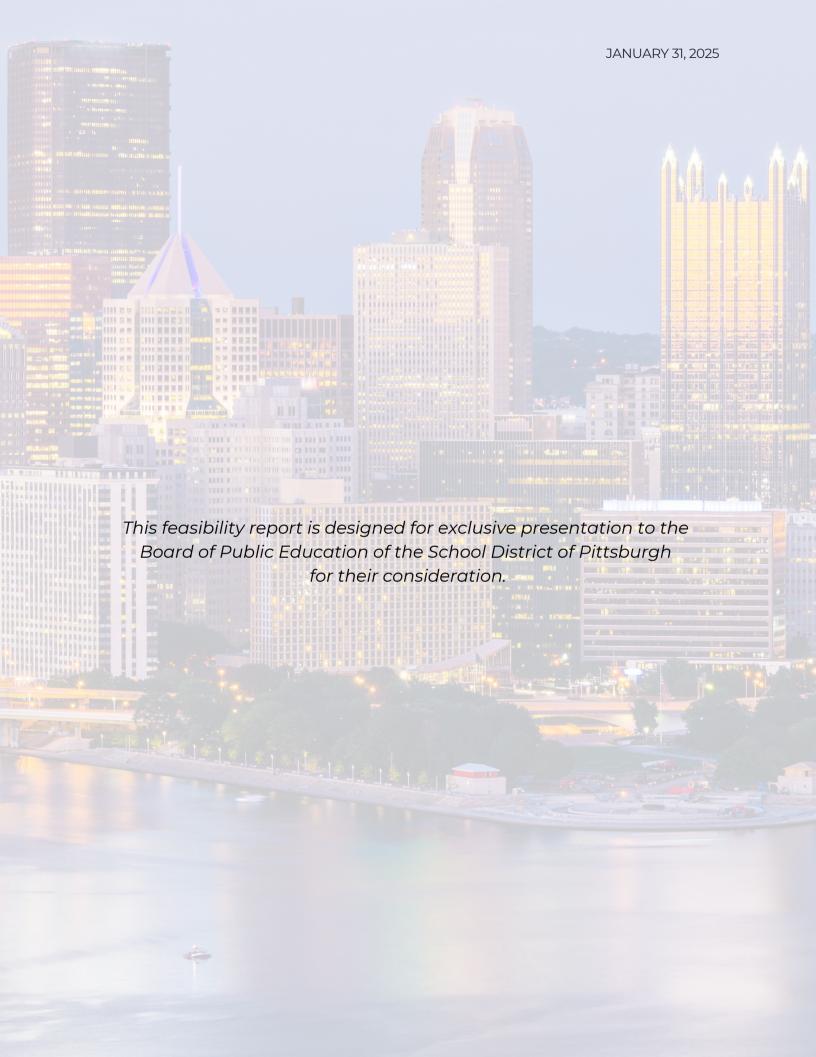






PITTSBURGH PUBLIC SCHOOLS FEASIBILITY REPORT

A REVIEW AND ANALYSIS OF ERS'S RECOMMENDATIONS FOR CHANGES TO THE DISTRICT'S SCHOOL PORTFOLIO





MESSAGE FROM THE SUPERINTENDENT

Greetings,

I trust this message finds you in good health and high spirits. As your Superintendent, I am both privileged and invigorated to spearhead what promises to be a monumental transformation within the Pittsburgh Public Schools. Our initial Facilities Utilization Plan proposal transcends the ordinary; a resolute proclamation of our unwavering commitment to expanding access and opportunity across every corner of our cherished district.

I have been charged to rigorously review the recommendations from our consultant ERS and offer a determination of feasibility with our Leadership Team. This feasibility document provides our collective analysis and highlights for presentation to the Board of Directors, who will deliberate and decide how we move forward.

The path we choose to follow is filled with challenges as change is never easy. Yet, we must embrace change if we are to fulfill the promise of a better tomorrow for all of Pittsburgh's children. We cannot afford to stand still. The decisions we make today will ripple through generations, affecting our students, our city, and indeed, our entire region. This process brings us closer to a set of concrete steps that can illuminate our way forward, to spark the sweeping changes necessary to uplift every child in our community.

As we stand at the crossroads of history in Pittsburgh Public Schools, let us draw inspiration from Nelson Mandela, who taught us that "Education is the most powerful weapon which you can use to change the world." With our Facilities Utilization Plan as our guide, we harness this mighty weapon, this profound opportunity, to revolutionize the access and opportunities afforded to all of Pittsburgh's children.

Let us walk this path together, with our heads held high and our hearts bold with courage. For our children, for our future, let us be the change that we seek. Let us continue our journey toward creating a brighter future for our children, affirming our commitment to put Students First Always, in All Ways!

Sincerely,

Dr. Wayne N. Walters, Superintendent

Pittsburgh Public Schools

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REIMAGINING PITTSBURGH PUBLIC SCHOOLS: **CENTERING STUDENT EXPERIENCE**

Pittsburgh Public Schools (PPS) is at a pivotal crossroad. Declining enrollment, underutilized facilities, and aging infrastructure have created systemic challenges that threaten our ability to provide every student with a high-quality, equitable education. However, this moment is not simply about determining whether Education Resource Strategies' (ERS) recommendations are feasible—it is about something much greater. It is about fundamentally reshaping the educational landscape in Pittsburgh to ensure that every student, regardless of their zip code, school assignment, or background, has access to authentic, enriching, and opportunity-expanding experiences. This process is not just about feasibility—it is about transformation.

This opportunity for transformation aligns with the continued work of the District's strategic plan as well as its partnership efforts with the Council of Great City Schools to prioritize student outcomes. This transformative opportunity advances all four themes of our strategic plan:

- Improving Quality and Relevance of Academic Experiences,
- Creating Safe, Engaging and Inclusive School Environments,
- Optimizing Resources for Equitable Student Experiences, and
- Prioritizing Community Outreach and Access.

Additionally, it directly supports the 1st, 2nd, 3rd, and 6th priority outcomes:

- Students are Prepared for Success in Life,
- Students will Experience Equitable High-Quality Learning Environments,
- Students will Benefit from Community Resources, and
- Students will be Engaged in Their Learning and School Community.

At the same time, this work reinforces our partnership with the Council of Great City Schools, underscoring our shared commitment to ensuring that student outcomes remain at the center of every decision we make. Research affirms that expanding student experiences leads to greater student outcomes, making this transformation not only essential, but urgent in our pursuit of excellence for all PPS students.



A UNIFIED MOVEMENT TOWARDS STUDENT-CENTERED CHANGE

Over the past several months, PPS engaged ERS to conduct a deep, data-driven assessment of our school portfolio and programming. But at its core, this process has been about something far more consequential than facility usage, building capacity, or financial efficiency. It has been about confronting a long-standing reality: the current distribution of resources across the District has created "pockets of **success,"** where some students thrive in resource-rich environments while others navigate schools that lack the same level of investment.

We cannot afford to ignore the voices of our students any longer. Their district-wide reporting is clear—students want access to the same amenities, supports, and opportunities that exist in our most well-resourced schools. They want modernized learning spaces, innovative programming, and the ability to see their schools as places of possibility, not limitation. As we assess feasibility, we must recognize that this process is not about maintaining the status quo—it is about dismantling inequities and ensuring that opportunity is not dictated by privilege.

