

BTG / 3rd Quarter Update

Quarter 3 FINAL

Pinellas County Schools created the Bridging the Gap Strategic Plan to close the achievement gaps between black students and their peers. The district garnered input from teachers, parents and community members in developing an updated plan in 2016-17 that includes ambitious data targets and action steps as part of its aspirational goal of eliminating or greatly narrowing the achievement gaps between black and non-black learners within 10 years. The full plan is available via our district website: pcsb.org/btg

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 to meet 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 were the 2015-16 school year data.

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: Some 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.



Quarter 3 / Key Actions Steps / Progress Updates

Goals 1-3: Graduation Rate / Academic Achievement / Advanced Coursework



Implementing Culturally Relevant Instructional Practices into all Classrooms / Progress Update

Introductory / Foundational-Level Training related to exploring diversity / uncovering bias

- All district principals and assistant principals have received introductory training via their monthly meetings.
- All teachers were provided introductory training on August 3rd at the District-Wide Training Day.
- Nearly every member of district's Teaching Learning Division has now been trained / introductory-level training.
- In addition,
 - **Quarter 1**, 869 teachers and staff members across 14 schools took part in some additional training.
 - **Quarter 2**, 564 teachers and staff members across 21 schools took part in some additional training.
 - **Quarter 3**, 230 teachers and staff members across 9 schools took part in some additional training.

Advanced / Equity Champions Training Continuum related to developing an equity mindset / uncovering bias

- The district has developed a continuum of trainings for teachers and leaders titled Equity Champions. This training is specific to developing improved cultural competence with a strong equity mindset.
 - **As of Quarter 3**, 121 teachers and leaders have completed the Equity Champions initial training to become training facilitators.
 - **As of Quarter 3**, 445 faculty and staff members have taken part in the initial rollout of the Equity Champions Training.
- **To support this multi-year training initiative**, the district has established a new Equity Task Force to review and align training materials, calendars, and outcomes related to equity under three distinct areas of improvement:
 - *Developing an Equity Mindset / Uncovering Bias*
 - **Equity Champions / Teaching and Learning division / Facilitator: Hillary Van Dyke**
 - *Designing Equitable Systems, Processes in Schools*
 - **PBIS / Restorative Practices / SEL / Area Superintendents and MTSS Specialists.**
 - *Engaging Diverse Learners in the Classroom*
 - **Culturally Relevant Teaching / Teaching and Learning Division / Facilitator: Judith Vigue / AVID**
District is using **AVID's Culturally Relevant Teaching as its initial training curriculum.**



Bridging the Gap / Pinellas County Schools

Quarter 3 Update / 2017-18 / School Board Briefing

PCS / Equity and Excellence for All / Three Key Trainings

PCS Equity and Excellence for ALL / Trainings			
Initiative	Equity Champions	PBIS / Restorative Practices (RP) / Social & Emotional Learning (SEL)	Culturally Relevant Teaching (CRT)
Description	Recognizing the historical, cultural and social barriers that impact learning; Exploring our own biases and becoming self-aware; Having courageous conversations with ourselves and others; Providing context for educators re: influence, privilege, power and the long-standing bias of low expectations	Developing deliberate and positive school culture, climate and processes to improve learning; Incorporation of Positive Behavioral Interventions and Support (PBIS) and Social Emotional Learning (SEL); Asset-focused, community building and affirmative social relationships	Supporting teachers in understanding and utilizing strategies that engage and impact learning among minority students to include: Collaboration, movement, music, hands-on activities, and relevant readings, discussions and examples drawn for our local communities and families
Division, Dept. or Office	Professional Development; Teaching & Learning	Area Offices	Advanced Studies and Academic Excellence
District Leader	Hillary Van Dyke	Area Superintendents and MTSS Specialists	Judith Vigue
Summer Course Offerings	Equity Champions (12 hrs.)	1) Introduction to Restorative Practices Train the Trainer (TOT) Certification (18 hrs.) 2) Restorative Practices Planning Session for Initial Implementation (12 hrs.)	AVID Culturally Relevant Teaching (CRT) (12 hrs.)
Target Audience	Minimum of 1 Equity Champion per school (an Equity Champion team preferred)	1) One pre-approved staff member per school, identified by the principal 2) Four staff members per school, identified by the principal	Minimum of 4 teachers per school
Logistics	<ul style="list-style-type: none"> Ongoing sessions: 2 days or 5 evenings; Six 2 day sessions: June 2018 	1) Cohorts 1, 2, 3: June & July 2018 2) Six 2 day sessions: June & July 2018	Five two day sessions: May, June & July 2018

