

**TO:** Seattle School Board Members

**FROM:** *Community & Parents for Public Schools of Seattle (CPPS)*  
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**SUBJECT:** **CPPS Superintendent Survey Results**

**DATE:** May 14, 2010

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## **Overview**

*Community & Parents for Public Schools of Seattle* (aka CPPS) believes that parent and community engagement is a key factor for the success of our public schools. After hearing concern from many parents about the upcoming performance review of the Superintendent, we decided the School Board needed to hear from more people. So we designed a simple survey and asked parents to help spread the word.

The response was strong. In just over a week, we got 662 responses. More than half included optional written comments. 273 (41%) included an email address. And submissions came from 37 different zip codes, covering all regions of the city. While no anonymous web survey that relies on word-of-mouth distribution can be claimed as “scientific,” it was clear that informed, active parents from across the city have an opinion. We urge you to factor these opinions into the upcoming review process.

CPPS and parents throughout the city want nothing less than to see the Superintendent succeed at providing excellence to all – not just for our own children, but for all children and for the future of our city. Parents have repeatedly demonstrated that we will roll up our sleeves and help wherever we can. Involving parents and community is a great way to leverage available resources during tough times. It ensures that key stakeholders continue to choose public schools and approve levies. And, it’s also increasingly required by laws, such as No Child Left Behind and new Washington State Bill 6696.

## The Survey Format

There were five main questions (detailed below) followed by an optional comment field, a required zip code, and optional email and name. The tool we used (a product of Constant Contact) has security features to prevent a single person from taking a survey more than once; but, as with similar anonymous web surveys, there are workarounds. But, judging from the data (and the high number of folks who provided their contact information), the results look to be reliable.

For each of the five questions, there were six choices: Strongly Disagree, Disagree, Neither Agree or Disagree, Agree, Strongly Agree, or Don't Know.

The five questions were:

1. Superintendent Dr. Goodloe-Johnson has a clear strategy for "Excellence for All" that drives her decision-making.
2. She uses parent and community input when making decisions for our district.
3. Her leadership creates stronger schools with better outcomes for students.
4. She is effective at managing her staff and principals.
5. I am satisfied with the overall performance of Dr. Goodloe-Johnson as Superintendent of Seattle Public Schools.

## Executive Summary of the Results

Looking at the data, we drew the following top-level conclusions:

***The Superintendent is viewed as weakest when it comes to community engagement.***

On question number 2 ("She uses parent and community input when making decisions for our district."), 83% (537) of responses were negative (either Disagree or Strongly Disagree) versus only 12% (75) positive. 61% (391) chose Strongly Disagree while only 3% (18) chose Strongly Agree.

***The Superintendent is perceived as strongest at using the "Excellence for All" strategy to make decisions, but even those ratings are overall negative.***

On question number 1 ("Superintendent Dr. Goodloe-Johnson has a clear strategy for "Excellence for All" that drives her decision-making."), 26% (163) chose either Agree or Strongly Agree. That is twice as high as her positive rating on any of the other questions. However, she was still rated weak overall on this question with 61% (387) choosing Disagree or Strongly Disagree.

***Overall satisfaction with the Superintendent is low amongst respondents.***

Question 5 was: "I am satisfied with the overall performance of Dr. Goodloe-Johnson as Superintendent of Seattle Public Schools." 79% (513) responded negatively. 52% (339) opted for Strongly Disagree.

***The feedback was consistent across the city.***

There didn't seem to be a significant difference between north and south, east and west, or between zip codes with higher or lower media home values. Except for two zip codes that only had 1 response, all other zip codes had a majority of low satisfaction ratings in response to question 5.

The top 5 zip codes in terms of number of responses were:

- 98115 (northeast) 76 responses with 74% negative on question 5
- 98117 (northwest) 70 responses, 77% negative
- 98118 (southeast) 64 responses, 70% negative
- 98103 (north) 54 responses, 87% negative
- 98112 (central) 49 responses, 71% negative

There were 18 zip codes with 10 or more responses. The only slight anomaly was with zip code 98144 (Mt Baker / Leschi area) – the 9th most frequent zip code with 27 responses, with 33% positive ratings on question 5 (the highest of any zip code with more than 10) and only 56% negative.

***Anonymous responses were more negative, but non-anonymous responses were still solidly negative.***

It is common for people to express more negative opinions when responding anonymously. Yet those responses tied to an email addresses were still decidedly negative. The negative satisfaction ratings on question 5 for anonymous surveys were 84% (325 out of 388) versus 10% (40) positive and 5% (20) neutral. Amongst non-anonymous survey responders, the numbers were 69% negative (188 out of 272) versus 16% (43) positive and 13% (35) neutral.

## **Next Steps**

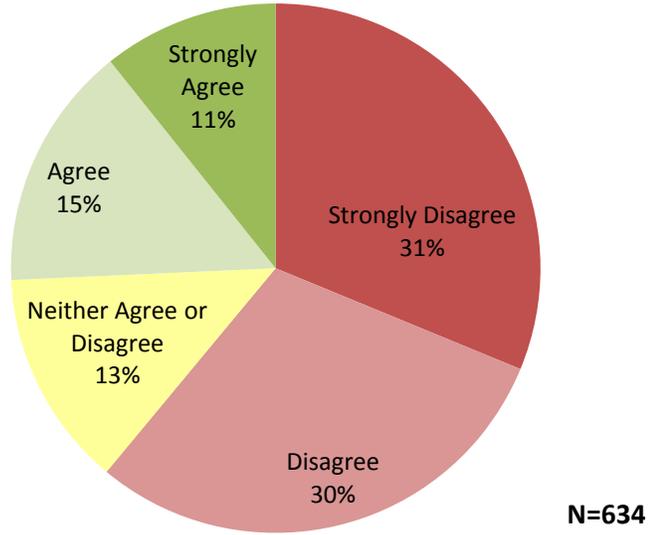
More details on the survey results are included in the Appendix, and we are happy to provide further analysis on request.

Parents, with building staff, are on the front lines of our schools every single day. How the Superintendent's efforts play out at our individual schools and our evaluations of those efforts should matter. While the results of this survey indicate mainly negative perceptions, they also point to a great opportunity to re-focus on communicating effectively, sharing power, and collaborating with community. CPPS and parents stand by, ready to help.

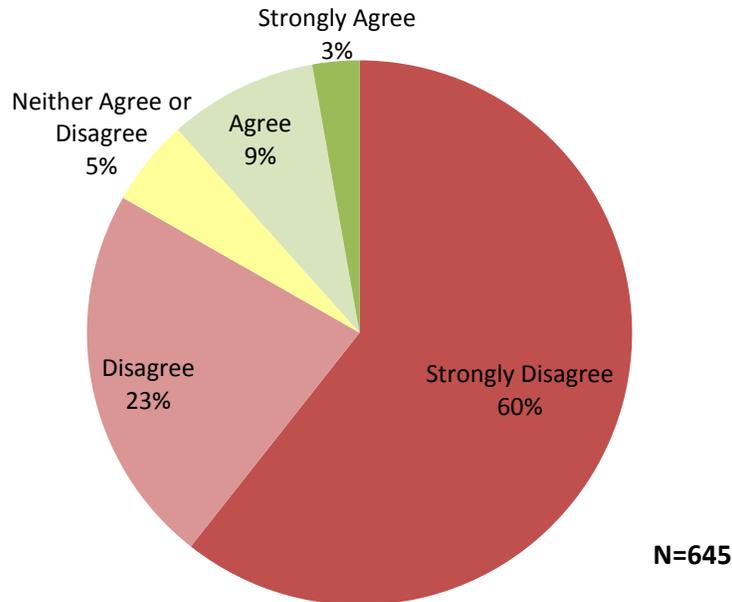
# Appendix

## Graphical Summary of Questions 1-5

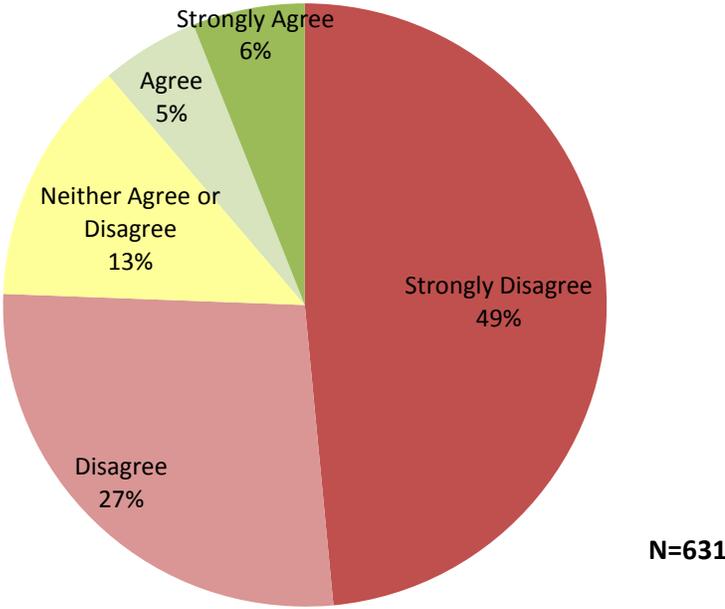
**Question 1: Superintendent Dr. Goodloe-Johnson has a clear strategy for "Excellence for All" that drives her decision-making.**



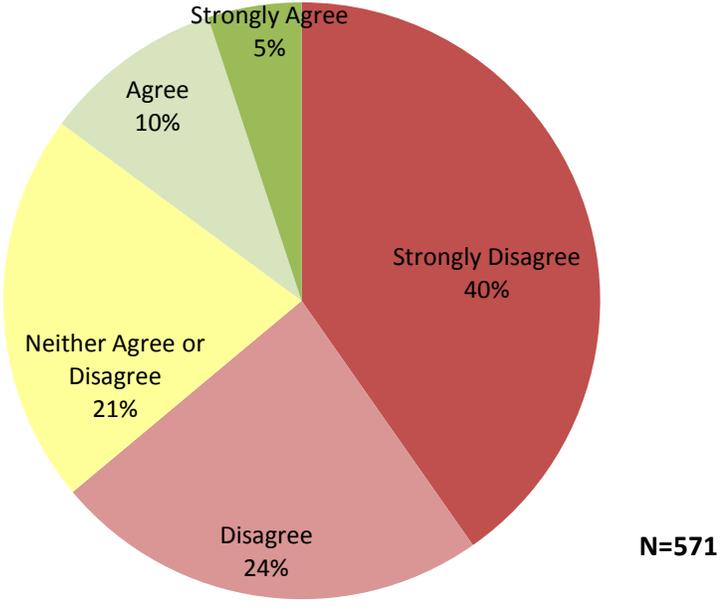
**Question 2: She uses parent and community input when making decisions for our district.**



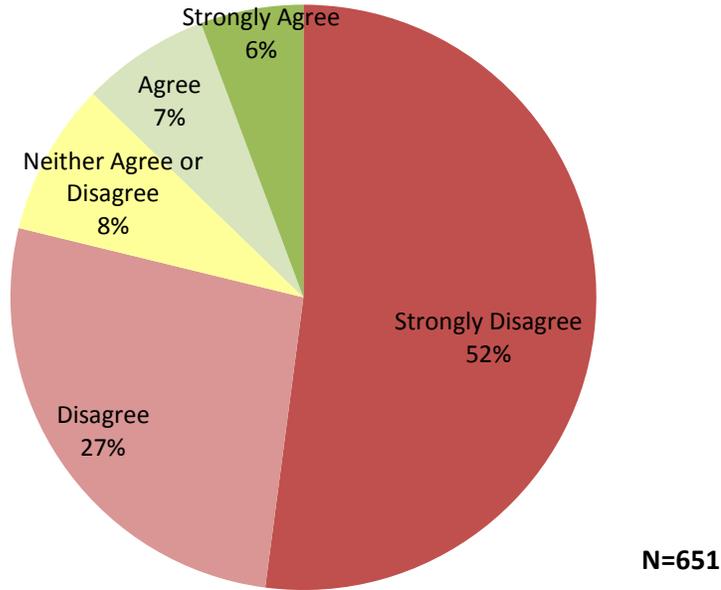
**Question 3: Her leadership creates stronger schools with better outcomes for students.**



**Question 4: She is effective at managing her staff and principals.**



**Question 5: I am satisfied with the overall performance of Dr. Goodloe-Johnson as Superintendent of Seattle Public Schools.**



**Table Summary of Questions 1-5**

**1. Superintendent Dr. Goodloe-Johnson has a clear strategy for "Excellence for All" that drives her decision-making.**

Strongly Disagree	198	31%	Know	634	96%
Disagree	189	30%	Don't Know	25	4%
Neither Agree or Disagree	84	13%	Negative	387	61%
Agree	95	15%	Positive	163	26%
Strongly Agree	68	11%			
Don't Know	25				
<b>Total</b>	<b>659</b>		<b>Avg Rating*</b>	<b>2.44</b>	

\* Avg Rating based on ratings 1 (Strongly Disagree) to 5 (Strongly Agree)

