



Going Places, *Together*

Visioning Day Primer

Welcome to Going Places, Together Visioning Day!

We are so excited you have chosen to join us for Sandy Spring Friends School's (SSFS) Visioning Day on May 14, 2022. We encourage you to read through this packet of material before attending. The information enclosed will give you an overview of the extensive internal and external research that led to the identification of the four high level Strategic Drivers that make up SSFS's strategic agenda for the next five years. Strategic Drivers shape a school's plan for the future and represent critical elements that help determine a school's strategy.

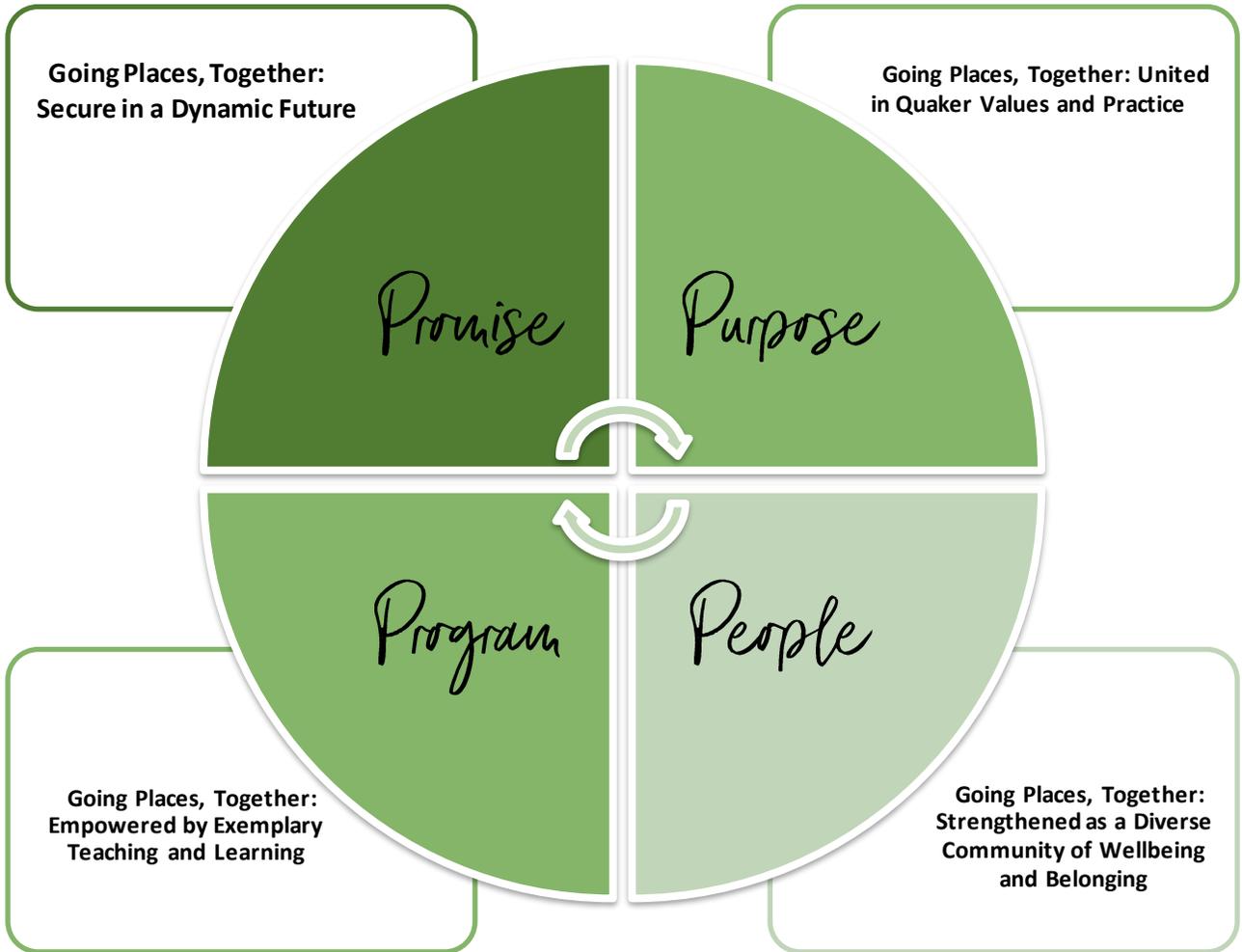
If your time is limited, please focus on pages 1-4 to get a sense of the strategic focal areas we will be discussing on Visioning Day. If your time is extremely limited, please be sure to review the essential and guiding questions on page 4 and gather your thoughts in advance of meeting with your breakout group on Saturday.

The sections in this Strategic Drivers Backgrounder represent hundreds of hours of external data gathering and analysis, as well as compilation and analysis of 1,209 surveys completed by SSFS current parents, alumni parents, alumni, young alumni, trustees, students, faculty, staff, and administration, and Meeting members.

We hope you will find this backgrounder to be a helpful guide as you join us on Saturday, May 14th to envision the possibilities for Sandy Spring Friends School *Going Places, Together* through its new strategic plan.

<i>Section</i>	<i>Page</i>
<u>Strategic Drivers</u>	
Strategic Drivers	1-2
Context for Visioning Day Discussion	3
Visioning Day Guiding Questions	4
<u>External Factor Environmental Scan Highlights</u>	5-41
Social	
Technological	
Environmental	
Economic	
Political	
<u>Internal Stakeholder Survey Highlights</u>	42-48
Vivid Descriptors	
Reputational Statements	
Expectations, Satisfaction, and Congruencies	
Strengths, Challenges, and Future Focus	
Brand Loyalty	
Life Impact	

Strategic Drivers for 2022-2027



Strategic Drivers Framed

Purpose

Going Places, Together: United in Quaker Values and Practice

Given external opportunities and challenges and SSFS's internal strengths and areas for improvement:

Over the next five years, SSFS has a compelling strategic opportunity to unite around a shared understanding of Quaker values and practices and how they inform leading and learning at Sandy Spring Friends School.

People

Going Places, Together: Strengthened as a Diverse Community of Wellbeing and Belonging

Given external opportunities and challenges and SSFS's internal strengths and areas for improvement:

Over the next five years, SSFS has a compelling strategic opportunity to nurture emotional health, healing, belonging, and intercultural competence grounded in Quaker values and practice.

Program

Going Places, Together: Empowered by Exemplary Teaching and Learning

Given external opportunities and challenges and SSFS's internal strengths and areas for improvement:

Over the next five years, SSFS has a compelling strategic opportunity to inspire and advance excellence in teaching and learning to equip students to let their lives speak.

Promise

Going Places, Together: Secure in a Dynamic Future

Given external opportunities and challenges and SSFS's internal strengths and areas for improvement:

Over the next five years, SSFS has a compelling strategic opportunity to develop and sustain resources to ensure a thriving future.

Strategic Drivers: Context for Visioning Day Discussion

During our Visioning Day, SSFS will think together as a community about the high-level strategic drivers requiring its attention over the next five years. Applying three overarching growth strategies – *build upon*, *change*, and *innovate* – gives us a cogent and systematic way to process the opportunities and challenges presented by the strategic drivers.

Here is what is meant by each strategic task.

First, we will focus on:

- ***building upon SSFS's assets*** and core competencies and celebrating what it does well. Strategic work in this area will ensure the continuity of the most valued assets of SSFS's brand.

Next, we will seek to:

- ***increase capacity for change*** and create opportunities for growth. Strategic work in this area will create incremental improvement and ensure standout mission delivery.

Finally, we will work to:

- ***innovate solutions*** to some of the longer-range strategic factors we have encountered in our research. Strategic work in this area will help create a culture that adapts and innovates not only to meet today's known challenges and opportunities but also those unexpected challenges and opportunities of the future.

Each of these strategic tasks is essential to thoroughly address each strategic driver. Participants in Visioning Day conversations will discuss possibilities across all three. Strategic conversations about each research-based driver begin with this essential question, "*What would it look like to (name the strategic priority) ...*"? and lively discourse is expected to follow, guided by specific questions tailored to each strategic driver. (See page 4)

Going Places, Together

Strategic Drivers Essential and Guiding Questions for Visioning Day Discussion

<i>Purpose</i>	<i>People</i>	<i>Program</i>	<i>Promise</i>
<p>Essential Question:</p> <p><i>In the next five years, what would it look like to unite around a shared understanding of Quaker values and practices and how they inform leading and learning at Sandy Spring Friends School?</i></p>	<p>Essential Question:</p> <p><i>In the next five years, what would it look like to nurture emotional health, healing, belonging, and intercultural competence grounded in Quaker values and practice?</i></p>	<p>Essential Question:</p> <p><i>Over the next five years, what would it look like to inspire and advance excellence in teaching and learning to equip students to let their lives speak?</i></p>	<p>Essential Question:</p> <p><i>In the next five years, what would it look like to develop and sustain resources to ensure a thriving future?</i></p>
<p>In your discussion, consider these guiding questions:</p> <p><i>What would we see if we...</i></p> <ol style="list-style-type: none"> 1. <i>Developed</i> a shared understanding of Quaker values and practices that served as a foundation for inclusive campus living and learning? 2. <i>Built</i> student and school capacity to connect Quaker values and practices beyond the SSFS community, specifically around areas of fierce urgency, e.g. environmental stewardship and social advocacy? 3. <i>Clarified and aligned</i> decision-making with sound Quaker process in a school setting to promote agility and innovation? 4. <i>Reasserted</i> Quaker values and the merits of civil engagement at SSFS in the context of a polarized political climate? 	<p>In your discussion, consider these guiding questions:</p> <p><i>What would we see if we...</i></p> <ol style="list-style-type: none"> 1. <i>Nurtured and embodied</i> a capacity for socio-emotional well-being in our community that was respectful of various experiences and perspectives in order to develop our intercultural competence? 2. <i>Embedded</i> spaces and practices in campus culture that nurture healing, trust, reconciliation, and peace? 3. <i>Identified</i> our entire community's evolving needs for expanded attention to mental health and learning support? 4. <i>Amplified</i> SSFS's emphasis on diversity and belonging and our distinct attempts to provide for socioeconomic diversity? 	<p>In your discussion, consider these guiding questions:</p> <p><i>What would we see if we...</i></p> <ol style="list-style-type: none"> 1. <i>Adopted</i> a cross-divisionally aligned, concept-based curriculum, founded in SSFS's mission and vision, to equip students to navigate the current and future world? 2. <i>Reimagined</i> student-centered teaching and learning that collaborated with and nurtured GenZ and GenAlpha students? 3. <i>Created</i> a schoolwide vision for technology that prepares students for their future? 4. <i>Equip</i> our teachers and strengthen our program to enable every student to thrive? 5. <i>Prepared</i> students for the evolving college admissions landscape and to flourish beyond SSFS? 	<p>In your discussion, consider these guiding questions:</p> <p><i>What would we see if we...</i></p> <ol style="list-style-type: none"> 1. <i>Defined</i> SSFS's identity to stand out among competitor schools in order to continue our high enrollment and increase the attractiveness of our boarding program? 2. <i>Deepened</i> relationships with constituents including alumni, and <i>broadened</i> relationships with thought leaders, philanthropists, global and community partners, and the larger community of Friends? 3. <i>Extended</i> financial health through endowment growth and non-tuition revenue generation? 4. <i>Increased awareness of</i> SSFS's transformational impact on students' and families' lives? 5. <i>Enhanced</i> effectiveness in attracting, developing, and retaining a diverse, highly qualified faculty aligned with Quaker values and practices?

