



PASCO COUNTY SCHOOLS

# Success Plan

2022-2027



# 2021-22 District Vision and Success Plan Committee

|                          |  |
|--------------------------|--|
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| Rocky Contreras          | Knowledge Points   |
| Brian Corley             | Supervisor of Elections, Pasco County  |
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| Jomary Schulz            | Assistant Principal, Longleaf Elementary School  |
| Denise Sosulski          | Parent, Land O'Lakes High School   |
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## Superintendent's Staff

Kurt Browning, Superintendent  
Ray Gadd, Deputy Superintendent  
Tom Barker, Assistant Superintendent of Elementary Schools  
Cortney Gantt, Assistant Superintendent of Elementary Schools  
Stephen Hegarty, Public Information Officer  
Marcy Hetzler-Nettles, Assistant Superintendent of Middle Schools  
Vanessa Hilton, Chief Academic Officer  
Dr. Monica Ilse, Assistant Superintendent of High Schools  
Elizabeth Kuhn, Assistant Superintendent for Support Services  
Dr. Kim Moore, Assistant Superintendent for Career and Innovative Programs  
Kimberly Poe, Assistant Superintendent of Elementary Schools  
Kevin Shibley, Assistant Superintendent for Administration  
Tammy Taylor, Chief Finance Officer







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## **Pasco Schools Mission**

**To provide a world-class education for all students.**

## **Pasco Schools Vision**

**All our students achieve success in college, career, and life.**

### **Key Priorities**

**High Impact Instruction**

**Data-Driven Decisions**

**Collaborative Culture**

District programs include traditional pre-k through 12th grade standards instruction, virtual instruction, career academies, adult education, magnet themes, and charter schools. The district is governed by an elected superintendent and five elected school board members.

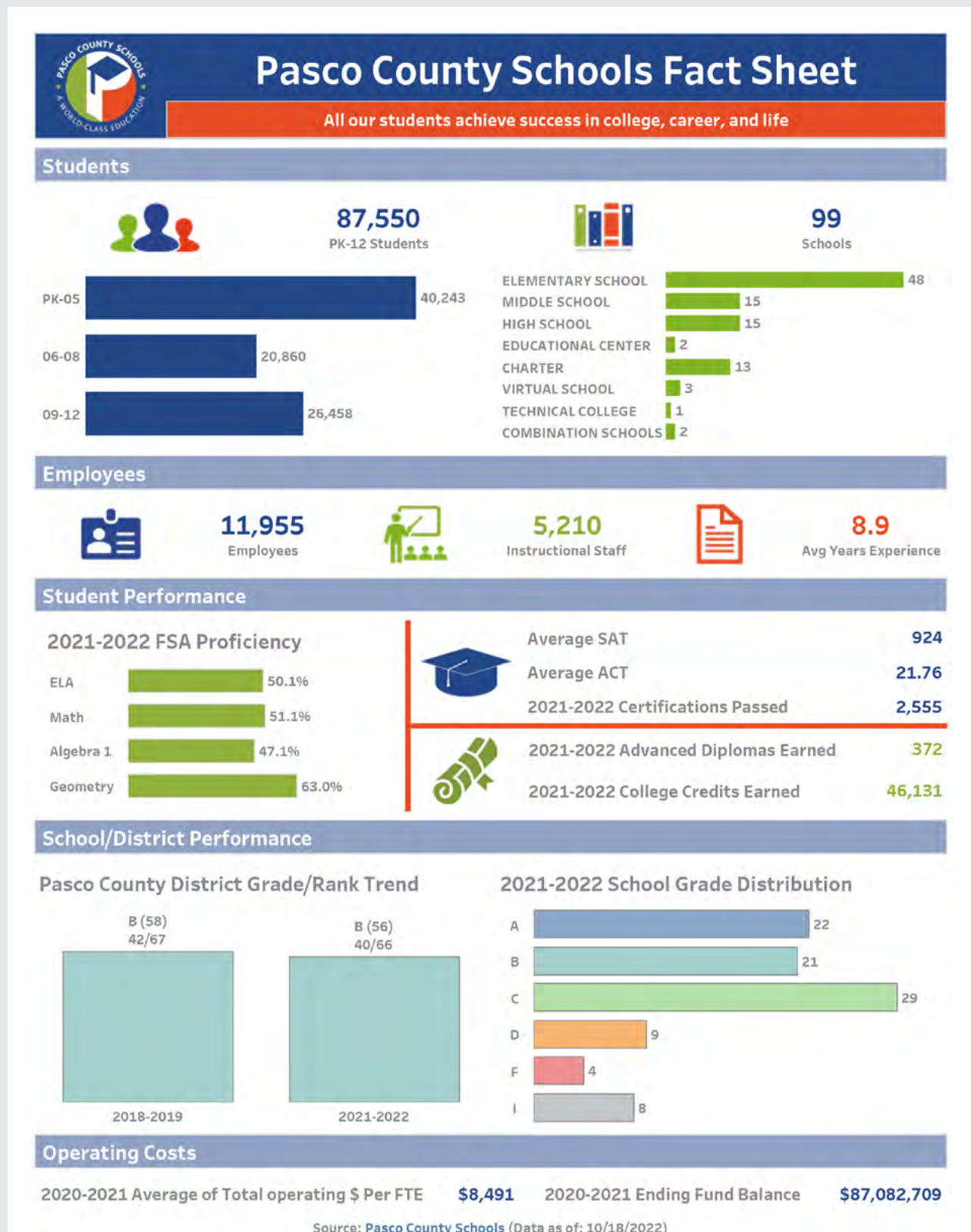
Pasco County Schools earned a five-year district-wide accreditation in 2021 from Cognia, an international agency accrediting 34,000 schools and systems in more than 70 countries serving 20 million students. To earn accreditation, the district underwent an Engagement Review by a team of Cognia evaluators from Florida and around the country.

The Cognia team interviewed nearly 200 employees, school board members, students, parents, and community members, and reviewed thousands of documents and artifacts.

The Cognia Engagement Review results in an Index of Educational Quality rating, a listing of strengths, as well as opportunities for to enhance effectiveness. Pasco County Schools received an overall IEQ score of 379 which is above the Cognia average of 280.



Pasco County Schools' Success Plan reflects the input from the Cognia team as well as feedback from the community and various stakeholder groups. The Success Plan is comprised of four important pillars: Excellence in Student Achievement, Employee Success, Taxpayer Value, and Connecting to the Community, which support the work of the school district and enable us to deliver on our mission and vision.



# Pasco County School Board



## **Allen Altman** District 1

Allen Altman was elected to the School Board in 2006, and was re-elected in 2010, 2014, and 2018. He has served as vice-chairman and chairman of the board.

Mr. Altman has lived in Pasco County almost all his life, and graduated from Pasco High School. He is an agency manager for Farm Bureau Insurance Companies, for which he has worked most of his adult life. He is also involved in real estate, agriculture, and banking.

Mr. Altman is a longtime member of the Dade City Kiwanis Club, Hardy Benevolent Trust and Winter

Haven Citrus Growers Association. He has served on the Pasco High School Advisory Council, the Pasco Education Foundation, the Story Dads Reading Program at Lacoochee Elementary School and as a trustee member of Bayfront Hospital in Dade City.

Mr. Altman is a member of the Leadership Tampa Bay Class of 2005. He has received the Business Recognition award for Outstanding Support of Education from the Florida Education Foundation, the CARE award for Service to Children from the Pasco Pediatric Foundation, the Florida Agency Manager of the Year award from Farm Bureau Insurance Companies, and the Kiwanian of the Year award.

Mr. Altman is married to Laura and has two daughters and five grandchildren.



## **Colleen Beaudoin** District 2

Colleen Beaudoin was elected to the School Board in 2016 and 2020.

Mrs. Beaudoin earned her Bachelor's Degree from University of South Florida and her Master's Degree from The University of

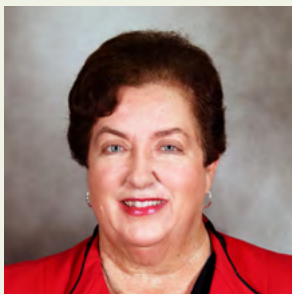
Tampa. She was a public high school mathematics teacher for 17 years. Since leaving the classroom, she has provided professional development, instructional support, and mentoring to mathematics teachers. She has also written mathematics curriculum and developed resources and hosted podcasts for mathematics instructors at the Florida Center for Instructional Technology. Mrs. Beaudoin has worked on several grants with mathematicians and educators across the state of Florida to improve content knowledge of mathematics teachers. At The University of Tampa,

Mrs. Beaudoin was a member of the team that implemented the Science Math Masters grant in

partnership with the Florida Department of Education. She is currently a Lecturer II of Mathematics at The University of Tampa.