Revised 3/22/18



Quarter 3 / Key Actions Steps / Progress Updates continued

Graduation Rate / Academic Achievement / Advanced Coursework (Goals 1-3)



Early Warning System / Personalized Learning Plans / Progress Update

- Quarterly assessment and student grade data continue to be provided to schools, disaggregated by race.
- **The Personalized Learning Platform online resource site for students was developed this year is now up and running.** A district project team developed the site so that students could review their data and access key resources to help them grow in their reading and math skills. The pilot release planned for second semester was complete and is now being used by high school students as a test on the system before releasing to all students next year. Dr. Connie Kolosey worked with specialists from the district's Digital Learning and Technology and Information Systems departments and with students from Lakewood High School's CAT program to complete this ambitious project.
- **The district also piloted a tool for providing a written personalized learning plan for every student who is behind academically so that a prescription of interventions could be recorded and tracked by teachers. The student plans will be accessible for all schools next year via a new online tool.**
- **The district also created a new scheduling process to better capture the number of student taking part Extended Learning Programs such as tutoring, credit recovery, and enrichment before and after school.**
 - **Quarter 3** enrollment reports show that 17,208 students were enrolled in ELP programs. Of those, 3,113 were black (18.1%).



Open Access to College Readiness Testing / Universal Screening for Gifted / Progress Update

- **The district provided the PSAT to all high school students in 9th and 10th grades.**
- **The district also funds free, on-campus SAT and ACT testing to every high school student.**
- **The district completed first semester its new process of universal Gifted screening across all elementary schools by the end of 2nd grade.**
 - **1,718** total students (all races) were tested Semester 1.
 - **775** total students (all races) met the 90th percentile on the universal screening instrument and were recommended for further evaluation.
 - Of those 775 students, 62 were black (8% of the students identified).
- **The district also began 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).
 - **536** total students have been identified for Gifted through Plan B, 79 of whom are black (14.7%)



Bridging the Gap / Pinellas County Schools

Quarter 3 Update / 2017-18 / School Board Briefing

2017-18 Data / BTG / Goal 3 / Advanced Coursework

- The district runs enrollments for advanced courses in March of each year and has finalized the GAP totals for black and non-black students enrolled in these more rigorous courses.
 - **In 2017-18, black enrollment increased** across all metrics that are measured via this goal (see table below). The increases were most significant in middle school advanced and high school honors courses. The total percentage of black students enrolled in these courses was 13.7%, a jump from 11.9% in 2017.
 - **The gap closed to 4.3% for 2017-18** / as compared to the black student population of 18%.
 - **The enrollment of black learners in AVID courses also increased** in 2017-18 and, as a result, no enrollment gap exists in AVID courses among black and non-black students.
 - **The final 2017-18 data for enrollment in Gifted** has not yet been finalized and will be available via the Quarter 4 / End-of-Year Report.

PCS / BTG / Goal 3 / Advanced Coursework / TOTALS for 2017-18

Advanced, Accelerated Enrollment	# Enrolled Advanced MS	% of Total Advanced 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
Black 2016-17	1324	11.1%	309	8.1%	2225	12.8%	857	9.1%	3775	11.9%
Black 2017-18	1859	13.3%	368	8.3%	2528	14.9%	996	9.6%	4691	13.7%
2017 GAP*	GAP	6.9	GAP	9.9	GAP	5.2	GAP	8.9	Total GAP*	6.1
2018 GAP*	GAP	4.7	GAP	9.7	GAP	3.2	GAP	8.4	Total GAP*	4.3

*(GPA compared to 18% black population)

*MS Accelerated reflects enrollment in high school courses taken in middle school (such as English 1).

