



Pinellas County Schools / Achievement Gap Goals and Strategies

District Strategic Plan / Equity and Excellence for All

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, including the hiring of a diverse workforce, the inclusion of diverse lessons and materials, the celebration of diverse learners and families and the fostering of a growth mindset. The district and School Board aspire to lead the state and nation in closing the achievement gap and are dedicating all the necessary resources and innovative solutions to meet the aspirational targets outlined in this plan.

This document represents a long-term plan to reduce achievement gaps across the district in all schools. 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 district's **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. This plan will be reviewed annually and updated accordingly.

Some of our key strategies include:

- ➡ A personalized learning plan to best meet the needs of individual students.
- ➡ A new online program that connects a student's personalized plan to key skills and standards needed to stay on track.
- ➡ A district commitment to culturally relevant curriculum, materials and training in support of rigorous, engaging instruction in all classrooms.
- ➡ A district commitment to positive behavior supports and interventions and fair and equitable disciplinary practices for all students.
- ➡ A district commitment to restorative disciplinary practices, including alternatives to suspension and a reintegration plan for students who receive a suspension to provide them skills to successfully return to the classroom.
- ➡ A targeted plan to empower families to better understand their child's academic data, their strengths and weaknesses and the resources available to improve learning in school, after school and at home.
- ➡ A targeted plan to recruit and hire a diverse teaching staff through focused and innovative strategies, including a new Grow Your Own program that identifies and supports current black high school students who want to be teachers in our schools.

The district initiatives listed with each goal were originally gathered through a community think tank held at the St. Petersburg College Collaborative Labs in October 2013 and were presented for community review again through a series of feedback sessions during the fall of 2016. An additional goal around minority hiring was added at that time. This plan will be regularly monitored with direct oversight by the district's Minority Achievement Officer. The district will provide regular progress reports to the School Board and community.





TABLE OF CONTENTS

Introduction

Summary of Key Strategies	4
Summary of Quarterly and Annual Outcomes	6
Data Definitions / Reporting Measures	7
Action Steps by Goal Area	
Goal 1: Graduation Rate / <i>Strategies and Aspirational Targets</i>	9
Goal 2: Student Achievement / <i>Strategies and Aspirational Targets</i>	21
Goal 3: Advanced Coursework / <i>Strategies and Aspirational Targets</i>	37
Goal 4: Student Discipline / <i>Strategies and Aspirational Targets</i>	50
Goal 5: ESE Identification / <i>Strategies and Aspirational Targets</i>	61
Goal 6: Minority Hiring / <i>Strategies and Aspirational Targets</i>	71
Summary Data Tables by Goal Area	Included after each goal
Quarterly Data Reports by Goal Area	Included after each goal

Pinellas County Schools / Summary of Key Strategies / High Impact Initiatives

Graduation Rate	Student Achievement	Advanced Coursework
<p>Key Strategy: 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 learners.</p>	<p>Key Strategy: 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.</p>	<p>Key Strategy: Implement universal screening for gifted identification for all 2nd graders and 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.</p>
<p>Key Strategy: Develop a learner profile and personalized learning plan for all black students who are at risk or not on track to graduate.</p>	<p>Key Strategy: 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).</p>	<p>Key Strategy: Ensure equity by providing easy access for all black students to on-site, college readiness testing in every high school (ACT, SAT, PERT).</p>
<p>Key Strategy: 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 plans for students who are not on track to graduate.</p>	<p>Key Strategy: Ensure that schools with high minority enrollments provide additional, strategically-focused time during and after school to support academic interventions and flexible instructional delivery.</p>	<p>Key Strategy: 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.</p>
<p>Key Strategy: Ensure black students who are not on track to graduate participate in "in-school" classes to recover failed core courses and raise grade point averages to meet graduation requirements.</p>	<p>Key Strategy: 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.</p>	<p>Key Strategy: 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 (ie. AVID).</p>
<p>Key Strategy: Empower families by hosting a graduation awareness event for incoming 9th grade families to discuss graduation requirements and credits and provide tools to support their children.</p>	<p>Key Strategy: Identify and provide additional culturally relevant books, resources and technology to supplement core instruction representing diverse perspectives as a way to increase student engagement.</p>	<p>Key Strategy: 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.</p>
<p>Key Strategy: Set up parent conferences in support of black students who are not on track to graduate to review personalized learning plans.</p>	<p>Key Strategy: Provide parent workshops in schools that are "linked to student learning" in collaboration with Dr. Karen Mapp / Harvard. Empower families by providing a deeper understanding of student data, resources available and personalized learning plans.</p>	<p>Key Strategy: 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.</p>
<p>Key Strategy: 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.</p>	<p>Key Strategy: Ensure teachers have access to real-time data specific to black students with personalized plans in order to have effective data chats.</p>	<p>Key Strategy: Ensure an equitable representation of black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).</p>

Pinellas County Schools / Summary of Key Strategies / High Impact Initiatives

Student Discipline	ESE Identification	Minority Hiring
<p>Key Strategy: Develop and implement 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).</p>	<p>Key Strategy: Provide intensive supports to black students to ensure interventions for those students who received evaluation consent at the end of the prior school year and intensive and intentional early intervening ESE services prior to Emotional Behavior Disability (EBD) identification.</p>	<p>Key Strategy: Hire a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce.</p>
<p>Key Strategy: 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.</p>	<p>Key Strategy: 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.</p>	<p>Key Strategy: Establish strong relationships with historically black colleges and universities (HBCUs) to locate strong minority applicants.</p>
<p>Key Strategy: 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.</p>	<p>Key Strategy: Provide professional development to behavior specialists in high minority schools that includes cultural components in student's positive behavior intervention plans (PBIP).</p>	<p>Key Strategy: Identify future educators among current black, 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).</p>
<p>Key Strategy: Train all school administrators in the use of culturally responsive disciplinary practices and ensure strong implementation in schools with high minority enrollments.</p>	<p>Key Strategy: Pilot a model for collaborative problem solving at one (pilot) elementary school.</p>	<p>Key Strategy: Provide substantial recruitment and retention bonuses in the Transformation Zone schools to attract and retain highly effective teachers in the neediest schools.</p>
<p>Key Strategy: 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.</p>	<p>Key Strategy: Provide a district Coordinated Early Intervening Services (CEIS) Behavior Specialist to provide intensive support to students with a focus in high minority schools.</p>	<p>Key Strategy: 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.</p>
<p>Key Strategy: Implement an Alternative Placement Program (APP) for suspension for middle and high schools as an alternative setting for students to serve a suspension, with support for classroom tasks.</p>	<p>Key Strategy: Provide a district ESE Behavior Specialist to provide intensive support to ESE students with a focus in high minority schools.</p>	<p>Key Strategy: Establish a summer, cultural awareness training program for teachers who are hired into high minority schools, with a robust onboarding program for teachers working in the district's Transformation Zone schools.</p>



Pinellas County Schools / Bridging the Gap / Summary of Quarterly and Annual Measures

Goal Area	Progress Measures (Quarterly)	Outcome Measures (Annually)
Graduation Rate	# and % of students on track with required courses / credits	# and % on track to graduate / federal graduation rate
	# and % of students on track with a 2.0 GPA or higher	
	# and % of students with required Level 3 or above on FSA ELA	
	# and % of students with required Algebra 1 passing score, credit	
Student Achievement	# and % of students scoring "proficient" or "near proficient" on district progress assessments	# and % of students with Level 3 or above / FSA ELA (Reading) # and % of students with Level 3 or above / FSA Math
	# and % of students on track for grade level readiness (grades, GPA)	# and % of students scoring proficient or college ready on national norm referenced tests (ex. SAT, ACT)
Advanced Coursework	# and % of students on Honor Roll / A,B average / 3.0 GPA	# and % of middle school students enrolled in an advanced or accelerated (high school) course, # and % earning credit
	# and % of students screened for Gifted services	# and % of students enrolled in Gifted
	# and % of students enrolled in an advanced course (ex: Honors) or accelerated course (ex: Dual Enrollment, AP) (middle and high school)	# and % of high school students enrolled in an honors or accelerated course (ex: Dual Enrollment, AP), # and % earning credit
	# and % of students enrolled in a career, technical education course (middle and high school)	# and % of students completing an industry certification
Student Discipline	# and % of students with an office disciplinary referral	# and % of students with an office disciplinary referral
	# and % of students with a suspension (ISS, OSS)	# and % of students with a suspension (OSS)
		Disparity rates / risk ratios / OSS and Referrals
ESE Identification	# and % of students found eligible for ESE services	# and % of students found eligible for ESE services
	# and % of students found eligible for Emotional Behavioral Disability (EBD) identification	# and % of students found eligible for Emotional Behavioral Disability (EBD) identification
		Disparity rates / risk ratios / ESE and EBD
Minority Hiring, Retention	# and % of new hires / instructional / by race	# and % of total instructional positions / teachers / by race
	# and % of total instructional positions / teachers / by race	# and % of total administrative positions / promotions / by race

