

Harrisburg City School District
Amended Recovery Plan
Report for Quarter 4
April 1, 2024 – June 30, 2024



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Authority & Purpose

Section 672-A (b) (2) of the Pennsylvania Public School Code requires the submission of a quarterly report to the Secretary of Education. This report reflects the fourth quarter of the 2023-24 fiscal year which encompasses the period from April 1 through June 30, 2024. An update is provided on the status of the 62 initiatives and four (4) academic goals of the Amended Recovery Plan, per Chief Recovery Officer Dr. Travis Waters' meetings with key administrators. The Receiver is currently working with Public Financial Management (PFM) to develop a monitoring tool for use in the 2024-25 school year that will include a repository for artifacts (evidence) to substantiate the administration's claims that initiatives and goals have been accomplished to the degree that the Receiver could make an argument that the District is ready to exit receivership at the conclusion of the current cycle which is set to expire on June 17, 2025.

The Receiver is keenly aware of the elected School Board's and community's desire to return to local control next summer. Significant time and effort have been dedicated to accomplishing the various initiatives of the plan and establishing the systems necessary to help the District be successful. While those efforts continue, some recent personnel changes have resulted in progress delays as some employees have transitioned into acting roles, consultants have been contracted to assist in the interim, and the search for highly qualified replacements is underway. Additionally, a change in the Chief Recovery Officer was announced this quarter. Dr. Travis Waters departed the District as of June 30, 2024. Mrs. Yvonne Hollins has been onboarded as the new part-time Chief Recovery Officer effective July 1, 2024.

District Demographics

The 2023-24 school year ended with a total student enrollment of 6,303 students in grades K-12. Fifty-five (55) new students were enrolled during the fourth quarter of the school year. Forty-eight (48) of the students were enrolled in the brick-and-mortar schools and seven (7) students were enrolled in the District’s cyber program, Harrisburg Virtual Learning Academy (HVLA). The HVLA enrollment was stable throughout the year and grew by only 18 students which is significantly fewer than the 2022-23 school year. This drop in HVLA enrollment is indicative of the positive changes in culture and climate in the District’s buildings during the 2023-24 school year.

<i>End of Quarter</i>	<i>Brick-and-Mortar</i>	<i>Harrisburg Virtual Learning Academy</i>	<i>Total Enrollment</i>
<i>September 2023</i>	5932	457	6389
<i>December 2023</i>	5804	441	6245
<i>March 2024</i>	5780	468	6248
<i>June 2024</i>	<i>5828</i>	<i>475</i>	<i>6303</i>

Enrollment by building and grade level is depicted in the chart below. Overall, student enrollment decreased from the start of the school year to the end of the school year by 86 students.

Count of Students Building	Grade																Grand Total
	01	02	03	04	05	06	07	08	09	10	11	12	KG	P3	P4		
Ben Franklin	127	128	108	139	115								119	7	27	770	
Camp Curtin						167	159	160								486	
Cougar Academy	19	17	20	24	23	37	38	37	24	16	22	12	17			306	
Downey	50	74	54	77	69								57	15	19	415	
Foose School	89	89	87	87	77								76			505	
HBG High: John Harris Campus									524	349	211	264				1348	
HBG High: SciTech Campus									91	76	75	71				313	
Marshall					19	20	30	14								83	
Math/Science					85	114	86	77								362	
Melrose	102	108	106	115	86								107			624	
Rowland						204	185	185								574	
Scott	80	90	74	90	95								88			517	
Grand Total	467	506	449	532	569	542	498	473	639	441	308	347	464	22	46	6303	

Student outplacements during the fourth quarter decreased slightly during the last quarter of the school year with six (6) fewer students in placement than in March. However, over the course of the school year, placements increased by 53 total students from the start of the school year in August 2023 to the end of the school year in June 2024. The majority of the students placed were regular education students in the alternative programs provided by Specialized Education Systems, Inc. (SESI) housed at the Hamilton School. These 45-day placements were primarily administrative transfers with only a total of eight (8) students expelled during the 2023-24 school year – six (6) for less than a calendar year, and two (2) for a calendar year.

Building	Type of School	August		Sept		Oct		Nov		Dec		Jan		Feb		Mar		April		May		June	
		REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED
Catapult Learning (Capital Academy)	Placement	0	33	1	36	1	37	1	37	1	37	1	37	0	35	1	37	1	37	1	37	1	36
Cougar Paws	Placement	26	2	28	1	35	1	34	1	35	1	38	2	41	2	44	2	43	2	43	2	42	2
Cougar Achieve	Placement	10	1	13	1	24	2	27	2	29	2	26	1	22	0	20	0	25	0	25	0	22	0
Cougar Excel	Placement	49	12	56	19	56	20	56	21	54	20	52	20	53	24	56	23	54	23	54	21	54	21
Merakey	Placement	2	2	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
New Story New Cumberland & Harrisburg	Placement	0	13	0	10	0	10	0	10	0	10	0	9	0	9	0	8	0	8	0	8	0	8
Cougar Middle Years	Placement	14	2	13	2	19	2	25	1	27	1	27	1	24	2	28	2	28	2	27	1	27	1
Yellow Breeches	Placement	0	3	0	3	0	4	0	5	0	5	0	5	0	6	0	6	0	6	0	7	0	7
Total		101	68	111	73	135	77	143	78	146	77	144	76	140	79	149	79	151	79	150	77	146	76
		169	184	212	221	223	220	219	228	230	227	222											

Dauphin County Technical School (DCTS) enrollment stabilized during the fourth quarter of the 2023-24 school year. Two (2) additional students were admitted bringing the total enrollment to 238 students at the close of the school year. However, this is a reduction of 18 students from the beginning of the 2023-24 school year. The five-year rolling average for DCTS (which determines the annual tuition rate) is approximately 215 students. As discussed in prior reports, there is a sentiment among Harrisburg SD students who attend DCTS that they do not “fit in” and wish they could have their own career and technical education facility in their home school district. The District continues to explore options to bring that possibility to reality at the vacant William Penn campus.

Building	Year	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June
Dauphin County Technical School	2019-2020	190	191	191	193	196	196	196	196	196	196	196
Dauphin County Technical School	2020-2021	183	186	187	187	187	187	190	187	183	187	187
Dauphin County Technical School	2021-2022	208	205	206	203	202	200	199	199	198	198	198
Dauphin County Technical School	2022-2023	239	248	250	247	245	245	241	239	238	235	228
Dauphin County Technical School	2023-2024	256	249	247	247	245	241	237	236	238	238	
	Average	215	216	216	215	215	214	213	211	211	211	162

Enrollment in cyber/charter schools has remained relatively consistent during the fourth quarter of the school year.

Building	Enrollment Caps	Type of School	July		August		Sept		Oct		Nov		Dec		Jan		Feb		Mar		April		May		June	
			REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED	REG ED	SPEC ED
21ST CENTURY		CYBER	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
ACHIEVEMENT HOUSE		CYBER	0	2	0	2	0	2	1	2	1	2	1	0	1	2	1	1	1	1	1	1	1	1	1	1
AGORA		CYBER	18	15	18	15	18	15	18	15	21	12	21	15	19	13	16	14	17	15	16	16	16	16		
CASA		BRICK & MORTAR	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	3	20	4		
COMMONWEALTH CHARTER ACADEMY		CYBER	415	154	417	155	417	153	433	160	447	165	457	168	472	175	480	183	486	195	499	195	494	194	487	191
INFINITY		BRICK & MORTAR	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1	8	1		
INSIGHT PA CYBER		CYBER	30	11	30	11	23	11	24	10	24	10	24	10	29	10	30	10	31	10	32	14	32	14	32	14
PA CYBER		CYBER	55	21	55	21	55	21	55	21	57	21	60	22	65	22	64	22	65	22	64	22	62	22		
PA DISTANCE LEARNING		CYBER	13	3	13	3	13	3	11	3	11	3	11	3	11	3	12	3	13	5	13	5	12	5	11	5
PA LEADERSHIP CHARTER SCHOOL		CYBER	5	0	5	0	5	0	7	0	7	0	7	0	7	0	8	0	8	0	8	0	8	0	8	0
PA Steam Academy	280	BRICK & MORTAR	177	19	177	19	177	18	178	20	178	20	175	21	177	22	177	22	175	25	170	27	170	28	168	28
PA VIRTUAL		CYBER	9	1	9	1	9	1	10	2	10	2	10	2	10	2	9	2	7	2	7	2	7	2		
PREMIER	191	BRICK & MORTAR	127	12	127	12	127	12	131	12	134	12	131	11	125	16	122	17	121	17	116	18	116	18		
REACH		CYBER	58	30	58	30	58	30	58	28	58	28	59	29	61	32	62	31	60	29	60	29	56	28		
SYLVAN HEIGHTS	220	BRICK & MORTAR	144	22	144	22	144	22	145	22	145	22	145	22	139	24	136	23	135	22	133	24	134	24		
		B & M Subtotal	476	57	476	57	476	56	482	58	485	58	479	58	469	66	463	66	459	68	447	73	448	75	168	28
		Cyber Subtotal	603	238	605	239	598	237	617	242	636	244	650	250	675	260	682	267	688	280	700	285	688	283	539	212
		SUBTOTAL	1079	295	1081	296	1074	293	1099	300	1121	302	1129	308	1144	326	1145	333	1147	348	1147	358	1136	358	707	240
		GRAND TOTAL		1374		1377		1367		1399		1423		1437		1470		1478		1495		1505		1494		947

June enrollment data was not available as of the writing of this report, but a comparison from the end of quarter three to the end of May 2024 shows a decrease of one (1) student overall.

On March 26, 2024, the Receiver approved a [resolution](#) to initiate nonrenewal proceedings against the Premier Arts & Science Charter School pursuant to 24 P.S. § 17-1729-A(a), and appointed Jeffrey T. Sultanik, Esq., of Fox Rothschild as the Hearing Officer on behalf of the Receiver at the April 24, 2024 School Board/Receiver General Business Meeting. Nonrenewal hearings were held on May 30 and 31 and June 3, 4, 5, 7, 10 and 11, 2024. Following the completion of the hearings, at its public meeting on June 27, 2024, Premier's Board of Trustees adopted a resolution agreeing not to seek further review of the March 26, 2024 notice of nonrenewal, including appellate review; to wind down school operations; and to act in due course to assist its students and school community in transition to School District schools, as applicable. On June 28, 2024, Premier publicly announced on its website that it was ceasing opposition to the Resolution; would not reopen for the 2024-2025 school year; and would immediately begin the process of dissolution called the wind down process.

Since June 28, 2024, Premier has been taking steps to establish a transition and dissolution team and a plan for the dissolution process. Such steps have included meeting with School District administration to begin discussions about the dissolution processes outlined by the Pennsylvania Department of Education, including but not limited to, the transfer of student records, streamlining enrollment processes for students for the 2024-2025 school year, and preparing a draft Transition Plan for internal consideration. Based upon the aforementioned actions and the Charter School's decision to

close at the end of the 2023-2024 school year and begin the wind down and dissolution process, the parties agree that the nonrenewal proceedings previously commenced may be terminated without the time and expense of the completion of the briefing or a final decision by the Receiver, and that the Receiver may take action at a public meeting to approve these Stipulations. That action will be taken at the August 27, 2024 School Board/Receiver General Business Meeting.

Academic Performance

The amendment to the Recovery Plan approved in December 2023 shifted the focus of the four (4) academic goals to less emphasis on tests scores and more attention to developing systems to increase student success. The chart below shows the original goals in the 2021 Recovery Plan compared with the amended goals of the 2023 Recovery Plan which were approved by Judge William T. Tully on December 18, 2023:

2021 Amended Recovery Plan Original Academic Goals	2023 Amended Recovery Plan New Academic Goals
<i>Improving test scores on statewide standardized tests</i>	<i>Establish comprehensive systems and processes to improve student achievement at all grade levels, including but not limited to using data-driven decision making, implementing standardized instructional practices across the District, using a standards-aligned curriculum, and providing safe and welcoming building climates that support and promote student learning.</i>

<i>Improving student growth as measured by PVAAS</i>	<i>Develop an early childhood program that focuses on early literacy and fosters partnerships with community providers and organizations to support early learning and school readiness.</i>
<i>Increasing graduation rates</i>	<i>Increase the graduation rates for John Harris High School and Cougar Academy and maintain the graduation rate for SciTech as measured by the four- and five-year graduation cohorts.</i>
<i>Improving student attendance</i>	<i>Increase opportunities to prepare students for post-graduate success including but not limited to establishing systems and processes to support the transition to post-secondary opportunities, partnerships with local higher education institutions and community organizations, development of District Pathways programs, and industry-based credentialing.</i>

Progress made by June 30, 2024 toward the attainment of the academic goals was provided by Dr. Travis Waters, former Chief Recovery Officer, prior to his departure.

