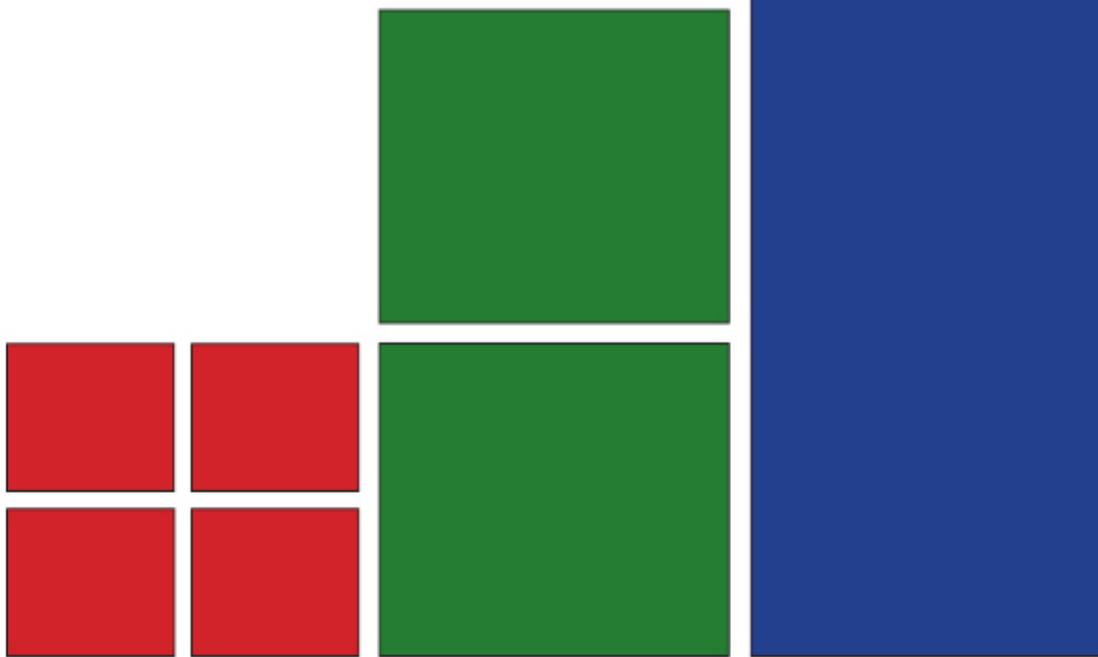




Education Empowerment **Annual Report** **2004-2005 School Year**



Pennsylvania Department of EDUCATION
Bureau of Assessment and Accountability

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Equal Employment Opportunity Representative
Bureau of Human Resources
333 Market Street, 11th Floor
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Voice Telephone: (717) 787-4417
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EDUCATION EMPOWERMENT ACT

INTRODUCTION

In May of 2000, the Pennsylvania General Assembly passed the Education Empowerment Act (Article XVII-B). It identified struggling school districts with a history of low test performance on the Pennsylvania System of School Assessment (PSSA)---defined by a combined average of fifty percent (50%) or more students scoring in the bottom quartile for math and reading over two years---and required the districts to complete school improvement plans designed to increase academic performance and improve management and operations. Annual school improvement grants were established to assist with the implementation of the plans.

Nine districts were placed on the Education Empowerment List. Chester Upland was *certified* as an Education Empowerment District because of a history of low-test performance and other specific challenges facing this district. In December 2000, Harrisburg City School District was certified as an Empowerment District.

With the passage of the No Child Left Behind Act in 2001, Pennsylvania had to transition the Education Empowerment Districts into a revised system that met the federal requirements for accountability. In December 2003, the Education Empowerment Act (EEA) was amended. The amendment provided school improvement grants for school year 2003-04 to school districts on the Education Empowerment List. The amendment also added Reading School District to the Education Empowerment List due to a history of financial distress in the district. As a result, Reading School District was provided additional funding and tasked with developing specific methods and goals that would improve its financial stability. Finally, the amendment provided that no school district would be added to the Education Empowerment List or certified as an Education Empowerment District on or after July 1, 2004.

This report summarizes data formerly required under EEA as an annual report to the Governor and General Assembly. It contains:

- A list of the names of the districts on the empowerment list for school year 2004-2005.
- A list of the names of the districts certified as education empowerment districts.
- The dates of placement on the list or certification.
- The names of any school districts that were removed from the empowerment list, and that are no longer certified as education empowerment districts for this reporting year.
- A description of the progress of each district.
- A chart illustrating the revised status of the districts as aligned to No Child Left Behind (NCLB) requirements.

Please note that the performance data is based on results from a two-year average of PSSA scores and is not the same as targets measured by Adequate Yearly Progress (AYP) used in determining meeting federal requirements for accountability under the No Child Left Behind Act of 2001.

CURRENT STATUS OF SCHOOL DISTRICTS UNDER THE EDUCATION EMPOWERMENT ACT

According to the criteria established by the EEA, when a school district has reached the end of its third year following placement on the Education Empowerment List, the school district is evaluated to determine its eligibility for removal from the list. The evaluation is based on a Department analysis of the district's PSSA scores and progress on implementing the goals found in each district's School Improvement Plan.

At the end of school year 2003-2004, two school districts had met the criteria in the legislation and were removed by the Department from the Education Empowerment List. These districts included:

Allentown City School District
York City School District

In the 2004-05 school year, one additional school district has met the criteria in the EEA for removal from the Education Empowerment List. As a result, the Department removed this district from the Education Empowerment List:

Wilkesburg School District

Although there were many factors attributed to the work accomplished by the Wilkesburg School District, one strategy that they identify as a foremost contribution to their success was the reorganization of the staff to allow for full-time math and reading instructional coaches to work with the teachers. Even though it took them a few tries to get it right, they persevered. Now, it really seems to be working in the district. As an indicator, they have stated that the teachers are comfortable saying, "Show me".

During the same 2004-2005 school year, six school districts had not met the criteria to be removed from the Education Empowerment List. These districts included:

Aliquippa School District
Chester Upland School District
Duquesne City School District
Harrisburg City School District
Philadelphia City School District
Reading School District

Reading School District was placed on the Education Empowerment List as a financially distressed district based on legislative changes to the EEA in December 2003.

ALIGNMENT OF THE EDUCATION EMPOWERMENT ACT WITH THE NO CHILD LEFT BEHIND (NCLB) LEGISLATION

Under the EEA, the criteria for removal from the Education Empowerment List is for a district to both complete its goals in the School District School Improvement Plan and to show that the district has achieved a combined average of less than 50% of its students scoring in the bottom measured group on the PSSA in reading and mathematics in the two most recent school years. Under the No Child Left Behind federal requirements, Adequate

Yearly Progress (AYP) achievement targets are determined *each* year and based on PSSA scores in reading and mathematics for students in schools and districts who are enrolled in grades 5, 8, and 11.

For the 2004-2005 school year, in order to meet AYP achievement targets as outlined in Pennsylvania’s federally approved accountability plan, 54% or more of the students who took the state standardized assessment (PSSA) in Reading had to score proficient or above, and 45% or more of those students had to score proficient or above in Mathematics. School districts affected by the EEA (empowerment districts) then fell under the guidelines established by NCLB at the end of school year 2004-05 and prior to the release of AYP for 2005. Therefore, the Department had to align and transition districts operating under the EEA to a revised status under NCLB based on data from 2003-2004. This was accomplished using various criteria.

AYP STATUS LEVELS

AYP reports the performance of schools and districts in status levels that depend on the school or district’s performance in recent years. Schools and districts that do not meet AYP have varying consequences depending on the number of consecutive years of missing performance targets as illustrated below:

AYP Status	# Years of Missing Targets
Warning	1 Year
District Improvement 1	2 Years
District Improvement 2	3 Years
Corrective Action 1	4 Years
Corrective Action 2	5 Years

Districts operating under the EEA were then assigned to a comparable status set by NCLB using the following:

- If the Department removed a school district from the Education Empowerment List at the end of school year 2003-04, but the district did not meet Adequate Yearly Progress (AYP) in school year 2003-04, the Department placed the district in “Warning.”
- If a school district met the PSSA goal under EEA (a combined average of less than 50% of students scoring in the bottom measured group on the PSSA in reading and mathematics in the most recent two school years) in 2003, but did not meet its AYP in school year 2003-04, the Department placed the district in the “Warning.”
- If a school district did not meet the PSSA goal under EEA (described above) in 2003 and did not meet AYP in school year 2003-04, the Department placed the district in “School Improvement I.”
- If a school district is operating under a Board of Control or, in the case of Philadelphia City School District, a School Reform Commission, the Department placed the district in “Corrective Action II.”

