant principals	Quarterly	Informal Report	100% of principals / 0% of asst principals	100% of principals / 70% of asst principals	100% of principals / 70% of asst principals	100% of principals / 70% of asst principals
	% of black students who are not tracked with a personalized plan of support	Quarterly	Informal Report	Personalized planning tool under development	Personalized planning tool under development	Personalized planning tool under development	Personalized planning tool under development
	# and % of black students with personalized plans who are now making adequate academic progress (no early warning indicators)	Semester	Informal Report		Personalized planning tool under development		Tool under development, though 21.2% of black students across all grades have no early warning indicators
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 2017-18			
	% of black students who are not tracked with a	Quarterly	Informal Report	Personalized planning tool under development	Personalized planning tool under development	Personalized planning tool under development	Personalized planning tool under development

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
	personalized plan of support						
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% of teachers have daily access to real-time data on the black students in their classes, though the personalized plans are under development		100% of teachers have daily access to real-time data on the black students in their classes, though the personalized plans are under development
	# and % of black students with personalized plans who are now making adequate academic progress (no early warning indicators)	Semester	Informal Report		Personalized planning tool under development		Tool under development, though 21.2% of black students across all grades have no early warning indicators
2.12 Ensure that black students are participating in extended learning opportunities before and after school and in the extended school year program (Summer Bridge) through recruitment and targeted resources.	# and % of black students who are not on track / ES, MS, HS	Quarterly	Informal Report	Planning team formed to determine consistent measures for on-track across grade levels		41.3% of black students across all grades have an academic warning indicator related to lower than expected grades	
	# and % of black students not on track who are attending Extended Learning Programs.	Quarterly	Informal Report			The district is developing a tracking system for after-school programs that matches the students who are off track to their attendance in ELP	
2.13 Establish an online, Open Access Extended Learning Program to support students who need to re-learn key skills and standards (a	Creation of new program	Annually	Presentation of program				Estimated 40% complete. Rollout planned for January 2018

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
Restorative Academic Practices Program - RAPP).	# and % of users / access by black students	Semester	Informal Report		**No data yet as program is being created**		**No data yet as program is being created**
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	Quarterly	Informal Report				**Elementary Schools: 409 students** **Middle Schools: 778 students**
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	Semester	Informal Report		**18** (Defined as black enrollment above 40%)		**18** (Defined as black enrollment above 40%)
	# of high minority schools offering additional instructional time (extended school day, etc.)	Semester	Informal Report		**14**		**14**
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	Annual	Informal Report				**100%**
	# and % of black students participating / users	Annual	Informal Report				**New product / service for 2017-18 has been purchased to track this**
	% of black students participating in the programs who have improved their reading or math assessments	Annual	Research report				**No reliable data but new product / service for 2017-18 has been**

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
							purchased to track this
2.19 Ensure Parent University sessions are provided in locations that make attendance convenient for black families.	# of sessions / locations across the district	Annual	Informal Report				**2**
	# of black families attending at each location	Annual	Informal Report				**56 @ Gibbs** **8 @ Countryside**
	% of black families who report that they are satisfied or highly satisfied with school communication	Annual	Report				**82.1% of all families report satisfaction on the district's annual survey of parents but data are not available by race**
2.20 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				**106 schools / 530 lead teachers trained**
	% of black families who report that they are satisfied or highly satisfied with school communication	Annual	Report				**82.1% of all families report satisfaction on the district's annual survey of parents but data are not available by race**

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
2.21 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 schools hosting parent workshop events linked to learning	Semester	Informal Report				**106 schools 87%**
	# of families of black students in attendance / average	Semester	Informal Report				**1623 families total** **268 families in TZ schools**

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

Pinellas County Schools / Academic Achievement / Summary and Progress Report	Reading - ELA								
	2014-15			**2015-16**			**2016-17**		
	Level 3 and Above			Level 3 and Above			Level 3 and Above		
FSA Reading - ELA	# Tested	# Proficient	% Proficient	# Tested	# Proficient*	% Proficient*	# Tested	# Proficient	% Proficient
State TOTAL (All Grades)	1,586,928	831,840	52.4%	1,614,353	841,237	52.1%	1,641,845	879,942	53.6%
District TOTAL (All Grades)	**57,674**	**29,583**	**51.3%**	**58,107**	**29,473**	**50.7%**	**57,547**	**29,895**	**51.9%**
Hispanic	8,923	3,763	42.2%	9,497	3,956	41.7%	9,759	4,154	42.6%
Black/African American	10,197	2,441	23.9%	10,290	2,494	24.2%	10,308	2,654	25.7%
Multi-Racial	2,496	1,312	52.6%	2,441	1,321	54.1%	2,502	1,378	55.1%
American Indian	138	67	48.6%	132	63	47.7%	126	57	45.2%
White	33,168	20,213	60.9%	32,893	19,807	60.2%	32,070	19,843	61.9%
Asian	2,601	1,731	66.6%	2,698	1,778	65.9%	2,618	1,743	66.6%
Pacific Islander	151	56	37.1%	156	54	34.6%	164	66	40.2%
ELEMENTARY Total (Grades 3-5)	**22,224**	**11,393**	**51.3%**	**22,587**	**11,723**	**51.9%**	**23,011**	**12,370**	**53.8%**
Black	4,108	1,059	25.8%	4,253	1,129	26.5%	4,412	1,302	29.5%
Non-Black	18,116	10,334	57.0%	18,334	10,594	57.8%	18,599	11,068	59.5%
MIDDLE SCHOOL Total (Grades 6-8)	**19,232**	**9,207**	**47.9%**	**20,998**	**10,761**	**51.2%**	**21,141**	**10,965**	**51.8%**
Black	3,545	754	21.3%	3,609	835	23.1%	3,653	859	23.5%
Non-Black	15,687	8,453	53.9%	17,389	9,926	57.1%	17,488	10,106	57.7%
HIGH SCHOOL Total (Grades 9-10)	**16,218**	**8,983**	**55.3%**	**14,522**	**6,989**	**48.1%**	**13,395**	**6,560**	**49.0%**
Black	2,544	628	24.7%	2,428	530	21.8%	2,243	493	22.0%
Non-Black	13,674	8,355	61.1%	12,094	6,459	53.4%	11,152	6,067	54.4%
District TOTAL	**57,674**	**29,583**	**51.3%**	**58,107**	**29,473**	**50.7%**	**57,547**	**29,895**	**51.9%**
Black	10,197	2,441	23.9%	10,290	2,494	24.2%	10,308	2,654	25.7%
Non-Black	47,477	27,142	57.2%	47,817	26,979	56.4%	47,239	27,241	57.7%
		GAP	**33.3%**		**GAP**	**32.2%**		**GAP**	**32.0%**

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.

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BTG Goal 2 / Academic Achievement / Math / Progress Update

Pinellas County Schools / Academic Achievement / Summary and Progress Report	MATH								
	2014-15			**2015-16**			**2016-17**		
	Level 3 and Above			Level 3 and Above			Level 3 and Above		
FSA MATH	# Tested	# Proficient	% Proficient	# Tested	# Proficient*	% Proficient*	# Tested	# Proficient	% Proficient
State TOTAL (All Grades)	1,101,754	596,539	53.9%	1,140,397	624,003	54.7%	1,160,321	651,391	56.1%
District TOTAL (All Grades)	**38,813**	**20,500**	**52.8%**	**40,116**	**21,894**	**54.6%**	**41,011**	**22,799**	**55.6%**
Hispanic	6,384	2,927	45.8%	6,862	3,343	48.7%	7,166	3,587	50.1%
Black/African American	7,467	1,936	25.9%	7,677	2,143	27.9%	7,949	2,305	29.0%
Multi-Racial	1,691	920	54.4%	1,773	984	55.5%	1,840	1,053	57.2%
American Indian	88	41	46.6%	84	47	56.0%	84	48	57.1%
White	21,428	13,429	62.7%	21,916	14,055	64.1%	22,161	14,448	65.2%
Asian	1,638	1,193	72.8%	1,680	1,270	75.6%	1,674	1,291	77.1%
Pacific Islander	117	54	46.2%	124	52	41.9%	137	67	48.9%
ELEMENTARY Total (Grades 3-5)	**22,246**	**12,917**	**58.1%**	**22,557**	**13,485**	**59.8%**	**23,052**	**14,156**	**61.4%**
Black	4,131	1,285	31.1%	4,266	1,438	33.7%	4,440	1,607	36.2%
Non-Black	18,115	11,632	64.2%	18,291	12,047	65.9%	18,612	12,549	67.4%
MIDDLE SCHOOL Total (Grades 6-8)	**16,567**	**7,583**	**45.7%**	**17,559**	**8,409**	**47.8%**	**17,959**	**8,643**	**48.1%**
Black	3,336	651	19.5%	3,411	705	20.7%	3,509	698	19.9%
Non-Black	13,231	6,932	52.4%	14,148	7,704	54.5%	14,450	7,945	55.0%
District TOTAL	**38,813**	**20,500**	**52.8%**	**40,116**	**21,894**	**54.6%**	**41,011**	**22,799**	**55.6%**
Black	7,467	1,936	25.9%	7,677	2,143	27.9%	7,949	2,305	29.0%
Non-Black	31,346	18,564	59.2%	32,439	19,751	60.9%	33,062	20,494	62.0%
		GAP	**33.3%**		**GAP**	**33.0%**		**GAP**	**33.0%**

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.

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Goal 3: Advanced Coursework

Advanced Coursework	**Goal Manager:** Judith Vigue Director / Advanced Studies	**Goal 3: Eliminate the gap in advanced and accelerated participation and performance rates for black and non-black students.**
Current Condition:	Pinellas County Schools has a current participation rate for black students that ranges from 12.8% in high school honors courses to 9.1% in accelerated courses (8.5% in AP courses and 12.3% in Dual Enrollment as examples) and career programs (CAPE enrollment is 17%). Middle school enrollments follow a similar pattern. The total gap for 2015-16 for all secondary students enrolled in advanced or accelerated courses was 5.9 percentage points and that gap widened slightly for 2016-17 to 6.1 points. The gap for enrollment in Gifted was 14.2 percentage points in 2015-16 and that gap improved slightly for 2016-17 to 14.0 points. There is presently no gap in the total enrollment across the district in application programs, though some gaps do exist in specific programs at certain schools. For purposes of this goal, the gap is defined as the difference between black and non-black students in the following areas: **All students identified and enrolled in gifted (participation rates).** **Secondary students enrolled in advanced or accelerated courses (participation and performance rates).** **All students enrolled in district application programs (participation rates).**	
Aspirational Goal:	Pinellas County Schools will increase the percentage of black students enrolled in gifted, advanced and accelerated courses by an average 1% each year to meet or exceed the percentage enrollment of black students (18% in 2015-16) and increase the percentage of black students earning satisfactory performance standards by an average of .5% each year until that percentage meets or exceeds the district or state average. The district will also maintain or increase its current black enrollment in district application programs (24.1% black enrollment in 2015-16) across the district and increase its black enrollment in specific application programs until they all meet or exceed the percentage enrollment of black students.	

