

THIS 'SHIPPO' PATTERN WAS POPULAR DURING THE EDO PERIOD OF JAPAN.
IT IS A SYMBOL OF HARMONY & GOOD RELATIONSHIPS. WE ARE ALL INDIVIDUALS BUT ALL INTERCONNECTED.

**SEATTLE PARENT SURVEY 2024:
UNDERSTANDING REACTIONS TO
THE SPS 'WELL-RESOURCED
SCHOOLS' INITIATIVE**

Facilitating Better
Communication and
Engagement Between
Parents and SPS
October 7, 2024

THE TIMELINE

9/11: SPS's 'Well-Resourced Schools' page launched with the announcement that two options, for the closure of between 17-21 schools along with resulting boundary and school type changes, were under consideration.

9/20: This Parent Climate Survey launched in English, with a Spanish survey following on September 22 and a Chinese survey on 9/25.

9/23: Superintendent Jones sends a very thoughtful note, emphasizing SPS commitment to work alongside families, staff, and the community to strengthen the future of our schools and students. A rework of the plans announced on 9/11 was also announced. Dr. Jones encouraged continued feedback and support.

10/01: Dr. Jones announces that the focus of school closure plans had been narrowed to five schools, with preliminary recommendations to be made by the end of October. On the same day, Dr. Jones' signed a new contract with SPS, ensuring leadership continuity. Dr. Jones continues to reiterate the importance of stakeholder feedback for the future of SPS.

10/06: Survey closed.

10/07: Survey Report issued.

A COMMENT ABOUT SURVEY RELEVANCE AFTER SCHOOL CLOSURE PLANS WERE REDUCED TO 5.

The purpose of this survey was to understand how parents felt about their relationship with Seattle Public Schools.

- Does the district share the same values as parents & are those values expressed in the same way?
- How do parents feel about the manner in which they are permitted to engage with the district and influence plans?
- Irrespective of the plans for 0, 5, or 21 school closures, is the district moving in the right direction?

In short, how can Parents and the district better communicate, engage, and work together to build a brighter future for all our children.

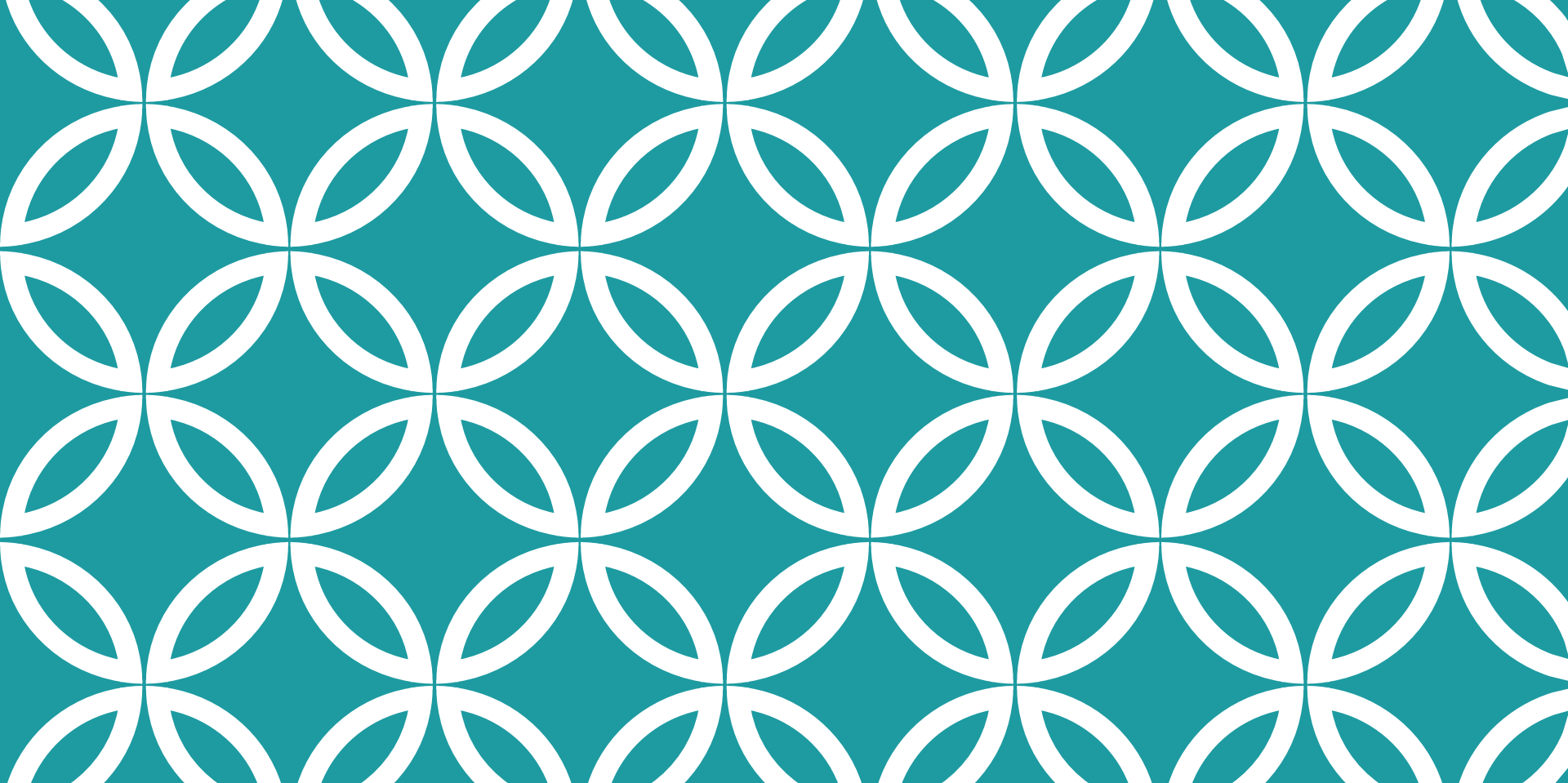
The immediate context may have changed on October 1, but the learnings contained here should be helpful for the leaders of SPS. **In the words of Dr. Jones,**

“We are listening, and we value your input — it is critical in shaping a stronger future for our students. ”

We should take him at his word. Its up to us to all of us in the community to provide feedback that can be of a collective, actionable, and strategic nature.

These survey results attempt to do just that. We are all individuals but all interconnected.

On to the results.



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SURVEY TOPLINE



SEATTLE PARENT SURVEY 2024

WHAT WAS IT?

- 15 question survey, given online
- Anonymous responses collected Sept 20 – Oct 6
- Promoted through PTAs, Facebook groups & word-of-mouth
- Targeted towards Seattle parents of school-aged children
- Offered in English, Chinese and Spanish

WHY?

SPS's 'Well-Resourced Schools' Initiative may fundamentally and permanently change the way in which Public Education is delivered.

GOAL: Are the users of public education in Seattle aware of this Initiative, its's impact, and do they have an opinion about the overall state of Seattle Public Schools and their relationship with it?

WHO MADE THIS?

This survey project was produced by Hans Kehl, a parent with two children in Seattle Public Schools.

This project is unaffiliated with any organization, though other parents and community members assisted with language translation, analysis of results, and composing this report.

SEATTLE PARENT SURVEY 2024

SURVEY DESIRED BENEFITS – A FIRST STEP TOWARDS:

- Better Targeted Engagement
- Understanding Root Causes
- Building Trust

Individual feedback can be dismissed as outside collective norms. Survey results establish norms. Once validated, feedback can be linked with the profile of different stakeholder groups.

These groups can be engaged with in a manner relevant to their concerns.

