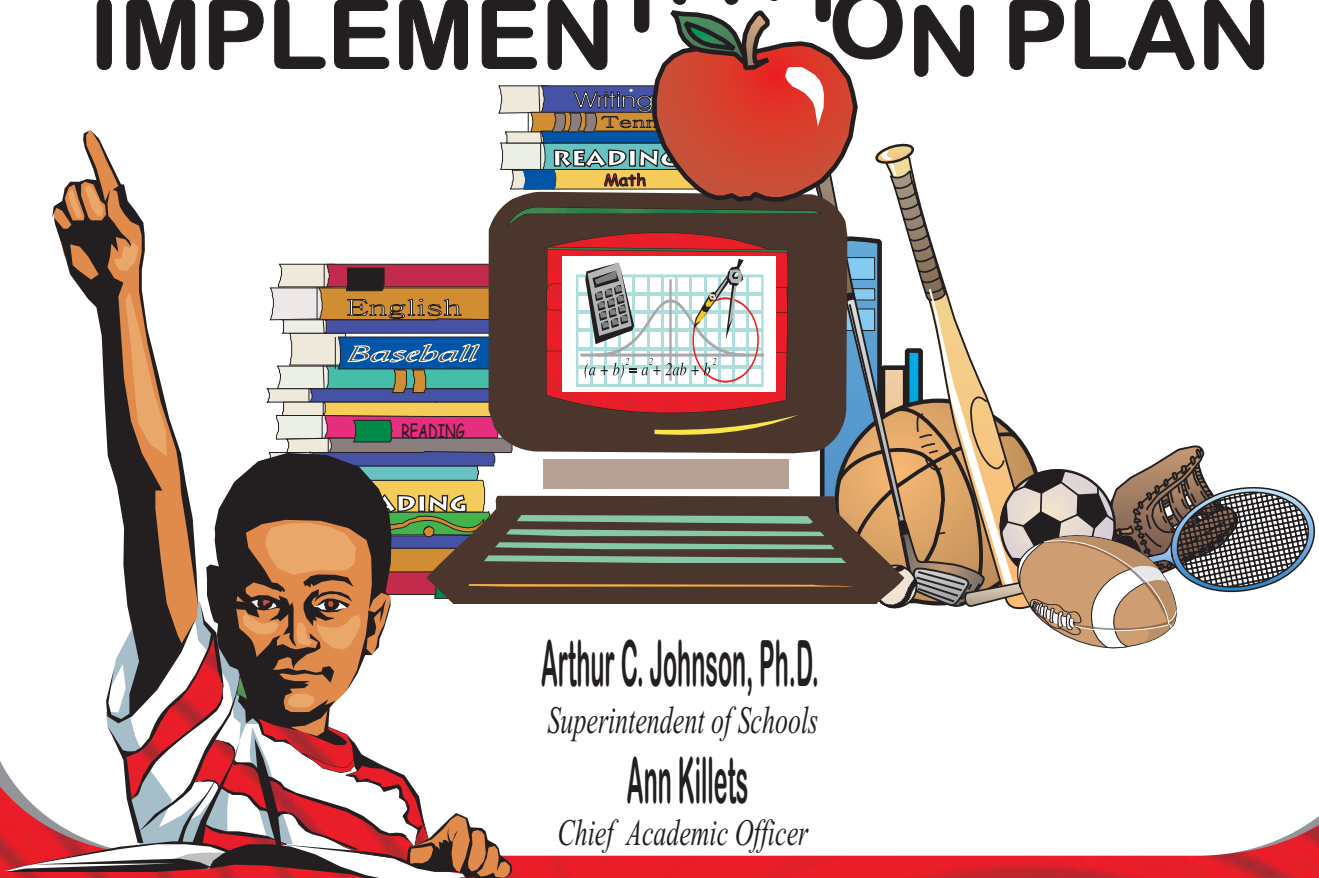


# ANNUAL UPDATE 2006-2007

# FLORIDA EDUCATIONAL EQUITY ACT

# IMPLEMENTATION PLAN



Arthur C. Johnson, Ph.D.  
Superintendent of Schools

Ann Killets  
Chief Academic Officer

# The School District of Palm Beach County, Florida



## Mission Statement

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

### **School Board Members**

William Graham, *Chairman*  
Monroe Benaim, MD, *Vice Chairman*  
Paulette Burdick  
Mark Hansen  
Dr. Sandra Richmond  
Debra Robinson, MD  
Robert J. Kanjian

### **Superintendent**

Arthur C. Johnson, Ph.D.

### **Chief Academic Officer**

Ann Killlets

### **Assistant Superintendent for Quality Assurance**

Janice S. Cover, Ed.D.

### **Assistant Superintendent for Curriculum**

Constance Tuman-Rugg, Ed.D.

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## **EXECUTIVE SUMMARY**

### **2006 - 2007 Annual Update Florida Educational Equity Act**

#### **BACKGROUND**

The Florida Educational Equity Act, Section 1000.05, F.S. (formerly 228.2001, F.S.), became law in June 1984, and the implementing rules were adopted by the State Board of Education in February 1985. The Equity Act was amended in 1993 to mandate stronger monitoring and enforcement for gender equity in athletics and again in 2002 to clarify the K-20 responsibilities. Rule 6A-19.004, Interscholastic, Intercollegiate, Club and Intramural Athletics, was amended in September 1994 to reflect the monitoring and enforcement requirements.

In the past, the Educational Equity Act (EEA) planning process has been conducted in three-year cycles. The initial three-year cycle enabled local agencies to develop a general overview of their compliance status in the areas of policy, enrollment patterns, staffing patterns, financial aid, and athletics. During the second cycle, the planning process focused on mathematics as a critical curricular component. During the third cycle, science was the focus with chemistry as the target program in 1991-1992, physics in 1992-1993, and biological sciences in 1993-1994. The 1993-1994 year also initiated concentration on bringing institutions into compliance with gender equity in athletics.

During the next cycle, high school and middle school mathematics was the target program. From 1997-1998 through 2000-2001, institutions focused on closing the racial performance gaps in reading. During 1999-2000 districts and colleges were also required to submit the policies and procedures providing civil rights protections for students and staff. During 2001-2002, school districts began a focus on African American and Hispanic student access to high quality instruction. Community colleges began a focus on African American and Hispanic student success in achieving an A.A. degree. In 2002-2003, school districts continued to focus on African American and Hispanic student access to high quality instruction. Community colleges continued to focus on African American and Hispanic student success in achieving an A.A. degree.

In 2003-2004, school districts continued to focus on African American and Hispanic student access to high quality instruction including Advanced Placement (AP), Dual Enrollment (DE), Honors and Level III courses (9-12), 8<sup>th</sup> grade Algebra I and PLAN/ACT and PSAT/SAT test takers. In addition, school districts focused on closing the racial performance gaps in reading on the 3<sup>rd</sup> and 10<sup>th</sup> grade FCAT tests.

Since 2004 school districts have been asked to evaluate the success of the methods and strategies aimed at reducing gaps in student performance or increase participation of underrepresented groups by race/ethnicity and gender.

Added to the accountability, school districts have been asked to report on gender equity in athletics, implementation of substitution requirements in vocational technical centers and employment equity.

## STATEMENT OF COMMITMENT

The School District of Palm Beach County, with leadership from our School Board, has developed District Goals and Key Results related to State Goals for student achievement that will provide the direction and focus for our actions.

The District is committed to providing equity in education for all students. This commitment is affirmed through the mission statement:

### SCHOOL BOARD MISSION STATEMENT

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with the knowledge, skills and ethics required for responsible citizenship and productive employment.

### ACADEMIC BUSINESS PLAN

We believe that all children can learn and achieve high standards. We know that the future quality of life for our community is directly tied to the quality of education we guarantee for our children today. We cannot afford to let our students fail; and, more importantly, we cannot fail our students.

The District's *Academic Business Plan* is a comprehensive plan to ensure that all students receive the highest quality of education. The plan establishes a *framework* for accountability and continuous improvement for the District. The plan provides clear direction and focus to improve student achievement for all students regardless of race, ethnicity, gender, socio-economic status, or disability.

The plan contains: the Palm Beach County *School Board Mission and Goals* that set the vision for what we will achieve, *Key Results with Performance Goals* that define how we will measure progress toward those goals and *Priority Action Steps* that direct how we will accomplish our goals through the following three processes:

1. *Program Review*
2. *Zero Based Budgeting*
3. *Performance Management/Evaluation*

As a result, *School Allocation Formulas* will be utilized to ensure that the District resources are distributed to support the School Board Mission and Goals for all student populations.

The district measures its progress and effectiveness through the School Board adopted measurement of Key Results. The District reports on the performance of all students, and on the performance of student groups by race/ethnicity; students receiving services from Exceptional Student Education (ESE) and English Language Learners (ELL) programs; and students who participate in the Free and Reduced Lunch Program.

## SCHOOL DISTRICT GOALS AND KEY RESULTS

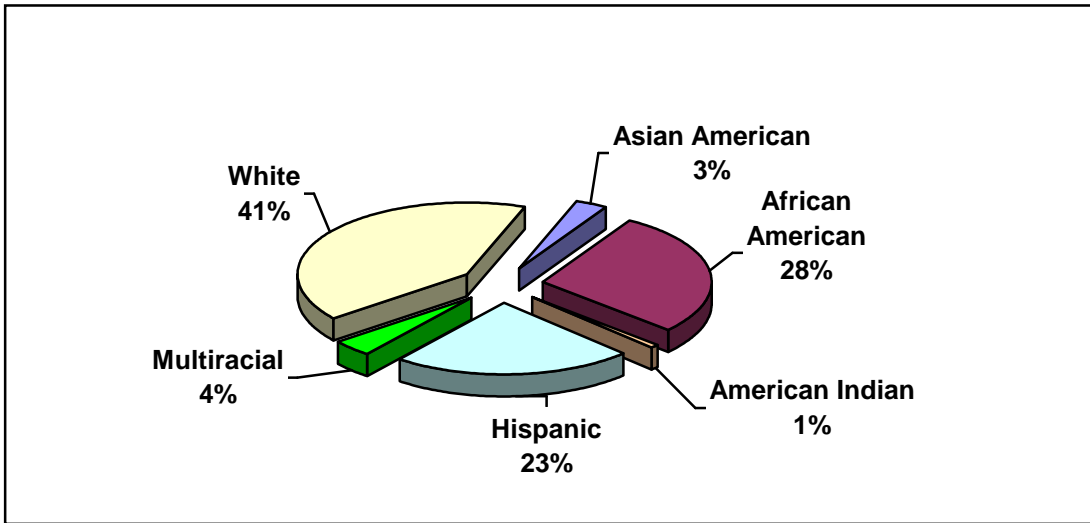
The School District of Palm Beach County, with leadership from our School Board, has developed **DISTRICT GOALS AND KEY RESULTS** for student achievement that will provide the direction and focus for our actions.