Focus Areas	Action Steps	Progress Status (of action step)	Current Status Updated: August 2017	Next Steps
	Focus for All Students			
ACADEMIC RIGOR / STANDARDS-BASED INSTRUCTION	3.1 Provide talent-development groups to support "talented" students in elementary schools that have low numbers of gifted identified students.	❑ Planning ■ Implementing ❑ Complete	**The district identified students as "talented" and worked with elementary school teachers to support and grow talented students.**	The district will build talent-development groups into the master schedule at elementary schools and train teachers to support the growth of those students. The district will create curriculum and materials to support students in the talent-development groups. The district will utilize a tracking system of the supports in place

				for "talented" for use in the 2017-18 school year.
	3.2 Implement universal screening for gifted identification for all second graders in elementary schools.	☐Planning ☐Implementing ■Complete	**The district conducted universal screening for gifted identification between October 2016 and May 2017 for all 2nd graders** **Note: Screening occurred for all 2nd graders unless a school/student had previously screened at an earlier grade level.**	The district will continue to implement universal screening at 2nd grade (exception for students screened at an earlier grade level). The district will continue to evaluate all students whose screening measurement was at or above the 90th percentile within the required 90 school days. The district will implement the newly approved Plan B Initiative for ELL and low SES students and back-map for students in these subgroups who were evaluated over the last two years.
	3.3 Embed SATpractice.org usage into English 1, 2 and 3 classes in all high schools.	☐Planning ■Implementing ☐Complete	**The district began to incorporate this practice site into course curriculum guides.**	The district will embed SAT practice into coursework and connect to student learner profile resource site once operational.
	Focus for Black Students			
	3.4 Provide training for teachers of accelerated courses (HS courses in MS and college courses in HS) that is specific to culturally relevant instruction to ensure engagement of black learners.	☐Planning ■Implementing ☐Complete	**The district began a dedicated effort to provide AVID's Culturally Responsive Teaching training to all teachers of accelerated courses.** **During Summer 2017, 172 teachers trained in Culturally Responsive Teaching strategies**.	The district will continue to provide trainings and embed AVID training into equity training menu.

	3.5 Implement universal screening for gifted identification for all students in the Transformation Zone schools to expand the number of black students served within the talent development groups or identified as gifted learners.	☐Planning ■Implementing ☐Complete	**The district conducted universal screening at all grades in the Transformation Zone schools between October 2016 and May 2017.** **Approx. 4% of black students screened met the threshold for Gifted testing / evaluation. Those evaluations will continue into 2017-18.**	The district will re-screen any student in Transformation Zone whose measurement was at or above the 80th percentile last year. The district will implement the newly approved Plan B Initiative for ELL and low SES students and back-map for students in these subgroups who were evaluated over the last two years.
	3.6 Ensure equity by providing easy access for all black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).	☐Planning ■Implementing ☐Complete	**The district provided the opportunity for all 9th and 10th graders to take the PSAT.** **The district provided the opportunity for an in-school SAT for all 11th graders.** **The district provided the opportunity for ACT and PERT as an option for any student in need.**	The district will continue to provide opportunities for on-site college readiness tests.
	Focus for All Students			
EARLY WARNING SYSTEMS / EFFECTIVE MONITORING SYSTEMS	3.7 Provide training to all school counselor teams in the use of data from the SAT Suite of Assessments to support students in selecting the appropriate accelerated course option that matches their strengths.	☐Planning ■Implementing ☐Complete	**The district provided training to all school counselor teams including 70 counselors across all high schools.** **Training was held in December following the release of PSAT scores and prior to the beginning of the course selection process.**	The district will continue to monitor the progress at each school and provide individualized coaching at sites where the data does not demonstrate strong implementation.
	3.8 Provide in-school assemblies for 7th grade and 10th grade students who show academic potential to showcase the rigorous course opportunities available to them to increase enrollment in accelerated courses.	■Planning ☐Implementing ☐Complete	**Some district schools hosted academic assemblies.**	The district will work with schools to develop assembly protocols / materials.

	Focus for Black Students		
	3.9 Provide to all high school principals twice a year an accelerated component report disaggregated by race and require schools to track and as part of each student's personalized learning to successfully complete an accelerated course or industry certification.	❏Planning ■Implementing ❏Complete	**The district developed a new, on-demand report that updates nightly and shows each student's path toward completion of an accelerated course or industry certification.** **The report is not yet connected to a personalized learning plan as the format for the plan is under development.**	The district will continue to support schools in the use of the report. The district will work to connect the report to personalized learning plans, once operational.
	3.10 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.	❏Planning ■Implementing ❏Complete	**The district provided training to all school counselor teams related to the use of data in supporting minority student enrollment in rigorous courses.** **Training materials have been developed and a training / coaching cycle has been established in coordination between the Offices of Advanced Studies and School Counseling.**	The district will provide coaching to counselors as needed in schools where gaps exist and improvement is needed.
	3.11 Ensure that all black students who show potential to succeed in an AP or Dual Enrollment course are scheduled into an appropriate course and that appropriate supports are provided (i.e. AVID).	❏Planning ■Implementing ❏Complete	**The district provided training to all school counselor teams related to the use of data in supporting minority student enrollment in rigorous courses.** **New processes were developed to closely monitor student course selections and report to school principals in the spring of each year as scheduling is completed.**	The district will review school status in Fall to support updates to student schedules for second semester. The district will collaborate with schools to assist in planning the course selection process for this subgroup and monitor the status for 2018-19 course requests process.

	3.12 Provide school principals with real-time academic data (ex. grades) specific to black students in accelerated courses prior to the end of each grading period to support increased success in those courses.	❒Planning ■Implementing ❒Complete	**The district has begun the development process for a new report for principals to support the goal of increased success for black students in accelerated courses.**	The district will finalize the new report and implement use.
	Focus for All Students			
	3.13 Identify and invite the top 10% of 7th grade students in each middle school to participate in the PCS Talent Identification Program, which includes taking the SAT and/or attending the summer STEM camp.	❒Planning ■Implementing ❒Complete	**The district identified the Top 10% of 7th graders and invited per the district's annual TIP program. This ambitious program developed by the district is now an annual program and process.**	The district will continue implementation of the TIP program and monitor and provide support, as needed.
	Focus for Black Students			
EXTENDED LEARNING PROGRAMS/ INTERVENTIONS	3.14 Identify and invite the top 20% of black 7th grade students in each middle school to participate in the PCS Talent Identification Program which includes taking the SAT and/or attending the summer STEM camp.	❒Planning ■Implementing ❒Complete	**The district identified the Top 10% of black 7th graders and invited per the district's annual TIP program.** **This ambitious program developed by the district is now an annual program and process.** **In 2016-17, 139 black learners were invited with 38 participating.**	The district will continue implementation of the TIP program. The district will monitor and provide support to schools to inform and encourage increased participation for black students.
	3.15 Ensure black students participate in SAT Suite of Assessments, the Postsecondary Education Readiness Test (PERT) to increase Dual Enrollment eligibility.	❒Planning ■Implementing ❒Complete	**The district provides the opportunity for all 9th and 10th graders to take the PSAT.** **The district provided the opportunity for an in-school SAT for all 11th graders.** **The district provides the opportunity for the PERT test for**	The district will connect this goal to new accelerated report to ensure that all black students who are eligible for Dual Enrollment are enrolled in a course.

			any student who needs a score for Dual Enrollment eligibility. **Counselors identify students, based on GPA students who are eligible for Dual Enrollment and support students in taking appropriate assessment (SAT, ACT/PERT)for placement and course selection.**	
	3.16 Provide to each high school principal by the end of first semester a roster of the black students in 9th and 10th grades who show potential and should be taking part in extended learning opportunities tied to PSAT preparation for the purposes of improving scholarship opportunities.	❑Planning ■Implementing ❑Complete	**The district provided a roster of students to schools based upon PSAT scores and schools used the reports to enroll students in extended learning / tutoring options.**	The district will develop a system for improved tracking of student attendance in extended learning programs / Khan Academy.
	Focus for All Students			
FAMILY AND COMMUNITY ENGAGEMENT	3.17 Host an awareness event for parents of students in grades 5 through 9 to explain the course pathways needed to take advanced courses and to better understand the accelerated diploma programs (Capstone, AICE, Dual Enrollment / Early College / Early Admissions).	■Planning ❑Implementing ❑Complete	**Some district schools hosted awareness events around district magnets and accelerated program options.**	The district will coordinate across departments to develop a "pathways" event districtwide.
	3.18 Host an awareness event for high school parents to detail the SAT Suite of Assessments, the Official SATpractice.org provided through Khan Academy, and the scholarship opportunities connected to PSAT results. Coordinate with high school education department events.	■Planning ❑Implementing ❑Complete	**Some district schools hosted college readiness events or college fairs but was not a specific event for high school parents related to PSAT results and resources available to them.**	The district will coordinate across departments to develop PSAT / SAT awareness materials for use at school based and district events.