Key Data Definitions / Achievement Gap

Terms	Data Definitions	Data Rules / Cautions
Gap	The disproportionality of outcomes related to black students as compared to the performance of non-black students.	The gaps for each goal are explained as sub-definitions under each goal. For purposes of this document, the 2015-16 school year is considered the baseline year for setting the district’s aspirational goals. 2016-17 is considered the first year of implementation.
Black	All students and employees who are “black” under the federal race definition, which is defined in Pinellas County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as “black” is determined by the parent during the school registration process or by the employee via the hiring process.	The district no longer uses what was termed the “Bradley race variable” that some previous data documents utilized. This race variable was discontinued in 2016-17 as a way of creating a consistent definition around race matched to the federal and state reporting rules. It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting.
Non-Black	All students or employees who are not “black” under the federal race definition, which is defined in Pinellas County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as “non-black” is determined by the parent during the school registration process or by the employee via the hiring process.	The district provides data on all races per the Local Ethnic Code definition. It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting.
Graduation Rate	The percentage of high school students from each four-year cohort who graduate with a standard high school diploma per the state’s definition, which includes all withdrawal codes (WD) that result in a standard high school diploma.	The district provides data on all withdrawal codes (WD) as a way of reporting students who graduated with a standard high school diploma, the routes they took in receiving their diplomas as well as accounting for students who did not graduate. Withdrawal codes include: W06 (pass the state assessment), WFT (use of concordant score) and WFW (ESE waiver).
Academic Achievement	The annual performance of students on reading (now called English, Language Arts or ELA) and math standardized assessments. For purposes of this document, the state’s Florida Standards Assessment (FSA) is used as well as other nationally recognized normed assessments.	Though the district does review and provide data regarding other achievement factors (such as GPA), the gap for purposes of this section of the document refers to the gap in performance on standardized assessments.
Advanced Coursework	Advanced and accelerated courses and programs that are designed to provide more rigorous academic opportunities for students. For purposes of this document, this includes student enrollment in Gifted in elementary and middle schools, and Advanced, Honors, and Accelerated (such as Dual Enrollment and Advanced Placement courses) courses in middle and high schools. This also includes student enrollments in district application / choice programs.	Data include Gifted in elementary school, Gifted, advanced and high school courses in middle school, and honors, Dual Enrollment, and AP courses in high school. IB or AICE program enrollments are included as part of the district’s monitoring of application / choice programs.
Participation in Advanced Coursework	Participation refers to the total enrollment of black students in courses (see above) and / or attendance in activities (such as STEM programs) as outlined within this document. The goals for participation are defined as	To be clear, participation per this document is defined as the percentage of black students taking part in rigorous classes or programs as compared to their non-black peers. As a caution, this

	meeting or exceeding the percentage enrollment of black students across the district (which in 2015-16 was 18%).	does not mean that 18% of black students should be enrolled in advanced courses but it does mean that at least 18% of those who are enrolled in advanced courses are black.
Performance in Advanced Coursework	Performance refers to the percentage of black students earning satisfactory course credit (such as college credit in DE or AP) or earning an industry certification. The performance of black students should mirror the performance of non-black students.	Measuring performance of students in accelerated courses such as AP should be made with some caution as the district is committed to challenging students to take more rigorous courses and that sometimes results in higher participation rates and, at least initially, with lower performance rates. The district has outlined plans to provide students with the assistance and support needed to succeed in these more challenging classes.
Disciplinary Referral	An office disciplinary referral received by a student and processed at the school per the district's Code of Student Conduct.	Data are pulled for both the total number of referrals and total number of students who received a referral, typically titled "unique referrals" or "unique students" receiving a referral. Though the gap is defined by race, data are pulled also by gender and type of infraction as a way of monitoring progress and interventions.
Disciplinary Suspension	A consequence issued as a result of an office disciplinary referral that results in a student being removed temporarily from the campus. This is commonly referred to as "out of school suspension."	Data are pulled for both total number of suspensions and total number of students who received a suspension, typically titled "unique suspensions" or "unique students" receiving a suspension. Though the gap is defined by race, data are pulled also by gender and type of infraction as a way of monitoring progress and interventions.
Arrest	A consequence issued by law enforcement agencies and not issued by a school administrator as an arrest is not a school consequence as outlined in the district's Code of Student Conduct.	Arrests are recorded for purposes of this document as a "school-related arrest" when the following conditions are met: the offense is perpetrated by a student and the offense happens on school grounds. For example, a student might be arrested at school for an incident that occurred in the neighborhood and, in that case, the arrest is not counted as a school-related arrest.
ESE / EBD	The percentage of student identified and staffed for Exceptional Student Education Services. One such designation that is tracked per this document are those students in need of significant behavioral support under the heading of Emotional Behavioral Disabilities (EBD).	For purposes of this document, students with a 504 Plan are not included.
Risk Ratio	A data point that represents the likelihood that a member of one group would incur a consequence as compared to other subgroups or as compared to all other students.	Formula: Subgroup Risk ÷ Non-Subgroup Risk Example: $rr = \frac{\# \text{ black students suspended } \div \text{ total } \# \text{ of black students}}{\# \text{ non-black students suspended } \div \text{ total } \# \text{ of non-black students}}$
Minority Hiring	The total number and percentage of instructional and administrative positions with the goal of increasing staff diversity by meeting or exceeding the total enrollment of black students across the district (defined in 2015-16 as 18%).	The data for this document are pulled only for instructional and administrative positions and not for related staff positions that are non-instructional. As such, the gaps referred to herein are intended to impact the diversity of the teaching and administrative staffs.

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)	Progress Measure	Outcomes Measure	Research Questions (Impact)
ACADEMIC RIGOR / STANDARDS-BASED INSTRUCTION	Focus for All Students				
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Classroom Rigor # and % of classrooms observed % of classrooms evident	Student Performance State FSA tests (ELA and Math)	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Student Engagement % leaders trained % teachers trained Training calendar	Student grades / GPAs % making A,Bs (3.0 GPA), % on track (2.0 GPA), % with at least one F	Did the district's targeted professional development for teachers and principals in the use of culturally responsive teaching strategies lead to a change in teacher practice? Did the use of culturally responsive strategies impact student learning for black students across schools and classrooms?
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Culturally Responsive Strategies # of classrooms targeted % classrooms observed % classrooms evident		

	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Standards-Based Instruction / Review # and % of schools provided key standards that need re-teaching	% of black students performing at or near proficiency on district cycle assessments	
EARLY WARNING SYSTEMS / EFFECTIVE MONITORING SYSTEMS	Focus for All Students				
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of leaders trained Training calendar Ex of Graduation Status Report	% of students on track / August / disaggregated by race % of students on track / January / disaggregated by race % of students on track / May / disaggregated by race	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of black students who are not on track who have personalized plans / by school	% of black students with a personalized plan of support. % of students on track / August / disaggregated by race	Did the intentional use of early warning data and training of school leaders result in a personalized plan for black learners and increased black achievement?
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of school principals targeted # of coaching sessions completed	% of students on track / January / disaggregated by race	
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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of schools provided data reports each month	% of students on track / May / disaggregated by race		

EXTENDED LEARNING PROGRAMS/ INTERVENTIONS	Focus for All Students				
	1.9 Provide extended learning opportunities before / after school and via the extended school year program (Summer Bridge).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of schools offering programs	# and % of students attending, by race	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black students who are not on track # and % of above group who are attending Extended Learning Programs, Summer Bridge	% of students on track / August / disaggregated by race % of students on track / January / disaggregated by race % of students on track / May / disaggregated by race	Did the students who took part in credit recovery and Extended Learning Programs get better grades, perform better on state ELA and Math assessments and graduate at higher rates than their peers?
	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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Creation of new program # and % of initial users, access by black students		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black students behind in credits # and % of black students behind in GPA # and % of these students enrolled in credit recovery		
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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of black students participating in college readiness testing	# and % of students graduating using a reading concordant score		

FAMILY AND COMMUNITY ENGAGEMENT	Focus for All Students				
	1.14 Host a graduation awareness event for incoming 9th grade families to discuss graduation requirements and credits.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high schools hosting events # of families of black students in attendance	% of black families who report that they are satisfied or highly satisfied with school communication, events related to their child	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?
	1.15 Host a parent awareness night for incoming 9th graders prior to testing "season" to discuss EOC exams, ACT, SAT, and PERT testing.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high schools hosting events # of families of black students in attendance		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of conferences held % complete	% of black families who report that they are satisfied or highly satisfied with school communication, events related to their child.	
	1.17 Ensure an equitable representation of black learners in school awards / recognition ceremonies.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of black students invited, recognized		
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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high schools hosting events # of families of black students in attendance			
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:	<ol style="list-style-type: none"> 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? 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? 				