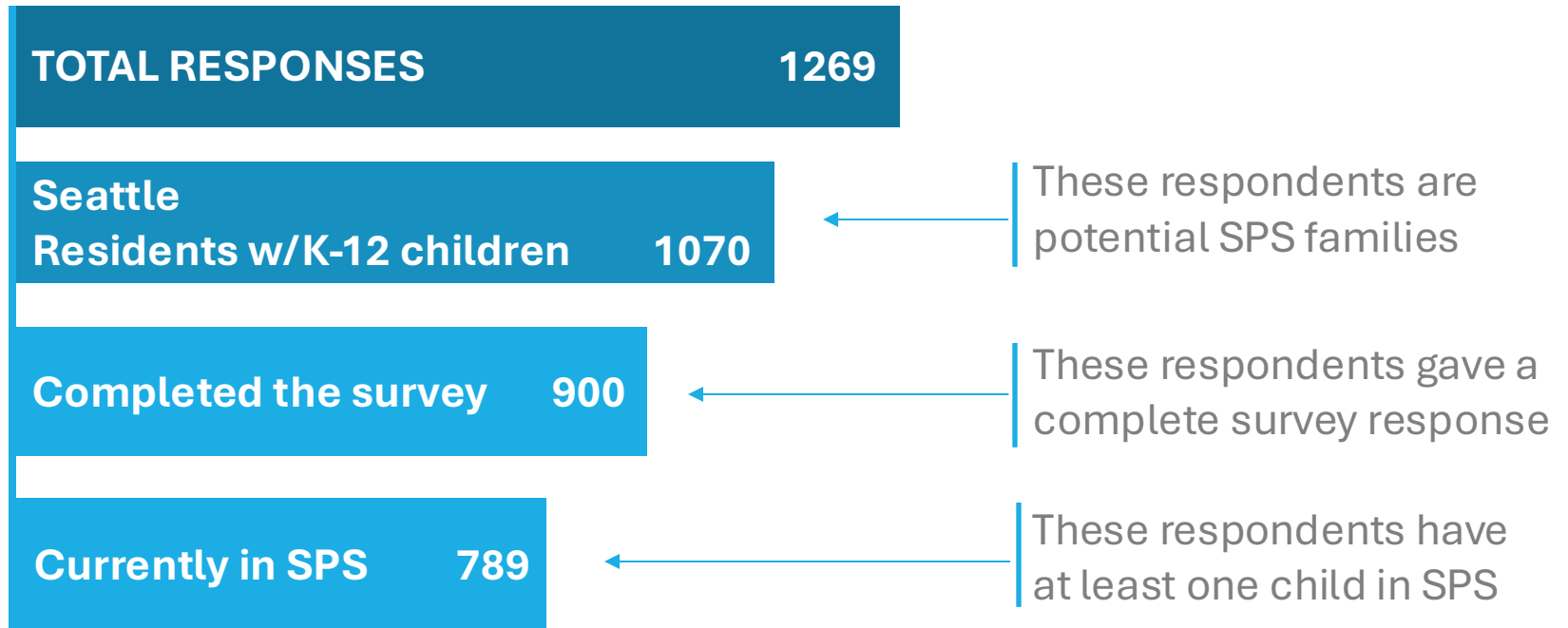
Matching open-ended feedback with quantitative scoring can link behavioral and attitudinal shifts with the rationale driving those shifts for the survey respondent.

Parents need to feel heard, and they need to feel that the feedback they provide is:

- gathered in a systematic fashion
- validated if appropriate and
- acted upon if validated

SURVEY RESPONDENTS

WHO RESPONDED?



QUANTITATIVE SURVEY AREAS

AWARENESS

- Awareness of closure initiative
- Understanding of personal impact

SENTIMENT ON:

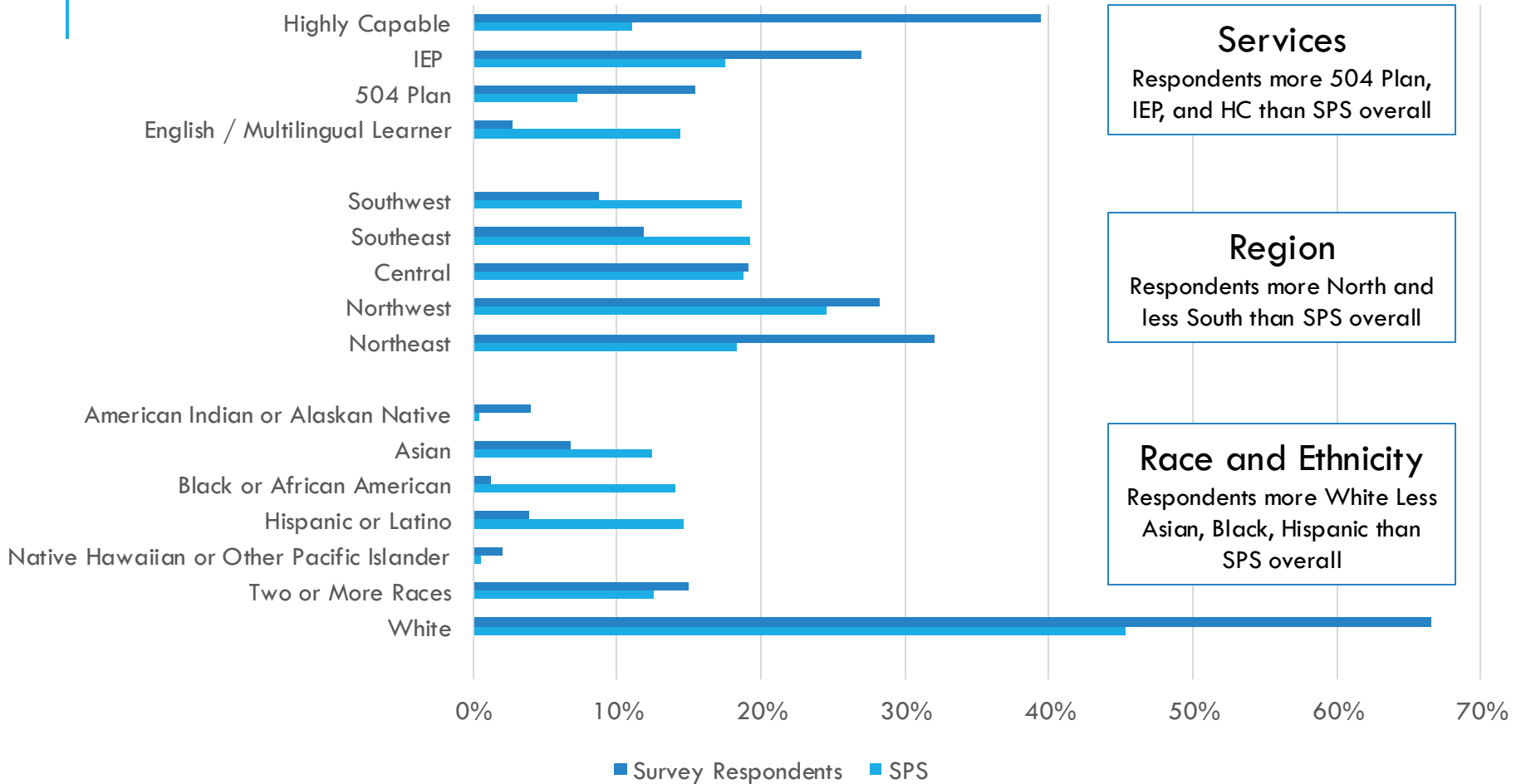
- Safety from school violence
- Student support to reach highest potential
- Proposed plan to close 17–21 elementary schools
- SPS strategic goals go in the right direction?

ENROLLMENT

- Any change in likelihood of family attending SPS next year?
- Actual enrollment plans for 2025?

Respondents had an optional, open-ended question at the end of the survey to provide the specifics behind their quantitative responses.

SURVEY KEY SEGMENTS AND REPRESENTATIVENESS OF RESULTS



NOT A REPRESENTATIVE SAMPLE

However IT IS directly Representative of 900 Seattle Households/1,603 Children

EXECUTIVE SUMMARY: QUANTITATIVE INDICATORS ON AWARENESS

QUANTITATIVE INDICATOR:

- **High Levels of both Survey Response and Awareness of the ‘Well-Resourced Schools’ Initiative** Despite coming from an unknown source, 1,269 initial response, with 900 meeting screening criteria representing 1,603 children. 95% of all respondents who completed the survey were aware of the ‘Well-Resourced Schools’ Initiative. Furthermore, over 90% were aware of the potential impact to them.

POSSIBLE INITIAL NEXT STEPS:

Confirm survey results through a representative district survey

Parents are doing their best to stay informed and are eager to have their voices heard in a collective manner, even when approached from an unknown source. Leverage that eagerness and extend a climate survey to ALL parents, addressing awareness, sentiment, and enrollment.

EXECUTIVE SUMMARY: QUANTITATIVE INDICATORS ON SENTIMENT

QUANTITATIVE INDICATOR:

- **Dissatisfaction Across All Sentiment Measures**

Particularly forward-looking measure “Moving in the Right Direction”, which had the highest disagreement rate at **85%**.

- **Those Needing More are More Dissatisfied**

Groups receiving legally mandated additional services (IDP, 504 Plan, HCC) were even more dissatisfied than respondents as a whole.

POSSIBLE INITIAL NEXT STEPS:

- **More Clearly Link Student Outcomes with Planned Changes**

Articulate desired destination with quantifiable success metrics for every key demographic segment.

- **Student Outcomes Focused Report Card for Each Service Area**

Determine whether dissatisfaction is driven by fear of school closures or a more fundamental dissatisfaction with service delivery, and then measure progress against agreed student focused outcomes.