High School Accelerated reflects enrollment in college courses taken in high school (Dual Enrollment, AP, IB or AICE).



Quarter 3 / Key Actions Steps / Progress Update

Goal 4: Student Behavior / Discipline



New district policies / Training on PBIS, Restorative Practices, SEL / Progress Update

- **For each school, district staff reviewed the School Wide Behavior Plans to ensure that the plans included key elements of Positive Behavioral Support and Intervention (PBIS).**
 - At the end of Semester 1, 65% of district schools showed strong implementation. Schools not showing strong implementation were provided feedback and additional resources to strengthen their plans for support.
- **The district continued its investment in trainers, training materials and timelines around restorative practices.**
- **Each school team has a team dedicated to this work. Last summer, the teams participated in a three-day summer workshop titled Introduction to Restorative Practices. That training will continue this summer.**
 - In addition to school teams, the district's Executive Leadership Team, Transportation Department managers, district PCTA members, and some community members attended the training. 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 the end of Semester 1, 100% of school teams had been trained in the key foundational concepts related to restorative practices. As this is the first year of implementation, no schools were found to be implementing these practices at an "application" level. All schools were rated as functioning at an "awareness level."
- **A resource site for schools has been developed 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 been provided some initial training via their monthly meetings on foundational concepts related to Social and Emotional Learning (SEL).** This initial training was provided only at the foundational / awareness level to support the ongoing growth of school leaders.
- **Benchmarks Developed:** The district has now developed specific implementation benchmarks that schools are asked to meet over the next two years (see below). An ambitious training calendar has been developed for this summer, with the goal of having a licensed IIRP trainer at each school site.
- **A comprehensive Restorative Practices / SEL toolkit** with specific actions, examples and connections to state content standards and the Marzano framework will be provided to schools at the summer training.



Goal 4 / Restorative Practices Implementation / 2018 to 2020

PCS 2018-2020 Implementation Benchmarks

At the end of the **2018-2019** school year, the implementation of restorative practices in PCS schools should meet benchmarks 1-4.

At the end of the **2019-2020** school year, the implementation of restorative practices in PCS schools should meet benchmarks 1-7.



In future years of implementation, the benchmarks will continue to serve as both a measure of a schools' success and a tool to identify areas of needed improvement.

Benchmark 1: There is a common understanding of what is restorative practices and why restorative practices are being implemented

By the end of the 2018-2019 year,

- The principal's vision, purpose and direction for the integration of restorative practices can clearly be expressed by educators, students, and families.
- There is positive modeling, direction and commitment of RPs by leadership team.
- All adults in the school express a clear understanding of the principles and processes of RPs and the relevance of RPs to the school community.
- All adults recognize that RPs is a core approach that involves principles/values, relationship/community-building skills and processes, and is not just a set of intervention techniques.
- There are early signs of a shift in mindset from punitive to empathic (restorative).

Benchmark 2: Foundational structures to support RPs implementation are in place.

By the end of the 2018-2019 year,

- Licensed trainer and RIT each have clearly defined roles.
- An IIRP licensed trainer and the restorative practices implementation team (RIT) work closely with SBLT to lead implementation and sustain restorative practices in the building.
- Staff training schedule has been developed and communicated to the entire staff.
- A well-developed consistent RPs orientation and training (*Introduction to Restorative Practices and Using Circles Effectively*) for staff is provided by trainer.
- A process is in place to train and support new staff and students that join the community throughout the school year.
- Trainer and RIT meets consistently with SBLT and has streamlined communication with the entire staff, families/community and other stakeholders.
- SBLT and other team meetings are regularly conducted in circle.

Benchmark 3: A method of collecting and analyzing data is developed.