Mrs. Beaudoin is a member of the Mathematics Association of America, National Council of Teachers of Mathematics, National Society for Experiential Education, and is a Florida School Board Association Certified Board Member. At The University of Tampa, Mrs. Beaudoin serves on the Faculty Senate, Accessibility and Accommodations Committee, Online Teaching and Learning Committee, and is the chapter advisor for Kappa Delta Pi National Education Honor Society. Her State of Florida teaching certificate is active through 2024. In her capacity as a School Board Member, Mrs. Beaudoin serves on the Early Childhood, District Vision & Success Plan, Legislative, and Student Progression Plan committees. In the community, she serves as Treasurer on the Board of Directors for Alliance for Healthy Communities.

Mrs. Beaudoin is married to Douglas Beaudoin and has three sons.



### **Cynthia Armstrong** District 3

Cynthia Armstrong was elected to the School Board in 2010, and was re-elected in 2014 and 2018. She has served as vice-chairman and chairman of the board. She also served as a Pasco Mosquito Control Board Commissioner from 1993 to 1997.

Mrs. Armstrong earned her Bachelor's Degree in Biology from Wake Forest University and her Master's in Education from the University of South Florida. Her career in education began in Pasco County as a science teacher at Ridgewood High School in 1978. Mrs. Armstrong taught science in 7th through 12th grades, and has been an adjunct professor at Pasco Hernando State College and St. Petersburg College.

Mrs. Armstrong is a business owner who has remained involved with education by serving as chairman of the Chamber of Commerce Education committee, judging for Odyssey of the Mind and senior projects in the high schools, and serving as a Rotary member working with the high school Interact Clubs.

Her community service and activities include membership on the Pasco Metropolitan Ministries Program Committee, past director and secretary of the West Pasco Chamber of Commerce, founding director of Leadership Pasco, past director and current member of the Rotary Club of Seven Springs, and member of the Restore Act Advisory Committee for Pasco County.

She is married to Gregg Armstrong.



### **Alison Crumbley** District 4

Alison Crumbley was elected to the School Board for a two-year term in 2010, and was re-elected in 2012, 2016, and 2020. She has served as vice-chairman and chairman of the board.

Mrs. Crumbley has been a Pasco County resident since 1967.

She is a graduate of Gulf High School and the University of Florida. She was an account executive and office manager for an international advertising agency for many years followed by PR/marketing director for a local commercial real estate firm.

Mrs. Crumbley co-founded the Cinderella Project of Pasco

and the Prince Charming Project for Pasco's young ladies and men desiring to attend their prom but needing financial help. She serves on the Sunshine Kids Foundation, attends Trinity Presbyterian Church of Seven Springs, and is a former Athletic Booster Club board member at River Ridge High School.

Mrs. Crumbley served as PR Chairman for Super Playground in Sims Park, and is a past member of the River Ridge School Advisory Council, Junior Service League of West Pasco, All Children's Guild of West Pasco, and the Citizens Advisory Council. Mrs. Crumbley also has been an Odyssey of the Mind coach.

Mrs. Crumbley is married to Allen Crumbley, and all three of their children graduated from Pasco County high schools.



### **Megan Harding** District 5

Megan Harding was elected to the School Board in November 2018.

The value of education and the desire to impact children - passions inspired at a very young age by her first-grade teacher - have been driving forces for

Mrs. Harding throughout her life,

first as a young student herself, and then as a sister, teacher, volunteer, and actively engaged citizen.

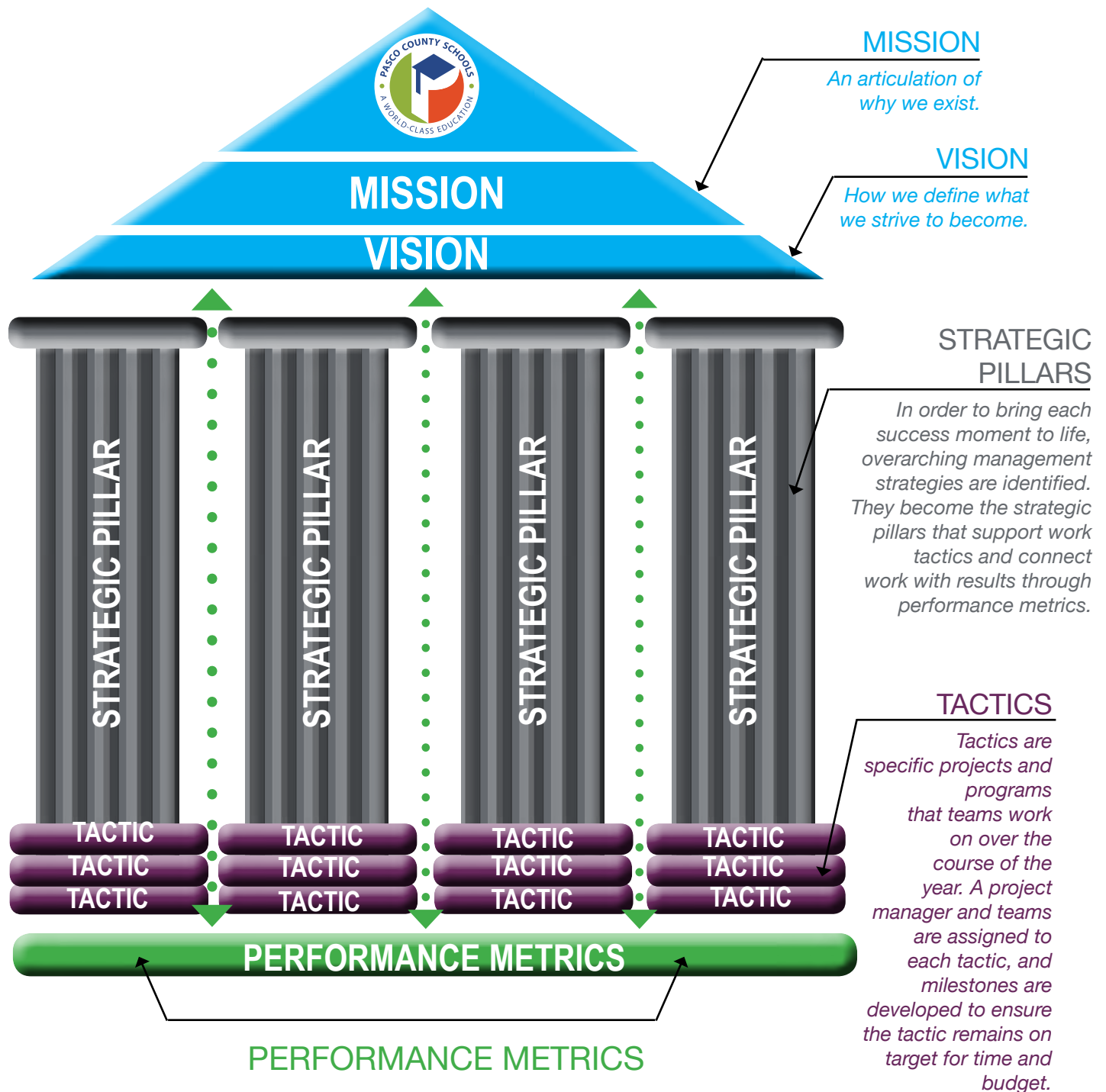
The oldest of four children, Mrs. Harding grew up in Pasco County, attending Hudson Elementary School, Dayspring Academy, and Hudson High School. She holds a Bachelor's Degree in Elementary Education K-6 from the University of South Florida with certifications in Exceptional Student Education K-12, English as a Second Language (ESOL), and

Reading. She also earned a Master's Degree in Reading K-12 from Saint Leo University.