**2. She uses parent and community input when making decisions for our district.**

Strongly Disagree	391	61%	Know	645	98%
Disagree	146	23%	Don't Know	14	2%
Neither Agree or Disagree	33	5%			
Agree	57	9%	Negative	537	83%
Strongly Agree	18	3%	Positive	75	12%
Don't Know	14				
Total	659		Avg Rating	1.71	

**3. Her leadership creates stronger schools with better outcomes for students.**

Strongly Disagree	306	48%	Know	631	96%
Disagree	171	27%	Don't Know	28	4%
Neither Agree or Disagree	83	13%			
Agree	33	5%	Negative	477	76%
Strongly Agree	38	6%	Positive	71	11%
Don't Know	28				
Total	659		Avg Rating	1.93	

**4. She is effective at managing her staff and principals.**

Strongly Disagree	230	40%	Know	571	87%
Disagree	135	21%	Don't Know	88	13%
Neither Agree or Disagree	121	19%			
Agree	56	9%	Negative	365	62%
Strongly Agree	29	5%	Positive	85	13%
Don't Know	88				
Total	659		Avg Rating	2.16	

**5. I am satisfied with the overall performance of Dr. Goodloe-Johnson as Superintendent of Seattle Public Schools.**

Strongly Disagree	339	52%	Know	651	99%
Disagree	174	27%	Don't Know	8	1%
Neither Agree or Disagree	55	8%			
Agree	46	7%	Negative	513	79%
Strongly Agree	37	6%	Positive	83	13%
Don't Know	8				
Total	659		Avg Rating	1.88	

## Respondent Zip Codes and Question 5 Responses

Zip	Area	Surveys	Agree	Disagree	Neither	Don't Know
98115	NE	76	11% (8)	74% (56)	13% (10)	3% (2)
98117	NW	70	14% (10)	77% (54)	9% (6)	0% (0)
98118	SE	64	20% (13)	70% (45)	5% (3)	5% (3)
98103	N	54	6% (3)	87% (47)	7% (4)	0% (0)
98112	Central	49	10% (5)	71% (35)	14% (7)	4% (2)
98122	Central	43	5% (2)	88% (38)	7% (3)	0% (0)
98125	NE	40	10% (4)	90% (36)	0% (0)	0% (0)
98105	NE	28	4% (1)	86% (24)	11% (3)	0% (0)
98144	Cent / SE	27	33% (9)	56% (15)	11% (3)	0% (0)
98107	NW	25	4% (1)	88% (22)	8% (2)	0% (0)
98116	W	24	8% (2)	83% (20)	8% (2)	0% (0)
98199	W	24	25% (6)	58% (14)	13% (3)	4% (1)
98133	N	18	6% (1)	83% (15)	11% (2)	0% (0)
98109	Central	18	17% (3)	72% (13)	11% (2)	0% (0)
98102	Central	16	13% (2)	88% (14)	0% (0)	0% (0)
98119	W	12	17% (2)	67% (8)	8% (1)	8% (1)
98126	W	11	18% (2)	73% (8)	9% (1)	0% (0)
98106	W / SW	10	10% (1)	90% (9)	0% (0)	0% (0)
98146	SW	8	13% (1)	88% (7)	0% (0)	0% (0)
98177	NW	7	14% (1)	86% (6)	0% (0)	0% (0)
98136	W	7	43% (3)	57% (4)	0% (0)	0% (0)
98108	S	6	17% (1)	83% (5)	0% (0)	0% (0)
98104	Central	4	0% (0)	100% (4)	0% (0)	0% (0)
98178	SE	4	0% (0)	75% (3)	25% (1)	0% (0)
(blank)		2	0% (0)	50% (1)	50% (1)	0% (0)
98134		1	0% (0)	100% (1)	0% (0)	0% (0)
98155		1	0% (0)	100% (1)	0% (0)	0% (0)
98012		1	0% (0)	100% (1)	0% (0)	0% (0)
98027		1	0% (0)	100% (1)	0% (0)	0% (0)
98032		1	0% (0)	100% (1)	0% (0)	0% (0)
98052		1	0% (0)	100% (1)	0% (0)	0% (0)
98075		1	0% (0)	100% (1)	0% (0)	0% (0)
98145		1	0% (0)	100% (1)	0% (0)	0% (0)
98165		1	0% (0)	100% (1)	0% (0)	0% (0)
98506		1	0% (0)	100% (1)	0% (0)	0% (0)
98121		1	0% (0)	0% (0)	100% (1)	0% (0)
98004		1	100% (1)	0% (0)	0% (0)	0% (0)
98204		1	100% (1)	0% (0)	0% (0)	0% (0)
<b>Total</b>		<b>660</b>				

**Anonymous vs. Non-Anonymous Responses to Questions 1-5**

**Question 1: Superintendent Dr. Goodloe-Johnson has a clear strategy for "Excellence for All" that drives her decision-making.**

	Not Anonymous		Anonymous		Total	
Agree	82	30%	81	21%	163	25%
Disagree	133	49%	254	65%	387	59%
Neither	42	15%	42	11%	84	13%
Don't Know	15	6%	11	3%	26	4%
Grand Total	272		388		660	

**Question 2: She uses parent and community input when making decisions for our district.**

	Not Anonymous		Anonymous		Total	
Agree	37	14%	38	10%	75	11%
Disagree	203	75%	334	86%	537	81%
Neither	22	8%	11	3%	33	5%
Don't Know	10	4%	5	1%	15	2%

**Question 3: Her leadership creates stronger schools with better outcomes for students.**

	Not Anonymous		Anonymous		Total	
Agree	36	13%	35	9%	71	11%
Disagree	173	64%	304	78%	477	72%
Neither	47	17%	36	9%	83	13%
Don't Know	16	6%	13	3%	29	4%

**Question 4: She is effective at managing her staff and principals.**

	Not Anonymous		Anonymous		Total	
Agree	40	15%	45	12%	85	13%
Disagree	123	45%	242	62%	365	55%
Neither	59	22%	62	16%	121	18%
Don't Know	50	18%	39	10%	89	13%

**Question 5: I am satisfied with the overall performance of Dr. Goodloe-Johnson as Superintendent of Seattle Public Schools.**

	Not Anonymous		Anonymous		Total	
Agree	43	16%	40	10%	83	13%
Disagree	188	69%	325	84%	513	78%
Neither	35	13%	20	5%	55	8%
Don't Know	6	2%	3	1%	9	1%

## Full List of Additional Survey Comments

*Comments were optional, but provided by 350 out of the 660 surveys. Here they are verbatim:*

when my ptsa is asked to pay a fee on loaning the DISTRICT money- someone is not doing a good job

Her courage and tenacity are worthy of our praise and support. Students are getting a better education because of her leadership.

Dr. Goodloe-Johnson is too dictatorial. She needs to seek input and learn from the people that are in the trenches (Staff, Board Members and Parents). She makes decisions in a vacuum and pushes them out to the community, without first understanding their impacts.

Communication with parents/community, accountability and transparency are hugely lacking in SPS and in the superintendent's leadership.

Dr.DGJ is making hard decision and reforms at SPS. I think it will take time to see if these will all be effective especially since much of the funding is in jeopardy. It is absurd to make any analysis about her effectiveness with staff and principals since there is no public information on them. The outcomes for students at specific schools can be measured both qualitively and quantitatively but unfortunately too much emphasis is put on state test scores which are a poor indicator of outcomes.

I find certain acts by Dr. Goodloe-Johnson to be directly averse to community-building, including what feels like an attempt to dismantle the model of alternative schools (my understanding of which allows for shared decision-making, though this does not appear to be in practice since the start of her tenure). It also seems to me as though the strategic direction of her administration is to build a large district while making cuts at the school level, particularly in areas serving the poor.

RE:Question #2 - I think parent and community input is collected but I'm not sure it is often used in decision making. This is not to say that it's necessarily a bad thing because parents tend to make their decisions based on emotion more than facts and knowledge. I like that the the good Dr. has a spine.

#1: She obviously has a clear strategy in mind, but I don't think the goal is excellence for all.

this is tough because she is in a difficult predicament and has to make hard and unpopular choices, but I think she is trying to do the best for students and faculty. She is forthright and committed and I think we really need that right now. Am I happy with the state of SE Seattle schools? No. Do I see a clear plan for the future? No. Am I hopeful? Yes.

There appears to be no vision or passion behind all the busyness she focuses on. Closing buildings one year and opening buildings the next seemed like a huge waste of resources and created unnecessary hardship and chaos. Principals seem to want to avoid being noticed by her, thus shying away from their potential greatness. I don't trust her.

She is a very strong leader that surrounds herself with competent educated people. She is willing to make tough decisions that may or may not be popular. She is consistent in her leadership.

she is tough but i appreciate that she's not scared to make decisions on behalf of my kids.

I felt that the redistricting for our neighborhood public school did not end up with logical boundaries. I also was profoundly disappointed in the data and process the district used to reject grandfathering of siblings. The district repeatedly said that there was not good data to use to project the numbers, and this is false. Community members and statisticians had compiled good data that the district did not use.

I am disappointed in Superintendent Dr. Goodloe-Johnson's lack of reliable communication with parents and clear reasonings behind her decisions. In addition it is unfortunate that there are no follow up or back out plans to her decisions and the students are the ones who are left scrambling in her aftermath.

The budget crisis has dominated the district's activities. So, school closures, the Student Assignment Plan and RIF's have shifted the attention from the true problems: improving the level of academics in school, making school staff and administration accountable, and getting rid of ineffective teachers and administration. Dr. G-J also seems to avoid attending public forums of controversy - her public appearances are limited to fundraisers. Her staff appears to protect (isolate) her from issues.

The new assignment plan is horrible, and actually caused us to leave Seattle-after 22 years there, and 3 kids in public school. I understand that the school district has a budget, like all of us, but the decision to limit choices for parents and kids will only further weaken an already failing school system. It's time for creativity, not for dropping the beaurocratic axe on our kids.

Community input for grandfathering siblings of existing non-reference area students into the admissions plan was ignored. The district simply said - put your kids in the reference school. This is not an option for parents who have invested in a school community for many years; nor is splitting up families. The result: Students are driven into private schools, lawsuits against public schools increase. A Superintendent should show leadership in listening to the community who feeds her position.

I have seen nothing that assures me the schools, now that they have been resegregated, will provide equal quality education for all students.

When the parents of the children who are not succeeding are involved education will change. I have seen no efforts to bring these parents to task.

Comment for Dr. Goodloe-Johnson- I want see smaller academies of specialized learning for middle and high school. We are cosidering moving into the Lake Washington District. An International school with high academics? Environmental Middle School?

As the head of the School District Dr. Goodloe Johnson has not been the voice of it. She is MIA in our community(SPS). she may have been doing good work but it is all behing closed doors and as parents we need a pressence from our superintendent that she has not provided. It is time to find a leader who answers her own questions, who stands in front of the district not one who is absent from schools and community.

I think the Superintendent and School Board's decision not to grandfather siblings in the new student assignment plan is an absolute failure in leadership.

I've heard Dr. Goodloe-Johnson speak at several Seattle Special ED PTA meetings. I've been impressed. Then I talk with other parents about issues (still new to me) and experience a disconnect between what's said and reality. I'm worried about my son starting kindergarten in the ICS system. I like her hires in the Special Ed dept. but disappointed that as much as I hear about holding staff to standards, it doesn't seem to filter down to the teaching level. It's a TOUGH job!

Her management style is not in line with the culture of the Seattle community. I don't appreciate the 'cookie-cutter' approach to her plan. Parents are fed up with the chaos, the unpredictability, the uneven strength of schools, and the lack of transparency in SPS administration.

The unionization of principals and teachers makes managing the bad ones out an uphill battle and limits her ability to be more successful. It seems that she makes an effort to understand the community wants in major decisions, however, those wants don't always drive her decisions.

I would like to know that teachers are being supervised and held accountable. I am tired of bad teachers being coddled not coached and protected instead of fired.

I am particularly concerned about south-end high schools. They have a long way to go to become "excellent". Dr. Goodloe-Johnson has not articulated how she intends to offer ALL Seattle high school students a program that prepares them for college and career. All students should have an opportunity to be part of a Garfield-like high school experience. We're a long way from seeing that become a reality.

I find Dr. Goodloe-Johnson's clear conflicts of interest with her involvement with the Broad Foundation and NWEA, to name but two examples, create a situation in which it is patently obvious that she needs to step down from her position as superintendent.

Lafayette's principal's and teacher's repeat offenses: ostracized parents and students when questions about procedures, processes, and highly questionable teacher conduct are raised. Principal is quick to show the door to anyone, regardless of previous goodstanding and considerable contribution in volunteering and fundraising. Teachers are protected while students success is comprimised; shameful and completely lacking in integrity. Clearly a place of business and NOT a place if education.

One size fits all, doesn't. I think the recent changes that restrict choice will be felt for some time to come with unfortunate results.

