



## BTG / Quarterly Update

Quarter 3 / 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

#### Equity Champions / Growth Mindset-Combatting Bias / Training Continuum / Awareness-Level to Advocacy-Level

- The district hired a lead trainer in 2017-18 and has expanded its professional development team this year in creating a continuum of trainings for teachers and leaders related to diversity, mindset, and combatting bias.
- 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 District-Wide Training Days required for all teachers.
- A meeting of all district and school leaders is planned for May 31<sup>st</sup> with specific actions outlined that will move school-based equity initiatives forward during the summer and throughout the 19-20 school year.
- A more robust training and project is required for faculty and staff to be micro-credentialed under the heading of Equity Champions.
  - 244 teachers and leaders districtwide have completed the full Equity Champions protocol and required project.
  - All but six schools (95%) have an Equity Champion, 16 others have Champions who are still completing their project required for the credentialing.
  - **As of Quarter 3**, four model classrooms have been established in the district for other teachers to visit, observe, and learn best practices. Principals are asked to create model classrooms in all schools as capacity increases.
  - All Equity Champions who are classrooms teachers were invited to a feedback-focus group and sent a survey to garner their responses related to next steps in equity-centered practices.

#### 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 more than 900 teachers (12% of all teachers).
- **As of Quarter 3**, 125 of those teachers have participated in follow-up training and coaching this school year.

#### Equity Data Review / Problem-Solving in schools:

- **As of Quarter 3**, the district's equity leaders came together to create a new, comprehensive teacher training and data discussion model to inform how teachers meet and discuss challenges specific to diverse learners (via their professional learning community meetings). This work is being piloted by the Teaching and Learning Division's middle school team and will involve teachers across all core subjects beginning next school year.



## Bridging the Gap / Pinellas County Schools

Quarter 3 Update / 2018-19 / School Board Briefing

PCS / District Equity Training Focus		
<b>Equity Champions</b>	Goal	<ul style="list-style-type: none"> <li>Every school should have at least one Equity Champion by August 2018 (two-day training required).</li> <li>Equity Champions must be a part of the school's Site-Based Leadership Team (SBLT).</li> </ul>
	Q3 Status	<ul style="list-style-type: none"> <li>All but six schools (95%) have an Equity Champion, 16 others have Champions who are still completing their project required for the credentialing.</li> <li>244 Equity Champions district-wide.</li> <li>Equity Champions have completed Equity Audits at 9 pilot schools. Those results and processes are being reviewed so as to make improvements for 2019-20.</li> <li>All Equity Champions who are classrooms teachers were invited to a feedback-focus group and sent a survey to garner their responses related to next steps in equity-centered practices.</li> </ul>
<b>Restorative Practices / Social Emotional Learning</b>	Goal	<ul style="list-style-type: none"> <li>Every school should have at least one certified Restorative Practices Facilitator by August 2018 (three-day training required).</li> <li>Restorative Practices Facilitator must be a part of each school's SBLT.</li> <li>School teams required to attend a two-day Equity with Excellence follow-up and planning session this summer.</li> </ul>
	Q3 Status	<ul style="list-style-type: none"> <li>Every school had a trainer when school began in August. Some turnover has occurred and two sessions were held this year for schools that need a certified RP trainer.</li> <li>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.</li> <li>A new fidelity survey was administered during Semester 2 to gauge where schools are during their first year of implementation.</li> </ul>
<b>AVID Culturally Relevant Teaching</b>	Goal	<ul style="list-style-type: none"> <li>Every school should have at least four teachers trained in AVID's Culturally Relevant Teaching (two-day training) by August 2018.</li> <li>Long-term district goal is to have every teacher in the district trained and using CRT strategies.</li> </ul>
	Q3 Status	<ul style="list-style-type: none"> <li>70 schools have 4 or more teachers trained, 30 more schools have between 1 and 3 teachers trained.</li> <li>Two district staff developers (trainers) are conducting follow-up coaching with teachers who attended the AVID training. During the school year to date, 125 of the AVID-trained teachers took part in those follow-up sessions. In Quarter 3, the staff developers conducted 61 coaching sessions with 44 teachers.</li> <li>School counselors are also being trained.</li> </ul>



### Implementing Culturally Relevant Instructional Practices in all Classrooms / Progress Update

- The district continues to revise and expand 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.
  - **As of Quarter 3 / 2018-19:** 4,804 classrooms were observed by staff from the district’s Teaching and Learning Division.
  - **As of Quarter 3,** 47% of all classrooms observed showed evidence of some aspect of culturally relevant teaching that included student experience and voice and 48% were found to be using processes and structures that hold students equally accountable for mastering content via strategies specific to diverse learners.
  - 80% of classrooms showed strong relationships and positive classroom community.

