Pinellas County Community Indicator Report

The State of Postsecondary Access and Attainment in Pinellas County

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Pinellas Education Foundation

The Pinellas Education Foundation is dedicated to accelerating achievement for all students through the mobilization of innovation, relationships and resources. By focusing on improving academic achievement and preparing students for multiple pathways after high school, the Foundation ensures that students are prepared for life after high school whether that path is college, career technical education, work or the military.

LEAP Tampa Bay College Access Network

LEAP Tampa Bay is a cross-sector network of partners representing business, education, philanthropy and government who have established a community-wide commitment to college access and attainment in Hillsborough and Pinellas Counties, with a goal to reach 60% of working age adults (age 25-64) holding a degree or high-quality certificate by 2025. By working together with a collective impact approach, LEAP partners are helping more people earn such credentials, thus improving their family's earning potential, building the talent available for job opportunities in Tampa Bay's thriving economy, and achieving large-scale social impact.

Foundation for a Healthy St. Petersburg

The Foundation for a Healthy St. Petersburg is a private foundation formed in 2013 following the sale of the nonprofit Bayfront Health St. Petersburg. It is the steward of more almost $180 million in assets to serve the residents of Pinellas County, particularly those in greatest need. The Foundation's mission is to end differences in health due to social or structural disadvantages, and to improve population health by inspiring and empowering people, ideas, organizations, and relationships.

Florida College Access Network

Florida College Access Network (FCAN) is Florida's first collaborative network committed to ensuring all Floridians have the opportunity to achieve an education beyond high school and prosper in Florida's dynamic economy. FCAN's mission is to create and sustain a statewide network that catalyzes and supports communities to increase college and career preparation, access, and completion for all Florida students. FCAN's vision for Florida is Goal 2025: For 60% of working-age Floridians to hold a high-quality postsecondary degree or credential by the year 2025.

Thank you to the organizations who supported the development of this report:

Pinellas County Schools

Pinellas Technical College

St. Petersburg College

University of South Florida – St. Petersburg

Future Plans USA

Helios Education Foundation

About the Pinellas County Community Indicator Report

In December 2017, a group of Pinellas County community leaders and stakeholders met to discuss the use of indicators and metrics for improving student success to ensure more students, particularly those facing the greatest challenges, achieve an education beyond high school to put them on a path to a rewarding career. This group explored 24 metrics related to college and career readiness, access and affordability, college performance, workforce and economic outcomes, and degree attainment, thoroughly discussing the merits of each. They ultimately selected to learn more about the 15 indicators featured in this report, with the goal to explore how to move the needle as a community to improve student outcomes and assure educational and opportunity equity.

This report is the result of that process. Its goal is to provide readers with an overview of factors impacting postsecondary access and attainment in the county and to identify areas of accomplishment as well as opportunities for improvement. It is hoped that this report will help foster community dialogue, engage stakeholders, and initiate community action to improve education outcomes for Pinellas County students.

Recommendations for Using this Report

Community indicators are tools to build strategic learning when tackling the complex challenge of helping more students access and succeed in college and in their careers. Indicators and metrics can help us identify trends, uncover disparities or inequities, and understand and improve the communities in which we live.

As you and your community partners explore opportunities to improve educational outcomes for Pinellas County students, keep in mind the following best practices:

- **Remember context matters**
  While numbers don't lie, they cannot tell us the whole story either. It may be tempting to compare one school to another, or the county to the state, but the context in which each operates (i.e. the number of low-income students, diversity, staff/administrative turnover) can impact results. Instead, use data and community indicators to start a curious conversation, questioning what we know versus what we don't know about what might be impacting students.
- **Love your data, but love your partners more**
  Good data are critical for making informed decisions to improve student outcomes and better a community. However, data should not come at the expense of quality partnerships and engagement. Too often, indicators and data are misused or misrepresented, damaging trust among partners. To avoid this, invest in relationships with partners to better understand sensitivities around the numbers and to learn how to re-engage those that might feel uncomfortable.
- **Don't let the perfect be the enemy of the good (data)**
  No data are perfect. Often times, an indicator will only include select student populations or define a concept differently than what your community hopes to collect. Additionally, education and workforce data take time to collect and verify, which means, in nearly all cases, even the most recently available data may be from previous years. When reviewing this report and similar resources, be sure you and your network partners are aware of how to read the data and understand its limitations.

Additionally, the process of collecting and monitoring community indicators can build or strengthen connections. As members meet to discuss the state of a community, they not only collaborate and become exposed to new, diverse ideas, but they become engaged in a collective initiative to solve complex problems.

The following guiding questions can help facilitate a constructive conversation around this report:

- What stands out to you? What is noteworthy?
- What does this report reveal about our community strengths and opportunities for improvement?
- What areas are new to your understanding of barriers to student success?
- What community assets (i.e. programs, initiatives) already exist? Is anyone in the community already working to ensure student success in these areas?
- If the data reveal a problem, is there collective will among community members to work together to create positive change?

Data Diversity

Data are a powerful tool in community decision-making and social change initiatives. However, data that reflect the larger community can often mask inequities between population groups. Information that is broken out to reflect various population groups (racial, ethnic, gender, etc.) is called "disaggregated data." With disaggregated data, community members are able to examine issues for the population at large as well as for these distinct populations, and identify where disparities or inequities might exist.

The table below outlines the availability of disaggregated data for each indicator included in this report. The data in this report, including the use or exclusion of disaggregated data, represent the most valid and reliable sources available. Additional documentation of the data sources used in this report can be found on page 27.

Indicator	Disaggregated data available for report?	Source	Note
Degree attainment rate, working-age adults	✗	United States Census Bureau, American Community Survey	The American Community Survey provides select educational attainment data by race/ethnicity. However, due to census data collection methods, margins of error are high and data are not valid enough to include in this report.
Degree attainment rate, young adults	✗	United States Census Bureau, American Community Survey	
Adults with some college credit, but no degree	✗	United States Census Bureau, American Community Survey	
Student aspirations after high school	✓	Future Plans USA	Data are available by race/ethnicity and gender
Industry certification earned in public schools	✓	Florida Department of Education; Pinellas County Schools	Data are available by race/ethnicity, gender, and income status
Eligibility for Bright Futures Scholarship	✓	Florida Department of Education; Pinellas County Schools	Data are available by race/ethnicity, gender, and income status
FAFSA completion	✗	Florida Department of Education; United States Department of Education	
College-going rate	✓	Florida Department of Education	Data are available by race/ethnicity, gender, and income status
Florida public institutions attended by high school graduates	✗	Florida Department of Education	
Early college success of high school graduates	✓	Florida Department of Education	Data are available by race/ethnicity, gender, and income status
College retention rate	✗	Integrated Postsecondary Education Data System (IPEDS); Florida College System; Florida State University System	
College graduation rate	✓	Integrated Postsecondary Education Data System (IPEDS); Florida College System; Florida State University System; Pinellas County Schools	Data are available by race/ethnicity and gender
Number of degrees/credentials awarded	✗	Integrated Postsecondary Education Data System (IPEDS)	
Student loan default rate	✗	United States Department of Education	
Median annual earnings for graduates for Florida public institutions	✗	Florida Economic Security Report	

Economic and Demographic Indicators

Population and Demographics[1]

Pinellas County, the 6th most populous county in the state, is home to 962,003 residents according to 2017 estimates. Resident counts are up 5.0% since 2010 and are projected to rise another 2.1% to 982,366 by 2025. Residents of Pinellas County are, on average, older compared to Florida's overall population.(48.0 years old vs. 41.6 years old). The percentage of Pinellas County youth (under 18 years old) living in poverty is slightly lower than the state average (19.6% vs. 21.3%).

Pinellas County Population

Year	Population
1980	728,531
1990	851,659
2000	921,495
2010	916,542
2017	962,003
2020	967,395
2025	982,336
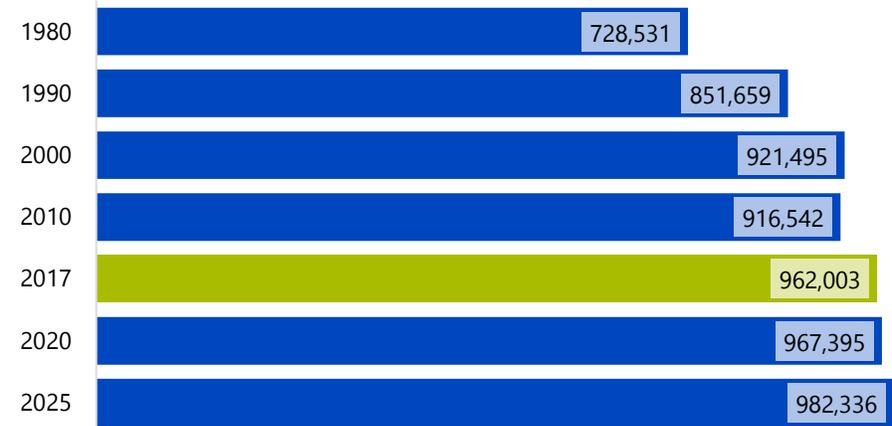
Pinellas County is set to experience moderate population increases compared to the rest of Florida. Between 2017 and 2025, Pinellas is projected to gain 20,333 residents, an increase of 2.1%.

During the same period, Florida's population is set to increase by 2.45 million (12%).

Age, Race and Ethnicity[2]

Pinellas County residents are less diverse in race and ethnicity than the state's overall population. For example, 76% of Pinellas County residents identify as white and non-Hispanic, compared to 57% in Florida.

However, the race and ethnicity of Pinellas County residents differs substantially when looking at age groups. As seen in the charts below, younger populations are much more diverse, with greater percentages of Black and Hispanic residents than older populations, which are overwhelmingly White.

All Ages

9% 4% 11% 76%

Ages 0-17: 5% 17% 18% 60%

Ages 18-24: 5% 15% 16% 65%

Ages 25-64: 8% 4% 10% 77%

Ages 65+: 3% 2% 5% 90%
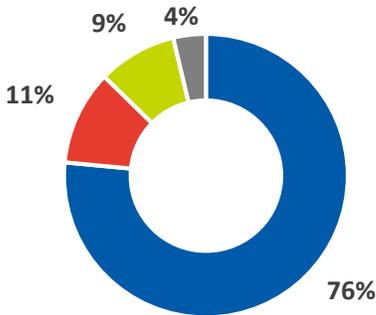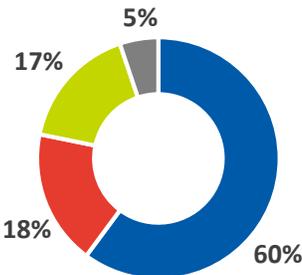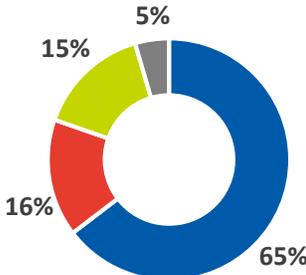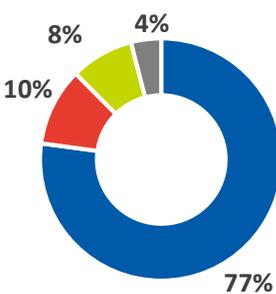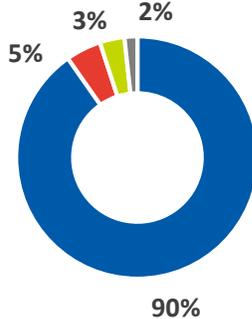
■ White ■ Black ■ Hispanic ■ Other

Regional Demand Occupations (2017-18)[3]

The table below lists the ten high skill/high wage occupations with the greatest number of annual openings in Pinellas County. High skill/high wage occupations have an average wage of $22.73 per hour and an entry wage of $14.51 per hour. According to the Florida Department of Economic Opportunity, all of the occupations in Pinellas County listed below recommend some form of education and/or training beyond high school.

| Title	Annual Growth (%)	Annual Openings	Mean Hourly Wage ($)	Education/Training Level
Food Service Managers	1.4	473	33.25	Associate's degree
Radiologic Technologists	1.6	459	25.34	Postsecondary certificate
Registered Nurses	2.1	450	32.00	Associate's degree
Aircraft Mechanics and Service Technicians	1.1	441	27.27	Postsecondary certificate
First-Line Supervisor of Material-Moving Vehicle Operators (i.e. General Freight Trucking)	1.2	422	28.02	Postsecondary certificate
Web Developers	3.1	414	29.84	Postsecondary certificate
Dental Hygienists	2.1	404	31.06	Associate's degree
Electrical Power-Line Installers and Repairers	1.3	386	25.30	Postsecondary certificate
Compliance Officers	0.9	366	29.75	Postsecondary certificate
Administrative Services Managers	1.6	344	52.64	Associate's degree

Median Annual Wages by Education/Training Level[4]

Wage data for Pinellas County workers show individuals with higher levels of education and training earn more (see table below). Research observing the connection between education and jobs shows higher learners are more likely to move up the socioeconomic ladder, pay more in taxes, are more likely than others to be employed, and are more active citizens.

