



Accreditation Report

Pinellas County School District

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Executive Summary

Introduction

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school system, and the kinds of programs and services that a school system implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school system with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the community will have a more complete picture of how the school system perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school system to reflect on how it provides teaching and learning on a day to day basis.

Description of the School System

Describe the school system's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school system serves?

The Pinellas County School District (PCS) is a peninsula 37.5 miles long and 18.5 miles wide located on the west coast of Florida in the Tampa Bay area along the Gulf of Mexico. In the most densely populated county in the state with about 3,275 residents per square mile, the District serves communities across a full spectrum of urban and suburban environments, socio-economic status, and racial and ethnic groups. Established in 1912, Pinellas County is home to a mix of large and small cities with a total of 24 municipalities, yet over one-third of its total area is unincorporated. St. Petersburg (population 244,769), Clearwater (population 107,685), and Largo (population 77,648) are the three largest cities and account for just under half of the county's total population, with the unincorporated area accounting for nearly a third and the rest divided between the remaining 21 cities. PCS operates 17 high schools (30,014 students), 22 middle schools (20,195 students), 72 elementary schools (20,195 students), 2 elementary/middle (1,964 students) and 8 post-secondary adult education programs (22,822 students). Every school day, over 101,000 pre-k through 12th grade students engage in learning in the 7th largest school district in the state and the 26th largest in the nation. The student population is 58.2% White, 18.7% Black, 14.4% Hispanic, 4.5% Asian, 0.3% Native American, and 3.9% multi-racial. English Language Learners make up 5% of the student population. The District has 54% of its students categorized as economically disadvantaged and 14% of students receive exceptional education services as students with disabilities.

PCS is governed by a seven member School Board elected to three year terms. The School Board appointed Dr. Michael A. Grego as superintendent in 2012 following a national search. With 25 years of administrative experience, Dr. Grego works collaboratively with the Deputy Superintendent and the Executive Leadership Team (ELT) to implement policies, set direction, communicate expectations, and implement the District's Strategic Plan (DSP). The ELT is comprised of the Deputy Superintendent, Area Superintendents, School Board Attorney, Staff Attorney, Chief Financial Officer, Associate Superintendents, Assistant Superintendents, Director of Strategic Planning, and Director of Student Assignment. Area Superintendents, who serve as the Superintendent's representative for a specific set of schools in each of the District's four areas, oversee 130 school principals. The composition of the employee base is 395 administrators, 7,756 teachers, and 6,174 support staff. Together, the 13,001 full and 3,318 part time employees are the main force in living the District's vision, mission, and values.

System's Purpose

Provide the school system's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school system embodies its purpose through its program offerings and expectations for students.

PCS's purpose and direction is stated in its vision and mission. In 2009, using stakeholder input and cross-functional advisory groups, the District revised its vision (est. 1992/rev. 1995) to 100% Student Success and its mission to educate and prepare each student for college, career and life. PCS's core values were updated to reflect its desired culture and climate: Commitment to Children, Families, and Community; Respectful and Caring Relationships; Cultural Competence; Integrity; Responsibility; and Connectedness.

The vision, mission, and core values are reviewed yearly with the process for approval of the District Strategic Plan (DSP). To achieve PCS's vision and mission, leadership develops the DSP using input from prior performance, state and federal mandates, school and community input, School Board recommendations, and student achievement data. The DSP has five goals that capture the expectations for students, staff, School Board, families, and the community. The five goals are:

- 1) Increase student achievement resulting in improvement for every school, learning gains, higher promotional and graduation rates;
- 2) Ensure curriculum, instruction, and assessment are designed and delivered with a focus on continuous improvement of student engagement and academic achievement;
- 3) Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff and community resulting in individual employee learning, student achievement, and overall school improvement;
- 4) Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility;
- 5) Provide quality technology and business services to optimize operations, communications, and academic results.

These goals have multiple actions with plans and leaders focused on accomplishment of each action.

PCS embodies its vision and mission through high expectations for students by administrators, faculty and staff and by offering a wide range of parental choice options. PCS offers families a wealth of educational choices based on students' interests, talents, and abilities that are also designed to inspire students and provide them with the skills they need to achieve success in college, career and life. These District Application Programs are available to students throughout the county and include themed curriculum magnets, career-focused and technical education high school programs, and fundamental, "back-to-basics", programs in both whole school and school-within-a-school models. For the 2015-2016 school year there are 70 District Application Programs in all; 16 elementary, 18 middle, and 36 high school programs.

Notable Achievements and Areas of Improvement

Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.

The aim for PCS is student academic achievement supported through a safe learning environment and effective and efficient operations. For these three areas, the DSP five goals provide the actions to maintain the strengths as well as develop improvements. Notable achievements are captured for each of the five goals:

Goal One Increase Student Achievement resulting in improvements in every school, learning gains, higher promotional and graduation rates.

1. All student subgroups in the District are trending positively in regard to graduation rates, with special promise shown among African-American students, who have increased their graduation rate by more than 10 percentage points since 2011. In 2014, PCS had the largest increase in graduation rates in the Tampa Bay region, increasing from 71.9% to 76.2%, an impressive climb of 4.3%. Of the nine largest school districts in Florida, PCS went from ninth to now having the third highest graduation rate.
2. In 2014 the PCS dropout rate decreased to 2.1%, the lowest high school dropout rate of the nine largest Florida school districts.
3. Two Pinellas high schools, Boca Ciega and Dixie Hollins, have successfully eliminated the gap in graduation rates between Black and non-Black students. Additionally, Boca Ciega's High School's Black graduation rate surpassed the state and District graduation rate for all students.
4. In 2013, all Pinellas County high schools have an A rating by the Florida Department of Education's accountability system. In 2014, following the state's decision to raise the scoring bar, 75% of PCS high schools earning an A or a B. The state rate is 71%. One hundred percent of PCS high schools earned an A, B or C. The state rate is 95%. These high school grades are due in part to the increase in our graduation rates, which are a major component in the state's calculation.
5. Thirteen PCS high schools showed a significant increase in the number of students participating in accelerated courses exposing more students to rigorous courses in preparation for college and career.
6. Advanced Placement passing rates show positive trends for the past three years for each student subgroup with passing scores increasing from 4431 in 2012 to 4543 in 2014.
7. SAT Composite scores have trended upward for the past three years for each student subgroup. Overall scores have increased from 499.75 in 2011 to 506.13 in 2013.
8. ACT Composite scores have trended upward for the past three years for each student subgroup. Overall scores have increased from 18.9 in 2011 to 19.4 in 2013 to 19.7 in 2014. In 2014, the District outperformed the state in each subject area and in the overall composite score.
9. International Baccalaureate Diploma pass rate for 2014 was 94% with 237 students completing 1,896 subject area exams earning an average grade of 5.14 out of a possible 7.
10. Bright Futures Scholarship Award amounts for students entering college in 2013-14 were \$34,680 for Florida Academic Scholars; \$33,600 for Florida Medallion Scholars; and \$8,604 for Gold Seal Vocational Scholars. Additionally, \$586,182 in scholarships was awarded by the Pinellas Education Foundation to District high school students.
11. Career and Technical Course Industry Certifications increased 60% from 2012 to 2013 with the number of certifications increasing from 2,224 to 3,705. Certifications continue to increase in 2014 with the number increasing from 3705 to 4096, an additional increase of 10.6%.
12. Students participating in the AVID program increased their graduation rate to 90.65%.
13. The District improved four percentage points in the End Of Course (EOC) assessment of Algebra I.
14. The District improved six percentage points in the End Of Course (EOC) assessment of U.S. History.
15. FCAT 2.0 Reading and Mathematics scores of Pinellas County English Language Learners are the highest they have been in three years.

16. In spring 2014, U.S. News & World Report ranked Palm Harbor University High School 28th in the state and 481st nationally for students' SY 2014-2015

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college readiness, and proficiency in mathematics and reading. The Daily Beast ranked Tarpon Springs High School 651st nationally for high graduation rates and SAT/ACT scores, as well as college readiness.

17. The College Board recognized the Pinellas County School District as a Gold Status District for the overall enrollment of minority students in Advanced Placement courses and the high number of minority students enrolled and passing the exam, celebrating a 30% total minority AP enrollment. Thirteen of our high schools saw a significant increase in the number of students participating in accelerated courses, which means more students are being exposed to rigorous courses in preparation for college and career.

18. Student Elementary Reading scores for FCAT 2.0 Reading and Mathematics have increased for students moving from third grade to fourth grade and from fourth grade to fifth grades. These results are important because it tracks the same students for two years across grade levels.

19. PCS' students showed significant improvement on the Spring 2014 FCAT 2.0 Reading, Math and Science assessments for grades 4-10 at several grade levels. More than two-thirds of the District's elementary schools either maintained or showed gains in fourth-grade math, with 24 posting double-digit gains. Fifth-graders at 59% of the district's elementary schools also either maintained or made gains on the math assessment, with 13 schools posting double-digit gains. Additionally, more than three quarters of the district's 74 elementary schools posted improvements on the Science assessment, with 21 showing double-digit increases. (Source: Florida Department of Education).

20. Pinellas County Kindergarten Readiness Rates show positive trends and has significantly increased, rising from 82% in 2011-12 to 89% in 2012-13 and 90.7% in 2013-14.

21. Our District has expanded summer learning through our Summer Bridge program, registering more than 6,000 students the first year and over 12,000 students in 2014. Options for high school and middle school were expanded including a special boot camp designed to improve student performance in Algebra.

22. Our Beyond the Classroom initiative has provided students free access to online educational resources. A related initiative, Connect for Success, provided laptop computers to 4,000 students at 36 high-poverty elementary schools for home use.

23. An evaluation of FCAT results indicate that a higher percentage of fourth-graders participating in the Connect for Success laptop initiative made annual learning gains in both reading and math than did fourth-graders who did not participate in Connect for Success. The district is expanding this program to provide more than 2,700 additional laptops to students at high-poverty schools.

24. The District's Bridging the Gap initiative continues to gain momentum after a promising kick-off summit in fall 2013 to gain insights from community leaders and business partners who have pledged their help in closing the achievement gap.

25. Boca Ciega, Northeast and Countryside high schools were three of only 100 schools worldwide selected to implement AP Capstone, an innovative program that allows students to engage in the rigorous development of skills critical for success in college inquiry, research, collaboration, and writing.

26. PCS juniors from Boca Ciega High and Osceola Fundamental High were selected to participate in the 2014 Sunshine State Scholars program, which recognizes Florida's highest-achieving science, technology, engineering and mathematics students from each school district.

27. Seven Pinellas County Schools students won a total of 10 Scholastic Art Awards.

28. Twenty-four Exceptional Student Education students earned "Yes I Can" Awards for academic achievement and improvement.

Goal Two: Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

29. The District is continuing to improve ways to extend the school day to provide additional time on task for students through programs such as Promise Time, a before and after school teaching and mentoring initiative.

30. Elementary Science Labs will be fully functional in over 40 elementary schools. This initiative began in 2012-13 and will be complete by 2016.

31. The number of STEM and Robotics Clubs in Pinellas County Schools increased from 15 in 2012 to 155 in 2014 with additional academic components being added each year.

32. Pinellas County schools expanded gifted education services to all elementary schools, eliminating the need to bus students to select sites for services.

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33. The District earned recognition as an Advanced Placement District of the Year for increasing access to Advanced Placement coursework while simultaneously increasing the percentage of students scoring 3 or higher on AP exams.
34. In the spring, our District was awarded a Bill & Melinda Gates Foundation Next Generation Systems Initiative grant to expand personalized learning opportunities for students. The District is working on a plan to create a model school focused on personalized learning for 2015-16. Several schools are also creating plans to have personalized learning programs at their schools: Clearwater, Northeast, Pinellas Park and Seminole High, in cooperation with Career Academies of Seminole.
35. The Pinellas County School District was ranked 19 out of 107 large Districts nationwide by the Brookings Institute for providing parents with educational choices for their students. This past year, the District received over 1,000 more applicants and over 800 more acceptances.
36. Our District has launched three new schools for 2014-15 school year. The Centers for Innovation and Digital Learning at Gulf Beaches Elementary in St. Pete Beach and Kings Highway Elementary in Clearwater will provide a technology rich environment with iPads for all students in grades K-5. In an effort to step up efforts to transition high school students to college and career, Pinellas Gulf Coast Academy serves students grades 9 - 12 who are at risk of dropping out.
37. The District has launched several District Application Programs at the middle school level. Among them, the district launched the Cambridge Pre-Advanced International Certificate of Education program at Pinellas Park and Tarpon Springs Middle schools, which prepare students for advanced academic programs at the high school level. Also, the District started Middle Grades Engineering Gateway to Technology programs at Azalea Middle and East Lake Middle School Academy, where students build skills in problem solving, teamwork and innovation.
38. The District already offers a primary years International Baccalaureate program and a middle school International Studies program at James Sanderlin PK-8. In 2016, the district plans to expand rigorous international choice options to provide International Studies programs at Mildred Helms Elementary and at John Hopkins and Largo Middle schools.
39. Pinellas County Center for the Arts at Gibbs High School earned the Arts Achieve! Model School designation from the Florida Alliance for Arts Education.
40. The Jacobson Culinary Arts Academy at Tarpon Springs High School earned accreditation from the American Culinary Federation (ACF), the largest professional chefs' organization in North America with more than 20,000 members from more than 200 chapters across the United States.
41. The International Center for Leadership in Education recognized Clearwater High School as a Model School for the ways in which it has raised rigor and relevance for students using a personalized learning approach within its wall-to-wall academies. Hundreds of schools apply, but only about 25 of the country's highest performing and rapidly improving schools are accepted as models.
42. Douglas L. Jamerson Jr. Elementary School earned the 2014 Magnet Schools of America School of Excellence Merit Award for the eighth consecutive year. Criteria for the award place an emphasis on diversity, school-wide instructional approach, and academic excellence and equity.
43. The Pinellas County School District has embarked upon youth and adult apprenticeship programs through Career Technical Education programs with assistance from industry partners.
44. All high school theatre programs participated in District Thespian Events showing a 20% increase in entries from 2012-2013. Fifteen high schools competed in the One Act Festival receiving an excellent or higher rating representing the highest scores our high schools have received in over a decade. Two high schools, Clearwater and Palm Harbor University, were selected to present Mainstage productions at the State Thespian Festival Competition.
45. All middle and high schools (with performance based ensemble classes) participated in Florida School Music Association District Music Performance Assessments in at least one category - band, chorus, and orchestra. There was a significant 15% increase in orchestra entries. 98% of all groups met the goal of earning a good rating and more than 85% percent of all participating groups received the highest ratings of excellent or superior.

Goal Three: Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement, and overall school improvement.

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46. Our pilot instructional and administrator appraisal systems are under consideration by the state. Our District is at the forefront of finding the best possible method to evaluate our teachers and administrators.
47. Our District has made a huge step in our hiring efforts by increasing our starting salary for teachers to \$40,000, making our starting salary the highest in the region and outpacing the national average.
48. Several trainings were developed to produce more effective School Improvement Plans and assess the use and results of those School Improvement Plans through Accreditation. These trainings were delivered to more than 400 principals, teachers and support staff.
49. All schools have a student behavior plan in place and publicly available on the District website. Reviews and revisions of these plans are currently underway using researched based strategies and regular trainings for the 2014-15 school year.
50. Student arrests in Pinellas County Schools decreased by 16% from 767 in 2012-13 to 643 in 2013-14, a direct result of the District's partnership with local law enforcement agencies.
51. In-school suspensions in Pinellas County Schools significantly decreased for each student group and overall declined 16.8% from 2012-13 to 2013-14.
52. The District has utilized federal funding to initiate a Community Eligibility Option (CEO), which makes free breakfast and lunch available to all students at 65 schools.
53. Pinellas County Schools is the recipient of a grant from the Florida Department of Agriculture that supports the District's anti-obesity efforts and which has culminated in our receipt of the highest rating in the state as a Florida Health School District.
54. The District's Food Service operation was recognized with nine awards from the Florida Nutrition Association in the areas of public policy and legislation, nutrition, and participation in National School Lunch and Breakfast Weeks.
55. Belcher Elementary and Sexton Elementary were recognized as Silver Level Schools and Tarpon Springs Middle School was recognized as a Bronze Level School at the Clinton Presidential Center in Little Rock, Arkansas. by President Bill Clinton for creating healthier environments for children to learn and for staff to work.
56. More than 150 parent representatives from schools across the district met regularly with the superintendent as part of six Parent Leadership Cadre meetings. The meetings were created to empower participants to be advocates for Pinellas County Schools.
57. Pinellas County Schools was recognized in 2013-14 by the American Heart Association with a Gold Achievement Award and a Worksite Innovation Award for a fit-friendly worksite for meeting criteria encouraging students and employees to engage in exercise and healthful eating habits.
58. Ten employee focus groups, including new teachers, reading coaches and finalists for Outstanding Educator, met with the Superintendent to discuss potential improvements to the District and to plan for ongoing student achievement.

Goal Four: Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.

59. District classroom expenditures account for the highest percentage of the District's overall budget when tracked over the past five years increasing from 64.25% in 2009-10 to 67.53% in 2013-14.
60. Title I expenditures as evaluated by the State of Florida demonstrate high levels of accountability and allocation to schools District-wide demonstrating a direct benefit to students.
61. The District was awarded a \$500,000 grant for the plan and \$2,500,000 for the implementation of a personalized learning model for students. The model, titled Pinellas Innovates: Pathways to Personalized Learning, will open in one school in 2015-16, in partnership with the New Tech Network.
62. Our District was honored nationally as a model district by the Ford Foundation for its Ford Next Generation Learning Academies of Pinellas five-year plan.
63. Our District has completed 157 facility projects valued at \$110 million begun during the 2012-13 school year and began work on 72 additional projects valued at more than \$48 million.
64. The District's Facilities, Planning, Design & Construction team received two awards from the Associated Builders & Contractors Florida Gulf Cost Chapter for excellence in construction for work completed on Boca Ciega High School and Lynch Elementary School.

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65. A member of the District's Facilities, Planning, Design & Construction team was appointed by Governor Rick Scott to the Florida Building Commission.
66. The District designed and installed the first geothermal HVAC system at the Largo Administration Building for an estimated saving of \$80,000 per year in power, water consumption, sewer, and water treatment costs.
67. The District is seeking districtwide accreditation through AdvancED. Earning and maintaining accreditation through AdvancED, an organization that encompasses the Southern Association of Colleges and Schools (SACS), will help us focus priorities to improve our processes and better drive student achievement.

Goal Five: Provide quality technology and business services to optimize operations, communications and academic results.

68. The District's Office of Strategic Communications won five Golden Achievement Awards from the National School Public Relations Association for efforts to promote and communicate information about District initiatives.
69. Students and their families are benefitting this year from an online academic planning system called Counselor Connect that monitors student progress and allows parents to communicate more effectively and efficiently with guidance counselors.
70. The District has established a Superintendent's Teacher Task Force to provide a platform for educators to offer input and feedback for continuous improvement.
71. The District uses DecisionED for School Improvement Data reports and many other reports. Data and information from the "Data Warehouse" is continually updated with real-time information that can be used to make decisions and drive instruction at all levels. School administrators and teachers were trained in its use during the summer School Improvement sessions.
72. As part of the state's Digital Classroom Allocation, the district will receive nearly \$1.1 million to bolster classroom technology
73. The State of the District address focusing on the progress of the District's goals was delivered to the Education Foundation and various other community groups. Updates on progress are routinely delivered.
74. The District is nearing completion of its redesign of the District and school websites to create a vital communication hub for the K-12 community with a focus on better connecting with families and other stakeholders.
75. Our District has a new system to track graduation rates and identify students in danger of not graduating.
76. Sandy Lane Elementary was awarded a \$50,000 grant from the Lenore Annenberg School Fund for Children, having been nominated by the Council for Educational Change, which also wrote the grant application. The funds were earmarked for computers and interactive white boards that will provide school-wide access to a digital reading and mathematics series as well as new books for the media center.
77. School brochures were developed for each school to provide parents and students with information about academic achievements, points of pride, and special services and programs.
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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Assessing District progress according to standards is a familiar process for PCS as it has a rich history of using a "systems perspective" to determine its progress towards its vision. Since the early 1990's, PCS has used nationally endorsed criteria as the standards for understanding performance, assessing operational and instructional systems, and creating plans for improvements. PCS was one of the first public school districts in the nation to implement a formalized approach for continuous quality improvement beginning its initial practice with a highly effective collaborative bargaining process between PCS and all four bargaining units. Since 1991, the District has learned about the philosophy of Charles W. Deming and used the Malcolm Baldrige Criteria for Performance Excellence for school improvement, classroom management, and leadership development. In 1993, PCS became the first public school district in the United States to receive a state quality award validating its system's approach to continuous improvement. In 1998, PCS was recognized by the Florida Legislature as the top school district in Florida. Rawlings Elementary School was the first school to win the state continuous improvement quality award and Azalea Elementary became the second (Governor's Sterling Award 1998, 2000). In 2001, PCS hosted its first national three-day site visit to assess how the District used the Baldrige Criteria in its educational practices. PCS strengths noted as best practices during that visit were sustained and improved and are currently essential components in the PCS continuous improvement journey. These best practices include:

- 1) An Executive Leadership Team (ELT) comprised of all organizational areas that sets direction and performance expectations by including key requirements of federal, state, school board, and community in the District's vision, mission, goals and action plans.
- 2) A communication system that ensures open communication with all stakeholders and a continued focus on vision, mission, and key goals. This includes a Strategic Communications office and two-way communication with many groups including Parent Teacher Associations (PTAs), Education Foundation, Chambers of Commerce, community parent forums, colleges and universities, and School Advisory Councils (SACs).
- 3) Monthly Leadership Meetings conducted by the Superintendent for principals with follow up group meetings with Area Superintendents to communicate and monitor student achievement, student behaviors, and operations. Principals follow-up meet with School Advisory Councils (SAC) to communicate the school improvement plan and progress for each school to parents and business partners.
- 4) A strategic planning model that uses a six-step process and includes key participants and stakeholders and focuses on factors that reinforce the District's three strategic directions: student achievement, learning in a safe environment, and effective and efficient use of all resources.
- 5) Each strategic goal and its related action is assigned to an owner to develop improvement processes, track and measure progress, and report progress to the Superintendent. Divisions and departments then develop annual improvement plans to support the District's strategic plan.
- 6) A Student Assignment office that works with local agencies and Chambers of Commerce to identify future populations and enrollment projections to prepare programs to increase the District's capacity to deliver educational services for all residents of the county. In 2013, PCS was recognized by the Brookings Institute for providing parents with educational choices for their students.
- 7) A District Technology and Information System (TIS) that collects, maintains and delivers data and information. This system includes resources such as the student information system, dashboards, and school specific data systems that provide access to detailed information to all levels and functions in the District.
- 8) A commitment to learning-centered education through a wide range of training opportunities and incentives to orient, educate, motivate and recognize faculty and staff. These include Embrace Pinellas (Beach Camp), Professional Learning Communities (PLCs), Leadership U, Targeted Selection, Level 2 (Q), and Certificate of Distinction (I, II, III). Engaging in these programs supports employees in understanding the philosophies and practices of the District and prepares them to more fully serve students and the community in their current or projected

future positions.

9) PCS actively seeks external partnerships with other educational associations, local businesses, social service organizations, and residents of the community. These partnerships have resulted in the establishment of student learning programs (Summer Bridge, Promise Time), Enterprise Village, Finance Park, Career Connections, and the Doorways Scholarship Program.

10) PCS has multiple articulation agreements with Florida universities to provide future teachers by offering internships for college students. A recent partnership with St. Petersburg College offers an Elite Educator program that is a four-year teacher training course for academically talented high school graduates and a commitment to working in PCS after graduation.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Purpose and Direction

The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 4.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The process for review, revision, and communication of the system's purpose is clearly documented, and a record of the use and results of the process is maintained. The process is formalized and implemented with fidelity on a regular schedule. The process includes participation by representatives selected at random from all stakeholder groups. The purpose statement clearly focuses on student success.	<ul style="list-style-type: none"> •District purpose statements - past and present •Survey results •Documentation or description of the process for creating the district's purpose including the role of stakeholders •Written District Quality Assurance Review procedures and documents that monitor its schools' adherence to the district purpose and direction •Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the district's purpose and direction •Copy of strategic plan referencing the district purpose and direction and its effectiveness •Communication plan to stakeholders regarding the district's purpose •Posters of Vision, Mission, Values 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	System policies and procedures clearly outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback and training for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none">•Survey results•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements•Written District Quality Assurance Review procedures and documents that monitor schools' adherence to the district purpose and direction and that of the school•Examples of school purpose statements if different from the district purpose statement•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction•School Improvement Assessment for vision, mission, and values content	Level 4

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1.3	The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none">•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills•Examples of schools' continuous improvement plans•Survey results•Statements or documents about ethical and professional practices•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs•Statements of shared values and beliefs about teaching and learning•The district strategic plan•Mission, Vision, Values Training Agendas and PowerPoint•STEM Academies	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the system's purpose and direction. Personnel systematically maintain, use, and communicate a profile with current and comprehensive data on student, school, and system performance. The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system's purpose. All improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving all improvement goals. System personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated regularly. Documentation that the process is implemented with fidelity and yields improved student achievement and conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none">•Examples of schools continuous improvement plans•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills•Survey results•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The district data profile•The district strategic plan•Working documents for the District Strategic Plan	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

When examining the details and supporting evidence for standard one, Pinellas County Schools (PCS) has many strengths to maintain and communicate to all levels of our organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning. Standard one with its emphasis on purpose and direction creates the backbone of the organization from which the other standards are supported. While the standards are all interdependent, standard one and its resulting focus impacts all processes, procedures, and ultimately, decisions for the system. PCS has taken the systems approach to the development of our supporting processes to ensure that our students are learning, our teachers are learning, and that our community is involved along this journey.

The goal is to ensure that the system implements an inclusive, comprehensive process to review, revise and communicate our purpose for student success. There are multiple vehicles to engage all stakeholders in these processes including, but not limited to:

- Superintendent's Roundtable with leaders from all levels of the system
- Quarterly Reports to School Board members with focus on the District's Strategic Plan
- Monthly Leadership meetings with Superintendent, principals and district leaders
- PCS School Board meetings
- PCS School Board retreats and workshops
- District Strategic Plan vetted through multiple stakeholder groups

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- PCS District Website
- PCS Publications including multiple languages

These varied venues ensure a clear, consistent message which remain a common thread with both District and school-based leadership groups. Seeking stakeholder input through multiple survey processes adds to the consistency of our improvement initiatives. The level of commitment to our District's vision and mission starts with our Superintendent and is consistently heard through all stakeholder groups.

Supporting these practices requires the same processes be implemented and valued at the school level in order for the District's vision and mission to become the reality in each school. Every school contributes its own array of processes to ensure that school-based improvement initiatives are aligned to the District-wide initiatives. This is accomplished in a variety of ways, but through an extensive professional development process with school leaders and school-based teams in the development of their individual school improvement plans. These trainings occur during the summer and throughout the school year providing supports and learning opportunities to strengthen the quality of the plans. Inclusive in these professional development opportunities are Vision, Mission, Values, School Improvement Plan, Quality Concepts, and Strategic Direction trainings within the District's Master In-Service Plan. These trainings are available to administrative, instructional, and support services staff.

The vision and mission is further developed to ensure that the system and schools within the system are committed to a culture based on shared values and beliefs about teaching and learning, and supporting challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills.

Evidences of these practices encompass a wide variety of venues, included but not limited to:

- Superintendent's Kick Off messages to administrators annually
- Focus groups with teachers, community members, instructional coaches, parents, and Teacher of the Year finalists conducted to obtain constant feedback as to what is going well and what can be improved
- School improvement planning teams and their monitoring systems to review impact of their systems for development of vision, mission and core values
- Program development and marketing
- Website presence with materials for parents and community
- Discovery Nights for families
- School Advisory Council meetings demonstrating shared commitment of teaching and learning in every school
- Professional Development plans focused on improvement initiatives
- Nights of Inquiry to demonstrate teacher/student inquiry projects focused on student learning

PCS provides support to all stakeholders to support leadership at all levels of the system to implement improvement processes that provide clear direction for improving conditions that support student learning. This inclusive indicator requires purposeful, planned activities including academic monitoring through the use of data reports, instructional support model school visits with comprehensive plans for improvement on a scheduled basis determined by need, as well as celebrations for student and teacher successes.

As a district, we have become aligned in our thinking, our review processes to ensure continuous improvement, and we include multiple stakeholder groups to support these "way of work" methods. The work of our district to support teaching and learning is difficult work and this is accomplished by setting high expectations in an environment where achievement is inspired through leadership, effective instruction, and respect. PCS is committed to this end, and values the celebration of the work as we continue to improve our practices. This, too, takes many forms at the district level, such as:

- Outstanding Educator Awards

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- Outstanding Support Staff Awards
- Outstanding Business Partner Awards
- Evening of Excellence
- Certificate of Distinction Awards
- Transitional to Teaching Annual Banquet
- Leadership U Program
- Volunteer of the Year Awards
- Unsung Heroes Awards
- Walker's Rising Stars
- Visual and Performing Arts Performances (All County level)
- Public recognition of school awards at Superintendent's monthly meetings, District Website Newsroom, and Media releases

As you examine the body of work accomplished in standard one, the areas of improvement seem to point towards more inclusive practices widening the net of feedback to fuel improvement efforts. As a District, we continue to seek out methods to strengthen the continuous improvement process and as a result, the system will only improve with increased input guiding future decisions.

Governance and Leadership

The system operates under governance and leadership that promote and support student performance and system effectiveness.

Overall Rating: 3.83

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices clearly and directly support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices require and have mechanisms in place for monitoring conditions that support student learning, effective instruction, and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management at all levels of the system.	<ul style="list-style-type: none"> •Professional development plans •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •District operations manuals •Communications to stakeholder about policy revisions •School handbooks 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.	<ul style="list-style-type: none"> •Governing authority minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Governing authority training plan •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Historical compliance data •Governing authority policies on roles and responsibilities, conflict of interest •Governing code of ethics 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of system and school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a clear distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none">•Communications regarding governing authority actions•District strategic plan•Examples of school improvement plans•Roles and responsibilities of school leadership•Roles and responsibilities of district leadership•Social media•Survey results regarding functions of the governing authority and operations of the district•Stakeholder input and feedback•Maintenance of consistent academic oversight, planning, and resource allocation•Agendas and minutes of meetings	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system deliberately and consistently align their decisions and actions toward continuous improvement to achieve the system's purpose. They encourage, support, and expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All stakeholders are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	<ul style="list-style-type: none">•Examples of decisions aligned with the district's strategic plan•Professional development offerings and plans•Examples of collaboration and shared leadership•Examples of decisions aligned with the school's purpose statement•Survey results•Examples of decisions in support of the schools' continuous improvement plans•Examples of improvement efforts and innovations in the educational programs•Examples of decisions aligned with the district's purpose and direction	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' proactive and persistent efforts result in measurable, active stakeholder participation, positive engagement in the system and its schools, a strong sense of community, and ownership.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Examples of stakeholder input or feedback resulting in district action•Copies of surveys or screen shots from online surveys•Survey responses•Involvement of stakeholders in a school improvement plan•Communication plan•Involvement of stakeholders in district strategic plan	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Governing body policy on supervision and evaluation•Job specific criteria•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted•Representative supervision and evaluation reports	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Pinellas County Schools (PCS) ensures the effective administration of schools through a strategic approach towards policy development, the development and monitoring of district and school goals, and effective communication within the District and the public. Adherence to action plans that support the District Strategic Plan are a definite strength of the district. The District Strategic Plan identifies action goals and indicators aligned to the Districts' three strategic directives - Student Achievement, Learning in a Safe Environment, and Effective and Efficient Use of Resources. Actions to sustain the District's areas of strengths include frequent School Board workshops where members of the Executive Leadership Team and Strategic Plan goal managers meet with the Board to review progress towards the goals identified in the Strategic Plan.

The seven-member elected School Board and the Superintendent comprise the governing body of PCS that directs the focus of all efforts

towards the accomplishment of the District's vision, mission and goals. To operate responsibly and function effectively, the Board and Superintendent received master Board certification from the Florida School Board's Association. Developing and maintaining District Policies is key to operating the District responsibly and the Board and staff have a defined process with multiple steps including conducting regular workshops to discuss future policy changes and advertising to inform the community. The Board organizes and communicates its routine operations in a manual that defines conduct, decision-making, committee involvement, and evaluation of work processes. The Board also conducts District planning retreats with the Superintendent and District staff members to confirm or revise the vision, mission, values and goals in its yearly District Strategic Plan (DSP).

PCS School Board consistently demonstrates a strong commitment for respecting the autonomy of district and school leadership by establishing and maintaining a clear distinction between its roles and responsibilities with those of district and school leaders. PCS's School Board Policy and School Board Operating Procedures Manual provide governance structure for the Board. The Board advocates a systematic approach to governing PCS and each board member is committed to a decision-making process that focuses on what's best for the entire community as a whole and not just cater to the constituents each member represents. The Board governs by communicating the district's vision, defining a clear leadership structure, establishing clear policy and creating a comprehensive strategic plan to advance district initiatives. Resources are aligned to the strategic goals and allocated appropriately to meet the needs for the full implementation of each action step. The School Board Operating Procedures Manual is reviewed and updated by the School Board on a regular basis.

Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. All personnel are expected to maintain high standards and to hold students to high standards in all courses of study. The primary area of strength is collaboration and shared leadership. Artifacts to support this are agendas from the following meetings: bi-weekly School Board meetings, monthly leadership meetings, weekly executive leadership team meetings, teaching and learning meetings, capital outlay meetings, district negotiations with bargaining units, student rights and responsibilities meetings, career education board (Education Foundation) meetings/walkthroughs, community (St. Petersburg College, Juvenile Welfare Board, etc..) partnership meetings. To sustain the high level of collaboration and shared leadership we are continuing to explore new ways to improve as well as maintain a close monitoring of current processes and procedures.

The School Board, Superintendent and staff, Strategic Communications department and school based leaders are the primary vehicles in which the district's purpose and direction are communicated. Leadership engages stakeholders through its community forums, parent and student meetings, websites and multiple employee opportunities to provide input into the district's short and long range strategic plans as well as its day to day decision making. The Office of Strategic Communications has a comprehensive communications plan that includes all internal and external stakeholders. This includes a new Parent Engagement App that can be downloaded on smartphones to keep stakeholders engaged. Two years ago the Superintendent began, and now continues, biannual parent forums in different parts of the district, providing parents with a direct link to top leadership for input and critique of the district's direction. Likewise, for over 15 years, the district has gathered student leaders from each high school for its Student Rights and Responsibilities forums four times annually. Students meet with School Board members, the Superintendent and staff so that the student's daily reality is included in the district's decision making. At the school level, parents, students, employees and community members have voice through School Advisory Council's, PTSA's, advisory boards and multiple student groups.