By the end of the 2018-2019 year,

- Determine key indicators to track and goals to achieve.
- Identification of data and how it will be collected to track expected outcomes (observations/school walk-throughs, PLC minutes, lesson plans, staff & student surveys, school climate data, discipline data, training data, etc.).
- RPs are regularly assessed both school-wide practices and classrooms for quality and evaluated for effectiveness.

Benchmark 4: Use of restorative language, culture and practices are in development.

By the end of the 2018-2019 year,

- Restorative questions are in use in informal and formal situations.
- The use of restorative language is encouraged.
- School leadership has begun the use of restorative language with students, staff and families.
- Staff members have begun to work on developing their skills and understanding about restorative practices.
- Staff has begun to use community building practices.
- Staff has begun to facilitate restorative chats/conversations.
- Staff has begun to repair harm.
- Students are involved in restorative approaches.

Benchmark 5: Integration of PBIS and restorative practices is evident.

By the end of the 2019-2020 year,

- School Guidelines for Success (school-wide expectations) incorporate a restorative approaches and are made explicit across the school as well as in the school's policies.
- A clear system of RPs is implemented and applied consistently across the school.
- A clear referral process and guidelines is established for both educators and students and includes restorative measures used by teacher and/or other staff - i.e., relationship-building actions, use of restorative "structures", restorative principles integrated into management practices, etc.
- Explicit links exist between implementation of RPs and desired outcomes regarding student engagement and achievement.

Benchmark 6: Restorative language, culture and practices have been established school-wide.

By the end of the 2019-2020 year,

- Restorative questions are used in day to day interactions-- in the hallways, classrooms, staff meetings, and in formal mediations.
- Signs in the building encourages the use of restorative language in all settings.
- School leadership uses restorative language with students, staff and families.
- Staff members recognize the effectiveness of RPs in their school and actively work on developing their skills and understanding.
- Staff routinely use community building practices.
- Staff can facilitate restorative chats/conversations.
- Staff can repair harm.
- Students are actively involved in restorative approaches and understand their role in it.

Benchmark 7: Families and students are well-informed of the shift to restorative practices.

