

# **Erie City School District Financial Recovery Plan**

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Respectfully submitted to Mr. Pedro Rivera,  
Secretary of Education of the Commonwealth of  
Pennsylvania

**By the Board of Directors of the School District of the City of Erie, and Dr. Jay Badams,  
Superintendent**

**December 6, 2016**

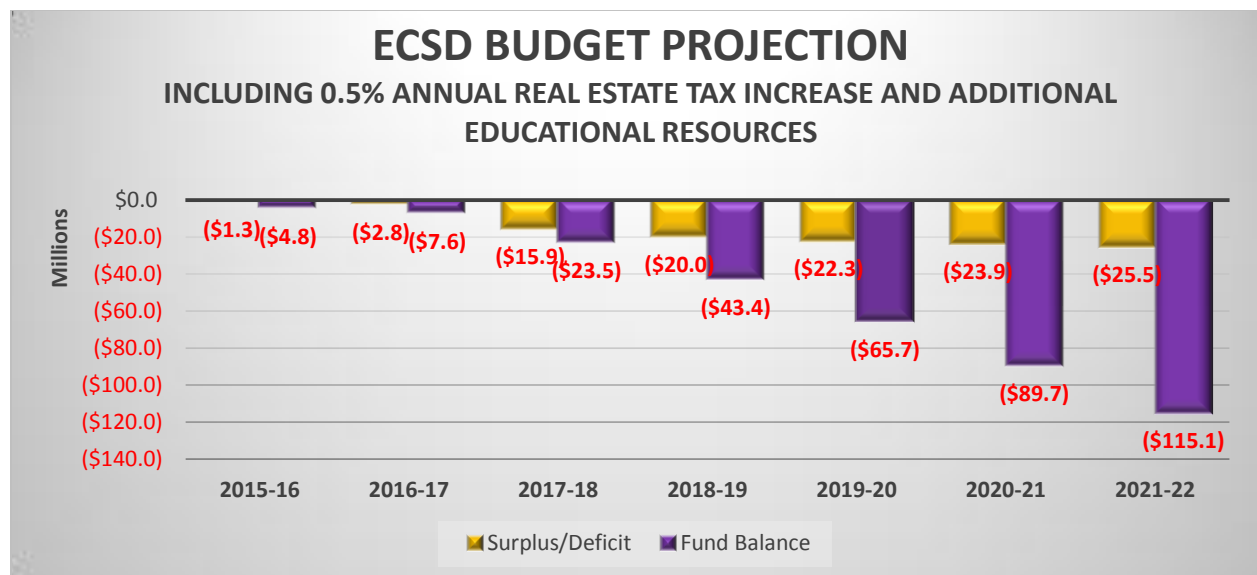
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Executive Summary:

As will be demonstrated below and in the attached appendices, the Erie City School District (ECSD) is facing a severe and ongoing budget crisis. Pursuant to Section 694-A of the PA School Code, ECSD was placed in “Financial Watch” status by the PA Department of Education (PDE) on September 27, 2016 and is required to submit a Financial Recovery Plan that outlines a path toward the district’s financial solvency within 180 days of that date. In order to complete this plan, ECSD has received technical assistance from Public Financial Management (PFM), gathered data from peer school districts, held public meetings, and consulted with internal and external experts on all matters of public education. Based on this aggregate information, ECSD respectfully submits that additional funding is required to set the district on a path toward financial solvency. This funding includes:

- **\$25.5 million annually to mitigate the structural deficit and provide equitable educational resources**
- **\$6.3 million annually to plan and implement a full-scale consolidation and renovation of district facilities**



## Overview:

The Erie City School District (ECSD) serves approximately 13,500 students in 18 public schools (12 elementary schools, two middle schools, four high schools) and multiple charter schools with the help of 1,315 employees. ECSD has a current general fund budget of \$187.3 million and a tax millage rate of 16.6233.

ECSD serves the City of Erie, where the median value of owner-occupied housing units is \$83,800, half of the state average of \$164,700. Erie's median household income of \$33,049 is nearly \$20,000 less than the state average of \$52,548, and **27.8% of all residents live below the poverty level**, more than double the state average of 13.3%.

As typical for most urban areas and as the County seat, Erie City is the geographic home to all municipal offices as well as the majority of social service agencies, universities and two large non-profit hospitals, resulting in **30% of tax-exempt properties**. This is significant due to the state's reliance on a property tax-based system of education funding.

As one of Pennsylvania's poorest cities, **80% of ECSD students are classified as economically disadvantaged** and, as one of Pennsylvania's largest refugee resettlement areas, Erie's refugee population has increased nearly 800% since 2003 -- pushing the number of English Learners to more than 1,100 (nearly 10% of the entire ECSD student body). Currently, the district is comprised of English Learning students from 41 countries who speak 35 different languages and are learning to speak, read and write English with the help of 26 certified program specialists. Approximately 100 of these are refugee students who have come directly from refugee camps in Somalia, Congo and Syria and have had little to no formal education. Nearly **60% of district students are classified as non-white**, creating a sharp contrast to surrounding districts where this data point is in the single digits.

With regard to academic performance, **over 70% of district students scored Basic or Below Basic in ELA and Math in 2016**. Based on these results, the district failed to attain a satisfactory Performance Profile in 2016. According to 2016 PDE School Performance Profile data, the district's high school scores ranged from 91 at Collegiate Academy to a low of 42.4 at East High School. The district's elementary and middle school scores ranged from a high of 74.8 at Grover

Cleveland to a low of 41.5 at McKinley Elementary, which was also the lowest score in all of Erie County. As described in *Appendix A*, insufficient funding has led to inadequate instructional resources and learning facilities at each of these schools, directly impacting the district's achievement and its alignment with PA Core. Ranked by the Pittsburgh Business Journal as a top quartile "overachiever," ECSD continues to do an admirable job educating students despite these overwhelming financial challenges. Northwest PA Collegiate Academy, the district's magnet high school, is consistently ranked by *U.S. News & World Report* as one of the top performing high schools in Pennsylvania.

According to the state's Special Education Data Report, ECSD historically exceeds the state average for percentage of special education students by a few percentage points. Per the 2014-2015 report, the district's special education enrollment was 17.6% compared to the state's 15.6%, however, **the percentage of students identified with an emotional disturbance and intellectual disability is nearly twice the state percentage, at 16.0% and 12.7% to the state's 8.5% and 6.6%, respectively.** This presents a significant burden regarding the expenses related to the provision of Free and Appropriate Public Education (FAPE). A full description of the district's needs with regard to its special education population is attached as *Appendix B*.

Due to the lack of a capital reserve fund, many of ECSD's 18 school buildings have fallen into extreme disrepair. Current buildings range in construction year from 1895 to 1997 and few have received any significant renovation since 2002. Full information regarding the age and condition of district buildings is attached as *Appendix C*. Leaking roofs, poorly functioning HVAC systems, inadequate insulation and aging structures are commonplace in the majority of school buildings and do not even take into account ancillary issues necessary for modern learning environments. In this school year alone, the district received 45 health code violations due to facility inadequacies. The physical nature of the district's 18 neighborhood schools also poses unique challenges related to the education of students with significant disabilities in the home school.

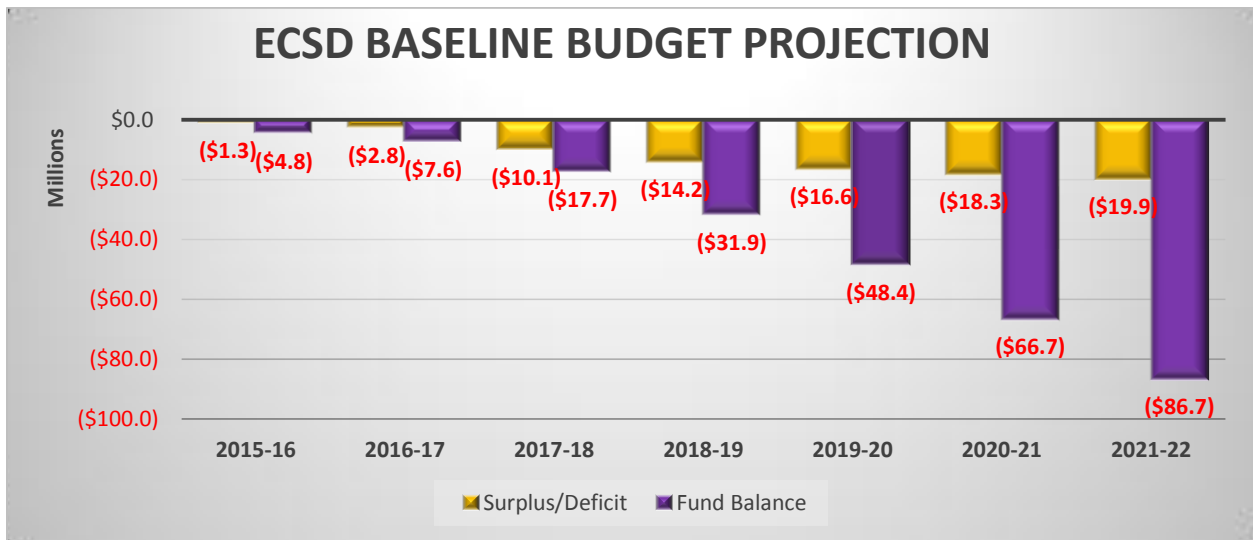
### Financial summary:

For six consecutive years, from 2010-2016, Erie's Board and administration have cut their way to balanced budgets. During this time, Erie attempted to address its financial challenges on a local level through cuts and other reduction efforts. Due to the enormity of the problem, however, and the inadequacy of state aid, ECSD saw its structural deficit balloon to its current state. **In this situation, Erie now spends less per pupil than any other district in Financial Recovery status.** A full description of the district's financial history, including a year-by-year summary, is attached as *Appendix D*.

Beginning with a \$26 million shortfall in 2011, the district then faced a \$14 million shortfall in the following year, a \$9 million shortfall in 2013-2014, \$5 million in 2014-2015, and \$7 million in 2015-2016. In 2011-2012, despite a \$26 million shortfall, there were substantial opportunities for expense reduction - room for the district to trim programs, staff and other expenditures. Further, the district combed the budget for one-time revenue adjustments, such as selling a vacant elementary school in 2012, and explored the possibility of consolidating all sports programs in order to cut costs. As each year has gone by, this has been an increasingly restrictive process. The refinancing options of the district's various debt instruments have been exhausted, the district closed three elementary schools, eliminated 349 full-time positions, and cut central administration in half. All of these facts have so negatively impacted the district's credit rating that it is no longer able to obtain short and long-term financing at reasonable rates. **As a result, on a per pupil basis, the district spends less than 89% of all school districts in the Commonwealth.**

For a brief period in 2015, ECSD believed that bi-partisan support of the BEFC's "fair funding formula" and subsequent passage of HB1552 would provide relief to the district's financial distress through re-allocation of state education funds. Using calculations inherent in the BEFC's findings, which take into account percentages of students living in poverty as well as those requiring language support and special education services, **Erie is currently under-funded by \$38 million each year.** However, the inclusion of language in HB1552 to apply the new formula to annual yearly funding increases only, instead of the full amount of BEF, ensured that meaningful relief will come to Erie too late to have an impact on its impending financial decline.

Instead, and with the prospect of another **\$10.1 million budgetary shortfall predicted for 2017-18**, severe damage to the educational programming of the district will be unavoidable without state intervention. According to projections from Public Resources Advisory Group, local accounting firm Shaffner, Knight and Minnaugh, P.C., and most recently, PFM, the district will find itself in severe fiscal distress in the near term. **Specifically, and without significant changes, current projections show a growing long-term structural deficit that will reach \$19.9 million by 2021-22.** The graph below represents baseline budget projections developed by PFM as of December 2, 2016.



Financial outlook:

With an **anticipated budget shortfall of \$10.1 million in 2017-18**, the district will consider further expense reductions and austerity measures that will cause continued damage to academic programs, student services and regional economic health, likely resulting in additional student and family migration from the district. A full description of the ongoing fiscal challenges facing the district is attached as *Appendix E*. Without significant intervention by the state, ECSD will begin a slow and steady process of eliminating district programs and services as soon as the 2017-18 budget year with deleterious cuts that include:

Item	Estimated cost savings
Elimination of all arts & music programs	\$2,100,000
Elimination of all sports & extra-curriculars	\$1,500,000
Elimination of full-day kindergarten	\$1,100,000
Elimination of district police department	\$939,300
Elimination of all school libraries	\$660,300
Reduction of assistant principals	\$400,000
Reduction of elementary guidance counselors	\$360,000
Reduction of charter transportation to the state minimum	\$250,000
Reduction of district transportation to the state minimum	\$250,000
Elimination of all technology purchases	\$165,000
<b>TOTAL ADDITIONAL REDUCTIONS FOR 2017-18</b>	<b>\$7,724,600</b>

Additionally in 2017-18, the district will be forced to raise local property taxes to the Act 1 index to generate an additional \$1,428,200 in revenue. Together, these cuts and tax increases will allow the district to remain solvent for the 2017-18 school year but, as noted above, **the district will be forced to continue this unsustainable pattern of taxing and cutting to balance its annual budget in the face of recurring shortfalls.**

In order to address its long-term solvency, and despite survey data indicating that nearly 80% of respondents are opposed to the proposal, the district will also begin preparing for the possibility of full-scale closure of its four high schools in 2018-19. Although this drastic measure



will only produce minimal savings, it will allow the district to offer its high school students equitable opportunities in neighboring districts. Some combination of charter and closure will likely be considered as part of this option, as was made clear by a recent submission and withdrawal of NW PA Collegiate Academy's application to become a charter high school. Full closure of district high schools will also allow resources to be reallocated and focused on elementary and middle school programs in an attempt to provide basic, mandated services to students as required by the PA School Code.