Per #2: She solicits input sometimes. Not clear what, if anything, she does with unsolicited input. My concern is if an issue doesn't fit into her agenda, it gets overlooked. Per #3: She seems to be focusing on some schools. They need the focus, but I'm concerned struggling kids at the other schools will suffer. Per #4. I see shuffling of personnel, not resolution. Personnel issues should NEVER effect the kids and families -- yet they do. Per#5. Kudos on decades-overdo assignment plan.

Student assignment plan has devastated many schools and caused many families to choose private schools. Bringing more disparity to the district. Not good. The evolution for schools to create what was best for their community cannot be erased overnight.

I like the old system that allows choice of school. Teachers that were really connecting to their subject matter and to their students were let go. This is really sad/bad.

I believe that Dr. Goodloe-Johnson thinks she has a clear strategy, but it seems that she's failed to communicate exactly what that is. I believe she uses parent and community input when she thinks it will help her and chooses not to when she thinks it will not help. Seattle schools needs a strong leader who will make the hard decisions and use data to backup those decisions. There needs to be more transparency in the decision making process.

Dr. Goodloe-Johnson is certainly decisive. I think the jury is out on whether the changes she has implemented, which seem to be done from a top-down perspective, will ultimately have beneficial effects on "Excellence for All."

There is no accountability. She doesn't listen to parents and community in any meaningful way and include their input in her decisions. She has created a lot of churn in our district without many visible outcomes that are working for parents, staff and students. Please consider this a vote of no-confidence. I'd like to see her leave or be exited by the Board (not renew her contract).

MGJ is an arrogant and heartless administrator who is singlehandedly destroying SPS. Her tenure has been a disaster, promoting chaos in every corner of SPS. Closures, reopenings, poor curriculum adoptions, unnecessary RIFS, bloated administration at JSCEE, school budgets decimated, undue influence from outside entities (Broad), conflict of interest in testing contractor (MAP - where she sits on the board), principal shuffle chaos without any community input, APP split etc. She must go.

She needs to be fired. She has a record of mismanagement despite a top-heavy, bloated administration, she has conflicts of interest, none of her actions have improved our childrens' educational experience, she does not participate in community engagement nor implement community wishes-yet she works for us; I'm appalled she received a bonus last year, despite meeting only 4 of 20 performance indicators. In my profession, meeting only 4 of 20 indicators would pretty much ensure you were fired.

"Excellence for All" seems selectively applied. Situation of north end needing more schools is self fulfilling prophecy: if "good" schools there, demand is high, attracting families that can afford to live there, thus needing more schools. SAP strongly disadvantages schools struggling and no clear plan for addressing issues persistent for years.

The Superintendent's handling of the school assignment plan, and the attendant failure to address educational parity between schools, is a shocking example of her failure.

I'm disappointed with the Sup's performance. I find she has a contempt for families which is exhibited both in her demeanor in public interaction and in policy decisions that take little account of public sentiment and often run actively against it. I'm insulted by the pseudo-engagment she's had around initiatives. I'm appalled with her spending priorities, and want to see money in these tight times spent in the classroom, not on Central Admin, vendors, external audits and new initiatives.

Closing schools, fiscal chaos, low performance on testing, poor teacher morale, failure to listen to public/community/parents. It's time to let her go. She is not an effective leader and appears to be out of touch with the needs of students in the Seattle School District.

I have been a SPS parent for 2 years now and I have never felt so disenfranchised. I don't know how decisions are made "up high," I feel like I have no influence or voice, and yet the district's decisions have negatively impacted my entire family to the extent that we are strongly considering leaving the district. Superintendent Goodloe-Johnson could show true leadership and help families weather this storm of budget crises and the new SAP, but instead there's growing disillusionment.

I had thought "data-driven" would mean she would be rational and thoughtful in all decision making, especially as she came when schools needed to be closed. Alas, it's really a code word for using HST to evaluate teachers. When their managers (principals and their bosses) are not held accountable. And that CFO she brought from the East, Mr Don "I'll get back to you on that" Kennedy is embarrassingly incompetent or maliciously mishandling the money. I have no respect.

I photographed Maria Goodloe-Johnson when she first arrived as superintendent. I was surprised at how difficult it was to make a connection with her, the key to a good portrait. In community meetings I now see how she uses that lack of connection in her position as superintendent, she is disconnected from the people she is supposed to serve.

Dr. Goodloe-Johnson has not signaled to the Seattle community that she wants EVERY child in the Seattle Public Schools, and that we are prepared to serve everyone. Near 100% market share is our only hope to garner sufficient resources to create excellence in our schools. Families aren't treated well, and the tone is accusatory and scolding rather than welcoming, inclusive and consultatory. Further, schools have become hopelessly segregated under her watch, and that is scandalous.

At least she stopped texting during public testimony at school board meetings. On the other hand, what is up with her connection to the Broad Foundation? Sarcasm aside, I really feel like there is no public engagement -going to meetings and writing down questions that staff select to answer is not public engagement. I think that district staff are very poorly managed - no accountability, deadlines come and go, etc, etc.

MGJ appears to hold parents in contempt. Her behavior shows that she views parents as an obstacle to do what she wants. I have been to several community meetings, and nothing ever comes from them. The meetings are used to fulfill requirements, but not to change policy. I marked "strongly agree" to question #1 not because I agree with her policy, but because I believe that she will do what she wants at any cost. I don't believe her plans will provide "excellence" for any child.

We have taken our daughter out of Public Schools in Seattle in spite of liking the school, families and the teachers. One significant reason for this is the use of Every Day Math which appears to nurture my daughter's anxiety rather than her confidence. I have been in contact with Dr. Goodloe-Johnson (or her staff) regarding this with little satisfaction.

After four years in public school, I found it necessary to place my fifth-grade child in private school so she is challenged and growing academically. The principal of her past school and his direct superiors were completely ineffective and mostly unresponsive.

I have not seen anything that remotely looks like excellence for anybody, just huge spending on unproven programs. (like the NTN contract) I am very unhappy with staffing decisions. Both of my schools have not had principals this year. One school is on their THIRD interim principal, the other has a interim principal after the NEWLY assigned principal-who did not want to come to the school-left on family leave. I have seen firsthand the negative impact this had at these schools.

Mrs. Goodloe-Johnson is just concerned about her political career, not educating our children. She is arrogant and ineffective.

I don't know that we have enough information to really answer these questions. Communication from the district is strictly one-way broadcast PR. Against what goals do we evaluate? And just what constitutes a "good education?" And is the metric simply test scores and grades?

I don't see her using data and holding herself or others accountable, despite her continual emphasis on this.

It takes several years for reform efforts to become "visible" via data. Her two years here have had little to do with some district efforts which had begun prior to her employment with out district (Reader's Writer's Workshop, for example, was at least one year into implementation). While the impact of her efforts may not be visible as of yet, we should also be careful not to correlate a causal relationship to current performance gains/declines visible in recent data.

I am a relatively new parent in SPS, and I am appalled at the poor management of the district. Haphazard decision-making, abysmal communication, too many resources going to the central office and dubious projects and not enough going to kids and teachers. I have very little confidence in the superintendent, and unfortunately, that lack of confidence is impacting my view of the education my children are receiving.

MGJ does not seem to have the capacity, nor the will, to make the structural changes necessary to improve education for our children. She hides behind reform rhetoric and vague plans, rather than working closely with principals and teachers to implement strategies to improve academic outcomes. Three years of MGJ and our achievement gaps have increased. The school board needs to embrace the concept of sunk costs and get someone with some talent and a record of improving student achievement.

Has vision for budgetary issues and providing all students with equal opportunities. Would like to see continuity with foreign language programs from elem through HS, a dedicated music program with magnet HS program (like Center School: arts, Cleveland: science/tech), teachers who know subject matter, teach, not babysit, & active teacher/staff performance reviews, discipline removal from the district if do not perform

Dr. Goodloe-Johnson runs roughshod over students and families in pursuit of what appear to be dubious goals. The community is given little opportunity to comment on most proposals (NSAP being a notable exception), and most input that is given is ignored. Worse, decisions by her and her staff often ignore data that clearly indicate other solutions are preferred. Finally, the budgeting process is broken. Staff did not prioritize cuts, leading to vital services like counselors being cut.

I felt our concerns about the starting times being changed for this school year were completely disregarded despite plenty of input from parents.

Please send her on her way.

I am outraged by the reform math curriculum in Seattle schools. It has led to very poor outcomes for students, and many either drop out of high school or must take remedial classes in college. MG-J could have avoided the lawsuit if she had listened to the complaints of parents. Instead, she expanded this curriculum into high schools and our students will continue to struggle. Also, she does not listen to teachers. They are given minimal support and burdened with meaningless paperwork.

Dr. Goodloe-Johnson appears to have great disdain for district parents. Even the appearance of genuine community engagement is beyond her scope. I do not have to agree with someone to respect their leadership. I do not respect Dr. Goodloe-Johnson.

SPS is so disappointing. I don't feel the district is concerned with what is best for children, but what is best politically and financially for them. They are not transparent, and they often say one thing and do another. Their staff at enrollment and the advanced learning center are incompetent. MGJ achieved 20% of her goals. Sad. I can't wait to move.

The Superintendent simply hasn't been very good at anything she has tried to do. Either it didn't get done at all, or it got done long after the promised timeline, or it got done in a shortcut style that failed to include the essence of the effort, or it got forced through against the wishes of the people who were most directly impacted, or some combination of the above. While her intentions may be good, her performance has been a complete disaster.

She has been a disaster!

The Sup is destroying our district. She is burying poor test scores and closing schools only to re-open them. She does not engage parents in meaningful input nor does she effectively manage her budget. She continues to siphon money from schools with low income students to fund her special interest programs at the expense of the students. The district continue to be top heavy in admin. when they should be putting those dollars into direct service - teachers (not coaches), nurses & counselors.

I am encouraged by the fact that test scores are higher in Seattle than the statewide average, and like that the district is expanding advanced learning so that all students graduate from high school prepared for either a career or further education.

time for a new Superintendent

If I weren't so busy making ends meet, I'd be out there with a picket sign. No confidence.

While the overall implementation of the NSAP was done well, with lots of community input, other district decisions are often made to expedite a decision not to give due diligence to the facts and community opinions. Seattle would be better served by a SUP. who is a team player, well liked and respected than the current dictatorial style going on. Our kids are not better off now and there is no real path for improvement. Good principals and staff are shuffled around leaving chaos in their wakes.

Biggest problem - the superintendent and school board do not listen to or have any concern about the students or parents in the school system - school is supposed to be a service - if it does not meet the needs of the community it serves, then who is it for? The NSAP was overly rushed & poorly thought out, and I seriously doubt it saved any money. She should try finding out what the community wants and take it into account, also provide better public information on what she is up to.

She is a dreadful superintendent who has destroyed schools, communities, and families. She has consistently ignored data about capacity issues in the NE, the effect of moving APP to Thurgood Marshall (loss of funds for poor students, evisceration of APP), and she has no understanding of alternative schools in Seattle.

Next year our class sizes are getting bigger @ our school due to loss of 2 teachers. Cannot get a straight answer to what happens if actual number of kids exceeds current projected enrollment. We're now building a computer lab so that our school can do MAP on line. While this is not the ONLY reason, it is hard to justify the \$ to get new computers, tech support, etc. while losing teachers. Why not have coaches return to classrooms and still be a resource for that school for ED math.

I perceive wide-spread frustration with how little parent and community input was considered, and in fact disregarded, in putting together the new student assignment plan and the latest round of school closures. "Excellence-for-all" is meaningless when class sizes are enormous -- which they are. It's all just talk, no action.

So far, she has not listened at all to parent input about school principals (McGilvra) or programs (APP). In fact, she has acted against the vast majority's opinions about their own schools. She has given us no clear goals of her vision of success. So far, she has taken needed money away from students living near or below the poverty line.

I think that Dr. Johnson is smart and cares and is doing a fairly heroic job despite our school district being in a state of budget-starvation (along with most of the rest of the districts in the state). I think the schools could be doing a lot better if they were supported better budget-wise, but that isn't her fault.

My comments primarily reflect my dissatisfaction with special ed services. Leadership by way of ed. directors and principals is strongly lacking in regards to special ed. best practices, inclusivity and understanding of disabilities.

Thanks to Ms. Goodloe-Johnson, I believe APP was weakened. Or worse. I don't believe she is committed to these kids. I believe she had an agenda and she did whatever she could to make it happen, parents-be-damned. I don't think she cared about the APP audit. I don't think she cared about the education of the kids in APP.

I'm appalled at the lack of leadership skills Dr. GJ has exhibited. "Excellence for All" is NOT happening in our district. I'm dissatisfied with her handling of the SAP. I support attending neighborhood schools, but the transition plan adopted is terrible. It needed more TIME and effort to make it fair and equitable. There was definitely not enough community/parent outreach. Dr. GJ only looks out for her own interest as she is using this district as a stepping stone to further her career.

Our's is one of the families who have opted for private school after spending 8 years (preK-5th grade) in public. We had high hopes for Dr. G-J when she came in, but that quickly evaporated once we realized everything that came out of her mouth was edubabble. Her complete disregard for parents' concerns have made us believe that she is more concerned with advancing her career than providing quality education for all. Seattle's school district is complex and needs someone who cares about the city

I would like to see Dr. Goodloe-Johnson leave the district. I believe she's done a lot more harm than good, and I am an SPS parent.

