



Gender Equity Data Report

Office of Assessment, Accountability and Research

- The following is a data brief on the performance of Pinellas County Schools students by gender for the 2014-15 School Year and some subsequent comparison data for the first half of the 2015-16 School Year.
- This document is designed only as a presentation of the raw data and some related national perspective for the purposes of further conversation. A full literature review and longitudinal data review would be required to determine the full scope of evidence around gender differences.
- From a data perspective, the following are some draft conclusions related to Pinellas County Schools:
 - Enrollment data for 2014-15 and 2015-16 shows that there are slightly more boys than girls (52% boys to 48% girls) in Pinellas County Schools.
 - While the graduation rate for all students has steadily improved, girls continue to graduate at a higher rate than boys. The gap between boys and girls for 2014-15 was 8.7%.
 - The lower graduation rates of boys are consistent with small but consistent gaps in academic proficiency data between boys and girls, with boys scoring lower on most state assessments than girls (though the differences are not dramatic).
 - The most glaring gap between boys and girls is related to discipline as boys receive more than twice as many referrals and suspensions than girls, which may speak to the criticism that schools and curriculum are not always constructed in a manner that is conducive to success for boys.

Pinellas County Schools Enrollment	
2014-15 SY	
Male	Female
53,528	50,246
52%	48%
2015-16 SY	
Male	Female
53,421	50,060
52%	48%

Discipline			
Source: FOCUS SIS Discipline Data			
Referrals			
2015-16 as of January 31, 2016		2014-15 entire year	
Male	Female	Male	Female
31,645	13,981	78,132	35,594
Out-of-School Suspensions			
Male	Female	Male	Female
4,152	1,684	12,216	5,159

Attendance 2015-16						
as of January 31, 2016	N - Total	% - Total	N - Missed ≥ 10%	% - Missed ≥ 10%	N - Missed ≥ 20%	% - Missed ≥ 20%
Male	54691	51.9%	8209	15.0%	2437	4.5%
Female	50701	48.1%	7397	14.6%	2038	4.0%



Data Tables / Gender Equity

SAT10 - Total Reading Percentile Rank (Mean)

Source: SAT 10 Data File

PCS Graduation Rate					
<i>Gender Gap Analysis</i>					
	2010-11	2011-12	2012-13	2013-14	2014-15
District	65.2%	72.0%	71.9%	76.2%	78.3%
Female	70.3%	77.5%	78.2%	80.7%	82.6%
Male	60.3%	66.6%	65.8%	71.9%	73.9%
GAP	-10.0%	-10.9%	-12.4%	-8.8%	8.7%

1st Grade	
Male	Female
40%	46%
2nd Grade	
Male	Female
37%	43%

2014-15 FSA								
Percentage Scoring 3+ Achievement Level								
5th grade ELA			5th grade Math			5th grade Science		
Male	Female	Gap	Male	Female	Gap	Male	Female	Gap
44.6%	57.5%	-12.9%	57.6%	59.5%	-1.9%	55.0%	54.0%	+1.0%
8th grade ELA			8th grade Math			5th grade Science		
Male	Female	Gap	Male	Female	Gap	Male	Female	Gap
39.0%	48.7%	-9.7%	29.8%	30.6%	-0.8%	52.0%	50.0%	+2.0%

2014-15 FSA EOC						
Percentage Scoring 3+ Achievement Level						
Algebra 1 (MS)			Geometry (MS)			
Male	Female	Gap	Male	Female	Gap	Gap
62.8%	63.4%		96.3%	96.4%		
Algebra 1 (HS)			Geometry (HS)		Algebra 2 (HS)	
Male	Female	Gap	Male	Female	Male	Female
14.2%	18.0%		42.0%	39.1%	52.3%	52.1%

Source: FSA tables are “estimated” based upon proposed Achievement Levels percentages using FLDOE’s T-Score conversion table.