The effect of these dismantling efforts will be dramatic, wide-spread and deeply felt by students and residents within the City of Erie and throughout the county. As detailed in the letters attached as *Appendix F*, superintendents from neighboring districts in Erie County are clear that taking on high school students from ECSD will be detrimental to their ability to continue offering existing programs and services. As noted above, ECSD's student demographics are vastly different from those in neighboring districts, some of which have 0 EL students, compared to 10% within ECSD. The influx of these students will cause accepting districts to hire additional staff and fund programs that are well beyond their current expertise and budget constructs.

## Recovery:

To avoid this march toward insolvency and its domino effect on the entire region, ECSD is prepared to undertake significant structural and financial changes, with the help of PDE, to create a new path toward long-term solvency and increased achievement for the students of our city. If promptly and properly supported, these structural and systemic changes will provide an improved education for students and bring the district's budget into balance. They will also change the trajectory of the district and, by extension, the entire city and region, from one of slow and eventual demise to recovery and growth.

Although support from PDE is critical to this recovery, ECSD understands that long-term financial solvency will require additional meaningful effort by the district's administration, board and community. Accordingly, the Board of School Directors has indicated a willingness to raise local property taxes by 0.5% annually for the duration of this five-year plan, resulting in a \$1 million revenue increase by 2021-22. The board and administration will also continue to explore other avenues for revenue increases including the possibility of working with Erie County government to obtain authorization from the General Assembly to leverage a 1% county sales tax, and an ongoing commitment to the negotiation of PILOT agreements with area nonprofit organizations. Notably, ECSD's efforts with regard to PILOT agreements have already been recognized by the Lincoln Institute of Land Policy in a 2012 policy brief that ranked Erie 6th on a national list of U.S. cities receiving the most PILOT revenue.

Unfortunately, these local and regional efforts will not be sufficient to fill the budgetary gap. To correct this issue, significant intervention by the Commonwealth is required in order to implement the following steps toward recovery:

1. Mitigate the district's structural deficit and provide equitable educational resources to ECSD students in 2017-18; and
2. Undertake a plan for full-scale consolidation/reconfiguration in order to achieve facility efficiencies beginning in 2018-19.

## **Mitigating structural deficit and providing equitable educational resources to ECSD students**

In order to balance the district's budget on an ongoing basis, ECSD requires a permanent increase to its state subsidy to eliminate its projected structural deficit, which will grow to \$19.9 million by 2021-22.

At the same time, ECSD must be able to provide equitable educational resources to students, as outlined in Section 52 of the *Every Student Succeeds Act*, which defines a "well rounded education" as:

*" courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject...with the purpose of providing all students access to an enriched curriculum and educational experience."*

In order to determine how to define a "well rounded education" in Erie County, ECSD surveyed regional district superintendents to obtain information regarding programs and services currently offered in neighboring school districts. With this data, and taking into consideration the unique needs of Erie's student population, additional curricular and instructional resources have been identified as critical to obtaining reasonable educational equity for Erie City students at an estimated cost that will reach \$6.5 million by 2021-22 (full detail of these items and their cost breakdown is attached as *Appendix G*).

Together, these two recovery initiatives will require an annual recurring revenue increase totaling \$26.5 million by 2021-22. The local share of this increase would be \$1 million, based on the 0.5% annual property tax increase.

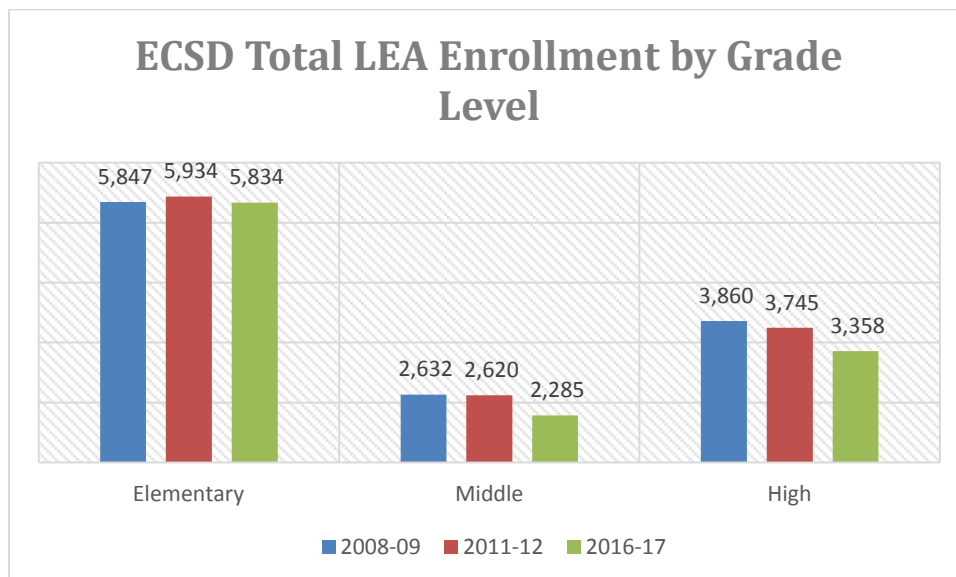
## **Undertaking a plan for full-scale consolidation/reconfiguration**

Due to its scale and scope, a plan for full-scale district reconfiguration must include critical community conversations and full architectural planning to engage all stakeholders in a shared vision for public education in Erie. With nearly all city and county attention focused on the future of this district, and a stark realization of its position on the brink of failure, the

opportunity for community engagement around a positive vision for the district’s future would be unique to this moment in its history. Through this community outreach, a plan for district reconfiguration/consolidation will be proposed that includes a complete re-design of district high schools, stabilization of elementary offerings, and re-investment in middle schools in order to reclaim over 5,000 empty seats and make more efficient use of the district’s infrastructure. As noted above, sufficient community efforts during 2017-18 will be necessary to refine and implement this plan with actual changes beginning in 2018-19.

Preliminary reconfiguration data indicates that ECSD elementary enrollment has remained stable over the last five years. However, middle and high school enrollment has decreased by 347 (13.2%) and 502 (13.0%) respectively (Figure 1). This data points to a dissatisfaction with the middle and high school grades by district families and an assumption that families are leaving the district at these grade levels in favor of charter school options. Thus, ECSD expects that re-designing the district’s middle and high school offerings, with extensive opportunity for input by the community, could decrease the numbers of families leaving the district and, potentially, bring back a number who have previously chosen charter options. This would significantly impact the district’s financial situation by decreasing the amount of its charter school tuition payments.

**Figure 1**



The district's 2012 Optimization Plan provides a starting point for this planning but must be revised and updated in order to meet current needs. The estimates for the 2012 Optimization Plan also exceeded \$380 million, which is beyond the scope of the district's current financial situation. While consolidation/reconfiguration will result in significant, long-term and recurring savings, it will require initial investment in building infrastructure. At this point in the planning process, ECSD believes that it can undertake a project to right-size the district at a cost of \$244 million that will:

- improve the delivery of educational programming
- meet current educational specifications for buildings and classrooms
- reduce staff and facility costs through building consolidation
- provide uniform grade configurations across all schools
- improve the health and safety of students and staff

A preliminary consolidation model has been developed for budgetary projections and is attached as *Appendix H*. **Based on this model, ECSD is confident that it can implement a consolidation of this scale at a net cost of \$6.3 million annually.** Due to the current status of PlanCon legislation, it is too early to determine the proportion of state and local funding for this type of consolidation/renovation project. However, the district will begin the process of updating its Optimization Plan within 30 days of approval of this submission, and will provide final recommendations to the Secretary of Education by November 30, 2017 as an addendum to this Financial Recovery Plan.

## Conclusion:

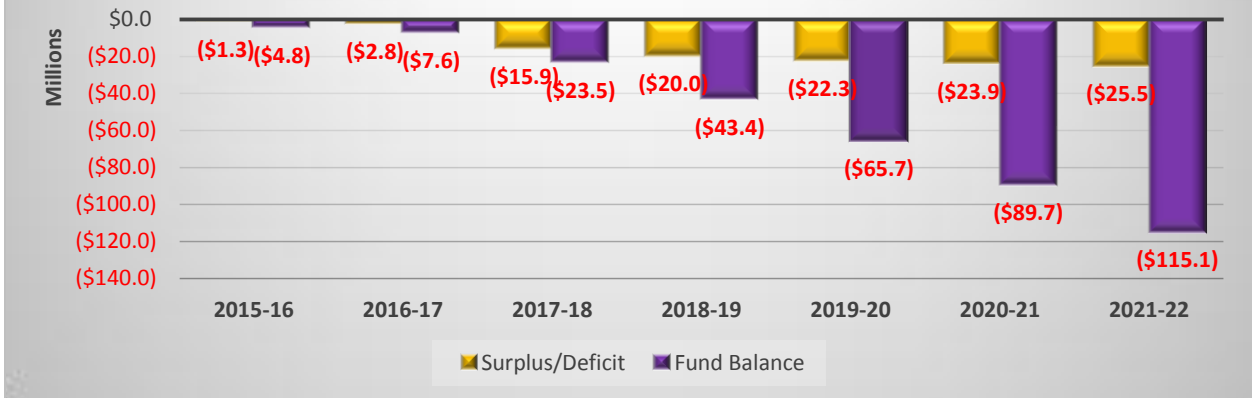
This Financial Recovery Plan includes a snapshot of current financial and academic performance challenges, and the root causes when known. Together, these challenges have placed the district in a situation where it lacks: a comprehensive evaluation plan for programs and their effectiveness; support staff needed to implement plans and programs effectively; and text and digital resources to adhere consistently to a standards-based curriculum. Additionally, the district now provides inconsistent academic time and course offerings to students across school buildings; suffers from low staff morale in the face of an unstable future; and faces extreme structural deficiencies in school buildings. Ultimately, ECSD cannot afford to offer equitable educational opportunities and, as a result, struggles to provide the level of instructional programming that our students deserve and our region's economic health demands.

Erie's students, staff, parents and community deserve access to educational opportunities that are at least equitable to those offered in districts throughout the county and across the state (see *Appendix I*). Their future, and the future of the entire region, depends on some level of intervention by the Commonwealth. The district has done almost all that it can do to "right the ship" including school closures, staff furloughs, administrative reductions, program cuts and intense budgetary review. The Erie community has spoken out in support of district administration and policies, despite the toll that these painful measures have taken on students, parents, staff and neighborhoods. ECSD is now prepared, both in vision and capacity for change, to embark on a new chapter in its organizational history, one that will be marked by success and growth, rather than decline.

ECSD is eager to partner with the Commonwealth to help secure Erie's future, and set it on a path to recovery and long-term financial health. **In order to correct the district's structural deficit and provide equitable educational resources, ECSD requests an annual state funding increase in the amount of \$25.5 million.**

## ECSD BASELINE BUDGET PROJECTION

INCLUDING .5% ANNUAL REAL ESTATE TAX INCREASE AND ADDITIONAL  
EDUCATIONAL RESOURCES



It should be noted that right-sizing and updating the district’s aging infrastructure will cost an additional \$6.3 million. However, local share cannot be estimated until the state determines its role in the funding of school construction/ renovation projects (PlanCon). Closing this entire \$31.8 million budget gap will allow ECSD to fund education for Erie students at a per-pupil spending level that remains \$1300 (9%) below the state average.

### **Funding from GE Foundation**

In 2007, Erie's Public Schools received a five-year \$15 million grant through the GE Foundation designed to implement programs in science and mathematics in order to improve student achievement through curriculum and assessment review. The grant provided funds to train teachers and administrators in best practices, purchase state-of-the-art curriculum materials for math and science, and provide intensive professional development. Using grant funds, the district incorporated instructional coaches to support content development and pedagogy. Adoptions during this time included K-5 EveryDay Mathematics and 6-8 Connected Mathematics Program, as well as Carolina and Foss science modules for K-8, and a Science Materials Center for the refurbishment and distribution of these kits.

In 2012, an extension of the GE grant brought an additional \$8.5 million over 4 years to Erie's Public Schools and was expanded to include focused professional development in literacy as well as Research for Better Teaching. The grant extension allowed the district to maintain instructional coaches, revise literacy curriculum to align to PA Core Standards (PACS), continue to review instructional practices, and analyze curriculum-based assessments. Text adoptions for literacy were not an option under this extension. The district basal was, and still is, Harcourt Collections 2002, which is not aligned to the rigor or scope of PACS. The fictional selections lexile two to three grade levels below where they appear in the basals, there is no poetry included, and very little informational text is included. During this time a K-5 PACS aligned curriculum was mapped using available resources as detailed below.

Importantly, the GE grant period ended in 2015 and the district lost this significant revenue source. Due to the funding loss, and despite their proven success, the full complement of instructional coaches (described above) was cut from the district's academic programming.



## **Curriculum Overview**

Ongoing and severe budget cuts have affected the district's ability to educate students at the level required by current state standards. These budget constraints have directly impacted text adoptions and resources necessary to align to the rigor of PACS and have eliminated any regular review/upgrade of curriculum. As a result, the district's basals, anthologies, math, social studies, and science texts range in year of publication from 1997-2005.

An example of the district's compromised resources lies in the fact that its core literacy and math curricula are generated by ECSD Print Media Department. For literacy instruction in grades K-5, guided reading instruction is done with individual copies of text printed from Reading A-Z. Additionally, informational text is supplemented with Scholastic News subscriptions for K-3 classrooms. The district's K-5 mathematics program now consists of a reconfigured version of EveryDay Mathematics that has been aligned to PACS through district committee work. Student and teacher materials are printed by the district's Print Media Department through the use of a copyright waiver from EDM. A similar process is utilized for math instruction/materials in grades 6-8 with the Connected Mathematics Program.

Programming for mid-level and high school interventions was supported by left-over grant funding from GE Foundation. The programs were Read 180 (for struggling readers) and System 44 for students who need phonemic awareness and direct instruction. These programs allowed for intervention classes for students in grades 6-12 who were at-risk or who have special education or English Learner designations. Although they've shown significant success with students in need of literacy intervention, these programs are not supported by the district's current level of operating funds.

