

A Reimagined School Portfolio in Pittsburgh Public Schools

August 13th, 2024



Agenda

1

Setting the stage: The what and why of portfolio design

2

Portfolio Changes: What types of portfolio changes are we looking at and why?

3

Scenarios: What could a future PPS portfolio look like?

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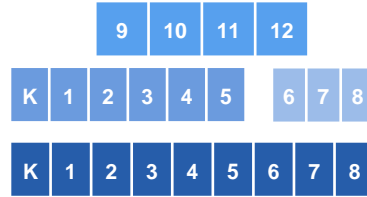
Our Shared Goal

Advance the community's collective vision for equity, excellence and efficiency through changes to the design of PPS' school portfolio.

What do we mean by “school portfolio”?



Number & Size of Schools



Grade Configurations



School & Program Types



Locations



Transportation



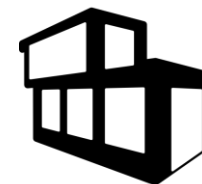
Feeder Patterns & Attendance Zones



Enrollment & Admissions Policies



Connection to Community Resources



School Amenities

“Some communities have been hit hard with the closings in 2004-2006 and in 2011 feeder pattern changes. Most of these communities are African American with low [socioeconomic status]. These are the families less likely to move out of Pittsburgh. We need to acknowledge the poor decisions of the past and not make them again.” – Community Member

“We need to understand the impact of past decisions and make sure future decisions advantage those who have been hurt in the past. Our whole city needs all kids to thrive.” – Community Member

This leaves us with a guiding question

How can we use portfolio design to build the conditions for equity, excellence and efficiency, while ensuring no students or communities are left behind?

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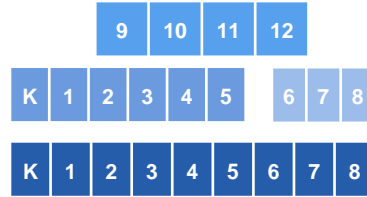
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Scenarios: What could a future PPS portfolio look like?

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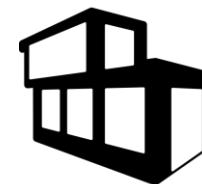
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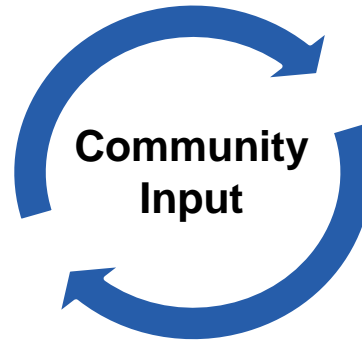


School Amenities

Our final recommendations will come in two phases

Today

- Grade Configurations
- Number & Size of Schools
- Location of Schools
- School Programs
- School Amenities
- Feeder Patterns



Final Recommendations

Everything to the left plus:

- Attendance Zones
- Transportation Policies
- Magnet Enrollment Policies
- Connection to Community Partners
- Financial Impact
- Multi-Year Implementation Plan

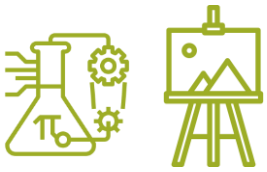
Deep Dive on Four Types of Portfolio Change



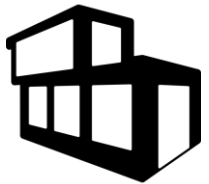
1. Create more consistent school grade configurations



2. Close and consolidate schools with low enrollment



3. Create, expand and modify specialized programs



4. Expand, renovate and repurpose buildings

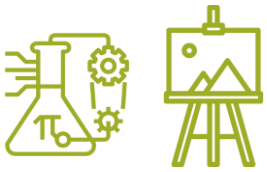
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	9	10	11	12				
K	1	2	3	4	5	6	7	8
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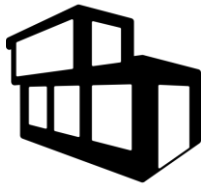
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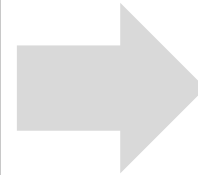
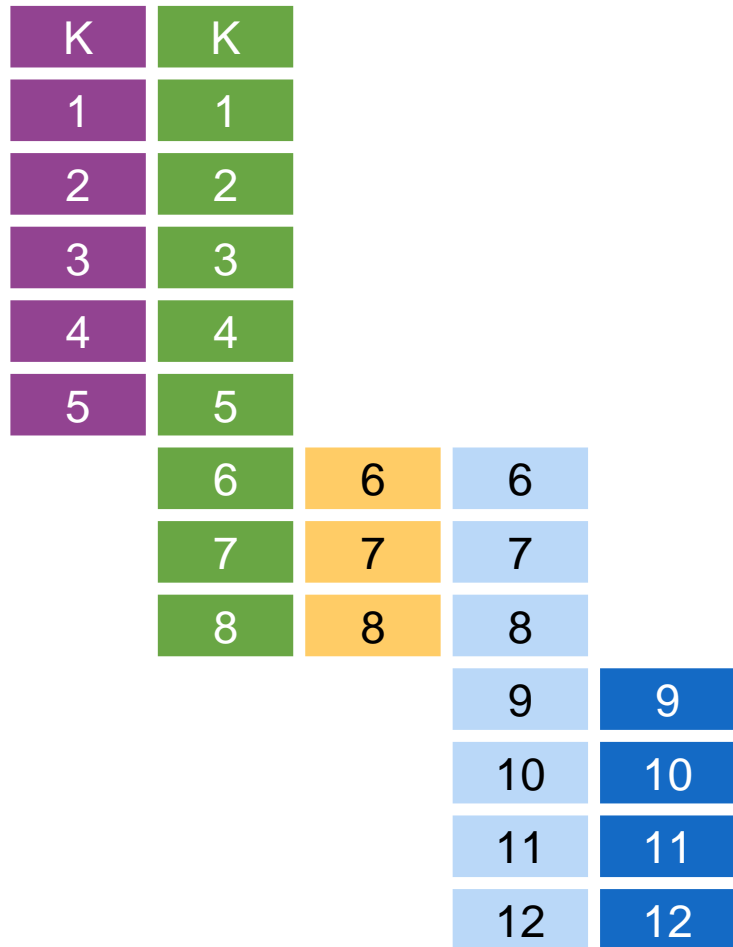
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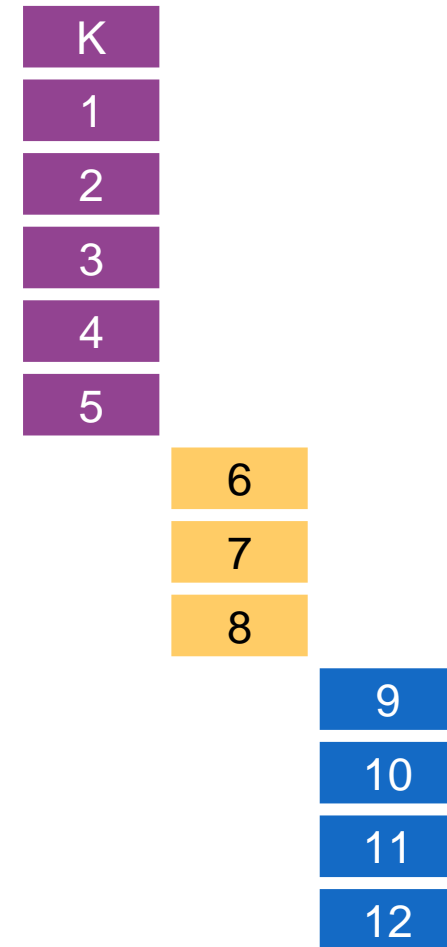
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What could it look like?

From: Five grade configurations with overlapping transition grades



To: A consistent progression of K-5 to 6-8 to 9-12 school models



Benefits & Challenges

Community Priorities it Supports

Grade Configuration: Creates more consistency and clarity in grade configurations across the district.

Course Offerings: Enables more foundational course offerings at each grade level, including art, music, PE, world language, STEM, advanced courses and CTE.

Student Supports: Allows schools to focus support on the unique developmental needs of each grade level.

Sustainable Workload: Reduces the number of courses some teachers would need to teach (e.g. allows a Math teacher to teach one grade instead of two)

Magnet Programs: Aligns transition grades and expands students' choice of secondary options, whether neighborhood or magnet.

Potential Challenges

Transitions: Increases the number of school transitions for students who would otherwise attend a K-8 or 6-12.

Disruption: Some students would need to transition to a different school, which would disrupt relationships with staff and peers.

Travel Time: May increase transportation time for students in certain neighborhoods.

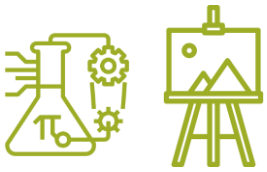
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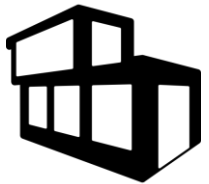
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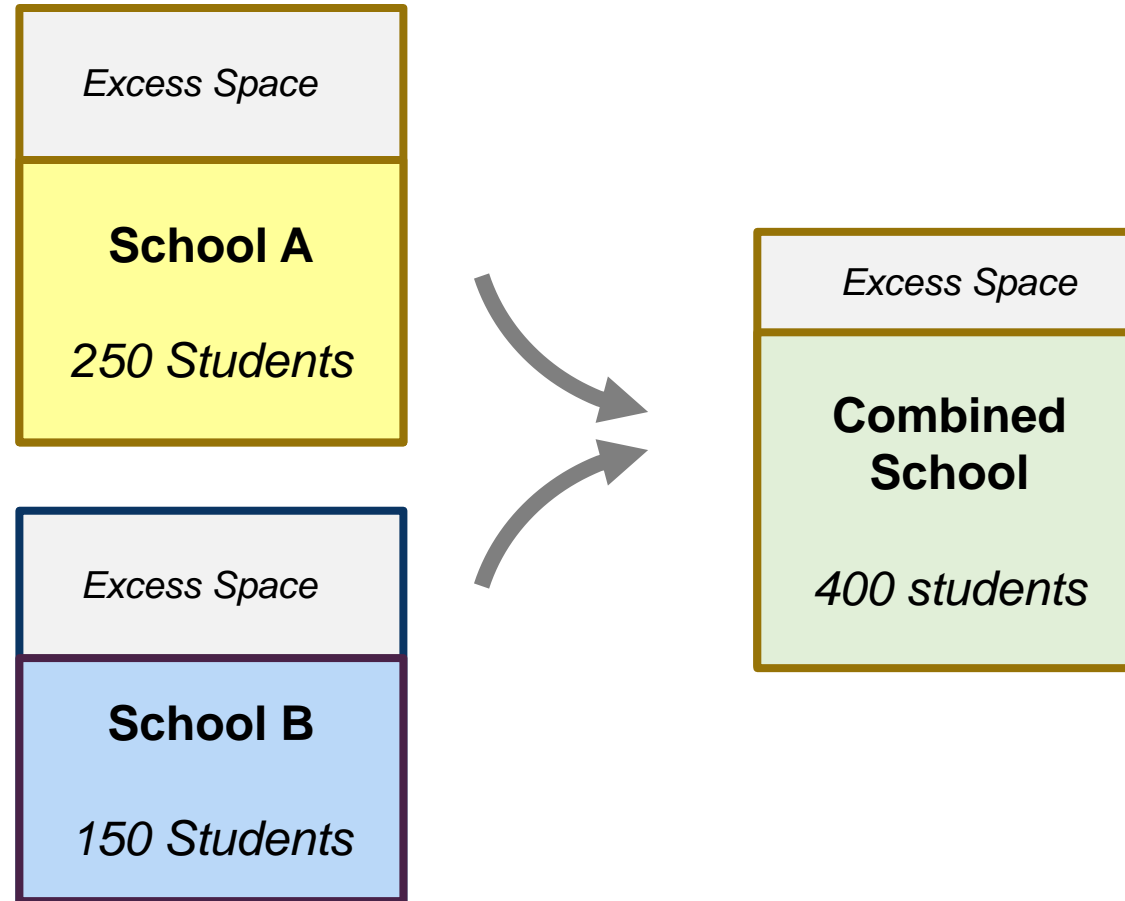


3. Create, expand and modify specialized programs



4. Expand, renovate and repurpose buildings

What could it look like?



Benefits & Challenges

Community Priorities it Supports

Staffing & Resources: More equitable access to resources & support providers with diverse roles and specialties (i.e. Social Workers, PSE and ESL staff, etc.).

Course Offerings: More course offerings, extracurricular and co-curricular opportunities for students.

Teacher Supports & Collaboration: The ability to form teacher teams and more consistent access to instructional coaching that supports professional learning.

Building Security: A consistent distribution of security guards across schools.

Potential Challenges

Loss of community & school identity: Students, staff and community members may experience a sense of grief due to the loss of a valued community.

Disruption: Some students would need to transition to a different school, which would disrupt relationships with staff and peers.

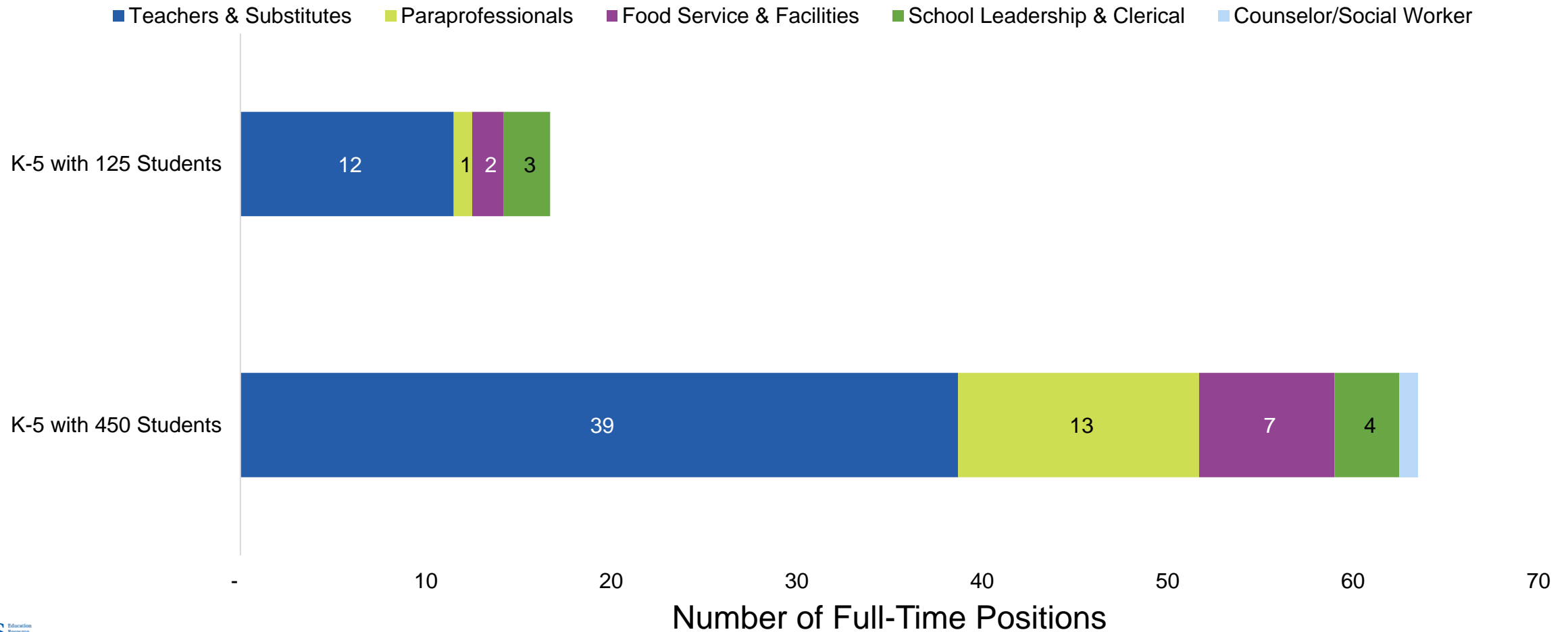
Enrollment Decline: If not done well, could result in additional enrollment loss to charter, private and parochial schools.

What types of course offerings are possible with larger schools?

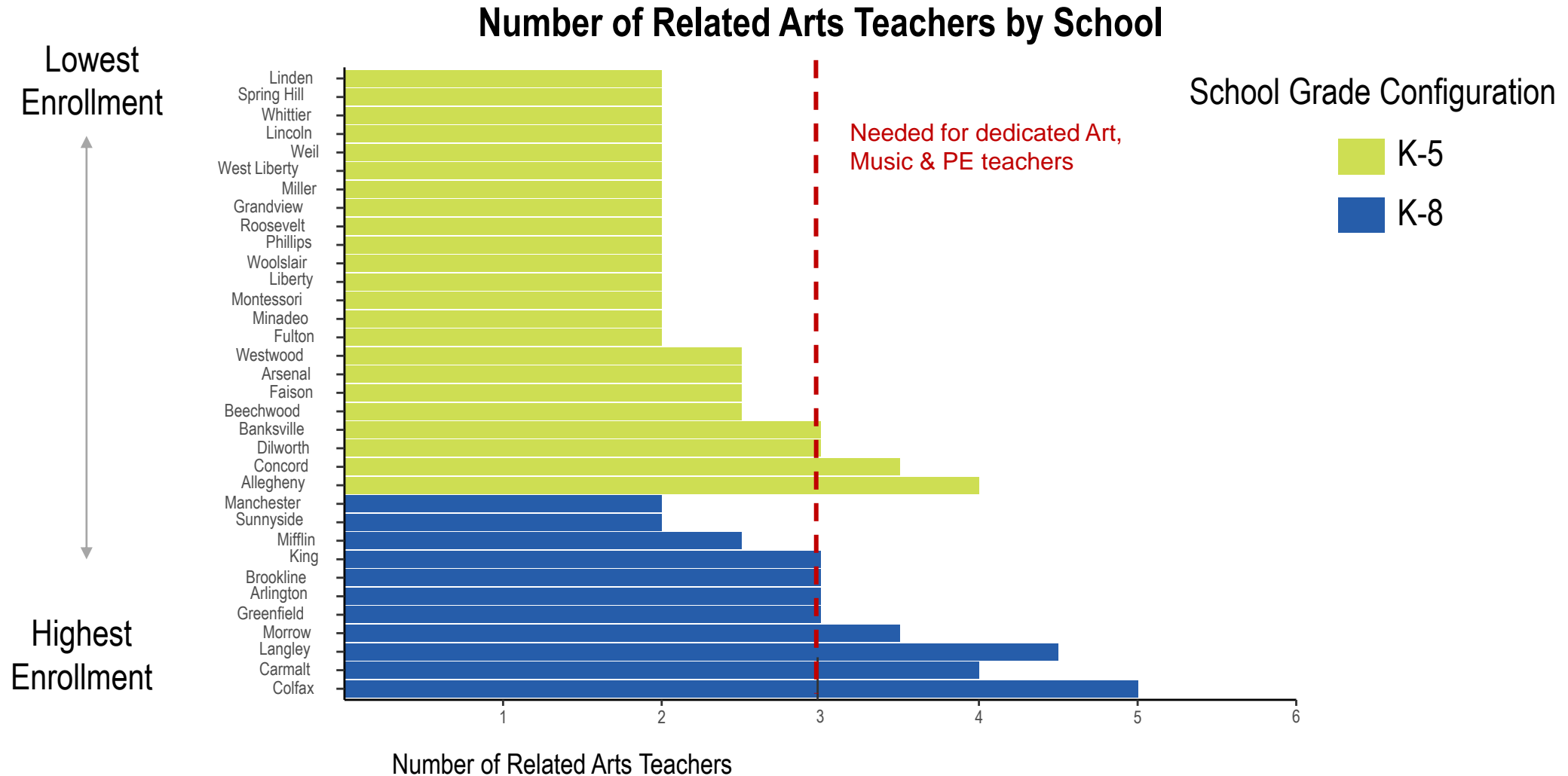
Benefit	K-5	6-8	9-12
Art, Music, PE & Health	●	●	●
World Language	●	●	●
Advanced & AP Courses		●	●
Career Exposure, Exploration and Preparation	●	●	●
Advisory		●	●
STEM		●	●

Small schools have fewer positions, making it difficult to provide diverse course offerings and support

Comparison of Two Schools: Number of Full-Time Positions by Type



Smaller K-5 schools are typically allocated too few related arts teachers to have dedicated Art, Music and PE teachers



PPS schools serving 6-8 students are typically only able to offer basic core content courses

Typical 6-8 Course Offerings in PPS

Math 8	ELA 8	US History	Science 8	Only 4 out of 23 schools offer any type of World Language.
Math 7	ELA 7	World History	Science 7	
Math 6	ELA 6	Geography	Science 6	

Only 13 out of 23 schools offer Algebra.