The district listens to stakeholders and makes appropriate revisions/changes to all appraisal systems so that they reflect data that can be collected and evaluated fairly and efficiently. All levels of administration have received on-going professional development in calibration of observation data and are working toward full inter-rater reliability has been the main component of this professional development. The Lead the Learning Cadre Model is what our district is utilizing to improve communication between the district and schools. It also helps staff members to understand negotiable and non-negotiable information/items. Artifacts to support these strengths are: all appraisal documents for administration, instructional staff and support staff, calibration documents and information, and Lead the Learning Cadre documents. The

district is continuing to work with the teachers' labor organization to improve the evaluation system. They are working toward a common evaluation system for teachers, school based administrators and district administrators. The teacher evaluation system will measure how well the teacher is supporting student growth and achievement. The school based administrator evaluation will measure how well the principal or assistant principal is supporting the teachers and the district administrator evaluation will measure how well the district administrator is supporting the school based administrator. All three evaluation systems are aligned to the same goals and outcomes sharing a common language and system of support.

Teaching and Assessing for Learning

The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Overall Rating: 3.75

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class throughout the system provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills that align with the system's and school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations across the system. Teachers in all schools individualize learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> • Learning expectations for different courses and programs • Course, program, or school schedules • Student work across courses or programs • Course or program descriptions • Survey results • Lesson plans • Survey responses from program leaders receiving students from previous programs, schools, or grade-levels • Posted learning objectives • Enrollment patterns for various courses and programs • Descriptions of instructional techniques 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from multiple assessments of student learning and an examination of professional practice, system and school personnel systematically monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none">•Curriculum guides•A description of the systematic review process for curriculum, instruction, and assessment•Common assessments•Surveys results•Program descriptions•Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices•Curriculum writing process•Profile of educational model or delivery system•Products – scope and sequence, curriculum maps•Lesson plans aligned to the curriculum	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers throughout the district plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation•Authentic assessments•Examples of teacher use of technology as an instructional resource•Examples of student use of technology as a learning tool•Student work demonstrating the application of knowledge•Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs•Interdisciplinary projects	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Supervision and evaluation procedures•Documentation of collection of lesson plans, grade books, or other data record systems•Peer or mentoring opportunities and interactions•Recognition of teachers with regard to these practices•Surveys results•Administrative classroom observation protocols and logs•Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	All system staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels, content areas, and other system divisions. Staff members implement a formal process system-wide that promotes productive discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of all staff members. System personnel can clearly link collaboration to improvement results in instructional practice, system effectiveness, and student performance.	<ul style="list-style-type: none">•Common language, protocols and reporting tools•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Survey results•Professional development funding to promote professional learning communities	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Survey results•Examples of assessments that prompted modification in instruction	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	All system personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all system personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none">•Survey results•Descriptions and schedules of mentoring, coaching, and induction programs with references to district and school beliefs and values about teaching and learning•Records of meetings and informal feedback sessions•Professional learning calendar with activities for instructional support of new staff•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none">•Examples of learning expectations and standards of performance•Survey results•Volunteer program with variety of options for participation•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days•Calendar outlining when and how families are provided information on child's progress•Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.	School personnel implement and participate in a structure designed and evaluated by the system that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none">•Curriculum and activities of structures for adults advocating on behalf of students•Survey results•List of students matched to adults who advocate on their behalf	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers across the system consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented without fail in all schools across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	<ul style="list-style-type: none">•Evaluation process for grading and reporting practices•Survey results•District quality control procedures including the monitoring of grading practices across all schools•Sample report cards for each program or grade level and for all courses and programs•Policies, processes, and procedures on grading and reporting	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the system's purpose and direction. Professional development is individualized based on an assessment of needs of the system and the individual. The program builds measurable capacity among all professional and support staff. The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none">•Evaluation tools for professional learning•Survey results•District quality control procedures showing implementation plan for professional development for district and school staff•District professional development plan involving the district and all schools	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and school personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). System and school personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none">•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services•Survey results•List of learning support services and student population served by such services•Data used to identify unique learning needs of students	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Pinellas County Schools (PCS) demonstrates many strengths in Teaching and Assessing for Learning. The collective work of District and site based administrators, faculty, and staff allows for these areas to continue to improve teacher effectiveness and student learning across all levels.

PCS continues to work annually to improve the instructional materials that guide the work of our teachers and school leaders. Each year we ensure our content specialists receive professional development on Florida Core Standards, as well as on curriculum and assessment development. PCS will continue this practice so that our curriculum maps, our student objectives/competencies (I Can Statements) and our formative assessment system are highly effective components of a guaranteed and viable curriculum for all students. To monitor the extent to which PCS teachers implement our guaranteed and viable curriculum, PCS will continue to use the ISM (instructional support model) process to collect data and provide feedback at elementary, middle, and high school levels. Such visits are also conducted for our Adult Technical College and Adult General Education programs. The ISM data will guide future revisions of instructional materials as well as future Professional Development (PD) plans for teachers.

PCS's formative assessment (ongoing progress monitoring) system through Performance Matters will continue to be updated annually through the work of content specialists who lead teams of teachers to create test blueprints and write items to assess student mastery of Florida Core Standards. Additionally, the department of Assessment, Accountability and Research (AAR) will continue to support professional development in blueprint creation and item writing for the content specialists and teacher leaders. Additionally, AAR will continue to evaluate each of our formative cycle assessments for reliability, validity and for their predictability of student success on the state assessments.

Professional growth of all members of the district is systematically implemented. The District's Leading the Learning Cadres provide curricula, tools and support for the implementation of the Florida Standards, and comprehensive professional learning targeted for the appropriate audience and differentiated by delivery model. The overarching benefit of the model is the collective sense of responsibility that is achieved when professional learning is implemented successfully and the unified goal of an increase in student achievement is realized. In addition to the Leading the Learning Cadres at each PCS school which allows for the customization of real time professional learning opportunities based on the needs of the teachers and schools, PCS employs a Deliberate Practice Plan process of professional development for each teacher across the district. Deliberate Practice empowers teachers and administrators by guiding their growth in ways that may not have been originally realized. Deliberate Practice Plans include intentional efforts to use planned activities, reflection, and collaboration to

identify areas for development and improve practice.

Through our continuous improvement planning and monitoring within PCS, we have three specific areas within Standard 3 that we have successfully improved. PCS continually strives to improve both student and parent engagement and to build systems of support to meet the unique needs of students.

Over the last two years, we have made significant improvements in engaging students in their learning through innovative instructional strategies that ensure achievement of learning expectations. However, engaging students in their own learning continues to be PCS strategic goal two due to collected evidence that effective instructional strategies are not routine for all teachers at all times. Executive Directors in curriculum, Area Superintendents, supervisors, principals, assistant principals and teachers continue to work with Professional Development to develop and implement training to specifically address this variation within schools and classrooms. This plan includes ongoing training in PCS's teacher appraisal system for school administrators and teachers.

Engaging families in meaningful ways in their student's education is a priority for our district. PCS is currently involved in multiple actions and partnerships to address family engagement. PCS has a newly released Family Engagement Mobile App that gives parents access to a variety of resources that help them engage in their student's learning. Resources in this app include family engagement tips, how-to videos, Parent Academy workshops and other tools to support student learning. This app yields significantly increasing levels of useage. Additionally, PCS has partnered with Scholastic to develop a better approach to increase and strengthen family engagement throughout the District. PCS has also partnered with a national nonprofit called The New Teacher Project (TNTP) to provide new ESE teachers with the practical skills they need to succeed right away. Through this partnership, PCS provided a summer boot camp for new teachers and personalized coaching for other teachers this year.

When reflecting on the systems of support available for students, PCS works through it's Professional Development to develop and implement training to specifically address student structures for support. While some programs in the District have formalized structures such as academic coaching (IB) and supporting courses (AVID, Freshmen Experience), PCS is extending formalized support structures to all students. For the 2015-16 school year, PCS will open its first Personalized Learning School. This Personalized Learning School will serve the District as a model for all schools to replicate in order to effectively meet the unique needs of each student through high levels of engagement.

Resources and Support Systems

The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

Overall Rating: 3.5

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> •Survey results •District budgets or financial plans for the last three years •District quality assurance procedures for monitoring qualified staff across all schools •School budgets or financial plans for last three years •Assessments of staffing needs •Documentation of highly qualified staff •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and school leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the purpose and direction of the system and its schools.	<ul style="list-style-type: none"> •Examples of school schedules •District quality assurance procedures showing district oversight of schools pertaining to school resources •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •Examples of school calendars •Alignment of school budgets with school purpose and direction •Alignment of district budget with district purpose and direction •District strategic plan showing resources support for district 	Level 3

Accreditation Report

Pinellas County School District

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none">•District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments•Example systems for school maintenance requests•Documentation of compliance with local and state inspections requirements•Policies, handbooks on district and school facilities and learning environments•Example maintenance schedules for schools•School safety committee responsibilities, meeting schedules, and minutes•Example school records of depreciation of equipment	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has policies and procedures for strategic resource management. The system employs a long-range strategic planning process in the areas of budget, facilities, and other strategic system components. The strategic planning process is evaluated for effectiveness, and improvement plans related to the process are developed and implemented when necessary. Strategic plans are implemented with fidelity by the governing body, and system leaders and have built-in measures used to monitor implementation and completion.	<ul style="list-style-type: none">•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems•Evaluation results of the effectiveness of the district strategic plan or indicators of changes resulting in the evaluation of the effectiveness of the strategic plan•Survey results•Policies, handbooks on district and school facilities and learning environments	Level 3

Accreditation Report

Pinellas County School District

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to an exceptional collection of media and information resources to achieve the educational programs of the system and its schools. The system designs, implements, and evaluates processes to ensure highly qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school, and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Evaluation procedures and results of education resources•Survey results•District education delivery model intended for school implementation including media and information resources to support the education program•Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, state-of-the-art equipment, and a highly qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none">•Brief description of technology or web-based platforms that support the education delivery model•Policies relative to technology use at the district-level and school-level•Survey results•District quality control procedures that monitor the effectiveness of technology services at the district-level and school-level•Assessments to inform development of district and school technology plans•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness•Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff	Level 4

Accreditation Report

Pinellas County School District

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.	<ul style="list-style-type: none">•Student assessment system for identifying student needs•Agreements with school community agencies for student-family support•Survey results•Schedule of family services, e.g., parent classes, survival skills•Rubrics on developmentally appropriate benchmarks; e.g. early childhood education•Examples of improvements made to education program and delivery models based on results of program effectiveness evaluations•List of support services available to students	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of each student in the system. Valid and reliable measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly and comprehensively evaluate all programs. Improvement plans related to these programs are designed, implemented, and evaluated to more effectively meet the needs of all students.	<ul style="list-style-type: none">•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•District quality assurance procedures that monitor program effectiveness of student support services	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Pinellas County Schools (PCS) provides resources and services in all schools that support its vision of 100% Student Success and its mission To Educate and Prepare Each Student for College, Career, and Life. PCS ensures the efficient allocation of resources and support systems throughout the District using a well-defined approach through the actions in the District Strategic Plan (DSP). The DSP, developed through the collaborative efforts of every department and school in the District, identifies five goals and actions focused on PCS strategic directions: Student Achievement, Learning in a Safe Environment, and Effective and Efficient Use of Resources. These directions, primarily the Effective and Efficient use of Resources direction and DSP goals, primarily goals 3, 4 and 5, provide the overarching framework for how the resources and services are cascaded through departments and/or areas and delivered to schools. All DSP actions controlling resources and services adhere to current policy and are monitored for any changing future policy requirements. This entire system of development,

deployment, and monitoring of the strategic goals and actions for the DSP are a key strength of the District and highly effective for providing resources and services to students, faculty, staff, and families. Evidence of this strength permeates the District in multiple ways in which Areas and departments support the efforts of schools to ensure success for all students.

Standard 4 Resources and Support Systems received a 4.2, the highest average in the stakeholder feedback diagnostic when all responses from each group surveyed were included. Correspondingly, recent highlights of the District's greatest areas of strength impacting the entire system include the policies, procedures, and practices for recruiting and hiring instructional personnel; the effective and efficient processes of the finance office collaborating with Areas and departments to allocate instructional and support units to schools; and the established procedures by which schools resources are provided and maintained.

PCS is committed to recruiting and hiring the best candidates for instructional and support positions each year. In order to meet this commitment, the District recently negotiated the adjustment of the salary scale to increase the starting pay for instructional positions to \$40,000, which is the highest starting pay in the region. Further enhancing this beginning teacher salary and with the understanding that human resources are the most important District resource, the District moved up the yearly process of assigning instructional units (teachers) to schools from late summer to early spring positioning the District to hire the best candidates early by allowing principals the opportunity to recruit potential teachers for the following year's openings based on a preliminary master schedule defining the instructional needs of each school. This adjusted timeline for hiring provided the District with a competitive advantage over other local and national districts that are still using the late summer and early fall hiring timeline.

Another strength is the process by which the District finance office works closely with Area Superintendents and the Executive Directors of Teaching and Learning to develop an instructional model which ensures all schools receive the allocation of instructional units needed to ensure 100% student success. The budget for instructional units is developed in early spring with positions allocated to Area Superintendents and Executive Directors who work together to distribute needed units to individual schools. Extra instructional and other units of support are provided to schools with special academic, social, physical, and other programs by factoring these needs into the equation for extra units of support. To ensure that all of the school's needs are fully addressed, principals individually meet with their Executive Director and Area Superintendent to review the proposed allocations and to share further input regarding any special situation their school may have which may warrant additional units or support.

In these areas of strength, recruitment and hiring of top instructional and support candidates and the allocation of instructional and support units, the District has refined and continues to refine each process. Each process is shared in detail with principals and District leaders through the Superintendent's monthly Leadership Team meeting and through monthly meetings with the Executive Directors of Teaching and Learning and the Area Superintendents. The sharing of these processes, which includes input from principals, has provided a level of transparency which helps ensure the sustainability of each process. Principals report they appreciate the individual meetings they have with the Executive Directors and Area Superintendents regarding unit allocations and the fact that those meetings have helped them more fully understand the nuances of both the hiring process and the unit allocation process.

Furthering the strength in the resources and support systems is the process by which the District distributes and maintains resources. Resources which support the learning process are made readily available to each school. DSP goals 3, 4, and 5 have many actions that define the District's processes for providing schools with needs for services and technology. For example, nearly half of the actions in Goal 5 specifically address major District technology initiatives underway or completed including a 5-year technology plan, digital learning plan, new District and school websites, hardware and software network infrastructure, District wireless services, network security, hardware and software purchases, hardware refresh program, and PCS ability to provide meaningful data (achievement, attendance, behavior, etc.) to classroom teachers and school administrators daily with aggregated daily yearly through DecisionED. In order to sustain this strength the District has formed an IT Governance Committee and a Technology and Information Systems Security Council, both of which support the

PCS Digital Classroom Plan which is annually approved by the School Board. The committee has reached out to schools to help identify school specific needs and has organized a team of District personnel from each department listed above to visit schools in order get firsthand information as to what each school needs in the area of technology.

Another PCS resource strength is the process the District uses to support each school in setting up a School-Based Library Information/Classroom Instructional Review Committee to assist the library media specialist in the selection and review of all types of media resources. This committee aids in identifying long- and short-range goals to meet the needs of the library media program and establish actions for reaching the goals. Teachers, administrators, parents, and students serve on these committees across the District. Similar to the unit allocation process, these committees have provided a layer of transparency in the process of planning and selecting library and media resources.

PCS is strong in its aim to maintain safety, cleanliness and a healthy learning environment. Indeed, the District has a strategic direction for Learning in a Safe Environment and many actions in goals 3 and 4 are focused on accomplishing this direction. Facilities, operations and maintenance department personnel partner with site-based staff to ensure facilities and equipment are maintained to high standards. Each school, office, or department has a fire, safety, and evacuation plan that is submitted to plant operations. Site-based and District Safety Committees evaluate safety procedures, monitor inspections such as the annual safety, sanitation and casualty inspections conducted by State of Florida certified personnel, and use suggestions from employees as well as new state/federal requirements to make improvements. This process is further supported through needs identification and facility assessments and a priority system utilized so resources are effectively and efficiently directed to protect and maintain the learning environment. Data driven analysis is conducted on open work requests to deploy resources to the highest needs areas. To sustain this strength, PCS is committed to the implementation of a new software package to track work orders and completions, to simplify and expedite the manner in which equipment is ordered, and to evaluate the effectiveness of the facilities and maintenance departments. This new software is expected to be online in the summer of 2015.

PCS strength in designing and implementing a process to determine the physical, social, and emotional needs of all students and selecting and designing programs to meet these needs is addressed primarily in goals 2 and 3 of the DSP. Design of student services and support processes is driven by school needs, local regulations, state, national, and Department of Education requirements. DSP action owners work with school personnel to understand how various processes support students and impact student achievement. For example, PCS has partnered with various community organizations to provide wrap-a-round services to students in need during other PCS programs such as Summer Bridge or Promise Time. Other examples include counselors using scheduling software to ensure that eligible students are assigned to challenging courses and food services staff working with nutritionists to provide nourishing meals for all students and additional meals (breakfast, dinner) to those students in need of further services.

PCS is evaluating all resources and services through multiple measures of program effectiveness. While many programs are currently using three or more years of results for evaluation, some are newly designed programs and services with valid and reliable metrics recently determined or with preliminary one-year results. Using these progress monitoring metrics to regularly and comprehensively evaluate program effectiveness is in the early stages in some areas of services and remains a primary focus of the District in its continuous improvement efforts.

Using Results for Continuous Improvement

The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	All system and school personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across all classrooms, courses, educational programs and system divisions. All assessments are proven reliable and bias free. The comprehensive assessment system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Brief description of technology or web-based platforms that support the education delivery model •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance •Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness •Evidence that assessments are reliable and bias free 	Level 4

Accreditation Report

Pinellas County School District

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none">•Examples of data used to measure the effectiveness of the district systems that support schools and learning•District quality control procedures that monitor schools in effectively using data to improve instruction and student learning•List of data sources related to district effectiveness•Survey results•Written protocols and procedures for data collection and analysis•Examples of changes to the district strategic plan based on data results•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">•Professional learning schedule specific to the use of data•Documentation of attendance and training related to data use•Survey results•Training materials specific to the evaluation, interpretation, and use of data•Policies and written procedures specific to data training	Level 3

Accreditation Report

Pinellas County School District

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and system and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Policies and procedures specific to data use and training•Student surveys•Agendas, minutes of meetings related to analysis of data•Description of process for analyzing data to determine verifiable improvement in student learning•Examples of use of results to evaluate continuous improvement action plans•Evidence of student readiness for the next level•Evidence of student growth•Evidence of student success at the next level	Level 4

Accreditation Report

Pinellas County School District

Indicator	Statement or Question	Response	Evidence	Rating
5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none">•District quality control procedures for monitoring district effectiveness•Minutes of meetings regarding achievement of student learning goals•Survey results•Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement•Executive summaries of student learning reports to stakeholder groups	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence the External Review team members may be interested in reviewing.

Pinellas County School (PCS) utilizes national, state and local assessments to form a comprehensive assessment plan which provides yearly student achievement results in core academic subjects to measure monitor and improve student learning. This system ensures PCS has valid and reliable data in all key student achievement areas. These assessments include the Florida Comprehensive Assessment Test (FCAT) in the FCAT 2.0 version for the last two years and FCAT prior, Florida Alternative Assessment (FAA), the Stanford Achievement Test (SAT) 10, and the Comprehensive English Language Learning Assessment (CELLA). Additionally, there are End of Course (EOC) state assessments in Civics, Algebra, Geometry, US History, and Biology. These standardized national and state tests allow for comparison of PCS progress within the District, state, and nation.

PCS also maintains an in process student progress monitoring assessment system that provides teachers and administrators needed academic student information to inform instruction, support responsibilities and resources for learning, and provide support for the District's vision of 100% Student Success. Performance Matters is the assessment technology tool that stores, aggregates, and communicates student progress to those who access its student academic data reports. One of the most popular reports accessed by teachers and

administrators is Baseball Card which reports student progress on academic standards at various assessment intervals. Performance Matters is easily accessed and used by teachers, coaches, District administrators, and all necessary staff. Training on Performance Matters is provided to employees specific to their job related responsibilities at school and District sites. Frequently, schools will request trainings for small groups of teachers engaged in monitoring the progress of students.

The District uses DecisionED and its multiple reports to provide data related to student achievement, safety (referrals, suspensions, expulsions) and attendance (tardies, students absent 10% of days) which are key contributing indicators for student success. DecisionED produces a specific report (LR000014) with all of the data need for School Improvement Plans (SIP) including academic achievement for all student groups, learning gains for all student groups, English Language Learner (ELL) progress, Industry Certifications earned, and percentage and number of students with Early Warning Signs (failure of course, absent 21 days or more, number of suspensions) for inclusion for action steps in the each school's SIP. DecisionED also provides needed data in various usable formats for school and District staff to access and use as needed to make decisions. Reports can be generated for specific time intervals or for year- or multi-year longitudinal reports depending on staff needs.

The combination of standardized assessments, in process progress monitoring tests, and the reporting systems for both in Performance Matters and DecisionED provide District and school leaders with valid and reliable data to inform instruction, target professional development, and provide resources and other services. These comprehensive and detailed reports also provide PCS with the necessary data and information to develop and drive the actions in the District's Strategic Plan (DSP).

PCS District and school leaders monitor and communicate comprehensive information about student learning, conditions that support student learning, and the achievement of system school improvement goals to stakeholders. Additionally, PCS through its Teaching and Learning division provides schools and necessary departments with all relevant student achievement data reports including graduation cohort quarterly reports. These reports are in easily interpreted formats with most being shared and reviewed at either District Leadership meetings, curriculum meetings, or during school visitations. These reports are customized to meet the needs of school and District level teams. Monitoring of student achievement data is a routine process that occurs regular at the Monday Executive Leadership (ELT) meetings which include the superintendent and District level administrators. These data are utilized for monitoring goals in the DSP, Bridging the Gap plan, and supporting individual or clusters of schools such as priority schools identified through student achievement levels and the state monitoring system. The Teaching and Learning division in conjunction with the Area Superintendents conduct Instructional Support Monitoring (ISM) visits to each school to support the continued student achievement growth at each school as well as specific goals and action steps within the school's SIP. These meetings are based on the individual schools achievement data with resources and support provided to schools based on its specific needs. Student achievement data is monitored and interventions provided through our District Administrative Team (A-Team) which is comprised of the Deputy Superintendent, Area Superintendents, Associate Superintendent, and Executive Directors for elementary, middle and high school education. Achievement data is analyzed and actions taken to support each of our priority schools.

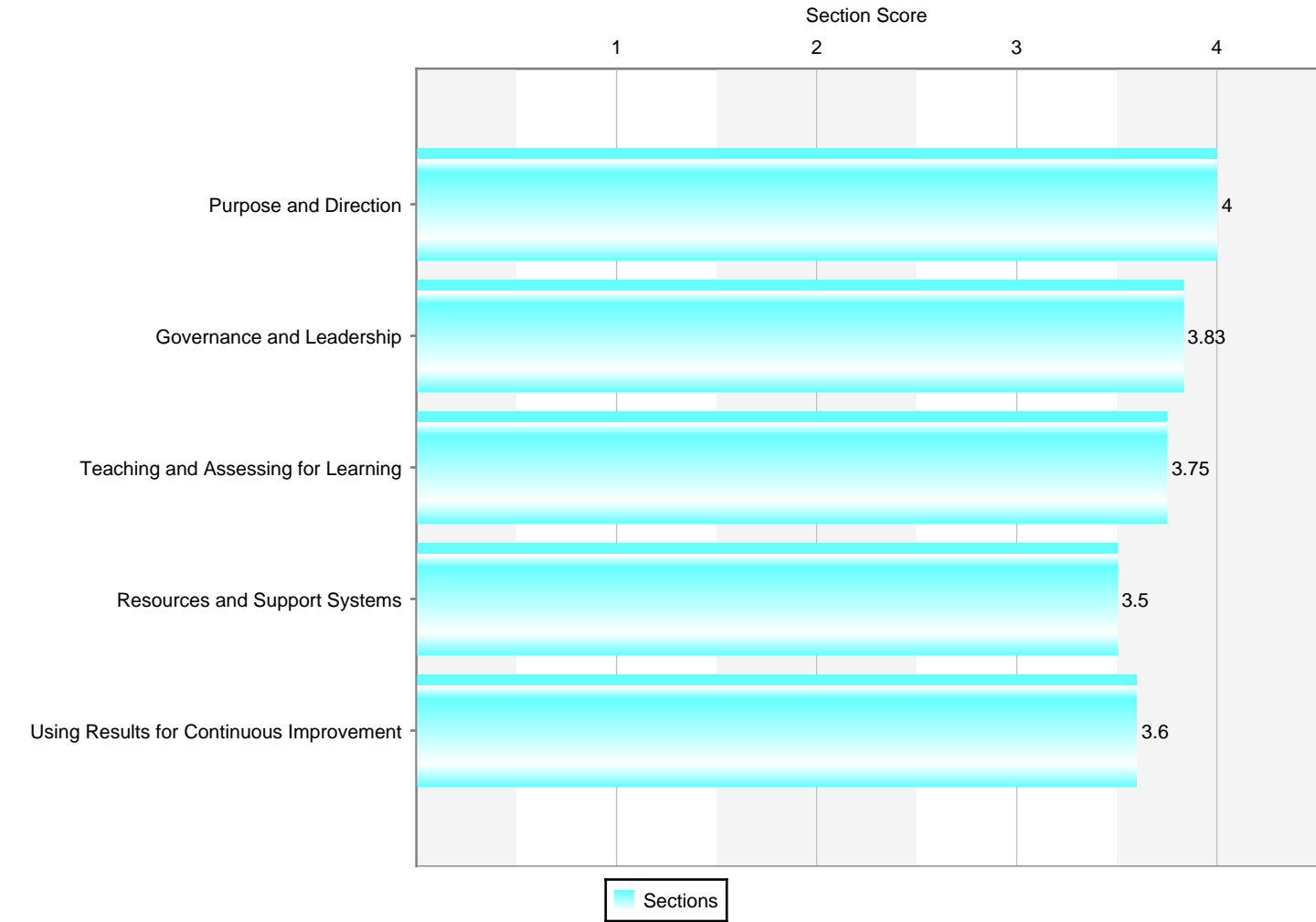
The District's Strategic Communications division provides our larger educational community and public with academic achievement data in easy to interpret formats and with all necessary analysis in easily understandable written format. The Strategic Communications team utilizes the PCS website, weekly Friday updates for School Board members and ELT, and Monday updates for the all PCS personnel. Strategic Communications also provide the public with data through media releases and timely responses to public requests for information.

While professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, organizational conditions and while PCS has a comprehensive system for all professional staff collect, analyze, and apply data in a timely and efficient manner through the use of Performance Matters and DecisionED, the system is in the early stages in some areas involving our support staff. Although these systems provide PCS instructional

and administrative employees the ability to easily structure the data in any format necessary to view trends, diagnose immediate areas of concern, or evaluate instructional programs, not all staff members have access or are trained in usage. For example, while our food services division has data systems in place to support the nutritional needs of our students and uses these sources to make good decisions about school food offerings and menus, and resources and services departments use data, academic results, and surveys to provide services, some other areas lack understanding of how to use data to specifically take actions for improvements. To improve this area, PCS is using its long history of providing support staff training in three separate strands leading to the award of Certificate of Distinction I, II, and III. Several of these trainings for support, indeed all employees, are District Strategic Directions and Quality Concepts. Both of these trainings necessary components for the award of Certificate of Distinction and District promotion provide extensive content on the primary aims and goals of the District and the use of data to drive decisions. The Plan, Do, Study, Act cycle, or PDSA is an integral statistical concept delivered in these trainings through examples and activities. Improving this training by providing participants with actual data relevant to their site work will support their understanding of using data for continuous improvement. This same concept is being used currently to engage teachers in the decisions made about instruction when District staff members visit schools and explain Baseball Card to teachers. Maintaining the use of data and information for decision making for all employees of the District is a constant effort.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Pinellas County Schools Stakeholder Feedback

Stakeholder Feedback Data Document

The Pinellas County Schools Survey Administration

1. District attempts to meet the minimum response rates for each survey group (parents, staff, and students).

The Pinellas County School District (PCS) surveyed the entire administration building and all of the principals for the staff survey. Three emails were sent (original copied below) to these participants. The first was on October 1st 2014, the friendly reminder was sent on October 6, 2014, and the last reminder was sent on October 14th 2014. Additionally, announcements were made at various meetings encouraging all to respond.

First notice 10-1-14.

Dear District Staff and School Principals,

Our District is in the process of securing District (Systems) Accreditation in an effort to improve our practices. As part of this process, we are conducting a Staff Survey of everyone in the Administration Building and School Principals. Your participation is very important in order for the results of this survey to be meaningful and capable of driving District improvements. We value your opinion and ask that you take the time to complete this survey. In order to complete the survey no later than October 16th, please go to:

<http://www.advanc-ed.org/survey/public/8074777>

(For your browser, use the most recent versions of Mozilla Firefox, Apple Safari, Internet Explorer, or Google Chrome)

*(While taking this survey, use the **District** as a substitute for the word **school** as this is a District level survey.)*

Please be assured that your responses to this survey will be anonymous. Your honest opinion is appreciated. Thank you for your time and attention to this matter.

Sincerely,

Mary Beth Corace and Judith Vigue

Second notice 10-6-14.

This is a friendly reminder to complete our District Accreditation Survey if you have not already done so. We need your input. Thank you to all that have responded and that will respond!

Dear District Staff and School Principals,

Our District is in the process of securing District (Systems) Accreditation in an effort to improve our practices. As part of this process, we are conducting a Staff Survey of everyone in the Administration Building and School Principals. Your participation is very important in order for the results of this survey to be meaningful and capable of driving District improvements. We value your opinion and ask that you take the time to complete this survey. In order to complete the survey no later than October 16th, please go to:

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*(While taking this survey, use the **District** as a substitute for the word **school** as this is a District level survey.)*

Please be assured that your responses to this survey will be anonymous. Your honest opinion is appreciated. Thank you for your time and attention to this matter.

Sincerely,

Mary Beth Corace and Judith Vigue

Final Notice 10-14-14

This is the **last reminder** to complete our District Accreditation Survey if you have not already done so. We need your input. Thank you to all that have responded and that will respond!

Sending on behalf of Mary Beth Corace and Judith Vigue:

Dear District Staff and School Principals,

Our District is in the process of securing District (Systems) Accreditation in an effort to improve our practices. As part of this process, we are conducting a Staff Survey of everyone in the Administration Building and School Principals. Your participation is very important in order for the results of this survey to be meaningful and capable of driving District improvements. We value your opinion and ask that you take the time to complete this survey. In order to complete the survey no later than October 16th, please go to:

<http://www.advanc-ed.org/survey/public/8074777>

(For your browser, use the most recent versions of Mozilla Firefox, Apple Safari, Internet Explorer, or Google Chrome)

*(While taking this survey, use the **District** as a substitute for the word **school** as this is a District level survey.)*

Please be assured that your responses to this survey will be anonymous. Your honest opinion is appreciated. Thank you for your time and attention to this matter.

Sincerely,

Mary Beth Corace and Judith Vigue

2. Sample population Identified

Our survey methodology from the District level was to survey all administrative staff members, including the superintendent and Executive Leadership Team through to the building level principals. And, since PCS is pursuing system accreditation, the remainder of our stakeholders, our parents, students and staff members was surveyed by each school as part of the total system of PCS.

3. Accommodations provided

For the District survey of all staff members, the online administration was offered to all surveyed. There were no additional accommodations provided for this population.

For the school survey, many schools used paper surveys to replace the web survey for some stakeholder groups. These surveys were given to early elementary students, parents attending “Back to School Nights” or other meetings, and participants whose primary language is not English. Additionally, some schools provided paper surveys to more effectively capture student and staff participation in groups and ensure the response rates needed.

4. Participation was reflective of the overall institution population.

PCS as a system for accreditation is composed of students preK through adult, parents and guardians of these students, instructional staff (teachers), support staff, professional technical staff, and administrators-assistant principals to superintendent. The District surveyed all principals, professional technical staff, administrators and the support staff of the administration building. The schools surveyed the students, teachers, support staff, parents and administrators. Using this structure, all stakeholders in PCS had the opportunity to respond to the survey.

Schools made several attempts to secure survey response rates from each stakeholder group. For some schools, meeting the population response rate was challenging even after multiple requests and various survey methods. Since this is a system response to the survey and all schools participated in the stakeholder feedback process, the total District participation is reflective of the overall population.

Stakeholder Feedback Results and Analysis

Standard	Indicator	All Schools Middle High Survey	All Schools & District Staff Survey	All Schools Parent Survey	All Schools Early Elem Converted	All Schools Elem Interm. Converted	Indicator Average	Standard Average
Standard 1	1.1	3.93	4.3	4.14	4.97	4.87	4.44	4.14
Standard 1	1.2	3.6	4.2				3.90	
Standard 1	1.3	3.73	4.31	4.2			4.08	
Standard 2	2.1	3.62	4.24		4.77	4.47	4.28	4.12
Standard 2	2.2		4.24	4.02			4.13	
Standard 2	2.3		3.93	3.81			3.87	
Standard 2	2.4	3.56	4.21	4.15	4.95	4.62	4.30	
Standard 2	2.5		4.21	4.12			4.17	
Standard 2	2.6		4.03				4.03	
Standard 3	3.1	3.73	3.92	4.11	4.85		4.15	4.09
Standard 3	3.2	3.92	3.82			4.8	4.18	
Standard 3	3.3	3.36	3.83	3.97	4.78	4.68	4.12	
Standard 3	3.4					4.83	4.83	
Standard 3	3.5		3.8	3.93		3.865	3.87	
Standard 3	3.6	3.82	3.82	4.15	4.68	4.83	4.26	
Standard 3	3.7		3.81				3.81	
Standard 3	3.8	3.51	3.71	3.93	4.3	4.15	3.92	
Standard 3	3.9	3.41	3.81	3.93	4.47	4.65	4.05	
Standard 3	3.10	3.5	3.84	3.93	4.73	4.65	4.13	
Standard 3	3.11		4				4.00	
Standard 3	3.12	3.64	3.88	3.94			3.82	4.2
Standard 4	4.1		4.21	4.18			4.20	
Standard 4	4.2		3.96	4.03			4.00	
Standard 4	4.3	3.21	4.21	4.3	4.87	4.52	4.22	
Standard 4	4.4	3.88	4	4.2	4.95	4.85	4.38	
Standard 4	4.5	3.64	3.85		4.67	4.92	4.27	
Standard 4	4.6	3.48	3.93	4.05	4.77	4.68	4.18	4.07
Standard 5	5.1		4.05			3.87	3.96	
Standard 5	5.2		3.9				3.90	
Standard 5	5.3							
Standard 5	5.4	3.77	4.12	4.1		4.88	4.22	
Standard 5	5.5	3.27	4.2	3.97	4.87	4.75	4.21	

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

Overall, for all three stakeholder groups responses to the survey, the highest level of satisfaction is with indicator 1.1: The system engages in a systematic, inclusive and comprehensive process to review, revise and communicate a system-wide purpose for student success. Standard one, Purpose and Direction, was the second highest scoring standard when all stakeholder groups scores were averaged (4.14). Staff, parents, and elementary students District averages were all above 4 for each of the indicators in this standard.