AYP STATUS OF EMPOWERMENT DISTRICTS

The alignment of former empowerment districts to 2004 NCLB status is illustrated and explained more fully below:

DISTRICT	NCLB 2003/2004 STATUS	NCLB 2004-2005 STATUS
Aliquippa	Making Progress	District Improvement II
Chester Upland	Corrective Action II (second year)	Corrective Action II (third year)
Duquesne	Corrective Action II (second year)	Corrective Action II (second year)
Harrisburg City	Corrective Action II (second year)	Corrective Action II (third year)
Philadelphia	Corrective Action II (second year)	Corrective Action II (third year)
Reading	District Improvement I* (*Litigation Pending)	-- * -- (*Litigation Pending)
Wilkinsburg	District Improvement II	Corrective Action I

One empowerment school district, **Aliquippa School District**, met AYP targets in the school year 2003-2004 and proceeded to a probationary “Making Progress” status, which means the district must meet state targets for a second consecutive year in order to be considered on track to meeting the NCLB goal and moving to “Making AYP.” During the 2004-05 school year, Aliquippa School District did not meet AYP targets; therefore, the District proceeds to District Improvement II status.

As previously mentioned, one empowerment school district, **Wilkinsburg**, did meet the criteria in the EEA for removal from the Education Empowerment List (less than 50% of students in the lower quartile for two consecutive years); however, the District did not meet Adequate Yearly Progress, therefore, although the District will be removed from the Empowerment List, the District will proceed to District Improvement II, also.

Four empowerment school districts, operating under a Board of Control or a School Reform Commission, proceeded to Corrective Action II (second year). These districts did not meet AYP targets in 2001-02, 2002-03, and 2003-04.

Chester Upland School District
Duquesne City School District
Harrisburg City School District
Philadelphia City School District

Chester Upland, Harrisburg, and Philadelphia did not meet AYP in 2004-05, so they will proceed to “Corrective Action II (third year)”. Although Duquesne did not meet AYP in 2005, the district will remain at Corrective Action II (second year) because the targets met in 2003-04 were different from the targets met in 2004-05. A district must miss meeting the same academic targets in order to proceed to the next NCLB status level.

**ADDITIONAL FUNDING AND EXPENDITURES OF
EMPOWERMENT DISTRICTS
FOR SCHOOL YEAR 2004-2005**

The Accountability Block Grant provides Pennsylvania school districts with financial assistance to implement effective educational practices and initiatives to improve student achievement. This grant is an exceptional opportunity for districts in that it supports in-depth implementation of improvement strategies and allows districts to select from a breadth of programs to meet the specific learning needs of their students. Two important aspects for districts to consider are (1) furthering the strategic plan of the district through opportunities provided by this grant and (2) achieving performance results by students through initiatives directly linked to the grant.

The Accountability Block Grant shall be used by school districts to attain or maintain academic performance targets by establishing, maintaining, or expanding one or more of the programs associated with the grant. The chart below demonstrates additional funding and expenditures of empowerment districts for the 2004-05 school year under the Accountability Block Grant. It is hopeful that these early interventions will plot a course for each of the districts to satisfy federal guideline established by the No Child Left Behind Act, 2001.

ACCOUNTABILITY BLOCK GRANT		
School District	Amount of Grant	Expenditure
Aliquippa	\$310,730	Quality Pre-Kindergarten programs that align with the state's current academic standards Quality Full-Day Kindergarten programs that align with the state's current academic standards
Chester-Upland	\$1,778,418	Quality Pre-Kindergarten programs that align with the state's current academic standards Quality Full-Day Kindergarten programs that align with the state's current academic standards Performance of Subgroups-programs to improve the academic performance of subgroups identified under NCLB
Duquesne	\$228,195	Quality Full-Day Kindergarten programs that align with the state's current academic standards
Harrisburg	\$1,730,315	Quality Pre-Kindergarten programs that align with the state's current academic standards Quality Full-Day Kindergarten programs that align with the state's current academic standards
Reading	\$3,501,880	Quality Pre-Kindergarten programs that align with the state's current academic standards Quality Full-Day Kindergarten programs that align with the state's current academic standards K-3 Class Size Reduction in which one certified teacher is assigned for every 17 students Programs to build strong science & applied knowledge skills Literacy & Math Coaching to improve reading and mathematics instruction
Philadelphia	\$40,280,769	Quality Full-Day Kindergarten programs that align with the state's current academic standards
Wilkinsburg	\$304,389	Quality Full-Day Kindergarten programs that align with the state's current academic standards

Educational Assistance Program: In 2003-04, Governor Rendell signed into law the Educational Assistance Program for targeted tutoring at a funding level of \$38 million. Almost 35,000 students in 82 academically challenged school districts received extra help in the first year. The program was continued at the same funding level in 2004-05. Acknowledging the program's success in the first two years and realizing that expanding the tutoring initiative was necessary in light of increased performance levels in reading and mathematics under the No Child Left Behind Act, the program in 2005-06 received \$66 million in funding and expanded to support tutoring in 175 school districts and Career and Technical Centers. This program provides extended learning opportunities and is designed to boost student achievement and help all students succeed. The intent is to provide the most academically challenged districts with an additional way to offer extra assistance to struggling students. The chart below indicates the Empowerment District, the amount of each district's grant, and the expenditure of the grant.

EDUCATIONAL ASSISTANCE PROGRAM		
School District	Amount of Grant	Expenditure
Aliquippa	\$116,867	Tutoring of students scoring below proficient on PSSA
Chester-Upland	\$452,907	Tutoring of students scoring below proficient on PSSA
Duquesne	\$83,595	Tutoring of students scoring below proficient on PSSA
Harrisburg	\$701,614	Tutoring of students scoring below proficient on PSSA
Reading	1,165,906	Tutoring of students scoring below proficient on PSSA
Philadelphia	\$16,476,303	Tutoring of students scoring below proficient on PSSA
Wilkinsburg	\$129,432	Tutoring of students scoring below proficient on PSSA