Goal 1: Graduation Rate

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
% of black students in who graduated on time with a standard diploma / 4-year senior cohort.		Actual	XX%				
		Target	XX%				
# and % of black students in high school (grades 9-11) with a 2.0 or above GPA.		Actual	XX%				
		Target	XX%				
# and % of black students in high school (grades 9-11) with Level 3 or above on state ELA assessment (FSA ELA).		Actual	XX%				
		Target	XX%				
# and % of black students in high school (grades 9-11) with Algebra 1 credit / passing score on state Algebra 1 EOC.		Actual	XX%				
		Target	XX%				
		Actual	XX%				

# and % of black students in high school (grades 9-11) with required credits earned to date.	Target	XX%				
# and % of black students who graduated with a standard diploma via a concordant assessment score (WFT).	Actual	XX%				
	Target	XX%				
# and % of black students who graduated with standard diploma via an ESE assessment waiver (WXW).	Actual	XX%				
	Target	XX%				

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	Gr 5	Gr 5	Gr 5
				Gr 8	Gr 8	Gr 8	Gr 8
				Gr 9	Gr 9	Gr 9	Gr 9
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.	Training calendar	Annual	Website				
	# and % leaders trained	Quarterly	Informal Report				
	# and % teachers trained	Quarterly	Informal Report				
	% black students (grades 9-11) earning 2.0+ GPA each semester	Semester	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
	% black students (grades 9-11) earning 3.0+ GPA each semester	Semester	Informal Report				
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				
	% of targeted classrooms cultural practices evident	Quarterly	Informal Report				
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				
	% of black students performing at or near proficiency on district cycle assessments	Semester	Informal Report				
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				
1.7 Provide side-by-side coaching as needed to high school leadership teams on using their school	# and % of school leadership teams targeted for coaching support	Quarterly	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
Graduation Status Reports to focus support for black students and review personalized learning plans for students who are not on track to graduate.	# of coaching sessions completed	Quarterly	Informal Report				
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				
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.	# and % of black students who are not on track	Quarterly	Informal Report				
	# and % of black students not on track who are attending Extended Learning Programs, Summer Bridge.	Quarterly	Informal Report				
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				
1.12 Ensure black students who are not on track to graduate participate in "in school" credit recovery classes	# and % of black students not on track enrolled in credit recovery	Semester	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
to recover failed core courses and raise grade point averages to meet graduation requirements.							
1.13 Ensure all black students participate in college readiness testing, such as ACT, SAT, and PERT. Ensure that these testing options are tied to the personalized plans for students who are not on track to graduate.	% of black students in high school participating in college readiness testing	Semester	Informal Report				
	# and % of students graduating using a ELA / reading concordant score	Annually	Informal Report				
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				
	% of black families who report that they are satisfied or highly satisfied with school communication	Annually	Report				
1.17 Ensure an equitable representation of black learners in school awards and recognition ceremonies.	% of black students recognized / all schools	Annually	Informal Report				
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				
	# 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					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	# Grad	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	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

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

2016-17 School Year / Progress to Date / Quarterly Report*				Historical Trends / Change Over Time					
Quarterly 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	Quarter 1	Quarter 2	Quarter 3						
Hispanic	NA	↑ 3.50%	TBD	Hispanic	127	↑ 4.1	2.9	5.7	↑ 15.1
Black/African American	NA	↑ 2.79%	TBD	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
ESE	NA	↑ 5.18%	TBD	White	4	↑ 4.1	2.7	5.1	↑ 7.8
ELL	NA	↑ 9.80%	TBD	Pacific Islander	13	↑ 0.5	7.2	-5.4	↑ 4.0
District TOTAL Grad Rate to date	NA	↑ 1.50%	TBD	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 are 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: Pam Moore 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)	Progress Measure	Outcomes Measure	Research Questions (Impact)	
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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Classroom Rigor # and % of classrooms observed % of classrooms evident	Student Performance State FSA tests (ELA and Math) SAT, ACT, PSAT tests (high school)		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Student Engagement % leaders trained % teachers trained # and % of classrooms observed % of classrooms evident Training calendar	Student grades / GPAs % making A,Bs (3.0 GPA), % on track (2.0 GPA), % with at least one F Student assessments (district cycle / progress assessment results by race) State and national assessments (such as FSA, ACT, SAT, PSAT)	Did the district's targeted professional development for teachers and principals in the use of culturally responsive teaching strategies lead to a change in teacher practice? Did the use of culturally responsive strategies impact student learning for black students across schools and classrooms?	
	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	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Culturally Responsive Strategies # of classroom targeted			

	references in lesson plans in order to increase the percentage of proficient students.		% classrooms observed % classrooms evident		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Materials Inventory % of classrooms with culturally-rich, supplemental materials.	Materials Usage % of classrooms showing evidence of / use of culturally-rich, supplemental 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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black high school students taking part	# and % of black high school students receiving a college-readiness score	
EARLY WARNING SYSTEMS / EFFECTIVE MONITORING SYSTEMS	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of leaders trained Training calendar	# and % of students making adequate academic progress /on-track (using early warning data - grades, course failures and reading and math performance data)	
	Focus for Black Students				
	2.7 Provide training to school leadership teams, assistant principals and principals on using early warning data to monitor and support black students in development of personalized learning plans for each student at risk based on early warning indicators.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Data Training # schools targeted % of schools trained # of school leaders trained	% of black students with a personalized plan of support # and % of the students above making adequate academic progress /on-track (using early warning data - grades, course failures and reading and math performance data)	Did the intentional use of early warning data and training of school leaders result in a personalized plan for black learners and increased black achievement?
	2.8 Implement effective intervention strategies based on the close monitoring of students with personalized learning plans.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Targeted interventions / strategies provided to schools		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Monitoring of data chats in schools		

EXTENDED LEARNING PROGRAMS/ INTERVENTIONS	Focus for All Students				
	2.10 Provide extended learning opportunities before and after school and via the extended school year program (Summer Bridge).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools offering ELP and Summer Bridge programs # of students attending	# and % of students making adequate academic progress /on-track (using early warning data - grades, course failures and reading and math performance data)	Did the students who took part in credit recovery and Extended Learning Programs get better grades, perform better on state ELA and Math assessments and graduate at higher rates than their peers?
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools offering STEM or other enrichment programs # of students participating		
	Focus for Black Students				
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black students who are not on track # and % who are attending Extended Learning Programs, Summer Bridge	# and % of black students making adequate academic progress /on-track (using early warning data - grades, course failures and reading and math performance data)	
	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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Creation of new program # and % of initial users, access by black students		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of black students participating in STEM or related enrichment 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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools targeted # of schools offering additional instructional time (extended school day, etc.)		

