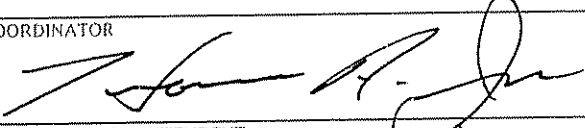
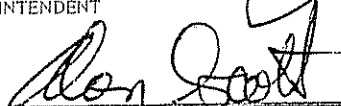


THE SCHOOL DISTRICT OF ESCAMBIA COUNTY Human Resource Services		SCHOOL BOARD AGENDA EXECUTIVE SUMMARY	
FILE 2010-2011 Annual Equity Report		Submitted by: Horace A. Jones Coordinator Affirmative Action	
PERIOD OF GRANT/CONTRACT/REQUEST 2010-2011 school year	FUNDING SOURCE N/A	PROJECT COORDINATOR AND DEPARTMENT Dr. Alan Scott Assistant Superintendent Human Resource Services	
AMOUNT OF FUNDING REQUEST N/A		TOTAL PROJECT N/A	
PURPOSE To update the Board on compliance with the Florida Educational Equity Act.			
IMPLEMENTATION PLAN The Florida Educational Equity Act mandates that students and employees should not be discriminated against. The annual Equity Update is a reporting tool that enables the OEA to monitor and ensure that provisions of the laws are adhered to, and that educational resources are equitably distributed.			
PARTICIPATING SCHOOLS/AGENCIES Escambia County School District			
ACTION REQUIRED Request School Board Approval			
STRATEGIC ALIGNMENT GOAL: P.1.: Retain and Select a Viable Competent Work Force			
COORDINATOR 		DATE 6/8/11	
ASSISTANT SUPERINTENDENT 		DATE 6/8/11	DATE OF BOARD APPROVAL

FLORIDA EDUCATIONAL EQUITY ACT

ESCAMBIA COUNTY SCHOOL DISTRICT

2010-2011 ANNUAL UPDATE

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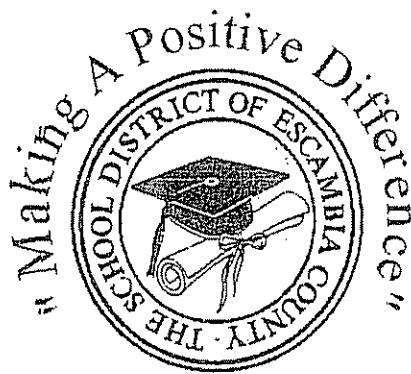
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PART I

PROCEDURAL REQUIREMENTS



POLICY OF NONDISCRIMINATION

School Board Rule 6gx17-1.17(1) The Board does not unlawfully discriminate against any person on the basis of gender, age, race, religious creed, color, sexual orientation, marital status, national origin, or disability in the educational programs or activities which it operates or in the employment of personnel and does not tolerate any such discrimination. Complaints alleging violation of this policy shall be made to the Equal Employment Officer (EEO) at 75 North Pace Boulevard, Pensacola, Florida 32505.

EQUAL EMPLOYMENT OFFICER

Mr. Horace A. Jones
Affirmative Action, Teacher Recruitment
75 North Pace Boulevard
Pensacola, Florida 32505
Phone 850/469-6102
Fax 850/469-6176
Email HJones@escambia.k12.fl.us

CHAPTER 1 - ADMINISTRATION

1.17 NONDISCRIMINATION

- (1) The Board does not unlawfully discriminate against any person on the basis of gender, age, race, religious creed, color, sexual orientation, marital status, national origin, or disability in the educational programs or activities which it operates or in the employment of personnel and does not tolerate any such discrimination. Complaints alleging violation of this policy shall be made to the Equal Employment Officer (EEO) at 75 North Pace Boulevard, Pensacola, Florida 32505.
- (2) Any person, student or employee who believes that he or she has suffered unlawful discrimination or harassment shall immediately report the incident(s) to his or her teacher, guidance counselor, coach, dean, assistant principal, principal, Equal Employment Officer, or Assistant Superintendent of Human Resource Services.
- (3) The formal complaint procedure shall be started by filing a written or oral complaint as set forth below within sixty (60) days of the alleged discriminatory act. The EEO shall be responsible for making a thorough investigation of the matter and making recommendations for remedial or affirmative action.
 - A. All information gathered will remain confidential until conclusion of the investigation. An alleged victim of employment discrimination who does not file a complaint may request that all records relating to the allegation of employment discrimination be designated confidential and exempt from public disclosure.
 - B. Step 1
 1. The complainant shall present the matter in writing or orally to the EEO stating:
 - a. The nature of the problem;
 - b. The date, time and location of the alleged discrimination;
 - c. The persons involved; and
 - d. Efforts, if any and results to solve the problem prior to filing the written complaint
 2. The EEO shall provide the respondent with a copy of the complaint. Within ten days of the receipt of the complaint, the EEO shall notify the complainant, respondent, and the immediate supervisor, in writing of the recommendation for resolving the matter. If the complaint is resolved and no further action is requested in writing or orally within five days of

CHAPTER 1 - ADMINISTRATION

receipt of the Step 1 recommendation, the matter shall be considered closed.

C. Step 2

1. The complainant may in writing or orally to the EEO request a conference within five (5) days of receipt of the Step 1 recommendation. This conference shall be held within ten days after the receipt of the written/oral request. The following shall attend:
 - a. The Superintendent or designee;
 - b. The complainant;
 - c. EEO;
 - d. The immediate supervisor or designee; and
 - e. A person mutually agreed upon by the respondent and the EEO.
2. Within five (5) days following the conference, the Superintendent or designee shall notify the complainant and respondent in writing by hand delivery or certified mail the recommendation for resolving the matter.
3. If the complainant is dissatisfied with the Step 2 response, he or she may resort to whatever legal or equitable remedies may be available.

(4) For purposes of this policy, the following terms are defined:

- A. Complaint - A problem, dispute, or disagreement regarding discrimination which cannot be resolved informally. The complaint procedure may be used by any complainant who feels aggrieved or who feels that there has been a violation, misinterpretation, or inequitable application of any policy, procedure, or practice.
- B. Complainant - Any person filing a complaint.
- C. Respondent - The employee allegedly committing the discriminatory act or omission.
- D. Immediate Supervisor - The immediate up-line administrator above the respondent.
- E. EEO - The employee designated to coordinate the Board's effort to comply with and carry out its responsibility for nondiscrimination.
- F. Day - Any calendar day excluding Saturday, Sunday, and holidays.

(5) Extension of any time limits prior to a request for hearing being filed may be granted by the EEO only for circumstances beyond the control of the complainant or the respondent.

(6) No person shall retaliate or in any way discriminate against any person for filing a complaint or participating in an investigation of a complaint. The complainant maintains the right to utilize other appropriate legal or administrative remedies available.

CHAPTER 1 - ADMINISTRATION

- (7) The Board shall not knowingly do business with anyone who has been found to unlawfully discriminate against any person based on gender, age, race, religious creed, color, marital status, sexual orientation, national origin, or disability. Complaints alleging such discrimination by a District contractor, vendor, operator or sponsor must be addressed to the appropriate state or federal agency or court, on which the District relies for making such findings. The District does not make such determinations even though it may require affidavits of compliance.

Statutory Authority: Sections 1000.05; 1012.22; 760.08; 760.10, F.S.

Law Implemented: Sections 1000.05; 1012.22; 760.08; 760.10, F.S.; Title IX of the Educational Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, U.S.C.; Title VI of the Civil Rights Act of 1964.

History: New 10/23/90. Amended 2/22/94; 10/25/94; 6/13/00; 11/20/01; 06/16/03; 04/20/04; 05/17/05; 03/18/08; 11/16/10.

CHAPTER 2 – HUMAN RESOURCE SERVICES

2.05 ETHICS

- (1) The Code of Ethics adopted by the Board shall be the code and principles for all employees. In addition to the Code of Ethics, employees covered by other regulatory agencies or boards are subject to their established codes and principles. It shall be the responsibility of each employee to become thoroughly familiar with the provisions of the codes and principles.

- (2) Non-School Employment

Personnel shall not accept employment which conflicts or interferes with the performance of their assigned duties and responsibilities to the Board, unless approved in advance by the Superintendent or designee. The District does not authorize nor will it be held liable for the use of the District background screening requirement for employment purposes outside of the District.