PROGRESS REPORTS OF EMPOWERMENT DISTRICTS FOR SCHOOL YEAR 2004—2005

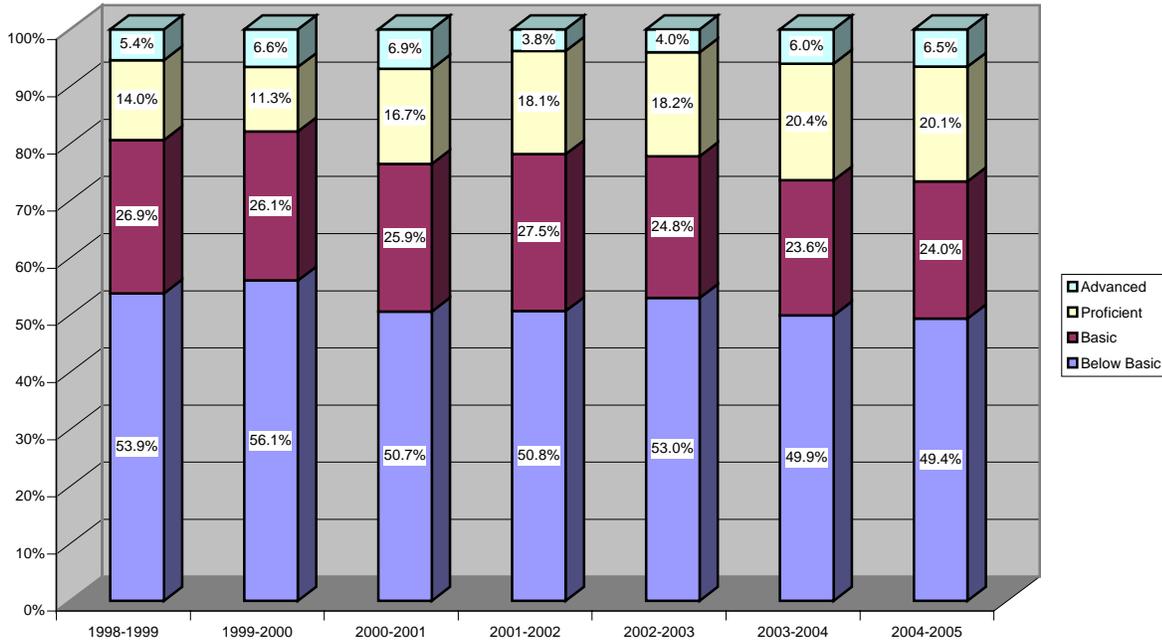
In May 2000, Governor Tom Ridge signed the Education Empowerment Act designed to help struggling school districts make dramatic changes and enable every school district to seek mandate relief. Beginning in July, 2000, school districts were placed on the Empowerment list based on student performances on the PSSA – 50% or more in the bottom quartile (Below Basic). After placement on the list, each district must appoint a local School District Empowerment Team to work with a state-appointed Academic Advisory Team to develop a School district Improvement Plan.

The current status including trends in the academic performance of students and a listing of significant accomplishments for districts on the Education Empowerment List in school year 2004-2005 is summarized on the pages that follow.

Aliquippa School District

Aliquippa School District

HISTORICAL INFORMATION:



For each column graph shown, the two represented years were averaged together for both reading and math PSSA scores. Because of rounding, the total in each column graph may exceed 100%.

Funding

2000-2001: \$575,806 Actual
2001-2002: \$574,945 Actual
2002-2003: \$570,827 Actual
2003-2004: \$560,187 Actual
2004-2005: \$560,424 Actual
2005-2006: \$560,550 Estimated

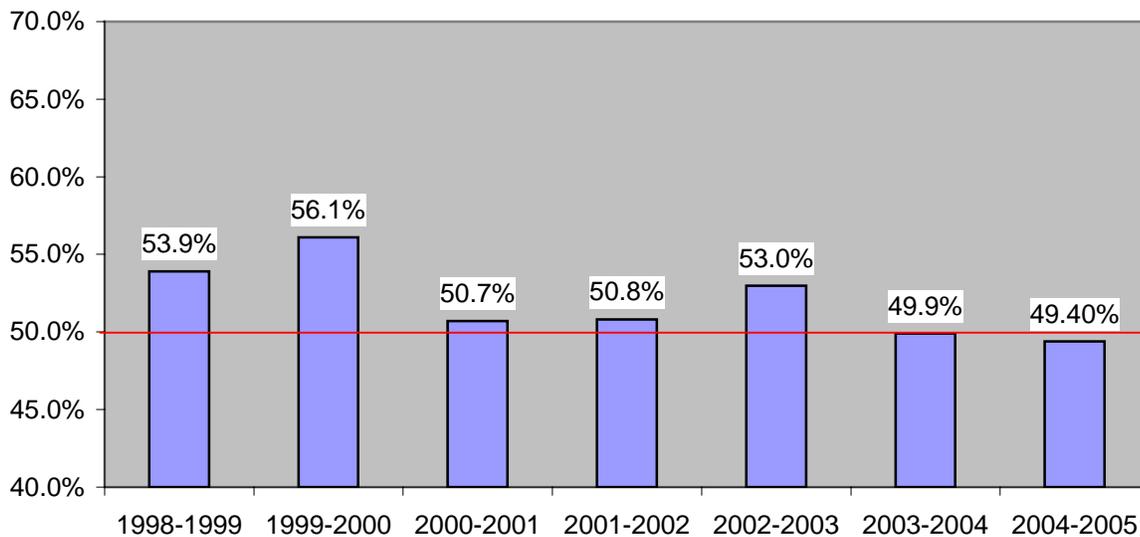
Background

Placed on List: July 1, 2000
Plan Approved: March 27, 2001
Plan Amended: December 18, 2001
Length of Plan: 3 Years

CURRENT STATUS:

- Did not meet the PSSA score criteria under the Education Empowerment Act.
- Action taken but did not meet or complete goals as outlined in the district's School Improvement Plan.
- Implementing an overall strategic plan with strong leadership to address the serious problems in the district.

Percentage of students scoring in the lowest measured (bottom or below basic) group on the Pennsylvania System of School Assessment (PSSA) Test for the indicated combined school years.



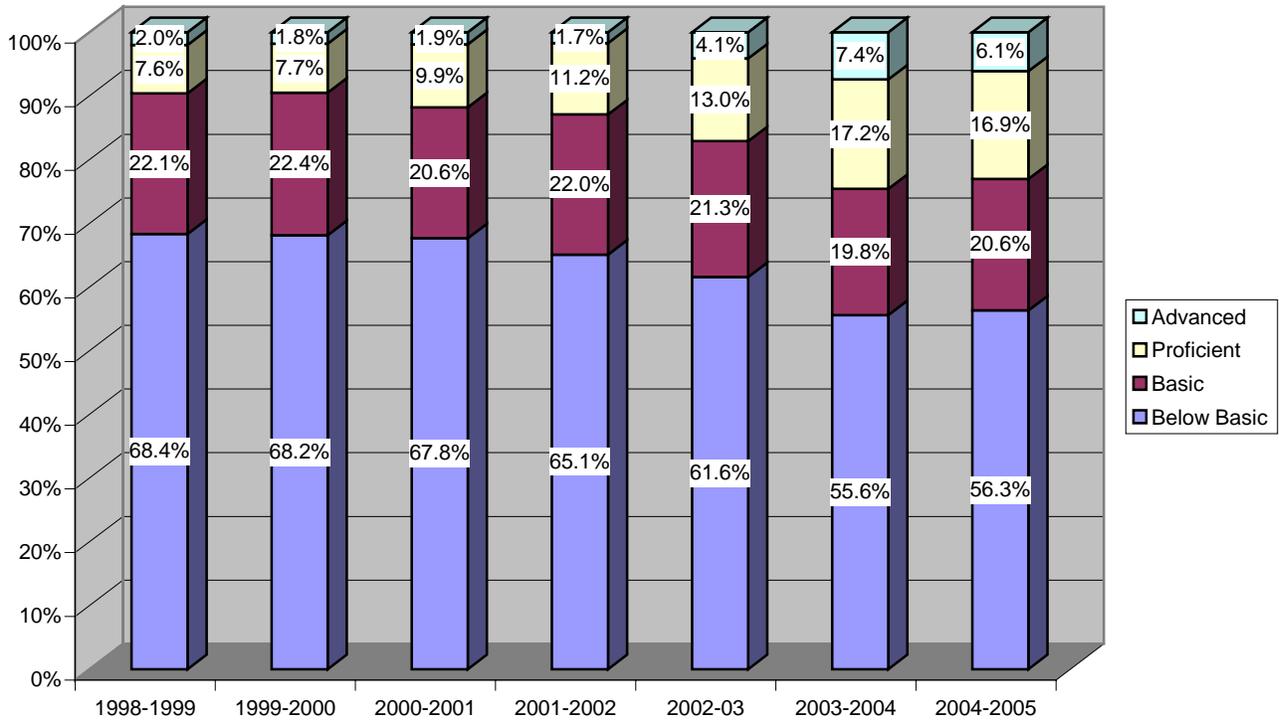
SIGNIFICANT ACCOMPLISHMENTS:

- Implemented framework to create a high performance system which includes monitoring and analyzing PSSA results.
- Implemented planned instruction and local assessment system to set high standards for all students.
- Initiated work to develop and align curricula based on standards in core content areas of math, reading and writing.
- Disseminated the school district report card and the Aliquippa Newsletter throughout the community. Documents indicate school improvement and initiatives to improve academic success for all students
- Implemented Professional Education Plan - Professional Development and roles of coaches.

