



**Community Discussion
about Pittsburgh Public
Schools'
Reconfiguration Plan for
the Hill District**

November 17, 2025

Agenda

What is the State of our Public Schools

- Miller Elementary School
- Weil Elementary School
- UPREP Milliones Middle and High School

What is PPS Proposing?

Community Questions, Requests, Feedback?

How Can the Community help?



Why data matters?

As PPS moves through a period of realignment and possible school closures, it's important that community, families and students understand how decisions are guided by accurate, transparent, and meaningful data.

Within Pittsburgh Public Schools, the Department of Data, Research, Evaluation and Assessment (DREA) plays a critical role in this work. DREA is responsible for collecting, analyzing, and interpreting the information that helps us understand what's working — and where we need to improve. This includes student performance, attendance, school climate, assessments, and demographic trends.

For more information about our school data:

Visit [Data Dashboards](#)

Reach out to Dr. Maria T. Searcy, Hill District CEC
Parent Involvement-In-Education Consultant, PDE
PA Title 1 State Parent Advisory Council
Title 1 Monitor, PDE

Miller Elementary School Enrollment



Miller Elementary School Attendance Rates

Data last updated on: November 14, 2025

Attendance Rates By School



Chronic Absence Rate

The percentage of total students enrolled who have been marked absent for 10% or more of their membership days (days a student is expected to be in school).

Regular Attendance Rate

The percentage of total students enrolled who have been marked present for more than 90% of their membership days (days a student is expected to be in school).

*The current school year is excluded for full year time period as the school year has not yet concluded
 To protect students' privacy, metrics for groups with fewer than 11 students have been suppressed and are not displayed.

Miller Elementary School 3-5 PSSA

The charts below describe a school's overall proficiency, or percentage of students who took an assessment that scored either Proficient or Advanced. This shows proficiency by accountability type and subject for the selected school population over the past 5 years.

Note: For 11th Grade Accountability, the Keystone Exam subjects Algebra I, Literature, and Biology are categorized as Math, ELA, and Science, respectively to align with PASA subjects.

Due to the introduction of a new STEELS-aligned science assessment, PSSA Science scores were not reported for SY2024-25. Starting in SY2025-26, science will be tested in Grade 5 instead of Grade 4.

Choose a school
Miller PreK-5

Filter student population

Grade All | **Gender** All

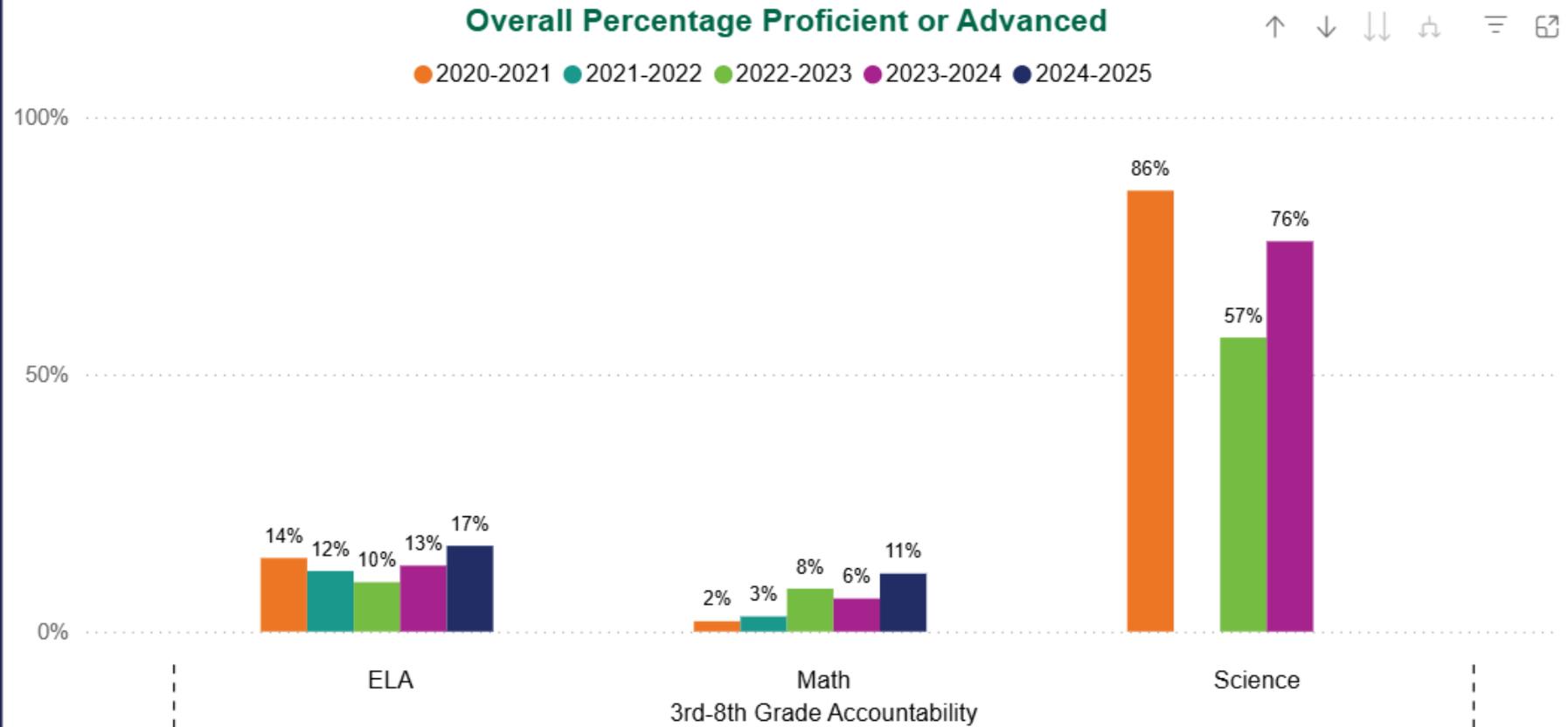
Race All

IEP Status All | **504 Status** All

Economically Disadvantaged Status All

English Language Learner Status All

Reset Filters



Groups with fewer than 20 students have been suppressed to protect students' privacy and to align with the reporting rules used by the PA Dept. of Education.

