SHAPING 4J's FUTURE

Strategic Planning Process

for the Eugene School District

Focus Group Resource Guide

Eugene School District 4J
Eugene, Oregon
November 15, 2006

School District 4J
Eugene Public Schools
200 North Monroe Street
Eugene, OR 97402-4295

November 7, 2006

Dear Focus Group Participants,

Thank you for agreeing to take part in this very important planning effort. You are making a big commitment of time to assist us as we plan the future of the district.

The process you are about to participate in is focused on several unanswered questions about how and where the district will provide instructional programs in light of declining enrollment and changing student demographics and needs. The choices we make as a result of this process will guide school size and grade configurations, location of schools and programs, and related decisions over the next decade.

As we do this work, our broad instructional goals and guiding principles continue to be increasing achievement for all students, closing the achievement gap, and providing equal opportunities for all students to succeed. Our focus is necessarily on our students.

This resource guide provides you with a detailed description of the 18-month planning process and the focus group process. We have also included a summary of our enrollment and demographic trends, a summary of research in each of the focus group areas, and information about school capacity (i.e., information about how many students each school is capable of accommodating).

The work you do will be forwarded to the school board and to a committee that includes a range of participants from both the school district and community. This committee will synthesize the information from the eight focus groups and develop a set of integrated alternatives or possibilities for the school board to consider. There also will be a public engagement process that will allow for broad community input and discussion.

I know your discussions will be interesting and I am anxious to see the options you identify.

Best regards,

George Russell
Superintendent

Lane County School District No. 4J
Eugene, Oregon

SHAPING 4J'S FUTURE
FOCUS GROUP INVITEES

Special Education (Facilitator: Betsy Shepard Listener/Writer: Jim Watson)

1) Special Education Director: Larry Sullivan
2) Elementary Principal: Jeralynn Beghetto (Edgewood)
3) Secondary Principal: Tim Rochholz (Kelly Middle School)
4) Elementary Regular Education Teacher: Barb Forester (Awbrey Park)
5) Secondary Regular Education Teacher: Marilyn Williams (Kennedy)
6) Elementary Special Education Teacher: Marlee Litten (Gilham)
7) Secondary Special Education Teacher: Brian Naghski (South Eugene High School)
8) Special Education Specialist: Karen Lacey (Speech Specialist)
9) Instructional Assistant: Claudette Eberle (Educational Services)

Title 1 (Facilitator: Gene Thurmond Listener/Writer: Jane Harrison)

1) Federal Programs Coordinator: Janis Swan
2) Elementary Principal: Paco Furlan (River Road)
3) Secondary Principal or Assistant Principal: John Wayland (South Eugene)
4) Primary Teacher: Piper Paulish (Spring Creek)
5) Intermediate Teacher: Lisa Vreim (Howard)
6) Title 1 Coordinator: Mary Mowday (McCornack)
7) Instructional Assistant: Judy Piper (Adams)
8) Special Education Teacher: Dayna Mitchell (Meadowlark/Buena Vista)
9) ELL Teacher: Beth Salgado (Howard)

English Language Learners (ELL) (Facilitator: Tami Walkup Listener/Writer: Sabrina Gordon)

1) ELL Specialist: Abby Lane
2) Parent, Family and Community Coordinator: Carmen Urbina
3) Elementary Teacher: Imelda Cortez (River Road)
4) Principal: Stella Dadson (Willagillespie)
5) ELL Teacher: Joyce Wade (Sheldon)
6) ELL Teacher: Carolyn Clements (Churchill)
7) Instructional Assistant: Mary Peterson (Harris)
8) Special Education Teacher: Jennifer Dutton (Holt)

Pre-Kindergarten and Full Day Kindergartens (Facilitator: Sally Huling Listener/Writer: Doug Gallup)

1) Director of School Services, K-8: Kay Mehas
2) Principal with Full Day Kindergarten: Pamela Irvine (Adams)
3) Primary Teacher: Julie Hulme (Edgewood)
4) Kindergarten Teacher: Kimberly Chinn (Awbrey Park)
5) Instructional Assistant: Amanda Refshauge (Parker)
6) Head Start Representative: Annie Soto
7) EC Cares Representative: Judy Newman
8) Educational Support Service: Char Talkington (School Psychologist)

High School Size (Facilitator: Linda Preston Listener/Writer: Larry Brown)

1) Director of High School Services: Laurie Moses
2) High School Principal: Dennis Biggerstaff (Churchill)
3) High School Assistant Principal: Eric Anderson (South Eugene)
4) High School Teacher: Caleb Kostenchka (IHS)
5) High School Teacher: Tricia Lytton (North Eugene
6) Middle School Teacher: Gary Warren (Kelly)
7) 21st Century Coordinator: Deena Frosaker (South Eugene)
8) Site-Council or Parent Group Chair: Virginia Farkas (South Eugene)
9) Special Education Administrator: KC Clark

Middle and Elementary School Size (Facilitator: Todd Hamilton Listener/Writer: Maureen Russell)

1) Middle School Principal: Cydney Vandercar (Spencer Butte)
2) Elementary Alternative School Principal: Jeanne Ruiz (Corridor)
3) Elementary Regular School Principal: Kevin Boling (Holt)
4) Middle School Teacher: Alan Merrill (Jefferson)
5) Elementary School Teacher: Brian Gulka (Gilham)
6) Special Education Teacher: Tom Baratta (Kelly)
7) Special Education: Cheryl Linder (ESS)

Technology (Facilitator: Londa Rochholz Listener/Writer: Denisa Taylor)

1) Director of CIS: Les Moore
2) Technology and Learning Specialist: Kim Ketterer
3) Financial Services: Cheri Criteser
4) Special Educator: Eric Lame (Speech Specialist)
5) User Services Specialist: Scott Roshak (Roosevelt)
6) Principal: Joe Alsup (Crest)
7) Elementary Teacher: Reid Shepard (Chavez)
8) Secondary Teacher: Pat Lyon (Monroe)

Grade Configuration (Facilitator: Sara Cramer Listener/Writer: Sharon Tabor)

1) Elementary Principal: Jane Carter (Spring Creek)
2) Middle School Principal: Suzy Price (Madison)
3) High School Administrator: Cynthia Sainz (Churchill)
4) Elementary School Teacher: Beth Westcott (Parker)
5) Middle School Teacher: Merri Sue Clark (Spencer Butte)
6) High School Teacher: Al Villanueva (Churchill)
7) Classified Staff Member: Ellen Brunson-Newton (South Eugene)
8) Director of Student Achievement: Yvonne Curtis
9) Special Education Administrator: Marilyn Nersesian

November 20, 2006

SHAPING 4J'S FUTURE

FOCUS GROUP RESOURCE GUIDE

CONTENTS

Section 1: Planning Process

- Agenda for November 7
- Focus Group Meeting Schedule
- Strategic Planning Process
- Process for the Operation of the Eight Focus Groups
- Template for the Focus Group Report
- Focus Group Agreements

Section 2: Enrollment and Demographic Trends

Section 3: Summary of Instructional Research

- Special Education
- Title 1
- English Language Learners
- Pre-Kindergarten and Full Day Kindergarten
- School Size: Elementary, Middle and High School
- Technology
- Grade Configuration

Section 4: Building Capacity

- Elementary
- Middle School
- High School
- School-by-School

Section 5: Participant Notes

SHAPING 4J'S FUTURE

FOCUS GROUP RESOURCE GUIDE

SECTION 1

THE PLANNING PROCESS

SHAPING 4J'S FUTURE

FOCUS GROUP KICKOFF

AGENDA
November 7, 2006
1 to 4 p.m.