Chester Upland School District

Chester Upland School District

HISTORICAL INFORMATION:



For each column graph shown, the two represented years were averaged together for both reading and math PSSA scores. Because of rounding, the total in each column graph may exceed 100%.

Funding

2000-2001: \$1,025,141 Actual
2001-2002: \$1,023,671 Actual
2002-2003: \$1,031,778 Actual
2003-2004: \$1,013,971 Actual
2004-2005: \$ 991,519 Actual
2005-2006: \$ 999,375 Estimated

Background

Placed on List: July 1, 2000
Plan Approved: December 7, 2001
Length of Plan: 5 Years

CURRENT STATUS:

- Operated under a Special Board of Control pursuant to Title 24, Section 6-691 of the School Code that controls the financial and academic affairs of the District.
- In order to continue operating, the District issued \$15.2 in long-term bonds in June 2005.
- On June 30, 2005, ended contract with Edison Schools, Inc. to operate 8 schools in the District.
- On August 8, 2005, Governor Rendell held a press conference at Chester High School and asked for the resignation of the three members of the Special Board of Control. All three members refused the Governor's request.

Percentage of students scoring in the lowest measured (bottom or below basic) group on the Pennsylvania System of School Assessment (PSSA) Test for the indicated combined school years.

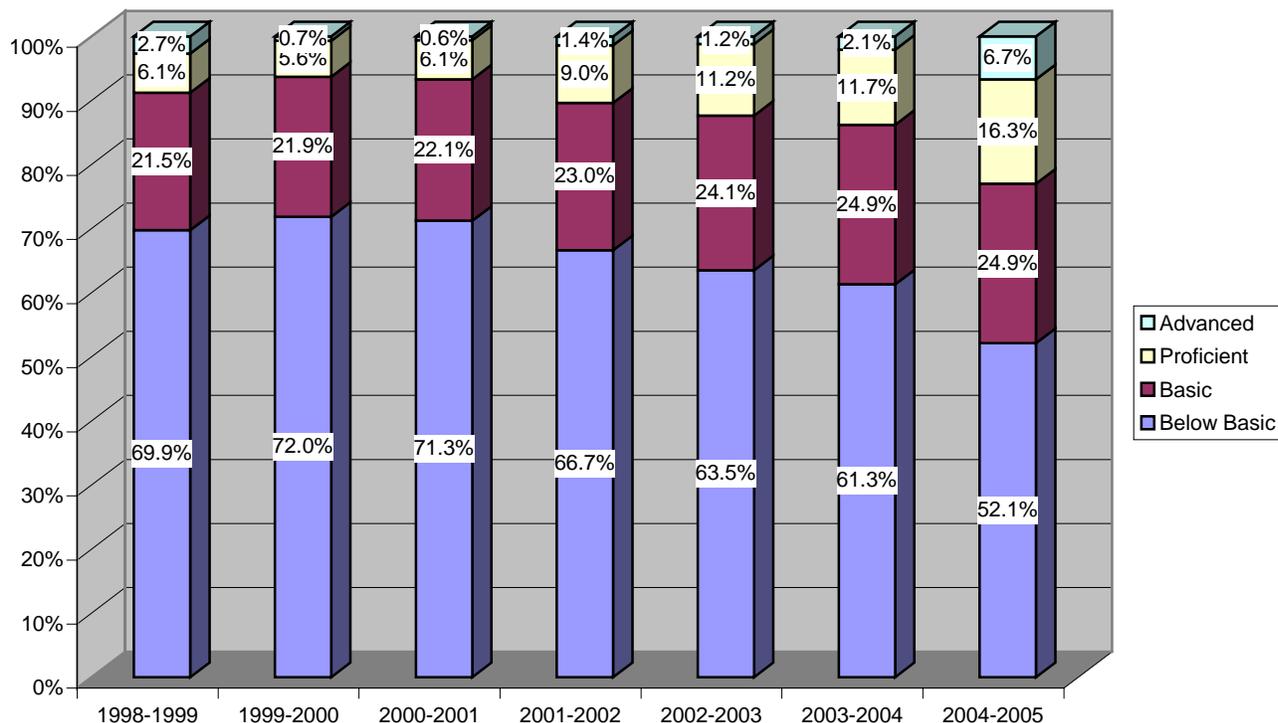


SIGNIFICANT ACCOMPLISHMENTS:

- In the last calendar quarter of 2004, ended employment of CEO/Superintendent, Business Manager and Comptroller.
- On July 5, 2005, the Board of Control approved a balance budget for 2005-06 at a significantly reduced expenditure level.
- Hired a new CEO/Superintendent, who started in August 1, 2005.
- Worked closely with the Department of Education to prepare for a well-planned school opening on September 12, 2005.
- CEO postponed opening of school to offer 5-day Professional Development for all CUSD teachers and staff.

Duquesne City School District

HISTORICAL INFORMATION:



For each column graph shown, the two represented years were averaged together for both reading and math PSSA scores. Because of rounding, the total in each column graph may exceed 100%.

Funding

2000-2001: \$526,019 Actual
2001-2002: \$522,710 Actual
2002-2003: \$522,916 Actual
2003-2004: \$513,177 Actual
2004-2005: \$514,113 Actual
2005-2006: \$517,350 Estimated

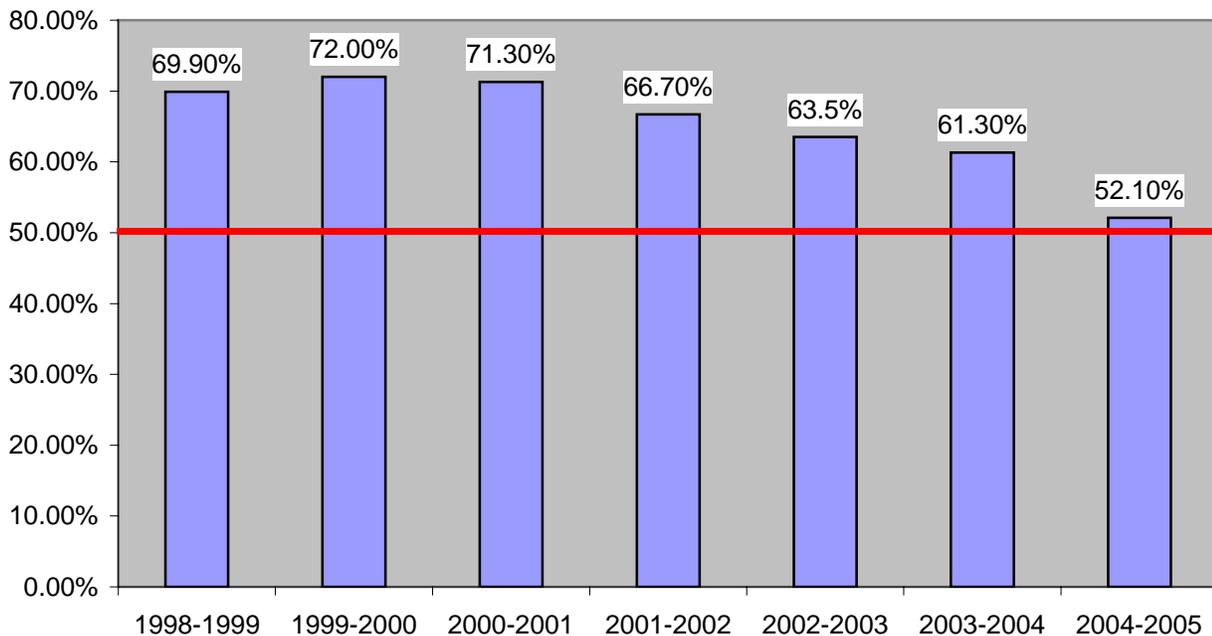
Background

Placed on List: July 1, 2000
Plan Approved: May 30, 2001
Plan Amended: July 25, 2002
Length of Plan: 3 Years

CURRENT STATUS:

- Operated under a Special Board of Control pursuant to Title 24, Section 6-691 of the School Code that controls the financial and academic affairs of the District.
- Ended the 2004-05 fiscal year with an unfunded operating deficit of approximately \$2.6 million.
- Secretary of Education appointed new Board of Control representative effective July 1, 2005.
- Working in partnership with the University of Pittsburgh in implementing strategies to improve student performance.

