



# COMMUNITY VISIONING ENGAGEMENT RESULTS

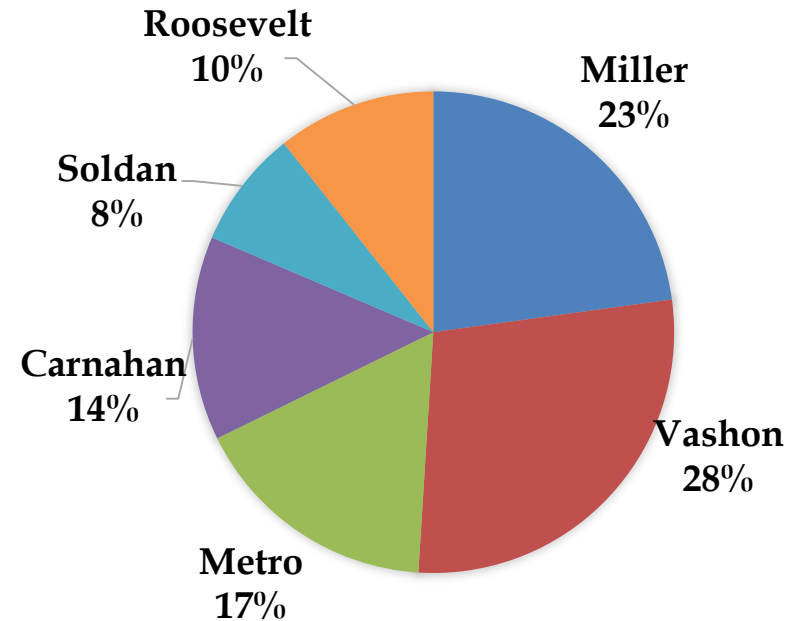
*FACILITATED BY EMERGING WISDOM  
SPRING 2020*



# Engagement Process & Demographics

## Twelve engagement events over three weeks (February 19 to March 12)

- Six community visioning workshops (657 attendees)
- Six specific audience roundtables (299) representing internal and external stakeholders
  - Internal: School leadership, teachers and students (172)
  - External: Parents, clergy and non-profit partners (127)
- Engaged ~1000 stakeholders



### *Community Visioning Demographics*

- Five of ten SLPS employees
- Three of ten parents, representing 80% of schools
- Gender: Seven of ten females
- Racial Ethnicity: Nearly six of ten African America

# Engagement Methodology

- **Basic Format:** State-of-the-District presentation, followed by small group discussion (60 to 90 minutes)
- **Core Questions:**
  1. *When you think of SLPS as it is today, what one or two words would you use to describe it?*
  2. *When you imagine a system of excellent schools, what comes to mind?*
  3. *To achieve the system that you described, what must be the District's top priorities and changes?*
  4. *Do you agree with the criteria used to inform school closure and consolidation? What additional factors should be considered in the decision?*
  5. *What might be done to lessen the impacts of school closures on district stakeholders and communities?*

# SLPS Most Common Descriptors

## PERCEPTION OF THE SYSTEM



## PERCEPTION OF THE PEOPLE



*Participants provided ~800 descriptors; nine of ten descriptors were assigned to perceptions about the system or people*

# SLPS Most Common Descriptors

## PERCEPTIONS OF OUTCOMES



*Participants provided ~800 descriptors; nine of ten descriptors were assigned to perceptions about the system or people*

# Qualities of an Excellent School System

## HIGHLY QUALIFIED STAFF (100%)



- Empowered school leaders and teachers are well trained, certified, engaged and competitively compensated
- All employees, where applicable, are trained in trauma informed care and culturally responsive pedagogy

## IMPROVED PHYSICAL, SOCIO-EMOTIONAL ENVIRONMENT (92%)



- All school environments are welcoming, culturally responsive and affirming
- All employees, students and their families know they matter as indicated by equitable school policies and operations

## ENHANCED, CULTURALLY RESPONSIVE CURRICULA (88%)



- Rigorous and challenging curricula, preparing students for a multitude of post grad opportunities
- Curricula representative of students' ethnicity and learning styles

## ENGAGED PARENTS & FAMILIES (76%)



- Parents are considered partners in education and school decision-making
- Families are treated as valuable members and resources of the school's community

