

**Analysis of
Accelerated Progress Program (APP)
Parent Survey**

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Executive Summary
APP Parent Questionnaire
April, 2005

APP (Accelerated Progress Program) is the Seattle Public School (SPS) District's program for students served by the Washington State Highly Capable Grant. Students who are academically highly gifted are served through a cohort-based model that provides rigorous and significantly accelerated curriculum specifically designed to meet their special needs. The program currently serves 1,185 students in grades 1 through 12. APP has been under review for a number of years. Since November 2004, discussion has refocused on issues of capacity, equity of access, and program placement.

In January, February, and March, APP parent community meetings were held to discuss a wide variety of parent-generated scenarios for the APP program in the context of possible school closures and/or District revision of the student assignment plan. Advanced Learning wished to obtain input from as many parents as possible to provide feedback to District decision makers about proposals that might impact APP. To that end the APP Task Force collaborated with District staff to produce and distribute a questionnaire to all parents of APP-enrolled and APP eligible students.

The survey was conducted during the first week of April; this questionnaire was distributed, completed, and tabulated prior to the District's proposal of April 20, 2005. The District did not have access to these results in forming its proposal.

1. Responses were received from 664 families, representing 913 students (673 enrolled, 240 eligible but not enrolled). Approximately 65 % of parents with an eligible child responded.
2. Results show a dramatic consistency in priorities across grade levels, home neighborhoods, and racial groups in the identification of program strengths and areas for improvement.
3. Program characteristics most important to families include:
 - An accelerated curriculum,
 - A rigorous curriculum,
 - Ability to interact with a significant cohort of intellectual peers,
 - Teachers experienced with students who are academically gifted,
 - District recognition that students eligible for the APP program have special needs.
4. The opportunity to interact with intellectual peers was cited as the program's greatest strength by 65% of the respondents at every grade level. Curriculum acceleration, and curriculum rigor, with access to adequate Advanced Placement (AP) offerings at the high school level, were also universally endorsed among the top five strengths.
5. Stability of district support for APP was cited across the grade levels as the factor most in need of strengthening (65%), followed by District recognition that students eligible for the APP program have special needs (also a program strength), and cultural diversity of students and staff in APP. While parents believe that these areas needed the most improvement, they were not seen to be as central to meeting the needs of students who are academically highly gifted as peer contact, acceleration, rigor and teacher experience with this special needs population.

APP Program Description

APP serves students who are academically highly gifted (98/99th percentile range in cognitive ability and reading and math achievement). Students who are academically high gifted present significantly different learning styles, learning pace, and curricular needs that require comprehensive and substantial modification to the general education curriculum and classroom experiences to achieve educational benefit.

The program provides a rigorous and accelerated curriculum in reading and mathematics that challenges students to apply complex thinking skills when working with core skills and concepts. The curriculum is presented at a significantly accelerated learning pace, focusing on grade level expectations (GLEs) that are significantly above students' assigned grade levels, and at a significantly advanced level of complexity and depth. Students enrolled in the program are expected to (a) demonstrate mastery of grade level expectations (GLEs) in all areas and (b) work toward mastery of GLEs significantly beyond grade level in reading and mathematics (typically, two grades or more above current grade assignment).

Service delivery is through a self-contained program during grades 1-8 and is housed at Lowell Elementary and Washington Middle School. A cohort-based model is available at the high school level where students typically enroll in honors and Advanced Placement courses. Garfield High School houses the 9-12 program.

The table below shows the number of students qualified for the program and the percent enrolled at each level.

School Level	Number of Students Qualified Fall 2004	% of qualifying students enrolled Fall 2004
Elementary School	589	80%
Middle School	391	92%
High School	391	90%

The APP Parent Survey

The survey was designed in March 2005 by a committee of parents, including several with professional expertise in survey design, and in collaboration with Advanced Learning staff. It sought to answer two questions:

1. What do parents identify as the most important characteristics of the Accelerated Progress Program?
2. What areas do parents identify as the program's greatest strengths and areas in need of most improvement and/or change?

It is important to note that parents were NOT asked for opinions on any specific proposals to reconfigure the APP program. The survey was designed, administered and tabulated before the Seattle Public Schools released its reconfiguration plan.

Methods

The survey was distributed the first week in April to all families with a child currently qualified to receive services through the APP program. That includes 1,185 families with children currently enrolled and 188 families with children who had qualified for the program but chose not to enroll them.

The survey provided parents a list of 28 characteristics of the program and asked them to rate the importance of each. It then asked them to identify from this list the five characteristics they viewed as their a) reasons for enrolling a child in the program, b) the program's greatest strengths and c) the areas needing the greatest improvement. Parents were given the option to complete the survey in paper form or online.

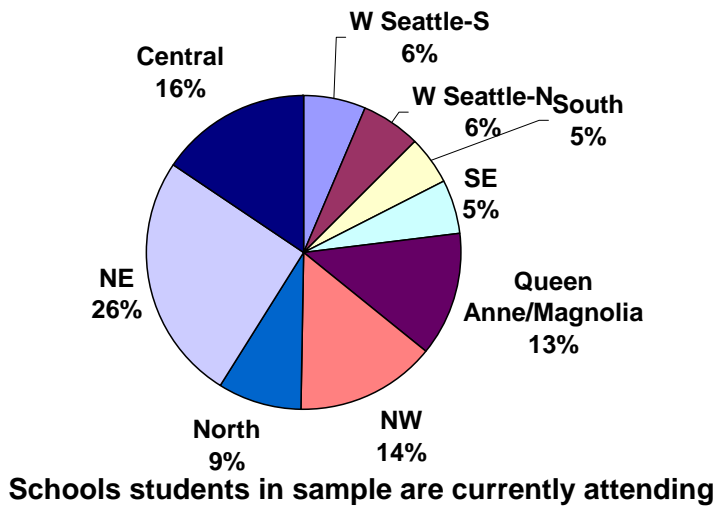
Surveys were due back April 10. The effort to solicit parent input garnered tremendous response of 664 families representing 913 students. Approximately 65 % of parents with an eligible child responded, making the survey a very valid assessment of parental views on the program. The complete survey form is included at the end of this report.

Who responded to the survey?

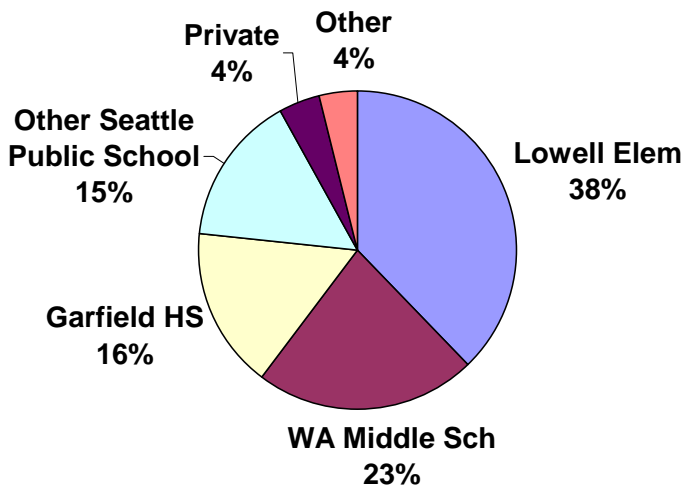
The survey respondents mirror the demographics of the program in most aspects. The survey somewhat under represents families with high school students.

