A Reimagined School Portfolio in Pittsburgh Public Schools

October 15th, 2024

Agenda

1. Context & Summary

2. Stakeholder Engagement Report Out

3. Final Recommendations and Scenario for the Board's Consideration

4. Transportation Analysis

5. Financial Considerations

6. Draft Implementation Timeline & Enabling Conditions

Our Shared Goal

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

Executive Summary

PPS has articulated an inspiring vision for what students and families should expect from their educational experience.

- o The current configuration of schools, in many cases, creates conditions in conflict with this vision.
- o Redesigning the school portfolio is necessary for PPS to make good on this vision.

PPS has experienced and continues to experience significant student enrollment decline across the district except in a few select demographic student groups

- o From 2012-2013 to 2023-2024 the data show a decline in enrollment of 2.7% per year and an overall decline of 26% in enrollment for the past 11 years.
- o Students with disabilities have increased representation and are now almost 23% of the total PPS population.
- o Over the past decade, the district has experienced substantial growth in its English Learner population, increasing from 557 students in 2011-2012 to 1,427 students in 2023-2024.

Executive Summary

The district is facing a challenging financial landscape, grappling with declining enrollment alongside rising costs and expenditures.

- o Currently, the district is forecasting an annual deficit of $23 million for FY25, with limited fund balance to draw from.
- o Exacerbating the situation is the district's portfolio of aging buildings, with an average age of 90 years. Of these, 21 school buildings are over a century old, and many have not seen significant renovations or investment in recent years.

It's now time to implement school portfolio changes that center on transforming schools and the student experience, prioritize resources, and strategically leverage facilities to deliver on our promise of providing excellent schools for each student in every neighborhood.

- o Invest in educational experiences designed to equip students with the foundational skills necessary for academic success
- o Create more equitable access to courses, programs, supports services, and regional offerings across the district.
- o Consolidate and upgrade facilities across all schools to foster efficiency and financial sustainability.

This plan is focused on improving the experiences of all students with inclusive and supportive learning environments. It aims to address diverse student needs through equitable resource distribution, modernized facilities, and enhanced instructional practices

Major Benefits for this School Consolidation Plan	Description
Build a robust Student Experience as a part of Grade Reconfiguration changes	Robust **Student Experience and Reconfiguration** for all Grades levels in PPS: Create dedicated K-5, 6-8 and 9-12 schools for a rigorous and enriching academic student experience
Integrate K-5 and 6-8 Gifted and Talented programming into local schools	Bring **Gifted and Talented programs** into local K-5 and 6-8 schools, offering advanced opportunities for more students, closer to home
Expand ESL Regional Sites	Increase **Regional ESL centers**, making language support more accessible for students and families.
Relocate some Programs for Students with Exceptionalities to improve accessibility	Relocate select **Programs for Students with Exceptionalities** to enhance accessibility and better serve students' needs
Expand Academic Programming and Courses/Pathways	Expand **academic programming** and ensure essential course offerings are available at every grade level to support student success
Implement Renovations and Upgrades to Facilities	Focus improvements to PPS school facilities to create **optimal learning environments** and support new programs, academic models, and grade reconfigurations.
Maintain Magnet Programming at the Secondary Level	Focus **Magnet Programming at the Secondary Level** and build foundational programming in K-5 elementary schools
Improve PreK access	Improve **access to Free PreK programs**, ensuring children can start their educational PPS journey early and stay within local neighborhood schools.

ERS Education Resource Strategies

Implementing these changes will help PPS create the conditions for improved student and staff experiences…

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

ERS Education Resource Strategies

How can 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 & engagement rates**. Expanded access to specialized programming that students are passionate about could increase attendance rates and overall levels of student engagement.

This proposal represents our analysis of changes to the portfolio of schools that we think will best enable PPS to serve its students most effectively.

What this is

A third-party recommendation to guide further evolution, planning and community engagement

High-level guidance on implementation, subject to change based on final decision

What this is NOT

An unchangeable plan that the board must either decide to accept or reject

A full multi-year implementation plan

These three priorities serve as the foundation for the school changes and recommendations required to achieve our collective goal.
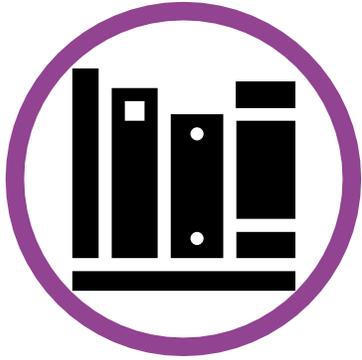
Improve Equitable Access and the Removal of Barriers for All Students

Create more equitable access to courses, programs, supports services, and regional offerings across the district.

Drive Excellence in All Schools

Invest in curriculum and educational experiences designed to equip all students with the foundational skills necessary for academic success

Create Efficient & Modern Student Learning Spaces

Consolidate and upgrade facilities across all schools to foster efficiency and financial sustainability.

Agenda

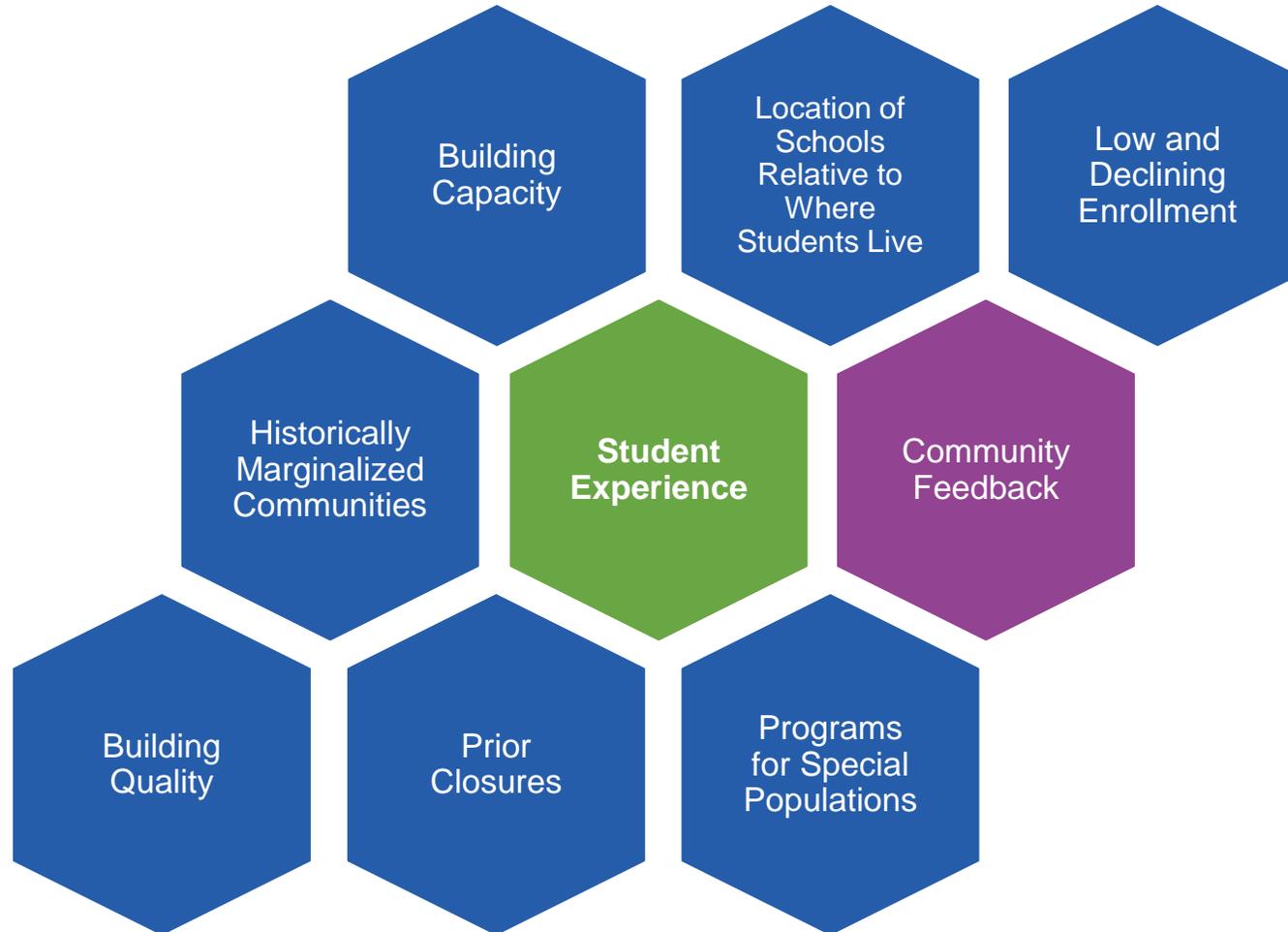1. Context & Summary

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Community and stakeholder feedback is one of many factors taken into consideration as a part of the analysis to inform the final ERS recommendations

Building Capacity

Location of Schools Relative to Where Students Live

Low and Declining Enrollment

Historically Marginalized Communities

Student Experience

Community Feedback

Building Quality

Prior Closures

Programs for Special Populations

Community engagement for this project included a multi-faceted approach to gather feedback from staff, students, parents, and community members

At the beginning of our work with PPS, we shared the following objectives for stakeholder engagement:

Build authentic staff and community engagement focused on building the **collective vision for designing district schools for the future**

Gather input and feedback regarding school designs and school experiences that would enable students to excel and thrive in PPS

Engage in collaborative discussions needed for alignment integration to create the vision and the work associated with portfolio design

We collected feedback and input from a wide range of community members and stakeholders to inform the recommendations for PPS school changes.

The diverse knowledge and expertise of each stakeholder group provide unique insights for planning, vision development, and implementation.

Stage 1-2 Engagement
June and July

Gather Feedback & Set the Direction

- Secondary Students/Alumni
- Families/Parents/Guardians
- School Leaders and Staff
- Community Members/Partners

Stage 3 Engagement
August and September

Adapt and Refine For the Future

All Stage 1-2 stakeholders and…

- Elementary Students
- Funders/Philanthropic Community
- Business/Chamber/Industry
- University/City/Government

ERS Education Resource Strategies

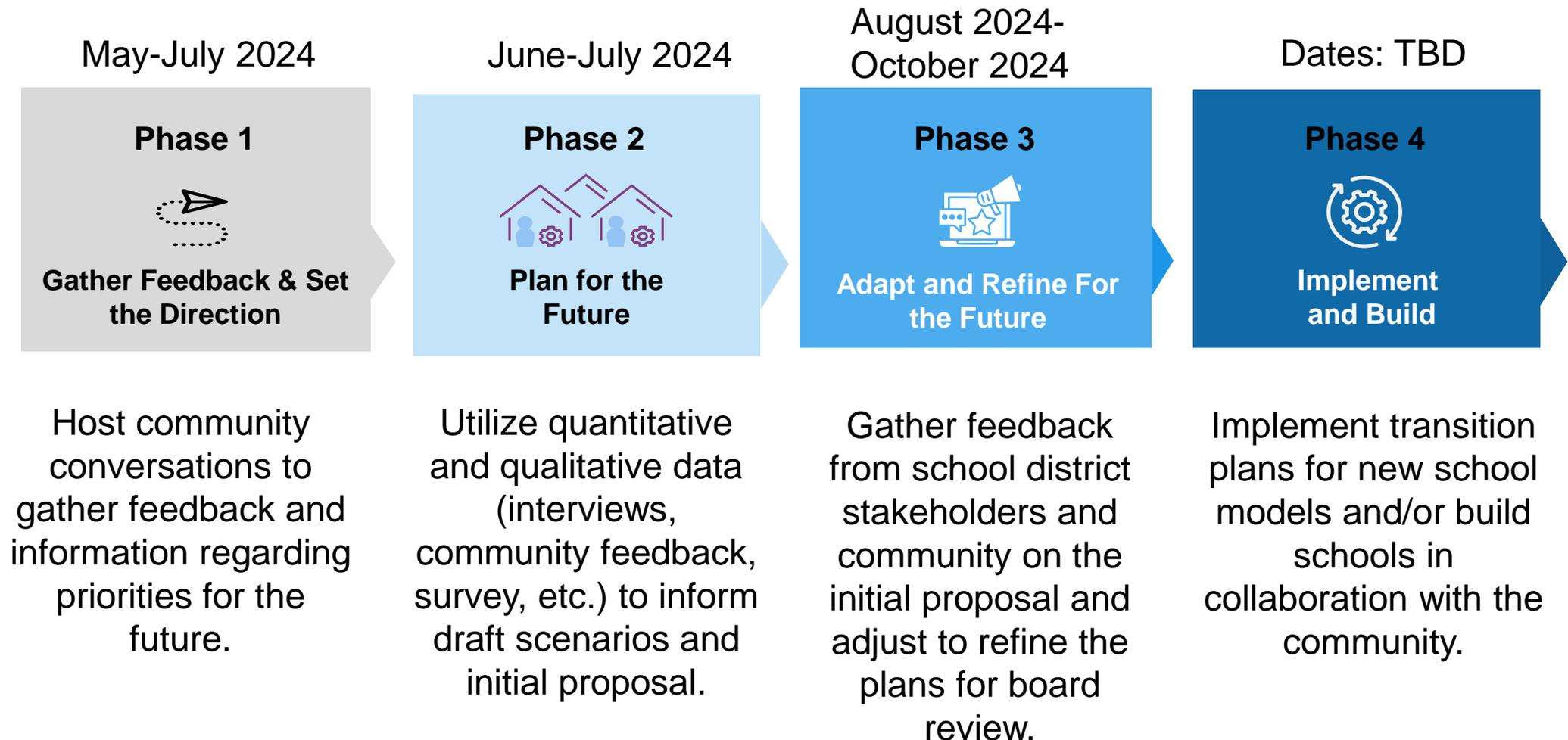# We used community input to adjust the initial scenario before finalizing the ERS recommendation

"Base Scenario"

Shared with the board in August — a "starting point" for engagement that will happen from August until October.

Community and Stakeholder Input & Other Analysis

Final Recommendation

A report that will be shared via the October board session. The board will be the ultimate decision-maker.

Community engagement and input are essential for each major phase of work

May-July 2024	June-July 2024	August 2024-October 2024	Dates: TBD
Phase 1	**Phase 2**	**Phase 3**	**Phase 4**
Gather Feedback & Set the Direction	Plan for the Future	Adapt and Refine For the Future	Implement and Build
Host community conversations to gather feedback and information regarding priorities for the future.	Utilize quantitative and qualitative data (interviews, community feedback, survey, etc.) to inform draft scenarios and initial proposal.	Gather feedback from school district stakeholders and community on the initial proposal and adjust to refine the plans for board review.	Implement transition plans for new school models and/or build schools in collaboration with the community.

We utilized a variety of different methods to gather feedback regarding the initial proposals for school changes in PPS

Engagement Type	Data Points	Engagement Lead	Notes
Family & Community Engagement Survey	781	ERS	Survey was distributed via the PPS website and postcards.
Elementary & Middle School Student Survey	2,608 (ES) 1,513 (MS)	ERS	The following number of schools were represented by at least one respondent: 23/23 PreK-5, 11/11 PreK-8, 7/7 6-8, 5/5 6-12, and 6/7 Special Schools. Only school without responses is Pioneer.
School Leader Survey	129	ERS	Survey was distributed as part of the School Leader Feedback Session, as well as emailed more broadly to all school leaders via PPS.
Regional Community Session Surveys	1102	ERS	Surveys distributed at each of the four regional community sessions; responses represent total responses from across all feeder surveys.
Let's Talk	165	PPS	Respondents shared a combination of feedback and questions about the initial proposals and were primarily parents/guardians.

ERS Education Resource Strategies

We utilized a variety of different methods to gather feedback regarding the initial proposals for school changes in PPS

Engagement Type	Data Points	Engagement Lead	Notes
Regional Community Input Sessions	554 registered attendees across all four sessions. 88 comment cards collected. 48,000+ views across all four sessions.	ERS	4 in-person sessions across all feeder zones. Session was streamed via PPS online platforms: 8/27 (in-person) at Allegheny: 12,000+ livestream views 9/3 (in-person) at Allderdice: 10,000+ livestream views 9/4 (in-person) at Carrick: 15,000+ livestream views 9/5 (in-person) at Milliones: 11,000+ livestream views
School Leader Listening Session	30+ across both sessions	ERS	8/21 (virtual) 8/23 (virtual)
Advisory Committee	35+ across both sessions	ERS	8/14 (virtual) 9/9 (virtual)
High School Student Focus Group	All four grades represented by at least one student	ERS	In-person session with high school students on the Student Voice committee. All high schools represented by at least one student besides Milliones (U-Prep).

We utilized a variety of different methods to gather feedback regarding the initial proposals for school changes in PPS

Engagement Type	Data Points	Engagement Lead	Notes
Latino Community Listening Sessions	25+ participants 2.7K livestream views	ERS/ Latino Community Center/ Casa San Jose	9/12 and 10/8 Schools represented by parents/guardians at the listening sessions included: Beechwood, Greenfield, Colfax, Arsenal, Grandview, South Hills, and West Liberty
Virtual Community Webinar	365 registered attendees. 7,000+ livestream views	ERS	9/11 (virtual)
Public Hearing	60 Speakers August 2024 40 Speakers September 2024	PPS	Participants provided feedback on the initial proposed scenario during the public comment session organized by through the Board of Education. These sessions provided an opportunity for parents, students, community member share their thoughts, concern or support regarding for the proposed school changes.
Grantmakers	Several local funders and grant makers within the Pittsburgh area	PPS/A + Schools	This session was an opportunity to review the initial proposal for school changes and to address questions from local funders and grant makers.
City Leadership	Session coordinated through district administration	PPS	These are Regular meetings between PPS and Pittsburgh leadership.

Feedback by Stakeholder Group

Our report out today focuses on the full set of stakeholders engaged in Phases 1 & 3

May-July 2024

June-July 2024

August-September 2024

Dates: TBD

Phase 1

Gather Feedback & Set the Direction

Phase 2

Plan for the Future

Phase 3

Adapt and Refine For the Future

Phase 4

Implement and Build

- Middle school students
- High school students

Utilize quantitative and qualitative data (interviews, community feedback, survey, etc.) to inform draft scenarios and initial proposal.

- Elementary school students
- Middle school students
- High school students
- Parents & Guardians
- School leaders
- Advisory Committee members
- Latino community

Implement transition plans for new school models and/or build schools in collaboration with the community.

We engaged over 4,000 elementary and middle school students from across PPS in Phase III

Number of Student Responses by Grade Level

Grade	Responses
Kindergarten	180
1st	246
2nd	507
3rd	556
4th	548
5th	571
6th	504
7th	501
8th	508

ES ■ MS ■
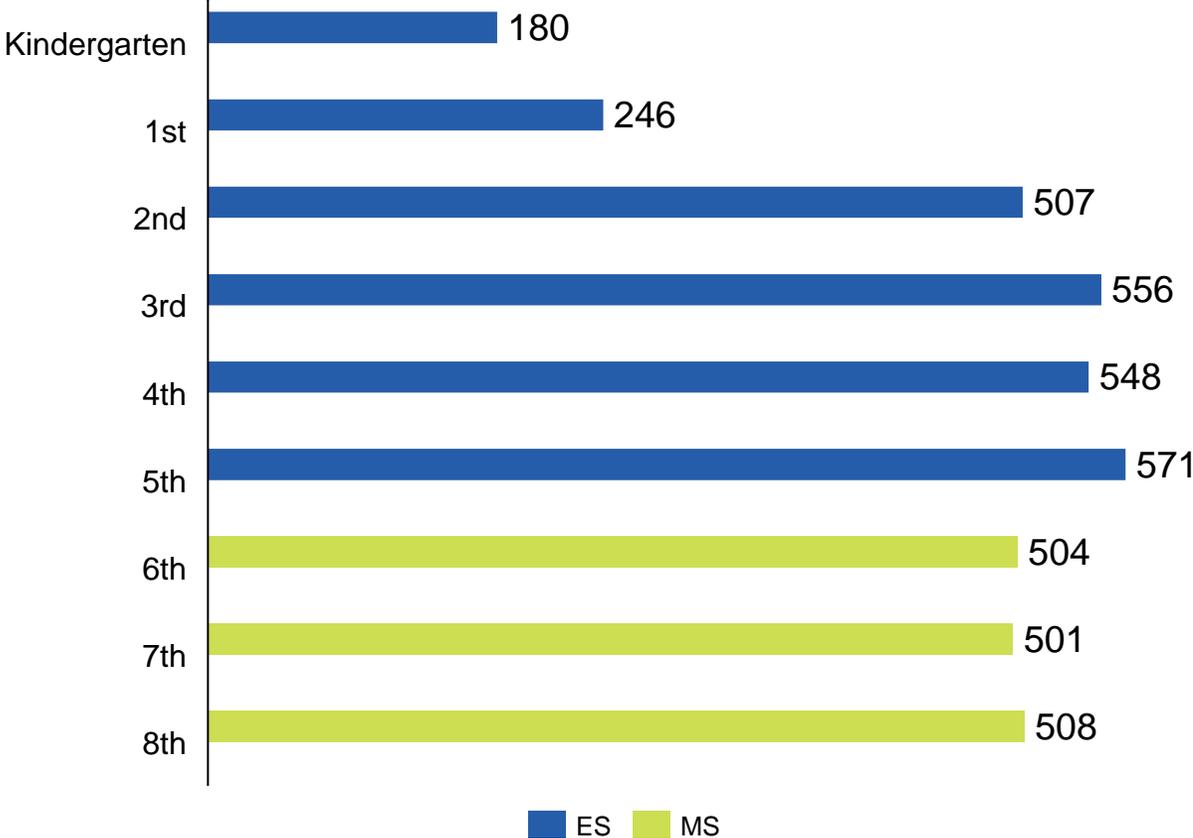
How did we engage students & who did we hear from?

- Administered a survey to all elementary and middle school students

- 4,121 elementary and middle school students responded to the survey
  - 2,608 elementary school students (K-5)
  - 1,513 middle school students (6-8)

- 48 schools from across PPS represented:
  - The top ES student responses came from:
    - Dilworth PreK-5 (350)
    - Colfax K-8 (281)
    - Gifted Center (280)
  - The top MS student responses came from:
    - Gifted Center (230)
    - Schiller 6-8 (224)
    - CAPA 6-12 (215)

ERS Education Resource Strategies

What did we hear from: Elementary School Students?

Importance of School-Related Factors for Elementary School Students
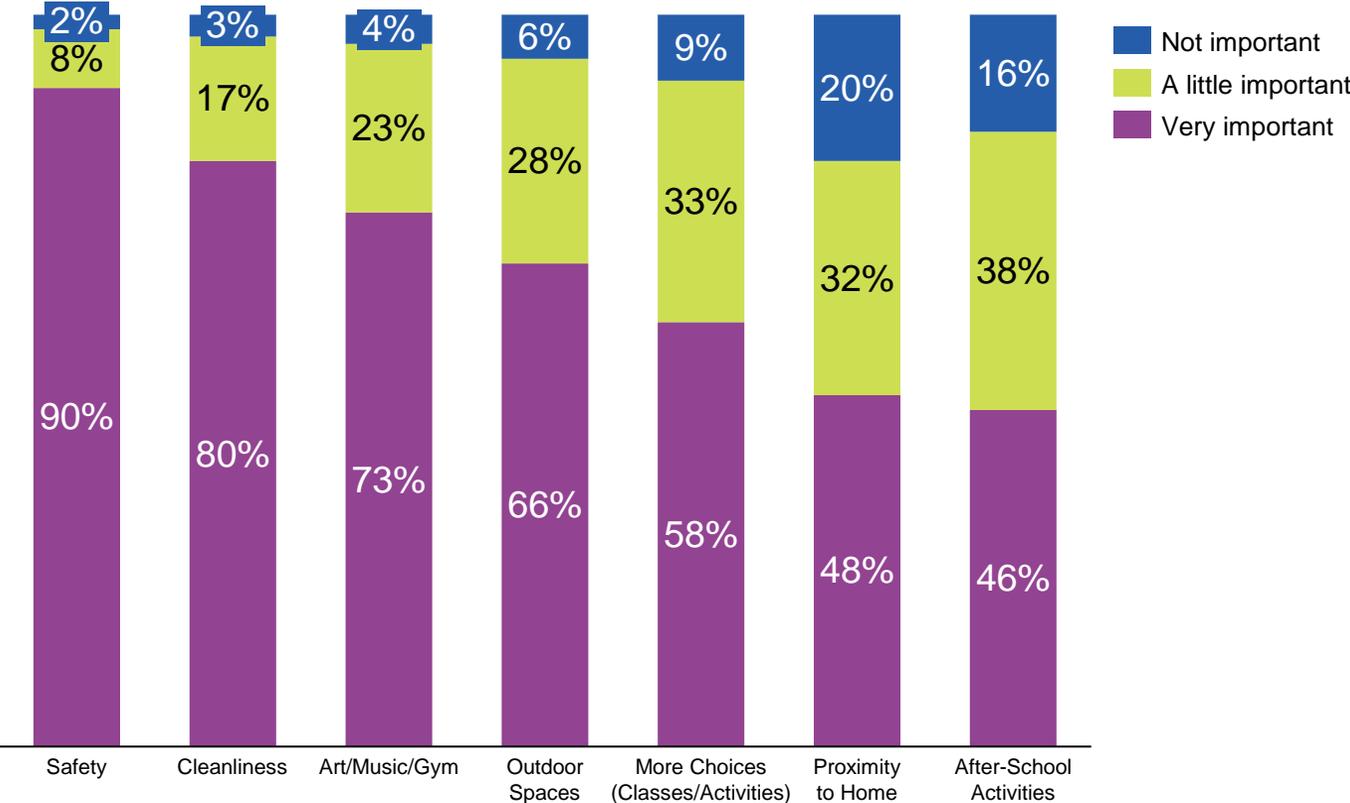
Legend:
- Not important (blue)
- A little important (green)
- Very important (purple)

Factor	Not important	A little important	Very important
Safety	2%	8%	90%
Cleanliness	3%	17%	80%
Art/Music/Gym	4%	23%	73%
Outdoor Spaces	6%	28%	66%
More Choices (Classes/Activities)	9%	33%	58%
Proximity to Home	20%	32%	48%
After-School Activities	16%	38%	46%

> *"I want the school to be a very safe place for me and other kids."*
>
> *- 5th Grader at Westwood*

"How would you feel about trying new subjects or classes?"

- Worried: 11%
- A little excited: 34%
- Very excited: 55%
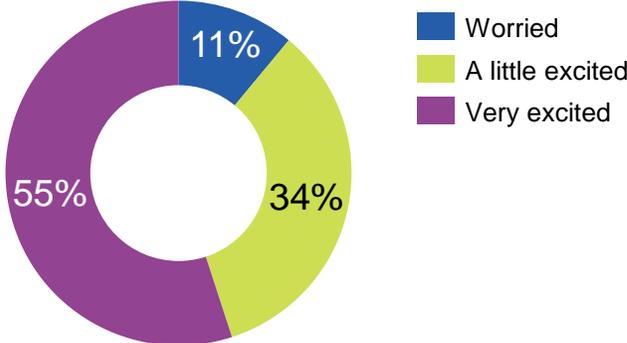
What did we hear from elementary school students?

- 2,608 elementary school respondents (K-5)
- Elementary students are especially concerned about:
  - Safety at school
  - Cleanliness at school
  - Access to Arts/Music/Gym
  - Access to outdoor spaces
- Half of the elementary school students (49%) would be very excited about a renovated or repaired school building
- More than half (55%) of elementary school students would be very excited about trying new subjects or classes

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What did we hear from: Middle School Students?

Importance of School-Related Factors for Middle School Students

Legend:
- Not Important (blue)
- A Little Important (green)
- Very Important (purple)

Factor	Not Important	A Little Important	Very Important
Safety	2%	8%	90%
Cleanliness	2%	14%	84%
Art/Music/Gym	3%	24%	73%
More Choices (Classes/Activities)	5%	31%	64%
Outdoor Spaces	9%	36%	55%
After-School Activities	10%	40%	50%
Proximity to Home	17%	51%	32%
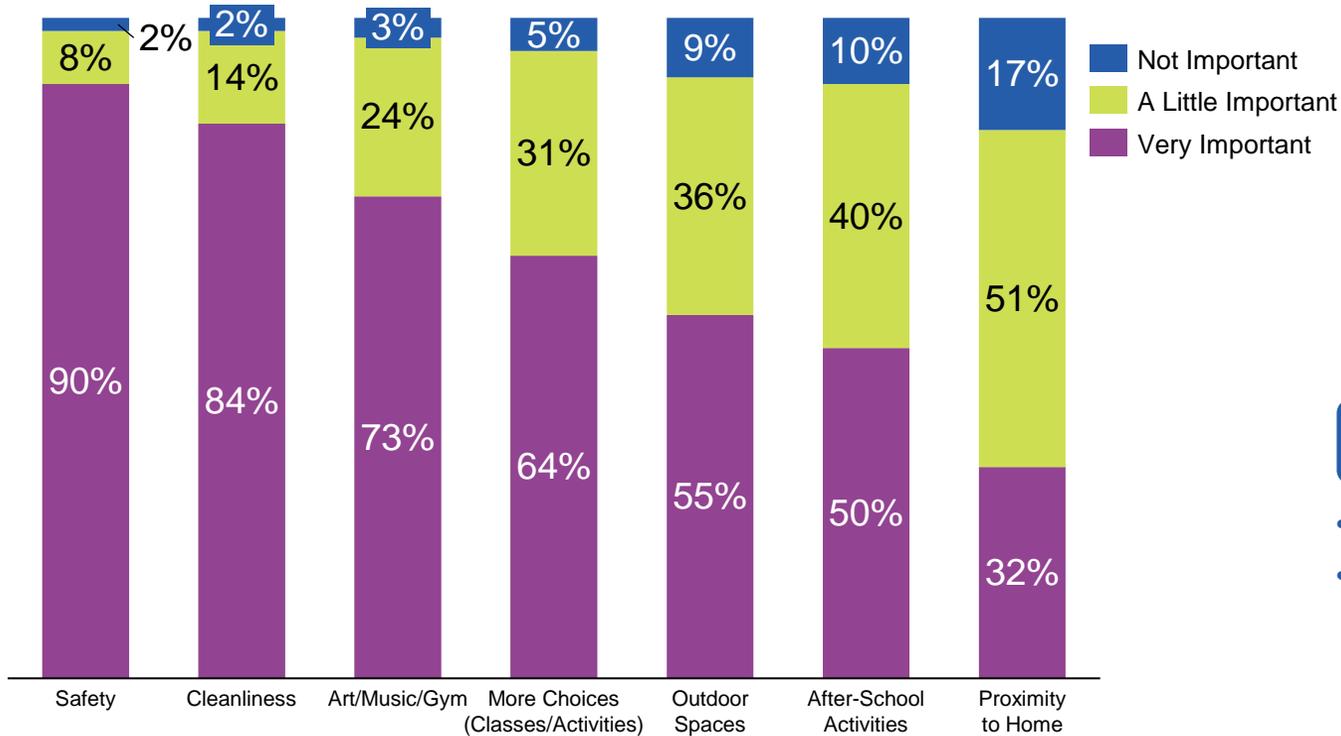
> *"[What would make my school better is] Probably adding more classes, such as robotics, coding, and even language classes."*
>
> *- 6th Grader at Arsenal*

Source: Education Resource Strategies, Stakeholder Engagement Phase III

"How would you feel about trying new subjects or classes?"

- Worried — 7%
- A little excited — 45%
- Very excited — 48%
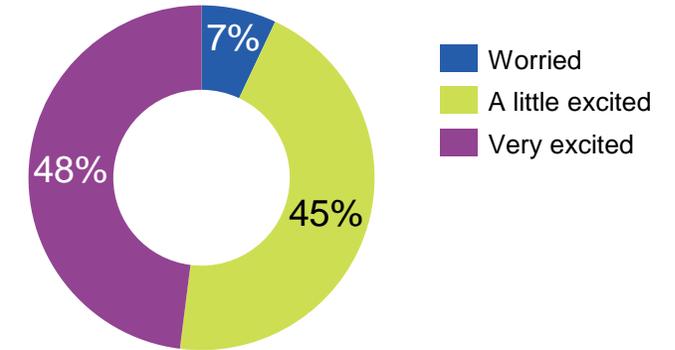
What did we hear from middle school students?

- 1,513 middle school respondents (6-8)
- Middle school students are especially concerned about:
  - Safety at school (a vast majority of students cited concerns re: school shootings and in-school bullying)
  - Cleanliness at school
  - Access to Arts/Music/Gym
  - Access to more choices in classes and activities
- Most middle school students would be very excited (42%) or a little excited (46%) about a renovated or repaired school building
- Approx. half of middle school students (48%) would be very excited about trying new subjects or classes

What did we hear from: High School Students?

How did we engage high school students?

Engagement Type	Data Points
Focus Group	~35 high school students At least one student from each high school attended the focus group (except for Milliones U-Prep). The students present spanned all four high school grade levels.
Feeder Surveys	65 responses from high school students across 7 community input surveys Majority of responses came from: - Carrick (25) - Full & Partial Magnets (15) - Brashear (10)

What did we hear from high school students??

- Some high school students like the close peer-to-peer proximity that a K-5, 6-8, 9-12 grade reconfiguration would provide, while others appreciate the leadership and maturity that K-8s foster amongst students.

- Students expressed feedback regarding:
  - Impact of grade reconfigurations on class sizes and staffing
  - Transportation
  - Safety
  - Merging Carrick & Brashear

> *"In K-8 schools, [there is] less personal support in 4th and 5th grade when transitioning to middle school. [It's the same experience] with extracurriculars and other milestones."*
>
> *- High School Focus Group Participant*

> *"As much as Carrick does not want to merge with Brashear, Brashear doesn't want to merge either."*
>
> *- High School Focus Group Participant*

ERS Education Resource Strategies

What did we hear from: Parents & Guardians?

How did we engage parents & guardians?

Engagement Type	Data Points
Family & Community Engagement Survey	781 responses
Let's Talk	165 responses
Regional Community Input Sessions	564 registered attendees; 48,000+ views; 826 survey responses

"There are already so many kids per class. I am concerned about class size and personal attention."

- Family & Community Engagement Survey Respondent

"Adding Carrick students to Brashear will further strain an already overwhelmed system and could exacerbate [transportation and violence] problems."

- Let's Talk submission

What did we hear from parents & guardians?

- Safety and transportation concerns about converting Carrick into a CTE center and merging with Brashear
- Desire for specialized programming and options for their student
- Preference to maintain individualized attention through smaller class sizes
- Mixed reactions to Montessori program
- Suggestion to partner with PRT to add bus stops in front of difficult-to-reach schools
- Desire for more information on the transition timeline for students
- Push for the district to address enrollment decline

Source: Family & Community Engagement Survey; Let's Talk Submissions

What did we hear from: School Leaders?

How did we engage school leaders?

Engagement Type	Data Points
8/21 and 8/23 School Leader Listening Session	30+ participants across both
School Leader Survey	129 responses

"We definitely need more teacher PD learning spaces. Full district in-service days are sometimes not fully attended due to unavailable parking spaces."

- School Leader

"An admin working ahead of this will be important - Sci Tech had a full year's worth of planning ahead of kids coming in when it first opened… We have to be sure that we don't repeat something like the underprepared U-Prep experience."

- School Leader

What did we hear from school leaders?

- Need for more teacher professional development and learning spaces
- Agreement that CTE should be in schools and closer to students
- Concerns over transportation issues created by consolidating schools
- Emphasis on additional ESL considerations and supports
- Need for consideration of services to offer at certain developmental ages and how to align staffing and funding formulas accordingly
- Despite staffing challenges surrounding world languages, feels important to remain competitive in a world economy
- Required focus on intentional administrative planning for implementation

Source: School Leader Listening Session Notes; School Leader Survey

What did we hear from: Parents, Guardians, & Community Members?

How did we engage community members?

Engagement Type	Data Points
Regional Community Input Sessions	564 registered attendees; 48,000+ views; 826 survey responses
Virtual Community Webinar	365 registered attendees; 7,000+ views

"We know that ELL students are a quickly growing population within PPS. Right now, English Language Learners are receiving different levels of support at different schools."

- Community Webinar Attendee

"As a third-party who works within PPS, I have heard many students express safety concerns with the combining of the South HS's. What new, definite plan for safety will be put in place?"

- Community Webinar Attendee

What did we hear from community members?

- Transportation concerns, especially for students with disabilities
- Desire for greater accessibility to art, music, PE, library services, and world languages for all students
- Need to review magnet application processes and policies to increase access
- Suggestion to satellite administrative positions across schools
- Importance of preserving successful community partnerships and programs throughout this process
- For ESL families, who have already experienced a lot of disruption, desire for stability
- Consideration of factors such as parent involvement, school community, and school culture
- Proposed changes should elevate all schools to provide excellence for all, not just select pockets

What did we hear from: Advisory Committee?

How did we engage the Advisory Committee?

Engagement Type	Data Points
8/14 and 9/9 Advisory Committee Meeting	35+ participants across both sessions

> *"Families want to see more interdisciplinary learning opportunities, more partnerships, and access to classes. Right now, classes comes down to availability of staff."*
>
> *- Advisory Committee Member*

> *"Just because things are available at a building doesn't mean it is available for all students. That is not equitable."*
>
> *- Advisory Committee Member*

What did we hear from the Advisory Committee?

- Appreciate expansion of popular programs (e.g. CAPA, Obama, Sci Tech) as opportunity to increase enrollment, though access and equity of these programs is paramount
- The Hill should retain at least one K-5 school to accommodate growing enrollment and history of closures
- Need to focus where ESL students are located and provide accessible services, concern over newcomer center siloing ESL students and services
- Keeping one K-5 magnet at Montessori is inconsistent
- Families want options and choice for their child
- Transportation concerns, particularly for students with disabilities
- Desire for basic education delivery model
- Concerns regarding the use of the Oliver building; many believe that the location is an unsuitable learning environment

ERS Education Resource Strategies

What did we hear from: Latino Community?

How did we engage the Latino Community?

Engagement Type	Data Points
9/12 and 10/8 Latino Listening Session	~40+ participants 2.7K livestream views (9/12)
ESL Regional Site School Changes Survey	26 responses

"Currently, there are students from all nationalities, and they learn from each other's culture. When you talk about these changes in ESL schools, are you isolating ESL students or maintaining the current structure?"

- Listening Session Attendee

"The more students are in one classroom, the less attention a teacher can give each student. How are you going to handle the growing student population?"

- Listening Session Attendee

What did we hear from the Latino Community?

- Desire and expressed concern around whether ESL programming will continue to integrate ESL students with the class
- Concern around class sizes and individualized attention from teachers as population increases
- Safety concerns around Brashear and Carrick merger
- Questions surrounding transportation and whether ESL students would still be guaranteed transportation
- Many families have already experienced disruption; need for process to be implemented with as little disruption as possible
- Appreciate partnership with community organization, suggestions to expand collaboration with district throughout process in the future

What did we hear at: Pop Ups?

Who did we engage at Pop Ups?

Pop Up	Data Points
8/21 Homewood – Dana's Bakery	31 participants
9/5 Hazelwood – Hazelwood Café	12 participants
9/7 Squirrel Hill – Board Led	40 participants
9/17 Hill District – Rebels Football Practice	15 participants

"I would like us to have our own school. Hazelwood has been used to keep schools open, but Hazelwood could be a model for the District if it opened a robotics themed school in line with the development taking place.
- Pop Up Participant – Hazelwood

"I like keeping the SciTech high school students in Oakland with all the University of Pittsburgh right there. It gives them a chance to see college life and aspire to it."

- Pop Up Participant – Hill District

What did we hear at the Pop Ups?

- General support for the end of 6-12 school model.
- Concerns around class sizes and classroom management.
- Concerns around bringing together different neighborhoods together and loss of generational connection to schools.
- The need to ensure reliable transportation.
- Would like to see data and research used to support base recommendation.
- Concerns with magnets maintaining their unique experiences and culture as neighborhood schools.

Feedback by Region and Feeder

Allderdice Feeder

9/3 Regional Community Input Session:

# of registered attendees: 205

# of livestream views: 10,000+

# of survey responses: 261

# of comment cards: 37
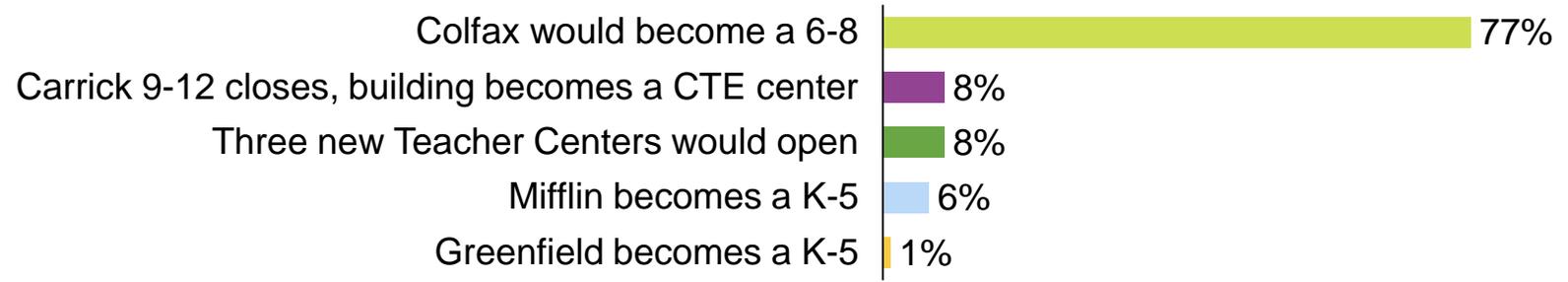
"Having the sense of community from a K-8 makes the transition to high school much easier."

- Survey Response

Which of the upcoming changes do you anticipate will be the most concerning or challenging for the district to implement?

Colfax would become a 6-8	77%
Carrick 9-12 closes, building becomes a CTE center	8%
Three new Teacher Centers would open	8%
Mifflin becomes a K-5	6%
Greenfield becomes a K-5	1%

Which of the upcoming changes do you anticipate will be the most important for the district to implement?

Three new Teacher Centers would open	49%
Carrick 9-12 closes, building becomes a CTE center	25%
Colfax would become a 6-8	19%
Greenfield becomes a K-5	5%
Mifflin becomes a K-5	2%
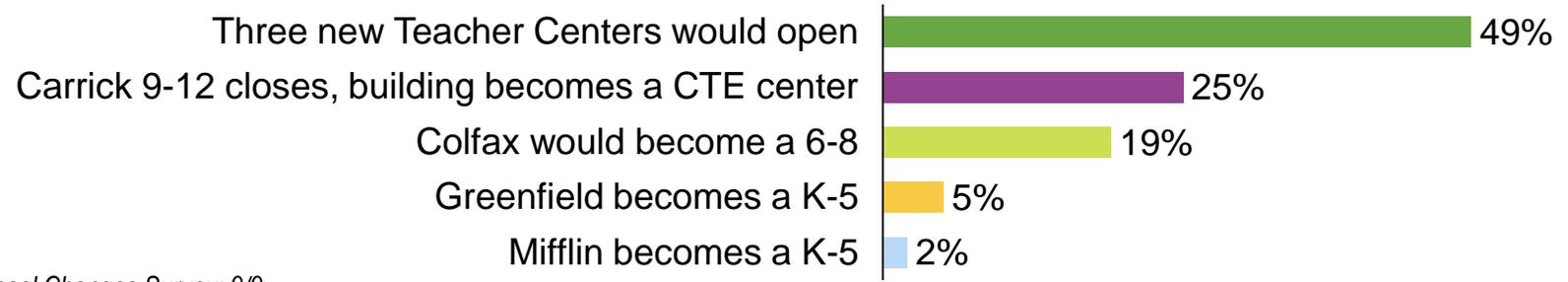
Note: Survey options are abridged for brevity.
Source: 9/3 Regional Community Input Session Notes; Allderdice School Changes Survey; 9/9 Advisory Committee Notes; 8/21 and 8/23 School Leader Session Notes

ERS Education Resource Strategies

School	Base Scenario Presented in August	Summary of Themes	Community Suggested Changes for Scenario
Allderdice 9-12	• No change	• Concern over capacity in base scenario	• N/A
Colfax K-8	• Colfax becomes 6-8; K-5 students attend Greenfield or Minadeo • Colfax receives students from Mifflin and Greenfield	• Many Colfax students get buses, often unreliable • Many Colfax students are walkers and participate in walking bus program with Jewish Community Center • Desire to expand cafeteria	• Keep as K-8 • For Colfax to be a 6-8, need another K-5 option nearby like Linden, Liberty, or Lincoln • Building is more suitable as K-5 school than 6-8
Greenfield PreK-8	• Greenfield becomes K-5; 6-8 students attend Colfax • Minadeo receives K-5 students from Colfax	• High walking population	• Keep as K-8
Mifflin PreK-8	• Mifflin becomes K-5; 6-8 students attend Colfax	• Moving students out of already small Mifflin would lead to it closing in future • Transportation concerns due to location	• Keep as K-8, even if other schools in feeder/district transition to K-5 as exception due to school location • Allow community to vote if they want to be bussed to Carrick or Allderdice
Minadeo PreK-5	• Minadeo receives K-5 students from Colfax	• Under current feeder, students need to go past Colfax and Linden to get to Minadeo	• Transition to K-8 • Use Minadeo as 6-8 for East End
Sterrett 6-8	• Sterrett receives students from Westinghouse	• Concern over capacity in base scenario	• N/A
Other		• Strong opposition to doing away with K-8 (minimal disruption, strong parental involvement, ease for families with siblings, familiarity with teachers, staff, and community)	• Make feeder all K-8 • Use Linden as K-5 for Allderdice feeder

Milliones Feeder

9/5 Regional Community Input Session:

# of registered attendees: 118

# of livestream views: 11,000+

# of survey responses: 99

# of comment cards: 19

"Bringing a Sci Tech magnet to the area is great but The Hill will lose its only high school."
- Survey Response

"Taking Woolslair and Arsenal out of the Lawrenceville neighborhood will leave no neighborhood school for PreK-5."
- Survey Response

"Weil is a self-made community school. It is vital to our community, both to provide education and safe spaces"
- Weil Principal at Regional Session

Which of the upcoming changes do you anticipate will be the most concerning or challenging for the district to implement?

Change	%
Woolslair PreK-5 closes	28%
Weil PreK-5 closes	23%
Milliones 6-12 becomes a 6-8 Sci Tech	23%
Arsenal PreK-5 closes	20%
Three new Teacher Centers would open	5%
Sunnyside PreK-8 becomes a K-5 school	1%

Which of the upcoming changes do you anticipate will be the most important for the district to implement?

Change	%
Three new Teacher Centers would open	35%
Milliones 6-12 becomes a 6-8 Sci Tech	20%
Woolslair PreK-5 closes	13%
Arsenal PreK-5 closes	13%
Sunnyside PreK-8 becomes a K-5 school	10%
Weil PreK-5 closes	9%
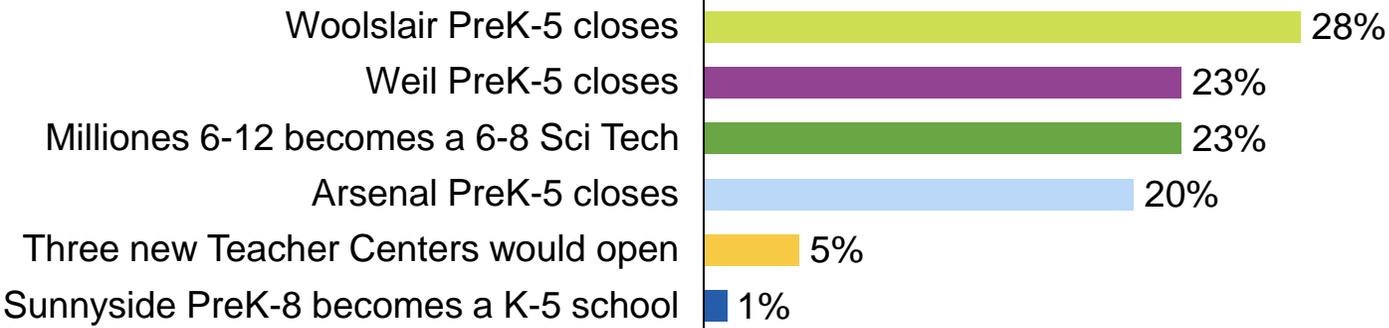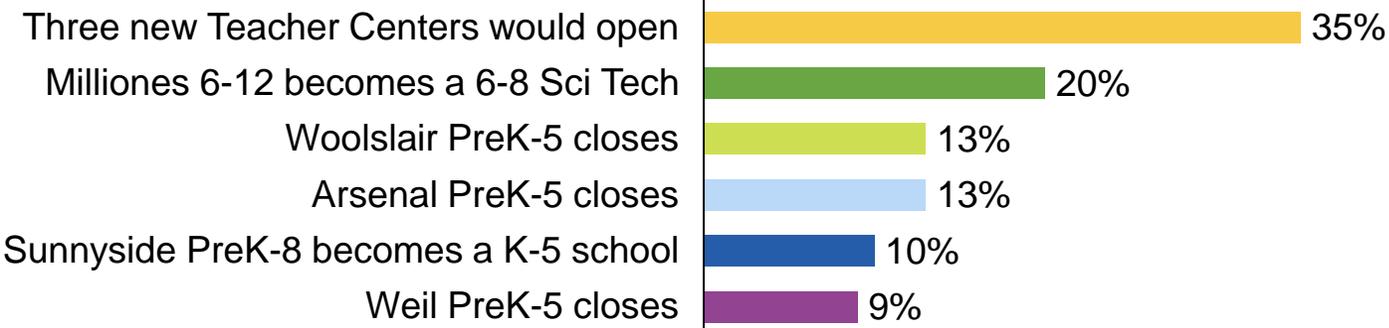
Note: Survey options are abridged for brevity.
Source: 9/5 Regional Community Input Session Notes; Milliones School Changes Survey; 9/9 Advisory Committee Notes; 8/21 and 8/23 School Leader Session Notes

School	Base Scenario Presented in August	Summary of Themes	Suggested Changes for Scenario from Community
Milliones (U-Prep) 6-12	• Milliones become 6-8 Sci Tech as neighborhood magnet; existing 9-12 students attend Sci Tech 9-12 • Milliones receives 6-8 students from Sci Tech	• Transportation concerns for students if Milliones becomes a middle school • Question regarding whether students in attendance zone are required to attend Sci Tech, even if they are not interested in science and technology. • Concern over 6-12 from community members in The Hill District	• Use Milliones building as Sci Tech 9-12 and existing Sci Tech building as Sci Tech 6-8 • Use Milliones building as Sci Tech 6-8 and existing Sci Tech building as Sci Tech 9-12
Arsenal PreK-5	• Arsenal merges with Sunnyside or Liberty	• Closing both Woolslair K-5 and Arsenal K-5 would create a "school desert" • Transportation concerns for children and families • Large ESL population served by ESL Site	• Use Arsenal building as K-5 for Weil, Sunnyside, and Liberty students • Keep Arsenal PreK-5 open as ELD site or dual-language immersion program • Make Arsenal K-8 specializing in ESL
Arsenal 6-8	• Arsenal receives students from Sunnyside • Arsenal receives IB Middle Years programming and becomes neighborhood magnet	• Transportation concerns for children and families • Large ESL population served by ESL Site	• Use Arsenal building as K-5 for Weil, Sunnyside, and Liberty students • Make Arsenal K-8 specializing in ESL
Miller K-5	• Miller receives students from Weil	• Expansion of affordable housing units in surrounding neighborhoods may increase enrollment	• Close Miller and turn into Teacher Center

School	Base Scenario Presented in August	Summary of Themes	Suggested Changes for Scenario from Community
Sunnyside K-8	• Sunnyside becomes K-5; 6-8 students attend Arsenal 6-8	• Only accessible by one bus line • Early childhood centers not accessible by biking/walking	• Give Sunnyside families choice of Wooslair or Arsenal • Co-locate Wooslair and Arsenal PreK-5 at Arsenal building, make Sunnyside 6-8 and send existing Arsenal middle school students to Sunnyside
Weil K-5	• Weil merges with Miller	• Expansion of affordable housing units in surrounding neighborhoods may increase enrollment	• Use Weil building instead of Miller (i.e. better amenities)
Woolslair K-5	• Woolslair merges with Sunnyside of Liberty	• Closing both Woolslair K-5 and Arsenal K-5 would create a "school desert" • Strong community and PTO presence • Community is tied to program and staff, not building • Easily accessible by bus	• Co-locate Wolslair with Arsenal (see Sunnyside for details) • Use Woolslair as ESL Newcomer Center
Other		• N/A	• Use Northview Heights building as ESL Newcomer Center or K-5 with ESL Site • Use Northview Heights building as Birth to 5th Grade school

ERS Education Resource Strategies

Westinghouse Feeder

9/3 Regional Community Input Session:

# of registered attendees: 205

# of livestream views: 10,000+

# of survey responses: 48

# of comment cards: 37

> *"Expanding the CTE program will continue to assist those students with skills that they will use in life. Most students that are successful in their program will ultimately work in those fields."*
>
> *- Survey Response*

> *"Many families live within walking distance to Lincoln but because of where boundaries were drawn, are being sent elsewhere"*
>
> *- Survey Response*

Which of the upcoming changes do you anticipate will be the most concerning or challenging for the district to implement?

Change	%
Lincoln PreK-5 would close	63%
Westinghouse 6-12 would become a 9-12	30%
Fulton PreK-5 would close	7%
Three new Teacher Centers would open	0%

Which of the upcoming changes do you anticipate will be the most important for the district to implement?
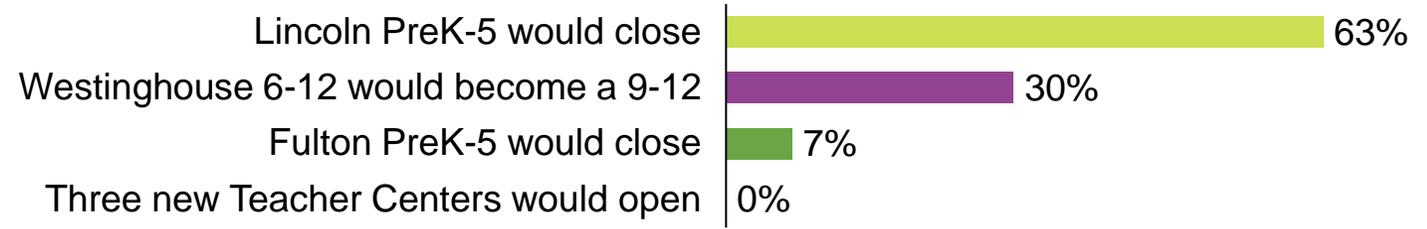
Change	%
Westinghouse 6-12 would become a 9-12	51%
Three new Teacher Centers would open	26%
Lincoln PreK-5 would close	14%
Fulton PreK-5 would close	9%

Note: Survey options are abridged for brevity.
Source: 9/3 Regional Community Input Session Notes; Westinghouse School Changes Survey; 9/9 Advisory Committee Notes; 8/21 and 8/23 School Leader Session Notes

School	Base Scenario Presented in August	Summary of Themes	Community Suggested Changes for Scenario
Westinghouse 6-12	• Westinghouse becomes 9-12; 6-8 students attend Sterrett • Expand CTE programs at Westinghouse	• Safety concerns between middle and high school students	• Make Westinghouse 9-12 • Expand existing CTE programs at Westinghouse
Faison K-5	• Faison receives students from Lincoln	• Transportation concerns • Air-conditioned building	• N/A
Fulton K-5	• Fulton merges with Dilworth once space is available from phase out of magnet program	• Question about autism support classrooms at Fulton	• N/A
Lincoln K-5	• Lincoln merges with Faison	• Large population of students who walk • Easily accessible by three bus lines • There is a charter school 1 block from Lincoln • Many students who live near Lincoln are being sent to Colfax or Minadeo due to attendance boundaries • Strong support for Lincoln culture and community from current parents	• Strong preference for Lincoln over Faison (i.e. Lincoln has partnerships that Faison does not, more transportation options)

ERS Education Resource Strategies

Perry Feeder

8/27 Regional Community Input Session:

# of registered attendees: 62

# of survey responses: 99

# of livestream views: 12,000+

"There is a huge safety issue with King. There is consistently homeless individuals on the playground."

- Survey Response

"Closing Spring Hill and Schiller will create an educational desert in an already secluded and transportation-deficient area of the city."

- Survey Response

Which of the upcoming changes do you anticipate will be the most concerning or challenging for the district to implement?

Schiller 6-8 would close	17%
King would become a 6-8 school	16%
CAPA 6-8 would be located at renovated Manchester building	15%
Early Childhood students from King would attend Allegheny	13%
Manchester K-8 would close	12%
Spring Hill K-5 would close	11%
Early Childhood students from Manchester would attend Morrow	9%
Morrow PreK-8 would become a K-5 school	7%

Which of the upcoming changes do you anticipate will be the most important for the district to implement?

Early Childhood students from King would attend Allegheny	21%
King would become a 6-8 school	16%
Morrow PreK-8 would become a K-5 school	16%
CAPA 6-8 would be located at renovated Manchester building	13%
Early Childhood students from Manchester would attend Morrow	10%
Schiller 6-8 would close	9%
Manchester K-8 would close	9%
Spring Hill K-5 would close	6%

Note: Survey options are abridged for brevity.
Methodology Note: Due to a change in survey format, responses indicated as "Red" are considered "Most concerning or challenging." "Green" responses are considered "Most important."
Source: Perry School Changes Survey; 9/9 Advisory Committee Notes; 8/21 and 8/23 School Leader Session Notes

ERS Education Resource Strategies

School	Base Scenario Presented in August	Summary of Themes	Community Suggested Changes for Scenario
Perry 9-12	• Perry adds STEM 9-12 programming	• N/A	• N/A
King PreK-8	• King becomes 6-8; K-5 students attend Allegheny K-5 • King receives 6-8 students from Allegheny, Morrow, Manchester, and Schiller • King adds STEM 6-8 programming	• Heavy safety concerns around neighborhood and playground • Only one crossing guard for Northside • Desirable building location for Allegheny General Hospital	• Use King as K-5 instead of 6-8 – already has all the middle school amenities
Manchester PreK-8	• Manchester building becomes CAPA 6-8 as a neighborhood magnet • Manchester merges with Morrow K-5 • Manchester merges with King 6-8	• Manchester as CAPA 6-8 is inequitable • Competition from nearby charter schools • Location is less central/accessible	• Make into Montessori K-5 (would require significant building reinvestment) • Keep as neighborhood K-5 with ESL site • Make Manchester a 6-8 for the Northside
Morrow PreK-8	• Morrow becomes K-5; 6-8 students attend King	• Transportation concerns given geography	• N/A
Schiller 6-8	• Schiller merges with King	• Transportation concerns if closing • Strong existing school culture at Schiller • Highly regarded programming	• N/A
Spring Hill K-5	• Spring Hill merges with Allegheny K-5	• Transportation concerns if closing	• Keep Spring Hill over Schiller due to green space that neither Schiller nor nearby charters have • Adapt Northview Heights Early Childhood Center for K-5 program • Make Spring Hill a Montessori magnet • If closing, students should go to Schiller, not King because better transportation and safety
Other	*Source: Perry School Changes Survey; 9/9 Advisory Committee Notes; 8/21 and 8/23 School Leader Session Notes; Let's Talk Submissions*	• N/A	• Build Career Middle School at Oliver building to serve North

Brashear Feeder

9/4 Regional Community Input Session:

# of registered attendees: 169

# of survey responses: 116

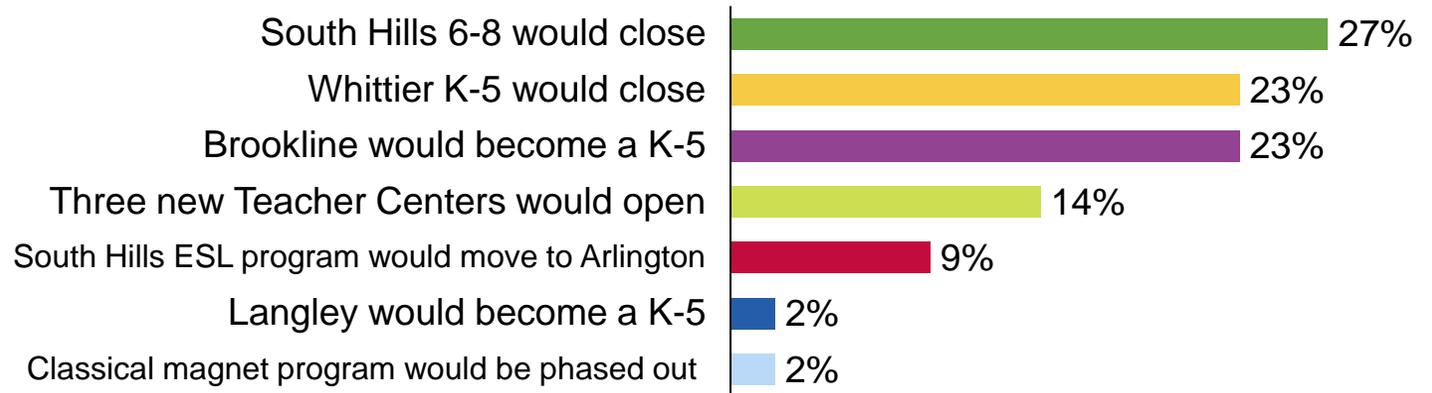**# of livestream views: 15,000+**

"Given the safety concerns at Brashear, how are you going to combine students with Carrick?"
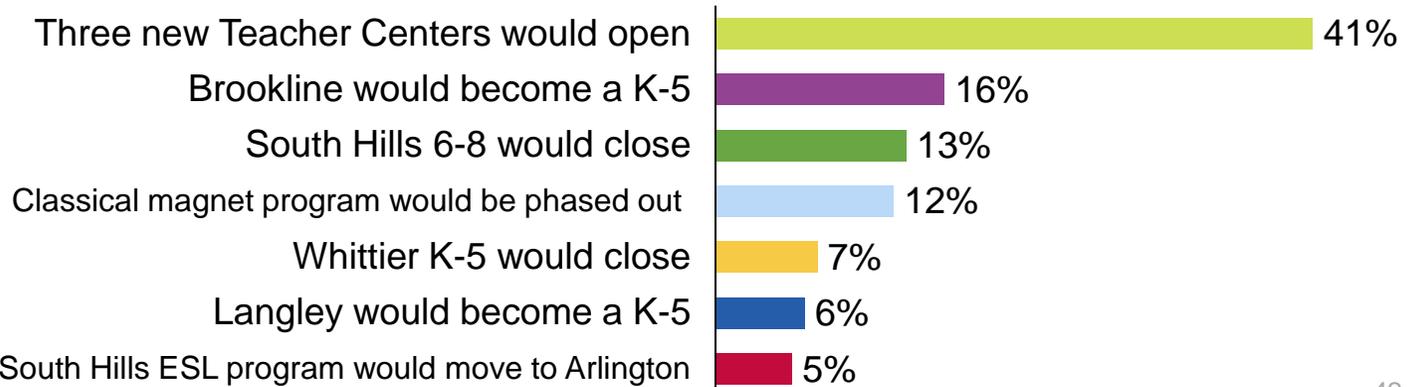
- *Community Session Attendee*

"Whittier is a mighty neighborhood school. Significant upgrades have been made recently including a new playground, a new elevator, and an overhaul of our heating and air conditioning systems."

- Survey Response

Which of the upcoming changes do you anticipate will be the most concerning or challenging for the district to implement?

South Hills 6-8 would close	27%
Whittier K-5 would close	23%
Brookline would become a K-5	23%
Three new Teacher Centers would open	14%
South Hills ESL program would move to Arlington	9%
Langley would become a K-5	2%
Classical magnet program would be phased out	2%

Which of the upcoming changes do you anticipate will be the most important for the district to implement?

Three new Teacher Centers would open	41%
Brookline would become a K-5	16%
South Hills 6-8 would close	13%
Classical magnet program would be phased out	12%
Whittier K-5 would close	7%
Langley would become a K-5	6%
South Hills ESL program would move to Arlington	5%

Note: Survey options are abridged for brevity.
Source: 9/4 Regional Community Input Session Notes; Brashear School Changes Survey; 9/9 Advisory Committee Notes; 8/21 and 8/23 School Leader Session Notes

ERS Education Resource Strategies

School	Base Scenario Presented in August	Summary of Themes	Community Suggested Changes for Scenario
Brashear 9-12	• Carrick merges with Brashear	• Merging Brashear and Carrick would create a significant risk of violence and transportation challenges • Brashear recently absorbed some Langley students, still settling	• Keep Brashear and Carrick open as standalone high school
Banksville K-5	• No change	• N/A	• N/A
Beechwood PreK-5	• Beechwood receives some K-5 students from Arlington	• N/A	• N/A
Brookline PreK-8	• Brookline becomes a K-5; 6-8 students attend Carmalt 6-8.	• Older grades use "trailers" in back lot for classes	• N/A
Grandview PreK-5	• Grandview receives some K-5 students from Arlington	• Hosts inhouse Gifted Center (one of two in PPS) with no equity gap	• Close Grandview and keep Whittier open; renovate Whittier to expand building capacity • Use Knoxville as K-5 – ideal location for Grandview students
Langley K-8	• Langley becomes a K-5; 6-8 students attend Classical (PCA)	• N/A	• Building may be too large for K-5, consider adding teacher center for region
Phillips K-5	• No change	• N/A	• N/A
South Hills 6-8	• South Hills merges with Arlington	• South Hills currently shares staff with Brashear, including ESL and World Language	• Keep South Hills at Brashear and merge with South Brook to increase enrollment • Merge South Hills with Classical and use space as community schools space
Westwood K-5	• No change	• Strong culture appreciated by current parents	• N/A
Whittier K-5	• Whittier merges with Langley and Westwood	• Closing Whittier would leave a "school desert" in Mount Washington • Whittier just had AC installed • Multiple oversized spaces that could be easily renovated to increase capacity for larger K-5 • Strong PTO presence that often covers extra costs	• Close Grandview and keep Whittier open; renovate Whittier to expand building capacity • If closing, move students to Banksville or Phillips

Carrick Feeder

9/4 Regional Community Input Session:

# of registered attendees: 169
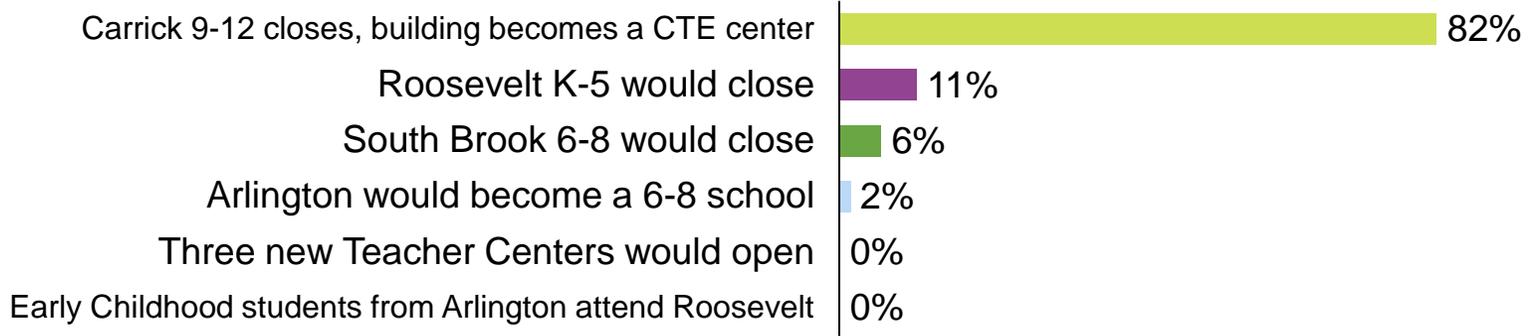
# of livestream views: 15,000+

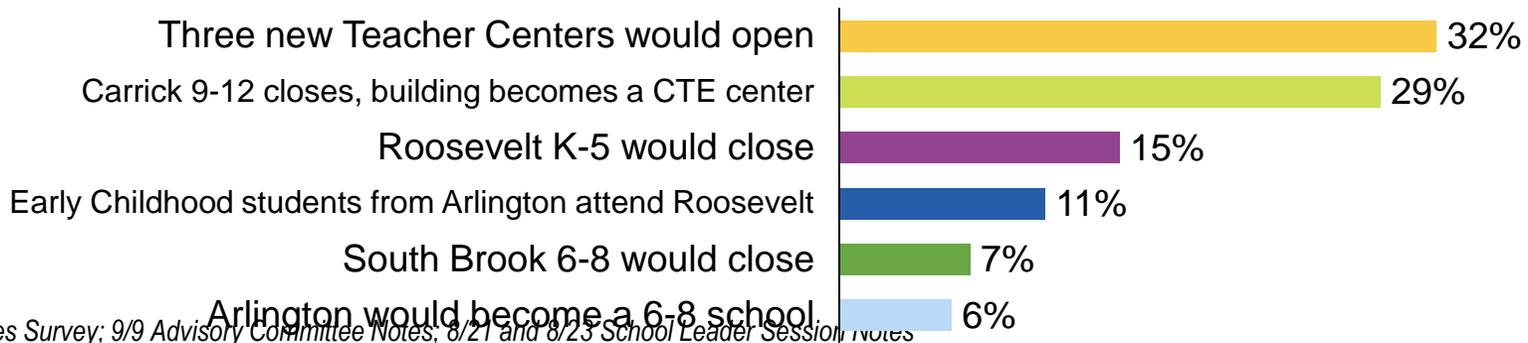**# of survey responses: 130**

# of comment cards: 18

"The idea of sending Carrick to Brashear introduces a heightened level of anxiety for parents, students, and educators alike. This is not about academic performance, it is about ensuring that when students walk through the doors of their school, they feel secure."

- Survey Response

Which of the upcoming changes do you anticipate will be the most concerning or challenging for the district to implement?

Carrick 9-12 closes, building becomes a CTE center	82%
Roosevelt K-5 would close	11%
South Brook 6-8 would close	6%
Arlington would become a 6-8 school	2%
Three new Teacher Centers would open	0%
Early Childhood students from Arlington attend Roosevelt	0%

Which of the upcoming changes do you anticipate will be the most important for the district to implement?

Three new Teacher Centers would open	32%
Carrick 9-12 closes, building becomes a CTE center	29%
Roosevelt K-5 would close	15%
Early Childhood students from Arlington attend Roosevelt	11%
South Brook 6-8 would close	7%
Arlington would become a 6-8 school	6%

Note: Survey options are abridged for brevity.
Source: 9/4 Regional Community Input Session Notes; Carrick School Changes Survey; 9/9 Advisory Committee Notes; 8/21 and 8/23 School Leader Session Notes

ERS Education Resource Strategies

School	Base Scenario Presented in August	Summary of Themes	Community Suggested Changes for Scenario
Carrick 9-12	• Carrick merges with Brashear • Carrick building becomes a CTE center	• Merging Brashear and Carrick would create a significant risk of violence and transportation challenges • Prior to COVID, only comprehensive high school that did not receive support from the state • Only high school without magnet programming • Transportation issues posed by standalone CTE center • Equity concerns if every other high school stays open and keeps CTE/programming	• Keep Brashear and Carrick open as standalone high school • Expand CTE programs
Arlington PreK-8	• Arlington becomes a 6-8; K-5 students attend either Grandview, Beechwood, or West Liberty • South Hills merges with Arlington	• Street layout is difficult for busses to navigate	• Use Knoxville as K-5 – ideal location for Arlington students
Concord K-5	• No change	• Transportation concerns to Roosevelt for students and families • Capacity concerns under base scenario	• N/A
Roosevelt PreK-5	• Roosevelt merges with West Liberty and Concord	• Large population of students who walk • Newer building with air conditioning	• Students should attend Grandview to not cross Route 51
South Brook 6-8	• South Brook merges with Carmalt 6-8 • Pioneer remains at South Brook building	• N/A	• Keep South Brook open and close Brookline – split Brookline K-5 across two neighborhood schools • Keep South Brook as middle school since West Liberty is nearby
West Liberty PreK-5	• West Liberty receives some K-5 students from Arlington	• N/A	• Make West Liberty a 6-8

Source: 9/4 Regional Community Input Session Notes; Carrick School Changes Survey; 9/9 Advisory Committee Notes; 8/21 and 8/23 School Leader Session Notes; Let's Talk Submissions

45

Full & Partial Magnets

We received feedback regarding full and partial magnets from all four Regional Community Input Sessions.

# of registered attendees: 554

# of livestream views: 48,000+

# of survey responses: 323
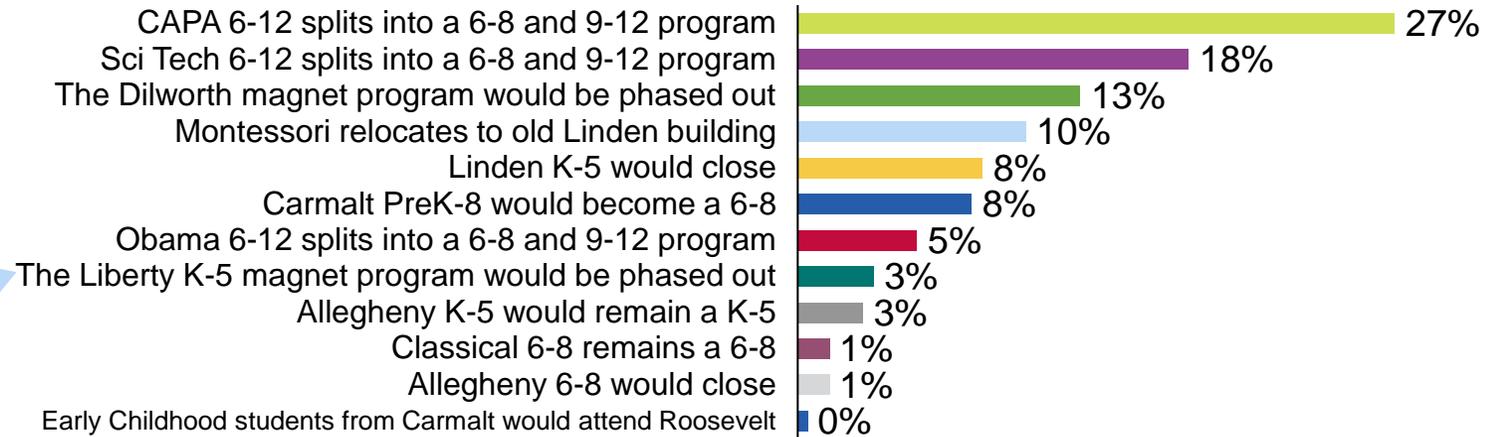
# of comment cards: 88

> *I agree with the goal to phase [magnets] out, but the means should be by solving the root problem and providing each neighborhood school with adequate resources first before closing the magnets. But just closing the magnets by itself is making the limited access to adequate education worst and not better.*
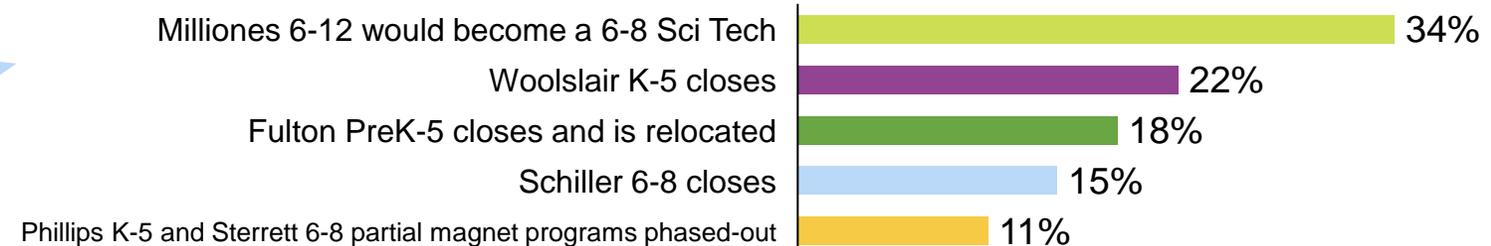>
> *- Survey Response*

> *"All schools should be neighborhood magnets. Elevate the neighborhood schools programming and offer real magnet specialization."*
>
> *- Survey Response*

Which of the upcoming changes to full magnets do you anticipate will be the most concerning or challenging for the district to implement?