## EQUITABLE PRACTICES (72%)



- Equitable practices exist for resource distribution, academic offerings, student expectations, classroom management, discipline policies and the delivery of student services and supports

# SLPS Priorities

**Improve Teacher Quality & Retention  
(Through Better Pay, Benefits & Professional Development)  
(92%)**

**Increase Student  
Supports & Services  
(68%)**

**Enhance School  
Curricula  
(60%)**

**Strengthen Parent &  
Family Involvement  
& Support  
(56%)**

**Invest More In  
Neighborhood  
Schools  
(56%)**

**Deepen Policy  
Advocacy Efforts  
(52%)**

**Cultivate Strong  
School Leadership  
(52%)**

**Build Community  
Partnerships to Meet  
Student & Workforce  
Needs  
(52%)**

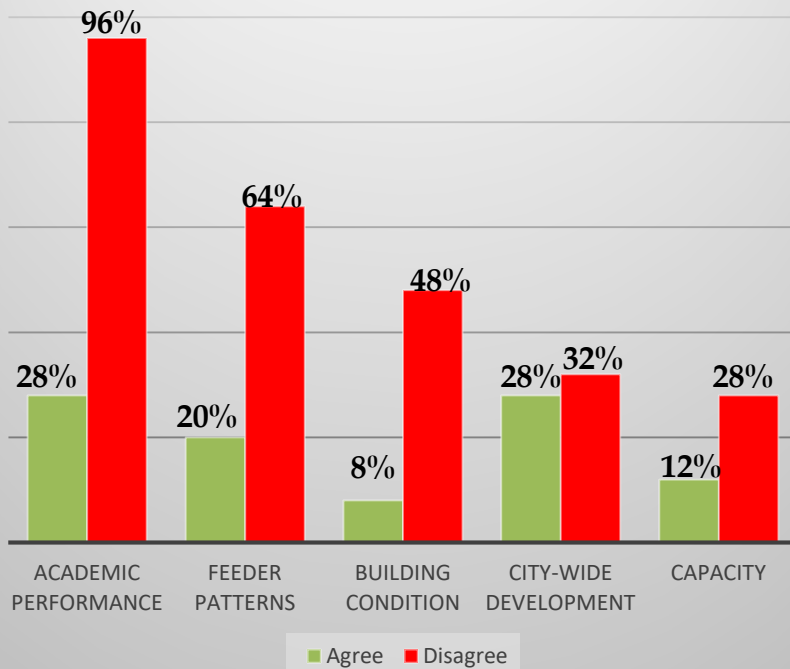
**Increase Students  
College & Career  
Readiness  
(48%)**

**Invest In  
Technology &  
Digital Literacy  
(48%)**

*Percentages indicate number of small groups stating the priority.*

# SLPS Closure Criteria

## CLOSURE FACTORS CRITIQUES



*Percentages indicate number of small groups stating agreement or disagreement with the closure factor.*