Education Level	Median Annual Wage
Less than High School	$22,344
High School Diploma	$28,027
Total, All Training Levels	$34,883
Postsecondary Adult Vocational	$38,097
Associate Degree	$63,583
Bachelor's Degree	$69,177
Master's or Higher Degree	$113,997
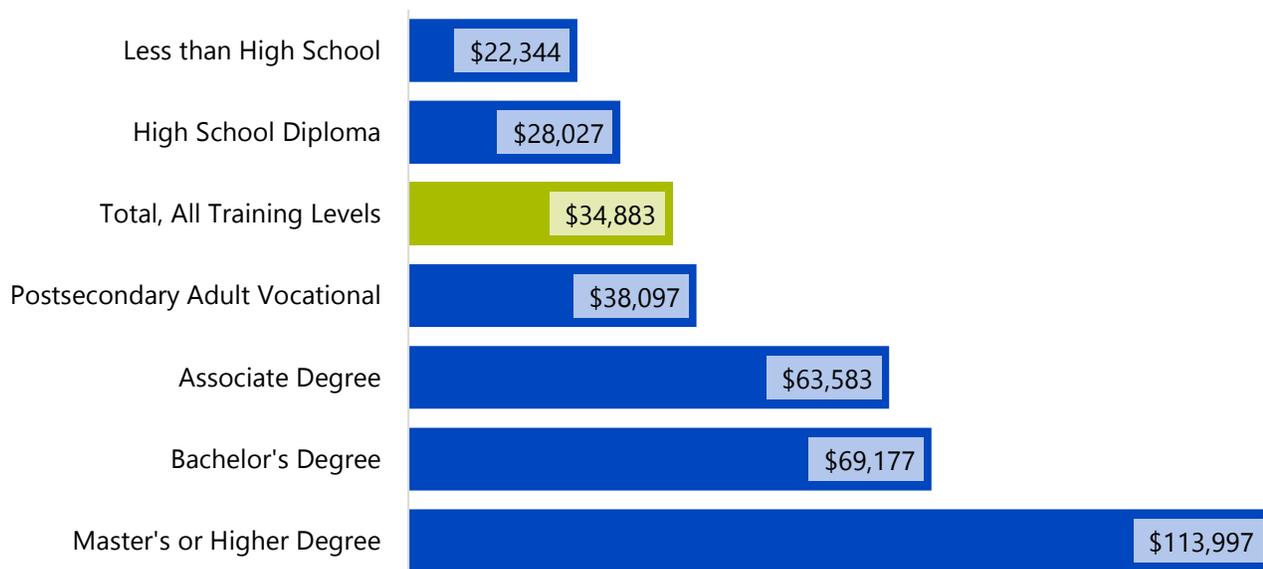
Degree Attainment Rate, Working-Age Adults

About this Indicator

The degree attainment rate is the percentage of working-age adults (ages 25-64) whose highest level of education earned is an associate's degree or higher. The degree attainment rate for working-age adults provides insight into the education level of an entire resident population or workforce.

While not every student needs to attend a 4-year university to lead a successful life and secure a well-paying job, research indicates individuals who earn a credential beyond a high school diploma earn more over their lifetimes and are less likely to be unemployed.

Additionally, the job market for those with only a high school diploma is shrinking. The Great Recession dramatically impacted Florida's workforce, and the state lost approximately one thousand jobs per day between December 2007 and March 2010. Job growth following the Great Recession has favored those with higher education. By the year 2025, 60% of jobs created in Florida will require some form of postsecondary education.

Pinellas County[5]

In 2016, Florida ranked 24th among all states in degree attainment. This translates to over 4.2 million residents with a high-quality degree or credential. In Pinellas County, 42%, or approximately 209,000 working-age adults, held such a degree, making Pinellas 10th among all Florida counties in degree attainment.

Degree attainment for working-age adults has increased between 2012 and 2016 for **United States**, **Florida**, and **Pinellas County** residents, with **Pinellas County's** rate higher than the **United States'** and **Florida's.**
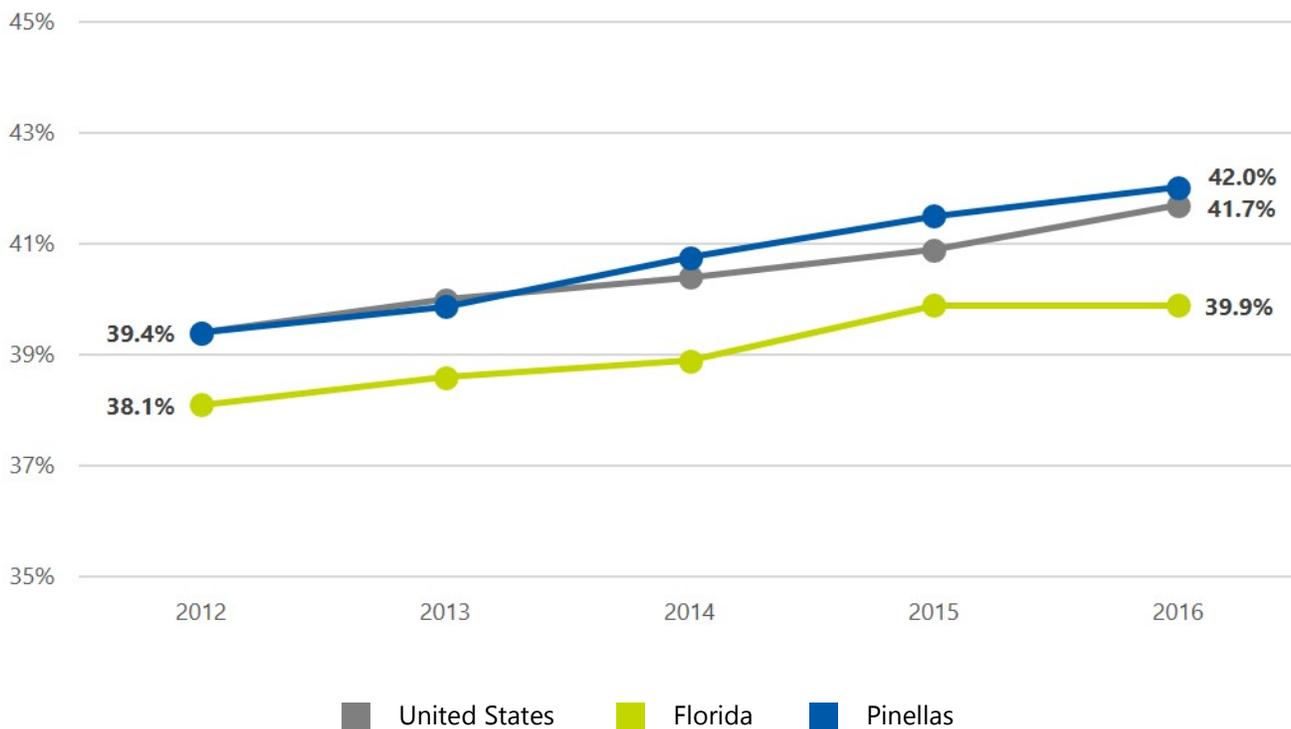
Note: This indicator defines degree attainment as holding an associate's degree or higher. Beginning in 2014, Lumina Foundation using data from the Georgetown University Center on Education and the Workforce published estimates on the number of working-aged residents with a high-quality postsecondary certificate as their highest earned credential. Currently, 7% of Floridians and 5.2% of residents nationwide hold a high-quality postsecondary certificate as their highest education. These estimates are not included in the graph above because data are not yet available at the county level. Additionally, state and county estimates of industry certifications (time-limited, industry-based credentials awarded by professional associates, industry groups, vendors, or government agencies) are not currently available.

Degree Attainment Rate, Young Adults

About this Indicator

The degree attainment rate for young adults is the percentage of the population ages 25-34 whose highest level of education is an associate's degree or higher. Educational attainment for young adults can be used as a leading indicator to understand future degree attainment rates and workforce supply.

Pinellas County[5]

The **United States**, **Florida**, and **Pinellas County** have seen an increase in the percentage of young adults with an associate's degree or higher. While **Pinellas County's** rate is lower than that of the **United States**, it experienced the same percentage point increase (approximately 3%) as the United States in the time between 2012 to 2016.
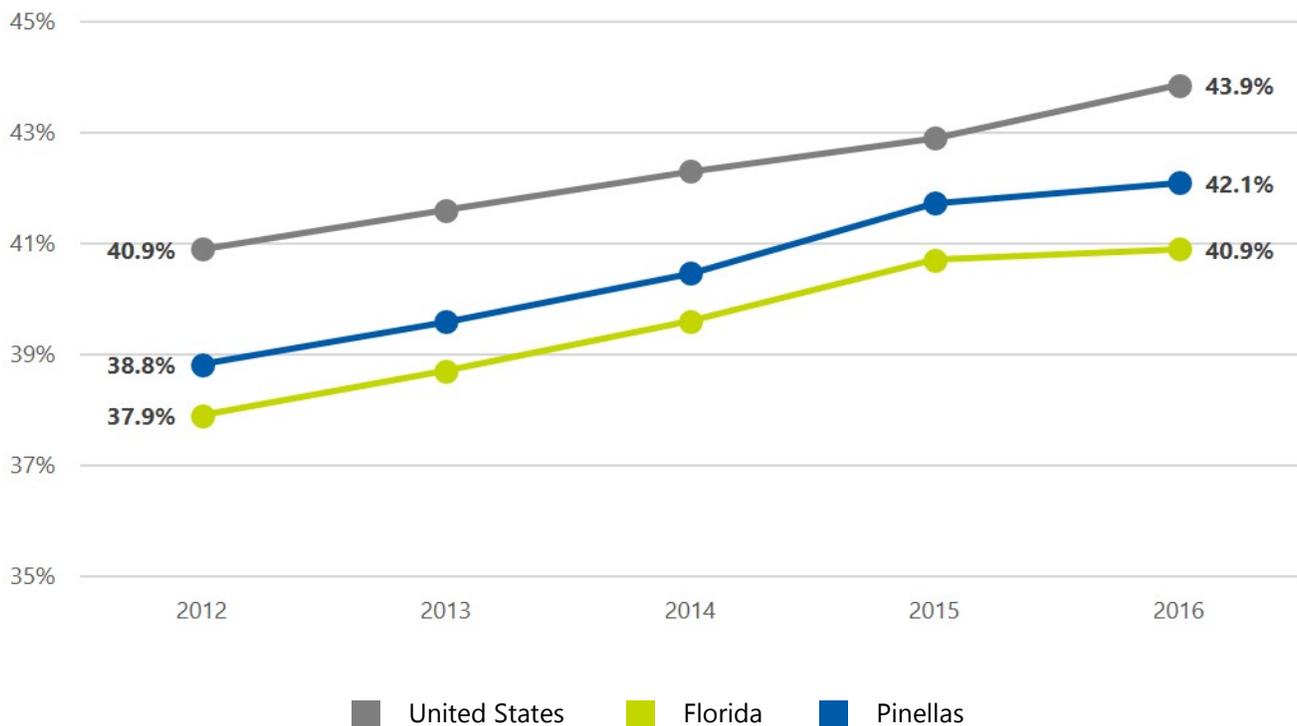
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Adults with Some College Credit, but No Degree

About this Indicator

This indicator is the percentage of working-age adults (ages 25-64) who have earned some college credit, but did not finish a degree. Completing a degree or credential helps workers progress in their career.

Pinellas County[5]

As of 2016, 2.1 million adult Floridians had started college but not completed a degree program. Five percent of these Floridians, or approximately 109,000 individuals, lived in Pinellas County. When examining the counties with the largest percentages of its residents with some college credit, but no degree, Pinellas ranks 29th among Florida's 67 counties.

While **Pinellas County** residents ages 25-64 have higher educational attainment than residents of **Florida** and **United States**, **Pinellas** has a higher percentage of adults with some college credit, but no degree than both the United States and Florida.
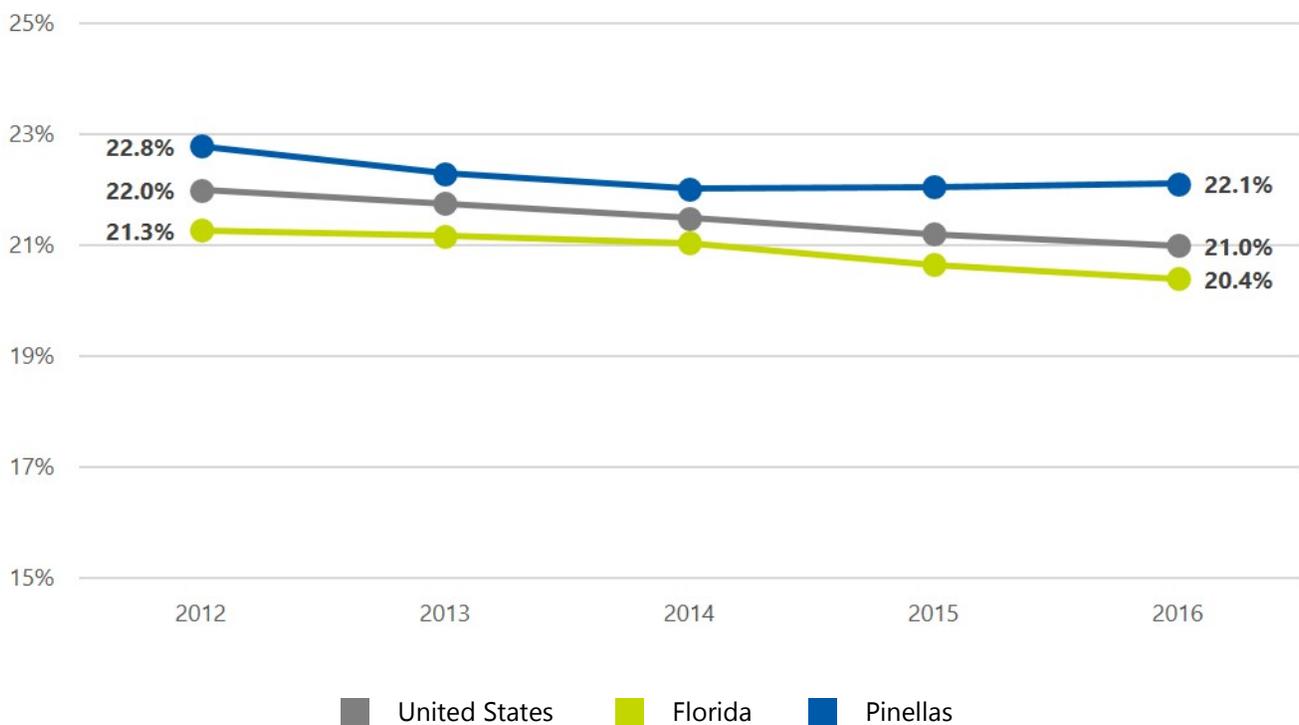
Student Aspirations after High School

About this Indicator

Student aspirations reflect a student's intention for their life following high school graduation. Pathways include entering the workforce, enlisting in the military, or pursuing higher education. Understanding students' plans for life after high school can help parents, school counselors, community members, and students themselves identify resources and options to best prepare for the future. Additionally, community members can better understand how student interest aligns with local workforce need by comparing students' aspirations to the in-demand occupations on page seven.

