

PINELLAS COUNTY SCHOOLS

BRIDGING THE GAP

2025-26: Year End Report



Bridging the Gap Plan Overview

Bridging the Gap (BTG) is an initiative by Pinellas County Schools (PCS) created to close or significantly reduce the educational achievement gaps between Black students and their non-Black peers by 2027. With extensive community input collected during the initial development in fall 2016, the BTG Plan defines gaps across six goal areas.

Goal 1: Graduation Rate

Goal 2: Student Achievement

Goal 3: Advanced Coursework

Goal 4: Student Discipline

Goal 5: ESE Identification

Goal 6: Minority Hiring

The primary goal of BTG is to create pathways that improve educational outcomes for Black students, especially in terms of standardized test performance, graduation rates, participation in advanced coursework, reductions in disproportionate disciplinary actions, and overrepresentation in Exceptional Student Education (specifically Emotional/Behavioral Disabilities).

The key findings in this report summarize the implementation efforts for the six goals outlined above. The ongoing evaluation of the BTG plan aims to: (1) assess how well PCS has built structures and systems to achieve the goals; (2) highlight the successes of the BTG initiative so far; (3) identify areas needing refinement or improvement; and (4) develop best-practice recommendations to enhance the plan moving forward. These findings are part of a multi-year evaluation supporting annual improvements to the plan and district leadership.

Bridging the Gap Oversight and Monitoring

The Bridging the Gap (BTG) plan is a systemic initiative and large-scale effort to close persistent educational gaps in Pinellas County Schools. To ensure alignment of goals and desired outcomes, the district developed consistent methods and measures. Each year, the BTG plan is refined to update strategies and actions based on current progress, with quarterly updates communicated to the community. The Pinellas County School Board (Board) and district remain committed to the BTG plan, as reflected in its explicit inclusion each year within the Board-approved District Strategic Plan. To support continuous improvement and effective implementation, each goal within the BTG plan has a designated goal manager who collaborates across departments to develop, implement, and monitor strategic action plans. Goal managers meet regularly with Executive Leadership, including the Superintendent, Deputy Superintendent, and Minority Achievement Officer, to discuss progress and address barriers needing attention.

The district has made progress, especially in developing and implementing districtwide professional learning opportunities and enhancing early warning systems. For each BTG Goal, action steps have concentrated on training teachers and leaders, improving data monitoring, and identifying and tracking at-risk students. Evidence of systems change is visible in these key areas as the district has built data systems that monitor and measure students' progress toward meeting graduation requirements and matching them to advanced courses. Additionally, the district has invested in partnerships with national educational experts, trained staff to become local trainers, and created a comprehensive set of training options.

Data outcomes measured within the plan show some improvement, although the COVID-19 pandemic affected progress during the 2019-20, 2020-21, and 2021-22 school years. As a district committed to continuous improvement, Pinellas County Schools recognizes that there is still work to be done and remains dedicated to ensuring the goals within the BTG plan are met or exceeded. Some goals within the BTG plan have achieved greater success in student outcomes than others. The district will continue to refine and adjust strategies and actions to match current capacity while fostering long-term system change and sustainability.

BTG 2025-26

The Bridging the Gap Plan details the district's 10-year goals, yearly benchmarks, and strategies for each goal area. While progress is expected annually, it's important to recognize that gaps may not decrease uniformly every year. Some gaps might decrease quickly, while others remain stable or even widen until the plan's actions come together to create the systemic change needed to address all gaps.

As the district enters its ninth year of implementation, a review of strategies was conducted in the summer/fall of 2025. The updated plan reflects new and enhanced in-process measures and actions to deepen implementation and increase impact on student outcomes. The plan was also updated to reflect current assessment and instructional standards.

Quarter 4 Highlights

Within the charts in this update, each action step (across all goals) includes progress metrics and updates aligned with the reporting frequency specified in the 2025-26 plan. Action steps with reporting frequencies are listed in the update column to ensure transparency about when updates will occur.

Throughout the first semester of the 2025-26 school year, the focus remained on the strategies and actions within the Bridging the Gap plan. School and district staff continued their work to accelerate learning and to ensure that students' needs continued to be known and met.

The highlights below depict just some of the many actions and strategies underway this school year and demonstrate the commitment to and progress toward improved outcomes for Black students in Pinellas County Schools.

Goal 1: Graduation Rate

- As of the end of the summer term of the 2025-26 school year, the internal projection for the Black subgroup's graduation rate is over 87.7%.
 - In addition to graduation progress, 90.1% of students in the 2022 Senior Black Cohort have successfully met the state's English Language Arts (Reading) assessment requirement for graduation.
 - Furthermore, 93.7% of students in the cohort have met the state's Algebra I (Mathematics) assessment requirement, demonstrating continued progress toward meeting Florida's graduation requirements.

Goal 2: Student Achievement

- The Spring Districtwide Training (DWT) in Quarter 4 helped identify instructional gaps affecting Black students in English Language Arts (ELA) and Mathematics. Schools strengthened differentiated core instruction and targeted interventions to accelerate learning and increase proficiency among Black students.
- Teaching and Learning (T&L) provided Quarter 4 leadership professional development at individual school sites to ensure that the rigor and fidelity of instructional practices aligned with each school's acceleration plan to improve achievement among Black students.
- Targeted instructional support was reallocated by the district's Instructional Support Departments (ISDs) to expand opportunities and strengthen academic outcomes for Black students.
- Content specialists identified and provided spiral-review curriculum resources to support teachers reinforce key standards and improve academic achievement for Black students.

- The district's Bridging the Gap (BTG) initiative continues to demonstrate positive progress in closing achievement gaps for Black students. Last year, 13 traditional schools were identified as Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) schools for the ESSA Black subgroup. For the 2026–27 school year, that number decreased by 54%.
- During the six weeks leading up to state assessments, district staff provided an average of 9.7 support visits to each CSI/ATSI school, while the district's non-Transformation Zone CSI school received 26 support visits. These visits focused on strengthening small-group instruction and conducting instructional learning walks with school leaders to build instructional capacity. As a result, all schools previously identified as ATSI exited ATSI status for the 2026–27 school year.

Goal 3: Rigorous Coursework

- During the 2025–26 school year, the district achieved a record high of more than 70,000 enrollments in advanced coursework, with Black students representing 22% of unique enrollments in advanced/accelerated courses, exceeding their district demographic representation by 3 percentage points.
- The district's ongoing commitment to expanding advanced and accelerated learning opportunities across all high schools has increased access for Black students, enabling more opportunities to engage in rigorous coursework that supports academic achievement, college readiness, and career success.

Goal 4: Student Discipline

- Ongoing implementation of the minor infraction tracking system has strengthened schools' ability to identify behavioral trends early and intervene before behaviors escalate to major discipline referrals. Using real-time data, schools are implementing targeted Tier 1 and Tier 2 interventions and increasing the use of positive, proactive behavior supports rather than punitive responses. This data-driven approach has improved early intervention for students exhibiting behavioral concerns and has contributed to a reduction in repeat discipline referrals.
- Expanded integration of discipline data into MTSS problem-solving processes ensures that behavior data is reviewed regularly during MTSS team meetings, rather than being addressed only at the Tier 3 level. An MTSS Dashboard has been developed to capture and monitor interventions for students with multiple referrals (3+ for elementary and 5+ for secondary).
- Second-semester Student Voice Feedback Sessions were held, providing schools with structured opportunities to gather student input to inform school climate improvement efforts. Results from these sessions were shared at the April Area meeting.
- Increased collaboration with schools with higher referral rates and provided targeted support, resulting in the development and implementation of Tier 1 strengthening action plans aligned with district expectations.
- The district observed improved consistency in discipline practices and stronger collaboration among administrators, counselors, and MTSS teams. This improvement is supported by the strategic and intentional involvement of each school's Area Superintendent or Chief.
- The Student Services Mental Health Institute features a dedicated strand that strengthens positive interactions between students and staff while increasing educators' understanding of student behavior and its underlying causes. Professional learning sessions include Supporting Emotional Awareness in the Classroom, The Pathway to Violence, Behavior as a Love Language, Regulation Through Movement, Mandt Relational Training, and Understanding the Adolescent Brain. These sessions provide staff with practical strategies to foster supportive learning environments and respond effectively to students' behavioral needs.

Goal 5: ESE Eligibility

- For the third consecutive year, fewer than 1% of Black students determined eligible for Exceptional Student Education (ESE) services were identified as having an Emotional and Behavioral Disability (EBD).
- The ESE team provided targeted, small-group instruction to students in the Black student subgroup, helping address academic and behavioral needs early and leading to fewer referrals for ESE evaluations.
- Throughout the school year, the ESE team partnered with school-based staff to ensure that students exhibiting behavioral needs, including those served in self-contained classrooms, received instruction in structured learning environments aligned with high-leverage practices for teaching behavioral skills. As a result, the number of Black students who were reevaluated and dismissed from EBD eligibility was three times higher than the previous year.
- ESE staff developers provided professional learning and coaching focused on effective classroom structures, evidence-based behavior management strategies, and delivery of rigorous small-group instruction. These efforts contributed to a reduction in the number of Black students receiving early intervening services for behavioral concerns.

Goal 6: Minority Hiring

- The district continued to prioritize developing leadership talent through targeted professional learning opportunities. Three courses in the Leadership Series provided aspiring and current leaders with opportunities to strengthen leadership competencies and prepare for advancement. A total of 23 participants attended these sessions, with Black administrators and instructional staff representing 13% of attendees. These efforts support the district's commitment to building a diverse leadership pipeline and expanding access to professional growth opportunities for underrepresented groups.
- To support the success and retention of newly appointed school leaders, the district held two New Assistant Principal meetings and one New Principal meeting. Participation remained strong, with 18 attendees at each Assistant Principal session and seven at the Principal session. The effectiveness of these support structures is reflected in performance outcomes, as 100% of first-year Black administrators (4 of 4) received an Effective or Highly Effective evaluation rating. These results demonstrate the value of targeted onboarding, mentoring, and leadership support initiatives in fostering administrator success.
- The district expanded opportunities for aspiring and current leaders through eight leadership development events designed to strengthen recruitment and advancement of diverse talent. Activities included three Leadership Development Series events, two Aspiring Leader Series events, a Targeted Selection training, and The Bridge Leadership Collective Seminar. Collectively, these initiatives engaged 93 participants, including 28 Black leaders, who represented 30% of total participation.
- Grow Your Own Teacher Pipeline Success: Of the 24 Teacher Apprentices graduating from the program, 22 (92%) accepted teaching positions for the 2026-27 school year. Notably, 15 of these newly hired teachers identify as Black educators, demonstrating the effectiveness of the district's Grow Your Own strategy in expanding and diversifying the educator workforce and strengthening representation for students across the district.
- During the 2025-26 school year, the district hired 300 teachers, including 37 Black educators, who accounted for 12.3% of all teacher hires. These hiring outcomes reflect the district's continued commitment to expanding educator diversity and to strengthening a workforce that better reflects the students and communities it serves.