## Rationale for Disagreement

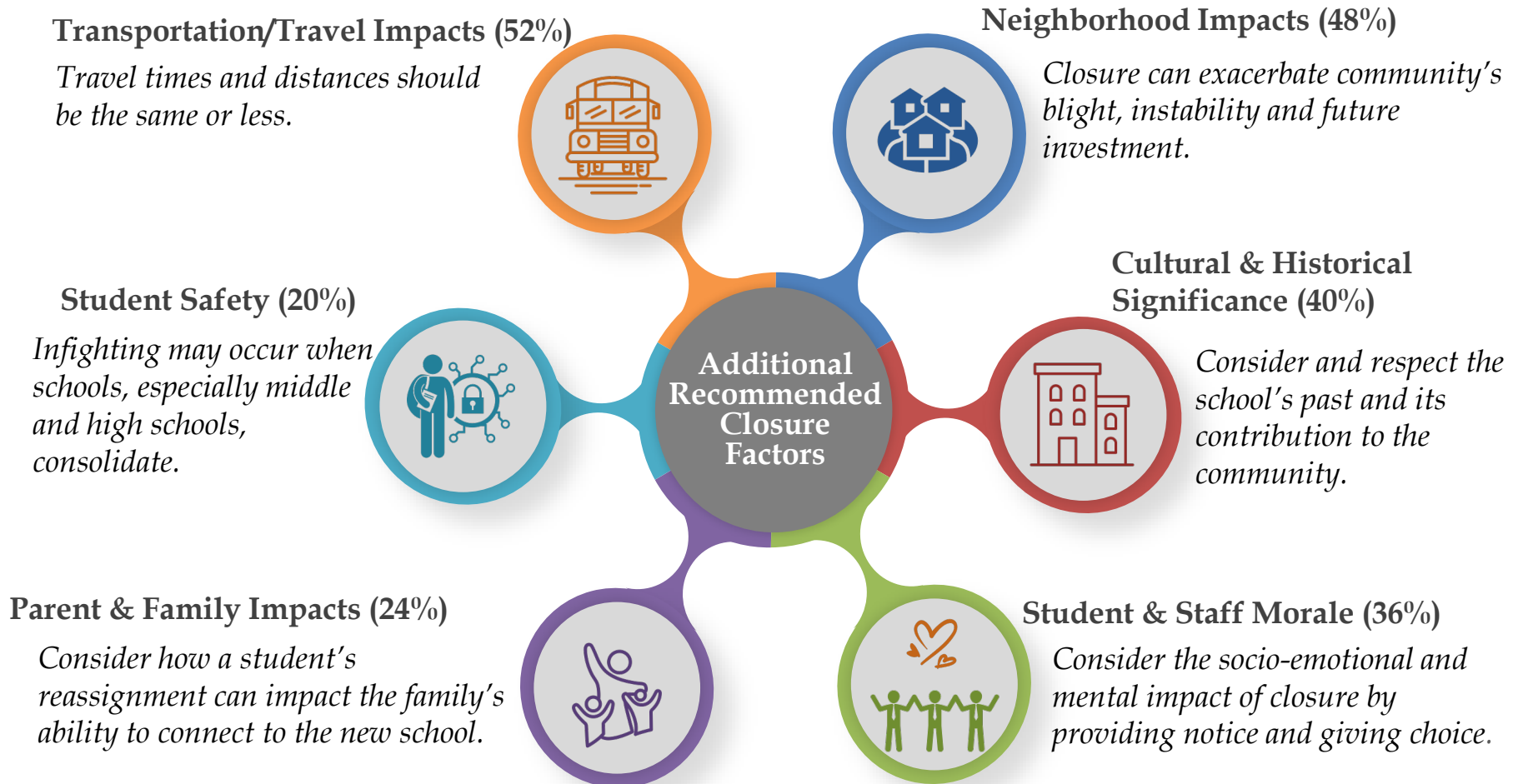
- **Academic Performance:** multiple variables impact performance – teacher quality, family environment, District’s system of choice
- **Feeder Patterns:** District’s system of choice undermines feeder patterns and influences performance
- **Building Condition:** Deferred maintenance and practices of neglect as exacerbated poor conditions

