



Pittsburgh Public Schools

Feasibility Report

PRESENTATION

*A Review and Analysis of ERS's Recommendations for
Changes to the District's School Portfolio*

Dr. Wayne N. Walters, Superintendent

and the Leadership Team

FEBRUARY 25, 2025

The Board's Charge

Following the final proposal from Education Resource Strategies (ERS), the Pittsburgh Public Schools Board of Directors formally charged Superintendent Wayne N. Walters with assessing the feasibility of the **proposed recommendations**.

During the October 15th Education Committee Meeting, the Board emphasized the need for a **thorough evaluation** to determine whether the suggested changes could be effectively implemented.

In response, the Superintendent and the Leadership Team undertook a comprehensive **feasibility assessment**, carefully analyzing the recommendations through a structured process.

The report presents the findings of that assessment, providing the Board with critical insights to inform their decision-making process. With these findings, the Board can now determine the next steps in shaping the future of Pittsburgh Public Schools in alignment with its long-term vision and goals.

Reimagining Pittsburgh Public Schools: Centering Student Experience

THE CHALLENGE: PIVOTAL CROSSROAD

- Declining enrollment, underutilized facilities, and aging infrastructure are barriers to delivering high-quality, equitable education.
- These challenges threaten our ability to meet the diverse needs of all students effectively.

THE OPPORTUNITY: TRANSFORMATION

- We aim to reshape the educational landscape in Pittsburgh to provide every student, regardless of their zip code, school assignment, or background, access to authentic, enriching, and opportunity-expanding experiences.



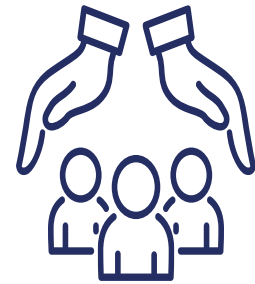
Alignment with Our Current Work

All four themes of our strategic plan are advanced



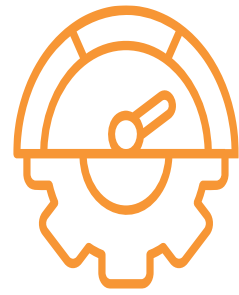
THEME A

Improve quality and relevance of academic experiences



THEME B

Create safe, engaging and inclusive school environments



THEME C

Optimize resources for equitable student experiences



THEME D

Prioritize community outreach and access

ALIGNMENT WITH OUR STRATEGIC PLAN PRIORITY OUTCOMES

1

Students are prepared for success in life.

2

Students will experience equitable, high-quality learning environments.

3

Students will benefit from robust community resources.

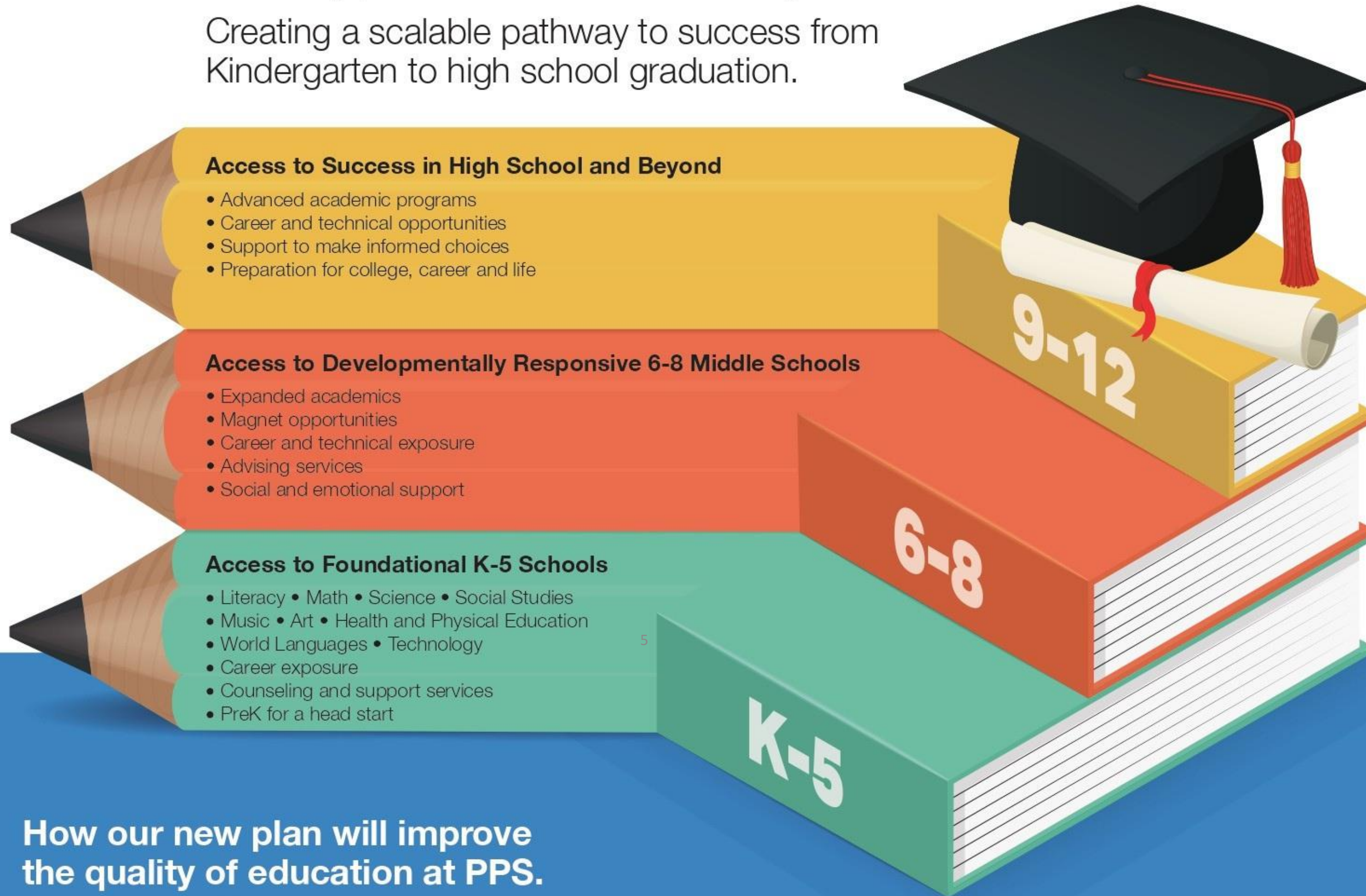
6

Students will feel engaged in their learning and school community.



Access and Opportunities for Every Student to Excel

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



How our new plan will improve the quality of education at PPS.

Experiences matter.

Excellence drives us.

Efficiency is attainable.



A Unified Movement Towards Student-Centered Change

A TRANSFORMATIVE APPROACH TO OUR SCHOOL PORTFOLIO

- **Partnership with ERS:** Data-driven assessment of school portfolio & programming
- **Core Issue:** Uneven resource distribution
- **Impact:** “Pockets of success” vs. under-resourced schools

LISTENING TO STUDENT VOICES

Our students have been clear in their demands for equity:

- **Modernized Learning Spaces:** Schools that inspire and support learning.
- **Innovative Programming:** Opportunities to explore their passions and prepare for the future.
- **Equitable Access:** The same amenities, supports, and opportunities as their peers in better-resourced schools.

A CALL FOR SYSTEMIC CHANGE

This process is not about preserving the status quo—it’s about **dismantling inequities** and ensuring that opportunity is no longer dictated by privilege. It’s about turning schools into places of **possibility**, where every student has access to the tools and environments they need to thrive.



The Complexity of Change

Balancing Priorities Without Compromise

**THROUGHOUT THIS PROCESS, WE HAVE COME TO AN UNDENIABLE REALIZATION:
FIXING ONE ASPECT OF OUR DISTRICT'S CHALLENGES
OFTEN PRESENTS TRADE-OFFS IN ANOTHER.**

- Focusing only on financial responsibility may limit innovation in learning environments and operations.
- Prioritizing educational excellence with dynamic and innovative spaces must be balanced with long-term financial sustainability.
- Solely improving infrastructure or cutting transportation costs could reduce equitable access to high-quality education.

TAKEAWAY:

To truly transform PPS, the focus must remain unwaveringly on students. Balancing priorities is not about compromise—it's about making intentional choices that honor the district's commitment to offering equitable experiences to students across the District.



A Future-Driven Approach

Setting the Foundation for Student Experiences and Equity

OUR VISION FOR INVESTING IN STUDENT EXPERIENCE

To transform Pittsburgh Public Schools into a district where every student has access to enriching educational experiences, equitable opportunities, and modern learning environments—ensuring all students can thrive and achieve meaningful outcomes.

WHAT WE WILL ACCOMPLISH IN THIS PRESENTATION

1. **Examine** ERS's recommendations and the methodology used to measure feasibility.
2. **Provide** a summary of which recommendations are feasible for implementation.
3. **Assess** the implications of feeder patterns and attendance zones.
4. **Review** Alternate Proposal for potential alignment and opportunities.
5. **Present** the leadership team's final position on ERS's recommendations to inform an official vote by the Board.
6. **Offer** a comprehensive conclusion that summarizes key findings and outlines the next steps for implementation.



Measuring Feasibility vs. Leadership Team's Position

While feasibility was measured by assessing **building capacity, enrollment projections,** and **infrastructure readiness**, the Leadership Team's final position also considers additional factors, such as **programmatic alignment with District goals, long-term sustainability, ensuring equitable student experiences and institutional knowledge and expertise.**



Measuring Feasibility

VS



Leadership Team's Position

Measuring Feasibility

A SYSTEMATIC APPROACH TO EVALUATION

To ensure ERS's recommendations align with District goals and are practical for implementation, Pittsburgh Public Schools (PPS) conducted a robust, data-driven feasibility analysis. This process combined quantitative data and qualitative insights, focusing on equity, student-centered transformation, and operational sustainability.

1. Projected Enrollment Analysis (Capacity Considerations)

- Reviewed projected enrollment for each school following proposed changes.
- Anticipated the impact of grade reconfigurations and consolidations on student populations.
- Evaluated whether schools could effectively accommodate adjusted enrollment figures.

2. On-Site Evaluations by the Operations Team

Conducted detailed evaluations of all district schools, assessing:

- Physical Space: Classroom size, common areas, specialized facilities (e.g., labs, gyms).
- Amenities: Presence of libraries, science labs, auditoriums, and other resources.
- Grade Suitability: Infrastructure's ability to support K-5, 6-8, or 9-12 students.

3. Redefining Needs by Grade Level

Evaluated school needs by grade configuration (K-5, 6-8, 9-12) to assess whether schools could:

- Support projected enrollment with adequate classroom space.
- Offer age-appropriate resources and facilities.
- Meet operational standards for equitable, high-quality education.



