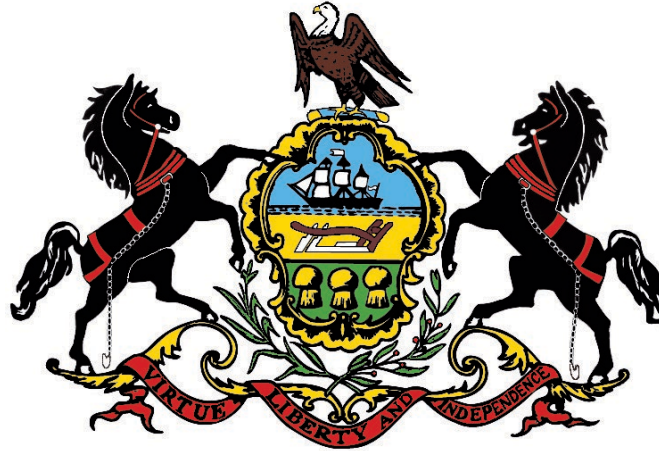


# COMMONWEALTH OF PENNSYLVANIA



## BASIC EDUCATION FUNDING COMMISSION

# MAJORITY REPORT ADOPTED BY COMMISSION

January 11, 2024

# Basic Education Funding Commission Report and Recommendations

January 11, 2024

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## Acknowledgements

This report would not have been possible without the contributions of panelists, hearing site hosts, the technical assistance provided by the Pennsylvania Department of Education, Pennsylvania Association of School Business Officials, and the Independent Fiscal Office, legislative and administration staff, and many others. The Commission members wish to thank these individuals and organizations for their work, support, and public service.

The Commission members supporting this report would also like to thank our BEFC colleagues who dissent from this report. While we were not able to come to a total agreement on all aspects of the report, there are many areas in which we do agree and we both appreciate the earnest debate and collaboration over the past eight months and look forward to working together in the future.

## Executive Summary

Since 2015/16, the General Assembly has distributed additional basic education funding dollars through the formula recommended by the first Basic Education Funding Commission (BEFC), including a historic \$567 million increase in 2023/24, Gov. Shapiro's first budget. After decades of uncertainty, the willingness of the education community and the legislature to continue employing this distribution over the past nine fiscal years is a testament to the work of the first BEFC.

However, that does not mean the existing formula for distributing the state's largest education subsidy is a finished product. In fact, when initially establishing the first BEFC, the General Assembly had the foresight to require its reconstitution every five years to review the basic education funding formula and issue further recommendations to the General Assembly.<sup>1</sup>

In accordance with that charge, albeit delayed in part due to the pandemic, the reconstituted BEFC reorganized in May 2023 and held 13 public hearings across the commonwealth to gather input from experts on the operation of the current formula and hear from educators and administrators on the impact of education funding in classrooms, schools, and communities.

While the existing formula provides a solid foundation and was an important step forward, major changes are needed for the General Assembly to fulfill its state constitutional obligation under Article III, Section 14 to "provide for the maintenance and support of a thorough and efficient system of public education to serve the needs of the commonwealth."

The Commonwealth Court stated it plainly: "The Education Clause, article III, section 14 of the Pennsylvania Constitution, requires that every student receive a meaningful opportunity to succeed academically, socially, and civically, which requires that all students have access to a comprehensive, effective, and contemporary system of public education; Respondents have not fulfilled their obligations to all children under the Education Clause in violation of the rights of Petitioners;..."<sup>2</sup>

The 2023 reconstituted BEFC makes the following recommendations to the Governor, General Assembly, and State Board of Education:

1. Reduce the volatility in the basic education funding (BEF) formula by using three-year averages in certain data elements, lessening the concentrated poverty "cliff," and resetting the base at the 2023/24 distribution level. Provide at least a \$200 million increase through this updated BEF formula each year;
2. Calculate adequacy targets for each school district;
3. Reconstitute the next BEFC in 2029 per Act 51 of 2014;
4. Invest in school facilities;
5. Examine charter school funding;
6. Invest in our education workforce;
7. Invest in student supports; and
8. Consider other important education issues outside the direct scope of this BEFC.

These recommendations, along with information about the Commission and its work, are detailed in this report. The reconstituted BEFC will assist in the drafting of implementation language.

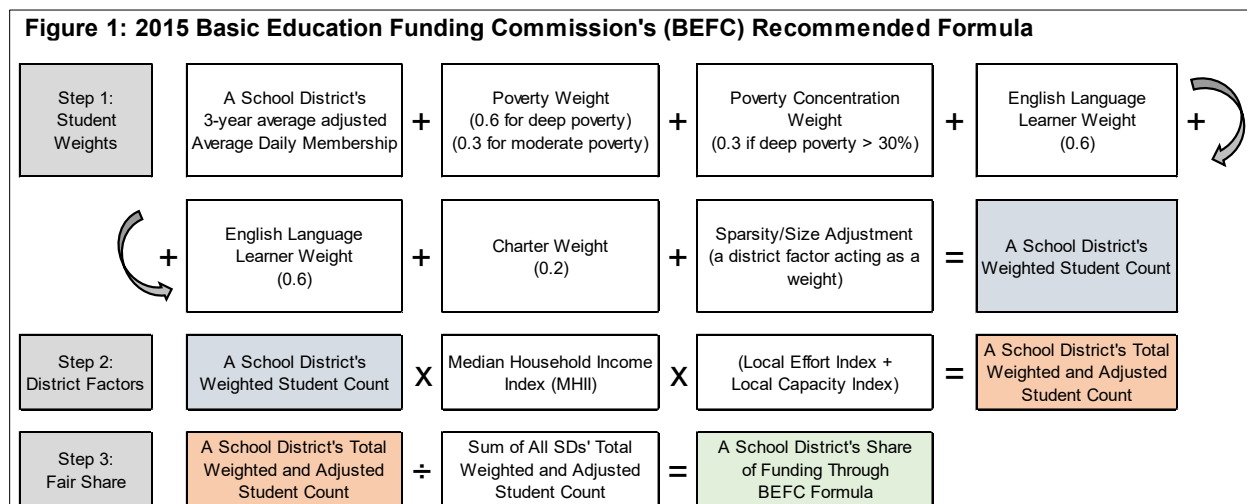
<sup>1</sup> Section 123(k) of the Public School Code, added by Act 51 of 2014

<sup>2</sup> Wm. Penn Sch. Dist. v. Pa. Dep't of Ed., 294 A.3d 537 (Pa. Commw. 2023)

## RECAP: 2015 BEFC’s Recommended Formula

Figure 1 depicts a flow chart visual of the “student-weighted basic education funding formula” recommended by the original BEFC in 2015 and established as Section 2502.53 of the Public School Code by the General Assembly via Act 35 of 2016. The formula applies to a subset of funds appropriated for basic education funding (BEF), which is the largest state education subsidy and accounts for almost 60% of the funds the state sends to school districts.

A full description of the factors and the rationale for their inclusion are found in the original report at [www.basiceducationfundingcommission.com](http://www.basiceducationfundingcommission.com).



This flow chart and the formula in general may be most easily comprehended by starting at the end. As step three indicates, a school district’s share of formula-driven funds is its share of the statewide weighted and adjusted student count. Understanding how each district’s student count is weighted and adjusted is key to understanding how the formula works in distributing BEF to all districts.

Returning to the beginning, the formula starts with a true count of students. This is measured by Average Daily Membership (ADM), which includes all the students the school district is financially responsible for (e.g., both district and charter school students). A three-year average is used to provide stability in this foundational factor. Then, the formula acknowledges two simple facts.

First, not all students cost the same to educate. For example, research shows students living in poverty require more educational supports to meet academic standards.<sup>3</sup> To adequately account for these additional costs, the formula adds “weights” for certain student populations, including those in poverty, charter school students (to account for stranded costs to school districts), and English Language Learners (to account for language support). There is an additional weight for districts with low population density that cannot achieve the same economies of scale efficiencies. The effect of this step is that each school district’s weighted student count is higher than its actual student count, but in varying degrees based upon the specific situation in each district.

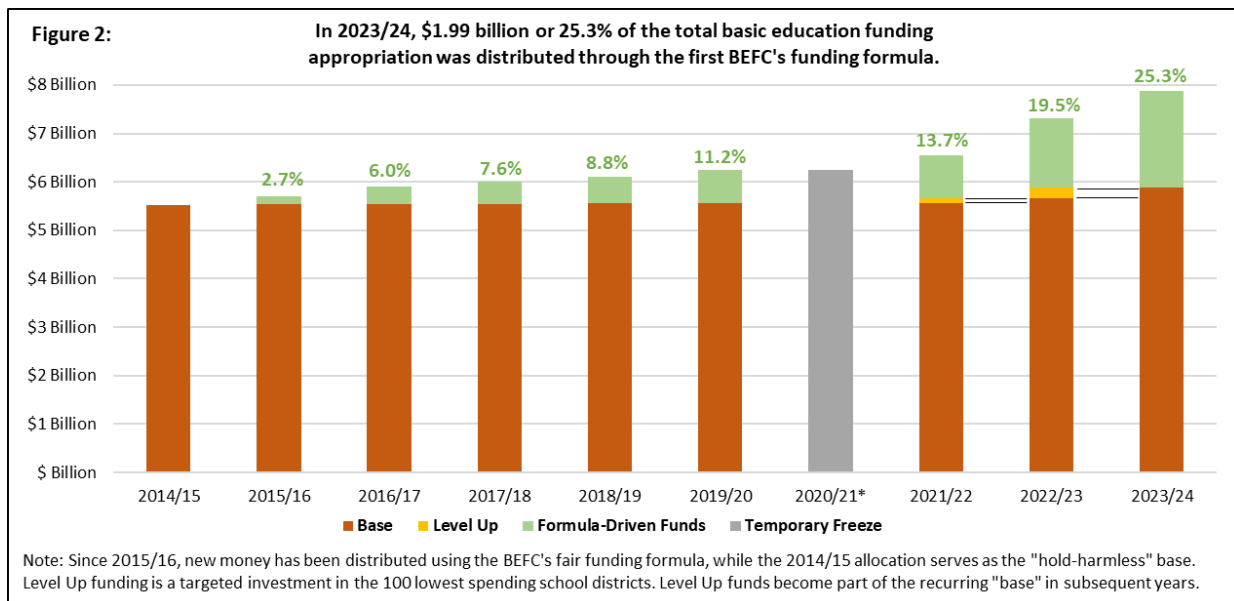
<sup>3</sup> Education Law Center, 2023. [Money Matters: Evidence Supporting Greater Investment in PK-12 Public Education](#)

In the second step, to address differences in various districts, the formula adjusts each school district's weighted student count based upon district-level factors including median household income, local tax effort, and local tax capacity. Tax capacity measures a school district's ability to raise local revenue, while tax effort measures how much the district is actually raising in local revenue. School districts have differing abilities to raise funding locally and state funding should be used to level the playing field. The district factors are multipliers in the formula. The wealthiest districts will have fractional values below 1 (e.g., 0.39 for Radnor Township School District) and the poorest districts will have values above 1 (e.g., 2.86 for Reading School District). As a result, the weighted and adjusted student count will decrease for wealthier districts and increase for poorer districts.

The end result of the formula is a percentage that is applied to the amount of funding available. For example, for 2023/24, Harrisburg City School District's (Dauphin County) formula share was 1.45%, Millcreek Township School District's (Erie County) share was 0.21%, and William Penn School District's (Delaware County) share was 0.51%. The sum of all 500 school districts' formula shares is 100%.

The BEF distribution consists of two components – the "base" and the formula-driven funds. The base is equal to each school district's 2014/15 BEF allocation<sup>4</sup>. In other words, the base "locked in" the funding levels for each school district as of the 2014/15 school year, with a few adjustments over the last few years. Aside from these select few adjustments, school districts' base funding levels do not change year-to-year.

The formula applies to BEF dollars added to the appropriation after the 2014/15 fiscal year. While the base is stable, the formula-driven funds were designed to be dynamic. The formula attempted to provide an equitable allocation of available funds based upon the most recent student enrollments, poverty levels, local tax effort, and other factors. Figure 2 shows the progression of formula-driven funds as a share of the total BEF distribution.



<sup>4</sup> A few school districts have received base adjustments over the years, and the Level Up Supplement payments in 2021/22 and 2022/23 were folded into school districts' bases in subsequent years.

## Recommendations

The 2023 reconstituted BEFC makes the following recommendations to the Governor, General Assembly, and State Board of Education:

1. **Reduce the volatility in the basic education funding (BEF) formula** by using three-year averages in certain data elements, lessening the concentrated poverty “cliff,” and resetting the base at the 2023/24 distribution level. **Provide at least a \$200 million increase** through this updated BEF formula each year;
2. **Calculate adequacy targets for each school district;**
3. **Reconstitute the next BEFC in 2029** per Act 51 of 2014;
4. **Invest in school facilities;**
5. **Examine charter school funding;**
6. **Invest in our education workforce;**
7. **Invest in student supports;** and
8. **Consider other important education issues** outside the direct scope of this BEFC.

### RECOMMENDATION 1: Reduce the Volatility in the Formula

Pennsylvania Association of School Business Officials’ (PASBO) Executive Director, Hannah Barrick, provided thorough testimony about how the volatility in the formula-driven funds creates budgeting challenges for school districts.<sup>5</sup> Similarly, Pennsylvania State Education Association (PSEA) President Aaron Chapin connected stability in funding to the ability to make longer-term programming and staffing decisions.<sup>6</sup> Shortcomings related to stability in the current formula can be addressed by “smoothing” certain data elements.

For example, the concentrated poverty factor provides an additional weight in the formula, but it has a hard cut-off for qualification. School districts with acute poverty levels at 30% or above receive this additional consideration, but those that are at 29.99% and below do not. In 2022/23, sixteen school districts fell off this 30% threshold “cliff,” which had a significant negative impact on their share of basic education funding (BEF) distributed through the formula. Figure 3 depicts four school districts from each corner of the state that have been on both sides of the concentrated poverty “cliff.” It is difficult to argue that Hazleton Area SD’s needs fundamentally changed when its acute poverty percentage dropped from 31.5% in 2016/17 to 27.6% in 2017/18, but falling off that cliff was a major contributor to its formula share declining by 16.5% that same year.

<sup>5</sup> BEFC Meetings, September 28, 2023 – Testimonies, pages 18-27

<sup>6</sup> BEFC Meetings, November 9, 2023 – Testimonies, page 11

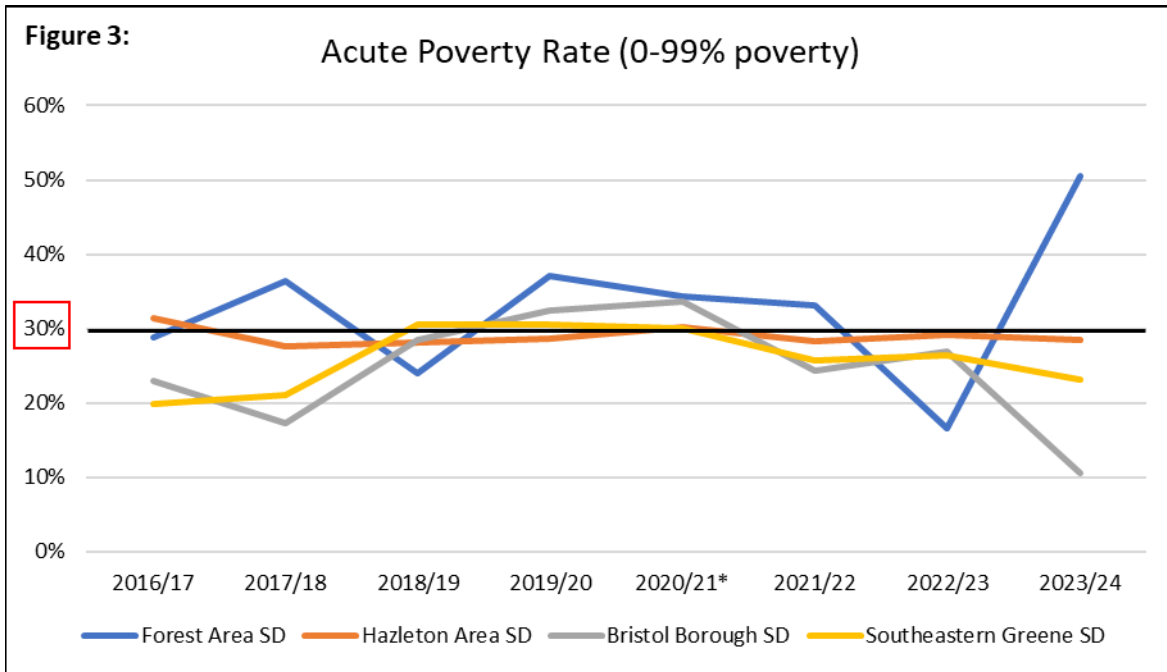


Figure 3 is also illustrative of some of the general volatility in the Census’ American Community Survey (ACS) data for poverty. Between 2022/23 and 2023/24, Forest Area SD’s acute poverty percentage changed from 17% to 50%. Granted, the magnitude of this fluctuation is on the extreme end, but many other districts have experienced drastic changes in poverty levels between report years (see Table 1).

School District	County	NCES Locale Classification	Used in 21/22 Formula	Used in 22/23 Formula	Used in 23/24 Formula	Percentage Point Change 21/22 to 22/23	Percentage Point Change 22/23 to 23/24
			5yr ACS 2019	5yr ACS 2020	5yr ACS 2021		
Midland Borough SD	Beaver	Town	38.0%	18.2%	33.9%	-19.8%	15.7%
Sayre Area SD	Bradford	Town	25.5%	34.3%	19.4%	8.8%	-14.9%
Forest Area SD	Forest	Rural	33.1%	16.7%	50.4%	-16.4%	33.8%
Juniata Valley SD	Huntingdon	Rural	12.5%	10.2%	29.3%	-2.3%	19.1%
Riverside SD	Lackawanna	Suburb	36.8%	22.6%	34.9%	-14.2%	12.3%
Mahanoy Area SD	Schuylkill	Town	25.6%	36.8%	24.3%	11.2%	-12.5%
Minersville Area SD	Schuylkill	Town	21.1%	16.3%	37.9%	-4.7%	21.5%
Hanover Public SD	York	City	18.1%	11.7%	21.0%	-6.4%	9.3%

Similar fluctuation patterns can be observed in the ACS data for median household income and the number of households. These outsized swings materialize as harsh changes in formula shares. For Example, McKeesport Area SD’s formula share declined by 6.8% compared to last fiscal year, largely due to the reported 12% increase in its median household income.

Concerns related to volatility issues are proportional to the amount of funding that is formula-driven. As more money has flowed through the formula, the value of each weighted and adjusted ADM has increased – from \$52.14 in 2015/16 to \$754.78 in 2023/24 according to Ms. Barrick’s testimony.<sup>7</sup> In other words, the financial implications for losing share in the formula-driven funds, which 190 of the 500 school districts did between 2022/23 and 2023/24, is much greater with 25.3% of the funding being

<sup>7</sup> BEFC Meetings, September 28, 2023 – Testimonies, page 17

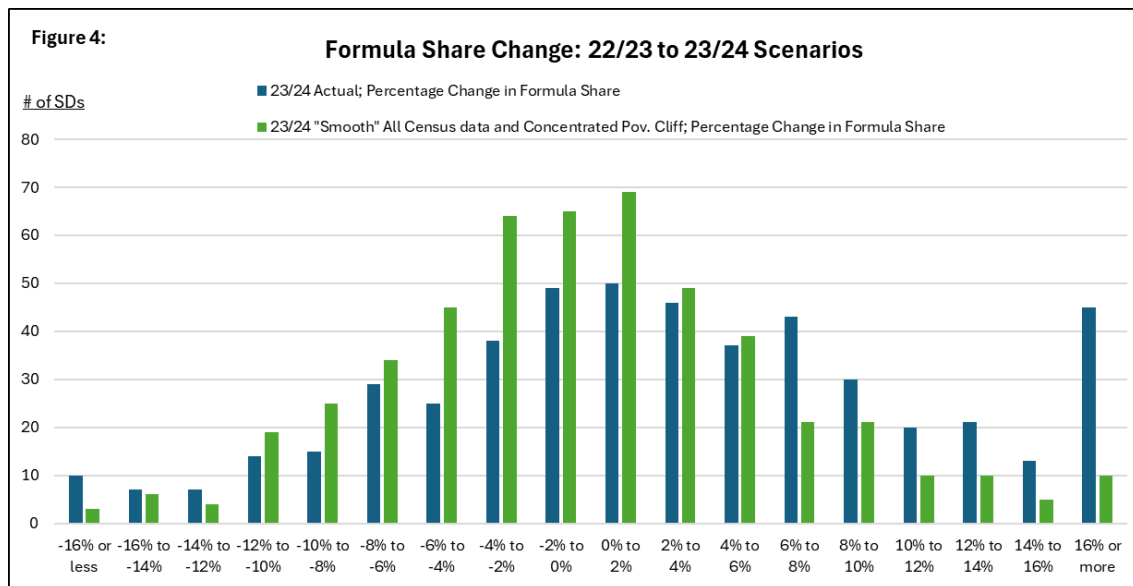


dynamic. If the 2023/24 budget had flat-funded BEF, those 190 school districts would have lost a combined \$48 million, with 32 districts losing more than 2% of their total BEF.

With this background, the Commission recommends four measures to restore the formula’s balance between responsiveness to changing student and financial demographics and the need for stability and predictability in funding.

1. Employ a three-year average of the Census’ American Community Survey poverty, median household income, and number of households datasets to smooth the trend line for changing factors.<sup>8</sup>
2. Extend the qualification for the concentrated poverty factor by allowing a district to qualify if it had 30% or greater acute poverty level in any of the previous three years rather than only the most recent year. For the concentrated poverty weight, the commission recommends multiplying the most recent year ADM by the three-year average acute poverty level and the 0.3 weight.
3. For the 2024/25 distribution and thereafter, reset the base to the 2023/24 allocation, reducing the number of districts that may lose state BEF formula dollars in the future.
4. Provide at least a \$200 million increase through the updated formula each year to help school districts with rising costs and inflationary pressures.

Through a frequency distribution, Figure 4 shows the impact of the first two recommended “smoothing” measures on the change in school districts’ formula shares for 2023/24. The “smoothing” of these more volatile data elements helps create a more normal, bell curve distribution in the year-over-year formula share change. Without “smoothing”, 137 school districts experience formula share swings in either direction above 10%. However, even with this change 67 school districts still experience formula share swings in either direction above 10%. This remaining volatility is why a stable base BEF is necessary.

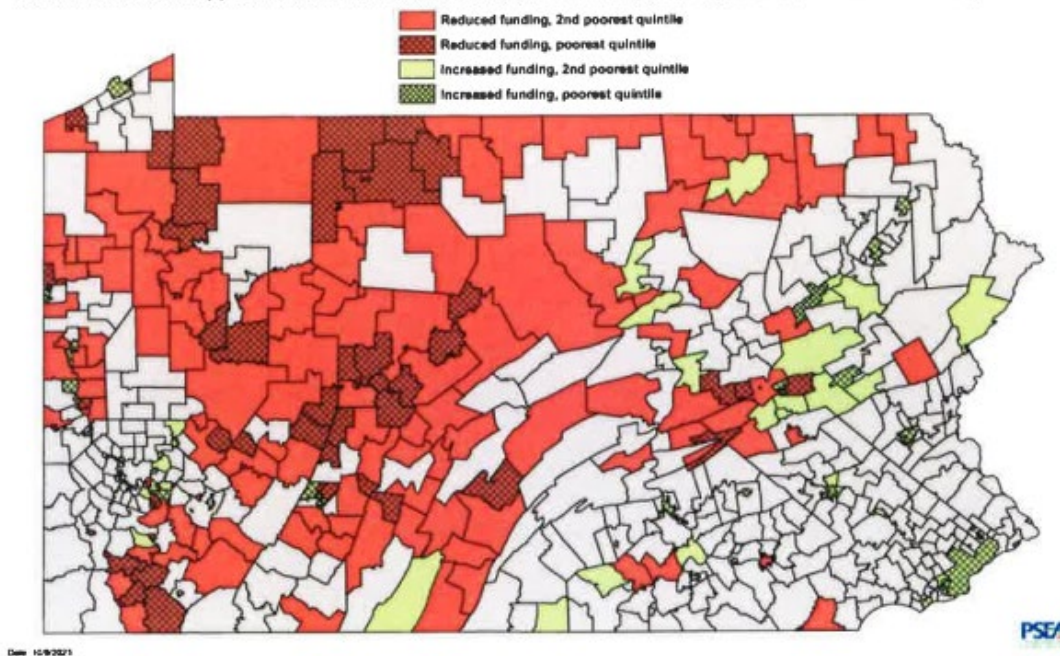


<sup>8</sup> Note: The ADM count at the foundation of the formula employs a three-year average for this reason, and additional averages were recently implemented in the special education funding formula per the recommendations of the reconstituted Special Education Funding Commission.

Given the progress made since 2015/16, eliminating or reducing the base BEF, commonly referred to as “eliminating hold harmless,” is counterproductive.<sup>9</sup> As included in PSEA’s testimony and detailed in Figure 5,<sup>10</sup> this change would hurt some of the poorest districts in the state. In 2023/24, if all the BEF funds went through the formula, over \$1 billion would be dramatically redistributed across school districts. This includes many of PA’s poorest schools losing crucial BEF dollars.

**Figure 5:**

The 210 districts in the two poorest quintiles (the focus of the court ruling) with an increase or decrease in in basic education funding (BEF) from 2022-23 to 2023-24 if (a) “hold harmless” were eliminated and (b) ALL BEF money (including the BASE) were distributed through the formula



There is a better way to reach the goal of equity and adequacy for all districts. A holistic and critical review of the BEF distribution must assess how well it meets the needs of all school districts. Therefore, resetting the base to improve stability coupled with strategic base adjustments to help school districts reach adequate funding targets will improve both equity and adequacy in Pennsylvania’s public school funding system.

## RECOMMENDATION 2: Calculate Adequacy Targets for Each School District

### Why Adequacy Targets are Needed:

Throughout the public hearings, many criticisms of the current formula centered around the idea that it allocates what is available instead of determining what is needed to meet the needs of districts in meeting the requirements of the Education Clause of the Pennsylvania Constitution. A few examples:

- Fatoumata Sidibe, a Senior at William Bodine High School for International Affairs, testified that “[her] school would definitely benefit from having a library, with a librarian, a cafeteria, cleaner bathrooms, an adequate gym, and just overall, fundamental support.”<sup>11</sup>

<sup>9</sup> BEFC Meetings, September 28, 2023 – Testimonies, page 33; BEFC Meetings, November 9, 2023 – Testimonies, page 11; BEFC Meetings, October 5, 2023 – Testimonies, page 12; November 16, 2023 – Testimonies, page 29

<sup>10</sup> BEFC Meetings, November 9, 2023 – Testimonies, page 7

<sup>11</sup> BEFC Meetings, September 14, 2023 – Testimonies, page 118

- Reginald L. Streater, Philadelphia Board of Education President, testified that “. . . the current system of funding education in Pennsylvania leaves school districts like Philadelphia with the continual challenge of deciding how to invest limited resources to meet the varying needs of our students and staff.”<sup>12</sup>
- According to the testimony of Laura Boyce, Teach Plus Pennsylvania Executive Director, research has revealed that the lowest-wealth and most inadequately funded districts in Pennsylvania employ less-qualified teachers than adequately funded districts, have higher rates of teacher attrition than high-wealth districts, have fewer classroom teachers per student than adequately funded districts, have lower average teacher salaries than high-wealth districts, and have fewer support staff per student than adequately funded districts.<sup>13</sup>
- Testimony from Kristen Haase, educator and Teach Plus Senior Policy Fellow, indicated that the School District of Lancaster’s ratio of students to counselors is 346 to 1, while the American School Counselor Association’s recommended ratio is 250 to 1.<sup>14</sup>

One of the charges of the BEFC is to “review and consider basic education funding formulas and factors utilized throughout the United States.”<sup>15</sup> Michael Griffith, Senior Researcher and Policy Analyst with the Learning Policy Institute, provided the Commission with an overview of “foundation formulas” used in 38 other states.<sup>16</sup>

Similar to the “costing out” formula<sup>17</sup> that the General Assembly used to distribute basic education funding (BEF) between 2008/09 and 2010/11, these foundation formulas utilize a base cost per student, student weights, and district level factors to determine how much foundation funding is needed per weighted student. Pennsylvania’s current formula does not consider a base cost per student. A base or foundation cost per student falls within the “other factors”<sup>18</sup> that the BEFC is authorized to consider, and it is the defining feature of any formula that sets an adequacy target.

Attorneys representing the petitioners in the school funding lawsuit argued that adequacy targets are needed to ensure Pennsylvania’s public education system is constitutional. Dr. Matthew Kelly, a school funding scholar, provided the most detailed adequacy formula proposal.<sup>19</sup> The concept of adequacy targets was supported by representatives of other organizations, including but not limited to, Children First,<sup>20</sup> Research for Action,<sup>21</sup> the Pennsylvania Policy Center,<sup>22</sup> PSEA,<sup>23</sup> and Teach Plus.<sup>24</sup>

<sup>12</sup> BEFC Meetings, September 14, 2023 – Testimonies, pages 149-150

<sup>13</sup> BEFC Meetings, September 21, 2023 – Testimonies, page 20

<sup>14</sup> BEFC Meetings, September 21, 2023 – Testimonies, page 27

<sup>15</sup> See Section 123(i)(5) of the Public School Code

<sup>16</sup> BEFC Meetings, September 13, 2023 – Testimonies, page 50

<sup>17</sup> Contained within Section 2502.48 of the Public School Code.

<sup>18</sup> See Section 123(h)(9) of the Public School Code.

<sup>19</sup> BEFC Meetings, September 12, 2023 – Testimonies, pages 4-6

<sup>20</sup> BEFC Meetings, September 15, 2023 – Testimonies, page 122

<sup>21</sup> BEFC Meetings, September 21, 2023 – Testimonies, page 2

<sup>22</sup> BEFC Meetings, September 21, 2023 – Testimonies, page 14

<sup>23</sup> BEFC Meetings, November 9, 2023 – Testimonies, page 10

<sup>24</sup> BEFC Meetings, September 21, 2023 – Testimonies, page 22

### **Adequacy Target Methodology:**

To ensure the General Assembly provides sufficient funding per student, the Commission recommends calculating an adequacy target and determining the adequacy gap for each school district. Funding allocated toward closing the adequacy gap for qualifying districts should be included in the district's base BEF allocation in subsequent years. To close the adequacy gap with additional funding, the Commission recommends a phased-in approach.

Fundamentally, before employing an adequacy measure, one must first determine how to define "adequate." The Commission acknowledges there are multiple ways to calculate adequacy, including considerations related to what expenditure categories to incorporate, how to define successful schools, how to account for student weights, and other factors.

The Commission identifies a Pennsylvania-centric approach to define adequacy based upon the following parameters:

1. Use Pennsylvania's performance standards<sup>25</sup> to ascertain which districts are successful.<sup>26</sup>
2. Use Pennsylvania's school funding formulas to calculate weighted student counts.<sup>27</sup>
3. Determine what those successful Pennsylvania schools spend<sup>28</sup> per weighted student.
4. Apply the successful schools' adequate spending level as a target for all school districts.

Using this methodology, the median spending by successful schools is \$13,704 per weighted student. This median figure excludes the model districts that spend more than one standard deviation above the average among the successful schools.

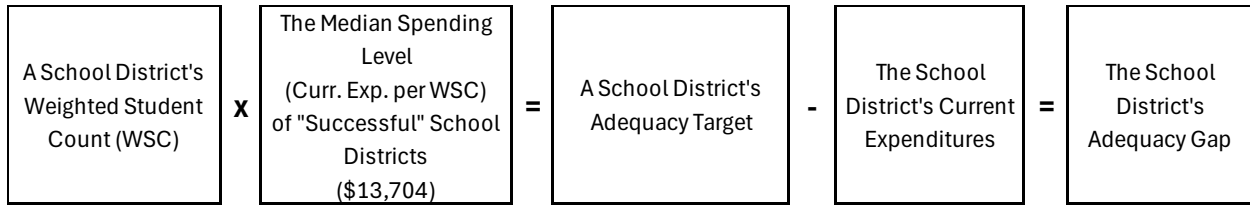
A school district's adequacy target is equal to \$13,704 multiplied by its weighted student count. An adequacy gap exists where a school district's current expenditures are below its adequacy target. Out of PA's 500 school districts, 387, or 77%, have an adequacy gap because they spend below \$13,704 per weighted student, and the other 113 school districts are currently spending at or above the recommended adequacy target. Following this methodology, in total, the statewide adequacy gap is \$5.4 billion, to which it is important to assign a state and local responsibility.

<sup>25</sup> Per Pennsylvania's 2033 State ESSA Goals and interim targets (<https://www.education.pa.gov/K-12/ESSA/ESSAReportCard/Goals/Pages/default.aspx>).

<sup>26</sup> A successful school is defined as one that both meets the state's interim graduation rates in 2020/21 and 2021/22 (<https://www.education.pa.gov/DataAndReporting/Pages/HighSchoolGraduation.aspx>) and the proficiency standards for English, math, and science on the PSSAs and Keystone Exams in either 2020/21 or 2021/22 (<https://www.education.pa.gov/DataAndReporting/Assessments/Pages/default.aspx>); See Appendix A for listing.

<sup>27</sup> For this adequacy calculation, two changes are made to the BEF formula's weighted student count. First, a five year average (17/18 to 21/22) of the percent low-income data school districts report to PDE is used in place of the Census poverty data, which is still used to inform the split between 0-99% and 100-184% of the federal poverty level. Second, the weighted student count from the Special Education Funding (SEF) formula is added. For this purpose, the SEF weighted student uses the true cost ratios between the general education average and the three cost categories (to avoid double-counting -- 0.64, 4.03, and 9.37, respectively).

<sup>28</sup> Spending includes current expenditures net of tuition for patrons revenue (same definition as in Section 2502.53). Current expenditures includes costs associated with instruction, support services, and operation of noninstructional services, and it excludes facilities acquisition and other financing uses.



Regardless of a state and local share, a \$5.4 billion gap is a large figure. It is nearly 18% of school districts' 2021/22 current expenditures. However, it is large because it is a comprehensive solution to a large problem. Current expenditures include funding for teachers, guidance counselors, social workers, school librarians, curriculum development, pupil health services, operation of buildings, extracurriculars, and much more. A significant adequacy investment will finally allow many currently under resourced districts to have a chance to help all students succeed.

**State and Local Share of Adequacy:**

Local tax effort varies throughout the commonwealth because school districts have different local tax capacities and because some districts have gone to greater lengths to backfill insufficient state aid. Therefore, it would be unfair to treat each school district's adequacy gap the same. Applying the local tax effort and capacity factors from the current formula to the adequacy model will inject an element of tax fairness. Moreover, there are school districts with very high local tax efforts that do not register an adequacy gap but would if they had a local tax effort closer to the median rate. This supports the notion of a separate tax equity component.

For example, Figure 6 below shows some select financial demographics for three school districts with an adequacy gap and three school districts without an adequacy gap. Consider, East Stroudsburg Area SD does not have an adequacy gap but has a local tax effort rate in the 100<sup>th</sup> percentile (one of the highest in the state) and a local tax capacity (i.e., tax base strength) in the 27<sup>th</sup> percentile (well below the median). If East Stroudsburg Area SD taxed at a lower rate equal to the 66<sup>th</sup> percentile, then they would have had an adequacy gap of \$56.6 million. Conversely, if Cumberland Valley SD, which has an adequacy gap, would have taxed at the 66<sup>th</sup> percentile, then it would not have any adequacy gap. To provide additional state aid to Cumberland Valley SD and not East Stroudsburg Area SD is illogical.

School District	County	Calculated Adequacy Gap	Actual Local Tax Effort Percentile (1st is lowest)	Local Tax Capacity per Weighted Student Percentile (1st is lowest)	Hypothetical Adequacy Gap if Local Tax Effort Was:	
					33rd Percentile	66th Percentile
East Stroudsburg Area SD	Monroe	\$0	100	27	\$66,839,203	\$56,602,012
Farrell Area SD	Mercer	\$0	97	1	\$1,155,412	\$639,231
Central Bucks SD	Bucks	\$0	22	95	\$0	\$0
William Penn SD	Delaware	\$33,453,341	98	11	\$58,414,907	\$51,862,360
Cumberland Valley SD	Cumberland	\$24,779,413	23	84	\$15,695,591	\$0
Northern Bedford County SD	Bedford	\$4,318,164	2	34	\$1,939,708	\$420,646

In Figure 6, one can also see that Central Bucks SD has one of the strongest tax bases in the state, which enables it to generate healthy revenue to the point where it can have a lower local tax effort and no

adequacy gap. William Penn SD has an adequacy gap that would be much greater if it was not imposing taxes at the 98<sup>th</sup> percentile local effort rate level.

The Commission recommends two adjustments to any adequacy methodology that is utilized:

1. For school districts with an adequacy gap, set the local share equal to the amount of revenue the district would raise if it increased its local tax effort rate to the:
  - a. 33<sup>rd</sup> percentile local effort rate; or
  - b. 66<sup>th</sup> percentile local effort rate, if the district has a local capacity above the statewide median and experienced 10% or more growth in its average daily membership over the past 10 years.
2. For all school districts with a local tax effort rate greater than the 66<sup>th</sup> percentile, provide a tax equity supplement equal to the difference between the school district's revenue generated at its current local tax effort rate and the revenue it would generate at the 66<sup>th</sup> percentile local tax effort rate, and multiply that difference by a fractional local capacity index.<sup>29</sup> Just like the adequacy funding, these tax equity supplement payments which could be used to reduce local effort should be included in the district's base BEF allocation in subsequent years.

The Commonwealth Court held that "Students who reside in school districts with low property values and incomes are deprived of the same opportunities and resources as students who reside in school districts with high property values and incomes."<sup>30</sup> The state and local share of adequacy gaps acknowledges this reality by putting most of the onus on the state instead of over burdening local communities. Notably, the local share is not intended as a mandate for local school districts to raise taxes, but rather an equity component in the system of public education funding that local school districts can choose to meet.

#### **Adequacy Recommendation Summary:**

The idea behind adequacy targets is to provide all school districts with the resource levels that successful school districts enjoy. The methodology referenced above identifies a \$5.4 billion adequacy gap, of which, \$291 million is determined to be the local responsibility of low tax effort school districts and \$5.1 billion rests upon the state; an additional \$955 million in state investment is identified to provide tax equity supplements for high tax effort districts. These investments need to be included in the stable BEF base in subsequent years to provide predictability for school districts.

A state investment of this size must be phased in, and the Commission recommends a seven-year period. Using the methodology described, this equates to an \$871 million adequacy investment in the first year. The statute<sup>31</sup> creating the Basic Education Funding Commission says "The General Assembly shall, through the annual appropriations process, determine the level of State funding for basic education."

Appendix B contains the calculated adequacy gaps and tax equity supplements by school district using the methodology outlined herein.

<sup>29</sup> Calculated for district's with a local capacity greater than the median by dividing a district's local capacity per weighted student by the median value, subtracting one, and then subtracting that result from one. The value is one for districts below the median.

<sup>30</sup> *Wm. Penn Sch. Dist. v. Pa. Dep't of Ed.*, 294 A.3d 537 (Pa. Commw. 2023)

<sup>31</sup> Section 123(l) of the Public School Code, added by Act 51 of 2014

Additionally, there are evidence-based resources available at PDE to help guide school district spending decisions to boost student performance. The Commission recommends school districts focus their adequacy payments on the uses outlined in Appendix C.

### RECOMMENDATION 3: Reconstitute the Next BEFC in 2029

The distribution of basic education funding needs to be consistently and thoroughly revisited to ensure state aid is meeting the needs of students, teachers, and communities. The 2023 reconstituted BEFC recommends continuing with the five-year review period with the next reconstituted BEFC reorganizing in the first half of 2029/30 (five years after 2024/25, which is the first year of implementation).

The Commission cautions the 2029 reconstituted BEFC from declaring success or failure based upon standardized test score changes over a five-year period. The appropriate horizon for evaluating the impact of adequate funding is a generation of students.

In preparation for the next reconstituted BEFC, the Commission recommends that the Department of Education receive and expend the resources necessary to bolster its collection of data related to the number of low-income students by school entity, including stratifying the reporting by poverty severity. It is important to have public confidence in the poverty data used to determine resource allocation. Ultimately, utilizing a true count of students in poverty in the formula would be an improvement over the current survey estimates.