Percentage of students scoring in the lowest measured (bottom or below basic) group on the Pennsylvania System of School Assessment (PSSA) Test for the indicated combined school years.

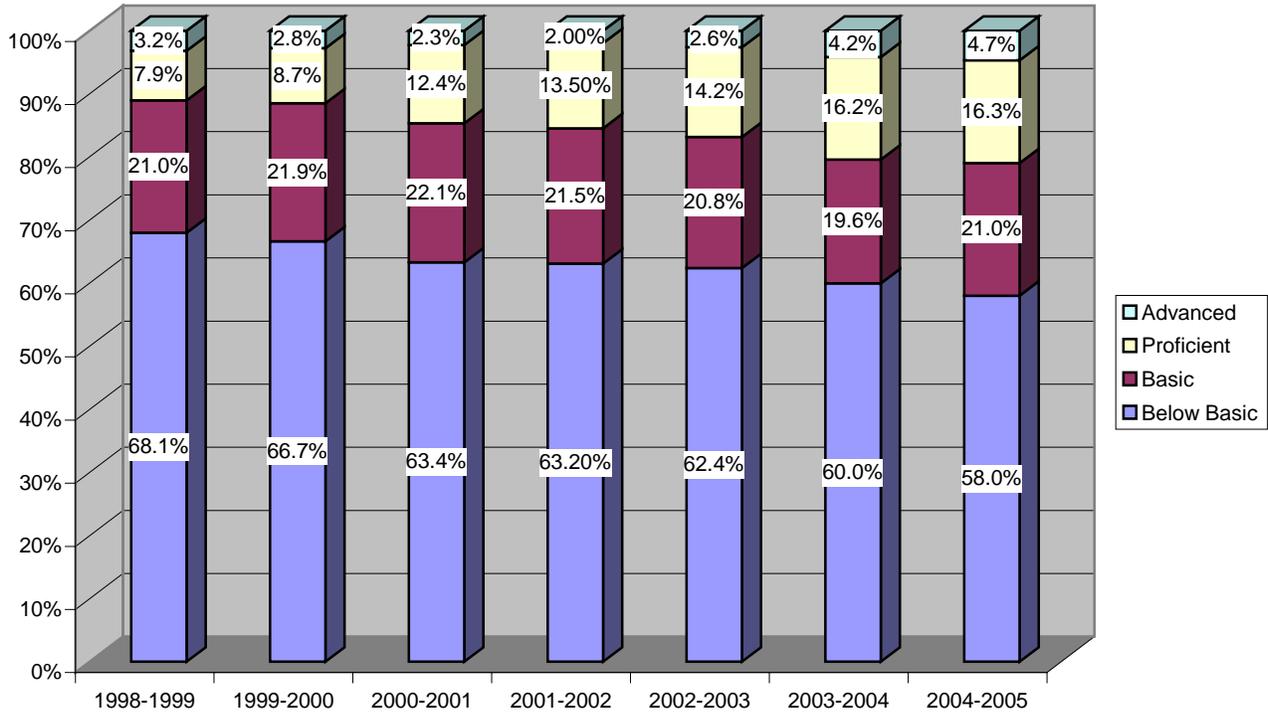


SIGNIFICANT ACCOMPLISHMENTS:

- Had increases in PSSA math and reading test scores for 2005 of 10 points or more in 5 of 6 tested areas.
- Reorganized school structure to K-8 and 9-12 schools, eliminating middle school.
- Continued work to develop and align curriculum based on standards based instructional models.
- Conducted a one-week professional development academy with teachers and support staff before the start of school in September 2005.
- Continued to conduct program to involve parents and community with school and students.

Harrisburg City School District

HISTORICAL INFORMATION:



For each column graph shown, the two represented years were averaged together for both reading and math PSSA scores. Because of rounding, the total in each column graph may exceed 100%.

Funding

2001-2002: \$2,166,754 Actual
(Includes funding appropriated
In 2000-2001)
2002-2003: \$1,073,793 Actual
2003-2004: \$1,060,329 Actual
2004-2005: \$1,083,397 Actual
2005-2006: \$1,091,250 Estimated

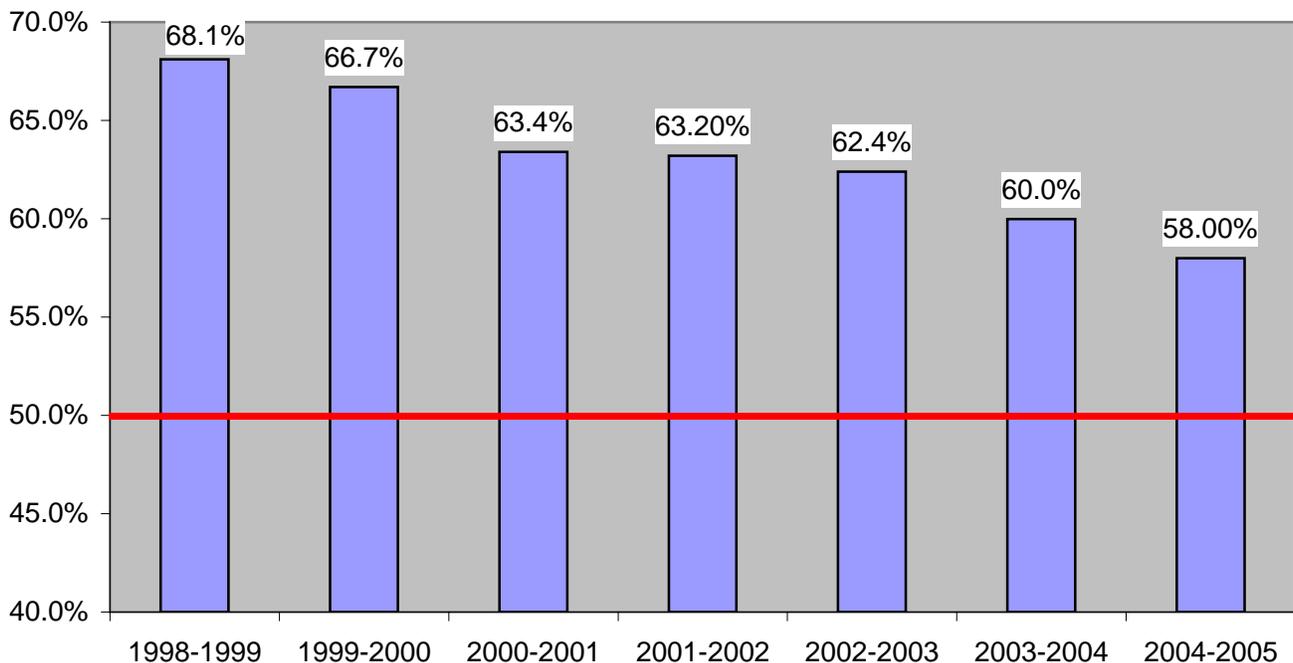
Background

Placed on List: July 1, 2000
Plan Approved: August 30, 2001
Length of Plan: 5 Years

CURRENT STATUS:

- Operated under the mayor and his appointed Board of Control pursuant to Section 1707-B of the School Code that governs the affairs of the District through a five-year empowerment period.
- Completed the fifth year of a five-year empowerment period at the end of the school year 2004-2005.
- The district showed some improvement in the bottom or below basic group; did not meet the PSSA test score criteria in the Education Empowerment Act at the end of school year 2004-2005.
- Continued to implement the goals as outlined in the district's five-year School Improvement Plan.
- Created the Public Education Leadership Project Work Teams to engage in strategic planning and alignment of Early Childhood, Human Resources, Supporting Student Achievement, and Curriculum & Instruction.

Percentage of students scoring in the lowest measured (bottom or below basic) group on the Pennsylvania System of School Assessment (PSSA) Test for the indicated combined school years.