A new administrative position was added to the Office of Academics for the 2023-24 school year. Ms. Kerensa Finley was hired as Supervisor of K-12 English/Language Arts (ELA) and Social Studies. Ms. Finley provided the following analysis of the District’s progress toward meeting ELA/Reading goals:

The data represented in this report shows a two-year and historical comparison of K-8 scholar academic performance of both benchmark and summative assessments from the 2022 school year through the PSSA preliminary data of 2024 as well as cohort performance across several years. The data represents the subjects of reading and math for benchmark assessments; reading, mathematics and science are represented for summative assessments. A high-level overview of the

data includes insight and reflection upon the instructional programs and academic services as a whole. An in-depth narrative provided by the content supervisors of Math & Science, and ELA & Social Studies will give additional information regarding performance, initiatives and next steps. Several areas of work and focus for the academic team that frame this data narrative are grounded in the following: Professional learning, Math instruction, English Language Arts instruction, Science Instruction, materials and resources, and assessments. The data tables are updated each quarter to reflect new data. The most recent updates to the tables include the preliminary released PSSA scores from the Spring of 2024.

Early Literacy/Reading- Grades K, 1, and 2

BY DISTRICT- ACADIENCE (% At/Above Benchmark)

Grade	BOY 22-23	MOY 22-23	EOY 22-23	BOY 23-24	MOY 23-24	EOY 23-24
K	14	30	40	16	24	36
1	15	18	19	25	16	18
2	24	22	19	26	24	23

BY BUILDING- ACADIENCE (% At/Above Benchmark)

School	Grade	BOY 22-23	MOY 22-23	EOY 22-23		BOY 23-24	MOY 23-24	EOY 23-24
BF	K	15	14	17		16	13	21
	1	14	15	18		11	11	13
	2	27	25	29		19	20	26
Downey	K	6	29	34		12	24	36
	1	5	9	4		21	13	22

School	Grade	BOY 22-23	MOY 22-23	EOY 22-23		BOY 23-24	MOY 23-24	EOY 23-24
	2	15	15	13		9	9	8
Foose	K	20	30	34		16	26	32
	1	14	13	15		20	14	14
	2	15	13	8		23	23	16
Melrose	K	13	48	65		21	40	61
	1	24	32	34		50	26	26
	2	32	31	25		40	33	30
Scott	K	14	33	47		8	8	15
	1	16	18	15		31	14	10
	2	22	23	16		26	24	20
Cougar	K	21	6	17		24	35	70
	1	17	21	28		6	32	34
	2	44	36	12		63	47	76

Early Literacy data above shows a two-year comparison of performance of grades K-2 on the Acadience assessment both from the District perspective and by individual building. This assessment is used in the District as both a diagnostic and benchmark assessment. One strength in the data shows some consistency in our ability to increase K scholars reading at benchmark from the beginning of the year (BOY), through the middle of the year (MOY), to the end of the year (EOY). Although we see similarities of success in grades 1 and 2 across multiple buildings below, from the District performance, the consistency of moving scholars to benchmark rests with K. A review of the building level data shows that there are

highlights of significant improvement in K from 23/24 BOY to MOY across ALL elementary schools with 3 of 5 schools showing double digit increases in proficiency at benchmark. In reviewing the data to look at groups as a cohort for performance as they move through to 2nd grade, the District is losing ground. Every elementary building saw a decrease in their 22/23 EOY K scholars' performance to the cohort as BOY 1st grade. Conversely, the opposite was true for the 22/23 EOY 1st grade to the 23/24 BOY 2nd grade. Every school saw an increase in scholar performance for this cohort. Yet, the work to be done rests in the ability to keep the 2nd grade scholars at benchmark and above as they enter 3rd grade whereas, 2 of 5 elementary schools were able to increase scholars at or above proficiency by the end of the 23/24 school year. Focus of the work for the Office of Academics will remain steadfast in operationalizing the work from the AIMS institute Structured literacy course taken by all Pre-K-2 teachers in the 23/24 school year as well as school leaders, reading specialists, and special education supervisors. Several changes to ELA instruction at the elementary level include an increase in the minutes for intervention and instruction for ELA. Intervention has increased from 30 minutes per day to 60 minutes per day at the K-5 level. A review of the current resources used for ELA instruction has identified a more strategic use of ELA resources for core instruction and resources to support a stronger intervention as well. The supervisor of ELA and Social Studies has outlined the way and work of reading specialists' supports and updates to strategic use of core resources.

ELA Grades 3-5(% Proficient and Advanced on Benchmark on STAR by STATE Cut Score Compared to PSSA)
BOY, MOY, EOY, PSSA ELEMENTARY

School	Grade	22-23 BOY	22-23 MOY	22-23 EOY	2023 %Prof/Adv eMetric	23-24 BOY	23-24 MOY	23-24 EOY	2024 %Prof/Adv Preliminary
BF	3	19	16	20	16.5	17	13	13	11.5
	4	15	11	11	10.7	16	17	14	12.7
	5	6	8	9	7.1	9	13	16	10.9
Downey	3	9	6	3	1.8	11	12	10	8.7
	4	3	3	5	5.9	10	10	9	2.7

School	Grade	22-23 BOY	22-23 MOY	22-23 EOY	2023 %Prof/Adv eMetric	23-24 BOY	23-24 MOY	23-24 EOY	2024 %Prof/Adv Preliminary
	5	9	14	12	2.1	9	11	15	6.5
Foose	3	14	10	9	12.3	11	18	17	17.3
	4	9	7	8	9.1	13	9	16	7.3
	5	5	5	5	6.3	15	19	21	2.9
Melrose	3	17	16	14	15.5	27	21	17	19.2
	4	14	21	20	15.5	16	23	20	9.9
	5	14	10	15	8.9	17	20	21	16.7
Scott	3	12	15	13	11.3	9	15	9	9.8
	4	15	12	13	10.1	11	10	6	7.5
	5	9	7	9	6.8	15	14	12	8.5
Cougar	3	10	24	10	15.0	16	25	26	10
	4	21	38	37	16.7	17	8	8	8.7
	5	31	29	13	15.8	35	26	32	13.6

Upper elementary literacy data shows scholar performance on STAR reading as the District’s benchmark assessment and PSSA reading as the summative data. The comparison of 23/24 school year show some strengths in the areas of performance of benchmark assessments across the data. The 5th grade across 4 of 5 buildings showed an increase in scholar performance at or above benchmark from BOY 23/24 to EOY 23/24. However, there are concerns that the trajectory for performance did not align with the preliminary performance when looking at the benchmarks as aligned to PSSA cut scores across 5th grade and other grades as well. All elementary buildings had some level of misalignment or decrease in performance with the MOY and EOY benchmarks as compared to preliminary performance on PSSA. For example, Downey Elementary scholars in grades 3, 4, 5 performance on benchmark assessments throughout the year, while not stellar, did not perform on PSSAs in alignment to the performance throughout the school year. In the typical review of data and conversation with principals, MOY performance can be seen as an indicator of the way instruction is progressing in the

building and positive or negative changes can impact how the PSSA or EOY performance improves. At the very least, schools should be performing at a minimum of where they are mid-year. As can be seen in Downey’s data, the MOY performance was higher than the PSSA performance and the EOY performance was higher than the PSSA performance. This may suggest that there had been some negative impact of instruction happening in classrooms at the mid-year point that were not addressed or mitigated by April’s assessment. However, there could have been positive changes that occurred to improve instruction, which is what may be seen in the EOY data. One thing the District hopes to see is that the performance for the EOY is maintained during the 24/25 BOY assessment. The District is able to track and identify potential barriers through its quarterly meetings in which school teams discuss progress and strategies in their school improvement plans that may help or hinder instruction and meeting targets in the school year. The Office of Academics works to support and remove barriers that may be identified in these meetings. These actions are taken across all buildings throughout the school year regarding using the data to make decisions.

ELA Grades 6-8 (% Proficient and Advanced on Benchmark on STAR by STATE Cut Score Compared to PSSA)
BOY, MOY, EOY, PSSA MIDDLE

School	Grade	22-23 BOY	22-23 MOY	22-23 EOY	2023 %Prof/Adv (eMetric)	23-24 BOY	23-24 MOY	23-24 EOY	2024 %Prof/Adv Preliminary
CCA	6	13	13	16	15.0	9	16	16	10.8
	7	10	12	14	6.5	17	13	16	10.9
	8	5	8	9	8.4	15	16	19	10.9
MSA	5	53	50	58	44.8	50	57	45	38.8
	6	49	45	60	63.3	52	45	41	43.9
	7	37	40	32	45.1	57	51	39	61.2
	8	44	53	51	46.0	44	48	34	60
Marshall	5	7	7	0	0	0	6	0	5.9
	6	7	7	7	14.8	10	0	6	0

School	Grade	22-23 BOY	22-23 MOY	22-23 EOY	2023 %Prof/Adv (eMetric)	23-24 BOY	23-24 MOY	23-24 EOY	2024 %Prof/Adv Preliminary
	7	7	25	8	27.3	15	11	12	17.2
	8	5	9	4	4.8	39	8	14	33.3
Rowland	6	6	5	7	9.7	10	9	8	7.7
	7	4	5	6	6.1	9	8	8	7.1
	8	7	7	7	12.7	9	11	11	8
Cougar	6	16	16	18	12.5	24	20	22	17.7
	7	9	6	4	4.9	16	17	15	13.9
	8	10	11	13	22.2	10	21	13	16.7

At the secondary level, reading performance continues to decline as grade levels progress. A review of the benchmark data in comparison to the summative data shows schools remain stagnant throughout the year. This is evident across all middle school buildings, even in cases where there is improvement, it is not significant enough for at least a double digit increase like seen at the early literacy level. Significant challenges at the middle school level rest with human capital. There is a high number of emergency certified teachers across most middle school buildings with all buildings having a minimum of two (2) or three (3) emergency certified teachers.

ELA PSSA Over Time by Cohort

Grade	2020-2021	2021-2022	2022-2023	2023-24* (preliminary)
3	7.7	7.4	12.0	13.9
4	12.1	11.7	10.5	8.5
5	6.7	13.6	15.6	14.1
6	13.8	17.0	21.0	17.9
7	16.5	18.1	13.5	20.1
8	22.6	18.0	18.0	20.2

A review of the data across grade levels year to year does not yield positive results but does give the District the opportunity to potentially identify and target specific areas like materials and resources, teacher knowledge to support that grade level in a building, or across the District. In the chart above, a review of the cohorts and performance from year to year does yield a positive outcome of how scholars have performed together as they move from grade to grade. The ELA PSSA over time by cohort shows a steady increase in cohort performance from year to year beginning in 20/21 SY. This provides some insight and motivation on how to continue to focus on the cohort across the District to ensure appropriate supports for grade-level instruction to occur particularly as the cohort moves up in grades. The District is paying particular attention to this as research out of Office of Early Childhood Development shows a decrease in exposure to grade-level content as the grade-level increases. This data was shared and reviewed with building principals as a caution last year during one of the monthly Professional Learning Communities.

In all, the District must continue to increase scholar achievement performance through careful and meticulous monitoring of performance throughout the school year. The ability to demonstrate growth through each benchmark assessment should show consistently and in the summative assessment. Although some movement can be seen, it is not yet enough.

Another addition to the Office of Academics in 2023-24 was the creation of a Supervisor of K-12 Math and Science. Ms. Jennifer Brosky assumed that role and has provided the following analysis of student performance in these two content areas:

District data as a whole in regard to academic performance is concerning, but Math data appears to show the most struggle with performance. Acadience is utilized as an assessment for early numeracy in Kindergarten and STAR Math for grades 1-8 for benchmark assessments.

BY BUILDING- ACADIENCE K MATH (% At/above benchmark)

Building	BOY 22-23	MOY 22-23	EOY 22-23		BOY 23-24	MOY 23-24	EOY 23-24
District Composite	26	35	41		24	31	40
Ben Franklin	32	28	22		22	12	23
Downey	36	40	55		36	48	49
Foose	14	20	27		13	26	37
Melrose	22	48	57		25	44	60
Scott	23	37	44		23	30	25
Cougar	28	34	39		29	30	56

Similar to early literacy, the District’s Math data shows a strong foundation for improving performance in K in early numeracy. In 4 of 6 schools there is a double digit increase in scholars at/above benchmark from BOY to EOY in the 23/24 school year. Five of 6 buildings showed an increase in at/above benchmark from BOY to MOY in the 23/24 school year. Eureka Math is the resource used for core math instruction across all grades K-8. The administration has noticed that a significant part of the implementation that is lacking is providing the conceptual understanding of math. This is an integral part of the Eureka instruction. Due to the significant changes seen in math performance starting at first grade, there was a need to implement class wide intervention because of the high number (over 54%) of scholars performing below grade level at the MOY benchmark.