Only 3 out of 23 schools offer STEAM in middle school.

Limited course offerings in 6-8 can impact students' course progression through high school

“We had to choose a middle school based on availability of pre-algebra in 6th grade. This should be standard for all schools because all kids can achieve given the access to high quality resources.”

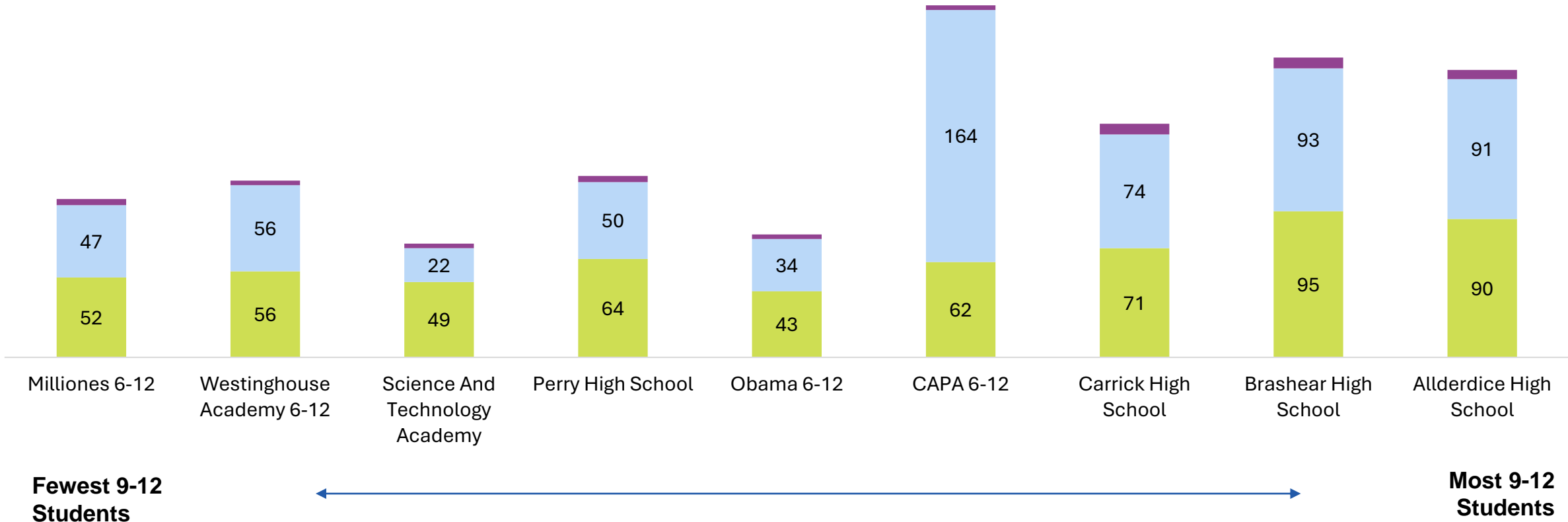
-PPS Parent

	Student in School A <i>Too few Math teachers to offer Algebra 1</i>	Student in School B <i>Enough teachers to offer Algebra 1</i>
12	Elementary Functions	Calculus
11	Algebra 2	Elementary Functions
10	Geometry	Algebra 2
9	Algebra 1	Geometry
8	Math 8	Algebra 1

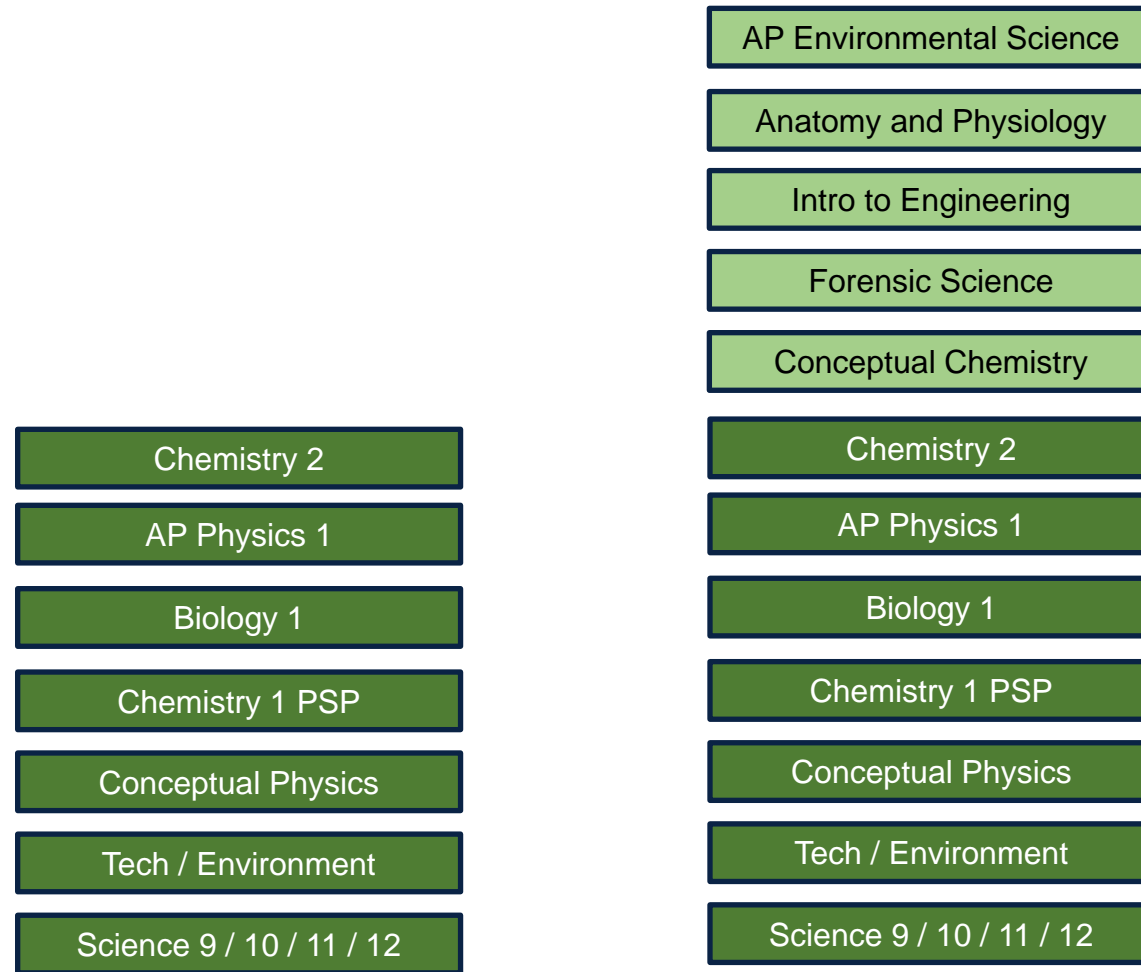
9-12 students in larger schools tend to have access to more course offerings

9-12 Course Offerings by School – Sorted by 9-12 Enrollment

Core Non-Core Support & Enrichment



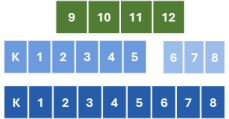
A Comparison of Two Schools: Milliones and Brashear



Milliones

Brashear

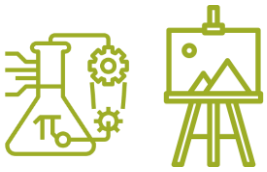
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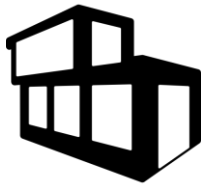
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2. Close and consolidate schools with low enrollment



3. Create, expand and modify specialized programs



4. Expand, renovate and repurpose buildings

What would it look like?

A mix of specialized programs distributed across the city that are accessible to all students in 6-8 and 9-12, whether in magnet or neighborhood schools.

STEAM

**Science &
Technology**

**International
Baccalaureate**

World Language

**Creative &
Performing Arts**

CTE

Community input highlights the tension between inequities of access and value of magnets as attractor programs

“Students should not have to go to magnets to get what is perceived as the only ‘acceptable’ education in the district.”

-Community Member

“Think about if neighborhood and magnet schools have equitable resources. Would magnets be necessary, especially for elementary, if all schools had equitable resources & funding?”

-Community Member

“Magnet schools provide option for parents and are alternative to charter schools, and partial magnets have value by bringing in students to a neighborhood school.”

-Community Member

Three options for changing magnet status

1

Reserve Full Magnets for 6-8 and 9-12 only

Magnets are schools with highly specialized programs not otherwise offered in neighborhood schools.

K-5 magnets transition to become neighborhood schools.

2

Change Full Magnets to Neighborhood Schools

These schools become a part of neighborhood feeder patterns.

3

Create new “Neighborhood Magnets”

Would operate like Full Magnets but guarantee seats for neighborhood students.

Strategically located in underserved communities with declining enrollment.

Benefits & Challenges

Community Priorities it Supports

Course Offerings: Expands access for neighborhood school students to more specialized programming that sparks their interest.

Access & Equity: Helps ensure equal quality education and resources to students in all neighborhoods, including students who are economically disadvantaged, Black or Brown.

Enrollment: May attract students to PPS that might otherwise attend a charter, parochial or private school, and may increase enrollment at neighborhood K-5s.

Course Offerings: Expands access for neighborhood school students to more specialized programming that sparks their interest.

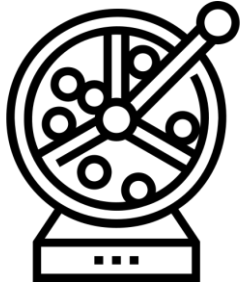
Potential Challenges

Program Design: Would take time and energy to design world-class specialized programming that does not already exist.

Staff & Training: May require hiring and training to ensure staff have the expertise to support specialized programming (e.g. more CTE teachers).

Enrollment Decline: Could result in additional enrollment loss to charter, private and parochial schools if the magnet programs are phased out.

Staff and community members identified the need for several magnet policy changes



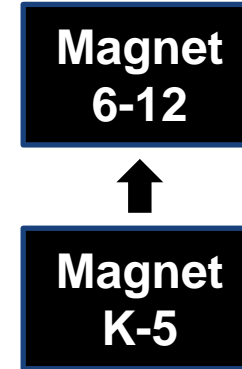
Lottery Weights

Remove or lower weights that disadvantage higher need students (e.g. attendance or suspension rates).



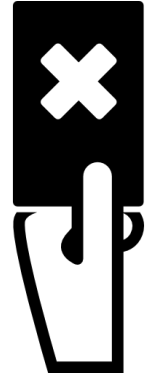
Eligibility Criteria

Take inventory of eligibility criteria that present outsized barriers for higher need students.



Continuation Programs

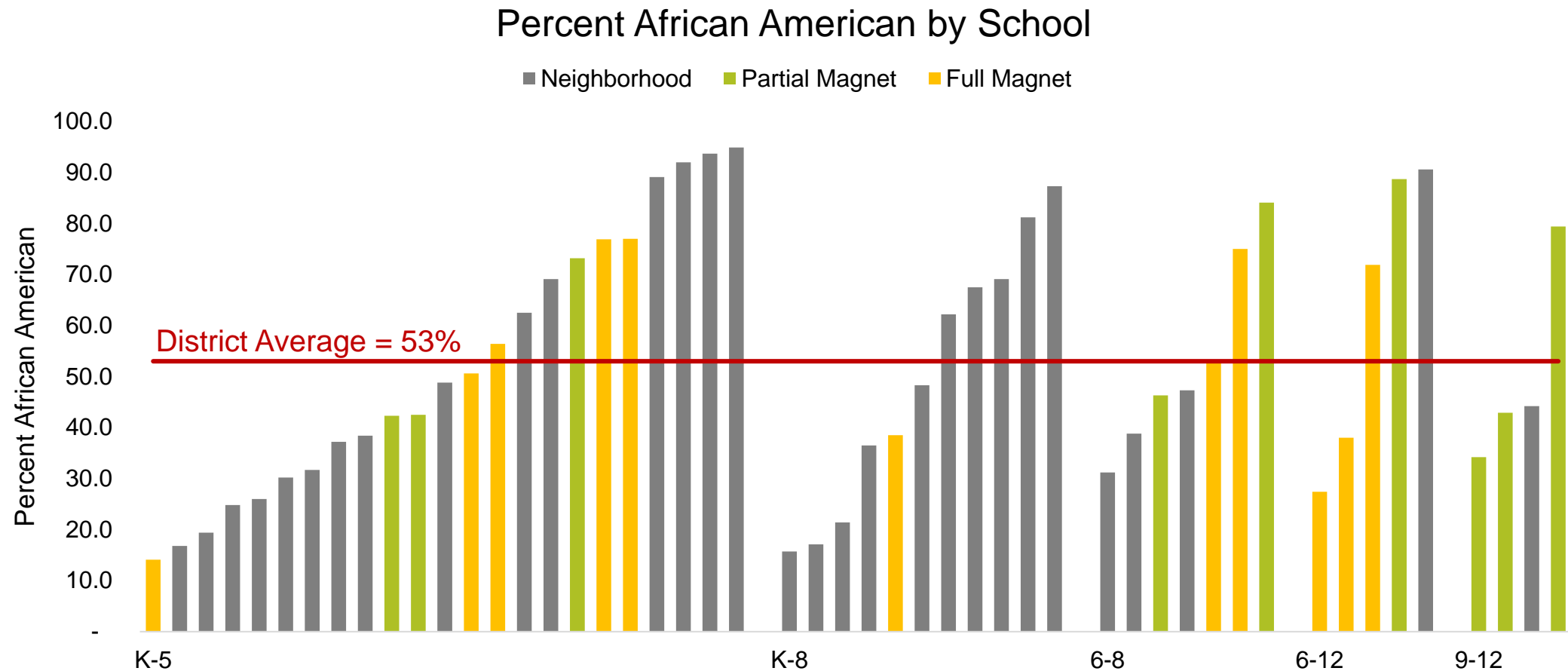
Eliminate “continuation programs” that allow K-5 magnets to feed into 6-12 magnets.



Rescission Policies

Review and standardize magnet school rescission policies.

While magnet schools were originally intended to desegregate schools, half of magnet schools today serve fewer African American students than the districtwide average



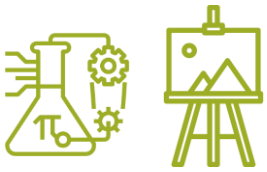
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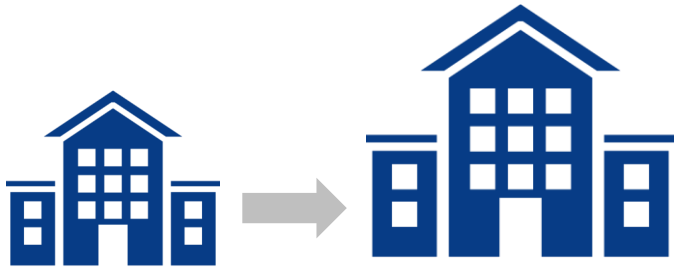


3. Create, expand and modify specialized programs



4. Expand, renovate and repurpose buildings

What would it look like?



Expand the capacity of existing school buildings



Renovate buildings to have new spaces and amenities



Repurpose excess space

Benefits & Challenges

Community Priorities it Supports

Programs for Students with Exceptionalities: Ensures students with disabilities have appropriate spaces to support their learning.

Building Security: Ensures school buildings have secure entryways as needed to ensure students and staff are safe.

HVAC: Ensures schools are climate controlled for every season and increases instructional time by avoiding temperature-related closures.

Building Features & Amenities: Ensures there are dedicated spaces for a host of activities and experiences, including art rooms, libraries, staff lounges and outdoor space.

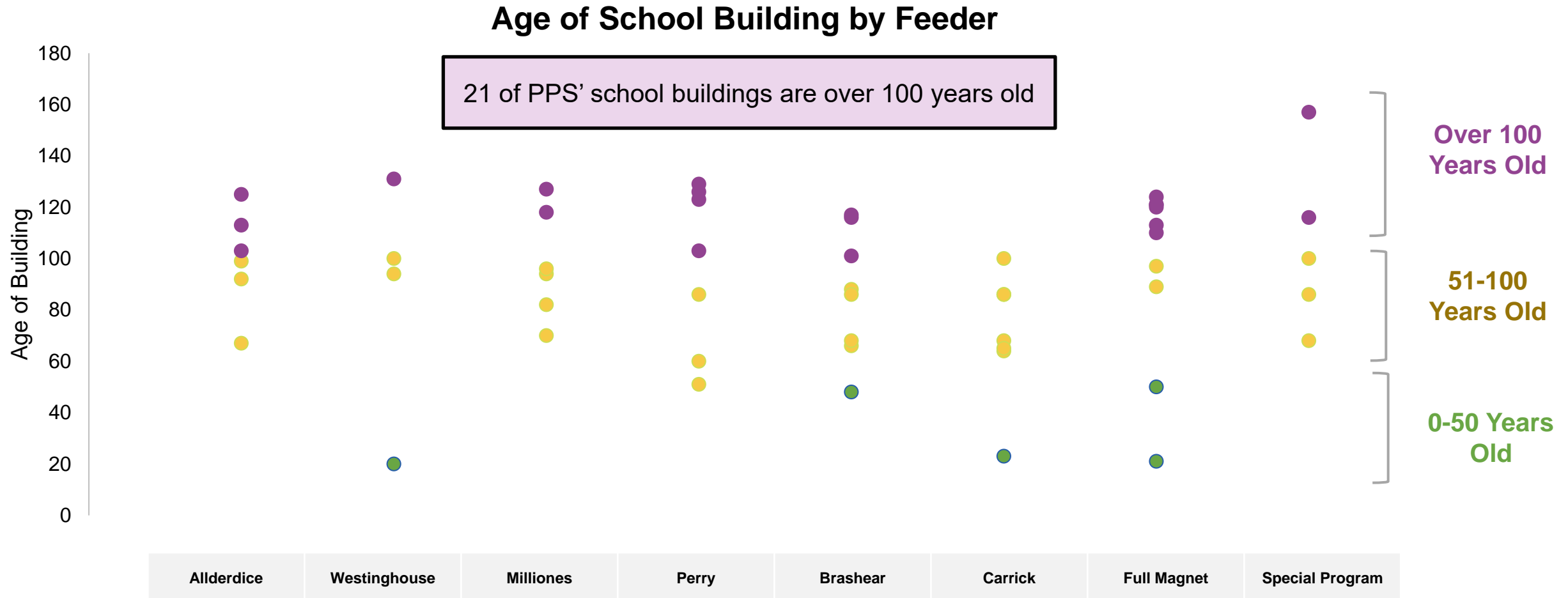
Potential Challenges

Cost: Renovations are expensive and would require careful financial planning.

Disruption: In some cases, schools may need to be housed in temporary spaces to allow for renovation projects to be completed.