Change	%
CAPA 6-12 splits into a 6-8 and 9-12 program	27%
Sci Tech 6-12 splits into a 6-8 and 9-12 program	18%
The Dilworth magnet program would be phased out	13%
Montessori relocates to old Linden building	10%
Linden K-5 would close	8%
Carmalt PreK-8 would become a 6-8	8%
Obama 6-12 splits into a 6-8 and 9-12 program	5%
The Liberty K-5 magnet program would be phased out	3%
Allegheny K-5 would remain a K-5	3%
Classical 6-8 remains a 6-8	1%
Allegheny 6-8 would close	1%
Early Childhood students from Carmalt would attend Roosevelt	0%

Which of the upcoming changes to partial magnets do you anticipate will be the most important for the district to implement?

Change	%
Milliones 6-12 would become a 6-8 Sci Tech	34%
Woolslair K-5 closes	22%
Fulton PreK-5 closes and is relocated	18%
Schiller 6-8 closes	15%
Phillips K-5 and Sterrett 6-8 partial magnet programs phased-out	11%

Note: Survey options are abridged for brevity; # of registered attendees, livestream views, and comment cards are sum of all four sessions
Methodology Note: Blank responses were omitted from analysis.
Source: 9/3, 9/4, and 9/5 Regional Community Input Session Notes; Full & Partial Magnet School Changes Survey; 9/9 Advisory Committee Notes; 8/21 and 8/23 School Leader Session Notes

School	Base Scenario Presented in August	Summary of Themes	Community Suggested Changes for Scenario
Allegheny K-5	• Allegheny transitions to a neighborhood K-5 school • Allegheny receives students from King	• Strong opposition against eliminating magnet programming • Capacity concerns under base scenario • Only one crossing guard for Northside	• Better suited as 6-8 school
Allegheny 6-8	• Allegheny is phased out and students return to their neighborhood attendance zone	• Strong opposition against eliminating magnet programming	• N/A
Carmalt PreK-8	• Carmalt becomes a 6-8; K-5 students attend Brookline and West Liberty • Magnet program is phased out	• Concern over how magnet programming will be phased out/replaced • History of racial integration in 1960-1970s • Different grade levels are separated by grade level – ground floor was recently renovated for young children	• Make Carmalt a K-5
CAPA 6-12	• CAPA 6-8 and 9-12 are split; CAPA 6-8 is located in Manchester building, CAPA 9-12 stays in existing building • CAPA 6-8 becomes a neighborhood magnet; CAPA 9-12 remains a full magnet	• Questions around 6-8 neighborhood magnet model • Current location is central to bus routes • CAPA 6-8 and 9-12 are already separate – splitting will create transportation and facilities concerns • CAPA staff is shared amongst middle and high school	• Keep as 6-12 • Move CAPA 6-8 to Miller • If splitting 6-8, select location that is more centrally-accessible and equitable than Manchester
Classical (PCA) 6-8	• Magnet program is phased out • Classical receives students from Langley	• Magnet has not been properly supported by the district for years	• N/A
Dilworth K-5	• Dilworth becomes a neighborhood school; magnet program is phased out	• Strong opposition against eliminating magnet programming • Hosts inhouse Gifted Center (one of two in PPS) with no equity gap • Capacity concerns under base scenario	• Move Dilworth programming to a larger building
Liberty K-5	• Liberty becomes a neighborhood school; magnet program is phased out	• N/A	• Use Liberty as K-5 for Allderdice feeder to reduce transportation concerns • Use Liberty as location for CTE Center • Move Montessori programming to Liberty

ERS Education Resource Strategies

School	Base Scenario Presented in August	Summary of Themes	Community Suggested Changes for Scenario
Linden K-5	• Linden is phased out and students return to their neighborhood attendance zone	• N/A	• Use Linden as K-5 for Allderdice feeder to reduce transportation concerns • Make Linden a neighborhood K-5 that feeds into Colfax 6-8
Obama 6-12	• Obama becomes 9-12; 6-8 students attends Arsenal 6-8 with IB MYP programming • Obama becomes neighborhood magnet	• N/A	• N/A
Montessori K-5	• Montessori moves into old Linden building • Montessori remains a full magnet	• Long waitlist for Montessori, would be ideal to expand program • Concerns over equity of programming and access • Currently provides before-school care at 7:30 AM • Historic building that may be purchased by nearby charter school • If moving to Linden, equity concerns regarding moving Montessori programming to predominantly white community	• Expand Montessori programming across district (particularly in North) • If keeping Montessori program, change admission policy to improve racial and socioeconomic diversity • Turn Montessori into a neighborhood magnet • If moving to Linden, add AC to building
Sci Tech 6-12	• Sci Tech 6-8 and 9-12 are split; Sci Tech 6-8 is located in Milliones building, Sci Tech 9-12 stays in existing building • Sci Tech 6-8 and 9-12 become neighborhood magnets	• Sci Tech 6-8 and 9-12 share resources, staff, and space. Concern over how to separate and divide programs. • Large waitlist for Sci Tech, would be ideal to expand program • Important to have Sci Tech near University of Pittsburgh/Carnegie Mellon University to leverage resources	• Use Sci Tech building as Sci Tech 6-8, use Milliones building as Sci Tech 9-12 • Keep as full magnet and reserve spots for neighborhood students who are interested in STEM programming

ERS Education Resource Strategies

There were several comments related more broadly to proposed changes and the PPS Facilities Utilization Plan that provided clarity and direction for final recommendations

Equity	• Emphasis on not "lowering the bar," instead, all students and schools need to be benefitted and succeed • Appreciation for aspects of magnets/specialized programming, despite some equity concerns • Expanding access to support services for students with disabilities and English learners

Desired Programming and Amenities	• Availability of desired building spaces to implement desired programming. Such as:
	   • Space for recess (indoor and outdoor)
	   • Community schools
	   • Calm down/sensory rooms
	   • Intervention spaces
	   • Speech
	• Maintaining and expanding before/after school programming and care
	• Concerns regarding fewer opportunities for sports and extracurriculars if middle and high schools increase in size
	• Expanding mental health services, particularly to support with any disruption

Other Questions/Concerns	• Confusion and concern around return to K-5, 6-8, 9-12 model • Concern over gentrification of areas due to neighborhood magnets • Intentional transition support • Maintaining school identity if merging or consolidating schools

"Without other changes to magnet policies, where the school is located will change little about 'access.'"

- Community Webinar Attendee

Throughout the engagement sessions, participants shared a wide range of views on the initial proposal and draft scenario. However, there were several topics where common ground was found.

Support for School Changes

- Support for school changes that results in more direct support for students including EL supports and Students with Disabilities
- Support for addressing inequities across schools
- Access to more course offerings and activities
- Expanding seats for high demand programs for students within the neighborhood
- Support for grade reconfiguration to a traditional 6-8 especially for students in the 6-12 structure

Common Ground

- There was common ground on centering on the various needs of PPS students
- The Teacher Center concept was well received.
- Transportation impacts were noted
- Stakeholders shared the importance of communication throughout this process, with a desire to understand the timeline and process for school changes.
- Stakeholders expressed a desire to understand the rationale for proposed school changes

Opposition to School Changes

- Concerns to school closures due to the impact on students
- Some concerns regarding school/class size when schools consolidate
- Safety concerns were raised across all stakeholder groups including K-12 students. This was particularly acute for Carrick and Brashear stakeholders.
- Opposition for grade reconfiguration to a traditional 6-8 especially for K-8 students attending Colfax

All community feedback was thoroughly reviewed and used as input for our analysis; much of it was integrated into the revised scenario and recommendations

- Stakeholder feedback has been an **important input to our analysis**
- Multiple modes for engagement led to **robust participation**
- Diversity of viewpoints is a strength – **no one voice speaks for all**
- Diversity of viewpoints means **no single solution will get 100% agreement**
- We are **grateful for the feedback and input** – our recommendations include specific ideas suggested by community members (thank you whoever you are!)

Agenda

1. Context & Summary

2. Stakeholder Engagement Report Out

3. Final Recommendations and Scenario for the Board's Consideration

4. Transportation Analysis

5. Financial Considerations

6. Draft Implementation Timeline & Enabling Conditions

1a. Discontinue most or all K-5 magnet programs to emphasize consistent, foundational programming in all K-5 schools

K-5 Schools

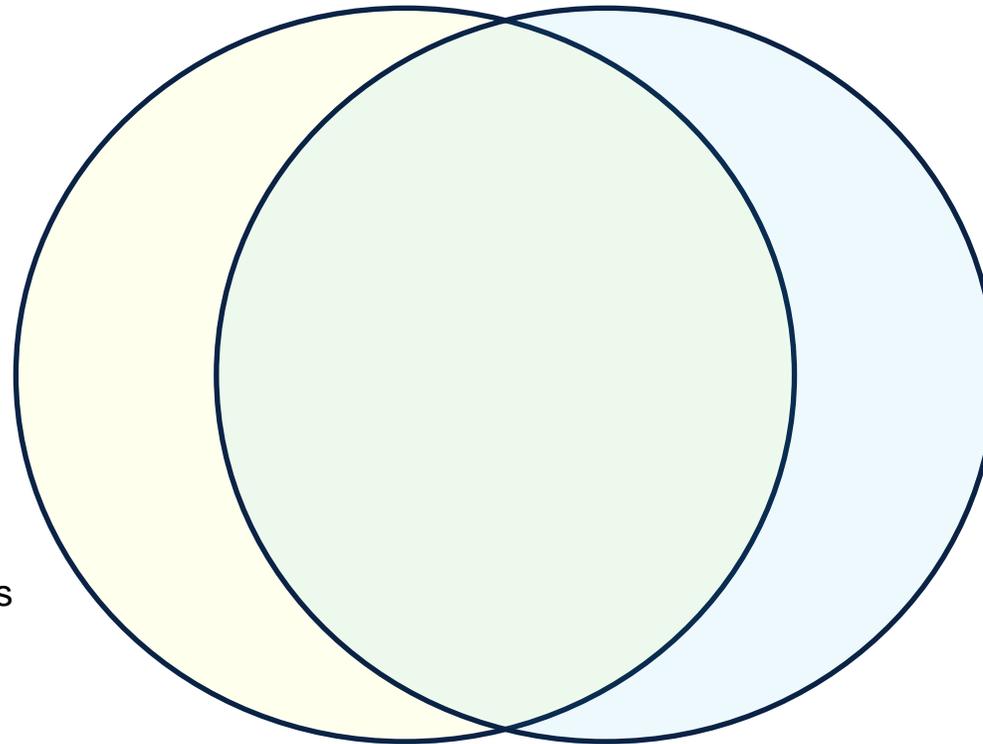| Recommendations |
| --- |
| **Discontinue all K-5 magnet programs** (except for Montessori) to emphasize consistent, foundational programming in all K-5 schools |
| • Allows for consistent and expanded course offerings and supports in K-5
• Eliminates highly regarded and valued programs, some with waiting lists for admission |

Magnet schools <u>are not the only way</u> to offer specialized academic programming at the PreK-5 level.

The magnet application process involves applying with required documents, and often participating in a lottery or selection process.

Traditional Neighborhood schools are local public schools that serve students based on their home address, automatically enrolling children from the surrounding community without requiring an application process.

Magnet Schools

Traditional Neighborhood Schools

K-5 magnet schools are specialized public elementary schools that offer unique curricula or thematic programs intended to attract a diverse student body from across traditional or neighborhood school boundaries.

Thematic K-5 schools offer diverse and specialized educational experiences. The district can provide thematic schools independent of the magnet application process or designation while ensuring that the educational foundation is provided for every student.

Change the magnet status of schools to reflect the district's vision for academic offerings at each grade level

Proposed Future PPS Offering

Partial Magnets

Neighborhood schools that also accept students from across the district and have a focused magnet program or overall school theme. Magnet or theme programming is not guaranteed to be offered to the entire school, some schools may only provide programming to students formally enrolled in the magnet program, other schools may provide programming to all students, regardless of magnet status.

Full Magnets

Schools where the magnet theme applies across the entire building. They do not have a neighborhood feeder pattern, so all students must apply to attend these schools.

Neighborhood Schools

Serves students who live within the neighborhood school attendance zones.

Neighborhood Magnets

A school that enrolls students from across the city and provides quality programming while guaranteeing seats for students within the school's neighborhood boundaries. Unlike partial magnets, neighborhood magnets ensure that all students have access to the same programming.

Current PPS Offerings

There is significant variation in demand across the district's magnet schools, with secondary magnets attracting the greatest interest

Number of Applications and Open Seats
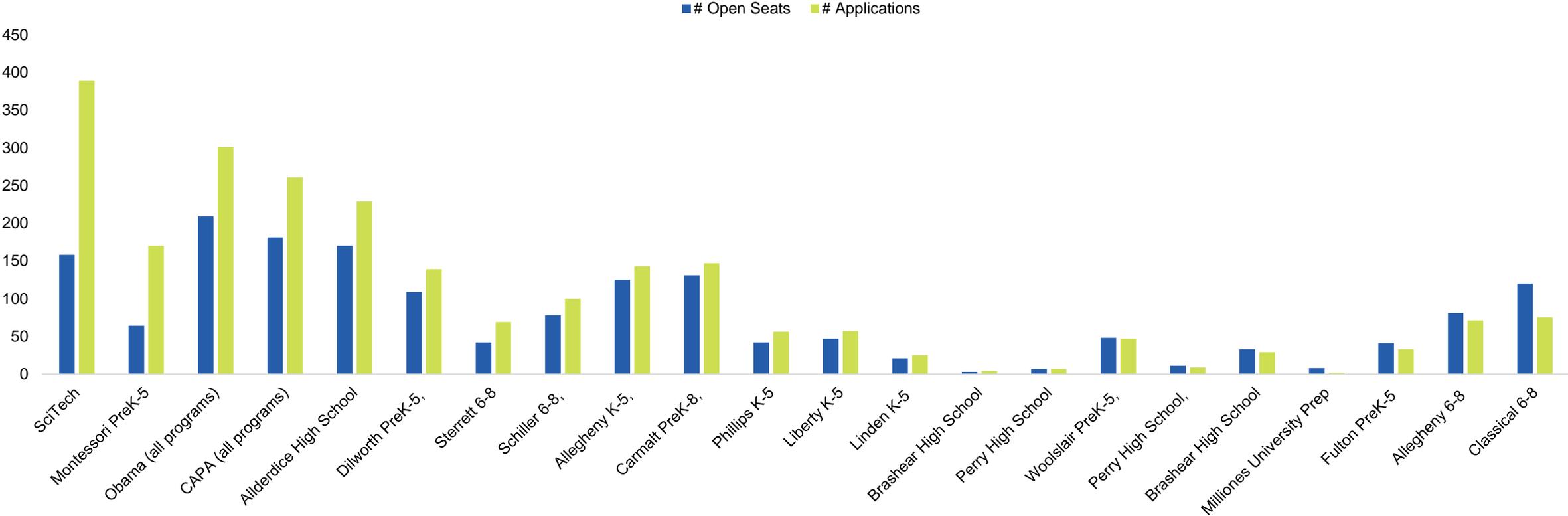
■ # Open Seats ■ # Applications

Discontinue most or all K-5 magnet programs to emphasize consistent, foundational programming in all K-5 schools

Equity and Access

Cost, Size, Demand of Elementary Magnets

Specialization Effectiveness And Program Efficacy

- Current admissions policies and practices create barriers for some students including lottery weights, eligibility criteria, continuation programs, dismissal policies.
- K-5 and K-8 magnet schools typically have less diversity within the student body than traditional neighborhood schools.

- Many K-5 elementary programs do not have significant demand based on application trends over a 3-year period. In some cases, there were not enough applications to cover the open and available seats at a school.
- Many elementary magnet programs have small school enrollments, some as low as 100 students.

- Many of the elementary magnet programs are not achieving its intended program design outcomes.
- Since the original design and implementation of the elementary magnets, student needs and demands have shifted.

1b. Review and adjust lottery magnet weights to ensure no single demographic group is disproportionately advantaged or disadvantaged
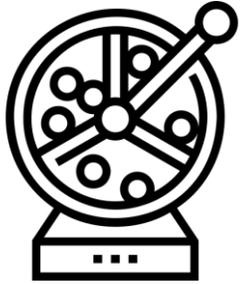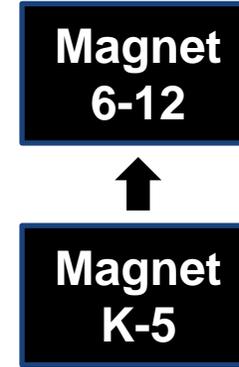
Lottery Weights

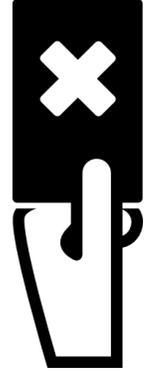Remove or lower weights that disadvantage higher need students (e.g. attendance or suspension rates)

Eligibility Criteria

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

Magnet 6-12

Magnet K-5

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

Access and Opportunities for Every Student to Excel

Creating a scalable pathway to success from Kindergarten to high school graduation.

Access to Success in High School and Beyond

- Advanced academic programs
- Career and technical opportunities
- Support to make informed choices
- Preparation for college, career and life

9-12

Access to Developmentally Responsive 6-8 Middle Schools

- Expanded academics
- Magnet opportunities
- Career and technical exposure
- Advising services
- Social and emotional support

6-8

Access to Foundational K-5 Schools

- Literacy • Math • Science • Social Studies
- Music • Art • Health and Physical Education
- World Languages • Technology
- Career exposure
- Counseling and support services
- PreK for a head start

K-5

1c. Change the magnet status of schools serving 6-8 and 9-12 to expand access to specialized programming and enable neighborhood feeders

6-8 and 9-12 Schools

Recommendations
Change 6-12 Full Magnet programs into Neighborhood Magnets – specifically Sci Tech and Obama, For 9-12 schools not listed above, preserve or add neighborhood magnet programs to allow greater program choice in high school
• Expands access to specialized magnet programming that don't currently have access • To be expand access equitably, requires magnet programs to be located in communities that have been historically marginalized • Build clear academic programming alignment between 6-8 and 9-12 programs. Determine pathways and course offerings across the city to ensure alignment and continuity.

Note: CAPA 6-12 is an exception which will be described later

2. Create more consistent school grade configurations to enable developmentally appropriate supports and consistent K-5 programming and transition grades

Recommendations
Change all grade configurations to K-5, 6-8 and 9-12
• Allows for more developmentally appropriate support for students by reducing the number of grades schools serve • Emphasizes consistent, foundational programming and resources in K-5, such as World Language

3. Add Regional ESL sites to serve communities with large and growing EL populations and relocate PSE programs to enhance accessibility
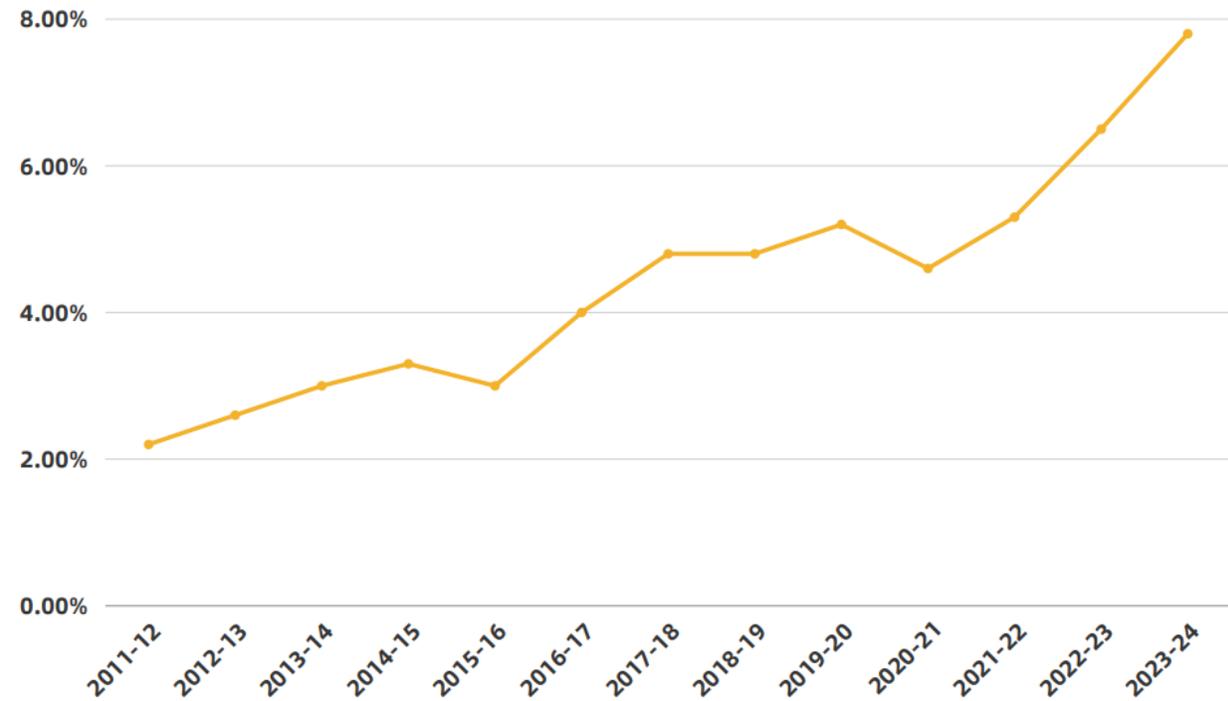
Recommendations

Add new Regional ESL sites for each school level in the North, where there is a growing EL population.
Relocate select Programs for Students with Exceptionalities to enhance accessibility and better serve students' needs.

- Provides access to ESL services closer to home for a growing number of English Learners
- Would reduce enrollment in ESL Regional Sites in the East & Central regions
- Improves programming access for students and families where it is needed most

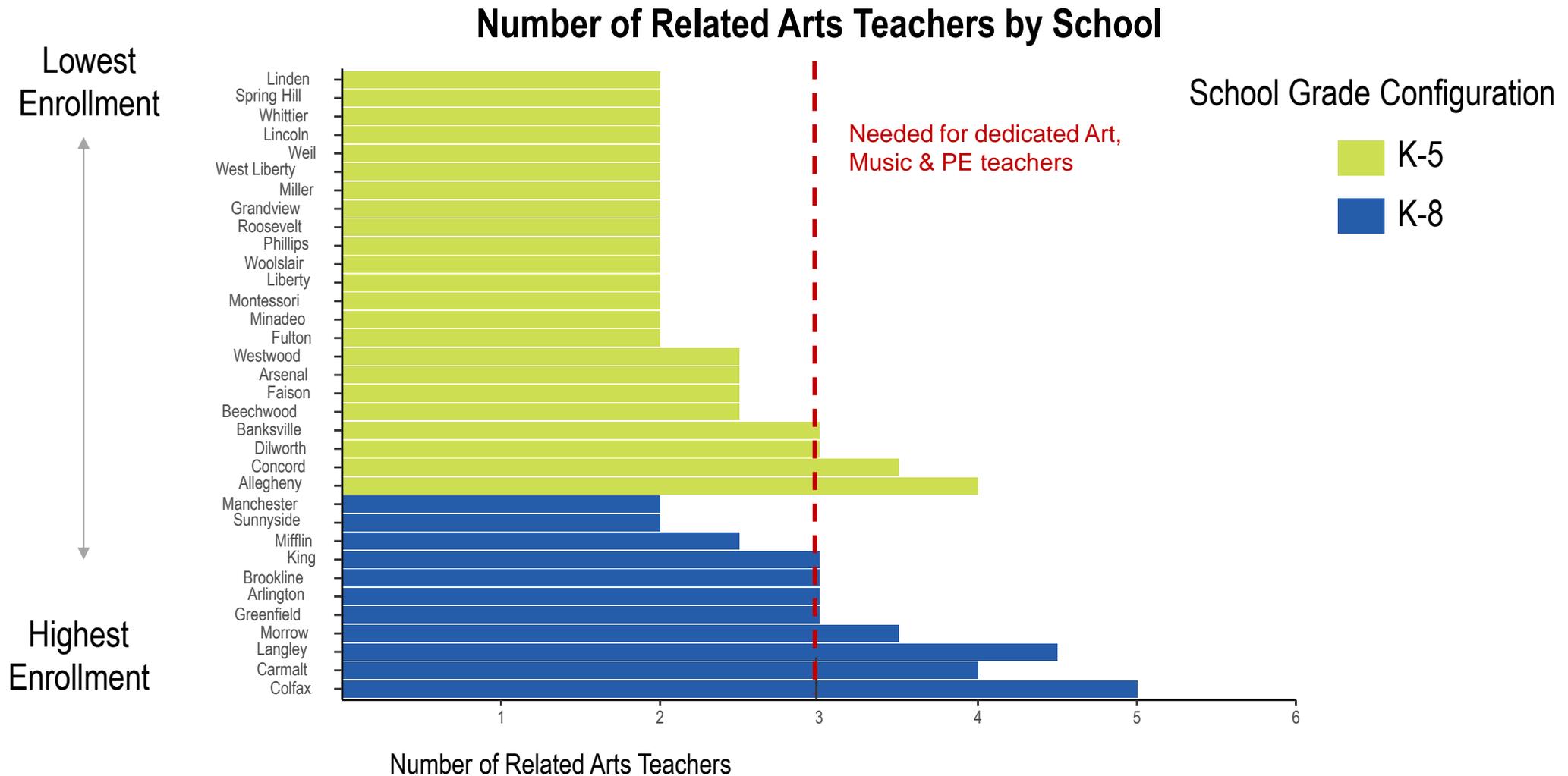## District ELL Percentage from 2011 - 2024

4. Consolidate schools with low and declining enrollment to increase students' access to diverse staff and offerings

Recommendations
Consolidate schools with low and declining enrollment where there are feasible consolidation options
• By increasing the size of schools, those schools would be able to provide more diverse offerings and supports • Would be disruptive to existing school communities and relationships

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

Number of Related Arts Teachers by School

Lowest Enrollment

Highest Enrollment

Needed for dedicated Art, Music & PE teachers

School Grade Configuration
- K-5
- K-8

Linden
Spring Hill
Whittier
Lincoln
Weil
West Liberty
Miller
Grandview
Roosevelt
Phillips
Woolslair
Liberty
Montessori
Minadeo
Fulton
Westwood
Arsenal
Faison
Beechwood
Banksville
Dilworth
Concord
Allegheny
Manchester
Sunnyside
Mifflin
King
Brookline
Arlington
Greenfield
Morrow
Langley
Carmalt
Colfax

Number of Related Arts Teachers

ERS Education Resource Strategies

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.

ERS Education Resource Strategies

5. Renovate school buildings to accommodate larger schools and ensure access to state-of-the-art amenities

Recommendations
Expand the physical size of school buildings where there are existing or forecasted capacity constraints due to growing enrollment
Continue to add full air conditioning to every school building by maximizing use of Federal funding options and
Ensure appropriate, dedicated classroom space for students enrolled in Special Education and English as a Second Language
Add dedicated spaces to support a range of grade-appropriate learning activities including, but not limited to: • Art & Music Rooms • Career & Technical Education Spaces • Science Labs • Dedicated Cafeteria, Libraries and Gyms

# 6. Repurpose available building space to support community partnerships and professional learning

Recommendations
Add three teacher centers across the district – one for each grade configuration (ES: K-5, MS: 6-8, HS: 9-12) – for dedicated professional learning
Create dedicated space for community partners to provide services in schools or in facilities that are easy for families and students to access

One of the primary issues with the school buildings is the limited availability of air conditioning, causing multiple remote learning days for students annually

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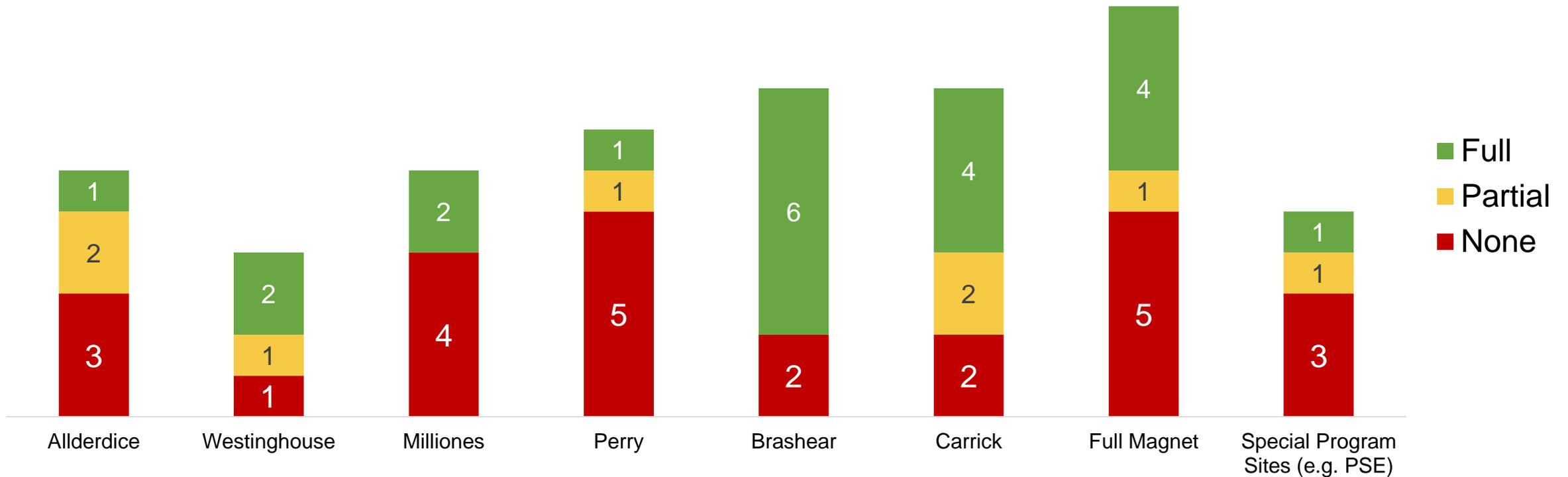
Summary of School Changes

(key terms located in appendix)

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. Our presentation includes an updated scenario based on several factors.

Beyond student experience, what factors were considered when determining the final recommendations for school changes?

1. **Low and declining enrollment:** Which schools have the lowest enrollment and are they growing or shrinking?

2. **Building capacity:** Which buildings have the capacity to house larger schools and which schools don't?

3. **Location of schools relative to where students live:** Where would closure be leaving a significant number of PPS students without a nearby school?

4. **Historically marginalized communities:** Where would closure make it harder for students living in historically marginalized communities to get to school?

5. **Facility Assessment:** Which buildings have better infrastructure, grade-appropriate amenities, and outdoor space?

6. **Prior closures**: Which communities have sustained multiple rounds of prior closure in the past 25 years?

7. **Programs for special populations**: Where would closure require moving programs like Regional ESL sites or Autism Support Classrooms?

8. **Community feedback:** Where would closure and consolidation have a significant negative impact on the lived

There was no single formula for identifying closure candidates. Rather we looked at these factors for each region to weigh the pros and cons of each.

ERS Education Resource Strategies

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. We have included in this proposal suggested ideas for phasing of the work over time for the district to consider.

How are attendance zones going to change as a result of this proposal?

Some of the school closures and grade reconfigurations included in this proposal require changes to be made to current attendance zones.

In this presentation we will be detailing these attendance zone changes at a high-level (e.g. 100 students from the northeast section of the current attendance zone for school X shift to the new attendance zone for school Y).
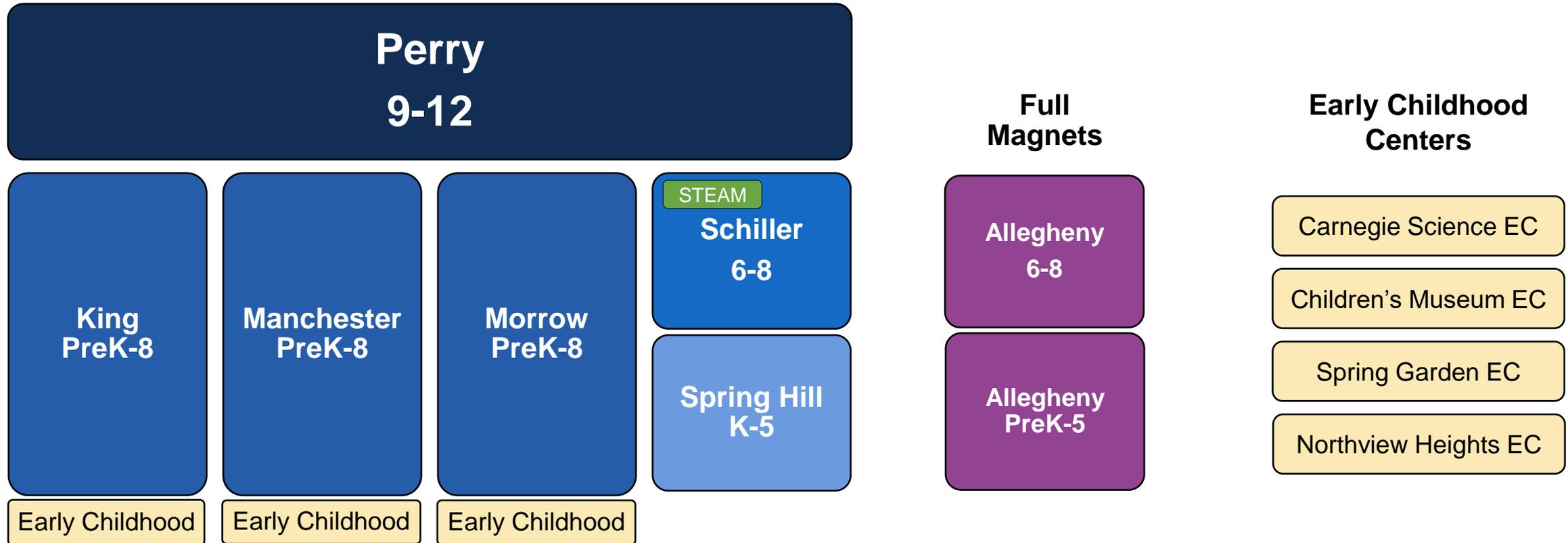
We will **not** be showing exactly what these new attendance boundaries will be. We have ensured that the attendance zone shifts described are feasible based on where students currently live, but an important implementation step for the district will be to work with a demographer to determine exactly where the new lines will be.
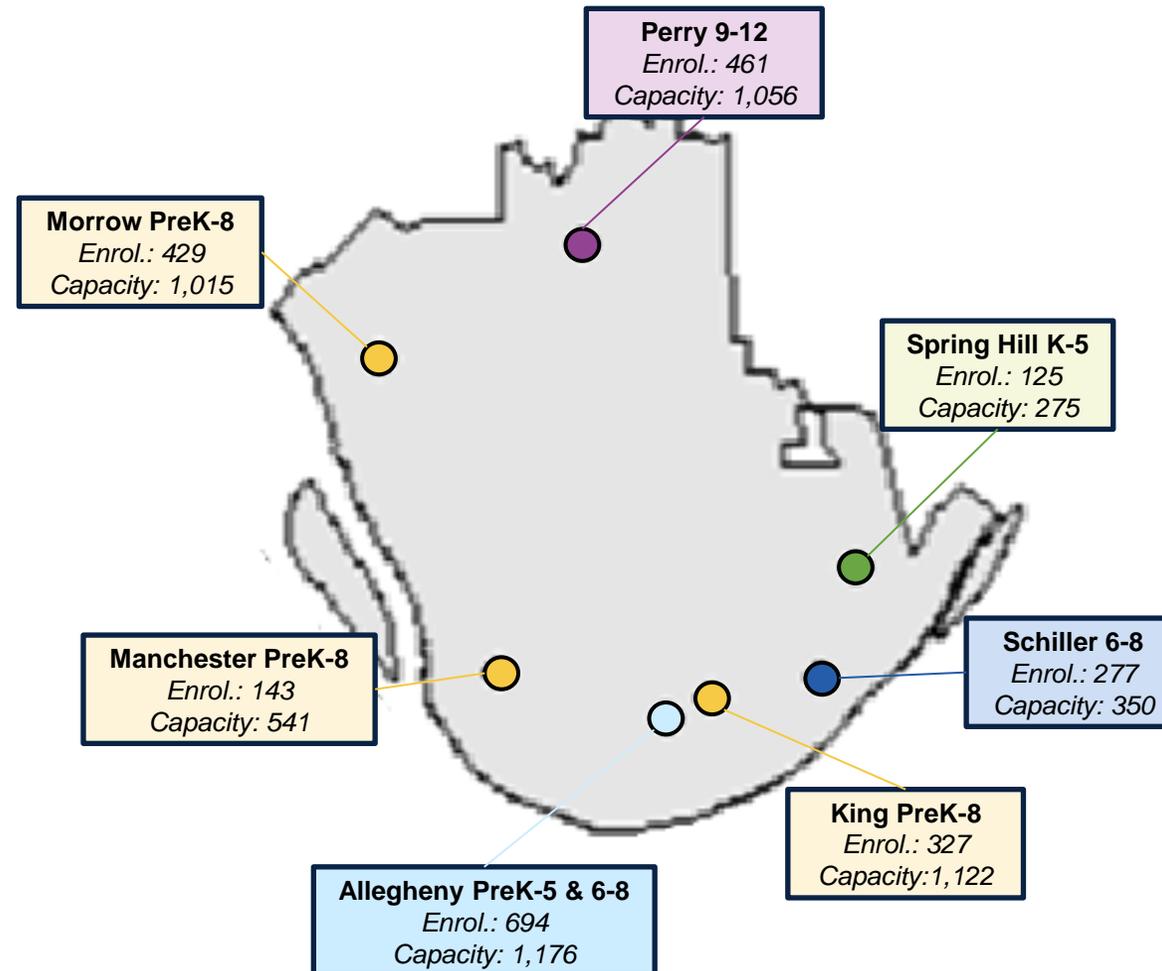
North

Current Feeder Patterns for North

Perry
9-12

King PreK-8

Early Childhood

Manchester PreK-8

Early Childhood

Morrow PreK-8

Early Childhood

STEAM
Schiller 6-8

Spring Hill K-5

Full Magnets

Allegheny 6-8

Allegheny PreK-5

Early Childhood Centers

Carnegie Science EC

Children's Museum EC

Spring Garden EC

Northview Heights EC

Map of Current Schools

Perry 9-12
Enrol.: 461
Capacity: 1,056

Morrow PreK-8
Enrol.: 429
Capacity: 1,015

Spring Hill K-5
Enrol.: 125
Capacity: 275

Manchester PreK-8
Enrol.: 143
Capacity: 541

Schiller 6-8
Enrol.: 277
Capacity: 350

King PreK-8
Enrol.: 327
Capacity:1,122

Allegheny PreK-5 & 6-8
Enrol.: 694
Capacity: 1,176

School Type	# of Schools
PreK/K-5	2
PreK/K-8	3
6-8	2
9-12	1
Total	**8**

Note: Projected SY 24/25 enrollment is shown.

Summary of Proposed Changes for Perry Feeder

Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
Perry 9-12 (468)	9-12	• Becomes a neighborhood STEM pathway • Becomes a Regional ESL site	• Retains current attendance zone	468^ (1,056)
Manchester PreK-8 (154)	6-8	• Transitions from PreK-8 to 6-8, PreK-5 students attend Allegheny • Becomes a neighborhood STEM pathway • Becomes a Regional ESL site	• Attendance zone becomes the entire North region • PreK-5 zone shifts to Allegheny	590* (541)
Northview PreK-5 (N/A)	PreK-5	• New PreK-5 opens in the now closed Northview Building • Becomes a Regional K-5 ESL site	• Becomes existing Spring Hill zone • Receives northeast section of current King zone—Northview area (~200 students)	366 (680)

*: Expansion to current building required
^: Alternative uses for building to be determined
Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

Summary of Proposed Changes for Perry Feeder

Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
Morrow PreK-8 (464)	PreK-5	• Transitions from PreK-8 to PreK-5, 6-8 students attend Manchester	• Retains current attendance zone for K-5, 6-8 shifts to Manchester zone • Small, southwest section of current zone shifts to Allegheny (~100 students)	485* (382)
Allegheny PreK-5 (532)	PreK-5	• PreK-5 stays in existing building as neighborhood school	• K-5 attendance zones becomes the majority of current King attendance zone—all except Northview area (~300 students) • Receives small, southwest section of current Morrow zone (~100 students)	586^ (1,176)
Allegheny 6-8 (187)	Closed	• Closes, students attend neighborhood school	• N/A – previously a full magnet	- (1,176)

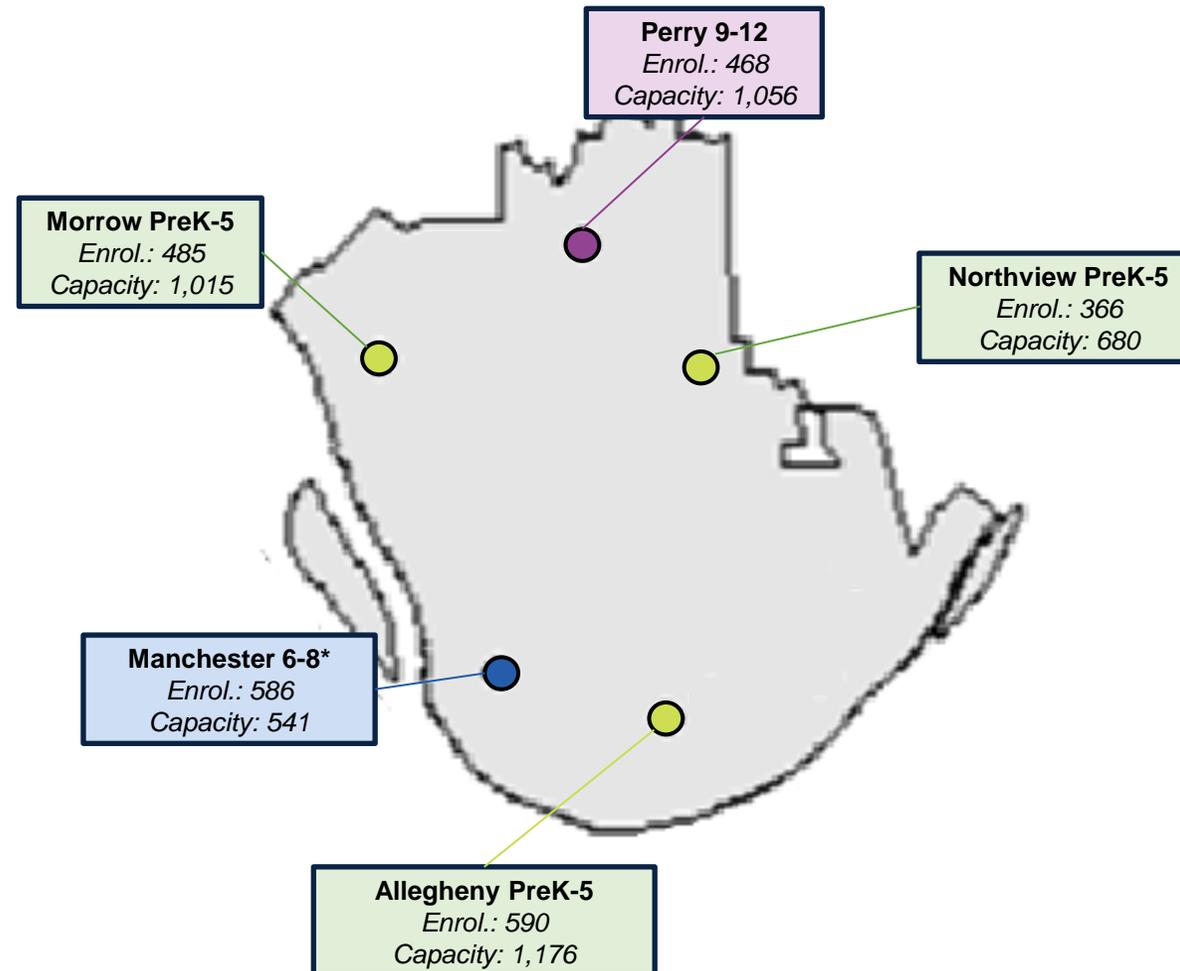*: Expansion to current building required
^: Alternative uses for building to be determined
Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

Summary of Proposed Changes for Perry Feeder

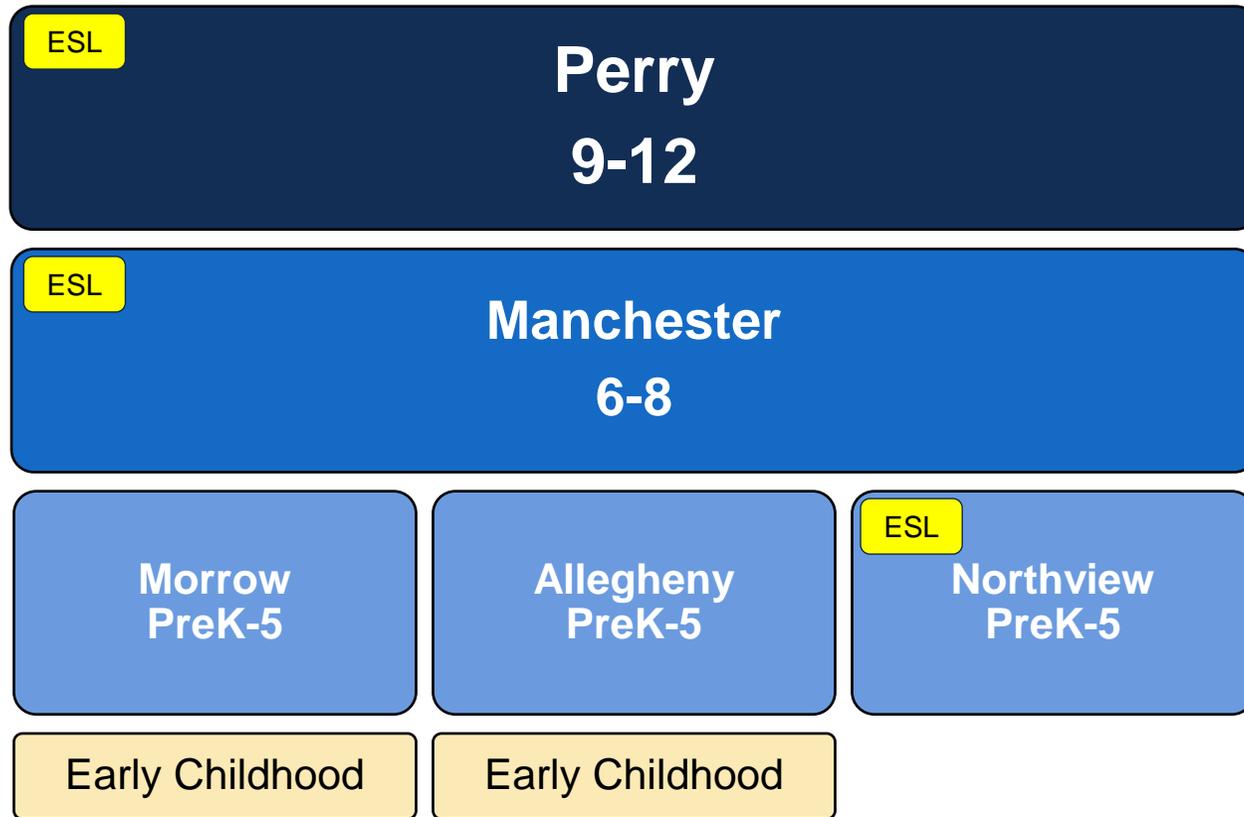| Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
King PreK-8 (348)	Closed	• Closes, K-5 students in Northview area attend new Northview; K-5 students in other areas attend Allegheny K-5; 6-8 students attend Manchester	• 6-8 zone shifts to new Manchester zone • Northeast section of zone—Northview—shifts to Northview zone area (~200 students) • Rest of attendance zone shifts to Allegheny (~300 students)	- (1, 122)
Schiller 6-8 (277)	Closed	• Closes, 6-8 students attend Manchester • Programming moves to Manchester to support STEM pathway	• Shifts to Manchester zone	- (350)
Spring Hill K-5 (125)	Closed	• Closes, K-5 students attend new Northview school	• Shifts to Northview zone	- (275)

Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

ERS Education Resource Strategies

Map of Proposed Schools

Perry 9-12
Enrol.: 468
Capacity: 1,056

Morrow PreK-5
Enrol.: 485
Capacity: 1,015

Northview PreK-5
Enrol.: 366
Capacity: 680

Manchester 6-8*
Enrol.: 586
Capacity: 541

Allegheny PreK-5
Enrol.: 590
Capacity: 1,176

School Type	# of Schools
PreK/K-5	3
PreK/K-8	0
6-8	1
9-12	1
Total	**5**

*: Expansion to current building required
Note: Modeled enrollment is shown.

Recommended School Changes for North

Perry
9-12
`ESL`

Manchester
6-8
`ESL`

Morrow
PreK-5

Allegheny
PreK-5

Northview
PreK-5
`ESL`

Early Childhood

Early Childhood

Early Childhood Centers
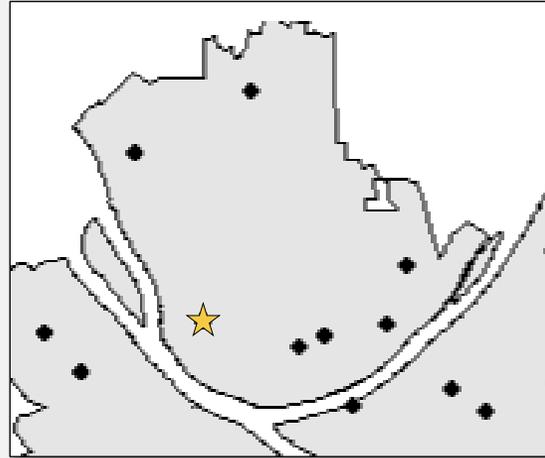
Carnegie Science EC

Children's Museum EC

Spring Garden EC

Northview Heights EC

Proposed School Changes

Manchester would become a 6-8 school after significant renovation; adds a neighborhood STEM pathway and Regional ESL site
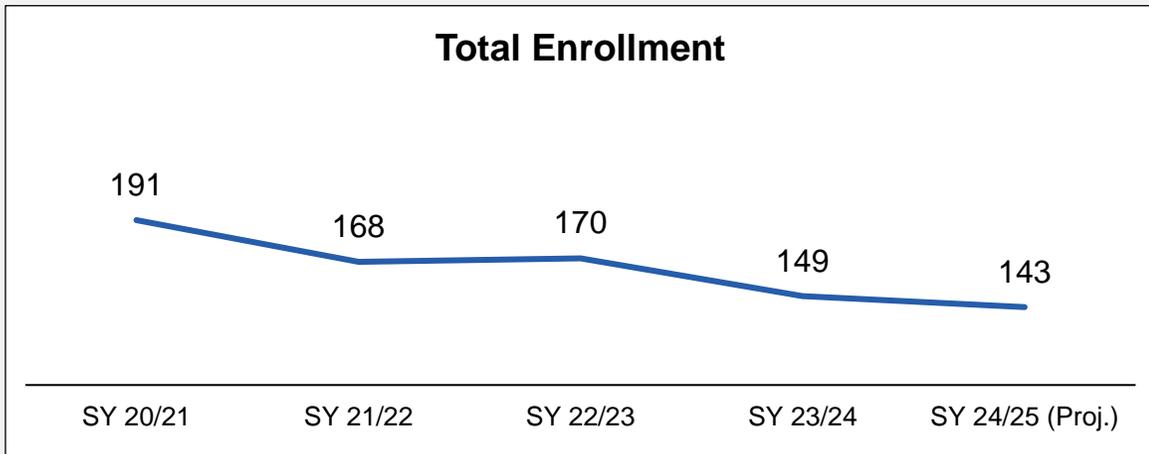
Changes to Grade Level: PreK-8 to 6-8

Changes to Attendance Zone: Attendance zone becomes the entire North region

Changes to Programming: Becomes a neighborhood STEM pathway and Regional ESL site

Modeled Enrollment: 590

Capacity: 541

Facility Assessment: In need of major renovations, EAI = F

**Proximity to Other Schools**: Allegheny (1.3 mi)

Need Profile: 98% Econ. Dis, 0% ELL, 36% SWD

PreK-5 Students Attend: Allegheny (which becomes a PreK-5)

Total Enrollment

191	168	170	149	143
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Rationale

- Manchester currently has low and declining PreK-8 enrollment, but the building offers promise and sufficient space to increase capacity and renovate facilities for full 6-8 programming

- There are Charter schools in this area taking potential enrollment from PPS; investing in a significantly renovated facility could attract families back to the district

- There is a growing population of English Learners in PPS (and specifically the north), so adding a Regional ESL site would improve access to services and support

- Community feedback highlighted significant inequities with the previous proposal of moving CAPA 6-8 to Manchester building

A new PreK-5 school and Regional ESL site opens in Northview building
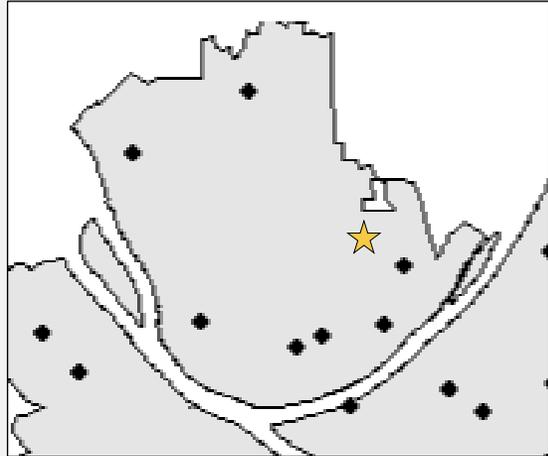
Building Address: 310 Mt. Pleasant Rd

Changes to Grade Level: N/A to PreK-5

Changes to Attendance Zone: Becomes existing Spring Hill zone; receives northeast section of current King zone (~200 students)

Changes to Programming: Add PreK-5 programming and Regional K-5 ESL site

Modeled Enrollment: 366

Capacity: 680

Facility Assessment: would require full renovation since building is currently closed

Rationale

- Community feedback highlighted the importance of having a K-5 option east of Route 279; the current K-5 option in this area, Spring Hill, presents significant capacity constraints

- A significant portion of the ESL students in this area currently attend Arsenal, so offering an ESL site in the Northview area would provide an option within walking distance for some and would cut down on transportation time/challenges for the majority of other ESL students

- The surrounding neighborhood offers opportunities for community partnerships which can increase access to services and supports for both students and families

- This move would require significant renovations to the building, which presents an opportunity for the community to help shape the vision for this new school

Morrow would become a PreK-5, which would be relocated to the current intermediate building once it is renovated
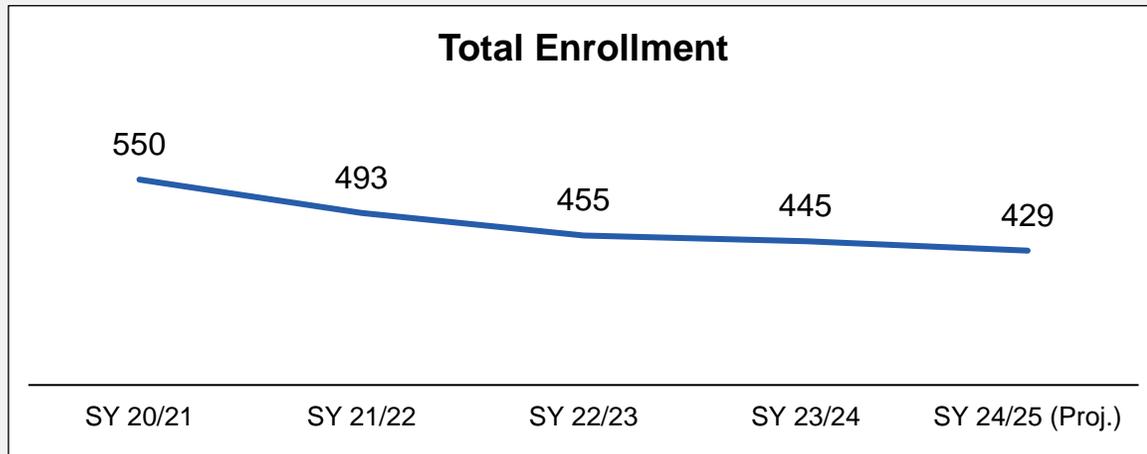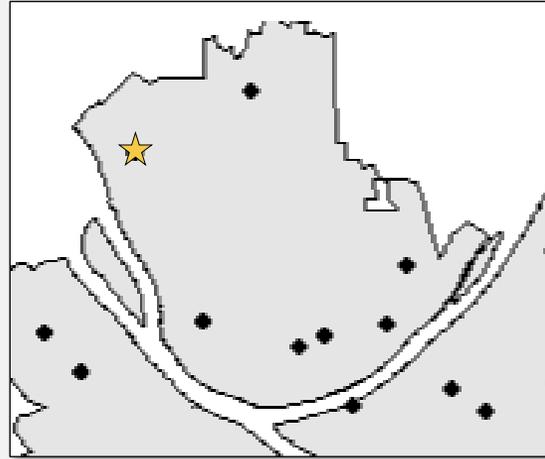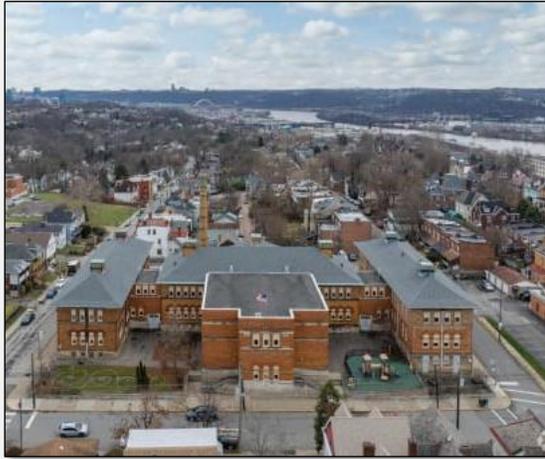
Changes to Grade Level: PreK-8 to PreK-5

Changes to Attendance Zone: Retains current attendance zone for K-5, 6-8 shifts to Manchester zone; small, southwest section of current zone shifts to Allegheny (~100 students)

Changes to Programming: No programmatic changes

Modeled Enrollment: 485

Capacity: 382

Facility Assessment: Intermediate: In need of minor renovations, EAI = D. Primary: In need of moderate renovations, EAI = F

**Proximity to Other Schools:** Manchester (2.2 mi)

Need Profile: 97% Econ. Dis, 1% ELL, 24% SWD

6-8 Students Attend: Manchester (which becomes a 6-8)

Rationale

- District-wide shift to separate K-5 and 6-8 programs to better provide developmentally appropriate support to students
- Despite the declining enrollment at the current Morrow school, there is a large population of K-5 students (~500) currently living in the Morrow attendance zone, providing ample enrollment for a full K-5 program
- Even though current building capacity for the Intermediate building is low, there is space to renovate to increase capacity and improve facilities/amenities for a K-5 program
- There are very limited alternative K-5 options in the area—and all alternatives would significantly increase transportation time for these students

Total Enrollment

SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)
550	493	455	445	429

Allegheny 6-8 would close, and Allegheny PreK-5 would stay in the existing building
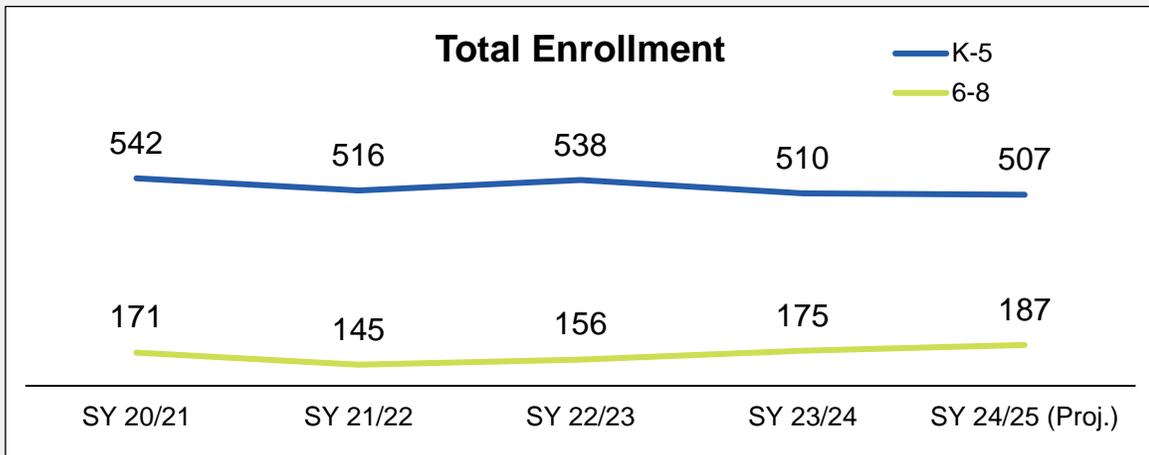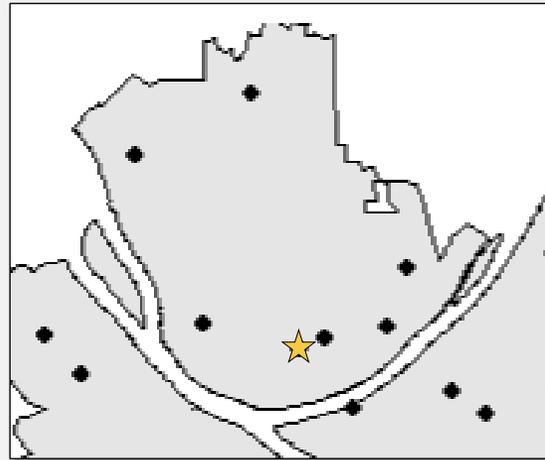
Changes to Grade Level: Co-located PreK-5 and 6-8 to PreK-5

Changes to Attendance Zone: Becomes existing King K-5 attendance zone—except Northview area—and receives small section of current Morrow zone

Changes to Programming: No programmatic changes

Model Enrollment: 586

Capacity: 1,176

Facility Assessment: In need of moderate renovations, EAI = E

**Proximity to Other Schools**: Schiller (1.0 mi), Manchester (1.3 mi)

Current Need Profile: 80% Econ. Dis, 2% ELL, 23% SWD

6-8 Students Attend: Return to their neighborhood school

Total Enrollment

K-5
6-8

	SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)
K-5	542	516	538	510	507
6-8	171	145	156	175	187

Rationale

- District-wide shift to move away from collocation of K-5 and 6-8 programs to better provide developmentally appropriate supports

- Allegheny PreK-5 is one of the district's highest performing PreK-5 schools across student groups; maintaining and expanding this school increases access to quality K-5 programming

- The King building was looked at for alternative options in this area, but community feedback highlighted safety and security concerns around the King building

ERS Education Resource Strategies

King PreK-8 would close
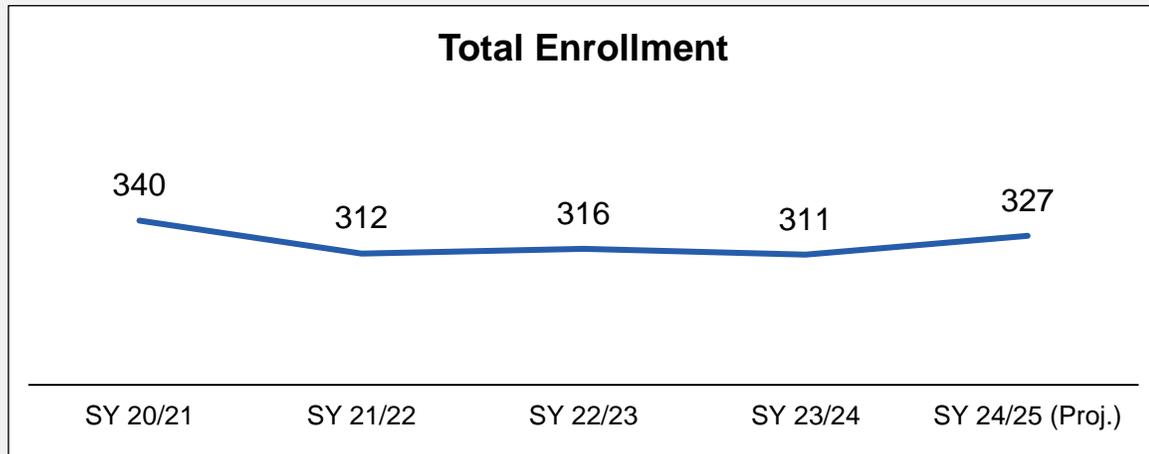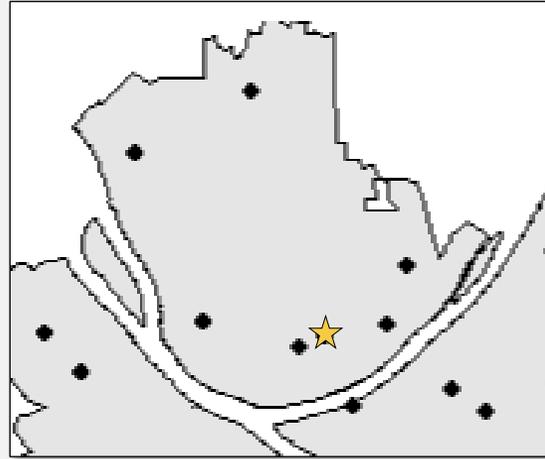
Changes to Grade Level: PreK-8 to N/A

Changes to Attendance Zone: 6-8 shifts to Manchester zone; northeast zone shifts to Northview zone; remaining attendance zone shifts to Allegheny

Changes to Programming: Closes

Modeled Enrollment: -

Capacity: 1,122

Facility Assessment: In need of moderate renovations; EAI = E

Proximity to Other Schools: Allegheny (0.2 mi), Manchester (1.6 mi)

Need Profile: 99% Econ. Dis, 2% ELL, 26% SWD

PreK-5 Students Attend: Allegheny (which becomes PreK-5)

6-8 Students Attend: Manchester (which becomes 6-8)

Total Enrollment

340	312	316	311	327
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Rationale

- District-wide shift to separate K-5 and 6-8 programs to better provide developmentally appropriate support to students

- With the shifts to attendance zones described previously for this region, ~500 students would live in this attendance zone, which calls for one full K-5 program

- Community feedback highlighted safety and security concerns around King

- King K-5 students would attend Allegheny, which is close in proximity to King and would not require significant increases to transportation times for students

Schiller 6-8 program closes; staff and resources are relocated to Manchester 6-8 to support a STEM program
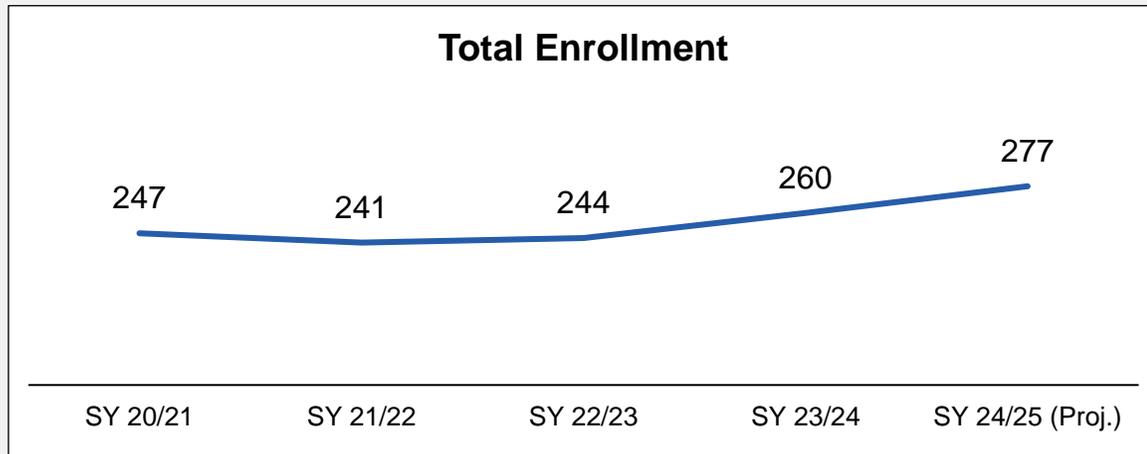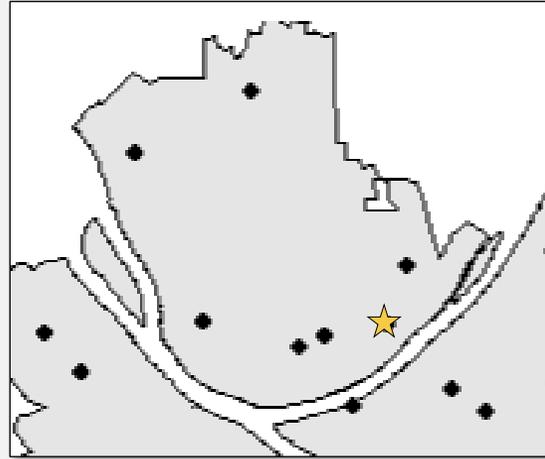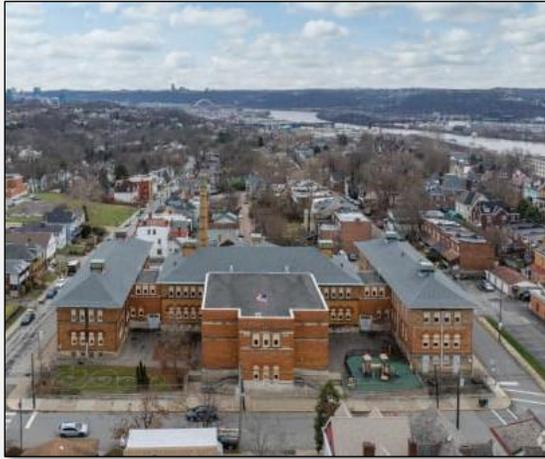
Changes to Grade Level: 6-8 to N/A

Changes to Attendance Zone: Shifts to Manchester zone

Changes to Programming: Staff and resources are moved to Manchester to support STEM pathway

Modeled Enrollment: -

Capacity: 350

Facility Assessment: In need of moderate renovations, EAI = F

Proximity to Other Schools: King (0.8 mi), Allegheny (1.0 mi), Spring Hill (1.0 mi), Manchester (2.9 mi)

Need Profile: 66% Econ. Dis, 6% ELL, 16% SWD

6-8 Students Attend: Manchester (which becomes a 6-8)

Total Enrollment

SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)
247	241	244	260	277

Rationale

- Current enrollment is low for a full 6-8 program—limited building capacity would eventually present challenges if the school continued to grow enrollment

- Students would attend the newly renovated 6-8 in the Manchester building

- Highly regarded STEAM programming will be moved to Manchester through a STEM pathway—greater enrollment and more suitable amenities will further enhance course offerings and opportunities for students

Spring Hill school would close
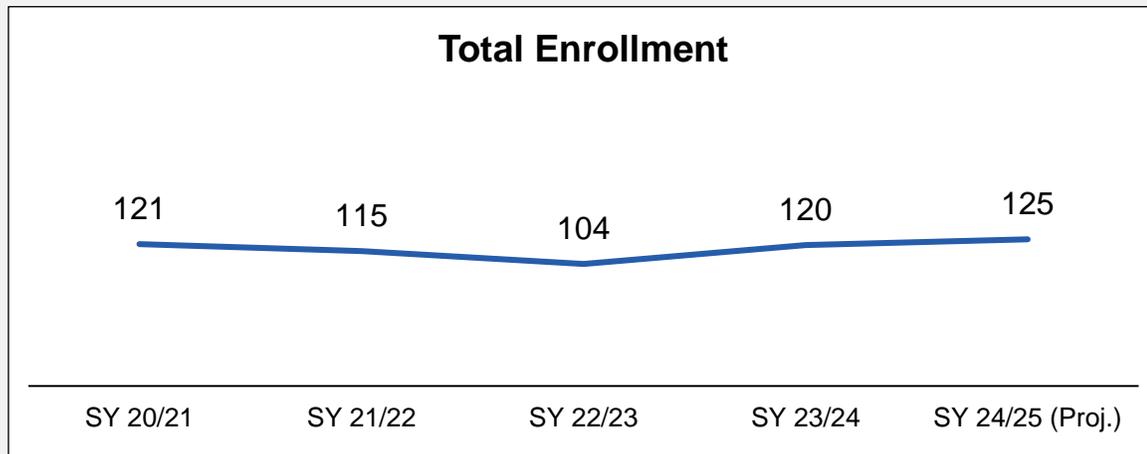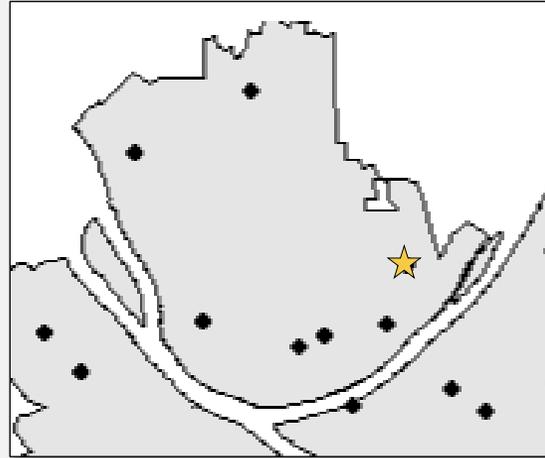
Changes to Grade Level: K-5 to N/A

Changes to Attendance Zone: Shifts to Northview zone

Changes to Programming: Closes

Modeled Enrollment: -

Capacity: 275

Facility Assessment: In need of moderate renovations, EAI = F

Proximity to Other Schools: Schiller (1.0 mi), Northview (2.6 mi)

Need Profile: 86% Econ. Dis, 1% ELL, 23% SWD

K-5 Students Attend: Northview (which becomes a K-5)

Total Enrollment

121	115	104	120	125
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Rationale

- There are only ~160 K-5 students who live in the current Spring Hill attendance zone, which would be a severely small K-5 program

- Community engagement highlighted a desire to have a K-5 school east of route 279, which will be maintained by the newly renovated Northview K-5 school, which Spring Hill students would now attend

- Low enrollment and limited building capacity creates complications with providing a robust K-5 experience for students

Summary of Additional Programming in North

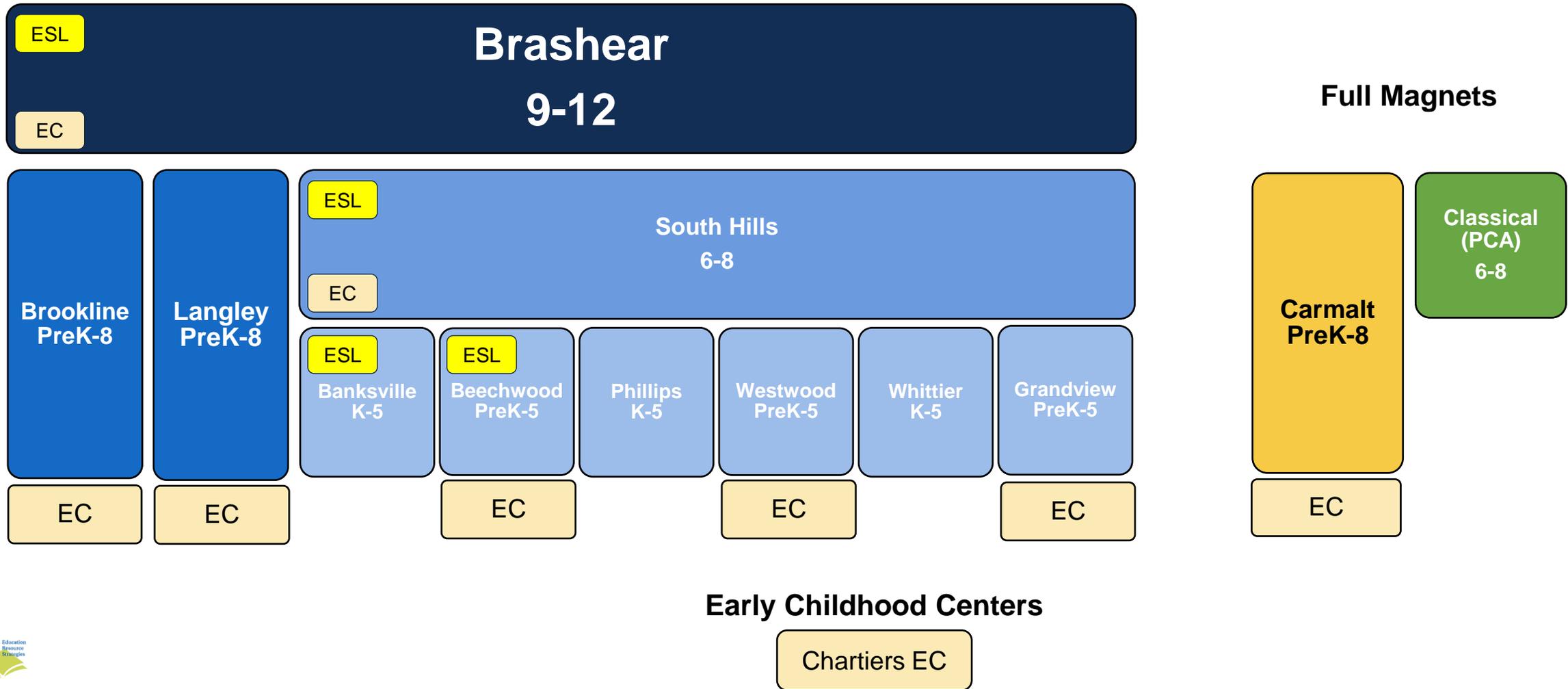STEM pathway would be developed in Manchester 6-8 and Perry 9-12

Regional ESL sites open in Manchester 6-8, Perry 9-12, and new Northview K-5

South & West
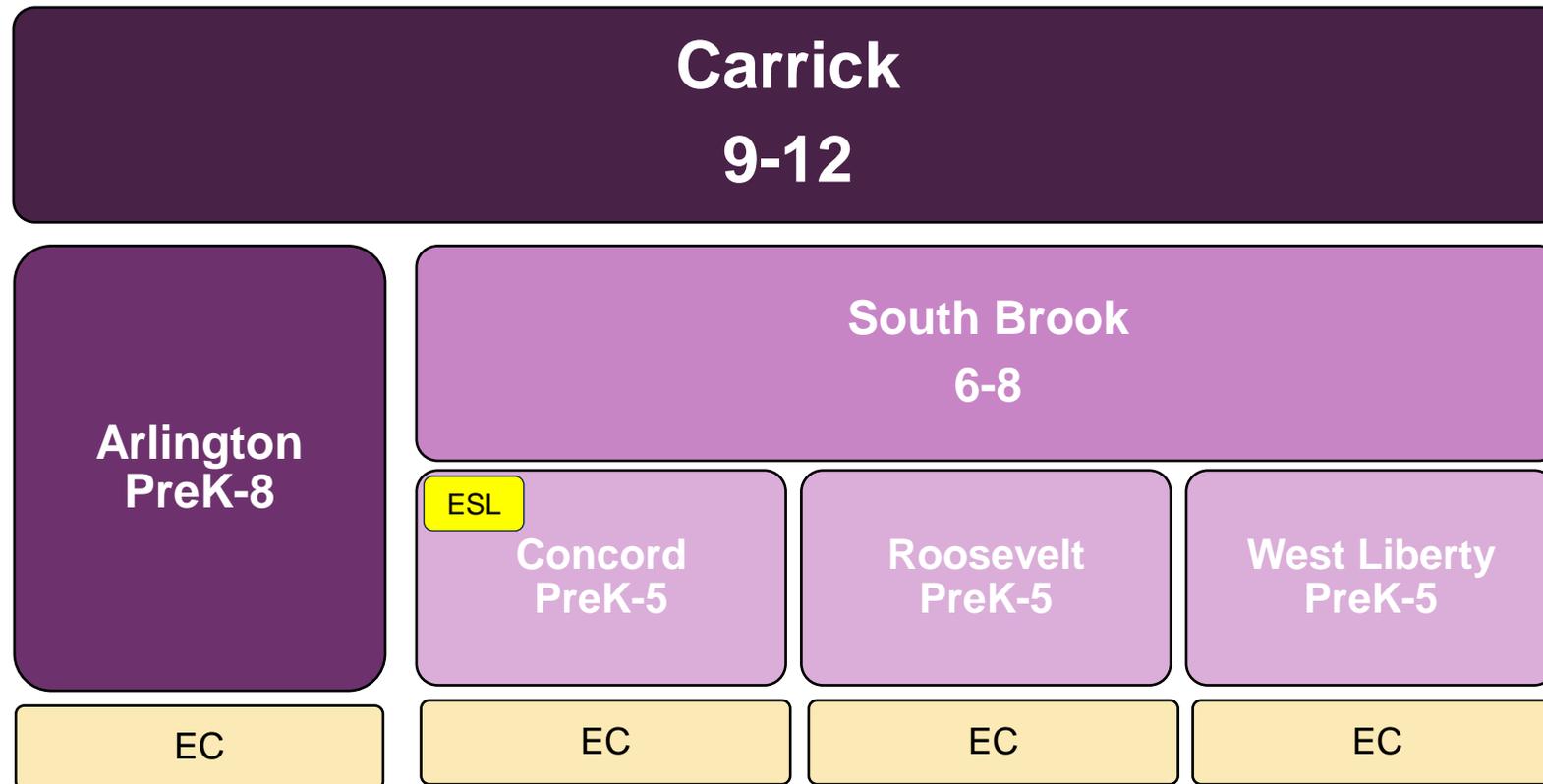
ESL

Brashear
9-12

EC

Full Magnets

ESL

South Hills
6-8

EC

Brookline
PreK-8

Langley
PreK-8

ESL
Banksville
K-5

ESL
Beechwood
PreK-5

Phillips
K-5

Westwood
PreK-5

Whittier
K-5

Grandview
PreK-5

Carmalt
PreK-8

Classical
(PCA)
6-8

EC

EC

EC

EC

EC

EC

Early Childhood Centers

Chartiers EC

Current Feeder Patterns for South & West – Carrick

Map of Current Schools

Langley PreK-8
Enrol.: 470
Capacity: 1,146

Classical (PCA) 6-8
Enrol.: 267
Capacity: 1,006

Whittier K-5
Enrol.: 128
Capacity: 308

Grandview PreK-5
Enrol.: 193
Capacity: 386

Westwood PreK-5
Enrol.: 286
Capacity: 419

Phillips K-5
Enrol.: 209
Capacity: 325

Brashear 9-12 & South Hills 6-8
Enrol.: 1,193
Capacity: 2,976

Arlington PreK-8
Enrol.: 361
Capacity: 641

Beechwood PreK-5
Enrol.: 311
Capacity: 566

Banksville K-5
Enrol.: 315
Capacity: 360

South Brook 6-8
Enrol.: 241
Capacity: 434

Brookline PreK-8
Enrol.: 356
Capacity: 589

Roosevelt PreK-5
Enrol.: 196
Capacity: 345

West Liberty PreK-5
Enrol.: 168
Capacity: 400

Carmalt PreK-8
Enrol.: 516
Capacity:848

Concord PreK-5
Enrol.: 450
Capacity: 684

Carrick 9-12
Enrol.: 522
Capacity: 1,128

School Type	# of Schools
PreK/K-5	10
PreK/K-8	4
6-8	2
9-12	2
Total	18

Note: Projected SY 24/25 enrollment is shown.