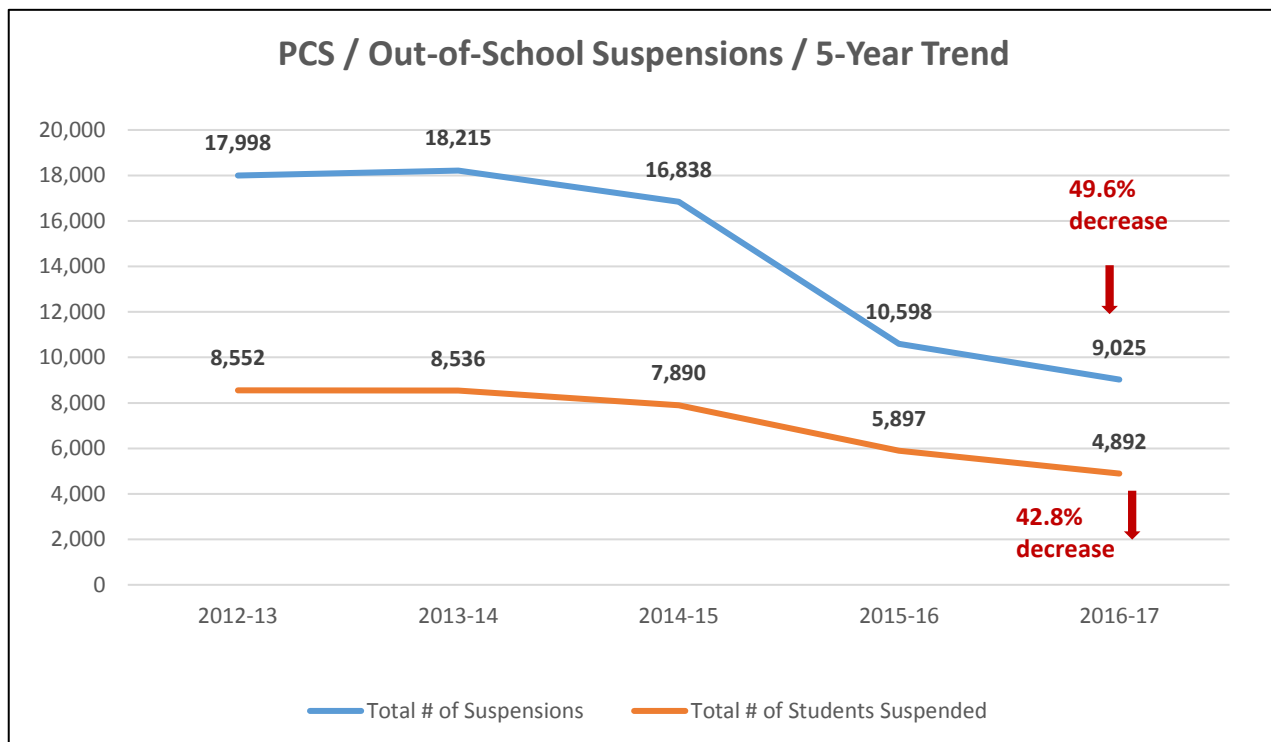
By the end of the 2019-2020 year,

- Students and families have been introduced to the concept of restorative practices.
- Ongoing outreach is made to students and family members to promote understanding of the vision restorative practices, its impact on school culture and use of common language.
- Student and family voice is valued in the school decision-making process.



Goal 4: Data Update: / Referrals and Out of School Suspensions (OSS) / Quarter 3

- The district’s out-of-school suspension rates (OSS) for all students and for black students has dropped dramatically over the past five years (see trend table below).
- The district’s year-over-year comparison from Quarter 3 last year to Quarter 3 this year shows a drop in referrals across the board and among black students (a decrease of 7.3%) but an increase in the number of out-of-school suspensions so far for all students and among black students (an increase of 12.5%). Despite the increase this year, the total number of suspensions for black students is down significantly from both three years ago and five years ago.
- It is not clear yet whether the increase in total suspensions this year will lead to an increase in the risk ratio for OSS for black students in relation to other students because suspensions are up slightly this year across all racial subgroups.
- The district closely monitors out-of-school suspensions for black students by type of offense to meet its goal of reducing OSS for defiance and classroom disruption.
 - In Quarter 1, 23.7% of all suspensions given to black students were for those infractions. In Quarter 2, that percentage stayed consistent at 23.9%.
 - In Quarter 3, the percentage of all suspensions given to black students for defiance and classroom disruption dropped dramatically to 12.1% -- a positive sign.





Bridging the Gap / Pinellas County Schools

Quarter 3 Update / 2017-18 / 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
2012-13	6,341	3,237	9,325	4,092	1,485	789	114	79	694	329
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
	-57.0%	-49.9%	-49.9%	-42.0%	-29.6%	-25.6%	-7.0%	-12.7%	-30.7%	-27.7%

PCS / # of OSS / Current Year / 2017-18 / Quarter 3 / Compared to Quarter 3 of 2016-17										
	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										
Q3	2,140	1,383	3,588	2,017	820	490	64	47	335	193
1-Year CHANGE	311	195	398	174	136	73	-2	-1	-3	7

