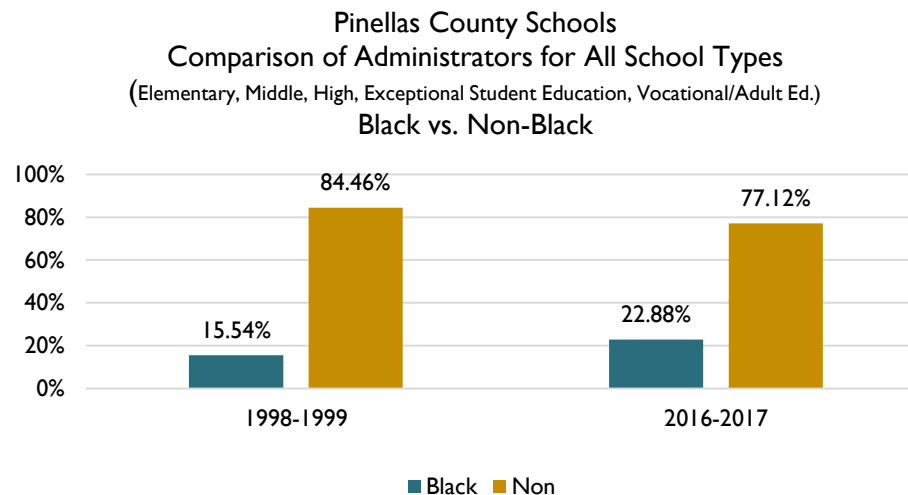


# Comparison of Administrators for All School Types

## Goal Statement:

The district is committed to continued support of minority instructional and administrative staff assignments at all school levels, in central administration, and in the general geographic apportionment that are at least as equitable as levels that existed in the 1998–1999 school year.



Data Source: Racial Breakdown for Administrators by School Type  
1998-1999 vs 2016-2017 ~ Black/Non-Black

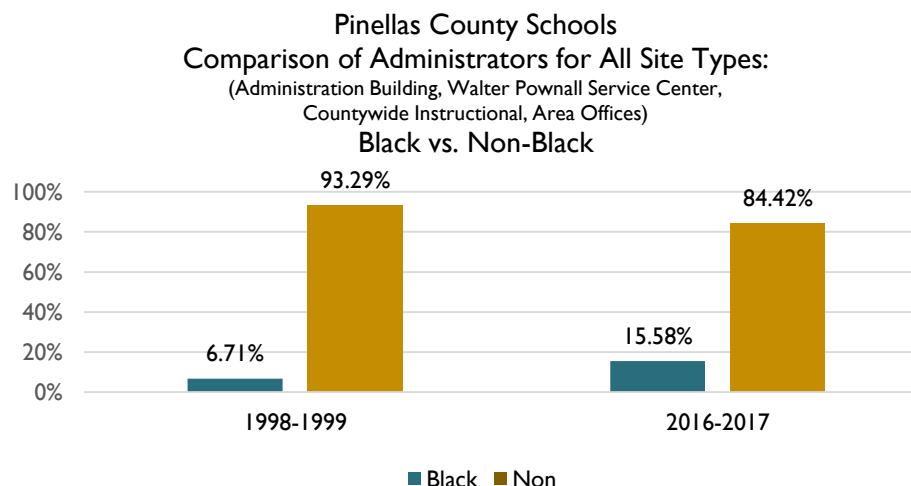
## Action Steps:

We continue to make great strides in this area. We actively recruit teacher leaders through our aspiring leaders program in addition to actively recruiting out-of-district. We have increased our level of communications throughout the district with our monthly “Chalk Talk” newsletter and through our department of Strategic Communications. As a result of our active recruiting, we have increased the number and quality of our participants in our leadership preparation programs such as “A prep” and our Level II Principal Certification Program.

# Comparison of Administrators for All Site Types

## Goal Statement:

The district is committed to continued support of minority instructional and administrative staff assignments at all school levels, in central administration, and in the general geographic apportionment that are at least as equitable as levels that existed in the 1998–1999 school year.