Miller Elementary School – 3rd Grade Scores

Choose a school
Miller PreK-5

Filter student population

Grade
03

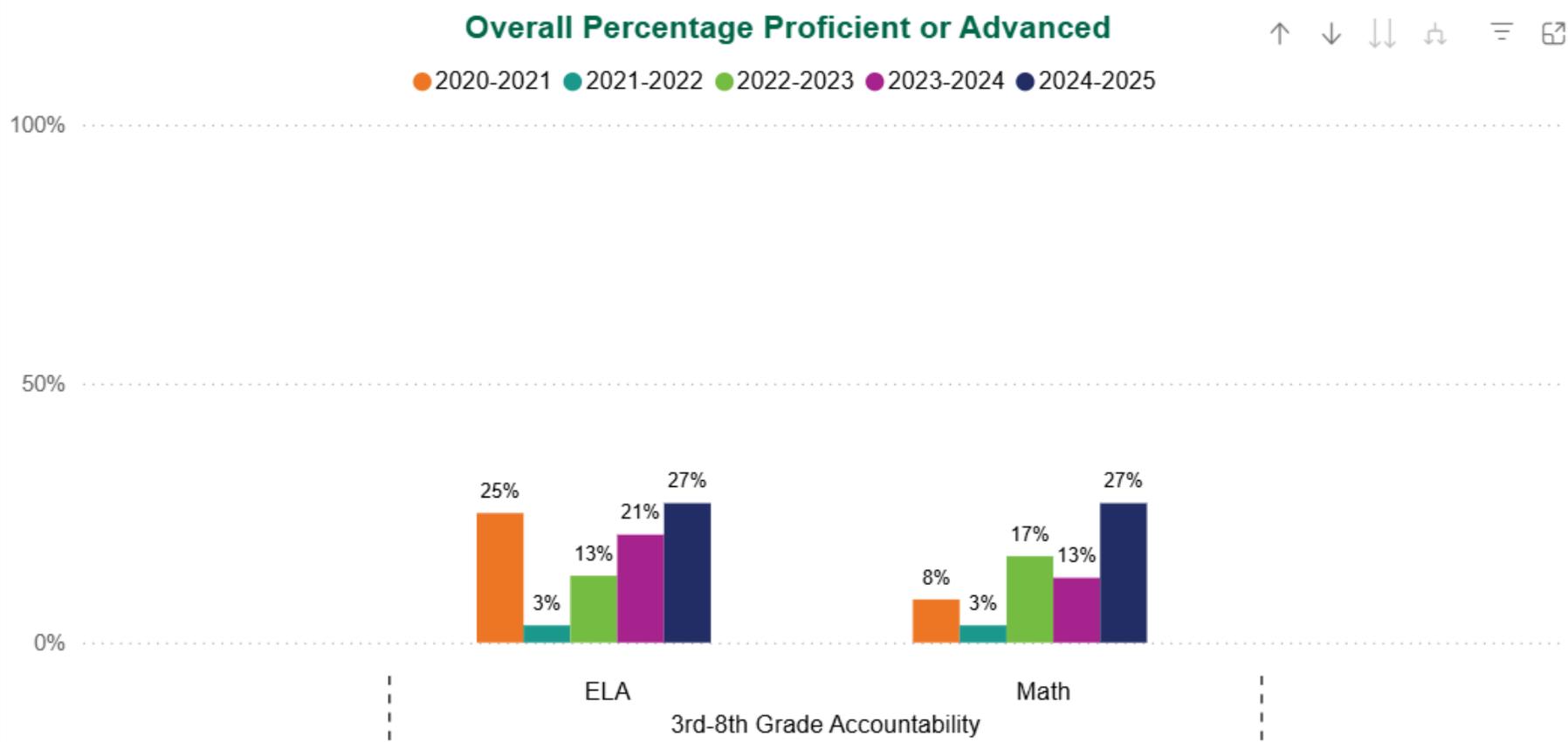
Gender
All

504 Status
All

Advantaged Status
All

English Learner Status
All

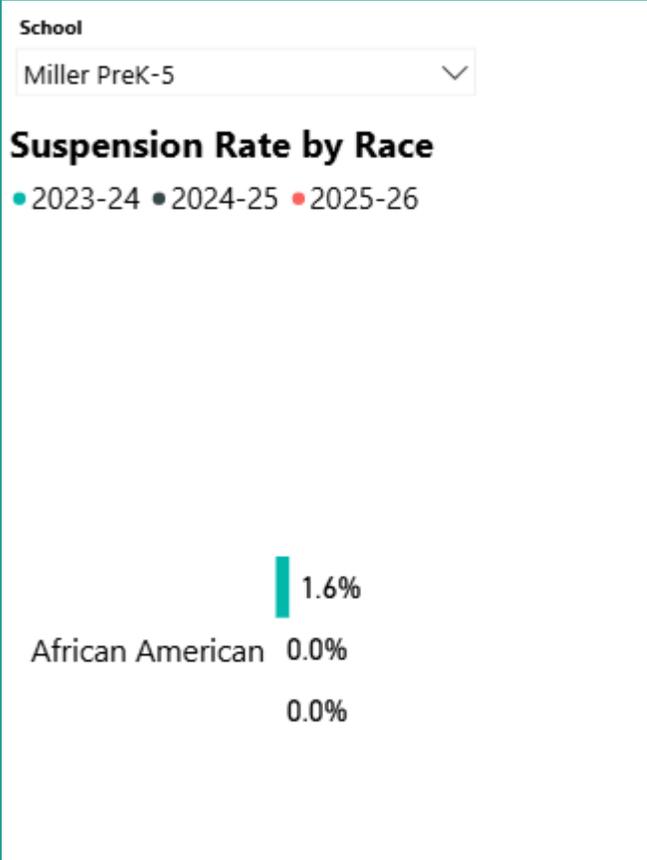
Reset Filters



Groups with fewer than 20 students have been suppressed to protect students' privacy and to align with the reporting rules used by the PA Dept. of Education.

Miller Elementary School Suspension Rates

Only school in the district with 0 suspensions in 2024=25



Weil Elementary School Enrollment



Weil Elementary School Attendance Rates

School Summary

Filter student population

Grade **Gender**

All All

Race

All

IEP Status

All

Foster Care Status

All

Homelessness Status

All

Economically Disadvantaged St...

All

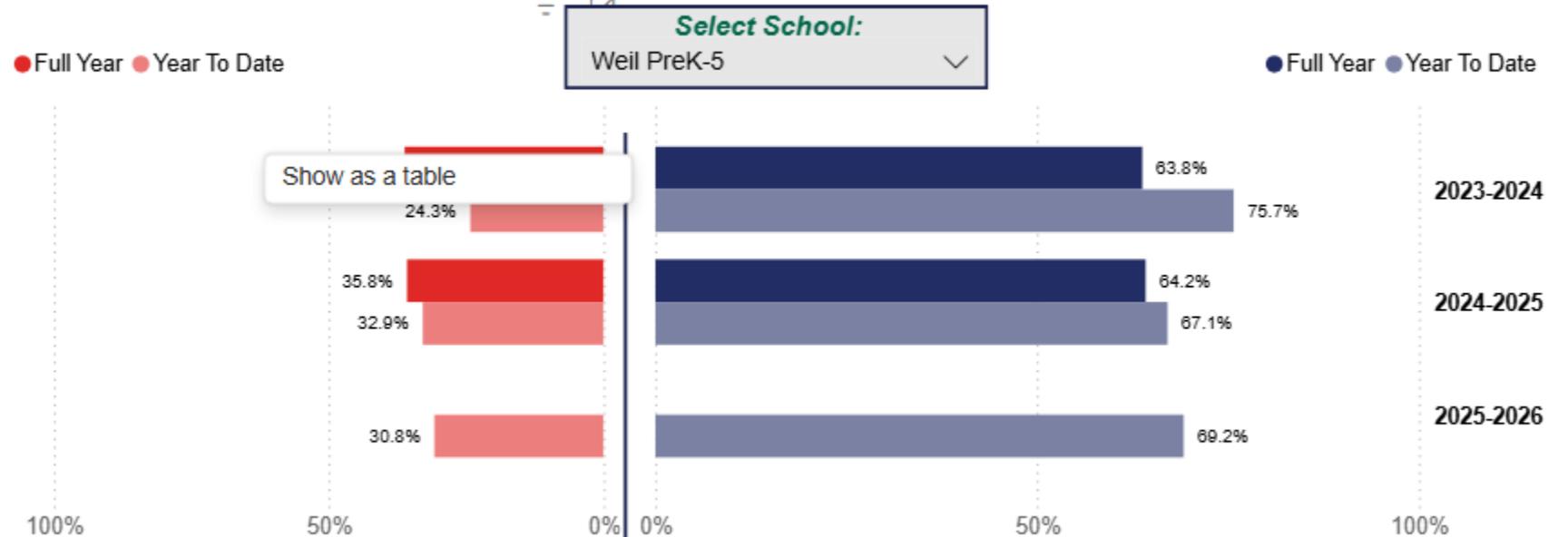
English Language Learner Status

All

- Dashboard Home
- District Summary
- School Summary**
- Attendance Comparison...

Data last updated on: November 14, 2025

Attendance Rates By School



Chronic Absence Rate
 The percentage of total students enrolled who have been marked absent for 10% or more of their membership days (days a student is expected to be in school).

Regular Attendance Rate
 The percentage of total students enrolled who have been marked present for more than 90% of their membership days (days a student is expected to be in school).

*The current school year is excluded for full year time period as the school year has not yet concluded
 To protect students' privacy, metrics for groups with fewer than 11 students have been suppressed and are not displayed.

Weil Elementary School 3-5 PSSA

School-Level Proficiency: Percentage Proficient or Advanced

The charts below describe a school's overall proficiency, or percentage of students who took an assessment that scored either Proficient or Advanced. This shows proficiency by accountability type and subject for the selected school population over the past 5 years.

Note: For 11th Grade Accountability, the Keystone Exam subjects Algebra I, Literature, and Biology are categorized as Math, ELA, and Science, respectively to align with PASA subjects.

Due to the introduction of a new STEELS-aligned science assessment, PSSA Science scores were not reported for SY2024-25. Starting in SY2025-26, science will be tested in Grade 5 instead of Grade 4.