EXECUTIVE SUMMARY: QUANTITATIVE INDICATORS ON ENROLLMENT

QUANTITATIVE INDICATOR:

POSSIBLE INITIAL NEXT STEPS:

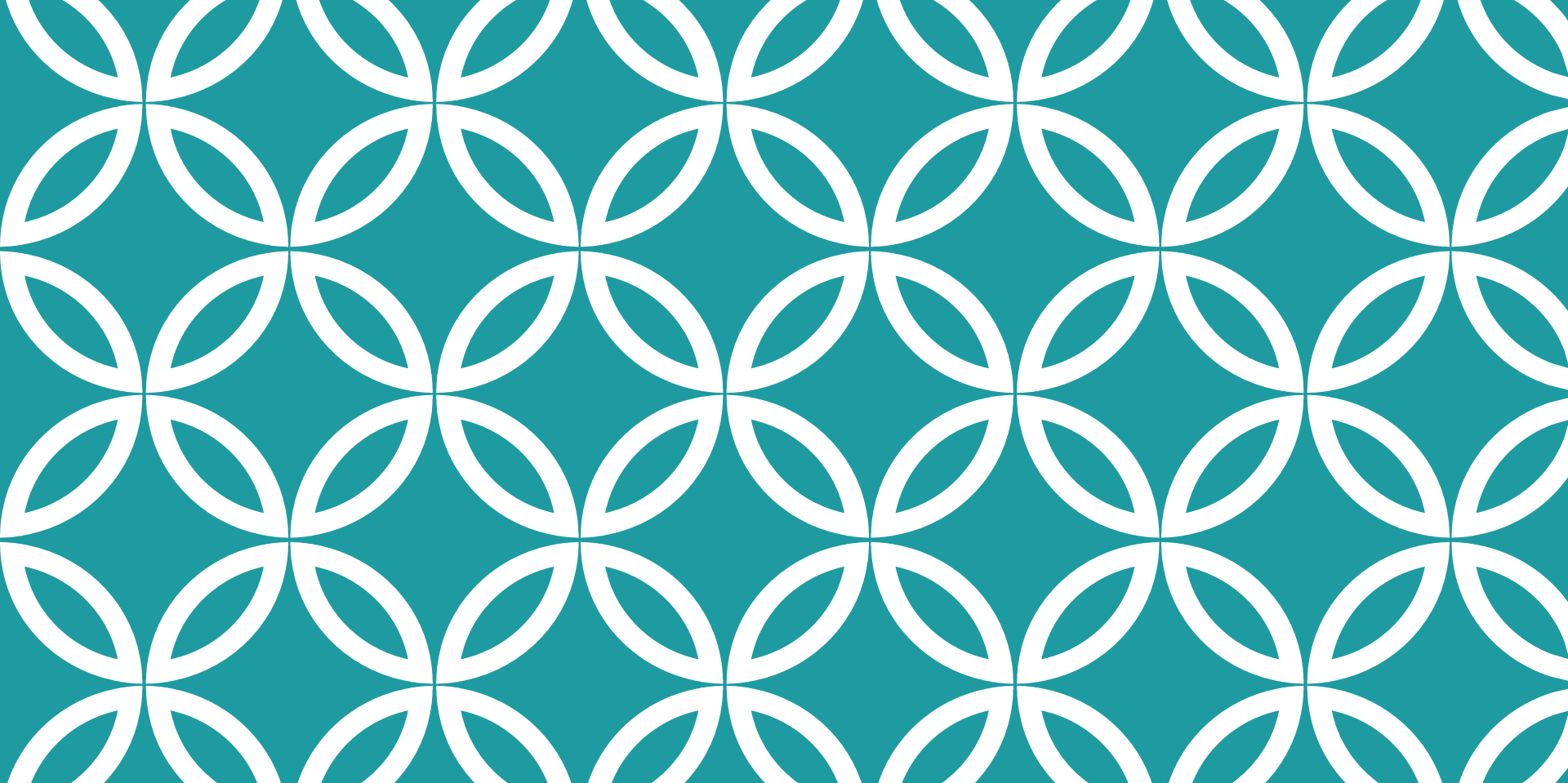
- **Likelihood of Enrollment is Decreasing**
58% of all respondents Less Likely or Much Less Likely to attend SPS
- **Actual Enrollment Intent for Next Year Under Some Pressure**
31% of respondents currently exclusively attending SPS report they are Uncertain, Probably Not or Definitely Not attending SPS in 2025/26.

Find the Most Likely to Leave and Engage
Determine the profile of households most likely to leave the district, and develop action plan targeting those households

Run the Financial Scenarios and Transparently Report Back
Determine sensitivities/scenarios around enrollment forecast & financial impact.
Identify whether School Closures and “Well Resourced Schools” Initiative drives declines in enrollment above historical forecast approach without the Initiative.

EXECUTIVE SUMMARY: QUALITATIVE DRIVERS

DRIVERS-Based on 543 Open Answers	POSSIBLE ENGAGEMENT APPROACH
General Negativity A generalized distrust of SPS	<ul style="list-style-type: none">• Building trust is a long road. A track record of good faith engagement with monitoring, measurement, and resulting course correction is required.
Adequate Argumentation A perception that SPS has not argued adequately for closures	<ul style="list-style-type: none">• This is a complex problem, but people need to be able to connect the dots and see how alternatives have been explored• Provide arguments at a variety of levels that balance benefits against negative impact
Authentic Engagement A perception that SPS has not engaged authentically with the community or been completely transparent about its motives	<ul style="list-style-type: none">• Recommit to best practices for community engagement across the district and demonstrate how that engagement has influenced real decision making
Matched Motivation A perception that SPS is not motivated by the same issues as the community	<ul style="list-style-type: none">• Demonstrate an understanding of the indirect impacts of school closures on students and communities and clearly factor those into decision making• Engage with the community around the realities of providing education for families with differing needs and priorities• Actively promote authentic and evidence-based conversations with the community about what equity could look like within SPS



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QUANTITATIVE INDICATORS

AWARENESS AND UNDERSTANDING OF THE “WELL-RESOURCED SCHOOLS INITIATIVE WAS HIGH

N = 900 respondents who completed the survey

95%

Aware of the ‘Well-Resourced Schools’ Proposal

5% Unaware, and this includes the 12% of the respondents who do not send their children to SPS

789 Respondents

At Least One Child in Seattle Public Schools

111
Not SPS

456 No

Not Closing My School

320 Yes

Possibly Closing

12 Don't Know

355 No Boundary or
School Type Change

362 Yes

Possibly Changing

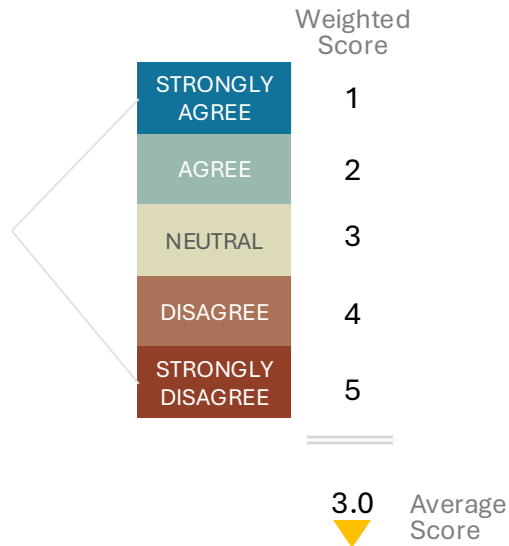
79 Don't Know

316 No To Both

The majority understood the impact of the ‘Well-Resourced Schools’ Initiative, though boundary changes and school-type changes were less clear.

40% of respondents with at least one child in SPS were unaffected by the changes yet still participated in the survey

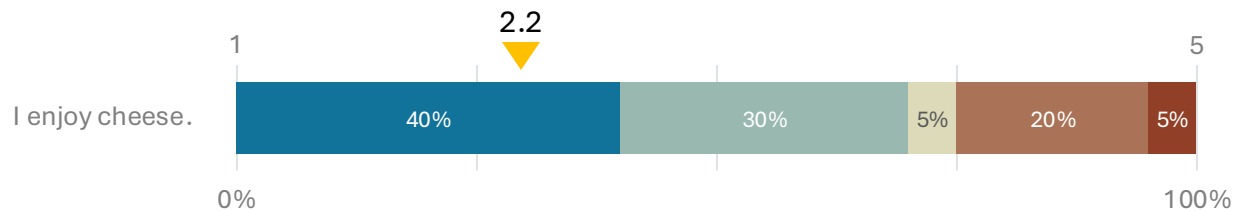
The Survey asked respondents to rate their agreement to a series of statements.