MATH Grades 3-5(% Proficient and Advanced on Benchmark on STAR by STATE Cut Score Compared to PSSA) BOY, MOY, EOY, PSSA ELEMENTARY

School	Grade	22-23 BOY	22-23 MOY	22-23 EOY	%Prof/Adv (eMetric)	23-24 BOY	23-24 MOY	23-24 EOY	2024 % Prof/Adv Preliminary
BF	1	28	21	15		14	15	6	
	2	17	19	14		13	18	17	
	3	13	13	9	9.6	16	15	17	7.9
	4	8	4	2	3.5	11	9	6	8.3
	5	3	3	0	0	2	4	3	1.8
Downey	1	15	10	6		31	32	50	
	2	14	2	5		6	0	0	
	3	8	5	2	3.6	4	2	0	2.0
	4	5	3	6	4.0	4	1	3	1.4
	5	0	2	2	2.2	4	2	5	1.6
Foose	1	15	19	12		22	26	19	
	2	8	7	8		6	16	19	
	3	4	10	12	9.3	8	9	11	10.8
	4	4	4	3	1.3	7	7	6	8.5
	5	4	1	7	1.6	2	4	5	2.9
Melrose	1	31	29	20		30	24	19	
	2	19	16	14		20	10	14	
	3	17	11	13	5.7	18	21	18	18.1
	4	13	11	16	12.5	13	13	15	4.4
	5	5	5	1	0	1	6	3	7.4
Scott	1	27	22	13		26	21	14	
	2	10	8	8		12	8	8	
	3	4	19	10	6.3	7	12	9	6.9
	4	5	8	8	4.8	9	5	2	3.5
	5	1	2	2	1.6	3	4	1	2.2
Cougar	1	38	34	67		33	28	39	

School	Grade	22-23 BOY	22-23 MOY	22-23 EOY	%Prof/Adv (eMetric)	23-24 BOY	23-24 MOY	23-24 EOY	2024 % Prof/Adv Preliminary
	2	17	34	28		76	53	41	
	3	15	15	5	5.0	5	37	33	6.3
	4	14	8	21	8.3	6	4	0	0
	5	8	8	6	5.4	12	17	9	5.7

The STAR benchmark data for grades 1-5 showed the same or similar performance for scholars moving from EOY 22/23 up a grade level to 23/24 BOY data. Exceptions to seeing a positive increase happened in one building and one grade (Melrose 2nd to 3rd). The comparison of benchmark data performance to the preliminary PSSA performance for 23/24 showed all but one (1) school having above 10 of scholars at/above proficiency for math (Melrose, 3rd), while one school was right at 10.8% at/above proficiency for math (Foose, 3rd).

MATH Grades 6-8 (% Proficient and Advanced on Benchmark on STAR by STATE Cut Score Compared to PSSA)
BOY, MOY, EOY, PSSA MIDDLE

School	Grade	22-23 BOY	22-23 MOY	22-23 EOY	Prof/Adv (eMetric)	23-24 BOY	23-24 MOY	23-24 EOY	2024 % Prof/Adv (Preliminary)
CCA	6	1	1	4	0.8	1	2	3	0.7
	7	1	0	0	0.0	2	5	4	0
	8	0	1	2	0.8	1	2	3	0
MSA	5	20	20	20	12.9	28	24	18	16.5
	6	15	14	15	13.9	17	18	14	17.5
	7	16	16	20	15.5	20	27	19	20.7
	8	10	13	20	4.6	14	20	18	14.9
Marshall	5	0	0	0	0	0	0	0	0

	6	0	0	4	3.6	0	0	0	0
	7	7	0	8	0	0	0	0	3.3
	8	0	0	0	0	0	0	0	0
Rowland	6	1	2	2	1.4	2	4	3	0.5
	7	2	1	1	0.6	2	3	2	1.2
	8	1	1	1	0	2	3	3	0
Cougar	6	2	6	4	4.2	8	12	9	6.3
	7	4	4	5	4.9	0	14	6	0
	8	6	2	2	0	3	3	3	5.7

Math performance is gravely concerning at the middle school level as well. STAR benchmark assessments in comparison to scholars who scored prof/adv in math shows on average schools had 0 to 5% proficiency. The exception is Marshall Math and Science where the highest performance was 7th grade at 20.7%. Math intervention will continue to focus on class wide interventions with the support of math interventionists. At three (3) schools the District will be piloting SpringMath (2 elementary, 1 MS). All schools K-8 experience components of SpringMath during class wide intervention. Training for all District math teachers will occur in August and November 2024. Close monitoring of math instruction is built into the instructional leadership supports as well as the instructional support model walks that occur with the Office of Academics.

Math PSSA Over Time by Cohort

Grade	2020-2021	2021-2022	2022-2023	2023-2024 (Preliminary)
3	4.8	4.2	7.0	10.2
4	1.3	7.1	5.4	5.4
5	2.4	2.4	4.3	5.2
6	1.0	2.3	3.7	4.9
7	2.8	1.9	3.5	4.6
8	3.1	1.8	1.1	3.1

Again, data for Math is most critical for improvement. The table representing MATH PSSA over time by cohort shows inconsistencies with performance with increasing and decreasing scores from 20/21 school year through the preliminary scores for 23/24 school year. Unlike Reading, the scores are severely lower with no cohort having above 10% of scholars performing at or above benchmark in math stemming from 20/21 to 23/24. There is some promise with the cohort of 3rd grade scholars who the District will continue to watch performances on this year's benchmarks to ensure they do not regress.

Science instruction in the District for the 23/24 school year saw the implementation of a new Science resource. The District has worked in the past year to prepare for PDE's roll out of the new STEEL (Science, Technology, Engineering, Environmental Literacy, and Sustainability) standards. Work got underway this spring with attendance at the PDE SAS Institute and curriculum writing this summer to address and ensure the standards are incorporated in instruction. Science performance of students in grades 4 and 8 reflect that both grades scored below the statewide average of 58.9% .

Grade	2022 % Prof/Adv (eMetric)	2023 % Prof/Adv (eMetric)	2024 % Prof/Adv (Preliminary)
4	28.7	24.7	29.1
8	12.3	22.2	16.3

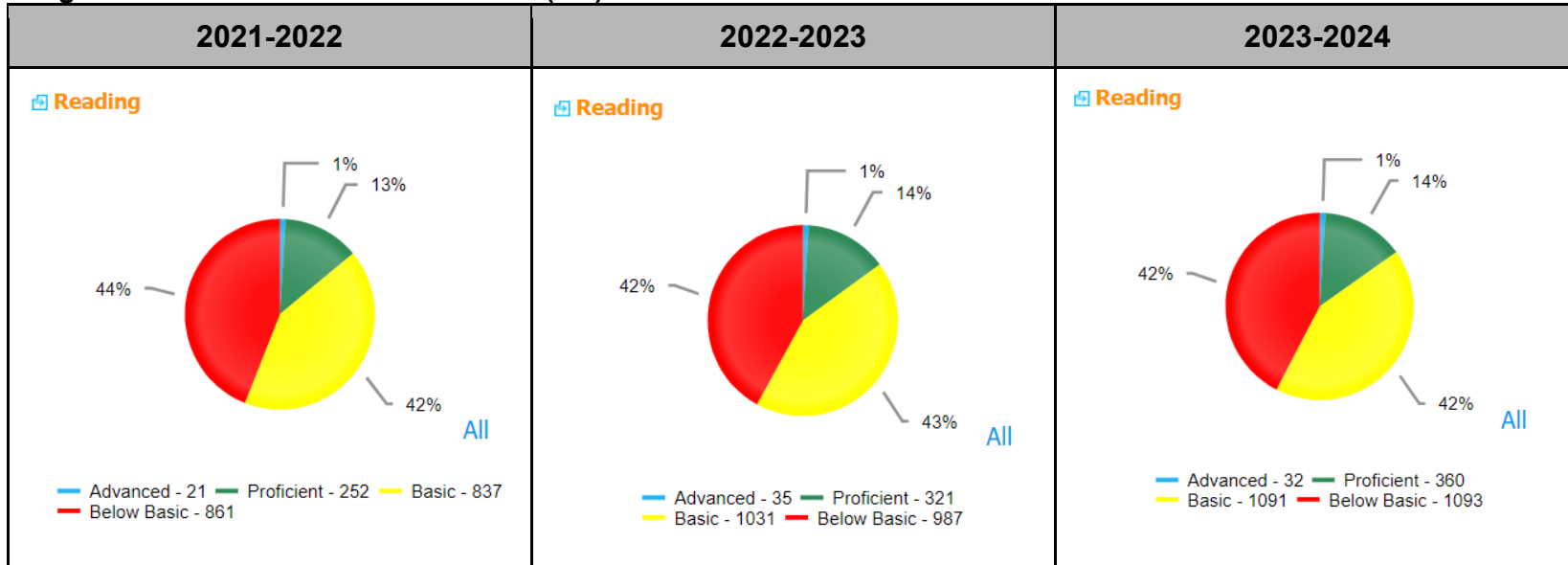
Overall, the Office of Academics has observed and visited more than 80% of classrooms across the District over the course of the 23/24 school year. The observations have led to the following conclusions as well as next steps for the 24/25 school year:

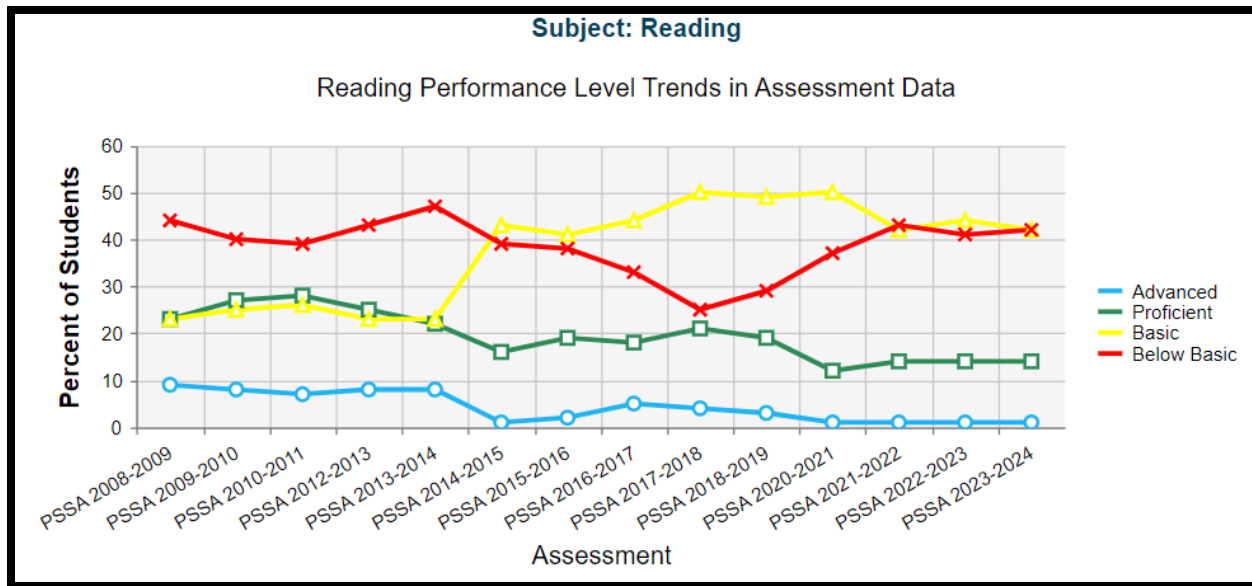
- Develop/secure professional development for the appropriate use of District prescribed materials for core instruction - Ongoing throughout the school year

- *Support lesson planning for instructional staff focused on the purpose of the lesson, pacing of the lesson, preparation of materials and resources needed for the lesson, and the target/task alignment for including scaffolding support to help scholars access grade-level standards - Training in August UnboundED Planning process and continued throughout the school year during Wednesday collaboration times*
- *Continuation of personalized learning to support the core four of instruction - scholar reflection and ownership, flexible content and tools, targeted instruction, and data driven decisions - Preparation for the 24/25 approach and plan to personalized learning will occur on August 21, 2024 with a diverse group of stakeholders including external partners.*
- *Continuation of the Instructional Support Model (ISM) walkthroughs - The Office of Academics will complete a minimum of three (3) quarterly walkthroughs guided by the instructional focus areas identified by AchievetheCore - School leadership teams and the Office of Academics team will observe classrooms across the District in each building focused on identified areas of instruction across all content. Schedule forthcoming with initial visits to occur in mid-October.*
- *Strengthen and continue to build school leaders' capacity around setting the conditions for learning and instructional leadership during monthly PLCs - Continued work with PaTTAN to support PBIS implementation will include supplemental supports regarding equity in PBIS practices, while work with building principals will continue to focus on key elements in the Danielson framework for leadership specifically targeting school improvement and instructional leadership. A partnership with Achievement Network will continue to support professional learning and development with school leaders with an intentional focus on math instruction and leadership.*

Preliminary PSSA/Keystone Exam data from spring 2024 was received this quarter. Ms. Finley and Ms. Brosky have provided the analysis of student performance below:

English Language Arts Longitudinal Data All Grades Combined (3-8)





The scholars of the Harrisburg School District have consistently performed below their potential and below the Pennsylvania state average on the PSSA English Language Arts Assessment. This can be attributed to instructional practices, curriculum gaps and misalignment, and school/classroom environmental factors that can be addressed to meet the needs of all learners and provide access to grade-level content and curriculum. The data in third through eighth grade suggests that if the English Language Arts systems remain the same, the student performance will remain the same. 85% of students in grades three through eight score below proficiency. This indicates that core (tier one) instruction is the focus. As the longitudinal PSSA ELA data was reviewed, a tier 1.5 level of intervention was added to ELA, instructional practices were observed, curriculum and materials were received, and the learning environment was examined for effectiveness.

