



Executive Summary / Board Report

Pinellas County Schools created the Bridging the Gap Strategic Plan to close the achievement gap between black students and their peers. Pinellas County Schools garnered input from teachers, parents and community members in developing an updated Bridging the Gap Plan in 2016-17 that includes ambitious data targets and action steps as part of its aspirational goal of eliminating or greatly narrowing the achievement gaps between black and non-black learners within 10 years.

The plan outlines achievement gaps across six goal areas:

- **Goal 1:** Graduation Rate
- **Goal 2:** Student Achievement
- **Goal 3:** Advanced Coursework
- **Goal 4:** Student Discipline
- **Goal 5:** ESE Identification
- **Goal 6:** Minority Hiring

Equity with Excellence for All / Belief Statement

Pinellas County Schools is committed to ensuring equity and excellence for all learners with the ambitious goal of eliminating or greatly narrowing the achievement gap within 10 years between black and non-black learners. The district is fully committed to this work as a way of expressing its beliefs and commitment to diversity throughout the school system through fostering a growth mindset, ensuring culturally inclusive lessons and materials, celebrating all learners and families and hiring a workforce that is representative of the students we serve. The District and School Board aspire to lead the state and nation in closing the achievement gap and are dedicating all the necessary resources to support innovative solutions to meet the aspirational targets outlined in this plan.

Bridging the Gap Plan / Purpose

The Bridging the Gap Plan, approved by the Pinellas County School Board on May 23, 2017, represents a long-term commitment to reduce achievement gaps across the district in all schools. In addition, a smaller group of schools may be identified by the district or state as needing additional interventions. Those additional supports and programs will be initiated based upon the needs of each school.

The Bridging the Gap (BTG) Plan will continue to be revised to include bold initiatives to affect substantive changes in the way we engage, enrich and empower our teachers, children and families to meet high expectations for all learners. The plan will be reviewed annually and updated accordingly. It is important to note that the data utilized for baseline is the 2015-16 school year data.

The following report provides updates and next steps for improvement to the School Board, community and key stakeholders.



Summary Report to the Board and Community

- **Pinellas County Schools is committed to reporting its progress to the community each year by compiling an end-of-year report that addresses each of the six goal areas.** The completed report is posted to the district website.
- **This Executive Summary / Board Report is a shorter document that serves as a summary of the key data points and findings.** This report in future years will be formed as a “research evaluation” of the district’s actions in hopes of providing critical insights as to what is working and not working to impact the achievement gap. This initial report is not designed as an evaluation as the plan was not finalized and fully approved until the end of the school year. As such, many of the action steps outlined to impact the gap were still in the planning stages in the 2016-17 school year. This report does review the preliminary implementation and next steps for process improvements and growth steps for the district.



Summary Table		2016-17 Data Outcomes:
<p>Goal 1</p> <p>Graduation Rate</p>	<p>Eliminate the gap between the graduation rates for black and non-black students.</p>	<ul style="list-style-type: none"> • Graduation Rate Over Time: The district has seen a steady increase in its black graduation rate, with the rate increasing from 60.7% in 2013-14 to 65.5% in 2015-16 (4.8 percentage points). • Graduation Rate 2016-17: While the official graduation rate for the 2016-17 school year was not released by the Florida Department of Education (FLDOE) at the time of the report, preliminary data demonstrates a closing of the gap with the graduation rate increasing to between 68.5-69.5% based on District review of the data. <p><i>Note:</i> Graduation data for the 2016-17 noted above though are not official until released by the state. Official data is anticipated in December 2017.</p>
<p>Goal 2</p> <p>Student Achievement</p>	<p>Eliminate the gap between the proficiency rates in reading (ELA) and math on state and national assessments for black and non-black students.</p>	<ul style="list-style-type: none"> • English-Language Arts (ELA): The district has increased the proficiency rate in ELA for black learners over the past three years (from 23.9% in 2015 to 25.7% in 2017). While the achievement gap still exists, the gap has narrowed slightly since 2015 (from 33.3% to 32.0%) The biggest improvement has come in the elementary grades (Grades 3-5), where black students have increased in proficiency by 3.7% over the past three years (from 25.8% in 2015 to 29.5% in 2017). In 2016-17 the improvement for black learners in elementary school over the previous school year outpaced the demonstrated increases with their non-black peers as black learners demonstrated a 3 percentage point increase while non-black learners demonstrated a 1.7 percentage point increase. • Math: The district has increased the proficiency rate in math for black learners over the past three years (from 25.9% in 2015 to 29.0% in 2017); however, an achievement gap still exists. Like ELA, the biggest improvement has come in the elementary grades (Grades 3-5), where black students have increased in proficiency by 5.1% over the past three years (from 31.1% in 2016 to 36.2% in 2017). In 2016-17 the improvement for black learners in elementary school over the previous school year outpaced the demonstrated increases with their non-black peers as black learners demonstrated a 2.5 percentage point increase while non-black learners demonstrated a 1.5 percentage point increase.
<p>Goal 3</p> <p>Advanced Coursework</p>	<p>Eliminate the gap in advanced and accelerated participation and performance rates for black and non-black students.</p>	<ul style="list-style-type: none"> • Gifted: The district increased its enrollment of black learners in Gifted classes this year from 3.8% in 2016 to 4.0% in 2017 and demonstrated a slight narrowing of the gap to 14.0. • Advanced Courses: The district also saw an increase in enrollments for black learners in high school honors, Dual Enrollment and Advanced Placement (AP) courses.