Arts, music and foreign language classes in the district are minimal or completely missing from school course offerings. The district currently offers Spanish in three of its four high schools. French and German are also offered at Collegiate Academy. The district eliminated its middle school foreign language program in 2012 and has no offerings at the elementary level. Music is available in K-5 schools via a traveling instructor on a six-day rotating schedule. K-8 buildings each have one dedicated art and music teacher and three of four high schools have at least one art and music teacher. No instrumental music instruction is offered at the elementary level. The

district's Health & Physical Education department has benefitted from grant funding, which has allowed for equipment and curriculum updates, but has not supported additional staffing needs. Electives, particularly at the middle and high school level have been dramatically cut and no longer include any offerings in the area of Family & Consumer Science and few in Technology. This is in stark comparison to surrounding districts as evidenced in Appendix H.

### **Full-Day Kindergarten**

Nine district schools currently house grant-funded pre-K classrooms. Data conclusively shows the success of pre-K in ECSD with 2015-2016 DIBELS district data demonstrating Comprehensive Total Score gains from 78% to 87% of students scoring at or above benchmark in literacy skills. Sixty students who were tracked from pre-K to K on PELI and DIBELS assessments had goal increases of 8.5 points. Students without pre-K fell 20 points below the goal. Many of these students suffer from the effects of concentrated poverty when they enter school. PreK has shown not only academic increases, but also social-emotional growth as demonstrated on the Kindergarten Entry Inventory.

### **School Libraries**

ECSD operates 17 libraries in 18 schools. These libraries are staffed by a site clerical aide and serviced by two traveling, full-time, certified and trained librarians. Each librarian teaches fundamental library skills which include location of materials, use of the Destiny circulation system, and basic to Boolean searching. The librarians also teach information literacy skills such as research strategies, critical analysis of online information, and resource evaluation. **Each librarian is responsible for teaching these skills to 5,705 students.** In addition, the two librarians design and deliver professional development about library resources (both print and electronic) to over 200 teachers within the district.

Library clerical staff circulates approximately 150,000 books each year with an average copyright date of 1993 (23 years old). The oldest collection can be found at East High School with an average copyright of 1983 (33 years old) and newest collection with an average copyright of 2000 (16 years old) is at Collegiate Academy. The annual budget for ECSD libraries

is \$18,000 (\$1068 per school), which precludes the district from adding many new titles. The chart below demonstrates this issue:

Collection Stats	Average Number of Titles in Library National	Average Number of Titles in Library ECSD	Average Number Added Yearly National	Average Number of Books Added Yearly ECSD
Elementary	12,000	9,650	400	70
Middle	13,000	7,734	414	70
High	13,636	12,576	421	40

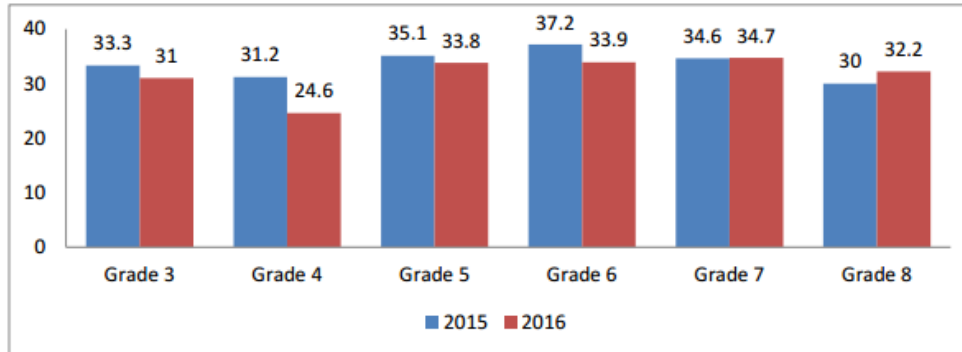
## Technology

The annual technology budget for ECSD is currently \$165,000. The district relies heavily on grant funding to support technology replacement or purchases, which take place only when grant funds are available. An example of this reliance is the 1:1 iPad pilot initiative, which was implemented in grades K-2 in four elementary schools in 2014. Because the district lacks operating funds to support technology initiatives on a regular basis, ECSD is unable to scale or sustain this pilot, although it has been proven to be both beneficial and successful. With additional state funding, the district will immediately develop and implement a comprehensive technology plan that provides support for regular review, programming and upgrading of technology resources.

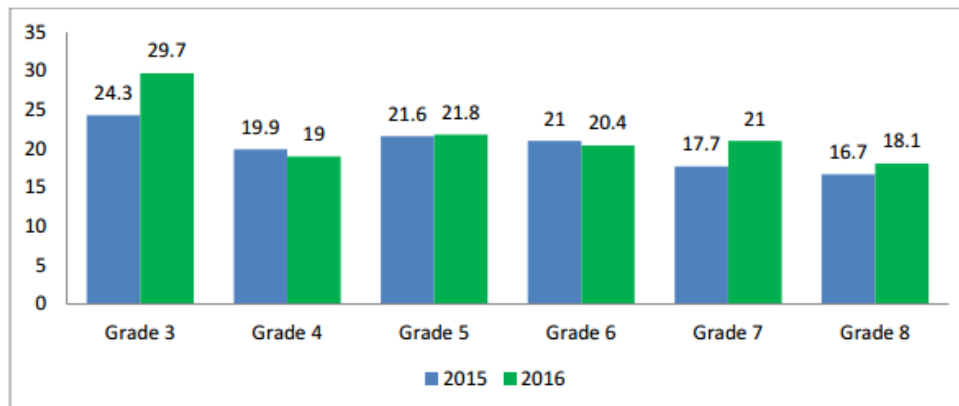
In summary, this overview of current educational programming reflects multiple years of budget cuts, program elimination and staff furloughs, which have significantly and negatively affected the academic achievement of ECSD students as demonstrated by the data below:

### PSSA Percentage of Proficient and Advanced in 2015 and 2016

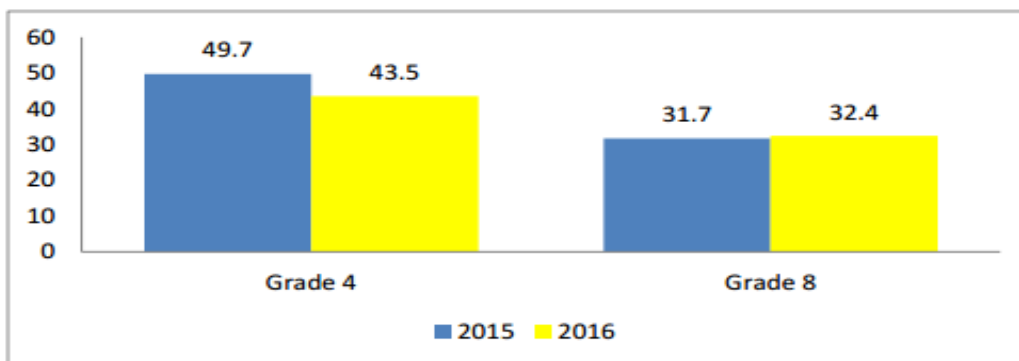
#### District ELA



#### District Math



#### District Science



**2015-2016 School Performance Profile (100=highest score)**

<b>SCHOOL</b>	<b>2015-2016</b>
PK-5 Schools	
Cleveland	74.8 (green)
Edison	51.8 (red)
Emerson-Gridley	45.8 (red)
Jefferson	44.8 (red)
Lincoln	56.2 (red)
McKinley	41.5 (red)
Perry	53.9 (red)
K-8 Schools	
Connell	60.6 (yellow)
Diehl	56.7 (red)
Harding	65.6 (yellow)
Pfeiffer-Burleigh	57.6 (red)
Wayne	45.8 (red)
Middle Schools	
Roosevelt	49.4 (red)
Wilson	47.8 (red)
High Schools	
Central	57.6 (red)
Collegiate	91.3 (blue)
East	42.4 (red)
Vincent	46.1 (red)

## Keystone Percentage of Proficient and Advanced from 2013 to 2016

### CENTRAL HIGH SCHOOL

Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
			Below Basic	Basic	Proficient	Advanced	
Algebra I	Spring 2016	353	31.4	51.6	13.9	3.1	17.0
	Spring 2015	405	23.2	60.2	14.3	2.2	16.5
	Spring 2014	464	28.4	57.3	13.6	0.6	14.2
	Spring 2013	611	30.3	52.4	16.0	1.3	17.3
Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
Biology	Spring 2016	361	50.7	36.0	12.2	1.1	13.3
	Spring 2015	407	54.0	35.6	10.3	0.0	10.3
	Spring 2014	428	55.6	34.6	9.1	0.7	9.8
	Spring 2013	360	53.9	36.7	9.2	0.3	9.4
Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
Literature	Spring 2016	252	27.4	49.2	23.0	1.4	23.4
	Spring 2015	283	24.7	45.9	29.0	0.4	29.4
	Spring 2014	341	15.8	48.7	35.5	0.0	35.5
	Spring 2013	369	19.5	49.1	31.2	0.3	31.4

### COLLEGIATE ACADEMY

Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
			Below Basic	Basic	Proficient	Advanced	
Algebra I	Spring 2016	91	0.0	29.7	42.9	27.3	70.2
	Spring 2015	84	2.4	26.2	41.7	29.8	71.4
	Spring 2014	80	3.8	22.5	46.3	27.5	73.8
	Spring 2013	185	1.1	24.9	55.7	18.4	74.1
Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
Biology	Spring 2016	208	3.4	12.1	45.7	38.9	84.6
	Spring 2015	233	0.9	10.3	44.2	44.6	88.8
	Spring 2014	222	4.5	18.5	35.1	41.9	77.0
	Spring 2013	303	3.0	28.7	49.2	19.1	68.3
Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
Literature	Spring 2016	214	0.0	6.1	74.3	19.6	93.9
	Spring 2015	196	0.0	5.6	81.1	13.3	94.4
	Spring 2014	187	0.0	5.9	83.4	10.7	94.1
	Spring 2013	8	0.0	12.5	87.5	0.0	87.5

### EAST HIGH SCHOOL

Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
			Below Basic	Basic	Proficient	Advanced	
Algebra I	Spring 2016	289	54.0	41.5	4.5	0.0	4.5
	Spring 2015	289	51.6	41.5	6.2	0.7	6.9
	Spring 2014	306	45.1	45.8	9.2	0.0	9.2
	Spring 2013	426	49.1	43.7	6.8	0.5	7.3
Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
Biology	Spring 2016	213	61.0	28.2	9.4	1.4	10.8
	Spring 2015	212	61.3	31.6	6.1	0.9	7.0
	Spring 2014	235	65.1	25.5	7.2	2.1	9.4
	Spring 2013	301	64.5	28.6	7.0	0.0	7.0
Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
Literature	Spring 2016	285	53.0	35.4	11.2	0.3	11.5
	Spring 2015	260	43.8	41.9	14.2	0.0	14.2
	Spring 2014	247	34.8	44.1	20.6	0.4	21.1
	Spring 2013	235	47.7	46.4	6.0	0.0	6.0

### STRONG VINCENT HIGH SCHOOL

Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
			Below Basic	Basic	Proficient	Advanced	
Algebra I	Spring 2016	187	53.0	40.6	6.4	0.0	6.4
	Spring 2015	217	39.6	52.5	7.8	0.0	7.8
	Spring 2014	239	36.8	47.3	13.4	2.5	15.9
	Spring 2013	270	38.9	53.0	7.4	0.7	8.1
Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
Biology	Spring 2016	131	64.9	21.4	13.0	0.8	13.8
	Spring 2015	178	56.7	23.6	16.9	2.8	19.7
	Spring 2014	216	64.4	24.5	10.2	0.9	11.1
	Spring 2013	257	62.6	32.7	3.9	0.8	4.7
Subject	Administration	Number Tested	% in Each Performance Level				% At/Above Proficient
Literature	Spring 2016	166	48.2	40.4	11.4	0.0	11.4
	Spring 2015	189	41.3	40.7	18.0	0.0	18.0
	Spring 2014	165	57.0	32.7	10.3	0.0	10.3
	Spring 2013	201	23.9	54.2	21.9	0.0	21.9

## *Appendix B: Student population needs and support*

### **Concentrated Poverty**

Nearly 80% of ECSD students are classified as Economically Disadvantaged. In 2015, nearly 30% of Erie City residents lived in poverty, the second highest level for all cities in Pennsylvania. Current census data indicates that the majority of district schools are located in urban neighborhoods where 20-50% of residents live below the poverty level. As a result, students face significant obstacles related to concentrated generational poverty, which require schools to provide additional instructional, physical and social-emotional resources.

### **Special Education**

As noted above, the district's special education percentage exceeds the state average by a few percentage points. A closer analysis, however, sheds light on the district's unique challenges with regard to meeting the needs of students with special education requirements.

The district has a history of failing to meet the State Performance Plan target and corrective action for Least Restrictive Environment. The nature of the district's 18 neighborhood schools also poses unique challenges related to the education of students with significant disabilities in the home school. Students may have the opportunity to be more successful in their home schools if the district was able to provide ongoing onsite professional development to a greater number of staff (including instructional aides/paraprofessionals) to support students with significant disabilities. Although the district ensures that state caseload requirements are met, it is an ongoing struggle to provide a free and appropriate public education (FAPE) in the least restrictive environment (LRE) when caseloads are spread over several grade levels and schools. In essence, a student's LRE may very well depend on the resources that are able to be provided.

The district also struggles with dropout rates for students with disabilities and is not meeting the SPP/APR target in this area. Per the 2014-2015 Data Report, the district's dropout rate for special education students was 37.72% to the state's 12.23%. Although one district high school has been awarded an Every Student Succeeds Act (ESSA) grant directed toward drop-out prevention, sustainable results will only be possible if ongoing funding is made available to identify and provide at risk students with services and supports to keep them in school, i.e.



transition programs to help students successfully transition from middle to high school, mentoring, career and post-secondary education exploration and immersion, and tailoring interventions to students' individual needs.

