



CLOSING THE GAP: REAL-WORLD RETURNS ON PENNSYLVANIA'S ADEQUACY FUNDING

A REPORT BY 2025-26 TEACH PLUS PA POLICY FELLOWS

AUTHORS



KAITLIN ALLSOPP
Senior Fellow | Children First



WALTER KIRBY
School District of Philadelphia



MEGHAN AMAYO
Senior Fellow | North Hills School District



GABBI RODRIGUEZ
School District of Philadelphia



HAYLEY BUTLER
Crafton Children's Corner



HEATHER ROMBERGER
Allentown School District



TAYLOR HOUGH
Solanco School District



NELSON SUAREZ
Senior Fellow | Manheim Township
School District (retired)

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[People shouldn't] think of adequacy funding as all these extra bonuses. It is the bare minimum of what is needed to have a functioning school."

CHRIS ZAGACKI, CEO
NEW FOUNDATIONS CHARTER SCHOOL

EDITOR: Laura Boyce, Teach Plus PA

DESIGNER: Jen Wilburne, Fittler Square Strategies

Cover photo courtesy of PA Schools Work

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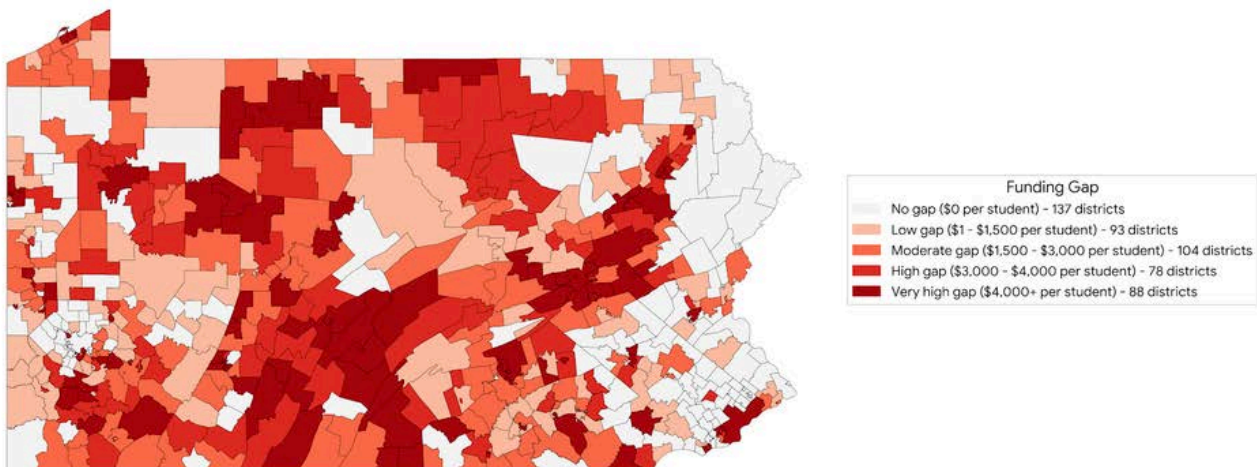
INTRODUCTION

Education is a constitutional right for students in Pennsylvania. The Pennsylvania Constitution requires the state to provide a “thorough and efficient system of education.” In the landmark 2023 ruling, the Commonwealth Court ruled that this “education clause requires that all students deserve a meaningful opportunity to succeed academically, socially, and civically... [through] a comprehensive, effective, and contemporary system of public education.”¹

In the same ruling, the court found Pennsylvania’s system for funding public education unconstitutional, violating both the state constitution’s education and equal protection clauses. Specifically, as a result of state underinvestment and overreliance on local property taxes to fund schools, Judge President Judge Renée Cohn Jubelirer ruled that “students who reside in school districts with low property values and incomes are deprived of the same opportunities and resources as students who reside in school districts with high property values and incomes.” The judge charged the state with developing a remedy: “It is now the obligation of the Legislature, Executive Branch, and educators, to make the constitutional promise a reality in this Commonwealth.”

In July 2024, following the convening of a bipartisan Basic Education Funding Commission, the Pennsylvania General Assembly agreed upon a remedy as part of the FY2024-25 state budget. Using a methodology that was codified into law, the state calculated a \$4.8 billion gap between how much funding schools in Pennsylvania need—based on their individual student needs—and their current spending.

Pennsylvania School Districts: Adequacy Gap Per Pupil (2025-26)



Map generated based on data from the Pennsylvania Department of Education²

In the first year, the legislature determined that the state was responsible for \$4.5 billion of the \$4.8 billion gap and invested a first installment of \$494 million through a new adequacy formula. This first installment reached eligible school districts during the 2024-25 school year, and districts were required to report on how they spent these dollars on qualifying evidence-based investments.

We are a group of Teach Plus PA Policy Fellows from across the commonwealth. As current and former educators teaching across every grade level from pre-kindergarten to 12th in

rural, suburban, and urban contexts, each of us has experience teaching and supporting students in inadequately funded school districts across the state. We have experienced firsthand the consequences of state underfunding on student opportunities and outcomes.] In April 2025, our first report, [From Dollars to Difference: How Pennsylvania School Districts Are Putting Adequacy Investments to Good Use](#), reported on how school districts across Pennsylvania invested their first installments of adequacy dollars, answering a frequent question from lawmakers and the public. We found that adequacy funds allowed districts to make new investments in staffing, instructional materials, professional development, and interventions, and that schools were seeing early evidence of positive impacts on students in the form of improved attendance, disciplinary outcomes, and formative academic data.

Later in 2025, the legislature delivered a second installment of adequacy funding in the FY2025-26 state budget. This \$565 million was slightly larger than the first due to the state assuming responsibility for the full \$4.8 billion gap (eliminating a local

share requirement) and providing \$50,000 in funding for school districts previously calculated to have no adequacy gaps. Importantly, the second round of adequacy funding was also significantly delayed due to an impasse in the divided legislature, which led to a nearly four-month delay in passing the state budget. This impasse, finally resolved in October 2025, significantly delayed the second round of critical adequacy funding.

In this report, we continue to examine the impact of adequacy funding on schools across the commonwealth. For school districts with adequacy gaps, they have now had two years of adequacy payments delivered through the Ready to Learn block grant, and the state has two years of data on how districts planned to spend these funds.³

According to data from the Pennsylvania Department of Education, school districts reported planning to use the second round of adequacy dollars in a range of ways that were largely similar in distribution to the reported uses for the first installment.⁴



Photo courtesy of PA Schools Work

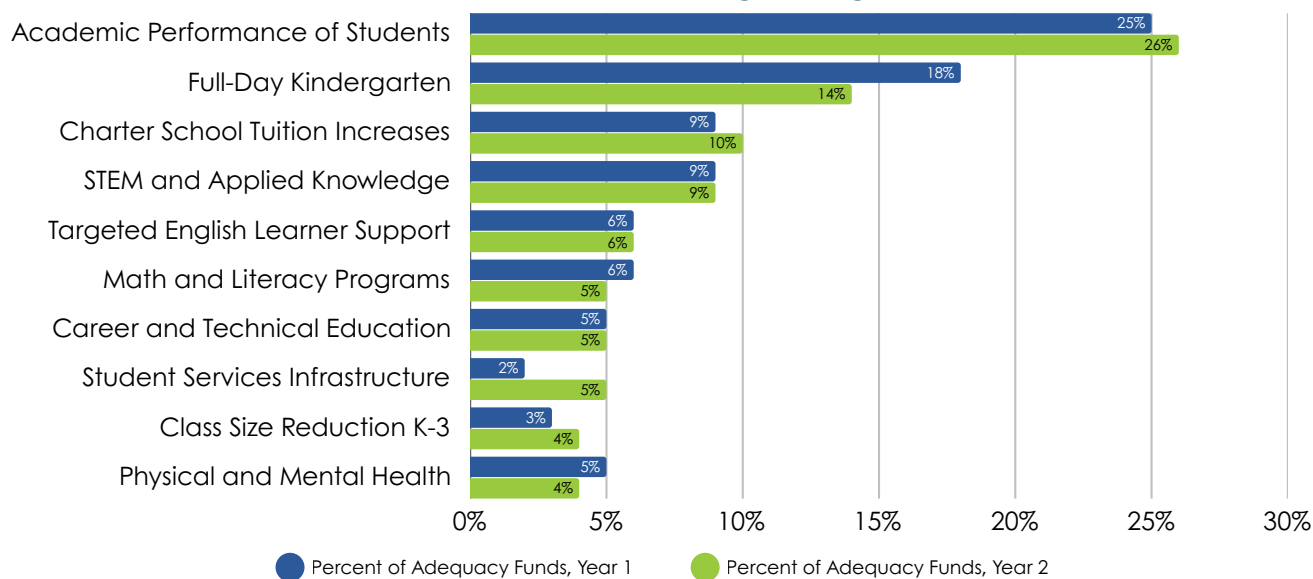
The top category for spending of adequacy funding was “academic performance of students,” which accounted for 25 percent of all spending in year one and 26 percent in year two. According to districts’ more detailed descriptions of their spending in this category, this funding most frequently went toward:

- **Personnel and instructional staffing:** Teacher salaries and benefits; funding for reading specialists, math coaches, and instructional aides to provide targeted support; costs for paraprofessionals or classroom assistants to assist with small-group instruction and individualized attention.
- **Curricular materials and technology:** Purchasing new textbooks, workbooks, and digital licenses for core subjects; buying student devices and software platforms that track student progress and provide personalized learning paths; classroom supplies such as manipulatives and lab equipment.
- **Assessment and data-driven instruction:** Implementing benchmarking and assessment systems like NWEA MAP or i-Ready to monitor student growth throughout the year; investing in data systems or time for teachers to analyze performance data to identify students who are falling behind.