- 664 families representing 913 students (222 families have 2 students, 19 families have 3 students)
- 80 % of children will be enrolled in APP next year, 20 % not enrolled¹
- 55 % are male, 45 % are female
- 48 % of students in surveyed families participate in school sports
- 68 % of students in surveyed families participate in school music
- 10 % children are bi-lingual
- 4 % qualify for free or reduced lunch

Where families live



Grade	# of students
K	19
1	74
2	87
3	122
4	95
5	115
6	78
7	90
8	58
9	55
10	46
11	29
12	14
NA	22



Caucasian	70%
Asian	
American	12%
Multi-racial	10%
African	
American	2%
Latino	1%
American	
Indian	1%

¹ Note: Families were asked to provide data only on children eligible for APP. The relatively high number of non-enrolled children in the sample suggests that a few families may have provided demographic data on siblings not eligible.

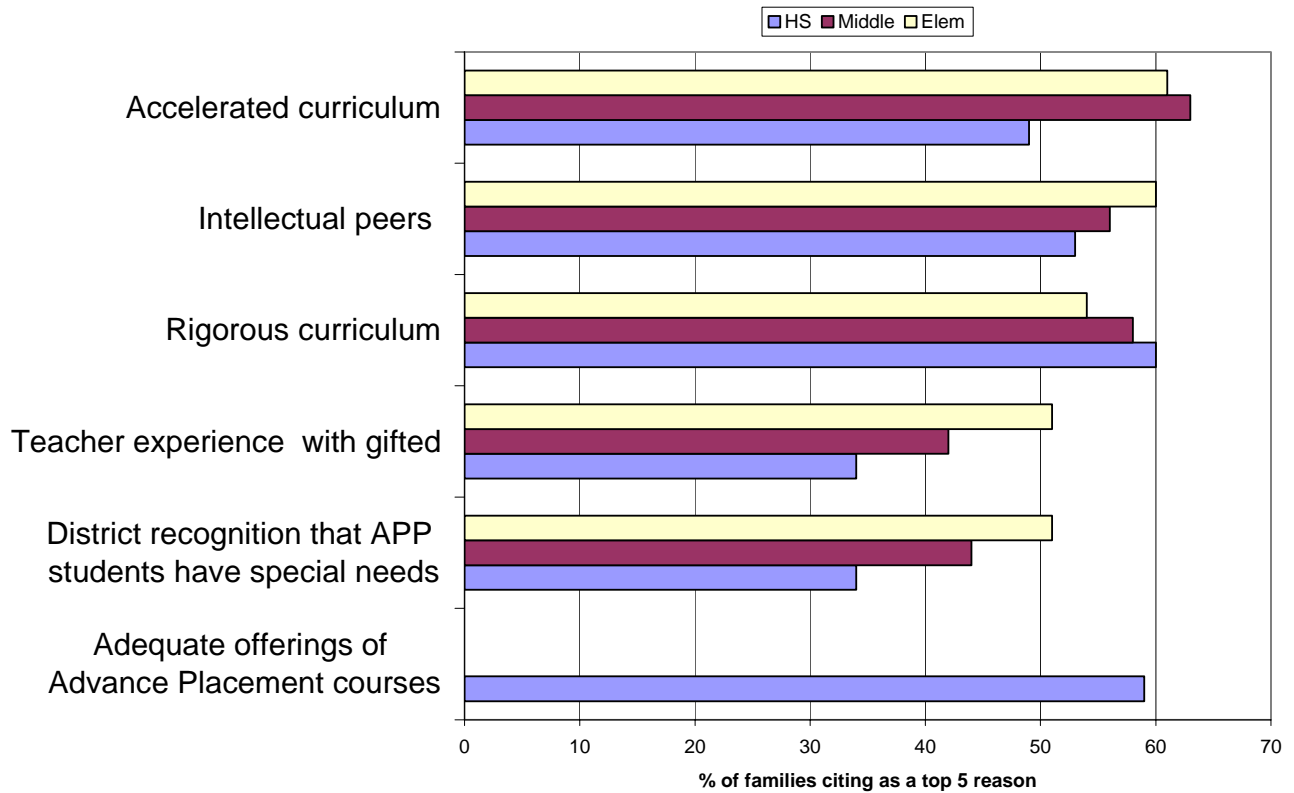
Program characteristics most important to families when enrolling or continuing in APP

Key takeaways:

- Parent values for choosing APP are consistent across grade levels.
- Parents place greatest value on a finding a curriculum appropriate for their child’s academic abilities and opportunities for their child to interact with intellectual peers
- Parents who enroll their children in APP value the District’s recognition that their child’s academic needs usually are not effectively met in general education classroom setting

Elementary	Middle	High
1. Accelerated curriculum	1. Accelerated curriculum	1. Rigorous curriculum
2. Interaction w/ intellectual peers	2. Rigorous curriculum	2. Access to adequate offerings of AP courses
3. Rigorous curriculum	3. Interaction w/ intellectual peers	3. Interaction w/ intellectual peers
4. Teacher experience with academically gifted students	4. District recognition that APP-eligible students have special needs typically cannot be met in general education classrooms	4. Accelerated curriculum
5. District recognition that APP-eligible students have special needs typically cannot be met in general education classrooms	5. Teacher experience with academically gifted students	5. District recognition that APP-eligible students have special needs typically cannot be met in general education classrooms

Top Reasons Parents Choose to Enroll their Child in APP at Different School Levels



Least Frequently Cited as one of top five reasons for enrolling (cited by less than 5 % of respondents)

Elementary	Middle	High
<ul style="list-style-type: none"> • Socioeconomic diversity of other families in shared building • General staff acceptance of APP students in shared building • Ability to share APP concerns comfortably in shared building settings • Option to enroll non-APP sibling in same building • Opportunities to participate in school sports 	<ul style="list-style-type: none"> • Socioeconomic diversity of other families in shared building • Option to enroll non-APP sibling in same building • Availability of on-site before/after school childcare • Opportunities to interact with special education students • General staff acceptance of APP students in shared building 	<ul style="list-style-type: none"> • Availability of on-site before/after school childcare • Option to enroll non-APP sibling in same building • Opportunities to interact with special education students • Ability to share APP concerns comfortably in shared building settings • Socioeconomic diversity of other families in shared building

Reasons for Enrolling in APP

The table below shows proportion of respondents who ranked this characteristic in the top 5 reasons for enrolling or continuing in the APP program. Parents were asked to give their reasons for each grade level, even if they did not have a child at that grade level at the moment. The question was designed, in part, to see if parent values for APP change as their children grow older.

Five most highly ranked characteristics for each school level are highlighted.