Key Actions Steps and Focus Areas Goals 1-3: Student Achievement



Implementing Culturally Responsive Instructional Practices into all Classrooms / Progress Update

- **Equity With Excellence Project Team Established.** The district formed a project team in 2016-17 led by the Director of Special Projects (Dr. Mary Conage) to establish key definitions, strategies and training protocols related to a district-wide rollout of best practices around cultural competence. This includes some of the following:
 - **Equity training for all teachers and administrators** related to building and celebrating a diverse and respectful climate, encouraging a growth mindset and setting high expectation for all children.
 - **Culturally Responsive Instruction training for all teachers and administrators** that includes key strategies for planning and delivering instruction that is engaging to diverse learners (i.e. use of diverse materials and infusing student culture into lessons).



Cultural Competence Training / Progress Update

- **In May 2017, the district hired a lead trainer** (Hillary Van Dyke, M. ED / Senior Professional Development Coordinator for Equity) to work alongside Dr. Conage and oversee the rollout of these training districtwide.
- **9 district and school leaders trained** to date as equity trainers / facilitators.
- **40 teachers trained** to date as equity trainers / facilitators.
- **172 teachers of advanced courses successfully completed the AVID Culturally Relevant Teaching** training developed by the College Board.
- **An Equity Menu of trainings has been created** that is designed to provide a continuum of trainings to teachers and leaders, from foundational competencies to more advanced practices and structures over time.

New PCS Equity Training Menu Continuum



- **Foundational Training Provided for All Teachers on August 3rd / District-Wide Training Day.** It is important to note that in addition to the series of equity trainings describe above, the district's Teaching and Learning division has also infused equity strategies in all subject-area trainings (strategies to support diverse learners in mathematics, reading, social studies, etc.). The district rolled out these foundational concepts to all teachers at its District-Wide Training Day on August 3rd.



Culturally Responsive Strategies, Materials in All Classrooms / Progress Update

- The Teaching and Learning division has revised its teaching and learning curriculum guides to infuse key strategies.
- The Teaching and Learning division has also updated the tool it uses to capture classroom strategies during its Instructional Support Model (ISM) visits to schools. The tool now includes items related to culturally responsive strategies:
 - Affirming and Teaching to the Assets and Interests of Students.
 - Scaffolding Learning and Self-Efficacy.
 - Fostering Positive Relationships.



Universal Screening for All Students / Minority Students / Progress Update

- The district conducted SAT testing for all juniors in all schools and provided optional ACT and PERT testing for all students who needed a college-readiness score. The SAT was administered in the fall, during school hours to all students who were present on the testing day.
- The district also began a universal screening process for Gifted eligibility with a goal of testing all 2nd grade students in the district and all students in all grades in the Transformation Zone schools. The screening was conducted in the fall and springs semesters of 2016-17 across all schools, with 8,535 students successfully completing the screening assessment.