The second-most-frequent spending category in both years was “full day kindergarten,” which accounted for 18 percent of adequacy spending in year one and 14 percent in year two. The vast majority of these funds were dedicated to personnel costs for full-day kindergarten teachers. Several districts were able to move from half-day to full-day kindergarten using adequacy funds, including Downingtown Area, Northern Lebanon, and Penridge School Districts. Others, such as Cornwall-Lebanon and Kane Area, were able to expand their full-day kindergarten programs by adding classrooms, expanding the program district-wide, or hiring additional aides.

The third-highest spending category in both years was “charter school tuition increase,” accounting for 9 percent of spending in year one and 10 percent in year two. Districts pointed to increases in student enrollment in charter schools—particularly cyber charter schools—as well as increases in per-pupil charter school tuition rates—particularly related to special education—as the primary drivers of higher costs.

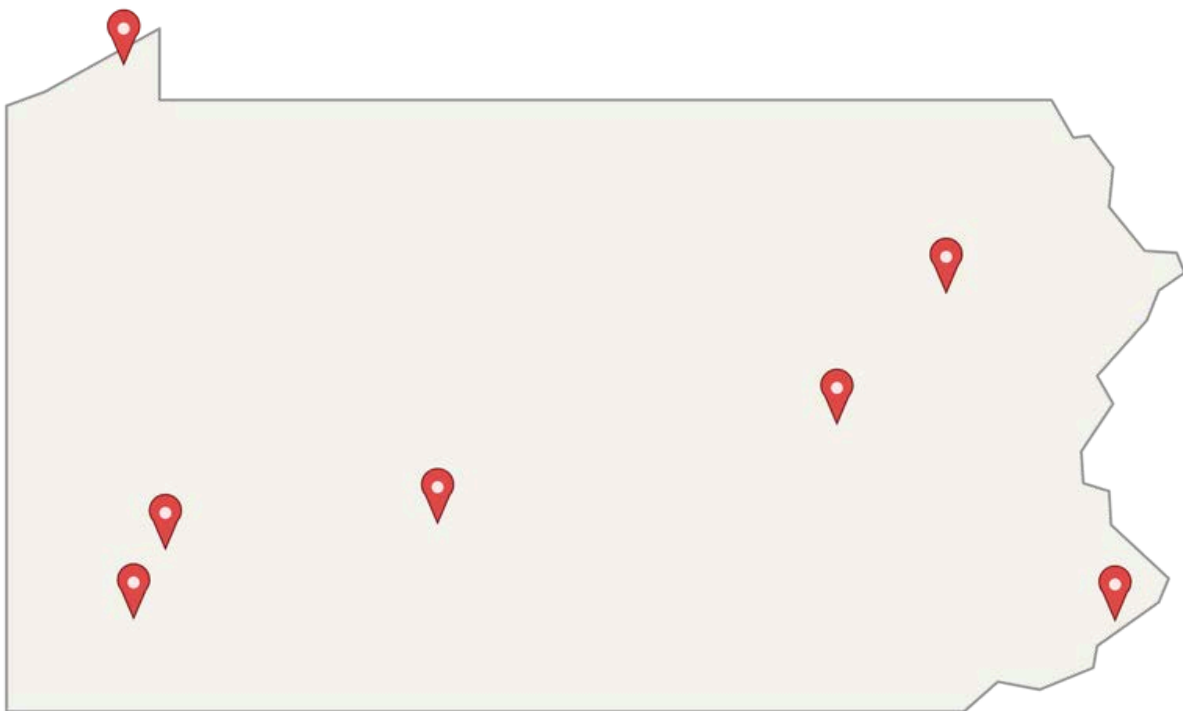
Top Adequacy Funding Categories



In addition to reviewing high-level data on district spending trends, we dug deeper into a representative sample of school districts across the state: Wyoming Valley West School District, California Area School District, Norwin School District, Mount Carmel Area School District, Iroquois School District, and Hollidaysburg Area School District. We interviewed superintendents and other leaders from these districts to understand how their schools are translating increased investments into tangible opportunities and improved student outcomes.

Public charter schools do not receive adequacy payments directly. However, because they are largely funded through reimbursements from students' home school districts based on the districts' per-student spending, these adequacy dollars reach charter schools indirectly as districts' increased spending leads to higher tuition reimbursement a year later. So this year, we also examined how public charter schools have benefited from adequacy funding. We chose to focus on Philadelphia, which has the largest number of public charter schools, collecting survey data and interviewing the CEOs of New Foundations Charter School and Tacony Academy Charter School, both in northeast Philadelphia.

Pennsylvania School Districts and Charter Schools Featured in this Report



We also revisited most of the school districts featured in our first report to learn more about the impact of their initial adequacy investments and how they are spending their second adequacy installment.

These school districts and charter schools range greatly in size and are situated in rural, suburban, and urban communities. While each has unique needs, we found several themes in the ways in which they are benefiting from adequacy funding. Based on our findings, we also recommend several actions at the state level.

FINDINGS

1. Schools have invested adequacy funds in evidence-based ways and are seeing early signs of positive impact on educational opportunities and student outcomes.
2. These funds are successfully mitigating the impact of expired COVID relief dollars, allowing districts to avoid or minimize significant cuts to staff and programming.
3. The state budget impasse weakened the immediate impact of adequacy funding, as districts were forced to take out high-interest loans or postpone essential spending while waiting for state resources.
4. Districts continue to face significant financial pressures and uncertainties related to high inflation, rising mandated costs for special education and cyber charter reimbursements, and uncertainty about future federal education funding.

RECOMMENDATIONS

1

Continue to invest at least \$565 million in adequacy funding annually until the gap is closed.

2

Ensure that schools can plan for sustained and predictable adequacy investments by committing to a clear multi-year timeline and passing annual state budgets on time.

3

Examine additional ways to address the growing financial pressures schools face.

4

Study which types of adequacy investments have the strongest return on investment.

The stories we collected in this second report on adequacy funding continue to instill hope; we are inspired by how the district and charter leaders we interviewed are putting increased adequacy investments to good use, making direct improvements to the quality of education offered to their students. Their stories illuminate how increased state investments in adequacy funding directly translate to tangible benefits for students, staff, and schools. They also remind us of what's possible if the Pennsylvania General Assembly continues to fulfill their constitutional obligation in closing the statewide adequacy gap in order to establish a thorough and efficient system of public education.



Photos by Allison Shelley/The Verbatim Agency for EDUimages

WYOMING VALLEY WEST SCHOOL DISTRICT



Superintendent: Dr. Charles Suppon

FAST FACTS

WYOMING VALLEY WEST SCHOOL DISTRICT IN NORTHEASTERN PA

Locale: Large Suburban	Schools: 6
Students: 5,021	Qualify for Special Education: 23%
Multilingual Learners: 4%	Economically Disadvantaged: 76%

Wyoming Valley West School District is a large suburban district in Luzerne County serving approximately 5,000 students across six schools. In this working-class community, 76 percent of students are economically disadvantaged and 23 percent qualify for special education services. Historically, an adequacy gap of nearly \$8,000 per student made it difficult to meet these high needs. However, over the past two years, the district has received more than \$9 million in adequacy funding to begin closing its \$42 million total gap.

The infusion of adequacy funding at Wyoming Valley West has moved the district from a state of survival mode toward a financially stable environment where students and staff can thrive. By prioritizing data-driven investments, the district has seen transformative shifts in academic achievement, career readiness, and professional stability.

