Committee of the Whole

April 2, 2025

Academic Affairs and Mental Health

LV Mid-Year Data:

CDT #1 Compared to CDT #2: Classroom Diagnostic Test (CDT) - Math

Grade	CDT #1: Total Scale Scores	CDT #2: Total Scale Scores	Total Growth Percentage
Grade 3	83.4%- Basic or Below 15% - Proficient 1.3% - Advanced	58% - Basic or Below 36.4%- Proficient 5% - Advanced	**86.7%** of 3rd graders showed growth overall
Grade 4	77% - Basic or Below 20% - Proficient 3%- Advanced	54% - Basic or Below 36% - Proficient 10%- Advanced	**89%** of 4th graders showed growth overall
Grade 5	82% - Basic or Below 16% - Proficient 2%- Advanced	57% - Basic or Below 35% - Proficient 8%- Advanced	**92%** of 5th graders showed growth overall

LV Mid-Year Data:

CDT #1 Compared to CDT #2: Classroom Diagnostic Test (CDT) - ELA

Grade	CDT #1: Total Scale Scores	CDT #2: Total Scale Scores	Total Growth Percentage
Grade 3	67%- Basic or Below 29%- Proficient 4% - Advanced	52% - Basic or Below 37%- Proficient 11% - Advanced	**75.8%** of 3rd graders showed growth overall
Grade 4	54% - Basic or Below 41% - Proficient 5%- Advanced	44% - Basic or Below 45% - Proficient 11%- Advanced	**71%** of 4th graders showed growth overall
Grade 5	63% - Basic or Below 34% - Proficient 3%- Advanced	57% - Basic or Below 39% - Proficient 4%- Advanced	**72%** of 5th graders showed growth overall

LV Mid-Year Data:

CDT #1 Prof/Adv compared to CDT #2 Prof/Adv: Math

Grade	CDT #1: Total Prof/Adv	CDT #2: Total Prof/Adv	Total Growth Percentage
Grade 3	16.4%	42.3%	+25.9%
Grade 4	22.4%	47%	+24.6%
Grade 5	16.3%	43%	+26.7%

LV Mid-Year Data:

CDT #1 Prof/Adv compared to CDT #2 Prof/Adv: ELA

Grade	CDT #1: Total Prof/Adv	CDT #2: Total Prof/Adv	Total Growth Percentage
Grade 3	39%	48.3%	+9.3%
Grade 4	45.6%	56%	+10.4%
Grade 5	35%	44%	+9%

Next Steps at LV:

- ELA and Math department data analysis of building and teacher specific achievement status and individual scale score categories
- **Analyze scores and individual plans for students not showing growth across each grade and content level- identify areas for improvement and adjust remediation strategies to meet those needs**
- Continue to meet with Reading Specialists for ongoing revision of provided Tier 2 support based on achievement percentages and students served
- Utilize MTSS process to re-examine current Tier 2 in class interventions for released Tier 3 students previously receiving Reading Support
- Continue to work with and support LV Gifted Support teacher in providing enrichment opportunities to identified students as well as intervention and tier 1 enrichment within classrooms where appropriate
- Continue to guide and support LV math department work to establish supplemental materials in order to strengthen skills data has revealed to be a need: Student scale scores across grades reveal fractions to be our greatest area of need
- Continue to meet regularly with ELA & Math content leads, grade level and content teams

CDT Results - DMS:

CDT #1 Compared to CDT #2: Classroom Diagnostic Test (CDT) - Math

Grade	CDT #1: Total Scale Scores	CDT #2: Total Scale Scores	Total Growth Percentage
Grade 6	72%- Basic or Below 25%- Proficient 3%- Advanced	62%- Basic or Below 32%- Proficient 7%- Advanced	**64.4%** of 6th graders showed growth overall
Grade 7	92% - Basic or Below 7% - Proficient 0.5%- Advanced	60% - Basic or Below 38% - Proficient 2%- Advanced	**74.8%** of 7th graders showed growth overall
Grade 8	85% - Basic or Below 8% - Proficient 7%- Advanced	65% - Basic or Below 18% - Proficient 15%- Advanced	**84.1%** of 8th graders showed growth overall

CDT Results - DMS:

CDT #1 Compared to CDT #2: Classroom Diagnostic Test (CDT) - ELA

Grade	CDT #1: Total Scale Scores	CDT #2: Total Scale Scores	Total Growth Percentage
Grade 6	64%- Basic or Below 33%- Proficient 3%- Advanced	60%- Basic or Below 37%- Proficient 3%- Advanced	**58.3%** of 6th graders showed growth overall
Grade 7	71% - Basic or Below 28% - Proficient 1%- Advanced	61% - Basic or Below 36% - Proficient 3%- Advanced	**65.3%** of 7th graders showed growth overall
Grade 8	71% - Basic or Below 28% - Proficient 1%- Advanced	59% - Basic or Below 38% - Proficient 4%- Advanced	**61%** of 8th graders showed growth overall

DMS Mid-Year Data:

CDT #1 Prof/Adv compared to CDT #2 Prof/Adv: Math

Grade	CDT #1: Total Prof/Adv	CDT #2: Total Prof/Adv	Total Growth Percentage
Grade 6	28%	38%	+10%
Grade 7	8%	40%	+32%
Grade 8	15%	35%	+20%

DMS Mid-Year Data:

CDT #1 Prof/Adv compared to CDT #2 Prof/Adv: ELA

Grade	CDT #1: Total Prof/Adv	CDT #2: Total Prof/Adv	Total Growth Percentage
Grade 6	34%	39%	+5%
Grade 7	30%	39%	+9%
Grade 8	32%	41%	+9%

Next Steps at DMS:

- ELA and Math departments & individual teachers will continue to analyze building, classroom, and student-specific data to guide instructional strategies
- Analyze scores and individual plans to identify areas for improvement in student growth and adjust remediation strategies to meet those needs
- Utilize MTSS process to identify students who need additional interventions and academic support
- Use of Study Island to address individual deficiencies and to monitor growth
- Schoolwide focus on analytical writing, continued development of a common structure across grade levels
- Reinforcement of Analytical/TDA writing across content areas
- Small group/individual remediation and intervention based on identified needs
- Use of PSSA style questions and practice problems during instructional activities and as bell ringers
- Weekly meetings with ELA & Math content leads, grade level and content teams

Cell Phone Usage



DASD Cell Phone Usage Presentation

District Staffing

Danville Area School District Beginning-of-Year Professional Full-Time Employee (FTE)			
School Year	**Total Students**	**Total FTEs**	**Student:Teacher Ratio**
2022-2023	2137	192	11.13:1
2023-2024	2159	184	11.73:1
2024-2025	2138	171.6	12.46:1
2025-2026 (projections)	2128	171	12.44:1

Building Staffing Projections

Danville Area School District Beginning-of-Year Professional Full-Time Employee (FTE)			
Building	**Total Students**	**Total FTEs**	**Student:Teacher Ratio**
DPS	476	41.75	11.4:1
Liberty Valley	504	40.5	12.44:1
Middle School	503	39.75	12.65:1
High School	645	49	13.16:1

Comparisons

- Our Projected Ratio is 12.44:1 with 171 FTEs
- Entire State Average Ratio is 15.2:1
- Average for Comparable Enrollment Schools is 13.8:1

Staffing Summary

- We have identified positions, through attrition, which do not need to be replaced going from 192 FTEs in 22-23 to 171 FTEs for 25-26, a reduction of 21 positions and an annual savings of over $2 million
- Even with these reductions in staffing, we remain below the state averages in terms of student to faculty ratio
- At this point in time we have done this without damaging any programs or services to students

Special Education Plan

The Pennsylvania Department of Education (PDE) is responsible for ensuring that all special education programs in public schools are appropriate, compliant and effective. To do this school districts must submit a special education plan every three (3) years to the PDE as required under 22Pa. Code 14.1041. The school district's special education plan outlines planning generated from the district special education data, compliance monitoring, professional development activities, and training that are necessary to provide appropriate programs to students with disabilities. The school district's special education plan describes programs and services provided with a school district as well as those special education programs and services which are accessed by the school district from outside the school district's geographical boundaries. The special education plan reflects ongoing programs, and services. It incorporates anticipated changes in programming as a result of cyclical monitoring and other factors. The plan is developed in the states Future Ready Comprehensive Planning Portal (FRCPP). The plan does need to be available for public review for a minimum of 28 days. During that time, we present it to the board. The special education plan does need to be submitted to the state by May 1, 2025.