Gifted Screening Results:

- Of those completing the screening, 930 students were found to be in the 90th percentile and were recommended for further evaluation by a trained psychologist. That process takes up to 90 days to complete and (because of the summer break) the evaluations for those students were still ongoing as of the start of the 2017-18 school year. Of the 930 total students who were identified as meeting the screening eligibility (90th percentile), 121 of those students were black.
- It should be noted that not all 2nd graders across the district were tested because some schools already had a process in place to test all students in kindergarten or 1st grade and, therefore, schools were given the flexibility to test students in 2nd grade or earlier.
- The students in the Transformation Zone schools were also tested across all grades with the flexibility to test students only once and avoid double-testing those children who had previously been screened. 172 students in those schools were identified as eligible for further Gifted evaluation.
- Of the 2,997 black students who were screened, 121 scored in the 90th percentile or higher (4.0%). In 2016-17, the total number of black students identified as Gifted was 281 students. The impact that the screening will have on increasing the number of black students in Gifted will not be known until 2017-18 after the final evaluations are completed.



Early Warning System / Personalized Learning Plans / Progress Update



Quarterly data provided to schools by race.

- **The district provided all high schools with a real-time Graduation Progress Report listing all students in all grades (9-12) and their progress toward graduation.** The report is updated nightly and disaggregated by race. School leaders and counselors are provided training on how to use the report to monitor and motivate students to graduate. Note: Other school districts have inquired about this tool as a result of the improving graduation rate in Pinellas.
- **The district administered quarterly practice tests (called cycle assessments) to all students and re-aligned those assessments to ensure their correlation to FSA performance.** The district reviewed its quarterly cycle assessments to ensure they were aligned to future performance on state assessments and created a color-coding system within school-level reports to alert school based staff to students who were missing key standards.
- **The district expanded the pilot use of the NWEA MAP assessment (Measure of Academic Progress) from all the Transformation Zone schools in 2016-17 to all elementary schools in 2017-18.** This assessment is computer-adaptive and provides more data specific to each student's strengths and weaknesses in reading and math.
- **The district provided detailed performance reports on each child to the schools via the NWEA results website.** Schools used those results to group students by their areas of need and provide re-teaching and additional intervention.
- **The district provided detailed reports after each cycle assessment** listing the key standards that students were missing across a variety of subjects. The reports provided to schools disaggregated the results by race.
- **The district developed and released a new data dashboard for school leaders so they would have quicker access to data** related to discipline and attendance. This dashboard provided leaders with easier methods for sorting students by grade, race, gender in to provide supports.

Personalized Learning Plans and online resource site are under development.

- **The district identified and trained 15 schools to pilot a new electronic early warning system** to serve as an online personalized learning plan for students. The pilot use of this tool will be rolled out to schools in 2017-18 and monitored for its effectiveness.
- **The district established a project team led by the Director- Media, Text & Digital Learning (Connie Kolosey, Ed.D.) to create an online resource site for students to review their data and resources available to grow in their reading and math skills.** All relevant data for all students in the district has been exported to a web-based system that is under development with a pilot beginning in January 2018. See update below.
- **The district continued its practice of testing all high school students on the PSAT in 9th and 10th grades and began an ambitious effort to connect those students to accounts on Khan Academy where they could practice key skills to improve their SAT scores.** Pinellas County was recognized nationally for registering 14,438 students. This resource will be connected to the online student resource site described above.



[Extended Learning Programs / Open Access Resource Website for Students / Progress Update](#)



- The district has continued with the expansion of Extended Learning Programs for students in all schools, including after-school tutoring and courses to recover credits in middle and high schools.
- The district has invested heavily in its Summer Bridge program and now offers enrichment opportunities (including field trips) as part of its six-week summer program. Enrollment in the Summer Bridge program continues to grow and enrollment by black students continues to outpace other races.

New online resource site for students and parents is under development.

- The district has hired a new trainer / developer to work with students and schools to develop a site and resources that they will find appealing 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.

Screenshot: New Online Resource Under Development / Office 365 site with open access for students and parents

High School Student Sample

Math	Credits Required	Credits Earned	Credits Remaining	Credits Enrolled	Are You On Track?
Math	4	4	0	0	✓

	Total	Reading	Math
PSAT	1390	36.5	33
SAT	1610	780	730



Targeted enrichment opportunities are in place.