One of the most significant shifts enabled by adequacy funding has been the stabilization of the district's early childhood programming. "When I first started teaching in Valley West, we were a half-day kindergarten program," recalled Adequacy Block Grant Director Matthew Wincek. The district transitioned to full-day kindergarten to address essential foundational skills for 5- and 6-year-olds. Adequacy dollars now directly fund 16 full-day kindergarten teachers, covering both salaries and benefits to ensure this critical program remains a permanent fixture.

Superintendent Dr. Charles Suppon emphasized that while the district has "unbelievable teachers," the aging infrastructure has long been a barrier to student success. "If we want our students to succeed at the highest level possible, we need to put them in the greatest learning environments possible," Suppon stated.

Without adequacy gap funding, the district would be unable to budget for the massive capital infrastructure needs required to support a dynamic education.

The district has strategically channeled funds into high-impact areas:

- **Science, Technology, Engineering, and Mathematics (STEM) Expansion:** Adequacy funding has allowed the district to invest in new STEM equipment and opportunities for students in the high school STEM lab, which has become a particular point of pride in the community. For example, the district purchased 3-D printers and an Anatomage table, an immersive table that allows students to engage in interactive touchscreen simulations, such as virtual dissections, as other students observe on external monitors. This has led to immediate student success, including first-place medals in the Junior Academy of Science and full scholarships won at regional math contests.



- **Career and Technical Education (CTE):** Adequacy funding has helped subsidize tuition payments for Wyoming Valley West students to enroll at the local career and technical center. Wyoming Valley West students take great advantage of the opportunities the CTC offers, including taking the NOCTI exam, participating in local internships, and entering the workforce right after high school with industry credentials.
- **Curriculum:** The district implemented a new structured literacy program, purchasing new Pennsylvania-approved literacy curricula across multiple grade levels.

The 135-day state budget impasse of 2025 nearly derailed this progress. Business Manager Rob Kachurak noted that the delay brought the district to the brink of a financial "scramble," where they would have had to choose between taking out high-interest loans or closing school doors. "If [the budget impasse] would have gone on one more month or two, it would have been a scramble to get temporary funding," Kachurak explained.



Photos by Allison Shelley for EDUimages



Photo by Allison Shelley for EDUimages

Despite these hurdles, the district is seeing a cultural and academic shift. Suppon noted that when a district is "fiscally healthy," it can finally build the necessary supports around its stakeholders. "This district is trending in the right direction, it really is," Suppon said. "If we didn't have the adequacy gap funding, I don't know if we would be able to keep up with the infrastructure needs to support those learning environments... Now we have the ability to address that variable."

Being able to anticipate and plan for additional adequacy fund increases is critical for Wyoming Valley West. Knowing that more money is coming, said Suppon, allows the district to engage in longer-term planning around the facilities and resources needed to make the district a "destination district" locally. "I'm confident in saying we are at a pivotal point in this district that we are about to do very, very special things for the students and the staff to put them in the most dynamic environments for student success," said Suppon.

THE CITIZENS' VOICE

TOP STORIES CVC

**State-budget impasse
starting to strain
NEPA schools**



Title I math coach James Stinson, right, assists fifth-grader Dariens Ovalle Gonzalez with his Chromebook in a computer lab at State Street Elementary School in Larksville on Friday, Oct. 17, 2025. Education leaders say the state budget stalemate is beginning to put a strain on schools. BILL TARUTIS / CONTRIBUTING PHOTOGRAPHER

CALIFORNIA AREA SCHOOL DISTRICT



Superintendent: Dr. Laura Jacob

FAST FACTS

CALIFORNIA AREA SCHOOL DISTRICT LOCATED IN SOUTHWESTERN PA

Locale: Rural	Schools: 3
Students: 939	Qualify for Special Education: 23%
Multilingual Learners: 1%	Economically Disadvantaged: 51%

California Area School District serves approximately 1,000 K-12 students in Washington County in western Pennsylvania. While this rural district may be small, it has made big strides in student achievement with the help of adequacy funding. Superintendent Dr. Laura Jacob notes that adequacy funding is vital for rural districts doing their best with limited local tax bases. Despite their efforts, these districts still rely on state support to provide the high-quality education their students deserve.

California has a total adequacy gap of over \$3 million, or over \$3,000 per student. Of that total, the district has received approximately \$700,000 in recurring adequacy funding installments in the first two years.

One way the district used its adequacy funding was to lower class size ratios by creating another kindergarten class and adding a teacher, decreasing the student-to-teacher ratio from 25:1 to 17:1.

Smaller classes drive higher achievement in the early grades, where they allow for the personalized education essential to a child's development.⁵

The district's other major investment with adequacy funding was the establishment of three new internal CTE programs. Previously, Jacob explained, students were interested in programs not offered through the local career and technical center, and she knew that developing internal CTE programs would support students with postsecondary readiness while increasing engagement. Thanks to new adequacy funding, California Area High School students now have access to veterinary, homeland security, and education pathways. Forty-one percent of students now take at least one CTE course in high school.

Dr. Jacob also shared how the district created a grow-your-own (GYO) model to build a homegrown pipeline of teachers. High school students enrolled in the general education CTE program start taking education courses in 9th grade and volunteer in the elementary building on the same campus. These students graduate high school with enough college credits to enroll at PennWest University as sophomores, student teaching in schools they once attended. “The plan is to hire these students when they graduate [from college],” Dr. Jacob explained.

These CTE programs have been an important way of keeping students engaged. Just three years ago, the district was designated for Additional Targeted Support and Improvement (ATSI) by the state due to low graduation rates. Last year, however, 100 percent of the district’s seniors graduated.

Dr. Jacob expressed that adequacy funding is crucial to continuing these beneficial programs. She also said that districts like hers are not simply relying on adequacy funding, but are doing everything they can to generate more revenue for themselves. Still, the adequacy funding it receives matches or exceeds the district’s maximum allowable annual millage increase. When state increases are paired with local tax increases, “this funding is able to maintain programs and add new opportunities that greatly benefit students,” the superintendent said.



Last year’s budget impasse created an additional hurdle for many districts, including California Area, which was just two weeks away from taking out loans to cover operating expenses. Even though the district was ultimately able to hold on without the loan until the budget was passed, district leaders invested time, energy, and resources into preparing for one.

“We roll up our sleeves to do what is best with what we have, but it’s hard to keep doing that when there’s no money,” said Dr. Jacob. “It’s my dream that the state passes their budget before I make mine, so that there’s no guessing.”

NORWIN SCHOOL DISTRICT



Superintendent: Natalie McCracken

FAST FACTS

NORWIN SCHOOL DISTRICT LOCATED IN SOUTHWESTERN PA

Locale: Large Suburban	Schools: 7
Students: 4,989	Qualify for Special Education: 17%
Multilingual Learners: 1%	Economically Disadvantaged: 31%

Norwin School District is a suburban district located in Westmoreland County with approximately 5,000 students across seven schools. While the district has long maintained high academic standards, it has faced significant fiscal pressures. Prior to adequacy funding, Norwin struggled with “increasing expenditures and decreasing or level revenue,” said Superintendent Natalie McCracken, forcing the district to forgo investments it knew would improve student achievement. In June 2024, the district faced a \$7.8 million deficit, leading the board to approve a 6.8 percent property tax increase and draw nearly \$5 million from reserves to balance the budget.

The district's total adequacy gap is approximately \$17 million, or over \$3,000 per student. Norwin received its first adequacy supplement of approximately \$2 million in the 2024-25 school year, with the second installment delivered in 2025-26, closing approximately 25% of its total gap so far. For Norwin, these dollars have shifted the conversation from survival and cuts to sustainability and program preservation.

For many underfunded districts, adequacy funding is used to “lay bricks” for new programs; for Norwin, it has been essential for reinforcing the existing foundation. The district utilized the funding to maintain and expand critical staffing across several departments, including general and special education, school psychologists, therapists, and counselors.

“By ensuring that adequacy funding is used for the educators who guide learning every day, our district has invested in the factor directly responsible for meaningful, sustainable gains in student achievement and overall school culture,” said McCracken. “When we have adequate instructional personnel, we are better equipped to deliver high-quality instruction, implement innovative practices, and respond to diverse student needs.”

By investing in teaching staff, Norwin was able to maintain smaller class sizes in its early elementary classrooms. These smaller ratios provide necessary support for early learners, especially for those with no pre-kindergarten experience, who may have challenging behaviors or learning difficulties due to developmental delays.

A major cost pressure on Norwin's budget in recent years has been the "ever-increasing population and associated costs of special education." While the rising cost of essential specialized supports places pressure on the broader educational budget, adequacy dollars have allowed the district to meet the rigorous challenges of special education requirements while simultaneously protecting the high-quality regular education programs the community expects.

"The adequacy funding has been extremely impactful," said McCracken, "helping the Norwin School District maintain high-quality programs and services for both regular education and special education students."