Highlights of External Environmental Factors

The following pages share highlights of the extensive research conducted in five external environmental areas:

- Social
- Technological
- Environmental
- Economic
- Political

Social Factor Highlights

Topic	Salient External Environmental Research (with source)	Internal Opportunity and/or Threat for SSFS
Learning Support and Neurodiversity Profiles	<p>What is Neurodiversity? Neurodiversity is a term frequently used in education and psychological circles, but what does it actually mean? Within the realm of neurodiversity, what profiles and diagnoses is SSFS able to support?</p> <p>Neurodiversity as a Competitive Advantage In consideration of the profiles we can support, how are we also celebrating the strengths within this realm. (A cross pollination for hiring can be found in this research.)</p> <p>Rising Rates of ADHD (CDC) With increased access to educational and neuropsychological testing, the rate of diagnosis of ADHD has risen in recent years. What are the implications for the classroom and what support structures are necessary to meet the needs of students with ADHD? Is there a certain testing marker or combined presentation that would not be best served at SSFS?</p> <p>Unraveling the Myths of Dyslexia (Edutopia) Dyslexia FAQ (Yale) 20% of the US population have some form of language based learning disability such as dyslexia and dyslexia represents 80-90% of learning disability in the US.</p>	<p>Opportunity: How might we assess the staffing to need ratio for learning and SEL supports?</p> <p>Threats: By expanding our profile, are we able to meet the needs of all students?</p> <p>Opportunity: How might we expand our profile of hiring to include the strengths of neurodiversity?</p> <p>Opportunity: How might we expand our professional understanding of support and strategy for students with ADHD? How might we identify our support structures in this arena?</p> <p>Opportunity: How could we provide teacher professional development and curriculum articulation that has specific interventions/targets for LBLD/Dyslexia? (example: adopting an Orton-Gillingham based approach to literacy for all students)</p>
Institutional Equity, Justice, and Belonging	<p>Glasgow Audit of SSFS As a community with a diverse population, we have data points that can direct the steps of the work in IEJB</p> <p>The problem with inclusion (NAIS)</p>	<p>Opportunity: How are we defining the scope and amplifying the work of the OIEJB in its infancy?</p> <p>Opportunity: How can SSFS differentiate itself from peers to do the work of belonging, not just inclusion?</p>

	<p>Well-Intention White Racist Dilemma With the common understanding that many professional educators are white (and frequently female), what is the impact of good intentions that cause harm?</p>	<p>Opportunity: How can SSFS use explicit professional development to breakdown unconscious bias within a PW teaching body?</p>
<p>DEI in our Curriculum</p>	<p>Learning for Justice: Social Justice Standards Focusing in on the four points of identity, diversity, justice, and action, these standards help guide anti-bias and social justice teaching and learning through scaffolded and grade banded outcome standards with accompanying scenario frameworks.</p> <p>12 Questions to Ask When Designing Culturally and Historically Responsive Curriculum (AMLE) An abbreviation of Ghody Muhammad’s work <i>Cultivating Genius</i>, this article allows us to consider questions we can ask as we design and implement curriculum through appropriately relevant teaching practices.</p>	<p>Opportunity: Can the curriculum audit and the newly formed OIEJB office to review curriculum coherence integration?</p> <p>Threat: In the addition or reviewed of content, how do we assure that critical work skills remain in place?</p> <p>Opportunity: How can we harness the power of professional development and research-based frameworks to be responsive within our curriculum planning and practice?</p>
<p>Defining Quaker identity (decision making is part of this)</p>	<p>Quaker Education Sourcebook (Friends Council) Value of Quaker EDU Defining the intrinsic and extrinsic markers of a Friends education. The Quaker education balances inquiry and truth seeking</p> <p>Quaker Decision Making Levels Articulating the four levels within Quaker Decision-Making on the spectrum from 1. alone to 4. delegation.</p>	<p>Opportunity: What are the visible and intentional practices of Quaker Education throughout our program? Beyond our words, but also within our practice.</p> <p>Opportunity: Could SSFS become more intentional in its practices of environmental stewardship and social advocacy?</p> <p>Opportunity: How are the levels of decision making articulated by those making decisions or to those who feel the impact of decisions? Could an adoption of this model lead to greater clarity within the community? How is a titled leader’s role defined within the context of a Quaker school?</p> <p>Threat: Can traditional Quaker practice constrain or belabor innovation and best practice in school decision making and leadership?</p>

<p>Social-Emotional Development (Self Regulation and Mental Health) including COVID Impacts</p>	<p>Self-Regulation/Reframing (work of Stuart Shanker) The work of Stuart Shanker and the Mehrit Centre (CN) is being introduced in the LS and could provide a strong PK-12 framework for developing and supporting Self-Regulation across a school and community. There are implications for professional development for faculty and staff, parent education, and student curriculum.</p> <p>Why Kids are melting down at school (NYT) COVID and Mental Health Impacts (Child Mind Inst.) The Kids are not Alright (NYT) In consideration of the impact of COVID-19 on student mental health, these three articles speak to the need for intentional support and holistic approach as students families re-enter society in meaningful ways.</p> <p>There’s a Mental Health Crisis Among American Children. Why? (NYT) “Screening for depression and anxiety at schools and pediatricians’ offices will be crucial, because the symptoms associated with those conditions are easier to manage and do less damage when addressed early. For adolescents, substance abuse, eating disorders and thoughts of suicide can be complications of both anxiety and depression.”</p>	<p>Opportunity: Could SSFS adopt a common language of self-regulation and emotional development for the PK-12 community? How could we design systemic professional development and spiraled curricula around the concepts of “Self-Reg”</p> <p>Opportunity: What are the post-covid and return to “normal” considerations for appropriate staffing and mental health supports across the PK-12 spectrum, including faculty/staff?</p> <p>Threat: How does the School assure that Covid impact does not become a scapegoat for above the fray student and grown up behavior?</p> <p>Opportunity: What avenues for family engagement might occur to address the systemic mental health crisis and provide recommendations for external supports?</p>
<p>Fostering Parent Relationships</p>	<p>NAIS Principles of Good Practice-parents Friends Council-Parent Relationships</p> <p>These governing bodies offer strong insight and frameworks on supporting appropriate, boundaried, and partnership driven relationships between school and families.</p>	<p>Opportunity: Could the School revise and reaffirm its expectations for parent partnerships?</p> <p>Opportunity: How might the School and the Parents Association build stronger and clearer practices with regard to parent communication, behavior, and partnership expectations?</p>

<p>School Culture & Climate</p>	<p>Who is this Ritual for Anyway? How We Talk About Culture (NAIS) These two articles discuss the stories we as schools tell ourselves about our school culture, history, traditions, etc. that either preserve, enhance, or inhibit positive school culture</p> <p>Toxic Culture is Driving the Great Resignation (MIT/Sloan)</p> <p>Defining Culture (HBR) What Makes Good School Culture?HGSE</p>	<p>Opportunity: Within the timeline of covid and leadership transitions at SSFS, how are we using this time to review, renew, revise, and sunset school traditions and practices?</p> <p>Threat: In the midst of change, how do we balance the need for growth with the feeling of loss for the school community?</p> <p>Opportunity: How might we reflect upon the data found in the positivity study to determine necessary shifts to support positive school culture?</p> <p>Opportunity: What does the defining of the “SSFS Way” and engaging all stakeholders look, feel, sound like to renew and enrich the culture?</p>
<p>Talent Retention</p>	<p>Hiring are you good or just lucky? Do we have systemic hiring practices</p> <p>NAIS Snapshot: Faculty & Staff Turnover What trends are schools seeing in staff and faculty turnover, and employee retention strategies?</p> <p>Most schools reported teachers left for reasons that did not or only partially had to do with the COVID-19 pandemic. Most schools (72%) had planned appreciation events for staff/faculty, while smaller numbers had increased salaries above inflation (39%) or offered additional time off (34%).</p>	<p>Opportunity: What are the emerging practices in teacher retention that could be adopted by the School to promote appropriate retention?</p> <p>Threat: Does our historical inconsistency of systems or protocols for supervision and improvement increase retention of ineffective faculty and staff?</p> <p>Opportunity: How might we codify and systematize exit opportunity practices with f/s/ to review and analyze attrition trends?</p>

Technological Factor Highlights

Topic	Salient External Environmental Research (with source)	Internal Opportunity and/or Threat for SSFS
<p>Impact of Covid on Technology Use in Schools</p>	<p>Screen time soaring during the pandemic</p> <p>Children’s screen time soared during the pandemic [virtual school] resulting in habitual use of technology both during school and outside of school time. Screen time can rewire the brain with addictive behaviors. Bundling (the fact that technology is a tool for learning, play, and gives us positive reinforcement) makes it harder to quit. Thankfully children’s brains remain “plastic” during childhood and with a concerted effort on stepping away from devices and relearning play they can “quit” the addictive behavior.</p> <p>COVID-19 pandemic – online education in the new normal and the next normal</p> <p>Online education, especially through a robust LMS, can offer flexibility, increased class options, and flipped classrooms. However, online education works primarily for the self-motivated student and has adverse effects on feelings of belonging and community.</p>	<p>Opportunity: Our school has always pushed our entire campus as a place for learning. This differentiates us. Also, incorporating technology in a meaningful way - stressing that at all divisional levels.</p> <ul style="list-style-type: none"> ● Can we have a schoolwide vision for technology use that focuses on incorporating technology use in a meaningful way - cognizant of screentime? <p>Threat: We desire to continue to use 1:1 devices across three divisions. The pandemic fast tracked a desire to use more technology in our classrooms to prepare students for life beyond SSFS, however, too much screen time and use of technology can have adverse effects across all three divisions - not just for our youngest learners. Balance is key.</p> <ul style="list-style-type: none"> ● Is continuing to be a 1:1 school whose LMS provides the backbone for turning in and accessing work detrimental to student screen time habits?
<p>Technology as a Tool for Teaching and Learning</p>	<p>Factors that Foster Teacher Educators’ Engagement in Technology Learning in the Workplace</p> <p>The problem with traditional workshops/professional development in technology is that faculty see these days as being separate from engagement with authentic teaching contexts. Learning from colleagues engaged faculty as well as learning with their students in a collaborative manner. It is also important on an institutional level for the school to have a clear vision/plan for using technology as well as the funding and technological support for the plan.</p> <p>Infusing Creativity and Technology in 21st Century Education: A Systemic View for Change</p>	<p>Opportunities: We have a strong foundation in our IG/IT teams. A wealth of knowledge and manpower. We are working toward streamlining devices and Ed Tech and offering support via multiple avenues.</p> <ul style="list-style-type: none"> ● Can we leverage the power of the IG/IT teams to provide more concrete structure for faculty PD around technology? ● How can we continue to deepen our faculty’s

	<p>To best infuse creativity and technology partnership is needed between teacher education, assessment, and educational policy. Technology is ever changing and provides students with spaces to create wholly new ideas. Also to repurpose existing technology in new ways. However the struggle for teachers is that they both have to have space to learn the new technology as well as teach and facilitate the technology use in their students. Without proper time, training, and support in educational policy this can not happen.</p> <p>Teachers and Technology: Present Practice and Future Directions</p> <p>“While technology use in the classroom is increasing, improving learning through its application should remain the goal.”</p> <p>For students a significant period of decision making about career paths happens in Middle School. Without an emphasis on STEM and Technology students may not see that career path as a viable option as they progress through their schooling.</p> <p>Technology Knowledge is the biggest indicator on whether technology will be used in practice in the classroom. Men are most likely to self-report a higher “TK”, the more experienced a teacher is the less likely they are to use technology, as the perception that technology takes more time to “set up” than its perceived value. Also, faculty misalignment between the purpose of the technology and teacher expectations of the technology. Barriers to growing “TK” include external: resources, training, and support and internal: personal investment in technology, attitude toward technology, and peer support</p>	<p>Technology Knowledge & fluency?</p> <p>Threats: Our school has no single vision or plan for technology use/integration. Technology has been traditionally chosen based on in-the-moment need and little mandatory time has been given to a focus on growing technology use.</p> <ul style="list-style-type: none"> • With no unified vision or mission in regards to technology do we risk being unable to move forward or deeply in regards to professional development or student skills?
<p>Digital Citizenship/Privacy & Security</p>	<p>Digital Citizenship During a Global Pandemic: Moving Beyond Digital Literacy</p> <p>Being a digital citizen is more than just a technical “skill” it calls for a complex understanding of the ideas of enacting, identity, and dialog as online collaborators.</p> <p>ISTE/#digcitcommit ethical inquiry questions re: digital citizenship</p> <ol style="list-style-type: none"> 1. How can I stay informed by evaluating the accuracy, perspective, and validity of online sources? 2. How can I locate and/or develop spaces online where I can engage respectfully with people who have different beliefs and experiences than me? 3. How can I use technology to engage, participate, and be a force for good in my community? 4. How can I learn to balance my screen time with other activities and social interaction? <p>Work around digital citizenship must be approached with a mindset that we are preparing students for a future that is unforeseeable. We must look toward giving our students a</p>	<p>Opportunities: Privacy/security & digital citizenship hinges on our faculty being well educated around the technology they use. It must go beyond how to integrate technology in a pedagogical sense and shift toward understanding technology as a whole - how technology interacts with the rest of our lives. We have begun to do this education through one-shot instructional sessions with US & Faculty. SHINE in the LS also includes a digital citizenship unit. We can continue to build on this foundation.</p> <ul style="list-style-type: none"> • Can we grow SSFS’s understanding of privacy and security

	<p>foundation in digital literacy that grows with them - not a set of “skills” but instead knowledge that is transferable.</p> <p>Privacy and Security Considerations For Digital Technology Use in Elementary Schools</p> <p>Technology use is an integral part of Lower School education but faculty tend to see privacy and security through the lens of protecting information rather than a topic they should teach to students within the curriculum. There is a gap between the use of technology and faculty and students understanding the privacy and security concerns around that technology use. The perception is that such lessons are not appropriate for young students.</p> <p>Planning for Cyber Security in Schools: The Human Factor.</p> <p>95% of all cyber incidents are human-enabled and are usually the result of lack of awareness in employees. Schools do not usually afford the same resources to handle cybersecurity as government and big business and yet the data a school primarily holds are largely personal data very valuable to hackers and cyber criminals. Cooperation between school leaders and IT is key. As is educating students and faculty around cyber threats. The best way to protect a school in cyberspace is examining trends, learning from worst case scenarios, and evolving with the environment. Support from school leadership is also important. Students and faculty can not be expected to be prepared and educated without proper support and training.</p>	<p>through more meaningful PD?</p> <p>Threat: We don’t mandate faculty education on our technology so our faculty’s Technical Knowledge is not uniform. We do not require a base set of skills or professional development during our onboarding process which would ensure an intentional foundation in technology use at SSFS. Professional development/education around technology is usually left to the interest/motivation of an individual and whole group education is done in an uninteractive “one-shot” fashion. This is problematic given that 95% of security threats are due to uneducated user error.</p> <ul style="list-style-type: none"> Without a focus on deepening student and faculty education around technology and privacy and security as it relates to technology do we risk being unprepared for cyber crime both as a school and personally?
<p>LMS Learning Design/Online Learning Design</p>	<p>https://link.springer.com/article/10.1007/s11528-020-00555-8</p> <p>The CAFE method (content, activities, facilitation, and evaluation) presents a structured format for organizing learning on an LMS. It is a more efficient system than the ADDIE model.</p>	<p>Opportunity: When considering how our faculty in the MS/US currently use the Cadence the model could provide direction for a scaled down version of what is expected (and still maintaining our own vocabulary). CAFE method could also be an opportunity for getting our upper LS up and running in Canvas with a system which is in alignment with our upper divisions.</p> <ul style="list-style-type: none"> Is it a good idea to scale our Cadence back to include a simpler set of steps? Could this increase use and functionality in a post-Covid classroom?