Education Center Auditorium

Welcome and Purpose of the Strategic Planning Process (George Russell)

Overview of Planning in 4J (Tom Henry)

Overview of the Strategic Planning Process: Shaping 4J's Future (Barb Bellamy)

Overview of the Focus Group Process (Marilyn Clotz and David Piercy)

Expected Focus Group Outcomes (David Piercy)

Short Focus Group Meetings: Introduction of Focus Group Members

Overview of Enrollment and Demographic Trends (Dennis Urso)

Review of Material in Resource Guide: (Marilyn Clotz and David Piercy)

Questions and Answers

Focus Group Meetings: Preliminary Business and Preparation for November 14

Adjourn

SHAPING 4J'S FUTURE
Focus Group Meeting Schedule

Date	Time/Location	Agenda
Tuesday, November 7	1 p.m. to 4 p.m. Education Center Auditorium	**Large Group Meeting** •Orientation to the Planning Process •Presentation of Statistical Information and Instructional Research •Description of Focus Group Process **•Individual Focus Group Meetings**
Tuesday, November 14	8 a.m. to 4 p.m. First United Methodist Church 1376 Olive Street	**Individual Focus Group Meetings** •Group Agreements •Exercise: Identify Focus Group Values and Beliefs •Exercise: Final Word: Literature Review and Research •Presentation: What is 4J's Current Model? •Brainstorm: Possible Implementation Options •Debrief, Identify Information Needed to Move Forward.
Wednesday, November 15	8 a.m. to 4 p.m. First United Methodist Church	**Individual Focus Group Meetings** •Review: Previous Day's Products and Results of Assignments and Questions •Options, implications and questions for university. •Focus Group Assignments and Questions for Thursday Morning •Debrief, Identify Information Needed to Move Forward.
Thursday, November 16	8 a.m. to Noon To Be Determined Space is Available at Church	**To Be Determined by Group** Options: •Preparing for Afternoon Presentation •Individual Work and Research •Continued Focus Group Meetings •Meetings with Other Focus Groups •Meetings with Experts

Thursday, November 16	Noon to 4 p.m. First United Methodist Church	**Large Group Meeting** •Presentations from Each Focus Group to Other Focus Groups and Coordinating Committee Members •Questions and Feedback to Each Focus Group
Friday, November 17	8 a.m. to Completion of Task First United Methodist Church	**Individual Focus Group Meetings** •Completion of Template •Questions and Issues to Forward to University Process
Monday, December 4	Noon to 4 p.m. Place To Be Determined	**Large Group Meeting** •Presentations from Each Focus Group to Other Focus Groups and Coordinating Committee Members •Questions and Feedback to Each Focus Group
Tuesday, December 5	8 a.m. to 5 p.m.	**Individual Focus Group Meetings** •Review Draft Written Report •Revise Draft Written Report
Spring 2007	To Be Determined	**Large Group Meeting** •Give feedback regarding the outcomes from the University Process

SHAPING 4J's FUTURE

Strategic Planning Process
for the Eugene School District

Identify Trends & Issues
Phase 1
August 2006 – February 2007

Assess the trends & instructional issues that will affect school facilities, program location & resource needs in the future.

Product: Trends and Issues Report

School Board: Review report & provide direction for Phase II

Activities

Gather Data
Enrollment trends, school building capacity, staff turnover, etc.

Analyze Instructional Issues
- Best practice research
- Focus groups
  Staff identify options & priorities for addressing a specific issue

Collect Feedback on Draft Report
Publish draft report & collect feedback via the 4J website

Develop Possibilities for the Future
Phase 2
February – June 2007

Describe different alternatives for the district's future that respond to the issues that emerged in Phase 1.

Product: Report Describing Future Possibilities

School Board: Review report & provide direction for Phase III

Activities

Develop Alternatives
Integrate instructional options & priorities that emerged in Phase 1 into alternative directions for the future

Analyze Feasibility of Future Alternatives
Assess costs, impacts & feasibility of the alternatives

Collect Feedback on Draft Report
Publish draft report & collect feedback via the 4J web site

Assess Community Preferences for Future Possibilities
Phase 3
Fall 2007

Present the possibilities to our community & get input on community preferences.

Product: Report to School Board

Activities

Public involvement
Activities will be planned in summer 2007, with direction from the School Board

October 2006

Present Superintendent Recommendations
February 2008

Adopt School Board Action
Spring 2008

Eugene School District 4J

PLANNING IN 4J

Eugene School District 4J

*The Eugene School District is beginning a new strategic planning process called **Shaping 4J's Future**. This process is focused on several unanswered questions about how and where the district will provide instructional programs to best serve our students, in light of declining enrollment and changing student demographics and needs. Our choices will guide school size and grade configuration, location of schools and programs, and related decisions over the next 5-7 years.*

***Shaping 4J's Future** will build upon ongoing instructional planning and previous district plans.*

Board Instructional Goals

- Increase achievement for all students
- Close the achievement gap
- Provide equal opportunities for all students to succeed

Ongoing Instructional Planning

District instructional initiatives, including:

- literacy & math
- data-driven decision-making
- improved testing environments
- cultural competence
- integration of regular & special education
- high school program configuration

Curriculum planning & integration

504 services to students with disabilities

TAG services

Library/media center services

Physical education & nutrition education

Arts

School improvement plans & other initiatives within each school

Previous District Plans

1. Schools of the Future 2000
2. School Closure & Consolidation 2001
3. Strategic Facilities Long-Range Plan 2002
4. Access & Options 2004

Many of the recommendations from these plans have already been implemented.

Some recommendations are still to be addressed during ***Shaping 4J's Future*** including:

- placement of special education programs
- location of alternative elementary schools that are now co-located with neighborhood schools
- potential boundary changes

Shaping 4J's Future

1. Special Education: What is the right model for special education in 4J? What are the implications?
2. Title 1: What is the right model for Title 1 in 4J? What are the implications?
3. English Language Learners: What is the right model for ELL in 4J? What are the implications?
4. Pre-Kindergarten and Full Day Kindergartens: Are 4J elementary schools going to house and support full day kindergartens and/or pre-kindergarten programs? What are the implications?
5. High School Sizes: What size high schools, including alternative schools, is the district willing to accommodate? What are the implications?
6. Elementary and Middle School Size: What size elementary and middle schools, including alternative schools, is the district willing to accommodate? What are the implications?
7. Technology: How will technology support district operations and instruction (regular instruction and such programs as special education and ELL)? What are the implications?
8. Grade Configurations: Should 4J consider implementing alternative grade configurations (e.g., K-8 or primary schools), and, if so, which ones? What are the implications?

Eugene, Oregon

SHAPING 4J'S FUTURE
A Strategic Planning Process for the Eugene School District

PROCESS FOR THE OPERATION OF THE EIGHT FOCUS GROUPS

CONTENTS

•BACKGROUND
  Focus Group Topics
• WHAT WILL THE FOCUS GROUPS BE ASKED TO DO?
• WHEN WILL THE FOCUS GROUPS MEET AND WHAT SUPPORT WILL THEY HAVE?
  Meeting Schedule
  Focus Group Member Work Schedule
  Staffing And Facilitation Of The Focus Groups
•HOW WERE FOCUS GROUP MEMBERS NOMINATED?
  Process for the Specific Selection of Focus Group Members
•WHAT HAPPENS WITH THE INFORMATION THE FOCUS GROUPS DEVELOP?

BACKGROUND

District 4J is undertaking a strategic planning process to determine what the district should look like in 2012 and beyond. Several focus groups will be established to address unanswered questions that will have an impact on school size, grade configurations, programs, and location of schools. This planning process is operating within the context of and in relationship to ongoing instructional planning and previous district planning efforts.

This is the strategic question: "What services and facilities will be needed to support the district's future instructional programs in order to increase achievement for all students and close the achievement gap?" In answering this question, the school district will be taking into consideration declining enrollment, regional enrollment patterns, placement of special education programs, the location of alternative schools, and potential strategies such as boundary changes, grade and school reconfigurations, and school closures and/or expansions.

The focus groups will be asked to address issues in the areas listed below and is just one part of an 18-month process that will include the collection of statistical information about student and community demographics and best practice information, the development of options with input from the community, and a public involvement process. The 4J School Board anticipates taking action on a set of recommendations in the spring of 2008.