Like many Pennsylvania districts, the recent state budget impasse threatened Norwin's fragile progress; the 135-day delay in state funding forced the district to put a pause on ordering that impacted everything from curriculum to facilities. "It was extremely challenging to operate the district's budget for the first five months of the fiscal year given that the budget was approved based on predicted revenue, including approximately \$5 million in adequacy funding," McCracken said.

While the first two installments of adequacy funding have been pivotal, Norwin's journey is far from over. With a remaining adequacy gap of approximately \$17 million, the district continues to face financial pressures. If the state fails to sustain adequacy installments or triggers another budget impasse, Norwin will face deficits that force choices related to staffing reductions and cuts to instructional materials and supplies.

Continued state investment is vital to ensure that Norwin can move beyond one-year budget fixes toward long-term educational excellence. As McCracken noted: "Additional adequacy funding would enable Norwin School District to maintain the high-quality regular education programs and services that we have while continuing to meet the challenges related to special education programs and services."



TRIB | LIVE

WESTMORELAND

Norwin budget projection: more revenue; expenses to be revealed

MOUNT CARMEL AREA SCHOOL DISTRICT



Superintendent: Peter Cheddar

FAST FACTS

MOUNT CARMEL AREA SCHOOL DISTRICT LOCATED IN EAST-CENTRAL PA

Locale: Rural	Schools: 3
Students: 1,559	Qualify for Special Education: 27%
Multilingual Learners: 2%	Economically Disadvantaged: 78%

Mount Carmel Area School District is a small, rural district located in Northumberland County. Spanning 24 square miles, the district serves a community whose population has declined in recent years, but whose students still have significant needs. Nearly 80 percent of students are considered economically disadvantaged, and 27 percent require special education services.

Like many rural districts, Mount Carmel faces demographic and economic challenges that limit its ability to generate sufficient local revenue to support educational programs. Due to low local property values, the district's ability to raise local revenue for schools is hampered; one mill of local taxation generates roughly \$70,000 in revenue. These are the kinds of low-wealth, low-income districts that the Commonwealth Court found are most harmed by the state's unconstitutional school funding system, which overrelies on local property wealth.

As a result of its limited local tax base, Mount Carmel depends heavily on state

funding. Approximately 73 percent of the district's operating revenue comes from state sources—compared with a statewide average of about 38 percent—and only 24 percent of the district's revenue is generated locally. Mount Carmel's total adequacy gap is over \$10 million, or about \$6,500 per student. In each of the two most recent state budgets, the district has received more than \$1 million in new recurring state adequacy increases, closing just over one-fifth of the total adequacy gap.

According to Superintendent Pete Cheddar, adequacy funding has enabled the district to invest directly in programs that support student achievement and school stability. In years one and two, the district reported its largest investment of adequacy dollars went toward CTE. Specifically, adequacy funding helped to cover tuition costs for students enrolled in programs at career and technical centers. The district has also implemented programs such as the Beyond Boundaries initiative and the Smart Futures career readiness platform.

These investments expand learning opportunities and help prepare students for postsecondary education and workforce participation.

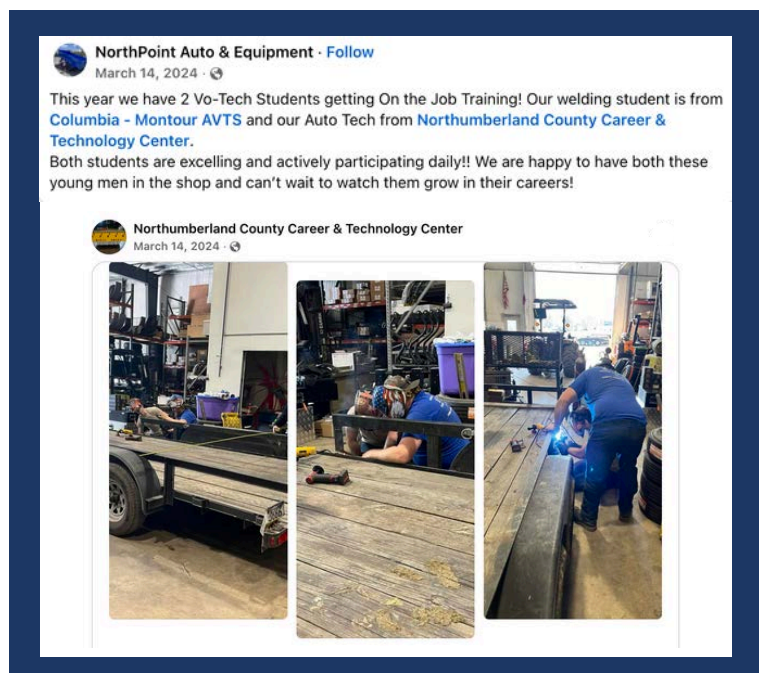
Adequacy funding has also supported maintenance of teacher salaries and benefits. Specifically, the district has used adequacy dollars to cover personnel costs related to English as a Second Language (ESL), credit recovery, inclusion, and world languages. Adequacy funding has also covered additional personnel costs related to lowering class sizes in grades K-3. These investments strengthen core instruction and ensure that students with diverse learning needs receive appropriate support.

The district has also expanded student support systems through the implementation of a Multi-Tiered System of Supports (MTSS) coach at the elementary school and stipends for staff supporting the Positive Behavioral Interventions and Supports (PBIS) framework. Additionally, adequacy funding has allowed the district to maintain extended school year (ESY) programming and after-school tutoring services that provide targeted academic assistance to struggling students.

For rural districts such as Mount Carmel, adequacy funding plays a critical role in maintaining equitable educational opportunities. Reliable and predictable state funding enables districts with limited local tax bases to maintain academic supports, provide specialized instruction for students with diverse learning needs, expand career readiness opportunities, and avoid borrowing funds to sustain basic operations during state budget delays. These efforts are especially important as districts also face increasing costs associated with cyber charter school tuition.

While Mount Carmel has benefited from new infusions of state resources, the district's reliance on state funding also leaves it particularly vulnerable to state budget delays. During the recent state budget impasse, Mount Carmel was forced to borrow up to \$4 million at an interest rate of 4 percent to maintain operations while awaiting state appropriations—a total cost of over \$80,000. At the time, Cheddar emphasized the strain this placed on schools: "It's very difficult for school districts, like Mount Carmel Area, which rely so heavily on state funding, to continue to ensure programs and supports are in place for our students and staff."

Generally, adequacy funding has allowed the Mount Carmel Area School District to invest in instruction, intervention programs, and career readiness initiatives that directly benefit students. However, the district's experience during the budget impasse demonstrates that adequacy alone is not sufficient without reliability. For rural communities with constrained tax bases, sustained and timely state funding is essential to ensuring that all students have access to the resources and opportunities necessary for long-term success.



Because of Adequacy Funding, more Mount Carmel students can access CTE programs at Northumberland County CTC.

IROQUOIS SCHOOL DISTRICT



Superintendent: Shane Murray

FAST FACTS

IROQUOIS SCHOOL DISTRICT IN NORTHWESTERN PA

Locale: Mid-sized Suburban	Schools: 2
Students: 1,118	Qualify for Special Education: 25%
Multilingual Learners: 4%	Economically Disadvantaged: 72%

Iroquois School District, just east of the city of Erie, serves the close-knit communities of Lawrence Park and Wesleyville. At only 2.3 square miles, it is one of the smallest school districts in Pennsylvania, with two schools serving students from pre-K through 12th grade. Despite its size, the district serves a high-need population—one in four students receives special education services, and three in four students are economically disadvantaged—and operates in a community with limited economic growth and an aging tax base where 16 percent of residents are 65 years or older.

Even with the highest local tax rate in the region, Iroquois relies on state funding for about 67 percent of its revenue. According to Superintendent Shane Murray, “We are one of the school districts that are most reliant on the state because of our size and because we have no housing growth.”

Recent investments are making a real difference, as a result. Over the past two years, Iroquois has received over \$1 million in new, recurring adequacy funding to start to close its \$5.5 million adequacy gap—a shortfall of over \$5,000 per pupil. With this funding, the district has been able to stabilize its workforce, including providing an 8.5 percent salary increase for teachers. This has helped reduce turnover and keep experienced educators in classrooms, creating more consistency for students. Given the research showing that educator quality⁶ and stability⁷ have an outside impact on student learning, the district expects to see these investments yield dividends in the form of student achievement gains in coming years.

Iroquois has also made important progress in supporting student well-being. School-based mental health services, first supported by now-expired federal ESSER funds, have become critical as outside providers often have long wait times of 40 to 60 days. By maintaining these services, the district has ensured students can get help when they need it. The district also reported spending adequacy funds on hiring

additional counselors at both schools and a contract with Effective School Solutions to provide multi-tiered systems of mental and behavioral supports. These investments have already led to positive outcomes, including fewer mental health referrals. The district is planning to build on its current progress by working toward full-time therapeutic classrooms.