<p>AI</p>	<p>Learning design to support student-AI collaboration: perspectives of leading teachers for AI in education</p> <p>Using Ed Tech tools which use AI to tailor content for students to help them become “better”; a more personalized learning experience. There is another track where students learn how to code/create AI or consciously work in collaboration with AI (an AI based Tutor) - but the ramifications/foundations for collaborative AI are trickier and the real benefit comes from AI based on helping students on their learning paths.</p> <p>Gamify Online Courses with Tools Built into Your Learning Management System (LMS) to Enhance Self-Determined and Active Learning</p> <p>Gamification enhances student learning and motivation to learn. Gamification also provided a way to differentiate the “review” stages of the learning cycle. Gamification worked best when directly incorporated into the LMS used by the school.</p>	<p>Opportunity: We are already using a number of Ed Tech tools which contain AI to tailor content for students but they are currently under used.</p> <ul style="list-style-type: none"> • Can we educate faculty on our Ed Tech tools which contain AI (IXL for example) and leverage their use and data for better serving/differentiating for students? <p>Threat: Not using AI and having students/teachers be consciously aware of using AI may hold Gen Z and Alpha Gen back in regards to tools they should be comfortable with for future-readiness.</p> <ul style="list-style-type: none"> • Will not using AI and having students/teachers be consciously aware of using AI may hold Gen Z and Alpha Gen back in regards to tools they should be comfortable with for future-readiness?
-----------	--	---

Environmental Factor Highlights

Topic	Salient External Environmental Research (with source)	Internal Opportunity and/or Threat for SSFS
Changing National/Local Demographics and Diversity	<p>National Demographics and Diversity:</p> <p>Population growth</p> <ul style="list-style-type: none"> ● total fertility rate has decreased to 1.71 births/woman, below replacement level ● Children represent 22.1% of the population in the US (2020) ● By 2040, children expected to represent 20.6% of the population <p>Diversification</p> <ul style="list-style-type: none"> ● 2019: 50.7% of the US population were Millennials or younger ● People of color in the US by generation (2020) <ul style="list-style-type: none"> ○ Silent Generation 20.7% ○ Baby Boomers 27.7% ○ Gen X 39.6% ○ Millennials 47.3% ○ Gen Z 51% ● 49.9% of US population under 18 are people of color <p>Internal Migration (within the US)</p> <ul style="list-style-type: none"> ● More people left major cities, but stayed close ● In 2020, 10% relocated due to COVID ● In 2020, 6% moved and then returned ● Mobility rate remained similar to 2017-2018 ● Relocation rate by generation (2020) <ul style="list-style-type: none"> ○ Baby Boomers 5% ○ GenX 10% ○ Millennials 26% ○ GenZ 32% <p>Local/Regional Demographics and Diversity:</p> <p>Population Growth</p> <ul style="list-style-type: none"> ● In 2020, children represent 25% of the population in DMV ● By 2025, children expected to represent 20.6% of the population in DMV <p>Diversification (DMV)</p> <ul style="list-style-type: none"> ● In 2020, 56.6% of population are people of color under 18 years ● In 2025, expect 59.6% of population will be people of color under 18 years <p>Internal Migration (MD, VA)</p> <ul style="list-style-type: none"> ● MD net migration 10% out in 2020 ● VA net migration 6.2% out in 2020 <p>NAIS Trendbook 2021-2022</p>	<p>Opportunity: Can SSFS continue to improve upon the trend of a diverse student population?</p> <p>Can SSFS increase the diversity of its faculty/staff population to mirror the student population?</p> <p>Threat: With a decrease in population growth and movement out of MD, can SSFS maintain its enrollment?</p>

<p>Generational Characteristics</p>	<p>Gen Alpha: born 2010-2025 GenZ: born after 1996-2009 Millennial: 1981-1996 GenerationX: 1965-1980 Baby Boomers: 1946-1964 Silent Generation: 1928-1945</p> <p>https://www.pewresearch.org/science/2021/05/26/gen-z-millennials-stand-out-for-climate-change-activism-social-media-engagement-with-issue/</p> <p>Gen Z Characteristics: (1995-2009; 13-27 years old in 2022)</p> <ul style="list-style-type: none"> ● Diversity is their norm: last gen-er-a-tion that is pre-dom-i-nant-ly white <ul style="list-style-type: none"> ○ 52% is white; ○ 25% is His-pan-ic, ○ 14% is Black ○ 4% is Asian ● First digital natives: born into a world of peak technological innovation, information immediately accessible, social media ubiquitous ● Pragmatic and Financially-minded: grew up watching parents take huge financial hits during the great recession, value stability that comes with conservative spending, stable jobs, smart investments ● Mental health challenges: hours online creates loneliness and depression, less time cultivating meaningful relationships, social media compare and despair trap ● Shrewd consumers: make informed purchasing decision due to tech presence, swayed by real life users, purchases are expressions of their values and identity, drawn to sustainable products and brands, will pay more for sustainable products ● Politically progressive: lean more left than previous generations ● Future expectations: continue to grow into engaged, conscientious stewards of our world, socially minded, independent thinkers, want a more equitable future for all. <p>https://www.aecf.org/blog/what-are-the-core-characteristics-of-generation-z</p> <p>Gen Z Education Statistics</p> <ul style="list-style-type: none"> ● College: more likely to pursue college, in 2018 57% enrolled in 2- 4-year colleges, Millennials 52% at same age (18-21), 43% for Gen X ● Parental Education: parents of GenZers are more educated, by 2018 44% of kids growing up in a household with college educated parent(s). Education of GenZers in immigrant families: less likely to experience language barriers, by 2018 only 13% reported not speaking English very well. 	<p>Opportunity: Can SSFS collaborate with and nurture GenZ and GenAlpha students to continue to grow into engaged, conscientious stewards of our world, who are socially minded, independent thinkers, that also want a more equitable future for all?</p> <p>Can SSFS teaching and learning practices evolve to accommodate digital learners who may potentially learn through the metaverse in the future?</p> <p>Threat: GenZ and GenAlpha students are unique in many ways. SSFS will need to find a good balance between technology and face to face learning/interactions to maintain our value of face-to-face teaching and learning?</p>
-------------------------------------	--	--

- GenZ and technology: students access information instantly from all over the world, 95% of 13-17 year olds have access to smartphones in 2018, and have the technological ability to move learning online.
- GenZ in the workforce: teens (15-17 yo) less likely to be employed compared to earlier generations, priority is school, 18% working compared to 27% Millennials and 41% GenX.

<https://www.aecf.org/blog/generation-z-and-education>

- GenZ cares about academic performance: prefer technology to learn inside and outside the classroom, 50% want closer monitoring so willing to give up privacy, focused on careers, see college as a launch pad
- GenZ will do the research: power to research what they want, including college; compare colleges by cost also, don't want college debt
- Avoid student loan debt: parents struggled/are struggling
- Earning money: want to earn own spending money, teens can digitize effort to earn, most entrepreneurial generation
- Starting to save: 25% will pay for their own education with savings, 40% plan to work during college

<https://www.forbes.com/sites/andrewjosuweit/2018/03/21/5-reasons-generation-z-will-be-generation-smart-about-college/?sh=63f514197888>

Gen Alpha: 2010-2025 (under 12 years old in 2022)

- By 2025, Gen Alpha will be 2B strong
- Still developing but if trends persist:
 - More racially and ethnically diverse
 - More likely to go to college
 - More likely to have single parent home
 - Surrounded by college-educated adults
 - Most materially endowed
 - Most technologically literate, AI is their reality, social media dominant mode of interaction, personalized learning
- Increased technology challenges: shorter attention spans, delayed social development

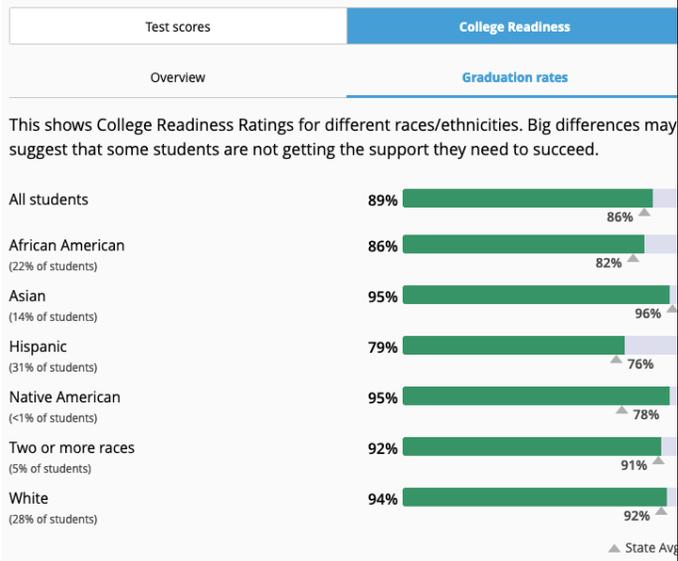
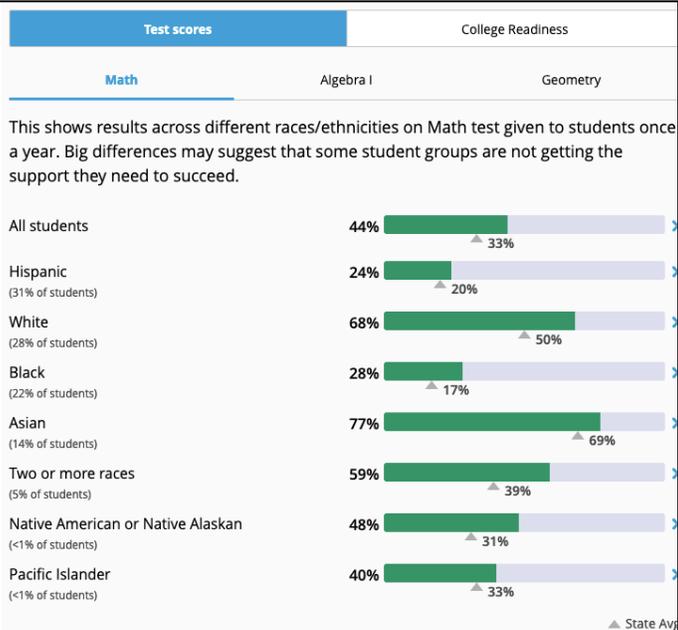
Family Structure: due to likelihood of growing up in a single-parent home they are more likely to struggle compared to two-parent homes, higher risk of dropping out of school, pregnancy, divorcing spouse in adulthood

Family Finances: Income gaps between haves and have nots have been growing wider, even more so due to COVID, and not expected to close the gap any time soon; poverty

	<p>elevates chances of behavioral, social-emotional health and overall health problems.</p> <p>What is Generation Alpha? From: https://www.aecf.org/blog/what-is-generation-alpha</p> <p>Ratnam, Gauri. (2020). Generation Alpha Characteristics and Parenting Tips. Retrieved from https://parenting.firstcry.com/articles/generation-alpha-characteristics-and-parenting-tips/</p> <p>Parents: GenXers</p> <ul style="list-style-type: none"> ● Focused on learning about parenting ● Care about work-life balance ● Individualism is important and support children’s decisions about life style ● Volunteers ● Involved in children’s development <p>Millennials</p> <ul style="list-style-type: none"> ● Having fewer children ● Less likely to be married to have children ● Technology, social media, internet are major influencers ● Open-minded ● Less likely to be helicopter parents like their predecessors <p>A Look at the Different Generations and How They Parent. From https://www.familyeducation.com/family-life/a-look-at-the-different-generations-and-how-they-parent</p>	
<p>Parent Jobs (why parents choose a specific school)</p>	<p>Based on NAIS research using the Jobs-to-Be-Done (JTBD) methodology, several ‘jobs’ were identified to exemplify what parents want to accomplish by enrolling their children in independent schools. Based on the JTBD, parents “hire” or “fire” schools to perform a specific job for them. These jobs are outlined below:</p> <ul style="list-style-type: none"> ● Job 1: When a school is failing my child, either academically or by not providing a safe learning environment, help me find a school that will address those obstacles so I can ensure that my child will not fall further behind and will eventually thrive in school. Job 1 second to Job 2. ● Job 2: When I have a child who is intelligent and emotionally mature, help me find a school that will ensure my child’s continued growth so they will fulfill his or her potential, mature, and be prepared for College. Most parents are Job 2. ● Job 3: When a school is focused almost solely on test scores and academic curriculum, help me find a school that will focus on my child’s social and emotional development, 	<p>Opportunity: Can SSFS concentrate on the job(s) that we do best and focus our energy on these jobs.</p> <p>Threat: Not concentrating on a job (or two) and not excelling in any one job.</p> <p>commodification of education, business model rather than educational model</p>