Special Education Plan

Key Components

- Compares DASD to State
  - Includes: enrollment, graduation rates, discipline, educational environment, PSSA participation
- The method for identifying students with a specific learning disabilities
- Ensuring students with disabilities are educated alongside students without disabilities to the extent appropriate for the student
- Ensuring a Free Appropriate Public Education including our Out-of-District Placements
- Behavior, emotional and social supports that are offered across the district
- Educational Programs, Staff, and Caseloads
  - Learning Support, Emotional Support, Life Skills Support, Autistic Support, Speech/Language Support
  - Hearing, Vision, OT, PT, Orientation and Mobility
- Special Education Facilities
- Special Education Personnel Development

Special Education Plan

The Special Education Plan ensures

- DASD is providing necessary supports and services to students
- Programs and services continue without a disruption K-12
- Students are appropriately identified with Specific Learning Disabilities
- Facilities meet the needs of students
- Resources are properly allocated
- Supports that the MTSS process provides a systematic way to identify and support struggling students within the general education setting, which may reduce the likelihood that students will be unnecessarily referred for special education

Special Education Plan

	2022	2025
Total # of Students Receiving Special Education	443	446
% of Students Receiving Special Education	19%	19.6%

	2022	2025			2022	2025	
Learning Support				Autistic Support			
DPS	23	20	-3	DPS	10	8	-2
LV	74	61	-12	LV	9	7	-2
DMS	57	74	17	DMS	6	8	2
DHS	56	55	-1	DHS			
Emotional Support				Life Skills Support			
DPS	10	11	1	DPS	6	4	-2
LV	10	8	-2	LV	13	8	-5
DMS	14	12	-2	DMS	17	13	-4
DHS	9	14	5	DHS	10	16	6

Maximum number of students allowed on a special education teacher's caseload

	Itinerant (20% or Less)	Supplemental (Less Than 80% but More Than 20%)	Full-Time (80% or More)
Learning Support	50	20	12
Life Skills Support	20	20	12 (Grades K-6) 15 (Grades 7-12)
Emotional Support	50	20	12
Deaf & Hearing Impaired Support	50	15	8
Blind & Visually Impaired Support	50	15	12
Speech And Language Support	65		8
Physical Support	50	15	12
Autistic Support	12	8	8
Multiple Disabilities Support	12	8	8

Special Education Plan

On the Danville Area School District Home Page



LETRS

- The content and teaching recommendations of LETRS comes from decades of scientific reading research. LETRS helps educators understand “how” students learn to read and write, recognize the reasons “why” some students struggle, and determine “what” must be taught to increase student success. The training also provides activities to reinforce concepts, videos of expert teaching, and practical ways to apply learning to the classroom.

- Developed by Dr. Louisa Moats and leaders in the field of literacy, Lexia LETRS teaches the skills needed to master the foundational and fundamentals of reading and writing instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, and written language

LETRS

- LETRS training meets PDE’s requirements for Structured Literacy Training and is a highly regarded research-based literacy training
- LETRS for Administrators completed this week for Molly Nied, Alyssa Wenrich, Nicole Del Gotto, and Heaven Reinard
- Cohort I - LETRS I and LETRS II training completed for approximately half of our elementary teachers, reading specialists, and elementary special education teachers (those currently teaching ELA)
- Cohort II - LETRS I training completed for the other half of our elementary teachers and elementary special education teachers (those currently teaching math)
- Cohort II - LETRS II training will occur during the 2025-2026 school year at a cost of $19,300 (part of curriculum budget)

LETRS Follow-Up

- Cohort I teachers will participate in literacy professional development during the 2025-2026 school year that focuses on applying their LETRS knowledge:
  - Breakdown of the components of the literacy block
  - Literacy assessments and data analysis
  - Small group literacy instruction
  - Literacy independent work and stations
  - Writing

Curricular Resources

- Curriculum Maps approved and available to the community on the website
- Curriculum Maps break down the state standards
- Curriculum Maps include the curricular resources that are available and to be utilized

- Instituting a 6 year curriculum review cycle (over 10 years)
- An annual curricular tightening process