The district has also been able to use adequacy funding to meet the needs of its multilingual learner population. Through a contract with the local intermediate unit, Iroquois is able to offer targeted multilingual learner support, and adequacy funds also helped purchase additional curricular resources specifically to support them.

These strategic investments are paying off in impressive student growth across subjects. In 2025, Iroquois students met or exceeded growth targets on state tests in 11 of 13 subject areas, according to the state’s value-added assessment system (PVAAS). Student growth was “well above” the growth standard in 4th, 6th, and 8th grade math, 4th and 6th grade English language arts, and high school biology and literature.⁸

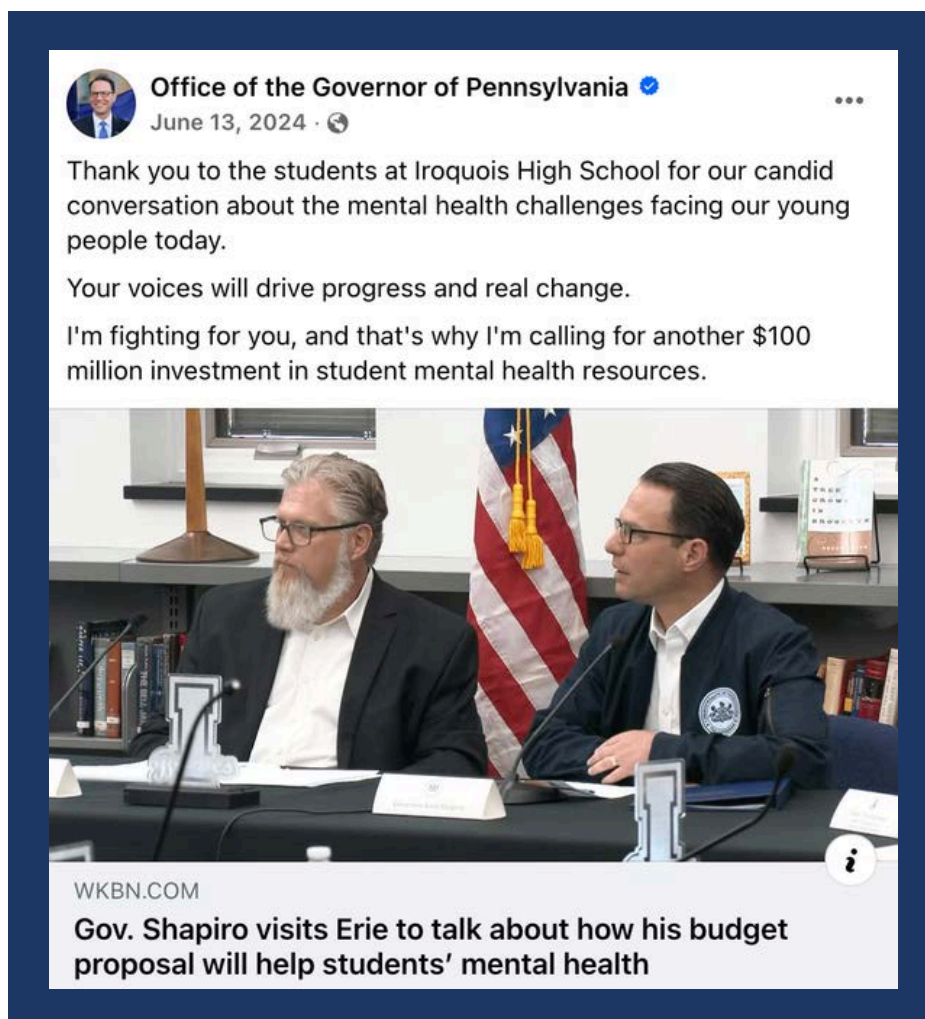


However, the district's progress could be halted if future state funding is not reliable and timely. As Murray put it: “We keep getting asked to do more as a school district, and you can't do that if you can't plan or you don't know what resources you have. And it not only affects this year, but into next year.”⁹ Recent budget delays forced the district to pause plans like new multimedia courses and additional mental health supports. The state budget impasse also delayed hiring for key positions, like media specialists and aides, which disrupted the student scheduling process that starts months ahead of the school year. If the impasse had stretched longer, the district would have had to borrow \$5 million—along with about \$10,000 in legal fees—costs that could have been avoided with an on-time budget.

Other financial pressures remain. Cyber charter costs continue to strain the budget, especially since about 20 percent of Iroquois' cyber charter students require special education services. Recent reforms have reduced the district's cyber charter reimbursement costs by bringing them more in line with the actual costs of an online education, but cyber charter costs remain a major cost pressure.

Even with these challenges, Iroquois is building a strong and supportive school environment. Programs like The Leader in Me, based on the work of Stephen Covey, are helping students develop leadership skills and creating a more positive school culture. Combined with investments in teachers and student support, these efforts are improving engagement and overall school climate.

The story of Iroquois is ultimately a hopeful one. It shows that when funding is aligned with student needs, schools can make meaningful progress—even in the face of challenges. With continued commitment to equitable, predictable, and adequate funding, districts like Iroquois can not only maintain their progress, but continue to grow and provide every student with the opportunity to succeed.



HOLLIDAYSBURG AREA SCHOOL DISTRICT



Superintendent: Curt Whitesel

FAST FACTS

HOLLIDAYSBURG AREA SCHOOL DISTRICT IN SOUTH CENTRAL PA

Locale: Small Suburban	Schools: 5
Students: 3,085	Qualify for Special Education: 17%
Multilingual Learners: 1%	Economically Disadvantaged: 37%

Hollidaysburg Area School District, a small suburban district in Blair County, has navigated significant financial headwinds in recent years. While the district’s original adequacy gap was nearly \$10 million—approximately \$3,000 per student—it has received just over \$1 million through the first two installments of adequacy funding. These funds have been critical as the district faces a 15 percent increase in medical insurance costs, rising property insurance and utility rates, and the mounting maintenance needs of its aging facilities.

For Hollidaysburg, the primary goal of the adequacy investments was maintaining staffing levels and class sizes that would meet all students’ needs. In the first year of adequacy funding, the district relied on adequacy dollars to maintain full-day kindergarten—a critical investment to ensure students enter elementary school ready to learn. Adequacy funding also allowed the district to avoid a staff reduction that leaders had previously

feared. Superintendent Curt Whitesel noted the importance of this stability: “We didn’t have to reduce staff, which is always a positive because you want to continue to offer everything you offer without eliminating possibilities or opportunities for kids.”

With the financial breathing room provided by the new state funding, Hollidaysburg instituted a transformative daily period called “WIN - What I Need.” During this hour, students receive targeted help in math and English Language Arts (ELA), special education services, or enrichment based on their specific level.

Assistant Superintendent Tracy Boone highlighted the program’s reach, noting that reorganized schedules and the WIN period allowed the district to provide additional reading and math services to an extra 100 students. The impact is already visible.

“We have been fortunate; we have seen some great improvements in our [federally mandated] services that we have been able to exit some students [from special education], which is huge,” Boone shared. “For the kids to see what they can do on their own independently, it gives them a sense of independence as well.” Furthermore, the district added two new Advanced Placement (AP) courses—Geometry and Psychology—to further expand student academic opportunities.

Adequacy funding also enabled the district to catch up on purchases that would improve student engagement and opportunity but that had been previously relegated to the back burner. For example, it was able to purchase two new sousaphones for the state-renowned music program, a new autoclave for cleaning instruments, and updated microscopes for science labs.

Despite these gains, district leaders warn that their 10-year facility plan remains a “pipe dream” without sustained, predictable funding. Some buildings, like the junior high school, are over 100 years old and require major repairs that are currently financially unfeasible.

Superintendent Whitesel stressed the need for continued state support to manage rising costs and maintain student-centered initiatives like WIN: “It’s just about getting caught up and out of debt so we can do more in the future. That would be huge for us.” Without additional adequacy funds, the district risks having to scale back interventions or delay critical security upgrades, potentially impacting the progress made for its 3,000 students.