Characteristic	Elem	Mid	High
	% of respondents		
1. District recognition that APP-eligible students have special needs that typically cannot be met in general education classrooms	51	44	34
2. Stability of district funding for APP	35	32	29
3. District fiscal support for central administration of APP (testing, staff development, curriculum development)	10	08	06
4. District-provided transportation to your child's school	25	24	17
5. Access to adequate offerings of AP courses at the high school level	03	04	59
6. Access to a broad array of non-core curricular offerings (e.g., music, art, electives, foreign languages).	22	28	31
7. Rigorous curriculum	54	58	60
8. Accelerated curriculum	61	63	49
9. Opportunities to participate in school sports	02	06	09
10. Opportunities to participate in school music programs	12	25	22
11. Opportunities to participate in after school activities such as foreign language clubs, chess club, etc.	04	05	06
12. Availability of on-site before/after school childcare	04	01	00
13. Opportunities to interact with intellectual peers	60	56	53
14. Opportunities to interact with general education students within elective classes or within building generally	02	07	06
15. Opportunities to interact with special education students within elective classes or within building generally	05	01	01
16. Cultural/racial diversity of students and staff in APP	15	12	12
17. Cultural/racial diversity of general education and other students and staff in shared building.	02	04	06
18. Socioeconomic diversity of families in APP	04	04	04
19. Socioeconomic diversity of and other families in shared building	00	01	02
20. Teacher collaboration and curriculum alignment within and across grades	19	15	10
21. Teacher experience working with academically gifted students	51	42	34
22. Staff attention to social and emotional development of students	24	20	12
23. Building principal support for APP	10	12	12
24. General student acceptance of APP program in shared building	02	05	04
25. General staff acceptance of APP students in shared building	01	02	04
26. Ability to share APP concerns comfortably in shared building settings (PTA, Building Leadership Team, Instructional Council)	01	02	01
27. Option to enroll non-APP sibling in same building	01	01	01
28. Proximity of school to home	07	05	05

Characteristics most frequently cited as one of the top five strengths of APP program by school level

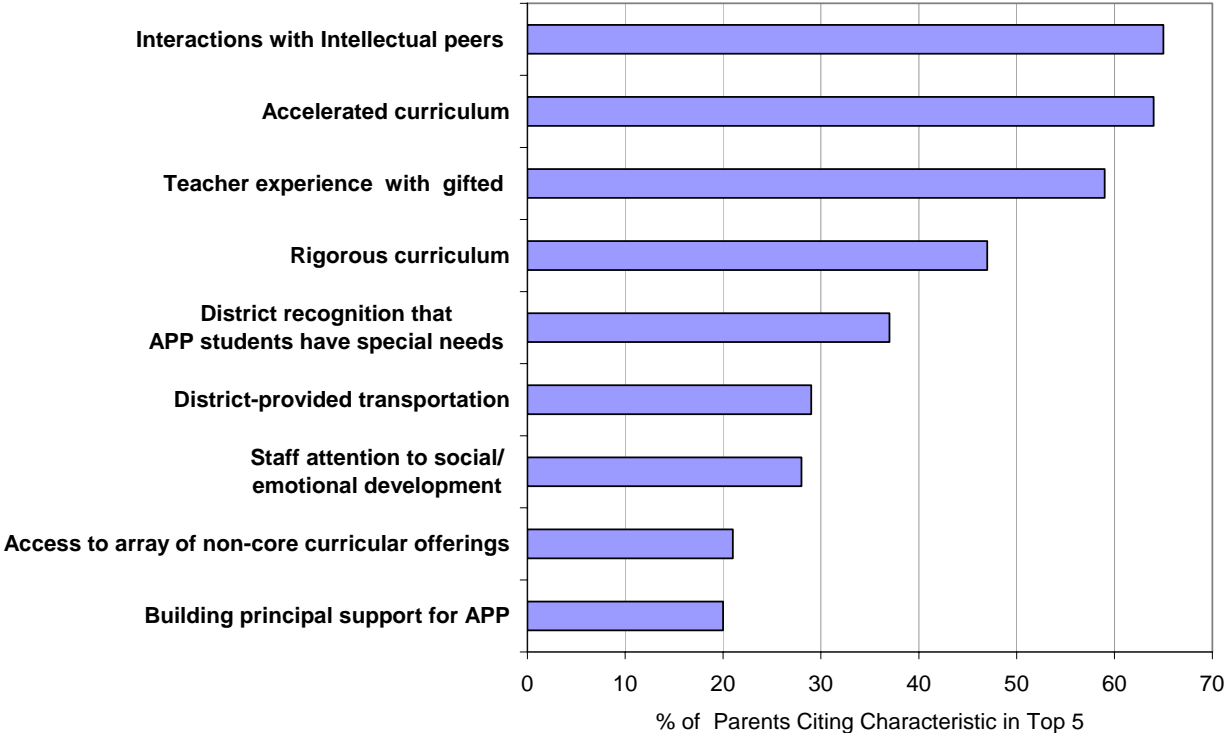
- Two-thirds of parents across all grade levels view interaction with intellectual peers as the program’s greatest strength.
- Rigorous and accelerated curriculum is cited as a strength by nearly half the parents in all levels
- Access to a strong music program in the shared building is seen as a strength at the high school and middle school

Elementary	Middle	High
1. Interaction w/ intellectual peers	1. Interaction w/ intellectual peers	1. Interaction w/ intellectual peers
2. Accelerated curriculum	2. Accelerated curriculum	2. Rigorous curriculum
3. Teacher experience with academically gifted students	3. Rigorous curriculum	3. Accelerated curriculum
4. Rigorous curriculum	4. Opportunities to participate in school music programs	4. Access to adequate offerings of AP courses
5. District recognition that APP students have special needs	5. Teacher experience with academically gifted students	5. Opportunities to participate in school music programs

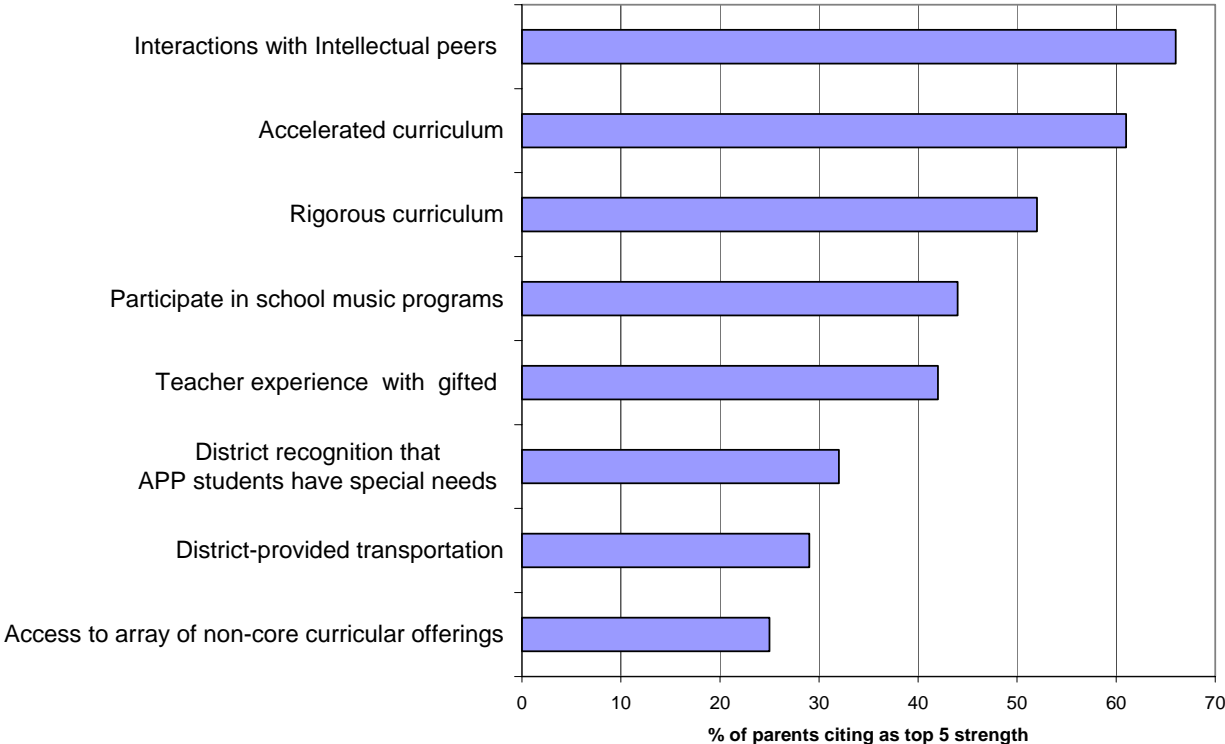
Table shows proportion of respondents who ranked this characteristic in the top 5 strengths. Five most highly ranked characteristics for each school level are highlighted.