Focus Group Topics

(1) **Special Education**: What is the right model for special education in 4J? What are the implications?

Focus Group Process

(2) **Title 1**: What is the right model for Title 1 in 4J? What are the implications?
(3) **English Language Learners**: What is the right model for ELL in 4J? What are the implications?
(4) **Pre-Kindergarten and Full Day Kindergartens**: Are 4J elementary schools going to house and support full day kindergartens and/or pre-Kindergarten programs? What are the implications?
(5) **High School Size:** What size high schools, including alternative schools, is 4J willing to accommodate? What are the implications?
(6) **Elementary and Middle School Size:** What size elementary and middle schools, including alternative schools, is 4J willing to accommodate?
(7) **Technology**: How will technology support 4J operations and instruction (regular instruction and such programs as special education and ELL)? What are the implications?
(8) **Grade Configurations**: Should 4J consider implementing alternative grade configurations (e.g., K-8 or primary schools), and, if so, which ones? What are the implications?

WHAT WILL THE FOCUS GROUPS BE ASKED TO DO?

Each focus group will be asked to address the following questions or issues in an intensive process that will occur during November and early December.

(1) Review 4J's current program model;
(2) Consider best practices;
(3) Identify focus group values and beliefs;
(4) Identify implementation options based on a range of funding options;
(5) Consider implications;
    (a) Equity;
    (b) Open Enrollment, Neighborhood Schools and Alternative Schools;
    (c) Program Staffing;
    (d) State and Federal Mandates;
    (e) Student Transportation;
    (f) High Schools;
    (g) Elementary Schools;
    (h) Middle Schools;
    (i) Regional Impact (Churchill, North, Sheldon, and South); and
    (j) Other, including implications for other focus groups.
(6) Identify questions and issues for consideration by the University operated committee, which will integrate and synthesize options identified by the focus groups.

WHEN WILL THE FOCUS GROUPS MEET AND WHAT SUPPORT WILL THEY HAVE?

The intensive work of the focus groups will be initiated on the afternoon of Tuesday, November 7 and completed on Friday, December 5. Final products will be available no later than December 15, 2006. Prior to November 7 group facilitators will be trained and all statistical and best practice information will be summarized for use by the focus groups.

Focus Group Process

Meeting Schedule

All focus groups will have the same meeting schedule and meet in the same location: The First United Methodist Church at 1376 Olive Street in Eugene. The opportunity for mutually timed breaks and consultation among focus groups will make for a dynamic discussion of these unanswered questions. It is possible specific focus groups could assign themselves additional meetings within the month period leading up to December 5.

The following meeting provides for predetermined meeting times, but also provides time for each focus group to schedule additional meetings, do research, work in smaller groups, or meet with other focus groups or specialists.

Tuesday, November 7	1 p.m. to 4 p.m.	Large group orientation to the planning process, statistical and best practice information and initial focus group meetings. Individual focus group meetings to review process and discuss operational agreements.
Tuesday, November 14	8 a.m. to 4 p.m.	Focus group meetings to review current program Model and current literature, identify focus group values and beliefs, and begin to discuss potential options.
Wednesday, November 15	8 a.m. to 4 p.m.	Focus group meetings to identify options, Implications and questions for the University.
Thursday, November 16	8 a.m. to Noon	Focus group directed activities.
Thursday, November 16	Noon to 4 p.m.	Large group meeting: focus group presentations to all participants and coordinating committee members. Audience will give feedback to each focus group.
Friday, November 17	8 a.m. to 4 p.m.	Focus group meetings to complete template.
Monday, December 4	Noon to 4 p.m.	Large group meeting to receive initial reports from each of the focus groups and for large group critique.

Focus Group Process

Meeting Schedule (Continued)

Tuesday, December 5	8 a.m. to 4 p.m.	Focus groups revise initial reports as necessary.
Spring 2007 from the		Give feedback regarding the outcomes Think Tank Process.

Focus Group Member Work Schedule

Focus Group members will be asked to be available during the full process. Those employees who are released for this process and require substitutes, they will be provided This will allow them to direct full time attention to this planning process for this short but intense period of time. We assume that those employees who do not need substitutes will also devote their full attention to the process. PDU credit will be available for teachers and administrators who participate in this process.

Staffing And Facilitation Of The Focus Groups

Overall facilitation: David Piercy and Marilyn Clotz will be responsible for the overall facilitation and operation of the focus group process. They will be responsible for planning, training, and the overall smooth operation of the process. They will be available to assist individual focus groups that may have questions or are getting bogged down. They will facilitate the initial large group meeting and the large group meeting proposed for December 4. They will also help focus groups determine when a consultation with another group could be helpful.

Group Facilitation: Eight group facilitators have agreed to lead the groups.

Listening and Writing*:* Each focus group has been assigned a skilled listener and writer. These individuals will be responsible for tracking the work of the focus groups, summarizing each day's outcomes, and putting the group's conclusions and comments into a written document that will be completed no later than December 15. They will draft the initial focus group reports between November 17 and November 29. They will attend all focus group meetings.

HOW WERE FOCUS GROUP MEMBERS NOMINATED?

Each focus group is being designed to have a mix of administrators, teachers, specialists, and classified staff that are knowledgeable about the specific subject areas. A site-council or parent group chair is also being invited to participate in several of the groups. The conclusions of the focus groups will be forwarded to a committee that has a range of participants, including school board members, parents, teachers, and community leaders who will integrate and synthesize the conclusions reached by the focus group and develop a set of possibilities for the future (See the section entitled, "What happens with the information the focus groups develop?")

The eight focus groups are listed below:

(1) **Special Education**
(2) **Title 1**
(3) **English Language Learners**
(4) **Pre-Kindergarten and Full Day Kindergartens**
(5) **High School Size**
(6) **Elementary and Middle School Size**
(7) **Technology**
(8) **Grade Configurations**

Process for the Specific Selection of Focus Group Members

Teachers: District administrators and the Eugene Education Association identified potential focus group members. Representatives from the EEA and the district then met and mutually agreed on the nominations.

Classified Staff: District administrators and OSEA identified potential focus group members. Representatives from the OSEA and the district then met and mutually agreed on the nominations.

Administrators: Specific Education Center administrators were nominated to serve on the focus groups because of their scope of responsibility and/or technical skills. Instruction Department Directors and the principal resource team nominated building level administrators.

WHAT HAPPENS WITH THE INFORMATION THE FOCUS GROUPS DEVELOP?

The work of the focus groups is critically important in generating key information that will be included in a report that will go to the School Board in January or February of 2007. The Focus Group Reports will be the raw data used by a University operated committee that will explore the information and options developed by the focus groups.

That committee will develop a set of integrated alternatives or possibilities for the School Board. In developing these alternatives, the committee will synthesize information from the focus groups and consider constraints such as demographics, enrollment, operating and capital costs, legal issues, and other policy considerations. The committee will include a range of participants, including focus group representatives, school board members, parents, teachers, and community leaders. As the committee refines its work, it will report back to the focus groups for review and feedback. The findings from the committee will be incorporated into a report to the school board, who will determine the next steps.

November 1, 2006

TEMPLATE FOR THE FOCUS GROUP REPORT (TO BE INSERTED)

SHAPING 4J'S FUTURE

TOPIC NAME

FOCUS GROUP REPORT

INTRODUCTION

As a part of District 4J's strategic planning process, "Shaping the Future," eight focus groups composed primarily of district staff met the week of November 13 to begin to address several unanswered questions that will have an impact on future decisions about school size, grade configurations, programs, and location of schools.

The <name> focus group identified a number of implementation options that could be considered by the district and the implications associated with those options. We also reviewed demographic and enrollment information and instructional literature, and identified the key values and beliefs upon which we based our implementation options. Finally we identified a number of issues and questions that we thought should be considered by the school board, a think tank that will be operated by the university, and the community.

