



BTG / Quarterly Update

Quarter 1 / 2018-19

Pinellas County Schools created the Bridging the Gap strategic plan to guide its work in closing the achievement gaps between black students and their non-black peers. The district garnered input from teachers, parents, and community members in developing a plan in 2016-17 that includes ambitious data targets and action steps as part of its aspirational goal of eliminating or greatly narrowing the gaps between black and non-black learners within 10 years.

The plan outlines achievement gaps across six goal areas:

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

Equity with Excellence for All / Belief Statement

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

Bridging the Gap Plan / Purpose

The Bridging the Gap (BTG) Plan will continue to be revised to include bold initiatives to affect substantive changes in the way we engage, enrich, and empower our teachers, children, and families to meet high expectations for all learners. The plan will be reviewed annually and updated accordingly. It is important to note that the data utilized for baseline measures are from the 2015-16 school year, with the 2016-17 school year considered the first year of implementation.

Summary Report to the Board and Community

- Pinellas County Schools is committed to reporting its progress to the community each year by compiling an end-of-year report that addresses each of the six goal areas. That report is posted to the district website.
- This Quarterly Board Report is designed as a brief update to the community on the progress of the key BTG action steps across each of the six goal areas.
 - Note: Data updates will be provided each quarter as data are available, though the summative data across all six goals and the district's key findings and recommendations for next steps will only be provided via the annual report.



Key Action Steps / Progress Update

Goals 1-3: Academic Achievement / Advanced Coursework



Implementing Culturally Relevant Instructional Practices in all Classrooms / Progress Update

Introductory Equity Training / Foundational-Level Training:

- All district principals and assistant principals continue to receive equity training via their monthly meetings.
- All teachers have been provided introductory training via school-based professional development and during the August District-Wide Training Day required for all teachers.

AVID’s Culturally Relevant Teaching training:

- The district adopted the AVID training protocol in the Spring of the 2017-18 school year with the ambitious goal of training all teachers (approx. 7,500) over 3-5 years.
- The district has trained 710 teachers as of the end of Quarter 1 of 2018-19 (9% of all teachers), with an additional 200 enrolled for upcoming trainings in November and December.

Equity Champions / Mindset-Bias Training Continuum / Awareness-Level to Advocacy-Level:

- The district hired a lead trainer in 2017-18 to develop a continuum of trainings for teachers and leaders related to diversity, mindset, and combatting bias.
- **As of Quarter 1 of 2018-19**, 226 teachers and leaders have completed the full Equity Champions protocol and required project. That is an increase from just 41 after Quarter 1 of last school year.

PCS / District Equity Training Focus		
Equity Champions	Goal	<ul style="list-style-type: none"> • Every school should have at least one Equity Champion by August 2018 (two-day training required). • Equity Champions must be a part of the school’s Site-Based Leadership Team (SBLT).
	Q1 Status	<ul style="list-style-type: none"> • All but six schools (95%) have an Equity Champion, 16 others have Champions who are still completing their project required for the credentialing. • 226 Equity Champions district-wide. • Equity Champions are leading Equity Audits at 9 pilot schools.
Restorative Practices / Social Emotional Learning	Goal	<ul style="list-style-type: none"> • Every school should have at least one certified Restorative Practices Facilitator by August 2018 (three-day training required). • Restorative Practices Facilitator must be a part of each school’s SBLT. • School teams required to attend a two-day Equity with Excellence follow-up and planning session this summer.



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	Q1 Status	<ul style="list-style-type: none"> • Every school had a trainer when school began in August. Some turnover has occurred and there are two sessions scheduled this year for schools that need a certified RP trainer. • Processes exist for alignment of Restorative Practices with PBIS practices. District Area Meetings include ongoing training and extensive discussions. PBIS fidelity checks are occurring at a sampling of schools.
AVID Culturally Relevant Teaching	Goal	<ul style="list-style-type: none"> • Every school should have at least four teachers trained in AVID's Culturally Relevant Teaching (two-day training) by August 2018. • Long-term district goal is to have every teacher in the district trained and using CRT strategies.
	Q1 Status	<ul style="list-style-type: none"> • 70 schools have 4 or more teachers trained, 30 more schools have between 1 and 3 teachers trained. • Two district staff developers (trainers) are conducting follow-up coaching with teachers who attended. In Quarter 1, they conducted 90 coaching sessions with 28 teachers and will have three model classrooms by Semester 2 (one at each level). • School counselors are also being trained in the next two months and all instructional staff may attend additional training planned for November and December.