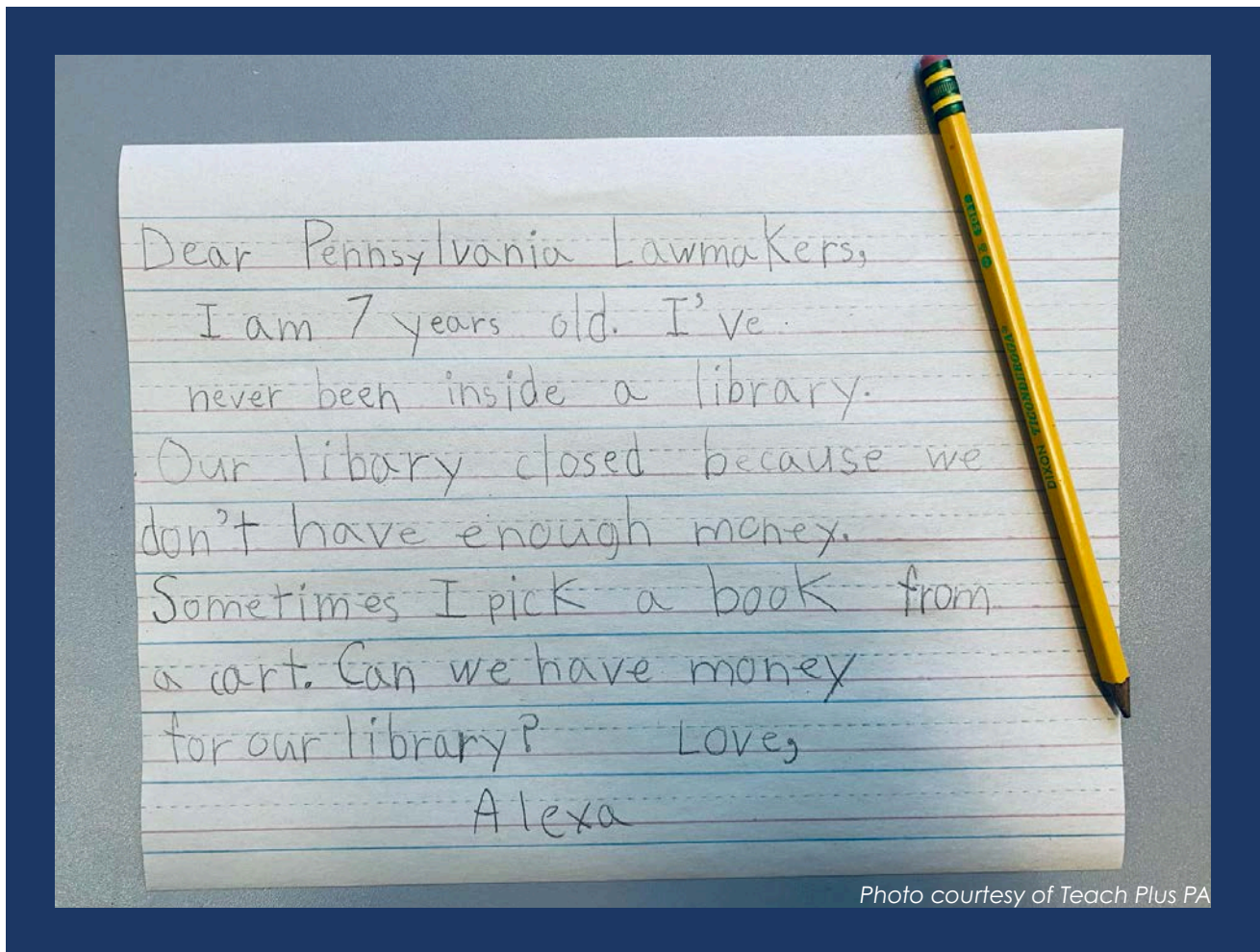


Photo courtesy of Teach Plus PA

PHILADELPHIA CHARTER SECTOR

Tacony Academy Charter School CEO: Naimah Wimbley



New Foundations Charter School CEO Chris Zagacki



And other CEOs of other charter schools

FAST FACTS

PHILADELPHIA CHARTER SECTOR IN SOUTHEASTERN PA

Locale: Large Urban	Schools: 82
Students: 64,469	Qualify for Special Education: 24%

Philadelphia has the largest number and concentration of public charter schools in Pennsylvania. Philadelphia’s charter sector comprises 82 schools in over 40 separate charter networks. These schools serve a total of nearly 65,000 students, or approximately one-third of all enrolled students in the city.¹¹ The charter student population is diverse, including 89 percent students of color, with 59 percent of students identifying as Black or African American. While the School District of Philadelphia does not report out on data on economically disadvantaged and multilingual students in the charter sector, overall, 100 percent of students in Philadelphia are considered economically disadvantaged and 21 percent are multilingual learners.¹²

While charter schools do not receive adequacy funding directly through the Ready to Learn block grant, they do benefit indirectly from the increased district spending that adequacy funding allows, which is then passed on to charters through district tuition reimbursements. Beginning in July 2025, as a result of the trickle-down effects of the 2024-25 installment of adequacy funding to the School District of Philadelphia, Philadelphia charter schools began receiving approximately \$650 more per pupil per year in district tuition payments. As with district adequacy increases, these increases will compound annually for charter schools as well.

Although the state does not track or require reporting on adequacy spending from charter schools, we worked with Philadelphia Charters for Excellence, a local advocacy organization representing Philadelphia’s public brick-and-mortar charter schools, to survey charter leaders about how they were using adequacy funding.

Based on the survey data,¹³ Philadelphia charter schools have primarily directed adequacy funding toward two major areas: targeted academic interventions and holistic student support services. Academically, schools prioritized expanding their

core instruction through updated curricula, K-3 reading/literacy interventions, math supports, and high-impact tutoring. To achieve this, many focused heavily on staffing—specifically hiring more experienced teachers, reading specialists, and interventionists to reduce class sizes and provide small-group instruction.

Alongside academics, there was a strong emphasis on student well-being, with schools investing heavily in mental health counseling, social-emotional learning (SEL) programs, and school climate initiatives.

Early indicators of impact suggest these investments are yielding positive results across both academic and behavioral metrics. Schools are reporting noticeable growth in academic assessments, including higher K-3 reading proficiency, improved math scores, and stronger NWEA MAP growth. Operationally, the expanded support services and family outreach have led to decreased chronic absenteeism, fewer office discipline referrals, and improvements in students' social-emotional health tracking. Additionally, some schools noted that these funding-driven improvements have positively impacted their staff, leading to higher teacher satisfaction and retention.

To see more concrete examples of the benefits of new adequacy funding, we interviewed the CEOs of two charter schools in northeast Philadelphia: **New Foundations Charter School** and **Tacony Academy Charter School**.



Students from New Foundations with Governor Josh Shapiro, First Lady Lori Shapiro, and Secretary of Agriculture Russell Redding

New Foundations Charter School serves just over 1,500 K-12 students across two buildings in northeast Philadelphia. Like many schools in the city, New Foundations has had challenges recruiting and retaining sufficient qualified staff to meet the needs of their students. Increased funding due to adequacy investments helped the school keep six full-time academic interventionists that had been hired using COVID-era federal pandemic relief funds. These interventionists had had a large impact on student achievement for struggling students, but with the expiration of Elementary and Secondary School Emergency Relief (ESSER) funding, “there was a lot of angst” about the future of these roles, said CEO Chris Zagacki, with interventionists asking him directly if they would still have a job. Zagacki saw the

value in these roles, and was able to retain these staff members because of the adequacy funding the schools received. Additionally, New Foundations has been able to hire three permanent substitutes for each of its two buildings, which minimizes teachers from losing their prep periods to cover classes.

Beyond staffing, adequacy funding has allowed New Foundations to partner with InSite to bring in an on-site therapist/ licensed clinical social worker who provides individual, group, and family therapy and other mental health supports for students. The program, while costly, has been extremely valuable for students. “If we have a student that needs independent psychological evaluation or is going through a mental health crisis, rather than having to say, ‘Here are the resources and places you can go,’ InSite will coordinate with the family and school to get the student the services they need ASAP, often within a day,” Zagacki explained.

Increased funding has also allowed New Foundations to keep up with rising special education costs, particularly for transportation and supporting incoming students with individualized education plans (IEPs), as 17 percent of the student body qualifies for special education services. Zagacki noted that the school's current kindergarten class has more IEPs than ever before. “It’s not that we have so many kids with IEPs,” Zagacki explained, “It’s that we have one speech therapist and now so many kids need speech therapy that we need to hire another speech therapist.”

While adequacy funding has helped New Foundations to meet students’ needs, Zagacki was clear that these are not extravagant or extraneous expenses; they are things that are truly needed for students to succeed. The point, he said, is not to “think of adequacy funding as all these extra bonuses. It is the bare minimum of what is needed to have a functioning school that best serves students.”



Students from New Foundations with Senator Joe Picozzi

Philadelphia Charter School Students Not Immune to Consequences of State Underfunding



Also in northeast Philadelphia, **Tacony Academy Charter School** serves just over 1,000 K-12 students across two buildings. It was recently nominated for Charter School of the Year by the Pennsylvania Coalition of Public Charter Schools and is regularly one of the most in-demand charter schools in the city.