### **School Psychologists**

Due to a number of factors, the district has seen a marked increase in the number of referrals for special education testing. Testing requests have doubled from approximately 250 per year to 500 per year. Historically, parent initiated referrals have been the lowest source of psycho-educational testing referrals, but have now become the primary source of testing referrals in the district. In most of these cases, a community agency has advised the parent to seek testing from the district as a means to prioritize the child's potential to qualify for their services. Although these referrals are not always appropriate, federal law puts school districts in the position of having to either proceed to due process or finance an independent educational evaluation. Additionally, the majority of the district's 18 schools do not have the resources to provide effective universal interventions for struggling learners, which also results in increased rates of referrals.

According to National Association of School Psychologists (NASP), School Psychologists help children and youth succeed academically, socially, behaviorally, and emotionally. They collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students. School psychologists are highly trained in both psychology and education. This training emphasizes preparation in mental health and educational interventions, child development, learning, behavior, motivation, curriculum and instruction, assessment, consultation, collaboration, school law, and systems.

NASP recommends 1 psychologist for every 500-700 students. The Pennsylvania State Education Association (PSEA) recommends 1 psychologist for every 1500 students. **Erie City School District employs 5 full time school psychologists for over 11,500 students.** Local comparisons include Millcreek School District at 7300 students to 5 full time psychologists, Crawford Central School District with 4150 students to 2 full time psychologists, and Fort LeBoeuf School District at 2175 students to 2 full time psychologists.

ECSD psychologists struggle to keep up with the volume of testing referrals. The district's financial constraints do not allow school psychologists to provide the valuable services that school psychologists are able to provide in other districts, although arguably Erie's students have more intensive needs as related to their socioeconomic status. In order to be effective and work toward a more preventative model of services for students, additional psychologists are needed to support the needs of students and staff.

### **English Learners**

Recently, Pennsylvania has resettled large numbers of Syrian and Congolese refugees. The volume and pace that these families are being resettled has greatly impacted the district. The schools are welcoming anywhere from 6 to 26 new students a month. During October 2016, Pfeiffer-Burleigh School, the district's sole Priority school, was averaging **six to eight new students per week**. Class sizes are growing and resources are limited. Beginner EL classes are overloaded and not ideal for children who are in need of a small safe and nurturing environment. The greatest need is for additional school personnel to help reduce class sizes and to serve as home-school liaisons to bridge the gap between home and school.

ECSD does receive a small amount of federal Title III funding, which allows the district to purchase a limited amount of supplemental resources and provide interpreting and translation services. However, this funding does not support additional staff, including the home liaisons described above. The district also applies annually for a refugee grant to provide after school tutoring and summer programming for approximately 100 refugee children, which is only a small percent of our total number of EL students who require this type of support.

Many of the roughly 1000 EL students who attend ECSD have come from refugee camps with very little to no education. These students require extend day/year programs, mental health support, instructional intervention to master foundational reading skills, and extensive family outreach in order to ensure their academic success.

## **Student Health**

The nurses in Erie's Public Schools address the needs of students with high medical acuity. In one school alone there are several diabetic students, one in renal failure who requires catheterization every 2 hours, several students with seizures, some with orders requiring anal administration of medication, as well as several students with severe asthma. Currently there are 14 full time Certified School Nurses, including the head nurse who also services a school building, and 10 part time staff nurse RNs to support the district's 18 schools and satellite programs as well as a number of parochial and private schools in our attendance area.

*Appendix C: Age and condition of ECSD school buildings*

BUILDING CONDITIONS SUMMARY

Building Age	PlanCon	Site (including circulation/parking)	Exterior Envelope & Structural	Interior	Educational Support	Food Service	ADA Compliance	Building Code Compliance (IBC)	Energy Efficiency & IAQ	Heating, Ventilation & A/C	Plumbing	Electrical	Fire Protection	Technology	Overall Assessment		
Construction	Eligible	5%	24%	5%	10%	2%	3%	5%	8%	15%	6%	12%	3%	2%	Points	Condition	Ranking

0	Missing
1	Poor
2	Fair
3	Good
4	Excellent

**MIDDLE SCHOOLS**

<b>Wilson</b>	1927	85 yrs	2012	2	2	2	2	1	1	1	1	1	3	0	3	1.69	Poor	19
<b>Roosevelt</b>	1922	90 yrs	2012	3	2	2	2	1	1	2	1	2	1	0	3	1.64	Poor	20

**HIGH SCHOOLS**

<b>Central Tech</b>	1956	56 yrs	2012	2	2	2	2	2	1	1	1	1	1	0	2	1.45	Poor	21	
<b>East</b>	1998	14 yrs	2018	3	3	3	4	4	4	2	3	3	4	4	3	3	3.28	Good	1
<b>NW Collegiate</b>	1917	95 yrs	2012	1	2	2	2	3	2	1	2	2	2	0	2	1.71	Poor	18	
<b>Strong Vincent</b>	1928	84 yrs	2012	2	2	2	2	3	1	1	2	2	2	0	3	1.90	Poor	15	

<b>AVERAGE</b>	age: 76 yrs	24 yrs		1.6	1.8	1.7	1.7	1.6	1.5	1.3	1.4	1.5	1.7	1.5	0.7	2.1	2.26	Fair	( of 22 )
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BUILDING CONDITIONS SUMMARY

Building Age	PlanCon Eligible	Site (including circulation/parking)	Exterior Envelope & Structural	Interior	Educational Support	Food Service	ADA Compliance	Building Code Compliance (IBC)	Energy Efficiency & IAQ	Heating, Ventilation & A/C	Plumbing	Electrical	Fire Protection	Technology	Overall Assessment		
		5%	24%	5%	10%	2%	3%	5%	8%	15%	6%	12%	3%	2%	Points	Condition	Ranking

0	Missing
1	Poor
2	Fair
3	Good
4	Excellent

ELEMENTARY SCHOOLS																			
Burton	1894	118 yrs	2012	2	1	2	2	1	1	1	1	3	4	2	2	3	1.87	Poor	16
Edison	1923	89 yrs	2012	1	2	2	1	1	0	1	1	1	1	1	0	3	1.27	Poor	22
Lincoln	1919	93 yrs	2012	2	2	2	2	1	1	2	2	2	2	2	0	3	1.91	Poor	14
McKinley	1995	17 yrs	2015	3	3	3	4	3	4	3	3	3	3	3	0	3	3.04	Good	3
Emerson-Gridley	1914	98 yrs	2021	1	3	2	2	3	4	2	2	2	2	2	1	3	2.26	Fair	11
Glenwood	1951	61 yrs	2015	3	3	3	3	2	2	2	3	2	3	1	3	2.70	Fair	6	
Irving	1897	115 yrs	2012	1	3	2	1	1	0	1	1	2	1	1	2	3	1.72	Poor	17
Hamilton	1925	87 yrs	2012	2	3	2	1	1	1	1	2	2	2	2	0	3	2.00	Fair	13

ELEMENTARY / MIDDLE																			
Connell	1958	54 yrs	2022	3	4	3	3	3	4	3	2	3	3	3	3	3	3.19	Good	2
Cleveland	1955	57 yrs	2012	3	2	3	2	1	2	2	3	2	3	2	1	3	2.21	Fair	12
Diehl	1953	59 yrs	2025	3	3	3	3	3	4	2	2	3	3	3	3	3	2.90	Fair	5
Harding	1924	88 yrs	2022	3	2	3	4	4	4	3	3	3	3	3	4	3	2.94	Fair	4
Jefferson	1930	82 yrs	2025	3	3	3	3	3	3	3	1	3	3	2	0	3	2.63	Fair	7
Perry	1912	100 yrs	2015	2	3	3	2	2	3	2	2	3	3	2	1	3	2.52	Fair	9
Pfeiffer-Burleigh	1980	32 yrs	2012	3	3	3	3	3	2	3	2	2	3	2	0	3	2.53	Fair	8
Wayne	1916	96 yrs	2012	1	3	2	3	3	1	2	2	2	2	2	1	3	2.27	Fair	10

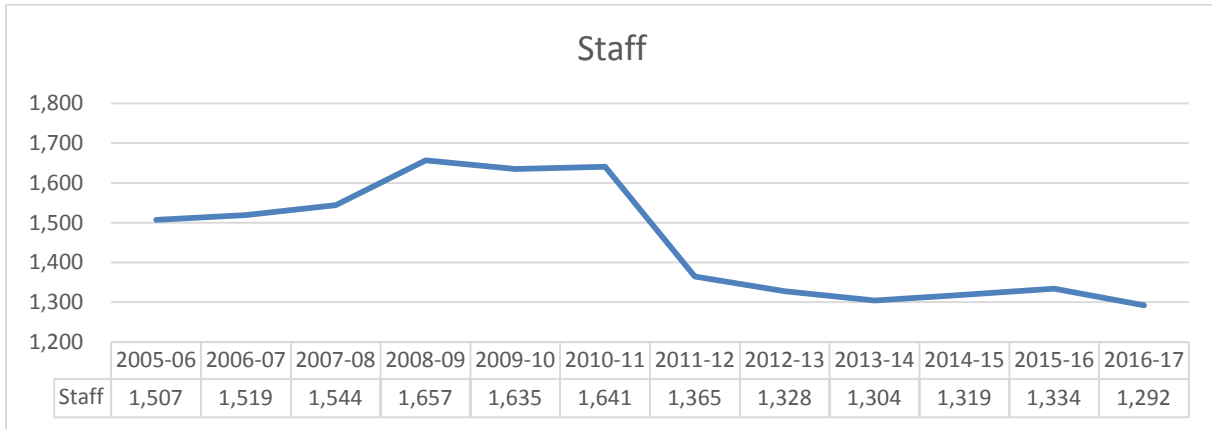
## *Appendix D: Historical financial perspective*

### **2005 to 2010**

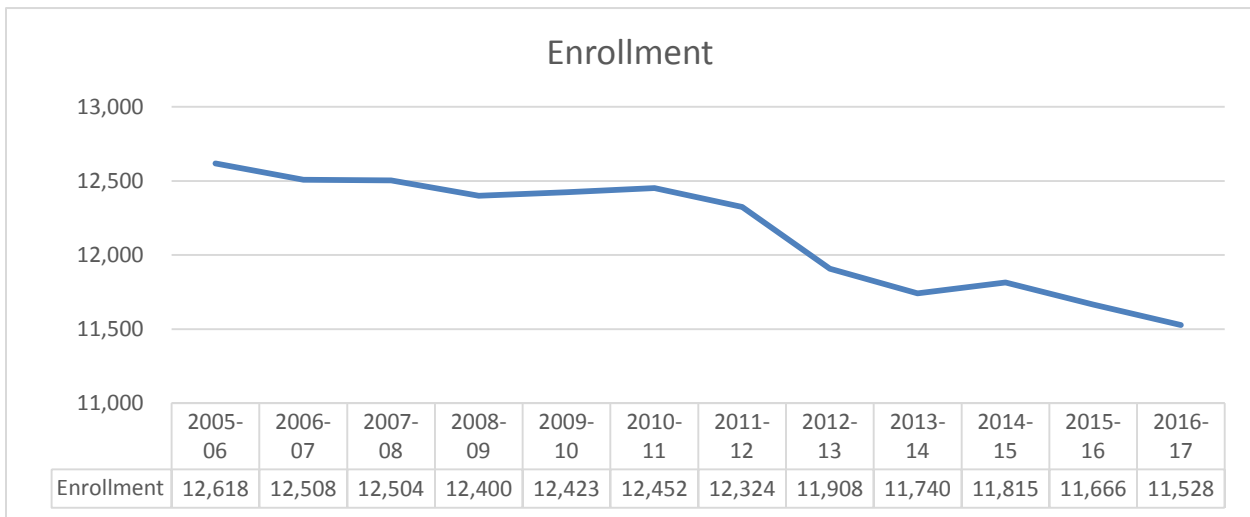
In June 2010, just weeks after a superintendent transition, State Auditor Ed Heasley issued a preliminary report on the Erie School District's audit for the years 2008-2010. Two of the most remarkable findings were that from 2005 until 2010, the district had added 190 staff during a period of static or declining student enrollment (see Figures 2 and 3), and that during the past two years, the district had overspent its budget by more than ten million dollars. A significant percentage of ARRA funding had been used to add staff, most of whom had been retained even after the funds were expended. The auditors pointed to inaccurate revenue projections typified by the 2009-10 budget, which included more than seven million dollars in anticipated grant revenue from "Race to the Top" and "13" federal grants that never materialized. Further, the district had negotiated a five-year teacher contract, after the 2008 financial melt-down, which guaranteed a four percent annual salary increase through the 2014 school year. Practically, this meant that the district could count on at least a \$2 million increase in expenses each year with no offsetting revenue or cost reductions to pay for it.

Further exacerbating the problem was a reluctance on the part of the board and administration to raise local property taxes on a steadily declining tax base. Between 2005 and 2010, the City of Erie annually ranked as the poorest or second poorest city in Pennsylvania, and the percentage of residents living in poverty grew from 20.2% to 30.2%. The district was under considerable pressure from residential and commercial tax payers to avoid increasing school taxes. The cumulative effect of this unabated spending in the face of the Great Recession, the end of the ARRA stimulus, lack of local tax increases, and an overreliance on speculative revenue enhancements resulted in a budget gap of approximately \$26 million as the district began the 2011 budget process. In retrospect, the additional impact of factors outside the district's control, including rising pension and charter tuition costs and inadequate state funding combined to further erode the district's financial position and resulted in a budget gap of approximately \$26 million as the district began the 2011 budget process.