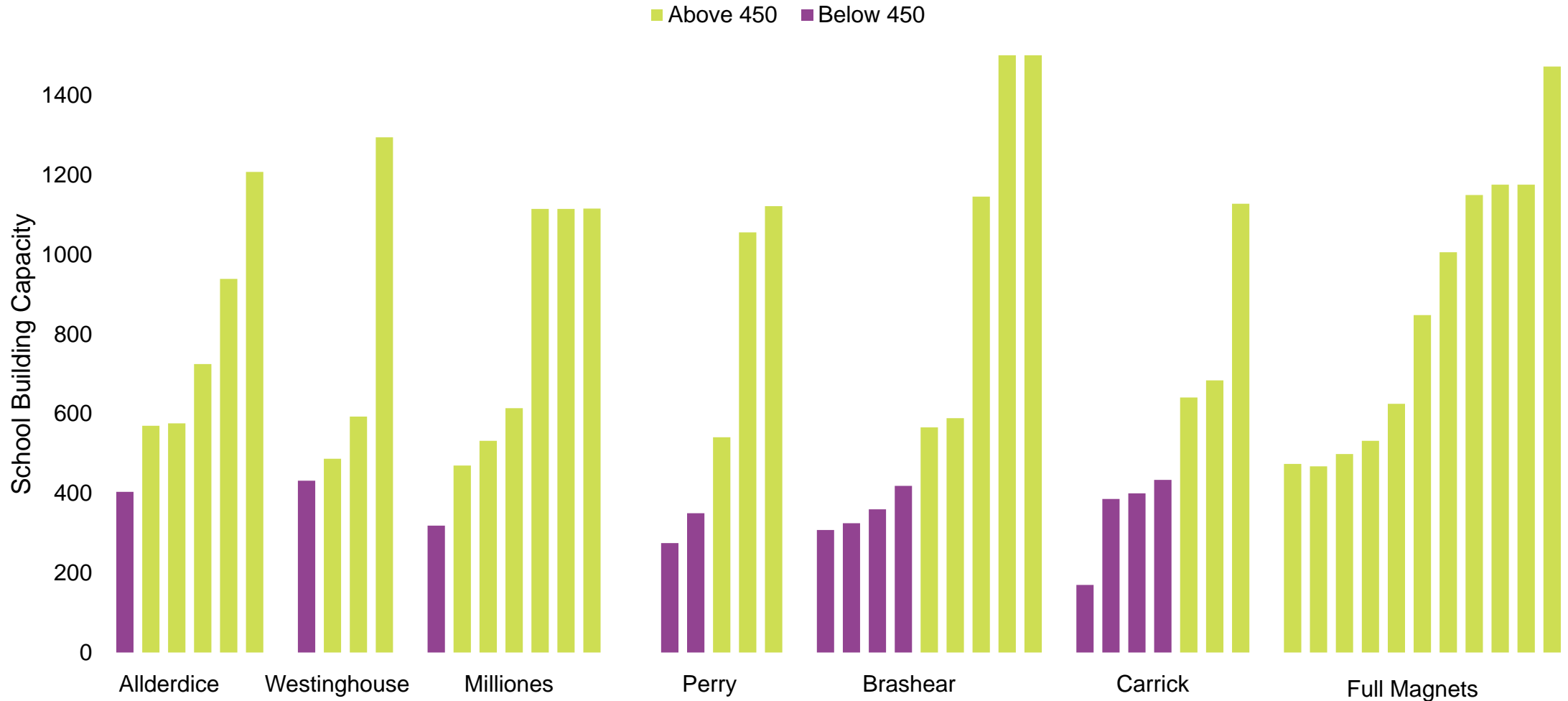
Timeline: Would take several years for all renovation projects to be completed.

The age of PPS' school buildings presents a unique challenge



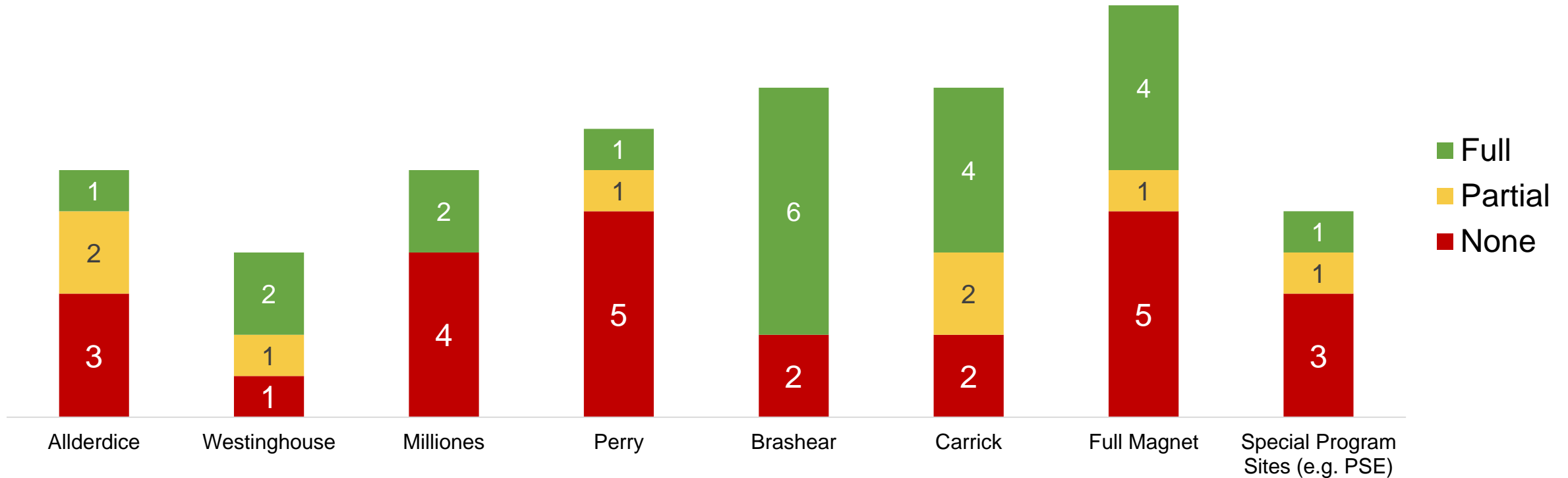
In several cases, the physical capacity of the buildings makes it difficult to increase school size

Functional Capacity by School & Feeder Zones



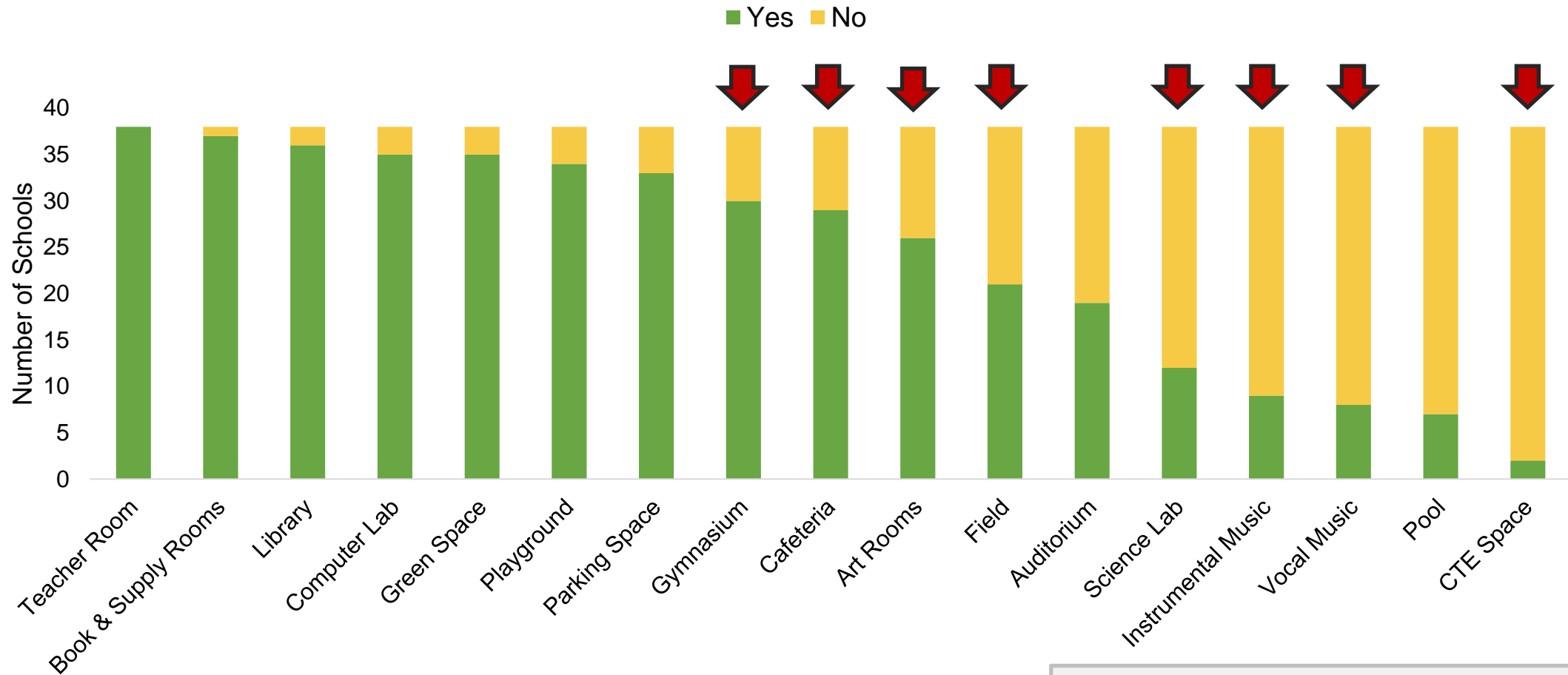
Less than half of school buildings in PPS have air conditioning, though that's changing

Number of Schools by AC Status – Broken out by Feeder & Program Type



Many schools lack amenities that the community members have named as priorities

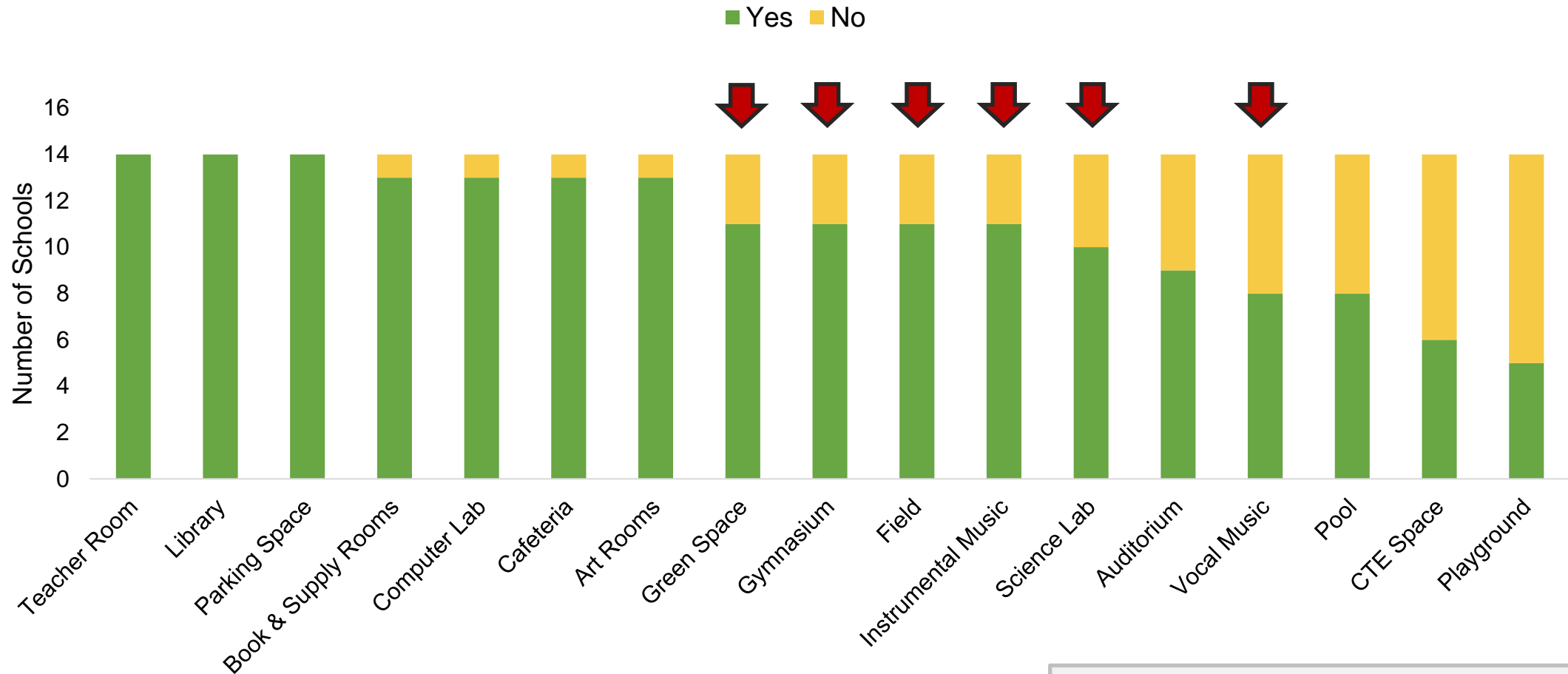
Availability of Key Building Amenities: K-5 & K-8 Schools



 Indicates Community Priorities

Many schools lack amenities that the community members have named as priorities

Availability of Key Building Amenities: 6-8, 6-12 & 9-12 Schools



 Indicates Community Priorities

Agenda

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Setting the stage: The what and why of portfolio design

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Portfolio Changes: What types of portfolio changes are we looking at and why?

3

Scenarios: What could a future PPS portfolio look like?

The portfolio changes we're about to present are intentionally bold

- Our goal is to illustrate what we think it would take to reimagine PPS' portfolio in support of the community's collective priorities.
- To do all of this would require a significant investment of time and energy from the entire community and PPS staff.
- Tonight, we ask you to stay open to the opportunities this could present, while focusing on how the scenarios we present could be evolved to better serve the community.

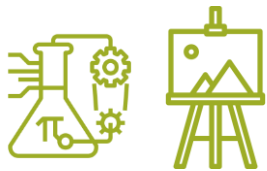
Theory of Action: If PPS makes these changes...



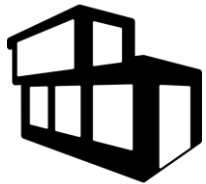
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...Then PPS will create the conditions for improved student and staff experiences...

Great Teachers & Leaders	Individual Attention & Need	Strong PSE & ESL Supports
<p>Structures for teacher professional learning (i.e. teacher teams, instructional support) will be stronger.</p> <p>Teachers will have a reduced number of course preps and more sustainable workloads.</p>	<p>Schools will have more consistent access to social workers, counselors and other student supports.</p>	<p>Students with disabilities will have more dedicated spaces and staff to support their unique needs.</p> <p>Regional ESL sites will have the staff needed to support students' linguistic diversity and varying levels of English proficiency.</p>
Diverse Course Offerings, Programs & Pathways	Safe & Secure Schools	State-of-the-Art Facilities & Learning Spaces
<p>Schools at each grade level will be able to offer a diverse set of course offerings.</p> <p>Students across subgroups will have equitable access to specialized programs.</p> <p>The racial composition of Magnet programs will reflect the racial diversity of the district.</p>	<p>All school have secure entryways and staff available to support student and staff safety.</p>	<p>Schools will have air conditioning to ensure a comfortable learning environment year round.</p> <p>Schools will have dedicated to support a range of academic programs and offerings.</p> <p>Classrooms will be equipped with the infrastructure to support effective use of instructional technology.</p>

How could this impact student outcomes?

- **Proficiency rates in Math & ELA.** Stronger professional learning structures result in even higher-quality classroom instruction and more manageable workloads increase teacher retention.
- **Racial disparities in proficiency and graduation rates.** Expanded coursework and resources at schools serving higher percentages of students who are African American results in higher levels of academic support and coursework in K-5 and 6-8 that increase high-school readiness.
- **Number of students supported by community partners.** Dedicated community partners in schools expand access for students and families to resources and supports.
- **Attendance rates.** Expanded access to specialized programming that students are passionate about could increase attendance rates.

What do we mean by “scenario”?

A picture of what PPS would look like in the future if the district made significant changes to the number, size, location, type and building quality of schools.

Will you be presenting multiple scenarios?

Today, we will be presenting a districtwide “base scenario” to give us a starting point for discussion, along with different options to consider within each region of the city.

Would these changes all happen at once?

No.

Changes of this magnitude would require careful, multi-year planning to ensure schools are well-designed and student learning is not disrupted.

Are these your final recommendations to PPS?

No.

What we are about to present is a starting point for engagement that will happen throughout this month. That input will be used to adjust the scenarios. A final recommendation will be made during the Board's September session.

Our “base scenario” includes the following changes

1. Grade Configurations	<ul style="list-style-type: none">• Change all grade configurations into K-5, 6-8 or 9-12
2. School Consolidation	<ul style="list-style-type: none">• Consolidate schools that fall below a target enrollment range for each grade level• Relocate early childhood and ESL programs housed in buildings that would close
3. Specialized Programs	<ul style="list-style-type: none">• Add or expand specialized programs in neighborhood schools• Create at least one new CTE center for 9-12 students and community members• Create neighborhood magnets that guarantee access to students in the surrounding community
4. Expansion, Renovations & Repurposed Space	<ul style="list-style-type: none">• Expand building capacity to accommodate more students• Add dedicated spaces and amenities to existing schools

As we present, we will share options and decision points for which community input is necessary to get to final recommendations

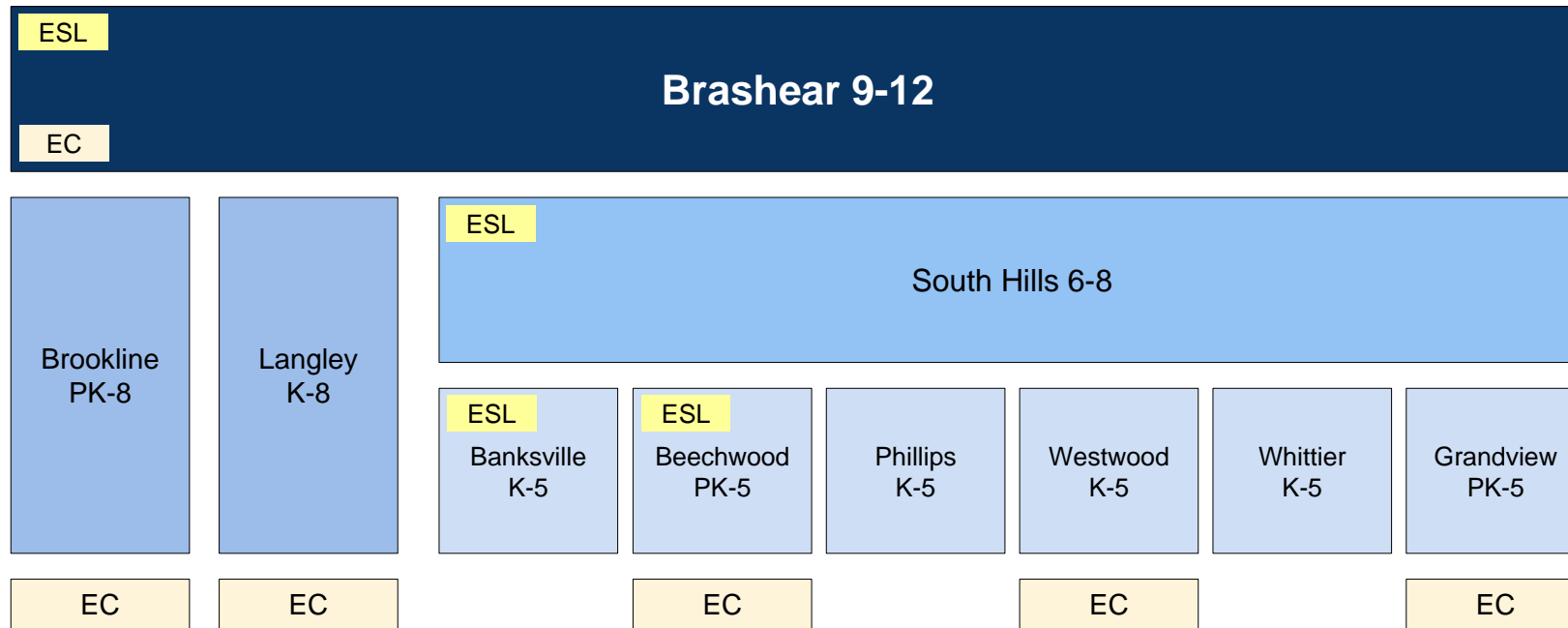
1. Choose alternative consolidation options based on community and neighborhood context
2. Choose a different school building to house consolidated or reconfigured programs
3. Propose new specialized programs or themes not currently offered by PPS
4. Prioritize specific renovation projects and amenities for buildings most in need of updating
5. Choose how to use unused space across the district

What is not included in today's discussion?