Choose a school
Weil PreK-5

Filter student population
100%

(No available actions)

Grade All | **Gender** All

Race All

IEP Status All | **504 Status** All

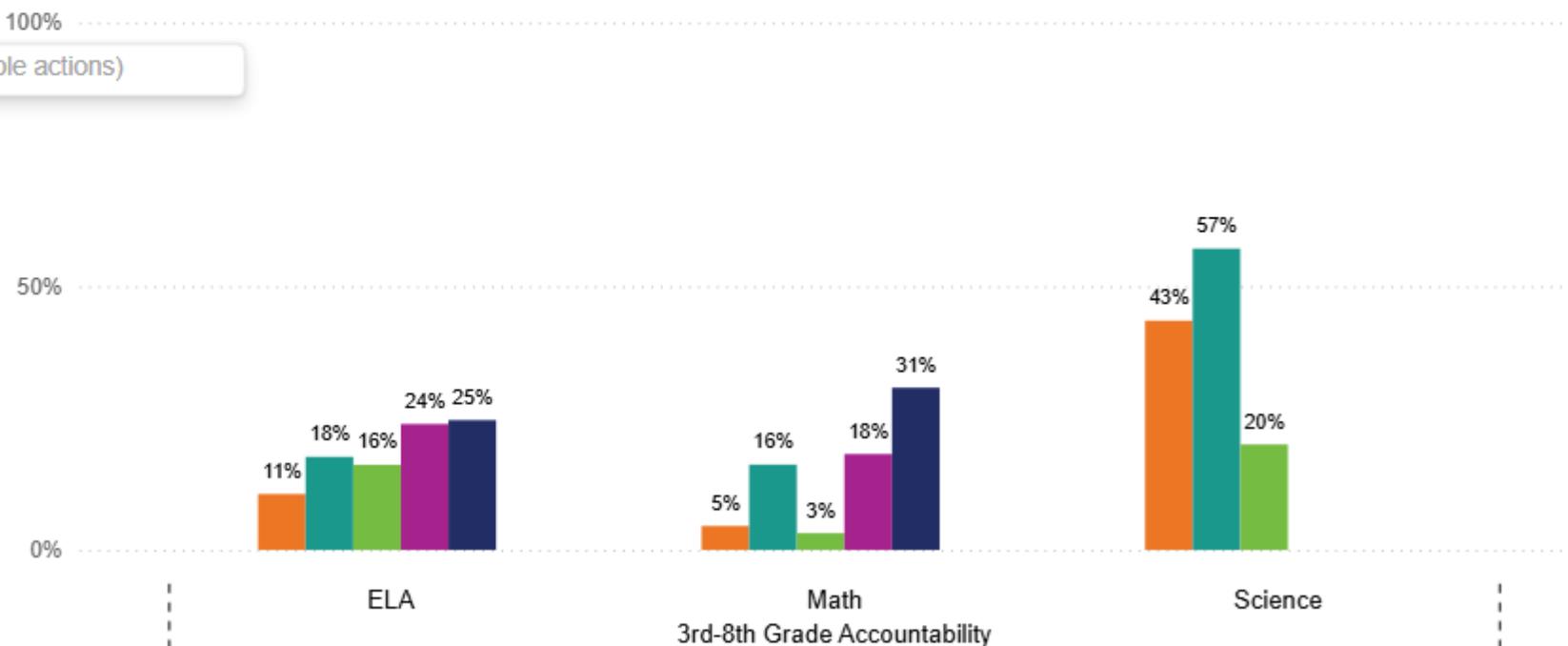
Economically Disadvantaged Status All

English Language Learner Status All

Reset Filters

Overall Percentage Proficient or Advanced

2020-2021 2021-2022 2022-2023 2023-2024 2024-2025



Groups with fewer than 20 students have been suppressed to protect students' privacy and to align with the reporting rules used by the PA Dept. of Education.

Weil Elementary School – 3rd Grade Scores

Choose a school
Weil PreK-5

Filter student population

Grade
03

Gender
All

Select all

03

04

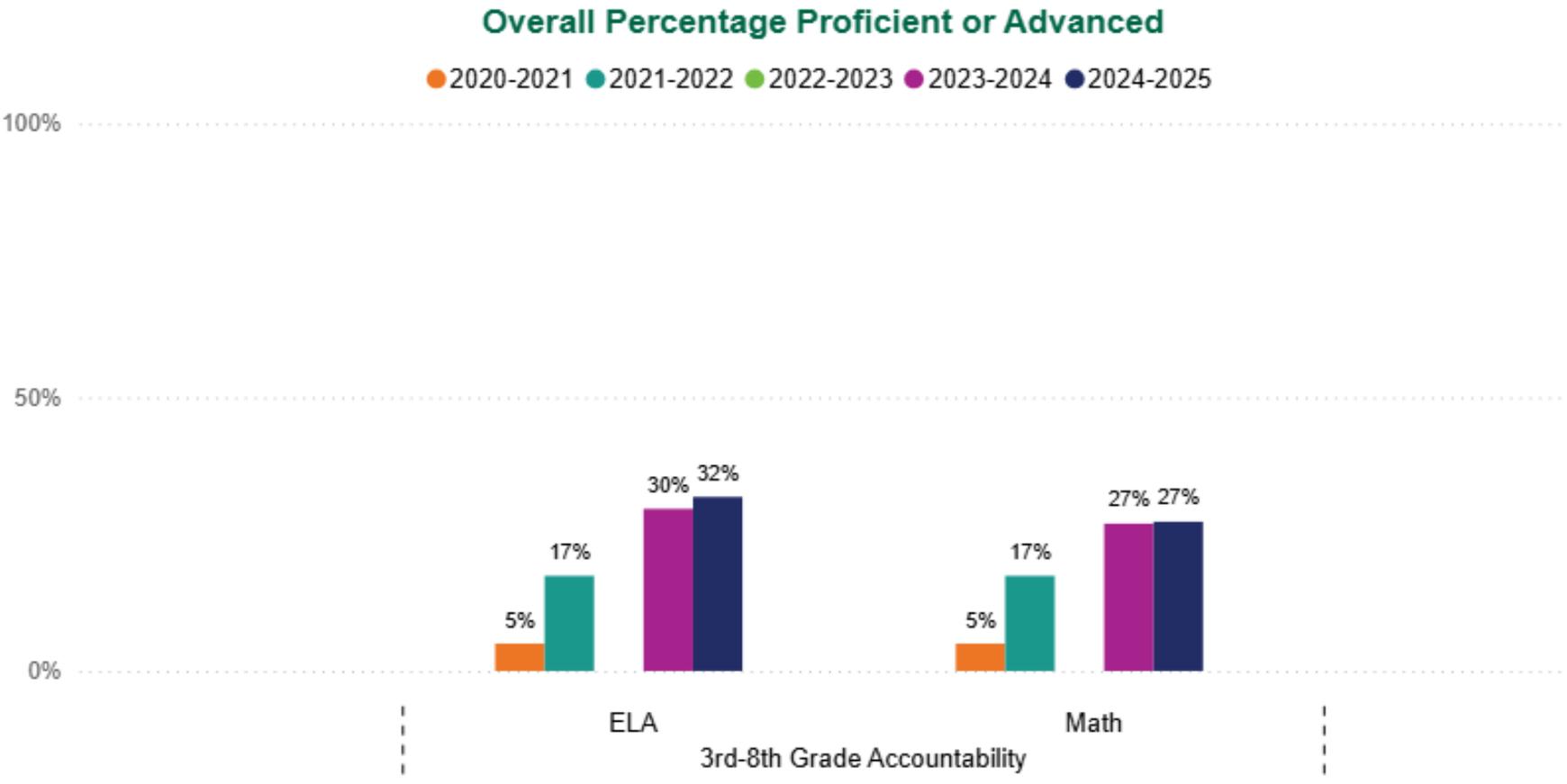
05

504 Status
All

advantaged Status

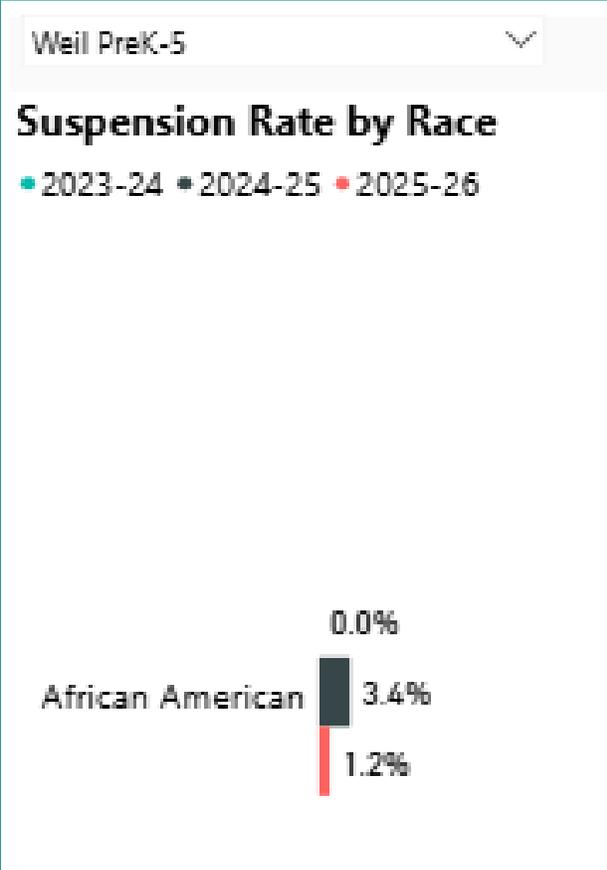
Learner Status

[Reset Filters](#)



Groups with fewer than 20 students have been suppressed to protect students' privacy and to align with the reporting rules used by the PA Dept. of Education.