Mrs. Harding taught in Pasco County Schools for seven years before deciding to run for the School Board. Once elected, she resigned her teaching position to dedicate herself fully to her School Board position and today she is actively involved in the schools and wider Pasco community. She spends her time inside schools and working within the district as an advocate and volunteer, as she believes in the importance of building positive relationships and sharing her passion for education. Along with being on the school board, Mrs. Harding teaches as an adjunct professor in the Elementary Education Department at Saint Leo University.

She is married to Jeromy Harding, and the couple lives in New Port Richey with their dog, Piper.

# THE ANATOMY OF A SUCCESS PLAN

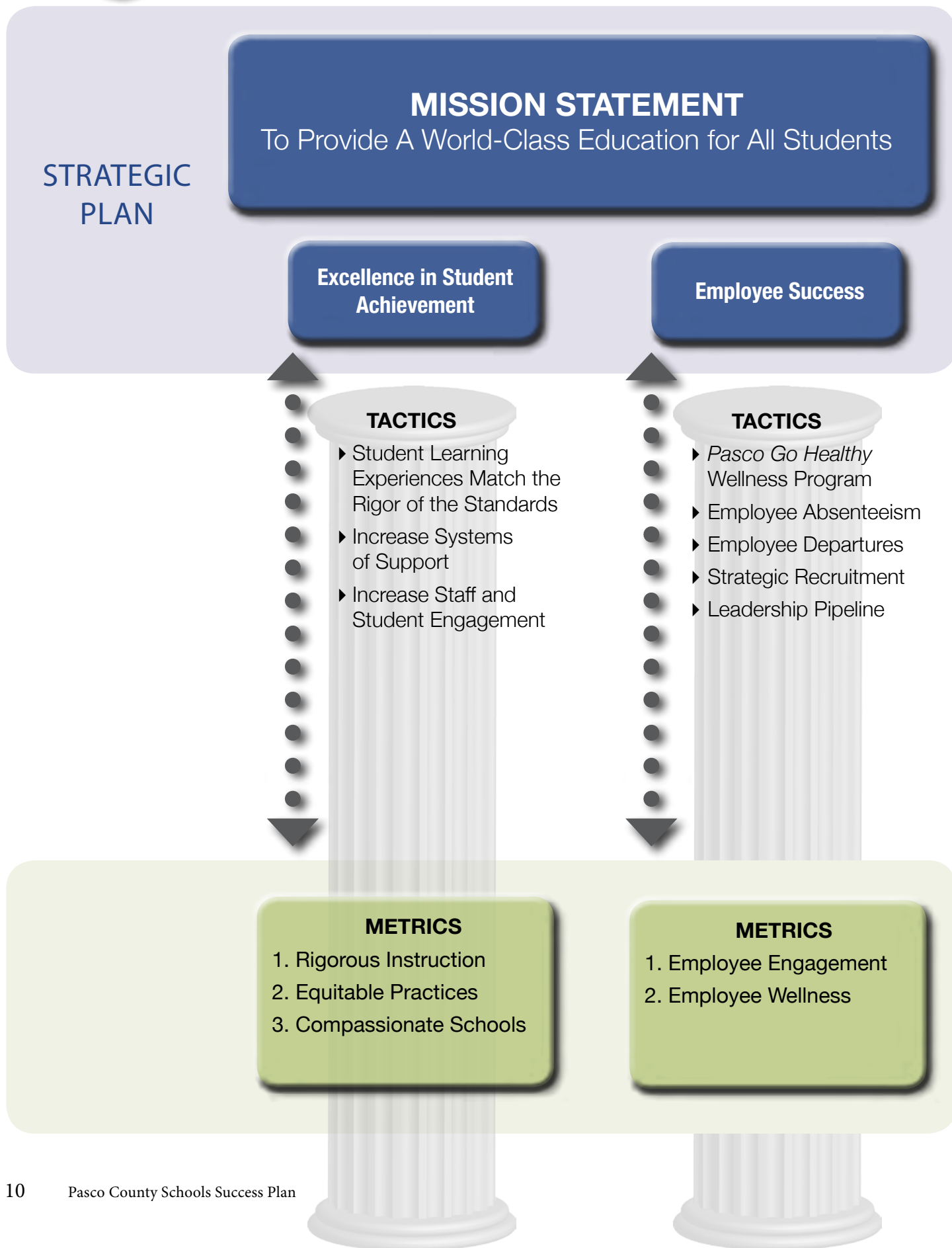








# Success Plan Elements:



# Strategic Pillars. Tactics. Performance Metrics.





# TACTICS

## Introduction

Each and every tactic detailed on the following pages contributes in some way to the district's success goals.

The Success Plan focuses on four key areas:

1. Excellence in Student Achievement
2. Employee Success
3. Taxpayer Value
4. Connecting to the Community

The following pages outline tactics, their objectives, which members of the district staff are responsible for their oversight, and quarterly milestones to be achieved.

## Excellence in Student Achievement

### Employee Success

### Taxpayer Value

### Connecting to the Community

The district's mission to provide a world-class education for all students is the driving force behind this plan and the goals articulated for the year. To fulfill

those goals, the following tactics have been identified to ensure we provide world-class learning moments for every student every day.



## STUDENT LEARNING EXPERIENCES MATCH THE RIGOR OF THE STANDARDS

**Description:** A unifying definition of instructional excellence for pre-k through adult education in Pasco County will serve as the guiding vision of instruction in all schools, ensuring that there is a guaranteed and viable curriculum, equitable practices and continuous improvement of instruction aligned to the standards in all classrooms. Professional development will be carefully planned in order to build the knowledge necessary in all leaders and teachers for these stakeholders to engage in planning, delivering, and reflecting on instruction with focus on Pasco's Common Vision of Instructional Excellence, grounded in college and career ready standards.

**Tactic Owner:** Director of Accountability, Research, and Measurement

**Tactic Team:** Offices for Accountability, Research, and Measurement; Career and Technical Education; Leading and Learning; Student Support Programs and Services; and Early Childhood Programs

### Tactics

- ▶ District teams will provide curriculum resources and materials highly aligned to the rigor of the standards with recommended pacing and tiers of support resources that enrich and intervene student learning.
- ▶ District teams will provide training and coaching to school teams and individual stakeholders aligned to the teaching-assessing cycle (including essential standards), the instructional shifts (core actions), and best practices.
- ▶ District teams will identify and provide exemplars of components of the teaching-assessing cycle including essential standards charts, common formative assessments, intervention entry/exit criteria, etc.
- ▶ District teams will provide rigorous assessments for schools to monitor student progress towards the standards.
- ▶ District teams will conduct walkthroughs in schools to monitor implementation of rigorous instruction using the Instructional Practice Guides.
- ▶ District teams will expand the number of courses and programs offered in the middle school so that alignment to high school CTE courses and programs of study is increased.



## INCREASE SYSTEMS TO SUPPORT STUDENTS

**Description:** The district and school teams use data over time to inform important instructional decisions as part of the collaborative problem-solving process. The systematic review of implementation and outcome data will ensure systems are built to ensure the quality and appropriateness of our instruction and intervention processes, all in support of the whole child.

**Tactic Owner:** Director of Accountability, Research, and Measurement

**Tactic Team:** Offices for Accountability, Research, and Measurement; Career and Technical Education; Leading and Learning, Student Support Programs and Services; and Early Childhood Programs

### Tactics

- ▶ District teams will provide critical data and support to school teams in monitoring student cohorts (ie: MyGradSuccess, EOS).
- ▶ District will engage in professional learning, process, and practice work aimed toward ensuring access, deep engagement, and support for all students in advanced coursework.
- ▶ District teams will identify and provide exemplars of supplemental and intensive intervention plans for academic standards.
- ▶ District teams will refine School Intervention Team, School Leadership Team, and Professional Learning Community training modules to meet needs of school teams and individual stakeholders.
- ▶ District teams will support the implementation of the Universal Screener for giftedness to each Pasco County second grade student.
- ▶ District teams will expand services for mental health supports and monitor student response to intervention.
- ▶ District teams will refine strategies and provide funding for student alternatives to suspension.





## INCREASE STAFF AND STUDENT ENGAGEMENT

**Description:** The district and school teams foster a collaborative culture that cultivates positive relationships in an equitable, engaging environment for all stakeholders. The system will build the capacity of leaders and teachers to advance the identified practices of Compassionate Schools, within a Compassionate District, supported by collective commitments around the unifying vision of instructional excellence.