### RECOMMENDATION 4: Invest in School Facilities

The Commission received numerous testimonies on the conditions of school facilities and the impact school infrastructure has on student health and learning. As such, members of the Commission believe it is necessary to highlight school facilities and the policy options that are available to address the pressing issue of school infrastructure.

According to testimony provided by the Pennsylvania School Boards Association, the most recent [State of Education report](#)<sup>32</sup> revealed that nearly three-quarters of school districts reported having at least one school building in need of major repairs or replacement. Seventy percent of school districts report that they have postponed construction or renovation projects due to a lack of state reimbursement.

The Superintendent of the Allentown School District testified before the Commission that its infrastructure is aging and in need of replacement, updates, maintenance, and repairs. Superintendent Dr. Carol Birks reported that two-thirds of the district's buildings are over 50 years old, have physical deficiencies, and projects that addressing these deficiencies will cost over \$400 million. Some buildings have closed due to "extreme heat and the lack of air conditioning" this school year, which disrupted learning. Similar situations are seen in districts across the Commonwealth.

In addition to the maintenance needs of some school districts, some also need funding for new or expanded facilities due to growth. Superintendent Brian Uplinger of the Hazleton Area School District testified that the district's population has increased from approximately 11,500 in 2018-2019 to 13,200 in 2023-2024 with new enrollments continuing throughout the school year. Despite efforts to purchase properties and renovate facilities to create additional classroom space, the district continues to struggle to accommodate its growing student population. Other mandates, related to accommodations for

<sup>32</sup> *Pennsylvania 2023 State of Education*. Pennsylvania School Boards Association (PSBA).



special education students have been challenging for the district, which has seen a 2-3% increase in its special education population since 2018-2019.

### **History of School Facilities Funding**

Until Act 82 of 2012, school construction and reconstruction project funding from the state to support school districts was provided through the Planning and Construction Workbook process, commonly referred to as PlanCon (now referred to as PlanCon 1.0). PlanCon 1.0 was a complicated 11-step process that provided for oversight, approval, and funding of new facilities or the expansion and renovation of existing facilities by the Department of Education.

By 2012, PlanCon 1.0 was facing serious administrative and financial challenges, and the Department of Education was falling behind reimbursing school districts under the program, further delaying project approvals. Act 82 began a year-to-year moratorium on the acceptance of new PlanCon applications by the department to provide an opportunity to conduct a series of reviews and reports.

The first [report](#)<sup>33</sup> from the Department of Education showed<sup>33</sup> that PlanCon was potentially underfunded by as much as \$160 million for the FY 12-13, and that the moratorium on applications should be maintained until the department could conduct a statewide survey of school facilities and future capital needs, which led to the passage of Act 59 of 2013 requiring such a survey. The survey found that 66% of school facilities were constructed prior to 1970. However, the survey had a poor response rate, with approximately only 33% of school buildings represented.

In FY 14-15, the PlanCon appropriation was \$306 million, but the program did not receive an appropriation in FY 15-16 or FY 16-17 as the funds to continue reimbursing school districts were made available through bond issuance.

Act 25 of 2016 established the Public School Building Construction and Reconstruction Advisory Committee (the “Advisory Committee”) to conduct a review of the PlanCon program and to make recommendations on how the program might be reconstituted. Act 25 also provided for reimbursements from an appropriation-backed bond issuance through the Commonwealth Financing Authority (CFA) to school districts with projects currently in the PlanCon process. The CFA issued those bonds, and the department issued payments to all school districts for PlanCon payments they were owed. There is no longer a backlog of new projects awaiting reimbursement.

While the bonds have contributed to paying off much of the legacy costs of PlanCon 1.0, there are \$2 billion in legacy costs remaining that will not be retired until 2059. The FY 22-23 and FY 23-24 enacted General Fund appropriations for PlanCon 1.0 legacy costs of \$200 million and \$205 million, respectively. Payments in this line will peak in FY 25-26, and gradually descend until 2059.

In May of 2018, the Advisory Committee issued its [report](#)<sup>33</sup> with recommendations, many of which were enacted as amendments to the Public School Code in Act 70 of 2019. Sections 2602-J through 2609-J, included trimming the PlanCon process down to 4 steps, the inclusion of an incentive to use high-performance building standards, providing a maintenance carve out of 20% of appropriated funds, a voluntary school building assessment incentive, a series of administrative steps to operate the program, and a school district reimbursement formula. This has become known as PlanCon 2.0.

<sup>33</sup> Public School Building Construction and Reconstruction Advisory Committee, Final Report, May 23, 2018.



## PlanCon 2.0

The four-step process includes 1) project justification, 2) construction documents submission and review, 3) project bid awards, and 4) project completion, including an audit of the building.

The Act includes a 10% reimbursement incentive for constructing projects with high-building performance standards. United States Green Building Council Leadership in Energy and Environmental Design (LEED) and Green Building Initiative's Green Globes standards qualify for the incentive and the Department of Education is enabled to recognize additional standards that meet or exceed the standards of LEED's or Green Globes.

The Department of Education is required to establish a maintenance program within PlanCon 2.0 that is 20% of the overall PlanCon appropriation. Eligible projects include:

- (1) Roof repairs and roof replacement.
- (2) Heating, ventilation, and air conditioning equipment.
- (3) Boilers and controls.
- (4) Plumbing systems.
- (5) Energy savings projects.
- (6) Health and safety upgrades.
- (7) Emergencies.
- (8) Other projects approved by the Secretary of Education.

The department is further required to design a scoring rubric for awarding maintenance grants and to prioritize maintenance project funding based on school district wealth, building conditions, safety and security, or if an emergency exists. There is a 50% match requirement unless an emergency exists, and no grant can exceed \$1 million or 20% of available funding.

The department is also required to develop guidelines for a voluntary school building conditions assessment that should be completed every 10 years by school districts. If a school district conducts the school building condition assessment, the department is instructed to award more points under the maintenance program scoring rubric or to provide a 2% increase in the reimbursement. To date, PlanCon 2.0 has not been funded and the department has not accepted any applications for the program due to an ongoing moratorium on the program.

The PlanCon 2.0 reimbursement formula is based upon four factors. First, there is a per pupil amount equal to the statewide median structural cost (\$18,251 per student). This amount is multiplied by the building capacity (lesser of enrollment or capacity of the new building space) and a local wealth factor that acts as an equity component. Finally, the reimbursement formula includes a legislative adjustment factor between 0 and 1 that enables the General Assembly to manage costs while keeping the program open.

This calculation yields a reimbursable amount that is capped at 65%. To illustrate, PDE's PlanCon 2.0 guidelines, a hypothetical project's reimbursement may look like:

$$\begin{aligned} & \$18,251 \times 925 \times .5285 \times .8 = \$7.1 \text{ million} \\ & (\text{per pupil amount}) \times (\text{building capacity}) \times (\text{market value aid ratio}) \times (\text{legislative adj. factor}) = \text{reimbursement amount} \end{aligned}$$

### **Act 33 and Act 34 of 2023**

On December 13, 2023, the General Assembly and the Governor enacted two bills that 1) establish a School Environmental Repairs Program, and 2) establish a Public School Facility Improvement Grant Program. A total of \$175 million was dedicated to the programs in the FY 23-24 budget.

The School Environmental Repairs Program in Act 33 will provide funding for projects that abate or remediate environmental hazards, including, but not limited to, the abatement or remediation of lead in water sources, asbestos, and mold inside the school buildings of eligible school entities.

The Public School Facility Improvement Grant Program in Act 34 will support school entity improvement projects including:

- (1) Roof repairs and roof replacement.
- (2) Heating, ventilation and air conditioning equipment.
- (3) Boilers and controls.
- (4) Plumbing systems.
- (5) Energy savings projects.
- (6) Health and safety upgrades including lead and asbestos abatement or remediation and the purchase and maintenance of automated external defibrillators.
- (7) Emergencies.
- (8) Accessibility projects for individuals with disabilities.
- (9) Internet connectivity.
- (10) Demolition projects.
- (11) Window repairs and window replacement.
- (12) Other projects approved by the Commonwealth Financing Authority.

### **Facility Policy Options**

Based on the testimony received by the Commission in addition to the policies enacted under Acts 33 and 34 of 2023, the members of the Commission recommend the General Assembly:

- (1) Require the Department of Education to collect school building conditions data by way of facility assessments conducted by school districts. Data collection should be done every five to ten years on a standardized form provided by the Department for uniformity.
- (2) Require an identified school facilities coordinator who is responsible for reporting data and information to school boards, administrators, and the Department of Education.<sup>34</sup>

### **Facilities Funding Options**

<sup>34</sup> In 2023, the PA Department of Education applied for and was awarded a Supporting America's School Infrastructure Grant from the US Department of Education. The grant will be used over five years to establish a team of three staff to support the needs of high-need school districts in Pennsylvania and assist those school districts with assessing their infrastructure needs and securing and leveraging resources to provide safe, healthy, sustainable, and equitable learning environments. Through the grant, the PA Department of Education will expand its capacity to proactively assist high-need districts with assessing their infrastructure needs, navigating federal, state, and local systems, and leveraging resources to improve the state's highest-need public schools as well as have current assessments to inform fiscal and policy decision making statewide.

Act 70 of 2019, Act 33 of 2023, and Act 34 of 2023 have established a solid statutory and policy foundation to provide for new construction and infrastructure maintenance for school entities.

As stated above, Act 70 provided for new construction and large-scale renovations and for the process for approving and reimbursing these projects, incentives to encourage sustainable construction and ongoing facilities planning, and the funding formula for reimbursing districts for these projects.

Acts 33 and 34 provided for ongoing maintenance programs. Act 33 established the School Environmental Repairs Program and Act 34 established the Public School Facility Improvement Grant Program, receiving \$75 million and \$100 million respectively.

Despite the 2023/24 appropriations to the two new maintenance programs, neither of these programs have an ongoing source of revenue or an annual appropriation. In order for school districts to properly plan and for the state to meet its share of keeping schools healthy and safe the Commission recommends a minimum of \$300 million in predictable, annual investments be provided to immediately address the school infrastructure and maintenance needs. Over seven years, this amounts to a substantial investment of more than \$2 billion towards the school infrastructure crisis.

The PlanCon 2.0 application moratorium has prevented the Department of Education from moving forward with opening the program, which makes appropriations recommendations difficult. While this may be the case, it is clear from testimony received from the Philadelphia School District, Salisburg Township School District, South Western School District, the Pennsylvania Association of School Business Officials, the Pennsylvania School Boards Association, and AIA Pennsylvania that consideration should be given to opening and funding PlanCon 2.0.

The Basic Education Funding Commission requested that the Independent Fiscal Office (IFO), the Department of Education, the Pennsylvania Association of School Business Officials conduct a survey of 100 school districts to collect a wide variety of data including questions regarding facilities assessments. The school facilities assessment data can be found on the BEFC website on pages 20 and 21 of the IFO's testimony on December 14, 2023.

## RECOMMENDATION 5: Examine Charter School Funding

Throughout the hearings held by the Commission, many testifiers spoke of how their school districts use their Basic Education Funding (BEF) dollars to backfill mandatory charter school tuition expenses.

Pennsylvania charter and cyber charter schools are independently operated, publicly funded schools that receive the vast majority of their funding from tuition payments by the resident school districts of their students. The tuition rate calculation is set in state statute.

Testifying districts consistently identified charter school costs – which grow each year as school districts expenditures grow – as one of the primary drivers that lead to increased property taxes.<sup>35</sup>

<sup>35</sup> BEFC Meetings, September 12, 2023 – Testimonies, page 37; BEFC Meetings, September 28, 2023 – Testimonies, page 87

In the past ten years, tuition payments from districts to charter and cyber charter schools have more than doubled to a total of \$3 billion, outpacing increases in BEF. As a result, more than 93% of locally elected school boards have passed resolutions calling for charter reform, according to the testimony from Kevin Busher with the Pennsylvania School Boards Association.<sup>36</sup>

Hannah Barrick, Executive Director of the Pennsylvania Association of School Business Officials (PASBO), recognized with her testimony the positive intent of the charter school weight in the BEF formula, but stressed the limits of its impact, “[o]verall, the charter school weight itself only drives out about \$32.5 million of the nearly \$2 billion BEF formula amount—which provides minimal relief for school districts (1.6% of BEF distribution) in comparison to the overall nearly \$3 billion in total charter school tuition they paid in 2021-22 (the most recent year for which Annual Financial Report data is available). Said another way, for the average district, this component of the BEF formula provides funding to cover about 3 to 5 charter students out of 40 to 60 students.”<sup>37</sup>

Dr. Jay Burkhart, Superintendent of South Western School District, spoke to the universal problem of stranded charter costs for districts across the Commonwealth, “Even as we see an increase in charter school enrollment and costs, the demands on the district’s resources (teachers, facilities, etc.) are not reduced. This results in an additional cost to the district and in our case, like most, if not all other school districts, the cost is significant.”

Additionally, testifiers<sup>38</sup> urged the Commission to understand that increasing state investment into public education without consideration of how charter schools are funded ignores a critical need to resolve this piece of the public education funding puzzle.

Dr. Sherri Smith, Executive Director of Pennsylvania Association of School Administrators, urged the Commission to ensure that “any state increases in BEF funds directly benefit the students who attend these schools, and not flow back out to fund other mandated costs.”

The Commission identifies the following options for consideration to address these rising costs:

1. *Re-establish state charter reimbursement to school districts.*

Beginning in the 2003/04 state budget, a \$52 million appropriation was created to reimburse school districts for a portion of their charter and cyber charter school costs. This appropriation grew incrementally over the years to provide school districts with approximately \$224 million in charter school reimbursement payments for the 2010/11 school year, which covered approximately 30% of school districts’ total annual charter and cyber charter school costs. In 2011/12 the charter school reimbursement appropriation was eliminated and has not been restored, requiring school districts to adjust their budgets to accommodate these rising costs. Ms. Lynn Fuini-Hetten, Superintendent of Salisbury Township School District, noted that since the elimination of the state’s charter reimbursement, the burden is only increasing for the local

<sup>36</sup> BEFC Meetings, October 5, 2023 – Testimonies, page 10

<sup>37</sup> BEFC Meetings, September 28, 2023 – Testimonies, page 30

<sup>38</sup> BEFC Meetings, September 14, 2023 – Testimonies, page 61; BEFC Meetings, September 28, 2023 – Testimonies, page 87; BEFC Meetings, September 28, 2023 – Testimonies, page 91; BEFC Meetings, October 12, 2023 – Testimonies, page 14

taxpayer. Even if her district raises taxes up to the Act 1 maximum, the tax increase is not enough to cover the growing charter school and special education expenses.<sup>39</sup>

The Pennsylvania State Education Association (PSEA) provided data to the Commission illustrating that these costs are not equally felt with “fifty-five percent of these increased costs have been borne by the districts in the poorest quintile.”

If charter school reimbursement had remained part of the budget and flat funded since 2010/11, it could have offset districts’ need to pass these costs onto taxpayers by approximately \$2.5 billion before adjusting for inflation; however, charter school costs have more than doubled in the past decade. In the absence of reasonable changes to how charter tuition is calculated, PSEA advocated that “re-establishing the charter tuition reimbursement beginning at a minimum of \$500 million (and annually indexed) [would] provide[s] a middle ground.” A \$500 million annual reimbursement would account for a little more than 15% of districts’ annual charter costs, representing roughly half of what the original reimbursement covered when it was eliminated. PASBO also encouraged the Commission to reestablish the charter school reimbursement, “[t]his effort would provide far greater support for school districts in recognition of the impacts of charter school policy and tuition costs. Additionally, recognizing that charter school tuition costs—which grow each year as school district expenditures grow—are one of the primary drivers of property taxes, moving to a reimbursement that could begin to target some of the growth in charter school tuition costs each year would provide relief to taxpayers in many districts as well as improve actual BEF efficacy.” Nevertheless, Executive Director Barrick noted that “without a move to mitigate charter costs on districts and their taxpayers, then we have to at least keep this small weight in the BEF formula.”

2. *Modernize the calculation of cyber charter school tuition.*

Modernizing how we calculate cyber charter school tuition was consistently pointed to as a commonsense way to create savings for districts and taxpayers. Kevin Busher from the Pennsylvania School Boards Association opined that “charter school tuition payments calculated by school districts are based on the districts’ expenses and bear no relation to the costs needed by the cyber charter schools to provide their online educational program.” Dr. Nathan P. Van Deusen, Superintendent of South Eastern School District, specifically pointed to House Bill 1422, which would address how we fund cyber charter schools and that passed the House of Representatives in July 2023 with bipartisan support, as a “step in the right direction” since all schools are impacted by cyber charter costs.

3. *Enact broader charter reforms.*

Lastly, there are broader reforms that would generate cost savings for districts and mitigate the need for reimbursement. These include, but are not limited to, addressing the long-standing inequities in how charter schools receive special education funding and comprehensively examining the deductions on the PDE-363 form for calculating charter school tuition rates.

## RECOMMENDATION 6: Invest in Our Education Workforce

The reality of Pennsylvania’s severe educator shortage was a common theme discussed in the commission. Several testifiers spoke about the lack of sufficient staff, including teachers and

<sup>39</sup> BEFC Meetings, September 12, 2023 – Testimonies, page 37

paraprofessionals and the lack of supports for those educational professionals. Per PSEA’s testimony, “since 2012-23, there has been a 75 percent decline in the number of Instructional I certificates issued to in-state graduates. During that same period, there has been a 424 percent increase in the number of emergency permits issued.”<sup>40</sup>

The Commonwealth Court ruling identified staffing as “another component of a thorough and efficient system of public education about which their appears to be no dispute involves teachers, specifically sufficient, well-trained, and experienced ones.”<sup>41</sup>

Due to the constraints of limited state funding and an overreliance on local sources, the Superintendent of Wilkes-Barre Area School testified that “. . . our district has fewer teachers today than it did in 2014.”<sup>42</sup> During his testimony, he spoke of the need to furlough teachers and other paraprofessionals in order to pay debt service on a bond issued to build a new school. Additionally, testimony presented the Norristown Area School District demonstrates that state funding leads directly to resolving staffing shortages. For example, funding from Level Up allowed Norristown Area School District to “. . . create 80 new staff positions in the last three budgets.”<sup>43</sup>

Dr. Silva, Superintendent of the Bethlehem Area School District advocated for “. . . finding and incentivizing new teachers, Student teachers, Instructional Assistants, grow your own programs, competitive salaries for urban/rural teachers.”<sup>44</sup> Ashley Cocca urged that the Commission keep in mind the trauma experienced by staff in schools as well and definitively stated that “[w]e need not only enough staff but HEALTHY staff – this includes providing safe spaces for STAFF.”<sup>45</sup>

A number of bills have been introduced and several pieces of legislation have been enacted in an attempt to expand the teacher pipeline. This year, the General Assembly joined several other states in creating an Educator Pipeline Grant Program to provide stipends to student teachers. Last session, the General Assembly directed PDE to create a career and technical education track for those interested in K-12 education as career option, temporarily waived the basic skills test requirement to better align Pennsylvania standards to enter an educator prep program with those of most other states, and reestablished funding for dual enrollment programs.

In the past few years, Pennsylvania has taken steps to ease some of the burdens on our education workforce. Enactment of Act 91 allowed paraprofessionals to act as substitutes. It also increased the number of days aspiring educators and student teachers could work as substitute teachers. While this is a band aid on the larger issue of a dwindling workforce, it was a step in the right direction. Jay Burkhart, Superintendent of South Western School District, testified that “. . . our district has also had to increase starting an existing wages to attract and retain the talent needed to fill these very important positions in our classrooms.” The decrease in the number of educators has contributed to local efforts to increase pay. The state should be investing in competitive teacher salaries across the Commonwealth.

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<sup>40</sup> BEFC Meetings, November 9, 2023 – Testimonies, page 14.

<sup>41</sup> Wm. Penn Sch. Dist. v. Pa. Dep’t of Ed., 294 A.3d 537 (Pa. Commw. 2023)

<sup>42</sup> BEFC Meetings, September 13, 2023 – Testimonies, page 44.

<sup>43</sup> BEFC Meetings, September 14, 2023 – Testimonies, page 58.

<sup>44</sup> BEFC Meetings, September 12, 2023 – Testimonies, page 35.

<sup>45</sup> BEFC Meetings, September 14, 2023 – Testimonies, page 115.

Act 33 of 2023 established the Educator Pipeline Support Grant Program to provide financial assistance to those individuals completing their student teaching as part of their approved educator preparation program. With the 2023/24 budget, a starting investment of \$10 million was included. Based off the minimum award of \$10,000 and the number of instructional educator certificates issued in the last year, we believe the amount necessary to provide a stipend to every student teacher seeking certification could be as much as \$75 million.

The Commission recommends the following:

1. Additional resources should be invested in the Talent Recruitment Account enacted as part of Act 55 of 2022. By investing in the account, the Commonwealth can make available competitive grants through the Talent Recruitment Grant Program to higher education institutions that prioritize strategies to diversify the workforce and increase the number of future educators.
2. A sustained and expanded investment in the Educator Pipeline Support Grant Program to support qualified student teachers and the encourage more individuals to enter the education profession.
3. Explore alternative incentives for today's young people to enter into the education workforce.
4. Continued support for School-based Mental Health Internship Grant Program to expand the number of mental health professionals in our schools.
5. Additional supports for retaining and recruiting education professionals, including teachers, social workers, counselors, psychologists, nurses, and paraprofessionals. Consideration of wellness and support resources as well as incentives for local retention and recruitment programs for these professionals should also be a part of any proposal.

### RECOMMENDATION 7: Invest in Student Supports

Testimony before the Commission as well as the Commonwealth Court decision implored investing in supports for students across the Commonwealth. The Commission identified three areas that deserve additional consideration: grade level literacy/literacy support programs, K – 12 Mental Health and student supports.

The Commission recommends:

1. Providing school districts with the tools necessary to continue to provide additional supports for students so that every student can read by grade level.
2. Ensuring students have access to adequate and appropriate mental health services.
3. Finding avenues to expand and encourage community schools to support all aspects of a student wellbeing.

#### **Grade Level Literacy/Literacy Support Programs**

Both the Commonwealth Court and testifiers before the Commission spoke about the need for non-classroom supports to improve student outcomes, including strategies such as grade level reading and tutoring. Dr. Keith Miles Jr., Superintendent, School District of Lancaster, testified that his district spends

“\$3 million on extended day, after school and summer programs to close learning gaps.”<sup>46</sup> Recent increases in State funding have allowed these types of programs to be offered and Dr. Miles testified that it has shown results and allowed students to “return to the classroom reading with *[their]* peers.”<sup>47</sup>

At trial, Former Pennsylvania Department of Education Deputy Secretary Stem testified that “. . . small group instruction, tutoring programs, and reading and math specialists can improve student achievement and education outcomes and are particularly important for students living in poverty . . . .”<sup>48</sup> Grade level reading is evidence-based programming that has been proven to improve reading and test scores.

At trial, the Commonwealth Court concluded, “[t]he availability of tutoring and afterschool programs does not meet the demand.” William Penn School District testified at court that they had to cut their afterschool tutoring program due to lack of funding. The afterschool SHINE program at Shenandoah Valley and the School District of Philadelphia’s STEP program are unable to cover the costs to meet the demand.<sup>49</sup>

As part of the Commonwealth’s 2021/22 budget, eight percent of the ESSER funds had to be used to address reading remediation and improvement for students. From the \$5 billion the Commonwealth received for ESSER through the American Rescue Plan Act (ARPA), at least \$50 million had to be used for comprehensive afterschool programs, at least \$50 million had to be used for summer programs, and at least \$250 million had to be used for learning loss including for reading remediation and improvement for students.

In order to continue the gains made over the last year as a direct result in the Federal investment in reading remediation and improvement, summer programs and learning loss, the Commission recommends exploring avenues for continued investment in these programs.

### **K – 12 Mental Health**

The Commission heard testimony in Philadelphia on mental health and trauma, in addition to hearing from testifiers throughout the other hearings about the need for K-12 mental health funding. Mr. David McAndrew, Superintendent of Panther Valley School District, testified that “[a] large majority of kids in [*Panther Valley School District*] are economically disadvantaged, and many have experienced trauma and need mental health support. [*Panther Valley’s*] ability to provide that support, however, is limited: our classroom teachers often have to play the role of school counselor or school social worker.”<sup>50</sup>

Dr. Brian Costello, Superintendent of Wilkes-Barre Area School District testified before the Commission that their students “. . . need more support than students in most other districts do-intervention specialists, small group learning, guidance counselors, and more- but because state funding is insufficient, and local funding is unavailable.”<sup>51</sup>

<sup>46</sup> BEFC Meetings, September 21, 2023 – Testimonies, page 36.

<sup>47</sup> BEFC Meetings, September 21, 2023 – Testimonies, page 36.

<sup>48</sup> Wm. Penn Sch. Dist. v. Pa. Dep’t of Ed., 294 A.3d 537 (Pa. Commw. 2023)

<sup>49</sup> Wm. Penn Sch. Dist. v. Pa. Dep’t of Ed., 294 A.3d 537 (Pa. Commw. 2023)

<sup>50</sup> BEFC Meetings, September 13, 2023 – Testimonies, page 40.

<sup>51</sup> BEFC Meetings, September 13, 2023 – Testimonies, page 43.



Ms. Donna Cooper, Executive Director of Children First, testified that “. . . the pervasiveness of the mental health challenges, the comparative shortage of resources to meet the needs of a much larger share of students who are considerably poorer and more diverse leads to unsurprisingly, yet unfortunate, outcomes in these schools.”<sup>52</sup> Ashley Cocca, a School Counselor in the School District of Philadelphia, stated before the Commission that, “. . . Mental health is health. And all children – in all zip codes – have the right to high quality access and opportunity to promote their mental health.”<sup>53</sup>

“In many districts, underfunding means insufficient guidance counselors and other mental health staff at a time when student mental health is at a crisis point[.]” stated Kristen Haase, English Language Development to multilingual learners of Carter and MacRae Elementary School in the School District of Lancaster before the Commission.<sup>54</sup>

Mr. Kevin Busher, Chief Advocacy Officer, Pennsylvania School Boards Association (PSBA), testified that “[s]chool leaders anticipate student mental health issues to be present for the foreseeable future.” Additionally, he noted, that “[m]ore than 81% of school districts reported being able to provide their students with additional mental health supports that they would not have been able to provide without the state resources being available in the 2022 budget.”<sup>55</sup>

In the past two budgets, \$100 million has been allocated for K-12 Mental Health run through the School Safety and Security Committee. The Commission encourages a continued commitment of at least \$100 million annually for K-12 Mental Health.

### **Student Supports**

The Commission heard from testifiers about the need to offer a more wholistic learning environment. Jerry Jordan, President, Philadelphia Federation of Teachers, advocated for an expansion of the community schools model.<sup>56</sup> Arthur Steinberg, President, AFT Pennsylvania spoke of community schools and stated that they are “. . . a path toward filling the educational, physical, mental health, and equity gaps that have widened through lack of funding.”<sup>57</sup> President Steinberg also spoke of the benefits of community schools as they “. . . have been shown to contribute to improved access to mental health services for students . . . .”<sup>58</sup>

Mr. Busher from PSBA testified that the Commission recommendations “. . . include finances to fund the proven community engaged schools model.” He further stated that, “[c]ommunity engaged schools focus on what students in the community truly need to succeed-whether its access to free healthy meals, health care, tutoring, mental health counseling, or other tailored services before, during, and after school.”<sup>59</sup>

<sup>52</sup> BEFC Meetings, September 14, 2023 – Testimonies, page 119.

<sup>53</sup> BEFC Meetings, September 14, 2023 – Testimonies, page 115.

<sup>54</sup> BEFC Meetings, September 21, 2023 – Testimonies, page 28.

<sup>55</sup> BEFC Meetings, October 5, 2023 – Testimonies, page 8.

<sup>56</sup> BEFC Meetings, September 14, 2023 – Testimonies, page 66.

<sup>57</sup> BEFC Meetings, September 14, 2023 – Testimonies, page 63.

<sup>58</sup> BEFC Meetings, September 14, 2023 – Testimonies, page 63.

<sup>59</sup> BEFC Meetings, October 5, 2023 – Testimonies, page 9.

It is a recommendation of the Commission that the General Assembly explore investment in programs to enhance student supports, including expanding the availability of community schools' models.

### RECOMMENDATION 8: Consider Other Important Issues

The testimony received by the Commission involved many topics beyond the scope of the Commission's direct charge but nevertheless important. The General Assembly, and the Education Committees in particular, should review the following topics, listed in no particular order:

#### **Pre-Kindergarten and Universal Kindergarten**

Early childhood education is an important part of the public education continuum. The Federal Every Student Succeeds Act (ESSA) envisions a pre-kindergarten through grade 12 continuum. The state ESSA plan includes pre-k, identifying it as a factor for students to become college and career ready, and the state Board of Education's Master Plan for Basic Education also highlights the importance of high-quality pre-k.

Pre-K in Pennsylvania is offered through a mixed-delivery system, including child care centers, group child care homes, family child care homes, public schools, and private schools.

Emily Neff, Director of Public Policy for Trying Together, testified that "[the] mixed-delivery system of pre-k programming is a strength of Pennsylvania's current ECE system, and offers the potential to expand access for families with a variety of options." She continued, "Only 65,922 eligible children attend high-quality, publicly funded pre-k, while more than 87,000 eligible children are unserved. An additional 4,364 pre-k classrooms are needed to serve the remaining eligible children based on the criteria above."

In his testimony to the Commission, Dr. Matthew Kelly estimated that it would cost an additional \$1.1 billion for school districts to serve three- and four-year olds who are eligible for pre-k but not served.

Trying Together further testified: "The benefits of high-quality early learning (birth through age five) reach their full impact when children continue in high-quality, developmentally appropriate early elementary school experiences. Most importantly, this includes developmentally appropriate, high-quality kindergarten. Currently, kindergarten is not mandatory in Pennsylvania and some districts still only offer half-day programs which can be as little time as two and a half hours a day."

The Commission recommends that the General Assembly continue increasing its investments to expand access to high-quality, publicly funded Pre-K and address the early childhood education workforce crisis.

The Commission also recommends that the General Assembly explore requiring schools to offer universal access to free, full-day kindergarten for all students in the Commonwealth.

#### **Consolidation and Shared Services**

Several testifiers asked the Commission to look at consolidating and/or sharing services. The Pennsylvania School Boards Association asked the commission not mandate mergers or consolidations, but that "... the state should find ways to incentive mergers, consolidations, and sharing of services by providing state financial support to overcome the most common financial barriers that school leaders encounter when considering these actions." Donald Martin from Intermediate Unit 1 asked the Commission to "... find a way to provide districts in this region incentives to provide **coordinated** shared services in the areas of Advanced Placement and College in the High School courses, career-based

education programs, even general education programs.” Sidney Clark testified about the need for resources for schools to utilize if they want to utilize shared services. The cost to locals to explore sharing services is often something that smaller, rural districts struggle to afford.

The Commission recommends the General Assembly make resources available for school districts to explore sharing services with other entities.

### **Career and Technical Education**

Career and Technical Education (CTE) is a smart investment in Pennsylvania’s future. It creates pathways for students to enter highly-skilled, family-sustaining workforces through experiential learning, postsecondary credits, and industry certifications. A robust CTE landscape includes both district-based and regional CTE programs.

Dr. Darby Copeland, President, Pennsylvania Association of Career & Technical Administrators; Executive Director, Parkway West Career & Technology Center testified: “The quality of career and technical education and its ability to support Pennsylvania’s workforce and economic development has been compromised because of the deterioration of the federal and state funding for CTE, the cost of career and technical education, and the rising cost of basic education at school districts.”

Angela Mike, Executive Director, Career and Technical Education for Pittsburgh Public Schools shared with the Commission numerous stories of students who successfully transitioned into post-secondary education and career opportunities through their CTE programs. Yet she notes, “CTE programs are expensive, and that expense continues to grow.... there are challenges in continuing to provide quality programs that will yield the kind of results that our students need and that our economy demands.”

The Commission recommends the General Assembly continue increasing investment in CTE through sustainable and predictable line items, based on need and without a local matching requirement.

### **Public Libraries**

Testifiers spoke about the importance school libraries as well as public libraries play in the development on children, particularly during their elementary level. Dr. Laura Ward testifying for the Pennsylvania School Librarians Association stated that “. . . 52 school districts, which is 10% of school districts across the commonwealth, did not have a school librarian assigned to the library.” Dr. Ward also testified that it is important for a school library to have “. . . a great relationship with the local public library . . . .” A relationship between school libraires and public libraries opens the door for students to have access to many more resources at no cost.

The Commission recommends continued funding for public libraries across the Commonwealth. The General Assembly should also explore dedicated funding for every school district to have at least one school librarian.

### **Pupil Transportation**

The Commission was urged to review the current formula for distributing Pupil Transportation dollars. Hannah Barrick, Executive Director of the Pennsylvania School Business Officials stated “[t]he state’s pupil transportation formula would benefit from an overhaul to ensure the formula incentives efficiency and collaboration and minimizes burden at the local level . . . .” Sidney Clark testified about the Pupil

Transportation formula, noting that while the state’s transportation formula includes an inflationary adjustment, “. . . it does not keep pace with our cost drivers, including the cost of fuel from buses and vans that continues to increase . . . .” Further, as indicated in the IFO survey, school districts, and urban school districts in particular, incur costs related to crossing guards that are not reimbursed under the state’s pupil transportation formula.

It is the recommendation of this Commission that the Pennsylvania Department of Education conduct a thorough study of the current Transportation Formula and make recommendations to the General Assembly for potential changes. The General Assembly should continue its annual investment in Pupil Transportation.

### **School Safety**

Throughout the course of the hearings, the Commission heard about the need for continued funding for school safety initiatives. The existing school safety structure includes programs that increase both physical school safety initiatives and behavioral initiatives. Kevin Busher, Chief Advocacy Officer, Pennsylvania School Boards Association, opined before the Commission that one of the two biggest challenges facing public education today is “. . . providing a safe and healthy learning environment.” Busher urged the commission to keep “. . . safety and security in mind during [the commission’s] discussions.”

In the current budget, \$50 million was made available for School Safety and Security and run through the School Safety and Security Commission. Since the School Safety and Security Commission’s creation, the amount of funding available for security and safety needs has fluctuated. Increased Federal funding to the Commonwealth allowed for an increase in funding available for school safety and security.

The Commission urges that the General Assembly continue, at a minimum, \$50 million be transferred to the School Safety and Security Fund. The commission also recommends that the money in the fund be available for school districts for any of the enumerated uses, which includes both physical security and mental health programming.

### **Special Education**

Both federal and state law impose significant obligations on school districts to ensure that all students with disabilities – no matter how extensive their academic, emotional, behavioral, or medical needs – receive the special education and related services they need to make meaningful progress in an inclusive setting.

Jeni Hergenreder, Staff Attorney of Disability Rights PA, testified... “Following the pandemic, there has been an increase in the number of children who are eligible for special education services and the cost of services. “[B]etween 2008 and 2017, the cost of providing special education services in Pennsylvania increased 18 times faster than the aid the state offered to cover those costs.”

DRP continued, “In 2010, state and federal revenue accounted for 38.2% of special education expenses and by 2020 it had fallen to 24.5%. The remaining percentage was born by local districts who undoubtedly had to make difficult decisions about how to shift funding away from other student programs in order to cover special education expenses.”

PASBO testified that “special education costs grow so significantly that many districts exhaust their BEF subsidy for SEF purposes and/or rely on property tax increases to cover growth in this important mandated cost.”

The Commission recommends targeting additional state funds for special education to ensure school districts have the resources they need to cover growth in special education costs without pulling resources from BEF and without the need to increase property taxes to cover the growth at the local revenue level.

### **Technology**

The Commission heard from several testifiers about the need to invest in technology supports for schools. The Hazleton Integration Project notes that more funding is needed to address the lack of technology. David A. Burkett, Superintendent, Everett Area School District opined that “. . . limited access to technology [hinders] the education experience in many rural districts” and that “[s]tudents should have access to the latest resources to compete in our technology-driven world.” Dr. Tony Watlington, Superintendent, Philadelphia School District, opined that adequate funding would allow the district to “. . . accelerate academic achievement by focusing on robust academic programming that takes place in the 21<sup>st</sup>-century learning environments.”

Further, Judge Jubelirer, in her opinion, said of technology, “. . . instrumentalities of learning, especially technology, are not a one-and-done but are continually evolving components of a thorough and efficient system of public education in which resources are necessary.” Increased funding, from State initiatives such as Level Up, have allowed district, such as Norristown Area School District, who stated, “. . . the addition of Level Up funding has allowed us to significantly impact the delivery of teaching and learning. We have been able to implement and sustain a 1-1 technology initiative, ensuring that every student has a Chromebook, and that every household has reliable, high speed internet access to allow for technology to be a powerful tool for learning for all students both at school and at home.”

Sherri Smith, Executive Director of the Pennsylvania Association of School Administrators in her written testimony wrote about varied opportunities that students in larger school districts receive, specifically, she stated, “[e]ven the digital infrastructure and connectivity are a challenge for these communities.” The Chartiers-Houston School District included in their written testimony that “[t]echnology costs must be supported and sustained in order to prepare students for the STEAM focused career field.”

The Commission recommends the creation of a technology grant to level the playing field in technology gaps and to allocate resources to those districts who have a technology gap. It is further recommended that a technology grant be coordinated with the efforts of the Pennsylvania Broadband Development Authority and that funding for the grant program be continued annually.

## Commission Information

### Act 51 and the Charge to the Commission

Pursuant to Section 123(k) of the Public School Code:

“Every five (5) years, the commission shall be reconstituted in accordance with subsection (c), shall meet and hold public hearings to review the operation of the basic education funding provisions of this section, shall make a further report and shall issue the report to the recipients listed in subsection (i)(12).”

The General Assembly established the Basic Education Funding Commission through Act 51 of 2014 and charged it with the following powers and duties per Section 123(i) of the Public School Code:

1. Review and make findings and recommendations related to basic education funding in this Commonwealth.
2. Consult with and utilize experts to assist the commission in carrying out the duties under this subsection.
3. Receive input from interested parties, including, but not limited to, school districts and charter and cyber charter school operators.
4. Hold public hearings in different regions of this Commonwealth.
5. Review and consider basic education funding formulas and factors utilized throughout the United States.
6. In identifying the basic education funding factors under subsection (h) and in completing the report required under this subsection, consider the impact these factors may have on the distribution of basic education funding among the school districts.
7. Review the administration of State and regional basic education programs and services to determine if cost savings may be achieved and make recommendations to implement the savings.
8. Prior to recommending a basic education funding formula under this section, consider the potential consequences of a basic education funding formula that does not allocate to each school district at least the same level or proportion of State basic education funding as the school district received in the prior school year.
9. Prior to recommending a basic education funding formula under this section, consider nationally accepted accounting and budgeting standards.
10. Develop a proposed basic education funding formula and factors pursuant to subsection (h).
11. Draft proposed regulations and proposed legislation based on the commission's findings.
12. Issue a report of the commission's findings and recommendations to the Governor, the President pro tempore of the Senate, the Majority Leader and Minority Leader of the Senate, the Education Committee of the Senate, the Speaker of the House of Representatives, the Majority Leader and Minority Leader of the House of Representatives, the Education Committee of the House of Representatives, the Secretary of Education and the State Board of Education not later than one (1) year after the effective date of this section.

Within Act 51, Section 123(h) states:

The commission shall develop a basic education funding formula and identify factors that may be used to determine the distribution of basic education funding among the school districts in this Commonwealth. The factors identified under this subsection may include all of the following:

1. The market value/personal income ratio averaged for each of the three most recent years for each school district.
2. The equalized millage rate averaged for each of the three most recent years for each school district.
3. Geographic price differences identified for each school district.
4. Whether a school district has experienced exceptionally high enrollment growth.
5. Whether a school district has an exceptionally high level of local support.
6. Whether a school district has a high level of its students in poverty as identified as eligible for free or reduced price meals under the National School Lunch Program.
7. Whether a school district has students identified as limited English proficient.
8. Whether the district has a scarce or dense population in relation to the district size.
9. Other factors related to the distribution of basic education funding.

Act 51 placed the following limitations on the work of the Commission:

- The basic education formula developed by the Commission shall not go into effect unless the formula is approved by an act of the General Assembly enacted after the effective date of this section.
- The General Assembly, through the annual appropriation process, shall determine the level of state funding for basic education.

### Members of the reconstituted Basic Education Funding Commission

Act 51 of 2014 defined the requirements for the composition and operation of the Commission.

