

**The Duquesne City School District
300 Kennedy Avenue
Duquesne, PA 15110**

**Recovery Plan
Quarterly Progress Report**

April 15, 2019

Purpose

This report updates progress on the Duquesne City School District Recovery Plan, which was issued on February 11, 2013 and implemented on April 2, 2013. Section 672-A(b)(2) of the Public School Code of Pennsylvania requires this report. The period covered is the third quarter of fiscal year 2018-2019 – January 1, 2019 through March 31, 2019. The previous quarterly progress report in the series is dated January 15, 2019.

Executive Summary

Several highlights from the third quarter of fiscal year 2018-2019 follow:

- Recovery Plan implementation continued.
- The Duquesne City School District (DCSD) continues to operate pre-kindergarten through sixth grade at the Duquesne Elementary School (DES).
- Operation of DES is planned for the foreseeable future.
- Student enrollment at DES at the end of March 2019 is 390, an increase of 17 students from the June 30 numbers and an increase of 17 from the same date one year ago. This continues to be seen as a favorable trend, perhaps indicative of increased confidence of parents and guardians in DES.
- Efforts continue to improve curriculum and instruction at DES. See details in the section of this report marked *Education*, which begins on page 2.
- Due primarily to unbudgeted increases in tuition expense and human resources related expenses, the updated, audited, year-end financial position for 2017-18 is a deficit of \$920,446, an improvement of \$250,000 from the figures projected in the July report. See the fund balance analysis in the section marked *Finance*, beginning on page 7.
- Current secondary enrollments of Duquesne resident students at West Mifflin and East Allegheny is 320, eight fewer than one year ago. See page 10.
- Annual tuition to be paid by Duquesne for students attending school elsewhere in 2018-2019 is now projected to be \$8,504,486, down from the \$8,578,313 reported in January 2019 but up from \$8,215,894 reported on October 15. See page 10.
- Current charter school enrollment in grades Kindergarten through 12th grade is 210, two fewer than March 2018. See page 11.
- Continued efforts are being made to bring students back to Duquesne from charter schools. A new web site will be launched in the near future to assist with the social media presence the District is developing.

Duquesne City School District
Quarterly Progress Report
April 15, 2019

- There were no unpaid or contested invoices or debt service obligations during the quarter, and all payroll, benefit expenditures and tuition payments were made in a timely manner.
- The Third Amendment to the Recovery Plan originally implemented April 2, 2013, was submitted to the Allegheny County Court of Common Pleas and PDE. This amendment was made necessary because information needed to be updated and there was a significant change in the projected financial future of the district. Approval was granted by the Court on March 18, 2019.

Supplemental Information

Please see the DCSD website, dukecitysd.org, for an historical summary of the School District's severe financial recovery status, its receivership and criteria for exiting recovery status. Quarterly Recovery Plan Progress Reports are also available there.

Implementation Narrative

Information on Recovery Plan implementation is set forth in the following three sections of this report:

1. Education (page 2)
2. Finance (page 7)
3. Governance and Administration (page 12)

Education

Enrollment

Historic and current DES enrollments are displayed on the following table. Some changes in grade enrollments occurred since previously reported figures for January.

Duquesne City School District
 Quarterly Progress Report
 April 15, 2019

Duquesne Elementary School									
Student Enrollment									
March 31, 2019									
Grade >	Pre-K	K	1	2	3	4	5	6	Total
Sep 2015	24	56	48	50	59	39	36	40	352
Dec 2015	24	59	45	45	62	38	36	40	349
Mar 2016	27	60	46	45	58	39	36	37	348
Jun 2016	26	57	48	43	59	41	37	39	350
Sep 2016	23	50	45	42	35	52	39	34	320
Dec 2016	26	51	43	41	33	54	42	34	324
Mar 2017	29	54	44	40	33	58	42	35	335
Jun 2017	26	53	47	40	34	57	43	36	336
Sep 2017	29	39	47	46	42	35	52	41	331
Dec 2017	29	46	51	49	39	40	56	45	355
Mar 2018	30	48	54	52	42	41	60	46	373
Jun 2018	30	48	56	53	40	42	58	46	373
Sep 2018	32	60	45	44	53	38	37	59	368
Dec 2018	31	58	43	47	52	35	37	60	363
Mar 2019	30	58	53	54	58	39	43	55	390

Enrollment increased significantly since the December 31 enrollment report. This is due in large part to an increase in English Learner (EL) students. In reference to our recruitment effort, at least seventeen students returned to the building from the charter schools, two of whom have moved out of the District. The remaining 15 returning students should result in a savings of approximately \$300,000 in tuition costs for the 2019-20 school year. The 2018-19 savings is prorated to the dates of return.