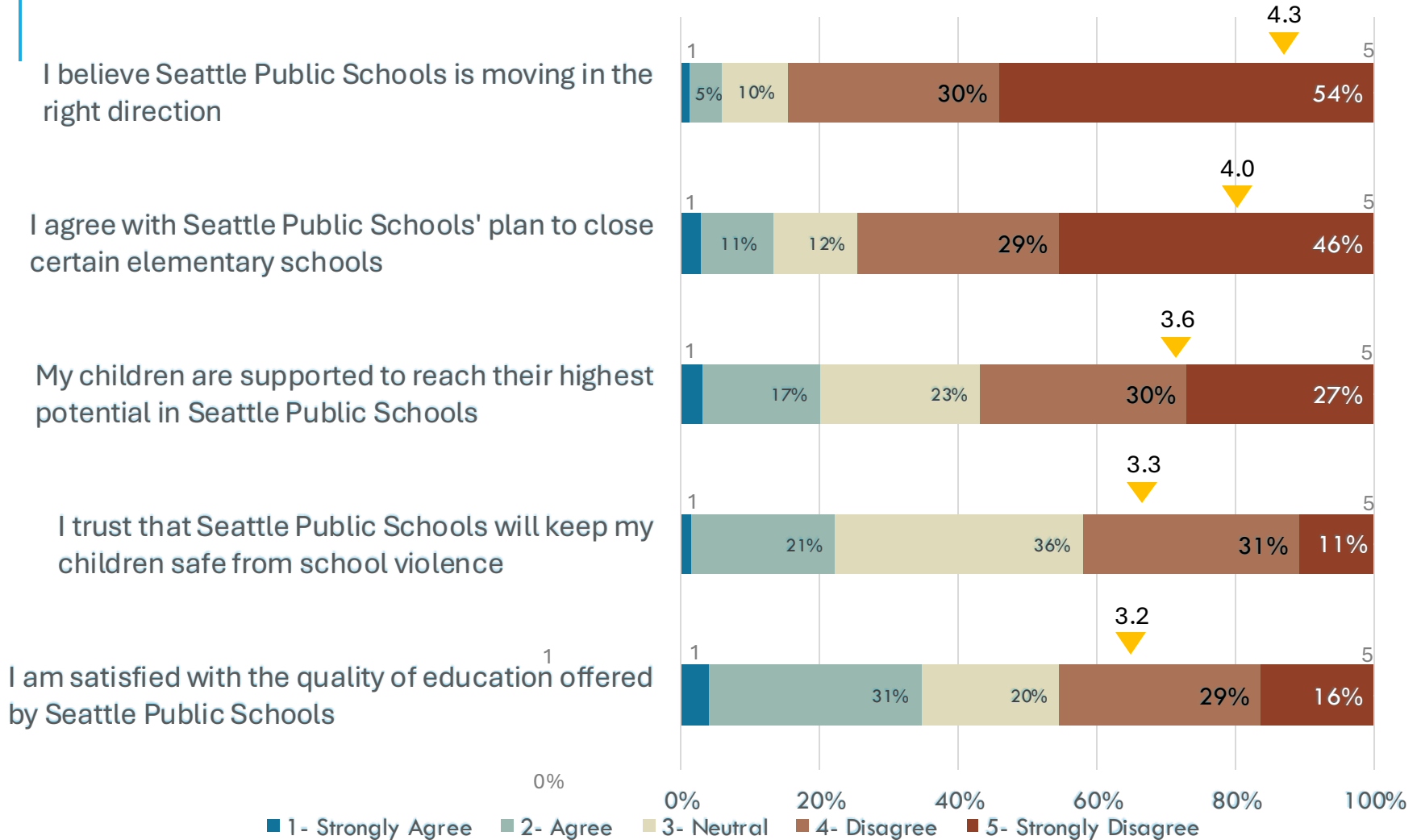
Each rating was given a weighted score and then averaged.

Both percentages and weighted averages will be shown for all statements.

SAMPLE DATA

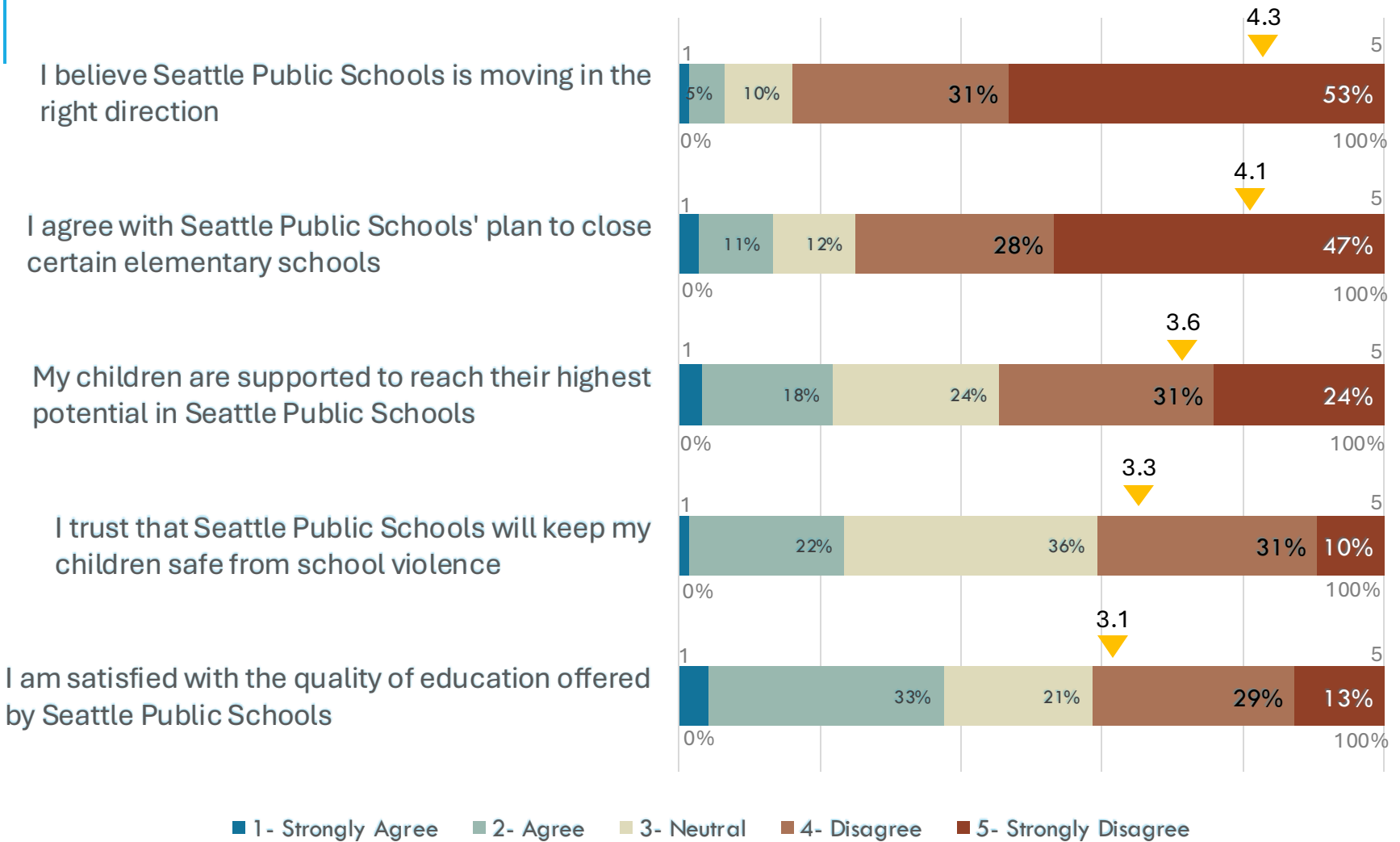


HIGH AWARENESS AND UNDERSTANDING OF THE INITIATIVE DID NOT TRANSLATE INTO POSITIVE SENTIMENT AMONG SEATTLE PARENTS OF SCHOOL-AGED CHILDREN



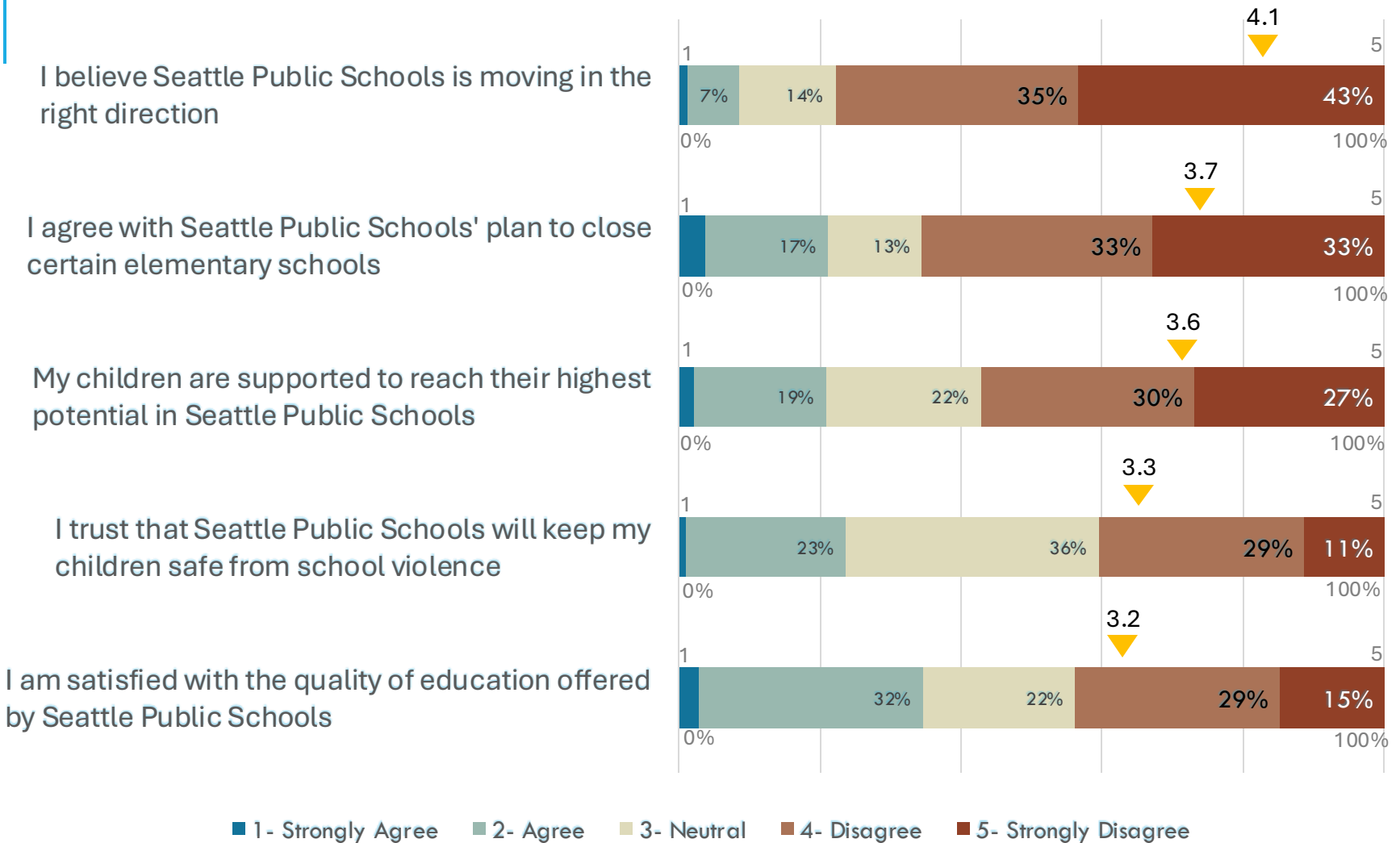
*N = 888 to 891 out of 900 qualified respondents who completed the survey. Includes people who do not send their children to SPS. Range depends on response rate to questions.