PCS / Instructional Support Model (ISM) / Classroom Observations / Through Quarter 3 / 2018-19							
Teacher connects student 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		Culturally Relevant Teaching					
		Building Relational Capacity		Including Student Experiences, Voice		Monitoring for High Expectations	
		via class meetings, restorative practices, community-building, etc.		via relevant materials, examples, class discussion, etc.		via inclusion of all learning styles, explicit models of excellent work, etc.	
School Type	Classrooms Visited (N)	Evident	Not Evident	Evident	Not Evident	Evident	Not Evident
District	<b>4,804</b>	80%	20%	47%	53%	48%	52%
		3845	956	2238	2485	2174	2367
All High Schools	<b>1,290</b>	66%	34%	36%	64%	34%	66%
		857	433	466	824	441	849
All Middle Schools	<b>1,152</b>	79%	21%	41%	59%	41%	59%
		915	237	475	677	471	681
All Elem Schools	<b>2,362</b>	88%	12%	57%	43%	60%	40%
		2073	286	1297	984	1262	837

*\*Note: "N/A" or blank responses not tabulated; sections may not add up to 100% of Visits (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.
- **The MAP has shown to be correlated to performance on the state FSA tests.** 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 continues to study classrooms and schools where black student achievement is improving and gaps are smaller.
- **During Semester 1, a new district-level committee was established** to review each month the strategies in the BTG Plan that are specific to improving black achievement in ELA (English-Language Arts) and math.
- **During Semester 1, all schools were provided the names of minority students** who were close to proficiency in ELA or math and may reach that level with additional support prior to state testing.
- **The district's Personalized Learner Pathway (PLP) is now available to all students as an online resource site.** A student-led project team developed 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.
- **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 9<sup>th</sup> grade / *Check and Connect*.
- **During Semester 1**, the district strategically deployed content experts from the Teaching and Learning Division into six district high schools where data showed larger numbers of black learners who were off track to graduate. This is a strategy that was piloted last school year as part of the first year of the BTG Plan. Due the successes at the pilot school, the strategy has been scaled to a larger sampling of schools.



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

- **The district again provided the PSAT to all high school students in 9<sup>th</sup> and 10<sup>th</sup> grades.**
- **The district also provided free, on-campus ACT and SAT testing to students who needed a higher score.**
- **As outlined in the BTG Plan**, the district began its annual process of universal gifted screening across all elementary schools as well as "Plan B" eligibility reviews.
- **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 Semester 1**, 79% of black learners who showed strong potential for placement into an AP course were enrolled in a course.
- **The district partnered with the Pinellas Education Foundation** to fund a staff developer (trainer) to support student access to college resources (applications, financial aid, etc.) through the Elevating Excellence initiative.
- **As of Quarter 3**, the district implemented an updated scheduling advisement and tracking system for schools to monitor students who are best fits for AVID, with the expectation that AVID students are encouraged to enroll in advanced and accelerated courses and are better equipped to do well.