Characteristic	Elem	Mid	High
	% of parents citing as one of 5 top strengths		
1. District recognition that APP-eligible students have special needs that typically cannot be met in general education classrooms	37	32	20
2. Stability of district funding for APP	09	10	09
3. District fiscal support for central administration of APP (testing, staff development, curriculum development)	05	04	04
4. District-provided transportation to your child’s school	29	29	23
5. Access to adequate offerings of AP courses at the high school level	03	05	45
6. Access to array of non-core curricular offerings (e.g., music, art, languages).	21	25	34
7. Rigorous curriculum	47	52	47
8. Accelerated curriculum	64	61	47
9. Opportunities to participate in school sports	00	08	13
10. Opportunities to participate in school music programs	15	44	36
11. Opportunities to participate in after school activities	11	11	11
12. Availability of on-site before/after school childcare	01	00	01
13. Opportunities to interact with intellectual peers	65	66	64
14. Opportunities to interact with general education students	01	10	11
15. Opportunities to interact with special education students	19	02	02
16. Cultural/racial diversity of students and staff in APP	04	05	04
17. Cultural/racial diversity of and other students and staff in shared building.	02	14	18
18. Socioeconomic diversity of families in APP	04	04	04
19. Socioeconomic diversity of other families in shared building	00	04	08
20. Teacher collaboration and curriculum alignment within and across grades	17	10	05
21. Teacher experience working with academically gifted students	59	42	31
22. Staff attention to social and emotional development of students	28	06	05
23. Building principal support for APP	20	09	08
24. General student acceptance of APP program in shared building	03	04	04
25. General staff acceptance of APP students in shared building	03	02	05
26. Ability to share APP concerns comfortably in shared building (PTA, etc)	03	03	01
27. Option to enroll non-APP sibling in same building	00	03	03
28. Proximity of school to home	01	02	02

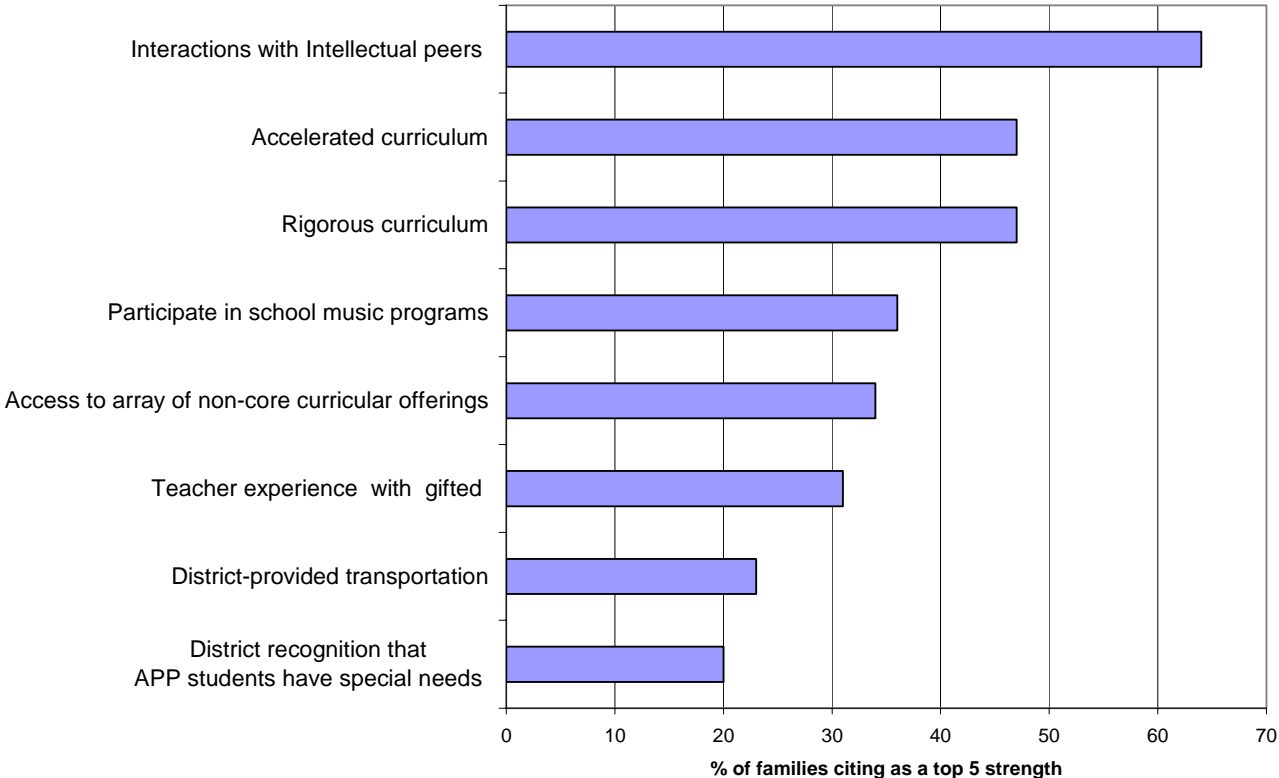
Perceived Program Strengths in Elementary



Perceived program strengths at middle school level



Perceived program strengths at high school level



Program characteristics most in need of improvement

Key Takeaways:

- Stability of district funding is viewed as a top concern across all school levels. The committee interpreted this item to stand for parental concern regarding district support for the APP program. Seattle Public Schools do not provide any additional funding for the APP program or APP-students. The State government’s Highly Capable grant helps to support a small central office staff, costs associated with program eligibility testing, professional development for teachers, and a small allocation for purchase of classroom curricular materials.
- Parents see increasing the cultural, racial and socio-economic diversity of students in the program as one of the highest priorities, especially at the elementary level where it is cited by 43 % of families.
- Surprisingly few parents (20%) cited proximity of the program to home as one of the top five areas needing strengthening, even at the elementary level. This ranking does not necessarily mean that they are unconcerned about the distance from their home but that they view strengthening other aspects of the program as a higher priority.

Elementary	Middle	High
1.Stability of district funding for APP 2.Cultural/racial diversity of students and staff in APP 3.District fiscal support for central administration of APP 4.District recognition that APP students have special needs 5.Socioeconomic diversity of families in APP & 6.Teacher collaboration/ curriculum alignment within and across grades	1. Stability of district funding for APP 2. District recognition that APP-students have special needs 3. Cultural/racial diversity of students and staff in APP 4. District fiscal support for central administration of APP 5. Teacher collaboration/ curriculum alignment within and across grades 6. Building principal support for APP	1.Stability of district funding for APP 2.District recognition that APP students have special needs 3.Access to adequate offerings of AP courses 4.District fiscal support for central administration of APP 5.Cultural/racial diversity of students and staff in APP

Parental Priorities for Strengthening APP

This table shows proportion of respondents who ranked this characteristic in the top 5 in terms of needing to strengthen. Five most highly ranked characteristics for each school level are highlighted.