Research conducted by ACT on test-takers' post-high school plans illustrates varied career and educational aspirations. For the graduating class of 2017, 75% of test-takers nationally and in Florida indicated they plan to pursue a bachelor's degree or higher. Two percent of national and Florida test-takers planned to enroll in a vocational program, while 5% nationally and 3% in Florida aspired to complete a two-year degree program.[6]

Pinellas County[7]

Of Pinellas County students surveyed by the school district who have graduated or are expected to graduate high school between 2016 and 2021, more than 70% planned to continue their educations by enrolling in a college, university, or a career or technical training/certification program.
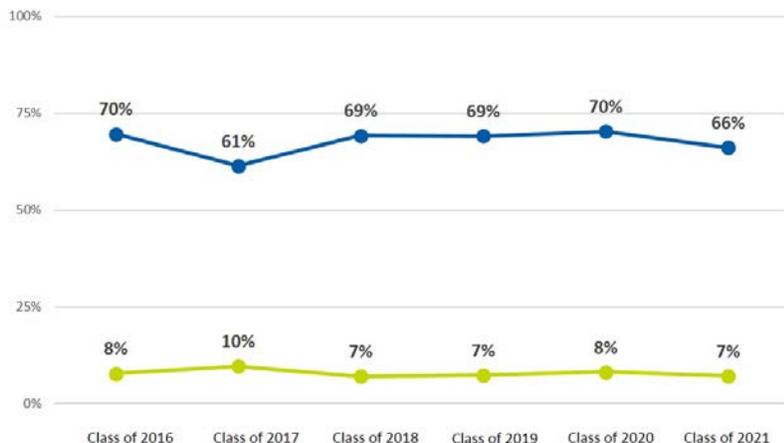
With the exception of the graduating class of 2017, there's been little change in students who declare **"enrolling in college or university"** or **"pursuing technical training or certification"** as their next step after high school.

While **76%** of the 2018 graduating class questioned said their **next step was to enroll in college** or **university or pursue technical training or a certificate**, aspirations for postsecondary education vary by race and ethnicity.
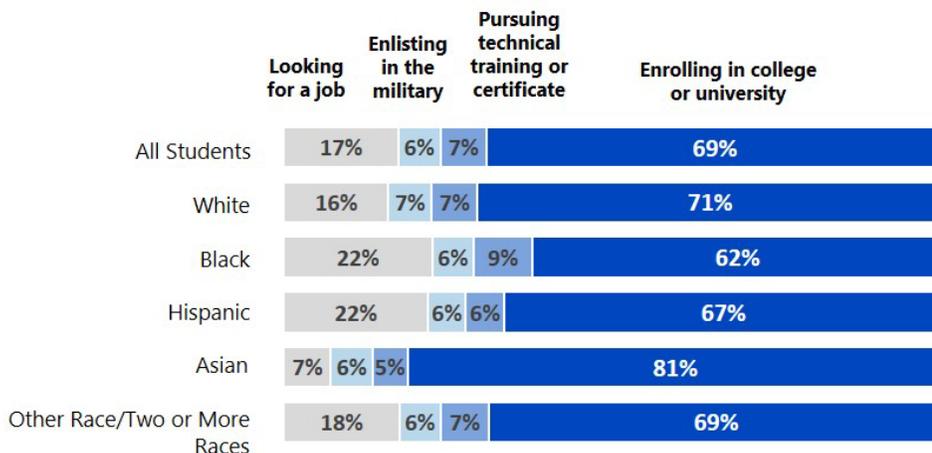
See Appendix A for more information on student aspirations by school.

CAPE Industry Certifications Earned in Public Schools

About this Indicator

Students can earn industry certifications in middle or high school career-themed programs. Industry certifications are not to be confused with postsecondary certificates that colleges or institutions award to students after completing a program of study/coursework. Florida Department of Education, with collaboration from CareerSource Florida, funds industry certifications to address critical local or statewide economic needs and to strategically align education efforts with workforce development goals.

The emphasis on industry certifications began in 2007 when the Florida Legislature passed the Career and Professional Education (CAPE) Act. Since this legislation's enactment, the Florida Department of Education has used CAPE industry certifications as an avenue to improve middle and high school student career readiness, to expose students to varied career-themed coursework, and to reinforce business, economic and education partnerships.

Though certifications vary in rigor and completion time, CAPE industry certifications present students a no-cost opportunity to expand their knowledge of in-demand workforce skills. Students can even apply some certifications – known as Gold Standard Career Pathway Certifications – as college credit toward a degree. Moreover, schools generate additional state funding for students who earn industry certification.

Pinellas County[8]

The number of earned CAPE industry certifications increased by over 100% in Florida and by over 150% in Pinellas County from 2010-11 to 2014-15.

Between 2010-11 and 2014-15 the number of earned CAPE industry certifications...

Increased by **151%** in Pinellas County

Increased by **110%** in Florida
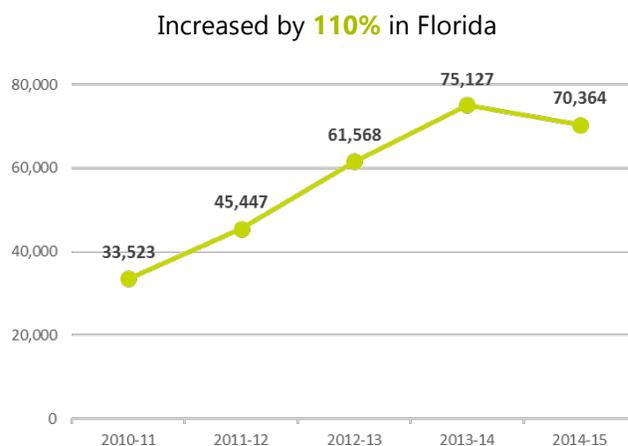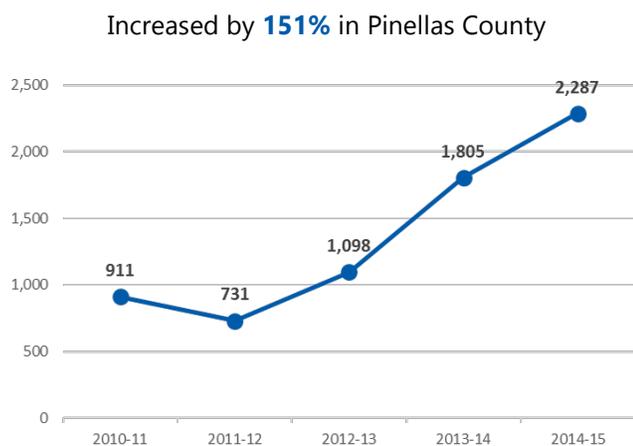
Top 5 CAPE Industry Certifications Earned in Pinellas County (2015)

1. ⭐ Microsoft Office Specialist (MOS) Bundle - **932** certifications (41% of all certifications earned)
2. Adobe Certified Associate (Photoshop) – **194** certifications (9%)
3. Microsoft Office Specialist: Word – **85** certifications (4%)
4. Microsoft Technology Associate (MTA): Networking Fundamentals – **83** certifications (4%)
5. Certified EKG Technician (CET) – **82** certifications (4%)

⭐ Approved Gold Standard Career Pathway Certification (counts as college credit)

CAPE Industry Certifications Earned in Pinellas County by Student Subgroup

In 2014-15, **2,464** Pinellas County Students in grades six through twelve attempted to earn **3,047 industry certifications[9]**.

Of these students...

- 11% were Other/More than One Race
- 10% were Hispanic
- 9% were Black
- 70% were White
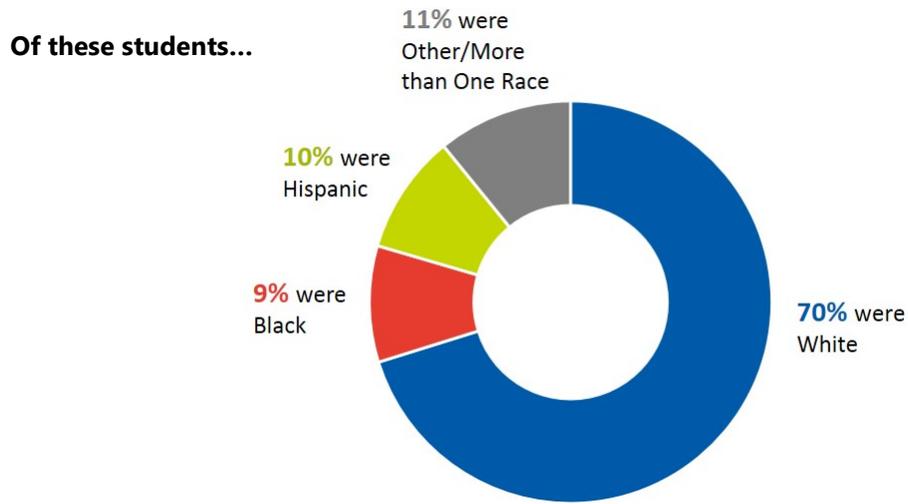
While students attempted 3,047 industry certifications in 2014-15, Pinellas County Students in grades six through twelve earned 75% of attempted certifications. This rate varied by student race and ethnicity.

Overall CAPE industry certification outcomes by student's race/ethnicity...

	Earned industry certification	Did not earn industry certification
All Attempts n=3,047	75%	25%
White n=2,187	77%	23%
Black n=262	58%	42%
Hispanic n=290	70%	30%
Other/More than One Race n=308	81%	19%
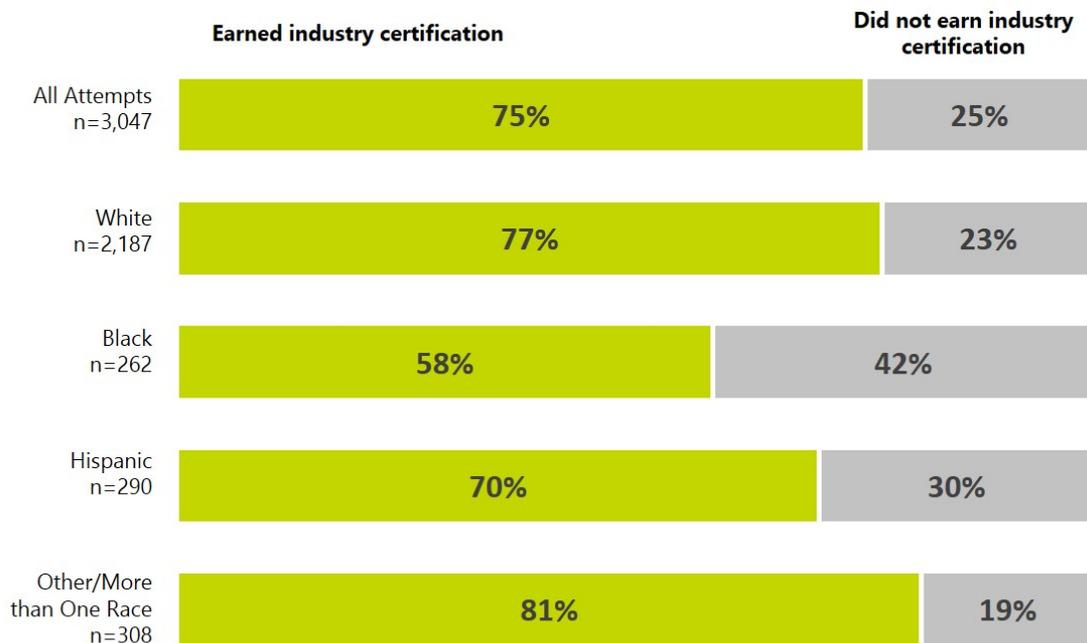
See Appendix B for more information on CAPE industry certifications by school.

Eligibility for Bright Futures Scholarship

About this Indicator

The Florida Legislature created the Bright Futures Scholarship in 1997—at $519 million in funding it remains the state's largest source of financial aid. Currently, Florida awards the Bright Futures Scholarship at four merit levels (Florida Academic Scholars, Florida Medallion Scholars, Florida Gold Seal Vocational Scholars, and Florida Goal Seal CAPE Scholars) based on a set of eligibility criteria including high school GPA, ACT/SAT scores, community service hours, and others.

This indicator not only serves as a measure of affordability and high school graduates' financial preparedness for higher education, but also reflects students' performance on college entrance exams.

In 2011, the Florida Legislature increased the eligibility testing criteria (i.e. SAT and ACT score requirements) for Bright Futures award levels, which took full effect in 2014. The table below outlines these changes for Florida Academic and Florida Medallion Scholars.

	2011-12	**2012-13**	**2013-14 to Present**
Florida Academic Scholars	1270 SAT / 28 ACT	1280 SAT / 28 ACT	1290 SAT / 29 ACT
Florida Medallion Scholars	980 SAT / 21 ACT	1020 SAT / 22 ACT	1170 SAT / 26 ACT

Statewide, these increased merit qualifications led to a steady decrease in the percentage of high school graduates who were eligible for Bright Futures. While levels of decrease varied by geography, all 67 counties and the state overall experienced lower percentages of students eligible for Bright Futures as a result of the legislative changes.