<b>SCHOOL DISTRICT GOALS</b>	<b>SCHOOL DISTRICT KEY RESULTS</b>
<p><b>Goal 1:</b> Increase literacy in reading, writing, and mathematics, for all students, including students in Exceptional Student Education and English for Speakers of Other Languages, with an emphasis on grades K-3.</p> <p><b>Goal 2:</b> Improve achievement at critically low performing schools and among Quartile One students districtwide.</p> <p><b>Goal 3:</b> Provide safe and nurturing school environments that are free of drugs, alcohol, firearms, and harassment, and where standards of appropriate and ethical behavior are upheld.</p> <p><b>Goal 4:</b> Implement a challenging curriculum, including methods for individualized and group instruction that support the Board's goals.</p> <p><b>Goal 5:</b> Provide continuous staff development to support the mission and goals.</p> <p><b>Goal 6:</b> Institutionalize and correct, as needed, financial and management practices that are sound and accountable.</p> <p><b>Goal 7:</b> Increase involvement by parents, business and other community interests through partnerships designed to achieve both management and academic improvement and accountability.</p> <p><b>Goal 8:</b> Provide experiences that prepare students for productive citizenship.</p>	<p><b>Key Result 1:</b> All students of each racial/ethnic group will read independently on grade level by the end of second grade.</p> <p><b>Key Result 2:</b> All students of each racial/ethnic group will successfully complete Algebra I prior to tenth grade.</p> <p><b>Key Result 3:</b> All students of each racial/ethnic group will be proficient in mathematics, reading, and writing as measured by FCAT and Florida Writes.</p> <p><b>Key Result 4:</b> All schools will meet or exceed a school grade of B as measured by the Florida Accountability System.</p> <p><b>Key Result 5:</b> All schools will increase enrollment and performance of each racial/ethnic group in upper level mathematics and science courses, with a particular emphasis on underrepresented populations.</p> <p><b>Key Result 6:</b> All schools will increase participation and performance of students of each racial/ethnic group taking the SAT, with a particular emphasis on underrepresented populations.</p> <p><b>Key Result 7:</b> All schools will increase enrollment and performance of each racial/ethnic group in gifted, honors, advanced placement, IB and other advanced programs, with a particular emphasis on underrepresented populations.</p> <p><b>Key Result 8:</b> All schools will decrease drop out rates and increase graduation rates for students of each racial/ethnic group.</p> <p><b>Key Result 9:</b> All schools will reduce suspensions and eliminate disproportionate suspension rates among student groups.</p> <p><b>Key Result 10:</b> All district and system offices will align efforts and resources to accomplish key results.</p>

## DISTRICT DEMOGRAPHICS

	OCTOBER 2004		OCTOBER 2005		OCTOBER 2006	
TOTAL	% STUDENTS	# STUDENTS	% STUDENTS	# STUDENTS	% STUDENTS	# STUDENTS
		100%	186,040	100%	172,946	100%
<b>MALE</b>	51.27%	95,387	89,143	52%	52%	87,740
<b>FEMALE</b>	48.73%	90,653	83,803	48%	49%	82,392
<b>WHITE</b>	40.91%	76,115	72,352	42%	41%	69,265
<b>AFRICAN AMERICAN</b>	28.89%	53,738	49,218	28%	28%	48,339
<b>HISPANIC</b>	23.57%	43,851	38,709	22%	23%	39,551
<b>ASIAN AMERICAN</b>	2.22%	4,139	4,433	3%	3%	4,510
<b>AMERICAN INDIAN</b>	.52%	972	950	1%	1%	850
<b>MULTIRACIAL</b>	3.88%	7,225	7,284	4%	4%	7,617

### 2004-2005 STUDENT MEMBERSHIP, PREK –12



As our society grows more diverse, the task of providing effective learning experiences for every child in every classroom becomes increasingly more challenging. The School District of Palm Beach County recognizes this challenge and is determined to identify and eliminate obstacles that may exist within the structure of the schools and the school system.

## ASSIGNMENT OF RESPONSIBILITY

### SCHOOL BOARD AND SUPERINTENDENT

The responsibility for ensuring equality of opportunities and appropriate affirmative actions is ultimately, but not exclusively, that of the School Board of Palm Beach County. Overall district responsibility for the educational equity program is entrusted to the Superintendent of Schools or his designated representatives. The Superintendent, as Chief Executive Officer of the District, is empowered to recommend specific programs and activities for implementation to the School Board.

### DISTRICT AND SCHOOL CENTER ADMINISTRATORS

All other administrative staff members are required to assist the Superintendent in this function by monitoring their schools or departments and to ensure that every step is being taken to facilitate the implementation of the goals and employment opportunities articulated by the School Board. Chief administrative staff members have specific responsibilities for the development and implementation of short-range objectives for equity on a year-by-year basis for each of their operating units. In like manner, it is their responsibility to give the Educational Equity Plan full support through positive leadership and personal example. Schools have been requested to address equity and safety issues in their school improvement plans.

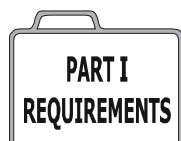
### ALL EMPLOYEES

It is the responsibility of every employee of the district to create an environment, which is conducive to achieving and maintaining educational equity.

## REQUIREMENTS AND DISTRICT RESPONSES

The Florida Educational Equity Act, Section 1000.05, F.S. (formerly 228.2001, F.S.), requires that each governing board submit the 2004-2005 Educational Equity Act Annual Update to the Office of Equity and Access (OEA), Florida Department of Education.

The parts of the 2006-2007 Annual Update include the following:



**MODIFICATION OF PROCEDURAL REQUIREMENTS** – *This part of the report requires districts and colleges to report all changes made to the institutions' procedural requirement, it should not resubmit copies of policies or description of procedures. If items were identified for modification in the 2006-2007 Monitoring Work Plan (MWP), all the necessary modifications should be submitted with the Annual Update by the specified date noted in the MWP. If all procedural requirements meet state and federal standards, as indicated in the MWP, and the district has made no changes, the Annual Update should indicate: No Changes Made .*





No changes made.



**INCOMPLETE ITEMS OR PENDING ACTION** - *This part of the report requires that the district describe action on all items that were incomplete when the 2005-2006 Annual Update was submitted to the OEA. Incomplete items are listed on the Monitoring Work Plan from the K-20 Office of Equity and Access. A description of what actions have been taken by the district, as well as projected timelines for completion of the items, should be included if the items remain incomplete at the time the district submits the 2006-2007 Annual Update. Items identified, as a result of a district's on-site compliance reviews are included in the Monitoring Work Plan. Corrective Actions should be submitted promptly.*

*If there are no incomplete items identified on the 2006-2007 Monitoring Work Plan, the Annual Update should report: No Incomplete Items.*



No Incomplete Items



**EVALUATION OF METHODS AND STRATEGIES** – *This part of the report requires school districts to evaluate the success of methods and strategies to reduce gaps in student performance or increase participation of underrepresented groups by race/ethnicity and gender. The evaluation of success will be data driven based on 2003-2004 benchmark data and progress toward meeting accountability measures identified by each district through 2006-2007. The purpose of the evaluation is to eliminate performance gaps and increase the participation of minority students. For each program area identified under this section, the district will evaluate the success of targeted methods and strategies. Based upon the evaluation, districts will continue implementation, modify methods and strategies or develop new targeted methods and strategies with specific action steps.*

*This section should be completed following the specified components requested. All relevant data must be included.*



The K-2 Literacy Initiative, Accelerated Academic Achievement (AAA) Plan and its components and the Single School Culture for Academics continue to positively impact achievement for all students.



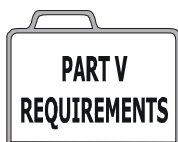
**GENDER EQUITY IN ATHLETICS** – *This part of the report is for districts to evaluate each school’s athletic program for compliance with gender equity in athletic requirements and complete the Compliance Verification Form provided. When a district finds that it is not in compliance with any of the gender equity in athletic components, a Corrective Action Plan for each school that is not in compliance will be submitted in the format provided by the OEA. For districts in total compliance, the Compliance Verification Form must be completed and submitted with the Superintendent’s signature.*

*Districts that submitted gender equity in athletics corrective action plans with the 2005-2006 Annual Update will submit an evaluation of corrective actions demonstrating progress toward achievement of compliance.*

*Please note that Section 1000.05(6)(e), Florida Statutes, requires all district school boards, community college boards of trustees, and state university boards of trustees to submit data and information necessary to determine compliance.*



The School District is in compliance with Gender Equity in Athletics.