Our group was facilitated by <name>, and <name> was our listener/writer. The listener writer was responsible for recording what we said and for drafting this report.

The members of our committee were:

Member, title, school
Member, title, school
Member, title, school
Member, title, school
Member, title, school
Member, title, school
Member, title, school

We must make a disclaimer: our focus group was asked to focus on a specific topic area, knowing that all of the topics discussed during this process are interrelated and what the district does in one area has implications for the others. The focus group process allowed us to share our discussions with the other focus groups, but each group is submitting an individual report.

A broad based think tank will synthesize the work of our focus group and the other focus groups as it develops a set of integrated alternatives or possibilities for consideration by the school board later in the spring.

4J'S CURRENT PROGRAM MODEL

<name> provided the members of the focus group with a description of the district's current program model. In summary…….

Following our review of the district's current program, we considered the implications it had for the following issues: (explain the implications you identified)

•Equity
•Open Enrollment, Neighborhood Schools, and Alternative Schools
•Program Staffing
•State and Federal Mandates
•Student Transportation
•High Schools
•Elementary Schools
•Middle Schools
•Regional Impact
•Other (Including impact on other focus group topics)

INSTRUCTIONAL LITERATURE

Prior to the meetings of our focus group, the district asked <name, title> to review the literature dealing with <topic name>. He/she summarized recent research and writings in this area. In summary, …… A copy of that full report is attached. (Note: if an individual focus group wants to describe any opinions, arguments, or challenges to the best practice research it can be detailed here.)

PROPOSED IMPLEMENTATION OPTIONS: <TOPIC NAME>

We were asked to identify a number of implementation options for <topic> based on a range of funding assumptions. First, we were asked to assume that no additional funds would be available, second that some additional funds would be available, and finally that the Quality Education Model (QEM) was fully funded by the Oregon State Legislature.

We were also asked to comment on what implications there were for a number of key issues in the district.

Our proposed implementation options are described below, along with what we believe the implications to be. We have also summarized the values and beliefs that we, as a focus group, operated by.

TOPIC NAME Our Values and Beliefs	
IMPLEMENTATION OPTIONS	IMPLICATIONS
Funding Assumption 1: No additional funds will be available to the District. Implementation Option: (Describe) (There can be more than one option)	(Note: the definition of each implication is attached) (explain the implications you identified) •Equity •Open Enrollment, Neighborhood Schools, and Alternative Schools •Program Staffing •State and Federal Mandates

	•Student Transportation •High Schools •Elementary Schools •Middle Schools •Regional Impact •Other (Including impact on other focus group topics)
Funding Assumption 2: Some additional funds will be available to the District. Implementation Option: (Describe) (There can be more than one option)	(Note: the definition of each implication is attached) (explain the implications you identified) •Equity •Open Enrollment, Neighborhood Schools, and Alternative Schools •Program Staffing •State and Federal Mandates •Student Transportation •High Schools •Elementary Schools •Middle Schools •Regional Impact •Other (Including implications for other focus group topics)
Funding Assumption 3: The Quality Education Model is fully funded by the Oregon State Legislature. Implementation Option: (Describe) (There can be more than one option)	(Note: the definition of each implication is attached) (explain the implications you identified) •Equity •Open Enrollment, Neighborhood Schools, and Alternative Schools •Program Staffing •State and Federal Mandates •Student Transportation •High Schools •Elementary Schools •Middle Schools •Regional Impact •Other (Including implications for other focus group topics)

QUESTIONS AND ISSUES TO BE CONSIDERED BY THE SCHOOL BOARD AND UNIVERSITY OPERATED THINK TANK

We have the following questions that we believe the school board and university operated think tank should consider as it synthesizes our work with the work of the other focus groups.

<List and explain as necessary>

We also believe that some stakeholder groups in the district may identify additional issues. We have listed what we believe those issues may be.

Staff:
Students:
Parents:
Community

ATTACHMENT

ATTACHMENT
IMPLICATIONS DEFINED

(a) **Equity:** 4J is committed to ensuring that each student receives full services without regard to disability, race, color, gender, national origin, ethnicity, sexual orientation, age, religion, marital status, socio-economic status, cultural background familial status, physical characteristics, or linguistic characteristics of a national origin group.

4J is also committed to closing the achievement gap between students while ensuring that all students continue to make academic progress. Closing the achievement gap may require the allocation of additional resources to some schools where there are a high number of low achieving students.

What implications, positive or negative, do the implementation options your group identified have for the district as it continues to focus on equity?

(b) **Open Enrollment, Neighborhood Schools and Alternative Schools:** 4J is committed to ensuring that all students have equal access to all options that are available within the district and that are appropriate to the student's interests and needs.

4J also wants to assure that both neighborhood schools and alternative schools provide an excellent education program and that neither has an unfair advantage over the other.

What implications, positive or negative, do the implementation options your group identified have on neighborhood schools, alternative schools, and the district's open enrollment program?

(c) **Program Staffing**; Historically, 4J has given schools a great deal of flexibility in how it allocates the resources they receive as long as the schools meet district, state, and federal requirements. As funding becomes more limited and as mandates, especially those mandates dealing with student achievement, increase there is often more and more pressure to consider program staffing. Program staffing is where the district requires that a certain portion of a school's resources be allocated to a certain program whether it be physical education, counseling, or library services. Currently the district program staffs special education and Title 1, certain student support positions at some schools, a portion of elementary music and, through this year, services that qualify for City levy funding. From time-to-time the district will also make additional funds available to a school to focus on a particular need such as closing the achievement gap.

What implications, positive or negative, do the implementation options your group identified have on program staffing?

(d) **State and Federal Mandates:** 4J assumes that it will continue to comply with state and federal mandates and that those mandates will influence the implementation options your focus groups will identify. The district also assumes that the result of this planning process will not require it to challenge major mandates such as special

education and student assessment. There may, however, be questions about whether some of your implementation options are possible under state and federal law.

What implications, positive or negative, do your implementation options have on the ability of the district to continue to comply with state and federal mandates? As you consider these implications you may want to consider if and how state and federal mandates limit your implementation options. Or you may want to consider if it may be reasonable to consider challenging some state mandates? For example, if the district was to implement a full day kindergarten program, the state currently funds only half-day programs, and the district would be required to reallocate funds.

(e) **Student Transportation:** Student transportation is mandated in certain circumstances: for example the state requires that students who live a certain distance from school be transported and the federal government requires that students with disabilities who are transferred to a school other than their neighborhood because of their disability receive transportation services.

What implications, positive or negative, do your implementation options have on providing student transportation?

(f) **High Schools:** What implications, positive or negative, do your implementation options have on high schools?

(g) **Elementary Schools:** What implications, positive or negative, do your implementation options have on elementary schools?

(h) **Middle Schools:** What implications, positive or negative, do your implementation options have on middle schools?

(i) **Regional Impact (Churchill, North, Sheldon, and South):** Each region in town has its own feeder system and the schools in that region work together to ensure that students transition between schools. Enrollment at elementary and middle schools affects high school enrollment within a region. The students and their families in each region also have differing expectations of their schools. Changing instructional models, limiting the size of schools, and other issues may have different impacts on different geographic regions of 4J.

What implications, positive or negative, do your implementation options have on each of the four regions?

(j) **Other Implications (Including implications for other focus group topics):** Are there other implications that your group has identified?