Standard 4, Resources and Support Systems was the highest scoring standard with an overall average from all stakeholder groups of 4.2. Indicator 4.4, The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system was the second highest scoring indicator when all three stakeholder groups responses were averaged.

Standard 2, Governance and Leadership, had an overall average of 4.12 with nearly all indicators averages for staff, parents, and elementary students above 4. At 4.29, indicator 2.4, Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction is the third highest ranking indicator by all stakeholder groups.

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

This was the first administration of the survey so trend data is not available. However, all standards show increases when comparing the content of each standard with other positive results in the District.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The District climate survey from 2013-14 also showed strong areas of satisfaction and approval with the content of Standard 1. Scoring highest at 93.1% were the District's efforts towards high expectations by staff for all students showing further support for the District's (purpose) vision of 100% Student Success and its (direction) mission to Educate and prepare each student for college, career and life. Support for our core value of Cultural Competency was assessed by 4 items for diversity and had the second highest agreement rate (92.5%). This was a new construct and measures the degree to which students and staff embrace cultural diversity. Another core value, Respectful and Caring Relationships was addressed by 4 items for staff relationships with an agreement rate of (81.6%). This construct measures the degree to which staff supports and collaborates with one another.

Similarly, the District Climate survey construct for school safety supported the 4.22 rating on indicator 4.3 for providing a safe, clean, and healthy environment for all students and staff. School Safety was assessed by 3 items and tied with Staff Relationships for the third highest agreement rate (81.6%). This was a new construct and measures the degree to which the school has effective school safety processes and students feel safe at school.

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

Standard 5, The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement. While not significantly lower than the other standards, it was the lowest ranking standard with an average for all stakeholders responses for all measured indicators at 4.07. Given the negative publicity surrounding the Florida public education assessment system in recent months, it is not surprising to see this as the lowest ranking standard.

Only four indicators dropped below a 3.9. These were 2.3, 3.5, 3.7, 3.12, with no indicator average below a 3.8. While indicators 3.8 and 3.9 (engaging families in meaningful ways and providing a formal structure for each child to have an adult advocate at their school) had average scores above 3.9, these are two indicators that we are closely monitoring because the average scores within most stakeholder groups were among the lowest rated indicators within the stakeholder group. As mentioned in our self-assessment standard 3 narrative, both are areas in which we are making concerted district wide efforts for improvement.

All stakeholder groups across all indicators ranked the District above a 4 with the exception of the middle/high student group whose average was a 3.61.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

This was the first administration of this survey so trend data is not available.

What are the implications for these stakeholder perceptions?

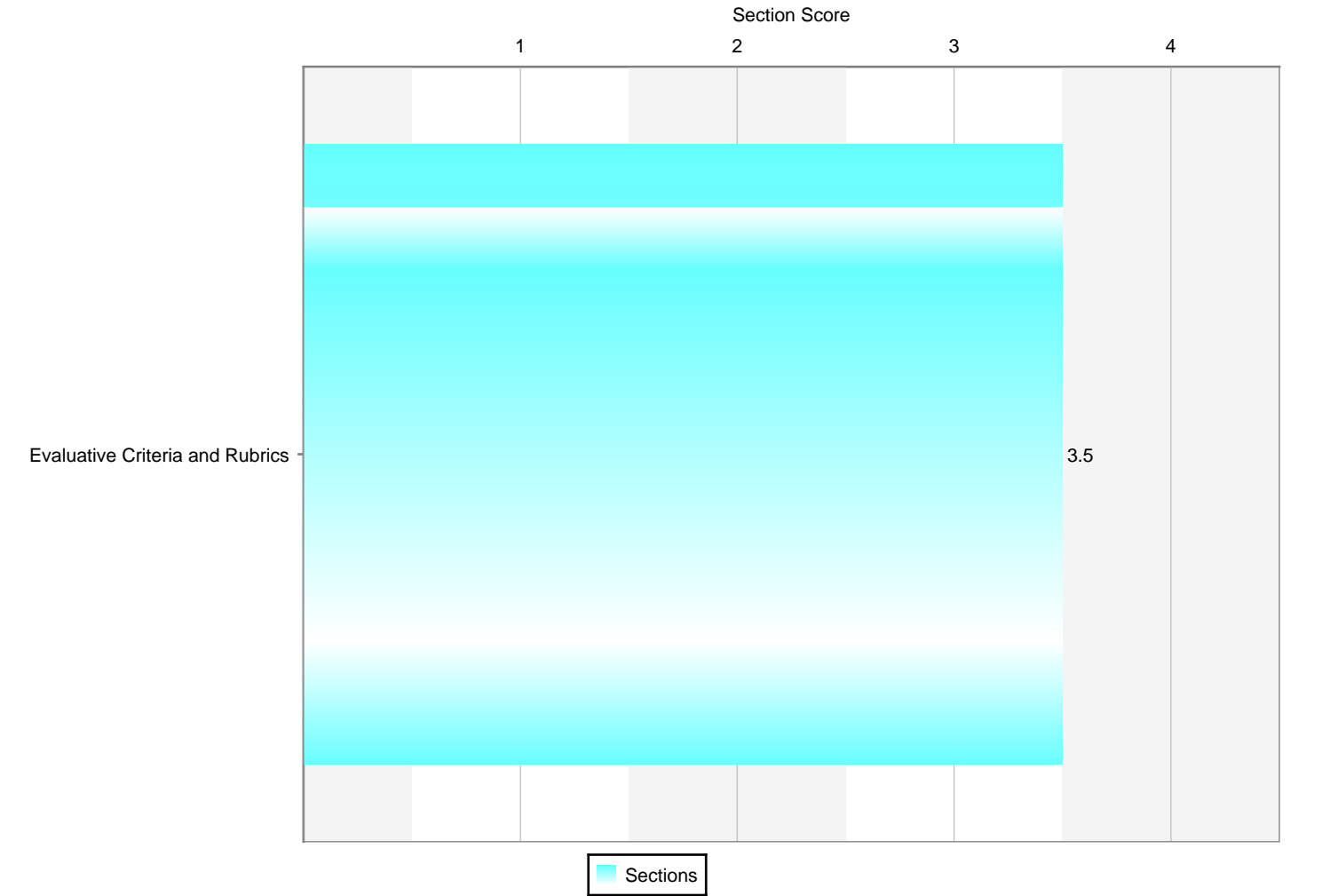
Further exploration into the perceptions of stakeholders for standard 5, Using Results for Continuous Improvement is needed. Two of the questions on the survey relative to this standard used the word "assessment" which perhaps leads stakeholders to comment on feelings about assessment rather than the use of assessment to drive instruction and student learning. Informing all stakeholders on the proper use of assessment, understanding measurement, and using data for learning is a constant daily, monthly, and yearly effort for all levels in the District.

Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

The District climate survey had a similar question about "This school has a systematic process for collecting, analyzing, and using data to make decisions". The level of agreement at the District level from all respondents was 86% and supports the scoring of 3.9 on indicator 5.2, Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions that support learning by staff.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Student Performance Data and Matrix 2014

STUDENT PERFORMANCE

Assessment Matrix							
Grade/End of Course	Core Academics				Other		
	Language	Mathematics	Science	Social Studies			
Pre-K					GOLD - Developmental Assessment		
Kindergarten	FAIR				FLKRS - KG Readiness		
1	SAT-10 Reading	SAT-10 Math					
	FAIR						
2	SAT-10 Reading	SAT-10 Math					
	FAIR						
3	FCAT Reading	FCAT Math					
4	FCAT Reading	FCAT Math					
	FCAT Writing						
5	FCAT Reading	FCAT Math	FCAT Science				
6	FCAT Reading	FCAT Math					
7	FCAT Reading	FCAT Math		Civics EOC			
	ReadiStep Reading	ReadiStep Math					
8	FCAT Reading	FCAT Math	FCAT Science				
	ReadiStep Reading	ReadiStep Math					
	FCAT Writing						
9	FCAT Reading						
	PSAT Reading						
10	FCAT Reading						
	PSAT Reading						
11	ACT/SAT Reading	ACT/SAT Math					
12	ACT/SAT Reading	ACT/SAT Math					
Algebra Course		Alg 1 EOC					
Geometry Course		Geometry EOC					
Biology Course			Biology 1 EOC				
US History Course				US History EOC			
AP Courses	AP Exams	AP Exams	AP Exams	AP Exams			
IB Courses	IB Exams	IB Exams	IB Exams	IB Exams			

2014 School Grades - Pinellas Schools

School Number	School Name	Preliminary Grade 2014	Points Earned	Grade 2013	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%	Additional Points Needed for an "A"	Additional Points Needed for an "B"	Additional Points Needed for an "C"	Additional Points Needed for an "D"
	DISTRICT - PINELLAS	C	473	C	57	55	56	58	64	65	59	59	52	22	-38	-78
0051	ANONA ELEMENTARY SCHOOL	B	514	B	70	63	48	68	71	66	66	62	11	-19	-79	-119
0111	AZALEA ELEMENTARY SCHOOL	A	527	B	59	58	44	65	70	81	77	73	-2	-32	-92	-132
0131	BARDMOOR ELEMENTARY SCHOOL	C	411	B	49	38	32	50	68	60	68	46	114	84	24	-16
0151	BAUDER ELEMENTARY SCHOOL	A	632	A	76	79	67	80	75	84	81	90	-107	-137	-197	-237
0161	BAY POINT ELEMENTARY SCHOOL	I		C												
0231	BAY VISTA FUNDAMENTAL ELEMENTARY SCHOOL	A	586	A	74	69	76	75	70	89	55	78	-61	-91	-151	-191
0271	BEAR CREEK ELEMENTARY SCHOOL	D	403	D	36	28	30	50	65	48	76	70	122	92	32	-8
0321	BELCHER ELEMENTARY SCHOOL	B	495	C	55	56	58	45	71	73	72	65	30	0	-60	-100
0371	BELLEAIR ELEMENTARY SCHOOL	C	446	F	41	38	33	28	70	76	81	79	79	49	-11	-51
0391	BLANTON ELEMENTARY SCHOOL	D	416	C	46	48	44	45	57	59	58	59	109	79	19	-21
0441	BROOKER CREEK ELEMENTARY SCHOOL	A	612	B	84	81	83	77	76	69	70	72	-87	-117	-177	-217
0481	CAMPBELL PARK ELEMENTARY SCHOOL	F	289	F	24	20	25	23	49	38	63	47	236	206	146	106
0811	CROSS BAYOU ELEMENTARY SCHOOL	C	471	B	48	43	50	62	57	69	74	68	54	24	-36	-76
0851	CURLEW CREEK ELEMENTARY SCHOOL	B	463	A	65	64	60	59	64	54	51	46	62	32	-28	-68
0991	LEILA DAVIS ELEMENTARY SCHOOL	A	579	B	75	70	60	72	74	83	67	78	-54	-84	-144	-184
1071	DUNEDIN ELEMENTARY SCHOOL	C	443	F	45	45	64	43	62	61	70	53	82	52	-8	-48
1131	EISENHOWER ELEMENTARY SCHOOL	C	487	C	51	53	91	38	65	56	80	53	38	8	-52	-92
1211	FAIRMOUNT PARK ELEMENTARY SCHOOL	F	263	F	14	9	25	22	42	39	60	52	262	232	172	132
1261	JOHN M. SEXTON ELEMENTARY SCHOOL	C	457	C	56	58	45	45	62	63	68	60	68	38	-22	-62
1331	FOREST LAKES ELEMENTARY SCHOOL	B	519	B	64	64	38	64	70	74	63	82	6	-24	-84	-124
1341	FRONTIER ELEMENTARY SCHOOL	C	484	C	58	54	49	63	70	60	82	48	41	11	-49	-89
1361	FUGUITT ELEMENTARY SCHOOL	C	463	B	61	40	50	51	72	55	72	62	62	32	-28	-68
1421	LYNCH ELEMENTARY SCHOOL	D	432	C	58	54	54	46	63	54	61	42	93	63	3	-37
1471	PERKINS ELEMENTARY SCHOOL	A	604	A	80	72	62	69	79	87	76	79	-79	-109	-169	-209
1481	GARRISON-JONES ELEMENTARY SCHOOL	C	462	B	60	51	50	53	65	75	56	52	63	33	-27	-67
1691	GULFPORT MONTESSOURI ELEMENTARY SCHOOL	D	430	D	39	36	53	40	68	61	57	76	95	65	5	-35
1781	HIGHLAND LAKES ELEMENTARY SCHOOL	A	553	A	79	68	64	67	77	61	73	64	-28	-58	-118	-158
1811	HIGH POINT ELEMENTARY SCHOOL	F	342	D	28	31	40	30	51	43	64	55	183	153	93	53
1821	DOUGLAS L. JAMERSON JR. ELEMENTARY	A	590	A	61	76	75	74	65	95	58	86	-65	-95	-155	-195
1961	LAKEVIEW FUNDAMENTAL ELEMENTARY	B	508	A	79	68	65	79	66	71	37	43	17	-13	-73	-113
2021	LAKEWOOD ELEMENTARY SCHOOL	F	298	D	19	15	33	13	53	41	67	57	227	197	137	97
2141	LEALMAN AVENUE ELEMENTARY SCHOOL	D	408	D	38	36	33	48	55	62	70	66	117	87	27	-13
2281	MAXIMO ELEMENTARY SCHOOL	F	315	F	22	11	41	30	48	48	65	50	210	180	120	80
2301	MCMULLEN-BOOTH ELEMENTARY SCHOOL	C	452	B	56	49	38	56	65	64	59	65	73	43	-17	-57
2371	MELROSE ELEMENTARY SCHOOL	F	249	F	13	7	39	8	41	30	68	43	276	246	186	146
2431	MILDRED HELMS ELEMENTARY SCHOOL	C	445	D	48	38	53	40	64	64	80	58	80	50	-10	-50
2531	MOUNT VERNON ELEMENTARY SCHOOL	C	445	C	45	45	67	46	63	57	58	64	80	50	-10	-50
2691	NORTH SHORE ELEMENTARY SCHOOL	D	408	D	61	44	43	50	56	62	54	38	117	87	27	-13
2791	NORTHWEST ELEMENTARY SCHOOL	C	440	B	56	57	46	55	63	52	64	47	85	55	-5	-45
2921	OAKHURST ELEMENTARY SCHOOL	A	529	A	65	66	56	63	67	80	66	66	-4	-34	-94	-134
2961	OLDSMAR ELEMENTARY SCHOOL	A	529	C	69	58	65	61	79	74	56	67	-4	-34	-94	-134

2014 School Grades - Pinellas Schools

School Number	School Name	Preliminary Grade 2014	Points Earned	Grade 2013	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%	Additional Points Needed for an "A"	Additional Points Needed for an "B"	Additional Points Needed for an "C"	Additional Points Needed for an "D"
3021	ORANGE GROVE ELEMENTARY SCHOOL	C	493	B	67	49	57	63	69	60	74	54	32	2	-58	-98
3071	OZONA ELEMENTARY SCHOOL	A	561	A	79	67	65	75	68	73	66	68	-36	-66	-126	-166
3131	CURTIS FUNDAMENTAL ELEMENTARY	A	634	A	90	79	70	76	83	75	92	69	-109	-139	-199	-239
3281	PASADENA FUNDAMENTAL ELEMENTARY S	A	678	A	89	81	86	83	81	87	88	83	-153	-183	-243	-283
3361	PINELLAS CENTRAL ELEMENTARY SCHOOL	C	434	B	58	53	22	40	66	66	68	61	91	61	1	-39
3391	PINELLAS PARK ELEMENTARY SCHOOL	F	335	F	43	31	27	36	56	48	56	38	190	160	100	60
3431	PLUMB ELEMENTARY SCHOOL	B	480	A	66	61	45	58	65	66	69	50	45	15	-45	-85
3461	PONCE DE LEON ELEMENTARY SCHOOL	F	368	D	40	46	36	32	51	52	52	59	157	127	67	27
3511	RIDGECREST ELEMENTARY SCHOOL	C	478	B	69	63	67	71	63	69	36	40	47	17	-43	-83
3731	SAFETY HARBOR ELEMENTARY SCHOOL	B	504	B	67	60	44	56	68	77	68	64	21	-9	-69	-109
3751	SAWGRASS LAKE ELEMENTARY SCHOOL	C	490	C	58	59	57	53	73	71	71	48	35	5	-55	-95
3851	SAN JOSE ELEMENTARY SCHOOL	C	440	C	50	51	66	44	56	58	66	49	85	55	-5	-45
3871	SANDY LANE ELEMENTARY SCHOOL	D	423	D	29	38	46	35	60	65	83	67	102	72	12	-28
3911	SEMINOLE ELEMENTARY SCHOOL	B	512	C	68	58	36	59	72	74	71	74	13	-17	-77	-117
3961	SEVENTY-FOURTH ST. ELEMENTARY	D	379	C	42	28	36	41	61	49	61	61	146	116	56	16
4021	SHORE ACRES ELEMENTARY SCHOOL	B	505	A	64	67	68	59	62	73	53	59	20	-10	-70	-110
4121	SKYCREST ELEMENTARY SCHOOL	C	483	B	46	43	67	55	62	71	63	76	42	12	-48	-88
4171	SKYVIEW ELEMENTARY SCHOOL	C	482	C	52	47	40	53	67	79	61	83	43	13	-47	-87
4331	STARKEY ELEMENTARY SCHOOL	B	520	A	63	62	42	76	66	73	71	67	5	-25	-85	-125
4351	MARJORIE KINNAN RAWLINGS ELEM	A	535	B	49	50	67	58	74	81	80	76	-10	-40	-100	-140
4381	SUNSET HILLS ELEMENTARY SCHOOL	A	549	B	68	65	49	63	70	90	56	88	-24	-54	-114	-154
4491	TARPON SPRINGS ELEMENTARY SCHOOL	D	411	C	54	44	37	39	56	67	54	60	114	84	24	-16
4591	NEW HEIGHTS ELEMENTARY SCHOOL	F	376	D	45	43	43	31	57	57	46	54	149	119	59	19
4661	TARPON SPRINGS FUNDAMENTAL ELE	A	715	A	92	95	58	98	87	99	87	99	-190	-220	-280	-320
4701	WALSINGHAM ELEMENTARY SCHOOL	C	481	C	51	48	43	73	63	61	76	66	44	14	-46	-86
4771	WESTGATE ELEMENTARY SCHOOL	C	446	B	61	52	42	49	66	62	58	56	79	49	-11	-51
4931	WOODLAWN ELEMENTARY SCHOOL	C	385	B	36	30	33	34	59	61	66	66	140	110	50	10
6251	SOUTHERN OAK ELEMENTARY SCHOOL	B	508	C	58	57	53	56	64	87	58	75	17	-13	-73	-113
6261	CYPRESS WOODS ELEMENTARY SCHOOL	A	585	A	81	76	52	83	76	85	53	79	-60	-90	-150	-190
6271	SUTHERLAND ELEMENTARY SCHOOL	A	594	A	74	69	55	70	82	83	75	86	-69	-99	-159	-199
6281	LAKE ST. GEORGE ELEMENTARY SCHOOL	A	536	A	65	69	59	67	69	76	66	65	-11	-41	-101	-141
7131	ACADEMIE DA VINCI CHARTER SCHOOL	C	484	B	78	54	51	62	65	54	65	55	41	11	-49	-89
7201	ALFRED ADLER ELEMENTARY SCHOOL	D	400		62	42	9	31	62	66	43	85	125	95	35	-5
7301	WINDSOR CHARTER SCHOOL	F	344		54	32	31	56	47	36	68	20	181	151	91	51
7581	PLATO ACADEMY CHARTER SCHOOL TARPON	A	644	A	86	78	90	80	73	86	71	80	-119	-149	-209	-249

2013 School Grades - Pinellas Elementary Schools

8 Cell Data

School Number	School Name	Grade 2013	Points Earned 2013	Grade 2012	Points Earned 2012	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%
	DISTRICT - PINELLAS	C	479	C	485	57	55	61	56	63	64	61	62
0051	ANONA ELEMENTARY SCHOOL	B	524	B	520	74	63	72	52	62	71	48	82
0111	AZALEA ELEMENTARY SCHOOL	B	509	A	530	58	57	58	56	69	68	77	66
0131	BARDMOOR ELEMENTARY SCHOOL	B	450	A	531	53	42	59	55	67	53	64	57
0151	BAUDER ELEMENTARY SCHOOL	A	616	A	605	75	78	75	75	78	85	71	79
0161	BAY POINT ELEMENTARY SCHOOL	C	464	B	460	61	53	58	46	61	69	59	57
0231	BAY VISTA FUNDAMENTAL ELEMENTARY SCHOOL	A	600	A	607	76	67	83	82	81	67	86	58
0271	BEAR CREEK ELEMENTARY SCHOOL	D	408	D	414	38	34	58	32	54	69	55	68
0321	BELCHER ELEMENTARY SCHOOL	C	471	C	426	57	46	61	43	64	66	61	73
0371	BELLEAIR ELEMENTARY SCHOOL	F	355	D	372	38	28	49	23	62	50	60	45
0391	BLANTON ELEMENTARY SCHOOL	C	460	B	473	51	38	56	36	65	66	72	76
0441	BROOKER CREEK ELEMENTARY SCHOOL	B	569	A	650	83	76	89	69	69	69	45	69
0481	CAMPBELL PARK ELEMENTARY SCHOOL	F	287	D	401	23	14	46	16	42	35	61	50
0811	CROSS BAYOU ELEMENTARY SCHOOL	B	495	A	549	59	51	60	52	68	72	72	61
0851	CURLEW CREEK ELEMENTARY SCHOOL	A	539	A	593	74	73	52	68	66	69	70	67
0991	LEILA DAVIS ELEMENTARY SCHOOL	B	466	A	599	71	61	54	57	62	56	55	50
1071	DUNEDIN ELEMENTARY SCHOOL	F	393	D	415	42	39	52	37	51	57	52	63
1131	EISENHOWER ELEMENTARY SCHOOL	C	454	C	477	47	50	74	34	58	61	68	62
1211	FAIRMOUNT PARK ELEMENTARY SCHOOL	F	282	D	395	17	12	32	9	48	42	61	61
1261	JOHN M. SEXTON ELEMENTARY SCHOOL	C	402	B	477	58	49	65	41	59	48	47	35
1331	FOREST LAKES ELEMENTARY SCHOOL	B	512	A	594	67	59	57	57	72	65	70	65
1341	FRONTIER ELEMENTARY SCHOOL	C	426	B	505	55	54	53	40	62	61	57	44
1361	FUGUITT ELEMENTARY SCHOOL	B	481	A	545	59	45	59	48	72	59	74	65
1421	LYNCH ELEMENTARY SCHOOL	C	447	B	511	61	57	34	52	68	61	58	56

2013 School Grades - Pinellas Elementary Schools

8 Cell Data

School Number	School Name	Grade 2013	Points Earned 2013	Grade 2012	Points Earned 2012	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%
1471	PERKINS ELEMENTARY SCHOOL	A	605	A	589	81	66	75	82	78	80	68	75
1481	GARRISON-JONES ELEMENTARY SCHOOL	B	454	A	531	66	47	57	48	66	57	58	55
1691	GULFPORT MONTESSOURI ELEMENTARY SCHOOL	D	391	C	448	37	34	59	23	58	51	65	64
1781	HIGHLAND LAKES ELEMENTARY SCHOOL	A	537	A	577	76	68	69	58	68	64	63	71
1811	HIGH POINT ELEMENTARY SCHOOL	D	396	D	417	36	37	60	22	58	57	69	57
1821	DOUGLAS L. JAMERSON JR. ELEMENTARY	A	558	A	543	67	66	57	63	71	81	63	90
1961	LAKEVIEW FUNDAMENTAL ELEMENTARY	A	605	A	644	86	76	81	76	73	70	73	70
2021	LAKEWOOD ELEMENTARY SCHOOL	D	309	C	436	25	17	33	15	54	37	73	55
2141	LEALMAN AVENUE ELEMENTARY SCHOOL	D	328	C	466	39	23	45	33	62	28	60	38
2281	MAXIMO ELEMENTARY SCHOOL	F	303	F	380	21	12	40	25	44	50	51	60
2301	MCMULLEN-BOOTH ELEMENTARY SCHOOL	B	454	A	549	58	50	58	49	66	53	64	56
2371	MELROSE ELEMENTARY SCHOOL	F	330	F	368	25	18	23	26	57	60	59	62
2431	MILDRED HELMS ELEMENTARY SCHOOL	D	344	C	465	50	31	42	24	58	38	56	45
2531	MOUNT VERNON ELEMENTARY SCHOOL	C	436	C	438	50	47	58	54	60	58	50	59
2691	NORTH SHORE ELEMENTARY SCHOOL	D	379	C	463	57	40	53	37	57	46	43	46
2791	NORTHWEST ELEMENTARY SCHOOL	B	423	A	534	53	53	45	47	58	47	64	56
2921	OAKHURST ELEMENTARY SCHOOL	A	527	B	481	69	60	61	59	62	77	60	79
2961	OLDSMAR ELEMENTARY SCHOOL	C	456	B	505	59	52	55	41	61	60	65	63
3021	ORANGE GROVE ELEMENTARY SCHOOL	B	514	A	554	67	53	72	57	65	71	69	60
3071	OZONA ELEMENTARY SCHOOL	A	561	A	598	81	72	61	81	67	68	66	65
3131	CURTIS FUNDAMENTAL ELEMENTARY	A	590	A	631	87	75	92	75	64	67	64	66
3281	PASADENA FUNDAMENTAL ELEMENTARY SCHOOL	A	629	A	597	88	74	89	74	77	75	77	75
3361	PINELLAS CENTRAL ELEMENTARY SCHOOL	B	400	A	527	52	53	57	36	59	48	64	31
3391	PINELLAS PARK ELEMENTARY SCHOOL	F	354	D	409	39	29	26	20	55	54	58	73
3431	PLUMB ELEMENTARY SCHOOL	A	562	A	590	70	62	74	74	74	65	80	63

2013 School Grades - Pinellas Elementary Schools

8 Cell Data

School Number	School Name	Grade 2013	Points Earned 2013	Grade 2012	Points Earned 2012	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%
3461	PONCE DE LEON ELEMENTARY SCHOOL	D	400	D	434	41	33	56	29	61	55	69	56
3511	RIDGECREST ELEMENTARY SCHOOL	B	505	A	581	68	61	68	63	73	69	59	44
3731	SAFETY HARBOR ELEMENTARY SCHOOL	B	470	A	549	67	52	62	41	68	55	65	60
3751	SAWGRASS LAKE ELEMENTARY SCHOOL	C	485	B	519	58	50	57	49	63	70	67	71
3851	SAN JOSE ELEMENTARY SCHOOL	C	441	B	500	58	52	51	46	64	54	62	54
3871	SANDY LANE ELEMENTARY SCHOOL	D	391	C	436	25	30	59	23	51	67	58	78
3911	SEMINOLE ELEMENTARY SCHOOL	C	482	B	500	65	48	54	53	64	68	66	64
3961	SEVENTY-FOURTH ST. ELEMENTARY	C	437	C	471	43	43	31	36	63	69	77	75
4021	SHORE ACRES ELEMENTARY SCHOOL	A	544	A	562	65	70	80	57	63	73	66	70
4121	SKYCREST ELEMENTARY SCHOOL	B	489	A	542	48	44	74	50	66	67	74	66
4171	SKYVIEW ELEMENTARY SCHOOL	C	477	C	464	55	48	56	63	64	69	60	62
4331	STARKEY ELEMENTARY SCHOOL	A	572	A	538	72	69	68	63	76	75	77	72
4351	MARJORIE KINNAN RAWLINGS ELEM	B	439	A	527	49	39	74	51	59	54	58	55
4381	SUNSET HILLS ELEMENTARY SCHOOL	B	505	B	514	70	54	49	64	68	62	72	66
4491	TARPON SPRINGS ELEMENTARY SCHOOL	C	443	B	504	50	44	70	31	62	55	69	62
4591	NEW HEIGHTS ELEMENTARY SCHOOL	D	422	C	443	42	37	44	37	62	65	71	64
4661	TARPON SPRINGS FUNDAMENTAL ELE	A	645	A	708	92	91	81	97	82	60	82	60
4701	WALSINGHAM ELEMENTARY SCHOOL	C	449	B	497	51	48	60	41	63	62	61	63
4771	WESTGATE ELEMENTARY SCHOOL	B	447	A	562	63	51	49	47	67	53	72	45
4931	WOODLAWN ELEMENTARY SCHOOL	B	502	D	411	47	38	70	47	70	72	69	89
6251	SOUTHERN OAK ELEMENTARY SCHOOL	C	438	B	480	59	47	63	55	66	58	54	36
6261	CYPRESS WOODS ELEMENTARY SCHOOL	A	604	A	597	83	75	76	80	78	67	82	63
6271	SUTHERLAND ELEMENTARY SCHOOL	A	616	A	574	74	71	61	74	77	86	83	90
6281	LAKE ST. GEORGE ELEMENTARY SCHOOL	A	528	B	506	74	66	69	59	69	66	61	64
7131	ACADEMIE DA VINCI CHARTER SCHOOL	B	510	A	564	85	61	69	63	64	52	64	52

2013 School Grades - Pinellas Elementary Schools

8 Cell Data

School Number	School Name	Grade 2013	Points Earned 2013	Grade 2012	Points Earned 2012	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%
7201	ALFRED ADLER ELEMENTARY SCHOOL		350			49	34	12	51	60	42	60	42
7211	IMAGINE CHARTER SCHOOL	F	267	F	277	22	9	18	9	47	54	43	65
7481	PLATO SEMINOLE	A	568			76	62	96	50	77	65	77	65

2013 School Grades - Pinellas Middle, High, and Combination Schools

8 Cell Data

School Number	School Name	Grade 2013	Points Earned 2013	Grade 2012	Points Earned 2012	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%	Middle School Acceleration Participation Points	Middle School Acceleration Performance Points	High School Retake Bonus Points
	DISTRICT - PINELLAS	C	479	C	485	57	55	61	56	63	64	61	62			
0121	AZALEA MIDDLE SCHOOL	F	432	F	409	34	29	30	27	56	54	59	64	33	46	
0141	LARGO MIDDLE SCHOOL	D	478	D	469	41	33	50	39	53	58	55	74	26	49	
0171	BAY POINT MIDDLE SCHOOL	C	496	D	453	43	40	43	34	58	62	63	61	46	46	
0531	JOSEPH L. CARWISE MIDDLE SCHOOL	A	615	A	657	70	69	69	61	66	70	63	67	31	49	
0731	CLEARWATER FUNDAMENTAL MIDDLE SCHOOL	A	712	A	712	80	84	87	69	68	81	70	81	42	50	
1091	DUNEDIN HIGHLAND MIDDLE SCHOOL	C	556	C	503	54	51	52	48	64	71	56	69	45	46	
1281	FITZGERALD MIDDLE SCHOOL	B	559	A	590	58	52	56	50	67	61	67	59	40	49	
2321	MEADOWLAWN MIDDLE SCHOOL	C	516	C	491	48	41	49	47	58	55	65	67	41	45	
2861	OAK GROVE MIDDLE SCHOOL	B	573	C	533	54	54	58	46	69	73	70	74	26	49	
3041	OSCEOLA MIDDLE SCHOOL	C	552	B	576	58	56	59	57	63	64	59	59	27	50	
3191	PALM HARBOR MIDDLE SCHOOL	B	585	A	626	66	62	68	56	65	66	66	60	26	50	
3411	PINELLAS PARK MIDDLE SCHOOL	D	462	D	485	37	43	33	31	53	58	59	64	42	42	
3741	SAFETY HARBOR MIDDLE SCHOOL	B	579	A	613	61	61	65	52	64	70	62	61	33	50	
3931	SEMINOLE MIDDLE SCHOOL	B	580	A	595	62	56	53	54	68	66	67	68	37	49	
4061	JOHN HOPKINS MIDDLE SCHOOL	D	442	C	424	36	30	40	27	53	56	54	67	41	38	
4581	TARPON SPRINGS MIDDLE SCHOOL	A	590	A	633	67	60	65	60	69	65	59	66	30	49	
4611	TYRONE MIDDLE SCHOOL	D	483	D	437	43	38	29	33	59	63	62	74	39	43	
4631	THURGOOD MARSHALL FUNDAMENTAL	A	602	A	623	73	66	60	66	69	62	62	51	48	45	
7221	IMAGINE MIDDLE SCHOOL	F	332	F	361	25	10	38	8	55	56	63	77			
0431	BOCA CIEGA HIGH SCHOOL	Pending	495	A	514	43	58	64	65	62	71	67	65			0
0711	CLEARWATER HIGH SCHOOL	Pending	471	B	482	45	55	60	62	62	64	63	60			0
0751	COUNTRYSIDE HIGH SCHOOL	Pending	519	A	539	57	66	71	68	65	66	68	58			0
1031	DIXIE M. HOLLINS HIGH SCHOOL	I		C	453											0
1081	DUNEDIN HIGH SCHOOL	Pending	508	B	498	48	62	69	66	64	64	72	63			0
1531	GIBBS HIGH SCHOOL	Pending	455	C	441	30	38	73	71	53	58	63	69			0
2031	LAKEWOOD HIGH SCHOOL	Pending	447	B	471	42	46	56	58	55	57	58	75			0
2081	LARGO HIGH SCHOOL	Pending	468	A	535	49	61	66	53	59	66	58	56			0
2641	NORTHEAST HIGH SCHOOL	Pending	448	C	467	40	60	58	54	52	66	55	63			0
3031	OSCEOLA FUNDAMENTAL HIGH	Pending	622	A	633	71	85	79	84	66	84	64	79			10

2013 School Grades - Pinellas Middle, High, and Combination Schools

8 Cell Data

School Number	School Name	Grade 2013	Points Earned 2013	Grade 2012	Points Earned 2012	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%	Middle School Acceleration Participation Points	Middle School Acceleration Performance Points	High School Retake Bonus Points
3421	PINELLAS PARK HIGH SCHOOL	Pending	522	A	498	48	68	62	65	62	78	66	73			0
3781	ST. PETERSBURG HIGH SCHOOL	Pending	504	A	507	58	62	69	69	66	62	57	61			0
3921	SEMINOLE HIGH SCHOOL	Pending	531	B	527	59	69	70	82	59	69	59	54			10
4521	TARPON SPRINGS HIGH SCHOOL	Pending	588	A	467	65	75	77	79	71	78	73	70			0
4681	PALM HARBOR UNIVERSITY HIGH	Pending	602	A	623	78	82	76	88	71	73	66	58			10
6181	EAST LAKE HIGH SCHOOL	Pending	571	A	588	71	72	75	83	72	69	74	55			0
7371	NEWPOINT CHARTER SCHOOL	Pending	486	C	403	40	60	53	59	57	80	57	80			0
2261	MADEIRA BEACH FUNDAMENTAL K-8	A	697	A	676	81	78	80	74	73	73	76	74	40	48	
3761	JAMES B. SANDERLIN PK-8	C	475	B	495	66	52	70	36	66	63	60	62			
7023	PINELLAS VIRTUAL K-12	I														
7151	ATHENIAN ACADEMY	B	484	A	558	72	50	63	49	73	48	73	56			
7171	PINELLAS PREPARATORY ACADEMY	A	605	A	646	75	73	55	59	66	76	60	73	18	50	
7181	PLATO ACADEMY CHARTER SCHOOL	A	670	A	721	80	77	60	68	69	72	69	83	42	50	
7281	PLATO ACADEMY NORTH K-8 CHARTER SCHOOL	A	681	A	644	88	77	95	81	84	75	88	93			
7291	PINELLAS ACADEMY OF MATH AND SCIENCE	C	474			62	62	44	52	60	70	62	62			
7381	PLATO ACEDEMY SOUTH K-8 CHARTER SCHOOL	A	695	A	529	85	85	90	67	81	98	89	100			
7581	PLATO ACADEMY CHARTER TARPON SPRINGS	A	530			86	68	62	62	74	52	74	52			