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. If we focus solely on financial responsibility, we may limit our ability to be forward-thinking in how we create new learning environments and operational excellence. If we prioritize educational excellence by investing heavily in dynamic and innovative learning spaces for students, we must also ensure that we are not compromising long-term financial sustainability. If we invest our time only considering how we improve building infrastructure or reduce transportation costs, we compromise our ability to create equitable access to high-quality education. This balancing act has reinforced one critical truth: every decision we make must be grounded in student experience, because student experience is what leads to access, opportunity and outcomes.



A FUTURE-DRIVEN APPROACH: SETTING THE FOUNDATION FOR STUDENT EXPERIENCES AND EQUITY

With these considerations in mind, this Feasibility Report evaluates the practicality of ERS's recommendations while keeping equity, student experience, and long-term impact at the forefront. Our goal is not simply to validate a set of proposals—it is to ensure that every student in Pittsburgh Public Schools has access to the highquality educational opportunities they deserve.

To that end, this report will:

- 1. **Examine** ERS's recommendations and the methodology used to measure feasibility (Measuring Feasibility).
- 2. Provide a summary of which recommendations are feasible for implementation (Evaluation of Recommendations).
- 3. **Assess** the implications of feeder patterns and attendance zones (Attendance Zones and Feeder Patterns).
- 4. **Review** Alternate Proposal for potential alignment and opportunities
- 5. Present our final position on ERS's recommendations to inform an official vote by the Board (Final Position and Preparation for Board Action).
- 6. Offer a comprehensive conclusion that summarizes key findings and outlines next steps for implementation.

As we move forward, we do so with a singular focus: transforming our schools in a way that prioritizes student experience and creates pathways to opportunity for all. This is our charge, and this is our commitment.

MEASURING FEASIBILITY: EXAMINATION OF ERS'S RECOMMENDATIONS

ERS'S RECOMMENDATIONS

ERS's recommendations attempt to present a comprehensive roadmap for addressing Pittsburgh Public Schools' facility challenges while prioritizing equity and student-centered transformation. These recommendations include:

- Opening three new schools,
- Reconfiguring 12 schools, and the
- Closure of 14 schools, which will result in the closure of 10 buildings.

KEY RECOMMENDATIONS:

- 1. Streamlined Structure Through School Reconfigurations: Pittsburgh Brookline, Langley, Greenfield, Mifflin, Morrow and Sunnyside from K-8 to K-5 schools, Arlington, Carmalt and Colfax from PreK-8 to 6-8 schools, and Obama, Sci-Tech and Westinghouse from 6-12 to 9-12 (high schools).
- 2. New School Openings: Establish new Pittsburgh Sci-Tech 6-8 at Milliones, Northview PreK-5, and Manchester 6-8 with ELD Center to meet specific community needs and enhance educational offerings.
- 3. Facility Closures: Close 14 schools and repurpose certain facilities to maximize District resources and maintain operational efficiency.
- 4. Attendance Zone Realignment: Redraw boundaries to improve efficiency and community alignments, ensuring equitable access to education.



MEASURING FEASIBILITY

Given the breadth of the recommendations presented by ERS for reimagining the school portfolio of Pittsburgh Public Schools, the Leadership Team took a comprehensive approach to analyze the proposed recommendations to assess the feasibility of each recommendation, with an emphasis on ensuring that all students regardless of zip code - have access to high-quality learning environments and experiences that prepare them for success in all aspects of life. This review included:

UNDERSTANDING PROJECTED ENROLLMENT POST-CHANGES

The first step involved reviewing each of ERS's recommendations and calculating the projected enrollment for each school after the proposed changes. This allowed the Leadership Team to anticipate how the realignment of grade configurations and consolidations would impact student populations. These projections served as a foundation for evaluating whether each school could effectively accommodate its adjusted enrollment.

ON-SITE EVALUATIONS BY THE OPERATIONS TEAM

To complement the enrollment projections, our Operations Team conducted detailed on-site evaluations of every school in the District. These evaluations examined the capacity of each building, considering factors such as:

- Physical Space: The total square footage available for classrooms, common areas, and specialized facilities.
- Amenities and Offerings: The presence of essential resources such as libraries, science labs, gymnasiums, auditoriums, etc.
- Suitability for Specific Grade Levels: How well the school's design and infrastructure could support the needs of K-5, 6-8, or 9-12 students.

REDEFINING SCHOOL AMENITIES BY GRADE CONFIGURATION

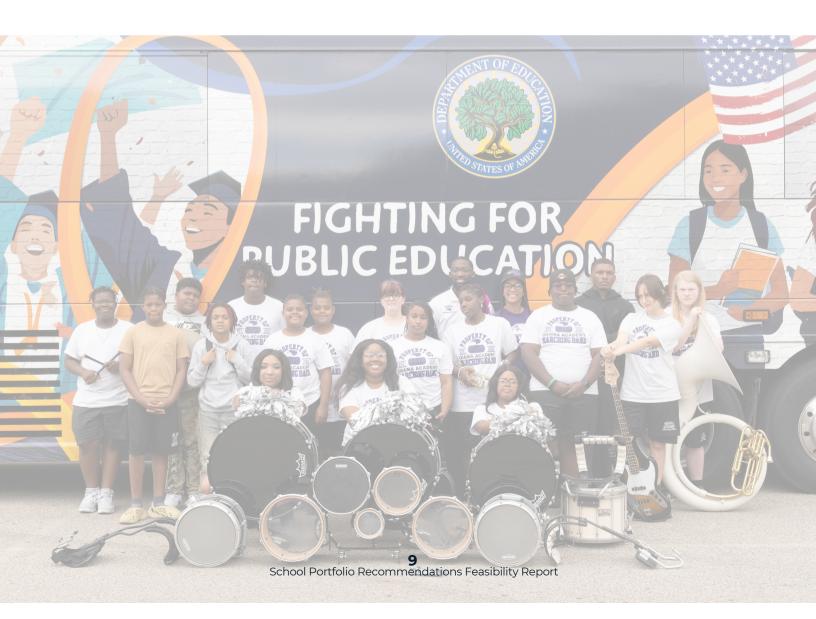
We discussed, documented and agreed upon desired amenities that support the grade configurations recommended by ERS (K-5, 6-8, and 9-12). This allowed us to systematically evaluate whether schools:

- Have sufficient classroom and learning spaces for projected enrollment.
- Offer age-appropriate facilities and resources.
- Provide the desired amenities to support equitable and high-quality education.

This comprehensive process of measuring feasibility ensured that our decisions were informed by both quantitative data and qualitative insights. By combining enrollment projections with an in-depth understanding of each school's physical and functional capabilities, we were equipped to determine which recommendations are practical and sustainable for implementation.

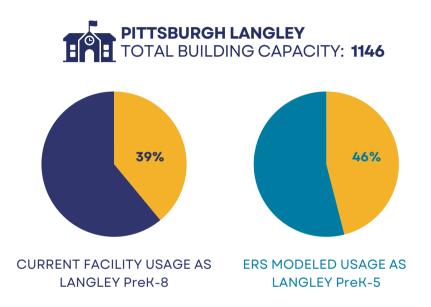
EVALUATION OF RECOMMENDATIONS

This section provides a detailed account of each recommendation proposed by ERS, evaluating its feasibility based on capacity considerations. Our analysis compares ERS's projected student enrollment for each school against the capacity determined through on-site evaluations. By focusing on capacity metrics, this report highlights which recommendations can be realistically implemented and identifies potential constraints that may require further adjustment or planning.



