

Joint Plan Monthly Progress Monitoring

June 2021 Update



Alignment with 2018 Joint Plan Section –

II: Mentoring of New Teachers & Instructional Staff

During the current academic year, retention rates for new teachers participating in the District's mentoring program has been closely monitored. As of June 2021, the cumulative retention rate for new, African American teachers participating in the mentoring program during the 2020-2021 academic year is 97%. This cumulative retention rate for new, African American teachers is above to the cumulative 2020-2021 retention rates of 93% for both African American and White, Non-Hispanic instructors in the District. The overall retention rates for African American and White, Non-Hispanic instructors declined by three percentage points from May 2021 to June 2021.

For the following tables: Data is representative of PK-12, non-charter schools in the SDIRC.

Retention Rates for New, African American Teachers - Districtwide Participating in the SDIRC New Teacher Mentoring Program Retrieved on 06/09/21, Source: Department of Educator Quality						
	March 2021	April 2021	May 2021		June 2021	
	%	%	#	%	#	%
New, African American Teachers Retained (%)	100%	97%	33/34	97%	33/34	97%

Retention of Instructors by Race (%) – Districtwide Retrieved 06/09/21, Source: Focus School Software						
Race	March 2021	April 2021	May 2021		June 2021	
	%	%	#	%	#	%
African American	97%	97%	114/119	96%	113/122	93%
White, Non-Hispanic	95%	96%	878/915	96%	874/941	93%

Alignment with 2018 Joint Plan Section –

III: Strategies for Recruitment of African American Teachers

IV: Representation of African American Teachers & Instructional Staff

A review of recruitment and instructional staff representation data shows no change in the various progress monitoring measures from May 2021 to June 2021, and limited change from March 2021 to May 2021. For the 2020-2021 academic year, 11% of instructors were African American, which is an increase of two percentage points in the representation of African American instructors of as compared with the 2019-2020 academic year.

For the following tables: Data is representative of PK-12, non-charter schools in the SDIRC.

Representation of Applicants for Instructional Positions by Race (%) – Districtwide* Retrieved 06/09/21, Source: Applitrack*						
Race	March 2021	April 2021	May 2021**		June 2021	
	%	%	#	%	#	%
African American	17%	17%	298/1937	15%	298/1937	15%
White, Non-Hispanic	86%	86%	1414/1937	73%	1414/1937	73%

*Applitrack utilizes the Department of Labor's non-single race/ethnicity methodology when identifying individual's race(s)/ethnicity(ies). All other indicators provided below utilize the Department of Education's single race/ethnicity methodology. **Percentages for May 2021 were amended.

Representation of Interviewers by Race (%) – Districtwide Retrieved 06/09/21, Source: Office of Human Capital and Operations						
Race	March 2021	April 2021	May 2021		June 2021	
	%	%	#	%	#	%
African American	26%	26%	26/105	25%	26/105	25%
White, Non-Hispanic	64%	64%	67/105	64%	67/105	64%

Representation of Interviewees by Race (%) - Districtwide Retrieved 06/09/21, Source: Office of Human Capital and Operations						
Race	March 2021	April 2021	May 2021		June 2021	
	%	%	#	%	#	%
African American	15%	15%	77/500	15%	77/500	15%
White, Non-Hispanic	74%	74%	370/500	74%	370/500	74%

Representation of New Hires by Race (%) - Districtwide Retrieved 06/09/21, Source: Office of Human Capital and Operations						
Race	March 2021	April 2021	May 2021		June 2021	
	%	%	#	%	#	%
African American	13%	13%	14/113	12%	14/113	12%
White, Non-Hispanic	74%	72%	80/113	71%	80/113	71%

Representation of Certified Instructors by Race (%) - Districtwide Retrieved 06/01/21, Source: Focus School Software						
Race	March 2021	April 2021	May 2021		June 2021	
	%	%	#	%	#	%
African American	11%	11%	122/1152	11%	122/1152	11%
White, Non-Hispanic	82%	82%	941/1152	82%	941/1152	82%

Alignment with 2018 Joint Plan Section – VI: African American Student Achievement/Resource Allocation

The discipline data provided below includes information on Office Discipline Referrals, In-School-Suspensions (ISS), Out-of-School Suspensions (OSS), and racial representation of students placed at the District’s alternative disciplinary school. During the current academic year, significant decreases in the assignment of OSS have been observed districtwide as compared with the previous academic year. Additionally, African American-White disparities in classroom removals (ISS and OSS) have narrowed from a classroom removal risk ratio of 4.0 in 19-20 to a classroom removal risk ratio of 2.06 in 20-21. Disproportionate racial representation continues to be observed at the ACE, with 70% of the 33 students currently placed at the ACE being African American.

For the following tables: Data is representative of K-12, non-charter & charter schools in the SDIRC.

Percentage of Students within Each Racial Subgroup with One or More Office Discipline Referral – Grades KG - 12 Retrieved 06/01/21, Source: Focus School Software						
Race	March 2021	April 2021	May 2021		June 2021	
			#	%	#	%
African American	9%	11%	403/3056	13%	451/3048	15%
White, Non-Hispanic	5%	5%	565/8838	6%	649/8806	7%

Percentage of Students within Each Racial Subgroup with One or More In-School-Suspension – Grades KG - 12 Retrieved 06/01/21, Source: Focus School Software						
Race	March 2021	April 2021	May 2021		June 2021	
			#	%	#	%
African American	3%	3%	118/3056	4%	138/3048	5%
White, Non-Hispanic	1%	2%	182/8838	2%	211/8806	2%

Percentage of Students within Each Racial Subgroup with One or More Out-of-School Suspension – Grades KG - 12 Retrieved 06/01/21, Source: Focus School Software						
Race	March 2021	April 2021	May 2021		June 2021	
			#	%	#	%
African American	1%	1%	25/3056	1%	33/3048	1%
White, Non-Hispanic	0.2%	0.3%	39/8838	0.4%	50/8806	0.6%

**To protect the privacy of individual students, data are not reported when the total number of students is fewer than 10.