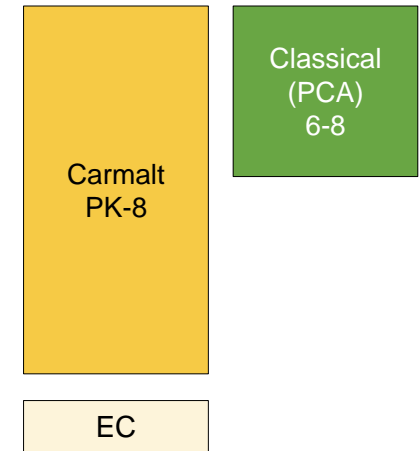
- Standalone Early Childhood Centers (not attached to schools serving K-12)
- Conroy
- Pioneer
- Clayton
- Gifted Center

South & West

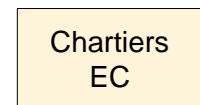
Current Schools in South & West – Part 1



Full Magnets

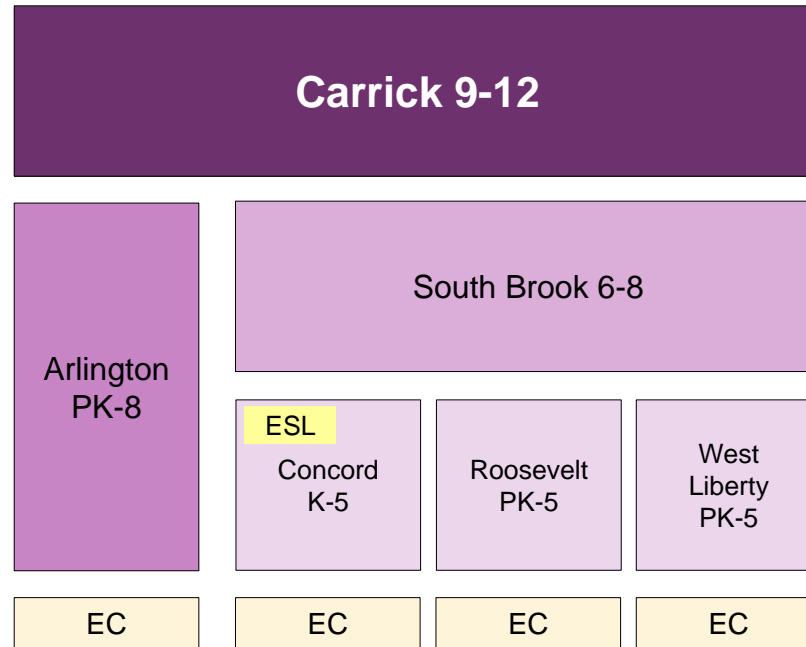


Full Early Childhood Centers



Total Number of Schools: 18

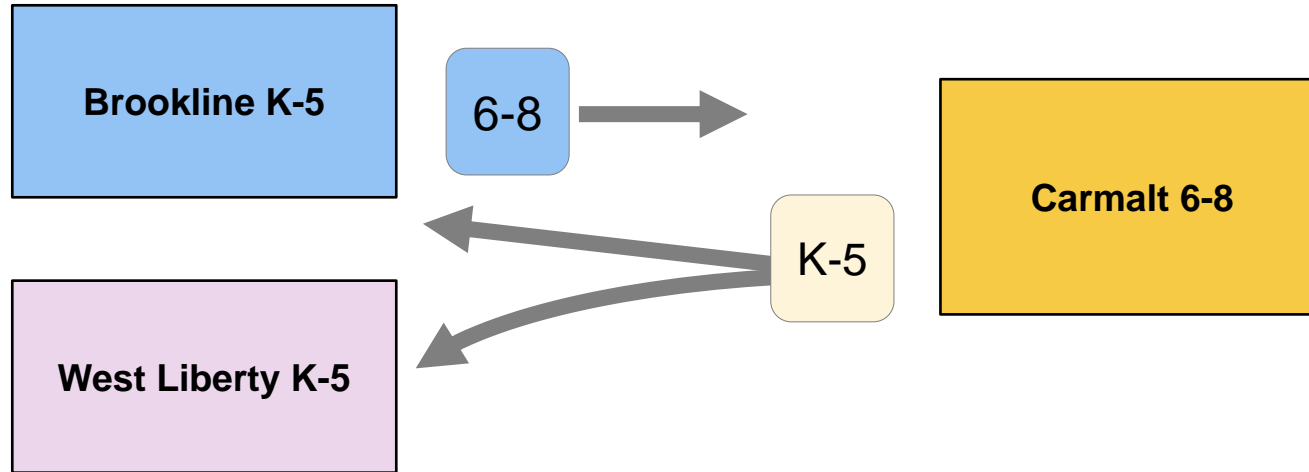
Current Schools in South & West – Part 2



Change all grade configurations to K-5, 6-8 and 9-12

Key Considerations

Brookline becomes a K-5 and Carmalt becomes a 6-8 and the Carmalt magnet program is phased out

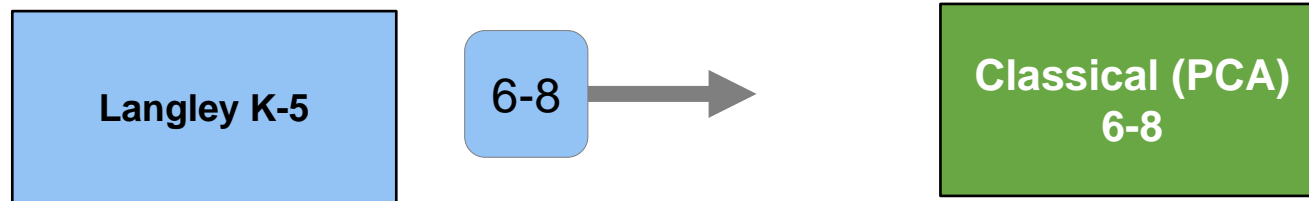


- Carmalt is less than 2.5 miles from both Brookline and West Liberty
- Carmalt has existing Lab space for 6-8 Science

Change all grade configurations to K-5, 6-8 and 9-12

Key Considerations

Langley becomes a K-5; 6-8 students move to Classical (PCA) and the Classical magnet program is phased out

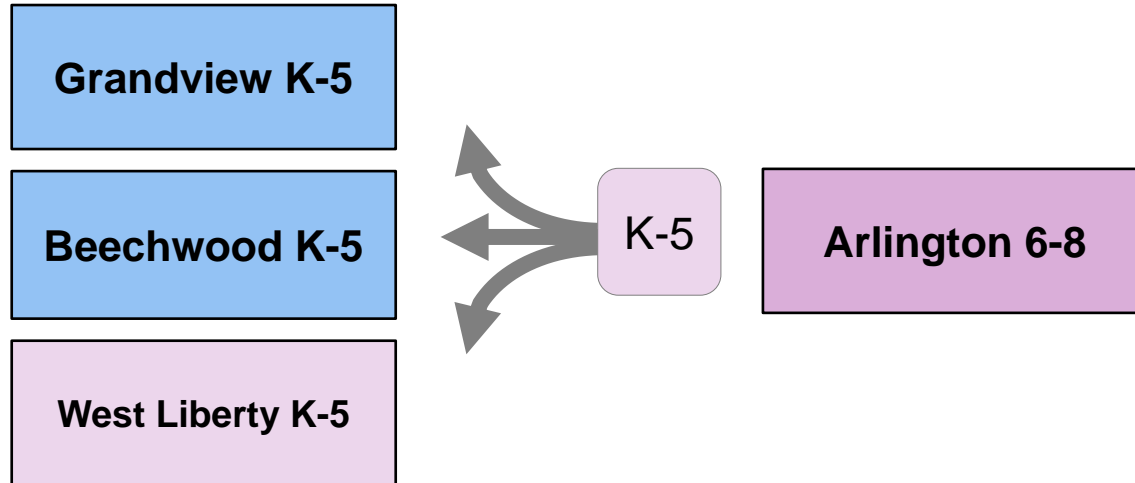


- Schools are less than a mile apart
- Classical (PCA) is already set up as a 6-8 program
- Classical (PCA) has field space for athletics
- **Challenge:** Langley has dedicated CTE classrooms, which may be more appropriate for 6-8

Change all grade configurations to K-5, 6-8 and 9-12

Key Considerations

Arlington becomes a 6-8 and K-5 students attend one of 3 ES

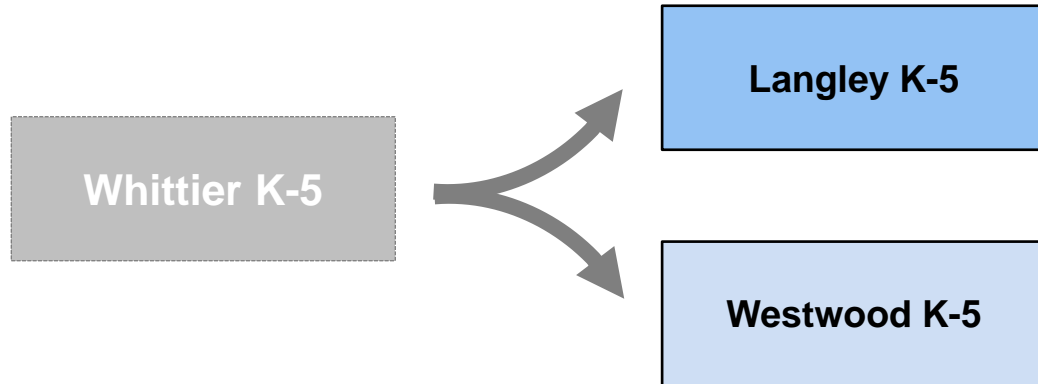


- Arlington has more capacity to house full-sized 6-8 school than other nearby options
- Arlington has a small amount of existing Lab space for 6-8 Science
- **Challenge:** Requires existing K-5 students to be split across multiple schools
- **Challenge:** Arlington does not have field space

Consolidate two or more schools into one

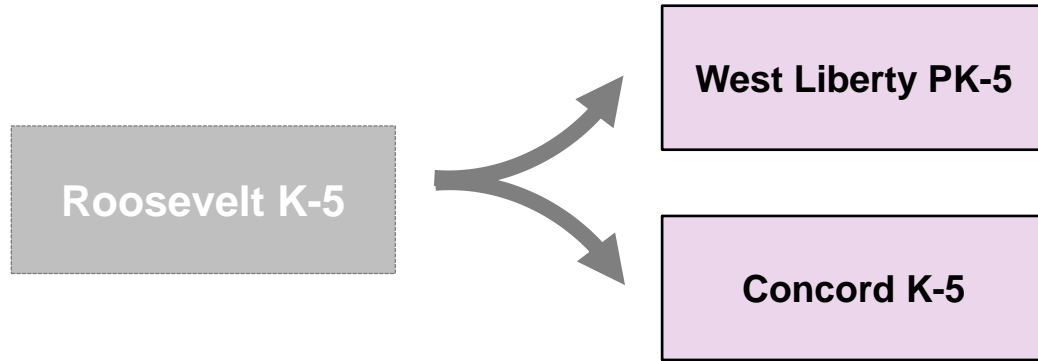
Key Considerations

Whittier K-5 closes and students attend Langley or Westwood



- Whittier is projected to have fewer than 150 students in SY24-25
- Whittier only has capacity for 310 students, which is too small for a full-sized K-5 program
- **Challenge:** Requires existing students to be split across multiple schools
- **Challenges:** Whittier could be renovated to expand its capacity

Roosevelt K-5 closes and students attend West Liberty or Concord

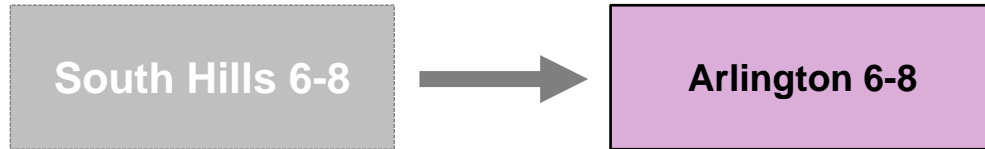


- Roosevelt Intermediate only has capacity for ~350 students, which is too small for a full-sized K-5 program
- Allows Roosevelt to expand its early childhood program
- **Challenge:** Requires existing students to be split across multiple schools

Consolidate two or more schools into one

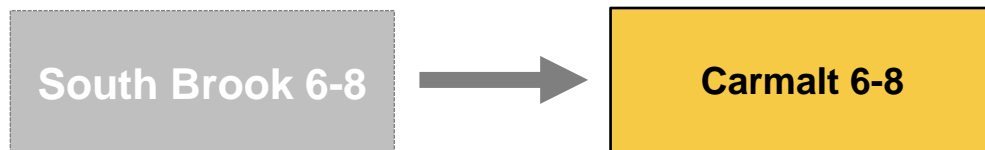
Key Considerations

South Hills 6-8 closes and students attend Arlington



- South Hills is projected to have fewer than 350 students in SY24-25
- South Hills currently shares space with Brashear
- Arlington has existing lab space for 6-8 Science

South Brook 6-8 closes and students attend Carmalt



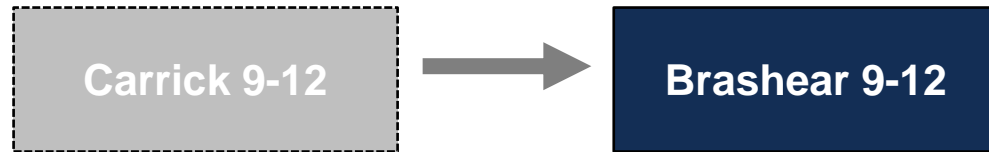
***Pioneer remains at South Brook building**

- South Brook is less than 2.5 miles from Carmalt
- South Brook building is too small to house a full-sized 6-8 program
- **Challenges:** Pioneer would remain in a building with lots of excess capacity

Consolidate two or more schools into one

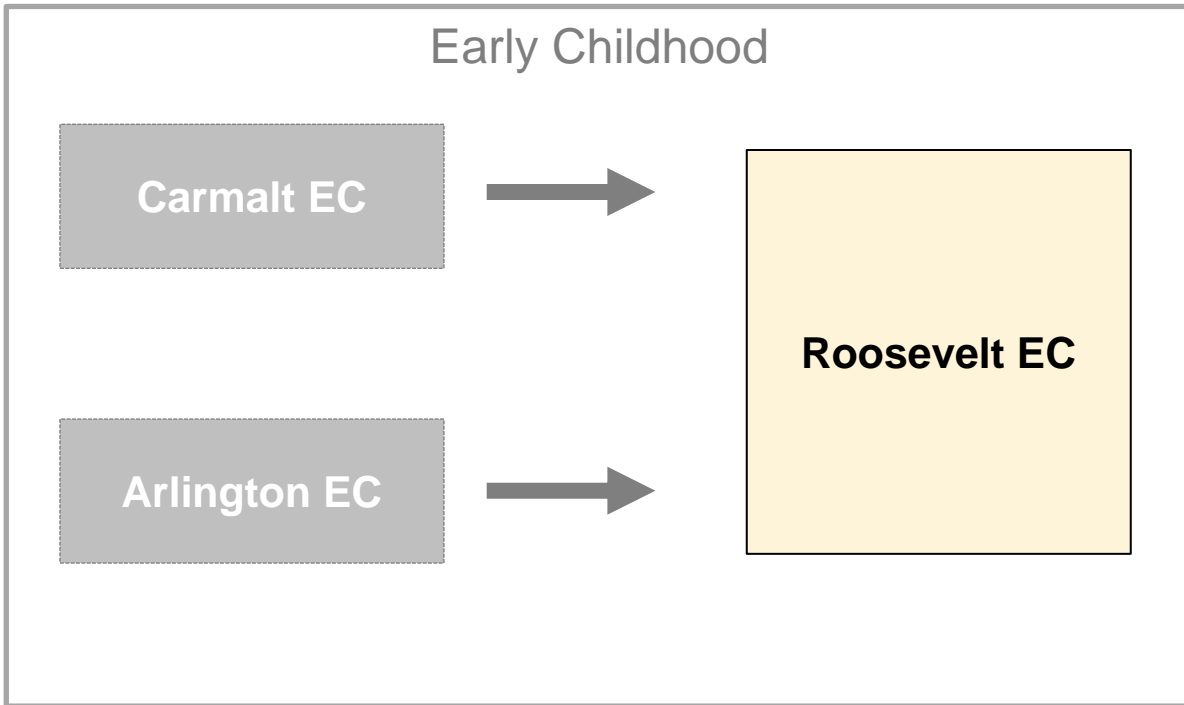
Key Considerations

Carrick 9-12 closes; students attend Brashear and Carrick becomes a CTE center



- Carrick is projected to have ~500 students in SY24-25, which is small for a HS
- Carrick has slightly more existing CTE space, which could make it a better candidate for a CTE center
- **Challenge:** Increases transportation time for some students in the South and Brashear is not easily accessible by public transit

Impact on Early Childhood & ESL Sites



Create & expand specialized programs & pathways

The existing Carrick HS building becomes a state-of-the-art CTE center with the amenities to prepare students for careers in high-demand fields, such as Healthcare, Machining or Automobile repair.

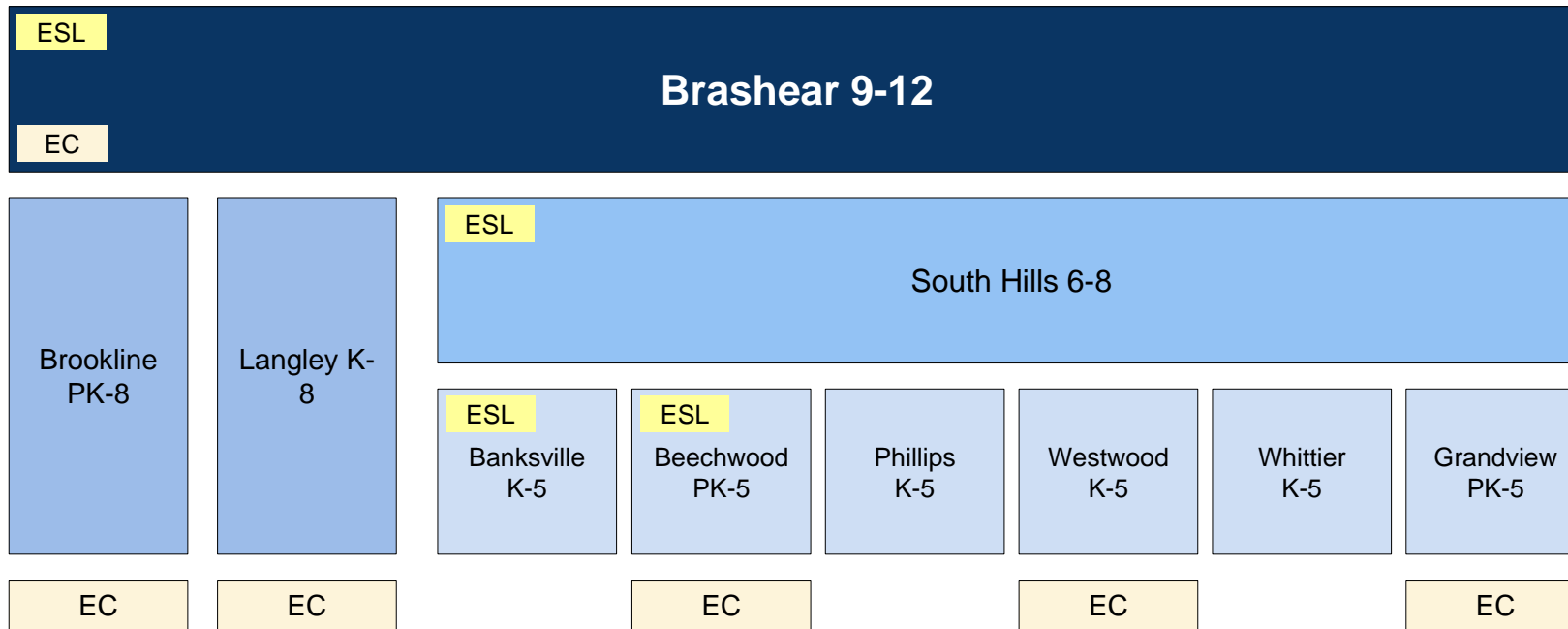


9-12 students would attend the center for portions of the school day and would also be accessible by community members outside of school hours.