Weil Elementary School Suspension Rates

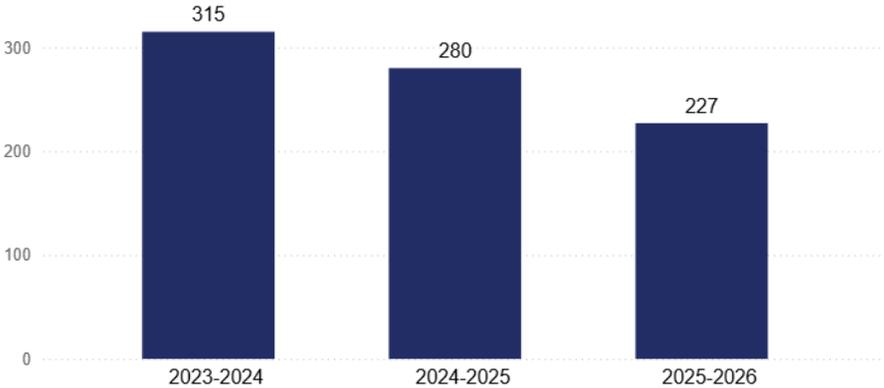


UPREP Milliones School Enrollment

Select a school: Milliones 6-12
 Or use 'All' for district-wide enrollment counts

Total School Enrollment by School Year
 K-12 student enrollment counts as of the first school day in October for each school year

Reset Filters

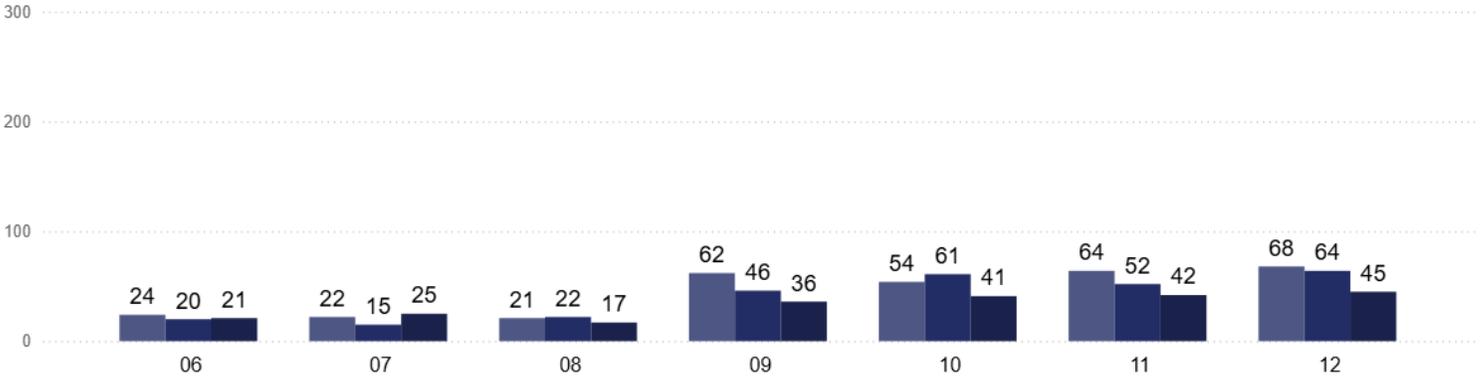


Additional Filters
 (Optional)

<u>Grade</u>	<u>Race</u>	
All	All	
<u>Gender</u>	<u>IEP Status</u>	<u>504 Plan Status</u>
All	All	All
<u>English Learner Status</u>	<u>Econ. Disadv. Status</u>	
All	All	
<u>Foster Care Status</u>	<u>Homelessness Status</u>	
All	All	

Enrollment by Grade and School Year

● 2023-2024 ● 2024-2025 ● 2025-2026



UPREP Millions School Attendance Rates

School Summary

Data last updated on: November 14, 2025

Filter student population

Grade: All | Gender: All

Race: All

IEP Status: All

Foster Care Status: All

Homelessness Status: All

Economically Disadvantaged St...: All

English Language Learner Status: All

[Reset Filters](#)

Attendance Rates By School



Chronic Absence Rate
 The percentage of total students enrolled who have been marked absent for 10% or more of their membership days (days a student is expected to be in school).

Regular Attendance Rate
 The percentage of total students enrolled who have been marked present for more than 90% of their membership days (days a student is expected to be in school).

*The current school year is excluded for full year time period as the school year has not yet concluded. To protect students' privacy, metrics for groups with fewer than 11 students have been suppressed and are not displayed.

UPREP Millions School – Middle School

The charts below describe a school's overall proficiency, or percentage of students who took an assessment that scored either Proficient or Advanced. This shows proficiency by accountability type and subject for the selected school population over the past 5 years.

Note: For 11th Grade Accountability, the Keystone Exam subjects Algebra I, Literature, and Biology are categorized as Math, ELA, and Science, respectively to align with PASA subjects.

Due to the introduction of a new STEELS-aligned science assessment, PSSA Science scores were not reported for SY2024-25. Starting in SY2025-26, science will be tested in Grade 5 instead of Grade 4.

