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**January 13, 2020**

**Mitsi Corcoran**  
**Interim Superintendent**  
**Sarasota County School District**  
**1960 Landings Boulevard**  
**Sarasota, Florida 34231-3365**

**Dear Superintendent Corcoran:**

Federal and state laws, rules and regulations require that institutions receiving federal financial assistance take steps to prohibit discrimination and harassment on the bases of race, sex, national origin and disability in the provision of and access to educational programs, services and activities, as well as in their employment practices. Each institution must develop plans to demonstrate compliance, and the Florida Department of Education (FDOE) must ensure that institutions comply with all requirements. The district's Florida Educational Equity Act (FEEA) update provides FDOE with the information required to evaluate the district's efforts in achieving compliance with the requirements.

The Office of Equal Educational Opportunity (OEEO) has received and reviewed your 2018-19 FEEA update. The FEEA update comprises disaggregated data on student participation rates in Advanced Placement, Dual Enrollment and other Level 3 courses, and the district's efforts to improve academic achievement and access to high-quality instruction for minority students, particularly minority male students. The FEEA update also includes a review of the district's civil rights policies and procedures; the results of the district's comprehensive review of its athletic programs; employment data for administrative, instructional and guidance positions; information on single-gender schools or classes, where applicable; and details of the district's program(s) available to pregnant and parenting students.

Information submitted in the district's 2018-19 FEEA update was used to generate the attached 2019-20 Monitoring Work Plan (MWP), which contains a summary of your district's progress from 2014-15 to 2018-19. This MWP should be reviewed for comments, recommendations and submission deadlines, as it will be utilized by OEEO to monitor compliance and to record progress in addressing identified equity issues. Requested information should be submitted to Lydia Southwell, Office of Equal Educational Opportunity, Florida Department of Education, 325 W. Gaines Street, Room 644C, Tallahassee, Florida 32399.

**JACOB OLIVA**  
**CHANCELLOR OF PUBLIC SCHOOLS**

**Superintendent Mitsi Corcoran**  
**January 13, 2020**  
**Page Two**

**The Office of Equal Educational Opportunity is available to provide technical assistance upon request. If you have any questions, please call OEEEO at 850-245-0511.**

**Sincerely,**



**Jacob Oliva**  
**Chancellor of Public Schools**

**JO/ls**

**Attachment**

**cc: Al Harayda, Sarasota County School District Equity Coordinator**  
**Lydia Southwell, Director of the Office of Equal Educational Opportunity**

**2019-20**  
**MONITORING WORK PLAN**  
**FOR**  
**COMPLIANCE WITH THE FLORIDA EDUCATIONAL EQUITY ACT (FEEA)**

The attached has been developed to assist you in planning and implementing corrective actions or in evaluating the methods and strategies identified as a result of the review of your 2018-19 FEEA Update. The topics listed in the first column are those identified during the review process and reflect the requirements specified in section 1000.05, Florida Statutes, and Rules 6A-19.001 – 6A-19.010, Florida Administrative Code.

**Column 1. *Description of Agency Action Needed or Clarification Requested***

- When a submitted method or strategy does not appear to address the identified under-representation, the district is requested to develop and implement targeted methods and strategies specific to the program.
- When a submitted method or strategy does not contain clear action steps, implementation timelines or accountability measures, a recommendation is made for the omitted information to be submitted.

**Column 2. *Date Due***

- Specifies timelines when the information requested in Column 1 should be submitted to the Office of Equal Educational Opportunity (OEEEO).

**Column 3. *Contact Person***

- Identifies the person responsible for each action listed in Column 1; this should be the person you want us to contact as we monitor implementation.

**Column 4. *Monitoring Record***

- This column is used by OEEEO to monitor implementation.

