

Community Listening Summary

Pittsburgh Public Schools

Process: In Spring 2025, the Pittsburgh Public School Board of Directors led an extensive eight-week community engagement process, which included an ongoing survey, ten in-person listening sessions and two virtual listening sessions. 231 community members participated, with over 60 completing the online survey and more than 160 attending in-person meetings. These sessions focused on defining the community's shared vision and values for Pittsburgh Public Schools. To guide this effort, participants were asked two key questions regarding the vision (what they want students to know and be able to do because of their time in PPS) and the values (what the district must never compromise as it pursues its goals). This report aims to summarize the trends in responses.

Questions Asked:

COMMUNITY VISION	1. What are the most important things the Pittsburgh PS students should know or be able to do because of their time in PPS? 2. From the list of priorities that you've identified above, if you could prioritize only two of those, which two would they be?
COMMUNITY VALUES	1. With the priorities you've just identified in mind, what do you believe that Pittsburgh PS should keep doing or stop doing as it focuses on its priorities? 2. From the list you've made about what PPS should keep doing or stop doing, if you could prioritize only two of those, which two would they be?

Methodology & Respondents: All responses were individually read and coded based on the content. Descriptions were adapted to encompass the most relevant themes from the open ended response questions. All categories receiving more than 10+ individual responses were included. Frequency refers to the number of times it was mentioned (out of ~230) and priority refers to the number of times it was identified as a top priority by the respondent.

Distribution of Zip Codes (Survey Respondents)					
15202	2	15215	1	15232	3
15204	4	15216	1	15233	3
15206	4	15217	6	15238	1
15207	2	15218	1		
15208	4	15219	2	15071	1
15210	4	15221	1	15147	1
15211	2	15222	1	15129	1
15212	4	15224	3	16601	1
15214	7	15226	3	78520	1

Respondents (Survey)		
Staff	21	21.9%
Alumni	6	6.3%
Student	3	3.1%
Parent	41	42.7%
Community	20	20.8%
Other	5	5.2%

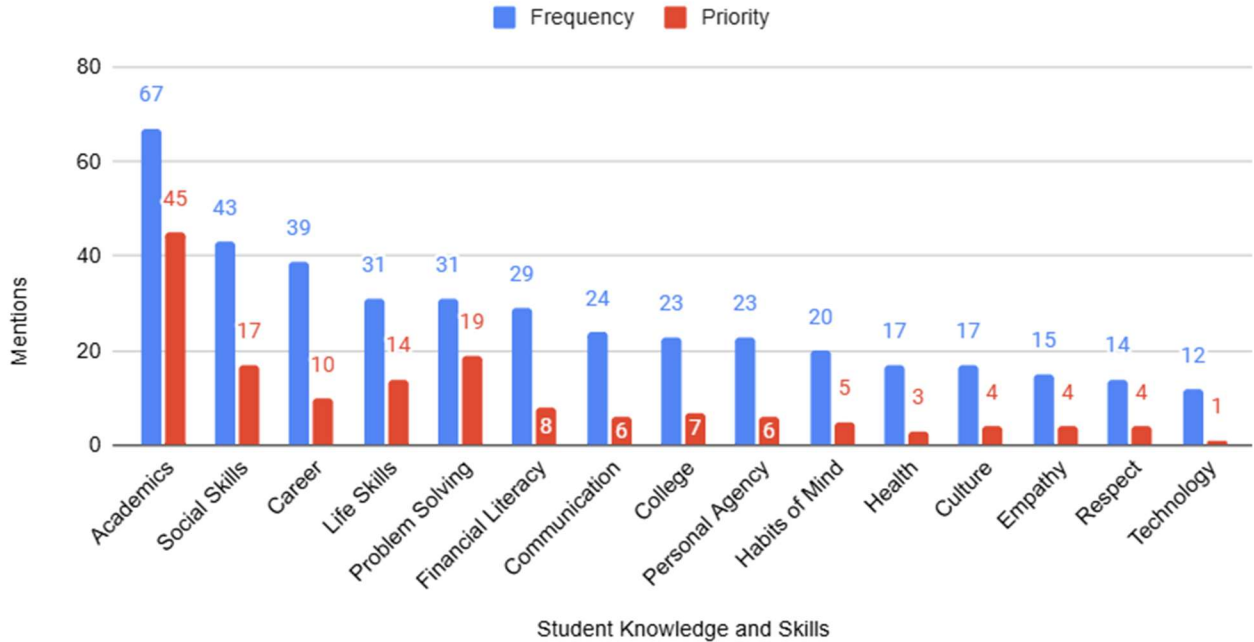
Note: Percentages add up to more than 100% due to respondents identifying in multiple categories.