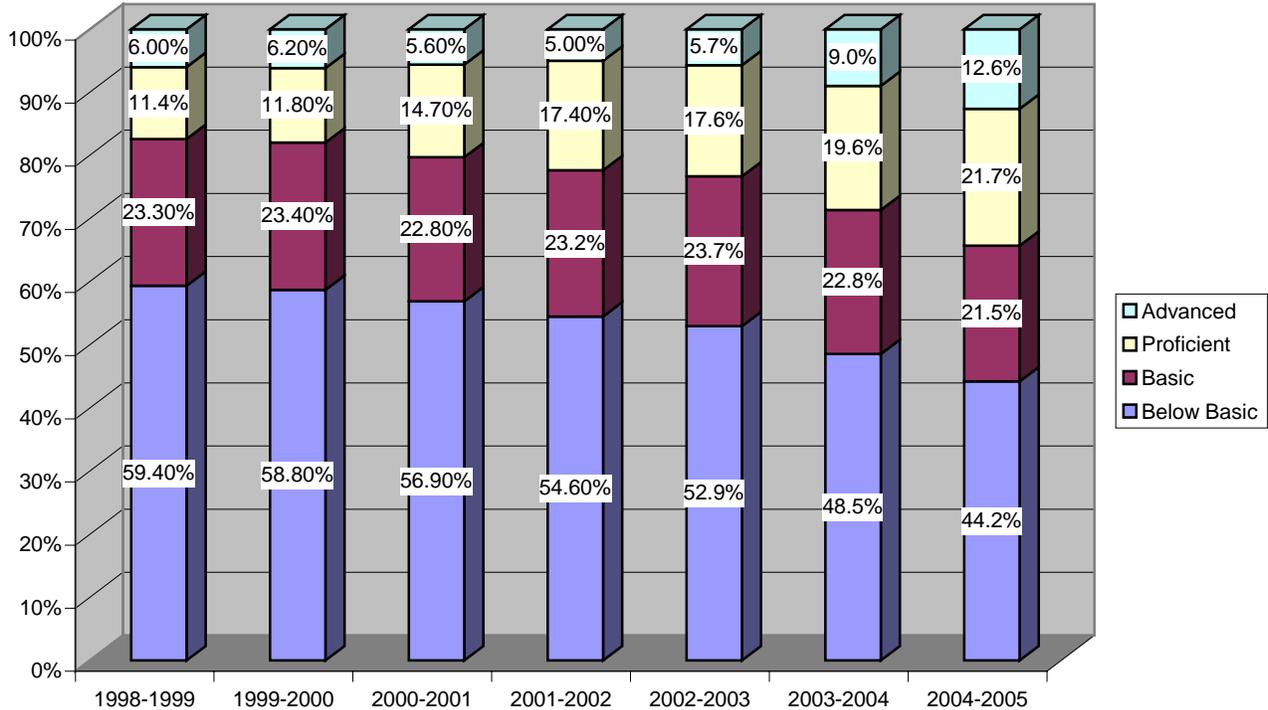
SIGNIFICANT ACCOMPLISHMENTS:

- Continued the implementation of the Balanced Literacy Model as the reading and language arts program for the district. Created a balanced literacy implementation team, consisting of reading specialists, instructional facilitators, principals, special education staff and central administration, that developed a multiple year strategy for implementing the district's literacy initiative in grades K-8.

- ☑ Continued the focus on the development and alignment of the curriculum in accordance with the new core standards approved by the Department of Education.
- ☑ Delivered a mathematics curriculum (Core Plus) at the high school, pre-algebra in grade 8, and Everyday Math in grades K-2.
- ☑ Extended the strategic planning process conducted at administrative retreats to include principals and instructional facilitators.
- ☑ Expanded teacher participation in extensive professional development.
- ☑ Continued the implementation of the Harrisburg Safe Schools/Healthy Students program to improve the educational and life outcomes for students in the district.

Philadelphia City School District

HISTORICAL INFORMATION:



For each column graph shown, the two represented years were averaged together for both reading and math PSSA scores. Because of rounding, the total in each column graph may exceed 100%.

Funding

2000-2001: \$16,464,878 Actual
2001-2002: \$16,406,508 Actual
2002-2003: \$16,326,700 Actual
2003-2004: \$16,197,978 Actual
2004-2005: \$16,285,718 Actual
2005-2006: \$16,145,475 Estimated

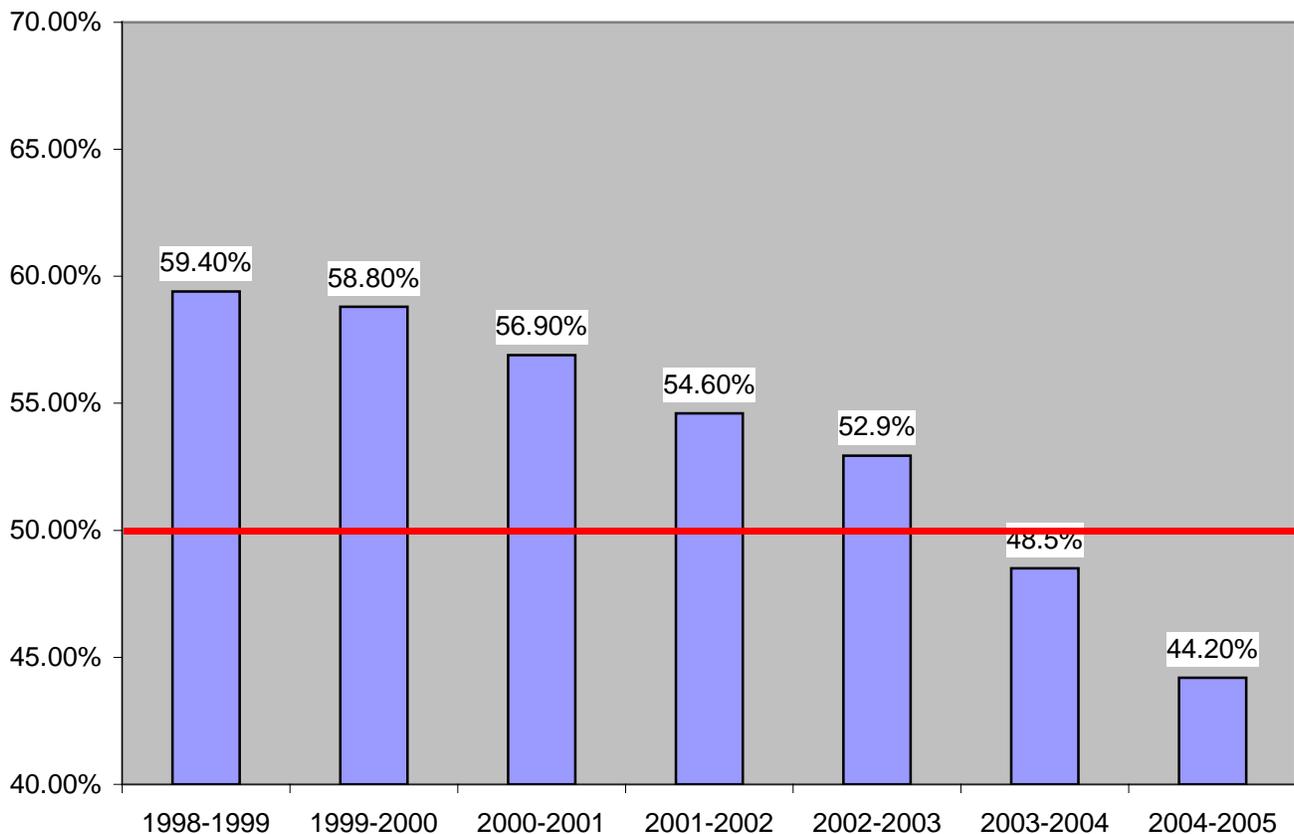
Background

Placed on List: July 1, 2000
Plan Approved: January 2, 2001
Length of Plan: 5 Years

CURRENT STATUS:

- Operated under a five member School Reform Commission and a Chief Executive Officer pursuant to Section 696 of the School Code that governs the affairs of the District until dissolution by the Secretary of Education upon recommendation of the Chief Executive Officer and with the concurrence of a majority of the School Reform Commission.
- Continued to improve PSSA test scores; did reach the PSSA test score criteria in the Education Empowerment Act at the end of the school year 2003-2004.
- Continued to implement the goals in the School District School Improvement Plan.