## Additional Recommendations on Existing Closure Factors

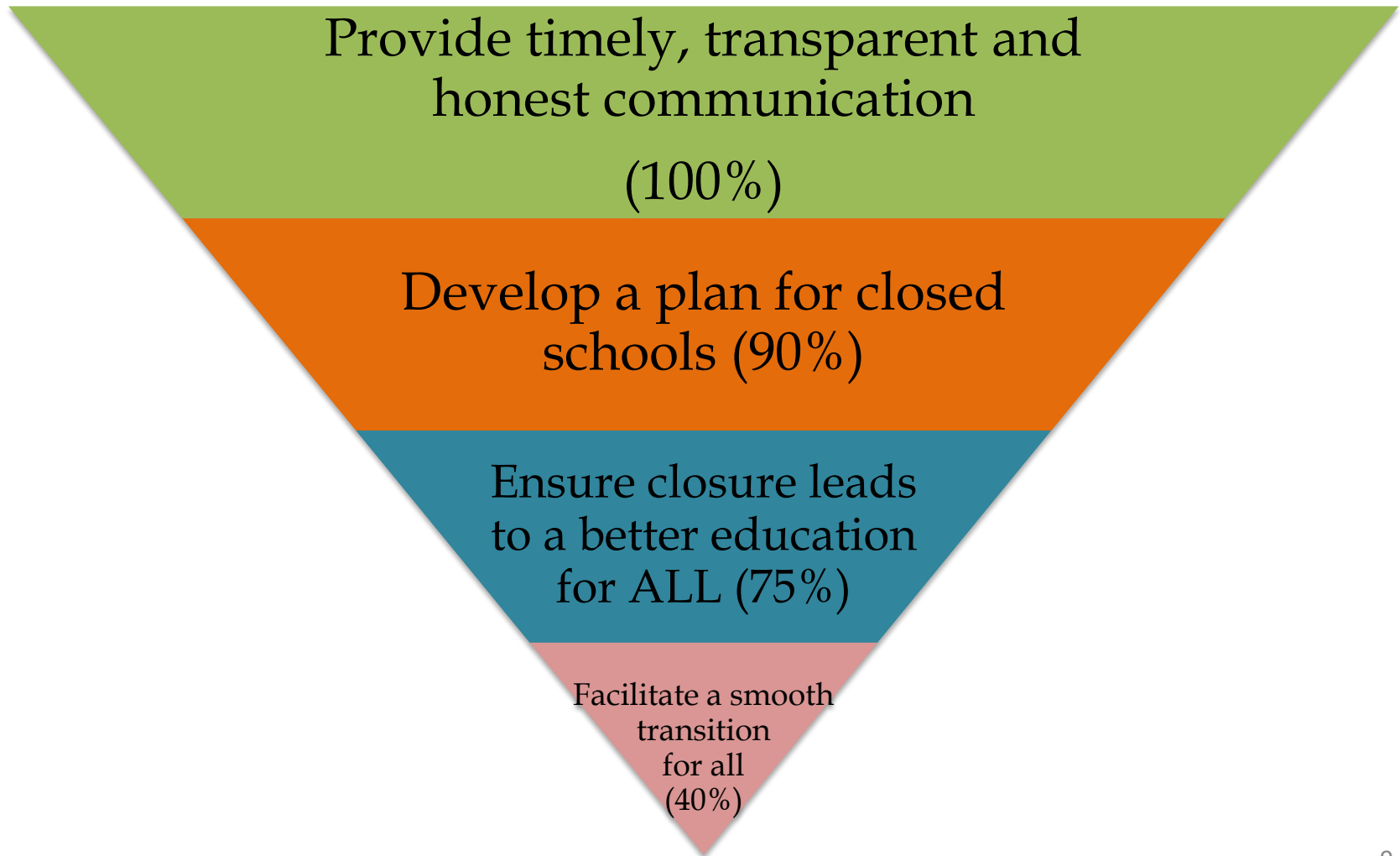
- Apply a racial equity lens to closure criteria
- Focus most on what students and families want
- Weight factors in order of importance and communicate transparently