Based on the fourteen years of longitudinal data, it is evident that core (tier one) instruction has not met the needs of the Harrisburg School District scholars. In the 2023-2024 school year, there was a clear expectation of grade-level English Language Arts instruction for all students, including the approved standards-aligned District curriculum and District-approved instructional resources and materials. An explicit instruction professional learning opportunity was created for all teachers to complete to strengthen instructional practices. Another consideration was the implementation of the class wide intervention model (tier 1.5) for all students with support from the District's Reading Specialists. The following evidence-based programs were used during class wide intervention in Kindergarten through third grade: Heggerty (phonemic awareness K-2) and UFLI (phonics grades K-3). Partner Reading and Paragraph Shrinking, an evidence-based methodology was used as the class wide intervention in grades four through eight.

In addition to these core instructional changes, the need to close skill gaps via an accelerated learning model was introduced in the spring. In this model, grade level content was presented using scaffolding, vocabulary acquisition, exposure to complex text, and constructed response/text dependent analysis strategies were embedded in a 45-day plan to support learners at a high level of rigor - more closely aligned with state standards expectations. Teachers were given lessons and resources aligned with the PSSAs to support the accelerated model.

In 2024-2025, the same work will continue with teachers. Teachers will continue strengthening their instructional practices and content knowledge through unpacking standards, lesson internalization, writing lesson objectives, scaffolding to provide grade-level access for all, prioritizing lesson components to meet the standards, orchestrating productive struggle and building on student's background knowledge and experiences. A partnership between UnboundEd and Harrisburg School District has been established to provide a two-part training on the planning process to help teachers understand the

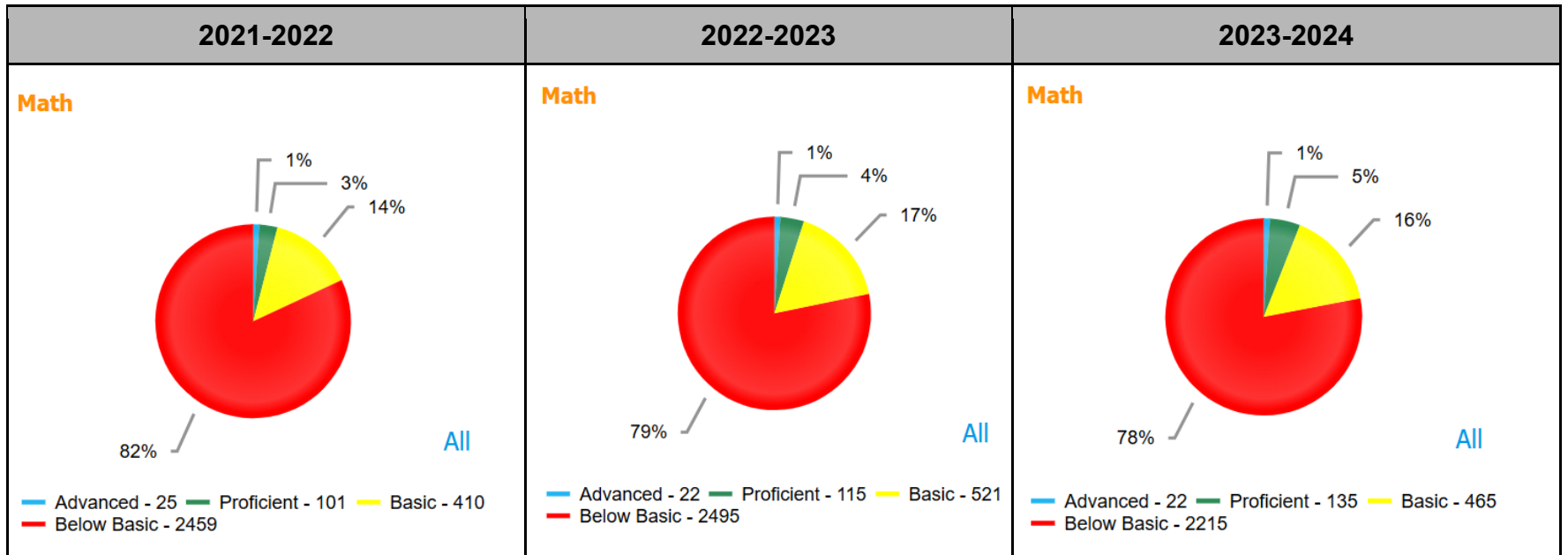
rigor and complexity of the ELA standards and how to use the Planning Process Model. Reading Specialists will focus their efforts on closing the learning gaps as quickly as possible using data to drive small-group instructional decisions.

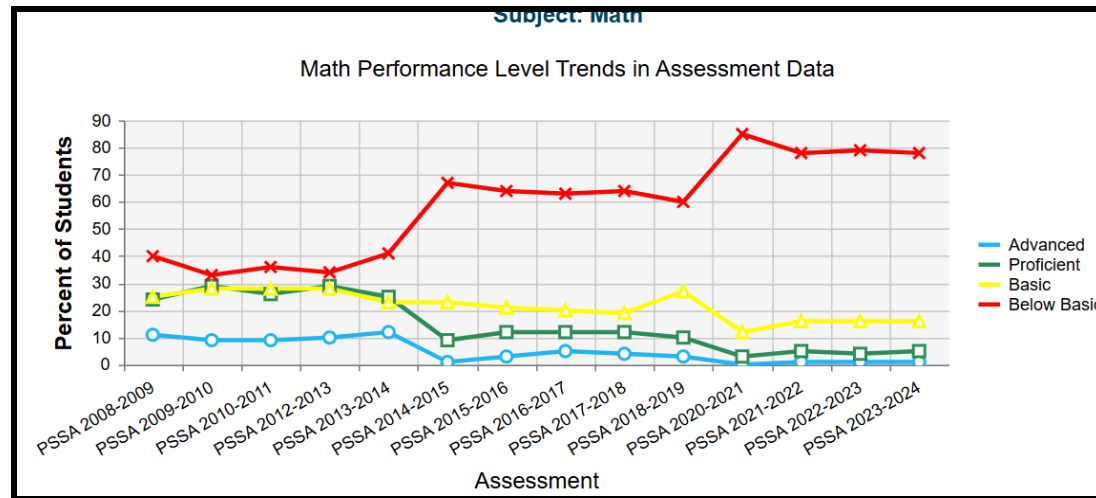
Class wide Intervention will continue in the elementary and middle schools. Classroom teachers will also provide flexible group instruction with protocols and procedures for data collection and data-informed instructional decisions will be implemented.

K-12 English Language Arts curriculum will begin year one of the curriculum development cycle. Year one involves data review, completion of a needs assessment, selection of the curriculum development team, review of the curriculum audit, review of resources and materials, creation of a curriculum philosophy and long-term transfer goal review and revision. The ELA curriculum development team will consist of representatives from K-12, ELL, Special Education, Gifted Education, and College and Career Readiness.

Mathematics

Longitudinal Data All Grades Combined (3-8)





The students of the Harrisburg School District have consistently performed well below their true potential. This can be attributed to instructional practices, curriculum gaps and misalignment, and school/classroom environmental factors that can do more to meet the needs of the learners and support the grade-level curriculum. The data in third through 8th grade indicates that the systems in place for Mathematics are aligned to continue to produce these student outcomes. With almost 90% of students in grades 3-8 scoring below proficient, core instruction becomes the focus of all efforts. As the first responses to the longitudinal PSSA Math data, a tier 1.5 level of intervention was added to core instruction, instruction methods were observed, curriculum and materials were reviewed, and the learning environment was examined for effectiveness.

When looking at fifteen years of longitudinal data, it is clear that tier one - core instruction - has not met the needs of the District's students. To begin tackling this, in 2023-2024, there was a clear expectation of grade-level mathematics instruction for all students, including the approved standards-aligned District curriculum and District-approved instructional

resources and materials. To further strengthen tier 1, an explicit instruction learning opportunity was created for all teachers to complete during the school year. In addition to learning high-yield instructional practices within this professional learning, teachers in Kindergarten through 8th grade began implementing the class wide intervention model with the assistance of the Math Interventionists. Beginning mid-year, one elementary school used an evidenced-based program, SpringMath, to tackle this tier 1.5 work, while the other schools used an evidence-based methodology with vetted resources.

In addition to these core instructional changes, the need to close skill gaps via an accelerated learning model was introduced in the spring. In this model, scaffolding, CRA, vocabulary acquisition, concrete tool use, and constructed response strategies were embedded in a 45-day plan to support learners at a high level of rigor - more closely aligned with state standards expectations. Teachers were given tools to select from and content samples more closely aligned with the PSSAs.

Going forward into 2024-2025, the same work will continue with teachers. Teachers will continue strengthening their instructional practices and content knowledge through unpacking standards. A partnership between PDE and Harrisburg School District has been established to provide a two-part training on "Writing in Math" to help teachers understand Math's rigor and how to prepare students better for constructed response questions in Mathematics and Algebra. Math Interventionists will each support two elementary schools, focusing their efforts on Kindergarten through 2nd grade, closing the learning gaps as quickly as possible using data to drive small-group instructional decisions.

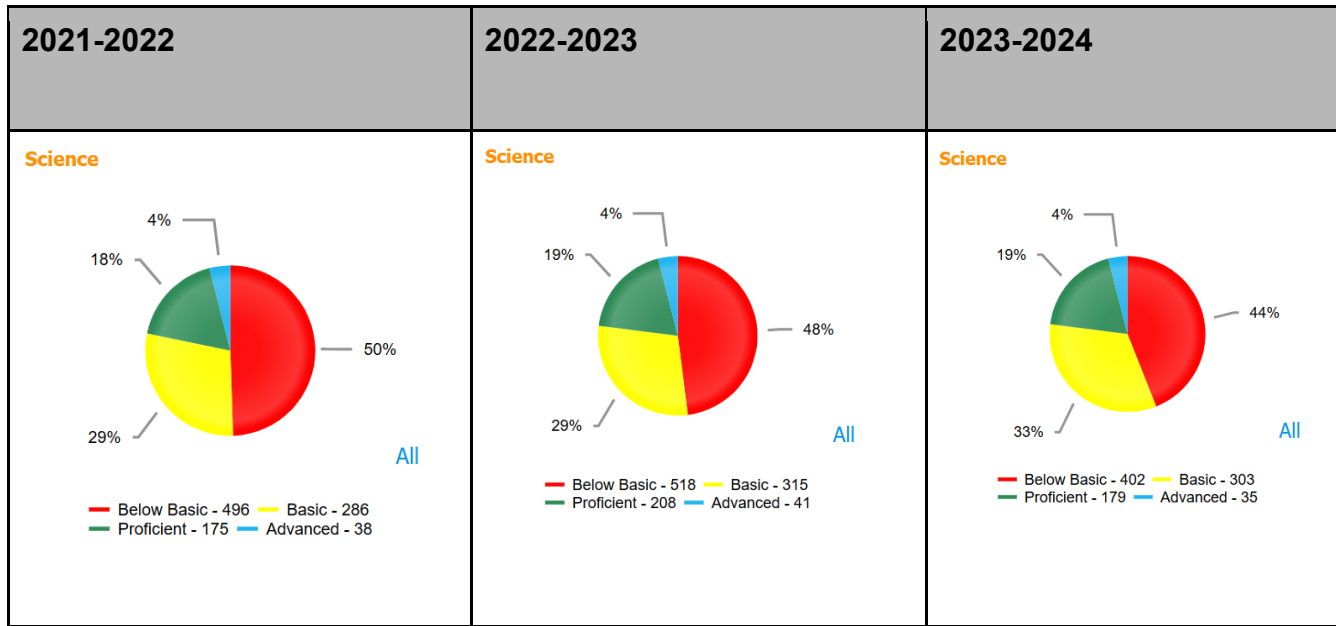
Class wide intervention will continue in the elementary schools, with two schools using the evidence-based program during Math core instructional time. Classroom teachers will also provide flexible group instruction, looking to accelerate student learning using scaffolding during the 30-minute Math intervention block. Math enrichment opportunities will be available with the re-emergence of Math 24, a before school Math club, and outside partnerships for Math achievement and enthusiasm.

The middle schools will continue to provide class wide intervention, and one of the three middle schools will use the evidence-based program. In Math intervention classes, protocols and procedures for data collection and data-informed instructional decisions will be implemented.

In the high school, the Algebra curriculum will be realigned to account for the missing standards uncovered in the curriculum audit completed by the Chester County Intermediate Unit (CCIU). Supplements to the Algebra 1 curriculum will be more closely monitored through a data lens of increased skill proficiency. A curriculum guide will also be constructed to support the co-teaching efforts in 9th grade.