OSS / Pinellas County Schools / Quarterly Discipline Update / Quarter 3 / Final

2017-18 School Year / Progress to Date / March 2018 / Quarter 3 Totals										
Out-of-School Suspensions	Number of Suspensions (To Date)		1-Year Change	1-Year Change	Percentage of Total Suspensions (To Date)		Number of Students Suspended (To Date)		1-Year Change	1-Year Change
	Quarter 3*		N	%	Quarter 3*		Quarter 3*		N	%
	16-17	17-18			16-17	17-18	16-17	17-18		
District**	6108	6966	858	14.2%			3683	4143	460	12.5%
Elementary	396	523	127	32.1%	6.5%	7.5%	301	358	57	18.9%
Middle	3559	3875	316	8.9%	58.3%	55.6%	1900	2096	196	10.3%
High School	1700	1889	189	11.1%	27.8%	27.1%	1274	1389	115	9.0%
Hispanic	684	820	136	19.9%	11.2%	11.8%	417	490	73	17.5%
Black/African American	3190	3588	398	12.5%	52.2%	51.5%	1843	2017	174	9.4%
Multi-Racial	338	335	-3	-0.9%	5.5%	4.8%	186	193	7	3.8%
American Indian	1	19	18	***	0.0%	0.3%	1	13	12	***
White	1829	2140	311	17.0%	29.9%	30.7%	1188	1383	195	16.4%
Asian	66	64	-2	-3.0%	1.1%	0.9%	48	47	-1	-2.1%

Note: **The totals in the quarter over quarter tables above and below may not match the TOTALS from the Elementary, Middle and High Schools columns because the district totals include ESE centers and those centers are not included in the columns labeled as "elementary," "middle" or "high school."



Bridging the Gap / Pinellas County Schools

Quarter 3 Update / 2017-18 / School Board Briefing

Referrals / Pinellas County Schools / Quarterly Discipline Update / Quarter 3 / Final

2016-17 School Year / Progress to Date / March 2018 / Quarter 3 TOTALS										
Referrals	Number of Referrals (To Date)		1 -Year Change	1-Year Change	Percentage of Total Referrals (To Date)		Number of Students w/ a Referral (To Date)		1-Year Change	1-Year Change %
	Quarter 3*		N	%	Quarter 3*		Quarter 3*			
	16-17	17-18			16-17	17-18	16-17	17-18		
District**	57,746	55,794	-1952	-3.4%			15,350	15,397	47	0.3%
Elementary	5,092	5,491	399	7.8%	8.8%	9.8%	2,293	2,364	71	3.1%
Middle	22,479	20,974	-1505	-6.7%	38.9%	37.6%	4,965	4,938	-27	-0.5%
High School	26,695	25,258	-1437	-5.4%	46.2%	45.3%	7,622	7,552	-70	-0.9%
Hispanic	7,166	7,338	172	2.4%	12.4%	13.2%	2,145	2,270	125	5.8%
Black/African American	27,745	25,779	-1,966	-7.1%	48.0%	46.2%	5,966	5,969	3	0.1%
Multi-Racial	2,627	2,434	-193	-7.3%	4.5%	4.4%	687	652	-35	-5.1%
American Indian	70	166	96	***	0.1%	0.3%	35	35	0	0.0%
White	19,539	19,440	-99	-0.5%	33.8%	34.8%	6,273	6,205	-68	-1.1%
Asian	599	637	38	6.3%	1.0%	1.1%	244	266	22	9.0%

Note: **The totals in the quarter over quarter tables above may not match the TOTALS from the Elementary, Middle and High Schools columns because the district totals include ESE centers and those centers are not included in the columns labeled as "elementary," "middle" or "high school."



Quarter 3 / Key Actions Steps / Progress Update

Goal 5: ESE Identification



District records / data review and early intervention systems / Progress Update

- **Exceptional Student Education (ESE) worked 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.
- **A database was created to track the review of students transferring into Pinellas County with an eligibility of EBD already in place.** The entries in the database are monitored monthly. If a student has not been reviewed, the school is contacted with a deadline for completion. Based on a review of those data, it is clear that one area of focus must be on the students transferring into the district with an EBD eligibility.
- **The district has 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 is also reviewing 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.
- **The district assigned a behavior specialist to specifically support early intervening services at high minority schools.** Additional support and training for schools from behavior specialists is available as needed. This new way of work emphasizes the critical need to establish high-quality general education intervention procedures.
 - **At the end of Quarter 3**, 40 black students were being supported and monitored by the district behavior specialist.
- **Schools are accessing district support earlier this year and focusing on problem solving** in order to ensure fidelity of intervention implementation.