	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools providing these resources # and % of black students taking part	% improvement on reading, math assessments among black students utilizing these resources	
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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and locations of sessions # of families attending	% of families who report that they are satisfied or highly satisfied with school communication, events related to their child.	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?
	2.18 Provide professional development to schools on parent engagement strategies that are tied to the Dual Capacity Framework / Dr. Karen Mapp / Harvard.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools targeted for training Training calendar		
	Focus for Black Students				
	2.19 Ensure Parent University sessions are provided in locations that make attendance convenient for black families.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and locations of sessions # of black families attending	% of black families who report that they are satisfied or highly satisfied with school communication, events related to their child.	
	2.20 Support teachers by providing professional development on building relationships and sharing student data with black families.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools targeted for training Training calendar		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of schools hosting events # of families of black students in attendance		
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:	<ol style="list-style-type: none"> 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: Pam Moore, 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	Baseline (2015/16)	2016-17	2017-18	2018-19	2019-20	2020 Target
# and % of black students in Grades K-2 scoring proficient in reading / at or near grade level on norm-referenced assessments.		Actual				
		Target	XX%			
# and % of black students in Grades 3-5 scoring Level 3 or above on FSA ELA-Reading / elementary.		Actual				
		Target	XX%			
# and % of black students in Grades 6-8 scoring Level 3 or above on FSA ELA-Reading / middle school		Actual				
		Target	XX%			
		Actual				

# and % of black students in Grades K-2 scoring proficient in math / at or near grade level on norm-referenced assessments.		Target	XX%				
# and % of black students in Grades 3-5 scoring Level 3 or above on FSA Math / elementary.		Actual					
		Target	XX%				
# and % of black students in Grades 6-8 scoring Level 3 or above on FSA Math / middle school.		Actual					
		Target	XX%				
# and % of black students with an A, B, C average / elementary school / grades 4-5		Actual					
		Target	XX%				
# and % of black students with an A, B, C average (2.0 GPA) / middle school / all grades.		Actual					
		Target	XX%				
# and % of black students in Grades 9-10 scoring proficient / Level 3 or above on FSA ELA / high school.		Actual					
		Target	XX%				
# and % of black students with a college ready score on the ACT or SAT / reading / compared to state and nation.		Actual					
		Target	XX%				
# and % of black students with a college ready score on the ACT or SAT / math / compared to state and nation.		Actual					
		Target	XX%				

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				
	# and % leaders trained	Quarterly	Informal Report				
	# and % teachers trained	Quarterly	Informal Report				
	% of black students earning As and Bs / elementary (grades 4-5)	Semester	Informal Report				
	% of black students earning As and Bs (3.0 GPA) / middle school	Semester	Informal Report				
	% of black students on track (2.0 GPA) / middle school	Semester	Informal Report				
2.3 Implement culturally responsive instructional practices in classrooms such as oral language	% of targeted classrooms observed	Quarterly	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
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 cultural practices evident	Quarterly	Informal Report				
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				
	% of classrooms showing evidence of use of culturally-rich supplemental materials	Semester	Informal Report				
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				
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				
	% of targeted schools / teams trained	Quarterly	Informal Report				
	# of school leaders trained / all principals, assistant principals	Quarterly	Informal Report				
	% of black students who are not tracked with a	Quarterly	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
	personalized plan of support						
	# and % of black students with personalized plans who are now making adequate academic progress (no early warning indicators)	Semester	Informal Report				
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				
	% of black students who are not tracked with a personalized plan of support	Quarterly	Informal Report				
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				
	# and % of black students with personalized plans who are now making adequate academic progress (no early warning indicators)	Semester	Informal Report				
2.12 Ensure that black students are participating in extended learning opportunities before and after	# and % of black students who are not on track / ES, MS, HS	Quarterly	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
school 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.	Quarterly	Informal Report				
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).	Creation of new program	Annually	Presentation of program				
	# and % of users / access by black students	Semester	Informal Report				
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				
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				
	# of high minority schools offering additional instructional time (extended school day, etc.)	Semester	Informal Report				
2.16 Partner with families to monitor usage among black students of digital resources that	# and % of schools providing these programs	Annual	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
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 black students participating / users	Annual	Informal Report				
	% of black students participating in the programs who have improved their reading or math assessments	Annual	Research report				
2.19 Ensure Parent University sessions are provided in locations that make attendance convenient for black families.	# of sessions / locations across the district	Semester	Informal Report				
	# of black families attending at each location	Semester	Informal Report				
	% of black families who report that they are satisfied or highly satisfied with school communication	Annual	Report				
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				
	% of black families who report that they are satisfied or highly satisfied with school communication	Annual	Report				
2.21 Provide parent workshops in high minority schools that are "linked to student learning" in	# and % of schools hosting parent workshop events linked to learning	Semester	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
collaboration with Dr. Karen Mapp. Empower parents by providing a deeper understanding of student data, resources available and personalized learning plans.	# of families of black students in attendance / average	Semester	Informal Report				

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%			
District TOTAL (All Grades)	57,674	29,583	51.3%	58,107	29,473	50.7%			
Hispanic	8,923	3,763	42.2%	9,497	3,956	41.7%			
Black/African American	10,197	2,441	23.9%	10,290	2,494	24.2%			
Multi-Racial	2,496	1,312	52.6%	2,441	1,321	54.1%			
American Indian	138	67	48.6%	132	63	47.7%			
White	33,168	20,213	60.9%	32,893	19,807	60.2%			
Asian	2,601	1,731	66.6%	2,698	1,778	65.9%			
Pacific Islander	151	56	37.1%	156	54	34.6%			
ELEMENTARY Total (Grades 3-5)	22,224	11,393	51.3%	22,587	11,723	51.9%			
Black	4,108	1,059	25.8%	4,253	1,129	26.5%			
Non-Black	18,116	10,334	57.0%	18,334	10,594	57.8%			
MIDDLE SCHOOL Total (Grades 6-8)	19,232	9,207	47.9%	20,998	10,761	51.2%			
Black	3,545	754	21.3%	3,609	835	23.1%			
Non-Black	15,687	8,453	53.9%	17,389	9,926	57.1%			
HIGH SCHOOL Total (Grades 9-10)	16,218	8,983	55.3%	14,522	6,989	48.1%			
Black	2,544	628	24.7%	2,428	530	21.8%			
Non-Black	13,674	8,355	61.1%	12,094	6,459	53.4%			
District TOTAL	57,674	29,583	51.3%	58,107	29,473	50.7%			
Black	10,197	2,441	23.9%	10,290	2,494	24.2%			
Non-Black	47,477	27,142	57.2%	47,817	26,979	56.4%			
		GAP	33.3%		GAP	32.2%		GAP	

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%			
District TOTAL (All Grades)	38,813	20,500	52.8%	40,116	21,894	54.6%			
Hispanic	6,384	2,927	45.8%	6,862	3,343	48.7%			
Black/African American	7,467	1,936	25.9%	7,677	2,143	27.9%			
Multi-Racial	1,691	920	54.4%	1,773	984	55.5%			
American Indian	88	41	46.6%	84	47	56.0%			
White	21,428	13,429	62.7%	21,916	14,055	64.1%			
Asian	1,638	1,193	72.8%	1,680	1,270	75.6%			
Pacific Islander	117	54	46.2%	124	52	41.9%			
ELEMENTARY Total (Grades 3-5)	22,246	12,917	58.1%	22,557	13,485	59.8%			
Black	4,131	1,285	31.1%	4,266	1,438	33.7%			
Non-Black	18,115	11,632	64.2%	18,291	12,047	65.9%			
MIDDLE SCHOOL Total (Grades 6-8)	16,567	7,583	45.7%	17,559	8,409	47.8%			
Black	3,336	651	19.5%	3,411	705	20.7%			
Non-Black	13,231	6,932	52.4%	14,148	7,704	54.5%			
District TOTAL	38,813	20,500	52.8%	40,116	21,894	54.6%			
Black	7,467	1,936	25.9%	7,677	2,143	27.9%			
Non-Black	31,346	18,564	59.2%	32,439	19,751	60.9%			
		GAP	33.3%		GAP	33.0%		GAP	

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: The state changed the naming of this 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. The district will also monitor the performance of black students on ACT and SAT assessments as compared to black student mean scores in Florida and across the nation.

Pinellas County Schools / Academic Progress Summary and Quarterly Report / Grades K-10 / SAMPLE

Quarter 1													2016-17 School Year / Progress to Date												
	District Cycle 1 / ELA #, % at or near proficient				District Cycle 1 / Math #, % at or near proficient				Quarter 1 / GPA, Grades Above 2.0																
	Black	Black	Non-Black	Non-Black	Black	Black	Non-Black	Non-Black	Black	Black	Non-Black	Non-Black													
	#	%	#	%	#	%	#	%	#	%	#	%													
Grade K																									
Grade 1																									
Grade 2																									
Grade 3																									
Grade 4																									
Grade 5																									
Grade 6																									
Grade 7																									
Grade 8																									
Grade 9																									
Grade 10																									

Quarter 2													2016-17 School Year / Progress to Date												
	District Cycle 2 / ELA #, % at or near proficient				District Cycle 2 / Math #, % at or near proficient				Quarter 2 / GPA, Grades Above 2.0																
	Black	Black	Non-Black	Non-Black	Black	Black	Non-Black	Non-Black	Black	Black	Non-Black	Non-Black													
	#	%	#	%	#	%	#	%	#	%	#	%													
Grade K																									
Grade 1																									
Grade 2																									
Grade 3																									
Grade 4																									
Grade 5																									
Grade 6																									
Grade 7																									
Grade 8																									
Grade 9																									
Grade 10																									