**VOCATIONAL TECHNICAL CENTERS: STATUS REPORT ON IMPLEMENTATION OF SUBSTITUTION REQUIREMENTS** – *This part of the report as in Section 1007.264 requires postsecondary institutions to provide reasonable substitutions of certain requirements for any persons who is hearing impaired, visually impaired, dyslexic or who has a specific learning disability where failure to meet the requirements is related to the disability. Districts that offer postsecondary vocational programs will submit a report identifying the number of requests for substitutions and the number of students granted substitutions.*



See details of substitution provided under Section 1007.264



**EMPLOYMENT EQUITY** – *See page 46*

# PART I

## MODIFICATIONS OF PROCEDURAL REQUIREMENTS

*This part of the report requires the districts to report all changes made to the institutions' procedural requirement, If the district has made no changes in implementing the procedural requirements, it should not resubmit copies of policies or description of procedures. If items were identified for modification in the 2006-2007 Monitoring Work Plan (MWP), all the necessary modifications should be submitted with the Annual Update the specified date noted in the MWP. If all procedural requirements meet state and federal standards, as indicated in the MWP, and the district has made no changes, the Annual Update should indicate: No Changes Made.*

1. **No changes were made** - *in the general policy of Nondiscrimination and Notification procedures*
2. **Changes were made** - *Identification and Notification of Coordinator(s) – see attachment*
3. **No changes were made** - *in Policy 3.31- Grievance Procedure for Employees.*
4. **No changes were made** - *Policy 5.001 - Protecting Students from Harassment and Discrimination, Policy 5.81 – Protecting Students from Sexual Harassment and Discrimination*
5. **No changes were made** - *Policy 5.322 - Students with Chronic Illnesses and Infectious Diseases (Including HIV/AIDS)*

## PART II

### INCOMPLETE ITEMS or PENDING ACTION

*This part of the report requires that the district describe actions on all items that were incomplete when the 2005-2006 Annual Update was submitted to the OEA. Incomplete items are listed on the Monitoring Work Plan from the K-20 Office of Equity and Access. A description of what actions have been taken by the district, as well as projected timelines for completion of the items, should be included if the items remain incomplete at the time the district submits the 2006-2007 Annual Update. Items identified, as a results of a district's on-site compliance reviews are included in the Monitoring Work Plan. Corrective Actions should be submitted promptly.*

There are **no incomplete items** identified on the 2006-2007 Monitoring Work Plan.

## PART III

### EVALUATION OF METHODS AND STRATEGIES

*This part of the report is for identified programs. Districts will submit an evaluation of methods and strategies to reduce gaps in student performance or increase participation of underrepresented groups. The evaluation of success will be data driven based on prior benchmark data and progress toward meeting accountability measures identified by each district. The Department of Education will conduct analyses of district wide enrollment data in the identified programs for each district. Districts will utilize the analyses to evaluate evidence of success.*

*If the state level disaggregated 2006 FCAT data is not available prior to the July 31,2006, due date the district should utilize locally available data to evaluate the effectiveness of the implementation of methods and strategies and document evidence of success. The Office of Equity and Access (OEA) will complete the evaluation utilizing the disaggregated FCAT data and include the results in the 2006-2007 Monitoring Work Plan for each district.*

*For the 2006-2007 Annual Update, districts will evaluate the effectiveness of methods and strategies according to data driven evidence of success based on the 2004-2005 benchmark data and accountability measures in the following program areas:*

- (1) Decrease the percentage of African American, Hispanic, Male and Female students scoring in Level 1 in reading on the 3<sup>rd</sup> grade FCAT test.*
- (2) Increase the percentage of African American, Hispanic, Male and Female students scoring in Levels 3-5 in reading on the 10<sup>th</sup> grade FCAT test.*
- (3) Increase the percentage of African American and Hispanic students enrolled in Algebra I in 8<sup>th</sup> grade.*
- (4) Increase the percentage of African American and Hispanic students taking the PLAN/ACT and the PSAT/SAT.*
- (5) Increase the percentage of African American and Hispanic students enrolled in Advanced Placement (AP 9-12). Unduplicated count.*
- (6) Increase the percentage of African American and Hispanic students enrolled in Dual Enrollment (DE 9-12).*
- (7) Increase the percentage of African American and Hispanic students enrolled in Honors courses (9-12).*
- (8) Increase the percentage of African American and Hispanic students enrolled in Level III courses (9-12).*

(1) Grade 3 Reading

The state conducted an analysis of 2003-04 through 2006-07 FCAT test scores in Grade 3, Reading. In 2003-04, 39% of Blacks, 31% of Hispanics, 11% of Whites, 27% Males, and 21% Females were concentrated in the non-proficient level, Level 1. In 2006-07, 30% of Blacks (a decrease of 9 percentage points), 26% of Hispanics (a decrease of 5 percentage points), 8% of Whites (a decrease of 3 percentage points), 22% of Males (a decrease of 5 percentage points), and 17% of Females (a decrease of 4 percentage points) performed at Level 1, the non-proficient level.

Grade 3 Test Takers 2006-07 (**12,678**)

<b>White</b> <b>4,750</b>		<b>Black</b> <b>3,543</b>		<b>Hispanic</b> <b>3,106</b>
% of Whites In Level 1 FCAT 2003-04	% of Whites In Level 1 FCAT 2004-05	% of Whites In Level 1 FCAT 2005-06		% of Whites In Level 1 FCAT 2006-07
<b>11</b>	<b>9</b>	<b>6</b>		<b>8</b>
% of Blacks In Level 1 FCAT 2003-04	% of Blacks In Level 1 FCAT 2004-05	% of Blacks In Level 1 FCAT 2005-06		% of Blacks In Level 1 FCAT 2006-07
<b>39</b>	<b>33</b>	<b>26</b>		<b>30</b>
% of Hispanics In Level 1 FCAT 2003-04	% of Hispanics In Level 1 FCAT 2004-05	% of Hispanics In Level 1 FCAT 2005-06		% of Hispanics In Level 1 FCAT 2006-07
<b>31</b>	<b>26</b>	<b>19</b>		<b>26</b>
% Males In Level 1 FCAT 2003-04	% Males In Level 1 FCAT 2004-05	% Males In Level 1 FCAT 2005-06		% Males In Level 1 FCAT 2006-07
<b>27</b>	<b>24</b>	<b>17</b>		<b>22</b>

% of Females In Level 1 FCAT 2003-04	% of Females In Level 1 FCAT 2004-05	% of Females In Level 1 FCAT 2005-06	% of Females In Level 1 FCAT 2006-07
<b>21</b>	<b>16</b>	<b>13</b>	<b>17</b>

#### Methods/Strategies from the 2005-06 Update

The School District of Palm Beach County funds one Supplemental Academic Instruction (SAI) teacher for each elementary school. SAI instruction is supplemental to regular reading instruction. Students are enrolled in the SAI program based on their academic achievement. Students are identified and prioritized in the following order:

- 3<sup>rd</sup> grade retained students with the lowest FCAT Reading scores of Level 1 and 2
- 3<sup>rd</sup> graders who have previously been retained and are performing considerably or substantially below grade level as described in the Student Progression Plan
- Non-retained 3<sup>rd</sup> graders performing considerably or substantially below grade level as described in the Student Progression Plan using Scholastic Reading Inventory (SRI) scores, Reading Running Record scores and/or Literacy Performance Standards
- Retained fourth grade students who scored Level 1 or 2 on FCAT Reading
- 4<sup>th</sup> graders who were previously retained who scored Level 2 on FCAT Reading
- 5<sup>th</sup> grade students with a previous retention and scored Level 1 or 2 on FCAT Reading

In addition, the District's Accelerated Academic Achievement for High Needs Schools (AAA) initiative provides additional resources to 27 elementary schools including a grade 3-5 Reading Coach, frequent student assessments and progress monitoring, 120-minute uninterrupted literacy block daily, and teacher common planning time (Single School Culture).

Eighteen district and three charter schools participated in the Reading First grant, and, as a result, had the services of a reading coach. The grant also has many assessments requirements. In addition, 30 elementary schools (27 district and 3 charter) have reading coaches for grades 3-5 students.

#### Accountability Measures/Timelines from the 2005-06 Update

- A. **African American** students scoring at level 1 FCAT will decrease by **6% points** for the **2006** school year
- B. **Hispanic students** scoring at level 1 FCAT will decrease by **3% points** for the **2006** school year.

## Evidence of Success

The evaluation reveals progress in eliminating the performance gaps for African American and Hispanic 3<sup>rd</sup> grade students scoring at level 1, the non-proficient level. The gap decreased from 28% in 2003-04 to 22% in 2006-07 for African American and from 20% in 2003-04 to 18% in 2006-07 for Hispanic students.

## 2006-07 New or Modified Methods and Strategies

The School District of Palm Beach County funded one Supplemental Academic Instruction (SAI) teacher for each elementary school. SAI teachers provide supplemental intensive reading intervention above and beyond regular reading instruction provided in the literacy block. Students were enrolled in the SAI program based on their academic achievement. Students were identified and prioritized in the following order:

1. 3<sup>rd</sup> grade retained students with the lowest FCAT Reading scores. Tier 3 students (3<sup>rd</sup> year in third grade) must be given highest priority, and then Tier 2 students (2<sup>nd</sup> year in 3<sup>rd</sup> grade) in rank order.
2. 3<sup>rd</sup> graders who have previously been retained and Tier 3 3<sup>rd</sup> graders (struggling readers) performing considerably or substantially below grade level as described in the Student Progression Plan receive next priority according to a rank order list. Documentation may include Scholastic Reading Inventory (SRI) scores, Reading Running Record scores, Literacy Performance Standards, and/or Grade 2 spring diagnostic results.
3. 4<sup>th</sup> grade students who are in the lowest 25<sup>th</sup> – 35<sup>th</sup> percent will be next. Retained fourth grade students who scored Level 1 or 2 on FCAT Reading will be ranked first, followed by 4<sup>th</sup> grade students who were promoted with a good cause promotion, then 4<sup>th</sup> graders who scored in Level 2 on FCAT Reading and have had a retention in a previous grade, and finally, non-retained 4<sup>th</sup> graders who scored in Level 2.
4. 5<sup>th</sup> grade students in the lowest 25<sup>th</sup> – 30<sup>th</sup> percent will come next. Retained 5<sup>th</sup> grade students who scored Level 1 or 2 on FCAT Reading will be ranked first followed by students with retention in a previous grade who scored in Level 1 or Level 2 on FCAT Reading, ending with non-retained 5<sup>th</sup> grade students who scored in Level 1 or Level 2.

Teachers from a total of 83 elementary schools received training and materials for Wilson Reading System, a comprehensive reading intervention program.