EXCLUDING THOSE RESPONDENTS WHO HAVE ALREADY LEFT SEATTLE PUBLIC SCHOOLS YIELDED SIMILAR RESULTS.



*N = 786 to 789 out of 789 respondents who send at least one child to SPS depending on question.

EVEN THOSE SPS HOUSEHOLDS UNIMPACTED DIRECTLY BY SCHOOL CLOSURES AND BOUNDARY CHANGES EXPRESSED SUBSTANTIAL LEVELS OF DISSATISFACTION

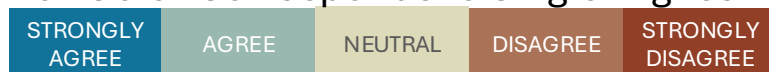


*N = 315 to 316 depending on question

THOSE RECEIVING LEGALLY REQUIRED ADDITIONAL SERVICES FELT THE MOST NEGATIVE OF ALL

What % Disagree or Strongly Disagree with:	All Qualifying Households N=888-891	SPS Households N=786-789	Unimpacted Households N=315-316	IEP Households N=241-243	Highly Capable Households N=354-355	Section 504 Plan Households N=139
I am satisfied with the quality of education offered by Seattle Public Schools	45%	41%	44%	51%	55%	62%
I trust that Seattle Public Schools will keep my children safe from school violence	42%	41%	41%	45%	45%	55%
My children are supported to reach their highest potential in Seattle Public Schools	57%	55%	57%	60%	66%	66%
I agree with Seattle Public Schools' plan to close certain elementary schools	75%	75%	66%	75%	75%	76%
I believe Seattle Public Schools is moving in the right direction	85%	84%	78%	86%	90%	92%

% Corresponds to Total of **Disagree + Strongly Disagree**
 Box Color Corresponds to Single Highest % Answer Category

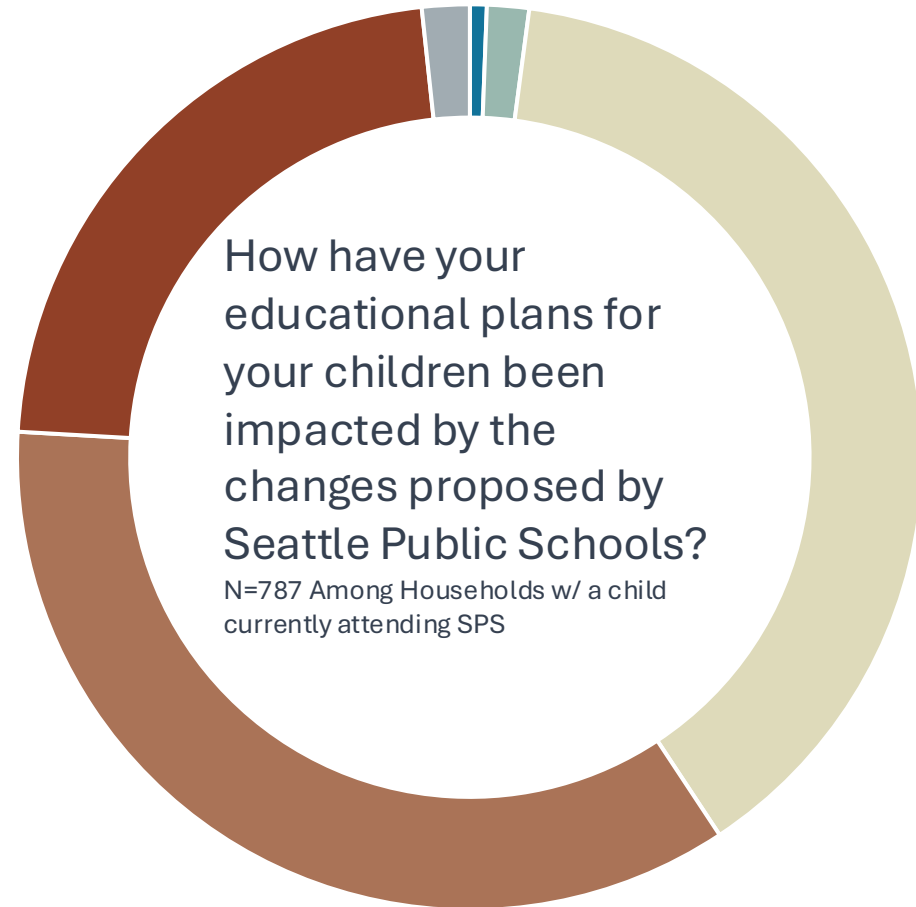
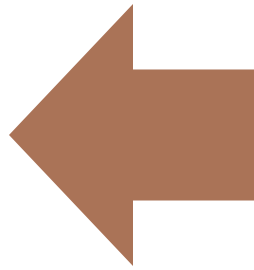


*N = range based upon question response rate

ENROLLMENT SENTIMENT REFLECTS DISSATISFACTION AND SHOULD BE FURTHER INVESTIGATED

58 % of Respondents who attend SPS were Less Likely or Much Less Likely to send their kids to Seattle Public Schools

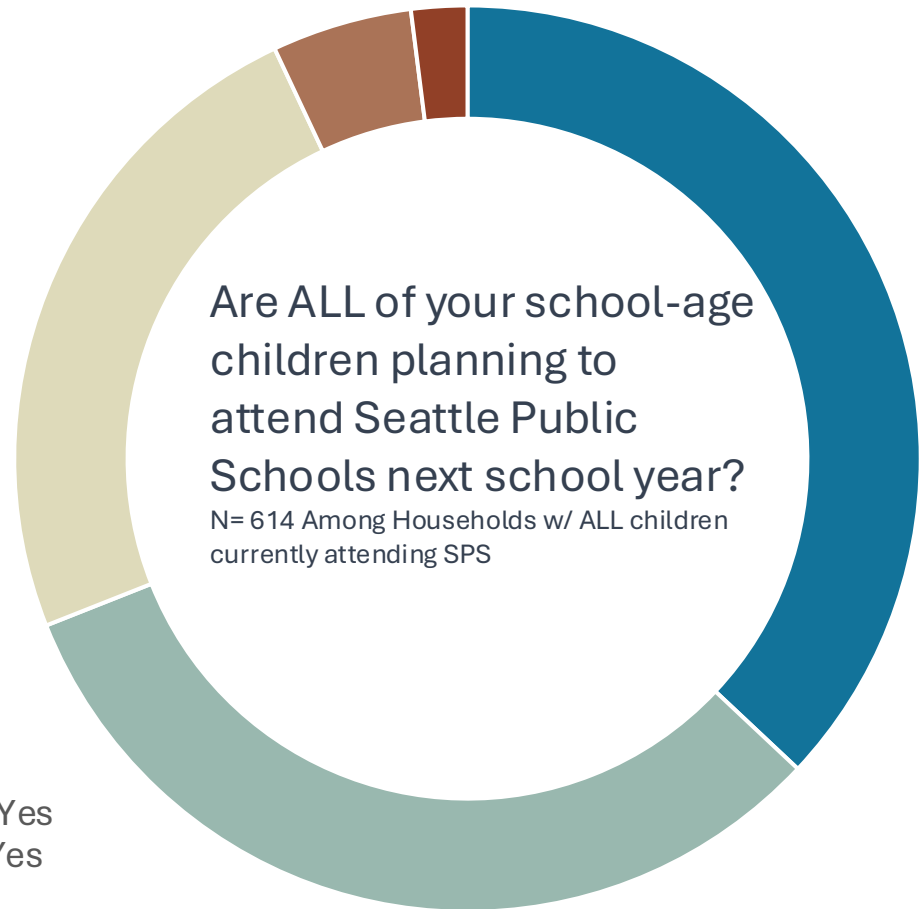
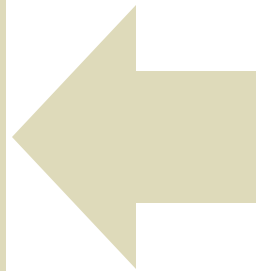
“I Would leave If I Could Afford To” economic drivers could lead to even higher exposure levels



- Much more likely to send my children to Seattle Public Schools
- More likely to send my children to Seattle Public Schools
- Unchanged
- Less likely to send my children to Seattle Public Schools
- Much less likely to send my children to Seattle Public Schools

ENROLLMENT INTENT, WHILE MUCH BETTER THAN ENROLLMENT SENTIMENT, STILL REFLECTS SUBSTANTIAL UNCERTAINTY.