Does nothing positive to improve the learning situation for students. She is dedicated to her control of the School System and unable to see beyond her opinions. She has little knowledge of how students learn and how an effective classroom community operates. Math decision making is beyond absurd. Cleveland "option" will have a negative impact on educationally disadvantaged learners system wide, because reverse "RobinHood" is robbing many disadvantaged schools to fund her PBL glory project

Dr. G-J is a terrible administrator. She is dismissive of parents and she is intolerant of different opinions. She has launched large strategic plans with no way to achieve such plans. She has no metrics to measure her success/failure and she is inconsistent with her timelines. She is a complete failure at communicating with parents and parent organizations; she encourages top-heavy district management; she neither replies to stated questions nor written. She MUST be replaced immediately.

The Superintendent - nor her staff on her behalf - has never responded to any of my emails concerning issues I have with SPS. Remarkable to me, as their own internal audit said to cut administrative staff at the Stanford Center!

Her lack of input from parents is simply appalling. In addition, the diversion of funds that could make a serious difference in A LOT of schools is being diverted to one or two schools where the outcome is questionable. Her lack of interest in parents and her questionable ethics (being on the board of the MAP testing organization) as left me with a NO CONFIDENCE vote.

She has shown zero respect for Special Education.

I am very unhappy about the outcome of the boundaries - my neighborhood was cut off from the high school of first choice. SPS was deaf to the overwhelming voice of the parent.

I am extremely disappointed in the overall performance by Dr. Goodloe-Johnson. In the short time she has been in Seattle she managed to disrupt many neighborhood schools, causing a lot of heartache, confusion and chaos for many students and families. If I had the finances I would pull my children from the Seattle School district.

Too much change, too fast. Too many platitudes without a substantive plan. "Every school a quality school" is meaningless, as is "Excellence for all". Poor performing schools should have been improved prior to the implementation of any new assignment plan.

Dr. Goodloe-Johnson does not listen to parents. She has her own agenda, and it doesn't include community input.

I have written to her and her leadership staff several times about problems with the principal at my son's staff with no response.

G.J. only pays lip service to the value of parent involvement in SPS. She has her own agenda. Parents strongly requested sibling priority in the transition plan for the new SAP. That input was not considered. Parent involvement in SPS is limited to giving as much money as possible to support basic programs like PE, art & library. Parents ideas are not valued or considered when G.J. makes decisions regarding curriculum, budgets or student assignments. Excellence for all is mediocrity for most.

Dr. G-J's eduspeak has no life, no spark. I don't believe she sees individual students or families. She has to run a big, complicated, bureaucratic system... but it's a system comprised of families. Public ed's goal is to raise children, to raise citizens, to raise humans. Her words, actions and policies miss the humanity of education. Her disregard for both community engagement and SPS policies are a strike against best outcomes in education, and an affront to our democracy.

Remove MGJ from her position. This family considers MGJ's break-up of the APP program in order to remove TTMinor and Marshall Elementary schools from the failure list as one thing - malevolent. She exhibits complete and total disdain and disinterest in the feedback of the parents (taxpayers and customers) of this district.

There's hard work ahead, but I think the superintendent is on the right track. She's making tough but good decisions.

For the first time in many years Seattle has strong direction and a cohesive plan. Things are not always perfect, but they are moving in the right direction. I appreciate that increased student achievement is the bottom line for this sup

Dr. Goodloe-Johnson, when asked by KUOW, said she didn't know the average class size number. Well, my son's in a third grade classroom at Lowell Elem., with 29 kids. With next years RIFs you're once again asking teachers to do more with less resources. Where's the full time librarian, the math specialist, the school conseller? DON'T YOU DARE GIVE DR. GOODLOE JOHNSON A RAISE.

Dr. Goodloe-Johnson has a strong drive but seems to be working to pad her resume instead of helping kids. She causes more disruption than actual progress. I do not expect the Board to do the right thing, so I can only hope our Superintendent decides to move on quickly, while she still can, before the damage she has inflicted on Seattle Schools is revealed.

Dr. Goodloe-Johnson has no clue how to build a strong collaborative team of stakeholders. Her top-down management leadership, or lack thereof, represents an outmoded, inefficient management style that represents the worst of Wal-Mart business practises.

I like Dr GJ personally and think she has lots of passion. However, principals and bldg staff are afraid of her and there has been heightened fear in the ranks. If she warms up a little and chooses the path of leading by inspiring and connecting, she'll spread that passion for excellence a little farther. The greatest leaders have always had an element of compassion and connection she's still working toward-- see the many Harvard biz studies on point.

She gets a thumbs up for really using data, but a thumbs down for using it to the exclusion of heart. Too much paperworks for principals takes them away from the kids. It's the equivalent of drill and kill for the managers and trickles down to the kids.

I don't feel like I'm in a position to evaluate her, as I don't work with her and many measures are just being implemented. From the few school and board meetings I've attended, I found Mr. Kennedy to be poorly prepared, an inflexible thinker and defensive. That guy should go. And if MGJ thinks he's good, then that is a bad sign for her as a manager. Jury is still out on other things. Lots of mistakes made with the SAP, school closures/openings, and option schools, or were they mistakes

Closing all those schools against all common sense has thrown our district into crisis. Our neighborhood school is getting 3 portables to stuff students into regardless of the lack of adequate numbers of toilets, lunchroom space and disruption of academic and non-academic programs. She endorsed the adoption a poor math program for high school and then encouraged board members to challenge the judge's ruling to reconsider. There appears to be a concerted attack on alternative education.

Dr. Goodloe-Johnson has remained strong and focused in following the strategies set out in Excellence for All. She is willing to make difficult and controversial decisions to work toward achievement for all students. STAY THE COURSE!

Seems to be a lot of focus on improving specific Showcase schools at the expense of others.

The superintendent seems to value \*change\* over \*improvement\*. Constant churn is not helpful, and is in fact detrimental. Instead of looking for ways to improve the schools and programs that aren't working well, she has a slash and burn mentality that destroys the good schools and programs without helping others. Instead of looking for win-win scenarios, she is happy with win-lose or even lose-lose. Sincerely engaging the families would help, but it doesn't seem to be in her nature.

I feel that Superintendent Goodloe-Johnson is not in touch with what most parents, schools or principals want. While I understand budget cuts, I don't understand the thinking behind her decisions to break schools apart that are not broken and eliminate or move good, strong, effective principals who can think on their feet! And, the decision to split up AP and spread the high poverty kids around just looks like she's avoiding helping some, now schools won't be able to qualify for Title One!

Dr. Goodloe-Johnson is trying to do too many things at once with too little. It seems like she is trying to add bullet points to her resume instead of creating thoughtfully planned, sustainable programs. I was glad to hear that a former special educator was going to be our superintendent, but her actions regarding special education programs indicate a lack of caring for our most vulnerable students. Disappointing.

Somebody has to get control over these principals. Their understanding of the educational needs and rights of children with disabilities is obnoxiously neglectful and old fashioned. Seattle School principals are discriminatory towards children with disabilities. I do not believe that the Supt and the CAO have a clear vision and plan to rectify this and I am not even sure they grasp the depth of the problem. P.S. I am not a fan of CPPS.

horrible, horrible dictator..er...I mean Superintendent. Don't have nearly enough space to describe all the ways that she is a manipulative, inept, overpaid, "leader". Please, please, please get rid of her...please?

Dr. Goodloe-Johnson has run ramshod over her staff, the school board, PTA recommendations, and parents of the schoolchildren. Process and procedures are preferred over rational thought. Money is no object to her personal projects. As a parent of an incoming Kindergarten child who is no longer in the same school as my current child I can attest that the application of rational thought is absolutely lost on this Superintendent. No matter how much feedback is given her will trumps all.

too soon to tell what these painful school closures will do and the new student assignment plan--if it makes more quality schools across the district, then she will have succeeded

She needs to be judged objectively and numerically, according to her claims and promises. That makes the outcome very clear.

Dr. Goodloe-Johnson--and the entire Board of Directors--ought to be ashamed of the disastrous job she's doing. I am particularly upset about her shortsighted, spiteful crusade to dismantle APP. I pulled my two older children out of SPS this year, and I won't be enrolling my youngest next year, because my children deserve a decent education, and no one who's running SPS seems interested in giving them one.

I have been active in our schools for 12 years and I have never been so frustrated in the lack of improvements on all fronts. Parents are not regarded as authentic stakeholders in any decisions which directly affect our own students. Please register our sincere disappointment with MGJ and all of the staff she has hired or brought with her. It's time to change the leadership as this is not working!

Dr. Goodloe-Johnson has done nothing to reduce the achievement gap in Seattle Schools. However, she seems to be doing a good job at hiring cronies. I can't wait for her contract to expire so she can go to Tacoma with her old friend...

Dr. Goodloe-Johnson is resegregating the schools. She is not showing respect for each school's community. She is charging through with her own agenda.

Dr. Goodloe-Johnson is great at staying on message and reading from power point. She does not listen to Seattle families, nor address their concerns.

#2-I think she uses parent/community input AFTER making decisions for the district, then has change plans. #3-By moving programs, she has raised scores at some schools, but the numbers are false. The failing school hasn't actually achieved better test scores with existing students.

Dr. Goodloe-Johnson should be fired, she has not closed the achievement gap, she did close school in in the central core,her leadership has not created strong school.

We are sadly leaving the public school system to attend private middle school. It is a financial burden on the family but I was not willing to sacrifice our child to a system and educational curriculum that is going from bad to worse. Schools should have been brought up to standard first before forcing children to only attend reference schools. The math curriculum is a joke, it needs to be replaced. Reading, proper student assessments, teacher accountability, and strong principals are a must.

I continue to be disappointed in the public school system in educating children and especially children of color. Given that I had two boys of color in the Seattle Public School system, I know what I'm talking about!

Dr. Goodloe-Johnson seems to believe that if she says something, e.g., "excellence for all," that it happens. Clear and realistic goals based on appropriate and accurate analyses and true community partnership are required, but unfortunately missing under her administration. A reminder to the Board Directors that you are supposed to serve us and not her.

She has destroyed the district.

The underlying tenets of the Strategic Plan are good - but there is no follow-through. There are so many deadlines that have missed, promises broken, decisions made that are bad for our children, and when questions are brought up by parents, we are dismissed with arrogance as uninformed nuisances. It is time for MGJ to go and for the board to do their job in holding MGJ accountable for the promises made - accountability is a top down principle. Start at the top. No confidence left at all.

I think she is an atrociously bad communicator; she shows no advocacy for fully funding schools; cut, cut, cut -- that's her form of leadership; cold, aloof, dispassionate; poor decision making and even worse process on school closures. Seattle deserves so much better!

I met her once and receive the e-mail updates, but have no idea whether her leadership is effective. When I met her, she seemed pleasant, but I don't understand how her strategy works. I can't say whether she walks her talk...

MAPP testing is a waste of money. Her failure to disclose her board position with NWEA was unethical.

District hasn't released cost of Strategic Plan. A budget meeting to address next year's budget gap, the District gave yellow sheet asking for input on expenditure reductions..all occurred at the classroom level i.e. cut full time K, cut HS to 5 periods. Strategic Plan relies on use of MAP for performance eval. etc. MAP Q& A are hidden only in nwea computers.I see issues with MAP testing, yet we are spending millions on this ?test. Supt. non-disclosure of NWEA board position is unethical.

She has dismantled successful and popular programs and schools. Parents at meetings aren't heard. They feel like a formality, no results. She doesn't answer questions with real answers. She is known for her non-answers at meetings. Schools with better outcomes? Cleveland's STEM is not helping the disadvantaged students in that area. Moving APP students to Marshall has cost the school \$200K due to the higher FRE lunch count. How are these needy students being helped? I'd giv

The superintendent's strategy will not lead to excellence for anyone. She is visibly disdainful of parental comments. She has done a very effective job of stonewalling the board that she is supposed to answer to, which lets her get away with happy-talk manager-speak and "I'll get back to you" non-answers.

I feel it's a conflict of interest for her to be on the Board of Directors for both Broad Ctr (if the Center organizes School Bd retreats) & NWEA-the vendor for the districts online MAP tests-given 3 times a year. This online assessment take too much time away from instructional time & instructional resources needed for student learning. And I think more information should be made available about who & how questions are developed. Unethically neglected to divulge directorships until Jan. 10!

She seems to cherry-pick data to fit her view of how things should be and ignores info that parents give her. Total futuristic doublespeak - gives big names to plans (excellence for all) and has very little particulars to how it is to be done!

Excellence for all seems to focus mostly on underachieving schools, while not benefiting the well performing schools. Excellence for all truly means that all students can maximize their performance, ie meeting standards isn't good enough if you have potential for more. The top students will likely make a difference in the future of the country and are worth our public investments. Teachers should be evaluated based on performance rather than seniority, conform the most other workplaces.

I have spoken to current students in the Seattle Public School system. The high school students feel this administration is better than the previous one, but that issues of disproportionate treatment of African-American students have not yet been effectively addressed.