Focus for Black Students			
3.19 Ensure an equitable representation of black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).	☐Planning ■Implementing ☐Complete	**The district is in process of developing a monitoring system for the equitable representation of black learners in recognition events**. **The district highlighted the importance of ensuring equitable representation of black learners during recognition ceremonies with schools**. **AVID Pinning 2017: 20.2% of the recognized students were black learners.** **PRIDE Awards 2016-17:** *Middle School:* **6.4% of the recognized students were black learners.** *Elementary School:* **10.5% of the recognized students were black learners.**	The district will develop a process to track and share data so schools increase equitable representation. The district will review selection process for the PRIDE awards and consider criteria to ensure they are fair and equitable.
3.20 Invite families of black students to a graduation / scholarship evening specific to black students. Pull data specific to black learners and match to graduation status and scholarship opportunities. Coordinate with high school education department events.	■Planning ☐Implementing ☐Complete	**Some district schools hosted college readiness events or college fairs but there is not yet an event specific to black learners at all high schools.**	The district will coordinate across departments to plan an event.
Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of increasing its enrollment of black students in gifted, advanced and accelerated courses by an average of 1% each year and increasing the percentage of black students earning advanced course credit or industry certifications by .5% each year in support of eliminating or greatly narrowing the gap in accelerated performance within 10 years.		
Data Reporting Note:	The district recognizes that challenging students to take more rigorous courses will result in higher participation rates and that, at least initially, the participation gap may close prior to the closing of the performance gap.		
Evaluation Questions:	1. **Did district efforts to broaden screening procedures for black learners succeed in increasing participation in gifted and talented education programs?** 2. **Did the intentional use of student data increase participation of black learners in advanced and accelerated courses?** 3. **Did the supports provided to schools increase student performance in advanced and accelerated courses?** 4. **Did the district's efforts to involve families in student learning lead to more frequent communication between families and teachers and a better understanding by parents of the strengths and weaknesses that their child possesses?**		

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

Current Condition (as of 2015-16)
Pinellas County Schools has a current 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%**				**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%**				
# and % of black middle school students enrolled in an accelerated (high school) course.	(443) **8.9%**	Actual	(309) **8.1%**				
# and % of black high school students enrolled in an honors course.	(2,052) **12.3%**	Actual	(2,225) **12.8%**				
# and % of black high school students enrolled in an accelerated course (AP or Dual Enrollment).	(718) **8.6%**	Actual	(857) **9.1%**				
# and % of black students in high school enrolled in a career, technical education course.	(2,232) **19%**	Actual	(2,742) **17%**				
# and % of black students enrolled in district choice / application programs / total across the district	(1,167) **6.3%**	Actual	(1,235) **6.8%**				
# and % black middle school students earning high school credit through accelerated coursework.	(663) **3.3%**	Actual	(509) **2.5%**				
% 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	(385) **6.8%**				
# and % of black students in high school completing an industry certification.	No baseline data established	Actual	(1,938) **31%**				

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.

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**
3.4 Provide training for teachers of accelerated courses (HS courses in MS and college courses in HS) that is specific to culturally relevant instruction to ensure engagement of black learners.	# and teachers targeted for training	Semester	Informal Report				**Approx. 500**
	% of teachers trained	Semester	Informal Report				**172 teachers trained / AVID Culturally Responsive Teaching Course**
	% classrooms observed	Quarterly	Informal Report	**Observation tool not yet developed**	**Observation tool not yet developed**	**Observation tool not yet developed**	**Pilot observation tool developed. Will be used in 2017-18.**
	% classrooms engagement evident	Quarterly	Informal Report	**Observation tool not yet developed**	**Observation tool not yet developed**	**Pilot observation tool developed**	**Pilot observation tool developed. Will be used in 2017-18.**
3.5 Implement universal screening for gifted identification for all students in the Transformation Zone schools to expand the number of black students served within the talent development groups or identified as gifted learners.	# of black students targeted for universal screening	Annually	Informal Report		**Approx. 3,800**		
	% black students participating in universal screening	Annually	Informal Report				**83.2%**

	% black students identified through universal screening for further evaluation	Annually	Informal Report				**16.1% NNAT Universal Screen Test**
	# and % of students in Transformation Zone identified as gifted	Semester	Informal Report		**Screening not yet complete.**		**Screening complete. Full evaluations not yet complete. Will not be complete until fall of 2017-18**
3.6 Ensure equity by providing easy access for all black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).	% of black students in high school participating in college readiness testing	Semester	Informal Report				**All 9th and 10th graders take PSAT. All 11th graders take SAT. ACT and PERT options provided as well**
	# and % of black high school students earning a college-readiness score	Annually	Report				**Data for 2016-17 not available yet. Final results released to school districts in the fall of 2017-18**
3.9 Provide to all high school principals twice a year an accelerated component report disaggregated by race and require schools to track as part of each student's personalized learning to successfully complete an accelerated course or industry certification.	% of black students on track to graduate (grades 11 and 12) who have successfully completed an accelerated course or industry certification	Annually	Informal Report			**10.2% New, real-time accelerated report created for schools**	

Action	Measure	Frequency	Report				
3.10 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.	# high school counselors / % trained	Semester	Informal Report		**Training materials developed**		**70 counselors 100% trained**
3.11 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			**353 showing AP potential**	
	% students showing potential who are scheduled a course for the appropriate subject	Annually	Informal Report	**47%** 166 / 353			
	% of black students enrolled in AVID; % change in AVID enrollment from previous year	Annually	Informal Report			**24.3%** 0.2% increase	
3.12 Develop report to provide school principals with real-time academic data (ex. grades) specific to black students in accelerated core courses prior to the end of each grading period to support increased success in those courses.	% of black students earning D and F grades in accelerated core courses at mid-quarter	Quarterly	Informal Report	**Report under development**	**Report under development**	**Report under development**	**Report under development for 2017-18**
	# and % of black middle school students who have at least one weighted core content course, and earn all A's and B's / 3.0 GPA	Semester	Informal Report	**Report under development**		**New report developed for 2017-18**	
	# and % of black high school students who have at least one weighted core content course for the grading period, and earn at least a 3.0 GPA	Semester	Informal Report	**Report under development**		**New report developed for 2017-18**	

Strategy	Measure	Frequency	Report					
3.14 Identify and invite the top 20% of black 7th grade students in each middle school to participate in the PCS Talent Identification Program which includes taking the SAT and/or attending the summer STEM camp.	# black students invited to participate	Annually	Informal Report		**139**			
	# and % of invited black 7th graders taking the SAT	Annually	Informal Report					**38/27%**
	# and % of invited black students participating in SAT and/or STEM camp	Annually	Informal Report					**38/27% (SAT)**
3.16 Provide to each high school principal by the end of third quarter a roster of the black students in 9th and 10th grades who show potential and should be taking part in extended learning opportunities tied to PSAT preparation for the purposes of improving scholarship opportunities.	# black students identified for PSAT support	Annually	Informal Report					**32**
	# schools with extended learning opportunities tied to PSAT preparation	Annually	Informal Report	**New program. Data not available yet**				
	# and % of students identified for PSAT support who participated	Semester	Informal Report		**New program. Data not available yet**			**New program. Data not available yet**
	% of participating black students whose SAT scores qualify for Bright Futures Scholarships	Annually	Informal Report					**New program. Data not available yet. Data will be tracked for 2017-18**
3.19 Increase 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					**11%** 62 / 658 of those taking part in PRIDE awards, AVID Pinning.
3.20 Coordinate with each level's education department to invite families of black students to a curriculum fair for accelerated courses, and pathways to graduation.	# and % of schools hosting curriculum fair events (all levels)	Annually	Informal Report					**Several school hosted events. Process being developed to collect these numbers, percentages**
	# of curriculum fair events hosted	Annually	Informal Report					

	# of families of black students in attendance (all events) / average	Annually	Informal Report				**Several school hosted events. Process being developed to collect these numbers, percentages**
	% of black families who report that they are satisfied or highly satisfied with school communication.	Annually	Informal Report				

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

Pinellas County Schools / Advanced Coursework / 2-Year Summary and Progress Report

Advanced Coursework	2015-16											
	# 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 TOTAL	% Enrolled ALL MS, HS Adv, Accel TOTAL
Hispanic	584	8.4%	1,775	14.1%	638	12.7%	2,257	13.5%	978	11.7%	4,326	13.7%
Black	262	3.8%	1,583	12.6%	443	8.9%	2,052	12.3%	718	8.6%	3,792	12.1%
Multi-Racial	311	4.5%	533	4.2%	205	4.1%	647	3.9%	301	3.6%	1,248	4.0%
American Indian	11	0.2%	22	0.2%	10	0.2%	54	0.3%	26	0.3%	82	0.3%
White	5,273	76.3%	7,909	62.9%	3,348	66.9%	10,739	64.3%	5,707	68.5%	20,160	64.1%
Asian	471	6.8%	758	6.0%	361	7.2%	944	5.7%	604	7.2%	1,860	5.9%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
Enrollment / TOTAL	6,912	100.0%	12,580	100.0%	5,005	100.0%	16,693	100.0%	8,334	100.0%	31,468**	100.0%
Enrollment / Black	Total GAP*	14.2	GAP	5.4	GAP	9.1	GAP	5.7	GAP	9.4	Total GAP*	5.9

	Performance MS / Advanced		Performance MS / Accel		Performance HS / Honors		Performance HS / Accel (DE Total)		Performance HS / Accel (AP Total)	
	# Courses Taken	% C and Above	# Courses Taken	% C and Above	# Courses Taken	% C and Above	# Courses Taken	% Earning College Credit	# Courses Taken	% Earning College Credit
Performance / Black	3,025	91.9%	662	92.1%	8,153	80.7%	610	91.8%	843	18.6%
Performance / Non-Black	22,405	95.8%	7,920	97.4%	66,552	89.0%	9,523	95.2%	11,090	47.1%
	GAP	3.9	GAP	5.3	GAP	8.3	GAP	3.4	GAP	28.5

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: Pacific Islanders data are not presented as the number of Pacific Islander students is very small and those students are not presented separately for privacy reasons. The totals for Pacific Islander are included under Asian so the totals equal 100%.

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	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%	876	21.5%
Performance / Non-Black	21,910	96.6%	7,063	96.8%	65,612	88.8%	10,018	94.3%	12,226	47.2%
	GAP	5.0	GAP	2.9	GAP	8.8	GAP	6.3	GAP	25.7

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: Pacific Islanders data are not presented as the number of Pacific Islander students is very small and those students are not presented separately for privacy reasons. The totals for Pacific Islander are included under Asian so the totals equal 100%.