**MODIFICATIONS TO ITEMS INCLUDED IN THE WORK PLAN SHOULD BE SENT TO**

Lydia Southwell  
Educational Policy Development Director  
Office of Equal Educational Opportunity  
325 West Gaines Street, Suite 644C  
Florida Department of Education  
Tallahassee, Florida 32399-0400  
Telephone: 850-245-9556

**2019-20 MONITORING WORK PLAN  
BASED ON THE 2018-19 FEEA UPDATE**

**Agency: SARASOTA COUNTY SCHOOL DISTRICT**

Description of Agency Action Needed or Clarification Needed	Due Date	Contact Person	MONITORING RECORD: Includes contact date and type, person contacted, materials reviewed and evaluation
<p><b>PART I: PROCEDURAL REQUIREMENTS</b>            A number of procedural requirements to ensure equal educational opportunities are included in federal and state civil rights rules, regulations and guidelines. These requirements include the annual and continuous notices of nondiscrimination; the designation of person(s) to coordinate compliance with federal and state regulations prohibiting discrimination and notification of the identity of, and contact information for, the person(s); and the adoption and availability of grievance or complaint procedures for use by students, employees and applicants for admission and employment.</p> <p><b>A.</b> The following policies and procedures were submitted to OEEEO. Please notify OEEEO of any changes to these policies.</p> <p><b>1. Policy of Nondiscrimination</b>            Policy 2.71, Policy Against Discrimination – Students; Policy 2.72, Policy Against Discrimination – Employees/Applicants and Policy 2.81, Unlawful Discrimination Prohibited.</p> <p><b>Action Required:</b> The district should continue to train staff on the implementation of policies.</p> <p><b>2. Grievance or Complaint Procedure(s)</b>            Policies 2.71 and 2.72 includes grievance procedures for complaints of discrimination and harassment.</p> <p><b>Action Required:</b> The district should continue to ensure that the grievance procedures are published and made available to students, parents, employees and the general public.</p> <p><b>3. Harassment Policy</b>            Policy 2.71, Policy Against Discrimination – Students; and Policy 2.72, Policy Against Discrimination – Employees/Applicants.</p> <p><b>Action Required:</b> The district should continue to train staff on the implementation of policies.</p> <p><b>B.</b> The following nondiscrimination notices were submitted by the district.</p> <p><b>1. Annual Notification of Nondiscrimination for Vocational Education Programs</b>            The annual notice of nondiscrimination is published on the district's webpage and the Suncoast Technical College's webpage. A summary listing of programs for the career and technical education (CTE) are provided on the webpage, which includes the contact information for the person responsible for receiving complaints of discrimination or harassment, and an assurance that</p>			<p><b>Statutes and regulations that establish the policy and procedure requirements:</b></p> <p>Rule 6A-19.010(1)(f), F.A.C.; Title IX: §106.9; Section 504: §104.8; ADA: §35.106; Vocational Guidelines: §IV-A; and Age Discrimination Act: §110.10.</p> <p>Rule 6A-19.010(1)(h), F.A.C.; Title IX: §106.8(b); Section 504: §104.7(b); ADA: §35.107(b); and Age Discrimination Act: §110.25(c).</p> <p>Rule 6A-19.008, F.A.C.; Title IX: §106.31; Title VII: §1604.11 and §1606.8; and Age Discrimination Act: §110.10.</p> <p>Vocational Guidelines: §IV-O.</p>