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Goal 1: Graduation Rate- Eliminate the gap between the graduation rates for Black and non-Black students.

Goal Manager: Rita Vasquez, Executive Director, High School Education

Baseline Condition (as of 2015-16): Pinellas County Schools has a graduation rate for all students of 80.1% and a rate for Black students of 65.5%. The district has experienced a 10.9 percentage point increase in graduation rates among Black students since 2012, with an overall improvement of 8.1 percentage points for all students. A gap in graduation rates still exists between Black students (65.5%) and non-Black students (83.4%), amounting to 17.9 percentage points.

Aspirational Goal: Pinellas County aims to increase graduation rates for Black students each year at a faster pace than for non-Black students. The objective is to reduce the gap in graduation rates between Black and non-Black students by an average of 1.8 percentage points annually until the gap is eliminated or significantly narrowed.

Annual and Related Outcome Measures

Goal 1: Annual Outcome Measures		Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Graduation Rate: # and % of Black students who graduated on time with a standard high school diploma, within a four-year senior cohort.	Black	65.5% (932)	Actual	69.3%	76.2%	81.3%	85.5%	86.3%	78.5%	76.6%	85.1%	88.0%	TBD
			Target	67.3%	69.1%	70.9%	72.7%	74.5%	76.3%	78.1%	79.9%	81.7%	83.5
	Non-Black	83.4%	Actual	85.8%	88.1%	90.0%	92.7%	93.1%	90.1%	89.9%	92.9%	94.5%	TBD
	GAP	17.9	Actual	16.5%	11.9%	8.7%	7.2%	6.8%	11.64%	13.3%	7.8%	6.4%	TBD

Related Outcomes Measures (Data below include all high school	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# and % of Black students in high school (grades 9-11) with a 2.0 or above GPA.	70.0%	Actual	70.0%	69.4%	76.6%	68.9%	66.0 %	57.7%	65.1%	65.3%	73.1%	71.3%
# and % of Black students in high school (grades 9-11) with Algebra 1 credit or passing the state Algebra 1	No Baseline Data Established	Actual	60.0%	65.3%	45.8%	Data not available	32.88%	33.6%	40.1%	41.1%	44.9%	47.9%

Related Outcomes Measures (Data below include all high school	Baseline (2015-16)	Planning Year (2016-17)		2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# and % of Black students in high school (grades 9-11) who have earned the required credits to date.	No Baseline Data Established	Actual	81.6%	81.0%	77.1%	79.7%	72.4%	71.2%	68.7%	69.0%	73.2%	71.3%
# and % of Black students in high school (grades 9-10) achieving Level 3 or higher on the state ELA assessment (FSA ELA).	(530) 21.8%	Actual	22.0%	24.0%	24.6%	Data not available	23.1%	21.9%	22.5%	29.8%	36.5%	43.0%
# and % of Black students who graduated with a standard diploma through a concordant assessment score (WFT).	(242) 26.0%	Actual	(371) 39.8%	(448) 42.9%	(471) 44.1%	(434) 41.0%	(401) 36.9%	(471) 47.2%	(430) 44.9%	(565) 49.0%	(482) 44.6%	TBD
# and % of Black students who graduated with a standard diploma through an ESE assessment waiver (WFW or WRW).	(98) 10.5%	Actual	(100) 10.7%	(78) 7.5%	(53) 5.0%	(58) 5.5%	(57) 5.2%	(67) 6.7%	(73) 7.6%	(91) 3.6%	(69) 6.4%	TBD

*State file unavailable at time of reporting. Calculations used local files.

Goal 1: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Academic Rigor and Standards-Based Instruction	1.1) Train 9th- and 10th-grade reading teachers to utilize the Tier 1 Core Intervention Program, ThinkCerca, to help close the gaps in thinking, reading, and writing (literacy) skills for students in 9th and 10th grade.	☐ Planning ☒ Implementing	# and % of BNB students in 9th and 10th grade reading classes, and # of lessons completed in ThinkCerca. # and % of 9th and 10th grade students (BNB) in reading classes scoring proficient on the FAST PM2 reading assessment and/or showing growth between	Increase the percentage of 9th and 10th grade students (BNB) scoring proficient on FAST ELA PM3 compared to 2024-25 FAST ELA PM3. <u>Q4 UPDATE:</u> 43% proficient for PM 3 2025-26. 36.5% proficient for PM 3 2024-25. This is an increase of 6.5 percentage points. 9th grade proficiency GAP between B/NB= 25% (B=42%, NB= 67%). 10th grade proficiency GAP between B/NB= 21% (B=44%, NB=65%).	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
			PM1 and PM2.		
Academic Rigor and Standards-Based Instruction	1.2) Annually, train 9th- and 10th-grade English teachers in all 17 traditional high schools to consistently provide small group (Tier 2) instruction during semester 1 to students who scored Level 1 or Level 2 on FAST PM3 during the 2024-25 school year, and individualized (Tier 3) instruction during semester 2 to students who are not showing growth toward proficiency on FAST PM2.	☐ Planning ☒ Implementing	# and % Black L1 or L2 on ELA PM3 (prior year) students at each grade level and by teacher receiving ELA tiered instruction at the identified schools.	# and % of Black students receiving ELA supports at identified high schools meeting graduation readiness standards per grade-level expectations by scoring Level 3 or above on FAST ELA PM2 or PM3. Q4 UPDATE: At Gibbs, Boca Ciega, Hollins, Clearwater, Lakewood, and Pinellas Park High schools, Black students received targeted support in their ELA classrooms through small-group push-in instruction or one-on-one and small-group pull-out instruction delivered by ELA Instructional Staff Developers (ISDs). These interventions began in February and continued through the PM3 assessment. Student groups were formed based on differentiated instructional needs identified in PM2 data. Hollins and Boca Ciega implemented interventions three days per week, while Gibbs, Clearwater, Lakewood, and Pinellas Park provided interventions one day per week. 43% (944) of Black students earned a 3 on FAST PM3	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Academic Rigor and Standards-Based Instruction	1.3) After the ELA assessment identifies where gaps in learning or growth exist for L1 and L2 students in 9th and 10th grade	☐ Planning ☒ Implementing	# and % of L1/L2 ELA PM3 (PY) students at each grade level receiving tutoring at	# and % of Black students receiving ELA Tier 2 and/or Tier 3 intervention support at the identified high schools meeting graduation readiness standards per grade-level expectations by scoring Level 3 or above on FAST ELA PM3. Q4 UPDATE: Of the 217 Black students enrolled in Intensive Reading, 22% are currently performing at or above grade level.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
	English classes at Boca Ceiga, Gibbs, Pinellas Park, and Lakewood high schools; assign District Content Specialists and all Instructional Staff Developers in ELA to conduct weekly Tier 2 (small group) and Tier 3 (individualized) intervention sessions as either push-in or pull-out supports, to help students reach proficiency.		the identified schools.	All students received Tier 2 and/or Tier 3 interventions tailored to their individual needs, as identified through ThinkCERCA data. Students completed 765 direct instruction assignments, 653 reading practice assignments, and 485 skills lesson assignments.	
Academic Rigor and Standards-Based Instruction	1.4) After the Algebra Cycle 2 assessment shows where gaps in learning/growth exist for students who are not yet scoring as proficient in Algebra classes at Boca Ciega, Gibbs, Pinellas Park and Lakewood high schools, assign District Content Specialists and all Instructional Staff	☐ Planning ☒ Implementing	# and % of Black students in Cycle 2 Algebra classes who scored Level 1 or 2 and received math tutoring at the identified schools.	# and % of Black students receiving ALG Tier 2 and/or 3 intervention support at the identified schools meeting graduation standards per grade-level expectations by scoring Level 3 or above on the FAST Algebra EOC.	☐ Quarter 1 ☐ Quarter 2 ☒ Quarter 3 ☐ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency																																																						
	Developers in Math to conduct weekly Tier 2 (small group) and Tier 3 (individualized) intervention groups either as push-in or pull-out supports, to help students reach proficiency.																																																										
Extended Learning	1.5) For all state-tested areas, provide teachers in each content area and Assistant Principals supervising those areas with the District’s High School Tier 2 and Tier 3 Momentum of Proficiency Intervention reports and Toolkits. This will ensure that all high schools initiate, run, and monitor lunchtime, after school, and	☒ Planning ☒ Implementing	By the end of Q3, the intervention system is fully established and in place for all students at all schools.	# and % of Black students performing at a Level 3 or higher in state-tested content areas. Q4 UPDATE:<table><tr><th>Elementary</th><th>N</th><th>%</th></tr><tr><td>FAST PM3 ELA/Reading L3+</td><td>1701</td><td>50.5%</td></tr><tr><td>FAST PM3 Math L3+</td><td>1682</td><td>50.4%</td></tr><tr><td></td><td></td><td></td></tr><tr><th>Middle</th><td></td><td>%</td></tr><tr><td>FAST PM3 ELA/Reading L3+</td><td>1160</td><td>38.3%</td></tr><tr><td>FAST PM3 Math L3+</td><td>943</td><td>36.4%</td></tr><tr><td>Algebra L3+</td><td>277</td><td>75.1%</td></tr><tr><td>Geometry L3+</td><td>33</td><td>89.2%</td></tr><tr><td>Civics L3+</td><td>668</td><td>65.2%</td></tr><tr><td>Science L3+</td><td>330</td><td>34.8%</td></tr><tr><td></td><td></td><td></td></tr><tr><th>High</th><td></td><td>%</td></tr><tr><td>FAST PM3 ELA/Reading L3+</td><td>918</td><td>42.9%</td></tr><tr><td>Algebra L3+</td><td>367</td><td>31.1%</td></tr><tr><td>Geometry L3+</td><td>505</td><td>42.8%</td></tr><tr><td>Biology L3+</td><td>625</td><td>54.4%</td></tr><tr><td>U.S. History L3+</td><td>19</td><td>76.0%</td></tr></table>	Elementary	N	%	FAST PM3 ELA/Reading L3+	1701	50.5%	FAST PM3 Math L3+	1682	50.4%				Middle		%	FAST PM3 ELA/Reading L3+	1160	38.3%	FAST PM3 Math L3+	943	36.4%	Algebra L3+	277	75.1%	Geometry L3+	33	89.2%	Civics L3+	668	65.2%	Science L3+	330	34.8%				High		%	FAST PM3 ELA/Reading L3+	918	42.9%	Algebra L3+	367	31.1%	Geometry L3+	505	42.8%	Biology L3+	625	54.4%	U.S. History L3+	19	76.0%	☐ Quarter 1 ☐ Quarter 2 ☒ Quarter 3 ☒ End-of-Year
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Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
	weekend intervention programs during semester 2 for all students who are not progressing toward proficiency in each content area.				
Family and Community Engagement	1.6) Provide materials to high schools to explain state graduation requirements and available support for students who are not on track. Each high school must hold at least one parent meeting to share this information and conduct graduation checks for each junior and senior student. The district will supply the materials and train school staff as needed.	☐ Planning ☒ Implementing	# of events hosted per school	# of participants and views (if virtual/recorded event)	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☐ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency																																																																
Extended Learning	1.8) Ensure all students participate in college readiness testing such as ACT, SAT, or CLT. Make sure these testing options align with personalized learning plans for students who are not on track to graduate.	☒ Complete ☒ Way of work	# and % of Black students who participate in the ACT assessment. # and % of Black students who participate in SAT assessments. # and % of Black students who participate in CLT assessments.	% of Black students not on track to graduate (in the current graduating class) due to assessment requirements who participate in ACT, SAT, or CLT. <u>Q4 UPDATE:</u><table><tr><th>SY2025-26 ELA</th><th>Total</th><th colspan="2">ACT</th><th colspan="2">SAT</th><th colspan="2">CLT</th></tr><tr><td>All Students</td><td>2548</td><td>1035</td><td>40.6%</td><td>1956</td><td>76.8%</td><td>2271</td><td>89.1%</td></tr><tr><td>Black Students</td><td>663</td><td>266</td><td>40.1%</td><td>434</td><td>65.5%</td><td>598</td><td>90.2%</td></tr><tr><td>NonBlack Students</td><td>1885</td><td>769</td><td>40.8%</td><td>1522</td><td>80.7%</td><td>1673</td><td>88.8%</td></tr></table><table><tr><th>SY2025-26 Math</th><th>Total</th><th colspan="2">ACT</th><th colspan="2">SAT</th><th colspan="2">CLT</th></tr><tr><td>All Students</td><td>2398</td><td>905</td><td>37.7%</td><td>1782</td><td>74.3%</td><td>1977</td><td>82.4%</td></tr><tr><td>Black Students</td><td>661</td><td>244</td><td>36.9%</td><td>421</td><td>63.7%</td><td>553</td><td>83.7%</td></tr><tr><td>NonBlack Students</td><td>1737</td><td>661</td><td>38.1%</td><td>1361</td><td>78.4%</td><td>1424</td><td>82.0%</td></tr></table>	SY2025-26 ELA	Total	ACT		SAT		CLT		All Students	2548	1035	40.6%	1956	76.8%	2271	89.1%	Black Students	663	266	40.1%	434	65.5%	598	90.2%	NonBlack Students	1885	769	40.8%	1522	80.7%	1673	88.8%	SY2025-26 Math	Total	ACT		SAT		CLT		All Students	2398	905	37.7%	1782	74.3%	1977	82.4%	Black Students	661	244	36.9%	421	63.7%	553	83.7%	NonBlack Students	1737	661	38.1%	1361	78.4%	1424	82.0%	☐Quarter 1 ☐Quarter 2 ☐Quarter 3 ☒End-of-Year
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NonBlack Students	1885	769	40.8%	1522	80.7%	1673	88.8%																																																														
SY2025-26 Math	Total	ACT		SAT		CLT																																																															
All Students	2398	905	37.7%	1782	74.3%	1977	82.4%																																																														
Black Students	661	244	36.9%	421	63.7%	553	83.7%																																																														
NonBlack Students	1737	661	38.1%	1361	78.4%	1424	82.0%																																																														