Similar to New Foundations, Tacony Academy used its funding increase to maintain and expand school staffing, with an emphasis on special education. The school was able to maintain all teaching and support staff in 2025-26 while expanding its services to include a K-2 autistic support classroom; funds were used to hire and train a teacher and assistant for this class and provide one-to-one services for students. With future adequacy increases, the school hopes to create a second autistic support classroom for grades 3-5, along with small group instruction and professional development opportunities for teachers. According to Naimah Wimberly, the CEO of Tacony Academy, “The number of students with high needs and low-incidence [disabilities] entering our school is increasing year after year. The additional funds allow us to keep our students here instead of sending them to private schools.”

At the secondary level, Tacony Academy focuses on creative and critical thinking and problem-solving in addition to mastery of Pennsylvania and national standards. Through increased funding due to adequacy investments, the school has established medical and technical institutes at the high school, allowing students to earn workforce credits before they graduate from high school. The high school is expanding its AP offerings and equipping teachers to teach college-level curricula and support gifted students using research-based strategies.

Like other Pennsylvania schools, Tacony Academy faced uncertainty during last fall’s state budget impasse. The school was forced to pause some programs to ensure it could cover payroll and benefits, relying on its business controller to avoid overextending themselves and carefully choosing which bills to pay and which to defer.

Despite these hiccups, the benefits of adequacy funding are beginning to be felt. “The adequacy funding is tremendously helping our students—their academic performance and social emotional learning,” said Wimberly. “It has also enabled us to professionally develop distinguished teachers.”

WHERE ARE THEY NOW?

CHECKING IN ON LAST YEAR'S *FROM DOLLARS TO DIFFERENCE* SCHOOL DISTRICTS

In the first edition of *From Dollars to Difference*, published in April 2025 following the first installment of adequacy dollars, we profiled seven school districts and their superintendents to understand how they put adequacy funds to good use to benefit students. While this follow-up report primarily focuses on a new set of school districts and charter schools, we also wanted to return to our original districts to understand what additional benefits they are seeing over time from the first installment, as well as how they are investing the second installment. In this section, we briefly check in on five of the original districts: Norristown Area, Pottstown, New Kensington-Arnold, Kane Area, and Philadelphia.

NORRISTOWN AREA SCHOOL DISTRICT

In the 2024-25 school year, Norristown Area School District utilized adequacy investments to return programs to full strength by adding 103 new positions, including 34 professional staff and nine support roles. Notably, the district successfully moved 21 previously outsourced special education positions back to direct district employment, a move that has bolstered staff retention. During the 2025-26 year, Superintendent Chris Dormer added another 54 positions, including early literacy staff, additional high school teachers to further reduce class sizes, and school psychologists. All told, new state funding has allowed the district to add 195 new positions over the past five years while keeping tax increases to a minimum.

The impact of these "more hands to do the work" has been felt across the district's social and psychological climate. Dormer noted that while the growth is happening at an "accelerated rate," the district still faces unmet needs that can hinder progress. Dormer emphasized the human element of these investments, stating, "For the first time, it feels like there's more hope and optimism...it's making a difference in the lives of kids already." His most urgent plea to state leaders? "Please commit to seeing this through to the end."



Photos by Allison Shelley for EDUimages

POTTSTOWN SCHOOL DISTRICT

Pottstown School District directed its funding toward modernizing the learning environment and maintaining robust CTE programs for grades 10-12. These investments provide students with vital training in fields such as automotive technology, health occupations, early childhood education, and culinary arts, preparing them to enter the workforce with a living wage. The district has already observed tangible results from this support, including a reduction in physical altercations at the middle and high schools, higher student attendance, and a narrowing student achievement gap.

Superintendent Stephen Rodriguez reported that "every metric we have is moving in the right direction," but stressed that the district's greatest challenge is now "sustaining momentum" after decades of underfunding. To keep this progress from being cut short, Rodriguez highlighted the need for continued support to address ongoing needs in mental health and specialized services for autistic students. As he described the current state of the district: "I can see the hard work paying off little by little and a bright light at the end of the tunnel. But we are not there yet."



Photos by Allison Shelley for EDUimages

NEW KENSINGTON-ARNOLD SCHOOL DISTRICT

With its second installment of adequacy funding, New Kensington-Arnold has focused heavily on student well-being and attendance. The district has sustained critical roles including guidance counselors and a behavior specialist, while also piloting "Critter Coins," a schoolwide positive behavior reward system. These strategic investments in MTSS have led to "positive growth scores" and helped the district exit the state's school improvement list. Furthermore, the district established a new after-school program for cyber school students, providing in-person tutoring four days a week.

Superintendent Dr. Chris Sefcheck credits the funding with allowing the district to "keep counselors and mental health support" and avoid gaps in instruction by hiring permanent substitute teachers for each building. Despite these successes, the district faces a pressing need for more classroom space. He explained that additional state investments are essential to fund larger-scale facilities projects, such as a planned eight-to-10 classroom addition to the kindergarten building to alleviate district-wide shortages.

Dr. Sefcheck credited improvements to the collective effort of educators, support staff, and administrators: "Everybody districtwide has been instrumental in making things better."

KANE AREA SCHOOL DISTRICT

Kane Area School District has realized nearly \$1 million in increased recurring state funding due to adequacy installments over the last two years—funding that Superintendent Jeannine Kloss noted "would not have been possible to generate locally." The district has used these funds to reduce class sizes in kindergarten and adopt evidence-based curricula. Additionally, the district has removed cost barriers for high school students seeking industrial certifications, creating clearer pathways to graduation and future employment.

The district's proactive approach has resulted in increased attendance and a more positive school culture. However, the 135-day state budget delay forced the district to temporarily halt nonessential spending and later make expedited financial decisions.

Looking to the future, Kane Area plans to use the next installment of funds to expand summer learning and increase middle school staffing to allow for more flexible scheduling. As Ms. Kloss summarizes, sustained investment is the key to ensuring "every student has the opportunity to thrive."



SCHOOL DISTRICT OF PHILADELPHIA

As Pennsylvania's largest and one of its most vulnerable districts, the School District of Philadelphia relies on the state for 54 percent of its operating revenue. This heavy dependence made the recent 135-day budget impasse particularly devastating, forcing the district to authorize borrowing of up to \$1.55 billion and incur \$6.5 million in interest charges just to stay afloat. While the first year of adequacy funding was used for targeted professional development for teachers aligned with the district's new evidence-based curricula, the second year has been defined by a "maintain and retain" strategy in the face of a \$300-million budget deficit in the current year.

The School District is making significant progress under its strategic plan, Accelerate Philly, evidenced by increased student attendance, increased test scores, increased graduation rates, and decreased dropouts. Despite this progress, Superintendent Tony Watlington warned that the district is now "looking down the barrel" of a \$400 million deficit. Without accelerated state or local funding, the district will cut \$225 million in operating costs in the 2026-27 school year. He said that "highly qualified, well supported teachers are the most influential in school impact," making sustained state support a necessity for the district's nearly 200,000 students.



Photo by Allison Shelley/The Verbatim Agency for EDUimages

CONCLUSION

The second year of state adequacy funding has marked a pivotal shift for Pennsylvania's schools, moving from the initial relief of the first installment toward a more sustained—though still fragile—strategy for student success. Based on our review of statewide adequacy reporting data and the more intensive case studies included in this report, we have identified four major findings based on trends across schools.

FINDINGS

Schools have invested adequacy funds in evidence-based ways and are seeing early signs of positive impact on educational opportunities and student outcomes.

As this report demonstrates, districts across the commonwealth, from Wyoming Valley to Hollidaysburg, are translating these historic investments into tangible, evidence-based improvements in staffing, specialized student supports, and modern instructional materials. Furthermore, the benefits of increased adequacy funding are also beginning to be felt in public charter schools. These "dollars to difference" are not merely line items in a budget; they represent the difference between a student receiving specialized reading intervention or falling behind, and between a district maintaining a safe, supportive school climate or facing devastating program cuts. While it is still early to see large-scale academic improvement based on these investments, schools are reporting upticks in student attendance, engagement, and learning that can be expected to translate to student achievement gains in coming years.

These funds are successfully mitigating the impact of expired COVID relief dollars, allowing districts to avoid or minimize significant cuts to staff and programming.

The 2025-26 school year was the first year since the COVID pandemic in which schools had no ESSER funds to spend. In many parts of the country, the expiration of these pandemic relief funds has led to announcements of widespread layoffs, hiring freezes, and programmatic cuts. While Pennsylvania schools are not immune to pain from sunseting federal funds, many adequacy recipients have been spared the acute pain faced in other states, as adequacy funding has allowed them to maintain critically-needed staffing and student supports.