31 % of Respondents who currently send ALL their children to SPS were Not Sure, Probably, or Definitely Not planning to send ALL their children to SPS next year



- Definitely Yes
- Probably Yes
- Not Sure
- Probably Not
- Definitely Not

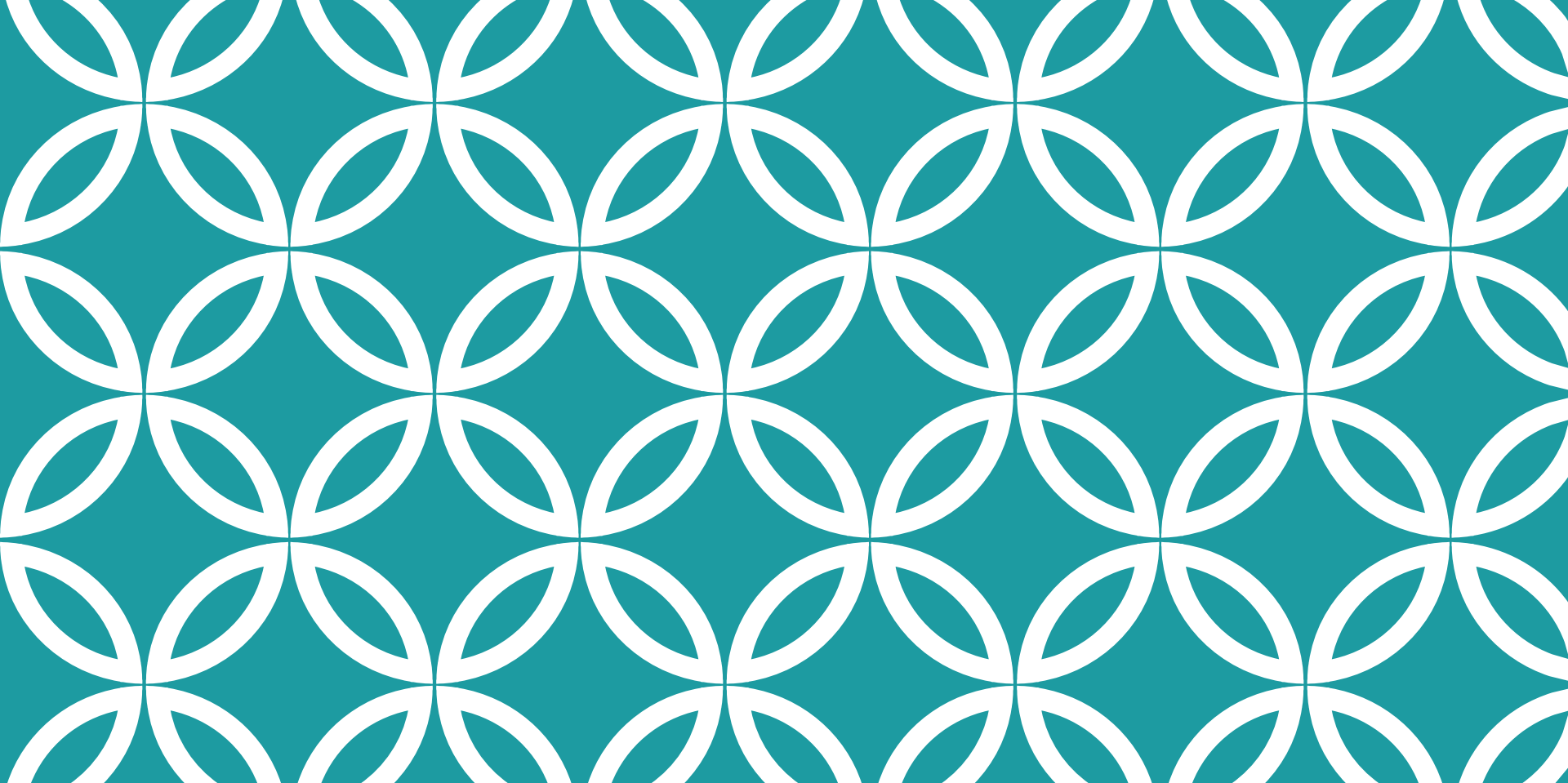
What number of incremental households leaving due to the ‘Well-resourced Schools’ initiative is built into enrollment forecasts?

WHAT'S DRIVING THE NEGATIVE RESPONSE?

Respondents were asked:

What ideas, suggestions, or other feedback do you have for Seattle Public Schools that you would like to share?

The **543 Respondents** who provided answers to that question provide some hints.



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QUALITATIVE DRIVERS



PEOPLE ARE STRUGGLING TO SEE HOW MASS SCHOOL CLOSURES SOLVE PROBLEMS

Respondents want to support public schools and often love their school communities.

They acknowledge that SPS is in a hard position and is having to make difficult choices.

There is some acceptance that it might be necessary to close *some* schools.

However, the majority of respondents feel strongly that the plans as proposed are not the answer. Some are concerned about the impact on their own families, but primarily **they do not trust SPS to have come up with a solution that can:**

- a) solve the budget problem
- b) lead to well resourced schools
- c) align with parent values about what a good and equitable education looks like.



THIS STRUGGLE IS DRIVEN BY (AND DRIVING) A LACK OF TRUST IN THE DISTRICT

Trust in SPS is being undermined by perceptions of **lack of:**

Competence

“ Please listen to the parents throughout the district. Please use the examples of other comparable districts who've gone through this and learn from their mistakes. Please work to give the community reasons to believe in and be excited to attend SPS. Please fully fund our schools.

Honesty

“ This plan is terrible and lacks forethought. There are schools that could be closed but the district's lack of transparency and involving the community has resulted in zero trust for the future.

Values alignment

On

Students and Communities

Stability

Flexibility

Equity

“ I agree with having fewer, larger and better resources in each school but this seems overboard and somewhat drastic. The school system hasn't met the needs of many families with the means to send their kids to private school. I suspect the poor communication and lack of transparency with which this is being managed could start a death spiral for the public school system.

COMPETENCE: RESPONDENTS WANT TO SEE WELL RESEARCHED ARGUMENTS THAT ADD UP

Respondents could not easily follow the argument for closures. They want to see:

- **Data driven decision making**
 - Clear, transparent arguments for how this plan is going to work to solve the budget crisis *and* provide well resourced schools.
 - How the plan will affect student outcomes.
 - Why this is the only plan that can work vs alternatives?
- **Learning from history and from other districts**
 - What happened last time we closed schools? What did other districts do? How are other districts being successful?
- **Details about how this plan, and the school system that emerges afterwards, is going to work that speak to their priorities**
 - Continuing assignment? Special ed provision? Academic differentiation? What happens to aftercare?

Examples of what parents want to know....

- How do we get more funding for our schools?
- Why not do more to address enrollment, give parents what they want?
 - Why shut down successful in demand programs/schools?
 - Won't this compound the decline of the school system?
- Won't there be greater transportation costs resulting from boundary changes?
- Aren't there ways we can make more money from buildings?
- Aren't there other administrative costs that could be reduced? Consultants?
- Won't closing K-8 create problems for overpopulated middle schools?
- But what if the population continues to fluctuate?

COMPETENCE: RESPONDENT VOICES

“ I would like SPS to provide real, hard data on what the closures would accomplish - including how much they are saving each year and what their plan is for the students and staff/teachers displaced in this plan. I feel very strongly that student outcomes will suffer if this is allowed to come to fruition, for both the kids in the schools that are closing and those in the schools absorbing the new schools. This is a massive change and there has been no work done to assess the needs and community at the schools that are closing. There has been no effort around change management for these students (or any students) whose school experience will drastically change in some cases from 200 to over 500 students. SPS needs to share more information with parents and the community about HOW these "well resourced schools" will be able to provide the best experience for each student. I find their current approach to be lacking. Finally, SPS needs to explore the impact on the communities that these closures will have. Schools are a community connector and bring people together - how will those things change as a result of closures? For the communities absorbing the other schools - how is SPS planning for transportation, traffic control, capacity issues? There are far too many concerns to map out here but I believe this is a poorly thought out plan that needs more work to avoid a massive loss of student population, leading to more budget issues. There are far too many unknowns for this to be viewed as a well-planned project. Please reconsider and evaluate other options to save funds - not only closing schools.

“ I understand closures may be necessary but it isn't clear how this closes the gap financially and especially don't understand how this plan is tied to student outcomes and success.

“ I think closing and consolidating elementary schools makes sense (my own childhood schools went through this), as long as there is a clear financial and educational benefit to doing so. In other words if SPS could prove that closing any number of schools means those remaining would have more staffing and resources which are sorely needed, then great, but I don't think they've proved that will be the outcome.