**Figure 2: EPS Staffing 2005-2016**



**Figure 3: ECSD Total LEA Enrollment 2005-2016**



**2011-2012**

Prior to 2010, the district's typical budget process was to present a preliminary budget in January, then delay the budget process until the state budget process advanced enough to provide clearer indications of Basic Education Funding allocations. This usually only allowed enough time for a single meeting one month before the deadline. Occasionally, central office administrators would be called upon in a single board study session to present highlights of their work in order to justify their departmental budgets. The extreme shortfall of 2011-12 required a major reform of the district's budget process and necessitated more than a dozen board meetings. Numerous public information sessions and meetings with the Erie Times



Editorial Board were used to establish community trust as the crisis came into sharper focus. Ultimately, the \$26 million budget gap was closed through a combination of broad expense reductions, a tax increase, and a lease-leaseback financing arrangement that averted a bond issue for unfunded debt. The district reduced staffing by approximately 270 administrative, instructional and non-instructional positions, re-bid expired service contracts, obtained salary freezes from administrators, non-bargaining unit employees, and two non-instructional unions secured an Act 1 exemption in order to raise .96 mills of revenue. Administrators took the further initiative of restructuring medical insurance benefits, increasing contributions, raising deductibles, and precluding spouses with access to other insurance coverage from participation in the group plan.

### **2012-13**

In the subsequent 2012-13 budget year, the district partially implemented the initial phase of a district-wide master plan, in a first effort to "right-size" the district's facilities and overcome a \$14 million deficit. This optimization study identified over 7200 empty seats in the district's 21 schools and the resulting plan would reduce the district's infrastructure from its current stock of buildings to as few as 12. Unfortunately, the district was only able to close three elementary schools in 2012 because there was no possible way to fund the renovation and expansion of the remaining district schools that would enable more complete right sizing. The sale of the most commercially viable school building, Glenwood Elementary, provided a one-time revenue increase of \$1.2 million. The potential impact to budgets going forward could be a considerable reduction in operating costs. Of course, the plan also projects the renovation and construction necessary to bring district facilities up to PDE code, as well as to establish equity within the district and parity with schools in the region and would require significant capital investment. The district's facilities consultant estimated a total project cost of \$270M to \$300M. Other expense reductions in the 2012-13 budget included 33 staff and a voluntary, one-year agreement with the Erie Education Association to contribute an additional \$1040 per insured member to their annual health insurance premium share, which provided a savings of \$791,000.

## 2013-14

In 2013-14 the district faced yet another significant deficit of nearly \$10 million. The district continued to reduce staff, this time by 19 positions, and increased local real estate taxes by 6.9%. A settlement with IU5 added approximately \$3 million to the district's revenue.

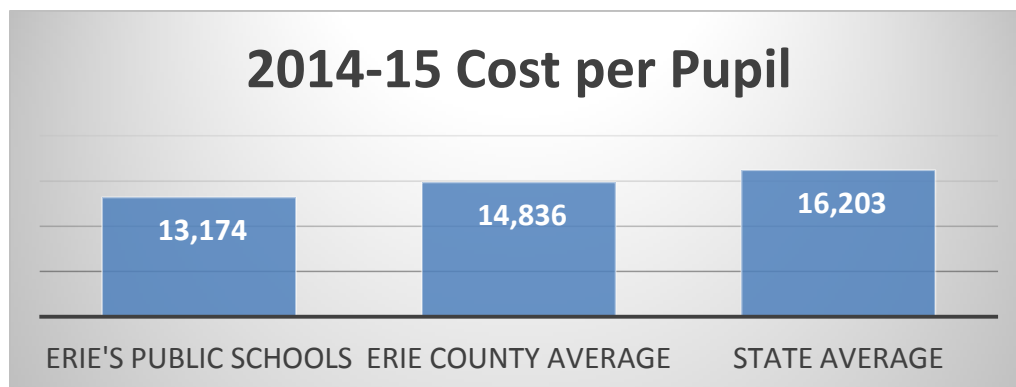
## 2014-15

The 2014-15 budget required the district to close a smaller gap of about \$5 million. In retrospect, this year marked the beginning of an unavoidable slide toward insolvency. One-time fixes included a transfer of \$1 million from the district's health insurance trust fund and a \$750,000 renegotiation of health insurance benefits with the district's employee groups with the exception of teachers and secretaries' unions. A retirement incentive yielded a savings of more than \$900,000 and grant funding and administrative staff cuts closed the remaining gap.

## 2015-16

The 2015 Pennsylvania state budget impasse shed new light on the historic underfunding and long-term financial outlook of ECSD. As the district approached a complete interruption of cash flow and faced school closure, administrators delved deeply into the funding trends affecting district finances. The depth and breadth of this information provided the district with sufficient evidence to make a case beyond the end of the budget impasse that Erie had been historically underfunded by the state. At \$13,174, the district's per pupil spending is less than 89% of all 500 school districts in Pennsylvania (see Figure 4).

**Figure 4: Cost per Pupil Comparison**

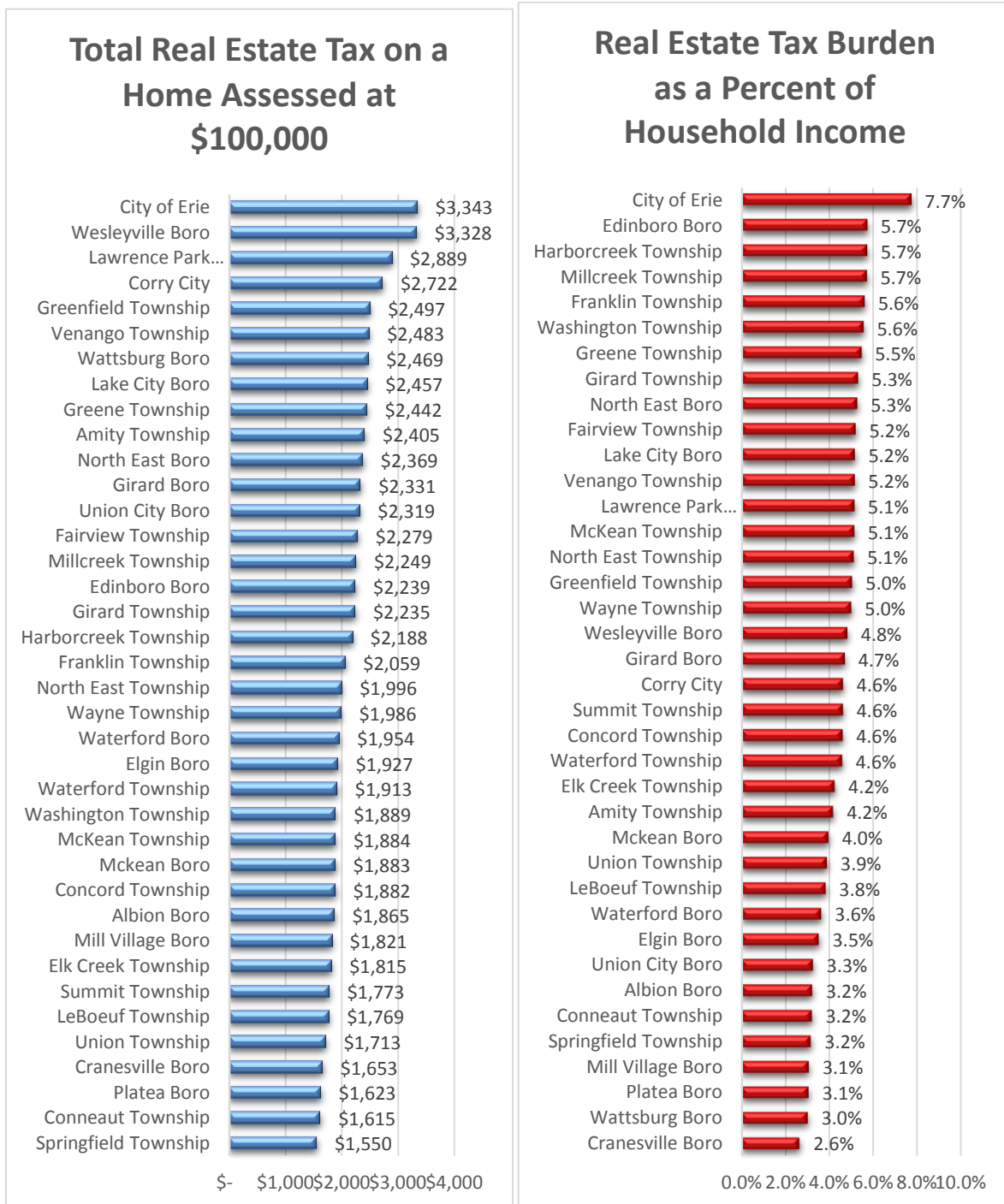


At the same time, city residents have the highest cumulative real estate tax burden (including city, county and school millage) in the county (see Figure 5). Over the last 50 years, the inequity in cumulative property taxes has contributed to a systematic exodus of residents from the city to surrounding townships, leading to disinvestment in city neighborhoods and urban blight. According to *Erie Refocused*, the city's Comprehensive Plan and Community Decision-Making Guide, there are currently 4700 vacant housing units and 1900 abandoned housing units located within the City of Erie. *Erie Refocused* also indicates that there are now 33% fewer middle and upper income households in the city compared to 1969. The effect on ECSD is described specifically on page 24 of *Erie Refocused*:

*“Most households with sufficient income to be able to choose where they live are not willing to abide the prevailing sense of disorder and concerns...in the city. When they choose the townships (i.e., outside the city), their choice adds to demand in the county while exacerbating excess supply and depressed property values in the city. On their departure, public finances in the townships improve while those in the city worsen. The city's capacity to maintain infrastructure, patrol streets and operate public schools is weakened. City taxes, forced to counter these weaknesses, must rise and become another dissuading factor. For young families, willing to make a go of it in the city, better educational opportunities in the county are a persuasive reason to leave Erie when their children reach schooling age. They too depart, becoming part of a decades-long exodus.”*

This exodus from the city, and the cycle of inequity it creates, will only continue if ECSD is forced to continue raising property taxes and cutting programs from its schools.

**Figure 5: County Tax Rate Comparison**



The district made its case publicly both in Erie and Harrisburg, and, to some extent nationally, during the 2015-16 school year, which ended with budget projections for 2016-17 that included a \$10 million shortfall. To make up this shortfall, the school board reviewed \$10 million in budget cuts that included all extra-curricular activities, full-day kindergarten, the closure of a high school and other severe measures. The school board rejected these cuts and chose to pass a budget that relied on additional state aid to close the budget gap. This aid came in the form of \$4 million in emergency funds included in the 2016-17 budget that placed Erie in “financial watch” status.

Despite these efforts, the district ended 2015-16 with a loss of \$1.2 million leaving a negative fund balance of \$4.7 million and is again facing an \$10.1 million deficit for the 2017-18 school year. Based on current trends in revenue and spending, Public Financial Management estimates this structural deficit will grow to \$19.9 million by 2021-22.

Appendix E: Ongoing fiscal challenges

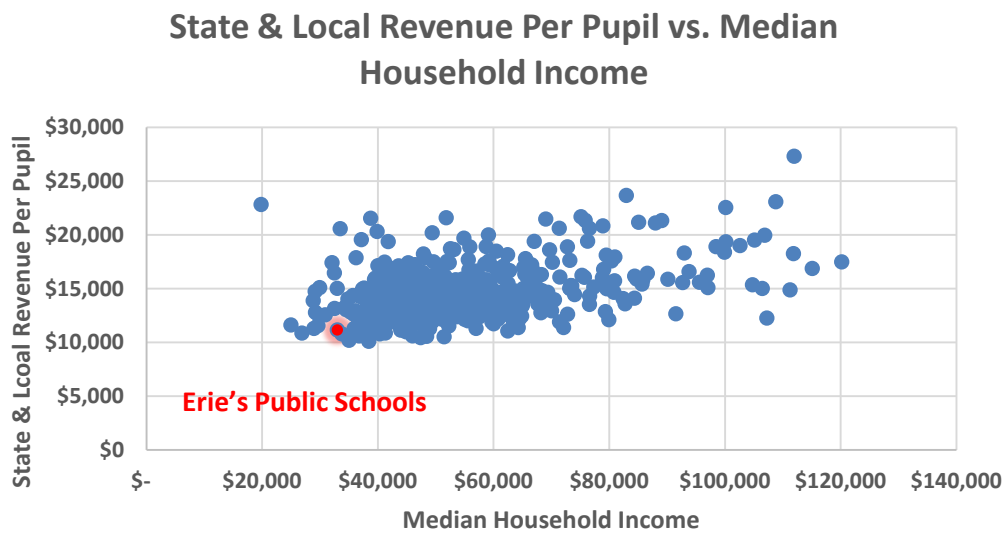
**Disparate State and Local Funding**

ECSD is in the top 3% among Pennsylvania school districts for poverty, English language learners, and charter enrollment. Despite this, the district’s per pupil funding is among the lowest in the state. As a result, Erie is one of the most economically disadvantaged and underfunded school districts in the entire Commonwealth (see Figures 6 and 7).