PROPOSED FOCUS GROUP AGREEMENTS

Stay on agenda

Honor diverse opinions

Encourage less frequent speakers

Participate candidly

Show appreciation

Honor confidentiality

SHAPING 4J'S FUTURE

FOCUS GROUP RESOURCE GUIDE

SECTION 2

ENROLLMENT AND DEMOGRAPHIC TRENDS

Shaping 4J's Future

Enrollment and Demographic Trends

November 2006

Shaping 4J's Future
Enrollment and Demographic Trends

TABLE OF CONTENTS

INTRODUCTION..... PAGE 1

SUMMARY OF DATA 1

DISTRICT ENROLLMENT 1

STUDENT DEMOGRAPHICS 3

APPENDIX A: Actual Enrollment 1987-2006 10

APPENDIX B: District Enrollment by Ethnicity 11

APPENDIX C: Special Education Enrollment by Ethnicity 2005-2006 12

APPENDIX D: Socioeconomic Status Ranks: 2006.....13

APPENDIX E: Exchanges and Transfers 2006-2007 14

APPENDIX F: Math Performance by Ethnicity and Grades for 2006.....15

APPENDIX G: Reading Performance by Ethnicity and Grades for 2006 16

Shaping 4J's Future

Enrollment and Demographic Trends

INTRODUCTION

Information about enrollment and student characteristics is critical to planning for district services and facilities. This report provides enrollment history and trends overall and by level and region and also provides information on student demographics, such as ethnicity and poverty.

SUMMARY OF DATA

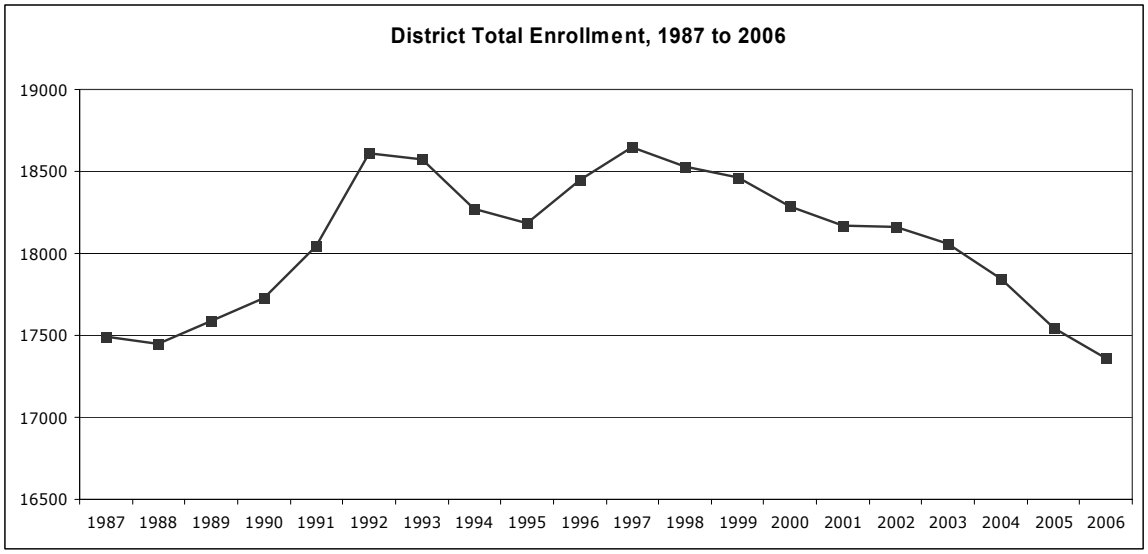
District enrollment has been declining since 1997. By 2015 enrollment is expected to have stabilized at about 16,400, over 2,000 fewer students than attended district schools in 1997. This lower enrollment is largely the result of a smaller child-bearing age population. The cost of district housing may further limit enrollment.

Characteristics of 4J's student population are also changing. There will be more students who qualify for free or reduced-price school meals, more students receiving special education and English Language Learner (ELL) services and a higher percentage of students of color, particularly Latino and Asian students.

DISTRICT ENROLLMENT

Total Enrollment

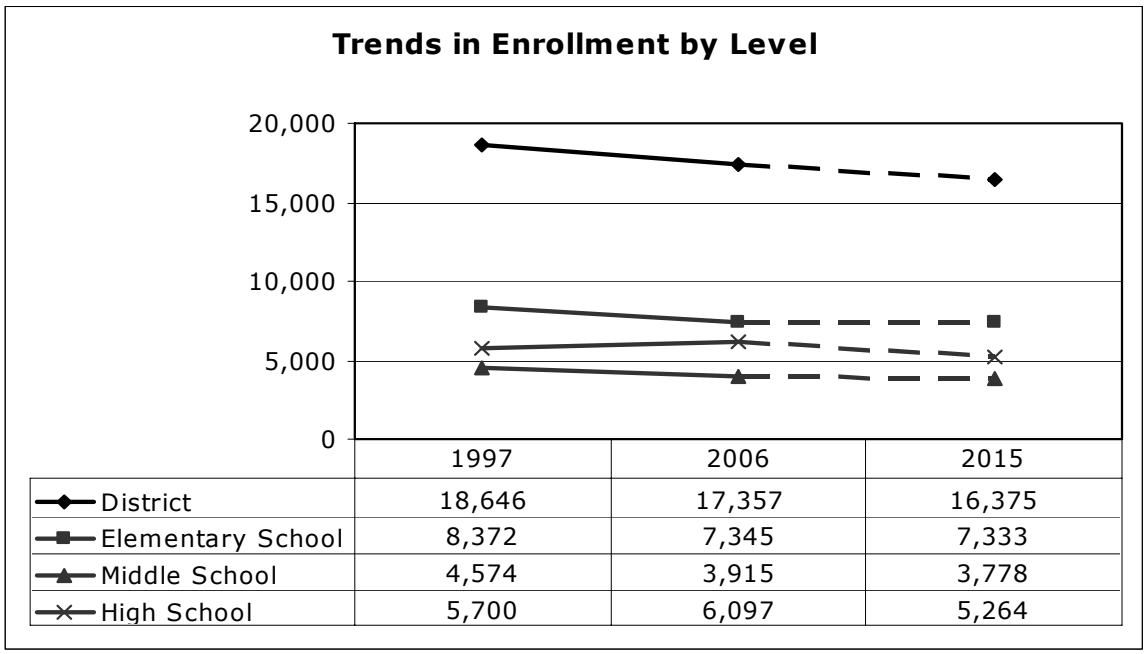
The chart below shows total district enrollment over the past twenty years. From 1987 to 1997 enrollment increased from 17,489 students to 18,646 students. Since 1997, however, enrollment has been on a decline, reaching a twenty-year low of 17,357 in 2006. Kindergarten students are counted as 1.0 full-time equivalent (FTE) for the purposes of this discussion.



Enrollment by Level

Over the last decade, the district has lost a total of 1,289 students. This total represents a loss of 1,027 students at the elementary level and 659 students at the middle level, offset by a gain of 397 students at the high school level. By 2015, as these smaller classes move through the system, high school enrollment is also projected to decline. During that time, elementary enrollment is expected to stabilize and the middle level expected to decline by another 137 students.

The chart below compares current enrollment by level with enrollment ten years ago and with projected enrollment in 2015.



	1997	2006	2015
District	18,646	17,357	16,375
Elementary School	8,372	7,345	7,333
Middle School	4,574	3,915	3,778
High School	5,700	6,097	5,264

Enrollment by Region

Enrollment projections vary by region. The Sheldon region is expected to grow over the next ten years. Churchill region enrollment is expected to decline slightly, while the North region is projected to lose 480 students and the South region 659 students. South region enrollment projections would be even lower without ongoing substantial transfers from other regions. Projections assume continuation of current transfer patterns.