**Tactic Owner:** Director of Accountability, Research, and Measurement

**Tactic Team:**

Assistant Superintendents for Elementary Schools, Middle Schools, and High Schools; Offices for Accountability, Research, and Measurement; Career and Technical Education; Leading and Learning; Student Support Programs and Services; and Early Childhood Programs

### Tactics

- ▶ District teams will provide a variety of opportunities for family engagement supporting high levels of learning for every child.
- ▶ District teams will provide Academic and Social Behavior standards, benchmarks and teaching practices resources, coaching and Professional Development to school staff (teachers, staff and leaders)
- ▶ District teams will provide training and coaching to school teams and individual stakeholders aligned to positive behavior education and prevention (ie: Trauma Informed Care and Positive Behavioral Interventions and Support and Youth Mental Health First-Aid).
- ▶ District teams will provide culture training and coaching support to school leaders for building collective responsibility through mission, vision, and core values.
- ▶ District teams will develop and support student academic, athletic and fine arts competitions, and performance opportunities.
- ▶ District teams will provide students and families with resources regarding college and career opportunities through College and Career Expos.



Excellence in Student Achievement

## Employee Success

Taxpayer Value

Connecting to the Community

Providing a world-class education for all students is heavily dependent upon Pasco's entire workforce – both educators and non-instructional staff members at schools and the district office. Pasco County Schools strives to

attract, support, and retain a world-class team to help students excel in college, career, and life. The following pages outline tactics to drive the development of Pasco's world-class team.



## PASCO GO HEALTHY WELLNESS PROGRAM

**Description:** Increase employee engagement in the services available through the District's *Pasco Go Healthy* Wellness Program prior to the need for a sick visit to promote a culture of health and wellness. Support school site wellness partners to communicate health and wellness initiatives to district employees to increase engagement. Measure employee utilization of communication channels to determine percentage of employees accessing program and service information.

**Tactic Owner:** Senior Manager of Benefits & Risk Management

**Tactic Team:** Office for Human Resources and Educator Quality

### Tactics

- ▶ Send electronic communication introducing the Board's *Pasco Go Healthy* Wellness Program within 30 days of the employee becoming eligible to enroll in the Board's group health plan.
- ▶ Host on-site or virtual information sessions for worksites to increase participation.
- ▶ Identify new employees not engaged in *Pasco's Go Healthy* Wellness Program and communicate to worksite coordinator.
- ▶ Collaborate with HREQ to develop communications regarding wellness initiatives utilizing the Pasco brand.
- ▶ Survey worksite benefit coordinators to identify areas of opportunity to increase worksite coordinator effectiveness to increase participation.
- ▶ Survey worksite benefit coordinators to identify areas of opportunity to increase worksite coordinator effectiveness to increase participation.
- ▶ Collect, analyze, and report data utilization to identify trends.





## EMPLOYEE ABSENTEEISM

**Description:** Measure the rate of absenteeism of employees who utilize physician services provided through the health and wellness centers in comparison to eligible employees who do not access services through the health and wellness centers. Absenteeism is defined as an employee missing a whole day of work due to personal illness, personal business, or other reasons (excluding paid vacation). These absences may be avoidable or unavoidable.

**Tactic Owner:** Senior Manager, Benefits & Risk Management

**Tactic Team:** Office for Human Resources and Educator Quality

### Tactics

- ▶ Collect, analyze, and report rate of absenteeism.
- ▶ Evaluate and analyze data in comparison to established absenteeism baseline.
- ▶ Analyze and communicate data to all stakeholders.

## EMPLOYEE DEPARTURES

**Description:** Utilize termination and transfer data to analyze departures on a quarterly basis. Collaborate with the Office of Leading and Learning to analyze exit interview data to support and improve retention strategies.

**Tactic Owner:** Senior Manager Talent Acquisition & Recruitment

**Tactic Team:** Office for Human Resources and Educator Quality

### Tactics

- ▶ Analyze termination and transfer data district-wide quarterly.
- ▶ Analyze termination and transfer data and compare year-over-year to identify trends.
- ▶ Analyze exit survey data to identify trends and targeted areas for improvement.
- ▶ Evaluate outcomes and make recommendations for improvement.
- ▶ Communicate results to all stakeholders and celebrate success.

## STRATEGIC RECRUITMENT INITIATIVES

**Description:** Develop and execute new strategies to increase the recruitment of teachers to Pasco County. Implement innovative recruitment strategies to address the state-wide teacher shortage and the decreased amount of educational degree seeking applicants. Proactively seek individuals outside of the educational field at colleges and universities. Continue to focus on virtual recruitment strategies to network with potential applicants. Build and develop the Pasco brand to attract applicants to Pasco County Schools. Expand new teacher prep programs to support the advancement of non-instructional employees to become certified teachers.

**Tactic Owner:** Senior Manager Talent Acquisition & Recruitment

**Tactic Team:** Office for Human Resources and Educator Quality

### Tactics

- ▶ Increase online presence locally and through universities to target student recruitment.
- ▶ Increase communication with applicants through online media and texting campaigns.
- ▶ Continue to develop Pasco branding strategy to drive recruitment.
- ▶ Continue to build the number of interns each semester. Host intern sessions for graduating interns each semester.
- ▶ Attend educational, non-educational, and minority recruitment fairs in-person and virtually.
- ▶ Host district sponsored recruitment events.
- ▶ Continue to build internal recruitment strategies: New Teacher Academy, SRP to Teacher Program.
- ▶ Provide targeted recruitment supports to schools with high number of instructional vacancies.

## LEADERSHIP PIPELINE

**Description:** Development of school leaders to improve student outcomes, reduce turnover, and promote excellence in schools. The Leadership Pipeline is a comprehensive process including leadership standards, preservice preparation opportunities, selective hiring, and placement, and on the job support and mentorship.

**Tactic Owner:** Director, Human Resources and Educator Quality

**Tactic Team:** Office for Human Resources and Educator Quality

### Tactics

- ▶ Develop criteria for measurement for new leaders placed in administrative positions.
- ▶ Evaluate retention rate of new leaders retained after 1 year, 3 years, and 5 years.
- ▶ Develop Leadership onboarding process.
- ▶ Develop Leader Tracking System.

Excellence in Student Achievement

Employee Success

**Taxpayer Value**

Connecting to the Community

The district takes its role and responsibilities very seriously in balancing the delivery of a high quality educational experience for its students and providing value to the taxpayers of Pasco County. To that end, this success

planning process has provided a platform for the district to identify tactics aimed at enhancing the value the district can provide through its facilities and innovative business practices.



Superintendent Kurt Browning interacts with students during an engaging STEM lesson.



## P-CARD PAYMENT PROGRAM

**Description:** Purchasing and Finance Services will continue to manage the P-card Program and increase participation.

**Tactic Owner:** Chief Finance Officer

**Tactic Team:** Purchasing Services and Finance Services

### Tactics

- ▶ Report P-card participation.
- ▶ Report P-Card annual rebates.

## CELL TOWERS

**Description:** Pasco County Schools will strive to increase revenue from existing and future cell towers.

**Tactic Owner:** Chief Finance Officer

**Tactic Team:** Director of Planning Services

### Tactics

- ▶ Report annual revenue from cell towers as compared to previous years.
- ▶ Report progress on additional cell tower opportunities.

## INVESTMENT PROGRAM

**Description:** The District cash must be invested according to the Board's policy #6144 to ensure safety of principal, maintenance of liquidity, and return on investment.

**Tactic Owner:** Chief Finance Officer

**Tactic Team:** Director, Finance Services

### Tactics

- ▶ Monitor investment to ensure compliance with investment policy.
- ▶ Perform cash flow analysis to minimize cash in bank account and maximize cash invested
- ▶ Monitor quarterly performance to make sure it exceeds the average 3-month T-Bill rate.
- ▶ Allocate investments to provide for diversification among investment pools.

## ALTERNATIVE FUEL PROGRAM

**Description:** Use of alternative fuel program to reduce transportation costs.

**Tactic Owner:** Chief Finance Officer

**Tactic Team:** Director, Transportation Services and Senior Manager, Finance Services

### Tactics

- ▶ Application for fuel and vehicle rebates will be submitted and funds received will offset the overall cost of transportation.



## BREAKFAST IN THE CLASSROOM

**Description:** Food and Nutrition Services will operate Breakfast in the Classroom at all school sites in an effort to increase breakfast participation.