“ Until the district recognizes what is important to parents and students, understands why students have left the district and why they choose/request to attend schools outside their assigned neighborhood school, and builds a plan around this, SPS enrollment will continue to drop...FMEA should be done for any proposal developed. Direct and indirect impacts need to be assessed and addressed....The district needs to collaborate with city planners to align consolidation/closure planning with city development and growth plans.

HONESTY: RESPONDENTS WANT BE TALKED TO LIKE REAL PEOPLE ON THE REAL ISSUES

Respondents consistently felt that they had not truly been engaged in decision making. They want to see:

- **Authentic engagement**
 - Clear, timely, collaborative communications *before* decisions are made as well as after.
 - Not marketing/PR speak.
- **A realistic outlook**
 - Parents see the claims of resources and programs distributed across schools and simply do not believe that it would be possible now, let alone after significant budget cuts.
 - They see teachers in their schools already stretched thin.
 - They see existing problems in addressing different kids' needs (special ed, HC/AL) don't see how those are going to be resolved.
- **Transparency; no hidden agenda**
 - In part because the arguments for school closures as a cost saving measure don't seem to add up, there is a perception that the plans are driven by an unspoken ideological agenda.
 - Open books, clear criteria.

HONESTY: RESPONDENT VOICES

- “ I'm just gobsmacked at how out of touch SPS is with its families and students. They seem to actively do the opposite of what is right for the students and hide behind "equity", when what they're actually doing is completely inequitable. And the opacity of their decision-making process and lack of public input is laughable.
- “SPS needs to stop treating parents with contempt and start treating us like valuable partners. It's time for transparency and honesty. I have totally lost confidence in the administration's ability to competently manage the work. They have no plan only Orwellian doublespeak. They call community engagement sessions and refuse to answer questions from the public. They spend all their time dismantling programs like the HC program while doing nothing to replace it. Yet they continue to crow about how things are better now. It's insulting...The feedback mechanisms are broken.
- “ Go back to how we once did family & community engagement. In a way where voices are heard, and we truly work with communities. Plans to center students and not the adults. Truly give families a to plan that is equitable and does not further segregate schools and give advantage to the most resourced and privileged
- “ Either plan will result in a mass exodus of both staff and students. It will decimate communities. It will eliminate the diversity of our programs which families love and students strive on. We need to STOP trying to make budget cuts in the name of improving schools (impossible) and START looking at how to fully fund our public schools and the structural level. This financial hole will only get deeper unless you address the root of the problem.
- “ The lack of transparency from the district has been disappointing at best and criminal at worst. If what the district has shared in terms of data and planning used to propose these options are all that was done it is woefully inadequate and people should be fired. If more was done, and I sincerely hope it was, the district should make good faith efforts to share more of that information with the community. People will be much more willing to trust the district and their intentions if the district can make clear to the community that they did due diligence in considering options, hearing perspectives, really digging into the data, and give strong, consistent rationale for their decisions. So far we've been told both that closing schools is needed in order to close the budget gap and that closing schools is not about the budget but about being well resourced. I understand the goal of being well resourced but the logistics obviously wouldn't work out the way the district is suggesting - there are too many students with too many different needs to be met for that approach ...

VALUES ALIGNMENT: THE COMMUNITY WANTS TO FEEL LIKE THE DISTRICT SEES WHAT MATTERS TO THEM

Respondents felt that SPS was not sufficiently acknowledging the things that are really important to them.

The perception of their inability to do so, and an absence of authentic engagement, has led to a sense that the SPS administration is operating in a vacuum without real understanding of or compassion for the lived experiences of kids in the school system.

They want to see plans focused on:

Students and Communities

Stability

Flexibility

Equity

VALUES ALIGNMENT: RESPONDENTS FELT SPS IS NOT ACKNOWLEDGING IMPACTS ON STUDENT OUTCOMES

Students and Communities

Respondents felt they didn't see sufficient interest in outcomes for kids:

- The potential impact on kids learning, social world and their mental health.
- The significance of school and parent communities to kids and their families.
 - *Particularly for those with the greatest needs.*

“ SPS seems to forget that schools are more than buildings to teach kids, but communities. Families have developed support networks that they rely on. Particularly if they are planning on moving school times and there are less after school care options. This is going to be particularly detrimental to families that don't have financial resources to throw money at their after school care problems or in jobs that allow for flexibility.

“ Please consider value and impact outside of a tangible dollar amount. Please consider the mental health of our students, families, neighborhoods, and communities. Please consider the future implications. Please consider the hidden costs of so many school closures.

“ Stop this school closure plan. The mental health and fabric of the community costs that this plan will jeopardize are immense. That cost is not worth the potential dollar only savings.

VALUES ALIGNMENT: THEY FELT THE DISTRICT DIDN'T SEE HOW DEEPLY CHANGE CAN AFFECT STUDENTS

Stability

Respondents felt that they needed to see emphasis on efforts to minimize disruption:

- The absence of adequate detail on continuing assignment – allowing for kids to age out of their elementary schools into a new community.
 - *Particularly for those most needing support.*
 - *Particularly after the pandemic.*
- The need for a more gradual, gentler plan.

““ *The proposals are cruel and shows that leadership is out of touch. My Covid kindergartener will be ripped from his community for his last year of elementary. Families are traumatized from the pandemic, it has taken YEARS to rebuild our communities. The thought of putting my neurodivergent kid in a new school twice in the next two years is cruel*

““ *Grandfather in the current elementary school kids and roll out the new zones going forward. These kids have had an unstable elementary school career starting with their Kindergarten year being remote*

““ *My child has ASD/ADHD and attending a smaller middle school has allowed him to thrive...students like him are especially in need of stability and relationships they've built with their teaching team...changes should be made more gradually so families feel supported*

VALUES ALIGNMENT: RESPONDENTS FELT SPS DOES NOT SHARE THEIR VISION FOR THRIVING SYSTEM

Flexibility

While participants acknowledged that we need all schools to have adequate resources, the plans were frequently read as a preference from the district for more homogenous schools:

- The plan for more similar, larger schools, is being read as a preference for a ‘cookie cutter’ education.
 - This perception is compounded by a lack of information about special education, advanced learning, and restrictions in K-8 and dual language offerings.
- Parents believe that students and families have individual needs, learning styles and value systems; the school system should be moving towards greater support for diversity of choices.
- While many would appreciate the *expansion* of specialist programs to increase access, they simply do not find this claim plausible in the current financial climate or perceived historical patterns of behavior from SPS.

“Alternative education and having a choice helps more children succeed.

“Children are individuals. They have different needs that need to be met. Cookie cutter, one size fits all schools and programs do not work for many students in this district. We need different types of schools and programs to help all students learn and succeed.

“STOP trying to homogenize everything!! Taking away HC/AL services and places the onus on teachers is ludicrous. Dismantling Option schools takes away many unique educational opportunities that families VALUE!

“We shouldn't be reducing [K-8 option] schools but increasing them. Also the US is so behind when it comes to world language. We need to provide more opportunities for kids to learn a world language not less. And also stop leaving out special education and other programs in your planning. People already feel like kids in special education are forgotten and you keep basically just proving them right