ERS Education Resource Strategies

Summary of Proposed Changes for Brashear Feeder

Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
Brashear 9-12 (871)	9-12	• No programmatic or grade level changes	• Retains current attendance zone	871^ (2,976)
Carmalt PreK-8 (536)	6-8	• Transitions from PreK-8 to 6-8 • Becomes a neighborhood school and develops specialized academic programming • Early Childhood students attend Roosevelt • Becomes a Regional ESL site	• Becomes existing South Hills 6-8 zone	607 (848)
Classical (PCA) (6-8) (316)	6-8	• Becomes a neighborhood school and develops specialized academic programming	• Becomes existing 6-8 Langley zone	287^ (1,006)
Langley PreK-8 (487)	PreK-5	• Transitions from PreK-8 to PreK-5, 6-8 students attend Classical (PCA)	• Retains current attendance zone for K-5, 6-8 shifts to Classical (PCA) zone	526 (1,146)
Brookline PreK-8 (376)	PreK-5	• Transitions from PreK-8 to PreK-5, 6-8 students attend Carmalt	• Retains current attendance zone for K-5, 6-8 shifts to Carmalt zone	298 (589)

^: *Alternative uses for building to be determined*
Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

ERS Education Resource Strategies

Summary of Proposed Changes for Brashear Feeder

Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
Banksville K-5 (315)	K-5	• No programmatic or grade level changes	• Retains current attendance zone	312 (360)
Phillips K-5 (306)	K-5	• Becomes a neighborhood school	• Retains current attendance zone • Receives northeast section of current Arlington zone (~100 students)	260 (325)
Westwood PreK-5 (307)	PreK-5	• No programmatic or grade level changes	• Retains current attendance zone	303 (419)
Beechwood PreK-5 (336)	K-5	• No programmatic or grade level changes	• Retains current attendance zone	286 (566)
Whittier K-5 (128)	K-5	• No programmatic or grade level changes	• Retains current attendance zone • Receives southwest section of current Grandview zone (~100 students)	293 (308)
South Hills 6-8 (322)	Closed	• Closes, 6-8 students attend Carmalt • Regional ESL site shifts to Carmalt	• Shifts to new Carmalt zone	- (2,976)

Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

Summary of Proposed Changes for Carrick Feeder

Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
Carrick 9-12 (522)	9-12	• Adds a neighborhood magnet to be consistent with other existing 9-12 schools	• Retains current attendance zone	522^ (1,128)
Arlington PreK-8 (371)	6-8	• Transitions from PreK-8 to 6-8, PreK-5 students attend Phillips, Grandview, and Concord • Develops specialized academic programming • Early Childhood students attend Roosevelt	• Retains current 6-8 attendance zone and adds existing South Brook 6-8 zone • Northeast section of K-5 zone shifts to Phillips (~100 students) • Central section of K-5 zone shifts to Grandview (~200 students) • South section of K-5 zone shifts to Concord (~150 students)	570 (641)
Concord PreK-5 (478)	PreK-5	• No programmatic or grade level changes	• Retains current attendance zone • Receives south section of current Arlington zone (~150 students) • Receives south and east section of Roosevelt (~150 students)	640 (684)

^: Alternative uses for building to be determined

Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.
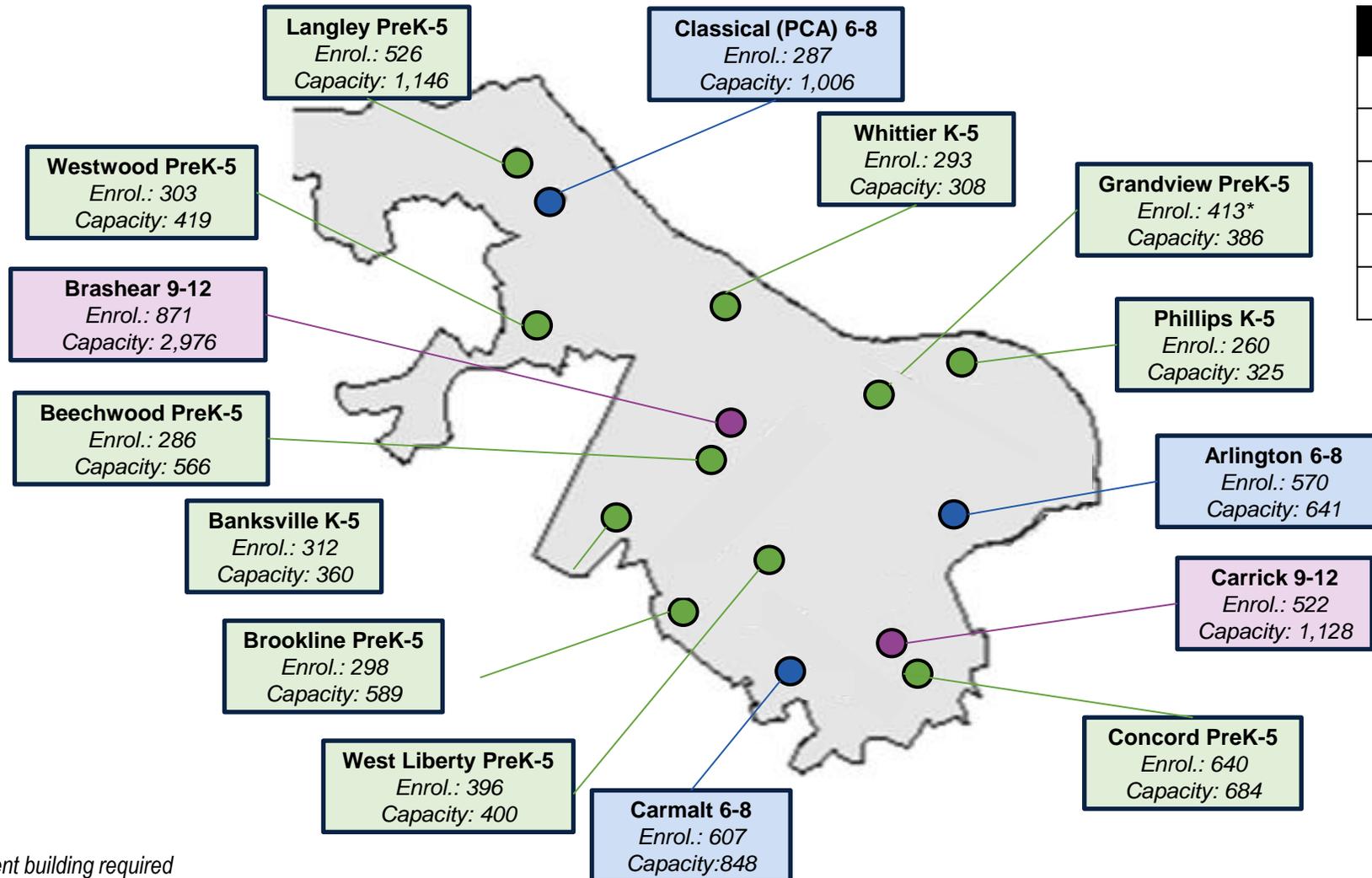
ERS Education Resource Strategies

Summary of Proposed Changes for Carrick Feeder

Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
West Liberty PreK-5 (178)	PreK-5	• No programmatic or grade level changes	• Retains current attendance zone • Receives north and west section of Roosevelt (~150 students)	396 (400)
Grandview PreK-5 (205)	PreK-5	• No programmatic or grade level changes	• Retains current attendance zone • Southwest section of zone (~100 students) shifts to Whittier zone • Receives central section of current Arlington zone (~200 students)	413* (386)
Roosevelt PreK-5 (246)	Early Childhood	• Closes, K-5 students attend Concord and West Liberty • Early Childhood remains in current building	• Shifts north and west section of current attendance zone to West Liberty (~150 students) • Shifts south and east section of current attendance zone to Concord (~150 students)	80 (345)
South Brook 6-8 (241)	Closed	• Closes, 6-8 students attend Arlington	• Shifts to Arlington	- (434)

*: Expansion to current building required
Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.
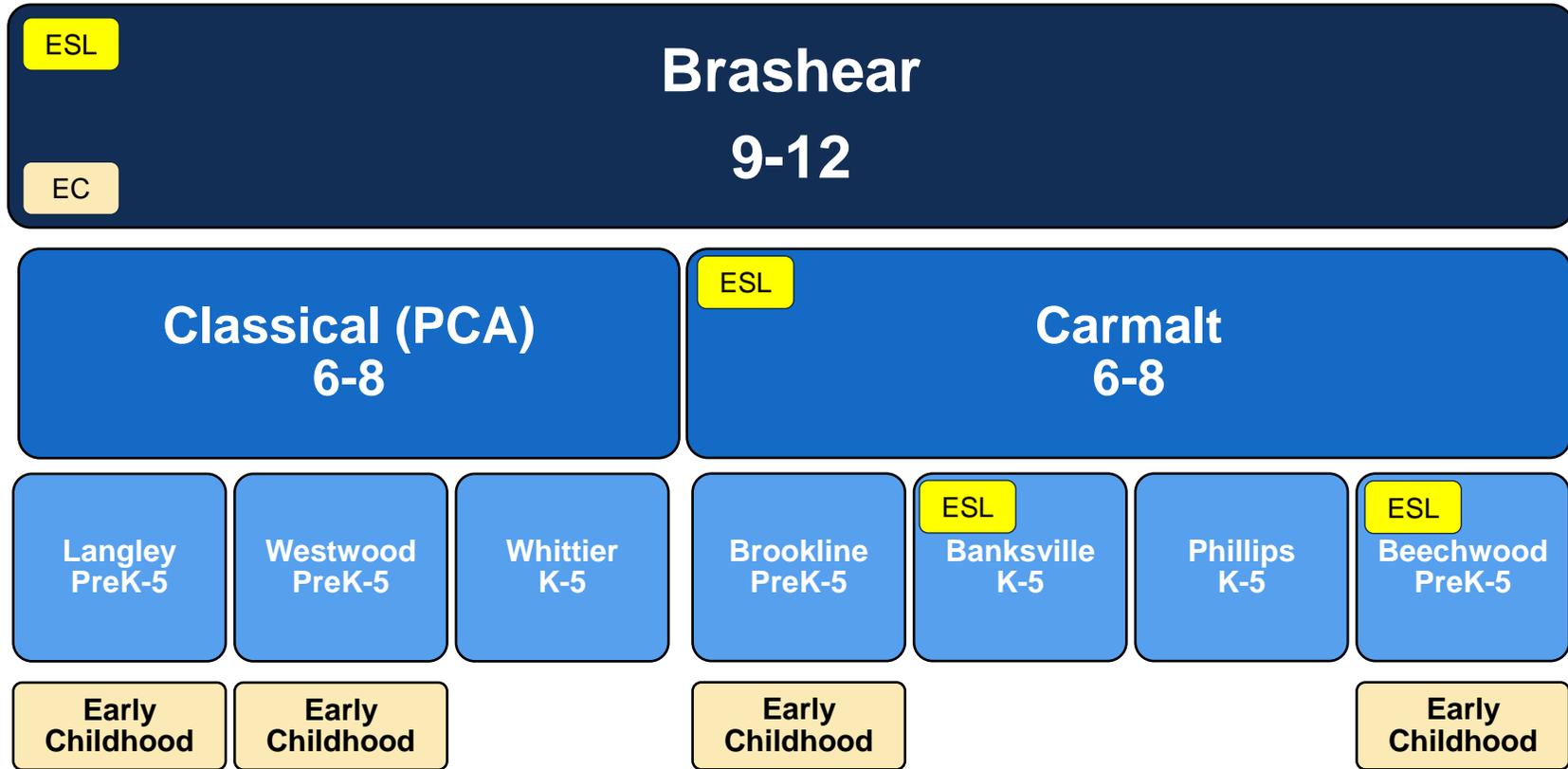
ERS Education Resource Strategies

Map of Proposed Schools

Langley PreK-5
Enrol.: 526
Capacity: 1,146

Classical (PCA) 6-8
Enrol.: 287
Capacity: 1,006

Westwood PreK-5
Enrol.: 303
Capacity: 419

Whittier K-5
Enrol.: 293
Capacity: 308

Grandview PreK-5
*Enrol.: 413**
Capacity: 386

Brashear 9-12
Enrol.: 871
Capacity: 2,976

Phillips K-5
Enrol.: 260
Capacity: 325

Beechwood PreK-5
Enrol.: 286
Capacity: 566

Arlington 6-8
Enrol.: 570
Capacity: 641

Banksville K-5
Enrol.: 312
Capacity: 360

Carrick 9-12
Enrol.: 522
Capacity: 1,128

Brookline PreK-5
Enrol.: 298
Capacity: 589

West Liberty PreK-5
Enrol.: 396
Capacity: 400

Carmalt 6-8
Enrol.: 607
Capacity:848

Concord PreK-5
Enrol.: 640
Capacity: 684

School Type	# of Schools
PreK/K-5	10
PreK/K-8	0
6-8	3
9-12	2
Total	15

*: Expansion to current building required
Note: Modeled enrollment is shown.

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Recommended School Changes for South & West - Brashear

Brashear
9-12
ESL
EC

Classical (PCA)
6-8

Carmalt
6-8
ESL

Early Childhood Centers

Chartiers EC

Langley
PreK-5

Westwood
PreK-5

Whittier
K-5

Brookline
PreK-5

Banksville
K-5
ESL

Phillips
K-5

Beechwood
PreK-5
ESL

Early
Childhood

Early
Childhood

Early
Childhood

Early
Childhood

Recommended School Changes for South & West - Carrick

Carrick
9-12

Arlington
6-8

ESL

Concord
PreK-5

West Liberty
PreK-5

Grandview
PreK-5

Early Childhood
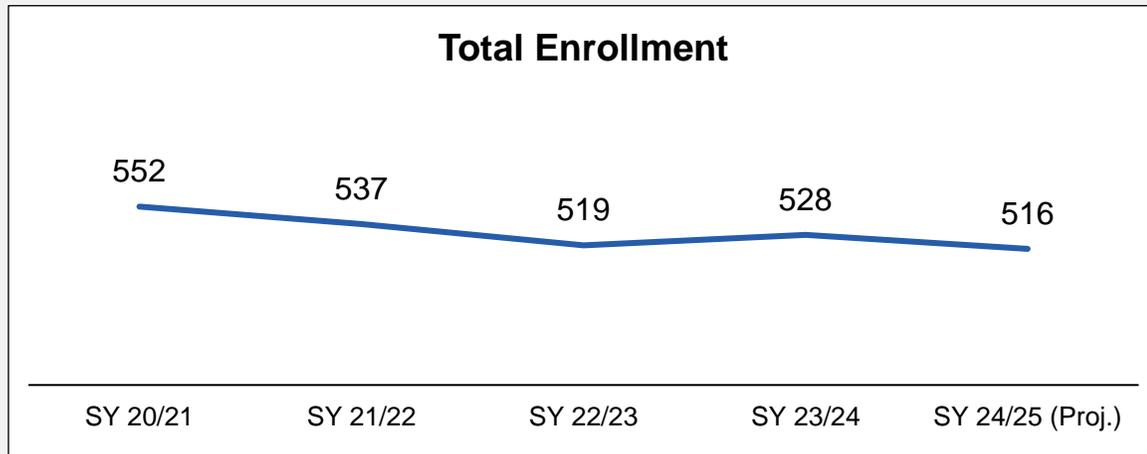
Early Childhood
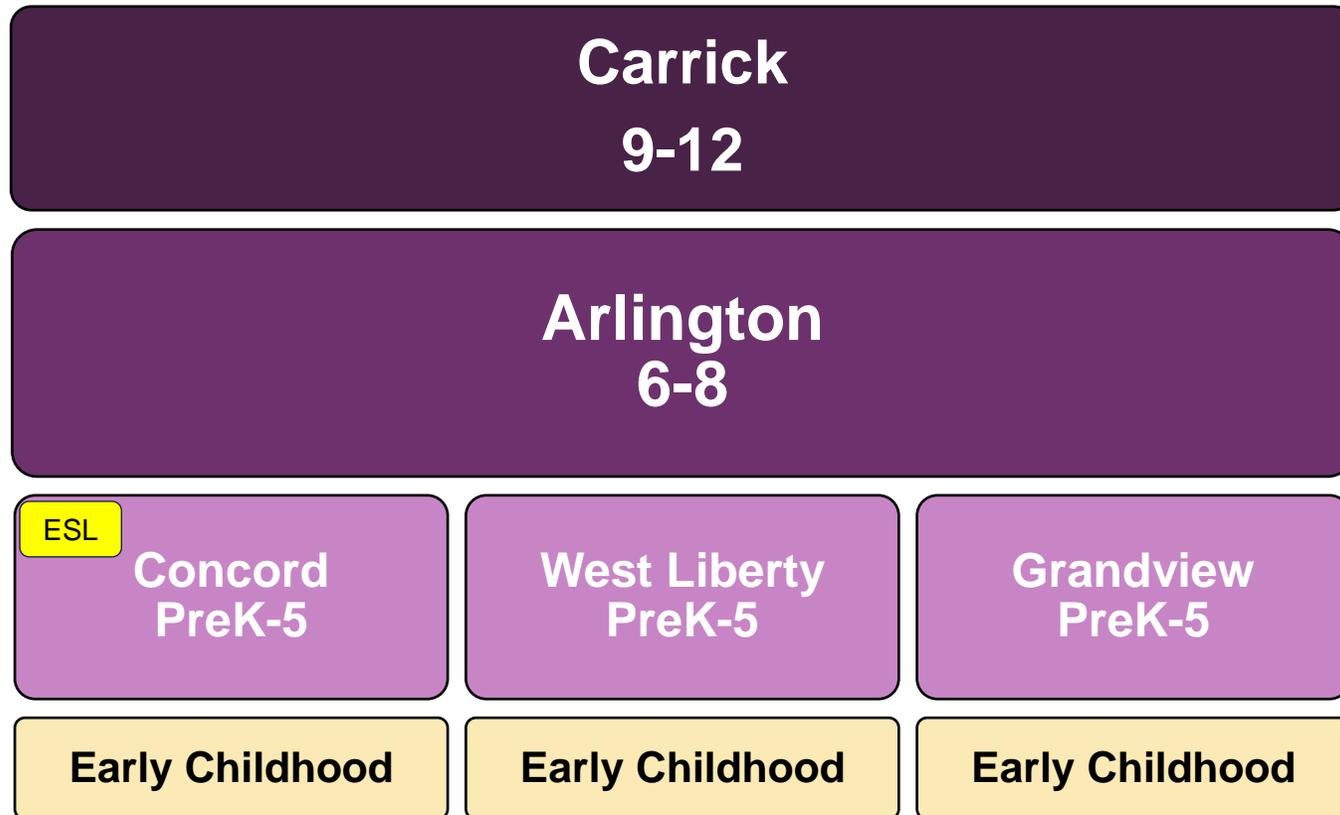
Early Childhood

Early Childhood Centers

Roosevelt EC

Proposed School Changes

Carmalt PreK-8 would become a 6-8 school; become a Regional ESL site

Total Enrollment

SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)
552	537	519	528	516

Changes to Grade Level: PreK-8 to 6-8

Changes to Attendance Zone: Becomes existing South Hills 6-8 zone

Changes to Programming: Becomes a neighborhood school; add specialized focus/programming and Regional ESL site

Modeled Enrollment: 607

Capacity: 848

Facility Assessment: In need of minor renovations; EAI = E

Proximity to Other Schools: Brookline (1.4 mi), Concord (1.8 mi)

**Need Profile:** 71% Econ. Dis, 2% ELL, 32% SWD

PreK-5 Students Attend: Brookline

Early Childhood Students Attend: Roosevelt (which becomes an Early Childhood Center)

Rationale

- District-wide shift to separate K-5 and 6-8 programs to better provide developmentally appropriate support to students
- Highly regarded STEAM programming will be retained through STEM programming – access will be increased to neighborhood students by neighborhood school status
- There is a growing population of English Learners in PPS, so adding a Regional ESL site in the southern region would improve access to services and support
- Carmalt building has amenities more suitable for a middle school (e.g. separate cafeteria and gym, auditorium) and recently received AC

ERS Education Resource Strategies

Langley PreK-8 would become a PreK-5 school
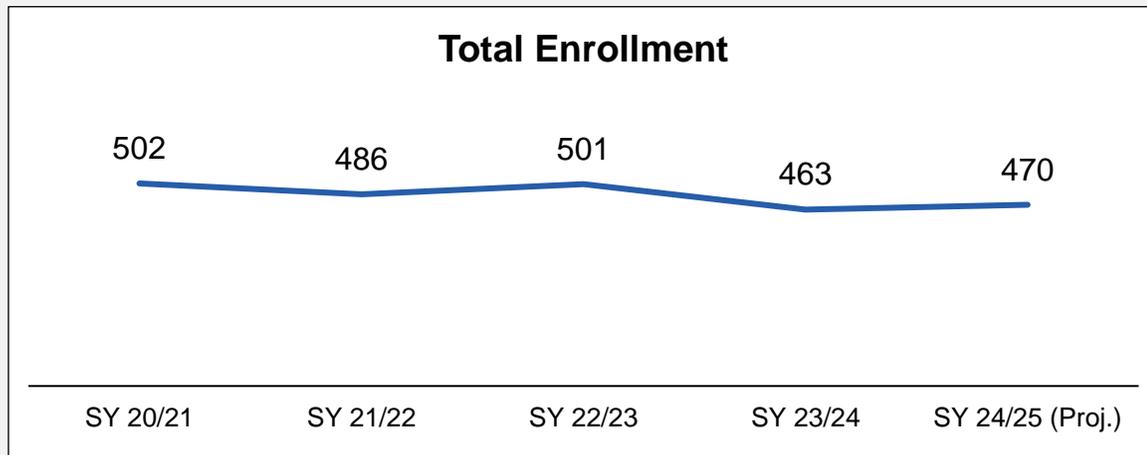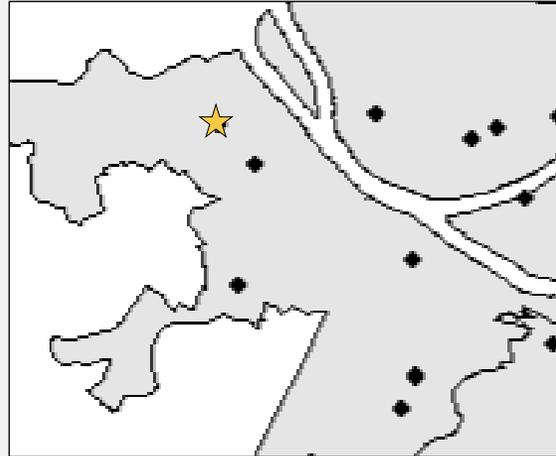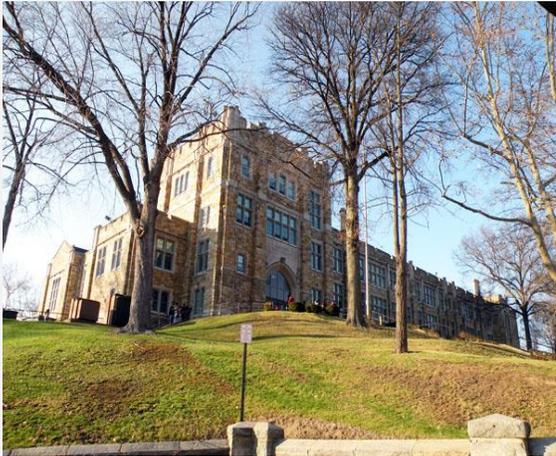
Changes to Grade Level: PreK-8 to PreK-5

Changes to Attendance Zone: Retains current attendance zone for K-5, 6-8 shifts to Classical (PCA) zone

Changes to Programming: No programmatic changes

Modeled Enrollment: 526

Capacity: 1,146

Facility Assessment: In need of moderate renovations; EAI = C

**Proximity to Other Schools:** Classical (PCA) (0.9 mi), Westwood (2.3 mi)

Need Profile: 97% Econ. Dis, 4% ELL, 35% SWD

6-8 Students Attend: Classical (PCA) (which becomes 6-8)

Total Enrollment

502	486	501	463	470
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Rationale

- District-wide shift to separate K-5 and 6-8 programs to better provide developmentally appropriate support to students

- 6-8 students would attend Classical, which is less than 1 mile away and would not pose a significant transportation challenge or increase travel time for students

- With a large capacity, this site has the potential to add a teacher center to serve the south and west regions

Brookline PreK-8 would become a PreK-5
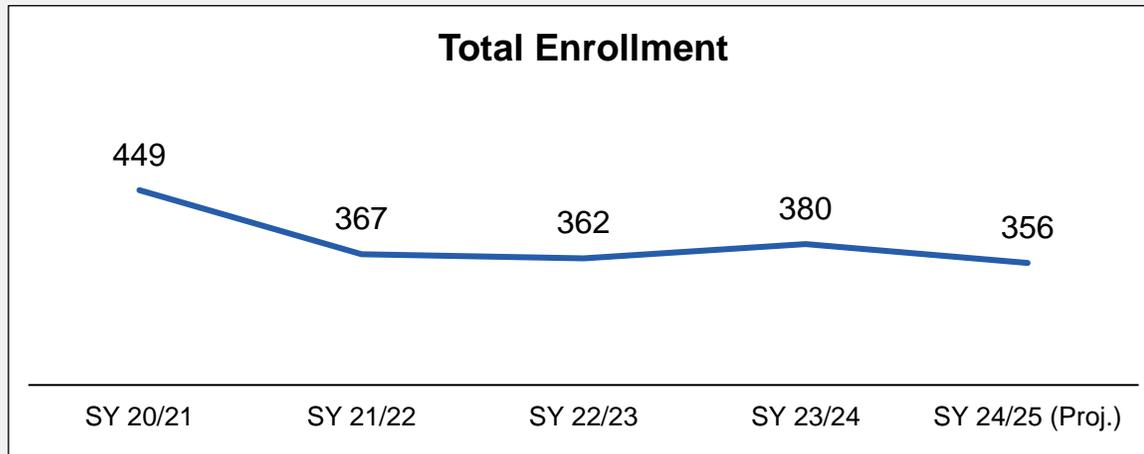
Changes in Grade Level: PreK-8 to PreK-5

Changes in Attendance Zone: Retains current attendance zone for K-5, 6-8 shifts to Carmalt zone

Changes in Programming: No programmatic change

Modeled Enrollment: 298

Capacity: 589

Facility Assessment: In need of moderate renovations; EAI = F

**Proximity to Other Schools**: West Liberty (1.2 mi), Carmalt (1.4 mi)

Need Profile: 70% Econ. Dis, 1% ELL, 21% SWD

6-8 Students Attend: Carmalt (which becomes a 6-8)

Total Enrollment

449	367	362	380	356
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Rationale

- District-wide shift to separate K-5 and 6-8 programs to better provide developmentally appropriate support to students
- The current Brookline building has facilities that are more appropriate for K-5 students compared to 6-8
- Building recently underwent facilities upgrades and AC installation is the next step

South Hills 6-8 would close

Total Enrollment

SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)
463	378	400	323	322
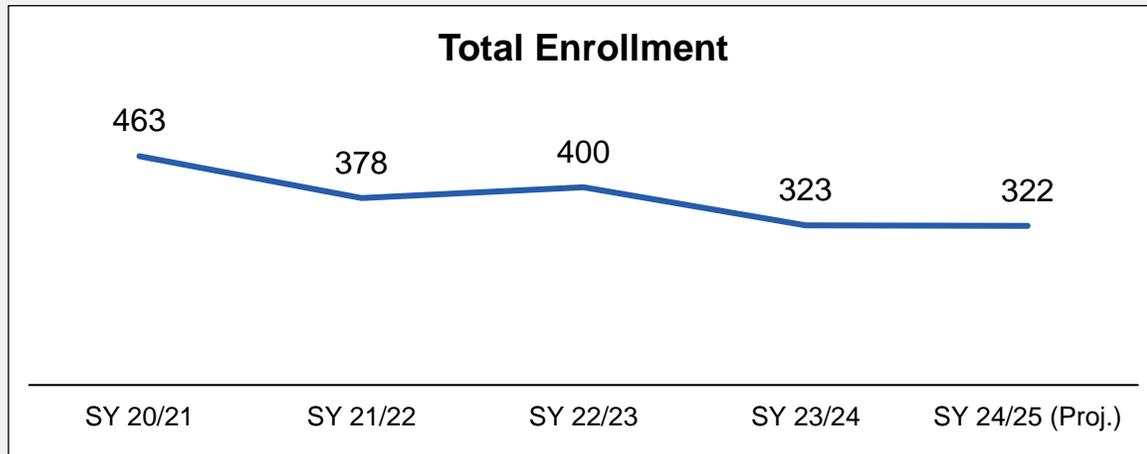
Changes to Grade Level: 6-8 to N/A

Changes to Attendance Zone: Shifts to new Carmalt zone

Changes to Programming: Closes

Modeled Enrollment: -

Capacity: 2976 (co-located with Brashear High School)

Facility Assessment: In need of moderate renovations; EAI = F

Proximity to Other Schools: Beechwood (1.0 mi), Arlington (3.0 mi), Carmalt (3.9 mi)

Need Profile: 82% Econ. Dis, 35% ELL, 27% SWD

6-8 Students Attend: Carmalt (which becomes a 6-8)

Rationale

- District-wide shift to move away from collocation of 6-8 and 9-12 programs—Brashear as a 9-12 would be extremely challenging to relocate and find a suitable location/facility
- Concentrating more middle school students can enhance course offerings and supports

Arlington PreK-8 would become a 6-8 with specialized focus/programming; Early Childhood students attend Roosevelt
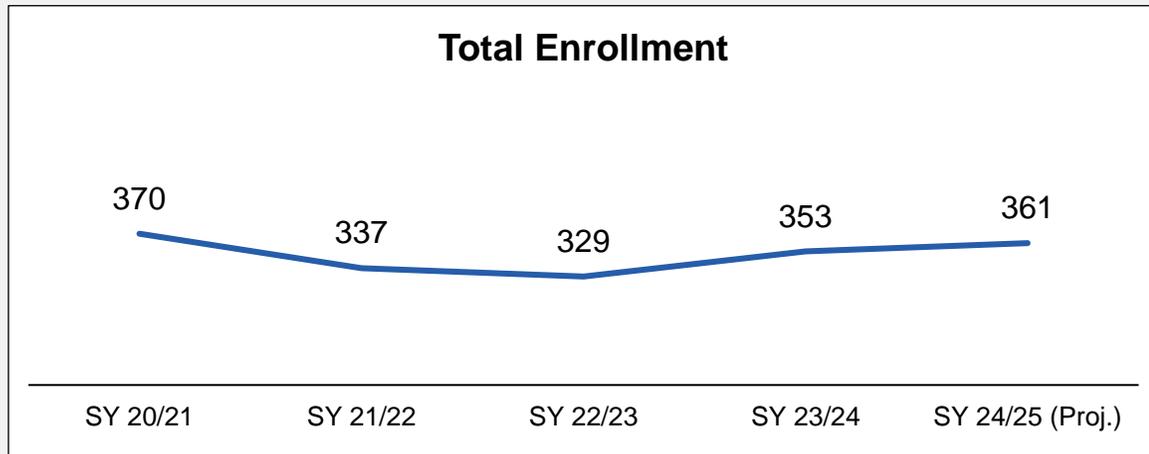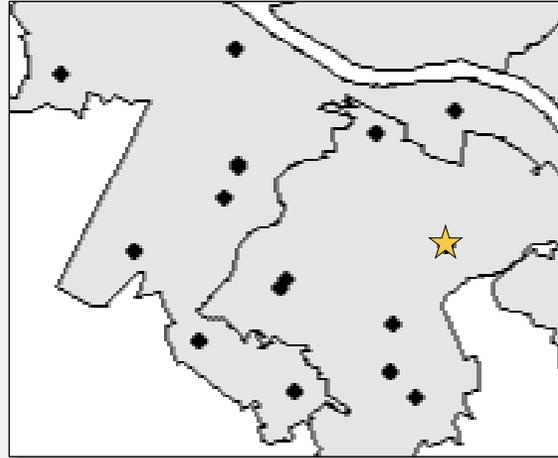
Total Enrollment

SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)
370	337	329	353	361

Changes to Grade Level: PreK-8 to 6-8

Changes to Attendance Zone: Retains current 6-8 attendance zone and adds existing South Brook 6-8 zone; K-5 zone shifts to Phillips, Grandview, and Concord

Changes to Programming: Adds specialized focus/programming; Early Childhood no longer offered

Modeled Enrollment: 570

Capacity: 641

Facility Assessment: In need of general maintenance; EAI = D

Proximity to Other Schools: Grandview (1.9 mi), Phillips (2.2 mi), Concord (2.6 mi)

Need Profile: 95% Econ. Dis, 1% ELL, 37% SWD

PreK-5 Students Attend: Phillips, Grandview, and Concord

Early Childhood Students Attend: Roosevelt

Rationale

- District-wide shift to separate K-5 and 6-8 programs to better provide developmentally appropriate support to students

- There are a lot of student currently living in the surrounding Arlington area, making this an ideal location for a 6-8 program

- Building has suitable amenities for middle school (i.e., gym, cafeteria, auditorium) – also has field behind building for middle school athletics

ERS Education Resource Strategies

Roosevelt PreK-5 in Intermediate building would close, but the Early Childhood program stays open in Primary building

Changes to Grade Level: PreK-5 to Early Childhood

Changes to Attendance Zone: Shifts north and west section of current attendance zone to West Liberty (~150 students); shifts south and east section of current attendance zone to Concord (~150 students)

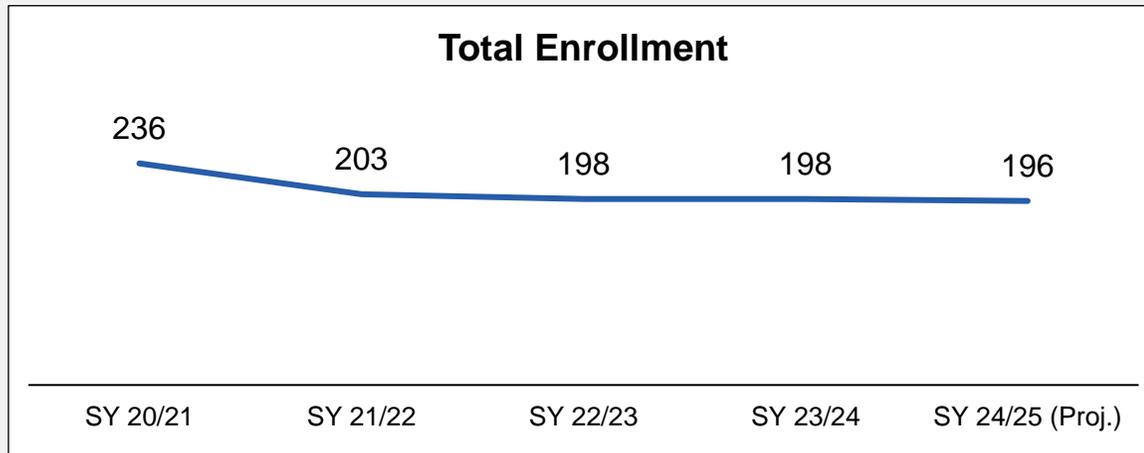**Changes to Programming:** PreK-5 program closes

Modeled Enrollment: 80

Capacity: 345

Facility Assessment: In need of minor renovations; EAI = E (Intermediate); In need of moderate renovation; EAI = E (Primary)

Proximity to Other Schools: Concord (1.2 mi), West Liberty (2.4 mi)

**Need Profile:** 100% Econ. Dis, 2% ELL, 28% SWD (PreK-5)

PreK-5 Students Attend: Concord or West Liberty

Total Enrollment

236	203	198	198	196
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Rationale

- Roosevelt currently has low and slightly declining enrollment which provides a challenge for offering a full and robust K-5 experience for students

- Roosevelt primary would become an early childhood center while the Intermediate building would house specialized programs

ERS Education Resource Strategies

South Brook 6-8 would close. Pioneer would remain at current location
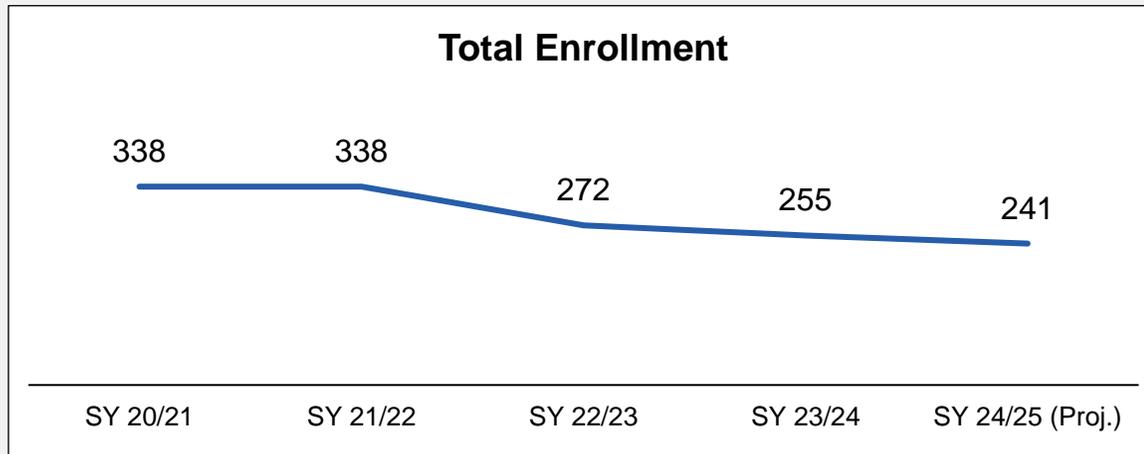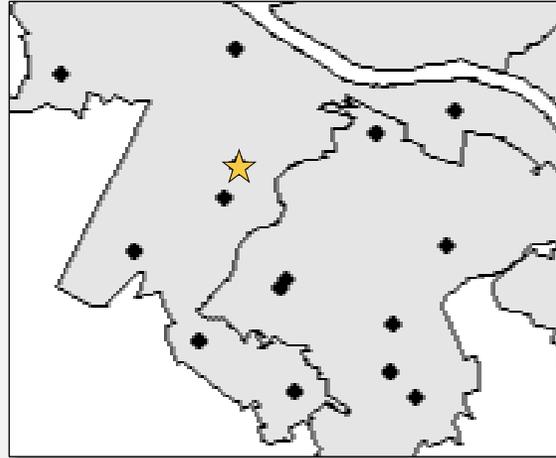
Changes to Grade Level: 6-8 to N/A

Changes to Attendance Zone: Shifts to Arlington

Changes to Programming: Closes

Modeled Enrollment: -

Capacity: 434

Facility Assessment: In need of minor renovations; EAI = F

Proximity to Other Schools: West Liberty (500 ft), Brookline (1.2 mi), Carmalt (2.3 mi), Arlington (3.5 mi)

Need Profile: 83% Econ. Dis, 1% ELL, 27% SWD

6-8 Students Attend: Arlington (which becomes a 6-8)

Total Enrollment

338	338	272	255	241
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Rationale

- Low and declining enrollment for a robust middle school experience
- South Brook does not have much space for expansion
- Conroy would move into this vacated space to be collocated with Pioneer. These schools could share resources and programming which would be mutually beneficial

ERS Education Resource Strategies

Summary of Additional Programming in South & West

Specialized Middle School Focus/Programming developed at Arlington, Carmalt, and Classical

Regional ESL site opens at Carmalt

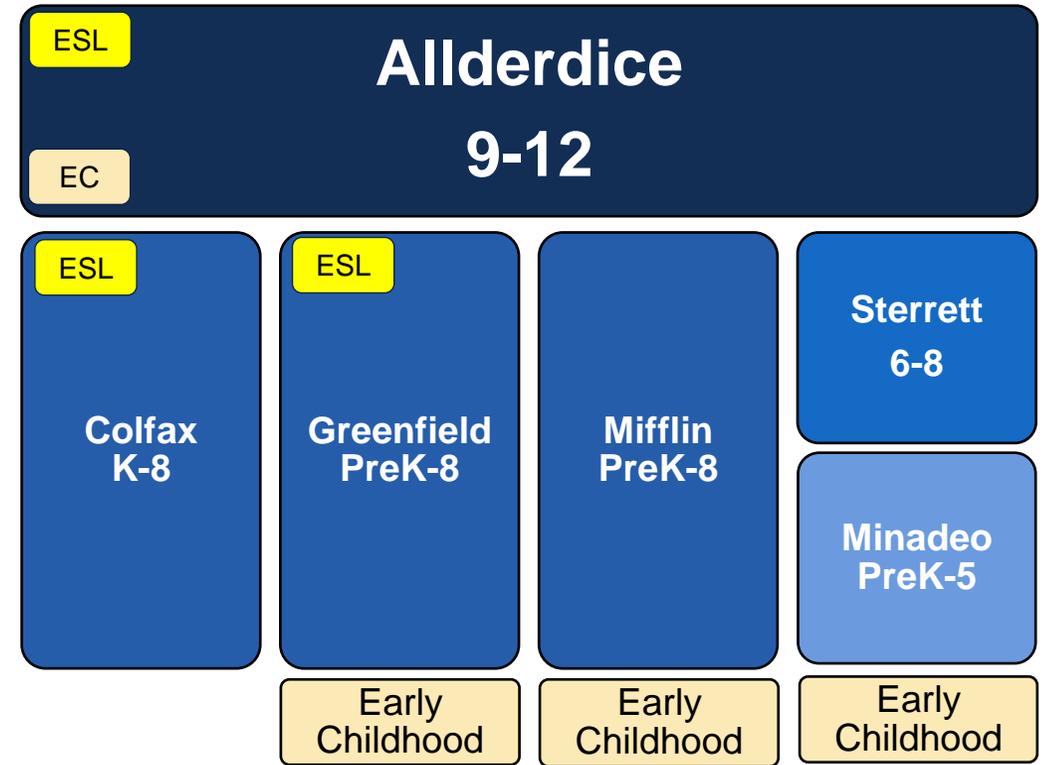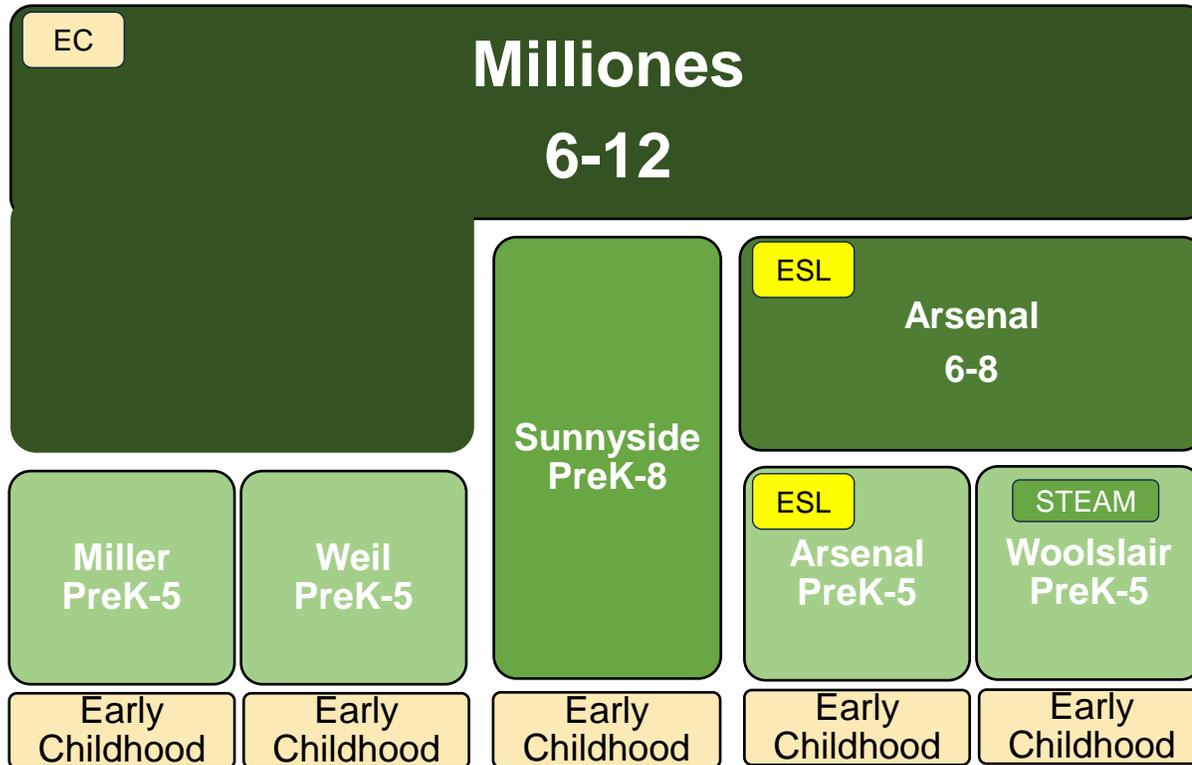**Roosevelt becomes Early Childhood Center**

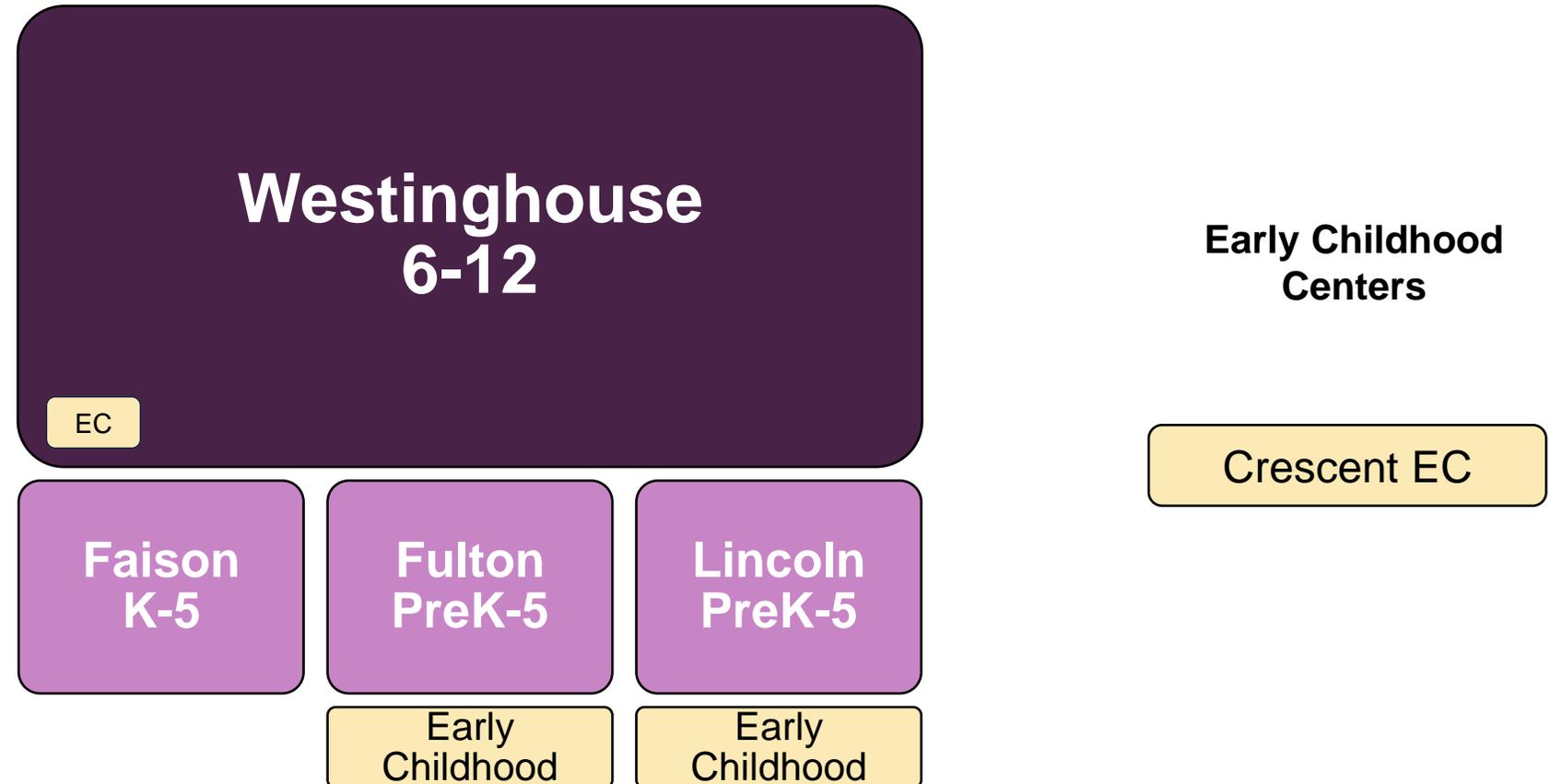**Neighborhood magnet added at Carmalt, Carrick, and Classical to be consistent with other high schools**

East & Central

Current Feeder Patterns for East & Central – Milliones and Allderdice

EC

Milliones 6-12

Miller PreK-5 — Early Childhood

Weil PreK-5 — Early Childhood

Sunnyside PreK-8 — Early Childhood

ESL — **Arsenal 6-8**

ESL — Arsenal PreK-5 — Early Childhood

STEAM — Woolslair PreK-5 — Early Childhood

ESL, EC — **Allderdice 9-12**

ESL — Colfax K-8

ESL — Greenfield PreK-8 — Early Childhood

Mifflin PreK-8 — Early Childhood

Sterrett 6-8

Minadeo PreK-5 — Early Childhood

Westinghouse 6-12

EC

Faison K-5

Fulton PreK-5

Lincoln PreK-5

Early Childhood

Early Childhood

Early Childhood Centers

Crescent EC

Current Feeder Patterns – Magnets

6-12 Magnets

K-5 Magnets

Sci Tech 6-12 (EC)	CAPA 6-12	Obama 6-12 (IB) (EC)

Montessori PreK-5	Dilworth PreK-5	Liberty K-5	Linden K-5

Dilworth PreK-5: Early Childhood

Linden K-5: Early Childhood

Map of Current Schools

Montessori PreK-5
Enrol.: 243
Capacity: 468

Arsenal PreK-5 & 6-8
Enrol.: 485
Capacity: 1,115

Sunnyside PreK-8
Enrol.: 243
Capacity: 470

Fulton PreK-5
Enrol.: 268
Capacity: 487

Obama 6-12
Enrol.: 722
Capacity: 1,473

Woolslair PreK-5
Enrol.: 223
Capacity: 319

Dilworth PreK-5
Enrol.: 409
Capacity: 532

Westinghouse 6-12
Enrol.: 552
Capacity: 1,295

Miller PreK-5
Enrol.: 207
Capacity: 532

Lincoln PreK-5
Enrol.: 172
Capacity: 432

CAPA 6-12
Enrol.: 851
Capacity: 1,150

Faison K-5
Enrol.: 294
Capacity: 593

Weil PreK-5
Enrol.: 187
Capacity: 614

Sterrett 6-8
Enrol.: 189
Capacity: 404

Milliones 6-12
Enrol.: 304
Capacity: 1,116

Linden K-5
Enrol.: 102
Capacity: 499

Liberty K-5
Enrol.: 215
Capacity: 474

Sci Tech 6-12
Enrol.: 641
Capacity: 625

Greenfield PreK-8
Enrol.: 374
Capacity: 576

Mifflin PreK-8
Enrol.: 252
Capacity: 570

Minadeo PreK-5
Enrol.: 288
Capacity: 725

Allderdice 9-12
Enrol.: 1,247
Capacity: 1,208

Colfax K-8
Enrol.: 719
Capacity: 939

School Type	# of Schools
PreK/K-5	12
PreK/K-8	4
6-8	2
9-12	1
6-12	5
Total	24

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Summary of Proposed Changes for Allderdice Feeder

Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
Allderdice 9-12 (1,247)	9-12	• No programmatic or grade level changes	• Retains current attendance zone	1,247* (1,208)
Colfax K-8 (719)	6-8	• Transitions from K-8 to 6-8; K-5 students attend Greenfield, Liberty, and Minadeo • K-5 ESL students attend Greenfield • Develops specialized academic programming	• Retains current attendance zone, adds existing Mifflin 6-8 zone, and adds existing Greenfield 6-8 zone • Receives portion of current Sterrett attendance zone (~200 students) • Shifts southwest section of current attendance zone to Greenfield (~230 students) • Shifts southeast section of current attendance zone to Minadeo (~230 students) • Shifts northwest section of current attendance zone to new Liberty zone (~120 students)	660 (939)

*: Expansion to current building required
Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

ERS Education Resource Strategies

Summary of Proposed Changes for Allderdice Feeder

Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
Greenfield PreK-8 (374)	K-5	• Transitions from PreK-8 to PreK-5, 6-8 students attend Colfax • 6-8 ESL students attend Colfax	• Retains current K-5 zone, shifts 6-8 zone to Colfax • Receives southwest section of current Colfax K-5 zone (~230 students)	458 (576)
Minadeo PreK-5 (288)	PreK-5	• No programmatic or grade level changes	• Retains current attendance zone • Receives southeast section of current Colfax K-5 zone (~230 students)	590 (725)
Mifflin PreK-8 (252)	PreK-5	• Transitions from PreK-8 to PreK-5; 6-8 students attend Colfax	• Retains current K-5 zone and shifts 6-8 zone to Colfax	223 (570)

Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

Summary of Proposed Changes for Westinghouse Feeder

Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
Westinghouse 6-12 (552)	9-12	• Transitions from 6-12 to 9-12, 6-8 students attend Sterrett • Adds a neighborhood magnet to be consistent with other existing 9-12 schools	• Retains current 9-12 attendance zone, shifts 6-8 attendance zone to Sterrett	362^ (1,295)
Sterrett 6-8 (189)	6-8	• Becomes a neighborhood school • Develops specialized academic programming	• Retains current attendance zone and adds Westinghouse 6-8 zone • Sends portion of current attendance zone to Colfax (~200 students)	379 (404)
Lincoln PreK-5 (172)	PreK-5	• No programmatic or grade level changes	• Retains current attendance zone	308 (432)
Dilworth PreK-5 (409)	PreK-5	• Would become a neighborhood school	• Becomes existing Fulton K-5 zone	256 (532)
Faison K-5 (294)	K-5	• No programmatic or grade level changes	• Retains current attendance zone	519 (593)
Fulton PreK-5 (268)	Closed	• Closes, PreK-5 students would attend Dilworth • Early Childhood students would attend Dilworth	• Shifts to Dilworth zone	- (487)

^: Alternative uses for building to be determined
Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

Summary of Proposed Changes for Milliones (U-Prep) Feeder

Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
Obama 6-12 (722)	9-12	• Transitions from a 6-12 to a 9-12, 6-8 students attend Arsenal • Would become 9-12 IB neighborhood magnet	• Becomes existing Milliones 9-12 zone	691^ (1,473)
Arsenal 6-8 (168)	6-8	• Would adopt IB programming and become 6-8 IB neighborhood magnet	• Retains current 6-8 attendance zone and adds existing 6-8 Sunnyside zone	225^ (1,115)
Sci Tech 6-12 (641)	9-12	• Transitions from 6-12 to 9-12; 6-8 students attend Milliones which becomes the 6-8 Sci Tech • Becomes a neighborhood magnet	• Adjusts magnet enrollment policy and becomes neighborhood option for students in the Obama feeder	478 (625)
Milliones (U-Prep) 6-12 (304)	6-8	• 6-8 students attend Milliones which becomes Sci Tech 6-8 at Milliones • 9-12 students attend Sci Tech at current building (Frick) or Obama	• Becomes neighborhood magnet in the Obama feeder	373^ (1,116)

^: *Alternative uses for building to be determined*
Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

Summary of Proposed Changes for Milliones (U-Prep) Feeder

Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
Weil PreK-5 (187)	PreK-5	• No programmatic or grade level changes	• Retains existing attendance zone and adds Miller K-5 zone	597 (614)
Liberty K-5 (215)	K-5	• Would become a neighborhood school	• Becomes new attendance zone, spanning east sections of current Arsenal and Woolslair zones, and northwest section of current Colfax zone • Receives northwest section of current Colfax K-5 zone (~120 students) • Receives east section of current Arsenal K-5 zone (~200 students) • Receives east section of current Woolslair zone (~100 students)	410 (474)
Sunnyside PreK-8 (243)	PreK-5	• Transitions from a PreK-8 to a PreK-5, 6-8 students attend Arsenal • Regional ESL K-5 site is added	• Retains existing K-5 attendance zone, shifts 6-8 zone to Arsenal • Receives west section of current Arsenal K-5 zone (~60 students) • Receives west section of current Woolslair zone (~100 students)	436 (470)

Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.
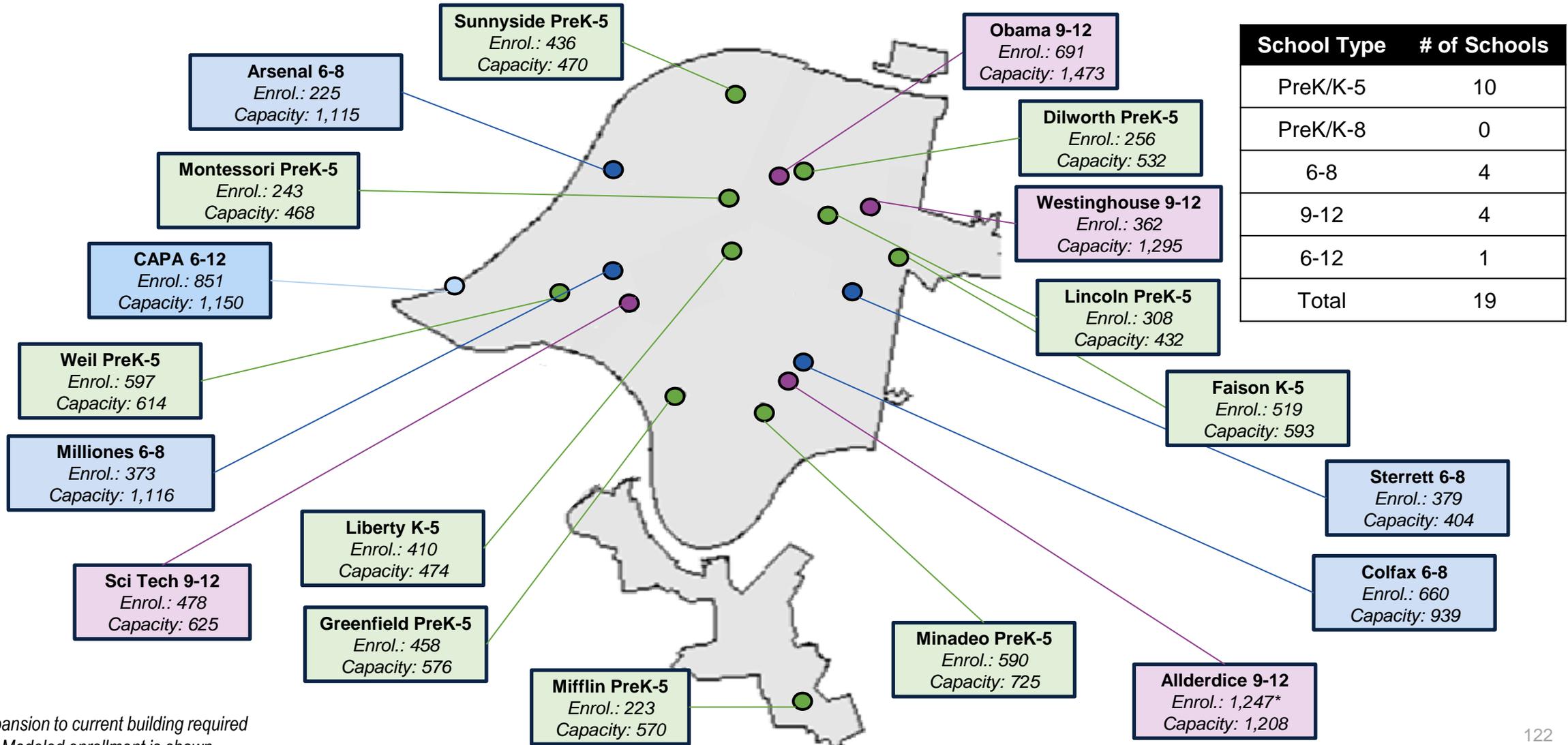
ERS Education Resource Strategies

Summary of Proposed Changes for Milliones (U-Prep) Feeder

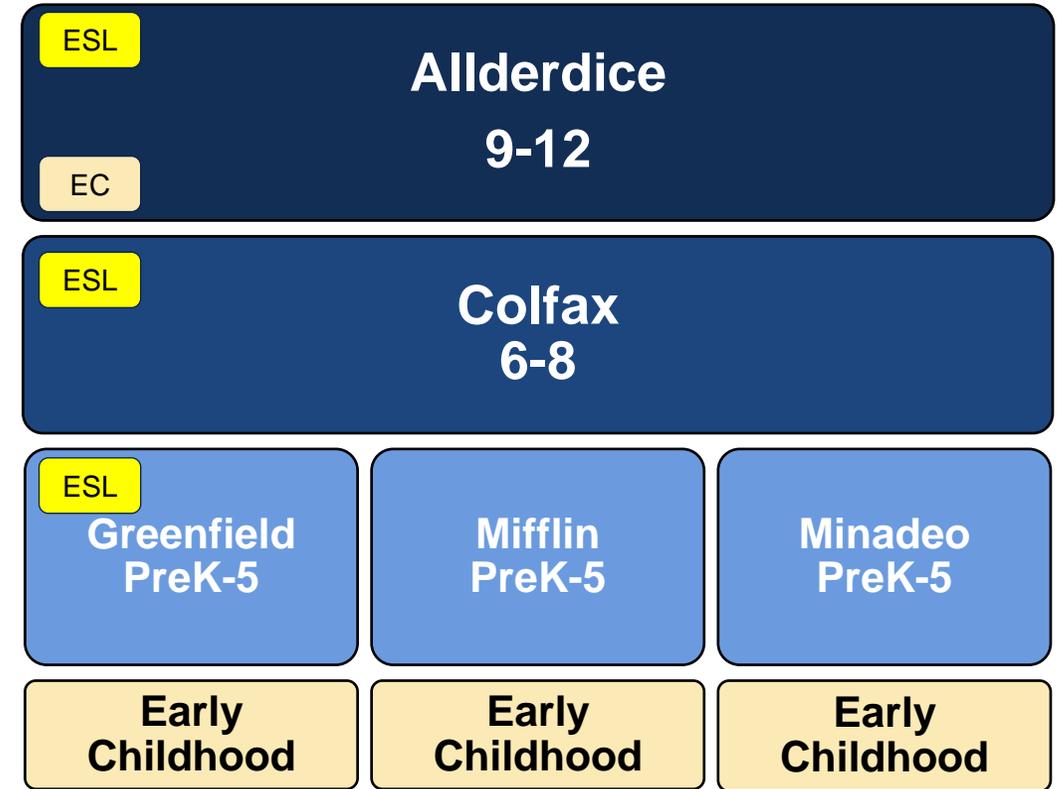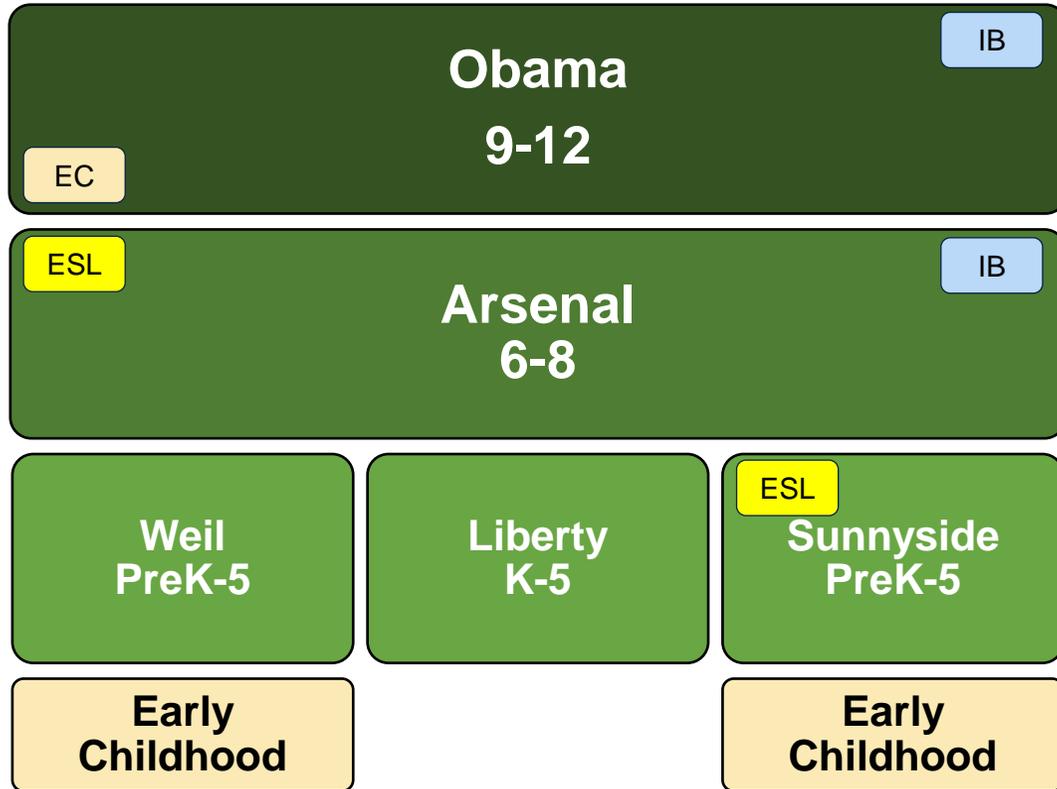| Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
Miller PreK-5 (207)	Closed	• Closes, PreK-5 students attend Weil • Early Childhood students attend Weil	• Shifts to Weil zone	- (532)
Arsenal PreK-5 (317)	Closed	• Closes, PreK-5 students attend Liberty and Sunnyside • Early Childhood students attend Sunnyside • ESL students attend Sunnyside	• Shifts east section of current attendance zone to new Liberty zone (~200 students) • Shifts west section of current attendance zone to Sunnyside zone (~60 students)	- (1,115)
Woolslair PreK-5 (223)	Closed	• Closes, PreK-5 students attend Liberty and Sunnyside • Early Childhood students attend Sunnyside	• Shifts east section of current attendance zone to new Liberty zone (~100 students) • Shifts west section of current attendance zone to Sunnyside zone (~100 students)	- (319)

Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

ERS Education Resource Strategies

Map of Proposed Schools

Sunnyside PreK-5
Enrol.: 436
Capacity: 470

Obama 9-12
Enrol.: 691
Capacity: 1,473

Arsenal 6-8
Enrol.: 225
Capacity: 1,115

Dilworth PreK-5
Enrol.: 256
Capacity: 532

Montessori PreK-5
Enrol.: 243
Capacity: 468

Westinghouse 9-12
Enrol.: 362
Capacity: 1,295

CAPA 6-12
Enrol.: 851
Capacity: 1,150

Lincoln PreK-5
Enrol.: 308
Capacity: 432

Weil PreK-5
Enrol.: 597
Capacity: 614

Faison K-5
Enrol.: 519
Capacity: 593

Milliones 6-8
Enrol.: 373
Capacity: 1,116

Sterrett 6-8
Enrol.: 379
Capacity: 404

Liberty K-5
Enrol.: 410
Capacity: 474

Colfax 6-8
Enrol.: 660
Capacity: 939

Sci Tech 9-12
Enrol.: 478
Capacity: 625

Greenfield PreK-5
Enrol.: 458
Capacity: 576

Minadeo PreK-5
Enrol.: 590
Capacity: 725

Mifflin PreK-5
Enrol.: 223
Capacity: 570

Allderdice 9-12
Enrol.: 1,247*
Capacity: 1,208

School Type	# of Schools
PreK/K-5	10
PreK/K-8	0
6-8	4
9-12	4
6-12	1
Total	19

*: Expansion to current building required
Note: Modeled enrollment is shown.