A Math committee consisting of representatives from K-12, ELL, Special Education, Gifted Education, and College and Career Readiness will be developed to address and implement ways to increase student engagement, performance, and access to Math K-12.

Science



The students of the Harrisburg School District have consistently performed well below their true potential. This can be attributed to instructional practices, curriculum weaknesses and gaps, and classrooms that do not meet the needs of the learners nor support the curriculum. While the number of students scoring in the well-below basic range has decreased, moving students into the basic scoring category, the number of students scoring basic has yet to show the same movement into proficiency. This data indicates that the systems in place for Science are aligned to continue to produce these student outcomes.

To address the systems-level issues, a Science team has been convened to address curriculum, instruction, class environment, and tier 1 needs. This summer, the STEELS Science team began writing a K-8 science curriculum aligned with STEELS standards. The team also vetted the Science resources purchased in 2023 to ensure alignment with the new standards. This team will create common assessments, analyze data, connect community partnerships, and more throughout 2024-2025 and beyond.

At the elementary level, the district's three Elementary STEM teachers will support teachers with 3D teaching and learning using anchor phenomena corresponding to grade-level standards. One STEM teacher will be assigned to the largest elementary school, and the other two will travel between the remaining elementary schools. Teachers will receive professional learning opportunities on the new curriculum, text resources, and data analysis throughout the school year.

At the middle school level, Science classrooms were outfitted as collaborative learning spaces with flexible seating, the newest technologies, and the Science materials required to participate fully in phenomena-based learning. Teachers will receive professional learning opportunities on the new curriculum, text resources, and data analysis throughout the school year.

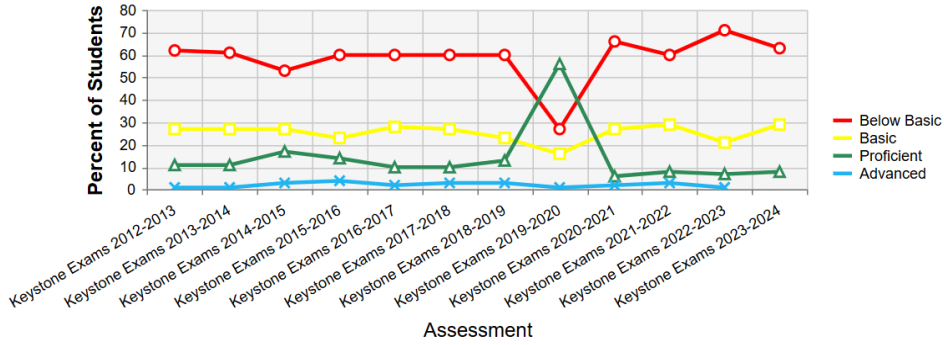
It should also be noted that the percentage of students entering the proficient and advanced categories has stagnated, 25% of the students respectively, indicating another programmatic need. During this 2024-2025 school year, students will be offered more opportunities to interact with and participate in Science extracurricular activities, including STEM challenges, outside partnerships, and field experiences, to support students' interests beyond what can be captured in the classroom setting.

At the high school level, the Biology curriculum has been realigned to ensure that all Biology standards are included in the course. The following steps involve identifying appropriate resources and labs to support student learning in Biology,

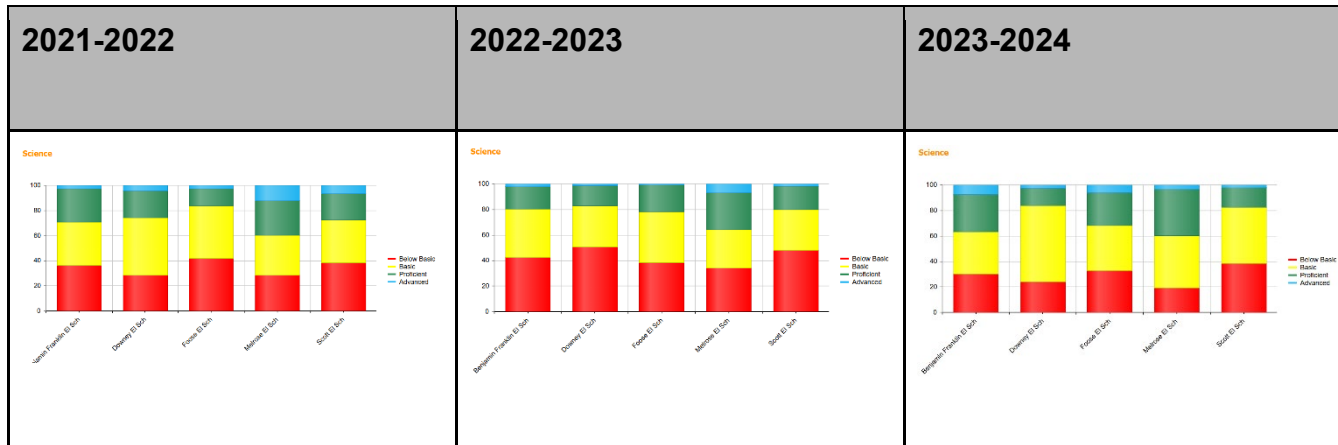
professional learning for teachers on the realigned curriculum, and best instructional practices for phenomena-based learning.

Subject: Biology

Biology Performance Level Trends in Assessment Data



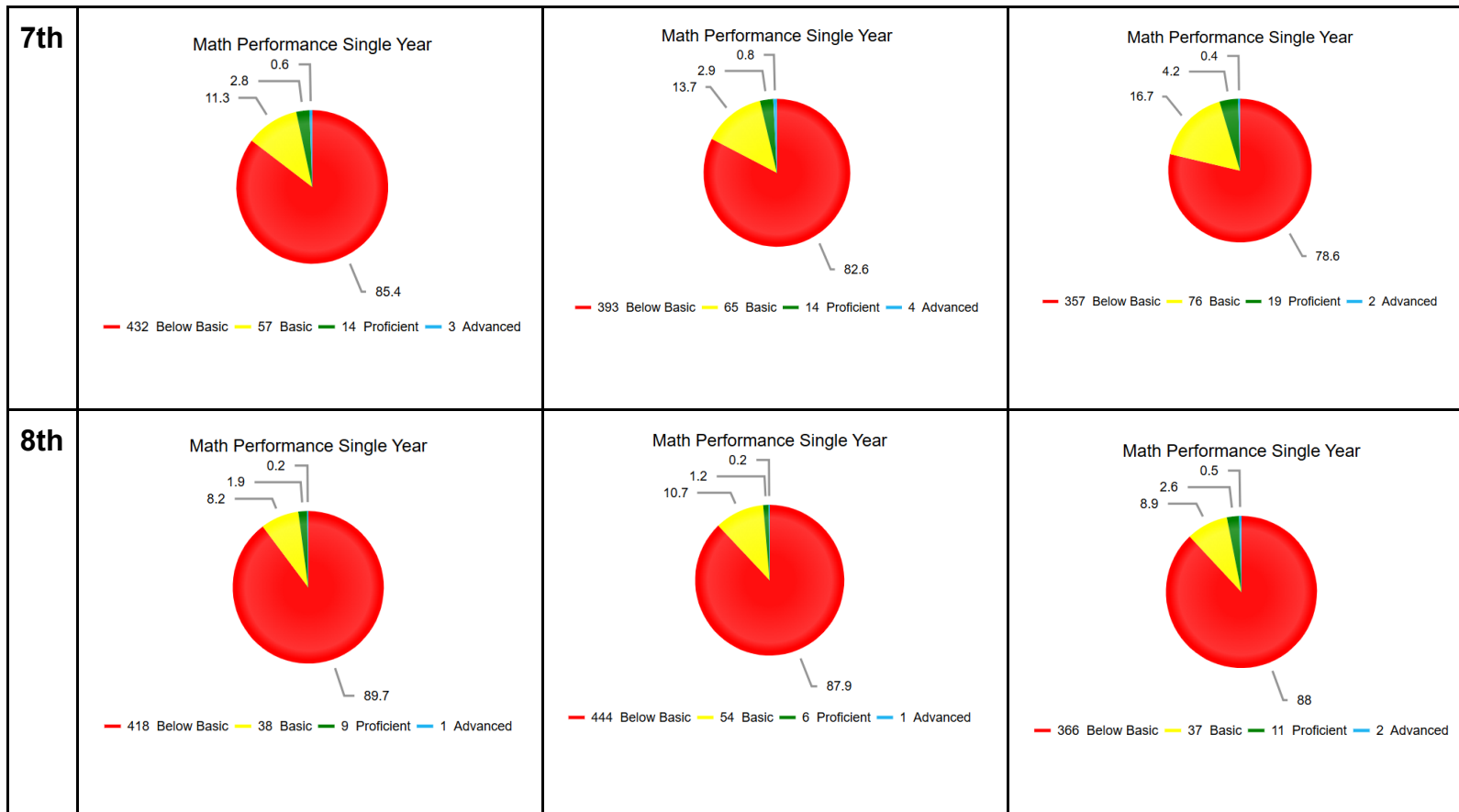
SCIENCE ELEMENTARY



MATH DATA

*	2021-2022	2022-2023	2023-2024
3rd	<p>Math Performance Single Year</p> <p>— 435 Below Basic — 87 Basic — 18 Proficient — 5 Advanced</p>	<p>Math Performance Single Year</p> <p>— 401 Below Basic — 80 Basic — 29 Proficient — 5 Advanced</p>	<p>Math Performance Single Year</p> <p>— 322 Below Basic — 67 Basic — 39 Proficient — 5 Advanced</p>
4th	<p>Math Performance Single Year</p> <p>— 401 Below Basic — 79 Basic — 35 Proficient — 8 Advanced</p>	<p>Math Performance Single Year</p> <p>— 444 Below Basic — 103 Basic — 27 Proficient — 3 Advanced</p>	<p>Math Performance Single Year</p> <p>— 379 Below Basic — 92 Basic — 22 Proficient — 5 Advanced</p>

<p>5th</p>	<p>Math Performance Single Year</p> <p>372 Below Basic 95 Basic 12 Proficient 3 Advanced</p>	<p>Math Performance Single Year</p> <p>422 Below Basic 129 Basic 20 Proficient 7 Advanced</p>	<p>Math Performance Single Year</p> <p>405 Below Basic 109 Basic 25 Proficient 3 Advanced</p>
<p>6th</p>	<p>Math Performance Single Year</p> <p>395 Below Basic 50 Basic 9 Proficient 5 Advanced</p>	<p>Math Performance Single Year</p> <p>394 Below Basic 89 Basic 16 Proficient 2 Advanced</p>	<p>Math Performance Single Year</p> <p>386 Below Basic 84 Basic 19 Proficient 5 Advanced</p>



In summary, the Receiver acknowledges the tremendous amount of work performed during the 2023-24 school year by the Office of Academics. Under the leadership of Assistant to the Superintendent Dr. Portia Slaughter, Ms. Finley and Ms. Brosky have provided significant supports to building level leaders and school improvement teams to truly get to

the root causes of the underperformance reflected in District and state assessments. There is a significant amount of work remaining to do in the 2024-25 school year, but there is evidence to substantiate that the systems, structures and supports are being put in place to increase student academic success.

The Academic Performance chapter of the Amended Recovery Plan contains 13 initiatives. Below each initiative is an update on its status as of June 30, 2024:

AP01 – Take action to improve Districtwide student attendance

Student attendance declined during the fourth quarter of the 2023-24 school year at all levels, especially after the Memorial Day holiday when two weeks of school remained. Assistant Superintendent Dr. Marisol Craig oversees this initiative for the District and collaborates with Director of Student Services Marianne Peters to ensure that proper notifications are sent to parents. The District did not meet its goal of increasing student attendance by 5% from 2022-23 to 2023-24.

2023-24 Monthly Percent of Attendance District and School Totals Chart

Schools/District	Apr	May	Jun
Benjamin Franklin	83.08	82.18	65.35
Downey	85.64	86.02	72.76
Foose	86.23	87.4	74.3
Marshall	83.31	82.26	61.93
Melrose	90.89	91.45	82.31

Scott	85.57	85.63	74.85
Camp Curtin	82.96	82.07	77.2
Cougar Academy	91.8	90.57	76.83
Rowland	81.03	81.33	68.95
Math/Science	91.8	91.36	77.9
John Harris	69.45	66.82	45.24
SciTech	87.25	88.14	72.45
District	82.5	81.89	67.83

AP02 – Increase staff attendance by enforcing existing policies and improving reporting

District attendance policies were updated per the Recovery Plan, but the Staff Absenteeism Task Force has not yet convened due to significant workload in the Office of Human Resources. The Receiver pulled a report from the District’s Absence Management software this quarter that showed 5,252 employee absences from April 1 – June 30, 2024. The same time period for 2023 showed 6,451 employee absences. A reduction of 1,199 occurrences comparing the fourth quarter of 2022-23 to the fourth quarter of 2023-24 shows data moving in the right direction.