The EL enrollment has risen from seven at the beginning of the year to the current level of 41, or now approximately 10% of the student population. We have taken steps to transfer a member of the teaching staff to a full time EL position and reduce or eliminate our contract for those services with the AIU. A contract for part-time services will be maintained if student numbers warrant such an arrangement. The EL population is spread across grade levels and includes multiple languages.

The following tabulation reflects current classroom sections and average class size at each grade.

Duquesne Elementary School									
Regular Education Sections and Class Size									
March 31, 2019									
Grade >	Pre-K	K	1	2	3	4	5	6	Total
Sections	2	3	3	3	3	2	2	3	21
Average	15	19.3	17.7	18	19.3	19.5	21.5	18.3	18.6

Attendance

The attendance figures for the 2018-19 school year reflect an average daily attendance of 90% or higher. Much of the credit for the attendance rate is given to the “Be There Buddy” program. Also of note is the decrease in in-district truancy citations for the current school year as compared to last year.

Curriculum, Instruction, Assessment and Technology

There have as yet been no monitoring visits by any agency in 2018-19.

There were no staffing changes in this quarter.

New Website

The District’s new website should be operational on or about May 1. Recognizing that new residents as well as long-time residents often go to the website when looking for information about the District, the decision was made to make the website more useful and friendly to the users, capable of including videos and easy to access information. This should provide reinforcement to the recruitment efforts ongoing in the District.

Professional Development 2018-2019 School Year, Q3

Professional development (PD) for the staff of Duquesne City School District is occurring in multiple content areas. These areas include Project Based Learning (PBL), English Language Arts (ELA), math, science, technology, engineering, arts and math (STEAM), Human Centered Design and Culturally Responsive Pedagogy.

PBL

This professional development will be led by our education partner, The TeamBuilders Group (TBG). TBG is meeting with our faculty on Tuesdays throughout the school year to assist with supporting the key elements to project based learning as well as their own instructional philosophies surrounding collaboration in the classroom.

ELA/iLit/SuccessMaker

Instructional coaches Celeste Rudge and Jamie Schmidt have provided professional development this year on iLit for grades 4-6, Text Dependent Analysis Questions for grades 4-6, and differentiated instruction and fine motor activities for Kindergarten

STEAM

Samantha Utley has with met with teachers in grades 3-6 to discuss what curricular materials they have to utilize, as well as what activities the students can complete in the Boiler Room for the fourth nine weeks.

Human Centered Design

Dr. Jennings, Mrs. Grubbs and Mrs. McBride attended a training at The Consortium For Public Education involving human centered design. Upon their return, they have met with the staff twice and transferred their new knowledge to our entire staff. These design principles originate from the Luma Institute and involve problem solving strategies while keeping the individual at the heart of the issue.

Culturally Responsive Pedagogy

The Duquesne City School District has partnered with the University of Pittsburgh's Center for Urban Education (CUE). Through this partnership, CUE has provided professional development to our staff on how to improve our teaching practices around topics like race, ethnicity, English Learners (EL) and student empathy for all groups. This PD occurs twice a month from February through May.

Special Education

There have been no on-site state visits Jan 1 - March 31. We anticipate at least one visit in early April.

Special Education population is approximately 34% of our students as of March 29.

Fifty two students have moved into the district since August under "thought to be" guidelines; seven moved back out of the district; four students "Did Not Qualify" for services or became students with 504 plans.

Approximately 18 students in-house to date have been evaluated; there are roughly 10 in the queue who need evaluated by the end of the school year (waiting for permissions to be returned; data collection from student services; DSAP information; time for Dr. Watterson to test, etc.) .

Two EL students are receiving specially designed instruction.

Fourteen Early Intervention students may be coming to Duquesne in the fall; areas of need include developmental delays, speech, behavior, and autism.

Thirty-seven Special Education students qualify for Extended School Year this year based upon progress monitoring and data collection; nine will be serviced at DES, while the remainder will be off-site.

The Special Education Plan was completed and is in the School Comprehensive Plan.

Two students are going to require Assistive Technology to receive educational benefit from their instructional programs. One student attends DES; the other, Mon Valley.