- **The district continued its model Talent Identification Program (TIP) by identifying the highest-achieving black students in 7th grade (Top 20%) and providing them an opportunity to take the SAT.** Students are encouraged to take the SAT, not the PSAT. 139 black learners were invited in 2016-17 with 38 participating. The district will continue to partner and provide strategies for increased engagement of black learners in the TIP program.
- **The district expanded its number of STEM clubs offered at the elementary and middle schools.** As a result, 409 black students took part across all elementary schools and 778 black students took part in middle schools.



Summary Table		2016-17 Data Outcomes:
<p>Goal 4</p> <p>Student Discipline</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Out-of-School Suspension (OSS): <ul style="list-style-type: none"> ○ The total number of Out-of-school suspensions (OSS) for black learners have dropped over the past three years, from 8,896 in 2014-15 to 4,666 in 2016-17 (a 47.5% decrease). ○ The total number of Out-of-school suspensions (OSS) for black learners decreased this past year 5,603 in 2015-16 to 4,666 in 2016-17 (a 16.7% decrease). ○ The number of black learners who received an Out-of-school suspensions (OSS) has dropped over the past three years, from 3,831 in 2014-15 to 2,374 in 2016-17 (a 38.0% decrease). ○ The number of black learners who received an Out-of-school suspensions (OSS) decreased this past year, from 2,918 in 2015-16 to 2,374 in 2016-17 (a 18.6% decrease). ○ As a result of the decrease, the district’s OSS risk ratio for black learners, demonstrated improvement from 4.33 in 2015-16 to 4.07 in 2016-17 in alignment with the trajectory of the district goal for a .33 decrease. ● Referrals: <ul style="list-style-type: none"> ○ The total number of discipline referrals for black learners have dropped over the past three years, from 52,794 in 2014-15 to 35,421 in 2016-17 (a 32.9% decrease). ○ The total number of discipline referrals for black learners have dropped this past year, from 40,953 in 2015-16 to 35,421 in 2016-17 (a 13.5% decrease). ○ The number of black learners receiving discipline referrals has also dropped over time, from 7,896 students in 2014-15 to 6,919 in 2016-17 (a 12.4% decrease). ○ The number of black learners receiving discipline referrals has also dropped this past year, from 7,009 students in 2015-16 to 6,919 in 2016-17 (a 1.3% decrease). ○ Though the decreases have been steady, this has not yet impacted the district’s risk ratio for referrals. The risk ratio for black learners increased slightly from 2.38 in the 2015-16 to 2.64 in 2016-17, as the rate of decrease in the number of referrals across the district demonstrated was higher than the rate of decrease for black learners.



Key Actions Steps and Focus Areas Goal 4: Student Discipline



New district policies / Training on Restorative Practices / Progress Update

- **The district updated its policies around out-of-school suspension (OSS) and limited the number of days a student could be suspended in total.** These new policies also limited out-of-school suspension for non-violent offenses and required that elementary school students not be suspended without consultation with an area superintendent.
 - **The number of out-of-school suspensions in the district continues to drop dramatically** and the number of black students suspended has dropped as well.
 - **The district's gap in disciplinary consequences has not yet been impacted greatly** but has trended in the right direction (with the risk ratio for black students dropping slightly from 4.33 in 2016 to 4.07 in 2017).
 - **The district opened for the first time three alternative, off-campus sites for students to serve their suspensions.** The new Alternative Placement Program opened at three sites staffed by certified teachers who can work with students on their coursework so they do not fall behind. This program was optional for students and parents and was not highly attended. The district is implementing new strategies to improve the attendance rate.
- **The district invested heavily in 2016-17 in the development of trainers, training materials and timelines around restorative practices.**
 - **A complete resource site for schools has now been developed around restorative practices,** including materials that schools can use to set goals, reflect on best practices, and engage staff and students in these new strategies.
 - **An ambitious training schedule has also been established and foundational trainings were conducted in summer 2017** as a first-step in this multi-year district initiative.
 - **Every principal in the district was trained monthly in 2016-17** in the key concepts and strategies related to shifting mindset, building an equity lens and restorative strategies. The district's Executive Leadership Team was also trained.
 - **Every school was required to create a team that was dedicated to this work and those teams were invited to a three-day summer workshop titled Introduction to Restorative Practices.**
 - 86% of schools successfully completed the training this summer.
 - Follow-up trainings are underway with schools that could not send a team this summer.
 - In addition to school teams, the district's Executive Leadership Team, Transportation Department managers, district PCTA members, and some community members attended the training. The third day of the training was designed to show teams how to incorporate restorative strategies into their School Wide Behavior Plans and existing processes and procedures.