2011-2012 School Grades

School Number	School Name	Grade 2012	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%	Sum Points Earned	Applied Points
0051	ANONA ELEMENTARY SCHOOL	B	72	56	89	44	68	56	58	68	511	511
0111	AZALEA ELEMENTARY SCHOOL	B	58	59	83	46	64	75	67	69	521	521
0121	AZALEA MIDDLE SCHOOL	F	33	26	63	20	47	44	51	50	404	404
0131	BARDMOOR ELEMENTARY SCHOOL	B	52	48	81	56	75	66	68	76	522	522
0141	LARGO MIDDLE SCHOOL	D	43	32	68	33	56	46	59	52	463	463
0151	BAUDER ELEMENTARY SCHOOL	A	75	74	91	74	72	77	78	56	597	597
0161	BAY POINT ELEMENTARY SCHOOL	B	62	46	79	50	63	48	64	43	455	455
0171	BAY POINT MIDDLE SCHOOL	D	44	42	62	31	51	55	44	42	449	449
0231	BAY VISTA FUNDAMENTAL ELEMENTARY SCHOOL	A	75	72	94	67	74	82	58	78	600	600
0271	BEAR CREEK ELEMENTARY SCHOOL	D	45	35	63	37	48	51	57	70	406	406
0321	BELCHER ELEMENTARY SCHOOL	C	57	37	78	40	65	45	61	39	422	422
0371	BELLEAIR ELEMENTARY SCHOOL	D	38	34	74	22	56	42	52	46	364	364
0391	BLANTON ELEMENTARY SCHOOL	B	56	57	81	39	54	69	52	58	466	466
0431	BOCA CIEGA HIGH SCHOOL	Pending	43	48	84	NA	62	58	71	79	445	509
0441	BROOKER CREEK ELEMENTARY SCHOOL	A	84	86	93	75	78	77	78	77	648	648
0481	CAMPBELL PARK ELEMENTARY SCHOOL	D	33	22	81	27	56	48	72	55	394	394
0531	JOSEPH L. CARWISE MIDDLE SCHOOL	A	72	71	90	69	70	70	65	56	644	648
0711	CLEARWATER HIGH SCHOOL	Pending	43	59	80	NA	57	60	59	60	418	478
0731	CLEARWATER FUNDAMENTAL MIDDLE SCHOOL	A	82	83	94	80	72	76	67	60	704	704
0751	COUNTRYSIDE HIGH SCHOOL	Pending	57	64	89	NA	61	63	63	71	468	535
0811	CROSS BAYOU ELEMENTARY SCHOOL	A	57	52	87	51	62	80	70	80	539	539
0851	CURLEW CREEK ELEMENTARY SCHOOL	A	70	73	87	66	66	79	62	82	585	585
0991	LEILA DAVIS ELEMENTARY SCHOOL	A	74	71	90	64	68	78	67	81	593	593
1031	DIXIE M. HOLLINS HIGH SCHOOL	Pending	35	37	82	NA	58	51	68	62	393	449
1071	DUNEDIN ELEMENTARY SCHOOL	D	41	33	84	27	54	54	63	52	408	408
1081	DUNEDIN HIGH SCHOOL	Pending	48	51	83	NA	58	54	60	70	424	485
1091	DUNEDIN HIGHLAND MIDDLE SCHOOL	C	53	48	69	35	57	57	49	46	497	497
1131	EISENHOWER ELEMENTARY SCHOOL	C	50	49	72	31	64	62	68	72	468	468
1211	FAIRMOUNT PARK ELEMENTARY SCHOOL	F	22	22	72	24	53	57	67	70	387	387
1261	JOHN M. SEXTON ELEMENTARY SCHOOL	B	61	53	74	53	57	63	50	58	469	469
1281	FITZGERALD MIDDLE SCHOOL	B	59	55	73	50	69	65	68	62	583	583
1331	FOREST LAKES ELEMENTARY SCHOOL	A	71	66	84	62	79	82	77	67	588	588
1341	FRONTIER ELEMENTARY SCHOOL	B	62	53	80	49	71	55	78	49	497	497
1361	FUGUITT ELEMENTARY SCHOOL	A	63	58	89	55	68	69	64	68	534	534
1421	LYNCH ELEMENTARY SCHOOL	B	62	63	57	47	64	82	57	71	503	503
1471	PERKINS ELEMENTARY SCHOOL	A	75	66	93	64	73	73	71	66	581	581
1481	GARRISON-JONES ELEMENTARY SCHOOL	B	64	57	86	51	64	75	62	65	524	524
1531	GIBBS HIGH SCHOOL	Pending	35	43	86	NA	54	47	56	63	384	439
1691	GULFPORT MONTESSOURI ELEMENTARY SCHOOL	C	39	40	68	30	58	72	55	78	440	440
1781	HIGHLAND LAKES ELEMENTARY SCHOOL	A	76	69	90	69	71	69	70	54	568	568
1811	HIGH POINT ELEMENTARY SCHOOL	D	31	37	78	34	57	50	65	57	409	409
1821	DOUGLAS L. JAMERSON JR. ELEMENTARY	A	62	59	88	68	60	78	55	66	536	536
1961	LAKEVIEW FUNDAMENTAL ELEMENTARY	A	85	75	89	67	89	78	89	66	638	638
2021	LAKEWOOD ELEMENTARY SCHOOL	D	29	30	67	20	56	64	82	79	427	427
2031	LAKEWOOD HIGH SCHOOL	Pending	42	40	81	NA	60	53	61	72	409	467
2081	LARGO HIGH SCHOOL	Pending	48	58	86	NA	59	66	63	75	455	520
2141	LEALMAN AVENUE ELEMENTARY SCHOOL	C	46	39	60	36	72	65	77	60	455	455
2261	MADEIRA BEACH FUNDAMENTAL K-8	A	77	77	92	65	72	73	66	62	667	667
2281	MAXIMO ELEMENTARY SCHOOL	F	33	18	68	32	59	49	59	56	374	374
2301	MCMULLEN-BOOTH ELEMENTARY SCHOOL	A	65	60	84	46	71	74	66	74	540	540
2321	MEADOWLAWN MIDDLE SCHOOL	D	47	42	70	40	55	52	56	48	485	485
2371	MELROSE ELEMENTARY SCHOOL	F	23	24	61	14	59	52	70	58	361	361
2431	MILDRED HELMS ELEMENTARY SCHOOL	C	53	48	71	43	59	64	64	56	458	458
2531	MOUNT VERNON ELEMENTARY SCHOOL	D	49	46	82	33	51	52	60	57	430	430
2641	NORTHEAST HIGH SCHOOL	Pending	41	36	83	NA	54	55	59	78	406	464
2691	NORTH SHORE ELEMENTARY SCHOOL	C	58	39	74	31	60	64	62	68	456	456
2791	NORTHWEST ELEMENTARY SCHOOL	B	59	65	82	56	57	79	57	69	524	524
2861	OAK GROVE MIDDLE SCHOOL	C	48	49	72	45	55	61	53	61	527	527
2921	OAKHURST ELEMENTARY SCHOOL	B	65	51	88	56	64	63	47	41	475	475
2961	OLDSMAR ELEMENTARY SCHOOL	B	64	43	84	41	67	71	68	59	497	497
3021	ORANGE GROVE ELEMENTARY SCHOOL	A	67	55	84	63	67	75	64	69	544	544
3031	OSCEOLA FUNDAMENTAL HIGH	Pending	68	85	91	NA	66	81	65	85	541	618
3041	OSCEOLA MIDDLE SCHOOL	B	57	57	83	48	59	65	53	62	569	569
3071	OZONA ELEMENTARY SCHOOL	A	77	78	92	69	71	79	61	65	592	592
3131	CURTIS FUNDAMENTAL ELEMENTARY	A	87	79	95	77	75	73	75	66	627	627

2011-2012 School Grades

School Number	School Name	Grade 2012	Reading % Satisfactory or Higher	Math % Satisfactory or Higher	Writing % Satisfactory or Higher	Science % Satisfactory or Higher	Reading Points for Gains	Math Points for Gains	Reading Gains for Low 25%	Math Gains for Low 25%	Sum Points Earned	Applied Points
3191	PALM HARBOR MIDDLE SCHOOL	A	69	65	89	59	68	68	60	56	619	619
3281	PASADENA FUNDAMENTAL ELEMENTARY SCHOOL	A	90	71	98	74	75	63	75	48	594	594
3361	PINELLAS CENTRAL ELEMENTARY SCHOOL	B	52	63	82	42	65	74	74	68	520	520
3391	PINELLAS PARK ELEMENTARY SCHOOL	D	41	22	66	35	59	54	63	63	403	403
3411	PINELLAS PARK MIDDLE SCHOOL	D	40	41	58	32	56	61	61	64	479	479
3421	PINELLAS PARK HIGH SCHOOL	Pending	44	52	83	NA	61	55	66	62	423	483
3431	PLUMB ELEMENTARY SCHOOL	A	69	67	89	78	71	77	67	62	580	580
3461	PONCE DE LEON ELEMENTARY SCHOOL	D	45	39	81	30	58	60	54	59	426	426
3511	RIDGECREST ELEMENTARY SCHOOL	A	71	69	81	80	76	77	65	58	577	577
3731	SAFETY HARBOR ELEMENTARY SCHOOL	A	63	55	85	45	67	78	70	74	537	537
3741	SAFETY HARBOR MIDDLE SCHOOL	A	63	62	81	60	66	72	56	62	607	607
3751	SAWGRASS LAKE ELEMENTARY SCHOOL	B	62	52	88	53	71	64	62	58	510	510
3761	JAMES B. SANDERLIN ELEMENTARY	C	53	44	82	50	64	75	52	67	487	487
3781	ST. PETERSBURG HIGH SCHOOL	Pending	58	47	86	NA	63	55	60	71	440	503
3851	SAN JOSE ELEMENTARY SCHOOL	C	56	52	87	46	63	62	72	56	494	494
3871	SANDY LANE ELEMENTARY SCHOOL	D	33	21	76	20	59	71	71	78	429	429
3911	SEMINOLE ELEMENTARY SCHOOL	B	68	48	81	47	64	67	59	59	493	493
3921	SEMINOLE HIGH SCHOOL	Pending	59	65	85	NA	61	56	56	67	449	513
3931	SEMINOLE MIDDLE SCHOOL	B	64	58	86	53	67	62	64	57	588	588
3961	SEVENTY-FOURTH ST. ELEMENTARY	C	48	45	70	40	59	65	65	67	459	459
4021	SHORE ACRES ELEMENTARY SCHOOL	A	67	65	90	60	68	72	68	63	553	553
4061	JOHN HOPKINS MIDDLE SCHOOL	C	36	31	52	26	50	48	55	51	421	421
4121	SKYCREST ELEMENTARY SCHOOL	A	50	52	94	47	68	77	67	79	534	534
4171	SKYVIEW ELEMENTARY SCHOOL	C	52	42	71	49	68	60	66	47	455	455
4331	STARKEY ELEMENTARY SCHOOL	A	64	59	75	50	67	71	72	70	528	528
4351	MARJORIE KINNAN RAWLINGS ELEM	B	56	51	91	47	69	66	70	69	519	519
4381	SUNSET HILLS ELEMENTARY SCHOOL	B	66	57	89	56	67	60	65	48	508	508
4491	TARPON SPRINGS ELEMENTARY SCHOOL	C	50	46	89	34	66	70	67	71	493	493
4521	TARPON SPRINGS HIGH SCHOOL	Pending	57	50	90	NA	58	36	54	53	398	455
4581	TARPON SPRINGS MIDDLE SCHOOL	A	67	61	89	57	67	71	65	65	624	624
4591	NEW HEIGHTS ELEMENTARY SCHOOL	D	43	32	72	30	62	62	71	61	433	433
4611	TYRONE MIDDLE SCHOOL	D	42	33	63	26	54	49	55	58	432	432
4631	THURGOOD MARSHALL FUNDAMENTAL	A	74	68	78	60	72	69	60	55	617	617
4661	TARPON SPRINGS FUNDAMENTAL ELE	A	94	94	94	84	78	92	78	92	706	706
4681	PALM HARBOR UNIVERSITY HIGH	Pending	77	81	95	NA	71	74	58	84	540	617
4701	WALSINGHAM ELEMENTARY SCHOOL	B	54	52	76	52	60	67	68	59	488	488
4771	WESTGATE ELEMENTARY SCHOOL	A	59	58	85	48	72	81	73	76	552	552
4931	WOODLAWN ELEMENTARY SCHOOL	D	32	30	71	35	51	64	67	53	403	403
6181	EAST LAKE HIGH SCHOOL	Pending	70	70	92	NA	67	59	67	76	501	573
6251	SOUTHERN OAK ELEMENTARY SCHOOL	B	55	50	86	56	57	66	39	64	473	473
6261	CYPRESS WOODS ELEMENTARY SCHOOL	A	79	76	92	65	76	76	65	63	592	592
6271	SUTHERLAND ELEMENTARY SCHOOL	A	73	66	85	66	79	73	67	58	567	567
6281	LAKE ST. GEORGE ELEMENTARY SCHOOL	B	70	67	85	53	65	58	55	48	501	501
7023	PINELLAS VIRTUAL K-12	I										
7131	ACADEMIE DA VINCI CHARTER SCHOOL	A	87	70	95	70	63	58	63	58	564	564
7151	ATHENIAN ACADEMY	A	68	59	88	48	72	74	69	70	548	548
7171	PINELLAS PREPARATORY ACADEMY	A	73	73	84	55	70	74	60	75	638	640
7181	PLATO ACADEMY CHARTER SCHOOL	A	86	75	88	76	83	77	83	54	717	717
7211	IMAGINE CHARTER SCHOOL	F	29	13	66	21	42	38	29	37	275	275
7221	IMAGINE MIDDLE SCHOOL	F	24	17	73	21	50	53	54	63	355	355
7231	LIFE FORCE ARTS AND TECHNOLOGY ACADEMY CHARTER SCHOOL		14	2	33	52	43	12	43	12	211	211
7281	PLATO ACADEMY NORTH K-8 CHARTER SCHOOL	A	81	77	95	77	77	79	77	79	642	642
7371	NEWPOINT CHARTER SCHOOL	C	51	58	86	NA	59	50	59	38	401	458
7381	PLATO ACADEMY SOUTH K-8 CHARTER SCHOOL	B	78	65	95	50	69	50	69	48	524	524



Annual
Measurable
Objectives

2013-2014

District Number	District Name	School Number	School Name	Subgroup	Percent Tested Reading 2011	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	Reading % Scoring Satisfactory 2014	High Performing Reading	Target AMO Reading	Met Target Reading	Safe Harbor Reading	Improving Reading	Maintaining or Declining Reading	Declining Reading	Percent Tested Math	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	Math % Scoring Satisfactory 2013	Math % Scoring Satisfactory 2014	High Performing Math	Target AMO Math	Met Target Math	Safe Harbor Math	Improving Math	Maintaining or Declining Math	Declining Math	Graduation Rate 2012	Graduation Rate 2013	Graduation Rate Target Met? (≥85% or ≥2% improvement)	Writing % Satisfactory 2013	Writing % Satisfactory 2014	Writing Target Met? (≥ 90% improvement) or ≥ 1%	Target AMO Reading 2015	Target AMO Reading 2016	Target AMO Reading 2017	Target AMO Math 2015	Target AMO Math 2016	Target AMO Math 2017
00	STATE LEVEL	0000	STATE LEVEL	ALL STUDENTS	98	57	57	58	58	N	68	N	N	N	Y	N	98	55	58	59	61	N	66	N	N	Y	N	N	75	76	N	59	58	N	71	75	79	70	74	78
00	STATE LEVEL	0000	STATE LEVEL	AMERICAN INDIAN	97	55	55	56	58	N	66	N	N	Y	N	N	97	54	58	59	61	N	66	N	N	Y	N	N	70	77	Y	56	58	Y	70	74	78	69	73	77
00	STATE LEVEL	0000	STATE LEVEL	ASIAN	99	75	76	77	78	N	81	N	N	Y	N	N	99	80	82	83	85	N	85	Y	NA	NA	NA	NA	88	88	Y	75	74	N	83	85	88	87	88	90
00	STATE LEVEL	0000	STATE LEVEL	BLACK/AFRICAN AMERICAN	97	37	38	39	39	N	53	N	N	N	Y	N	97	37	40	41	43	N	53	N	N	Y	N	N	64	65	N	50	50	N	58	63	69	58	63	69
00	STATE LEVEL	0000	STATE LEVEL	HISPANIC	98	53	53	54	55	N	65	N	N	Y	N	N	98	52	55	57	58	N	64	N	N	Y	N	N	73	75	Y	57	57	N	69	73	77	68	72	76
00	STATE LEVEL	0000	STATE LEVEL	WHITE	98	69	69	69	70	N	77	N	N	Y	N	N	98	65	68	69	70	N	74	N	N	Y	N	N	79	80	N	63	62	N	79	82	85	77	80	83
00	STATE LEVEL	0000	STATE LEVEL	ENGLISH LANGUAGE LEARNERS	99	32	33	32	34	N	49	N	N	Y	N	N	98	38	41	40	42	N	54	N	N	Y	N	N	57	58	N	41	43	Y	55	60	66	59	64	69
00	STATE LEVEL	0000	STATE LEVEL	STUDENTS WITH DISABILITIES	96	29	29	28	29	N	47	N	N	Y	N	N	96	31	32	32	32	N	48	N	N	Y	N	N	48	52	Y	34	35	Y	53	59	65	54	60	66
00	STATE LEVEL	0000	STATE LEVEL	ECONOMICALLY DISADVANTAGED	98	45	46	47	48	N	59	N	N	Y	N	N	98	45	48	49	51	N	59	N	N	Y	N	N	65	67	Y	51	52	Y	63	68	73	63	68	73
52	PINELLAS	0000	DISTRICT LEVEL	ALL STUDENTS	98	56	56	57	57	N	67	N	N	N	Y	N	98	50	53	55	55	N	63	N	N	Y	Y	N	72	72	N	61	56	N	71	74	78	67	71	75
52	PINELLAS	0000	DISTRICT LEVEL	AMERICAN INDIAN	95	51	50	51	48	N	63	N	N	N	Y	Y	94	42	49	51	52	N	57	N	NA	Y	N	N	61	75	Y	65	56	N	67	71	76	61	66	71
52	PINELLAS	0000	DISTRICT LEVEL	ASIAN	99	66	67	68	68	N	75	N	N	N	Y	N	99	69	72	74	75	N	77	N	N	Y	N	N	83	86	Y	74	69	N	77	80	83	79	82	85
52	PINELLAS	0000	DISTRICT LEVEL	BLACK/AFRICAN AMERICAN	97	28	27	28	28	N	46	N	N	N	Y	N	96	23	24	25	26	N	42	N	N	Y	N	N	55	56	N	44	40	N	52	58	64	49	55	62
52	PINELLAS	0000	DISTRICT LEVEL	HISPANIC	98	49	49	49	48	N	62	N	N	N	Y	Y	98	43	45	47	47	N	57	N	N	N	Y	N	60	63	Y	58	51	N	66	70	75	62	67	72
52	PINELLAS	0000	DISTRICT LEVEL	WHITE	98	66	66	66	67	N	75	N	N	Y	N	N	98	59	62	65	65	N	69	N	N	N	Y	N	77	77	N	66	61	N	77	80	83	73	76	80
52	PINELLAS	0000	DISTRICT LEVEL	ENGLISH LANGUAGE LEARNERS	99	28	27	31	27	N	46	N	N	N	Y	Y	99	30	32	36	34	N	48	N	N	N	Y	Y	52	48	N	48	42	N	52	58	64	53	59	65
52	PINELLAS	0000	DISTRICT LEVEL	STUDENTS WITH DISABILITIES	96	28	28	27	28	N	46	N	N	Y	N	N	95	26	28	28	28	N	45	N	N	N	Y	N	42	40	N	32	30	N	52	58	64	51	57	63
52	PINELLAS	0000	DISTRICT LEVEL	ECONOMICALLY DISADVANTAGED	97	42	43	43	42	N	57	N	N	N	Y	Y	97	37	39	41	41	N	53	N	N	N	Y	N	57	58	N	51	46	N	61	66	71	58	63	69



Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2012-13

District Name	School Name	Subgroup	Percent Tested Reading	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	Reading % Scoring Satisfactory 2013	High Performing Qualifying in Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading	Maintaining or Declining, Reading	Declining, Reading	Percent Tested Math
STATE LEVEL	STATE LEVEL	ALL STUDENTS	98	57	57	58	N	64	N	N	Y	N	N	98
STATE LEVEL	STATE LEVEL	AMERICAN INDIAN	98	55	55	56	N	63	N	N	Y	N	N	97
STATE LEVEL	STATE LEVEL	ASIAN	99	75	76	77	N	79	N	N	Y	N	N	99
STATE LEVEL	STATE LEVEL	BLACK/AFRICAN AMERICAN	98	37	38	39	N	48	N	N	Y	N	N	97
STATE LEVEL	STATE LEVEL	HISPANIC	98	53	53	54	N	61	N	N	Y	N	N	98
STATE LEVEL	STATE LEVEL	WHITE	98	69	69	69	N	74	N	N	N	Y	N	98
STATE LEVEL	STATE LEVEL	ENGLISH LANGUAGE LEARNERS	98	32	33	32	N	43	N	N	N	Y	Y	98
STATE LEVEL	STATE LEVEL	STUDENTS WITH DISABILITIES	97	29	29	28	N	41	N	N	N	Y	Y	96
STATE LEVEL	STATE LEVEL	ECONOMICALLY DISADVANTAGED	98	45	46	47	N	54	N	N	Y	N	N	97
PINELLAS	DISTRICT LEVEL	ALL STUDENTS	98	56	56	57	N	63	N	N	Y	N	N	97
PINELLAS	DISTRICT LEVEL	AMERICAN INDIAN	98	51	50	51	N	59	N	N	Y	N	N	93
PINELLAS	DISTRICT LEVEL	ASIAN	99	66	67	68	N	72	N	N	Y	N	N	98
PINELLAS	DISTRICT LEVEL	BLACK/AFRICAN AMERICAN	98	28	27	28	N	40	N	N	Y	N	N	96
PINELLAS	DISTRICT LEVEL	HISPANIC	99	49	49	49	N	58	N	N	N	Y	N	96
PINELLAS	DISTRICT LEVEL	WHITE	98	66	66	66	N	72	N	N	N	Y	N	97
PINELLAS	DISTRICT LEVEL	ENGLISH LANGUAGE LEARNERS	99	28	27	31	N	40	N	N	Y	N	N	98
PINELLAS	DISTRICT LEVEL	STUDENTS WITH DISABILITIES	97	28	28	27	N	40	N	N	N	Y	Y	94
PINELLAS	DISTRICT LEVEL	ECONOMICALLY DISADVANTAGED	98	42	43	43	N	52	N	N	N	Y	N	96

Annual Measurable Objectives (AMOs) for Florida's Sch

District Name	School Name	Subgroup	Math % Scoring	Math % Scoring	Math % Scoring	High Performing	Target AMO	Met Target	Safe Harbor, Improving,		Maintaining or		Declining, Math	Declining, Math	Graduation Rate, 2011	Graduation Rate, 2012	Graduation Rate Target
			Satisfactory 2011	Satisfactory 2012	Satisfactory 2013	Qualifying in Math	Math	Math	Math	Math	Declining, Math	Declining, Math					Met? (≥85%, or 22% Improvement)
STATE LEVEL	STATE LEVEL	ALL STUDENTS	55	58	59	N	63	N	N	Y	N	N			71	75	Y
STATE LEVEL	STATE LEVEL	AMERICAN INDIAN	54	58	59	N	62	N	N	Y	N	N			70	70	N
STATE LEVEL	STATE LEVEL	ASIAN	80	82	83	N	83	Y	NA	NA	NA	NA			86	88	Y
STATE LEVEL	STATE LEVEL	BLACK/AFRICAN AMERICAN	37	40	41	N	48	N	N	Y	N	N			59	64	Y
STATE LEVEL	STATE LEVEL	HISPANIC	52	55	57	N	60	N	N	Y	N	N			69	73	Y
STATE LEVEL	STATE LEVEL	WHITE	65	68	69	N	71	N	N	Y	N	N			76	79	Y
STATE LEVEL	STATE LEVEL	ENGLISH LANGUAGE LEARNERS	38	41	40	N	48	N	N	N	Y	Y			53	57	Y
STATE LEVEL	STATE LEVEL	STUDENTS WITH DISABILITIES	31	32	32	N	43	N	N	N	Y	N			44	48	Y
STATE LEVEL	STATE LEVEL	ECONOMICALLY DISADVANTAGED	45	48	49	N	54	N	N	Y	N	N			60	65	Y
PINELLAS	DISTRICT LEVEL	ALL STUDENTS	50	53	55	N	58	N	N	Y	N	N			65	72	Y
PINELLAS	DISTRICT LEVEL	AMERICAN INDIAN	42	49	51	N	52	N	NA	Y	N	N			54	61	Y
PINELLAS	DISTRICT LEVEL	ASIAN	69	72	74	N	74	Y	NA	NA	NA	NA			77	83	Y
PINELLAS	DISTRICT LEVEL	BLACK/AFRICAN AMERICAN	23	24	25	N	36	N	N	Y	N	N			47	55	Y
PINELLAS	DISTRICT LEVEL	HISPANIC	43	45	47	N	53	N	N	Y	N	N			56	60	Y
PINELLAS	DISTRICT LEVEL	WHITE	59	62	65	N	66	N	N	Y	N	N			71	77	Y
PINELLAS	DISTRICT LEVEL	ENGLISH LANGUAGE LEARNERS	30	32	36	N	42	N	N	Y	N	N			43	52	Y
PINELLAS	DISTRICT LEVEL	STUDENTS WITH DISABILITIES	26	28	28	N	38	N	NA	N	Y	N			35	42	Y
PINELLAS	DISTRICT LEVEL	ECONOMICALLY DISADVANTAGED	37	39	41	N	48	N	N	Y	N	N			50	57	Y

Annual Measurable Objectives (AMOs) for Florida's Sch

District Name	School Name	Subgroup	Writing %	Writing %	Writing Target Met?	Target AMO Reading, 2014	Target AMO Reading, 2015	Target AMO Reading, 2016	Target AMO Reading, 2017	Target AMO Math, 2014	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017
			Satisfactory 2012 (Using 2013 Standards)	Satisfactory 2013	(≥ 90% Satisfactory, or ≥ 1% Improvement)								
STATE LEVEL	STATE LEVEL	ALL STUDENTS	55	59	Y	68	71	75	79	66	70	74	75
STATE LEVEL	STATE LEVEL	AMERICAN INDIAN	53	56	Y	66	70	74	78	66	69	73	77
STATE LEVEL	STATE LEVEL	ASIAN	72	75	Y	81	83	85	88	85	87	88	90
STATE LEVEL	STATE LEVEL	BLACK/AFRICAN AMERICAN	44	50	Y	53	58	63	69	53	58	63	69
STATE LEVEL	STATE LEVEL	HISPANIC	53	57	Y	65	69	73	77	64	68	72	76
STATE LEVEL	STATE LEVEL	WHITE	60	63	Y	77	79	82	85	74	77	80	83
STATE LEVEL	STATE LEVEL	ENGLISH LANGUAGE LEARNERS	36	41	Y	49	55	60	66	54	59	64	69
STATE LEVEL	STATE LEVEL	STUDENTS WITH DISABILITIES	31	34	Y	47	53	59	65	48	54	60	66
STATE LEVEL	STATE LEVEL	ECONOMICALLY DISADVANTAGED	46	51	Y	59	63	68	73	59	63	68	73
PINELLAS	DISTRICT LEVEL	ALL STUDENTS	52	61	Y	67	71	74	78	63	67	71	75
PINELLAS	DISTRICT LEVEL	AMERICAN INDIAN	49	65	Y	63	67	71	76	57	61	66	71
PINELLAS	DISTRICT LEVEL	ASIAN	66	74	Y	75	77	80	83	77	79	82	85
PINELLAS	DISTRICT LEVEL	BLACK/AFRICAN AMERICAN	34	44	Y	46	52	58	64	42	49	55	62
PINELLAS	DISTRICT LEVEL	HISPANIC	47	58	Y	62	66	70	75	57	62	67	72
PINELLAS	DISTRICT LEVEL	WHITE	58	66	Y	75	77	80	83	69	73	76	80
PINELLAS	DISTRICT LEVEL	ENGLISH LANGUAGE LEARNERS	38	48	Y	46	52	58	64	48	53	59	65
PINELLAS	DISTRICT LEVEL	STUDENTS WITH DISABILITIES	28	32	Y	46	52	58	64	45	51	57	63
PINELLAS	DISTRICT LEVEL	ECONOMICALLY DISADVANTAGED	41	51	Y	57	61	66	71	53	58	63	69

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State, 2011-12

District Name	School Name	Subgroup	Percent Tested Reading	Reading % Scoring Satisfactory 2011	Reading % Scoring Satisfactory 2012	High Performing Qualifying in Reading	Target AMO Reading	Met Target Reading	Safe Harbor, Reading	Improving, Reading
STATE LEVEL	STATE LEVEL	ALL STUDENTS	98	57	57	N	61	N	N	N
STATE LEVEL	STATE LEVEL	AMERICAN INDIAN	98	55	55	N	59	N	N	N
STATE LEVEL	STATE LEVEL	ASIAN	99	75	76	N	77	N	N	Y
STATE LEVEL	STATE LEVEL	BLACK/AFRICAN AMERICAN	98	37	38	N	42	N	N	Y
STATE LEVEL	STATE LEVEL	HISPANIC	98	53	53	N	57	N	N	N
STATE LEVEL	STATE LEVEL	WHITE	98	69	69	N	72	N	N	N
STATE LEVEL	STATE LEVEL	ENGLISH LANGUAGE LEARNERS	98	32	33	N	38	N	N	Y
STATE LEVEL	STATE LEVEL	STUDENTS WITH DISABILITIES	97	29	29	N	35	N	N	N
STATE LEVEL	STATE LEVEL	ECONOMICALLY DISADVANTAGED	98	45	46	N	50	N	N	Y
PINELLAS	DISTRICT LEVEL	ALL STUDENTS	98	56	56	N	60	N	N	N
PINELLAS	DISTRICT LEVEL	AMERICAN INDIAN	97	51	50	N	55	N	N	N
PINELLAS	DISTRICT LEVEL	ASIAN	100	66	67	N	69	N	N	Y
PINELLAS	DISTRICT LEVEL	BLACK/AFRICAN AMERICAN	98	28	27	N	34	N	N	N
PINELLAS	DISTRICT LEVEL	HISPANIC	99	49	49	N	53	N	N	N
PINELLAS	DISTRICT LEVEL	WHITE	98	66	66	N	69	N	N	N
PINELLAS	DISTRICT LEVEL	ENGLISH LANGUAGE LEARNERS	99	28	27	N	34	N	N	N
PINELLAS	DISTRICT LEVEL	STUDENTS WITH DISABILITIES	97	28	28	N	34	N	N	N
PINELLAS	DISTRICT LEVEL	ECONOMICALLY DISADVANTAGED	98	42	43	N	47	N	N	Y

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State

District Name	School Name	Subgroup	Maintaining or Declining, Reading	Declining, Reading	Percent Tested Math	Math % Scoring Satisfactory 2011	Math % Scoring Satisfactory 2012	High Performing Qualifying in Math	Target AMO Math	Met Target Math	Safe Harbor, Math
STATE LEVEL	STATE LEVEL	ALL STUDENTS	Y	N	98	55	58	N	59	N	N
STATE LEVEL	STATE LEVEL	AMERICAN INDIAN	Y	N	98	54	58	N	58	Y	NA
STATE LEVEL	STATE LEVEL	ASIAN	N	N	99	80	82	N	82	Y	NA
STATE LEVEL	STATE LEVEL	BLACK/AFRICAN AMERICAN	N	N	98	37	40	N	42	N	N
STATE LEVEL	STATE LEVEL	HISPANIC	Y	N	99	52	55	N	56	N	N
STATE LEVEL	STATE LEVEL	WHITE	Y	N	98	65	68	N	68	Y	NA
STATE LEVEL	STATE LEVEL	ENGLISH LANGUAGE LEARNERS	N	N	99	38	41	N	43	N	N
STATE LEVEL	STATE LEVEL	STUDENTS WITH DISABILITIES	Y	N	97	31	32	N	37	N	N
STATE LEVEL	STATE LEVEL	ECONOMICALLY DISADVANTAGED	N	N	98	45	48	N	50	N	N
PINELLAS	DISTRICT LEVEL	ALL STUDENTS	Y	N	97	50	53	N	54	N	N
PINELLAS	DISTRICT LEVEL	AMERICAN INDIAN	Y	Y	95	42	49	N	47	Y	NA
PINELLAS	DISTRICT LEVEL	ASIAN	N	N	99	69	72	N	72	Y	NA
PINELLAS	DISTRICT LEVEL	BLACK/AFRICAN AMERICAN	Y	Y	96	23	24	N	29	N	N
PINELLAS	DISTRICT LEVEL	HISPANIC	Y	N	98	43	45	N	48	N	N
PINELLAS	DISTRICT LEVEL	WHITE	Y	N	97	59	62	N	62	Y	NA
PINELLAS	DISTRICT LEVEL	ENGLISH LANGUAGE LEARNERS	Y	Y	98	30	32	N	36	N	N
PINELLAS	DISTRICT LEVEL	STUDENTS WITH DISABILITIES	Y	N	95	26	28	N	32	N	N
PINELLAS	DISTRICT LEVEL	ECONOMICALLY DISADVANTAGED	N	N	97	37	39	N	42	N	N

