

School District of Indian River County

AFRICAN AMERICAN
ACHIEVEMENT PLAN
2019-2020

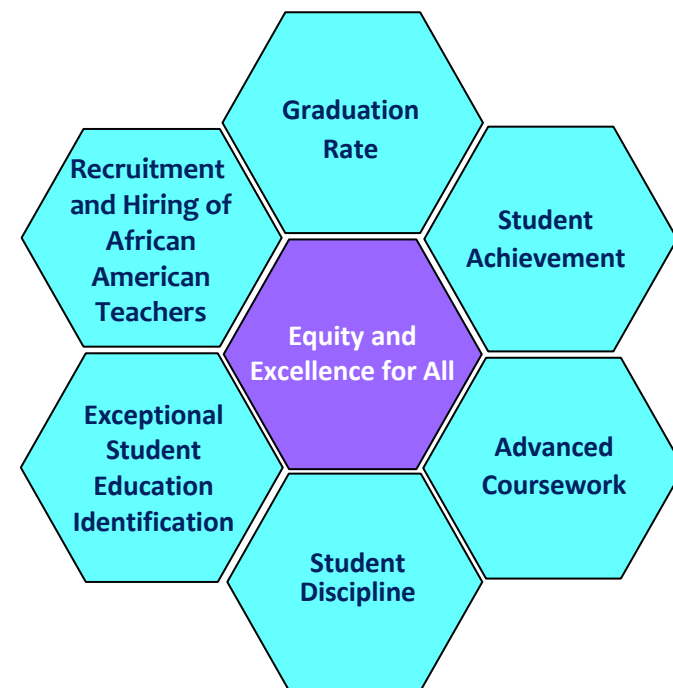
6500 57th St. Vero Beach, FL 32967
772-564-3000

The goal of the School District's African American Achievement Plan shall be to eliminate the achievement gap as compared to White students. Given this, the Plan identifies barriers to the academic achievement of African American students; lists the strategies, procedures, and/or programs that will be implemented to improve the academic achievement of African American students and address the identified barriers; and sets measurable goals for the improvement of African American academic achievement. The School District's African American Achievement Plan also addresses discipline disparities observed among African American students and the assignment of African American students to special programs, such as the Exceptional Student Education (ESE) and Alternative Education programs, including whether such assignments exceed state and District averages for other groups. Other purposes of this Plan include the hiring of a diverse workforce, the inclusion of culturally responsive lessons and materials, the celebration of diverse learners and families, and the fostering of a growth mindset.

This document represents a plan to reduce achievement gaps across the District in all schools. Additional supports and programs will be initiated based upon the needs of each school. The District's African American Achievement Plan will continue to be revised to include bold initiatives to generate substantive changes in the way we engage, enrich and empower our teachers, children and families to meet high expectations for all learners. This Plan will be reviewed annually and updated accordingly.

Some of our key strategies include:

- A plan to increase implementation fidelity of the Multi-Tiered System of Supports (MTSS) framework to meet the needs of African American students, including ongoing progress monitoring.
- A comprehensive induction program, including a mentoring component focused on professional development to practice, which is designed to support and retain new teachers.
- A district commitment to culturally relevant curriculum, materials, and training in support of rigorous, engaging instruction in all classrooms.
- A district commitment to positive behavioral supports and interventions and fair and equitable disciplinary practices for all students.
- A district commitment to restorative practices, including deliberate strategies to build classroom relationships and community, alternatives to suspension, and reintegration plans for students who receive a suspension to provide them skills to successfully return to the classroom.
- A targeted plan to empower families to better understand their child's academic data, their strengths and weaknesses, and the resources available to improve learning in school, after school, and at home.
- A strategic plan to recruit and hire a diverse teaching staff through focused and innovative strategies, including a program that identifies and supports current African American high school students who want to become teachers in our schools.



The Superintendent will update the School Board on the progress towards meeting the Desegregation Order monthly. Changes will be made to this plan based on the input received from the School Board and Equity Committee. School Board members are invited to attend all Equity Committee meetings. The Superintendent will emphasize to staff that compliance with the Desegregation Order is non-negotiable and link progress to staff evaluations.

The Coordinator of Equity and Instructional Support will evaluate the impact of this plan and will conduct surveys, make school visits, and speak to faculty and staff.

In addition to this plan, each school will develop their own African American Achievement Plan to support students.

Additional data to support this plan is available in Appendixes A – O.

This plan will be accompanied by a progress monitoring report card.

***While these action steps are District-let initiatives, many will be implemented under the direction of the school principal.**

Prior to the start of each school year, the School Board will review this Plan, consider any recommended changes to the Plan, and approve the Plan. On February 11, 2020 the School Board was provided the draft of the 2019-2020 African American Achievement Plan for review. *On To Be Determined*, the board approved this plan.

The Equity Committee shall be responsible for monitoring the School District’s implementation of the Plan and the results/effectiveness of the Plan in improving the academic achievement of African American Students. The School Board will ensure that information requested by the Equity Committee for accomplishment of its responsibility for monitoring the implementation and results/effectiveness of the Plan is timely made available to the Equity Committee through appropriate channels determined by the School Board in its discretion.

The School Board will ensure that the School District maintains documentation regarding the implementation of this Plan. The School Board will also ensure that the data discussed throughout this Plan is sufficient to evaluate the results/effectiveness in improving the academic achievement of African American students.

The Equity Committee will submit any recommendations to the School Board for modifying this Plan to eliminate strategies, procedures, and/or programs that have not been successful or to include new strategies, procedures, and/or programs likely to improve academic achievement of African American students. *On To Be Determined*, the Equity Committee submitted such recommendations to the School Board, which the School Board reviewed and considered as advisory.

Barriers

This document identifies barriers to the academic progress and equitable discipline and assignment to special programs for African American students and identifies goals to determine whether improvements in these areas are realized when compared to White students in the District. Additionally, strategies/action steps to address the identified barriers and achieve the intended goals are explicitly outlined in this document.

The barriers addressed in this plan include:

1. Lack of curricular resources and instructional strategies tailored towards African American students
2. Lack of instructional staff mirroring the demographics of the student population
3. Need for comprehensive training and accountability for applied practice in culturally responsive instructional strategies
4. High Impact teachers are not strategically placed at low performing schools
5. Need for an explicit action plan to drive change to improve equitable instructional and disciplinary practices districtwide
6. Need for data-driven allocation of school-based resources
7. Need for increased access and support to enroll students in advanced coursework
8. Need for increased consistency in the quality and implementation of Tier 1 behavioral supports
9. Need for increased skills in cultural competency to foster positive relationship building between educators and students
10. Need for increased awareness of implicit bias and impact on behavioral dynamics and interactions
11. Need for increased culturally relevant instructional practices in Tier 1 instructional frameworks
12. Need for consistent accountability related to strategic actions and supports for the achievement of African American students
13. Need for additional academic support for African American students to achieve mastery

Key Data Definitions / Achievement Gap

Terms	Data Definitions	Data Rules / Cautions
Gap	For the purpose of this plan, the difference of outcomes related to African American students as compared to the performance of White students.	The gaps for each goal are explained as sub-definitions under each goal. For purposes of this document, the 2018-2019 school year is considered the baseline year for setting the District’s aspirational goals.
African American	All students and employees who are “African American” under the federal race definition, which is defined in Indian River County as the Local Ethnic Code. This definition is consistent with state and national reporting rules around race. The reporting of a student as “African American” is determined by the parent during the school registration process or by the employee via the hiring process.	It is important to note that data accuracy around race is dependent upon the accuracy of self-reporting.
Graduation Rate	The percentage of high school students from each four-year cohort (when students enter ninth grade) who graduate with a standard high school diploma per the state’s definition, which includes all withdrawal codes (WD) that result in a standard high school diploma.	The District provides data on all withdrawal codes (WD) as a way of reporting students who graduated with a standard high school diploma, the routes they took in receiving their diplomas as well an accounting for students who did not graduate.
Early Warning System (EWS)	A data monitoring tool that tracks at-risk student behaviors and actions (e.g. attendance, behavior, course performance) that can be used to predict future graduation status and identify for schools those students who may need intervention to reengage.	An EWS is not a graduation “checklist” but rather a collection of actions and behaviors that provide an indication of disengagement so that schools can intervene prior to a student dropping out-of-school.
On-Track Status	The State of Florida defines off-track as having one of the following: <ol style="list-style-type: none"> 1. An annual attendance rate less than 90% 2. One or more classroom removals 3. Course failures in math or ELA 4. Level 1 on the statewide assessment in math or ELA (or reading deficiency in K-3 defined locally by scoring at or below the 25th percentile on I-Ready diagnostics) 	While the State of Florida requires monitoring and intervention at the K-8 level, SDIRC monitors and intervenes at all grade levels.

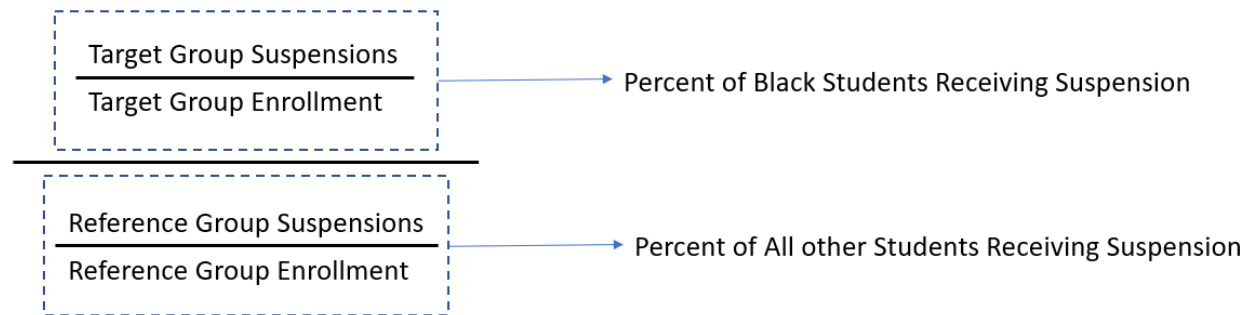
Plan B Gifted Eligibility	An eligibility pathway for gifted identification which is designed to increase the number of traditionally underrepresented populations of students identified as eligible for gifted services and programming.	
Academic Achievement	The annual performance of students on reading (now called English Language Arts or ELA) and math standardized assessments. For purposes of this document, the state’s Florida Standards Assessment (FSA) is used, as well as other nationally recognized normed assessments.	Though the District does review and provide data regarding other achievement factors (such as GPA), the gap for purposes of this section of the document refers to the gap in performance on standardized assessments.
Advanced Coursework	Advanced and accelerated courses and programs that are designed to provide more rigorous academic opportunities for students. For purposes of this document, this includes student enrollment in gifted in elementary and middle schools, and Advanced, Honors, and Accelerated (such as Dual Enrollment (DE), Advanced Placement (AP) and International Baccalaureate (IB)) courses in middle and high schools. This also includes student enrollment in Career and Professional Education (CAPE).	Data include gifted in elementary school, gifted, advanced and high school-level courses in middle school, and honors, Dual Enrollment, AP, and IB courses in high school. AP and IB program enrollments are also included as part of the District’s monitoring of application / choice programs.
Participation in Advanced Coursework	Participation refers to the total enrollment of African American students in courses (see above) and / or attendance in activities (such as STEM, or other academic programs) as outlined within this document. The goals for participation are defined as meeting or exceeding the percentage enrollment of African American students across the District.	
Performance in Advanced Coursework	Performance refers to the percentage of African American students earning satisfactory course credit (such as college credit in DE, AP or IB) or earning an industry certification. The performance of African American students should mirror the performance of White students.	Measuring performance of students in accelerated courses such as AP should be made with some caution as the District is committed to challenging students to take more rigorous courses and that sometimes results in higher participation rates and, at least initially, with lower performance rates. The District has outlined plans to provide students with the assistance and support needed to succeed in these more challenging classes.

Office Discipline Referral	A referral made of a student due to a disciplinary infraction and processed at the school per the District’s Code of Student Conduct.	Data is pulled for both the total number of referrals and total number of students who received a referral, typically titled “unique referrals” or “unique students” receiving a referral. Though the gap is defined by race, data is pulled also by race/ethnicity and students with and without disabilities as a way of monitoring progress and interventions.
In-School Suspension	A consequence issued as a result of an Office Discipline Referral that results in a student being removed from class to another location on campus for more than 50% of the instructional day.	Data is pulled for both total number of in-school suspensions and total number of students who received an in-school suspension, typically titled “unique suspensions” or “unique students” receiving an in-school suspension. Though the gap is defined by race, data are pulled also by school, grade level, and students with and without disabilities as a way of monitoring progress and interventions.
Out-of-School Suspension	A consequence issued as a result of an Office Discipline Referral that results in a student being removed temporarily from the school campus.	Data is pulled for both total number of out-of-school suspensions and total number of students who received an out-of-school suspension, typically titled “unique suspensions” or “unique students” receiving an out-of-school suspension. Though the gap is defined by race, data are pulled also by school, grade level, and students with and without disabilities as a way of monitoring progress and interventions.
Classroom Removal	Used to describe a disciplinary event consisting of either in-school-suspension or out-of-school suspension, in which a student is removed from their assigned classroom instructional setting.	Data are pulled for both total number of classroom removals (i.e., out-of-school suspension and in-school suspension) and total number of students who received a classroom removal, typically titled “unique suspensions” or “unique students” receiving an in-school suspension. Though the gap is defined by race, data are pulled also by school, grade level, and students with and without disabilities as a way of monitoring progress and interventions.

Exceptional Student Education (ESE) / Specific Learning Disability (SLD)	The percentage of students identified as eligible for Exceptional Student Education Services. One such designation that is tracked per this document are those students in need of specially designed instruction and identified as eligible for services for a specific learning disability.	For purposes of this document, students with a 504 Plan are not included.
Minority Hiring	The total number and percentage of instructional and administrative positions with the goal of increasing staff diversity by meeting or exceeding the total enrollment of African American students across the District (defined in 2018-19 as 17.7%).	The data for this document is pulled only for instructional and administrative positions and not for related staff positions that are non-instructional. As such, the gaps referred to herein are intended to impact the diversity of the teaching and administrative staffs.
Combined Math	Combined math includes grades FSA 3-8 Math and the Algebra 1 and Geometry EOCs.	
Multi-Tiered System of Supports (MTSS)	An evidence-based framework for schooling which provides a coordinated continuum of instruction and supports related to academic, behavioral, and social-emotional domains.	<p>Tier 1: Evidence-based instruction and supports provided to all students.</p> <p>Tier 2: Evidence-based interventions and supports provided to address common barriers to learning for some students.</p> <p>Tier 3: Intensive, individualized, and evidence-based interventions and supports provided to address individual student barriers to learning for few students.</p>

Risk Ratio	A data point that represents the likelihood that a member of one group would incur a consequence as compared to another subgroup or as compared to all other students. (How likely one group will receive a consequence compared to another group.)	Risk Ratios are useful when comparing the likelihood of one population receiving a treatment to another where the two populations are different sizes.
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Risk Ratio:



If Risk Ratio = 1, then the top percentage is the same as the bottom percentage (African American students suspended at same rate as all other students).

If Risk Ratio > 1, then the top percentage is greater than the bottom percentage (African American students suspended at a greater rate as all other students). The risk ratio becomes “how many more times African American students are suspended than all other students.”

If Risk Ratio < 1, then the top percentage is less than the bottom percentage (African American students suspended at a smaller rate as all other students). The risk ratio becomes “how many times less are African American students suspended than all other students.”

Summary of Progress Monitoring

The Superintendent will provide an update to the SDIRC School Board on a monthly basis (e.g., 4th Tuesday of the month) related to progress indicators for current plan. Additionally, the Superintendent and relevant district staff members will provide updates related to plan progress at scheduled Equity Team meetings. The individuals listed as responsible for the implementation of action steps outlined in this plan, are charged with ensuring the timely and successful completion of action steps, with completion of these action steps being an integral part of employee performance evaluations. Additionally, information related to the implementation of the African American Achievement Plan will be available on our district website.

The following is a sample of the goal areas with progress measures that will be monitored throughout the year.

Goal Area	Progress Measures	Frequency	Outcome
Student Achievement	Performance on ELA and Math assessments	Monthly	
	Percent of African American students attending extended learning opportunities	1 st of every month while students are in school	
	Percent of African American students with 2 or more Florida Early Warning Indicators	1 st of every month while students are in school	
	Percent of African American students in credit recovery	1 st of every month while students are in school	
	Rate of course failures for African American students	November 1, January 1, April 1	
	Enrollment of African American students in advanced coursework and programs	September 1, January 15	
	Percent of African American students screened for gifted education	October 31, December 31, March 31	
	Percent of African American students meeting Plan B Gifted eligibility criteria	October 31, December 31, March 31	

Student Achievement Continued			
	Progress Measures	Frequency	Outcome
	Number and Percent of African American students taking college readiness testing at high schools	October 31, December 31, March 31	
	Number and Percent of African American students included in recognition ceremonies	1 st of every month	
Student Discipline	Number and percent of African American students receiving Office Discipline Referrals	1 st of every month while students are in school	
	Number and percent of African American students receiving Out-of-School Suspension and In-School Suspension	1 st of every month while students are in school	
	Number and percent of suspended African American students participating in the ALTOSS (Alternative to Out-of-School Suspension)	1 st of every month while students are in school	
	Number and percent of classroom removals given for more than 10 days cumulative for African American students with disabilities	1 st of every month while students are in school	
	Number and percent of African American students receiving alternative disciplinary placement (Alternative Center for Education)	1 st of every month while students are in school	
	Number and percent of African American students arrested on school campus or school related incidents compared to Whites	October 31, December 31, March 31	
ESE Identification	Number and percent of African American students found eligible for ESE services	1 st of every month while students are in school	
	Least Restrictive Environment: Regular Class: the percent of students with disabilities who spend 80% or more of their school week with peers without disabilities. Resource Room: the percent of students with disabilities spending between 40% and 80% of their school week with peers without disabilities.	October 31, December 31, March 31	

ESE Identification Continued			
	Progress Measures	Frequency	Outcome
	Percent of African American students identified with a Specific Learning Disability, Emotional and Behavioral Disorder, or Intellectual Disability.	October 31, December 31, March 31	
Minority Hiring and Retention	Number of contacts to Historically Black Colleges and Universities	First of every month	
	Number of visits to Historically Black Colleges and Universities	October 31, December 31, March 31, June 1	
	Dates of job & recruitment fairs attended	October 31, December 31, March 31, June 1	
	Number of new African American teachers hired	First of every month	
	Report to the Equity Committee outlining recruitment efforts of African American teachers	First of every month	
	Percent of new African American teachers who attended the New Teacher Orientation Program	August 31	
	Percent of high school African American students enrolled in future teachers mentoring program	October 31, December 31, March 31	
	Percent of African American candidates interviewed that were hired	First of every month	
	Percent of interviewees that were African American	First of every month	
	Percent of applicants that were African American	First of every month	
	Number of African American teachers at each school	First of every month	
	Number of African American teacher candidates contacted during recruitment visits	October 31, December 31, March 31	
Attrition rates for African American teachers	October 31, December 31, March 31		

Minority Hiring and Retention Continued			
	Progress Measures	Frequency	Outcome
	Percent of new African American teachers assigned a mentor	October 31, December 31, March 31	
	Number of African American teachers participating in a leadership development program	October 31, December 31, March 31	
	Number and percentage of African American teachers and leaders promoted	October 31, December 31, March 31	

Goal 1: Improve Academic Achievement of African American Students

Focus Areas	Baseline Condition (2018-19):	Goal																																								
<p style="text-align: center;">Closing the Achievement Gap</p>	<p>The following tables provide information about percentage of students scoring at level 3 or above on the Florida Standards Assessments:</p> <table border="1" data-bbox="344 418 1073 902"> <thead> <tr> <th>ELA (3-10)</th> <th colspan="3">State % (Count) Level 3+</th> </tr> <tr> <th>Race</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>White, Non-Hispanic</td> <td>65% (414,204/ 634,596)</td> <td>65% (409,611/ 625,785)</td> <td>67% (413,413/ 619,509)</td> </tr> <tr> <td>African American, Non-Hispanic</td> <td>36% (124,975/ 351,944)</td> <td>37% (129,534/ 352,318)</td> <td>38% (134,979/ 353,068)</td> </tr> <tr> <td>Gap (% pts)</td> <td>29</td> <td>28</td> <td>29</td> </tr> </tbody> </table> <table border="1" data-bbox="344 932 1073 1341"> <thead> <tr> <th>ELA (3-10)</th> <th colspan="3">District % (Count) Level 3+</th> </tr> <tr> <th>Race</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>White, Non-Hispanic</td> <td>62% (3,520/ 5,672)</td> <td>62% (3,515/ 5,713)</td> <td>64% (3,669/ 5,712)</td> </tr> <tr> <td>African American, Non-Hispanic</td> <td>29% (512/ 1,775)</td> <td>31% (525/ 1,703)</td> <td>35% (606/ 1,741)</td> </tr> <tr> <td>Gap (% pts)</td> <td>33</td> <td>31</td> <td>29</td> </tr> </tbody> </table>	ELA (3-10)	State % (Count) Level 3+			Race	2016-17	2017-18	2018-19	White, Non-Hispanic	65% (414,204/ 634,596)	65% (409,611/ 625,785)	67% (413,413/ 619,509)	African American, Non-Hispanic	36% (124,975/ 351,944)	37% (129,534/ 352,318)	38% (134,979/ 353,068)	Gap (% pts)	29	28	29	ELA (3-10)	District % (Count) Level 3+			Race	2016-17	2017-18	2018-19	White, Non-Hispanic	62% (3,520/ 5,672)	62% (3,515/ 5,713)	64% (3,669/ 5,712)	African American, Non-Hispanic	29% (512/ 1,775)	31% (525/ 1,703)	35% (606/ 1,741)	Gap (% pts)	33	31	29	<p>To decrease the gap in ELA-Reading achievement for African American students by an average of 10 percentage points each year on state ELA assessments until the gap is eliminated.</p>
	ELA (3-10)	State % (Count) Level 3+																																								
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Combined Math	State % (Count) Level 3+		
Race	2016-17	2017-18	2018-19
	67%	69%	69%
White, Non-Hispanic	(434,003/ 646,881)	(404,756/ 586,520)	(400,326/ 576,804)
African American, Non-Hispanic	38%	39%	40%
	(134,927/ 355,436)	(133,376/ 338,737)	(137,025/ 340,087)
Gap (% pts)	29	30	29

Combined Math	District % (Count) Level 3+		
Race	2016-17	2017-18	2018-19
	62%	65%	66%
White, Non-Hispanic	(3,495/ 5,671)	(3,490/ 5,339)	(3,516/ 5,331)
African American, Non-Hispanic	29%	34%	35%
	(509/ 1,779)	(548/ 1,627)	(597/ 1,728)
Gap (% pts)	33	31	31

Source: Ed Stats

To decrease the gap in Math achievement for African American students by an average of 11 percentage points each year on state Math assessments until the gap is eliminated.