Percentage of students scoring in the lowest measured (bottom or below basic) group on the Pennsylvania System of School Assessment (PSSA) Test for the indicated combined school years.



SIGNIFICANT ACCOMPLISHMENTS:

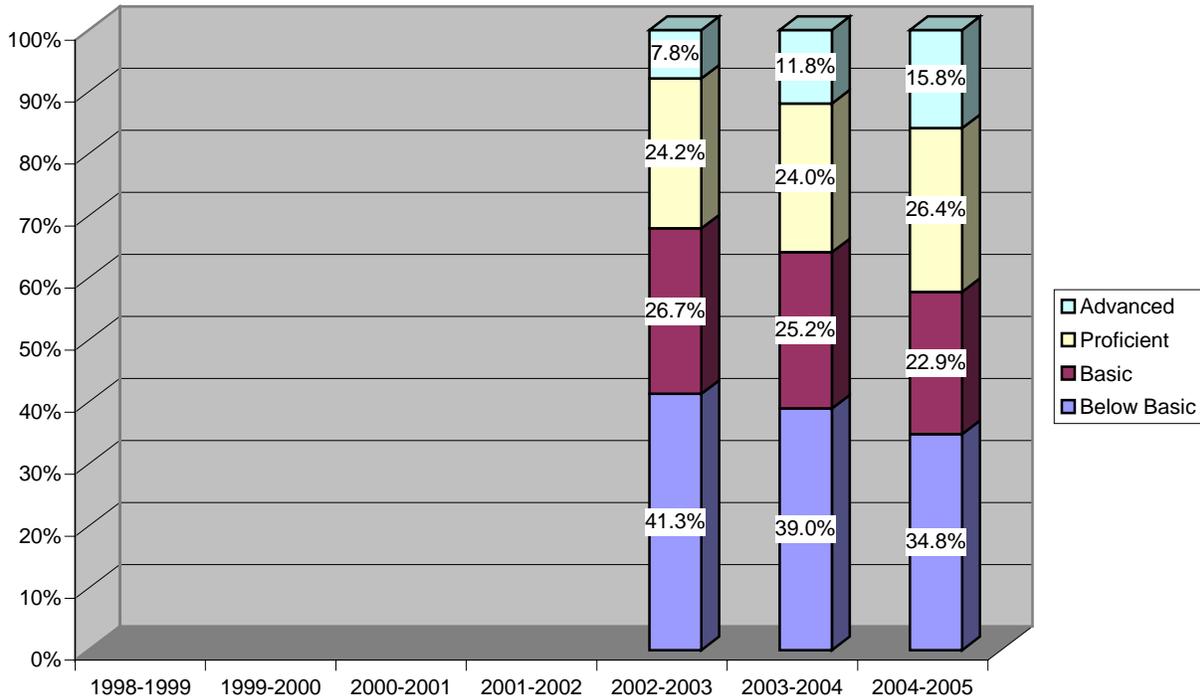
- Increased (nearly tripled) the number of schools that met AYP requirements when compared to 2003: 160 school achieved AYP, while only 58 schools did so in 2003.
- Implemented a rigorous, standards-driven, uniform Core Curriculum in all major content areas across all grades.

- ☑ Provided after school tutoring in reading and math to children in grades 1 through 8. According to the results from the Terra Nova, the students served have made significant gains in scores. The program is available to 173 schools, serving 31,411 students.
- ☑ Developed a summer program for students who have scored below the 26th percentile on the TerraNova/Supera in math and/or reading. For the 2004-05 school year, the program is available at 173 schools across the city.
- ☑ Created a zero tolerance (24 hour/7 days a week) code of student conduct that addresses misconduct and provides for appropriate interventions for students who misbehave during or after school.
- ☑ Increased the capacity of the alternative school programs to serve more than 3,500 chronically disruptive and/or dangerous students in seven off-campus sites.
- ☑ Supported the creation of an independent assessment and reporting center (known as ARC – Accountability Review Council) to monitor and report on the progress of all schools within the District.
- ☑ Launched Campaign for Human Capital, an aggressive effort to ensure that highly qualified professional employees are fully staffing every school. To date, the effort has increased the return rate of teachers and increased the number of applications from prospective teachers.

Reading School District

Reading School District

HISTORICAL INFORMATION*:



For each column graph shown, the two represented years were averaged together for both reading and math PSSA scores. Because of rounding, the total in each column graph may exceed 100%.

Funding

2003-2004: \$1,675,347 Actual
2004-2005: \$1,704,799 Actual
2005-2006: \$1,758,750 Estimated

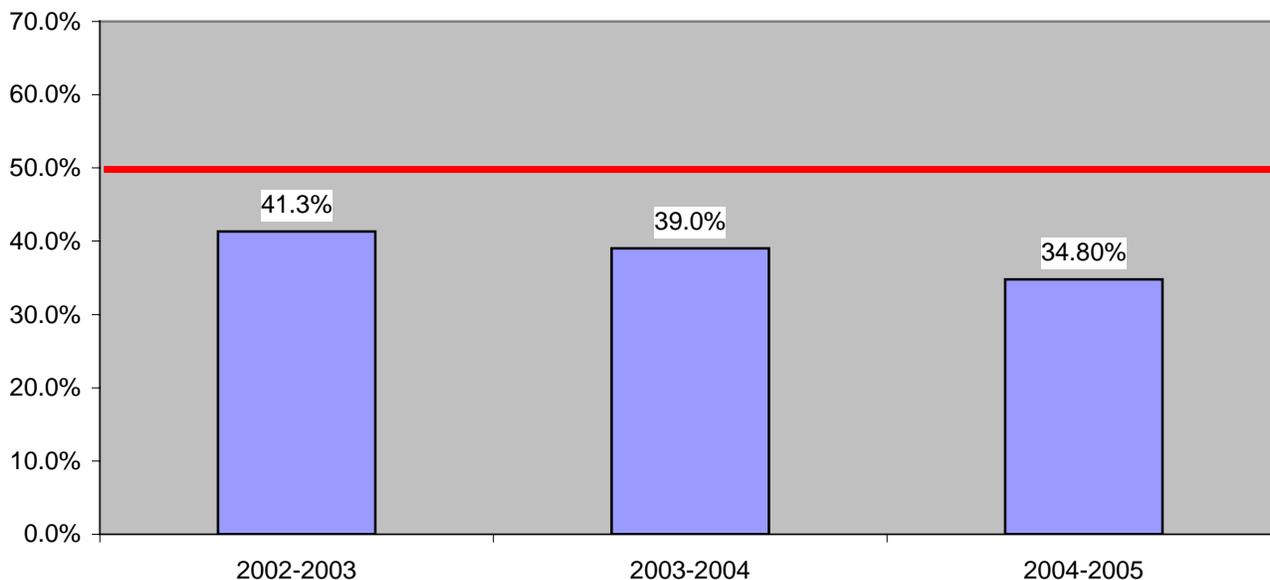
Background

Placed on List: December 2003
**This chart reflects performance data for Reading School District. Please note that Reading School District was placed on the Education Empowerment List in December 2003 for financial reasons.*

CURRENT STATUS:

- ☑ Operated under Section 1703-B of the School Code as a school district on the education empowerment list due to a history of financial distress. District must develop an improvement plan pursuant to subsection (c) (1) that gives priority consideration to and sets forth-specific methods and goals for improving the financial stability of the school district.
- ☑ Received \$1.7 million in new funding from the Education Empowerment Act.
- ☑ Upgraded and expanded the Integrated Learning System to a web-based application for the senior high school.
- ☑ Presented plan to the public and the board of school directors, and later transmitted to PDE.
- ☑ Expanded all day kindergarten, which was piloted in the 2004-05 school year.
- ☑ Expanded wireless technology to support the implementation of the SAS curriculum recommended through the value-added process.
- ☑ Hired consultants to provide professional development for staff on kindergarten concepts, SAS curriculum components, integrated learning system implementation and technology literacy.
- ☑ Experienced some improvement in overall PSSA scores at the elementary level, particularly in mathematics with about 42% of the 5th graders scoring at the proficient or above range. At the middle level, improvement was shown in reading and mathematics. Most improvement was in the area of reading with about 46% of 8th grade students being proficient in 2004. The high school showed improvement in reading and a slight drop in mathematics. Reading School District is in District Improvement I for 2004.