**Figure 6: Erie State Funding Summary**

DATA POINT	RANK
Median Household Income - \$33,007	485 <sup>th</sup> (bottom 3%)
Economically Disadvantaged – 80.1%	12 <sup>th</sup> (top 3%)
English Language Learners– 9.2%	11 <sup>th</sup> (top 3%)
Charter Enrollment – 16.9%	11 <sup>th</sup> (top 3%)
Special Education Students -16.9%	133 <sup>th</sup> (top 27%)
State & Local Revenue per Pupil (ADM)	484 <sup>th</sup> (bottom 4%)
State, Local, Federal Revenue per Pupil (ADM)	441 <sup>th</sup> (bottom 12%)

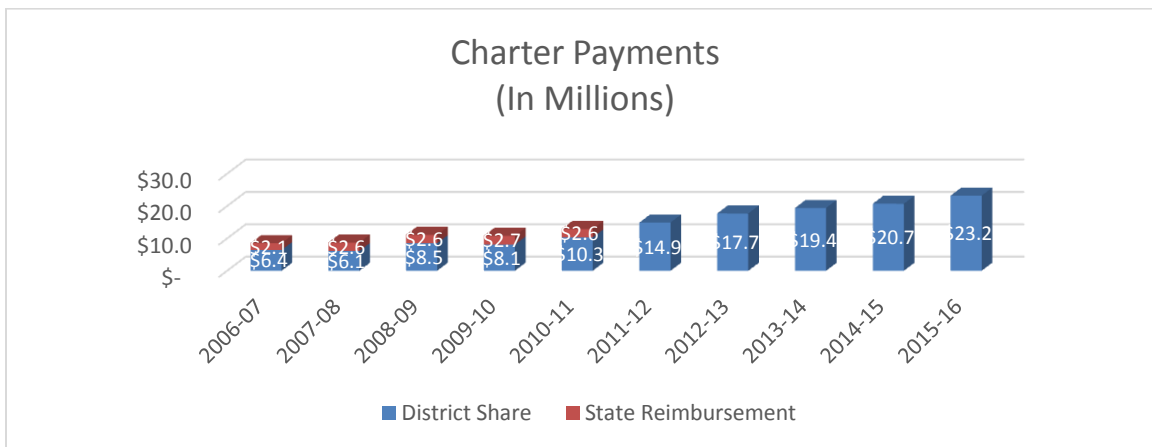
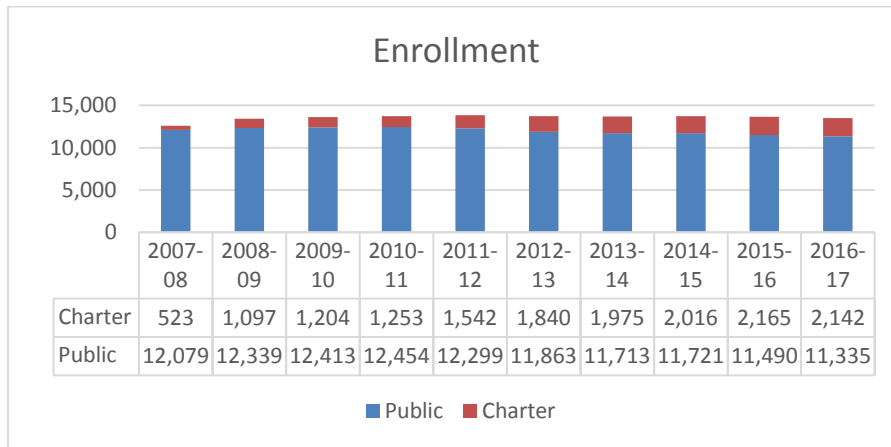
**Figure 7: State & Local Revenue**



This disparity is a direct result of Pennsylvania’s lack of a student enrollment-based funding formula from 1991 to 2016. Pennsylvania has frequently been cited as having one of the worst funding gaps between wealthy and low-income schools in the nation. In 2016 the legislature enacted a weighted funding formula for basic education subsidy designed to distribute money according to factors that included enrollment, charter enrollment, poverty, the number of English language learners, and local tax effort. **If this formula was used to redistribute the State’s entire basic education allocation, Erie would see a \$38 million increase in its annual allocation.** Unfortunately, only new money will be distributed using the formula. Assuming the allocation is increased 2% per year, it will take over 25 years before half the allocation is redistributed. This implementation method will not occur quickly enough to address Erie’s current structural deficit.

### **Charter School Expenses**

Since 2005-06 there have been four brick and mortar charter schools and on average eight cyber charter schools enrolling students from the district. Since then, ECSD charter school enrollment has grown by 1200 students to a total of 2100 (see Figure 8). The overall impact on the school district’s budget for the 2015-16 school year was over \$22 million. For every 100 students enrolled in a brick and mortar or cyber charter school, the impact is \$1 million in cost for the school district. Based on the average growth during the past ten years, charter school enrollment will grow by 8.5 percent, which brings the district obligation to over 24 million dollars per year. The district’s cost to support charter schools has almost quadrupled over the last ten years (see Figure 9). According to Pennsylvania State Auditor General Eugene DePasquale, “This obligation not only adversely affected the District’s already strained financial status, but also reduced the funds available to support academic programs for district students.”



## Labor Concerns

Additional challenges currently facing the district include open collective bargaining agreements for four employee groups, including teachers. As a result of three years of frozen teacher salaries, ECSD is now at a competitive disadvantage in the local education labor market. The district's starting salary is \$2,016 (4.6%) below the regional average and ECSD teachers can expect to earn as much as \$247,000 less than their peers over their career (Figure 10). This inability to keep pace with regional salaries caused the district to lose 25 teachers to neighboring districts in the summer of 2016 alone.



**Figure 10 School district salary comparison**

2016-2017 Bachelors		
District	Step 1	Career Earnings
Erie	\$ 41,901	\$ 2,005,582
Ft. LeBoeuf	\$ 50,638	\$ 2,207,250
Millcreek	\$ 45,895	\$ 2,249,777
Harbor Creek	\$ 44,898	\$ 2,168,805
Fairview	\$ 44,269	\$ 2,253,042
General McLane	\$ 43,775	\$ 2,195,438
North East	\$ 42,800	\$ 2,138,615
Wattsburg	\$ 41,493	\$ 2,065,771
Iroquois	\$ 40,860	\$ 1,954,344
Girard	\$ 40,625	\$ 2,133,590
<b>Average</b>	<b>\$ 43,917</b>	<b>\$ 2,151,848</b>
<b>Percent Above (Below) Average</b>	<b>-4.59%</b>	<b>-6.80%</b>

Over the last year, the district conducted a compensation study for non-instructional employees. This study identified a number of variations from market averages, especially in the support service vocations. The district is utilizing this information in the negotiation process to align wages with market norms.

Except for providing mostly employer-funded retiree health insurance, the district’s benefit package is very comparable to regional school districts. Employer- funded retiree health insurance is slated for elimination for new hires and will continue to be a top priority in future labor negotiations.

*Appendix F: Letters from neighboring district superintendents*



November 15, 2016

Dr. Jay Badams  
Erie's Public Schools  
Erie, PA

Dear Jay,

As superintendent of an Erie County school district, I appreciate the transparency with which you have conveyed to us the financial status of Erie's Public Schools. You have made it very clear that your structural deficit is a complex problem that is not easily solved. The fact that PFM has stated that you "cannot tax or cut your way to solvency" tells me that you have been working to make your district as solvent as possible given your circumstances and explains why all you have left are drastic measures.

Closing any or all of your high schools is one of those drastic measures which will have far reaching impact in the county. Here are my conjectures regarding that action:

*Capacity:* School systems in the county simply do not have the space to accommodate your 3200 high school students. As superintendents, we collectively determined that 1100 students would be all we could comfortably accommodate, only 1/3 of what would be needed. Our high school would be significantly overcrowded, possibly requiring temporary classrooms in the parking lot.

*Special Programs:* Our district currently does not offer the range of special services as you do for your students. For example, we have a limited need for English Language Learner teachers and would have to employ staff for this. Getting all the necessary programs in place would require space and significant additional funding.

*District solvency:* Like most districts, we have been cutting our staff through attrition and have also eliminated all central office administrators other than myself. The tasks of curriculum supervision and special education supervision have been picked up by associate principals as their half-time duties. There is no "wobble room" with teaching staff as we have eliminated 10 full time regular education teaching positions since 2002.

Having significantly more students in the building, in addition to creating overcrowding, will require significant expenditure for more teaching staff. Depending upon the number of students we would receive, we would likely have to expand our administrative and guidance staff.

I understand from your business manager that closing your high schools only spares you 20% of the deficit you are facing and he stated that Erie would not likely be able to pay us tuition for your students because you simply would not have the money. I ran numbers as if we had just 200 of your students and had to have General McLane taxpayers bear the cost. Based on our

current reserves, we would be insolvent in three to four years. The irony here is that the reason for sending your students to us – to provide them better educational opportunities – would be lost as those opportunities for *all* students in the county would be lost.

The impact of closing Erie high schools on the region is clear: one by one, districts will become insolvent and the region's economy will collapse. Employers need a viable public education system to prosper so not only would new business be discouraged from coming into Erie County, but those presently here will leave. Whether Erie's high school students are educated in Erie or in county schools the issue remains the same: more funding is needed to properly educate the students of Erie County.

Sincerely,

A handwritten signature in black ink, appearing to read "Richard Scaletta", written in a cursive style.

Richard Scaletta  
Superintendent of Schools



## ***CORRY AREA SCHOOL DISTRICT***

CENTRAL ADMINISTRATION  
540 East Pleasant Street, Corry, PA 16407-2246  
(814) 664-4677 • Fax (814) 664-9645  
<http://www.corrysd.net>

**William A. Nichols**  
Superintendent

**Sheri L. Yetzer**  
Assistant Superintendent

**Brenda L. Clabatz**  
Business Manager

November 15, 2016

Dr. Jay D. Badams  
Erie Public Schools  
148 W 21<sup>st</sup> Street  
Erie Pennsylvania 16502

Dear Jay,

As superintendent of an Erie County school district, I appreciate the transparency with which you have conveyed to us the financial status of Erie's Public Schools. You have made it very clear that your structural deficit is a complex problem that is not easily solved. The fact that PFM has stated that you "cannot tax or cut your way to solvency" tells me that you have been working to make your district as solvent as possible given your circumstances and explains why all you have left are drastic measures.

Closing any or all of your high schools is one of those drastic measures which will have far reaching impact in the county. Here are my conjectures regarding that action:

*Capacity:* School systems in the county simply do not have the space to accommodate your 3200 high school students. As superintendents, we collectively determined that 1100 students would be all we could comfortably accommodate, only 1/3 of what would be needed. Our high schools would be significantly overcrowded, possibly requiring temporary classrooms in the parking lot.

*Special Programs:* Our districts currently do not offer the range of special services as you do for your students. For example, we have a limited need for English Language Learner teachers and would have to employ staff for this. Getting all the necessary programs in place would require space and significant additional funding.

*District solvency:* Like many districts, Corry has been reducing staff through attrition and lay-offs, as well as reducing our overall equipment and consumables to maintain a balanced budget.

We reviewed our building capacity and budget in response to the possibility of accepting 50 to 100 students from Erie City. The influx to grades 10, 11 and 12 would be significant as many of our electives are at capacity, such as Vocational (1-3 seats per class), Technical Education (no seats), STEM (no seats), etc. In addition to class seats being limited, our district would likely need to hire a SAP Counselor, an Academic Counselor (presently 500 students per counselor), an ELL Teacher (presently no service), two Special Education Teachers, and an additional Assistant Principal for grades 10, 11 and 12. Over 2-3 years we would be required to make significant cuts to continue having a balanced budget.

I respect the position Erie City is in and the tremendous effort you have given to keep your district moving forward. After several meetings with you and Brian Polito and a review of all the districts in Erie County, serious financial issues would be placed upon all the districts in a very short period of time. As stated, for Corry School District and our taxpayers, we would be in serious financial trouble the first year without tuition.

I believe the best option is for all of us to join you in the effort to increase funds to maintain Erie City with all grade levels.

Sincerely, *Bill*  
*William A. Nichols*

William A. Nichols  
Superintendent



**WATTSBURG AREA  
SCHOOL DISTRICT**  
STUDENT CENTERED · FUTURE FOCUSED

10782 Wattsburg Road  
Erie, PA 16509  
(814) 824-3400  
www.wattsurg.org

Mr. Kenneth A. Berlin  
Superintendent

Mrs. Leslee M. Hutchinson  
Assistant to the Superintendent

Mrs. Vicki L. Bendig  
Business Administrator

November 15, 2016

Dr. Jay Badams  
Erie's Public Schools  
Erie, PA

Dear Jay,

As superintendent of an Erie County school district, I appreciate the transparency with which you have conveyed to us the financial status of Erie's Public Schools. You have made it very clear that your structural deficit is a complex problem that is not easily solved. The fact that PFM has stated that you "cannot tax or cut your way to solvency" tells me that you have been working to make your district as solvent as possible given your circumstances and explains why all you have left are drastic measures.

Closing any or all of your high schools is one of those drastic measures which will have far reaching impact in the county. Here are my conjectures regarding that action:

*Capacity:* School systems in the county simply do not have the space to accommodate your 3200 high school students. As superintendents, we collectively determined that 1100 students would be all we could comfortably accommodate, only 1/3 of what would be needed. Our high school would be significantly overcrowded, possibly requiring temporary classrooms or a building project.

*Special Programs:* Our district currently does not offer the range of special services as you do for your students. For example, we have no need for English Language Learner teachers and would have to employ staff for this. Getting all the necessary programs in place would require space and significant additional funding.

*District solvency:* Like most districts, we have been cutting our teaching staff through attrition, and furloughs, and have eliminated support staff each year of the past several years. We also took the drastic measure of subcontracting our bussing operations this year, which balanced our budget for the 2016-2017 school year. Here are a just few of the recent cost saving measures we have employed to reduce our recurring structural deficit:

14-15: Teacher Retirement Incentive & Staff Attrition	\$ 325,000.00
14-15: WASD Assumes IU5 Autistic Classroom (Transfer of Entity)	\$ 104,000.00
15-16: WASD Assumes IU5 Life Skills Classroom (Transfer of Entity)	\$ 95,000.00
15-16: Eliminate Title I / Special Needs Aides	\$ 96,000.00
15-16: Replace One (1) Bus vs. Three (3)	\$ 172,000.00
15-16: WASD Assumes IU5 Cyber School Services	\$ 27,000.00
16-17: Subcontract District Bussing Operations	\$ 440,000.00

**Total Savings: \$1,259,000.00**

WASD challenges all students with rigorous, differentiated instruction provided by a caring staff.  
An Equal Rights and Opportunity School District

Although these numbers are admittedly small in comparison to the magnitude of the Erie School District's structural deficit, they are never the less challenging considering our District's budget is \$24 million compared to Erie's \$180 million budget.