To my regret and the detriment of our students, parents and Seattle educators, I've seen supes come and I've seen em go, and this one needs to go. ASAP! before she does more damage to public education here-- which I actually think now is the agenda she is part of. We are being set up to fail, and Goodloe-Johnson is setting herself up for triple her well-bonused salary, in the corporate phalanx moving to take over public education and do what they do best: make money and damn the consequences.

I don't always agree with Dr Goodloe-Johnson but at least she takes a position on issues. I have also seen her change her mind when necessary. To me, this shows that she actually thinks things through with an open mind.

We withdrew our son after his kindergarten year in SPS. It was a terrible experience for him and our family, and there seemed to be an abject lack of care or concern for his well being on any level. (And it's hard to learn when you don't feel safe.) During and since that time, I have followed developments in the district closely, including the ridiculous math adoption, the hamfisted, confusing new student assignment plan implementation and the NTN contract for the SMT. @ this point no confidence

Although she does have a "strategy", it is unmeasurable and ill-defined, therefore unachievable. Dr GJ's tenure is one of the saddest things that has happened to K-12 education in Seattle.

I answered with many "don't knows." I can't figure things out with the District or MGJ. I feel like first I hear one thing, then a total contradiction. I've seen class sizes at our elementary go WAY up under her watch -- doesn't feel like excellence. And the "discovery" type math textbooks? NOT EXCELLENT, HORRIBLE! I'm hopeful the Cleveland STEM program will prove a good gamble but worried about high fees to the company that provides the program when the remaining district suffers budget cuts.

Goodloe-Johnson doesn't recognize the importance of relationships and community in building strong schools. Our kids need stability and continuity and meaningful relationships with teachers and administrators in their schools. Jerking teachers and staff and kids around like so many pieces in a board game undercuts this very notion.

Most of what I know comes from the media and parents. I have heard very few positive comments. I realize the situation is most challenging with increase costs and no money and the unions. She has a big challenge in front of her. What I am most concerned with is the closing of certain schools in low income neighborhoods, where the kids are not doing as well. From what I have observed, she is a good manager of systems but lacking real vision. Vision is hard to come by and it takes some courage.

I think that Marie Antoinette has a disregard for the teachers and parents of Seattle with little interest in how children learn. It is particularly disheartening to me, that a former special education teacher has so little idea of the needs of SPED students.

Continuing the corporate take over of public schools in America.

She does not supervise her principals in a way that is positive to staff, its all about punishment and its translated to student school climate. The frustration is high and our superintendent is absent. Your real asset is people and they are squandering it.

Most of the decisions I see from the Superintendents office seem capricious and ill-conceived. She does not seem to understand what constitutes good education, and is entirely unwilling to listen to parents and teachers who work in the field daily, and do have a clearer picture. She says she relies on data, but seems only willing to look at the data she chooses, much of which has been disputed and even proven wrong. I hope we can replace her with someone who understands education a

I hope SPS families and community can find effective ways to support (and push for) professional assessment/training/tenure-related changes in this year's teachers' contract. It's critical to get that contract right.

She has serious conflict of interest issues in regards to MAPS and the Broad Foundation. She is not operating in a transparent manner that is appropriate for a public education system. She is not honest and upfront about the reasons for the changes she imposes on our students. The stated reasons are vague at best and constantly shifting.

She's a crummy oral communicator. As a member of the public, that's really the only way I get to interact with her. Since that leaves a poor impression, it tends to influence my overall perception of her. That said, when I step back, I realize that mostly I don't know how she is at these things. I answered accordingly.

special ed kids and parents are not supported despite the huge amounts of money they bring to the district. why don't some special ed rooms even have the basics such as books at the kids reading levels? They keep saying that sped kids are general ed kids first but that sure isn't the practice of principals, the reality of purchasing materials (such as the reading/writing supports). seems they should focus on kids needs more and a lot less on the political cover your rear end stuff.

The Superintendent does not address parent and community concerns. The Superintendent does not gather parent and community input, nor factor that input, when considering significant decisions. The Superintendent allocates resources inefficiently, resulting in a negative impact on school and student performance, by 1) wasting budget dollars to purchase overpriced & unnecessary educational systems and 2) maintaining a bloated central staff.

Communication has been dismal. Assignment plan changes, program changes have been very poorly implemented. "Excellence for All" is nothing but a tagline and I see no signs that we are moving toward excellence for all. What I see is that we are moving toward mediocrity for all, fewer advanced learning programs (real ones anyway), language immersion only accessible to very few, fewer arts and music opps, and a "one size fits all" mentality. This is one uninspiring and disappointing Super.

Dr G-J DOES have a strategy, but it's one with which I disagree. She is scornful of community input, and has created chaos in the district. Good schools rest on parent involvement.

Astounding arrogance for such low performance.

She just needs a chance to get the job done without all these parents with nothing to do harping on her every minute. Our system did not get this way in 3 years and it's going to take a lot of time to fix it. There is plenty of parent input which is why we have a divide at the Ship Canal bridge. Rich white parents got what they wanted, so they were clearly heard. Now Goodloe Johnson is here and she's doing it right -- with equity in mind. Remember Equity is not Equal.

Some principal assignments were a disaster. W/ evidently no forethought. A SDS personnel problem is a SDS issue, not one to be foisted to functioning schools by offloading incompetent principals. VERY frustrating. Also, pls. do not reattempt a policy requiring fees assessed to PTA's. Families will stop donating. It's a bad idea. PTA's are not a revenue source for SDS. Funding fr. PTAs often is for items that should be funded by SDS. We need good decision making to KEEP families in public schools.

shame she has to deal with union leadership

I can't vote on what I don't know, and it's not because I have my head in the ground; I'm a grantmaker in the education field here in Seattle. What is excellence for all? (It's a terrible slogan/phrase, BTW) What would be the strategy for executing on it? In many respects Don't know is worse than the other options. Don't know strongly suggests nothing is being done. At least if I could answer Agree/Disagree we could have a discussion around what that looks like.

She has an agenda but it isn't ours.

The superintendent has done an extremely poor job implementing the strategic plan. Each and every initiative falls into one or more of the following categories: \* not done \* overdue \* gutted (without any external feedback), or \* pushed through without any consultation with the people impacted.

The lack of Dr. Goodloe-Johnson's transparency in decision-making is extremely concerning. She has shown time and again that she is not interested in engaging with parents, nor including them in a meaningful dialog on the issues most affecting their children. She has allowed ineffective principals to stay in schools and she continues to demonstrate an absolute unwillingness to listen to parents who have legitimate concerns about their school's leadership. Her contract should not be renewed.

I am not saying that she doesn't mean well, but her top down decisions translate to disaster in the every day life reality of our schools. Two examples would be the MAP testing and basically forcing Cleveland High into yet another quick fix reform that will backfire. But to be fair she walked into a mess so I am not sure how much better anyone else would have done, and she is the most fashion forward super I've ever seen!

I do think she has an agenda that drives her decision-making, one that is driven by her ties with the Broad Foundation. I do not think that agenda has any room for parent, community or staff input, and so far our school board is a rubber stamp.

I feel that Dr. Goodloe-Johnson is dismantling the schools. When I've met her and talked with her she seems to understand best practices, but the decisions she is making regarding curriculum and what is expected from students is very restrictive. It has removed students and teachers as multi-faceted learners and thinkers. There is little space for the amazing things that emerge in a learning community. I am highly distressed with the choices she's made.

The Superintendent has far too many conflicting ties to corporations and boards. In addition many of the projects the district embarks on are poorly funded and inadequately sourced and executed. Bloat at the district office both in "Central" and "Core" portions need to be seriously trimmed back and the funds used to help students directly.

Good: Actually following through with things. Committed to her plan and doesn't get caught up with endless Seattle discussions. Bad: Terrible assignment plan, ignored rules in place for alternative schools, arbitrary removing of students from outside district in spite of them being allowed in the past.

Dr. Goodloe-Johnson needs to go. She has a tight inner circle that makes all the decisions about Seattle Schools, and she does NOT listen to parent, teacher or community input. Her vision for Seattle is a corporate, business oriented education system that is top-down, non-flexible, completely standardized and oriented towards profit. She doesn't listen to the public and she doesn't care about the public. She is driving our city into the ground. I have no respect for the woman.

By any measure, Supt G-J has been a failure. She has disenfranchised parents & disrupted 1000s of kids; met only 4/20 goals to get a merit bonus; closed 5 schools over public protest, to reopen 5 schools a year later at huge expense-\$48 Mil; wants to lower HS grad standards to a D average; laid off teachers when enrollment was up; imposed weak math texts; moved/broke apart successful schools, treats principals like pawns on a chessboard, took Title I \$\$ from needy kids. Where's the "excellence"?

Her conflict-of-interest problem over MAP testing is criminal.

1. I think "Excellence for All" has excellent goals but the strategies for reaching those goals aren't always clear. 2. Running a district as large as Seattle's and one that has so many problems is going to be difficult. It's too bad Dr. Goodloe-Johnson can't better articulate how she is getting the job done and how her current strategies will lead to success in the long run. 3. Better communication skills are needed!

The SPS idea of "parent and community input" is "we will let you talk about topics of OUR choice, so you feel involved, but WE set the agenda and WE make the decisions." For example, the whole discussion of re-assignment was about where the boundaries would be; there were no hearings about whether this was a good idea to start with. Better to turn parent against parent, community against community, than allow people vs SPS. And this is just the latest, biggest example of that approach.

I disagree with her opinion that class size doesn't matter. It does. With smaller classes, teachers can provide more individualized teaching. However, I think Dr. Goodloe-Johnson is doing a good job. I don't need a touchy-feely superintendent. I want one who makes decisions and is effective. I think the district is moving forward -- despite the budget cuts. We are truly blessed in Seattle to have excellent schools.

Dr. Goodloe-Johnson needs to listen to the people her decision affects, and the school board need to do the same. She should spend more time visiting schools (job shadowing) and finding out first hand what teachers do (and put up with) every day. Makes parents more accountable, stop beating on teachers.

I have been particularly pleased with her curriculum alignment work, it's time that SPS joins the rest of the nation with this. Where I feel she falls short is in communicating her reasoning behind her decisions. She is an intelligent woman who obviously uses research to make her decisions and I feel she would gain a lot of public support by being more open and honest with the community and letting them in on the reasoning behind her decisions and actions.

I have been a teacher in this district for 28 years, and have never seen things so bad! Teachers are doing their best for students with a wide variety of needs, but are having an increasing number of students with special needs dumped into their general education classrooms, as the district closes down needed specialty classrooms. We are dispirited and discouraged, with no hope in sight of things getting any better. Dr. G-J will leave this district in a shambles, when she moves on.

It is obvious that Seattle is only a stepping stone, that she has no connection to us and that what will help her is what drives her decisions.

She began using MAP as a tool without considering the impact it would have on school spaces. Most of the time it has been done in libraries, closing down the program for 3 weeks, 3 times a year. This is not acceptable, especially when many schools only have .5 libraries. That is taking away over 2 months of library contact with students each year. This is disrespectful of librarians and of the programs we have worked so hard to create.

I oppose manipulating the programs in schools to get better test scores for the schools, such as putting APP in a poor performing school, closing TT Minor, turning Cleveland around by making it STEM. I oppose excessive principal movement. I appreciate the effort to make the SAP work in a way that will be fair, predictable, and save transportation dollars. I worry about corporate dollars having strings attached. I support earned autonomy.

I know parents can be difficult to deal with, but I don't feel like she listens to parental input. I'm not sure another person would do a better job, but at this point, I'm not too thrilled with the Seattle public school system.

I am very dissatisfied and have personally met with Goodloe Johnson in her office about my dissatisfaction. Nothing has changed and the educational gap between rich and poor is widening here in Seattle.

Goodloe-Johnson is decisive and not afraid to make unpopular decisions. I am concerned with the legacy she will leave Seattle families: closed schools in their neighborhoods, split siblings. Superintendents come and go. Families are the foundation of the community and must respond/react to each school board decision, rebuilding. With a comprehensive community-based solution with buy-in, we could create something families would flock to. Also, I find her dismissive to public in public meetings.

She demonstrates a strong vision, but she doesn't have an effective strategy; staff/principals don't seem to buy it. The NSAP is fine as a cost-cutting measure and less-confusing system but should be implemented AFTER all SPS schools are shown to be good. Dr. G-J let families down on Spec. Ed. The district promised to make services more inclusive, but the new model lands children with disabilities in gen ed classes with inadequate supports and staff/principals who don't want to serve them.

Might be a good year 2010-11 to wait and see what the results are to math curriculum K-8, NSAP, teachers contract/principal contract negotiations, before adding another year to the Supt.'s contract. At the end of 2012 she will have been here 5 years....if things have really turned around THEN the board could do a lengthy contract - if not, it won't cost the schools anything not to renew.