	Actual Enrollment 2006	**Projected Enrollment 2015**	**Difference**
District	17,357	16,375	-982
Churchill Region	3,896	3,817	-79
North Region	4,177	3,697	-480
Sheldon Region	4,865	5,101	236
South Region	4,419	3,760	-659

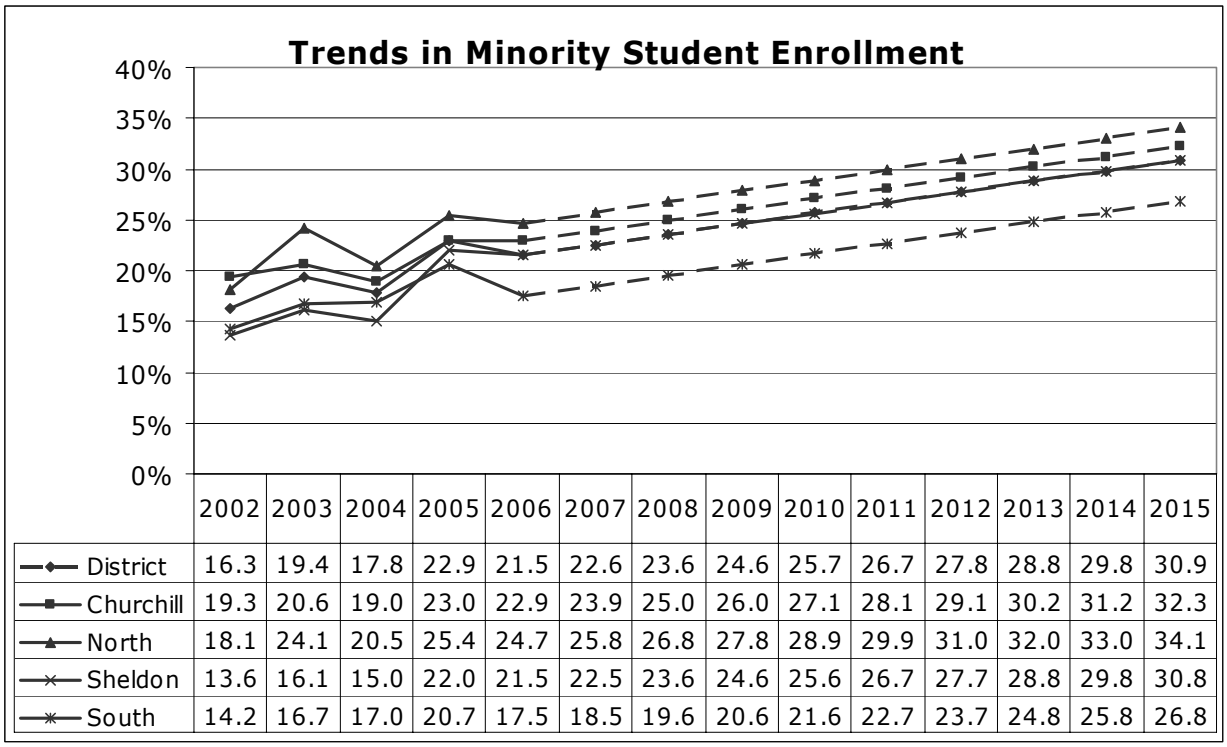
STUDENT DEMOGRAPHICS

The makeup of our student population is changing. For example, over the past five years the number of white students has declined, while the number of Latino and Asian students has increased. In many cases, these students qualify for English Language Learner services. Also, the percent of students qualifying for free-and-reduced meals has risen, a statewide trend. The number of students who receive special education services has also increased over the past five years, while the overall district enrollment declined. Of students receiving special education services, there has been a particular increase in the number of students with autism spectrum disorder.

Additional special services will be required to meet the needs of a changing student population. At the same time, lower overall enrollment will constrict district per pupil revenue from the State School Fund.

Minority Student Enrollment

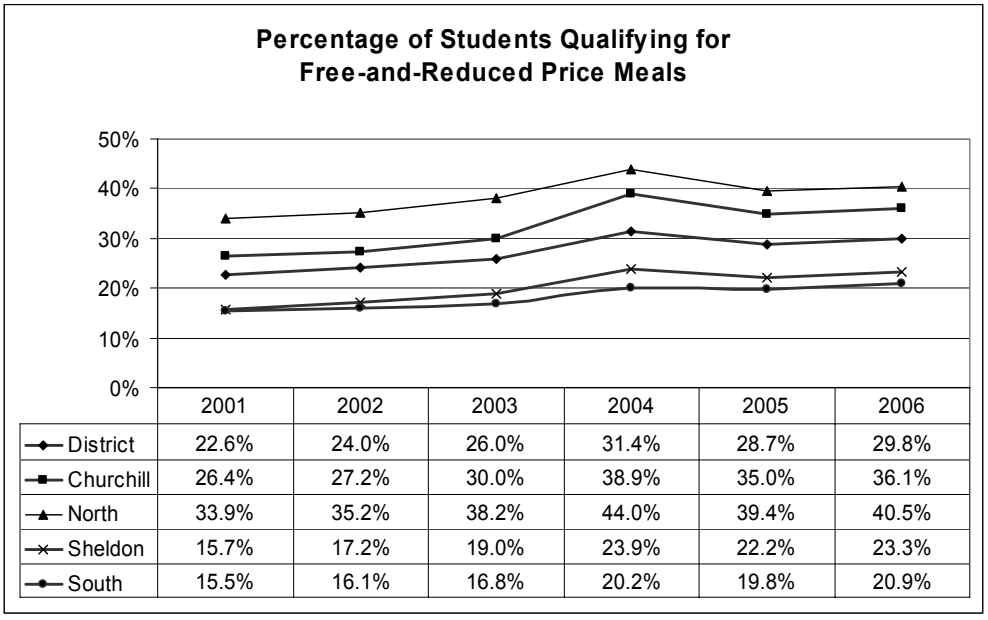
The district's minority student population has grown an average of 1.04% per year over the past five years. If this trend continues, the minority student population will reach 31.5% in 2015, up from 16.3% in 2002, as shown in the chart below. The largest increases in minority students have been in the number of Latino students in the North region, followed by Asian students in the Sheldon region. As a percentage of enrollment by region, the greatest increase has been the number of Asian students in the Sheldon region, largely as a result of the influx of Korean students and their families. The region with the smallest increase in minority enrollment is the South region.



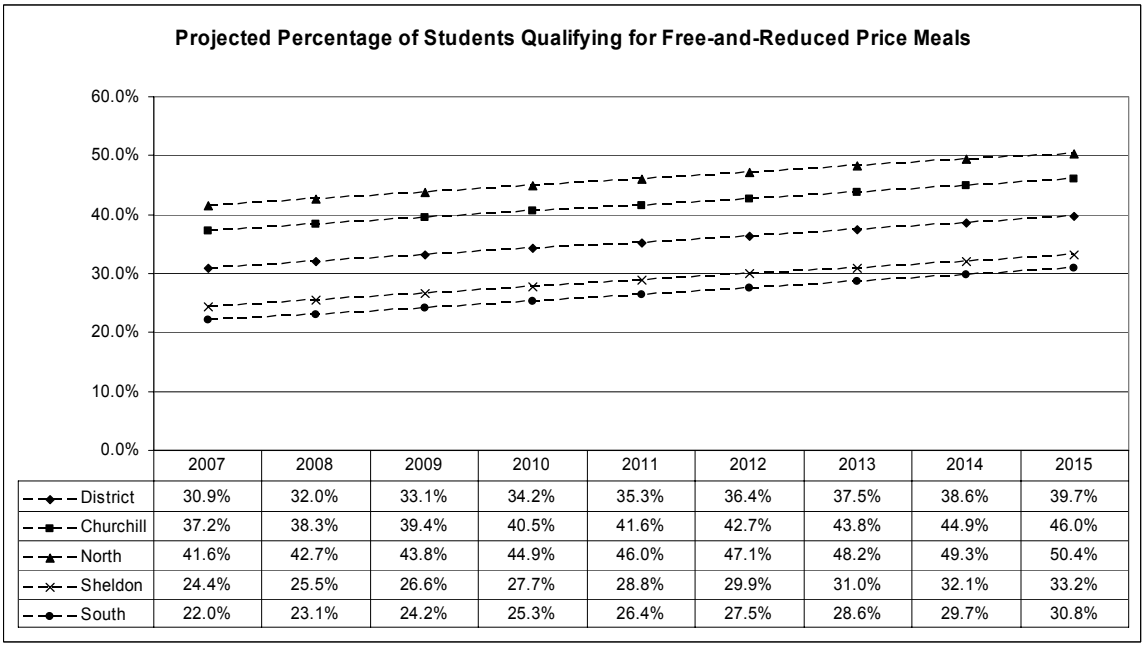
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
District	16.3	19.4	17.8	22.9	21.5	22.6	23.6	24.6	25.7	26.7	27.8	28.8	29.8	30.9
Churchill	19.3	20.6	19.0	23.0	22.9	23.9	25.0	26.0	27.1	28.1	29.1	30.2	31.2	32.3
North	18.1	24.1	20.5	25.4	24.7	25.8	26.8	27.8	28.9	29.9	31.0	32.0	33.0	34.1
Sheldon	13.6	16.1	15.0	22.0	21.5	22.5	23.6	24.6	25.6	26.7	27.7	28.8	29.8	30.8
South	14.2	16.7	17.0	20.7	17.5	18.5	19.6	20.6	21.6	22.7	23.7	24.8	25.8	26.8