- (3) Tutoring

Tutoring is a learning or instructional activity which is not part of the assigned duties of instructional personnel. Instructional personnel shall neither tutor students for a fee on Board property nor grant students credit or promotion for being tutored. Instructional personnel providing supplemental educational services (SES) pursuant to an outside contract with an authorized SES provider shall not be precluded from providing such services to students on Board property for a fee, provided that such fee is paid solely by the SES provider. Instructional personnel who are hired to provide SES shall not render such services to students currently enrolled in their regular classes or for that portion of the day in which the instructional personnel are under contract with the Board.

- (4) Psychological or educational testing and/or evaluations of students for a fee by District personnel is prohibited.

- (5) Unlawful Discrimination and Harassment

- A. Personnel shall not unlawfully discriminate against anyone on the basis of race, color, religious creed, gender, sexual orientation, national origin, age, disability or marital status in the admission or access to employment, employment opportunities, or instructional programs or activities.
- B. Personnel shall not tolerate harassment of employees or students on the basis of race, color, religious creed, gender, sexual orientation, national origin, age, disability or marital status. Harassment is defined as:

CHAPTER 2 – HUMAN RESOURCE SERVICES

1. Unwelcome sexual advances;
 2. Requests for sexual favors;
 3. Slurs;
 4. Innuendos; or
 5. Verbal or physical conduct reflecting on an individual's race, color, religion, sexual orientation, national origin, age, disability or marital status which has the purpose or effect of creating an intimidating, hostile or offensive educational or work environment. Verbal or physical conduct of a sexual nature constitutes harassment when:
 - a. Submission to the conduct is made either an explicit or implicit condition of employment or educational opportunities;
 - b. Submission to or rejection of the conduct is used as the basis for an employment decision affecting the harassed person; or
 - c. The conduct has the purpose or effect of unreasonably interfering with the person's work performance or creates an intimidating, hostile or offensive work environment.
- C. Any person, student, or employee who believes that he or she has suffered unlawful discrimination or harassment shall immediately report the incident(s) to his or her teacher, supervisor, guidance counselor, coach, dean, assistant principal, principal, the EEO Officer, the Assistant Superintendent of Human Resource Services, the Deputy Superintendent, or the Superintendent.
- D. The District shall immediately investigate reports of alleged unlawful discrimination and harassment and shall attempt to resolve same. In determining whether the alleged conduct constitutes unlawful discrimination or harassment, the totality of the circumstances, the nature of the discrimination or harassment, and the context in which the alleged incident occurred will be considered. A report recommending an appropriate resolution and discipline, if any, shall be made to the Superintendent with copies being sent to the complainant and the accused. The Superintendent shall take action and/or recommend to the Board immediate and appropriate action when the discipline, if warranted, exceeds the Superintendent's authority.
- E. Unlawful discrimination and harassment are major offenses which will result in disciplinary action. Personnel found to have unlawfully discriminated against or harassed any student or employee shall be subject to disciplinary action up to and including termination of employment, regardless of the offender's station in the District.

CHAPTER 2 – HUMAN RESOURCE SERVICES

- (6) Ethical conduct requires all instructional and administrative personnel as defined in Section 1012.01, F.S., to complete training on the reporting of child abuse and educator misconduct. It is the duty of all employees to report alleged misconduct by other instructional personnel and school administrators which affects the health, safety or welfare of students. Individuals who report are granted immunity from liability under Sections 39.203 and 768.095, F.S. The District, the Board or any of their employees may not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel, school administrators, other personnel or administrators who resign in lieu of termination based in whole or in part on misconduct that affects the health, safety or welfare of a student. The District, the Board or any of their employees may not provide employment references or discuss the personnel's or administrator's performance with prospective employers in another educational setting without disclosing the employee's or administrator's misconduct. Instructional personnel and administrators who fail to report misconduct which affects the health, safety or welfare of a student, are subject to termination and forfeiture of certification.

Statutory Authority:	Chapter 120, 440, and 1012 and Sections 39.203; 435.04; 768.095; 1000.05; 1001.10; 1001.32 to 1001.54; 1002.20; 1002.311; 1003.02; 1003.02; 1003.32; 1006.061; 1006.147, F.S.
Law Implemented:	Chapter 120, 440, and 1012 and Sections 39.203; 435.04; 768.095; 1000.05; 1001.10; 1001.32 to 1001.54; 1002.20; 1002.311; 1003.02; 1003.02; 1003.32; 1006.061; 1006.147, F.S.
History:	New 11/27/90. Revised/Amended 02/22/94; 11/20/01; 09/23/03; 10/26/04; 05/17/05; 01/17/06; 10/21/08; 11/17/09; 02/15/11.

CHAPTER 7 – STUDENTS

7.11 STUDENTS WITH SERIOUS COMMUNICABLE DISEASES

- (1) Serious communicable diseases include but are not limited to Acquired Immune Deficiency Syndrome (AIDS), contracted from Human Immunodeficiency Virus (HIV), and other communicable diseases such as Hepatitis B and Meningitis. School health personnel will work in conjunction with the Escambia County Health Department (ECHD) to develop and refine guidelines for parent notification case findings and District response to communicable diseases. Information regarding these guidelines are available on the Health Services' web page: <http://ese.escambia.k12.fl.us/eval/health/health.htm>.
- (2) Whenever the Superintendent receives information believed to be reliable that a student has a serious communicable disease, the Superintendent, through his designee, shall then relate the information to the ECHD. The ECHD shall gather such additional information regarding the report as is available through the resources of the ECHD and its access to the subject student. The ECHD shall then immediately release to the Superintendent's designee all such information relative to the subject student and the report unless otherwise prohibited by law. Upon receipt of information on the subject student by the ECHD, the Superintendent may, after appropriate medical consultation, request the student to be tested for serious communicable diseases by a physician who is licensed to practice medicine in this state and who is approved by the Superintendent. Additionally, the Superintendent or the designee may request access to the student's medical records to the extent necessary to determine whether the student has a serious communicable disease. The reasonable cost of such testing and accessing of information shall be paid by the Board.
- (3) If the student identified in paragraph (2) above based on available information is reasonably believed to have a serious communicable disease and is believed to represent a significant risk of communicating that disease to others in the usual school environment, then such student shall immediately and temporarily be placed in an appropriate alternate education program until such time as an Individual Educational Plan is approved by the Superintendent as hereinafter provided.
- (4) For any student identified as set forth in paragraph (3) above, a Case Conference Committee shall be convened expeditiously and shall function pursuant to the procedures set forth below:
 - A. A student's Case Conference Committee shall be composed of the Director of Exceptional Student Education, the District Coordinator of School Health Services, the student's physician and/or attorney (if requested by the student or his parents), the medical director of the ECHD or his/her designee, the student's principal, and any other Board personnel, medical or other consultant, deemed

CHAPTER 7 – STUDENTS

appropriate by the Superintendent. The Superintendent shall appoint the committee chairperson. Should the student or the student's parents request the student's physician and/or attorney to participate in the Case Conference Committee as provided above, it shall be the student's physician's and/or attorney's responsibility, upon reasonable notice, to attend such Case Conference committee meetings as are scheduled. The unavailability or absence of the student's physician and/or attorney after reasonable notice will not preclude the Case Conference Committee from proceeding with formulating recommendations for an Individual Instruction Program for the student. The student's parents or guardian shall be permitted to attend the Case Conference Committee's meetings.