Curricular Resources - Social Studies 6-8

- Middle school teachers reviewed:
  - History Alive
  - **SAVVAS - My World Interactive - $46,750**
  - McGraw-Hill - Voices and Perspectives

Curricular Resources - Spanish K-12

- Spanish teacher reviewed:
  - **Encuentros** - Vista Higher Learning - $64,544
  - EntreCulturos - Wayside Publishing

Student Handbooks



Finance

2025-2026 Updated Expenditures

- $48,474,910.63
  - Includes $454,085.09 projected transfer to Capital Reserve
  - Includes $200,000 budgetary reserve
  - Updates since March 5, 2025
    - Increase to Capital Reserve Transfer
    - Update to FTE staffing count
  - Health Care
    - PSHIC Agreement - One time impact
    - 26-27, 27-28 can expect 10-15% increases

2025-2026 Updated Revenues

- $48,474,910.63
  - Balanced Budget - No Projected Use of Fund Balance
  - Local Real Estate
    - Revenue figure includes a local real estate tax increase
    - Act 1 Index is 4% ($757,415)
    - Millage from 12.4218 to 12.9186
    - Collection rate set at 96.5%
    - Potential for volatility
  - Earned Income Tax
    - Annual linear increase of $210,000
    - One time increase of $400,000
    - Potential for volatility

2025-2026 Revenues State and Federal

- $48,474,910.63
  - Balanced Budget - No Projected Use of Fund Balance
  - State Revenue - Basic Education Funding
    - $43k projected increase
    - 0.50% yoy increase
    - Impact of New Funding Paradigm
      - FY26 - Old Formula $366k (-$323k)
      - FY25 - Old Formula $734k (-$542k)
      - Two Year Net Ongoing Impact: -$865k
    - Potential for volatility
  - Federal Revenue
    - Projecting level funding at this time
    - Potential for volatility

Act 1 Index

- Essentially, the Act 1 Index is an “education inflation index”
- Legally, establishes a measurement for determining property tax increases justified by wage inflation, without a referendum
- Takes into account statewide average weekly wage, employment cost index, base index and then an adjusted index based on locality
- The state determines each local school district’s Act 1 Index annually

Act 1 Index

- For the 2023-2024 fiscal year, DASD's Act 1 Index was 4.1%; the District did not raise taxes at all
- For the 2024-2025 fiscal year, DASD's Act 1 Index was 6.1%; the District implemented a 3.5% tax raise
- For the 2025-2026 fiscal year, DASD's Act 1 Index was 4.0%; the Board may choose to raise local real estate taxes up to 4.0% (millage of 12.9186)

Act 1 Index Implications

Approximate Costs to the Median Household Per Month for Montour and Northumberland County/Total Increased Revenue Per Percentage								
Rate Increase	1%	2%	3%	3.5%	4%	3.75%	3.25%	3.5244%
Millage	12.5460	12.6702	12.7945	12.8566	12.9186	12.8876	12.8255	12.8596
Median Homestead Monthly Increase								
Montour	$1.50	$3.00	$4.49	$5.24	$5.99	$5.62	$4.87	$5.27
Northumberland	$1.22	$2.44	$3.66	$4.58	$4.88	$4.58	$3.97	$4.30
Overall Increase in Revenue								
	$267,353	$430,707	$594,061	$675,738	$757,415	$716,576	$634,900	$679,723

Timeline and Next Steps

- May 1, 2025 - PDE Releases Homestead/Farmstead Allocations
- Approval of the Proposed Budget in May
  - Special Meeting on May 7, 2025 following Committee of the Whole
  - 30 Day window between proposed and final
- Resolution Setting Tax Rates
- Homestead/Farmstead Resolution
- Adoption scheduled for June 11, 2025
- State budget approved

Foundation Update

- April 9
  - Policy 919 (First Read)
- May 14
  - Policy 919 (Second Read)
  - Foundation Bylaws for Approval
- June - August
  - Recruit Directors and Advisors
- September
  - Host the First Annual Meeting

PLGIT

- Tax exempt bonds must follow IRS guidelines for interest earnings.
- After three years, tax exempt bonds may not earn a higher interest rate than the rate paid to the bond holders.
- Seeking approval to have PLGIT create an account for the District that will hold excess interest earnings. Automatic transfers of excess earnings will occur into the account for eventual payment back to the IRS.