The Commission shall:

1. Consist of the following 15 members or their designees. Section 123(c)(1):
  - a. The chair and minority chair of the Education Committee of the Senate
  - b. The chair and minority chair of the Education Committee of the House
  - c. Two legislators from each of the four legislative caucuses
  - d. The Secretary of Education
  - e. The Deputy Secretary for Elementary and Secondary Education
  - f. An individual appointed the Governor from within the Governor's Administration.
2. Appoint a member to serve as the chair of the Commission. Section 123(c)(2):

The Commission members are:

#### House of Representatives

- Rep. Mike Sturla (D-96, Lancaster), Co-Chair
- Rep. Mary Isaacson (D-175, Philadelphia)
- Rep. Pete Schweyer (D-134, Lehigh)
- Rep. Jason Ortity (R-46, Washington/Allegheny)
- Rep. Jesse Topper (R-78, Bedford/Fulton)

- Rep. Ryan Warner (R-52, Fayette)

#### **Senate**

- Sen. Kristin Phillips-Hill (R-28, York), Co-Chair
- Sen. David Argall (R-29, Schuylkill/Carbon/Luzerne)
- Sen. Greg Rothman (R-34, Cumberland/Dauphin/Perry)
- Sen. Vincent Hughes (D-7, Philadelphia/Montgomery)
- Sen. Nick Miller (D-14, Lehigh/Northampton)
- Sen. Lindsey Williams (D-38, Allegheny)

#### **Governor Josh Shapiro’s Administration**

- Dr. Khalid Mumin, Secretary of Education
  - Designee: Marcus Delgado, Deputy Secretary, Pennsylvania Department of Education’s Office of Administration
- Jeffery Fuller, Deputy Secretary for Elementary and Secondary Education
  - Designee: Angela Fitterer, Pennsylvania Department of Education’s Executive Deputy Secretary
- Natalie Krug, Director, Governor’s Budget Office

#### **Hearings of the Commission**

All testimonies and submitted materials for each hearing are available on the Commission’s website at:

[www.BasicEducationFundingCommission.com](http://www.BasicEducationFundingCommission.com)

The website also has video recordings of all the hearings and the 1,104 public comments submitted.

The reconstituted Commission held its organizational meeting on May 10, 2023, and members elected Representative Mike Sturla and Senator Kristin Phillips-Hill as co-chairs. Subsequently, the Commission held the following 13 hearings with the panelists indicated providing either verbal or written testimony:<sup>60</sup>

#### **June 7, 2023 – North Office Building’s Senate Hearing Room #1 – Harrisburg, PA**

- Jessica Sites, Director of Bureau of Budget & Fiscal Management, Pennsylvania Department of Education
- Benjamin Hanft, Chief of Division of Subsidy Administration, Bureau of Budget & Fiscal Management, Pennsylvania Department of Education

#### **September 12, 2023 – Allentown School District Board Room – Allentown, PA**

*BEFC Host Members: Senator Nick Miller and Representative Pete Schweyer*

- Dr. Matthew Kelly, Assistant Professor, Penn State University
- Dr. Carol Birks, Superintendent, Allentown School District
- Dr. Jack Silva, Superintendent, Bethlehem School District
- Lynn Fueini-Hetten, Superintendent, Salisbury School District

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<sup>60</sup> A summary of the verbal testimony may be found in Appendix D.



- Julie Cousler, Executive Director, Pennsylvania School-Based Health Alliance
- Dr. Marilyn Howarth, Deputy Director, Philadelphia Regional Center for Children's Environmental Health

**September 13, 2023 – North Office Building’s Senate Hearing Room #1 – Harrisburg, PA**

- Dan Urevick-Ackelsberg, Senior Attorney, The Public Interest Law Center
- Maura McInerney, Legal Director, Education Law Center
- David McAndrews, Superintendent, Panther Valley School District
- Brian Costello, Superintendent, Wilkes Barre School District
- Mike Griffith, Senior Researcher and Policy Analyst, The Learning Policy Institute
- Danielle Farrie, Research Director, Education Law Center of NJ

**September 14, 2023 – The School District of Philadelphia Board Room – Philadelphia, PA**

*BEFC Host Members: Senator Vincent Hughes and Representative Mary Isaacson*

- Dr. Tony Watlington, Superintendent, School District of Philadelphia
- Christopher Dormer, Superintendent of Norristown School District
- Arthur Steinberg, President, American Federation of Teachers-PA
- Jerry Jordan, President, Philadelphia Federation of Teachers
- Ashley Cocca, School Counselor, School District of Philadelphia
- Fatoumata Sidibe, Student, William W. Bodine High School
- Donna Cooper, Executive Director, Children First
- Joan Duval Flynn, Chairperson, Trauma Informed Education Coalition
- Mary Beth Hays, Director of Philadelphia Healthy and Safe Schools, Temple University
- Dr. Shawn Ginwright, Founder and CEO, Flourish Agenda
- Reginald Streater, President, The School District of Philadelphia Board of Education (Submitted for Record)
- Isiah Thomas, At-Large Council Member, Philadelphia City Council (Submitted for Record)
- Sheila Johnson, Parent, Committee Person and Leader, POWER Interfaith (Submitted for Record)

**September 21, 2023 - The School District of Lancaster Board Room – Lancaster, PA**

*BEFC Host Member: Representative Mike Sturla*

- David Lapp, Director of Policy Research, Research for Action
- Marc Stier, Executive Director, Pennsylvania Policy Center
- Laura Boyce, Pennsylvania Executive Director, Teach Plus
- Kristen Haase, Senior Policy Fellow and SDOL Teacher, Teach Plus
- Brenda Morales, Leader, POWER Interfaith
- Reverend Dr. Gregory Edwards, Chief of Staff, POWER Interfaith
- Dr. Keith Miles, Superintendent, The School District of Lancaster
- Matt Przywara, Assistant Superintendent, The School District of Lancaster
- Dominique Botto, Leader, POWER Interfaith (Submitted for Record)

**September 28, 2023 – South Western School District Board Room – Hanover, PA**

*BEFC Host Member: Senator Kristin Phillips-Hill*

- Hannah Barrick, JD, Executive Director, Pennsylvania Association of School Business Officials
- Dr. Sherri Smith, Executive Director, Pennsylvania Association of School Administrators
- Dr. Jay Burkhart, Superintendent, South Western School District
- Dr. Nathan Van Deusen, Superintendent, South Eastern School District
- African American Charter School Coalition (Submitted for Record)
- The School Property Tax Elimination Working Group (Submitted for Record)

**October 5, 2023 – Hazleton Area School District Board Room – Hazleton, PA**

*BEFC Host Member: Senator Dave Argall*

- Kevin Busher, Chief Advocacy Officer, Pennsylvania School Boards Association
- Michael Kelly, Principal of Design at KCBA Architects, AIA-Pennsylvania
- Brian Uplinger, Superintendent, Hazleton School District
- Bob Curry, Co-Founder, Hazleton Integration Project
- Rossanna Gabriel, Executive Director, Hazleton Integration Project
- Victor Perez, President, La Casa Dominicana de Hazleton Inc. (Submitted for Record)

**October 11, 2023 – Pittsburgh Public Schools’ Westinghouse CTE Suite – Pittsburgh, PA**

*BEFC Host Member: Senator Lindsey Williams*

- Dr. Wayne Walters, Superintendent, Pittsburgh Public Schools (Welcome Message)
- Angela Mike, Executive Director of CTE, Pittsburgh Public Schools
- Dr. Darby Copeland, President of Pennsylvania Association of Career & Technical Administrators and Executive Director of Parkway West
- Dr. Robert Scherrer, Executive Director, Allegheny Intermediate Unit
- Emily Neff, Director of Public Policy, Trying Together
- Jeni Hergenreder, Esq., Staff Attorney, Disability Rights Pennsylvania
- Dr. Laura Ward, Past-President of Pennsylvania School Librarians Association and Librarian of Fox Chapel Area School District
- Anne-Marie Crawford, President, Pennsylvania Association of School Nurses and Practitioners (Submitted for Record)

**October 12, 2023 – Penn State Fayette’s Magerko Auditorium – Lemont Furnace, PA**

*BEFC Host Members: Representative Jason Ortity and Representative Ryan Warner*

- Matthew Joseph, Senior Policy Advisor-Education Funding, ExcelinEd
- David Burkett, Superintendent of Everett Area School District, Pennsylvania Association of Rural and Small Schools
- Dr. Gary Peiffer, Superintendent, Chartiers Houston School District
- Dr. Keith Hartbauer, Superintendent, Brownsville Area School District
- Dr. Donald Martin, Executive Director, Intermediate Unit #1
- Brian Polito, CPA, Superintendent, Erie City School District

**November 2, 2023 – Central Penn College Conference Center – Summerdale, PA**

*BEFC Host Member: Senator Greg Rothman*

- Alex Harper, Vice President of Government Affairs, Pennsylvania Chamber of Business and Industry
- Warren Hudak, President, Hudak & Company
- Nathan Benefield, Senior Vice President, Commonwealth Foundation
- Bob Stilwell, Member, The School Property Tax Elimination Working Group
- Frank Ryan, Former State Representative
- Robert Kistler, Member, The School Property Tax Elimination Working Group
- Aaron Smith, Director of Education Reform, Reason Foundation (Submitted for Record)

**November 9, 2023 – Bedford High School Auditorium – Bedford, PA**

*BEFC Host Member: Representative Jesse Topper*

- Aaron Chapin, President, Pennsylvania State Education Association
- Dr. Mark Price, Director of School Funding, Pennsylvania State Education Association
- Sidney Clark, PCSBA, Business Manager/Board Secretary for Shanksville-Stonycreek School District; Somerset County TCC Chairperson; and Mid-State PASBO Secretary/Treasurer
- Lynn Shedlock, Acting Executive Director, Pennsylvania Economy League
- Dr. Kyle Kopko, Executive Director, The Center for Rural Pennsylvania
- Dr. Tom Butler, Executive Director, Intermediate Unit-8

**November 16, 2023 – North Office Building’s Senate Hearing Room #1 – Harrisburg, PA**

- Ryan Schumm, Executive Officer, Charter Choices
- Debi Durso, Member of Philadelphia Charters for Excellence Policy Committee and CEO/Principal of Green Woods Charter School
- Dr. Tina Chekan, CEO, Propel Charter Schools
- Jane Swan, CEO, Reach Cyber Charter School
- Dr. Richard Jensen, CEO, Agora Cyber Charter School
- Mark Allen, CEO, Pennsylvania Leadership Charter School
- Dr. Adam Oldham, LPC, NCSC, High School Counselor, Pennsylvania Coalition of Student Services Associations
- Christi Buker, CAE, Executive Director, Pennsylvania Library Association
- Angela Marks, Founder, Reading Allowed
- Susan DeJarnatt, Professor of Law, Temple University Beasley School of Law
- Public Interest Law Center and Education Law Center (Submitted for Record)
- #PANeedsTeachers and Pennsylvania Educator Diversity Consortium (Submitted for Record)
- Kelly Lewis, Former State Representative (Submitted for Record)
- Shelly Echeverria, Managing Director, Equity First (Submitted for Record)
- Dave Mendell, President, Pennsylvania Association for Gifted Education (Submitted for Record)
- Marc Stier, Executive Director, Pennsylvania Policy Center (Submitted for Record)

- Dr. Ed Fuller, Professor of Education, Penn State Center for Education Evaluations and Policy Analysis (Submitted for Record)

**December 14, 2023 – North Office Building’s Senate Hearing Room #1 – Harrisburg, PA**

- Dr. Matthew Knittel, Director, Independent Fiscal Office
- Commonwealth Charter Academy School (Submitted for Record)
- Dennis Benchoff, George Schwartz, and Thomas Willson III, Retired Military Officials, Mission: Readiness Council For A Strong America (Submitted for Record)
- Dr. Betty Lee Davis, Founding Member, Trauma Informed Education Coalition (Submitted for Record)

Appendix A – List of Graduation Rates and Proficiency Rates by School District

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>											
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22											
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022											
		<b>Note:</b> Green highlight means meeting interim goal in specified category											
		<b>Interim Goals:</b>		<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>		
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>		
Bermudian Springs SD	Adams	98.0%	97.7%	55.1%	36.0%	70.3%	54.7%	39.5%	63.0%	0	\$11,614		
Conewago Valley SD	Adams	91.1%	91.4%	57.7%	40.4%	66.8%	61.9%	46.1%	66.5%	0	\$10,696		
Fairfield Area SD	Adams	97.3%	97.8%	55.1%	37.7%	73.3%	58.2%	37.5%	59.8%	0	\$12,678		
Gettysburg Area SD	Adams	91.1%	92.2%	62.2%	46.5%	69.0%	65.6%	48.1%	67.0%	0	\$13,488		
Littlestown Area SD	Adams	91.8%	87.0%	55.3%	35.3%	75.7%	54.2%	36.5%	67.3%	0	\$11,933		
Upper Adams SD	Adams	88.5%	92.4%	52.5%	33.5%	64.5%	59.5%	39.0%	60.5%	0	\$10,656		
Allegheny Valley SD	Allegheny	96.8%	94.4%	53.9%	29.8%	73.3%	56.6%	24.5%	59.3%	0	\$14,581		
Avonworth SD	Allegheny	94.7%	95.0%	73.1%	56.9%	79.2%	75.2%	62.1%	76.0%	1	\$14,732		
Baldwin-Whitehall SD	Allegheny	88.5%	91.4%	59.2%	34.2%	65.8%	61.5%	38.7%	62.9%	0	\$9,975		
Bethel Park SD	Allegheny	95.9%	93.6%	77.0%	53.4%	80.4%	80.1%	61.5%	78.8%	1	\$17,104		
Brentwood Borough SD	Allegheny	95.8%	89.9%	50.6%	29.3%	63.0%	58.4%	34.0%	63.1%	0	\$13,007		
Carlynton SD	Allegheny	88.7%	88.2%	53.2%	30.1%	60.3%	55.2%	32.1%	62.0%	0	\$14,182		
Chartiers Valley SD	Allegheny	96.3%	91.9%	58.0%	37.9%	66.5%	59.3%	42.8%	68.6%	0	\$14,177		
Clairton City SD	Allegheny	73.5%	77.4%	20.8%	6.6%	35.2%	26.3%	8.4%	25.0%	0	\$12,573		
Cornell SD	Allegheny	81.3%	83.3%	38.1%	16.4%	47.7%	50.2%	23.6%	39.4%	0	\$15,975		
Deer Lakes SD	Allegheny	93.5%	94.6%	60.2%	40.2%	59.4%	65.9%	42.2%	63.9%	0	\$13,656		
Duquesne City SD	Allegheny			15.5%	4.2%	34.1%	17.2%	4.2%	38.5%	0	\$12,706		
East Allegheny SD	Allegheny	81.3%	86.4%	30.7%	13.8%	43.1%	35.1%	14.3%	32.7%	0	\$12,098		
Elizabeth Forward SD	Allegheny	89.9%	95.7%	65.1%	41.4%	64.7%	68.7%	49.8%	71.0%	0	\$13,299		
Fox Chapel Area SD	Allegheny	97.6%	97.3%	86.0%	74.0%	89.9%	87.4%	75.5%	81.8%	1	\$18,470		
Gateway SD	Allegheny	89.2%	90.4%	60.5%	35.7%	70.7%	58.7%	38.2%	57.9%	0	\$13,677		
Hampton Township SD	Allegheny	96.4%	96.8%	83.1%	67.8%	88.4%	85.9%	68.3%	85.3%	1	\$15,578		
Highlands SD	Allegheny	86.8%	76.1%	47.7%	29.1%	46.1%	46.0%	29.4%	49.4%	0	\$11,956		
Keystone Oaks SD	Allegheny	91.3%	94.3%	66.6%	45.3%	66.9%	71.0%	52.0%	70.8%	0	\$14,563		
McKeesport Area SD	Allegheny	77.2%	78.1%	28.4%	10.9%	31.2%	29.7%	14.2%	30.7%	0	\$9,950		
Montour SD	Allegheny	96.9%	97.8%	76.2%	63.3%	77.9%	75.4%	62.3%	77.7%	1	\$15,611		
Moon Area SD	Allegheny	95.2%	91.9%	72.1%	51.3%	81.1%	76.4%	60.4%	72.4%	1	\$13,755		

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>											
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22											
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022											
		<b>Note:</b> Green highlight means meeting interim goal in specified category											
		<b>Interim Goals:</b>		<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>		
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>		
Mt Lebanon SD	Allegheny	97.6%	94.0%	87.5%	69.8%	88.6%	88.0%	71.2%	86.4%	1	\$15,450		
North Allegheny SD	Allegheny	96.6%	97.4%	82.7%	64.8%	87.8%	86.2%	70.7%	84.8%	1	\$15,921		
North Hills SD	Allegheny	96.0%	93.7%	73.0%	48.4%	74.7%	74.8%	56.6%	83.4%	1	\$13,228		
Northgate SD	Allegheny	83.3%	85.0%	57.6%	25.2%	57.4%	61.6%	28.3%	61.6%	0	\$13,699		
Penn Hills SD	Allegheny	81.4%	81.9%	23.4%	12.5%	42.6%	29.0%	14.3%	39.1%	0	\$12,257		
Pine-Richland SD	Allegheny	97.4%	97.8%	83.4%	62.1%	86.1%	80.2%	66.8%	82.7%	1	\$14,851		
Pittsburgh SD	Allegheny	81.5%	83.8%	38.5%	17.5%	43.5%	43.4%	23.5%	45.0%	0	\$15,137		
Plum Borough SD	Allegheny	95.3%	95.9%	63.5%	49.1%	76.3%	64.5%	51.3%	76.2%	0	\$12,184		
Quaker Valley SD	Allegheny	98.7%	96.5%	82.2%	60.9%	85.0%	85.4%	66.7%	84.7%	1	\$16,907		
Riverview SD	Allegheny	90.2%	87.1%	69.0%	44.5%	69.5%	73.7%	52.1%	77.7%	0	\$16,975		
Shaler Area SD	Allegheny	96.2%	93.8%	59.5%	36.5%	72.7%	65.3%	42.6%	61.7%	0	\$14,082		
South Allegheny SD	Allegheny	84.9%	85.3%	45.6%	23.9%	70.3%	48.1%	23.2%	45.6%	0	\$10,984		
South Fayette Township SD	Allegheny	98.8%	98.1%	85.7%	67.1%	87.4%	86.9%	73.4%	85.4%	1	\$13,704		
South Park SD	Allegheny	91.0%	92.8%	63.8%	46.1%	76.5%	62.3%	48.4%	57.5%	0	\$13,095		
Steel Valley SD	Allegheny	85.3%	87.8%	45.8%	29.1%	56.4%	48.0%	28.1%	55.7%	0	\$15,080		
Sto-Rox SD	Allegheny	85.7%	79.2%	16.7%	2.3%	17.8%	18.1%	3.0%	18.1%	0	\$8,309		
Upper St. Clair SD	Allegheny	98.7%	98.8%	88.4%	75.8%	90.9%	89.9%	77.7%	91.7%	1	\$17,966		
West Allegheny SD	Allegheny	96.5%	98.2%	77.0%	64.4%	77.6%	79.8%	71.2%	75.5%	1	\$14,228		
West Jefferson Hills SD	Allegheny	95.6%	94.6%	73.8%	49.2%	76.2%	76.8%	51.8%	80.4%	0	\$12,970		
West Mifflin Area SD	Allegheny	88.5%	84.3%	41.8%	18.8%	46.6%	48.6%	27.8%	41.5%	0	\$12,556		
Wilkesburg Borough SD	Allegheny			24.1%	12.0%	41.9%	32.7%	15.3%	36.3%	0	\$13,158		
Woodland Hills SD	Allegheny	80.4%	78.1%	30.3%	13.3%	36.3%	31.7%	18.1%	39.3%	0	\$11,407		
Apollo-Ridge SD	Armstrong	85.1%	87.0%	44.3%	22.9%	66.2%	57.4%	28.5%	60.7%	0	\$13,453		
Armstrong SD	Armstrong	90.6%	85.0%	58.4%	38.4%	71.4%	60.4%	42.1%	70.1%	0	\$12,824		
Freeport Area SD	Armstrong	98.0%	98.5%	70.4%	48.1%	77.0%	75.7%	56.1%	77.1%	1	\$12,468		
Leechburg Area SD	Armstrong	70.2%	81.3%	54.4%	33.5%	71.1%	64.1%	35.9%	62.0%	0	\$13,604		
Aliquippa SD	Beaver	71.8%	81.8%	15.3%	1.6%	13.8%	18.1%	2.8%	23.7%	0	\$9,763		

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>										
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22										
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022										
		<b>Note:</b> Green highlight means meeting interim goal in specified category										
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>			
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>	
Ambridge Area SD	Beaver	86.8%	83.1%	50.1%	23.7%	49.3%	52.0%	26.7%	47.2%	0	\$10,687	
Beaver Area SD	Beaver	90.8%	96.7%	80.9%	59.0%	74.9%	82.8%	65.4%	78.5%	1	\$11,889	
Big Beaver Falls Area SD	Beaver	85.2%	86.8%	36.3%	16.0%	48.1%	43.2%	22.4%	49.2%	0	\$9,513	
Blackhawk SD	Beaver	91.6%	94.9%	58.9%	42.8%	69.1%	63.5%	45.1%	76.3%	0	\$11,918	
Central Valley SD	Beaver	86.8%	93.3%	60.2%	42.4%	72.4%	64.4%	41.1%	71.4%	0	\$12,336	
Freedom Area SD	Beaver	83.2%	90.0%	44.7%	24.1%	61.1%	49.2%	34.8%	53.6%	0	\$10,149	
Hopewell Area SD	Beaver	91.6%	94.5%	60.2%	36.4%	61.1%	65.8%	42.0%	61.8%	0	\$13,581	
Midland Borough SD	Beaver			54.8%	18.5%	49.0%	57.8%	22.9%	51.2%	0	\$10,955	
New Brighton Area SD	Beaver	87.8%	89.5%	37.2%	17.1%	56.9%	51.4%	23.8%	50.9%	0	\$9,945	
Riverside Beaver County SD	Beaver	91.6%	94.6%	68.3%	40.8%	66.1%	70.2%	44.2%	70.5%	0	\$12,142	
Rochester Area SD	Beaver	94.1%	87.3%	49.5%	26.4%	48.5%	48.8%	32.2%	57.6%	0	\$13,590	
South Side Area SD	Beaver	91.0%	97.6%	51.4%	31.0%	68.2%	59.7%	39.4%	68.9%	0	\$16,974	
Western Beaver County SD	Beaver	91.4%	90.6%	67.0%	42.4%	79.6%	67.3%	40.3%	72.9%	0	\$13,758	
Bedford Area SD	Bedford	96.4%	92.1%	58.4%	46.1%	69.1%	63.9%	43.8%	66.8%	0	\$11,180	
Chestnut Ridge SD	Bedford	97.1%	96.9%	58.6%	41.8%	66.5%	66.4%	46.1%	72.3%	0	\$10,755	
Everett Area SD	Bedford	92.7%	90.5%	52.1%	32.3%	57.2%	55.5%	32.6%	56.9%	0	\$10,444	
Northern Bedford County SD	Bedford	91.9%	98.6%	67.3%	37.5%	85.7%	72.5%	38.6%	74.7%	0	\$10,365	
Tussey Mountain SD	Bedford	92.1%	96.1%	46.4%	26.0%	60.7%	54.3%	29.4%	50.0%	0	\$10,861	
Antietam SD	Berks	79.0%	81.7%	33.4%	13.1%	46.2%	44.9%	20.4%	47.8%	0	\$9,677	
Boyertown Area SD	Berks	92.2%	91.0%	53.6%	45.2%	75.5%	58.2%	47.3%	70.2%	0	\$12,208	
Brandywine Heights Area SD	Berks	91.8%	86.2%	34.4%	41.0%	0.0%	57.4%	44.0%	64.2%	0	\$16,310	
Conrad Weiser Area SD	Berks	88.3%	90.9%	43.5%	27.4%	55.8%	52.0%	32.1%	59.2%	0	\$13,712	
Daniel Boone Area SD	Berks	91.9%	91.7%	52.5%	38.7%	60.8%	60.0%	38.6%	58.8%	0	\$12,820	
Exeter Township SD	Berks	95.8%	97.1%	61.8%	42.4%	70.1%	63.7%	41.3%	60.4%	0	\$12,752	
Fleetwood Area SD	Berks	92.2%	90.4%	50.3%	35.7%	63.6%	58.1%	36.2%	66.6%	0	\$13,701	
Governor Mifflin SD	Berks	92.0%	89.0%	50.2%	31.3%	67.7%	48.5%	31.9%	51.8%	0	\$10,882	
Hamburg Area SD	Berks	92.5%	91.3%	43.6%	32.2%	63.2%	46.8%	31.6%	53.1%	0	\$13,031	



Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>										
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22										
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022										
		<b>Note:</b> Green highlight means meeting interim goal in specified category										
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>			
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>	
Kutztown Area SD	Berks	83.0%	88.7%	65.8%	51.9%	74.8%	68.0%	46.3%	76.0%	0	\$16,205	
Muhlenberg SD	Berks	91.1%	91.5%	32.0%	14.1%	46.6%	34.3%	20.8%	40.1%	0	\$9,754	
Oley Valley SD	Berks	96.4%	95.6%	57.8%	37.4%	75.5%	65.0%	44.7%	66.7%	0	\$15,808	
Reading SD	Berks	68.4%	72.3%	15.8%	7.8%	32.7%	22.5%	6.4%	30.0%	0	\$6,889	
Schuylkill Valley SD	Berks	93.4%	95.7%	55.4%	35.9%	64.5%	62.4%	39.7%	60.4%	0	\$13,306	
Tulpehocken Area SD	Berks	93.5%	93.5%	51.6%	36.4%	64.2%	56.5%	41.2%	64.6%	0	\$15,263	
Twin Valley SD	Berks	91.5%	91.7%	66.6%	54.3%	66.3%	63.1%	55.9%	70.0%	0	\$13,465	
Wilson SD	Berks	95.0%	93.5%	60.4%	47.3%	68.2%	57.8%	35.8%	66.9%	0	\$11,745	
Wyomissing Area SD	Berks	96.4%	96.0%	65.7%	43.1%	85.1%	66.5%	46.3%	56.2%	0	\$13,936	
Altoona Area SD	Blair	82.6%	79.2%	45.9%	32.0%	61.3%	51.6%	33.7%	56.5%	0	\$9,128	
Bellwood-Antis SD	Blair	94.8%	96.5%	58.7%	36.2%	62.0%	63.7%	34.5%	69.6%	0	\$11,404	
Claysburg-Kimmel SD	Blair	98.6%	98.7%	52.4%	37.2%	62.7%	57.5%	37.0%	51.4%	0	\$9,972	
Holidaysburg Area SD	Blair	93.5%	93.1%	63.7%	46.3%	68.3%	68.7%	49.5%	61.6%	0	\$11,015	
Spring Cove SD	Blair	92.1%	98.6%	51.6%	31.9%	57.3%	55.3%	35.8%	61.0%	0	\$10,738	
Tyrone Area SD	Blair	96.3%	91.7%	57.3%	34.5%	65.3%	63.0%	37.4%	71.9%	0	\$10,721	
Williamsburg Community SD	Blair	95.6%	93.9%	58.2%	35.6%	61.8%	61.4%	42.2%	58.9%	0	\$10,115	
Athens Area SD	Bradford	92.9%	91.6%	58.6%	38.2%	74.0%	59.5%	34.0%	56.3%	0	\$13,326	
Canton Area SD	Bradford	95.5%	95.4%	50.5%	31.8%	62.7%	52.1%	37.1%	57.0%	0	\$12,048	
Northeast Bradford SD	Bradford	83.0%	84.1%	54.9%	39.3%	69.4%	57.2%	41.3%	60.5%	0	\$12,458	
Sayre Area SD	Bradford	84.8%	84.5%	54.8%	33.9%	67.1%	52.4%	34.0%	59.9%	0	\$13,155	
Towanda Area SD	Bradford	90.8%	83.8%	47.1%	33.6%	63.3%	51.4%	36.0%	52.9%	0	\$10,481	
Troy Area SD	Bradford	92.0%	88.5%	48.7%	19.9%	62.3%	48.9%	24.1%	65.5%	0	\$11,253	
Wyalusing Area SD	Bradford	89.9%	92.4%	49.1%	24.1%	70.1%	56.9%	36.1%	61.2%	0	\$11,693	
Bensalem Township SD	Bucks	84.8%	85.0%	35.0%	21.8%	55.6%	45.6%	23.8%	49.2%	0	\$11,824	
Bristol Borough SD	Bucks	81.4%	87.2%	40.9%	24.1%	43.0%	48.6%	29.6%	45.6%	0	\$12,096	
Bristol Township SD	Bucks	83.5%	80.8%	29.8%	16.1%	49.3%	37.1%	16.1%	40.9%	0	\$11,711	
Centennial SD	Bucks	90.7%	90.2%	54.5%	30.6%	59.0%	53.8%	36.9%	66.0%	0	\$14,772	

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>									
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22									
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022									
		<b>Note:</b> Green highlight means meeting interim goal in specified category									
		<b>Interim Goals:</b>									
		<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>		
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>
Central Bucks SD	Bucks	97.1%	96.2%	72.4%	56.3%	79.6%	73.0%	53.6%	74.9%	1	\$14,003
Council Rock SD	Bucks	97.0%	96.2%	68.9%	56.3%	79.2%	74.3%	62.2%	71.6%	1	\$16,267
Morrisville Borough SD	Bucks	88.1%	73.6%	29.5%	6.3%	30.3%	35.4%	13.4%	49.6%	0	\$13,775
Neshaminy SD	Bucks	94.0%	93.4%	57.6%	41.7%	69.9%	59.2%	42.1%	57.5%	0	\$13,394
New Hope-Solebury SD	Bucks	94.9%	94.3%	75.6%	63.3%	88.8%	79.4%	67.9%	83.1%	1	\$22,536
Palisades SD	Bucks	86.1%	89.4%	66.0%	49.5%	80.4%	72.0%	55.7%	82.2%	0	\$20,324
Pennridge SD	Bucks	95.3%	93.7%	61.4%	45.4%	76.5%	62.3%	46.1%	75.5%	0	\$13,428
Pennsbury SD	Bucks	92.4%	95.4%	69.3%	46.6%	71.6%	72.5%	51.0%	71.0%	0	\$13,966
Quakertown Community SD	Bucks	93.6%	94.0%	55.3%	45.5%	74.4%	56.7%	41.0%	61.4%	0	\$13,698
Butler Area SD	Butler	84.4%	84.9%	60.6%	42.1%	73.6%	63.4%	44.3%	57.5%	0	\$11,011
Karns City Area SD	Butler	86.2%	96.0%	51.4%	33.7%	62.8%	58.3%	36.9%	58.3%	0	\$12,341
Knoch SD	Butler	95.8%	95.5%	68.3%	43.1%	75.5%	71.1%	43.5%	70.9%	0	\$13,752
Mars Area SD	Butler	98.5%	95.5%	78.1%	58.2%	81.0%	76.6%	60.5%	77.4%	1	\$11,213
Moniteau SD	Butler	95.1%	96.1%	50.4%	37.3%	68.9%	57.3%	38.4%	72.7%	0	\$11,885
Seneca Valley SD	Butler	96.3%	97.4%	67.9%	48.7%	77.7%	70.1%	52.6%	79.6%	1	\$13,533
Slippery Rock Area SD	Butler	94.4%	94.9%	72.1%	56.0%	78.3%	74.0%	55.9%	78.2%	1	\$11,600
Blacklick Valley SD	Cambria	84.4%	81.8%	50.0%	37.4%	59.7%	47.4%	39.5%	71.6%	0	\$10,551
Cambria Heights SD	Cambria	95.0%	98.9%	64.0%	27.9%	62.3%	66.5%	33.0%	67.0%	0	\$12,090
Central Cambria SD	Cambria	94.1%	96.8%	56.1%	40.5%	70.3%	60.1%	47.3%	59.5%	0	\$11,507
Conemaugh Valley SD	Cambria	87.0%	92.5%	55.8%	30.4%	68.4%	48.7%	27.4%	67.5%	0	\$12,329
Ferndale Area SD	Cambria	87.0%	90.7%	56.5%	31.9%	62.6%	53.1%	28.3%	60.8%	0	\$11,432
Forest Hills SD	Cambria	96.7%	98.1%	46.4%	40.3%	63.4%	57.7%	44.8%	67.2%	0	\$10,754
Greater Johnstown SD	Cambria	76.2%	70.6%	24.1%	7.8%	24.4%	24.1%	6.9%	30.2%	0	\$8,749
Northern Cambria SD	Cambria	90.2%	88.7%	49.1%	32.2%	67.7%	51.4%	31.3%	73.8%	0	\$11,362
Penn Cambria SD	Cambria	92.7%	94.0%	58.5%	30.0%	63.6%	61.6%	24.6%	62.0%	0	\$10,522
Portage Area SD	Cambria	87.1%	95.8%	67.1%	46.7%	67.2%	65.8%	53.0%	61.8%	0	\$11,028
Richland SD	Cambria	97.5%	97.3%	72.9%	57.5%	78.2%	73.1%	57.9%	75.7%	1	\$11,604

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>										
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		<b>Note:</b> Green highlight means meeting interim goal in specified category										
		<b>Interim Goals:</b>										
		<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>			
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>	
Westmont Hilltop SD	Cambria	95.9%	98.5%	50.4%	39.2%	76.1%	60.6%	40.2%	61.7%	0	\$10,026	
Cameron County SD	Cameron	89.5%	97.4%	62.1%	36.7%	59.2%	63.7%	42.1%	78.2%	0	\$12,895	
Jim Thorpe Area SD	Carbon	83.0%	93.2%	46.0%	25.2%	54.9%	54.0%	30.3%	54.6%	0	\$14,076	
Lehigh Area SD	Carbon	93.5%	91.4%	50.1%	32.8%	69.6%	51.1%	30.5%	59.9%	0	\$10,952	
Palmerton Area SD	Carbon	85.5%	94.4%	56.8%	37.5%	71.7%	57.2%	38.9%	64.6%	0	\$12,277	
Panther Valley SD	Carbon	77.7%	68.3%	35.3%	14.9%	50.8%	40.9%	15.8%	55.7%	0	\$8,482	
Weatherly Area SD	Carbon	93.0%	67.6%	48.0%	22.9%	55.3%	48.3%	41.1%	60.6%	0	\$11,694	
Bald Eagle Area SD	Centre	91.1%	93.9%	51.2%	46.4%	69.4%	53.2%	46.3%	68.1%	0	\$14,139	
Bellefonte Area SD	Centre	92.6%	93.5%	57.3%	48.8%	72.4%	58.7%	44.0%	71.2%	0	\$13,507	
Penns Valley Area SD	Centre	96.0%	91.5%	57.2%	49.4%	66.4%	61.8%	54.8%	76.0%	0	\$12,132	
State College Area SD	Centre	92.6%	93.2%	74.0%	63.2%	83.0%	76.4%	61.1%	81.3%	1	\$15,442	
Avon Grove SD	Chester	92.9%	94.3%	62.6%	55.5%	74.8%	66.2%	52.6%	73.6%	0	\$11,323	
Coatesville Area SD	Chester	84.5%	86.5%	31.1%	18.7%	39.6%	34.6%	19.8%	40.9%	0	\$10,919	
Downingtown Area SD	Chester	97.6%	95.2%	83.6%	68.2%	87.5%	82.6%	60.0%	82.6%	1	\$13,437	
Great Valley SD	Chester	96.5%	94.3%	72.9%	57.6%	84.7%	75.7%	57.1%	81.3%	1	\$16,317	
Kennett Consolidated SD	Chester	91.2%	90.1%	58.3%	39.2%	59.7%	58.0%	41.0%	59.8%	0	\$13,346	
Octorara Area SD	Chester	96.3%	91.5%	51.1%	32.8%	50.1%	57.5%	29.7%	54.1%	0	\$14,072	
Owen J Roberts SD	Chester	97.1%	95.4%	71.7%	53.4%	80.7%	75.7%	58.6%	74.7%	1	\$14,431	
Oxford Area SD	Chester	95.0%	96.8%	49.6%	32.2%	54.4%	55.7%	37.4%	51.2%	0	\$11,255	
Phoenixville Area SD	Chester	89.8%	90.5%	66.6%	44.2%	68.1%	68.7%	47.7%	66.5%	0	\$14,253	
Tredyffrin-Easttown SD	Chester	97.5%	97.2%	89.4%	77.7%	93.3%	87.3%	72.0%	89.3%	1	\$15,132	
Unionville-Chadds Ford SD	Chester	97.0%	96.4%	85.6%	69.8%	91.1%	86.8%	67.2%	87.2%	1	\$15,402	
West Chester Area SD	Chester	96.8%	94.8%	74.4%	57.0%	80.9%	75.7%	52.4%	77.4%	1	\$13,805	
Allegheny-Clarion Valley SD	Clarion	93.8%	93.5%	49.2%	25.7%	68.8%	60.1%	29.8%	72.5%	0	\$15,131	
Clarion Area SD	Clarion	98.4%	98.2%	55.7%	40.9%	69.2%	58.2%	38.8%	68.1%	0	\$11,617	
Clarion-Limestone Area SD	Clarion	86.4%	88.7%	68.4%	50.8%	76.6%	70.4%	47.0%	79.6%	0	\$12,747	
Keystone SD	Clarion	93.3%	85.5%	67.3%	33.5%	61.5%	66.9%	42.0%	64.5%	0	\$12,231	

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>										
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22										
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022										
		<b>Note:</b> Green highlight means meeting interim goal in specified category										
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>			
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>	
North Clarion County SD	Clarion	94.9%	100.0%	57.3%	45.4%	71.4%	60.0%	41.0%	65.4%	0	\$11,185	
Redbank Valley SD	Clarion	94.4%	89.7%	64.3%	35.3%	64.0%	62.9%	40.5%	65.4%	0	\$11,491	
Union SD	Clarion	94.9%	86.4%	45.3%	29.3%	61.3%	52.2%	29.9%	51.5%	0	\$11,040	
Clearfield Area SD	Clearfield	83.4%	93.7%	41.0%	21.0%	50.4%	41.2%	30.9%	54.7%	0	\$12,450	
Curwensville Area SD	Clearfield	89.7%	91.0%	66.2%	43.7%	72.9%	64.3%	48.1%	77.7%	0	\$11,488	
DuBois Area SD	Clearfield	90.6%	91.1%	55.6%	38.7%	67.3%	60.6%	42.3%	65.0%	0	\$10,769	
Glendale SD	Clearfield	90.9%	85.0%	63.4%	39.7%	64.1%	65.9%	34.7%	70.5%	0	\$10,591	
Harmony Area SD	Clearfield	92.0%	100.0%	51.0%	38.5%	0.0%	51.7%	35.9%	49.1%	0	\$13,919	
Moshannon Valley SD	Clearfield	86.4%	91.7%	48.0%	31.7%	53.2%	54.0%	38.1%	60.3%	0	\$11,399	
Philipsburg-Osceola Area SD	Clearfield	88.5%	83.6%	52.1%	42.7%	62.2%	50.4%	39.2%	58.6%	0	\$12,793	
West Branch Area SD	Clearfield	92.1%	87.6%	48.7%	29.9%	73.3%	53.8%	30.8%	61.9%	0	\$10,767	
Keystone Central SD	Clinton	91.0%	90.6%	44.7%	32.2%	56.7%	48.4%	29.2%	51.4%	0	\$12,508	
Benton Area SD	Columbia	92.5%	91.8%	51.6%	31.7%	74.3%	63.4%	42.7%	64.7%	0	\$13,710	
Berwick Area SD	Columbia	89.9%	89.3%	60.1%	35.0%	62.2%	56.2%	36.0%	53.6%	0	\$11,478	
Bloomsburg Area SD	Columbia	86.3%	83.1%	58.3%	33.2%	71.0%	63.4%	46.5%	62.0%	0	\$11,382	
Central Columbia SD	Columbia	94.3%	94.1%	73.6%	59.0%	83.4%	68.5%	59.0%	70.8%	1	\$12,311	
Millville Area SD	Columbia	94.6%	96.2%	63.9%	31.6%	73.0%	64.7%	36.5%	63.7%	0	\$13,578	
Southern Columbia Area SD	Columbia	92.4%	93.8%	63.8%	46.1%	70.4%	71.1%	52.1%	69.5%	0	\$12,640	
Conneaut SD	Crawford	91.9%	91.8%	58.2%	39.0%	72.0%	60.3%	41.7%	68.7%	0	\$13,916	
Crawford Central SD	Crawford	87.7%	88.4%	51.9%	29.4%	64.1%	52.8%	30.6%	63.7%	0	\$11,880	
Penncrest SD	Crawford	95.6%	97.5%	51.0%	32.1%	68.1%	57.4%	32.3%	63.4%	0	\$13,836	
Big Spring SD	Cumberland	93.2%	89.4%	63.2%	39.7%	68.4%	62.9%	46.1%	75.3%	0	\$13,409	
Camp Hill SD	Cumberland	93.5%	96.2%	72.0%	49.8%	80.7%	77.7%	57.6%	80.1%	1	\$15,079	
Carlisle Area SD	Cumberland	88.3%	85.5%	55.8%	33.3%	63.7%	60.4%	36.6%	56.8%	0	\$11,127	
Cumberland Valley SD	Cumberland	95.6%	94.6%	72.0%	55.3%	82.1%	77.1%	57.7%	76.1%	1	\$11,693	
East Pennsboro Area SD	Cumberland	90.5%	94.0%	57.9%	30.5%	63.2%	55.2%	33.4%	64.2%	0	\$11,849	
Mechanicsburg Area SD	Cumberland	92.2%	93.0%	60.1%	38.5%	71.7%	67.4%	42.1%	66.6%	0	\$11,619	