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.1 Provide professional development to administrators, instructional staff, and teachers related to culturally responsive instructional practices and strategies for working with African American male and female students.	PD rosters PD materials used	August 1 – May 15	Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Christina Jacobs, Coordinator of Student Services; Dr. Deborah Long, Coordinator of Equity and Instructional Support
1.2 Conduct an annual district-level problem solving technique, such as root cause analysis, that includes principals, related to the barriers to African American students' academic achievement.	Results of the root cause analysis	July 31	Dr. Deborah Long, Coordinator of Equity and Instructional Support; Dr. Christina Jacobs, Coordinator of Student Services
1.3 Create & implement a curriculum matrix that integrates African American History teachings in grades K-12.	Curriculum Matrix Document posted on District website	July 31	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education
1.4 Monitor elementary school principals to ensure that African American students who are not kindergarten ready per the Florida Kindergarten Readiness Screener (FLKRS), or who show a substantial deficiency in reading in grades K-2 per i-Ready, receive intensive reading intervention as defined by the district reading plan.	Intensive intervention course rosters	August 1 – July 1	Richard Myhre, Assistant Superintendent of Curriculum & Instruction. Kelly Baysura, Executive Director of Elementary Education; Principals

Aligned with the District's Strategic Plan. <input type="text"/>			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.5 Ensure that School Improvement Plans for all schools specifically address how school resources are being allocated to address achievement gaps for African American students.	Approved School Improvement Plans	October 31	Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Chris Taylor, Director of Assessment & Accountability; Principals
1.6 Ensure that the District provides African American students the opportunity to participate in extended learning opportunities for remediation and enrichment. These opportunities will be communicated to parents and guardians.	Extended Learning Opportunity Rosters	August 1 – June 30	Scott Bass, Deputy Superintendent; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals
1.7 Create a plan to monitor student enrollment by race at each school to ensure African American students assigned to individual schools are consistent with the percentage of African American students represented in the District, within a range of plus or minus nine percentage points, while implementing a School Choice Fair.	Current school enrollment as of Survey 2 and 3 Percentage of African American students assigned to individual schools	October 31, February 28	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services
1.8 Implement a master plan with the goal of conducting a rezoning study.	Master Plan	December 31, 2020	Jon Teske, Assistant Superintendent of Operations; Ron Fagan, Chief Financial Officer

Aligned with the District's Strategic Plan. <input type="text"/>			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.9 Conduct a study researching the reasons parents are choosing to attend schools outside of their zoned areas.	Study results	December 31, 2020	Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services
1.10 Create a transportation plan where all students have equitable access to schools within their homezone.	Transportation records by race, by school	October 31, February 28	Mr. Jon Teske, Assistant Superintendent of Operations; Jennifer Idlette, Director of Transportation
1.11 Develop a process to identify the current needs and supports for equitable participation in extracurricular activities (e.g., cheerleading, lacrosse, soccer and orchestra).	Documentation of extracurricular activities at each school by race	October 31, December 31, March 31, May 31	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals
1.12 Develop a process to better communicate the procedures for complaints of discrimination or inaccessibility for students and parents pertaining to extracurricular activities through the Code of Student Conduct and district website.	Documentation of discrimination complaint procedures website posting and Code of Conduct	August 30	Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.13 Create data review sessions with school principals to review subgroup data, including a discussion on the progress monitoring of African American students. Plans of action will be implemented after each session.</p>	<p>Data chat agendas Progress monitoring data Plans of action</p>	<p>October 31, December 31, March 31</p>	<p>Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Chris Taylor, Director of Assessment & Accountability</p>
<p>1.14 Ensure teachers have access to real-time data specific to African American students in order to have effective data chats and plan targeted support for improved learning.</p>	<p>Progress monitoring data</p>	<p>August 1</p>	<p>Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Chris Taylor, Director of Assessment and Accountability</p>
<p>1.15 Each secondary principal will create an African American Student Council to gather feedback on the impact of support.</p>	<p>Membership rosters</p>	<p>October 31, December 31, March 31</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

Focus Areas	Baseline Condition (2018-19):	Goal																																																								
<p data-bbox="136 690 279 755">Graduation Rate</p>	<p data-bbox="321 245 1087 310">The following table provides information about graduation rates for African American and White students:</p> <table border="1" data-bbox="401 347 1016 756"> <thead> <tr> <th colspan="4">State Percent (Count)</th> </tr> <tr> <th>Race</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td>86%</td> <td>89%</td> <td>90%</td> </tr> <tr> <td>White, Non-Hispanic</td> <td>(73,507/ 85,251)</td> <td>(75,318/ 84,595)</td> <td>(75,470/ 83,669)</td> </tr> <tr> <td>African American, Non-Hispanic</td> <td>(34,243/ 45,757)</td> <td>(37,973/ 46,915)</td> <td>(38,365/ 47,050)</td> </tr> <tr> <td>Gap (% pts)</td> <td>11</td> <td>8</td> <td>8</td> </tr> </tbody> </table> <table border="1" data-bbox="401 792 1016 1201"> <thead> <tr> <th colspan="4">District Percent (Count)</th> </tr> <tr> <th>Race</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td>90%</td> <td>96%</td> <td>92%</td> </tr> <tr> <td>White, Non-Hispanic</td> <td>(683/ 760)</td> <td>(723/ 755)</td> <td>(698/ 761)</td> </tr> <tr> <td>African American, Non-Hispanic</td> <td>(149/ 187)</td> <td>(167/ 204)</td> <td>(162/ 201)</td> </tr> <tr> <td>Gap (% pts)</td> <td>10</td> <td>14</td> <td>11</td> </tr> </tbody> </table> <p data-bbox="321 1209 514 1235">Source: Ed Stats</p>	State Percent (Count)				Race	2016-17	2017-18	2018-19		86%	89%	90%	White, Non-Hispanic	(73,507/ 85,251)	(75,318/ 84,595)	(75,470/ 83,669)	African American, Non-Hispanic	(34,243/ 45,757)	(37,973/ 46,915)	(38,365/ 47,050)	Gap (% pts)	11	8	8	District Percent (Count)				Race	2016-17	2017-18	2018-19		90%	96%	92%	White, Non-Hispanic	(683/ 760)	(723/ 755)	(698/ 761)	African American, Non-Hispanic	(149/ 187)	(167/ 204)	(162/ 201)	Gap (% pts)	10	14	11	<p data-bbox="1119 431 1934 602">To increase the graduation rates for African American learners each year at a higher rate than the White graduation rate. The goal is to decrease the gap in graduation rates between African American and White students by an average of 4 percentage points each year until the gap is eliminated.</p> <div data-bbox="1199 639 1898 1016"> <table border="1"> <caption>Graduation Rate Gap Data</caption> <thead> <tr> <th>Year</th> <th>Gap (%)</th> </tr> </thead> <tbody> <tr> <td>2019-20</td> <td>7%</td> </tr> <tr> <td>2020-21</td> <td>3%</td> </tr> <tr> <td>2021-22</td> <td>0%</td> </tr> </tbody> </table> </div>	Year	Gap (%)	2019-20	7%	2020-21	3%	2021-22	0%
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Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>1.16 High school instructional staff and administrators will identify the specific standards from Unit Assessments in English, Mathematics, Biology, and U.S. History by race to support schools in identifying course concepts / standards that need to be re-taught to improve mastery for African American students and reduce the likelihood of course failures.</p>	<p>Documentation of data chats</p>	<p>February 1 – May 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>1.17 School leadership teams will use the Florida Early Warning Indicators as displayed in Unify to develop and support interventions for African American students who are not on track to graduate. Data will include attendance below 90%, one or more suspensions, course failure in ELA or Math, and Level 1 on a statewide assessment.</p>	<p>Documentation of data chats/MTSS documentation</p>	<p>August 1 – July 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>1.18 Monitor African American students who are not on track to graduate (Data include early warning indicators (K-12), credits earned, core course failures, FSA 10th Grade ELA results and FSA ALG 1 EOC results) and provide an opportunity to participate in after school and summer extended learning opportunities (ELO). Employ recruitment and targeted resource strategies, including partnering with the community, to increase attendance for African American students in all extended learning programs.</p>	<p>Rosters of after school and summer extended learning opportunities</p>	<p>First of every month while students are in school</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.19 Ensure African American students who have not met course requirements for graduation are participating in "in- school" credit recovery classes to recover failed core courses and raise grade point averages to meet graduation requirements.	Credit recovery course rosters	First of every month while students are in school	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
1.20 Monitor identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.	Documentation of meeting with students and teachers	First of every month while students are in school	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
1.21 Collaborate with high school principals and graduation coaches to monitor and create an action plan to increase the achievement of identified students for course failures, concordant scores for ELA and Algebra 1, GPA, and advanced coursework.	Documentation of action steps	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
1.22 District will support principals to develop and implement school plans to increase graduation rate.	Meeting agendas	October 31, December 31, March 31	Dr. Colleen Lord, Executive Director of Secondary; Matina Pappalardo, Coordinator of Exceptional Student Education

Aligned with the District's Strategic Plan.

Action Step	Action Step	Action Step	Action Step
<p>1.23 Develop a training for school counselors to facilitate conversations with at-risk students to review options for graduation, meet graduation requirements and develop individual plans for students. Principals will meet with school counselors to review and monitor implementation of the plan.</p>	<p>Number of meetings with students</p> <p>Number of students using other graduation options</p> <p>Principal meeting agendas with counselors</p>	<p>December 31, May 31</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals</p>
<p>1.24 Implement motivational assemblies for identified at-risk students, including Commit 2 Graduation, Hear My Story, etc.</p>	<p>Scheduled dates</p> <p>Number of students participating</p>	<p>December 31, May 31</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>1.25 Principals will schedule, plan and coordinate parent meetings with African American students who require intensive support to graduate.</p>	<p>Number of meetings with students and parents by grade level</p>	<p>October 31, December 31, March 31, June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.26 Implement a plan that requires every school counselor to meet quarterly with at-risk African American students to discuss graduation needs. The principal will meet with students to determine the impact of graduation support.	Number of student meetings	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
1.27 Develop a learner profile and learning plans for students not on track to graduate.	Number of students plans	October 31, December 31, March 31, June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
1.28 Develop a plan to monitor graduation rates at each high school.	Monitoring plans	June 1	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Principals

Focus Areas	Baseline Condition (2018-19):	Goal																								
<p>Advanced Coursework</p>	<p>The gaps between the percentage of African American and White students enrolled in advanced coursework have decreased since the 16-17 academic year.</p> <p>The gap between the percentage of African American students and the percentage of White students identified as eligible for gifted:</p> <table border="1" data-bbox="405 511 1012 922"> <thead> <tr> <th colspan="3">Identified Eligible for Gifted</th> </tr> </thead> <tbody> <tr> <td rowspan="3">2016-17</td> <td>White, Non-Hispanic</td> <td>5.8%</td> </tr> <tr> <td>African American, Non-Hispanic</td> <td>0.8%</td> </tr> <tr> <td>Gap (% pts)</td> <td>5</td> </tr> <tr> <td rowspan="3">2017-18</td> <td>White, Non-Hispanic</td> <td>5.8%</td> </tr> <tr> <td>African American, Non-Hispanic</td> <td>0.9%</td> </tr> <tr> <td>Gap (% pts)</td> <td>4.9</td> </tr> <tr> <td rowspan="3">2018-19</td> <td>White, Non-Hispanic</td> <td>5.6%</td> </tr> <tr> <td>African American, Non-Hispanic</td> <td>1%</td> </tr> <tr> <td>Gap (% pts)</td> <td>4.6</td> </tr> </tbody> </table>	Identified Eligible for Gifted			2016-17	White, Non-Hispanic	5.8%	African American, Non-Hispanic	0.8%	Gap (% pts)	5	2017-18	White, Non-Hispanic	5.8%	African American, Non-Hispanic	0.9%	Gap (% pts)	4.9	2018-19	White, Non-Hispanic	5.6%	African American, Non-Hispanic	1%	Gap (% pts)	4.6	<p>To increase the percentage of African American students enrolled in advanced coursework by an average of 6 percentage points in AP/IB, 2 percentage points in Dual Enrollment, and 7 percentage points in Honors each year until the gap between percentage enrollment of African American and White high school students in advanced coursework is eliminated.</p> <p>To increase the percentage of African American students identified as eligible for gifted by an average of 1.5 percentage points each year until the gap in identification for gifted eligibility is eliminated.</p>
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2016-17	White, Non-Hispanic	5.8%																								
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The chart below represents the percentage point gap between the percentage of all African American high school students who were enrolled in advanced coursework as compared to the percentage of all White high school students enrolled in advanced coursework:

Year	Race	AP/IB % (Count)	DE % (Count)	Honors % (Count)
2016-17	White, Non-Hispanic	27% (848/ 3,196)	9% (302/ 3,196)	70% (2,227/ 3,196)
	African American, Non-Hispanic	8% (69/ 892)	3% (22/ 892)	40% (355/ 892)
	Gap (% pts)	19	6	30
2017-18	White, Non-Hispanic	34% (1,095/ 3,199)	11% (348/ 3,199)	71% (2,276/ 3,199)
	African American, Non-Hispanic	21% (179/ 855)	3% (27/ 855)	49% (417/ 855)
	Gap (% pts)	13	8	22
2018-19	White, Non-Hispanic	31% (966/ 3,167)	10% (322/ 3,167)	71% (2,242/ 3,167)
	African American, Non-Hispanic	13% (109/ 825)	4% (32/ 825)	50% (410/ 825)
	Gap (% pts)	18	6	21

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.29 Review and make needed changes to enrollment criteria to increase availability of advanced and accelerated courses in middle and high school.	Course rosters	June 30	Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Dr. Colleen Lord, Executive Director of Secondary Education; Jason Keeler, Director of Career & Technical Education
1.30 Implement universal screening for gifted identification for all students prior to 4th grade across all District elementary schools utilizing procedures outlined in the state-approved District plan for increasing underrepresented populations in gifted.	Screening Lists	November 30	Dr. Christina Jacobs, Coordinator of Student Services; Matina Pappalardo, Coordinator of Exceptional Student Education
1.31 Provide tiered supports for enrichment to students in elementary schools that have low numbers of gifted identified students.	Student Rosters	October 1 – May 28	Dr. Christina Jacobs, Coordinator of Student Services; Matina Pappalardo, Coordinator of Exceptional Student Education
1.32 Increase communication and apply procedures related to Plan B eligibility measures and related processes in support of a wider identification of students for gifted services (classroom teachers & administration).	Documentation of number of Plan B eligibilities completed	August 1 – May 28	Matina Pappalardo, Coordinator of Exceptional Student Education
1.33 Create procedures to ensure equitable access for African American students to on-site, college readiness testing in every high school (PSAT, ACT, SAT, PERT).	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Pamela Dampier, Assistant Superintendent of Strategic Planning and Support Services; Chris Taylor, Director of Assessment & Accountability; Principals

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.34 Provide training to all school counselor teams in the use of data from the assessments to support students in selecting the appropriate accelerated course option that matches their strengths.	Training roster & agenda Training materials	June 1	Dr. Sharon Packard, Coordinator of Mental Health Services
1.35 Schedule events to provide African American parents, guardians and students with information on advanced coursework, dual enrollment, graduation pathways, scholarship information and strategies for academic success (i.e. workshops, website, parent conferences, SAT and ACT information).	Event schedule Documentation of materials provided Attendance roster	February 1 – June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
1.36 Create procedures to ensure an equitable representation of African American learners in recognition ceremonies (e.g. including AP, IB and Industry Certification students).	Documentation of procedures	June 1	Scott Bass, Deputy Superintendent; Principals
1.37 Create policies and procedures to place African American students in advanced classes based on academic outcomes.	Document of procedures	June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education
1.38 Implement a plan to review and approve master schedules by the Executive Directors of Elementary and Secondary Education.	Meeting Agenda	June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.39 Develop a summer program to support and prepare African American secondary students for advanced courses.	Number of students enrolled in summer program	July 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
1.40 Develop professional development for teachers, over the summer, focused on differentiating instruction for advanced courses.	Professional Development Agenda & Participant Roster	July 1	Dr. Colleen Lord, Executive Director of Secondary Education
1.41 Implement the PeerForward program to increase college enrollment.	List of students in PeerForward Program	August 1	Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
1.42 Implement articulation at all school levels to recognize and support students for advanced coursework, especially moving from 5 th to 6 th and 8 th to 9 th grades.	Number of students in advanced classes by race.	August 1	Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education
1.43 Implement district led data chats with principals that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.	Agenda for data chats Number of students regressing by school and grade level	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Principals

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
1.44 Implement school level data chats between school leadership and teachers that includes reviewing the regression of African American students who earned a level 3, 4, or 5 on a previous statewide assessment.	Meeting Agenda	October 31, December 31, March 31	Scott Bass, Deputy Superintendent; Principals

Goal 2: Reduce Disparities in Discipline & Alternative Disciplinary Placements

Focus Areas	Baseline Condition (2018-19):			Goal																				
<p>Equitable & Culturally Responsive Tiered Supports</p>	<p>During the 2018-19 academic year, African American students comprised 53% of the students receiving alternative disciplinary placement (down from 60% in 2016-2017), while the overall percentage enrollment of African American students was 17% during the 18-19 academic year.</p>			<p>To decrease the percentage of disciplinary referrals and resulting classroom removals received by African American students as related to the overall student population until the percentage meets or is less than the percentage enrollment of African American students (17% in 2018-2019). In addition, the 2018-2019 district-calculated risk ratio for classroom removal events of African American students is 4.00 as compared to White students. The District will closely monitor the disciplinary referrals and classroom removals assigned to African American students with a goal of decreasing disparity rate by one risk ratio point each year. The District also aspires to reduce the percentage representation of African American students receiving alternative disciplinary placement by 5 percentage points each year until the percentage of African American students in alternative disciplinary placement is representative of the overall population of African American students.</p>																				
	<p>The following table provides information on the percent of African American and White students receiving Office Discipline Referrals (ODR) and classroom removals:</p>																							
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		2016-17	2017-18		2018-19																			
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Gap (% pts)	19	19	15																					
<p>Regarding classroom removals of African American students, the risk ratio since 2016-2017 has decreased from 4.37 to 4.00.</p>																								

The following tables provides the count of students with one or more Out-of-School or In-School Suspensions:

Percent (Count) of Students with One or More ISS			
	16-17	17-18	18-19
Race/Ethnicity	ISS	ISS	ISS
American Indian or Alaskan Native	*	*	*
Asian or Pacific Islander	*	*	*
Black, Non-Hispanic	14% (453/ 3,270)	9% (306/ 3,267)	11% (364/ 3,464)
Hispanic	5% (214/ 4,232)	4% (183/ 4,470)	4% (182/ 4,649)
Other	8% (53/ 674)	5% (34/ 703)	7% (53/ 745)
White, Non-Hispanic	4% (386/ 10,232)	3% (322/ 10,836)	4% (397/ 10,839)

* 10 or fewer

Percent (Count) of Students with One or More OSS			
Race/Ethnicity	16-17 OSS	17-18 OSS	18-19 OSS
American Indian or Alaskan Native	*	*	*
Asian or Pacific Islander	*	*	*
Black, Non-Hispanic	15% (506/ 3,270)	14% (469/ 3,267)	13% (446/ 3,464)
Hispanic	4% (166/ 4,232)	4% (180/ 4,470)	5% (212/ 4,649)
Other	8% (56/ 674)	8% (53/ 703)	9% (70/ 745)
White, Non-Hispanic	4% (438/ 10,232)	4% (428/ 10,836)	4% (473/ 10,839)
* 10 or fewer			

Aligned with the District's Strategic Plan. <input type="text"/>			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
2.1 Provide a professional development series to school principals for the cultivation of culturally responsive and inclusive school climates.	PD rosters PD materials used	August 1 – May 15	Dr. Deborah Long, Coordinator of Equity and Instructional Support; Dr. Christina Jacobs, Coordinator of Student Services
2.2 Incorporate strategies for implementation of Tier 1 Restorative Practices (e.g., restorative circles, mindfulness, collaborative classroom agreements, cooperative learning activities, restorative conferencing) into relevant professional development sessions.	PD Rosters PD materials used	February 1 – June 1	Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services
2.3 Refer all Out-of-School Suspensions to the “Alternative to Out-of-School Suspension” (ALTOSS) program as a disciplinary alternative.	Number of students referred to ALTOSS	August 1 – May 28	Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services
2.4 Research ways to expand the “Alternative to Out-of-School Suspension” (ALTOSS) program to multiple sites, including transportation.	Research results that include Transportation Provided, Community Partnership, Meetings & Funding Sources	August 1 – May 28	Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services
2.5 Implement a plan to ensure all Out-of-School Suspensions are approved by principal supervisors.	Documentation of Focus approval process and emergency procedures	April 1, 2020	Scott Bass, Deputy Superintendent; Principals

Aligned with the District's Strategic Plan. 			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
2.6 Complete and implement interventions outlined in school behavior plans to eliminate Out-of-School Suspensions.	Documentation of PD that includes discipline vs. Punishment session and SEL Discipline Prevention session; Documentation of discipline school-based workgroups to develop individual plans	Feb 1 - April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Kelly Baysura, Executive Director of Elementary Education; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Principals
2.7 Monitor District classroom removal rates and increase accountability for classroom removals of students with disabilities so that no more than 10 cumulative days of classroom removals are assigned as a disciplinary consequence in an entire year for African American Students with Disabilities.	Classroom removal reports	August 1 – May 28	Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Matina Pappalardo, Coordinator of Exceptional Student Education
2.8 Conduct needs analyses, which include representative samples of African American school personnel and students, related to the Suspension and Expulsion Review Team's (SERT) processes and procedures to identify and address any systemic barriers related to alternative disciplinary placements and school related arrests of African American students. Data should include total referrals and placement.	Results of needs analyses	October 1 – June 1	Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services
2.9 Research and implement a student to student peer mentorship program for African American students.	Research results	July 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Dr. Deborah Long, Coordinator of Equity and Instructional Support; Principals

Aligned with the District's Strategic Plan. <input type="text"/>			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
2.10 District will work with schools to conduct a review of In-School Suspension programs and support school's development of actions to improve outcomes.	Reduction of repeat students in the program	April 1, 2020	Scott Bass, Deputy Superintendent; Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services; Matina Pappalardo, Coordinator of Exceptional Student Education; Principals
2.11 Conduct a review of discipline procedures in the Student Code of Conduct.	Positive Climate & Discipline Advisory Committee Procedure & Review	January 30 – May 26	Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Dr. Sharon Packard, Coordinator of Mental Health Services; Matina Pappalardo, Coordinator of Exceptional Student Education

Goal 3: Reduce Disproportionality in ESE Identification

Focus Areas	Baseline Condition (2018-19):	Goal
<p>Culturally Responsive Tier 3 Supports & ESE Eligibility Determination</p>	<p>The SDIRC’s current overall percentage of students identified as eligible for Exceptional Student Education (ESE) services is 16%. The percentage of African American students identified as eligible for ESE services is 23%, while African American students comprise 17% of the total population in the District. Further analysis of ESE identification patterns reveals that the observation of overrepresentation of African American students identified with disabilities, is primarily due to an increased risk of African American students (2018-2019 district-calculated risk ratio =2.15) in SDIRC identified with a Specific Learning Disability (SLD).</p>	<p>To reduce Specific Learning Disability (SLD) eligibility for African American students each year until it meets a risk ratio that is at or near 1.0. The District will closely monitor its eligibility identifications for SLD until the percentage of students who are identified with a SLD who are African American (29% for 2018-2019) meets or is less than the percentage enrollment of African American students (17% in 2018-19) and the risk ratio drops each year by one-quarter (.25) until the ratio is at or near 1.0.</p>

The following table is a comparison between the percentage of students enrolled overall by race and the percentage of students with a primary exceptionality of Specific Learning Disabilities who are African American or White:

	Race	State			District		
		Total ENR	SLD	Diff*	Total ENR	SLD	Diff*
2016-17	White, Non-Hispanic	39%	36%	-3%	55%	46%	-9%
	African American, Non-Hispanic	22%	27%	5%	17%	28%	11%
2017-18	White, Non-Hispanic	38%	35%	-3%	55%	43%	-12%
	African American, Non-Hispanic	22%	27%	5%	17%	28%	11%
2018-19	White, Non-Hispanic	37%	34%	-3%	54%	42%	-12%
	African American, Non-Hispanic	22%	27%	5%	17%	28%	11%

*Difference (% pts)

Source: LEA Profile

The following table is a comparison between the percentage of students enrolled overall by race and the percentage of students with a primary exceptionality of Emotional and Behavioral Disorder who are African American or White:

	Race	State			District		
		Total ENR	EBD	Diff*	Total ENR	EBD	Diff*
2016-17	White, Non-Hispanic	39%	37%	-2%	55%	46%	-9%
	African American, Non-Hispanic	22%	39%	17%	17%	34%	17%
2017-18	White, Non-Hispanic	38%	37%	-1%	55%	56%	1%
	African American, Non-Hispanic	22%	38%	16%	17%	31%	14%
2018-19	White, Non-Hispanic	37%	36%	-1%	54%	56%	-2%
	African American, Non-Hispanic	22%	38%	16%	17%	31%	14%

*Difference (% pts)

Source: LEA Profile

The following table is a comparison between the percentage of students enrolled overall by race and the percentage of students with a primary exceptionality of Intellectual Disabilities who are African American or White:

	Race	State			District		
		Total ENR	IND	Diff*	Total ENR	IND	Diff*
2016-17	White, Non-Hispanic	39%	33%	-6%	55%	48%	-7%
	African American, Non-Hispanic	22%	36%	14%	17%	21%	4%
2017-18	White, Non-Hispanic	38%	32%	-6%	55%	49%	-6%
	African American, Non-Hispanic	22%	36%	14%	17%	22%	5%
2018-19	White, Non-Hispanic	37%	32%	-5%	54%	48%	-6%
	African American, Non-Hispanic	22%	36%	14%	17%	22%	5%

*Difference (% pts)

Source: LEA Profile

Aligned with the District's Strategic Plan. <input type="text"/>			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
3.1 Increase knowledge and skills of school-based Local Educational Agency (LEA) representatives in monitoring and implementing compliance and accountability standards as related to Individuals with Disabilities Education Act (IDEA) eligibility determinations, through intensive professional development sessions and ongoing technical assistance.	PD Rosters PD Materials Used	August 1 – May 28	Dr. Kathrine Pierandozzi, Executive Director of ESE & Student Services; Matina Pappalardo, Coordinator of Exceptional Student Education
3.2 Identify all African American students with Specific Learning Disabilities (SLD) and provide IEP Teams with culturally responsive instructional strategies to incorporate into instruction with African American students with SLDs.	Materials Provided	June 1	Matina Pappalardo, Coordinator of Exceptional Student Education
3.3 Provide targeted professional development for problem solving teams in the identification and differentiation of disabilities, including “rule-out” factors. “Rule-out” factors are those factors which present barriers to learning for a student and are not due to an underlying disability (e.g. patterns of attendance, lack of exposure to needed instruction, and language acquisition). These factors must be “ruled-out” as the primary reason for a student’s learning difficulties prior to identifying a student with a disability.	PD Rosters PD Materials Used	June 1	Matina Pappalardo, Coordinator of Exceptional Student Education
3.4 Provide Tier 3 MTSS Problem Solving Teams with culturally responsive instructional strategies to utilize as part of 4-Step problem solving processes.	Materials Provided	June 1	Dr. Christina Jacobs, Coordinator of Student Services; Matina Pappalardo, Coordinator of Exceptional Student Education
3.5 Develop and provide professional development for teachers regarding Tier 2 and 3 interventions.	PD Rosters & Materials Used	June 1	Dr. Christina Jacobs, Coordinator of Student Services; Matina Pappalardo, Coordinator of Exceptional Student Education

Aligned with the District's Strategic Plan. <input type="text"/>			
Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
3.6 Re-establish accountability for the use of Tier2 and 3 interventions before a student is tested (reviewed) for a learning disability.	MTSS documentation	June 1	Dr. Christina Jacobs, Coordinator of Student Services; Matina Pappalardo, Coordinator of Exceptional Student Education

Goal 4: Increase Employment of African American Teachers

Focus Areas	Baseline Condition (2018-19):	Goal																												
<p>Recruitment, Hiring and Retention of African American Teachers</p>	<p>The School District of Indian River County (SDIRC) employs nearly 1,200 teachers, of which approximately 10% are African American. For purposes of this goal, the gap is defined as the difference between the number of instructional staff members who are African American compared to the population of African American students (which in 2018-19 was 17.67%). The percentage of African American instructional staff members in 2018-2019 was 9.9%, a gap of 7.7 percentage points.</p> <p>The following tables provide information related to the percentage of current teachers by race.</p> <table border="1" data-bbox="331 824 999 1156"> <thead> <tr> <th colspan="4">Teachers</th> </tr> <tr> <th>Race / Ethnicity</th> <th>16-17</th> <th>17-18</th> <th>18-19</th> </tr> </thead> <tbody> <tr> <td>Hispanic</td> <td>5%</td> <td>6%</td> <td>5%</td> </tr> <tr> <td>White</td> <td>90%</td> <td>90%</td> <td>89%</td> </tr> <tr> <td>African American</td> <td>9%</td> <td>10%</td> <td>10%</td> </tr> <tr> <td>Asian</td> <td>1%</td> <td>1%</td> <td>1%</td> </tr> <tr> <td>Other</td> <td>1%</td> <td>1%</td> <td>1%</td> </tr> </tbody> </table> <p>Source: Focus</p>	Teachers				Race / Ethnicity	16-17	17-18	18-19	Hispanic	5%	6%	5%	White	90%	90%	89%	African American	9%	10%	10%	Asian	1%	1%	1%	Other	1%	1%	1%	<p>To increase its number of African American teachers by an average of 2 percentage points each year until it meets or exceeds the enrollment percentage of African American students (which was 17.67% in 2018-19) and maintain its current rate of administrative hires to ensure that it meets or exceeds the student enrollment by race.</p>
Teachers																														
Race / Ethnicity	16-17	17-18	18-19																											
Hispanic	5%	6%	5%																											
White	90%	90%	89%																											
African American	9%	10%	10%																											
Asian	1%	1%	1%																											
Other	1%	1%	1%																											

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.1 Establish and develop relationships with the career placement offices and officials at Historically Black Colleges and Universities.</p>	<p>Email correspondence</p> <p>Phone logs</p>	<p>August 1 – July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>
<p>4.2 Create a recruitment plan, which includes at least annual visits to Historically Black Colleges and Universities in Florida (Bethune Cookman University, Florida A&M University, and Florida Memorial University), as well as the Florida Fund for Minority Teachers annual meeting, and Historically Black Colleges and Universities outside of Florida with the aspirational goal of meeting the Florida statewide racial composition of teachers and other instructional staff at each grade level (elementary, middle and high school). This plan will include the allocation of funding and resources in the recruitment budget of African American teachers and holding an annual job fair. If recruitment goal is not met, the District will collaborate with the Equity Committee to review strategies.</p>	<p>Recruitment Plan</p>	<p>March 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>
<p>4.3 Collaborate with the teachers' union to facilitate the employment of African American teachers and other instructional staff.</p>	<p>Meeting agenda</p> <p>Email correspondence</p>	<p>June 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.4 Publicize the program for mentoring new teachers and instructional staff, including posting the program on the District's job web page and share promotional materials to recruiting events.	Publicity materials Website postings	June 1	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager
4.5 Identify African American high school students in the District who could make great teachers, offer the students mentors while in school, invite them to join Florida Future Educators of America, and if they graduate college with appropriate credentials, attempt to contact these students for recruitment purposes.	Student lists Mentor lists Documentation of contacts made Number of African American student Florida Future Educator Memberships	April 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
4.6 Research opportunities to add a Teacher Academy at both high schools.	Number of African American students included in the program	June 1	Scott Bass, Deputy Superintendent; Dr. Colleen Lord, Executive Director of Secondary Education; Principals

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.7 Utilize the hiring protocol of universal applications, structured interviewing by individuals in the District office, and interviewing by individual school principals and/or members of the School Improvement Team.</p>	<p>Interview questions</p>	<p>March 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>
<p>4.8 Hiring administrators will interview, whenever possible, a diverse pool of applicants.</p>	<p>Submission of racial breakdown of all applicants for instructional positions. Must include information regarding the race and specific teacher or instructional staff position for which candidates were interviewed, extended offers, and/or hired.</p>	<p>August 1 – July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager; Principals</p>
<p>4.9 Develop a strategy to employ 17% of African American teachers at each elementary, middle, high and alternative school. Prior to hiring provide proof of all efforts to hire and/or encourage transfers to that school.</p>	<p>Documentation of strategy Teacher demographics by school</p>	<p>April 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.10 Create a step by step plan of how African American teachers and instructional staff are recruited, including inviting African American candidates to visit Indian River County and work with community partners to offer incentives to African American candidates. The District will also collaborate with the Equity Committee to develop recruitment strategies.</p>	<p>Documentation of plan List of candidates invited to visit Indian River</p>	<p>May 31</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>
<p>4.11 Utilize Handshake, recruitment/job fair portal, Indeed, EdWeek, Diversity in Education, FASA, SHRM, Troops to Teachers, Twitter, and NASN resources to support hiring a more diverse workforce and list the Indian River NAACP as a community partner on the District's website.</p>	<p>Documentation of communication</p>	<p>May 31</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>
<p>4.12 Create and implement Professional Development on culturally competent interview strategies, which includes providing professional development to principals on hiring practices.</p>	<p>PD roster PD materials</p>	<p>May 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.13 Create a plan to retain a reasonable representation of African American teachers and instructional staff at each school compared to the percentage of African American teachers and instructional staff at the schools' corresponding level (elementary, middle, high school or alternative).</p>	<p>Teacher demographics by school</p>	<p>April 15</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>
<p>4.14 Enroll African American teachers in years one through three of teaching career in Indian River in the new teacher mentoring program, included inviting all new teachers to the new teacher orientation.</p>	<p>List of mentees</p>	<p>August 1 – June 1</p>	<p>Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>
<p>4.15 Assign a mentor to each African American teacher at his/her school who will individualize a plan tailored for each African American teacher's individual needs.</p>	<p>Mentor/mentee list</p>	<p>August 1 – June 1</p>	<p>Scott Bass, Deputy Superintendent; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals</p>

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.16 Develop a plan to increase the number of African American mentors by publicizing the needed criteria and asking principals to recommend teachers.	List of African American teachers serving as mentors	July 31	Scott Bass, Deputy Superintendent; Richard Myhre, Assistant Superintendent of Curriculum & Instruction; Kelly Baysura, Executive Directors of Elementary Education; Dr. Colleen Lord, Executive Director of Secondary Education; Principals
4.17 Create a pool of retired African American teachers and administrators to serve as informal mentors.	List of retired African American teachers or administrators serving as mentors	July 31	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager
4.18 Establish a cohort of African American educators as part of our leadership development program to identify strong leaders and build connections and relationships.	Cohort List	June 1	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.19 Create a template that includes the dates of recruitment activities, staff members involved, recruitment event attended, investments incurred in recruiting activity/trip (budget), and outcomes. The template shall include an expense report for African American teacher and instructional staff recruitment.</p>	<p>Documentation of recruitment activities</p>	<p>June 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>
<p>4.20 Collect all necessary data for the representation of African American teachers and instructional staff.</p>	<p>Addendum</p>	<p>June 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>
<p>4.21 District submits to Equity Committee a monthly report of employment of African American teachers and instructional staff tracked by principals and schools each month.</p>	<p>Addendum</p>	<p>20th of every month</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.22 Establish partnerships with community organizations, fraternities, sororities, alumni groups, and Indian River State College.	List of partnerships	May 1	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager
4.23 Develop a plan to have staff attend an Equity Committee meeting while discussing representation of teachers and instructional staff.	Attendance records of superintendent and appointed staff at equity meetings as appropriate.	First of each month	Dr. David Moore, Superintendent
4.24 Develop a report of teachers, including their certifications, assigned to teach Intensive Reading classes at each school.	Report of intensive reading teachers and certifications	August 1, January 1	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
4.25 Deputy Superintendent will monitor any new hires to ensure a diverse staff.	Policy	First of every month	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager
4.26 Create a process that includes a diverse interview committee to interview teacher candidates.	Interview Committee Roster	First of every month	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager
4.27 Review the Performance Improvement Plan to ensure it contains appropriate corrective measures and support before terminating employees for cause.	Performance and Improvement Plan	July 1	Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager

Aligned with the District's Strategic Plan.