122

Recommended School Changes for East and Central – Obama and Allderdice

Obama
9-12
IB
EC

Arsenal
6-8
ESL
IB

Weil PreK-5

Liberty K-5

Sunnyside PreK-5
ESL

Early Childhood

Early Childhood

Allderdice
9-12
ESL
EC

Colfax
6-8
ESL

Greenfield PreK-5
ESL

Mifflin PreK-5

Minadeo PreK-5

Early Childhood

Early Childhood

Early Childhood

Note: Students in the Obama feeder also have the option to attend Sci Tech 6-8 and 9-12 as these schools are now neighborhood magnets

Recommended School Changes for East and Central – Westinghouse

EC

Westinghouse
9-12

Sterrett
6-8

Lincoln
PreK-5

Dilworth
PreK-5

Faison
K-5

Early Childhood

Early Childhood

Early Childhood Centers

Crescent EC

Recommended School Changes for East and Central – Magnets

Full Magnets

CAPA
6-12

Montessori
PreK-5

Neighborhood Magnets

Sci Tech
(in existing
building)
EC **9-12**

Obama
(IB)
9-12

Sci Tech
(at Milliones)
6-8

Arsenal
(IB MYP)
6-8

Note: The Obama feeder pattern would be considered the "neighborhood" for Sci Tech 6-8 and 9-12 (i.e. students in the Obama feeder pattern are guaranteed seats at these two schools).

Proposed School Changes

Colfax K-8 would become a 6-8 Middle School

Total Enrollment

| | 816 | 715 | 732 | 741 | 719 |
| SY 20/21 | SY 21/22 | SY 22/23 | SY 23/24 | SY 24/25 (Proj.) |
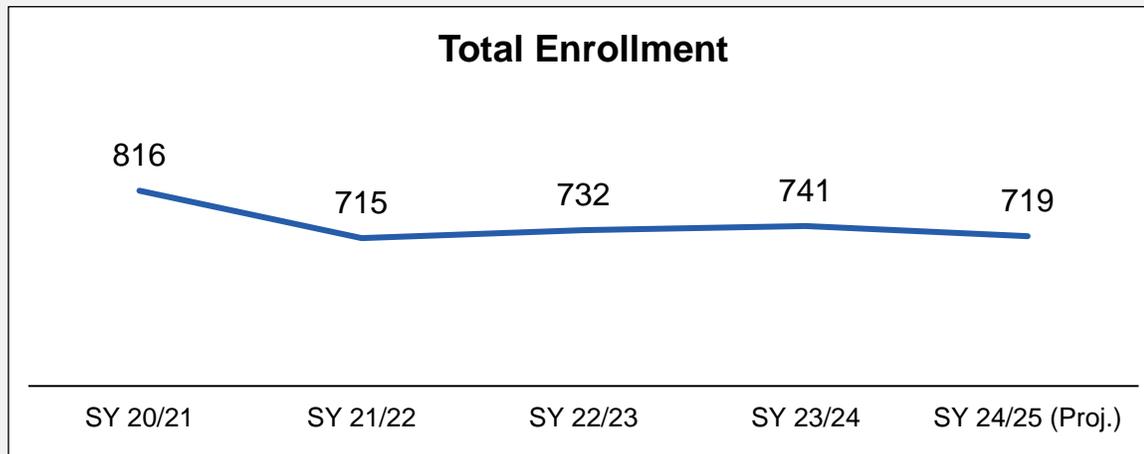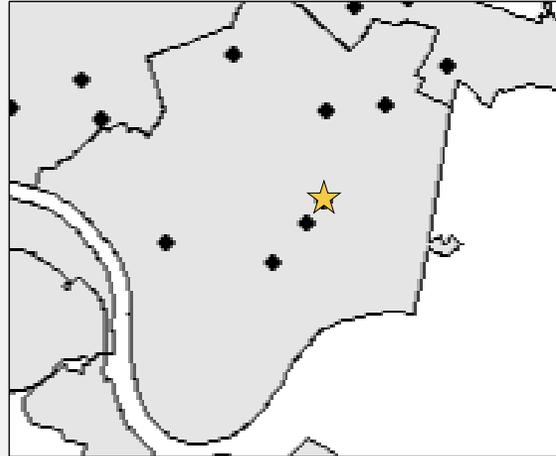
Changes to Grade Level: K-8 to 6-8

Changes to Attendance Zone: Retains current attendance zone; adds existing Mifflin and Greenfield 6-8 zone; receives portion of current Sterrett zone; shifts part of current zone to Greenfield, Minadeo, and Liberty

Changes to Programming: Adds specialized programming/focus

Modeled Enrollment: 660

Capacity: 939

Facility Assessment: In need of moderate renovations; EAI = E

Proximity to Other Schools: Minadeo (1.1 mi), Linden (1.2 mi), Greenfield (1.8 mi), Liberty (2.2 mi)

Need Profile: 29% Econ. Dis, 11% ELL, 16% SWD

K-5 Students Attend: Greenfield, Liberty, and Minadeo (which all becomes K-5s)

K-5 ESL Students Attend: Greenfield

Rationale

- District-wide shift to separate K-5 and 6-8 programs to better provide developmentally appropriate support to students

- Minadeo and Greenfield provide nearby options for current Colfax students in the south section of the current Colfax zone while Liberty provides a nearby option for students in the north section

- Colfax has suitable facilities to be a 6-8 (e.g. appropriate gym, cafeteria, and lab space)

ERS Education Resource Strategies

Greenfield PreK-8 would become a PreK-5 Elementary School
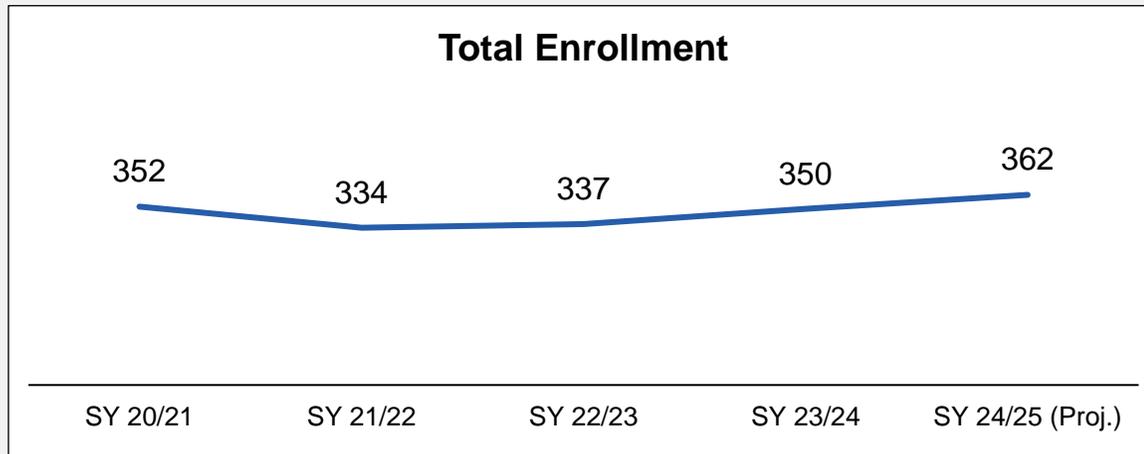
Changes to Grade Level: PreK-8 to PreK-5

Changes to Attendance Zone: Retains current K-5 zone, shifts 6-8 zone to Colfax; receives section of Colfax K-5 zone

Changes to Programming: No programmatic changes

Modeled Enrollment: 458

Capacity: 576

Facility Assessment: In need of moderate renovations; EAI = F

**Proximity to Other Schools**: Minadeo (1.2 mi), Colfax (1.8 mi)

Need Profile: 58% Econ. Dis, 20% ELL, 16% SWD

6-8 Students Attend: Colfax (which becomes 6-8)

6-8 ESL Students Attend: Colfax

Total Enrollment

| SY 20/21 | SY 21/22 | SY 22/23 | SY 23/24 | SY 24/25 (Proj.) |

352 — 334 — 337 — 350 — 362

Rationale

- District-wide shift to separate K-5 and 6-8 programs to better provide developmentally appropriate support to students and low enrollment for a full K-8 program

- Greenfield would receive students from Colfax, which would increasing enrollment the school's and ability to provide expanded course offerings other supports

- Greenfield was considered for the neighborhood MS; however, Colfax has more suitable facilities for a 6-8 (e.g., gym, cafeteria, lab space)

ERS Education Resource Strategies

Mifflin PreK-8 would become a PreK-5 Elementary School
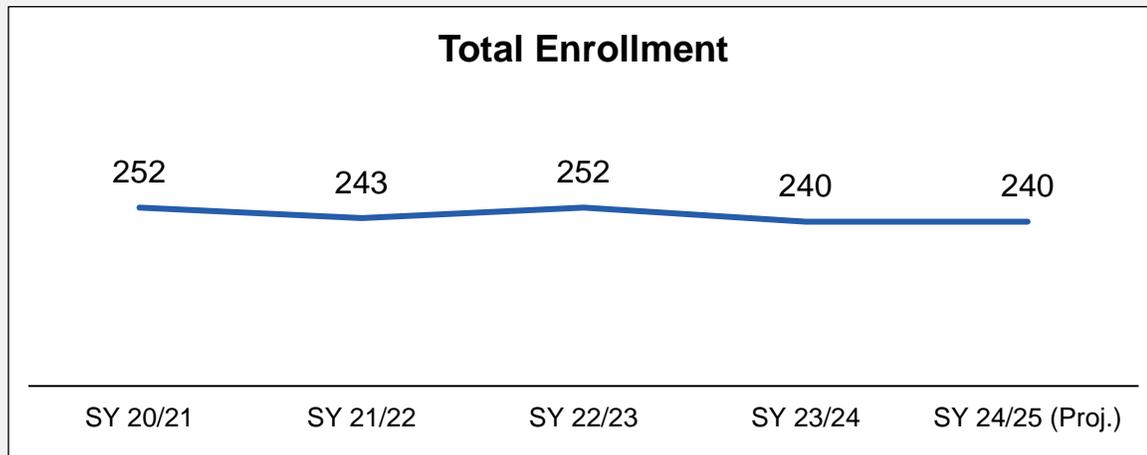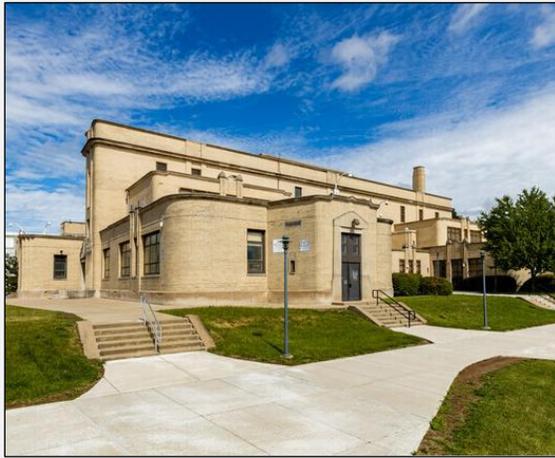
Total Enrollment

SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)
252	243	252	240	240

Changes to Grade Level: PreK-8 to PreK-5

Changes to Attendance Zone: Retains current K-5 zone and shifts 6-8 zone to Colfax

Changes to Programming: No programmatic changes

Modeled Enrollment: 223

Capacity: 570

Facility Assessment: In need of moderate renovations; EAI = D
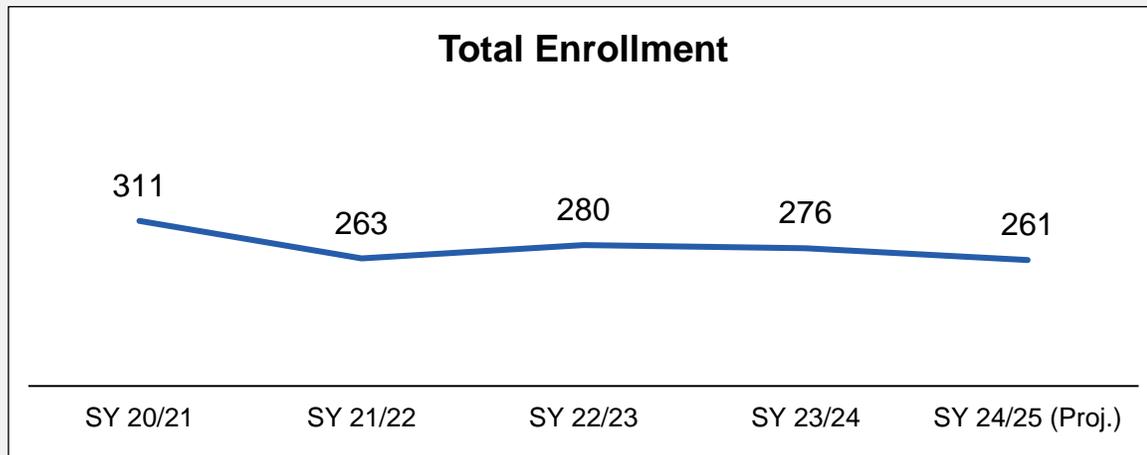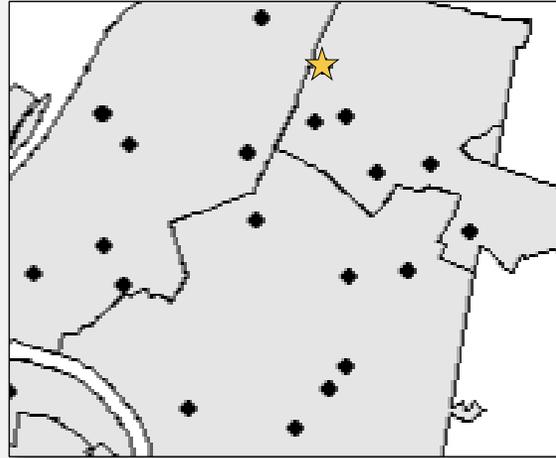
Proximity to Other Schools: Colfax (6.6 mi)

Need Profile: 79% Econ. Dis, 0% ELL, 20% SWD

6-8 Students Attend: Colfax (which becomes 6-8)

Rationale

- District-wide shift to separate K-5 and 6-8 programs to better provide developmentally appropriate support to students
- Low enrollment to provide robust experience for K-8 students
- Closing Mifflin would create a "school desert" for K-5 students living in this current attendance zone and would significantly increase transportation need for these students if they attended an alternative K-5

Westinghouse 6-12 would become a 9-12 High School
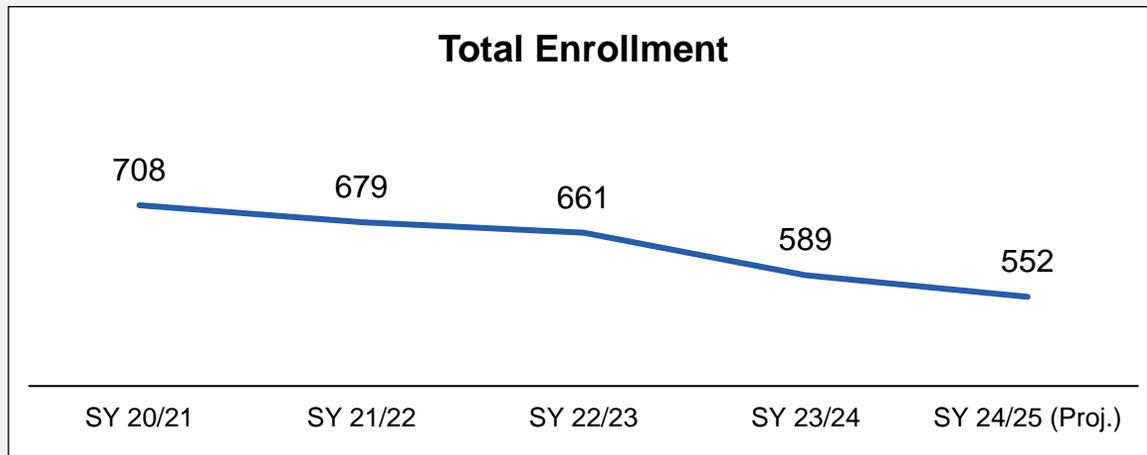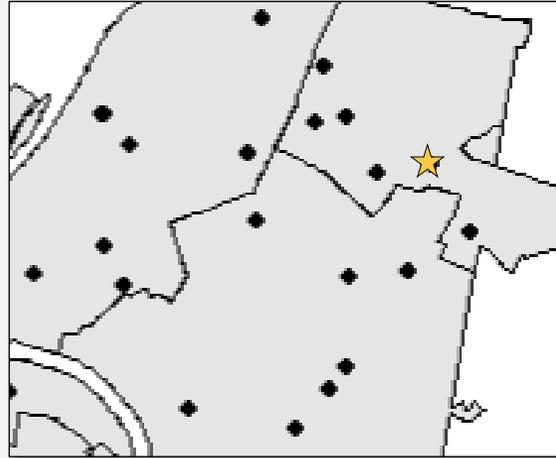
Changes to Grade Level: 6-12 to 9-12

Changes to Attendance Zone: Retains current 9-12 attendance zone, shifts 6-8 attendance zone to Sterrett

Changes to Programming: Adds a neighborhood magnet to be consistent with other existing 9-12 schools

Modeled Enrollment: 362

Capacity: 1,295

Facility Assessment: In need of moderate renovations; EAI = F

Proximity to Other Schools: Sterrett (1.2 mi), Obama (1.6 mi)

Need Profile: 91% Econ. Dis, 1% ELL, 31% SWD

6-8 Students Attend: Sterrett (which becomes 6-8)

Rationale

- District-wide shift to separate 6-8 and 9-12 programs to better provide developmentally appropriate support to students
- Strong community support to have Westinghouse retain the 9-12 grades
- Sterrett is just over a mile away, making it the closest middle school for 6-8 students
- Currently offers strong CTE programs and a neighborhood magnet program can increase available offerings and provide more opportunities for students

Total Enrollment

708	679	661	589	552
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Fulton PreK-5 would close

Changes to Grade Level: PreK-5 to N/A

Changes to Attendance Zone: Shifts to Dilworth

Changes to Programming: Closes

Modeled Enrollment: -

Capacity: 487

Facility Assessment: In need of major renovations; EAI = F:

Proximity to Other Schools: Dilworth (0.7 mi), Sunnyside (1.2 mi)

Need Profile: 82% Econ. Dis, 2% ELL, 25% SWD

K-5 Students Attend: Dilworth (which becomes a neighborhood school)

Early Childhood Students Attend: Dilworth

Total Enrollment

SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)
311	263	280	276	261

Rationale

- Both Fulton and Dilworth are located in the same attendance zone; however, the current number of K-5 students living in this zone only calls for one K-5 school

- The current building needs major renovations and would be very difficult to be made ADA accessible, while the Dilworth building has considerably better facilities

Obama 6-12 would become a 9-12 High School
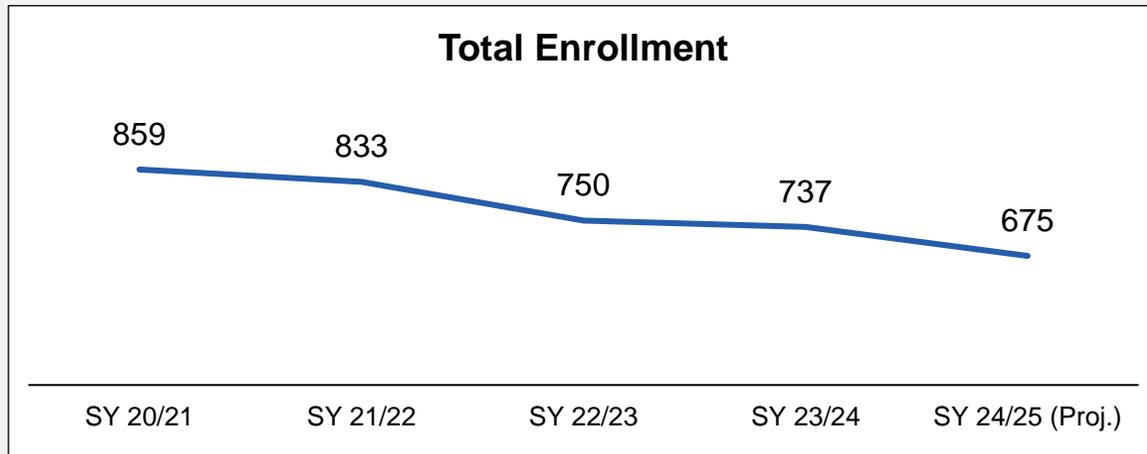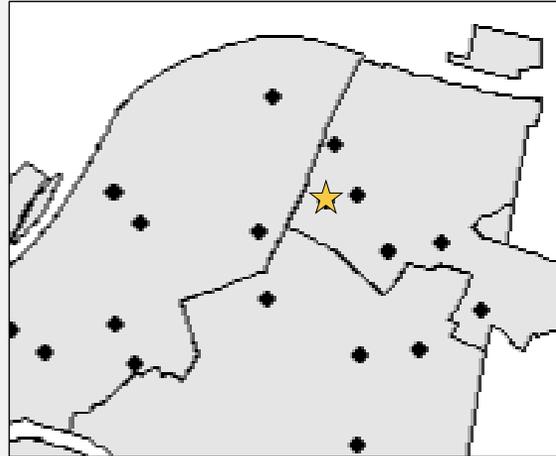
Changes to Grade Level: 6-12 to 9-12

Changes to Attendance Zone: Becomes existing Milliones 9-12 zone

Changes to Programming: Becomes 9-12 IB neighborhood magnet

Modeled Enrollment: 691

Capacity: 1,473

Facility Assessment: In need of moderate renovations; EAI = E

**Proximity to Other Schools**: Westinghouse (1.7 mi), Arsenal (2.9 mi)

Need Profile: 75% Econ. Dis, 2% ELL, 20% SWD

6-8 Students Attend: Arsenal (which becomes 6-8 programming)

Total Enrollment

859   833   750   737   675

SY 20/21   SY 21/22   SY 22/23   SY 23/24   SY 24/25 (Proj.)

Rationale

- District-wide shift to separate 6-8 and 9-12 programs to better provide developmentally appropriate support to students

- Splitting programs into two buildings allows for potential to expand programs and increase open seats to meet demand for IB programming

- Low and declining enrollment for 6-12 program prohibits provision of robust programming and staffing

Arsenal 6-8 would become a IB MYP neighborhood magnet
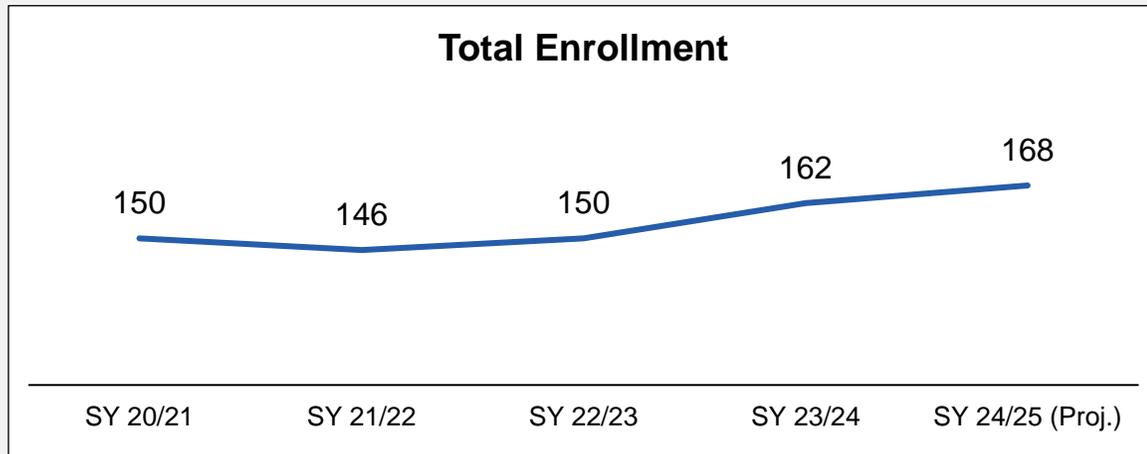
Changes to Grade Level: No grade level changes

Changes to Attendance Zone: Retains current 6-8 attendance zone and adds existing 6-8 Sunnyside zone

Changes to Programming: Becomes 6-8 IB MYP neighborhood magnet

Modeled Enrollment: 225

Capacity: 1,115

**Facility Assessment:** In need of moderate renovations; EAI = E

Proximity to Other Schools: Woolslair (0.5 mi), Montessori (1.6 mi), Liberty (2.1 mi), Sunnyside (2.3 mi)

Need Profile: 77% Econ. Dis, 43% ELL, 27% SWD

Total Enrollment

SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)
150	146	150	162	168

Rationale

- District-wide shift to move away from collocation of 6-8 and 9-12 programs
- Splitting programs into two buildings allows for potential to expand programs and increase open seats to meet demand for IB MYP programming

ERS Education Resource Strategies

Sci Tech 6-12 would become 9-12 neighborhood magnet High School
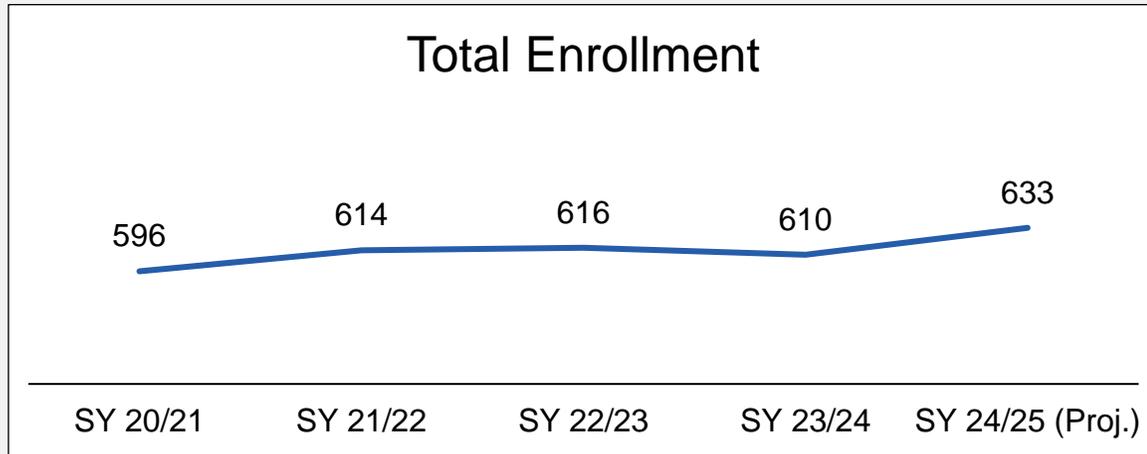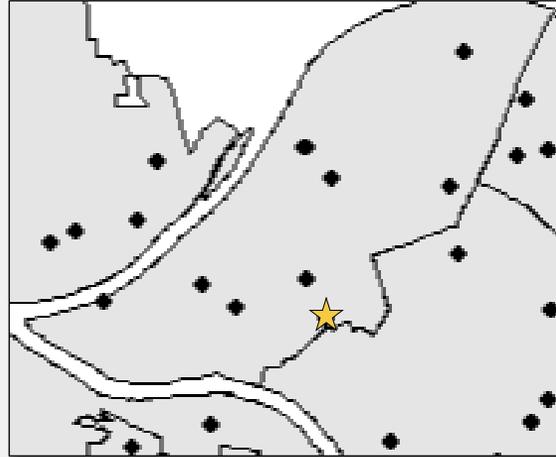
Total Enrollment

596	614	616	610	633
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Changes to Grade Level: 6-12 to 9-12

Changes to Attendance Zone: Becomes neighborhood magnet and adjusts magnet enrollment policies

Changes to Programming: Becomes 9-12 neighborhood magnet

Modeled Enrollment: 478

Capacity: 625

Facility Assessment: In need of minor renovations; EAI = F

Proximity to Other Schools: Milliones (U-Prep) (1.2 mi)

Need Profile: 50% Econ. Dis, 1% ELL, 10% SWD

6-8 Students Attend: Milliones (which adopts 6-8 Sci Tech programming)

Rationale

- District-wide shift to separate 6-8 and 9-12 programs to better provide developmentally appropriate support to students

- Providing dedicated campus for 6-8 and 9-12 improves district ability to expand Sci Tech programming for more students and meet application demand for programming

- Milliones is only a 1.2 mile drive from Sci Tech campus, and building has significant capacity for renovations and specialty Sci Tech facilities

Milliones 6-12 would become a Sci Tech 6-8 at Milliones
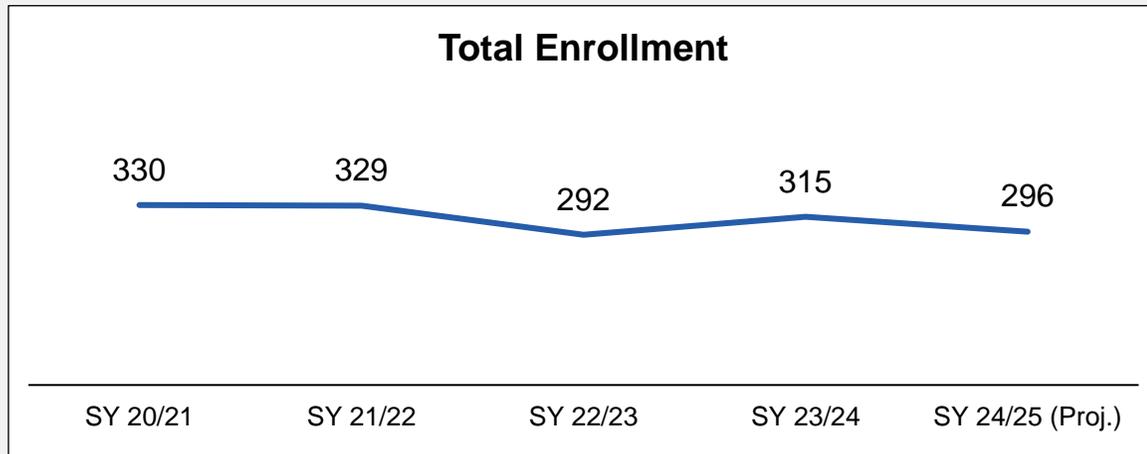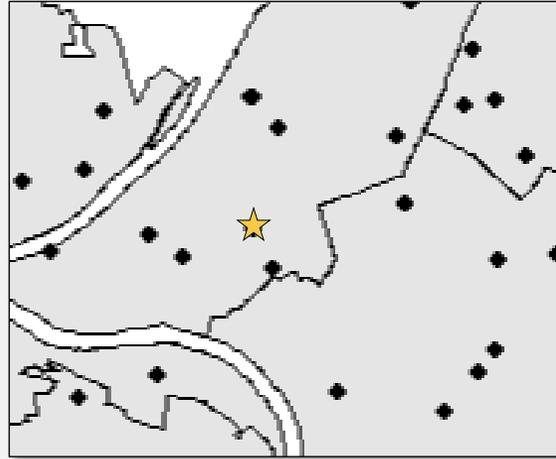
Changes in Grade Level: 6-12 to 6-8

Changes in Attendance Zone: Becomes neighborhood magnet

Changes in Programming: Adopts 6-8 Sci Tech programming; current University Prep programming would cease

Modeled Enrollment: 373

Capacity: 1,116

Facility Assessment: In need of minor renovations; EAI = E

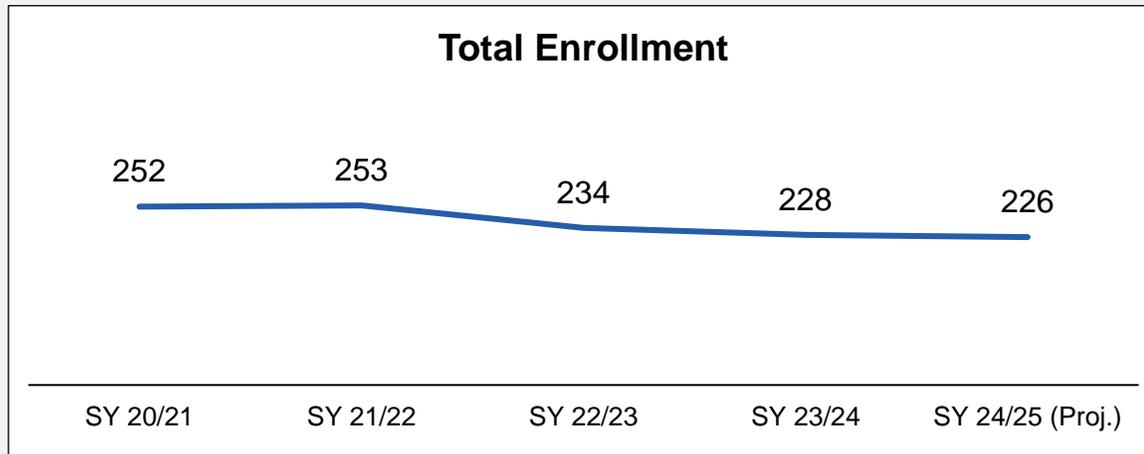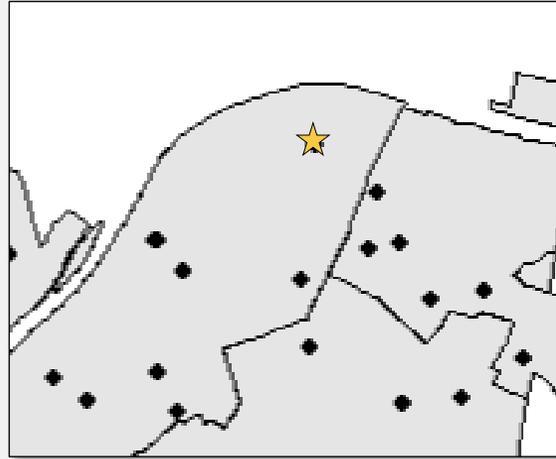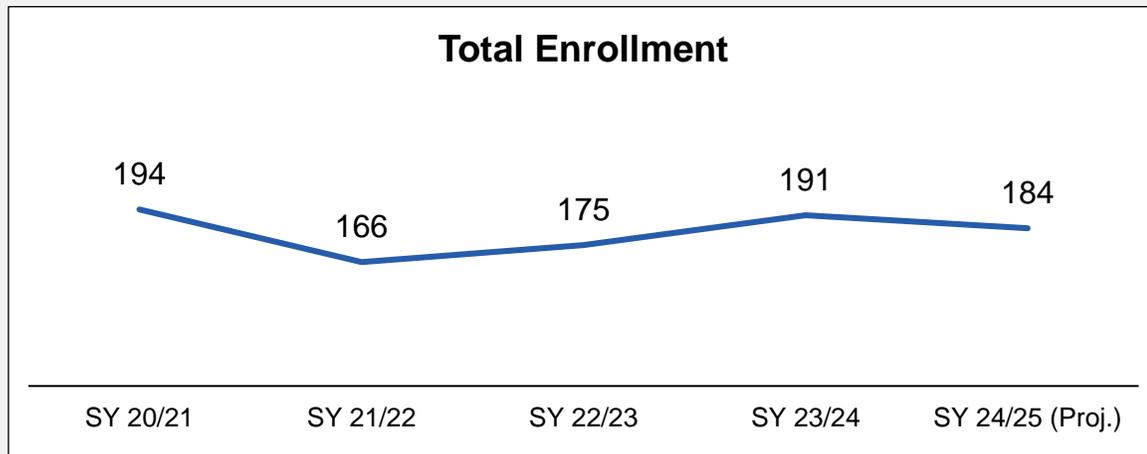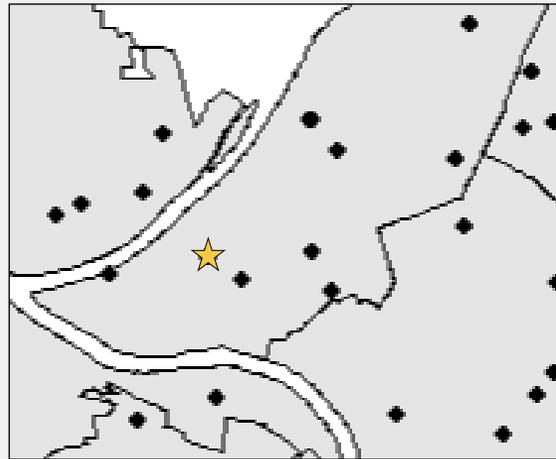**Proximity to Other Schools:** Sci Tech (1.2 mi)

Need Profile: 88% Econ. Dis, 0% ELL, 30% SWD

9-12 Students Attend: Sci Tech (which becomes 9-12) or Obama

Rationale

- District-wide shift to separate 6-8 and 9-12 programs to better provide developmentally appropriate support to students and severely low and declining enrollment as 6-12 program

- Current University Prep program is consistently underapplied to, with applications only filling up about 20% of open seats

- Establishing the Milliones building as a 6-8 Sci Tech (neighborhood magnet) would expand access to Sci Tech programming for more students, especially in an area that has been adversely impacted by past school closures. Location could also leverage resources from University of Pittsburgh/Carnegie Mellon University

- The building has significant capacity for renovations to accommodate Sci Tech programming.

Total Enrollment

SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)
330	329	292	315	296

Sunnyside PreK-8 would become a PreK-5 school and Regional K-5 ESL site

Total Enrollment

| SY 20/21 | SY 21/22 | SY 22/23 | SY 23/24 | SY 24/25 (Proj.) |
| 252 | 253 | 234 | 228 | 226 |

Changes to Grade Level: PreK-8 to PreK-5

Changes to Attendance Zone: Retains existing K-5 attendance zone, shifts 6-8 zone to Arsenal; receives partial section of current Arsenal K-5 and Woolslair zone

Changes to Programming: New Regional K-5 ESL site

Modeled Enrollment: 436

Capacity: 470

Facility Assessment: In need of minor renovations; EAI = E

Proximity to Other Schools: Fulton (1.2 mi), Arsenal (2.3 mi)

Need Profile: 79% Econ. Dis, 3% ELL, 23% SWD

6-8 Students Attend: Arsenal (which becomes 6-8)

Rationale

- District-wide shift to separate K-5 and 6-8 programs to better provide developmentally appropriate support to students as well as severely low enrollment for robust K-8 program

- Building has possibility to expand to take on students from Arsenal and Woolslair

- A regional K-5 ESL site would be added to serve ESL students in region

Miller PreK-5 would close

Total Enrollment

194
166
175
191
184

SY 20/21 | SY 21/22 | SY 22/23 | SY 23/24 | SY 24/25 (Proj.)

Changes to Grade Level: PreK-5 to N/A

Changes to Attendance Zone: Shifts to Weil

Changes to Programming: Closes

Modeled Enrollment: -

Capacity: 532

Facility Assessment: In need of moderate renovations; EAI = E

Proximity to Other Schools: Weil (0.6 mi)

Need Profile: 100% Econ. Dis, 0% ELL, 27% SWD

K-5 Students Attend: Weil (which becomes PreK-5)

Early Childhood Students Attend: Weil

Rationale

- Low and declining enrollment, merging with Weil would increase enrollment and improve ability to provide expanded course offerings and staff

- The Miller building requires significant renovations, and the Weil building is in a more central location and has better amenities

Arsenal PreK-5 would close
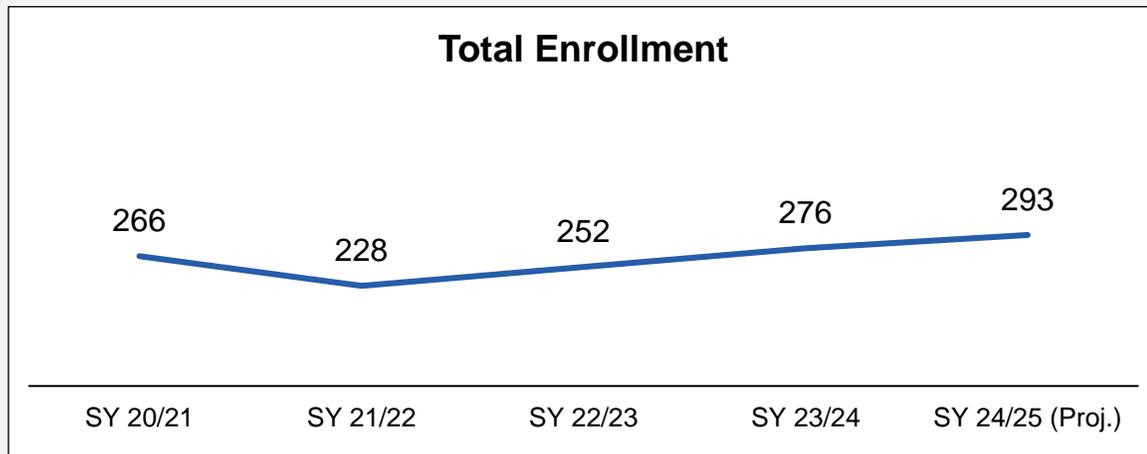
Total Enrollment

266	228	252	276	293
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Changes to Grade Level: PreK-5 to N/A

Changes to Attendance Zone: Shifts a section of attendance zone to new Liberty zone and Sunnyside zone

Changes to Programming: Closes

Modeled Enrollment: -

Capacity: 1,115 (co-located with Arsenal 6-8)

Facility Assessment: In need of moderate renovations; EAI = E

Proximity to Other Schools: Woolslair (0.5 mi), Montessori (1.6 mi), Liberty (2.1 mi), Sunnyside (2.3 mi)

Need Profile: 92% Econ. Dis, 46% ELL, 14% SWD

K-5 Students Attend: Sunnyside and Liberty (which both become K-5s)

Early Childhood Students Attend: Sunnyside

ESL Students Attend: Sunnyside or New Regional Site

Rationale

- District-wide shift to move away from collocation of K-5 and 6-8 programs —the PreK-5 program is currently collocated with Arsenal 6-8

- Most K-5 students in the current Arsenal zone live on the east side of the zone (close to Garfield neighborhood), which is closer to Liberty and Sunnyside, both of which will be K-5 programs

- This proposal includes more regional ESL sites which will provide a closer option for many students currently traveling to Arsenal

ERS Education Resource Strategies

Woolslair PreK-5 would close
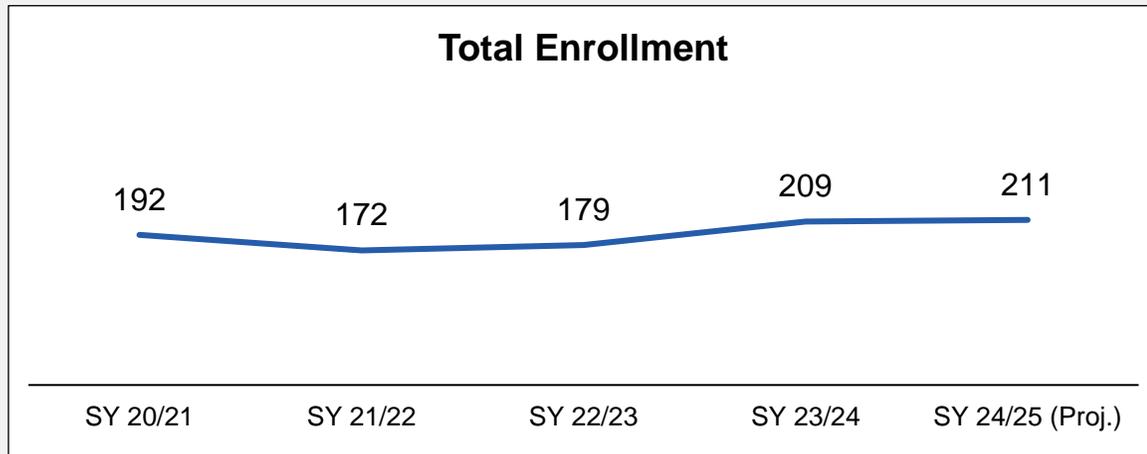
Changes to Grade Level: PreK-5 to N/A

Changes to Attendance Zone: Shifts a section of attendance zone to new Liberty zone and Sunnyside zone

Changes to Programming: Closes

Modeled Enrollment: -

Capacity: 319

Facility Assessment: In need of major renovations; EAI = F

Proximity to Other Schools: Arsenal (0.5 mi), Liberty (1.6 mi), Sunnyside (2.4 mi)

Need Profile: 78% Econ. Dis, 2% ELL, 18% SWD

K-5 Students Attend: Liberty and Sunnyside

Early Childhood Students Attend: Sunnyside

Rationale

- Low enrollment and functional capacity for full K-5 program.
- Facilities need significant improvements
- Merging with nearby K-5 schools and increasing enrollment improves ability to improve course and program offerings for all students (including STEM)
- There are only 184 K-5 students who live in the current Woolslair attendance zone

Total Enrollment

192	172	179	209	211
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Summary of Additional Programming in East & Central

Specialized Middle School Focus/Programming developed at Colfax and Sterrett

Regional K-5 ESL site opens at Sunnyside

Neighborhood magnet added at Arsenal (Middle School IB MYP), Obama (High School IB), Milliones (Middle School Sci Tech), and Sci Tech (High School Sci Tech)

Neighborhood magnet added at Westinghouse to be consistent with other high schools

Other Programs/Full Magnets

Summary of Proposed Changes for Other Programs/Full Magnets

| Current School Name (Current Enrollment)	Proposed School Level	Recommendations and Changes from Current State	Changes to Attendance Zone	Modeled Enrollment (Building Capacity)
CAPA 6-12 (851)	6-12	• No programmatic or grade level changes • Retains full magnet status	• Retains magnet attendance but adjusts magnet enrollment policies	851 (1,150)
Montessori PreK-5 (243)	PreK-5	• Moves into vacated Linden building • Retains full magnet status	• N/A – previously a full magnet	243 (499)
Linden PreK-5 (102)	Closed	• Closes, students transition to neighborhood schools	• N/A – previously a full magnet	- (499)

^: Alternative uses for building to be determined

Note: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

Proposed School Changes

CAPA 6-12 would remain a 6-12 Secondary School
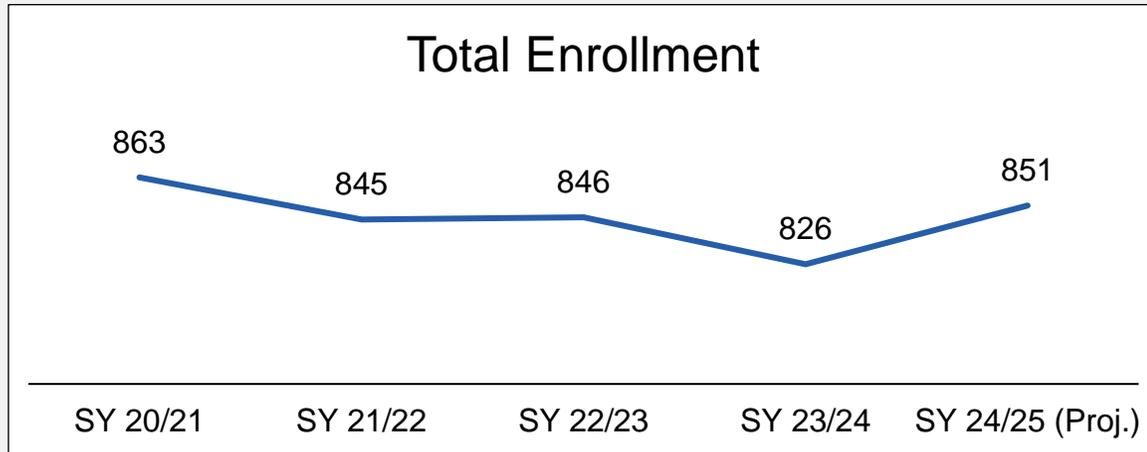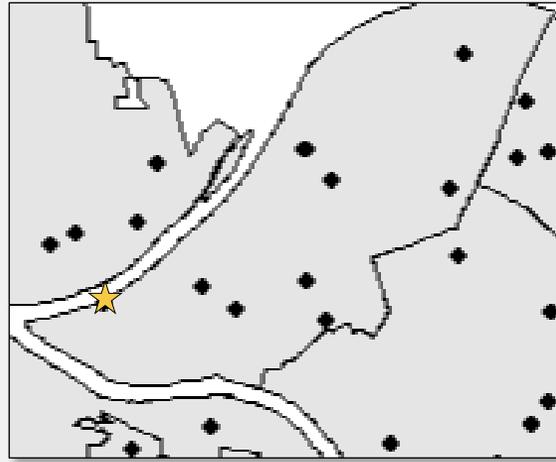
Changes to Grade Level: No grade level changes

Changes to Attendance Zone: Retains magnet attendance but adjusts magnet enrollment policies

Changes to Programming: No programmatic changes

Modeled Enrollment: 851

Capacity: 1,150

**Facility Assessment:** In need of general maintenance; EAI = E

Proximity to Other Schools:

Need Profile: 33% Econ. Dis, 0% ELL, 7% SWD

Rationale

- Maintaining full magnet status and 6-12 grade configuration due to the highly specialized nature of the program

- Specialized spaces/amenities (e.g., music practice rooms, dance studios) and staff required for the performing arts curriculum are shared between 6-8 and 9-12 students; renovating another building for a separate 6-8 program would require significant investment

- Building is centrally located in the Cultural District and has easy access via public transportation

Total Enrollment

863	845	846	826	851
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Montessori PreK-5 would move into vacated Linden building
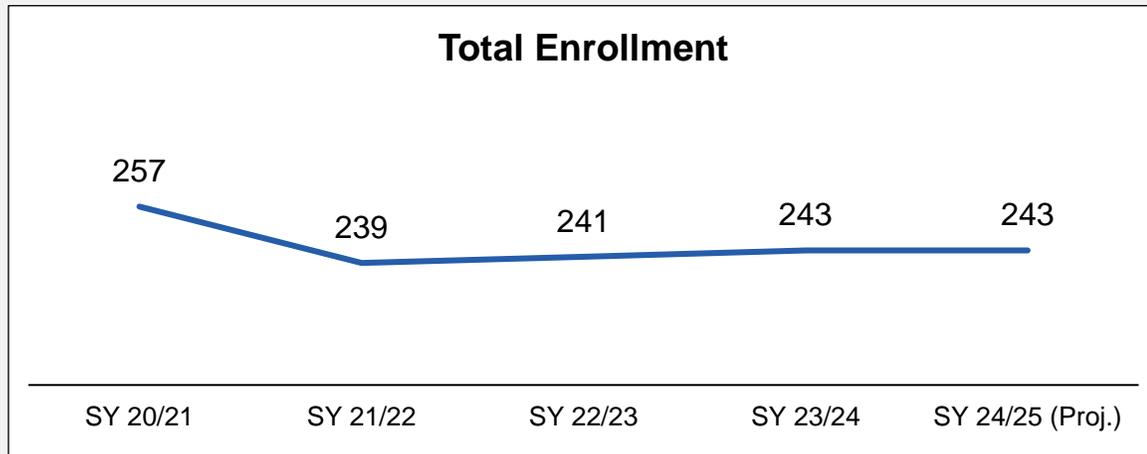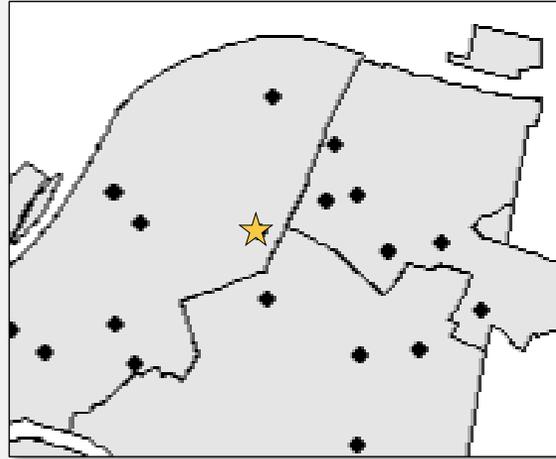
Changes to Grade Level: No grade level changes

Changes to Attendance Zone: Retains full magnet status and adjusts magnet enrollment policies

Changes to Programming: Retains full Montessori magnet programming

Modeled Enrollment: 243

Capacity: 468

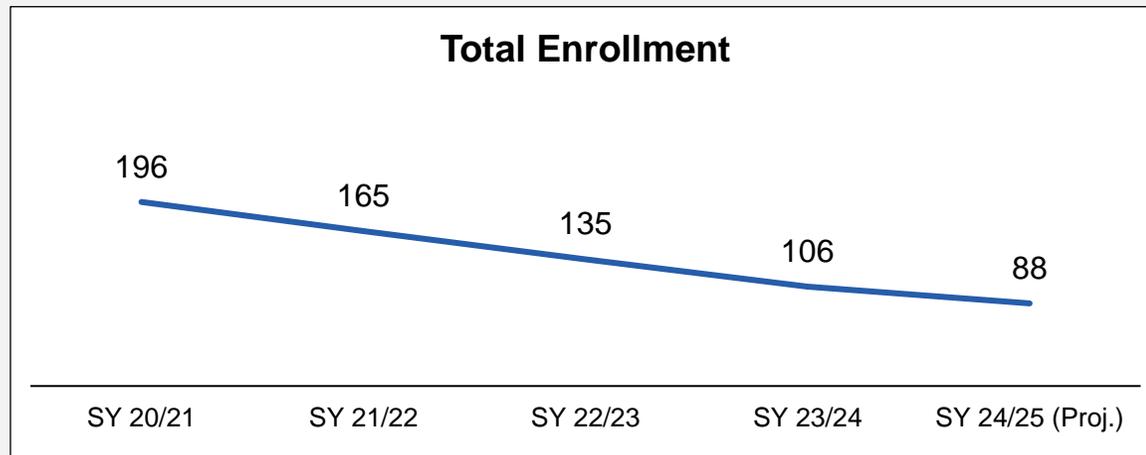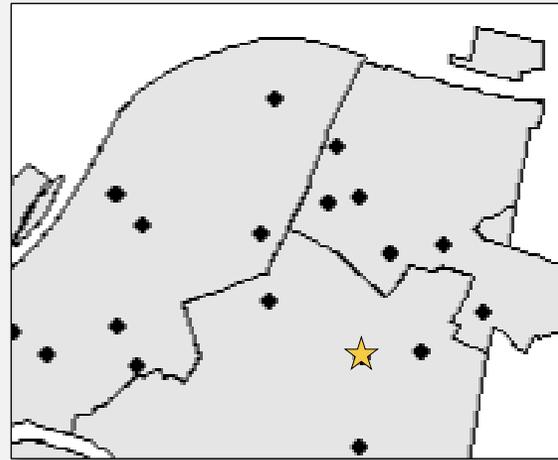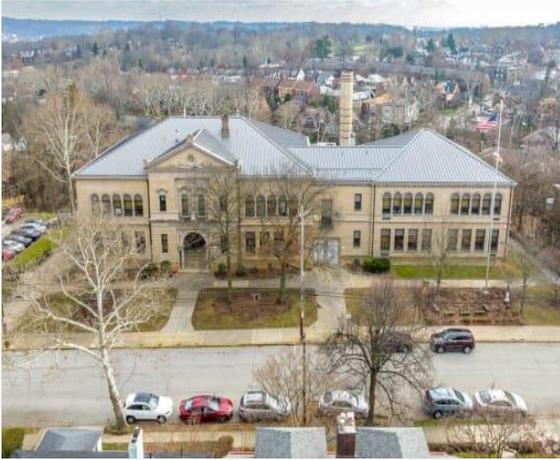**Facility Assessment:** In need of major renovations; EAI = F

Proximity to Other Schools: Liberty (0.9 mi), Dilworth (1.5 mi) Linden (2.2 mi)

Need Profile: 25% Econ. Dis, 0% ELL, 19% SWD

Total Enrollment

257	239	241	243	243
SY 20/21	SY 21/22	SY 22/23	SY 23/24	SY 24/25 (Proj.)

Rationale

- Current Friendship building requires major renovation; also a historic building that could be utilized by community

- Improved facilities at Linden building allow for expansion of highly demanded Montessori programming (applications for this school are ~3x the current enrollment)

- Given the unique nature of Montessori programming, this should would retain full magnet status with changes to enrollment policies

Linden PreK-5 would close

Total Enrollment

- 196 — SY 20/21
- 165 — SY 21/22
- 135 — SY 22/23
- 106 — SY 23/24
- 88 — SY 24/25 (Proj.)

Changes to Grade Level: PreK-5 to N/A

Changes to Attendance Zone: N/A – previously a full magnet

Changes to Programming: Closes

Modeled Enrollment: -

Capacity: 499

Facility Assessment: In need of moderate renovations; EAI = F

Proximity to Other Schools: Lincoln (1.3 mi), Faison (1.7 mi), Liberty (1.9 mi)

Need Profile: 92% Econ. Dis, 3% ELL, 19% SWD

K-5 Students Attend: Return to their neighborhood schools

Rationale

- Low and severely declining enrollment makes it difficult to provide robust programmatic offerings for K-5

- Alternative options included adding Linden as a K-5 for the Allderdice feeder; however, the Allderdice feeder has sufficiency K-5 seats in their existing schools

Final Proposed Feeder Pattern

*: Location with Regional ESL site
^: Location with Early Childhood Center

Notes:
- *This table does not show proposed changes for attendance zones. It should only be used to track which K5 -> MS -> HS movement*
- *The table above shows the final feeder patterns. Feeder patterns may vary based on renovation schedules and the phase-in plan.*
- *School names are not final and may change during the district's implementation plan.*
- *Sci Tech 6-8 and 9-12 are neighborhood magnets for the Obama feeder*

| North		
Allegheny PreK-5^	Manchester 6-8*	Perry 9-12*
Morrow PreK-5^	Manchester 6-8*	Perry 9-12*
Northview PreK-5*	Manchester 6-8*	Perry 9-12*
South & West		
Banksville K-5*	Carmalt 6-8*	Brashear 9-12*^
Beechwood PreK-5*^	Carmalt 6-8*	Brashear 9-12*^
Brookline PreK-5^	Carmalt 6-8*	Brashear 9-12*^
Phillips PreK-5	Carmalt 6-8*	Brashear 9-12*^
Langley K-5^	Classical 6-8	Brashear 9-12*^
Westwood K-5^	Classical 6-8	Brashear 9-12*^
Whittier K-5	Classical 6-8	Brashear 9-12*^
Concord PreK-5*^	Arlington 6-8	Carrick 9-12
West Liberty PreK-5^	Arlington 6-8	Carrick 9-12
Grandview PreK-5^	Arlington 6-8	Carrick 9-12
East & Central		
Greenfield PreK-5*^	Colfax 6-8*	Allderdice 9-12*^
Mifflin PreK-5^	Colfax 6-8*	Allderdice 9-12*^
Minadeo PreK-5^	Colfax 6-8*	Allderdice 9-12*^
Liberty K-5		
Sunnyside K-5*^		
Weil PreK-5^	Middle and High School feeders to be determined by district	
Dilworth PreK-5^		
Faison K-5		
Lincoln PreK-5^		

Special Schools

Summary of Proposed Changes for Special Schools

Current School Name	Recommendations and Changes from Current State	Building Capacity
Clayton Academy	• No proposed change	174
Conroy	• Moves to vacated South Brook building	348 (Conroy) 434 (South Brook)
Oliver Citywide Academy	• "Full-Time Emotional Support Programs" locations will be finalized by district	432
Online Academy	• Moves to Roosevelt Intermediate building	126 (Online Academy) 345 (Roosevelt)
Pioneer	• No proposed change	432
Student Achievement Center	• Moves to Roosevelt Intermediate building	628 (SAC) 345 (Roosevelt)
Gifted Center	• Recommendation for PPS to integrate Gifted and Talented Services into local schools (K-5 & 6-8)	1006
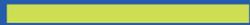
Proposed School Changes

Conroy moves to vacated South Brook building
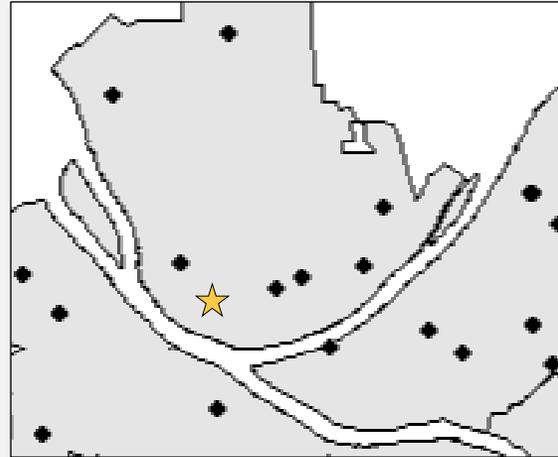
Changes in Grade Level: No grade level changes

Changes in Attendance Zone: No attendance zone changes

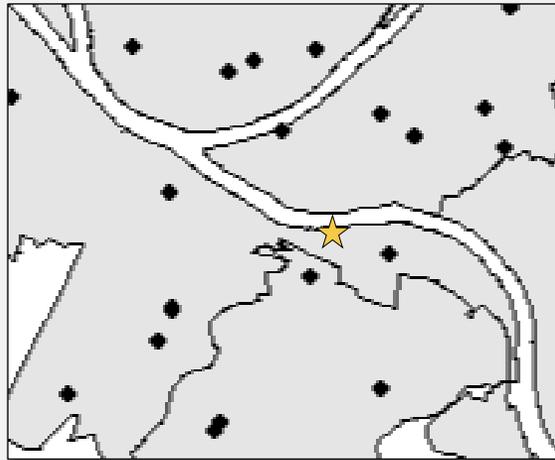**Changes in Programming:** No programmatic changes

Capacity: 348 (Conroy); 434 (South Brook)

Facility Assessment: In need of moderate renovations (Conroy); In need of minor renovations (South Brook)

Rationale

- Collocating South Brook and Conroy would allow for the sharing of staff and programming across schools which would benefit students in both schools
- The current Conroy building does not have great outdoor spaces (e.g., playground, field, etc.) and is in worse condition than South Brook

Online Academy moves to Roosevelt Intermediate building

Changes in Grade Level: No grade level changes

Changes in Attendance Zone: No attendance zone changes
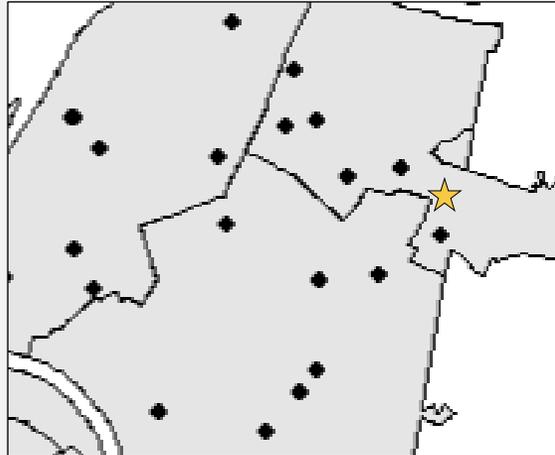
Changes in Programming: No programmatic changes

Capacity: 126 (Online Academy); 345 (Roosevelt Intermediate)

Facility Assessment: In need of moderate renovations (Online Academy); In need of minor renovations (Roosevelt Intermediate)

Rationale

- The current building the Online Academy uses (South Annex) is not designed to be a brick-and-mortar school and presents challenges from a facilities perspective

- The Roosevelt Intermediate building has significantly better facilities

- There are not enough students in the program currently to warrant a full building, so can be collocated with the Student Achievement Center in a suitable building

Changes in Grade Level: No grade level changes

Changes in Attendance Zone: No attendance zone changes

Changes in Programming: No programmatic changes

Capacity: 628 (Student Achievement Center); 345 (Roosevelt Intermediate)

Facility Assessment: In need of moderate renovations (Student Achievement Center); In need of minor renovations (Roosevelt Intermediate)

Rationale

- The current location of this program is in an area of the city that is difficult to access from other parts of the city

- Developing a more robust alternative education program could help the district retain students who leave for other providers (e.g., Charters)

- Current Student Achievement Center requires significant investment and is not ADA-accessible

- Moving to Roosevelt would provide a more suitable, central location

Summary & Impact of Changes

Fourteen traditional schools are slated for closure—the resulting vacant spaces could be repurposed to meet a variety of organizational needs

School/Level	New Building Status (upon full implementation)
K-5 and K-8	
Arsenal PreK-5	Arsenal 6-8 remains in building
Fulton PreK-5	Vacant
King PreK-8	Vacant. Potential short-term use as "swing space" for renovations
Linden PreK-5	Becomes new Montessori building
Manchester PreK-8	Renovated into 6-8 for the North region
Miller PreK-5	Vacant
Roosevelt K-5	Intermediate building houses Online Academy, Student Achievement Center, and program offices
Spring Hill K-5	Vacant
Woolslair PreK-5	Vacant
6-8 and 9-12	
Allegheny 6-8	Allegheny PreK-5 remains in building
Schiller 6-8	Vacant
South Brook 6-8	Conroy program shifts to South Brook building
South Hills 6-8	Vacant. Collocated with Brashear
Milliones 6-12	Sci Tech 6-8 relocates to Milliones building

Three special schools are slated for relocation—the resulting vacant spaces could be repurposed to meet a variety of organizational needs

School/Level	New Building Status (upon full implementation)
Special Schools	
Conroy	Vacant. Building currently houses program offices
Online Academy (South Annex)	Vacant
Student Achievement Center (Baxter)	Vacant

Twelve schools would change their grade configuration

6-12 to 6-8 and 9-12
Sci Tech 6-12

6-12 to 9-12
Westinghouse 6-12
Obama 6-12

K-8 to K-5
Brookline PreK-8
Greenfield PreK-8
Langley PreK-8
Mifflin PreK-8
Morrow PreK-8
Sunnyside PreK-8

K-8 to 6-8
Arlington Prek-8
Carmalt PreK-8
Colfax K-8

Five full magnet schools would phase out and become neighborhood schools

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

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

Two partial magnet schools would phase out and become neighborhood schools

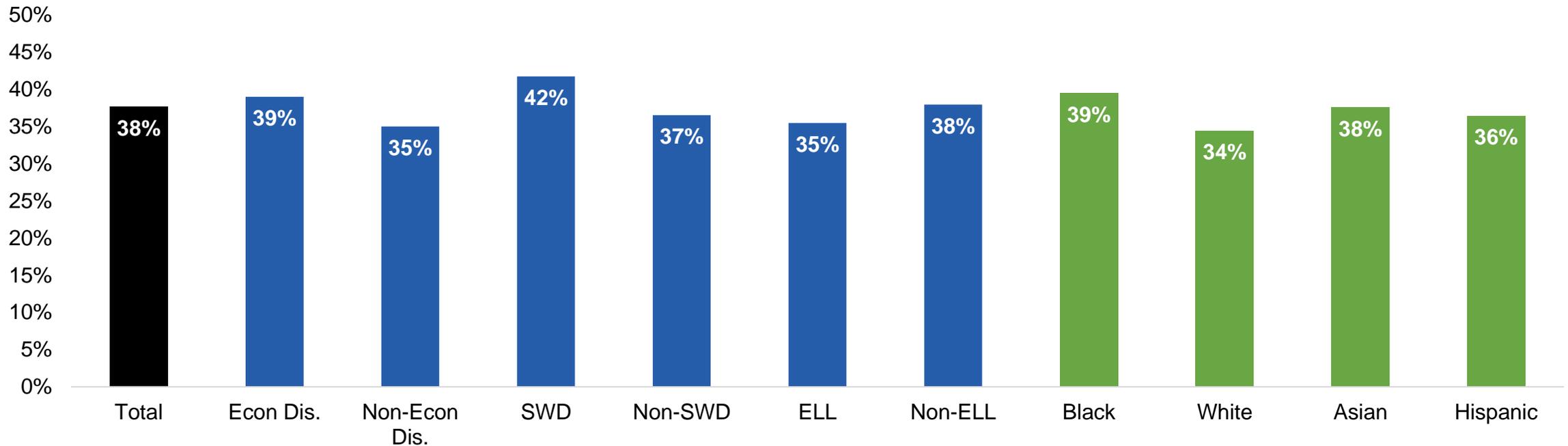| K-5 & K-8 Schools |
| --- |
| Phillips K-5 |

6-8 and 9-12 Schools
Sterrett 6-8

Three new schools would open

New Schools
Northview PreK-5
Manchester 6-8
Sci Tech 6-8 @ Milliones

What proportion of students will be impacted by this proposal?

Percent of Students by Demographic Attending a Different School After Full Implementation

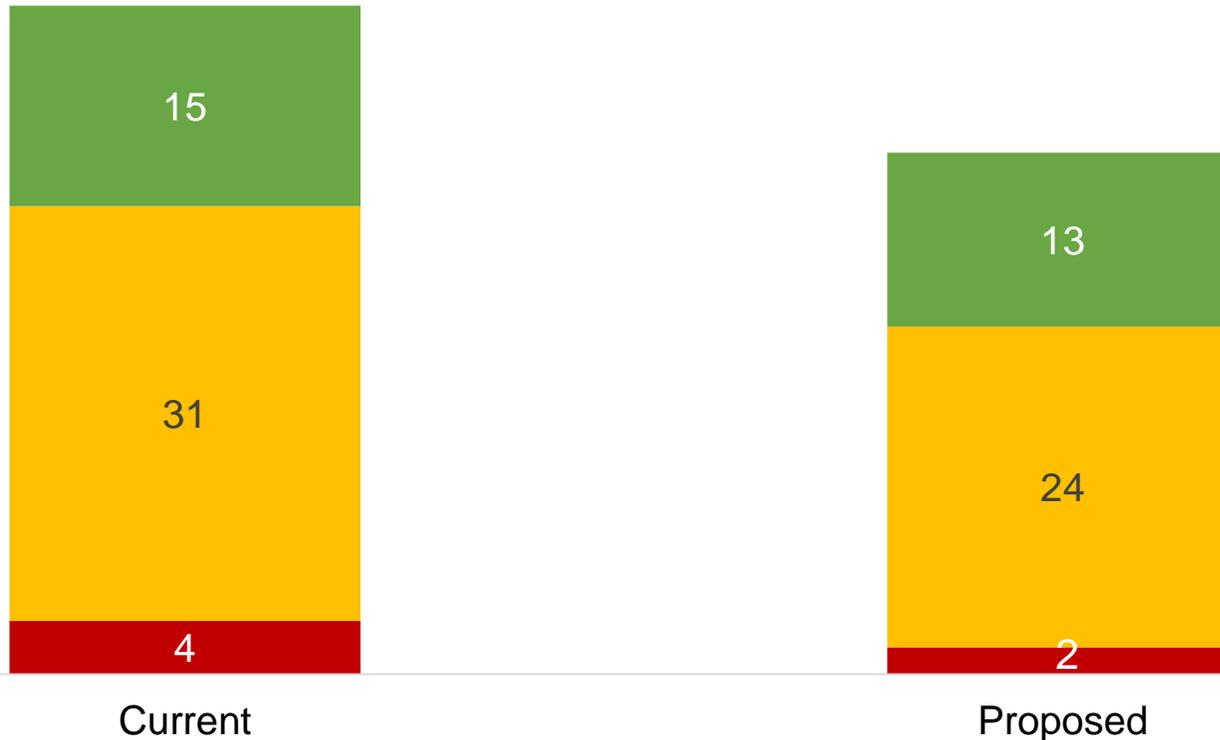| Total	Econ Dis.	Non-Econ Dis.	SWD	Non-SWD	ELL	Non-ELL	Black	White	Asian	Hispanic
38%	39%	35%	42%	37%	35%	38%	39%	34%	38%	36%

These figures represent the percent of students who would be attending a different school after full implementation of this plan.

Specific phasing decisions around how school changes are implemented may reduce these percentages.

Fewer schools would require moderate and major renovation

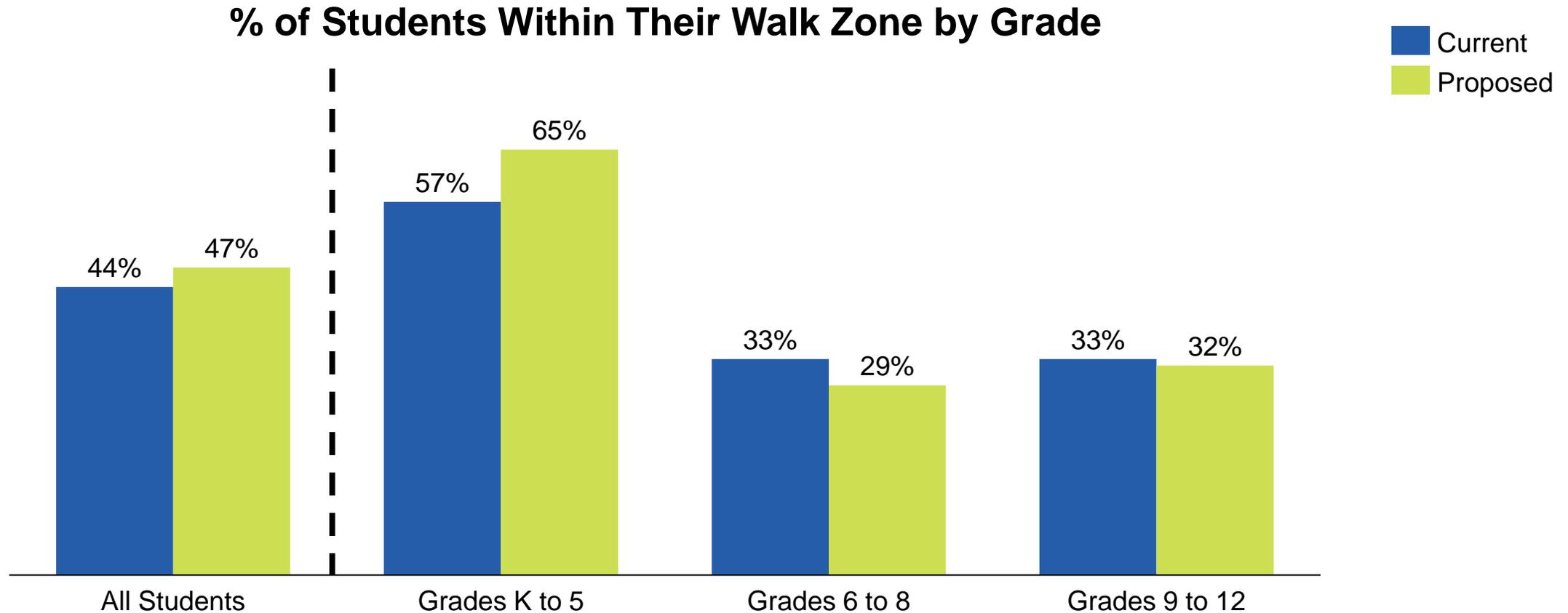## Distribution of Schools by Renovation Needs

■ Major ■ Moderate ■ Minor

Current: Minor 15, Moderate 31, Major 4

Proposed: Minor 13, Moderate 24, Major 2

The two schools in need of major renovations in the proposed scenario are Manchester and Northview

Note: Early Childhood centers and Special Programs are excluded from this view.
Source: ERS School Resource Model; PPS Facilities Condition Assessment 2021 (adjusted to account for recent renovations).