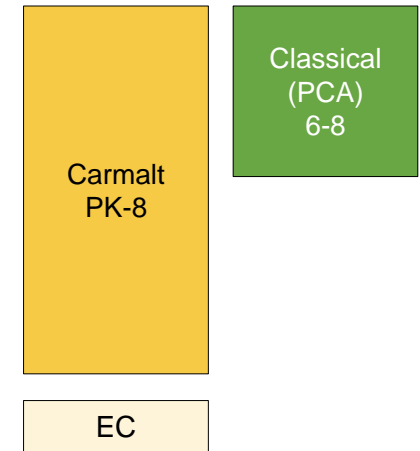
Renovate or construct new buildings

- The West and South currently have the largest number of schools with building capacity that falls below 450.
- Our initial analysis indicates that several K-5 schools may require expanded capacity to ensure students and staff have sufficient space, though additional analysis is needed to project future building utilization.
- Without the ability to expand capacity, PPS would likely need to continue operating some K-5 schools with fewer than 300 students.

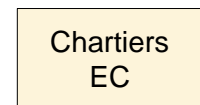
Current Schools in South & West – Part 1



Full Magnets

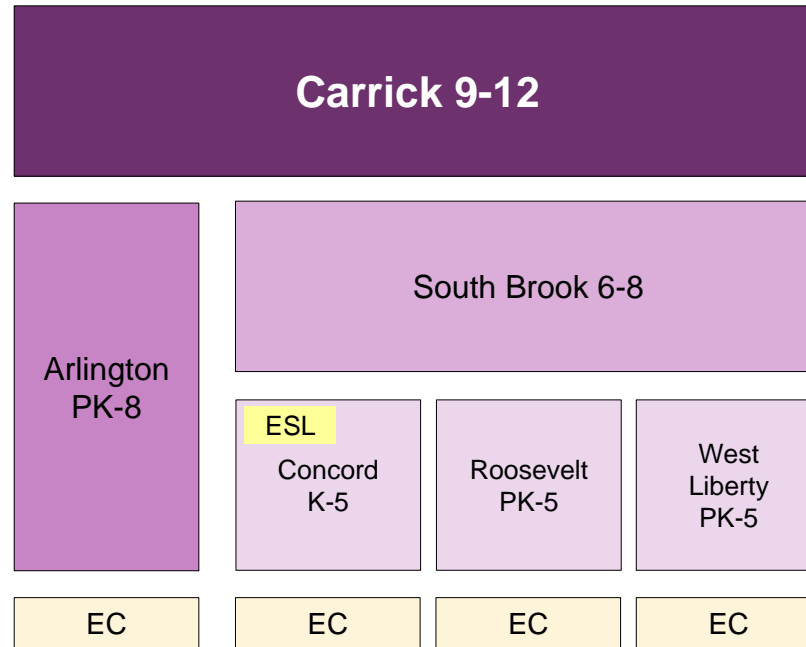


Full Early Childhood Centers

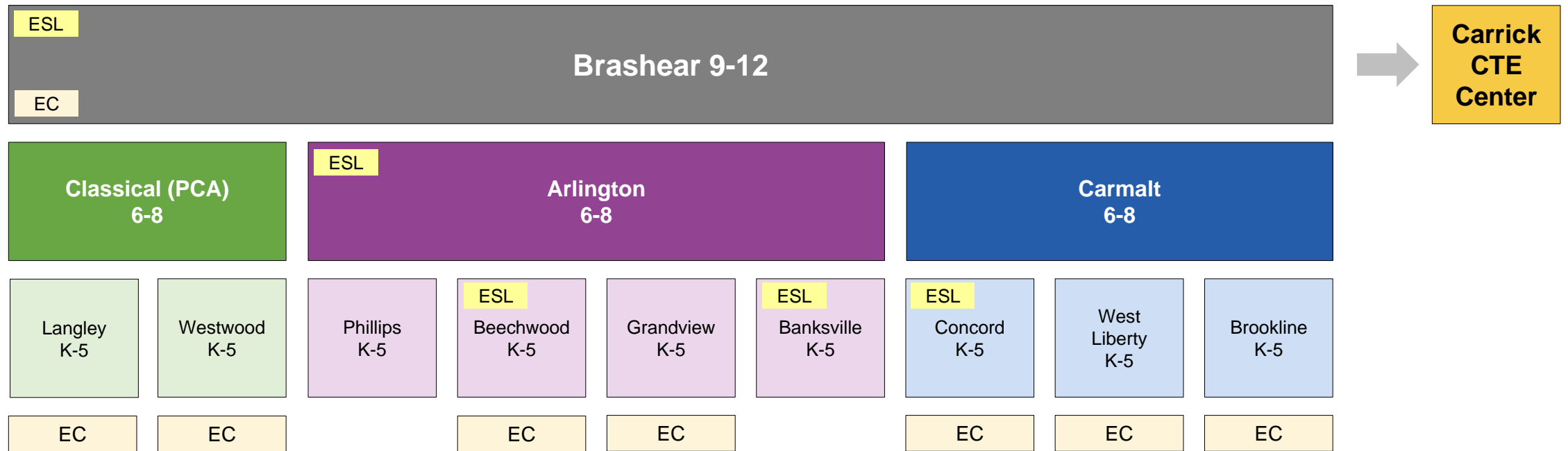


Total Number of Schools: 18

Current Schools in South & West – Part 2



Base Scenario for South & West



Full Early Childhood Centers



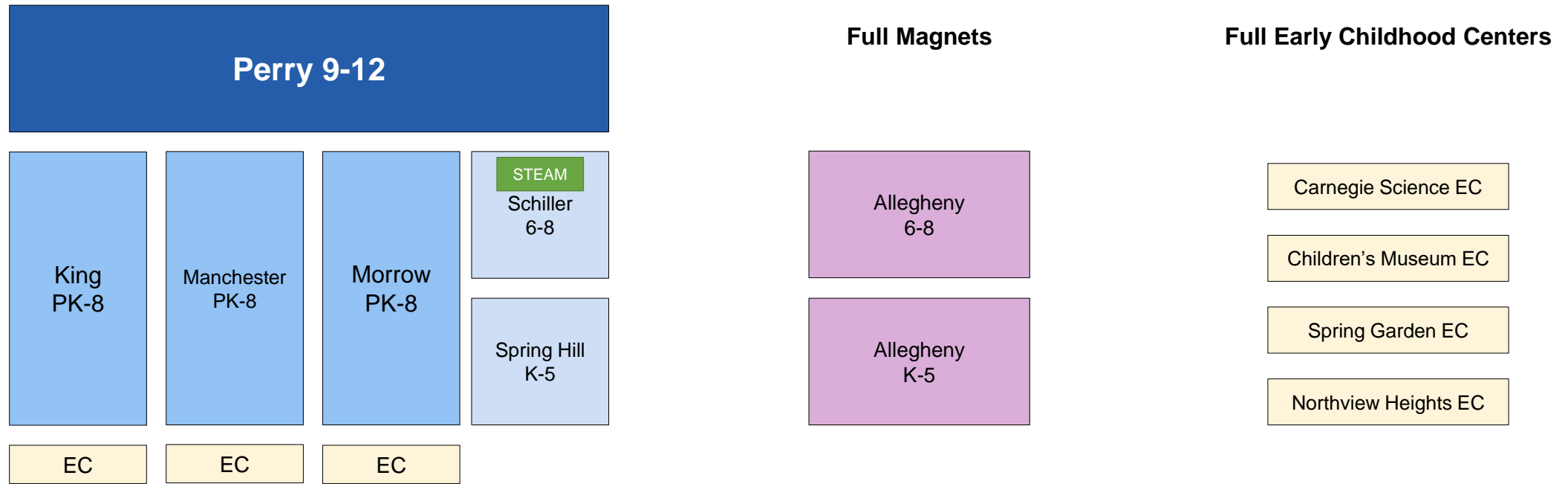
Total Number of Schools: 13

Options & Choice Points

Options	Pros	Cons
Build a new K-5 school in the South.	Avoids the need to split up grade-level cohorts.	Comes at significant expense and would take time to complete.
Keep Whittier open and close Grandview.	Whittier recently had AC installed and Grandview has limited AC.	Would be a longer distance for K-5 students transitioning from Arlington.
Change Classical (PCA), Carmalt and/or Phillips into neighborhood schools.	Would allow for more consistent 6-8 program for students.	Could negatively impact enrollment at these schools.
Keep early childhood program at Arlington.	Minimizes disruption to existing EC students and families at Arlington.	Would not have a Kindergarten for Pre-K students to feed into.

North

Current Schools in the North

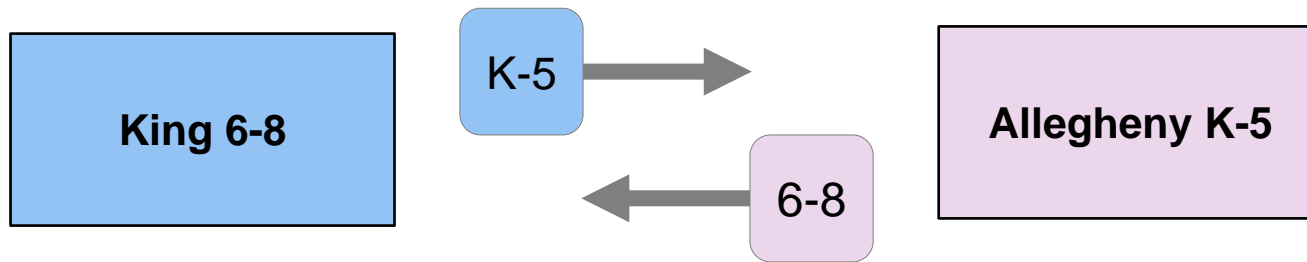


Total Number of Schools: 8

Change all grade configurations to K-5, 6-8 and 9-12

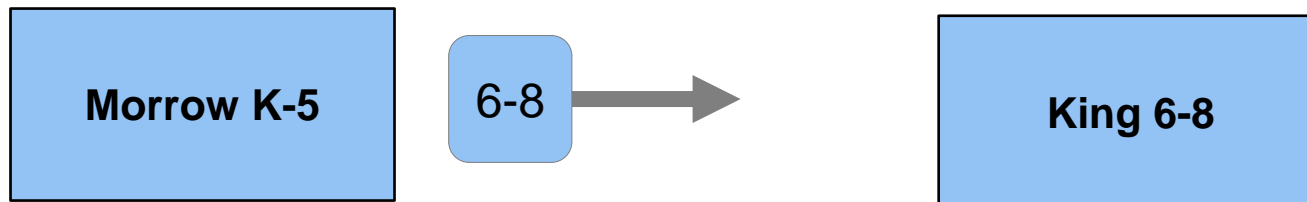
Key Considerations

King becomes 6-8 and Allegheny becomes a K-5; the magnet program at Allegheny is phased out



- King and Allegheny are down the street from each other
- By moving 6-8 students out of Allegheny, the building could accommodate an expanded K-5 program

Morrow becomes a K-5 and 6-8 students attend King

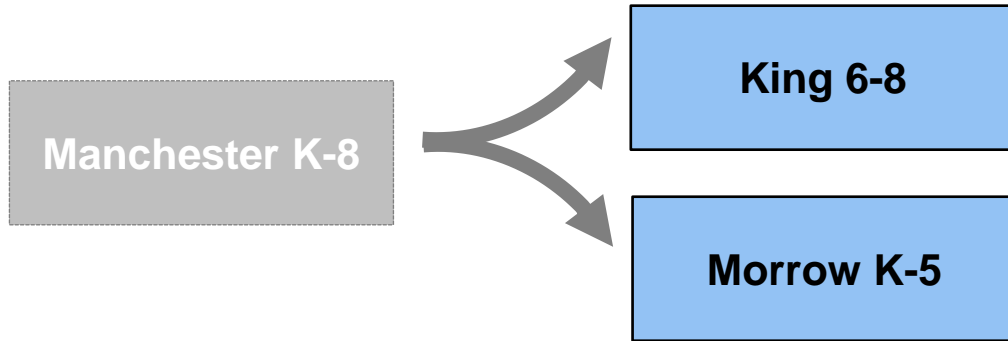


- Allows Morrow K-5 to move into an expanded Intermediate building, with better facilities and access to green space
- **Challenge:** Would increase transportation time for 6-8 students living in Morrow attendance zone

Consolidate two or more schools into one

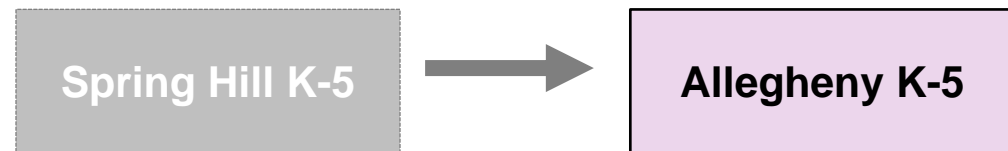
Key Considerations

Manchester K-8 closes and students attend King or Morrow



- Manchester is projected to have fewer than 150 students in SY24-25
- King and Morrow are both less than 2.5 miles from Manchester

Spring Hill K-5 closes and students attend Allegheny

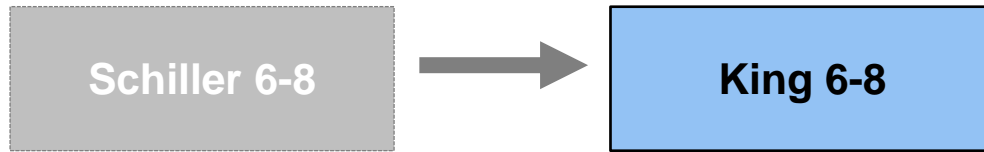


- Spring Hill only has capacity for 275 students, which is too small to house a full-sized K-5 program
- Allegheny is less than 2 miles from Spring Hill
- Allegheny has greater access to outdoor space

Consolidate two or more schools into one

Key Considerations

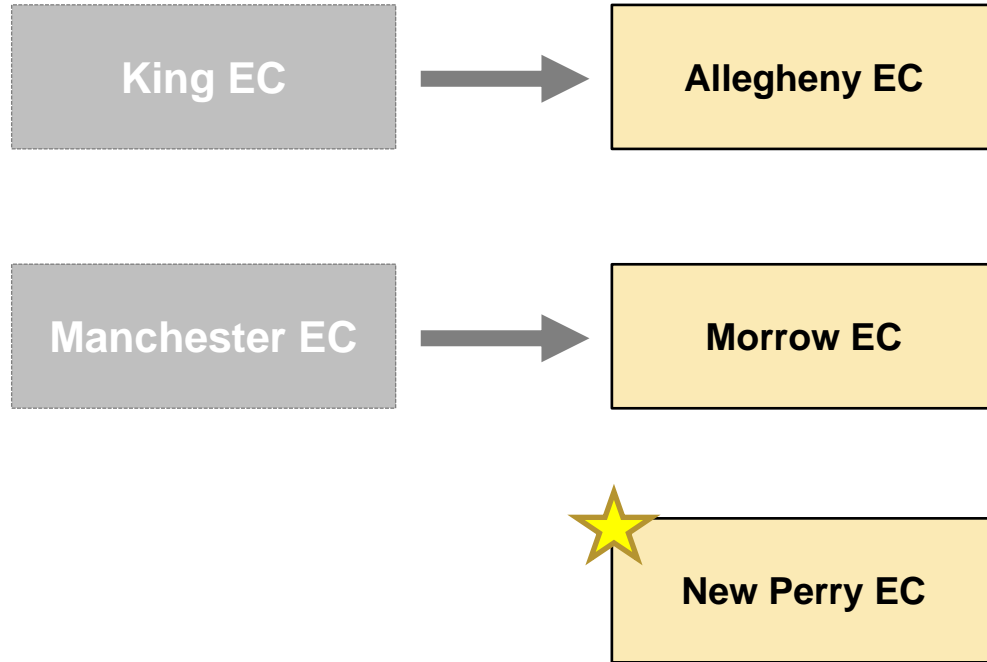
Schiller 6-8 closes and students attend King



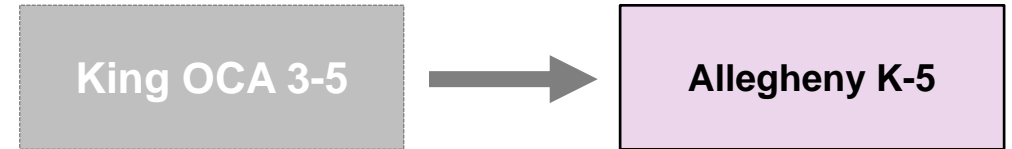
- King is less than 1.5 miles from Schiller
- Schiller only has capacity for 350 students, which is too small to house a consolidated 6-8 program

Impact on Early Childhood & OCA Sites

Early Childhood



OCA



Create & expand specialized programs & pathways

King 6-8 and Perry 9-12 become STEM programs with access to neighborhood students throughout the North. This would include rigorous, STEM-focused curriculum and access to STEM lab spaces.

STEM 6-8



STEM 9-12



Create & expand specialized programs & pathways

CAPA would be split into a 6-8 and 9-12 program, with the 6-8 housed at Manchester, which would be renovated to include creative and performing arts spaces (dance studios, music labs, specialized art studios, renovated auditorium and performance spaces).

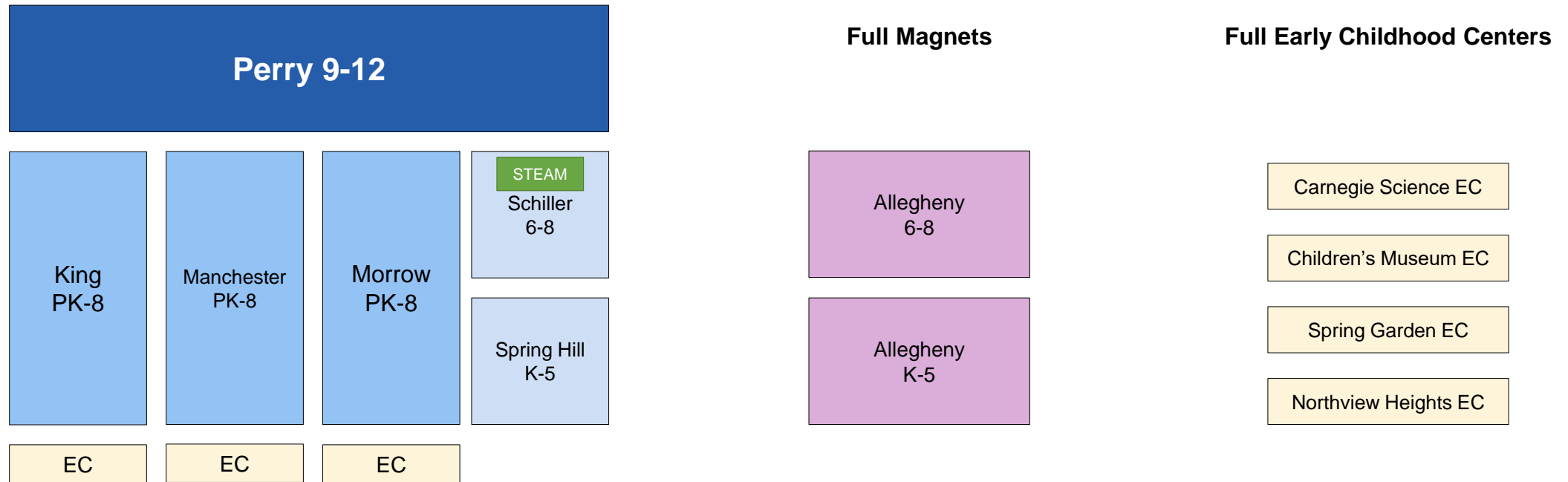


CAPA 6-8 could partner with arts organizations already located in the North side – e.g. Manchester Craftsmen’s Guild, Mattress Factory, Artists Image Resources (AIR). CAPA 9-12 would likely expand as a result of more available space in the existing school building.