**Tactic Owner:** Chief Finance Officer

**Tactic Team:** Director of Food and Nutrition Services

### Tactics

- ▶ Reports will be prepared to determine participation levels at each school participating in the Breakfast in the Classroom Program and to evaluate if participation levels have increased.

## COMPRESSED NATURAL GAS STATION

**Description:** Pasco County Schools operates a compressed natural gas station to reduce fueling costs.

**Tactic Owner:** Chief Finance Officer

**Tactic Team:** Director of Transportation Services

### Tactics

- ▶ The district will report the operational cost of the new CNG station as compared to the operations of a diesel/propane bus garage.

## MAINTENANCE PROJECTS

**Description:** Maintenance and Facilities Services regularly analyzes efficiencies of their projects. Each quarter, Maintenance will identify a project completed internally or externally and the efficiencies and savings realized as a result.

**Tactic Owner:** Chief Finance Officer

**Tactic Team:** Director, Maintenance and Facilities Services

### Tactics

- ▶ Identify project completed internally or externally along with efficiencies and savings.



## FUND BALANCE ESTABLISHMENT

**Description:** The total dollar amount of the fund balance and the fund balance expressed as a percentage of all expenses.

**Tactic Owner:** Chief Finance Officer

**Tactic Team:** Director, Finance Services

### Tactics

- ▶ The district will monitor expenses on an annual basis to make sure that the budgeted fund balance remains the same throughout the year, as well as, monitor expenses and revenue to the projected budget.



## BOND RATING

**Description:** We will maintain the current bond rating as reported by designated rating agencies.

**Tactic Owner:** Chief Finance Officer

**Tactic Team:** Director of Finance Services

### Tactics

- ▶ The district will monitor Debt Service Ratio.
- ▶ The district will monitor interest rates for opportunities for refunding and savings.

## AUDITS/PROGRAM REVIEWS REQUIRING REIMBURSEMENT

**Description:** We will review external audit reports on an ongoing basis throughout the year.

**Tactic Owner:** Chief Finance Officer

**Tactic Team:** Director of Internal Audit

### Tactics

- ▶ Determine if financial audits are unqualified so that bond ratings are not adversely affected.
- ▶ Determine whether or not compliance audits are without findings that would require any type of repayment or fine. If an audit requires any type of repayment or fine, procedures and controls will be established to eliminate future repayment of fines.
- ▶ NOTE: There may not be completed audits to review each quarter. As they become available, the analysis will be completed and the results reported.

## PENNY FOR PASCO PROGRAM

**Description:** Moneys collected from the Penny for Pasco initiative will be expended in accordance with the project list approved by the citizens of Pasco County.

**Tactic Owner:** Chief Finance Officer

**Tactic Team:** Director, Finance Services

### Tactics

- ▶ Monitor sales tax collections versus projections and planned expenditures.
- ▶ Review project budgets and actual expenditures.
- ▶ Maximize interest earned on cash investments.
- ▶ Make adjustments to project budgets, as needed.



Excellence in Student Achievement

Employee Success

Taxpayer Value

**Connecting to the Community**

Pasco schools are an integral part of the larger Pasco County community, and it is essential to our success that we engage with families of students, as well as the business community, community leaders, and the community at large.

Tactics outlined on the following pages are designed to create and maintain stronger relationships between the district and the Pasco community that we serve.





## VOLUNTEER HOURS

**Description:** It is important to keep track of the number of volunteer hours performed by approved volunteers at our schools. Research has shown that when parents and community members are meaningfully engaged in student education there is an increase in student achievement and/or success.

**Owner:** Public Information Officer

**Tactic Team:** Communications and Government Relations Department, School Volunteer Coordinators, and Athletics Program Coordinator

### Tactics

- ▶ Provide updated training to all volunteer coordinators on volunteer procedures and Raptor features.
- ▶ Train newly hired volunteer coordinators throughout the year on the Raptor system, to include signing volunteers in and out, volunteer reports, and best practices.
- ▶ Maintain training logs from volunteer coordinators to ensure all employees have received the volunteer training.
- ▶ Review volunteer procedures with athletic directors and coaches.
- ▶ Update resources for coaches to provide to parents/guardians during meetings to explain volunteer roles and responsibilities.
- ▶ Work with secondary volunteer coordinators to maintain best practices when working after-hours athletic events.
- ▶ Track volunteer hours using the Raptor system at each school.



## SOCIAL MEDIA ENGAGEMENT

**Description:** Social media is a valuable tool for engaging our community. By monitoring the number of comments, likes, shares, and retweets, we can judge whether or not we are presenting information that is engaging and relevant. An effective communications effort looks at the kinds of posts that generate the most engagement and uses this information to guide communications planning. Our goal is to increase the sharing of information and celebrate the successes of our district and schools, and reduce the opportunities for irrelevant and negative comments.

**Owner:** Public Information Officer

**Tactic Team:** Communications and Government Relations Department

### Tactics

- ▶ Maintain social media budget for promoting specific district messages to highly targeted audiences.
- ▶ Focus on posting best performing content and topics.









## COMMUNITY ENGAGEMENT

**Description:** Community engagement efforts will be aimed at building strong communications and outreach efforts, increasing family and students agency within our district, and developing partnerships with community members, organizations, and businesses.

**Owner:** Public Information Officer

**Tactic Team:** Communications and Government Relations Department

### Tactics

- ▶ Utilize cross departmental family and community engagement team to support implementation of plan.
- ▶ Host the Citizens Academy with changes to the format and sessions based on member feedback.
- ▶ Develop and launch family dashboard on website.
- ▶ Create and publish family and community partner newsletter with a regular cadence.
- ▶ Establish and publish a district calendar of involvement events on website.
- ▶ Create and publish a “Get Involved” tab on the website to provide easy access to multiple pathways for families and community members to engage with our schools and district.

## LET’S TALK

**Description:** Let’s Talk provides parents/guardians, students, teachers, staff members, and the public with an easy tool to get answers to their questions, even if they aren’t 100% sure whom to ask. When the submitter receives a response, they have the opportunity to rate the response on a scale of 1 (negative response) to 10 (positive response). The promptness of the response is also recorded.

**Owner:** Public Information Officer

**Tactic Team:** Public Information Officer and Director of Student Support Programs and Services

### Tactics

- ▶ District (tactic owners) train staff to effectively use the Let’s Talk tool.
- ▶ Assign Let’s Talk categories to appropriate staff, both school-based and departmental.
- ▶ Monitor and compare overall response scores over time, as well as among schools and departments. Provide constructive feedback to schools/departments with exception or lackluster scores.
- ▶ Monitor and compare average response time among schools and departments. Provide constructive feedback when appropriate to schools/departments.

# METRICS

## Introduction

Just as a student's progress is monitored throughout the year, so will the efforts of our district departments and schools. All schools will develop a plan for success that aligns with the priorities of the District Success Plan including focus areas in one or more of the four strategic pillars; Excellence in Student Achievement, Employee Success, Taxpayer Value and Connecting with the Community.

The District Scorecard will be used to track performance toward goals, throughout the year, at both the district and school level. Metrics were carefully chosen as priorities within our work, and will be monitored each quarter, each semester or on an annual basis. District and school level metrics are included for each of the four strategic pillars mentioned above.