Reminder of ERS's Recommendations

GRADE LEVEL RECONFIGURATIONS

Arlington K-8 → **6-8 School**
PreK-5 Students to Neighborhood Schools

Brookline K-8 → **K-5 School**
6-8 students to Carmalt 6-8

Carmalt K-8 → **6-8 School**
PreK-5 Students to Neighborhood Schools

Colfax K-8 → **6-8 School**
Greenfield & Mifflin → PreK-5

Langley K-8 → **K-5 School**
6-8 students to Classical 6-8

Morrow K-8 → **K-5 School**
PreK-5 Students to Neighborhood Schools

Sunnyside K-8 → **K-5 School**
PreK-5 Students to Neighborhood Schools

Westinghouse 6-12 → **9-12 School**
6-8 students to Sterrett 6-8

MAGNET TO NEIGHBORHOOD SCHOOLS

Allegheny, Dilworth, Liberty
PreK-5 and K-5 Full Magnets
→ **Neighborhood Schools**

Obama
6-12 Full Magnet
→ **9-12 Neighborhood School**

SciTech
6-12 Full Magnet
→ **9-12 Neighborhood School**

MAGNET PROGRAM EXPANSIONS

Arsenal 6-8
Expanding to
IB (Middle Years) Neighborhood Magnet

Milliones 6-12
9-12 Students to Neighborhood 9-12 School
→ **SciTech 6-8**

MAGNET PROGRAM RELOCATIONS

Montessori
Moving to
Linden Facility

Reminder of ERS's Recommendations, *continued*

14 SCHOOL CLOSURES

Allegheny 6-8

Arsenal PreK-5

Fulton PreK-5

King PreK-8

Linden PreK-5

Manchester PreK-8

Miller PreK-5

Milliones 6-12

Roosevelt K-5

Schiller 6-8

South Brook 6-8

South Hills 6-8

Spring Hill K-5

Woolslair PreK-5

Reminder of ERS's Recommendations, *continued*

10 FACILITIES CLOSURES

Baxter

Student Achievement Center

Conroy

Friendship

Montessori PreK-5

Fulton

King

McKelvy

Miller PreK-5

Morrow

Primary Building

Schiller

Spring Hill

Woolslair

Reminder of ERS's Recommendations, *continued*

3 SCHOOL OPENINGS

SciTech 6-8

*Moving to Milliones facility
Transitioning 6-8 from current
Sci-Tech 6-12*

Northview PreK-5

*Serving Spring Hill & Northview
neighborhoods as ELD site*

Manchester 6-8

*Reopening as a
renovated middle school
as ELD site*

ELD: English Language Development

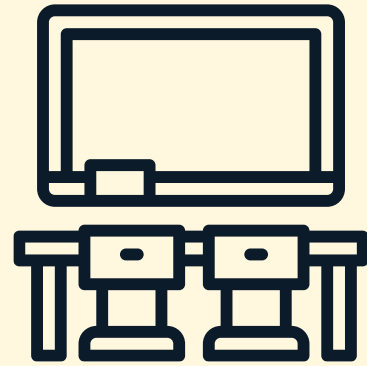
LEGEND OF ICONS



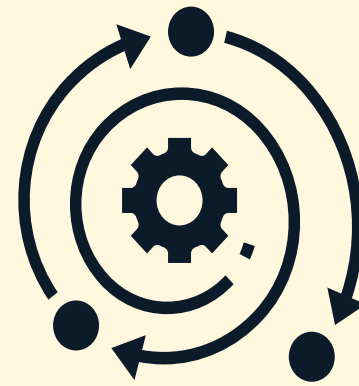
**BUILDING
CAPACITY**



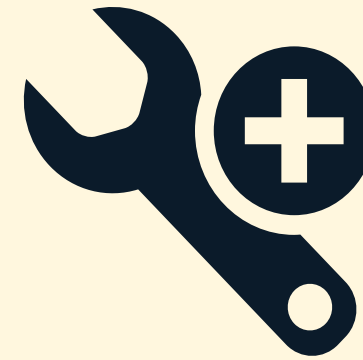
**CLASSROOM
NEEDS**



**CLASSROOM
SPACE**



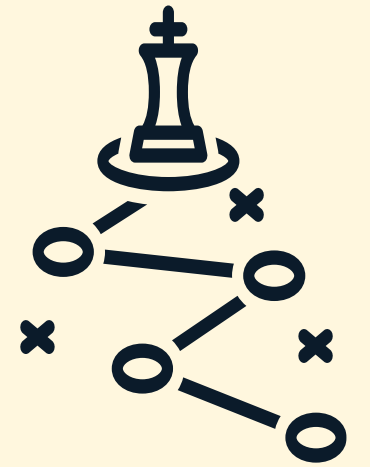
IMPACT



**INFRASTRUCTURE
CONDITIONS |
IMPROVEMENTS**



**PROJECTED
ENROLLMENT
(POST-
TRANSITION)**



**STRATEGIC
OPPORTUNITY**

Langley – Transitioning to K-5

Students in grades 6-8 will move to Classical 6-8

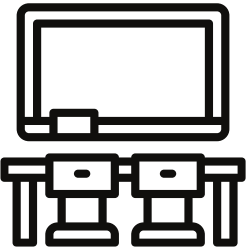
Feasible



Originally a High School → Capacity: **1,146** students
Current Enrollment → 444 students (**39% utilization**)



After K-5 Transition: 526 students (**46% utilization**)



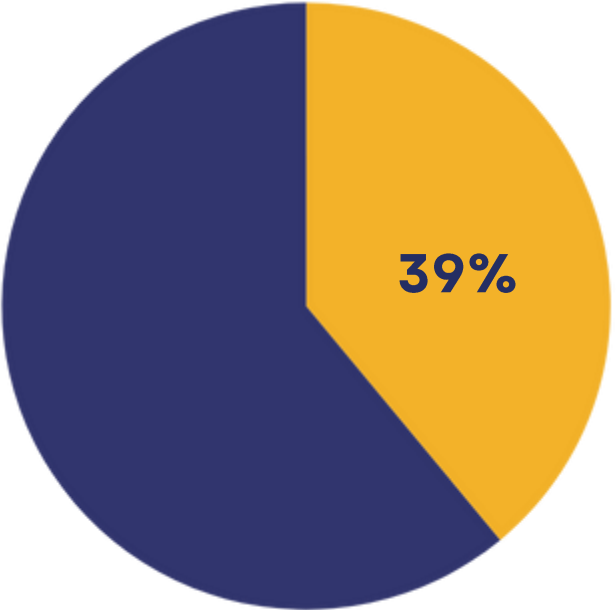
Remaining Unused Classrooms: ~24, even after allocations for general education, program-specific needs, and special education.

RECOMMENDATION SUMMARY

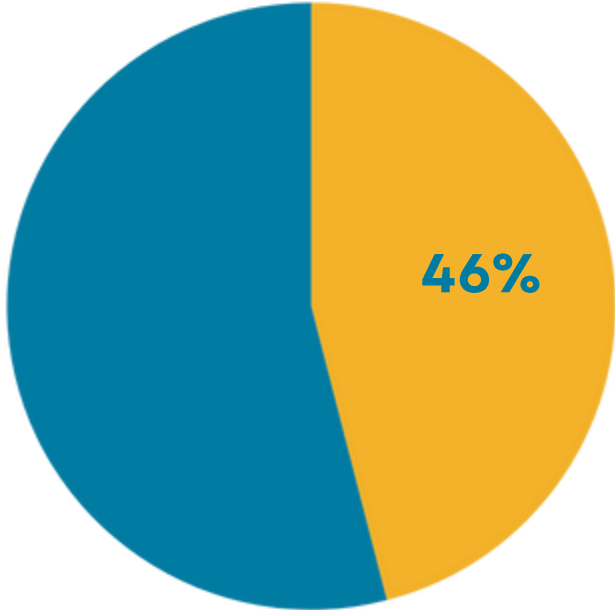
- **Optimizes** underutilized space at Langley
- **Aligns** with district restructuring goals
- **Minimal disruption** → Pittsburgh Classical absorbs ' middle school students



PITTSBURGH LANGLEY
TOTAL BUILDING CAPACITY: **1146**



CURRENT FACILITY USAGE AS LANGLEY PreK-8



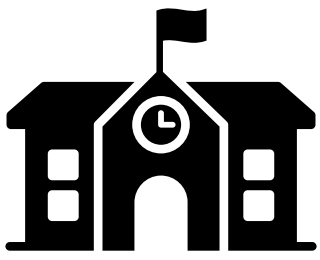
ERS MODELED USAGE AS LANGLEY PreK-5



Brookline – Transitioning to K-5

Students in grades 6-8 will move to Carmalt 6-8

Feasible



Capacity: **589** students

Current Enrollment → 391 students (**66% utilization**)



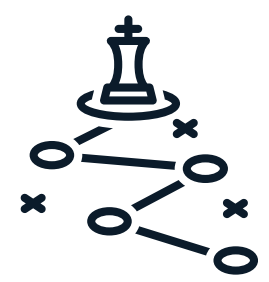
After K-5 Transition: 298 students (**51% utilization**)



The K-5 will require: ~21, 12 general education classrooms, 5 program-specific rooms, 2 PSE rooms, and 2 Early Childhood classrooms, leaving 6 classrooms unoccupied



Recent: Roof repairs, masonry restoration, HVAC upgrades
Upcoming: Air conditioning installation by 2026



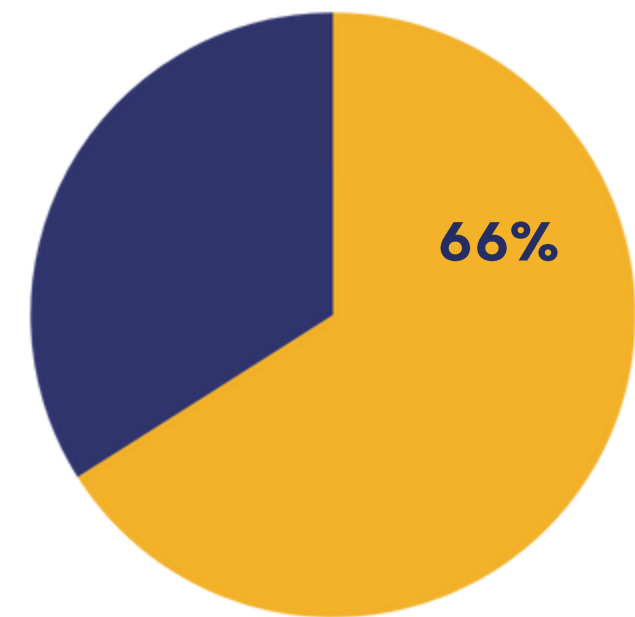
Excess Capacity → Potential for Early Childhood expansion or other strategic uses

RECOMMENDATION SUMMARY

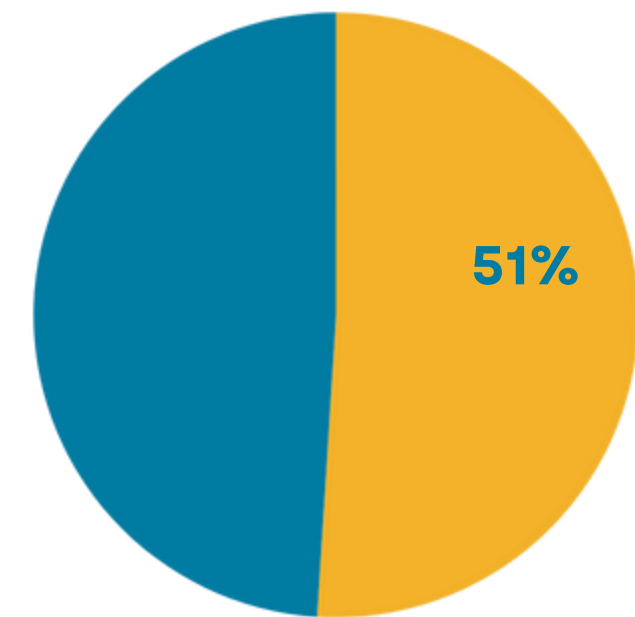
- **Supports** District restructuring objectives
- **Aligns** with Brookline’s infrastructure updates
- **Provides** flexibility for strategic repurposing



PITTSBURGH BROOKLINE
TOTAL BUILDING CAPACITY: **589**



CURRENT FACILITY USAGE AS BROOKLINE PreK-8



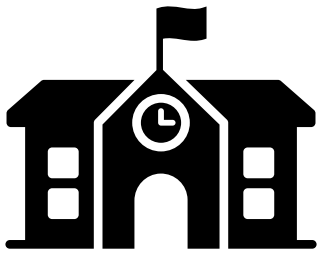
ERS MODELED USAGE AS BROOKLINE PreK-5



Carmalt – Transitioning to a 6-8

Students in grades K-5 will move to Brookline K-5 or West Liberty K-5

Feasible



Capacity: **848** students
Current Enrollment → 550 students (**65% utilization**)