Renovate or construct new buildings

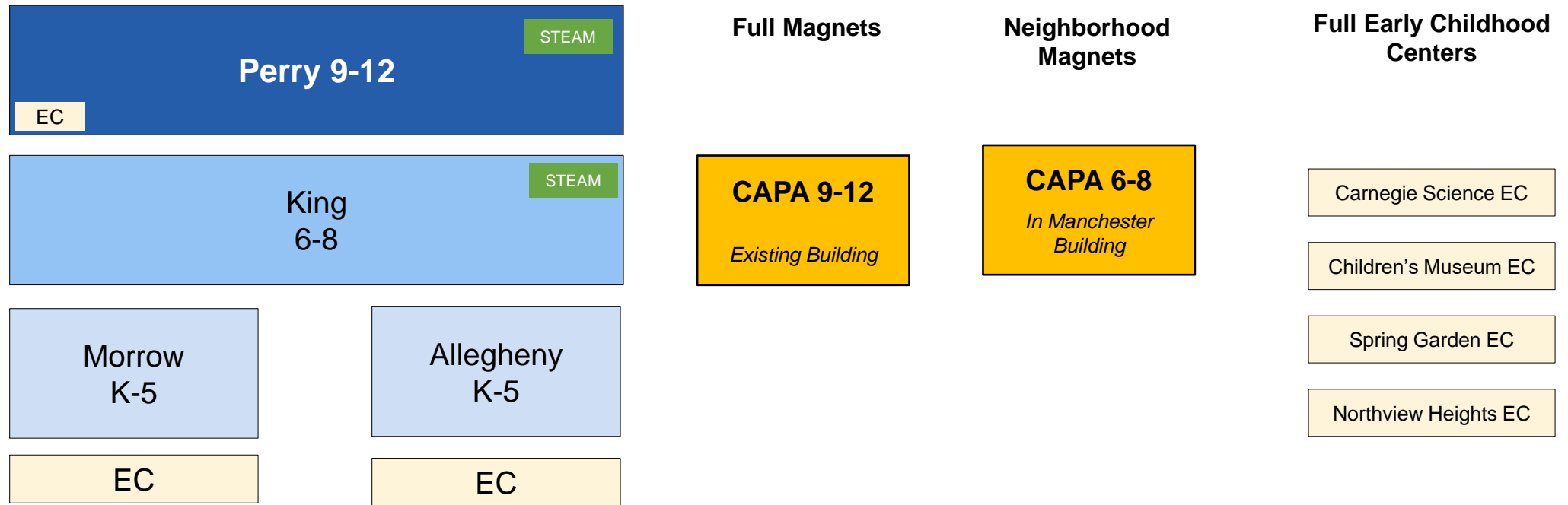
- The intermediate campus at Morrow would be expanded to house more K-5 students living across the North.
- K-5 students would stay in the primary building until renovations were complete, after which they would transition to the intermediate building.

Current Schools in the North



Total Number of Schools: 8

Base Scenario for the North



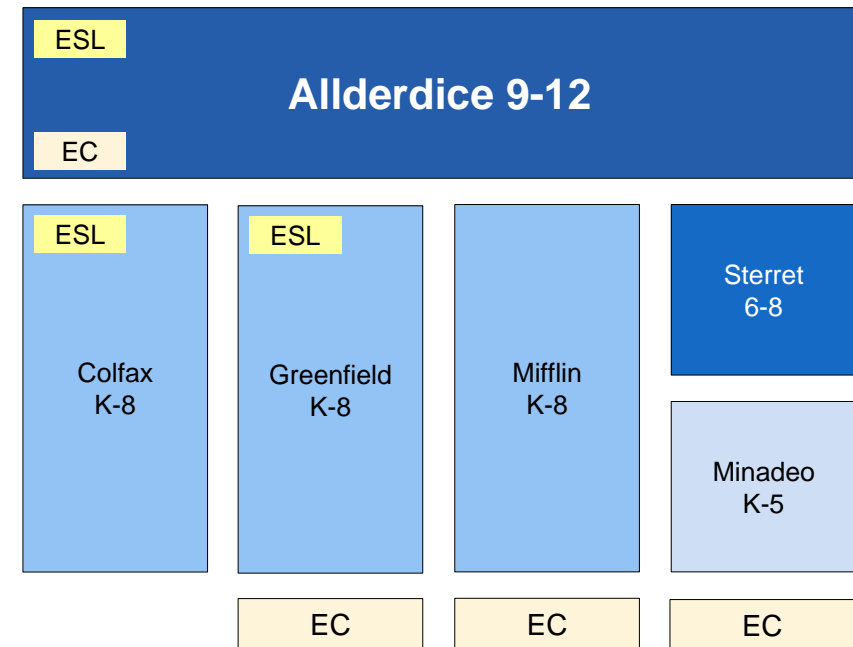
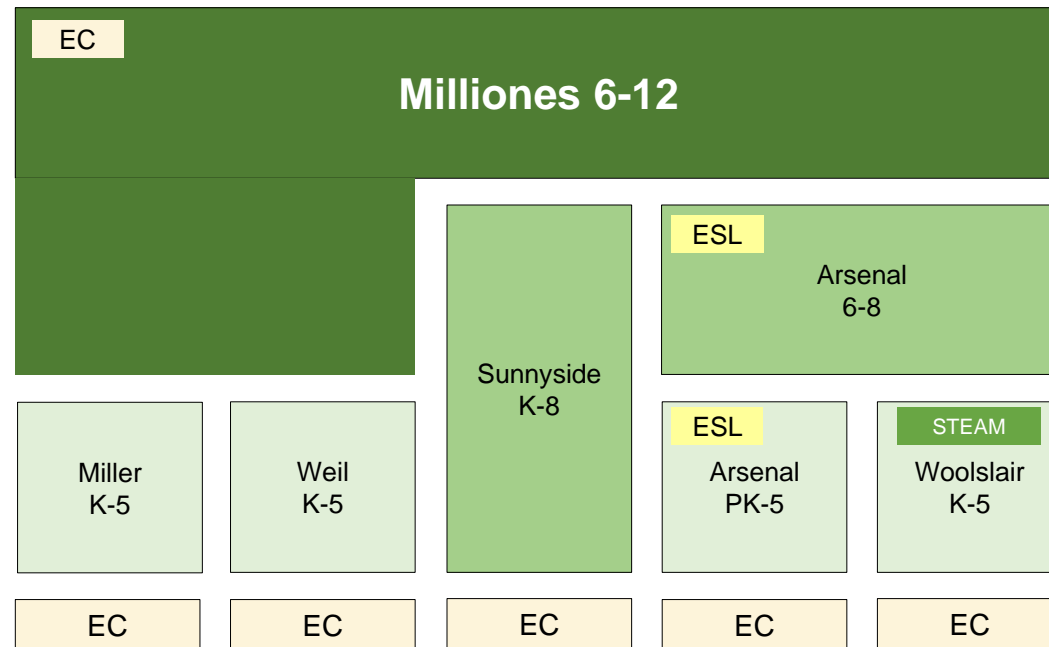
Total Number of Schools: 5

Other Options to Consider

Options	Pros	Cons
Keep Schiller building open and make it a K-5 school	Reduces the size of Allegheny K-5 from over 800 to closer to 500 students.	Schiller would be a small K-5 with fewer than 350 students
Co-locate CTE center at Perry.	Expands access to CTE programming for students in the North.	Would require extensive and costly renovations.

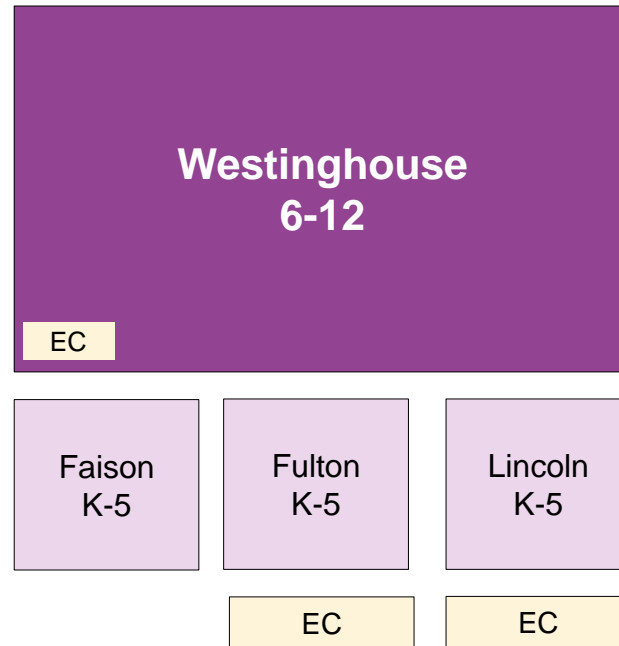
East & Central

Current Schools in East & Central – Part 1

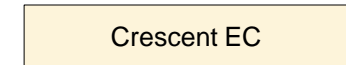


Total Number of Schools: 24

Current Schools in East & Central – Part 2



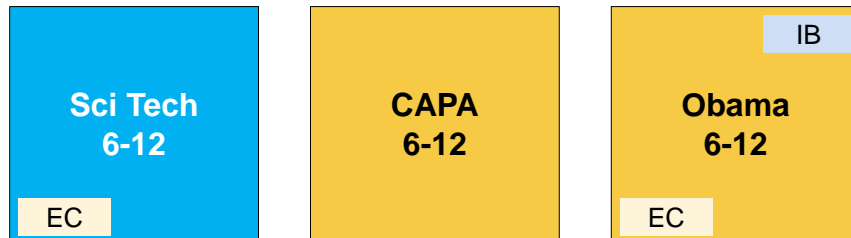
Full Early Childhood Centers



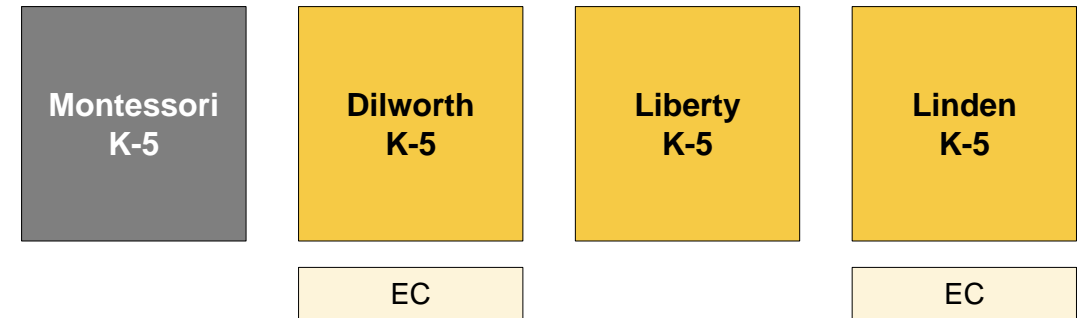
Total Number of Schools: 24

Current Schools in East & Central – Full Magnets

6-12 Magnets



K-5 Magnets

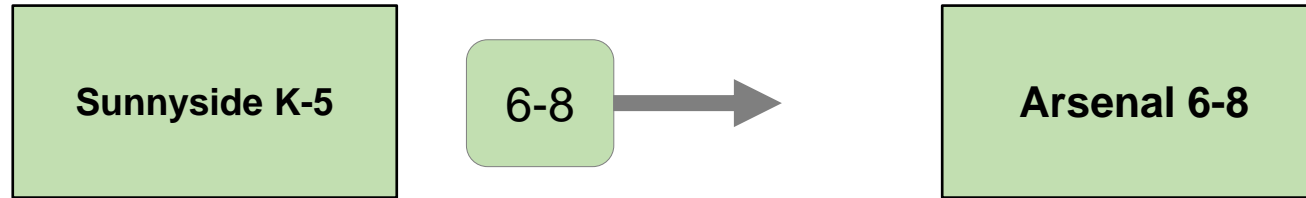


Total Number of Schools: 24

Change all grade configurations to K-5, 6-8 and 9-12

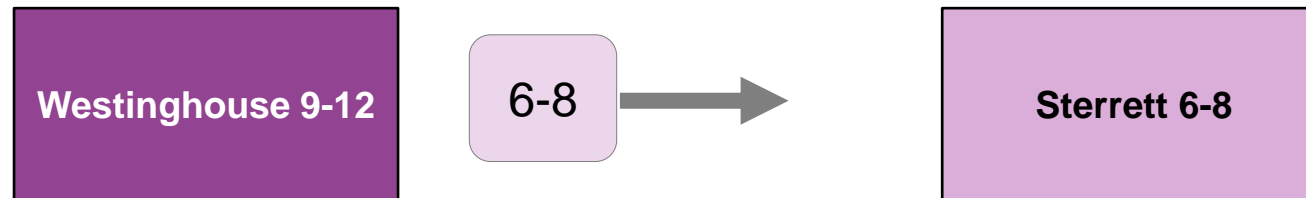
Key Considerations

Sunnyside becomes a K-5 and 6-8 students attend Arsenal



- Arsenal is less than 2.5 miles from Sunnyside
- Arsenal 6-8 building was not designed to serve K-5 students

Westinghouse becomes a 9-12 and 6-8 students attend Sterrett



- Sterrett is in an ideal location for new Westinghouse/Wilkinsburg feeder pattern
- **Challenge:** Leaves Westinghouse with fewer than 400 students, which is very small for a 9-12

Create & expand specialized programs & pathways

Westinghouse offers a full-scale **Entertainment Technology** program and **Entrepreneurship** program, in addition to its existing CTE programming.



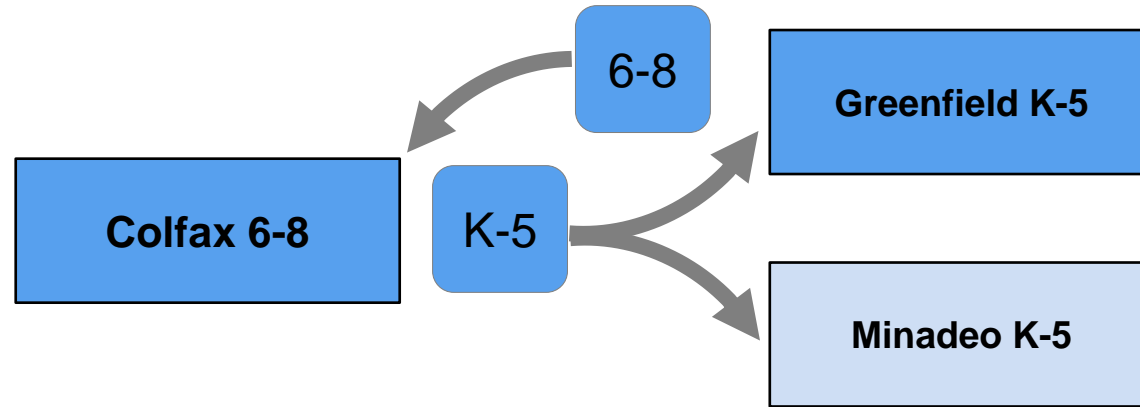
The Entertainment Technology program would equip students with skills in video, audio, television production, animation and photography.

The Entrepreneurship program would equip students with management skills and could be an incubator for promising business ideas.

Change all grade configurations to K-5, 6-8 and 9-12

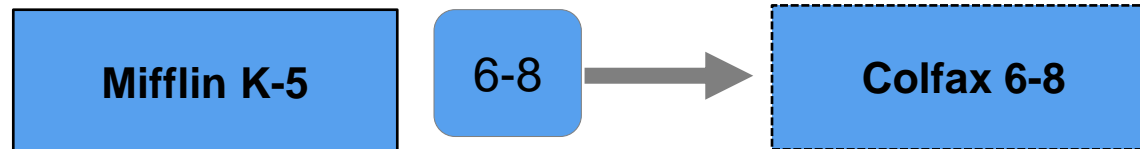
Key Considerations

Colfax becomes a 6-8 and K-5 students attend Greenfield or Minadeo;
Greenfield becomes a K-5 and 6-8 students attend Colfax



- All three schools are within 2.5 miles of each other
- Colfax has a higher rated gymnasium, which may be more appropriate for 6-8
- **Challenge:** Colfax doesn't have field space for athletics

Mifflin become a K-5 school and 6-8 students attend Colfax



- Emphasizes a foundational K-5 program in every school
- **Challenge:** Leaves Mifflin with fewer than 200 students, which is very small for a K-5

Create & expand specialized programs & pathways

Arsenal 6-8 offers an International Baccalaureate (IB) program, with students then progressing into the Obama IB Diploma Program. The program expands access to IB coursework, widely considered one of the most rigorous in the world.

Arsenal International
Baccalaureate MY 6-8

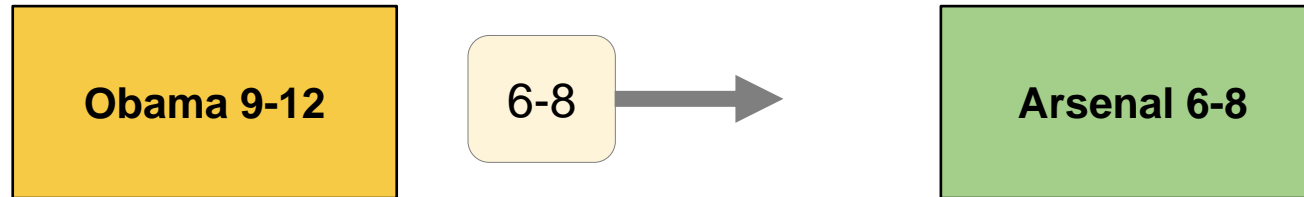


Obama International
Baccalaureate 9-12



What would it look like in practice?

Obama becomes a 9-12 and 6-8 program moves to Arsenal



Arsenal 6-8 would build out an IB program based on the existing Middle Years program in Obama

Arsenal 6-8 and Obama 9-12 become “neighborhood magnets” which guarantees seats for students living within a certain radius of each school

Create & expand specialized programs & pathways

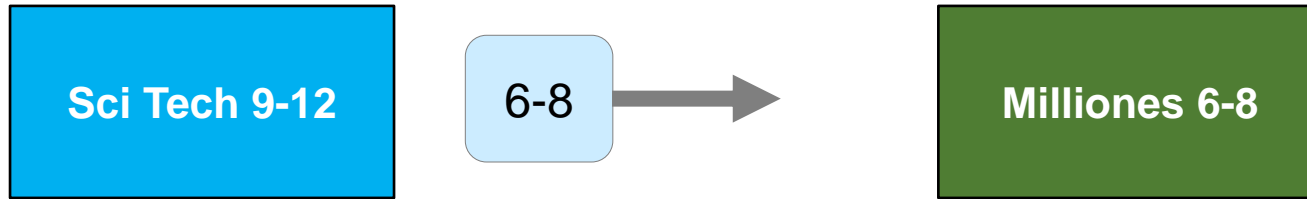
Sci Tech would be split into a 6-8 and 9-12 program. Both programs would align with the Sci Tech mission of students developing skills and knowledge necessary for post-secondary success in all disciplines with a focus on the STEM-related fields.



The 6-8 program would be located at the Milliones building and replace the existing program

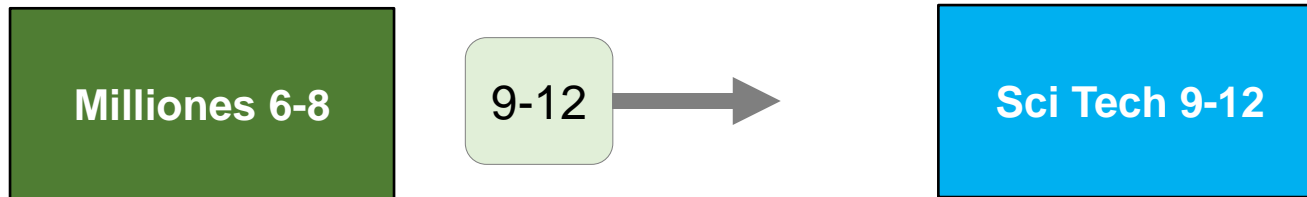
What would it look like in practice?