I understand from your business manager that closing your high schools only spares you 20% of the deficit you are facing and he stated that Erie would not likely be able to pay us tuition for your students because you simply would not have the money. Considering that the allowable ACT I Index tax raise generates less than \$300,000 in additional revenue in the Wattsburg Area School District (less than our reoccurring structural deficit), we would become insolvent in short order. Put simply, the Wattsburg Area School District does not have and cannot procure adequate resources to absorb a large number of Erie School District Students. The irony here is that the reason for sending your students to us, to provide them better educational opportunities, would be lost as those opportunities for all students would be lost.

The impact of closing Erie high schools on the region is clear: one by one, districts will become insolvent and the region's economy will suffer. Employers need a viable public education system to prosper so not only would new business be discouraged from coming into Erie County, but those presently here will leave. Whether Erie's high school students are educated in Erie or in county schools the issue remains the same: more funding is needed to properly educate the students of Erie County.

Sincerely,



Kenneth A. Berlin  
Superintendent of Schools





# HARBOR CREEK SCHOOL DISTRICT

6375 Buffalo Road  
Harborcreek, Pennsylvania 16421-1632  
[www.hcsd.iu5.org](http://www.hcsd.iu5.org)  
Phone: (814) 897-2100

---

November 15, 2016

Dr. Jay Badams  
Erie's Public Schools  
Erie, PA

Dear Dr. Badams,

As superintendent of an Erie County school district, I appreciate the transparency with which you have conveyed to us the financial status of Erie's Public Schools. You have made it very clear that your structural deficit is a complex problem that is not easily solved. The fact that PFM has stated that you "cannot tax or cut your way to solvency" tells me that you have been working to make your district as solvent as possible given your circumstances and explains why all you have left are drastic measures.

Closing all of your high schools is one of those drastic measures which will have far reaching impact in the county. Here are my conjectures regarding that action:

*Capacity:* School systems in the county simply do not have the space to accommodate your 3200 high school students. Our high schools would be significantly overcrowded, possibly requiring temporary classrooms in the parking lot.

*Special Programs:* Our district currently does not offer the range of special services as you do for your students. For example, we have a limited need for English Language Learner teachers and would have to employ staff for this. Getting all the necessary programs in place would require space and significant additional funding.

*District solvency:* Like most districts, we have been cutting our staff through attrition and program cuts. There is no "wobble room" with teaching staff as we have eliminated 12.5 full time regular education teaching positions since 2002.

Having significantly more students in the building, in addition to creating overcrowding, will require significant expenditure for more teaching staff. Depending upon the number of students we would receive, we would likely have to expand our administrative and guidance staff.

I understand from your business manager that closing your high schools only spares you 20% of the deficit you are facing and he stated that Erie would not be able to pay us tuition for your students because you simply would not have the money. The irony here is that the reason for sending your students to us – to provide them better educational opportunities – would be lost as those opportunities for *all* students in the county would be lost. We would be insolvent in a minimum number of years.

The impact of closing Erie high schools on the region is clear: one by one, districts will become insolvent and the region's economy will collapse. Employers need a viable public education system to prosper so not only would new business be discouraged from coming into Erie County, but those presently here will leave.

Sincerely,

Kelly Hess, Superintendent  
Harbor Creek School District

# Union City Area School District

107 Concord Street  
Union City, Pennsylvania 16438

[www.ucasd.org](http://www.ucasd.org)

(814) 438-3804  
Fax: (814) 438-2030

Joan M. Quickle  
Director of Curriculum/Special Programs  
[jquickle@ucasd.org](mailto:jquickle@ucasd.org)

**Dr. Sandra K. Myers**  
**Superintendent**  
[smyers@ucasd.org](mailto:smyers@ucasd.org)

Tara L. Lineman  
Business Manager  
[tlineman@ucasd.org](mailto:tlineman@ucasd.org)

November 15, 2016

Office of the Superintendent

NOV 21 2016

Dr. Jay Badams  
Erie's Public Schools  
148 W.21<sup>st</sup> St.  
Erie, PA 16502

Dear Jay,

As superintendent of an Erie County school district, I appreciate the transparency with which you have conveyed to us the financial status of Erie's Public Schools. You have made it very clear that your structural deficit is a complex problem that is not easily solved. The fact that PFM has stated that you "cannot tax or cut your way to solvency" tells me that you have been working to make your district as solvent as possible given your circumstances and explains why all you have left are drastic measures.

Closing any or all of your high schools is one of those drastic measures which will have far reaching impact in the county. Here are my conjectures regarding that action:

*Capacity:* School systems in the county simply do not have the space to accommodate your 3200 high school students. As superintendents, we collectively determined that 1100 students would be all we could comfortably accommodate, only 1/3 of what would be needed. Our high school would be significantly overcrowded, possibly requiring temporary classrooms in the parking lot.

*Special Programs:* Our district currently does not offer the range of special services as you do for your students. For example, we have a limited need for English Language Learner teachers and would have to employ staff for this need. Getting all the necessary programs in place would require space and significant additional funding.

*District solvency:* Like most districts, since the 2010-11 school year, after a layoff of approximately 20 positions, we have been continually cutting our staff through attrition. There is no "wobble room" with teaching staff as we have eliminated 10 full time regular education teaching positions since 2002.

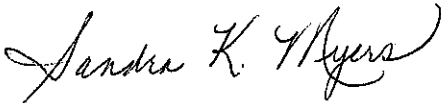
Having significantly more students in the building, in addition to creating overcrowding, will require significant expenditure for more teaching staff. Depending upon the number of students we would receive, we would likely have to expand our administrative and guidance staff.

I understand from your business manager that closing your high schools only spares you 20% of the deficit you are facing and he stated that Erie would not likely be able to pay us tuition for your students because you simply would not have the money. While Union City may not receive students on a daily basis, families moving into the area could burden our districts financial resources exponentially. Based on our current reserves, we would

be insolvent in three to four years. The irony here is that the reason for sending your students to us – to provide them better educational opportunities – would be absent as those opportunities for *all* students in the county would be lost.

The impact of closing Erie high schools on the region is clear: one by one, districts will become insolvent and the region's economy will collapse. Employers need a viable public education system to prosper so not only would new business be discouraged from coming into Erie County, but those presently here will leave. Whether Erie's high school students are educated in Erie or in county schools the issue remains the same: more funding is needed to properly educate the students of Erie County.

Sincerely,

A handwritten signature in cursive script that reads "Sandra K. Myers".

Sandra K. Myers, Ed.D.  
Superintendent of Schools



# Millcreek Township School District

Millcreek Education Center  
3740 West 26th Street • Erie, Pennsylvania 16506-2096 • (814) 835-5300



"Building Foundations for Life"

November 14, 2016

Office of the Superintendent

NOV 21 2016

Dr. Jay Badams  
Erie Public Schools  
148 W 21<sup>st</sup> Street  
Erie, PA 16502

Dear Jay,

As superintendent of your closest neighboring school district (Millcreek Township), I appreciate the transparency with which you have conveyed to us the financial status of Erie's Public Schools. You have made it very clear that your structural deficit is a complex problem that is not easily solved. The fact that PFM has stated that you "cannot tax or cut your way to solvency" tells me that you have been working to make your district as solvent as possible given your circumstances. It also explains why all you have left are drastic measures.

Closing any or all of your high schools is one of those drastic measures that will have a far reaching impact in the County. Here are my reflections regarding that action:

*Capacity:* School systems in the County simply do not have the space to accommodate your 3,200 high school students. As superintendents, we collectively determined that 1,100 students would be all we could comfortably accommodate, only 1/3 of what would be needed. Our high school would be significantly overcrowded, possibly requiring temporary classrooms in the parking lot.

*Special Programs:* We have a small number of English Language Learner teachers and would have to employ staff to cover the large number of Erie's ELL population. We would also have to employ additional staff (guidance, behavior specialists, reading specialists, etc.) and getting all the necessary programs in place would require space and significant additional funding.

*District solvency:* Much like yourself, I also inherited a district that was in the midst of a financial crisis. Three years ago, the Millcreek Township School District had a negative fund balance of nearly \$500,000 and was facing an \$8.8 million budget deficit for the 2013-14 school year. And again, much like your district, Millcreek had to close schools, absorb teaching positions, and raise taxes above the Act 1 index. At this time, we are still recovering from this crisis and cannot afford any significant influx of new students. Having significantly more students in the building, in addition to creating overcrowding, will require significant expenditures for more teaching staff. Depending upon the number of students we would receive, we would likely have to expand our administrative and guidance staff.

Page 2  
November 14, 2016

I understand from your business manager that closing your high schools only spares you 20% of the deficit you are facing. He stated that Erie would not likely be able to pay us tuition for your students because Erie simply would not have the money. The irony here is that the reason for sending Erie students to us – to provide them better educational opportunities – would be lost as those opportunities for *all* students in the County could be significantly compromised.

The impact to the region of closing Erie high schools is clear: one by one, districts will become insolvent and the region's economy will collapse. Employers need a viable public education system to prosper, so not only would new business be discouraged from coming into Erie County, but those presently here will leave. Whether Erie's high school students are educated in Erie or in County schools the issue remains the same, more funding is needed to properly educate the students of Erie County.

Sincerely,



William Hall  
Superintendent of Schools

*Appendix G: Budget breakdown for instructional/educational resources*

**ERIE CITY SCHOOL DISTRICT  
ANNUAL BUDGET INCREASE REQUIRED  
TO MEET CURRENT INSTRUCTIONAL STANDARDS**

DESCRIPTION	ANNUAL COST	RATIONALE	OUTCOMES
Instructional Coaches (8)	\$ 527,100	Partially restore literacy, math, social studies and science professional development staff	Improved student achievement in core academic areas Enhanced instructional practice
Technology curriculum coordinator (1)	65,900	Support implementation of instructional technology Provide professional development for IT	More effective use of instructional technology Expanded use of open source curriculum materials
Reading specialists (2)	131,800	Support K-8 literacy intervention	Increase literacy achievement
Math specialists (2)	131,800	Support K-8 math intervention	Increase math achievement
Librarians (2)	131,800	Support libraries in 18 schools (currently have only 2 full time librarians)	Increase literacy achievement
Elementary world language instructors (4)	263,600	Provide itinerant elementary world language instruction (.5 FTE / school)	Improve educational equity Improve literacy achievement Expand cultural competence
Middle school world language instructors (3)	197,700	Provide middle level world language instruction (1 FTE / school)	Improve educational equity Improve literacy achievement Expand cultural competence
Art & music instructors (8)	527,100	Restore full K-8 art and music programs, including instrumental music Rebuild fine and commercial arts programs at high schools	Increased participation in high school music programs (band, chorus, etc.) Increased student engagement (improved attendance) Improve educational equity
Family consumer science instructors (3)	197,700	Restore middle level F&CS programming	Improve educational equity
School psychologists (4)	332,700	Provide much needed support for students coping with stress and trauma Correct backlog of special education testing referrals	Timely identification of student social and emotional support needs Increased efficiency and effectiveness of student evaluation process
English language learners home/school liaisons (14)	922,500	Support English learners in each school	Improved school-family communication Increased EL student achievement
Special education paraprofessionals (10)	343,400	Support special education programming in each school	Increased student achievement among students with disabilities Enhanced teaching and learning environments
Certified school nurses (2)	131,800	Improve student/nurse ratio	Improved student health and safety
Head nurse (1)	52,300	Currently serves in both administrative and school nurse roles	Improved student health and safety More effective management of student health information
Registered nurse manager (1)	52,300	Currently serves as both manager of per diem staff nurses and as school nurse	Improved student health and safety More effective supervision of staff nurses
Implement a seven year curriculum replacement cycle	658,000		
Implement a technology replacement cycle	1,335,700		
<b>Total</b>	<b>\$ 6,003,200</b>		

**ERIE CITY SCHOOL DISTRICT  
ANNUAL BUDGET INCREASE REQUIRED  
TO MEET CURRENT INSTRUCTIONAL STANDARDS**

	2017-18	2018-19	2019-20	2020-21	2021-22
Staffing Increases	\$ 4,009,500	\$ 4,172,200	\$ 4,333,800	\$ 4,435,000	\$ 4,529,900
Curriculum Replacement	658,000	658,000	658,000	658,000	658,000
Technology Replacement	1,335,700	1,335,700	1,335,700	1,335,700	1,335,700
	<u>\$ 6,003,200</u>	<u>\$ 6,165,900</u>	<u>\$ 6,327,500</u>	<u>\$ 6,428,700</u>	<u>\$ 6,523,600</u>



**ERIE CITY SCHOOL DISTRICT  
ADDITIONAL INSTRUCTIONAL STAFF DETAILS**

<b>Description</b>	<b>FTE</b>	<b>Salaries</b>	<b>Group Insurance</b>	<b>Social Security</b>	<b>Retirement</b>	<b>Total</b>
Instructional Coaches	8	\$ 342,300	\$ 144,000	\$ 10,000	\$ 30,800	\$ 527,100
Technology curriculum coordinator (middle)	1	42,800	18,000	1,200	3,900	65,900
Reading specialists (elementary/middle)	2	85,600	36,000	2,500	7,700	131,800
Math specialists (elementary/middle)	2	85,600	36,000	2,500	7,700	131,800
Librarians	2	85,600	36,000	2,500	7,700	131,800
Foreign language (elementary) - (.5) per building	4	171,200	72,000	5,000	15,400	263,600
Foreign language (middle) - (1) per building	3	128,400	54,000	3,700	11,600	197,700
Art & Music (middle) - (2) per grade	8	342,300	144,000	10,000	30,800	527,100
Family consumer science (middle) - (1) per building	3	128,400	54,000	3,700	11,600	197,700
School psychologists	4	232,900	72,000	6,800	21,000	332,700
English language learners home/school liaisons - (1) per building	14	599,100	252,000	17,400	54,000	922,500
Special education instructional aides	10	146,000	180,000	4,200	13,200	343,400
Certified school nurses	2	85,600	36,000	2,500	7,700	131,800
Head nurse/Change in position	1	30,600	18,000	900	2,800	52,300
Registered nurse manager/change in position	1	30,600	18,000	900	2,800	52,300
<b>Total 2017-18</b>	<b>65</b>	<b>\$ 2,537,000</b>	<b>\$ 1,170,000</b>	<b>\$ 73,800</b>	<b>\$ 228,700</b>	<b>\$ 4,009,500</b>
<b>Total 2018-19</b>		<b>2,594,100</b>	<b>1,251,900</b>	<b>75,400</b>	<b>250,800</b>	<b>4,172,200</b>
<b>Total 2019-20</b>		<b>2,652,500</b>	<b>1,339,500</b>	<b>77,100</b>	<b>264,700</b>	<b>4,333,800</b>
<b>Total 2020-21</b>		<b>2,652,500</b>	<b>1,433,300</b>	<b>77,100</b>	<b>272,100</b>	<b>4,435,000</b>
<b>Total 2021-22</b>		<b>2,652,500</b>	<b>1,533,600</b>	<b>77,100</b>	<b>266,700</b>	<b>4,529,900</b>