An important objective of the scorecard is to increase every staff member's understanding of his/her individual & collective contributions to the overall performance of the District. The data reported through the scorecards will inform decisions at both the district and school level, and will ensure a continuous reflection of practices.

| SEEK-12<br>SCORECARD FOR EDUCATIONAL EXCELLENCE K-12 |                                 |   |  |  |  | 2022-2023<br>DISTRICT SCORECARD |    |    |    |  |
|--|---------------------------------|---|--|--|--|---------------------------------|----|----|----|--|
| Quarter Metrics                                      |                                 |   |  |  |  | Q1                              | Q2 | Q3 | Q4 |  |
| Excellence in Student Achievement                    | Rigorous Instruction            | First Graders on Level for Reading                                    |  |  |  |                                 |    |    |    |  |
|  | Compassionate Schools           | Out of School Suspension - Elementary School                          |  |  |  |                                 |    |    |    |  |
|  |                                 | Out of School Suspension - Middle School                              |  |  |  |                                 |    |    |    |  |
| Employee Success                                     | Employee Engagement             | Out of School Suspension - High School                                |  |  |  |                                 |    |    |    |  |
|  |                                 | Employee Departures   |  |  |  |                                 |    |    |    |  |
|  | Employee Wellness               | New Employees Registering to Access Health and Wellness Centers (HWC) |  |  |  |                                 |    |    |    |  |
| Taxpayer Value                                       | Innovative Management Practices | New Employees Accessing Health and Wellness Centers (HWC)             |  |  |  |                                 |    |    |    |  |
|  |                                 | Amount of Non Taxpayer Revenue Created                                |  |  |  |                                 |    |    |    |  |
|  | Financial Stewardship           | Amount of Expenses Controlled and Costs Avoided                       |  |  |  |                                 |    |    |    |  |
| Connecting to the Community                          | Community Outreach              | Planning for Pacing Funds   |  |  |  |                                 |    |    |    |  |
|  |                                 | Let's Talk Customer Service Rating                                    |  |  |  |                                 |    |    |    |  |
|  |                                 | Let's Talk Response Time  |  |  |  |                                 |    |    |    |  |
| Semester Metrics                                     |                                 |   |  |  |  |                                 |    |    |    |  |
| Excellence in Student Achievement                    | Rigorous Instruction            | Students Meeting Prof GOLD Criteria                                   |  |  |  |                                 |    |    |    |  |
|  | Compassionate Schools           | Students with Disabilities Meeting or Exceeding Prof GOLD Criteria    |  |  |  |                                 |    |    |    |  |
|  |                                 | Course failures in 8th grade  |  |  |  |                                 |    |    |    |  |
| Connecting to the Community                          | Equitable Practices             | Course failures in 9th grade  |  |  |  |                                 |    |    |    |  |
|  | Family Engagement               | Advanced Academic Course Enrollment                                   |  |  |  |                                 |    |    |    |  |
|  |                                 | Volunteer Hours   |  |  |  |                                 |    |    |    |  |
|  |                                 | Parents/Guardians Accessing myStudent Accounts                        |  |  |  |                                 |    |    |    |  |

| 2022-2023<br>DISTRICT SCORECARD   |                       |  |  |  |  |  |  |  |  |  |
|-----------------------------------|-----------------------|--|--|--|--|--|--|--|--|--|
| Excellence in Student Achievement | Rigorous Instruction  | Third Grade Proficiency in ELA                                   |  |  |  |  |  |  |  |  |
|                                   |                       | Third Grade Proficiency in Mathematics                           |  |  |  |  |  |  |  |  |
|                                   |                       | Sixth Grade Proficiency in ELA                                   |  |  |  |  |  |  |  |  |
|                                   |                       | Sixth Grade Proficiency in Mathematics                           |  |  |  |  |  |  |  |  |
|                                   |                       | Eighth Grade Proficiency in ELA                                  |  |  |  |  |  |  |  |  |
|                                   | Compassionate Schools | Eighth Grade Proficiency in Mathematics                          |  |  |  |  |  |  |  |  |
|                                   |                       | Eighth Grade Proficiency in Science                              |  |  |  |  |  |  |  |  |
|                                   |                       | Tenth Grade Proficiency in ELA                                   |  |  |  |  |  |  |  |  |
|                                   |                       | Tenth Grade Proficiency in Algebra 1                             |  |  |  |  |  |  |  |  |
|                                   |                       | Kognito Training   |  |  |  |  |  |  |  |  |
| Employee Success                  | Equitable Practices   | Model Schools for Positive Behavior Intervention Supports (PBIS) |  |  |  |  |  |  |  |  |
|                                   |                       | Youth Mental Health First Aid (YMHA) Training                    |  |  |  |  |  |  |  |  |
|                                   |                       | District State/ National/ International Competitions             |  |  |  |  |  |  |  |  |
|                                   |                       | Grand Mean of Students Engaged according to Gallup Survey        |  |  |  |  |  |  |  |  |
|                                   |                       | Students Earning Industry Certifications                         |  |  |  |  |  |  |  |  |
|                                   | Taxpayer Value        | Students Earning College Credits                                 |  |  |  |  |  |  |  |  |
|                                   |                       | Federal Uniform Graduation Rate                                  |  |  |  |  |  |  |  |  |
|                                   |                       | Federal Uniform Graduation Rate Students with Disabilities       |  |  |  |  |  |  |  |  |
|                                   |                       | Grand Mean of Employees Engaged according to Gallup Survey       |  |  |  |  |  |  |  |  |
|                                   |                       | Amount of Non Taxpayer Revenue Created                           |  |  |  |  |  |  |  |  |
| Connecting to the Community       | Community Outreach    | Amount of Expenses Controlled and Costs Avoided                  |  |  |  |  |  |  |  |  |
|                                   |                       | Fund Balance   |  |  |  |  |  |  |  |  |
|                                   |                       | Fund Balance Dollar Amount                                       |  |  |  |  |  |  |  |  |
|                                   |                       | Bond Rating (Moody's/Fitch Ratings)                              |  |  |  |  |  |  |  |  |
|                                   |                       | Social Media Engagement  |  |  |  |  |  |  |  |  |
|                                   | Family Engagement     | Paxco Schools Citizen Academy Knowledge Gains                    |  |  |  |  |  |  |  |  |
|                                   |                       |  |  |  |  |  |  |  |  |  |
|                                   |                       |  |  |  |  |  |  |  |  |  |
|                                   |                       |  |  |  |  |  |  |  |  |  |
|                                   |                       |  |  |  |  |  |  |  |  |  |

Monitoring performance in a consistent manner across all school levels is a vital component to our success as a system.



# SEEK-12

SCORECARD FOR EDUCATIONAL EXCELLENCE K-12

2022-2023  
DISTRICT SCORECARD

|                                   | Quarter Metrics                 |   | Q1 | Q2 | Q3 | Q4 |
|-----------------------------------|---------------------------------|---|----|----|----|----|
| Excellence in Student Achievement | Rigorous Instruction            | First Graders on Level for Reading                                    |    |    |    |    |
|                                   | Compassionate Schools           | Out of School Suspension - Elementary School                          |    |    |    |    |
|                                   |                                 | Out of School Suspension - Middle School                              |    |    |    |    |
|                                   |                                 | Out of School Suspension - High School                                |    |    |    |    |
| Employee Success                  | Employee Engagement             | Employee Departures   |    |    |    |    |
|                                   | Employee Wellness               | New Employees Registering to Access Health and Wellness Centers (HWC) |    |    |    |    |
|                                   |                                 | New Employees Accessing Health and Wellness Centers (HWC)             |    |    |    |    |
| Taxpayer Value                    | Innovative Management Practices | Amount of Non Taxpayer Revenue Created                                |    |    |    |    |
|                                   |                                 | Amount of Expenses Controlled and Costs Avoided                       |    |    |    |    |
|                                   | Financial Stewardship           | Penny for Pasco Funds   |    |    |    |    |
| Connecting to the Community       | Community Outreach              | Let's Talk Customer Service Rating                                    |    |    |    |    |
|                                   |                                 | Let's Talk Response Time  |    |    |    |    |
|                                   | Semester Metrics                |   |    | S1 |    | S2 |
| Excellence in Student Achievement | Rigorous Instruction            | PreK STAR Early Literacy  |    |    |    |    |
|                                   |                                 | PreK STAR Early Literacy for Students with Disabilities               |    |    |    |    |
|                                   |                                 | Course failures in 6th grade  |    |    |    |    |
|                                   |                                 | Course failures in 9th grade  |    |    |    |    |
|                                   | Equitable Practices             | Advanced Academic Course Enrollment                                   |    |    |    |    |
| Connecting to the Community       | Family Engagement               | Volunteer Hours   |    |    |    |    |