# Other Closure Factors or Criteria to Consider



# Lessening the Negative Impact of School Closures

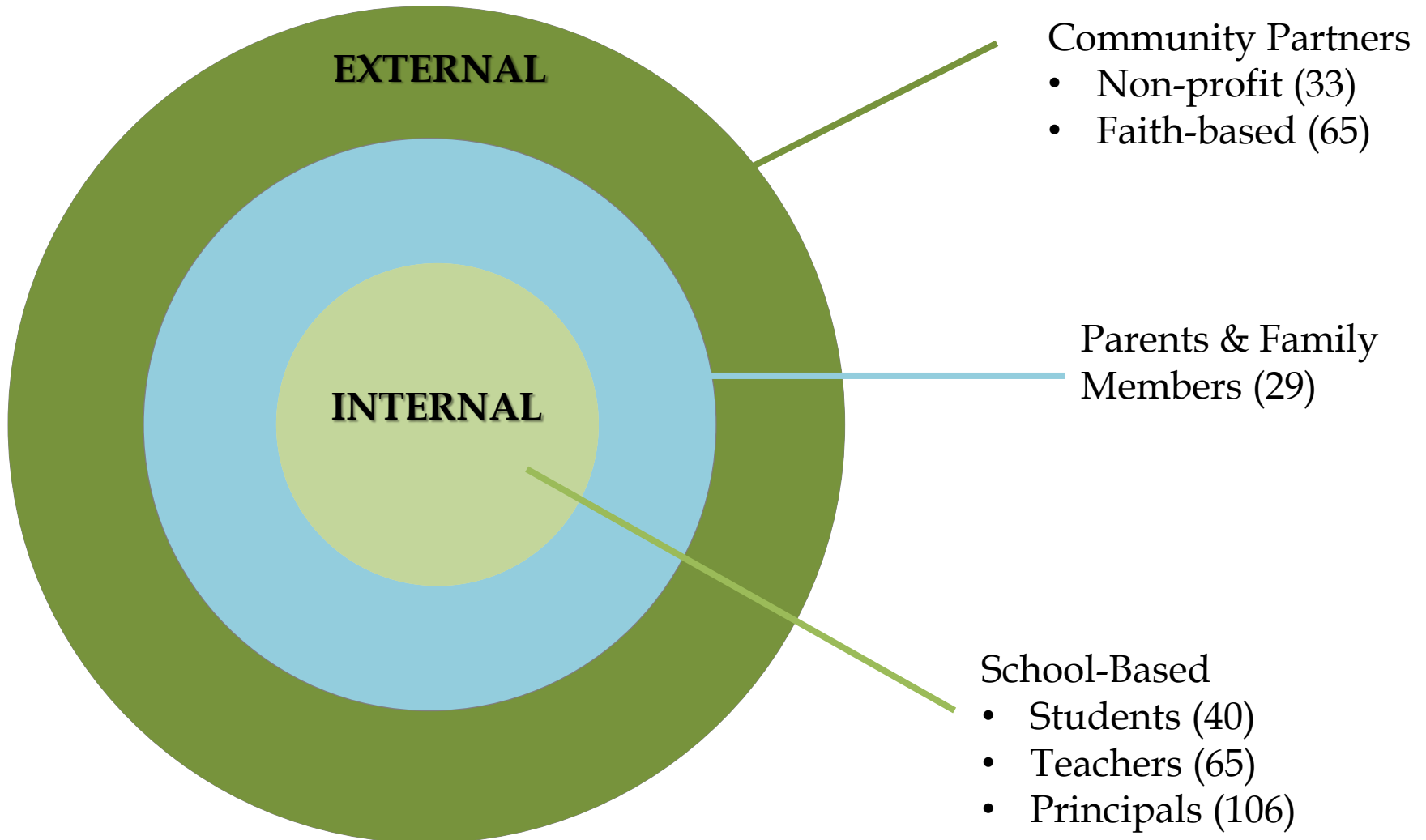




# INTERNAL AND EXTERNAL STAKEHOLDERS ROUNDTABLE DISCUSSIONS SUMMARY



# ROUNDTABLE DEMOGRAPHICS



# INTERNAL AUDIENCES ROUNDTABLE RESULTS

District Excellence Looks Like...	Principals	Teachers	Students
<b>Well funded schools with appropriate resources (textbooks, computers and sports equipment and facilities)</b>	√	√	√
<b>High quality and caring teachers with better instructional practices, deep knowledge of subject</b>		√	√
<b>Retention of good teachers by providing in class and out-of-class supports and treating like professionals</b>	√	√	√
Teachers are treated as partners and have autonomy to choose the appropriate reading and math programs for classes and students' capabilities	√		
<b>Teachers have competitive salaries and benefit programs</b>	√	√	
Equitably aligned staff; best teachers aren't just at highest performing schools	√		
Principals are servant leaders, willing to stand in solidarity to provide student-centered learning	√		
<b>Rigorous academics and relevant career preparation aligned to student interests and capabilities</b>	√	√	√
Full menu of electives (foreign languages, performing arts, computer science)			√

# INTERNAL AUDIENCES ROUNDTABLE RESULTS

District Excellence Looks Like...	Principals	Teachers	Students
<b>Equitable and greater access to extra curricular activities, such as sports and afterschool clubs</b>	√		√
State of the art facilities (fields, full-size gym, auditorium) or at least clean and functioning			√
<b>Safe and welcoming schools (add camera security at elementary level) with well-behaved students</b>	√	√	√
<b>Full time nurses, social workers and college counselors</b>	√		√
Wrap-around family services, such as a laundry facility, grocery, food pantry and before/after programs	√		
<b>Parents that support students' aspirations, as well as schools</b>	√		√
Deepened policy advocacy for increased state funding and universal PK		√	
Increased communications and transparency		√	
Change District policies - no social promotions		√	

