

Penn Hills School District




Five-Year Monitoring Period


Year Two: Mid-Year: Status of the District Report (February 2026)




The purpose of the mid-year report is to provide insight into the District’s operations through the first eighteen months of the monitoring period. This report serves to highlight critical areas of focus related to long-term sustainability and the short-term metrics in place for the Administration, School Board, and Public to monitor as the District prepares the budget for the 2026-2027 school year. The 26-27 SY represents the “over-the-hump year” as the District moves towards its final exit date on May 23, 2029.

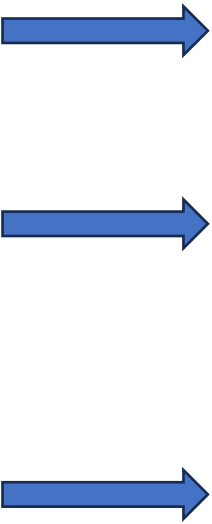
The Year Two: Mid-Year report has been streamlined into four areas: Five-Year Projections, Budget, Dashboards, and Areas of Focus. These four priority areas cover the key indicators identified in the Exit Petition and the Year-One Report from last year. Links have been provided for these documents, as well as the six dashboards, so that the reader can cross-check all indicators.



Click [here](#) to access the link to the 24-25 Mid-Year/Final Reports. Click [here](#) to access the Exit Petition.



Key Indicator	Explanation	Links	Notes
<p>Five-Year Projections</p>			
	<p>To sustain financial stability, the District must monitor short and long-term financial projections. Link A reflects the updated projections at the mid-year point for the second year of monitoring.</p> <p>The School Board has demonstrated responsible financial stewardship to ensure the long-term sustainability of the District. The five-year projections reflect a foundation that sets a balanced budget as the standard for ensuring long-term financial stability.</p> <p>Most importantly, the School Board is aware of the consequence for backsliding into financial distress – Receivership.</p>	<p>New Five-Year Projections</p>   	<p>The short-term outlook looks favorable; however, long-term projections can be tenuous.</p> <p>The projections reflect a one-mill real estate tax increase in 2026-27, and assumes a flat State budget increase.</p> <p>At this time, the underlying financial structure is balanced.</p>

Dashboards			
	<p>As mandated in the Exit Petition, the District has developed dashboards in several operational areas to monitor the status of each area monthly.</p> <p>The District leaders have been diligent with updating these dashboards monthly and sharing them at their respective committee meetings. The Superintendent has been responsible for central administrators taking ownership for placing their respective dashboards on every committee meeting agenda so that the School Board and public have access to this data.</p> <p>The Directors are responsible for sharing the academic, special education, and student services dashboards with building administrators each month. Ultimately, the building principals are expected to share the dashboards with their respective staff.</p>		<p>The dashboards are subject to change as deemed appropriate by the Administration and/or School Board.</p>