Pittsburgh Langley: Transitioning from PreK-8 to PreK-5. Students in grades 6-8 will move to Pittsburgh Classical 6-8.

Pittsburgh Langley's transition from a PreK-8 to a PreK-5 school is feasible based on current and projected enrollment figures. The building, originally designed as a high school, has a total capacity of 1,146 students but currently houses only 444 students, utilizing just 39% of its space. Under the ERS proposal, Langley's enrollment would increase to 526 students in grades K-5, raising utilization to 46%.

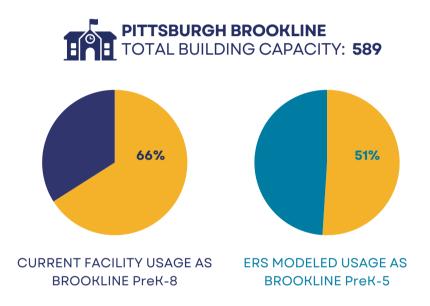


Even with the shift, Langley will still have a significant number of unused classrooms—approximately 24—after accounting for required general education classrooms, specialized programming, elective courses, and PSE (special education) rooms. The excess space provides potential opportunities to expand onsite partnerships at the Designated Community School.

Furthermore, relocating grade 6-8 students to Pittsburgh Classical is practical, given the anticipated decline in Classical's utilization. The proposed closure of the Gifted Center further enhances Classical's capacity to accommodate additional students.

Pittsburgh Brookline: Transitioning from a PreK-8 to a PreK-5 school, with students in grades 6-8 moving to Carmalt 6-8.

Brookline's transition from a PreK-8 to a K-5 school is a feasible recommendation based on current enrollment and building capacity. The school has a functional capacity of 589 students and currently enrolls 391 students across grades K-8, operating at 66% utilization. Under the ERS proposal, Brookline's enrollment would decrease to 298 students in grades K-5, lowering utilization to 51%, which is a 15% decline.



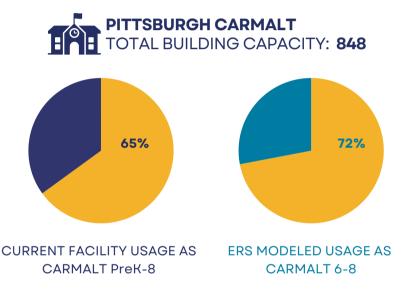
The building has undergone recent renovations, including roof repairs, masonry restoration, and HVAC upgrades, with air conditioning set to be installed by the 2026 school year. To accommodate the new K-5 configuration, Brookline will require approximately 12 general education classrooms, along with five program-specific rooms, two PSE (special education) rooms, and two Early Childhood (EC) classrooms. Even with these adjustments, six classrooms will remain unoccupied.

While the reduction in utilization suggests underutilization of available space, the recommendation remains feasible given that it aligns with the District's restructuring goals. Additionally, the excess capacity presents an opportunity to expand Early Childhood programming or explore other strategic uses to maximize the building's functionality.

Pittsburgh Carmalt: Shifting from a PreK-8 magnet school to a 6-8 neighborhood school, with K-5 students attending their neighborhood schools.

The recommendation to transition Carmalt from a K-8 magnet school to a dedicated 6-8 neighborhood school, with a regional English Language Development (ELD) site, is feasible based on enrollment projections and building capacity.

The building has a capacity of 848 students and currently serves 550 students across grades K-8, operating at 65% utilization. Under the ERS proposal, enrollment would increase to 607 students in grades 6-8, raising utilization to 72%, a 7% increase. To support this shift Brookline middle school students will relocate to the proposed Carmalt 6-8.



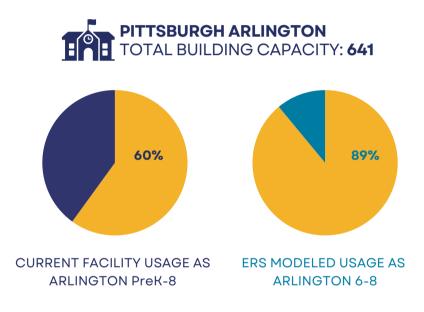
Carmalt is a well-sized, air-conditioned facility that has recently undergone roof and exterior restoration, ensuring its infrastructure is well-maintained for continued use. To accommodate the proposed 6-8 configuration, Carmalt will require approximately 22 general education classrooms, along with nine program-specific rooms and four PSE (special education) rooms. Even after these adjustments, two classrooms will remain available for potential future use.

Given that the school's utilization will increase without exceeding capacity, and the infrastructure is well-equipped to support middle school programming, the recommendation is operationally viable. The presence of two unused classrooms also provides flexibility for potential program expansion or additional student support services.

NO

Pittsburgh Arlington: Becoming a 6-8 school. PreK-5 students will transition to feeder schools.

The recommendation to transition Arlington from a PreK-8 school to a dedicated 6-8 middle school is feasible based on enrollment projections and building capacity. The building has a capacity of 641 students and currently enrolls 385 students across grades K-8, operating at 60% utilization. Under the ERS proposal, enrollment would rise to 570 students in grades 6-8, increasing utilization to 89%, a 29% jump. This reconfiguration consolidates middle school students at Arlington while transitioning PreK-5 students to their designated feeder schools.

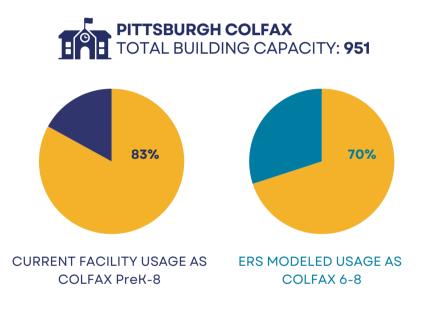


Renovated in 2016, Arlington is a well-sized, air-conditioned facility with modernized and well-equipped spaces designed to support middle school programming effectively. To accommodate the proposed 6-8 configuration, Arlington will require approximately 21 general education classrooms, along with nine program-specific rooms and two PSE (special education) rooms. Even with these adjustments, one classroom will remain available for potential future use.

Given that the school's utilization will significantly increase but remain within capacity limits, and that the infrastructure is in strong condition following recent renovations, the recommendation is operationally sound. The availability of one additional classroom provides limited flexibility, but the transition remains feasible given the projected enrollment shift.

Pittsburgh Colfax: Shifting to a 6-8 school, with Pittsburgh Greenfield and Pittsburgh Mifflin moving to PreK-5 configurations.

The recommendation to transition Colfax into a dedicated 6-8 school while shifting Greenfield and Mifflin to PreK-5 configurations is feasible based on enrollment projections and building capacity. Colfax has a building capacity of 951 students and currently enrolls 789 students across grades K-8, operating at 83% utilization. Under the ERS proposal, enrollment would decrease to 660 students in grades 6-8, bringing utilization down to 70%, a 13% decrease. This shift allows Colfax to focus solely on middle school education while alleviating pressure on elementary-grade capacity at Greenfield, Mifflin and Minadeo.