After 6-8 Transition: 607 students (**72% utilization**)



The 6-8 will require: ~35, 22 general education classrooms, 9 program-specific rooms, and 4 PSE rooms, leaving 2 classrooms unoccupied



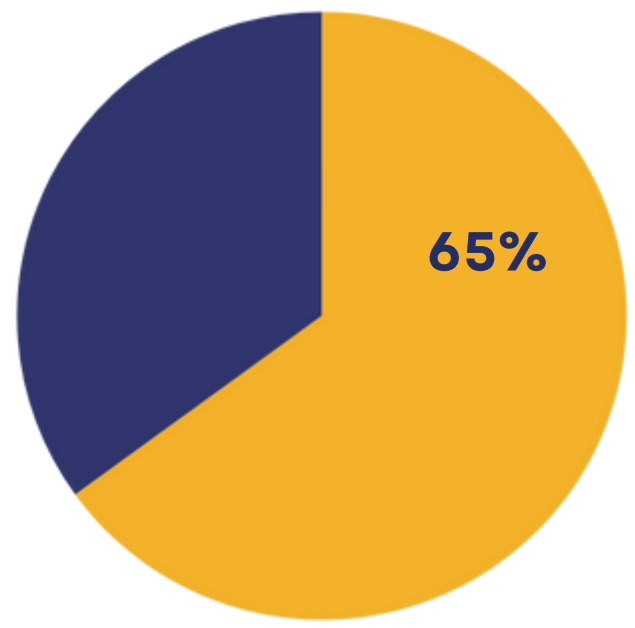
Currently: Air-conditioned
Recent: Roof & exterior restoration

RECOMMENDATION SUMMARY

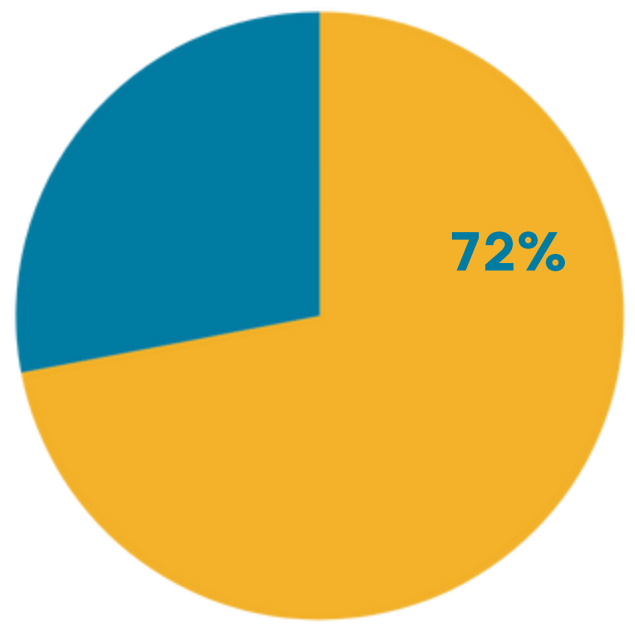
- **Increases** utilization without exceeding capacity
- **Consolidates** middle school students
- **Aligns** infrastructure with 6-8 program needs
- **Provides flexibility** → 2 classrooms for program expansion



PITTSBURGH CARMALT
TOTAL BUILDING CAPACITY: **848**



CURRENT FACILITY USAGE AS CARMALT PreK-8



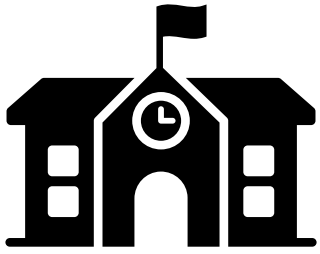
ERS MODELED USAGE AS CARMALT 6-8



Arlington – Transitioning to a 6-8

Students in grades PreK-5 will move to designated feeder schools

Feasible



Capacity: **641** students
Current Enrollment → 385 students (**60% utilization**)



After 6-8 Transition: 570 students (**89% utilization**)



The 6-8 will require: ~32, 21 general education classrooms, 9 program-specific rooms, and 2 PSE rooms, leaving 1 classroom unoccupied



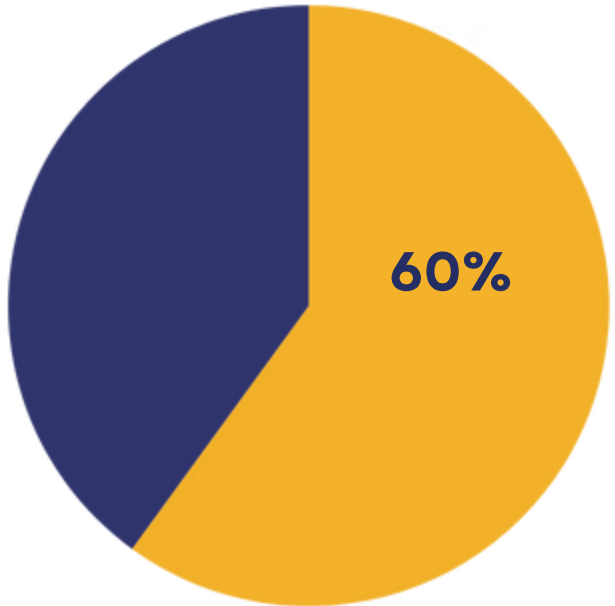
Currently: Modernized for 6-8 programming
Recent: Major renovations in 2016

RECOMMENDATION SUMMARY

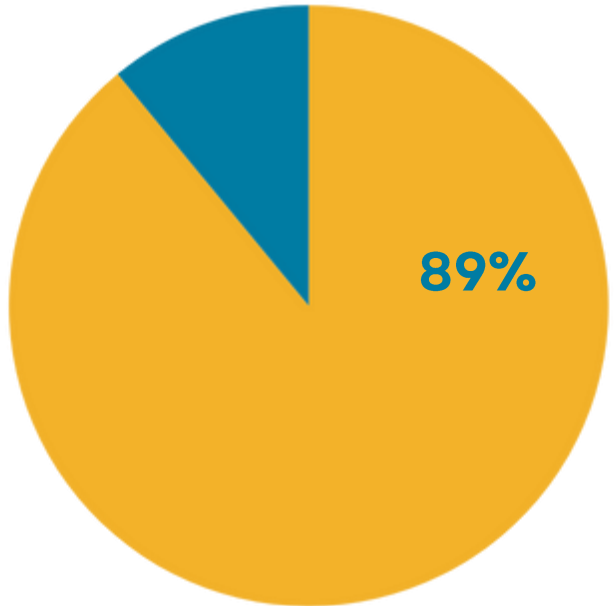
- **Significantly increases** utilization
- **Consolidates** middle school students
- **Aligns** with building infrastructure
- **Limited flexibility** → 1 additional classroom



PITTSBURGH ARLINGTON
TOTAL BUILDING CAPACITY: **641**



CURRENT FACILITY USAGE AS ARLINGTON PreK-8



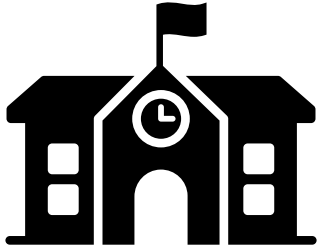
ERS MODELED USAGE AS ARLINGTON 6-8



Colfax – Transitioning to a 6-8

Students in grades PreK-5 will move to Greenfield PreK-5 & Minadeo PreK-5

Feasible



Capacity: **951** students

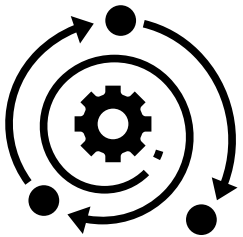
Current Enrollment → 789 students (**83% utilization**)



After 6-8 Transition: 660 students (**70% utilization**)



The 6-8 will create: additional space for specialized programming, elective courses, and student support services tailored to middle school students.



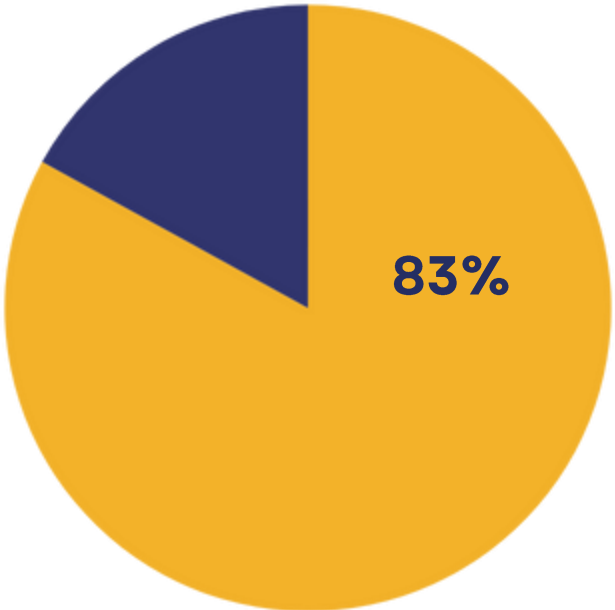
Impact on Greenfield and Mifflin: Alleviates elementary-grade capacity pressure | Transitions both schools to PreK-5 models | Utilization drop allows for flexibility & potential growth

RECOMMENDATION SUMMARY

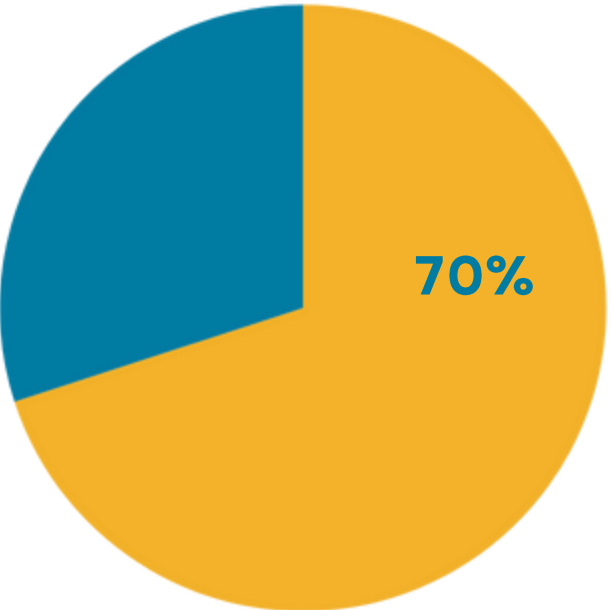
- **Enhances** school utilization efficiency
- **Consolidates** middle school students
- **Aligns** with district-wide reconfiguration goals



PITTSBURGH COLFAX
TOTAL BUILDING CAPACITY: **951**



CURRENT FACILITY USAGE AS COLFAX PreK-8



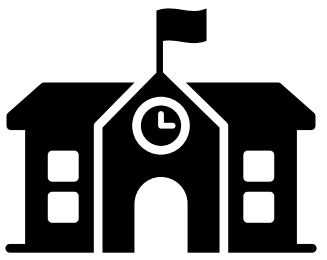
ERS MODELED USAGE AS COLFAX 6-8



Westinghouse – Transitioning to a 9-12

Students in grades 6-8 will move to Sterrett 6-8

Feasible



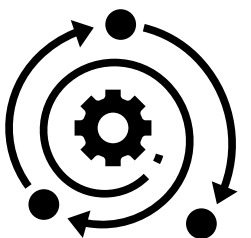
Capacity: **1,295** students
Current Enrollment → 577 students **(45% utilization)**