- B. Pertinent information to be examined by the Case Conference Committee shall include but not be limited to age; behavior; neurological, physical, emotional, and medical condition; educational performance in school; educational evaluations; and the risks and benefits to the student and other individuals who are in contact with the student in school.
- (5) The Individual Educational Plan for the student shall identify the educational instructional delivery mode and shall follow the appropriate scope and sequence of student performance standards adopted by the Board. The following delivery systems shall be considered:
- A. Normal classroom attendance where same can be accomplished without significant risk to the health of the student or those students with whom the subject student would come in contact.
 - B. The least restrictive environment shall be determined as one accomplished without significant risk to the health of the student or those with whom the student would come in contact. The least restrictive environment may include, when appropriate, a homebound or hospitalized program utilizing available education resources to provide the student with a free appropriate public education while providing to Board personnel adequate protection against communicability or serious disease.
- (6) The Individual Instructional Program formulated and recommended by the student's Case Conference Committee shall be submitted to the Superintendent for approval before implementation.
- (7) A re-evaluation of the student's medical condition shall occur every sixty (60) days or sooner if medically appropriate. The examination to ascertain the student's medical condition shall be performed by a physician licensed to practice medicine in the state who

CHAPTER 7 – STUDENTS

is approved by the Superintendent at the expense of the Board. The results of the examination shall be reviewed by the Case Conference Committee. Any modification of the educational setting and/or programming as a result of such re-evaluation shall be implemented as soon as possible.

- (8) The responsibility of the Case Conference Committee and the implementation of an Individual Educational Plan for the student terminate only at such time as a physician, licensed to practice medicine in the state who is approved by the Superintendent, certifies that the student no longer has a serious communicable disease and/or may return to his/her regular school program without significant risk to the health of the student or those students with whom the subject student would come in contact.
- (9) The confidentiality of the student's record shall be maintained pursuant to Section 1002.22, F.S., and "Management of Medical Records and Health Information Memorandum of Agreement between The Board of Escambia County, Florida, and the Florida Department of Health Escambia County Health Department." Members of the Case Conference Committee shall have access to the student's record for formulating recommendations for or modifications of the Individual Educational Plan for the student.
- (10) The Superintendent shall periodically provide the Board statistics concerning the implementation of this rule.
- (11) HIV/AIDS Policy
 - A. The District strives to protect the safety and health of children and youth in our care, as well as their families, our employees, and the general public. Staff members cooperate with public health authorities to promote these goals. The evidence is overwhelming that the risk of transmitting a Human Immunodeficiency Virus (HIV) is extremely low in school settings when standard precautions are followed. The presence of a person living with HIV infection or diagnosed with Acquired Immune-Deficiency Syndrome (AIDS) poses no significant risk to others in school, day care, or school athletic settings.
 - 1. Definitions
 - a. Human Immunodeficiency Virus (HIV)
 - i. A virus that causes progressive immune deficiency
 - b. Autoimmune Deficiency Syndrome (AIDS)

CHAPTER 7 – STUDENTS

- i. A syndrome (group of symptoms) is characterized by life-threatening infectious diseases and certain cancers that occur due to progressive immune deficiency caused by HIV infection.

B. School Attendance

1. A student with HIV infection has the same right to attend school and receive services as any other student and will be subject to the same rules and policies. HIV infection will not factor into decisions concerning class assignments, privileges, or participation in any school-sponsored activity. A student will be assigned to a regular classroom.
2. The Superintendent or designee will determine the educational placement of a student with special needs on a case-by-case basis by following established policies and procedures for students with chronic health problems or students with disabilities. The Superintendent or his designee must consult with the student's physician and parent or guardian; respect the student and family's privacy rights; and reassess the placement if there is a change in the student's need for accommodations or services.

C. Privacy

1. Pupils are not required to disclose HIV infection status to anyone in the education system. HIV antibody testing is not required for any purpose.
2. No information regarding a student's HIV status will be divulged to any individual or organization without a COURT ORDER, or the HIV specific-informed, consent of the person with HIV infection (the parent or guardian of a legal minor or authorized person). The consent must be in writing, identify the person by name to whom the information is given, state the purpose for disclosure, and signed and dated by the HIV infected person or other authorized person.
3. Every employee has a duty to treat, as highly confidential, any knowledge or speculation concerning the HIV status of a student.

Violation of medical privacy is cause for disciplinary action, criminal prosecution, and/or personal liability for a civil suit.

CHAPTER 7 – STUDENTS

4. All health records, notes, and other documents that reference a student's HIV status will be kept CONFIDENTIAL. Access to confidential records is limited to persons identified in writing by the HIV infected person (parent/guardian or authorized person), and to emergency medical personnel in the event of exposure to the HIV infected person's blood or body fluids to which Universal precautions apply. Information regarding HIV status will not be added to a student's permanent educational or health record without written consent.
5. School staff members will always strive to maintain a respectful school climate and not allow physical or verbal harassment of any individual or group by another individual or group. This harassment includes taunts directed against a student living with HIV infection, perceived as having HIV infection, or associated with someone with HIV infection.

D. Infection Control

1. All employees are required to follow Universal Precautions consistently in all settings and at all times, including playgrounds and school buses. Schools will operate according to the standards promulgated by the U.S. Occupational Health and Safety Administration for the prevention of blood-borne infections. Equipment and supplies needed to apply the infection control guidelines will be maintained and kept reasonably accessible. Risk Management will implement the precautions and investigate, correct and report on instances of lapses.
2. A school staff member is expected to alert the District's Health Services Coordinator if a student's health condition or behavior presents a reasonable risk of transmitting any infection. If a situation occurs at school in which a person might have been exposed to an infectious agent, such as blood-to-blood contact, school authorities will counsel that person (or, if a minor, alert a parent or guardian) to seek appropriate medical evaluation.

E. HIV and Physical Education & Athletics

1. The privilege of participating in physical education classes, athletic programs, competitive sports, and recess is not conditional on a student's HIV status. School authorities will make reasonable accommodations to allow students living with HIV infection to participate in school-sponsored physical activities.

CHAPTER 7 – STUDENTS

2. All employees must consistently adhere to infection control guidelines in locker rooms and in all play and athletic settings. District-developed physical education curriculum materials and athletic handbooks will reflect these guidelines. First aid kits must be on hand at every athletic event.
3. Student orientation about safety on the playing field will include guidelines to avoid HIV infection.

F. HIV Prevention Education

1. The goal of HIV prevention education is to promote healthful living and effectively instruct students how to avoid exposure to HIV. Instruction in HIV education may include but not limited to the known modes of transmission, signs and symptoms, behavioral and medical risk factors associated with HIV, and means used to prevent and control the spread of HIV. The instruction shall be appropriate to the grade and age of the student and shall reflect current theory, knowledge, and practice regarding HIV and its prevention.

Throughout instruction in HIV, a school shall

- a. provide instruction that includes human sexuality and that all school-age children are expected to abstain from sexual activity outside of marriage and teach the benefits of marriage and monogamy.
- b. emphasize that abstinence from sexual activity is a certain way to avoid unplanned pregnancy, sexually transmitted diseases, including HIV, and other associated health problems.
- c. teach that each student has the power to control personal behavior and encourage students to base actions on reasoning, self-esteem, and respect for others.
- d. provide instruction material that is appropriate for the grade and age of the student, Section 1003.46, F.S.
- e. parents and guardians will have convenient opportunities to preview all HIV prevention curricula and materials. School staff members will assist parents or guardians who ask for help in discussing HIV infection with their children. A parent or guardian may submit a written request to the principal that a child is not to receive specific HIV instruction.

CHAPTER 7 – STUDENTS

- f. the education system will endeavor to cooperate with HIV prevention efforts in the community that address out-of-school youth and youth in situations that put them at high risk of acquiring HIV.

G. Related Services

Students will have access to voluntary, confidential, age and developmentally appropriate counseling about matters related to HIV infection. School administrators will maintain confidential linkage and referral mechanisms to facilitate voluntary student access to appropriate HIV counseling and testing programs and to other HIV-related services for voluntary student use.

(12) Staff Development

All school staff members will participate in a planned blood-borne pathogen education program that conveys factual and current information; provides guidance on infection control procedures; informs about current law and state, district, and school policies concerning blood-borne pathogens; and assists staff to maintain productive parent and community relations. Certain employees will also receive additional specialized training as appropriate to their positions and responsibilities.

(13) General Provisions

This policy is effective immediately upon adoption. In accordance with the established policy review process, or at least every three (3) years, the District Health Service Coordinator and the Protection Services Department will report on the accuracy, relevance, and effectiveness of this policy and, when appropriate, provide recommendations for improving and/or updating the policy.

Statutory Authority: Sections 1001.32; 1001.41-43; 1003.02; 1003.31-32, F.S.

Law Implemented: Sections 1001.41-43; 1002.20; 1003.02; 1003.31-32; 1003.42; 381.981, F.S.