Some Perspective

- In the national discussion around boys and gender equity, the entire notion of struggles among boys may be overgeneralizing the issue as most boys from white, affluent families do quite well.
- The issue may be better viewed through the lens of poverty and racial subgroups as, for instance, black males typically perform well below all other subgroups.
- More specifically, researchers have begun to view the issue as specific to boys who struggle, instead of looking at the broader data on all boys, reasoning that boys who struggle are a unique subgroup unto themselves.

The Debate / Perspective and Evidence

Group A*		Group B**
<ul style="list-style-type: none"> - Boys' education is in crisis. 	← Perspective →	<ul style="list-style-type: none"> - Hispanic, black, and low-socio-economic groups of boys and girls are in crisis, primarily in large metropolitan inner-city schools. There is no crisis among white middle- and upper-class boys.
<ul style="list-style-type: none"> - By almost every benchmark, boys across the nation and in every demographic group are falling behind. 	← Evidence →	<ul style="list-style-type: none"> - Boys' achievement levels have increased continuously in all subject areas over the past 30 years of national testing, with the exception of a slight but steady decrease in 12th grade reading scores since 1990, which is also seen in girls.
<ul style="list-style-type: none"> - Recent gains in girls' achievements were made at the expense of boys'. 		<ul style="list-style-type: none"> - Overall, there has been no radical or recent decline in boys' scores relative to girls' scores. There is no trend; boys score higher in some areas, girls in others. - Boys' scores increased when girls' scores increased. However, girls' scores increased more.
<ul style="list-style-type: none"> - Today's classrooms, pedagogies, and teachers favor girls. - Boys' brains are hardwired to require a different kind of learning than girls' brains do. - This is the major reason boys are underachieving. 	← Conclusions →	<ul style="list-style-type: none"> - There is wide variation among individuals of the same sex. - It is inappropriate to draw causal links between observations about brain structure or activity and human behavior. - Boys' rates of achievement are caused by multiple factors.
<p>* Conlin, 2003; Gurian & Ballew, 2003; Gurian & Stevens, 2005; Sax, 2005; Tyre, 2006</p>		<p>**Alloway et al., 2002; Barnett & Rivers, 2006; "Canberra," 2002; Corbett, Hill, & St. Rose, 2008; Eliot, 2009; Mead, 2006; Reichert & Hawley, 2006; Salomone, 2003, 2006a, 2006b; Toch et al., 2006</p>

The serious reason boys do worse than girls



It's one of the biggest puzzles in education. Since the 1950s, boys in America been falling behind girls in school. They have more trouble graduating high school, and are less likely to get college diplomas. Though there have been many theories for the gender gap in academic achievement, this remains a hotly debated issue. Is it the culture? Do girls get more encouragement to succeed in their studies? Is there something biological going on? Do boys mature too late? Are they just more fragile at young ages?

And what if this is the human race's destiny? "What if the modern, postindustrial economy is simply more congenial to women than to men?" Hanna Rosin wondered in her provocative Atlantic essay from 2010.

A team of economists from MIT, Northwestern, and the University of Florida has been investigating the question of the female advantage using a vast trove of data collected by the state of Florida. In their preliminary research, they have found that upbringing counts for a lot. The gender gap gets wider in poorer families. Girls from disadvantaged backgrounds are much more likely to succeed than boys raised under the same circumstances.

As I wrote in November:

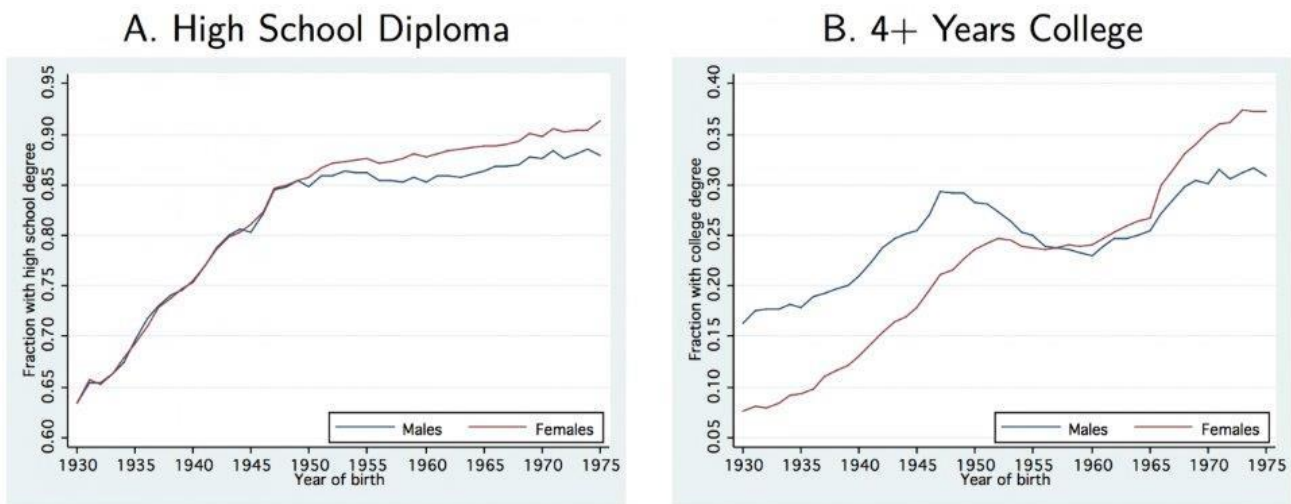
The latest research from Autor and his colleagues shows that early-life adversity causes boys to struggle much more than girls. It's not yet clear why girls are so tough, but they seem much better suited to the challenges of modern childhood. The gender differences are minimal in households with resources — but among poorer families, boys systematically fall short of their sisters and female peers. This pattern implies that if income inequality continues to worsen, the gender inequalities will worsen, too.



Now, in a new paper released Monday, the economists have found additional evidence that bad schools exacerbate the differences in academic achievement between boys and girls. The phenomenon is illustrated in a stunning chart, seen below.

The economists plotted the average test scores of boys and girls at various middle schools in Florida. The schools are ranked by quality, based on how good they are at improving kids' test scores. At the far left are the worst schools. At the far right are the best schools.

U.S. Women Have Overtaken and Surpassed Men in High School and College Diploma Attainment