One student is graduating from Mon Valley this year and will be attending CCAC in the Fall. He will receive mobility training over the summer.

Student Services

Our Duquesne Student Assistance Program (DSAP) is an integral part of our effort to provide necessary services to our students. To date, DSAP has had requests for assistance for 92 separate students, with three repeaters. Of the 95 cases, 44 have been closed, 20 are actively receiving services, seven are in school-based therapy, six are awaiting parental conferences, and seven are receiving internal interventions. This comprises approximately 25% of our student population.

Significant Student Activities

Governor's Press Conference

There were several significant events in the quarter which deserve mention. First, Duquesne students were invited to attend the Governor's press conference held at the AIU to announce the PA Smart Grant award. The invitation was made because of District participation in the use of the technology lending library at the AIU. It is also noteworthy that the District was awarded a \$35,000 PA Smart Grant.

Black History Month Celebration

Students in grades PreK-6 provided the audience from the Duquesne Community with history on famous and not so famous African American individuals and the staff participated in a door decorating contest. There was also a Living History Museum that involved 18 5th grade students and 2 adults who dressed up as historical African American figures and talked to the staff and community about the life and accomplishments of the individual they represented.

CEO in the Classroom

Duquesne was one of seven local school districts to participate in this initiative sponsored by the Grable Foundation. There were five local CEO's who shadowed five 5th grade students for an entire day. Afterwards the CEO's debriefed with school administration about their thoughts on the day.

Finance

The implementation of the 2018-2019 General Fund Budget has continued through the third quarter. There have been no unpaid or contested invoices or debt service obligations during the quarter. Furthermore, all payroll, benefit expenditures and tuition payments have been made on time.

School Improvement Grant (Project Code 142-180124) and School Intervention/Program Improvement (Project Code 042-180124) revenues are not anticipated to continue into the 2019-2020 school year. With all else being equal, the discontinuation of these

Duquesne City School District
Quarterly Progress Report
April 15, 2019

programs will result in a \$616,840 decline in federal revenues in 2019-2020 when compared to the current year.

The following fund balance analysis, which remains identical to the January, 2019 quarterly report, is based on audited year-end results for 2017-2018 and the DCSD General Fund Budget for 2018-2019. The audited year-end general fund deficit was \$920,446, which is an improvement of \$250,000 from the original estimate and \$200,000 better than the October projection.

Duquesne City School District		
General Fund		
Fund Balance Analysis		
June 30, 2018		
Non-spendable		
Prepays	\$ 285,000	
Other	0	
Total non-spendable		\$ 285,000
Restricted		0
Committed for extraordinary educational needs	\$ 1,000,000	
Committed for increases in PSERS contributions	152,560	
Committed for increases in health benefit expense	910,748	
Committed for capital improvements	250,000	
Committed to refund Series 2013 Bonds when callable	1,420,000	
Total committed		3,733,308
Assigned		0
Unassigned		931,034
Total fund balance as of June 30, 2018 (audited)		4,949,342
Fund balance appropriation for the 2018-2019 budget		(1,521,141)
Projected surplus (deficit) for the 2018-2019 budget		0
Total projected fund balance as of June 30, 2019		\$3,428,201

Bonds and Notes Payable

A summary of bonds and notes payable, which remains identical to the January report, is shown on the following table. There has been no change from the July 2018

Duquesne City School District
 Quarterly Progress Report
 April 15, 2019

projection in the Bonds and Notes Payable chart illustrated below. It is included for convenience in having all of the financial information readily available in this report.

Duquesne City School District			
Bonds and Notes Payable			
June 30, 2018			
Fiscal Year Ending	Bonds Payable	Notes Payable	Total Bonds and Notes Payable
June 30			
2012*	\$14,124,167	0	\$14,124,167
2013*	13,173,333	0	13,173,333
2014*	9,272,501	\$1,000,000	10,272,501
2015*	6,616,667	2,335,000	8,951,667
2016*	6,110,833	1,500,000	7,610,833
2017*	5,590,000	1,000,000	6,590,000
2018**	5,054,167	1,000,000	6,054,167
2019**	4,503,333	850,000	5,353,333
2020**	\$3,122,500	\$790,000	\$3,912,500

* Audited financial statements

** Projected

Staffing

The following chart presents a summary of staffing at the DCSD as of March 29. There are no changes from the January 15 Quarterly Report.