Percent of Students Who Qualify for Free or Reduced-Price School Meals

The percent of students who qualify for free or reduced-price school meals has risen an average of 1.22% per year over the last five years to a district-wide average of 29.8% in 2006. If this trend continues, by 2015 the percentage will be nearly 40%. As the chart below shows, the highest percentages occur in the North and Churchill regions.

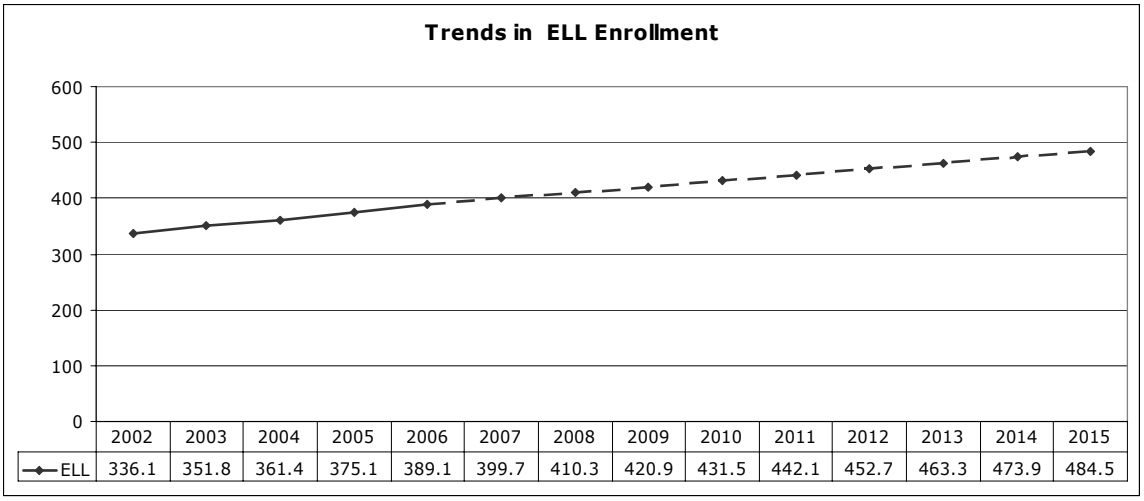


	2001	2002	2003	2004	2005	2006
District	22.6%	24.0%	26.0%	31.4%	28.7%	29.8%
Churchill	26.4%	27.2%	30.0%	38.9%	35.0%	36.1%
North	33.9%	35.2%	38.2%	44.0%	39.4%	40.5%
Sheldon	15.7%	17.2%	19.0%	23.9%	22.2%	23.3%
South	15.5%	16.1%	16.8%	20.2%	19.8%	20.9%



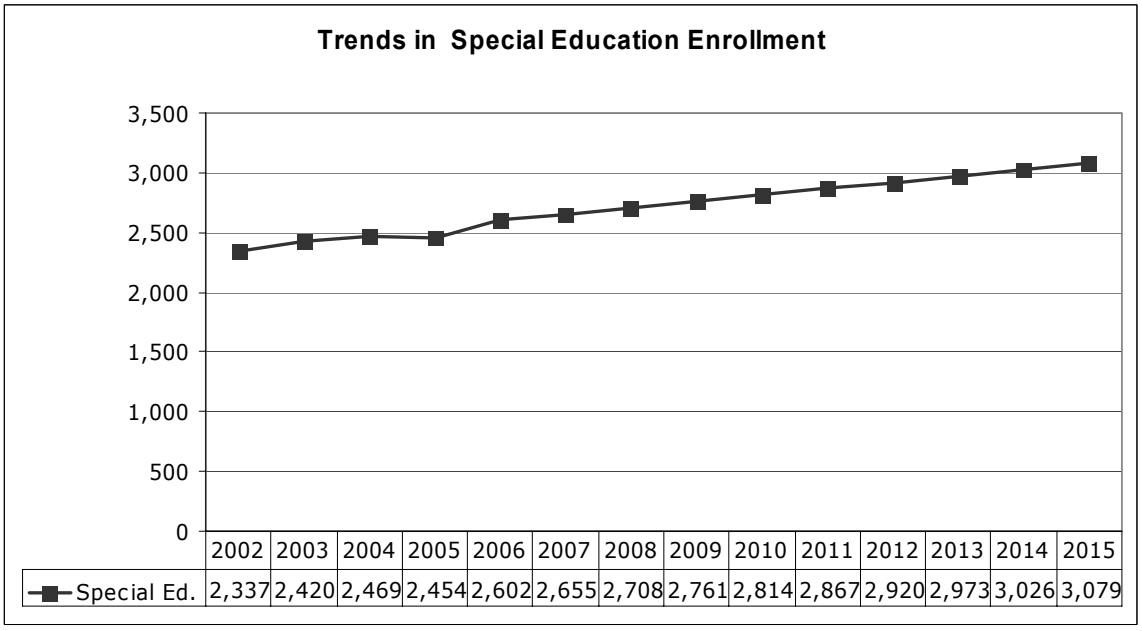
	2007	2008	2009	2010	2011	2012	2013	2014	2015
District	30.9%	32.0%	33.1%	34.2%	35.3%	36.4%	37.5%	38.6%	39.7%
Churchill	37.2%	38.3%	39.4%	40.5%	41.6%	42.7%	43.8%	44.9%	46.0%
North	41.6%	42.7%	43.8%	44.9%	46.0%	47.1%	48.2%	49.3%	50.4%
Sheldon	24.4%	25.5%	26.6%	27.7%	28.8%	29.9%	31.0%	32.1%	33.2%
South	22.0%	23.1%	24.2%	25.3%	26.4%	27.5%	28.6%	29.7%	30.8%

Number of Students Who Receive English Language Learner (ELL) Services
The percent of students who qualify for English Language Learner services has increased an average of 10.6 students per year over the past five years. If this trend continues, by 2015 the district will be serving 106 more students.