After 9-12 Transition: 362 students **(28% utilization)**



The 9-12 will reallocate: resources → Focus on high school-specific programming



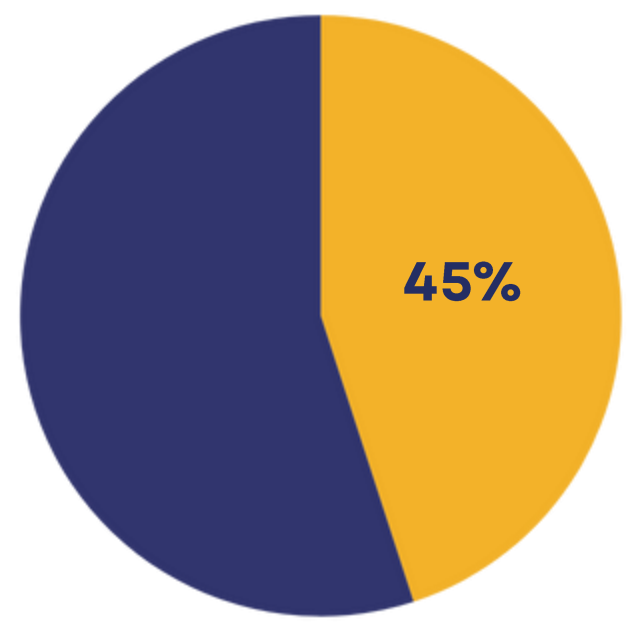
Impact on Middle School Students: Grades 6-8 transition to Pittsburgh Sterrett 6-8 | Creates a structured middle school environment | Tailored to academic & developmental needs

RECOMMENDATION SUMMARY

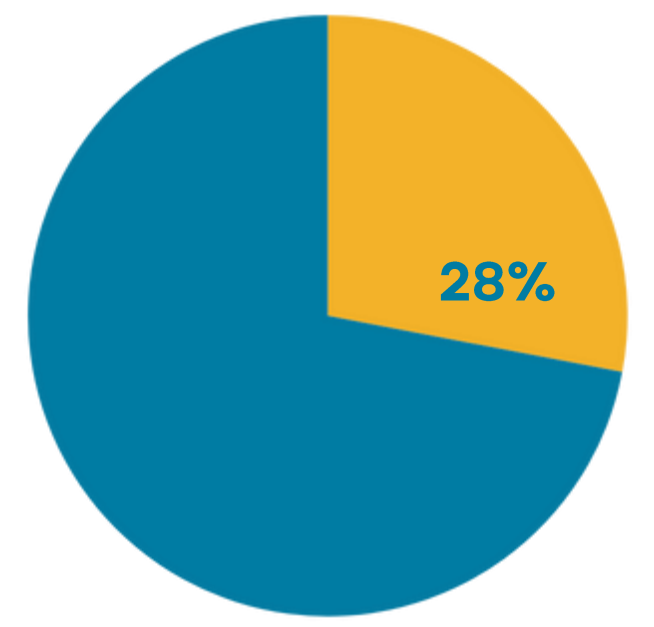
- **Enhances** focus on secondary education
- **Consolidates** middle school students
- **Aligns** Westinghouse with other 9-12 schools
- **Introduces** a neighborhood magnet for expanded opportunities



PITTSBURGH WESTINGHOUSE
TOTAL BUILDING CAPACITY: **1295**



CURRENT FACILITY USAGE AS WESTINGHOUSE 6-12



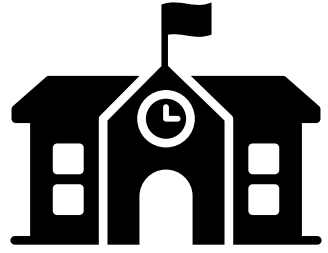
ERS MODELED USAGE AS WESTINGHOUSE 9-12



Obama – Transitioning to 9-12

Converting to 9-12 Neighborhood Magnet

Feasible



Capacity: **1,473** students

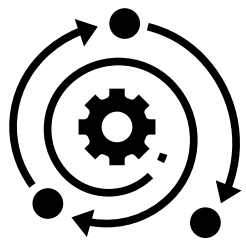
Current Enrollment → 747 students (**51% utilization**)



After 9-12 Transition: 691 students (**47% utilization**)



The 9-12 will support: high school-specific courses, maintains infrastructure for the magnet program



Impact on Magnet Program: Shifts from 6-12 full magnet to 9-12 configuration | Strengthens Obama's identity as a neighborhood magnet school | Aligns with District's strategic plan to expand academic pathways

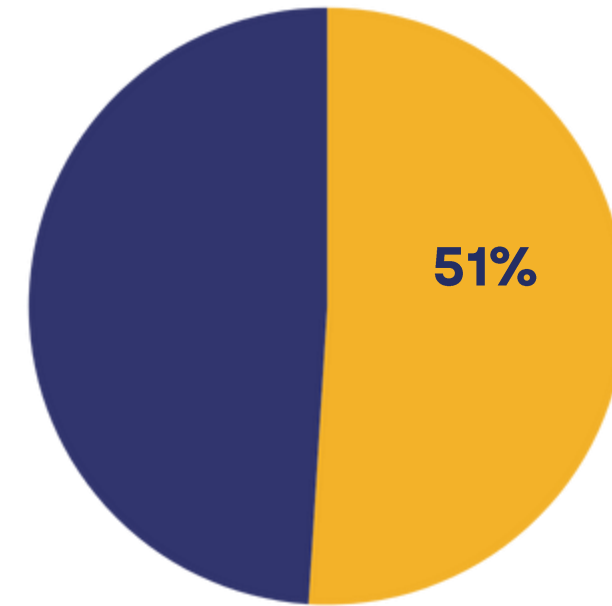
RECOMMENDATION SUMMARY

- **Enhances** programmatic focus
- **Consolidates** middle school students
- **Supports** operational efficiency
- **Aligns** with district restructuring strategy

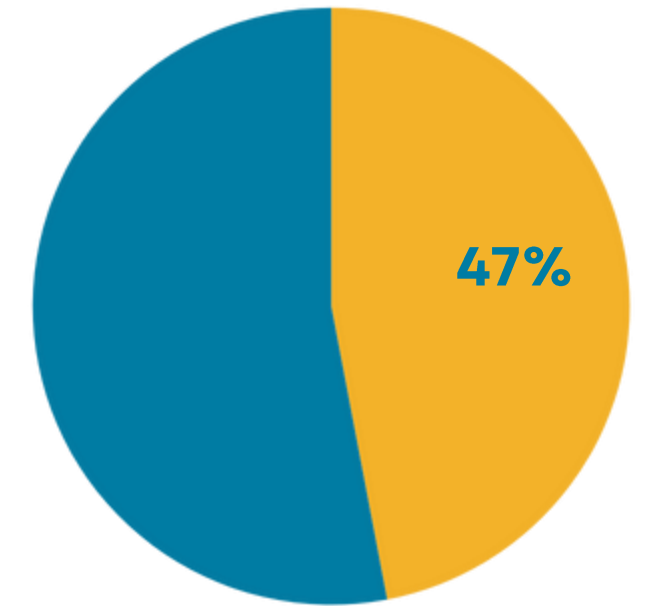


PITTSBURGH OBAMA

TOTAL BUILDING CAPACITY: **1473**



CURRENT FACILITY USAGE AS OBAMA 6-12

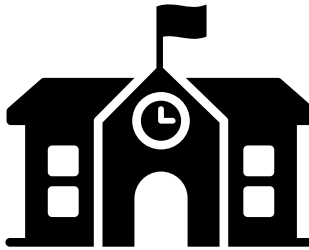


ERS MODELED USAGE AS OBAMA 9-12

Arsenal 6-8 – Expanding to an IB MYP

International Baccalaureate Middle Years Program Neighborhood Magnet School

Feasible

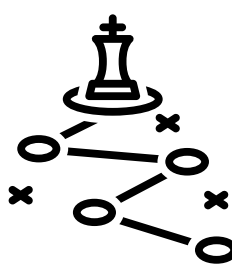


Capacity: **1,115** students

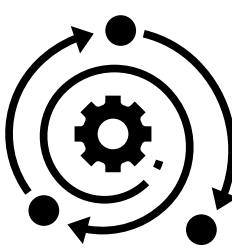
Current Enrollment → 473 students (**42% utilization**)



After MYP expansion: 225 students (**20% utilization**)



Programmatic Focus: Arsenal → IB Middle Years Program for middle school students | Enhances academic experience & enrichment | Aligns with District’s strategic plan to expand academic pathways



• **Impact on Lower Utilization:** Significant decrease in utilization | Increases flexibility for → IB labs, Project-based learning spaces, Support services

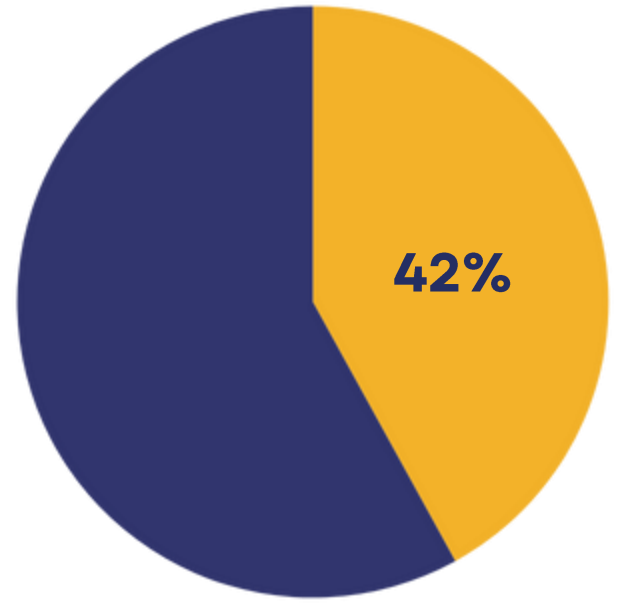
RECOMMENDATION SUMMARY

- **Supports** a focused IB magnet program
- **Aligns** with District priorities for academic innovation & resource optimization
- **Introduces** a neighborhood magnet for expanded opportunities

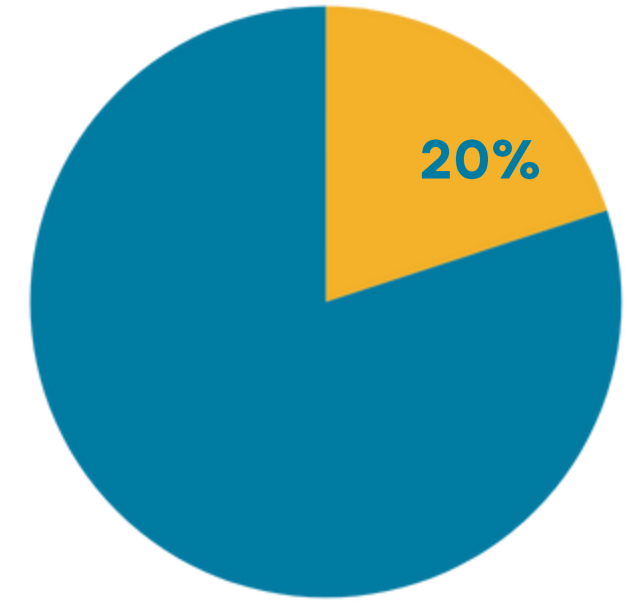


PITTSBURGH ARSENAL

TOTAL BUILDING CAPACITY: **1115**



CURRENT FACILITY USAGE AS ARSENAL 6-8



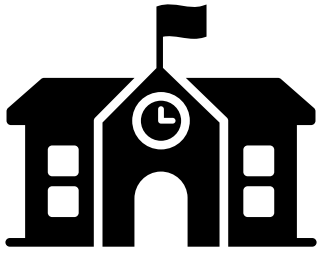
ERS MODELED USAGE AS ARSENAL 6-8 IB



Milliones – Transitioning to SciTech 6-8

Science and Technology-Focused Neighborhood Magnet School

Feasible



Capacity: **1,116** students

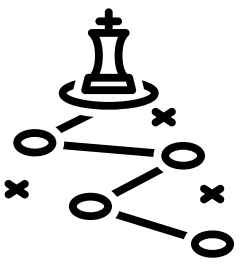
Current Enrollment → 297 students (**27% utilization**)