AP03 – Improve accountability for student performance

This initiative is the responsibility of the Superintendent of Schools and requires much attention. While the initial set of deliverables outlined in the Amended Recovery Plan has been completed, student performance continues to be very concerning in the Harrisburg School District. Failure elimination plans are not consistently implemented across the District.

These plans should include a process and protocol for all students identified as failing academically along with a protocol of interventions. The Office of Academics' content area supervisors are addressing the systemic changes that need to occur, as outlined in the reports above, but it is imperative that teachers, school counselors, and principals are meeting regularly as a child study team to develop individual learning plans for each student.

AP04 – Use academic data to inform instructional practices

This initiative is ongoing. Principals and teachers have access to STAR and Acadience data collected from assessments scheduled at the beginning, middle and end of the year. Comparisons of data from one test administration to the next show that students are growing in their skills, although still performing well below grade level in Reading and Math.

AP05 – Continue Professional Learning Communities for principals and assistant principals

Professional Learning Communities meet monthly in the format of separate meetings with principals and assistant principals. These sessions were held at PaTTAN during the 2023-24 school year to avoid interruptions that frequently occur at the building level. Achievement Network was contracted with the District to provide training for building administrators in instructional leadership.

AP06 – Continue coaching programs in the District

Instructional coaches are in place for each school in the District; however, due to the ongoing vacancies across the District, these professionals were frequently pulled to cover classrooms in the absence of a teacher. To preserve the integrity of the position, Assistant to the Superintendent Dr. Portia Slaughter lobbied Superintendent Turman to house the instructional coaches at the District Office where they will be deployed daily to the areas of most need. The Chief Recovery Officer and Receiver will be monitoring the effectiveness of this plan during the 2024-25 school year to ensure that the coaches are spending time in schools and not in the District Office during school hours.

AP07 – Conduct annual performance evaluations of all staff

This initiative was a focus of the 2023-24 school year since to date only professional (certificated) employees are evaluated. The Act 93 agreement was updated in June 2024 to incorporate a new evaluation system effective the 2024-25 school year. This system allows certificated administrators to be evaluated per the Act 13 PDE tool but also receive a merit-based evaluation tool to determine individual salary adjustments in the future. Non-certificated Act 93 employees will now be evaluated using a similar tool. There is inconsistency in the evaluation of AFSCME employees that must also be addressed to ensure equity across the employee group.

AP08 – Ensure high quality staff in key leadership positions

Although this initiative had been accomplished as of June 30, 2023, the District has received the resignations of two critical administrators during the fourth quarter of the 2023-24 school year. On May 28, 2024, Ms. Heidi Zula, Director of Human Resources, resigned from the District effective June 29, 2024. The Receiver has contracted with two retired directors, Jeanne Pocalyko and Michael Simonetti, to assist the District until a new director is found. Interviews will be conducted in July 2024.

Superintendent Eric Turman resigned on May 28, 2024, when he accepted a superintendent position in a neighboring school district. The Receiver appointed Dr. Marcia Stokes, Chief Financial Officer, as Acting Superintendent, and contracted with the Pennsylvania School Boards Association (PSBA) to conduct the search for a new superintendent. The Receiver and elected School Board met with PSBA on June 6, 2024, to outline the search process. Advertising began on June 15, 2024. Interviews will be conducted in July with the goal of naming a new superintendent by the end of August 2024.

AP09 – Implement a standards-aligned curriculum across the District

The Receiver prioritized this area for the Superintendent during the 2023-24 school year. Mr. Turman and Dr. Slaughter recommended that the Receiver approve a contract with Chester County Intermediate Unit (CCIU) to perform a phased review and analysis of the District's curriculum. Phase I was completed during the fourth quarter. Phases II and III will occur during the 2024-25 school year. A [draft of the audit](#) was provided to the District in June.

AP10 – Follow MTSS (Multi-Tiered System of Supports) process with fidelity in all buildings

Assistant Superintendent Dr. Marisol Craig led the implementation of MTSS during the 2023-24 school year. The collection of evidence of implementation with fidelity will be the focus for 2024-25.

AP11 – Develop a continuum of learning options for District students

The District continues to offer Cougar Academy (blended) and Harrisburg Virtual Learning Academy (cyber) as alternatives to the traditional brick-and-mortar schools. Cougar Academy is being relocated from the Lincoln building to the Hamilton building for the 2024-25 school year as part of the District reconfiguration plan.

AP12 – Attract and retain students at HVLA and Cougar Academy

Enrollment in HVLA and Cougar Academy remain stable. The District continues to market both programs as an alternative to traditional settings.

AP13 – Review Special Education program costs and placements

Director of Special Education Ms. Krystal Palmer continues to review student placements and costs for special education students. In an effort to reduce the numbers of students being outplaced, Ms. Palmer has recommended Laurel Life be contracted to provide classes for the neediest students in 2024-25 in two of the District's elementary schools.

Administration and Governance

The elected School Board has demonstrated some improvement during the fourth quarter of the 2023-24 school year. Participation in required trainings and meetings has been consistent; however, two Board members have experienced some health issues that have impacted their ability to be physically present.

The Administration and Governance chapter of the Amended Recovery Plan contains eight (8) initiatives. Below each initiative is an update on its status as of June 30, 2024:

ADMIN01 – Annual training for all School Board members

As a follow up to the March training, during this quarter, the Receiver scheduled the following two trainings with the Pennsylvania School Boards Association (PSBA). These trainings were conducted from 5:30 – 8:30 p.m. in the District Administration Building:

April 16, 2024	<i>“Building a Better Board Culture”</i>	6 of 9 Board members attended
May 21, 2024	<i>“Evaluating the Superintendent”</i>	6 of 9 Board members attended

ADMIN02 – Update Board policies

Assistant Superintendent Dr. Marisol Craig is responsible for reviewing policy updates from the Pennsylvania School Boards Association (PSBA)'s Policy News Network and placing recommended revisions on the Board agenda for Receiver approval. During the fourth quarter, the following policies were revised and approved:

- Addendum to Policy 918 – Parent and Family Engagement
- Policy 222 - Tobacco and Vaping Products
- Policy 227 - Controlled Substances/Paraphernalia
- Policy 323 - Tobacco and Vaping Products
- Policy 351 - Controlled Substance Abuse
- Policy 707 - Use of School Facilities and Cost Schedule for 2024-25
- Policy 815.1 - Use of Generative Artificial Intelligence in Education

ADMIN03 – Improve public access to District documents

All contracts, agendas, and agreements continue to be uploaded to BoardDocs™ for public access.

ADMIN04 – Adopt an ethics policy for all District staff

Policy 317.1 was adopted in November 2021 to address this initiative. Additionally, the District's current conflict of interest policy 827 also adopted in November 2021 meets these standards.

ADMIN05 – Reorganize central office staff

Superintendent Turman had developed an organizational chart in 2021-22 to reflect his administrative structure; however, due to the Receiver's concerns with the increase in administrators over the past year with little return on investment noted in student achievement, once a new superintendent is hired, there will be another reorganization of central office staff with possible reduction in positions recommended for the future.

ADMIN06 – Develop monthly and quarterly reports to be shared with the District administration, School Board and Receiver

At the request of the Receiver, Superintendent Turman developed a weekly superintendent's report to be shared with the Receiver and School Board; however, he delegated this task to his Executive Assistant and Cabinet which was not the Receiver's preference. It is critical that a superintendent be able to acquire sufficient knowledge of District operations to be able to report on them without the assistance of other administrators. The Superintendent was also required to provide monthly updates on Recovery Plan goals at the School Board meetings. The purpose of this initiative is to maintain the

accountability of the Superintendent to lead the plan. Oral reports were provided at the Board meetings, but they lacked detail and mentioned only a handful of initiatives. No quarterly reports were provided by the Superintendent.

ADMIN07 – Establish a monthly meeting to discuss Recovery Plan progress

The District cabinet members meet on the fourth Monday of each month with Public Financial Management, representatives of the Pennsylvania Department of Education, the Receiver and Chief Recovery Officer to review progress toward Recovery plan initiatives monthly. Chief Recovery Officer Dr. Travis Waters was responsible to develop the agenda for those meetings. This responsibility will now shift to Mrs. Hollins effective the September meeting.

ADMIN08 – Develop an electronic Recovery Plan Status Dashboard

The District has developed an electronic dashboard which appears on the District website under the Recovery Plan section. The Chief Recovery Officer has been responsible for updating the dashboard, but this task has not been completed regularly. Currently, the Receiver is communicating with PFM about the redundancy among various reporting structures and is recommending that the dashboard be replaced with the new monitoring tool that PFM has developed for use in the 2024-25 school year.

Operations

There are 15 initiatives contained in the Operations chapter of the Amended Recovery Plan. Below each initiative is an update of its status as of June 30, 2024:

OP01 – Develop a contract administration database and implement performance standards into all contracts

Contracts are entered into the District's contract management software (OnBase). To date, the District has 1,003 contracts entered into the database. The District has yet to create a performance evaluation tool.

OP02 – Review significant District contracts every three years

The District has reviewed its food services, transportation, and custodial contracts during the 2022-23 school year. The District has developed an accountability tool for ESSER-funded contracts and continues to employ ESSER administrator, Dr. Christy Thompson, to track expenditures and ensure expenditures follow federal regulations.

OP03 – Conduct Districtwide risk assessment

The District worked with Vulnerability Solutions Group to conduct a risk and vulnerability assessment for every District building. The Chief Operations Administrator, Mr. John Reedy, is utilizing the recommendations to improve safety and security across all District schools.

OP04 – Develop and implement a multiyear transportation improvement plan

The district now uses Transfinder Plus for routing software. The use of the new software has reduced large bus runs from 43 to 38.

OP05 – Develop a Districtwide communication plan

A communications assessment was completed in 2020 and the District is continuing to work on finalizing a Districtwide communications plan. A framework for the plan has been developed, but the detailed plan requires more work. The District continues to contract with Beth Trapani Communications to assist with the establishment of the communications plan, but the superintendent must lead those conversations. Beth Trapani also supports the Public Relations Coordinator, Ms. Kirsten Keys, with crisis communications.

OP06 – Finalize and maintain position control system

The Office of Human Resources has developed a staffing tracker in the eFinance system which is updated monthly.

OP07 – Ensure high quality staff in the Office of Human Resources

The Pennsylvania Association of School Personnel Administrators (PASPA) has completed an audit of HR office practices and procedures. PASPA has made recommendations for improvement of the Office of Human Resources. The Director of Human Resources, Ms. Heidi Zula, recommended changes to the structure of the department based on the

PASPA suggestions. A Labor Relations Specialist, Ms. Olivia DeRicco, was hired this quarter to handle labor-related issues since the volume of HEA and AFSCME concerns and grievances has been burdensome on the Director. The department, as a whole, is very weak in its performance with several employees unable to complete tasks without direct supervision. The amount of work placed on the director due to lack of support in the department was unrealistic and contributed to her departure. Accountability of employees remains a primary concern to be addressed with an incoming superintendent.

OP08 – Document all Office of Human Resources procedures and review all Districtwide policies

The Office of Human Resources received a lengthy list of recommendations from the PASPA audit which have not yet been implemented. The Receiver will be meeting with the new Superintendent and Director of Human Resources this fall to develop an action plan for the department. A Standard Operating Procedures handbook will also be developed to document processes.

OP09 – Improve monitoring and reporting of Human Resources information in documents shared with the Receiver

The system for sharing information with the Receiver via monthly Board meeting agendas is being revamped. The Office of Human Resources has not been able to produce data on the number of vacancies that aligns with position control. Budgeting for vacant positions continues with concern that the budget may be inflated. The Receiver is working with the consultants to crosswalk the position control with the budgeted positions to determine the true number of vacancies across the District.

OP10 – Conduct exit interviews

The Office of Human Resources is responsible for conducting exit interviews for staff members who leave and storing the responses on a spreadsheet to be shared with the Superintendent. However, the current system is ineffective. The Receiver has received requests from some recently exiting employees to meet because no one in the Office of HR has responded to their requests for exit interviews. This is an area that needs a better system to be developed and implemented.

OP11 – Develop a Districtwide recruitment strategy

The District has been working with Color and Culture to recruit out-of-state teachers. Color and Culture was contracted by Superintendent Turman to recruit nationwide for hard to fill Special Education, Math, Science, and ELD positions. Unfortunately, this service did not produce the intended results and the contract will not be renewed for the 2024-25 school year. New hires can be attributed to job fair recruitment by Ms. Vina Milligan and the competitive salary increases provided through the HEA collective bargaining agreement approved last year.

OP12 – Rewrite position descriptions for all District staff

Job descriptions have been reviewed and rewritten as necessary prior to posting for vacant positions; however, a more comprehensive review of job descriptions is required. Some redundancy has been observed between certain roles which has created confusion between administrators.

OP13 – Clarify roles and responsibilities between District and contracted food service staff

The District Food Service Coordinator’s Job description was updated previously. All Food Service employees received multiple training sessions throughout the year 2022-23 school year. A documented training schedule and records per employee are available for the 2022-23 school year. However, the Chief Recovery Officer did not provide any new information in this area for 2023-24.