Duquesne City School District			
2018-2019 Staffing Summary			
September 30, 2018			
Professional staff	41	Administrators*	3
Instructional support staff	22	Coordinators and supervisors*	4
Other support staff	13	Confidential exempt staff	2

Duquesne City School District
 Quarterly Progress Report
 April 15, 2019

* In addition to DCSD staff, part time consultants have been utilized to assist in the following areas: special education administration (Debra Zimarowski), business administration (James Graham), federal programs administration (Nancy Olenik) and communications coordination (Sarah McCluan). Also, the full time Receiver, Paul J. Rach, Ed.D. who is compensated by PDE, participated in administration and governance of the DCSD. The District will continue the contractual agreement with the Allegheny Intermediate Unit to provide business management services to the district for 2019-2020. This plan was implemented July 1, 2018, and includes an annual opt-out provision should either entity find the situation untenable.

Tuition

A major aspect of financial management at Duquesne is tuition for students attending school elsewhere. Current tuition enrollments are tabulated below.

Duquesne City School District				
Tuition Enrollments				
March 31, 2019				
Receiving Schools	Grades	Students December 31	Students March 31	Projected 2018-2019 Tuition
West Mifflin Area School District	7-12	293	293	\$3,871,772
East Allegheny School District	7-12	30	27	356,784
Charter schools, regular education	K-6	129	125	1,721,774
Charter schools, special education	K-6	27	29	952,855
Charter schools, regular education	7-12	43	45	619,839
Charter schools, special education	7-12	9	11	361,428
Special education schools	K-12	19	19	521,075
Other schools	K-12	6	6	98,959
Totals		556	555	\$8,504,486

Duquesne City School District
 Quarterly Progress Report
 April 15, 2019

Changes in individual tuition enrollments in the categories of receiving schools during the third quarter can be seen by comparing enrollments from December 31 to March 31 on the above table. Of note is this table includes Allegheny Intermediate Unit special education classroom tuition, whereas the tuition schedule on the Annual Financial Report does not include those costs.

The annual tuition rate for Duquesne students who attend school at West Mifflin Area and East Allegheny is \$13,214.24 for the 2018-19 school year. Charter school tuition rates were formerly set and regularly adjusted by PDE. Currently, the school district calculates tuition rates using the PDE 363 form.

The annual tuition rate originally budgeted for each regular education charter school student for 2018-19 was \$15,210.33. For each special education student who attends a charter school, the original budgeted annual tuition was \$37,207.42. Updated rates, calculated locally, have reset those amounts to \$13,774.19 for regular education students and \$32,857.06 for special education students. The preceding chart reflects these updated rates.

Enrollments of Duquesne students in charter schools at key months over the last several years are depicted below. Overall enrollment has had relatively minor variance over the previous twelve months.

Duquesne City School District				
Charter School Enrollments				
September 30, 2018				
Month	Year	Elementary	Secondary	Total Enrollment
September	2015	132	54	186
March	2016	129	60	189
June	2016	131	61	192
September	2016	172	58	230
March	2017	145	62	207
June	2017	145	58	203
September	2017	160	52	212
December	2017	162	62	224
March	2018	158	54	212
June	2018	147	51	198
September	2018	152	51	203
December	2018	156	52	208
March	2019	154	56	210

Facilities

Efforts to maintain the facility continue on a daily basis. Several improvements to the HVAC system are being made to further automate the operation and reduce the amount of labor required to manage the equipment. The building mechanicals are now 20 years old and nearing the end of their useful life, and therefore require more intensive maintenance to keep the building climate comfortable. Additional security features are also being planned and a grant has been submitted for more substantial changes to the overall security of the building. Discussions are taking place to determine what if any measures are possible to fund future building repairs and maintenance.

Governance and Administration

The DCSD Superintendent of Schools is Sue A. Moyer. She is supervised by Receiver Paul J. Rach, Ed.D. Both Ms. Moyer and Dr. Rach took their respective offices on March 1, 2018. Dr. Rach reports to the Duquesne City Board of School Directors, the Pennsylvania Department of Education (PDE) and the Allegheny County Court of Common Pleas (ACCCP). At PDE, Dr. Rach reports to Secretary of Education Pedro A. Rivera via Executive Deputy Secretary of Education David W. Volkman, D.Ed. and Deputy Secretary of Education for Administration Debbie Reeves. At the ACCCP, Dr. Rach reports to Senior Judge Judith L.A. Friedman. The Duquesne City Board of School Directors consists of the following members.