# INTERNAL AUDIENCES ROUNDTABLE RESULTS

Priorities to Achieve District Excellence Are:	Principals	Teachers	Students
<b>Practice equity across every practice (resource allocation, services and programs)</b>	√	√	√
<b>Improve workforce quality, relationships, morale and reduce teacher turnover</b>	√	√	√
Incentivize high quality teachers to improve retention		√	
<b>Hire more full-time social workers, counselors and nurses</b>		√	√
<b>Improve school culture and internal communications; practice mutual respect between students, teachers and the administration</b>		√	√
<b>Be more student centered, broaden curricula and provide ample instructional supports for students and staff</b>	√	√	√
Increase funding for field trips, computers and classroom resources			√
<b>Renovate and/or build state-of-the-art schools</b>		√	√
<b>Maintain facilities and grounds regularly</b>	√		√
<b>Improve safety and security; address bad behavior consistently and equitably</b>	√	√	√

# INTERNAL AUDIENCES ROUNDTABLE RESULTS

Priorities to Achieve District Excellence Are:	Principals	Teachers	Students
Strengthen family and parent support	√		
<b>Expand partnerships and community support</b>	√	√	
Evaluate and improve transportation	√		
Plan proactively, collaborate with staff and communicate transparently	√		



# EXTERNAL AUDIENCES ROUNDTABLE RESULTS

District Excellence Looks Like...	Parents	Non-Profit	Clergy
<b>All children are achieving; high academic performance; and compliance with IDEA</b>	√		√
Meeting students where they are; demonstrate connections, care and love	√		
Students feel included, safe, secure			√
No gap in achievement based on race	√		
Inclusivity: all abilities, all parents, all languages and ethnicities honored	√		
<b>High quality, competitively compensated principals and teachers with minimal turnover</b>	√	√	√
Teachers are trauma-informed and practice progressive disciplinary policies		√	
<b>Equitable and learner focused resource allocation</b>	√	√	√
<b>All schools have social workers, counselors, nurses, and family/community specialists</b>	√	√	
<b>An innovative and rigorous curricula using new approaches in learning; STEM and literacy focus; strong gifted, special education, ELA and college counseling programs</b>		√	√

# EXTERNAL AUDIENCES ROUNDTABLE RESULTS

District Excellence Looks Like...	Parents	Non-Profit	Clergy
<b>SLPS valuing physical and social wellness of staff and students, just as much as academics</b>		√	√
Schools serving as the hub of the community with family supports, i.e., healthcare, therapeutic counseling, GED preparation and employment assistance	√		
<b>Strong involvement from parents that support, respect and trust District</b>		√	√
District cultivates strong partnerships with nonprofits to address poverty and trauma			√
Minimal truancy			√
Conducting comprehensive planning, practicing fiscal responsibility and being accountable to the community			√
Community is invested in SLPS success	√		

# EXTERNAL AUDIENCES ROUNDTABLE RESULTS

Priorities to Achieve District Excellence Are:	Parents	Non-Profit	Clergy
<b>Apply a racial equity lens to service delivery and resource distribution</b>	√	√	√
<b>Create a thriving partnership program with nonprofits and the City</b>	√	√	√
Deepen policy focus and collaborate with non-profits on a legislative advocacy agenda together		√	
<b>Provide comprehensive family supports, including FCAs</b>	√		√
<b>Increase academic rigor, curricula options and student expectations</b>	√		√
<b>Improve teacher quality, morale and retention</b>	√		√
Assess other transportation options			√
Expand early childhood options			√
Focus on overall health of students (later start times, healthier lunches, air filters, more recess);	√		
<b>Build a culture of trust through timely and transparent communications; update website and student portal</b>	√		√
Strengthen relationships with parents to increase parental involvement, especially through parent advocacy groups	√		

# Moving Forward





## QUESTIONS?

*Emerging Wisdom's Work was supported with funding from SLPS Foundation.*