In addition, the K-12 Comprehensive Reading Plan provided additional resources to 27 elementary schools, identified as AAA (Accelerated Academic Achievement) schools, including a Reading Coach, frequent student assessments and progress monitoring, daily 120-minute uninterrupted literacy block, and teacher common planning time (Single School Culture).

Forty-one district and seven charter schools participated in the Reading First grant, and, as a result, had the services of a reading coach. The grant also had many assessment requirements.



## 2006-07 New or Modified Accountability Measures and Timelines

- A. **African American** students scoring at level 1 FCAT will decrease by **6% points** for the **2007** school year.
- B. **Hispanic students** scoring at level 1 FCAT will decrease by **3% points** for the **2007** school year.

(2) Grade 10, Reading

The state conducted an analysis of 2003-04 through 2006-07 FCAT test scores in Grade 10, Reading. In 2003-04, 37% of Blacks, 26% of Hispanics, 51% of Whites, 36% Males, and 37% Females performed at Level 3-5. In 2006-07, 38% of Blacks (an increase of 1 percentage points), 26% of Hispanics (no change), 51% of Whites (no change), 33% of Males (a decrease of 3 percentage points), and 35% of Females (a decrease of 2 percentage points) performed at Level 3-5.

Grade 10 Test Takers 2006-07 **(12,830)**

<b>White</b>	<b>Black</b>	<b>Hispanic</b>	
<b>5,574</b>	<b>3,422</b>	<b>2,535</b>	
% of Whites In Level 3-5 FCAT 2003-04	% of Whites In Level 3-5 FCAT 2004-05	% of Whites In Level 3-5 FCAT 2005-06	% of Whites In Level 3-5 FCAT 2006-07
<b>51</b>	<b>51</b>	<b>49</b>	<b>51</b>
% of Blacks In Level 3-5 FCAT 2003-04	% of Blacks In Level 3-5 FCAT 2004-05	% of Blacks In Level 3-5 FCAT 2005-06	% of Blacks In Level 3-5 FCAT 2006-07
<b>37</b>	<b>13</b>	<b>12</b>	<b>38</b>
% of Hispanics In Level 3-5 FCAT 2003-04	% of Hispanics In Level 3-5 FCAT 2004-05	% of Hispanics In Level 3-5 FCAT 2005-06	% of Hispanics In Level 3-5 FCAT 2006-07
<b>26</b>	<b>25</b>	<b>25</b>	<b>26</b>
% Males In Level 3-5 FCAT 2003-04	% Males In Level 3-5 FCAT 2004-05	% Males In Level 3-5 FCAT 2005-06	% Males In Level 3-5 FCAT 2006-07
<b>36</b>	<b>38</b>	<b>32</b>	<b>33</b>

% of Females In Level 3-5 FCAT 2003-04	% of Females In Level 3-5 FCAT 2004-05	% of Females In Level 3-5 FCAT 2005-06	% of Females In Level 3-5 FCAT 2006-07
<b>37</b>	<b>35</b>	<b>36</b>	<b>35</b>

#### Methods/Strategies from the 2005-06 Update

- Tutorial programs for Level 1 and Level 2 students will be offered in addition to support offered as part of the regular instructional day, either before/after school or Saturdays.
- The course will also focus instruction on each of the clusters of tested benchmarks and assess mastery on a weekly basis, re-teaching each cluster as needed.
- Diagnostic Assessments (district generated) administered 3 times a year will be utilized to inform teachers of the benchmarks on which each student needs to concentrate time and effort.
- Additional training for Intensive Reading teachers will include FCAT strategies that will continue to support the students' efforts to score Level 3 and above on FCAT Reading.
- Creating Independence through Student-owned Strategies implementation begins summer, 2004, with content area teachers and administrators. Project CRISS strategies are designed to develop thoughtful and independent readers and learners that integrate new information with prior knowledge.
- Secondary social studies teachers will be trained in Content Enhancement Routines method of delivering curriculum.
- Progress monitoring of Level 1 and Level 2 students will include diagnostic results, common assessments, and SRI.

#### Accountability Measures/Timelines from the 2005-06 Update

- A. **African American** students scoring at level 3-5 reading on FCAT will increase by **5% points** for the **2006** school year.
- B. **Hispanic students** scoring at level 3-5 reading on FCAT will increase by **5% points** for the **2006** school year.

#### Evidence of Success

The evaluation reveals that the gap decreased from 37% in 2003-04 to 38% in 2006-07 for African American students and remained the same at 26 percentage points for Hispanic students.

## 2006-07 New or Modified Methods and Strategies

### **Methods/Strategies**

The following targeted methods/strategies are developed to provide support for both Intensive AAA and AAA schools with high populations of Hispanic (27%) and African American (42%) students within Intensive Reading courses district-wide:

### **Wrap Around Teams**

- Wrap-Around Teams will provide direct classroom support through modeling and classroom walk-throughs.
- The purpose of Wrap-Around Teams is to provide return on investment (ROI) FCAT Strategies and progress monitoring for AAA Intensive schools.
- Wrap-Around Teams meet bi-monthly with representatives from the targeted schools, review evidence collected at each meeting, identify trends needed for professional development, and arrange for professional development.
- Wrap-Around Teams assist with data collection, sharing of data evidence, and identifying research-based effective strategies for improvement on targets.

### **FCAT Tutorials**

- FCAT Tutorial Programs are conducted at both Intensive AAA and AAA schools with high populations of Hispanic/African American students.
- FCAT Tutorial Programs are designed to provide intensive treatment and intervention for Level 1 and Level 2 students.
- FCAT Tutorial Programs provide direct support to students through modeling and direct instruction with targeted FCAT strategies that are both research-based and will yield high return on investment (ROI).
- FCAT Tutorial Programs are offered for Level 1 and Level 2 students either before/after school or on Saturdays in addition to support provided as part of the regular instructional day.

### **Intensive Reading Courses**

- Intensive Reading course required for Level 1 and Level 2 students using the Rotational Instruction Model.
- The course will also focus instruction on each of the FCAT Reading Reporting Clusters (Main Idea, Words and Phrases, Comparison/Cause & Effect, and Reference and Research) and assess mastery on weekly basis re-teaching each cluster as needed.

### **Rotational Instruction Model**

- The Intensive Reading courses will utilize a rotational model with a minimum of three literacy centers including technology (Read180, JRN, or EDL), small group instruction, and independent/modeled reading.
- Additional centers may include writing response journals, test-taking strategies, book discussion groups, and content area leveled text sets.

### **K-12 CRP Fidelity Checks**

- Site visits are conducted at AAA Intensive schools in order to collect information and determine any need for additional support (staff development, personnel, materials) for reading instruction to school centers.
- Site visit includes:
  - Review of schedules
  - Classroom walkthroughs
  - Instructional Reviews

- Review of lesson plans
- Review of student performance data

**LTM: (Learning Team Meetings) *Reading in the Content Areas***

- Learning Team Meetings are required bi-monthly for all AAA schools with high populations of Hispanic/African American students.
- Through Learning Team Meetings, content teachers are trained in the LTM: *Reading in the Content Areas* professional development. The focus of this professional development is to model the use of research-based learning strategies with informational text for content area teachers.
- Through LTM: *Reading in the Content Areas* professional development teachers are provided:
  - Professional development embedded with lessons which utilize meaningful and explicit strategies across the curriculum.
  - Professional development that introduces, models, and reviews research-based learning strategies to assist teachers in increasing student engagement with content literacy.
  - Professional development curriculum which includes a three-step follow up allowing teachers to plan, instruct, and reflect on meaningful and strategic lessons (PIR).
- These LTM: *Reading in the Content Areas* vocabulary and comprehension strategies include:
  - BDA Notes
  - Text Feature Analysis
  - BDA Writing Prompt
  - Inferring Word Meaning from Context
  - Vocabulary Comparison/Contrast Chart
  - Cause & Effect Log
  - Drawing Conclusions Log
  - Reference & Research Q Cards
  - QARs
  - HS Q Cards
  - *Search & Destroy* (Previewing Text, Chunking, Focus Questions, and Selective Underling/Marking Text)

**Project CRISS**

- Facilitate CRISS Lesson Plan Design and FCAT Success training district-wide.

2006-07 New or Modified Accountability Measures and Timelines

- A. **African American** students scoring at level 3-5 reading on FCAT will increase by **5% points** for the **2007** school year.
- B. **Hispanic students** scoring at level 3-5 reading on FCAT will increase by **5% points** for the **2007** school year.

(3) Grade 8 – Algebra

The following percentages reflect within race/ethnicity calculations for students enrolled in Grade 8 Algebra 1. In 2003-04, 21% of whites, 9% of Blacks, and 17% of Hispanics were enrolled in Algebra 1. In 2006-07, 63.37% of Whites (an increase of 42.37 percentage points), 37.64% of Blacks (an increase of 28.64 percentage points), and 43.43% of Hispanics (an increase of 26.43 percentage points) were enrolled in Algebra 1.

Grade 8 Enrollment in Algebra I in 2006-07 (6667)

White (Other) <b>5413</b>		Black <b>3709</b>		Hispanic <b>3074</b>	
% of Whites In Algebra 1 2003-04	% of Whites In Algebra 1 2004-05	% of Whites In Algebra 1 2005-06	% of Whites In Algebra 1 2006-07		
<b>33</b>	<b>79</b>	<b>65</b>	<b>63</b>		
% of Blacks In Algebra 1 2003-04	% of Blacks In Algebra 1 2004-05	% of Blacks In Algebra 1 2005-06	% of Blacks In Algebra 1 2006-07		
<b>12</b>	<b>48</b>	<b>38</b>	<b>38</b>		
% of Hispanics In Algebra 1 2003-04	% of Hispanics In Algebra 1 2004-05	% of Hispanics In Algebra 1 2005-06	% of Hispanics In Algebra 1 2006-07		
<b>22</b>	<b>66</b>	<b>49</b>	<b>43</b>		

Methods/Strategies from the 2005-06 Update

- Identify, offer and encourage 6<sup>th</sup> and 7<sup>th</sup> grade AA/Black and Hispanic students to attend the four weeks *Math/Algebra Prep Program* during the summer to ensure success in 8<sup>th</sup> Grade Algebra I.
- Middle Schools will offer after school tutorials for 6<sup>th</sup> and 7<sup>th</sup> grade students to reinforce necessary math skills for success during Pre-Algebra and Algebra I.
- *Riverdeep* software will be used to introduce and reinforce algebra concepts for students.
- Middle School teachers will be encouraged to attend staff development training not only to strengthen content knowledge but also to learn methods/strategies/best practices to meet the needs of their students during summer and throughout school year.
- Counselors of 8<sup>th</sup> grade students will review and counsel students for higher level math courses.
- A workshop on math pathways for Middle School Principals will be provided.