Choose a school
Milliones 6-12

Filter student population

Grade Multiple sel...
 Select all
 06
 07
 08
 11

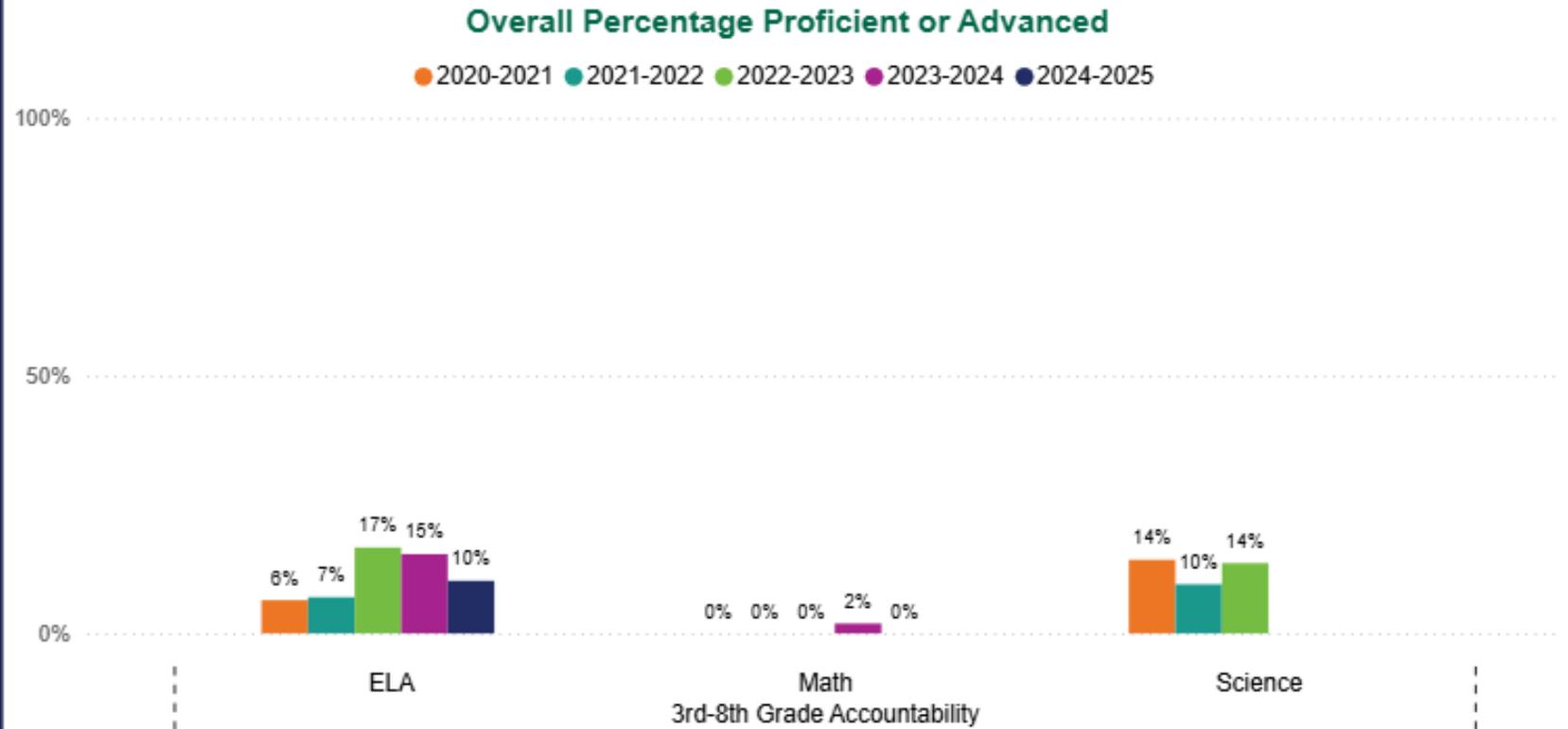
Gender All

504 Status All

Advantaged Status

Special Learner Status

Reset Filters



Groups with fewer than 20 students have been suppressed to protect students' privacy and to align with the reporting rules used by the PA Dept. of Education.

UPREP Milliones School – 11th Grade Scores

The charts below describe a school's overall proficiency, or percentage of students who took an assessment that scored either Proficient or Advanced. This shows proficiency by accountability type and subject for the selected school population over the past 5 years.

Note: For 11th Grade Accountability, the Keystone Exam subjects Algebra I, Literature, and Biology are categorized as Math, ELA, and Science, respectively to align with PASA subjects.

Due to the introduction of a new STEELS-aligned science assessment, PSSA Science scores were not reported for SY2024-25. Starting in SY2025-26, science will be tested in Grade 5 in



Choose a school
Milliones 6-12

Filter student population

Grade
11

Gender
All

Select all
 06
 07
 08
 11

504 Status
All

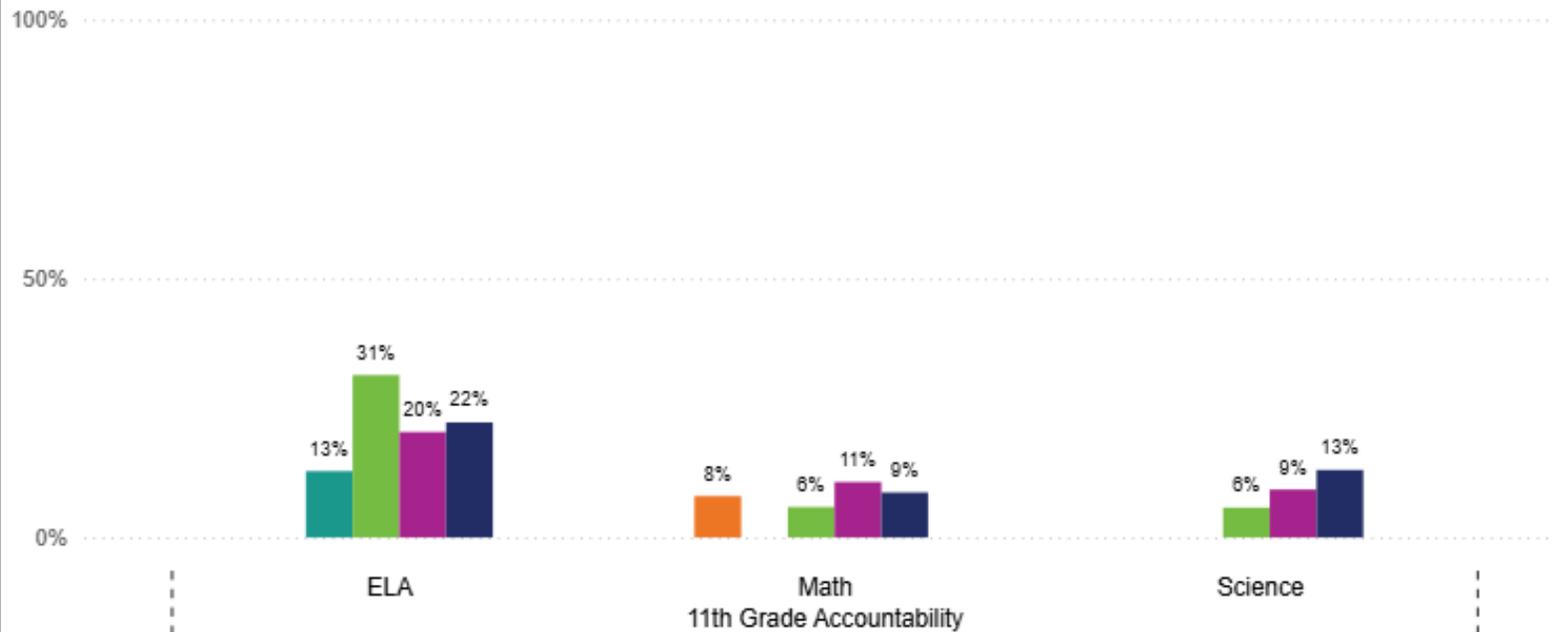
advantaged Status

Special Learner Status

Reset Filters

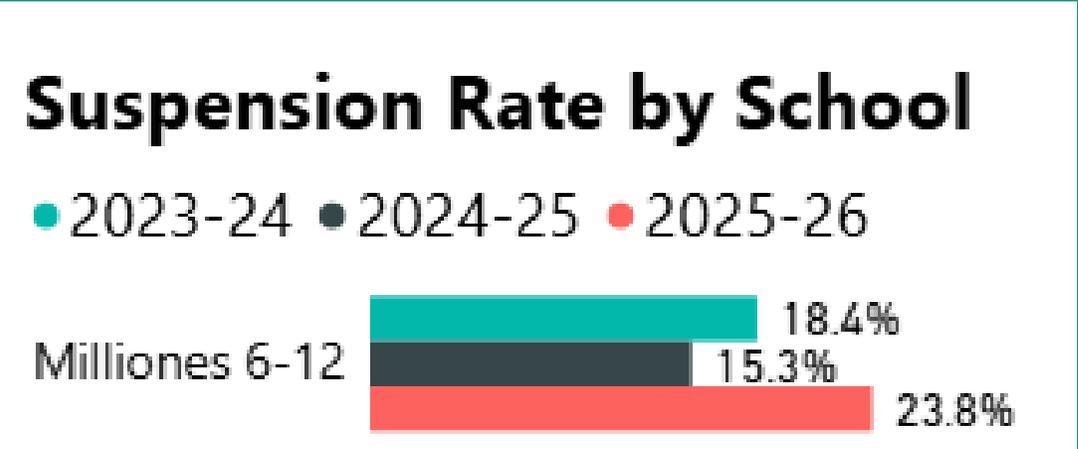
Overall Percentage Proficient or Advanced

2020-2021 2021-2022 2022-2023 2023-2024 2024-2025

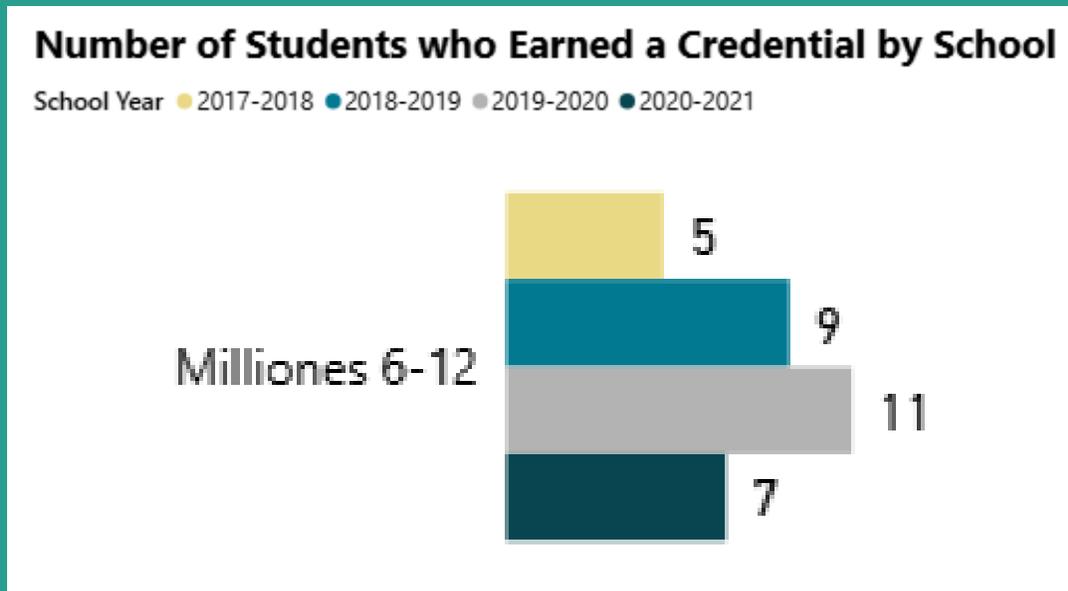


Groups with fewer than 20 students have been suppressed to protect students' privacy and to align with the reporting rules used by the PA Dept. of Education.