Pinellas County[10]

Overall the percentage of Florida high school graduates eligible for Bright Futures has decreased since 2012. Most counties, including Pinellas, have also experienced this trend. While the eligibility percentage for total Bright Futures awards has decreased, disaggregating eligibility by award level reveals further differences.

From 2012 to 2016, the percentage of Bright Futures-eligible graduates has decreased for **Pinellas County** and **Florida**.

Pinellas County
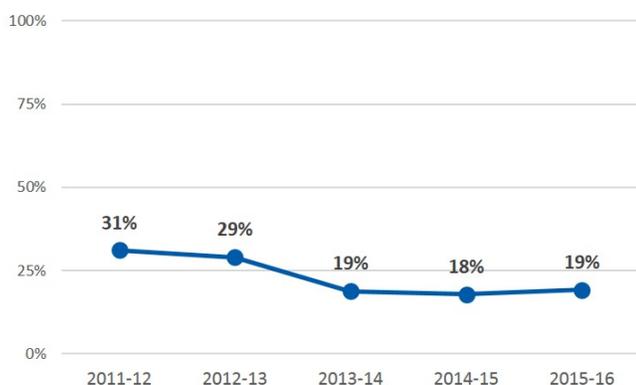
Florida
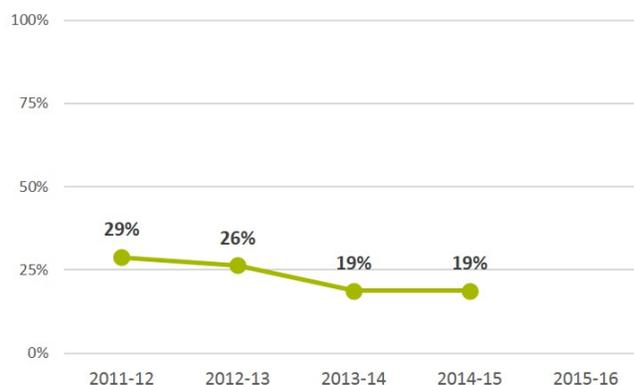
Note: Florida data for 2015-16 is not yet available.

Bright Futures Eligibility in Pinellas County by Student Subgroup

In Pinellas County from 2011-12 to 2015-16, Bright Futures eligibility by student subgroup (i.e. race/ethnicity, income status, and gender) both varied and declined .[11]
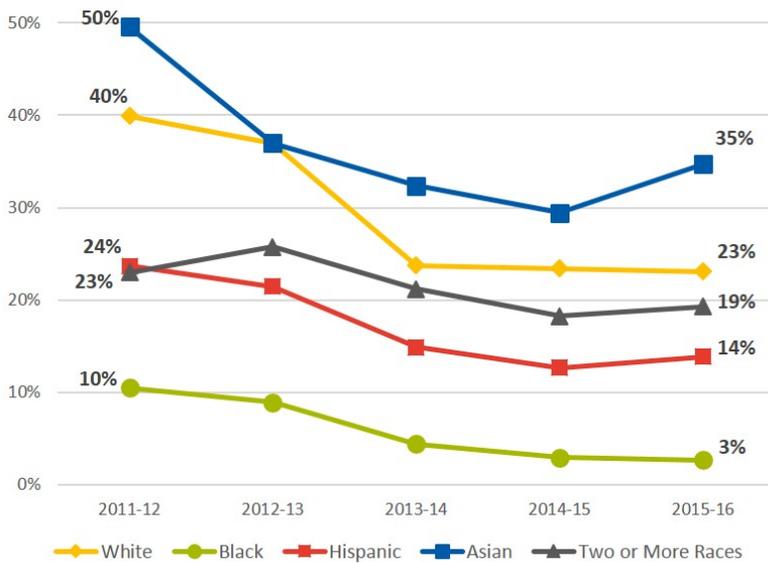
By race and ethnicity...

During this time period, **Black**, **Hispanic**, and **Multiple-Race** graduates in Pinellas County were less likely to be eligible for Bright Futures compared to their **White** and **Asian** peers. In 2015-16, **1 in 33** Black graduates, **1 in 7** Hispanic graduates, and **1 in 5** multiple-race graduates were eligible for Bright Futures. This compares to **1 in 4** and **1 in 3** graduates for White and Asian peers, respectively.
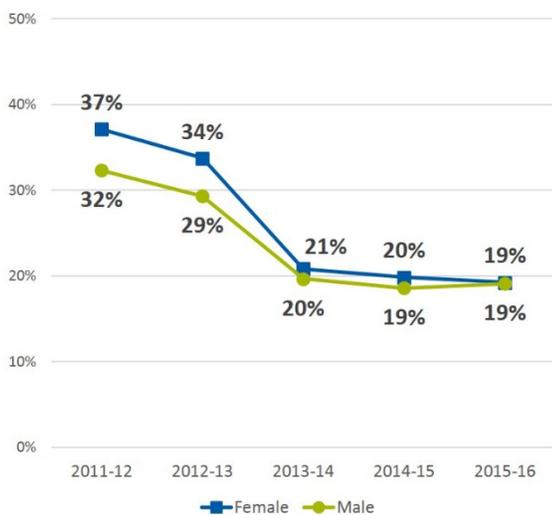
By gender...

Trends by gender illustrate female graduates experienced a greater change in eligibility (37% in 2012 versus 19% in 2016) than male students (32% in 2011-12 versus 19% in 2015-16). However, along with this decrease, the gap in eligibility between **male** and **female** graduates in Pinellas County decreased.

By income status...

As compared to their non-low-income peers, low-income graduates (as determined by free and reduced price lunch status) were far less likely to be eligible for Bright Futures—in 2015-16, **1 in 4** non-low-income graduates were eligible for Bright Futures versus **1 in 12** low-income graduates. While the gap did decrease from 27 percentage points in 2011-12 to 19 percentage points in 2015-16, the overall variance between graduates by income status is noteworthy.
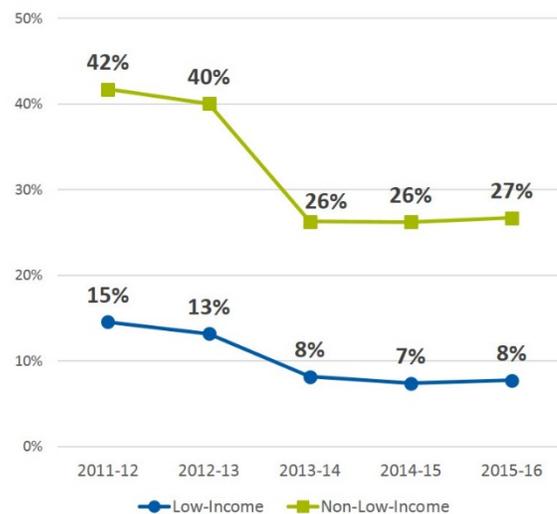
Bright Futures Eligibility in Pinellas County by Award Level

As previously noted, Florida awards the Bright Futures Scholarship at four levels. At the time of this report (2018-19), Florida Academic Scholars receive an award of 100% of tuition and fees, $300 per semester for textbooks or other expenses, and funding for summer semesters. Florida Medallion Scholars receive an award of 75% of tuition and fees and funding for summer semesters (starting in summer 2019). Florida Gold Seal Vocation Scholars and Gold Seal CAPE Scholars receive an award on $48-$39 per semester credit hour based on degree/credential.

The effects of the legislative changes to Bright Future eligibility testing criteria were widespread—every school district experienced the decrease in graduates' eligibility seen in Pinellas County. Looking at eligibility changes by award level reveal additional trends.

In Pinellas County, the percentage of graduates eligible for the middle level Bright Futures award, **Florida Medallion Scholars**, has decreased, while **Florida Academic Scholars** has stayed the same and **Florida Gold Seal Vocational Scholars** has increased.[10,11]
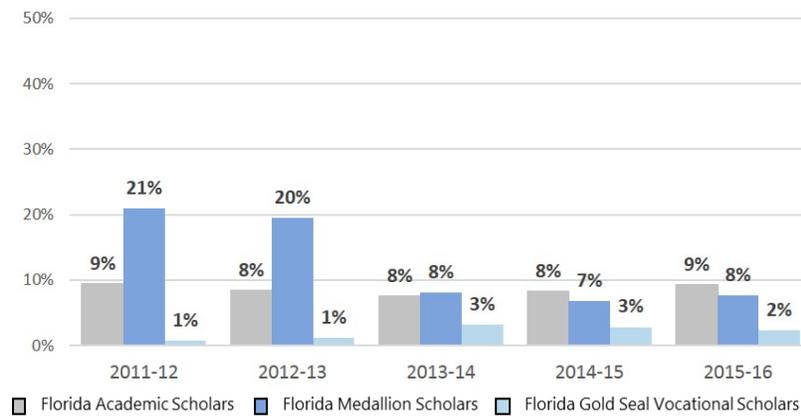
Disaggregated data reveal significant differences in Bright Futures award level for subgroups of eligible graduates. For example—of all eligible low-income graduates, only 35% were eligible for the Florida Academic Scholarship. This compares to 51% of their non-low-income peers.[11]
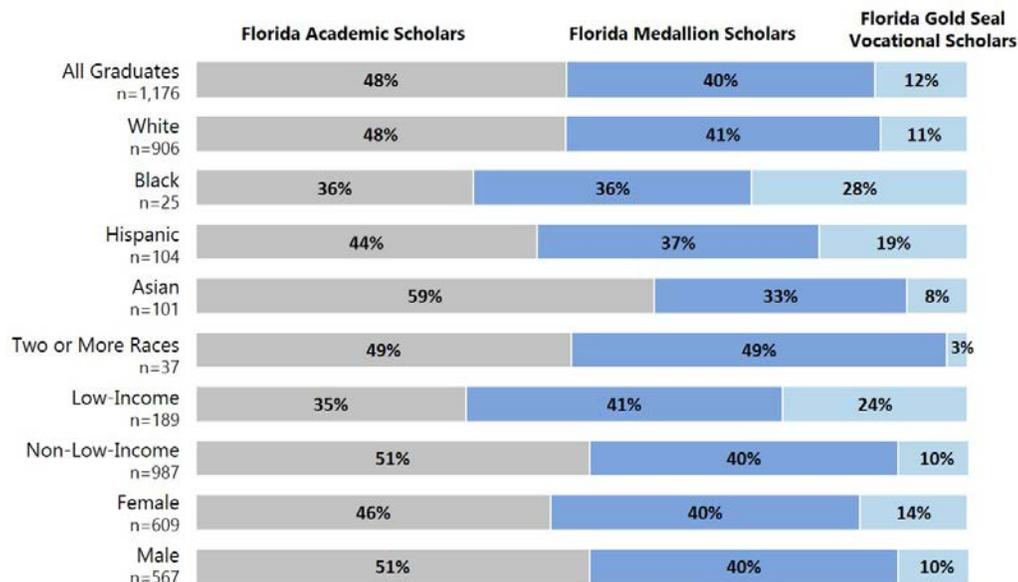
See Appendix C for more information on Bright Futures eligibility by school.

Notes: Bright Futures eligibility data for other student subgroups (i.e. students with disabilities, English language learners) exists, but are not included in this report due to privacy concerns for small student cohorts.

The Florida Legislature created Florida Gold Seal CAPE Scholarship in 2016 with the first cohort of recipients in 2017-18; as such, data for this merit level are not in this report.

FAFSA Completion

About this Indicator

A student's ability to pay for college is as important as academic preparation in determining postsecondary success. In fact, nine out of ten Florida college students rely on financial aid to attend school.

Most federal, state, institutional, and sometimes private need-based financial aid programs require completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA helps these student aid distributors estimate the likely financial support a student can receive from family and what funding gap exists that must be met with other aid sources. Additionally, FAFSA completion rates can be used to estimate a school, district, or state's estimated Pell Grant awards (i.e. need-based federal student aid).

Research shows that completing the FAFSA increases the likelihood students will enroll in a postsecondary program, persist with their studies from semester to semester, and complete their degree.

Financial aid funding is a limited resource. This means that institutions often distribute aid on first-come, first-served basis. Unfortunately, students who complete their FASFA at the last minute might not receive the financial aid they need to attend school and would have qualified to receive had they completed the FAFSA earlier. With this in mind, students are encouraged to complete a FAFSA early in the year (FCAN recommends before March 31st) to receive the most financial support possible.

In the 2016-17 school year, 64% of 12th graders across the United States completed a FAFSA. Despite Florida ranking 3rd among all states in the percentage of students eligible for Pell Grants, the state had only the 33rd highest FAFSA completion rate. This suggests that while Florida has one of the largest student populations that requires aid to attend college, these students are not completing the necessary FAFSA documents to access this aid.[12]

Pinellas County[13, 14]

The FAFSA completion rate for **Pinellas County** high school seniors is on par with that of **Florida**.

For the 2016-17 school year, as of March 31st, 2017...

For **Pinellas County**
12th graders...

For **Florida**
12th graders...