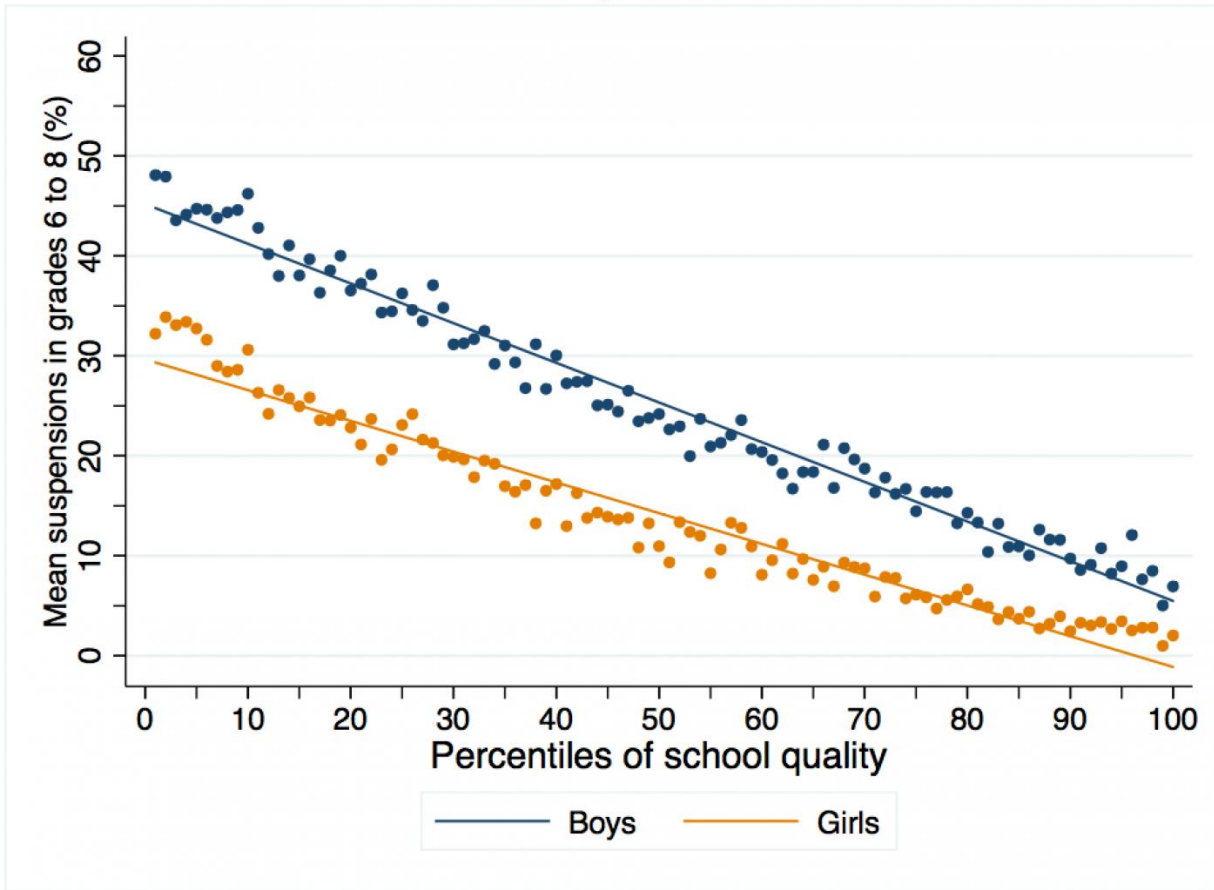


Source: Autor and Wasserman (2013)

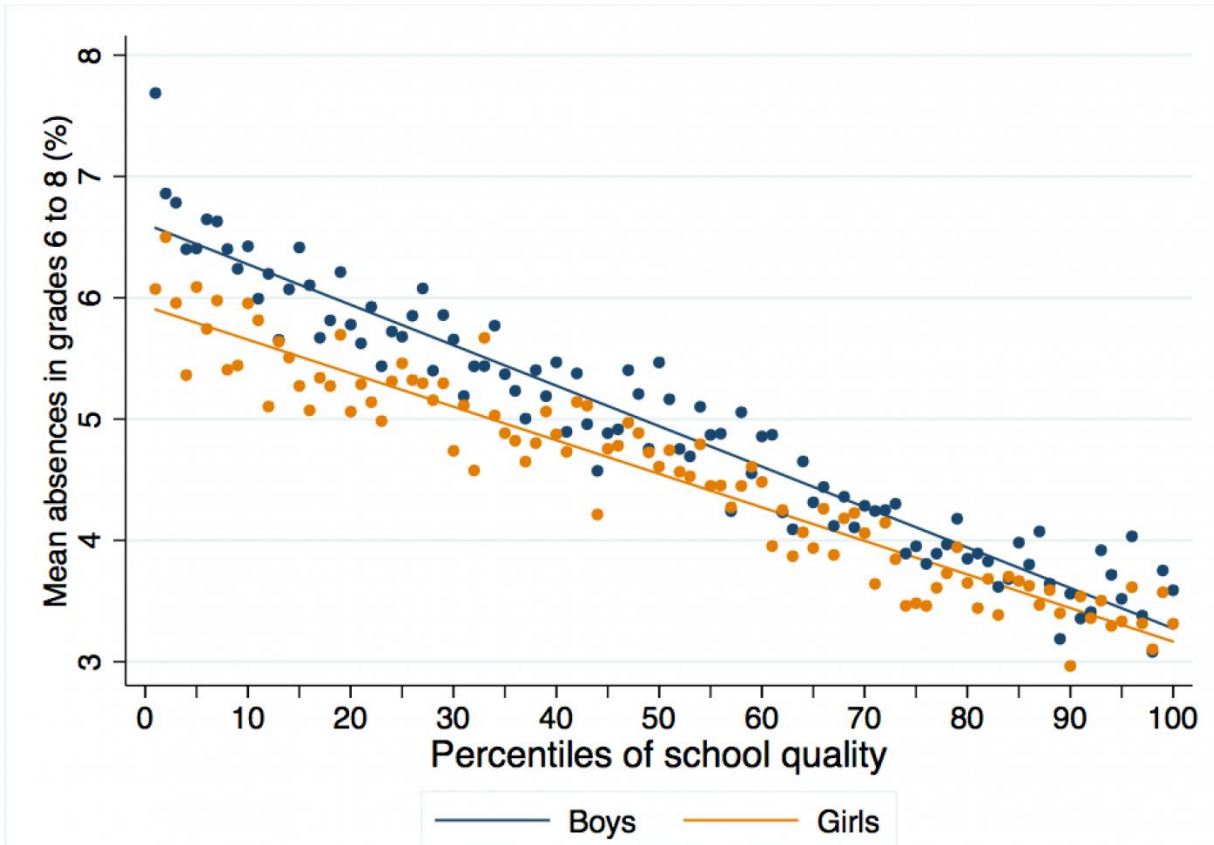
What's striking is the difference between the test scores of boys and girls, and how it widens at lower-quality schools. At the best schools in Florida, boys and girls are on equal footing. At the worst schools in Florida, the boys fall behind the girls.