Goal 2: Student Achievement- Eliminate the gap between the proficiency rates in reading (ELA) and mathematics on state and national assessments for Black and non-Black students.

Goal Manager: Donnika Jones, Chief Academic Officer

Baseline Condition (as of 2015-16): Pinellas County Schools had a proficiency rate on the Florida Standards Assessment (FSA)¹ for ELA-Reading of 56.4% for non-Black students and 24.2% for Black students, resulting in a 32.2-point gap. The proficiency rate on the FSA for Math was 60.9% for non-Black students and 27.9% for Black students, a 33-point gap. Smaller gaps were observed on national norm-referenced tests such as the ACT and SAT. For this goal, the gap is defined as the difference in performance between Black and non-Black students on state and national norm-referenced assessments.

Aspirational Goal: Pinellas County aims to decrease the gap in ELA-Reading and Mathematics proficiency for Black students by 3.2 percentage points annually on state assessments until the gap is significantly reduced or eliminated.

Annual and Related Outcome Measures

Annual Outcome Measures ELA and Math	Baseline (2015-16) ¹	Planning Year (2016-17) ¹		2017-18 ¹	2018-19 ¹	2019-20 ^{1 2}	2020-21 ¹	2021-22 ¹	2022-23 ³	2023-24	2024-25	2025-26
# and % of Black students districtwide scoring Level 3 or above on state FAST ELA/Reading	Black (2,494) 24.2%	(2,654) 25.7%	(2,533) 24.6%	(2,831) 27.1%	No data	(2,419) 25.6%	(2,428) 25.3%	(2,668) 26.4%	(3209) 33.2%*	(3424) 39.8%	(3,779) 44.3%	
		Target	27.4%	30.6%	33.8%	37.0%	40.2%	42.6%	45.8%	49%	52.2%	55.4%
	Non-Black	Actual	57.7%	57.4%	59.7%	No data	57.8%	56.2%	54.6%	60.7%*	65.2%	68.6%
	GAP	Actual	32.0%	32.8%	32.6%	No data	32.2%	30.9%	28.1%	27.5%	25.4%	24.3%
	Black (2,143) 27.9%	(2,305) 29.0%	(2,319) 29.2%	(2,336) 30.0%	No data	(2,251) 24.9%	(1,978) 27.8%	(2,326) 33.8%	(2309) 35.2%*	(2528) 40.3%	(2,625) 44.3%	
# and % of Black students districtwide scoring Level 3 or above on FAST Math		Target	31.1%	34.3%	37.5%	40.7%	43.7%	46.9%	50.1%	53.3%	56.5%	59.7%
	Non-Black	Actual	62.0%	62.2%	62.8%	No data	56.8%	60.1%	65.0%	65.9%*	69.3%	71.1%
	GAP	Actual	33.0%	33.0%	32.8%	No data in 2019-20	31.9%	32.2%	31.6%	30.7%	28.9%	26.8%

¹ Assessment results for this school year reflective of the Florida Standards Assessments (FSA). Starting in the 2022-23 school year, the state transitions to the Florida Assessment of Student Thinking (FAST) assessments.

² State Florida Standards Assessments (FSA) and End-of-Course (EOC) exams were not administered in the 2019-2020 school year as schools statewide were engaged in remote learning from March-June 2020.

³ The 2022-23 school year is the baseline school year for the new state Florida Assessment of Student Thinking (FAST) assessments. Provisional scores are linked to an FSA equivalent scale until the FDOE completes B.E.S.T. Assessments Standard Setting and the State Board of Education approves Achievement Level cut scores aligned to the B.E.S.T. Standards.

*State file unavailable at time of reporting. Calculations used local files.

Related Outcome Measures ELA and Math	Baseline (2015-16) ¹	Planning Year (2016-17) ¹		2017-18 ¹	2018-19 ¹	2019-20 ^{1,2}	2020-21 ¹	2021-22 ¹	2022-23 ⁴	2023-24	2024-25	2025-26
# and % of Black students in Grades 3-5 scoring Level 3 or higher on state FAST ELA-Reading / elementary.	(1,129) 26.5%	Actual	(1,302) 29.5%	(1,191) 27.0%	(1,302) 29.6%	No data	(1,108) 28.9%	(1,209) 31%	(1,231) 33.1%	(1419) 38.9%*	(1478) 42.2%	(1,701) 50.5%
# and % of Black students in Grades 6-8 scoring Level 3 or higher on state FAST ELA-Reading / middle school.	(835) 23.1%	Actual	(859) 23.5%	(811) 22.0%	(970) 25.6%	No data	(791) 22.7%	(752) 21%	(834) 23.8%	(958) 29.3%*	(1120) 35.2%	(1,160) 38.3%
# and % of Black students in Grades 9-10 scoring proficient / Level 3 or higher on FAST ELA-Reading / high school.	(530) 21.8%	Actual	(493) 22.0%	(531) 24.0%	(559) 24.6%	No data	(520) 23.1%	(467) 21.9%	(603) 22.5%	(724) 29.8%*	(826) 36.5%	(918) 42.9%

⁴ The 2022-23 school year is the baseline school year for the new state Florida Assessment of Student Thinking (FAST) assessments. Provisional scores are linked to an FSA equivalent scale until the FDOE completes B.E.S.T. Assessments Standard Setting and the State Board of Education approves Achievement Level cut scores aligned to the B.E.S.T. Standards.