Summary Table		2016-17 Data Outcomes:
Goal 5 ESE Identification	Reduce the disparity of black students being found eligible for Exceptional Student Education (ESE).	<ul style="list-style-type: none"> • ESE: The district’s percentage of black students receiving ESE services has remained stable at 25%, demonstrating an ESE risk ratio of 1.45. • EBD: The district was successful in reducing the disparity in EBD eligibilities and met the stated goal of reducing the risk ratio by .25. The risk ratio for black students assigned to EBD dropped from 4.20 in 2016 to 3.94 in 2017. <p><i>Note:</i> ESE and EBD data for 2017 noted above are not official until released by the state. Official data is anticipated in Fall 2017.</p>

Key Actions Steps and Focus Areas Goal 5: ESE Identification



District records / data review and early intervention systems / Progress Update

- **Exceptional Student Education (ESE) worked collaboratively with the department of Assessment, Accountability, and Research (AAR) to review data within the student information system.** Review of data was completed to determine contributions to the disproportionality between black and non-black student eligibility for Emotional/Behavioral Disability (EBD).
- **The data review revealed high incidences of transfer students to Pinellas County with EBD designations already in place.** The district now initiates a record review within 20 days of enrollment for transfer students with an EBD eligibility from outside of the district to determine most appropriate services in PCS. The ESE department has created a document, “Considerations for Re-Evaluating EBD” to assist staff with decision-making.
- **The data also showed that the numbers of students with continued EBD eligibility might be helped by process revisions at the school and district level** to ensure best practices to decrease disproportionality and apply data-driven decision making for intervention/service delivery. Regular data reviews identify students with multiple eligibilities that include a primary EBD designation and the ESE department initiates record reviews when applicable to determine most appropriate services; students may be recommended for reevaluation when deemed suitable to consider EBD as a secondary disability category or dismissal from EBD identification.
- **The district assigned behavior specialist (Cornelia Keur) to specifically support early intervening services at high minority schools.** Additional support and training for schools from behavior specialists is available as needed. This new way of work emphasizes the critical need to establish high-quality general education intervention procedures. The well-delivered scientific, research-based interventions of reasonable intensity and duration will be implemented with support and fidelity prior to suspecting a disability.
- **Training has been provided to behavior specialists in high minority schools that include the utilization of student specific interventions,** including cultural components that can be included in the student’s positive behavior intervention plan (PBIP). Although 100% of behavioral specialists have been trained, the ESE department is continuing to consider multicultural approaches for schools and students with regard to disproportionality in special education and for students with emotional/behavioral disorders.



Summary Table		2016-17 Data Outcomes:
Goal 6 Minority Hiring	Increase the number of black teachers and administrators to closely mirror the student enrollment by ethnicity.	<ul style="list-style-type: none"> Minority Hiring: The district saw a promising gain in the percentage of the district's instructional staff who are black from 8.3% in 2015-16 to 8.8% in 2016-17. This demonstrates focused improvement as the district has been at 8.3% or lower for many years. Retention: The district was successful in retaining 93% of its black teachers from 2016 to 2017.

Key Actions Steps and Focus Areas Goal 6: Minority Hiring



Improved processes for hiring / Hiring of a Minority Recruitment Team / Progress Update

- The district hired a new Manager of Talent Acquisition (Mr. Carlmon Jones) and two additional hiring specialists to join his team.** That team was onboard in June 2017 and has taken critical steps and hiring contacts to support recruitment and retention.
- The district continued to 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, though a step-by-step review of each minority candidate and why they are hired or not has not yet been conducted. The full review will take place during the 2017-18 school year.
- The district has begun to design its own formal review of all hiring processes.**
- This district continues to have strong results in promoting black teachers to administrative positions** as more than 21% of its administrators are black and 26% of the candidates in the current principal pool are black.
- The district was innovative in its approaches to use traditional media and social media platforms to draw in top candidates.**
- The district continues to pay top recruitment and retention bonuses to all teachers in the Transformation Zone schools.**
- The district has re-started the Pinellas Alliance of Black School Educators (PABSE) organization and connected its work and mission around the recruitment and retention efforts in Human Resources.**