History: Revised/Amended: 05/22/90; 06/23/92; 11/20/01; 09/20/05; 01/22/08; 01/20/09; 05/18/10

PART II

INCOMPLETE ITEMS

THERE ARE NO INCOMPLETE ITEMS.

PART III

EVALUATION OF METHODS AND STRATEGIES

Grade 8 Total Enrollment 2010-11 (3,018)

White 49% (1,478) Black 36% (1,082) Hispanic 5% (143)

Whites	Whites	Whites	Whites	Whites
In Algebra I	In Algebra I	In Algebra I	In Algebra I	In Algebra I
2006-07	2007-08	2008-09	2009-10	2010-11
23%-(408)	21%-(355)	21%-(341)	23%-(368)	24%-(351)

Blacks	Blacks	Blacks	Blacks	Blacks
In Algebra I	In Algebra I	In Algebra I	In Algebra I	In Algebra I
2006-07	2007-08	2008-09	2009-10	2010-11
9%-(110)	10%-(100)	6%-(67)	7%-(78)	10%-(105)

Hispanics	Hispanics	Hispanics	Hispanics	Hispanics
In Algebra I	In Algebra I	In Algebra I	In Algebra I	In Algebra I
2006-07	2007-08	2008-09	2009-10	2010-11
17%-(15)	21%-(19)	14%-(13)	14%-(10)	18%-(26)

2010-2011

INCREASE THE NUMBER OF BLACK AND HISPANIC STUDENTS ENROLLED IN 8TH GRADE ALGEBRA I, BY 3%.

EVIDENCE OF SUCCESS

THE GAP BETWEEN BLACK AND WHITE STUDENTS ENROLLED IN 8TH GRADE ALGEBRA I, FROM 2006-2007 TO 2010-2011, REMAINED AT 14%. THE PERCENTAGE OF BLACK STUDENTS ENROLLED INCREASED 1% FROM 2006-2007 TO 2010-2011, AND INCREASED 3% FROM 2009-2010 TO 2010-2011.

THE GAP BETWEEN HISPANIC AND WHITE STUDENTS REMAINED AT 6% FROM 2006-2007 TO 2010-2011. THE PERCENTAGE OF HISPANICS ENROLLED INCREASED 1% FROM 2006-2007 TO 2010-2011, AND INCREASED 4% FROM 2009-2010 TO 2010-2011.

2011-2012 ACCOUNTABILITY MEASURES

INCREASE THE NUMBER OF BLACK AND HISPANIC STUDENTS ENROLLED IN 8TH GRADE ALGEBRA I, BY 3%.

METHOD & STRATEGIES 2010-2011

SCHOOLS WILL CONTINUE TO UTILIZE THE 2009-2010 METHODS & STRATEGIES.

MIDDLE & HIGH SCHOOLS WILL IMPLEMENT THE AVID PROGRAM (ADVANCEMENT VIA INDIVIDUAL DETERMINATION). THIS PROGRAM WILL IDENTIFY UNDERACHIEVING STUDENTS AND ENCOURAGE THEM TO SELECT MORE RIGOROUS COURSES.

THREE OF OUR MIDDLE SCHOOLS ARE PARTICIPATING IN TRAINING THROUGH THE SREB (SOUTHERN REGIONAL EDUCATION BOARD). HERE IS SOME INFORMATION ABOUT THIS ENDEAVOR:

THE SOUTHERN REGIONAL EDUCATION BOARD'S MIDDLE GRADES INITIATIVE IS DESIGNED TO HELP STATES, DISTRICTS AND SCHOOLS LOOK AT WHAT THEY EXPECT, WHAT THEY TEACH AND HOW THEY TEACH YOUNG ADOLESCENTS TO PREPARE FOR SUCCESS IN FURTHER EDUCATION.

MAKING MIDDLE GRADES WORK

AN ENHANCED DESIGN TO GET ALL STUDENTS TO STANDARDS

MAKING MIDDLE GRADES WORK (MMGW) IS ABOUT IMPROVING STUDENT ACHIEVEMENT IN THE CRITICAL MIDDLE GRADES. IT IS AN EFFORT-BASED SCHOOL IMPROVEMENT INITIATIVE FOUNDED ON THE CONVICTION THAT MOST STUDENTS CAN MASTER RIGOROUS ACADEMIC STUDIES IF SCHOOLS CREATE AN ENVIRONMENT THAT MOTIVATES THEM TO MAKE THE EFFORT TO SUCCEED. STUDENTS ARE MOTIVATED TO ACHIEVE AT HIGH LEVELS WHEN:

- THEY LEARN A RIGOROUS ACADEMIC CORE TAUGHT IN WAYS THAT ENABLES THEM TO SEE THE USEFULNESS OF THEIR STUDIES.
- THERE ARE SUPPORTIVE RELATIONSHIPS BETWEEN STUDENTS AND ADULTS. THESE RELATIONSHIPS PROVIDE STUDENTS WITH THE EXTRA HELP AND SUPPORT THEY NEED TO MEET CHALLENGING COURSE STANDARDS AND MAKE SUCCESSFUL TRANSITIONS FROM ELEMENTARY SCHOOLS TO THE MIDDLE GRADES AND FROM THE MIDDLE GRADES TO HIGH SCHOOL.

□ TEACHER ADVISORS IN MIDDLE GRADE SCHOOLS WORK WITH PARENTS AND STUDENTS TO SET GOALS AND SELECT RIGOROUS COURSES THAT PREPARE STUDENTS FOR COLLEGE-PREPARATORY CLASSES IN HIGH SCHOOL.

□ SCHOOL LEADERSHIP FOCUSES ON SUPPORTING WHAT AND HOW TEACHERS TEACH BY PROVIDING COMMON PLANNING TIME AND PROFESSIONAL DEVELOPMENT ALIGNED WITH SCHOOL IMPROVEMENT PLANS AND THE *MMGW* KEY PRACTICES.

THESE CONDITIONS CREATE AN ENVIRONMENT WHERE MORE STUDENTS AND THEIR PARENTS RECOGNIZE THAT THE MIDDLE GRADES MATTER AND WHERE MORE STUDENTS BECOME INDEPENDENT LEARNERS ABLE TO SET FUTURE EDUCATIONAL GOALS AND CHOOSE COURSES TO ACHIEVE THOSE GOALS. IN AN ERA OF RISING WORKPLACE REQUIREMENTS, RECEIVING A GOOD HIGH SCHOOL EDUCATION IS MORE IMPORTANT NOW THAN AT ANY PREVIOUS TIME. RESPONSIBILITY RESTS WITH MIDDLE GRADES SCHOOLS TO PREPARE STUDENTS FOR RIGOROUS HIGH SCHOOL STUDIES THAT IN TURN, PREPARE THEM FOR FURTHER STUDIES AND CAREERS.

THE *MMGW* SCHOOL IMPROVEMENT DESIGN CONSISTS OF A FRAMEWORK OF GOALS, KEY PRACTICES AND KEY CONDITIONS FOR ACCELERATING LEARNING AND SETTING HIGHER STANDARDS. THE *MMGW* RECOMMENDS RESEARCH BASED PRACTICES FOR SCHOOLS TO IMPROVE ACADEMIC AND EXPLORATORY INSTRUCTION AND SUSTAINED STUDENT ACHIEVEMENT. *MMGW* RESEARCH HAS SHOWN THAT SUSTAINED SCHOOL IMPROVEMENT AND STUDENT ACHIEVEMENT OCCURS WHEN STATE, DISTRICT, SCHOOL AND TEACHER LEADERS WORK TOGETHER AND TAKE OWNERSHIP BY ADOPTING THE *MMGW* DESIGN FOR THE SPECIFIC NEEDS OF INDIVIDUAL MIDDLE GRADES SCHOOLS.