## Accountability Measures/Timelines from the 2005-06 Update

- A. African American students enrolled in Algebra 1 in 8<sup>th</sup> grade will increase by 5% points for the 2006 school year.
- B. Hispanic students enrolled in Algebra 1 in 8<sup>th</sup> grade will increase by 5% points for the 2006 school year.

## Evidence of Success

The evaluation reveals that the gap decreased from 21% in 2003-04 to 25.73 for African American students and from 11% to 19.94% for Hispanic students.

## 2006-07 New or Modified Methods and Strategies

- Identify, offer and encourage 6<sup>th</sup> and 7<sup>th</sup> grade A Black and Hispanic students to attend the four weeks *Math Prep Program* during the summer to ensure success in 8<sup>th</sup> Grade Algebra I.
- Tutorial programs for Level 1 and Level 2 students in 6<sup>th</sup> and 7<sup>th</sup> grade will be offered in addition to support offered as part of the regular instructional day, either before/after school or Saturdays to reinforce necessary math skills for success during Pre-Algebra and Algebra I.
- *Riverdeep* software and the Geometer's Sketchpad will be used to introduce and reinforce algebra concepts for students.
- Middle School teachers will be encouraged to attend staff development training not only to strengthen content knowledge but also to learn methods/strategies/best practices to meet the needs of their students during summer and throughout school year.
- Counselors of 8<sup>th</sup> grade students will review and counsel students for higher level math courses.
- A workshop on math pathways for Middle School Guidance Counselors and Department Instructional Leaders will be provided.
- K-12 Curriculum administrators and resource teachers will participate on District Wrap Around Teams to provide guidance in the development of best practices for raising achievement in mathematics, especially Algebra I.
- As part of Wrap Around Team support, K-12 Curriculum administrators and resource teachers will model best practices in Algebra I classrooms and provide staff development for Algebra I teachers both in and out of the classroom.
- District produced end-of-course assessments, learning targets and review packets in 6<sup>th</sup> and 7<sup>th</sup> grade will be made available to all district middle schools.
- The district will participate in the statewide Middle School Mathematics Initiative to increase rigor and relevance in the 6<sup>th</sup> grade.
- The School District will participate in a pilot program with Texas Instruments which focuses on using technology to close the achievement gap in the Hispanic subgroup in the middle school.

## 2006-07 New or Modified Accountability Measures and Timelines

- A. The number of African American students enrolled in Algebra 1 in 8<sup>th</sup> grade will increase by 1% for the 2007-2008 school year.
- B. The number of Hispanic students enrolled in Algebra 1 in 8<sup>th</sup> grade will increase by 1% for the 2007-2008 school year.



(4) Grade 10 – PSAT/PLAN

The following percentages reflect within race/ethnicity calculation for 10<sup>th</sup> grade students tested. In 2003-04, 73% of whites, 53% of Blacks, and 75% of Hispanics took the PSAT. In 2006-07, 79% of Whites (an increase of 6 percentage points), 64% of Blacks (an increase of 11 percentage points), and 80% of Hispanics (an increase of 5 percentage points) took the PSAT.

Grade 10 Enrollment 2006-07 (**11,329**)

<b>White</b> <b>4852</b>		<b>Black</b> <b>2676</b>		<b>Hispanic</b> <b>2373</b>
% of Whites Tested 2003--04	% of Whites Tested 2004-05	% of Whites Tested 2005-06	% of Whites Tested 2006-07	
<b>73</b>	<b>83</b>	<b>78</b>	<b>79</b>	
% of Blacks Tested 2003--04	% of Blacks Tested 2004-05	% of Blacks Tested 2005-06	% of Blacks Tested 2006-07	
<b>53</b>	<b>72</b>	<b>63</b>	<b>64</b>	
% of Hispanics Tested 2003--04	% of Hispanics Tested 2004-05	% of Hispanics Tested 2005-06	% of Hispanics Tested 2006-07	
<b>75</b>	<b>81</b>	<b>81</b>	<b>80</b>	

## Methods/Strategies from the 2005-06 Update

### September

- Counselors will invite all students with a target of African American and Hispanic 10<sup>th</sup> graders to explain the test and discuss how results are used, and address barriers to taking test.
- The Department of Supplemental Educational Services will share Best Practices with Principals from schools with high attendance in African American and Hispanic populations.

### October

- Coaches and club sponsors, acting as mentors, will encourage targeted students to take the test.
- Whenever possible, incentives will be given to 10<sup>th</sup> grade classes of students with high attendance on test day.
- Procedures for the test will include providing an “FCAT like” atmosphere within the school, waiting until late busses (if there are any) have arrived before starting, checking attendance in rooms to be sure all 10<sup>th</sup> graders report to test area.

### September – October

- Parents will be made aware of the mandate that all 10 graders must take PSAT and 11<sup>th</sup> graders are encouraged to take the test. This information will be in school and district handbooks. An announcement will be made at Open House. A message will be on the school marquee.

Our district will seek to improve the percent of students taking PSAT in all disaggregated categories.

- Counselors will work with 10<sup>th</sup> grade English teachers to speak to every class about the value of taking the test.
- Our district will generate an accurate list of 10<sup>th</sup> graders for each school so the school can ensure that they have reached every student.
- Fifteen middle schools and five high schools will provide SpringBoard Language Arts and Mathematics courses for level 1 and level 2 students – 63 students per middle school; 92 students or more in each high school. SpringBoard helps to prepare students for more rigorous coursework.

In schools with a parent liaison position (Title 1 Schools), the liaison will contact parents of 10<sup>th</sup> graders to encourage them to talk to their children.

## Accountability Measures/Timelines from the 2005-06 Update

- A. **African American** students taking the PSAT/SAT and the PLAN/ACT test will increase by **2.53% points** for the **2006** school year.
- B. **Hispanic** students taking the PSAT/SAT and the PLAN/ACT test will increase by **2.95% points** for the **2006** school year.

## Evidence of Success

The evaluation reveals progress in increasing participation for Hispanic students in the 10<sup>th</sup> grade taking the PSAT/SAT and the PLAN/ACT by 5% points. The gap for African American students in 2003-04 and 2006-07 decreased by 19.2%. The percentage points of the Hispanic students surpassed those of the white students from 2003-04 to 2006-07 by 1.2%.

Our District compiles statistics on the number and percent of students taking PSAT by race. For 2004-2005 our District indicates different percentages than those in the document developed by the State. Using Palm Beach County School District statistics there is an increase in both Hispanic and African American students' participation.

### 2006-07 New or Modified Methods and Strategies

- Coaches and club sponsors, acting as mentors, will encourage targeted students to take the test.
- Whenever possible, incentives will be given to 10<sup>th</sup> grade classes of students with high attendance on test day.
- Procedures for the test will include providing an "FCAT like" atmosphere within the school, waiting until late busses arrive.
- 

### 2007-2008 New or Modified Methods and Strategies

- In FY08 five high schools and five feeder middle schools will participate in the Picower College Success Program.
  - The five middle schools will implement the College Ed Curriculum which is designed to prepare students for more rigorous coursework. These schools are schools with high Hispanic and African American populations.
  - High school students including minority students identified by the AP Potential Report, who require additional support to be successful in AP or other advanced courses, will be enrolled in a "College Success Class."
  - Ninth grade students in one of these high schools will take the PSAT in order to identify students sooner who could be successful in advanced courses if provided with additional support.
  - Each school will conduct an AP Potential Report parent night.
- Fifteen middle schools and five high schools will provide SpringBoard Language Arts and Mathematics courses for level 1 and level 2 students – 63 students per middle school; 92 students or more in each high school. SpringBoard helps to prepare students for more rigorous coursework. Minority students are identified for these classes.
- The high school guidance program planner will attend the ESOL Counselor's Meeting in August/September and request their help in explaining why Hispanic students should take the test.
- The Predictor Report will be explained more clearly to the African American students.
- Address Athletic Directors in the district and ask them to discuss the need for the PSAT for all athletes.

- Attend a charter School Principals' meeting and discuss the importance of this test to the success of their students.
- In 2006-2007 there were 78.9% of whites (an increase of 6.3 percent since 2003-04), 63.9% of Blacks (an increase of 10.5% from 2003-04) and, 80.1% of Hispanics (an increase of 5.1% over 2003-04) taking the PSAT.

#### 2006-07 New or Modified Accountability Measures and Timelines

Timeline August – September 2007 – implement measures: Increase African American participation by 2.53%. Increase Hispanic student participation by 2.95%.

(5) Grade 9-12, AP

The following percentages reflect within race/ethnicity calculations for students enrolled in Advanced Placement courses. In 2003-04, 14% of Whites, 3% of Blacks, and 8% of Hispanics were enrolled. In 2006-07 23% of Whites (an increase of 10 percentage points), 7% of Blacks (an increase of 4 percentage points), and 14% of Hispanics (an increase of 6 percentage points) were enrolled.