59% had **not** started a FAFSA

4% had submitted a FAFSA, but it was not complete due to errors

37% had **completed a FAFSA**

Translates to **$3.9 million** in Pell Grants

57% had **not** started a FAFSA

4% had submitted a FAFSA, but it was not complete due to errors

38% had **completed a FAFSA**

Translates to **$132.2 million** in Pell Grants
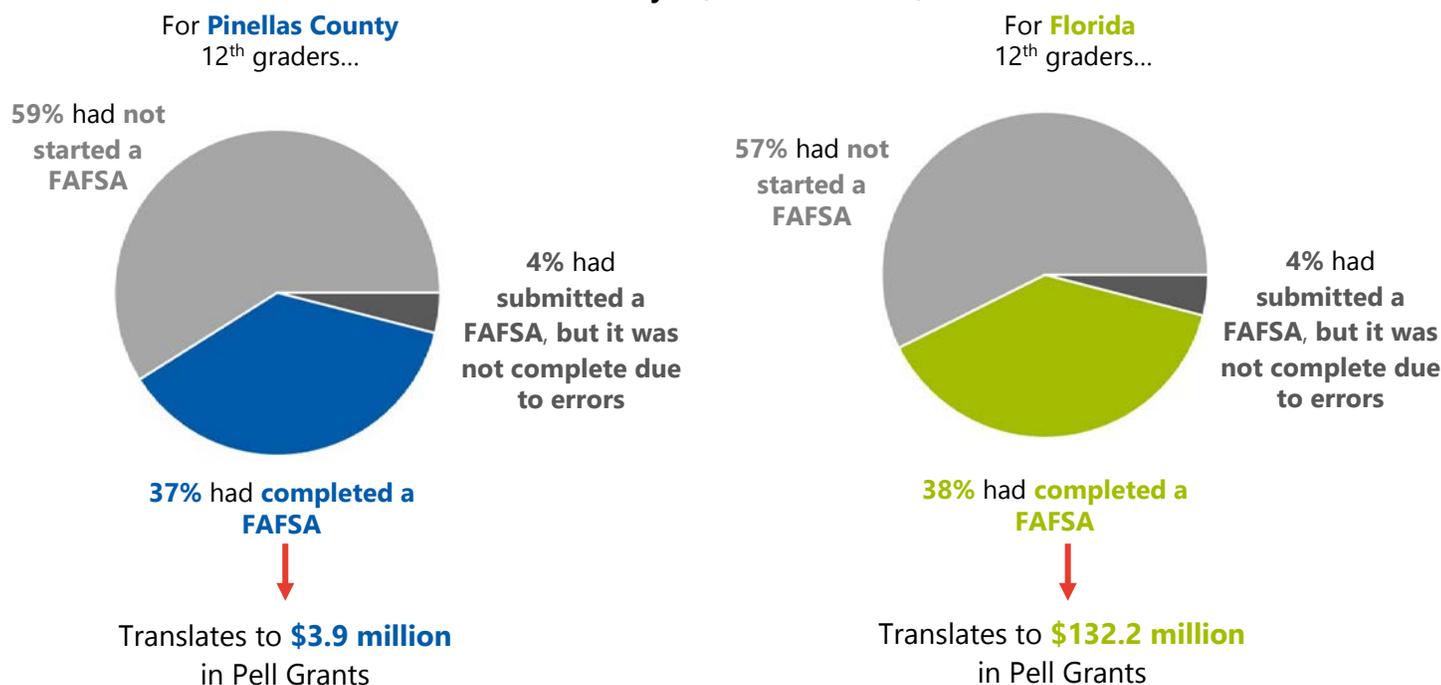
See Appendix D for school level FAFSA completion and estimated Pell Grant data.

College-Going Rate

About this Indicator

College-going rate is the percentage of high school graduates who attend a postsecondary institution within one year of high school graduation.

Despite an increasing number of jobs that require a bachelor's degree[15], there has been little change over the past decade in the percentage of U.S. high school completers who enrolled in higher education in the months following high school graduation, according to data from the National Center for Education Statistics (68.6% in 2005 compared to 69.2% in 2015).[16]

Pinellas County[17]

Since 2002-03, college-going rates in **Pinellas County** and **Florida** have fluctuated. However, while some variation may be due to true changes in the percentage of high school graduates attending a postsecondary institution, change seen between 2009-10 and 2010-11 is likely due to more accurate data collection.
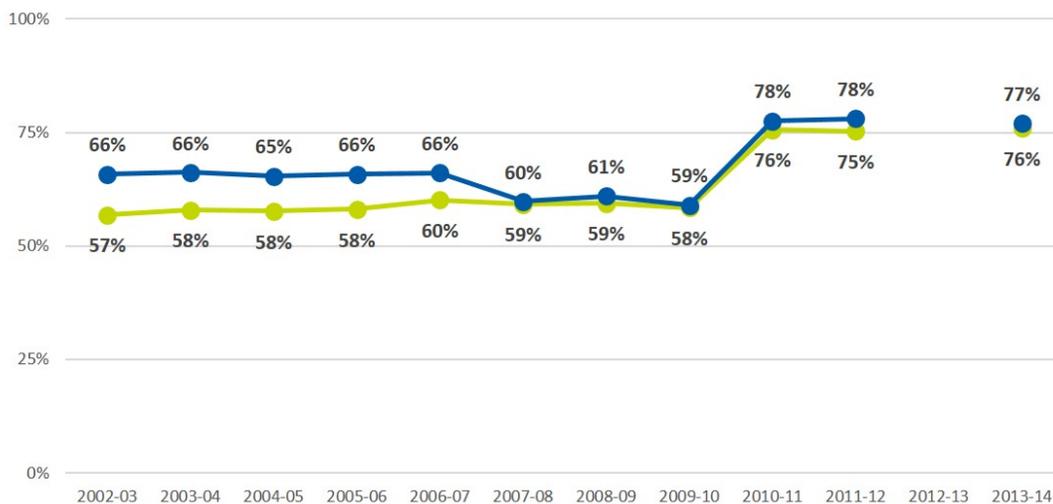
For the graduating class of 2014, Pinellas college-going rates differ by **race and ethnicity**, **income status**, and **gender**.
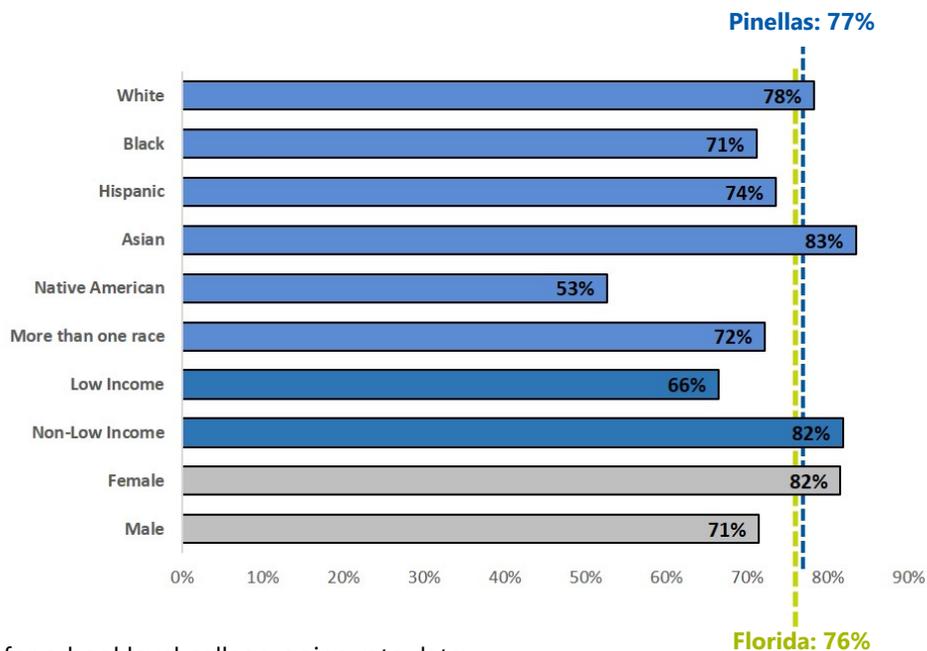
See Appendix E for school level college-going rate data.

Note: Rates for 2010-11 and after include National Student Clearinghouse data. Reliable data is not available for 2012-13. **19**

Florida Public Institutions Attended by High School Graduates

About this Indicator

Matching students with the right postsecondary institution has a strong influence on student success. Factors such as academic preparation, career interests, and financial aid impact student-institution fit. This indicator reflects the Florida public postsecondary institutions attended by high school graduates. Understanding where district graduates continue their education provides perspective on pathways pursued by students and can better align student transitions between K-12 and higher education institutions.

Pinellas County[18]

St. Petersburg College was, by far, the top-attended Florida public postsecondary institution among 2014 Pinellas graduates.

Institution	Value
St. Petersburg College	2,087
University of South Florida	376
University of Florida	248
University of Central Florida	219
Florida State University	193
Florida Gulf Coast University	100
Valencia College	54
Tallahassee Community College	50
Florida Atlantic University	33
University of North Florida	32
Florida Agriculture and Mechanical University	29
Santa Fe State College	28
Hillsborough Community College	25
Florida Polytechnic University	21

Note: Enrollment rates for University of South Florida are reported for the system; individual campus enrollment data are not available for the purposes of this report. Additionally, data for student enrollment at Pinellas Technical College are not available for the purposes of this report.

Early College Success of High School Graduates

About this Indicator

The early college success of high school graduates is the percentage of high school graduates who enroll at a postsecondary institution and earn one year's worth of credit (30 credits) within their first two years of starting school. Research on student success suggests early college success is the strongest predictor of degree completion, as it shows students are making progress towards their degree in a timely manner.

Pinellas County[19]

From 2002-03 to 2010-11, there has been little variation in the early college success of **Pinellas County** and **Florida** high school graduates. Over this period, **Pinellas County's** early college success rate has been on par with or slightly above **Florida's** rate.
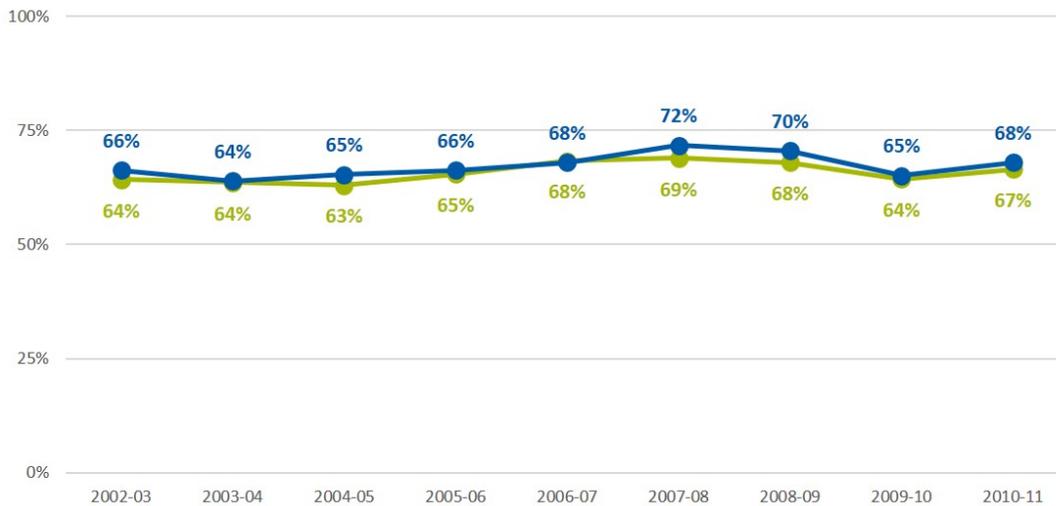
While there has been little change for **Pinellas County** over time, differences in early college success exist when examining the 2010-11 graduating class by student characteristics. **Racial and ethnic minorities** and **low-income** students achieved early college success at lower rates than their white and non-low-income peers.
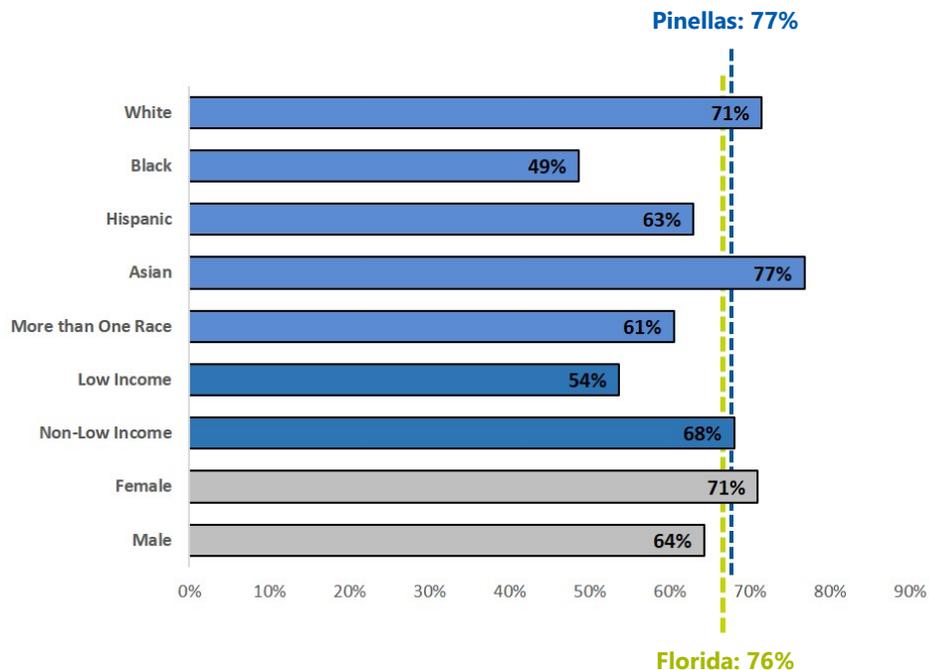
See Appendix F for school level early college success data.