Research Questions / Ongoing Evaluation of Key Strategies

The research questions related to each goal area will be considered as part of the district's ongoing, formal "research evaluation" of the actions in the plan, though no formal evaluation was conducted in 2016-17 because the plan was not finalized until the end of the school year and, as such, many of the action steps were still in the planning stages. The responses and recommendations below are provided as a summary of an initial and limited review of the data in hopes of supporting improvements and growth steps for the district.

GOALS 1-3 / Research / Evaluation Questions related to Student Achievement / Learning Outcomes

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?

- The District has seen a steady increase in black graduation rate and has shown increased efforts to match students to specific interventions, the district's efforts around targeted interventions are starting to have a positive impact.

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?

- The District is refining metrics to collect information to determine the strategies which positively impact parent engagement.

Did the training on culturally responsive strategies improve teacher practice in support of black learners?

- The District has begun an ambitious plan to train teachers on these strategies. The District will collect implementation data to determine the strategies which have a positive impact on targeted areas such as reduction in out of school suspension and discipline referrals.

Did the training on culturally responsive strategies improve student engagement among black learners?

- The District has begun an ambitious plan to train teachers on these strategies. The District will collect implementation data to determine the strategies which have a positive impact on student engagement.

Did the training on rigorous instructional practices improve teacher practice in support of black learners?

- The District training on increased rigor and standards-based practices demonstrates an increase in rigorous lessons and tasks across the district as denoted in classroom observation data. Increases in the ELA and Math FSA scores demonstrate the impact of such teaching practices for black learners.

Did the training on rigorous instructional practices improve student engagement among black learners?

- Classroom observation data shows an increase in student engagement across the district. The District will continue to collect information to determine the strategies which positively impact student engagement.

Did district efforts to broaden screening procedures for black learners succeed in increasing participation in gifted and talented education programs?

- The successful screening of students for gifted and talented education services led to additional students being evaluated for services in order to open doors to higher level of instruction and learning strategies. The District will continue to collect data to determine the impact of the the universal screening process and the implementation of the Plan B initiative in the 2017-18 school year.



Did the intentional use of student data increase participation of black learners in advanced and accelerated courses?

- The District continues to see an increase in the participation of black learners in these courses following ongoing training with counselors. The District will continue to collect data to determine the strategies which positively impact participation in the 2017-18 school year.

Did the supports provided to schools increase student performance in advanced and accelerated courses?

- The data demonstrates a slight gap in performance exists in advanced and honors classes with a larger gap in pass rates exist in accelerated courses like Advanced Placement (AP). The District has begun a plan to train teachers of accelerated courses on culturally relevant instruction to ensure the engagement of black learners. The District will collect implementation data to determine the strategies which have a positive impact on targeted areas such as Advanced Placement (AP) pass rate and grades within Honors/Advanced classes.

GOAL 4 / Research / Evaluation Questions related to Student Discipline

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?

- The district has seen a steady increase in PIC and BOQ assessment scores, with 79% of schools reporting PBIS implementation at 70% or higher in their end-of-year self-assessment. It should be noted that these assessments are self-reported and no formal confirmation of the data has yet been conducted.

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?

- The district has seen a decrease in the number of referrals and suspensions given to black students, and has seen a slight drop in the risk ratio for black students. Though a correlation cannot yet be made, there is evidence of improving school climates based upon PBIS assessment and school visitation data and a relationship between the two is possible.

Did the degree of fidelity in the use of restorative practices increase in schools as evidenced by valid, research assessments?

- The district wide, school-based, training on restorative practices has begun. The District will collect implementation data to determine the impact on targeted areas such out of school suspensions and discipline referrals.

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?

- The District has seen decreases in the number of referrals and suspensions given to black students and a dramatic drop in suspensions given for non-violent offenses. The implementation of restorative practices appears to show a positive impact. The District will collect implementation data to determine the impact on targeted areas such out of school suspensions and discipline referrals.



GOAL 5 / Research / Evaluation Questions related to ESE Identification

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?