	<p>so I can be sure that my child will be a well-rounded and productive member of society. Least prevalent job.</p> <ul style="list-style-type: none"> ● Job 4: When my child has talents that must be cultivated and I have a select set of acceptable colleges, help me find a school with an excellent academic program and outstanding reputation so I can ensure that my child gets into one of the select set of schools and fulfills his or her potential. <p>Survey of May 2020:</p> <ul style="list-style-type: none"> ● Job 2 most prevalent (40%) ● Jobs 1 and 2 make up ~70%- ● Job 3 least prevalent at 10% <p>Jobs Study. Torres, A. (2019). NAIS - Research Insights: Why Parents Choose Independent Schools. National Association of Independent Schools. Retrieved from https://www.nais.org/magazine/independent-school/winter-2019/research-insights-why-parents-choose-independent-schools/</p>	
<p>Competitive Schools: Both Private and Public</p>	<p>National Comparison: All schools</p> <ul style="list-style-type: none"> ● The US ranks 26th in the world in K-12 student achievement and many entering college require remedial courses to make up for the deficit. <ul style="list-style-type: none"> ○ 33% of 4-year college students require up to 30 hours of additional coursework ○ 60% of 2-year college students require up to 30 hours of additional coursework ○ Extra work increases costs for student ● US spends 35% more/student than the average developed country ● COVID has increased the cost/student in K-12 <p>Competition between private and public nationally</p> <ul style="list-style-type: none"> ● Federal, state and local governments support public schools via taxes and most people have little choice but to send their children to public schools. ● Public charter schools, private or home school consistently outperform traditional public schools ● Demand for charter schools is greatly increased with enrollment increase of 600% from 2001-2017 ● Learning disparity is striking <ul style="list-style-type: none"> ○ Private school ACT scores average 4 points higher than public schools ○ Graduation and matriculation rates higher for private schools ○ Average spending for private school is 4K less than public ● Teacher unions and Democratic leaders view school choice as a threat because fewer students leads to fewer teachers in unions and therefore less funding for Democratic political campaigns ● Counter argument to perceived threat <ul style="list-style-type: none"> ○ charter schools are public schools receive 	<p>Opportunity: Can SSFS remain competitive among public and private schools by providing high level courses, low teacher:student ratios, competitive tuition rates.</p> <p>Threat: Private and public schools may be seen as providing more 'value' for the cost.</p>

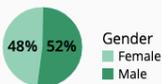
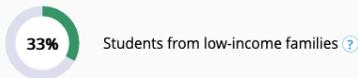
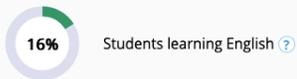
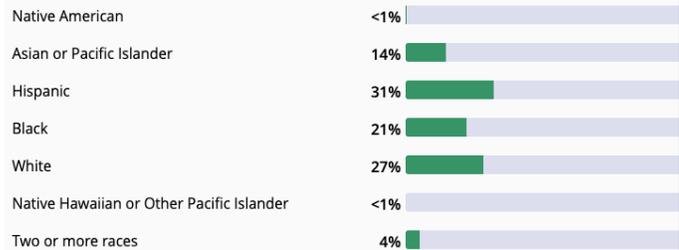
	<p>less government funding and student allocated money still goes to the public school</p> <ul style="list-style-type: none"> ○ Private and homeschool families still pay federal, state and local taxes for public school ○ Taxpayer money is divided among fewer students in the public school <ul style="list-style-type: none"> ● 4.5M homeschool students save more than \$65B annually ● 5.8M private school students save more than \$87B annually <p>Opinion: Competition is good for consumers, but would it benefit schools? K. Ingraham Discovery Institute. Puget Sound Business Journal. Aug 3, 2021. https://www.bizjournals.com/seattle/news/2021/08/03/how-competition-could-benefit-schools.html</p> <p>Montgomery County Comparison: 203 public schools</p> <p>District Summary Rating: a larger number of schools in this district are rated above average in school quality</p> <ul style="list-style-type: none"> ● 21% below average ● 37% average ● 42% above average <p>Top 5 ES Burning Tree, Spark M. Matsunaga, Bannockburn, Bells Mill, Cold Spring</p> <p>Top 5 MS Thomas W Pyle, Herbert Hoover, Robert Frost, Cabin John, John H Poole</p> <p>Top 5 HS Poolesville, Walt Wthiman, Walter Johnson, Winston Churchill, Damascus</p> <p>District Academic Progress: A larger number of schools in this district have students who are making more academic progress than their peers at other schools in the state.</p> <ul style="list-style-type: none"> ● 12% below average ● 37% average ● 51% above average <p>Academic Summary: Is this district offering opportunity for all its students, or leaving some kids behind? Successful districts are working to close the achievement gap.</p>	
--	--	--



Advanced Courses: Rigorous courses can help students prepare for and get into college, including coursework in STEM subjects. (MD average)

- 8th grade Algebra 1 participation rate: 69% (34%)
- 8th grade Algebra 1 pass rate: 93% (84%)
- AP math course participation: 2% (5%)
- AP science course participation: 1% (5%)
- Other AP course participation: 44% (25%)

Student Demographics



Teachers and Staff

students/teacher 14:1 (14:1)
 students/counselor 333:1 (380:1)
 % of teachers with 3 or more years experience 84% (85%)
 % of full time teachers with oare certified 99% (97%)
 Average teacher salary: \$62,832 (64,711)

<https://www.greatschools.org/maryland/rockville/montgomery-county-public-schools/>

Private schools Montgomery Co

180 private schools serving 33,150 students (2022)
 Average tuition: \$19,080 (\$13,505 MD)
 44% are religiously affiliated, most commonly Catholic and Jewish
 1 private school/3 square miles
 Student:teacher ratio = 9:1
 6 Friends private schools in MD serving 1,888 students

<https://www.privateschoolreview.com/maryland/montgomery-county>

<https://www.countyoffice.org/md-montgomery-county-private-schools/>

<https://search.university/private-schools-map/maryland/montgomery-count>

Local Competitors

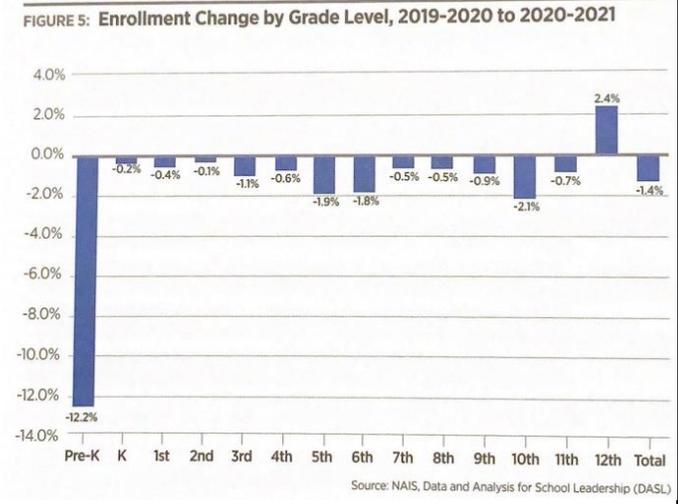
Tuition Rates vs Peer Schools (Day)

SSFS 21/22 Tuition Rates vs Peer Schools (Day)							
Lower School	Pre-K Full Day	Kindergarten Full day	LS- Grade 1	LS- Grade 2	LS- Grade 3	LS- Grade 4	LS- Grade 5
Friends Community School-K-8	21,130	21,130	21,130	21,130	21,130	21,130	21,130
Grace Episcopal- Pre-School- 5th Grade	22,750	23,900	25,900	25,900	26,900	26,900	27,500
Glenelig Country Day School Pre-K-12	20,550	23,430	26,310	26,310	26,310	26,310	26,400
Barrie School Pre-K-12	23,295	23,295	26,930	26,930	26,930	26,930	26,930
Sandy Spring Friends School Pre-K-12	19,250	24,700	29,500	29,500	29,500	29,500	29,500
Manet School K-12	36,700	36,700	36,700	36,700	36,700	36,700	36,800
St. Andrew's E. Pre-K-12	33,990	37,990	37,990	37,990	37,990	37,990	37,990
Green Acres School Pre-K - 8th Grade	26,000	32,000	36,250	39,890	39,890	39,890	39,890
Georgetown Day School Pre-K-12	39,896	39,896	42,643	42,643	42,643	42,643	44,000
Bullis- Grades K-12	38,065	38,065	43,260	43,260	43,260	43,260	43,260
Sidwell Friends School K-12	45,610	45,610	45,610	45,610	46,520	46,520	47,600
Middle School	MS Grade 6	MS Grade 7	MS Grade 8				
Friends Community School	21,660	23,440	23,440				
Glenelig Country Day School	28,480	28,480	29,470				
Barrie School	31,430	31,430	31,430				
Sandy Spring Friends School	32,990	32,990	32,990				
Manet School	39,890	39,890	39,890				
Green Acres School	40,500	40,500	40,500				
Edmund Burke Grades 6-12	42,305	42,305	42,305				
St. Andrew's E.	43,550	43,550	43,550				
Georgetown Day School	44,693	44,693	44,693				
Sidwell Friends School	47,660	47,660	47,660				
Bullis	48,175	48,175	48,175				
Field School	51,200	51,200	51,200				
Upper School	US Grade 9	US Grade 10	US Grade 11	US Grade 12			
Our Lady of Good Counsel 9-12	26,700	26,700	26,700	26,700			
Glenelig Country Day School	31,330	31,330	31,330	31,330			
Barrie School	34,210	34,210	34,210	34,210			
Sandy Spring Friends School	36,900	36,900	36,900	36,900			
Manet School	42,355	42,355	42,355	42,355			
Edmund Burke	44,875	44,875	44,875	44,875			
St. Andrew's E.	46,050	46,050	46,050	46,050			
Georgetown Day School	46,413	46,413	46,413	46,682			
Sidwell Friends School	48,050	48,050	48,050	48,050			
Bullis	50,225	50,225	50,225	50,310			
Field School	51,200	51,200	51,200	51,200			

Board Presentation, Tony McCudden Oct 2021

Enrollment Trends (Day and Boarding)

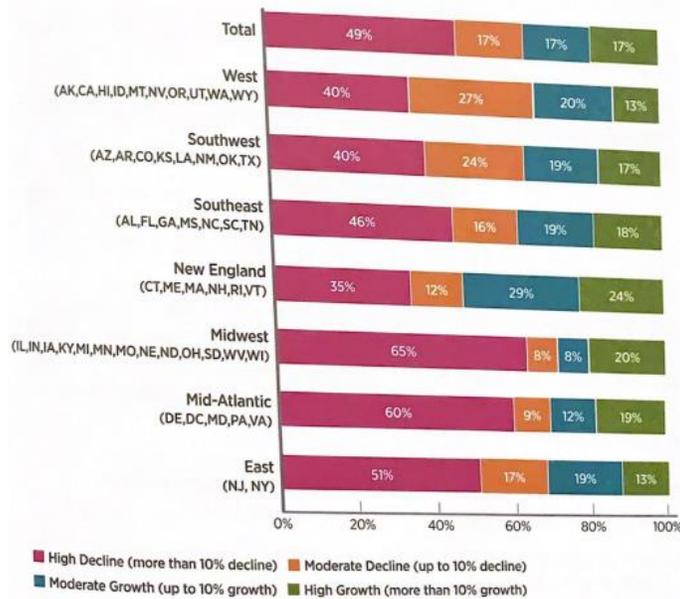
Median enrollment declined 2.8% during the pandemic in 53% of NAIS. More than 34% of NAIS schools experienced moderate enrollment increases (up to 10%) 13% of NAIS schools experienced a high enrollment growth (increase of more than 10%) Lower schools and smaller schools are the hardest hit. LS numbers down by 2.6%. Across all grades, except 12th grade, enrollment declined.



Trends in preschool enrollment decline varied by region also. Mid-Atlantic saw a 69% decline and a 31% increase in schools in the region.

Opportunity: Can SSFS continue its increased enrollment trend, even as national trends decline. Can SSFS increase the boarding program to previous numbers either from international or domestic students? Can the boarding program become more attractive so we can attract new markets? Threat: Enrollments may decline as COVID recedes and families go back to public school or other options. Over enrollment may deter from our mission and become a disadvantage. Boarding numbers may not return to 'normal', therefore SSFS will need to compensate for this financial and diversity loss in other ways..

FIGURE 7: Preschool Enrollment Change by Region, 2019-2020 to 2020-2021



Source: NAIS, Data and Analysis for School Leadership (DASL)

Change in Pre-K and K applications for 21-22

- 54% of schools indicated an increase
- 23% indicated the same number of applications
- 23% indicated fewer applications

COVID impact on enrollment:

Parents enrolled their children in private school due to COVID.

Private schools were able to manage remote learning more effectively or go back to F2F sooner.

Many students will never go back to public school because private schools provide access to more robust learning, engagement, integration of technology, customized curriculum and smaller class sizes.