Grades 9-12 Enrollment (**50,461**)

White	Black	Hispanic
<b>22,572</b>	<b>14,455</b>	<b>10,296</b>

% of Whites Tested 2003--04	% of Whites Tested 2004-05	% of Whites Tested 2005-06	% of Whites Tested 2006-07
<b>14</b>	<b>17</b>	<b>19</b>	<b>23</b>

% of Blacks Tested 2003--04	% of Blacks Tested 2004-05	% of Blacks Tested 2005-06	% of Blacks Tested 2006-07
<b>3</b>	<b>4</b>	<b>5</b>	<b>7</b>

% of Hispanics Tested 2003--04	% of Hispanics Tested 2004-05	% of Hispanics Tested 2005-06	% of Hispanics Tested 2006-07
<b>8</b>	<b>10</b>	<b>11</b>	<b>14</b>

## Methods/Strategies from the 2005-06 Update

- Counselors will use the PSAT predictor to identify students with academic potential for success in Advance Placement courses.
- High schools with high numbers of LEP students have an ESOL counselor assigned specifically to provide guidance to our active LEP students. The ESOL counselor insures that LEP students gain access to educational opportunities, i.e. honors, Advanced Placement, and dual enrollment courses.
- All math and science department chairmen will be trained on upper level course pathways. The Department of Secondary and Career Education will share with high school principals best practices for motivating students to enroll in high-level courses.

## Accountability Measures/Timelines for the 2005-2006 Update

- A. **African American** students enrolled in Advanced Placement, Dual Enrollment, and Level III courses will increase by **8% points** for the **2006** school year
- B. **Hispanic** students enrolled in Advance Placement, Dual Enrollment, and Level III courses will increase by **5% points** for the **2006** school year

**Comments:** Data panels for documentation of these Key Results and Benchmarks are in the District's Academic Business Plan and are submitted to the Board for quarterly review. Safe Schools will continue their strategic staff development for A.P. teachers of under-represented students.

SpringBoard, College Ed, the "College Success Class" and first generation mentoring are strong coordinated efforts to continually increase the number of students eligible for and successful in advanced courses.

## 2006-07 New or Modified Methods and Strategies

Strategies throughout the school year will include:

- Counselors will use the PSAT predictor to identify students with academic potential for success in Advance Placement courses.
- High schools with high numbers of LEP students have an ESOL counselor assigned specifically to provide guidance to our active LEP students. The ESOL counselor insures that LEP students gain access to educational opportunities, i.e. honors, Advanced Placement, and dual enrollment courses.
- All math and science department chairmen will be trained on upper level course pathways. The Department of Secondary and Career Education will share with high school principals best practices for motivating students to enroll in high-level courses.
- In FY08 five high schools and five feeder middle schools will participate in the Picower College Success Program.
  - The five middle schools will implement the College Ed Curriculum which is designed to prepare students for more rigorous coursework.
  - High school students identified by the AP Potential Report, who require additional support to be successful in AP or other advanced courses, will be enrolled in a "College Success Class." Students in this class will be mentored by a first generation college going student.

- Ninth grade students in one of these high schools will take the PSAT in order to identify students sooner who could be successful in advanced courses if provided with additional support.
- Each school will conduct an AP Potential Report parent night.
- Fifteen middle schools and five high schools will provide SpringBoard Language Arts and Mathematics courses for level 1 and level 2 students – 63 students per middle school; 92 students or more in each high school. SpringBoard helps to prepare students for more rigorous coursework.
- Five high schools and five of their feeder middle schools will implement the CollegeED curriculum, which is designed to prepare students for more rigorous coursework. Students will be enrolled in a “college success class” as part of this program.
- Counselors and local community college personnel will meet with students and parents to promote the advantages of dual enrollment.
- ESOL Counselors will be trained.
- Athletic Directors will encourage athletes to participate by taking Advanced Placement classes.
- The AP Potentials Report will be utilized to encourage minority student enrollment. Each counselor will be reminded to use this report when registering minority students.
- Use the Pacesetter curriculum with 9<sup>th</sup> and 10<sup>th</sup> grade students.
- Provide minority students as speakers who are currently in AP classes. Minority students in AP classes will be used as speakers to motivate other students to take AP classes.

#### 2006-07 New or Modified Accountability Measures and Timelines

Overall our goal of 8% in 2005-2006 for AP, Dual Enrolled, honors and level III classes for African American and Hispanic students was met. There was an 8.07% increase in underrepresented groups in AP courses.

#### Evidence of Success

The evaluation reveals that since 2003-04 there has been an increase in enrollment among Black students in AP courses from 3% in 2003-04 to 7% in 2006-07. Additionally, for the same period, the enrollment of Hispanic students has increased from 8% to 14%.

Data panels for documentation of these Key Results and Benchmarks are in the District’s Academic Business Plan and are submitted to the Board for quarterly review. Safe Schools will continue their strategic staff development for A.P. teachers of underrepresented students.

(6) Grades 10-12, DE

The following percentages reflect within race/ethnicity calculations for students enrolled in Advanced Placement courses. In 2003-04, 4% of Whites, 1% of Blacks, and 2% of Hispanics were enrolled. In 2006-07 2% of Whites (a decrease of 2 percentage points), 1% of Blacks (no change in percentage points), and 1% of Hispanics (a decrease of 1 percentage point) were enrolled.

Grades 10 – 12 Enrollment (**36,401**)

White	Black	Hispanic
<b>16,616</b>	<b>10,251</b>	<b>7,263</b>

% of Whites Tested 2003--04	% of Whites Tested 2004-05	% of Whites Tested 2005-06	% of Whites Tested 2006-07
<b>4</b>	<b>4</b>	<b>3</b>	<b>2</b>

% of Blacks Tested 2003--04	% of Blacks Tested 2004-05	% of Blacks Tested 2005-06	% of Blacks Tested 2006-07
<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

% of Hispanics Tested 2003--04	% of Hispanics Tested 2004-05	% of Hispanics Tested 2005-06	% of Hispanics Tested 2006-07
<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>



## Methods/strategies from the 2005-06 update

### September

- Counselors will invite all students with a target of African American and Hispanic 10<sup>th</sup> graders to explain the test and discuss how results are used and address barriers to taking test.
- The Department of Supplemental Educational Services will share Best Practices with Principals from schools with high attendance in African American and Hispanic Populations.

### October

- Coaches and club sponsors, acting as mentors, will encourage targeted students to take the test.
- Whenever possible, incentives will be given to 10<sup>th</sup> grade classes of students with high attendance on test day.
- Procedures for the test will include providing an “FCAT like” atmosphere within the school, waiting until late busses arrive.
- In FY08 five high schools and five feeder middle schools will participate in the Picower College Success Program.
  - The five middle schools will implement the College Ed Curriculum which is designed to prepare students for more rigorous coursework.
  - High school students identified by the AP Potential Report, who require additional support to be successful in AP or other advanced courses, will be enrolled in a “College Success Class.” Students in this class will be mentored by a first generation college going student.
  - Ninth grade students in one of these high schools will take the PSAT in order to identify students sooner who could be successful in advanced courses if provided with additional support.
  - Each school will conduct an AP Potential Report parent night.
- Fifteen middle schools and five high schools will provide SpringBoard Language Arts and Mathematics courses for level 1 and level 2 students – 63 students per middle school; 92 students or more in each high school. SpringBoard helps to prepare students for more rigorous coursework.
- The high school guidance program planner will attend the ESOL Counselors’ Meeting in August/September and request their help in explaining why Hispanic students should take the test.
- The Predictor Report will be explained more clearly to African American students.
- Address Athletic Directors in the district and ask them to discuss the need for the PSAT for all athletes.
- Attend a charter School Principals’ meeting and discuss the importance of this test to the success of their students.

## 2006-07 New or Modified Methods and Strategies

New strategies in addition to all used in 2005-06 will include:

- Asking ESOL counselors and regular counselors to address advantages of Dual Enrollment to minority students
- Bring minority college representatives to speak to students
- Invite historically black colleges/universities to career/college fairs
- Train teachers in the benefits of dual enrollment

## Evidence of Success

The evaluation revealed that there was a slight increase in the gap for both African American and Hispanic students. It appears that the emphasis for the students was to take AP classes (data shows an increase in AP enrollment for the same time period).

## 2006-07 New or Modified Accountability Measures and Timelines

Strategies will be used with 9<sup>th</sup> -10<sup>th</sup> grade students all through the year and reviewed in the spring when registration takes place.

(7) Grade 9-12 – Honors

The following percentages reflect within race/ethnicity calculations for students enrolled in Advanced Placement courses. In 2003-04, 24% of Whites, 9% of Blacks, and 12% of Hispanics were enrolled. In 2006-07 53% of Whites (an increase of 29 percentage points), 25% of Blacks (an increase of 16 percentage points), and 31% of Hispanics (an increase of 19 percentage points) were enrolled.

Grades 9-12 Enrollment (**50,461**)

White	Black	Hispanic
<b>22,572</b>	<b>14,455</b>	<b>10,296</b>

% of Whites Tested 2003--04	% of Whites Tested 2004-05	% of Whites Tested 2005-06	% of Whites Tested 2006-07
<b>24</b>	<b>24</b>	<b>25</b>	<b>53</b>

% of Blacks Tested 2003--04	% of Blacks Tested 2004-05	% of Blacks Tested 2005-06	% of Blacks Tested 2006-07
<b>9</b>	<b>10</b>	<b>12</b>	<b>25</b>

% of Hispanics Tested 2003--04	% of Hispanics Tested 2004-05	% of Hispanics Tested 2005-06	% of Hispanics Tested 2006-07
<b>12</b>	<b>12</b>	<b>14</b>	<b>31</b>

Methods/Strategies from the 2005-06 Update

- Counselors will use the PSAT predictor to identify students with academic potential for success in Advanced Placement courses.
- Students will be provided with a copy of “Countdown to Success” brochure. This brochure is a joint venture with Palm Beach County School District and Palm Beach Community College.
- High schools with high numbers of LEP students have an ESOL counselor assigned specifically to provide guidance to our active LEP students. The ESOL counselor insures that LEP students gain access to educational opportunities, i.e. honors, Advanced Placement, and dual enrollment courses.