2011-2012 METHODS AND STRATEGIES

Revised strategies for FLDOE Annual Educational Equity Act Update

Eighth grade students enrolled in Algebra I:

1. In an effort to support middle school algebra teachers to provide a solid foundation for students' performance in subsequent math courses, the district created a project-based learning community for algebra teachers to discuss, develop, and implement activities and projects that engage students in learning and applying algebra concepts and skills.
2. Middle schools register students for eighth grade mathematics classes using the 7th grade FCAT scores. Schools look at this data along with teacher recommendation for course placement. District oversight of the registration process and a specific analysis of 7th grade FCAT scores for Black and Hispanic students will result in increased enrollment in Algebra I.
3. Schools accept parent waivers for course placement for all students that do not meet the established criteria for advanced math courses. Parents of Black and Hispanic students will be notified of the waiver process.
4. Improve parental communication to parents of Black and Hispanic students of the “safety net” that exists for all eighth grade students who take Algebra I.
5. Informational meetings for parents and students are held by the school teams, feeder schools and district teams to encourage enrollment in more advanced math courses.

Grades 9-12 Total Enrollment 2010-11 (11,477)

White 52% (5,941) Black 34% (3,875) Hispanic 4% (483)

Whites In AP 2006-07 11% (780)	Whites In AP 2007-08 11% (722)	Whites In AP 2008-09 13% (829)	Whites In AP 2009-10 13% (862)	Whites In AP 2010-11 15% (891)
White Males In AP 2007-08 10% (331)	White Males In AP 2008-09 11% (379)	White Males In AP 2009-10 11% (389)	White Males In AP 2010-11 14% (409)	
Blacks In AP 2006-07 2% (106)	Blacks In AP 2007-08 2% (113)	Blacks In AP 2008-09 4% (149)	Blacks In AP 2009-10 4% (151)	Blacks In AP 2010-11 4% (154)
Black Males In AP 2007-08 2% (44)	Black Males In AP 2008-09 3% (52)	Black Males In AP 2009-10 3% (55)	Black Males In AP 2010-11 3% (52)	
Hispanics In AP 2006-07 9% (30)	Hispanics In AP 2007-08 8% (29)	Hispanics In AP 2008-09 13% (42)	Hispanics In AP 2009-10 10% (32)	Hispanics In AP 2010-11 16% (78)
Hisp Males In AP 2007-08 7% (12)	Hisp. Males In AP 2008-09 13% (19)	Hisp Males In AP 2009-10 9% (13)	Hisp Males In AP 2010-11 16% (36)	

Grades 9-12 Total Enrollment 2010-11 (11,477)

White 52% (5,941) Black 34% (3,875) Hispanic 4% (483)

Whites In DE 2006-07 6% (420)	Whites In DE 2007-08 6% (402)	Whites In DE 2008-09 5% (344)	Whites In DE 2009-10 6% (369)	Whites In DE 2010-11 6% (360)
White Males In DE 2007-08 5% (161)	White Males In DE 2008-09 4% (125)	White Males In DE 2009-10 5% (169)	White Males In DE 2010-11 5% (162)	
Blacks In DE 2006-07 1% (38)	Blacks In DE 2007-08 1% (53)	Blacks In DE 2008-09 1% (45)	Blacks In DE 2009-10 2% (72)	Blacks In DE 2010-11 1% (53)
Black Males In DE 2007-08 9% (21)	Black Males In DE 2008-09 1% (19)	Black Males In DE 2009-10 1% (29)	Black Males In DE 2010-11 1% (14)	
Hispanics In DE 2006-07 2% (7)	Hispanics In DE 2007-08 5% (19)	Hispanics In DE 2008-09 4% (11)	Hispanics In DE 2009-10 5% (15)	Hispanics In DE 2010-11 1% (20)
Hisp Males In DE 2007-08 4% (6)	Hisp Males In DE 2008-09 2% (3)	Hisp Males In DE 2009-10 3% (5)	Hisp Males In DE 2010-11 3% (7)	

Grades 9-12 Total Enrollment 2010-11 (11,477)

White 52% (5,941) Black 34% (3,875) Hispanic 4% (483)

Whites In Honors 2006-07 41% (2,934)	Whites In Honors 2007-08 41% (2,806)	Whites In Honors 2008-09 41% (2,647)	Whites In Honors 2009-10 37% (2,379)	Whites In Honors 2010-11 38% (2,230)
White Males In Honors 2007-08 38% (1,330)	White Males In Honors 2008-09 38% (1,275)	White Males In Honors 2009-10 34% (1,141)	White Males In Honors 2010-11 35% (1,053)	
Blacks In Honors 2006-07 20% (903)	Blacks In Honors 2007-08 18% (819)	Blacks In Honors 2008-09 20% (853)	Blacks In Honors 2009-10 17% (708)	Blacks In Honors 2010-11 17% (665)
Black Males In Honors 2007-08 14% (316)	Black Males In Honors 2008-09 16% (343)	Black Males In Honors 2009-10 14% (286)	Black Males In Honors 2010-11 14% (263)	
Hispanics In Honors 2006-07 36% (121)	Hispanics In Honors 2007-08 33% (115)	Hispanics In Honors 2008-09 41% (130)	Hispanics In Honors 2009-10 35% (109)	Hispanics In Honors 2010-11 35% (167)
Hisp. Males In Honors 2007-08 28% (46)	Hisp. Males In Honors 2008-09 38% (58)	Hisp. Males In Honors 2009-10 32% (48)	Hisp. Males In Honors 2010-11 30% (66)	

Grades 9-12 Total Enrollment 2010-11 (11,477)

White 52% (5,941) Black 34% (3,875) Hispanic 4% (483)

Whites In Level 3 2006-07 18% (1,264)	Whites In Level 3 2007-08 18% (1,185)	Whites In Level 3 2008-09 20% (1,299)	Whites In Level 3 2009-10 30% (1,933)	Whites In Level 3 2010-11 33% (1,976)
White Males In Level 3 2007-08 17% (575)	White Males In Level 3 2008-09 20% (672)	White Males In Level 3 2009-10 26% (874)	White Males In Level 3 2010-11 27% (827)	
Blacks In Level 3 2006-07 8% (360)	Blacks In Level 3 2007-08 8% (382)	Blacks In Level 3 2008-09 8% (361)	Whites In Level 3 2009-10 15% (637)	Blacks In Level 3 2010-11 17% (663)
Black Males In Level 3 2007-08 10% (217)	Black Males In Level 3 2008-09 9% (196)	Black Males In Level 3 2009-10 14% (296)	Black Males In Level 3 2010-11 16% (317)	
Hispanics In Level 3 2006-07 19% (64)	Hispanics In Level 3 2007-08 18% (64)	Hispanics In Level 3 2008-09 21% (65)	Whites In Level 3 2009-10 27% (85)	Hispanics In Level 3 2010-11 35% (169)
Hisp Males In Level 3 2007-08 19% (32)	Hisp Males In Level 3 2008-09 25% (38)	Hisp Males In Level 3 2009-10 25% (37)	Hisp Males In Level 3 2010-11 31% (69)	

2010-2011 ACCOUNTABILITY MEASURES

INCREASE THE NUMBER OF BLACK AND HISPANIC STUDENTS ENROLLED IN ADVANCED COURSES 2%.

EVIDENCE OF SUCCESS

THE GAP BETWEEN BLACK AND WHITE STUDENTS ENROLLED IN AP COURSES INCREASED 2% FROM 2006-2007 TO 2010-2011. THE GAP BETWEEN BLACK MALES AND WHITE MALES INCREASED 2%.

THE GAP BETWEEN HISPANIC AND WHITE STUDENTS ENROLLED IN AP COURSES CLOSED. THE GAP BETWEEN HISPANIC MALES AND WHITE MALES CLOSED ALSO.

THE GAP BETWEEN BLACK AND WHITE STUDENTS ENROLLED IN DE COURSES REMAINED AT 5% FROM 2006-2007 TO 2010-2011. THE GAP BETWEEN BLACK MALES AND WHITE MALES REMAINED AT 4%.

THE GAP BETWEEN HISPANIC AND WHITE STUDENTS ENROLLED IN DE COURSES INCREASED 1% FROM 2006-2007 TO 2010-2011. THE GAP BETWEEN HISPANIC MALES AND WHITE MALES INCREASED 1%.

THE GAP BETWEEN BLACK AND WHITE STUDENTS ENROLLED IN HONORS COURSES REMAINED AT 21% FROM 2006-2007 TO 2010-2011. THE GAP BETWEEN BLACK MALES AND WHITE MALES DECREASED 3%.