OP14 – Improve District oversight of Food Service management company

OVS (Reimbursable Breakfast and Lunch “2310”) training is covered monthly by the food service management company, Southwest Food Excellence, in addition to the regular training schedule.

The Coordinator of Food Services (COFS) and General Manager of the food service management company meet weekly to discuss Primero Edge software, counting and claiming, personnel and equipment issues, catering, menus, food quality, a la cart sales along with any other concerns at the time.

The COFS performs a yearly on-site review of all 12 campuses required by PDE and the results of this inspection type report are then discussed with the entire food service management team.

In addition to the DFSS's yearly review the FSMC performs an official PDE on site review every month for all 12 schools which is then discussed line by line in a team setting with DFSS and FSMC team every month. This meeting with the entire FSMC team occurs monthly in which all other current concerns are addressed by campus.

The food service website is updated on an as-needed basis. Updates begin in August for the upcoming school year; menus are updated on the website quarterly.

The District showed a positive increase in the food services fund. The deficit decreased from \$3.3 million to \$2.8 million for the 2022-23 school year This positive trend is continuing for the 2023-24 school year, but final numbers were not available as of June 30, 2024.

OP15 – Monitor Point of Sale system to ensure correct counts for reimbursement

The District generates a daily edit check worksheet from the reports section in Primero Edge and verifies the daily counts match with the school calendar with the designated serving days per month. The District then verifies the number of breakfasts and lunches daily at all campuses and ensures counts do not exceed daily enrollment. On any day that shows a 98% participation or greater, the DFSC contacts the school's attendance office to verify attendance on that specific day.

The company checks daily counts for any anomalies (shortages or overages). In the event there are concerns, anomalies are sent to the General Manager of the food service management company for correction or explanation.

The General Manager keeps a daily record of breakfast & lunch counts via Excel spreadsheet to help verify any changes that need to be made before the month's end.

The General Manager compares production records, which are entered by kitchen managers daily into Titan menu systems, with daily counts in Primero Edge. If the breakfast or lunch counts need updating, Primero Edge is contacted via the support team to help add or remove counts.

Once the General Manager and the DFSC agree that breakfast, lunch, and snack monthly claims are correct, the edited check summary is then sent to Chief Operations Administrator, John Reedy, for final approval. Upon approval, the claim is then submitted to PDE.

All claim submissions are due to PDE 60 days after the claim month is over. At the start of each school year the number of serving days per month is entered in the School Nutrition Program application. Enrollment per building is verified every five (5 years) by PDE. This number ensures the District's participation in the community eligibility program (CEP) allowing students reimbursable breakfasts and lunch every day.

Financial Management

The District has made substantial progress in this area. The District has been able to adhere to its fund balance policy and has increased its fund balance over the past year. The 2022-23 audited financial statements were returned with no findings. This is the second consecutive year that the District had zero findings on its yearly audit.

The Financial Management chapter of the Amended Recovery Plan has 10 initiatives. Below each initiative is its status update as of June 30, 2024:

FM01 – Utilize a multi-year financial projection to guide budget decisions

The District works with PDE contractor, Public Financial Management (PFM), to develop multi-year financial projections. The District has presented a balanced budget for the 2024-25 school year. This balanced budget does not require a tax increase. PFM is currently updating the District's projections to account for the additional funds as a result of the Commonwealth budget being passed in early July 2024. The District is amending the 2024-25 budget to reflect the increase of approximately \$6 million in additional revenue. Expenditures will match revenues to balance the budget.

FM02 – Adhere to existing fund balance policy

The District has successfully adhered to the policy and will continue to do so in future years. Chief Financial Officer Dr. Marcia Stokes prepares a fund balance report annually and has shared it with the Superintendent, CRO, and Receiver.

FM03 – Develop a five-year facility utilization plan

The District recently completed its five-year capital improvement [plan](#).

FM04 – Develop a multi-year capital planning and budgeting process

The District currently has \$140 million in identified capital needs over the next 10 years. The current capital reserve fund balance is \$40,528,388.67. Because of the District's inability to borrow due to Policy #630, there is a significant discrepancy between funds needed and available funding. The District has prioritized the following four areas over the next five (5) years: 1) Safety; 2) Roofs; 3) HVAC; and 4) Food Service. These are areas that have been neglected in the past.

FM05 – Develop a comprehensive action plan for addressing and correcting audit findings from annual independent audits

The independent audit of the District's financial statements for FY 2021-22 and 2022-23 yielded no findings. The field work for FY 2023-24 has been completed, and the District awaits the results of the annual audit by the end of the calendar year.

FM06 – Contract with an independent financial advisory firm

The District has drafted an RFP for financial advisory services but cannot currently release it because the District is unable to borrow money per Policy #630. Raymond James currently serves in the role of financial advisor for the District.

FM07 – Review existing debt management policy

Policy #630 was adopted in February 2023. Policy #630 limits the District’s debt service costs to no more than 10% of operating revenues and limits outstanding debt to no more than 10% of the full assessed valuation of the District.

FM08 – Ensure highly qualified staff in the Office of Business Services

The District has a full complement of highly qualified staff in the Office of Business Services. The only vacant position is a purchasing specialist.

FM09 – Document all Office of Business Services processes and implement a policy around document retention

The District has partnered with Boyer & Ritter and 425 Consulting to develop desktop procedures to document processes. Policy #800 on Records Management was updated in May 2023.

FM10 – Improve monitoring and reporting of financial information in documents shared with the Receiver

Chief Financial Officer Dr. Marcia Stokes provides a monthly financial update on budget to actual, cash flow, transportation costs, and charter school tuition to PDE and the Receiver.

Revenue

The District continues to make progress in increasing revenue. While the District's real estate tax collection rate has only seen a slight increase over the previous year and the taxes have not been raised to the Act 1 index, the District saw a substantial increase in BEF for the 2023-24 school year because of Level Up funds. Additionally, the District has contracted with a grant writing service, Community Centered Consulting (CCC), to write grants. Furthermore, the District was able to hire Sheri Moyer, a highly qualified Coordinator of Special Education Student Services, to file ACCESS claims.

The Revenue chapter of the Amended Recovery Plan encompasses nine (9) initiatives. Below each initiative is an update on its status as of June 30, 2024:

R01 – Increase real estate taxes annually to the Act 1 index as deemed necessary by the Receiver

The District's millage rate remained flat from 2019-20 to 2021-22. For the 2022-23 fiscal year, the District raised taxes 1 mill to 30.78 mills, or 3.4% which is below the Act 1 Index. The District held the mill rate flat for 2023-24 and 2024-25 fiscal year due to the ability to balance the budget by reducing expenditures. Taxes will be raised as deemed necessary by the Chief Financial Officer and the Receiver.

R02 – Improve the current year real estate tax collection rate

The District has connected with the City's treasurer's office to work on tax bills and improve collection rates. This quarter the Receiver was advised of the potential for a few parcels to be removed from the tax rolls with a potential loss of approximately \$1.5 million in real estate tax revenue for the District. The Receiver and Chief Financial Officer met with state representatives to discuss the impact of this revenue loss on the District.

R03 – Develop partnerships with tax-exempt entities to generate voluntary payments

The District has performed an analysis of potential organizations that may be interested in entering into voluntary or shared services agreements with the District. The Receiver has contacted executives of some of these entities to discuss the possibility of a payment in lieu of taxes with no commitments received.

R04 – Receive Special Education funding contingency annually

The District has applied for special education contingency funding for the 2021-22, 2022-23, and 2023-24 school years, but has not received funding.

R05 – Increase reimbursement for Social Security contributions paid on behalf of employees

The District has corrected prior deficiencies and is currently fully collecting social security reimbursements. This is due to the District correctly identifying employees paid with federal funds and those who are paid through the General Fund.

R06 – Increase Medicaid ACCESS Revenue

The District converted documents to *IEP Writer*™ to bill Medical ACCESS. Medical authorizations were reconciled and monthly Medicaid reports from the Department of Human Services are monitored for accuracy. An employee of Capital Area Intermediate Unit reviews and approves billing based on IEP. The District contracts with Dr. Lawson to approve billing for personal care assistants for special education students.

R07 – Continue to support grant-writing professional

The District has contracted with Community Centered Consulting (CCC) to write grants. Bill Drazdowski of (CCC) has submitted multiple federal and state grant applications that could possibly bring significant revenues to the District. The grant awards this quarter include:

- 23-24 PCCD School Safety (Meritorious): \$45,000
- 23-24 PCCD Mental Health (Meritorious): \$199,048
- 23-24 PCCD School Safety (Competitive): \$449,935
- Food Service Equipment Grant: \$56,835.11 (Walk in Refrigerator at Ben Franklin and Convection Oven at Camp Curtin)

R08 – Repurpose vacant District buildings

Asbestos abatement and clean-out of the vacant William Penn campus has occurred this quarter. The District continues to explore options to repurpose the building, but renovation estimates of nearly \$100 million are cost prohibitive.

R09 – Allocate windfall revenues and budgetary resources among priorities outlined in the Recovery Plan

The Chief Financial Officer and Receiver will continue to evaluate opportunities and allocate funds as needed. In addition to transfers to the Capital Reserve Fund, revenues have been allocated to increase the Internal Service Fund for health insurance as the District entered into the new health care plan for 2024-25.

Workforce

The Workforce chapter of the Amended Recovery Plan contains seven (7) initiatives. Below each initiative is an update on its status as of June 30, 2024:

WF01 – Offer affordable salary increases to staff

The District has provided salary increases to all employees per their respective bargaining agreements. A new Act 93 Compensation Plan was approved on June 27, 2024. Act 93 employees will receive an increase of 3.5% over the prior year. Negotiations with both HEA and AFSCME will commence no later than January 2025.

WF02 – Reduce future growth in healthcare costs

As healthcare costs continue to rise, and due to the significant underfunding the District has experienced the past two years, the decision was made to move all employees to a high qualified deductible healthcare plan (HQDHP) effective July 1, 2024. The District has also joined the Lincoln Benefit Trust consortium.

WF03 – Review and control workers’ compensation costs

The District has established a Workplace Safety committee that meets monthly. The committee reviews claims, trends, and makes safety related recommendations. The District is self-funded and has seen a decrease in workers’ compensation claims.

WF04 – Monitor and reduce overtime costs

Although overtime costs have been reduced significantly, the administration has determined that there are still several employees who are working overtime without prior authorization from a supervisor. This is an area that the superintendent will need to address with building principals and central office supervisors as the 2024-25 school year begins.

WF05 – Contribute to healthcare reserves.

Contributions to the healthcare reserves will occur after the 2023-24 audit is finalized. The current balance in the fund is \$5,303,357.53.

WF06 – Evaluate all staff positions

The Superintendent and Cabinet have evaluated all staff positions as they become vacant. The District has also reviewed staffing needs with building and department leaders as part of the 2024-25 budget process.

WF07 – Explore managed competition for cafeteria and custodial functions

Metz Environmental Services continues to provide custodial services and Southwest Foodservice Excellence provides food services. Both were the awarded contractors during the prior year's RFP process.

Harrisburg School District

Act 141 Advisory Committee Meeting

April 11, 2024

5:00 p.m. – 6:00 p.m.

Minutes

In Attendance:

Committee Members: Melanie Cook, Dr. Marisol Craig, Beth Light, Michele Rolko, Susan Roth, Dr. Andria Saia, Eugene Spells, Dr. Marcia Stokes, Dr. Lori Suski, Jim Thompson, Doug Thompson Leader, Eric Turman, Dr. Travis Waters, Dr. Tamara Willis,

Staff: Adam Nornhold

- Dr. Waters welcomed everyone to the meeting.
- Dr. Suski distributed copies of the minutes from the March 14th meeting which were previously emailed to all committee members.
- Beth Light commented that she is in a lot of buildings and that the work being done is noticeable. When she walks in Ben Franklin, she “doesn’t hear a sound.” Dr. Waters said that it takes time to see results and that the sense of urgency must continue. Dr. Saia said we must go “as fast we can, and as slow as we must.”
- Dr. Waters commented on the robust discussion that occurred last month and said that the group would continue its review of Goal #1 (strategies 5 – 8).