- All math and science department chairmen will be trained on upper level course pathways. The Department of Secondary and Career Education will share with high school principals best practices for motivating students to enroll in high-level courses.
- In FY08 five high schools and five feeder middle schools will participate in the Picower College Success Program.
  - The five middle schools will implement the College Ed Curriculum which is designed to prepare students for more rigorous coursework.
  - High school students identified by the AP Potential Report, who require additional support to be successful in AP or other advanced courses, will be enrolled in a “College Success Class.” Students in this class will be mentored by a first generation college going student.
  - Ninth grade students in one of these high schools will take the PSAT in order to identify students sooner who could be successful in advanced courses if provided with additional support.
  - Each school will conduct an AP Potential Report parent night.
- Fifteen middle schools and five high schools will provide SpringBoard Language Arts and Mathematics courses for level 1 and level 2 students – 63 students per middle school; 92 students or more in each high school. SpringBoard helps to prepare students for more rigorous coursework.

#### Accountability Measures/Timelines from the 2005-06 Update

- A. **African American** students enrolled in Honors courses will increase by **8% points** for the **2006** school year.
- B. **Hispanic** students enrolled in Honors courses will increase by **5% points** for the **2006** school year.

**Comments:** Data panels for documentation of these Key Results and Benchmarks are in the District’s Academic Business Plan and are submitted to the Board for quarterly review. Safe Schools will continue their strategic staff development for A.P. teachers of under-represented students.

#### Evidence of Success

The evaluation reveals that the enrollment of Black students in grades 9-12 Honors courses has increased from 9% in 2003-04 to 25% in 2006-07. Additionally, the enrollment of Hispanic students in Honors courses has increased from 12% in 2003-04 to 31% in 2006-07.

Data panels for documentation of these Key Results and Benchmarks are in the District’s Academic Business Plan and are submitted to the Board for quarterly review. Safe Schools will continue their strategic staff development for Honors teachers of under-represented students.

## 2006-07 New or Modified Methods and Strategies

### New Strategies:

- Train all teachers to encourage Black and Hispanic students into Honors courses
- Provide access to computers for and training in the use of computers to minority students
- Encourage minority students to participate in SECME
- Train middle school teachers/counselors to recommend targeted minority students into honors level high school courses

## 2006-07 New or Modified Accountability Measures and Timelines

- Throughout the year in middle school train teachers and counselors
- Remind teachers and counselors prior to course registration
- The enrollment of African American and Hispanic students in Honors classes will increase by 10% by 2010.

## (8) Grades 9-12 – Level 3 Courses

The following percentages reflect within race/ethnicity calculations for students enrolled in Level 3 courses. In 2005-06, 24% of Whites, 9% of Blacks and, 17% of Hispanics enrolled in Level 3 courses. In 2006-07, 25% of Whites (an increase of 1 percentage point), 10 Percent of Blacks (an increase of 1 percentage point) and, 19% of Hispanics (an increase of 2 percentage points) were enrolled in Level 3 courses.

### Grades 9-12 Enrollment (**50,461**)

White	Black	Hispanic
<b>22,572</b>	<b>14,455</b>	<b>10,296</b>

% of Whites In Level 3 2005-06	% of Whites In Level 3 2006-07
---	---

**24**

**25**

% of Blacks In Level 3 2005-06
---

**9**

% of Blacks In Level 3 2006-07
---

**10**

% of Hispanics In Level 3 2005-06
--

**17**

% of Hispanics In Level 3 2006-07
--

**19**

## Methods/Strategies from the 2005-06 Update

- Counselors will use the PSAT predictor to identify students with academic potential for success in Advanced Placement courses.
- Students will be provided with a copy of “Countdown to Success” brochure. This brochure is a joint venture with Palm Beach County School District and Palm Beach Community College.
- High schools with high numbers of LEP students have an ESOL counselor assigned specifically to provide guidance to our active LEP students. The ESOL counselor insures that LEP students gain access to educational opportunities, i.e. honors, Advanced Placement, and dual enrollment courses.
- All math and science department chairmen will be trained on upper level course pathways.  
The Department of Secondary and Career Education will share with high school principals best practices for motivating students to enroll in high-level courses.

## Accountability Measures/Timelines from the 2005-06 Update

### 2006-07 New or Modified Methods and Strategies

#### New Strategies:

- Train all teachers to encourage Black and Hispanic students into Honors courses
- Provide access to computers for and training in the use of computers to minority students
- Encourage minority students to participate in SECME
- Train middle school teachers/counselors to recommend solid minority students into honors level high school courses

### 2006-07 New or Modified Accountability Measures and Timelines

- Throughout the year in middle school train teachers and counselors
- Remind teachers and counselors prior to course registration
- By year 2010, the enrollment of African American and Hispanic students enrolled in Level 3 courses will be increased by 10%.

#### Evidence of Success:

The evaluation reveals that there is an increase in the enrollment of the African American and Hispanic students in Level 3 courses. There was no significant change in the gap for the period of 2005-06 and 2006-07.

# PART IV

## GENDER EQUITY IN ATHLETICS

This part of the report is for districts to evaluate each school's athletic program for compliance with gender equity in athletic requirements and complete the Compliance Verification Form provided. When a district finds that it is not in compliance with any of the gender equity in athletic components, a Corrective Action Plan for each school that is not in compliance will be submitted in the format provided by the OEA. For districts in total compliance, the Compliance Verification Form must be completed and submitted with the Superintendent's signature.

*Districts that submitted gender equity in athletics corrective action plans with the 2005-2006 Annual Update will submit an evaluation of corrective actions demonstrating progress toward achievement of compliance*

*Please note that Section 1000.05(6)(e), Florida Statutes, requires all district school boards, community college boards of trustees, and state university boards of trustees to submit data and information **necessary to determine compliance***

See the following pages for Gender Equity in Athletics:

- Compliance Verification Form                      ✓
- Corrective Action Plan                                N/A



**PART IV  
GENDER EQUITY IN ATHLETICS**

District: Palm Beach

**Section B: Compliance Verification Form**

1. Sports and levels of competition effectively accommodate the interests and abilities of members of both sexes. [Section 1000.05(3)(d)(1), F.S.; Rule 6A-19.004(2), FAC; Title IX: 106.41(c)(1)]

IN COMPLIANCE       NOT IN COMPLIANCE

2. Equipment and supplies are provided equitably to female and male teams. [Section 1000.05(3)(d)(2), F.S.; Rule 6A-19.004(4), FAC; Title IX: 106.41(c)(2)]

IN COMPLIANCE       NOT IN COMPLIANCE

3. Scheduling of games and practice times provide equal opportunities. [Section 1000.05(3)(d)(3), F.S.; Rule 6A-19.004(5), FAC; Title IX: 106.41(c)(3)]

IN COMPLIANCE       NOT IN COMPLIANCE

4. Travel and Per Diem allowances are provided for athletes in an equitable manner. [Section 1000.05(3)(d)(4), F.S.; Rule 6A-19.004(6), FAC; Title IX: 106(c)(4)]

IN COMPLIANCE       NOT IN COMPLIANCE

4. Opportunities to receive coaching are provided in an equitable manner. [Section 1000.05(3)(d)(5), F.S.; Rule 6A-19.004(7), FAC; Title IX: 106.41(c)(5)]

IN COMPLIANCE       NOT IN COMPLIANCE

6. Locker rooms, practice facilities and competitive facilities are of comparable quality for male and female teams. [Section 1000.05(3)(d)(7), F.S.; Rule 6A-19.004(8), FAC; Title IX: 106.41(c)(7)]

IN COMPLIANCE       NOT IN COMPLIANCE

7. Medical and training facilities and services, including insurance, are provided in an equitable manner. [Section 1000.05(3)(d)(8), F.S.; Rule 6A-19.004(9), FAC; Title IX: 106.41 (c)(8)]

IN COMPLIANCE       NOT IN COMPLIANCE

8. Publicity and promotion of male and female teams support equal opportunity [Section 1000.05(3)(d)(10), F.S.; Rule 6A-19.004(10), FAC; Title IX: 106.41(c)(10)]

IN COMPLIANCE       NOT IN COMPLIANCE

9. Support services are equitable for male and female teams. [Rule 6A-19.004(11), FAC; Title IX: 106.41(a)]

IN COMPLIANCE       NOT IN COMPLIANCE

I hereby verify that the district is in compliance with the identified components of our athletics program, as required by Title IX and the Florida Educational Equity Act

---

Signature, Superintendent

---

Date

## MONITORING FORMS

**Component 1:** NOTE: OCR defines a participant as anyone who (1) participated in competition or (2) participated with the team and was eligible for competition but did not play. Participation is determined as of the date of the first competitive event for the sport.

School:	Number of Participants			JV, Freshman B-teams	Number of Participants		
	Males	Female	Total		Males	Females	Total
Varsity Teams							
Baseball	358		358	Baseball	264		264
Basketball	265	264	529	Basketball	475	330	805
Cross Country	259	318	577	Cross Country	-	-	-
Flag Football/ Football	923	418	1341	1347	1374	329	1703
Golf	163	102	265	Golf	-	-	-
Soccer	367	358	725	Soccer	344	306	650
Softball	-	302	302	Softball	-	142	142
Swimming/Diving	267	508	775	Swimming/Divin	-	-	-
Tennis	190	275	465	Tennis	-	-	-
Track and Field	599	547	1146	Track and Field	-	-	-
Volleyball	250	295	545	Volleyball	43	312	355
Wrestling	384	7	391	Wrestling	41	-	41
Weightlifting	232	395	627	Weightlifting	-	-	-
Lacrosse	-	277	277	Lacrosse	-	58	58
Water Polo	30	59	89	Water Polo	-	39	39
Bowling	139	168	307	Bowling	-	-	-
<i>Total Varsity Participants</i>	4426	4293	8719	<i>Total JV Participants</i>	2541	1561	4102
<i>% of Varsity Participants *</i>	50.76	49.24	-	<i>% of JV Participants</i>	61.95	38.05	-
<i>% of Student Enrollment 2006- 07</i>	50.25	49.75	100				

A Corrective Action Plan is required if the percentage of female enrollment is greater than five percent of the percentage of female participating in either Varsity or JV sports.