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Community Vision Summary:

What should students know or be able to do because of their time in Pittsburgh Public Schools?

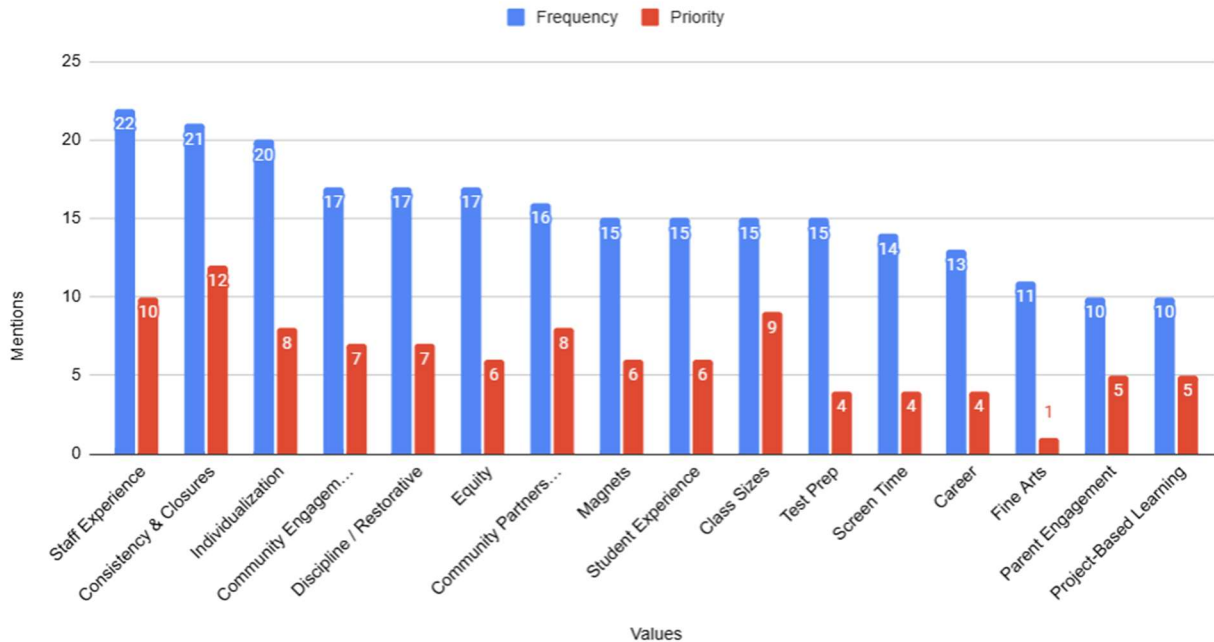
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Community Values Summary:

What should Pittsburgh Public Schools keep doing or avoid doing as it pursues its vision?

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Community Vision: Descriptions, Data and Details

Vision	Category	Total				Survey		Meetings	
		Frequency	%	Priority	%	Freq	Prior	Freq	Prior
Academics	Academic achievement in core subjects, with a strong focus on literacy (reading and critical writing), followed by mathematics, then social studies/civics, then science	67	18.9%	45	40.9%	44	33	23	12
Social Skills	Developing and engaging with the broader community by learning and demonstrating citizenship, civics knowledge, social skills, networking abilities, and navigating relationships with empathy and kindness	43	12.1%	17	15.5%	18	7	25	10
Career	Includes real-world experiences, potential career exploration, and opportunities for trades, including CTE and creating a plan for the future	39	11.0%	10	9.1%	14	4	25	6
Life Skills	Preparing students with essential real-world skills (like interviewing, basic car maintenance, and home economics) while fostering professionalism	31	8.7%	14	12.7%	15	8	16	6
Problem Solving	Encompasses critical thinking, careful analysis, and strong decision-making abilities. The ability to break down a task and accomplish it.	31	8.7%	19	17.3%	13	9	18	10
Financial Literacy	Explicit mention of preparing students with financial knowledge and literacy, including but not limited to doing taxes, managing credit, investing, and being self-sufficient relating to personal finance.	29	8.2%	8	7.3%	12	5	17	3
Communication	Effective communication skills in interpersonal situations, including how to craft an argument, and create business and/or professional writing	24	6.8%	6	5.5%	12	5	12	1
College	Ensuring that students are prepared to enter, succeed in, and thrive throughout college and have access to college coursework earlier	23	6.5%	7	6.4%	12	4	11	3
Personal Agency	This encompasses self-advocacy, embracing constructive feedback, self-sufficiency, and resilience as well as being a life-long learner who can create their own opportunities.	23	6.5%	6	5.5%	7	1	16	5
Habits of Mind	Personal habits of mind, including goal-setting, accountability, a sense of ownership, discipline, and effective time management	20	5.6%	5	4.5%	10	5	10	0
Health	Overall health, mental well-being, and/or social-emotional development	17	4.8%	3	2.7%	9	3	8	0
Culture	Fostering an understanding of one's own culture, an appreciation of diverse cultures, and the ability to communicate in another language	17	4.8%	4	3.6%	6	2	11	2
Empathy	Empathy and kindness and an ability to practice de-escalation techniques	15	4.2%	4	3.6%	6	2	9	2
Respect	Respect for oneself, others, and the broader community	14	3.9%	4	3.6%	9	4	5	0
Technology	Proficiency with computer applications and overall tech savviness, as well as digital fluency and literacy	12	3.4%	1	0.9%	0	0	12	1