Given that Colfax will continue operating well within its capacity limits, and the redistribution of students aligns with the District's broader reconfiguration strategy, this transition is feasible. The projected enrollment shift allows for a balanced distribution of students while maintaining efficiency in school utilization. The decrease in utilization at Colfax also provides additional space for specialized programming, elective courses, and student support services.

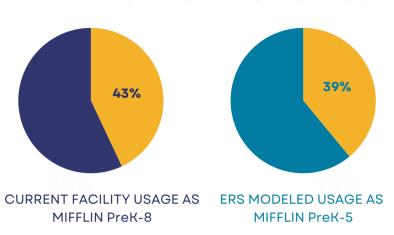


FEASIBLE

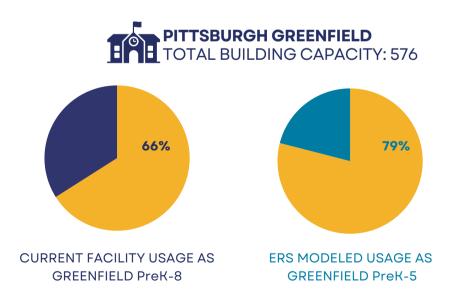
YES NO

The Pittsburgh Mifflin building has a capacity of 570 and currently serves 243 students K-8. While its building utilization will slightly decrease from 43% to 39% as a PreK-5 school, this remains within a manageable range, providing programmatic flexibility and accommodating potential future enrollment growth.



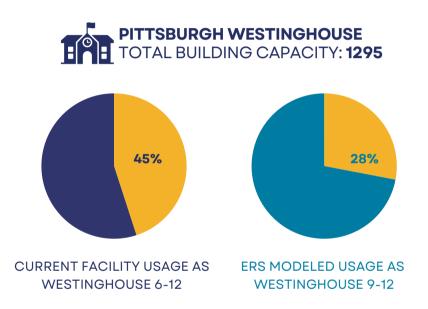


The recommendation to reconfigure Pittsburgh Greenfield from a PreK-8 to a PreK-5 school is feasible based on current enrollment and building capacity. Greenfield has a capacity of 576 and currently serves 378 students in grades K-8, operating at 66% utilization. Under the ERS proposal, as a PreK-5 school Greenfield's enrollment would increase to 458 students, increasing utilization to 79%.



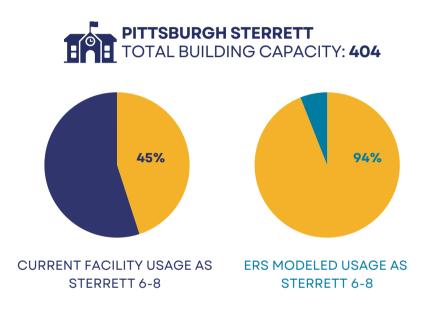
Pittsburgh Westinghouse: Changing to a 9-12 model, with 6-8 students moving to Pittsburgh Sterrett 6-8.

The recommendation to transition Westinghouse into a dedicated 9-12 high school, with its 6-8 students moving to Pittsburgh Sterrett 6-8, is feasible. Westinghouse has a building capacity of 1,295 students and currently enrolls 577 students across grades 6-12, operating at 45% utilization. Under the ERS proposal, enrollment would be 362 students in grades 9-12, with a utilization rate of 28%.



With the proposed enrollment, Westinghouse remains well within its capacity, ensuring ample space for instructional and programmatic offerings. This transition fosters a more focused high school experience, aligning Westinghouse with other 9-12 secondary schools in the District. Westinghouse currently offers a robust selection of CTE programs, and the recommendation to introduce a neighborhood magnet is feasible, given the potential for enrollment growth.

Additionally, transitioning the school's 6-8 students to Pittsburgh Sterrett 6-8 offers a more structured middle school model, providing a dedicated space tailored to their academic and developmental needs. The Sterrett facility has a capacity of 404 students and currently enrolls 183, operating at 45% utilization. Under the ERS proposal, enrollment would increase to 379 students, raising utilization to 94%. While this represents significant growth, capacity figures account for non-classroom spaces such as science labs, art labs, and staff-dedicated areas, ensuring adequate resources for students and educators.



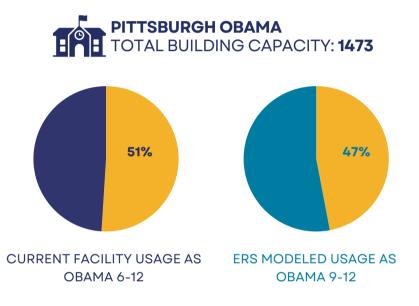
An educational partnership with the Wilkinsburg School District assigns Wilkinsburg students in grades 7-12 to Pittsburgh Westinghouse 6-12. With the transition of Westinghouse grades 6-8 to Pittsburgh Sterrett 6-8, Wilkinsburg students in grades 7 and 8 would also move to Sterrett.



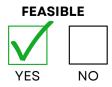
YES NO

Pittsburgh Obama: Transitioning from a 6-12 full magnet school to a 9-12 neighborhood magnet.

Obama Academy will transition from a 6-12 full magnet school to a dedicated 9-12 neighborhood magnet. This recommendation is feasible, as the building has sufficient capacity to support the transition, and the adjustment aligns with the District's broader restructuring efforts to enhance school configurations. The building has a capacity of 1,473 students and currently enrolls 747 students across grades 6-12, resulting in a utilization rate of 51%. Under the proposed change, enrollment is projected to be 691 students in grades 9-12, maintaining a 47% utilization rate.



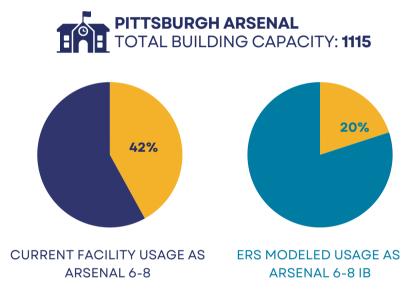
The fully accessible, and air-conditioned facility has recently undergone significant upgrades to enhance both comfort and functionality. These improvements include an updated HVAC system, brand-new restrooms, state-of-the-art science labs, and fresh flooring throughout the building. Additionally, the school's gymnasium now benefits from a newly installed air-conditioning system, ensuring a comfortable environment for physical education and extracurricular activities. These renovations make the facility well-equipped to continue serving as a high school, providing students and staff with a safe, modern, and conducive learning environment for years to come.



Pittsburgh Arsenal 6-8: Expanding to become an IB (Middle Years Program) neighborhood magnet school for grades 6-8.

This recommendation is feasible, as Arsenal has the capacity to accommodate the transition while supporting the expansion of the International Baccalaureate (IB) Middle Years Program.