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Map of All Traditional Future Schools

Location of Schools under Final Recommendation

School Type	# of Schools
PreK/K-5	23
PreK/K-8	0
6-8	8
9-12	7
6-12	1
Total	39

School_Level
- K-5
- 6-8
- 9-12
- 6-12

Note: Map above depicts traditional schools only

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Overall, the proposed scenario would slightly increase the percent of students within their walk zone, though this is experienced differently across grades
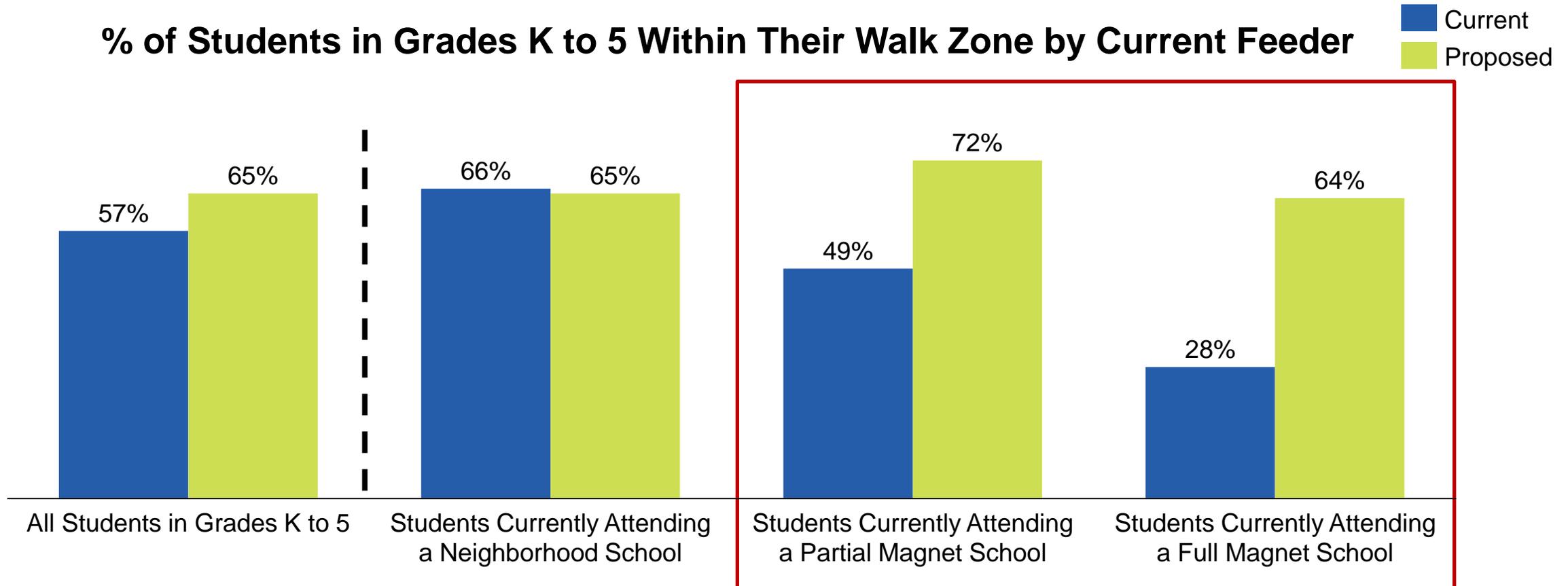
% of Students Within Their Walk Zone by Grade

Legend: Current (blue), Proposed (green)

	All Students	Grades K to 5	Grades 6 to 8	Grades 9 to 12
Current	44%	57%	33%	33%
Proposed	47%	65%	29%	32%

Methodology Notes
- Driving times reflect the average of morning (Wednesday, 8:30 am) and afternoon (Wednesday, 3:30 pm) commute to account for any traffic patterns
- Walk zones for grades K-8 are less than1.5 mi and 9-12 is less than 2.0 mi
- Source: Google Maps API and ERS School Resource Model

ERS Education Resource Strategies

Shifting away from magnets at the elementary school level allows for more elementary students to live within their walk zone

% of Students in Grades K to 5 Within Their Walk Zone by Current Feeder
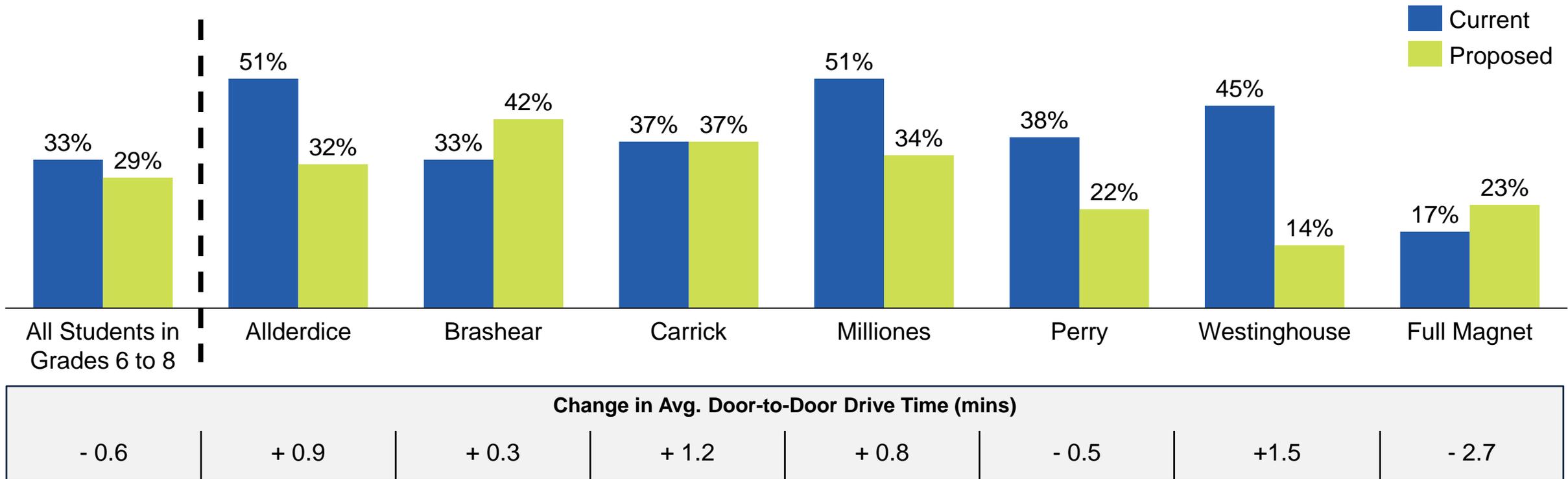
Legend: Current (blue), Proposed (green)

Category	Current	Proposed
All Students in Grades K to 5	57%	65%
Students Currently Attending a Neighborhood School	66%	65%
Students Currently Attending a Partial Magnet School	49%	72%
Students Currently Attending a Full Magnet School	28%	64%

Methodology Notes
- In this view, students are grouped by the magnet status of the school they currently attend.
- Walk zones for grades K-8 are less than 1.5 mi and 9-12 is less than 2.0 mi
- Source: Google Maps API and ERS School Resource Model

ERS Education Resource Strategies

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Even though the percent of 6-8 students living within their walk zone decreases, the change in average drive time remains minimal

% of Students in Grades 6 to 8 Within Their Walk Zone by Current Feeder
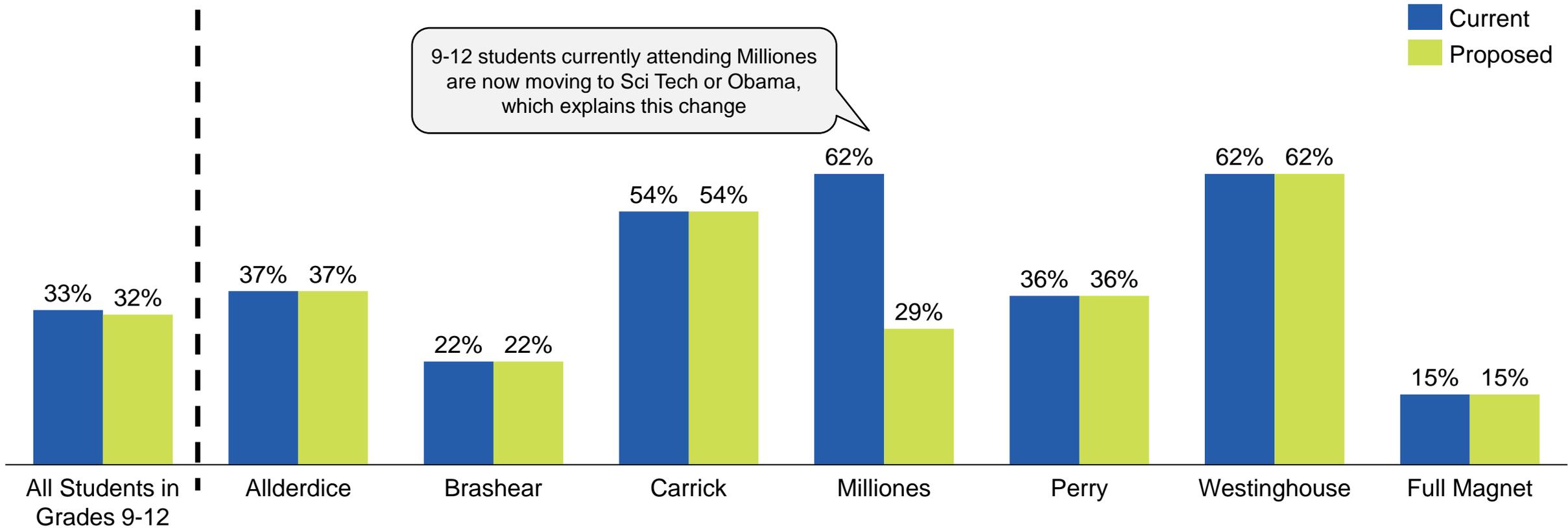

Legend: ■ Current (blue) ■ Proposed (green)

- All Students in Grades 6 to 8: Current 33%, Proposed 29%
- Allderdice: Current 51%, Proposed 32%
- Brashear: Current 33%, Proposed 42%
- Carrick: Current 37%, Proposed 37%
- Milliones: Current 51%, Proposed 34%
- Perry: Current 38%, Proposed 22%
- Westinghouse: Current 45%, Proposed 14%
- Full Magnet: Current 17%, Proposed 23%

Change in Avg. Door-to-Door Drive Time (mins)							
- 0.6	+ 0.9	+ 0.3	+ 1.2	+ 0.8	- 0.5	+1.5	- 2.7

Methodology Notes
- Door-to-Door driving times are reflective of car transportation and reflect the average of morning (Wednesday, 8:30 am) and afternoon (Wednesday, 3:30 pm) commute to account for any traffic patterns. These driving times act as a proxy for how long it would take students to commute to/from school via other modes of transportation (e.g., yellow bus, public transport, etc.)
- In this view, students are grouped by the feeder of the school they currently attend.
- Walk zones for grades K-8 are less than 1.5 mi and 9-12 is less than 2.0 mi
- Source: Google Maps API and ERS School Resource Model

Since there are few portfolio changes for high school grades, the impact on transportation is minimal for these students

% of Students in Grades 9 to 12 Within Their Walk Zone by Current Feeder

9-12 students currently attending Milliones are now moving to Sci Tech or Obama, which explains this change

Current
Proposed

	Current	Proposed
All Students in Grades 9-12	33%	32%
Allderdice	37%	37%
Brashear	22%	22%
Carrick	54%	54%
Milliones	62%	29%
Perry	36%	36%
Westinghouse	62%	62%
Full Magnet	15%	15%

Methodology Notes
- In this view, students are grouped by the feeder of the school they currently attend.
- Walk zones for grades K-8 are less than1.5 mi and 9-12 is less than 2.0 mi
- Source: Google Maps API and ERS School Resource Model

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The proposed portfolio changes have two fiscal impacts: annual operating costs and capital investments

1 Annual Operating Costs

- To provide the envisioned student experience in the redesigned portfolio, we expect most of the staffing and resources in "consolidated" facilities to be reinvested in students and other schools
  - Student-facing resources (such as teachers, counselors, social workers, etc.) would be generally shifted, not reduced.
  - True savings in annual operating spend typically comes from "fixed costs" – building utilities, cost of principal, etc.
- Given typical staff attrition rates and the proposed implementation timeline, any headcount reductions would most likely eliminate vacancies, not filled positions

2 Capital Investments

- The proposed portfolio changes net to an overall reduction in outstanding capital investment
  - Outstanding investment would be deprioritized in facilities proposed for consolidation
  - New investment is needed in locations with proposed enrollment in excess of capacity or with new programmatic needs that differ from current configuration
  - Facilities with previously-identified needs (HVAC, window replacement, etc.) remain unchanged in outstanding capital investment
- The district's implementation timeline would determine the capital project sequence and resulting need for short-term capital spending

Annual Operating Costs: Staffing and resources in consolidated facilities would be displaced, resulting in a net change of $10-11 million at full implementation

Category	Post-Implementation Estimated Annual Impact
Cost Reductions	
Reduction in staffing formula driven FTE due to school consolidations	**- $10m**
Reduction in utilities costs due to closed buildings	**- $0.5m**
Reduction in transportation costs	**Cost Neutral**

Methodology Notes & Assumptions:
- Modeled reductions in FTE only include staff that are allocated through the school staffing formula. Staffing allocated to schools outside of formulas are assumed to be fully redeployed across schools
- Reduction in utilities costs is calculated for all buildings that are slated to become completely vacant. Based on past data from the PPS facilities team, figures above assume electricity costs decrease by 77%, water by 80%, gas by 10%--all relative to fully operating utility costs

Sources: ERS School Resource Model, District Staffing Model and Facilities Utilization Plan

The redeployment of displaced staff can further improve student and staff experiences

	K5 (250 students)		MS (400 students)	
	Current State *Existing Formula*	Proposed State *Existing Formula + Reinvestment*	Current State *Existing Formula*	Proposed State *Existing Formula + Reinvestment*
Classroom Teacher	11	12	18	18
Related Arts Teacher	2	3	3	3
World Language Teacher	-	1	-	2
Interventionist/Other Teacher	-	1	-	2
Librarian	0.5	0.5	0.5	0.5
Counselor/Social Worker	1	1	2	2
Principal	1	1	1	1
Assistant Principal	-	1	-	1
Secretary	1	1	1	1
Total Formula Driven Staff	**16.5**	**21.5**	**25.5**	**30.5**

The above example of what reinvestment *could* look **redeploys ~$8m in displaced staff.**
A significant implementation next step for PPS is to determine exactly what this *will* look like

Methodology Notes & Assumptions:
- 'Redeployment of displaced staff' assumes the following minimum staffing levels for all schools: 18 teacher FTE (12 Classroom, 3 Related Arts, 1 World Language, 1 Interventionist, 1 Career) and all 6-8 schools have a minimum of 17 teacher FTE (10 Core Content, 2 World Language, 3 Related Arts, 1 Career, 1 Interventionist/Other); all schools are assumed to have a minimum of 0.5 Librarian, 1 Principal, 1 AP and 1 Secretary. Minimum staffing assumptions are intended to be illustrative and not a position-specific recommendation. Actual staffing assumptions should be developed consistent with Strategic Plan as part of PPS's proposal review and implementation planning.

ERS Education Resource Strategies

This proposal reduces PPS' outstanding need for capital investment over the next seven years by more than $50 million

Category	Description	Estimated Capital Need
Additional capital investment	New renovation and construction costs that are needed as a result of this proposal (e.g., renovation of the Manchester building, increasing capacity of Grandview K-5)	+ $70.5m
Cost avoidance	Planned investments for buildings that are no longer needed as a result of this proposal (e.g., renovation to add AC to Woolslair, renovation to add AC and elevator to Friendship building)	- $129.1m
Unchanged investments	Planned investments that are not impacted by this proposal and are still outstanding (e.g., adding AC to Carrick, replacing windows in Sterrett)	$477.3m
Net change in outstanding need		**- $58.6m**

Methodology Notes & Assumptions:
- Estimates for 'cost avoidance' and 'unchanged investments' are calculated using location-level cost estimates provided by PPS from the most recent PPS facilities assessment, performed five years ago. These figures were then adjusted using the annual inflation rate from the Bureau of Labor Statistics CPI for All Urban Consumers (all items less food and energy in U.S. city average, all urban consumers, not seasonally adjusted). These figures were not adjusted for the depreciation of assets over this time.
- The estimates are a product of a seven-year capital plan. Previously-identified investments beyond this time horizon are not included.
- Estimated capital need do not factor in Inflation Reduction Act subsidies for "green construction" (i.e. ground source heat pumps for HVAC). Accessing subsidies may reduce total estimates shown above.
- Amounts shown reflect incremental spend and cost avoidance only. Accelerations or decelerations in rate of debt issuance would impact annual debt service accordingly. Plan impacts on rate of capital borrowing and associated debt service changes should be determined as part of PPS's review of this proposal.
- Revenue associated with facilities or leasing incomes is not incorporated into these figures.

ERS Education Resource Strategies

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2. Stakeholder Engagement Report Out

3. Final Recommendations and Scenario for the Board's Consideration

4. Transportation Analysis

5. Financial Considerations

6. Draft Implementation Timeline & Enabling Conditions

This timeline provides a multi-phased approach, prioritizing major renovations, grade realignment changes, and organization-wide supports focused on long-term success

Year 1: Prep, Transition & Renovation

- Focus: School closures and launching renovation efforts

- Change Magnet/School Type
- Close Schools
- Complete Repairs on select schools
- Begin major renovation projects
- Plan for new/reopen schools

Year 2: Grade Realignment

Focus: Implementing consistent grade configurations district-wide

- Reconfigure Schools
- Renovate Schools
- Close Schools
- Open New/Consolidated Schools
- Continue existing renovations
- Begin additional major renovation projects
- Plan for new/reopen schools

Year 3: Build & Open

Focus: Inaugurating new schools and expanded facilities

- Open New/Consolidated Schools
- Complete Repairs
- Continue Renovations

Year 4: Sustain & Support

Focus: Implementing final organization-wide support projects to sustain the transformation

- Open New Teacher Centers

Transformation

ERS

Perry Feeder Proposed Phasing Plan

Location	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Summer 2026	Fall 2026
Perry	No proposed renovations at this time					
Manchester	Close K-8	Major Renovations (EI & BI)	Major Renovations (EI & BI)	Major Renovations (EI & BI)	Major Renovations (EI & BI)	Open 6-8
King	Remove K-5	Minor renovations (EI)	Use as Temp 6-8	Close (TBD -- use as swing school)		
Schiller	Close		Temp 6-8 @ King			
Morrow Intermediate	Remove 6-8		Temp 6-8 @ King	Major Renovations (EI & BI)	Major Renovations (EI & BI)	Open ES
Morrow Primary				Close		
Spring Hill	Close					
Allegheny	Remove 6-8		Open combined K-5			

Northview building will receive major renovations (EI & BI) from Summer 2026-Summer 2027 to open in Fall 2027

EI = Educational Improvements

BI = Building Improvements

** = Building requires ongoing renovations

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Brashear Feeder Proposed Phasing Plan

Location	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Summer 2026	Fall 2026
Brashear**	Remove South Hills 6-8	Renovations (BI)				
Carmalt	Remove K-5	Minor Renovations (EI)	Open combined 6-8			
Brookline	Remove 6-8	Minor renovations (EI)				
Langley				Remove 6-8		
Classical**					Renovations (EI & BI)	Open combined 6-8
Banksville					Minor renovations (EI)	
Phillips					Minor renovations (EI)	
Beechwood		Minor Renovations (EI)				
Whittier	No proposed renovations at this time					
Westwood	No proposed renovations at this time					

EI = Educational Improvements

BI = Building Improvements

** = Building requires ongoing renovations

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Carrick Feeder Proposed Phasing Plan

Location	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Summer 2026	Fall 2026
Carrick	No proposed renovations at this time					
Arlington				Remove K-5	Minor renovations (EI)	Open combined 6-8
South Brook				Remove 6-8	Minor renovations (EI)	Open Conroy @ South Brook
Grandview					Major renovations (EI & BI)	Open larger K-5
Conroy*				Close, move to South Brook	Move EC (Location TBD)	
Roosevelt	Remove K-5	Minor Renovations (EI)	Open SAC @ Roosevelt			
Baxter (Student Achievement Center)*	Close, move to Roosevelt					
West Liberty	No proposed renovations at this time					
Concord	No proposed renovations at this time					

EI = Educational Improvements
BI = Building Improvements
* = Not in feeder
** = Building requires ongoing renovations

Allderdice and Westinghouse Feeder Proposed Phasing Plan

Location	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Summer 2026	Fall 2026
Allderdice**	Renovations (BI & EI) throughout Summer 2025, 2026, and 2027					
Colfax				Remove K-5	Minor renovations (EI)	Open combined 6-8
Minadeo					Minor renovations (EI)	Open combined K-5
Greenfield				Remove 6-8	Minor renovations (EI)	Open combined K-5
Mifflin				Remove 6-8	Minor renovations (EI)	
Westinghouse				Remove 6-8		
Sterrett					Minor renovations (EI)	Open combined 6-8
Fulton				Close		
Dilworth					Minor renovations (EI)	Open combined K-5
Faison	No proposed renovations at this time					
Lincoln	No proposed renovations at this time					

EI = Educational Improvements

BI = Building Improvements

** = Building requires ongoing renovations

Obama Feeder and Other Sites Proposed Phasing Plan

Location	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Summer 2026	Fall 2026
Obama**	Remove 6-8 Spring 2026; Renovations (BI & EI) Summer 2025, 2026, and 2027					
Milliones	6-8 Sci-Tech opens Fall 2027; Minor renovations (EI) Summer 2026 and 2027					
Arsenal	K-5 Closes; Arsenal 6-8 remains open					
Woolslair				Close		
Miller	Close					
Weil		Minor renovations (EI)	Open combined K-5			
Sunnyside			Open combined K-5			
Liberty			Open combined K-5*			
Linden	Remove K-5	Minor renovations (EI)	Open Montessori @ Linden			
Friendship (Montessori)	Close					
South Annex (Online Academy)	Move Online Academy to Roosevelt Intermediate					
Frick (Sci-Tech)	6-8 moves to Milliones Fall 2027					
CAPA	No proposed renovations at this time			EI = Educational Improvements		

*: Contingent on further decisions around attendance zones and magnet phase out.

EI = Educational Improvements
BI = Building Improvements
** = Building requires ongoing renovations

Consider reviewing and updating policies and practices to align with the vision and recommendations contained within this proposal

Enabling Condition	Description
1. Review district choice policies and practices	Consider updating the district choice policy for open enrollment to align with recommendations in this proposal. Consider standardization and central management of the open enrollment process across all schools.
2. Change the application policy and process for magnet schools	Standardize the magnet application and criteria for all PPS schools. Consider removing criteria on applications that create barriers or challenges for families and does not promote inclusive learning environments.
3. Create new policy to review possible school changes or school consolidations	Implement a school board policy that automatically reviews schools when certain conditions are present to prevent schools from not being able to offer quality instructional programming and offerings. This policy would review schools to ensure that enrollment changes are not below predetermined thresholds for a significant period of time.

Dedicated resources and defined responsibility/authority will be necessary for effective implementation

Enabling Condition	Description
4. Implementation and Transition Team	Build out a cross functional district team to develop school transition plans for schools undergoing changes for each year. Detailed planning will need to occur across a number of areas including but not limited to: • Attendance Zones • HR/Staffing • Budget • Facilities and Equipment • Transportation • School Curriculum/Textbooks/Materials • Student Supports • School Planning (School Colors, Naming, Design, etc.) • Communications • Potential Use of Underutilized Space

We recommend a dedicated team to support the planning and implementation of this initiative over time

Short Term	Medium Term	Long Term
• **Create cross functional team** across major functions to drive planning within and across functional departments • **Identify** staff members to focus on this work, with clear reporting structures • **Could consider working toward** a dedicated project management office (PMO) to track milestones, deliverables and budget • **Identify a dedicated team to help families** determine next steps for their student	• **Develop and complete functional/central office department plans** for each phase of school changes • **Family support** team helps families enroll and navigate school changes across various phases • **Coordinate and communicate with staff** throughout phases • **PMO** coordinate across multiple parties (internal/external) to meet project milestones	• **Integrate** work into yearly planning processes to determine what adjustments are needed to support and maintain school changes
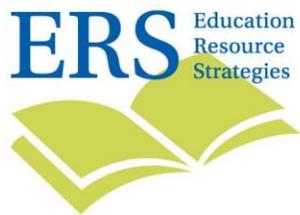
APPENDIX from October Presentation

October 15th, 2024

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

Legend: ■ Teachers & Substitutes ■ Paraprofessionals ■ Food Service & Facilities ■ School Leadership & Clerical ■ Counselor/Social Worker

K-5 with 125 Students: 12 | 1 | 2 | 3

K-5 with 450 Students: 39 | 13 | 7 | 4

Number of Full-Time Positions

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 *Too few Math teachers to offer Algebra 1*	Student in School B *Enough teachers to offer Algebra 1*
12	Elementary Functions	Calculus
11	Algebra 2	Elementary Functions
10	Geometry	Algebra 2
9	Algebra 1	Geometry
8	Math 8	Algebra 1

ERS Education Resource Strategies

The age of PPS' school buildings presents one of many challenges as we consider the best ways to optimize the PPS school portfolio

Age of School Building by Feeder

21 of PPS' school buildings are over 100 years old

Age of Building

Over 100 Years Old

51-100 Years Old

0-50 Years Old

Allderdice | Westinghouse | Milliones | Perry | Brashear | Carrick | Full Magnet | Special Program

ERS Education Resource Strategies
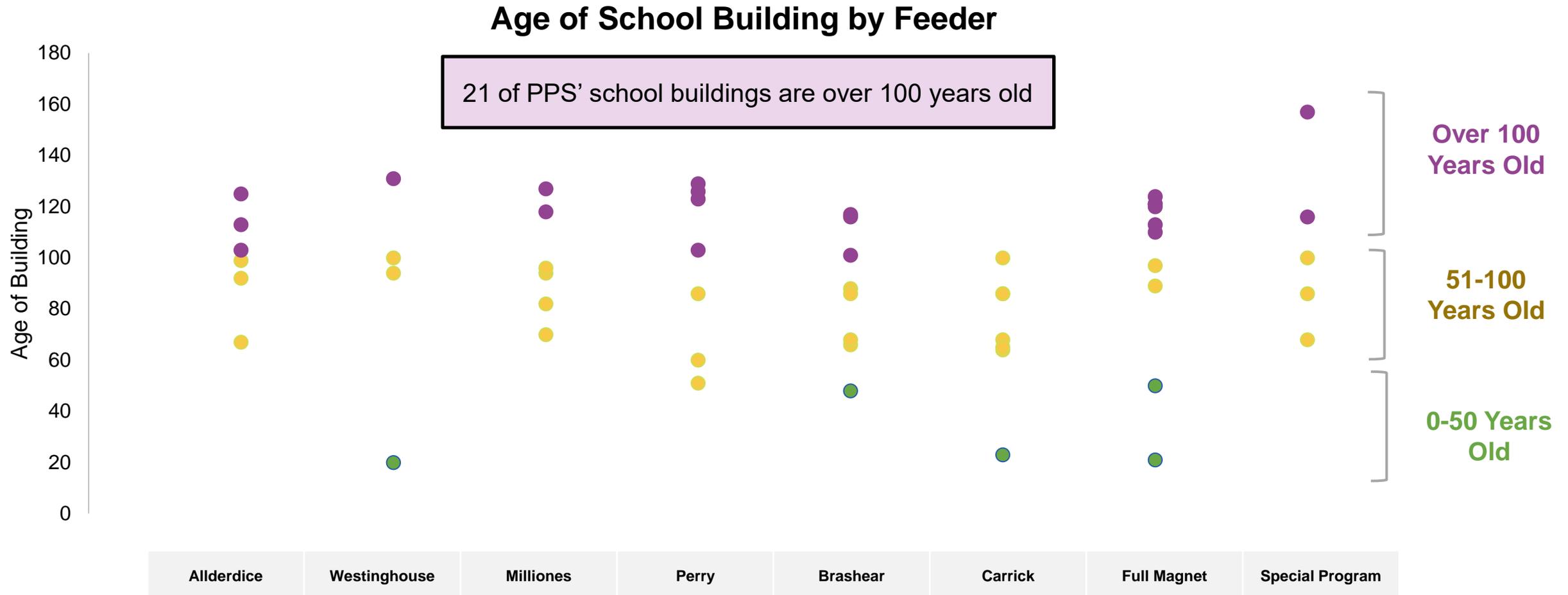
There are a number of benefits for completing renovations for PPS district schools

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 dedicates spaces for a host of activities and experiences, including art rooms, libraries, staff lounges and outdoor space.

In several cases, the physical capacity of the buildings makes it difficult to increase school size, which was an important consideration when updating the proposal for school changes

Functional Capacity by School & Feeder Zones

Above 450 ■ Below 450
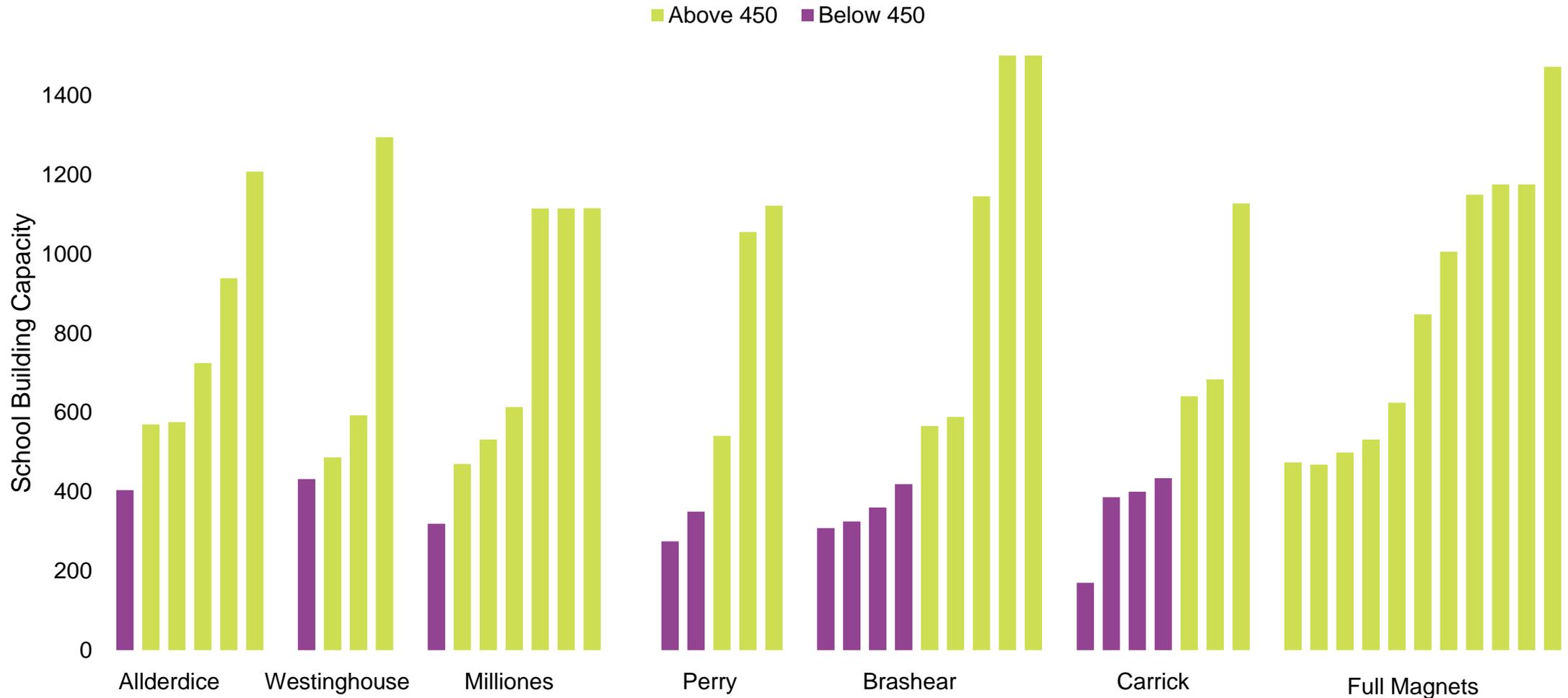
Source: PPS Facilities Condition Assessment 2021

Key Terms and Definitions for Each School Change

- **Total Enrollment**: The number of students attending a school.

- **Model Enrollment**: Modeled enrollment assumes that all students in grades K-8 (excluding Sci Tech and CAPA) attend their neighborhood schools. This enrollment is inclusive of the adjustments to attendance zones included in this presentation.

- **Capacity***: The number of students, by classroom designation, that the building can accommodate. The following are the district classroom standards: EC=20, K-5=25, K-8=26, 6-8=28, 6-12=29 and 9-12=30. Special Education: Standard Classroom=12, Small Classroom=6, Autistic Support and Multiple Disability=8.

- **Proximity Other Schools****: The approximate driving distance between two schools.

- **Current Need Profile**: The percentage of the current total enrollment that identifies as economically disadvantaged, an English Language Learner, or a student with a disability.

- **Students Attend**: The proposed new school students (grades as specified) will attend.

- **Rationale**: Considerations and reasoning behind each proposed school change.

*: PPS 2021 Facilities Assessment Report
**: Driving distance taken from Google Maps.

Key Terms and Definitions for Each School Change

- **Facility Assessment**:
  - **FCI***: The Facilities Condition Index (FCI) is a method for evaluating the cost of necessary maintenance, repairs, and/or replacement of various building systems against the current replacement cost of the facility. The smaller the ratio, the better the condition the building.
    - 0%-15%: In need of general maintenance
    - 15%-30%: In need of minor renovations
    - 30%-45%: In need of moderate renovations
    - 45%-60%: In need of major renovations
    - 60%-100%: Replace building
  - **EAI***: The Educational Adequacy Index (EAI) is an evaluation of how well each school building meets the requirements of the current instructional curriculum.
    - A (>90%): The school building has the necessary spaces; the spaces are well equipped
    - B (80%-90%): The school building has most of the necessary spaces; the spaces are adequate
    - C (70%-79%): The school building has most of the necessary spaces; a few of the spaces may not be adequate
    - D (60%-69%): The school building lacks some of the necessary spaces; some of the spaces may not be adequate
    - E (50%-59%): The school building lacks some of the necessary spaces; many of the spaces may not be adequate
    - F (<50%): The building lacks many of the necessary spaces; many spaces are inadequate

Additional Maps of Final Proposed Scenario

Map of All Future Magnet Sites

Location of Magnet Programs under Final Recommendation

School_Level
- K-5
- 6-8
- 9-12
- 6-12
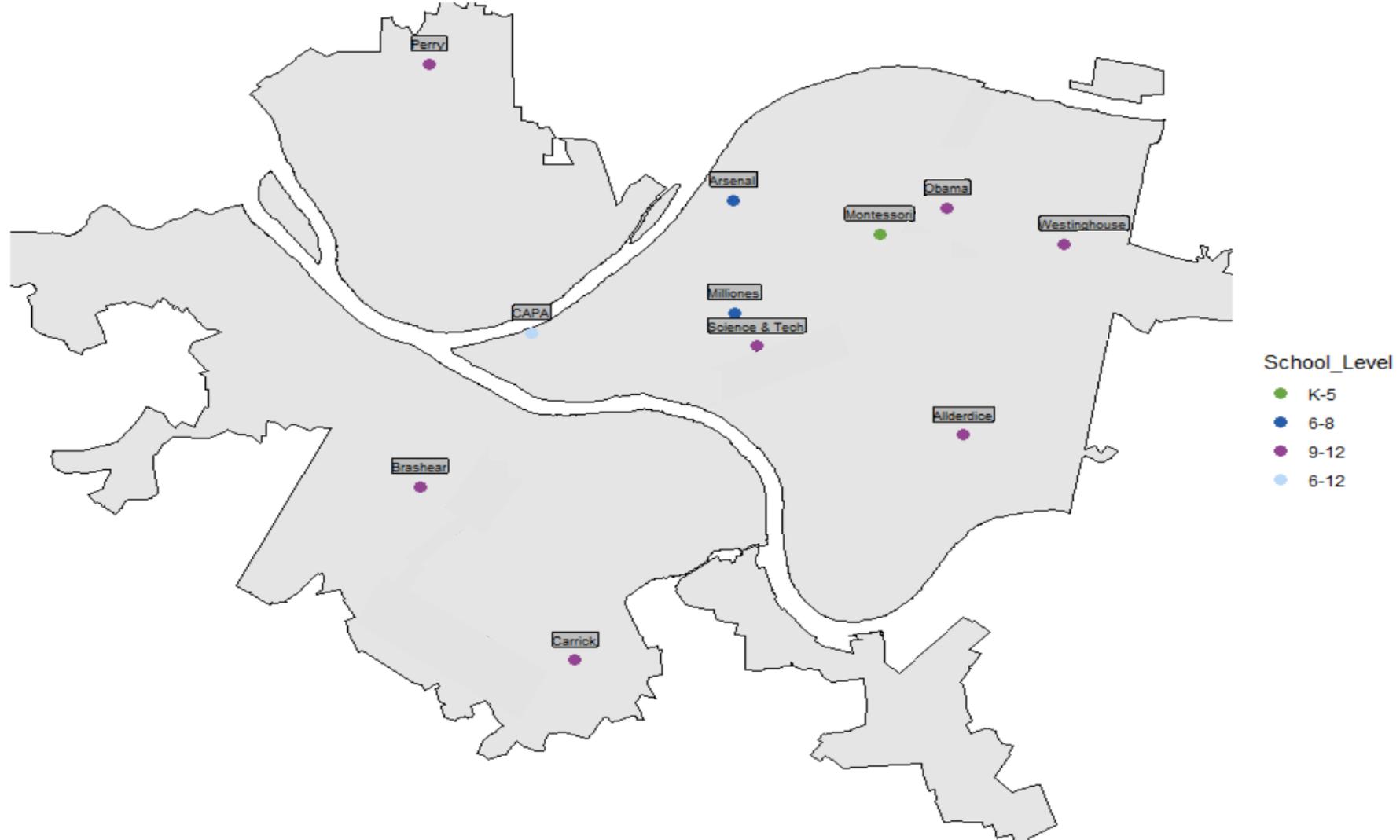
Map of All Future Regional ESL Sites

Location of Regional ESL Programs under Final Recommendation

School_Level
- K-5
- 6-8
- 9-12
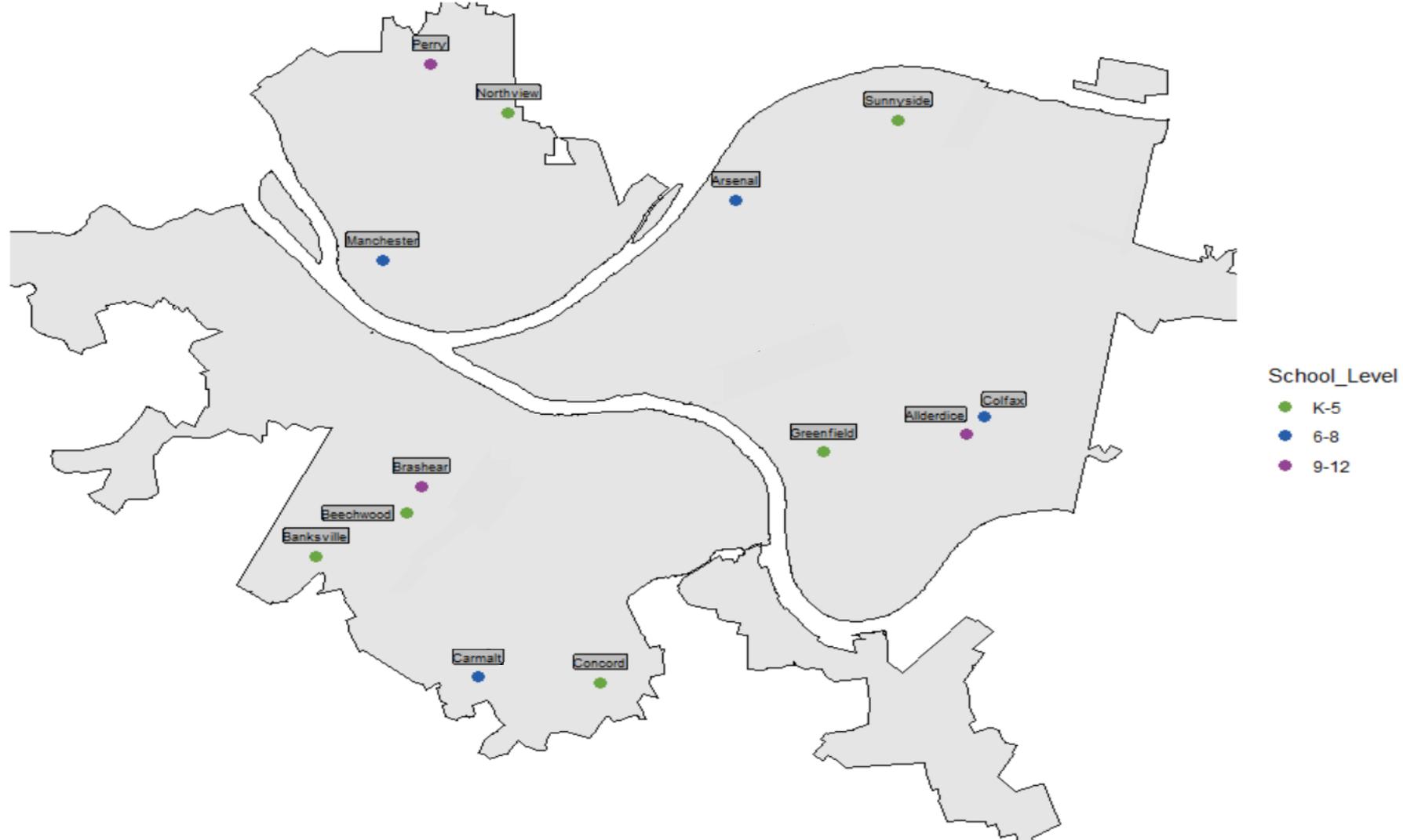
Schools under Final Scenario and % Black Population by Census ZIP Zone

% Black Population by 2022 Census
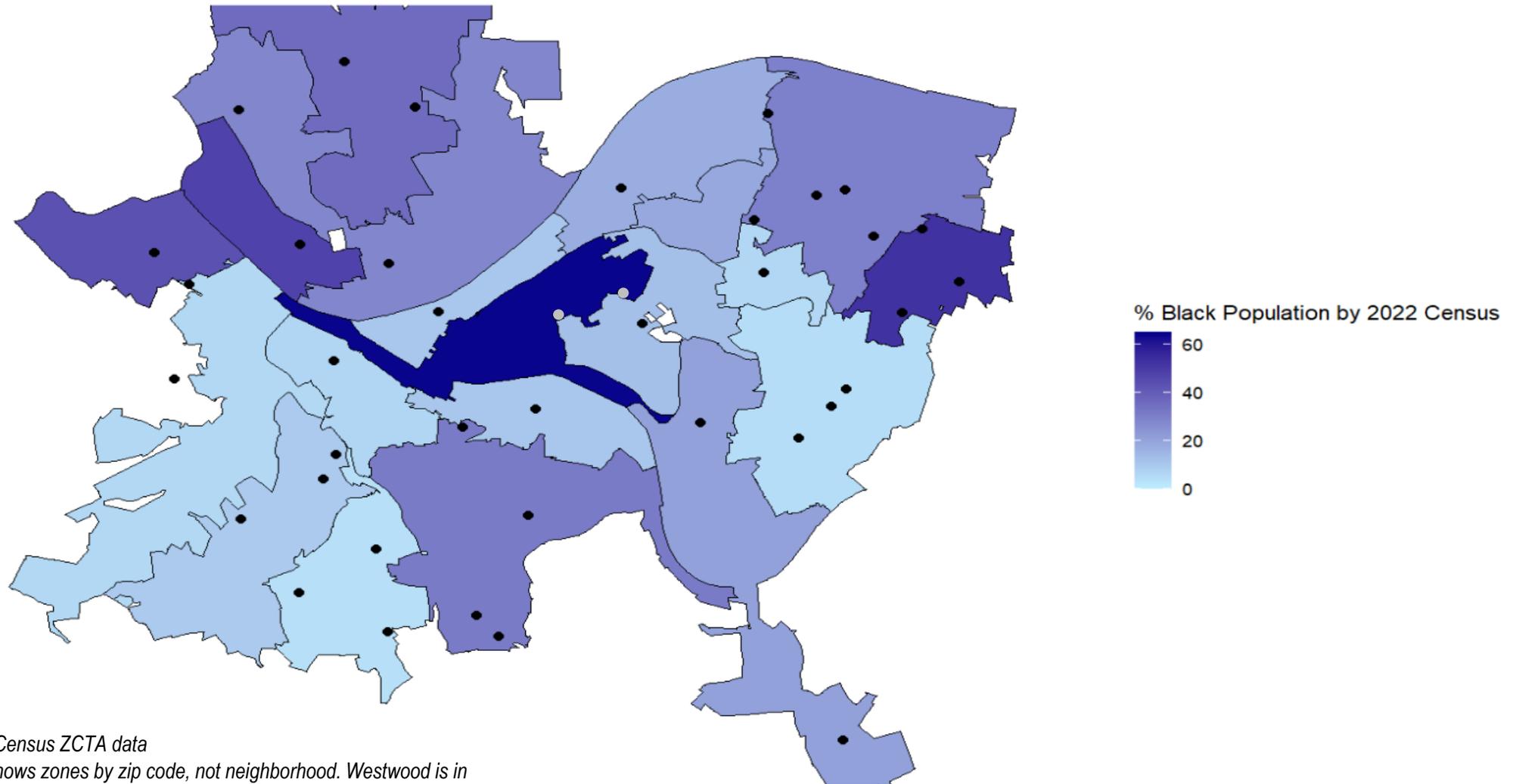
Source: US Census ZCTA data
Note: Map shows zones by zip code, not neighborhood. Westwood is in 15205 and thus slightly beyond the map's boundaries.

196
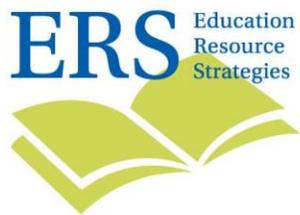
APPENDIX from August Presentation

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?

What do we mean by "school portfolio"?

Number & Size of Schools

Grade Configurations

| 9 | 10 | 11 | 12 | | | | | |

| K | 1 | 2 | 3 | 4 | 5 | | 6 | 7 | 8 |

| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
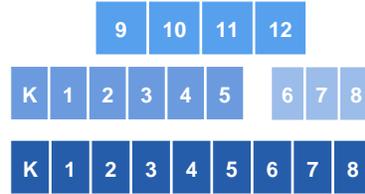
School & Program Types

Locations

Transportation

Feeder Patterns & Attendance Zones

Enrollment & Admissions Policies

Connection to Community Resources
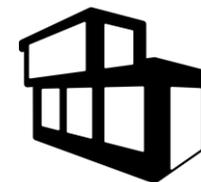
School Amenities

Deep Dive on Four Types of Portfolio Change

1. Create more consistent school grade configurations

2. Close and consolidate schools with low enrollment
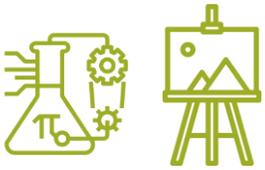
3. Create, expand and modify specialized programs

4. Expand, renovate and repurpose buildings

Deep Dive on Four Types of Portfolio Change

1. Create more consistent school grade configurations

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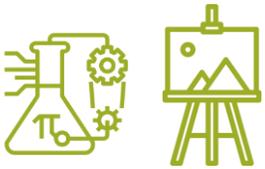
3. Create, expand and modify specialized programs

4. Expand, renovate and repurpose buildings

What could it look like?

From: Five grade configurations with overlapping transition grades

K	K		
1	1		
2	2		
3	3		
4	4		
5	5		
	6	6	6
	7	7	7
	8	8	8
			9	9
			10	10
			11	11
			12	12
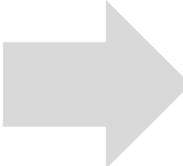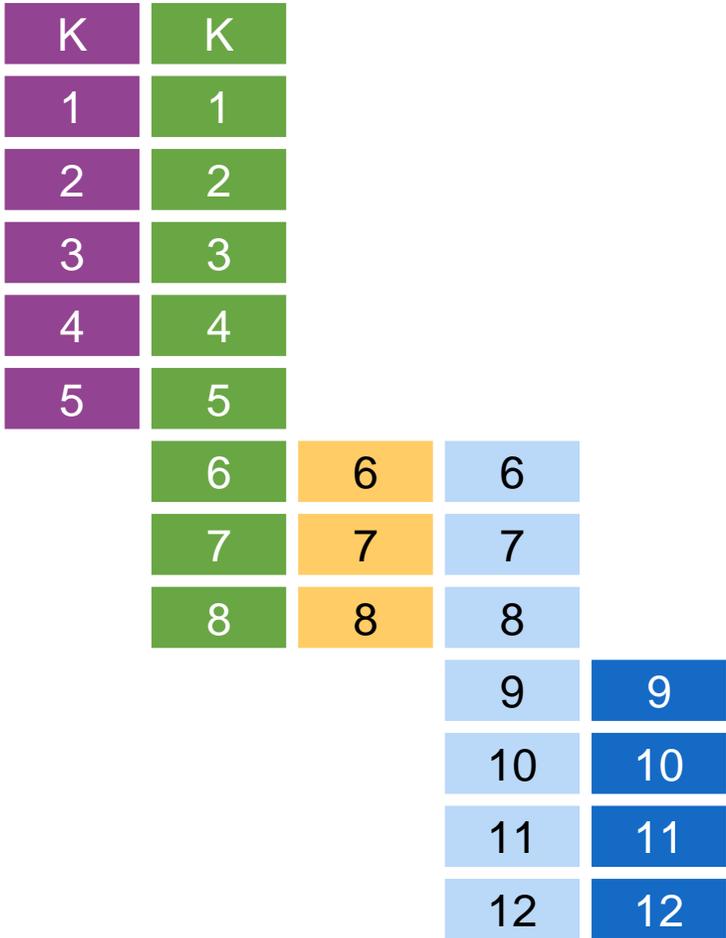
To: A consistent progression of K-5 to 6-8 to 9-12 school models

K
1
2
3
4
5
6
7
8
9
10
11
12
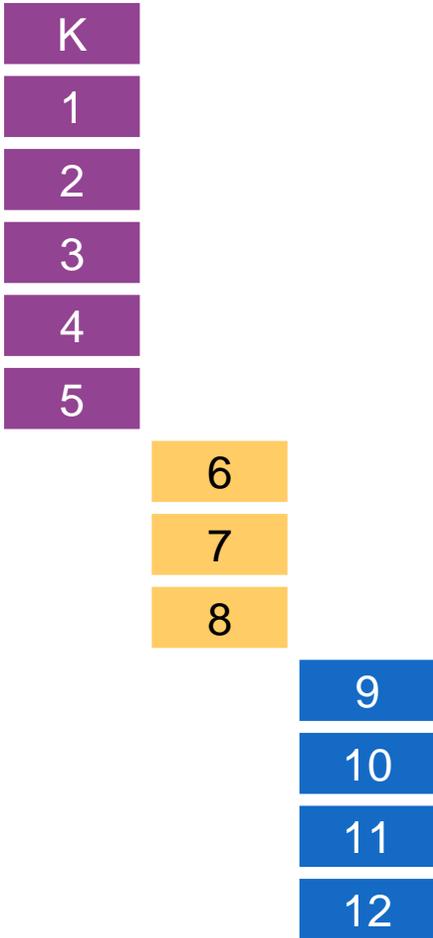
Benefits & Challenges

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 teacher (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.

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

What could it look like?

Excess Space

School A

250 Students

Excess Space

School B

150 Students

Excess Space

Combined School

400 students
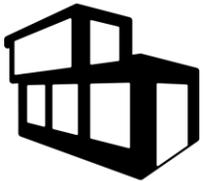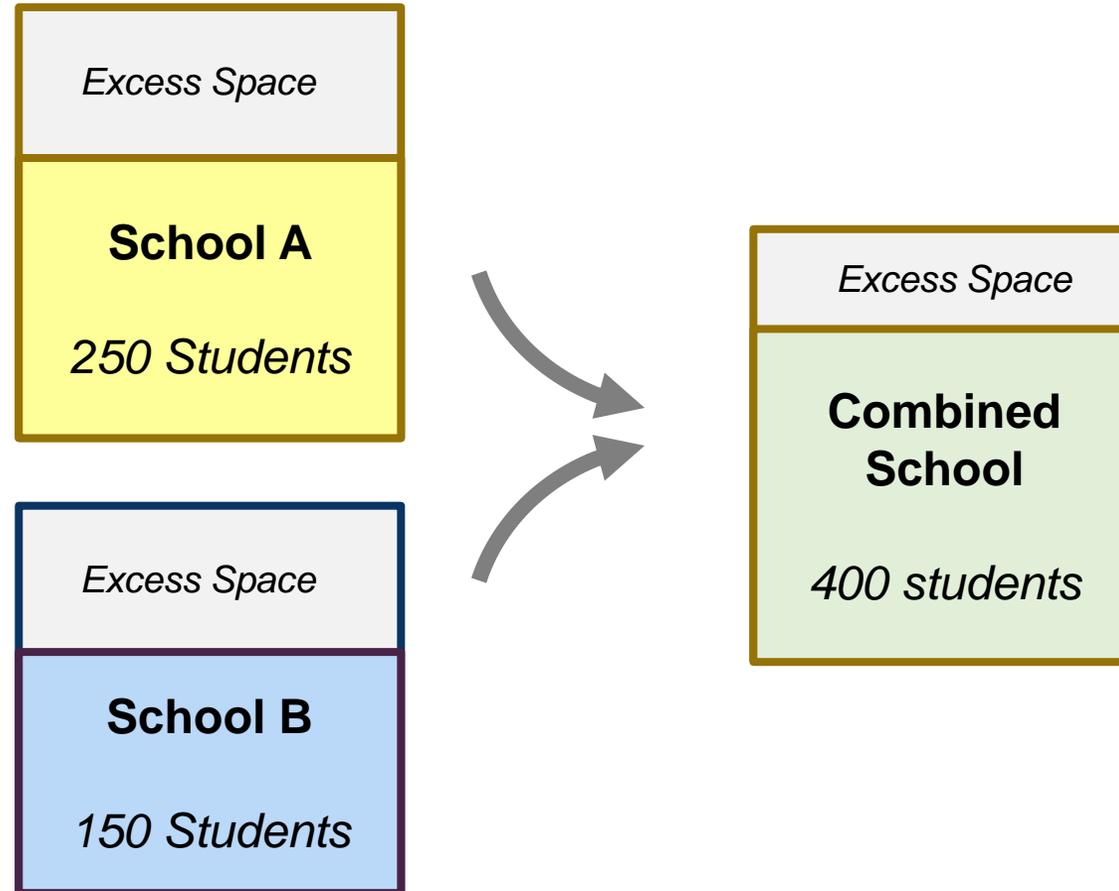
Benefits & Challenges

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

■ Teachers & Substitutes ■ Paraprofessionals ■ Food Service & Facilities ■ School Leadership & Clerical ■ Counselor/Social Worker

K-5 with 125 Students: 12, 1, 2, 3

K-5 with 450 Students: 39, 13, 7, 4

Number of Full-Time Positions

Source: PPS Position Control File (as of 5/13/2024); Projected Enrollment for SY24/25

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

Number of Related Arts Teachers by School

Lowest Enrollment

Highest Enrollment

Needed for dedicated Art, Music & PE teachers

School Grade Configuration

- K-5
- K-8

Schools (top to bottom): Linden, Spring Hill, Whittier, Lincoln, Weil, West Liberty, Miller, Grandview, Roosevelt, Phillips, Woolslair, Liberty, Montessori, Minadeo, Fulton, Westwood, Arsenal, Faison, Beechwood, Banksville, Dilworth, Concord, Allegheny, Manchester, Sunnyside, Mifflin, King, Brookline, Arlington, Greenfield, Morrow, Langley, Carmalt, Colfax

Number of Related Arts 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	
Math 7	ELA 7	World History	Science 7	Only 4 out of 23 schools offer any type of World Language.
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 *Too few Math teachers to offer Algebra 1*	Student in School B *Enough teachers to offer Algebra 1*
12	Elementary Functions	Calculus
11	Algebra 2	Elementary Functions
10	Geometry	Algebra 2
9	Algebra 1	Geometry
8	Math 8	Algebra 1

Source: PPS Student Course Schedule Data, 2023-24; Town Hall Transcription

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

School	Core	Non-Core
Milliones 6-12	52	47
Westinghouse Academy 6-12	56	56
Science And Technology Academy	49	22
Perry High School	64	50
Obama 6-12	43	34
CAPA 6-12	62	164
Carrick High School	71	74
Brashear High School	95	93
Allderdice High School	90	91

Fewest 9-12 Students ⟵⟶ **Most 9-12 Students**

Source: PPS Student Course Schedule Data, 2023-24; Projected Enrollment SY24/25

ERS Education Resource Strategies

A Comparison of Two Schools: Milliones and Brashear

AP Environmental Science

Anatomy and Physiology

Intro to Engineering

Forensic Science

Conceptual Chemistry

Milliones	Brashear
Chemistry 2	Chemistry 2
AP Physics 1	AP Physics 1
Biology 1	Biology 1
Chemistry 1 PSP	Chemistry 1 PSP
Conceptual Physics	Conceptual Physics
Tech / Environment	Tech / Environment
Science 9 / 10 / 11 / 12	Science 9 / 10 / 11 / 12
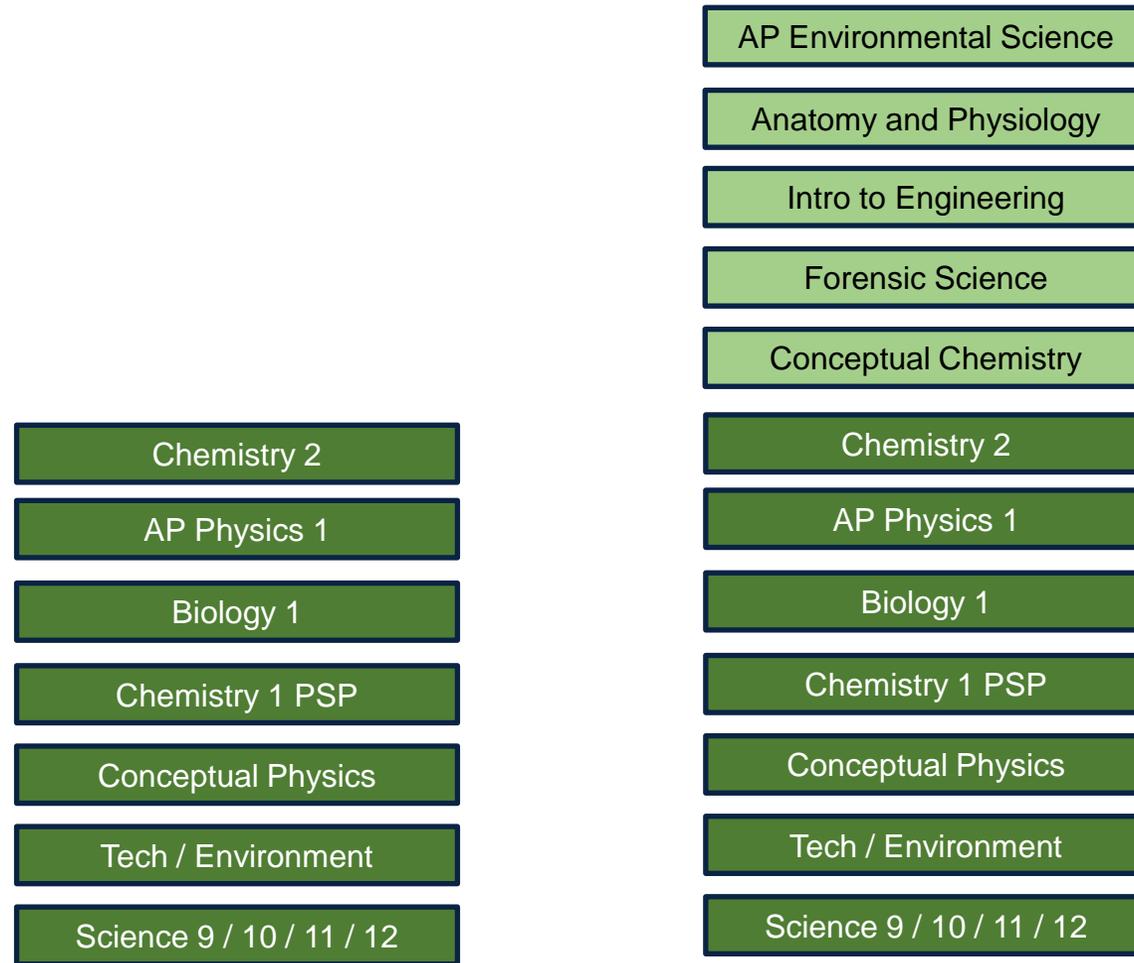
Milliones

Brashear

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

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

Source: Town Hall Transcription

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.

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
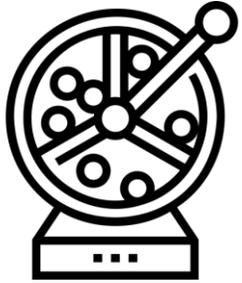
Lottery Weights

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.

Magnet 6-12
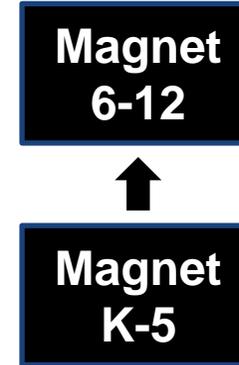
Magnet K-5

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
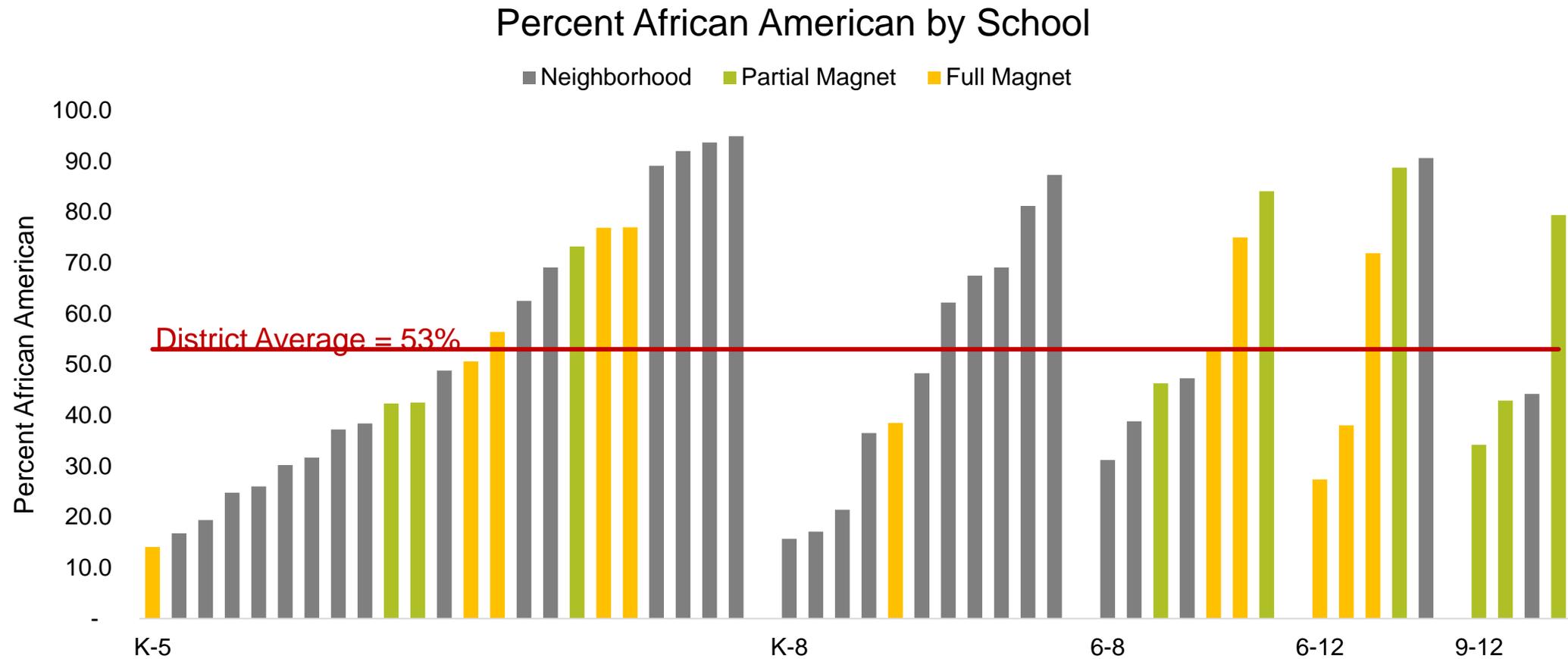
Percent African American by School

■ Neighborhood ■ Partial Magnet ■ Full Magnet

District Average = 53%

Percent African American

100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
-

K-5   K-8   6-8   6-12   9-12

Source: PPS Student Enrollment & Demographic Data, 2023-24

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

What would it look like?
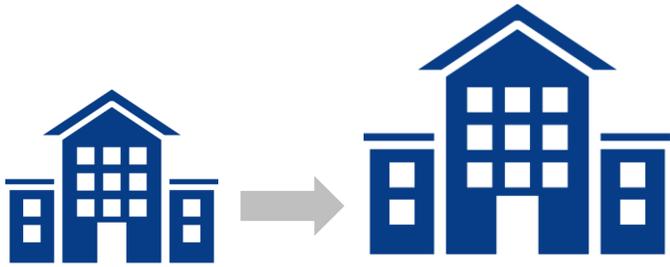
Expand the capacity of existing school buildings

Renovate buildings to have new spaces and amenities
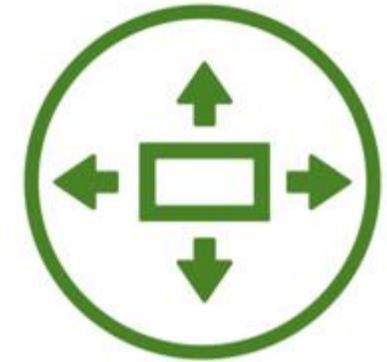
Repurpose excess space

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 dedicates 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
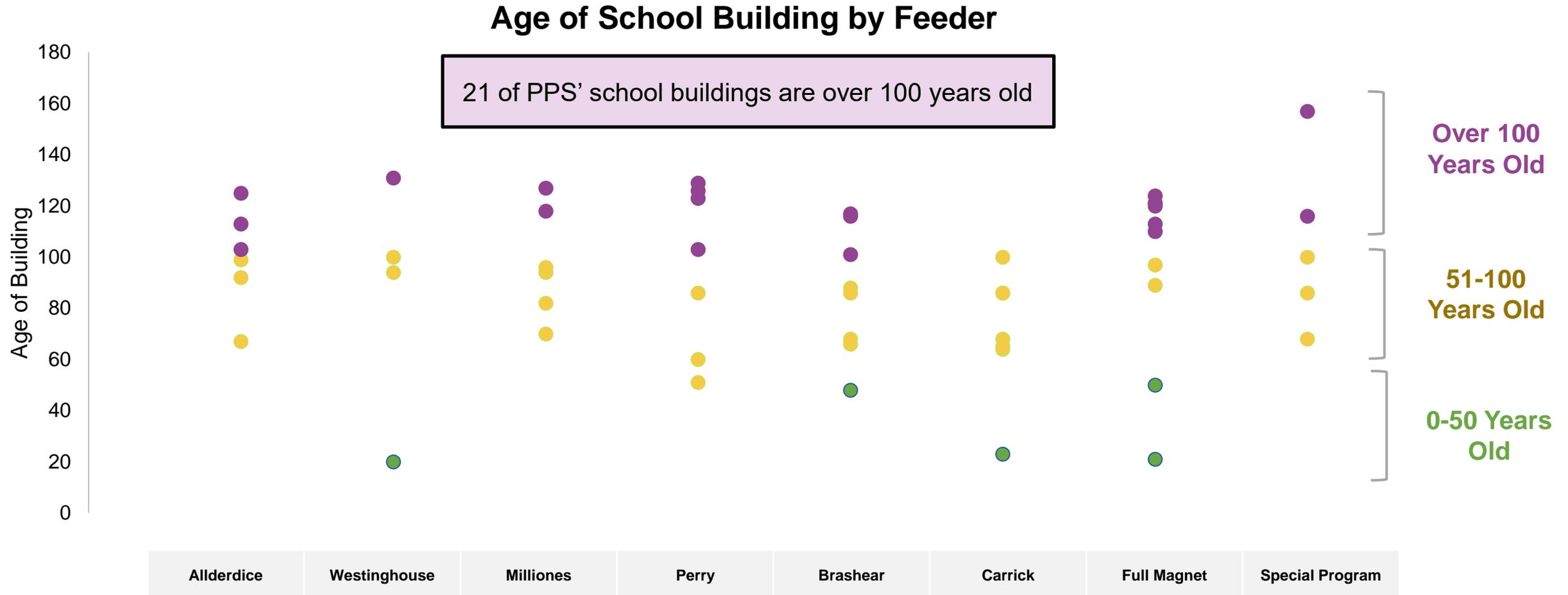
Age of School Building by Feeder

21 of PPS' school buildings are over 100 years old

Age of Building

Over 100 Years Old

51-100 Years Old

0-50 Years Old

Allderdice · Westinghouse · Milliones · Perry · Brashear · Carrick · Full Magnet · Special Program

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

Functional Capacity by School & Feeder Zones

Above 450 ▪ Below 450

Y-axis: School Building Capacity (0, 200, 400, 600, 800, 1000, 1200, 1400)

X-axis: Allderdice, Westinghouse, Milliones, Perry, Brashear, Carrick, Full Magnets
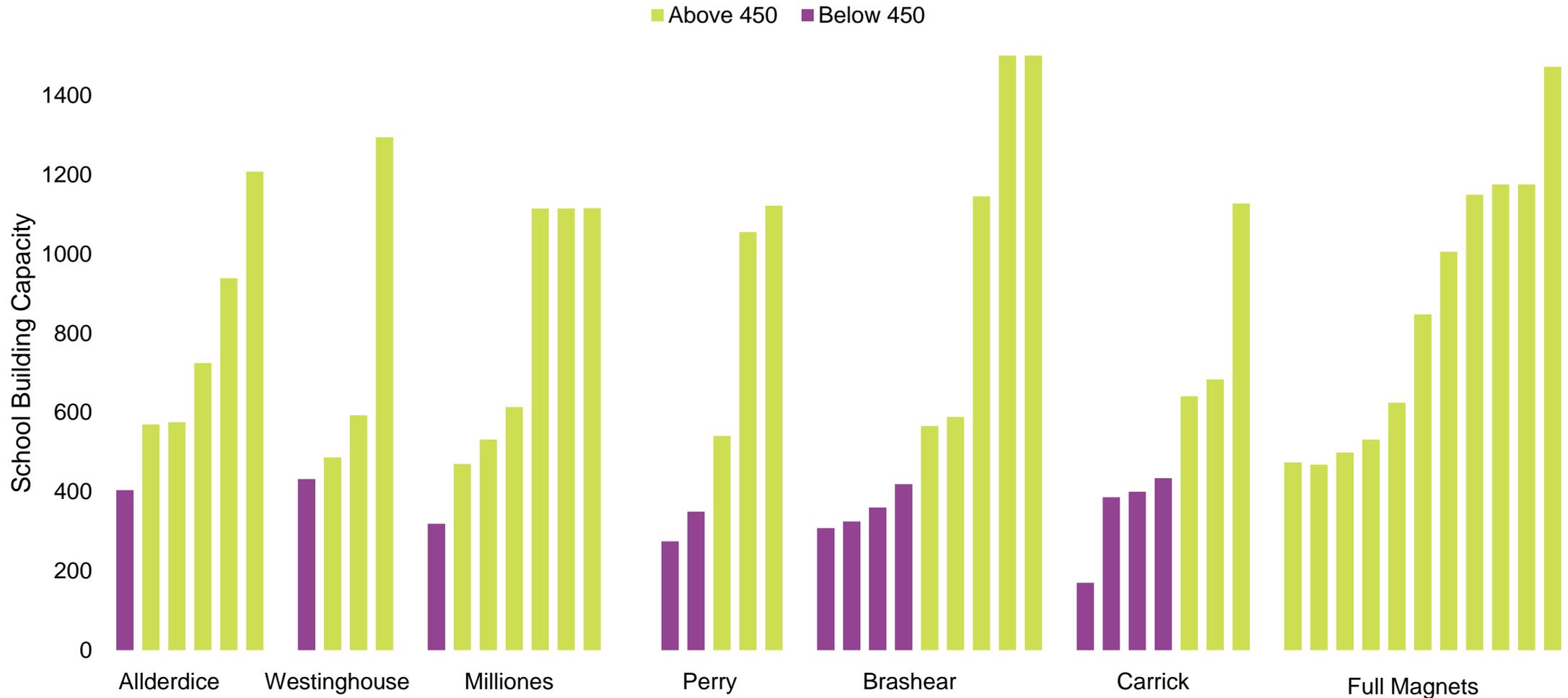
Less than half of school buildings in PPS have air conditioning, though that's changing

Number of Schools by AC Status – Broken out by Feeder & Program Type
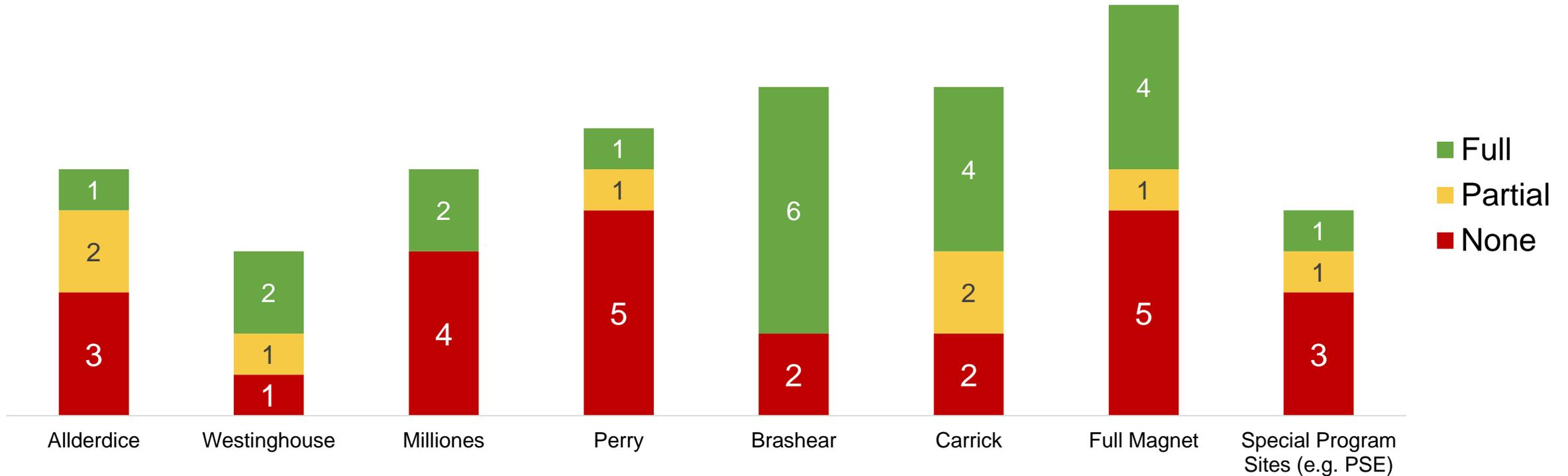
Legend:
- Full (green)
- Partial (yellow)
- None (red)

School	None	Partial	Full
Allderdice	3	2	1
Westinghouse	1	1	2
Milliones	4		2
Perry	5	1	1
Brashear	2		6
Carrick	2	2	4
Full Magnet	5	1	4
Special Program Sites (e.g. PSE)	3	1	1

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

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

■ Yes ■ No

Number of Schools

Amenity	Yes (approx.)
Teacher Room	38
Book & Supply Rooms	37
Library	36
Computer Lab	35
Green Space	35
Playground	34
Parking Space	33
Gymnasium	30
Cafeteria	29
Art Rooms	26
Field	21
Auditorium	19
Science Lab	12
Instrumental Music	9
Vocal Music	8
Pool	7
CTE Space	2

⬇ Indicates Community Priorities

Source: PPS Functional Capacity Condition Report 2021 (adjusted to account for recent renovations); Town Hall Transcription

ERS Education Resource Strategies

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

Source: PPS Functional Capacity Condition Report 2021 (adjusted to account for recent renovations); Town Hall Transcription
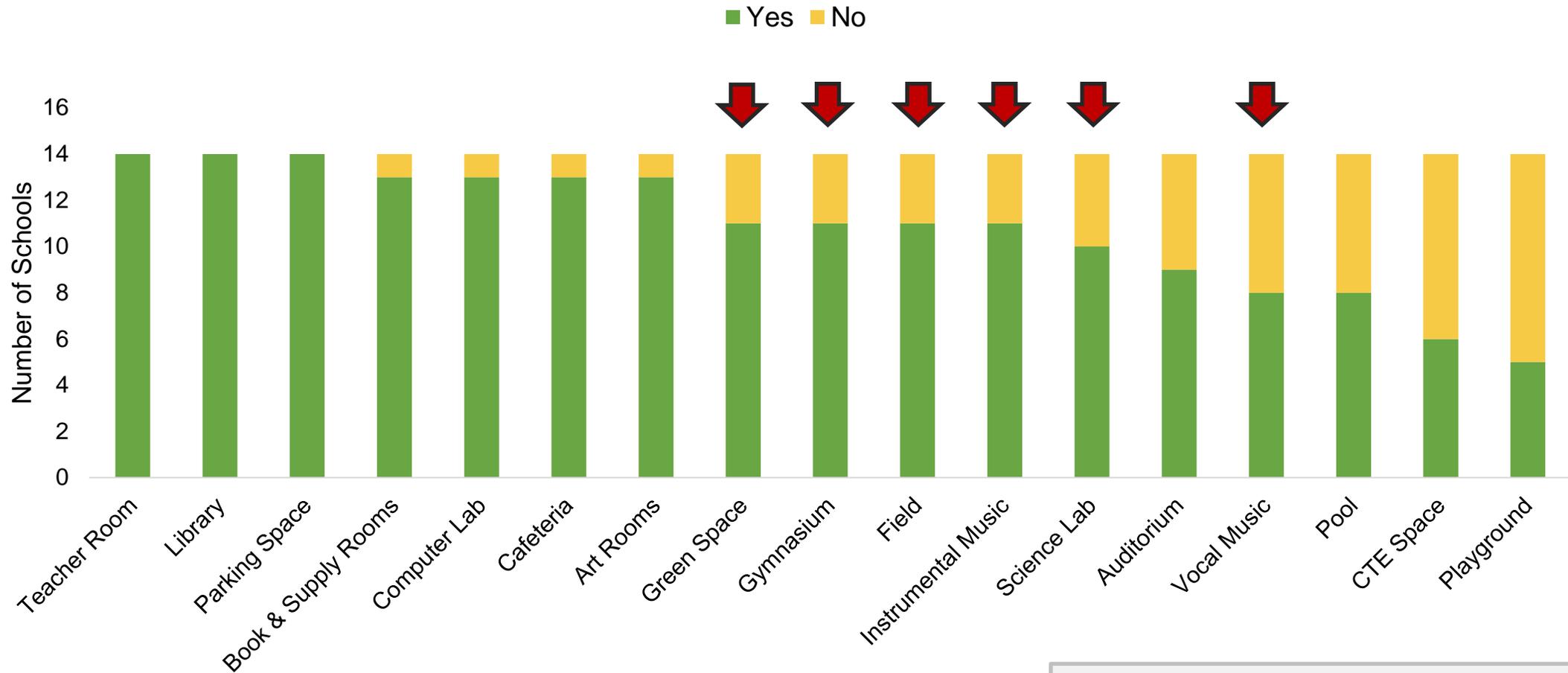
Measures of Success

Staffing & Course Offerings
77 comments

All schools offer Art, Music, PE/Health, World Language and Career Exposure, Exploration or Preparation.