Some private schools offer more extended care, before and after school.

When you pay for a private school your opinion and your monetary input matter.

It's also hard emotionally for the children to make another switch back to public school, so parents may tend to stay with private school if they can afford it.

How Covid-19 Boosted Private School Enrollment Forever.

Robert Farrington. Forbes. June 8, 2021. From: <https://www.forbes.com/sites/robertfarrington/2021/06/08/how-covid-19-boosted-private-school-enrollment-forever/?sh=2a60be6296fc>

Domestic vs International Applications:

- Jan 2021: applications 68% domestic and 32% international
- Domestic volume increased 1%
- International volume decreased 28%
- International competition less

Boarding vs Day School:

The application pattern for both day and boarding schools decreased by 11 % by Jan 21.

Highly selective boarding schools might be more competitive due to steady or increased applications to those schools.

<https://www.admission.org/advice/covid-19-impact-private-school-applications> March 2021

National Boarding Application Trend 21-22

Applications from China and Vietnam dropped by 46% and 54% respectively

Applications from other countries/regions have gone down between 15% and 30%

- South Korea down 23%
- Canada down 15%
- Hong Kong down 31%
- Other down 22%

Exception: Mexico increased 14%

Application Predictions

- US most popular host country with 90% families choosing US
- Canada 2nd most popular with 30% families choosing Canada
- UK and Australia next two choices
- Chinese families had slightly higher % choosing each country

Enrollment Management Association, ref from Tony's slides 03 doc, 10 12 2021

- Interest in boarding schools dramatically increased
- More competitive than ever
- 78% of schools report more domestic applicants
- 34% of schools report more international applicants
- Reasons for increased applications
 - Serving students successfully during COVID
 - test -optional, so easier to apply
 - Rebounding international applications
 - US more welcoming than in the past
 - More apps due to inability to visit, so apply

	<p>to more schools in general</p> <p>https://thebertramgroup.com/news/boarding-school-applications-expected-be-even-more-competitive-usual</p>	
<p>Attracting, Recruiting, and Retaining Faculty</p>	<p>Factors related to attracting and recruiting faculty: Market for great teachers is and will be more competitive in the future.</p> <p>A November 2020 NAIS survey of teacher wellness indicated 93% of teachers reported feeling overwhelmed.</p> <p>In January 2021 14% of NAIS schools responding to a snapshot survey reported more midyear teacher attrition than previous years.</p> <p>In January 2021 16% of NAIS schools responding to a snapshot survey reported teacher shortages in Jan 2021</p> <p>In January 2021 16% of NAIS schools responding to a snapshot survey reported more teachers retiring early</p> <p>In January 2021 8% of NAIS schools responding to a snapshot survey reported more teachers changing professions.</p> <p>37% of schools reported hiring more staff compared to pre-COVID levels.</p> <p>By spring 2021 job seeker numbers rebounded and job postings increased above pre-COVID levels.</p> <p>Employees increasingly value a focus on engagement, well-being and collaboration.</p> <ul style="list-style-type: none"> ● Engagement increased in 2020 due to a shared sense to purpose to keep everything afloat ● Well-being hit an all time low in April 2020 due to stress, social disconnection, social injustice, childcare strains, uncertainty of the future to name a few ● More time for collaboration and learning is needed to improve student outcomes and teacher well-being <p>NAIS Trendbook 2021-2022</p> <p>Faculty want:</p> <ul style="list-style-type: none"> ● open communication with administration ● collegial support ● To be included in planning conversations ● Administration to check in to know our concerns ● To have clear and flexible expectations <p>Quantitative drivers of well-being and mental health</p> <ul style="list-style-type: none"> ● Daily structure: having specific time for teaching and relaxing ● Support requested: frequency of students/adults 	<p>Opportunity: Can SSFS focus on what faculty want, e.g. engagement, well-being and more collaborative time, to attract new talent?</p> <p>Can SSFS build institutional partnerships to attract a diverse and talented faculty/staff pool?</p> <p>Can SSFS offer higher pay along with benefit packages to improve health and wellness?</p> <p>Threat: SSFS depends on talented staff and faculty to join our community. If we cannot offer competitive pay, the talent pool will decrease.</p> <p>Diverse hires are necessary, but this will require an investment in training and/or search firms.</p>

sharing feelings of distress

- Support received: ability to share concerns and hopes with others + community outreach that faculty and staff felt

Schools should focus on setting and communicating reasonable expectations for workload, schedule regular time for community connection and embed a chain of care to provide support for faculty and staff.

https://www.nais.org/articles/pages/research/nais-research-student-and-faculty-resilience-during-covid-19/?utm_source=bn&utm_medium=email&utm_campaign=mc&utm_content=hw

Recruiting and Retention:

Teacher shortage is real, but strong applications still available

Two main factors: make the school more appealing and attract newly graduated talent

New talent pool is larger than ever before and more diverse.

Recruiting and Retention Tips

- Offer competitive salary and benefits
- Create a supportive working environment
 - Reduce administrative duties
 - Mentor new teachers
- Start the hiring process as early as possible
 - More qualified applicants if early
 - survey/interview current teachers early to get an idea of attrition
 - Data use
- Reduce technology use when managing applications
 - Review candidates manually so you don't miss a strong candidate
 - Manual review may see a fit for a different position than the one the application is 'tagged' for

Recruiting Strategies

- Design great recruiting materials: pamphlets and fliers at teacher fairs, local colleges, provide website and social media links
- Attend teacher job fairs
- Ask for referrals from current or previous teachers, parents to show the applicant the sense of the community
- Be active on social media to foster a connection among the school community
- Prioritize search engine optimization (SEO): will increase rank on search results and more traffic
- Create customized advertisements: Google Ads target a specific demographic or those using specific terms

- Use the best online job boards
- Reach out to previous teachers for recommendations or improvements that may make them want to come back

How to Recruit Teachers: 8 Best Strategies and Real Examples. Jan 14, 2022.

<https://blogs.constantcontact.com/how-to-recruit-teachers/>

Recruiting, hiring, retaining diverse teachers

The challenge: 51% K-12 students are students of color and 20% of teachers are teachers of color

Diversity provides benefits to all students
Student benefits when paired with a teacher of their same race/ethnicity

Students benefit overall with teachers of color to increase overall diversity in the school

Strategies:

- Data Use: forecast need and underrepresentation
- Institutional Partnerships: build relationships between districts and teacher preparation programs that enroll a diverse student body.
- Relationship-based recruitment: build personal relationships with students of color at institutions of higher education.
- Early Hiring
- Implicit Bias: train all staff members who are involved in hiring to recognize implicit bias and to use interviewing techniques that reveal candidates' experience, knowledge, and strengths.
- Multiple Measures to evaluate candidates: performance-based tasks
- Intentional Placement in the organization dependent on strengths of school leadership, organization of the school
- Professional Learning: design and implement high-quality professional learning opportunities for new teachers of color
- Develop Leaders: build the capacity of school leaders to improve working conditions in the school, to support teachers of color, and to identify and support students and staff members who are interested in becoming teachers.

Greenberg Motamedi, J. (n.d.). 9 Strategies for Recruiting, Hiring, and Retaining Diverse Teachers. Institute for Educational Science. Retrieved September 23, 2021, from <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/teacher-attribution.pdf>

Diversity in the profession:

- Underrepresentation: Black teachers make up roughly 7% of the public school teachers even though black people make up roughly 13% of the population of America.

- Brown V. Board: When school segregation was declared unconstitutional, schools that served Black students, and that were predominantly staffed by Black teachers, were shut down, and their students were bused to schools with White teachers. In the years following Brown, more than 38,000 Black educators lost their jobs.

Terada, Y. (2021, March 26). Why Black Teachers Walk Away. Edutopia. Retrieved from <https://www.edutopia.org/article/why-black-teachers-walk-away>

Housing Costs
National:

U.S. house prices rose 17.5% from the fourth quarter of 2020 to the fourth quarter of 2021 according to the Federal Housing Finance Agency House Price Index (FHFA HPI®).

House prices were up 3.3% in the 4th quarter compared to the third quarter of 2021.

The five areas with the **highest annual appreciation** were: 1) Arizona 27.4%; 2) Utah 27.1%; 3) Idaho 27.0%; 4) Florida 25.6%; and 5) Tennessee 24.1%. The areas showing the **lowest annual appreciation** were: 1) **District of Columbia** 6.6%; 2) Louisiana 10.2%; 3) North Dakota 10.3%; 4) **Maryland** 10.8%; and 5) Alaska 11.3%.

<https://www.fhfa.gov/Media/PublicAffairs/Pages/US-House-Prices-Rise-17pt5%-over-the-Last-Year-Up-3pt3%-from-the-Third-Quarter.aspx>

Local housing costs:

House prices rose in all of the top 100 largest metropolitan areas over the last four quarters. Annual price increases were greatest in Cape Coral-Fort Myers, FL, where prices increased by 34.6%. Prices were **weakest in Frederick-Gaithersburg-Rockville, MD (MSAD)**, where they increased by 8.5%.

Baltimore-Columbia-Towson, MD rose 9.9% over the last year.

Washington-Arlington-Alexandria, DC-VA-MD-WV rose 8.8% over the last year.

<https://www.fhfa.gov/DataTools/Tools/Pages/FHFA-HPI-Top-100-Metro-Area-Rankings.aspx>

	<p>Home Price Predictions</p> <p>Will probably continue to rise in 2022. Housing demand will stay strong unless inflation continues to outrun wages. Building material supply challenges (decreased supply + increased tariffs) has decreased new builds Median price of a new home: above \$400K, up 17.5% from one year ago Rental prices also jumped 21.3% for 1-BR and 16.7% for 2-BR in October 2021.</p> <p>https://www.forbes.com/advisor/mortgages/housing-market-predictions/</p>	
<p>Changing Factors in College Admissions</p>	<p>Current Trends</p> <p>Application numbers continue to rise</p> <ul style="list-style-type: none"> ● Total number of apps submitted increased by 22% over previous year ● Maybe due to new test-optional policies <p>Test-Optional Goes Mainstream</p> <ul style="list-style-type: none"> ● Many colleges have placed a hold on testing ● Second year for many schools ● 68% of colleges that changed to test-optional plan to stay test-optional ● Doesn't mean test blind, a strong test could work in students' favor <p>Waitlists will get longer</p> <ul style="list-style-type: none"> ● Record deferral numbers and waitlist numbers in regular admissions ● Allows students to access their options <p>Expect more gap years and transfers</p> <ul style="list-style-type: none"> ● Even with vaccines many will opt for a gap year ● Probably not as high as the class of '24 but higher than normal (preCOVID) ● More transfers because students weren't able to choose their best fit due to visit restrictions ● Typical transfer rate is 33% but expected to be higher this year <p>Colleges will go all in on international students</p> <ul style="list-style-type: none"> ● International enrollment fell by 43% in 20-21 ● Rebounded by 63% 21-22 ● US colleges will continue to recruit from a broader pool of countries <p>Value in the name of the game</p> <ul style="list-style-type: none"> ● ROI even more important than it was before ● Want affordable options <p>Focus on Demonstrated Interest</p> <ul style="list-style-type: none"> ● Students need to tell colleges they are eager to attend their college ● Apply early <p>AP Tests will have a bigger role to play since SAT Subject II tests have been eliminated</p> <p>DEI policies are a top priority</p>	<p>Opportunity: Can SSFS prepare students for the new college admissions landscape, so they are prepared to apply?</p> <p>Can SSFS prepare students for the college experience academically, socially and emotionally so they can thrive after SSFS?</p> <p>Threat: This seems to be a moving target, so SSFS will need to put extra time and effort into knowing current trends.</p>

- Colleges want to improve optics with regard to DEI
 - Record numbers of BIPOC and/or 1st gen and/or low income or others will be priority
- Personal Essays and supplements will play a significant role
- No SAT essay available
 - Need to gauge writing ability: written audition
- Passion Projects: important if they relate to students' narrative
- Sports will be more important
- There was a lull over the past two years
 - More colleges actively looking for athletes
- Colleges in the 21 states lagging in vaccination rates may see a reduction in demand
- More efficiency in college admissions process
- Mobile version of Common App
 - Testing services may be next
 - Other application portals
 - Tech to conduct interviews, info sessions, other interfacing

<https://www.ivywise.com/ivywise-knowledgebase/resources/article/college-admissions-trends/>

https://collegeaidpro.com/college-admissions-trends/?utm_source=rss&utm_medium=rss&utm_campaign=college-admissions-trends

<https://www.collegevine.com/questions/18966/top-10-admissions-trends-for-2022-class-of-2026-and-future-admit-cycles>

Trends in college graduation rates:

By 2019, about 63 percent of students had completed a bachelor's degree at the same institution where they started in 2013. Transfer students are removed from the equation.

The 6-year graduation rate was 62 percent at public institutions, 68 percent at private nonprofit institutions, and 26 percent at private for-profit institutions.

The overall 6-year graduation rate was 60 percent for males and 66 percent for females; it was higher for females than for males at both public (65 vs. 59 percent) and private nonprofit (71 vs. 64 percent) institutions. However, at private for-profit institutions, males had a higher 6-year graduation rate than females (28 vs. 25 percent).