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:	<p>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:</p> <p>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).</p>					
Aspirational Goal:	<p>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.</p>					
Focus Areas	Action Steps	Progress Status (of action step)	Progress Measure	Outcomes Measure	Research Questions (Impact)	
ACADEMIC RIGOR / STANDARDS-BASED INSTRUCTION	Focus for All Students					
	3.1 Provide talent-development groups to support "talented" students in elementary schools that have low numbers of gifted identified students.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools identified, targeted for support	# of students identified as "talented"		
	3.2 Implement universal screening for gifted identification for all second graders in elementary schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of 2 nd graders provided screening	# of 2 nd grade students identified as gifted		
	3.3 Embed SATpractice.org usage into English 1, 2 and 3 classes in all high schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high school classrooms targeted	# and % of students using SATpractice.org		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of teachers targeted for training % teachers trained	Black student engagement in accelerated courses # classrooms observed	Did the district's targeted professional development for teachers and principals in the use		

				% classrooms evident	of culturally responsive teaching strategies lead to a change in teacher practice?
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools and students targeted % students screened % students identified	# and % of students in Transformation Zone identified as talented or gifted	Did the district's broader screening of black students for gifted services increase the number of students identified as gifted or talented and expose more black children to gifted studies?
	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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black high school students taking part	# and % of black high school students receiving a college-readiness score	
EARLY WARNING SYSTEMS / EFFECTIVE MONITORING SYSTEMS	Focus for All Students				
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of counselors trained Calendar of trainings	# and AP course offerings by school # and % of students participating	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of schools targeted # and school hosting assemblies and # of students attending	# and % of 8 th , 9 th , 10 th , 11 th and 12 th graders enrolled in an accelerated course	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of schools with goals specific to each student who has successfully completed an accelerated course or industry certification	% of black students on track to complete an accelerated option / August % of black students on track to complete an accelerated option / January	Did the intentional use of data on the academic potential of black students result in a personalized plan for each student and improved participation and performance among black students

	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# schools targeted % counselor teams trained	% of black students on track to complete an accelerated option / June	in accelerated courses?
	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 (ie. AVID).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# students showing potential / by school		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# schools targeted # and % of schools with provided data specific to black students.		
EXTENDED LEARNING PROGRAMS/ INTERVENTIONS	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of 7 th graders participating in TIP program	# and % 7 th graders taking the SAT	
	Focus for Black Students				
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# students targeted for participation # and % participating	# and % of black 7 th graders taking the SAT	Did the intentional use of data on the academic potential of black students result in improved participation and performance among black students in accelerated courses?
	3.15 Ensure black students participate in SAT Suite of Assessments, the Postsecondary Education Readiness Test (PERT) to increase Dual Enrollment eligibility.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of black students (grades 10-12) eligible for DE courses	# and % of black students enrolled in DE courses	

	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# students identified for PSAT support # and % participating	% of black students earning scholarships tied to PSAT/SAT (ex: merit scholars)	
FAMILY AND COMMUNITY ENGAGEMENT	Focus for All Students				
	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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of schools hosting events # of families of black students in attendance	% of black families who report that they are satisfied or highly satisfied with school communication, events related to their child.	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high schools hosting events # of families of black students in attendance		
	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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of black students invited, recognized	% of black families who report that they are satisfied or highly satisfied with school communication, events related to their child.	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?
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of high schools hosting events # of families of black students in attendance		
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:	<ol style="list-style-type: none"> 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?



Goal 3: Advanced Coursework

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
# and % of black students enrolled in Gifted / K-8.	n = %	Actual n = %				n = %
		Target n = %				
# and % of black middle school students enrolled in an advanced course.	n = %	Actual n = %				n = %
		Target n = %				
# and % of black middle school students enrolled in an accelerated (high school) course.	n = %	Actual n = %				n = %
		Target n = %				

Annual Outcome Measures	Baseline (2015/16)	2016-17	2017-18	2018-19	2019-20	2020 Target
# and % of black high school students enrolled in an honors course.	n = %	Actual n = %				n = %
		Target n = %				
# and % of black high school students enrolled in an accelerated course (AP or Dual Enrollment).	n = %	Actual n = %				n = %
		Target n = %				
# and % of total black students enrolled in middle and high school advanced or accelerated courses combined.	n = %	Actual n = %				n = %
		Target n = %				
# and % of black students in middle and high school enrolled in a career, technical education course.	n = %	Actual n = %				n = %
		Target n = %				
# and % black middle school students earning high school credit through accelerated coursework.	n = %	Actual n = %				n = %
		Target n = %				
# and % black high school students earning college credit through success in course grades or exam scores that articulate to college.	n = %	Actual n = %				n = %
		Target n = %				
# and % of black students in middle or high school completing an industry certification.	n = %	Actual n = %				n = %
		Target n = %				
# and % of black students enrolled in district choice / application programs / total across the district	n = %	Actual n = %				n = %
		Target n = %				

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				
	% of teachers trained	Semester	Informal Report				
	% classrooms observed	Quarterly	Informal Report				
	% classrooms engagement evident	Quarterly	Informal Report				
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				
	% black students participating in universal screening	Annually	Informal Report				%
	% black students identified through universal screening for further evaluation	Annually	Informal Report				%
	# and % of students in Transformation Zone identified as gifted	Semester	Informal Report		n = %		n = %

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				n = %
	# and % of black high school students earning a college-readiness score	Annually	Report				n = %
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			%	
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				
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 (ie. AVID).	# of black high school students showing potential	Annually	Informal Report				
	% students showing potential who are scheduled a course for the appropriate subject	Annually	Informal Report	%			
	# of black students enrolled in AVID; % change in AVID enrollment from previous year	Annually	Informal Report				

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				
	# 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				
	# 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				
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				
	# and % of invited black 7 th graders taking the SAT	Annually	Informal Report				n = %
	# and % of invited black students participating in SAT and/or STEM camp	Annually	Informal Report				n = %
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				
	# schools with extended learning opportunities tied to PSAT preparation	Annually	Informal Report				
	# and % of students identified for PSAT support who participated	Semester	Informal Report				n = %

	% of participating black students whose SAT scores qualify for Bright Futures Scholarships	Annually	Informal Report				%
3.19	Increase representation of black learners in Advanced Studies recognition ceremonies (such as PRIDE, AVID Pinning and the Honors Breakfast).	Annually	Informal Report				%
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.	Annually	Informal Report				n = %
	# and % of schools hosting curriculum fair events (all levels)	Annually	Informal Report				
	# of curriculum fair events hosted	Annually	Informal Report				
	# of families of black students in attendance (all events) / average	Annually	Informal Report				
	% 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 (AP, DE total)			
	# Courses Taken	% C and Above	# Courses Taken	% C and Above	# Courses Taken	% C and Above	# Courses Taken	% Earning College Credit		
Performance / Black	3,025	91.9%	662	92.1%	8,153	80.7%	1,453	49.3%		
Performance / Non-Black	22,405	95.8%	7,920	97.4%	66,552	89.0%	20,613	69.3%		
	GAP	3.9	GAP	5.3	GAP	8.3	GAP	20.0	Total GAP+	TBD

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. +The total gap for performance is being calculated as the total number of black students who were successful in one or more advanced or accelerated courses vs. the total number of non-black students who were successful. 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%.

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

2016-17													
Advanced Coursework	# 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 (AP or DE)		# and % Performance / Adv, Accel TOTAL	
	N	%	N	%	N	%	N	%	N	%
Performance / Black										
Performance / Non-Black										