+ All 6-8 schools offer Advanced Coursework, Advisory & STEM

+ All 9-12 schools offer AP courses, Advisory & STEM

Metrics
- Number of teachers per content area in 6-8 and 9-12
- Number of unique courses per subject and school
- Number of Advanced and AP courses per subject and school

Teacher Supports and Collaboration
27 comments

Every teacher has at least one colleague with whom they can collaborate.

Every school has access to at least one instructional expert who can support professional learning.

Metrics
- Percent of teachers with at least one shared grade or shared content colleague
- Teacher to instructional coach ratio in ELA and Math

ERS Education Resource Strategies

Measures of Success

Class Size
64 comments

Class sizes are appropriate for each grade level and content area, as specified by research and union contracts.

Metrics
- Average class size by subject, grade and school

Student Supports
55 comments

All K-5, 6-8 and 9-12 schools have dedicated Social Workers and/or Counselors that focus only on those grade bands.

Metrics
- Social Worker and Counselor ratios by school

Measures of Success

Programs for Students with Exceptionalities (PSE)

All schools have dedicated classroom spaces for students with disabilities to receive instruction and support, consistent with their IEPs.

Metrics
- Number of dedicated PSE spaces compared to SWD enrollment in each school

English as a Second Language (ESL)

English Learners have access to dedicated spaces for ESL support.

Regional ESL sites have sufficient staffing to support students' linguistic diversity and varying levels of English proficiency.

Metrics
- Number of dedicated ESL spaces compared to EL enrollment in each school
- Ratio of EL students to ESL teachers and support staff

Measures of Success

Access & Equity
46 comments

Students from all subgroups, including students with disabilities and English Learners, attend schools with the same foundational course offerings and supports as their peers.

Metrics
- Number of course offerings in each subject by the percent of SWD and ELs in each school
- Percent of SWD and ELs enrolled in magnet schools or other specialized programs

Magnet Programs
59 comments

The racial composition of students enrolled in magnet schools is consistent with the racial diversity of the district as a whole.

Metrics
- Percent of students by race in magnet schools vs. the district as a whole

Measures of Success

Building Security
37 comments

All school have secure entryways and staff available to support student and staff safety.

Metrics
- Number of schools with dedicated security staff and secure entryways

HVAC
90 comments

Every school has air conditioning to ensure a comfortable learning environment year round.

Metrics
- Number of schools with full air conditioning

Measures of Success

Building Features and Amenities
84 comments

Schools have dedicated Art, Music, Science Lab and CTE spaces as needed to support their academic programming.

Metrics
- Number of schools with dedicated Art, Music, Science Lab and CTE spaces by school level (i.e. K-5, 6-8 and 9-12)

Technology
32 comments

All classrooms are equipped with the infrastructure to support effective use of instructional technology.

Metrics
- Annual survey of teachers about the ease of using instructional technology in the classroom
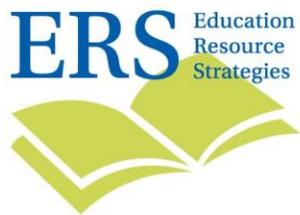
APPENDIX – Additional Analysis Performed

Spatial Work

Which Attendance Zones does each Magnet Pull From?

Metric: for each magnet school, percent of their students that live in each attendance zone

ELEMENTARY GRADES: Allegheny K-5

ELEMENTARY GRADES: Carmalt PreK-8

ELEMENTARY GRADES: Dilworth PreK-5

ELEMENTARY GRADES: Liberty K-5

ELEMENTARY GRADES: Linden K-5
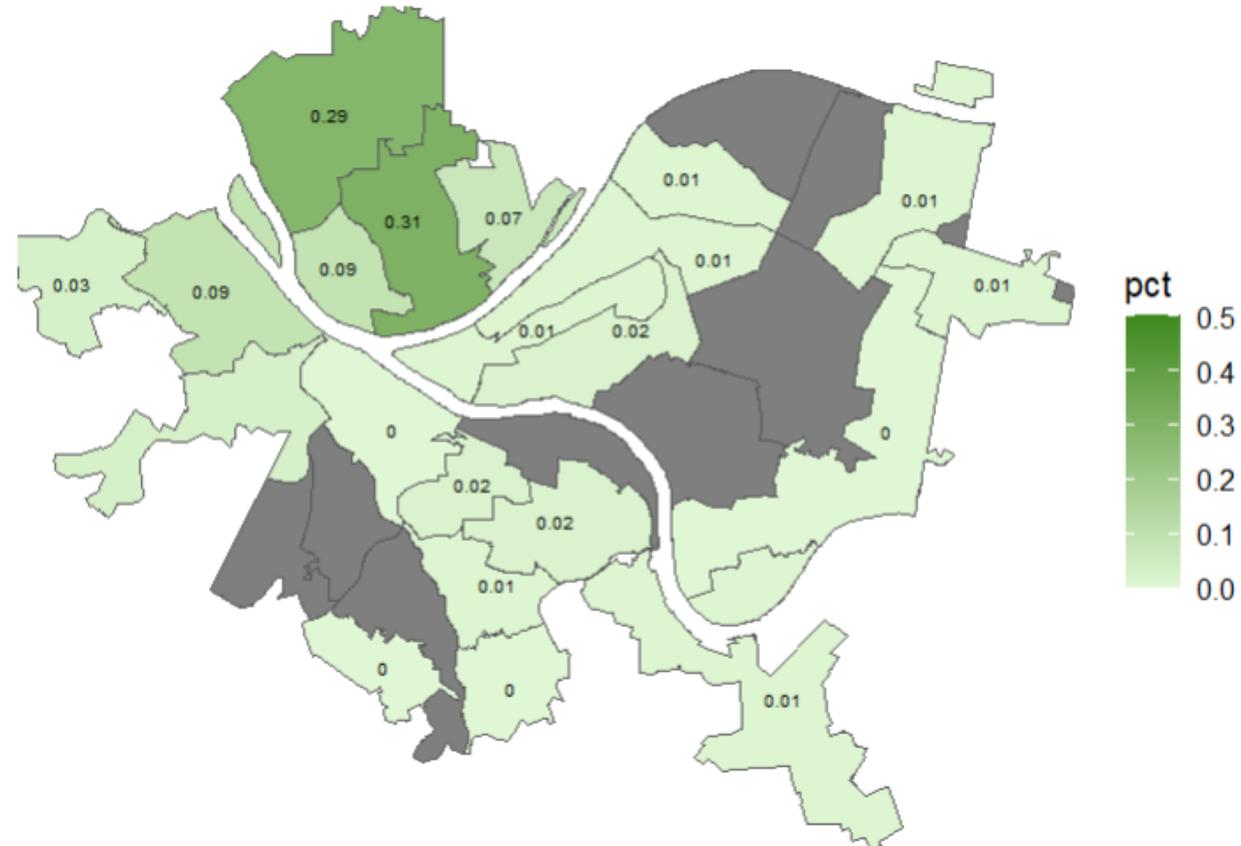
ELEMENTARY GRADES: Montessori PreK-5
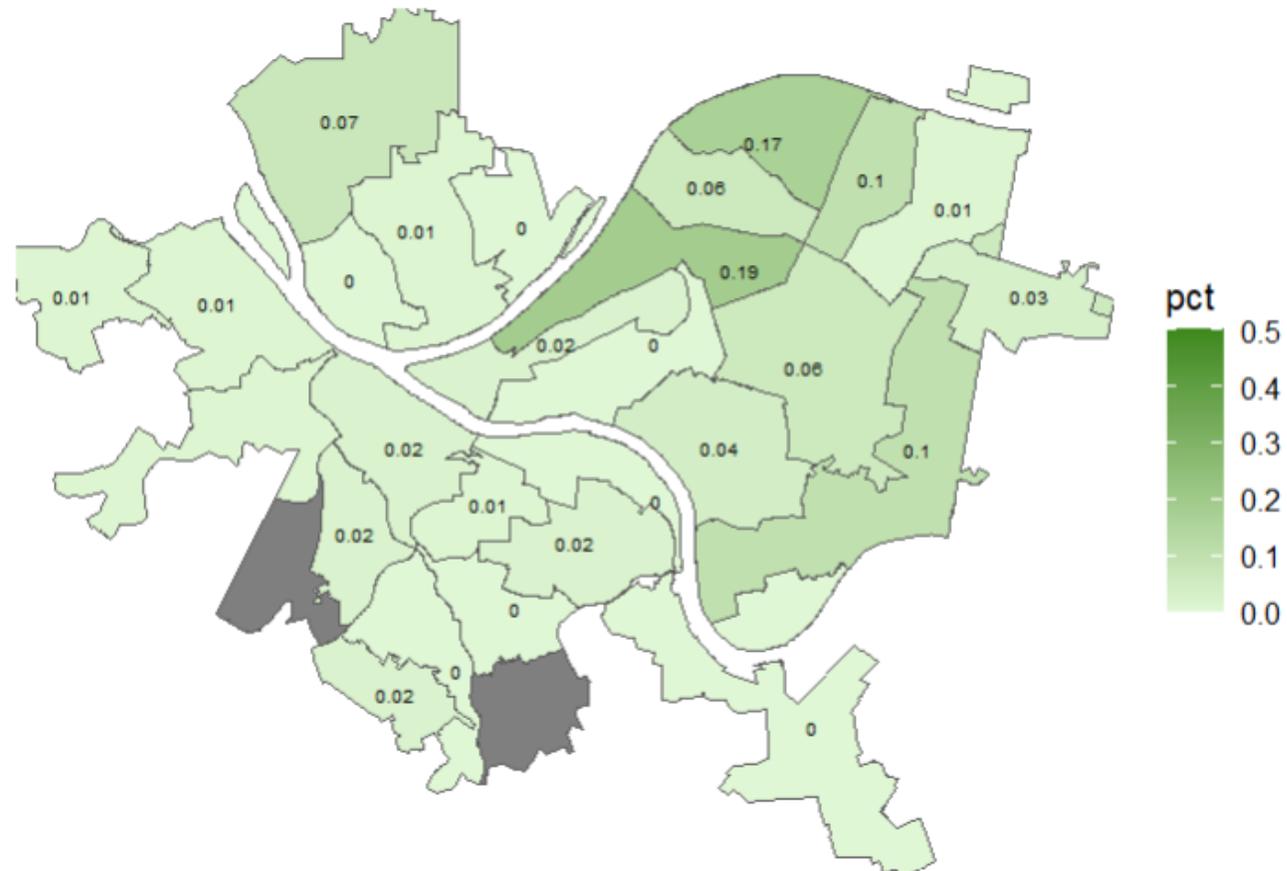
MIDDLE GRADES: Allegheny 6-8
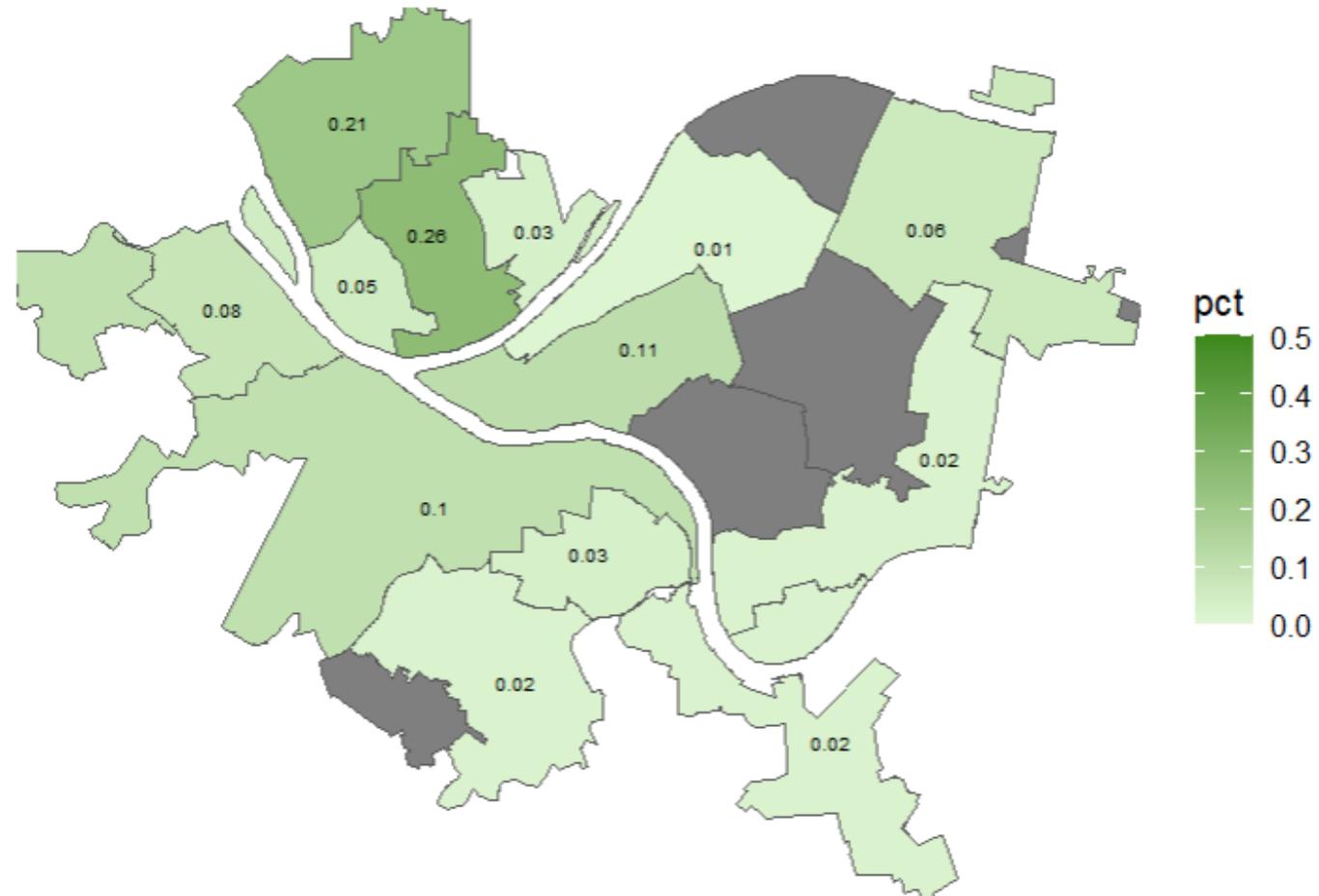
MIDDLE GRADES: CAPA 6-12
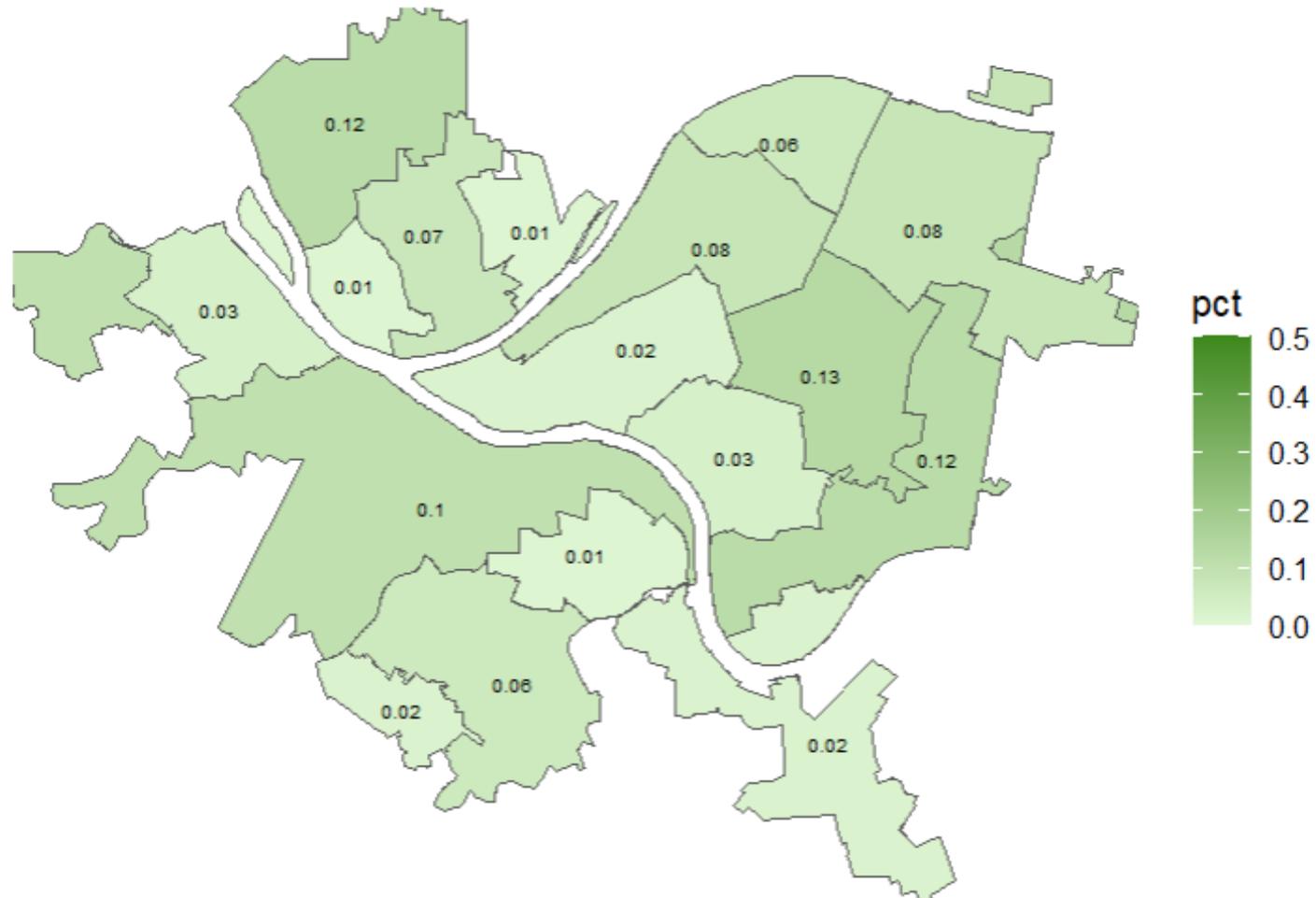
MIDDLE GRADES: Carmalt PreK-8
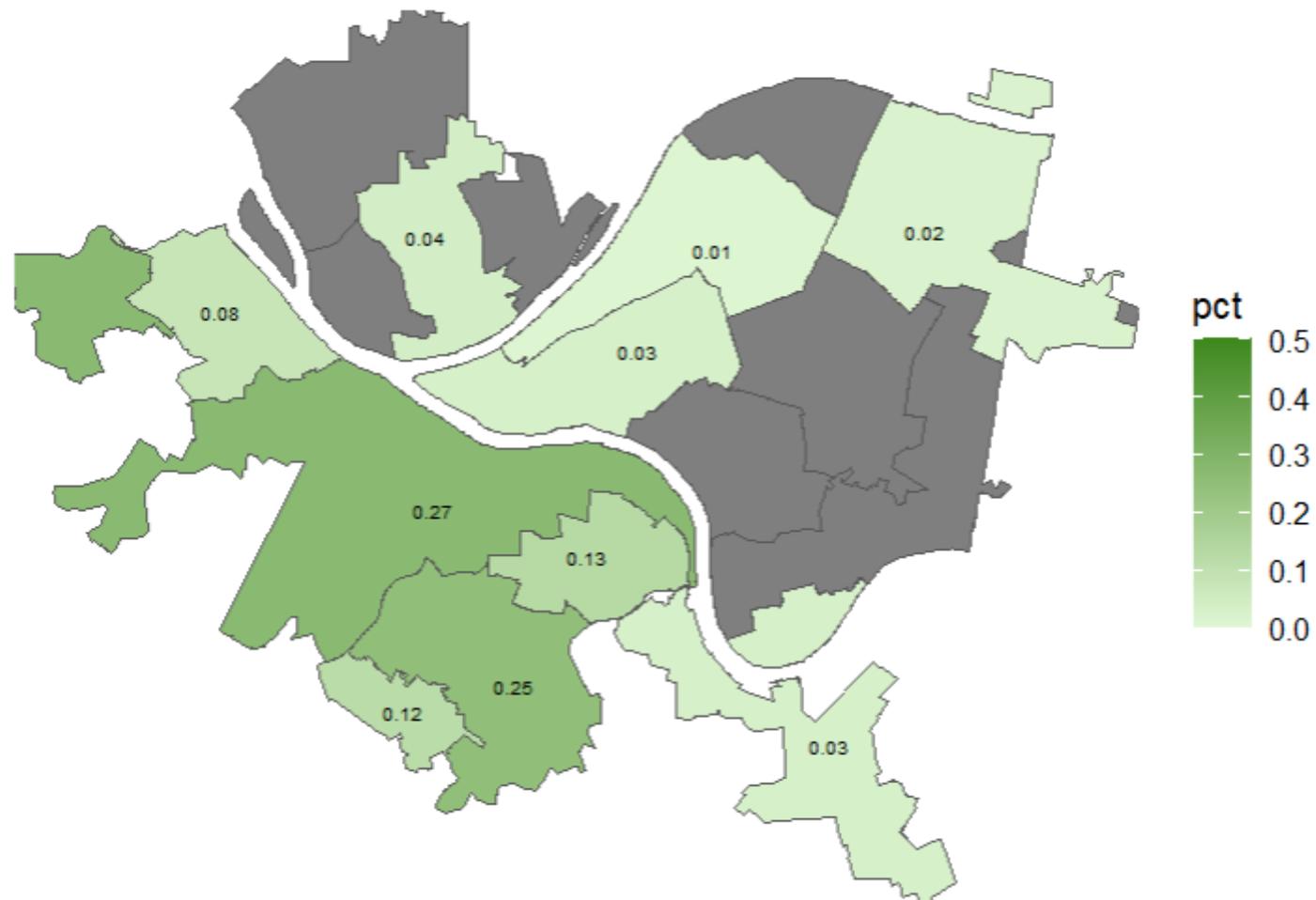
MIDDLE GRADES: Classical 6-8
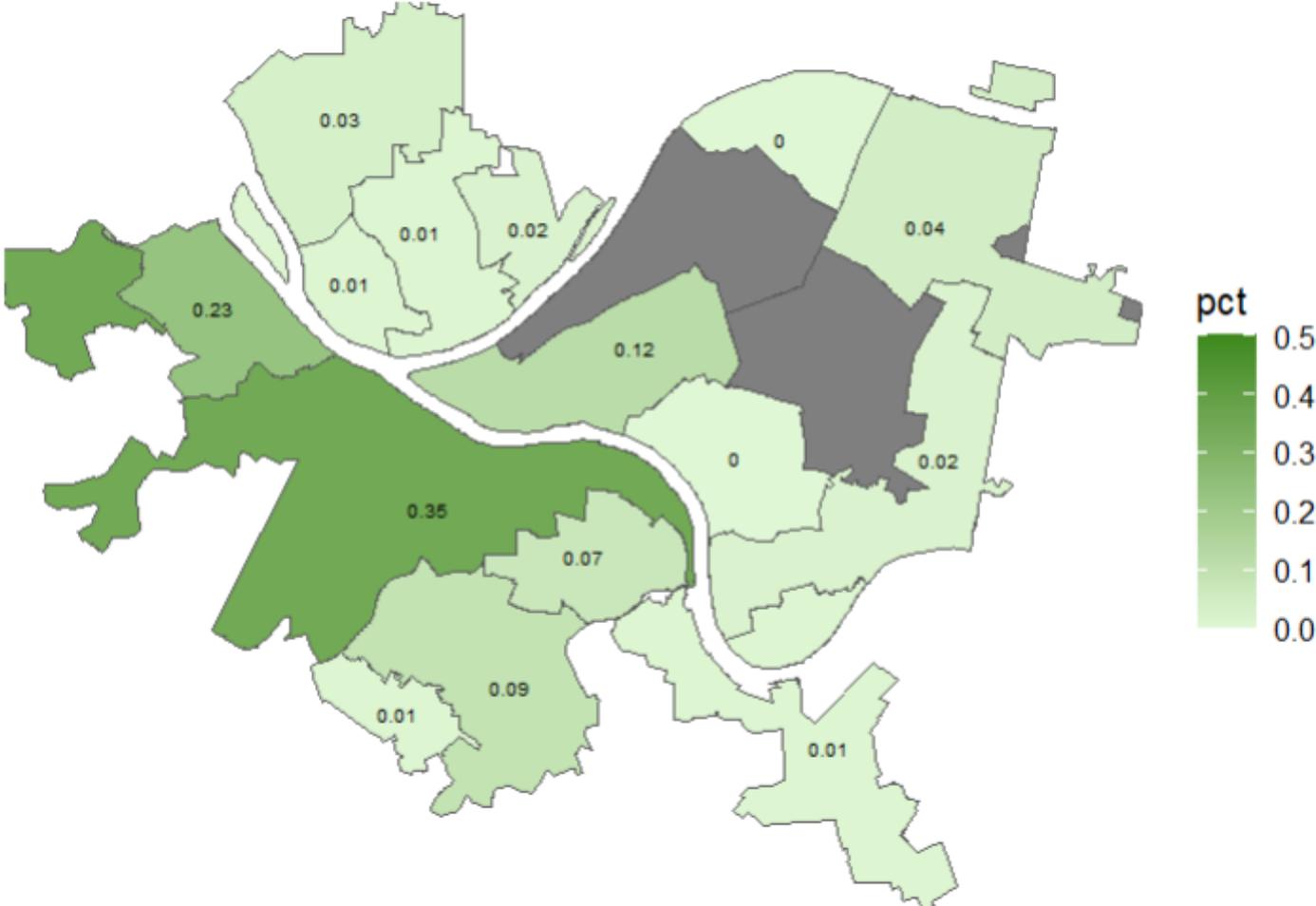
MIDDLE GRADES: Obama 6-12
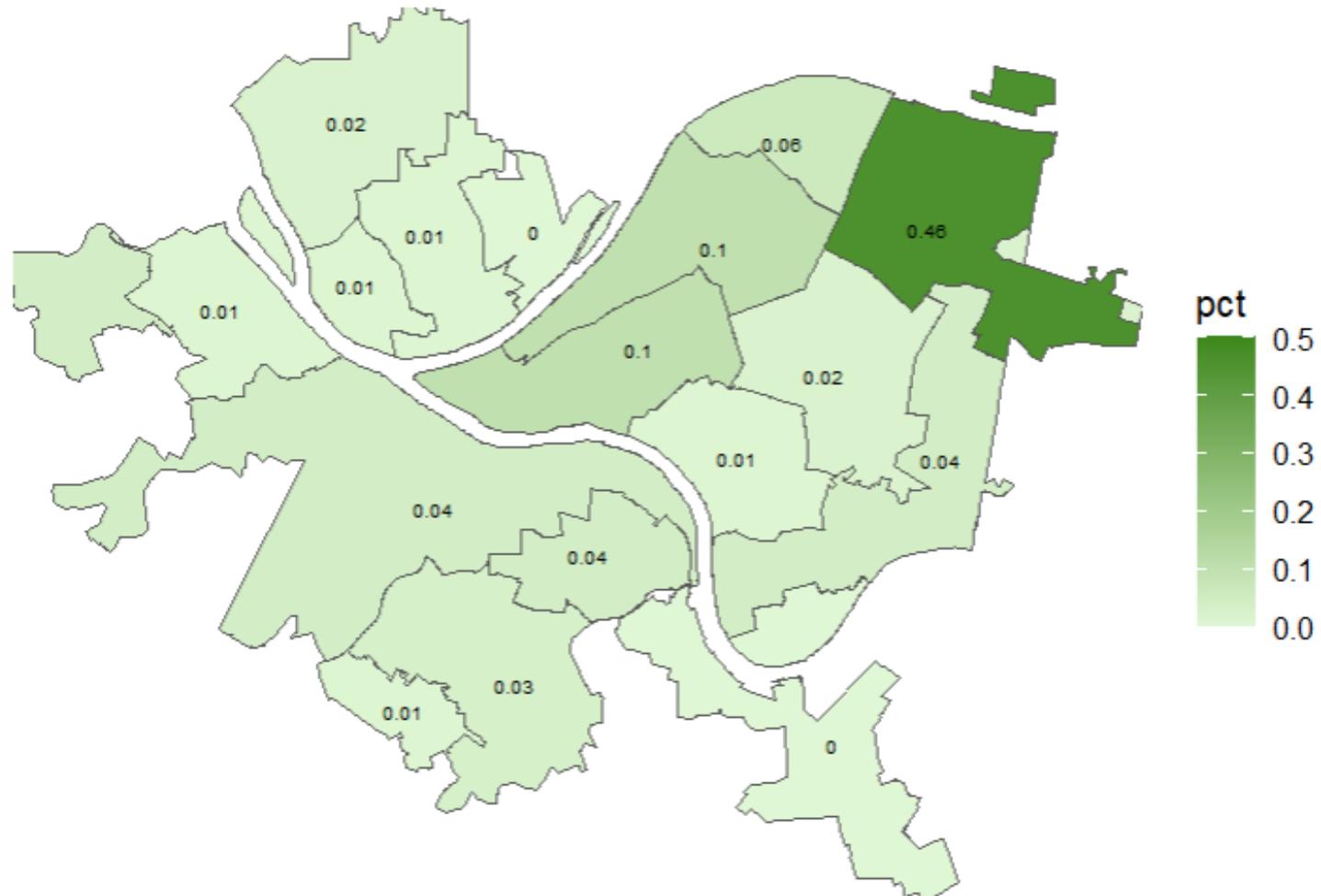
MIDDLE GRADES: Science And Technology Academy
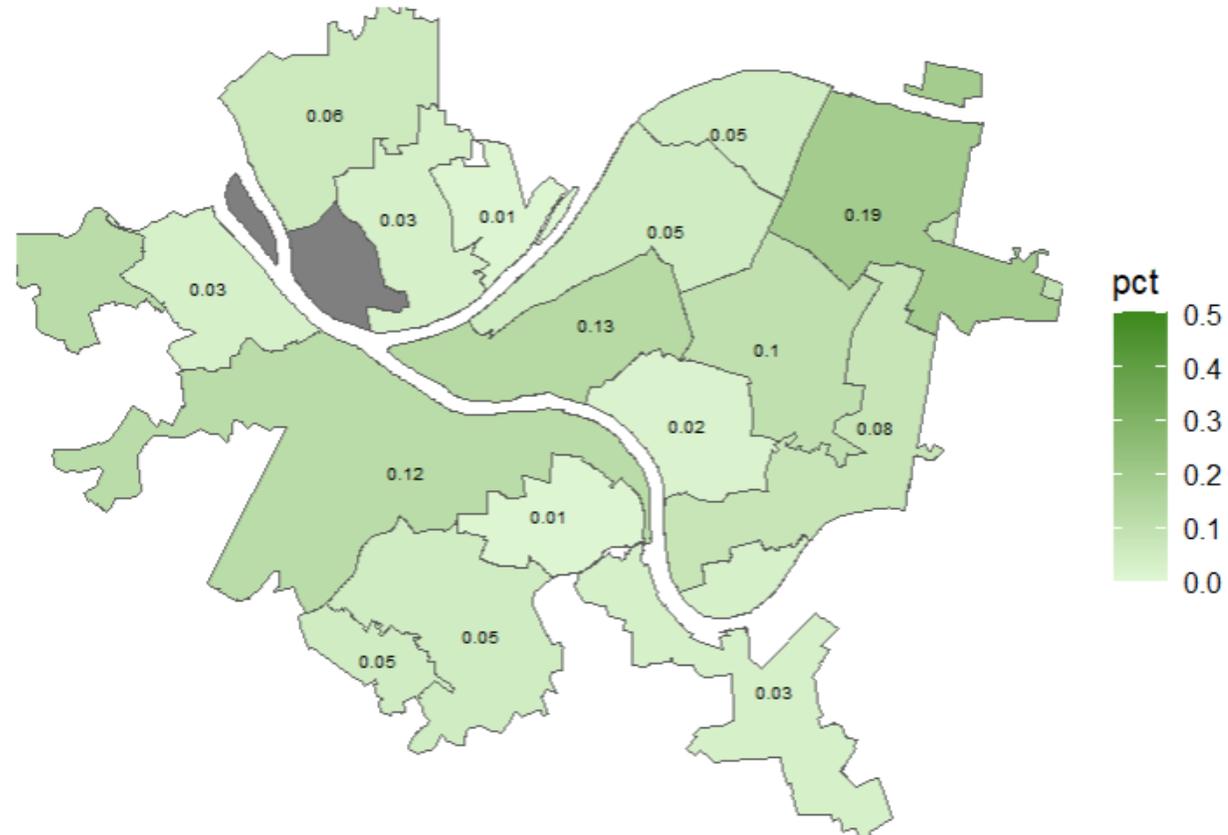
HIGH GRADES: CAPA 6-12
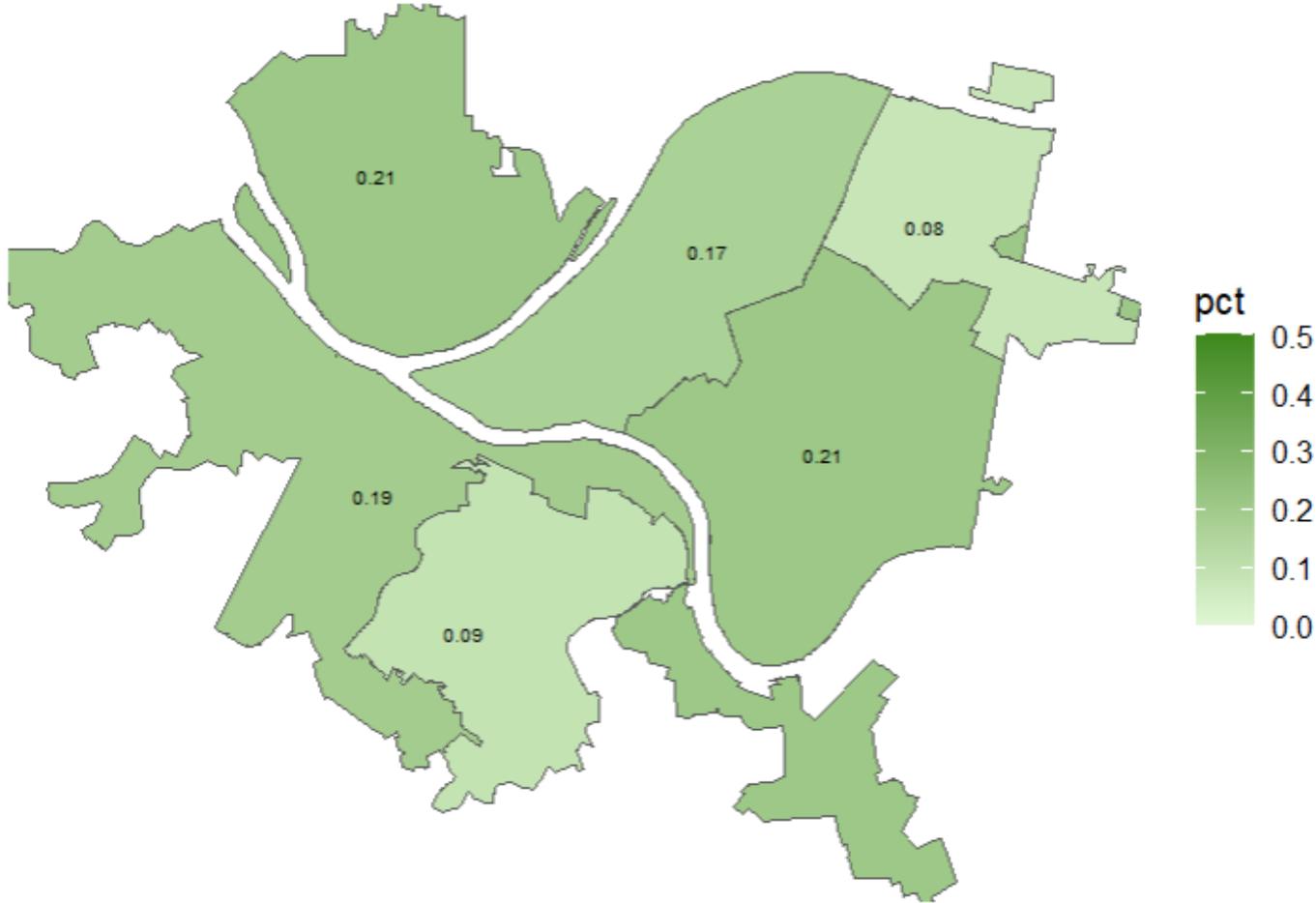
HIGH GRADES: Obama 6-12
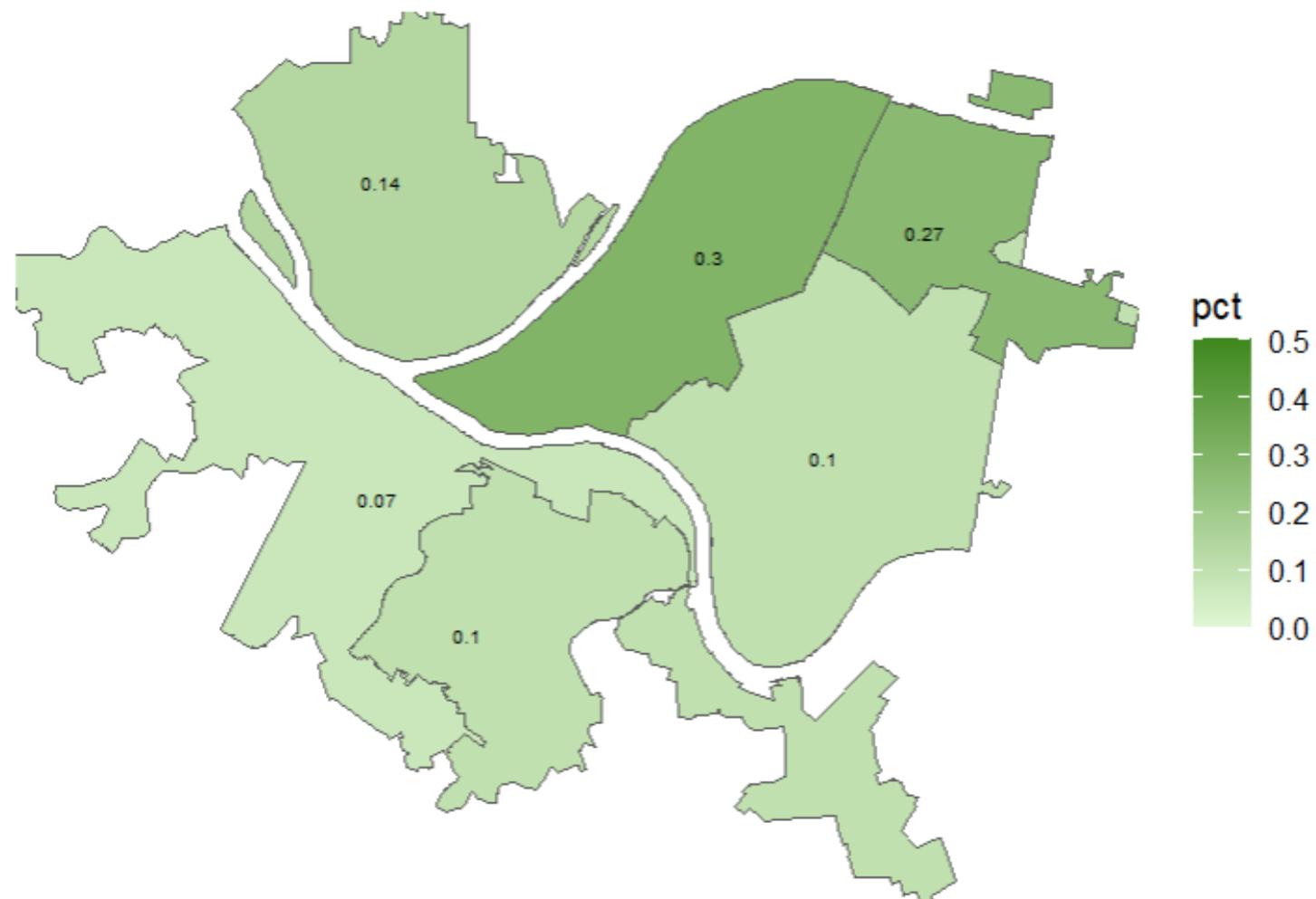
HIGH GRADES: Science And Technology Academy
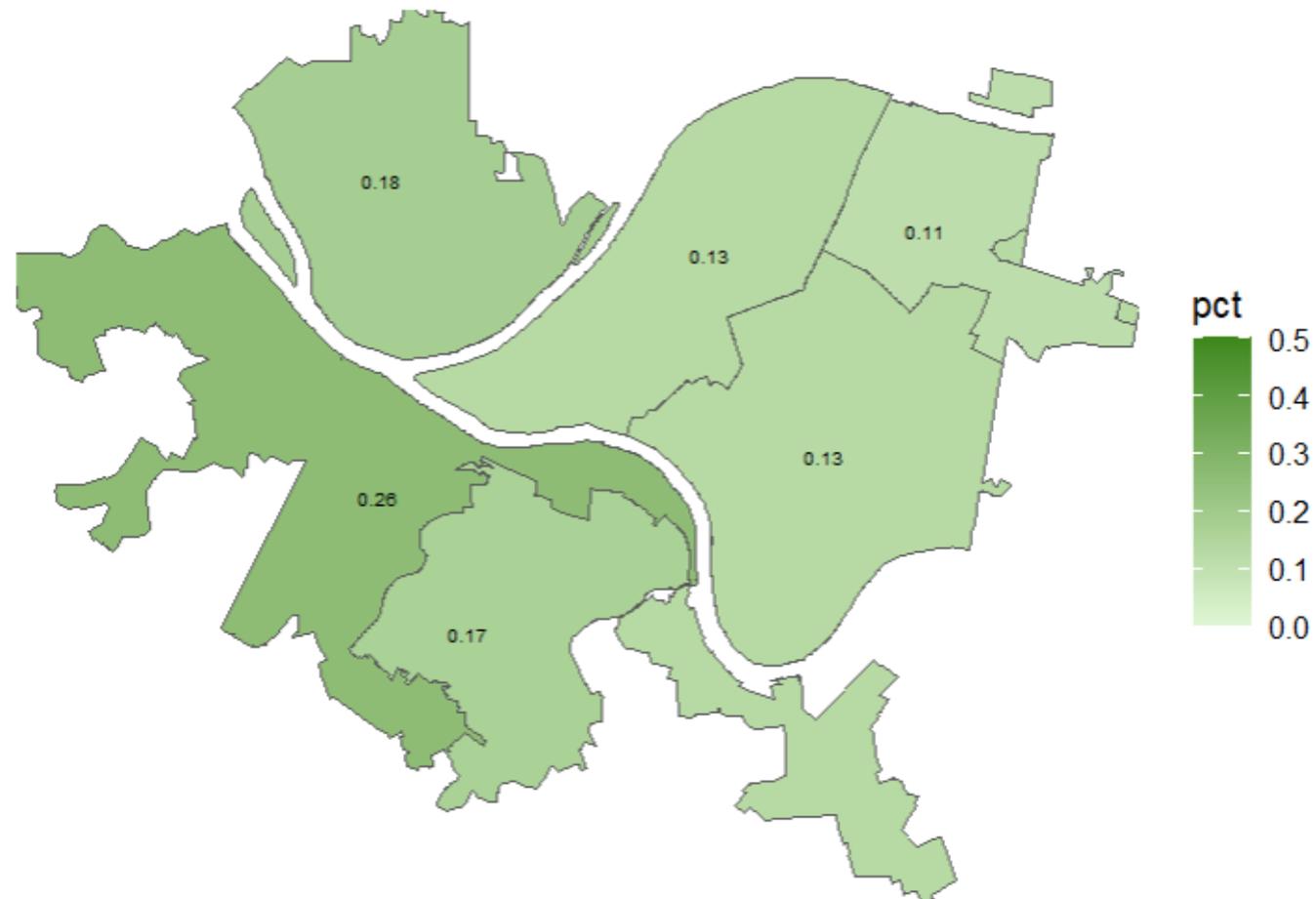
Which Attendance Zones have High Rates of Going to Magnets?

Metric: for each attendance zone, percent of their students that go to magnets (as opposed to neighborhood schools)

Elementary
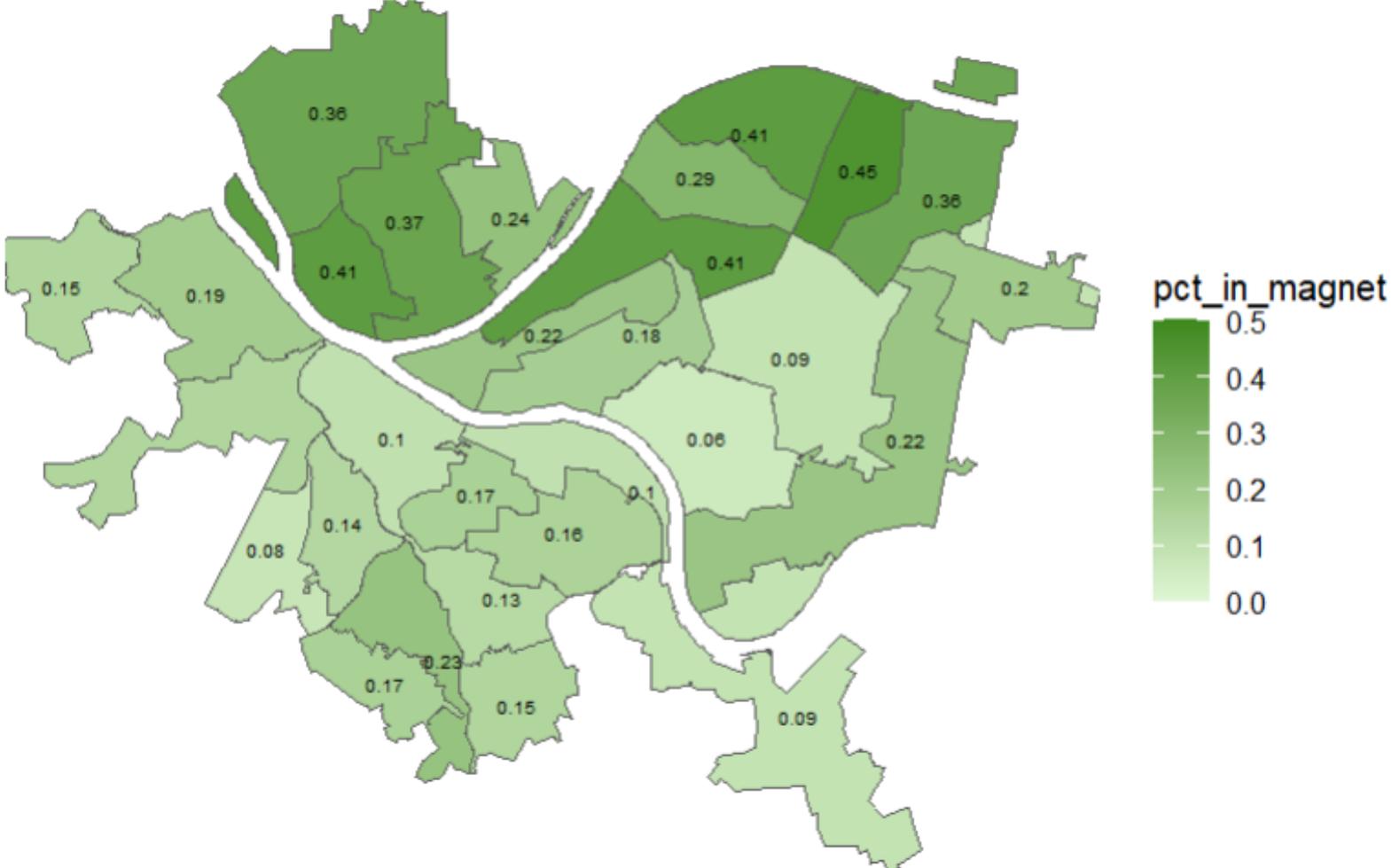
Middle
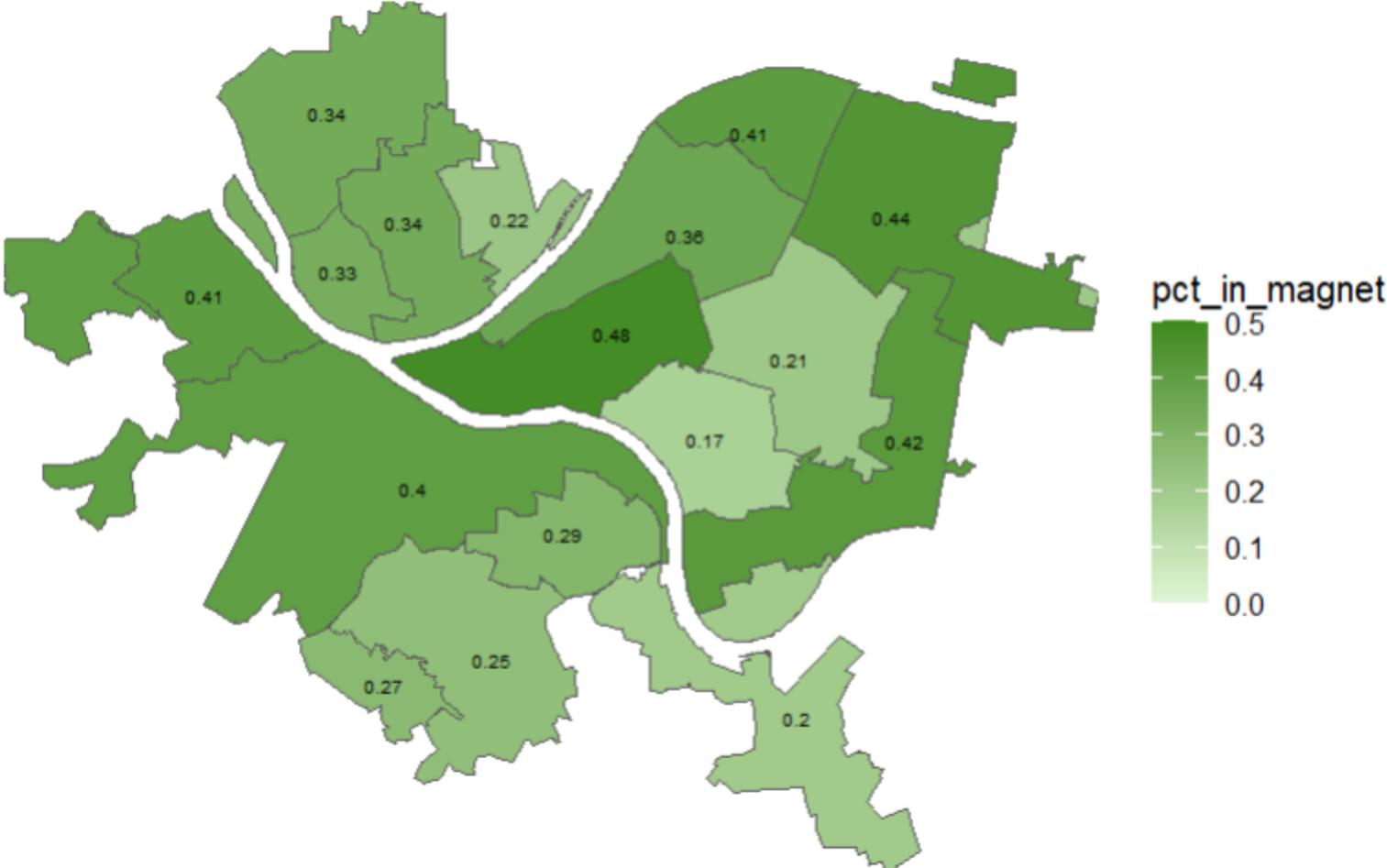
High
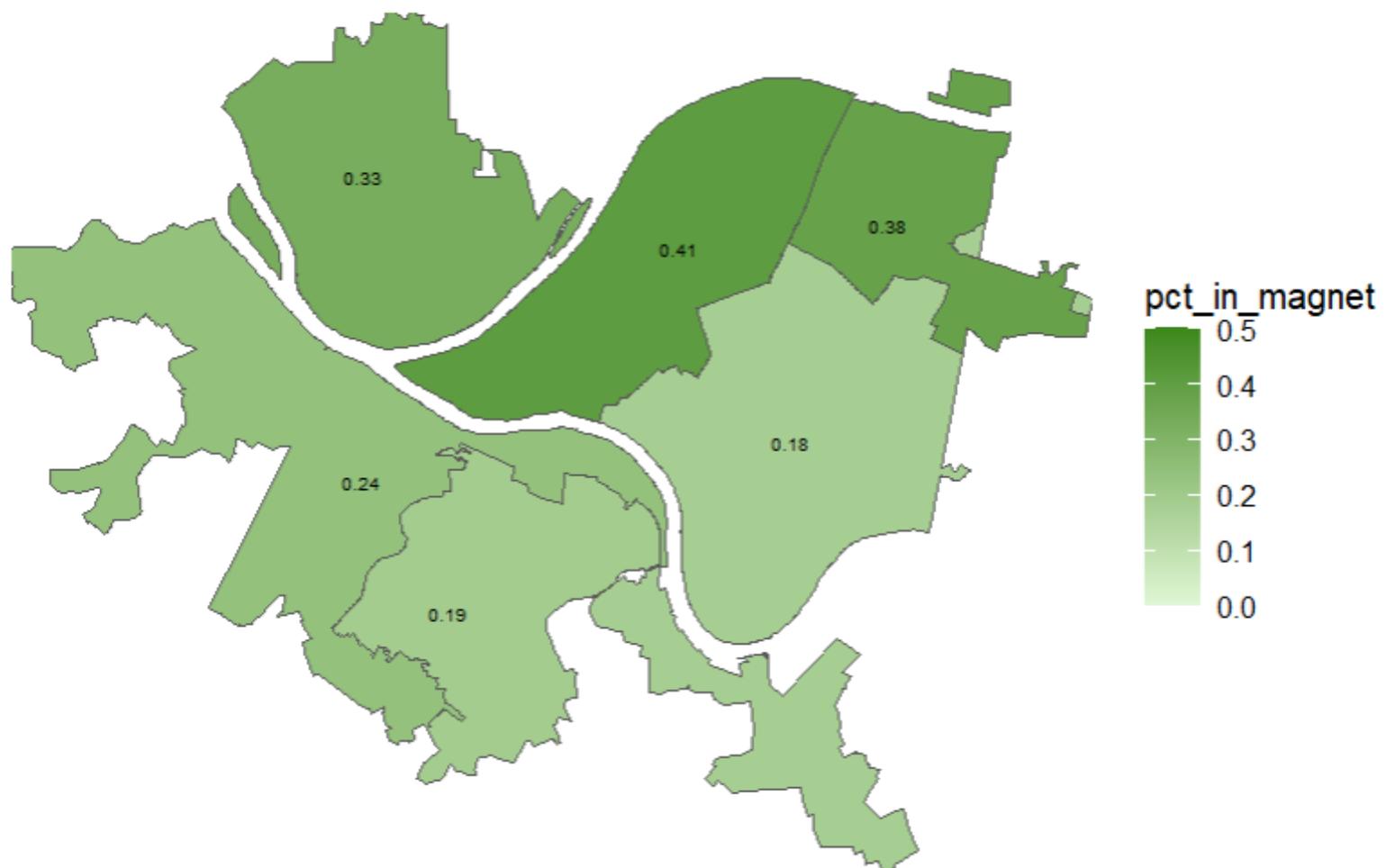
Which Attendance Zones have High Rates of Special Education and English Learner Students?

Metric: for each attendance zone, number of Special Education or English Learner students by square mile

ERS
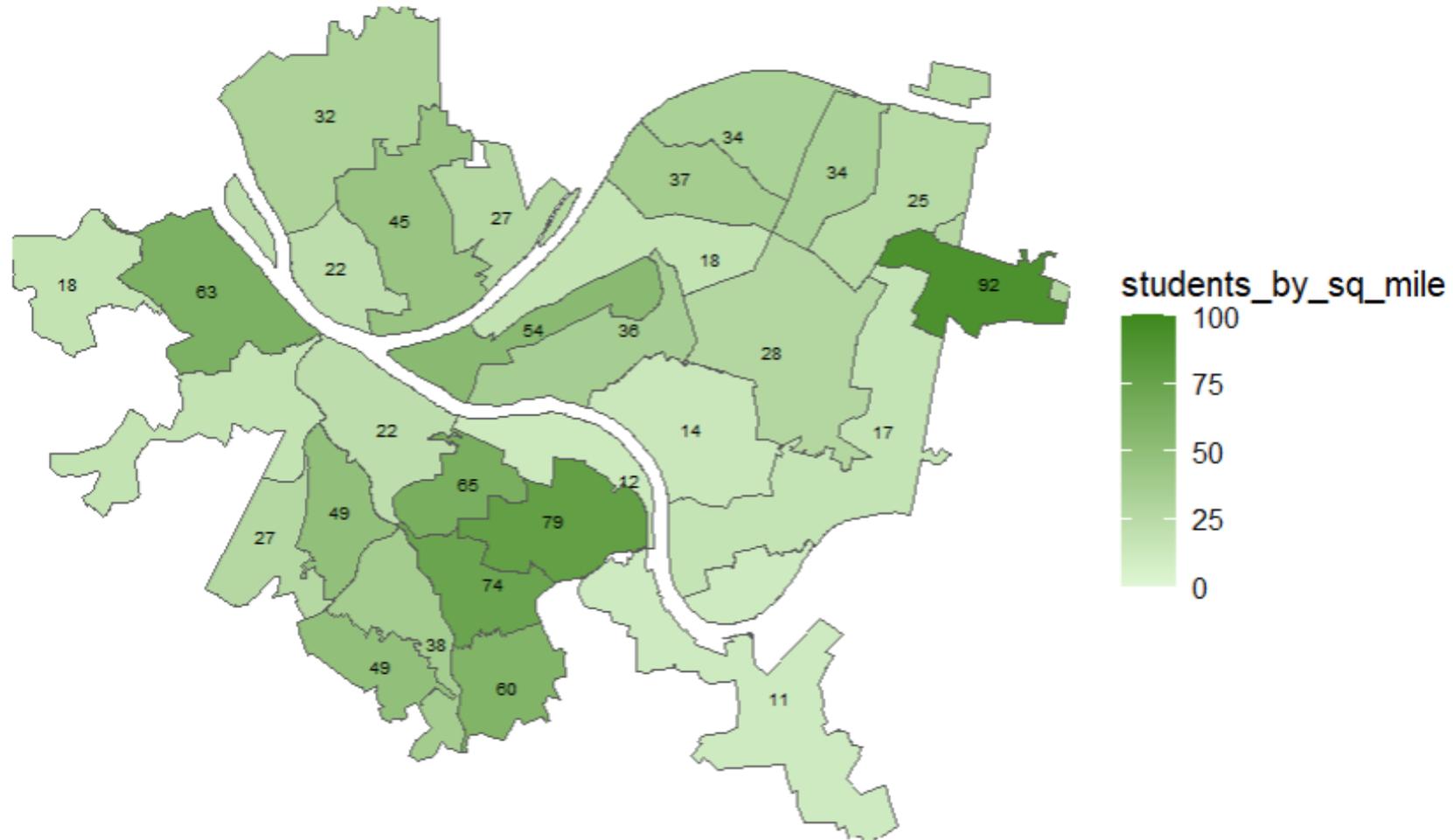
Elementary SPED

Middle SPED

High SPED

Elementary ELL

Middle ELL

High ELL

students_by_sq_mile
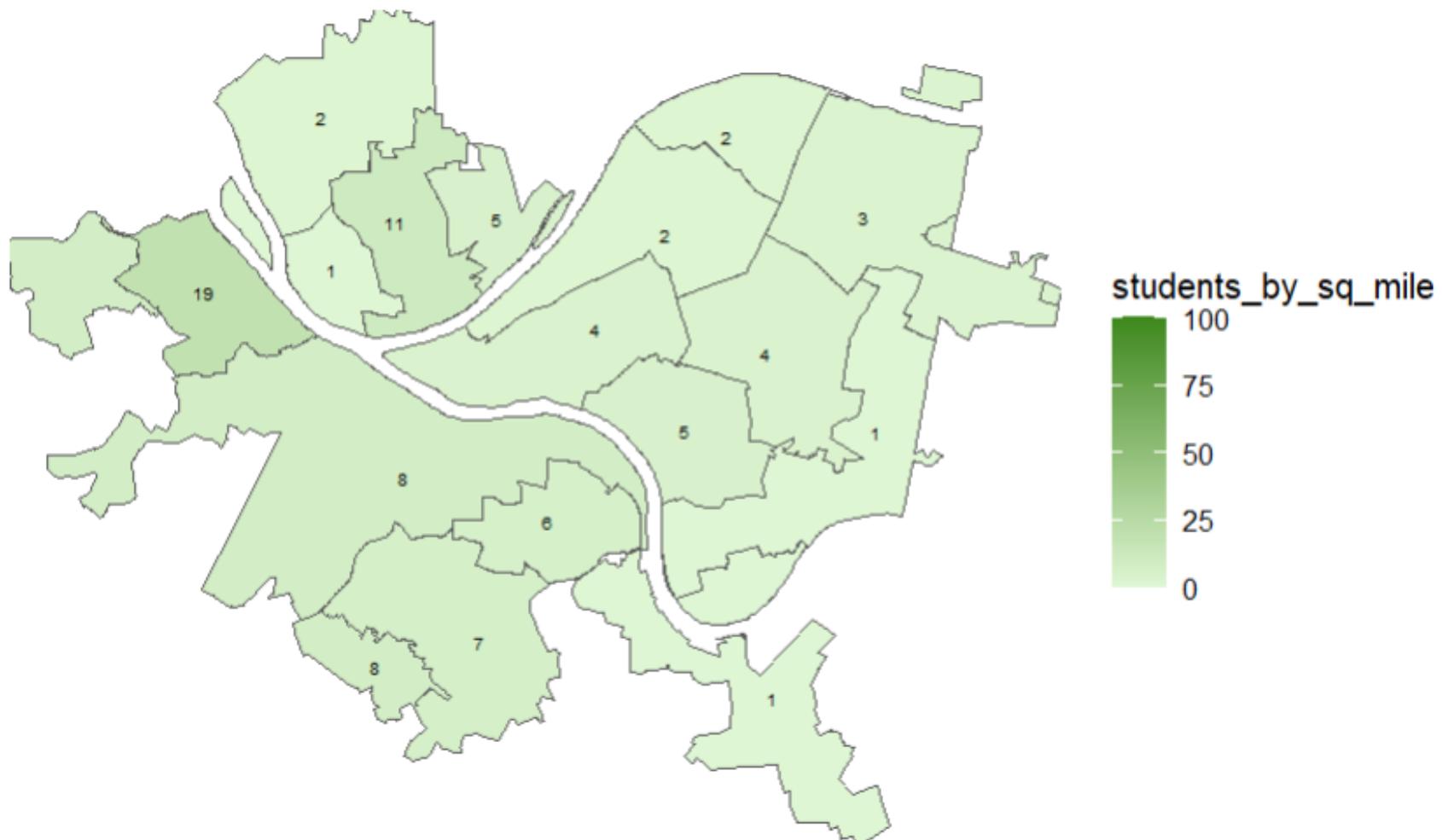
What is the average and max driving distance and time for each attendance zone?