Action Step	Evidence of Completion	Implementation Timeline	Responsible Staff/ Department
<p>4.28 Create a committee with the purpose of reviewing opportunities for affordable housing for District employees in Indian River County to assist with the recruitment of African American teachers.</p>	<p>List of Committee members Committee agendas</p>	<p>August 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>
<p>4.29 Complete an internal process to review the quality of and retention of teachers in critical shortage areas to determine areas of strength and areas for improvement and complete a school-by-school analysis to ensure an adequate distribution of African American teachers across the District.</p>	<p>Review results</p>	<p>July 1</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>
<p>4.30 Conduct ongoing feedback sessions with our current African American teachers to discuss their current work / school conditions for success, as well as their onboarding and training (ex. focus groups, school visits).</p>	<p>Survey Results</p>	<p>October 31, December 31, March 31</p>	<p>Scott Bass, Deputy Superintendent; Dr. Edwina Suit, Executive Director of Human Resources; Asia Sutriasa, Employment Technician, Mike Smeltzer; Position Control Specialist & HR Systems Manager</p>

Addendum

Evidence of Completion for 4.20
Document listings of all teaching and instructional staff vacancy announcements for each school year
Principal records regarding each teaching and instructional vacancy, including the race of each applicant, interviewee, person selected to fill the vacancy, and person hired for the vacancy
The race and specific position of all teachers and instructional staff by school
Turnover of African American teachers and instructional staff at each school and the reason for the turnover if known
Evidence of Completion for 4.21
Report of Number of African Americans that applied to positions, position each African American applied for, and whether an interview was granted
Race/ethnicity of those interviewed with African American for that position, and identifying the person hired, including race/ethnicity
Scoring sheet for interview and questions asked
Name of person on interview/hiring committee and race/ethnicity of those individuals

Appendix A: FSA English Language Arts (ELA)

3 Year Achievement Level by Race/Ethnicity

GD	Year	2016-17							2017-18							2018-19							
	Race/Ethnicity	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	
3	1-White	721	12.3%	18.2%	32.0%	24.4%	13.0%	69.5%	734	12.7%	21.1%	29.0%	22.6%	14.6%	66.2%	740	10.8%	18.9%	32.0%	29.3%	8.9%	70.3%	
	2-Hispanic	357	25.2%	28.9%	28.6%	12.0%	5.3%	45.9%	327	22.0%	26.3%	29.4%	18.7%	3.7%	51.7%	296	21.3%	28.4%	27.7%	17.6%	5.1%	50.3%	
	3-Black	281	28.8%	32.4%	25.6%	11.0%	2.1%	38.8%	242	36.0%	32.6%	20.2%	10.3%	0.8%	31.4%	256	27.3%	34.4%	27.7%	10.2%	0.4%	38.3%	
	4-Two or More Races	53	22.6%	35.8%	18.9%	17.0%	5.7%	41.5%	60	18.3%	36.7%	21.7%	15.0%	8.3%	45.0%	57	14.0%	19.3%	33.3%	26.3%	7.0%	66.7%	
	5-Asian	18	16.7%	27.8%	16.7%	33.3%	5.6%	55.6%	13	30.8%	7.7%	15.4%	38.5%	7.7%	61.5%	21	9.5%	14.3%	42.9%	28.6%	4.8%	76.2%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	<10							<10							<10							
4	1-White	637	13.8%	21.8%	30.5%	23.4%	10.5%	64.4%	717	13.9%	19.2%	31.1%	25.7%	10.0%	66.8%	683	10.1%	18.7%	31.6%	26.4%	13.2%	71.2%	
	2-Hispanic	349	23.2%	31.2%	28.7%	12.9%	4.0%	45.6%	324	25.9%	29.0%	23.5%	17.6%	4.0%	45.1%	287	14.3%	32.8%	33.4%	14.6%	4.9%	53.0%	
	3-Black	243	33.3%	32.1%	23.0%	9.5%	2.1%	34.6%	224	30.4%	29.5%	26.3%	12.1%	1.8%	40.2%	205	33.7%	24.9%	28.3%	11.7%	1.5%	41.5%	
	4-Two or More Races	60	15.0%	23.3%	30.0%	23.3%	8.3%	61.7%	45	20.0%	37.8%	22.2%	13.3%	6.7%	42.2%	59	15.3%	16.9%	33.9%	23.7%	10.2%	67.8%	
	5-Asian	18	11.1%	16.7%	27.8%	33.3%	11.1%	72.2%	18	11.1%	5.6%	50.0%	27.8%	5.6%	83.3%	14	21.4%	21.4%	14.3%	14.3%	28.6%	57.1%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	<10							<10							15	40.0%	20.0%	33.3%	6.7%	0.0%	40.0%	
5	1-White	721	15.1%	23.4%	29.5%	21.8%	10.1%	61.4%	678	11.9%	24.9%	29.9%	22.3%	10.9%	63.1%	704	11.4%	22.7%	29.1%	27.1%	9.7%	65.9%	
	2-Hispanic	321	28.0%	32.1%	25.9%	9.0%	5.0%	39.9%	354	22.3%	30.8%	28.2%	13.6%	5.1%	46.9%	331	22.4%	34.7%	22.7%	15.1%	5.1%	42.9%	
	3-Black	225	35.1%	32.4%	21.8%	9.8%	0.9%	32.4%	241	32.8%	39.0%	18.3%	7.9%	2.1%	28.2%	233	30.9%	33.5%	23.6%	10.3%	1.7%	35.6%	
	4-Two or More Races	55	12.7%	18.2%	38.2%	20.0%	10.9%	69.1%	66	16.7%	21.2%	30.3%	21.2%	10.6%	62.1%	49	20.4%	36.7%	18.4%	18.4%	6.1%	42.9%	
	5-Asian	22	0.0%	36.4%	13.6%	27.3%	22.7%	63.6%	16	12.5%	25.0%	18.8%	37.5%	6.3%	62.5%	17	0.0%	23.5%	41.2%	23.5%	11.8%	76.5%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	<10							<10							<10							
6	1-White	739	16.1%	26.0%	23.4%	27.2%	7.3%	57.9%	712	20.9%	22.1%	21.2%	25.0%	10.8%	57.0%	666	14.9%	24.2%	27.6%	24.3%	9.0%	61.0%	
	2-Hispanic	300	29.0%	30.0%	21.0%	17.3%	2.7%	41.0%	330	30.0%	29.4%	22.4%	13.9%	4.2%	40.6%	348	23.6%	30.5%	22.7%	19.8%	3.4%	46.0%	
	3-Black	225	48.9%	30.2%	13.3%	5.8%	1.8%	20.9%	221	38.9%	34.8%	14.9%	10.0%	1.4%	26.2%	241	34.0%	33.6%	16.6%	14.9%	0.8%	32.4%	
	4-Two or More Races	52	30.8%	26.9%	17.3%	17.3%	7.7%	42.3%	55	21.8%	20.0%	23.6%	27.3%	7.3%	58.2%	68	20.6%	14.7%	16.2%	42.6%	5.9%	64.7%	
	5-Asian	12	25.0%	41.7%	8.3%	25.0%	0.0%	33.3%	19	0.0%	15.8%	15.8%	47.4%	21.1%	84.2%	15	6.7%	20.0%	20.0%	26.7%	26.7%	73.3%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	<10							<10							13	61.5%	23.1%	7.7%	7.7%	0.0%	15.4%	

Appendix A: FSA English Language Arts (ELA)

3 Year Achievement Level by Race/Ethnicity

GD	Year	2016-17							2017-18							2018-19							
		Race/Ethnicity	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+
7	1-White	682	18.3%	23.0%	24.2%	21.7%	12.8%	58.7%	737	20.8%	26.2%	22.0%	19.7%	11.4%	53.1%	717	19.5%	20.5%	21.5%	23.8%	14.6%	60.0%	
	2-Hispanic	329	32.5%	24.3%	19.8%	16.4%	7.0%	43.2%	301	31.2%	32.9%	18.3%	12.0%	5.6%	35.9%	338	30.2%	24.0%	25.1%	15.1%	5.6%	45.9%	
	3-Black	198	51.0%	26.3%	13.1%	6.6%	3.0%	22.7%	207	48.3%	26.1%	15.9%	8.2%	1.4%	25.6%	236	42.4%	25.8%	17.4%	13.1%	1.3%	31.8%	
	4-Two or More Races	58	20.7%	29.3%	15.5%	22.4%	12.1%	50.0%	48	33.3%	27.1%	14.6%	8.3%	16.7%	39.6%	57	31.6%	19.3%	28.1%	7.0%	14.0%	49.1%	
	5-Asian	27	3.7%	25.9%	14.8%	25.9%	29.6%	70.4%	12	33.3%	25.0%	8.3%	8.3%	25.0%	41.7%	21	9.5%	9.5%	19.0%	23.8%	38.1%	81.0%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	<10							<10							<10							
8	1-White	728	15.0%	22.7%	26.8%	23.8%	11.8%	62.4%	672	13.2%	21.1%	29.0%	21.6%	15.0%	65.6%	749	15.5%	21.6%	27.1%	23.5%	12.3%	62.9%	
	2-Hispanic	317	29.3%	24.9%	27.4%	13.2%	5.0%	45.7%	339	26.3%	26.3%	22.7%	16.2%	8.6%	47.5%	308	26.6%	28.2%	27.3%	9.7%	8.1%	45.1%	
	3-Black	187	50.3%	24.1%	15.5%	10.2%	0.0%	25.7%	199	40.2%	25.6%	24.1%	9.0%	1.0%	34.2%	208	41.8%	24.5%	21.6%	8.7%	3.4%	33.7%	
	4-Two or More Races	46	28.3%	28.3%	23.9%	13.0%	6.5%	43.5%	55	14.5%	34.5%	20.0%	18.2%	12.7%	50.9%	48	29.2%	20.8%	18.8%	14.6%	16.7%	50.0%	
	5-Asian	22	18.2%	4.5%	31.8%	31.8%	13.6%	77.3%	23	4.3%	17.4%	17.4%	26.1%	34.8%	78.3%	14	42.9%	7.1%	14.3%	21.4%	14.3%	50.0%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	<10							<10							10	50.0%	30.0%	10.0%	10.0%	0.0%	20.0%	
9	1-White	731	18.1%	24.1%	25.2%	23.9%	8.8%	57.9%	777	16.5%	22.8%	23.4%	27.4%	9.9%	60.7%	708	15.4%	21.8%	22.3%	26.8%	13.7%	62.9%	
	2-Hispanic	311	34.4%	27.3%	15.8%	15.1%	7.4%	38.3%	342	28.4%	28.4%	21.6%	16.7%	5.0%	43.3%	338	27.8%	26.0%	20.7%	18.6%	6.8%	46.2%	
	3-Black	225	46.2%	26.7%	14.2%	12.0%	0.9%	27.1%	187	45.5%	26.2%	20.9%	5.9%	1.6%	28.3%	190	35.3%	26.3%	23.7%	10.5%	4.2%	38.4%	
	4-Two or More Races	47	23.4%	34.0%	23.4%	17.0%	2.1%	42.6%	40	40.0%	22.5%	27.5%	7.5%	2.5%	37.5%	56	19.6%	17.9%	30.4%	12.5%	19.6%	62.5%	
	5-Asian	17	17.6%	29.4%	29.4%	23.5%	0.0%	52.9%	24	12.5%	16.7%	12.5%	45.8%	12.5%	70.8%	27	22.2%	7.4%	22.2%	29.6%	18.5%	70.4%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander								<10														
	Not Reported	<10							<10							<10							
10	1-White	713	13.6%	21.7%	24.7%	28.5%	11.5%	64.7%	686	15.5%	24.5%	23.5%	24.8%	11.8%	60.1%	745	13.8%	26.2%	23.4%	24.2%	12.5%	60.0%	
	2-Hispanic	306	32.4%	26.1%	19.9%	15.4%	6.2%	41.5%	294	29.6%	28.6%	18.0%	15.0%	8.8%	41.8%	334	30.8%	24.6%	18.6%	22.5%	3.6%	44.6%	
	3-Black	191	37.7%	38.7%	18.3%	3.7%	1.6%	23.6%	182	37.9%	29.7%	15.9%	13.7%	2.7%	32.4%	172	40.7%	33.7%	18.6%	6.4%	0.6%	25.6%	
	4-Two or More Races	40	17.5%	35.0%	20.0%	22.5%	5.0%	47.5%	46	28.3%	32.6%	15.2%	19.6%	4.3%	39.1%	45	40.0%	28.9%	11.1%	15.6%	4.4%	31.1%	
	5-Asian	29	31.0%	10.3%	10.3%	24.1%	24.1%	58.6%	19	21.1%	15.8%	26.3%	36.8%	0.0%	63.2%	25	20.0%	8.0%	32.0%	32.0%	8.0%	72.0%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	<10							<10							<10							

Appendix A: FSA English Language Arts (ELA)

3 Year Achievement Level by Race/Ethnicity

Year		2016-17							2017-18							2018-19							
GD	Race/Ethnicity	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	
ALI	1-White	5,672	15.3%	22.6%	27.0%	24.4%	10.7%	62.1%	5,713	15.7%	22.7%	26.1%	23.7%	11.8%	61.5%	5,712	13.9%	21.8%	26.8%	25.7%	11.7%	64.2%	
	2-Hispanic	2,590	29.1%	28.1%	23.6%	13.9%	5.3%	42.7%	2,611	26.8%	28.9%	23.2%	15.5%	5.6%	44.2%	2,580	24.8%	28.6%	24.5%	16.7%	5.3%	46.6%	
	3-Black	1,775	40.7%	30.5%	18.5%	8.7%	1.6%	28.8%	1,703	38.4%	30.8%	19.6%	9.6%	1.6%	30.8%	1,741	35.4%	29.8%	22.2%	10.9%	1.7%	34.8%	
	4-Two or More Races	411	21.2%	28.5%	23.6%	19.2%	7.5%	50.4%	415	23.1%	28.9%	22.2%	16.9%	8.9%	48.0%	439	23.2%	21.2%	24.1%	21.0%	10.5%	55.6%	
	5-Asian	165	15.2%	22.4%	18.8%	27.9%	15.8%	62.4%	144	13.9%	16.0%	20.8%	34.7%	14.6%	70.1%	154	16.2%	13.0%	26.6%	26.0%	18.2%	70.8%	
	6-American Indian	28	39.3%	25.0%	14.3%	17.9%	3.6%	35.7%	26	26.9%	38.5%	15.4%	19.2%	0.0%	34.6%	17	17.6%	35.3%	23.5%	23.5%	0.0%	47.1%	
	7-Pacific Islander	<10							<10							<10							
	Not Reported	28	35.7%	28.6%	14.3%	14.3%	7.1%	35.7%	55	32.7%	29.1%	25.5%	5.5%	7.3%	38.2%	72	45.8%	19.4%	20.8%	11.1%	2.8%	34.7%	

Source: EdStats

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix B: FSA Combined Mathematics (FSA Math, Algebra 1 EOC, and Geometry EOC)

3 Year Achievement Level by Race/Ethnicity

GD	Year Race/Ethnicity	2016-17							2017-18							2018-19							
		Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	
3	1-White	718	16.0%	16.2%	27.0%	26.0%	14.8%	67.8%	732	14.9%	17.3%	27.9%	24.5%	15.4%	67.8%	736	11.7%	14.4%	27.9%	30.7%	15.4%	73.9%	
	2-Hispanic	360	18.6%	25.6%	28.9%	19.4%	7.5%	55.8%	330	22.1%	20.6%	27.3%	24.2%	5.8%	57.3%	296	20.3%	20.9%	25.3%	25.7%	7.8%	58.8%	
	3-Black	284	34.5%	26.1%	24.3%	13.4%	1.8%	39.4%	242	36.4%	24.4%	24.8%	13.6%	0.8%	39.3%	257	31.9%	23.7%	23.7%	17.9%	2.7%	44.4%	
	4-Two or More Races	52	28.8%	17.3%	26.9%	13.5%	13.5%	53.8%	61	21.3%	14.8%	32.8%	19.7%	11.5%	63.9%	55	21.8%	25.5%	21.8%	14.5%	16.4%	52.7%	
	5-Asian	19	15.8%	0.0%	26.3%	42.1%	15.8%	84.2%	14	7.1%	14.3%	14.3%	28.6%	35.7%	78.6%	21	4.8%	9.5%	23.8%	33.3%	28.6%	85.7%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander								<10							<10							
	Not Reported	<10							11	18.2%	18.2%	36.4%	18.2%	9.1%	63.6%	10	20.0%	40.0%	30.0%	10.0%	0.0%	40.0%	
4	1-White	643	17.4%	15.1%	25.8%	27.8%	13.8%	67.5%	725	16.4%	14.8%	25.9%	25.5%	17.4%	68.8%	685	14.5%	14.2%	28.2%	25.5%	17.7%	71.4%	
	2-Hispanic	351	23.6%	21.7%	26.8%	19.7%	8.3%	54.7%	325	20.0%	18.5%	29.8%	22.2%	9.5%	61.5%	288	16.0%	18.8%	28.8%	26.0%	10.4%	65.3%	
	3-Black	245	41.6%	22.0%	21.6%	12.7%	2.0%	36.3%	226	36.3%	17.7%	28.8%	13.7%	3.5%	46.0%	207	36.7%	22.7%	24.2%	14.5%	1.9%	40.6%	
	4-Two or More Races	60	23.3%	8.3%	23.3%	25.0%	20.0%	68.3%	45	22.2%	24.4%	31.1%	13.3%	8.9%	53.3%	58	20.7%	19.0%	17.2%	27.6%	15.5%	60.3%	
	5-Asian	18	0.0%	11.1%	27.8%	33.3%	27.8%	88.9%	18	5.6%	5.6%	22.2%	33.3%	33.3%	88.9%	14	7.1%	0.0%	21.4%	35.7%	35.7%	92.9%	
	6-American Indian								<10							<10							
	7-Pacific Islander															<10							
	Not Reported	<10							16	37.5%	18.8%	25.0%	18.8%	0.0%	43.8%	13	38.5%	38.5%	15.4%	7.7%	0.0%	23.1%	
5	1-White	727	18.8%	17.3%	26.1%	24.1%	13.6%	63.8%	677	13.4%	21.0%	23.0%	29.5%	13.0%	65.6%	698	17.0%	17.2%	26.4%	22.1%	17.3%	65.8%	
	2-Hispanic	326	23.6%	23.9%	28.8%	17.8%	5.8%	52.5%	356	17.1%	24.7%	30.3%	17.7%	10.1%	58.1%	332	21.4%	23.5%	23.8%	20.8%	10.5%	55.1%	
	3-Black	228	40.8%	25.0%	21.5%	11.0%	1.8%	34.2%	242	36.8%	27.7%	21.5%	12.4%	1.7%	35.5%	232	40.5%	22.8%	17.2%	16.4%	3.0%	36.6%	
	4-Two or More Races	55	16.4%	29.1%	27.3%	14.5%	12.7%	54.5%	65	18.5%	20.0%	16.9%	27.7%	16.9%	61.5%	49	26.5%	32.7%	14.3%	18.4%	8.2%	40.8%	
	5-Asian	22	4.5%	9.1%	22.7%	13.6%	50.0%	86.4%	16	6.3%	6.3%	18.8%	31.3%	37.5%	87.5%	18	5.6%	11.1%	0.0%	38.9%	44.4%	83.3%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10														<10							
	Not Reported	<10							12	58.3%	16.7%	16.7%	8.3%	0.0%	25.0%	<10							
6	1-White	744	17.6%	25.7%	24.2%	22.6%	9.9%	56.7%	718	19.9%	20.1%	24.2%	23.5%	12.3%	60.0%	662	16.6%	22.8%	23.1%	27.8%	9.7%	60.6%	
	2-Hispanic	299	35.5%	29.8%	21.4%	9.4%	4.0%	34.8%	327	28.7%	28.7%	23.9%	14.1%	4.6%	42.5%	351	23.1%	24.2%	28.2%	20.5%	4.0%	52.7%	
	3-Black	232	54.7%	27.6%	11.2%	6.0%	0.4%	17.7%	222	42.3%	27.0%	19.4%	11.3%	0.0%	30.6%	240	42.5%	26.3%	19.6%	9.2%	2.5%	31.3%	
	4-Two or More Races	55	38.2%	29.1%	14.5%	10.9%	7.3%	32.7%	55	18.2%	30.9%	25.5%	20.0%	5.5%	50.9%	68	22.1%	16.2%	20.6%	29.4%	11.8%	61.8%	
	5-Asian	12	33.3%	16.7%	33.3%	16.7%	0.0%	50.0%	19	0.0%	10.5%	15.8%	36.8%	36.8%	89.5%	15	0.0%	6.7%	26.7%	26.7%	40.0%	93.3%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	<10							<10							14	57.1%	21.4%	14.3%	7.1%	0.0%	21.4%	

Appendix B: FSA Combined Mathematics (FSA Math, Algebra 1 EOC, and Geometry EOC)