THE GAP BETWEEN HISPANIC AND WHITE STUDENTS ENROLLED IN HONORS COURSES DECREASED 2% FROM 2006-2007 TO 2010-2011. THE GAP BETWEEN HISPANIC MALES AND WHITE MALES DECREASED 5%.

THE GAP BETWEEN BLACK AND WHITE STUDENTS ENROLLED IN LEVEL 3 COURSES INCREASED 6% FROM 2006-2007 TO 2010-2011. THE GAP BETWEEN BLACK MALES AND WHITE MALES INCREASED 4%.

THE GAP BETWEEN HISPANIC AND WHITE STUDENTS ENROLLED IN LEVEL 3 COURSES CLOSED. THE GAP BETWEEN HISPANIC MALES AND WHITE MALES CLOSED.

2011-2012 ACCOUNTABILITY MEASURES

INCREASE THE NUMBER OF BLACK AND HISPANIC STUDENTS ENROLLED IN ADVANCED COURSES BY 2%.

METHOD & STRATEGIES

SCHOOLS WILL CONTINUE TO UTILIZE THE 2010-2011 METHODS & STRATEGIES.

AP VERTICAL TEAMS WILL BE DEVELOPED WITHIN THE ENGLISH DEPARTMENTS. PRE-AP SKILLS WILL BE IMPLEMENTED INTO THE CURRICULUM TO INCREASE STANDARDS AND FOSTER GREATER INCLUSION IN UPPER LEVEL CLASSES.

SCHOOLS WILL WORK WITH THE UNIVERSITY OF WEST FLORIDA TO IDENTIFY, MENTOR, ENCOURAGE, AND PROVIDE FUNDING FOR POTENTIAL FIRST GENERATION COLLEGE STUDENTS THROUGH THE ARGO SCHOLARS PROGRAM.

SCHOOLS WILL SCHEDULE ALL STUDENTS SCORING IN FCAT LEVEL 3-5 INTO HONORS, DE, AP, AND LEVEL 3 COURSES.

SCHOOLS WILL SUPPORT STUDENTS ENROLLED IN UPPER LEVEL CLASSES BY USING TUTORS FROM THE NATIONAL HONOR SOCIETY AND OTHER GROUPS.

THE DISTRICT IS CURRENTLY AND WILL CONTINUE TO SEEK GRANT FUNDING IN ORDER TO IMPLEMENT PROGRAMS SUCH AS ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID) IN DESIGNATED MIDDLE AND HIGH SCHOOLS. THE AVID PROGRAM TARGETS STUDENTS WHO ARE CAPABLE OF COMPLETING RIGOROUS CURRICULUM BUT ARE FALLING SHORT OF THEIR POTENTIAL. TYPICALLY, THEY WILL BE THE FIRST IN THEIR FAMILIES TO ATTEND COLLEGE, AND MANY ARE FROM LOW-INCOME OR MINORITY FAMILIES. AVID PULLS THESE STUDENTS OUT OF THEIR UNCHALLENGING COURSES AND PUTS THEM ON THE COLLEGE TRACK ACCELERATION INSTEAD OF REMEDIATION.

THREE OF OUR MIDDLE SCHOOLS ARE PARTICIPATING IN TRAINING THROUGH THE SREB (SOUTHERN REGIONAL EDUCATION BOARD). HERE IS SOME INFORMATION ABOUT THIS ENDEAVOR:

THE SOUTHERN REGIONAL EDUCATION BOARD'S MIDDLE GRADES INITIATIVE IS DESIGNED TO HELP STATES, DISTRICTS AND SCHOOLS LOOK AT WHAT THEY EXPECT, WHAT THEY TEACH AND HOW THEY TEACH YOUNG ADOLESCENTS TO PREPARE FOR SUCCESS IN FURTHER EDUCATION.

MAKING MIDDLE GRADES WORK

AN ENHANCED DESIGN TO GET ALL STUDENTS TO STANDARDS

MAKING MIDDLE GRADES WORK (MMGW) IS ABOUT IMPROVING STUDENT ACHIEVEMENT IN THE CRITICAL MIDDLE GRADES. IT IS AN EFFORT-BASED SCHOOL IMPROVEMENT INITIATIVE FOUNDED ON THE CONVICTION THAT MOST STUDENTS CAN MASTER RIGOROUS ACADEMIC STUDIES, IF SCHOOLS CREATE AN ENVIRONMENT THAT MOTIVATES THEM TO MAKE THE EFFORT TO SUCCEED. STUDENTS ARE MOTIVATED TO ACHIEVE AT HIGH LEVELS WHEN:

□ THEY LEARN A RIGOROUS ACADEMIC CORE TAUGHT IN WAYS THAT ENABLES THEM TO SEE THE USEFULNESS OF THEIR STUDIES.

□ THERE ARE SUPPORTIVE RELATIONSHIPS BETWEEN STUDENTS AND ADULTS. THESE RELATIONSHIPS PROVIDE STUDENTS WITH THE EXTRA HELP AND SUPPORT THEY NEED TO MEET CHALLENGING COURSE STANDARDS AND MAKE SUCCESSFUL TRANSITIONS FROM ELEMENTARY SCHOOLS TO THE MIDDLE GRADES AND FROM THE MIDDLE GRADES TO HIGH SCHOOL.

□ TEACHER ADVISORS IN MIDDLE GRADE SCHOOLS WORK WITH PARENTS AND STUDENTS TO SET GOALS AND SELECT RIGOROUS COURSES THAT PREPARE STUDENTS FOR COLLEGE-PREPARATORY CLASSES IN HIGH SCHOOL.

□ SCHOOL LEADERSHIP FOCUSES ON SUPPORTING WHAT AND HOW TEACHERS TEACH BY PROVIDING COMMON PLANNING TIME AND PROFESSIONAL DEVELOPMENT ALIGNED WITH SCHOOL IMPROVEMENT PLANS AND THE *MMGW* KEY PRACTICES.

THESE CONDITIONS CREATE AN ENVIRONMENT WHERE MORE STUDENTS AND THEIR PARENTS RECOGNIZE THAT THE MIDDLE GRADES MATTER AND WHERE MORE STUDENTS BECOME INDEPENDENT LEARNERS ABLE TO SET FUTURE EDUCATIONAL GOALS AND CHOOSE COURSES TO ACHIEVE THOSE GOALS. IN AN ERA OF RISING WORKPLACE REQUIREMENTS, RECEIVING A GOOD HIGH SCHOOL EDUCATION IS MORE IMPORTANT NOW THAN AT ANY PREVIOUS TIME. RESPONSIBILITY RESTS WITH MIDDLE GRADE SCHOOLS TO PREPARE STUDENTS FOR RIGOROUS HIGH SCHOOL

STUDIES THAT IN TURN, PREPARE THEM FOR FURTHER STUDIES AND CAREERS.

THE *MMGW* SCHOOL IMPROVEMENT DESIGN CONSISTS OF A FRAMEWORK OF GOALS, KEY PRACTICES AND KEY CONDITIONS FOR ACCELERATING LEARNING AND SETTING HIGHER STANDARDS. THE *MMGW* RECOMMENDS RESEARCH BASED PRACTICES FOR SCHOOLS TO IMPROVE ACADEMIC AND EXPLORATORY INSTRUCTION AND SUSTAINED STUDENT ACHIEVEMENT. *MMGW* RESEARCH HAS SHOWN THAT SUSTAINED SCHOOL IMPROVEMENT AND STUDENT ACHIEVEMENT OCCURS WHEN STATE, DISTRICT, SCHOOL AND TEACHER LEADERS WORK TOGETHER AND TAKE OWNERSHIP BY ADOPTING THE *MMGW* DESIGN FOR THE SPECIFIC NEEDS OF INDIVIDUAL MIDDLE GRADES SCHOOLS.