### 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 Intervention and Support (PBIS).** All schools successfully integrated the critical components of PBIS into their school plans. As a measure of implementation fidelity, each school completed the PBIS Implementation Checklist and those data show that 74% of schools are at satisfactory implementation or higher.
- **In Quarter 2, the district introduced a new measure for schools to pilot in the spring to quantify each school's success in establishing the key foundational elements for Restorative Practices.** Those results will be reported at the end of the school year.
- **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.**
  - **As of Quarter 3,** a total of 24 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. As the district enters the second year of implementation of the BTG Plan, this percentage has held steady for two years at 1% or less.
- **The district also monitors out-of-school suspensions for black students to meet its goal of reducing OSS for defiance and classroom disruption.**
  - **As of Quarter 3,** a total of 945 suspensions (27.5% of all suspensions) were given to black students for those infractions. This continues to be an area of focus. As the district enters the second year of implementation of the BTG Plan, this percentage has held steady for two years (approx. 25%).
- **The district continued its investment in trainers, training materials, and timelines for implementing restorative practices. 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.
- **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 were scheduled for schools to prepare additional certified trainers.
  - **As of Quarter 2,** the district has been purposeful in aligning the work of restorative practices with PBIS. District Area Meetings have extensive training and discussions each month regarding best practices. Additionally, PBIS fidelity checks are underway at a sampling of schools.

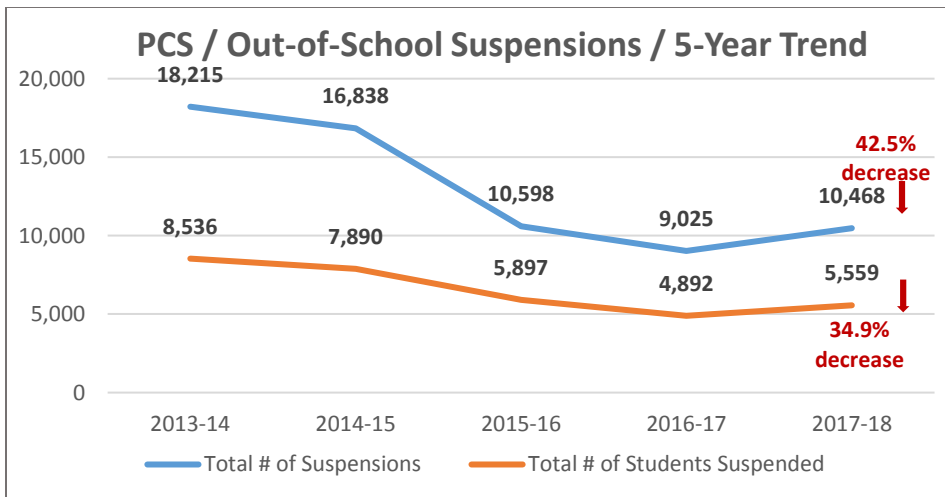


# Bridging the Gap / Pinellas County Schools

## Quarter 3 Update / 2018-19 / School Board Briefing

- **As of Quarter 3**, the district sent a survey to every teacher in the district to better understand how restorative practices are being implemented and some possible next steps. More than 1,600 teachers responded. Some of those results are as follows:
  - **59% of the teachers responding** reported that their school has a clear vision for restorative practices that can be expressed by teachers, students, and families, with 31% marking this as an area for improvement and 10% marking “no” or “not sure.”
  - **70% of the teachers responding** said they have personally embraced the use of restorative practices as a way of building community and trust, with 24% saying it is still an area for improvement and 10% marking “no” or “not sure.”
- **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.
- **Meetings with community leaders engaged in the district’s restorative practices are ongoing, led by the Area Superintendents.** Restorative approaches to school discipline are designed to build stronger school communities and provide greater student agency and voice. As outlined in the BTG Plan, one such approach that schools are implementing is a re-integration process when students return from an out-of-school suspension. In monitoring those trends, data from Semester 1 show that more than 66% of black students who were suspended were not suspended a second time.
- As part of the district’s ongoing review of referrals and suspensions, acts of aggression such as fighting and striking a student continue to be the primary reasons why students are suspended across levels.

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





# Bridging the Gap / Pinellas County Schools

## Quarter 3 Update / 2018-19 / School Board Briefing

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 / Through Quarter 3 / 2018-19										
Q3 / YTD	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	2,137	1,384	3,548	1,990	822	492	64	47	336	194
2018-19	2,016	1,377	3,433	2,030	790	546	80	60	272	175
Change	-127	-7	-115	40	-32	54	16	13	-64	-19

- As of the end of Semester 1**, the district's overall suspensions have increased over Semester 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 Semester 1 last year, 48% of students who were suspended were black. That represents a one percent decline from last year (2017-18) after a similar drop from the year prior (2016-17). To reach the district's long-term goal, the percentage of suspensions going to black students should closely mirror the total enrollment of black students (set as 18% when the BTG Plan was adopted).
- As of the end of Quarter 3**, the district's overall suspensions have leveled off and are now trending below the 2017-18 totals. Still, the number of individual students suspended is slightly higher than last year at this point and the risk ratio metric used to track discipline disparity is nearly identical to last year so far. Final discipline totals will not be available until after the school year ends.