<https://nces.ed.gov/fastfacts/display.asp?id=40>

<p>Independent School Trends in Environmental Sustainability</p>	<p>GenZ and Millennials are more active than older generations in addressing climate change. 71% of Millennials and 67% of GenZs say climate change should be top priority to ensure a sustainable planet for future generations., compared to GenX and Boomer and older groups at 63% and 57%, respectively.</p> <p>https://www.pewresearch.org/science/2021/05/26/gen-z-millennials-stand-out-for-climate-change-activism-social-media-engagement-with-issue/</p> <p>Globally, 85 percent of people indicate that they have shifted their purchase behavior towards being more sustainable in the past five years. Younger generations lead the way as higher shares of Generation Z (39 percent) and Millennials (42 percent) are willing to pay for sustainability compared to Gen. X (31 percent) and Baby Boomers (26 percent). Companies that don't have sustainability as part of their core value proposition need to act now to protect against future reputational impacts and loss of market share.</p> <p>https://finance.yahoo.com/news/recent-study-reveals-more-third-153300384.html</p> <p>The estimates of possible damages from climate change are very large. Based on the 2018 IPCC report, an increase in temperature of 1.5 °C would significantly increase the risks of substantial damage from climate change. If by 2100 there is an increase of 2 °C as opposed to 1.5 °C, the extra damage caused is estimated to be USD 15–38.5 trillion (2.3–3.5% of Gross World Product). There is a need to transition to a net zero emissions world, so temperatures will stop rising. Ensuring a just transition will be crucial for maintaining social cohesion and economic justice and enabling the climate transition to unfold. Policy to support clean innovation can be temporary, because once the “clean innovation machine” has been “switched on and is running,” it can be more innovative and productive than the conventional alternative, with a positive impact on GDP levels and growth. Therefore, costs may seem high upfront, but there will be a greater ‘payoff’ in the end.</p> <p>Ekins, P., Zenghelis, D. The costs and benefits of environmental sustainability. <i>Sustain Sci</i> 16, 949–965 (2021). https://doi.org/10.1007/s11625-021-00910-5:</p>	<p>Opportunity: Can SSFS leverage our current sustainable philosophy and infrastructure to attract more Millennial and GenZ parents?</p> <p>Can SSFS increase our sustainable infrastructure, e.g. US solar panels, LS infrastructure, and/or increase our sustainability practices.</p> <p>Can SSFS anticipate the impacts of climate change and how we need to improve/change in the future?</p> <p>Threat: With more infrastructure there will be more maintenance and replacement costs in the future.</p>
<p>Brand Differentiation</p>	<p>Minute Message Model (MMM)</p> <p>Create messages that are distinctive and easy to remember, for the speaker and for the reader/listener.</p> <p>Messages:</p> <ul style="list-style-type: none"> ● Are brief ● Say the most important thing first 	<p>Opportunity: Can SSFS help current and future members of the SSFS community to understand Quakerism and Quaker education as it ‘lives’ at SSFS.</p> <p>Can SSFS define its identity clearly for SSFS to stand out among our competitor schools?</p>

Four message types:

- **A Belief Message** (formerly the One Minute Message) shares a high-level vision about what your organization believes. It helps listeners or readers see the bigger picture of your work and makes it easier for them to engage in understanding what's possible. It's purpose is to hook the audience into wanting to know more.
- **A Problem Message** (formerly the Two Minute Message) is just that: a problem that your organization solves. It's not about what you do, it's about the problem giving rise to the need for your work.
- **An Impact Message** (formerly the Five Minute Message) is a story demonstrating that you actually make an impact. If you try to do this with facts, figures and pie charts instead of a story, you miss the chance to make an emotional connection with your audience. And to be effective your story must demonstrate how the positive outcome is directly a result of your work.
- **A Detail Message** (formerly the Ten Minute Message) where many nonprofits often START the conversation, is what we teach should come last. Only after someone understands what you BELIEVE, what PROBLEMS you uniquely solve, and hears about your IMPACT, might they actually care about the programmatic details of your work.

<https://mission-minded.com/do-you-believe-the-new-improved-minute-message-model/>

What Friends schools have to offer:

Basic Tenet:

A basic tenet of Quakerism is that truth is continuously revealed and is accessible within a community of seekers. At Friends schools, this belief is reflected in an open-minded approach to curriculum and teaching and a developmental approach to children and learning. Students learn to practice truth-seeking and know the various ways this can be accomplished - through inquiry, scientific investigation, reflection, creative expression, critical thinking, dialogue, worship, and service.

Aims of Quaker Education:

A Friends school hopes to offer a community that cares deeply about what kind of persons its members, young and old, are becoming, what goals and motives are effective in their lives, and what their response is to the high calling of being human. They hope to be communities of those who have not only techniques and knowledge, but also a vivid relationship to reality, a hunger for worship, a passion for truth, and the experience of growth in the Light.

Threat: Without the understanding of our Quaker "brand" we may see missed opportunities within the community and from those interested in becoming part of the community. Lack of understanding may also lead to the perception of a 'false' brand.

	<p>Quaker education does not seek to inculcate a particular set of beliefs or doctrines; it seeks to nurture a particular sort of personhood, someone who:</p> <ul style="list-style-type: none"> ● knows deep down that sight, taste, touch, smell, and hearing are not all there are to life; ● has first-hand experience of the reality and importance of the Spirit in life, especially in this age of rampant materialism; ● is rooted as much in the unseen as the seen, as much in the spiritual as in the physical; ● has a capacity for reverence and is as well equipped to experience the Spirit as to do work in the world; ● is optimistic about the ability of love and good will to mend the affairs of humanity. <p>Social Action: Friends education strives to teach social responsibility. Peace, war, racism, poverty, injustice and nonviolence become subjects for study and issues to engage as students learn to become effective citizens. Because Friends believe that faith requires action in the world, Friends schools emphasize the development of a caring community, peaceful resolution of conflict, and service to others. Friends have a long tradition of putting love into action, and the Quaker testimonies of equality, community, harmony, simplicity, stewardship and service are reflected in the life of the school. Students grow into compassionate and responsible adults who recognize their interconnectedness with the larger human family.</p> <p>What does a Friends school have to offer? Friends Council on Education https://www.friendscouncil.org/quaker-schools/what-does-a-friends-school-have-to-offer</p>	
<p>Impact of COVID Environment</p>	<p>Infrastructure: COVID has made us more aware of the importance of adequate ventilation in school buildings to reduce the occurrence of viruses and bacteria in the air. Improved ventilation also generally reduces other pollutants in the air, which contributes to the decrease in bacterial/viral infections. Air pollution has been found to harm children's development and academic outcomes and with an increase in air purification quality, academic and behavioral outcomes have improved. Therefore, upgrading school buildings is a wise investment that will pay dividends well after COVID.</p> <p>Brown Center Chalkboard. Now is the time to invest in school infrastructure. Claudia Persico. May 19, 2021. From: https://www.brookings.edu/blog/brown-center-chalkboard/2021/05/19/now-is-the-time-to-invest-in-school-infrastructure/</p>	<p>Opportunity: Can SSFS leverage our improved infrastructure, e.g. upgrades to HVAC systems, post COVID, to show our commitment to community health and well-being.</p> <p>Can SSFS upgrade our technology needs to support our evolving learning requirements?</p> <p>Threat: Maintenance of new systems and the need to upgrade again with future changes in pollution and/or bacterial/viral challenges.</p>

	<p>Technology: Technology is all around us in our lives. Need to leverage technology to provide engaging learning experiences in school also. Need to provide cutting edge connectivity and access to students. Need to provide ways to collaborate with peers. Schools with higher technology capabilities increase teaching and learning outcomes by 10X compared to schools with lower technology capabilities.</p> <p>Future Ready Schools: Building Technology Infrastructure for Learning. US Dept of Education. https://tech.ed.gov/wp-content/uploads/2014/11/Future-Ready-Schools-Building-Technology-Infrastructure-for-Learning.pdf</p> <p>New Analysis Finds Technology Infrastructure Leads Key Areas of Technology Readiness in Schools. https://www.prnewswire.com/news-releases/new-analysis-finds-technology-infrastructure-leads-key-areas-of-technology-readiness-in-schools-301274650.html</p>	
<p>PK - 12 Curriculum Alignment & Development</p>	<p>7 Reasons Why Curriculum Matters More than You Think A “good” curriculum can do more than just help students to learn. It can benefit not just students, but teachers, staff, and admin and it helps connect parents with the community around them. Here are 7 things a good curriculum can do:</p> <ul style="list-style-type: none"> ● It both creates and reflects culture and identity ● it keeps up with a changing world (not a one and done initiative) ● It makes learning (and teaching) consistent. ● it opens the doors for collaboration amongst all stakeholders (teachers, admin, parents, students, community at large) ● it saves schools money (not having to overly rely on textbooks) ● It helps teachers align across grade levels and subject areas ● it provides measurable targets - data matter data driven. <p>Why curriculum matters for private schools</p> <p>“...what parents wanted for their children changed over time. Initially, they wanted a safe school that their children enjoyed. Over time, however, they came to want more: academic attainment, college preparedness and intellectual depth. Their vocabulary and focus changed. A better environment alone does not suffice.”</p> <p>Why do you need a Concept-Based Curriculum? Concept Based Curriculum is a framework that extends student and teacher thinking beyond the facts and skills in the discipline or subject they are learning. It facilitates the transfer of big ideas across disciplines and beyond the</p>	<p>Opportunity:</p> <p>How can SSFS align its curriculum vertically and horizontally using a conceptual model and framework that reflects best practices?</p> <p>How can SSFS’s curriculum reflect the most important skills and habits of mind that reflect our mission and vision?</p> <p>How can the SSFS curriculum prepare our students for success in college and beyond?</p> <p>Threat:</p> <p>How do we address gaps in the curriculum to better align content, skills, and understandings?</p> <p>How do we ensure that our curricular review process is ongoing and reflective of our school values?</p>

classroom walls. Rather than a vessel to be filled with facts, a student in a conceptual classroom takes ownership of their own learning and develops the ability to make meaning for themselves. Students shift from information/knowledge consumers to information/knowledge producers, developers, and creators.

[3 Ways to Boost Student Conceptual Thinking](#)

Benefits of coaching students to think in terms of concepts helps them understand how to apply their learning in the future:

- If students do not have a strong understanding of individual concepts, they'll struggle to see patterns and make connections between them.
- Likewise, if we don't give students time to construct understanding, it will be challenging for them to apply their ideas to projects, current events, or other new contexts.
- By intentionally designing learning activities in which students move between the factual and conceptual levels of thinking, we can help them construct understanding, facilitate transfer, and build their sense of agency.

How to be an Adult: Julie Lythcott Haims

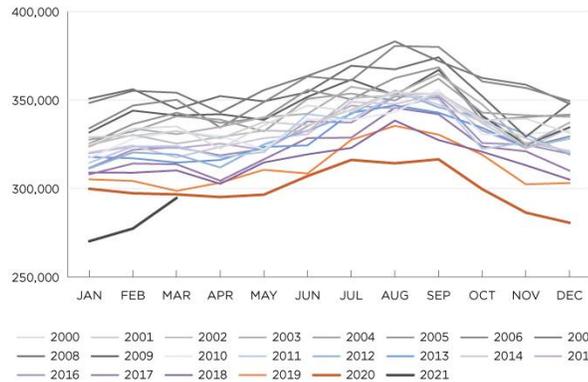
Economic Factor Highlights

Topic	Salient External Environmental Research (with source)	Internal Opportunity and/or Threat for SSFS
<p>Interest and Inflationary Pressures and Trends Impacts on independent School Tuition Pricing and Access</p>	<p>Removing the Barriers to Socioeconomic Diversity; Mark J. Mitchell, Independent School Magazine, Summer 2016. “Even schools that provide significant financial aid face barriers to broad access and socioeconomic diversity in four areas of financial-aid and enrollment work: purpose, policies, practices, and purse strings. How do these four factors make themselves evident, and what can schools do in response?” https://www.nais.org/magazine/independent-school/summer-2016/removing-the-barriers-to-socioeconomic-diversity/</p> <p>Reexamining the Language of Financial Aid; Rosetta Eun Ryong Lee, Independent School Magazine, Winter 2020. “Running the business of independent schools is complex and nuanced. There is no magic formula for financial sustainability, and history and context matters. What I hope for is greater clarity of and commitment to values, and for ensuring that our policies and practices reflect those values. There are myriad intersections and considerations I see in the current climate; here are just a few.” https://www.nais.org/magazine/independent-school/winter-2020/reexamining-the-language-of-financial-aid/</p> <p>https://www.charitycompliancesolutions.com/do-millennials-donate-charities-differently-other-generations?gclid=CjwKCAjw9LSSBhBsEiwAKtf0nx-WO7shMPc4Sqr8Z7BAGwtXuXpovEdekTEDfSgLCn9RsoDRCAa9RoCgpoQAvD_BwE</p>	<p>Opportunity: How might we stabilize cash flow and spend strategically?</p> <p>Threat: Pressure on cash flow and operating budgets. Balancing to a positive cash flow position will not be possible.</p> <p>Opportunity: How are we defining our financial aid program as a values statement for our School?</p> <p>Threat: How does our commitment to access impact our ability to build a robust and program supportive budget?</p>
<p>Population Birth Rates</p>	<p>Will the decline in birth rate impact enrollment in 10 years?</p> <p>https://www.vox.com/future-perfect/2022/1/5/22867184/us-census-population-growth-slowdown-migration-birth-death</p> <p>https://www.aei.org/articles/5-8-million-fewer-babies-americas-lost-decade-in-fertility/</p> <p>https://www.census.gov/library/stories/2021/09/united-states-births-declined-during-the-pandemic.html</p> <p>https://www.k12dive.com/news/declining-us-birth-rate-could-beget-lower-public-school-enrollment-closure/542921/</p>	<p>Opportunity: How might we approach this lowering pool of students effectively?</p> <p>Does the reduced pool mean we are competing for fewer applicants or is there a demographic profile shift that is favorable?</p> <p>Threat: Reduced enrollment and income to service debts and operating expenses.</p>

<https://www.familyeducation.com/family-life/a-look-at-the-different-generations-and-how-they-parent>

<https://www.nais.org/magazine/independent-school/fall-2021/five-independent-school-trends-to-watch-in-2021-2022/>

U.S. Births by Month: 2000-2021



Note: The data in the figure distribute births based on the months' observed daily average if days were evenly distributed across months. For example, December is always one day longer than November. Additionally, there were technically more births in February 2020 than in February 2019. February 2020 was one day longer than February 2019, however, because 2020 was a leap year. When looking at daily averages, February 2019 had more births per day than February 2020.