3 Year Achievement Level by Race/Ethnicity

GD	Year	2016-17							2017-18							2018-19						
	Race/Ethnicity	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+
7	1-White	687	16.0%	16.2%	31.3%	22.4%	14.1%	67.8%	740	12.7%	17.4%	28.5%	24.3%	17.0%	69.9%	693	16.2%	13.1%	29.1%	24.2%	17.3%	70.7%
	2-Hispanic	329	29.8%	24.0%	22.8%	14.0%	9.4%	46.2%	308	29.5%	23.7%	26.9%	12.3%	7.5%	46.8%	328	25.0%	24.7%	28.7%	15.9%	5.8%	50.3%
	3-Black	204	45.6%	27.5%	17.2%	7.4%	2.5%	27.0%	210	48.1%	25.2%	16.2%	7.1%	3.3%	26.7%	235	43.0%	26.0%	21.7%	6.4%	3.0%	31.1%
	4-Two or More Races	57	21.1%	19.3%	21.1%	19.3%	19.3%	59.6%	49	22.4%	24.5%	22.4%	18.4%	12.2%	53.1%	55	30.9%	12.7%	30.9%	14.5%	10.9%	56.4%
	5-Asian	26	3.8%	7.7%	26.9%	23.1%	38.5%	88.5%	13	30.8%	15.4%	38.5%	7.7%	7.7%	53.8%	19	5.3%	10.5%	15.8%	15.8%	52.6%	84.2%
	6-American Indian	<10							<10							<10						
	7-Pacific Islander	<10							<10							<10						
	Not Reported	<10							12	58.3%	25.0%	8.3%	0.0%	8.3%	16.7%	<10						
8	1-White	732	12.4%	16.7%	31.7%	21.2%	18.0%	70.9%	670	11.5%	14.5%	31.2%	23.0%	19.9%	74.0%	769	12.5%	15.6%	29.0%	22.8%	20.2%	71.9%
	2-Hispanic	325	24.3%	21.5%	34.8%	11.4%	8.0%	54.2%	343	19.5%	21.3%	31.2%	14.9%	13.1%	59.2%	314	22.0%	19.7%	34.4%	17.2%	6.7%	58.3%
	3-Black	191	41.4%	27.7%	23.0%	5.8%	2.1%	30.9%	197	31.0%	26.4%	24.9%	14.2%	3.6%	42.6%	210	36.2%	30.5%	23.3%	8.1%	1.9%	33.3%
	4-Two or More Races	46	19.6%	32.6%	26.1%	8.7%	13.0%	47.8%	53	11.3%	20.8%	26.4%	13.2%	28.3%	67.9%	49	28.6%	18.4%	26.5%	8.2%	18.4%	53.1%
	5-Asian	23	4.3%	8.7%	21.7%	30.4%	34.8%	87.0%	23	0.0%	4.3%	30.4%	17.4%	47.8%	95.7%	16	18.8%	6.3%	18.8%	37.5%	18.8%	75.0%
	6-American Indian	<10							<10							<10						
	7-Pacific Islander	<10							<10							<10						
	Not Reported	<10							11	27.3%	27.3%	0.0%	27.3%	18.2%	45.5%	13	23.1%	23.1%	46.2%	0.0%	7.7%	53.8%
9	1-White	613	25.1%	15.2%	32.6%	15.5%	11.6%	59.7%	562	16.0%	13.2%	37.9%	19.9%	13.0%	70.8%	521	15.2%	11.9%	38.6%	20.5%	13.8%	72.9%
	2-Hispanic	251	37.5%	13.9%	30.7%	10.4%	7.6%	48.6%	239	24.3%	14.2%	41.8%	13.8%	5.9%	61.5%	198	19.7%	16.2%	39.9%	12.6%	11.6%	64.1%
	3-Black	163	63.2%	15.3%	14.1%	4.3%	3.1%	21.5%	102	41.2%	23.5%	27.5%	5.9%	2.0%	35.3%	107	26.2%	16.8%	42.1%	8.4%	6.5%	57.0%
	4-Two or More Races	41	31.7%	17.1%	36.6%	12.2%	2.4%	51.2%	25	32.0%	12.0%	40.0%	16.0%	0.0%	56.0%	36	30.6%	11.1%	25.0%	13.9%	19.4%	58.3%
	5-Asian	16	25.0%	0.0%	37.5%	31.3%	6.3%	75.0%	20	10.0%	5.0%	50.0%	25.0%	10.0%	85.0%	21	19.0%	14.3%	38.1%	19.0%	9.5%	66.7%
	6-American Indian	<10							<10							<10						
	7-Pacific Islander	<10							<10							<10						
	Not Reported	<10							<10							<10						
10	1-White	525	31.4%	22.5%	29.7%	9.5%	6.9%	46.1%	380	33.9%	22.1%	35.3%	7.4%	1.3%	43.9%	420	36.2%	23.8%	28.8%	8.8%	2.4%	40.0%
	2-Hispanic	214	46.3%	27.1%	21.0%	3.7%	1.9%	26.6%	166	50.6%	22.3%	23.5%	3.6%	0.0%	27.1%	250	51.2%	20.0%	23.2%	3.6%	2.0%	28.8%
	3-Black	165	61.8%	21.8%	13.9%	2.4%	0.0%	16.4%	108	61.1%	25.0%	13.9%	0.0%	0.0%	13.9%	153	66.7%	17.0%	14.4%	2.0%	0.0%	16.3%
	4-Two or More Races	32	31.3%	34.4%	21.9%	3.1%	9.4%	34.4%	33	42.4%	24.2%	27.3%	0.0%	6.1%	33.3%	39	48.7%	17.9%	25.6%	5.1%	2.6%	33.3%
	5-Asian	20	40.0%	25.0%	5.0%	5.0%	25.0%	35.0%	11	36.4%	9.1%	45.5%	9.1%	0.0%	54.5%	13	15.4%	15.4%	30.8%	23.1%	15.4%	69.2%
	6-American Indian	<10							<10							<10						
	7-Pacific Islander	<10							<10							<10						
	Not Reported	<10							<10							<10						
11	1-White	185	36.8%	22.7%	28.1%	8.6%	3.8%	40.5%	119	54.6%	16.0%	17.6%	10.1%	1.7%	29.4%	136	52.9%	26.5%	17.6%	2.9%	0.0%	20.6%
	2-Hispanic	78	46.2%	24.4%	21.8%	5.1%	2.6%	29.5%	87	69.0%	20.7%	8.0%	1.1%	1.1%	10.3%	96	74.0%	16.7%	5.2%	1.0%	3.1%	9.4%
	3-Black	50	58.0%	20.0%	16.0%	6.0%	0.0%	22.0%	73	80.8%	15.1%	1.4%	2.7%	0.0%	4.1%	75	77.3%	14.7%	6.7%	0.0%	1.3%	8.0%
	4-Two or More Races	12	16.7%	41.7%	41.7%	0.0%	0.0%	41.7%	<10							<10						
	5-Asian	<10							<10							<10						
	6-American Indian	<10							<10							<10						
	Not Reported	<10							<10							<10						

Appendix B: FSA Combined Mathematics (FSA Math, Algebra 1 EOC, and Geometry EOC)

3 Year Achievement Level by Race/Ethnicity

GD	Year Race/Ethnicity	2016-17							2017-18							2018-19						
		Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+
12	1-White	43	37.2%	16.3%	32.6%	7.0%	7.0%	46.5%	16	37.5%	18.8%	18.8%	12.5%	12.5%	43.8%	11	63.6%	0.0%	27.3%	9.1%	0.0%	36.4%
	2-Hispanic	13	30.8%	30.8%	23.1%	7.7%	7.7%	38.5%	<10						<10							
	3-Black	17	52.9%	35.3%	11.8%	0.0%	0.0%	11.8%	<10						<10							
	4-Two or More Races	<10							<10						<10							
	Not Reported								<10						<10							
ALL	1-White	5,617	19.6%	18.2%	28.5%	21.0%	12.7%	62.2%	5,339	17.3%	17.3%	28.3%	22.9%	14.2%	65.4%	5,331	17.5%	16.6%	28.3%	23.1%	14.6%	66.0%
	2-Hispanic	2,546	29.2%	23.6%	26.9%	13.6%	6.7%	47.3%	2,488	26.4%	21.9%	28.6%	15.7%	7.4%	51.7%	2,455	26.4%	21.2%	27.7%	17.6%	7.0%	52.4%
	3-Black	1,779	46.9%	24.5%	18.7%	8.3%	1.6%	28.6%	1,627	42.2%	24.2%	21.4%	10.4%	1.8%	33.7%	1,728	42.1%	23.4%	21.6%	10.4%	2.5%	34.5%
	4-Two or More Races	411	25.8%	23.1%	24.8%	13.9%	12.4%	51.1%	391	22.0%	21.7%	26.6%	17.1%	12.5%	56.3%	416	28.1%	19.5%	22.4%	17.3%	12.7%	52.4%
	5-Asian	161	14.3%	9.9%	24.8%	24.2%	26.7%	75.8%	138	11.6%	8.0%	28.3%	23.9%	28.3%	80.4%	138	10.1%	9.4%	21.7%	28.3%	30.4%	80.4%
	6-American Indian	30	40.0%	13.3%	26.7%	20.0%	0.0%	46.7%	26	38.5%	15.4%	26.9%	15.4%	3.8%	46.2%	15	26.7%	13.3%	33.3%	13.3%	13.3%	60.0%
	7-Pacific Islander	<10							<10							<10						
	Not Reported	56	42.9%	25.0%	14.3%	16.1%	1.8%	32.1%	92	39.1%	20.7%	20.7%	14.1%	5.4%	40.2%	77	41.6%	24.7%	26.0%	6.5%	1.3%	33.8%
Total	10,606	26.8%	20.6%	26.2%	16.9%	9.5%	52.6%	10,107	23.9%	19.6%	27.1%	18.8%	10.5%	56.5%	10,170	24.3%	18.9%	26.7%	19.3%	10.7%	56.7%	

Source: EdStats

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix C: FSA Algebra 1 EOC 3 Year Achievement Level by Race/Ethnicity

GD	Year	2016-17							2017-18							2018-19						
		Race/Ethnicity	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5
7	1-White	39	0.0%	2.6%	5.1%	28.2%	64.1%	97.4%	95	0.0%	0.0%	12.6%	28.4%	58.9%	100.0%	90	0.0%	0.0%	15.6%	27.8%	56.7%	100.0%
	2-Hispanic	<10							21	0.0%	0.0%	14.3%	33.3%	52.4%	100.0%	21	0.0%	0.0%	23.8%	23.8%	52.4%	100.0%
	3-Black	<10							<10							<10						
	4-Two or More Races	<10							<10							<10						
	5-Asian	<10							<10							<10						
8	1-White	241	3.3%	6.2%	28.2%	35.3%	27.0%	90.5%	228	4.4%	3.5%	31.1%	28.9%	32.0%	92.1%	220	5.9%	5.0%	30.0%	30.9%	28.2%	89.1%
	2-Hispanic	64	0.0%	7.8%	53.1%	20.3%	18.8%	92.2%	102	2.9%	11.8%	30.4%	26.5%	28.4%	85.3%	72	5.6%	6.9%	54.2%	26.4%	6.9%	87.5%
	3-Black	15	0.0%	13.3%	46.7%	26.7%	13.3%	86.7%	23	17.4%	4.3%	17.4%	39.1%	21.7%	78.3%	29	10.3%	10.3%	55.2%	24.1%	0.0%	79.3%
	4-Two or More Races	<10							19	0.0%	5.3%	21.1%	15.8%	57.9%	94.7%	14	7.1%	14.3%	21.4%	21.4%	35.7%	78.6%
	5-Asian	<10							11	0.0%	0.0%	45.5%	18.2%	36.4%	100.0%	<10						
	6-American Indian	<10														<10						
	7-Pacific Islander	<10														<10						
	Not Reported	<10							<10							<10						
9	1-White	360	39.2%	17.8%	35.0%	7.2%	0.8%	43.1%	321	27.4%	15.6%	37.1%	15.9%	4.0%	57.0%	298	21.5%	17.1%	40.6%	14.1%	6.7%	61.4%
	2-Hispanic	156	56.4%	15.4%	22.4%	5.8%	0.0%	28.2%	164	31.7%	17.1%	39.0%	10.4%	1.8%	51.2%	103	32.0%	16.5%	39.8%	7.8%	3.9%	51.5%
	3-Black	134	73.9%	15.7%	9.7%	0.0%	0.7%	10.4%	82	46.3%	22.0%	26.8%	4.9%	0.0%	31.7%	80	30.0%	20.0%	40.0%	7.5%	2.5%	50.0%
	4-Two or More Races	31	38.7%	12.9%	38.7%	9.7%	0.0%	48.4%	22	36.4%	13.6%	40.9%	9.1%	0.0%	50.0%	20	50.0%	20.0%	20.0%	5.0%	5.0%	30.0%
	5-Asian	<10							13	15.4%	7.7%	53.8%	7.7%	15.4%	76.9%	<10						
	6-American Indian	<10							<10							<10						
	7-Pacific Islander	<10							<10							<10						
	Not Reported	<10							<10							<10						
10	1-White	73	56.2%	13.7%	26.0%	1.4%	2.7%	30.1%	96	55.2%	15.6%	21.9%	7.3%	0.0%	29.2%	102	67.6%	15.7%	13.7%	2.0%	1.0%	16.7%
	2-Hispanic	47	76.6%	17.0%	6.4%	0.0%	0.0%	6.4%	63	68.3%	12.7%	19.0%	0.0%	0.0%	19.0%	95	84.2%	9.5%	5.3%	0.0%	1.1%	6.3%
	3-Black	66	78.8%	10.6%	10.6%	0.0%	0.0%	10.6%	37	70.3%	18.9%	10.8%	0.0%	0.0%	10.8%	76	84.2%	6.6%	9.2%	0.0%	0.0%	9.2%
	4-Two or More Races	<10							<10							11	90.9%	0.0%	9.1%	0.0%	0.0%	9.1%
	5-Asian	<10							<10													
	6-American Indian	<10																				
	Not Reported	<10							<10							<10						
11	1-White	12	25.0%	25.0%	33.3%	8.3%	8.3%	50.0%	35	28.6%	22.9%	17.1%	25.7%	5.7%	48.6%	10	60.0%	10.0%	20.0%	10.0%	0.0%	30.0%
	2-Hispanic	<10							12	50.0%	25.0%	16.7%	0.0%	8.3%	25.0%	<10						
	3-Black	<10							<10							<10						
	4-Two or More Races	<10							<10							<10						
	5-Asian	<10							<10													
	6-American Indian	<10							<10													
	Not Reported	<10							<10							<10						

Appendix C: FSA Algebra 1 EOC 3 Year Achievement Level by Race/Ethnicity

GD	Year Race/Ethnicity	2016-17							2017-18							2018-19							
		Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	
12	1-White	<10							<10							<10							
	2-Hispanic	<10							<10							<10							
	3-Black								<10							<10							
	4-Two or More Races																						
	Not Reported								<10														
ALL	1-White	729	26.5%	12.9%	30.0%	17.0%	13.6%	60.6%	784	20.8%	10.6%	29.5%	20.7%	18.5%	68.6%	723	21.3%	10.9%	30.0%	19.2%	18.5%	67.8%	
	2-Hispanic	284	44.7%	13.4%	26.4%	8.1%	7.4%	41.9%	365	28.5%	14.0%	31.2%	14.0%	12.3%	57.5%	298	40.9%	10.4%	30.2%	10.7%	7.7%	48.7%	
	3-Black	223	69.1%	13.9%	12.6%	2.7%	1.8%	17.0%	161	46.6%	17.4%	19.9%	9.9%	6.2%	36.0%	198	49.0%	12.1%	29.8%	7.1%	2.0%	38.9%	
	4-Two or More Races	44	29.5%	15.9%	34.1%	11.4%	9.1%	54.5%	51	25.5%	7.8%	27.5%	9.8%	29.4%	66.7%	53	41.5%	11.3%	20.8%	11.3%	15.1%	47.2%	
	5-Asian	28	21.4%	0.0%	21.4%	17.9%	39.3%	78.6%	29	10.3%	3.4%	51.7%	10.3%	24.1%	86.2%	22	13.6%	4.5%	22.7%	18.2%	40.9%	81.8%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	<10							14	35.7%	7.1%	28.6%	21.4%	7.1%	57.1%	<10							

Source: EdStats

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix D: FSA Geometry EOC 3 Year Achievement Level by Race/Ethnicity

GD	Year	2016-17							2017-18							2018-19						
		Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+
8	1-White	81	<10	<10	14.8%	19.8%	64.2%	98.8%	41	<10	<10	<10	<10	90.2%	100.0%	95	<10	<10	<10	30.5%	56.8%	97.9%
	2-Hispanic	11	<10	<10	<10	<10	<10	100.0%	15	<10	<10	<10	<10	<10	93.3%	19	<10	<10	<10	<10	<10	100.0%
	3-Black	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
	4-Two or More Races	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
	5-Asian	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
9	1-White	163	8.0%	14.7%	32.5%	32.5%	12.3%	77.3%	241	0.8%	10.0%	39.0%	25.3%	24.9%	89.2%	223	6.7%	4.9%	35.9%	29.1%	23.3%	88.3%
	2-Hispanic	77	7.8%	13.0%	50.6%	15.6%	13.0%	79.2%	75	8.0%	8.0%	48.0%	21.3%	14.7%	84.0%	95	6.3%	15.8%	40.0%	17.9%	20.0%	77.9%
	3-Black	23	<10	<10	<10	<10	<10	69.6%	20	<10	<10	<10	<10	<10	50.0%	27	<10	<10	48.1%	<10	<10	77.8%
	4-Two or More Races	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	16	<10	<10	<10	<10	<10	93.8%
	5-Asian	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	12	<10	<10	<10	<10	<10	75.0%
	6-American Indian	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
	Not Reported	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
10	1-White	224	34.8%	29.9%	28.6%	4.9%	<10	35.3%	284	26.8%	24.3%	39.8%	7.4%	<10	48.9%	318	26.1%	26.4%	33.6%	11.0%	2.8%	47.5%
	2-Hispanic	105	46.7%	31.4%	18.1%	<10	<10	21.9%	103	39.8%	28.2%	26.2%	<10	<10	32.0%	155	31.0%	26.5%	34.2%	<10	<10	42.6%
	3-Black	75	62.7%	24.0%	13.3%	<10	<10	13.3%	71	56.3%	28.2%	15.5%	<10	<10	15.5%	77	49.4%	27.3%	19.5%	<10	<10	23.4%
	4-Two or More Races	19	<10	<10	<10	<10	<10	<10	26	<10	<10	<10	<10	<10	<10	28	<10	<10	<10	<10	<10	42.9%
	5-Asian	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	13	<10	<10	<10	<10	<10	<10
	6-American Indian	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
	7-Pacific Islander	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
	Not Reported	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
11	1-White	25	48.0%	<10	<10	<10	<10	<10	84	65.5%	13.1%	17.9%	<10	<10	21.4%	126	52.4%	27.8%	17.5%	<10	<10	19.8%
	2-Hispanic	23	60.9%	<10	<10	<10	<10	<10	75	72.0%	20.0%	6.7%	<10	<10	8.0%	91	74.7%	17.6%	<10	<10	<10	7.7%
	3-Black	14	<10	<10	<10	<10	<10	<10	65	81.5%	15.4%	<10	<10	<10	3.1%	72	77.8%	15.3%	<10	<10	<10	6.9%
	4-Two or More Races	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
	5-Asian	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
	6-American Indian	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
	Not Reported	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
12	1-White	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
	2-Hispanic	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
	3-Black	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10
	4-Two or More Races	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10	<10

Source: EdStats

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix E: Statewide Science Assessment

3 Year Achievement Level by Race/Ethnicity

GD	Year Race/Ethnicity	2016-17							2017-18							2018-19							
		Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	
5	1-White	722	16.9%	22.0%	29.9%	14.0%	17.2%	61.1%	671	10.7%	25.0%	33.1%	15.9%	15.2%	64.2%	697	13.3%	23.0%	31.4%	16.6%	15.6%	63.7%	
	2-Hispanic	326	31.0%	33.7%	20.2%	8.9%	6.1%	35.3%	356	18.3%	31.5%	30.9%	10.4%	9.0%	50.3%	332	23.2%	32.5%	26.2%	12.0%	6.0%	44.3%	
	3-Black	227	43.6%	36.1%	13.2%	4.4%	2.6%	20.3%	238	39.9%	30.7%	20.6%	5.5%	3.4%	29.4%	229	36.2%	33.6%	23.1%	4.4%	2.6%	30.1%	
	4-Two or More Races	55	21.8%	18.2%	38.2%	9.1%	12.7%	60.0%	63	15.9%	22.2%	28.6%	9.5%	23.8%	61.9%	47	19.1%	27.7%	27.7%	14.9%	10.6%	53.2%	
	5-Asian	22	9.1%	27.3%	13.6%	18.2%	31.8%	63.6%	16	12.5%	25.0%	12.5%	12.5%	37.5%	62.5%	18	5.6%	27.8%	33.3%	11.1%	22.2%	66.7%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	<10							11	63.6%	9.1%	18.2%	0.0%	9.1%	27.3%	<10							
8	1-White	727	14.0%	26.8%	22.7%	18.7%	17.7%	59.1%	668	12.1%	23.5%	26.2%	21.0%	17.2%	64.4%	740	11.1%	26.8%	25.0%	20.5%	16.6%	62.2%	
	2-Hispanic	326	24.5%	36.2%	20.6%	10.7%	8.0%	39.3%	339	22.7%	33.3%	21.2%	12.4%	10.3%	44.0%	309	23.9%	36.9%	22.3%	8.4%	8.4%	39.2%	
	3-Black	190	47.4%	34.2%	12.1%	4.2%	2.1%	18.4%	200	36.0%	37.0%	17.0%	6.5%	3.5%	27.0%	211	36.0%	43.1%	12.8%	4.7%	3.3%	20.9%	
	4-Two or More Races	47	34.0%	34.0%	14.9%	10.6%	6.4%	31.9%	52	15.4%	28.8%	19.2%	21.2%	15.4%	55.8%	48	22.9%	37.5%	14.6%	8.3%	16.7%	39.6%	
	5-Asian	24	16.7%	29.2%	16.7%	33.3%	4.2%	54.2%	23	4.3%	17.4%	26.1%	17.4%	34.8%	78.3%	14	28.6%	21.4%	28.6%	14.3%	7.1%	50.0%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	<10							13	46.2%	23.1%	23.1%	0.0%	7.7%	30.8%	12	58.3%	33.3%	0.0%	8.3%	0.0%	8.3%	
ALL	1-White	1,449	15.5%	24.4%	26.3%	16.4%	17.5%	60.1%	1,339	11.4%	24.3%	29.6%	18.4%	16.2%	64.3%	1,437	12.2%	24.9%	28.1%	18.6%	16.1%	62.9%	
	2-Hispanic	652	27.8%	35.0%	20.4%	9.8%	7.1%	37.3%	695	20.4%	32.4%	26.2%	11.4%	9.6%	47.2%	641	23.6%	34.6%	24.3%	10.3%	7.2%	41.8%	
	3-Black	417	45.3%	35.3%	12.7%	4.3%	2.4%	19.4%	438	38.1%	33.6%	18.9%	5.9%	3.4%	28.3%	440	36.1%	38.2%	18.2%	4.5%	3.0%	25.7%	
	4-Two or More Races	102	27.5%	25.5%	27.5%	9.8%	9.8%	47.1%	115	15.7%	25.2%	24.3%	14.8%	20.0%	59.1%	95	21.1%	32.6%	21.1%	11.6%	13.7%	46.3%	
	5-Asian	46	13.0%	28.3%	15.2%	26.1%	17.4%	58.7%	39	7.7%	20.5%	20.5%	15.4%	35.9%	71.8%	32	15.6%	25.0%	31.3%	12.5%	15.6%	59.4%	
	6-American Indian	<10							<10							<10							
	7-Pacific Islander	<10							<10							<10							
	Not Reported	14	35.7%	42.9%	7.1%	14.3%	0.0%	21.4%	24	54.2%	16.7%	20.8%	0.0%	8.3%	29.2%	20	45.0%	30.0%	15.0%	5.0%	5.0%	25.0%	