Quarter 3 Data Updates

- 17 black students who were previously identified as EBD have transferred into Pinellas County Schools from other school districts / as of the end of Semester 1. Note: Data are updated at the end of each semester.
 - A records review was conducted on each of those 17 students and 2 students were identified for re-evaluation.
- **During Semester 1**, 10 black students were identified by PCS as new eligibilities for EBD (38.5% of those identified in Semester 1).
- **During Quarter 3**, 2 additional black students were identified by PCS as new eligibilities for EBD (50% of those identified during Quarter 3).



Quarter 3 / Key Actions Steps / Progress Update

Goal 6: Minority Hiring



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

- **The district has vastly improved its data tracking systems within Human Resources to more accurately measure hiring and retention data.**
 - Retention data are now matched more accurately across years of service. An initial report has been generated and district technology specialists and Human Resources staff are reviewing for accuracy and needed amendments to the data logic.
- **The district hired a new Manager of Talent Acquisition and two additional hiring specialists to join that team.** 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 most qualified candidates for an interview and facilitating recommendations for hire.
 - Rebranding current PCS marketing materials to reflect the diversity of the Pinellas County community. See examples provided below.
 - Providing frequent “check ins” with 1st year teachers in support of improved retention.
- **The Talent Acquisition Team has proactively reached out to Search Soft applicants in critical shortage areas.** Each month, a specified query is run to identify new Search Soft applicants in key shortage areas such as secondary math and science. The applicants are contacted and instructed on strategies to help them secure interviews and potential teaching jobs, as they are available, and related to the applicant’s individual preferences.
- **Human Resources also sent representatives to the Great Florida Teach-In and the Florida Fund for Minority Teachers.** These events, both held in Orlando on March 10th, allowed district representatives and principals the opportunity to interview teaching candidates in critical shortage areas and minority candidates. A total of 23 advanced binders were offered for the 2018-19 school year, with 6 being offered for the 2019-20 school year.
- **The district has continued its partnership with the Urban Schools Human Capital Academy** in providing ideas to create improved systems and a more diverse workforce.
- **The district re-established the Pinellas Alliance of Black School Educators (PABSE)** as part of its outreach and support of its current black teachers.



Bridging the Gap / Pinellas County Schools

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- The Human Resources division has also developed a process for a semi-annual review of its hiring practices and procedures to identify inefficiencies and barriers in hiring minority candidates. See some findings below.

Human Resources Department / Some Initial Recommendations based on preliminary, internal Semi-Annual Review
Revise / streamline the hiring process to decrease the length of time it takes for a candidate to move from being recommended to determining a start date.
Ensure that hiring managers, or designee, utilize all available tools (i.e. Search Soft) to provide candidate feedback from Human Resources in order to assist in building a quality pool of candidates.
Communicate with candidates in a timely manner to improve their chances of securing an interview (ie. reminding them of what they are missing in their applications).
Purchase updated and diverse marketing advertisements, artifacts, etc. to attract candidates to Pinellas County.

Goal 6: Data Update: Minority Hiring

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	
	2014-15				2015-16				2016-17			
Hispanic	204	2.7%	9	2.3%	207	2.8%	9	2.3%	420	5.7%	17	4.2%
Black	637	8.3%	84	21.3%	622	8.3%	83	21.2%	647	8.8%	86	21.5%
Am. Indian	16	0.2%	*	*	17	0.2%	*	*	15	0.2%	*	*
White	6745	87.7%	302	76.5%	6591	87.7%	300	76.5%	6202	84.2%	296	73.8%
Asian	85	1.1%	*	*	79	1.1%	*	*	86	1.2%	*	*
Pacific Islander	*	*	*	*	*	*	*	*	*	*		
DISTRICT TOTALS	7687	100%	395	100%	7516	100%	392	100%	7370	100%	399	100%
Black	GAP	9.7	GAP	0	GAP	9.7	GAP	0	GAP	9.2	GAP	0

(Note: Gap is compared to Black Student Population of 18%)