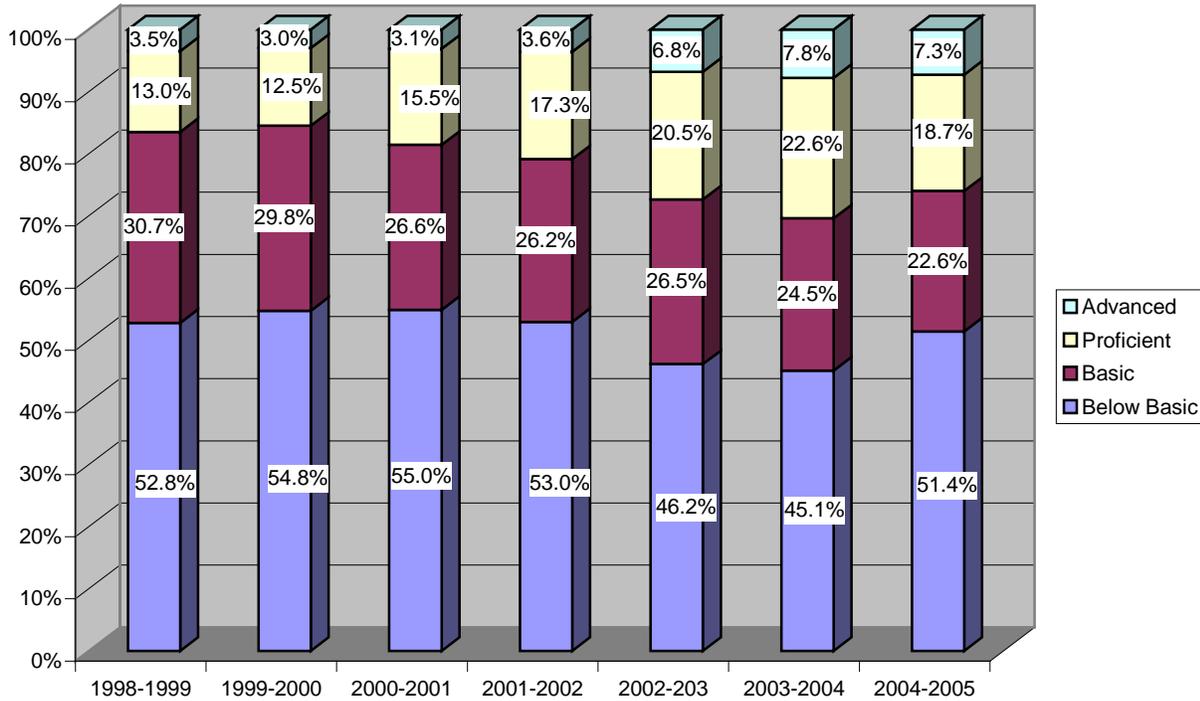
Percentage of students scoring in the lowest measured (bottom or below basic) group on the Pennsylvania System of School Assessment (PSSA) Test for the indicated combined school years.



Wilkinsburg School District

Wilkinsburg School District

HISTORICAL INFORMATION:



For each column graph shown, the two represented years were averaged together for both reading and math PSSA scores. Because of rounding, the total in each column graph may exceed 100%.

Funding

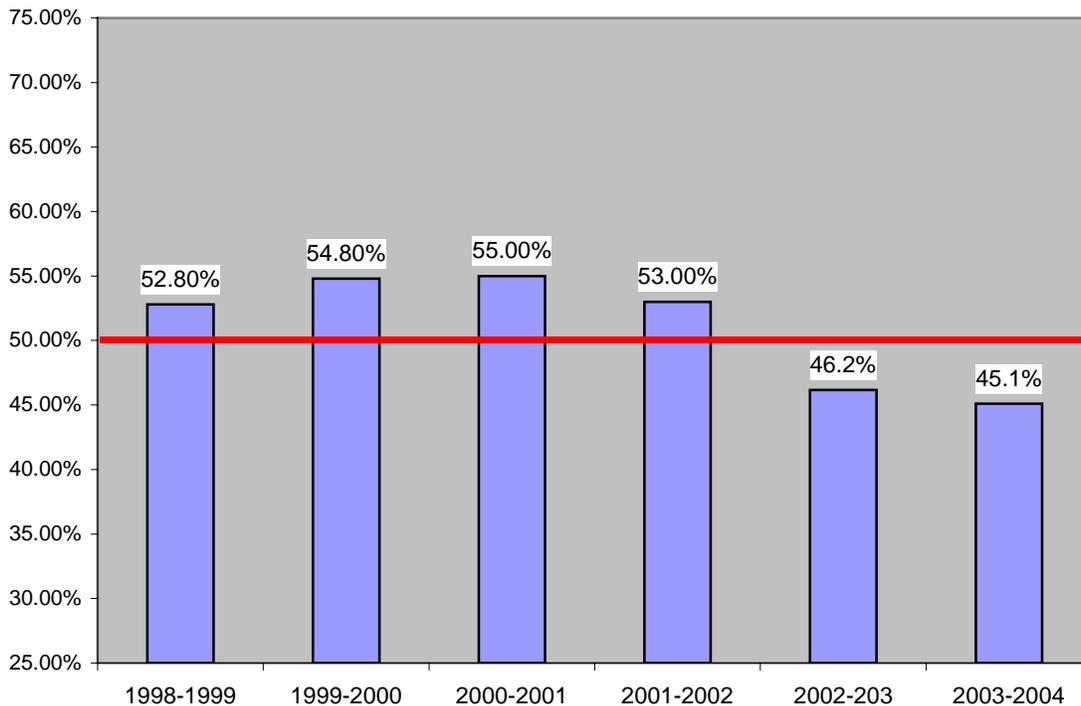
2000-2001: \$601,028 Actual
2001-2002: \$600,466 Actual
2002-2003: \$590,053 Actual
2003-2004: \$582,262 Actual
2004-2005: \$577,027 Actual

Background

Placed on List: July 1, 2000
Plan Approved: January 19, 2001
Plan Amended: July 14, 2003
Length of Plan: 3 Years

CURRENT STATUS:

- Did meet the PSSA test score criteria under the Education Empowerment Act.
- Took action but did not meet or complete goals as outlined in the district's School Improvement Plan.
- Financial challenges continue to burden the district.
- Did not meet expected academic performance results; elementary is showing improvement, but the middle/high school level is not seeing the same improvement.



SIGNIFICANT ACCOMPLISHMENTS:

- Provided teacher in-service training and support through the Western PA Writing Project and the University of Pittsburgh.
- Added a Social Services Coordinator that serves the entire district.
- Added a math coach, a reading coach, and an intervention specialist at each elementary school.
- Extended the day at the high school for students to take a required extra period of math in 11th grade and writing in 10th grade two days per week.
- Provided after school tutoring focusing on literacy and mathematics for all eligible students, one-half day Saturday sessions added for elementary students struggling with reading, and provided summer school opportunities for all students.
- Incorporation of math programs: Cognitive Tutor for Algebra I and Geometry, Connected Mathematics (grades 6-8), and Everyday Math (grades K-5).
- Instituted the "Adopt-an-Anchor" program at the high school.
- Continuation of an alternative school for the district that is located off-site.
- Increasing academic rigor in all subject areas, while continuing to align curricula with the Pennsylvania State Standards.

- ☑ Partnered with the Allegheny Intermediate Unit to utilize their Comprehensive Data Analysis to track student data. System is in place for the 2003-2004 school year and will be used to modify and improve instructional practices, assess individual student needs and identify professional development opportunities.