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>										
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22										
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022										
		<b>Note:</b> Green highlight means meeting interim goal in specified category										
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>			
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>	
Shippensburg Area SD	Cumberland	93.7%	94.5%	52.2%	31.0%	68.9%	56.2%	38.6%	53.8%	0	\$11,036	
South Middleton SD	Cumberland	90.8%	93.5%	63.9%	45.3%	67.8%	67.8%	50.4%	71.1%	0	\$13,133	
Central Dauphin SD	Dauphin	89.8%	89.1%	52.8%	31.1%	60.4%	57.0%	33.9%	52.9%	0	\$10,266	
Derry Township SD	Dauphin	94.8%	92.1%	78.4%	76.5%	91.6%	80.3%	62.3%	81.4%	1	\$13,287	
Halifax Area SD	Dauphin	92.6%	92.7%	55.1%	27.6%	59.8%	60.7%	33.9%	65.0%	0	\$14,010	
Harrisburg City SD	Dauphin	73.9%	71.4%	13.5%	5.0%	24.6%	16.7%	4.5%	20.8%	0	\$8,647	
Lower Dauphin SD	Dauphin	92.5%	93.2%	59.3%	45.8%	65.8%	62.8%	43.1%	67.1%	0	\$11,931	
Middletown Area SD	Dauphin	83.0%	84.6%	45.9%	32.3%	61.7%	48.1%	28.4%	53.1%	0	\$11,845	
Millersburg Area SD	Dauphin	96.5%	89.1%	51.8%	37.4%	64.1%	61.1%	36.4%	66.0%	0	\$12,485	
Steelton-Highspire SD	Dauphin	63.8%	63.0%	8.8%	1.6%	11.1%	13.9%	3.0%	15.1%	0	\$10,100	
Susquehanna Township SD	Dauphin	82.2%	86.0%	40.3%	17.1%	54.7%	34.6%	15.7%	42.0%	0	\$10,092	
Upper Dauphin Area SD	Dauphin	83.7%	86.6%	55.0%	37.9%	66.5%	53.9%	38.2%	75.3%	0	\$13,271	
Chester-Upland SD	Delaware	58.8%	55.9%	15.4%	2.8%	16.5%	18.6%	3.3%	14.8%	0	\$9,553	
Chichester SD	Delaware	83.6%	87.9%	40.5%	19.0%	46.8%	50.5%	21.0%	52.1%	0	\$14,582	
Garnet Valley SD	Delaware	95.4%	96.3%	69.9%	54.4%	85.3%	75.7%	58.4%	81.0%	1	\$15,474	
Haverford Township SD	Delaware	94.9%	96.9%	78.8%	58.8%	83.6%	81.5%	61.5%	77.6%	1	\$14,408	
Interboro SD	Delaware	94.7%	90.3%	50.9%	24.8%	62.6%	55.5%	28.5%	62.4%	0	\$12,496	
Marple Newtown SD	Delaware	92.9%	93.8%	70.4%	56.4%	84.2%	77.5%	58.0%	80.7%	1	\$16,210	
Penn-Delco SD	Delaware	95.1%	96.9%	59.3%	37.6%	60.0%	61.8%	38.9%	59.1%	0	\$12,914	
Radnor Township SD	Delaware	98.4%	97.5%	86.8%	72.7%	90.8%	88.5%	73.5%	85.9%	1	\$20,379	
Ridley SD	Delaware	88.3%	89.5%	52.5%	32.4%	53.0%	54.6%	29.9%	51.4%	0	\$13,514	
Rose Tree Media SD	Delaware	93.3%	93.5%	81.1%	54.6%	86.5%	82.0%	63.5%	82.9%	1	\$17,618	
Southeast Delco SD	Delaware	82.7%	77.4%	33.7%	13.2%	34.6%	32.4%	10.1%	31.3%	0	\$10,377	
Springfield SD	Delaware	96.8%	97.1%	79.7%	55.6%	82.9%	82.9%	64.0%	84.4%	1	\$13,632	
Upper Darby SD	Delaware	86.6%	82.0%	37.4%	18.4%	48.8%	39.1%	18.5%	42.1%	0	\$10,064	
Wallingford-Swarthmore SD	Delaware	93.0%	91.3%	77.6%	64.2%	85.5%	80.7%	61.2%	75.5%	1	\$16,514	
William Penn SD	Delaware	76.5%	79.2%	27.9%	10.4%	37.8%	30.3%	9.7%	31.0%	0	\$10,507	



Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>										
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22										
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022										
		<b>Note:</b> Green highlight means meeting interim goal in specified category										
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>			
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>	
Johnsonburg Area SD	Elk	90.6%	88.9%	61.3%	40.1%	76.4%	67.1%	46.9%	70.7%	0	\$11,894	
Ridgway Area SD	Elk	86.2%	84.7%	67.9%	52.5%	72.4%	68.9%	59.4%	58.7%	0	\$12,377	
Saint Marys Area SD	Elk	89.4%	92.2%	54.5%	36.2%	68.9%	49.5%	37.3%	57.1%	0	\$10,692	
Corry Area SD	Erie	92.9%	93.3%	53.0%	33.6%	59.6%	54.7%	36.1%	60.7%	0	\$10,388	
Erie City SD	Erie	72.7%	76.9%	20.0%	12.1%	39.0%	26.3%	13.1%	31.6%	0	\$8,843	
Fairview SD	Erie	96.7%	100.0%	74.9%	54.4%	83.7%	76.5%	58.3%	82.2%	1	\$11,739	
Fort LeBoeuf SD	Erie	92.5%	96.8%	68.3%	53.0%	75.8%	72.3%	54.7%	67.2%	1	\$11,559	
General McLane SD	Erie	93.0%	96.0%	66.5%	50.8%	79.2%	73.0%	55.6%	65.3%	0	\$12,390	
Girard SD	Erie	93.0%	90.6%	63.8%	47.5%	69.7%	64.0%	49.5%	72.8%	0	\$12,543	
Harbor Creek SD	Erie	95.3%	95.8%	74.1%	55.6%	81.4%	75.8%	53.7%	80.2%	1	\$12,415	
Iroquois SD	Erie	86.3%	91.1%	55.2%	38.2%	60.0%	56.9%	38.9%	61.4%	0	\$10,759	
Millcreek Township SD	Erie	92.3%	90.2%	66.6%	47.2%	70.0%	69.1%	49.6%	71.6%	0	\$11,740	
North East SD	Erie	88.1%	88.8%	69.5%	47.2%	74.2%	69.4%	44.3%	72.6%	0	\$11,512	
Northwestern SD	Erie	82.6%	94.4%	48.4%	35.6%	59.1%	50.0%	40.2%	59.5%	0	\$11,885	
Union City Area SD	Erie	93.5%	90.4%	50.3%	33.5%	64.4%	61.2%	36.0%	62.9%	0	\$12,107	
Wattsburg Area SD	Erie	87.0%	93.5%	60.4%	42.3%	65.4%	63.9%	40.9%	74.8%	0	\$12,803	
Albert Gallatin Area SD	Fayette	87.1%	88.3%	46.0%	25.6%	58.1%	51.4%	29.8%	51.8%	0	\$10,530	
Brownsville Area SD	Fayette	72.4%	76.8%	32.7%	16.0%	53.2%	30.5%	14.6%	36.3%	0	\$9,482	
Connellsville Area SD	Fayette	76.5%	86.5%	39.2%	23.3%	60.2%	41.1%	30.0%	54.5%	0	\$10,551	
Frazier SD	Fayette	94.9%	95.4%	51.8%	24.6%	55.9%	54.1%	26.7%	69.1%	0	\$11,456	
Laurel Highlands SD	Fayette	92.0%	88.2%	49.7%	28.9%	60.5%	51.5%	32.1%	45.9%	0	\$11,527	
Uniontown Area SD	Fayette	72.4%	74.1%	51.2%	28.0%	64.1%	54.7%	28.3%	51.1%	0	\$10,421	
Forest Area SD	Forest	90.6%	96.4%	47.4%	27.1%	54.0%	42.5%	31.7%	36.2%	0	\$16,583	
Chambersburg Area SD	Franklin	80.6%	81.4%	48.8%	27.1%	57.0%	56.3%	34.4%	60.2%	0	\$10,128	
Fannett-Metal SD	Franklin	94.9%	100.0%	50.3%	26.5%	55.9%	59.2%	28.3%	69.4%	0	\$10,583	
Greencastle-Antrim SD	Franklin	95.0%	95.9%	65.7%	43.6%	71.3%	67.9%	43.2%	67.0%	0	\$10,406	
Tuscarora SD	Franklin	82.5%	86.1%	53.0%	28.3%	69.2%	55.6%	33.3%	64.9%	0	\$12,468	

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>										
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22										
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022										
		<b>Note:</b> Green highlight means meeting interim goal in specified category										
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>			
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>	
Waynesboro Area SD	Franklin	91.7%	89.8%	52.9%	36.6%	69.2%	52.2%	32.3%	57.4%	0	\$9,760	
Central Fulton SD	Fulton	85.2%	82.0%	53.6%	36.1%	67.9%	62.2%	40.5%	53.4%	0	\$11,753	
Forbes Road SD	Fulton	87.5%	90.0%	54.8%	39.5%	57.9%	62.2%	49.1%	64.6%	0	\$14,525	
Southern Fulton SD	Fulton	89.6%	86.5%	51.1%	28.2%	67.7%	51.4%	31.5%	65.2%	0	\$12,676	
Carmichaels Area SD	Greene	95.5%	92.1%	35.7%	16.2%	57.3%	52.2%	23.8%	61.8%	0	\$11,304	
Central Greene SD	Greene	84.1%	93.1%	40.3%	25.2%	45.5%	51.6%	33.4%	53.0%	0	\$12,459	
Jefferson-Morgan SD	Greene	83.3%	85.2%	48.4%	25.3%	55.8%	54.2%	30.7%	57.5%	0	\$13,125	
Southeastern Greene SD	Greene	91.7%	92.3%	55.4%	42.0%	59.1%	56.6%	47.4%	52.2%	0	\$12,425	
West Greene SD	Greene	84.9%	90.2%	52.6%	31.4%	56.6%	50.9%	29.4%	59.3%	0	\$14,397	
Huntingdon Area SD	Huntingdon	88.1%	86.8%	47.2%	32.7%	66.1%	54.1%	37.0%	60.9%	0	\$10,944	
Juniata Valley SD	Huntingdon	98.6%	93.0%	48.4%	24.5%	61.1%	52.3%	28.6%	56.1%	0	\$10,310	
Mount Union Area SD	Huntingdon	91.2%	86.4%	33.6%	17.1%	46.4%	35.6%	23.1%	39.5%	0	\$10,558	
Southern Huntingdon County	Huntingdon	89.0%	94.3%	44.8%	21.9%	60.3%	45.3%	26.7%	49.5%	0	\$9,848	
Homer-Center SD	Indiana	97.4%	97.1%	60.5%	41.2%	78.8%	56.4%	43.9%	66.6%	0	\$13,352	
Indiana Area SD	Indiana	87.3%	85.9%	68.2%	49.6%	72.8%	67.4%	43.7%	69.4%	0	\$13,629	
Marion Center Area SD	Indiana	95.2%	93.8%	62.3%	39.8%	66.5%	60.6%	40.2%	57.4%	0	\$12,991	
Penns Manor Area SD	Indiana	95.3%	96.6%	48.0%	24.9%	63.2%	45.8%	26.8%	54.3%	0	\$13,303	
Purchase Line SD	Indiana	84.6%	93.1%	45.3%	24.6%	50.5%	54.6%	23.0%	59.2%	0	\$13,002	
River Valley SD	Indiana	91.0%	94.4%	56.8%	40.0%	59.7%	60.0%	44.3%	60.2%	0	\$14,552	
United SD	Indiana	95.6%	95.1%	59.2%	41.0%	71.6%	63.3%	49.5%	67.8%	0	\$13,151	
Brockway Area SD	Jefferson	96.1%	97.6%	63.6%	49.8%	71.8%	65.8%	52.4%	61.8%	0	\$10,878	
Brookville Area SD	Jefferson	93.1%	96.3%	48.7%	36.1%	71.3%	49.9%	39.1%	65.7%	0	\$10,490	
Punxsutawney Area SD	Jefferson	85.0%	87.4%	54.6%	43.7%	67.6%	49.9%	39.2%	60.5%	0	\$11,654	
Juniata County SD	Juniata	88.9%	92.6%	43.7%	25.3%	63.0%	49.3%	28.2%	64.0%	0	\$11,242	
Abington Heights SD	Lackawanna	96.6%	86.9%	73.4%	50.4%	81.2%	73.4%	53.4%	76.1%	0	\$11,796	
Carbondale Area SD	Lackawanna	80.2%	91.8%	33.4%	14.6%	41.5%	39.6%	15.5%	43.4%	0	\$8,626	
Dunmore SD	Lackawanna	92.9%	96.4%	54.7%	30.3%	58.8%	53.4%	31.9%	42.8%	0	\$12,162	

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>										
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22										
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022										
		<b>Note:</b> Green highlight means meeting interim goal in specified category										
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>			
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>	
Lakeland SD	Lackawanna	89.4%	94.0%	51.0%	33.7%	65.4%	59.3%	43.5%	59.9%	0	\$11,551	
Mid Valley SD	Lackawanna	91.7%	86.8%	45.8%	24.7%	56.1%	50.8%	29.8%	55.6%	0	\$11,028	
North Pocono SD	Lackawanna	95.5%	95.4%	72.1%	45.1%	75.4%	71.4%	46.5%	77.1%	0	\$13,940	
Old Forge SD	Lackawanna	94.0%	96.9%	49.3%	22.6%	64.2%	49.3%	22.9%	54.8%	0	\$10,279	
Riverside SD	Lackawanna	84.2%	91.4%	55.1%	31.1%	52.3%	61.7%	39.1%	66.9%	0	\$9,855	
Scranton SD	Lackawanna	86.9%	86.1%	34.3%	21.6%	40.6%	32.7%	14.1%	37.4%	0	\$8,889	
Valley View SD	Lackawanna	93.4%	96.9%	57.6%	34.2%	63.6%	63.0%	29.8%	58.7%	0	\$11,239	
Cocalico SD	Lancaster	90.5%	93.6%	60.7%	46.1%	67.0%	66.2%	48.4%	66.5%	0	\$14,116	
Columbia Borough SD	Lancaster	64.5%	78.2%	32.9%	14.6%	36.1%	36.5%	13.7%	40.4%	0	\$11,511	
Conestoga Valley SD	Lancaster	92.1%	90.3%	60.4%	44.2%	77.3%	64.4%	40.5%	68.0%	0	\$11,586	
Donegal SD	Lancaster	87.9%	89.8%	55.7%	35.6%	65.5%	62.4%	38.8%	68.0%	0	\$11,481	
Eastern Lancaster County SD	Lancaster	85.8%	88.3%	49.2%	35.4%	66.6%	52.4%	33.6%	65.5%	0	\$13,925	
Elizabethtown Area SD	Lancaster	96.2%	93.1%	62.8%	46.5%	68.9%	65.7%	49.3%	68.5%	0	\$12,772	
Ephrata Area SD	Lancaster	91.0%	87.4%	58.0%	44.8%	68.2%	54.8%	38.6%	67.2%	0	\$11,253	
Hempfield SD	Lancaster	92.2%	93.8%	66.9%	51.3%	77.5%	67.9%	48.6%	70.8%	1	\$12,734	
Lampeter-Strasburg SD	Lancaster	91.7%	90.4%	68.7%	51.8%	74.3%	72.3%	53.3%	75.7%	1	\$13,400	
Lancaster SD	Lancaster	77.6%	74.0%	25.4%	12.8%	38.4%	31.0%	15.8%	37.1%	0	\$11,603	
Manheim Central SD	Lancaster	88.7%	87.4%	53.3%	39.0%	69.3%	57.2%	41.0%	68.1%	0	\$12,725	
Manheim Township SD	Lancaster	93.4%	93.3%	69.8%	54.0%	74.9%	72.5%	55.7%	75.4%	1	\$11,318	
Penn Manor SD	Lancaster	92.9%	92.5%	65.9%	53.3%	72.2%	66.8%	51.1%	68.7%	0	\$10,438	
Pequea Valley SD	Lancaster	93.2%	91.1%	44.2%	27.9%	52.7%	48.3%	26.0%	60.6%	0	\$16,150	
Solanco SD	Lancaster	87.9%	82.2%	57.8%	31.6%	70.0%	56.9%	35.7%	54.9%	0	\$12,538	
Warwick SD	Lancaster	94.7%	92.5%	58.4%	42.8%	78.3%	66.5%	45.3%	69.5%	0	\$12,625	
Ellwood City Area SD	Lawrence	92.1%	92.7%	56.0%	28.1%	66.5%	60.2%	33.9%	65.8%	0	\$11,855	
Laurel SD	Lawrence	96.9%	97.8%	65.3%	46.5%	72.3%	68.5%	57.9%	81.7%	1	\$13,396	
Mohawk Area SD	Lawrence	97.1%	99.2%	63.4%	40.9%	73.8%	64.0%	44.1%	64.5%	0	\$11,383	
Neshannock Township SD	Lawrence	99.0%	99.0%	68.8%	38.2%	73.0%	72.7%	51.1%	69.4%	0	\$12,202	



Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>										
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22										
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022										
		<b>Note:</b> Green highlight means meeting interim goal in specified category										
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>			
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>	
New Castle Area SD	Lawrence	82.4%	88.3%	18.8%	8.9%	36.5%	22.8%	10.9%	29.5%	0	\$11,561	
Shenango Area SD	Lawrence	94.8%	91.9%	61.2%	36.5%	72.5%	65.1%	40.1%	70.3%	0	\$13,544	
Union Area SD	Lawrence	93.8%	95.7%	60.4%	41.1%	70.0%	63.8%	48.8%	65.3%	0	\$11,661	
Wilmington Area SD	Lawrence	93.8%	91.1%	55.9%	40.3%	77.5%	61.2%	38.6%	65.1%	0	\$13,460	
Anncville-Cleona SD	Lebanon	85.2%	87.5%	59.7%	39.2%	62.8%	58.6%	45.5%	62.9%	0	\$12,655	
Cornwall-Lebanon SD	Lebanon	92.4%	92.0%	57.0%	37.5%	67.6%	60.7%	36.8%	63.8%	0	\$11,349	
Eastern Lebanon County SD	Lebanon	91.3%	91.6%	50.8%	28.0%	64.1%	46.1%	24.7%	55.9%	0	\$13,159	
Lebanon SD	Lebanon	68.1%	70.6%	28.5%	11.1%	37.5%	31.2%	12.7%	34.4%	0	\$7,343	
Northern Lebanon SD	Lebanon	85.9%	82.7%	49.5%	30.3%	61.6%	48.5%	35.2%	51.7%	0	\$11,840	
Palmyra Area SD	Lebanon	92.2%	94.1%	71.5%	52.9%	78.1%	76.6%	58.5%	77.7%	1	\$10,501	
Allentown City SD	Lehigh	70.8%	80.0%	1.6%	9.4%	52.3%	24.0%	9.4%	24.2%	0	\$8,683	
Catasauqua Area SD	Lehigh	85.6%	93.7%	42.2%	24.3%	51.7%	39.7%	29.0%	44.9%	0	\$13,163	
East Penn SD	Lehigh	93.1%	93.0%	65.9%	44.2%	76.7%	67.2%	44.2%	65.3%	0	\$12,873	
Northern Lehigh SD	Lehigh	90.5%	89.5%	47.7%	24.8%	59.6%	50.3%	29.5%	52.0%	0	\$13,618	
Northwestern Lehigh SD	Lehigh	97.2%	94.9%	60.1%	43.0%	73.3%	62.8%	44.4%	67.6%	0	\$14,808	
Parkland SD	Lehigh	94.4%	92.9%	70.9%	60.0%	79.0%	78.5%	65.7%	71.8%	1	\$13,517	
Salisbury Township SD	Lehigh	88.1%	80.3%	51.8%	30.0%	63.2%	53.4%	27.9%	53.7%	0	\$14,159	
Southern Lehigh SD	Lehigh	92.0%	93.9%	76.4%	60.2%	81.8%	79.5%	63.4%	82.2%	1	\$16,147	
Whitehall-Coplay SD	Lehigh	93.9%	93.6%	51.1%	28.8%	62.5%	59.1%	34.5%	59.1%	0	\$11,363	
Crestwood SD	Luzerne	97.3%	99.2%	63.9%	38.4%	76.8%	69.4%	43.3%	67.1%	0	\$11,340	
Dallas SD	Luzerne	97.0%	94.7%	64.0%	47.6%	77.6%	68.4%	53.8%	66.2%	0	\$12,339	
Greater Nanticoke Area SD	Luzerne	87.2%	85.9%	35.1%	14.5%	41.3%	43.0%	13.5%	39.2%	0	\$7,596	
Hanover Area SD	Luzerne	80.2%	84.0%	24.1%	18.4%	57.8%	30.6%	16.1%	44.6%	0	\$8,975	
Hazleton Area SD	Luzerne	75.1%	72.7%	32.1%	18.2%	48.7%	39.6%	11.4%	38.9%	0	\$7,658	
Lake-Lehman SD	Luzerne	100.0%	97.9%	59.3%	39.5%	69.3%	58.4%	40.1%	64.9%	0	\$13,046	
Northwest Area SD	Luzerne	94.0%	94.3%	35.5%	21.1%	64.9%	51.4%	31.1%	64.7%	0	\$13,480	
Pittston Area SD	Luzerne	91.8%	90.1%	40.2%	30.7%	76.1%	44.3%	22.8%	52.9%	0	\$11,322	

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>										
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22										
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		<b>Note:</b> Green highlight means meeting interim goal in specified category										
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>			
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>	
Wilkes-Barre Area SD	Luzerne	80.2%	81.5%	32.7%	19.5%	53.5%	29.9%	12.5%	37.9%	0	\$8,150	
Wyoming Area SD	Luzerne	94.2%	94.4%	51.3%	24.2%	71.7%	48.9%	27.1%	48.1%	0	\$12,315	
Wyoming Valley West SD	Luzerne	88.3%	87.8%	42.3%	18.5%	62.0%	42.2%	12.5%	44.7%	0	\$8,243	
East Lycoming SD	Lycoming	95.9%	92.3%	62.5%	53.2%	74.5%	60.1%	55.8%	60.5%	0	\$10,740	
Jersey Shore Area SD	Lycoming	86.3%	87.3%	60.3%	41.6%	63.5%	62.4%	41.8%	64.2%	0	\$12,891	
Loyalsock Township SD	Lycoming	86.7%	87.6%	59.1%	48.2%	71.5%	66.2%	48.4%	74.6%	0	\$10,687	
Montgomery Area SD	Lycoming	93.7%	88.6%	54.2%	46.9%	71.0%	64.3%	48.4%	73.3%	0	\$12,767	
Montoursville Area SD	Lycoming	93.9%	88.9%	62.9%	43.6%	68.3%	63.7%	48.4%	67.2%	0	\$11,124	
Muncy SD	Lycoming	93.2%	93.9%	64.7%	50.0%	73.0%	66.5%	54.1%	67.8%	0	\$13,289	
South Williamsport Area SD	Lycoming	89.9%	93.5%	52.0%	28.8%	60.7%	55.1%	29.8%	61.8%	0	\$11,667	
Williamsport Area SD	Lycoming	83.6%	82.5%	46.6%	39.5%	58.1%	52.7%	35.5%	44.4%	0	\$10,575	
Bradford Area SD	McKean	82.4%	83.6%	60.7%	42.5%	69.2%	58.9%	36.8%	66.6%	0	\$11,670	
Kane Area SD	McKean	94.2%	83.9%	54.8%	36.5%	67.1%	60.2%	44.9%	64.4%	0	\$10,779	
Otto-Eldred SD	McKean	94.3%	97.2%	53.0%	45.3%	60.4%	63.0%	51.2%	59.4%	0	\$13,423	
Port Allegany SD	McKean	91.8%	90.8%	40.7%	27.2%	60.5%	48.4%	21.1%	52.4%	0	\$9,762	
Smethport Area SD	McKean	90.4%	84.0%	55.4%	34.9%	66.2%	55.4%	40.2%	55.5%	0	\$11,585	
Commodore Perry SD	Mercer	90.5%	88.2%	61.9%	28.8%	64.8%	60.4%	32.7%	75.0%	0	\$12,783	
Farrell Area SD	Mercer	97.8%	92.0%	27.2%	15.9%	34.1%	29.9%	14.0%	36.3%	0	\$14,115	
Greenville Area SD	Mercer	95.5%	90.5%	50.9%	33.8%	62.7%	62.8%	35.1%	62.5%	0	\$11,900	
Grove City Area SD	Mercer	95.2%	90.2%	64.9%	50.8%	76.9%	65.2%	50.4%	63.5%	0	\$13,633	
Hermitage SD	Mercer	94.8%	95.0%	68.9%	54.1%	77.4%	71.6%	54.3%	71.1%	1	\$10,992	
Jamestown Area SD	Mercer	96.7%	95.1%	48.4%	33.7%	57.8%	56.6%	32.6%	60.2%	0	\$14,563	
Lakeview SD	Mercer	94.0%	94.0%	60.5%	45.8%	74.6%	71.0%	48.5%	62.4%	0	\$14,069	
Mercer Area SD	Mercer	93.5%	95.9%	63.6%	43.6%	65.3%	68.8%	47.7%	71.8%	0	\$11,221	
Reynolds SD	Mercer	97.6%	98.8%	48.8%	27.3%	66.5%	55.4%	32.8%	62.9%	0	\$12,217	
Sharon City SD	Mercer	82.0%	78.6%	42.4%	20.4%	53.3%	42.1%	20.1%	56.8%	0	\$10,453	
Sharpsville Area SD	Mercer	94.2%	94.8%	62.2%	40.7%	80.7%	66.5%	31.1%	67.1%	0	\$9,452	

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>									
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22									
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022									
		<b>Note:</b> Green highlight means meeting interim goal in specified category									
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>		
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>
West Middlesex Area SD	Mercer	98.5%	94.2%	55.3%	41.8%	65.4%	61.3%	46.9%	64.9%	0	\$13,301
Mifflin County SD	Mifflin	86.2%	84.3%	49.5%	28.4%	61.5%	51.6%	28.6%	53.8%	0	\$10,528
East Stroudsburg Area SD	Monroe	93.3%	94.1%	43.8%	25.5%	53.6%	46.7%	24.3%	48.6%	0	\$13,832
Pleasant Valley SD	Monroe	87.3%	87.3%	54.9%	32.0%	58.4%	59.3%	35.5%	58.7%	0	\$15,388
Pocono Mountain SD	Monroe	94.6%	93.4%	57.4%	39.2%	53.1%	48.0%	33.6%	59.0%	0	\$13,736
Stroudsburg Area SD	Monroe	88.9%	86.8%	50.1%	33.8%	62.6%	56.0%	36.2%	61.1%	0	\$14,252
Abington SD	Montgomery	95.7%	94.4%	64.0%	42.3%	72.8%	65.7%	45.4%	74.3%	0	\$14,009
Bryn Athyn SD	Montgomery									0	\$56,530
Cheltenham SD	Montgomery	94.2%	93.3%	59.0%	39.5%	56.8%	53.3%	42.2%	60.9%	0	\$17,405
Colonial SD	Montgomery	89.6%	92.3%	75.3%	57.3%	80.0%	76.3%	63.4%	74.0%	1	\$18,002
Hatboro-Horsham SD	Montgomery	97.3%	95.8%	64.9%	39.5%	66.9%	64.7%	45.0%	63.9%	0	\$17,113
Jenkintown SD	Montgomery	98.5%	100.0%	80.5%	47.0%	73.9%	72.9%	57.0%	73.5%	1	\$17,676
Lower Merion SD	Montgomery	97.5%	97.4%	85.0%	74.6%	90.3%	86.8%	75.5%	86.7%	1	\$22,589
Lower Moreland Township SD	Montgomery	96.5%	93.0%	70.9%	55.3%	74.1%	73.0%	64.2%	75.2%	1	\$15,859
Methacton SD	Montgomery	95.6%	96.8%	72.9%	51.2%	81.5%	70.8%	51.7%	75.0%	1	\$17,596
Norristown Area SD	Montgomery	75.3%	79.3%	31.6%	18.3%	39.0%	32.0%	16.9%	44.6%	0	\$10,232
North Penn SD	Montgomery	92.5%	93.4%	68.0%	49.2%	73.9%	69.7%	48.0%	70.4%	0	\$13,931
Perkiomen Valley SD	Montgomery	94.4%	94.4%	70.1%	53.3%	80.8%	77.1%	59.9%	74.6%	1	\$14,044
Pottsgrove SD	Montgomery	92.9%	90.2%	50.1%	29.7%	61.4%	59.6%	35.1%	53.6%	0	\$13,320
Pottstown SD	Montgomery	77.5%	77.7%	24.2%	11.2%	42.0%	29.6%	13.2%	39.2%	0	\$12,100
Souderton Area SD	Montgomery	92.5%	90.9%	67.9%	53.9%	74.9%	72.0%	53.5%	70.9%	1	\$14,171
Springfield Township SD	Montgomery	95.2%	96.2%	69.1%	50.9%	80.0%	63.9%	49.9%	72.9%	1	\$17,450
Spring-Ford Area SD	Montgomery	95.0%	94.2%	78.8%	59.5%	85.9%	78.8%	61.5%	82.0%	1	\$15,250
Upper Dublin SD	Montgomery	96.7%	96.8%	79.5%	67.0%	86.3%	81.4%	67.8%	83.7%	1	\$17,812
Upper Merion Area SD	Montgomery	94.0%	95.9%	67.0%	49.3%	79.6%	69.4%	51.3%	70.2%	0	\$16,914
Upper Moreland Township SD	Montgomery	96.1%	97.2%	62.7%	42.1%	74.1%	70.1%	45.8%	66.9%	0	\$13,527
Upper Perkiomen SD	Montgomery	92.9%	92.6%	55.2%	39.1%	68.1%	61.1%	43.1%	67.2%	0	\$13,640

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>											
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22											
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022											
		<b>Note:</b> Green highlight means meeting interim goal in specified category											
School District	County	Interim Goals:		86.8%	87.3%	66.7%	50.4%	69.6%	67.9%	52.2%	70.8%	Model District Indicator	Current Expenditures per Weighted Student <sup>1</sup>
		2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology				
Wissahickon SD	Montgomery	97.2%	94.7%	78.4%	61.5%	79.4%	82.6%	66.3%	85.1%	1	\$16,879		
Danville Area SD	Montour	93.0%	92.9%	68.9%	51.4%	78.7%	71.5%	53.6%	77.8%	1	\$13,510		
Bangor Area SD	Northampton	80.1%	87.0%	61.0%	51.1%	69.1%	61.6%	42.4%	66.6%	0	\$12,821		
Bethlehem Area SD	Northampton	81.8%	84.0%	51.7%	32.8%	47.8%	50.8%	28.0%	52.0%	0	\$11,487		
Easton Area SD	Northampton	87.5%	82.2%	45.2%	32.1%	53.5%	48.5%	30.6%	51.0%	0	\$12,988		
Nazareth Area SD	Northampton	93.7%	95.0%	63.7%	46.1%	75.2%	70.7%	53.4%	77.9%	1	\$14,081		
Northampton Area SD	Northampton	88.6%	89.7%	55.6%	47.7%	81.3%	59.6%	42.4%	61.7%	0	\$13,174		
Pen Argyl Area SD	Northampton	95.1%	95.3%	56.5%	38.4%	62.5%	58.2%	41.8%	59.5%	0	\$13,752		
Saucon Valley SD	Northampton	94.8%	93.6%	66.4%	57.5%	71.4%	71.7%	50.8%	73.4%	0	\$17,503		
Wilson Area SD	Northampton	94.6%	94.4%	53.6%	28.5%	61.2%	63.3%	39.7%	61.1%	0	\$10,516		
Line Mountain SD	Northumberland	96.1%	95.5%	60.4%	31.6%	69.4%	64.1%	28.3%	74.5%	0	\$12,233		
Milton Area SD	Northumberland	89.1%	89.2%	56.1%	38.8%	68.2%	57.5%	40.4%	68.8%	0	\$11,212		
Mount Carmel Area SD	Northumberland	81.3%	72.0%	36.1%	19.9%	60.7%	42.7%	29.0%	56.5%	0	\$8,384		
Shamokin Area SD	Northumberland	85.6%	85.8%	40.0%	19.6%	46.0%	43.6%	21.3%	49.3%	0	\$9,122		
Shikellamy SD	Northumberland	75.5%	77.3%	46.6%	33.4%	67.4%	45.5%	31.9%	61.8%	0	\$10,299		
Warrior Run SD	Northumberland	88.5%	92.0%	55.9%	39.9%	65.0%	57.5%	45.8%	65.1%	0	\$10,814		
Greenwood SD	Perry	88.1%	95.2%	67.7%	49.6%	81.9%	73.6%	45.4%	75.7%	0	\$11,628		
Newport SD	Perry	84.3%	91.3%	46.7%	37.7%	66.7%	53.9%	34.3%	65.8%	0	\$12,051		
Susquenita SD	Perry	89.6%	85.4%	54.4%	34.8%	74.1%	55.2%	30.1%	58.3%	0	\$11,666		
West Perry SD	Perry	89.7%	89.6%	60.0%	36.5%	72.4%	58.7%	40.7%	55.4%	0	\$13,282		
Philadelphia City SD	Philadelphia	67.9%	68.7%	29.1%	22.8%	43.2%	36.8%	17.8%	33.5%	0	\$10,024		
Delaware Valley SD	Pike	90.2%	91.5%	66.2%	40.9%	75.6%	72.3%	42.2%	73.1%	0	\$13,759		
Wallenpaupack Area SD	Pike	92.3%	89.3%	59.1%	38.9%	63.2%	59.0%	42.1%	67.9%	0	\$17,795		
Austin Area SD	Potter	92.3%	100.0%	44.6%	30.7%	41.7%	50.6%	43.7%	62.9%	0	\$16,878		
Coudersport Area SD	Potter	90.6%	87.7%	42.5%	31.2%	60.3%	56.6%	33.6%	60.2%	0	\$11,785		
Galeton Area SD	Potter	66.7%	82.4%	42.5%	28.5%	50.0%	47.8%	36.3%	58.4%	0	\$11,738		
Northern Potter SD	Potter	83.8%	93.1%	43.9%	28.8%	61.9%	47.7%	31.9%	64.8%	0	\$12,833		

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>									
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22									
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022									
		<b>Note:</b> Green highlight means meeting interim goal in specified category									
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>		
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>
Oswayo Valley SD	Potter	95.7%	91.3%	66.3%	48.3%	64.5%	60.6%	43.5%	66.6%	0	\$12,368
Blue Mountain SD	Schuylkill	92.8%	94.6%	67.4%	42.7%	72.6%	63.5%	40.5%	72.4%	0	\$12,634
Mahanoy Area SD	Schuylkill	84.0%	77.8%	31.2%	10.9%	46.7%	32.2%	11.6%	45.7%	0	\$10,282
Minersville Area SD	Schuylkill	89.7%	76.7%	50.1%	21.6%	52.0%	51.2%	21.9%	54.5%	0	\$9,702
North Schuylkill SD	Schuylkill	81.3%	86.3%	48.4%	19.1%	64.1%	48.0%	23.6%	53.4%	0	\$10,516
Pine Grove Area SD	Schuylkill	94.9%	86.5%	56.9%	35.0%	61.6%	60.7%	39.4%	57.2%	0	\$11,595
Pottsville Area SD	Schuylkill	89.8%	89.2%	47.9%	29.3%	56.8%	54.1%	36.0%	55.1%	0	\$10,077
Saint Clair Area SD	Schuylkill			49.2%	31.8%	63.7%	47.5%	37.7%	63.5%	0	\$9,302
Schuylkill Haven Area SD	Schuylkill	91.0%	86.8%	56.6%	28.3%	53.4%	62.4%	37.1%	61.7%	0	\$12,662
Shenandoah Valley SD	Schuylkill	87.2%	80.9%	39.8%	19.5%	43.3%	39.8%	17.1%	38.4%	0	\$8,499
Tamaqua Area SD	Schuylkill	91.1%	87.3%	53.5%	31.1%	63.4%	46.1%	30.5%	64.2%	0	\$9,744
Tri-Valley SD	Schuylkill	95.4%	94.1%	49.4%	24.8%	66.9%	46.3%	25.5%	54.8%	0	\$10,220
Williams Valley SD	Schuylkill	84.4%	77.9%	44.2%	16.7%	54.4%	38.8%	18.0%	40.0%	0	\$11,388
Midd-West SD	Snyder	94.3%	88.1%	55.5%	41.5%	78.5%	58.5%	47.1%	65.2%	0	\$11,589
Selinsgrove Area SD	Snyder	89.1%	83.9%	60.2%	46.5%	70.2%	61.9%	50.0%	64.7%	0	\$12,333
Berlin Brothersvalley SD	Somerset	97.3%	96.3%	56.8%	42.7%	77.7%	61.8%	47.3%	78.5%	0	\$11,443
Conemaugh Township Area S	Somerset	91.2%	92.4%	76.4%	60.0%	74.5%	74.9%	63.0%	78.6%	1	\$11,373
Meyersdale Area SD	Somerset	91.1%	87.1%	63.8%	36.9%	59.2%	64.7%	40.5%	64.0%	0	\$12,943
North Star SD	Somerset	97.4%	97.3%	59.6%	37.0%	65.9%	60.1%	43.5%	62.6%	0	\$11,703
Rockwood Area SD	Somerset	94.3%	93.3%	65.4%	33.9%	70.6%	68.5%	44.7%	74.4%	0	\$11,657
Salisbury-Elk Lick SD	Somerset	100.0%	90.9%	48.6%	39.0%	65.9%	48.6%	31.4%	60.0%	0	\$12,850
Shade-Central City SD	Somerset	88.6%	92.7%	41.4%	39.3%	46.7%	50.9%	42.4%	66.0%	0	\$11,417
Shanksville-Stonycreek SD	Somerset	100.0%	96.2%	56.7%	35.9%	71.8%	59.3%	27.8%	64.4%	0	\$15,272
Somerset Area SD	Somerset	89.0%	91.1%	61.9%	40.6%	73.0%	66.8%	45.8%	62.7%	0	\$13,154
Turkeyfoot Valley Area SD	Somerset	96.6%	81.5%	35.4%	25.4%	32.1%	37.4%	23.1%	43.5%	0	\$11,340
Windber Area SD	Somerset	93.9%	94.8%	61.0%	45.8%	74.6%	64.5%	46.1%	63.1%	0	\$9,998
Sullivan County SD	Sullivan	88.2%	93.8%	45.3%	29.4%	59.8%	57.2%	29.3%	65.6%	0	\$14,965



Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>									
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22									
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022									
		<b>Note:</b> Green highlight means meeting interim goal in specified category									
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>		
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>
Blue Ridge SD	Susquehanna	92.2%	83.3%	56.3%	30.3%	67.2%	60.1%	34.4%	66.7%	0	\$13,460
Elk Lake SD	Susquehanna	91.8%	82.5%	51.3%	31.3%	58.2%	53.3%	32.6%	56.0%	0	\$12,443
Forest City Regional SD	Susquehanna	92.6%	90.7%	52.2%	36.4%	67.8%	53.4%	40.7%	62.3%	0	\$12,923
Montrose Area SD	Susquehanna	87.4%	90.3%	62.5%	36.9%	73.2%	63.8%	38.6%	72.2%	0	\$15,225
Mountain View SD	Susquehanna	88.7%	83.3%	50.6%	29.7%	69.4%	58.2%	35.3%	70.0%	0	\$14,942
Susquehanna Community SD	Susquehanna	90.0%	91.7%	50.3%	30.6%	56.2%	57.9%	31.3%	60.1%	0	\$13,598
Northern Tioga SD	Tioga	89.0%	83.4%	54.1%	34.0%	69.6%	53.2%	33.9%	66.4%	0	\$10,276
Southern Tioga SD	Tioga	87.7%	87.7%	45.7%	25.3%	54.9%	47.9%	30.1%	65.5%	0	\$11,661
Wellsboro Area SD	Tioga	92.0%	90.1%	58.4%	36.9%	65.9%	63.2%	41.9%	67.4%	0	\$11,618
Lewisburg Area SD	Union	96.1%	94.8%	75.0%	65.4%	78.5%	79.0%	65.2%	78.0%	1	\$13,536
Mifflinburg Area SD	Union	91.4%	85.9%	62.8%	41.5%	65.2%	64.2%	46.8%	67.2%	0	\$12,861
Cranberry Area SD	Venango	94.9%	95.0%	52.4%	32.9%	66.3%	54.5%	33.2%	65.4%	0	\$10,596
Franklin Area SD	Venango	87.3%	95.2%	46.7%	29.2%	63.8%	43.5%	24.1%	54.1%	0	\$11,453
Oil City Area SD	Venango	93.7%	85.4%	47.6%	20.5%	62.9%	48.1%	26.1%	55.8%	0	\$11,967
Titusville Area SD	Venango	82.5%	85.0%	55.8%	35.0%	57.2%	49.9%	32.4%	55.0%	0	\$11,118
Valley Grove SD	Venango	96.6%	93.8%	58.2%	37.6%	70.4%	59.0%	40.9%	63.7%	0	\$11,794
Warren County SD	Warren	87.3%	88.0%	44.3%	28.1%	59.7%	49.7%	27.2%	57.4%	0	\$12,821
Avella Area SD	Washington	97.8%	95.2%	58.5%	36.3%	70.5%	63.1%	30.2%	63.4%	0	\$14,309
Bentworth SD	Washington	95.3%	92.0%	68.2%	35.5%	67.9%	67.0%	38.0%	73.5%	0	\$11,127
Bethlehem-Center SD	Washington	91.0%	92.1%	38.6%	17.9%	65.1%	45.7%	21.4%	54.9%	0	\$11,720
Burgettstown Area SD	Washington	91.4%	90.4%	48.7%	22.4%	58.1%	55.4%	32.3%	62.9%	0	\$13,153
California Area SD	Washington	92.1%	93.2%	59.5%	32.2%	66.0%	58.3%	24.5%	59.2%	0	\$11,252
Canon-McMillan SD	Washington	96.2%	95.0%	73.1%	50.0%	77.7%	75.6%	55.8%	72.7%	1	\$11,028
Charleroi SD	Washington	88.7%	89.0%	50.7%	20.0%	57.3%	55.1%	23.1%	54.6%	0	\$10,089
Chartiers-Houston SD	Washington	89.4%	94.6%	68.7%	41.2%	73.5%	69.6%	51.6%	73.3%	0	\$13,021
Fort Cherry SD	Washington	96.3%	97.1%	62.7%	34.4%	75.6%	71.5%	39.3%	75.0%	0	\$13,521
McGuffey SD	Washington	90.6%	96.2%	50.1%	26.2%	54.4%	60.9%	31.8%	60.0%	0	\$13,239

Appendix A:  
List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>										
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22										
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022										
		<b>Note:</b> Green highlight means meeting interim goal in specified category										
	<b>Interim Goals:</b>	<b>86.8%</b>	<b>87.3%</b>	<b>66.7%</b>	<b>50.4%</b>	<b>69.6%</b>	<b>67.9%</b>	<b>52.2%</b>	<b>70.8%</b>			
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>	
Peters Township SD	Washington	98.1%	98.6%	86.1%	71.5%	91.1%	88.1%	74.8%	84.4%	1	\$14,180	
Ringgold SD	Washington	91.0%	92.0%	36.5%	19.6%	52.2%	42.1%	23.7%	47.0%	0	\$10,195	
Trinity Area SD	Washington	92.9%	93.5%	62.3%	39.4%	68.6%	66.8%	49.8%	70.0%	0	\$12,550	
Washington SD	Washington	80.4%	82.7%	37.8%	17.3%	53.5%	43.3%	18.8%	49.3%	0	\$10,976	
Wayne Highlands SD	Wayne	90.0%	83.4%	65.1%	49.4%	75.4%	69.3%	56.3%	75.9%	0	\$15,359	
Western Wayne SD	Wayne	91.3%	92.1%	64.3%	40.7%	65.8%	65.8%	38.2%	61.7%	0	\$17,004	
Belle Vernon Area SD	Westmoreland	91.0%	90.2%	56.4%	34.1%	68.3%	62.1%	38.0%	67.6%	0	\$10,735	
Burrell SD	Westmoreland	96.0%	94.4%	53.6%	38.3%	65.5%	52.6%	36.1%	61.1%	0	\$12,609	
Derry Area SD	Westmoreland	92.4%	83.9%	62.2%	42.0%	68.1%	66.4%	44.0%	64.1%	0	\$11,806	
Franklin Regional SD	Westmoreland	96.5%	97.0%	78.1%	62.3%	85.3%	80.3%	62.1%	76.4%	1	\$13,783	
Greater Latrobe SD	Westmoreland	95.8%	95.7%	62.5%	53.1%	73.1%	72.7%	52.6%	80.0%	1	\$11,178	
Greensburg Salem SD	Westmoreland	86.7%	84.6%	53.2%	31.6%	62.1%	60.2%	40.4%	53.8%	0	\$11,236	
Hempfield Area SD	Westmoreland	93.5%	92.6%	65.2%	51.3%	70.7%	70.0%	52.7%	73.2%	1	\$12,376	
Jeannette City SD	Westmoreland	78.4%	83.1%	48.8%	25.4%	56.9%	55.0%	32.9%	45.2%	0	\$10,637	
Kiski Area SD	Westmoreland	95.1%	94.9%	60.5%	33.3%	69.0%	65.9%	43.2%	78.1%	0	\$11,508	
Ligonier Valley SD	Westmoreland	93.7%	93.9%	58.5%	27.9%	68.1%	63.5%	30.2%	54.9%	0	\$13,533	
Monessen City SD	Westmoreland	85.5%	88.5%	16.3%	5.3%	37.1%	25.9%	5.1%	20.2%	0	\$12,054	
Mount Pleasant Area SD	Westmoreland	89.9%	90.2%	50.6%	25.2%	61.4%	58.5%	37.5%	60.9%	0	\$11,432	
New Kensington-Arnold SD	Westmoreland	72.6%	62.6%	30.7%	16.0%	41.4%	32.8%	19.3%	39.4%	0	\$10,535	
Norwin SD	Westmoreland	95.3%	94.7%	77.1%	61.0%	82.1%	81.4%	63.9%	81.8%	1	\$10,568	
Penn-Trafford SD	Westmoreland	97.6%	98.2%	79.2%	61.3%	82.2%	85.8%	68.9%	82.1%	1	\$13,015	
Southmoreland SD	Westmoreland	87.1%	78.9%	50.6%	28.5%	64.4%	53.9%	40.6%	61.4%	0	\$10,802	
Yough SD	Westmoreland	89.0%	98.1%	51.2%	28.6%	65.8%	60.3%	34.4%	67.8%	0	\$11,100	
Lackawanna Trail SD	Wyoming	89.3%	97.5%	54.0%	39.2%	65.9%	58.1%	39.1%	60.9%	0	\$13,154	
Tunkhannock Area SD	Wyoming	88.5%	88.4%	42.7%	29.4%	64.5%	52.3%	33.0%	58.5%	0	\$14,640	
Central York SD	York	93.9%	94.1%	58.0%	33.9%	57.4%	58.4%	34.5%	57.4%	0	\$12,245	
Dallastown Area SD	York	94.1%	95.9%	64.6%	48.1%	72.3%	65.4%	47.2%	68.7%	0	\$12,003	

Appendix A:

List of Graduation Rates and Proficiency Rates by School District

		<b>A school district is identified as a model district if it:</b>												
		- meets the interim graduation rate goal in <u>both</u> 20/21 and 21/22												
		- meets the interim proficiency goal in <u>either</u> 2021 or 2022												
		<b>Note:</b> Green highlight means meeting interim goal in specified category												
		<b>Interim Goals:</b>			86.8%	87.3%	66.7%	50.4%	69.6%	67.9%	52.2%	70.8%		
School District	County	2020/21 Grad. Rates	2021/22 Grad. Rates	2021 Prof. ELA Literature	2021 Prof. Math Algebra	2021 Prof. Science Biology	2022 Prof. ELA Literature	2022 Prof. Math Algebra	2022 Prof. Science Biology	Model District Indic- ator	Current Expenditures per Weighted Student <sup>1</sup>			
Dover Area SD	York	87.0%	85.4%	55.3%	40.2%	61.9%	59.7%	41.7%	68.6%	0	\$12,283			
Eastern York SD	York	83.8%	84.6%	65.0%	41.3%	65.5%	64.9%	40.9%	66.0%	0	\$12,472			
Hanover Public SD	York	83.1%	87.1%	54.7%	34.5%	63.0%	61.7%	40.5%	67.4%	0	\$9,327			
Northeastern York SD	York	86.1%	87.9%	64.3%	46.5%	75.5%	65.7%	44.8%	68.6%	0	\$12,387			
Northern York County SD	York	92.1%	92.0%	57.5%	36.0%	67.7%	64.1%	43.3%	60.9%	0	\$11,695			
Red Lion Area SD	York	85.2%	85.5%	50.1%	36.4%	66.0%	48.7%	35.1%	62.8%	0	\$11,680			
South Eastern SD	York	95.5%	90.0%	60.8%	42.1%	67.4%	66.7%	43.2%	68.3%	0	\$15,370			
South Western SD	York	93.1%	95.1%	56.2%	38.2%	66.4%	62.3%	38.4%	63.6%	0	\$12,057			
Southern York County SD	York	94.9%	94.3%	58.4%	39.2%	68.4%	66.9%	48.6%	74.6%	0	\$12,752			
Spring Grove Area SD	York	93.9%	93.0%	66.0%	46.5%	76.5%	68.3%	50.1%	67.9%	0	\$12,883			
West Shore SD	York	91.9%	91.5%	56.1%	37.0%	66.9%	60.4%	40.5%	60.9%	0	\$11,707			
West York Area SD	York	92.7%	86.2%	46.1%	30.3%	58.9%	50.1%	31.7%	49.9%	0	\$12,543			
York City SD	York	62.7%	60.3%	15.3%	3.6%	20.3%	17.9%	6.6%	20.3%	0	\$9,243			
York Suburban SD	York	87.5%	87.4%	74.4%	55.3%	81.8%	77.1%	52.3%	72.0%	1	\$12,882			
										# of model districts:				
Source: BEFC analysis of PA Dept. of Education data										75				
Interim Goals: <a href="https://www.education.pa.gov/K-12/ESSA/ESSAReportCard/Goals/Pages/default.aspx">https://www.education.pa.gov/K-12/ESSA/ESSAReportCard/Goals/Pages/default.aspx</a>										median <sup>2</sup> CE per WS of model districts:				
Graduation Rates: <a href="https://www.education.pa.gov/DataAndReporting/Pages/HighSchoolGraduation.aspx">https://www.education.pa.gov/DataAndReporting/Pages/HighSchoolGraduation.aspx</a>										\$13,704				
Proficiency Rates: <a href="https://www.education.pa.gov/DataAndReporting/Assessments/Pages/default.aspx">https://www.education.pa.gov/DataAndReporting/Assessments/Pages/default.aspx</a>														
<sup>1</sup> See comments in the "adequacy target methodology" subsection of the report for more information on the weighted student count														
<sup>2</sup> Median excludes high spend outliers more than one standard deviation above the average														



## Appendix B – List of Identified Adequacy Gaps by School District Using Described Methodology

Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

School District	County	Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
		State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Bermudian Springs SD	Adams	\$5,499,590	\$0	18%	\$7,414,686	\$142,472	\$785,656	\$928,128
Conewago Valley SD	Adams	\$17,377,226	\$2,461,361	32%	\$12,133,963	\$419,459	\$2,834,084	\$3,253,543
Fairfield Area SD	Adams	\$1,432,393	\$0	8%	\$4,098,693	\$73,809	\$204,628	\$278,436
Gettysburg Area SD	Adams	\$984,771	\$0	2%	\$9,859,712	\$269,177	\$140,682	\$409,859
Littlestown Area SD	Adams	\$4,979,550	\$111,062	15%	\$7,594,831	\$140,804	\$727,230	\$868,034
Upper Adams SD	Adams	\$7,928,034	\$2,772,808	39%	\$8,438,241	\$218,085	\$1,528,692	\$1,746,777
Allegheny Valley SD	Allegheny	\$0	\$859,228	4%	\$3,194,259	\$85,527	\$122,747	\$208,274
Avonworth SD	Allegheny	\$0	\$0	0%	\$3,565,209	\$107,662	\$0	\$107,662
Baldwin-Whitehall SD	Allegheny	\$24,338,989	\$5,789,180	46%	\$13,181,896	\$401,328	\$4,304,024	\$4,705,352
Bethel Park SD	Allegheny	\$0	\$4,260,695	5%	\$10,137,725	\$172,171	\$608,671	\$780,842
Brentwood Borough SD	Allegheny	\$1,277,303	\$6,101,330	31%	\$6,798,668	\$176,629	\$1,054,091	\$1,230,719
Carlynton SD	Allegheny	\$0	\$4,479,662	14%	\$5,225,388	\$122,780	\$639,952	\$762,732
Chartiers Valley SD	Allegheny	\$0	\$0	0%	\$6,584,300	\$200,669	\$0	\$200,669
Clairton City SD	Allegheny	\$1,756,493	\$797,461	13%	\$9,869,060	\$247,773	\$364,851	\$612,624
Cornell SD	Allegheny	\$0	\$1,857,131	12%	\$2,279,610	\$63,774	\$265,304	\$329,078
Deer Lakes SD	Allegheny	\$121,891	\$2,314,800	7%	\$7,024,296	\$127,724	\$348,099	\$475,823
Duquesne City SD	Allegheny	\$1,659,658	\$0	8%	\$14,537,262	\$277,761	\$237,094	\$514,855
East Allegheny SD	Allegheny	\$4,679,499	\$5,546,066	29%	\$12,018,362	\$411,815	\$1,460,795	\$1,872,610
Elizabeth Forward SD	Allegheny	\$1,264,800	\$5,799,927	17%	\$11,373,619	\$223,421	\$1,009,247	\$1,232,668
Fox Chapel Area SD	Allegheny	\$0	\$0	0%	\$5,549,033	\$246,083	\$0	\$246,083
Gateway SD	Allegheny	\$147,956	\$7,731,213	11%	\$10,374,393	\$317,947	\$1,125,596	\$1,443,542
Hampton Township SD	Allegheny	\$0	\$0	0%	\$5,981,482	\$126,024	\$0	\$126,024
Highlands SD	Allegheny	\$6,295,877	\$4,550,223	25%	\$14,594,119	\$340,920	\$1,549,443	\$1,890,363
Keystone Oaks SD	Allegheny	\$0	\$624,985	2%	\$6,120,937	\$136,570	\$89,284	\$225,853
McKeesport Area SD	Allegheny	\$24,920,691	\$1,795,663	40%	\$36,313,932	\$979,311	\$3,816,622	\$4,795,933
Montour SD	Allegheny	\$0	\$0	0%	\$5,761,664	\$191,404	\$0	\$191,404
Moon Area SD	Allegheny	\$0	\$5,216,951	7%	\$8,958,758	\$281,196	\$745,279	\$1,026,475
Mt Lebanon SD	Allegheny	\$0	\$4,582,806	5%	\$8,271,473	\$239,466	\$654,687	\$894,153
North Allegheny SD	Allegheny	\$0	\$0	0%	\$12,831,362	\$395,006	\$0	\$395,006
North Hills SD	Allegheny	\$2,810,758	\$0	4%	\$8,940,764	\$311,980	\$401,537	\$713,517
Northgate SD	Allegheny	\$9,050	\$3,180,031	12%	\$4,744,271	\$87,702	\$455,583	\$543,285
Penn Hills SD	Allegheny	\$9,667,091	\$18,243,694	34%	\$20,653,436	\$468,007	\$3,987,255	\$4,455,262
Pine-Richland SD	Allegheny	\$0	\$0	0%	\$6,364,676	\$176,635	\$0	\$176,635
Pittsburgh SD	Allegheny	\$0	\$0	0%	\$177,716,944	\$2,348,790	\$0	\$2,348,790
Plum Borough SD	Allegheny	\$7,103,773	\$1,417,629	15%	\$14,391,624	\$175,851	\$1,217,343	\$1,393,194
Quaker Valley SD	Allegheny	\$0	\$0	0%	\$2,566,601	\$135,692	\$0	\$135,692

Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

School District	County	Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
		State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Riverview SD	Allegheny	\$0	\$860,161	4%	\$3,644,359	\$79,127	\$122,880	\$202,008
Shaler Area SD	Allegheny	\$0	\$5,495,540	6%	\$13,301,553	\$247,148	\$785,077	\$1,032,225
South Allegheny SD	Allegheny	\$6,938,912	\$932,911	28%	\$11,858,158	\$190,739	\$1,124,546	\$1,315,285
South Fayette Township SD	Allegheny	\$1,865	\$11,363,543	20%	\$5,044,518	\$259,575	\$1,623,630	\$1,883,205
South Park SD	Allegheny	\$1,536,775	\$4,764,581	19%	\$7,245,263	\$117,987	\$900,194	\$1,018,180
Steel Valley SD	Allegheny	\$0	\$5,929,209	15%	\$12,135,515	\$283,509	\$847,030	\$1,130,539
Sto-Rox SD	Allegheny	\$19,046,811	\$2,384,876	73%	\$15,836,901	\$564,028	\$3,061,670	\$3,625,697
Upper St. Clair SD	Allegheny	\$0	\$6,679,042	8%	\$5,665,586	\$156,569	\$954,149	\$1,110,718
West Allegheny SD	Allegheny	\$0	\$1,352,193	2%	\$7,849,961	\$254,350	\$193,170	\$447,520
West Jefferson Hills SD	Allegheny	\$2,998,624	\$6,651,384	18%	\$7,604,904	\$216,757	\$1,378,573	\$1,595,330
West Mifflin Area SD	Allegheny	\$4,492,419	\$10,782,268	31%	\$11,412,459	\$365,177	\$2,182,098	\$2,547,275
Wilkinsburg Borough SD	Allegheny	\$1,327,363	\$2,486,428	12%	\$13,120,892	\$236,672	\$544,827	\$781,499
Woodland Hills SD	Allegheny	\$19,705,522	\$14,650,849	35%	\$22,139,576	\$604,940	\$4,908,053	\$5,512,993
Apollo-Ridge SD	Armstrong	\$447,059	\$1,567,817	8%	\$9,533,995	\$160,593	\$287,839	\$448,432
Armstrong SD	Armstrong	\$6,470,794	\$790,637	8%	\$34,412,105	\$592,702	\$1,037,347	\$1,630,049
Freeport Area SD	Armstrong	\$3,160,618	\$0	10%	\$7,910,688	\$135,728	\$451,517	\$587,245
Leechburg Area SD	Armstrong	\$100,585	\$1,723,393	13%	\$4,691,786	\$67,790	\$260,568	\$328,359
Aliquippa SD	Beaver	\$9,862,795	\$1,102,498	45%	\$14,129,728	\$470,566	\$1,566,470	\$2,037,036
Ambridge Area SD	Beaver	\$12,169,496	\$103,985	28%	\$12,671,783	\$221,301	\$1,753,354	\$1,974,655
Beaver Area SD	Beaver	\$4,732,340	\$0	15%	\$6,797,246	\$166,158	\$676,049	\$842,207
Big Beaver Falls Area SD	Beaver	\$13,282,187	\$418,407	45%	\$15,473,942	\$402,038	\$1,957,228	\$2,359,266
Blackhawk SD	Beaver	\$3,502,096	\$0	9%	\$10,214,153	\$128,336	\$500,299	\$628,635
Central Valley SD	Beaver	\$3,615,229	\$0	10%	\$9,801,918	\$149,246	\$516,461	\$665,708
Freedom Area SD	Beaver	\$8,104,921	\$0	35%	\$9,061,010	\$108,111	\$1,157,846	\$1,265,957
Hopewell Area SD	Beaver	\$353,669	\$0	1%	\$10,748,055	\$123,548	\$50,524	\$174,072
Midland Borough SD	Beaver	\$1,299,080	\$0	20%	\$3,765,584	\$47,431	\$185,583	\$233,014
New Brighton Area SD	Beaver	\$9,569,511	\$37,251	38%	\$12,828,151	\$195,533	\$1,372,395	\$1,567,928
Riverside Beaver County SD	Beaver	\$2,760,196	\$0	12%	\$8,353,562	\$69,942	\$394,314	\$464,256
Rochester Area SD	Beaver	\$156,797	\$871,417	5%	\$7,938,855	\$163,715	\$146,888	\$310,603
South Side Area SD	Beaver	\$0	\$0	0%	\$10,730,269	\$62,520	\$0	\$62,520
Western Beaver County SD	Beaver	\$0	\$0	0%	\$6,048,528	\$57,274	\$0	\$57,274
Bedford Area SD	Bedford	\$2,511,400	\$0	8%	\$8,785,469	\$159,843	\$358,771	\$518,614
Chestnut Ridge SD	Bedford	\$1,878,470	\$0	9%	\$9,187,892	\$104,480	\$268,353	\$372,832
Everett Area SD	Bedford	\$5,186,805	\$0	27%	\$7,536,361	\$169,454	\$740,972	\$910,426
Northern Bedford County SD	Bedford	\$1,939,708	\$0	14%	\$6,372,544	\$71,071	\$277,101	\$348,173
Tussey Mountain SD	Bedford	\$3,341,869	\$0	20%	\$8,567,910	\$120,315	\$477,410	\$597,725

Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

School District	County	Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
		State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
<b>Statewide Total:</b>		<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Antietam SD	Berks	\$7,956,283	\$4,534,020	65%	\$5,866,439	\$205,970	\$1,784,329	\$1,990,299
Boyertown Area SD	Berks	\$13,956,966	\$908,353	13%	\$18,765,266	\$444,250	\$2,123,617	\$2,567,867
Brandywine Heights Area SD	Berks	\$0	\$1,924,354	6%	\$4,837,594	\$93,567	\$274,908	\$368,474
Conrad Weiser Area SD	Berks	\$0	\$4,442,570	9%	\$7,962,767	\$203,613	\$634,653	\$838,266
Daniel Boone Area SD	Berks	\$3,843,456	\$5,020,154	16%	\$9,976,544	\$181,456	\$1,266,230	\$1,447,686
Exeter Township SD	Berks	\$5,459,030	\$12,107,008	24%	\$11,251,467	\$290,183	\$2,509,434	\$2,799,617
Fleetwood Area SD	Berks	\$8,737	\$3,891,992	9%	\$7,105,682	\$133,638	\$557,247	\$690,885
Governor Mifflin SD	Berks	\$17,541,695	\$2,366,825	29%	\$8,806,983	\$317,382	\$2,844,074	\$3,161,456
Hamburg Area SD	Berks	\$2,109,288	\$0	5%	\$8,388,360	\$196,330	\$301,327	\$497,657
Kutztown Area SD	Berks	\$0	\$592,022	2%	\$4,433,052	\$117,246	\$84,575	\$201,821
Muhlenberg SD	Berks	\$24,944,158	\$9,745,650	56%	\$10,032,445	\$543,095	\$4,955,687	\$5,498,782
Oley Valley SD	Berks	\$0	\$426,188	1%	\$4,397,486	\$74,515	\$60,884	\$135,399
Reading SD	Berks	\$266,165,402	\$5,266,270	101%	\$201,949,815	\$6,934,827	\$38,775,953	\$45,710,780
Schuylkill Valley SD	Berks	\$1,118,360	\$1,282,977	6%	\$4,057,888	\$170,468	\$343,048	\$513,516
Tulpehocken Area SD	Berks	\$0	\$0	0%	\$5,127,644	\$125,735	\$0	\$125,735
Twin Valley SD	Berks	\$1,095,921	\$1,942,865	5%	\$7,647,186	\$250,831	\$434,112	\$684,943
Wilson SD	Berks	\$17,340,386	\$2,847,717	19%	\$12,595,243	\$575,512	\$2,884,015	\$3,459,527
Wyomissing Area SD	Berks	\$0	\$1,252,393	3%	\$2,922,579	\$165,288	\$178,913	\$344,201
Altoona Area SD	Blair	\$40,590,716	\$0	36%	\$48,211,372	\$832,707	\$5,798,674	\$6,631,381
Bellwood-Antis SD	Blair	\$1,912,692	\$0	10%	\$7,611,412	\$84,863	\$273,242	\$358,105
Claysburg-Kimmel SD	Blair	\$3,733,802	\$0	28%	\$6,372,789	\$104,933	\$533,400	\$638,333
Holidaysburg Area SD	Blair	\$3,935,449	\$0	8%	\$13,513,770	\$217,202	\$562,207	\$779,409
Spring Cove SD	Blair	\$5,414,258	\$0	21%	\$8,719,870	\$130,773	\$773,465	\$904,238
Tyrone Area SD	Blair	\$2,602,588	\$0	10%	\$10,266,653	\$130,218	\$371,798	\$502,016
Williamsburg Community SD	Blair	\$2,384,512	\$0	30%	\$4,059,233	\$65,716	\$340,645	\$406,361
Athens Area SD	Bradford	\$1,124,297	\$1,252,673	6%	\$13,651,386	\$270,729	\$339,567	\$610,296
Canton Area SD	Bradford	\$1,508,490	\$0	9%	\$8,332,883	\$130,639	\$215,499	\$346,137
Northeast Bradford SD	Bradford	\$728,449	\$0	5%	\$6,466,118	\$75,508	\$104,064	\$179,573
Sayre Area SD	Bradford	\$840,470	\$1,214,177	10%	\$7,199,123	\$168,023	\$293,521	\$461,544
Towanda Area SD	Bradford	\$8,026,569	\$0	31%	\$9,353,693	\$275,942	\$1,146,653	\$1,422,594
Troy Area SD	Bradford	\$4,710,859	\$0	19%	\$10,700,697	\$167,025	\$672,980	\$840,005
Wyalusing Area SD	Bradford	\$4,004,120	\$0	17%	\$8,518,519	\$158,263	\$572,017	\$730,280
Bensalem Township SD	Bucks	\$23,447,150	\$0	16%	\$20,249,846	\$904,228	\$3,349,593	\$4,253,821
Bristol Borough SD	Bucks	\$3,344,424	\$0	13%	\$7,822,612	\$150,780	\$477,775	\$628,555
Bristol Township SD	Bucks	\$23,531,016	\$21,939,593	33%	\$26,549,632	\$715,342	\$6,495,801	\$7,211,143
Centennial SD	Bucks	\$0	\$0	0%	\$15,145,901	\$336,747	\$0	\$336,747

Appendix B  
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	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Central Bucks SD	Bucks	\$0	\$0	0%	\$22,833,667	\$680,849	\$0	\$680,849
Council Rock SD	Bucks	\$0	\$0	0%	\$17,060,361	\$316,225	\$0	\$316,225
Morrisville Borough SD	Bucks	\$0	\$1,318,043	6%	\$3,466,211	\$49,023	\$188,292	\$237,315
Neshaminy SD	Bucks	\$4,073,490	\$0	2%	\$18,172,021	\$557,807	\$581,927	\$1,139,734
New Hope-Solebury SD	Bucks	\$0	\$0	0%	\$1,407,545	\$31,519	\$0	\$31,519
Palisades SD	Bucks	\$0	\$0	0%	\$3,298,077	\$47,634	\$0	\$47,634
Pennridge SD	Bucks	\$2,725,661	\$0	2%	\$13,220,870	\$381,769	\$389,380	\$771,149
Pennsbury SD	Bucks	\$0	\$0	0%	\$19,831,499	\$474,286	\$0	\$474,286
Quakertown Community SD	Bucks	\$42,562	\$4,092,068	4%	\$13,078,421	\$403,384	\$590,661	\$994,046
Butler Area SD	Butler	\$15,769,117	\$0	16%	\$28,942,934	\$447,325	\$2,252,731	\$2,700,056
Karns City Area SD	Butler	\$1,601,448	\$0	7%	\$10,578,984	\$114,259	\$228,778	\$343,038
Knoch SD	Butler	\$0	\$0	0%	\$8,685,835	\$127,439	\$0	\$127,439
Mars Area SD	Butler	\$0	\$0	0%	\$7,092,075	\$137,833	\$0	\$137,833
Moniteau SD	Butler	\$1,506,363	\$0	7%	\$8,502,699	\$102,005	\$215,195	\$317,200
Seneca Valley SD	Butler	\$0	\$0	0%	\$16,771,398	\$336,311	\$0	\$336,311
Slippery Rock Area SD	Butler	\$2,417,980	\$0	7%	\$9,788,269	\$151,762	\$345,426	\$497,188
Blacklick Valley SD	Cambria	\$2,440,363	\$0	23%	\$6,687,118	\$121,451	\$348,623	\$470,074
Cambria Heights SD	Cambria	\$2,243,559	\$0	10%	\$10,526,639	\$123,431	\$320,508	\$443,939
Central Cambria SD	Cambria	\$1,260,048	\$0	5%	\$8,187,597	\$102,026	\$180,007	\$282,033
Conemaugh Valley SD	Cambria	\$860,659	\$0	6%	\$6,433,986	\$69,895	\$122,951	\$192,846
Ferndale Area SD	Cambria	\$2,449,614	\$384,303	23%	\$6,836,303	\$128,561	\$404,845	\$533,407
Forest Hills SD	Cambria	\$3,099,280	\$0	12%	\$13,519,552	\$123,474	\$442,754	\$566,229
Greater Johnstown SD	Cambria	\$29,574,097	\$0	57%	\$28,004,260	\$876,550	\$4,224,871	\$5,101,421
Northern Cambria SD	Cambria	\$2,649,173	\$0	15%	\$9,940,281	\$129,861	\$378,453	\$508,314
Penn Cambria SD	Cambria	\$4,336,385	\$0	18%	\$10,401,957	\$102,992	\$619,484	\$722,476
Portage Area SD	Cambria	\$2,232,441	\$0	17%	\$7,427,563	\$81,179	\$318,920	\$400,099
Richland SD	Cambria	\$1,715,464	\$0	8%	\$4,128,101	\$105,282	\$245,066	\$350,349
Westmont Hilltop SD	Cambria	\$7,708,055	\$0	37%	\$4,922,697	\$109,425	\$1,101,151	\$1,210,575
Cameron County SD	Cameron	\$780,602	\$0	6%	\$6,728,153	\$116,761	\$111,515	\$228,275
Jim Thorpe Area SD	Carbon	\$0	\$2,949,099	7%	\$5,644,434	\$274,982	\$421,300	\$696,282
Lehighton Area SD	Carbon	\$9,696,044	\$3,106,894	33%	\$11,202,260	\$281,839	\$1,828,991	\$2,110,830
Palmerton Area SD	Carbon	\$3,861,080	\$3,361,230	22%	\$8,254,754	\$168,764	\$1,031,759	\$1,200,523
Panther Valley SD	Carbon	\$17,760,201	\$3,907,514	75%	\$13,941,555	\$458,151	\$3,095,388	\$3,553,539
Weatherly Area SD	Carbon	\$2,459,662	\$1,590,012	28%	\$4,390,763	\$131,666	\$578,525	\$710,190
Bald Eagle Area SD	Centre	\$0	\$2,081,033	7%	\$9,668,209	\$167,642	\$297,290	\$464,932
Bellefonte Area SD	Centre	\$736,466	\$0	1%	\$10,254,682	\$213,822	\$105,209	\$319,031

Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

School District	County	Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
		State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Penns Valley Area SD	Centre	\$3,376,474	\$0	13%	\$6,767,949	\$164,166	\$482,353	\$646,520
State College Area SD	Centre	\$0	\$0	0%	\$12,491,571	\$590,993	\$0	\$590,993
Avon Grove SD	Chester	\$19,078,093	\$3,479,681	25%	\$17,399,000	\$301,346	\$3,222,539	\$3,523,885
Coatesville Area SD	Chester	\$43,253,084	\$31,710,707	44%	\$34,343,127	\$838,305	\$10,709,113	\$11,547,418
Downingtown Area SD	Chester	\$4,578,200	\$0	2%	\$18,765,119	\$520,703	\$654,029	\$1,174,732
Great Valley SD	Chester	\$0	\$0	0%	\$4,039,264	\$192,138	\$0	\$192,138
Kennett Consolidated SD	Chester	\$2,166,042	\$4,820,142	9%	\$8,002,279	\$290,550	\$998,026	\$1,288,577
Octorara Area SD	Chester	\$0	\$5,915,320	12%	\$7,583,914	\$187,386	\$845,046	\$1,032,432
Owen J Roberts SD	Chester	\$0	\$1,172,968	1%	\$8,411,584	\$305,989	\$167,567	\$473,556
Oxford Area SD	Chester	\$15,185,631	\$5,692,602	30%	\$16,392,085	\$360,485	\$2,982,605	\$3,343,090
Phoenixville Area SD	Chester	\$0	\$90,975	0%	\$6,760,957	\$265,013	\$12,996	\$278,010
Tredyffrin-Easttown SD	Chester	\$0	\$0	0%	\$5,337,824	\$205,870	\$0	\$205,870
Unionville-Chadds Ford SD	Chester	\$0	\$0	0%	\$4,390,498	\$128,193	\$0	\$128,193
West Chester Area SD	Chester	\$0	\$0	0%	\$12,634,985	\$526,781	\$0	\$526,781
Allegheny-Clarion Valley SD	Clarion	\$0	\$0	0%	\$6,267,531	\$54,140	\$0	\$54,140
Clarion Area SD	Clarion	\$2,448,498	\$473,697	21%	\$3,953,564	\$105,572	\$417,456	\$523,029
Clarion-Limestone Area SD	Clarion	\$1,188,492	\$0	8%	\$5,849,477	\$88,416	\$169,785	\$258,201
Keystone SD	Clarion	\$1,815,697	\$0	11%	\$8,198,832	\$127,492	\$259,385	\$386,877
North Clarion County SD	Clarion	\$1,312,562	\$0	13%	\$3,801,914	\$55,987	\$187,509	\$243,496
Redbank Valley SD	Clarion	\$2,601,679	\$0	13%	\$9,839,303	\$129,959	\$371,668	\$501,628
Union SD	Clarion	\$2,840,560	\$0	24%	\$6,514,434	\$123,568	\$405,794	\$529,363
Clearfield Area SD	Clearfield	\$4,005,599	\$0	10%	\$15,219,876	\$289,154	\$572,228	\$861,382
Curwensville Area SD	Clearfield	\$3,209,881	\$0	17%	\$8,709,268	\$158,315	\$458,554	\$616,869
DuBois Area SD	Clearfield	\$13,577,958	\$0	23%	\$19,392,493	\$345,033	\$1,939,708	\$2,284,741
Glendale SD	Clearfield	\$3,937,334	\$0	29%	\$6,582,369	\$108,683	\$562,476	\$671,160
Harmony Area SD	Clearfield	\$0	\$0	0%	\$3,037,050	\$40,152	\$0	\$40,152
Moshannon Valley SD	Clearfield	\$2,574,824	\$0	16%	\$7,904,916	\$100,262	\$367,832	\$468,094
Philipsburg-Osceola Area SD	Clearfield	\$2,328,795	\$0	7%	\$13,832,581	\$232,776	\$332,685	\$565,461
West Branch Area SD	Clearfield	\$4,574,865	\$0	25%	\$8,572,118	\$114,501	\$653,552	\$768,054
Keystone Central SD	Clinton	\$7,364,792	\$0	10%	\$23,956,638	\$437,171	\$1,052,113	\$1,489,284
Benton Area SD	Columbia	\$0	\$0	0%	\$3,931,528	\$78,967	\$0	\$78,967
Berwick Area SD	Columbia	\$7,733,347	\$0	16%	\$17,568,430	\$301,078	\$1,104,764	\$1,405,842
Bloomsburg Area SD	Columbia	\$4,440,813	\$0	17%	\$7,730,339	\$209,898	\$634,402	\$844,300
Central Columbia SD	Columbia	\$2,176,837	\$0	7%	\$7,738,963	\$166,287	\$310,977	\$477,264
Millville Area SD	Columbia	\$126,746	\$0	1%	\$4,649,728	\$64,681	\$18,107	\$82,788
Southern Columbia Area SD	Columbia	\$1,850,756	\$0	8%	\$5,403,898	\$103,973	\$264,394	\$368,367

Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

School District	County	Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
		State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Conneaut SD	Crawford	\$0	\$0	0%	\$12,645,961	\$174,982	\$0	\$174,982
Crawford Central SD	Crawford	\$9,108,339	\$0	15%	\$19,755,082	\$414,064	\$1,301,191	\$1,715,256
Penncrest SD	Crawford	\$0	\$0	0%	\$20,388,982	\$190,064	\$0	\$190,064
Big Spring SD	Cumberland	\$1,102,843	\$1,835,766	6%	\$12,157,756	\$293,239	\$419,801	\$713,040
Camp Hill SD	Cumberland	\$0	\$1,016,543	4%	\$2,101,783	\$86,870	\$145,220	\$232,090
Carlisle Area SD	Cumberland	\$19,427,204	\$3,132,729	27%	\$17,590,620	\$565,600	\$3,222,848	\$3,788,447
Cumberland Valley SD	Cumberland	\$0	\$0	0%	\$16,345,013	\$620,592	\$0	\$620,592
East Pennsboro Area SD	Cumberland	\$7,238,098	\$0	16%	\$8,334,466	\$220,092	\$1,034,014	\$1,254,106
Mechanicsburg Area SD	Cumberland	\$9,818,855	\$0	14%	\$9,635,246	\$399,571	\$1,402,694	\$1,802,264
Shippensburg Area SD	Cumberland	\$13,114,519	\$0	24%	\$13,355,410	\$354,146	\$1,873,503	\$2,227,649
South Middleton SD	Cumberland	\$1,609,522	\$0	4%	\$5,591,079	\$148,361	\$229,932	\$378,293
Central Dauphin SD	Dauphin	\$58,133,219	\$0	29%	\$27,161,734	\$1,148,017	\$8,304,746	\$9,452,763
Derry Township SD	Dauphin	\$404,225	\$0	1%	\$5,316,058	\$284,835	\$57,746	\$342,581
Halifax Area SD	Dauphin	\$0	\$0	0%	\$6,239,419	\$80,071	\$0	\$80,071
Harrisburg City SD	Dauphin	\$80,622,844	\$16,650,085	71%	\$81,299,301	\$2,869,445	\$13,896,133	\$16,765,577
Lower Dauphin SD	Dauphin	\$9,390,174	\$0	15%	\$11,679,666	\$245,617	\$1,341,453	\$1,587,070
Middletown Area SD	Dauphin	\$7,144,973	\$1,829,550	20%	\$10,086,207	\$271,762	\$1,282,075	\$1,553,837
Millersburg Area SD	Dauphin	\$1,461,519	\$0	10%	\$4,981,779	\$107,080	\$208,788	\$315,868
Steelton-Highspire SD	Dauphin	\$10,491,204	\$2,031,632	43%	\$12,663,522	\$424,577	\$1,788,977	\$2,213,554
Susquehanna Township SD	Dauphin	\$13,195,712	\$0	25%	\$6,010,619	\$271,442	\$1,885,102	\$2,156,544
Upper Dauphin Area SD	Dauphin	\$693,403	\$0	3%	\$6,643,928	\$116,828	\$99,058	\$215,885
Chester-Upland SD	Delaware	\$58,398,735	\$1,258,041	44%	\$104,430,495	\$2,519,131	\$8,522,397	\$11,041,528
Chichester SD	Delaware	\$0	\$19,958,115	26%	\$13,067,639	\$316,424	\$2,851,159	\$3,167,583
Garnet Valley SD	Delaware	\$0	\$669,361	1%	\$5,686,823	\$186,684	\$95,623	\$282,307
Haverford Township SD	Delaware	\$0	\$0	0%	\$5,848,605	\$274,641	\$0	\$274,641
Interboro SD	Delaware	\$6,562,689	\$11,308,147	26%	\$12,634,528	\$421,849	\$2,552,977	\$2,974,826
Marple Newtown SD	Delaware	\$0	\$0	0%	\$3,539,631	\$110,988	\$0	\$110,988
Penn-Delco SD	Delaware	\$3,536,461	\$3,157,313	12%	\$7,858,366	\$192,247	\$956,253	\$1,148,501
Radnor Township SD	Delaware	\$0	\$0	0%	\$3,025,295	\$117,523	\$0	\$117,523
Ridley SD	Delaware	\$1,608,384	\$21,255,903	20%	\$15,620,466	\$408,086	\$3,266,327	\$3,674,412
Rose Tree Media SD	Delaware	\$0	\$0	0%	\$4,277,981	\$147,854	\$0	\$147,854
Southeast Delco SD	Delaware	\$27,504,221	\$19,505,229	55%	\$28,061,897	\$981,288	\$6,715,636	\$7,696,924
Springfield SD	Delaware	\$390,777	\$3,460,877	5%	\$4,754,782	\$202,073	\$550,236	\$752,310
Upper Darby SD	Delaware	\$75,122,896	\$27,761,984	50%	\$60,710,311	\$2,116,818	\$14,697,840	\$16,814,658
Wallingford-Swarthmore SD	Delaware	\$0	\$8,699,571	11%	\$4,609,174	\$146,891	\$1,242,796	\$1,389,687
William Penn SD	Delaware	\$33,453,341	\$18,409,018	47%	\$33,621,058	\$937,118	\$7,408,909	\$8,346,026



Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

School District	County	Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
		State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Johnsonburg Area SD	Elk	\$1,302,106	\$0	13%	\$5,791,462	\$72,843	\$186,015	\$258,858
Ridgway Area SD	Elk	\$1,573,068	\$0	11%	\$5,753,067	\$84,739	\$224,724	\$309,463
Saint Marys Area SD	Elk	\$5,550,869	\$0	19%	\$7,521,988	\$118,745	\$792,981	\$911,726
Corry Area SD	Erie	\$10,548,203	\$0	31%	\$16,490,290	\$289,220	\$1,506,886	\$1,796,106
Erie City SD	Erie	\$107,255,158	\$0	55%	\$115,541,790	\$3,272,935	\$15,322,165	\$18,595,101
Fairview SD	Erie	\$4,500,109	\$8,812	17%	\$4,280,505	\$116,787	\$644,132	\$760,919
Fort LeBoeuf SD	Erie	\$4,852,443	\$0	15%	\$8,515,286	\$174,384	\$693,206	\$867,590
General McLane SD	Erie	\$1,877,471	\$0	5%	\$11,745,539	\$143,169	\$268,210	\$411,379
Girard SD	Erie	\$2,581,019	\$50,552	9%	\$10,252,070	\$179,023	\$375,939	\$554,962
Harbor Creek SD	Erie	\$3,472,168	\$0	10%	\$10,361,448	\$169,023	\$496,024	\$665,047
Iroquois SD	Erie	\$5,837,208	\$1,648,048	35%	\$10,649,003	\$222,171	\$1,069,322	\$1,291,493
Millcreek Township SD	Erie	\$13,823,243	\$0	13%	\$17,574,858	\$429,141	\$1,974,749	\$2,403,890
North East SD	Erie	\$4,838,559	\$0	19%	\$9,952,691	\$160,031	\$691,223	\$851,254
Northwestern SD	Erie	\$1,847,390	\$0	8%	\$10,178,931	\$107,384	\$263,913	\$371,297
Union City Area SD	Erie	\$1,609,026	\$0	9%	\$10,537,366	\$134,293	\$229,861	\$364,154
Wattsburg Area SD	Erie	\$1,675,794	\$861,367	11%	\$7,916,713	\$126,783	\$362,452	\$489,234
Albert Gallatin Area SD	Fayette	\$11,649,270	\$0	21%	\$26,395,082	\$326,196	\$1,664,181	\$1,990,377
Brownsville Area SD	Fayette	\$12,512,189	\$0	43%	\$15,903,542	\$317,271	\$1,787,456	\$2,104,726
Connellsville Area SD	Fayette	\$13,586,086	\$0	19%	\$34,473,185	\$404,405	\$1,940,869	\$2,345,274
Frazier SD	Fayette	\$3,289,275	\$0	18%	\$7,609,389	\$94,334	\$469,896	\$564,231
Laurel Highlands SD	Fayette	\$10,298,959	\$0	19%	\$17,805,562	\$331,841	\$1,471,280	\$1,803,121
Uniontown Area SD	Fayette	\$11,296,247	\$0	23%	\$19,728,395	\$390,622	\$1,613,750	\$2,004,372
Forest Area SD	Forest	\$0	\$0	0%	\$3,671,477	\$90,399	\$0	\$90,399
Chambersburg Area SD	Franklin	\$52,085,629	\$0	35%	\$29,363,382	\$949,756	\$7,440,804	\$8,390,560
Fannett-Metal SD	Franklin	\$537,978	\$0	6%	\$2,778,906	\$44,877	\$76,854	\$121,731
Greencastle-Antrim SD	Franklin	\$12,667,582	\$0	31%	\$8,217,664	\$242,660	\$1,809,655	\$2,052,315
Tuscarora SD	Franklin	\$3,948,832	\$0	10%	\$9,740,540	\$172,194	\$564,119	\$736,313
Waynesboro Area SD	Franklin	\$23,857,963	\$0	38%	\$16,889,620	\$435,276	\$3,408,280	\$3,843,556
Central Fulton SD	Fulton	\$2,115,501	\$0	13%	\$6,434,350	\$113,529	\$302,214	\$415,743
Forbes Road SD	Fulton	\$0	\$0	0%	\$3,261,668	\$44,554	\$0	\$44,554
Southern Fulton SD	Fulton	\$1,937	\$0	0%	\$4,970,015	\$64,429	\$277	\$64,706
Carmichaels Area SD	Greene	\$3,901,524	\$0	21%	\$7,938,648	\$127,396	\$557,361	\$684,756
Central Greene SD	Greene	\$2,994,616	\$0	10%	\$10,152,343	\$187,549	\$427,802	\$615,352
Jefferson-Morgan SD	Greene	\$652,217	\$205,786	6%	\$6,078,211	\$70,177	\$122,572	\$192,749
Southeastern Greene SD	Greene	\$925,694	\$0	8%	\$5,734,682	\$68,759	\$132,242	\$201,001
West Greene SD	Greene	\$0	\$0	0%	\$4,194,904	\$99,859	\$0	\$99,859



Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

		Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
School District	County	State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Huntingdon Area SD	Huntingdon	\$4,825,271	\$0	15%	\$9,710,997	\$164,206	\$689,324	\$853,531
Juniata Valley SD	Huntingdon	\$3,346,387	\$0	27%	\$5,778,297	\$81,262	\$478,055	\$559,318
Mount Union Area SD	Huntingdon	\$4,326,344	\$0	20%	\$10,923,362	\$183,137	\$618,049	\$801,186
Southern Huntingdon County SD	Huntingdon	\$3,470,857	\$0	20%	\$7,903,584	\$96,648	\$495,837	\$592,485
Homer-Center SD	Indiana	\$442,760	\$821,089	8%	\$6,927,296	\$164,314	\$180,550	\$344,864
Indiana Area SD	Indiana	\$289,505	\$407,631	1%	\$12,059,535	\$326,929	\$99,591	\$426,520
Marion Center Area SD	Indiana	\$1,415,196	\$0	5%	\$10,953,899	\$185,325	\$202,171	\$387,496
Penns Manor Area SD	Indiana	\$536,442	\$163,564	4%	\$8,105,367	\$93,660	\$100,001	\$193,661
Purchase Line SD	Indiana	\$0	\$0	0%	\$9,558,111	\$102,098	\$0	\$102,098
River Valley SD	Indiana	\$0	\$1,113,271	3%	\$10,651,121	\$139,948	\$159,039	\$298,986
United SD	Indiana	\$869,824	\$0	4%	\$9,644,797	\$98,144	\$124,261	\$222,404
Brockway Area SD	Jefferson	\$2,429,660	\$0	15%	\$7,907,430	\$101,394	\$347,094	\$448,488
Brookville Area SD	Jefferson	\$5,794,501	\$0	25%	\$10,277,147	\$154,062	\$827,786	\$981,848
Punxsutawney Area SD	Jefferson	\$3,481,905	\$0	9%	\$17,703,874	\$219,547	\$497,415	\$716,962
Juniata County SD	Juniata	\$2,227,839	\$0	5%	\$12,214,684	\$221,020	\$318,263	\$539,283
Abington Heights SD	Lackawanna	\$2,943,769	\$0	6%	\$7,930,008	\$183,991	\$420,538	\$604,529
Carbondale Area SD	Lackawanna	\$15,428,760	\$9,500	59%	\$12,434,869	\$357,757	\$2,205,466	\$2,563,223
Dunmore SD	Lackawanna	\$3,177,113	\$0	12%	\$5,156,189	\$105,967	\$453,873	\$559,840
Lakeland SD	Lackawanna	\$3,151,738	\$0	12%	\$6,079,390	\$84,456	\$450,248	\$534,705
Mid Valley SD	Lackawanna	\$7,543,506	\$0	24%	\$7,015,613	\$255,116	\$1,077,644	\$1,332,760
North Pocono SD	Lackawanna	\$0	\$47,569	0%	\$10,553,761	\$236,450	\$6,796	\$243,246
Old Forge SD	Lackawanna	\$5,071,839	\$0	33%	\$3,638,849	\$75,818	\$724,548	\$800,366
Riverside SD	Lackawanna	\$10,063,183	\$0	39%	\$6,745,303	\$242,433	\$1,437,598	\$1,680,031
Scranton SD	Lackawanna	\$85,412,718	\$19,868,747	67%	\$69,823,269	\$2,699,796	\$15,040,209	\$17,740,005
Valley View SD	Lackawanna	\$4,924,698	\$0	13%	\$10,033,361	\$241,172	\$703,528	\$944,700
Cocalico SD	Lancaster	\$0	\$786,284	1%	\$9,193,328	\$218,193	\$112,326	\$330,519
Columbia Borough SD	Lancaster	\$4,871,924	\$3,609,681	33%	\$10,629,056	\$364,030	\$1,211,658	\$1,575,687
Conestoga Valley SD	Lancaster	\$12,772,431	\$0	18%	\$7,401,312	\$438,670	\$1,824,633	\$2,263,303
Donegal SD	Lancaster	\$9,377,084	\$1,930,480	23%	\$9,235,055	\$262,739	\$1,615,366	\$1,878,105
Eastern Lancaster County SD	Lancaster	\$0	\$0	0%	\$5,916,834	\$197,897	\$0	\$197,897
Elizabethtown Area SD	Lancaster	\$4,681,980	\$682,405	8%	\$11,227,260	\$277,108	\$766,341	\$1,043,449
Ephrata Area SD	Lancaster	\$15,133,255	\$0	22%	\$14,240,687	\$410,708	\$2,161,894	\$2,572,602
Hempfield SD	Lancaster	\$9,440,570	\$0	8%	\$16,555,820	\$494,259	\$1,348,653	\$1,842,912
Lampeter-Strasburg SD	Lancaster	\$1,140,114	\$0	2%	\$5,482,270	\$175,521	\$162,873	\$338,395
Lancaster SD	Lancaster	\$41,247,053	\$15,479,344	25%	\$77,641,681	\$2,131,628	\$8,103,771	\$10,235,399
Manheim Central SD	Lancaster	\$4,069,868	\$0	8%	\$9,019,814	\$240,261	\$581,410	\$821,671

Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

		Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
School District	County	State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Manheim Township SD	Lancaster	\$19,092,478	\$0	21%	\$8,834,968	\$447,774	\$2,727,497	\$3,175,271
Penn Manor SD	Lancaster	\$26,342,431	\$0	31%	\$14,759,673	\$408,865	\$3,763,204	\$4,172,070
Pequea Valley SD	Lancaster	\$0	\$0	0%	\$3,411,163	\$88,886	\$0	\$88,886
Solanco SD	Lancaster	\$2,986,300	\$0	5%	\$12,313,924	\$253,017	\$426,614	\$679,632
Warwick SD	Lancaster	\$5,669,337	\$0	9%	\$12,216,533	\$303,780	\$809,905	\$1,113,685
Ellwood City Area SD	Lawrence	\$3,563,469	\$0	12%	\$12,677,137	\$147,609	\$509,067	\$656,676
Laurel SD	Lawrence	\$0	\$0	0%	\$7,870,636	\$49,861	\$0	\$49,861
Mohawk Area SD	Lawrence	\$2,514,215	\$0	11%	\$11,015,231	\$121,861	\$359,174	\$481,034
Neshannock Township SD	Lawrence	\$2,415,761	\$0	12%	\$3,695,452	\$65,898	\$345,109	\$411,006
New Castle Area SD	Lawrence	\$11,109,500	\$0	19%	\$33,003,414	\$816,436	\$1,587,071	\$2,403,508
Shenango Area SD	Lawrence	\$0	\$0	0%	\$7,925,270	\$80,168	\$0	\$80,168
Union Area SD	Lawrence	\$1,966,800	\$0	15%	\$5,330,506	\$79,897	\$280,971	\$360,869
Wilmington Area SD	Lawrence	\$0	\$0	0%	\$6,390,470	\$73,489	\$0	\$73,489
Annville-Cleona SD	Lebanon	\$2,032,997	\$0	8%	\$5,716,195	\$135,531	\$290,428	\$425,959
Cornwall-Lebanon SD	Lebanon	\$16,328,597	\$0	21%	\$13,866,450	\$440,711	\$2,332,657	\$2,773,368
Eastern Lebanon County SD	Lebanon	\$1,843,608	\$0	4%	\$6,168,799	\$170,155	\$263,373	\$433,527
Lebanon SD	Lebanon	\$62,641,695	\$4,375,660	93%	\$46,622,968	\$1,574,714	\$9,573,908	\$11,148,622
Northern Lebanon SD	Lebanon	\$6,172,750	\$0	16%	\$9,403,496	\$204,105	\$881,821	\$1,085,927
Palmyra Area SD	Lebanon	\$12,662,254	\$0	25%	\$9,214,731	\$323,699	\$1,808,893	\$2,132,592
Allentown City SD	Lehigh	\$189,554,871	\$16,972,074	63%	\$186,924,703	\$7,226,667	\$29,503,849	\$36,730,516
Catasauqua Area SD	Lehigh	\$1,335,360	\$3,174,413	14%	\$6,013,319	\$212,260	\$644,253	\$856,513
East Penn SD	Lehigh	\$9,526,067	\$0	6%	\$16,858,904	\$618,417	\$1,360,867	\$1,979,284
Northern Lehigh SD	Lehigh	\$209,538	\$4,094,328	13%	\$8,109,600	\$137,757	\$614,838	\$752,595
Northwestern Lehigh SD	Lehigh	\$0	\$0	0%	\$6,556,083	\$105,948	\$0	\$105,948
Parkland SD	Lehigh	\$2,597,283	\$0	1%	\$13,922,204	\$711,200	\$371,040	\$1,082,240
Salisbury Township SD	Lehigh	\$0	\$2,242,147	6%	\$3,622,857	\$133,556	\$320,307	\$453,862
Southern Lehigh SD	Lehigh	\$0	\$0	0%	\$5,907,882	\$159,634	\$0	\$159,634
Whitehall-Coplay SD	Lehigh	\$16,106,864	\$6,083,254	28%	\$12,633,650	\$525,262	\$3,170,017	\$3,695,279
Crestwood SD	Luzerne	\$5,629,306	\$0	13%	\$8,521,976	\$151,086	\$804,187	\$955,272
Dallas SD	Luzerne	\$2,555,983	\$0	6%	\$7,042,845	\$142,630	\$365,140	\$507,771
Greater Nanticoke Area SD	Luzerne	\$25,689,675	\$0	79%	\$15,291,654	\$377,025	\$3,669,954	\$4,046,979
Hanover Area SD	Luzerne	\$18,195,400	\$1,619,917	57%	\$11,840,083	\$389,331	\$2,830,760	\$3,220,090
Hazleton Area SD	Luzerne	\$126,320,395	\$0	79%	\$64,504,997	\$2,314,022	\$18,045,771	\$20,359,793
Lake-Lehman SD	Luzerne	\$0	\$0	0%	\$7,522,485	\$91,127	\$0	\$91,127
Northwest Area SD	Luzerne	\$0	\$0	0%	\$7,652,847	\$57,091	\$0	\$57,091
Pittston Area SD	Luzerne	\$11,158,346	\$0	21%	\$13,152,246	\$372,632	\$1,594,049	\$1,966,681

Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

School District	County	Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
		State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Wilkes-Barre Area SD	Luzerne	\$83,845,967	\$9,739,329	76%	\$47,336,079	\$1,995,183	\$13,369,328	\$15,364,511
Wyoming Area SD	Luzerne	\$4,416,685	\$0	11%	\$9,179,750	\$172,504	\$630,955	\$803,459
Wyoming Valley West SD	Luzerne	\$51,592,056	\$1,803,749	69%	\$28,930,364	\$771,637	\$7,627,972	\$8,399,609
East Lycoming SD	Lycoming	\$6,321,763	\$0	26%	\$9,367,239	\$134,608	\$903,109	\$1,037,717
Jersey Shore Area SD	Lycoming	\$2,595,355	\$0	6%	\$14,770,395	\$224,577	\$370,765	\$595,342
Loyalsock Township SD	Lycoming	\$6,279,959	\$0	28%	\$4,508,404	\$175,223	\$897,137	\$1,072,360
Montgomery Area SD	Lycoming	\$1,251,526	\$0	7%	\$6,631,333	\$145,748	\$178,789	\$324,537
Montoursville Area SD	Lycoming	\$6,234,252	\$0	22%	\$8,284,935	\$154,749	\$890,607	\$1,045,356
Muncy SD	Lycoming	\$555,468	\$0	3%	\$4,657,658	\$99,328	\$79,353	\$178,680
South Williamsport Area SD	Lycoming	\$3,399,071	\$0	17%	\$7,122,695	\$127,248	\$485,582	\$612,829
Williamsport Area SD	Lycoming	\$25,355,516	\$0	30%	\$36,002,738	\$961,034	\$3,622,217	\$4,583,250
Bradford Area SD	McKean	\$7,288,810	\$0	17%	\$15,872,904	\$342,677	\$1,041,259	\$1,383,935
Kane Area SD	McKean	\$4,561,914	\$0	27%	\$9,860,910	\$164,901	\$651,702	\$816,603
Otto-Eldred SD	McKean	\$242,907	\$0	2%	\$6,270,783	\$76,722	\$34,701	\$111,423
Port Allegany SD	McKean	\$5,704,246	\$0	39%	\$8,511,733	\$121,991	\$814,892	\$936,883
Smethport Area SD	McKean	\$2,780,864	\$0	18%	\$7,855,268	\$145,065	\$397,266	\$542,331
Commodore Perry SD	Mercer	\$0	\$0	0%	\$4,145,787	\$42,217	\$0	\$42,217
Farrell Area SD	Mercer	\$0	\$1,223,720	6%	\$11,468,760	\$318,902	\$174,817	\$493,719
Greenville Area SD	Mercer	\$3,220,102	\$0	15%	\$8,579,537	\$159,371	\$460,015	\$619,386
Grove City Area SD	Mercer	\$0	\$0	0%	\$9,112,169	\$107,057	\$0	\$107,057
Hermitage SD	Mercer	\$7,164,348	\$0	23%	\$7,770,328	\$189,135	\$1,023,478	\$1,212,613
Jamestown Area SD	Mercer	\$0	\$0	0%	\$3,492,096	\$51,135	\$0	\$51,135
Lakeview SD	Mercer	\$0	\$0	0%	\$7,126,854	\$58,092	\$0	\$58,092
Mercer Area SD	Mercer	\$2,984,764	\$0	17%	\$6,275,795	\$79,854	\$426,395	\$506,249
Reynolds SD	Mercer	\$2,443,484	\$0	12%	\$9,051,746	\$101,009	\$349,069	\$450,078
Sharon City SD	Mercer	\$11,358,670	\$1,542,978	35%	\$21,112,771	\$619,547	\$1,843,093	\$2,462,639
Sharpsville Area SD	Mercer	\$7,193,957	\$0	45%	\$7,294,970	\$117,988	\$1,027,708	\$1,145,696
West Middlesex Area SD	Mercer	\$339,447	\$0	2%	\$5,731,590	\$49,099	\$48,492	\$97,591
Mifflin County SD	Mifflin	\$23,484,384	\$0	30%	\$26,453,104	\$521,630	\$3,354,912	\$3,876,542
East Stroudsburg Area SD	Monroe	\$0	\$57,975,997	39%	\$24,097,451	\$1,153,618	\$8,282,285	\$9,435,903
Pleasant Valley SD	Monroe	\$0	\$16,935,796	17%	\$25,946,555	\$394,861	\$2,419,399	\$2,814,260
Pocono Mountain SD	Monroe	\$0	\$42,094,830	20%	\$35,191,685	\$1,125,896	\$6,013,547	\$7,139,443
Stroudsburg Area SD	Monroe	\$0	\$31,678,037	30%	\$20,458,623	\$782,924	\$4,525,434	\$5,308,358
Abington SD	Montgomery	\$0	\$0	0%	\$10,896,385	\$492,485	\$0	\$492,485
Bryn Athyn SD	Montgomery	\$0	\$0	0%	\$34,417	\$5	\$0	\$5
Cheltenham SD	Montgomery	\$0	\$15,953,670	14%	\$6,842,503	\$245,919	\$2,279,096	\$2,525,014

Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

School District	County	Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
		State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Colonial SD	Montgomery	\$0	\$0	0%	\$4,831,240	\$207,527	\$0	\$207,527
Hatboro-Horsham SD	Montgomery	\$0	\$0	0%	\$6,948,929	\$245,266	\$0	\$245,266
Jenkintown SD	Montgomery	\$0	\$1,900,666	12%	\$1,087,881	\$30,053	\$271,524	\$301,577
Lower Merion SD	Montgomery	\$0	\$0	0%	\$5,715,811	\$221,600	\$0	\$221,600
Lower Moreland Township SD	Montgomery	\$0	\$1,121,966	2%	\$3,456,929	\$168,969	\$160,281	\$329,250
Methacton SD	Montgomery	\$0	\$0	0%	\$8,614,773	\$210,158	\$0	\$210,158
Norristown Area SD	Montgomery	\$53,012,909	\$30,423,332	53%	\$24,732,531	\$1,129,264	\$11,919,463	\$13,048,727
North Penn SD	Montgomery	\$0	\$0	0%	\$16,831,721	\$770,578	\$0	\$770,578
Perkiomen Valley SD	Montgomery	\$0	\$3,479,107	3%	\$8,237,752	\$231,330	\$497,015	\$728,345
Pottsgrove SD	Montgomery	\$1,787,379	\$11,651,962	22%	\$10,275,818	\$244,726	\$1,919,906	\$2,164,632
Pottstown SD	Montgomery	\$8,723,205	\$13,780,182	34%	\$19,578,561	\$825,064	\$3,214,770	\$4,039,834
Souderton Area SD	Montgomery	\$0	\$0	0%	\$11,910,265	\$322,348	\$0	\$322,348
Springfield Township SD	Montgomery	\$0	\$0	0%	\$2,360,427	\$114,415	\$0	\$114,415
Spring-Ford Area SD	Montgomery	\$0	\$0	0%	\$13,616,860	\$460,782	\$0	\$460,782
Upper Dublin SD	Montgomery	\$0	\$0	0%	\$4,015,940	\$141,478	\$0	\$141,478
Upper Merion Area SD	Montgomery	\$0	\$0	0%	\$4,156,982	\$216,507	\$0	\$216,507
Upper Moreland Township SD	Montgomery	\$803,657	\$2,014,148	5%	\$5,874,795	\$282,501	\$402,543	\$685,045
Upper Perkiomen SD	Montgomery	\$291,711	\$997,161	2%	\$10,376,171	\$204,758	\$184,125	\$388,883
Wissahickon SD	Montgomery	\$0	\$0	0%	\$4,276,213	\$197,903	\$0	\$197,903
Danville Area SD	Montour	\$0	\$0	0%	\$8,663,470	\$183,883	\$0	\$183,883
Bangor Area SD	Northampton	\$3,739,145	\$3,647,814	14%	\$12,416,854	\$306,505	\$1,055,280	\$1,361,785
Bethlehem Area SD	Northampton	\$53,880,486	\$0	19%	\$52,044,017	\$1,862,564	\$7,697,212	\$9,559,777
Easton Area SD	Northampton	\$9,526,467	\$22,025,005	18%	\$27,539,880	\$836,890	\$4,507,353	\$5,344,244
Nazareth Area SD	Northampton	\$0	\$1,045,803	1%	\$12,272,491	\$424,374	\$149,400	\$573,774
Northampton Area SD	Northampton	\$4,289,099	\$6,234,535	10%	\$18,060,118	\$518,568	\$1,503,376	\$2,021,945
Pen Argyl Area SD	Northampton	\$0	\$2,122,462	7%	\$6,083,405	\$145,272	\$303,209	\$448,481
Saucon Valley SD	Northampton	\$0	\$0	0%	\$4,361,653	\$148,044	\$0	\$148,044
Wilson Area SD	Northampton	\$11,928,134	\$2,580,805	37%	\$7,031,628	\$196,680	\$2,072,705	\$2,269,386
Line Mountain SD	Northumberland	\$2,346,880	\$0	12%	\$7,186,686	\$114,280	\$335,269	\$449,549
Milton Area SD	Northumberland	\$7,709,561	\$0	22%	\$11,055,667	\$202,734	\$1,101,366	\$1,304,099
Mount Carmel Area SD	Northumberland	\$13,402,916	\$0	63%	\$10,875,022	\$225,554	\$1,914,702	\$2,140,256
Shamokin Area SD	Northumberland	\$13,755,338	\$0	43%	\$16,417,225	\$349,587	\$1,965,048	\$2,314,636
Shikellamy SD	Northumberland	\$15,124,920	\$632,706	34%	\$16,474,256	\$451,410	\$2,251,089	\$2,702,500
Warrior Run SD	Northumberland	\$5,769,823	\$0	27%	\$7,657,118	\$131,695	\$824,260	\$955,955
Greenwood SD	Perry	\$2,356,955	\$0	18%	\$4,159,472	\$78,812	\$336,708	\$415,520
Newport SD	Perry	\$2,739,665	\$112,344	14%	\$6,612,452	\$107,482	\$407,430	\$514,912

Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

School District	County	Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
		State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Susquenita SD	Perry	\$5,388,894	\$0	17%	\$9,025,688	\$113,658	\$769,842	\$883,500
West Perry SD	Perry	\$1,405,026	\$0	3%	\$10,202,307	\$178,178	\$200,718	\$378,896
Philadelphia City SD	Philadelphia	\$1,418,543,037	\$0	37%	\$1,486,042,268	\$40,046,952	\$202,649,005	\$242,695,957
Delaware Valley SD	Pike	\$0	\$5,461,444	7%	\$16,939,985	\$327,858	\$780,206	\$1,108,065
Wallenpaupack Area SD	Pike	\$0	\$0	0%	\$8,104,850	\$335,289	\$0	\$335,289
Austin Area SD	Potter	\$0	\$8,428	0%	\$1,748,634	\$25,862	\$1,204	\$27,066
Coudersport Area SD	Potter	\$1,989,322	\$0	15%	\$5,060,413	\$86,825	\$284,189	\$371,014
Galeton Area SD	Potter	\$940,465	\$0	12%	\$2,846,976	\$77,023	\$134,352	\$211,375
Northern Potter SD	Potter	\$79,575	\$0	1%	\$5,016,951	\$89,894	\$11,368	\$101,262
Oswayo Valley SD	Potter	\$918,235	\$0	11%	\$4,351,547	\$81,206	\$131,176	\$212,383
Blue Mountain SD	Schuylkill	\$3,609,684	\$0	8%	\$9,625,332	\$191,785	\$515,669	\$707,454
Mahanoy Area SD	Schuylkill	\$6,614,284	\$755,153	37%	\$10,246,780	\$247,261	\$1,052,777	\$1,300,037
Minersville Area SD	Schuylkill	\$8,151,765	\$679,543	45%	\$8,542,623	\$231,891	\$1,261,615	\$1,493,507
North Schuylkill SD	Schuylkill	\$9,342,767	\$144,084	31%	\$11,443,514	\$233,948	\$1,355,264	\$1,589,212
Pine Grove Area SD	Schuylkill	\$4,256,977	\$0	18%	\$7,690,422	\$131,448	\$608,140	\$739,587
Pottsville Area SD	Schuylkill	\$13,266,753	\$168,820	36%	\$18,284,996	\$411,857	\$1,919,368	\$2,331,224
Saint Clair Area SD	Schuylkill	\$5,319,055	\$0	47%	\$4,493,941	\$111,410	\$759,865	\$871,275
Schuylkill Haven Area SD	Schuylkill	\$1,694,618	\$0	8%	\$7,345,692	\$114,945	\$242,088	\$357,034
Shenandoah Valley SD	Schuylkill	\$12,049,556	\$1,199,315	67%	\$10,787,723	\$326,879	\$1,892,696	\$2,219,575
Tamaqua Area SD	Schuylkill	\$12,951,192	\$0	41%	\$10,168,026	\$255,051	\$1,850,170	\$2,105,221
Tri-Valley SD	Schuylkill	\$3,723,816	\$0	28%	\$5,044,971	\$68,731	\$531,974	\$600,704
Williams Valley SD	Schuylkill	\$3,743,692	\$0	19%	\$8,265,161	\$119,412	\$534,813	\$654,225
Midd-West SD	Snyder	\$6,287,146	\$0	18%	\$10,627,134	\$238,502	\$898,164	\$1,136,666
Selinsgrove Area SD	Snyder	\$4,613,115	\$0	11%	\$9,543,519	\$214,952	\$659,016	\$873,968
Berlin Brothersvalley SD	Somerset	\$651,076	\$0	5%	\$5,750,999	\$61,946	\$93,011	\$154,957
Conemaugh Township Area SD	Somerset	\$1,064,859	\$0	7%	\$7,123,771	\$57,574	\$152,123	\$209,697
Meyersdale Area SD	Somerset	\$0	\$0	0%	\$7,936,935	\$81,473	\$0	\$81,473
North Star SD	Somerset	\$2,139,813	\$0	12%	\$8,607,147	\$118,048	\$305,688	\$423,735
Rockwood Area SD	Somerset	\$0	\$0	0%	\$4,320,985	\$101,099	\$0	\$101,099
Salisbury-Elk Lick SD	Somerset	\$0	\$0	0%	\$2,098,190	\$22,513	\$0	\$22,513
Shade-Central City SD	Somerset	\$1,691,094	\$0	20%	\$4,224,867	\$40,920	\$241,585	\$282,504
Shanksville-Stonycreek SD	Somerset	\$0	\$0	0%	\$1,737,255	\$26,645	\$0	\$26,645
Somerset Area SD	Somerset	\$1,548,777	\$0	4%	\$10,175,945	\$255,717	\$221,254	\$476,971
Turkeyfoot Valley Area SD	Somerset	\$183,827	\$0	3%	\$2,532,956	\$36,258	\$26,261	\$62,519
Windber Area SD	Somerset	\$4,712,097	\$0	27%	\$10,207,285	\$167,670	\$673,157	\$840,826
Sullivan County SD	Sullivan	\$0	\$0	0%	\$3,555,334	\$102,523	\$0	\$102,523

Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

School District	County	Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>			
		A	B	C	D	E	F = (A+B)/7	G = E+F
		State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase
	<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Blue Ridge SD	Susquehanna	\$345,349	\$0	2%	\$7,715,207	\$130,814	\$49,336	\$180,149
Elk Lake SD	Susquehanna	\$1,442,995	\$0	7%	\$7,556,708	\$101,469	\$206,142	\$307,611
Forest City Regional SD	Susquehanna	\$990,009	\$0	6%	\$4,234,411	\$89,316	\$141,430	\$230,746
Montrose Area SD	Susquehanna	\$0	\$0	0%	\$8,495,253	\$100,682	\$0	\$100,682
Mountain View SD	Susquehanna	\$0	\$0	0%	\$5,911,254	\$67,852	\$0	\$67,852
Susquehanna Community SD	Susquehanna	\$137,331	\$0	1%	\$8,204,780	\$160,962	\$19,619	\$180,581
Northern Tioga SD	Tioga	\$11,294,713	\$0	33%	\$15,430,438	\$319,141	\$1,613,530	\$1,932,671
Southern Tioga SD	Tioga	\$5,515,008	\$0	18%	\$10,418,617	\$193,232	\$787,858	\$981,090
Wellsboro Area SD	Tioga	\$4,663,140	\$0	18%	\$7,459,363	\$166,197	\$666,163	\$832,360
Lewisburg Area SD	Union	\$430,413	\$0	1%	\$5,824,308	\$234,271	\$61,488	\$295,759
Mifflinburg Area SD	Union	\$2,203,657	\$0	7%	\$9,683,130	\$202,684	\$314,808	\$517,492
Cranberry Area SD	Venango	\$4,345,360	\$0	22%	\$7,723,063	\$112,147	\$620,766	\$732,913
Franklin Area SD	Venango	\$6,507,877	\$0	20%	\$13,476,120	\$175,407	\$929,697	\$1,105,104
Oil City Area SD	Venango	\$4,615,399	\$0	14%	\$16,701,936	\$258,789	\$659,343	\$918,132
Titusville Area SD	Venango	\$7,758,400	\$0	23%	\$16,886,544	\$313,901	\$1,108,343	\$1,422,244
Valley Grove SD	Venango	\$1,074,492	\$0	7%	\$7,403,257	\$92,349	\$153,499	\$245,847
Warren County SD	Warren	\$5,532,084	\$0	7%	\$28,820,129	\$456,307	\$790,298	\$1,246,605
Avella Area SD	Washington	\$0	\$0	0%	\$4,637,965	\$31,614	\$0	\$31,614
Bentworth SD	Washington	\$4,039,752	\$0	23%	\$7,460,289	\$114,226	\$577,107	\$691,334
Bethlehem-Center SD	Washington	\$2,840,209	\$0	14%	\$9,479,632	\$88,149	\$405,744	\$493,893
Burgettstown Area SD	Washington	\$790,240	\$0	4%	\$6,972,210	\$79,364	\$112,891	\$192,255
California Area SD	Washington	\$3,286,151	\$0	22%	\$6,931,959	\$116,854	\$469,450	\$586,305
Canon-McMillan SD	Washington	\$996,173	\$0	1%	\$14,438,921	\$391,329	\$142,310	\$533,640
Charleroi SD	Washington	\$8,899,280	\$439,003	38%	\$10,766,470	\$243,973	\$1,334,040	\$1,578,013
Chartiers-Houston SD	Washington	\$1,067,395	\$0	5%	\$5,244,369	\$75,251	\$152,485	\$227,736
Fort Cherry SD	Washington	\$191,542	\$0	1%	\$7,076,774	\$75,149	\$27,363	\$102,512
McGuffey SD	Washington	\$688,537	\$0	2%	\$11,138,021	\$102,790	\$98,362	\$201,152
Peters Township SD	Washington	\$0	\$0	0%	\$6,639,078	\$139,446	\$0	\$139,446
Ringgold SD	Washington	\$14,402,439	\$0	34%	\$14,739,336	\$216,552	\$2,057,491	\$2,274,044
Trinity Area SD	Washington	\$5,373,928	\$0	9%	\$13,938,017	\$252,266	\$767,704	\$1,019,970
Washington SD	Washington	\$6,653,130	\$0	25%	\$11,047,077	\$195,200	\$950,447	\$1,145,647
Wayne Highlands SD	Wayne	\$0	\$0	0%	\$10,882,512	\$321,042	\$0	\$321,042
Western Wayne SD	Wayne	\$0	\$0	0%	\$6,826,391	\$192,781	\$0	\$192,781
Belle Vernon Area SD	Westmoreland	\$10,004,287	\$0	28%	\$11,313,589	\$167,000	\$1,429,184	\$1,596,184
Burrell SD	Westmoreland	\$2,581,839	\$0	9%	\$6,763,964	\$122,973	\$368,834	\$491,807
Derry Area SD	Westmoreland	\$5,449,679	\$0	16%	\$12,831,742	\$165,824	\$778,526	\$944,350



Appendix B  
List of Identified Adequacy Gaps by School District Using Described Methodology

School District	County	Adequacy and Equity: 7-Year Target			2024/25 Recommendation <sup>1</sup>				
		A	B	C	D	E	F = (A+B)/7	G = E+F	
		State Share of Adequacy Gap	Tax Equity Supplement	7-Year Target as a Share of 21/22 Current Expenditures	2023/24 Total Estimated BEF (new base)	2024/25 Estimated Formula Driven Funds	2024/25 Year 1 Adequacy and Equity	2024/25 Est. Total BEF Increase	
		<b>Statewide Total:</b>	<b>\$5,143,853,632</b>	<b>\$955,535,128</b>	<b>20%</b>	<b>\$7,872,444,057</b>	<b>\$200,000,000</b>	<b>\$871,341,251</b>	<b>\$1,071,341,251</b>
Franklin Regional SD	Westmoreland	\$0	\$0	0%	\$8,216,694	\$148,829	\$0	\$148,829	
Greater Latrobe SD	Westmoreland	\$11,173,285	\$0	20%	\$13,170,869	\$273,097	\$1,596,184	\$1,869,281	
Greensburg Salem SD	Westmoreland	\$9,822,138	\$0	22%	\$12,864,194	\$256,295	\$1,403,163	\$1,659,458	
Hempfield Area SD	Westmoreland	\$9,371,417	\$0	10%	\$20,944,237	\$378,537	\$1,338,774	\$1,717,311	
Jeannette City SD	Westmoreland	\$5,461,776	\$0	29%	\$10,092,347	\$183,786	\$780,254	\$964,040	
Kiski Area SD	Westmoreland	\$11,217,856	\$0	19%	\$18,169,383	\$279,495	\$1,602,551	\$1,882,046	
Ligonier Valley SD	Westmoreland	\$0	\$0	0%	\$6,982,406	\$124,911	\$0	\$124,911	
Monessen City SD	Westmoreland	\$2,132,516	\$467,350	17%	\$7,015,522	\$97,670	\$371,409	\$469,079	
Mount Pleasant Area SD	Westmoreland	\$5,475,215	\$0	17%	\$10,624,261	\$176,102	\$782,174	\$958,276	
New Kensington-Arnold SD	Westmoreland	\$10,740,600	\$1,047,544	33%	\$17,008,137	\$450,393	\$1,684,021	\$2,134,414	
Norwin SD	Westmoreland	\$17,231,094	\$0	24%	\$18,227,790	\$281,008	\$2,461,585	\$2,742,593	
Penn-Trafford SD	Westmoreland	\$1,191,733	\$0	2%	\$15,699,297	\$200,663	\$170,248	\$370,911	
Southmoreland SD	Westmoreland	\$5,808,801	\$0	20%	\$10,901,933	\$151,992	\$829,829	\$981,821	
Yough SD	Westmoreland	\$6,830,160	\$0	22%	\$10,895,661	\$131,631	\$975,737	\$1,107,368	
Lackawanna Trail SD	Wyoming	\$880,779	\$0	4%	\$6,624,874	\$95,160	\$125,826	\$220,985	
Tunkhannock Area SD	Wyoming	\$0	\$0	0%	\$12,496,779	\$163,959	\$0	\$163,959	
Central York SD	York	\$11,255,369	\$0	12%	\$12,048,983	\$532,845	\$1,607,910	\$2,140,755	
Dallastown Area SD	York	\$15,195,910	\$14,881,003	28%	\$15,329,936	\$689,871	\$4,296,702	\$4,986,573	
Dover Area SD	York	\$7,162,240	\$1,654,713	14%	\$13,410,407	\$268,004	\$1,259,565	\$1,527,568	
Eastern York SD	York	\$4,436,708	\$5,320,670	22%	\$9,180,578	\$220,451	\$1,393,911	\$1,614,362	
Hanover Public SD	York	\$15,829,616	\$5,339,341	63%	\$5,954,780	\$345,726	\$3,024,137	\$3,369,863	
Northeastern York SD	York	\$7,357,542	\$9,389,479	24%	\$14,593,814	\$431,472	\$2,392,432	\$2,823,903	
Northern York County SD	York	\$8,880,638	\$1,037,546	19%	\$9,880,719	\$266,123	\$1,416,883	\$1,683,007	
Red Lion Area SD	York	\$14,959,172	\$3,996,989	22%	\$17,834,516	\$366,648	\$2,708,023	\$3,074,671	
South Eastern SD	York	\$0	\$2,891,980	6%	\$10,266,512	\$166,815	\$413,140	\$579,956	
South Western SD	York	\$9,870,762	\$2,161,686	17%	\$13,451,681	\$366,196	\$1,718,921	\$2,085,117	
Southern York County SD	York	\$3,851,878	\$638,838	9%	\$9,435,668	\$192,356	\$641,531	\$833,887	
Spring Grove Area SD	York	\$4,660,595	\$5,431,382	14%	\$13,334,800	\$304,571	\$1,441,711	\$1,746,282	
West Shore SD	York	\$21,087,375	\$0	17%	\$17,252,995	\$489,876	\$3,012,482	\$3,502,358	
West York Area SD	York	\$5,593,107	\$8,234,418	23%	\$9,332,387	\$380,115	\$1,975,361	\$2,355,476	
York City SD	York	\$70,814,523	\$16,476,874	59%	\$99,056,373	\$3,496,444	\$12,470,200	\$15,966,643	
York Suburban SD	York	\$3,750,653	\$6,249,253	17%	\$5,806,893	\$403,146	\$1,428,558	\$1,831,704	

<sup>1</sup>2024/25 distribution is subject to change based upon updated data

## Appendix C – Recommended Uses

### Considerations:

- Funding uses should align to core principles reflected in PDE’s Accelerated Learning Toolkit and guidance provided to schools throughout the pandemic.
- Eligible schools may use funding to establish, maintain and/or expand.
- Schools should prioritize using funding for those efforts that improve outcomes for underperforming students, with a focus on ESSA designated student subgroups.