After 6-8 Transition: 373 students (**33% utilization**)



The 6-8 will: optimize building utilization, introduces STEM-focused labs & project-based learning spaces, designs program-specific classrooms for middle school students



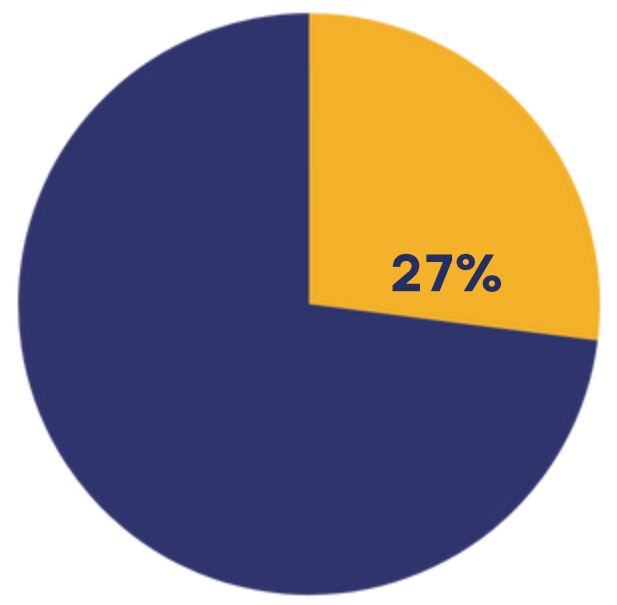
Programmatic Focus: SciTech 6-8 Academy → Neighborhood magnet for science & technology | Aligns with District’s strategic plan to expand academic pathways

RECOMMENDATION SUMMARY

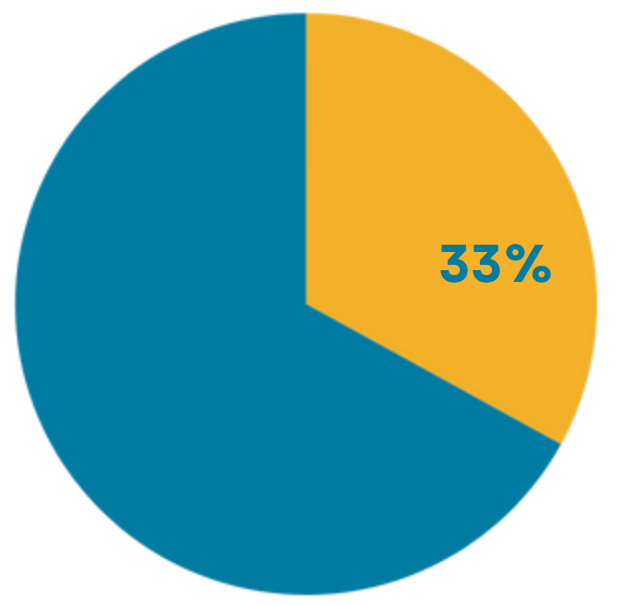
- **Enhances** District’s focus on innovative academic programming
- **Leverages** underutilized capacity for STEM-focused education
- **Introduces** a neighborhood magnet for expanded opportunities



PITTSBURGH MILLIONES
TOTAL BUILDING CAPACITY: **1116**



CURRENT FACILITY USAGE AS MILLIONES 6-12



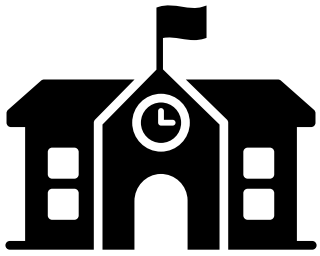
ERS MODELED USAGE AS SCI-TECH 6-8 AT MILLIONES



SciTech – Transitioning to 9-12

Converting to 9-12 Neighborhood Magnet

Feasible

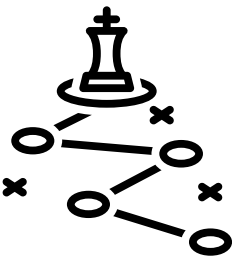


Capacity: **625** students

Current Enrollment → 618 students (**99% utilization**)



After 9-12 Transition: 478 students (**76% utilization**)



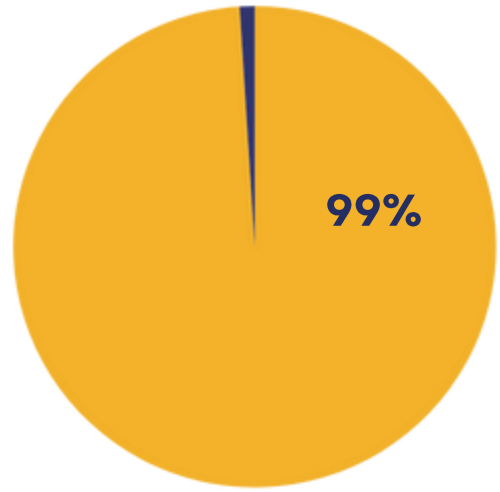
Programmatic Focus: Converts to 9-12 neighborhood magnet for science & technology | Aligns with District’s strategic plan to expand academic pathways

RECOMMENDATION SUMMARY

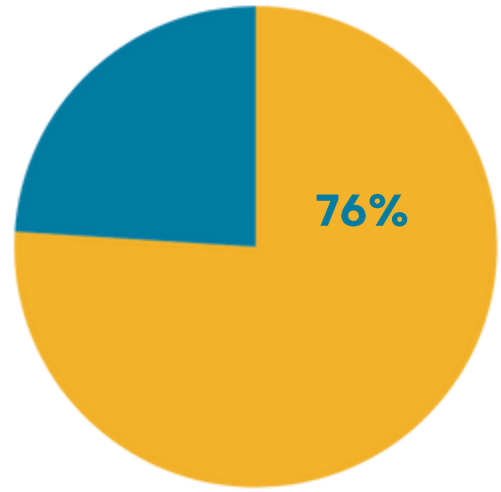
- **Enhances** District’s focus on innovative academic programming
- **Expands** access to a unique program



PITTSBURGH SCIENCE AND TECHNOLOGY ACADEMY
TOTAL BUILDING CAPACITY: **625**



CURRENT FACILITY USAGE AS SCI-TECH 6-12



ERS MODELED USAGE AS SCI-TECH 9-12



Allegheny, Dilworth, and Liberty

Transitioning to PreK-5 Neighborhood Schools

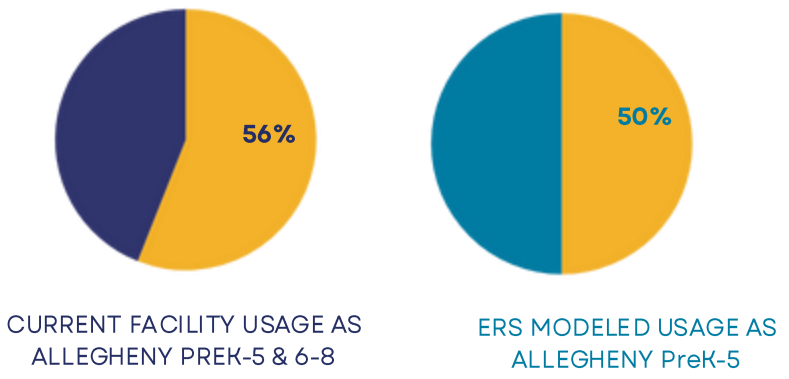
Feasible



Capacity: **1,176** students
 Current Enrollment → 662 students **(56% utilization)**

After K-5 Neighborhood School: 586 students **(50% utilization)**

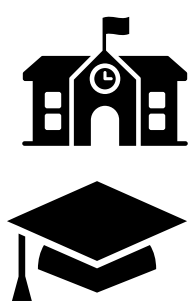
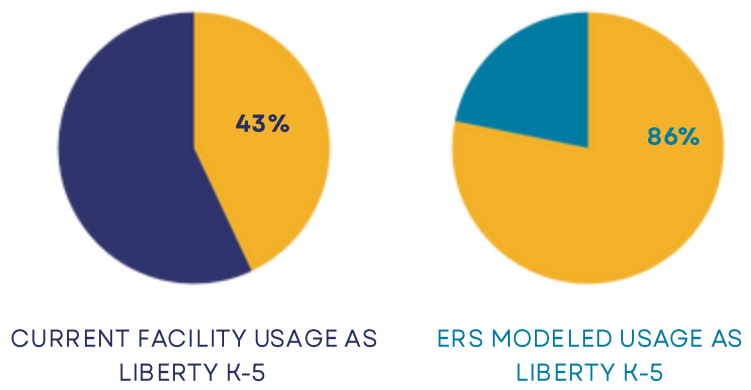
PITTSBURGH ALLEGHENY
 TOTAL BUILDING CAPACITY: 1,176



Capacity: **474** students
 Current Enrollment → 206 students **(43% utilization)**

After K-5 Neighborhood School: 410 students **(86% utilization)**

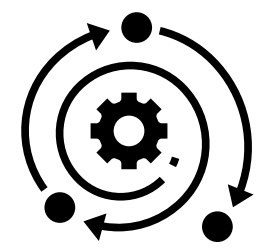
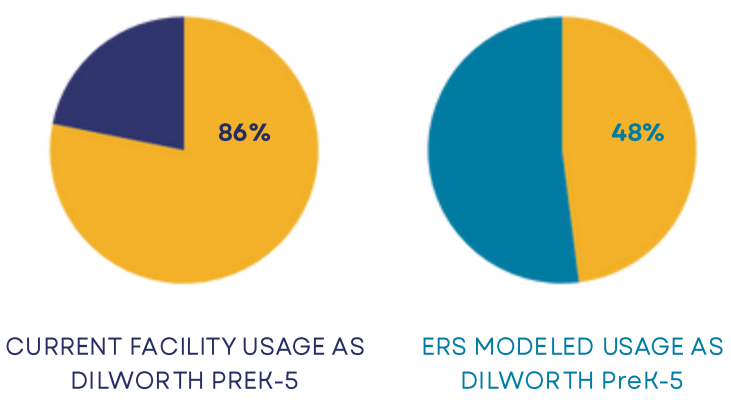
PITTSBURGH LIBERTY
 TOTAL BUILDING CAPACITY: 474



Capacity: **532** students
 Current Enrollment → 455 students **(86% utilization)**

After K-5 Neighborhood: 256 students **(48% utilization)**

PITTSBURGH DILWORTH
 TOTAL BUILDING CAPACITY: 532



Impact on Neighborhoods: Balances enrollment across buildings | Maintains neighborhood school models

RECOMMENDATION SUMMARY

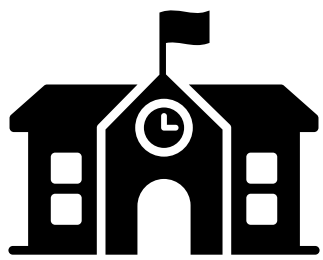
- **Ensures** efficient utilization & strong neighborhood school options
- **Aligns** with District's broader restructuring strategy