The state budget impasse weakened the immediate impact of adequacy funding, as districts were forced to take out high-interest loans or postpone essential spending while waiting for state resources.

The 135-day budget impasse of 2025 created a "crisis of predictability," forcing many districts to take out costly loans or postpone essential investments just as they were beginning to see the fruits of their initial adequacy dollars. The prolonged budget impasse imposed real costs to schools: delayed expenditures for new curriculum, staffing, and professional development; borrowed and then diverted funds to interest payments; expended time and staff capacity to prepare for an uncertain funding window; and rushed procurements and program start-ups that undermined value and planning. Rural districts and those with small local tax bases, who remain heavily reliant on state funding to fill budget gaps, were some of the most impacted by the budget delay.

Districts continue to face significant financial pressures and uncertainties related to high inflation, rising mandated costs for special education and cyber charter reimbursements, and uncertainty about future federal education funding.

After two installments of adequacy funding, only approximately one-fifth of the total \$4.8 billion adequacy gap has been closed by the state, and many districts are still acutely underfunded, with adequacy gaps of thousands of dollars per student. Additionally, districts point to high and persistent inflation, which has put upward pressure on personnel, transportation, and construction costs. Special education and charter school reimbursement costs also continue to rise rapidly, driven by increasing numbers of students as well as increased costs of services or tuition. Finally, districts are concerned by the prospect of losing critical federal funding, which often supports the most vulnerable students. Adequacy funding is not a panacea, districts warn, and these other financial factors threaten the progress of the last two years.



Photos courtesy of PA Schools Work

RECOMMENDATIONS

Continue to invest at least \$565 million in adequacy funding annually until the full adequacy gap is closed.

While progress has been made in closing the adequacy gap over the past two years, most districts have only seen approximately one-fifth of their overall gaps closed, while they continue to face budgetary challenges and inflationary pressures. Districts will not be able to maintain their momentum without sustained investments of at least the level of the most recent installment of \$565 million. And the Commonwealth Court's ruling that our current system is unconstitutional will not be fully addressed until the full adequacy gap of \$4.8 billion—calculated by the General Assembly itself—is fully closed.

Study which types of adequacy investments have the strongest return on investment.

As the state invests in additional installments of adequacy funding, it is also gaining additional valuable data on how districts are spending these dollars. While studying the relationship between different types of adequacy investments and changes in student achievement is beyond the scope of this report, such research would be appropriate and welcome from the Pennsylvania Department of Education. This analysis would help lawmakers and school leaders understand which investments are yielding the greatest investments, allowing for more targeted and evidence-based spending over time.

Ensure that schools can plan for sustained and predictable adequacy investments by committing to a clear multi-year timeline and passing annual state budgets on time.

Recurring feedback from administrators across the commonwealth, urban to rural, large to small districts, is clear: there is an immediate need for a predictable timeline and multi-year plan to sustain gains. The state should commit to a clear, multi-year timeline for closing the remaining adequacy gap, allowing districts to engage in long-term forecasting and planning. Additionally, in order to avoid disruptions, delayed procurements, and financial losses for school districts, the legislature must commit itself to passing on-time state budgets or to reimbursing districts for costs—such as interest payments—caused by funding delays.

Examine additional ways to address the growing financial pressures schools face.

Despite the relief adequacy funds provide, school leaders continue to point to several common cost drivers making balanced budgets difficult: rising special education costs, continued overpayments to cyber charter schools, and expiring federal relief funds. While state leaders continue to close the adequacy gap, they should continue to explore other avenues to increase special education funding, provide dedicated dollars for school facilities, and rightsize cyber charter costs.

The stories of the educators and leaders profiled in this report underscore a clear reality: Adequacy funding is not an "extra bonus," but the bare minimum required to fulfill the constitutional promise of a thorough and efficient education for every child. To ensure that the "bright light at the end of the tunnel" seen by many superintendents does not flicker out, the Pennsylvania General Assembly must maintain its commitment to closing the full adequacy gap and addressing other financial concerns raised by districts. By continuing to invest annually and ensuring that budgets are passed on time, the state can provide the stability schools need to move beyond "maintain and retain" and toward a future where every Pennsylvania student—regardless of their zip code—has the resources and opportunities they need to thrive.

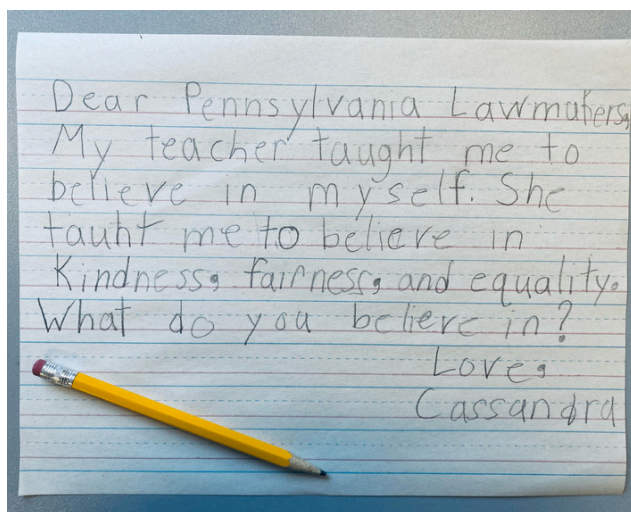
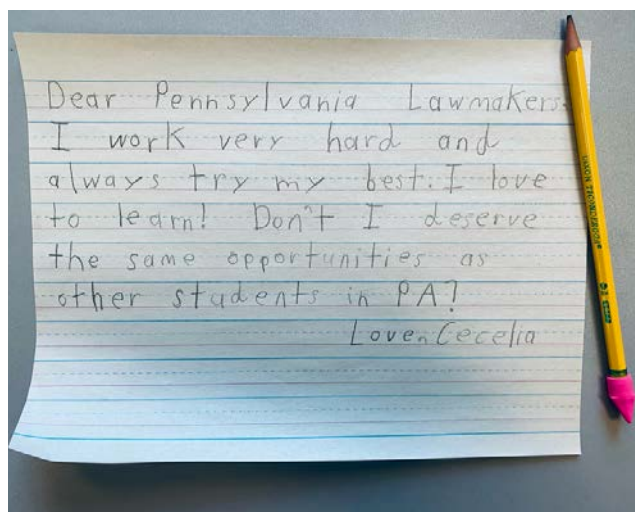
The work has begun, but the job is not yet finished. It is time for Pennsylvania to follow through on its commitment to its children and its future.



Photos courtesy of PA Schools Work

ENDNOTES

1. Commonwealth Court of Pennsylvania (2023). [William Penn School District et. al. vs. Pennsylvania Department of Education et. al.](#)
2. Pennsylvania Department of Education (2026). [2025-26 Ready to Learn Block Grant](#) and [2023-24 Average Daily Membership](#). Per-pupil adequacy gaps were calculated by dividing each district's total adequacy gap by its 2023-24 adjusted ADM.
3. Under state law, school districts are required to report in the fall on how they intend to spend their adequacy dollars, and then in the spring on how they actually did spend the funding. This report draws upon districts' fall and spring submissions from the 2024-25 school year, as well as the fall submission from the 2025-26 school year. The spring submission, detailing how districts actually spent their second installment of adequacy funding, was not available at the time of publication.
4. Data for the descriptions and charts used in this section comes from two sources: Pennsylvania Department of Education (2026). 1) [2024-2025 Ready To Learn Final Expenditure Report](#), publicly available on PDE's website. 2) Pennsylvania Department of Education (2026). 25-26 Ready to Learn Grant – 25-26 Anticipated Uses. Provided to Teach Plus PA in April 2026 based on submissions by local education agencies.
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6. Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). [Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood](#). American Economic Review.
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10. Calculated from the School District of Philadelphia Open Data portal: 2025-26 Enrollment and Demographics dataset.
11. School District of Philadelphia (2026). [Data & Demographics](#).
12. School District of Philadelphia (2026). [October 1st Enrollment Dashboard for the 2025-26 school year](#).
13. Unpublished anonymized survey data provided by Philadelphia Charters for Excellence.



Photos courtesy of Teach Plus PA



This district is trending in the right direction, it really is. If we didn't have the adequacy gap funding, I don't know if we would be able to keep up...I'm confident in saying we are at a pivotal point in this district that we are about to do very, very special things for the students and the staff to put them in the most dynamic environments for student success.

DR. CHARLES SUPPON, SUPERINTENDENT
WYOMING VALLEY WEST SCHOOL DISTRICT



The mission of Teach Plus PA is to empower excellent, experienced, and diverse teachers to take leadership over key policy and practice issues that affect their students' success.

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