**2019-20 MONITORING WORK PLAN  
BASED ON THE 2018-19 FEEA UPDATE**

**Agency: SARASOTA COUNTY SCHOOL DISTRICT**

Description of Agency Action Needed or Clarification Needed	Due Date	Contact Person	MONITORING RECORD: Include contact date and type, person contacted, materials reviewed and evaluation
<p>lack of English language skills would not be a barrier to participation in CTE programs. However, the district notice should also be published on the district's webpage. The district did not provide evidence that the annual notice of nondiscrimination was published in the local newspaper or a medium that reaches the general public prior to the beginning of each school year to students, parents, employees and the general public. Also, the district must provide the notice to service areas that contain communities of national origin minority persons with limited English language skills.</p> <p><b>Action Required:</b> OEEO recommends the district publish the annual notice of nondiscrimination for CTE programs on the high school's webpages, newspaper and update regularly. Additionally, the district should ensure that the annual notice is published and disseminated annually to students, parents and the general public prior to the beginning school year. The notice must also service communities of national origin minority persons with limited English language skills.</p> <p><b>2. Continuous Notification of Nondiscrimination</b> The district maintains continuous notices of nondiscrimination on its website and in the Equity Policy Manual, which includes contact information for the person responsible for handling complaints of harassment and discrimination and a statement ensuring equal access to facilities for the Boy Scouts of America. The district also submitted sample copies of promotional and recruitment materials including the continuous notice of nondiscrimination.</p> <p><b>Action Required:</b> The district should continue to ensure that the continuous notice is published and distributed regularly to students, parents, employees and the general public.</p> <p><b>C. Notice for Availability of Reasonable Accommodations to Applicants for Employment.</b> The district's Human Resources website includes the reasonable accommodations statement and contact information for qualified applicants with disabilities to request assistance during the application and interview process.</p> <p><b>Action Required:</b> The district should continue to ensure that the notice for reasonable accommodations is published in areas accessible to applicants.</p> <p><b>PART II: INCOMPLETE ITEMS OR PENDING ACTIONS</b> N/A.</p>			<p>Rule 6A-19.010(1)(f-g), F.A.C.; Title IX: §106.8(b) and §106.9; Section 504: §104.8; ADA: §35.106 and §35.107(a); Age Discrimination Act: §110.25(b); and Boy Scouts Act: §108.9.</p>

**2019-20 MONITORING WORK PLAN  
BASED ON THE 2018-19 FEEA UPDATE**

**Agency: SARASOTA COUNTY SCHOOL DISTRICT**

Description of Agency Action Needed or Clarification Needed

Due Date

Contact Person

MONITORING RECORD: Include contact date and type, person contacted, materials reviewed and evaluation

**PART III: STUDENT PARTICIPATION**

**EVALUATION OF METHODS AND STRATEGIES:**

Rule 6A-19.010(1)(c), F.A.C., requires institutions to develop and implement methods and strategies to increase participation in designated programs and courses for students from underrepresented groups. Data for Part III – Student Participation is collected by the Florida Department of Education data warehouse. To provide meaningful results and to protect the privacy of individual students, data are displayed only when the total number of students in a group is at least 10 and when the performance of individuals would not be disclosed. Data for groups less than 10 are displayed with an asterisk (\*).

- Grades 9-12: Advanced Placement (AP, IB and AICE)

The state conducted an analysis of student enrollment in Advanced Placement, IB and AICE courses from 2014-15 to 2018-19.

Enrollment Data Submitted: Yes. Overall enrollment increased from 25 percent to 36 percent.

Evidence of Success:

Enrollment in Dual Enrollment Courses			
Group	2014-15	2018-19	Change in Enrollment Gap
White	28%	37%	
Black	9%	25%	Decreased from 19 to 12 percentage points
Hispanic	20%	32%	Decreased from 8 to 5 percentage points
White M	24%	33%	
Black M	5%	21%	Decreased from 19 to 12 percentage points
Hispanic M	17%	28%	Decreased from 7 to 5 percentage points
Group	2016-17	2018-19	Change in Enrollment Gap
White	35%	37%	
ELL	6%	20%	Decreased from 28 to 17 percentage points

Strategies Submitted: The district submitted strategies to increase enrollment for minority students for the 2019-20 school year.

**2019-20 MONITORING WORK PLAN  
BASED ON THE 2018-19 FEEA UPDATE**

**Agency: SARASOTA COUNTY SCHOOL DISTRICT**

**Description of Agency Action Needed or Clarification Needed**

**Due Date**

**Contact Person**

**MONITORING RECORD: Include contact date and type, person contacted, materials reviewed and evaluation**

**Accountability Measures:** The district's goal is to increase the enrollment for black and Hispanic students by 1 percentage point for each group by the 2019-20 school year. However, there were no accountability measures for EEL students.

- **Grades 9-12: Dual Enrollment (DE)**  
The state conducted an analysis of student enrollment in Dual Enrollment (DE) courses from 2014-15 to 2018-19.