Morrow and Sunnyside

Transitioning from PreK-8 to PreK-5 Schools

Feasible



MORROW

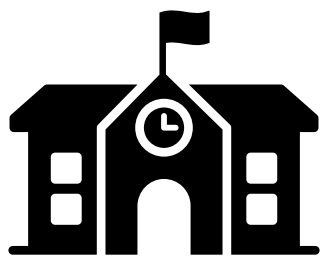
Currently operates as one school in two buildings →
Capacity: **1,015** students
Current Enrollment → 432 students **(42% utilization)**



After PreK-5 Transition: 485 students
Capacity (Rooney): **382** students



The PreK-5: requires renovations; exceeds capacity



SUNNYSIDE

Capacity: **470** students
Current Enrollment → 234 students **(50% utilization)**

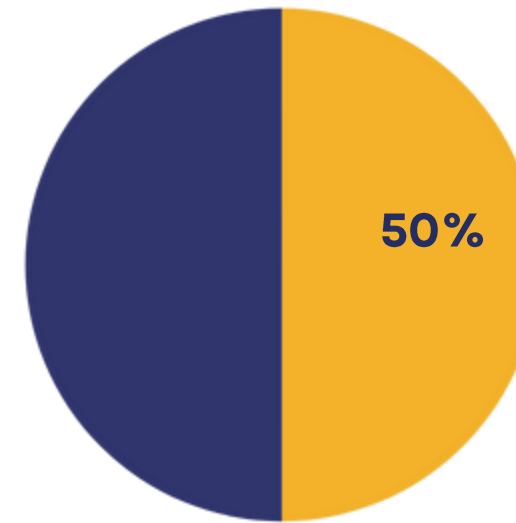


After PreK-5 Transition: 436 students **(93% utilization)**
Growth Driven by → Closures of Arsenal PreK-5 & Woolslair PreK-5

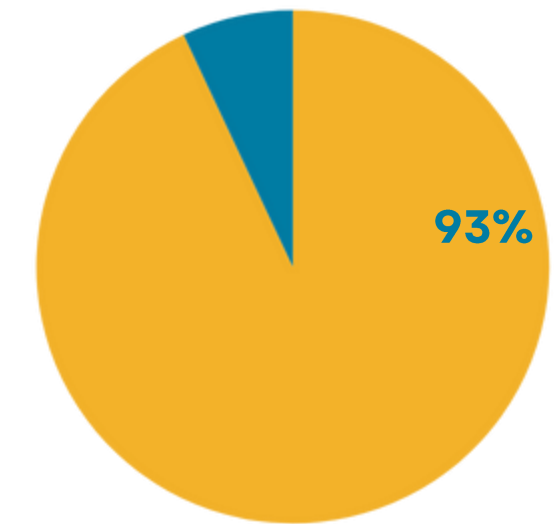


PITTSBURGH SUNNYSIDE

TOTAL BUILDING CAPACITY: **470**



CURRENT FACILITY USAGE AS SUNNYSIDE PREK-8



ERS MODELED USAGE AS SUNNYSIDE PreK-5

RECOMMENDATION SUMMARY

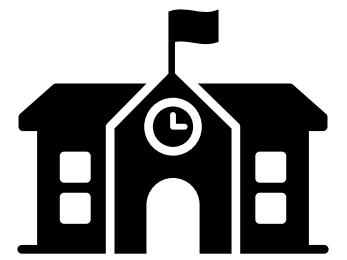
- **Ensures** efficient utilization → Stronger neighborhood school options
- **Aligns** with District's broader restructuring strategy



Montessori- Transitioning to Linden Facility

Becoming the sole K-5 Magnet School

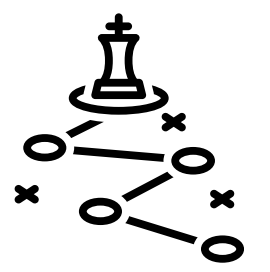
Feasible



Capacity (Linden): **499** students
Current Enrollment → 116 students (**23% utilization**)



After K-5 Transition: 243 students (**52% utilization**)



Programmatic Focus: Montessori → Dedicated facility designed for its instructional model | Unique Approach → Multi-age classrooms, self-directed learning, Montessori-certified staff | Preserving Montessori as the District's sole elementary magnet is logical & beneficial



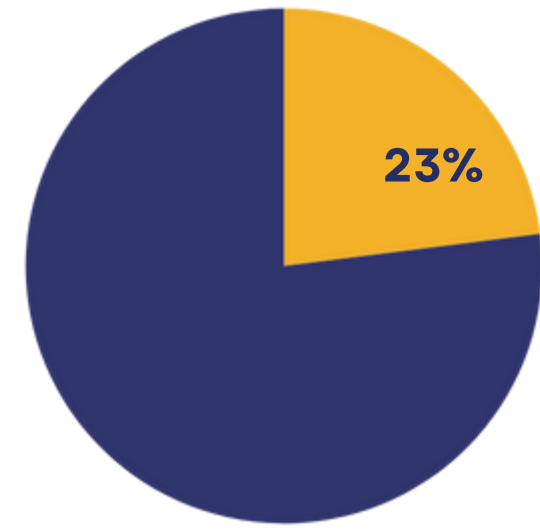
Current Friendship Facility → Requires \$18-\$20 million in renovations

RECOMMENDATION SUMMARY

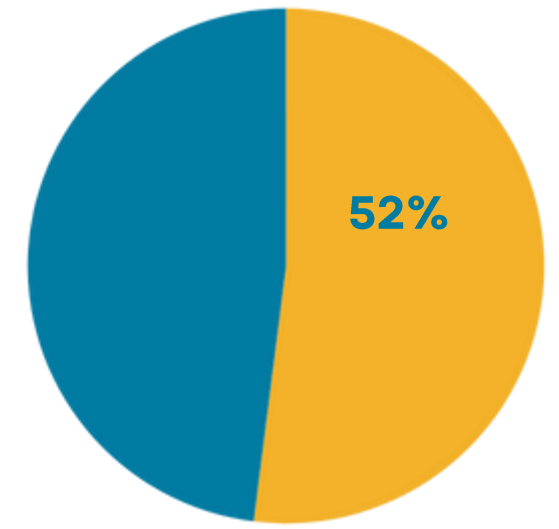
- **Ensures** efficient use of Linden's facility space
- **Provides** a focused, high-quality magnet environment for Montessori students



PITTSBURGH LINDEN
TOTAL BUILDING CAPACITY: **499**



CURRENT FACILITY USAGE AS LINDEN K-5



ERS MODELED USAGE AS MONTESSORI PREK-5 AT LINDEN





SPECIAL SCHOOLS

ONLINE ACADEMY

- Move to Roosevelt is feasible
- Requires review of the current online education model in PPS

OLIVER CITYWIDE ACADEMY

- ERS provided no specific recommendations
- Decisions left to the District for ongoing planning

CONROY

- Relocation to South Brook is feasible & beneficial
- Co-location with Pittsburgh Pioneer → Accessible facility for diverse student needs



CENTER PROGRAMS

GIFTED CENTER

- Integrating services into individual schools is feasible & practical
- Leverages District's experience in school-based gifted services

STUDENT ACHIEVEMENT CENTER

- Co-location with Online Academy at Roosevelt has merit
- Services most effective within home schools



Closing a School → *Dissolves the academic institution, regardless of whether the facility remains in use.*

ALLEGHENY 6-8

ARSENAL PreK-5

FULTON PreK-5

KING PreK-8

LINDEN PreK-5

MANCHESTER PreK-8

MILLER PreK-5

MILLIONES 6-12

SCHILLER 6-8

SPRING HILL K-5

WOOLSLAIR PreK-5

Repurposing Opportunities

ROOSEVELT

- In good condition, viable for repurposing

SOUTH BROOK

- Co-located with Pioneer Education Center; not feasible for closure but suitable for Conroy program

SOUTH HILLS

- Closure feasible but could be repurposed for alternative programs

Closures are operationally sound and align with District resource optimization goals



MANCHESTER 6-8

- **Description** → Reopening as a renovated middle school
- **Emphasis** → English Language Development (ELD) site for multilingual learners
- **Feasibility** → Renovated facility supports middle school students & specialized ELD programming

NORTHVIEW PreK-5

- **Description** → New elementary school for Spring Hill & Northview neighborhoods
- **Emphasis** → English Language Development (ELD) site for multilingual learners
- **Feasibility** → Capacity & structural assessments confirm it can effectively support PreK-5 students & ELD resources

SCITECH 6-8

- **Description** → Shifts from 6-12 to a dedicated 6-8 middle school
- **Location** → Milliones facility
- **Feasibility** → Sufficient capacity & infrastructure to support a focused science & technology middle school

RECOMMENDATION SUMMARY

- **Aligns** with District's strategic priorities
- **Enhances** programming & supports multilingual learners
- **Expands** opportunities in key neighborhoods



10 Facility Closures

Feasible



Closing a Facility → *Shuts down the physical space for alternative use.*

BAXTER (STUDENT ACHIEVEMENT CENTER)

CONROY

FRIENDSHIP (MONTESSORI)

FULTON

KING

McKELVY (MILLER)

MORROW (PRIMARY BUILDING)

SCHILLER

SPRING HILL

WOOLSLAIR

Closures are operationally sound and align with
District resource optimization goals

Friendship facility requires significant capital investment → Estimated \$18-20 million



Attendance Zones and Feeder Pattern Considerations

Zone Realignment: Improving Efficiency & Equity

CURRENT CHALLENGE

The District must develop feeder patterns for new neighborhood magnet schools while addressing legacy inefficiencies that cause many students to bypass nearby schools, weakening community ties.

SOLUTION

The District will request Board approval to hire a professional demographer through an RFP process to assess attendance zones and feeder patterns, ensuring alignment with students' geographical locations. **This approach will strengthen community connections and reduce transportation challenges.**

IMPACT ON ERS RECOMMENDATIONS

- **Enrollment shifts** → Optimize school capacity
- **Realignment** → Complex but ensures sustainable, data-driven planning
- **Supports equity** → Better serves students and families