Source: EdStats

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix F: Biology EOC

3 Year Achievement Level by Race/Ethnicity

GD	Year Race/Ethnicity	2016-17							2017-18							2018-19						
		Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+
9	1-White	400	2.3%	10.5%	48.3%	16.0%	23.0%	87.3%	440	1.1%	10.0%	38.2%	20.0%	30.7%	88.9%	369	2.4%	8.4%	35.0%	19.0%	35.2%	89.2%
	2-Hispanic	136	5.9%	15.4%	40.4%	15.4%	22.8%	78.7%	135	4.4%	14.8%	42.2%	21.5%	17.0%	80.7%	125	6.4%	13.6%	30.4%	17.6%	32.0%	80.0%
	3-Black	65	4.6%	24.6%	55.4%	6.2%	9.2%	70.8%	49	20.4%	10.2%	49.0%	10.2%	10.2%	69.4%	42	4.8%	26.2%	40.5%	9.5%	19.0%	69.0%
	4-Two or More Races	18	0.0%	33.3%	38.9%	16.7%	11.1%	66.7%	13	0.0%	0.0%	53.8%	15.4%	30.8%	100.0%	26	3.8%	15.4%	15.4%	11.5%	53.8%	80.8%
	5-Asian	<10							16	0.0%	0.0%	56.3%	37.5%	6.3%	100.0%	16	0.0%	6.3%	31.3%	12.5%	50.0%	93.8%
	6-American Indian	<10							<10							<10						
	7-Pacific Islander	<10							<10							<10						
	Not Reported	<10							<10							<10						
10	1-White	299	16.7%	33.8%	41.8%	3.3%	4.3%	49.5%	289	19.0%	31.1%	40.1%	6.6%	3.1%	49.8%	285	13.7%	31.9%	42.1%	8.8%	3.5%	54.4%
	2-Hispanic	205	21.0%	46.3%	26.3%	3.9%	2.4%	32.7%	179	21.8%	50.8%	24.0%	1.7%	1.7%	27.4%	202	24.8%	36.6%	32.7%	3.5%	2.5%	38.6%
	3-Black	144	31.3%	50.0%	18.1%	0.7%	0.0%	18.8%	124	33.1%	48.4%	12.9%	3.2%	2.4%	18.5%	114	28.1%	42.1%	26.3%	2.6%	0.9%	29.8%
	4-Two or More Races	19	26.3%	36.8%	26.3%	10.5%	0.0%	36.8%	25	16.0%	40.0%	24.0%	16.0%	4.0%	44.0%	26	34.6%	30.8%	23.1%	3.8%	7.7%	34.6%
	5-Asian	12	8.3%	58.3%	33.3%	0.0%	0.0%	33.3%	<10							11	18.2%	27.3%	36.4%	0.0%	18.2%	54.5%
	6-American Indian	<10							<10							<10						
	7-Pacific Islander	<10							<10							<10						
	Not Reported	<10							<10							<10						
11	1-White	17	5.9%	11.8%	52.9%	17.6%	11.8%	82.4%	13	7.7%	46.2%	38.5%	0.0%	7.7%	46.2%	12	16.7%	25.0%	50.0%	0.0%	8.3%	58.3%
	2-Hispanic	<10							<10							<10						
	3-Black	<10							<10							<10						
	4-Two or More Races	<10							<10							<10						
	5-Asian	<10							<10							<10						
	6-American Indian	<10							<10							<10						
	7-Pacific Islander	<10							<10							<10						
ALL	1-White	729	8.2%	20.4%	45.7%	10.8%	14.8%	71.3%	747	8.3%	18.9%	38.7%	14.6%	19.5%	72.8%	670	7.5%	18.8%	38.1%	14.5%	21.2%	73.7%
	2-Hispanic	349	14.6%	34.7%	31.8%	8.3%	10.6%	50.7%	326	14.7%	34.7%	31.9%	10.1%	8.6%	50.6%	334	17.4%	28.1%	31.7%	9.0%	13.8%	54.5%
	3-Black	216	23.6%	40.7%	30.6%	2.3%	2.8%	35.6%	182	29.1%	37.9%	23.6%	4.9%	4.4%	33.0%	159	22.6%	37.1%	30.2%	4.4%	5.7%	40.3%
	4-Two or More Races	39	12.8%	35.9%	33.3%	12.8%	5.1%	51.3%	39	10.3%	28.2%	33.3%	15.4%	12.8%	61.5%	54	18.5%	24.1%	20.4%	7.4%	29.6%	57.4%
	5-Asian	23	8.7%	34.8%	34.8%	13.0%	8.7%	56.5%	24	0.0%	12.5%	54.2%	25.0%	8.3%	87.5%	27	7.4%	14.8%	33.3%	7.4%	37.0%	77.8%
	6-American Indian	<10							<10							<10						
	7-Pacific Islander	<10							<10							<10						
	Not Reported	<10							<10							<10						

Source: EdStats

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix G: Civics EOC

3 Year Achievement Level by Race/Ethnicity

GD	Year Race/Ethnicity	2016-17							2017-18							2018-19						
		Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+
7	1-White	689	8.3%	14.7%	23.9%	21.9%	31.2%	77.1%	733	8.2%	16.1%	23.3%	21.4%	31.0%	75.7%	721	8.0%	14.7%	24.0%	22.1%	31.2%	77.3%
	2-Hispanic	329	14.6%	22.8%	28.0%	18.5%	16.1%	62.6%	306	16.7%	26.5%	29.1%	13.4%	14.4%	56.9%	337	13.9%	21.4%	31.2%	17.8%	15.7%	64.7%
	3-Black	202	23.3%	25.7%	27.7%	14.4%	8.9%	51.0%	207	26.1%	28.5%	26.6%	7.7%	11.1%	45.4%	231	24.2%	23.4%	29.0%	16.0%	7.4%	52.4%
	4-Two or More Races	54	7.4%	7.4%	35.2%	20.4%	29.6%	85.2%	50	16.0%	26.0%	26.0%	8.0%	24.0%	58.0%	52	17.3%	11.5%	30.8%	15.4%	25.0%	71.2%
	5-Asian	27	0.0%	14.8%	18.5%	25.9%	40.7%	85.2%	13	30.8%	15.4%	23.1%	15.4%	15.4%	53.8%	21	9.5%	9.5%	0.0%	19.0%	61.9%	81.0%
	6-American Indian	<10							<10							<10						
	7-Pacific Islander	<10							<10							<10						
	Not Reported	<10							12	33.3%	41.7%	16.7%	0.0%	8.3%	25.0%	<10						

Source: EdStats

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix H: US History EOC 3 Year Achievement Level by Race/Ethnicity

GD	Year Race/Ethnicity	2016-17							2017-18							2018-19						
		Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+	Ct	Lvl1	Lvl2	Lvl3	Lvl4	Lvl5	Lvl3+
10	1-White	21	0.0%	28.6%	38.1%	9.5%	23.8%	71.4%	22	22.7%	22.7%	18.2%	31.8%	4.5%	54.5%	21	0.0%	19.0%	23.8%	33.3%	23.8%	81.0%
	2-Hispanic	13	46.2%	30.8%	23.1%	0.0%	0.0%	23.1%	<10							<10						
	3-Black	<10							<10							<10						
	4-Two or More Races	<10							<10							<10						
	5-Asian								<10							<10						
	6-American Indian								<10							<10						
	Not Reported								<10							<10						
11	1-White	579	5.7%	13.3%	25.9%	25.4%	29.7%	81.0%	586	9.0%	11.4%	24.2%	26.1%	29.2%	79.5%	578	9.7%	15.9%	25.1%	23.9%	25.4%	74.4%
	2-Hispanic	201	19.4%	28.4%	26.4%	13.4%	12.4%	52.2%	270	13.7%	20.0%	31.5%	17.4%	17.4%	66.3%	253	20.9%	23.7%	30.0%	13.0%	12.3%	55.3%
	3-Black	150	28.0%	23.3%	26.0%	12.0%	10.7%	48.7%	166	24.1%	24.7%	34.9%	10.8%	5.4%	51.2%	173	31.8%	24.9%	28.3%	8.1%	6.9%	43.4%
	4-Two or More Races	30	10.0%	6.7%	30.0%	46.7%	6.7%	83.3%	32	15.6%	21.9%	21.9%	25.0%	15.6%	62.5%	31	6.5%	29.0%	29.0%	25.8%	9.7%	64.5%
	5-Asian	15	6.7%	6.7%	33.3%	33.3%	20.0%	86.7%	28	7.1%	14.3%	28.6%	17.9%	32.1%	78.6%	17	5.9%	5.9%	41.2%	23.5%	23.5%	88.2%
	6-American Indian	<10							<10							<10						
	Not Reported								<10							<10						
12	1-White	54	3.7%	29.6%	25.9%	16.7%	24.1%	66.7%	22	4.5%	18.2%	22.7%	36.4%	18.2%	77.3%	23	0.0%	8.7%	21.7%	39.1%	30.4%	91.3%
	2-Hispanic	14	21.4%	35.7%	7.1%	14.3%	21.4%	42.9%	13	7.7%	23.1%	38.5%	15.4%	15.4%	69.2%	<10						
	3-Black	14	21.4%	35.7%	28.6%	7.1%	7.1%	42.9%	<10							<10						
	4-Two or More Races	<10							<10							<10						
	5-Asian	<10							<10							<10						
	6-American Indian	<10							<10							<10						
	Not Reported								<10							<10						
ALL	1-White	654	5.4%	15.1%	26.3%	24.2%	29.1%	79.5%	632	9.3%	12.2%	24.1%	26.6%	27.8%	78.5%	624	9.1%	15.9%	24.8%	24.7%	25.5%	75.0%
	2-Hispanic	230	21.3%	28.7%	24.8%	13.0%	12.2%	50.0%	293	15.0%	19.8%	31.7%	16.7%	16.7%	65.2%	269	23.4%	23.0%	29.4%	12.6%	11.5%	53.5%
	3-Black	170	28.8%	23.5%	26.5%	11.2%	10.0%	47.6%	178	27.0%	23.6%	34.3%	10.1%	5.1%	49.4%	186	32.3%	25.3%	28.5%	7.5%	6.5%	42.5%
	4-Two or More Races	33	9.1%	9.1%	27.3%	48.5%	6.1%	81.8%	36	13.9%	25.0%	19.4%	27.8%	13.9%	61.1%	36	8.3%	27.8%	27.8%	25.0%	11.1%	63.9%
	5-Asian	16	6.3%	6.3%	31.3%	37.5%	18.8%	87.5%	30	10.0%	13.3%	26.7%	16.7%	33.3%	76.7%	18	5.6%	5.6%	44.4%	22.2%	22.2%	88.9%
	6-American Indian	<10							<10							<10						
	Not Reported								<10							<10						

Source: EdStats

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix I: High School Graduation Rates

Year		2016-17			2017-18			2018-19		
Race/Ethnicity		Ct	Ct Grad	% Grad	Ct	Ct Grad	% Grad	Ct	Ct Grad	% Grad
DISTRICT	1-White	1,012	911	90.0%	1,004	926	92.2%	761	698	91.7%
	2-Hispanic	177	151	85.3%	184	154	83.7%	286	237	82.9%
	3-Black	646	441	68.3%	597	473	79.2%	201	162	80.6%
	4-Two or More Races	83	67	80.7%	109	99	90.8%	43	41	95.3%
	5-Asian	112	109	97.3%	122	121	99.2%	30	30	100.0%
	6-American Indian	<10	<10		<10	<10		<10	<10	
	7-Pacific Islander	<10	<10							
SRHS	1-White	265	230	86.8%	225	215	95.6%	245	219	89.4%
	2-Hispanic	120	102	85.0%	112	97	86.6%	135	99	73.3%
	3-Black	43	30	69.8%	49	39	79.6%	55	36	65.5%
	4-Two or More Races	18	11	61.1%	<10	<10		15	14	93.3%
	5-Asian	<10	<10		<10	<10		<10	<10	
	6-American Indian	<10	<10		<10	<10		<10	<10	
	7-Pacific Islander	<10	<10							
VBHS	1-White	381	354	92.9%	423	408	96.5%	394	371	94.2%
	2-Hispanic	83	74	89.2%	119	106	89.1%	113	104	92.0%
	3-Black	127	110	86.6%	138	118	85.5%	131	116	88.5%
	4-Two or More Races	18	16	88.9%	29	28	96.6%	22	21	95.5%
	5-Asian	13	12	92.3%	13	13	100.0%	20	20	100.0%
	6-American Indian	<10	<10		<10	<10		<10	<10	
	7-Pacific Islander									
IRCHS	1-White	107	99	92.5%	99	97	98.0%	114	107	93.9%
	2-Hispanic	15	12	80.0%	15	14	93.3%	36	34	94.4%
	3-Black	<10	<10		<10	<10		10	10	100.0%
	4-Two or More Races	<10	<10		<10	<10		<10	<10	
	5-Asian	<10	<10		<10	<10		<10	<10	
	6-American Indian	<10	<10		<10	<10				
	7-Pacific Islander	<10	<10							

Source: EdStats

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix J: Florida Early Warning System

Students are considered on-track if they have an average daily attendance rate above 90%, no suspensions, no course failures in math or ELA, and above a level 1 on the state assessment in math and ELA.

GD	Ethnicity	2019-20 Students Based on 18-19 Data			2018-19 Students Based on 17-18 Data			2017-18 Students Based on 16-17 Data		
		On-Track	Ct	% On-Track	On-Track	Ct	% On-Track	On-Track	Ct	% On-Track
KG	American Indian or Alaskan Nat				<10	<10		<10	<10	
	Asian or Pacific Islander	19	19	100.0%	20	20	100.0%	<10	<10	
	Black, Non Hispanic	235	243	96.7%	229	231	99.1%	240	242	99.2%
	Hispanic	322	329	97.9%	255	255	100.0%	282	283	99.6%
	Multiracial	47	48	97.9%	46	46	100.0%	56	56	100.0%
	White, Non-Hispanic	631	638	98.9%	638	641	99.5%	610	610	100.0%
1	American Indian or Alaskan Nat	<10	<10		<10	<10		<10	<10	
	Asian or Pacific Islander	16	19	84.2%	11	12	91.7%	23	23	100.0%
	Black, Non Hispanic	175	248	70.6%	240	255	94.1%	233	248	94.0%
	Hispanic	193	258	74.8%	267	291	91.8%	311	322	96.6%
	Multiracial	31	43	72.1%	53	55	96.4%	43	43	100.0%
	White, Non-Hispanic	530	654	81.0%	619	636	97.3%	659	669	98.5%
2	American Indian or Alaskan Nat	<10	<10		<10	<10		<10	<10	
	Asian or Pacific Islander	<10	11		22	23	95.7%	31	32	96.9%
	Black, Non Hispanic	170	256	66.4%	234	251	93.2%	205	222	92.3%
	Hispanic	201	299	67.2%	307	322	95.3%	260	267	97.4%
	Multiracial	35	56	62.5%	50	51	98.0%	45	47	95.7%
	White, Non-Hispanic	500	636	78.6%	646	661	97.7%	678	693	97.8%
3	American Indian or Alaskan Nat	<10	<10					<10	<10	
	Asian or Pacific Islander	22	27	81.5%	30	30	100.0%	16	16	100.0%
	Black, Non Hispanic	163	280	58.2%	239	264	90.5%	212	249	85.1%
	Hispanic	243	348	69.8%	285	300	95.0%	320	331	96.7%
	Multiracial	39	57	68.4%	42	48	87.5%	56	61	91.8%
	White, Non-Hispanic	549	694	79.1%	714	745	95.8%	716	756	94.7%
4	American Indian or Alaskan Nat				<10	<10		<10	<10	
	Asian or Pacific Islander	27	27	100.0%	14	15	93.3%	19	19	100.0%
	Black, Non Hispanic	153	242	63.2%	202	213	94.8%	202	238	84.9%
	Hispanic	202	273	74.0%	298	303	98.3%	325	341	95.3%
	Multiracial	34	48	70.8%	51	53	96.2%	42	44	95.5%
	White, Non-Hispanic	576	706	81.6%	686	700	98.0%	704	734	95.9%

Appendix J: Florida Early Warning System

Students are considered on-track if they have an average daily attendance rate above 90%, no suspensions, no course failures in math or ELA, and above a level 1 on the state assessment in math and ELA.

GD	Ethnicity	2019-20 Students Based on 18-19 Data			2018-19 Students Based on 17-18 Data			2017-18 Students Based on 16-17 Data		
		On-Track	Ct	% On-Track	On-Track	Ct	% On-Track	On-Track	Ct	% On-Track
5	American Indian or Alaskan Nat	<10	<10		<10	<10		<10	<10	
	Asian or Pacific Islander	11	16	68.8%	21	21	100.0%	21	21	100.0%
	Black, Non Hispanic	120	224	53.6%	225	244	92.2%	221	251	88.0%
	Hispanic	230	311	74.0%	336	350	96.0%	355	374	94.9%
	Multiracial	34	53	64.2%	46	47	97.9%	57	61	93.4%
	White, Non-Hispanic	523	697	75.0%	679	701	96.9%	653	688	94.9%
6	American Indian or Alaskan Nat	<10	<10					<10	<10	
	Asian or Pacific Islander	17	21	81.0%	19	19	100.0%	21	21	100.0%
	Black, Non Hispanic	121	252	48.0%	222	251	88.4%	188	234	80.3%
	Hispanic	210	337	62.3%	351	369	95.1%	307	333	92.2%
	Multiracial	39	54	72.2%	56	59	94.9%	46	49	93.9%
	White, Non-Hispanic	494	687	71.9%	658	685	96.1%	717	748	95.9%
7	American Indian or Alaskan Nat				<10	<10	#VALUE!	<10	<10	#VALUE!
	Asian or Pacific Islander	19	22	86.4%	22	22	100.0%	14	19	73.7%
	Black, Non Hispanic	107	258	41.5%	181	252	71.8%	134	230	58.3%
	Hispanic	207	361	57.3%	302	346	87.3%	240	317	75.7%
	Multiracial	41	65	63.1%	47	54	87.0%	35	48	72.9%
	White, Non-Hispanic	470	699	67.2%	672	747	90.0%	643	760	84.6%
8	American Indian or Alaskan Nat	<10	<10		<10	<10		<10	<10	
	Asian or Pacific Islander	17	23	73.9%	17	20	85.0%	26	26	100.0%
	Black, Non Hispanic	104	257	40.5%	142	223	63.7%	126	214	58.9%
	Hispanic	165	346	47.7%	254	321	79.1%	250	340	73.5%
	Multiracial	28	54	51.9%	36	45	80.0%	43	56	76.8%
	White, Non-Hispanic	476	756	63.0%	653	759	86.0%	596	708	84.2%
9	American Indian or Alaskan Nat	<10	<10		<10	<10		<10	<10	
	Asian or Pacific Islander	14	26	53.8%	32	34	94.1%	26	27	96.3%
	Black, Non Hispanic	99	258	38.4%	154	214	72.0%	140	212	66.0%
	Hispanic	192	393	48.9%	274	357	76.8%	272	356	76.4%
	Multiracial	29	54	53.7%	47	60	78.3%	36	53	67.9%
	White, Non-Hispanic	521	875	59.5%	636	750	84.8%	705	811	86.9%

Appendix J: Florida Early Warning System

Students are considered on-track if they have an average daily attendance rate above 90%, no suspensions, no course failures in math or ELA, and above a level 1 on the state assessment in math and ELA.