1. Board President DeWayne Tucker
2. Board Vice President Calvin Harris
3. School Director Sonya Gooden
4. School Director Burton Comensky
5. School Director Laura Elmore
6. School Director Christine Matsko
7. School Director Rosia Reid
8. School Director Cedric Robertson
9. School Director Maxine Thomas

Members of the Duquesne City Board of School Directors participated in three Receiver Business Meetings in the third quarter: January 22, February 26, and March 26. Attendance by school directors was nine, eight and five, respectively.

The Receiver Advisory Council met on February 5. The agenda included reports by the central office staff and included a tour of the newest technology space. The meeting scheduled for March 12 was cancelled due to multiple scheduling conflicts. After much consideration, the RAC will be dissolved prior to the next scheduled meeting with the option of reconstituting the group at a later date. For reasons related to the operation of

Duquesne City School District
Quarterly Progress Report
April 15, 2019

the District in option 1 for the foreseeable future, the role of the RAC has become redundant and the meetings poorly attended. Moving forward, the elected board will remain the primary source of advice for the Receiver.

As was previously reported, the Recovery Plan was in need of updated financial information. The local audit was completed in late December and the Annual Financial Report was filed December 28. The third amendment was completed and submitted to the Department of Education for review and, once approved, forwarded to Senior Judge Judith L. A. Friedman, Allegheny County Court of Common Pleas, for final approval. That approval was granted on March 18, 2019.

On that same date, March 18, 2019, Judge Friedman approved petitions from PDE to extend the Receivership through March 31, 2022 and reappointed Dr. Rach as Receiver until April 1, 2022, or until further petition to the Court.

There are two very significant and related personnel processes occurring in Duquesne which warrant inclusion in this report. First, the District, in partnership with the Department of Education, has entered into an intense, multi-year program offered by the University of Virginia (UVA) in which members of the administrative staff and teacher leaders at Duquesne will be trained in strategies and tactics which can be transformative for the school. This process began this year at Duquesne with interviews of administrative and teaching staff, followed by the participation of a team of Duquesne professionals in a four day workshop, Boot Camp at UVA, and will culminate in a very intensive two-day schedule of interviews of district administration by Clearview Consulting to occur in the District in April. UVA will also be on-site for a one-day follow-up training from Boot Camp to begin to plan for the transformation. Clearview Consulting, who will be conducting the interviews in April, will be back for one more day to meet with district administration to help support the efforts of the transformation. The District is then scheduled to attend a weeklong workshop at UVA in July and continue the relationship with UVA through the 2020-21 school year. The team attending the professional development sessions will be comprised of central office and building administrators and will include teacher leaders.

The second personnel related action revolves around planned changes in building organization and administration. Based on the realization that significant change is needed to transform the academic achievement of the students, there will be a new principal in the building for the 2019-20 school year. The new principal will be on the UVA team. There will also be a new position added, and included in the UVA team, to coordinate the delivery and fidelity of literacy instruction with the transfer of an academic coach to a new role. This change is expected to have a strong impact on reading achievement.

Science instruction should also be improved with the addition of a certified STEM teacher moving to the maker spaces in the role of an Instructional Coach. An English

Duquesne City School District
Quarterly Progress Report
April 15, 2019

Language position will also be added to address the influx of English Learners, replacing a contracted position.

Next Report

The next quarterly Recovery Plan Progress Report will cover the fourth quarter of fiscal year 2018-2019 – April 1 through June 30, 2019. That report is expected to be filed in July.

Acknowledgements

The following individuals contributed to this report.

1. Paul J. Rach, Ed.D., Receiver, DCSD
2. Sue A. Moyer, M.Ed., Superintendent of Schools, DCSD
3. Stanley B. Whiteman III, Ed.D., Director of Curriculum and Instruction, DES
4. Jennifer M. Jennings, Ed.D., Principal, DES
5. James E. Miller III, Technology Coordinator, DCSD
6. Debra M. Zimarowski, Special Education Consultant
7. James B. Graham, Business Consultant
8. Aaron Hassett, Business Manager, contract with AIU
9. Eric Harper, Student Services Coordinator, DES
10. George Little, Attendance Improvement Coordinator, DES
11. Crystal Irdi, Executive Assistant to the Superintendent/Board Secretary, DCSD