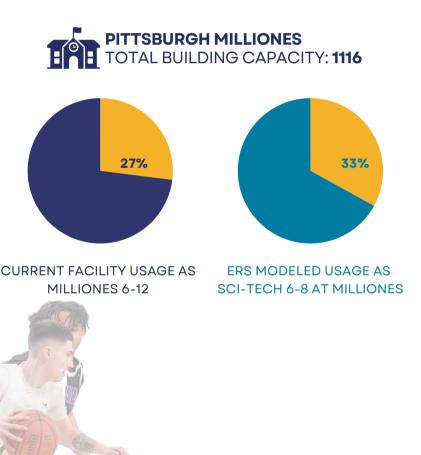
The building, which holds two schools serving PreK-8th grade students, has a total capacity of 1,115 students. Currently, it enrolls 473 students, resulting in a utilization rate of 42%. Under the proposed change, Arsenal will serve 225 students in grades 6-8, adjusting utilization to 20%. While overall building utilization decreases, the shift enables a focused IB magnet program that aligns with district goals for academic enrichment and magnet school expansion.



In recent years, the facility has undergone key upgrades, including new ceilings and modernized lighting, enhancing both aesthetics and functionality. Additionally, the school is well-equipped with a swimming pool, a fully functional auditorium, and ample green space, providing students with a well-rounded environment for academic, athletic, and extracurricular growth. These features, combined with its continued enhancements, make the facility an ideal setting for sustaining and expanding its role as a middle school program for years to come.

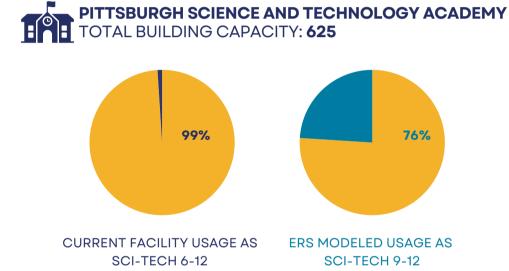
Pittsburgh Milliones: Converting into the Science and Technology (Sci-Tech)
Academy 6-8 neighborhood magnet.

Milliones conversion from a 6-12 school to a 6-8 science and technology neighborhood magnet is feasible, as the building has sufficient capacity to support the transition and aligns with the District's strategic plan to enhance academic pathways. Milliones will be reconfigured into the Sci-Tech Academy, serving grades 6-8 as a neighborhood magnet. The building has a capacity of 1,116 students and currently enrolls 297 students across grades 6-12, resulting in a utilization rate of 27%. Under the proposed change, enrollment is projected to be 373 students in grades 6-8, increasing utilization to 33%. This transition optimizes the building's use while establishing a dedicated middle school environment focused on science and technology.

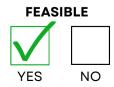


Pittsburgh Science and Technology Academy 6-12: Converting into the Sci-Tech Academy 9-12 neighborhood magnet.

This recommendation is feasible, as the transition aligns with the District's strategic plan to optimize resources for equitable student experiences. Pittsburgh Science and Technology Academy (Sci-Tech) 6-12 will be reconfigured to serving grades 9-12 and changed to a neighborhood magnet, expanding access to the program. The building has a capacity of 625 students and currently enrolls 618 students across grades 6-12, resulting in a utilization rate of 99%. Under the proposed change, enrollment is projected to be 478, with a utilization of 76%.



The District recognizes the need to develop a structured and transparent neighborhood magnet process, a new initiative designed to enhance educational access while strategically utilizing resources to create equitable student experiences. This approach aims to balance the benefits of magnet programming—such as specialized curriculum and enriched learning opportunities—with the accessibility of neighborhood schools, ensuring that more students can take advantage of high-quality educational options without barriers related to location or entry requirements. By establishing a clear framework for neighborhood magnets, the District can foster greater inclusivity while maintaining the rigor and uniqueness of these programs.

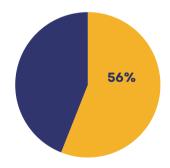


Pittsburgh Allegheny, Pittsburgh Dilworth and Pittsburgh Liberty: Transitioning from magnet schools to become neighborhood schools.

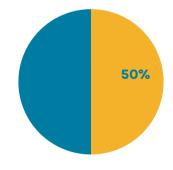
This recommendation is feasible, as the proposed changes enable a balanced redistribution of students while ensuring efficient building utilization to support the equitable distribution of resources and opportunities.

Allegheny, with a building capacity of 1,176, currently serves 483 students in grades K-5, and 179 students in grades 6-8, resulting in an 56% utilization rate. Under the proposed plan, the middle school program would close and K-5 enrollment would shift to 586 students, decreasing utilization to 50%.





CURRENT FACILITY USAGE AS ALLEGHENY PreK-5 & 6-8



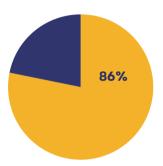
ERS MODELED USAGE AS ALLEGHENY PreK-5

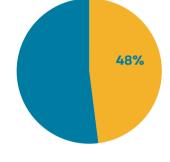


FEASIBLE NO

Dilworth, with a building capacity of 532, currently serves 455 students in grades K-5, resulting in an 86% utilization rate. Under the proposed plan, enrollment would shift to 256 students, reducing utilization to 48%. This decrease is primarily due to the removal of the magnet program, which expands access by allowing more neighborhood students to attend their zoned school rather than competing for magnet seats. By shifting to a neighborhood-based model, the school can better serve local families, promote community engagement, and provide more equitable access to resources and programs.





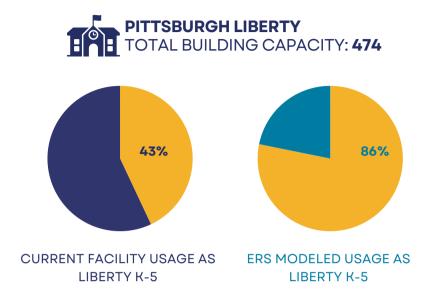


CURRENT FACILITY USAGE AS DILWORTH PreK-5

ERS MODELED USAGE AS DILWORTH PreK-5

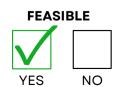






Liberty, with a capacity of 474, currently enrolls 206 students, operating at 43% utilization. With the transition to a neighborhood school model, its projected enrollment will increase to 410 students, bringing utilization up to 86%.

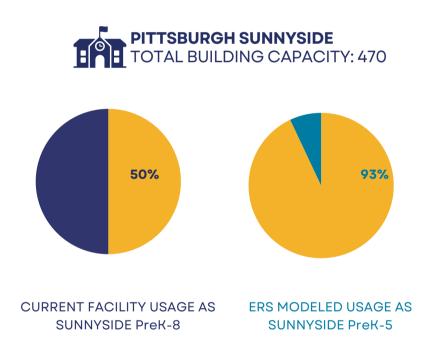




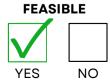
Pittsburgh Morrow and Sunnyside: Shifting from PreK-8 to PreK-5 schools.

This recommendation is feasible, as the proposed changes allow for a balanced redistribution of students while maintaining efficient building utilization. The shift of Pittsburgh Morrow and Pittsburgh Sunnyside from PreK-8 to a PreK-5 configurations align with the broader district restructuring, ensuring that students gain a strong foundation in PreK-5 schools that maintain strong neighborhood school options.

Morrow currently serves 432 PreK–8 students at one school that operates across two buildings, which together offer a capacity of 1,015 students. In the ERS proposal, Morrow PreK-8 would reconfigure to a PreK-5 school in the Rooney facility. Students in grades 6-8 would attend a new middle school in the Manchester facility. The projected enrollment of 485 students will exceed the facility's current capacity of 382.