Goal 2: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Academic Rigor and Standards-Based Instruction	2.1) Provide an instructional model that guarantees rigorous instruction for all students through assignments aligned with challenging state standards, engagement strategies, and student-centered practices.	☒ Implementing	% of Black students at or near proficiency on district and state progress-monitoring assessments in ELA and math.	% of Black students scoring L3+ on FAST PM3 and End-of-Course Exams (EOCs) for ELA and math Q4 UPDATE: 44.3% of Black students scored at Level 3 or higher on the PM3 end-of-year FAST ELA assessment. 44.3% of Black students scored at Level 3 or higher on the PM3 end-of-year FAST Mathematics assessment.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Academic Rigor and Standards-Based Instruction	2.2) Provide targeted professional learning and coaching to elementary and middle school teachers and leaders on units and modules, along with corresponding pedagogy strategies to boost engagement in rigorous instruction for learners, thereby increasing the percentage of proficient students.	☒ Implementing	# of trainings offered specific to high-yield and responsive strategies embedded in content and leadership training. # of teachers and administrators attending.	% of Black students earning A, B, and C grades / elementary (Grade 5) Q4 UPDATE: 65.2% of Black students in Grade 5 earned grades of A, B, or C. % of Black students exiting elementary school on track (L2+ FAST PM3 ELA) Q4 UPDATE: 73.7% of Black students entering Grade 6 are on track for high school, having scored at Level 2 or higher on the FAST PM3 ELA assessment. % of Black students exiting middle school (rising 9th graders) on track	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				for high school (at least a 2.0 GPA and L2+ FAST PM3 ELA) <u>Q4 UPDATE:</u> 57.6% of Black students entering Grade 9 are on track for high school success, having earned at least a 2.0 GPA and scored at Level 2 or higher on the FAST PM3 ELA assessment.	
Academic Rigor and Standards-Based Instruction	2.3) Align support of relevant district leaders, to engage targeted school leadership teams in data-driven conversations focused on addressing gaps in student achievement and collaboratively develop actionable plans to improve instructional outcomes.	☒ Implementing	# of school visits	# of targeted schools meeting the FPPI threshold <u>Q4 UPDATE:</u> 22 targeted schools met the FPPI threshold.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Academic Rigor and Standards-Based Instruction	2.4) Utilize high-yield instructional strategies in classrooms, such as cooperative learning, academic discussion, oral language, writing, explicit vocabulary instruction, and monitoring with feedback, to increase the percentage of proficient students.	☒ Implementing	# scholars making a gain BNB between PM1 and PM2.	% of students scoring learning gains BNB on FAST PM3 and End-of-Course Exams (EOCs) for ELA and math <u>Q4 UPDATE:</u> 52.7% of eligible Black students demonstrated learning gains on the PM3 end-of-year FAST ELA assessment. 51.5% of eligible Black students demonstrated learning gains on the PM3 end-of-year FAST Mathematics and End-of-Course (EOC) assessments.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Early Warning Systems and	2.5) Implement the Pinellas Early Literacy Initiative (PELI) strategies in high-need schools to increase both	☒ Implementing	# and % of Black students receiving intervention at targeted schools.	% of students in targeted schools are on track for 3rd-grade proficiency based on 2nd-grade STAR reading.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Monitoring Processes	teacher capacity and the number of students on track for grade-level reading proficiency by 3rd grade.		# teachers trained in the implementation of evidence-based practices at the targeted schools.	Black, non-Black gap trends in targeted schools <u>Q4 UPDATE:</u> 45% of Black students in targeted schools are on track (at or above the 50th %) based on 2nd-grade STAR reading. 56% of non-black students in targeted schools are on track (at or above the 50th %) based on 2nd-grade STAR reading.	☒ End-of-Year
Academic Rigor and Standards-Based Instruction	2.6) Implement embedded reading tutors during the school day in high-need elementary schools (Read Across Pinellas tutoring) to strengthen foundational literacy skills.	☒ Implementing	# targeted elementary schools # of RAP tutors trained, available to schools	# Black students not yet on grade-level who receive embedded tutoring as measured by STAR early literacy/ reading on PM2 and EOY <u>Q4 Update:</u> PM2 48.2% of students were at L1 PM3 31% of students were at L1	☐ Quarter 1 ☐ Quarter 2 ☒ End-of-Year
Academic Rigor and Standards-Based Instruction	2.7) Increase the number of Voluntary Prekindergarten (VPK) students who attend a full-day Pre-K program and score kindergarten-ready.	☒ Implementing	# of schools with full-day, free VPK # of students enrolled in PCS full-day VPK	# Black students served in VPK <u>Q4 UPDATE:</u> SY2025–26 VPK Enrollment: 309 Black students were enrolled in Voluntary Prekindergarten (VPK). % of Black students who score KG-ready <u>Q4 UPDATE:</u> 78% of Black VPK students were kindergarten-ready based on the	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				2025–26 STAR Early Literacy PM3 assessment.	
Academic Rigor and Standards-Based Instruction	2.8) Provide coaching for principals at targeted middle and high schools to support the development of strategies that improve Black student proficiency. (Ready, Set, Algebra)	☒ Implementing	# and % of Black students making gains on district and/or state progress monitoring measures	# and % of Black students making gains on Mathematics assessments Q4 UPDATE: 2,075 Black students (47.8%) who were eligible demonstrated learning gains in mathematics during the 2025–26 school year.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Extended Learning	2.9) Ensure schools with high minority enrollments allocate specific times during and after school to provide targeted academic support and flexible instruction methods.	☒ Implementing	# of schools with high minority enrollments Development of schoolwide academic intervention and instructional delivery plans at every school.	# and % of Black students who are not on track by school grade band (elementary, middle, high) Q4 UPDATE: Elementary School: 2,256 (49.9%) of Black students are not on track. Middle School: 3,294 (60.7%) of Black students are not on track. High School: 2,427 (69.6%) of Black students are not on track.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Family and Community Engagement	2.10) Partner with families of high-need students to explore options for additional home practice in reading and math as a way of increasing student fluency (e.g., DreamBox, IXL Math, Edia, iReady, Amira).	☒ Implementing	Communications sent home to families (calls, texts, emails).	# of logins to PCS Connects/Clever to specific reading and math programs # and % of Black students participating	☐ Quarter 1 ☐ Quarter 2 ☒ Quarter 3 ☐ End-of-Year

Goal 3: Advanced Coursework- Eliminate the gap in advanced and accelerated participation and performance rates for Black and non-Black students.

Goal Manager: Andrea Flocken, Director, Advanced Studies

Baseline Condition (as of 2015-16): Pinellas County Schools had a current participation rate for Black students ranging from 12.8% in high school honors courses to 9.1% in accelerated courses (8.5% in AP courses and 12.3% in Dual Enrollment) and career programs (CAPE enrollment is 17%). Middle school enrollments follow a similar pattern. The total gap for 2015-16 for all secondary students enrolled in advanced or accelerated courses was 5.9 percentage points, and that gap widened slightly for 2016-17 to 6.1 points. The enrollment gap for Gifted was 14.2 percentage points in 2015-16, and it improved slightly to 14.0 points in 2016-17. Currently, there is no overall gap in districtwide enrollment in application programs, although some gaps do exist in certain programs at specific schools. For purposes of this goal, the gap is defined as the difference between Black and non-Black students in the following areas:

- All students identified and enrolled in gifted programs (participation rates).
- Secondary students enrolled in advanced or accelerated courses (participation and performance rates).
- All students enrolled in district application programs (participation rates).

Aspirational Goal: Pinellas County Schools will increase the percentage of Black students enrolled in gifted, advanced, and accelerated courses by an average of 1% each year to match or surpass the Black student enrollment rate (18% in 2015-16) and raise the percentage of Black students achieving satisfactory performance standards by an average of .5% annually until that percentage meets or exceeds the district or state average. The district will maintain or increase its current Black enrollment in district application programs (24.1% in 2015-16) and will increase Black enrollment in specific application programs until all programs meet or exceed the district's Black enrollment percentage.

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Grades 6-12: # and % of total Black students in grades 6-12 enrolled in any middle or high school advanced or accelerated course.	(3,792) 12.1%	Actual (3,775)	(4,691)	(5,269)	(5,666)	(5,792)	(6,908)	(7,958)	(7,648)	(7,749)	(7,780)
		11.9%	13.7%	14.5%	15.1%	16.3%	17.1%	18.2%	17.9%	18.4%	18.5%
		Target 13%	14%	15%	16%	17%	18%	19%	20%	21%	22%
Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# and % of Black middle school students enrolled in an advanced course.	(1,583) 12.6%	(1,540) 12.5%	(1,859) 13.3%	(2,253) 14.2%	(2,521) 15.5%	(3,485) 20.1%	(3,350) 20.7%	(3,417) 21.2%	(3,290) 21.5%	(3,181) 21.7%	(3,118) 21.6%

Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
# and % of Black middle school students enrolled in an accelerated (high school) course.	(443) 8.9%	(309) 8.1%	(368) 8.3%	(378) 8.2%	(451) 9.5%	(458) 10.1%	(610) 12.3%	(878) 14.2%	(863) 14.6%	(946) 15.3%	(919) 15.0%
# and % of Black high school students enrolled in an honors course.	(2,052) 12.3%	(2,225) 12.8%	(2,528) 14.9%	(2,656) 15.3%	(2,899) 15.6%	(3,098) 19.6%	(3,072) 16.1%	(4,125) 17.3%	(4,223) 17.8%	(4,252) 18.1%	(4,272) 18.6%
# and % of Black high school students enrolled in an accelerated course (AP, IB, AICE, or Dual Enrollment).	(718) 8.6%	(857) 9.1%	(996) 9.6%	(1,020) 9.6%	(1,335) 10.9%	(1,505) 11.5%	(1,892) 11.5%	(2,218) 12.8%	(2,236) 13.3%	(2,387) 14.5%	(2,247) 13.7%
# and % of Black high school students enrolled in a career, technical education course (high schools).	(2,503) 14.2%	(2,459) 13.8%	(2,555) 13.8%	(2,507) 13.4%	(2,589) 14.0%	(2,448) 13.5%	(2,599) 14.0%	(2,547) 14.3%	(2,715) 15%	(2,639) 18.0%	(2,631) 18.5%
# and % of Black students enrolled in district choice / application programs / total across the district.	(1,167) 6.3%	(1,235) 6.8%	(3,830) 18.9%	(4,428) 18.3%	(4,479) 18.4%	(4,362) 18.2%	(4,298) 18.3%	(4,300) 18.6%	(4,179) 18.5%	(4,245) 18.8%	(4,004) 18.6%
% Black middle school students earning high school credit through accelerated coursework. ⁵	(663) 3.3%	(509) 2.5%	(604) 3.0%	(408) 8.2%	(484) 9%	(482) 10.3%	(853) 11.9%	(777) 19.7%	(696) 18.7%	(893) 25.0%	(858) 24.6%
% of Black students in high school completing an industry certification (measured as % of Black graduates).	No Baseline data establishe d.	Actual 31%	23%	16%	15%	15%	14.2%	15.7%	11.6%	11.1%	TBD

⁵ Data reviewed for data rules and updated in 2020-21 for all previous years to ensure consistency of reporting.