Characteristic	Elem	Mid	High
	% of parents citing as a top 5 area to strengthen		
1. District recognition that APP-eligible students have special needs that typically cannot be met in general education classrooms	38	36	44
2. Stability of district funding for APP	70	66	66
3. District fiscal support for central administration of APP (testing, staff & curriculum development)	41	34	27
4. District-provided transportation to your child's school	03	03	02
5. Access to adequate offerings of AP courses at the high school level	03	04	38
6. Access to array of non-core curricular offerings (e.g., music, art, electives, language).	17	13	12
7. Rigorous curriculum	13	17	21
8. Accelerated curriculum	06	08	10
9. Opportunities to participate in school sports	11	07	04
10. Opportunities to participate in school music programs	07	03	03
11. Opportunities to participate in after school activities such as foreign language clubs,	05	03	03
12. Availability of on-site before/after school childcare	17	04	03
13. Opportunities to interact with intellectual peers	02	02	04
14. Opportunities to interact with general education students within elective classes or within building generally	07	06	04
15. Opportunities to interact with special education students within elective classes or within building generally	02	03	02
16. Cultural/racial diversity of students and staff in APP	43	36	25
17. Cultural/racial diversity of general education & other students/staff in shared building.	04	04	04
18. Socioeconomic diversity of families in APP	27	19	14
19. Socioeconomic diversity of general education and other families in shared building	01	01	01
20. Teacher collaboration and curriculum alignment within and across grades	31	28	21
21. Teacher experience working with academically gifted students	12	17	21
22. Staff attention to social and emotional development of students	16	19	14
23. Building principal support for APP	08	28	23
24. General student acceptance of APP program in shared building	02	23	21
25. General staff acceptance of APP students in shared building	01	14	17
26. Ability to share APP concerns comfortably in shared building settings (PTA, Building Leadership Team, Instructional Council)	03	11	12
27. Option to enroll non-APP sibling in same building	05	03	04
28. Proximity of school to home	19	17	15

A closer look at preferences among families with a child who is either multi-racial or of color

Takeaways:

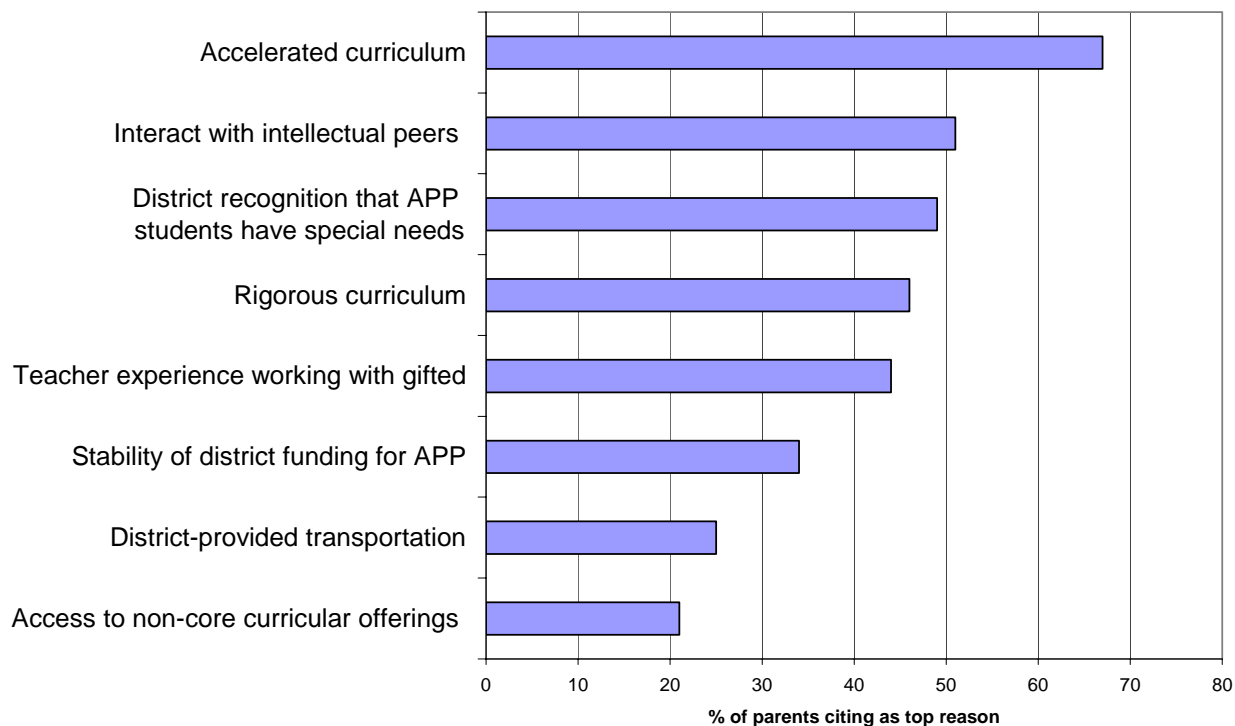
- This group chose the same top areas for strengthening as the overall population.
- 40 % of parents in this group view improving the cultural diversity of the program as one of their top five priorities compared to 44 % of families with no child of color
- Parents with a child of color place a higher value (20%) on creating onsite-child care at the elementary compared to 3 % of parents with all Caucasian children

Top five characteristics viewed as needing strengthening among parents with at least one who is multi-racial or a child of color