Metric: for each attendance zone, average and max driving distance to school for a student

Average Minutes to School (K-5)
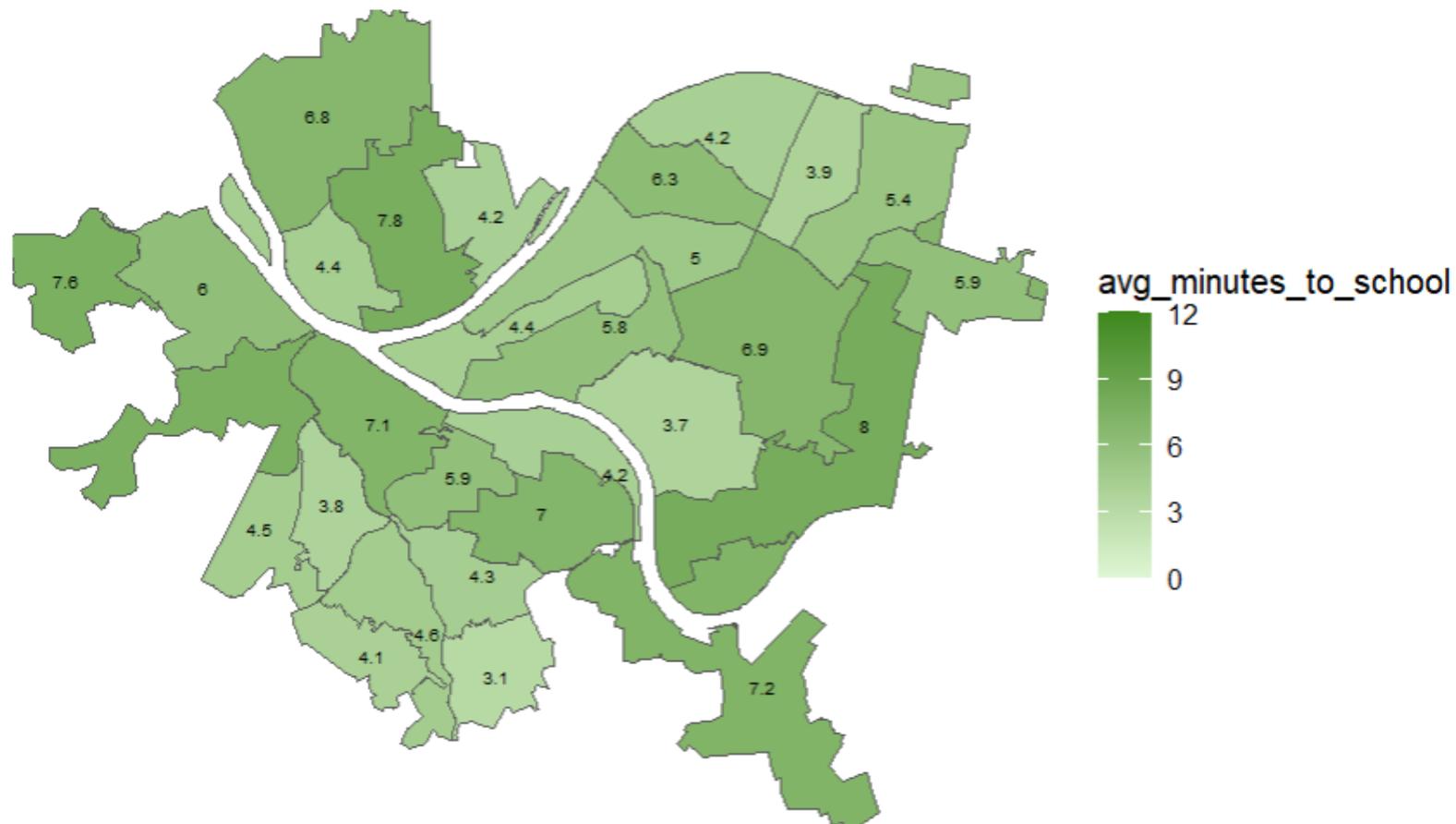
Average Minutes from School (K-5)
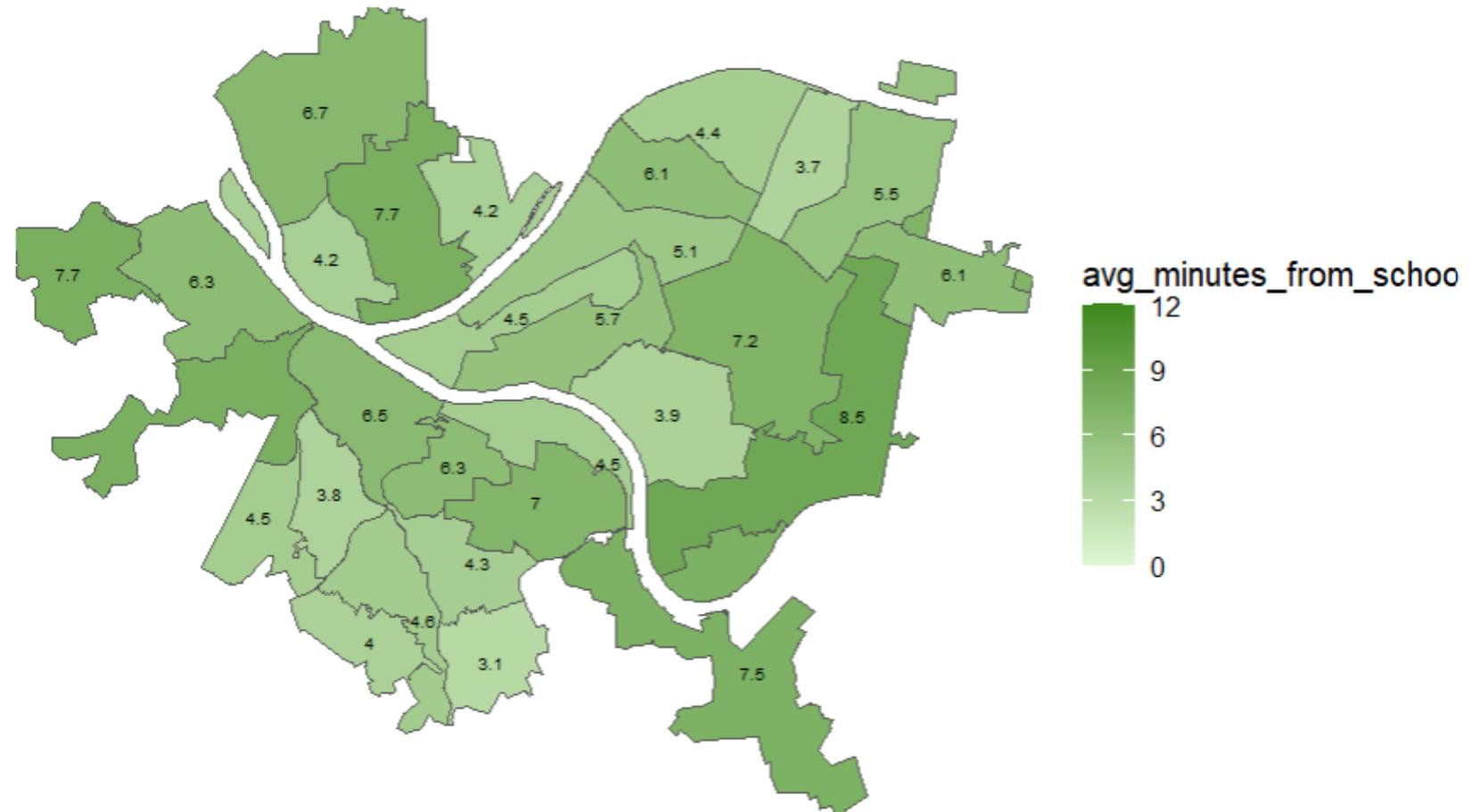
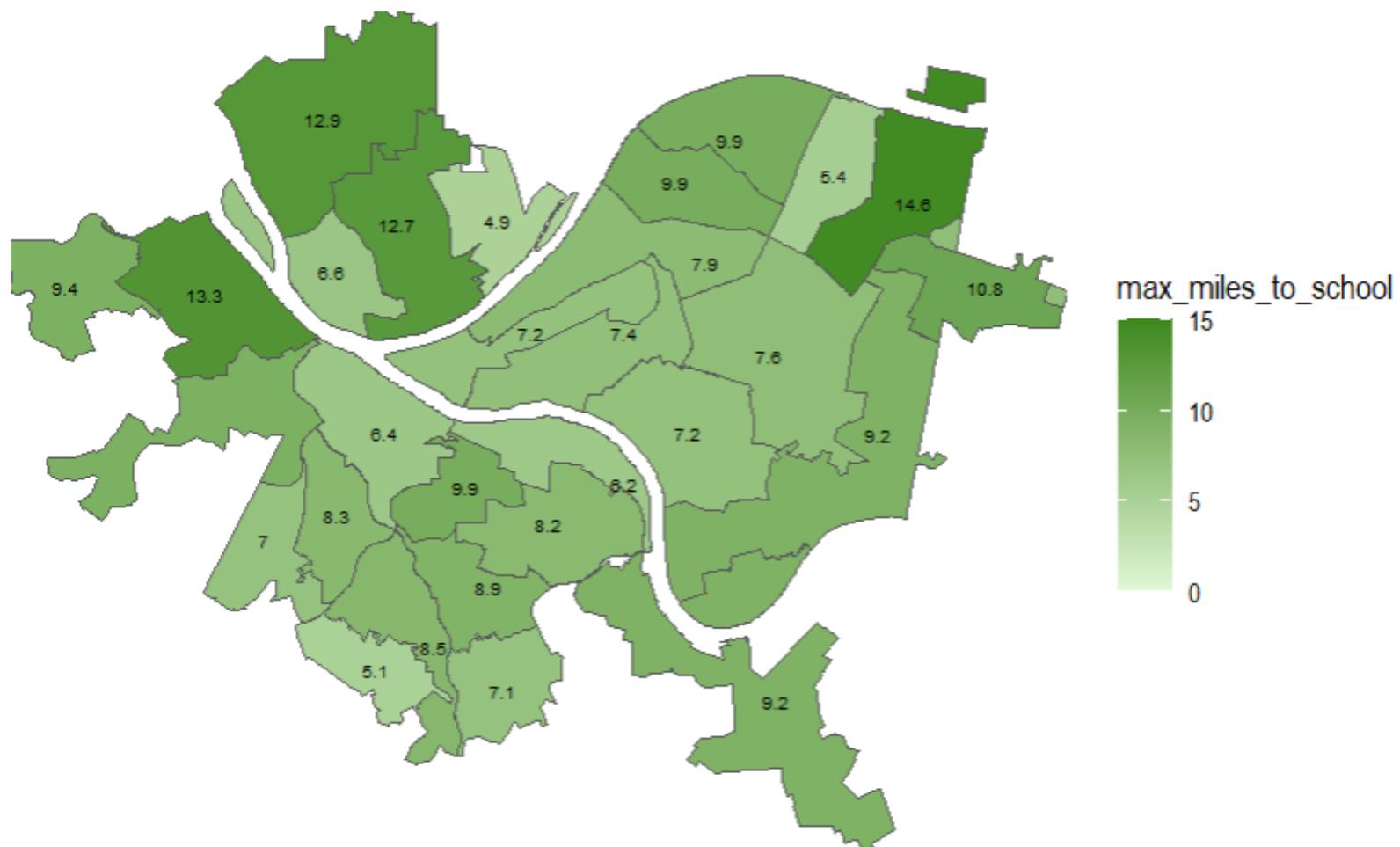**Average Miles to School (K-5)**
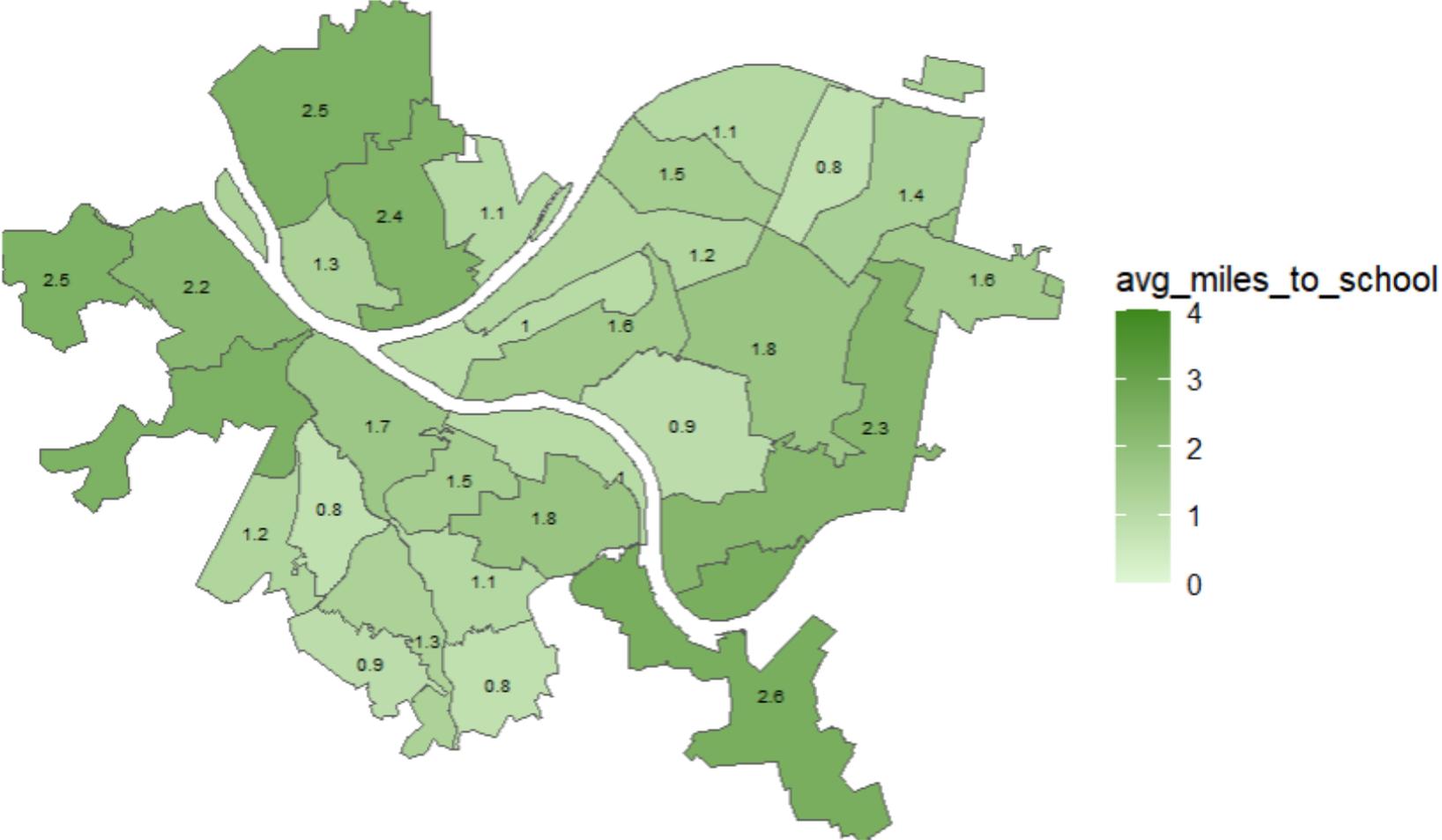
Average Miles from School (K-5)
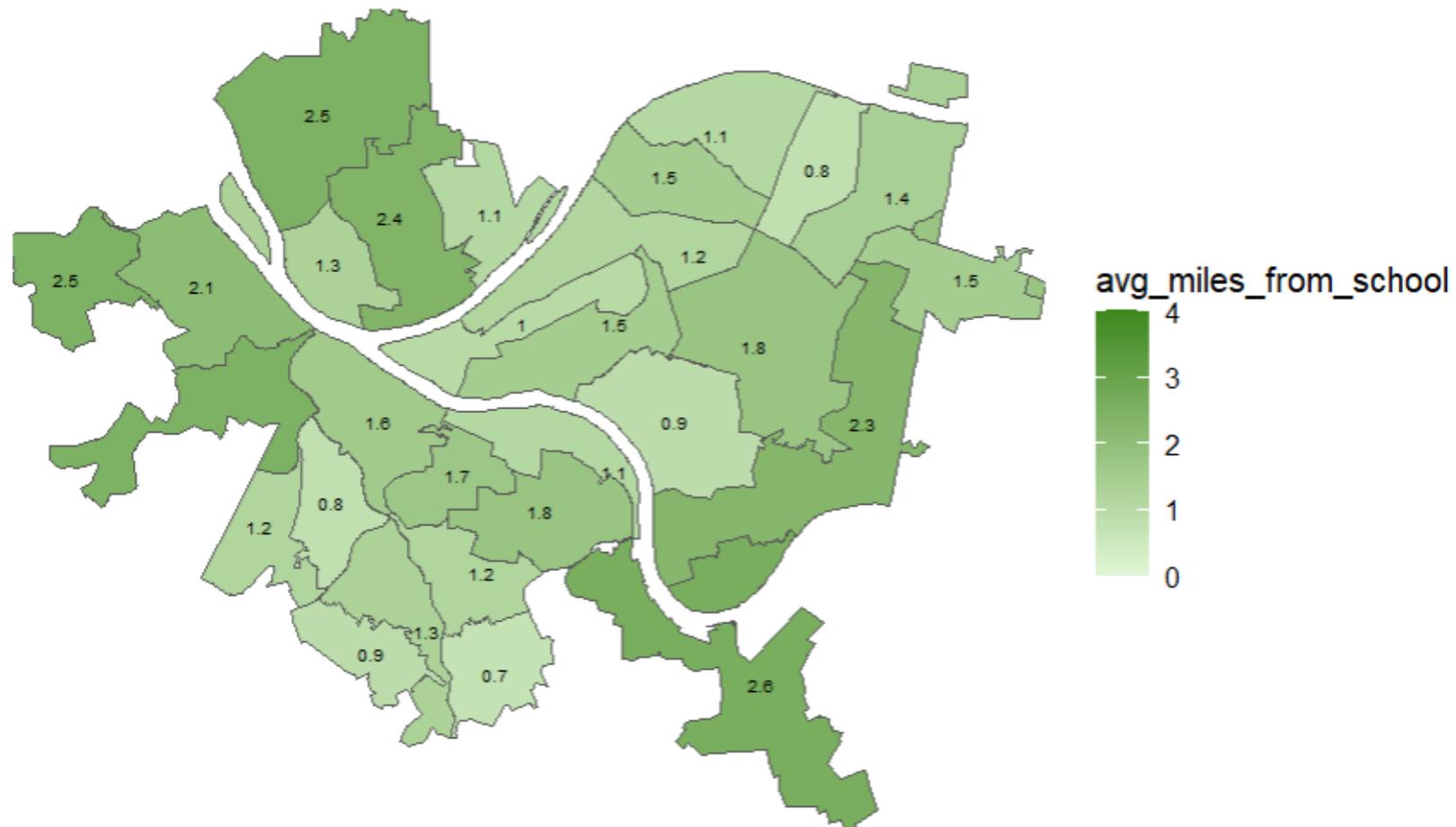
Average Minutes to School (6-8)
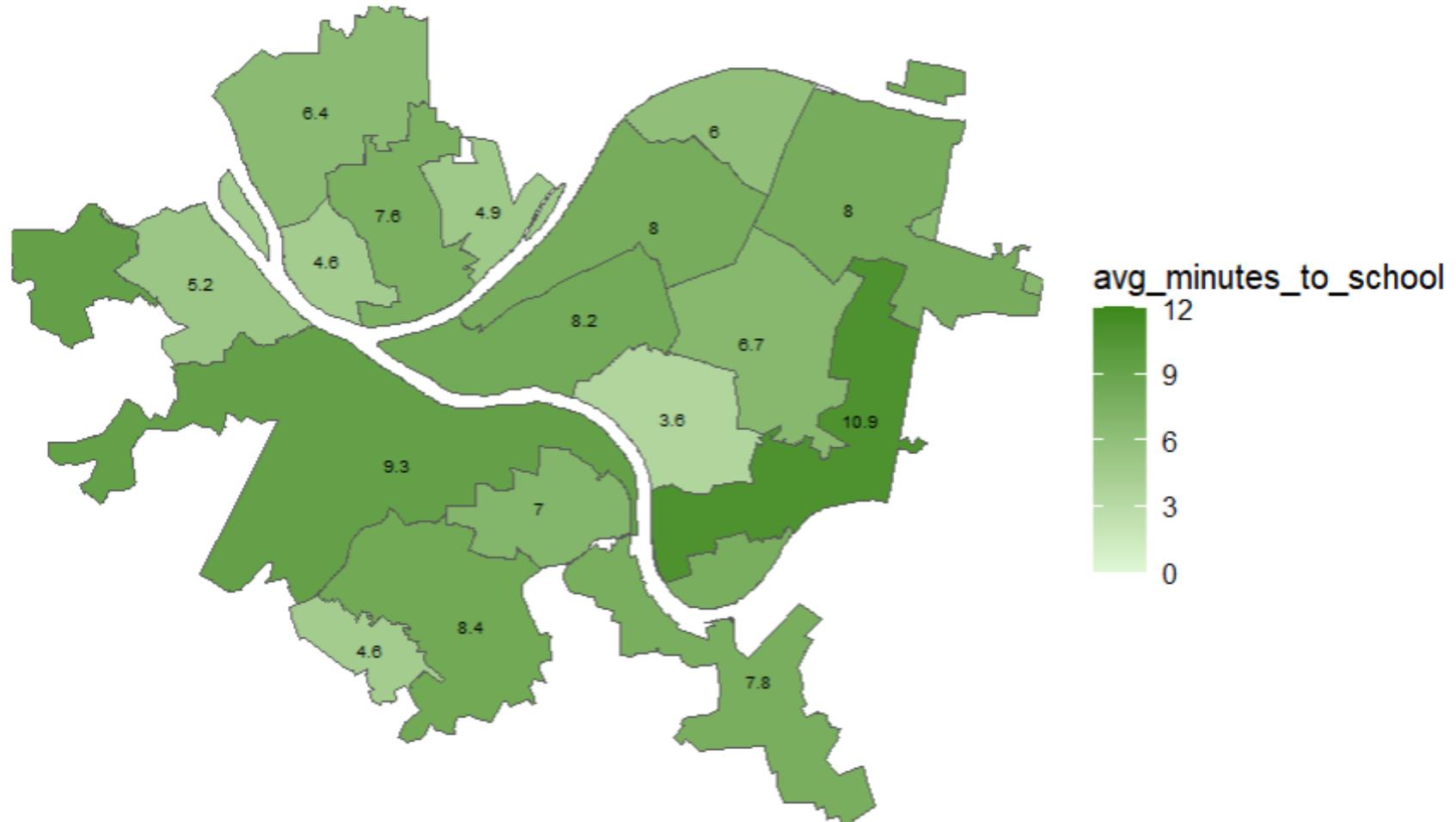
Average Minutes from School (6-8)
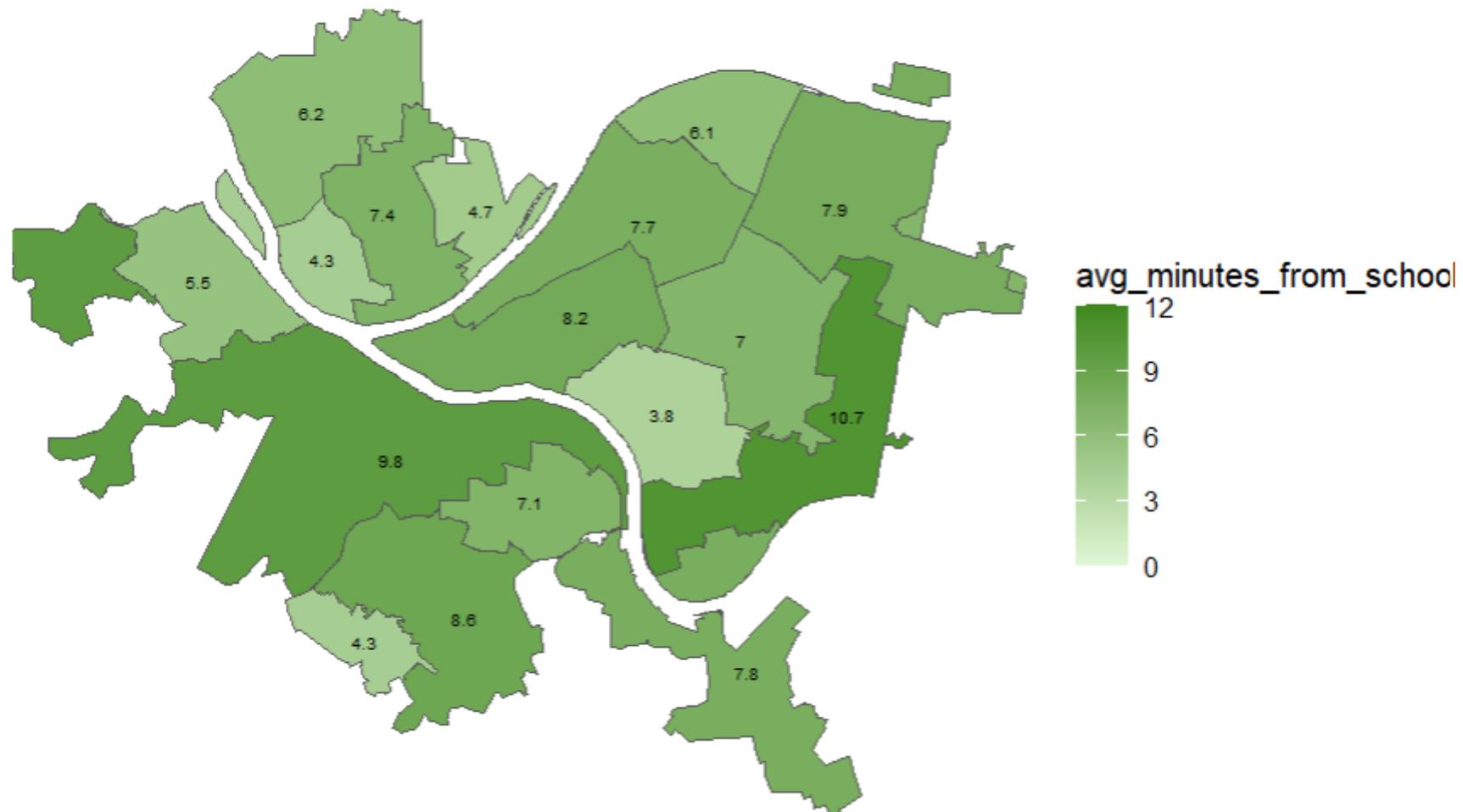
Average Miles to School (6-8)
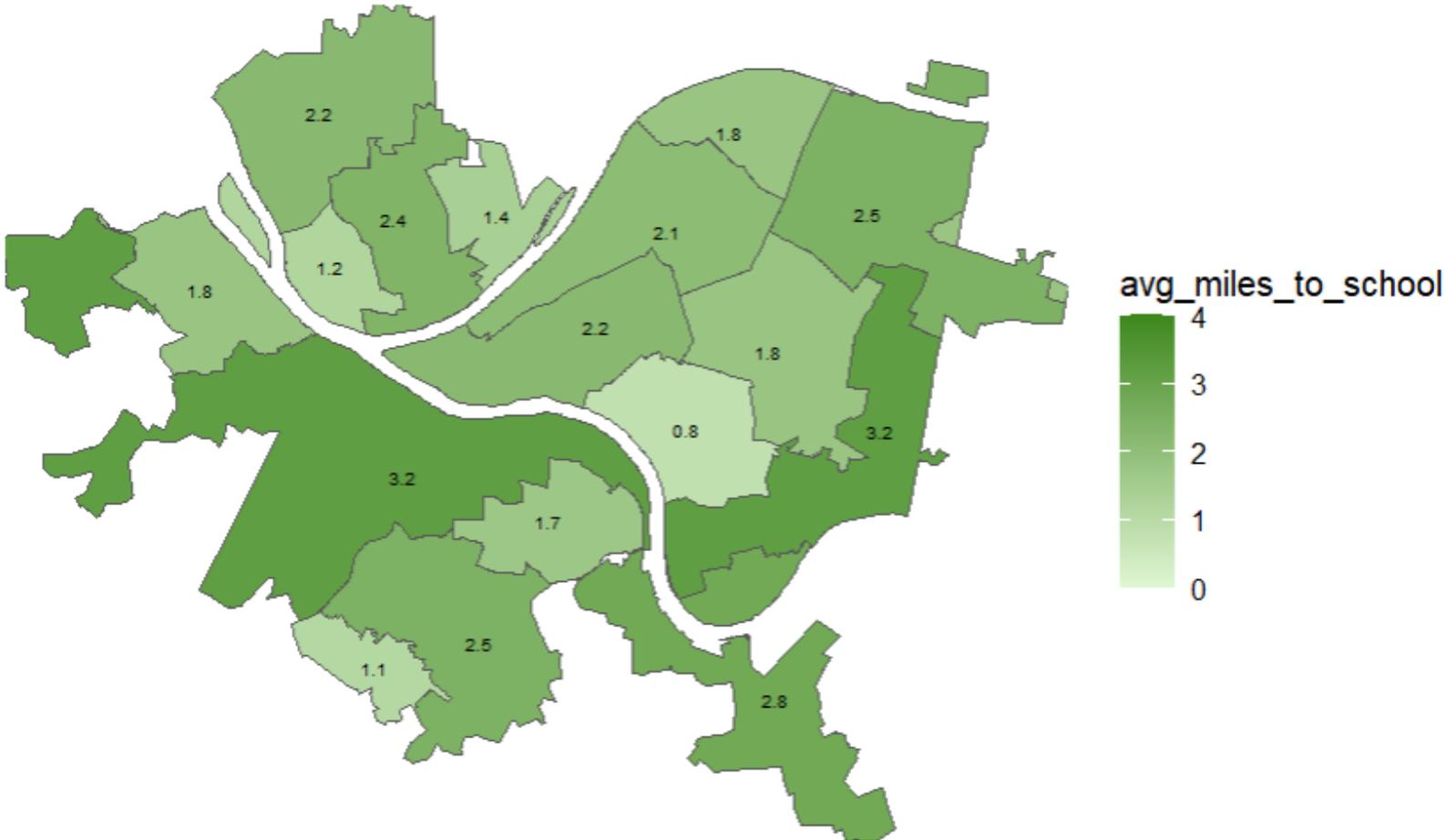
Average Miles from School (6-8)
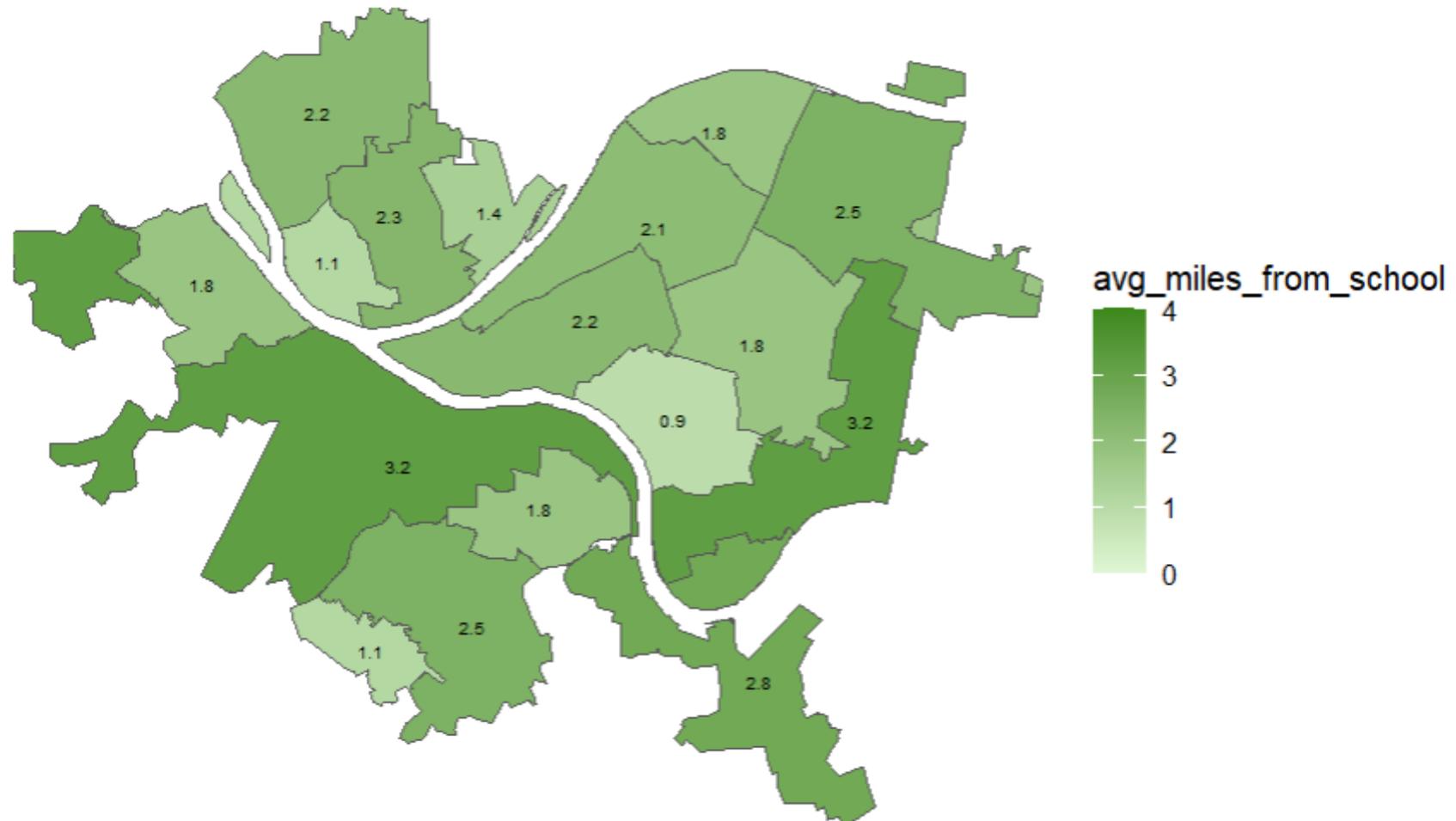
Average Minutes to School (9-12)
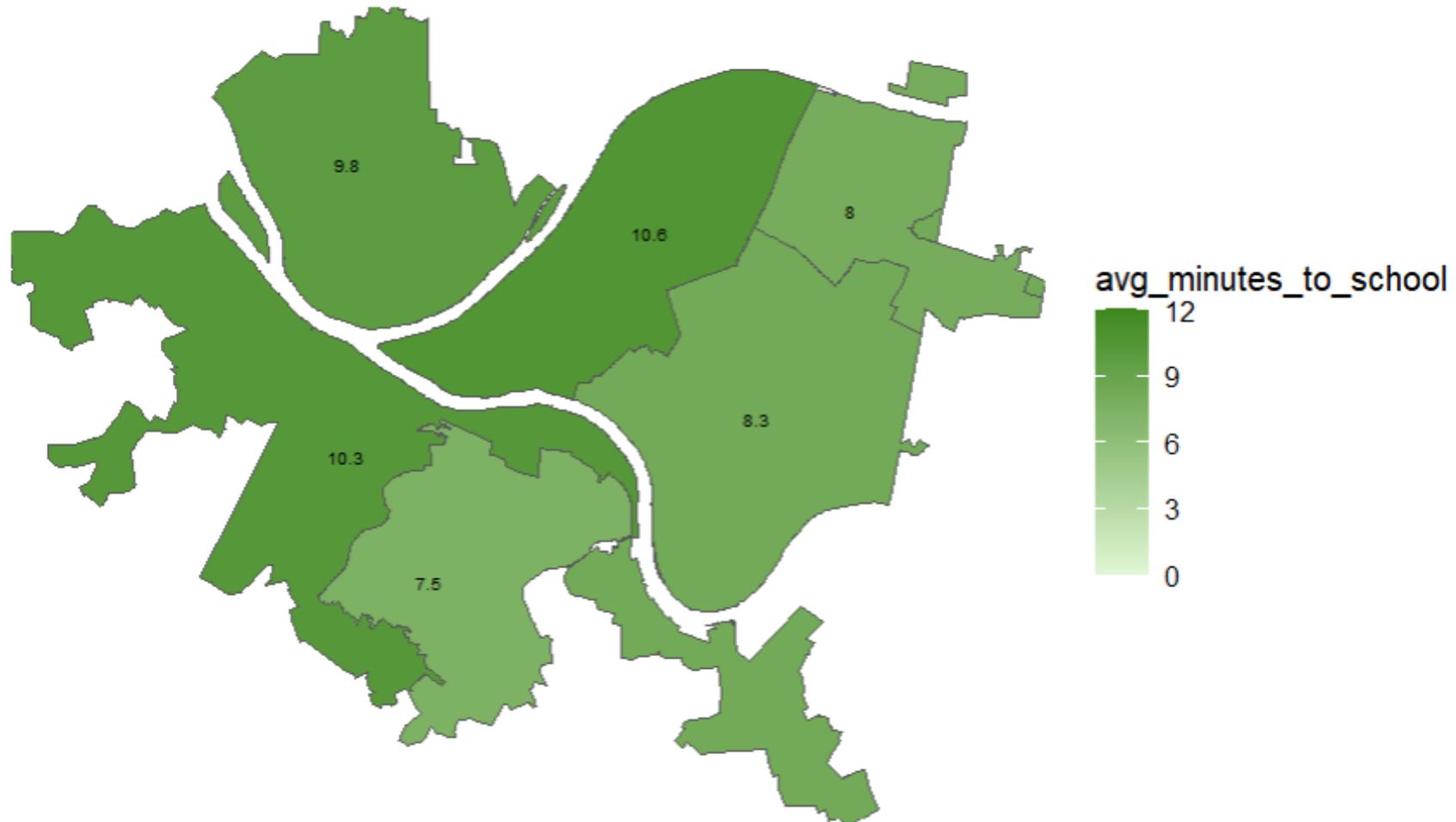
Average Minutes from School (9-12)
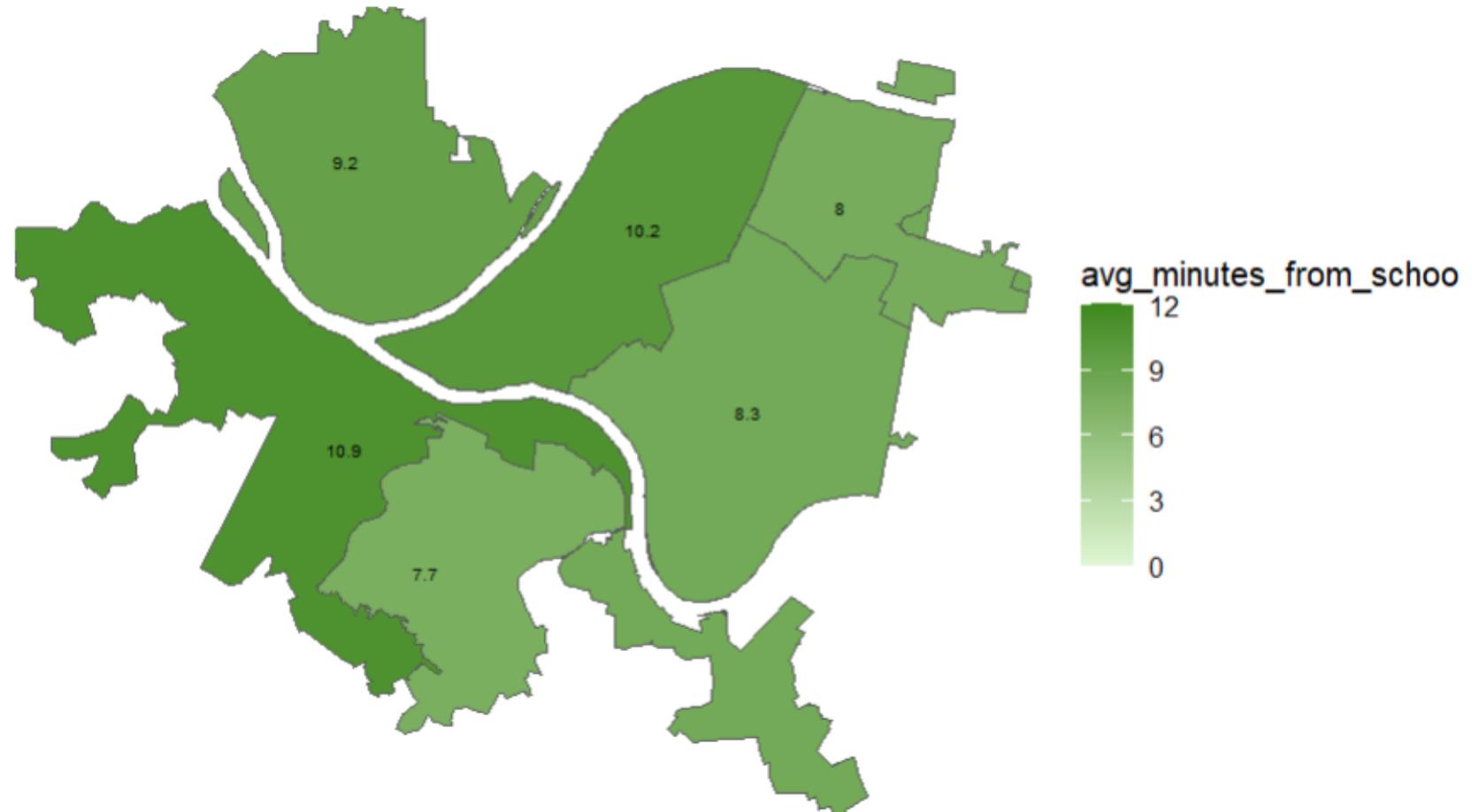
Average Miles to School (9-12)
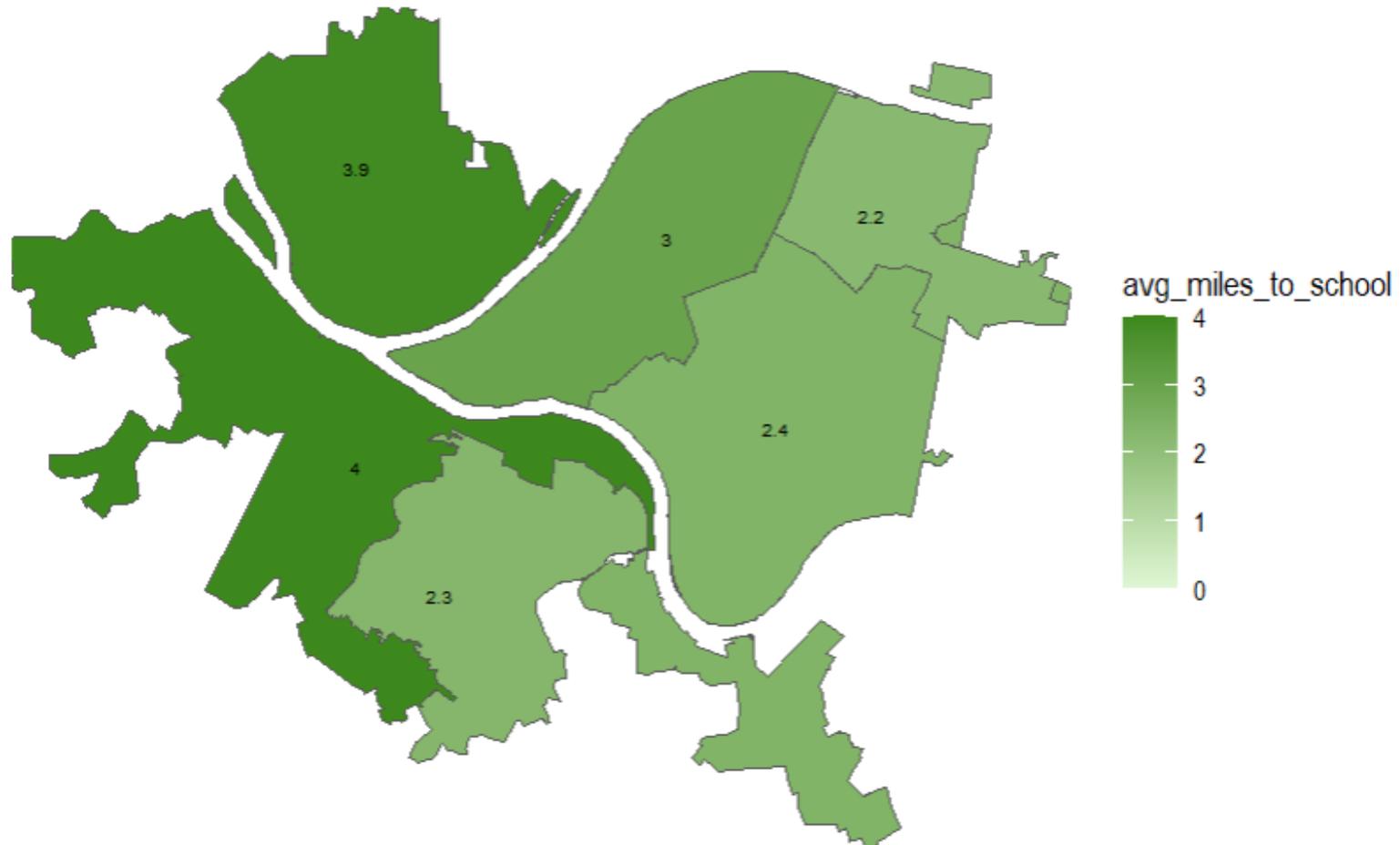
Average Miles from School (9-12)

Max Minutes to School (K-5)
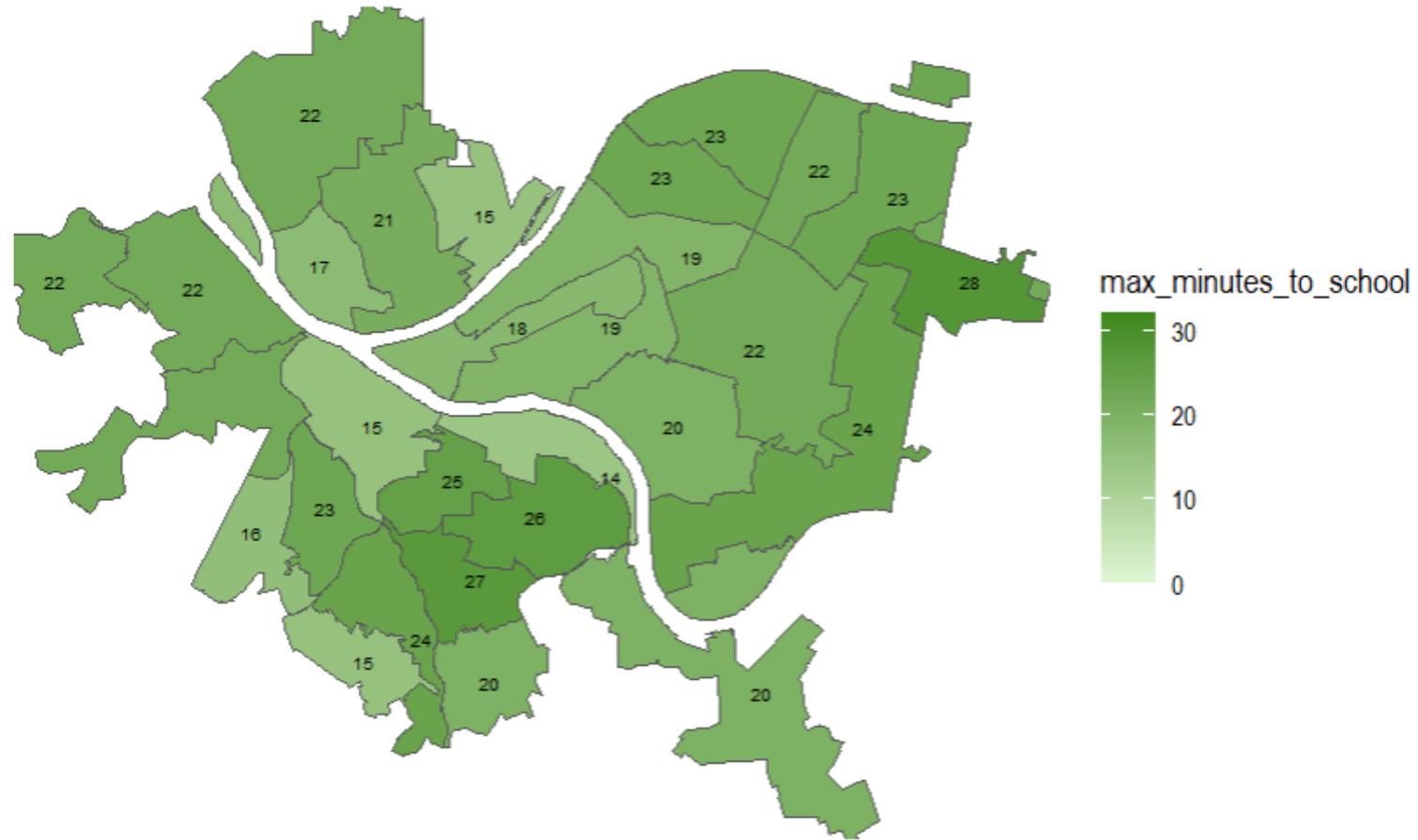
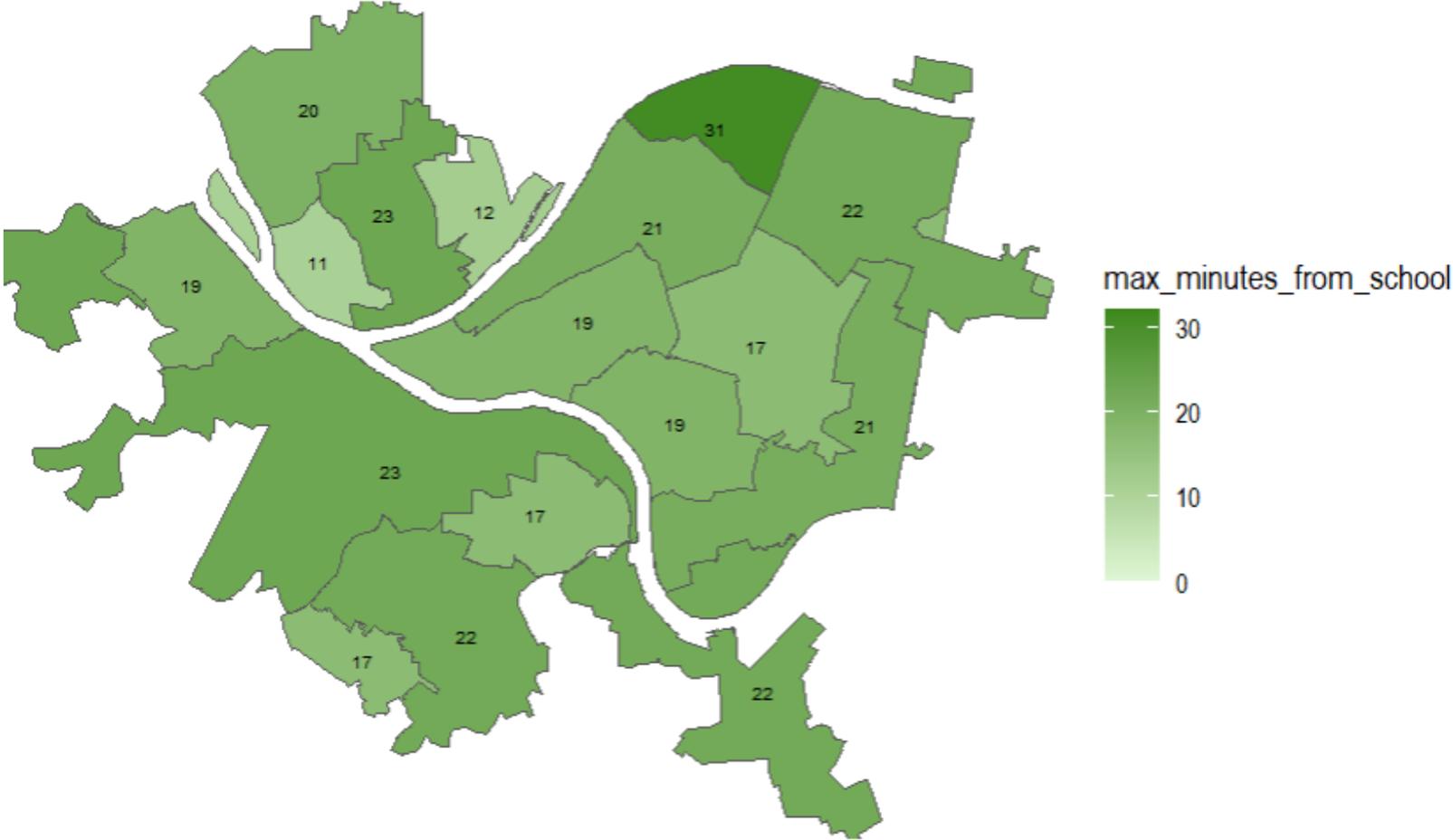# Max Minutes from School (K-5)
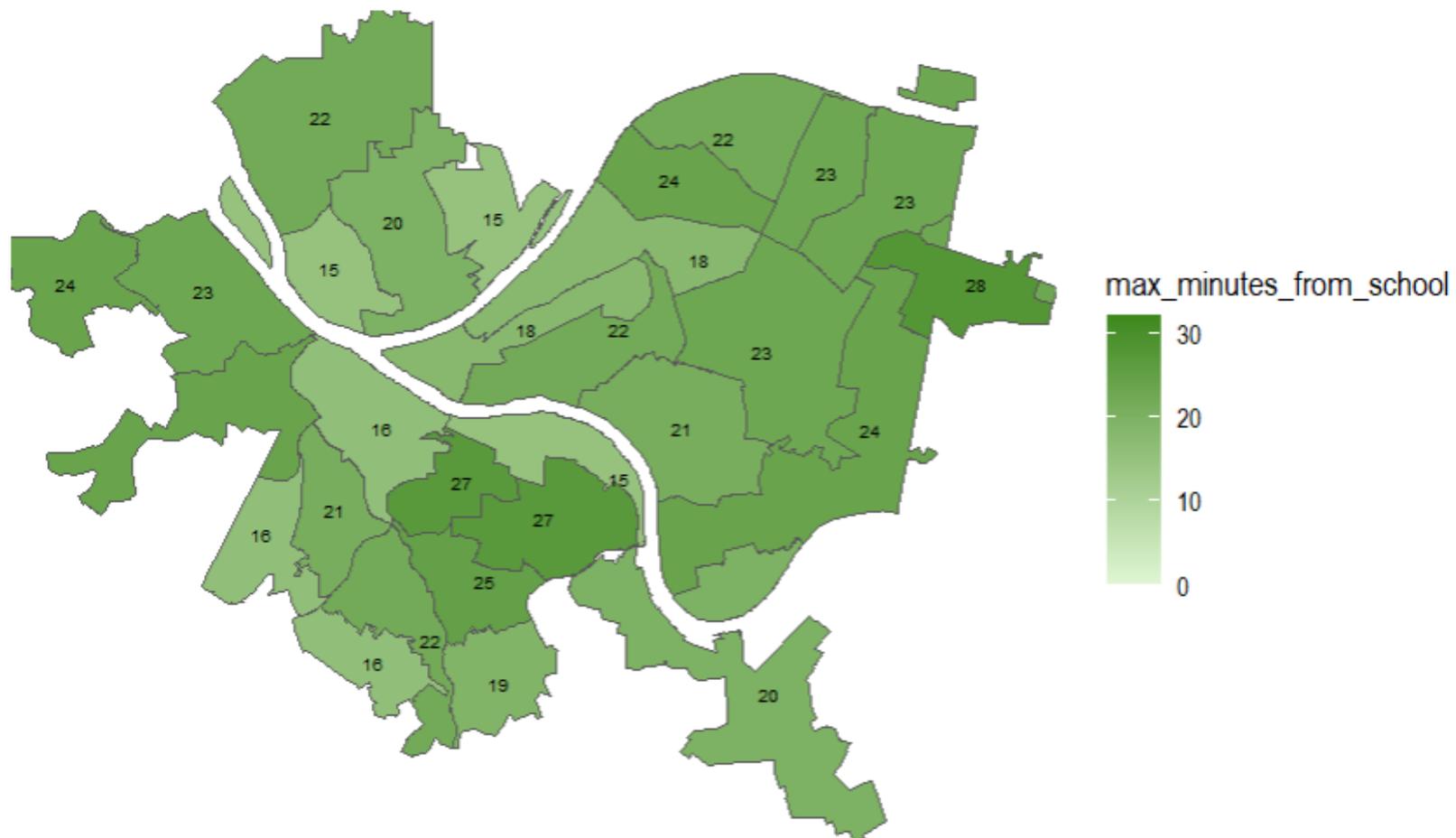
Max Miles to School (K-5)

Max Miles from School (K-5)
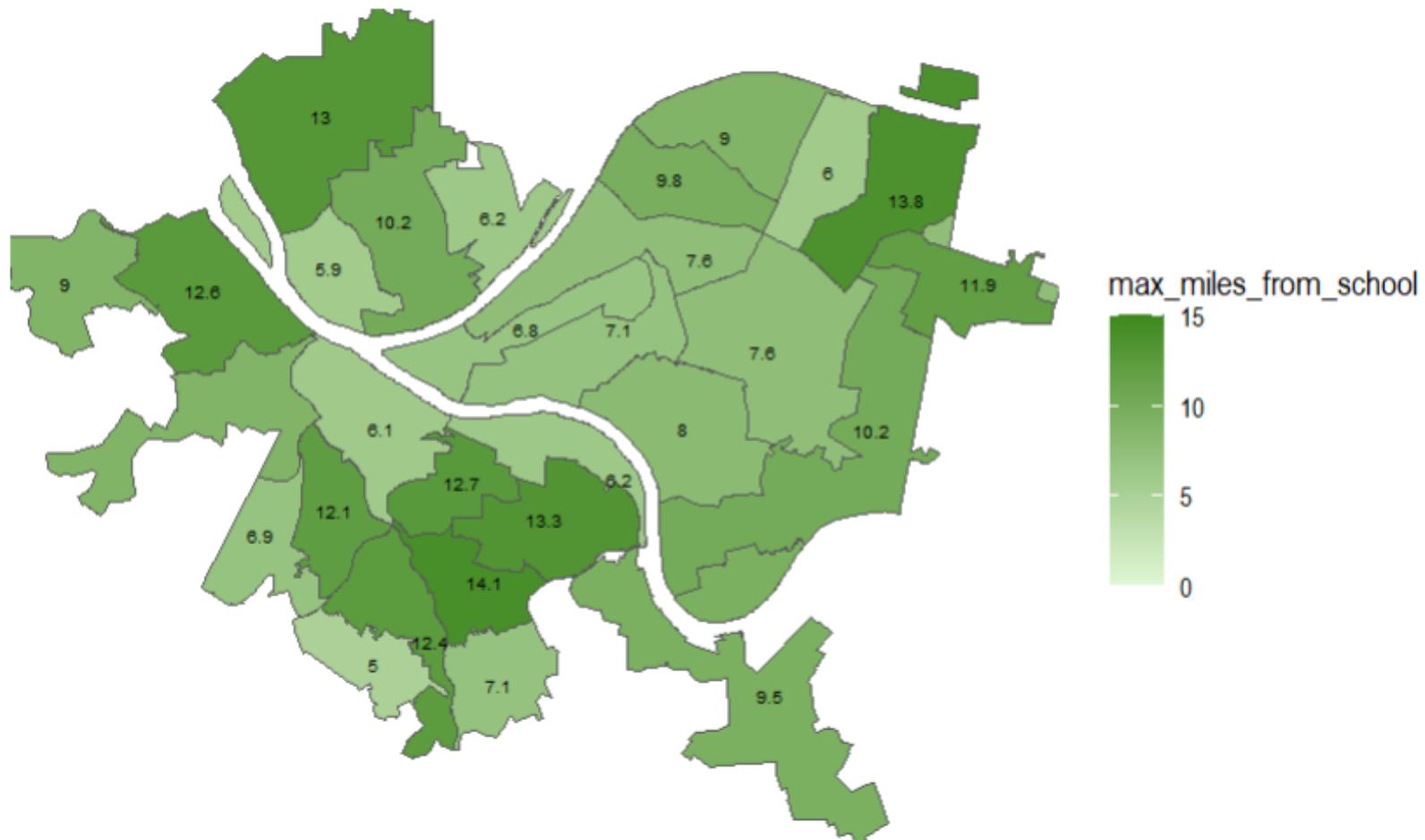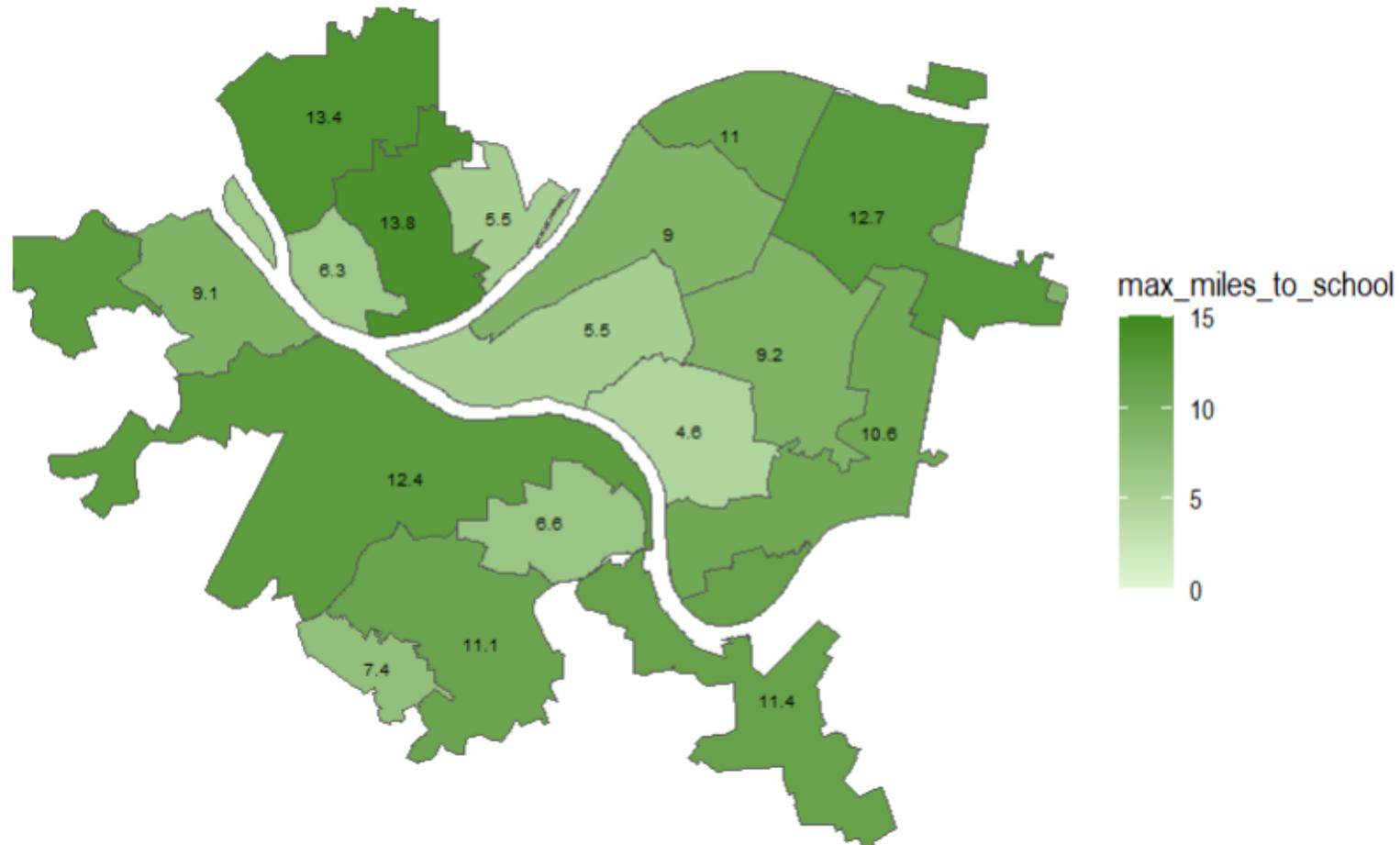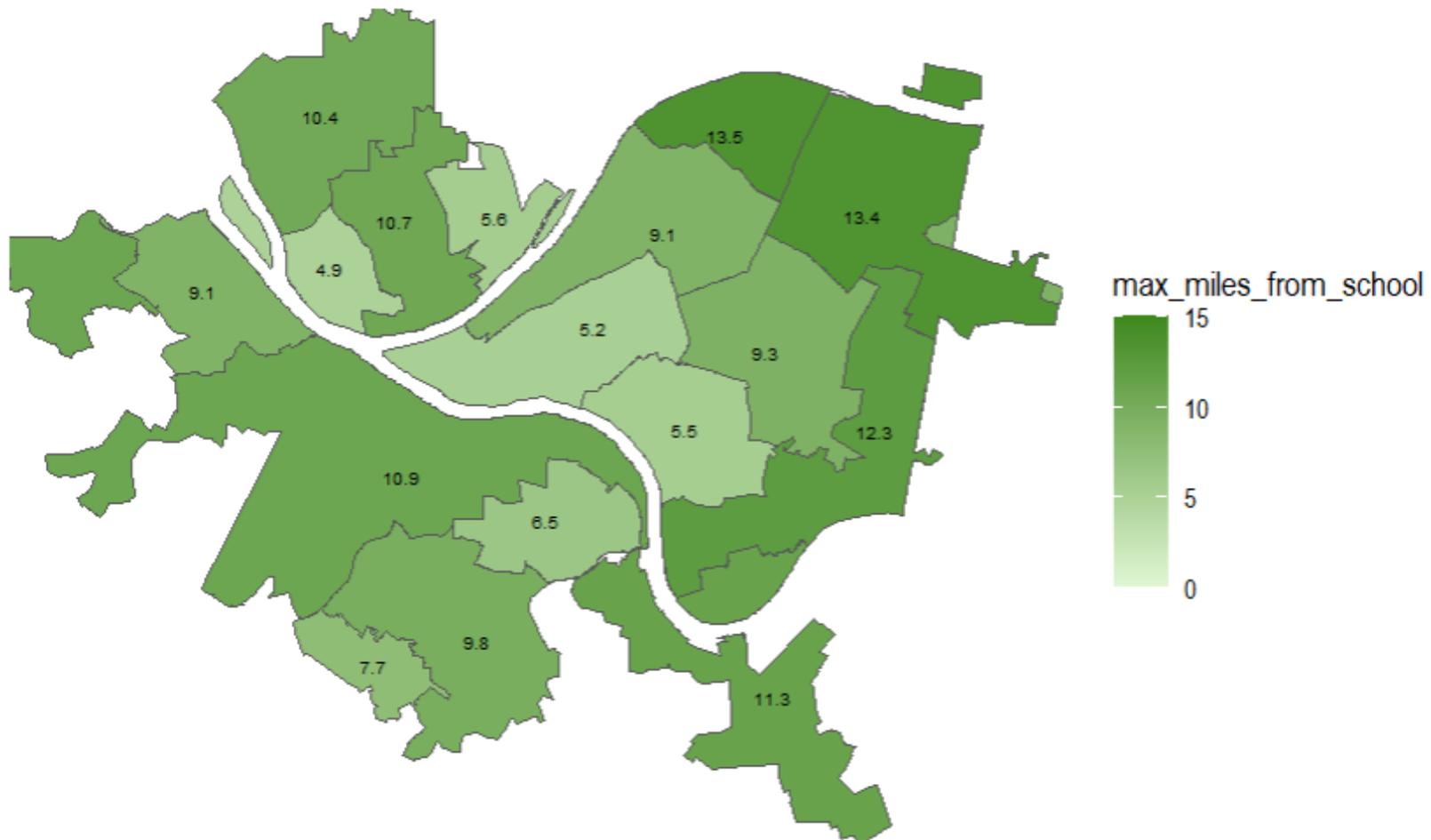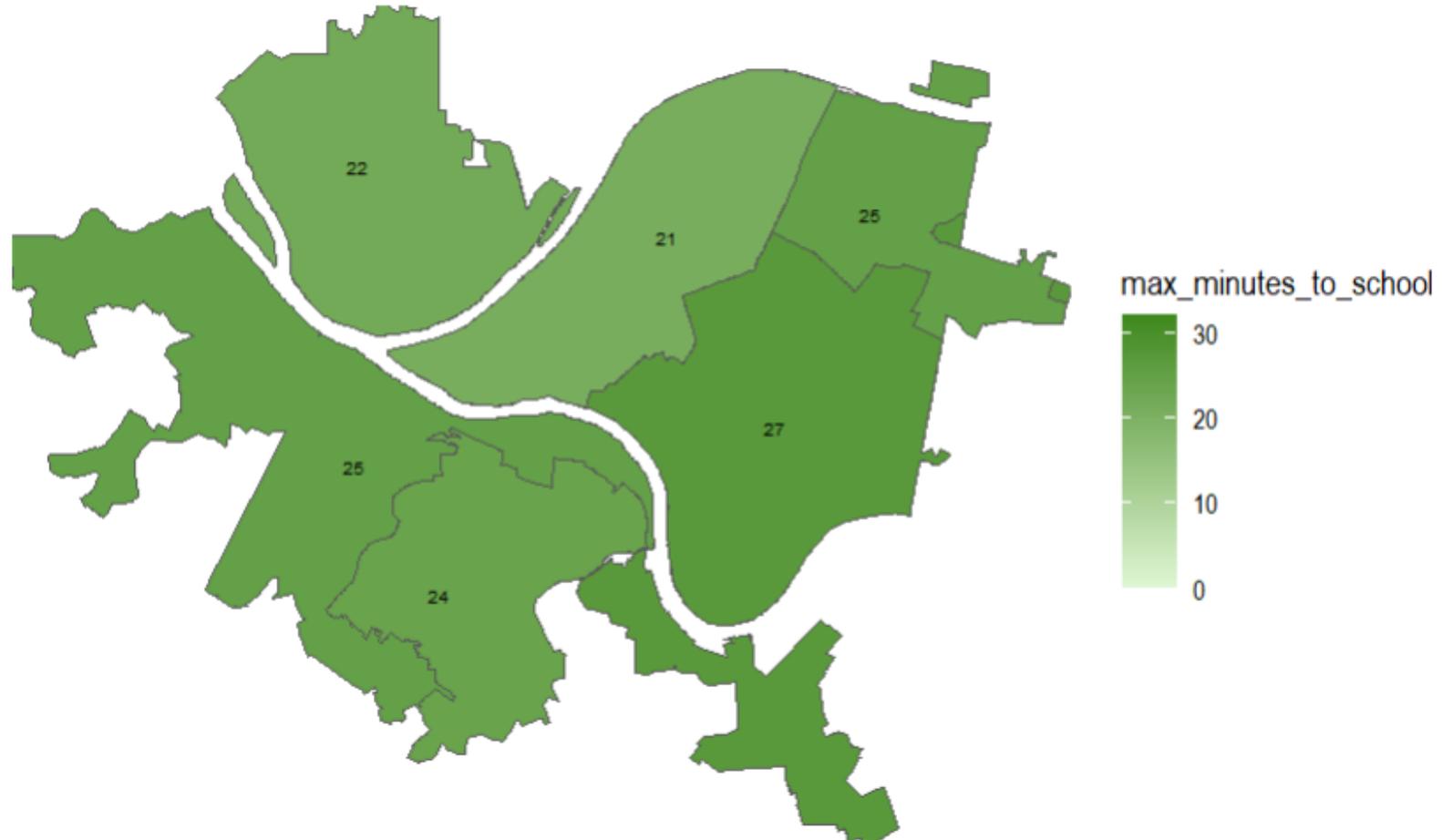
Max Minutes to School (6-8)
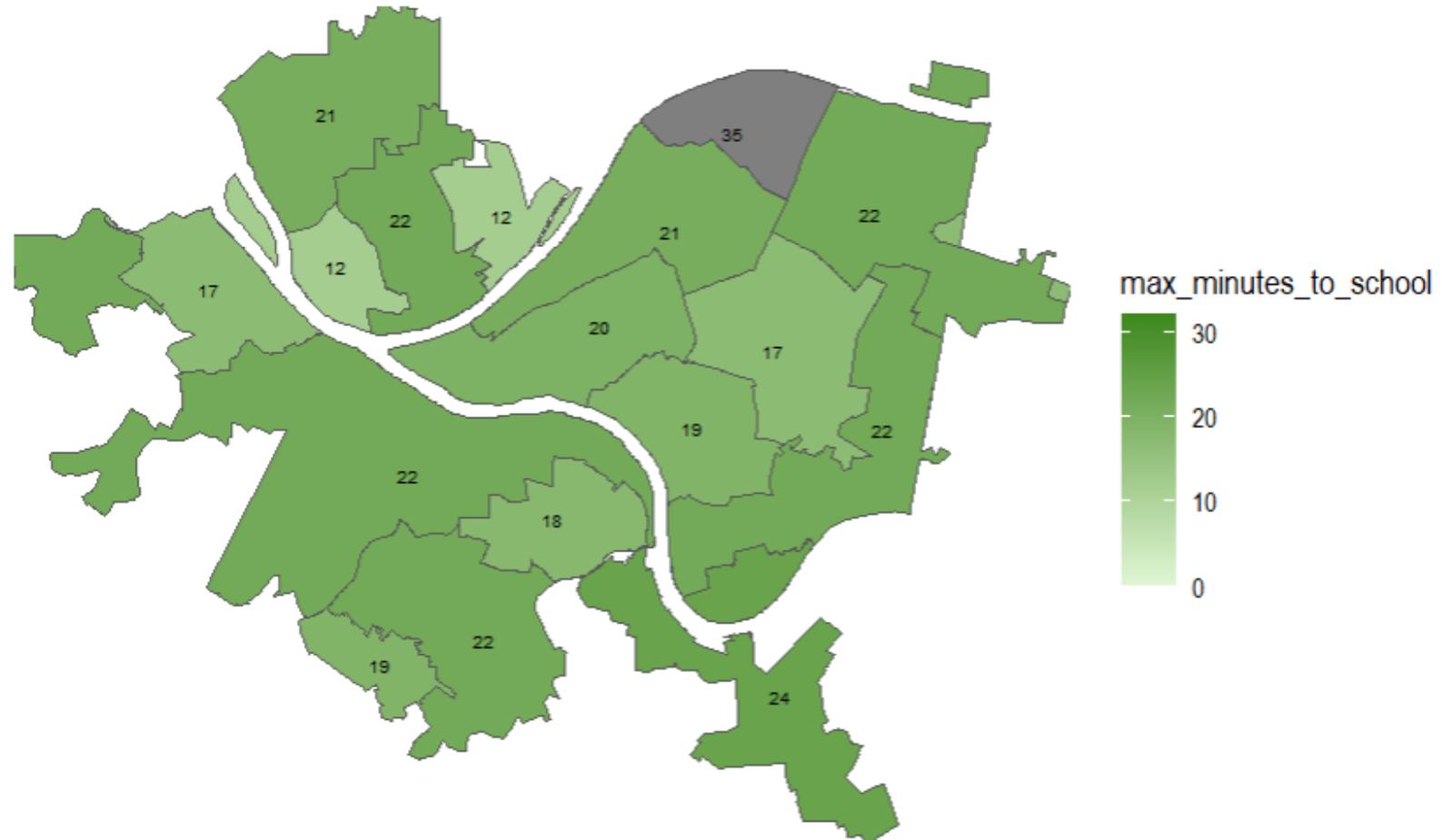
Max Minutes from School (6-8)

Max Miles to School (6-8)

Max Miles from School (6-8)

Max Minutes to School (9-12)

Max Minutes from School (9-12)
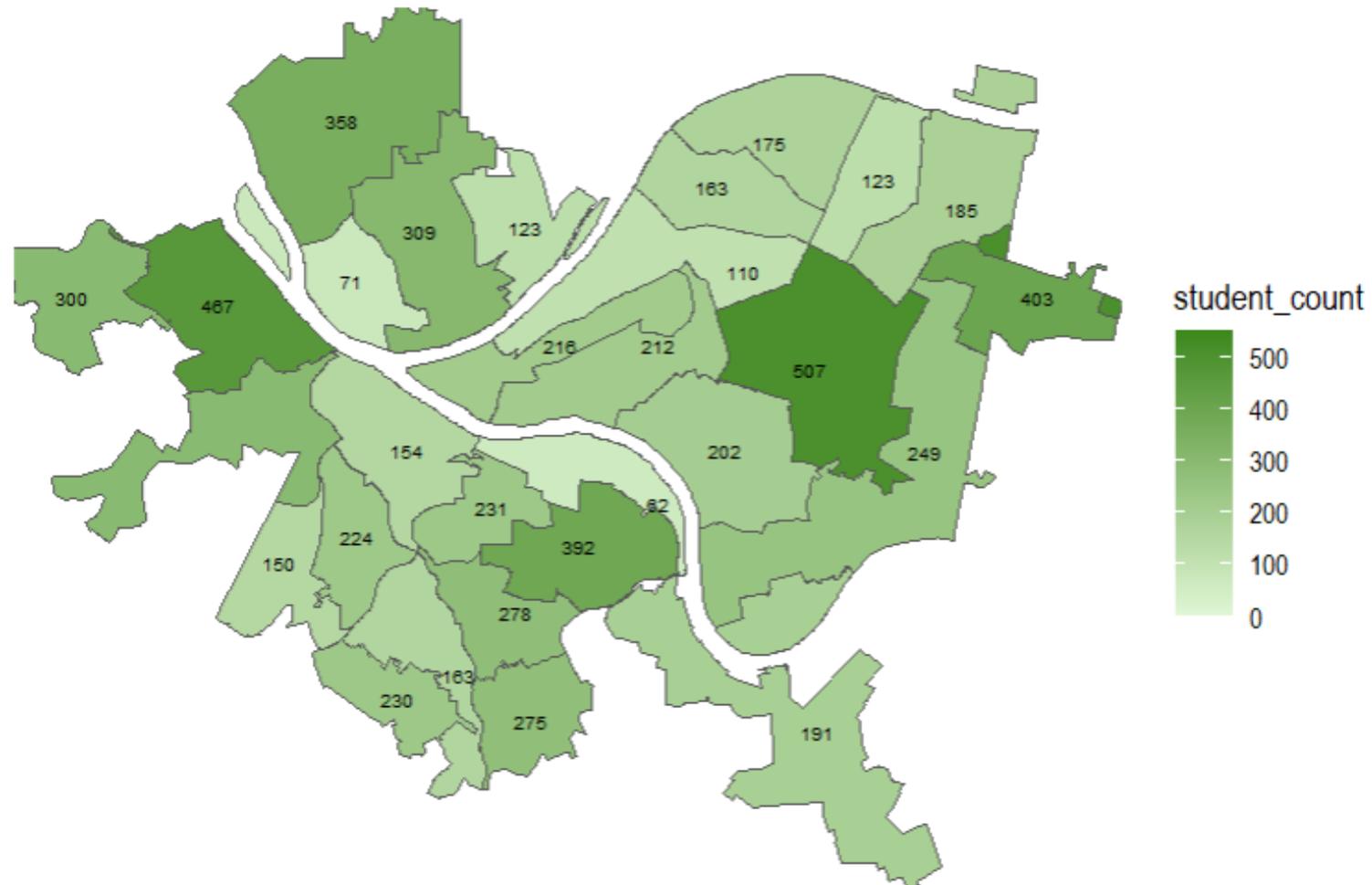
Max Miles to School (9-12)

Max Miles from School (9-12)
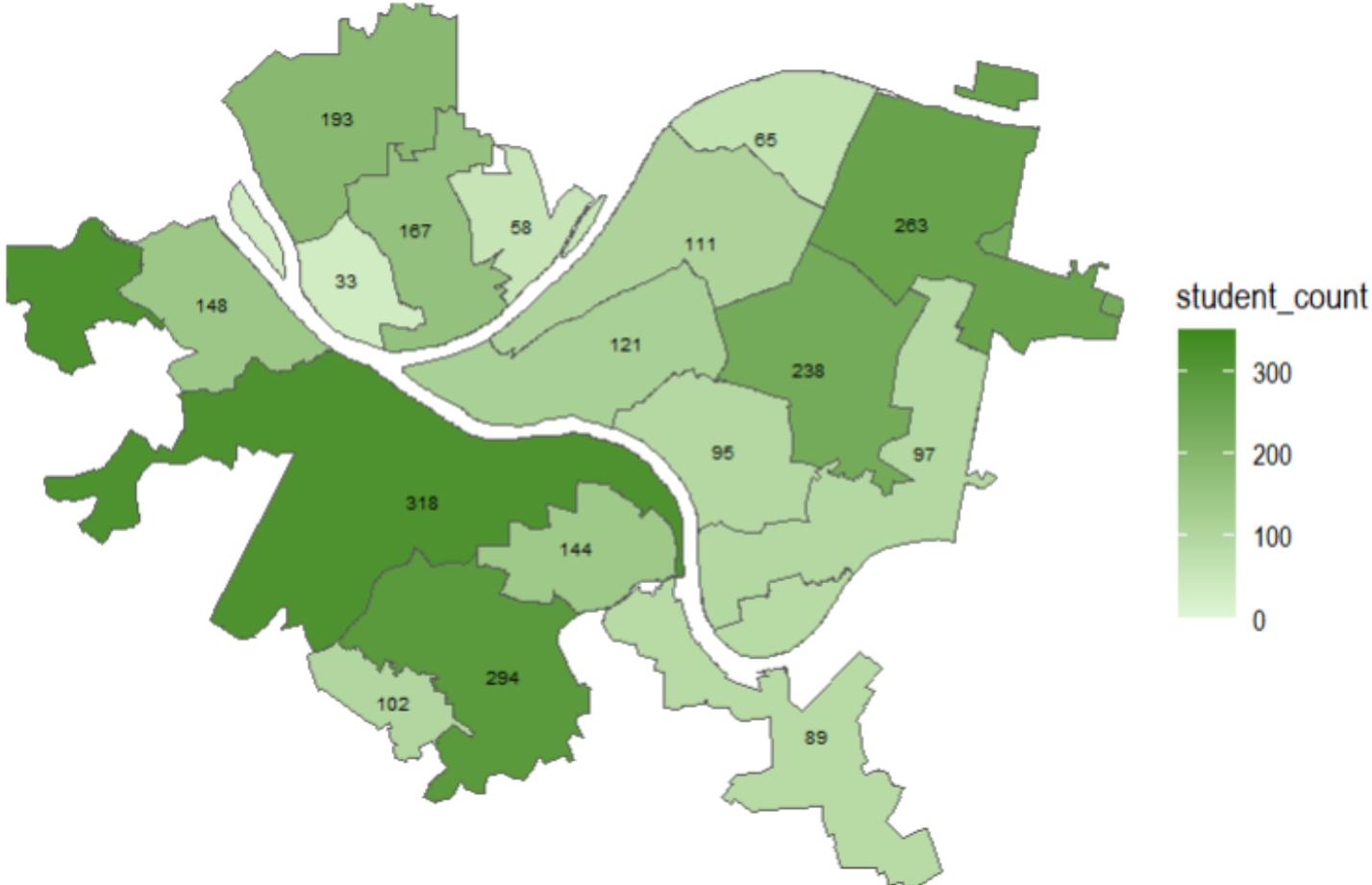
How many total PPS students live in each attendance zone?