VALUES ALIGNMENT: RESPONDENTS FELT THAT THEY DIDN'T SEE EQUITY GOALS PLAYING OUT IN SPS

Equity

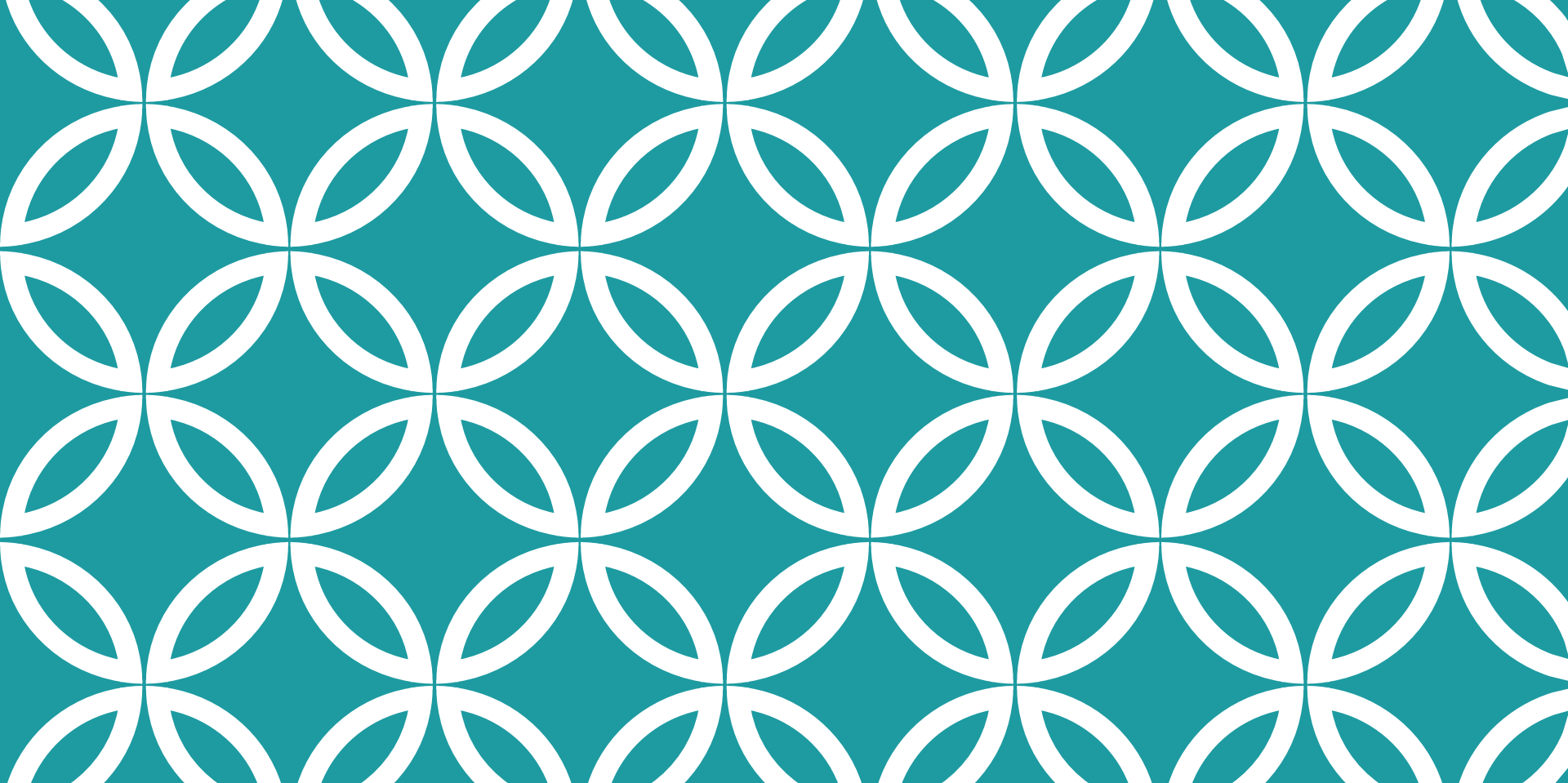
Many respondents believe that they administration has mistaken 'equity' for 'equality.'

- They see SPS as trying to provide the same, lesser, education for everyone rather than providing everyone with more options and the capacity to stretch academically.
- They feel that reducing options within SPS will simply result in those with more resources being able to find them elsewhere, or move there resources to where they elsewhere.

“ Stop with the race to the bottom in the name of equity. Bringing everyone down to the same level is serving no one.

“ The Board needs to understand that equity is achieved by raising underserved populations up, not by eliminating programs and schools that everyone desire. When we realized that girls were underrepresented in STEM, we created all sorts of girls in STEM programs, we did not eliminate STEM because it had under representation by gender... Facilitate and enable underserved communities to partake...the only people trapped in such an approach will be the people that don't have the economic resources to escape. Who are those people? Predominantly the underserved communities that the Board purports to be centering.

“ SPS should be raising not lowering the bar and helping our kids reach their full potential rather than proactively patting on themselves on the back for taking opportunities away. They need to present actionable, funded execution plans to regain credibility as they already failed miserably in their attempts to bring HCC services to neighborhood schools and are lying to parents about providing them...they either need to stop gaslighting parents and be honest, come up with an actual plan, or move aside to let effective leaders who know how to improve educational opportunities take over.



THIS 'SHIPPO' PATTERN WAS POPULAR DURING THE EDO PERIOD OF JAPAN.
IT IS A SYMBOL OF HARMONY & GOOD RELATIONSHIPS. WE ARE ALL INDIVIDUALS BUT ALL INTERCONNECTED.

FOOD FOR
THOUGHT |

I WISH I HAD ASKED: PERHAPS SPS CAN FURTHER EXPLORE

Impact of Socio-Economic Standing:

Difference in sentiment based on Free and reduced lunch + what income quintile were respondents?

How does income quintile reflect satisfaction, as well as access to programs?

Can we design educational programs that prioritize access and additional support through economic categorization (which should correlate highly with under-served race/ethnicity) and thereby avoid any 14th Amendment legal challenges?

Behavioral Differences Based On Academic Aspirations:

What academic aspirations do Parents and Students have, and how do those aspirations correlate with program choice, grades, and standardized metrics?

What data do we have regarding acceleration participation (eg Walk to Math, HCC) and performance on standardized metrics – Grades, PSAT scores, College Matriculation, Planned STEM majors.

Views on The Role of Public Education in Seattle:

How do Parents see the primary role of Public Education in Seattle? What is the balance between basic skills and socio-emotional development, academic attainment and credentials, and social justice?

Can we better understand psychographic and behavioral segments in the district?

The Views of Teachers and Administrators:

This survey focused on Parents of School Aged Children in Seattle.

How do teachers and administrators view the same topics?

Are their views consistent with those of Parents?

They are stakeholders too!

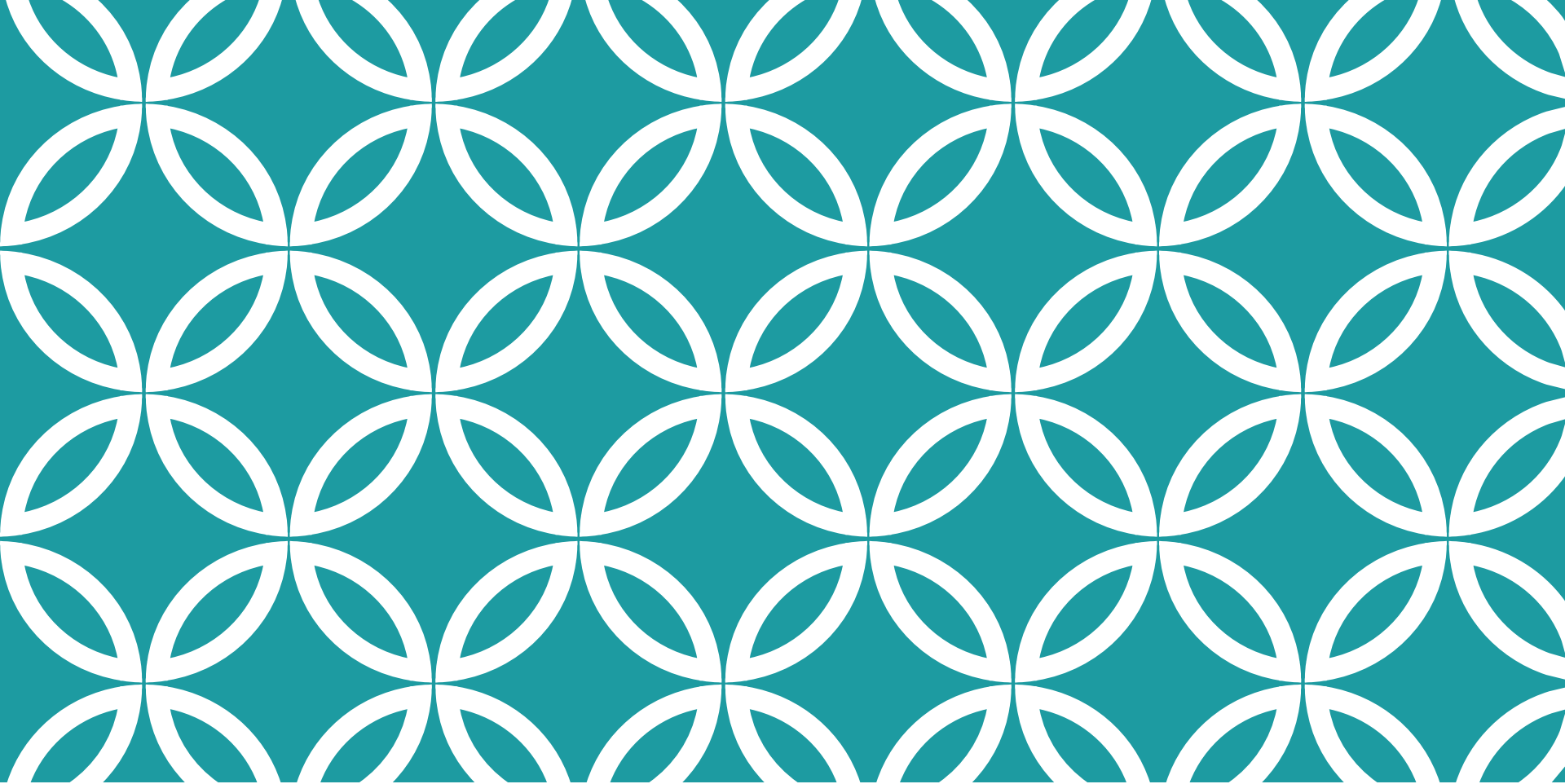


A PLEA: THE FUTURE WE MUST AVOID

Unless Seattle Public Schools can more adequately align its strategies, actions, and objectives with Parents, the future of the district as a provider of quality education will be in jeopardy.

Inadequate alignment will lead to those with resources finding alternatives and augments to what is lacking in Seattle Public Education. Those without the resources will suffer the most.

As a consequence, enrollment decline will accelerate and a unified focus on better funding from the state will instead shift to managing programs and staffing in the face of fewer students.



THANK YOU |