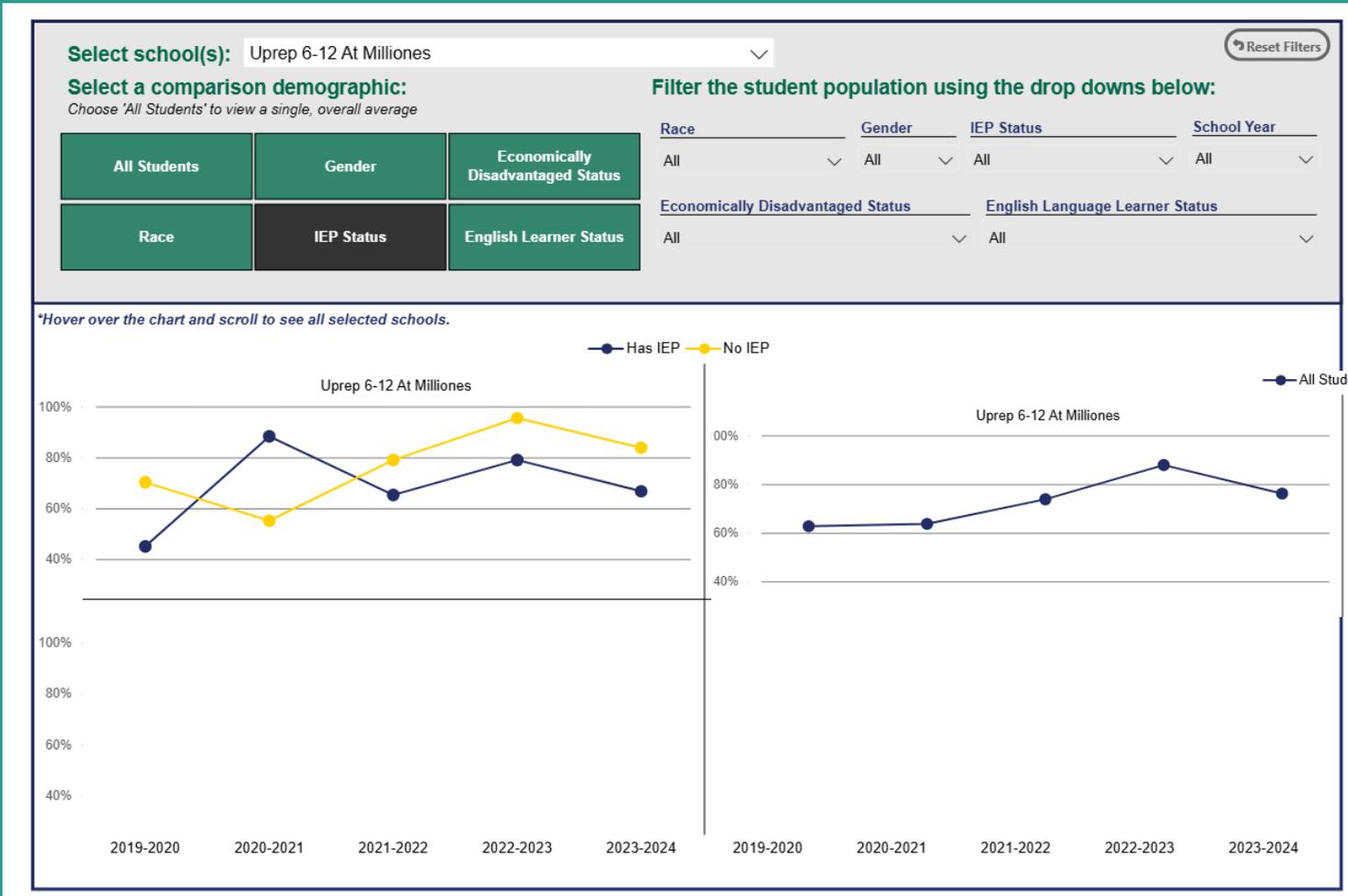
UPREP Milliones School Suspension Rates



UPREP Millions School CTE Industry Credential



UPREP Milliones School Graduation Rate



The Future-Ready Facilities Plan

The Future-Ready Facilities Plan is, at its core, a promise to rebuild not only schools, but trust. For African American students, English Learners, students with exceptionalities, and those from low-income families, the District's goal is to make every transition a step toward a stronger, fairer, and more inclusive PPS.

By expanding regional centers, ensuring service continuity, investing in staff development, and holding itself accountable through transparent data, PPS is building a system where equity is not an aspiration but a daily practice.

In this way, change becomes more than reconfiguration—it becomes transformation.

The full plan can be found here: [PPSFuture-ReadyImplementationPlan20251031-compressed.pdf](#)

What is the Goal of the Facilities Plan?

Access and Opportunities for Every Student to Excel

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



What is the Goal of the Facilities Plan?

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

6-8 and 9-12 Schools

Recommendations

Change 6-12 Full Magnet programs into Neighborhood Magnets – specifically Sci Tech and Obama,

For 9-12 schools not listed above, preserve or add neighborhood magnet programs to allow greater program choice in high school

- Expands access to specialized magnet programming that don't currently have access
- To be expand access equitably, requires magnet programs to be located in communities that have been historically marginalized
- Build clear academic programming alignment between 6-8 and 9-12 programs. Determine pathways and course offerings across the city to ensure alignment and continuity.



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

What is the Goal of the Facilities Plan?

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

Recommendations

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

- Allows for more developmentally appropriate support for students by reducing the number of grades schools serve
- Emphasizes consistent, foundational programming and resources in K-5, such as World Language

What is the Goal of the Facilities Plan?

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

Recommendations

Consolidate schools with low and declining enrollment where there are feasible consolidation options

- By increasing the size of schools, those schools would be able to provide more diverse offerings and supports
- Would be disruptive to existing school communities and relationships

What is the Goal of the Facilities Plan?

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

Recommendations

Expand the physical size of school buildings where there are existing or forecasted capacity constraints due to growing enrollment

Continue to add full air conditioning to every school building by maximizing use of Federal funding options and

Ensure appropriate, dedicated classroom space for students enrolled in Special Education and English as a Second Language

Add dedicated spaces to support a range of grade-appropriate learning activities including, but not limited to:

- Art & Music Rooms
- Career & Technical Education Spaces
- Science Labs
- Dedicated Cafeteria, Libraries and Gyms

Recommendation No. 1: Close Miller Elementary School and Consolidate all Elementary Students at Weil Elementary School