**Note:** Asterisks following items below indicate that similar language exists in Section 2599.2 of the School Code (PA Accountability Grants).

<b>Focus on High-Quality Academics</b> - Define the instructional changes needed to ensure every student has access to the instructional strategies, resources and supports necessary to successfully engage with and master grade-level content.	
1.	PreK programs aligned with the current academic standards contained in 22 Pa. Code Ch. 4 (relating to academic standards and assessment). *
2.	Full-day kindergarten aligned with the current academic standards contained in 22 Pa. Code Ch. 4. *
3.	Class size reduction program such class size reduction program shall appoint and assign a minimum of one teacher for every 17 students or two teachers for every 35 students enrolled in a kindergarten, first, second or third grade classroom. *
4.	Improving the academic performance of subgroups identified under the federal Every Student Succeeds Act. *
5.	Programs to assist in the building of strong STEM and applied-knowledge skills. *
6.	Providing additional programs for continuing professional education that may include any of the following: training in mathematics, science and literacy-specific curriculum and instructional strategies; training in school-wide improvement planning; analysis of student achievement data, including student work and the implications for classroom practice; observing and studying exemplary school and classroom practices; implementing school-wide programs and classroom management strategies designed to improve student conduct; using technology to boost student achievement; conducting transition planning and curriculum alignment across schools and grade levels; or implementing secondary strategies to increase student engagement and personalize learning. *
7.	Structured literacy (aka science of reading) (i.e., professional development, diagnostic testing, curriculum development and integration).
8.	Math and literacy programs, including coaches, specialists, and/or other support professionals within schools to improve math and reading instruction. *
9.	Financial incentives to highly qualified, tenured teachers to work in the most academically challenged schools in a school district; to aid in the recruitment of certificated teachers, especially in high-need subject areas, to work in the most academically challenged schools in a school district; and to increase participation in education-related jobs, including outreach efforts to communities that have low participation in the education workforce. *
10.	Work-based or experiential learning and career readiness programs such as pre-apprenticeships, internships, postsecondary credits, industry-recognized credentials and other pathways to graduation and life after high school (i.e., college, military, work). *
11.	Purchasing materials or extending service hours for school libraries and/ or hiring school librarians. *
12.	Programs for instruction on world languages in the elementary and secondary grades, either in immersion classrooms or as separate periods of instruction. *



13. Programs to strengthen high school curricula by creating rigorous college and career preparatory programs, increasing academic achievement, offering additional advanced placement courses, such as AP/IB/ dual credit, providing school-based counseling, and providing professional development. *
14. Programs to provide intensive teacher training, professional development opportunities and teaching resources to teachers, particularly high-need subject areas. *
15. Developing/expanding career and technical education programs aligned to postsecondary credentials and occupations that earn a family-sustaining wage, including programs that lead to careers in education.
16. High-quality professional development for educators.
<b>Foster Supportive Learning Environments</b> - Create positive and supportive learning environments to support students and staff.
1. Establishing, expanding, or maintaining programs that promote the availability, coordination, integration, and utilization of social and health services, associated resources and ancillary resources to meet the needs of children and families in addressing issues that may serve to limit student academic achievement. *
2. Serve students experiencing educational instability, in accordance with Act 1 of 2022 (on-time graduation solutions).
3. Targeted support for English Learners.
4. Increased inclusion for students with disabilities to be educated alongside their nondisabled peers, in accordance with the IDEA, Section 504, and Chapters 14 and 15.
<b>Establish Healthy System Conditions</b> - Engage partners- including students, parents, and educators- across your education community to fully understand the needs of your system and respond with staffing, technology, scheduling, and continuous improvement processes that create the conditions for acceleration of learning.
1. Expanding data analysis and use to inform and improve instructional practice (i.e., investing in data management and reporting systems, forming data teams, hiring a data quality specialist, etc.).
2. Assessment literacy (i.e., coaches, data teams, assessment types, local assessment plans, curriculum review cycle).
3. Any evidence-based strategy or program proven to improve educational outcomes for students (with a clear definition of “evidence-based strategy”).
<b>Design a System of Multi-Tiered Supports</b> - Provide a continuum of evidence-based academic and behavioral supports aligned with student needs.
1. Multi-tiered support programs.
2. Providing tutoring assistance during the normal school day and hours of the school district, provided that the tutoring is in addition to and does not interfere with a student's regularly scheduled classroom instruction times and does not supplant services required in a student's individualized education program. *
3. After-school and remediation programs.
4. Summer learning programs.
5. Credit recovery programs.

**PDE Resources:**  
[Accelerated Learning Through and Integrated System of Support](#)  
[The PA Evidence Resource Center](#)

## Appendix D – Summary of Testimony

**Basic Education Funding Commission – First Hearing’s Summary 9/12/23 (Facilities theme)**

Location: Allentown – ASD Admin Bl. Board Room	Hosts: Sen. Miller/Rep. Schweyer
Date: Tuesday, Sept. 12, 2023	Time: 10 a.m.

**PANEL ONE:**

**Dr. Matthew Kelly, Assistant Professor, Penn State University**

Dr. Kelly delivered testimony to the members of the Commission. He provided information about his background in education funding policy and stated that he served as an expert witness for the petitioners in the school funding litigation. Focus of his remarks described funding challenges facing the poorest school districts in the Commonwealth, spending levels among school districts that are currently meeting state targets for performance and graduation rates, and an analysis of school districts’ needs in meeting state standards.

Dr. Kelly provided the Commission with his research’s overview that the poorest of the Commonwealth’s school districts have the least amount of taxable wealth; the lowest ability to locally generate funding on their own without additional state support; the highest student-related costs and the greatest need for additional funding; the least spending despite having great need and average tax rates; and remain the furthest from state-set goals. He discussed that students from low-income families in districts with the highest funding levels have substantially higher state standardized test scores, higher school graduation rates, rates of entering postsecondary education, and higher rates of graduating from college degree programs within six years relative to low-income students in the poorest, lowest-funded districts.

Dr. Kelly also provided the Commission with his adequate funding study calculations used at trial. He cited his use of Section 2502.48 of the Public School Code, while pointing out that it uses different weights than today’s current Basic Education Funding (BEF) formula and does not take into account a number of other costs, including special education.

Dr. Kelly indicated that for the Commission’s purposes, he set about in a similar but slightly different manner. Using the state’s most current weights in both the Fair Funding (i.e. BEF) formula and Special Education Funding (SEF) formula, he examined what the typical spending needs would be for districts to meet the state’s goals for high school graduation rates and proficiency on state exams. This was done to identify estimates of how much additional funding, if any, is needed for each school district.

Dr. Kelly stated that a base cost was identified which, in combination with supplemental weights for student and district need-based factors that increased districts’ costs, allowed him to identify adequacy targets (using up-to-date information and data to generate the estimates). Criteria for special education, charter school costs, PSERS payments, factors for poverty, and current state goals for academic achievement were among the targets he included and used to identify model school districts.

Dr. Kelly testified that he identified a base cost for each model district, defined as the per-student current spending, in those districts for a student with no identified needs under the BEF or SEF formula. To achieve the most reasonable estimate of cost, he explained that he removed cost outliers and

identified the median base cost in model districts and applied the base cost to each districts' weights identified under the BEF and SEF formulas. *(Put differently, identified what the typical successful district is spending relative to its needs, then applied that target spending across all school districts.)*

Dr. Kelly said that districts spending less than their targets are identified as having an adequacy shortfall. Based on the comparison between each district's current spending and its adequacy target, there were 412 school districts in the Commonwealth that spent less than they needed to meet their adequacy target in the most recently released state funding data. These districts educated/were fiscally responsible for 83% of the students in the Commonwealth, located in 64 counties.

In aggregate, he found that adequacy shortfalls across districts were about \$6.2 billion or about 20% of current expenditures. Dr. Kelly also found the median shortfall across all districts is \$2,572 per ADM including districts without a shortfall. Dr Kelly concluded by noting he is not including facilities or maintenance needs, pre-K needs, or increases in costs-of-living.

#### TESTIMONY HIGHLIGHTS

**Dr. Kelly** during given remarks: "Addressing shortfalls would significantly address equity issues as identified by the court."

**Dr. Kelly** during remarks: "Majority of model districts are in the wealthiest quintile; no model districts in the poorest quintile. Districts in the wealthiest quintile account for only 2% of the current adequacy shortfall; districts in the poorest quintile account for 51% of the statewide adequacy shortfall, even though they are only fiscally responsible for 20% of students."

**Dr. Kelly** during remarks with Sen. Rothman Q & A: "And if we look at, for example, the share of total funding that comes from the state within the Commonwealth relative to other states, Pennsylvania is very much an outlier in the extent to which it's reliant on local property wealth and local incomes and that local taxable pot of wealth to fund its schools."

**Q & A with Sen. Nick Miller, Panel 1:** " Mr. Chairman, on inflation and the gap between the initial testimony in the court hearings. How much has that played a factor between now, and this estimate? Just a local example, we had a middle school project queued, \$95 million for a middle school. Now, that project is estimated about \$118 million. That was a two-year time period which inflation impacted. How has that impacted these weighted factors and costs?"

**Dr. Matthew Kelly:** "The base cost was calculated with data from this year, but that's a really important consideration when examining previous estimates. In addition to not taking into account all these cost areas, inflation alone, if we'd look at the Act 1 index, I believe it's 4 .1% for this coming year. And so, inflation is certainly real, and districts are feeling those cost pressures."

**PANEL TWO:**

**Dr. Carol Birks, Superintendent, Allentown School District**

**Dr. Jack Silva, Superintendent, Bethlehem School District**

**Lynn Fueini-Hetten, Superintendent, Salisbury School District**

Allentown School District's superintendent Dr. Carol Birks stated in her testimony to the Commission members that providing equitable funding for urban school districts is a matter of social equity and fairness. She testified that it is imperative to recognize the critical role of school facilities in fostering a conducive learning environment. Allentown School District's facilities include 21 buildings where students are taught daily. Of those school buildings, two-thirds are over 50 years old and 12 are over 100 years old. She shared that their aging structures struggle to accommodate the demands of 21-st century education.

In the wake of newer building and safety codes and standards, Dr. Birks stated that their facilities face challenges that were unforeseen when originally constructed, including outdated mechanical, electrical, plumbing, and fire protection systems, as well as nonexistent air conditioning. The district estimates that addressing these issues would contribute to an over 70% investment cost to remedy building deficiencies. Extreme heat and lack of climate control led to four half-days of instruction for Allentown students the week of the hearing. Students experienced less learning time during the closures, and parents had to scramble for childcare and transportation. The Allentown School District's Jefferson Elementary School and Harrison-Morton Middle School were mentioned as two examples of building challenges. Jefferson was built in 1910, with projected capital improvements over the next 10 years anticipated to exceed \$20 million while a complete renovation is estimated to be \$33.64 million. Harrison Morton dates back to 1874 and fails to support technological, safety, and other related modern educational models. The district anticipates \$30 million in needs for capital improvements ahead, and estimates a \$42 million cost to renovate, while cautioning that their projections are rising given inflation rates and other costs of construction.

Dr. Birks testified that the district currently allocates \$4 million annually for maintenance and safety measures. She further stated that local taxpayers already face the highest school tax rate in Lehigh county, and shared that charter schools locally do not have the same struggles due to their more modern facilities and funding method. Dr. Birks closed by urging legislators to intentionally and aggressively close opportunity gaps for students in Allentown.

Next, Dr. Jack Silva, superintendent of Bethlehem Area School District, stated that ultimately it will require additional resources to develop and implement a roadmap to achieve a constitutional fair formula. Dr. Silva shared recommendations that reflect priorities from his vantage point as a public school educator and administrator.

On the day of the hearing, Dr. Silva was managing the decision to begin school at an aging high school facility (that was more than 50 years old) due to a power outage-related closure, resulting in 2,800 students missing seven hours of instruction. With their 22 schools serving 13,000 diverse students in diverse neighborhoods, he said that six are over 50 years old. Recently, the district had been able to use federal funds to help its capital plan, particularly by renovating eight elementary schools' HVAC systems. But, that has not allowed BASD to truly continue its district-funded capital plan which manages over a

half of a billion dollars in assets. Growing costs for facilities prioritizes what projects this district will do, and their sheer ages make them a challenge to maintain over time.

He highlighted recommendations for prior items he encountered in the beginning of his career, including a Plan Con reimbursement system to avoid building-related closures, and re-addressing charter reimbursements and off-setting dual enrollment costs for students of financial need. He emphasized costs of aids and other needed support positions, and the challenges to retain, certify, and staff recruit, as well as affording the unique curriculum needed to prepare students for career paths. Dr. Silva explained their district's community schools model with focuses upon needs for family care, internet access, employment and more. The district engages in mental health initiatives with outside nonprofits, as well as housing liaisons.

Another area of need he focused on was improving early literacy. By having secure literacy skills by the end of third grade, the student would "have the keys to the kingdom" for the rest of their education, according to Dr. Silva. New assessment measures, training tools and resources are expensive for modern, evidence-based methods. He shared concerns on waiting lists and other barriers of facilities' needs to their vo-tech.

#### TESTIMONY HIGHLIGHTS

"Now, there's a significant cost to professional development, to the amount of time with the teachers, to the data systems and the amount of forms and assessments, and a number of reading specialists needed - to manage a system, it is a significant cost, not to mention the curricular materials. -**Dr. Jack Silva**, Superintendent, Bethlehem Area SD, during Q & A remarks

When you're talking about reading, we have found that it has had the opportunity to erase some of the more significant differences between the achievement of students in our highest-need schools versus our lowest-need schools. When we implemented strategies consistently for a couple of years, we were seeing at the end of kindergarten or at the end of second grade, some of those differences in student achievement disappear -and we were making progress on eliminating race and poverty as predictable measures of school success." -**Dr. Jack Silva**, Superintendent, Bethlehem Area SD, during Q & A remarks

**Q & A Dr. Birks on Allentown SD's funding to Chair Phillips-Hill:** "We have, of our a little over \$460 million (because we received ESSR funding), \$75 million of our funding is allocated to our charter schools right off the top. We transport their students more than our own. So that's one obstacle for us. I agree that as a community, we are looking as to how we re-imagine ourselves and look at our funding more strategically, and leveraging. I give examples about our non-profit partners and saying, 'if you're receiving a particular aid from various entities, federal or state, how can we leverage those dollars?' so that we can, at-scale, support our students and closely align what they're doing to our mission."

**Testimony of Lynn Fuini-Hetten, Superintendent, Salisbury Township School District highlighting impacted areas:**

“Years of underfunding numerous state mandates have impacted Salisbury Twp. SD. In the absence of Plan Con funding and in the presence of mandated cost increases for special education, charter school tuition, transportation, and more, the district has been unable to afford necessary facility upgrades. Additionally in 2020, we consolidated elementary schools due to facility maintenance and financial issues – resulting in community conflict of the closure of our district’s beloved elementary school...the BEFC must identify the steps needed for ensuring our public schools will, in the very near future, give every child the public education they are entitled to in the facilities they deserve without leaving the burden to local taxpayers.”

**Q & A Rep. Pete Schweyer Panel 2:** “All school districts are not the same. We could move to a regional, county-based school district right now, and that might get to a point of equity, might then start being able to have the conversation of, ‘why does Parkland’s school district - which is a tremendous school district - immediately to the west of Allentown, which includes Dorney Park, have some things that are similar to Allentown’s?’ “ ...

**Also Rep. Schweyer** “In our conversation of the BEFC, we need to understand what the dollar figures are, and how we're going to do a better job of dispersing them.”

**PANEL THREE:**

**Julie Cousler, Executive Director, Pennsylvania School-Based Health Alliance**

**Dr. Marilyn Howarth, FACOEM, Deputy Director, Philadelphia Regional Center for Children's Environmental Health**

Julie Cousler, director of the PSBH Alliance, provided their group’s testimony on the student health care access mission for their organization’s centers across the state, particularly for students that live in poverty. In-school health care professionals providing preventative and routine checks-ins as well as rendering diagnoses, screenings, and providing effective care are a factor in helping students be healthy to succeed and be in school. Ms. Cousler shared information linking decreases in absenteeism to student health resources, as well as urging for leveling health equity so that children and adolescents can better achieve.

Finally, Dr. Marilyn Howarth, deputy dir. for the Phila. Regional Center for Children’s Enviro. Health, provided her organization’s submitted remarks. She explained how children are a vulnerable and still-developing population that spends the most of its time at school than anywhere except at their homes, so schools should *not* be a place that can harm their health. Addressing any hazardous environmental conditions should not be delayed by deferred maintenance, and from time to time, she cautioned that early or prompt identification of an asbestos damage-related incident or flaking lead paint does not always occur smoothly. Dr. Howarth pointed out that school buildings are often in need of heating, ventilation, and cooling system repairs, roofs, or other health and safety-related upgrades. Lead identification in drinking water, air quality impacts from poor ventilation, and asthma-exacerbating mold are just a few



unhealthy conditions that older schools must avoid (while noting that the presence of certain conditions does not always lead to exposure).

### TESTIMONY HIGHLIGHTS

“These hearings are about the varied needs of students in order for them to achieve academically. It’s about education - and arguably health - equity. If you are not healthy, you cannot succeed, and more than half of students in poor districts are not healthy.” -**Julie Cousler**

**Dr. Marilyn Howarth during Q & A:** “Senator, the one piece on that student’s [Dean Pagan] story that you didn't mention was that the teacher actually saw him eat that paint chip. That was the only reason he was tested. What about all of the other children, whose teachers didn't see them?”

**Dr. Howarth during remarks:** “Although each of the hazards discussed have serious health impacts on children, the hazards rarely occur individually in schools. They tend to cluster in older buildings in the poorest school districts. Children in these school districts experience multiple hazards often in addition to similar ones at home.”

**Chair Sturla and PDE Panel 3 Q & A:** Chair Sturla asked PDE if there is a comprehensive list of school facilities in the state of Pennsylvania, and was informed that the information cannot be collected by the department at this time. PDE indicated that before 2014, the department did conduct a study, but it was voluntarily to school districts. Representative Schweyer indicated that the House of Representatives recently included an amendment of that provision as part of education legislation.

### KEY HEARING TAKEAWAYS

- 1.) Buckets of money made available for different purposes for districts (ie. whether special education, maintenance) is preferred.
- 2.) Across the state, districts face maintenance-related repairs across facilities of varying ages.
- 3.) Differences in local revenue versus state dollars, particularly for areas of the state that are growing more rapidly and/or have incoming businesses and industry contributing to tax base. Discussion about payments in lieu of local taxes provided an array of experiences around the state.

Video Transcript: <https://youtu.be/RDW6ISuAKjQ>

## Basic Education Funding Commission Hearing Summary

Location: North Office Building Hearing Room #1	Host: None since in Capitol
Date: 9/13/23	Time: 9:00 am
Hearing #2 Topic: Commonwealth Court's ruling that Pennsylvania's school funding system is unconstitutional and how other states are handling school funding.	

### **PANEL ONE:**

The first panel shared the plaintiffs' perspective on the Commonwealth Court's ruling that Pennsylvania's school funding system is unconstitutional and must be reformed.

Mr. Urevick-Ackelsbrg said the Court found that children are being deprived of the resources deemed essential; the funding system is failing; the system's failures are particularly placed upon the shoulders of low-income children and children of color; and the failures are caused by a system that is heavily reliant on local wealth that fails to account sufficiently for student need.

Ms. McNerney stated that the Court defined a path forward to constitutional compliance: determine adequacy targets for each district based on student need and current education costs; ensure an equitable division of state and local funding; invest in early childhood education and pre-K; address the need for safe and adequate facilities and implement a reasonable timeline.

Superintendent McAndrews asked the Commission to design a new, fair system, one with sufficient state funding, based on his students' potential, not on his community's wealth.

Superintendent Costello indicated that he and other districts are forced to choose between unacceptable options every school year that negatively affect student learning because they lack the local wealth to draw from.

### TESTIMONY HIGHLIGHTS:

Dan Urevick-Ackelsberg, Senior Attorney, The Public Interest Law Center:

“[W]e offer four core recommendations for how this Commission can provide a real roadmap for making this system constitutional...Create serious adequacy targets for what schools need in order to provide their students a comprehensive, effective, contemporary education... Determine a fair and equitable ‘state share’ for those targets, so that all school districts can reach adequate funding at a reasonable tax effort...Address funding for special education, pre-Kindergarten and facilities, among other things...[and] Meet the urgency of the problem.”

Maura McNerney, Legal Director, Education Law Center:

“As a result of underfunding, the [Commonwealth] Court found students in low-wealth districts are discriminated against as they lack essential resources needed to prepare them to succeed, as evidenced by achievement gaps between high-wealth and low-wealth districts reflected in multiple outcome measures including state test scores, graduation rates, postsecondary attainment, and college graduation rates. These gross disparities in both resources and outcomes cannot be justified by any compelling state interest.”

David McAndrews, Superintendent, Panther Valley School District:

“We joined the case and won the case because our public school funding system makes it impossible for poor, rural communities like mine to provide the resources all our students need to succeed civically, academically and socially.”

Brian Costello, Superintendent, Wilkes Barre School District:

“The court’s decision is clear: every child can learn, and it is up to us to make this promise a reality in Pennsylvania public schools. Invest in the future of Pennsylvania, and let our students show you what they can do.”

## **PANEL TWO:**

The second panel featured research experts’ testimonies regarding school funding formulas in other states and in Pennsylvania.

Mr. Griffith indicated that most states employ two primary distribution methods for K-12 funding: a resource allocation system (six states) or through a foundation or base formula (36 states). He said states determine their foundation amounts in various manners, including research-based approaches, past year expenditures, reliance on educational inputs, or considering available funding, before adjusting by applying student weights to address the unique needs of certain student groups.

Ms. Farrie noted that recent rigorous national studies found that increased spending between the 1970s and 2010s led to positive long-term outcomes for students well into adulthood. She defined an equitable funding system as one that has a progressive distribution of funds so that high poverty districts receive additional money to support the academic and social needs of students who often face obstacles to learning.

## **TESTIMONY HIGHLIGHTS:**

Mike Griffith, Senior Researcher and Policy Analyst, The Learning Policy Institute:

“Research doesn’t prescribe a specific percentage for state funding, but it does underscore the relationship between increased state funding and greater equity in education. In the 2020-21 school year, 45.3% of K-12 public education funding came from state sources nationwide, compared to 37.4% in Pennsylvania.”

Danielle Farrie, Research Director, Education Law Center of NJ:

“Crucial, fair funding has two basic components 1) adequacy, or a sufficient level of funding for all students, and 2) equity, where funding levels are differentiated to account for the reality that some students require additional resources to reach a common outcome.”

## **Key Takeaways:**

1. A reasonable timeline is needed to fully fund a constitutionally compliant school funding system that reflects the urgency of the problem.
2. Increasing the state’s share of school funding is a key step to achieving greater equity and ensuring its direction towards districts and students in the most need.
3. A fair school funding system is a central component necessary to guarantee a student’s right to constitutional education.

## Basic Education Funding Commission Hearing Summary

Location: The School District of Philadelphia Board Room	Host: Senator Hughes
Date: September 14, 2023	Time: 2pm
Hearing Topic: Mental Health and Trauma-informed Education	

### **PANEL ONE:**

The Superintendents of Philadelphia and Norristown testified to the Commission regarding the impact the lack of equitable funding has had on those districts.

When asked about their thoughts on student metrics, both superintendents mentioned the need to use more than standardized testing, with Superintendent Dormer pointing to Norristown’s use of standardized assessment mixed with a local assessment to show student progress year over year. Superintendent Watlington pointed to other metrics for student assessment including significant improvement in student attendance and percentage of students who complete FAFSA.

A request for more consistent state funding, with the example of the Commonwealth’s investment in K-12 mental health was raised. Increased consistency would allow school districts to make more long-term decisions rather than be focused on year-to-year decisions.

### TESTIMONY HIGHLIGHTS:

Dr. Tony Watlington, Superintendent, School District of Philadelphia

“Think of the commutative effect year after year from K through 8<sup>th</sup> or 9<sup>th</sup> grade for students who have been under resourced, it means we have to redouble and more than double our efforts to provide services and supports.”

Christopher Dormer, Superintendent of Norristown School District

“What does full funding mean for our students, staff, and families? It means opportunity. It means equity. It would provide us with the means to meet each and every student where they are and to provide them with a modern, personalized, and individualized educational program that prepares them for life and to be a contributing member of our community and the Commonwealth of Pennsylvania.”

### **PANEL TWO:** (Brief summary of panel testimony as a whole)

The impacts of mental health and trauma on students has only become worse during and after COVID. Districts need steady funding and supports to address the ever-growing impact of mental health and trauma on students. According to studies, some “70% of children in the U.S. who seek and receive mental health support get it at school.” The panel discussed the importance ensuring the mental health needs of students are addressed, as well as the need to provide services to address the trauma that children suffer and which prevents them from being able to learn to the best of their abilities.

### TESTIMONY HIGHLIGHTS:

Arthur Steinberg, President, American Federation of Teachers-PA

“The depth and breadth of the student mental health crisis may not yet be determined, but it is our members—educators, paraprofessionals, staff, and school counselors—who encounter the brunt of the effects each day.”

Jerry Jordan, President, Philadelphia Federation of Teachers

“The last several years have been incredibly challenging, and the impact of many of the crises across this nation have been acutely felt by children of color and children experiencing poverty. And to navigate that trauma and stress, our young people need resources—resources that the government has historically refused to provide.”

Ashley Cocca, School Counselor, School District of Philadelphia

“Trauma is so constant in [Philadelphia] that we begin to regard it as normal. But it is not normal. It literally changes the nervous system, the chemistry of the brain. When the brains and bodies of our students are in a constant state of trauma response, they are attuned to surviving, not thriving. Student hypervigilance looks like inattentiveness, anxiety looks like hyperactivity, depression looks like truancy. We mistake survival skills for learning and behavioral deficiencies. And the support systems we have at our disposal come up short-handed with month-long waitlists and inadequate staffing.”

Fatounmata Sidibe, Student, William W. Bodine High School

“We are then required to fully engage and be present while hoping that our environment outside will not show up in our work. We’re required to invest so much time with little effort given back to us with support for our success. We don’t even have a library, or a cafeteria. Two bare minimum things that kids need to get through the day. We shouldn’t have to go through so much just to get an underfunded education.”

**PANEL THREE:** (Brief summary of panel testimony as a whole)

The panel discussed the need to ensure we have resources to address trauma, well being and access to mental health. A need for consideration of a healing centered learning approach to coordinate funding, supports and opportunities for students to heal and enjoy well-being. Additionally, the panel discussed how trauma not only impacts the students but the staff who have to process, adapt and respond to a variety of different traumatic experiences in a short or limited time.

**TESTIMONY HIGHLIGHTS:**

Donna Cooper, Executive Director, Children First

“The combination of the pervasiveness of the mental health challenges, the comparative shortage of resources to meet the needs of a much larger share of students who are considerably poorer and more diverse leads to unsurprising, yet unfortunate, outcomes in these schools.”

“There is nothing unique about the students attending the lowest spending districts in the state. If they were afforded the same essential school-based supports as their higher wealth counterparts there is every reason to believe that their behaviors would moderate, and they could more readily focus on school work.”

Joan Duval Flynn, Chairperson, Trauma Informed Education Coalition

“How are our children? They are wounded, frightened, anxious, and stressed; and they are sitting in classrooms across the commonwealth in the care of individuals who have chosen to serve society in roles such as school administrators, classroom teachers, nurses, social workers, and other staff supporters.”

Mary Beth Hays, Director of Philadelphia Healthy and Safe Schools, Temple University

“Studies have shown that attitudes related to trauma-informed care are positively correlated with compassion satisfaction and negatively correlated with compassion fatigue. Increasing awareness of trauma and trauma-informed strategies leads to decreased burnout and increased job satisfaction among school staff.”

Dr. Shawn Ginwright, Founder and CEO, Flourish Agenda

“Pennsylvania continues to struggle with the pervasive trauma exposure among students, particularly students of color. Traumatic experiences, whether due to violence, poverty, or other adverse circumstances, can have profound and lasting effects on a child's physical, emotional, and cognitive development. These experiences can hinder their ability to learn, form healthy relationships, and thrive in school.”

**Key Takeaways:**

1. An understanding of trauma’s impact on learning and the increased cost of educating students living in poverty must be considered when recommending changes to basic education funding.
2. Schools need consistency in funding for mental health so they can make longer term decisions to ensure they can provide necessary supports and services for K-12 students.
3. There needs to be an investment in the K-12 mental health workforce. Without investment in the workforce there will not be enough caring, trained adults in schools available to provide the services our students need.

## Basic Education Funding Commission Hearing Summary

Location: Lincoln Middle School	Host: Representative Mike Sturla
Date: 9/21/23	Time: 10:00 am
Hearing #4 Topic: Equity and Perspectives of Teachers, Local School District, and the Community	

### **PANEL ONE:**

The first panel featured testimonies from research experts about the importance of equity in school funding. Mr. Lapp said that Pennsylvania’s public school systems boast relatively high overall average performance (in funding, in opportunity, in outcomes), but these averages are masking nation-leading inequity (gaps in funding, opportunity, and outcomes). Mr. Stier provided a historical perspective of why public education was so important that it became a part of the Pennsylvania Constitution.

#### TESTIMONY HIGHLIGHTS:

David Lapp, Director of Policy Research, Research for Action:

“If nothing else, I hope you take away the following three main points: Inequity is the defining feature of Pennsylvania’s system of public education...The state must identify adequacy targets to eliminate inequity in school funding...[and] Pennsylvania schools work when they are equitably and adequately funded.”

Mark Stier, Executive Director, Pennsylvania Policy Center:

“[In 1835, Thaddeus] Stevens insisted that those seeking the repeal of free common school law to reduce their taxes were mistaken because those schools are ‘for their own benefit.’ That is, he insisted that everyone benefited from the education of all the children of Pennsylvania because it contributed to both civic education and an education that helped every child grow up to contribute to the prosperity of the state.”

### **PANEL TWO:**

The second panel had teachers and advocates offering reasons for full and fair funding in a timely manner. Ms. Boyce explained that Pennsylvania’s teacher shortage crisis cannot be separated from its school funding inadequacy and inequity crisis. Ms. Haase and Ms. Morales shared the challenges of teaching students with more needs with fewer resources than in wealthier districts while Ms. Botto shared the same negative impact from a parent’s perspective. Reverend Dr. Edwards noted that school districts receiving the most revenue in Pennsylvania are disproportionately white while districts receiving the least revenue are disproportionately Black and LatinX.

#### TESTIMONY HIGHLIGHTS:

Laura Boyce, Pennsylvania Executive Director, Teach Plus:

“Given this research, it is unfair and cynical to decry the underachievement of students in underfunded districts while simultaneously refusing to give these districts the resources they need to hire sufficient number of qualified and well-prepared educators, update their facilities, expand access to pre-kindergarten, and provide equal educational opportunities to those provided in wealthier districts.”



Kristen Haase, Senior Policy Fellow and SDOL Teacher, Teach Plus:

“In our analysis [*Funding Our Future*], we found that underfunding leads to crumbling school infrastructure, negatively impacts student and teacher mental health, hinders districts’ ability to recruit and retain educators, and limits academic opportunities and resources.

Dominique Botto, Leader, POWER Interfaith:

“Why should he [my son] go without because of his zip code? Why are teachers struggling and having to provide their own funding for their classrooms when I can go ten minutes down the road and see already well off families getting even more?”

Brenda Morales, Leader and Retired School District of Lancaster Educator, POWER Interfaith:

“You can’t image how miserable it is to work in extreme heat or cold. I used to keep a pile of sweatshirts for days when the boiler system was acting up, but there wasn’t anything I could do on super-hot days. Studies have found that extreme temperatures impact a student’s (and teacher’s) ability to focus.”

Reverend Dr. Gregory Edwards, Chief of Staff, POWER Interfaith:

“Multiple studies have shown that Pennsylvania’s school districts have more significant racial and class achievement gaps in student learning than nearly any other state...The evidence is overwhelming: Pennsylvania’s public schools face an immediate and unconstitutional crisis of racial, economic, and educational justice.”

### **PANEL THREE:**

The final panel focused on the School District of Lancaster, a plaintiff in the education funding lawsuit. Superintendent Miles said his district spends \$11.5 million annually on programs for English Language Learners, larger than the entire basic education funding subsidies for two-thirds of neighboring school districts in Lancaster County. With 90% of their students economically disadvantaged, Assistant Superintendent Przywara added that they need predictable, consistent, and adequate funding to provide students with the resources they need to access the education they deserve.

### **TESTIMONY HIGHLIGHTS:**

Dr. Keith Miles, Superintendent, The School District of Lancaster:

“First, let us all acknowledge two facts that research proves and the Basic Education Funding Formula affirms: School districts enrolling more children from low-income families and more English Language learners need more resources to equalize educational opportunity. Yet, these are the same districts that are at a disadvantage in raising revenue.”

Matt Przywara, Assistant Superintendent, The School District of Lancaster:

“In closing, let us remember that adequate education funding through basic education is not a luxury; it’s a necessity. It’s a commitment to the future, a commitment to equality of opportunity, and a commitment to the well-being of our communities. By investing in education, we are investing in a brighter, more equitable future of Pennsylvania and the School District of Lancaster.”

**Key Takeaways:**

1. While funding gaps exist in most states, the size and scope of the gaps in Pennsylvania are national outliers. This inequity is not normal.
2. A straight line can be drawn from inequitable resources to inequitable learning opportunities to inequitable achievement outcomes. To see improved student achievement, economic growth, and a strong workforce in Pennsylvania, investing in adequate and educational opportunities for all students is the best investment to make.
3. In New Jersey, the state Supreme Court directed a comprehensive set of remedial measures to ensure an adequate and equal education for low-income school children after the state legislature failed twice to sufficiently respond to the Court's rulings. When funding was scaled up by the mid-2000s, New Jersey saw its largest gains in student achievement for economically disadvantaged students.

## Basic Education Funding Commission Hearing Summary

Location: South Western School District	Host: Sen. Phillips-Hill
Date: Sept. 28, 2023	Time: 10 a.m.
Hearing Topic: Trends in basic education funding formula factors	

**PANEL ONE:** (Brief summary of panel testimony as a whole)

**Hannah Barrick, JD, Executive Director, Pennsylvania Association of School Business Officials:**

Key Challenges: School districts declining population - largest share loss - big urban districts, and small rural districts losing population. Share loss due to drop ADMs, poverty, concentrated poverty cliffs, falling local taxing effort.

Key Recommendations:

1. Smooth poverty percentages.
2. Fix concentrated poverty cliff - you either hit the 30% weights or not - 5-15 districts that are impacted every year. Share losses are driven by districts falling off the cliff.
3. Exchange the charter weight for a charter reimbursement. The weight that is assigned is .2 (really small), charter tuition is a school budget driver for expenditures, in the formula the weight moves about \$32.5M out of \$2B. Could get better bang for buck, put it into a reimbursement and out of a weight for school districts.
4. Examine the local effort index and consider measuring local effort through growth, not solely across districts. This looks at all 500 districts. If we are measuring based on the median, every district that raises taxes to Act 1 index or above will never catch upper end school districts.
5. Adjust balance between the stable base and the dynamic formula.

Hannah encouraged the commission to improve predictability.

### TESTIMONY HIGHLIGHTS:

**Hannah Barrick, JD, Executive Director, Pennsylvania Association of School Business Officials:**

“We would certainly caution against running all the money through the BEF formula. There are really significant implications for doing that for all 500 school districts. The formula was not built to do that. That’s a lot of dynamic money and you have no predictability from a school district standpoint.”

“We would caution against putting all different formulas into one gigantic formula. One thing we know about this formula, again, is that it’s really school district specific. It does a really good job at directing resources based on these factors.”

“Multiple buckets of state funding [are] very positive and really reflects the needs of every individual school district.”

Key Takeaways:

1. Formula is not built to handle a ton of new money.
2. Do not put all formulas into one giant formula as you would dilute different buckets of funding.

- a. Some districts do well under special education since that's their population; some do well under basic education, etc.
3. Predictability and stability are critical for school business officials.

**PANEL TWO:** (Brief summary of panel testimony as a whole)

**Sherri Smith, Executive Director, Pennsylvania Association of School Administrators**

Multiple funding sources are recommended.

The state would create greater inequities if pulling in other sources into the Basic Education Funding Formula (e.g., Transportation, Special Ed, PlanCon). Must be kept separate from BEFF.

Special Education is the fastest growing expenditure due to costly legal fees, supply and demand of staffing/personnel.

Districts only receive 25% of funding from the state needed to address special education costs. Districts end up pulling in money from Basic Education Funding to cover the balance.

Funneling and increasing funding for special education is much needed and will help with inequities.

**Dr. Jay Burkhart, Superintendent, South Western School District  
President, Pennsylvania Association of School Administrators Board of Governors**

Key challenges with local district: Staffing and charter school funding.

District seeing an increased need for paraprofessionals for several years with increased starting wages.

Charter school working with IU to provide learning options for students. Lincoln Edge via the Intermediate Unit has 83 students enrolled from South Western School District. Students who enroll receive a South Western School District diploma and maintain contact throughout their education.

\$8,300 per student to attend Lincoln Edge - work with IU. It is still a cost that continues to increase. However, all cyber and brick-and-mortar account for 196 students. Cost in latest FY 23-24: \$2.65M - approx. \$13,500 per student.

In encouraging support for PlanCon, South Western School District recently completed a \$30M+ renovation to its intermediate school and is currently embarking on a \$70M capital project to provide improvements to high school.

**Dr. Van Deusen, Superintendent, South Eastern School District**

School district is comprised of 2,600 students and covers 108 square miles.

The district ranks in the bottom half of state Basic Education funding per pupil, and more reliant on local taxing effort.

Based on his experience and research: Districts that receive more Basic Education Funding dollars, have low media household income, low effort capacity and lower real estate market value. Districts that receive lower Basic Education Funding have higher median household income, higher taxing capacity and higher real estate market values.

Basic Education Funding Formula is funding districts that may not have the capacity to generate local revenue through school property taxes, meaning that the formula is working as it's intended.

Key challenges: Outside of the correlation between Basic Education Funding and poverty, mill rates are distinctly different. The current Basic Education Funding Formula – poverty and the ability to generate local income should not be the only or most significant driver of state funding.

Expenses are the biggest challenge and vary greatly among districts. Dr. Van Deusen laid out the following issues and his proposed solutions:

Issue: Personnel salaries and benefits.

Proposed solution: Tie in a cost-of-living adjustment to each district to keep pace with salaries and benefits.

Issue: Special education cost. Example of smaller districts having very few students with unique needs, which does not warrant a class in that school – they are transported to an outside placement.

Proposed solution: Drive more funding through Special Education Funding Formula.

Issue: Charter school disbursement/reimbursement – impacts urban schools the most.

Proposed solution: House Bill 1422 would provide much-needed assistance.

**Key Takeaways:**

1. Keep the Basic Education Funding Formula separate from other formulas.
2. Special education costs are a major concern for districts; not basic education.
3. Capital projects continue to be a challenge to fund.
4. Charter funding reform would go a long way to provide additional stability and predictability for districts.

## Basic Education Funding Commission Hearing Summary

Location: Hazleton Area School District Administration Building, 1515 West 23 <sup>rd</sup> Street, PA 18202	Host: Senator Argall
Date: October 5, 2023	Time: 10:00 a.m.
Hearing Topic: Input from PSBA, Facilities & PlanCon, and English Language Learners	

### **PANEL ONE: PENNSYLVANIA SCHOOL BOARDS ASSOCIATION (PSBA)**

PSBA emphasizes the positive impact of mandate relief and the need for predictable and sustainable funding for all schools, including charter schools. Their testimony stresses the need for funding to support school building construction and maintenance, and student mental health support services including the community-engaged schools model.