In 1991, Jerome Bruner asked:"DO YOU REALLY THINK THE PROBLEM IS THAT WE HAVEN'T ASSESSED STUDENTS AND TEACHERS WELL ENOUGH? WHAT ARE WE AFTER? ASSESMENT PROCEDURES AND STANDARDS...What we need is a reform movement with a better sense of where we are going...with deeper convictions of what kind of people we want to be." As parents and teachers,we want more consideration, more respect and appreciation .We make up neighborhood communities eager to improve the educational process in our schools.

My Daughter's preschool program is being eliminated at short notice. Maria Montessori preschool also served the adjacent Ballard high school students who were often most at risk providing conflict resolution, language instruction, and child-development classes. This school and its teachers provided my daughter with a thirst for learning, and a love for school. It is a shame that Dr. Goodloe-Johnson, would move forward with no concern for the children she is hurting.

Dr. Goodloe-Johnson has made it clear that she prefers uniformity and group-think over fluidity and initiative. She is reforming the district to once size-fits all. She has created an environment in which schools are measured only based on a single high stakes test scores, and principals look at the lowest common demoninators to determine good teaching, and expect all teachers to use the same instructional strategies at the same time in the same way.

She should get out of town and take the Broad Foundation fellows with her.

I think she bullishly leads, guided more by budget than vision. She does not convey a sense of gratefulness for living here and having a great position. She seems so bitter about parent involvement and has a dislike for Seattle, in general. I can't imagine what being a principal is like under her watch. I will never forget her line at a school board meeting, "I never lose sleep over my decisions".

I appreciate some of what DGJ has done. She has hired some much-needed professional-acting mgrs at JSCEE. She is rolling out the NSAP. She \*tries\* to use data to drive decisions. But I still cannot give her a vote of confidence. She is imperious in attitude, appears not to care about parents as district partners, and has moved too far into centralized control out of District HQ. She is sapping the creativity and drive out of school programs that are working.

I think Dr. Goodloe-Johnson has done a great job of increasing communication from "downtown." I've seen enough changes in staff over the last couple of years to know that she's actively looking at cutting the deadwood.

I feel it is too soon to know.

Very ineffective leadership, at least from the parent perspective.

I have heard Dr. Goodloe Johnson speak to parents several times and she has consistently been patronizing and unwilling to answer questions in a meaningful way. I feel that she is out of touch with a large percentage of parents and is not interested in really understanding what Seattle parents want in their schools. I do not see any improvement in the Seattle Schools since she began and she has consistently refused to actually measure the success of her plans.

The Strategic Plan is invoked when it suits her to do so and ignored it doesn't. She is openly contemptuous of the community's input and only gets it after decisions are made. Her leadership has damaged good schools and programs without improving the schools and programs that need help. Her focus is on numbers by the schools and pays no attention to individual student outcomes. Her staff is unmanaged and the principals are moved like crazy. Where's the promised accountability? Nowhere.

She has shown a lack of leadership in supporting children and parents in the Special Education population. Her insistence in the closing of schools primarily in communities of color is down right horrible. How could she roll out a ICS program without providing proper training and support for teachers, students, and parents. She is essentially clueless in how to provide effective management.

It is not about the kids it's about the DATA! I have never experienced such stress in my 15 years of teaching. And when you are this stressed how do you serve the kids? And in the largest K-8 school in the district, there is no funding for services for the 70% free and reduced middle school population we serve.

New Student Assignment Plan....? What a mess! What's the point breaking up a family?

The special education inclusion model was started with no preparation and not much notice to special ed students. Special ed. students are not being given the assistance they need to be successful, especially at the high school level with this model.

When I say that I Strongly Disagree is exactly what mean because she has no idea to what the community needs specially the people of color and latino community I am shame myself for support her in the beginning. She has ben a huge disapointment to all her people and to all the minority community. The question is : is because she have not look her self in the mirrow?

She is driving the district into the ground. She has ruined public trust through her lies and ignorance. Her decisions are poor and lack support of research. She does not involve or listen to stakeholders. It's a monarchy. She shows disrespect and even contempt for school staff. Her actions say that she doesn't care about the children. She has multiple conflicts of interest. She has no right to accept her position in a public school system and then betray the public and allow mor

She is corrupt.

Top-down mismanagement doesn't work -- particularly so in Seattle.

She is a complete failure; rather than community engagement she ignores us and does what she thinks should be done. The Board are a complete failure in not reigning her in (Maier and Carr especially).

HER ALL-TOO-OBVIOUS DISDAIN FOR COMMUNITY/STAKEHOLDER INVOLVEMENT IS DETRIMENTAL TO THE CITY, AS WELL AS THE SCHOOLS.

I place a lot of blame with the current board for MJG's performance ratings I gave. (not glowing) They need to manage her better, get her some people skills training and say NO to her outrageous spending associated with the Strategic Plan. Our schools are suffering at the hands of this superintendent and the board!

We need a visionary, a John Stanford, who empowers parents/teachers, enthuses the entire community, and encourages each school to maximize its learning potential. We do not need top-down management, one size fits all curricula and pacing guides, teacher coaches, and "canned" solutions brought in at great expense from educational "corporations" who don't know our schools and our community. We also need non-high states testing that solely focuses on whether kids are learning, so teachers ca

The Superintendent is arrogant. She does NOT listen to her clients, which are the parents and students of this district. She does NOT provide leadership to principals. She overuses consultants, and middle managers, and short-changes those of us at the bottom: the children.

egads what a mess

I challenge anyone to come in and run this dysfunctional district!! She is clearly making decision that make people feel uncomfortable (the unions & special interest groups) but she is definitely heading in the right direction.

MJG needs to resign. She has no respect for the work teachers do, her staff and the community.

The District has become less transparent and worse for students during her leadership.

I realize that difficult decisions have to be made, and that the public will never agree 100% behind any issue. However, I think it's important to listen to massive opposition to a decision, and Dr. Goodloe-Johnson and the Board did not do that regarding sibling grandfathering. That has been the only major disappointment for me since she took on this difficult job.

I think Dr. Goodloe is a strong leader, and very smart. I think that reinvigorating neighborhood schools is on balance a good step forward. I am concerned about the way programs are rolled out without details of implementation being worked out. The NSAP is a great example and I fear there will be mayhem in September. It is VERY important that schools have stable population, particularly those with high needs students---ell/poverty. People learn in relationship, and learning is a social act.

There is a world of difference between Dr. Goodloe-Johnson having her clear strategy implemented and whether that particular strategy is the proper one to pursue. I believe that she is going down the wrong path, that in fact, she is really the representation of the corporate mind-set that is far too narrowly focused on test scores and jobs rather than developing the whole person, the educated citizen of the world.

She is very disrespectful to our wonderful teachers, she looks down upon them and the tension is so bad when she is around. She does not understand how to work with special needs children and things are falling apart at the schools. Each year she is with us, the more we see how our teachers are looked down upon. We have wonderful teachers and they are getting pounded to the ground by her. I have little respect for our superintendent.

I am so put off by her dismissive attitude toward parents and what is actually working in Seattle Schools, including our alternative schools, that I find it difficult to respect her or trust what she says. I believe she has been very destructive, it appears sometimes that equity tops excellence. She will tear down successful schools to make things more equitable for less successful schools, rather than studying what works and trying to replicate it. It's very hard to be in public schools now.

Her style is autocratic; she seems to let her staff make decisions without understanding the ramifications. She appears to think that strategies will work because she thinks they should, rather than that they are actually effective for the students. In particular her handling of the "reorganization" - read "decimation" of interagency, and her "plan" to education at risk and failing students is unrealistic and destructive. The sooner she leaves town, the better.

The Superintendent's is very effectively fulfilling the Broad Foundation's agenda for SPS. This agenda is in the best interests of corporatization of public education. This is not in the best interest of the children of Seattle. She has got to go, and we need a replacement that follows Board policy. We need a board that writes policy that reflects community values and concern. We need a Board that used the John Carver Model of Superintendent evaluation. Please share my message with School Board.

We have schools that are program driven. Placing kids by address without funding to equalize magnet programs create worsening education inequities. Demanding schools align curriculum additionally jeopardizes special classes, great teachers and magnet programs. Providing "excellence to all" with no funding and dismantling the extra specialty classes is a dismal failure and hollow promise.

I find the process to make school staff leadership assignments is neither collaborative nor does it demonstrate understanding, sensitivity and respect for individual school communities. Knowing what is working, and much is in the district, and making decisions which reinforce that work would demonstrate the kind of collaborative leadership the Seattle Schools need.

STEM at Cleveland was a brilliant idea. I think it can help to redefine schools in the South End.

It's hard to know how effective Dr. Goodloe is with staff or in the district - but she does not seem to be an effective leader or communicator with parents or community leaders.

I lost respect for her when she RIF'ed teacher yet accepted a bonus for improved WASL scores. How did she improve WASL scores?

I was excited when MGJ was hired, before I had kids in Seattle schools. This was our first year with our oldest in K and we have 2 more behind her. All I can see is a lot of inefficiency, bloated administration and poor decisions by our leadership. Please note, my survey response is as much a reflection on the board as it is on MGJ but she is the leader. Coaches take the heat for poor performance of their teams, she is the coach here.

The district is in disarray. Too much spent at the top and not enough on the ground, with the kids. Decisions are confusing. Sure we get that little email newsletter, but it actually says nothing of substance, just double-speak.

Charleston has been very pleased with their replacement to Goodloe-Johnson. 73% of Charleston teachers polled find Goodloe-Johnson's replacement to be an effective leader compared to 48% for Goodloe-Johnson.

[http://www.postandcourier.com/news/2009/may/22/mcginley\\_praised\\_teacher\\_survey83219/](http://www.postandcourier.com/news/2009/may/22/mcginley_praised_teacher_survey83219/) The Seattle School Board picked Goodloe-Johnson unwisely and under pressure in 2007. Her tenure has been dominated by turmoil and inept management. She should be replaced.

I am unhappy with Goodloe-Johnson. Her management style is very top down.. I was shocked that board kept her on after she lied about the budget. I wonder why she has closed schools only to have to reopen them a short time later.

1. Strategy? Are you kidding? Random closures, illogical NSAP boundaries, adding portables in West Seattle, reopening in the North, assignment waits until June - all reactionary, not a defined strategy! 2. I went to NSAP meetings and other topics and it was clear the district didn't want public input. Meetings a sham. 3. Would love to see evidence of student improvement, is there any? 4. Principals move too often, staff hates her, random and chaotic. 5. Did anyone answer yes to this question?

My personal experience is that MGJ thrives on keeping a school in chaos, and regards parents, her consumers as a nuisance. I have yet to hear her speak as a compassionate educator. The faculty where my child attends school is fearful of her and her staff - of being penalized for even a slight mis-step. Her messaging to our school has been cold and dismissive . The district's handling (planning of and communication about) of the principal transition at our school has been extremely poor.

I am angry that she completely disregarded many families pleas to keep their siblings together. This puts an incredible hardship on families. Students not even in the school were chosen over current families. She should have charged for buses (but free to those who have free lunch). She should have made all schools equitable before demanding everyone go to an assigned school. She's alienating the people that can help save the schools (from budget cuts - program cuts).

Dr. Goodloe-Johnson heads an office which makes decisions and presents them to the School Board and the public as a fait accompli. I am very unhappy with the Student Assignment Plan's failure to grandfather in siblings. This may have a devastating effect on my family. Dr. G-J decided people who aren't in the school system yet are more important than those who are already invested in their children's schools. Meetings came late in the process and the SAP was accepted with very little change.

The superintendent has a strong vision for what she wants Seattle Schools to look like but no clear strategy for how to get there. The capacity management and NSAP SNAFU was a disaster. There was absolutely no reason to break up schools before the NSAP was rolled out and there was ZERO savings brought from a process that severely impacted schools and kids. As for managing her staff, I think she gets what she wants from them but that isn't always a good thing. Here credibility with Alts is ZERO

I had hoped she would be more engaged in understanding issues before trying to implement solutions. She has gotten more flexible, but it's been a painful process in the meantime. I'm also not sure the culture of excellence has filtered into the district's administrative levels.

For someone who claims to want to support communities and families, I see her making so many choices (late school time for elementaries, not grandfathering sibs into new school plan, etc.) that do the opposite. She doesn't support the principals or teachers and she leaves parents feeling as if she doesn't care what we have to say.

I have been an educator with the district for 25 years. I have spent my entire career teaching el. special ed. students. I love my job!!!! All my years have been spent with 95% or more reduced lunch programs. She does not understand how hard my families work to take care of their children. She does not know the hours and hours I work to plan and implement my daily lessons. She does not deserve the families and students in Seattle. She brings nothing to the table.

Her style is weak and self-serving. She's building a resume, earning more than our governor while dividing her interests between corporate and foundation boards She has a strategy, a highly disingenuous one. She's moves schools, kids, and principals around with a stated goal, but she's not reaching her goals, while claiming to be doing an excellent job. She manufactures a record of success, but the numbers say otherwise.

Glad she took on the very hard but financially necessary tasks of closing some schools and coming up with an assignment plan that should save transportation dollars. Very concerned about other expenditures in view of the stressful and hard cuts (STEM, Central Admin, expensive curricula with consumables). Style is very divisive. Makes strong, tough decisions but implements very harshly, creating turmoil. The district does not feel "safe" anymore - I don't know what bomb will be dropped next.