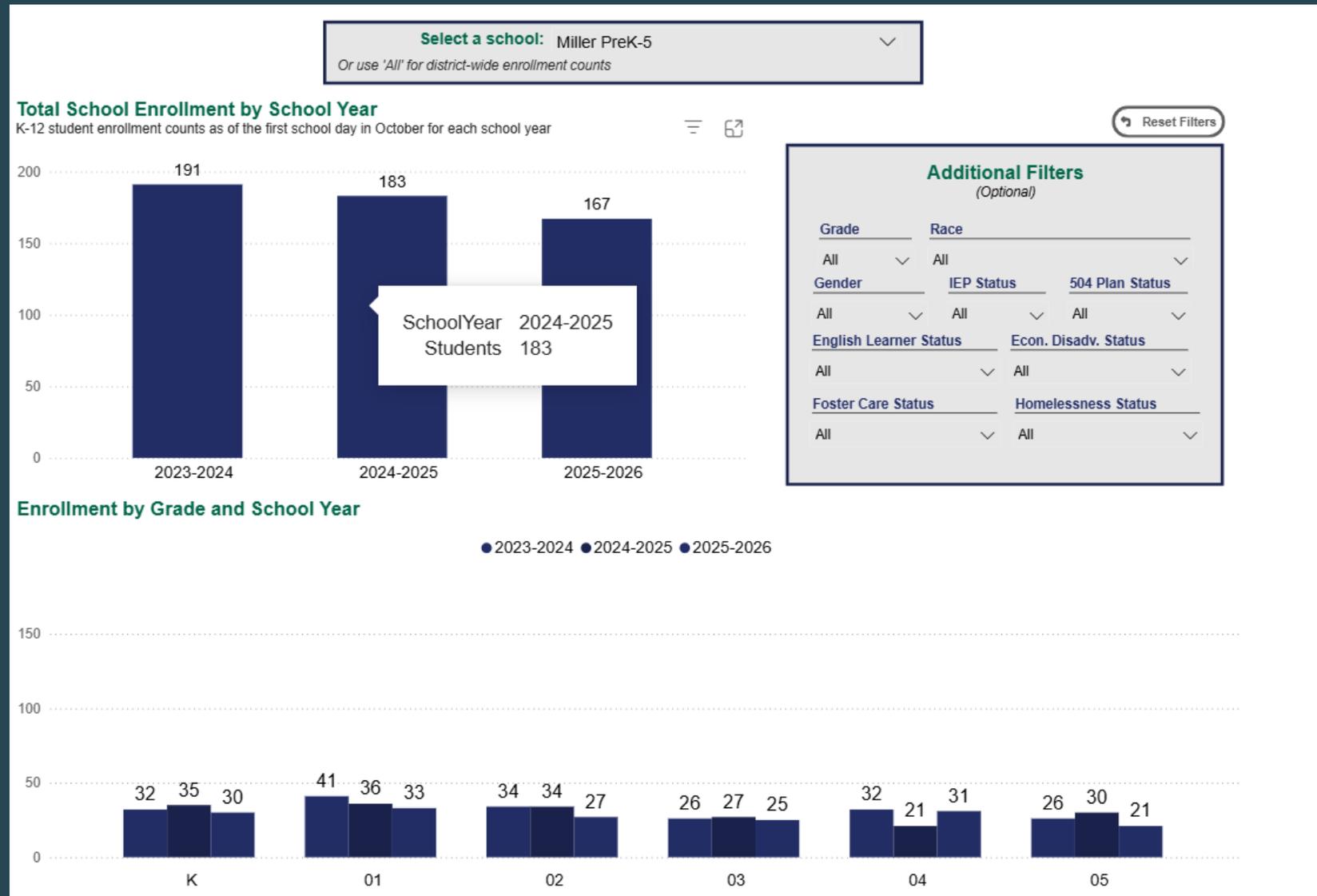
Due to parent feedback concerning students from the Upper Hill commuting to Weil, the new feeder pattern would have elementary students from the Upper Hill feed into Liberty ES.

COST AVOIDANCE FOR CLOSED BUILDINGS AND PROGRAMS



Closed Building	2025-31 Capital Plan	Total Annual Utility Cost Reduction	Total Cost Avoidance
Baxter (Student Achievement Center)	\$7,688,880	\$84,628	\$7,773,508
Friendship (Montessori)	\$16,568,734	\$61,485	\$16,630,219
Fulton	\$9,078,920	\$49,030	\$9,127,950
Manchester	\$20,939,572	\$77,458	\$21,017,030
Miller @ McKelvy	\$11,880,240	\$71,023	\$11,951,263
Morrow Primary	\$5,758,400	\$95,144	\$5,853,544
Schiller	\$7,189,740	\$75,550	\$7,265,290
Spring Hill	\$4,730,620	\$41,025	\$4,771,645
Woolslair	\$18,425,700	\$36,503	\$18,462,203
Total	\$102,260,806	\$591,846	\$102,852,652

Recommendation No. 1: Close Miller Elementary School and Consolidate all Elementary Students at Weil Elementary School



Recommendation No. 2: New Feeding Pattern



Hill District In response to concerns raised by families during a Community Conversation—particularly about young students walking from the Upper Hill (Also known as Sugartop) neighborhood to Pittsburgh Weil—and to address capacity challenges at Weil, the following attendance zone adjustments have been made:

Elementary Feeder Adjustment: The elementary feeder school for students living in the Upper Hill and North Oakland neighborhoods will now be Pittsburgh Liberty. This change affects approximately 46 students from Upper Hill and 7 students from North Oakland. Notably, 15% of Upper Hill students (7) already attend Liberty, reflecting an existing community connection.



Recommendation No. 2: New Feeding Pattern



ELD Programming: English Language Development (ELD) students who reside in the Upper Hill and North Oakland will also attend the ELD Center at Liberty, ensuring continuity of instruction and services.

To balance enrollment and improve access to language services, the Weil ELD Center zone has been reduced to include only students who reside within Weil's immediate feeder area. Additionally, an ELD Center at Pittsburgh Dilworth has been established to serve students outside of the Weil and Liberty zones. With this addition, Dilworth's anticipated enrollment is projected at 307 students (62.4% utilization), supporting more equitable distribution of programs and services across the East End.



New Attendance Zone Map



Middle and High School Feeder Patterns:
This change does not alter the existing attendance zones for Pittsburgh Science and Technology Academy (SciTech) 6–8 or SciTech 9–12. Students from the Upper Hill and North Oakland will continue to feed into SciTech 6-8 @ Millionses and SciTech 9-12 for. Liberty will now serve as a feeder to both Arsenal 6–8 and SciTech @ Millionses 6–8, depending on the student’s attendance zone.



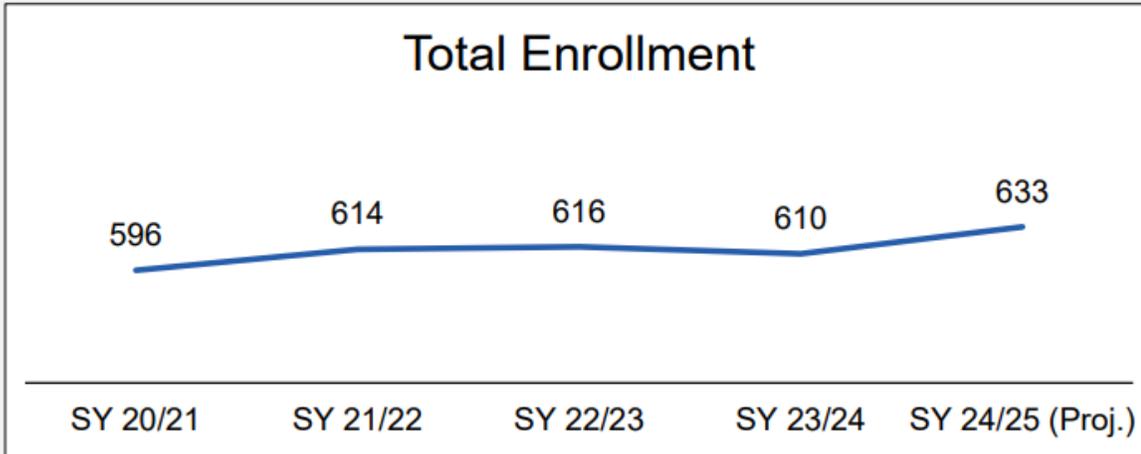
**Recommendation
No. 3: U-Prep
Milliones closes
and becomes the
Middle School
for Sci-Tech @
Milliones**



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



Total Enrollment



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

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

Changes to Programming: Becomes 9-12 neighborhood magnet

Modeled Enrollment: 478

Capacity: 625

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

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

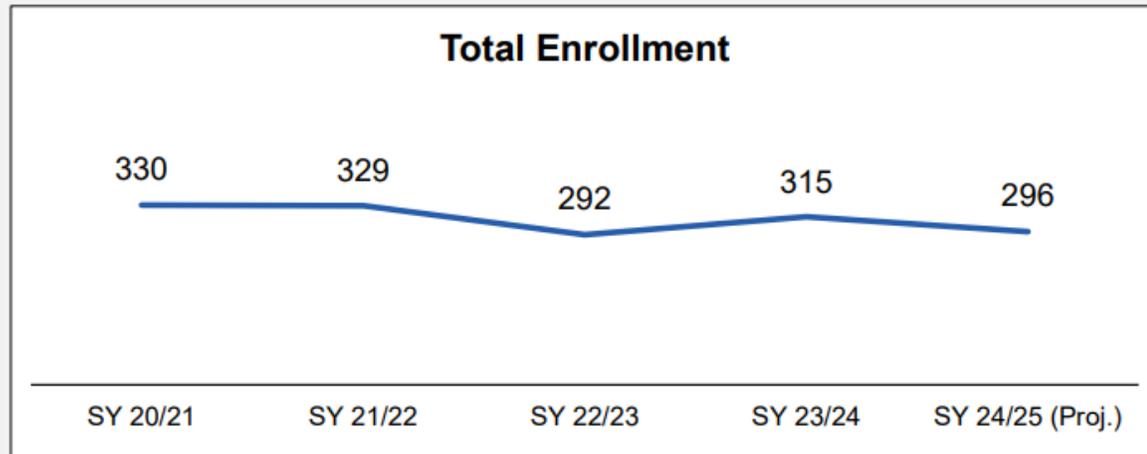
Need Profile: 50% Econ. Dis, 1% ELL, 10% SWD