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. +The total gap for performance is being calculated as the total number of black students who were successful in one or more advanced or accelerated courses vs. the total number of non-black students who were successful. 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 / March 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)	Progress Measure	Outcomes Measure	Research Questions (Impact)
Equitable Practices / Procedures	Focus for All Students				
	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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of schools with behavior plans that integrate critical components of PBIS (using rubric)	% of schools scoring 70% or higher on the Benchmarks of Quality assessment.	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of non-violent infractions that result in OSS disaggregated by race, gender and type of infraction (by quarter).	# and % of non-violent infractions that result in OSS disaggregated by race, gender and type of infraction (by semester):	Did the district policies and procedures that were designed to limit suspension days and arrests reduce the number and/or percentage for all students and what was the impact for black students?
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of officers trained	# and % of arrests disaggregated by race and gender (by quarter and semester)	
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	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of OSS given for more than 10 days cumulative (by semester)	# and % of OSS given for more than 10 days cumulative, disaggregated by race,		

	education students and for the entire year for ESE students.		disaggregated by race, gender and type of infraction	gender and type of infraction (by semester)	
	4.5 Ensure procedure is followed that no elementary students are suspended without consulting with Area Superintendent.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of elementary students suspended (by month) disaggregated by race, gender and type of infraction	# and % of elementary students suspended, disaggregated by race, gender and type of infraction (by month)	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of ISS or OSS given for one infraction that is more than 3 days disaggregated by race, gender and type of infraction	# and % of ISS or OSS given for one infraction that is more than 3 days, disaggregated by race, gender and type of infraction (by semester)	
	4.7 Collaborate with the Community Discipline Discussion Committee to garner support and feedback in order to improve and/or reduce discipline disparity practices.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Dates of meetings	Discipline disparity rates for referrals / suspension	
	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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of schools that have been trained in common definition, strategies of PBIS % of schools with behavior plans that integrates critical components of PBIS (using rubric)	% of schools scoring 80% or higher on the PBIS Implementation Checklist and Benchmarks of Quality assessments	Did the training of principals and school staff on PBIS strategies (including cultural responsiveness and mindset) lead to improved practices and processes in schools? Did that result in a decrease of referrals / suspensions / arrests for black students?
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Administrators will identify schools with a high number of referrals and provide supports (quarterly)	% of referrals increase or decrease for identified (quarterly)	

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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% leaders trained	# and % of black students receiving referrals and suspensions, compared to non-black students, disaggregated by race, gender and type of infraction	<p>Did the training of principals and school staff on culturally responsiveness practices lead to improved practices and processes in schools?</p> <p>Did that result in a decrease of referrals / suspensions / arrests for black students?</p>
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% leaders trained		
	4.12 Provide professional development to principals on the use of Check-In Check-Out as a Culturally Responsive Intervention for black male students.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% leaders trained		
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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% leaders trained Implementation checklist for Restorative Practices	# and % of black students receiving referrals and suspensions, compared to non-black students / by race, gender and type of infraction	<p>Did the training and monitoring of restorative practices in schools lead to improved practices and processes in schools? Did the PD result in a decrease in repeat referrals or suspensions for black students?</p>
	4.14 Conduct monthly discipline disparity / restorative practices training with school administrators in collaboration with Area Support Specialists (MTSS) and the Area Superintendents.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete			
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Uniform Guidelines for ABS		

	4.16 Develop and implement an In-School Suspension (ISS) model that includes a uniform framework and maximizes learning.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Uniform Guidelines for ISS		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Copies of re-integration plans kept on file in schools % of student recidivism in receiving subsequent OSS		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Attendance at the sites, % of students who received an OSS who utilized APP		
	4.19 Ensure that Area Superintendents continue to participate in the Rethink Discipline Districts webinars and other professional development opportunities.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Attendance and evidence of participation.		
	Focus for Black Students				
	4.20 Provide professional development to Pilot Schools delivered by the International Institute for Restorative Practices (IIRP).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Attendance and participation in PD	Implementation checklist for Restorative Practices	
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:	<ol style="list-style-type: none"> 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? 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? Did the degree of fidelity in the use of restorative practices increase in schools as evidenced by valid, research assessments? 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? 				



Goal 4: Student Discipline

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)

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.

Short-Range Target:

Reduce the risk ratio for out of school suspensions by 0.33 each year.

Long-Range Target:

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
# and % of black students with an office disciplinary referral (also report detailed findings by gender and type of infraction)		Actual				
		Target	XX%			
# and % of black students with an out-of-school suspension (OSS) (also report detailed findings by gender and type of infraction)		Actual				
		Target	XX%			

# and % of black students with an in-school suspension (ISS) (also report detailed findings by gender and type of infraction)	Actual				
	Target	XX%			
Discipline Disparity Rate / Risk Ratio (referrals) / black students	Actual				
	Target	XX%			
Discipline Disparity Rate / Risk Ratio (OSS) / black students	Actual				
	Target	XX%			

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				
	% of schools scoring satisfactory or higher on the PBIS Implementation Checklist (PIC)	Semester	Informal Report				
	% of schools scoring 70% or higher on the Benchmarks of Quality (BOQ) assessments	Annually	Informal Report				
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	# and % of non-violent infractions for black students that resulted in OSS	Quarterly	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
devices, leaving school grounds w/o permission, or being in an unauthorized location.							
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				
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				
	# and % of black students arrested	Quarterly	Informal Report				
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				
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				
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 and without consultation	Quarterly	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
	with Area Superintendent						
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				
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				
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				
	# and % of black students receiving referrals and suspensions (OSS)	Quarterly	Informal Report				
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				

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				
	# black males students receiving the intervention	Semester	Informal Report				
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					
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				
	# of pilot schools implementing at least two of the IIRP Restorative Practices as observed using the PBIS Checklist	Semester	Informal Report				

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

Referrals	2013-2014				2014-2015				2015-2016				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	12248	12.5%	2931	0.82	12358	13.4%	2992	0.82	10521	14.2%	2774	0.85	-1727	-14.1%	-157	-5.3%
Black/African American	61187	35.0%	8215	2.29	52794	35.3%	7896	2.31	40953	35.8%	7009	2.38	-20234	-33.0%	-1206	-14.6%
Multi-Racial	5491	3.9%	926	1.02	5070	4.2%	938	1.01	4081	4.3%	838	1.04	-1410	-25.6%	-88	-9.5%
American Indian	296	0.3%	78	1.27	208	0.2%	54	1.04	181	0.3%	57	1.29	-115	-38.8%	-21	-26.9%
White	47139	46.4%	10906	0.64	41755	45.2%	10109	0.64	32253	43.8%	8585	0.61	-14886	-31.5%	-2321	-21.2%
Asian	1249	1.8%	425	0.39	1043	1.7%	384	0.37	844	1.7%	337	0.37	-405	-32.4%	-88	-20.7%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District TOTAL	127,610		23481		113228		22373		88833		19600		-38,777	-30.3%	-3881	-16.5%
			GAP	1.29			GAP	1.31			GAP	1.38				

2016-17 School Year / Progress to Date / December 2016 / SEMESTER 1 TOTALS

Referrals	Number of Referrals (To Date)		1-Year Change	Percentage of Total Referrals (To Date)		1-Year Change %	Number of Students w/ a Referral (To Date)		1-Year Change	1-Year Change %	Data Variables
	End of December*			End of December*			End of December*				
	15-16	16-17		15-16	16-17		15-16	16-17			
District**	40464	33418	-7046				13202	11160	-2042	-15.5%	*Data represents the end of December of 2016-17 but represents the first 84 days for 2015-16 because each school year did not start on the same day. This 84th day represents the number of school days from the first day of school in 2016-2017 (8/10/2016) to the end of December 2016. Due to changes in the school-year calendar for the 2016-2017 school year, a direct month-to-month comparison would not be appropriate. Therefore in order to make an appropriate comparison to last year, the 84th day of the 2015-2016 school year was identified (1/11/2016) and used as the cutoff for the discipline data. The 3-year trend data are based on enrollment data that includes active K-12 (no charter) students using the end of year file. The discipline file is looking at discipline referrals at the end of the year for K-12 (no charter) students. Duplicate referrals have been removed (this typically accounts for about 1% of the referrals). The discipline file includes both active and inactive students. **The DISTRICT totals in the month-over-month chart may not match the TOTALS from Elementary, Middle and High Schools because the district totals include ESE centers and those centers are not included as "elementary," "middle" or "high schools."
Elementary	4689	3074	-1615	11.6%	9.2%	-34.4%	2044	1571	-473	-23.1%	
Middle	13487	12576	-911	33.3%	37.6%	-6.8%	3958	3597	-361	-9.1%	
High School	19420	16344	-3076	48.0%	48.9%	-15.8%	6657	5784	-873	-13.1%	
Hispanic	4586	4059	-527	11.3%	12.1%	-11.5%	1739	1499	-240	-13.8%	
Black/African American	18946	16027	-2919	46.8%	48.0%	-15.4%	5155	4494	-661	-12.8%	
Multi-Racial	1895	1503	-392	4.7%	4.5%	-20.7%	582	498	-84	-14.4%	
American Indian	83	44	-39	0.2%	0.1%	-47.0%	32	24	-8	-25.0%	
White	14599	11462	-3137	36.1%	34.3%	-21.5%	5500	4489	-1011	-18.4%	
Asian	355	323	-32	0.9%	1.0%	-9.0%	194	141	-53	-27.3%	