2011-2012 ADVANCE COURSES METHODS AND STRATEGIES

Strategies for decreasing the gap in enrollment in upper level courses such as AP and DE for Black students overall and Black males specifically. In addition to strategies already in place which will continue, the following strategies will be implemented:

- Both the PLAN and PSAT results will be assessed to encourage Black students to take upper level courses for which they are prepared. Support through student tutors will be provided to students in these courses.
- Efforts at the school will increase hiring of minority male teachers to model for Black male students.
- The students at the 8th grade level will be targeted by the high schools to provide additional information regarding the opportunities for upper level classes. Schools will set up parent nights, going into the churches and community centers when possible to provide information about upper level courses and the opportunities they provide.
- The guidance counselors will work with Black athletes to ensure they understand NCAA requirements, especially in math.
- Middle school guidance counselors will be provided information for identifying 6th and 7th grade, Black students, who demonstrate potential for participation in the upper level classes. Early identification and appropriate placement should increase opportunities.
- Schools will encourage more teachers to get the appropriate training to teach both AP classes and DE classes so more opportunities will be available on the high school campus. Because access is sometimes a problem for DE classes on the college campus, more classes will be available on the local high school campus. As teachers are hired, credentials for teaching both AP and IB classes will be considered.

PART V

VOCATIONAL TECHNICAL CENTERS
STATUS ON IMPLEMENTATION OF
SUBSTITUTION REQUIREMENTS

Disability	Number of Requests for Substitution	Number of Students Granted Substitutions	Title of Substitution Courses	Title of Courses for Which Substitutions Were Granted

George Stone Technical Center did NOT have substitutions for any courses for the 10-11 school year. However, we did provide an interpreter for a deaf student in the autobody program and we routinely provide appropriate accommodations for students engaged in taking various tests. We work closely with students and outside agencies including VR to provide the necessary modifications to allow students to be successful in our programs.

PART VI

EMPLOYMENT EQUITY

District:
ESCAMBIA_____

2010-11 School District Administrative Positions

Administrative Positions	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	38,270	13,281 35 (%)	1,895 5(%)	19,211 50(%)	3,883 10(%)	18,531 48(%)	19,739 52(%)
District-Level Administrators	48	4 8(%)	0 (%)	44 92(%)	0 (%)	27 56(%)	21 44(%)
New Hires for 2010	0	0 (%)	0 (%)	0 (%)	0 (%)	0 (%)	0 (%)
Principals							
Elementary	33	5- 15%	0 %	27-82%	1-3%	27-82%	6-18%
Middle	9	1-11%	0 %	6-67%	2-22%	8-89%	1-11%
High School	7	2-29%	0%	5-71%	0%	2-29%	5-71%
Other Schools	4	1-25%	0%	3-75%	0%	3-75%	1-25%
Total Principals	53	9-17%	0%	41-77%	3-6%	40-75%	13-25%
Asst. Principals							
Elementary	16	5-31%	0%	10-63%	1-6%	12-75%	4-25%
Middle	11	2-18%	0%	9-82%	0%	6-55%	5-45%
High School	13	5-38%	0%	8-62%	0%	7-54%	6-46%
Other School	0	0%	0%	0%	0%	0%	0%
Total Asst. Principals	40	12-30%	0%	27-68%	1-2%	25-63%	15-37%
Deans and/or Behavioral Specialists							
Elementary	0	0%	0%	0%	0%	0%	0%
Middle	11	5-45%	0%	6-55%	0%	5-45%	6-55%
High School	17	3-18%	0%	14-82%	0%	8-47%	9-53%
Other School	0	0%	0%	0%	0%	0%	0%
Total Deans and Behavioral Specialists	28	8-29%	0%	20-71%	0%	13-46%	15-54%

District: ESCAMBIA _____			2010-11 School District Instructional Positions				
Teachers Fall 2010	Total	# & % Black	# & % Hispanic	# & % White	# & % Other	# & % Female	# & % Male
Student Demographics	38,270	13,281 35%	1,895 5%	19,211 50%	3,883 10%	18,531 48%	19,739 52%
Classroom Teachers							
Elementary	1,190	132-11%	10-.8%	1,033-87%	15-1%	1105-93%	85-7%
Middle	442	71-16%	2-.4%	340-81%	9-2%	309-73%	113-27%
High	608	72-12%	17-28%	510-84%	9-1%	354-58%	254-42%
Other	524	63-12%	7-1%	448-85%	6-1%	454-87%	70-13%
Total	2,764	338-12%	36-1%	2,331-85%	39-1%	2,222-81%	522-19%
New Hires Fall 2010	332	37-11%	11-3%	276-83%	8-2%	265-80%	67-20%
Guidance Counselors							
Elementary	35	8-23%	2-6%	26-65%	2-6%	29-83%	6-17%
Middle	17	5-29%	0%	12-71%	0%	14-82%	3-18%
High	26	7-27%	0%	19-73%	0%	22-85%	4-15%
Other	4	1-25%	0%	2-50%	1-25%	3-75%	1-25%
Total	82	21-26%	2-2%	56-68%	3-4%	68-83%	14-17%
New Hires Fall 2010	14	2-14%	0%	12-86%	0%	12-86%	2-14%

Q. 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?

The data in the report does represent the District's demographic data. However, the District's data reveals a disparity between the makeup of the student population and the workforce employed by the district in the administrative and instructional areas.

The District implemented a new procedure for the 2009-2010 academic year concerning annual contract non-renewal which is continuing. All annual contract non-renewals are reviewed during the staffing process to ensure compliance with all Federal, State and District laws, case law, guidelines, initiatives (including Florida Educational Equity Act) and rules. The review process is our effort to continue the District's initiative in recruiting and retaining certified/highly qualified, gender-specific and minority instructors. The Superintendent considers the District's diversity plan objectives formulated under the Florida Educational Equity Act when reviewing selections for administrative and professional appointments.

The District continues to use the administrative evaluative instrument to assess each site-based administrator's progress in employing a diversified workforce, as evidenced by Columbia County School Board Rule 2.04 (14)(G), which requires the diversity component as a part of all principals' evaluation.

Despite the difficult economic situation in the State of Florida, the District gave instructional personnel a 1% pay raise during the 2010-2011 academic year and bargained an additional 2% increase effective July 1, 2011, for a 3% total increase. This increase assisted in boosting our starting teacher salaries closer to the state average, allowing the District to become more competitive in our efforts to recruit minority instructors. The data reflects a 1% decrease in black instructional hires from the 2009-2010 year to the 2010-2011 year and a 1% increase in Hispanic instructional hires during the same periods. The data further reflects an increase of 7% in Black guidance counselor hires, a 10% increase in Black dean and behavioral specialist hires, and a 2% increase in Black assistant principal hires.

During the 2010-2011 academic year, the District refined and further developed a diversity staff development component which will be used at district-wide trainings and on an as needed basis to ensure the diversity goals of the District are clearly communicated and understood.

For the 2011-2012 academic year, the District budgeted funds (despite hard economic conditions) to again send a recruiting team to minority institutions in the spring term, to recruit minority graduates into our teaching positions. This team will provide teaching contracts to the new graduates and place them into teaching positions within the District.

PART IV

GENDER EQUITY IN ATHLETICS

GENDER EQUITY IN ATHLETICS

District: ESCAMBIA

Section B: Athletic 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

5. 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-

☒

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

Malcolm Thomas
Signature, Superintendent

5/13/11
Date

PART IV GENDER EQUITY IN ATHLETICS


istrict: ESCAMBIA

chool Name: ESCAMBIA HIGH SCHOOL

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Participation in JV- human is is not in pliance d on ent ilation.	<ol style="list-style-type: none"> 1. Escambia High School will increase female student participation by in our junior varsity and freshman programs through increase promotion of EHS programs at all of our feeder middle schools. (increased by 21 females) 2. EHS will increase female student participation in our Cross Country programs by involving our girls track coaches. (#2 and #3 increased CC by 26 females) 3. EHS will continue to negotiate with our county to add female coaches for minor sports such as tennis and cross country.(see above) 4. EHS will continue to recruit and employ more qualified female coaches when positions become available. (ongoing process) 	<p>Leorah Mims, Principal</p> <p><u>Lmims@escambia.k12.fl.us</u></p> <p>(850) 453-3221 ext 222</p> <p>Roger Mayo, Athletic Director</p> <p><u>Rmayo@escambia.k12.fl.us</u></p> <p>(850) 453-7705</p>	<p>1. 5/2010</p> <p>2. summer of 2010</p> <p>3. Hired a full time CC coach for girls.</p> <p>4. Ongoing</p>

I 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



Signature, Superintendent

5/9/11

Date

5/13/11

Date

PART IV **GENDER EQUITY IN ATHLETICS**

District: EscambiaSchool Name: Escambia Charter

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Basketball	Being a very small school we have offered to field women's sport teams but have not had the required interest. We will try to field a women's basketball team for the coming school year.	Jerome Chisolm jchisolm@echarter.org (850) 937-0500	08/2011 - 12/2011

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.