Dr Goodloe-Johnson's \$300,000 could be better spent!

I don't feel that she has once based any of her actions on community input.

Dr. Goodloe-Johnson has supported Latino community's desire for dual language programs and accepted results of unsatisfactory bilingual programs audit. I think she has done well in that regard. However, with budget cuts looming I believe responsible action on her part would be a pay cut.

Goodloe-Johnson seems to be a defender of the public education establishment and not open to truly significant change. Very disappointed with the selection of the math curriculum. Goodloe-Johnson's demeanor toward the public at School Board meetings and other public forums is arrogant and dismissive.

My daughter is the victim of the APP Split where half her friends who live closer to Lowell are now bussed to Thurgood Marshall. She is in a larger class of 29 (was 22 when she started out at Lowell) where high rates of illness are a problem. There is no after school program at Lowell which has put great stress on parents. There is not enough funding to even cover the cost of xerox paper. Math curriculum is not effective. Goodloe Johnson ignored the consultants' advice of keeping APP together

GJ came to Seattle with an agenda of her own making. Although she might be physically present at community meetings, it does not appear that she is present in mind or spirit. She does not seem to listen to or process input from parents or staff who work in the schools.

Nice to have someone who makes decisions and follows through!

I think Seattle public school parents prefer inaction rather than change. Futher, I feel that this survey is more suited for north Seattle parents.

The superintendent does not lead through collaboration and team-building, only fear-based. Two thumbs down!

My children attend the same school, and they are three years apart in age. We have had an ineffective principal for the past five years. How does the Seattle School District evaluate principals? Are parents ever consulted about the effectiveness of the principal?

She clearly has an agenda that does NOT support what is in the best interest of ALL students. She wants all schools to operate at sub-par levels. Very sad decision to hire her. Why continue to give \$ to public schools, when it won't support what is important to us and our children who care about education? Sad to consider moving from our home/friends/community we love, because the school program is one of the worst in this country. This is a direct reflection on her. When will she be fired?

It is difficult to judge because the past two years have been difficult due to the New Assignment Plan and the budget crisis. I would like to hear more from the Superintendent. I don't feel that I have a great deal of knowledge. I've met her personally twice, so I have a strong sense of her personally. But I don't feel I know much about her job performance except that she has very high standards for herself and her staff, and she is very committed to public education.

Superintendent Goodloe-Johnson disrespects teachers and students. Evaluating schools and teachers using MAP data is ridiculous because that test is not aligned with state standards. Her communication style is completely inconsiderate. She apparently came to Seattle Public Schools with an agenda to corporatize our education system and that agenda has no room for being responsive to communities or nurturing children. She has conflicts of interest as a board member of NWEA and the Broad Foundation.

While changes clearly needed to be made at Rainier Beach, it was detrimental to The Center School community to remove our principal in the middle of the year and fail to provide a consistent substitute. One school may be doing better, but another is faced with a myriad of problems that did not exist before.

Though MGJ's credentials are impressive, I'm extremely disappointed by her performance. Her refusal to meaningfully dialogue with parents or candidly answer questions is baffling. Parents could be MGJ's strongest allies, but after being frankly excluded from decision making (school closures, APP split), many are discouraged. MGJ gives the impression of listening only to consultants and foundations. True or not, this a widespread perception that may have irreparably harmed her effectiveness.

WE are extremely dissatisfied with the outcome of the New Student Assignment plan. We feel that our input was not taking into consideration at all. Our community was never directly informed about the drastic changes to our boundary. Rationale for the given boundary went against all stated criteria for neighborhood schools.

Still waiting to see -- not that inspired yet. Also, wish our principal got more coaching -- he's young and could use some coaching on better communication (e.g., returning emails).

Number 1 is a weak question at best. What does "Excellence for All" mean? It's like saying: I am pro "Capital Punishment". Can you tell by the statement whether I am for capital or against capital punishment? Bottom line, I believe Goodloe-Johnson is doing a terrible job with the one size fits all policy!!

She is nothing but an autocratic dictator!

Goodloe-Johnson wants to run the district as if it's a corporation. Her cost cutting efforts may endear her to the Board and City Council, but her constituents (students and parents) are left totally out of her decision making process. She ignores the end product and focuses solely on the process.

Ms. Goodloe-Johnson is creating a divisive district. Her disregard for maintaining strong programs puts our students at risk. She appears to be extremely disconnected to what should be happening in the schools.

Uh, let's see. The Supt does what she wants. She has disdain for parent input. The only "community" input she likes is from the phone "grassroots" coalitions with \$\$\$\$. Teachers hate her and principals probably fear her, so I imagine morale is really high. And our kids suffer from all this.

Superintendent doesn't know the effects of her initiatives because the district didn't establish a baseline, nor has a comprehensive way to measure success. She is divisive and arrogant, and only smiles at the corporate backers or foundations that push their agenda. She has no vision but theirs.

The SDS continues to put money first and students second. I get that there is a budget crunch but how does eliminating choice in high school help the budget? And don't get me started about the choices in the math curriculum. Money first students second.

She is data driven, not student driven. Her blanket edicts do not take into consideration learning differences. She does not honor alternatives outside the mainstream.

I'm particularly disappointed in the lack of vision for special education. We've embarked on the ICS model, yet, I don't see any real vision for inclusion. There is no buy-in from General Education. I don't feel that the administration really listen to parents about their concerns. Under her tenure, the mistrust, feeling of being shut-out, feelings that parents and teachers are not told the truth, has increased. I was supportive of her when she first came. I am now disheartened & discouraged.

There is a wider divide between administration and students who directly serve students. I feel that teacher voices have been muffled.

It is very hard to separate Ms G-J's performance from the lamentable cuts in education spending due to the state and local budget shortfalls. Overall, our schools have a bleaker outlook than before she came, but this is probably the result of bigger issues than her performance.

Closing a school and then reopening it two years later sends an inconsistent message. One size does not fit all. Students need choice in the schools they attend and schools need to maintain diversity not become more mono-cultural than they already seem to be. Where are the trainings for teachers to better work with disengaged students and their families? Where is the time and money to lessen student loads on teachers? She has unrealistic expectations.

Interesting--the wording of each of these statements is clearly directed at specific priorities and methods of the superintendent's, so it seems like I should be able to agree. However, there are also clear contradictions to each statement in recent events and decisions. I regret the negativity of rating all 5 as "disagree," since I do believe Dr. G-J's intentions have been to make progress in all of these areas. Unfortunately, I haven't seen a convincing case that any have succeeded.

The Superintendent has created an atmosphere of mistrust and low morale. A leader cannot lead if s/he does not have the respect and relational trust of staff.

Dr. G-J does not listen to the parents in her district. We aren't stupid. She has her own agenda and will drive over anything in her way to make that happen.

I remain cautiously hopeful that the changes she is putting in place will result in better schools. I know many people who ding her for not listening much too community input. I don't care if she doesn't listen as long as she gets results. I don't have adequate information to answer question #4, but overall believe Seattle needs to do more to weed out ineffective/underperforming principals and teachers.

I admire Dr. Goodloe Johnson for making some hard decisions about school consolidation and redistricting to neighborhood schools. However, I am concerned about the neighborhood schools in the less economically stable or advantaged communities. The gap between the rich and poor will be greater in how SPS educates students unless SPS finds a way to help the disadvantaged schools. Also, I was disappointed to hear that SPS is appealing the math curriculum decision.

Please get rid of her and find someone who really believes in the potential of the Seattle community to create and support great public schools! We need someone who will go after the "market share" by creating schools families want, rather than closing, consolidating, and standardizing.

She has her own agenda and her philosophy is to dumb down the high performing schools to make them equal to the schools that are not meeting standards. She will ruin high schools in Seattle.

I like our elementary school, but attribute its success to our principal and staff. I became more knowledgeable about the District through advocating for grandfathering of siblings. I was MUCH happier with SPS before getting a more global view of the District. Specifically, STEM is too expensive in these financial times; not clearly successful in other areas that have implemented it. Shouldn't have taken away school choice before creating excellence for all-severely punishes south end families.

I am unsure how to answer #1, b/c I believe \*she\* finds her strategy clear and it drives her decision making. But I do NOT find her strategy clear. The current leadership does not foster community (among staff, schools, or families) and devalues creativity. Closures, sibs broken apart, zone changes - I am a K parent, entering into a relationship with a district I do not trust. I love my school community, but I don't get the impression MGJ gives a hoot about something unquantifiable like that.

MGJ seems to very disconnected from Seattle parents and just seems to be doing the superintendent's job to advance her own career. I am highly disappointed how SPS (as well as the school board) has been managing the closing and reopening of schools, dealing with thousands of parents' requests for sibling grandfathering during the transition to the NSAP, and not supporting and duplicating popular programs such as international schools.

Her tenure in Seattle has been marked by an accelerating downward spiral in student achievement, strength of schools, and community satisfaction.

I am very disappointed with the district's performance under this superintendent. They say they want parent input but they only want parents that agree with their plans. I feel completely disrespected and used by this district and superintendent.

Though she has a clear plan it does not take into consideration the actual needs of Seattle students and staff serving the students. By restricting students to neighborhood schools she is creating a situation where students will not be engaged and will not receive the support they need to succeed, either in school or in life after school. She is short sighted and so fixed on her own goals that she will sacrifice our children's education for her own sense of being right. Please replace her.

She is directing our children to "Every Child Left Behind" with neighborhood schools where all low-income/poverty kids will be separated out; where teachers have scripted curriculums; where teachers are held responsible for students with unsupportive home and cultural environments; where test scores rule what is taught; and where the "humanity" of teaching is taken away; educating children is not like a business model - students can't be hired or fired - all need to be taught equally!!!!

Apart from HS math adoption, I think she's leading the schools in a good direction. I'm concerned that there may not be enough cross functional collaboration among SPS management, nor with teachers, but that's based only on a hunch.

Glad to see some of the transportation/area schools issues are FINALLY being addressed (and we are a family who is out-of-cluster and may have our K student at a different school). Busing is out of control. Would like to see Dr. G-J take on the teacher's union (as the Supr. in Wash, D.C. is doing). Still seeing so many ineffective teachers and principals who cannot create cohesiveness w/staff. (I'm a former teacher myself.) MUST have academic equality in the south end!!!

Very unhappy with how she handled the principal situation at McGilvra. Very unhappy.

It is clear that the supt.'s style of working within the system is very top down. This style undermines the importance of relationships families and communities that have already established relationships with administrative staff members. I am disappointed in the district's approach to working with parents, it seems like decisions have already been made without consideration from parents and community partners. I would like the district figure out strategies to ensure parent/student input.

I strongly dislike MGJ's high-handed interactions with parents and the community. I feel she has misled directors and dodged questions about the performance of Seattle schools under the many new initiatives that have made the school district such a chaotic place to be over the past few years.

I am deeply concerned with her associations with the Broad Foundation and her comfort with charter school concepts. She seems to want our wonderful alternative schools to become more mainstream.

I live in the southend. I still haven't seen how this "Excellence for All" going to be addressed in our schools. How are you going to measure this excellence in our schools and make thie southend schools equal the the northend schools?

She appears to have zero support for alternative education. If she had her way, we would have cookie cutter schools with no options for students with different learning styles. I have seen no evidence from her that this is not her point of view.

I feel as if she has a private agenda that is in line with her experiences in the South. she is advocating for changes that will make SSD look like the districts she is familiar in the south- however, we are in the Northwest. thanks

please don't extend this contract beyond the current 2 years unless MGJ demonstrates an understanding of the benifits of good public discourse.

I have actually been very disappointed by the lack of genuine interest and respect that has not been evident by the Superintendent in regards to parents and community concerns. This was in full display in regards to The African American Academy closure and the lack of listening on her part to the concerns of parents at TOPS with the placement of a new principal. She seems to act in the interest of the Business Community and those interested in awarding schools more able to mount the best protest!

Goodloe-Johnson is worse than ineffective, she taking this school district to 1 of worst in the nation - just as she did in Charleston. She is creating havoc in the school district. She does not recognize that different children learn differently - alternative schools, special ed programs, etc. are necessary to give all children the education they desire. She has had opportunities in her building where she could have presented herself as helpful, but chose not to do so. Fire her now!!!

Southeast High Schools do not offer the level of programming offered in other areas. We need an IB program, we need not only a vision of basic competence and meeting standards, but HIGH QUALITY, outstanding educational opportunities, otherwise we are left with what we see is an inferior education delivered by overwrought and well-meaning people.

Dr. Goodloe-Johnson has driven for neighborhood schools, yet she herself would appear to be cherry picking the school her child attends outside of her area.

In 1995, only 40% of African-American students in Raleigh, NC scored at grade level on standardized tests. Raleigh decided no school would have more than 40% of kids whose families were low income. To achieve that result, they bussed students longer distances and introduced magnet schools. Within 10 years, 80% of African-Am students were meeting grade standard on tests. Seattle's Superintendent's plan means some schools will have mostly low income kids, the opposite of Raleigh's successful model.