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State

District Name	School Name	Subgroup	Improving, Math	Maintaining or Declining, Math	Declining, Math	Graduation Rate, 2010	Graduation Rate, 2011	Writing % Satisfactory	Target AMO Reading, 2013	Target AMO Reading, 2014	Target AMO Reading, 2015
STATE LEVEL	STATE LEVEL	ALL STUDENTS	Y	N	N	69	71	82	64	68	71
STATE LEVEL	STATE LEVEL	AMERICAN INDIAN	NA	NA	NA	68	70	80	63	66	70
STATE LEVEL	STATE LEVEL	ASIAN	NA	NA	NA	86	86	90	79	81	83
STATE LEVEL	STATE LEVEL	BLACK/AFRICAN AMERICAN	Y	N	N	58	59	75	48	53	58
STATE LEVEL	STATE LEVEL	HISPANIC	Y	N	N	68	69	81	61	65	69
STATE LEVEL	STATE LEVEL	WHITE	NA	NA	NA	74	76	85	74	77	79
STATE LEVEL	STATE LEVEL	ENGLISH LANGUAGE LEARNERS	Y	N	N	55	53	68	43	49	55
STATE LEVEL	STATE LEVEL	STUDENTS WITH DISABILITIES	Y	N	N	40	44	56	41	47	53
STATE LEVEL	STATE LEVEL	ECONOMICALLY DISADVANTAGED	Y	N	N	59	60	77	54	59	63
PINELLAS	DISTRICT LEVEL	ALL STUDENTS	Y	N	N	65	65	81	63	67	71
PINELLAS	DISTRICT LEVEL	AMERICAN INDIAN	NA	NA	NA	70	54	79	59	63	67
PINELLAS	DISTRICT LEVEL	ASIAN	NA	NA	NA	79	77	88	72	75	77
PINELLAS	DISTRICT LEVEL	BLACK/AFRICAN AMERICAN	Y	N	N	48	47	67	40	46	52
PINELLAS	DISTRICT LEVEL	HISPANIC	Y	N	N	56	56	79	58	62	66
PINELLAS	DISTRICT LEVEL	WHITE	NA	NA	NA	70	71	85	72	75	77
PINELLAS	DISTRICT LEVEL	ENGLISH LANGUAGE LEARNERS	Y	N	N	53	43	72	40	46	52
PINELLAS	DISTRICT LEVEL	STUDENTS WITH DISABILITIES	Y	N	N	37	35	53	40	46	52
PINELLAS	DISTRICT LEVEL	ECONOMICALLY DISADVANTAGED	Y	N	N	49	50	73	52	57	61

Annual Measurable Objectives (AMOs) for Florida's Schools, Districts, and the State

District Name	School Name	Subgroup	Target AMO Reading, 2016	Target AMO Reading, 2017	Target AMO Math, 2013	Target AMO Math, 2014	Target AMO Math, 2015	Target AMO Math, 2016	Target AMO Math, 2017
STATE LEVEL	STATE LEVEL	ALL STUDENTS	75	79	63	66	70	74	78
STATE LEVEL	STATE LEVEL	AMERICAN INDIAN	74	78	62	66	69	73	77
STATE LEVEL	STATE LEVEL	ASIAN	85	88	83	85	87	88	90
STATE LEVEL	STATE LEVEL	BLACK/AFRICAN AMERICAN	63	69	48	53	58	63	69
STATE LEVEL	STATE LEVEL	HISPANIC	73	77	60	64	68	72	76
STATE LEVEL	STATE LEVEL	WHITE	82	85	71	74	77	80	83
STATE LEVEL	STATE LEVEL	ENGLISH LANGUAGE LEARNERS	60	66	48	54	59	64	69
STATE LEVEL	STATE LEVEL	STUDENTS WITH DISABILITIES	59	65	43	48	54	60	66
STATE LEVEL	STATE LEVEL	ECONOMICALLY DISADVANTAGED	68	73	54	59	63	68	73
PINELLAS	DISTRICT LEVEL	ALL STUDENTS	74	78	58	63	67	71	75
PINELLAS	DISTRICT LEVEL	AMERICAN INDIAN	71	76	52	57	61	66	71
PINELLAS	DISTRICT LEVEL	ASIAN	80	83	74	77	79	82	85
PINELLAS	DISTRICT LEVEL	BLACK/AFRICAN AMERICAN	58	64	36	42	49	55	62
PINELLAS	DISTRICT LEVEL	HISPANIC	70	75	53	57	62	67	72
PINELLAS	DISTRICT LEVEL	WHITE	80	83	66	69	73	76	80
PINELLAS	DISTRICT LEVEL	ENGLISH LANGUAGE LEARNERS	58	64	42	48	53	59	65
PINELLAS	DISTRICT LEVEL	STUDENTS WITH DISABILITIES	58	64	38	45	51	57	63
PINELLAS	DISTRICT LEVEL	ECONOMICALLY DISADVANTAGED	66	71	48	53	58	63	69



Florida Kindergarten Readiness Screener (FLKRS)

District Report of School Results

Fall 2013

District Name: Pinellas
District Number: 52

School Name / Number	ECHOS Status Results			Florida Assessments for Instruction in Reading – K						
	Total Number Reported	ECHOS Status	Percent Reported	Broad Screen/Progress Monitoring: Letter Naming & Phonemic Awareness			Broad Diagnostic Inventory:			
							Listening Comprehension Total Number Reported = 6,762		Vocabulary Total Number Reported = 6,784	
				Total Number Reported	Probability of Reading Success Status (1% – 99%)	Percent Reported	Explicit: Average Number Correct (Total Possible = 3)	Implicit: Average Number Correct (Total Possible = 2)	Average Student Raw Score (Total Possible = 24)	Percentile Rank Based on Average Student Raw Score
University Preparatory Academy 7311	71	ND	14	74	1% - 15%	3	2	1	11	47
		EP	56		16% - 66%	32				
		D	30		67% - 99%	65				
Walsingham Elementary 4701	77	ND	3	28	1% - 15%	0	2	1	12	53
		EP	52		16% - 66%	21				
		D	45		67% - 99%	79				
Westgate Elementary 4771	91	ND	4	102	1% - 15%	3	2	1	11	47
		EP	24		16% - 66%	16				
		D	71		67% - 99%	81				
Windsor Preparatory Academy 7301	113	ND	4	114	1% - 15%	2	2	1	12	53
		EP	12		16% - 66%	5				
		D	83		67% - 99%	93				
Woodlawn Elementary 4931	72	ND	10	76	1% - 15%	11	1	0	8	29
		EP	26		16% - 66%	34				
		D	64		67% - 99%	55				
DISTRICT DISTRIBUTION	7,339	ND	6	7,298	1% - 15%	3	2	1	11	47
		EP	31		16% - 66%	20				
		D	63		67% - 99%	78				

Legend

ECHOS Status:

ND = Not Yet Demonstrating
EP = Emerging/Progressing
D = Demonstrating

ECHOS and FAIR-K Not Reported:

NS = Non-Scorable (ECHOS: < 14 items were observed; FAIR-K one or more components missing from Broad Screen or Broad Diagnostic)
NP = Non-Participation (ECHOS: Student entered day 31 or later, SWD, retained, already screened, excessive absences, or other; FAIR-K Student entered day 31 or later, ELL, SWD, retained, already screened, or other)
M = Missing

This report was generated based on data collected in the first 30 instructional days of the school year.



Florida Kindergarten Readiness Screener (FLKRS) District Report of School Results Fall 2013

District Name: Pinellas
District Number: 52

School Name / Number	ECHOS Status Results			Florida Assessments for Instruction in Reading – K						
	Total Number Reported	ECHOS Status	Percent Reported	Broad Screen/Progress Monitoring: Letter Naming & Phonemic Awareness			Broad Diagnostic Inventory:			
							Listening Comprehension Total Number Reported = 6,762		Vocabulary Total Number Reported = 6,784	
				Total Number Reported	Probability of Reading Success Status (1% – 99%)	Percent Reported	Explicit: Average Number Correct (Total Possible = 3)	Implicit: Average Number Correct (Total Possible = 2)	Average Student Raw Score (Total Possible = 24)	Percentile Rank Based on Average Student Raw Score
STATE DISTRIBUTION	190,183	ND	9	191,280	1% - 15%	4	2	1	10	41
		EP	39		16% - 66%	23				
		D	52		67% - 99%	73				

Legend

ECHOS Status:

ND = Not Yet Demonstrating
EP = Emerging/Progressing
D = Demonstrating

ECHOS and FAIR-K Not Reported:

NS = Non-Scorable (ECHOS: < 14 items were observed; FAIR-K one or more components missing from Broad Screen or Broad Diagnostic)
NP = Non-Participation (ECHOS: Student entered day 31 or later, SWD, retained, already screened, excessive absences, or other; FAIR-K Student entered day 31 or later, ELL, SWD, retained, already screened, or other)
M = Missing

This report was generated based on data collected in the first 30 instructional days of the school year.

**Pinellas County Schools
FAIR PRS Scores**

2012

Grade	Cycle 1 Scores			Cycle 3 Scores		
	0 - 15%	16 - 84%	85 - 100%	0 - 15%	16 - 84%	85 - 100%
KG	2.85%	42.65%	54.50%	2.20%	19.59%	78.21%
1	3.79%	55.72%	40.48%	7.54%	22.44%	70.01%
2	6.91%	67.55%	25.54%	5.52%	54.47%	40.01%

2013

Grade	Cycle 1 Scores			Cycle 3 Scores		
	0 - 15%	16 - 84%	85 - 100%	0 - 15%	16 - 84%	85 - 100%
KG	2.85%	40.68%	72.03%	2.25%	18.24%	79.52%
1	3.41%	54.18%	42.40%	10.33%	22.15%	67.52%
2	6.88%	65.90%	27.22%	6.08%	55.14%	38.78%

2014 Grade 1 Stanford-10 Achievement Test
Scale Score and National Percentile by School - All Curriculum

	Total Number of Students	Total Reading Scale Score	Total Reading Percentile Rank	Total Math Scale Score	Total Math Percentile Rank
	<i>Count</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
District Totals	7402	555	38	543	48
Anona Elem	63	552	35	539	45
Azalea Elem	99	568	46	551	54
Bardmoor Elem	88	546	32	539	46
Bauder Elem	112	572	48	557	57
Bay Point Elem	107	560	41	554	55
Bay Vista Fund. Elem	108	589	59	559	59
Bear Creek Elem	58	537	27	533	40
Belcher Elem	120	546	34	543	48
Belleair Elem	111	532	24	521	32
Blanton Elem	105	549	34	533	42
Brooker Creek Elem	77	575	52	562	60
Calvin A Hunsinger	8	*	*	*	*
Campbell Park Elem	119	512	16	513	27
Cross Bayou Elem	86	549	34	533	41
Curlew Creek Elem	110	566	44	554	56
Curtis Fund. Elem	91	578	51	565	63
Cypress Woods Elem	114	583	54	571	68
Douglas Jamerson Elem	94	580	53	573	66
Dunedin Elem	102	551	35	545	50
Eisenhower Elem	147	545	31	524	35
Fairmount Park Elem	115	526	21	524	34
Forest Lakes Elem	87	573	49	568	64
Frontier Elem	113	556	38	542	47
Fuguitt Elem	104	543	32	529	39
Garrison Jones Elem	121	561	40	552	54
Gulfport Elem	110	539	28	537	43
High Point Elem	137	538	27	529	37
Highland Lakes Elem	96	565	44	553	55
Hospital Homebound	4	*	*	*	*
James B. Sanderlin PK-8	55	598	63	578	69
Lake St George Elem	91	552	36	542	48
Lakeview Fund. Elem	54	583	55	561	61
Lakewood Elem	103	528	22	514	29
Lealman Avenue Elem	93	543	31	533	41
Leila Davis Elem	110	576	51	564	62
Lynch Elem	105	551	35	527	38
Madeira Beach Fund.	72	574	49	571	67
Maximo Elem	88	532	25	515	28
McMullen-Booth Elem	109	547	34	539	45
Melrose Elem	76	527	22	517	29
Mildred Helms Elem	95	547	32	535	42
Mount Vernon Elem	82	537	28	528	38
New Heights Elem	162	542	30	532	41
North Shore Elem	69	539	30	531	40
Northwest Elem	117	544	32	541	46
Oakhurst Elem	115	570	47	554	56
Oldsmar Elem	80	562	42	538	44
Orange Grove Elem	53	571	50	559	57
Ozona Elem	89	560	41	551	54
Pasadena Fund. Elem	72	587	58	567	65
Perkins Elem	90	565	43	555	56
Pinellas Central Elem	118	562	42	553	56
Pinellas Park Elem	97	547	32	538	44
Plumb Elem	129	563	42	544	49

2014 Grade 1 Stanford-10 Achievement Test
Scale Score and National Percentile by School - All Curriculum

	Total Number of Students	Total Reading Scale Score	Total Reading Percentile Rank	Total Math Scale Score	Total Math Percentile Rank
	<i>Count</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
District Totals	7402	555	38	543	48
Ponce de Leon Elem	116	532	26	525	35
R. L. Sanders	1	*	*	*	*
Rawlings Elem	117	539	29	537	43
Ridgecrest Elem	164	574	49	557	55
Safety Harbor Elem	116	564	43	548	51
San Jose Elem	72	559	41	536	44
Sandy Lane Elem	87	531	23	522	34
Sawgrass Lake Elem	117	550	35	542	47
Seminole Elem	109	545	31	545	50
Seventy-Fourth St Elem	86	547	33	525	36
Sexton Elem	102	566	44	550	54
Shore Acres Elem	134	554	38	541	47
Skycrest Elem	127	552	36	538	44
Skyview Elem	110	561	41	540	46
Southern Oak Elem	100	556	39	543	49
Starkey Elem	94	571	48	554	55
Sunset Hills Elem	77	568	45	558	57
Sutherland Elem	89	559	41	550	54
Tarpon Springs Elem	122	547	32	538	44
Tarpon Springs Fund. Elem	36	579	54	566	64
Walsingham Elem	95	544	31	531	40
Westgate Elem	109	542	31	538	44
Woodlawn Elem	92	559	41	537	44

2014 Grade 2 Stanford-10 Achievement Test
Scale Score and National Percentile by School - All Curriculum

	Total Number of Students	Total Reading Scale Score	Total Reading Percentile Rank	Total Math Scale Score	Total Math Percentile Rank
	<i>Count</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
District Totals	6963	597	39	583	47
Anona Elem	74	599	39	584	47
Azalea Elem	101	600	40	586	47
Bardmoor Elem	96	582	29	577	42
Bauder Elem	110	614	51	597	56
Bay Point Elem	108	606	45	597	57
Bay Vista Fund. Elem	106	611	48	595	55
Bear Creek Elem	59	604	44	590	53
Belcher Elem	106	595	38	579	45
Belleair Elem	121	579	25	569	37
Blanton Elem	101	589	33	571	39
Brooker Creek Elem	81	622	56	601	59
Calvin A Hunsinger	3	*	*	*	*
Campbell Park Elem	85	557	13	536	16
Cross Bayou Elem	67	600	41	574	42
Curlew Creek Elem	91	606	45	590	52
Curtis Fund. Elem	90	624	58	613	66
Cypress Woods Elem	94	618	54	602	60
Douglas Jamerson Elem	92	600	39	594	54
Dunedin Elem	109	588	32	578	43
Eisenhower Elem	116	593	36	576	42
Fairmount Park Elem	99	571	21	553	26
Forest Lakes Elem	104	604	44	597	57
Frontier Elem	118	593	35	576	42
Fuguitt Elem	99	593	36	582	44
Garrison Jones Elem	110	612	49	614	67
Gulfport Elem	93	579	27	563	35
High Point Elem	124	572	23	564	33
Highland Lakes Elem	83	605	44	586	50
James B. Sanderlin PK-8	65	615	51	602	58
Lake St George Elem	93	597	39	581	46
Lakeview Fund. Elem	54	621	55	601	58
Lakewood Elem	95	573	24	552	27
Lealman Avenue Elem	90	587	31	566	36
Leila Davis Elem	124	605	44	588	51
Lynch Elem	116	603	41	585	49
Madeira Beach Fund.	73	616	52	600	59
Maximo Elem	71	562	17	539	19
McMullen-Booth Elem	110	603	42	597	56
Melrose Elem	66	553	14	539	19
Mildred Helms Elem	99	594	35	573	39
Mount Vernon Elem	89	588	33	574	41
New Heights Elem	119	583	29	564	34
North Shore Elem	58	596	38	570	39
Northwest Elem	89	608	45	586	49
Oakhurst Elem	114	612	48	594	54
Oldsmar Elem	93	606	44	594	54
Orange Grove Elem	69	610	48	594	56
Ozona Elem	109	625	59	609	65
Pasadena Fund. Elem	70	620	54	612	68
Perkins Elem	90	610	47	593	54
Pinellas Central Elem	82	600	39	594	55
Pinellas Park Elem	77	582	29	575	41
Plumb Elem	128	605	44	587	50
Ponce de Leon Elem	92	578	27	562	34
R. L. Sanders	2	*	*	*	*
Rawlings Elem	110	589	32	577	43

2014 Grade 2 Stanford-10 Achievement Test
Scale Score and National Percentile by School - All Curriculum

	Total Number of Students	Total Reading Scale Score	Total Reading Percentile Rank	Total Math Scale Score	Total Math Percentile Rank
	<i>Count</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
District Totals	6963	597	39	583	47
Ridgecrest Elem	140	613	49	598	55
Safety Harbor Elem	91	600	40	583	47
San Jose Elem	53	606	44	591	51
Sandy Lane Elem	68	562	17	551	26
Sawgrass Lake Elem	124	595	39	588	51
Seminole Elem	110	601	42	592	52
Seventy-Fourth St Elem	87	587	32	564	33
Sexton Elem	107	589	32	582	47
Shore Acres Elem	123	596	38	589	51
Skycrest Elem	116	584	28	567	36
Skyview Elem	96	594	37	576	42
Southern Oak Elem	95	585	31	581	45
Starkey Elem	96	602	43	581	47
Sunset Hills Elem	84	607	46	595	55
Sutherland Elem	92	615	51	604	60
Tarpon Springs Elem	88	598	38	585	49
Tarpon Springs Fund. Elem	54	634	66	626	75
Walsingham Elem	84	588	31	568	36
Westgate Elem	98	593	35	576	42
Woodlawn Elem	70	577	27	560	32

2013 Grade 1 Stanford-10 Achievement Test
Scale Score and National Percentile by School - All Curriculum

	Total Number of Students	Total Reading Scale Score	Total Reading Percentile Rank	Total Math Scale Score	Total Math Percentile Rank
	Count	Mean	Mean	Mean	Mean
District Totals	7020	565	44	538	44
Anona Elementary School	61	562	42	537	44
Azalea Elementary School	117	570	47	541	47
Bardmoor Elementary	102	549	34	528	37
Bauder Elementary School	96	589	59	551	54
Bay Point Elementary	107	568	46	556	57
Bay Vista Fundamental El	108	584	56	551	53
Bear Creek Elementary	63	556	37	526	34
Belcher Elementary	110	561	42	533	40
Belleair Elementary	117	546	31	520	31
Blanton Elementary	104	555	38	530	39
Brooker Creek Elementary	72	589	59	557	59
Calvin A Hunsinger School	4	*	*	*	*
Campbell Park Elementary	107	539	28	508	23
Cross Bayou Elementary	83	560	41	530	38
Curlew Creek Elementary	88	577	51	546	49
Curtis Fundamental Elem	90	590	60	556	58
Cypress Woods Elementary	92	587	58	552	54
Douglas Jamerson Elem	89	574	49	548	50
Dunedin Elementary	122	559	39	538	45
Eisenhower Elementary	121	553	37	524	34
Fairmount Park Elem	104	527	22	510	24
Forest Lakes Elementary	116	570	47	552	54
Frontier Elementary	124	559	41	530	38
Fuguitt Elementary	104	558	39	529	37
Garrison Jones Elem	114	561	41	542	47
Gulfport Elementary	100	541	30	521	31
Hamilton Disston School	1	*	*	*	*
High Point Elementary	123	556	38	528	37
Highland Lakes Elem	80	577	52	557	57
Hospital Homebound	1	*	*	*	43
James B. Sanderlin Pk-8	68	593	60	551	54
Lake St George Elem	95	561	41	532	40
Lakeview Fundamental	54	592	62	562	60
Lakewood Elementary	93	530	26	502	20
Lealman Avenue Elem	92	558	39	527	37
Leila Davis Elementary	131	573	50	553	55
Lynch Elementary School	118	568	47	539	45
Madeira Beach Fund	71	577	52	555	56
Maximo Elementary School	91	527	22	509	23
McMullen-Booth Elem	104	575	49	544	48
Melrose Elementary	77	526	21	507	22
Mildred Helms Elementary	104	558	39	528	36
Mount Vernon Elementary	77	565	43	531	39
New Heights Elementary	113	558	40	526	36
North Shore Elementary	61	568	45	544	48
Northwest Elementary	100	579	52	557	56

2013 Grade 1 Stanford-10 Achievement Test
Scale Score and National Percentile by School - All Curriculum

	Total Number of Students	Total Reading Scale Score	Total Reading Percentile Rank	Total Math Scale Score	Total Math Percentile Rank
	Count	Mean	Mean	Mean	Mean
District Totals	7020	565	44	538	44
Oakhurst Elementary	118	577	51	551	54
Oldsmar Elementary	90	575	50	540	46
Orange Grove Elementary	72	582	56	555	57
Ozona Elementary School	107	594	62	559	60
Pasadena Fundamental	72	591	60	562	63
Perkins Elementary	90	578	52	550	53
Pinellas Central Elem	95	561	41	535	42
Pinellas Park Elementary	90	556	39	537	43
Plumb Elementary School	134	569	46	538	45
Ponce De Leon Elementary	93	553	36	523	33
Rawlings Elementary	125	554	37	528	38
Ridgecrest Elementary	152	582	55	561	57
Safety Harbor Elementary	100	566	45	537	44
San Jose Elementary	64	576	52	552	55
Sandy Lane Elementary	68	537	28	518	31
Sawgrass Lake Elementary	110	565	45	542	48
Seminole Elementary	108	573	49	557	56
Seventy-Fourth St Elem	102	541	31	517	31
Sexton Elementary School	107	564	44	540	45
Shore Acres Elementary	121	557	40	535	41
Skycrest Elementary	124	547	32	519	30
Skyview Elementary	103	571	48	538	44
Southern Oak Elementary	89	565	43	535	41
Starkey Elementary	88	584	55	551	54
Sunset Hills Elementary	84	580	53	557	59
Sutherland Elementary	89	580	53	563	60
Tarpon Springs Elem	102	562	42	533	41
Tarpon Springs Fund	54	594	64	567	64
Walsingham Elementary	92	573	49	535	42
Westgate Elementary	106	564	44	540	45
Woodlawn Elementary	71	551	36	525	35

2013 Grade 2 Stanford-10 Achievement Test
Scale Score and National Percentile by School - All Curriculum

	Total number of Students	Total Reading Scale Score	Total Reading Percentile Rank	Total Math Scale Score	Total Math Percentile Rank
	<i>Count</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
District Totals	6881	602	42	577	43
Anona Elementary School	71	614	52	589	52
Azalea Elementary School	89	607	46	586	49
Bardmoor Elementary	88	588	33	555	30
Bauder Elementary School	133	615	51	591	53
Bay Point Elementary	107	613	49	589	52
Bay Vista Fundamental El	106	622	55	597	56
Bear Creek Elementary	59	584	30	550	25
Belcher Elementary	95	599	40	571	40
Belleair Elementary	115	579	27	552	26
Blanton Elementary	67	592	36	570	39
Brooker Creek Elementary	82	624	58	604	62
Calvin A Hunsinger School	4	*	*	*	*
Campbell Park Elementary	95	564	18	537	17
Cross Bayou Elementary	85	592	35	570	38
Curlew Creek Elementary	104	609	46	588	50
Curtis Fundamental Elem	89	640	69	612	67
Cypress Woods Elementary	124	619	54	591	53
Douglas Jamerson Elem	86	604	43	592	52
Dunedin Elementary	109	587	32	560	32
Eisenhower Elementary	110	598	39	566	36
Fairmount Park Elem	92	570	20	537	16
Forest Lakes Elementary	90	614	50	592	54
Frontier Elementary	103	596	38	568	38
Fuguitt Elementary	94	606	45	571	39
Garrison Jones Elem	96	609	46	582	47
Gulfport Elementary	91	570	22	543	22
Hamilton Disston School	2	*	*	*	*
High Point Elementary	108	591	34	554	28
Highland Lakes Elem	85	620	54	591	52
James B. Sanderlin Pk-8	62	608	45	584	49
Lake St George Elem	89	611	47	586	49
Lakeview Fundamental	53	634	64	605	61
Lakewood Elementary	93	576	26	544	23
Lealman Avenue Elem	73	583	29	556	29
Leila Davis Elementary	119	614	50	591	52
Lynch Elementary School	106	601	41	574	41
Madeira Beach Fund	71	626	58	610	65
Maximo Elementary School	107	570	21	544	23
McMullen-Booth Elem	131	604	45	588	51
Melrose Elementary	86	563	18	540	19
Mildred Helms Elementary	94	593	35	570	38
Mount Vernon Elementary	63	597	36	558	31
New Heights Elementary	133	599	39	572	40
North Shore Elementary	64	606	44	564	35
Northwest Elementary	91	611	49	590	51

2013 Grade 2 Stanford-10 Achievement Test
Scale Score and National Percentile by School - All Curriculum

	Total number of Students	Total Reading Scale Score	Total Reading Percentile Rank	Total Math Scale Score	Total Math Percentile Rank
	<i>Count</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
District Totals	6881	602	42	577	43
Oakhurst Elementary	124	615	51	590	52
Oldsmar Elementary	93	601	42	584	47
Orange Grove Elementary	66	610	47	589	51
Ozona Elementary School	112	618	54	589	52
Pasadena Fundamental	72	629	61	615	69
Perkins Elementary	90	627	59	589	52
Pinellas Central Elem	93	610	47	586	49
Pinellas Park Elementary	80	589	34	576	42
Plumb Elementary School	125	608	47	582	47
Ponce De Leon Elementary	95	587	32	558	32
Rawlings Elementary	104	590	33	567	36
Ridgecrest Elementary	130	622	58	605	60
Safety Harbor Elementary	103	604	43	588	51
San Jose Elementary	92	596	38	567	37
Sandy Lane Elementary	85	574	23	561	32
Sawgrass Lake Elementary	120	596	39	572	41
Seminole Elementary	108	614	51	584	49
Seventy-Fourth St Elem	71	580	28	545	24
Sexton Elementary School	109	611	49	589	53
Shore Acres Elementary	103	609	47	590	52
Skycrest Elementary	132	587	31	557	29
Skyview Elementary	104	597	38	573	40
Southern Oak Elementary	111	601	43	575	43
Starkey Elementary	109	614	50	588	51
Sunset Hills Elementary	93	603	45	572	42
Sutherland Elementary	80	618	53	593	53
Tarpon Springs Elem	104	592	35	565	35
Tarpon Springs Fund	38	625	57	619	70
Walsingham Elementary	73	606	46	580	46
Westgate Elementary	104	600	40	583	46
Woodlawn Elementary	68	582	28	554	28

	Number of Students	Mean Developmental Scale Score (140-302)	Percentage Passing (Level 3 or Above)	Percentage in Each Achievement Level						Mean Points Earned by Content Area				
				Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	
Grade 3										Points Possible	8	17	12	8
District	7,696	200	NA	19	26	22	23	10	55		6	11	8	5
State	209,852	200	NA	19	24	23	23	10	57		6	11	8	6
Grade 4										Points Possible	9	14	11	11
District	7,491	212	NA	15	25	25	23	12	59		6	10	7	8
State	196,786	213	NA	14	25	26	24	11	61		6	10	8	8
Grade 5										Points Possible	10	16	11	8
District	7,222	220	NA	15	25	28	22	10	60		7	10	8	5
State	195,750	221	NA	15	24	27	23	11	61		7	10	8	5
Grade 6										Points Possible	9	17	11	8
District	7,197	226	NA	18	23	27	20	11	59		7	11	8	5
State	195,645	227	NA	16	23	28	20	11	60		7	11	8	5
Grade 7										Points Possible	10	16	11	8
District	7,213	229	NA	23	22	26	18	11	55		7	11	7	5
State	200,981	231	NA	21	23	27	19	11	57		7	12	7	5
Grade 8										Points Possible	11	12	10	12
District	7,394	236	NA	20	25	25	18	11	55		7	7	7	8
State	199,937	238	NA	18	25	25	19	12	57		7	8	7	8
Grade 9										Points Possible	9	13	13	10
District	7,503	240	NA	20	28	23	19	10	52		7	9	8	6
State	200,714	240	NA	18	29	24	19	10	53		7	9	9	6
Grade 10										Points Possible	7	13	12	13
District	7,451	245	53	19	27	21	21	11	53		5	7	8	8
State	189,031	246	55	17	28	22	22	11	55		5	8	8	8

Reading Achievement Levels by Developmental Scale Score Ranges

	Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3	140-181	182-197	198-209	210-226	227-260	Grade 7	171-212	213-227	228-242	243-257	258-289
Grade 4	154-191	192-207	208-220	221-237	238-269	Grade 8	175-217	218-234	235-248	249-263	264-296
Grade 5	161-199	200-215	216-229	230-245	246-277	Grade 9	178-221	222-239	240-252	253-267	268-302
Grade 6	167-206	207-221	222-236	237-251	252-283	Grade 10	188-227	228-244	245-255	256-270	271-302

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- Percentages may not add to 100 due to rounding.

- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
- Points earned by content area should not be compared across administrations.
- NA – Not Applicable

	Number of Students	Mean Developmental Scale Score (140-260)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (140-182)	Level 2 (183-197)	Level 3 (198-213)	Level 4 (214-228)	Level 5 (229-260)	Levels 3-5	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement	
Grade 3									Points Possible	21	10	13
District	7,657	197	24	27	29	14	7	49	15	5	9	
State	209,724	201	18	24	31	17	9	58	16	6	9	

	Number of Students	Mean Developmental Scale Score (155-271)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (155-196)	Level 2 (197-209)	Level 3 (210-223)	Level 4 (224-239)	Level 5 (240-271)	Levels 3-5	Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	
Grade 4									Points Possible	18	10	12
District	7,476	214	19	22	26	21	12	59	13	7	7	
State	196,845	216	16	20	28	22	13	63	13	7	8	

	Number of Students	Mean Developmental Scale Score (163-279)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (163-204)	Level 2 (205-219)	Level 3 (220-233)	Level 4 (234-246)	Level 5 (247-279)	Levels 3-5	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	
Grade 5									Points Possible	22	10	14
District	7,201	218	24	24	26	17	8	51	13	5	8	
State	195,622	221	20	23	27	19	11	56	13	5	8	

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- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
- Points earned by content area should not be compared across administrations.

			Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (170-212)	Level 2 (213-226)	Level 3 (227-239)	Level 4 (240-252)	Level 5 (253-284)	Levels 3-5	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	
Grade 6									Points Possible	18	17	9
District	7,164	224	27	24	23	17	8	48	9	9	4	
State	194,759	226	23	23	24	19	11	53	10	10	4	

			Percentage in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1 (179-219)	Level 2 (220-233)	Level 3 (234-247)	Level 4 (248-260)	Level 5 (261-292)	Levels 3-5	Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	
Grade 7									Points Possible	11	12	13	8
District	7,262	235	22	24	26	18	10	54	6	7	6	5	
State	193,140	235	21	23	28	19	9	56	6	7	6	5	

			Percentage in Each Achievement Level							Mean Points Earned by Content Area			
			Level 1 (187-228)	Level 2 (229-240)	Level 3 (241-255)	Level 4 (256-267)	Level 5 (268-298)	Levels 3-5	Number: Operations, Problems, and Statistics	Expressions, Equations, and Functions	Geometry and Measurement		
Grade 8										Points Possible	12	19	17
District	7,463	239	27	25	28	12	7	47	6	11	8		
State	167,173	239	28	25	29	12	6	47	7	10	8		

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Number of Students	Writing Mode	Mean Score	Unscorable	Percentage and Number of Students Earning Each Score Point												Percentage and Number Earning Score Points
				1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	≥ 3.5	
		Points Possible 6.0														
Grade 4 District																
7,446	Expository	3.3	< 0.5%	2%	2%	8%	10%	26%	18%	24%	6%	2%	< 0.5%	< 0.5%	51%	
			22	172	168	613	744	1,944	1,359	1,800	414	168	31	11	3,783	
Grade 4 State																
195,308	Expository	3.3	< 0.5%	2%	2%	7%	10%	25%	19%	25%	6%	2%	< 0.5%	< 0.5%	53%	
			930	4,445	4,165	14,392	18,747	48,693	36,931	49,032	11,923	4,819	954	277	103,936	
Grade 8 District																
7,394	Expository	3.4	< 0.5%	1%	2%	6%	10%	24%	19%	22%	8%	4%	2%	1%	55%	
			33	108	156	477	712	1,807	1,389	1,601	606	279	147	79	4,101	
Grade 8 State																
199,204	Expository	3.4	< 0.5%	2%	1%	6%	8%	27%	19%	23%	7%	4%	1%	1%	56%	
			904	3,311	2,819	12,391	16,144	52,981	37,163	46,771	14,694	7,550	2,862	1,614	110,654	
Grade 10 District																
7,379	Expository	3.5	< 0.5%	2%	1%	5%	8%	23%	21%	27%	8%	3%	1%	1%	61%	
			20	114	95	398	605	1,681	1,529	1,969	583	235	103	47	4,466	
Grade 10 State																
190,535	Expository	3.5	< 0.5%	1%	1%	4%	7%	22%	23%	30%	7%	3%	1%	< 0.5%	64%	
			787	2,697	2,415	7,940	13,709	41,744	43,153	56,211	13,917	5,092	2,082	788	121,243	

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			Percentage in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3-5	Nature of Science	Earth and Space Science	Physical Science	Life Science	
Grade 5									Points Possible	10	16	16	14
District	7,196	202	20	25	28	14	13	55	7	11	11	10	
State	195,645	201	21	25	28	13	13	54	7	11	11	10	
Grade 8									Points Possible	11	15	15	15
District	7,445	200	22	31	24	13	10	47	7	9	10	9	
State	197,210	201	21	30	23	14	12	49	7	9	10	9	

Science Achievement Levels by Scale Score Ranges

	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 5	140-184	185-199	200-214	215-224	225-260
Grade 8	140-184	185-202	203-214	215-224	225-260

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- Points earned by content area should not be compared across administrations.