	<p>6. The District must continue to improve its Credit Rating (Moody's). The District improved its credit rating grade by seven steps since 2019. It moved from Caa2 to Ba1. It is one level below investment grade (Baa3).</p> <p>7. The District must bargain contracts/wages within reasonable COLA/market guidelines. One contract is currently active (PHESP). Next year will include the custodial group (AFSCME) – wages only.</p> <p>8. The Administration must continue to pursue grants to support school programming and facilities. See current Grant List.</p> <p>9. The Administration/School Board must continue to assess staffing levels across the District. Leadership must continue to adjust (increase, decrease, re-structure) staffing according to academic and financial priorities and stay within the guardrails of sustaining long-term financial stability.</p> <p><u>Charter Schools</u></p> <p>1. The District must continue to monitor charter school enrollment and implement strategies to recapture students into the PHSD. See Charter Dashboard.</p> <p>2. To re-capture charter students, the District has improved its efforts to showcase its students and programs. It must continue to hold functions that promote opportunities for parents to bring their children back into the PHSD school buildings.</p>	<p>Grant List</p>  <p>Charter Dashboard</p>  	<p>The District must continue to monitor the grants and consider the monetary commitment that is necessary when the grant funding expires (VILS in particular).</p> <p>The District should consider assigning fund balance towards a technology replenishment cycle.</p> <p>Charter school enrollment seems to have hit a plateau.</p> <p>The District is developing a strategic plan to enhance its public relations campaign.</p>
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	<p>Academics</p> <ol style="list-style-type: none"> 1. The District has invested time and money to improve student achievement. The District must continue with its Cycle of School Improvement Process. This process is the most comprehensive process for data-driven interventions over the past seven years. This commitment will need time to take hold and flourish. Training, accountability, and timely progress reports to adjust interventions along the way are critical components of this cycle. A constant consistent effort and a growth mindset are necessary to move the needle towards academic improvement across the board. See Academic Dashboard. 2. Reminder: The Quality of our Schools Will Never Exceed the Quality of Our Teachers. 3. Professional development has been targeted in the Exit Petition. The District must continue to offer regular, relevant professional development training to all staff. The professional development commitment includes School Board training. 4. Phorge Academy has resulted in an influx of technology. The students and staff have responded with buy-in and a commitment to make it work. The innovative pathways created through PHorge Academy provide robust relevant career options as the District competes for students with the Penn Hills Entrepreneurial Charter School. 	<p>Academic Dashboard</p> 	<p>The District has identified this priority in its comprehensive plan.</p> <p>The Mid-year data review of local assessment results provided a promising affirmation of the effectiveness of this process to date.</p> <p>The Administration has aligned their balanced scorecards with this process. The scorecards are connected to yearly administrative evaluations as well as the classroom teachers' evaluations.</p>
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	<p>5. The Verizon Innovative Learning Schools Grant (VILS) will enhance the District’s efforts to provide a relevant 21st Century curriculum for the PHSD. The grant is a four- year commitment that will provide an iPad for all students, teachers, and paraprofessionals in grades 6-12 (approximately \$1M). The grant also provides partial funding (\$342,000) for two instructional technology coaches.</p> <p>6. The District’s Comprehensive Plan is due in March. Attendance, graduation rates, and math scores have been identified as priorities. Several community meetings have taken place. It is critical that this plan aligns with the Financial Recovery Plan, its amendments, and most importantly the exit petition.</p> <p>Special Education</p> <p>1. The District has invested considerable time and money into improving its Multi-Tied System of Supports (MTSS) process. With the assistance from PDE, AIU, and PaTTan, the MTSS Process has been reshaped. A critical piece of the restoration is that the building principals take ownership for fidelity across all classrooms. MTSS is a <u>regular education process</u> that supports special education, and it should be interwoven within the Cycle of Improvement process described in the academic section above. Tier 1 classroom support is essential.</p>	 <p>Special Education Dashboard</p> 	<p>All District plans (Comp. Plan, Spec. Educ. Plan, ATSI and TSI Plans) are aligned.</p> <p>District enrollment is decreasing, but the special education numbers are increasing. An effective MTSS process ensures that students are being appropriately identified <u>AFTER</u> all intervention strategies have been exhausted.</p>
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	<p>2. The special education state audit was conducted in February. The Director has been diligent in her efforts to prepare for it. The District is waiting for the final report.</p> <p>3. The District has made significant improvements with its special education processes, data collection, and record keeping. See Special Education Dashboard.</p> <p>Student Services</p> <p>1. The District has a healthy and effective student support network in place. The Director has clarified and aligned the components with the MTSS process in all buildings. See Student Services Dashboard.</p> <p>2. The District has made significant improvement with its attendance rates. Ultimately, it should impact achievement in a positive manner. This is a priority in the Comprehensive Plan.</p> <p>3. The District continues to commit to ensuring safety in all buildings for students and staff. It should continue with these efforts.</p> <p>4. The District conducts climate surveys yearly.</p>	<p>Student Services Dashboard</p>  	<p>The District has done a commendable job creating student support network for its students, staff, and families.</p> <p>Safe facilities, regular training, and mental health programming are evident throughout the District.</p>
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