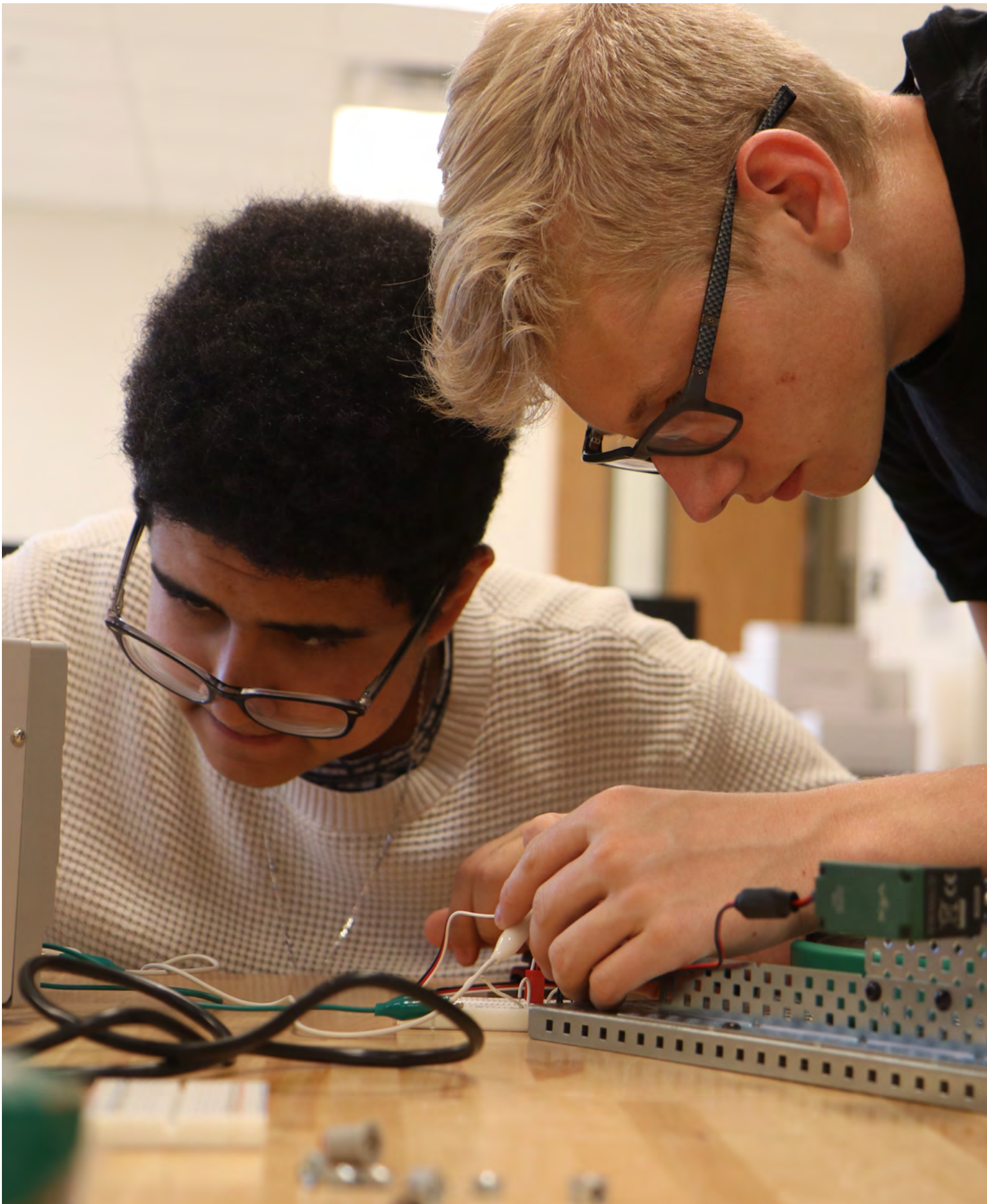
# SEEK-12

SCORECARD FOR EDUCATIONAL EXCELLENCE K-12

2022-2023  
DISTRICT SCORECARD

|                                   | Annual Metrics                  |  |  |  |  | A |
|-----------------------------------|---------------------------------|--|--|--|--|---|
| Excellence in Student Achievement | Rigorous Instruction            | Learning Experiences Matching Rigor of Elementary ELA Standards  |  |  |  |   |
|                                   |                                 | Learning Experiences Matching Rigor of Elementary Math Standards |  |  |  |   |
|                                   |                                 | Learning Experiences Matching Rigor of Secondary ELA Standards   |  |  |  |   |
|                                   |                                 | Learning Experiences Matching Rigor of Secondary Math Standards  |  |  |  |   |
|                                   |                                 | Third Grade Proficiency in ELA                                   |  |  |  |   |
|                                   |                                 | Third Grade Proficiency in Mathematics                           |  |  |  |   |
|                                   |                                 | Sixth Grade Proficiency in ELA                                   |  |  |  |   |
|                                   |                                 | Sixth Grade Proficiency in Mathematics                           |  |  |  |   |
|                                   |                                 | Eighth Grade Proficiency in ELA                                  |  |  |  |   |
|                                   |                                 | Eighth Grade Proficiency in Mathematics                          |  |  |  |   |
|                                   |                                 | Eighth Grade Proficiency in Science                              |  |  |  |   |
|                                   |                                 | Tenth Grade Proficiency in ELA                                   |  |  |  |   |
|                                   |                                 | Tenth Grade Proficiency in Algebra 1                             |  |  |  |   |
|                                   | Compassionate Schools           | Model Schools for positive behavior systems                      |  |  |  |   |
|                                   |                                 | Youth Mental Health First-Aid (YMHFA) Training                   |  |  |  |   |
|                                   |                                 | Grand Mean of Students Engaged according to Gallup Survey        |  |  |  |   |
|                                   | Equitable Practices             | Students Earning Industry Certifications                         |  |  |  |   |
|                                   |                                 | College Credits Earned by Students                               |  |  |  |   |
|                                   |                                 | Federal Uniform Graduation Rate                                  |  |  |  |   |
| Employee Success                  | Employee Engagement             | Grand Mean of Employees Engaged according to Gallup Survey       |  |  |  |   |
| Taxpayer Value                    | Innovative Management Practices | Amount of Non Taxpayer Revenue Created                           |  |  |  |   |
|                                   |                                 | Amount of Expenses Controlled and Costs Avoided                  |  |  |  |   |
|                                   | Fund Balance                    | Fund Balance Dollar Amount                                       |  |  |  |   |
|                                   | Financial Stewardship           | Bond Rating (Moody's/Fitch Ratings)                              |  |  |  |   |
|                                   | Community Outreach              | Social Media Engagement  |  |  |  |   |
|                                   |                                 | Pasco Schools Citizens' Academy Knowledge Gains                  |  |  |  |   |

| METRIC INFORMATION                |  |  |                  |  |
|-----------------------------------|--|--|------------------|--|
| Strategic Pillar                  | Metric Title   | Metric Definition  | End of 2021-2022 | 2026-2027 Goals                            |
| Excellence in Student Achievement | First graders on level for Reading                               | Percentage of 1st grade students whose reading performance meets or exceeds the expected level                               | 63%              | > 3% increase from prior year              |
|                                   | Out of School Suspension-Elementary                              | Number of days elementary school students are suspended out of school for discipline reasons                                 | 1,377            | Decrease 5%                                |
|                                   | Out of School Suspension-Middle                                  | Number of days middle school students are suspended out of school for discipline reasons                                     | 4,188            | Decrease 5%                                |
|                                   | Out of School Suspension-High                                    | Number of days high school students are suspended out of school for discipline reasons                                       | 3,579            | Decrease 5%                                |
|                                   | PreK STAR Early Literacy   | Percentage of Head Start and/or voluntary Pre-K children whose performance is demonstrated to be on target                   | 95% (PreK GOLD)  | Annual 95%                                 |
|                                   | PreK STAR Early Literacy for Students with Disabilities          | Percentage of Head Start and/or voluntary Pre-K children with disabilities whose performance is demonstrated to be on target | 58% (PreK GOLD)  | Annual 60%                                 |
|                                   | Course Failures 6th Grade  | Percentage of 6th graders with 1 or more course failures   | 14%              | >3% decrease from prior year               |
|                                   | Course Failures 9th Grade  | Percentage of 9th graders with 1 or more course failures   | 26%              | >3% decrease from prior year               |
|                                   | Advanced Academic Course Enrollment                              | Percentage of students enrolled in 1 or more Advanced, Honors, AICE, AP or DE course   | 41%              | >5% decrease from prior year               |
|                                   | Learning Experiences Matching Rigor of Elementary ELA Standards  | Percentage of elementary ELA classrooms aligned to the standards as evidenced on the Instructional Practice Guides           | 30%              | 100%                                       |
|                                   | Learning Experiences Matching Rigor of Elementary Math Standards | Percentage of elementary Mathematics classrooms aligned to the standards as evidenced on the Instructional Practice Guides   | 36%              | 100%                                       |
|                                   | Learning Experiences Matching Rigor of Secondary ELA Standards   | Percentage of secondary ELA classrooms aligned to the standards as evidenced on the Instructional Practice Guides            | 29%              | 100%                                       |
|                                   | Learning Experiences Matching Rigor of Secondary Math Standards  | Percentage of secondary Mathematics classrooms aligned to the standards as evidenced on the Instructional Practice Guides    | 36%              | 100%                                       |
|                                   | Third Grade Proficiency in ELA                                   | Percentage of 3rd grade students achieving proficient or better on the Grade 3 ELA FAST                                      | 53% (FSA)        | >3 percentage pt. increase from prior year |