Racial Representation in the Alternative Disciplinary School (Alternative Center for Education) – Grades 6 - 12 Retrieved 06/01/21, Source: Focus School Software						
Race	March 2021	April 2021	May 2021		June 2021	
			#	%	#	%
African American	77%	67%	21/30	70%	23/33	70%
White, Non-Hispanic	**	26%	**	**	**	**

**To protect the privacy of individual students, data are not reported when the total number of students is fewer than 10.

Alignment with 2018 Joint Plan Section – VI: African American Student Achievement/Resource Allocation

The following tables provide information on the percentage of African American and White, Non-Hispanic students in grades K-8 that are performing on or above grade level on i-Ready Diagnostic Tests in Reading and Mathematics, as well as students in grades 3-10 that have a weighted unit assessment average of 55% or above. The threshold of 55% or above on unit assessments is utilized, as it has been found to correlate to a Level 3 or above on the Florida Standards Assessments.

With regard to performance on i-Ready Diagnostics, results provided from Fall, Winter, and Spring administrations consistently show an achievement gap between African American and White, Non-Hispanic students. While the performance of African American students has improved from the Fall to Spring in reading and mathematics, the African American-White achievement gap in reading has remained the same while the achievement gap in mathematics has widened. It is important to note that results provided only reflect those students who were enrolled in the brick and mortar setting during Quarters 1 through Quarter 4. As a result, these results should be interpreted with caution, as they do not provide a comprehensive understanding of the performance of students who have been enrolled in varying instructional models during the current academic year.

With reference to performance on unit assessments, in the areas of English Language Arts and Mathematics, limited progress in performance was observed from March 2021 to June 2021 for African American students and White, Non-Hispanic students. The achievement gap in both reading and mathematics increased by one percentage point over time. It should be noted that due to varying instructional models during the current academic year, weighted averages for district-administered unit assessments in the results provided vary in the number of unit assessments included in the calculated weighted average for each student depending on which instructional model a student was enrolled in each

quarter. As a result, the reliability and predictive power of the weighted average for unit assessments varies widely depending on individual student circumstances. As a result, the data should be interpreted with caution.

For the following tables: Data is representative of K-12, non-charter schools in the SDIRC.

i-Ready Diagnostic Performance – Reading – Grades K-8 Percentage of Students Performing On or Above Grade Level Retrieved 06/01/21, Source: Performance Matters					
Race	Spring (19-20)	Fall (20-21)*	Winter (20-21)*	Spring (20-21)*	
				#	%
African American	Data not available due to school closures.	25%	39%	467/964	48%
White, Non-Hispanic		44%	60%	2199/3277	67%

*i-Ready Diagnostic Results Provided for Students Enrolled in the Brick & Mortar Setting Quarter 1-4; i-Ready Standard View.

i-Ready Diagnostic Performance – Mathematics – Grades K-8 Percentage of Students Performing On or Above Grade Level Retrieved 06/01/21, Source: Performance Matters					
Race	Spring (19-20)	Fall (20-21)*	Winter (20-21)*	Spring (20-21)*	
				#	%
African American	Data not available due to school closures.	28%	29%	379/964	39%
White, Non-Hispanic		37%	53%	1989/3277	61%

*i-Ready Diagnostic Results Provided for Students Enrolled in the Brick & Mortar Setting Quarter 1-4; i-Ready Standard View.

For the following tables: Each year, performance on Unit Assessments is analyzed in comparison to achievement on the statewide assessments in each subject area. While it depends on the grade level and subject area, typically a Unit Assessment Weighted Average score of between 55-65% correlates to a level 3 on the statewide assessment.

Unit Assessments – English Language Arts by Race – Grades 3-10 Percentage of Students Performing at 55%+ Retrieved 06/01/21, Source: Performance Matters					
Race	March 2021	April 2021	May 2021		June 2021
			#	%	# %
African American	31%	32%	592/1850	32%	600/1851 32%
White, Non-Hispanic	57%	59%	2695/4517	59%	2702/4546 59%

Unit Assessments – Combined Math (Math, Algebra 1 & Geometry) by Race – Grades 3-10 Percentage of Students Performing at 55%+ Retrieved 06/01/21, Source: Performance Matters					
Race	March 2021	April 2021	May 2021		June 2021
			#	%	# %
African American	35%	36%	646/1850	35%	648/1851 35%
White, Non-Hispanic	49%	50%	2273/4517	50%	2254/4546 50%

Alignment with 2018 Joint Plan Section – VI: African American Student Achievement/Resource Allocation

The following table provides information on the percentage of students within each racial subgroup who have been identified as eligible for Exceptional Student Education due to the need for services for a disability. Currently, 23% of African American students are identified with a disability, while 15% of White, Non-Hispanic students are identified with a disability, revealing higher identification rates for Exceptional Student Education for African American students. The percentage of students in each subgroup identified with a disability has increased by one percentage point since March 2021 for both African American and White, Non-Hispanic students.

For the following tables: Data is representative of PK-12, non-charter & charter schools in the SDIRC.

Percentage of Students within Each Racial Subgroup in Exceptional Student Education – Grades PK - 12

Retrieved 06/01/21, Source: Focus School Software

Race	March 2021	April 2021	May 2021		June 2021	
			#	%	#	%
African American	22%	23%	707/3108	23%	716/3104	23%
White, Non-Hispanic	14%	14%	1331/8969	15%	1328/8948	15%