Source: National Center for Health Statistics (NCHS).

Impact of the Great Resignation

<https://www.cnn.com/2022/02/05/us/teacher-prep-student-shortages-covid-crisis/index.html>

<https://www.cnet.com/health/parenting/the-great-resignation-hasnt-hit-school-teachers-yet-heres-why-it-still-might/>

<https://learningpolicyinstitute.org/blog/teacher-shortage-what-can-states-and-districts-do>

A recent RAND survey of teachers who voluntarily left teaching during the pandemic found that stress was a key driver of teachers' decisions to leave. Key stressors included working more hours, the challenges of transitioning to remote teaching, and carrying second jobs. One-third of those who left teaching reported working 56 hours or more per week, and one-third held second jobs while teaching. A full 64% of respondents said their pay wasn't sufficient to merit the risk or stress.

Opportunity:
How are we harnessing the resignation in other industries to support recruiting?

Opportunity:
How might we build relationships with teacher preparation programs to build teacher pool?

Threat:
High faculty turnover has an impact on institutional memory, climate, and culture

Political Factor Highlights

Topic	Salient External Environmental Research (with source)	Internal Opportunity and/or Threat for SSFS
Public Discourse on the Social Value and Social Impact of Private K-12 Education	<ul style="list-style-type: none"> ● CNBC Article on cost/value of college education: "We have an economy where every penny counts," she added. "We have an obligation to be very clear about the cost of college and the return on investment." Segment by Jessica Dickler, Tuesday, 15 Feb 2022 08:14 AM EST, via Apple News ● Inside Higher Ed opinion: Eliminate Private Schools: ● Farhan Mahin received a great education at a private school, but he argues for the elimination of all of them. <i>"Perhaps most troublingly, though, researchers have found that hidden curricula in public and private schools prepare their students for their expected roles in society..."</i> https://www.insidehighered.com/admissions/views/2022/02/22/make-admissions-more-fair-eliminate-private-schools-opinion ● Britain's Opposition Party Wants to Ban Private Schools, Citing 'Grotesque' Inequality; Washington Post, Sept. 23, 2019. <i>"...historian David Kynaston and economist Francis Green wrote that the "proportion of prominent people in every area who have been educated privately is striking, in some cases grotesque... the numbers tell us of a society where bought educational privilege also buys lifetime privilege and influence."</i> https://tinyurl.com/3dzjpuhz ● Public and Private School Segregation in the District of Columbia (Study by the Albert Shanker Institute); September 2017. <i>"Our results as a whole suggest that private schools may play an important role in shaping the segregation of students by race and ethnicity in many locations."</i> https://www.shankerinstitute.org/resource/dcsegregation 	<p>Opportunity: In what ways do we communicate/emphasize the unique benefits of a SSFS education?</p> <p>Opportunity: How do we emphasize outward-looking purpose of education at the core of the SSFS philosophy (betterment of society, informed world citizens)?</p> <p>Potential threat: How will we manage potential increased public pressure to regulate/control independent schools and/or eliminate tax-exempt status?</p>
Pressure on Schools to Reflect Values of Inclusivity and Diversity vs. Perceptions of Elitism	<ul style="list-style-type: none"> ● The Atlantic: PRIVATE SCHOOLS HAVE BECOME TRULY OBSCENE: Elite schools breed entitlement, entrench inequality—and then pretend to be engines of social change. (April 2021) https://www.theatlantic.com/magazine/archive/2021/04/private-schools-are-indefensible/618078/ ● The Atlantic: Private Schools Are Becoming More Elite: ● The decline of Catholic schools is making independent education less accessible to middle- and lower-class students. https://www.theatlantic.com/education/archive/2018/07/why-private-schools-are-becoming-more-elite/566144/ ● NYT Article: The Battle Over Race, Tradition and an Elite Private School's Mascot <i>"Many of Collegiate's exclusive private school counterparts in New York, which guard their privacy fiercely, have faced their own controversies... troubling testimonies from students of</i> 	<p>Opportunity: How can we communicate SSFS emphasis/recent track record on diversity and belonging?</p> <p>Opportunity: How do we bring forward the School's distinct attempts to provide for socioeconomic diversity?</p> <p>Threat: How do we "thread the needle" between values of inclusion, need for admissions selectivity, and perceptions of elitism?</p>

	<p><i>color have been compiled on dedicated social media pages... antiracism training has led to minor revolts and angry letters.”</i></p> <p>https://www.nytimes.com/2022/02/19/nyregion/college-mascot-dutchman.html</p> <ul style="list-style-type: none"> ● The Truth About Making Real Change for Racial Justice; Gustavo Carrera; Independent School Magazine (Winter 2021): “...we have to accept that our schools remain profoundly unequal social spaces and that only a handful of independent schools have enacted and sustained changes long enough to produce self-replicating outcomes. The small number of students, faculty, and administrators of color in our schools shows that we are profoundly unlike the rest of America.” ● Now That Private Schools Know What it’s Like ‘Being Black’ on Their Campuses, Will They Do What They Ask of Their Students — Learn and Do Better?; Theresa Vargas, Washington Post, July 1, 2020. “My argument is, if you’re not going to give these students what they need, don’t invite them in with your words and show them they don’t belong with your actions.” https://tinyurl.com/yppkd36x 	
<p>An Assertively Progressive School in an Increasingly Conservative Political Environment</p>	<ul style="list-style-type: none"> ● WSJ Editorial: “No longer are private schools focused primarily on teaching <i>critical thinking, fostering intellectual curiosity, and rewarding independent thought. Their new mission is to train a vanguard of activists to lead the charge in tearing down the foundations of society, reminiscent of Maoist China’s Red Guards. The danger, however, goes far beyond private schools. The same framework called diversity, inclusion, belonging, equity and justice has gained influence in public education, universities, corporate workplaces, the federal government and the military. For the sake of our children and our nation’s future, it must be dismantled.</i>” https://www.wsj.com/articles/inside-the-woke-indoctrination-machine-diversity-equity-inclusion-bipoc-schools-conference-11644613908 ● Elite Private Schools Find Themselves Caught Between Two Sets of Parents: Diversity, equity and inclusion initiatives are appealing to some consumers but antithetical to others; Matthew C. Edmonds, Washington Post, Dec. 1, 2021. “...“For a half-century, diversity has been a watchword in elite independent schools, but in recent months, some of the wealthiest schools in the United States have been whipsawed, revealing that such commitments are never entirely independent of the market.” ● Social and Emotional Learning is the Latest Flashpoint in the Education Wars; The Hechinger Report, Feb. 21, 2022. “This surge in spending has brought heightened scrutiny to the field, with parents pushing back against curricula and screeners in places as politically and geographically diverse as Brooklyn, New York, and West Bend, Wisconsin. Conservatives have accused schools of hijacking SEL to promote progressive ideas about race, 	<p>Opportunity: How are we reasserting SSFS Quaker values and the merits of a “liberal” education?</p> <p>Opportunity/Threat: How is SSFS inclusive of, respectful of, the full range of experiences and perspectives?</p> <p>Threat: Do we risk being perceived as a fringe community?</p>

	<p>gender and sexuality, while liberals have warned of threats to student privacy.”</p> <p>https://hechingerreport.org/social-and-emotional-learning-is-the-latest-flashpoint-in-the-education-wars/</p> <ul style="list-style-type: none"> ● Teachers Are Told Not to Get ‘Political’ in the Classroom. What Does That Actually Mean?; Washington Post, January 17, 2019. “...the proposed bill in Arizona is an affront to the sort of teaching that will help create a strong democracy. Regardless of political affiliation, teachers can — and should — educate students with the goal of creating strong and engaged citizens. The bill in Arizona should be a concern to all of us.” (References Hoechinger study) ● https://tinyurl.com/ys4vtuea ● 'We Have Educators in Complete Fear' Indiana Education Bill Passes House, onto Senate Committee; WHAS Channel 11 website, Feb. 2, 2022. “The bill would require schools to post lesson plans in an online portal, allow families to opt-in or out of certain educational activities and require schools to form curricular advisory committees with both parents and educators.” ● https://www.whas11.com/article/news/education/indiana-education-house-bill-1134-teacher-opposition-legislature/417-2a48717e-5313-47dd-9fee-106da05160bf ● Sample of Newspaper reports of school board conflicts, book banning efforts highlighting “culture wars” in schools: <ul style="list-style-type: none"> ○ Books Bans and ‘Gag Orders’: the US Schools Crackdown No One Asked For; The Guardian, Feb. 21, 2022. https://www.theguardian.com/world/2022/feb/21/books-bans-gag-orders-suppress-discussion-racism-lgbtq-us-schools ○ Parents Group Launches Campaign for ‘True Diversity of Thought’ in New England Private Schools; Boston Globe, July 11, 2021. https://www.bostonglobe.com/2021/07/11/metro/parent-group-launches-campaign-against-indoctrination-students-new-england-private-schools/?p1=BGSearch_Advanced_Results ○ Woke-up Call: Parents Put Virtue-Signaling School Board Members on Notice, New York Post (editorial), Feb. 17, 2022. https://nypost.com/2022/02/17/woke-up-call-parents-put-virtue-signaling-school-board-members-on-notice/ ○ The School Culture Wars: ‘You Have Brought Division to Us’; New York Times, Aug. 18, 2021. https://www.nytimes.com/2021/08/18/us/schools-covid-critical-race-theory-masks-gender.html ○ Bills to Ban US Schools’ Discussion of LGBTQ+ Issues are Threat to Free Speech – Report; The Guardian, Feb. 15, 2022. https://www.theguardian.com/world/2022/feb 	
--	--	--

	<ul style="list-style-type: none"> ○ /15/lgbtq-rights-ban-us-schools-republicans ○ 'They're Teaching Children to Hate America': the Culture War in US Schools;" The Guardian (video report), Feb. 16, 2022. ○ https://www.theguardian.com/us-news/video/2022/feb/16/education-or-indoctrination-inside-the-bitter-fight-dividing-americas-schools-video ○ Wrenching Struggle to Define Critical Race Theory Divides an Orange County School District, Los Angeles Times, Nov. 24, 2021. https://www.latimes.com/california/story/2021-11-24/in-the-confounding-struggle-to-define-critical-race-theory-not-even-the-dictionary-will-suffice ● Florida Lawmakers Put a Conservative Stamp on Higher Ed; Chronicle of Higher Education, March 9, 2022. <i>"...national higher-education experts and faculty members in Florida say the legislation is part of an attack on bedrock principles that preserve the academic autonomy of faculty members and institutions."</i> https://tinyurl.com/yfdc3kyu 	
<p>Questioning the Value of Private Education (Higher ed and trickle-down to K-12)</p>	<ul style="list-style-type: none"> ● Bloomberg article: "NYC Private School Tuition Tops \$60,000 With Families Returning: The median fee in New York City has surged almost 55% over the past decade, outpacing the national increase of 46.5%" https://tinyurl.com/abk7mfa7 ● Chronicle of Higher Education: Higher Ed's Uncertain Financial Future: The overall outlook has improved. But there will be winners and losers. https://www.chronicle.com/article/higher-eds-uncertain-financial-future ● No, Private Schools Aren't Better at Educating Kids than Public Schools. Why This New Study Matters; Washington Post, July 26, 2018. <i>"University of Virginia researchers who looked at data from more than 1,000 students found that all of the advantages supposedly conferred by private education evaporate when socio-demographic characteristics are factored in. There was also no evidence found to suggest that low-income children or children enrolled in urban schools benefit more from private school enrollment."</i> ● U.S. Universities Face An Existential Challenge; Axios, Nov. 10, 2021. <i>"The enrollment drop, which... could put smaller, less-funded schools on a death spiral — comes as colleges increasingly find themselves the battleground for political wars."</i> https://www.axios.com/colleges-enrollment-drop-free-speech-48b7bb00-adf4-4937-9a2f-2a5cb8af4d56.html 	<p>Opportunity: How do we communicate the School's value proposition re: preparation for life, not just prep for higher education?</p> <p>Opportunity: How can we make more visible the Quaker values that are the foundation of SSFS approach and student experience?</p> <p>Threat: How do we offset our vulnerability to private education economics that could price the School out of existence?</p>

Internal Stakeholder Survey Highlights

The following pages share highlights of the extensive research conducted in across stakeholder groups in four key areas:

- Vivid Descriptors
- Reputational Statements
- Expectations, Satisfaction, and Congruencies
- Strengths, Challenges, and Future Focus
- Brand Loyalty
- Life Impact

Vivid Descriptors

Top Five most frequently selected Vivid Descriptors by constituency group

Survey Question: *Which words best describe SSFS? (Check all that apply)*

Stakeholder Group	#1	#2	#3	#4	#5
Alumni	Quaker values	Community	Nurturing environment	Belonging	Service
Current Parents	Diverse	Community	Nurturing environment	Quaker values	
Faculty/Staff/Admin	Community	Diverse	Student-centered		
Monthly Meeting Members	Community	Quaker values	Nurturing environment	Expensive	Diverse
Students	Community	Diverse	Quaker values	Expensive	Belonging
Trustees	Community	Quaker values	Diverse	Nurturing environment	Whole child education
Young Alumni	Community	Expensive	Quaker values	Service	Nurturing environment
Parents of Young Alumni	Community	Quaker values	Nurturing environment	Diverse	Whole child education

Notes:

1. Listed descriptors were selected by 50 percent or more of respondents by stakeholder group.
2. Color-coded cells highlight descriptors ranking in the top five (including ties) by at least half of all stakeholder groups surveyed.