Implementing Culturally Relevant Instructional Practices in all Classrooms / Progress Update

- The district continues to revise its teaching and learning curriculum guides to infuse key strategies related to student culture and diversity.
- The district has also updated its classroom observation tool used to capture the use of these strategies. See data below.
 - **Quarter 1 / 2018:** 2,273 classrooms observed.
 - **As of Quarter 1,** 42% of all classrooms observed showed evidence of some aspect of culturally relevant teaching, compared to only 28% of classrooms observed during Quarter 1 last school year.

PCS / Classroom Visitation Data / Quarter 1 Totals / 2018-19							
Culturally Relevant Teaching							
Teacher connects students to academic content through practices that are culturally relevant and responsive. Lessons reflect awareness and understanding of cultural referents and resources that are meaningful to students.							
% of responses # of responses		Building Relational Capacity via class meetings, restorative practices, community-building, etc.		Experiences and Student Voice via relevant materials, examples, class discussion, etc.		High Expectations via inclusion of all Learning Styles, Explicit Models of Excellent Work, etc.	
Level Type	Classrooms Visited (N)	Evident	Not Evident	Evident	Not Evident	Evident	Not Evident
District Totals	2273	81%	19%	46%	54%	42%	58%
		1830	441	1002	1190	842	1167
All High Schools	493	63%	37%	38%	62%	32%	68%
		313	180	188	305	159	334
All Middle Schools	572	84%	16%	41%	59%	42%	58%
		482	90	232	340	240	332
All Elem Schools	1208	86%	14%	52%	48%	47%	53%
		1035	171	582	545	443	501
*Note: "N/A" or blank responses not tabulated; sections may not add up to 100% of Visitations (N)							



Early Warning System / Personalized Learning Plans / Progress Update

- **As outlined in the BTG Plan**, quarterly assessment and student grade data were provided to schools, broken down by race.
- **These data include the nationally normed NWEA MAP assessment** (Measure of Academic Progress) that is provided to all elementary schools and to our turnaround middle schools. This assessment is computer-adaptive and provides more data specific to each student's strengths and weaknesses in reading and math.
- **The MAP has shown to be correlated to performance on the state FSA tests.** As of Quarter 1, several district schools have shown significant growth in black student achievement based upon the fall MAP assessment. Each of those schools were contacted by our Teaching and Learning Division to determine what strategies they have in place that might be helpful to other schools.
- **The district's Personalized Learner Pathway (PLP) is now available to all students as an online resource site.** A student-led project team develop this resource site last year as a location for students to review their data and find key resources available to help them grow in their reading and math skills.
- **In Quarter 1, schools were also provided online access to a new Personalized Learning Plan (PMP) tool** that allows schools to track the exact supports in place for each who is off track academically. Per the BTG Plan, this is a required tool for schools to use in supporting any black student who is off track.
- **As outlined in the BTG Plan**, the district's high school teams have begun a systematic rollout of a new mentoring program for black male students in the 9th grade / *Check and Connect*.



Advanced Coursework / Open Access to College Readiness Testing / Gifted / Progress Update

- **The district again provided the PSAT to all high school students in 9th and 10th grades.**
- **The district also provided free, on-campus ACT and SAT testing in the fall to students who needed a higher score.**
- **As outlined in the BTG Plan, the district began this quarter its annual process of universal Gifted screening across all elementary schools.** That process will continue into second semester.
- **The district also continued its implementation of "Plan B" for Gifted eligibility**, which has been paired with universal screening to provide alternative eligibility criteria for students from underrepresented groups such as English Language Learners (ELL) and students on Free and Reduced Lunch (FRL).
- **In support of equitable access to advanced courses**, all middle and high schools counselors are taking part in AVID's Culturally Relevant Teaching through a counselor perspective. As of the end of Quarter 1, 28 middle and high school counselors had been trained with additional trainings scheduled.
- **The district partnered with the Pinellas Education Foundation** to fund and hire a staff developer (trainer) to further support student access to college resources (applications, financial aid, etc.) through the new Elevating Excellence initiative.



Key Action Steps / Brief Update

Goal 4: Student Behavior / Discipline



Behavior policies, practices / Training on Restorative Practices / Progress Update