Jerome Chisolm
Signature, Principal

4/15/12
Date

Malcolm Thomas
Signature, Superintendent

5/13/11
Date

ambia

Gender Equity in Athletics Corrective Action Plan

(1) Equity Issues Identified	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	Athletic Director will talk to parents and students at 8th grade orientation Will also talk to students and encourage them to participate at the school assembly the first day of school Coaches will also talk to parents and students at open house	Athletic Director	2011-2012
	Announcements will be made on CCTV, NTV, morning and afternoon intercom announcements Our coaches will also talk to Physical Education classes Articles about sports participation will also be on NORTHESCAMBIA.COM.	Athletic Director	2011-2012
	As a result of talking to parents and students and other strategies we implemented our female participation was increased over the 2010-2011 school year. We were also able to add male and female Golf.		

Signature, Principal

Malcolm Thomas
Signature, Superintendent

5/13/11
Date

PART IV GENDER EQUITY IN ATHLETICS

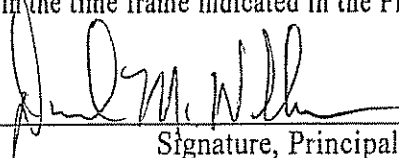
District: Escambia

School Name: Pensacola High School

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Number of participating females on JV & freshman teams	Promote female sports - Visit middle schools to encourage females to play sports in High School Speak with incoming females and parents during 9th grade orientation. Have coaches speak at orientation meeting	Marsha R. Regina, Athletic Director at Pensacola High School - contact # 595-1500 ex 239 - Have completed all planned actions but are continuing to work to encourage more female participation in sports for the 2011-2012 school year.	During the 2010-2011 school year

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

04/06/2011

Date



Signature, Superintendent

5/13/11

Date

PART IV GENDER EQUITY IN ATHLETICS

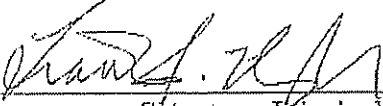
District: Escambia County School District

School Name: Pine Forest H.S.

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
	<p>2009-2010</p> <ol style="list-style-type: none"> 1. Our 36 cheerleaders are going to run cross country next year. 2. Our cheerleaders are also going to be on the girls weightlifting team next year. <p>Results: 2010 - 2011 The results were great. Data shows that we had ten girls on the cross country team and 41 girls on the weightlifting team. As a result of these numbers our % of varsity participants were 55% female and 45% male.</p>		

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

5/2/11
Date


Signature, Superintendent

5/13/11
Date

PART IV GENDER EQUITY IN ATHLETICS

District: Escambia County School District

School Name: Tate High

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Informational	Make sure coaches understand the need to encourage more female participation on teams	Dale Gilmore---athletic director---850-937-2325 dgilmore@escambia.k12.fl.us	Beginning of school year <i>R. Shuck</i>
Strategies	Coaches in sports with female participation will submit a list of techniques used to encourage more female participation	Each individual coach---coaches may be contacted through the athletic director	Beginning of each specific sports season <i>R. Shuck</i>
Informational/ Interests	We will make announcements at the beginning of the school year encouraging females to participate in various sports. This will be done on school T.V.	Dale Gilmore---athletic director	Beginning of the school year <i>R. Shuck</i>

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I 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.

Paul Shack-
Signature, Principal

4/6/11
Date

Malcolm Thomas
Signature, Superintendent

5/13/11
Date

PART IV GENDER EQUITY IN ATHLETICS

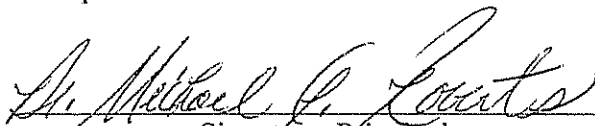
District: Escambia County School District

School Name: Booker T. Washington High School

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
Cheerleading	Recommend that cheerleading sponsor elect to have competition squads	Troy J. Fauchaux	June 2011
Recruit (on-campus)	Have staff meeting with coaches and suggest to them that they should make an effort to enroll more female athletes in their respective sports especially JV and freshmen. This can be done by visiting middle school PE classes, also.	Troy J. Fauchaux	June 2011 Aug. 2011 Jan. 2012
More Assistant Coaches for Minor Sports	Ask each sport to have at least one assistant coach to JV and freshmen to ensure proper supervision in each minor sport.	Troy J. Fauchaux	June 2011 July 2011

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

4-20-11
Date


Signature, Superintendent

5/13/11
Date

West Florida High School of Advanced Technology 2010

PART IV
GENDER EQUITY IN ATHLETICS

District: Escambia

School Name: West Florida High School of Advanced Technology

Gender Equity in Athletics Corrective Action Plan

(1) Gender Equity in Athletics Component	(2) Planned Actions To Address Deficiencies Found in Athletics	(3) Responsible Person(s) and Contact Information	(4) Timelines
A- Information	Communicate with coaches the need to advertise and create interest in female athletics	A.D. Cardwell/Conti <i>Coaches talking to through athletes to add additional teams</i>	2010 Summer and Start of School
B - Strategies	Coaches will list what they do to promote girls' athletics at WFHS. Example: Set up tables at Open House, Orientation, etc.	Head Coaches <i>Set up tables @ Open House & Orientation</i>	On-going entire year
C - Information and interest	Advertise and recruit female athletes on closed circuit T.V., posters, e-mail, etc.	<i>Continue to advertise</i> A.D. Cardwell/Conti	On-going entire year
D - Continue Competitive Cheer Program	Reflect the number of competitive cheerleaders in the Annual Gender Equity Report	A.D. Cardwell/Conti <i>Completed 4/2/11</i>	End of year 2010/2011

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.

Alecia May King
Signature, Principal

4/8/11

6/3/10
Date

Malcolm Thomas
Signature, Superintendent

6/29/10
Date

Malcolm Thomas
Signature, Superintendent

5/13/11

PART VII

SINGLE GENDER SCHOOLS AND CLASSES

istrict offer single-gender education? Yes, only physical education classes
e considered contact sports because of the safety of all students.

single gender education being justified? Title XI states that you can
te genders when offering contact sport classes and those are the only
ne district is allowing to be single gender.

oes the district keep track of single gender public education? Our district
track by only offering single gender courses to physical education classes
volve contact sports.

oes the district do to insure there is no illegal sex segregation in
ion? All students are offered the same choices of physical education
regardless of gender.

e gender education intended to decrease sex discrimination in the
es? Yes, because the only physical education classes that are offered as
gender involve contact sports for safety reasons.

ir involved in the evaluation and guidance on the implementation of single
education? Since the only single gender physical education classes
in our district are to separate because of contact sports we do no have
d to evaluate the courses.

ssurances are provided to insure that the single gender or coeducational
are completely voluntary? All students are allowed to choose the
l education classes they would like to take during the registration

re pre-implementation reviews of proposed single gender education?
ause we do not offer any single gender classes except those that involve
sports.

ntities review and approve single gender options, and what standards do
e? No one in our district reviews or approves single gender options,
we do not offer any single gender classes except those that involve
sports.

Is there assistance from external groups for training or consultation? Our district does not feel the need to solicit outside assistance because we do not offer single gender options other than physical education classes that involve contact sports.

How does the district monitor to insure that single gender education is not contributing to gender stereotypes or sex discrimination in outcomes? We are able to insure because we do not offer single gender physical education classes other than those that involve contact sports and we allow all students to choose the physical education course they would like to schedule.

Do you or anyone else monitor to learn if there is equity between and among the single gender grouping and the mixed sex alternatives on equity measure? No one in our district monitors equity between single gender vs. mixed sex alternatives options, because we do not offer any single gender classes except those that involve contact sports.

Please share information on why the district or school decided to eliminate single gender education? The district eliminated the single gender physical education classes to attempt to meet the intent of Title XI.

The following are the only single gender physical classes offered:

1503310 Basketball

1503330 Softball

1503350 Team Sports I

1503360 Team Sports II