	Number of Students	Mean Scale Score (325-475)	Percentage Passing (Level 3 or Above)	Percentage in Each Achievement Level				
				Level 1 (325-374)	Level 2 (375-398)	Level 3 (399-424)	Level 4 (425-436)	Level 5 (437-475)
District								
District Totals for First-Time Testers								
Grade 7	933	433	95	1	5	28	24	42
Grade 8	2,465	416	84	2	14	52	19	13
Grade 9	4,166	391	42	23	35	35	6	2
Grade 10	256	377	22	43	36	17	3	2
Grade 11	86	394	45	23	31	27	7	12
Grade 12	32	406	69	9	22	44	16	9
All Grades	7,938	403	61	14	25	39	12	10
District Total for Retakers								
All Grades	1,976	374	13	44	43	12	1	0
District Total								
All Grades	9,914	397	51	20	28	34	10	8
State								
State Totals for First-Time Testers								
Grade 6	171	447	93	3	4	10	12	71
Grade 7	18,785	433	94	1	5	28	22	44
Grade 8	63,035	423	89	2	10	41	23	26
Grade 9	113,348	397	52	17	31	40	9	4
Grade 10	8,619	386	33	29	37	27	4	3
Grade 11	2,728	397	50	24	26	26	9	14
Grade 12	901	396	49	23	29	28	10	10
Grade AD	55	386	31	31	38	24	4	4
All Grades	207,642	408	66	11	22	38	14	14
State Total for Retakers								
All Grades	54,260	379	19	35	46	17	1	1
State Total								
All Grades	261,902	402	57	16	27	34	11	11

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• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325-475)	Percentage Level 3 or Above	Percentage in Each Achievement Level				
				Level 1 (325-368)	Level 2 (369-394)	Level 3 (395-420)	Level 4 (421-430)	Level 5 (431-475)
District								
District Totals for First-Time Testers								
Grade 8	1	—	—	—	—	—	—	—
Grade 9	3,737	418	87	2	11	40	19	28
Grade 10	3,158	390	46	19	35	34	7	5
Grade 11	244	399	60	15	25	36	12	11
Grade 12	28	390	43	14	43	32	7	4
All Grades	7,168	405	68	10	22	37	13	17
District Total for Retakers								
All Grades	157	387	45	23	32	38	4	3
District Total								
All Grades	7,325	405	67	10	22	37	13	17
State								
State Totals for First-Time Testers								
Grade 7	5	—	—	—	—	—	—	—
Grade 8	3,858	426	94	1	5	34	20	40
Grade 9	86,093	414	80	5	15	38	17	26
Grade 10	89,360	396	56	14	31	38	9	8
Grade 11	6,741	391	48	19	34	34	8	6
Grade 12	1,758	392	48	20	32	30	9	9
Grade 13	1	—	—	—	—	—	—	—
Grade AD	71	379	31	34	35	30	0	1
All Grades	187,887	405	68	9	23	38	13	17
State Total for Retakers								
All Grades	6,363	381	30	29	41	25	3	2
State Total								
All Grades	194,250	404	66	10	24	37	13	16

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• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (20-80)	Percentage in Each Third*		
			1	2	3
District					
Grade 6	5	—	—	—	—
Grade 7	7,165	50	34	30	36
Grade 8	12	49	33	33	33
All Grades	7,182	50	34	30	36
State					
Grade 6	529	40	67	22	11
Grade 7	198,699	50	33	32	35
Grade 8	1,183	46	47	25	29
Grade 9	18	42	61	28	11
All Grades	200,429	50	33	32	35

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• Percentages may not add to 100 due to rounding.

* **Thirds** - This section of the report indicates the percentage of students who scored within each third when compared to performance statewide, with 1 being the lowest and 3 being the highest. Thirds are determined by the total scale score distribution by dividing the distribution into three equal groups.

				Percentage in Each Achievement Level				
				Level 1 (325-369)	Level 2 (370-395)	Level 3 (396-417)	Level 4 (418-433)	Level 5 (434-475)
District	Number of Students	Mean Scale Score (325-475)	Percentage Level 3 or Above					
District Totals for First-Time Testers								
Grade 8	885	433	99	0	1	17	33	49
Grade 9	1,639	419	89	2	10	31	37	21
Grade 10	2,796	389	45	21	34	30	11	4
Grade 11	829	375	24	36	39	19	5	1
Grade 12	198	377	27	34	39	21	5	1
All Grades	6,347	401	60	15	24	27	20	14
District Total for Retakers								
All Grades	278	386	42	22	36	33	8	1
District Total								
All Grades	6,625	400	60	16	25	27	19	14
State								
State Totals for First-Time Testers								
Grade 6	2	—	—	—	—	—	—	—
Grade 7	124	—	—	—	—	—	—	—
Grade 8	12,720	435	97	0	3	14	29	54
Grade 9	50,002	419	87	3	10	30	33	24
Grade 10	95,554	395	54	15	31	34	15	5
Grade 11	15,131	380	30	29	41	23	6	1
Grade 12	3,153	378	28	32	40	21	6	1
Grade AD	92	369	14	47	39	13	0	1
All Grades	176,778	403	64	12	24	30	20	14
State Total for Retakers								
All Grades	6,322	380	30	29	40	24	5	1
State Total								
All Grades	183,100	402	63	13	25	30	20	13

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	Number of Students	Mean Scale Score (325-475)	Percentage Level 3 or Above	Percentage in Each Achievement Level				
				Level 1 (325-377)	Level 2 (378-396)	Level 3 (397-416)	Level 4 (417-431)	Level 5 (432-475)
District								
District Totals for First-Time Testers								
Grade 9	215	441	96	4	0	6	19	72
Grade 10	302	425	83	9	8	12	22	50
Grade 11	5,736	404	64	17	20	28	20	15
Grade 12	132	401	61	21	17	26	21	14
Grade AD	1	—	—	—	—	—	—	—
All Grades	6,386	406	66	16	18	27	20	19
District Total for Retakers								
All Grades	108	397	50	26	24	25	15	10
District Total								
All Grades	6,494	406	65	16	18	26	20	19
State								
State Totals for First-Time Testers								
Grade 8	16	405	63	25	13	19	19	25
Grade 9	1,432	401	56	27	16	19	16	22
Grade 10	14,015	403	62	18	20	27	19	16
Grade 11	136,039	406	66	15	19	28	20	18
Grade 12	5,291	403	62	20	18	25	20	18
Grade AD	171	391	44	26	29	29	9	6
All Grades	156,964	406	65	16	19	27	20	18
State Total for Retakers								
All Grades	2,688	386	36	38	26	21	9	6
State Total								
All Grades	159,652	405	65	16	19	27	20	18

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• Percentages may not add to 100 due to rounding.

				Percentage in Each Achievement Level						Mean Points Earned by Content Area				
				Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3 - 5	Vocabulary	Reading Application	Literary Analysis: Fiction and Nonfiction	Informational Text and Research Process	
Grade 3										Points Possible	8	16	13	8
District	7,822	201	NA	17	26	23	22	11	56		6	11	9	5
State	205,984	201	NA	18	25	23	23	11	57		6	11	9	5
Grade 4										Points Possible	9	16	12	8
District	7,242	212	NA	14	26	27	23	10	60		6	11	8	5
State	193,751	212	NA	15	25	26	23	11	60		6	11	8	5
Grade 5										Points Possible	10	15	11	9
District	7,451	220	NA	16	25	28	21	11	59		7	9	8	6
State	195,188	220	NA	15	25	28	22	10	60		7	9	8	6
Grade 6										Points Possible	8	12	15	10
District	7,268	225	NA	20	22	27	20	11	58		6	7	10	7
State	199,458	225	NA	19	23	28	20	10	59		6	7	10	7
Grade 7										Points Possible	9	16	12	8
District	7,327	230	NA	21	24	27	17	10	55		6	11	9	5
State	199,316	231	NA	20	23	27	19	11	57		6	11	9	6
Grade 8										Points Possible	7	16	11	11
District	7,358	237	NA	18	27	26	18	11	54		5	10	8	8
State	198,201	237	NA	17	27	26	19	11	56		5	10	8	8
Grade 9										Points Possible	7	13	13	12
District	7,628	240	NA	20	27	23	20	9	52		4	9	8	7
State	197,121	240	NA	19	28	25	20	9	53		4	9	8	8
Grade 10										Points Possible	7	14	11	13
District	7,468	245	52	20	28	21	21	10	52		5	8	6	8
State	189,047	246	54	18	28	22	21	11	54		5	8	6	8

Reading Achievement Levels by Developmental Scale Score Ranges

	Level 1	Level 2	Level 3	Level 4	Level 5		Level 1	Level 2	Level 3	Level 4	Level 5
Grade 3	140 - 181	182 - 197	198 - 209	210 - 226	227 - 260	Grade 7	171 - 212	213 - 227	228 - 242	243 - 257	258 - 289
Grade 4	154 - 191	192 - 207	208 - 220	221 - 237	238 - 269	Grade 8	175 - 217	218 - 234	235 - 248	249 - 263	264 - 296
Grade 5	161 - 199	200 - 215	216 - 229	230 - 245	246 - 277	Grade 9	178 - 221	222 - 239	240 - 252	253 - 267	268 - 302
Grade 6	167 - 206	207 - 221	222 - 236	237 - 251	252 - 283	Grade 10	188 - 227	228 - 244	245 - 255	256 - 270	271 - 302

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- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
- Content area results are not intended for comparison across administrations.
- NA – Not Applicable

			Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (140 - 182)	Level 2 (183 - 197)	Level 3 (198 - 213)	Level 4 (214 - 228)	Level 5 (229 - 260)	Levels 3 - 5	Number: Operations, Problems, and Statistics	Number: Fractions	Geometry and Measurement	
Grade 3									Points Possible	21	10	13
District	7,813	197	24	28	29	12	7	48		14	6	9
State	205,717	201	18	24	31	17	10	58		15	6	10

			Percentage in Each Achievement Level							Mean Points Earned by Content Area			
			Level 1 (155 - 196)	Level 2 (197 - 209)	Level 3 (210 - 223)	Level 4 (224 - 239)	Level 5 (240 - 271)	Levels 3 - 5		Number: Operations and Problems	Number: Base Ten and Fractions	Geometry and Measurement	
Grade 4										Points Possible	18	10	12
District	7,236	212	20	25	28	17	8	54		13	6	8	
State	193,956	215	17	21	28	21	12	61		14	6	9	

	Number of Students	Mean Developmental Scale Score (163 - 279)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (163 - 204)	Level 2 (205 - 219)	Level 3 (220 - 233)	Level 4 (234 - 246)	Level 5 (247 - 279)	Levels 3 - 5	Number: Base Ten and Fractions	Expressions, Equations, and Statistics	Geometry and Measurement	
Grade 5									Points Possible	22	10	14
District	7,443	218	24	25	26	16	8	50		12	6	7
State	195,012	221	20	25	27	18	10	55		13	6	7

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- Achievement Levels 3-5 are grouped together for comparison, since the percentage of students scoring at or above satisfactory is necessary for accountability reporting.
- Content area results are not intended for comparison across administrations.

			Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (170 - 212)	Level 2 (213 - 226)	Level 3 (227 - 239)	Level 4 (240 - 252)	Level 5 (253 - 284)	Levels 3 - 5	Fractions, Ratios, Proportional Relationships, and Statistics	Expressions and Equations	Geometry and Measurement	
Grade 6									Points Possible	18	17	9
District	7,380	226	24	26	24	18	9	50	9	10	4	
State	199,520	226	23	24	25	18	10	52	9	10	4	

	Number of Students	Mean Developmental Scale Score (179 - 292)	Percentage in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1 (179 - 219)	Level 2 (220 - 233)	Level 3 (234 - 247)	Level 4 (248 - 260)	Level 5 (261 - 292)	Levels 3 - 5	Number: Base Ten	Ratios and Proportional Relationships	Geometry and Measurement	Statistics and Probability	
Grade 7									Points Possible	11	12	13	8
District	7,266	234	22	25	27	18	8	53	6	7	7	4	
State	194,065	235	21	24	27	18	9	55	6	7	7	4	

	Number of Students	Mean Developmental Scale Score (187 - 298)	Percentage in Each Achievement Level						Mean Points Earned by Content Area			
			Level 1 (187 - 228)	Level 2 (229 - 240)	Level 3 (241 - 255)	Level 4 (256 - 267)	Level 5 (268 - 298)	Levels 3 - 5	Number: Operations, Problems, and Statistics	Expressions, Equations, and Functions	Geometry and Measurement	
Grade 8									Points Possible	12	19	17
District	6,973	239	27	24	29	13	6	48	6	12	7	
State	174,349	240	25	24	31	14	6	51	6	12	7	

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			Percentage in Each Achievement Level						Mean Points Earned by Content Area				
			Level 1	Level 2	Level 3	Level 4	Level 5	Levels 3 - 5	Nature of Science	Earth and Space Science	Physical Science	Life Science	
Grade 5									Points Possible	10	16	16	14
District	7,444	199	24	27	26	11	12	49	6	12	10	10	
State	195,131	201	21	26	27	12	14	53	6	12	10	10	
Grade 8									Points Possible	11	15	15	15
District	7,308	200	23	30	23	14	10	48	7	10	9	9	
State	195,685	200	22	31	23	13	11	47	7	10	9	9	

Science Achievement Levels by Scale Score Ranges

	Level 1	Level 2	Level 3	Level 4	Level 5
Grade 5	140 - 184	185 - 199	200 - 214	215 - 224	225 - 260
Grade 8	140 - 184	185 - 202	203 - 214	215 - 224	225 - 260

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- Content area results are not intended for comparison across administrations.

Number of Students	Writing Mode	Mean Score	Percentage and Number of Students Earning Each Score Point													Percentage and Number Earning Score Points		
			Unscorable	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	≥ 3.0	≥ 3.5	≥ 4.0	
		Points Possible 6.0																
Grade 4 District																		
7,186	Narrative	3.5	1%	1%	1%	5%	7%	26%	21%	26%	7%	4%	1%	< 0.5%	85%	60%	39%	
			49	85	87	357	476	1,836	1,483	1,891	533	272	84	33	6,132	4,296	2,813	
Grade 4 State																		
192,206	Narrative	3.4	1%	2%	1%	6%	7%	26%	20%	24%	8%	4%	1%	< 0.5%	83%	57%	37%	
			1,532	3,125	2,744	11,161	14,235	49,630	37,906	46,911	14,891	7,092	2,091	888	159,409	109,779	71,873	
Grade 8 District																		
7,293	Persuasive	3.3	< 0.5%	2%	2%	8%	10%	25%	19%	25%	6%	3%	1%	< 0.5%	79%	54%	35%	
			19	113	128	547	701	1,841	1,392	1,808	460	188	69	27	5,785	3,944	2,552	
Grade 8 State																		
196,719	Persuasive	3.3	< 0.5%	2%	2%	8%	9%	26%	19%	23%	7%	3%	1%	< 0.5%	79%	54%	35%	
			767	3,716	3,157	15,005	18,224	50,275	37,512	46,114	13,219	5,935	1,972	823	155,850	105,575	68,063	
Grade 10 District																		
7,460	Expository	3.6	< 0.5%	1%	1%	4%	7%	21%	23%	30%	9%	3%	1%	< 0.5%	88%	67%	44%	
			15	60	67	268	505	1,539	1,701	2,229	681	254	106	35	6,545	5,006	3,305	
Grade 10 State																		
191,028	Expository	3.5	< 0.5%	1%	1%	4%	8%	23%	22%	28%	8%	3%	1%	< 0.5%	85%	62%	40%	
			544	2,165	2,192	8,581	15,063	43,289	41,857	53,243	15,285	5,933	2,074	802	162,483	119,194	77,337	

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• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325 - 475)	Percentage Passing (Level 3 or above)	Percentage in Each Achievement Level				
				Level 1 (325 - 374)	Level 2 (375 - 398)	Level 3 (399 - 424)	Level 4 (425 - 436)	Level 5 (437 - 475)
District								
District Totals for First-Time Testers								
Grade 7	898	432	96	0	4	33	23	40
Grade 8	1,767	421	91	1	8	49	24	18
Grade 9	3,770	385	34	31	35	28	4	1
Grade 10	363	376	25	48	27	16	4	5
Grade 11	98	390	47	33	20	24	8	14
Grade 12	14	394	43	21	36	29	7	7
All Grades	6,910	400	56	20	24	33	12	11
District Total for Retakers								
All Grades	1,719	380	23	33	45	22	1	0
District Total								
All Grades	8,629	396	50	23	28	31	10	9
State								
State Totals for First-Time Testers								
Grade 6	98	455	98	1	1	7	12	79
Grade 7	15,715	435	96	0	4	26	22	47
Grade 8	58,026	424	90	1	9	41	22	27
Grade 9	118,693	396	52	18	30	39	9	4
Grade 10	11,444	382	29	34	37	24	3	2
Grade 11	2,353	386	37	34	29	24	6	7
Grade 12	760	385	37	32	31	27	6	4
Grade AD	58	381	28	41	31	26	2	0
All Grades	207,147	406	64	13	22	37	13	14
State Total for Retakers								
All Grades	35,868	380	22	33	45	20	1	1
State Total								
All Grades	243,015	402	58	16	26	35	11	12

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	Number of Students	Mean Scale Score (325 - 475)	Percentage Passing (Level 3 or above)	Percentage in Each Achievement Level				
				Level 1 (325 - 368)	Level 2 (369 - 394)	Level 3 (395 - 420)	Level 4 (421 - 430)	Level 5 (431 - 475)
District								
District Totals for First-Time Testers								
Grade 8	1	—	—	—	—	—	—	—
Grade 9	3,620	420	89	2	9	38	20	31
Grade 10	2,811	389	43	19	37	33	6	4
Grade 11	260	397	59	16	25	37	13	10
Grade 12	26	386	27	27	46	12	8	8
All Grades	6,718	406	69	10	22	36	14	19
District Total for Retakers								
All Grades	73	382	38	33	29	32	4	3
District Total								
All Grades	6,791	406	68	10	22	36	14	19
State								
State Totals for First-Time Testers								
Grade 6	1	—	—	—	—	—	—	—
Grade 7	7	—	—	—	—	—	—	—
Grade 8	2,371	427	93	1	6	28	20	44
Grade 9	82,924	413	80	5	15	39	17	24
Grade 10	90,001	396	55	14	31	39	9	8
Grade 11	4,383	389	44	21	35	32	7	6
Grade 12	1,742	385	38	26	36	28	5	5
Grade AD	69	377	22	33	45	17	3	1
All Grades	181,498	404	67	10	23	38	13	16
State Total for Retakers								
All Grades	3,179	382	32	28	39	26	4	2
State Total								
All Grades	184,677	404	66	10	24	38	12	15

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• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (325 - 475)	Percentage Passing (Level 3 or above)	Percentage in Each Achievement Level				
				Level 1 (325 - 369)	Level 2 (370 - 395)	Level 3 (396 - 417)	Level 4 (418 - 433)	Level 5 (434 - 475)
District								
District Totals for First-Time Testers								
Grade 7	1	—	—	—	—	—	—	—
Grade 8	769	433	98	0	2	15	33	50
Grade 9	2,196	415	86	2	12	39	31	16
Grade 10	2,440	392	47	17	37	30	12	5
Grade 11	406	380	28	30	42	19	7	2
Grade 12	105	382	38	29	33	32	4	2
All Grades	5,917	405	67	10	23	31	21	15
District Total for Retakers								
All Grades	107	384	35	26	39	22	10	2
District Total								
All Grades	6,024	405	66	10	23	31	21	15
State								
State Totals for First-Time Testers								
Grade 6	6	—	—	—	—	—	—	—
Grade 7	76	—	—	—	—	—	—	—
Grade 8	11,909	436	97	0	2	13	27	57
Grade 9	46,984	419	88	2	10	29	33	25
Grade 10	96,036	395	53	14	33	34	14	5
Grade 11	14,316	382	31	26	43	23	6	2
Grade 12	2,308	380	30	31	40	23	5	1
Grade 13	0							
Grade AD	42	370	7	38	55	5	2	0
All Grades	171,677	403	64	11	26	30	19	14
State Total for Retakers								
All Grades	3,212	381	31	28	41	24	6	1
State Total								
All Grades	174,889	403	63	11	26	30	19	13

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• Percentages may not add to 100 due to rounding.

	Number of Students	Mean Scale Score (20 - 80)	Percentage in Each Third*		
			1	2	3
District					
Grade 9	209	64	5	4	91
Grade 10	263	59	14	16	70
Grade 11	4,676	50	32	31	38
Grade 12	143	46	50	22	29
All Grades	5,291	51	30	29	41
State					
Grade 7	2	—	—	—	—
Grade 8	30	40	77	17	7
Grade 9	1,217	49	37	23	39
Grade 10	13,529	50	31	30	38
Grade 11	112,736	50	33	32	35
Grade 12	5,594	47	42	27	30
Grade AD	131	44	50	32	18
All Grades	133,239	49	33	32	35

- To provide meaningful results and to protect the privacy of individual students, data are printed only when the total number of students in a group is at least ten and when the performance of individuals is not disclosed. A dash (—) appears when data are suppressed.
- Percentages may not add to 100 due to rounding.

* **Thirds** are determined by the total scale score distribution for a specific grade/subject by dividing the distribution into three equal groups. This section of the report indicates the percentage of students who scored within each third, with 1 being the lowest and 3 being the highest.

**Readistep Pinellas District Summary
Fall 2013**

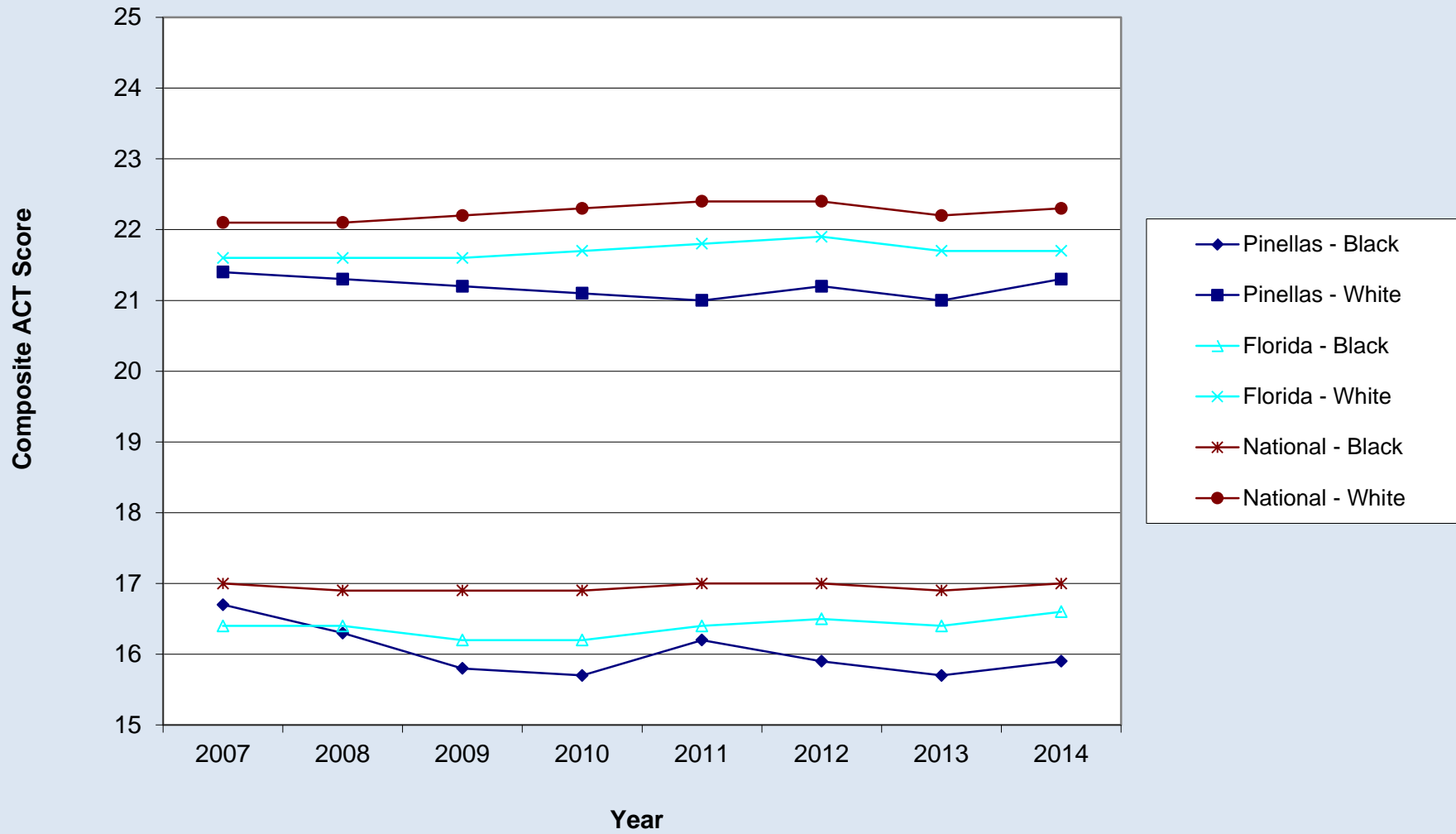
Mean Scores (1-7 scale)	Critical Reading	Writing Skills	Mathematics
7th Grade	3.43	3.23	3.25
8th Grade	3.72	3.47	3.54

**PSAT Pinellas District Summary
2012-2013**

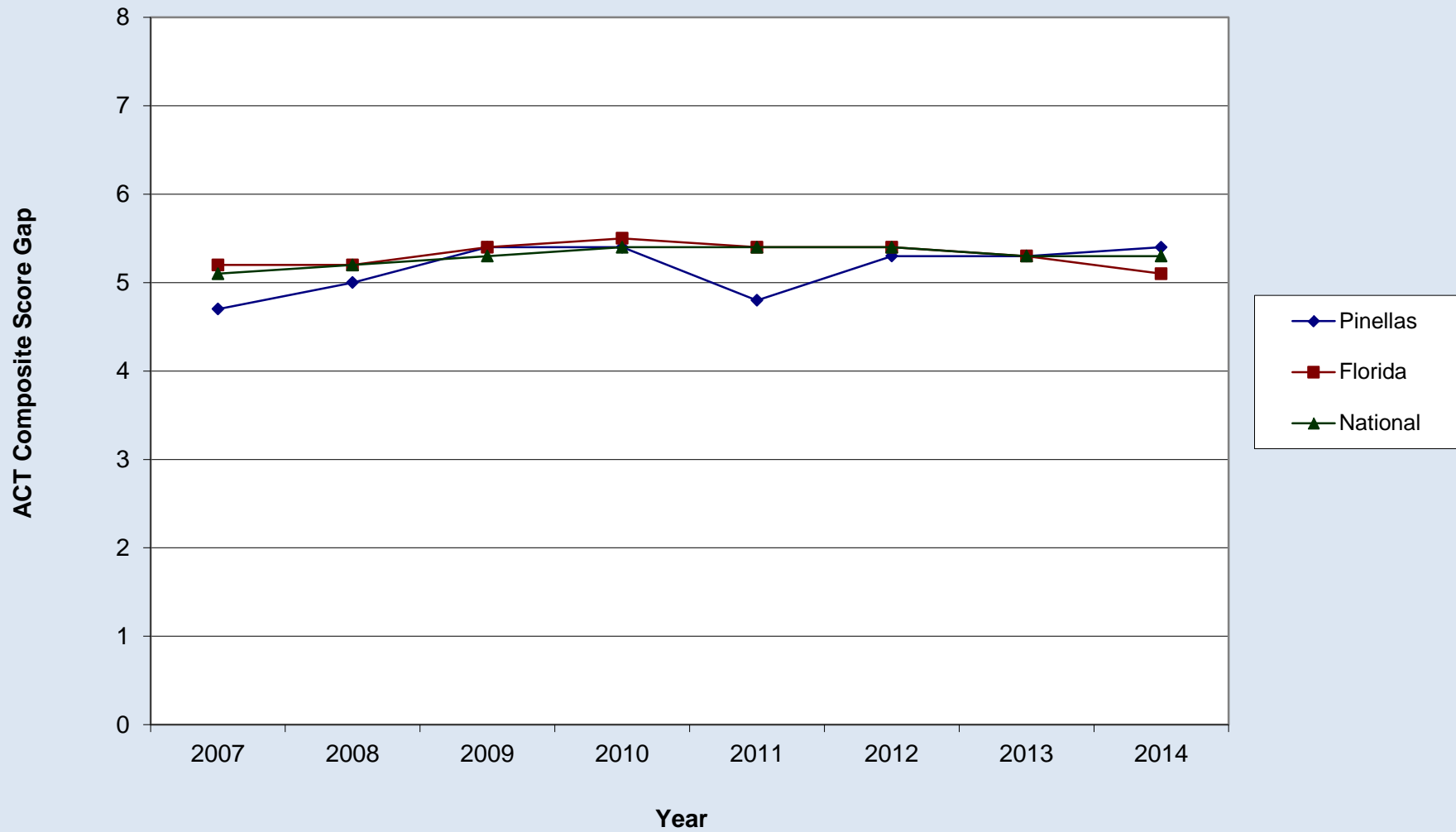
Mean Scores	Critical Reading	Writing Skills	Mathematics
2012 - 10th Grade	40.94	38.39	40.59
2013 - 10th Grade	40.9	38.45	40.75

Mean Scores	Critical Reading	Writing Skills	Mathematics
2013 - 9th Grade	38.18	36.21	38.4

ACT Trends Black - White Students



ACT Trends
Achivement Gap - Black/White Students



PINELLAS

Reading

	2007	2008	2009	2010	2011	2012	2013	2014
Black	17.3	16.8	16.4	16.4	17	16.8	17	17.6
White	22	22	22	21.8	21.6	21.9	21.8	22.3
All Students	21.3	20.8	20.5	20.3	20.6	20.7	20.4	20.8

Math

	2007	2008	2009	2010	2011	2012	2013	2014
Black	17.1	16.7	16.3	16.2	16.6	16.5	16.1	16.1
White	21.2	21.4	21.1	20.9	21	21	21.4	20.9
All Students	21.3	20.8	20.5	20.3	20	20	19.6	19.6

Composite Score

	2007	2008	2009	2010	2011	2012	2013	2014
Black	16.7	16.3	15.8	15.7	16.2	15.9	15.7	15.9
White	21.4	21.3	21.2	21.1	21	21.2	21	21.3
All Students	20.7	20.3	19.8	19.7	19.9	19.9	19.5	19.7

	2007	2008	2009	2010	2011	2012	2013	2014
Pinellas - Black	16.7	16.3	15.8	15.7	16.2	15.9	15.7	15.9
Pinellas - White	21.4	21.3	21.2	21.1	21	21.2	21	21.3
Florida - Black	16.4	16.4	16.2	16.2	16.4	16.5	16.4	16.6
Florida - White	21.6	21.6	21.6	21.7	21.8	21.9	21.7	21.7
National - Black	17	16.9	16.9	16.9	17	17	16.9	17
National - White	22.1	22.1	22.2	22.3	22.4	22.4	22.2	22.3

FLORIDA

Reading

	2007	2008	2009	2010	2011	2012	2013	2014
Black	16.9	16.7	16.8	16.8	17	17.4	17.4	18
White	22.3	22.3	22.4	22.4	22.5	22.6	22.5	22.7
All Students	20.5	20.3	20.2	20.1	20.2	20.5	20.4	20.7

Math

	2007	2008	2009	2010	2011	2012	2013	2014
Black	17	16.9	16.8	16.9	17	17.1	16.9	16.8
White	21.3	21.5	21.4	21.5	21.7	21.7	21.4	21.2
All Students	20	20	19.7	19.7	19.9	20	19.7	19.5

Composite Score

	2007	2008	2009	2010	2011	2012	2013	2014
Black	16.4	16.4	16.2	16.2	16.4	16.5	16.4	16.6
White	21.6	21.6	21.6	21.7	21.8	21.9	21.7	21.7
All Students	19.9	19.8	19.5	19.5	19.6	19.8	19.6	19.6

BLACK/WHITE GAP

	2007	2008	2009	2010	2011	2012	2013	2014
Pinellas	4.7	5	5.4	5.4	4.8	5.3	5.3	5.4
Florida	5.2	5.2	5.4	5.5	5.4	5.4	5.3	5.1
National	5.1	5.2	5.3	5.4	5.4	5.4	5.3	5.3

NATIONAL

Reading

	2007	2008	2009	2010	2011	2012	2013	2014
Black	17.1	17	16.9	16.8	17	17.2	17	17.3
White	22.5	22.5	22.6	22.6	22.7	22.7	22.6	22.8
All Student	21.5	21.4	21.4	21.3	21.3	21.3	21.1	21.3

Math

	2007	2008	2009	2010	2011	2012	2013	2014
Black	17	17	16.8	17.1	17.2	17.3	17.2	17.2
White	21.7	21.8	21.4	22	22.1	22.1	21.9	22
All Student	21	21	21	21	21.1	21.1	20.9	20.9

Composite Score

	2007	2008	2009	2010	2011	2012	2013	2014
Black	17	16.9	16.9	16.9	17	17	16.9	17
White	22.1	22.1	22.2	22.3	22.4	22.4	22.2	22.3
All Student	21.2	21.1	21.1	21	21.1	21.1	20.9	21



College Readiness Letter for:
PINELLAS CO SCHOOL DISTRICT

August 20, 2014
Code: 107140

SUPERINTENDENT
PINELLAS CO SCHOOL DISTRICT
PO BOX 2942
LARGO, FL 33779



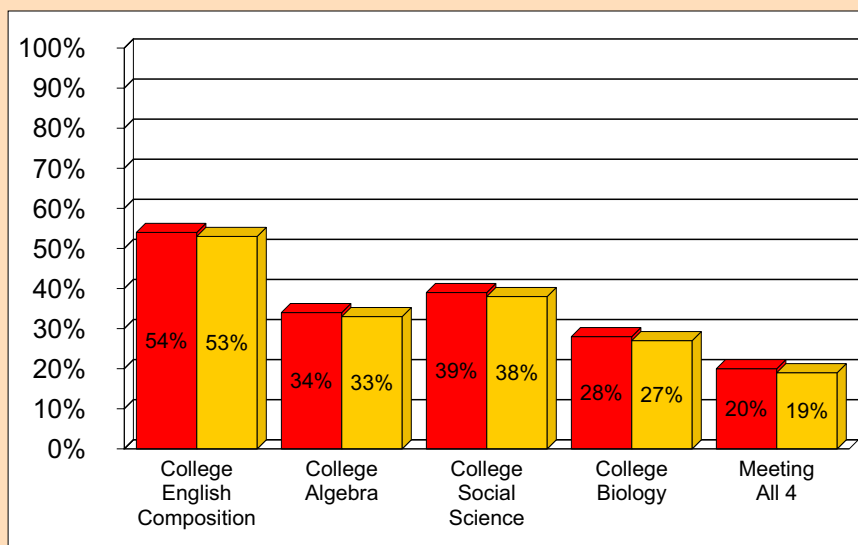
011062110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2010	3,704	113,480	18.8	18.6	19.7	19.7	20.3	20.1	19.4	19.1	19.7	19.5
2011	3,743	117,575	19.1	18.8	20.0	19.9	20.6	20.2	19.4	19.1	19.9	19.6
2012	4,376	118,420	19.1	18.9	20.0	20.0	20.7	20.5	19.4	19.3	19.9	19.8
2013	4,756	124,131	18.6	18.7	19.6	19.7	20.4	20.4	19.0	19.1	19.5	19.6
2014	4,428	129,676	18.8	18.7	19.6	19.5	20.8	20.7	19.2	19.1	19.7	19.6