PSBA advocates for adjustments to the fair funding formula and opposes the removal of hold harmless. While they do not take a position on the elimination of property taxes, the importance of local control of school budgets is emphasized. Finally, PSBA highlights the need to change the funding mechanism for charter school and cyber charter school tuition and special education tuition.

#### TESTIMONY HIGHLIGHTS:

##### **Kevin Busher, Chief Advocacy Officer, Pennsylvania School Boards Association**

“Even if public schools used every single dollar of Basic Education Funding increase to help pay those [mandated] costs, we would still see a mandated cost gap of more than \$2.5 billion.”

“...from a per-student perspective we see that mandated costs increases for pensions, charter school tuition, and special education account for nearly 60% of the roughly \$6,000 increase in expenses per student that has occurred over the last decade.”

“In 2011-12, 32% of all special education expenditures were covered by state and federal funding. By 2021-22 that percentage had dropped to just 24% due to mandatory special education costs increasing by nearly \$2.4 billion while revenues intended to help cover those costs only increased by \$378.5 million.”

“Taken as a whole, however, mandates can create unwieldy and burdensome requirements, drain money away from classrooms, result in higher property taxes, and negatively impact local decision-making because they either dictate, in considerable detail, the actions to be taken or severely limit available options.”

Funding schools does not necessarily need to be about new money. Mandate relief and charter school reform are two significant ways that funds could be retained within the public school system. Savings can be found within the current system. Provide mandate relief from requirements that divert funds and pull administrators and teachers away from the classroom. For instance, repeal requirements that force school districts to go through drawn out contracting processes with third-party vendors; enact Right-to-Know law reform to allow school districts to recoup costs associated with request made for commercial purposes, allow school districts flexibility in advertising public

notices as opposed to being limited to print newspapers to satisfy legal obligations. Despite Pennsylvania ranking in the top 10 for education spending and recent historic investment in public schools, school leaders have little control over most spending because of mandated costs such as pensions, charter school tuition, and special education, which has increased by more than \$6.2 billion over the last decade. The testimony cites state revenue increasing by about \$2.2 billion, leaving school districts with a \$4 billion mandated cost gap.

The State of Education report from PSBA states that nearly three-quarters of school districts have reported at least one building in need of major repairs or replacement and 70% of school districts reporting postponement of construction projects due to a lack of funds. Bifurcating school facility funding as a separate program from the school funding formula too often becomes a “political football” and funding needs to be stable, sustainable, and predictable. Fund the PlanCon program or similar facilities construction, renovation, maintenance, and remediation program on a recurring basis. This gives school leaders predictable funding for long-term planning.

PSBA does not have a position on eliminating property taxes and replacing them with another tax or funding source, but does have significant concerns with running all school funding through the most recent formula and removing the hold harmless provision. In the 2023-2024 fiscal year, if all BEF dollars were run through the formula roughly \$1 billion would be taken from 311 school districts and given to 189 districts. The loss of funding for those 311 districts varies, but at least 224 would see reductions greater than 20% and 107 districts would see at least a 40% reduction. Due to Act 1 index limits, districts may not be able to raise enough property taxes to cover the loss of state funding.

The testimony underscores local control over a school district’s budget, but acknowledges the more funding provided by the state, the less control school districts will have over their budget. Local control ensures that elected leaders are making decisions that are specific to their community’s needs, including mergers or consolidations, which should not be mandated. Instead, the state should incentivize these actions by providing financial support to overcome the initial barriers when considering these actions.

PSBA would like to see a permanent fix to charter school funding concerns, perhaps through provisions included in HB 1422. Charter school tuition payments are based on a school districts’ expenses and are not related to the specific needs of charter schools or cyber charter schools. Because of the charter school funding mechanism, based on 2020-2021 data, PSBA estimates that school districts overpaid charter schools for special education by \$185.6 million. Meaningful reform would free up funds for other school budget priorities.

## **PANEL TWO: SCHOOL FACILITIES AND PLANCON**

Mr. Kelly asserts that the existing conditions of public school buildings fall short of modern standards. School districts are in need of funding to upgrade, repair, modernize, expand, and replace obsolete and inadequate buildings. An important component of the PlanCon program was school districts had to complete a facilities conditions assessment.

Testimony presents concerns with Act 34 of 1973, which applies to all new school construction and additions that equate to over 20% of the existing building. Act 34 also sets the Aggregate Building Expenditure Standards, which



they state has several flaws when calculating a building's capacity and often requires school districts to build larger and more expensive buildings than they need simply to meet Act 34 requirements. The new PlanCon 2.0 program adopted under Act 70 of 2019 would address those concerns. Mr. Kelly concludes that the moratorium on PlanCon and a lack of funding has delayed those improvements, including compliance with the American with Disabilities Act and improved school safety and security.

#### TESTIMONY HIGHLIGHTS:

##### **Michael Kelly, American Institute of Architects (AIA) of Pennsylvania**

“While it is certainly important that a school’s roof doesn’t leak, if the spaces underneath that roof are not an environment conducive to teaching and learning, then the building is not functioning well as a school. This is why simply evaluating only a building’s HVAC system does not provide a full assessment of the facility.”

“We ask you to restart public school construction funding in Pennsylvania so we can provide modern, safe, secure, and healthy learning environments for our children. PlanCon 2.0 is the right mechanism to achieve this. It is ready. It was approved by this legislature in 2019. We just need to hit that ‘start’ button.”

Testimony describes a Facilities Conditions Assessments (FCA) as an assessment of the physical conditions of a facility including windows, doors, HVAC, and describes a district-wide facilities study as including the FCA but also considers enrollment projections and the educational needs of the school (e.g., STEM classrooms or Autistic student support rooms), both ideally being conducted every 5- 10 years. Mr. Kelly explains that a typical district-wide study could last 4 to 6 months and can include interviews with district officials, community members, and other partners. The cost varies depending on the number of buildings, for example a small school district could cost roughly \$10,000 - \$20,000, while a larger school district could cost roughly \$30,000 - \$40,000. On a per building basis the cost of conducting these studies is difficult to estimate because of each district’s buildings unique characteristics and scales of economy. Districts can collaborate to conduct these studies, but in practice each district has its own focus which makes joint studies difficult.

Mr. Kelly opines that existing requirements under the PlanCon program requiring issues such as asbestos and lead be remediated before schools were able to receive funding could be increased and include other areas like air quality. He also states that the aid-ratio balance in the PlanCon program does provide a bit of equity by providing a greater reimbursement for districts with more needs, such as being space limited (like in Philadelphia), but it is important to remember that PlanCon only provides a percentage of funds.

Testimony advocates for newer facilities citing significantly higher utility costs of older buildings than new facilities and asserts that the most at-risk students are in the oldest buildings, which are concentrated in the poorest districts with the most outdated facilities. Mr. Kelly contends that maintenance of buildings often receives lower priority than teacher salaries or educational resources when school funding is reduced in any way and that most school districts are aware of their infrastructure problems but action on some issues can be delayed five or ten years because of budget constraints.

Mr. Kelly makes the following recommendations:

- School districts should be able to choose their facility study partner. Any partnership to study a school district’s buildings should not just consider the physical conditions but also be a collaboration between the district and the assessor to also consider the educational environment and academic needs.
- The Department of Education should conduct a survey of school districts to inquire into the number of buildings, the size and age of each, and how many students each building serves. Additionally, inquiries could include when the last FCA was conducted, if there are any anticipated building improvements, and what areas need the most attention (e.g., infrastructure, school safety, educational spaces).
- Adequately fund and remove the moratorium on the new PlanCon 2.0 program. This new system would implement a modernized procedure for verifying Act 34 compliance, accurately calculate the capacity of buildings, and appropriately value the usage of instructional spaces.

### **PANEL THREE: ENGLISH LANGUAGE LEARNERS**

There is a growing population of students described as English language learners (ELLs) and has resulted in changing staffing needs for districts like the Hazleton Area School District (HASD). While Spanish is often the most common language spoken other than English, often there are dozens of other languages represented in the student population.

Students experiencing poverty and in need of special education services are also growing, requiring new or renovated spaces, staffing changes and increased costs and districts who are of a similar size and demographics receive varying levels of funding.

#### TESTIMONY HIGHLIGHTS:

##### **Dr. Brain Uplinger, Superintendent, Hazleton Area School District**

“We are 497 out of 500 school districts for per pupil spending. We are the lowest or next to the lowest tax base in all three counties our District reaches. We do increase taxes, at least, to the index each year.”

Dr. Uplinger laments the significant challenge in building a diverse workforce of teachers and staff and attracting bilingual teachers. HASD’s increasing ELL population from 2,600 to 3,400, resulted in the district increasing its ELL staff to 53 certified teachers at a cost of \$4.5 million. While Spanish accounts for the largest percentage of languages spoken, there are a total of 22 different languages across the district. Specifically, for HASD, the largest population of students is of Dominican descent, but there is no teacher certification reciprocity with the Dominican Republic and he states there is too much “red tape” involved with certifying teachers in Pennsylvania.

Testimony asserts that the existing ELL weight in the formula is not reflective of HASD’s costs for educating its English language learners. In addition to finding and hiring bilingual teachers, there is also the need to hire bilingual liaisons, paraprofessionals, and food service workers. Part of this challenge is that some of these bilingual

professionals are located outside Pennsylvania which makes the recruitment process more expensive for the quantity of professionals needed.

Dr. Uplinger also notes that Early Intervention and Pre-K students do not count as part of the average daily membership (ADM), the district receives separate grants to fund those programs. The special education population in 2023-2024 is about 15%, due to the district's Community Eligible Provision all students receive free breakfast and lunch. To address the need for special educational spaces, pools and libraries were remodeled across the district to add 34 classrooms and two buildings were purchased and renovated which now house the Early Intervention students, Pre-K students, and Arts and Humanities students.

#### **PANEL FOUR: ENGLISH LANGUAGE LEARNERS**

The Hazleton Integration Project attempts to offer English-language support, STEM courses, early intervention that school districts cannot support because of a lack of funding. The Hazleton Integration Project performs these functions because they believe it is crucial to a child's success.

#### TESTIMONY HIGHLIGHTS:

**Bob Currey, Co-Founder, Hazleton Integration Project**

**Rossanna Gabriel, Executive Director, Hazleton Integration Project**

Testifiers assert that underfunded schools contribute to a shortage of classroom spaces, students graduating without English-language proficiency, transportation problems, high teacher-to-student ratios, and a lack of technology and STEM training.

The problems listed above are exacerbated by the mental health needs of the community. The testimony concludes that due to chronic underfunding, school districts are unable to hire the appropriate level of mental health professionals to address all the needs of students and the community.

Testifiers state that the assumption often made is that just because a student can speak English is that they can also read, write, and comprehend the language, but is false. It takes approximately seven years to fully learn a new language.

Emphasis is placed on supporting the community-engaged school model.

**KEY TAKEAWAYS FROM TESTIFIERS:**

1. Funding needs to be stable, sustainable, and predictable. Funding schools does not necessarily just mean new money, actions such as mandate relief and charter school reform are two significant ways funds could be retained within the system. Unfunded mandates create more inequity and inadequacy in schools and can make it harder for some schools to provide mental health services and invest in school safety and security.
2. Starting PlanCon 2.0 would address the poor conditions of public schools and modernize the Act 34 requirement process. School districts already know the scope of their facility problems but lack the funding to address them. School districts should complete a district-wide facility assessments.
3. Despite their best effort, districts still struggle to provide basic needs for a diverse student population. There are significant challenges with the identification, recruitment, and retention of teachers specializing in teaching English-language learners. The existing funding formula does not reflect the immense costs school districts incur to educate ELL students.

## Basic Education Funding Commission Hearing Summary

Location: Pittsburgh Public Schools Westinghouse	Host: Senator Lindsey Williams
Date: 10/11/23	Time: 10:00 am
Hearing Topic: Career & Technical Education and Student Services	

### **PANEL ONE:**

The first panel highlighted opportunities and challenges in the current Career & Technical Education (CTE) landscape. Both panelists shared stories of students who successfully transitioned into post-secondary education and career opportunities through their CTE programs. Yet, due to a lack of sustainable funding and challenges recruiting and retaining CTE educators, many programs turn away students, impacting the future of Pennsylvania’s economy and workforce.

As part of Q&A, the panelists discussed the pros and cons of regional and district-based CTE structures. Dr. Darby noted the regional schools offer potential costs savings, but transportation poses a major obstacle. Ms. Mike testified that in-district models reduces stigma as students take CTE courses in their own district. Ms. Mike also noted that she accountable to a single board of directors whereas Dr. Darby must coordinate with twelve school boards.

Panelists discussed the limitations of competitive grant funding. Competitive grants risk exacerbating existing inequities, benefiting programs that have the capacity to apply and secure matching funds. Both panelists urged the state to increasingly distribute CTE funding through sustainable and predictable line items, based on need and without a matching requirement.

### TESTIMONY HIGHLIGHTS:

Angela Mike, Executive Director, Career and Technical Education for Pittsburgh Public Schools:

“There are challenges in continuing to provide quality programs that will yield the kind of results that our students need and that our economy demands. CTE programs are expensive, and that expense continues to grow.”

Dr. Darby Copeland, President, Pennsylvania Association of Career & Technical Administrators; Executive Director, Parkway West Career & Technology Center:

“The quality of career and technical education and its ability to support Pennsylvania’s workforce and economic development has been compromised because of the deterioration of the federal and state funding for CTE, the cost of career and technical education, and the rising cost of basic education at school districts. The method of funding career and technical education in Pennsylvania places the majority of costs on school districts.”

### **PANEL TWO:**

The second panel focused on student services and discussed how the lack of state and federal funding forces districts to make cuts to programs essential to students’ social and academic development. These services include early childhood education, disability and mental health supports, and accessible school libraries with well-trained librarians.

The panelists acknowledged that some of these programs and services have designated funding – separate from BEF, but urged the Commission to recognize their interdependence. When one or more line items are inadequately funded, schools cut in one area to fill another. Testifiers cautioned that looking at only one stream paints an incomplete picture. Basic education, special education, mental health, early childhood, and CTE are intrinsically intertwined in how they impact a student’s ability to access a quality public education.

#### TESTIMONY HIGHLIGHTS:

Dr. Robert Scherrer, Executive Director, Allegheny Intermediate Unit:

“Subsidies covered only about a quarter of school districts’ special education costs in 2021- 22. As a result, districts pay for required special education services in large part with BEF and local revenue – leaving even less money available for ‘basic’ education. Thus, an inadequate or inequitable allocation of BEF hinders a district’s ability to fulfill all students’ rights to an effective public education.”

Emily Neff, Director of Public Policy, Trying Together:

“Early learning experiences are cumulative and serve as the foundation for all future learning. Research shows that the most rapid period of brain development occurs in the first five years. Yet the way early care and education is structured and financed does not align with what we know about early childhood development.”

Jeni Hergenreder, Staff Attorney, Disability Rights Pennsylvania:

“[B]etween 2008 and 2017, the cost of providing special education services in Pennsylvania increased 18 times faster than the aid the state offered to cover those costs.”

Dr. Laura Ward, Past President, PA School Libraries Association; Librarian, Fox Chapel Area High School:

“In the 2021-2022 school year, the PSLA found that 52 school districts, which is 10% of school districts across the commonwealth, did not have a school librarian assigned to the library.”

#### **Key Takeaways:**

1. The system of funding public education must be looked at collectively. When one or more line items are inadequately funded, schools cut programs and staff in one area to fill another. A student’s ability to access a quality public education requires adequate and equitable funding throughout, including basic education, special education, mental health, CTE, early childhood, and more.
2. The educator shortage is not limited to classroom teachers; rather, it includes CTE and early childhood educators, school librarians, mental health professionals - like school counselors, social workers, and psychologists, and other critical support staff. Investment is needed to support recruitment and retention of all these educators and, at the same time, extend into PA’s higher education pipeline.
3. CTE is a smart investment in Pennsylvania’s future. It creates pathways for students to enter highly-skilled, family-sustaining workforces through experiential learning, postsecondary credits, and industry certifications. A robust CTE landscape includes both district-based and regional CTE programs – supported by a predictable funding structure that fosters collaboration, not division.

## Basic Education Funding Commission Hearing Summary

Location: PSU-Fayette Campus 2201 University Drive, Lemont Furnace, PA 15456	Host: Reps. Ortity & Warner
Date: 10/12/2023	Time: 10AM
Hearing Topic: Perspectives of Rural School Districts & Adequate School Funding	

### **PANEL ONE:** (Brief summary of panel testimony as a whole)

A consensus has developed that increased spending can improve student achievement, but the adoption and effective implementation of certain state policies are needed to significantly increase the impact by encouraging the most effective use of the additional resources.

### **TESTIMONY HIGHLIGHTS:**

#### **Testifier #1: Matthew Joseph - Senior Policy Advisor, Education Funding – ExcelinEd**

How the money is spent is important. To be most effective, it is likely that spending increases should be coupled with systems that ensure spending is allocated toward the most productive inputs. Increase funding coupled with evidence-based interventions, such as reduced class size, science of reading, and tutoring—see an impact much higher than the average nationwide.

State policies that maximize funding impact:

- Transparent student-centered funding formula. When school leaders fully understand why they are getting the money, how much money they are getting, and they have flexibility in how to use that money, the impact on student outcomes is the highest.
- Differentiation of funding based on student types. Provide increased funding for students who have higher needs, like low income students, by applying a weight or multiplier to a base amount of funding. This produces a supplemental amount for the students with higher needs.
- Require that the increased funding be distributed to the schools that are serving the higher needs students.
- Accountability for outcomes. A state can be lighter on the inputs if they are tighter on the accountability for outcomes. Some states give schools an accountability grade from A to F.
- Performance-based funding. Link some additional funding as a bonus to incentivize student outcomes.
- Financial transparency. States can help schools identify comparable schools that are producing better outcomes with the same or fewer resources, helping them to learn what these other schools are doing. A transparent financial reporting system can enable schools to compare themselves on key expenditures and examine the cost-effectiveness of specific programs.

### **PANEL TWO:**

Allocating the same base dollar amount per student to every school district regardless of their zip code only exacerbates the recurring inequity. Rural school districts, overall, are poorer, smaller, and more reliant on State funding.



**David Burkett**  
**Superintendent – Everett Area School District**  
**Secretary – Pennsylvania Association of Rural & Small Schools (PARSS)**

PARSS represents small rural school districts and was a plaintiff in the William Penn Sch. Dist. et al v. Pa. Dept. of Educ. et al school funding lawsuit.

According to data by Penn State University professor, Dr. Matthew Kelly, 172 PARSS member school districts are underfunded at least \$1,000/per student, and 115 PARSS school districts school districts an inadequacy of at least \$3,000/per student.

PARSS has consistently advocated for the following:

- Create adequacy targets for what schools need in order to provide students with a comprehensive, effective, and contemporary education.
- Develop a fair and equitable allocation of the State share of funding to attain these goals. So that each school district, along with a reasonable local tax effort, can maintain adequate school funding. PARSS school districts are unable to tax their way to sufficient school funding.
- Provide funding for all aspects of education to address an overdue need for funding for special education, pre-kindergarten programs, and outdated facilities.

Everett Area School District is representative of examples of disparities that currently exist in Pennsylvania's public education system in the following areas:

- Teacher salaries.
- Curriculum and technology.
- Extracurricular activities.
- Facility maintenance.
- Special education services.

Previously, I was the superintendent at Fannett-Metal School District. In 2011, the school district eliminated all junior high sports in order to survive financially. After a year, a community organization put together funding to bring back the sports programs by paying for the uniforms, bus transportation, and coaches. They still do that to this day. This is important because it has been proven that attendance is up for students that are involved in extra-curricular activities. Their academics are better because they need to have good grades in order to participate. Extracurricular activities create a well-rounded student.

**PANEL THREE:**

Maintaining the status quo – in terms of basic education funding – is no longer a viable option for rural school districts, given the unique challenges and circumstances that they face.

**Dr. Gary Peiffer / Superintendent – Chartiers-Houston School District**

Ideally, the type of school and education that all of us as superintendents want to provide for our students, is one that is sustainable, competitive, rigorous, provides equal opportunities for students to get involved and be able to grow, and inclusive.

Public schools are an engine of commerce, civic responsibility, and student development. Our end product will be someone's employee, will fuel industry and technology, will provide work in manufacturing, construction, agriculture. Thus, public education doesn't just produce graduates; it produces someone who can function in our economy, function as young adults and become good citizens.

When we develop our budgets and identify what our spending priorities are, that is what we as superintendents are tasked with—producing productive citizens. And, we have to balance that with all the federal and state mandates and local policies.

Personnel costs are always our biggest cost. The education program we offer is only as good as the personnel we can recruit to teach it. The drop in the pool of qualified candidates is alarming. It makes us nervous about the ability to replace teachers and other professional staff with our low salary structure—it affects the quality of instruction that we can provide and our continuity.

Thus, the fair funding formula discussion is not just a discussion of what is needed for students to succeed, it's also a discussion of shifting the tax burden from the local tax payer.

The reality for small school districts, like ours, is that we still need to be competitive with our programming to draw our population to your school district. In Western Pennsylvania, in particular, we have an aging population. Those seniors cannot sustain ongoing local tax increases.

This formula-review is an opportunity to shift tax burden back onto the State which used to carry more of it, so that we can remain competitive and train students for the new economy.

We need to envision what our education system is going to look like mid-century—we need to lay the foundation now for doing that and that is one of the things that the fair funding formula can address.

#### **Dr. Keith Hartbauer / Superintendent – Brownsville Area School District**

Brownsville Area School District is a socio-economically distressed area. There are no businesses—the school district is the last entity standing. If we don't get the school district where it needs to be financially, then there is no chance for that area to revive itself.

The State funding formula doesn't adequately address the unique challenges that we face as rural small districts with declining enrollment. Funding should be based on an equitable formula that includes socioeconomic status.

We need to allocate sufficient funds for other services--Schools are no longer just for reading, writing, and arithmetic. We are there as the caregiver. These challenges result in making difficult decisions regarding funding for our programs, staffing, class sizes, and scheduling.

My school's basic needs need to be met before we can tackle high-achieving goals such as 90% graduation rates. If a student's basic needs are not met, it is unrealistic to expect academic achievement from them.

Poverty is not a disability—We need to understand that and do things from that perspective so we can be on a level playing field. The kids in our school district should have the same opportunity to succeed on the same level as kids from bigger and wealthier school districts.

Our state's greatest resources are the young children that are in our schools today. They are going to be our representatives, our superintendents, and our teachers in the future. And every one of those children deserves the opportunity to succeed like any other child in bigger districts.

**Dr. Donald Martin / Executive Director – Intermediate Unit #1**

It's important that we include in this discussion some ancillary issues like shared services and transportation.

Southwestern Pennsylvania school districts are taking the initiative and providing shared services without any mandate. They are saving taxpayers money in doing so. When you take a look at shared services, perhaps there can be some discussion on how districts can be incentivized to do more of this.

As an IU, we provide mental health services for the school districts in our region. But many schools tell us they want to participate but can't afford to transport students to the program because the transportation costs are so high.

In terms of inequity, you must look at staffing. Some of our elementary schools have one teacher for 35 students. Funding discussions should include how to lower teacher-to-student ratios – a problem in rural school districts that cannot afford additional teachers.

Districts plan a budget, then unexpected things occur (i.e., influx of English language students over the summer) which throws the budget into disarray.

School districts should be producing life-long learners. In terms of accountability, instead of analyzing a third grader's PSSA scores, and telling a district that you are not performing, why not look at the students who graduated from our programs and the success that they've had.

**PANEL FOUR:**

Hold-harmless creates inequity across Pennsylvania's school districts and needs to be addressed; look to PSERS' solution as a blueprint.

**Brian Polito, CPA / Superintendent – Erie City School District**

Not all schools benefit from "hold-harmless". Under the hold-harmless funding approach that ensures districts cannot receive less funding even as enrollment drops, these districts have, over time, seen an increase in their per pupil state subsidy.

Hold harmless "benefits" 353 of Pennsylvania's 500 school districts, but "harms" the 147 school districts that educate 55 percent of PA's students.

Look to PSERS' multiyear plan (Act 120 of 2010) that was implemented to tackle the underfunded pension liability as a model for basic education funding.

**KEY TAKEAWAYS:**

1. "Equity" is a nebulous term. What's equitable to one might not be to another. We all want our public education to be equitable, but we all have different ideas of how to get there. We need to have a mutually agreed-upon definition of what that means.
2. Educators need to be involved in the formula review process.
3. Money alone will not be enough – appropriate, carefully selected interventions are also needed.

4. School districts do share and should share services. Incentives would help to expand this.

## Basic Education Funding Commission Hearing Summary

Location: Central Penn Business College	Host: Senator Rothman
Date: 11/2/2023	Time: 9:00am
Hearing Topic: Valuing Education Dollars	

### PANEL ONE:

Panel one consisted of two members from the business community. Alex Halper of the PA Chamber of Business and industry spoke to the large investment businesses make into education and vice versa. His comments centered around the need for education dollars to be used more effectively to benefit students, businesses, and the economy. He also noted that pro-business policies like reducing tax rates create a broader base from which educational tax dollars can flow. Similarly, Warren Hudak of Hudak & Company spoke from the small business owner perspective. Mr. Hudak noted the lack of qualified applicants as small businesses look for employees and why teaching practical skills is so important for individuals who will soon enter the workforce. Both men emphasized the importance of spending educational dollars efficiently to net the greatest return on investment for taxpayers.

### TESTIMONY HIGHLIGHTS:

Alex Halper, Vice President, Government Affairs – PA Chamber of Business and Industry:

- 41% of school property taxes come from Pennsylvania rental and commercial properties.
- Businesses contribute \$13.2 billion in school and municipal property taxes.
- The legislature has increased total K-12 spending in the last decade by nearly 60 percent.

Warren Hudak, Hudak & Company: *Impactful quote, data cited, etc.*

- “47% of our students who take the National Assessment Exam can read at a basic level.”
- Stated, of 218 applicants for a recent position, not one was qualified.
- “We’re taking these kids who aren’t ready for [the] real world and we have to use our own money to reeducate them.”

### **Key Takeaways:**

1. Businesses contribute greatly to education funding and expect their investments to net returns in the form of workforce.
2. Businesses are currently struggling to find suitable applicants, due to workforce shortages and a lack of *qualified* applicants.
3. Reforms ought to focus on the quality of education as well as skills that lead to the workforce.

### PANEL TWO:

Nathan Benefield of the Commonwealth Foundation testified on panel two and spoke about the Basic Education Funding Formula as a whole. Benefield noted the weights in the current formula are mostly good, and cover the bases needed to ensure a quality education. His concerns centered around the

current charter adjustment and the fact that schools already keep funding per ADM when students pursue charter options. He also noted the need to eliminate redundant provisions in the formula relating to local effort. On a larger scale, Benefield emphasized the need for more funding to go through the current formula, transitioning out of hold harmless. He also recommended open enrollment and pension reform to increase flexibility and opportunity for students.

#### TESTIMONY HIGHLIGHTS:

Nathan Benefield, Senior Vice President – Commonwealth Foundation:

- 75% of current funding goes through the hold harmless provision leading to shrinking districts getting more money per student, causing a property tax issue for growing districts.
- PA ranks 7<sup>th</sup> in the nation in per-pupil funding.
- PA ranks 25<sup>th</sup> in the nation in per-capita property taxes collected.
- Enrollment has dropped by 139,000 students since 2000 with another 101,000 expected to leave in the next decade.

#### **Key Takeaways:**

1. The largest shift ought to be focusing on more money going through the BEF Formula. Slight tweaks to the current formula are all that is needed.
2. Medium-sized districts typically perform the best in terms of school spending.
3. Property tax rate increases should be accompanied by a referendum of some sort.

#### **PANEL THREE:**

A three-person property tax elimination group comprised panel 3, and each testifier highlighted different areas of their proposed solution. Bob Stilwell opened their remarks laying out the need for property tax reform. The property tax is a large funding mechanism for Pennsylvania schools and has a major impact on residents across the Commonwealth. Stillwell highlighted the abuse by school districts over the years in raising this tax and the disparities it creates. Former State Representative Frank Ryan spoke next, discussing cost drivers in education. Among these drivers are pension contributions, transfers, federal mandates, and lack of effective measures. Each of these issues and many more have led public education in Pennsylvania where it is today according to Rep. Ryan. The solution, according to Ryan and the final testifier Bob Kistler, is property tax elimination. Kistler discussed further details of the proposed solution as he emphasized the benefit eliminating property taxes would bring. The proposal would offset lost revenue through a Personal Income Tax extension to retirement income and a Sales and Use Tax extension.

#### TESTIMONY HIGHLIGHTS:

Bob Stilwell, Property Tax Elimination Working Group:

- The current property tax structure creates unequal treatment for many school districts.
- “40% of retired Americans rely solely on Social Security.”
- Unassigned fund accounts account for a large portion in some districts, such as the close to \$10 million (compared to a \$70 million budget) in Mr. Stilwell’s home district.

The Honorable Frank Ryan, former state representative:

- Federal shortfalls in funding the IDEA Act have reached levels of a 40% shortfall.
- School debt is a liability for all who pay property tax in a district.
- The Personal Income Tax and the Sales and Use Tax are much more stable than often believed.

Robert Kistler, Property Tax Elimination Working Group: *Impactful quote, data cited, etc.*

- Pennsylvania has the worst in the nation funding model for education.
- Their reform “is expected to raise about \$1.49B per the IFO while senior property owners would experience roughly \$3.34B in tax savings.

**Key Takeaways:**

1. The school funding crisis will take 5-10 years to resolve even if acted on properly.
2. Not only will this property tax elimination plan solve the crisis facing seniors and stabilize education funding, but it will contribute to economic growth.
3. Though there is no solution where everyone is happy, the group believes this to be the solution that most values taxpayer dollars and provides for a quality education.

## Basic Education Funding Commission Hearing Summary

Location: Bedford, PA	Host: Representative Topper
Date: 11/9/2023	Time: 10:00 am
Hearing Topic: School district shared services, Statewide population forecasts, and the perspectives of teachers	

### **PANEL ONE:** (Brief summary of panel testimony as a whole)

The formula is working as it was intended to, but it needs to be improved. As it is currently, it does not address advocacy and equity. The funding base should not be eliminated. School mergers and consolidation are expensive; however, shared services can help provide opportunities for students when there is a lack of funding or resources preventing a school from providing those services themselves. The educator pipeline needs to be fixed, which will need several approaches.

### TESTIMONY HIGHLIGHTS:

Testifier #1/#2 **Aaron Chapin**, President, PSEA and **Mark Price**, Director of School Funding, PSEA

- “The formula is working but it can be improved.” PSEA analysis shows the current formula is progressively reducing funding gaps between districts based on income and racial demographics. However, adequacy gaps remain very substantial statewide.
- Establish adequacy targets for school districts.
- Eliminating the base (hold-harmless) is not feasible because distributing all basic education funding through the formula raises volatility and would harm the lowest wealth districts meant to be helped. The base should be maintained but potentially reset to a more current year.
- Special education investments must also grow significantly alongside basic funding to meet adequacy targets.
- Recommend the reestablishment of charter school reimbursement.
- Invest in evidence-based programs such as full-day kindergarten.
- Address the educator pipeline by:
  - Raising the minimum salary for teachers to \$60,000.
  - Raising the minimum salary for support staff to \$20/hour.
  - Providing a scholarship program to incentivize students to become teachers.
  - Providing a salary for student teachers.
- Improve school facilities.



Testifier #3 **Sidney Clark**, PCSBA, Business Manager/Board Secretary for Shanksville Stonycreek School District; Somerset County TCC Chairperson; and Mid-State PASBO Secretary/Treasurer

Mr. Clark testified regarding his district's funding situation, student opportunities and the use of shared services:

- Shanksville is the 6th smallest district in Pennsylvania with around 294 students. Enrollment is declining but the district still provides expansive academic programming.
- Shanksville is a statistical anomaly—it's considered the 30<sup>th</sup> wealthiest district but qualified for the community eligibility provision (CEP), which is a federal option under the National School Breakfast and National School Lunch Programs that allows high poverty schools to offer free meals to all students.
- For Shanksville, with its declining enrollment, allowing hold-harmless to remain in place is a good start and foundation for basic education funding, but more is needed.
- Shanksville ranks 496<sup>th</sup> in share and distribution of the BEF formula which tells Mr. Clark the formula is working because Shanksville has declining enrollment. BEF formula funding is a small portion of the overall budget—over the last eight years, Shanksville only received \$225,000.
- “The formula is working but does not address advocacy and equity.”
- Shanksville entered into a facilities study in the last year. The cost of facility improvements has significantly increased.
- District students have the opportunity to earn up to 27 college credits while in school for free (the district reimburses the student's tuition).
- The district also offers AP course through their online program, but students must pay \$600 to take the test.
- Shanksville uses formal intermediate unit partnerships and informal agreements with other districts, intermediate units, and local governments:
  - Sports co-ops allow for the ability to provide 27 sports opportunities to students by sharing costs and coaching.
  - Utilize intermediate unit, tech center, and share curriculum directors and a physics teacher with neighboring districts, but still run into staff issues such as the intermediate unit not having school psychologist.
  - The district participates in several consortiums like the Pittsburgh Regional Food Service Directors Group and shared health and dental consortiums.
  - Recently, the township and borough agreed to a jurisdiction change that places the school property under the jurisdiction of the borough which allows the Indian Lake Borough Police Department to provide services to the school.
  - Shanksville had to do this to survive.
- Voluntary merger should be incentivized. A feasibility study for a merger or consolidation is very expensive (\$500,000-\$2.0 million).

- “One size does not fit all but the shared services model is something any school can adopt.” While full-scale mergers have challenges, the district already models substantial shared services in transportation, special education, and other areas.

**PANEL TWO:** (Brief summary of panel testimony as a whole)

Pennsylvania will face a significant decrease in population growth, especially in the younger population. Mergers and consolidations are very expensive and will not save money in the short term. The state should provide money for studies to examine the feasibility of school mergers and consolidations which can save money in the long term and create a stronger tax base. Intermediate units offer many shared services, with most having no cost to the district. Funds need to be directed towards the upgrading of facilities so there can continue to be shared services.

TESTIMONY HIGHLIGHTS:

Testifier #1 **Lynn Shedlock**, Acting Executive Director, Pennsylvania Economy League

Ms. Shedlock discussed the complexities surrounding school district mergers and consolidations:

- Research shows mergers and consolidations often incur major transition costs and do not guarantee short-term savings, though potential for long-term savings exists by creating a larger tax base. Merged or consolidated school districts may also be able to maintain and grow new and existing programs in the school.
- Challenges include meshed salaries, transportation logistics, facilities decisions, local identity loss, existing debts, and public perception.
- However, merging can help shrink growing excess capacity from enrollment declines and pool limited programs and resources.
- In the 1960s and 70s there was a mass mandated consolidation from 2361 districts to 501. However, Ms. Shedlock recommends gradual steps first like sharing single classes or programs before a full district consolidation. In other words, take a phased approach and start with shared services.
- Provide state funds to study merger logistics and support transitional costs which are currently obstacles to voluntary mergers.
- Existing processes lack substantial public input; consider engagement requirements from high school students and/or local taxpayer votes.

Testifier #2 **Dr. Kyle Kopko**, Executive Director, The Center for Rural Pennsylvania

Dr. Kopko noted the following demographic changes have been long developing in Pennsylvania:

- Pennsylvania's overall population growth rate is projected to slow considerably in coming years, only increasing 1.6% from 2020 to 2050. This change will not be uniform across regions. Some areas will grow, while others will see steady declines. Rural counties in particular may face a 5.8% decline.
- The projections foresee decreases in the number of young residents under 20 years old, while older residents over 65 years will increase.
- Factors like declining birth rates alongside higher death rates are primary drivers of the shifting population makeup.
- School district enrollments will likely drop statewide as well, possibly by 6.7% by the 2032-2033 school year, affecting demand for teachers and buildings.

Testifiers #3 **Dr. Tom Butler**, Executive Director, Intermediate Unit-8

Dr. Butler offered his thoughts on the importance of shared services in our education system. Some of the key takeaways from his testimony include:

- Intermediate units help build capacity and provide essential shared services to districts in areas like special education, professional training, business operations, cyber programs, and more.
- IU-8's programs and services reached over 32,692 students last year, with 75% receiving support at no additional cost to districts through grants and state and federal funds.
- Beyond formal IU partnerships, many districts are collaborating out of necessity to pool limited resources around instruction, transportation, food services, and other areas.
- Recommendations to further support shared services:
  - Fund feasibility studies for interested districts to integrate services.
  - Invest in facility and infrastructure upgrades to allow resource and program sharing.
  - Continue leveraging the intermediate units' networks through statement of work policies.

**Key Takeaways:**

1. Consolidation and mergers are expensive but shared services are a way to save on costs and resources that schools can adopt.

2. Formal intermediate unit structures and informal grassroots district partnerships already provide models of effective shared services. Targeted state investments could grow these collaborative solutions to pressing funding adequacy and equity issues.

3. Mergers and consolidations should be selectively encouraged where beneficial, not a blanket mandate. Targeted financial incentives and technical support from the state would enable districts to determine viability.

4. There needs to be funding for upgrades to facilities so they can continue to offer shared services.

## Basic Education Funding Commission Hearing Summary

Location: North Office Building Hearing Room #1	Host: None
Date: 11/16/23	Time: 10:00 am
Hearing #11 Topic: Charter Schools, Student Services, Early Childhood education, and Libraries	

### **PANEL THREE:**

The third panel focused on student services, libraries, reading, and charter school reform.

Dr. Oldman stressed that development services provided by student services professionals support students in addressing their academic, behavioral, health and personal and social development needs. He revealed that while school entities are required to deliver comprehensive and integrated student services, no specific funding stream exists to support these operations and Pennsylvania has unclear role definitions of the different student services professions.

Ms. Buker explained that libraries provide extensive focus on early learners from birth to kindergarten, after-school programs and resources for school-aged children, summer reading and learning programs that have multiple benefits, support for teachers and homeschoolers, and career development tools. In 2022, over 91,000 learning programs were offered for ages birth through 11, and another 14,000 were offered to ages 12 through 19. Public libraries are suited to be leveraged to offer additional support to schools.

Ms. Marks indicated that 85% of juveniles who interact with the juvenile court system are low literate and it's called the school-to-prison pipeline for a reason. She also noted that researchers have estimated that 95% of students can learn to read professionally, regardless of their background, when given access to high-quality structured literacy instruction.

Professor DeJarnatt indicated that charter schools, while an important part, are not an efficient part of the Commonwealth's education system. She proposed a moratorium on charter expansion until the Charter School Law is updated.

### TESTIMONY HIGHLIGHTS:

Dr. Adam Oldham, High School Counselor, Pennsylvania Coalition of Student Services Association:

"Today, I am here to deliver a unified message from the 10,000+ school counselors, school psychologists, school social workers, and home and school visitors, and school nurses currently working across the Commonwealth – Pennsylvania must provide specific and guaranteed funding for student services professionals and programs."

Christi Buker, Executive Director, Executive Director, Pennsylvania Library Association:

"Not all public libraries in Pennsylvania are able to provide some of these K-12 educational programs and resources due to lack of funding. One recommendation we would like to offer is that public libraries, with expanded funding for staff, be utilized through their existing infrastructure, programs, and activities to support and deepen the education of our young people."

Angela Marks, Founder, Reading Allowed:

“An equitable and well-funded system would provide the most up-to-date reading instruction to all students, identify students and risk of reading failure and provide support and interventions for these students before a gap develops. It would train professionals in practices best suited to accelerating the progress of readers who have fallen behind and provide individualized instruction for these below-grade level readers. This is achievable and is being achieved by districts that are well-funded.”

Susan DeJarnatt, Professor of Law, Temple University Beasley School of Law:

“Updates to the funding formula for charters also will enable significant savings that will help the legislature meet the funding needs required by the Constitution. The Commission would be remiss not to consider the flaws in charter funding and to correct them...First, the cyber charter funding formula is irrational...Second, the Commission should update the calculation for special education funding for charter students.”

**Key Takeaways:**

1. Student services needs specific funding to support its operations.
2. While public libraries already positively contribute to education and literacy, they can do more if properly funded and leveraged to further support schools. Providing more reading resources to schools would reduce the school-to-prison pipeline.
3. Charter school reform is needed and they are not the silver bullet to solve Pennsylvania’s funding problems.