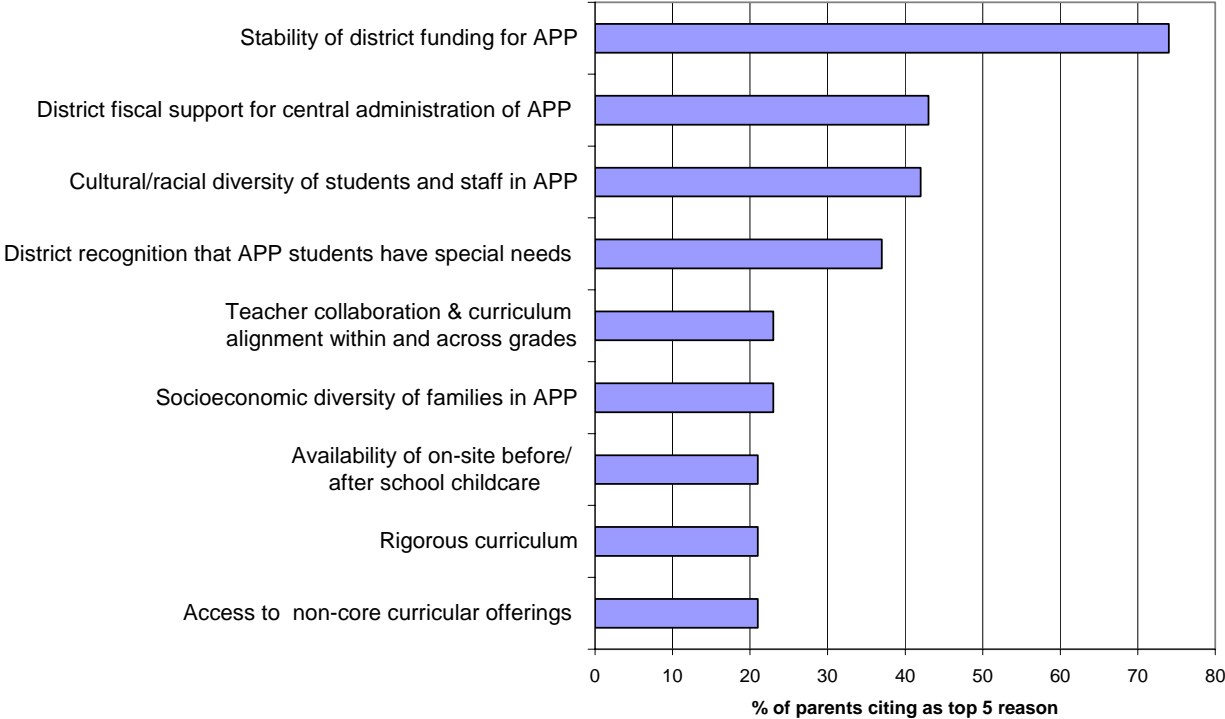
Elementary	Middle	High
<ul style="list-style-type: none"> • Stability of district funding for APP • District fiscal support for central administration of APP (testing, staff development, curriculum development) • Cultural/racial diversity of students and staff in APP • District recognition that APP-eligible students have special needs • Socioeconomic diversity of families in APP 	<ul style="list-style-type: none"> • Stability of district funding for APP • Cultural/racial diversity of students and staff in APP • District fiscal support for central administration of APP (testing, staff development, curriculum development) • District recognition that APP-eligible students have special needs • Building principal support for APP 	<ul style="list-style-type: none"> • Stability of district funding for APP • District recognition that APP-eligible students have special needs • Access to adequate offerings of AP courses at the high school level • District fiscal support for central administration of APP (testing, staff development, curriculum development) • Rigorous curriculum

Note: Charts are only provided at the elementary level since values did not differ significantly across grade levels

Top reasons for enrolling among families with a child who is either multi-racial or non-caucasian, elementary level



Areas of APP program seen as needing strengthening by parents with a child either multi-racial or of color (elementary level)



Perceptions of program aspects that need strengthening do not differ significantly between families living above and below the ship canal.

North Cluster-Top Five characteristics in need of strengthening by school level

Elementary	Middle	High
<ul style="list-style-type: none"> • Stability of district funding for APP • Cultural/racial diversity of students and staff in APP • District fiscal support for central administration of APP (testing, staff development, curriculum development) • District recognition that APP-eligible students have special needs that typically cannot be met in general education classrooms • Teacher collaboration and curriculum alignment within and across grades • Socioeconomic diversity of families in APP 	<ul style="list-style-type: none"> • Stability of district funding for APP • District fiscal support for central administration of APP (testing, staff development, curriculum development) • Cultural/racial diversity of students and staff in APP • District recognition that APP-eligible students have special needs that typically cannot be met in general education classrooms • Teacher collaboration and curriculum alignment within and across grades 	<ul style="list-style-type: none"> • Stability of district funding for APP • District recognition that APP-eligible students have special needs that typically cannot be met in general education classrooms • Access to adequate offerings of AP courses at the high school level • District fiscal support for central administration of APP (testing, staff development, curriculum development) • Cultural/racial diversity of students and staff in APP

South Cluster--Top Five characteristics in need of strengthening by school level

Elementary	Middle	High
<ul style="list-style-type: none"> • Stability of district funding for APP • Cultural/racial diversity of students and staff in APP • District fiscal support for central administration of APP (testing, staff development, curriculum development) • District recognition that APP-eligible students have special needs that typically cannot be met in general education classrooms • Teacher collaboration and curriculum alignment within and across grades • Socioeconomic diversity of families 	<ul style="list-style-type: none"> • Stability of district funding for APP • District recognition that APP-eligible students have special needs that typically cannot be met in general education classrooms • Cultural/racial diversity of students and staff in APP • District fiscal support for central administration of APP (testing, staff development, curriculum development) • Building principal support for APP • 	<ul style="list-style-type: none"> • Stability of district funding for APP • District recognition that APP-eligible students have special needs that typically cannot be met in general education classrooms • Access to adequate offerings of AP courses at the high school level • District fiscal support for central administration of APP (testing, staff development, curriculum development) • Building principal support for APP •

Priorities for Strengthening APP—Comparing families from the North and South

Areas for Improvement	North			South		
	Elem	Mid	HS	Elem	Mid	HS
1. District recognition that APP-eligible students have special needs that typically cannot be met in general education classrooms	35%	32%	41%	40%	40%	47%
2. Stability of district funding for APP	69%	70%	68%	70%	63%	64%
3. District fiscal support for central administration of APP (testing, staff development, curriculum development)	41%	36%	28%	42%	32%	27%
4. District-provided transportation to your child’s school	5%	3%	3%	2%	2%	2%
5. Access to adequate offerings of AP courses at the high school level	3%	4%	37%	3%	4%	39%
6. Access to a broad array of non-core curricular offerings (e.g., music, art, electives, foreign languages).	21%	16%	13%	14%	11%	12%
7. Rigorous curriculum	14%	20%	23%	13%	14%	20%
8. Accelerated curriculum	7%	12%	13%	5%	6%	8%
9. Opportunities to participate in school sports	12%	7%	4%	10%	6%	4%
1 Opportunities to participate in school music programs	7%	3%	3%	6%	3%	3%
11. Opportunities to participate in after school activities such as foreign language clubs, chess club, etc.	6%	4%	4%	4%	3%	2%
12. Availability of on-site before/after school childcare	20%	3%	3%	14%	5%	3%
13. Opportunities to interact with intellectual peers	2%	2%	4%	2%	2%	4%
14. Opportunities to interact with general education students within elective classes or within building	6%	6%	2%	8%	7%	5%
15. Opportunities to interact with special education students within elective classes or within building	3%	5%	3%	1%	2%	1%
16. Cultural/racial diversity of students and staff in APP	43%	35%	28%	43%	36%	22%
17. Cultural/racial diversity of general education and other students and staff in shared building.	4%	4%	4%	3%	5%	3%
18. Socioeconomic diversity of families in APP	25%	16%	14%	29%	23%	15%
19. Socioeconomic diversity of general education and other families in shared building	1%	1%	0%	1%	1%	1%
2 Teacher collaboration and curriculum alignment within and across grades	29%	30%	22%	33%	26%	20%
21. Teacher experience working with academically gifted students	9%	14%	21%	14%	19%	21%
22. Staff attention to social and emotional development	17%	16%	11%	15%	21%	17%
23. Building principal support for APP	10%	27%	23%	6%	29%	23%
24. General student acceptance of APP program in shared building	3%	24%	23%	2%	23%	20%
25. General staff acceptance of APP students in shared building	1%	10%	18%	1%	17%	16%
26. Ability to share APP concerns comfortably in shared building settings (PTA, Building Leadership Team, Instructional Council)	3%	11%	11%	3%	12%	13%
27. Option to enroll non-APP sibling in same building	6%	3%	3%	5%	4%	4%
28. Proximity of school to home	23%	27%	21%	15%	9%	10%

This chart identifies differences in family values, based on where a child currently attends school. It displays average rating of program characteristics for each population. (Note: many parents have children at more than one school.) APP parents show consistency in ratings across grade level. In this question, respondents were not limited to five choices. They could give high ratings to as many characteristics as they wanted. Several notable differences were evident among parents who have placed an APP-qualified child in a non-APP program. Non-enrolling parents placed less value than APP-parents on identifying their child as having needs that could not be met in a typical classroom and on providing opportunities for their children to interact with intellectual peers. Non-APP families gave higher ratings to the ability to enroll a sibling in the same school and the proximity of the school to their home. Not surprisingly, they also placed less value on the stability of funding for a program in which their child is not enrolled. The open ended comments also supported the interpretation that non-enrolling parents believed their child’s intellectual and peer needs were being adequately met in their chosen school and, therefore, did not currently feel the need to move them.