PCS / Office of Assessment, Accountability and Research / August 2017

Goal 4: Student Discipline

Student Discipline	Goal Managers: School District / Area Superintendents	Goal 4: Reduce the total number of disciplinary infractions (referrals) and suspensions for black students and decrease the disparity in referrals and suspensions for black students to reach a level that is representative of the black student population.
Current Condition:	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 typically represented by "risk ratio" and that number is just over 2.0 for referrals and 4.0 for out of school suspensions, which means that black students remain about two times more likely to receive a referral and four times more likely to receive an out of school suspension.	
Aspirational Goal:	Pinellas County Schools will decrease the number of referrals and suspensions given to black students until it meets or is less than the percentage enrollment of black students (18% in 2015-16) and until the risk ratio is at or near 1.0. The district will closely monitor its out-of-school suspensions given to black students with a goal of decreasing its disparity rate by one-third (.33) each year.	

Focus Areas	Action Steps	Progress Status (of action step)	Current Status Updated: August 2017	Next Steps
	Focus for All Students			
Equitable Practices / Procedures	4.1 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).	☐Planning ■Implementing ☐Complete	**All district schools wrote schoolwide behavior plans that integrated the key components of PBIS.** **79% of schools are reported PBIS implementation at 70% or higher in their end-of-year self-assessment.**	The district will continue to connect PBIS plans to train related to restorative practices. The district will continue to support schools in implementing whole-school approaches to positive behavior inclusive of curricular, instructional and behavioral interventions with fidelity.
	4.2 Closely monitor school discipline data to eliminate Out-of-School Suspension (OSS) for non-violent infractions, such as skipping class/school, missed detentions, excessive tardies, electronic devices, leaving school grounds w/o permission, or being in an unauthorized location. Additionally, closely monitor OSS for non-violent infractions specific to defiance and classroom disruption.	☐Planning ■Implementing ☐Complete	**The district, specifically the Area Superintendents, closely monitored out-of-school suspensions through monthly OSS reports and school visits.** **The district saw a decrease in suspensions for non-violent infractions. Of the 9,025 total suspensions given in the district, 105 were given for non-violent offenses such as skipping, excessive tardy, and dress code (0.011% of all suspensions**	The district will continue to monitor OSS for non-violent offenses and provide support to schools.

			given) in 2016-17. This represents a decrease from 533 in 2015-16 (an 80% drop). Among black students, 35 suspensions were received for such offenses out of 4,666 suspensions given to black students (0.07% of those suspensions) in 2016-17. This represents a decrease from 235 in 2015-16 (an 85% drop). There were 1,492 incidences of defiance and disruption that led to suspension (OSS) (31.6% of all suspensions).	
	4.3 Train all School-Based Resource Officers (SROS) to ensure full implementation of the Collaborative Interagency Agreement regarding student misconduct, student interviews and student arrests that is designed to decrease arrests in favor of school consequences.	☐Planning ☐Implementing ■Complete	All SROs were trained in alignment with the Collaborative Interagency Agreement. The district has seen decreases in arrests since 2013, from 767 in 2012-13 to 520 in 2016-17 (a 32.2% drop). Disproportionate arrests among black students remained in 2016-17 with 358 arrests (68.8% of all arrests).	The district will continue to monitor arrest data and ensure participation by SROs in the district's equity / restorative practices training.
	4.4 Ensure policy is followed that that no more than 10 days of Out-of-School Suspension (OSS) is given for one semester for regular education students and for the entire year for ESE students.	☐Planning ☐Implementing ■Complete	The district, specifically the Area Superintendents, closely monitored the new policy to ensure that no student exceeded 10 days of OSS.	The district will continue to monitor and provide support to schools.
	4.5 Ensure procedure is followed that no elementary students are suspended without consulting with Area Superintendent.	☐Planning ☐Implementing ■Complete	The district, specifically the Area Superintendents, closely monitored the new procedure to ensure that no elementary student was suspended without consultation. In 2016-17, 440 suspensions of elementary school students were approved of which 224 were for black students.	The district will continue to monitor and provide support to schools.

	4.6 Ensure procedure is followed that no more than 3 days of In-School Suspension (ISS) or OSS is given for any one infraction without approval from Area Superintendent.	☐Planning ☐Implementing ■Complete	**The district, specifically the Area Superintendents, closely monitored the new procedure to ensure that no more 3 days of suspension was given without approval.**	The district will revise the Code of Conduct to limit number of days per offense. The district will continue to monitor and provide support to schools.
	4.7 Collaborate with the Community Discipline Discussion Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices.	☐Planning ■Implementing ☐Complete	**Area Superintendents hosted quarterly meetings with community committee.** **Mrs. Pat Wright, Area Superintendent, remains the chairperson of the Community Discipline Discussion Committee.** **Most recent meeting of the committee was held in August 2017 at Gibbs High School.**	The district will continue to host Community Discipline Discussion Committee collaboration to garner support and feedback.
	Focus for All Students			
Preventative Practices / Positive Behavioral Support and Interventions (PBIS)	4.8 Ensure all schools develop and implement 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).	☐Planning ■Implementing ☐Complete	**All district schools wrote schoolwide behavior plans that integrated the key components of PBIS.** **79% of schools are reported PBIS implementation at 70% or higher in their end-of-year self-assessment.**	The district will continue to connect PBIS plans to train related to restorative practices. The district will continue to support schools in implementing whole-school approaches to positive behavior inclusive of curricular, instructional and behavioral interventions with fidelity.
	4.9 Ensure that school-based administrators, using an Office Discipline Referrals (ODR) analysis, identify those schools with high numbers of referrals and provide appropriate support and training.	☐Planning ■Implementing ☐Complete	**The district, specifically the Area Superintendents and school leaders, reviewed data via monthly discipline reports and online data dashboards.** **Area Superintendents visited schools to support administrators in need of additional training / support. District MTSS specialists provided training as needed.**	The district will continue to monitor and provide support to schools.

	Focus for Black Students		
4.10 Train all school administrators in the use of culturally responsive disciplinary practices and ensure strong implementation in all schools, beginning with those schools with high minority enrollments.	☐Planning ■Implementing ☐Complete	**The district provided training to all school principals in restorative practices during monthly meetings with Area Superintendents. Training covered foundational concepts and strategies related to shifting mindset, building an equity lens and restorative practices.** **The district trained teams at 86% of PCS schools in *Introduction to Restorative Practices* during 3-day summer training opportunity.**	The district will continue to provide follow-up sessions with principals. The district has planned follow-up trainings are planned with schools that did not send a team the summer 3-day training on *Introduction to Restorative Practices*. MTSS specialists will work with schools to infuse strategies in School Wide Behavior Plans.
4.11 Provide school leadership teams with strategies on Social and Emotional Learning (SEL) and programs to help students develop specific social and emotional competencies that have been linked to positive outcomes. SEL is the explicit teaching of pro-social, emotional intelligence building, and empathic skills to support a student's ability to contribute to a school's positive culture.	■Planning ☐Implementing ☐Complete	**The district has included SEL strategies into trainings with school teams and curriculum resources.** **The district is in the process of development of explicit opportunities and resources for SEL strategies.**	The district will develop resources for instruction in SEL strategies. District departments will collaborate to determine best methods for systemic development.
4.12 Provide professional development to principals on the use of Check-In Check-Out as a Culturally Responsive Intervention for black male students.	■Planning ☐Implementing ☐Complete	**The district explored Check-in Check-Out as a program but is reviewing resources to determine if this program should be used as an intervention for black male students.**	The district will review the Check-In Check-Out program as a possible intervention.

	Focus for All Students			
Restorative Practices / Disciplinary Alternatives	4.13 Develop a Restorative Practices Whole-School Implementation Guide for schools that is based on best practices.	☐Planning ☐Implementing ■ Complete	**The district created multiple resources to support the implementation of Restorative Practices including but not limited to materials that schools can use to: set goals, reflect on best practices, and engage staff and students in these new strategies.** **The district created web-based resource site for school and district office staff to access resources and share practices across schools.**	The district will continue to revise and develop resources for schools to utilize in implementing Whole School Restorative Practices.
	4.14 Conduct monthly discipline disparity / restorative practices training with school administrators in collaboration with Area Support Specialists (MTSS) and the Area Superintendents.	☐Planning ■Implementing ☐Complete	**The district trained all school principals in restorative practices during monthly meetings with Area Superintendents. Training covered foundational concepts and strategies related to shifting mindset, building an equity lens, and restorative practices.**	The district will continue to offer trainings with principals and connect with data reviews and tools on the web-based resource site.
	4.15 Develop and implement a uniform framework for secondary schools utilizing the Alternative Bell Schedule (ABS or ABC) as an after-school alternative to suspension in order to maximize learning.	■Planning ☐Implementing ☐Complete	**With support from district office, schools reviewed their in-school suspension programs (such as ABS or ABC) to ensure that learning is not interrupted and support as alternative to out-of-school suspension.** **The district has not developed a common structure / framework for ABS/ABC.**	The district will review best practices related to in-school suspension and alternatives to suspension and work with schools to create a common framework/model.
	4.16 Develop and implement an In-School Suspension (ISS) model that includes a uniform framework and maximizes learning.	■Planning ☐Implementing ☐Complete	**With support from district office, schools reviewed the in-school suspension programs (such as ABS or ABC) to ensure that learning is not interrupted and support as alternative to out-of-school suspension.** **The district has not developed a common ISS model.**	

	4.17 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.	☐Planning ■Implementing ☐Complete	**The district provided training with principals and school teams regarding re-integration strategies as a part school behavior plans.**	Area Superintendents will continue to visit schools and review data to monitor re-integration processes and make improvements accordingly.
	4.18 Implement an Alternative Placement Program (APP) for suspension for middle and high schools as an alternative setting for students to serve a suspension, staffed by certified teachers and counselors. Three APP centers have been identified: Pinellas Technical College (St. Pete Campus), Clearwater Intermediate and Bayside High School.	☐Planning ■Implementing ☐Complete	**The district opened three Alternative Placement Program sites for the first time.** **Student participation at APP sites in the first year was lower than desired with approximately 5% of all suspended students attending the alternative setting to serve a suspension.**	The district will continue to monitor APP programs for support and improved participation.
	4.19 Ensure that Area Superintendents continue to participate in the Rethink Discipline Districts webinars and other professional development opportunities.	☐Planning ■Implementing ☐Complete	**The district provided professional learning opportunities for Area Superintendents including: national conferences related to equity strategies, book studies and district based trainings.**	The district will continue to provide and invest in professional learning opportunities for Area Superintendents in order to stay current with strategies and best practices.
	Focus for Black Students			
	4.20 Provide professional development to Pilot Schools delivered by the International Institute for Restorative Practices (IIRP).	☐Planning ☐Implementing ■Complete	**The district participated in the IIRP pilot study as planned.** **Professional development was provided to administrators and teachers at those sites.**	The district will continue to implement restorative practices and partner continue to partner with IIRP.
Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of decreasing its number of referrals and out-of-school suspensions for black students in support of eliminating or greatly narrowing the discipline disparity gap within 10 years.			
Data Reporting Note:	Though the gap is defined by referrals and suspensions, the district will report the data on "types of infractions" that led to suspensions and referrals and suspensions by gender as a way of monitoring the success of district interventions.			
Evaluation Questions:	1. **Did the degree of fidelity to Positive Behavioral Interventions and Support (PBIS) increase in schools as evidenced by PBIS Implementation Checklist and Benchmarks of Quality assessments?** 2. **Did an increase in fidelity to Positive Behavioral Interventions and Support (PBIS) lead to a reduction in referral and suspension rates for black learners overall and by type of infraction?** 3. **Did the degree of fidelity in the use of restorative practices increase in schools as evidenced by valid, research assessments?** 4. **Did the degree of fidelity in the use of restorative practices reduce referral and suspension rates for black learners overall and by type of infraction?**			

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

Current 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 typically represented by "risk ratio" and that number is at just over 2.0 for referrals and just over 4.0 for suspensions, which means that black students remain about 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**				1.90
		Target	2.30	2.20	2.10	2.00	
Discipline Disparity Rate / Risk Ratio (OSS) / black students	4.33	Actual	**4.07**				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%**				
# 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%**				

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.