**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 reviews 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 of Quarter 2,** 24 black students were served and, **in Quarter 3,** 12 black students were being provided with intensive supports within high-minority schools.
- **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.
- **During Semester 1,** the district ESE Department firmed up its fidelity processes prior to ESE eligibility meetings. The updated process documents were shared with principals.
- **During Semester 1,** the district was intentional in training its school-based behavior specialists in best practices related to behavioral interventions and cultural responsiveness. A total of 53 school-based behavior specialists were trained (84% of all employees serving in those roles).
- **A positive trend is emerging** in the number of new students found eligible for EBD (see table below). The percentage of black students being identified is much closer this year to the student population distribution. If the percentage of black students identified as EBD remains at or near 20%, the district will move closer to meeting its long-term goals and will have additional evidence that its BTG efforts are having an impact.

2018-19 / Q1	2018-19 / Q2	2018-19 / Q3	TOTALS / YTD
<b>New EBD Eligibilities / Quarter 1</b> <b>Identified by PCS = 25</b> Black=5, Non-Black=20 Black = 20%	<b>New EBD Eligibilities / Quarter 2</b> <b>Identified by PCS = 12</b> Black=3, Non-Black=9 Black = 25%	<b>New EBD Eligibilities / Quarter 3</b> <b>Identified by PCS = 9</b> Black=4, Non-Black=5 Black = 44%	<b>New EBD Eligibilities / through Quarter 3</b> <b>Identified by PCS = 46</b> Black=12, Non-Black=34 <b>Black = 26%</b>



### 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 1<sup>st</sup> year teachers in support of improved retention.
- **In Quarter 1,** the Human Resources Division completed its semi-annual review of its hiring practices and procedures to identify inefficiencies and any barriers in hiring minority candidates.
- **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.
- **As of Semester 1,** the district has continued its aggressive posting of job openings to various job sites and social media outlets (including Indeed and LinkedIn). A total of 758 openings or reminders have been posted. This appears to be garnering a strong return on investment in that approximately half of all applicants are reporting that they heard about openings from these media types.
- **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.
  - **As of Quarter 3,** the district began an aggressive campaign to recruit minority students who are graduating from Pinellas County high schools to partner with the district in becoming teachers. This is an action step in the BTG Plan specific to “growing our own” teachers in addition to recruiting minority candidates from other school districts.
  - **An email invitation with the promise of a job with Pinellas County Schools was sent to 1,964 Black and Hispanic graduates. See email / flyer below.**



#### PCS Human Resources Department / Future Educators Campaign

- Sent to all graduating Black and Hispanic students

## A job guarantee when you earn your degree!

Pinellas County Schools' Human Resources department congratulates you on your upcoming graduation! We would love to continue to support you in your future employment opportunities. Have you ever thought of becoming a teacher? **Pinellas County Schools is the largest employer in Pinellas County!** We are excited to provide a future opportunity to you as a professional educator.

- If you graduate with an education degree and meet all Florida certification requirements, you will receive an Advanced Contract to teach in Pinellas County, which means a guaranteed job after college graduation.
- Enjoy lots of vacation time! You will enjoy a week break at Thanksgiving, a two week break in the Winter, a week break in the Spring, as well as two months off for the summer.
- Competitive salary! In four years, starting salaries will be approaching \$50,000.
- Extra perks and discounts including admission to amusement parks, cell phone plans, gym memberships and more.
- Great insurance and retirement benefits
- And most importantly, the opportunity to make a difference and laugh **every** day.

Please watch this video "I am Pinellas County Schools"



To receive information about a paid internship and Scholarships Opportunities please fill out the questionnaire located at the link below:





## **Bridging the Gap / Pinellas County Schools**

*Quarter 3 Update / 2018-19 / School Board Briefing*