Goal 3: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Academic Rigor and Standards-Based Instruction	3.1) Provide professional learning for teachers and school leaders to support better student success in advanced courses in middle and high schools.	☐ Planning ☒ Implementing	# of secondary teachers completing AVID PD. <u>Q4 UPDATE:</u> 31 new secondary teachers completed AVID PD in summer 2026	# and % of students (BNB) taking an advanced course with a D or F grade in Q1, who earned a grade of C or higher at the end of the year (or semester if not a year-long course) <u>Q4 UPDATE:</u> Middle School Advanced Courses - Black Students: 1,098 students (37.1%) earned a D/F in Quarter 1; 653 students (59.5%) improved to a C or better by the end of the year. - Non-Black Students: 2,313 students (21.1%) earned a D/F in Quarter 1; 1,419 students (61.3%) improved to a C or better by the end of the year. High School Advanced Courses - Black Students: 1,814 students (38.6%) earned a D/F in Quarter 1; 785 students (43.3%) improved to a C or better by the end of the year. - Non-Black Students: 5,756 students (26.3%) earned a D/F in Quarter 1; 2,854 students (49.6%)	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				improved to a C or better by the end of the year.	
Academic Rigor and Standards-Based Instruction	3.2) Provide professional learning to increase teacher support for student success in accelerated courses in middle or high school.	☐ Planning ☒ Implementing	# of secondary teachers completing AVID PD. Q4 UPDATE: 31 new secondary teachers completed AVID PD in summer 2026	# and % students (BNB) taking an accelerated course with a D or F grade in Q1, who earned a grade of C or higher at the end of the year (or semester if not a year-long course) Q4 UPDATE: Middle School Accelerated Courses - Black Students: 151 students (17.1%) earned a D/F in Quarter 1; 66 students (43.7%) improved to a C or better by the end of the year. - Non-Black Students: 664 students (12.9%) earned a D/F in Quarter 1; 377 students (56.8%) improved to a C or better by the end of the year. High School Accelerated Courses - Black Students: 460 students (24.5%) earned a D/F in Quarter 1; 170 students (37.0%) improved to a C or better by the end of the year. - Non-Black Students: 2,230 students (18.7%) earned a D/F in Quarter 1; 902	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				students (40.4%) improved to a C or better by the end of the year.	
Academic Rigor and Standards-Based Instruction	3.3) Provide Talent Development teachers with continuous professional learning to support curriculum implementation and help schools annually select a representative group of students for their Talent Development Program.	☒ Planning ☒ Implementing	# of teachers completing PD Q1 # and % of schools that met the representation goal Q3	Districtwide demographics of Talent Development Group Q4 <u>Q4 UPDATE:</u> Elementary Talent Development: 3,292 students participated in the Talent Development Program in SY2025–26. <u>Demographic Data:</u> Asian (5%) Black (19%) Hispanic (22%) Multiracial (9%) White (45%) <u>Grade Level Participation</u> Grade 2: 20% Grade 3: 23% Grade 4: 26% Grade 5: 31%	☒ Quarter 1 ☐ Quarter 2 ☒ Quarter 3 ☒ End-of-Year
Academic Rigor and Standards-Based Instruction	3.4) Provide professional learning to enhance teacher support for the success of gifted and talented learners.	☐ Planning ☒ Implementing	# of gifted teachers who completed the gifted micro-credential. # of talented program teachers who completed gifted certification and/or micro-credential	# and % of Black gifted learners earning a L4/5 on FAST <u>Q4 UPDATE:</u> FAST ELA Black: 340, 67.2% Non-Black: 5,592, 81.9% FAST MATH Black: 211, 67.8% Non-Black: 3,386, 87.1%	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Academic Rigor and Standards-Based Instruction	3.5) Implement strategies that support increased student success on College Board readiness assessments (PSAT/SAT).	☐ Planning ☒ Implementing	Development of curriculum guides that embed strategies in high school English and Math classes. # of assessment preparation opportunities/programs for SAT preparation (e.g., Albert IO, Canvas, etc.)	Black student performance on the PSAT and SAT suite of assessments, as reported by College Board End-of-Year reports. Note: Official reports are generally released in the fall of each year <u>Q4 UPDATE:</u> Black student participation in the SAT remained strong during the 2025–26 school year, with Black students representing 13% of all district SAT test takers. Approximately one-quarter (25%) of Black SAT test takers earned a score of 1,000 or higher, including 18% who scored between 1,000–1,190, 6% who scored between 1,200–1,390, and 1% who earned scores of 1,400 or higher. These results demonstrate that many Black students are achieving SAT scores that support admission to a wide range of colleges and universities. An additional 37% of Black SAT participants scored between 800 and 990, representing a significant group approaching college-readiness benchmarks. With targeted SAT preparation, high-quality instruction, and academic supports, many of these students	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				have the potential to move into higher score ranges and expand their postsecondary opportunities. The PSAT results further highlight a promising pipeline of college-ready students. Nearly 40% of Black students scored 800 or higher on the PSAT, including 9% who earned 1,000 or higher. These students demonstrate strong academic potential and should be intentionally supported through advanced coursework, college-readiness programs, and continued academic acceleration. Overall, PSAT and SAT data reinforce the importance of the district's continued investment in expanding access to rigorous learning opportunities for Black students. Increasing participation and success in Advanced Placement (AP), Dual Enrollment, International Baccalaureate (IB), Advanced International Certificate of Education (AICE), and other advanced academic programs, along with targeted academic interventions and SAT preparation, will strengthen college readiness and create more pathways to postsecondary success.	

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Early Warning Systems and Monitoring Processes	3.6) Develop a system to deliver direct and targeted strategies for students who need support to succeed in advanced or accelerated courses (e.g., AVID elective, extended learning program, tutoring, etc.).	☐ Planning ☒ Implementing	# and % of students (BNB) enrolled in an ADV/ACC course (D or F grade) who are also enrolled in an AVID elective course.	# and % of students (BNB) enrolled in an ADV/ACC course (A, B, C grades) who are also enrolled in an AVID elective course <u>Q4 UPDATE:</u> Middle School Advanced Courses A, B, C grade and in AVID Black 12.1% (284) Non-Black 15.7% (1,389) High School Advanced Courses A, B, C grade and in AVID Black 18.1% (643) Non-Black 13.6% (2,242) Middle School Accelerated Courses A, B, C grade and in AVID Black 19.8% (132) Non-Black 14.0% (541) High School Accelerated Courses A, B, C grade and in AVID Black 27.9% (254) Non-Black 14.9% (1,046)	☐ Quarter 1 ☐ Quarter 2 ☒ Quarter 3 ☒ End-of-Year
Early Warning Systems and Monitoring Processes	3.7) Utilize the College and Career Centers at each high school and offer information sessions for students and families who show potential for success in demanding courses but are not currently enrolled in them, to provide more tailored academic support.	☐ Planning ☒ Implementing	# of Black Elevating Excellence students visiting College and Career Centers.	Increased enrollment in rigorous courses among targeted students <u>Q4 UPDATE:</u> 2,990 Black students enrolled in accelerated courses, an increase from 2,165 students the previous year.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Early Warning Systems and Monitoring Processes	3.8) Refine tools provided to school principals with real-time academic data (e.g., grades) specific to students in accelerated courses. Provide a summary report of accelerated courses and sections where students are struggling to support teacher growth and develop creative solutions at the school site.	☒ Planning ☐ Implementing	Frequency of data updates provided to school leaders. # and % of principals who report the extent to which the provided data and reports have led to actionable insights, changes in teaching strategies, and collaborative efforts among educators to address the identified challenges. [Survey]	# and % of Black students with improved grades in the identified struggling sections from Q1 to S1 or EOY <u>Q4 UPDATE:</u> Principals monitored all struggling students in accelerated classes. Black: Of the 460 students (24.5%) who earned a D/F in the first quarter, 170 (37%) improved to a C or better by the end of the year.	☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Extended Learning	3.9) Recruit students who demonstrate potential for success in challenging courses to participate in each Elevating Excellence activity for their grade level.	☐ Planning ☒ Implementing	# of Black students enrolled to participate in Elevating Excellence activities	# of Black students who participated in Elevating Excellence Summer Seminars <u>Q4 UPDATE:</u> Seminars have not yet occurred, as the first session begins in July. Due to financial constraints, we shifted from offering the program during the summer, and our college support seminar series is now scheduled to begin during the first two weeks of the school year. # of Black students earning Bright Futures designation	☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				<u>Q4 UPDATE:</u> Final numbers will be available in mid-September, as students may continue to qualify for Bright Futures through August 31. As of now, 133 Black scholars have qualified for the Bright Futures Scholarship.	
Academic Rigor and Standards-Based Instruction	3.10) Implement universal screening for gifted identification for all students before 2nd grade across all district elementary schools.	☐ Planning ☒ Implementing	# and % of Black students screened	# and % of Black students identified as gifted	☐ Quarter 1 ☐ Quarter 2 ☒ Quarter 3 ☐ End-of-Year
Academic Rigor and Standards-Based Instruction	3.11) Implement Plan B eligibility criteria and associated processes to enhance the identification of students for gifted services.	☐ Planning ☒ Implementing	# and % of Black students identified via Plan B compared to non-Black students	# and % of Black students identified as gifted	☐ Quarter 1 ☐ Quarter 2 ☒ Quarter 3 ☐ End-of-Year
Extended Learning	3.12) Identify and invite the top 15% of 7th-grade students to take the SAT and participate in the PCS Talent Identification Program (TIP).	☐ Planning ☒ Implementing	# of Black students identified for TIP	% of Black students who participated in TIP in-school administration of SAT <u>Q4 UPDATE:</u> 327 Black students were identified for the Talent Identification Program (TIP). Of these students, 40% participated in the in-school administration of the SAT.	☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Goal 4: Student Discipline- Reduce the total number of disciplinary infractions (referrals) and suspensions for Black students and decrease the disparity in referrals and suspensions for Black students to reach a level that is representative of the Black student population.

Goal Manager: Paula Texel, Area Superintendent, Area 4

Baseline Condition (as of 2015-16): Pinellas County Schools has significantly reduced its number of referrals, by 30.3%, and out-of-school suspensions, by 56.7%, for Black students since 2013-14. However, the district has not decreased the disparity gap because the number and percentage of referrals and suspensions for non-Black students have also declined at a similar rate. The gap has remained relatively constant. This gap is usually shown by a “risk ratio,” which is just over 2.0 for referrals and 4.0 for out-of-school suspensions. This means that Black students are still about twice as likely to receive a referral and four times more likely to face out-of-school suspension.

Aspirational Goal: Pinellas County Schools will reduce the number of referrals and suspensions given to Black students until they match or are lower than their percentage of overall enrollment (18% in 2015-16) and until the risk ratio is around 1.0. The district will closely track its out-of-school suspensions for Black students with a goal of lowering its disparity rate by one-third (.33) each year.