**Enrollment Data Submitted:** Yes. Overall enrollment increased from 9 percent to 10 percent.

**Evidence of Success:**

Enrollment in Dual Enrollment Courses			
Group	2014-15	2018-19	Change in Enrollment Gap
White	10%	11%	
Black	5%	5%	Increased from 5 to 6 percentage points
Hispanic	8%	9%	Remained at 2 percentage points
White M	8%	11%	
Black M	2%	4%	Decreased from 6 to 7 percentage points
Hispanic M	6%	9%	Remained at 2 percentage points
Group	2016-17	2018-19	Change in Enrollment Gap
White	11%	11%	
ELL	2%	4%	Decreased from 9 to 7 percentage points

**Strategies Submitted:** The district submitted strategies to increase enrollment for minority students for the 2019-20 school year.

**Accountability Measures:** The district's goal is to increase the enrollment for black and Hispanic students by 1 percentage point, for each group the 2019-20 school year. However, there were no accountability measures for ELL students.

- **Grades 9-12: All Level 3 courses (including AP, IB, AICE, DE and honors)**  
The state conducted an analysis of student enrollment in all advanced courses, including DE, AP, IB, AICE and other Level 3 courses from 2014-15 to 2018-19.

**2019-20 MONITORING WORK PLAN  
BASED ON THE 2018-19 FEEA UPDATE**

**Agency: SARASOTA COUNTY SCHOOL DISTRICT**

Description of Agency Action Needed or Clarification Needed

Due Date

Contact Person

MONITORING RECORD: Include contact date and type, person contacted, materials reviewed and evaluation

Enrollment Data Submitted: Overall enrollment decreased from 58 percent to 70 percent.

Evidence of Success:

Enrollment in All Advanced Courses			
Group	2014-15	2018-19	Change in Enrollment Gap
White	64%	74%	
Black	31%	49%	Decreased from 33 to 25 percentage points
Hispanic	48%	63%	Decreased from 16 to 11 percentage points
White M	60%	71%	
Black M	28%	46%	Decreased from 34 to 25 percentage points
Hispanic M	44%	60%	Decreased from 16 to 11 percentage points
Group	2016-17	2018-19	Change in Enrollment Gap
White	70%	74%	
ELL	32%	46%	Decreased from 38 to 28 percentage points

Strategies Submitted: Yes. The district submitted strategies to increase enrollment for minority students in Level 3 courses for the 2019-20 school year.

Accountability Measures: The district's goal is to increase the enrollment for black and Hispanic students by 1 percentage point, for each group for the 2019-20 school year.

Action Required for Part III: Overall the district has shown some increases in minority enrollment for advanced courses, but enrollment gaps persist, especially for black students. The district should establish accountability measures for ELL students, and implement greater accountability measures for black and Hispanic students in order to close enrollment gaps for minority students. Updated strategies and accountability measures should be submitted to OEEQ in the 2019-20 Equity Update

**PART IV: GENDER EQUITY IN ATHLETICS**

Title IX and Rule 6A-19.004, F.A.C., require schools to provide equitable equipment and supplies, scheduling, travel, coaching, facilities, training, publicity and promotion, support services, funding, and opportunities for proportionate participation in interscholastic sports.