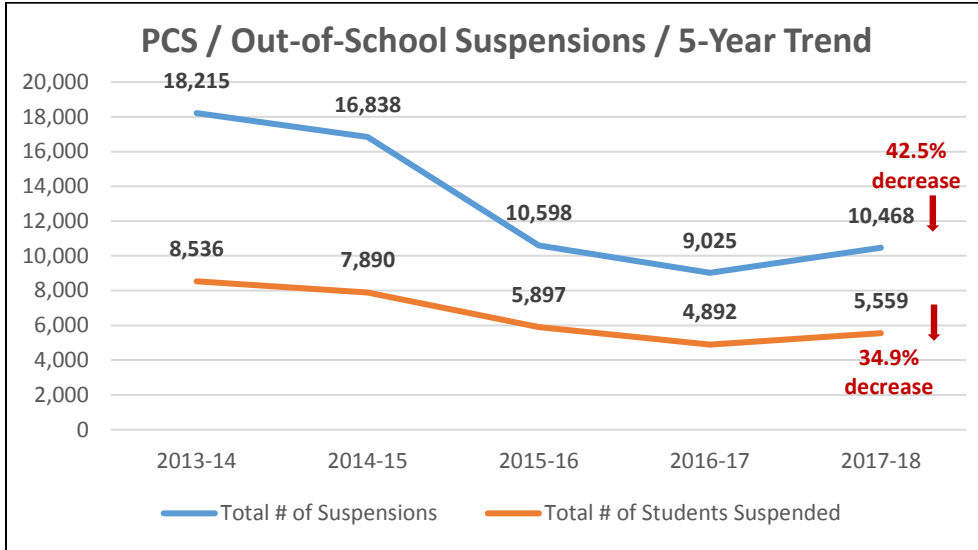
- In Quarter 1, district staff reviewed each school's School Wide Behavior Plan to ensure that the plans include key elements of Positive Behavioral Support and Intervention (PBIS).
- The district continues to monitor out-of-school suspensions for black students to meet its goal of eliminating OSS for non-violent infractions such as skipping, missed detention, tardies, and minor bus infractions.
 - In Quarter 1, a total of 4 suspensions (less than 1%) were given to black students for those non-violent infractions. The district's Area Superintendents continue to evaluate each of these occurrences to ensure that the school's handling and coding of each infraction is correct.
- The district also monitors out-of-school suspensions for black students to meet its goal of reducing OSS for defiance and classroom disruption.
 - In Quarter 1, a total of 223 suspensions (23.1% of all suspensions) were given to black students for those infractions. This continues to be an area of focus.
- The district continued its investment in trainers, training materials, and timelines for implementing restorative practices. The district has entered its first year of implementation after more than a year of preparation and training.
- Each school has developed a team that is dedicated to this work. The teams began their work in the Summer of 2017 as part of a three-day workshop titled Introduction to Restorative Practices.
 - In addition to school teams, the district's Executive Leadership Team, Transportation Department managers, district PCTA members, and some community members attended those trainings. The third day of the training was designed to show teams how to incorporate restorative strategies into their School Wide Behavior Plans and existing processes and procedures. The 2017-18 school year was an exploratory year for all schools.
- As of 2018-19, the district is beginning its first year of full implementation of restorative practices.
 - As of Quarter 1, every school had a certified restorative practices trainer on site. As turnover in schools occurs, ongoing training sessions are scheduled for schools to prepare additional certified trainers.
 - Processes are underway to align the work of restorative practices with PBIS. District Area Meetings have extensive training and discussion each month regarding best practices. Additionally, PBIS fidelity checks are underway at a sampling of schools.
- A complete resource site is now available for schools around restorative practices, including materials that schools can use to set goals, reflect on best practices, and engage staff and students in these new strategies.
- Additionally, all principals have now been trained via their monthly meetings on foundational concepts related to Social and Emotional Learning (SEL). The initial training was provided at the foundational / awareness level to support the ongoing growth of school leaders.



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Goal 4: Data Update: / Out of School Suspensions (OSS)



PCS / OSS / 5-Year Trend by Race

	Total # of Suspensions WHITE	Total # of Students Suspended WHITE	Total # of Suspensions BLACK	Total # of Students Suspended BLACK	Total # of Suspensions HISPANIC	Total # of Students Suspended HISPANIC	Total # of Suspensions ASIAN	Total # of Students Suspended ASIAN	Total # of Suspensions MULTI	Total # of Students Suspended MULTI
2013-14	5,975	2,986	9,757	4,089	1,605	843	136	84	712	332
2014-15	5,458	2,747	8,896	3,831	1,584	873	112	75	766	351
2015-16	3,338	2,000	5,603	2,918	1,060	648	84	58	505	266
2016-17	2,723	1,621	4,666	2,374	1,046	587	106	69	481	238
2017-18	3,182	1,888	5,369	2,625	1,308	715	95	66	487	249
	-46.7%	-36.8%	-45.0%	-35.8%	-18.5%	-15.2%	-30.1%	-21.4%	-31.6%	-25.0%