Data Source: Racial Breakdown for Administrators by Site Type  
1998-1999 vs 2016-2017 ~ Black/Non-Black

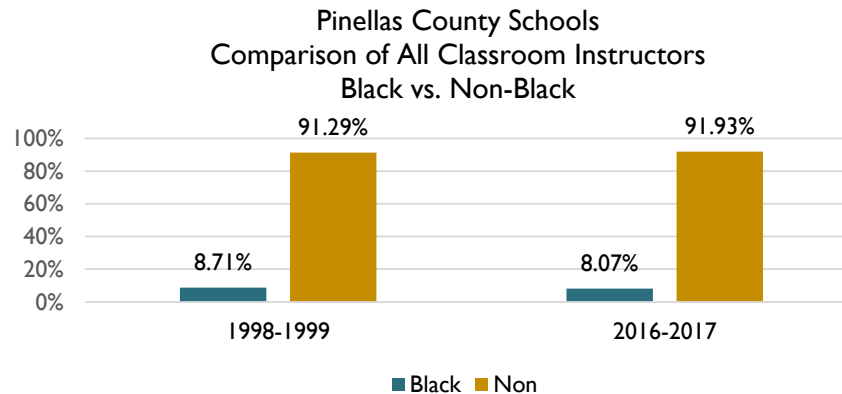
## Action Steps:

We continue to improve and make great strides in this area as well. The district's Human Resources Division, along with the department of Professional Development, continues to implement best practices in providing leadership opportunities at the central administration level. We developed a program to introduce site-based and school-based administrators who would like to intern and seek experience at the central administration level in order to move into such positions when such an opportunity becomes available. This year, 42% of our administrative intern applicants are black. We also actively recruit outside the district in order to keep a balanced quality of internal and external candidates.

# Comparison of All Classroom Instructors

## Goal Statement:

The district is committed to continued support of minority instructional and administrative staff assignments at all school levels, in central administration, and in the general geographic apportionment that are at least as equitable as levels that existed in the 1998–1999 school year.



Data Source: Racial Breakdown for Instructors (Classroom) by Job Type  
1998-1999 vs 2016-2017

## Action Steps:

We continue to stay focused on recruiting and securing the best black candidates for our vacant teaching positions. We recruit in-state and out-of-state for critical need candidates, including minorities, as we develop our relationships with colleges and universities across the country. In addition, our focus when working with the historically black colleges and universities, is to compete with other Florida districts for a limited number of minority candidates.

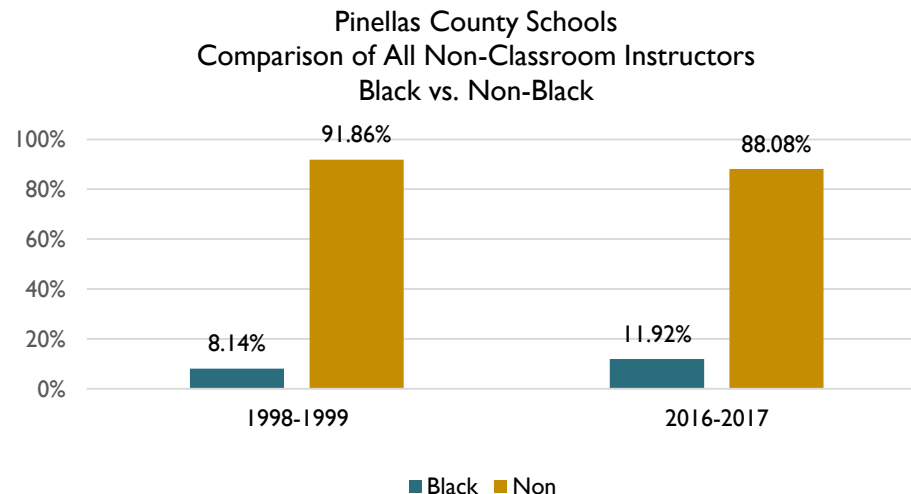
This year a districtwide initiative, “Transformation Zone,” under the School Leadership Department, was created to assist with the recruitment, retention, and development of teachers in our eight “Scale Up for Success/Transformation Zone” schools (Campbell Park, Fairmount Park, High Point, Lakewood, Maximo, Melrose, Midtown Academy, and Sandy Lane Elementary Schools).

Advanced contracts are offered through our teacher internship programs and on recruiting trips. We are also entering our fourth year of Pinellas County School District’s Job Fair whereby we interview and hire candidates on the spot in early June during our Open Hiring period.

# Comparison of All Non-Classroom Instructors

## Goal Statement:

The district is committed to continued support of minority instructional and administrative staff assignments at all school levels, in central administration, and in the general geographic apportionment that are at least as equitable as levels that existed in the 1998–1999 school year.



Data Source: Racial Breakdown for Instructors (Non-Classroom) by Job Type  
1998-1999 vs 2016-2017 ~ Black/Non-Black

## Action Steps:

We heavily recruit candidates such as guidance counselors, school psychologists, social workers, and the like through internship programs and direct contact with specific departments at various colleges and universities including the historically black colleges and universities.