CSIU Tax Bill Mailing



Dental Renewal Agreement

Food Service Contract Renewal

- Submitted for review by the State



Long-Range Planning



Core Sampling

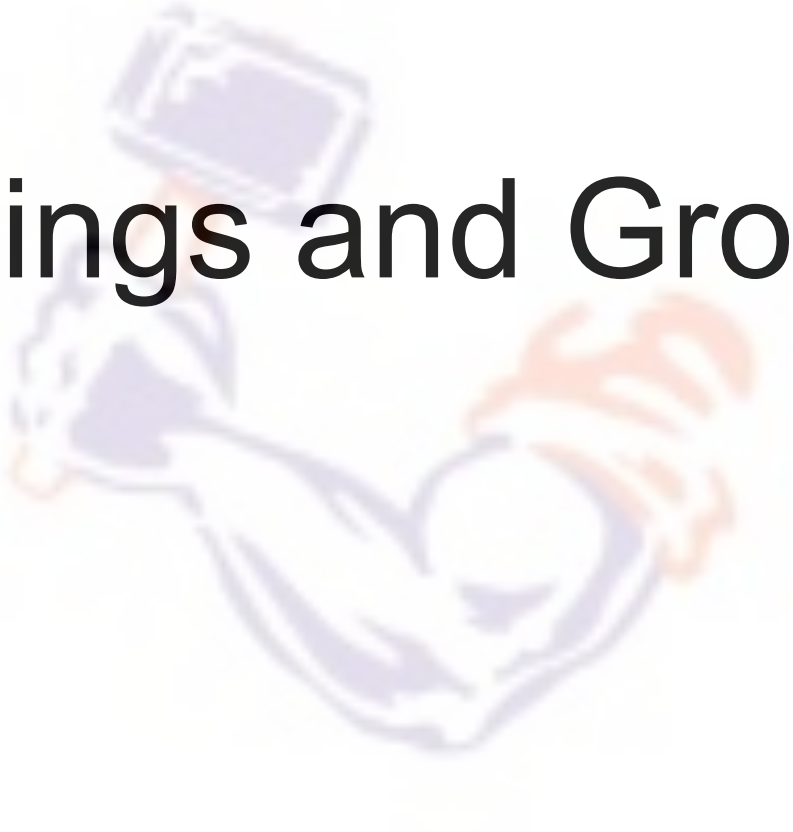
- Change of provider from Midlantic to Pennoni
- Site maps provided
- Scheduled to begin the week of April 7th

Farming

- Warihay Enterprises, Inc. farms the adjoining property
- Interest from the Board in entering into a lease from May through December



Buildings and Grounds



Tennis Courts Update

- Options provided by Keystone Sports Construction
  - Option 1 - As Bid
  - Option 2 - Full Replacement
  - Option 3 - 1.5” Mill and Repave
- United States Tennis Association Grant Program

Athletics & Extracurriculars



DASD Athletics Hall of Fame Update

- Hall of Fame Nominations have closed as of April 1st.
- Total Nominations via Form = 48

Monthly Milestones Ahead

April: Hall of Fame Selection of Inaugural Class

May: Contacting of HoF Selections & Public Announcement

June: Finalize Plans for Hall of Fame Location & Design

Local Law Enforcement

- New School Security Officer starting the week of April 7th
- Possible partnership with the County Sheriff's Department
- Conversation with Borough Police Chief
- Continued partnership with Ed Burkland, Montour County Emergency Management and all local police departments
- Completing updated MOUs with local law enforcement

Personnel



Positions for Approval at the April Meeting

- Fall Coaches
- Principal
  - 2 interviews being held on Thursday evening, April 3rd
  - Selection committee of Molly Nied, Jeff Ryan, Gianna Earp, Nicole Del Gotto, and Heaven Reinard
- Data Services Manager
  - Interviews being held on Thursday afternoon, April 3rd
  - Selection committee of Jeff Ryan, Rich Wilson, Molly Nied, and Heaven Reinard
- Paraprofessional
  - Interview held on April 1st
  - Selection committee of Alyssa Wenrich and Nicole Del Gotto
- Custodians
  - Interviews being held on April 3rd