2019-20  
Equity  
Update

Al Harayda



**2019-20 MONITORING WORK PLAN  
BASED ON THE 2018-19 FEEA UPDATE**

**Agency: SARASOTA COUNTY SCHOOL DISTRICT**

Description of Agency Action Needed or Clarification Needed	Due Date	Contact Person	MONITORING RECORD: Include contact date and type, person contacted, materials reviewed and evaluation
<p><b>Athletics Compliance Verification</b> The 2018-19 Annual Update included Individual Compliance Verification Forms for each middle and high school signed and dated by the superintendent. The Compliance Verification Forms indicate that all of the middle schools are in compliance with Title IX regarding female participation in athletics, while all of the high schools are out of compliance. The district also submitted athletic participation monitoring forms for each of the schools.</p> <p><b>Corrective Action Plans:</b> The district submitted corrective action plans to address underrepresentation of females in athletics for all of the schools that are out of compliance.</p> <p><b>Notes:</b> North Port High School Included participation in competitive cheerleading, which is not accepted by The Office of Civil Rights (OCR) towards Title IX compliance at this time.</p> <p><b>Action Required:</b> The district should continue to monitor participation in athletics. The schools should submit updates to the corrective action plans in the 2019-20 Equity Update. Additionally, the district should submit only one Athletic Compliance Verification Form signed by the Superintendent indicating whether or not the district is in compliance.</p>	2019-20 Equity Update	Al Harayda	
<p><b>PART V: EMPLOYMENT EQUITY</b> Title VI and the Florida Educational Equity Act allow school districts to implement affirmative actions to overcome the effects of prior discrimination or conditions which resulted in limiting participation by persons of a particular color, race or national origin. OEEQ reviewed 2018-19 employment data for the district's administrative and instructional positions to identify underrepresentation of minority employees.</p> <p><b>Employment Data Submitted:</b> Yes. Black and Hispanic employees are underrepresented in administrative and faculty positions, while male employees are underrepresented in faculty positions.</p> <p><b>Strategies to Address Underrepresentation:</b> The district did not submit strategies to address underrepresentation of minority employees in administrative and faculty positions.</p> <p><b>Action Required:</b> The district should develop strategies to address underrepresentation of minority and male employees in administrative and faculty positions, and submit the strategies in the 2019-20 Equity Update.</p>	2019-20 Equity Update	Al Harayda	

**2019-20 MONITORING WORK PLAN  
BASED ON THE 2018-19 FEEA UPDATE**

**Agency: SARASOTA COUNTY SCHOOL DISTRICT**

Description of Agency Action Needed or Clarification Needed	Due Date	Contact Person	MONITORING RECORD: Include contact date and type, person contacted, materials reviewed and evaluation
<p><b>PART VI: SINGLE-SEX SCHOOLS AND CLASSES</b> N/A</p>			
<p><b>PART VII: PREGNANT AND PARENTING STUDENTS</b> The district was asked to provide information regarding educational access for pregnant and parenting students to ensure that they are provided comparable educational services in compliance with the requirements of Title IX and Section 1003.54, F.S.</p> <p><b>Does the district operate separate programs for pregnant/parenting students? The district reported that pregnant or parenting students may remain in their zoned school or attend one of the two center schools for pregnant and parenting students. Riverview and North Port High Schools offer on-site childcare and other services are provided. Students may also attend Suncoast Technical Center and/or take on-line learning courses. Ancillary services and transportation are provided for all pregnant and parenting students in the Teenage Parent Program.</b></p> <p><b>Action Required:</b> The district should continue to ensure that pregnant and parenting students are given access to the same curricular and extra-curricular activities and programs as other students.</p>	<p>2019-20 Equity Updates</p>	<p>Al Harayda</p>	

**PART III: STUDENT PARTICIPATION**

**EVALUATION OF METHODS AND STRATEGIES:**

**(1) Grades 9-12, Advanced Placement (AP), IB and AICE**

**Grades 9-12 Total Enrollment 2019-20 (13,569)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
63%	8%	21%	3%
(8,551)	(1,055)	(2,850)	(470)

Whites In AP/IB/AICE 2015-16	Whites In AP/IB/AICE 2016-17	Whites In AP/IB/AICE 2017-18	Whites In AP/IB/AICE 2018-19	Whites In AP/IB/AICE 2019-20
30%	35%	35%	37%	42%
(2,736)	(3,104)	(3,064)	(3,250)	(3,599)

White Males In AP/IB/AICE 2015-16	White Males In AP/IB/AICE 2016-17	White Males In AP/IB/AICE 2017-18	White Males In AP/IB/AICE 2018-19	White Males In AP/IB/AICE 2019-20
26%	29%	30%	33%	37%
(1,166)	(1,332)	(1,360)	(1,441)	(1,636)

Blacks In AP/IB/AICE 2015-16	Blacks In AP/IB/AICE 2016-17	Blacks In AP/IB/AICE 2017-18	Blacks In AP/IB/AICE 2018-19	Blacks In AP/IB/AICE 2019-20
8%	17%	16%	25%	33%
(93)	(197)	(184)	(268)	(345)