GD	Ethnicity	2019-20 Students Based on 18-19 Data			2018-19 Students Based on 17-18 Data			2017-18 Students Based on 16-17 Data		
		On-Track	Ct	% On-Track	On-Track	Ct	% On-Track	On-Track	Ct	% On-Track
10	American Indian or Alaskan Nat	<10	<10		<10	<10		<10	<10	
	Asian or Pacific Islander	25	32	78.1%	30	32	93.8%	23	24	95.8%
	Black, Non Hispanic	97	212	45.8%	135	195	69.2%	141	218	64.7%
	Hispanic	172	346	49.7%	264	340	77.6%	222	312	71.2%
	Multiracial	33	63	52.4%	39	50	78.0%	34	43	79.1%
	White, Non-Hispanic	435	740	58.8%	688	771	89.2%	600	747	80.3%
11	American Indian or Alaskan Nat	<10	<10		<10	<10		<10	<10	
	Asian or Pacific Islander	21	31	67.7%	19	21	90.5%	29	37	78.4%
	Black, Non Hispanic	52	191	27.2%	145	207	70.0%	125	194	64.4%
	Hispanic	132	331	39.9%	213	286	74.5%	213	296	72.0%
	Multiracial	23	47	48.9%	26	34	76.5%	23	35	65.7%
	White, Non-Hispanic	441	763	57.8%	602	699	86.1%	603	740	81.5%
12	American Indian or Alaskan Nat	<10	<10		<10	<10		<10	<10	
	Asian or Pacific Islander	15	22	68.2%	30	35	85.7%	18	18	100.0%
	Black, Non Hispanic	80	192	41.7%	114	186	61.3%	127	195	65.1%
	Hispanic	116	266	43.6%	213	285	74.7%	186	244	76.2%
	Multiracial	25	38	65.8%	32	36	88.9%	30	35	85.7%
	White, Non-Hispanic	390	699	55.8%	638	725	88.0%	614	731	84.0%
ALL	American Indian or Alaskan Nat	25	38	65.8%	30	37	81.1%	35	41	85.4%
	Asian or Pacific Islander	231	296	78.0%	287	304	94.4%	276	292	94.5%
	Black, Non Hispanic	1676	3113	53.8%	2462	2986	82.5%	2294	2947	77.8%
	Hispanic	2585	4198	61.6%	3619	4125	87.7%	3543	4116	86.1%
	Multiracial	438	680	64.4%	571	638	89.5%	546	631	86.5%
	White, Non-Hispanic	6536	9244	70.7%	8529	9220	92.5%	8498	9395	90.5%

Source: UNIFY

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix K: Gifted Status

Year		2016-17			2017-18			2018-19		
GD	Race/Ethnicity	CT All	CT Gifted	% Gifted	CT All	CT Gifted	% Gifted	CT All	CT Gifted	% Gifted
KG	1-White	683		0.0%	649		0.0%	669	<10	
	2-Hispanic	262		0.0%	258		0.0%	217		0.0%
	3-Black	251		0.0%	228		0.0%	220		0.0%
	4-Two or More Races	52		0.0%	53		0.0%	55		0.0%
	5-Asian	15		0.0%	<10			12		0.0%
	6-American Indian	<10			<10			<10		
	7-Pacific Islander	<10			<10			<10		
1	1-White	688	<10		712	<10		660	14	2.1%
	2-Hispanic	255	<10		276	<10		264	<10	
	3-Black	242		0.0%	260		0.0%	249	<10	
	4-Two or More Races	59		0.0%	56	<10		58		0.0%
	5-Asian	24		0.0%	16		0.0%	11		0.0%
	6-American Indian				<10			<10		
	7-Pacific Islander	<10			<10					
2	1-White	752	18	2.4%	699	20	2.9%	718	19	2.6%
	2-Hispanic	298	<10		257	<10		269	<10	
	3-Black	214	<10		231	<10		245		0.0%
	4-Two or More Races	58	<10		58	<10		60	<10	
	5-Asian	11		0.0%	24		0.0%	14	<10	
	6-American Indian	<10			<10			<10	<10	
	7-Pacific Islander	<10			<10			<10		
3	1-White	741	28	3.8%	759	33	4.3%	755	31	4.1%
	2-Hispanic	361	<10		333	<10		300	<10	
	3-Black	286		0.0%	241	<10		257	<10	
	4-Two or More Races	54	<10		60	<10		58	<10	
	5-Asian	17	<10		14	<10		22		0.0%
	6-American Indian	<10			<10			<10		
	7-Pacific Islander				<10			<10		

Appendix K: Gifted Status

Year		2016-17			2017-18			2018-19		
GD	Race/Ethnicity	CT All	CT Gifted	% Gifted	CT All	CT Gifted	% Gifted	CT All	CT Gifted	% Gifted
4	1-White	666	38	5.7%	732	40	5.5%	711	38	5.3%
	2-Hispanic	356	<10		335	<10		288	<10	
	3-Black	246	<10		245	<10		204	<10	
	4-Two or More Races	59	<10		46	<10		58		0.0%
	5-Asian	18	<10		16	<10		14	<10	
	6-American Indian				<10			<10		
	7-Pacific Islander							<10		
5	1-White	748	46	6.1%	701	42	6.0%	731	56	7.7%
	2-Hispanic	322	<10		361	<10		332	<10	
	3-Black	238	<10		249	<10		242	<10	
	4-Two or More Races	55	<10		65	<10		47	<10	
	5-Asian	22	<10		18	<10		17	<10	
	6-American Indian	<10			<10			<10		
	7-Pacific Islander	<10								
6	1-White	774	59	7.6%	745	46	6.2%	697	44	6.3%
	2-Hispanic	313	<10		335	<10		359	<10	
	3-Black	257	<10		240	<10		246	<10	
	4-Two or More Races	56	<10		59	<10		70	<10	
	5-Asian	13		0.0%	21	<10		15	<10	
	6-American Indian	<10			<10					
	7-Pacific Islander	<10			<10					
7	1-White	736	60	8.2%	780	56	7.2%	747	50	6.7%
	2-Hispanic	335	11	3.3%	313	<10		342	<10	
	3-Black	218	<10		230	<10		246	<10	
	4-Two or More Races	62	<10		56	<10		58	<10	
	5-Asian	26	<10		13		0.0%	20	<10	
	6-American Indian	<10			<10			<10		
	7-Pacific Islander	<10			<10			<10		

Appendix K: Gifted Status

Year		2016-17			2017-18			2018-19		
GD	Race/Ethnicity	CT All	CT Gifted	% Gifted	CT All	CT Gifted	% Gifted	CT All	CT Gifted	% Gifted
8	1-White	782	69	8.8%	716	61	8.5%	766	57	7.4%
	2-Hispanic	331	<10		339	10	2.9%	323	<10	
	3-Black	216	<10		216	<10		224	<10	
	4-Two or More Races	48	<10		60	<10		49	<10	
	5-Asian	24	<10		24	<10		14		0.0%
	6-American Indian	<10			<10			<10		
	7-Pacific Islander	<10						<10		
9	1-White	829	53	6.4%	840	72	8.6%	803	60	7.5%
	2-Hispanic	344	<10		379	<10		394	<10	
	3-Black	262	<10		214	<10		234	<10	
	4-Two or More Races	47	<10		47	<10		66	<10	
	5-Asian	22		0.0%	24	<10		25	<10	
	6-American Indian	<10			<10			<10		
	7-Pacific Islander				<10					
10	1-White	800	54	6.8%	783	51	6.5%	807	69	8.6%
	2-Hispanic	328	<10		325	<10		343	<10	
	3-Black	229	<10		227	<10		217	<10	
	4-Two or More Races	44	<10		49	<10		47	<10	
	5-Asian	29	<10		21		0.0%	26	<10	
	6-American Indian	<10			<10			<10		
	7-Pacific Islander	<10						<10		
11	1-White	771	83	10.8%	763	55	7.2%	748	51	6.8%
	2-Hispanic	239	<10		309	<10		298	<10	
	3-Black	197	<10		212	<10		200	<10	
	4-Two or More Races	39	<10		43	<10		37	<10	
	5-Asian	24		0.0%	31	<10		23		0.0%
	6-American Indian	<10			<10			<10		
	7-Pacific Islander									

Appendix K: Gifted Status

Year		2016-17			2017-18			2018-19		
GD	Race/Ethnicity	CT All	CT Gifted	% Gifted	CT All	CT Gifted	% Gifted	CT All	CT Gifted	% Gifted
12	1-White	749	58	7.7%	759	81	10.7%	760	51	6.7%
	2-Hispanic	221	<10		239	<10		287	<10	
	3-Black	190	<10		194	<10		192	<10	
	4-Two or More Races	40	<10		39	<10		42	<10	
	5-Asian	19	<10		18		0.0%	33	<10	
	6-American Indian	<10			<10			<10		
	7-Pacific Islander	<10								
ALL	1-White	9,799	570	5.8%	9,689	566	5.8%	9,686	541	5.6%
	2-Hispanic	3,998	77	1.9%	4,090	77	1.9%	4,125	81	2.0%
	3-Black	3,076	24	0.8%	3,007	26	0.9%	3,018	29	1.0%
	4-Two or More Races	679	27	4.0%	697	27	3.9%	726	25	3.4%
	5-Asian	266	11	4.1%	251	13	5.2%	252	13	5.2%
	6-American Indian	45		0.0%	44		0.0%	35	<10	
	7-Pacific Islander	16		0.0%	14		0.0%	19		0.0%
	ALL	17,879	709	4.0%	17,792	709	4.0%	17,861	690	3.9%

Source: EdStats

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix K: Gifted Status

Year		2016-17		2017-18		2018-19	
GD	Race/Ethnicity	CT Gifted	% Gifted	CT Gifted	% Gifted	CT Gifted	% Gifted
ALL	1-White	570	5.8%	566	5.8%	541	5.6%
	2-Hispanic	77	1.9%	77	1.9%	81	2.0%
	3-Black	24	0.8%	26	0.9%	29	1.0%
	4-Two or More Races	27	4.0%	27	3.9%	25	3.4%
	5-Asian	11	4.1%	13	5.2%	13	5.2%
	6-American Indian		0.0%		0.0%	<10	
	7-Pacific Islander		0.0%		0.0%		0.0%
	ALL	709	4.0%	709	4.0%	690	3.9%
Source: EdStats							
Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"							

Appendix L: ESE Status

GD	Year	2016-17			2017-18			2018-19		
	Race/Ethnicity	CT All	CT ESE	% ESE	CT All	CT ESE	% ESE	CT All	CT ESE	% ESE
KG	1-White	683	62	9.1%	649	65	10.0%	669	77	11.5%
	2-Hispanic	262	32	12.2%	258	39	15.1%	217	36	16.6%
	3-Black	251	32	12.7%	228	30	13.2%	220	29	13.2%
	4-Two or More Races	52	<10		53	<10		55	<10	
	5-Asian	15		0.0%	<10			12	<10	
	6-American Indian	<10			<10			<10		
	7-Pacific Islander	<10			<10			<10		
1	1-White	688	72	10.5%	712	86	12.1%	660	94	14.2%
	2-Hispanic	255	40	15.7%	276	33	12.0%	264	47	17.8%
	3-Black	242	37	15.3%	260	40	15.4%	249	33	13.3%
	4-Two or More Races	59	<10		56	<10		58	<10	
	5-Asian	24	<10		16	<10		11		0.0%
	6-American Indian				<10			<10		
	7-Pacific Islander	<10	<10		<10					
2	1-White	752	111	14.8%	699	83	11.9%	718	92	12.8%
	2-Hispanic	298	32	10.7%	257	39	15.2%	269	37	13.8%
	3-Black	214	32	15.0%	231	38	16.5%	245	48	19.6%
	4-Two or More Races	58	<10		58	<10		60	<10	
	5-Asian	11	<10		24	<10		14		0.0%
	6-American Indian	<10			<10			<10		
	7-Pacific Islander	<10			<10	<10		<10		
3	1-White	741	113	15.2%	759	128	16.9%	755	112	14.8%
	2-Hispanic	361	70	19.4%	333	54	16.2%	300	62	20.7%
	3-Black	286	49	17.1%	241	47	19.5%	257	62	24.1%
	4-Two or More Races	54	15	27.8%	60	<10		58	<10	
	5-Asian	17		0.0%	14	<10		22	<10	
	6-American Indian	<10			<10			<10		
	7-Pacific Islander				<10			<10	<10	

Appendix L: ESE Status

GD	Year	2016-17			2017-18			2018-19		
	Race/Ethnicity	CT All	CT ESE	% ESE	CT All	CT ESE	% ESE	CT All	CT ESE	% ESE
4	1-White	666	96	14.4%	732	120	16.4%	711	117	16.5%
	2-Hispanic	356	49	13.8%	335	77	23.0%	288	40	13.9%
	3-Black	246	55	22.4%	245	49	20.0%	204	57	27.9%
	4-Two or More Races	59	<10		46	14	30.4%	58	14	24.1%
	5-Asian	18	<10		16		0.0%	14	<10	
	6-American Indian				<10	<10		<10		
	7-Pacific Islander							<10		
5	1-White	748	108	14.4%	701	105	15.0%	731	116	15.9%
	2-Hispanic	322	40	12.4%	361	52	14.4%	332	80	24.1%
	3-Black	238	57	23.9%	249	63	25.3%	242	51	21.1%
	4-Two or More Races	55	<10		65	<10		47	13	27.7%
	5-Asian	22	<10		18		0.0%	17		0.0%
	6-American Indian	<10	<10		<10			<10		
	7-Pacific Islander	<10								
6	1-White	774	105	13.6%	745	104	14.0%	697	96	13.8%
	2-Hispanic	313	41	13.1%	335	41	12.2%	359	56	15.6%
	3-Black	257	64	24.9%	240	61	25.4%	246	64	26.0%
	4-Two or More Races	56	11	19.6%	59	<10		70	<10	
	5-Asian	13	<10		21	<10		15		0.0%
	6-American Indian	<10	<10		<10	<10				
	7-Pacific Islander	<10			<10					
7	1-White	736	104	14.1%	780	109	14.0%	747	95	12.7%
	2-Hispanic	335	32	9.6%	313	42	13.4%	342	38	11.1%
	3-Black	218	51	23.4%	230	58	25.2%	246	59	24.0%
	4-Two or More Races	62	<10		56	13	23.2%	58	<10	
	5-Asian	26		0.0%	13	<10		20	<10	
	6-American Indian	<10			<10	<10		<10	<10	
	7-Pacific Islander	<10			<10			<10		

Appendix L: ESE Status

GD	Year	2016-17			2017-18			2018-19		
	Race/Ethnicity	CT All	CT ESE	% ESE	CT All	CT ESE	% ESE	CT All	CT ESE	% ESE
8	1-White	782	105	13.4%	716	99	13.8%	766	113	14.8%
	2-Hispanic	331	47	14.2%	339	35	10.3%	323	45	13.9%
	3-Black	216	44	20.4%	216	49	22.7%	224	58	25.9%
	4-Two or More Races	48	<10		60	<10		49	10	20.4%
	5-Asian	24	<10		24		0.0%	14	<10	
	6-American Indian	<10			<10			<10	<10	
	7-Pacific Islander	<10	<10					<10		
9	1-White	829	113	13.6%	840	112	13.3%	803	113	14.1%
	2-Hispanic	344	51	14.8%	379	45	11.9%	394	45	11.4%
	3-Black	262	60	22.9%	214	40	18.7%	234	53	22.6%
	4-Two or More Races	47	<10		47	<10		66	<10	
	5-Asian	22	<10		24	<10		25	<10	
	6-American Indian	<10			<10			<10		
	7-Pacific Islander				<10	<10				
10	1-White	800	70	8.8%	783	93	11.9%	807	92	11.4%
	2-Hispanic	328	39	11.9%	325	43	13.2%	343	33	9.6%
	3-Black	229	41	17.9%	227	55	24.2%	217	41	18.9%
	4-Two or More Races	44	<10		49	<10		47	<10	
	5-Asian	29	<10		21	<10		26	<10	
	6-American Indian	<10			<10			<10		
	7-Pacific Islander	<10						<10	<10	
11	1-White	771	66	8.6%	763	66	8.7%	748	83	11.1%
	2-Hispanic	239	30	12.6%	309	35	11.3%	298	39	13.1%
	3-Black	197	30	15.2%	212	36	17.0%	200	39	19.5%
	4-Two or More Races	39	<10		43	<10		37	<10	
	5-Asian	24		0.0%	31	<10		23	<10	
	6-American Indian	<10	<10		<10			<10		
	7-Pacific Islander									

Appendix L: ESE Status

GD	Year	2016-17			2017-18			2018-19		
	Race/Ethnicity	CT All	CT ESE	% ESE	CT All	CT ESE	% ESE	CT All	CT ESE	% ESE
12	1-White	749	79	10.5%	759	78	10.3%	760	85	11.2%
	2-Hispanic	221	26	11.8%	239	36	15.1%	287	40	13.9%
	3-Black	190	35	18.4%	194	30	15.5%	192	32	16.7%
	4-Two or More Races	40	<10		39	<10		42	<10	
	5-Asian	19	<10		18	<10		33	<10	
	6-American Indian	<10			<10	<10		<10		
	7-Pacific Islander	<10								
ALL	1-White	9,799	1,279	13.1%	9,689	1,295	13.4%	9,686	1,351	13.9%
	2-Hispanic	3,998	562	14.1%	4,090	602	14.7%	4,125	632	15.3%
	3-Black	3,076	613	19.9%	3,007	612	20.4%	3,018	652	21.6%
	4-Two or More Races	679	94	13.8%	697	92	13.2%	726	112	15.4%
	5-Asian	266	22	8.3%	251	21	8.4%	252	24	9.5%
	6-American Indian	45	<10		44	<10		35	<10	
	7-Pacific Islander	16	<10		14	<10		19	<10	
	Risk Ratio: Black vs White		1.53			1.52			1.55	

Source: EdStats

Note: To protect the identities of individual students, cells with 10 or fewer students are denoted by "<10"

Appendix M: Advanced Course Enrollment

2018-19	Overall Enrollment	Unique Students Enrolled in Advanced Course	% Enrolled in Advanced Course	Total Exams/ Courses Taken	Total Exams/ Courses Passed	Percent Passed
AP/IB						
American Indian	<10	<10		<10	<10	
Asian	<10	<10		126	75	59.5%
Black/African American	825	109	13.2%	152	38	25.0%
Hispanic	1353	304	22.5%	497	224	45.1%
White	3167	966	30.5%	1717	929	54.1%
DE						
American Indian	<10	<10		<10	<10	
Asian	<10	<10		86	85	98.8%
Black/African American	825	32	3.9%	99	98	99.0%
Hispanic	1353	76	5.6%	306	301	98.4%
White	3167	322	10.2%	1306	1266	96.9%
Honors (Level 3 Course)						
American Indian	<10	<10		90	88	97.8%
Asian	<10	<10		683	675	98.8%
Black/African American	825	410	49.7%	2105	2027	96.3%
Hispanic	1353	816	60.3%	4562	4412	96.7%
White	3167	2242	70.8%	13717	13444	98.0%

SOURCE: FLDOE Equity Profile

Appendix M: Advanced Course Enrollment

2017-18	Overall Enrollment	Unique Students Enrolled in Advanced Course	% Enrolled in Advanced Course	Total Exams/ Courses Taken	Total Exams/ Courses Passed	Percent Passed
AP/IB						
American Indian	<10	<10		<10	<10	
Asian	<10	<10		109	56	51.4%
Black/African American	855	179	20.9%	194	50	25.8%
Hispanic	1340	316	23.6%	525	265	50.5%
White	3199	1095	34.2%	1945	1065	54.8%
DE						
American Indian	<10	<10		<10	<10	
Asian	<10	<10		52	52	100.0%
Black/African American	855	27	3.2%	86	84	97.7%
Hispanic	1340	70	5.2%	316	307	97.2%
White	3199	348	10.9%	1416	1374	97.0%
Honors (Level 3 Course)						
American Indian	<10	<10		80	75	93.8%
Asian	<10	<10		588	588	100.0%
Black/African American	855	417	48.8%	2130	2051	96.3%
Hispanic	1340	777	58.0%	4106	4013	97.7%
White	3199	2276	71.1%	14213	13981	98.4%

SOURCE: FLDOE Equity Profile

Appendix M: Advanced Course Enrollment

2016-17	Overall Enrollment	Unique Students Enrolled in Advanced Course	% Enrolled in Advanced Course	Total Exams/ Courses Taken	Total Exams/ Courses Passed	Percent Passed
AP/IB						
American Indian	<10	<10	<10	<10	<10	<10
Asian	<10	<10	<10	72	48	66.7%
Black/African American	892	69	7.7%	108	43	39.8%
Hispanic	1208	176	14.6%	347	175	50.4%
White	3196	848	26.5%	1643	949	57.8%
DE						
American Indian	<10	<10	<10	<10	<10	<10
Asian	<10	<10	<10	78	76	97.4%
Black/African American	892	22	2.5%	119	117	98.3%
Hispanic	1208	44	3.6%	316	307	97.2%
White	3196	302	9.4%	1416	1374	97.0%
Honors (Level 3 Course)						
American Indian	<10	<10	<10	80	75	93.8%
Asian	<10	<10	<10	588	588	100.0%
Black/African American	892	355	39.8%	2130	2051	96.3%
Hispanic	1208	658	54.5%	4106	4013	97.7%
White	3196	2227	69.7%	14213	13981	98.4%

SOURCE: FLDOE Equity Profile

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of length of enrollment. Therefore, student counts may not match assessment enrollment or other survey-tied enrollment.