2017-18 School Year / Progress to Date / Quarter 3 / Update

	# and % of TOTAL instructional staff TEACHERS		# and % of TOTAL instructional staff TEACHERS		# and % of TOTAL instructional staff TEACHERS	
	Quarter 1		Quarter 2		Quarter 3	
Hispanic	420	5.7%	419	5.7%	422	5.7%
Black/African American	667	9.0%	672	9.1%	669	9.0%
American Indian	*	*	*	*	*	*
White	6183	83.5%	6178	83.3%	6197	83.7%
Asian	92	1.2%	91	1.2%	102	1.3%
Pacific Islander	*	*	*	*	*	*
DISTRICT TOTALS	7404	100%	7408	100%	7399	100%



Bridging the Gap / Pinellas County Schools

Quarter 3 Update / 2017-18 / School Board Briefing

BTG Goal 6: Minority Hiring / Recruitment Materials Update

<p>Talent Acquisition webpage (www.pcsb.org/Talent)</p>	<p>Features – minimum clicks to locate information:</p> <ul style="list-style-type: none"> • Online application • Map of schools • School zone locator • Fun perks • IT-factor video • About Pinellas • Talent Acquisition Team contact info 	<p>Job Fair Banner →</p>																																			
<p>Recruitment Banners (3 retractable banners redesigned with representation of diverse students and teachers)</p>																																					
<p>Postcard for recruitment events</p>	<p>Ease of access to:</p> <ul style="list-style-type: none"> • Talent Acquisition Team contact info • QR codes for: <ul style="list-style-type: none"> ▪ District website ▪ Facebook ▪ YouTube ▪ Twitter ▪ Online application 	 <p>(front of postcard)</p>	 <p>(back of postcard)</p>																																		
<p>Recruitment folders</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="191 1575 349 1774">  <p>Front Cover</p> </div> <div data-bbox="191 1795 349 2005">  <p>Back Cover</p> </div> </div>	<p>Materials individualized to specific events. Folders include:</p> <ul style="list-style-type: none"> • About Pinellas • Application, how to • Benefits at a glance • Performance instructional salary <p>Upcoming events (i.e. job fair, intern events, etc.) →</p> <ul style="list-style-type: none"> • Substitute teacher flyer → • District facts, at a glance → 	 <p>(about Pinellas County)</p>	<table border="1"> <caption>PINELLAS COUNTY SCHOOLS 2018 EMPLOYEE BENEFITS RATE CHART</caption> <thead> <tr> <th>Plan</th> <th>Type of Coverage</th> <th>Payroll</th> <th>Job Sta.</th> <th>Retiree</th> <th>COBRA</th> </tr> </thead> <tbody> <tr> <td rowspan="2">HEMENA</td> <td>Employee</td> <td>\$18.00</td> <td>\$23.00</td> <td>\$65.00</td> <td>\$62.00</td> </tr> <tr> <td>Emp + Spouse</td> <td>\$19.00</td> <td>\$40.00</td> <td>\$123.00</td> <td>\$128.00</td> </tr> <tr> <td rowspan="2">CDHP</td> <td>Emp + Child/Spouse</td> <td>\$14.00</td> <td>\$40.00</td> <td>\$123.00</td> <td>\$128.00</td> </tr> <tr> <td>Family</td> <td>\$23.00</td> <td>\$65.00</td> <td>\$139.00</td> <td>\$144.00</td> </tr> <tr> <td></td> <td>28 Family</td> <td>\$13.00</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>(benefits, at a glance)</p>	Plan	Type of Coverage	Payroll	Job Sta.	Retiree	COBRA	HEMENA	Employee	\$18.00	\$23.00	\$65.00	\$62.00	Emp + Spouse	\$19.00	\$40.00	\$123.00	\$128.00	CDHP	Emp + Child/Spouse	\$14.00	\$40.00	\$123.00	\$128.00	Family	\$23.00	\$65.00	\$139.00	\$144.00		28 Family	\$13.00			
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