Sunnyside, with a capacity of 470, currently enrolls 234 students, operating at 50% utilization. With the transition to a K-5 and the addition of students due to the proposed closures of Pittsburgh Arsenal PreK-5 and Pittsburgh Woolslair PreK-5, its projected enrollment will increase to 436 students, bringing utilization up to 93%.



YES

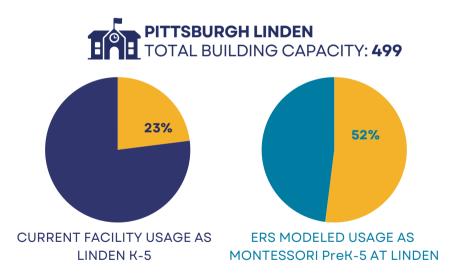
NO

Pittsburgh Montessori: Transitioning to new location at Linden, becoming the sole K-5 magnet school.

This recommendation is feasible, as the relocation of Pittsburgh Montessori to Linden allows for a more efficient use of building capacity while maintaining the integrity of one of the few full public Montessori schools in Pennsylvania.

The school's current facility, Friendship, requires significant capital investment, including upgrades to electrical and mechanical systems, air conditioning installation, accessibility improvements, restroom renovations, and new windows and doors, among other necessary updates. The total cost for these renovations is estimated between \$18-20 million. Given these substantial expenses, relocation presents a strategic solution that enhances long-term operational efficiency.

Linden has a building capacity of 499 students and currently serves 116 students in grades K-5, operating at a 23% utilization rate. Under the proposed transition, enrollment would increase to 243 students, raising utilization to 52%. This shift not only optimizes the use of available space but also ensures that Pittsburgh Montessori has a dedicated facility tailored to its instructional model.



Given its unique instructional model - featuring multi-age classrooms, self-directed learning, and highly trained Montessori-certified staff - the recommendation to preserve Montessori as the district's sole elementary magnet school is both logical and beneficial. This specialized approach fosters independent thinking, collaboration, and personalized learning, making it a valuable and irreplaceable option for families seeking an alternative to traditional education.

YES

NO

CLOSE 14 SCHOOLS AND 10 FACILITIES

The recommended school closures include South Brook 6-8, South Hills 6-8, Roosevelt K-5, Allegheny 6-8, Manchester PreK-8, Schiller 6-8, Spring Hill K-5, King PreK-8, Arsenal PreK-5, Fulton PreK-5, Linden PreK-5, Miller PreK-5, Woolslair PreK-5 and Pittsburgh Milliones 6-12. Our feasibility analysis supports the following:

- South Brook 6-8: Although South Brook is co-located with the Pioneer Education Center, its closure is feasible. However, the building space could be repurposed for the Conroy program, providing opportunities to support district needs.
- **South Hills 6-8:** Co-located with Brashear High School, this closure is feasible within the broader district restructuring framework. However, this portion of the facility could be repurposed for alternative programs, providing opportunities to support district needs.
- Roosevelt K-5: This facility is in good condition and could also be repurposed for alternative programs and administrative offices, ensuring it remains a valuable district asset.
- Allegheny 6-8, Manchester PreK-8, Schiller 6-8, Spring Hill K-5, King PreK-8,
 Arsenal PreK-5, Fulton PreK-5, Linden PreK-5, Miller PreK-5, Woolslair PreK-5:
 The closures of these schools are all deemed feasible.
- **Friendship**(current Montessori): The substantial capital investment required makes maintaining the facility as an asset financially impractical.

Our analysis supports the feasibility of these closures, with considerations for repurposing select facilities, such as South Brook, South Hills and Roosevelt, for alternative programming to maximize district resources.

OPEN THREE NEW SCHOOLS

The proposal includes opening three new schools: Pittsburgh Sci-Tech (6-8), transitioning from the current Sci-Tech 6-12 setup and located in the Milliones facility; Pittsburgh Northview (PreK-5), serving the Spring Hill and Northview neighborhoods with an English Language Development (ELD) site; and Pittsburgh Manchester (6-8), reopening as a renovated middle school and also designated as an ELD site. Our analysis indicates that when assessing the capacities of schools and building structures, these changes are feasible.

PROPOSED CHANGES FOR SPECIAL SCHOOLS AND CENTER PROGRAMS

As part of its final proposal, ERS recommended changes to the District's Special Schools and Center Programs to align with the goal of creating more equitable and efficient educational pathways. The findings of our feasibility review are as follows:

- Pittsburgh Conroy: The recommendation to relocate Conroy to a vacant South Brook facility is both feasible and highly beneficial for students. The South Brook facility, co-located with Pittsburgh Pioneer provides access to an accessible facility to meet the diverse needs of students. Students and staff would greatly benefit from enhanced facilities, including a sensory garden, outside space on school grounds and a larger gymnasium located on the ground level that is equipped with bleachers to accommodate unified sports events with spectators. The school campus also increases access to a new therapy pool for those who would benefit from aquatic therapy.
- **Pittsburgh Online Academy:** The relocation of the Online Academy to a vacant Roosevelt facility is feasible. There is a need to examine the current model for online education in Pittsburgh Public Schools.
- Pittsburgh Gifted Center: The recommendation to integrate Gifted Center services into individual schools is both feasible and practical, given the District's existing experience in delivering these services directly within school facilities. Currently, 66% (879) of the District's 1,325 gifted students are concentrated in just five schools, highlighting the potential for more localized service delivery. By providing gifted services directly within schools, students can access these opportunities more consistently and seamlessly as part of their regular school day. This approach not only reduces transportation burdens but also fosters a more integrated and inclusive educational environment, allowing gifted students to remain connected to their home schools while receiving the specialized support they need. The District's proven capability in implementing similar models further reinforces the viability of this recommendation.
- Pittsburgh Student Achievement Center: While co-locating the Student Achievement Center program with the Online Academy at the proposed vacant Roosevelt facility is feasible, our review finds that these services would be more effective if offered within students' home schools. This approach eliminates travel barriers, keeps students integrated with their peers, and ensures access to familiar teachers, counselors, and support staff. It also fosters a sense of belonging, minimizes disruptions, and increases participation by offering greater scheduling flexibility—ultimately providing the targeted support needed for on-time graduation.

SCHOOL PORTFOLIO

CURRENT NUMBER OF SCHOOLS BY CONFIGURATION & ENROLLMENT								
NUMBER OF STUDENTS	K-5	К-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		

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.





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		

ATTENDANCE ZONES AND **FEEDER PATTERNS**

A critical component of assessing the feasibility of ERS's recommendations lies in examining the District's attendance zones and feeder patterns. Currently, attendance zones are misaligned, leading to inefficiencies where students often bypass schools within walking distance to attend others farther away. This misalignment highlights the need for immediate attention to ensure that students are attending their geographically appropriate schools, thereby fostering better community connections and reducing unnecessary logistical challenges.

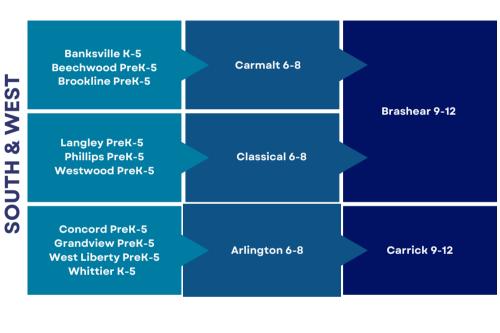
To address this issue, our next step will involve hiring a professional demographer to conduct a comprehensive assessment of our current attendance zones and feeder patterns. This expert will evaluate existing boundaries and redraw them to align with students' geographical locations, creating a more logical and equitable system for school assignments.