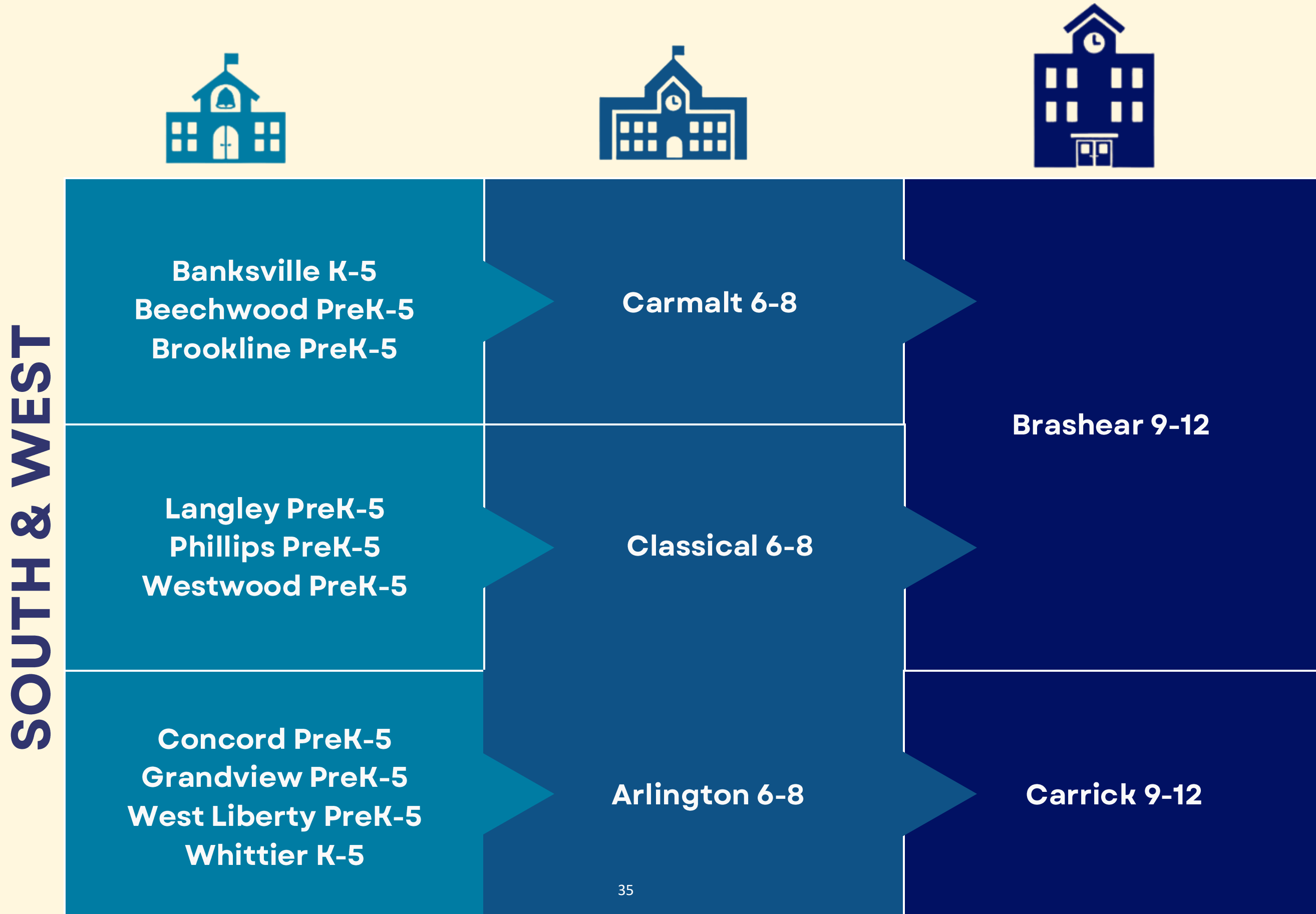
These adjustments will build a more efficient, equitable, and community-focused school system, enhancing support for students and families while establishing a strong foundation for future improvements.



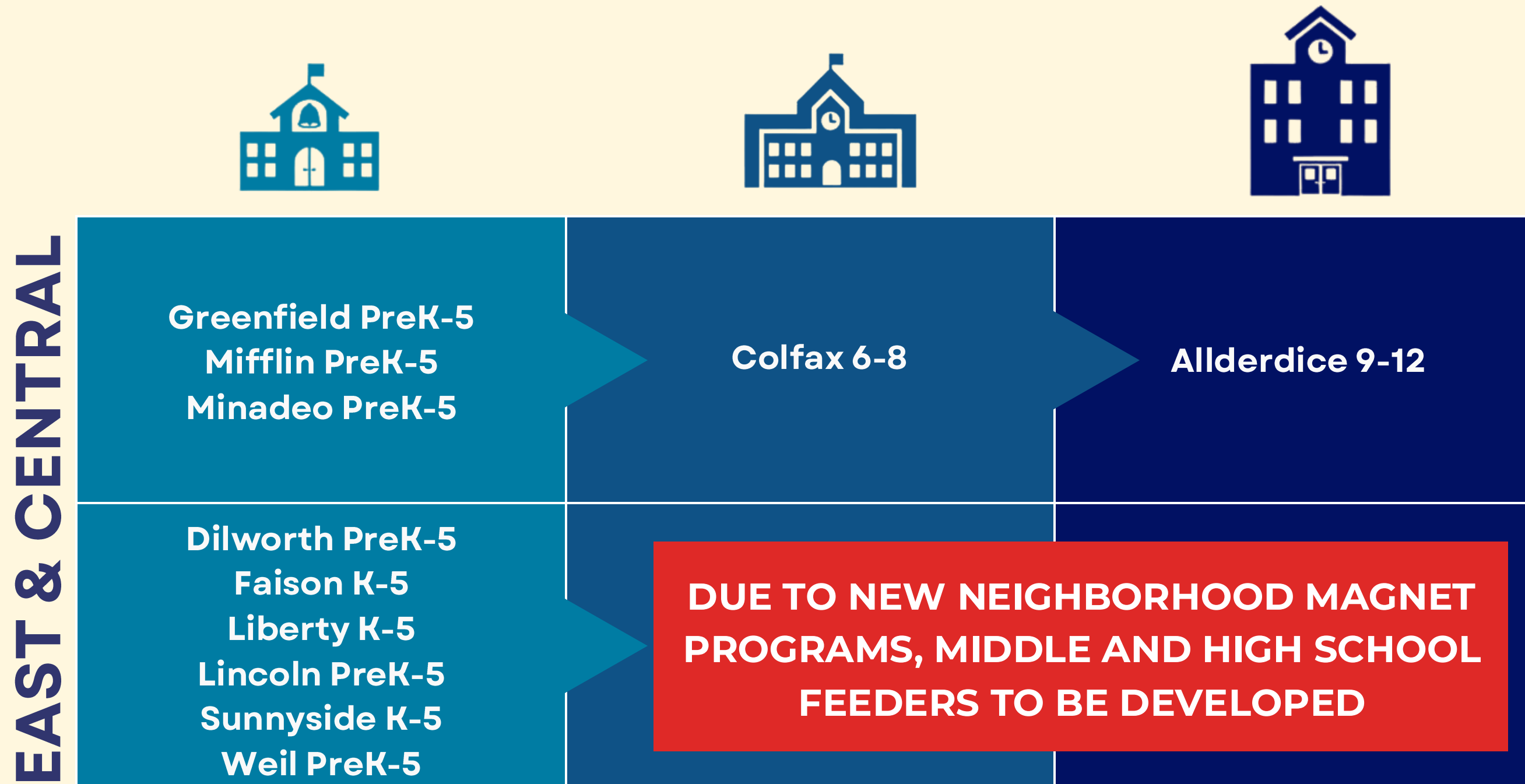
Proposed Feeder Patterns



Proposed Feeder Patterns



Proposed Feeder Patterns



Review of Alternate Proposal – Overview

In response to ERS's recommendations, a coalition of parents and community members proposed an alternate plan, united by the shared goal of ensuring that school closures and consolidations are equity-driven.

Key elements of this plan included:

- **Creating** regional feeder patterns.
- **Addressing** underutilization through consolidations.
- **Repurposing** closed school buildings.
- **Ensuring** equitable resource distribution so that all students have access to high-quality programs.
- **Developing** a regional school choice model, alongside a strong focus on thematic learning.

Review of Alternate Proposal

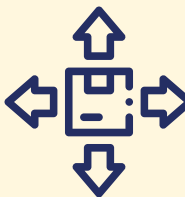
We agree with and are willing to pursue several aspects of the Community's Alternative Plan:



Thematic Learning Expansion: We support the idea of thematic learning as a tool for equity and will work to expand themes in schools where it enhances student experiences and equity. This will be done without disrupting existing successful models like Sci-Tech and CAPA.



Strengthening Regional Feeder Patterns: We are committed to aligning feeder patterns to create stronger school communities and address inefficiencies.



Equitable Resource Distribution: We will continue focusing on providing all students access to enriching, high-quality programming and resources, ensuring every school is a hub of opportunity.

While embracing these aspects, our approach will prioritize feasibility, equity, and sustainability to ensure practical implementation and lasting impact.

Leadership Position

The Pittsburgh Public Schools Leadership Team conducted a thorough evaluation of each Education Resource Strategies (ERS) recommendation for feasibility. The assessment began with functional feasibility, examining capacity, operational alignment, and readiness. It then considered alignment with the District's strategic plan, desired outcomes, and long-term vision for enhancing student experiences.

Leadership Team's Position on ERS Recommendations

K-8 to K-5 Transitions



BROOKLINE PreK-8 → PreK-5

Recent infrastructure improvements → Support a K-5 model
SUPPORT



GREENFIELD PreK-8 → PreK-5

Supports → Efficient grade configurations
Increases → Building utilization
SUPPORT



LANGLEY PreK-8 → PreK-5

Grade-band consistency → Aligns with District goals
Facilities capacity → Supports additional programming despite underutilization
SUPPORT



MIFFLIN PreK-8 → PreK-5

Underutilization → Will require monitoring
SUPPORT



MORROW PreK-8 → PreK-5

Allows → Balanced redistribution of students
SUPPORT



SUNNYSIDE PreK-8 → PreK-5

Supports → Addition of students from Woolslair PreK-5 and Arsenal PreK-5 closures
SUPPORT

Leadership Team's Position on ERS Recommendations

K-8 to 6-8 Transitions



ARLINGTON K-8 → 6-8

Facilities support → Middle school needs and improved utilization

Focus on → Smooth transitions for displaced K-5 students

SUPPORT



CARMALT K-8 → 6-8

Aligns → Infrastructure and operational efficiency goals

SUPPORT



COLFAX K-8 → 6-8

Feasible configuration → Potential for additional programming

Ongoing monitoring → Mifflin underutilization required

SUPPORT



Leadership Team's Position on ERS Recommendations

6-12 to 9-12 Transitions



OBAMA 6-12 → 9-12

Aligns → Strategic priorities as a neighborhood magnet school

Strengthens → High school model

SUPPORT



SCITECH 6-12 → 9-12

Aligns → District's strategic plan to optimize resources for equitable student experiences

Expands → A highly desirable program

SUPPORT



WESTINGHOUSE 6-12 → 9-12

Enhances → Alignment with secondary education strategy

Benefits → Outweigh operational challenges

SUPPORT



Leadership Team's Position on ERS Recommendations

Expanded International Baccalaureate (IB) Middle Years Programme (MYP) at Arsenal



ARSENAL 6-8 → IB MYP

Outreach efforts → Critical for
addressing underutilization

Community engagement → Prioritized

SUPPORT

Leadership Team's Position on ERS Recommendations

K-5 Magnets to Neighborhood Schools



ALLEGHENY Magnet → Neighborhood School

Strengthens → Neighborhood models
and aligns with equity goals

Feeder pattern adjustments → Ensure
equity

SUPPORT



DILWORTH Magnet → Neighborhood School

Strengthens → Neighborhood models
and aligns with equity goals

Feeder pattern adjustments → Ensure
equity

SUPPORT



LIBERTY Magnet → Neighborhood School

Strengthens → Neighborhood models
and aligns with equity goals

Feeder pattern adjustments → Ensure
equity

SUPPORT



Leadership Team's Position on ERS Recommendations

Full Magnet Schools



CAPA 6-12 → SOLE 6-12 FULL MAGNET

Retains magnet status → Due to specialized program, performing arts staff, and significant investment in facilities

Adjustments → Explore two schools in one | Magnet enrollment policies

SUPPORT



MONTESSORI RELOCATION → LINDEN FACILITY

Major renovations → Needed at Friendship building

Linden facility → Allows for expansion of high-demand Montessori program

SUPPORT

Leadership Team's Position on ERS Recommendations

Special Schools and Centers



CONROY RELOCATION → SOUTH BROOK FACILITY

Relocation → Greatly benefits students by utilizing an unused facility

Offers → A safe, accessible environment with necessary supports

SUPPORT



GIFTED CENTER SERVICES → NEIGHBORHOOD SCHOOLS

Gifted services → Provided directly within schools

Ensures → Seamless access as part of the regular school day

SUPPORT



STUDENT ACHIEVEMENT CENTER RELOCATION → ROOSEVELT FACILITY

Services → Can be provided within feeder schools

DO NOT SUPPORT



ONLINE ACADEMY RELOCATION → ROOSEVELT FACILITY

Provides → Space to support drop-in students as needed

Requires review → Current model for online education in PPS

SUPPORT



Leadership Team's Position on ERS Recommendations

Close 14 Schools and 10 Facilities

SCHOOL CLOSURES

Closing a School → Dissolves the academic institution, regardless of whether the facility remains in use.