Least frequently selected Vivid Descriptors by constituency group (selected by 15% or fewer respondents)

Stakeholder Group	#1	#2	#3	#4	#5
Alumni	Financially accessible 4%	Outdated 1%			
Current Parents	Financially accessible 11%	Innovative 9%	Outdated 8%		
Faculty/Staff/Admin	Financially accessible 7%	Innovative 6%			
Monthly Meeting Members	Financially accessible 11%	Outdated 4%			
Students	Outdated 14%	Financially accessible 7%			
Trustees	Financially accessible 13%	Outdated 8%			
Young Alumni	Innovative 10%	Outdated 8%	Financially accessible 6%		
Parents of Young Alumni	Financially accessible 10%	Innovative 10%	Outdated 4%		

Reputational Statements

Top Five most agreed with reputational statements indicated by each group's respondents who *Strongly agree* or *Agree*

Stakeholder Group	#1	#2	#3	#4	#5
Alumni	SSFS has a strong reputation for fostering Quaker values that create change*	SSFS alumni make a positive difference in the world.	SSFS is known as a community that values diversity, equity, inclusion, and belonging.	SSFS graduates are well-prepared for their next educational experience.	SSFS is known for student-centered education.
Current Parents	SSFS is known as a community that values diversity, equity, inclusion, and belonging.	SSFS has a strong reputation for fostering Quaker values that create change*	SSFS is known for student-centered education.	An SSFS education is worth the cost.	SSFS graduates are self-advocates.
Faculty/Staff/Admin	SSFS is known as a community that values diversity, equity, inclusion, and belonging.	SSFS is known for student-centered education.	SSFS graduates are self-advocates.	SSFS has a strong reputation for fostering Quaker values that create change*	SSFS graduates are well-prepared for their next educational experience.
Monthly Meeting Members	SSFS is known as a community that values diversity, equity, inclusion, and belonging.	SSFS is known for student-centered education.	SSFS has a strong academic reputation.	SSFS graduates are well-prepared for their next educational experience.	SSFS has a strong reputation for fostering Quaker values that create change*
Students	SSFS graduates are self-advocates.	Our school is known as a community that values diversity, equity, inclusion, and belonging.	Our school has a strong reputation for fostering Quaker values that create change*	Our school is known for student-centered education.	Our alumni make a positive difference in the world.
Trustees	SSFS is known as a community that values diversity, equity, inclusion, and belonging.	SSFS is known for student-centered education.	SSFS alumni make a positive difference in the world.	SSFS graduates are well-prepared for their next educational experience.	SSFS has a strong reputation for fostering Quaker values that create change* An SSFS education is worth the cost. SSFS graduates are self-advocates.
Young Alumni	SSFS alumni make a positive difference in the world.	SSFS graduates are well-prepared for their next educational experience.	SSFS is known for student-centered education.	SSFS has a strong reputation for fostering Quaker values that create change*	SSFS graduates are self-advocates. SSFS is known as a community that values diversity, equity, inclusion, and belonging.
Parents of Young Alumni	SSFS is known as a community that values diversity, equity, inclusion, and belonging.	SSFS graduates are well-prepared for their next educational experience.	SSFS alumni make a positive difference in the world.	SSFS graduates are self-advocates.	SSFS has a strong reputation for fostering Quaker values that create change*

*Simplicity, Peace, Integrity, Community, Equality and Stewardship.

Note: Color-coded cells highlight statements ranking in the top five (including ties) by fifty percent or more of constituency groups surveyed.

Most disagreed with statements indicated by 14 percent or more of each group's respondents who *Disagree* and *Strongly disagree*

Stakeholder Group	#1	#2	#3
Alumni			
Current Parents	SSFS has a strong academic reputation.		
Faculty/Staff/Admin	SSFS has a strong academic reputation.	SSFS has a strong reputation in the arts.	
Monthly Meeting Members	An SSFS education is worth the cost.		
Students	Our school's education is worth the cost.	Our school has a strong academic reputation.	Our school has a strong reputation in the arts.
Trustees			
Young Alumni	SSFS has a strong reputation in the arts.	An SSFS education is worth the cost.	SSFS has a strong academic reputation.
Parents of Young Alumni	SSFS has a strong academic reputation.		

Expectations and Satisfaction

Top Areas of Importance

At least half of all constituents agree that five key aspects of SSFS are *Extremely* or *Very important* to them.

1. Personal attention to students (6/6 groups)
2. A diverse, caring community (5/6 groups)
3. Developing students' ability to navigate the current and future world (5/6 groups)
4. An inclusive learning community (4/6 groups)
5. Dedication to social-emotional health and wellness (3/6 groups)

Top Areas of Satisfaction

At least fifty percent of constituent groups agree that they are *Extremely* or *Very satisfied* with four key aspects of SSFS.

1. Personal attention to students (4/6 groups)
2. A diverse, caring community (4/6 groups)
3. An inclusive learning community (3/6 groups)
4. Quality of academic facilities (3/6 groups)

Note: At least 14 percent of respondents in three out of six groups say they are not at all satisfied with SSFS's performance on Quaker values. These groups are:

1. Faculty/Staff/Administration
2. Students
3. Trustees

Congruencies

Areas of Highest Congruency: Occurring in Top Three Areas of Importance AND Satisfaction

1. Personal attention to students
2. A diverse, caring community
3. An inclusive learning community

Areas of Largest Incongruency: Occurring in Top Three Area of Importance AND Low-Level Satisfaction

1. Developing students' ability to navigate the current and future world
2. Dedication to social-emotional health and wellness

Strengths, Challenges, and Future Focus

Survey Questions: 1) What three things does SSFS do best? 2) Please list up to three things that need the most improvement. 3) On what three things should SSFS focus over the next three to five years?

Stakeholder Group	Most Frequently Mentioned Strengths	Most Frequently Mentioned Areas for Improvement	Most Frequently Mentioned Areas for Future Focus
Current Parents	<ul style="list-style-type: none"> Student-focused (puts students first, empowers, values, meets students where they are, inclusion, nurtures, offers choices, opportunities, balance, connections) Teachers (excellent, caring, engaging, wonderful) Inclusive Community Environment (safe, comfortable, friendly, nurturing) Diversity (large emphasis on, fosters understanding and appreciation of) 	<ul style="list-style-type: none"> Academics (rigor, variety of classes and electives, more challenging, more academic support, more inquiry based, enrichment) Curriculum (scope and sequence, more options, writing, service learning opportunities, diversity in course offerings) Communication (clear, focused vs volume, timely) Teachers (diversity, support, retention, training for divergent learners, mentoring) Parent engagement 	<ul style="list-style-type: none"> Learning (increase student focused learning, experiential learning, invocation and learning tools, expand opportunities for students with language-based learning challenges, even greater focus supporting learning differences/ personalized learning) Teachers (hire and retain talented teachers, support, train, teacher diversity, stability) Quaker values (back to basics, educate new families about, return to, reengage with, strengthen core, deeper commitment to, keep front and center, expand the role of Quakerism in the daily life of the school)
Faculty/Staff/ Administration	<ul style="list-style-type: none"> Builds community (sense of belonging) Prioritizes and supports students (advocacy, voice, academic support) Teachers (cares for teachers, gives teachers freedom, teacher connections to students, teachers as mentors, hardworking, balance of academics and social emotional wellness) Promotes Quaker values 	<ul style="list-style-type: none"> Students (boundaries, discipline, transparency, accountability, voice) Commitment to Quaker process, values, and identity as a Quaker school Academics (offerings, rigor, consistency across divisions, academic impacts of COVID, academic support for students with learning differences) Focus on faculty (morale, safety, health and well-being, transparency, support, belonging and community building, training to support students with learning differences) 	<ul style="list-style-type: none"> Quaker values and process (return to, explicitly living out, doubling down on, adherence to, solidifying Quaker identity, return to Quakerism in a big way, rebuilding Quaker practice) Faculty (expanding faculty growth, support, enrichment, retention, diversity, morale, stability, include, value, time to connect) Academics (rigor, offerings, programming)
Monthly Meeting Members	<ul style="list-style-type: none"> Nurtures students Fosters a sense of community Promotes Quaker values 		<ul style="list-style-type: none"> Quaker values Becoming accessible (to more Quaker students, to more diverse students) Increasing diversity (socio-economic diversity, faculty and staff diversity) Community outreach (service, resource, connection)
Students	<ul style="list-style-type: none"> Community (building community, welcoming, nice, inclusive) Inclusion Focus on students (supporting students mentally, giving students independence, personal attention) Teachers (support from, accessibility to, approachable) 	<ul style="list-style-type: none"> Include student voices and listen to student concerns and feedback Better meet student learning styles and mental needs More diversity Strengthen admin and faculty relations with students 	<ul style="list-style-type: none"> Faculty-student relationships Building community Student support for learning Communication
Trustees	<ul style="list-style-type: none"> Whole child student focus (value, voice, student-oriented learning) Community 	<ul style="list-style-type: none"> Practice and affirming of Quaker values Faculty (hiring, retaining, developing, supporting) Academic innovation 	<ul style="list-style-type: none"> Finances (increasing endowment, resourcing facilities enhancement) Practicing Quaker values Faculty ((hiring, retaining, developing, supporting) School spirit and community Strengthening diversity and our sense of belonging
Young Alumni			<ul style="list-style-type: none"> Quaker process (allowing student voices lead through genuine quaker process) Faculty recruitment and retention Diversity (racial, economic, both teachers and students) Community (reviving campus culture, rebuild community after COVID)
Parents of Young Alumni			<ul style="list-style-type: none"> Focus on Quaker values Focus on faculty (development, better pay, diversity) Increased diversity (continued emphasis) Strengthen academics (increasing academic reputation, proactive academic support, flexibility in electives)

Brand Loyalty

Survey Questions:

Have you recommended SSFS in the past?

How likely is it that you will recommend SSFS in the future?

	Have referred in the past			Are likely to refer in the future	
	Yes	No	Can't remember	Very likely and Likely	Unlikely
Alumni	76%	13%	11%	87%	13%
Current Parents	81%	16%	3%	83%	17%
Faculty/Staff/Admin	75%	21%	4%	89%	11%
Monthly Meeting Members	83%	13%	4%	83%	17%
Students	43%	36%	21%	71%	29%
Trustees	95%	0%	5%	95%	5%
Young Alumni	57%	23%	20%	63%	37%
Parents of Young Alumni	92%	6%	2%	91%	9%

Life Impact

Survey Question:

How important a role would you say SSFS played in shaping your life (your student's life, your alum's life, students' lives) in each of the areas listed?*

Four areas tested are mentioned in the top three by at least half of respondents:

- Preparing me to make a positive difference in the world (5/5 groups)
- Developing my foundation for ethical decision-making (5/5 groups)
- Establishing a solid academic foundation (3/5 groups)
- Developing a self-awareness of my gifts and talents (3/5 groups)

Survey Question:

*How would you rate the impact SSFS has on shaping your core identity? **

	Extremely High and Very High Impact	Moderate impact	Little impact	No impact	Too soon to tell	Don't know
Alumni	85%	12%	3%	0%		
Current Parents	57%	32%	5%	0%	5%	1%
Faculty/Staff/ Administration	68%	24%	1%	0%		7%
Students	37%	36%	9%	7%	10%	1%
Trustees	95%	5%	0%	0%		0%
Young Alumni	68%	32%	0%	0%		
Parents of Young Alumni	86%	11%	0%	2%		2%

Notes:

- The verb tenses and pronouns were reframed according to the respondent group.
- Grayed out boxes indicate answer choices that were not offered to the particular respondent group.