Metric: for each attendance zone, total students and students per square mile by grade band

K-5 by Attendance Zone (Student Count)

6-8 by Attendance Zone (Student Count)

K-5 by Attendance Zone (Stu Per Sq Mile)
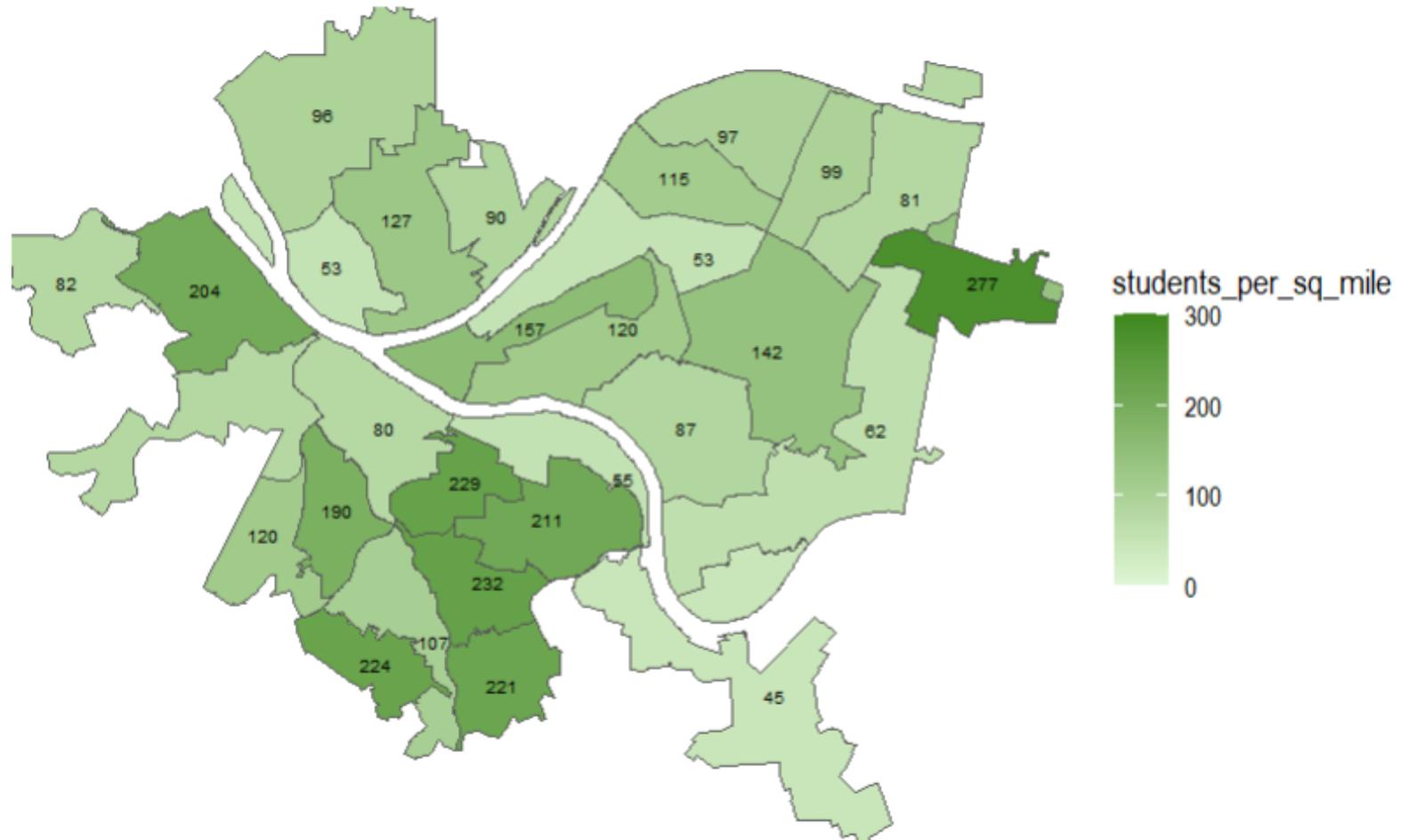
6-8 by Attendance Zone (Stu Per Sq Mile)
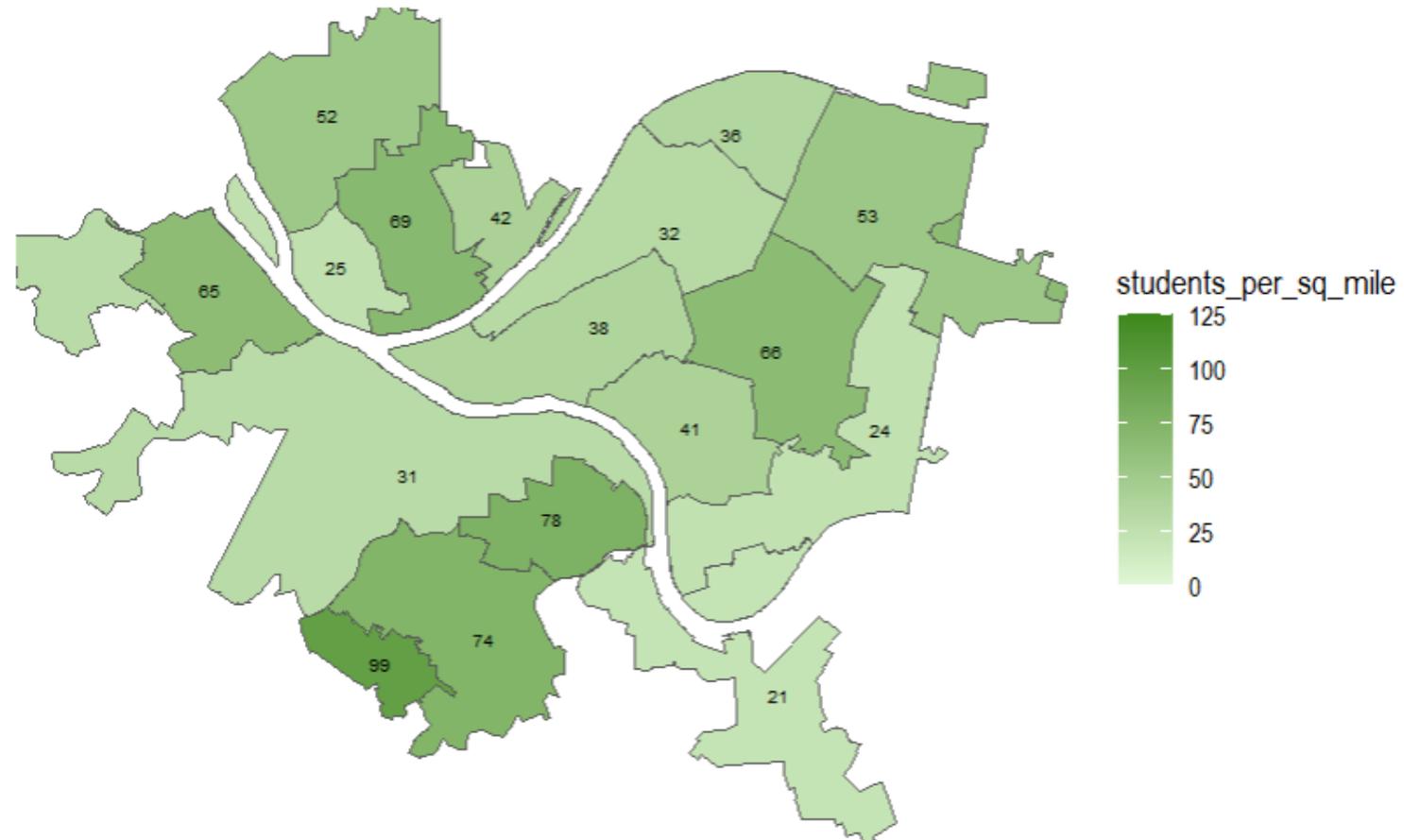
9-12 by Attendance Zone (Stu Per Sq Mile)
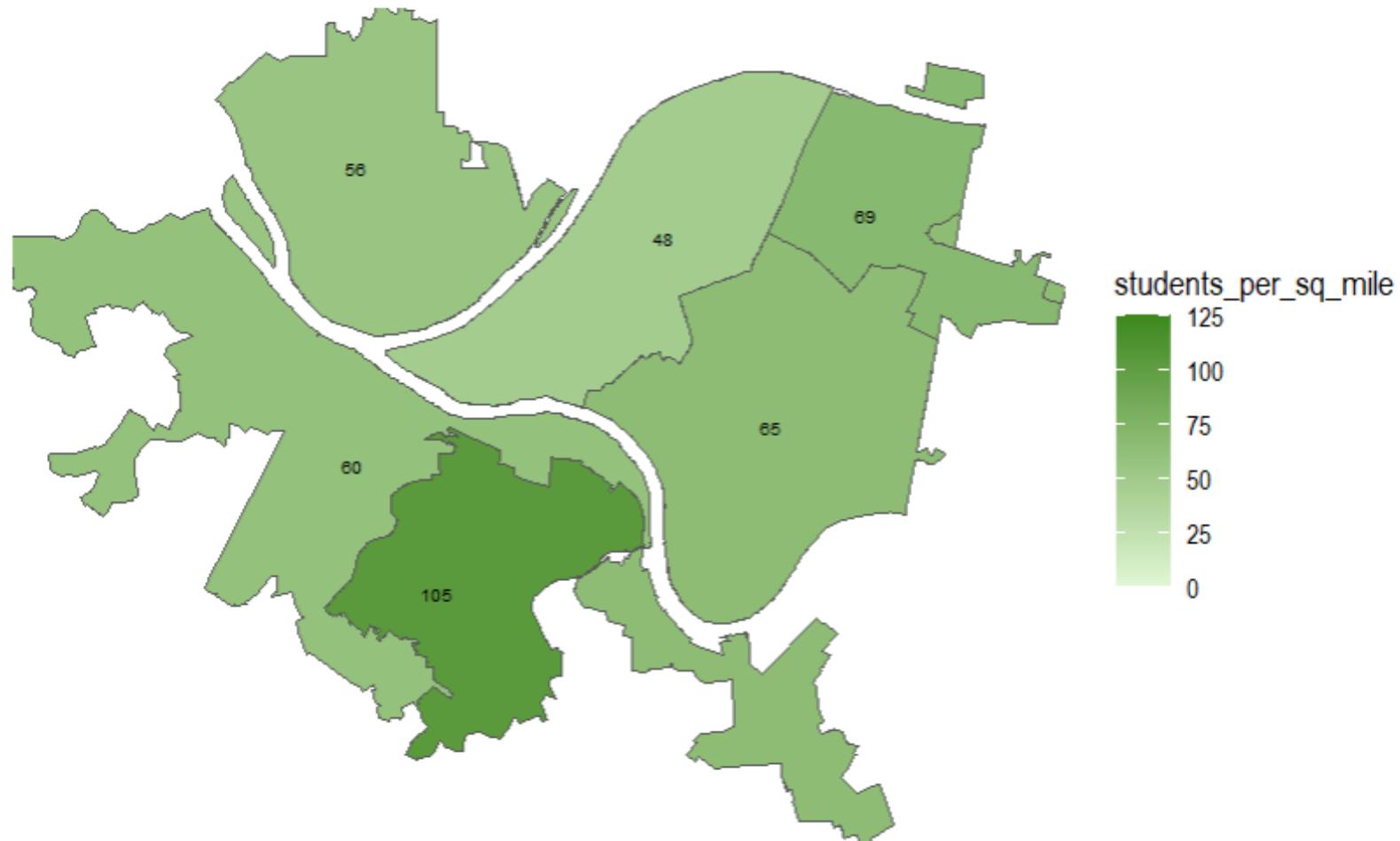
What attendance zones do English Learners come from for each school with an ESL Center?

Metric: for each school with an ESL Center, percent of school's enrollment coming from each attendance zone

ERS

ALL GRADES: Arsenal PreK-5
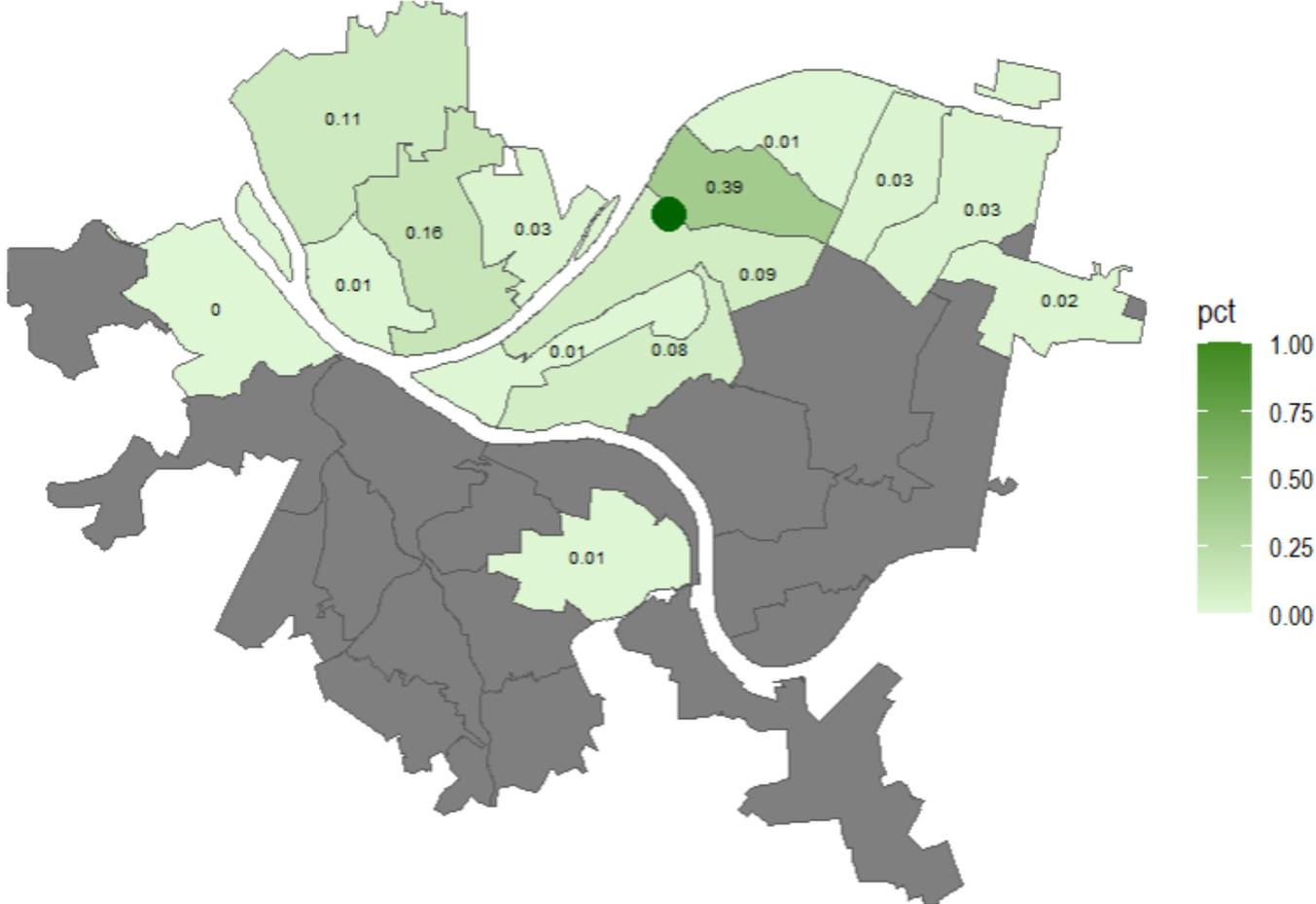
ALL GRADES: Banksville K-5
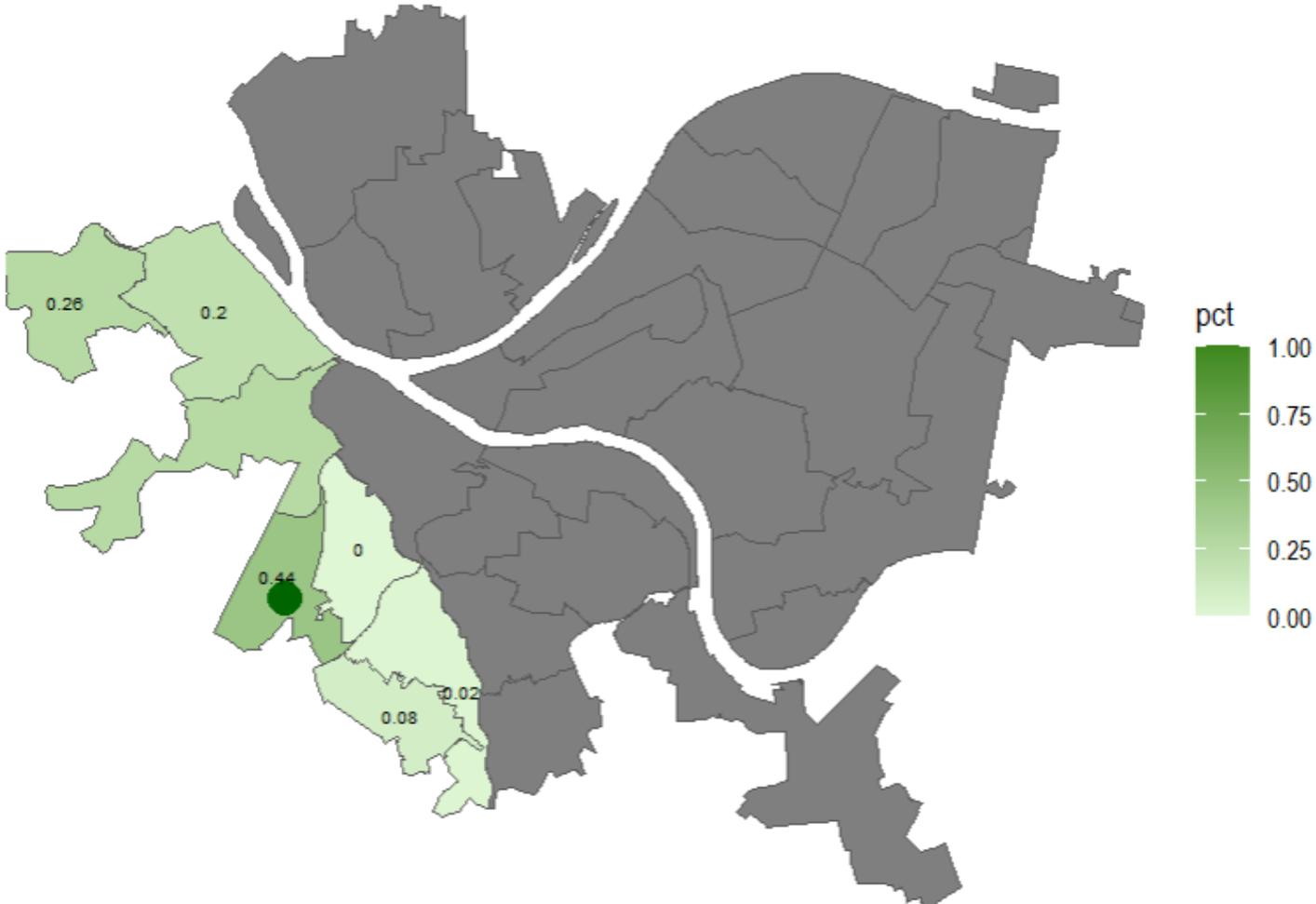
ALL GRADES: Beechwood PreK-5
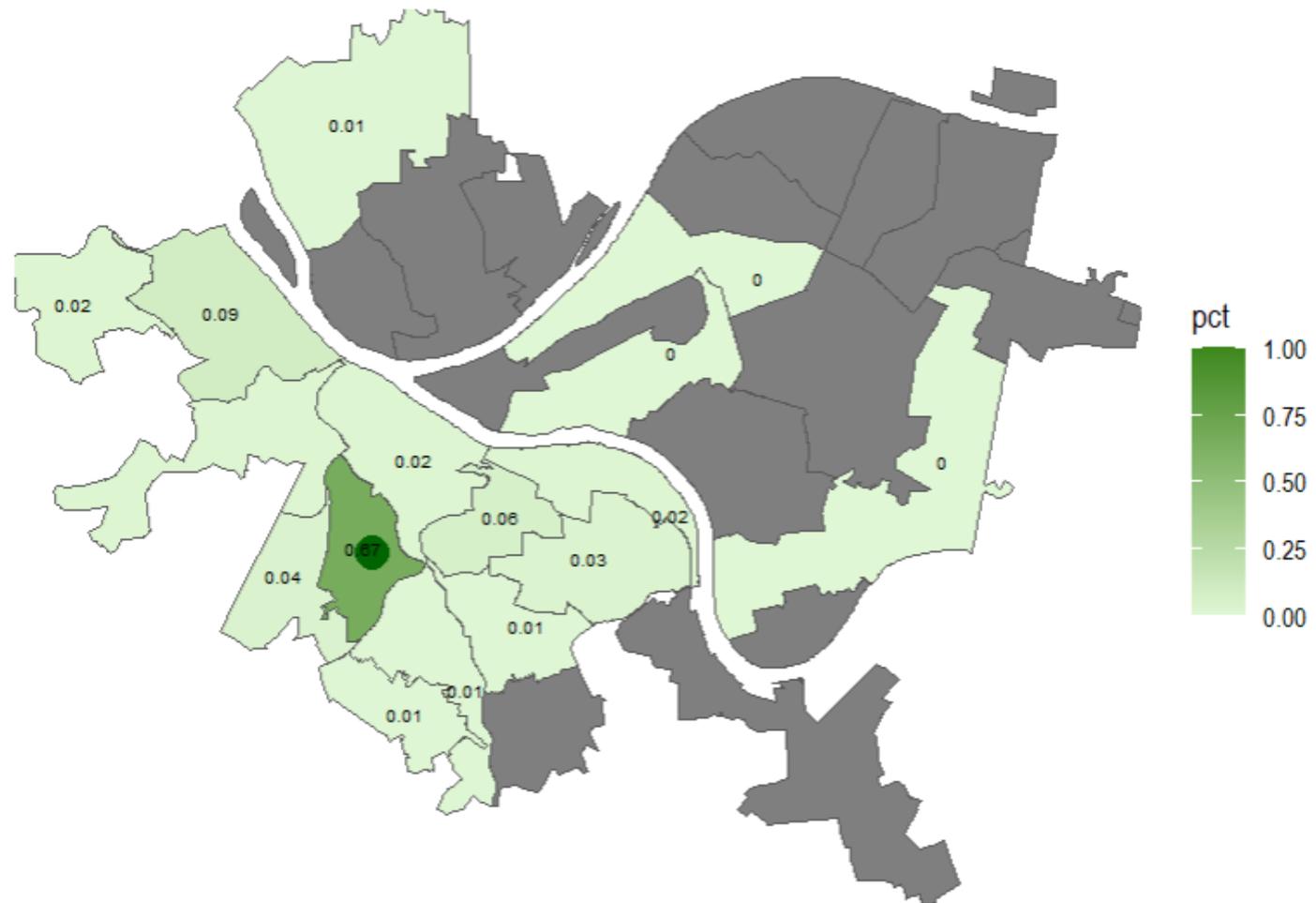
ALL GRADES: Concord K-5
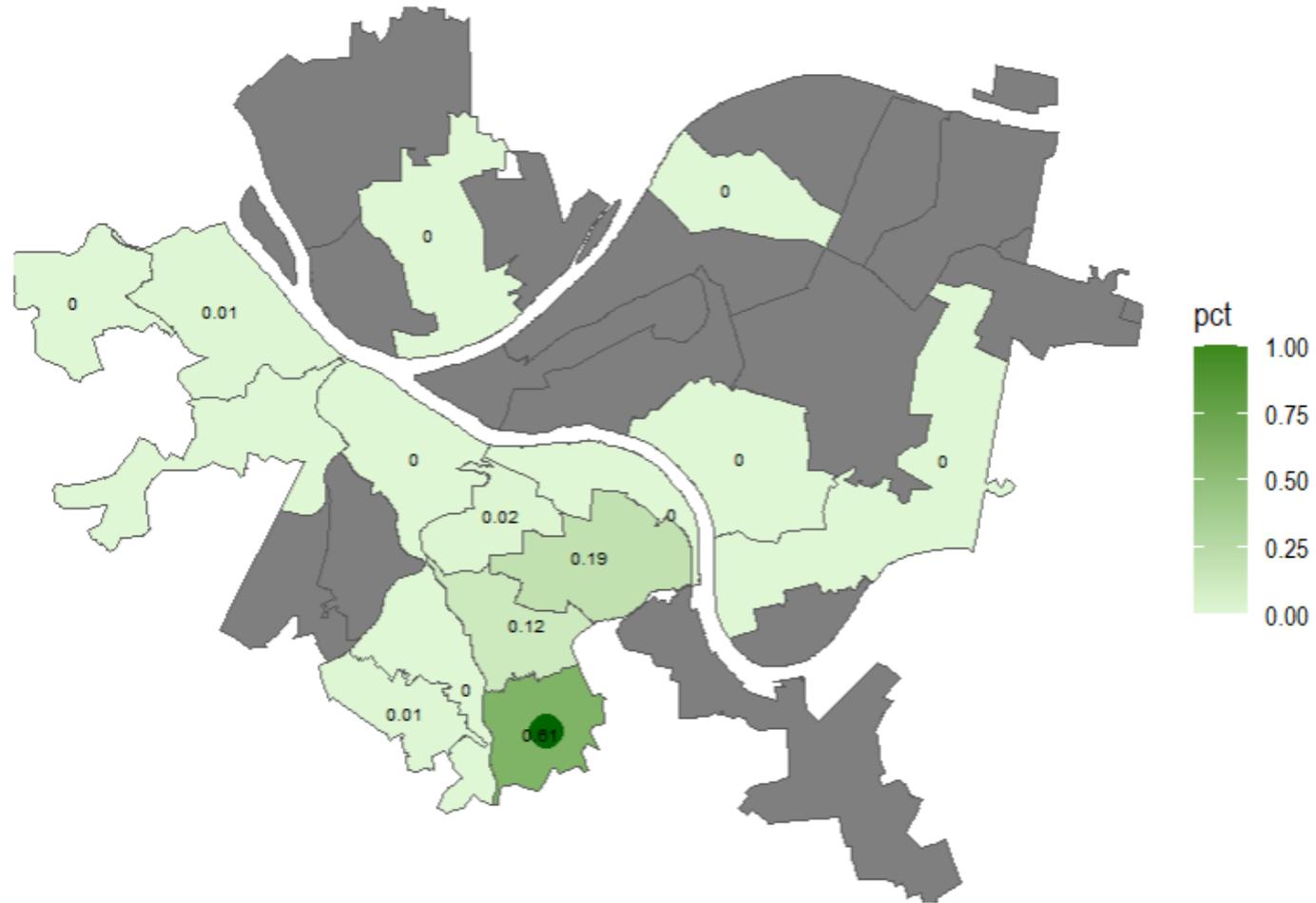
ALL GRADES: Greenfield PreK-8
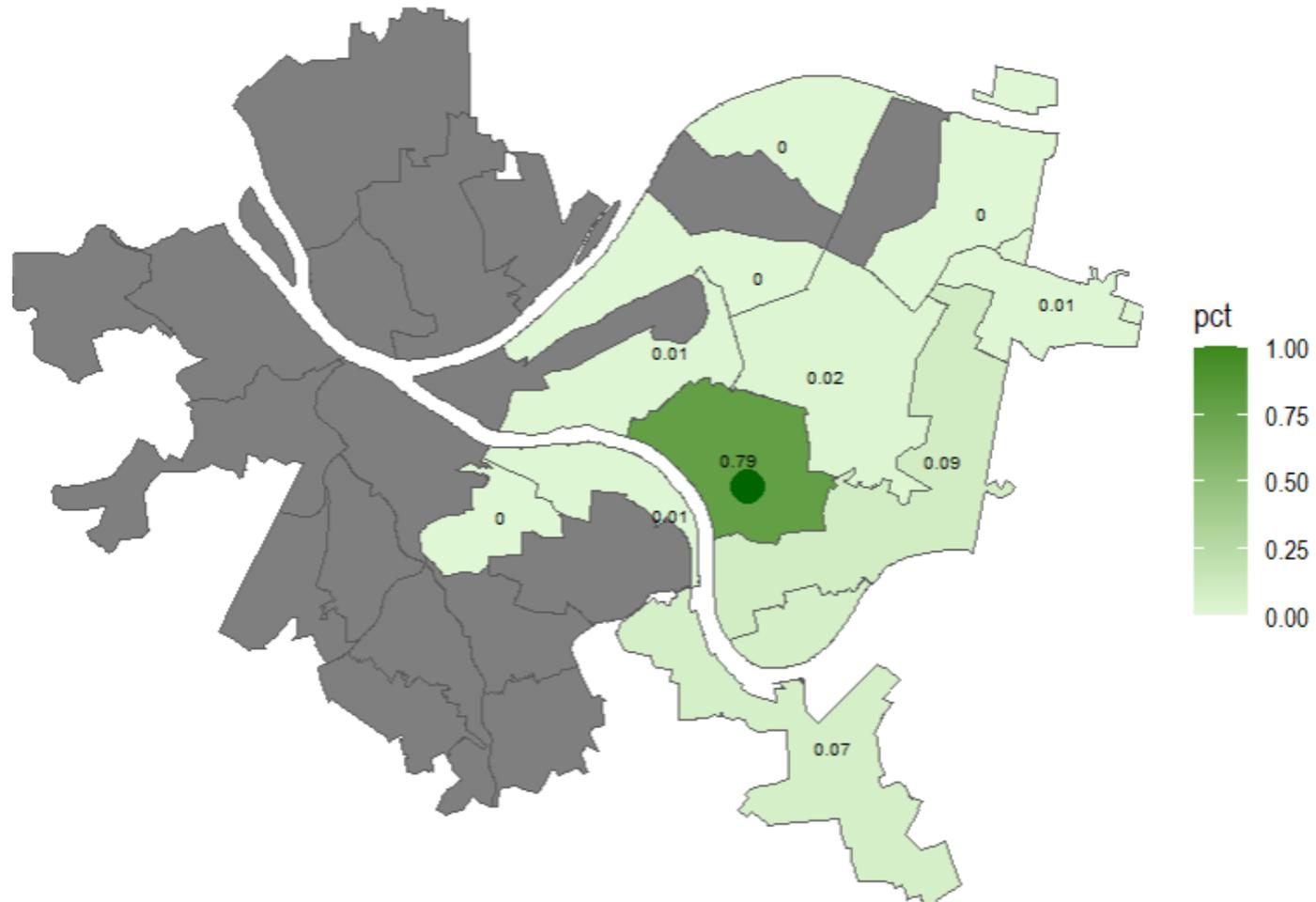
ALL GRADES: Colfax K-8
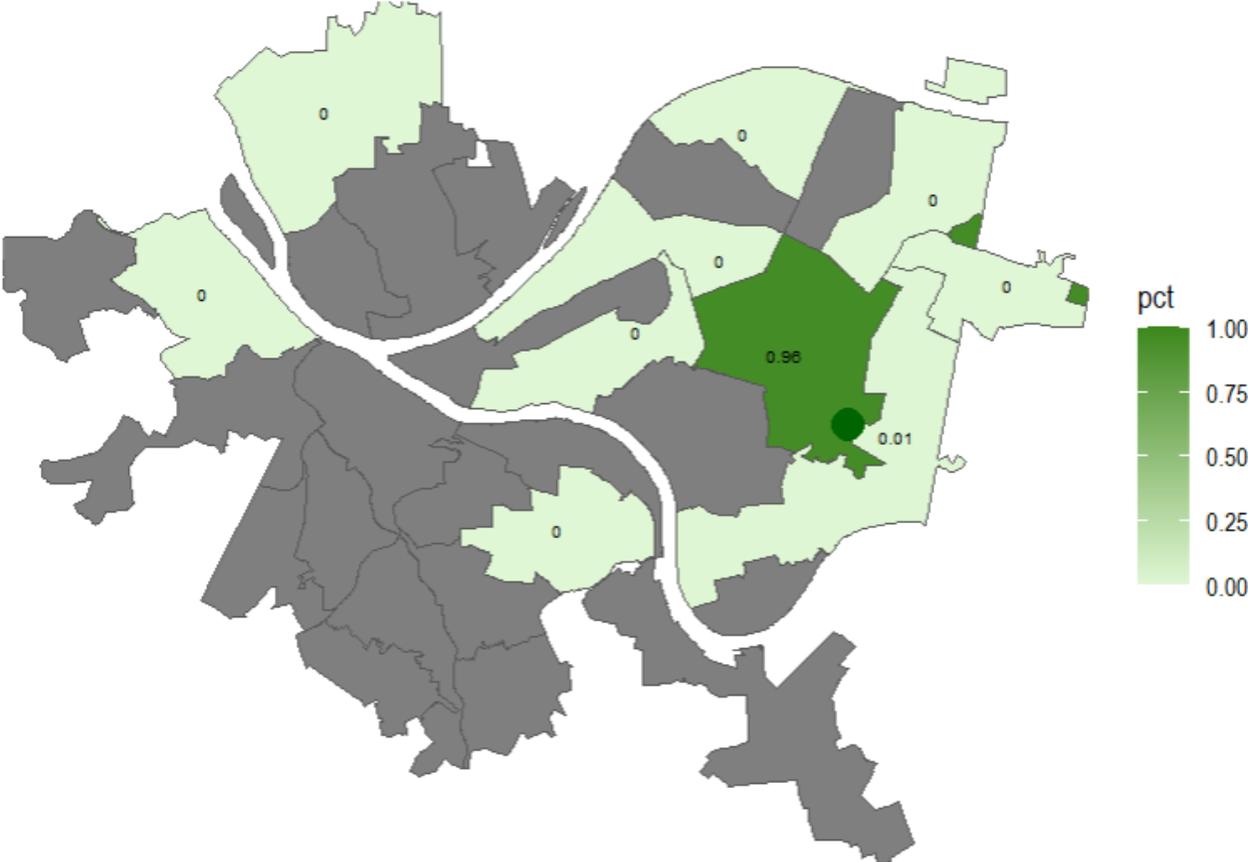
ALL GRADES: Arsenal 6-8
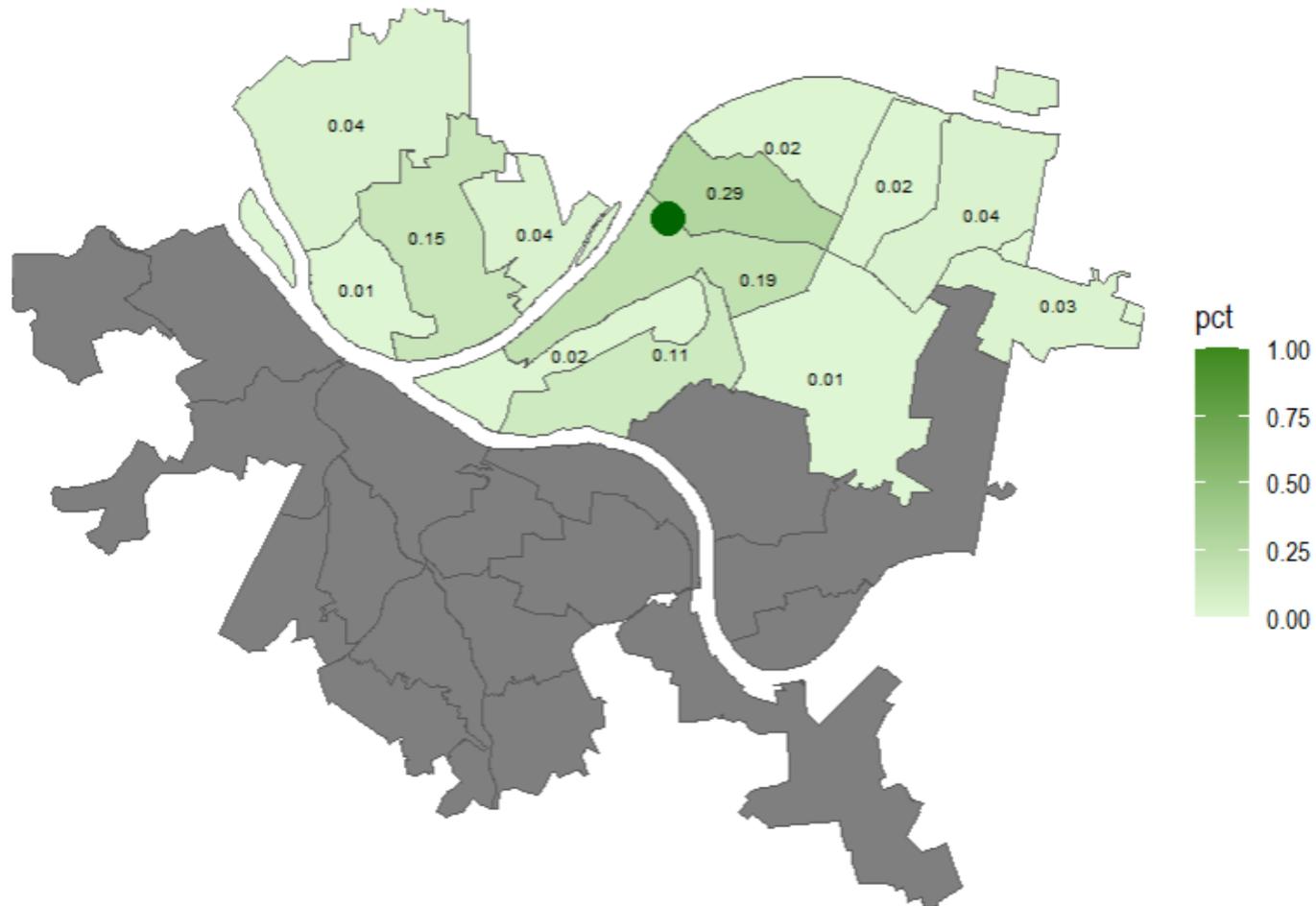
ALL GRADES: South Hills 6-8
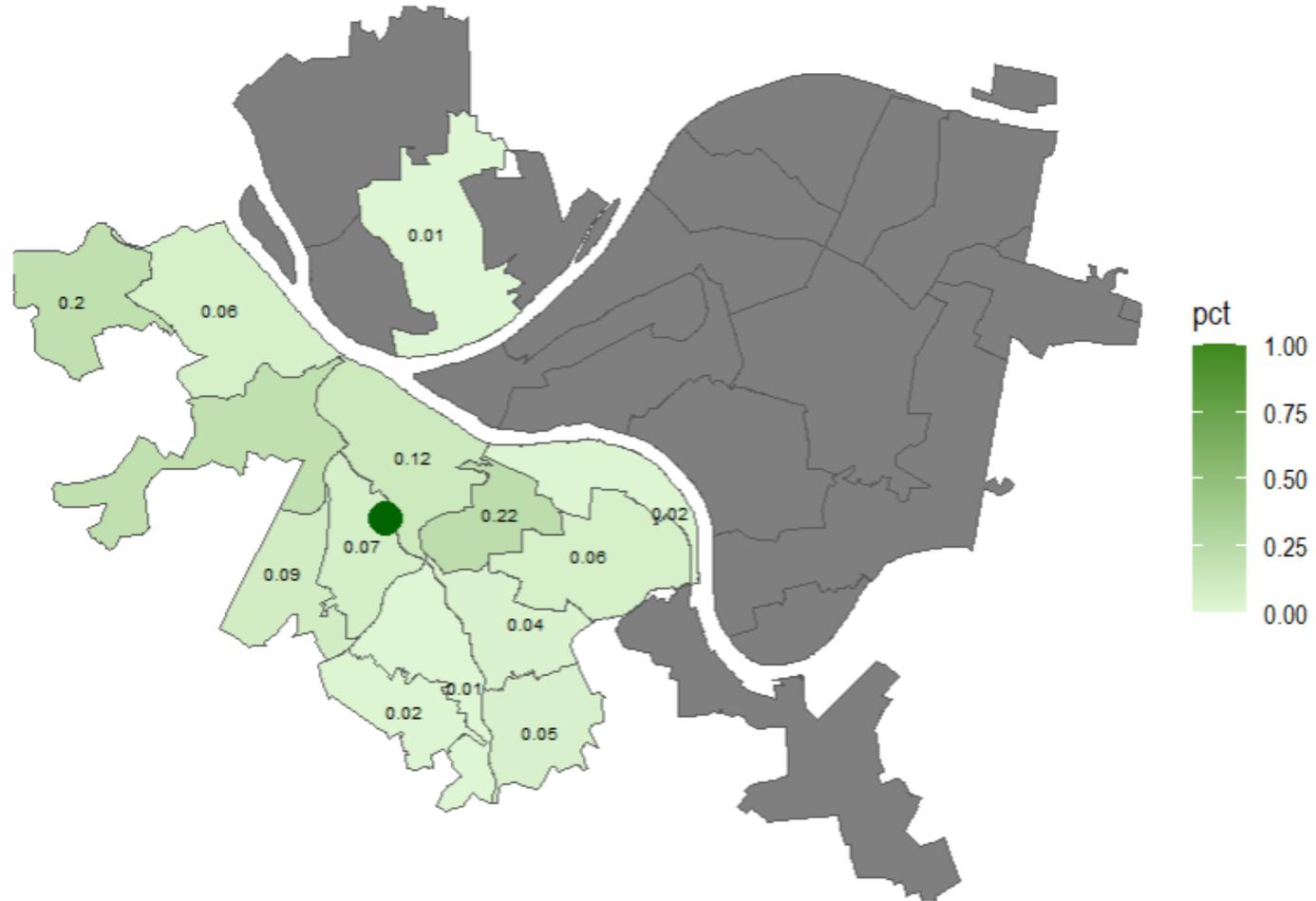
ALL GRADES: Allderdice High School
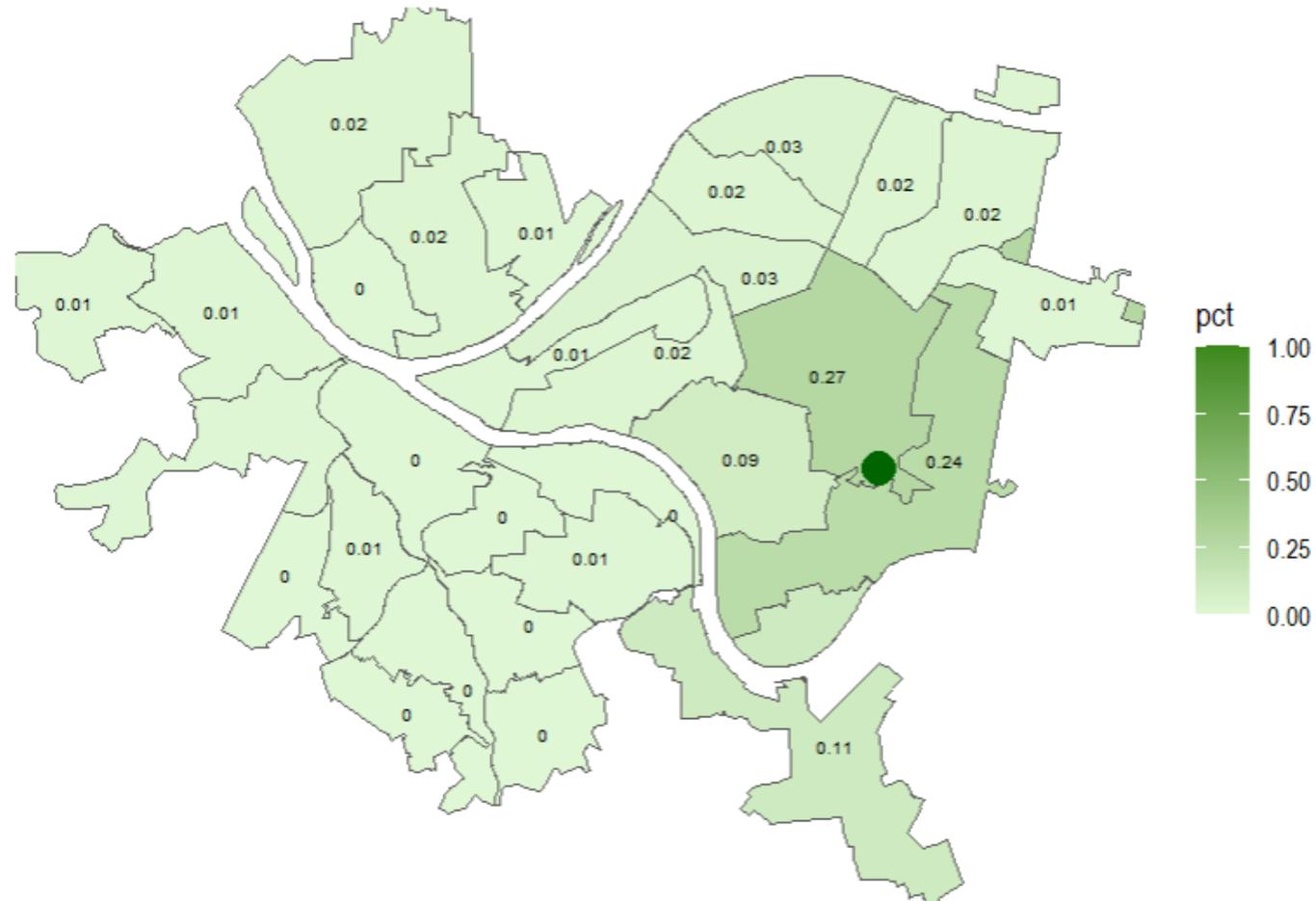
ALL GRADES: Brashear High School
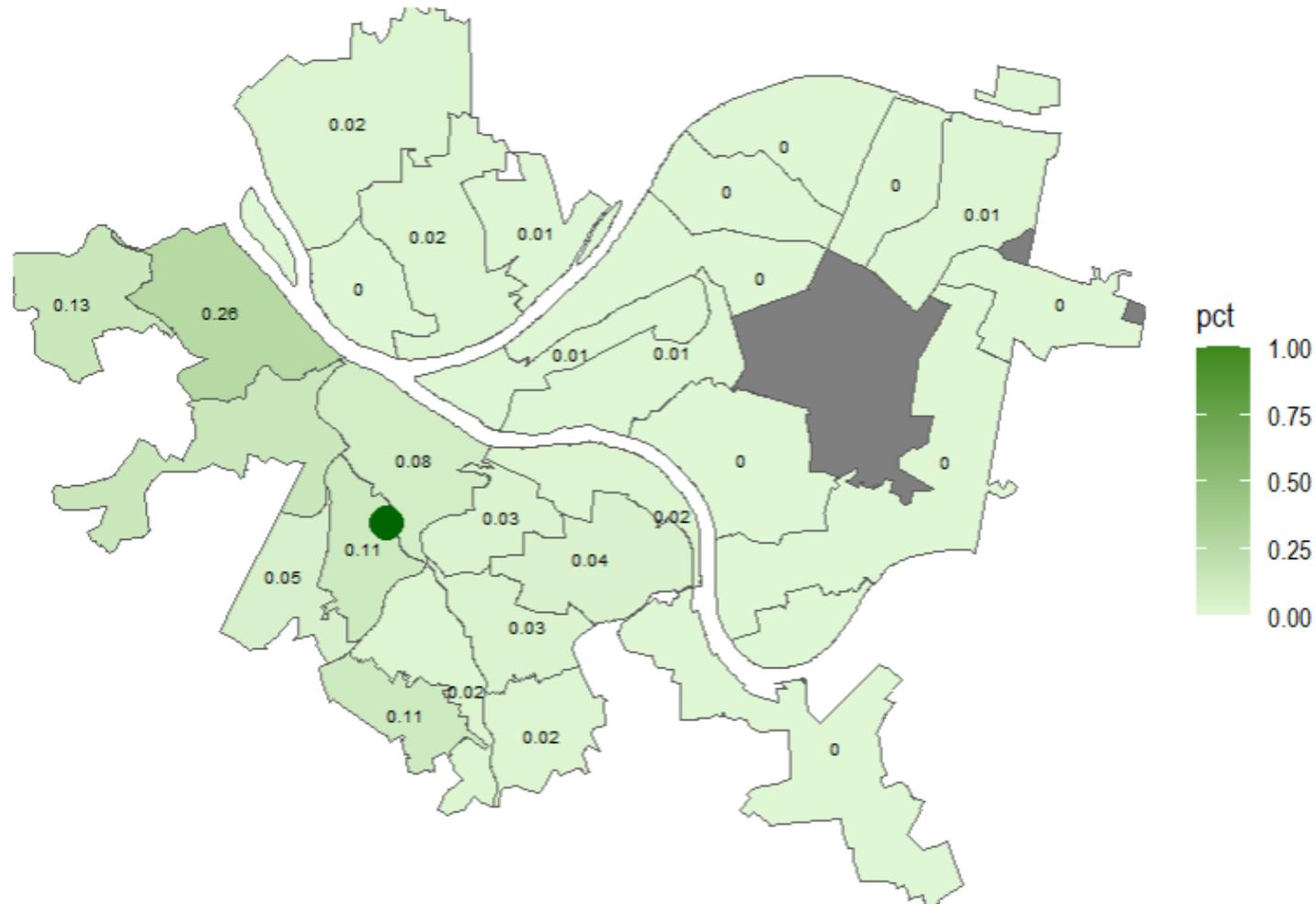
Charter Schools

Analysis Notes

- All data is pulled from NCES. The most recent year of data available is 2022-23.

- Since NCES data includes all charter schools within Allegheny County, analysis for charters "within PPS," is done by selecting charter schools within a 10-mile radius of PPS Central Office.

- For reference, for SY22-23, there are 25 charter schools in Allegheny County and 22 charter schools within PPS.

Spatial Work

Location of Charter Schools within 10 miles of PPS Central Office (2022-23)

Location of Charter Schools within 10 miles of PPS Central Office (2022-23)

This map is a zoomed-out version of Slide 309, capturing all charter schools within 10 miles of the central office. The greyed-out area represents city boundaries.

Location and Size of Charter Schools within 10 miles of PPS Central Office (2022-23)

Location of Offline Buildings in Base Scenario

These locations reflect offline buildings from 8/13 board scenario.
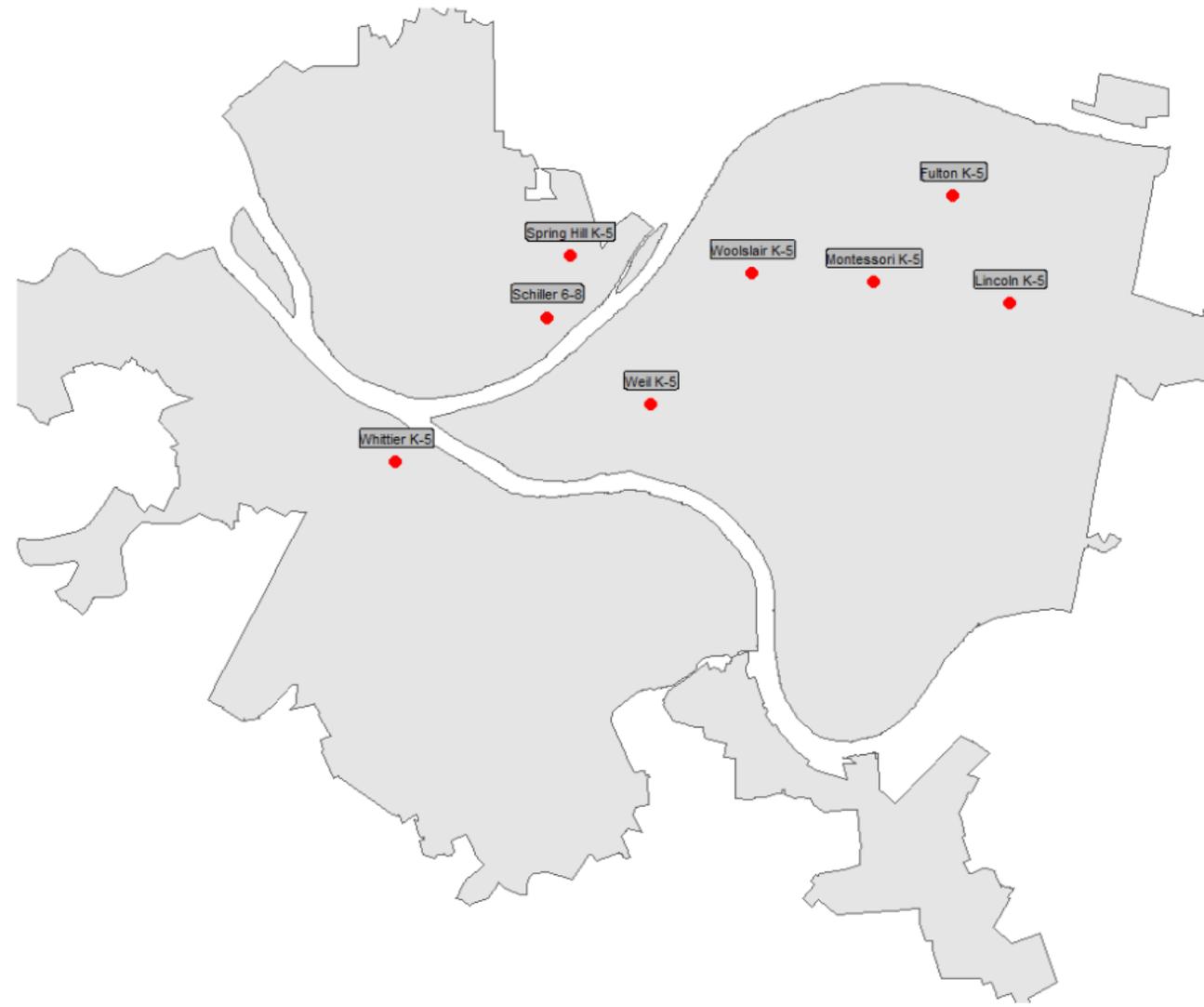
Location of Charter Schools and Offline Buildings in Base Scenario

Fulton K-5
Catalyst K-8
Spring Hill K-5
Woolslair K-5
Montessori K-5
Urban Academy K-5
Propel Northside K-8
Provident 2-8
Lincoln K-5
Manchester K-8
Schiller 6-8
Passport 9-12
Urban Pathways K-5
Weil K-5
Urban Pathways 6-12
City 9-12
Environmental at Frick K-12
Whittier K-5
The New Academy 8-12
Propel Hazelwood K-8
Young Scholars K-12

These locations reflect offline buildings from 8/13 board scenario.

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What are the enrollment trends at charter schools?

Total Charter Enrollment Across Allegheny County (2022-23)

School Name	Total Enrollment (2022-23)
Pennsylvania Distance Learning CS	1226
Environmental CS at Frick Park	1020
Propel CS-Braddock Hills	791
Propel CS-Montour	791
City CHS	556
Propel CS-Homestead	512
Penn Hills CS of Entrepreneurship	456
Manchester Academic CS	393
Propel CS-Northside	379
Propel CS-East	346
Propel CS-McKeesport	336
Urban Academy of Greater Pittsburgh CS	328
Provident CS	325
Westinghouse Arts Academy CS	316
Urban Pathways K-5 College CS	311
Urban Pathways 6-12 CS	310
Young Scholars of Greater Allegheny CS	305
Young Scholars of Western Pennsylvania C	299
Propel CS-Hazelwood	271
Catalyst Academy CS	247
Propel CS-Pitcairn	209
Passport Academy CS	134
Life Male STEAM Academy CS	93
The New Academy CS	56
Spectrum CS	45

Note: Table below does not reflect different grade configurations.

Charter Enrollment Across Allegheny County by Grade (2022-23)

School Name	Total Enrollment (2022-23)	Prekindergarten Enrollment	Kindergarten Enrollment	Grade 1 Enrollment	Grade 2 Enrollment	Grade 3 Enrollment	Grade 4 Enrollment	Grade 5 Enrollment	Grade 6 Enrollment	Grade 7 Enrollment	Grade 8 Enrollment	Grade 9 Enrollment	Grade 10 Enrollment	Grade 11 Enrollment	Grade 12 Enrollment
Pennsylvania Distance Learning CS	1226	0	46	60	72	60	67	74	101	98	122	220	130	109	67
Environmental CS at Frick Park	1020	0	78	104	102	102	103	103	100	101	100	45	44	38	0
Propel CS-Braddock Hills	791	0	61	50	56	47	51	48	64	60	67	89	85	66	47
Propel CS-Montour	791	0	54	56	63	64	65	69	67	66	68	72	66	46	35
City CHS	556	0	0	0	0	0	0	0	0	0	0	176	167	101	112
Propel CS-Homestead	512	0	35	35	35	36	40	39	41	44	41	52	44	45	25
Penn Hills CS of Entrepreneurship	456	0	59	59	48	50	51	48	50	50	41	0	0	0	0
Manchester Academic CS	393	0	48	48	46	43	46	45	40	41	36	0	0	0	0
Propel CS-Northside	379	0	37	35	43	43	46	40	45	43	47	0	0	0	0
Propel CS-East	346	0	29	37	34	39	38	39	41	43	46	0	0	0	0
Propel CS-McKeesport	336	0	38	40	33	31	38	43	34	39	40	0	0	0	0
Urban Academy of Greater Pittsburgh CS	328	0	55	48	56	57	62	50	0	0	0	0	0	0	0
Provident CS	325	0	0	0	43	55	65	53	41	36	32	0	0	0	0
Westinghouse Arts Academy CS	316	0	0	0	0	0	0	0	0	0	0	89	81	82	64
Urban Pathways K-5 College CS	311	0	55	50	50	51	50	55	0	0	0	0	0	0	0
Urban Pathways 6-12 CS	310	0	0	0	0	0	0	0	55	54	49	54	41	34	23
Young Scholars of Greater Allegheny CS	305	0	40	43	44	41	40	37	27	18	15	0	0	0	0
Young Scholars of Western Pennsylvania C	299	0	41	41	36	33	33	33	27	33	22	0	0	0	0
Propel CS-Hazelwood	271	0	28	37	25	28	17	28	36	33	39	0	0	0	0
Catalyst Academy CS	247	0	71	73	67	36	0	0	0	0	0	0	0	0	0
Propel CS-Pitcairn	209	0	23	30	18	21	23	18	25	30	21	0	0	0	0
Passport Academy CS	134	0	0	0	0	0	0	0	0	0	0	0	16	29	89
Life Male STEAM Academy CS	93	0	0	0	0	0	0	0	30	31	32	0	0	0	0
The New Academy CS	56	0	0	0	0	0	0	0	0	0	6	15	15	7	13
Spectrum CS	45	0	0	0	0	0	0	0	0	3	3	5	10	5	19

Total Charter Enrollment Within the District (2022-23)

'Within the district' is defined by schools within 10 miles of the PPS central office.

School Name	Total Enrollment (2022-23)
Environmental CS at Frick Park	1020
Propel CS-Braddock Hills	791
Propel CS-Montour	791
City CHS	556
Propel CS-Homestead	512
Penn Hills CS of Entrepreneurship	456
Manchester Academic CS	393
Propel CS-Northside	379
Propel CS-East	346
Propel CS-McKeesport	336
Urban Academy of Greater Pittsburgh CS	328
Provident CS	325
Westinghouse Arts Academy CS	316
Urban Pathways K-5 College CS	311
Urban Pathways 6-12 CS	310
Young Scholars of Western Pennsylvania C	299
Propel CS-Hazelwood	271
Catalyst Academy CS	247
Propel CS-Pitcairn	209
Passport Academy CS	134
Life Male STEAM Academy CS	93
The New Academy CS	56

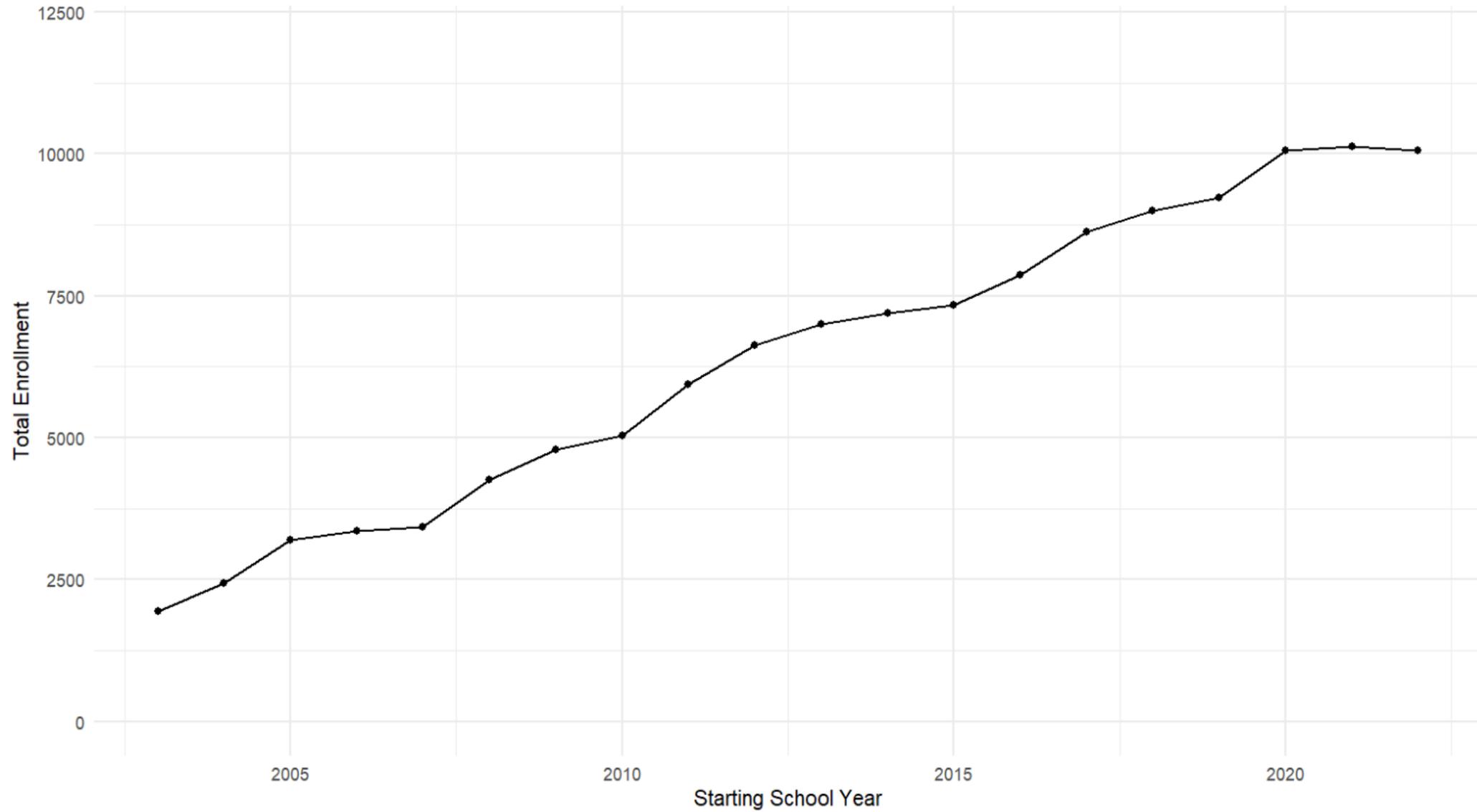# Charter Enrollment Within the District by Grade (2022-23)

'Within the district' is defined by schools within 10 miles of the PPS central office.

School Name	Total Enrollment (2022-23)	Prekindergarten Enrollment	Kindergarten Enrollment	Grade 1 Enrollment	Grade 2 Enrollment	Grade 3 Enrollment	Grade 4 Enrollment	Grade 5 Enrollment	Grade 6 Enrollment	Grade 7 Enrollment	Grade 8 Enrollment	Grade 9 Enrollment	Grade 10 Enrollment	Grade 11 Enrollment	Grade 12 Enrollment
Environmental CS at Frick Park	1020	0	78	104	102	102	103	103	100	101	100	45	44	38	0
Propel CS-Braddock Hills	791	0	61	50	56	47	51	48	64	60	67	89	85	66	47
Propel CS-Montour	791	0	54	56	63	64	65	69	67	66	68	72	66	46	35
City CHS	556	0	0	0	0	0	0	0	0	0	0	176	167	101	112
Propel CS-Homestead	512	0	35	35	35	36	40	39	41	44	41	52	44	45	25
Penn Hills CS of Entrepreneurship	456	0	59	59	48	50	51	48	50	50	41	0	0	0	0
Manchester Academic CS	393	0	48	48	46	43	46	45	40	41	36	0	0	0	0
Propel CS-Northside	379	0	37	35	43	43	46	40	45	43	47	0	0	0	0
Propel CS-East	346	0	29	37	34	39	38	39	41	43	46	0	0	0	0
Propel CS-McKeesport	336	0	38	40	33	31	38	43	34	39	40	0	0	0	0
Urban Academy of Greater Pittsburgh CS	328	0	55	48	56	57	62	50	0	0	0	0	0	0	0
Provident CS	325	0	0	0	43	55	65	53	41	36	32	0	0	0	0
Westinghouse Arts Academy CS	316	0	0	0	0	0	0	0	0	0	0	89	81	82	64
Urban Pathways K-5 College CS	311	0	55	50	50	51	50	55	0	0	0	0	0	0	0
Urban Pathways 6-12 CS	310	0	0	0	0	0	0	0	55	54	49	54	41	34	23
Young Scholars of Western Pennsylvania C	299	0	41	41	36	33	33	33	27	33	22	0	0	0	0
Propel CS-Hazelwood	271	0	28	37	25	28	17	28	36	33	39	0	0	0	0
Catalyst Academy CS	247	0	71	73	67	36	0	0	0	0	0	0	0	0	0
Propel CS-Pitcairn	209	0	23	30	18	21	23	18	25	30	21	0	0	0	0
Passport Academy CS	134	0	0	0	0	0	0	0	0	0	0	0	16	29	89
Life Male STEAM Academy CS	93	0	0	0	0	0	0	0	30	31	32	0	0	0	0
The New Academy CS	56	0	0	0	0	0	0	0	0	0	6	15	15	7	13

Total Charter Enrollment Over Last 20 Years Across Allegheny County

Starting School Year	Total Enrollment
2003	1936
2004	2429
2005	3198
2006	3352
2007	3422
2008	4251
2009	4784
2010	5038
2011	5935
2012	6633
2013	7006
2014	7190
2015	7341
2016	7859
2017	8636
2018	8996
2019	9229
2020	10052
2021	10131
2022	10055

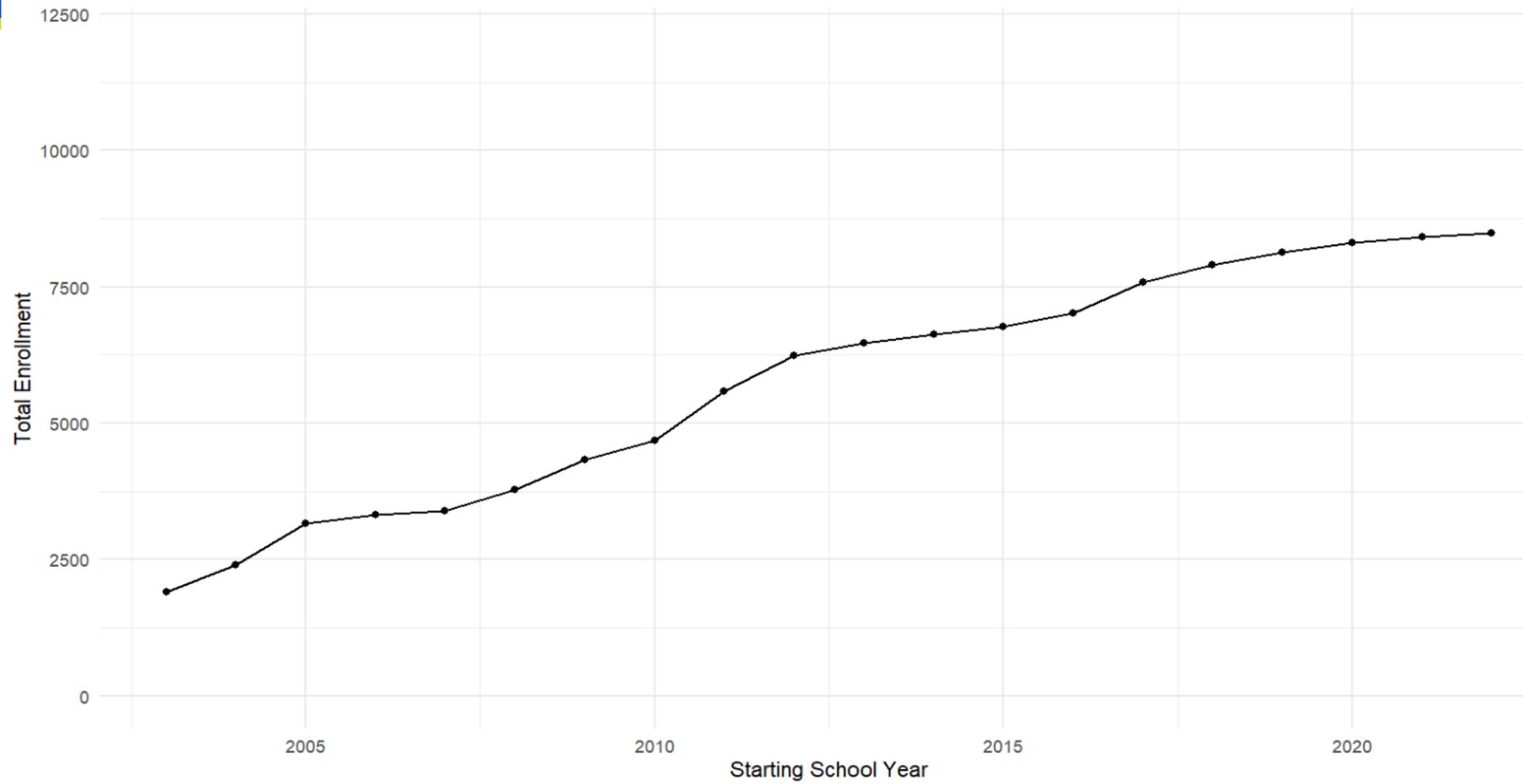Charter Enrollment Over Last 20 Years Across Allegheny County

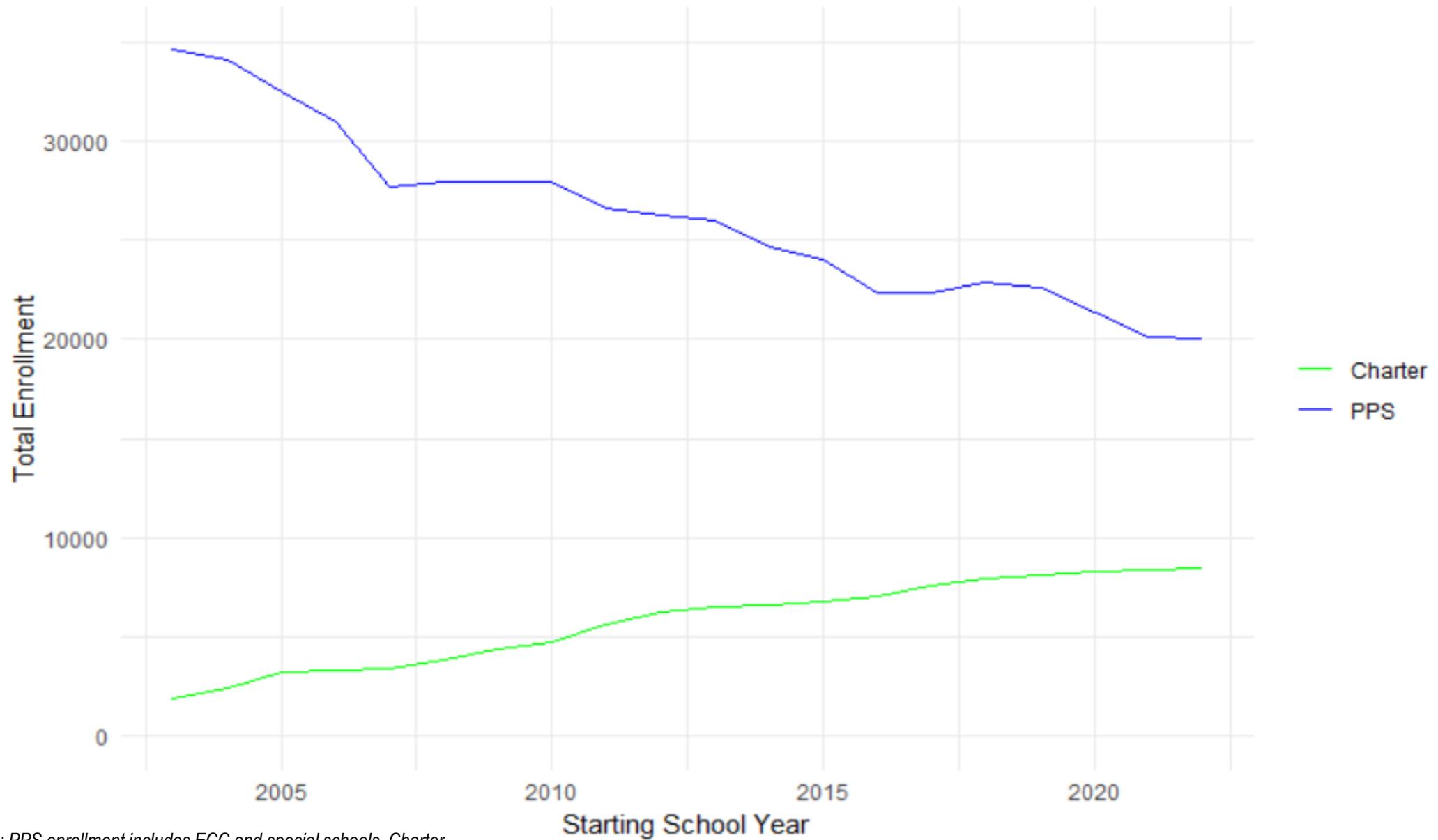## Total Charter Enrollment Over Last 20 Years Within District

'Within the district' is defined by schools within 10 miles of the PPS central office.

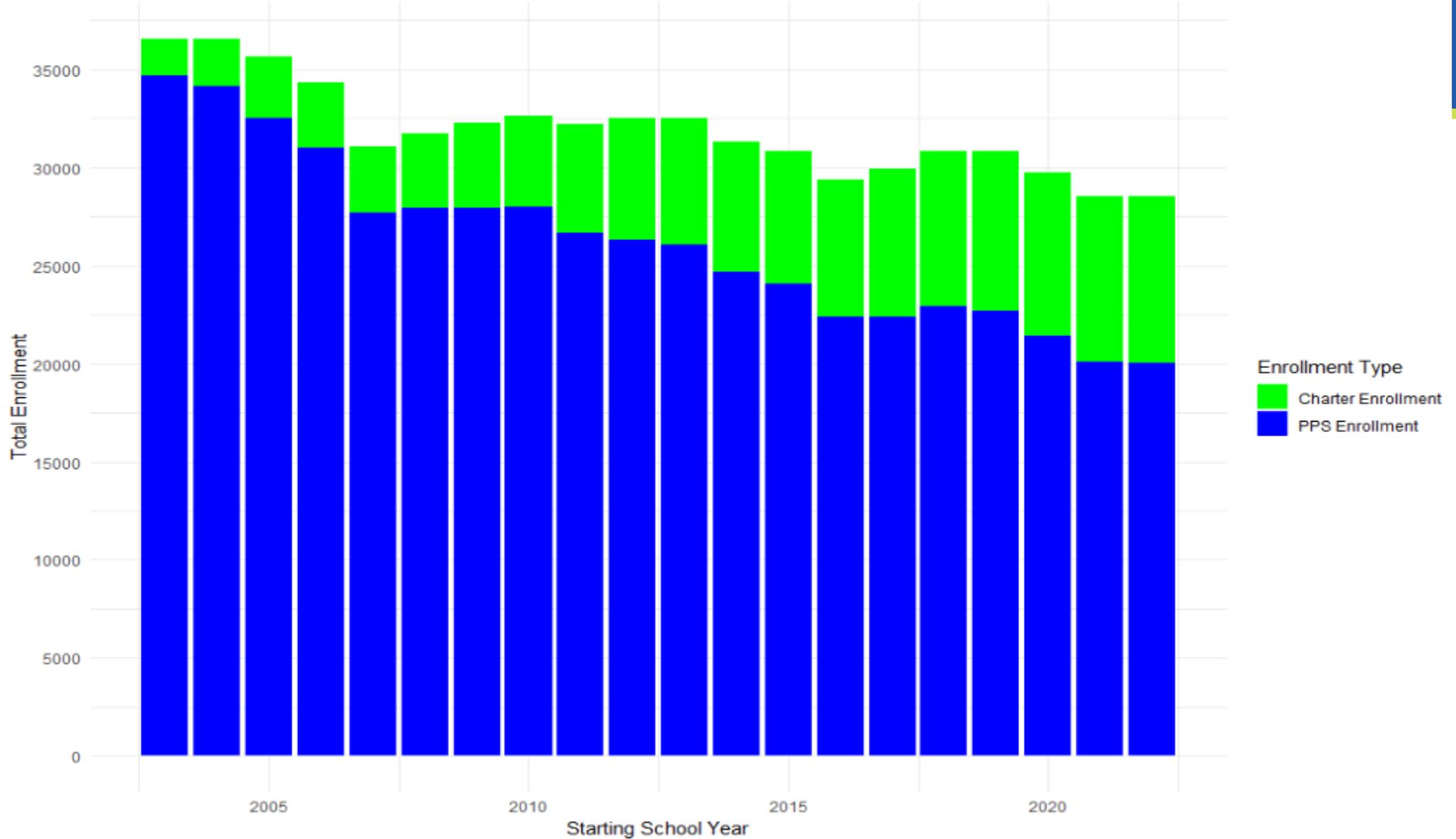| Starting School Year	Total Enrollment
2003	1912
2004	2399
2005	3170
2006	3320
2007	3389
2008	3786
2009	4332
2010	4680
2011	5580
2012	6243
2013	6465
2014	6627
2015	6772
2016	7018
2017	7584
2018	7910
2019	8135
2020	8308
2021	8408
2022	8479

Charter Enrollment Over Last 20 Years Within District

PPS vs Charter Enrollment Over Last 20 Years

Note: PPS enrollment includes ECC and special schools. Charter enrollment include charter schools within 10 miles of district, not entire county.

PPS vs Charter Enrollment Over Last 20 Years

Note: PPS enrollment includes ECC and special schools. Charter enrollment include charter schools within 10 miles of district, not entire county.