These changes will not only enhance operational efficiency but also have the potential to alter our evaluations of ERS's recommendations. Adjustments to attendance zones and feeder patterns are likely to shift enrollment figures, changing projected school populations and influencing the feasibility of specific recommendations. While this introduces an additional layer of complexity to our analysis, it also underscores the importance of aligning capacity planning with realistic and sustainable population data.

Ultimately, the realignment of attendance zones and feeder patterns will serve as a cornerstone of this transformation, ensuring that the District's footprint is both equitable and aligned with the needs of students and families. This effort will provide a solid foundation for future decisionmaking, enabling us to create a school system that truly reflects the communities it serves.

PROPOSED FEEDER PATTERNS







REVIEW OF ALTERNATE PROPOSAL

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. This plan closely aligned with many of ERS's recommendations and the Twelve Recommendations for Optimizing the Use of District Facilities outlined in the Draft Facilities Utilization Plan.

The alternate proposal emphasizes key priorities such as creating regional feeder patterns, addressing underutilization through consolidations, repurposing closed schools, and ensuring equitable resource distribution so that all students have access to high-quality programs. A central theme of the plan was the development of a regional school choice model, alongside a strong focus on thematic learning to create engaging school environments.

While the regional school choice model intends to expand educational opportunities, it also has the potential to reinforce inequities. Schools that are frequently "the last pick" may face declining enrollment, leading to resource disparities and fewer program offerings. This can disproportionately impact students whose families are less familiar with or able to navigate the school choice process, leaving them concentrated in under-resourced schools with fewer academic and extracurricular opportunities.

We deeply appreciate and recognize thematic learning as a powerful tool to enhance student experiences and expand access across the District. We share the belief that every student should have enriching and dynamic educational opportunities. In that spirit, we see great value in expanding thematic learning where it can meaningfully enhance engagement. At the same time, we recognize that some schools—such as Sci-Tech and CAPA—have well-established thematic models that make them highly effective and soughtafter learning environments. Our approach will focus on introducing and strengthening thematic elements in schools where they will have the greatest impact while preserving successful existing models.

Above all, our guiding principle remains the student experience—ensuring that every school is not only functional but transformative. While thematic learning is a valuable tool for engagement, it must be implemented thoughtfully to maintain consistency in high-quality educational opportunities for all students.

As we move forward, we remain committed to integrating community input into our planning, ensuring that the next chapter of Pittsburgh Public Schools reflects both our collective vision and our unwavering commitment to student success.

FINAL POSITION AND PREPARATION **FOR BOARD ACTION**

The Pittsburgh Public Schools Leadership Team conducted a thorough evaluation of the feasibility of each recommendation proposed by Education Resource Strategies (ERS).

While each recommendation was assessed for functional feasibility first—ensuring capacity, operational alignment, and readiness—the Leadership Team also considered whether these changes align with the District's strategic plan, desired outcomes, including the commitment to ensuring student experiences are enriching, and the longterm vision for success.

This section outlines the Leadership Team's position on each recommendation, reflecting its collective expertise and consensus.

The proposed portfolio changes have two significant fiscal impacts: annual operating costs and capital investments. With full implementation, ERS projects a net change of up to \$3 million annually, representing 10 percent of our operating deficit. Additionally, the plan could reduce capital investment needs by over \$50 million.

While this reduction in capital investments is significant, some portfolio changes will require additional funding not accounted for in our current 7-Year Capital Plan. Any reductions in annual operating costs move us toward long-term financial sustainability, ensuring more efficient resource allocation and fiscal stability.

Moreover, these changes address a fundamental inequity in our current system—a system that perpetuates disparities, where some students have access to adequate resources and opportunities, while others do not. By reallocating resources more strategically and equitably, we can create a system that better serves all students, fostering fairness and improving outcomes across the District. This approach not only strengthens fiscal responsibility but also reflects our commitment to building a more equitable and inclusive educational environment.

BOARD ACTION NEEDED

Although ERS proposed an implementation timeline, the final sequence and pacing of these changes require the Board's official vote. Upon approval, a phased, strategically sequenced approach will ensure smooth transitions while prioritizing minimal disruption to students and families



LEADERSHIP TEAM'S POSITION ON ERS'S RECOMMENDATIONS

LANGLEY K-8 TO K-5 TRANSITION

- Position: Support.
- Rationale: This transition is operationally sound and aligns with the district's goals for grade-band consistency. Although Langley will remain underutilized, its facilities can support additional programming to address community needs.

BROOKLINE K-8 TO K-5 TRANSITION

- Position: Support.
- Rationale: Brookline's recent infrastructure improvements make it well-suited for a K-5 model. The Leadership Team views this recommendation as a strong step toward achieving more efficient grade configurations.

CARMALT K-8 TO 6-8 TRANSITION

- Position: Support.
- Rationale: Carmalt's infrastructure and capacity align with a 6-8 configuration. The transition supports operational efficiency while ensuring middle school students have a dedicated learning environment.

ARLINGTON K-8 TO 6-8 TRANSITION

- Position: Support.
- Rationale: Arlington's facilities are well-suited for a middle school model, and the
 proposed enrollment increases improve building utilization. Ensuring a smooth
 transition for displaced K-5 students will remain a key focus.

COLFAX K-8 TO 6-8 TRANSITION

- Position: Support.
- Rationale: The proposed configuration is feasible, and the decreased utilization provides space for additional programming. Mifflin's underutilization will require ongoing monitoring.

WESTINGHOUSE 6-12 TO 9-12 TRANSITION

- Position: Support.
- Rationale: Transitioning Westinghouse to a 9-12 high school enhances alignment with the district's secondary education strategy. Despite lower utilization, the Leadership Team believes the benefits outweigh operational challenges.

OBAMA 6-12 TO 9-12 TRANSITION

- Position: Support.
- Rationale: Maintaining Obama as a neighborhood magnet school aligns with the District's strategic priorities. This change strengthens the high school model while ensuring alignment with community needs.



LEADERSHIP TEAM POSITION ON ERS' RECOMMENDATIONS, continued

SCI-TECH 6-12 TO 9-12 TRANSITION

- Position: Support.
- Rationale: The conversion aligns with the District's strategic plan to optimize resources for equitable student experiences and expands access to a highly desired program.

MILLIONES CONVERSION TO SCI-TECH ACADEMY 6-8

- Position: Support.
- Rationale: While the conversion aligns with district goals, low utilization remains a concern. The Leadership Team recommends closely monitoring enrollment and exploring additional programmatic opportunities.

ARSENAL IB MAGNET EXPANSION

- Position: Support.
- Rationale: The Leadership Team supports the IB program expansion but recognizes the need for robust outreach efforts to address underutilization and ensure community engagement.

ALLEGHENY, DILWORTH & LIBERTY NEIGHBORHOOD SCHOOL TRANSITION

- Position: Support.
- Rationale: The transition strengthens neighborhood school models and aligns with equity goals. Feeder pattern adjustments will ensure equitable student distribution across the District.