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

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

Out-of-School Suspensions	2013-2014				2014-2015				2015-2016				3-Year TREND			
	Number of suspensions (OSS)	Percentage of total suspensions	Number of students suspended (OSS)	Risk Ratio	Number of suspensions (OSS)	Percentage of total suspensions	Number of students suspended (OSS)	Risk Ratio	Number of suspensions (OSS)	Percentage of total suspensions	Number of students suspended (OSS)	Risk Ratio	Number of Suspensions 3-Year TREND	Number of Suspensions 3-Year % CHANGE	Number of Students 3-Year TREND	Number of Students 3-Year % CHANGE
Hispanic	1605	8.8%	843	0.63	1584	9.4%	873	0.68	1060	11.0%	648	0.67	-545	-33.9%	-195	-23.1%
Black/African American	9757	53.6%	4089	4.13	8896	52.8%	3831	4.17	5603	49.5%	2918	4.33	-4154	-56.7%	-1171	-28.6%
Multi-Racial	712	3.9%	332	1.11	766	4.5%	351	1.08	505	4.5%	266	1.10	-207	-29.0%	-66	-19.9%
American Indian	30	0.2%	22	0.98	22	0.1%	13	0.71	8	0.1%	7	0.51	-22	-73.3%	-15	-68.1%
White	5975	32.8%	2986	0.41	5458	32.4%	2747	0.40	3338	33.9%	2000	0.38	-2637	-44.1%	-986	-33.0%
Asian	136	0.7%	84	0.21	112	0.7%	75	0.21	84	1.0%	58	0.22	-52	-38.2%	-26	-30.9%
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
District TOTAL	18215		8356		16838		7890		10598		5897		-7617	-41.8%	-2459	-29.4%
			GAP	3.13			GAP	3.17			GAP	3.33				

2016-17 School Year / Progress to Date / December 2016 / SEMESTER 1 TOTALS										Data Variables		
Out-of-School Suspensions	Number of Suspensions (To Date)		1-Year Change	Percentage of Total Suspensions (To Date)		1-Year Change %	Number of Students Suspended (To Date)		1-Year Change	1-Year Change %	*Data represents the end of December of 2016-17 but represents the first 84 days for 2015-16 because each school year did not start on the same day. This 84th day represents the number of school days from the first day of school in 2016-2017 (8/10/2016) to the end of December 2016. Due to changes in the school-year calendar for the 2016-2017 school year, a direct month-to-month comparison would not be appropriate. Therefore in order to make an appropriate comparison to last year, the 84th day of the 2015-2016 school year was identified (01/11/2016) and used as the cutoff for the discipline data.	
	End of December*			End of December*			End of December*					
	15-16	16-17	15-16	16-17	15-16	16-17						
District**	4984	3623	-1361				3385	2452	-933	-27.6%		
Elementary	1026	316	-710	20.6%	8.7%	-69.2%	708	244	-464	-65.5%		
Middle	2137	2028	-109	42.9%	56.0%	-5.1%	1294	1246	-48	-3.7%		
High School	1512	1193	-319	30.3%	32.9%	-21.1%	1096	895	-201	-18.3%		
Hispanic	485	382	-103	9.7%	10.5%	-21.2%	375	268	-107	-28.5%		
Black/African American	2592	1886	-706	52.0%	52.1%	-27.2%	1677	1220	-457	-27.3%		
Multi-Racial	263	200	-63	5.3%	5.5%	-24.0%	166	128	-38	-22.9%		
American Indian	2	1	-1	0.0%	0.0%	-50.0%	2	1	-1	-50.0%		
White	1608	1118	-490	32.3%	30.9%	-30.5%	1140	807	-333	-29.2%		
Asian	34	36	2	0.7%	1.0%	5.9%	25	28	3	12.0%		

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)	Progress Measure	Outcomes Measure	Research Question (Impact)
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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of students identified and evaluated	# and % of students found eligible for ESE 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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of transfer students identified; # of record reviews completed; # of revaluations completed for transfer students	# of new to Pinellas transfer students identified for EBD before and after re-evaluation process	Did the processes that were designed and implemented to reduce the disparate number of EBD eligibilities reduce the number or percentage of black students being identified for EBD services?
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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of 2015-16 late in school year referrals; # of students receiving support (using the district behavior specialist database for identification)	# of students referred late in the 2015-16 school year compared to number of students found eligible after the evaluation is completed		

ESE Eligibility Determination (continued)	5.4 Provide intensive and intentional early intervening services, using district resources, prior to Emotional Behavioral Disability (EBD) identification.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of new eligibilities monthly; # of students receiving support (using the district behavior specialist database for identification)	# of new EBD eligibilities district-wide	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of black students identified as EBD, # of record reviews initiated after identification; # of re-evaluations completed for identified students; # of record reviews for students with EBD plus a second eligibility.	# of EBD dismissals for black students; # of transfers of EBD to a secondary disability.	
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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of students identified	% of those identified receiving CEIS support	
	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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	% of behavior specialists trained	# of students identified as EBD by subgroup at schools with trained behavior specialists	

Early Warning Systems, Coordinated Early Intervening Services (CEIS) (continued)	<p>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</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	<p># and % of school-based staff trained in CPS</p> <p># of CPS student-teacher meetings</p> <p># of CPS plans developed</p> <p># of SEL fidelity observations</p> <p>Ongoing progress monitoring of IRLA</p>	<p>% of CPS classrooms with improved student outcomes</p> <p>% of classrooms implementing SEL curriculum to fidelity.</p> <p>% Average reading proficiency growth in IRLA classrooms</p> <p># of requests for school support services through ESE</p> <p># of new ESE eligibilities at pilot school</p>	Did CEIS efforts to provide ongoing multi-tier levels of support for students lead to improvement in the target areas that affect equity and access in the educational environment for black students?
	<p>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.</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	<p># of high minority schools receiving services</p> <p># of black students receiving services</p>	<p># of students served by CEIS specialist compared to the number of students who move forward for consideration for ESE eligibility by sub group</p>	
	<p>5.10 Provide a district ESE Behavior Specialist to provide intensive support to ESE students in all schools.</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	<p># of schools targeted</p> <p># of students targeted</p> <p># or calendar of visits</p>	<p># of students served by ESE specialist compared to the number of students who move forward for consideration for an additional ESE eligibility by sub group</p>	
Long-Range / Aspirational Targets:	<p>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.</p>				

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:	<ol style="list-style-type: none"> 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
-------------------------	--------------------	---------	---------	---------	---------	-------------

# and % of black students eligible for ESE services	Actual				
	Target	XX%			
# and % of black students eligible for Emotional Behavioral Disability (EBD) identification / Total	Actual				
	Target	XX%			
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	Actual				
	Target	XX%			
# and % of black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers Into County	Actual				
	Target	XX%			
Risk Ratio (ESE overall) / black	Actual				
	Target	XX%			
Risk Ratio (EBD) / black	Actual				
	Target	XX%			

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				
	# of record reviews completed for black transfer students into Pinellas County	Semester	Informal Report				
	# of black transfer students identified for EBD re-evaluation process	Quarterly	Informal Report				
	% of re-evaluations completed for EBD transfer students / black	Semester	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 black transfer students identified for EBD after review, re-evaluation process	Semester	Informal Report				
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				
	# of late referral students receiving support	Quarterly	Informal Report				
	# and % of late referral students found eligible after evaluation	Semester	Informal Report				
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				
	# of black students receiving support (using the district behavior specialists database for identification)	Quarterly	Informal Report				
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				
	# of record reviews completed after identification / black students	Annually	Informal Report				
	# of transfers of EBD to a secondary disability / black students						

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 dismissals from EBD / black students	Annually	Informal Report				
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).	# and % of behavior specialists trained	Semester	Informal Report				
	# of black students identified as EBD at schools with trained behavior specialists	Semester	Informal Report				
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				
	# of student-teacher meetings	Quarterly	Informal Report				
	# of collaborative problem solving plans developed	Quarterly	Informal Report				
	# of requests for school support services and # of new eligibilities at pilot school	Semester	Informal Report				
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				
	# of black students receiving services	Quarterly	Informal Report				
	# of black students served by CEIS specialist	Quarterly	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
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				
	# of black students receiving services	Quarterly	Informal Report				
	# of black students served by ESE specialist	Quarterly	Informal Report				

BTG Goal 5 / ESE Identification / Pinellas County Schools / Progress Update

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

ESE, EBD	% Identified EBD		Risk Ratio EBD		% Identified ESE		Risk Ratio ESE		% Identified EBD		Risk Ratio EBD		% Identified ESE		Risk Ratio ESE			
	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT	STATE	DISTRICT		
	2013-14						2014-15						2015-16					
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

2016-17 School Year / Progress to Date / Semi-Annual Progress Report / SAMPLE

ESE, EBD	Semester 1 / Reporting Period 1							Semester 2 / Reporting Period 2						
	# ESE Students TOTAL	% ESE TOTAL	# EBD TOTAL	% EBD TOTAL	# New Eligibilities EBD Q1	# of new EBD Transfers into District Q1	# new EBD Identified by PCS Q1	# ESE Students TOTAL	% ESE TOTAL	# EBD TOTAL	% EBD TOTAL	# New Eligibilities EBD Q2	# of new EBD Transfers into District Q2	# new EBD Identified by PCS Q2
Hispanic														
Black														
Multi-Racial														
American Indian														
White														
Asian														
Pacific Islander														

Data Variables:

The data in these reports will be provided twice a year, based around the state reporting periods.