Black Males In AP/IB/AICE 2015-16	Black Males In AP/IB/AICE 2016-17	Black Males In AP/IB/AICE 2017-18	Black Males In AP/IB/AICE 2018-19	Black Males In AP/IB/AICE 2019-20
6%	15%	13%	21%	27%
(34)	(92)	(77)	(119)	(144)

Hispanics In AP/IB/AICE 2015-16	Hispanics In AP/IB/AICE 2016-17	Hispanics In AP/IB/AICE 2017-18	Hispanics In AP/IB/AICE 2018-19	Hispanics In AP/IB/AICE 2019-20
20%	24%	5%	32%	35%
(480)	(608)	(655)	(894)	(1,004)

Hisp. Males In AP/IB/AICE 2015-16	Hisp. Males In AP/IB/AICE 2016-17	Hisp. Males In AP/IB/AICE 2017-18	Hisp. Males In AP/IB/AICE 2018-19	Hisp. Males In AP/IB/AICE 2019-20
18%	22%	21%	28%	32%
(224)	(290)	(280)	(386)	(452)

ELL Students In AP/IB/AICE 2016-17	ELL Students In AP/IB/AICE 2017-18	ELL Students In AP/IB/AICE 2018-19	ELL Students In AP/IB/AICE 2019-20
6%	9%	20%	19%
(27)	(47)	(97)	(88)

**Evidence of Success**

For the 2019-2020 we saw an increase in enrollment in the courses. Since 2015-2016 we have shown improved enrollment in the Black and Hispanic students. The students enrolled in accelerated courses exceed the total high school total enrollment in the subgroups.

**Methods and Strategies**

The IB program at one high school participated in a IB pilot program that is focused on increasing access for minority students. The high schools aligned with the AICE program continue to offer select AICE courses to students who are not pursuing the AICE diploma option with an emphasis on Including any student who demonstrates academic potential. All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration.

**Accountability Measure and Timelines**

- Increase the number of Black students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Hispanic students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Black Male students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Hispanic Male students in grades 9-12 enrolling in AP/IB/AICE courses by 1 percentage points by end of the 2020-2021 school year.

**(2) Grades 9-12, Dual Enrollment (DE)**

**Grades 9-12 Total Enrollment 2019-20 (13,569)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
63%	8%	21%	3%
(8,551)	(1,055)	(2,850)	(470)

Whites In DE 2015-16	Whites In DE 2016-17	Whites In DE 2017-18	Whites In DE 2018-19	Whites In DE 2019-20
11%	11%	12%	11%	7%
(988)	(953)	(1,029)	(977)	(612)

White Males In DE 2015-16	White Males In DE 2016-17	White Males In DE 2017-18	White Males In DE 2018-19	White Males In DE 2019-20
10%	10%	11%	11%	8%
(453)	(460)	(478)	(498)	(327)

Blacks In DE 2015-16	Blacks In DE 2016-17	Blacks In DE 2017-18	Blacks In DE 2018-19	Blacks In DE 2019-20
4%	4%	6%	5%	4%
(46)	(42)	(67)	(57)	(45)

<b>Black Males</b>	<b>Black Males</b>	<b>Black Males</b>	<b>Black Males</b>	<b>Black Males</b>
In DE	In DE	In DE	In DE	In DE
2015-16	2016-17	2017-18	2018-19	2019-20
2%	3%	5%	4%	3%
(14)	(15)	(28)	(20)	(14)
<b>Hispanics</b>	<b>Hispanics</b>	<b>Hispanics</b>	<b>Hispanics</b>	<b>Hispanics</b>
In DE	In DE	In DE	In DE	In DE
2015-16	2016-17	2017-18	2018-19	2019-20
9%	7%	9%	9%	7%
(206)	(177)	(242)	(255)	(192)
<b>Hisp. Males</b>	<b>Hisp. Males</b>	<b>Hisp. Males</b>	<b>Hisp. Males</b>	<b>Hisp. Males</b>
In DE	In DE	In DE	In DE	In DE
2015-16	2016-17	2017-18	2018-19	2019-20
7%	8%	9%	9%	8%
(91)	(99)	(118)	(122)	(106)
	<b>ELL Students</b>	<b>ELL Students</b>	<b>ELL Students</b>	<b>ELL Students</b>
	In DE	In DE	In DE	In DE
	2016-17	2017-18	2018-19	2019-20
	2%	2%	4%	4%
	(10)	(10)	(18)	(17)

### **Evidence of Success**

For the 2019-2020 school year we saw a decline in our enrollment in the courses. We did however see an increase in the number of students accessing IB/AICE/AP courses.