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20 ⁶	2020-21 ⁷	2021-22	2022-23	2023-24	2024-25	2025-26	
Discipline Disparity Rate (Risk Ratio) Referrals of Black students	2.38	Actual	2.64	2.43	2.60	2.64	2.66	2.25	2.77	2.53	2.74	2.31
		Target	2.30	2.20	2.10	2.00	1.90	1.80	1.70	1.60	1.50	1.40
Discipline Disparity Rate (Risk Ratio) Out-of-School Suspensions of Black students	4.33	Actual	4.07	3.61	3.79	4.34	4.80	4.0	3.94	3.88	4.25	3.62
		Target	4.00	3.70	3.40	3.10	2.80	2.50	2.20	1.90	1.60	1.30
Related Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20 ⁴	2020-21 ⁵	2021-22	2022-23	2023-24	2024-25	2025-26	
# and % of Black students with an office disciplinary referral	(7,009) 35.7% of all referrals	Actual	(6,919) 38.0%	(6,867) 37.6%	(6,548) 38.3%	(5,343) 38.5%	(3,482) 38.9%	(4,941) 36.9%	(5,156) 39.1%	(5,245) 39.1%	(5306) 39.9%	(4,971) 37.7%
# and % of Black students with an out-of- school suspension (OSS)	(2,918) 49.5% of all OSS	Actual	(2,374) 48.5%	(2,625) 47.2%	(2,481) 47.6%	(1,790) 50.7%	(1,156) 53.4%	(2,156) 49%	(2,408) 49.7%	(2,503) 49.6%	(2558) 50.5%)	(2,368) 48.7%

⁶ In the 2019-20 school year, all instruction went remote for the final quarter of the school year due to COVID-19.

⁷ Data in the 2020-21 school year is impacted by enrollment shifts which occurred in Learning Options (in-person, MyPCS Online and Pinellas Virtual School) throughout the school year.

Goal 4: Key Action Steps

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency
Tier 1- Schoolwide Practices	4.1) Ensure all schools implement a schoolwide behavior plan that includes all essential parts of PBIS, such as expectations or rules, success guidelines, teaching pro-social or appropriate student behaviors, and positive reinforcement for good behavior. Results of fidelity implementation tools are reviewed throughout the year, and decisions regarding summer-specific professional learning opportunities incorporate all three measures. PBIS efforts are overseen by Area Superintendents/Chiefs and the climate behavior teams year-round.	% of schools demonstrating satisfactory implementation of PBIS as measured by the PIC (fall), TFI-RP walkthrough (spring), and PCS Stakeholder survey. <u>Q4 UPDATE:</u> 100% of schools completed the Fall PIC with feedback from various site-based stakeholder groups (e.g., teachers, students, parents, staff). 100% of schools submitted School Improvement Goals focused on PBIS, climate, and culture. Professional Development: Schools received a comprehensive slide deck with facilitator notes that align school improvement goals with their PBIS initiatives.	☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.2) Area Superintendents/Chiefs and the climate behavior teams meet bi-monthly to review district and school-level referral and OSS data to identify and develop support for schools with the greatest needs.	# and % of discipline instances (referrals and out-of-school suspensions) issued to students (Black and non-Black). <u>Q4 UPDATE:</u> SY2025-26 Totals <u>Referrals</u> Black: 20,589 and 45% Non-Black: 25,156 and 55% <u>Out-of-School Suspensions</u> Black: 4,354 and 52.5% Non-Black: 3,934 and 47.5%	☒ Quarter 1 ☒ Quarter 2 ☒ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency																								
Tier 1- Schoolwide Practices	4.3) Annually train all School-Based Resource Officers (SROs) and school administrators to fully implement the Collaborative Interagency Agreement related to student misconduct, interviews, and arrests, aiming to reduce arrests in favor of school-based consequences.	# of arrests disaggregated by race and gender. Q4 UPDATE: <table><tr><th>Physical Arrests SY2025-26</th><th>N</th></tr><tr><td>Asian Male</td><td>0</td></tr><tr><td>Asian Female</td><td>0</td></tr><tr><td>Black Male</td><td>45</td></tr><tr><td>Black Female</td><td>27</td></tr><tr><td>Hispanic Male</td><td>18</td></tr><tr><td>Hispanic Female</td><td>3</td></tr><tr><td>Multiracial Male</td><td>2</td></tr><tr><td>Multiracial Female</td><td>2</td></tr><tr><td>White Male</td><td>33</td></tr><tr><td>White Female</td><td>5</td></tr><tr><td>TOTAL</td><td>135</td></tr></table>	Physical Arrests SY2025-26	N	Asian Male	0	Asian Female	0	Black Male	45	Black Female	27	Hispanic Male	18	Hispanic Female	3	Multiracial Male	2	Multiracial Female	2	White Male	33	White Female	5	TOTAL	135	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
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Tier 1- Schoolwide Practices	4.4) Facilitate training to promote the use of proactive strategies as an alternative to other discipline referral actions.	Progress Monitoring: # of trainings # of participants (Q3) # and % of instances of non-exclusionary resultant actions for discipline referrals issued to students (Black and non-Black) (Quarterly) # and % of instances of non-exclusionary disciplinary actions for referrals issued to students (Black and non-Black) compared to the previous year (EOY)	☒ Quarter 1 ☒ Quarter 2 ☒ Quarter 3 ☒ End-of-Year																								

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency
		<u>Q4 UPDATE:</u> SY2025-26 Totals Non-Exclusionary Actions (# and %) Black: 9,659 and 42.3% Non-Black: 13,158 and 57.7% Compared to SY2024-25, Black students saw a decrease in Non-Exclusionary Actions (from 45.4% to 42.3%, a 3.1% drop).	
Tier 1- Schoolwide Practices	4.5) Continue collaborative discussions with the Bridging the Gap Advisory Committee to gather community support and feedback to enhance and/or reduce discipline disparity practices.	# of Bridging the Gap Advisory Committee meetings facilitated and completed <u>Q4 UPDATE:</u> One meeting was held	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.6) Area Superintendents/Chief and climate behavior teams use a discipline analysis process to identify schools and provide appropriate support and training.	# of behavioral-related support requests and # of follow-up requests separated for each level of impact (individual student, individual teacher, or schoolwide) <u>Q4 UPDATE:</u> During the 2025–26 school year, there were 1,199 behavior support requests. In Quarter 4 alone, there were 138 requests involving 131 individual students.	☒ Quarter 1 ☒ Quarter 2 ☒ Quarter 3 ☒ End-of-Year
Tier 3- Individualized Support	4.7) Implement a streamlined reintegration process with essential components for all students returning from an OSS.	# and % of students (Black and non-Black) with multiple OSS as compared to the previous year <u>Q4 UPDATE:</u> SY2025-26 Totals Students with Multiple OSS Black: 982 and 55.1% Non-Black: 799 and 44.9%	☒ Quarter 1 ☒ Quarter 2 ☒ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency
		Compared to SY2024-25, there was a decrease in Black students with Multiple OSS (from 58.5% to 55.1%, a 3.4% drop).	
Tier 3- Individualized Support	4.8) Provide differentiated district-based supports to school-based teams on the use of interventions as a tiered support for students.	# of students (Black and non-Black) with more than one referral per quarter in elementary schools or more than five referrals per quarter in secondary schools <u>Q4 UPDATE:</u> • Elementary: 619 Black students (50.5%) and 607 non-Black students (49.5%) received 2 or more discipline referrals. • Middle School: 515 Black students (50.9%) and 497 non-Black students (49.1%) received 6 or more discipline referrals. • High School: 388 Black students (45.7%) and 461 non-Black students (54.3%) received 6 or more discipline referrals.	☒ Quarter 1 ☒ Quarter 2 ☒ Quarter 3 ☒ End-of-Year
Tier 3- Individualized Support	4.9) Schools with higher referral rates will initiate a school-based response protocol when students reach these referral thresholds: • Elementary Schools: 3 or more referrals • Middle and High Schools: 5 or more referrals When reaching the threshold, school teams will complete a standardized intervention checklist and review data. Possible interventions include reviewing the student's schedule, assigning a staff mentor, communicating with families, or updating the behavior support plan.	Percentage of students with 3+ referrals in elementary and 5+ referrals in secondary who receive documented interventions within two weeks (Q2) Multiple referral data disaggregated by race/ethnicity and grade level to monitor equitable implementation (Quarterly) <u>Q4 UPDATE:</u>	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency																																																																																												
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Tier 2- Targeted Interventions and Disciplinary Alternatives	4.10) Schools with historically higher referral rates will conduct at least one Student Feedback Session each semester, focusing on students' views on school climate, behavior expectations, and interactions with adults. At least half of the participants should have three or more referrals or behavior support plans. A minimum of two student-prioritized improvements will be incorporated into the school's PBIS plan each semester.	Percentage of schools conducting sessions and submitting summaries <u>Q4 UPDATE:</u> 100% Percentage of PBIS plans updated with student input <u>Q4 UPDATE:</u> 100%	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year																																																																																												

Area of Focus	Action Steps	Progress and Outcome Measure(s)	Reporting Frequency
Tier 2- Targeted Interventions and Disciplinary Alternatives	4.11) To address the high rates of student discipline and decrease reliance on traditional in-school suspension (ISS), all secondary schools within the district will fully implement an Intervention Center Model. This model will serve as a restorative, support-centered alternative to ISS, offering targeted behavioral, academic, and social-emotional interventions for students removed from the regular classroom due to disciplinary infractions.	Conduct quarterly reviews of the Intervention Center Model implementation across schools, utilizing both quantitative and qualitative data to refine practices, ensure fidelity, and support continuous improvement Review of IC Model at all middle and high schools conducted by the MTSS Specialists. Practices and resources refined for 2026-27 school year. Q4 UPDATE: To support the implementation of Action 4.11, district staff provided ongoing resources, targeted professional development, and walkthrough-based monitoring to 44 staff members responsible for supervising Intervention Center (IC) rooms across secondary schools. These supports were designed to strengthen implementation of the Intervention Center Model as a restorative, support-centered alternative to traditional in-school suspension. Walkthrough data indicate strong implementation outcomes, with 38 of 44 staff members (86%) implementing with fidelity. The remaining 6 staff members (14%) were identified as needing additional support and received ongoing coaching, modeling, and feedback to strengthen implementation practices. Overall, the data reflects substantial progress toward ensuring the consistent delivery of behavioral, academic, and social-emotional interventions within IC settings, while targeted supports remain in place to achieve full implementation across all secondary schools.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Goal 5: ESE Identification- Reduce the disparity of Black students being found eligible for Exceptional Student Education (ESE).