- The District's diagnostic instruments and processes have led to improved district systems and more sustainable processes in support of black learners. The District will continue to collect data to determine the impact of the new processes on identification and eligibility for ESE / EBD.

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?

- The district's processes led to a reduction in the disparity of black learners identified for EBD. The District will continue to collect data to determine the impact of the new processes on identification and eligibility for EBD.

Did Coordinated Early Intervening Services (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?

- The district's efforts led to stronger processes, improved communication and deeper understanding. The District will continue to collect data to determine the impact of CEIS efforts on identification, eligibility and support for black learners.

GOAL 6 / Research / Evaluation Questions related to Minority Hiring

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?

- The district has begun recruitment strategies and a process review in support of stronger systems for hiring qualified black applicants. The District will continue to collect data to determine the strategies that positively impact the increase of qualified black applicants.

Did district's recruitment efforts through improved and targeted practices increase the diversity of PCS instructional hires?

- The district has seen a slight increase in the hiring of black teachers after many years of no increase. The District will continue to collect data to determine the strategies that positively impact the diversity of instructional staff hiring.

Did the district's targeted retention efforts result in increased retention of black teachers?

- The district has shown a strong retention percentage this year (93%) among black teachers and that is evidence that the district's retention efforts may be having an impact. The District will continue to collect data to determine the strategies that positively impact the retention of black teachers.

Pinellas County Schools / Graduation Rate / 3-Year Summary and Progress Report															
Graduation Rate	2013-14					2014-15					2015-16				
	# Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %	# Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %	# Cohort	# Graduates	Grad Rate TOTAL %	Grad Rate FEMALE %	Grad Rate MALE %
Hispanic	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 WXXW)	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*						Historical Trends / Change Over Time					
Graduation / Progress	Quarter 1		Quarter 2		Quarter 3	TRENDS		3-Year			5-Year
	Grad Rate CHANGE Year over year / compared to same time period		Grad Rate CHANGE Year over year / compared to same time period		Grad Rate CHANGE Year over year / compared to same time period	Graduation Rate	# Graduates CHANGE	Grad Rate TOTAL % PT CHANGE	Grad Rate FEMALE % PT CHANGE	Grad Rate MALE % PT CHANGE	Grad Rate TOTAL % PT CHANGE
Update by Subgroup											
Hispanic						Hispanic	127	↑ 4.1	2.9	5.7	↑ 15.1
Black/African American						Black/African American	89	↑ 4.8	4.5	5.1	↑ 10.9
						Multi-Racial	8	↑ 3.6	8.5	0.1	↑ 8.9
ESE						American Indian	9	↑ 12.0	14.0	10.1	↑ 21.1
ELL						White	4	↑ 4.1	2.7	5.1	↑ 7.8
DISTRICT Total Grad Rate						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.

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

Pinellas County Schools / Academic Achievement / Summary and Progress Report

FSA Reading - ELA	Reading - ELA								
	2014-15			2015-16			2016-17		
	Level 3 and Above			Level 3 and Above			Level 3 and Above		
	# 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.

BTG Goal 2 / Academic Achievement / Math / Progress Update

Pinellas County Schools / Academic Achievement / Summary and Progress Report

FSA MATH	MATH								
	2014-15			2015-16			2016-17		
	Level 3 and Above			Level 3 and Above			Level 3 and Above		
	# 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.

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
			3,025	91.9%	662	92.1%	8,153	80.7%	610	91.8%	843	18.6%
			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%.

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%.

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			
	<i>Number of referrals</i>	<i>Percentage of total referrals</i>	<i>Number of students w/ a referral</i>	<i>Risk Ratio</i>	<i>Number of referrals</i>	<i>Percentage of total referrals</i>	<i>Number of students w/ a referral</i>	<i>Risk Ratio</i>	<i>Number of referrals</i>	<i>Percentage of total referrals</i>	<i>Number of students w/ a referral</i>	<i>Risk Ratio</i>	<i>Number of Referrals 3-Year TREND</i>	<i>Number of Referrals 3-Year % CHANGE</i>	<i>Number of Students 3-Year TREND</i>	<i>Number of Students 3-Year % CHANGE</i>
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				

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

Pinellas County Schools / 3-Year Summary and Progress Report / ESE, EBD

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						
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.

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

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						