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

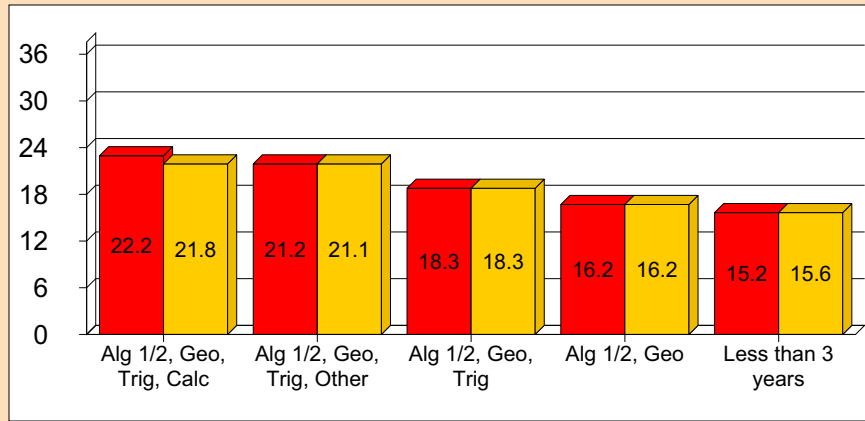
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

College Readiness Letter for: PINELLAS CO SCHOOL DISTRICT

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

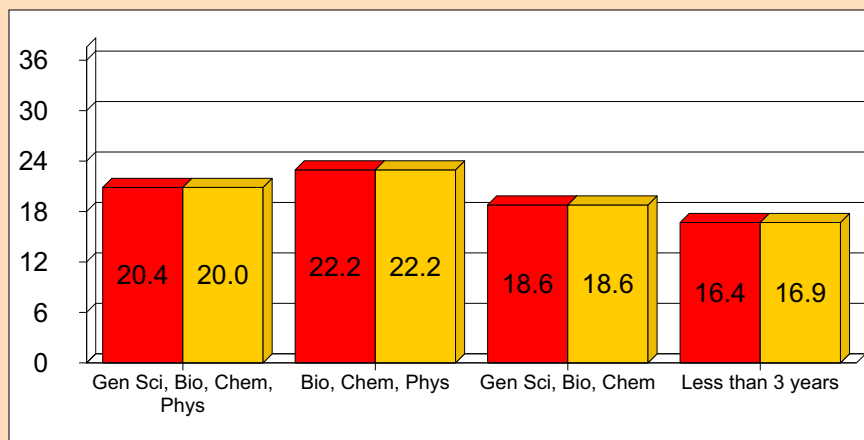
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

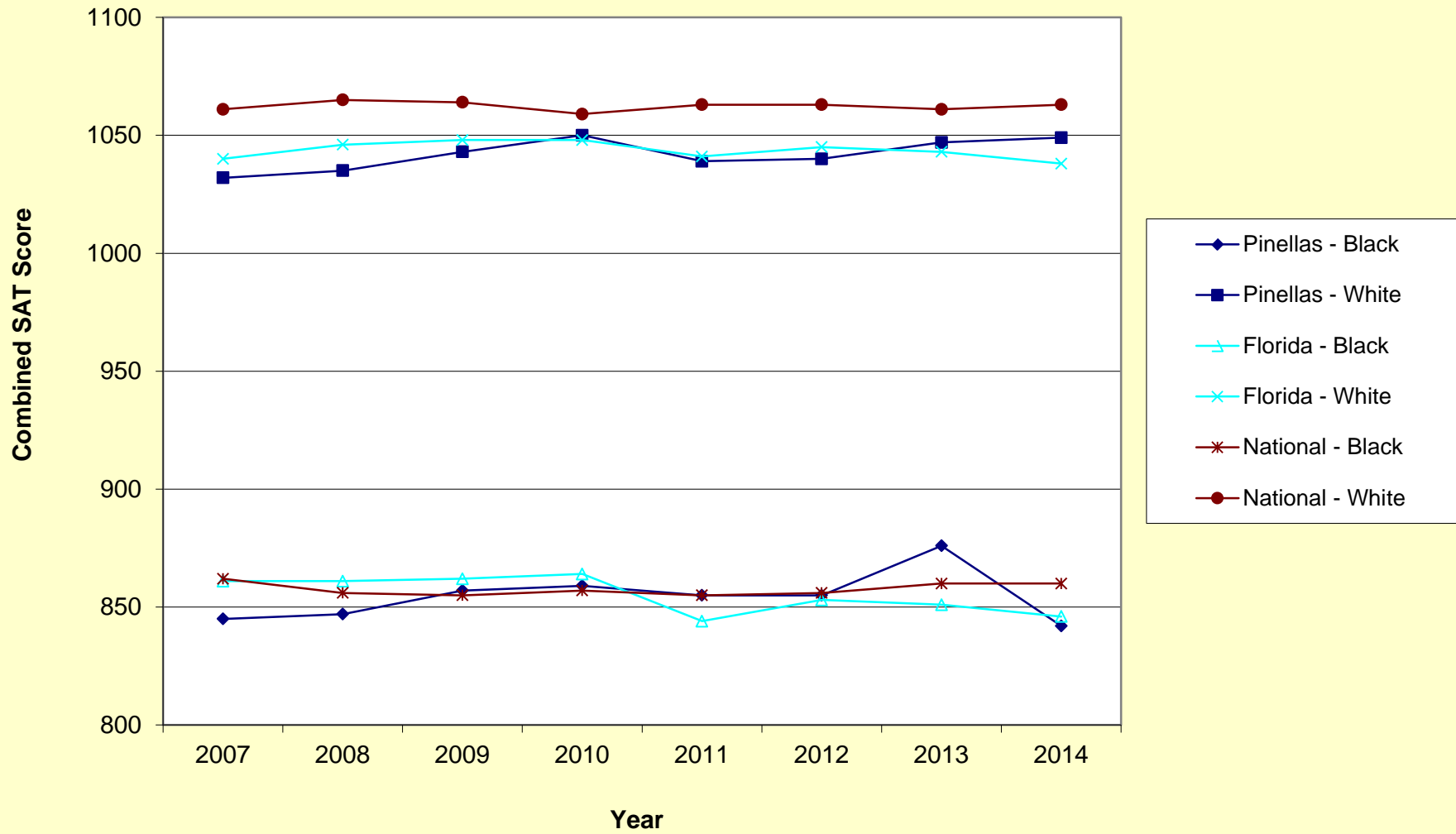
In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- 1. Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
- 2. Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- 3. Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- 4. Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- 5. Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

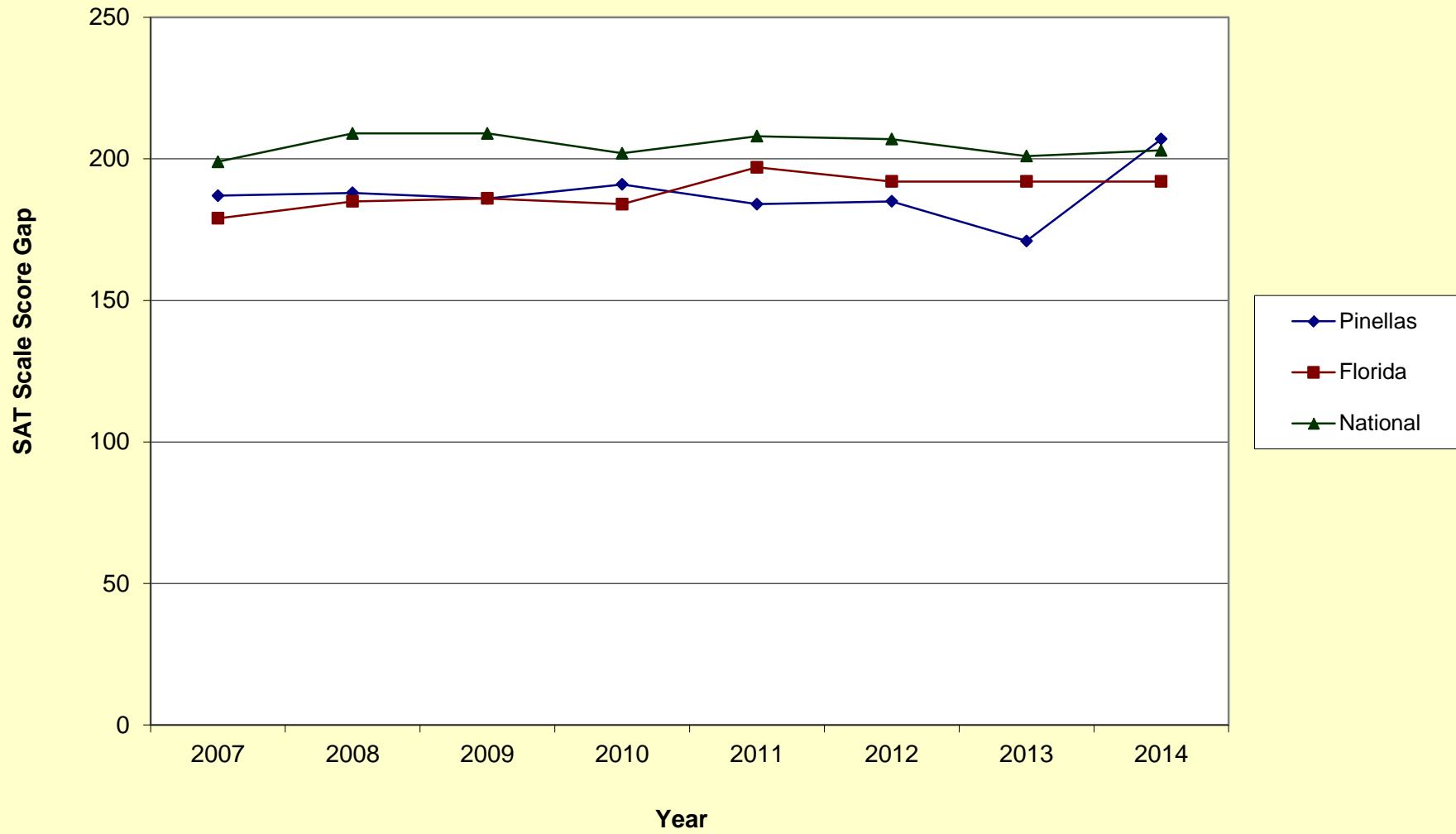
To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or customerservices@act.org.

SAT Trends Black - White Students



SAT Trends

Achivement Gap - Black/White Students



PINELLAS

Critical Reading

	2007	2008	2009	2010	2011	2012	2013	2014
Black	428	427	432	436	430	431	443	431
White	515	514	518	524	519	518	523	527
All Students	505	502	506	511	507	508	513	514

Math

	2007	2008	2009	2010	2011	2012	2013	2014
Black	417	420	425	423	425	424	433	411
White	517	521	525	526	520	522	524	522
All Students	506	507	513	512	508	511	513	509

Combined Score

	2007	2008	2009	2010	2011	2012	2013	2014
Black	845	847	857	859	855	855	876	842
White	1032	1035	1043	1050	1039	1040	1047	1049
All Students	1011	1009	1019	1023	1015	1019	1026	1023

	2007	2008	2009	2010	2011	2012	2013	2014
Pinellas - Black	845	847	857	859	855	855	876	842
Pinellas - White	1032	1035	1043	1050	1039	1040	1047	1049
Florida - Black	861	861	862	864	844	853	851	846
Florida - White	1040	1046	1048	1048	1041	1045	1043	1038
National - Black	862	856	855	857	855	856	860	860
National - White	1061	1065	1064	1059	1063	1063	1061	1063

FLORIDA

Critical Reading

	2007	2008	2009	2010	2011	2012	2013	2014
Black	434	434	434	434	423	430	430	430
White	520	522	523	523	520	522	523	522
All Students	497	496	497	496	487	492	492	491

Math

	2007	2008	2009	2010	2011	2012	2013	2014
Black	427	427	428	430	421	423	421	416
White	520	524	525	525	521	523	520	516
All Students	496	497	498	498	489	492	490	485

Combined Score

	2007	2008	2009	2010	2011	2012	2013	2014
Black	861	861	862	864	844	853	851	846
White	1040	1046	1048	1048	1041	1045	1043	1038
All Students	993	993	995	994	976	984	982	976

ACK/WHITE GAP

	2007	2008	2009	2010	2011	2012	2013	2014
Pinellas	187	188	186	191	184	185	171	207
Florida	179	185	186	184	197	192	192	192
National	199	209	209	202	208	207	201	203

NATIONAL

Critical Reading

	2007	2008	2009	2010	2011	2012	2013	2014
Black	433	430	429	429	428	428	431	431
White	527	528	528	523	528	527	527	529
All Students	502	502	501	501	497	496	496	497

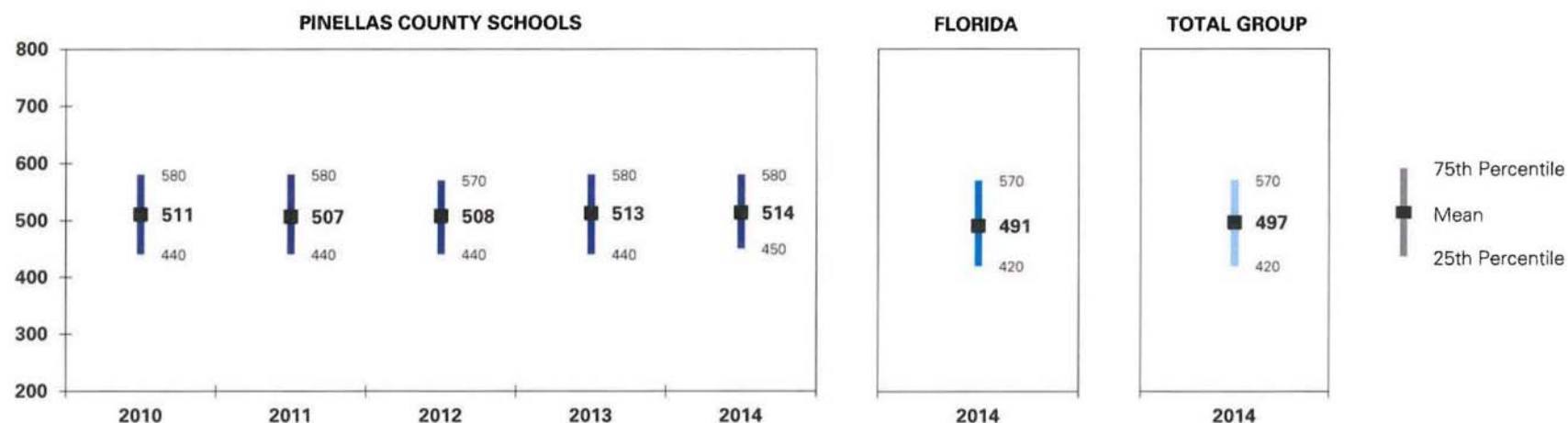
Math

	2007	2008	2009	2010	2011	2012	2013	2014
Black	429	426	426	428	427	428	429	429
White	534	537	536	536	535	536	534	534
All Students	515	515	515	516	514	514	514	513

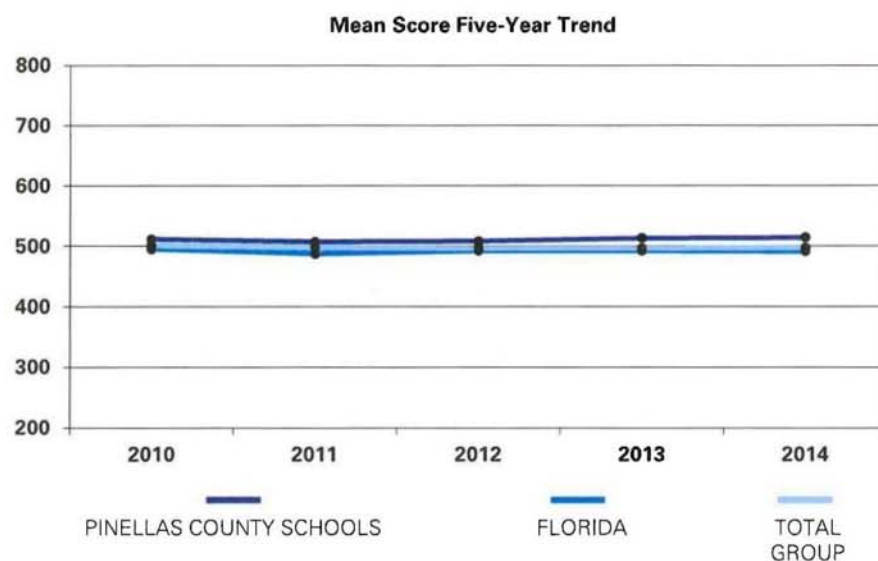
Combined Score

	2007	2008	2009	2010	2011	2012	2013	2014
Black	862	856	855	857	855	856	860	860
White	1061	1065	1064	1059	1063	1063	1061	1063
All Students	1017	1017	1016	1017	1011	1010	1010	1010

SAT® Takers: Critical Reading Mean Scores and Middle 50th Percent Range



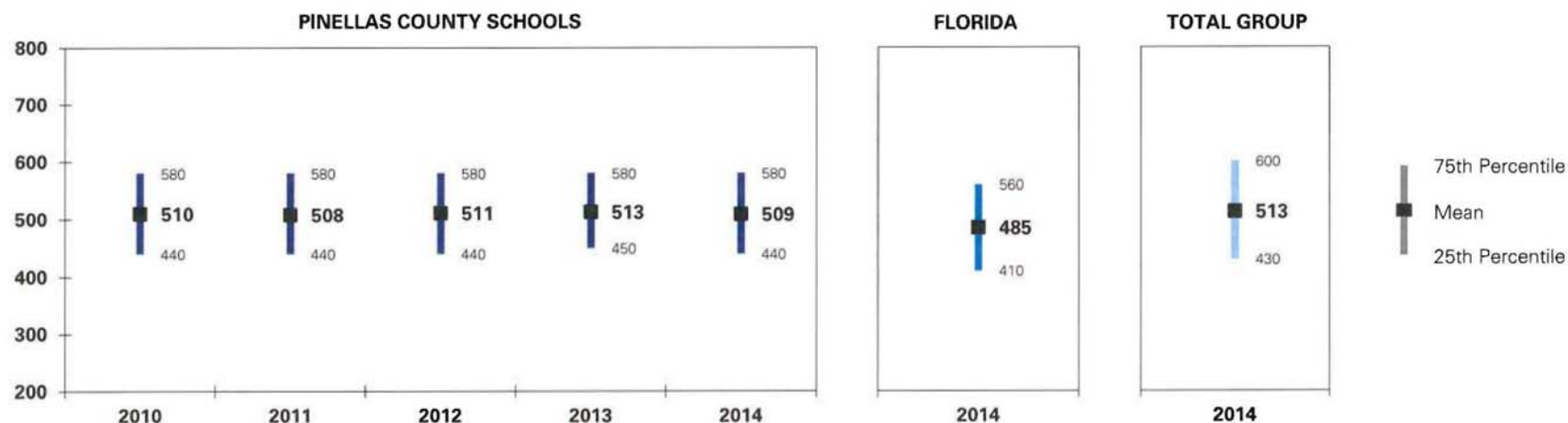
"Mean" and "Middle 50th Percent Range": The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50th percent range shows the score range between the 25th and 75th percentiles.



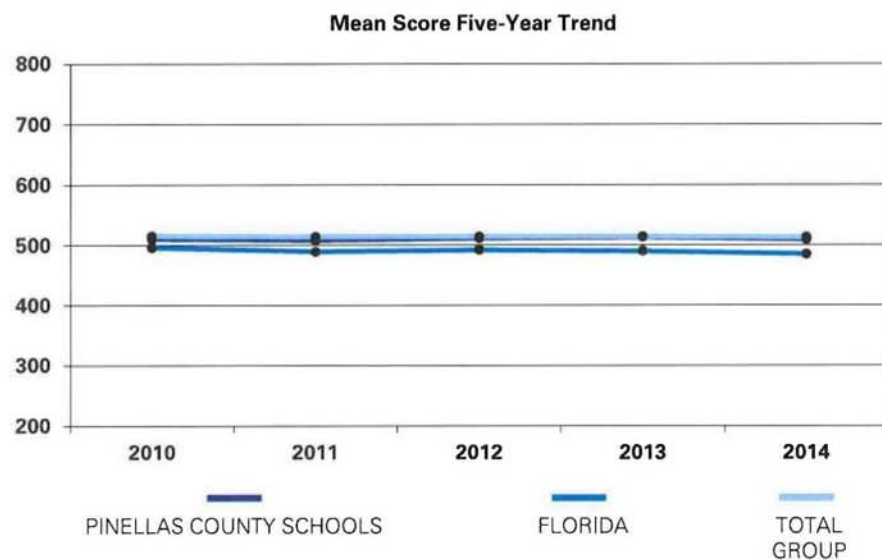
Mean Scores and Point Change by Year						
	2010	2011	2012	2013	2014	Five-Yr Change
PINELLAS COUNTY SCHOOLS	511	507	508	513	514	+3
	Change:	-4	+1	+5	+1	
FLORIDA	495	487	492	492	491	-4
	Change:	-8	+5	0	-1	
TOTAL GROUP	500	497	496	496	497	-3
	Change:	-3	-1	0	+1	

"Mean Scores" and "Point Change by Year": The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The "Five-Year Change" in mean score reflects the point difference between the mean score in 2014 as compared to the mean score in 2010.

SAT Takers: Mathematics Mean Scores and Middle 50th Percent Range



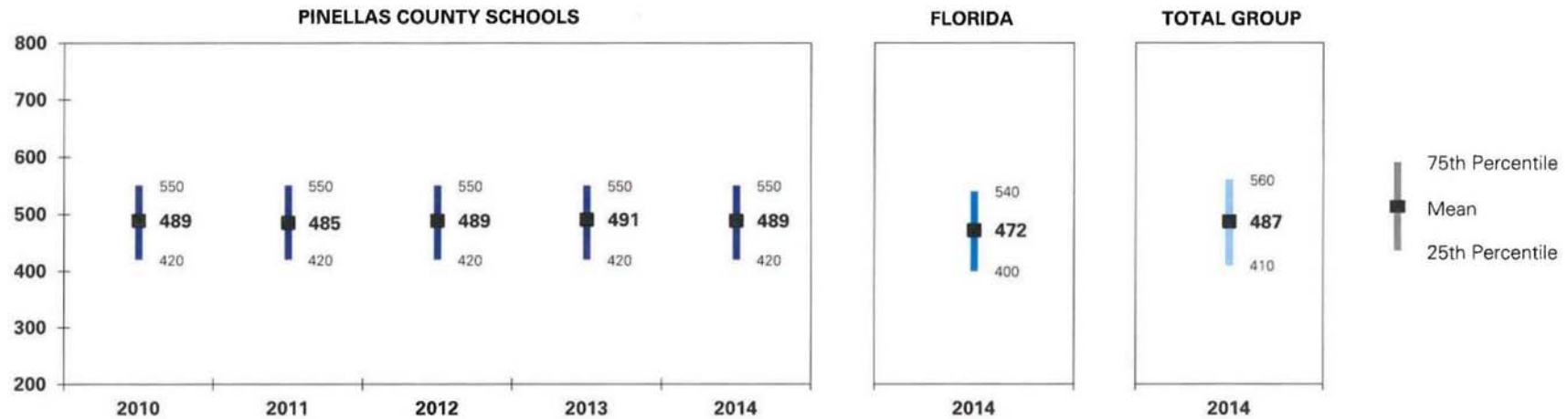
"Mean" and "Middle 50th Percent Range": The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50th percent range shows the score range between the 25th and 75th percentiles.



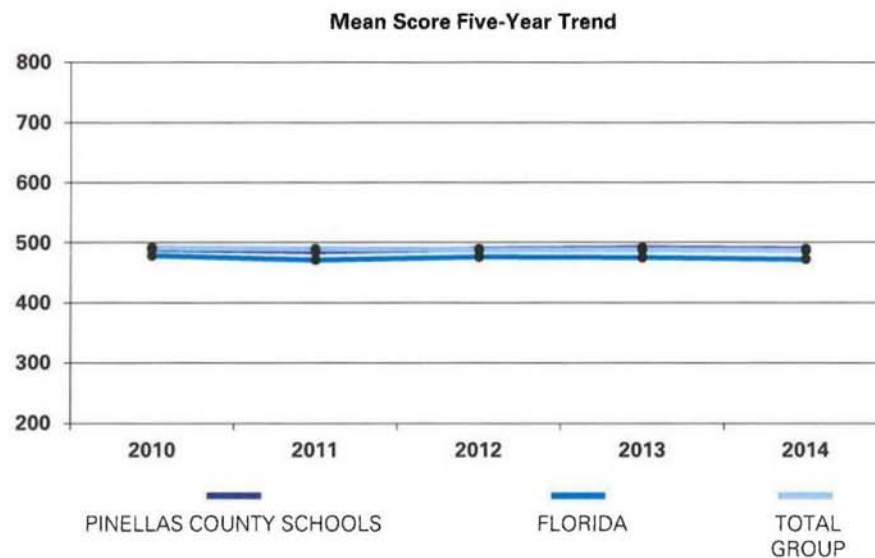
	2010	2011	2012	2013	2014	Five-Yr Change
PINELLAS COUNTY SCHOOLS	510	508	511	513	509	-1
	Change: -2	+3	+2	-4		
FLORIDA	496	489	492	490	485	-11
	Change: -7	+3	-2	-5		
TOTAL GROUP	515	514	514	514	513	-2
	Change: -1	0	0	-1		

"Mean Scores" and "Point Change by Year": The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The "Five-Year Change" in mean score reflects the point difference between the mean score in 2014 as compared to the mean score in 2010.

SAT Takers: Writing Mean Scores and Middle 50th Percent Range*



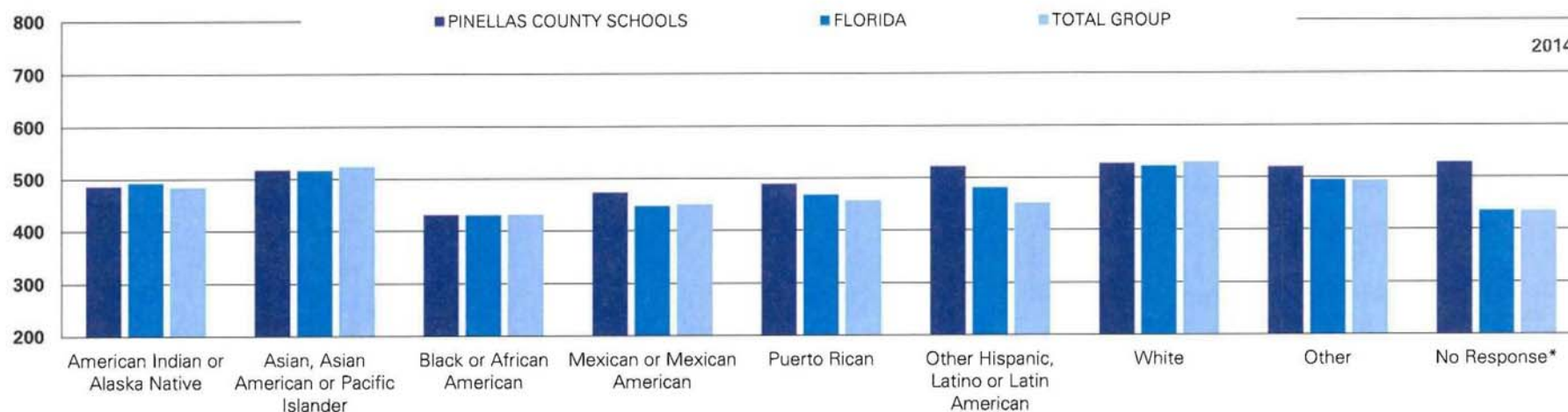
*Mean and Middle 50th Percent Range: The mean is the arithmetic average of a set of scores. To calculate the mean, the scores are totaled and the sum is divided by the number of scores. Extreme scores on the high or low end of the distribution may skew the mean in smaller sets of scores. The middle 50th percent range shows the score range between the 25th and 75th percentiles.



	Mean Scores and Point Change by Year					Five-Yr Change
	2010	2011	2012	2013	2014	
PINELLAS COUNTY SCHOOLS	489	485	489	491	489	0
Change:		-4	+4	+2	-2	
FLORIDA	478	471	476	475	472	-6
Change:		-7	+5	-1	-3	
TOTAL GROUP	491	489	488	488	487	-4
Change:		-2	-1	0	-1	

'Mean Scores' and 'Point Change by Year': The change below each year reflects the point difference between the mean score of that year as compared to the mean score of the previous year. The 'Five-Year Change' in mean score reflects the point difference between the mean score in 2014 as compared to the mean score in 2010.

SAT Takers: Critical Reading Mean Scores by Race/Ethnicity



PINELLAS COUNTY SCHOOLS

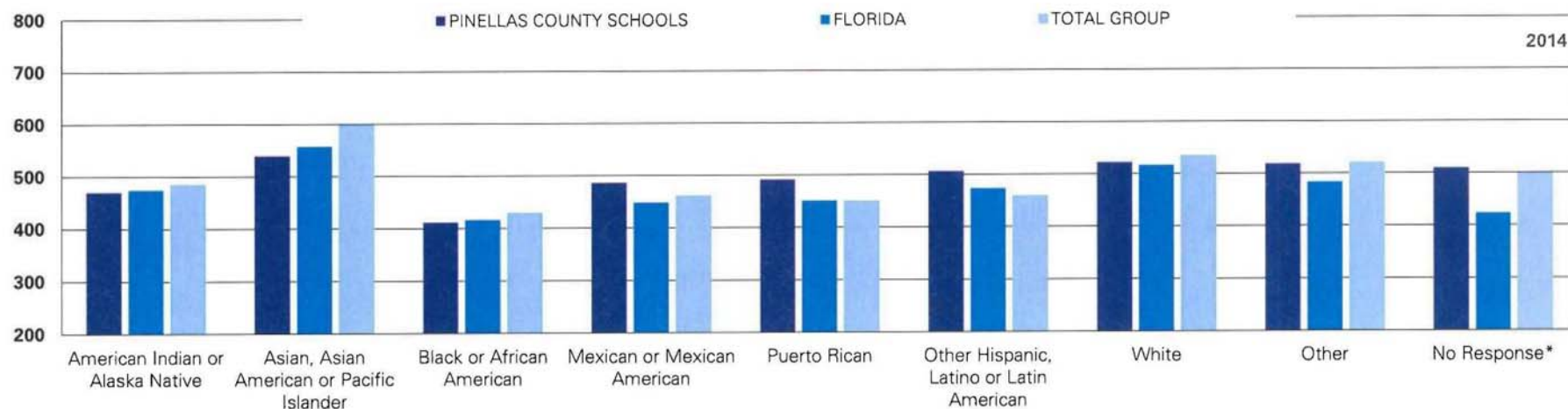
FLORIDA

TOTAL GROUP

		2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
American Indian or Alaska Native	Mean	506	513	536	534	486	494	493	492	501	492	484	484	482	480	483
	N	11	9	16	16	17	397	447	425	444	485	8,915	9,244	9,716	9,818	9,767
Asian, Asian American or Pacific Islander	Mean	510	521	520	533	517	512	510	512	515	516	519	517	518	521	523
	N	203	221	222	217	220	4,887	5,062	5,302	5,394	5,719	174,182	183,853	192,577	196,030	206,564
Black or African American	Mean	434	430	431	443	431	432	423	430	430	430	428	428	428	431	431
	N	361	413	335	334	353	17,100	19,572	18,584	18,663	19,355	205,387	215,816	217,656	210,151	212,524
Mexican or Mexican American	Mean	485	469	474	462	473	463	444	454	450	447	454	451	448	449	450
	N	31	60	48	50	62	1,817	2,341	2,284	2,593	2,800	88,434	99,166	108,238	114,506	120,243
Puerto Rican	Mean	476	486	505	500	489	470	462	463	467	468	454	452	452	456	456
	N	81	79	89	74	70	4,217	4,745	4,954	4,947	5,043	25,566	26,520	27,793	27,871	28,891
Other Hispanic, Latino or Latin American	Mean	506	495	502	508	522	483	478	481	482	481	453	451	447	450	451
	N	182	176	153	183	184	20,571	22,071	22,080	23,372	24,329	115,835	127,017	136,602	141,884	151,223
White	Mean	524	519	518	523	527	523	520	522	523	522	528	528	527	527	529
	N	2,562	2,708	2,590	2,393	2,301	52,592	53,422	52,273	50,801	51,825	865,971	865,660	852,144	834,933	822,821
Other	Mean	502	502	500	516	520	495	484	492	495	495	498	493	491	492	493
	N	99	101	130	106	85	3,663	4,065	3,898	3,973	3,894	54,530	58,699	62,340	62,251	64,774
No Response*	Mean	499	514	504	483	528	457	420	450	453	435	460	448	444	448	434
	N	48	54	41	55	36	2,224	3,044	2,257	2,367	1,987	58,509	61,148	57,413	62,603	55,588

No Response indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.