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

Rationale

- District-wide shift to separate 6-8 and 9-12 programs to better provide developmentally appropriate support to students
- Providing dedicated campus for 6-8 and 9-12 improves district ability to expand Sci Tech programming for more students and meet application demand for programming
- Milliones is only a 1.2 mile drive from Sci Tech campus, and building has significant capacity for renovations and specialty Sci Tech facilities

Milliones 6-12 would become a Sci Tech 6-8 at Milliones



Changes in Grade Level: 6-12 to 6-8

Changes in Attendance Zone: Becomes neighborhood magnet

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

Modeled Enrollment: 373

Capacity: 1,116

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

Proximity to Other Schools: Sci Tech (1.2 mi)

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

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

Rationale

- District-wide shift to separate 6-8 and 9-12 programs to better provide developmentally appropriate support to students and severely low and declining enrollment as 6-12 program
- Current University Prep program is consistently underapplied to, with applications only filling up about 20% of open seats
- Establishing the Milliones building as a 6-8 Sci Tech (neighborhood magnet) would expand access to Sci Tech programming for more students, especially in an area that has been adversely impacted by past school closures. Location could also leverage resources from University of Pittsburgh/Carnegie Mellon University
- The building has significant capacity for renovations to accommodate Sci Tech programming.

Total Capital Investment by School

School	2026-32 Capital Plan	FRFP Projects*	Total
Miller @ McKelvy	N/A	N/A	N/A
Weil	\$8,227,087	\$401,200	\$8,628,287
Milliones	\$5,546,000	\$442,500	\$5,988,500
SciTech	\$8,358,800	\$0	\$8,358,800

*Revised capital investment estimates for the FRFP projects now incorporate architectural costs and additional specialized spaces informed by school-level walkthroughs.



Program for Students with Exceptional Abilities



STUDENT EXPERIENCE

School	Learning Support	Autistic Support	Emotional Support	Life Skills Support	Multiple Disability Support	Vision Support
Allerdice 9-12	Established	Established	Established	Established		
Colfax 6-8	Established	Established	Established		New	
Greenfield K-5	Established	Established				
Mifflin K-5	Established	Established				
Mineado K-5	Established	Established		Established		
Sci-Tech 9-12	Established	New	New			
Sci-Tech 6-8 @ Milliones	Established	New	New			
Weil K-5	Established	New				
Obama IB 9-12	Established	New	New	Established		
Arsenal 6-8	Established	New		Established		New
Liberty K-5	Established	Established				

LEGEND: Regional Programs for Students with Exceptionalities

Established

New



Program for Students with Exceptional Abilities

MULTI-LAYERED MONITORING AND COMPLIANCE

To ensure uninterrupted services and legal compliance, PPS will implement a multi-tiered monitoring system throughout the transition process. This layered system ensures that transitions never interrupt a student's access to the individualized services they depend on.

- **IEP Service Tracking:** Program officers and school-based case managers will use centralized service logs to verify that every IEP related service, such as speech therapy, occupational therapy and counseling are delivered.
- **Regular Progress Reviews:** Schools will hold structured IEP progress meetings 30-60 days after transitioning to identify any needed, missed or delayed services and to adjust support promptly.
- **Central Oversight:** The PSE Department will conduct ongoing audits of IEP timelines and documentation to maintain alignment with federal and state mandates, ensuring full compliance and accountability.
- **Data Integration:** Service delivery data will be cross-referenced with attendance, climate, and achievement indicators on the Students First Dashboard to flag early concerns.



Timeline



Community Hubs:
Community Sponsorship & School Adoption

Pittsburgh Public Schools (PPS) is launching the **Community Sponsorship & School Adoption Process** to strengthen school culture, foster a sense of belonging, and transform every PPS school into a thriving community hub. Through this initiative, each school will partner with local businesses, nonprofits, and organizations that commit to supporting students and their families. These partnerships will provide visible recognition, sustainable collaboration, and tailored support that reinforce each school's role as both an academic and community anchor. Community sponsors will be identified for each school by the start of the 2026-2027 school year.

The District has provided additional methods of communication to make comment, ask questions, propose ideas, and/or partner with PPS for community engagement:

- Community Phone Number (412) 529-8280
- Community Email: community@pghschools.org
- [Community Engagement Partnership Form](#)

Pittsburgh Public Schools		Students first <i>Always, in all ways.</i>		01	
PHASE ONE		CENTRAL		2026-2027 TIMELINE	
Building	June 2026	Summer 2026	Fall 2026		
Miller PreK-5*	School and Building Closes	Students move to Weil ES	—		
Milliones 6-12*	School Closes	Students in 6-8 remain as part SciTech MS at Milliones. Students in grades 9-12 transition to SciTech HS.	Opens as SciTech MS at Milliones		
Weil PreK-5*	—	—	Receives Miller students		





**Community Questions,
Requests, Feedback?**

Elementary Schools Plan

- The plan is based on stagnant population growth for the Hill District. However, the Choice Bedford Project is based on not only retaining the current 400 families that live in Bedford, but in bringing in 400 additional families by 2027-2028. How will these new families be served if Miller is closed?
- The Choice Bedford Project has funding to support community needs – i.e. increasing school capacity, has PPS had a conversation with the Choice team to understand the opportunities? What was the outcome of the conversations?
- Miller Elementary at McKelvy is the only school in the PPS portfolio that is an African-Centered Academy, teaching and promoting the history and culture of people of African descent and the principles of Nguzo Saba. Will there be an African-Centered Academy in the new plan? If yes, where? If no, why not?
- Miller Elementary at McKelvy is a historical site with deep significance to the Hill District community. How does PPS plan to keep this site alive if Miller closes?
- A six-month transition seems too fast for elementary students, particularly the students with IEP plans. Needed supports have not existed to plan for the past decade. How will they become available in six months?
- Transportation assistance by the Center that Cares has been a key factor in reducing absenteeism in the Elementary Schools. The plan does not seem to show an investment in transportation assistance. Why?
- There are crossing guards missing in several spots in the community. The void has been filled by volunteer parents and retirees. If there is a cost saving through this plan, where are the savings being invested to better support the safety of our kids walking to schools?
- The capacity estimates at Weil seem high. Is it based on spaces that are inaccessible now being updated this summer to increase capacity?

Middle and High Schools Plan

- The addition of a Science and Technology magnet in the Hill District tie well with the investments already existing in the community such as the Energy Innovation Center, the Citizens Science Lab's new center, etc.
- The curriculums at Uprep Milliones and SciTech are very different. What steps are happening now to prepare current students at Milliones for this transition? How are we preparing the students for a successful transition?
- The school cultures at Milliones and SciTech are very different? What steps are happening now to prepare the educators to work with the students next year? The community is deeply concerned about internal school segregation and marginalization of Hill District children, and attempts by new parents to overtake "colonize" school in an unhealthy manner therefore creating cultural and psychological issues for the students, families and broader community.
- Lack of transportation assistance was a key driver in absenteeism for high schoolers at Milliones who need to work after school. The plan does not seem to show an investment in transportation assistance. How does this plan better address these barriers and others that our students face that limit their engagement in schools?
- The community is also concerned about the passage of our kids in the Oakland corridor which has not consistently been a welcoming space for our kids as they transition through 4 different police forces – PRT, PGH, PPS and Pitt. (We imagine Sci-Tech parents will also have concerns about their kids coming into the Hill District.) How will these safety concerns be addressed?
- After School partners have been a key partner at Milliones in providing curriculum enrichment in the areas of robotics, coding, biomimicry, biology, ecology, etc. How will their participation continue in this new plan? We lost our community in schools liaison due to the lack of clarity to this question?

**What other requests,
questions, feedback does the
community have?**



Questions & answers