MORROW AND SUNNYSIDE RECONFIGURATION TO PREK-5 SCHOOLS

- Position: Support.
- Rationale: The transition allows for a balanced redistribution of students while maintaining efficient building utilization. This transition will require renovations to expand Morrow capacity.

LINDEN TRANSITION TO MONTESSORI K-5

- Position: Support.
- Rationale: Consolidating Montessori programming into one facility aligns with the District's strategic goals. This transition provides opportunities to grow enrollment and expand access.

CLOSING 14 SCHOOLS & 10 FACILITIES

- Position: Support.
- Rationale: The closures are operationally sound and necessary to optimize resources. However, repurposing key facilities like South Brook, South Hills and Roosevelt for alternative programs will be critical for maximizing district assets.



LEADERSHIP TEAM'S POSITION ON ERS'S RECOMMENDATIONS, continued

OPENING THREE NEW SCHOOLS

- Position: Partial Support.
- Rationale: Leadership supports opening Sci-Tech (6-8) and Manchester (6-8), as they align with strategic goals. However, financial concerns were raised about Northview (PreK-5), with a recommendation to explore alternative uses for existing facilities instead of constructing a new school.

CAPA REMAINS SOLE 6-12 ART MAGNET

- Position: Support.
- Rationale: Leadership supports maintaining CAPA 6-12 in its current facility because
 of its specialized program, dedicated performing arts staff, and significant
 investment in the building. However, the potential for consistent school
 configurations should be explored by operating two separate schools—grades 6-8
 and 9-12—within a single facility. Additionally, magnet enrollment procedures need
 to be reviewed to ensure they do not restrict access, particularly at the middle school
 level.

CONROY RELOCATION TO SOUTH BROOK FACILITY

- Position: Support.
- Rationale: The relocation greatly benefits students by utilizing an unused facility that
 offers a safe, accessible environment with the necessary supports to meet their
 needs.

ONLINE ACADEMY RELOCATION TO ROOSEVELT FACILITY

- Position: Support.
- Rationale: This relocation provides a space to support drop-in students as needed.

STUDENT ACHIEVEMENT CENTER RELOCATION TO ROOSEVELT FACILITY

- Position: Do Not Support.
- Rationale: The services provided at the Student Achievement Center can be provided to students in their feeder schools.

GIFTED CENTER SERVICES INTEGRATED INTO NEIGHBORHOOD SCHOOLS

- Position: Support.
- Rationale: Gifted services can be provided directly within schools, where students can access these opportunities seamlessly as part of their regular school day.



NEXT STEPS

The Leadership Team's evaluation of ERS's recommendations has provided valuable context and greater insight to help the Board make an informed and clear decision. This evaluation carefully balanced feasibility with alignment to the District's strategic priorities, ensuring each recommendation supports Pittsburgh Public Schools' long-term goals. While the recommendations are operationally feasible, their successful implementation requires deliberate action and careful sequencing.

Each recommendation carries unique implications for school communities, operational logistics, and district-wide goals. As such, the process of bringing these changes to fruition must be thoughtful and methodical, ensuring minimal disruption to students and families while maximizing the intended benefits. By aligning these recommendations with broader district objectives, Pittsburgh Public Schools aims to strengthen its ability to provide equitable, experience-rich, high-quality education for all students.

With this in mind, the following steps will guide the next phase of this process:

1. BOARD ACTION

The Board will play a pivotal role in advancing the recommendations to a final plan. Key actions include:

- Initiating the Public Commentary Period: The Board will vote to open the staterequired public commentary period for the proposed facility closures, ensuring transparency and opportunities for stakeholder input.
- Mandatory Public Hearing: Following the opening of 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.
- 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.
- 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.



2. IMPLEMENTATION PLANNING

Once the final plan is approved, the District will develop a detailed timeline for implementation. This plan will address multiple factors to ensure an effective and orderly transition:

- Human Resources Needs: Identifying and managing personnel changes to support school transitions.
- Facility Updates: Completing necessary upgrades and renovations to align with new grade configurations and educational programming.
- Magnet Program Transitions: Establishing clear timelines for transitioning magnet programs, ensuring continuity for students and families.
- Neighborhood Magnet Themes: Developing and refining themes for neighborhood magnet schools to reflect the District's commitment to equity and innovation.

3. COMMUNITY ENGAGEMENT

Transparent and comprehensive communication with stakeholders will be essential in building trust and ensuring families and staff are well-informed about the changes. The District will:

- Provide Continuous Updates: Share frequent updates on progress and decisions.
- Host Stakeholder Meetings: Facilitate community transition meetings to guide planning and address questions.
- Conduct Targeted Outreach: Engage historically underserved communities to ensure all voices are heard and considered.

4. ATTENDANCE ZONE ADJUSTMENTS

To support the recommendations and address enrollment shifts, the District will work with a professional demographer to realign attendance zones. This process will:

- Promote Opportunity: Ensure a fair distribution of students across reconfigured schools.
- Strengthen Communities: Foster stronger connections between schools and their local neighborhoods.
- Optimize Utilization: Address inefficiencies in current attendance boundaries to improve resource allocation.

5. ONGOING EVALUATION

The District will establish a robust framework for continuous evaluation to monitor the success of the implementation process. Regular reviews will:

- Identify Challenges: Detect and resolve unforeseen issues promptly.
- Refine Strategies: Adjust plans to maintain alignment with the District's priorities.
- Drive Results: Make data-driven decisions to optimize outcomes and support student success.

By weighing feasibility against strategic alignment, the Leadership Team's recommendations reflect a commitment to advancing the District's goals while addressing current challenges. With Board approval, Pittsburgh Public Schools can take the next steps toward building a more efficient, equitable, and impactful educational system for its students.



TIMELINE OF KEY ACTIONS



There will be no school changes for the 2025-2026 school year. This timeline is subject to change based on multiple factors, including Board action, contract approvals and administrative priorities.

CONCLUSION

The Pittsburgh Public Schools Feasibility Report marks a transformative moment in our District's journey to create an equitable and enriching educational experience for all students. By rigorously assessing the recommendations provided by Education Resource Strategies (ERS) through detailed data analysis, enrollment projections, and on-site evaluations, we have crafted a strategic framework that prioritizes both feasibility and equity.

At its core, this report underscores our ultimate goal: to dismantle systemic inequities and ensure that every student, regardless of their background or school assignment, has access to high-quality, opportunity-driven learning environments. This vision aligns with the District's strategic priorities of fostering equitable high-quality learning spaces, engaging students meaningfully, and optimizing resources to serve every school community.

This is not merely a logistical exercise—it is a bold reimagination of what Pittsburgh Public Schools can and should be. By centering the student experience in every decision, we reaffirm our commitment to fostering a district where all students can thrive. Together, with the support of our Board, community, and stakeholders, we are poised to create a school system that embodies equity, excellence, and opportunity.

This is our charge, and this is our promise, putting **Students First Always, In All Ways**.



LEADERSHIP TEAM

The Pittsburgh Public Schools Leadership Team is pivotal in managing the District's initiatives to ensure they align with the strategic plan, policies, and priorities. This ensures consistency across the District and enhances educational opportunities. The team focuses on strategic planning and resource allocation to provide enriching experiences for all students and staff, aiming to improve outcomes and secure long-term success.

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