**ERIE CITY SCHOOL DISTRICT  
CURRICULUM REPLACEMENT ESTIMATE**

Average annual curriculum replacement cost - General McLane	\$ 150,000
Current enrollment - General McLane	<u>2,167</u>
Average annual cost per student	69
Current enrollment - Erie's Public Schools	<u>11,528</u>
Estimated annual base curriculum replacement cost	798,000
English Language Learners & Reading Interventions	30,000
Assessment Software Licenses	50,000
Less: curriculum replacement costs currently in budget	<u>(220,000)</u>
Annual budget increase required	<u><u>\$ 658,000</u></u>

Subject	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Legend
<b>Mathematics</b>										
<b>K-5</b>	Research	Research and Develop	Revise w-PACC	Revise and Pilot	Revise					<b>Research-committee and/or vendor</b>  <b>Develop-create and/or align standards maps</b>  <b>Pilot- first year implementation (requires professional development)</b>  <b>Revise-- review with teachers on regular intervals</b>  <b>Blank-- Monitor and Adjust</b>  <b>Adopt--indicates where text/resource adoptions would be the curriculum resource</b>
<b>6-8</b>	Research	Research and Develop	Revise w-PACC	Revise and Pilot		Research	Research & Develop	Adopt		
<b>Algebra 1</b>		Research	Develop	Develop	Pilot	Revise		Research	Adopt	
<b>Geometry</b>							Research and Adopt Digital			
<b>Algebra 2</b>							Research and Adopt Digital			
<b>Language Arts</b>										
<b>K-5</b>	Pilot	Revise	Revise w-PACC	Research and Develop Writing Maps	Pilot Maps	Research	Adopt and Pilot			
<b>Interventions</b>			K-2 Research	K-2 Research	K-2 Research	Adopt LLI for K	Adopt LLI for 1 Research 3-5	Adopt LLI for grade 2		
<b>6-8</b>	Research and Develop	Pilot	Revise			Research	Adopt	Pilot		
<b>Interventions</b>					Pilot Read 180 and System 44	Adopt				
<b>9-12</b>		Research and Develop	Pilot LDC	Revise		Research	Adopt	Pilot		
<b>Interventions</b>					Pilot Read 180 and System 44	Adopt				
<b>Science</b>										
<b>K-5 (Module)</b>						Research and Professional Dev. Adjustments				
<b>K-5</b>							Research	Develop or Adopt		

Subject	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	Legend
6-8 (Module)						Research and Professional Dev. Adjustments				<b>Research-committee and/or vendor</b>  <b>Develop-create and/or align standards maps</b>  <b>Pilot- first year implementation (requires professional development)</b>  <b>Revise-- review with teachers on regular intervals</b>  <b>Blank-- Monitor and Adjust</b>  <b>Adopt--indicates where text/resource adoptions would be the curriculum resource</b>
<b>Biology</b>	Research	Develop	Develop	Pilot			Revise and Research			
<b>Biology H</b>				Research	Develop Honors Sequence	Pilot				
<b>Social Studies</b>										
<b>Grades 4-5</b>					Research and Develop	Pilot NOAA Grant (6 schools)	Pilot NOAA Grant (6 schools)	Research and Adopt		
<b>Grades 6-8</b>			Research and Develop	Pilot LDC	Revise		Research	Adopt		
<b>Grades 9-12</b>		Research and Develop	Pilot LDC	Revise			Research	Adopt		
<b>Foreign Language</b>							Research	Adopt & Pilot		
<b>Driver Education</b>							Research	Pilot		
<b>Consumer Science</b>							Research	Adopt		
<b>Computer Science</b>						CA and SV	Research	Develop		
<b>CTE</b>										
<b>Exploration</b>			Research	Adopt			Revise and Research	Pilot		
<b>Music</b>						Research	Develop	Pilot		
<b>Art</b>						Research	Develop	Pilot		
<b>Business Education</b>								Research	Develop	
<b>H &amp; PE</b>			Research and Develop	Grant	Grant	Grant				

**ERIE CITY SCHOOL DISTRICT  
TECHNOLOGY REPLACEMENT ESTIMATE**

	<u>Quantity</u>	<u>Cost per Item</u>	<u>Replacem ent Cycle</u>	<u>Total Cost</u>	<u>Annual Budget</u>
Student iPads	1,600	\$ 400	5	\$ 640,000	\$ 128,000
Student laptops	1,300	790	5	1,027,000	205,400
Student labs	45	20,000	5	900,000	180,000
Smartboards	300	4,000	7	1,200,000	171,400
Staff devices - (1) each	1,452	685	5	994,620	198,900
Network infrastructure - (14) buildings	14	97,000	8	1,358,000	169,800
Phone system - (15) buildings	15	60,000	8	900,000	112,500
Security cameras (16) buildings	16	40,000	5	640,000	128,000
Disaster recovery system	1	\$ 250,000	6	250,000	41,700
<b>Total</b>				<b><u>\$ 7,909,620</u></b>	<b><u>\$ 1,335,700</u></b>

*Appendix H: Preliminary building constructional proposal*

**ERIE CITY SCHOOL DISTRICT  
BUILDING RENOVATION & CONSOLIDATION MODEL**

Building	Construction Cost	Annual Debt					Total	
		Service	2017-18	2018-19	2019-20	2020-21		2021-22
Lincoln	\$ 10,679,450	\$ 578,000				\$ 578,000	\$ 578,000	
McKinley	1,441,316	78,000				78,000	78,000	
Connell	2,881,926	156,000				156,000	156,000	
Cleveland	17,656,608	955,000			955,000		955,000	
Diehl	4,874,596	264,000				264,000	264,000	
Harding	2,470,966	134,000				134,000	134,000	
Jefferson	7,100,947	384,000				384,000	384,000	
Perry	18,821,298	1,018,000			1,018,000		1,018,000	
Pfeiffer-Burleigh	7,359,581	398,000				398,000	398,000	
Wilson MS	31,049,424	1,680,000			1,680,000		1,680,000	
East MS	1,957,129	106,000				106,000	106,000	
Strong Vincent MS	46,784,940	2,531,000				2,531,000	2,531,000	
Collegiate	43,649,596	2,362,000		2,362,000			2,362,000	
Central	47,522,998	2,571,000		2,571,000			2,571,000	
<b>Total</b>	<b>\$ 244,250,775</b>	<b>13,215,000</b>	<b>-</b>	<b>4,933,000</b>	<b>3,653,000</b>	<b>2,098,000</b>	<b>2,531,000</b>	<b>13,215,000</b>
Building Cost Savings		(941,000)	-	(941,000)				(941,000)
Staff Savings (44)		(2,860,000)	-	(2,860,000)				(2,860,000)
Charter Tuition Savings		(2,080,000)	-	(520,000)	(520,000)	(520,000)	(520,000)	(2,080,000)
Vo-tech subsidy		(340,000)	-	(85,000)	(85,000)	(85,000)	(85,000)	(340,000)
Energy Savings		(659,000)	-	(329,000)	(110,000)	(110,000)	(110,000)	(659,000)
<b>Net cost of renovation &amp; consolidation</b>		<b>\$ 6,335,000</b>	<b>\$ -</b>	<b>\$ 198,000</b>	<b>\$ 2,938,000</b>	<b>\$ 1,383,000</b>	<b>\$ 1,816,000</b>	<b>\$ 6,335,000</b>

**ERIE CITY SCHOOL DISTRICT  
BUILDING DETAILS**

Current Configuration											
Building	Capacity	Enrollment			Total	Seats Available	2012 Project Cost	4% Inflation		Direct Costs	
		PK-5	6-8	9-12				Adjusted Project Cost	Building	Total	
Edison	625	523			523	(102)	8,435,154	9,784,779	294,012	576,643	
Emerson-Gridley	675	537			537	(138)	2,855,962	3,312,916	281,528	623,322	
Lincoln	555	512			512	(43)	9,206,423	10,679,451	262,455	571,372	
McKinley	775	589			589	(186)	1,242,514	1,441,316	320,466	637,316	
Connell	775	398	185		583	(192)	2,484,419	2,881,926	301,630	649,352	
Cleveland	827	576			576	(251)	15,221,214	17,656,608	372,750	698,661	
Diehl	550	342	142		484	(66)	4,202,238	4,874,596	268,639	569,270	
Harding	825	384	187		571	(254)	2,130,143	2,470,966	323,652	667,795	
Jefferson	600	511			511	(89)	6,121,506	7,100,947	272,454	635,827	
Perry	600	495			495	(105)	16,225,257	18,821,298	290,861	593,402	
Pfeiffer-Burleigh	900	530	208		738	(162)	6,344,466	7,359,581	328,492	912,649	
Wayne	588	437	176		613	25	12,774,103	14,817,959	365,191	804,737	
Wilson	978		687		687	(291)	26,766,745	31,049,424	303,583	873,088	
Central/Roosevelt	3,448		700	961	1,661	(1,787)	1,687,180	1,957,129	992,889	2,045,330	
East	1,318			980	980	(338)	40,331,845	46,784,940	540,884	1,213,957	
Collegiate	1,529			781	781	(748)	37,628,962	43,649,596	591,408	1,239,649	
Strong Vincent	1,267			636	636	(631)	40,968,102	47,522,998	503,101	1,109,517	
<b>Total</b>	<b>16,835</b>	<b>5,834</b>	<b>2,285</b>	<b>3,358</b>	<b>11,477</b>	<b>(5,358)</b>	<b>234,626,233</b>	<b>272,166,430</b>	<b>6,613,995</b>	<b>14,421,887</b>	

Renovation and Consolidation Model										
Building	Capacity	Enrollment			Total	Seats Available	2012 Project Cost	Project Cost	Direct Costs	
		PK-5	6-8	9-12					Building	Total
Lincoln	555	505			505	(50)	9,206,423	10,679,450	262,455	571,372
McKinley	775	705			705	(70)	1,242,514	1,441,316	320,466	637,316
Connell	775	705			705	(70)	2,484,419	2,881,926	301,630	649,352
Cleveland	827	753			753	(74)	15,221,214	17,656,608	372,750	698,661
Diehl	550	501			501	(49)	4,202,238	4,874,596	268,639	569,270
Harding	825	752			752	(73)	2,130,143	2,470,966	323,652	667,795
Jefferson	600	547			547	(53)	6,121,506	7,100,947	272,454	635,827
Perry	600	547			547	(53)	16,225,257	18,821,298	290,861	593,402
Pfeiffer-Burleigh	900	819			819	(81)	6,344,466	7,359,581	328,492	912,649
Wilson MS	978		761		761	(217)	26,766,745	31,049,424	303,583	873,088
East MS	1,318		762		762	(556)	1,687,180	1,957,129	540,884	1,213,957
Strong Vincent MS	1,267		762		762	(505)	40,331,845	46,784,940	503,101	1,109,517
Collegiate	1,529			900	900	(629)	37,628,962	43,649,596	591,408	1,239,649
Central	3,448		2,458		2,458	(990)	40,968,102	47,522,998	992,889	2,045,330
<b>Total</b>	<b>14,947</b>	<b>5,834</b>	<b>2,285</b>	<b>3,358</b>	<b>11,477</b>	<b>(3,470)</b>	<b>210,561,014</b>	<b>244,250,775</b>	<b>5,673,264</b>	<b>12,417,185</b>



**ERIE CITY SCHOOL DISTRICT  
STAFF SAVINGS - CONSOLIDATION MODEL**

Salaries

Middle School Teachers (20)	\$	838,000
High School Teachers (20)		838,000
Secretaries (3)		106,470
Administrator (1)		65,000
		<hr/>
		1,847,470
Group Insurance		792,000
Social Security		52,575
Retirement		166,439
		<hr/>
	\$	<u>2,858,484</u>

Appendix I: District comparison chart

*Erie County District Comparisons*

<b>District</b>	<b>Enroll</b>	<b>%Econ Dis</b>	<b>%ELL</b>	<b>%Non-White</b>	<b># Music Elec</b>	<b># Art Elec</b>	<b># World Lang</b>	<b># F&amp;C Sci Elec</b>	<b># Tech Elec</b>	<b># Sports</b>
Fairview	1613	21.76	0.62	7.87	7	12	14	5	9	26
Millcreek Fort	6962	40.12	1.38	12.6	16	22	14	12	15	43
LeBoeuf	2168	48.39	0.69	4.2	6	6	4	3	6	34
Iroquois	1197	62.41	0.33	12.11	4	11	8	6	7	24
Harborcreek	2112	30.02	0.09	5.59	7	6	8	9	9	27
Wattsburg	1399	35.88	0.14	6.5	5	8	7	7	7	24
Erie	11666	79.99	8.56	58.1	4	8	4	6	4	20