- **Goal #1** – *Establish comprehensive systems and processes to improve student achievement at all grade levels, including but not limited to using data-driven decision making, implementing standardized instructional practices across the District, using a standards-aligned curriculum, and providing safe and welcoming building climates that support and promote student learning.*
 - **Strategy 5 – Assessment Calendar Pre-K -12**
 - *Dr. Waters asked if we are using appropriate benchmarking tests. Dr. Willis commented on the minutes from last month and said that there was quality conversation of a solid plan for those strategies. She said that Susquehanna Township SD uses NWEA MAP (Measures of Academic Progress) which is a nationally normed test, but it needs to be re-normed after Covid-19. Mr. Thompson Leader asked why that is necessary if teachers are teaching the core standards. Dr. Saia indicated that nationally normed tests compare one (1) child to all children. She prefers criterion-referenced tests which compare a student’s performance to their own mastery of core standards. Mr. Thompson Leader again stated that if teachers are using a standards-based curriculum, it should convey to PSSA, but it appears there is a disconnect. Ms. Cook said that the PSSA is protected so no one can see it; not even school administrators or teachers. Dr. Willis shared that there are released items that can be used to benchmark students’ understanding of PSSA test items.*
 - *Dr. Suski shared concern that data is not moving when looking at the BOY to MOY to EOY assessments. Ms. Cook said that the 45-day plan should have been implemented sooner. Mr. Thompson Leader indicated that some teachers are on pace and need to be modeled. Mr. Turman mentioned that he went into every classroom (K through 5) for five minutes and saw the concerns with planning and preparation. He shared that next year grade levels/subject areas will be planning collaboratively across the District on the early release Wednesdays, particularly in Math and ELA. Dr. Saia recommended that instructional coaches bring in data to see what students are missing. Mr. Turman said that Dr. Slaughter will be directing the work of instructional coaches next year. They will meet daily, and she will deploy the coaches according to the needs. Mr. Turman also commented on the number of emergency-permitted teachers in the District but sees the “turning of the corner” with less loss of staff this year compared with the prior two years. The principals’ lack of understanding of SGP and the correlation is also problematic. Mr. Thompson Leader asked about common assessments and asked if the District must use STAR. Mr. Turman said that we need common assessments to extract data, but it doesn’t have to be STAR. Dr. Waters said that we can’t overlook the teacher shortage which was intensive after Covid. Mr. Turman complimented Ms. Cook on her classroom management as a substitute teacher. Ms. Cook said that she received*

no support at all from building administration. Mr. Spells said that you must know the assessments and how to use the data. Principals need coached in that area. Mr. Thompson Leader asked if teachers were ever taught how to write curriculum.

○ **Strategy 6 – Use Academic Data to Drive Instruction**

- *Dr. Suski mentioned Data Wise and the training that was provided a few years ago in the District. Dr. Craig said that several of those trained to be trainers have left the District since then. Dr. Saia said that summer would be a great opportunity to hold a “boot camp” for teachers on how to use data to drive instruction.*
- *Dr. Craig said that teachers need to understand eligible content. She mentioned GLEAM/ISM and discussed how we get students’ foundational skills. Dr. Waters said that struggling with data is a problem of practice. Dr. Saia said that teachers need to understand where to pick up the pieces and fill in the gaps. Harrisburg SD has resources for training. Dr. Waters said that it starts with the principals. They need a clear understanding of data. Ms. Cook asked a rhetorical question: “If principals don’t understand the data, then how should a 23-year-old coming out of college?” What is the expectation for teachers?*
- *Mr. Turman shared that teachers and principals are going to UnBoundEd this summer for a five (5) day training in either Denver, CO or Washington, DC on planning and preparation. Mr. Turman said that coaches sometimes take the principal’s instructional role, and we need to get the principals better trained in this area. Dr. Craig mentioned that targeted professional development is also offered to teachers by grade level.*
- *Dr. Willis cautioned that a major pitfall to school improvement is the desire to fix everything at once. She said that the team must be given permission to learn; to slow down and focus. Attention is pulled in too many directions. Routines need to be established and address things through it.*
- *Ms. Cook said that we can’t focus on Social Studies and Science when students cannot read. Many cannot read the Math questions. Dr. Willis suggested a framework to define the challenges to delivering quality instruction and documenting them, so they are funneled and prioritized. Dr. Suski said that the focus this school year has really been on establishing a climate/culture conducive to learning in all buildings. Ms. Cook noted improvement*

in that area. Mr. Thompson Leader mentioned a long-term substitute at Melrose who was doing a great job. Dr. Suski said that lesson planning and execution will reduce behavioral issues and noted that the Madeline Hunter method of planning in most teacher preparation programs years ago may not even be used anymore. Mr. Turman said that the District needs to move away from digital programs and develop engaging curricula.

- *Ms. Cook complimented the Ben Franklin administrators for knowing their students. She asked if the CCIU will involve HBGSD teachers in the curriculum audit. Ms. Light said that she taught special education and not all teachers were always included in curriculum writing. Ms. Cook said that Chester County has diversity and wealth and that cultural connections are important for curriculum. Dr. Waters reminded the group that the curriculum audit phase 1 is soon underway and will be completed by June 30, 2024. Dr. Saia reinforced all the positive things happening in HBGSD.*
- Dr. Waters commented that the remaining two strategies under Goal #1 – following the MTSS process with fidelity and the use of PBIS - would be addressed in a subsequent meeting.
- Dr. Suski reminded the committee of the next meeting scheduled for Thursday, May 9, 2024 at 5:00 p.m.
- The meeting adjourned at 6:04 p.m.

Harrisburg School District

Act 141 Advisory Committee Meeting

May 9, 2024

5:00 p.m. – 6:00 p.m.

Minutes

In Attendance:

Committee Members: Melanie Cook, Dr. Marisol Craig, Laura Harding, Beth Light, Susan Roth, Eugene Spells, Dr. Marcia Stokes, Dr. Lori Suski, Jim Thompson, Doug Thompson Leader, Eric Turman, Dr. Travis Waters, Dr. Tamara Willis

Staff: Adam Nornhold, Dr. Portia Slaughter

- Dr. Waters welcomed everyone to the meeting and shared the agenda for the meeting, which was a review of the Academic Services initiatives.
- Dr. Portia Slaughter, Assistant to the Superintendent, was in attendance to provide a presentation on continuous improvement. Dr. Slaughter explained G.L.E.A.M. (Grade Level, Engaging, Affirming, Meaningful) instruction at Tier 1. She also discussed the Personalized Learning training provided by Education Elements and the significance of the 7 C's survey for students. Dr. Slaughter mentioned the upcoming Tripod Teacher Survey that would be used to gather additional data from teachers.
- Dr. Slaughter reviewed the 8 elements of instructional leadership and explained the work done by the Achievement Network. She described the Pathways to Literacy Leadership year-long course that principals are taking through the AIMS Institute.
- Dr. Willis asked if differentiated supervision is used in Harrisburg SD. Dr. Slaughter confirmed that it is, but few teachers qualify due to emergency permits or being novice teachers.

- Dr. Slaughter shared the “Equitable Instruction Observation Tool” handout and explained the common language that aligns with the recovery plan. She shared that UnBoundEd serves many districts with scholars of color.
- Susan Roth asked if Second Step™ is still being utilized for direct instruction. Dr. Slaughter confirmed that it is, but that staff has differing opinions of how it all aligns with Responsive Classroom®. Dr. Slaughter mentioned the focus groups that were held to define the key initiatives to ensure that too many things are not being implemented simultaneously.
- Dr. Slaughter explained the indicators in the 7 C’s survey, range of scores, and trends among grade bands. She indicated that classroom management is a low area that falls under academic press and impacts achievement. Dr. Slaughter responded to various questions from committee members regarding the timing of the survey, how data would be reviewed, and how the survey integrates with G.L.E.A.M.
- Dr. Willis asked if there is professional development guidance that will flow out of the results. She also asked what professional development to improve looks like. Dr. Slaughter said that the focus is on building mindsets by looking at what the data tells us.
- Dr. Willis asked if the G.L.E.A.M. instrument would be used with principals and teachers. Dr. Slaughter indicated that there is an instrument for learning walks that was built by Ed Elements. Dr. Slaughter shared that there will be intensive training for staff on August 27 and 28, 2024. Beth Light asked if staff has embraced these concepts and what will happen if they do not. Dr. Slaughter said that the challenge will be to show how it’s all connected. The District needs to be very intentional.
- Laura Harding asked what the response has been to student support Saturdays this year. Mr. Spells said that some students have taken advantage of the opportunity.
- Dr. Suski reminded everyone of the last committee meeting for the 2023-24 school year scheduled for Thursday, June 13, 2024 at 5:00 p.m.
- The meeting adjourned at 6:06 p.m.

Harrisburg School District

Act 141 Advisory Committee Meeting

June 13, 2024

5:00 p.m. – 6:00 p.m.

Minutes

In Attendance:

Committee Members: Melanie Cook, Laura Harding, Michele Rolko, Dr. Andria Saia, Dr. Marcia Stokes, Dr. Lori Suski, Doug Thompson Leader, Dr. Travis Waters

Staff: Adam Nornhold, Dr. Stacey Rossi

Consultant: Leland Nelson

- Dr. Waters welcomed everyone to the meeting and shared that the agenda for the meeting was a presentation by Dr. Stacey Rossi, College & Career Coordinator, and Leland Nelson, Consultant, on Career Pathways in the District.
- Dr. Rossi and Mr. Nelson presented their [power point](#) to the committee.
- Part of the presentation provided data on students taking dual enrollment courses at Temple, HACC, and HU. Ms. Harding asked if all the students had completed their courses. Dr. Rossi indicated that most passed but a few dropped out of Temple

not anticipating how hard it would be to take two courses at once while in high school. Next year they will limit it to one class since they are targeting juniors and junior year is a heavy courseload year in high school.

- Dr. Rossi shared that the partnership with Temple University will continue in fall of 2024. Dr. Suski shared that a teacher residency program is also starting with Penn State Harrisburg and is a three-year degree program. Dr. Rossi said that the District is also replicating the Teacher Cadet program from Susquehanna Twp. SD and will begin that at Melrose with 2 – 3 students who performed well at Temple.
- Dr. Rossi indicated that she is also working on several potential partnerships such as a dental hygienist program with Verber Dental, a cosmetology program through Barber & Beauty Academy, and an optometry program with Horizon Eye Care.
- The committee members posed the following questions:
 - Are barbering and culinary arts producing life-sustaining wages?
 - Do we want to “kill kids’ dreams”? It’s okay to follow dreams but train kids with entrepreneurial skills.
 - A business model needs to be built into this. Do kids understand what it costs to live?
- Mr. Nelson indicated that they looked at the top 50 employers through Labor & Industry as well as the high priority occupations through South Central PA Works. He said that the School District should be developing the workforce of tomorrow.
- Four (4) Pathways were discussed: Business Admin/Project Management, Cyber Security, Transportation & Logistics, Military Science
- Pre-apprenticeship programs were discussed. A list of local employers interested in helping to create learning opportunities for students was also provided.
- Discussion centered around the need to begin exploration at the middle school level. Ms. Harding asked if we could bring back industrial arts programs at the middle school level. She believes that losing these programs has had an impact on our students. Dr. Rossi said that the District is advertising for middle school careers teachers, and these types of projects could be implemented. Mr. Thompson Leader shared that his mother is a Family/Consumer Science teacher, and that people are no longer pursuing those certifications. Dr. Waters said that PDE is going to have to be more flexible. Mr. Thompson Leader said

that STEM teachers need to give kids a chance to fail in those areas by exposing them to projects like tearing down and rebuilding an engine. Ms. Cook said that PDE is going to have to be more flexible with certification requirements as there are people that have skills/capacity who do not hold certifications.

- Ms. Cook said that the slide in the presentation that jumps out to her is “Find your spark – Expose/Educate/Empower.” She stated that waiting until junior year is too late. She also commented that the Stanford University study percentages cited in the presentation could probably be thrown out as the data gathered is probably on Caucasian and Asian subjects. She said she can support aspects of Pathways, but there are significant portions that will not fit with a large body of kids in Harrisburg SD.
- Dr. Saia recommended the Partnership for Career Development. Dr. Suski said that the District is a participant. Dr. Saia shared that the Cradle to Career Summit is scheduled for Monday, June 17, 2024.
- Ms. Harding suggested that an interactive space be set up in the middle schools. Ms. Cook said that the kids need field trips and teaching soft skills will be important. Mr. Thompson Leader commented that our teachers need to learn soft skills, too.
- Mr. Nelson suggested we ask companies for money to fund these ideas. He said we have the second highest student participation at Hersheypark. He said that we need to develop the next workforce and that dollars should follow the pathway.
- Ms. Harding shared that we have students that sew and make their own prom gowns. Ms. Cook said that the African-America Quilting Guild is amazing. Ms. Harding said that parachute riggers need to know how to sew in the military. Ms. Cook mentioned the desire for urban farming at William Penn campus, and Ms. Harding said that there are no students at the Joshua Farm. *Note: After the meeting, Dr. Suski met with Tannon Herman and confirmed that there are John Harris students employed at the Joshua Farm this summer and many who are participating in farm activities as part of The Bridge summer camp.*
- Ms. Cook asked where the Pathways program stands for next year and wants to see what will be implemented in 2024-25. She asked if the District will have a program for juniors next year. Dr. Rossi said that the District is advertising the middle school teaching positions for 6th grade. Dr. Saia asked if there is any thought on starting early to have students earn an Associate’s degree prior to high school graduation. It is already mapped out with HACC.

- Dr. Waters thanked the group for their feedback. Dr. Suski wished everyone a relaxing summer and announced that the first meeting for the 2024-25 school year would be held on Thursday, September 12, 2024 at 5:00 p.m. The agenda will include a discussion on the amendment to the Recovery Plan and academic goal #4.
- The meeting adjourned at 6:03 p.m.