Sci Tech becomes a 9-12 and 6-8 program moves to Milliones



***Note:** Early Childhood program in Sci Tech would remain in 9-12 building*

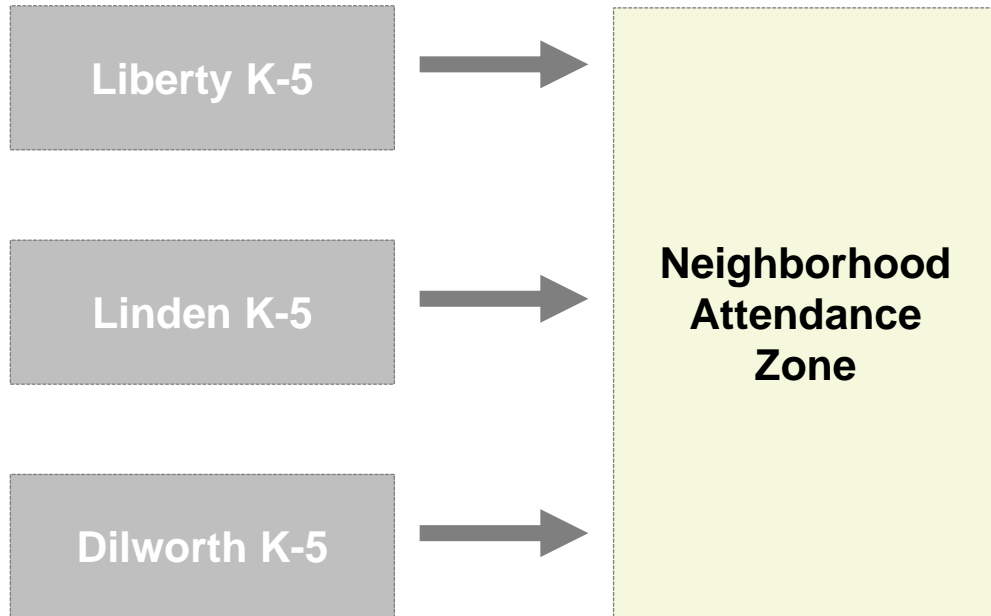
Milliones 9-12 students transition to Sci Tech 9-12



Sci Tech 6-8 at Milliones and Sci Tech 9-12 become “neighborhood magnets” which guarantee seats for students within a certain radius of each school.

Change full magnets into neighborhood schools

The magnet programs at Liberty, Linden and Dilworth are phased out

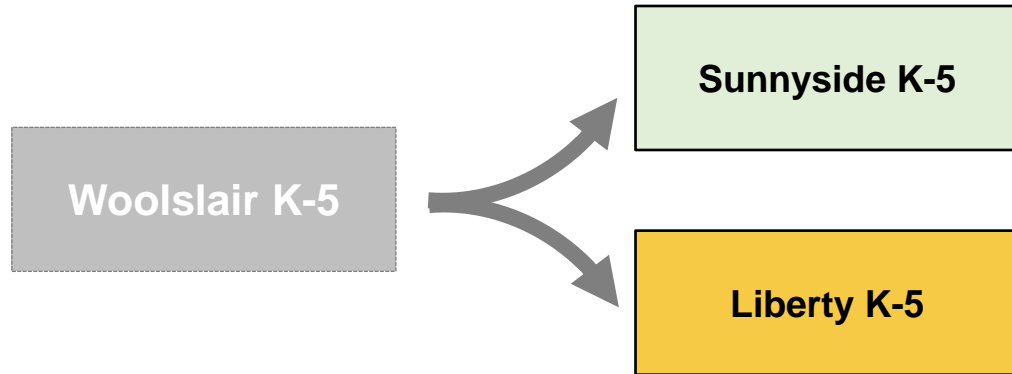


- The phase out of K-5 magnets would be part of an effort to create foundational K-5 programming, with world language offered in every K-5
- In the interim, these schools could become partial magnets, but stop enrolling magnet students from outside of their attendance zones

Consolidate two or more schools into one

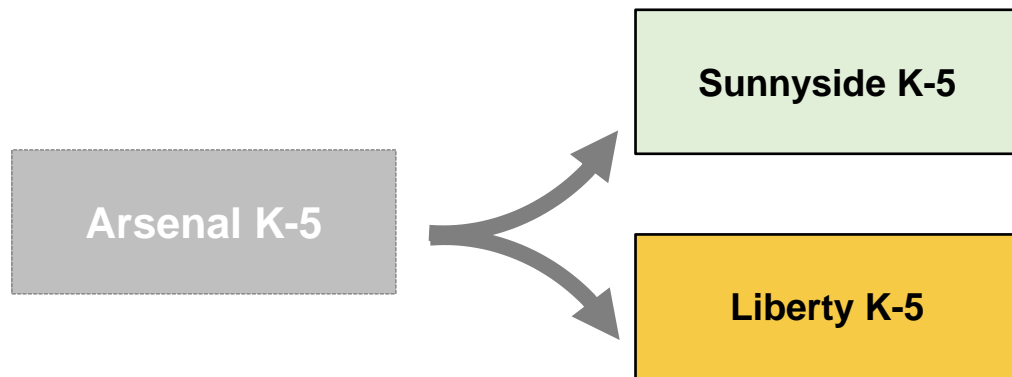
Key Considerations

Woolslair K-5 closes and students attend either Sunnyside K-5 or Liberty K-5



- Woolslair is projected to have ~200 students in SY24-25
- Woolslair has one of the lowest facilities quality ratings in the district and would require full renovation to stay open
- **Challenges:** Splits up students and has them attending different schools

Arsenal K-5 closes and students attend either Sunnyside K-5 or Liberty K-5

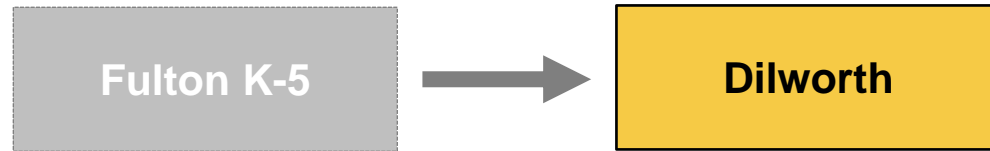


- Arsenal K-5 is projected to have fewer than 300 students in SY24-25
- Current Arsenal building was not designed to be a K-5 school and requires shared space with Arsenal 6-8
- **Challenges:** Splits up existing Arsenal students at different schools

Consolidate two or more schools into one

Key Considerations

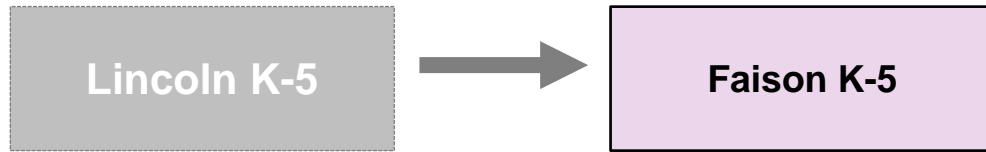
Fulton K-5 closes and students attend Dilworth once space is available from phase out of magnet program



- Fulton is projected to have fewer than 300 students in SY24-25
- Dilworth is less than a mile from Dilworth
- Fulton has one of lowest facilities quality ratings in the district
- **Challenges:** Dilworth does not yet have air conditioning

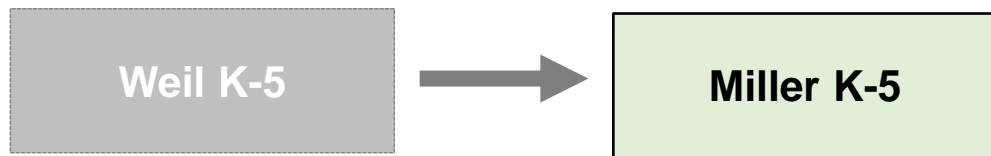
Consolidate two or more schools into one

Lincoln K-5 closes and students attend Faison



- Lincoln is projected to have ~150 students in SY24-25
- Faison is less than 1.5 miles from Lincoln
- Faison has one of the highest building quality ratings in the district
- Faison has more capacity and room for dedicated spaces (e.g. Art rooms)

Weil closes and students attend Miller

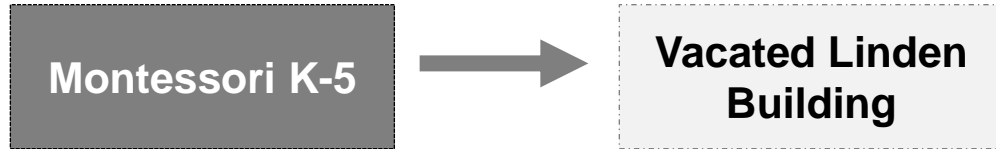


- Miller and Weil are both projected to have fewer than 200 students in SY24-25
- Schools are less than a mile apart and both have the capacity to house a consolidated K-5 program

Consolidate two or more schools into one

Key Considerations

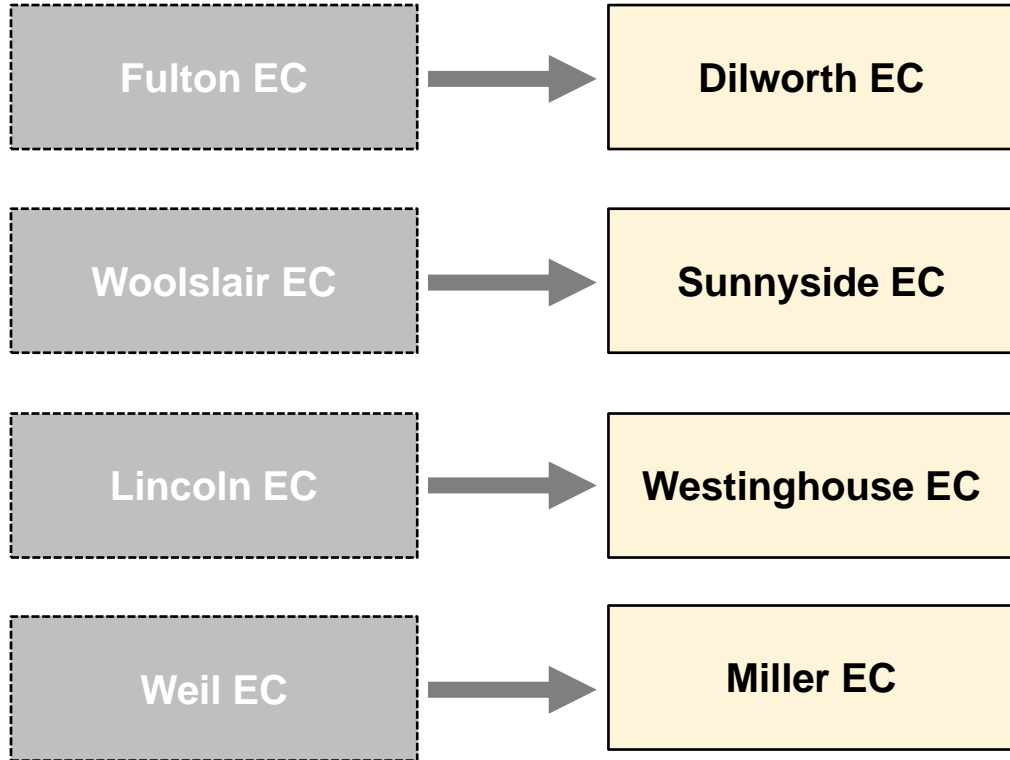
Montessori K-5 moves into the old Linden Building



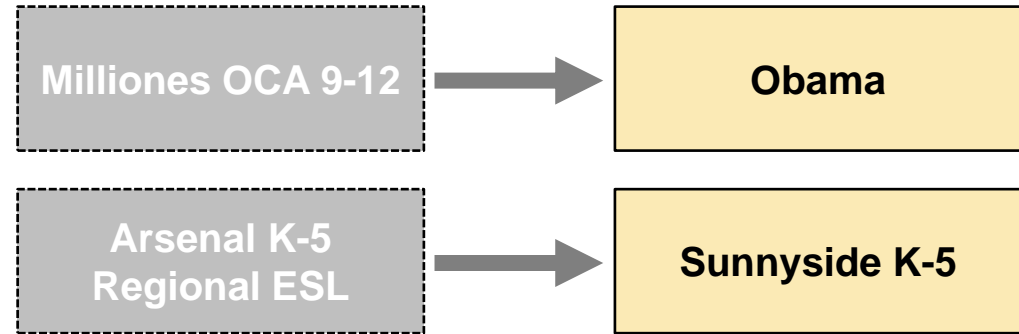
- Linden is ADA accessible and has an elevator and has an outdoor play area
- Could be renovated to better accommodate a Montessori program

Impact on Early Childhood, OCA and ESL

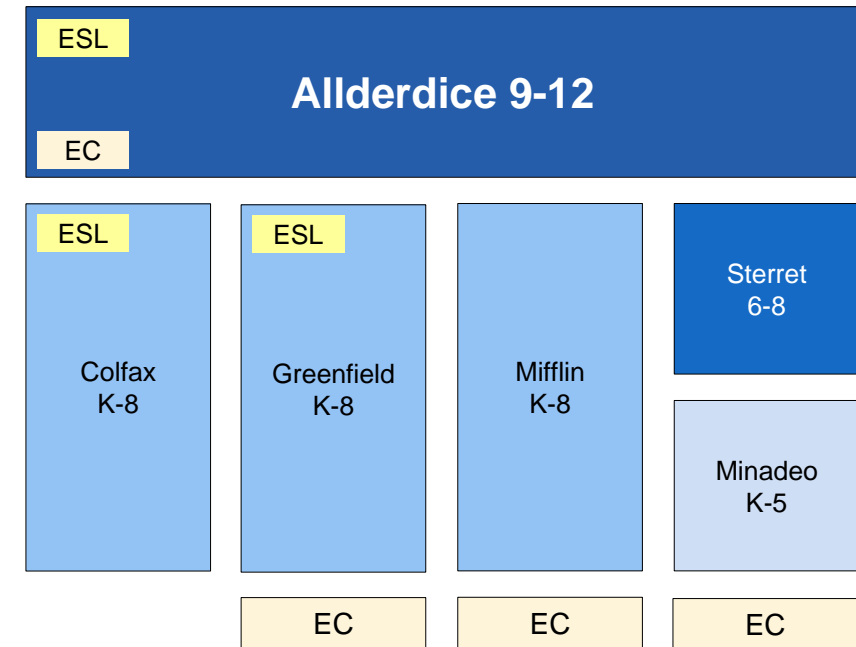
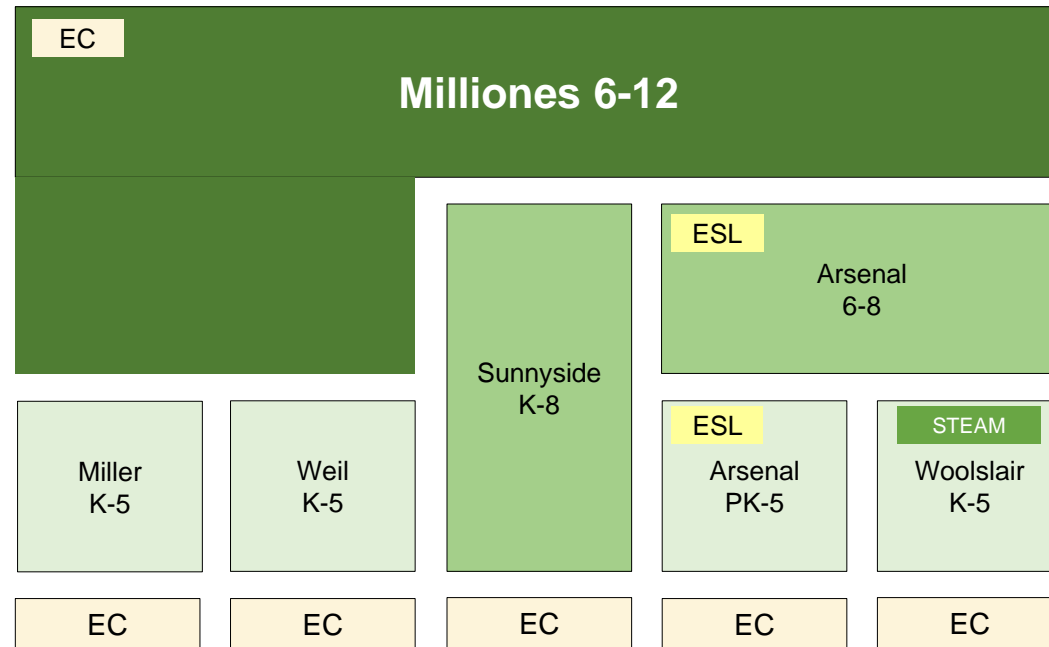
Early Childhood



OCA & ESL

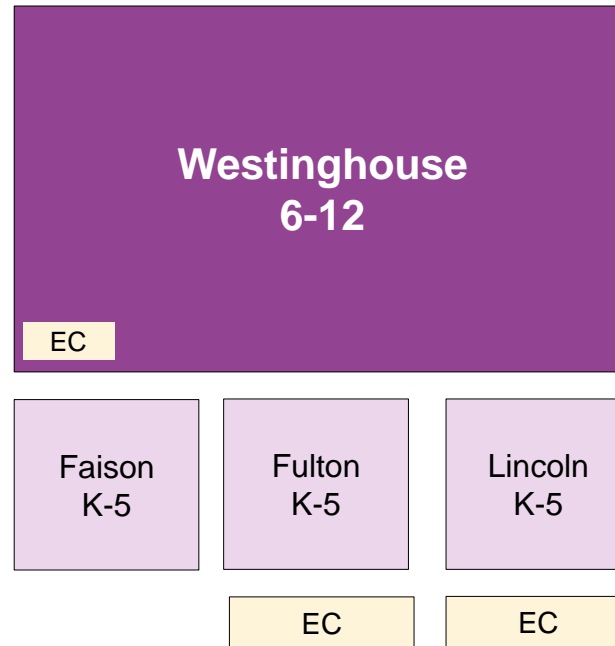


Current Schools in East & Central

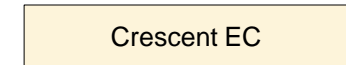


Total Number of Schools: 24

Current Schools in East & Central



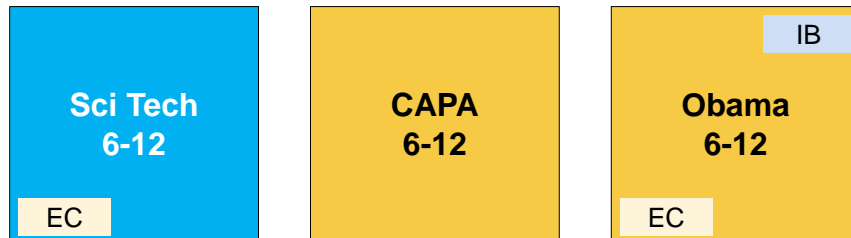
Full Early Childhood Centers



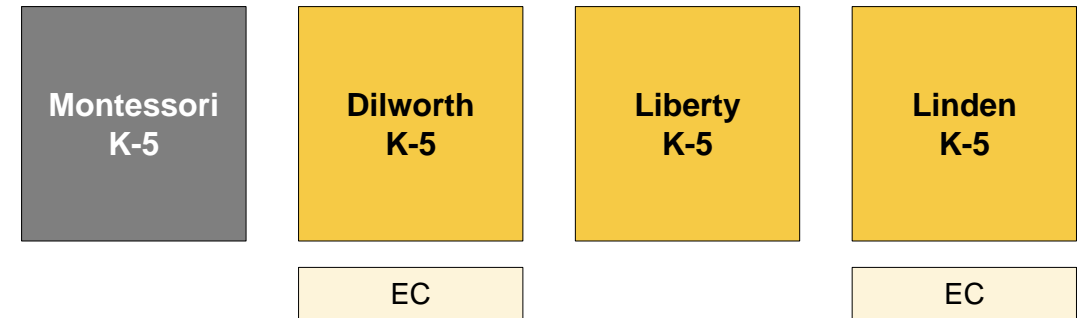
Total Number of Schools: 24

Current Schools in East & Central – Full Magnets

6-12 Magnets



K-5 Magnets



Total Number of Schools: 24

Base Scenario for East & Central

ESL
Alderdice 9-12

ESL
Colfax 6-8

ESL
Greenfield
K-5

Minadeo
K-5

Mifflin
K-5

EC

EC

EC

Neighborhood Magnets

Obama 9-12
EC IB

Arsenal 6-8
ESL IB

Miller
K-5

ESL
Sunnyside
K-5

Liberty
K-5

EC

EC

Westinghouse 9-12
EC

Sterrett 6-8

Dilworth
K-5

Faison
K-5

EC

Full Early Childhood Centers

Crescent EC

Total Number of Schools: 18

Base Scenario for East & Central – Additional Magnets

Neighborhood Magnets

EC
Sci Tech 9-12

EC
Sci Tech 6-8
at Milliones

Full Magnets

CAPA 9-12

Montessori K-5

Neighborhood Magnet

CAPA 6-8
in Manchester Building

Total Number of Schools: 18

Other Options to Consider

Options	Pros	Cons
Close Mifflin and send students to Greenfield & Minadeo.	Avoids having an extremely small Mifflin K-5.	Would leave a “school desert” in the Hays, New Homestead, Lincoln Place neighborhoods.
Close Montessori K-5 and have students attend their neighborhood school.	Preserves consistent, foundational K-5 programming.	May mean more families leave PPS for alternative school options.
Keep Weil open and close Miller.	The Weil building has had a more recent renovation than Miller.	The Weil building is still a lower rated facility than Miller.