Goal Manager: Lynne Mowatt, Executive Director, Exceptional Student Education

Baseline Condition (as of 2015-16): Pinellas County Schools' overall placement rate for Exceptional Student Education (ESE) is 14%. However, there is a disproportionate representation of racial and ethnic groups in specific disability categories; notably, the percentage of Black students identified for placement (25%) does not reflect the Black student population at PCS and remains disproportionate compared to non-Black students. This disproportionality is illustrated by risk ratios. The most significant disparity occurs within the Emotional Behavioral Disability (EBD) category. In the 2015-16 school year, the risk ratio for overall ESE placement was 1.45, indicating that Black students were nearly 1.5 times more likely to be identified as ESE students than non-Black students. For EBD eligibility in the same year, the risk ratio was 4.20, meaning Black students were four times more likely to be referred for EBD services than non-Black students.

Aspirational Goal: Pinellas County Schools will lower all ESE eligibilities for Black students each year until the risk ratio reaches approximately 1.0. The district will closely monitor placements for EBD until the percentage matches or falls below the percentage of Black students (18% in 2015-16), and the risk ratio decreases by a quarter (.25) annually until it is near 1.0.

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
Risk Ratio (ESE overall) / Black	1.45	Actual	1.45	1.46	1.40	1.43	1.43	1.44	1.48	1.44	1.51	1.50
		Target	1.45	1.40	1.35	1.30	1.25	1.20	1.15	1.00	0.95	0.90
Risk Ratio (EBD) / Black	4.20	Actual	3.94	3.84	3.34	3.50	3.64	3.37	3.43	3.49	3.49	3.77
		Target	3.95	3.70	3.45	3.20	2.95	2.7	2.45	2.20	1.95	1.70
Related Outcomes Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
# and % of Black students eligible for ESE services	(3,618) 25%	(3,371) Actual 25%	(3,947) 23%	(3,945) 25%	(4,033) 25%	(4,000) 26%	(4,052) 25%	(4,442) 30.5%	(5,104) 32.5%	(4086) 26.7%	(4,113) 26.8%	
# and % of Black students eligible for Emotional Behavioral Disability (EBD) identification / Total	(427) 49%	(335) Actual 49%	(363) 48%	(300) 46%	(255) 46%	(219) 47%	(187) 44%	(139) 50.2%	(162) 50.9%	(144) 46.9%	(143) 43.7%	

Annual Outcome Measures	Baseline (2015-16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
# and % of Black students found eligible for Emotional Behavioral Disability (EBD) identification / Identified in Pinellas	(20) 47%	Actual	(14) 50%	(14) 52%	(19) 29%	(5) 29%	(5) 24%	(3) 15.8%	(16) 57.1%	(7) 58.3%	(19) 57.6%	(10) 27.8%
# and % of Black students found eligible for Emotional Behavioral Disability (EBD) identification / Transfers into County	(24) 42%	Actual	(17) 30%	(13) 39%	(9) 35%	(7) 23%	(3) 33%	(9) 32%	(5) 29.4%	(0) 0.0%	(2) 14.3%	(3) 21.4%

Goal 5: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency												
ESE Eligibility Determination	5.1) Appropriately and efficiently identify and evaluate students who may require special education and related services to support their learning and academic achievement.	☐ Planning ☒ Implementing	# of students identified and evaluated	# and % of students (Black and non-Black) found eligible for ESE services <u>Q4 UPDATE:</u> <table><tr><th>SY2025-26 New Eligibilities</th><th>N</th><th>%</th></tr><tr><td>ALL Students</td><td>2359</td><td></td></tr><tr><td>Black</td><td>581</td><td>24.6%</td></tr><tr><td>NonBlack</td><td>1778</td><td>75.4%</td></tr></table>	SY2025-26 New Eligibilities	N	%	ALL Students	2359		Black	581	24.6%	NonBlack	1778	75.4%	☐ Quarter 1 ☐ Quarter 2 ☒ Quarter 3 ☒ End-of-Year
SY2025-26 New Eligibilities	N	%															
ALL Students	2359																
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NonBlack	1778	75.4%															
ESE Eligibility Determination	5.2) Initiate a records review by the district ESE Department for transfer students who arrive as new students to PCS with an EBD eligibility. Students will receive current IEP services while they are being re-evaluated.	☐ Planning ☒ Implementing	# of record reviews completed for Black students who transferred into Pinellas County # of Black transfer students identified for EBD re-evaluation process # of re-evaluations completed for EBD transfer	# of Black students transferred into Pinellas County identified as EBD <u>Q4 UPDATE:</u> Black EBD Transfer Students: 2	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year												

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency												
			students / Black # of Black transfer students identified for EBD after re-evaluation process														
ESE Eligibility Determination	5.3) Provide intensive and targeted early intervention services, utilizing direct resources, to students before they are identified as having an Emotional Behavioral Disability (EBD), by responding to School Support Requests (SSRs) for behavior.	☐ Planning ☒ Implementing	# of school support requests for early intervening services for students not yet found eligible for EBD (BNB)	# of Black students receiving early intervening support Q4 UPDATE: During the 2025–26 school year, 97 students in the Black subgroup received early intervening services and supports. # of new ESE eligibilities identified by PCS (Black and non-Black) Q4 UPDATE: SY2025-26 ESE New Eligibilities that received early intervening support for behavior. Black: 24 (26.1%) Non-Black: 68 (73.9%) # of new EBD eligibilities identified by PCS Q4 UPDATE: <table><tr><th>SY2025-26 EBD New Eligibilities</th><th>N</th><th>%</th></tr><tr><td>ALL NEW EBD Students (PCS Identified)</td><td>36</td><td></td></tr><tr><td>Black</td><td>10</td><td>27.8%</td></tr><tr><td>NonBlack</td><td>26</td><td>72.2%</td></tr></table>	SY2025-26 EBD New Eligibilities	N	%	ALL NEW EBD Students (PCS Identified)	36		Black	10	27.8%	NonBlack	26	72.2%	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
SY2025-26 EBD New Eligibilities	N	%															
ALL NEW EBD Students (PCS Identified)	36																
Black	10	27.8%															
NonBlack	26	72.2%															
Early Warning Systems, Comprehensive	5.4) Use School Support Requests (SSRs) to assess the	☐ Planning ☒ Implementing	# of Requests for evaluation	# of Black students determined eligible for ESE/EBD who had a request for behavior support through the SSR app	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year												

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Coordinated Early Intervening Services (CCEIS)	effectiveness of CCEIS interventions.			Q4 UPDATE: Among Black students who had a behavior support request submitted through the SSR app, 24 were determined eligible for Exceptional Student Education (ESE) services, including 3 students who were determined eligible under the Emotional/Behavioral Disabilities (EBD) eligibility category.	
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.5) Align resources in the Climate and Behavior teams to focus on Tier 1 behavioral interventions in high minority schools	☒ Planning	# of school visits per quarter # of targeted classroom visits per quarter	# of Black students determined eligible for ESE/EBD Q4 UPDATE: At high-minority schools, 187 Black students were determined eligible for Exceptional Student Education (ESE) services, including 3 Black students who were determined eligible under the Emotional/Behavioral Disabilities (EBD) eligibility category.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.6) Assign district Board Certified Behavior Analysts to provide intensive support to ESE students and staff in all schools.	☐ Planning ☒ Implementing	# of Board-Certified Behavior Analysts # of students served by BCBA (BNB)	# and % of Black students served by Board-Certified Behavioral Analysts (BNB) Q4 UPDATE: 224 (49.6%) Black students and 228 (50.4%) Non-Black students were served by Board-Certified Behavioral Analysts.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.7) Continue to provide targeted and sustainable professional learning for school-based behavior specialists that includes the utilization of student-specific data and interventions (including cultural components) in each	☐ Planning ☒ Implementing	# and % of behavior specialists trained	# of referrals for initial eligibility for EBD services Q4 UPDATE: Of the schools with a behavior specialist, there were 15 referrals for initial eligibility for EBD services.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
	student's positive behavior intervention plan (PBIP), along with side-by-side coaching from district behavior specialists.				
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.8) Provide targeted training and coaching for student services staff and school-based teams focused on appropriate referrals for behavior-based eligibility consideration.	☒ Planning	# and % of district-level student services staff and school-based team members trained. # of coaching/follow-up sessions provided.	Annual analysis of eligibility determinations by disability category (EBD, ASD, OHI) disaggregated by student subgroup Qualitative summary of identified barriers to consistent application of eligibility criteria Q4 UPDATE: Feedback from school psychologists, district compliance staff, and school-based compliance personnel was collected through pre- and post-assessments administered during a professional learning session focused on Exceptional Student Education (ESE) behavioral disabilities, including Emotional/Behavioral Disabilities (EBD), Autism Spectrum Disorder (ASD), and Other Health Impairment (OHI). A comparison of the assessment results indicates an overall increase in participants' knowledge and confidence regarding eligibility criteria and the referral process. Prior to the training, many participants reported low to moderate confidence, limited familiarity with procedures, and inconsistent understanding across teams. Following the training, most participants reported moderate to high confidence and a greater understanding of the eligibility process, with many indicating that the training significantly improved their clarity, preparedness, and ability to apply eligibility criteria. Despite these gains, several challenges remain. Both pre- and post-assessments identified ongoing barriers, including time constraints, documentation, and data collection. Post-assessment responses further highlighted communication gaps among school-based teams, inconsistent implementation of procedures, and difficulties in obtaining input from parents and medical professionals. Overall, the findings suggest that while the training increased participants'	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
				knowledge and confidence, continued professional learning and systems-level support are needed to improve consistency, strengthen communication, streamline processes, and ensure high-quality implementation across schools.	
Early Warning Systems, Comprehensive Coordinated Early Intervening Services (CCEIS)	5.9) Provide targeted training and ongoing coaching for teachers of students with EBD on systems to improve behavior, to consider reevaluation for dismissal or, where appropriate, a change of eligibility due to successful generalization of behavior skills.	☒ Planning	# of teachers trained	# of EBD students considered for reevaluation or dismissal <u>Q4 UPDATE:</u> 51 Black EBD students were considered for reevaluation or dismissal.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Goal 6: Minority Hiring- Increase the number of Black teachers and administrators to closely mirror the student enrollment by ethnicity.

Goal Manager: Michael Vigue, Chief Human Resources Officer

Baseline Condition (as of 2015-16): Pinellas County Schools employs nearly 7,500 teachers, of which approximately 8% are Black. The percentage of administrators in the district who are Black is about 22%. For this goal, the gap is defined as the difference between the number of Black instructional staff and the Black student population, which was 18% in 2015-16. The percentage of Black instructional staff in 2015-16 was 8.3%, resulting in a gap of 9.7 percentage points.