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Community Values: Descriptions, Data and Details

Values	Category	Total				Survey		Meetings	
		Frequency	%	Priority	%	Freq	Prior	Freq	Prior
Staff Experience	Refers to the staff experience on campus, focusing on workload, retention of high-quality instructors, and the effectiveness of professional development — with particular emphasis on supporting teachers to ensure they have the resources and backing needed to educate students effectively, and competitive teacher compensation.	22	8.6%	10	11.2%	10	6	12	4
Consistency & Closures	Refers a desire for consistency of community. This includes mentions of closures related shifting of schools and feeder patterns and a desire for any new patterns to remain consistent and to consider school performance in any closures or shifts. This also includes references to a desire for consistency curriculum or programs.	21	8.2%	12	13.5%	9	7	12	5
Individualization	Refers to efforts that ensure instruction is individualized for students, including tutoring and targeted interventions across the curriculum	20	7.8%	8	9.0%	10	6	10	2
Community Engagement	Maintain community events, create an inclusive atmosphere where families and community members feel welcomed by the district and staff, and ensure their voices are heard in shaping students' education. This also includes things like family nights or ways to build school community.	17	6.7%	7	7.9%	5	1	12	6
Discipline / Restorative	Keep the restorative justice practices and support for students who are having disciplinary issues and minimizing practices that could be considered criminalization or policing of students	17	6.7%	7	7.9%	6	3	11	4
Equity	Ensure programs and funding and resources allocated in an equitable manner, strategically placed to make the biggest impact on students who need it the most	17	6.7%	6	6.7%	6	3	11	3
Community Partnerships	Maintain community partnerships and community schools model	16	6.3%	8	9.0%	2	1	14	7
Magnets	Keep magnet schools and programs	15	5.9%	6	6.7%	3	3	12	3
Student Experience	Prioritizing a high-quality student experience for every student, regardless of the school or program they attend and ensure students are deeply supported, especially during school consolidations	15	5.9%	6	6.7%	5	2	10	4
Class Sizes	Addresses concerns over rising class sizes, with an emphasis on preserving manageable classroom environments for teachers and students across the district, especially in younger grades	15	5.9%	9	10.1%	5	4	10	5
Test Prep	Minimizing test preparation and the practice of teaching to the test and utilizing narrow assessment measures	15	5.9%	4	4.5%	6	4	9	0
Screen Time	Reflects concerns about excessive screen time for students, both on phones and computers, and includes a desire to limit phone access in schools and reduce the required use of online programs	14	5.5%	4	4.5%	5	4	9	0
Career	Ensure students continue to career exploration opportunities, CTE programs, and vocational and technical training	13	5.1%	4	4.5%	3	2	10	2
Fine Arts	Maintaining access to fine arts programs, including visual and performing arts, as part of the regular school day	11	4.3%	1	1.1%	2	1	9	0
Parent Engagement	Highlights the value of parent engagement, ensuring parents are respected and included as genuine partners in their children's educational journey	10	3.9%	5	5.6%	5	3	5	2
Project-Based Learning	Students access to project-based, hands on learning experiences and using multiple modalities for instruction	10	3.9%	5	5.6%	3	2	7	3