| METRIC INFORMATION                       |  |  |                  |  |
|--|--|--|------------------|--|
| Strategic Pillar                         | Metric Title                                   | Metric Definition  | End of 2021-2022 | 2026-2027 Goals                            |
| <b>Excellence in Student Achievement</b> | Third Grade Proficiency in Mathematics         | Percentage of 3rd grade students achieving proficient or better on the Grade 3 Math FAST                                     | 52% (FSA)        | >3 percentage pt. increase from prior year |
|  | Sixth Grade Proficiency in ELA                 | Percentage of 6th grade students achieving proficient or better on the Grade 6 ELA FAST                                      | 51% (FSA)        | >3 percentage pt. increase from prior year |
|  | Sixth Grade Proficiency in Mathematics         | Percentage of 6th grade students achieving proficient or better on the Grade 6 Math FAST                                     | 48% (FSA)        | >3 percentage pt. increase from prior year |
|  | Eighth Grade Proficiency in ELA                | Percentage of 8th grade students achieving proficient or better on the Grade 8 ELA FAST                                      | 45% (FSA)        | >3 percentage pt. increase from prior year |
|  | Eighth Grade Proficiency in Mathematics        | Percentage of 8th grade students achieving proficient or better on the Grade 8 FAST  | 58% (FSA)        | >3 percentage pt. increase from prior year |
|  | Eighth Grade Proficiency in Science            | Percentage of 8th grade students achieving proficient or better on the Grade 8 Science FCAT 2.0 Statewide Science Assessment | 45%              | >3 percentage pt. increase from prior year |
|  | Tenth Grade Proficiency in ELA                 | Percentage of 10th grade students achieving proficient or better on the Grade 10 ELA FAST                                    | 48% (FSA)        | >3 percentage pt. increase from prior year |
|  | Tenth Grade Proficiency in Algebra 1           | Percentage of Algebra 1 students achieving proficient or better on the Algebra 1 EOC   | 54%              | >3 percentage pt. increase from prior year |
|  | Model schools for positive behavior systems    | Percentage of schools recognized as model schools for positive behavior systems  | 41%              | 100%                                       |
|  | Youth Mental Health First-Aid (YMHFA) Training | Percentage of school personnel trained in the 6 hour Youth Mental Health First-Aid (YMHFA)                                   | 26%              | 100%                                       |

| METRIC INFORMATION                       |  |   |                  |                               |
|--|--|---|------------------|-------------------------------|
| Strategic Pillar                         | Metric Title                             | Metric Definition   | End of 2021-2022 | 2026-2027 Goals               |
| <b>Excellence in Student Achievement</b> | Student Engagement                       | The grand mean of Pasco County students that are engaged in their school experience as defined by the annual Gallup student survey      | 3.63             | 3.88                          |
|  | Students Earning Industry Certifications | Number of students earning nationally recognized industry certifications as determined by an independent, third-party certifying entity | 3,018            | > 5% increase from prior year |
|  | College Credits Earned by Students       | Number of college credits earned by students  | 46,131           | > 5% Increase from prior year |
|  | Federal Uniform Graduation Rate          | Percentage of students who graduate with a standard high school diploma within four years of their first enrollment in ninth grade      | 91%              | 95%                           |



| METRIC INFORMATION      |  |  |                  |                 |
|-------------------------|--|--|------------------|-----------------|
| Strategic Pillar        | Metric Title   | Metric Definition  | End of 2021-2022 | 2026-2027 Goals |
| <b>Employee Success</b> | Employee Engagement Grand Mean                                 | The grand mean of Pasco County school district employees that are engaged in their work experience as defined by the annual Gallup employee survey                         | 3.89             | Annual: 4.12    |
|                         | Employee Awareness and Engagement in Pasco Go Healthy Services | Percentage of employees eligible to participate in the Board's group health plan who register/are registered to access services provided by the Health and Wellness Center | 17.02%           | Annual: 85%     |
|                         |  | Percentage of employees who access services with a provider at the Health and Wellness Center  | 14.89%           | Annual: 40%     |
|                         | Employee Departures  | Percentage of employees (excluding temporary employees, substitute personnel, and student employees) who leave Pasco County Schools  | 6.10%            | 10%             |

| METRIC INFORMATION    |                                       |  |                      |                      |
|-----------------------|---------------------------------------|--|----------------------|----------------------|
| Strategic Pillar      | Metric Title                          | Metric Definition  | End of 2021-2022     | 2026-2027 Goals      |
| <b>Taxpayer Value</b> | Non-Taxpayer Revenue Created          | The total amount of revenue generated by the P-card/ePayables purchasing programs, the alternative fuel program, the vending machine program, the cell tower program, and the investment program | \$810,817.00         | \$917,365.00         |
|                       | Expenses Controlled and Costs Avoided | The total cost reduction and/or cost avoidance in the operations of the CNG station, the Breakfast in the Classroom Program, and the efficiency of our Maintenance Program                       | \$75,000             | \$80,000             |
|                       | Fund Balance Dollar Amount            | The total dollar amount of the fund balance  | \$43,914,278.00      | \$ 44,792,563.56     |
|                       | Bond Rating                           | The District's bond rating as reported by Moody's (or other designated rating agency)  | AA3                  | AA2                  |
|                       | Audits Requiring Reimbursement        | The amount of money required to be reimbursed to funding agencies as a result of negative audit or program review results  | Annual: 0            | Annual: 0            |
|                       | Penny for Pasco Funds                 | The total amount of revenue generated by the Penny for Pasco program   | Annual: \$44,559,495 | Annual: \$49,849,867 |

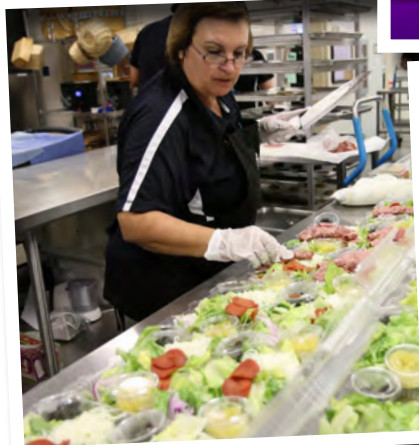


| METRIC INFORMATION          |  |  |   |                             |
|-----------------------------|--|--|---|-----------------------------|
| Strategic Pillar            | Metric Title                           | Metric Definition  | End of 2021-2022  | 2026-2027 Goals             |
| Connecting to the Community | Social Media Engagement                | The number of followers of the District's Facebook, Instagram, and Twitter accounts                          | 61,367 Facebook followers, 24,200 Twitter followers, 11,600 Instagram followers | 3% increase from prior year |
|                             | Volunteer Hours                        | The number of volunteer hours performed by approved volunteers   | 79,594  | 3% increase from prior year |
|                             | Pasco County Schools Citizens' Academy | The percentage of participants ranking their level of knowledge after the academy as extremely knowledgeable | N/A   | 80%                         |
|                             | Let's Talk                             | The average customer service rating for similar size districts   | 8.2 days  | Exceed National Median      |
|                             |  | The average response time for similar size districts   | 1.3 days  | Below National Median       |





# The Journey To Excellence...





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[www.facebook.com/pascoschools](https://www.facebook.com/pascoschools)

Pasco County Schools does not discriminate on the basis of race, color, sex/gender, religion, national origin, marital status, disability, age or genetic information in its educational programs, services or activities, or in its hiring and employment practices.

For more information about equity policies, visit: <https://www.pasco.k12.fl.us/er/page/equity/>