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 / 4.8 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	35%			
	% of schools scoring satisfactory or higher on the PBIS Implementation Checklist (PIC) / 70%	Semester	Informal Report		71% @ 70% or higher		78% @ 70% or higher
	% of schools scoring 70% or higher on the Benchmarks of Quality (BOQ) assessments	Annually	Informal Report				79% @ 70% or higher
4.2 Closely monitor school discipline data to eliminate Out-of-School Suspension (OSS) for non-violent infractions, such as skipping class/school, 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				35 incidences that led to suspension (0.07%), which is down from 235 the year before (2016)

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
4.2 Closely monitor school discipline data to review practice regarding out-of-school suspension (OSS) for the following non-violent infractions: defiance and classroom disruption	# and % of defiance and classroom disruption referrals for black students that resulted in OSS	Quarterly	Informal Report				**1,492 incidences that led to suspension** (31.6%)
4.3 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				**358 / 68.8% of arrests**
4.4 Ensure policy is followed that that no more than 10 days of Out-of-School Suspension (OSS) is given to general education students in one semester without consultation with the Area Superintendent.	# of black students with 10+ days OSS / semester	Semester	Informal Report		**0%**		**0%**
4.4 Ensure procedure is followed that that no more than 10 days of Out-of-School Suspension (OSS) is given to ESE students in the entire year.	# of black ESE students with 10+ days OSS / year	Annually	Informal Report				**0%**
4.5 Ensure procedure is followed that no elementary students are given OSS without consultation with Area Superintendent.	# and % of black elementary students given OSS with or without consultation with Area Superintendent	Quarterly	Informal Report				**224 / 51.0%**

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
4.6 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	Quarterly	Informal Report	0%	0%	0%	0%
4.7 Collaborate with the Community Equity Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices.	# of meetings held	Semester	Informal Report		100% of scheduled meetings		75% of scheduled meetingS
4.10 Train all school administrators in the use of culturally responsive disciplinary practices and ensure strong implementation in all schools, beginning with those schools with high minority enrollments.	% leaders trained	Annually	Informal Report				100% of principals trained in foundational skills 80% of school teams trained
	# and % of black students receiving referrals and suspensions (OSS)	Quarterly	Informal Report		Referrals (4,494) 48.0% OSS (1,220) 52.1%		Referrals (6,919) 47.6% OSS (2,374) 48.5%
4.11 Provide school leadership teams with strategies on Social and Emotional Learning (SEL) to support a student's ability to contribute to a school's positive culture.	% leadership teams trained	Annually	Informal Report				0% / Training, Curriculum under development

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
4.12 Provide professional development to principals on the use of Check-In Check-Out as a Culturally Responsive Intervention for black male students.	% leaders trained	Semester	Informal Report		0%		5%
	# black males students receiving the intervention	Semester	Informal Report		0%		5%
4.18 Implement an Alternative Placement Program (APP) for suspension for middle and high school students as an alternative setting for students to serve a suspension.	# of total students taking part in Alternative Placement Program.	Quarterly		0%	Implementation 100% 5% student usage	Implementation 100% 5% student usage	Implementation 100% 5% student usage
4.20 Provide professional development on restorative practices to four pilot schools, delivered by the International Institute for Restorative Practices (IIRP).	% teachers from pilot schools participating in PD	Semester	Informal Report	75%		75%	
	# of pilot schools implementing at least two of the IIRP Restorative Practices as observed using the PBIS Checklist	Semester	Informal Report		75%		75%

Pinellas County Schools / 3-Year Discipline Summary and Monthly Report / Out-of-School Suspensions (OSS)

Out-of-School Suspensions	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
	2014-2015				2015-2016				2016-2017				3-Year TREND			
Hispanic	1,584	9.4%	873	0.68	1,060	11.0%	648	0.67	1,046	12.0%	587	0.68	-538	-34.0%	-286	-32.8%
Black/African American	8,896	52.8%	3,831	4.17	5,603	49.5%	2,918	4.33	4,666	48.5%	2,374	4.07	-4230	-47.5%	-1,457	-38.0%
Multi-Racial	766	4.5%	351	1.08	505	4.5%	266	1.10	481	4.9%	238	1.14	-285	-37.2%	-113	-32.2%
American Indian	22	0.1%	13	0.71	8	0.1%	7	0.51	3	0.1%	3	0.30	-19	-83.6%	-10	-76.9%
White	5,458	32.4%	2,747	0.40	3,338	33.9%	2,000	0.38	2,723	33.1%	1,621	0.40	-2735	-50.1%	-1,126	-41.0%
Asian	112	0.7%	75	0.21	84	1.0%	58	0.22	106	1.4%	69	0.30	-6	-5.4%	-6	-8.0%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District TOTAL	16,838		7,890		10,598		5,897		9,025		4,892		-7,813	-41.8%	-2,998	-38.0%
		GAP	3.17			GAP	3.33			GAP	3.07					

PCS / Office of Assessment, Accountability and Research / Updated: July 2017

Pinellas County Schools / 3-Year Discipline Summary and Monthly Report / Student Referrals

Referrals	2014-2015				2015-2016				2016-2017				3-Year TREND			
	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
Hispanic	12,358	10.9%	2,992	0.82	10,521	11.8%	2,774	0.85	9,213	12.3%	2,551	0.82	-3,145	-25.5%	-441	-14.7%
Black/African American	52,794	46.6%	7,896	2.31	40,953	46.1%	7,009	2.38	35,421	47.6%	6,919	2.64	-17,373	-32.9%	-977	-12.4%
Multi-Racial	5,070	4.5%	938	1.01	4,081	4.6%	838	1.04	3,338	4.5%	806	1.03	-1,732	-34.1%	-132	-14.1%
American Indian	208	0.2%	54	1.04	181	0.2%	57	1.29	90	0.1%	41	1.10	-118	-56.7%	-13	-24.1%
White	41,755	36.8%	10,109	0.64	32,253	36.3%	8,585	0.61	25,543	34.3%	7,597	0.57	-16,212	-38.8%	-2,512	-24.8%
Asian	1,043	0.9%	384	0.37	844	1.0%	337	0.37	803	1.1%	304	0.36	-240	-23.0%	-80	-20.8%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District TOTAL	113,228		22,373		88,833		19,600		74,408		18,218		-38,820	-34.3%	-4,155	-18.6%
			GAP	1.31			GAP	1.38			GAP	1.64				

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Goal 5: ESE Identification

ESE Identification	Goal Managers: Sherry Aemisegger / Executive Director, ESE	Goal 5: Reduce the disparity of black students being found eligible for Exceptional Student Education (ESE).
Current Condition:		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 a 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.
Aspirational Goals:		Pinellas County Schools will reduce all ESE eligibilities for black students each year until it meets a risk ratio that is at or near 1.0. The district will closely monitor its placements for EBD until the percentage meets or is less than the percentage enrollment of black students (18% in 2015-16) and the risk ratio drops each year by one-quarter (.25) until the ratio is at or near 1.0

Focus Areas	Action Steps	Progress Status (of action step)	Current Status Updated: August 2017	Next Steps
ESE Eligibility Determination	**Focus for All Students**			
	5.1 Identify and evaluate students who may be in need of special education and related services to support their learning.	❑Planning ■Implementing ❑Complete	**The district Exceptional Student Education (ESE) department has implemented appropriate identification and evaluation procedures for consideration of ESE services on behalf of all students who may be in need within the district.**	The district will continue to ensure that district policies and procedures for identification and evaluation processes are in place to support students who may be in need of special education or related services.
	Focus on Disproportionality			
	5.2 The Exceptional Student Education (ESE) department will initiate a records review 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.	❑Planning ■Implementing ❑Complete	**The district ESE department reviewed the records for transfer students who entered PCS with EBD eligibility.** **The ESE department initiated a new process that requires a record review within 20 days of enrollment for transfer students with an EBD eligibility from an outside district.**	The district will continue to review new process and promote a system that effectively implements appropriate procedures for the evaluation of transfer students identified with an emotional/behavioral disability.