ALLEGHENY 6-8
ARSENAL PreK-5
FULTON PreK-5
KING PreK-8
LINDEN PreK-5
MANCHESTER PreK-8
MILLER PreK-5
MILLIONES 6-12
ROOSEVELT K-5
SCHILLER 6-8
SOUTH BROOK 6-8
SOUTH HILLS 6-8
SPRING HILL K-5
WOOLSLAIR PreK-5

Closures are operationally sound and align with District resource optimization goals

Repurposing key facilities → South Brook, South Hills, and Roosevelt for alternative programs | **Critical for** → Maximizing assets

SUPPORT

FACILITY CLOSURES

Closing a Facility → Shuts down the physical space, for alternative use.

BAXTER (STUDENT ACHIEVEMENT CENTER)
CONROY
FRIENDSHIP (MONTESSORI)
FULTON
KING
MCKELVY (MILLER)
MORROW (PRIMARY BUILDING)
SCHILLER
SPRING HILL
WOOLSLAIR

Closures are operationally sound and align with District resource optimization goals

SUPPORT



Leadership Team's Position on ERS Recommendations

Open 3 New Schools



NORTHVIEW PreK-5 → New Elementary School

Financial concerns → Raised about Northview (PreK-5)

Recommendation → Explore alternative uses for existing facilities instead of new construction

PARTIAL SUPPORT



MANCHESTER 6-8 → New Middle School

Aligns with → Strategic goals

SUPPORT



SCITECH 6-8 → New Middle School

Aligns with → Strategic goals

SUPPORT



School Portfolio: Transitioning from 54 to 43 Schools

CURRENT NUMBER OF SCHOOLS BY CONFIGURATION & ENROLLMENT

NUMBER OF STUDENTS	K-5	K-8	6-8	6-12	9-12	TOTAL
0-149	4	0	1	0	0	5
150-249	9	3	4	0	0	16
250-399	7	4	2	1	0	14
400-599	3	3	0	1	2	9
600-999	0	1	0	3	1	5
1000+	0	0	0	0	1	1
TOTAL	23	11	7	5	4	50

PROPOSED NUMBER OF SCHOOLS BY CONFIGURATION & ENROLLMENT

NUMBER OF STUDENTS	K-5	K-8	6-8	6-12	9-12	TOTAL
0-149	0	0	0	0	0	0
150-249	2	0	2	0	0	4
250-399	10	0	2	0	1	13
400-599	10	0	2	0	3	15
600-999	1	0	2	1	2	6
1000+	0	0	0	0	1	1
TOTAL	23	0	8	1	7	39

The charts do not include the District's four special schools - Pittsburgh Conroy, Oliver Citywide Academy, Online Academy and Pioneer - as their enrollment fluctuates based on student need and assignment.



Final Proposed School Portfolio



**K-5 SCHOOLS
ELEMENTARY**

23



**6-8 SCHOOLS
MIDDLE**

8



**6-12 SCHOOL
ARTS**

1



**K-8 SCHOOLS
ELIMINATED**

0



**9-12 SCHOOLS
HIGH**

7



**SPECIAL
SCHOOLS**

4



**CENTER
PROGRAMS**

1

Teacher Centers--Deepening Staff Capacity

The District will open **three Teacher Centers**, providing dedicated spaces for educators to **enhance their instructional practice** through model classrooms and expert-led hands-on support. These centers will cultivate collaboration and community among teachers and can be **located in underutilized or co-located spaces**.

Staffing Implications

SHOULD THIS PLAN MOVE FORWARD, THERE ARE A NUMBER OF STAFFING IMPLICATIONS:

- The Office of Human Resources and the District's bargaining units must collaborate on processes, planning, and communications with all role groups that impact instruction, learning, operations, and leadership. Initial discussions should begin in **April 2025** to review current contract language and PA Code for protocols for staff adjustments in response to school closings, openings, status changes, or reconfigurations.
- A clear communication plan and timeline for transfers and changes in role group assignments must be established by **November - December 2025** to ensure transparency and clarity.

Staffing Implications

To enhance learning opportunities, staffing models for elementary and 6-8 grade schools must shift from part-time rotations to full-time positions. This change will allow us to expand elective offerings, including world languages and new subjects beyond the traditional arts, music, library, and PE classes.

WE ACKNOWLEDGE THERE WILL BE STAFFING CHALLENGES AND OFFER THE FOLLOWING SOLUTIONS:

ANTICIPATED CHALLENGES: Staffing electives across all middle schools may be difficult. Employee morale will be impacted by a change in the District's operations.

STRATEGIC SOLUTIONS: We'll focus on targeted recruitment efforts, internal career growth opportunities, and build partnerships with local organizations to help meet staffing needs. The Office of Human Resources will prioritize employee assistance supports and provide clear, concise, and timely information.

Financial Implications

TWO SIGNIFICANT FISCAL IMPACTS: ANNUAL OPERATING COSTS & CAPITAL INVESTMENTS

- Full implementation could result in a net change of up to \$3 million annually, representing 10% of operating deficit.
- Could reduce capital investment needs by over \$50 million.

CAPITAL INVESTMENT CONSIDERATIONS

- While capital investment reductions are significant, some portfolio changes will require additional funding beyond current 7-Year Capital Plan.
- Reducing annual operating costs supports long-term financial sustainability, ensuring efficient resource allocation and fiscal stability.

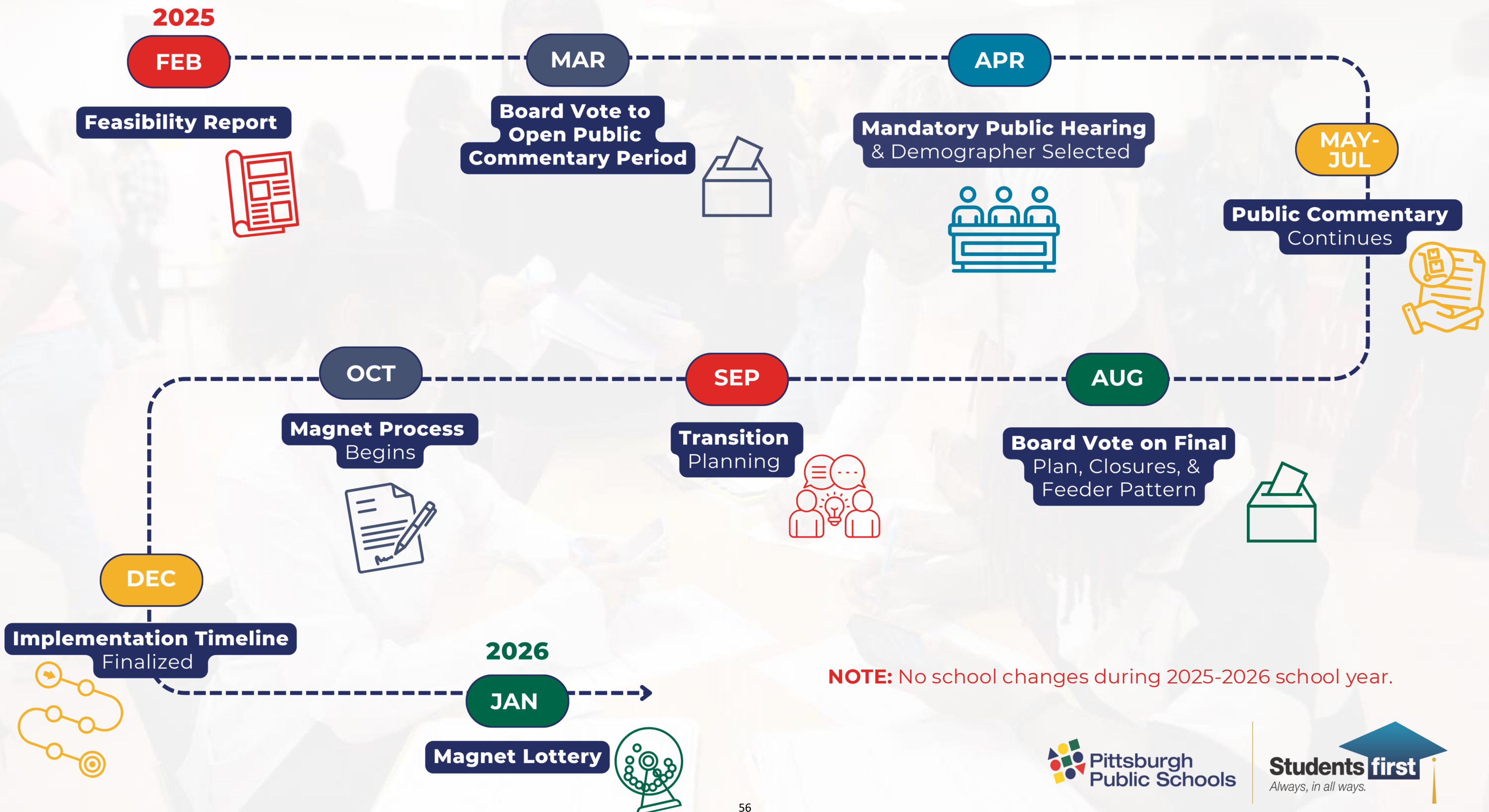
ADDRESSING SYSTEMIC INEQUITIES

- Current system perpetuates resource and opportunity disparities among students.
- Strategic resource reallocation will create a more equitable and effective system.
- Strengthens fiscal responsibility while reinforcing our commitment to an inclusive and fair educational environment.

Next Steps | Timeline

The Leadership Team has carefully evaluated ERS's recommendations, balancing operational feasibility with Pittsburgh Public Schools' long-term strategic priorities. To ensure minimal disruption and maximum benefit, implementation will follow a sequenced, phased approach. This process will prioritize community engagement, operational readiness, and alignment with district-wide goals to create a more efficient and equitable educational system.

- 1. Initiating the Public Commentary Period:** Board vote is necessary to open the state-required public commentary period for the proposed facility closures, ensuring transparency and opportunities for stakeholder input.
- 2. Mandatory Public Hearing:** Following the vote to open the Public Commentary Period, a mandatory public hearing will be held to address building closures, providing a platform for community members to share their opinions and concerns.
- 3. Approval of the Final Plan:** The Board will vote on the final plan to enable a phased and sequenced implementation that aligns with the District's long-term goals and priorities.
- 4. Additional Votes on Key Items:** The Board will continue to vote on related components of the approved final plan as needed to support smooth execution.



Preparing for Board Action

While ERS proposed an implementation timeline, the final sequence and pacing of these changes require Board approval. Upon approval, a phased and strategically sequenced approach will be implemented to ensure smooth transitions with minimal disruption to students and families.

- Board action **necessary** to guide the next steps of this process.
- This direction **advances** the logistical work.
- Ensures staff's continued efforts are aligned with a clear, **strategic path** forward.

Where Do We Go From Here

By integrating Education Resource Strategies (ERS) recommendations with the District’s strategic priorities, we are advancing equitable, high-quality learning environments while optimizing resources for long-term sustainability.

KEY IMPLEMENTATION PILLARS



Thoughtful execution of changes



Transparent engagement with families and stakeholders



Commitment to *Students First—Always, in all ways*

BUILDING A THRIVING FUTURE

- **Collaborating** with the Board, community, and partners
- **Creating** environments where all PPS students thrive
- **Upholding** equity, excellence, and opportunity





**Pittsburgh
Public Schools**

Students first

Always, in all ways.