Please rate the importance of each of these program characteristics for your family. (1=not important, 5=very important)	All Respondents	Lowell	WMS	GHS	Other SPS
1. District recognition that APP-eligible students have special needs that typically cannot be met in general classrooms	3.74	3.80	3.84	3.81	3.44
2. Stability of district funding for APP	3.84	3.84	3.87	3.78	3.48
3. District fiscal support for central administration of APP (testing, staff development, curriculum development)	3.47	3.50	3.59	3.49	3.25
4. District-provided transportation to your child’s school	2.96	3.08	3.09	2.91	2.63
5. Access to adequate offerings of AP courses at high school	3.83	3.82	3.89	3.90	3.73
6. Access to a broad array of non-core curricular offerings (e.g., music, art, electives, and foreign languages).	3.61	3.61	3.55	3.63	3.61
7. Rigorous curriculum	3.66	3.66	3.72	3.80	3.56
8. Accelerated curriculum	3.61	3.63	3.64	3.71	3.50
9. Opportunities to participate in school sports	2.73	2.66	2.66	2.72	2.89
10. Opportunities to participate in school music programs	3.30	3.31	3.31	3.33	3.30
11. Opportunities to participate in after school activities	2.74	2.78	2.57	2.61	2.81
12. Availability of on-site before/after school childcare	1.29	1.39	1.06	0.96	1.44
13. Opportunities to interact with intellectual peers	3.66	3.73	3.72	3.71	3.38
14. Opportunities to interact with general education students	2.38	2.05	2.45	2.72	2.81
15. Opportunities to interact with special education students	2.25	2.37	2.18	2.05	2.24
16. Cultural/racial diversity of students and staff in APP	2.92	2.93	2.85	2.81	2.94
17. Cultural/racial diversity of general education and other students and staff in shared building.	2.51	2.31	2.53	2.70	2.75
18. Socioeconomic diversity of families in APP	2.74	2.68	2.74	2.67	2.90
19. Socioeconomic diversity of general education and other families in shared building	2.43	2.28	2.44	2.56	2.57
20. Teacher collaboration and curriculum alignment within and across grades	3.39	3.44	3.41	3.24	3.39
21. Teacher experience working with academically gifted	3.59	3.59	3.68	3.57	3.50
22. Staff attention to social/emotional development of students	3.49	3.57	3.41	3.35	3.55
23. Building principal support for APP	3.62	3.67	3.74	3.65	3.39
24. General student acceptance of APP program in shared building	3.21	3.25	3.26	3.17	3.20
25. General staff acceptance of APP students in shared building	3.38	3.41	3.42	3.42	3.30
26. Ability to share APP concerns comfortably in shared building settings (PTA, Building Leadership Team,)	3.20	3.29	3.23	3.21	3.03
27. Option to enroll non-APP sibling in same building	1.62	1.44	1.43	1.74	2.08
28. Proximity of school to home	2.04	2.11	1.86	1.37	2.57

Survey

Dear Parents of APP and APP-eligible students (elementary, middle school, and high school):

Because of Seattle Public Schools (SPS)' budget issues, the potential for school closures and/or revision of the student assignment plan, and current APP capacity questions, we are seeking your participation in this survey. The survey is sent to you on behalf of Advanced Learning with the collaboration of the APP Task Force and is being used to provide outreach to ALL families with students enrolled in or eligible for APP. It is designed to answer two primary questions:

1. What do you identify as the most important characteristics of APP?
2. What areas do you identify as the program's greatest strengths and areas in need of most improvement and/or change?

Survey data, along with information gathered at public meetings in January and February 2005, will be used for presentations to the Program Placement Committee and potentially the School Board within the next few weeks.

This survey is complex and it will take more than a few minutes to complete. Although we tried to simplify the questions, the issues are complicated and we believe it is important for parents to be able to discuss differences in their student(s)' needs between elementary, middle and high school learning environments.

Data analysis will be based on one survey per family. If you have more than one APP or APP-eligible child, fill out one survey only but include individual background information for each child.

If you have questions about this survey, you may contact Karen Jensen via email (urbankaren@aol.com); if necessary she can be reached by telephone (725-3732). Thank you for your participation.

BACKGROUND INFORMATION:

If you have more than one child who is in APP or is APP-eligible, please fill out additional "Background" boxes located at end of the survey.

CHILD 1:

Circle current program enrollment in Seattle Public Schools (SPS):	APP Other SPS	Spectrum	Advanced Learning Opportunity (ALO) Not enrolled in SPS
Circle school this child currently attends:	Lowell Private: Elem.	Washington Middle S.	Garfield High S. Other SPS Other
Circle current grade:	K	1 2 3 4 5 6 7 8 9 10 11 12	Grad
Circle years in APP:	0	1 2 3 4 5 6 7 8 9 10 11 12	
In which district enrollment cluster does this child live? Circle:	NW WSeattle-N	North WSeattle-S	NE QnAnn/Mag Central South SE
Do you plan to enroll child in APP or Garfield for 2005-2006? If no, please share reasons in "F. Additional Comments."	Yes	No	
Would you identify this child as multi-racial or a student of color?	Yes	No	
Would you describe this child as bilingual?	Yes	No	
Does/will this child participate in school sports programs?	Yes	No	
Does/will this child participate in school music programs?	Yes	No	
Is child qualified to participate in free and reduced lunch?	Yes	No	
Circle child's gender:	Female	Male	
Circle ethnic group that best identifies this child:	African American Native American	Asian American/Pac. Islander Multiracial	Caucasian Latino
Please indicate how important the availability of APP is in addressing your child's learning needs. For all instructional levels, circle your choice of 1 to 5.			
	Not very important		Very important
Elementary level (grades 1-5)	1	2	3 4 5
Middle school level (grades 6-8)	1	2	3 4 5
High school level (grades 9-12)	1	2	3 4 5

A. Please rate the importance of each of these **program characteristics** for your family. Please note you may rate a characteristic as very important even if you feel that APP does not currently provide this characteristic. Circle one number in each box as follows:

1 = not at all important 2 = not very important 3 = neutral 4 = important 5 = very important