ESE Eligibility Determination (continued)	5.3 Provide intensive supports from district personnel to ensure interventions are being implemented for black students who received evaluation consent at the end of the prior school year.	☐Planning ☐Implementing ■Complete	**The district implemented an intensive process to address disproportionality of black students eligible for EBD.** **During the 2016-17 school year, the district implemented a new process to review black students received consent for evaluation in the 2015-2016 school year. A district behavior specialist provided early intervening services specifically for these students.**	The district will continue the review and support processes at the school and district levels for early intervening services.
	5.4 Provide intensive and intentional early intervening services, using district resources, prior to Emotional Behavioral Disability (EBD) identification.	☐Planning ■Implementing ☐Complete	**The district implemented early intervening services and EBD identification processes in schools. School teams were supported by district behavior specialists with intensive Response to Intervention (RTI) processes for students under consideration for EBD.**	The district will continue to implement an intensive process to address disproportionality of black students being found eligible for EBD. The revised process to support early intervening services ensures appropriate interventions are implemented with fidelity prior identification with an emotional behavioral disability.
	5.5 The Exceptional Student Education (ESE) department will initiate a records review and re-evaluation as needed for 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.	☐Planning ■Implementing ☐Complete	**The ESE department conducted regular reviews to identify students with multiple eligibilities that include a primary EBD designation.** **The ESE department created a new guidelines document, "Considerations for Re-Evaluating EBD" to assist staff with decision-making when reevaluating students who are designated as EBD**	The ESE department will continue to review data within the student information system to determine contributions to the disproportionality between black and non-black student eligibility for Emotional Behavioral Disability identification

Early Warning Systems, Coordinated Early Intervening Services (CEIS)	**Focus for All Students**			
	5.6 Provide Coordinated Early Intervening Services (CEIS) that support students in grades K - 12 who are not currently identified as needing special education or related services, but who need additional academic and/or behavioral supports to succeed in school.	❏Planning ■Implementing ❏Complete	**The district provided CEIS services to students in kindergarten through grade 12 with a particular focus on students in kindergarten through grade three. CEIS supports were provided to students not currently identified as needing exceptional education or related services, but who needed additional academic and behavioral supports to succeed in a general education environment.**	The district will continue to provide CEIS supports including behavioral interventions to students not currently identified as needing exceptional education or related services as a part of Positive Behavioral Interventions and Support (PBIS). CEIS will work with students not currently identified as needing exceptional education or related services who have not reached grade-level proficiency in ELA and Math.
	Focus on Disproportionality			
	5.7 Provide professional development to behavior specialists in all schools that includes the utilization of student specific interventions, including cultural components, in student's positive behavior intervention plans (PBIP).	❏Planning ❏Implementing ■Complete	**The district provided training to all behavioral specialists in best practices and foundational components related to building a cultural lens in supporting student PBIPs.**	The ESE department will continue to infuse cultural approaches within professional learning and training opportunities for behavior specialists.

The ESE department will collaborate with departments throughout PCS on Cultural Competence to inform professional learning and training opportunities for behavior specialists. |

Early Warning Systems, Coordinated Early Intervening Services (CEIS) (continued)	5.8 Pilot a model for collaborative and proactive solutions (CPS), literacy instruction (IRLA), and social emotional learning (SEL) at one elementary school as a potential model for other schools to follow. This pilot will serve as a means to address indicators that affect equity and access in the general education environment. The pilot endeavors to implement school-wide initiatives that recognize potential in all students, that promote students' social emotional skills to better support learning, that develops a literacy program that improves reading proficiency for all students, and that strengthens teachers' professional development to deal with lagging skills and implement proactive solutions to problematic behaviors	☐Planning ■Implementing ☐Complete	**The district began a pilot with a core team at Ridgecrest Elementary School. The team received on-going professional development and support as they implemented the CPS model in the 2016-17 school year**. **The IRLA framework and reading materials were used in full implementation in the school during 2016-17 with growth demonstrated by the students.** **The *Strong Kids* curriculum was not fully implemented in the 2016-17 school year.**	The district will expand the professional development and training for CPS to the entire school staff at Ridgecrest Elementary in the 2017-18 school year. Ridgecrest Elementary will continue to track IRLA progress electronically using SchoolPace and will continue with the intervention in the 2017-18 school year. The district will continue to provide support for *Strong Kids* while reviewing the program for impact.
	5.9 Provide a district Coordinated Early Intervening Services (CEIS) Behavior Specialist to provide intensive support to students with a focus in high minority schools.	☐Planning ■Implementing ☐Complete	**The district provided a CEIS Behavior Specialist to support intensive Response to Intervention (RTI) processes for students under consideration for EBD. Early intervening services and EBD identification processes have been implemented in high minority schools.**	The ESE department will continue to implement an intensive process to address disproportionality of black students being found eligible for EBD. The revised process to support early intervening services ensures appropriate interventions are implemented with fidelity prior to identification of an emotional behavioral disability.
	5.10 Provide a district ESE Behavior Specialist to provide intensive support to ESE students in all schools.	☐Planning ■Implementing ☐Complete	**The district provided intensive supports to schools through district behavior specialists. Supports from district behavior specialists included, but were not limited to: FBA/PBIP revision, implementation of research-based interventions, observations, and additional behavioral strategies for ESE students.**	The district will continue to provide district behavior specialists to support ESE students in all schools who are identified with behavioral and/or academic challenges to implement individualized plans and strategies.

Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of decreasing the number of eligibilities for ESE and specifically EBD for black students in support of eliminating or greatly narrowing the disparity gap within 10 years.
Data Reporting Note:	The district will report the number of students who transferred into the district with a previous EBD designation as a way of monitoring the district's interventions and disaggregating the data for students who were identified by PCS staff from those who were not.
Evaluation Questions:	1. **Did the district's diagnostic instruments and processes lead to improved practices and systems in support of reducing the over-identification of black learners for ESE / EBD?** 2. **Did the processes that were designed and implemented to reduce the disparate number of EBD eligibilities reduce the disparity of black students being identified for EBD services?** 3. **Did CEIS efforts to provide ongoing multi-tier levels of support for students, including the initiatives for the pilot model, lead to improvement in the target areas that affect equity and access in the educational environment for black students?**

Data Reporting Template

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

Goal Manager: Sherry Aemisegger, Executive Director, Exceptional Student Education

Current Condition (as of 2015-16)

Pinellas County Schools percentage of overall placements for Exceptional Student Education (ESE) is 14%. However, disproportionate representation of racial and ethnic groups in specific disability categories exist; specifically, the number of black students identified for placement (25%) is not representative of the black student population at PCS and remains disparate from the number of non-black students identified. The disproportionality of black and non-black students is represented by risk ratios. The disproportionate representation is largely found within the Emotional Behavioral Disability (EBD) designation. The risk ratio for overall placement in ESE in the 2015-16 school year was 1.45, which means that black students were nearly one and a 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.

Short-Range Target:

Reduce the risk ratio for EBD placement by one quarter (0.25) each year.

Long-Range Target:

Reduce the risk ratio each year with a target disparity rate at or near 1.0 within 10 years.

Annual 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	1.47				1.25
		Target	1.45	1.40	1.35	1.30	
Risk Ratio (EBD) / black	4.20	Actual	3.94				2.75
		Target	4.00	3.75	3.50	3.00	
Related Outcomes Measures							
# and % of black students eligible for ESE services	(3,618) 25%	Actual	(3,371) 25%				
# and % of black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) 49%	Actual	(335) 49%				
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	(20) 47%	Actual	(16) 57%				
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers Into County	(24) 42%	Actual	(23) 40%				No way to predict # of transfers

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.

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 The Exceptional Student Education (ESE) department will initiate a record review for new to Pinellas transfer students with an EBD eligibility from outside of the district to determine most appropriate services in PCS. Students will receive current IEP services during the time they are being reevaluated.	# of black transfer students into Pinellas County identified as EBD	Quarterly	Informal Report	13	5	5	1
	# of record reviews completed for black transfer students into Pinellas County	Semester	Informal Report		25		
	# of black transfer students identified for EBD re-evaluation process	Quarterly	Informal Report	Process being developed	Process being developed	Process being developed	Process underway. Will continue into 2017-18.
	% of re-evaluations completed for EBD transfer students / black	Semester	Informal Report		Process being developed		Process underway. Will continue into 2017-18.
	# of black transfer students identified for EBD after review, re-evaluation process	Semester	Informal Report				Process underway. Will continue into 2017-18.
5.3 Provide intensive supports from district personnel to ensure interventions are being implemented for black students who received evaluation consent at the end of the prior school year.	# of students referred late in the previous school year	Quarterly	Informal Report	8			
	# of late referral students receiving support	Quarterly	Informal Report	8	4	0	0

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	# and % of late referral students found eligible after evaluation	Semester	Informal Report		**4** (100%)		**N/A**
5.4 Provide intensive and intentional early intervening services, using district resources, prior to Emotional Behavioral Disability (EBD) identification.	# of new EBD eligibilities / black students / identified by PCS	Quarterly	Informal Report	**10 Total 7 black students**	**9 Total 5 black students**	**3 Total 2 black students**	**6 Total 2 black students**
	# of black students receiving support (using the district behavior specialists' database for identification)	Quarterly	Informal Report	**Approx. 63 black students supported through this process:** • **16 found eligible** • **47 continue with problem-solving process or found eligible for other services**			
5.5 The Exceptional Student Education (ESE) department will initiate a records review and re-evaluation as needed for 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	**335**			
	# of record reviews completed after identification / black students	Annually	Informal Report		**109**		
	# of transfers of EBD to a secondary disability / black students						**18**
	# of dismissals from EBD / black students	Annually	Informal Report				**4**
5.7 Provide professional development to behavior specialists in all schools that includes the utilization of student specific interventions, including, cultural components in student's	# and % of behavior specialists trained	Semester	Informal Report		**70** (100%)		**70** (100%)
	# of black students identified as EBD at schools with trained behavior specialists	Semester	Informal Report		**15**		**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
positive behavior intervention plans (PBIP).				▓		▓	
5.8 Pilot a model for collaborative and proactive solutions (CPS), literacy instruction (IRLA), and social emotional learning (SEL) at one elementary school as a potential model for other schools to follow.	# and % of school-based staff at pilot school trained in collaborative problem solving	Annually	Informal Report	**100%** Initial Introduction **10 Trained in CBS**	▓	▓	▓
	# of student-teacher meetings	Quarterly	Informal Report	60	▓	▓	▓
	# of collaborative problem solving plans developed	Quarterly	Informal Report	20	▓	▓	▓
	# of requests for school support services and # of new eligibilities at pilot school	Semester	Informal Report	▓	3/1	▓	3/0
5.9 Provide a district Coordinated Early Intervening Services (CEIS) Behavior Specialist to provide intensive support to students with a focus in high minority schools.	# of high minority schools receiving services	Quarterly	Informal Report	11	11	11	11
	# of black students receiving services	Quarterly	Informal Report	26	23	22	23
	# of black students served by CEIS specialist	Quarterly	Informal Report	36	32	31	31
5.10 Provide a district ESE Behavior Specialist to provide intensive support to ESE students in all schools.	# of schools receiving services	Quarterly	Informal Report	31	31	33	33
	# of black students receiving services	Quarterly	Informal Report	17	12	14	15

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 served by ESE specialist	Quarterly	Informal Report	33	22	23	23

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ESE, EBD	2013-14						2014-15						2015-16					
	% 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
Hispanic	18%	7%	**0.43**	28%	13%	0.90	19%	6%	**0.38**	29%	14%	0.92	19%	6%	**0.31**	30%	15%	0.91
Black/African American	40%	49%	**3.97**	26%	26%	1.51	39%	48%	**4.02**	26%	25%	1.46	39%	49%	**4.20**	26%	25%	1.45
Multi-Racial	3%	4%	**0.96**	3%	3%	0.77	4%	4%	**1.11**	3%	3%	0.75	4%	4%	**0.94**	3%	3%	0.74
American Indian	1%	1%	*	1%	1%	1.05	1%	1%	*	1%	1%	0.99	1%	1%	*	1%	1%	1.07
White	38%	40%	**0.49**	41%	55%	0.90	37%	40%	**0.50**	40%	55%	0.93	37%	41%	**0.53**	40%	55%	0.94
Asian	1%	2%	*	1%	2%	0.46	1%	1%	*	1%	2%	0.44	1%	1%	*	1%	2%	0.43
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
		GAP	2.97		**GAP**	0.51		**GAP**	3.02		**GAP**	0.56		**GAP**	3.20		**GAP**	0.45

(Note: The 2016-17 ESE data are not included as the data are not yet official until released by the state.)