PCS / OSS / Quarter 1 Update / 2018-19

Q1	Total # of Suspensions WHITE	Total # of Students Suspended WHITE	Total # of Suspensions BLACK	Total # of Students Suspended BLACK	Total # of Suspensions HISPANIC	Total # of Students Suspended HISPANIC	Total # of Suspensions ASIAN	Total # of Students Suspended ASIAN	Total # of Suspensions MULTI	Total # of Students Suspended MULTI
2017-18	427	354	813	619	168	127	12	9	65	50
2018-19	654	553	960	738	256	207	19	19	68	53
Change	227	199	147	119	88	80	7	10	3	3

- As of Quarter 1 of 2018-19, the district's overall suspensions have increased over Quarter 1 of the previous school year, though the percentage of suspensions going to black students in comparison to their non-black peers continues to decline. At the end of Quarter 1 of 2017-18, 53% of students who were suspended were black. As for Quarter 1 of this school year, 47% of all students suspended were black.



Key Action Steps / Progress Update

Goal 5: ESE Identification



EBD Data review / Early Intervening Services / Progress Update

- **The Exceptional Student Education (ESE) Department continues to work collaboratively with the district data departments in creating improved eligibility data reports.** The reports are reviewed and compared to ensure accuracy of the data and coding.
- **The district also added an academic screening tool** to address academic deficits for students being referred for consideration of eligibility in the area of EBD.
- **The district reviewed every student with a primary eligibility of EBD** at the student’s annual IEP meeting.
- **Intensive problem solving on behavioral intervention** is occurring consistently with district behavior specialists in support of early intervention.
- **As of 2018-19, the district has assigned three additional district intervention specialists (now four total) to specifically support early intervening services at high minority schools.** Additional support and training for schools from behavior specialists is also available as needed. This new way of work emphasizes the critical need to establish high-quality general education intervention procedures. The goal is to reduce identification of students found eligible.
 - **As of Quarter 1, 12 black students** were being served in high minority schools and 67 black students are being provided intensive behavior support districtwide.
- **As outlined in the BTG Plan, schools are accessing district support earlier this year and focusing on problem solving** in order to ensure fidelity of intervention implementation.
- **In Quarter 1, the district ESE Department firmed up its fidelity processes prior to ESE eligibility meetings.** The updated process documents were shared with principals.

2018-2019	2017-2018	2016-2017
New EBD Eligibilities / Quarter 1 Identified by PCS = 25 Black=5, Non-Black=20 Black = 20%	New EBD Eligibilities / Quarter 1 Identified by PCS = 4 Black=1, Non-Black=3 Black = 25%	New EBD Eligibilities / Quarter 1 Identified by PCS = 10 Black=7, Non-Black=3 Black = 70%



Key Action Steps / Progress Update

Goal 6: Minority Hiring



Improved Processes / Hiring of a Minority Recruitment Team / Progress Update

- **As outlined in the BTG Plan, the district employs a Manager of Talent Acquisition and two additional hiring specialists to focus on minority hiring and filling critical shortage areas.** The team has taken critical steps to support recruitment and retention of minority candidates. Those include:
 - Building strong relationships with current minority candidates in keeping the candidate pool “warm.”
 - Reducing the hiring manager’s time by recommending the most qualified candidates for an interview and facilitating recommendations for hire.
 - Rebranding PCS marketing materials to reflect the diversity of the Pinellas County community.
 - Providing frequent “check ins” with 1st year teachers in support of improved retention.
- **As of Quarter 1, the Human Resources Division has completed its semi-annual review of its hiring practices and procedures** to identify inefficiencies and any barriers in hiring minority candidates.
- **The district has also continued its partnership with the Urban Schools Human Capital Academy** in providing ideas to create a more diverse workforce.
- **In Quarter 1, the Human Resources team attended a hiring conference in Chicago** to broaden its research into creative marketing strategies in locating minority candidates. As such, the district is considering a new outreach program that brings in minority candidates who do not have all of the required credentials to become teachers and support them through the credentialing process.
- **The district partnered with Largo High School is establishing one of what-will-be several Future Educator programs** designed to identify minority high school students who may want to become PCS teachers.

PCS / Human Resources / Minority Hiring / Goal 6			
Minority Hiring / 2018-19	# and % of TOTAL instructional staff / TEACHERS		% Change since end of last year
QUARTER 1 TOTALS	2018-19		
Hispanic	429	5.9%	+0.1%
Black	643	8.9%	-0.1%
White	6,035	83.2%	-0.3%
Asian	93	1.3%	+0.1%
American Indian	*	*	*
Pacific Islander	*	*	*
DISTRICT TOTALS	7,251	100%	

Note: The data represent the total number of instructional staff as of the date listed. In this case, the end of Quarter 1. This does not represent only new hires as changes to staff occur throughout the year as employees leave and enter the district. Administrators are not represented. The change column represents the differences in percentages in comparison to the same time period last year.