Big Priorities for Facilities Improvement

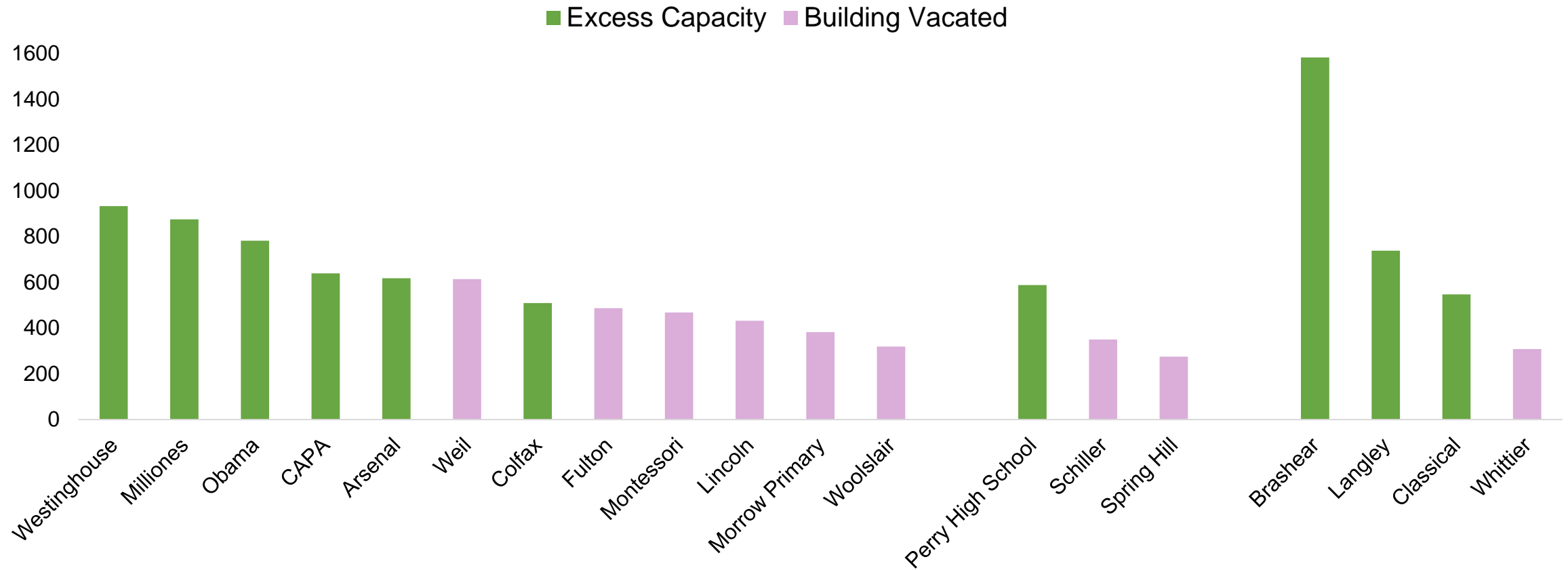
1. Expansion of dedicated PSE classrooms
2. Air Conditioning at every school
3. Science Lab Space in 6-8 and 9-12
4. Expanded space for CTE programming in 9-12
5. Dedicated Art & Music Rooms

Building expansion at the following school building would enable those schools to more easily house consolidated or reconfigured schools

- Morrow Intermediate
- Westwood
- Phillips
- Grandview
- Banksville
- West Liberty
- Brookline
- Sunnyside

After making these changes, PPS would have a significant amount of building space that could be used for other purposes

Excess Capacity by School Building



Source: ERS School Resource Model; PPS Facilities Condition Assessment 2021

Excludes schools that would stay open with excess capacity of fewer than 500 students

Excludes Arsenal, Allegheny, Carrick, South Hills, South Brook and Roosevelt with existing proposals for using excess space

Actual available capacity would require detailed assessment of existing facilities

How could PPS repurpose unused building space?

Create Dedicated Spaces for Community Partners in Schools

- Establish state-of-art spaces in existing schools for community partners to provide services and supports to students and families.
- This could include mental health services, enrichment activities, adult continuing education, and a host of other possibilities to be co-created with the community.
- **Potential Sites:** Perry, Westinghouse and Millions.

How could PPS repurpose unused building space?

Create a Teacher Center for Professional Learning

- A dedicated space for teachers to learn and improve their instructional practice with model classrooms and hands-on support from instructional experts.
- Teachers could rotate in and out of the center for 9-week intensives, during which seasoned “replacement teachers” would push-in to their schools to provide direct classroom instruction.
- Staffing for teacher centers could be made possible through university partnerships and reinvestment of instructional staff freed through school consolidation and grade reconfigurations.
- **Potential Sites:** Mifflin, Milliones, Lincoln, Whittier.

Summary View of Shifts

Sixteen existing schools would be closed

K-5 & K-8 Schools
Arsenal PK-5
Fulton PreK-5
Lincoln PreK-5
Linden K-5*
Manchester PreK-8
Roosevelt K-5
Spring Hill K-5
Weil PreK-5
Whittier K-5
Woolslair PreK-5

6-8 and 9-12 Schools
Carrick High School
Allegheny 6-8
Schiller 6-8
South Brook 6-8
South Hills 6-8
Milliones 6-12

*Magnet programs phased out, but building stays open

Fourteen schools would change their grade configuration

6-12 to 6-8 and 9-12

CAPA 6-12

Obama 6-12

Sci Tech 6-12

6-12 to 9-12

Westinghouse 6-12

K-8 to K-5

Brookline PreK-8

Greenfield PreK-8

Langley K-8

Mifflin PreK-8

Morrow PreK-8

Sunnyside PreK-8

K-8 to 6-8

Arlington PreK-8

Carmalt PreK-8

Colfax K-8

King PreK-8

Six magnet schools would phase out and become neighborhood schools

K-5 & K-8 Schools
Dilworth PreK-5
Liberty K-5
Linden*
Allegheny K-5**

6-8 and 9-12 Schools
Carmalt 6-8
Classical 6-8

*Building stays open and becomes home to Montessori program

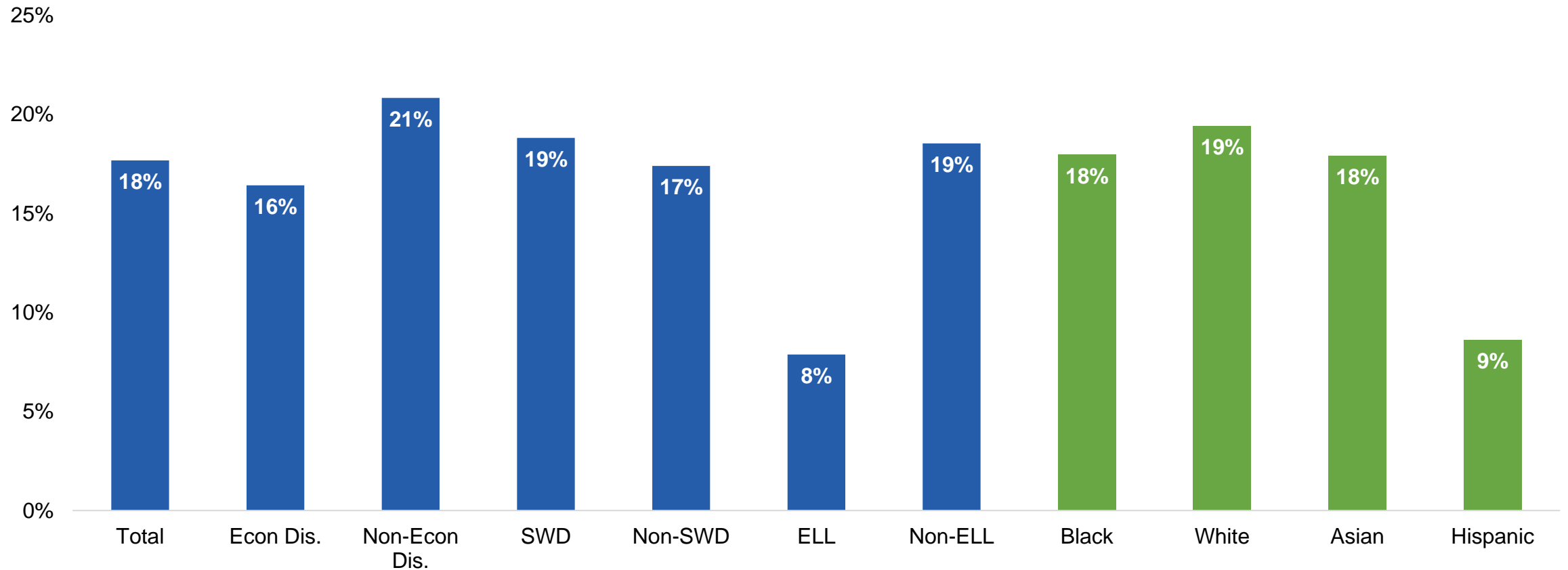
**Expands into existing Allegheny 6-8 space

Five new programs open in existing school buildings

New Programs
CTE Center at Carrick
STEM Pathway at King 6-8 and Perry 9-12
New CAPA 6-8 neighborhood magnet in Manchester
New Sci Tech 6-8 neighborhood magnet at Millions
New neighborhood 6-8 magnet at Millions
Entrepreneurship program and expanded CTE program with Entertainment Technology at Millions

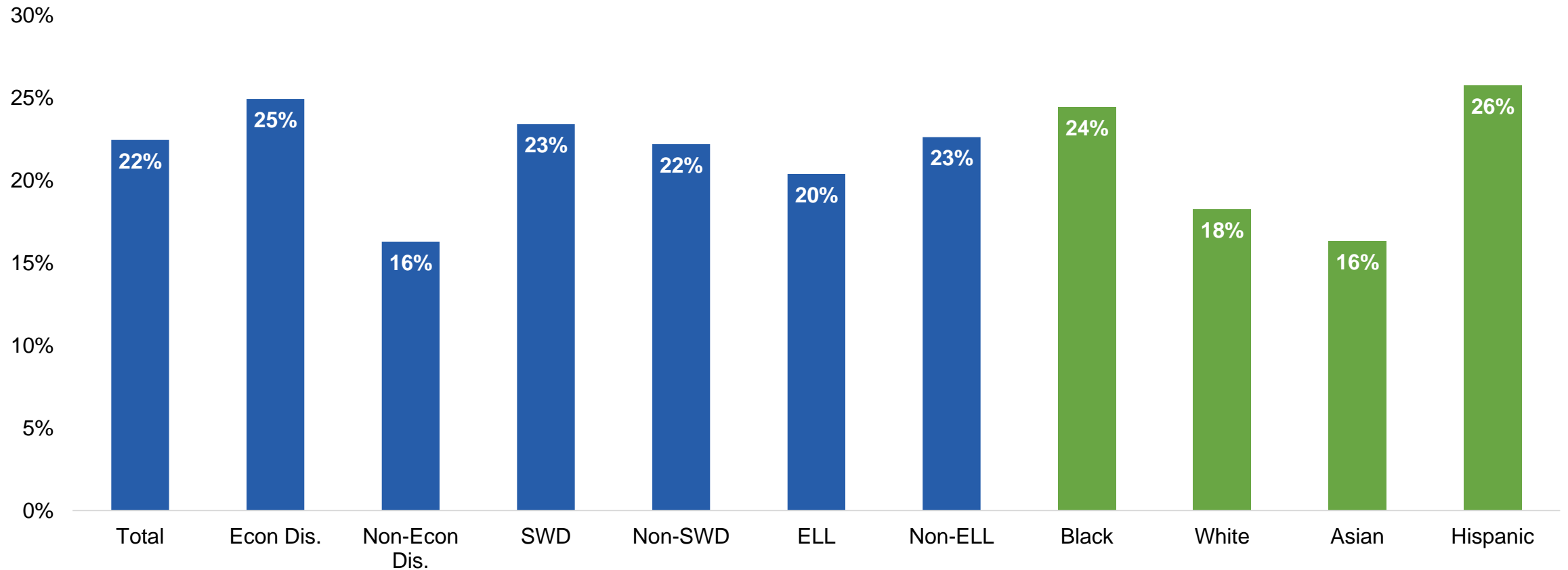
Which students would be impacted by school grade reconfiguration?

Percent of Students by Demographic Impacted by Grade Reconfiguration



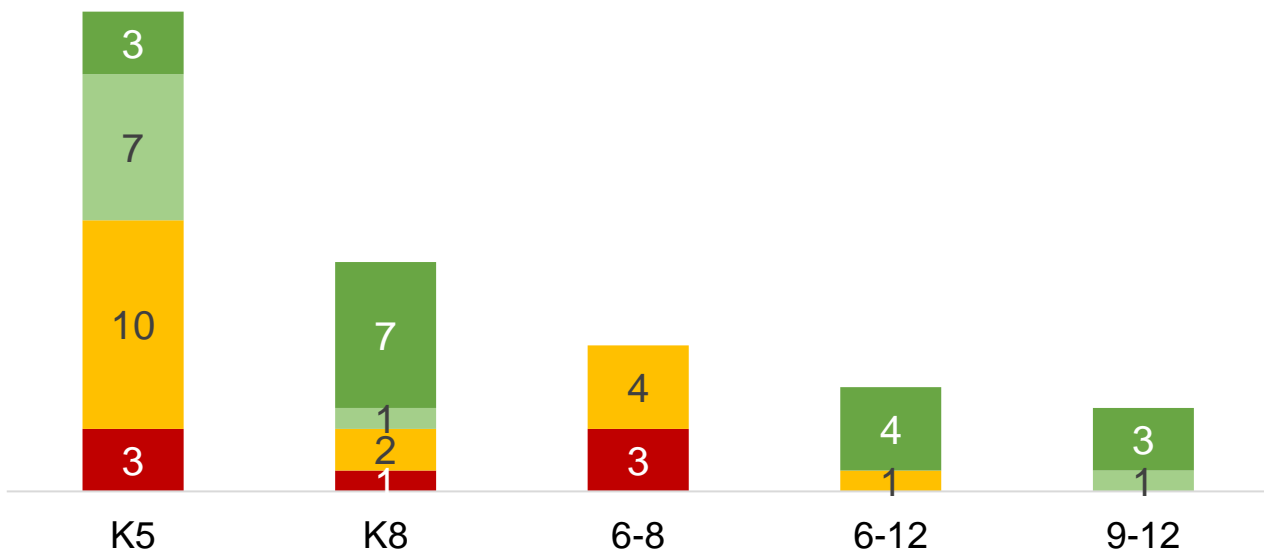
Which students would be impacted by school closure?

Percent of Students by Demographic Impacted by School Closures

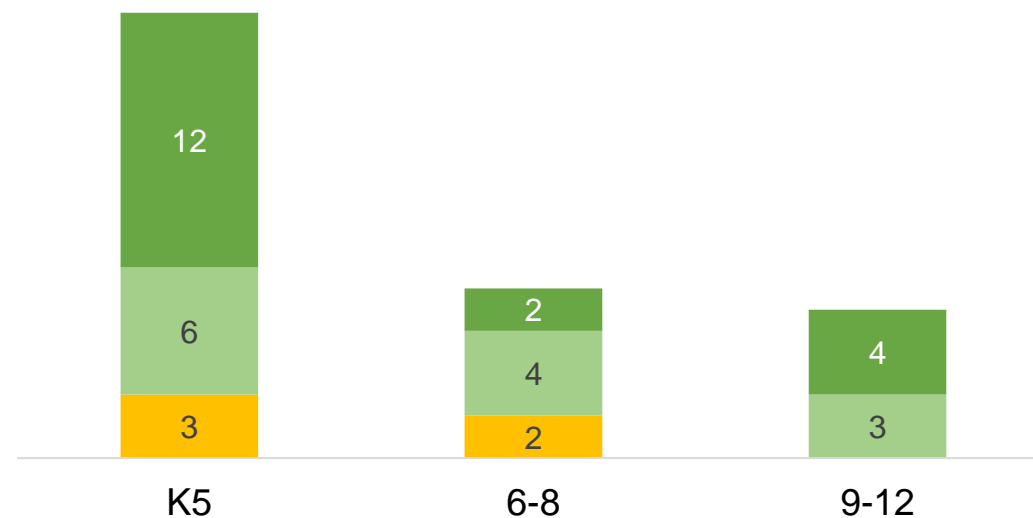


PPS would have fewer, but larger K-5, 6-8 and 9-12 schools

Current Distribution of Schools by Size



Base Scenario: Distribution of Schools by Size



Not Small : >350 for K-5 & K-8 | >500 for 6-8, 6-12 & 9-12

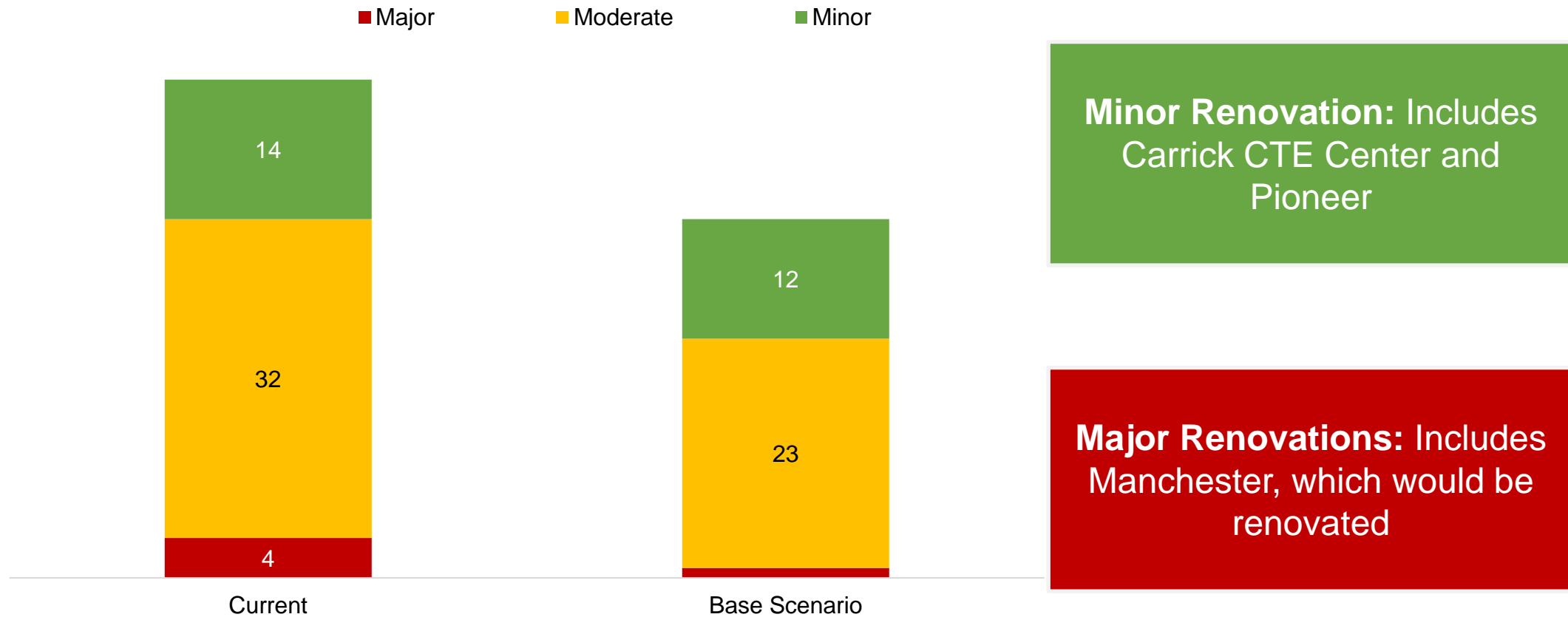
Slightly Small: 250-350 for K-5 & K-8 | 350-500 for 6-8, 6-12 & 9-12

Moderately Small: 150-250 for K-5 & K-8 | 200-350 for 6-8, 6-12 & 9-12

Very Small: 0-150 for K-5 & K-8 | 0-200 for 6-8, 6-12 & 9-12

Fewer schools would require moderate and major renovation

Distribution of Schools by Renovation Needs



Q&A