Data Variables:

These data will be reported twice a year based around the state reporting periods.

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Goal 6: Minority Hiring

Minority Hiring	Goal Manager: Paula Texel Assistant Superintendent / Human Resources	Goal 6: Increase the number of black teachers and administrators to closely mirror the student enrollment by ethnicity.
Current Condition:	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. For purposes of this goal, the gap is defined as the difference between the number of instructional staff who are black compared to the population of black students (which in 2015-16 was 18%). The percentage of black instructional staff members in 2015-16 was 8.3%, a gap of 9.7 percentage points.	
Aspirational Goal:	Pinellas County Schools will increase its number of black teachers by an average of 1% each year until it meets or exceeds the percentage enrollment of black students (which was 18% in 2015-16) and maintain its current rate of administrative hires to ensure that it meets or exceeds the student enrollment by race.	

Focus Areas	Action Steps	Progress Status (of action step)	Current Status Updated: August 2017	Next Steps
	Focus for All Employees			
HIRING / RECRUITMENT	6.1 Establish strong relationships with state and national colleges and universities in support of hiring highly qualified teaching candidates.	☐Planning ■Implementing ☐Complete	**The district established a new talent recruitment team headed by the new Manager of Talent Acquisition (Mr. Carlmon Jones) to build relationships with colleges and recruit top minority talent from across the country.**	The district will initiate more frequent communication using virtual communication tools such as Skype instead of traveling to the schools.
	6.2 Conduct annual job / recruitment fairs in support of broadening the talent pool of likely candidates.	☐Planning ☐Implementing ■Complete	**The district hosted local recruitment fairs, attended several state fairs and two out-of-state fairs.**	The district will continue to host and attend fairs that were highly successful and consider revising or not attending those that were not based on review data.
	6.3 Promote alternative certification options to increase the number of applicants from businesses and industries who are considering teaching as a second career.	☐Planning ■Implementing ☐Complete	**The district promoted the hiring of non-traditional candidates (e.g. those coming from other industries) through its Transition to Teaching (TTT) program.**	The district will continue the TTT program and create a unique focus strand on hard-to-fill subjects (e.g. math, science, ESE).
	6.4 Establish a focused, deliberate plan to attend job/recruitment fairs in search of highly qualified teaching candidates.	☐Planning ■Implementing ☐Complete	**The district established a new talent recruitment team to seek out the most qualified teaching candidates.** **The talent recruitment team attended various job fairs and is reviewing district recruitment**	The district will continue to review and revise district recruitment materials.

		materials for planned improvements.	
6.5 Review the district's current data management system to ensure that it has the capacity to support the strategies and processes presented in this plan.	☐Planning ■Implementing ☐Complete	**The district Human Resources department is reorienting and updating its current data systems and reporting mechanisms to provide more consistent and reliable information as to minority hiring.** **Human Resources has developed a more deliberate process for identifying new hires who may be successful and refined the data mining to provide more accurate and timely reports**.	The district will continue to coordinate the work of the Human Resources department and district data and research division to more closely track the pathways and barriers to hiring, from recruitment and application to interviewing and processing.
Focus for Minority Staffing			
6.6 Establish a semi-annual process to review the practices and processes around the recruiting and hiring of teachers in critical shortage areas to determine areas of strength and areas for improvement.	■Planning ☐Implementing ☐Complete	**The district has conducted an internal review and is now developing a more thorough and systematic review designed to reveal critical need areas.**	The district will continue to coordinate the work of the Human Resources department and district data and research division to more closely track the pathways and barriers to hiring, from recruitment and application to interviewing and processing. The district will continue to partner with the Urban Schools Human Capital Academy to provide a comprehensive review of district processes for hiring and supporting a more diverse workforce.
6.7 Hire a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce.	☐Planning ☐Implementing ■Complete	**The district hired a new Manager of Talent Acquisition to lead a new talent recruitment team that is focused on hiring top minority candidates.** **The district also hired a minority recruitment specialist**.	Continue to build recruitment strategies and outcome expectations for the new talent recruitment team.

	6.8 Establish strong relationships with colleges and universities, including historically black colleges and universities (HBCUs) and black student organizations within majority white institutions.	❑Planning ■Implementing ❑Complete	**The district conducted job fairs at HBCUs and has created a talent development team to establish more regular contacts with those schools.** **Building relationships with black student organizations has begun but is an area of growth for the 2017-18 school year.**	The district will continue to review the most successful strategies for maintaining regular contacts and building relationships with HBCUs and black student organizations.
	6.9 Create a recruitment plan/packet specific to attracting black applicants to be used by all hiring managers in the district.	■Planning ❑Implementing ❑Complete	**The district Human Resources department is revising current materials in support of hiring minority candidates.**	The district will continue to review and revise district recruitment materials.
	6.10 Establish a marketing campaign designed to attract black applicants via Education Week and social media.	❑Planning ■Implementing ❑Complete	**The district used social media in a pilot fashion and advertised aggressively in Education Week** **Nearly 800 job posts were done with an estimated 50 candidates recruited through these postings.**	The district will continue to use of social media and review data to determine impact.
	6.11 Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups.	❑Planning ■Implementing ❑Complete	**The district has re-started the PABSE organization and connected its work and mission around the recruitment and retention efforts in Human Resources.** **PABSE presented at the district's Embrace Pinellas teacher orientation event as a way of gaining members and capacity.**	Initial PABSE meeting for 2017-18 is planned for September. The district will continue to build membership and community.
	6.12 Attend National Alliance of Black School Educators (NABSE) conference to gather most current ideas for recruitment of black educators.	❑Planning ❑Implementing ■Complete	**The district sent 14 district and school based staff members to NABSE and garnered some strong recruitment concepts.**	The district will implement ideas/strategies learned at NABSE in coordination with PABSE.

	6.13 Partner with the Urban Schools Human Capital Academy to provide a comprehensive review of the district's processes for hiring and supporting a more diverse workforce.	☐Planning ■Implementing ☐Complete	**The district partnered with the Urban Schools Human Capital Academy and reviewed recommendations to improve processes.** **The district will continue its review in 2017-18, the second year of a 3-year partnership.**	The district will continue to coordinate with Urban Schools Human Capital Academy.
	6.14 Identify future black educators among current PCS high school students as part of a Grow Your Own program and connect them with teaching academies in the schools, with Take Stock in Children scholarships and with the promise of future job placement in the district (ex. Teachers of Tomorrow).	■Planning ☐Implementing ☐Complete	**The district researched some initial designs for this new program but no implementation has yet begun.**	The district will develop plans for recruitment of high school students. The minority recruitment specialist is charged with establishing a pilot program.
	6.15 Develop and implement a training plan 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.	■Planning ☐Implementing ☐Complete	**The district has completed initial planning and research around best practices.**	The district will develop a training plan in collaboration with the district equity team.
	Focus for All Employees			
RETENTION / SUPPORT	6.16 Establish a semi-annual process to review the quality of and retention of teachers in critical shortage areas to determine areas of strength and areas for improvement and complete a school-by-school analysis to ensure an adequate distribution of minority teachers across the district.	☐Planning ■Implementing ☐Complete	**The district has conducted an internal review and is now developing a more thorough and systematic review designed to reveal critical need areas.**	The district will coordinate the work of the Human Resources department and district data and research division to more closely track these data and review distribution of minority teachers across the district.
	6.17 Continue mentoring program for new employees with a focus on first-year instructional hires.	☐Planning ■Implementing ☐Complete	**The district has a first-year teacher mentoring program in place.**	The district will expand the mentoring program and coordinate additional trainings for new teachers throughout the year. The district already has a similar monthly program for new administrators.
	6.18 Continue mentoring program for new administrators with a focus on principal/assistant principal partnership.	☐Planning ■Implementing ☐Complete	**The district has a first-year administrator mentoring program in place.**	

	6.19 Ensure that professional development is targeted to support teacher needs so as to build their skillsets and confidence as educators.	☐Planning ■Implementing ☐Complete	**The district has a professional learning and training plan in place for all instructional staff.**	The district will review current process, trainings and feedback for improvement.
	Focus for Minority Staffing			
	6.20 Establish positive relationships with our current black teachers and discuss current work / school conditions for success (ex. conduct focus groups based on experience and teaching assignments – successes, struggles, suggestions, experience of onboarding).	☐Planning ■Implementing ☐Complete	**The district conducted initial focus groups with minority teachers to build relationships and better understand improvements that the district can put into place.**	The district will continue conducting focus groups with minority teachers and connect to work of PABSE.
	6.21 Provide substantial recruitment and retention bonuses in Transformation Zone schools to attract and retain highly effective teachers in the neediest schools.	☐Planning ■Implementing ☐Complete	**The district provided recruitment and retention bonuses as planned.**	The district will continue to provide bonuses and review data with regard to impact.
	6.22 Establish a summer, cultural awareness training program for all teachers who are hired into high minority schools, with a robust onboarding program for teachers working in the district's Transformation Zone schools.	■Planning ☐Implementing ☐Complete	**The district has not yet developed this training specific to the Transformation Zone but does provide a unique summer Springboard opportunity for teachers entering Title 1 schools.** **40 teachers took part in the summer of 2017 by being paired with a veteran teacher through the Summer Bridge program.**	The district will build on summer Springboard opportunity for teachers and connect to new teachers in Transformation Zone schools.
	Focus for All Employees			
LEADERSHIP DEVELOPMENT	6.23 Continue current leadership pipeline programs to support and attract the top talent into administrative positions.	☐Planning ■Implementing ☐Complete	**The district has continued to build upon its current leadership pipeline and created a new talent acquisition team to locate the best candidates across the district, state and country.**	The district will continue the current pipeline program.
	6.24 Continue monthly training sessions for first-year principals and assistant principals to support their growth and development.	☐Planning ■Implementing ☐Complete	**The district has continued its monthly training sessions for new principals and assistant principals.**	The district will continue the current training program.