21

College Retention Rate

About this Indicator

An institution's retention rate is the percentage of full-time, first-time degree-seeking students who enroll in the summer or fall semester and return to the institution the following fall. For example, if a student starts at an institution in fall 2015 and is still enrolled at the institution in fall 2016, the institution has retained that student. A high retention rate signifies that a large amount of an institution's freshman students are continuing to enroll in their second year. Along with early college success, retention rates provide insight into students' ability to persist beyond their first year at a postsecondary institution and progress towards completing a degree. The Florida College System and State University System use retention rates in their accountability frameworks to ensure institutions are fostering student success. See Appendix G for more information on the retention rates featured below.
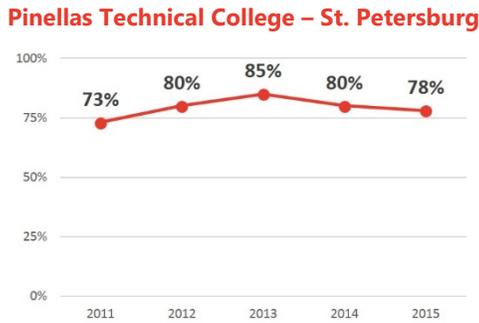
Pinellas County[20]

Public, 2-year institution

Pinellas Technical College – St. Petersburg
(2011: 73%, 2012: 80%, 2013: 85%, 2014: 80%, 2015: 78%)

Pinellas Technical College - Clearwater
(2011: 90%, 2012: 80%, 2013: 81%, 2014: 81%, 2015: 77%)

Private for-profit, 2-year institution

Galen College of Nursing – Tampa Bay
(2011: 71%, 2012: 62%, 2013: 47%, 2014: 59%, 2015: 71%)

National Aviation Academy of Tampa Bay
(2011: 76%, 2012: 80%, 2013: 68%, 2014: 64%, 2015: 71%)

Public, 4-year or above institution

St. Petersburg College[22]
(2013: 62%, 2014: 69%, 2015: 64%)

University of South Florida System[23]
(2014: 87%, 2015: 85%)

Private not-for-profit, 4-year or above institution

Eckerd College
(2011: 81%, 2012: 81%, 2013: 83%, 2014: 81%, 2015: 81%)
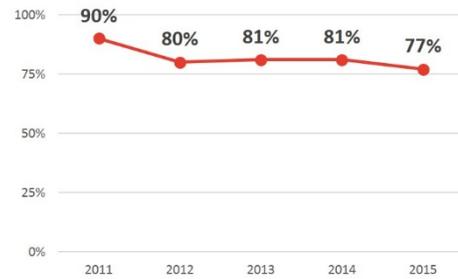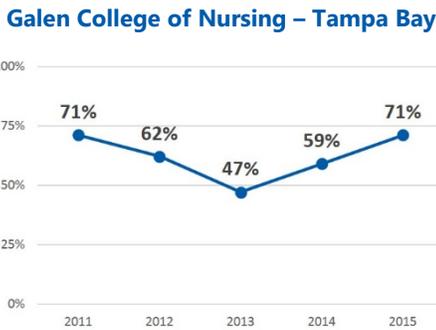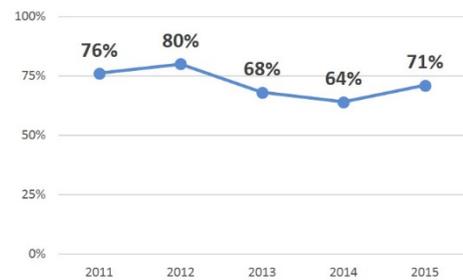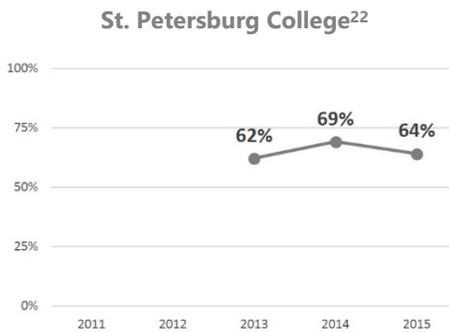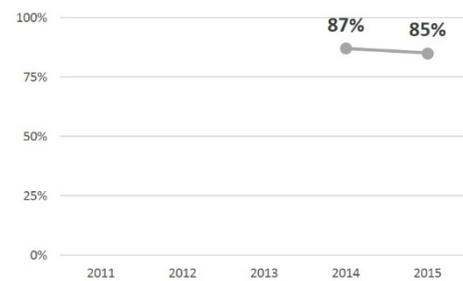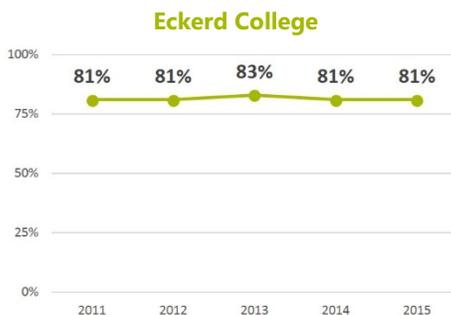
Differences in retention rates vary by level and control of institution. Each institution's context (i.e. student population, degrees available) should be kept in mind when examining retention rates.

Note: Retention rates for St. Petersburg College and University of South Florida System were obtained from Florida College System and State University System performance-based funding reports, respectively. Missing data on the charts above signify the data were unavailable for the purposes of this report.

College Graduation Rate

About this Indicator

College graduation rate is the percentage of full-time, first-time in college, degree or certificate-seeking student who started and completed their degree within 150% of the normal time to degree. For example, if the normal time to degree for a bachelor's degree is four years, this metric would measure the percentage of students who complete their bachelor's degree in six years.

Graduation rates provide insight into an institution's ability to support students toward degree completion in a timely, least-expensive manner. The Florida College System and State University System use graduation rates in their accountability frameworks to ensure institutions are preparing students for degree completion and workforce entry. See Appendix H for more information on the graduation rates featured below.

Pinellas County[20]

Public, 2-year institution

Pinellas Technical College – St. Petersburg[21]
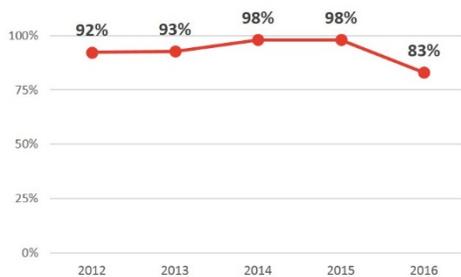
Pinellas Technical College – Clearwater[21]
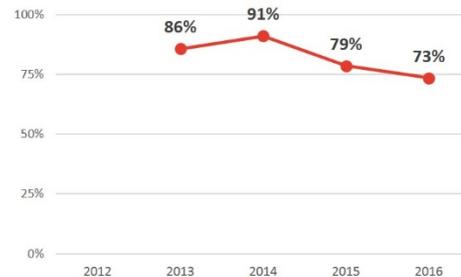
Private for-profit, 2-year institution

Galen College of Nursing – Tampa Bay
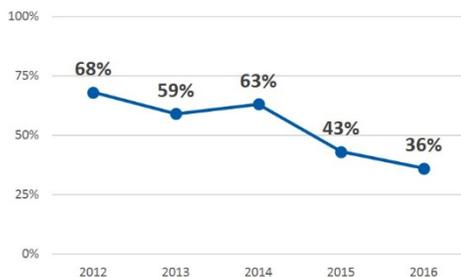
National Aviation Academy of Tampa Bay
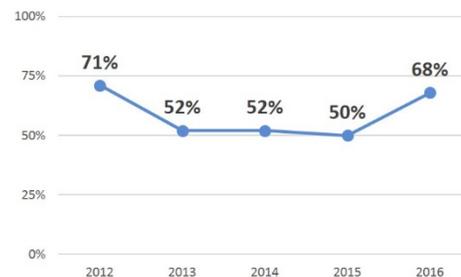
Public, 4-year or above institution

St. Petersburg College[22]
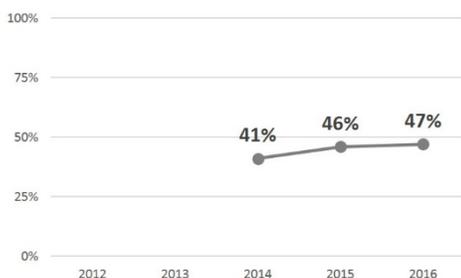
University of South Florida System[23]
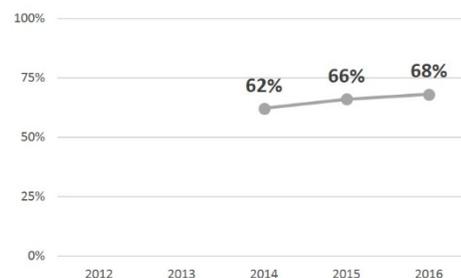
Private not-for-profit, 4-year or above institution

Eckerd College
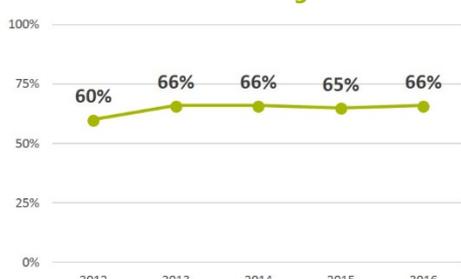
Like retention rates, graduation rates vary by individual institutions over time by degree offerings and control of the institution. Context should again be considered when viewing graduation rates.

Note: Graduation rates for St. Petersburg College and University of South Florida System were obtained from Florida College System and State University System performance-based funding reports, respectively. Additionally, graduation rates for Pinellas Technical College were provided by Pinellas County Schools for the purposes of this report. Missing data on the charts above signify the data were unavailable for the purposes of this report.

Degrees/Credentials Awarded

About this Indicator

While some indicators of college performance, such as graduation rates, only measure performance for select student populations (i.e. full-time, first-time in college students), an indicator that includes all students is the number and type of degrees and credentials awarded by an institution. This indicator reflects the number of degrees (associate's and higher) and certificates awarded by postsecondary institutions during the 2015-16 school year.

Tracking the number and types of degrees and credentials awarded can provide insight into the total number of degree-carrying individuals who are entering the local workforce.

Pinellas County[20]

In 2015-16, the largest producers of degrees and credentials in Pinellas County were **St. Petersburg College** and **University of South Florida**

Public, 2-year institution

Pinellas Technical College – St. Petersburg
346 total degrees
53% | 47%

Pinellas Technical College – Clearwater
429 total degrees
39% | 61%

Private for-profit, 2-year institution

Galen College of Nursing – Tampa Bay
385 total degrees
17% | 83%

National Aviation Academy of Tampa Bay
300 total degrees
100%

Public, 4-year or above institution

St. Petersburg College
7,209 total degrees
17% | 20% | 2% | 62%

University of South Florida System
13,119 total degrees
5% | 2% | 24% | 68%

Private not-for-profit, 4-year or above institution

Eckerd College
492 total degrees
100%

Legend:
- Certificate of less than 1 year
- Certificate of 1 but less than 4 years
- Associate's degree
- Bachelor's degree
- Master's degree
- Doctoral degree

24

Student Loan Default Rate

About this Indicator

Students must begin repaying federal loans through monthly payments once they leave an institution with or without a degree or fall below part-time enrollment status. The federal government allows students a six-month grace period before they must start making payments. If a student fails to make these payments at any time within three years after their first monthly payment is due, they have defaulted on their loan.

An institution's loan default rate is the percentage of all federal loan borrowers who have defaulted on their loan payments in a given time period. Familiarity with institutions' loan default rates can help identify programs and institutions with low completion rates or who fail to position students into a career pathway with a meaningful wage. Additionally, institutions that distribute federal loans are required to report loan default rates to the U.S. Department of Education. The U.S. Department of Education tracks default rates to ensure institutions are supporting responsible student borrowing.

For the most recent population of borrowers, the U.S. Department of Education reported 11.5% of students defaulted on their federal loans. Additionally, national data of loan defaulters reveal students who do not complete their degree program, despite having lower amounts of overall debt, are more likely to default on their loans than their peers who complete a degree.

Pinellas County[24]

From 2011-2015, all of the Pinellas County institutions featured in this report saw a decrease in the percentage of borrowers who defaulted on their student loans. This signifies that borrowers likely became increasingly able to repay debt (i.e. lower amounts of debt or careers with meaningful wages) after leaving their institution. Policy changes to loan repayment requirements enacted during this timeframe may have also contributed to lower default rates.

Private for-profit, 2-year institution

Galen College of Nursing – Tampa Bay

2011: 17%, 2012: 14%, 2013: 10%, 2014: 9%, 2015: 10%

National Aviation Academy of Tampa Bay

2011: 27%, 2012: 30%, 2013: 15%, 2014: 11%, 2015: 12%

Public, 4-year or above institution

St. Petersburg College

2011: 21%, 2012: 21%, 2013: 22%, 2014: 20%, 2015: 16%

University of South Florida System

2011: 10%, 2012: 10%, 2013: 7%, 2014: 5%, 2015: 5%

Private not-for-profit, 4-year or above institution

Eckerd College

2011: 8%, 2012: 9%, 2013: 9%, 2014: 7%, 2015: 7%
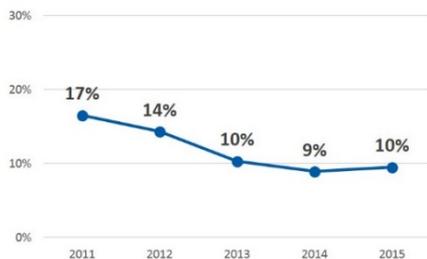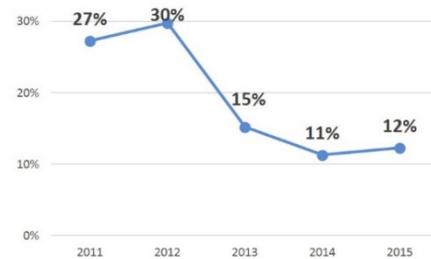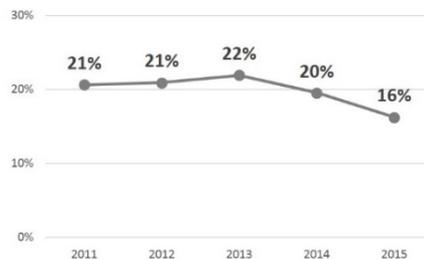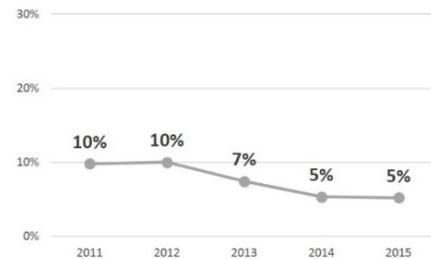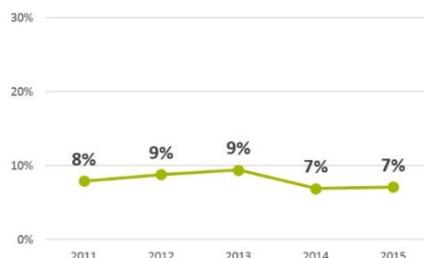
Median Annual Earnings for Graduates of Florida Public Institutions

About this Indicator

Median annual earnings reflect graduate earnings from a given program, degree, or institution, one year after completion. Earnings data can help students navigate career pathways and better understand a degree's earning potential. Additionally, these data can provide insight into factors external to the higher education institution, including location and local job market.