### **Methods and Strategies**

Communication has been a key to success in this area. Schools offer parent nights for families interested in DE and communication takes place via social media regarding opportunities. In addition, we have partnered with three post-secondary institutions to provide a variety of opportunities at schools the high schools, on the post-secondary campuses, and through online learning. All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration. Our local state college denied us the ability to offer their courses on our high school campuses. We were able to establish a partnership with a different local university; however, the admission requirements are increase.

### **Accountability Measure and Timelines**

- Increase the number of Black students in grades 9-12 enrolling in DE courses by 1 percentage points by end of the 2020 - 2021 school year.
- Increase the number of Hispanic students in grades 9-12 enrolling in DE courses by 1 percentage points by end of the 2020 - 2021 school year.

- Increase the number of Black Male students in grades 9-12 enrolling in DE courses by 1 percentage points by end of the 2020 - 2021 school year.
- Increase the number of Hispanic Male students in grades 9-12 enrolling in DE courses by 1 percentage points by end of the 2020 - 2021 school year.

**(3) Grades 9-12, All Level 3 courses (including AP, IB, AICE, DE and honors)**

**Grades 9-12 Total Enrollment 2019-20 (13,569)**

<i>White</i>	<i>Black</i>	<i>Hispanic</i>	<i>ELL Students</i>
63%	8%	21%	3%
(8,551)	(1,055)	(2,850)	(470)

Whites	Whites	Whites	Whites	Whites
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
66%	70%	68%	74%	76%
(5,904)	(6,231)	(5,957)	(6,424)	(6,507)

White Males	White	White	White	White
All Level 3	Males	Males	Males	Males
2015-16	All Level 3	All Level 3	All Level 3	All Level 3
2016-17	2016-17	2017-18	2018-19	2019-20
62%	67%	64%	71%	73%
(2,834)	(3,051)	(2,877)	(3,122)	(3,197)

Blacks	Blacks	Blacks	Blacks	Blacks
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
31%	41%	39%	49%	57%
(361)	(469)	(445)	(529)	(599)

Black Males	Black Males	Black Males	Black Males	Black Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
27%	36%	37%	46%	48%
(167)	(214)	(219)	(258)	(258)

Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
49%	57%	55%	63%	69%
(1,180)	(1,428)	(1,446)	(1,727)	(1,951)

Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males	Hisp. Males
All Level 3	All Level 3	All Level 3	All Level 3	All Level 3
2015-16	2016-17	2017-18	2018-19	2019-20
46%	55%	50%	60%	65%

(572)	(711)	(670)	(823)	(921)
	ELL Students	ELL Students	ELL Students	ELL Students
	All Level 3 2016-17	All Level 3 2017-18	All Level 3 2018-19	All Level 3 2019-20
	32% (147)	30% (151)	46% (222)	47% (222)

**Evidence of Success**

The students enrolled in accelerated courses exceed the total high school total enrollment in the subgroups.

**Methods and Strategies**

All schools monitor acceleration data quarterly, to ensure that all students are provided the opportunity to participate in acceleration. In addition, we are working to expand the CTE offerings and remove barriers that prevent able students from taking certain courses.

**Accountability Measure and Timelines**

- Increase the number of Black students in grades 9-12 enrolling in Level 3 courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Hispanic students in grades 9-12 enrolling in Level 3 courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Black Male students in grades 9-12 enrolling in Level 3 courses by 1 percentage points by end of the 2020-2021 school year.
- Increase the number of Hispanic Male students in grades 9-12 enrolling in Level 3 courses by 1 percentage points by end of the 2020-2021 school year.