		2018-19							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w 1+ ODR	% w 1+ SUS
KG	American Indian or Alaskan Native	<10						0%	0%
KG	Asian or Pacific Islander	23						0%	0%
KG	Black, Non-Hispanic	265	14	38	<10	<10	<10	5.3%	
KG	Hispanic	282	<10	<10	<10	<10	<10		
KG	Other	54	<10	20	<10	<10	<10		
KG	White, Non-Hispanic	701	16	37	<10	<10	13	2.3%	
1	American Indian or Alaskan Native	<10						0%	0%
1	Asian or Pacific Islander	12						0%	0%
1	Black, Non-Hispanic	293	23	47	<10	21	45	7.8%	
1	Hispanic	323	<10	11	<10	<10	<10		
1	Other	61	<10	<10	<10	<10	<10		
1	White, Non-Hispanic	732	19	38	11	20	32	2.6%	1.5%
2	American Indian or Alaskan Native	<10						0%	0%
2	Asian or Pacific Islander	23	<10	<10	<10	<10	<10		
2	Black, Non-Hispanic	280	41	95	21	44	91	14.6%	7.5%
2	Hispanic	349	<10	24	<10	<10	23		
2	Other	64	<10	17	<10	<10	19		
2	White, Non-Hispanic	750	22	54	<10	19	25	2.9%	
3	American Indian or Alaskan Native							0%	0%
3	Asian or Pacific Islander	32	<10	<10	<10	<10	<10		
3	Black, Non-Hispanic	300	48	118	22	41	84	16.0%	7.3%
3	Hispanic	325	12	19	<10	11	21	3.7%	
3	Other	56	<10	20	<10	<10	23		
3	White, Non-Hispanic	845	40	108	21	47	83	4.7%	2.5%
4	American Indian or Alaskan Native	<10						0%	0%
4	Asian or Pacific Islander	17						0%	0%
4	Black, Non-Hispanic	235	43	89	17	29	67	18.3%	7.2%
4	Hispanic	337	<10	13	<10	<10	<10		
4	Other	63	<10	12	<10	<10	15		
4	White, Non-Hispanic	790	37	59	17	27	69	4.7%	2.2%
5	American Indian or Alaskan Native	<10						0%	0%
5	Asian or Pacific Islander	22						0%	0%
5	Black, Non-Hispanic	274	50	124	28	53	94	18.2%	10.2%
5	Hispanic	379	21	48	12	15	32	5.5%	3.2%
5	Other	52	<10	18	<10	<10	20		
5	White, Non-Hispanic	804	45	91	22	39	60	5.6%	2.7%
6	American Indian or Alaskan Native							0%	0%
6	Asian or Pacific Islander	22	<10	<10	<10	<10	<10		
6	Black, Non-Hispanic	293	114	553	83	276	637	38.9%	28.3%
6	Hispanic	401	75	224	50	114	294	18.7%	12.5%

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of length of enrollment. Therefore, student counts may not match assessment enrollment or other survey-tied enrollment.

		2018-19							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w 1+ ODR	% w 1+ SUS
6	Other	65	19	85	13	38	89	29.2%	20.0%
6	White, Non-Hispanic	792	123	405	71	193	440	15.5%	9.0%

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of length of enrollment. Therefore, student counts may not match assessment enrollment or other survey-tied enrollment.

		2018-19							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w 1+ ODR	% w 1+ SUS
7	American Indian or Alaskan Native	<10						0%	0%
7	Asian or Pacific Islander	23	<10	<10	<10	<10	<10		
7	Black, Non-Hispanic	279	136	624	93	328	997	48.7%	33.3%
7	Hispanic	378	79	259	56	129	352	20.9%	14.8%
7	Other	59	18	86	11	28	85	30.5%	18.6%
7	White, Non-Hispanic	877	176	537	114	251	890	20.1%	13.0%
8	American Indian or Alaskan Native	<10	<10	18	<10	<10	16		
8	Asian or Pacific Islander	23	<10	14	<10	<10	<10		
8	Black, Non-Hispanic	250	97	448	67	191	489	38.8%	26.8%
8	Hispanic	362	76	233	49	119	309	21.0%	13.5%
8	Other	50	17	74	15	41	84	34.0%	30.0%
8	White, Non-Hispanic	896	169	548	113	284	857	18.9%	12.6%

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of length of enrollment. Therefore, student counts may not match assessment enrollment or other survey-tied enrollment.

		2018-19							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w 1+ ODR	% w 1+ SUS
9	American Indian or Alaskan Native	<10	<10	<10					0%
9	Asian or Pacific Islander	38	<10	<10					0%
9	Black, Non-Hispanic	267	100	420	71	221	862	37.5%	26.6%
9	Hispanic	430	79	266	37	96	312	18.4%	8.6%
9	Other	73	21	77	<10	35	164	28.8%	
9	White, Non-Hispanic	932	199	655	83	219	758	21.4%	8.9%
10	American Indian or Alaskan Native	<10						0%	0%
10	Asian or Pacific Islander	33	<10	<10					0%
10	Black, Non-Hispanic	245	111	593	67	271	828	45.3%	27.3%
10	Hispanic	401	99	331	40	114	316	24.7%	10.0%
10	Other	59	23	89	17	43	146	39.0%	28.8%
10	White, Non-Hispanic	970	199	558	95	203	762	20.5%	9.8%
11	American Indian or Alaskan Native	<10	<10	<10	<10	<10	32		
11	Asian or Pacific Islander	27	<10	<10	<10	<10	<10		
11	Black, Non-Hispanic	257	97	653	76	349	1035	37.7%	29.6%
11	Hispanic	352	75	237	42	94	324	21.3%	11.9%
11	Other	39	15	40	11	20	60	38.5%	28.2%
11	White, Non-Hispanic	882	180	502	86	182	725	20.4%	9.8%
12	American Indian or Alaskan Native	<10	<10	<10	<10	<10	<10		
12	Asian or Pacific Islander	37	<10	12	<10	<10	13		
12	Black, Non-Hispanic	226	84	389	56	197	548	37.2%	24.8%
12	Hispanic	330	54	120	19	31	169	16.4%	5.8%
12	Other	50	12	35	<10	14	52	24.0%	
12	White, Non-Hispanic	868	141	292	60	96	332	16.2%	6.9%
ALL	American Indian or Alaskan Native	51	<10	34	<10	12	51		
ALL	Asian or Pacific Islander	332	22	48	<10	18	40	6.6%	
ALL	Black, Non-Hispanic	3464	965	4244	611	2023	5891	27.9%	17.6%
ALL	Hispanic	4649	608	1797	321	734	2209	13.1%	6.9%
ALL	Other	745	149	573	98	257	764	20.0%	13.2%
ALL	White, Non-Hispanic	10839	1390	4007	704	1583	5227	12.8%	6.5%

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of le

		2017-18							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w ODR	% w 1+ SUS
KG	American Indian or Alaskan Native	<10						0%	0%
KG	Asian or Pacific Islander	<10						0%	0%
KG	Black, Non-Hispanic	253	22	58	<10	17	33	8.7%	
KG	Hispanic	307	<10	12	<10	<10	<10		
KG	Other	61	<10	<10					0%
KG	White, Non-Hispanic	688	17	40	<10	15	21	2.5%	
1	American Indian or Alaskan Native	<10						0%	0%
1	Asian or Pacific Islander	23						0%	0%
1	Black, Non-Hispanic	282	43	101	18	34	85	15.2%	6.4%
1	Hispanic	343	<10	<10					0%
1	Other	54	<10	<10					0%
1	White, Non-Hispanic	757	28	56	<10	<10	12	3.7%	
2	American Indian or Alaskan Native	<10						0%	0%
2	Asian or Pacific Islander	33	<10	<10	<10	<10	<10		
2	Black, Non-Hispanic	245	40	115	16	34	62	16.3%	6.5%
2	Hispanic	291	<10	21	<10	<10	14		
2	Other	51	<10	<10	<10	<10	<10		
2	White, Non-Hispanic	788	32	76	16	35	84	4.1%	2.0%
3	American Indian or Alaskan Native	<10						0%	0%
3	Asian or Pacific Islander	16						0%	0%
3	Black, Non-Hispanic	271	59	170	32	52	91	21.8%	11.8%
3	Hispanic	353	16	44	<10	15	24	4.5%	
3	Other	68	11	19	<10	<10	21	16.2%	
3	White, Non-Hispanic	835	43	99	15	22	43	5.1%	1.8%
4	American Indian or Alaskan Native	<10						0%	0%
4	Asian or Pacific Islander	19						0%	0%
4	Black, Non-Hispanic	264	45	150	23	49	116	17.0%	8.7%
4	Hispanic	369	21	43	<10	<10	31	5.7%	
4	Other	47	<10	<10	<10	<10	<10		
4	White, Non-Hispanic	818	48	117	20	38	71	5.9%	2.4%
5	American Indian or Alaskan Native	<10						0%	0%
5	Asian or Pacific Islander	27						0%	0%
5	Black, Non-Hispanic	270	68	151	36	48	110	25.2%	13.3%
5	Hispanic	389	21	30	<10	<10	13	5.4%	
5	Other	64	<10	12	<10	<10	<10		
5	White, Non-Hispanic	768	52	94	19	31	54	6.8%	2.5%
6	American Indian or Alaskan Native	<10	<10	<10	<10	<10	<10		
6	Asian or Pacific Islander	24	<10	<10	<10	<10	<10		
6	Black, Non-Hispanic	258	116	582	79	225	708	45.0%	30.6%
6	Hispanic	355	73	202	43	84	163	20.6%	12.1%

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of l

		2017-18							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w ODR	% w 1+ SUS
6	Other	58	15	33	<10	12	31	25.9%	
6	White, Non-Hispanic	853	141	390	86	165	341	16.5%	10.1%

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of l

		2017-18							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w ODR	% w 1+ SUS
7	American Indian or Alaskan Native	<10	<10	20	<10	13	34		
7	Asian or Pacific Islander	23	<10	18	<10	<10	<10		
7	Black, Non-Hispanic	247	128	646	80	217	517	51.8%	32.4%
7	Hispanic	344	68	284	50	150	409	19.8%	14.5%
7	Other	53	18	128	13	52	101	34.0%	24.5%
7	White, Non-Hispanic	880	176	523	107	260	579	20.0%	12.2%
8	American Indian or Alaskan Native	<10	<10	<10	<10	<10	<10		
8	Asian or Pacific Islander	31	<10	<10	<10	<10	11		
8	Black, Non-Hispanic	241	114	495	79	204	1056	47.3%	32.8%
8	Hispanic	361	89	266	61	120	337	24.7%	16.9%
8	Other	63	16	79	11	35	108	25.4%	17.5%
8	White, Non-Hispanic	861	143	520	89	240	913	16.6%	10.3%

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of l

		2017-18							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w ODR	% w 1+ SUS
9	American Indian or Alaskan Native	<10	<10	<10					0%
9	Asian or Pacific Islander	28	<10	<10	<10	<10	<10		
9	Black, Non-Hispanic	249	120	570	69	196	552	48.2%	27.7%
9	Hispanic	403	123	591	52	150	514	30.5%	12.9%
9	Other	58	22	74	10	21	70	37.9%	17.2%
9	White, Non-Hispanic	972	222	869	93	229	773	22.8%	9.6%
10	American Indian or Alaskan Native	<10	<10	12	<10	<10	<10		
10	Asian or Pacific Islander	26	<10	<10					0%
10	Black, Non-Hispanic	267	140	1042	91	427	926	52.4%	34.1%
10	Hispanic	363	114	378	40	80	224	31.4%	11.0%
10	Other	48	14	62	<10	16	21	29.2%	
10	White, Non-Hispanic	909	267	912	89	229	706	29.4%	9.8%
11	American Indian or Alaskan Native	<10						0%	0%
11	Asian or Pacific Islander	38	<10	16	<10	<10	<10		
11	Black, Non-Hispanic	224	113	720	67	270	619	50.4%	29.9%
11	Hispanic	348	89	263	22	43	102	25.6%	6.3%
11	Other	43	17	50	<10	17	39	39.5%	
11	White, Non-Hispanic	869	209	541	56	109	299	24.1%	6.4%
12	American Indian or Alaskan Native	<10	<10	<10					0%
12	Asian or Pacific Islander	22	<10	<10					0%
12	Black, Non-Hispanic	222	87	328	39	111	247	39.2%	17.6%
12	Hispanic	283	63	258	21	45	129	22.3%	7.4%
12	Other	38	16	61	<10	15	22	42.1%	
12	White, Non-Hispanic	888	149	423	45	63	236	16.8%	5.1%
ALL	American Indian or Alaskan Native	49	<10	42	<10	20	48		
ALL	Asian or Pacific Islander	319	34	69	11	17	32	10.7%	3.4%
ALL	Black, Non-Hispanic	3267	1080	5059	627	1864	5122	33.1%	19.2%
ALL	Hispanic	4470	681	2339	309	707	1965	15.2%	6.9%
ALL	Other	703	154	536	70	186	423	21.9%	10.0%
ALL	White, Non-Hispanic	10836	1508	4580	640	1424	4132	13.9%	5.9%

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of l

		2016-17							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w ODR	% w 1+ SUS
KG	American Indian or Alaskan Native	<10							
KG	Asian or Pacific Islander	21						0.0%	0.0%
KG	Black, Non-Hispanic	269	22	35	11	15	18	8.2%	4.1%
KG	Hispanic	327	<10	<10	<10	<10	<10		
KG	Other	45	<10	<10	<10	<10	<10		
KG	White, Non-Hispanic	699	14	25	<10	<10	<10	2.0%	
1	American Indian or Alaskan Native								
1	Asian or Pacific Islander	37	<10	<10	<10	<10	<10		
1	Black, Non-Hispanic	260	38	91	19	31	44	14.6%	7.3%
1	Hispanic	278	<10	<10	<10	<10	<10		
1	Other	51	<10	16	<10	13	16		
1	White, Non-Hispanic	732	25	51	<10	16	28	3.4%	
2	American Indian or Alaskan Native	<10							
2	Asian or Pacific Islander	14						0.0%	0.0%
2	Black, Non-Hispanic	223	34	109	<10	27	41	15.2%	
2	Hispanic	310	12	17	<10	<10	<10	3.9%	
2	Other	63	<10	<10	<10	<10	<10		
2	White, Non-Hispanic	803	32	72	16	29	53	4.0%	2.0%
3	American Indian or Alaskan Native	<10							
3	Asian or Pacific Islander	18						0.0%	0.0%
3	Black, Non-Hispanic	304	62	192	34	69	110	20.4%	11.2%
3	Hispanic	383	26	43	13	18	37	6.8%	3.4%
3	Other	56	<10	<10	<10	<10	<10		
3	White, Non-Hispanic	783	48	104	22	49	119	6.1%	2.8%
4	American Indian or Alaskan Native	<10							
4	Asian or Pacific Islander	23	<10	<10	<10	<10	<10		
4	Black, Non-Hispanic	275	45	135	22	49	91	16.4%	8.0%
4	Hispanic	373	19	29	<10	<10	<10	5.1%	
4	Other	57	<10	15	<10	<10	24		
4	White, Non-Hispanic	717	44	84	17	29	44	6.1%	2.4%
5	American Indian or Alaskan Native	<10							
5	Asian or Pacific Islander	25						0.0%	0.0%
5	Black, Non-Hispanic	253	47	136	26	48	80	18.6%	10.3%
5	Hispanic	342	21	34	<10	<10	<10	6.1%	
5	Other	53	<10	16	<10	<10	<10		
5	White, Non-Hispanic	787	43	62	20	26	35	5.5%	2.5%
6	American Indian or Alaskan Native	<10	<10	16	<10	12	16		
6	Asian or Pacific Islander	19	<10	<10	<10	<10	<10		
6	Black, Non-Hispanic	269	119	671	105	477	903	44.2%	39.0%
6	Hispanic	330	41	148	33	109	182	12.4%	10.0%

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of l

		2016-17							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w ODR	% w 1+ SUS
6	Other	51	15	96	14	69	113	29.4%	27.5%
6	White, Non-Hispanic	816	111	307	82	191	379	13.6%	10.0%

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of l

		2016-17							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w ODR	% w 1+ SUS
7	American Indian or Alaskan Native	<10							
7	Asian or Pacific Islander	30	<10	<10	<10	<10	<10		
7	Black, Non-Hispanic	233	114	532	101	365	782	48.9%	43.3%
7	Hispanic	350	78	284	67	182	349	22.3%	19.1%
7	Other	64	17	81	12	57	127	26.6%	18.8%
7	White, Non-Hispanic	781	142	616	100	355	672	18.2%	12.8%
8	American Indian or Alaskan Native	<10	<10	<10	<10	<10	<10		
8	Asian or Pacific Islander	29	<10	<10	<10	<10	<10		
8	Black, Non-Hispanic	232	93	355	71	206	470	40.1%	30.6%
8	Hispanic	346	74	269	55	172	442	21.4%	15.9%
8	Other	59	23	97	16	64	130	39.0%	27.1%
8	White, Non-Hispanic	808	152	512	103	301	721	18.8%	12.7%

Appendix N: Discipline

SOURCE: FOCUS

*For discipline, enrollment takes into account all students regardless of l

		2016-17							
GD	ETH	Enrolled*	Ct Students w ODR	Sum ODR	Ct 1+ SUS	Sum SUS Events	Sum SUS Days	% w ODR	% w 1+ SUS
9	American Indian or Alaskan Native	<10	<10	<10					
9	Asian or Pacific Islander	21	<10	<10	<10	<10	<10		
9	Black, Non-Hispanic	283	144	732	110	372	1052	50.9%	38.9%
9	Hispanic	360	107	568	48	171	392	29.7%	13.3%
9	Other	52	16	56	<10	18	56	30.8%	
9	White, Non-Hispanic	861	198	703	84	232	518	23.0%	9.8%
10	American Indian or Alaskan Native	<10	<10	<10					
10	Asian or Pacific Islander	35	6	18	<10	<10	11	17.1%	
10	Black, Non-Hispanic	258	133	937	79	374	953	51.6%	30.6%
10	Hispanic	354	101	353	48	113	146	28.5%	13.6%
10	Other	39	12	44	8	13	35	30.8%	20.5%
10	White, Non-Hispanic	850	187	736	78	224	596	22.0%	9.2%
11	American Indian or Alaskan Native	<10	<10	<10	<10	<10	<10		
11	Asian or Pacific Islander	25	<10	22	<10	<10	13		
11	Black, Non-Hispanic	219	117	569	70	216	646	53.4%	32.0%
11	Hispanic	259	68	280	35	85	194	26.3%	13.5%
11	Other	43	15	40	<10	<10	20	34.9%	
11	White, Non-Hispanic	818	169	521	78	157	352	20.7%	9.5%
12	American Indian or Alaskan Native	<10	<10	<10	<10	<10	<10		
12	Asian or Pacific Islander	25	<10	<10	<10	<10	20		
12	Black, Non-Hispanic	213	102	483	61	166	423	47.9%	28.6%
12	Hispanic	246	53	177	16	22	48	21.5%	6.5%
12	Other	44	16	47	<10	11	30	36.4%	
12	White, Non-Hispanic	821	144	475	57	124	324	17.5%	6.9%
ALL	American Indian or Alaskan Native	46	<10	25	<10	15	22		
ALL	Asian or Pacific Islander	322	23	75	13	27	60	7.1%	4.0%
ALL	Black, Non-Hispanic	3270	1053	4870	710	2381	5613	32.2%	21.7%
ALL	Hispanic	4232	591	2110	311	851	1904	14.0%	7.3%
ALL	Other	674	138	517	83	268	566	20.5%	12.3%
ALL	White, Non-Hispanic	10232	1281	4143	654	1706	3850	12.5%	6.4%

Appendix O: Alternative Center for Education Enrollment**

	2018-2019		2017-2018		2016-2017	
Black, Non-Hispanic	57	53%	57	54%	71	60%
Hispanic	15	14%	15	14%	12	10%
Other	8	7%	2	2%	3	3%
White, Non-Hispanic	27	25%	32	30%	32	27%
Total	107		106		118	

**Enrollments represent all enrollments during year, regardless of length of enrollment or date-specific enrollment