This pattern — boys suffering more than girls at bad schools — is true for suspensions and absences too. At lower-ranked schools, boys are suspended far more than girls, and are less likely to be in class. At higher-ranked schools, the gender gap narrows.

A. Suspensions



B. Absences



Continued...Article reprinted from The Washington Post / January 2016

How they proved that schools are causing some of the gender gap

So far, this has been a relatively simple comparison. The charts show that boys from bad schools are falling behind, but they don't exactly prove that the schools are causing it. That's because Florida, like most states, has a lot of class segregation in its schools. Kids from disadvantaged backgrounds tend to go to worse schools. It could be that the schools contribute nothing to the problem of the gender gap — it could be that the gender gap is mostly caused by different family circumstances.

But that isn't the case. To prove that the school environment itself has been causing boys to fall behind, the economists compared brothers and sisters who went to the same school. Siblings are more similar than strangers, since they usually grow up in the same household, were exposed to the same things, and had access to the same resources.

Furthermore, since their previous research has shown that boys are more sensitive than girls to family disadvantages, the economists also controlled for that fact in their statistical tests. They accounted for how poverty, low mother's education, bad neighborhood quality, and a slew of other factors widen the gender gap. They also examined families that moved school districts to see how the same children fared at different schools.

After stripping away all the alternative explanations, the economists found that the schools themselves do deserve some of the blame for causing boys to suffer academically compared to girls. There's something about the way that class is conducted at Florida's worst schools that disadvantages boys. It may have to do with how students are disciplined, or the way that lessons are taught.

Why this is disturbing

The gap in test scores caused by the worst schools is not huge — roughly speaking, it's as if boys were given a below average teacher, or if boys were put into classes with a handful of extra students. But the point is that boys and girls aren't going to different classrooms or getting different teachers. They're going to the same classes, being exposed to the same school environments — and yet, boys are less likely to succeed.



In Florida, this is a racial equity issue too. Who's more likely to go to a bad school? Overwhelmingly, it's black children. About 66 percent of black students in grades 3-8 attend a school that's ranked in the bottom third. Only 8 percent attend a school that's in the top 33 percent.

It's unlucky enough to be born to a poor family, to grow up in a poor neighborhood and attend bad schools. As recent research shows, it's doubly unlucky to be a boy facing those circumstances.