Aspirational Goal: Pinellas County Schools will increase its number of Black teachers by an average of 1% each year until it meets or exceeds the percentage enrollment of Black students (which was 18% in 2015-16) and maintain its current rate of administrative hires to ensure that it meets or exceeds the student enrollment by race.

Annual and Related Outcome Measures

Annual Outcome Measures	Baseline (2015/16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
# and % of total instructional positions / Black	(622) 8.3%	Actual	(647) 8.8%	(671) 9.2%	(651) 9.1%	(665) 9.2%	(674) 9.5%	(668) 8.6%	(645) 9.45%	(660) 9.95%	(672) 10%	(637) 11%
		Target	9%	10%	11%	12%	13%	14%	15%	16%	17%	18%
Related Outcomes Measures	Baseline (2015/16)	Planning Year (2016-17)	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
# and % of new instructional hires / Black	No baseline	Actual	11.7% (110/737) 14.9%	(88/664) 13.3%	(43/450) 9.6%	(56/452) 12.4%	(80/1,036) 7.7%	(75/808) 9.28%	(83/661) 13%	(47/441) 11%)	(70/558) 12.5%	
# and % of total administrative positions (combined district-based and school-based) / Black	(83) 21.2%	Actual	(86) 21.5%	(87) 22.0%	(91) 20.6%	(85) 20.3%	(79) 19.3%	(80) 17.02%	(78) 19.21%	(77) 19.15%	(73) 18.76%	(77) 20%

Goal 6: Key Action Steps

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
Recruitment	6.1) Maintain strong partnerships with state and national colleges and universities, including Historically Black Colleges and Universities (HBCU), and Black Student Organizations, to improve teacher preparation programs. These collaborations aim to support engaging intern programs and attract and hire qualified instructional personnel applicants.	☒ Implementing	# partnerships, site visits, meetings, etc. # of HBCU visited/virtual events attended. # of Black student organizations visited/virtual events attended.	# of highly qualified Black teachers hired each year Q4 UPDATE: 32 HQ Black teachers hired	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Recruitment	6.2) Conduct and attend ongoing recruitment events to help expand the talent pool, including providing extra information and support for career changers interested in pathways to instructional positions.	☒ Implementing	# of recruitment events.	# of candidates hired from recruitment events Q4 UPDATE: 46 advanced binders provided, including 24 Apprentice candidates.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Recruitment	6.3) Pilot Intern Edge Program at targeted schools to support and develop new teacher interns and provide priority placement in PCS classrooms.	☒ Planning		Descriptive Narrative of progress for initiative Q4 UPDATE: Two Intern Edge teacher interns completed spring semester internships and both secured teaching positions for the 2026–27 school year.	☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Recruitment	6.4) Review traffic and usage patterns from the platforms involved in the district’s marketing campaign aimed	☒ Implementing	# of instructional recruitment posts.	# of total active instructional Black applicants Q4 UPDATE:	☐ Quarter 1 ☐ Quarter 2 ☐ Quarter 3 ☒ End-of-Year

Area of Focus	Action Steps	Action Status	Progress Measure(s)	Outcome Measure	Reporting Frequency
	at attracting applicants through publications and social media.		# of instructional recruitment posts to minority organizations. # of instructional recruitment events.	103 Black instructional active applicants with a July 1, 2026, or later start date for their application.	
	6.5) Offer training and support for professional growth for all instructional staff through the HR Leadership series.	☒ Implementing	# of courses offered. Attendance records from each activity	% of Black teachers retained. <u>Q4 UPDATE:</u> Information is to be provided in September.	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Retention	6.6) Continue monthly leadership training and mentoring for new administrators to support their growth and development during their first year in the administrative role.	☒ Implementing	# of events conducted # of attendees at each event	# and % of first-year Black administrators rated Effective or Highly Effective (Summative Rating)	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☐ End-of-Year
Retention	6.7) Provide recruitment and retention bonuses in targeted schools to attract and retain highly effective teachers.	☒ Implementing	# of teachers receiving bonus, by school (prior SY) (BNB)	# of teachers receiving bonuses who were retained at the identified schools (current SY) (BNB)	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☐ End-of-Year
Leadership Development	6.8) Engage leaders in regular leadership activities and events that enhance their leadership portfolio and support their progression within the leadership development pipeline.	☒ Implementing	# of events held # of participants attending each event	# and % of Black leaders <u>Q4 UPDATE:</u> 14 (13%)	☐ Quarter 1 ☒ Quarter 2 ☐ Quarter 3 ☒ End-of-Year
Hiring/Recruiting	6.9) Conduct an internal, semi-annual review of the practices and procedures related to recruiting and hiring teachers to identify strengths and areas for improvement within the district's Human Resources Department.	☒ Complete ☒ Way of work	Annual report on findings.	# of total active Black instructional applicants # and % of Black applicants hired <u>Q4 UPDATE:</u> 103 Black instructional active applicants with a July 1, 2026, or later start date for their application.	☒ End-of-Year

Appendix- Key Terms and Definitions

Term	Data Definitions	Data Rules
Gap	The disproportionality of outcomes related to Black students as compared to the performance of non-Black students.	The gaps for each goal are explained as sub-definitions under each goal. For purposes of this document, the 2015-16 school year is considered the baseline year for setting the district's aspirational goals. 2016-17 is considered the first year of implementation.
Black	All students and employees identified as "Black" according to the federal race definition, which is defined in Pinellas County as the Local Ethnic Code, are included. This definition aligns with state and national reporting standards for race. The designation of a student as "Black" is determined by the parent during the school registration process or by the employee during the hiring process.	The district no longer uses what was termed the "Bradley race variable" that some previous data documents utilized. This race variable was discontinued in 2016-17 to create a consistent definition of race that aligns with federal and state reporting rules. It is important to note that data accuracy around race depends on the accuracy of self-reporting.
Non-Black	All students or employees who are not "Black" under the federal race definition, which is defined in Pinellas County as the Local Ethnic Code. This definition aligns with state and national reporting rules regarding race. The designation of a student as "non-Black" is determined by the parent during the school registration process or by the employee during the hiring process.	The district provides data on all races per the Local Ethnic Code definition. It is important to note that data accuracy around race depends on the accuracy of self-reporting.
Graduation Rate	The percentage of high school students in each four-year cohort who graduate with a standard high school diploma according to the state's definition, which includes all withdrawal codes (WD) that lead to a standard diploma.	The district reports all withdrawal codes (WD) to document students who graduated with a standard high school diploma, the pathways they took to earn their diplomas, and students who did not graduate. Withdrawal codes include: W06 (pass the state assessment), WFT (use of concordant score), and WFW (ESE waiver).
Academic Achievement	The annual performance of students on reading (now called English, Language Arts, or ELA) and math standardized assessments. For this document, the Florida Standards Assessment (FSA) and other nationally recognized normed assessments are used.	Though the district reviews and provides data on other achievement factors, such as GPA, the gap in this section of the document refers to the difference in performance on standardized assessments.
Advanced Coursework	Advanced and accelerated courses and programs are designed to offer students more rigorous academic opportunities. For this document, this includes student enrollment in gifted programs in elementary and middle schools, as well as Advanced, Honors, and Accelerated courses (such as Dual Enrollment and Advanced Placement) in middle and high schools. It also encompasses student enrollments in district application or choice programs.	Data include gifted programs in elementary school, advanced and high school-level courses in middle school, and honors, Dual Enrollment, AP, IB, and AICE courses in high school. Enrollment in IB and AICE programs is also included as part of the district's monitoring of application and choice programs.
Participation in Advanced Coursework	Participation involves the total enrollment of Black students in courses (see above) and/or attendance in activities like STEM programs, as described in this document. The participation goals aim to meet or surpass the district-wide Black student enrollment percentage, which was 18% in 2015-16.	To be clear, participation per this document is defined as the percentage of Black students involved in rigorous classes or programs compared to their non-Black peers. As a warning, this does not mean that 18% of Black students should be enrolled in advanced courses, but it does indicate that at least 18% of those enrolled in advanced courses are Black.
Performance in Advanced Coursework	Performance refers to the percentage of Black students earning satisfactory course credits (such as college credit in DE or AP) or obtaining an industry certification. The performance of Black students	Measuring the performance of students in accelerated courses such as AP should be made with caution, as the district aims to challenge students to take more rigorous classes. This sometimes leads to higher participation rates and, at least initially, lower performance rates. The

Term	Data Definitions	Data Rules
	should reflect the performance of non-Black students.	district has outlined plans to provide students with the support and assistance they need to succeed in these more challenging courses.
Disciplinary Referral	An office disciplinary referral received by a student and processed at the school per the district's Code of Student Conduct.	Data are collected for both the total number of referrals and the total number of students who received a referral, usually labeled as "unique referrals" or "unique students" receiving a referral. Although the gap is defined by race, data are also gathered by gender and type of infraction to monitor progress and interventions.
Disciplinary Suspension	A consequence issued as a result of an office disciplinary referral that temporarily removes a student from campus. This is commonly called "out-of-school suspension."	Data are collected for both the total number of suspensions and the total number of students who received a suspension, often labeled as "unique suspensions" or "unique students" receiving a suspension. Although the gap is defined by race, data are also collected by gender and type of infraction to monitor progress and interventions.
Arrest	Official action taken by a school resource officer (SRO) or local law enforcement officer in response to an incident that results in an arrest.	Arrests are documented as a "school-related arrest" in this report when the following conditions are met: the offense is committed by a student and occurs on school grounds. For example, if a student is arrested at school for an incident that happened in the neighborhood, that arrest is not counted as a school-related arrest.
ESE / EBD	The percentage of students identified and staffed for Exceptional Student Education Services. One such designation that is tracked in this document is those students in need of significant behavioral support under the heading of Emotional Behavioral Disabilities (EBD).	For purposes of this document, students with a 504 Plan are not included.
Risk Ratio	A data point that represents the likelihood that a member of one group would incur a consequence as compared to other subgroups or as compared to all other students.	Formula: Subgroup Risk ÷ Non-Subgroup Risk $\frac{\# \text{ black students suspended} \div \text{total \# of black students}}{\# \text{ non - black students suspended} \div \text{total \# of non - black students}}$
Minority Hiring	The total number and percentage of instructional and administrative positions with the goal of increasing staff diversity by meeting or exceeding the total enrollment of Black students across the district (defined in 2015-16 as 18%).	The data for this document are pulled only for instructional and administrative positions and not for related staff positions that are non-instructional. As such, the gaps referred to herein are intended to impact the diversity of the teaching and administrative staffs.