Additionally, the Florida College System and State University System use median annual earnings for graduates in their accountability frameworks. Tracking what students are paid a year after receiving their degree or credential allows for the identification of institutions who are educating and preparing students for a career pathway in their field with a meaningful wage.

Pinellas County[25]

For Pinellas County institutions, variation in median earnings exists between degree levels and by institution.

Pinellas Technical College – St. Petersburg   **Pinellas Technical College – Clearwater**

Median annual earnings for **St. Petersburg College** A.A. and A.S graduates illustrate the difference in immediate return on investment between degrees and training – students who earn A.A degrees typically seek to transfer to a bachelor's degree program, whereas A.S degrees are more likely to be healthcare related and lead to direct workforce entry.

St. Petersburg College   **University of South Florida**
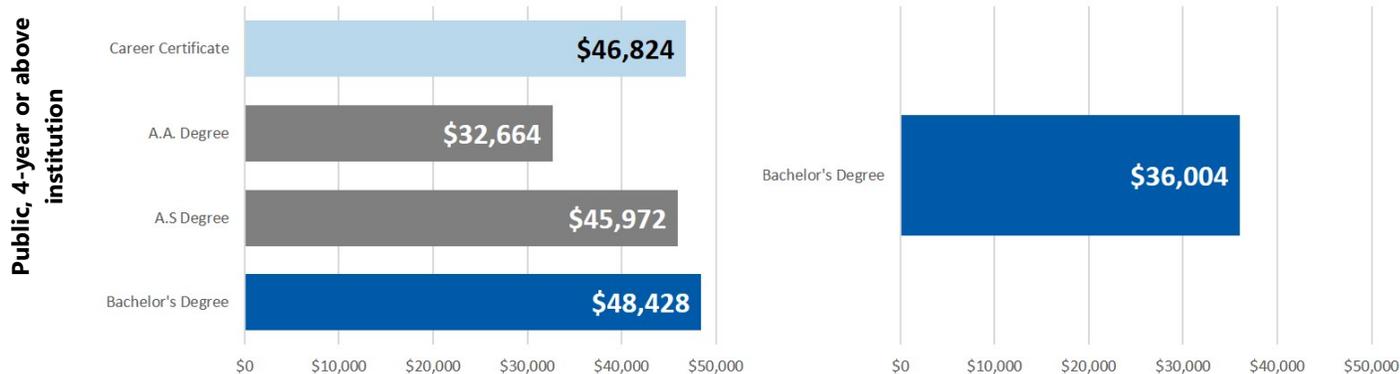
Note: Differences in degree-level earnings by institution may vary due to a difference in the programs/majors offered and their corresponding earning potential. For example—bachelor's degrees offered at St. Petersburg College, as compared to University of South Florida, are more limited to technical areas with more alignment to local workforce demands.

Next Steps

Pinellas County is to be commended for beginning the hard work of exploring how to better the lives of Pinellas County students. Please spend some time reviewing the information in this report by asking the guiding questions listed at the beginning. We have found that when communities work together to develop a collective understanding of the barriers to student success, they are better positioned to address them. The following activities have been successfully used by communities across Florida to set a common agenda, to close opportunity gaps, and to increase student success:

Dig into the data as a community

Think of this information as a conversation starter on how Pinellas County can better work together to improve educational outcomes for students. Leverage the report to connect with partners and go through the process of better understanding the needs of Pinellas County students and residents together. Not only does this result in shared learning, but it generates deeper connections with community members. Talking through the "whys" behind the data can especially help lead to the sort of "Ah-Ha!" moments that can result in fresh ideas, constructive action, and positive change.

Discover and understand the "why"

Data by itself, without context, is of limited use. It is impossible to review a chart or graph and understand all the factors that influence an indicator. Open conversation and dialogue allow communities to gather historical information as well as current insights to move toward an understanding of the factors behind the data. As your community delves into the report together, be sure to ask one another what factors might be influencing the data, such as legislative initiatives, changes in the neighborhood, structural inequalities, etc. It's also important to question what we don't know but want to find out more about to improve student outcomes.

Identify who in the community is already working hard to ensure student success

Community members are often aware of the fellow nonprofits, educational institutions, or businesses working in the student success landscape. However, it is often difficult for partners to remain informed of every program and strategic initiative occurring in the community. It is not uncommon for several organizations to be working on moving the same needle without awareness of the others' efforts. The Pinellas County Community Indicator Report presents an opportunity to scan the current supports in place throughout the county and identify what services are being provided and what gaps in services exist. If a need is identified, the Report and resulting conversations can be used as a vehicle to mobilize community partners to work together to create positive change.

Join the movement!

The Pinellas County Community Indicator Report is part of a local, state, and national movement to increase degree attainment among residents. Around Florida and country, communities are working to ensure every student has the access and support to achieve an education that will lead to a successful life.

For more information about how you can be a part of creating change, please visit **www.leaptampabay.org**.

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Appendix A. Student Aspirations for 2018 Graduating Class by High School

Data pertaining to student aspirations after high school were obtain from Future Plans – a career exploratory resource and tool available to Pinellas County School 10th – 12th graders. Future Plans increases students' awareness of their skills, strengths, and attributes to better align students to career pathways. In the program, students are asked to "choose a next step"; options include looking for a job, enlisting in the military, pursuing technical training of certification, or enrolling in college or university. Feature rates only include data from participating schools.

Data displayed here does not included student responses with missing aspiration data.

**Indicates that data are masked due to privacy.

| School | Race/Ethnicity | Pathway Selected | | | | |
		Enlisting in the military	Enrolling in college or university	Looking for a job	Pursuing technical training or certification	Total Students with Responses
Bayside High School	All Students	11%	40%	37%	13%	63
	American Indian and Alaska Native	0%	0%	100%	0%	88
	Asian	**	**	**	**	**
	Black or African American	4%	44%	36%	16%	25
	Hispanic or Latino	**	**	**	**	**
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	Some Other Race or Two or More Races	**	**	**	**	**
	White or Caucasian	9%	36%	45%	9%	22
Boca Ciega High School	All students	14%	65%	16%	5%	211
	American Indian and Alaska Native	**	**	**	**	**
	Asian	**	**	**	**	**
	Black or African American	15%	61%	18%	6%	88
	Hispanic or Latino	7%	93%	0%	0%	15
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	No Race/Ethnicity Selected	**	**	**	**	**
	Some Other Race or Two or More Races	21%	59%	21%	0%	34
	White or Caucasian	12%	63%	17%	8%	60
Clearwater High School	All Students	9%	62%	18%	10%	175
	Asian	**	**	**	**	**
	Black or African American	4%	61%	26%	9%	23
	Hispanic or Latino	3%	56%	24%	17%	59
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	No Race/Ethnicity Selected	**	**	**	**	**
	Some Other Race or Two or More Races	7%	67%	20%	7%	15
	White or Caucasian	14%	67%	13%	7%	72

School	Race/Ethnicity	Pathway Selected				Total Students with Responses
		Enlisting in the military	Enrolling in college or university	Looking for a job	Pursuing technical training or certification	
Countryside High School	All Students	5%	67%	20%	8%	305
	American Indian and Alaska Native	**	**	**	**	**
	Asian	0%	100%	0%	0%	11
	Black or African American	8%	48%	32%	12%	25
	Hispanic or Latino	6%	63%	26%	5%	62
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	No Race/Ethnicity Selected	**	**	**	**	**
	Some Other Race or Two or More Races	0%	69%	25%	6%	16
	White or Caucasian	5%	70%	17%	9%	187
Disston Academy - Educational Alternative Services	All Students	9%	27%	50%	14%	22
	Black or African American	**	**	**	**	**
	Hispanic or Latino	**	**	**	**	**
	Some Other Race or Two or More Races	**	**	**	**	**
	White or Caucasian	8%	17%	58%	17%	12
Dixie Hollins High School	All Students	7%	65%	23%	6%	176
	Asian	7%	79%	14%	0%	14
	Black or African American	0%	45%	50%	5%	20
	Hispanic or Latino	0%	64%	28%	8%	25
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	Some Other Race or Two or More Races	5%	85%	5%	5%	20
	White or Caucasian	10%	64%	21%	5%	96
Dunedin High School	All Students	7%	67%	19%	8%	243
	American Indian and Alaska Native	**	**	**	**	**
	Asian	18%	64%	0%	18%	11
	Black or African American	8%	79%	13%	0%	24
	Hispanic or Latino	3%	56%	33%	8%	36
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	No Race/Ethnicity Selected	**	**	**	**	**
	Some Other Race or Two or More Races	0%	68%	21%	11%	19
	White or Caucasian	7%	67%	17%	9%	146
Early College Program	All students	3%	87%	0%	10%	61
	Hispanic or Latino	**	**	**	**	**
	White or Caucasian	4%	86%	0%	11%	57

School	Race/Ethnicity	Pathway Selected				Total Students with Responses
		Enlisting in the military	Enrolling in college or university	Looking for a job	Pursuing technical training or certification	
East Lake High School	All students	6%	73%	14%	7%	237
	American Indian and Alaska Native	**	**	**	**	**
	Asian	7%	71%	14%	7%	14
	Black or African American	8%	75%	17%	0%	12
	Hispanic or Latino	14%	79%	7%	0%	14
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	Some Other Race or Two or More Races	0%	69%	0%	31%	16
	White or Caucasian	6%	73%	16%	6%	179
Extended Transition - North County & South County	Black or African American	**	**	**	**	**
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	No Race/Ethnicity Selected	**	**	**	**	**
	White or Caucasian	**	**	**	**	**
Gibbs High School	All Students	7%	67%	18%	8%	214
	Asian	**	**	**	**	**
	Black or African American	5%	63%	21%	12%	102
	Hispanic or Latino	0%	86%	14%	0%	14
	Some Other Race or Two or More Races	9%	55%	27%	9%	33
	White or Caucasian	11%	77%	10%	2%	61
Lakewood High School	All Students	4%	71%	16%	9%	164
	Asian	**	**	**	**	**
	Black or African American	5%	65%	18%	12%	113
	Hispanic or Latino	**	**	**	**	**
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	Some Other Race or Two or More Races	0%	83%	17%	0%	12
	White or Caucasian	0%	81%	15%	4%	27
Largo High School	All Students	5%	73%	17%	5%	216
	American Indian and Alaska Native	**	**	**	**	**
	Asian	4%	92%	4%	0%	24
	Black or African American	4%	69%	15%	12%	26
	Hispanic or Latino	6%	81%	13%	0%	32
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	Some Other Race or Two or More Races	5%	74%	21%	0%	19
	White or Caucasian	5%	68%	20%	6%	113

School	Race/Ethnicity	Pathway Selected				Total Students with Responses
		Enlisting in the military	Enrolling in college or university	Looking for a job	Pursuing technical training or certification	
Pinellas Park High School	All Students	9%	66%	18%	7%	418
	American Indian and Alaska Native	**	**	**	**	**
	Asian	4%	78%	10%	8%	50
	Black or African American	3%	63%	31%	3%	32
	Hispanic or Latino	9%	59%	27%	5%	100
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	Some Other Race or Two or More Races	6%	78%	13%	3%	32
	White or Caucasian	12%	65%	15%	9%	200
Pinellas Secondary School	All Students	20%	13%	53%	13%	15
	Black or African American	**	**	**	**	**
	Hispanic or Latino	**	**	**	**	**
	White or Caucasian	**	**	**	**	**
Pinellas Virtual Full Time	All Students	**	**	**	**	**
	Hispanic or Latino	**	**	**	**	**
	Some Other Race or Two or More Races	**	**	**	**	**
Seminole High School	All Students	6%	68%	19%	8%	216
	American Indian and Alaska Native	**	**	**	**	**
	Asian	**	**	**	**	**
	Black or African American	7%	57%	21%	14%	14
	Hispanic or Latino	0%	79%	21%	0%	19
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	Some Other Race or Two or More Races	0%	70%	20%	10%	10
	White or Caucasian	6%	67%	19%	8%	164
St. Petersburg Collegiate High School	All Students	0%	96%	1%	3%	75
	American Indian and Alaska Native	**	**	**	**	**
	Asian	0%	100%	0%	0%	13
	Black or African American	0%	100%	0%	0%	10
	Hispanic or Latino	**	**	**	**	**
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	Some Other Race or Two or More Races	**	**	**	**	**
	White or Caucasian	0%	92%	3%	5%	39

| School | Race/Ethnicity | Pathway Selected | | | | Total Students with Responses |
		Enlisting in the military	Enrolling in college or university	Looking for a job	Pursuing technical training or certification	
St. Petersburg High School	All Students	6%	65%	19%	10%	154
	Asian	0%	91%	9%	0%	11
	Black or African American	8%	67%	13%	13%	24
	Hispanic or Latino	0%	77%	23%	0%	13
	Some Other Race or Two or More Races	7%	47%	27%	20%	15
	White or Caucasian	7%	63%	21%	10%	91
Tarpon Springs High School	All Students	6%	75%	17%	3%	216
	American Indian and Alaska Native	**	**	**	**	**
	Asian	**	**	**	**	**
	Black or African American	6%	71%	24%	0%	17
	Hispanic or Latino	8%	85%	8%	0%	13
	Native Hawaiian and Other Pacific Islander	**	**	**	**	**
	No Race/Etnicity Selected	**	**	**	**	**
	Some Other Race or Two or More Races	0%	80%	20%	0%	25
	White or Caucasian	6%	73%	16%	5%	155

Appendix B. Industry Certifications Earned in Public School in 2014-15 by School

**Indicates that data are masked due to privacy.

School	Certifications Attempted	Certifications Earned
Bay Point Middle School	33	31
Boca Ciega High School	117	74
Clearwater High School	103	103
Countryside High School	418	288
Dixie M. Hollins High School	198	125
Dunedin High School	41	29
Dunedin Highland Middle School	134	130
Gibbs High School	73	62
Lakewood High School	539	386
Largo High School	40	40
Meadowlawn Middle School	**	**
Northeast High School	195	147
Osceola Fundamental High	181	164
Palm Harbor Middle School	18	18
Career Academies Of Seminole	49	34
Pinellas Park Middle School	12	12
Pinellas Park High School	16	**
St. Petersburg High School	68	50
Seminole High School	130	109
Tarpon Springs High School	59	53
Palm Harbor University High	270	241
East Lake High School	331	177
East Lake Middle School Academy Engineering	10	**

Appendix C. 5-Year Change in Bright Futures Eligibility by High School (2011-2015)

More information on current Bright Futures Criteria and award levels can be found from Florida Department of Education Office of Student Financial Assistance.