SAT Takers: Mathematics Mean Scores by Race/Ethnicity



PINELLAS COUNTY SCHOOLS

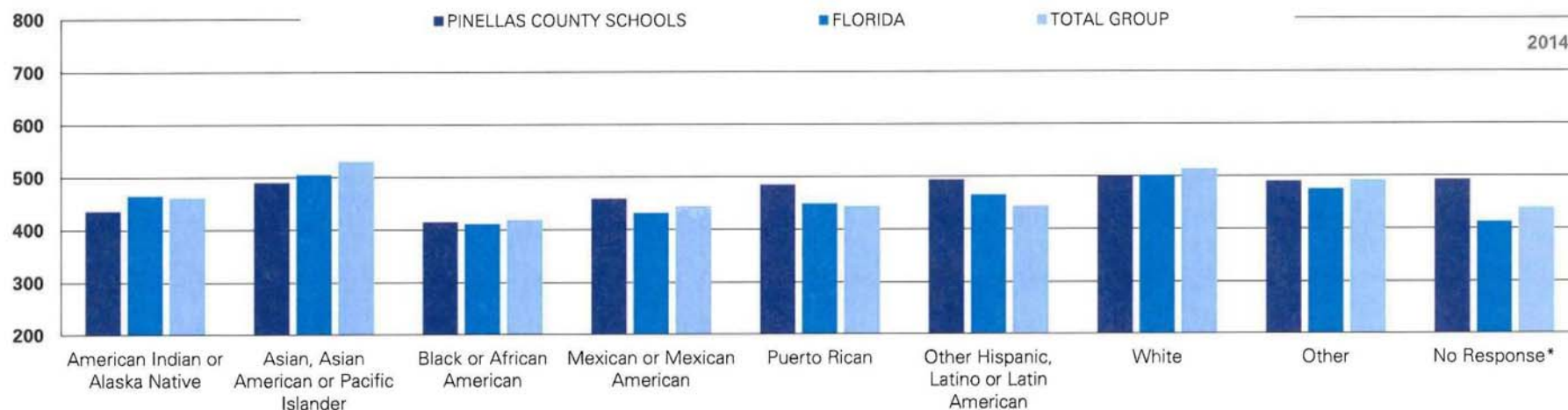
FLORIDA

TOTAL GROUP

		2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
American Indian or Alaska Native	Mean	493	512	504	537	470	486	484	484	491	474	490	488	489	486	484
	N	11	9	16	16	17	397	447	425	444	485	8,915	9,244	9,716	9,818	9,767
Asian, Asian American or Pacific Islander	Mean	539	545	549	552	539	553	554	554	556	557	593	595	595	597	598
	N	203	221	222	217	220	4,887	5,062	5,302	5,394	5,719	174,182	183,853	192,577	196,030	206,564
Black or African American	Mean	420	425	424	433	411	428	421	423	421	416	427	427	428	429	429
	N	361	413	335	334	353	17,100	19,572	18,584	18,663	19,355	205,387	215,816	217,656	210,151	212,524
Mexican or Mexican American	Mean	482	466	477	476	486	469	454	461	456	448	466	466	465	464	461
	N	31	60	48	50	62	1,817	2,341	2,284	2,593	2,800	88,434	99,166	108,238	114,506	120,243
Puerto Rican	Mean	450	480	475	482	491	464	458	455	457	451	452	452	452	453	450
	N	81	79	89	74	70	4,217	4,745	4,954	4,947	5,043	25,566	26,520	27,793	27,871	28,891
Other Hispanic, Latino or Latin American	Mean	508	493	502	506	506	481	479	481	478	473	462	462	461	461	459
	N	182	176	153	183	184	20,571	22,071	22,080	23,372	24,329	115,835	127,017	136,602	141,884	151,223
White	Mean	525	520	522	524	522	525	521	523	520	516	536	535	536	534	534
	N	2,562	2,708	2,590	2,393	2,301	52,592	53,422	52,273	50,801	51,825	865,971	865,660	852,144	834,933	822,821
Other	Mean	485	500	499	507	518	490	481	486	488	483	517	517	516	519	520
	N	99	101	130	106	85	3,663	4,065	3,898	3,973	3,894	54,530	58,699	62,340	62,251	64,774
No Response*	Mean	483	501	487	478	509	455	424	449	452	423	495	496	502	508	499
	N	48	54	41	55	36	2,224	3,044	2,257	2,367	1,987	58,509	61,148	57,413	62,603	55,588

**No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.

SAT Takers: Writing Mean Scores by Race/Ethnicity



		PINELLAS COUNTY SCHOOLS					FLORIDA					TOTAL GROUP				
		2010	2011	2012	2013	2014	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
American Indian or Alaska Native	Mean	470	478	497	483	436	469	470	469	477	465	465	465	462	461	461
	N	11	9	16	16	17	397	447	425	444	485	8,915	9,244	9,716	9,818	9,767
Asian, Asian American or Pacific Islander	Mean	498	501	505	506	490	502	501	501	502	505	526	528	528	527	530
	N	203	221	222	217	220	4,887	5,062	5,302	5,394	5,719	174,182	183,853	192,577	196,030	206,564
Black or African American	Mean	410	415	416	425	415	416	409	414	412	411	418	417	417	418	418
	N	361	413	335	334	353	17,100	19,572	18,584	18,663	19,355	205,387	215,816	217,656	210,151	212,524
Mexican or Mexican American	Mean	464	451	462	450	459	446	430	440	437	432	447	445	443	442	443
	N	31	60	48	50	62	1,817	2,341	2,284	2,593	2,800	88,434	99,166	108,238	114,506	120,243
Puerto Rican	Mean	446	473	481	485	485	453	446	448	451	449	443	442	442	445	443
	N	81	79	89	74	70	4,217	4,745	4,954	4,947	5,043	25,566	26,520	27,793	27,871	28,891
Other Hispanic, Latino or Latin American	Mean	483	474	484	485	494	469	465	469	468	465	446	444	442	443	443
	N	182	176	153	183	184	20,571	22,071	22,080	23,372	24,329	115,835	127,017	136,602	141,884	151,223
White	Mean	503	497	499	501	500	504	502	505	504	501	516	516	515	515	513
	N	2,562	2,708	2,590	2,393	2,301	52,592	53,422	52,273	50,801	51,825	865,971	865,660	852,144	834,933	822,821
Other	Mean	477	478	477	489	490	478	467	476	475	475	494	492	491	490	491
	N	99	101	130	106	85	3,663	4,065	3,898	3,973	3,894	54,530	58,699	62,340	62,251	64,774
No Response*	Mean	471	485	477	454	493	435	402	429	434	412	456	450	448	453	438
	N	48	54	41	55	36	2,224	3,044	2,257	2,367	1,987	58,509	61,148	57,413	62,603	55,588

**No Response* indicates that students did not answer that question, did not complete the SAT Questionnaire, or stated that they did not wish to answer that question on their SAT Questionnaire.

ADMINISTRATION DATE: MAY, 2013

* Frequency distributions and mean scores are reported when there are 5 or more exam takers in a field.

ADMINISTRATION DATE: MAY, 2012

* Frequency distributions and mean scores are reported when there are 5 or more exam takers in a field.

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity.	Level 4

	Statement or Question	Response	Rating
2.	Test Administration	All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes.	Level 4

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps have noticeably declined.	Level 3

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

The district graduation rate continues to improve increasing overall and in all student subgroups over the past three years. The 2014 graduation rate was 76.2%, a 4.3% increase and an overall higher graduation rate slightly above the state average of 76.1%..

Elementary science as measured by the FCAT Science assessment showed a large increase in performance the past year surpassing the state average.

Describe the area(s) that show a positive trend in performance.

High School End-of-Course exam results continue to be strong with steady performance increases on the Algebra 1, Biology 1, and US History End-of-Course exams. The upward trends are particularly notable in schools that embrace the District provided content specific professional development offerings.

Which area(s) indicate the overall highest performance?

As a result of improved assessment scores, graduation rates and college readiness rates, more than half of all Pinellas County high schools earned an 'A' in the Florida DOE's accountability grading system and all high schools earned either an 'A' or a 'B' for the previous year. Additionally, ACT scores have trended upward for the past three years with the district outperforming the state in each subject area and in the overall composite score.

Which subgroup(s) show a trend toward increasing performance?

The African-American subgroup has shown an increase in performance in several areas, including:

- Graduation rate
- 5th and 8th grade FCAT Science
- Algebra 1 End-of-Course exam
- Biology 1 End-of-Course exam
- US History End-of-Course exams
- ACT Reading subtest

Between which subgroups is the achievement gap closing?

The achievement gap for the previous year between the African-American subgroup and the total Non-African-American group has decreased in several areas, including:

- Reading

- Math
- Middle School Science
- Algebra 1 End-of-Course exam
- U.S. History End-of-Course exam

Which of the above reported findings are consistent with findings from other data sources?

Several sources indicated strong secondary student performance in Pinellas Schools including earning recognition as an Advanced Placement District of the Year for increasing AP access and performance, positive trends in SAT and ACT composite scores, an increase in Career and Technical Course Industry Certifications, and an excellent International Baccalaureate Diploma pass rate. National NAEP performance data indicate significant progress in elementary and middle school reading and math in Florida.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

While the 2014 student performance in mathematics improved in grades 3, 4, 5 and 7, the elementary mathematics performance as measured by the FCAT Math assessments remain below the state and other larger Florida district averages.

Describe the area(s) that show a negative trend in performance.

The district's lowest performing elementary schools have shown a negative trend in their performance in the Florida DOE's school grading accountability system.

Which area(s) indicate the overall lowest performance?

While the FCAT Math performance improved in grades 3, 4, 5 and 7, elementary school performance in this area remains below the state and other larger Florida district averages for the past few years.

Which subgroup(s) show a trend toward decreasing performance?

The Students with Disabilities subgroup has shown decreased performance in reading and math measures.

Between which subgroups is the achievement gap becoming greater?

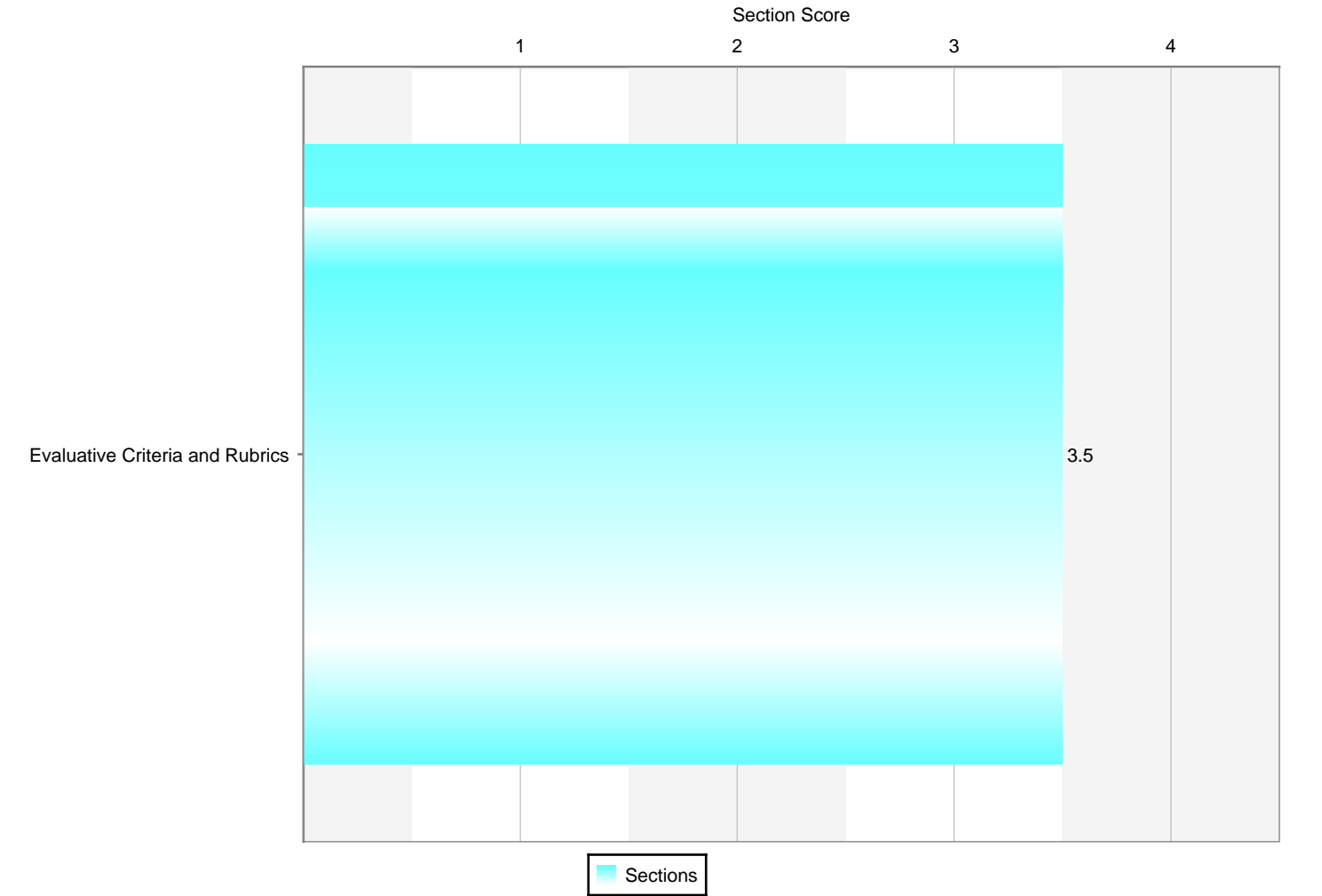
In reading and math, the achievement gaps between Students with Disabilities, Economically Disadvantaged and English Language Learners have been consistent with slight increases in the gaps.

Which of the above reported findings are consistent with findings from other data sources?

On-going progress monitoring and state data continue to show the performance issue for our district's Students with Disabilities as well the lowest performing elementary schools. District work continues in both of these areas and they are specifically addressed in the District's strategic plan.

Report Summary

Scores By Section



AdvancED Assurances

Introduction

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

AdvancED Assurances

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	<p>The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to:</p> <ul style="list-style-type: none"> - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities 	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		Pinellas County Schools Strategic Plan 2014-15

District Strategic Plan

2014-2015



PINELLAS COUNTY SCHOOLS

The District's Strategic Plan is comprised of the vision, mission, values, strategic directions and goals of Pinellas County Schools. This strategic plan is a dynamic, living document. We will use it to guide us in decision-making at both the school and district level, and to help evaluate current programs for their effectiveness and contribution to our district goals, mission and vision. The plan will create measures for our initiatives and programs that will become tools to monitor our success, and it will illustrate areas for improvement. Input into our Strategic Plan included analysis of District performance, state and federal mandates, school, community, School Board recommendations, and student performance data.

Annually, as the strategic plan is developed, approved, and adopted in conjunction with the District budget, I will submit for School Board approval a District Strategic Plan for the forthcoming school year. The goals and action plans of the District Strategic Plan are the focus and driving force of the District. All decision-making, planning, resource allocations, and other activities affecting the plan year and beyond shall support these goals and action plans.

This Strategic Plan is for our Board, administrators, faculty, and staff and it is designed to bring together the most important initiatives that define our success as a school district.

Our intent is that everyone in the District understand and work to accomplish the efforts contained in our District Strategic Plan in order for us to achieve 100% Student Success.

We Can Do This Together,



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Overview

The District Strategic Plan is based on the vision, mission, values, strategic directions and goals for Pinellas County Schools. Input into the Strategic Plan included analysis of District performance, state and federal mandates, focus group contributions from District and school staff, the community, the Pinellas County School Board, state strategic plan, state requirements, and student performance data.

Strategic Action Plans, owned by specific District administrators, are managed and monitored to accomplish the District Goals. Action Plans are used to create Department Plans and School Improvement Plans which support the District Strategic Plan.

OUR VISION

100% Student Success

OUR MISSION

Educate and prepare each student for college, career, and life

OUR VALUES

Commitment to Children, Families, and Community; Respectful and Caring Relationships; Cultural Competence; Integrity; Responsibility; Connectedness

Strategic Directions

1

Student Achievement

Broad area of focused efforts based on federal, state, student, and community requirements for academic excellence.

Learning in a Safe Environment

2

Broad area of focused efforts based on student, faculty, staff, and community requirements to learn in an orderly, safe, and secure environment.

3

Effective & Efficient Use of Resources

Broad area of focused efforts based on business, fiscal, operational, state and community requirements to manage all resources for increased student achievement.

Action Goals



GOAL 1

Increase student achievement resulting in improvement for every school (A, B, C Grade), learning gains, higher promotional (each level) and graduation rates.



GOAL 2

Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.



GOAL 3

Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement, and overall school improvement.



GOAL 4

Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.



GOAL 5

Provide quality technology and business services to optimize operations, communications, and academic results.

Goal 1

Increase student achievement resulting in improvement for every school (A, B, C Grade), learning gains, higher promotional (each level) and graduation rates.

ACTIONS:

- 1 Increase and maintain successful promotion rates to achieve 95% for each grade K-11 and each student subgroup through the use of identified best practice strategies and the routine monitoring of status reports for identified indicators for needed adjustments.
- 2 Increase graduation rates for each student group leading to the achievement of an 80% district wide graduation rate and increase the standard diploma graduation rates of students qualifying for ESE services to at least 50%.
- 3 Increase achievement levels of minority students in all grades as measured by local, state, and national assessments by implementing and monitoring appropriate placement in courses and programs including Honors, AP, and CTAE using proven learning strategies, resources, and partnerships.
- 4 Increase the percentage of 11th grade students taking the PSAT to 25% in each traditional high school and to 95% of identified students with GPA/PSAT scores indicating possible eligibility to qualify for National Merit Scholarship Semifinalist, National Hispanic Scholars, National Achievement Scholars, and other quality scholarships.
- 5 Increase the number of 9th and 10th grade students taking the PSAT to represent at least 90% of all students.
- 6 Increase yearly the percentage of students earning industry certifications to enable each school to reach 35% of graduating students receiving industry certification by 2017.
- 7 Increase the number of K-12th grade English Language Learners (ELL) who score on or above grade level on the Florida Standards state test and End of Course (EOC) exams in reading, math, and science to surpass the ELL state average by providing needed resources, research-based strategies, and support to faculty, students and families.
- 8 Increase the number of K – 12th grade Exceptional Student Education (ESE) who score at or above grade level on the Florida Standards state test or End of Course (EOC) exams in reading, math, science and writing to surpass the state average through academic interventions and progress monitoring in all academic areas.

Goal 1 (cont'd)

Increase student achievement resulting in improvement for every school (A, B, C Grade), learning gains, higher promotional (each level) and graduation rates.

ACTIONS:

- 9 Increase reading and language arts (writing) proficiency rates at each grade level to meet or exceed the state average using the Florida Standards assessment comparisons.
- 10 Increase mathematics achievement rates at each level to meet or exceed the state average using state assessment comparisons.
- 11 Increase the percentage of students scoring on or above grade level in elementary and middle school science and increase high school students' performance on the Biology EOC to exceed the state average by 3%.
- 12 Increase the successful promotion rate for each grade by utilizing additional credit/course recovery programs in all schools to reduce the number of retained students at each grade level and by tracking students' pass rates in each course and providing assistance to students who need to recover and earn passing grades to remain on grade level.
- 13 Increase the number of District VPK students who score at or above grade level to 90% as measured by the Florida Kindergarten Readiness Screener.
- 14 Increase the number of District SWD students who score at or above grade level to 70% as measured by the Florida Kindergarten Readiness Screener by using identified test items to target needed learning areas prior to Kindergarten.
- 15 Increase participation rates and performance levels in Music Performance Assessment (MPA), Thespian Festival events and Visual Arts selections for exhibits and AP Art courses by 20%.
- 16 Increase number of college tutors at each AVID secondary school to meet AVID certification by developing district-wide tutor recruitment/training program and ensure post-secondary commitment to AVID students.
- 17 Administer the ReadStep assessment in 2014 to seventh and eighth grade students showing an increase in the percentage of students who demonstrate post-secondary readiness levels by 10% at each school.
- 18 Prepare students enrolled in IB, Cambridge, and AP courses to complete the course(s), take the exam(s), and earn passing scores to exceed the state average.

Goal 1 (cont'd)

Increase student achievement resulting in improvement for every school (A, B, C Grade), learning gains, higher promotional (each level) and graduation rates.

ACTIONS:

- 19 Increase the number of students earning AP Scholar distinctions annually by 1%.
- 20 Increase the percentage of minority and socio-economically disadvantaged students in gifted and talented programs at the elementary level and in advanced courses at the middle and high school levels by 10%.
- 21 Increase the graduation rate of students who are in AVID programs for two years to 93%.
- 22 Increase the post-secondary readiness rate of AVID seniors to over 75% as measured by the college ready cut scores for ACT, SAT, and/or PERT.
- 23 Increase the number of students accessing college level courses at each high school (e.g., AP, AICE, Dual Enrollment, IB) by 10%.
- 24 Increase college readiness 5 percentage points in reading and in math as measured by the college ready cut scores for ACT, SAT, and/or PERT.
- 25 Increase completion rates for students enrolled in Pinellas Virtual School to accelerate or maintain grade level performance.
- 26 Ensure all graduates of the District have an established career plan and have applied to enter either colleges/universities, or the military, or career technical schools, or employment.
- 27 Increase the percentage of ESE students who had IEPs in effect at the time they left secondary school and are enrolled in higher education or other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school to at least 60%.
- 28 Implement Future Plans during the 2014-15 school year to provide a minimum of 60% of all graduates a post-secondary plan.
- 29 Maintain a district attendance rate of 95% for all schools and implement an attendance incentive program to reduce the number of students with absences 21 or more days by 3% in each school.
- 30 Improve all Pinellas County Schools resulting in a rating of "C" or above on the state grading system.

Goal 2

Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

ACTIONS:

- 1 Include all Florida Standards in all professional development PreK-12 as measured by the percentage of teachers participating in identified professional development opportunities to better prepare students for rigorous coursework.
- 2 Increase the quality of engaging reading, writing, math, and science instruction to prepare minority and economically disadvantaged students at all levels for rigorous coursework and multiple program opportunities by using proven strategies that lead to increased student learning.
- 3 Monitor curriculum implementation through the use of observation rubrics to gather data at both the school and district level to determine effectiveness of implementation and inform professional development plans.
- 4 Evaluate Summer Bridge effectiveness using pre/post assessments to improve learning opportunities for the summer of 2015 and increase the achievement levels of struggling students.
- 5 Increase the number of opportunities for and participation in community-wide summer reading and math programs that include incentives for students and schools.
- 6 Analyze learning benchmarks for grades K-2 to determine and monitor curriculum effectiveness and readiness for grades 2 and 3 using yearly comparisons with Stanford Achievement Test (SAT) 10 results.
- 7 Utilize formative assessments for reading, writing, math, and science aligned to Florida Standards at all levels as a part of the District assessment plan to support teachers in making effective instructional decisions.
- 8 Utilize comprehensive curriculum guides including appropriate formative and summative assessments in all subject areas and support teachers in using the curriculum guides through professional development.

Goal 2 (cont'd)

Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

ACTIONS:

- 9 Increase the number of science labs in elementary schools to track student achievement data and information through weekly progress monitoring capturing the use of lab equipment, vocabulary development, scientific methods, hands-on materials, and lessons that support and reinforce the Florida Standards for all levels.
- 10 Increase participation of Pinellas Talented Identification Program to 500 7th grade students while also increasing the number who sit for the SAT exam and participate in the Summer TIPS program.
- 11 Ensure proper placement of middle school students in rigorous coursework through use of scheduling protocols provided to guidance counselors and administrators.
- 12 Assist schools in data review of nine-week reports to ensure the Read 180 program is implemented as designed for maximum results measured by frequency and effectiveness of reviews per school.
- 13 Increase the number of opportunities for math/science/technology competitions, fairs, and clubs at the elementary, middle, and high school levels.
- 14 Improve instructional leadership skills of Principals and Assistant Principals through monthly curriculum professional development monitored through implementation self-assessment surveys.
- 15 Increase the level of effectiveness of Professional Learning Communities by using Lesson Study and Professional Learning Communities' rubrics.
- 16 Increase students' proficiency levels in English/Language Arts (writing) by expanding the implementation of professional development for teachers in targeted grades during the summer, 2014 (grades 4, 5, 8, 11, and 12) and follow-up opportunities during the school year (grades K-3, 6, 7, and 10).
- 17 Focus the Leading the Learning Cadres on implementation of the Florida Standards, formative assessments, and lesson study using effective PLCs as measured by professional development survey results.

Goal 2 (cont'd)

Ensure curriculum, instruction, and assessment is designed and delivered with a focus on continuous improvement of student engagement and academic achievement.

ACTIONS:

- 18 Increase the percentage of students receiving industry certification by providing industry certification exam prep for all available exams to CTAE teachers so that 100% of the teachers are certified in 2 years.
- 19 Increase the number of feeder middle school academy programs to Academies of Pinellas high school programs.
- 20 Increase the quality of all high school career technical programs by conducting comprehensive program reviews using the Academies of Pinellas Rubric with all programs reviewed by June 2015.
- 21 Increase the numbers of students participating in youth pre-apprentice work-based learning programs by 10% annually.
- 22 Ensure 100% of Advanced Placement teachers attend College Board trainings in their subject areas at least once every three years.
- 23 Earn AVID Site Certification for traditional middle and high schools with Northeast High School achieving demonstration status by September 2015 and Osceola Middle School gaining Demonstration School status by September 2016.
- 24 Increase attendance of targeted students participating in Summer Bridge in order to increase opportunities for improving proficiency levels.
- 25 Develop and sustain partnerships with universities and community colleges that deliver teacher and leader preparation for the development and recruitment of teachers for the District.

Goal 3

Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.

ACTIONS:

- 1 Increase the effectiveness of guidance counselors' use of student performance data (e.g., 9th/10th PSAT) in advising students on their College Board Advance Placement potential as indicated by the correlation between potential for AP courses and enrollment in AP courses.
- 2 Ensure that all guidance counselors are trained to use a Comprehensive School Counselor Program in order to better serve students/parents.
- 3 Increase teacher recruitment and retention efforts to ensure faculty diversity mirrors the student population by utilizing various methods including: recruitment at targeted institutions noted for graduating Black, Hispanic, and other needed educators; mentoring teachers; providing incentives; and hosting job fairs to ensure all teacher positions are filled with a highly effective teacher in a competitive timeframe.
- 4 Provide a continuous support system through a high quality teacher induction program (Embrace Pinellas) focused on effective and equitable instruction for all students by incrementally building the expertise of our developing teachers in their first three years including mentoring, coaching, and job-embedded professional development based on needs.
- 5 Monitor the role, qualifications, and effectiveness of all academic coaches as measured by the increase in achievement levels of subject areas of assignment.
- 6 Provide professional development offerings based on prioritized needs identified through teacher appraisal data and deliberate practice processes evaluated by teacher survey results.
- 7 Enhance the Employee Wellness Program to encourage and reward employee participation in preventive screenings, fitness and nutrition/weight loss programs and carrier provided clinical programs; and pilot student fitness programs.
- 8 Achieve Master Board certification by engaging School Board members in Florida School Board professional development.

Goal 3 (cont'd)

Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.

ACTIONS:

- 9 Conduct focus groups to meet with various employee groups to discuss potential improvements to the District.
- 10 Conduct Parent/PTA cadre meetings throughout the District.
- 11 Conduct speaking engagements at Chambers of Commerce and Rotary(s).
- 12 Participate in meetings with local and state elected officials on issues directly impacting education and the community.
- 13 Participate in meetings with state, college and university officials.
- 14 Represent the Pinellas County School District by participating in meetings with various education and business groups throughout the community, state, and nation.
- 15 Improve the promotional selection process and increase the percent of District and site administrators including minority candidates selected to receive training on effective school's research incorporating Level 2 Principal Preparation Program, The Aspiring Leaders, Targeted Selection Program, and Florida Turn Around Leaders Programs.
- 16 Develop a succession plan that includes criteria for candidates and a pool of cross-trained successors for employees at every level as measured by a succession plan and a list of candidates capable of filling identified positions.
- 17 Conduct professional development for administrators and staff on progressive discipline using a training model and reporting training results using the number of training sessions and administrators and staff attending.
- 18 Ensure schools have an active and documented Principal's Multicultural Advisory Committee (PMAC) program which addresses the responsibilities of schools to provide an environment reflective of the District's core value of cultural competence.

Goal 3 (cont'd)

Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement and overall school improvement.

ACTIONS:

- 19 Ensure all schools have an approved, research based, and fully operational behavior plans that include teachers and staff training to assure effective implementation resulting in improved student behavior, reduction of referrals, reduction of in- and out- of school suspension rates, and the use of best practices for in-school suspension alternatives to decrease out-of-school suspensions.
- 20 Decrease the number of infractions leading to arrests as measured by monthly reports and year to date comparisons.
- 21 Increase safety in each school through collaborations and agreements among administrators, School Resource Officers, and Campus Activity Monitors to proactively address behavior and safety issues.
- 22 Monitor and review district and school crisis plans to ensure the documented plans address the unique issues and locations of each school and are ready to execute in the event of an emergency.
- 23 Decrease the percentage of students absent 21 days or more to below the state average by monitoring the percentage of students absent 21 days or more and the average daily attendance rate for each school monthly.
- 24 Improve the professional culture and morale at each school site by improving identified areas of need improvement on the annual District and school-based survey of culture and climate.
- 25 Establish a recognition and reward process for teachers with outstanding attendance records.

Goal 4

Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.

ACTIONS:

1

Ensure that 100% of all Title I and IDEA expenditures can be directly correlated with student growth scores or learning gains using reviews of progress monitoring data with school staff to track student progress and make necessary adjustments.

2

Implement Pinellas County Early Childhood Education Plan and monitor through regular status checks of programs (sites, numbers, funding, effectiveness) with VPK/Early childhood providers as well as other progress monitoring methods.

3

Review, evaluate and enhance the District Application Program process (School Choice Option) including application, student selection, selection of offerings, and locations resulting in positive family feedback.

4

Continue to reduce the number of leased portable classrooms to realize a cost savings to the District and keep students in main school building(s).

5

Maintain and continuously improve the established process for class size as measured by the number of schools meeting class size.

6

Improve and document the process for allocation of units at schools and district work sites including evidence of school-level autonomy over staffing, scheduling, and budgeting to support student achievement.

7

Evaluate and provide recommended “Green” initiatives and sustainable design certifications in new construction, retrofits, and maintenance activities (e.g., Use “greener” LEED principles in 10 Year Facility Plan; Maintain written IEQ Management Plan; Replace cleaning supplies with “green” supplies; Conduct air, water tests to ensure safe campus environments).

8

Update educational space standards, design/construction standards, and educational specifications to 100%.

9

Provide safe, healthy, and efficiently operated schools to ensure the success of our students and responsibility to stakeholders (e.g., energy consumption, work order ticket closures, cost per sq ft electricity/gas).

Goal 4 (cont'd)

Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.

ACTIONS:

- 10 Provide safe and efficiently operated bus transportation to ensure the success of our students (e.g., define satisfactory ride times and bus fill rates, increase on time performance, reduce accidents, breakdowns, and fuel costs).
- 11 Decrease the number of vacant teacher positions daily in each school beginning on the first day of school and improve teacher attendance overall and by each day of the week in each Area of the District.
- 12 Decrease the number of unfilled substitute positions in each school beginning on the first day of school by monitoring the substitute fill rate in each Area of the District daily.
- 13 Continue the development of the evaluation instruments and compensation systems in collaboration with employee bargaining units to meet the requirements of the Race to the Top initiative.
- 14 Extend the performance and differentiated pay program for teachers in any identified Turnaround School.
- 15 Monitor the use of scheduler software program to ensure appropriate placement of secondary students in rigorous courses with real-time interface with district database as measured by review of master schedules by semester.
- 16 Improve the review and processing of FTE data, including transportation records, to ensure the district receives all FTE monies entitled.
- 17 Implement, monitor, and improve Extended Learning Programs (academic remediation and/or academic enrichment) in all schools as measured by student achievement data and student participation.
- 18 Conduct revenue vs. expenses analysis of school sites, District offices, educational programs, and District operations.

Goal 4 (cont'd)

Develop and sustain effective and efficient use of all resources for improved student achievement and fiscal responsibility.

ACTIONS:

- 19 Ensure a minimum of 5% contingency is accomplished by 2015.
- 20 Ensure any audit comments are corrected within a calendar year.
- 21 Examine all new state mandates to determine funding sources and include significant unfunded mandates as a part of the District's legislative action card.
- 22 Ensure that the budget process includes steps that incorporate appropriate stakeholders and a timely sequence of all essential components.
- 23 Improve the development and monitoring of the School Improvement Plan (SIP) by routine reviews of progress on SIP goals, action plans, and timelines and ensuring alignment of SIPs with the District Improvement and Accountability Plan (DIAP).
- 24 Complete the District Accreditation process in fall 2014/spring 2015 aligning schools, departments, and all work sites in achieving the District vision of 100% student success.
- 25 Monitor the progress on the plans for Turnaround schools for 2014-15 and establish and communicate improved plans for Turnaround Schools in 2015-16 if necessary.
- 26 Increase and promote the opportunities for school choice in the District by offering an engaging curriculum, competitive school programs, and attractive campuses.

Goal 5

Provide quality technology and business services to optimize operations, communications and academic results.

ACTIONS:

- 1 Implement the District's 2014-15 technology plan based on the refresh recommendations.
- 2 Increase the use of DecisionED by adding reports for the District's Strategic Plan (DSP) and the School Improvement Plan (SIP) and inform the Board, principals, and other users on how to access the information to guide decision-making.
- 3 Establish a District scorecard for the communication and distribution of District and school data to inform the Board, administrators, teachers, staff and the public on the District's progress on key indicators.
- 4 Communicate the District's digital learning plan for the use of electronic resources (digital content, textbooks, devices) for student access for in-school, after-school, and out-of-school time.
- 5 Improve the process for conducting all computer assessments for the EOC exams including sufficient computers capable of completing the exams on schedule with minimum disruption to daily instruction and the student/teacher day.
- 6 Increase the communication and offerings of the Superintendent's Annual State of the District event to address community leaders of the progress on the District's Strategic Plan.
- 7 Continue the Superintendent's Teacher Task Force (to include prior Teacher of the Year recipients) to provide input and feedback as it relates to student achievement, instruction, and the District's continuous improvement efforts.
- 8 Continue the Superintendent's focus group meetings for teachers, staff, community members, and administrators to gather input and feedback as it relates to student achievement, instruction, and the District's continuous improvement efforts.
- 9 Continue to implement an IT Simplification Assessment Initiative as recommended by the program review as appropriate.

Goal 5 (cont'd)

Provide quality technology and business services to optimize operations, communications and academic results.

ACTIONS:

- 10 Continue to monitor the development and use of brochures for all schools highlighting major accomplishments, programs, and needed parent information.
- 11 Design and implement a new district website utilizing Schoolwires technology that will function as a robust communication and promotional tool to keep internal and external stakeholders apprised of district programs and initiatives.
- 12 Engage schools in the design and implementation of a new system of school websites utilizing Schoolwires technology that will allow for the efficient and effective communication of information to the schools' internal and external stakeholders.
- 13 Expand upon current methods utilized to raise awareness of the District's profile by creating and deploying multi-pronged promotional strategies aimed at internal and external stakeholders.
- 14 Utilize best practices in promotional communication to continue to position Pinellas County Schools as the district of choice for quality teaching, learning and student achievement.
- 15 Provide communication training for PCS employees by developing a series of employee communication workshops and marketing them to staff.
- 16 Increase the number of industry/corporate advisory committees for all high school career technical programs of study by June 2015 with all career technical programs of study having an industry/corporate advisory committee by June 2016.
- 17 Deploy a well-designed communication plan for Pinellas Virtual School in order to increase enrollment and the percentage of successful course completions and earn at least 300.0 FTE in 2014-15, with an annual increase of at least 75.0 FTE for a minimum of three years.

School Board Members

Carol J. Cook

CHAIRPERSON

Linda S. Lerner

VICE CHAIRPERSON

Janet R. Clark

Rene Flowers

Terry Krassner

Peggy L. O'Shea

Robin L. Wikle

Accreditation Report

Pinellas County School District

Label	Assurance	Response	Comment	Attachment
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes	The attached forms are used during the review of School Improvement Plans and the review of documents completed for the accreditation process. The SIP review process includes feedback from the Executive Director and Area Superintendent, improvements made based on the feedback and a subsequent review. This cycle continues until the SIP is of satisfactory quality to publish for the community to view. The process for accreditation portfolio quality assurance mirrors SIP with a self-assessment, feedback from accreditation co-chair and improvements, until documents are of satisfactory quality.	PCS SIP Evaluation Tool Accreditation Evaluation Tool

District Accreditation School Review
District Accreditation School Review Rubric

School Name:

Executive Summary		Select Rating	Section Rating	Type any notes in the boxes.
Description of School				
School's Purpose				
Achievements				
Improvements				

Self Assessment		Select Rating	Section Rating	
Standard One Narrative				
Standard Two Narrative				
Standard Three Narrative				
Standard Four Narrative				
Standard Five Narrative				

Stakeholder Feedback Diagnostic		Select Rating	Section Rating	
Data Word Document Describing Survey Process				
Evaluative Criteria (2 Rubrics)				
Areas of Notable Achievement				
Areas of Improvement				

Student Performance Diagnostic		Select Rating	Section Rating	
Student Performance Matrix Uploaded				
Student Performance Data Uploaded				
Evaluative Criteria (4 Rubrics- Quality, Equity)				
Areas of Notable Achievement				
Areas of Improvement				

Assurances (5)		Select Rating	Section Rating	
School Improvement Plan Uploaded #5				

Overall Score	Reviewer	Date	Reviewer	Date