I appreciate her no nonsense approach and that she is able to get things done but don't agree with her vision. I think she is short sighted and has a clear vision of what a poor school looks like and how to make sure all schools fit that low achieving model. There is little room for teacher wisdom and freedom to teach what students need. Teachers feel disrespected, morale is low. Alternative schools are being disassembled. Parents have no say. Neighborhood schools provide inequitable education.

I am very concerned about her ethics with regard to being on the board of the testing org. which is behind the MAP tests. I am also concerned that her agenda is not out in the open, that her training comes from viewing education not as a public entity but with a need to privatize them.

I think nothing has improved. Special ed is particularly awful. Bring in someone who knows how to educate all kinds of learners.

She is tearing schools apart, not providing support that she has promised, and she evades answering questions in any honest way. Just the mention of her name makes my blood pressure rise.

People who work with Dr. GJ tell me she is doing great things at the central office level, but I see no evidence of change in the schools after 3 years. There is much more talk about "accountability" than action and there is no clear effort to align curriculum and teaching to outcomes. South end schools continue to languish and now students will be assigned to subpar schools.

She uses parent input when it benefits the district as with SAP. I have never known her office to contact schools in anticipation of a closure process. It is impossible for her to know all schools and parent input would make a difference. She needs to partner more with parents instead of alienate them.

Dr. G-J's disregard for the families, teachers, and students in the district is stunning. Every interaction, every meeting I have attended where she has spoken has been a disappointment. One example: a special ed PTSA meeting. The audience was all parents of kids with disabilities; none of their kids were in attendance-- all had found childcare. Dr. G-J brought her own child; it detracted from and disrupted the entire meeting. It was disrespectful of the entire special ed community.

Her decisions lack forethought (closing schools prior to a new assignment plan), she does not follow through on commitments, she does not present a clear view or strategy about how she wishes the public school system to develop and excel, and she lacks the skills required to communicate and engage with the community

I realize that the new Student Assignment Plan process may be necessary and that it can't make everyone happy, but it doesn't seem like the whole process has been handled very well, including the parent/community communication. It seems like the district could have made more of an effort to accommodate siblings in particular. It seems like MGJ does what she thinks is the right thing without taking much community or parent input into account. Ditto these comments for the school closure process.

Goodloe-Johnson really should consider the impact of abrupt changes with school assignments and transportation will have children and their families in the district. I agree with the new assignment plan to have students attend their neighborhood schools, I just the Superintendents transition would have been more thought out. All schools should be equipped to meet the needs of all students in the district.

Excellence for all seems to apply more specifically to the north-end schools! The south-end schools remain mediocre at best, with only a few exceptions such as Van Asselt. There doesn't appear to be a plan in place to correct the inequities.

As a teacher and parent of Seattle Public Schools I have written several emails to the school board and the superintendent and NEVER gotten a response back. That is absurd. I have legitimate concerns about redistricting and neighborhood schools and my voice and the voices of my South Seattle neighbors has been totally ignored.

Pros- 1) She listened to the McGilvra parents and quickly removed an ineffective principal. 2) Her school assignment plan over long term makes sense. Cons- She ignored the requests of families to allow siblings to remain at the same school. The alternate plan is not even a good "band aid" nor does it provide any comfort for those with kids that will be going to school beyond the 10-11 school year. She will cost my family over 300,000 in order to move to keep the kids together.

The state of the southend schools is a disgrace. We'll be moving or sending our daughter to private school.

Dr. Goodloe-Johnson's 'top-down' approach to schools is a disaster for gaining support for SPS. I've recently heard her speak for the first time and her 'because I said so' attitude shows her lack of true leadership skills.

I believe her to be effective at executing and carrying out her agenda, however, it is not OUR agenda the community at large. I think it limits our children and puts test scores above all else.

My student was a 2008 graduate of Center School. He did not pass the 2008 requirements to graduate but was pushed through anyway. The many principals he had at Center School were of no help. My student had a 1.0GPA and his counselor and principal said he was right on track, doing a great job. I was discouraged. It was awkward since I was asking to fail him or at the very least allow him to suffer a consequence. In the big picture it was great he graduated but he really did not deserve to.

She doesn't use data. She threw families under the bus. Essentially, she lies - says things will be one way, then, gets a board vote, then backs up and changes the policy calling it an implementation detail. She's killing the SPS budget. She opens schools in an unthoughtful way. Way too high overhead (coaching?!). Design teams- she just passes the buck to them instead of being honest. High school math adoption-how arrogant & wasteful - Lowell APP - she destroyed it. FRL students- she's hurt them

Dr. Goodloe-Johnson's full strategy has never been "clear" to me and when faced with information contrary to her stated goals (ie. building closures or teacher cut backs) she seem to ignore it.

She is doing a horrible job that is detrimental to our students of color. She is setting them up to fail...

Very unhappy with how she has dealt with the over-crowding issues in the NE Cluster. She should have done a better job looking at the demographics/population numbers and changed up the schools accordingly, mostly making Jane Adams an alternative K-8 and turning Thornton Creek into a regular K-5, reducing the over-crowding at View Ridge/Byant and Laurelhurst and taking away the need to open Sand Point.

Meh.

I participated in meetings with Dr. Goodloe-Johnson in the last year. I think she needs to work on her listening skills and her ability to compromise and show empathy. She often appears cold and detached. She doesn't quite seem to understand Seattle families. We respond to an optimistic and down to earth personalities. We also want to be heard and understood. We want to hear the truth no matter how harsh, but we also want to be a part of the solution.

Dr. G-J clearly has a difficult job, complicated by a challenging budget cycle. However, I think the decision making process could be vastly improved, regardless of funding issues. The school assignment plan is a good example. It seemed every other week there was a new plan, which was very frustrating. I also think the school closure plan needs to be de-politicized. The rest of the country is taking draconian steps (see: Central Falls, RI) to fix poor schools. Why are we defending them?

GJ does not listen to parents, or staff and seems to think she has all the answers and knows what is best and it is obvious that is not true. Morale is low among staff, and parents and changes in school boundaries are out of order. She also has no experience working with the unions and this causes her problems with the teachers, and she seems to not care! Poor judgement in many areas.

I don't believe Superintendent Goodloe-Johnson has communicated to her principals that they are accountable to her for the quality of their leadership. For example, my daughters principal, Sherie Encarnacion at the New School @ South Shore (now located in the Columbia building due to indoor air quality problems) is an appallingly ineffective and unresponsive principal; it is clear from her attitude that she does not feel accountable to anyone, Superintendent Goodloe-Johnson included.

While the sad lack of money to fund schools forces some hard decisions, I feel her decision-making process creates unnecessary strain on the community. (I had many specifics and suggestions here but this webform limits me, and thus further supports my feeling that Dr. Johnson doesn't really want to hear what people think.)

Her strategy seems more along the lines of "Mediocrity for All." It seems she believes that sameness across schools is a good thing without accounting for different kinds of learning styles and school environments. Lack of choice is helping turn this city back into the segregated landscape of my childhood.

In matters that affect the school my child attends, Dr. G-J has made several decisions that negatively impact the school. Those decisions were made with no input from families at the school. When asked about the decisions, rational was either "that's how it's been in the past so that's how it will be going forward" or we were given reasons that were blatantly untrue. I feel that she has not been upfront and honest with me about issues at my school and I do not feel that I can trust her.

Thanks for the neighborhood schools!

Terrible at communication, especially with parents. Goals are not well-defined. She lied to parents at TT Minor about not closing the school.

In focusing mainly on bringing up the lower-performing schools and students, Dr. Goodloe-Johnson is going to succeed in equalizing the system by bringing down the higher-performing schools and students. She seems to have a hidden agenda of dismantling the alternative schools but is not putting this out as a goal for the public to see and fight against.

1) The lack of a real transition plan has been immensely frustrating. Siblings should have been guaranteed a spot at the school the older sibling attended. 2) She closed schools then opened schools. Should have been open with the public to begin w/ that they just wanted to close bad schools. That I could swallow but opening schools with FEW students in a bldg when we have a budget crisis=bad idea! 3) she needs to do a better job proactively communicating w/ families.

Dump her and anybody with her mindset. The sooner the better.

I don't get the impression at all that families are heard by the district. Between math issues, the new SAP, and the general attitude toward any sort of program that even remotely falls outside a standardized test norm, engagement seems poor. I'm not also not thrilled with how they want to evaluate teachers. How about equip teachers with the tools they need (smaller classes, more help IN THE SCHOOLS with REAL professionals targeting struggling kids, not "teaching coaches" in central office.)

Supt. G-J has been a disaster for Seattle. She has made very ethically and fiscally questionable decisions, many by fiat. She clearly has nothing but disdain for parents & teachers of SPS, & she spends money erratically. Why does she find \$4.3M for burdensome MAP tests, but no \$ to pay for elem. counselors or librarians? How can she work for SPS AND remain on the boards of the co. (NWEA) that sells MAP to SPS, & L.A. billionaire Eli Broad's pro-charter foundation? Who is she really working for?

Strategy? I don't see any strategy, just reaction. Ignores community input completely. No evidence schools have improved. Staff hates her, principal churn is unacceptable. #5. No way. Fire her.

I believe her principal concern is to close schools and implement the School Assignment Plan. Her priorities should have been to (A) inspire confidence to draw parents back into the system (B) to achieve better socioeconomic integration within schools (C) to close schools fairly, avoiding disproportionate impacts on the south end.

At a community meeting I attended she dismissed parent input (about discovery math) and immediately afterward fawned over a student comment on the same topic. I am especially concerned that school-specific programs will not be continued in future.

Supt. Goodloe-Johnson is autocratic, condescending, and dismissive of parent and community input into SPS decision-making. Decisions get handed down in a summary fashion, often without notice that decisions are going to be made -- and then opposition from the public is dismissed with contemptuous comments, without any recognition of the stake we all have in our public schools. It is time for her to go. She fails on all of the criteria central to her evaluation by the Board.

Dr. GJ seems focus on making change happen instead of building excellence in education. Maybe she will get her picture on Newsweek like DC Supt.

Lame Duc without being fired.

Dr. Goodloe-Johnson seems more intent on forcing high-stakes testing and merit pay than on finding what really improves student learning.

When Dr. Goodloe-Johnson arrived, district administration was not in good shape, but many schools were functioning quite well under benign neglect. If she had decided to not mess with success and put her attention on specific schools and areas that were hurting, I'd have been happy. Her actions seem a Machiavellian power grab, mucking with successful schools (e.g. a hurried attempt to move Thornton Creek) and speaking all the right buzzwords and platitudes. She's smart, but I don't trust her.

When her contract ends, send her packing. She has been an unmitigated disaster.

She disregards community input and professional studies. She wastes resources of the district. She is repeatedly dishonest and unapologetic. She doesn't appear to care about kids. Not SpEd, Bilingual, highly capable, low SES or even typical children. She is re-segregating the district. Teachers fear personal retaliation for speaking up for students' needs. She has no commitment to Seattle. This job appears to be a professional stepping stone, yet her actions here will have lasting repercussions.

She would be well served to have a weekly radio address similar to other elected officials that would provide an opportunity for her to directly address current concerns/rumors etc. so that they don't become festering distractions. This would promote transparency and post public confidence in her leadership qualifications.

Dr GJ is dismissive & contemptuous of parents' & community input. Her vision for SPS is piecemeal and unclear. Her execution has been extremely incompetent, as evident by the closing of 5 schools in one year and reopening 5 schools the very next year at great expense; her office seems incapable of getting information to the Board timely enough for informed votes. Her quote that a competent teacher can differentiate math instructions to 28-32 students shows that she has no experience in teaching.

She seems to dwell in the shadows, hear very little from her, she rarely speaks to parents at meetings, and everything seems carefully orchestrated. As a new parent to Seattle schools, I am less than impressed. She doesn't reach out to parents.

My child, a special ed student, is not being educated to his highest potential, nor is he having his many needs met, under the current superintendent's reign. The superintendent should be deeply ashamed about how special education students are being "handled" in this district. The superintendent is a disgrace to our children, and to Seattle.

Does not reflect the values of our community. Makes no attempt to understand our individual communities. Regularly undermines the strong parts of our system to help mask the weaker components. That might almost make sense if it truly helped the kids who struggle, but in practice it has only allowed her to decrease the resources that are devoted to our most vulnerable kids.

XforAll is applied to mean whatever is convenient. Imposes 'data based' decisionmaking on schools when they have little meaningful data to work w\ (WASL not designed to be used that way, smpl sizes for subgrps too small) not at District level where much data is possible. Audits are cherry picked, results applied to suit her goals, not to follow best practices.

As a teacher, I've been distressed every time I see her talk -- she seems to have no clue as to what is going on in the schools. She does not look to the teaching staff for ideas and leaves us in a state of confusion and uncertainty.

The principal of South Shore /New School is an example of an principal who should be responsible of Dr Goodloe-Johnson, but despite numerous complaints by parents apparently feels protected by the heirarchy. Therefore she continues to be inaccessible, dismissive of parent concerns, and a poor example of Dr Goodloe-Johnson's effectiveness at managing her principals.