*Example: Female enrollment 51%, Varsity or JV participation 45%  $51\% - 45\% = 6\%$  This is Out of Compliance*

* Varsity plus Junior Varsity	Male	Female	Total
	6,967	5,854	12,821
% Participants	54.34	45.66	
% Enrollment	40.25	49.75	[Within 5% Range]

## **MONITORING FORMS** *Continued*

### **PLEASE NOTE:**

The numbers for the JV/B teams in the Male category are skewed due to the existence of both Junior Varsity and Freshman Football teams at many of our schools in the District.

The number of TEAM opportunities for our JV/Freshman girls equals or exceeds the number of TEAM opportunities on the male side at our schools. The other sports, however, do not require the large number of participants that football needs. On the female side, we have added Lacrosse, Water Polo, and Flag Football, which in their initial years have attracted additional female athletes. In future years, the impact should be even greater.

Overall, adding the Varsity and JV/B team participants together, the percentages for our District are within the allowable range of no more than 5% from the enrollment figures. (See figures at bottom of Monitoring Page.)

### **ONE FURTHER NOTE:**

Many of our schools consider the Freshman Football team a Drop-out Prevention tool. It takes our at-risk freshman boys and involves them in an activity to incorporate them into the school environment. Our principals feel strongly that the program indeed serves this extra and vital function.

PART IV  
GENDER EQUITY IN ATHLETICS

District: Palm Beach

School Name: \_\_\_\_\_

Gender Equity in Athletics Corrective Action Plan –**Not Applicable**

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines

We hereby verify that the above Corrective Action Plan will be implemented to bring the institution into compliance within the time frame indicated in the Plan.

\_\_\_\_\_  
Signature, Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature, Superintendent

\_\_\_\_\_  
Date

# PART V

## VOCATIONAL TECHNICAL CENTERS

### Status Report on Implementation of Substitution Requirements

*This part of the report as in Section 1007.264 requires postsecondary institutions to provide reasonable substitutions of certain requirements for any persons who is hearing impaired, visually impaired, dyslexic or who has a specific learning disability where failure to meet the requirements is related to the disability.*

*Districts that offer postsecondary vocational programs will submit a report identifying the number of requests for substitutions and the number of students granted substitutions.*

**If the district operates vocation technical center(s), complete the chart describing the type and number of substitutions requested and granted for 2005-2006**

Does the district operate vocational technical center(s)?       YES       NO

Disability	Number of Requests for Substitution	Title of Courses for Which Substitutions were Granted	Title of Substitution Courses	Number of Students Granted Substitutions
N/A	N/A	N/A	N/A	N/A

## PART VI: EMPLOYMENT EQUITY

A. Complete the following charts for administrative and instructional positions in the school district. Enter the number and percent for each race/ethnicity and gender. Count each person only once under one category.

District: <u>Palm Beach</u>		2006-07 School District Administrative Positions					
Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
<b>Student Demographics</b>	170,262	48,374/28%	39,583/23%	69,349/41%	12,836/8%	82,452/48%	87,690/52%
<b>District-Level Administrators</b>	547	14.6% 80	6.0% 33	77.1% 422	2.2% 12	52.7% 288	47.3% 259
<b>New Hires for 2006</b>	30	13.3% 4	13.3% 4	70% 21	3.3% 1	46.7% 14	53.3% 16
<b>Principals</b>							
Elementary	106	28/26%	6/5.7%	72/67.9%	0	77/72.6%	29/27.4%
Middle	32	13/40.6%	2/6.3%	17/53.1%	0	16/50%	16/50.4%
High School	22	4/18.2%	2/9.1%	15/68.2%	0	12/54.5%	10/45.5%
Other Schools	11	7/63.6%	0	4/36.4%	1/4.5%	7/63.6%	4/36.4%
<b>Total Principals</b>	171	52/30.4%	10/5.8%	108/63.2%	1/0.6%	112/65.5%	59/34.5%
<b>Asst. Principals</b>							
Elementary	105	25/23.8%	6/5.7%	74/70.5%	0	83/79%	22/21%
Middle	90	34/37.8%	5/5.6%	48/53.3%	3/3.3%	47/52.2%	43/47.8%
High School	99	29/29.3%	7/7.1%	63/63.6%	0	46/46.5%	53/53.5%
Other School	36	6/16.7%	2/5.6%	28/77.8%	0	12/33.3%	24/66.7%
<b>Total Asst. Principals</b>	330	94/28.5%	20/6.1%	213/64.5%	3/0.9%	188/57%	142/43%
<b>Deans and/or Behavioral Specialists</b>	N/A						
Elementary	N/A	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)
Middle	N/A	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)
High School	N/A	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)
Other School	N/A	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)
<b>Total Deans and Behavioral Specialists</b>	N/A	# (%)	# (%)	# (%)	# (%)	# (%)	# (%)

District: Palm Beach		2006-07 School District Instructional Positions					
Teachers Fall 2006	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
<b>Student Population</b>	170,262	48,374	39,583	69,349	12,836	82,452	87,690
<b>Classroom Teachers</b>	6051	835/13.8%	502/8.3%	4600/76%	114/1.9%	5782/96%	269/47%
Elementary	2324	485/20.9%	156/6.7%	1623/69.8%	60/2.6%	1605/69.1%	719/30.9%
Middle	2923	460/15.7%	225/7.7%	2153/73.7%	85/2.9%	1770/60.6%	1153/39.4%
High	712	135/19%	58/8.1%	503/7.6%	16/2.2%	569/79.9%	143/20.1%
Other	12,010	1915/15.9%	941/7.8%	8879/73.9%	275/2.3%	9726/81%	2284/19%
<b>Total</b>							
<b>New Hires Fall 2006</b>	<b>1606</b>	<b>267/16.6%</b>	<b>175/10.9%</b>	<b>1085/67.6%</b>	<b>79/4.9%</b>	<b>1253/78%</b>	<b>353/22%</b>
<b>Guidance Counselors</b>	100	21/21%	8/8%	67/67%	4/4%	86/86%	14/14%
	71	19/26.8%	5/7%	45/63.4%	2/2.8%	60/84.5%	11/15.5%
Elementary	116	23/19.8%	7/6%	86/74.1%	0	96/82.8%	20/17.2%
Middle	15	5/33.3%	0	10/66.7%	0	12/80%	3/20%
High	302	68/22.5%	20/6.6%	208/68.9%	6/2%	254/84.1%	48/15.9%
Other							
<b>Total</b>							
<b>New Hires Fall 2006</b>	<b>23</b>	<b>5/21.7%</b>	<b>0</b>	<b>17/73.9%</b>	<b>1/4.3%</b>	<b>20/87%</b>	<b>3/13%</b>

B. Does the data reflect your district's student and community ethnicity? Explain how the ethnic and gender representation in administrative and instructional positions reflects the district's population/workforce. What actions will the district take to address ethnic or gender under-representation in administrative positions if any exist?

**District Equity Officer Information**

C. Districts are required to designate an employee to coordinate compliance with civil rights laws in accordance with Rule 6A-19.010(1)(g), FAC; Title IX, 106.8(a); Section 504, 104.7(a); ADA, 35.107(a); Vocational Guidelines IV-O; and Non-Discrimination on the Basis of Age, 110.25(a). The Equity Coordinator's responsibilities may include a range of job duties, such as those listed in Appendix I, Pages 20-21 in the 2006-07 Technical Assistance Manual.

Ongoing professional development and targeted training are essential for the Equity Coordinator's optimal performance effectiveness. Such activities are also indicative of top management and institutional support of the equity coordinator's roles and job responsibilities. Please list and describe in the table below the professional development and training that the coordinator has attended within the past three years and those planned within the next year. The DOE Office of Equity and Access considers this to be valuable information to share with other coordinators and utilize for future technical assistance activities.

Type of Training/ Professional Development	Conducted by	Date Attended/ or Planned	Contact Information
International Conference for School Effectiveness and Improvement (ICSEI)	ICSEI	January 2005	ICSEI
Flippen Leadership	Flippen	October 2005	Flip Flippen
ICSEI Conference	ICSEI	January 2006	ICSEI
Darden/Curry Leadership	University of Virginia	July 10-15, 2006	Darden/Curry U V
Framework for Understanding Poverty	Ruby Payne	February 2007	Payne
Student Achievement	Dr. Samuel. Betances	March 2007	Betances Souder, Betances & Associates 773-463-6374



## **Elementary**

At the elementary level, White students make up the majority (38%) of the total elementary (K-5) population. Black students account for 28% of the population and Hispanic students account for 25% of the total elementary student population.

The data reflects White teachers account for 76% of the elementary teaching population. The White population in Palm Beach County is 65.5%. Black teachers account for 14% of the elementary population. The Black population in Palm Beach County is 16%. Hispanic teachers account for 8% of the total elementary population. The Hispanic population in Palm Beach County is 16.1%.

Approximately 59% of elementary students are males. Four percent of the elementary teachers are male. Ninety six percent of the elementary teachers are females and 49% of the elementary student population is female.

The Hispanic administrators make up 6% of the elementary administrative population. The data shows that Black administrators make up 26% of the total population and White administrators make up 68% of the total elementary administrative population.

## **Middle Schools**

Black teachers account for 16% of the middle school teacher population. Approximately 28% of middle school students within the District are Black. White teachers make up 70% of the middle school population. White students account for 41% of the middle school population. Hispanic teachers make up 7% of the total middle school teaching population. Hispanic students account for 23% of the middle school population. Male teachers account for 30% of the middle school teaching population. About 52% of students at the middle school level are males. Approximately 6% of middle school administrators are Hispanic and 40% are Black.

## **High School**

Hispanic teachers make up about 8% of the high school teaching population. Approximately 20% of high school students are Hispanic. Approximately 19% of all high school teachers are Black while 28% of the high school student population is black. White teachers make up 8% of the high school population while 45% of all high school students are white. There are 80% female teachers and 39% male teachers.

## **Methods and Strategies**

The School District has implemented a variety of strategies to target diversity both for teachers and administrators. These include targeted recruitment at black colleges and universities, advertising in magazines such as The Teacher of Color publication as well as to hold special job fairs. Another program being implemented by the District is the "Growing Your Own" targeting Black and Hispanic teachers for administrative roles. Additionally, special meetings are being held with Hispanic teachers to encourage them to become administrators.