1. District recognition that APP-eligible students have special needs that typically cannot be met in general education classrooms	1	2	3	4	5
2. Stability of district funding for APP	1	2	3	4	5
3. District fiscal support for central administration of APP (testing, staff development, curriculum development)	1	2	3	4	5
4. District-provided transportation to your child's school	1	2	3	4	5
5. Access to adequate offerings of AP courses at the high school level	1	2	3	4	5
6. Access to a broad array of non-core curricular offerings (e.g., music, art, electives, foreign languages).	1	2	3	4	5
7. Rigorous curriculum	1	2	3	4	5
8. Accelerated curriculum	1	2	3	4	5
9. Opportunities to participate in school sports	1	2	3	4	5
10. Opportunities to participate in school music programs	1	2	3	4	5
11. Opportunities to participate in after school activities such as foreign language clubs, chess club, etc.	1	2	3	4	5
12. Availability of on-site before/after school childcare	1	2	3	4	5
13. Opportunities to interact with intellectual peers	1	2	3	4	5
14. Opportunities to interact with general education students within elective classes or within building generally	1	2	3	4	5
15. Opportunities to interact with special education students within elective classes or within building generally	1	2	3	4	5
16. Cultural/racial diversity of students and staff in APP	1	2	3	4	5
17. Cultural/racial diversity of general education and other students and staff in shared building.	1	2	3	4	5
18. Socioeconomic diversity of families in APP	1	2	3	4	5
19. Socioeconomic diversity of general education and other families in shared building	1	2	3	4	5
20. Teacher collaboration and curriculum alignment within and across grades	1	2	3	4	5
21. Teacher experience working with academically gifted students	1	2	3	4	5
22. Staff attention to social and emotional development of students	1	2	3	4	5
23. Building principal support for APP	1	2	3	4	5
24. General student acceptance of APP program in shared building	1	2	3	4	5
25. General staff acceptance of APP students in shared building	1	2	3	4	5
26. Ability to share APP concerns comfortably in shared building settings (PTA, Building Leadership Team, Instructional Council)	1	2	3	4	5
27. Option to enroll non-APP sibling in same building	1	2	3	4	5
28. Proximity of school to home	1	2	3	4	5
Other: please share in "Additional Comments" (Section F)					

IF YOUR CHILD WILL NOT BE ENROLLED IN APP IN 2005-2006, PLEASE SKIP TO QUESTION E.

B. Please rank the characteristics listed previously in question A in terms of their importance in making your decision to **enroll or continue** in APP. For each instructional level, write in the corresponding number (1 through 28) of the characteristic, with 1st being the most important characteristic to you. Please complete for ALL instructional levels, even if you have not yet had experience at that level. We have heard from many parents that as their children advance through the grades, their educational needs and priorities change significantly.

Elementary	1 st :	2 nd :	3 rd :	4 th :	5 th :
Middle School	1 st :	2 nd :	3 rd :	4 th :	5 th :
High School	1 st :	2 nd :	3 rd :	4 th :	5 th :

C. Please rank the characteristics listed in question A in terms of what you identify as the **program's greatest strengths**. For each instructional level, write in the corresponding number (1 though 28) of the characteristic you feel is a strength, with 1 being the greatest. Please complete for ALL instructional levels.

Elementary	1 st :	2 nd :	3 rd :	4 th :	5 th :
Middle School	1 st :	2 nd :	3 rd :	4 th :	5 th :
High School	1 st :	2 nd :	3 rd :	4 th :	5 th :

D. Please rank the characteristics listed in question A in terms of what you identify as **areas needing the greatest improvement/change**. For each instructional level, write in the corresponding number (1 though 28) of the characteristic you feel needs improvement/change, with 1st being the area that is most important. Please complete for ALL instructional levels

Elementary	1 st :	2 nd :	3 rd :	4 th :	5 th :
Middle School	1 st :	2 nd :	3 rd :	4 th :	5 th :
High School	1 st :	2 nd :	3 rd :	4 th :	5 th :

E. If your child currently is in APP but you are **choosing not to continue** with the program OR if your child is APP-eligible but you are **choosing not to enroll** in APP, please rank the characteristics listed above in question A in terms of their importance to your decision. Please complete only your child's instructional level for the 2005-2006 school year. Write in the corresponding number (1 through 28) of the characteristic that contributed to your decision not to enroll, with 1st being your strongest factor. Please share any additional comments in section F below.

Elementary	1 st :	2 nd :	3 rd :	4 th :	5 th :
Middle School	1 st :	2 nd :	3 rd :	4 th :	5 th :
High School	1 st :	2 nd :	3 rd :	4 th :	5 th :

F. Additional comments:

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE SUBMIT RESPONSES BY FRIDAY, APRIL 8.

FOR CHILD 2 ONLY:

Circle current program enrollment in Seattle Public Schools (SPS):	APP Spectrum Advanced Learning Opportunity (ALO) Other SPS Not enrolled in SPS
Circle school this child currently attends:	Lowell Washington Garfield Other SPS Private: Elem. Middle S. High S. Other
Circle current grade:	K 1 2 3 4 5 6 7 8 9 10 11 12 Grad
Circle years in APP:	0 1 2 3 4 5 6 7 8 9 10 11 12
In which district enrollment cluster does this child live? Circle:	NW North NE QnAnn/Mag Central South SE WSeattle-N WSeattle-S
Do you plan to enroll child in APP or Garfield for 2005-2006? If no, please share reasons in "F. Additional Comments."	Yes No
Would you identify this child as multi-racial or a student of color?	Yes No
Would you describe this child as bilingual?	Yes No
Does/will this child participate in school sports programs?	Yes No
Does/will this child participate in school music programs?	Yes No
Is child qualified to participate in free and reduced lunch?	Yes No
Circle child's gender:	Female Male
Circle ethnic group that best identifies this child:	African American Asian American/Pac. Islander Caucasian Latino Native American Multiracial
Please indicate how important the availability of APP is in addressing your child's learning needs. For all instructional levels, circle your choice of 1 to 5.	
	Not very important Very important

Elementary level (grades 1-5)	1	2	3	4	5
Middle school level (grades 6-8)	1	2	3	4	5
High school level (grades 9-12)	1	2	3	4	5

FOR CHILD 3 ONLY:

Circle current program enrollment in Seattle Public Schools (SPS):	APP Other SPS	Spectrum	Advanced Learning Opportunity (ALO) Not enrolled in SPS
Circle school this child currently attends:	Lowell Private: Elem.	Washington Middle S.	Garfield High S. Other SPS Other
Circle current grade:	K 1 2 3 4 5 6 7 8 9 10 11 12 Grad		
Circle years in APP:	0 1 2 3 4 5 6 7 8 9 10 11 12		
In which district enrollment cluster does this child live? Circle:	NW WSeattle-N	North WSeattle-S	NE QnAnn/Mag Central South SE
Do you plan to enroll child in APP or Garfield for 2005-2006? If no, please share reasons in "F. Additional Comments."	Yes No		
Would you identify this child as multi-racial or a student of color?	Yes No		
Would you describe this child as bilingual?	Yes No		
Does/will this child participate in school sports programs?	Yes No		
Does/will this child participate in school music programs?	Yes No		
Is child qualified to participate in free and reduced lunch?	Yes No		
Circle child's gender:	Female Male		
Circle ethnic group that best identifies this child:	African American Native American		
	Asian American/Pac. Islander Multiracial		
	Caucasian Latino		
Please indicate how important the availability of APP is in addressing your child's learning needs. For all instructional levels, circle your choice of 1 to 5.			
	Not very important		Very important
Elementary level (grades 1-5)	1	2	3 4 5
Middle school level (grades 6-8)	1	2	3 4 5
High school level (grades 9-12)	1	2	3 4 5