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)	Progress Measure	Outcomes Measure	Evaluation Question (Impact)
HIRING / RECRUITMENT	Focus for All Employees				
	6.1 Establish strong relationships with state and national colleges and universities in support of hiring highly qualified teaching candidates.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of contacts and visits	# of highly qualified teachers hired each year	
	6.2 Conduct annual job / recruitment fairs in support of broadening the talent pool of likely candidates.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of job/recruitment fairs / dates	# of candidates hired from job/recruitment fairs	
	6.3 Promote alternative certification options to increase the number of applicants from businesses and industries who are considering teaching as a second career.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of non-traditional education applicants	# of hires / non - education majors	
	6.4 Establish a focused, deliberate plan to attend job/recruitment fairs in search of highly qualified teaching candidates.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of job/recruitment fairs attended	# of candidates hired from job/recruitment fairs	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Review findings	Data reports	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Semi-Annual Review Findings	# of total instructional applicants # and % hired	

	6.7 Hire a minority recruitment specialist to focus on recruiting a highly qualified, diverse workforce.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Position created, job description, # of applicants	# of total instructional applicants	Did the out-of-town recruitment efforts lead to an increase in black applicants and hires?
	6.8 Establish strong relationships with colleges and universities, including historically black colleges and universities (HBCUs) and black student organizations within majority white institutions.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	HBCU contacts, # of visits Student organizations, # contacts	# of applicants from HBCUs # and % hired	
	6.9 Create a recruitment plan/packet specific to attracting black applicants to be used by all hiring managers in the district.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Plan/packet created, available for use		
	6.10 Establish a marketing campaign designed to attract black applicants via Education Week and social media.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Marketing materials created	# of total instructional applicants	Did the marketing strategy lead to an increase in black applicants and hires?
	6.11 Collaborate with the Pinellas Alliance of Black School Educators (PABSE) and community stakeholder groups.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of contacts Groups identified	# of applicants from HBCUs # and % hired	
	6.12 Attend National Alliance of Black School Educators (NABSE) conference to gather most current ideas for recruitment of black educators.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Dates attended		
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Partnership established; district site visit conducted		
	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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Creation of program # of schools / students targeted	# of students enrolled in new program # of students hired through "Grow Your Own" 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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of participants targeted for training % trained	# of total instructional applicants # and % hired	
RETENTION / SUPPORT	Focus for All Employees				
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	Semi-annual review findings	# of % of teachers retained / compared to previous year	
	6.17 Continue mentoring program for new employees with a focus on first-year instructional hires.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of first-year hires with a mentor	# and % of teachers retained / compared to previous year	
	6.18 Continue mentoring program for new administrators with a focus on principal/assistant principal partnership.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# and % of first-year hires with a mentor		
	6.19 Ensure that professional development is targeted to support teacher needs so as to build their skillsets and confidence as educators.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of professional development opportunities for teachers	Successful rating on deliberate practice # of participants in professional development	
	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).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of focus group meetings or feedback meetings Meeting dates	# and % of black teachers retained / compared to previous year	Did the intentional efforts to train and build relationships with current black teachers and leaders lead to improved	

	6.21 Provide substantial recruitment and retention bonuses in Transformation Zone schools to attract and retain highly effective teachers in the neediest schools.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of teachers receiving bonus / by school		retention on the part of black employees?
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of teachers targeted for training % trained		
LEADERSHIP DEVELOPMENT	Focus for All Employees				
	6.23 Continue current leadership pipeline programs to support and attract the top talent into administrative positions.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of programs offered	# of participants who attended and pursued leadership roles	
	6.24 Continue monthly training sessions for first-year principals and assistant principals to support their growth and development.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of meetings % of participants who attended	Improved culture and climate for 1 st year administrators	
	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.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of members participating in cohort	# of cohort who enter into a leadership pool in PCS	
	6.26 Seek out and tap into our current black leaders to participate in district leadership activities (ex: Aspiring Leaders program).	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of members participating	# of cohort who obtain a leadership role in PCS	
	6.27 Establish positive relationships with our aspiring black leaders, focusing on activities and experiences that will improve their chance for advancement.	<input type="checkbox"/> Planning <input type="checkbox"/> Implementing <input type="checkbox"/> Complete	# of members participating	Exit survey for black leaders focused on activities and experiences	
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:	<ol style="list-style-type: none"> 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? 				



Goal 6: Minority Hiring

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 new instructional hires / black		Actual				
		Target				
# and % of total instructional positions / black		Actual				
		Target				
# and % of total administrative positions (combined district-based and school-based) / black		Actual				
		Target				

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				
	# of instructional applicants, self-identified / black	Semester	Report				
	# and % of instructional applicants hired / black	Semester	Report				
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				
		Annually	Formal Report Annually				
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				
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				
	# visits to each HBCU	Quarterly	Informal Report				
	# of black student organizations identified, by college/university	Semester	Informal Report				
	# contact or events with black student organizations, by college/university	Quarterly	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
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				
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				
	# print instructional recruitment posts	Quarterly	Informal Report				
	# Education Week instructional recruitment posts	Quarterly	Informal Report				
	# applicants by recruited by medium as reported on application for employment	Quarterly	Informal Report				
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				
	# of contacts and events with each stakeholder group	Semester	Informal Report				
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				
6.13 Partner with the Urban Schools Human Capital Academy to provide a comprehensive review of	# site visits from USHCA	Semester	Informal presentation update				

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
the district's processes for hiring and supporting a more diverse workforce.	Recommendations from review / recommendations implemented	Annual	Informal presentation update				
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				
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				
	# and % of hiring managers trained	Semester	Informal Report				
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).	# of focus group meetings or feedback sessions	Semester	Informal Report				
	# minority teachers participating in focus groups or feedback sessions	Semester	Informal Report				
	# and of black teachers total and % retained	Annually	Informal Report				
	Areas for improvement identified through focus groups or employee exit survey data	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
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				
	% of teachers in Transformation Zone schools who report that bonus pay is an attractor	Annually	Informal Report				
	% of teachers in Transformation Zone schools who returned for following school year	Annually	Informal Report				
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				
	# of teachers attending / % of all teachers attending from targeted schools	Annually	Informal Report				
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				
6.25-6.27 Establish positive relationships with current black administrators to enhance the leadership pipeline and maintain or increase the percent of minority administrators.	# focus group meetings or feedback sessions with minority administrators	Semester	Informal Report				
	# minority administrators participating in focus groups or feedback sessions	Semester	Informal Report				
	Areas for improvement identified through focus groups or employee exit survey data	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
	# and % of black teachers in AP (Asst. Principal) and APs in Principal Pool	Semester	Informal Report				

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	
	2013-14				2014-15				2015-16			
Hispanic	204	2.6%	9	2.3%	204	2.7%	9	2.3%	207	2.8%	9	2.3%
Black/African American	647	8.2%	81	20.3%	637	8.3%	84	21.3%	622	8.3%	83	21.2%
American Indian	12	0.2%	*	*	16	0.2%	*	*	17	0.2%	*	*
White	6905	88.0%	309	77.5%	6745	87.7%	302	76.5%	6591	87.7%	300	76.5%
Asian	78	1.0%	*	*	85	1.1%	*	*	79	1.1%	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*
DISTRICT TOTALS	7846	100%	400	100%	7687	100%	395	100%	7516	100%	392	100%
Black	GAP*	9.8	GAP	0	GAP	9.7	GAP	0	GAP	9.7	GAP	0

(*Compared to Black Student Population of 18%)

2016-17 School Year / Progress to Date / Semester 1 Update

	# and % of TOTAL instructional staff TEACHERS	# and % of TOTAL Administrative staff ADMINISTRATORS	# CHANGE since beginning of year.	Data Variables
	2016-17			The data represent the total instructional staff as of end of Semester 1, 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				