	2011-12			2015-16			Change
	Graduates	Graduates Eligible for Bright Futures	%	Graduates	Graduates Eligible for Bright Futures	%	
Bayside High School	38	0	0%	49	0	0%	0%
Boca Ciega High School	269	34	13%	317	32	10%	-3%
Clearwater High School	336	88	26%	338	44	13%	-13%
Countryside High School	371	130	35%	446	88	20%	-15%
Dixie Hollins High School	273	27	10%	296	28	9%	0%
Dunedin High School	267	78	29%	297	21	7%	-22%
East Lake High School	517	260	50%	479	129	27%	-23%
Enterprise Charter High School	13	0	0%	35	0	0%	0%
Gibbs High School	237	27	11%	216	11	5%	-6%
Lakewood High School	240	78	33%	265	36	14%	-19%
Largo High School	303	71	23%	289	43	15%	-9%
Northeast High School	353	78	22%	372	38	10%	-12%
Osceola Fundamental High School	383	179	47%	390	100	26%	-21%
Palm Harbor University High School	553	385	70%	572	264	46%	-23%
Pinellas Gulf Coast Academy	26	0	0%	62	0	0%	0%
Pinellas Mycroschool	No data	No data	No data	37	0	0%	N/A
Pinellas Park High School	350	70	20%	383	40	10%	-10%
Seminole High School	398	156	39%	455	74	16%	-23%
St. Petersburg Collegiate High School	69	58	84%	86	44	51%	-33%
St. Petersburg High School	404	212	52%	428	141	33%	-20%
Tarpon Springs High School	377	91	24%	292	42	14%	-10%

Appendix D. FAFSA Completion Rates and Estimated Potential Pell Grants by High School

**Indicates that data are masked due to privacy.

School	Low-income Rate	12th Graders (2016-17)	March 31, 2017			
			FAFSAs Submitted	FAFSAs Complete	FAFSA Completion Rate	Estimated Pell Grants
Bayside High School	64%	92	12	9	10%	$19,535
Boca Ciega High School	50%	372	170	153	41%	$261,456
Clearwater High School	55%	351	123	107	30%	$198,722
Countryside High School	39%	387	160	143	37%	$189,123
Disston Academy	66%	51	6	<5	N/A	N/A
Dixie M. Hollins High School	46%	304	159	138	45%	$217,750
Dropout Prevention School	33%	43	0	0	0%	$0
Dunedin High School	47%	368	126	104	28%	$166,625
East Lake High School	20%	528	243	230	44%	$156,930
Enterprise Charter High School	46%	117	<5	<5	N/A	N/A
Gibbs High School	58%	281	122	102	36%	$202,030
Hospital/Homebound	22%	40	0	0	0%	$0
Lakewood High School	53%	219	103	89	41%	$158,868
Largo High School	54%	367	155	140	38%	$256,545
Nina Harris Ese Center	39%	87	0	0	0%	$0
Northeast High School	53%	368	170	154	42%	$276,001
Osceola Fundamental High	20%	385	202	182	47%	$124,914
Palm Harbor University High	23%	584	298	285	49%	$217,932
Paul B. Stephens Ese Center	59%	72	0	0	0%	$0
Pinellas Gulf Coast Academy	48%	51	12	6	12%	$9,772
Pinellas Mycroschool Of Integrated Academics And Technologies (Mycroschool Pinellas)	68%	68	9	7	10%	$16,188
Pinellas Park High School	61%	430	174	160	37%	$330,439
Pinellas Secondary School	81%	<10	0	0	N/A	N/A
Seminole High School	33%	445	194	174	39%	$193,841
St. Petersburg Collegiate High School	21%	80	49	48	60%	$34,814
St. Petersburg High School	39%	391	250	226	58%	$297,159
Tarpon Springs High School	43%	272	135	115	42%	$169,705

Appendix E. 4-Year Change in College-Going Rates by High School (2010-11 – 2013-14)

**Indicates that data are masked due to privacy.

School	2010-11			2013-14			4-year change
	Graduates	Graduates Enrolled in College	%	Graduates	Graduates Enrolled in College	%	
Bayside High School	39	13	33%	59	18	31%	-3%
Boca Ciega High School	272	192	71%	236	175	74%	4%
Clearwater High School	370	273	74%	343	238	69%	-4%
Countryside High School	432	350	81%	391	302	77%	-4%
Dixie M. Hollins High School	292	155	53%	247	128	52%	-1%
Dunedin High School	300	225	75%	248	171	69%	-6%
East Lake High School	488	420	86%	548	494	90%	4%
Gibbs High School	271	199	73%	226	169	75%	1%
Lakewood High School	275	231	84%	264	215	81%	-3%
Largo High School	285	191	67%	263	200	76%	9%
Mycroschool Pinellas	N/A	N/A	N/A	12	**	**	**
New Start High School	**	**	**	32	15	47%	**
Northeast High School	340	251	74%	364	271	74%	1%
Osceola Fundamental High	361	292	81%	383	322	84%	3%
Palm Harbor University High	503	460	91%	565	508	90%	-2%
Pinellas Park High School	316	223	71%	409	275	67%	-3%
Seminole High School	393	315	80%	398	318	80%	0%
St. Petersburg Collegiate High	74	72	97%	79	77	97%	0%
St. Petersburg High School	432	368	85%	444	343	77%	-8%
Tarpon Springs High School	371	288	78%	326	255	78%	1%

Appendix F. Early College Success of 2010-11 High School Graduates by High School

**Indicates that data are masked due to privacy.

School	2010-11		
	Graduates enrolled in college w/in 16 months	<--- with 1 year of college credit w/ in 2 years	%
Bayside High School	**	**	**
Boca Ciega High School	139	78	56%
Clearwater High School	222	147	66%
Countryside High School	277	199	72%
Dixie M. Hollins High School	120	56	47%
Dunedin High School	178	126	71%
East Lake High School	314	245	78%
Gibbs High School	141	80	57%
Lakewood High School	175	114	65%
Largo High School	141	84	60%
Mavericks In Education	**	**	**
New Start High School	**	**	**
Northeast High School	188	125	66%
Osceola Fundamental High	243	164	67%
Palm Harbor University High	344	274	80%
Pinellas Park High School	180	102	57%
Seminole High School	241	176	73%
St. Petersburg Collegiate High	52	44	85%
St. Petersburg High School	275	204	74%
Tarpon Springs High School	216	134	62%

Appendix G. College Retention Rates

An institution can use multiple methods to calculate retention rates. The method is often determined by reporting requirements or purpose of the calculation. For example, all institutions that distribute federal student financial aid must report retention rates to the U.S. Department of Education through the Integrated Postsecondary Education Data System (IPEDS). IPEDS defines retention rates as the following:

> *"A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall."*

However, the Florida College System and State University System include retention rates in their respective performance-based funding metrics (an accountability system tracks performance as a means of determining funding). The Florida College System measures retention using a different cohort of students than IPEDS:

> *"The first group includes first-time-in-college (FTIC), lower division students enrolled in programs that lead to one of the following credentials:*
>
> - *Post-Secondary Adult Vocational Certificate (PSAV)/Career and Technical Certificate (CTC)*
> - *Post-Secondary Vocational Certificates (PSVC)/College Credit Certificates (CCC)*
> - *Applied Technical Diploma (ATD)*
> - *Apprenticeship (APPR)*
> - *Advanced Technical Certificate (ATC)*
> - *Associate of Arts (AA)*
> - *Associate of Science (AS)*
> - *Associate of Applied Science (AAS)*
>
> *The second group includes first-time in upper division (FTUD) students who are enrolled in programs that lead to either a Bachelor of Science (BS) or Bachelor of Applied Science (BAS) degree."*

The State University System refers to retention rate as "academic progress rate" and includes GPA criteria:

> *"the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and were enrolled full-time in their first semester and were still enrolled in the same institution during the Fall term following their first year with had a grade point average (GPA) of at least 2.0 at the end of their first year (Fall, Spring, Summer)."*

In this report, retention rates for Pinellas Technical College – St. Petersburg, Pinellas Technical College – Clearwater, Galen College of Nursing – Tampa Bay, National Aviation Academy of Tampa Bay, and Eckerd College are from IPEDS. Retention rates for St. Petersburg College are from Florida College System Performance-Based Funding Reports and for University of South Florida are from State University System Performance-Based Funding Report, as these rates are the most publicly used when discussing Florida public institutions.

Appendix H. College Graduation Rates

Institution	Graduation Rates (2015-16)							
	All Students	White	Black	Hispanic	Asian	More than One Race	Female	Male
Private for-profit, 2-year institution								
Galen College of Nursing - Tampa Bay	36%	30%	33%	40%	67%	100%	42%	13%
National Aviation Academy of Tampa Bay	68%	71%	58%	61%	100%	57%	50%	69%
Public, 4-year or above institution								
St. Petersburg College	47%	data not available						
University of South Florida	68%	data not available						
Private not-for-profit, 5-year or above institution								
Eckerd College	66%	66%	50%	71%	55%	86%	67%	66%

Disaggregated graduation rates are not available for Pinellas Technical College-Clearwater or Pinellas Technical College-St. Petersburg. For reader context regarding program completion by race/ethnicity, Pinellas County Schools provided the following data:

Institution	Completions (2016-17)					
	Total Program Completers	% White	% Black	% Hispanic	% Asian	% Other
Public, 2-year or less institution						
Pinellas Technical College-Clearwater	458	78%	20%	11%	4%	2%
Pinellas Technical College-St. Petersburg	463	64%	32%	12%	5%	2%

Like retention rate, there are multiple methods to calculate graduation rates. These methods differ based on the student populations included and the time-to-degree period. For example, all institutions that distribute federal student financial aid must report graduation rates to the U.S. Department of Education through the Integrated Postsecondary Education Data System (IPEDS). IPEDS includes the following under their graduation rate definition:

"Data are collected on the number of students entering the institution as full-time, first-time, degree/certificate-seeking undergraduate students in a particular year (cohort), by race/ethnicity and gender; the number completing their program within 150 percent of normal time to completion; the number that transfer to other institutions if transfer is part of the institution's mission"

Again as in retention rates, the Florida College System and State University System include graduation rates in their respective performance-based funding metrics (an accountability system tracks performance as a means of determining funding). The Florida College System measures graduation using a different cohort of students than IPEDS as well as a weighting for graduates who received a Pell Grant:

*"**Lower Division Cohort.** One cohort includes first-time-in-college (FTIC), full-time lower division students enrolled at the beginning of the fall term. Lower division students are enrolled in programs that lead to one of the following credentials:*

- *Post-Secondary Adult Vocational Certificate (PSAV)/Career and Technical Certificate (CTC)*
- *Post-Secondary Vocational Certificates (PSVC)/College Credit Certificates (CCC)*

- *Applied Technical Diploma (ATD)*
- *Advanced Technical Certificate (ATC)*
- *Associate of Arts (AA)*
- *Associate of Science (AS)*
- *Associate of Applied Science (AAS)*

Upper Division Cohort. Another cohort includes first-time in upper division (FTUD), full-time students from the end of fall term. Upper division students are enrolled in programs that lead to either a Bachelor of Science (BS) or Bachelor of Applied Science (BAS) degree."

The State University System defines graduation rate as: *"the percentage of first-time-in-college (FTIC) students who started in the Fall (or summer continuing to Fall) term and had graduated from the same institution within six years"*.

In this report, graduation rates for Pinellas Technical College – St. Petersburg, Pinellas Technical College – Clearwater, Galen College of Nursing – Tampa Bay, National Aviation Academy of Tampa Bay, and Eckerd College are from IPEDS. Graduation rates for St. Petersburg College are from Florida College System Performance-Based Funding Reports and for University of South Florida are from State University System Performance-Based Funding Report, as these rates are the most publicly used when discussing Florida public institutions.