	Focus for Minority Staffing			
	6.25 Establish a black cohort as part of our leadership development pipeline to identify strong leaders and build connections and relationships.	■Planning ☐Implementing ☐Complete	**The district re-started the PABSE organization and began to coordinate strategies specific to recruiting top minority leaders into the pipeline.**	The district will continue the current pipeline program and expand to include minority-specific recruitment strategies with connection to the work of PABSE.
	6.26 Seek out and tap into our current black leaders to participate in district leadership activities (ex: Aspiring Leaders program).	☐Planning ■Implementing ☐Complete	**The district recruited current black administrators to join in the PABSE organization and began to coordinate strategies specific to recruiting top minority leaders into the pipeline.**	The district will continue the current pipeline program and expand to include minority-specific recruitment strategies with connection to the work of PABSE.
	6.27 Establish positive relationships with our aspiring black leaders, focusing on activities and experiences that will improve their chance for advancement.	☐Planning ■Implementing ☐Complete	**The district re-started the PABSE organization and made purposeful efforts to reach out to and build relationships with aspiring black leaders.**	
Long-Range / Aspirational Targets:	Pinellas County Schools has set a goal of increasing the percentage of black instructional staff by an average of 1% each year and maintaining the percentage of black administrators in support of eliminating or greatly narrowing the gap in hiring within 10 years.			
Evaluation Questions:	1. **Did the district improve its hiring processes and its alignment of systems to increase the likelihood that schools would locate and hire qualified black applicants?** 2. **Did district's recruitment efforts through improved and targeted practices increase the diversity of PCS instructional hires?** 3. **Did the district's targeted retention efforts result in increased retention of black teachers?**			

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

Current 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%**				**13.0**
		Target	9%	10%	11%	12%	
Related Outcomes Measures							
# and % of new instructional hires / black	**No baseline**	Actual	(18 / 153) **11.7%**				
# and % of total administrative positions (combined district-based and school-based) / black	(83) **21.2%**	Actual	(86) **21.5%**				

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.

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 qualified instructional applicants / total	Semester	Report		Not calculated for first semester		8,676
	# of instructional applicants, self-identified / black	Semester	Report		Not calculated for first semester		735
	# and % of instructional applicants hired / black	Semester	Report		Not calculated for first semester		627 (all black teachers)
6.6 Establish a semi-annual process to review the practices and processes around recruiting and hiring of teachers in critical shortage areas to determine areas of strength and areas for improvement.	Semi-annual review complete / findings shared with district leadership team	Semester	Informal Report Semi-Annually	Review process being developed		Review process being developed	
		Annually	Formal Report Annually				Review / report being developed
6.7 Hire a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce.	Position created, job description, job filled	Annually	Informal Report			Position created. Job filled. Official start date: June 2017	
6.8 Establish 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		2		2
	# visits to each HBCU	Quarterly	Informal Report	Developing schedule of visits	1 / FAMU	1 / FAMU	2 / FAMU and BCU

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
	# of black student organizations identified, by college/university	Semester	Informal Report		None yet. In progress		None yet. In progress
	# contact or events with black student organizations, by college/university	Quarterly	Informal Report				None yet. In progress
6.9 Create a recruitment plan/packet specific to attracting minority applicants to be used by all hiring managers in the district.	Plan/packet created, available for use	Annually	Publication			Completed in DRAFT form	
6.10 Establish a marketing campaign designed to attract black applicants via Education Week and social media.	# social media instructional recruitment posts, by medium type	Quarterly	Informal Report	Facebook. Ed Week. Indeed.	Florida Courier. Craig's List. Strategic Comm.	YouTube Twitter. School Spring. Monster.	Cont. w/ previous posts
	# print instructional recruitment posts	Quarterly	Informal Report	0	0	0	0
	# Education Week instructional recruitment posts	Quarterly	Informal Report	1	216	164	400
	# applicants by recruited by medium as reported on application for employment	Quarterly	Informal Report	1	49	N/A	N/A
6.11 Identify and collaborate with community stakeholder groups, including the Pinellas Alliance of Black School Educators (PABSE).	# stakeholder groups identified for collaboration	Semester	Informal Report		0		1
	# of contacts and events with each stakeholder group	Semester	Informal Report		0		0

Action Steps	In-Process Indicators	In-Process Reporting Frequency	Delivery Method	Progress Tracking			
				Quarter 1 Q1	Quarter 2 Q2	Quarter 3 Q3	Quarter 4 Q4
6.12 Attend National Alliance of Black School Educators (NABSE) conference to gather most current ideas for recruitment of black educators.	# attending conference	Annually	Informal Report		14		
6.13 Partner with the Urban Schools Human Capital Academy to provide a comprehensive review of the district's processes for hiring and supporting a more diverse workforce.	# site visits from USHCA	Semester	Informal presentation update		1		1
	Recommendations from review / recommendations implemented	Annual	Informal presentation update				34 / 7
6.14 Develop a Grow Your Own program to identify future black educators among current PCS high school students, and connect them with teaching academies in the schools.	Plan for implementing the program / location of plan / school contacts made	Annual	Informal Report				Program being developed. In progress
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		0		Training being developed. In progress
	# and % of hiring managers trained	Semester	Informal Report		0		0
6.20 Establish positive relationships with our current black teachers and discuss current work / school conditions for success (ex. Conduct focus groups based on experience and teaching assignments –	# of focus group meetings or feedback sessions	Semester	Informal Report		4		4
	# minority teachers participating in focus groups or feedback sessions	Semester	Informal Report		8		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
successes, struggles, suggestions, experience of onboarding).	# and of black teachers total and % retained	Annually	Informal Report				**641 / 93%**
	Areas for improvement identified through focus groups or employee exit survey data	Annually	Informal Report				**In progress**
6.21 Provide substantial recruitment and retention bonuses in Transformation Zone schools to attract and retain highly effective teachers in the neediest schools.	# of teachers (all races) in Transformation Zone schools / % receiving bonus	Annually	Informal Report				**414 / 100%**
	% of teachers in Transformation Zone schools who report that bonus pay is an attractor	Annually	Informal Report				**Under development**
	% of teachers in Transformation Zone schools who returned for following school year	Annually	Informal Report	**93%**			
6.22 Establish a summer, cultural awareness training for all teachers who are hired into high minority schools, with a robust onboarding program for teachers working in the district's Transformation Zone.	Training developed / scheduled for roll-out	Annually	Training Calendar				**Under development**
	# of teachers attending / % of all teachers attending from targeted schools	Annually	Informal Report	**N/A. Training still in development**			
6.25 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				**Complete. Findings under review.**
6.25-6.27 Establish positive relationships with current black administrators to enhance the	# focus group meetings or feedback sessions with minority administrators	Semester	Informal Report		**Not yet begun.**		**Not yet begun. Will begin in 2017-18**

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
leadership pipeline and maintain or increase the percent of minority administrators.	# minority administrators participating in focus groups or feedback sessions	Semester	Informal Report		N/A		N/A
	Areas for improvement identified through focus groups or employee exit survey data	Annually	Informal Report				N/A
	# and % of black teachers in AP (Asst. Principal) and APs in Principal Pool	Semester	Informal Report				**AP Pool** 25 / 17% **Principal Pool** 21 /26% Note: Data only available on in-county employees in the pool.

Pinellas County Schools / Minority Hiring / 3-Year Summary Report

	# and % of TOTAL instructional staff **TEACHERS**		# and % of TOTAL Administrative staff **ADMINISTRATORS**		# and % of TOTAL instructional staff **TEACHERS**		# and % of TOTAL Administrative staff **ADMINISTRATORS**		# and % of TOTAL instructional staff **TEACHERS**		# and % of TOTAL Administrative staff **ADMINISTRATORS**	
	2014-15				**2015-16**				**2016-17**			
Hispanic	204	2.7%	9	2.3%	207	2.8%	9	2.3%	420	5.7%	17	4.2%
Black/African American	637	8.3%	84	21.3%	622	8.3%	83	21.2%	647	8.8%	86	21.5%
American Indian	16	0.2%	*	*	17	0.2%	*	*	15	0.2%	*	*
White	6745	87.7%	302	76.5%	6591	87.7%	300	76.5%	6202	84.2%	296	73.8%
Asian	85	1.1%	*	*	79	1.1%	*	*	86	1.2%	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*		
DISTRICT TOTALS	**7687**	**100%**	**395**	**100%**	**7516**	**100%**	**392**	**100%**	**7370**	**100%**	**399**	**100%**
Black	**GAP**	9.7	**GAP**	0	**GAP**	9.7	**GAP**	0	**GAP**	9.2*	**GAP**	0

(Compared to Black Student Population of 18%)

2017-18 School Year / Progress to Date / Quarterly Update

	# and % of TOTAL instructional staff **TEACHERS**		# and % of TOTAL Administrative staff **ADMINISTRATORS**		# Change since beginning of year	**Data Variables**
	2017-18					The data represent the total instructional staff as of end of each quarter, and does not represent only new hires (as changes to staff occur throughout the year as employees leave and enter the district). The change column represents differences in hiring since the beginning of the school year.
Hispanic						
Black/African American						
American Indian						
White						
Asian						
Pacific Islander						
DISTRICT TOTALS						

PCS / Office of Assessment, Accountability and Research / March 2017