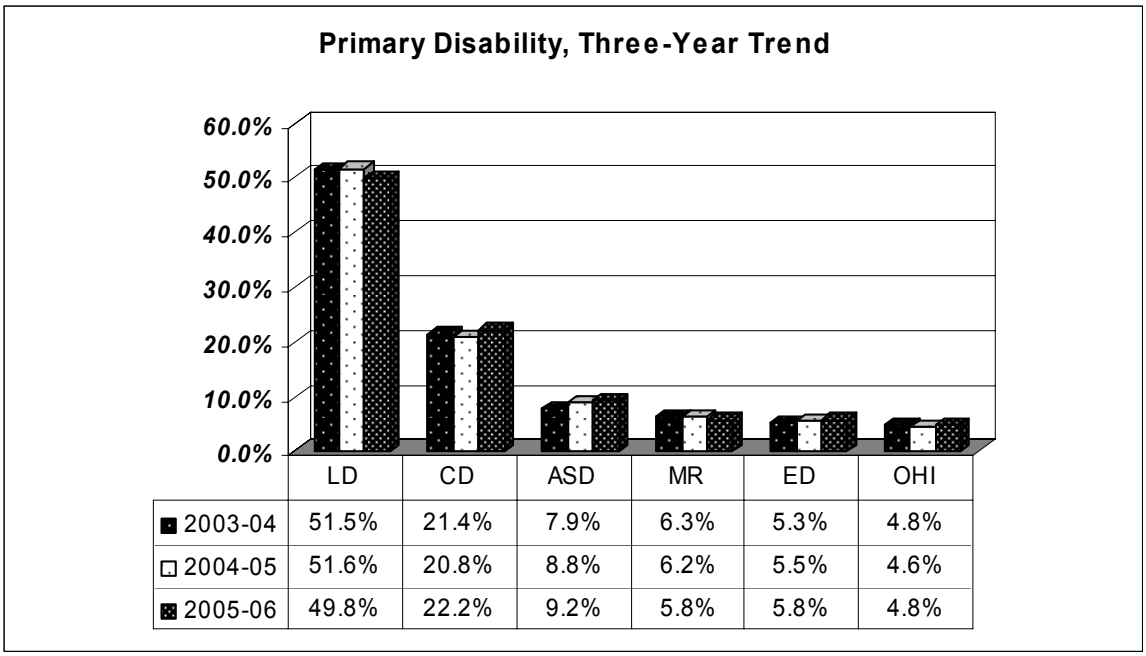


	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
ELL	336.1	351.8	361.4	375.1	389.1	399.7	410.3	420.9	431.5	442.1	452.7	463.3	473.9	484.5

Number of Students and Type of Students Who Receive Special Education Services
The percent of students receiving special education services has increased an average of 53 students per year for the past five years. If this trend continues, the number of students receiving these services will increase to over 3,100 by 2015. Moreover, in terms of particular disability, the largest percentage increase over the last three years has been for students with autism spectrum disorder. Students with this disorder often require a high level of special services.



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Special Ed.	2,337	2,420	2,469	2,454	2,602	2,655	2,708	2,761	2,814	2,867	2,920	2,973	3,026	3,079



	LD	CD	ASD	MR	ED	OHI
2003-04	51.5%	21.4%	7.9%	6.3%	5.3%	4.8%
2004-05	51.6%	20.8%	8.8%	6.2%	5.5%	4.6%
2005-06	49.8%	22.2%	9.2%	5.8%	5.8%	4.8%

KEY: LD: Learning Disability
CD: Communication Disorder
ASD: Autism Spectrum Disorder
MR: Mental Retardation
ED: Emotionally Disturbed
OHI: Other Health Impaired

Student Socioeconomic Status Rankings at the High School Level

The state of Oregon uses the concept of "socioeconomic status" to compare schools with similar profiles on the Oregon Statewide Assessment. Socioeconomic status is determined by calculating the percentage of free and reduced price lunches, the average daily attendance and the mobility of students. The district converted these rankings to percentile scores for an easy multi-year comparison. If a high school is ranked at the 87th percentile it means that the school generally has an affluent, stable student population. Specifically, only 13 percent of the high schools in the state had lower free-and-reduced lunch percentages, higher average daily attendance, and lower mobility.

The chart below shows socioeconomic status percentages for district high schools over the last five years. The data shows that poverty, absentee rate and mobility is concentrated in the North region at the high school level, although North Eugene High School still is at the state average. The other three high schools rank in the top quartile of the state. North Eugene High School is also the high school with the largest numbers of students transferring out, while South Eugene High School has the largest numbers of students transferring in.

Student Socioeconomic Status Rankings at the High School Level					
	2002	**2003**	**2004**	**2005**	**2006**
Churchill	90 percentile	83 percentile	89 percentile	87 percentile	79 percentile
North	53 percentile	70 percentile	31 percentile	25 percentile	54 percentile
Sheldon	94 percentile	95 percentile	94 percentile	95 percentile	87 percentile
South	99 percentile	97 percentile	94 percentile	91 percentile	86 percentile
Source: Oregon Department of Education					

Net Transfers from Neighborhood Schools by Region

The district has an open enrollment policy that allows students to transfer to other district schools if space is available. Each neighborhood school has some students who transfer in and some who transfer out. Alternative and charter schools, by definition, consist of students who "transfer in."

The chart below shows the net number of transfers to and from neighborhood schools in each region. As the chart indicates, the Churchill and North regions lose over 1,000 students to alternative schools, charter schools and neighborhood schools in other regions. Transfers occur at the highest level in the geographical center of our district with Adams Elementary, Cesar Chavez Elementary and Jefferson Middle School losing more than half of their populations to other schools. Sheldon region's net transfers are increasing, but they are about half of the Churchill and North region's net transfers. South region gains students, largely due to high transfer levels into Edison Elementary, Roosevelt Middle and South Eugene High School.

Net Transfers from Neighborhood Schools by Region					
	2002	**2003**	**2004**	**2005**	**2006**
Churchill	-775	-398	-504	-1092	-1082
North	-944	-734	-1067	-1059	-1143
Sheldon	-44	-95	-52	-487	-489
South	277	-270	365	159	253

U.S. Census Information: 1990 and 2000

In the decade between 1990 and 2000, the district population increased by approximately 53,000 people, a 43% rise, while the percentage of children between the ages of 5 and 19 declined by 2,570, a 10% decrease. Of all households in 2000, only 27% have children, a decline of 0.9% from 1990. Also, given the year 2000 age profile, by 2015 the largest age group living within district boundaries will be over 55.

U.S. Census Demographic Information (Selected Block Groups)

	1990		2000	
Age	Number	Percent	Number	Percent
Block Group Total	122,627		175,511	
School Age 5-19	24,628	20.1%	34,647	19.7%
Under 5	7,160	5.8%	9,169	5.2%
5-9	7,645	6.2%	9,756	5.6%
10-14	7,378	6.0%	10,604	6.0%
15-19	9,605	7.8%	6,838	3.9%
20-34	33,486	27.3%	51,135	29.1%
35-54	33,759	27.5%	51,894	29.6%
55 and Over	23,594	19.2%	36,115	20.6%
	1990		**2000**	
Race (One Race)	Number	Percent	Number	Percent
White	115,069	93.8%	156,508	89.2%
Black or African American	1,390	1.1%	1,776	1.0%
American Indian and Alaska Native	1,028	0.8%	1,560	0.9%
Asian alone	4,004	3.3%	4,870	2.8%
Native Hawaiian and Other Pacific Islander	-		387	0.2%
Some other race	1,136	0.9%	3,688	2.1%
	1990		**2000**	
Hispanic or Latino	Number	Percent	Number	Percent
Not Hispanic or Latino	3,251	97.35%	167,514	95.4%
Hispanic or Latino	119,376	2.65%	7,997	4.6%
	1990		**2000**	
Household Income	Number	Percent	Number	Percent
Total Households	49,747		73,165	
< 10,000 -$29,999	27,751	56%	29,224	40%
$30,000 - 49,999	11,790	24%	17,210	24%
$50,000 +	10,206	21%	26,731	37%
	1990		**2000**	
Tenure	Number	Percent	Number	Percent
Owner Occupied Households	27,202	55%	41,473	57%
Renter Occupied Households	22,564	45%	31,621	43%

Household Types	1990	2000
All Households	49,747	73,165
% All Households with Children	27.9%	27.0%
% Married Couples with Children	27.3%	18.6%
% Married-Couples without Children	20.9%	26.4%
% Male Household with Children	1.5%	2.4%
% Female Household with Children	5.5%	6.1%
Married Couple Households	**23,971**	**32,910**
% Of all households	48.2%	45.0%
% With Children	43.3%	41.2%
% Without Children	56.7%	58.8%
Other Family Households	**5,622**	**9,423**
% Of all households	11.3%	12.9%
% With Children	62.3%	65.7%
% Without Children	37.7%	34.3%
Non-Family Households	**20,154**	**21593**
% Households	40.5%	29.5%

Source: 1990 & 2000 US Census

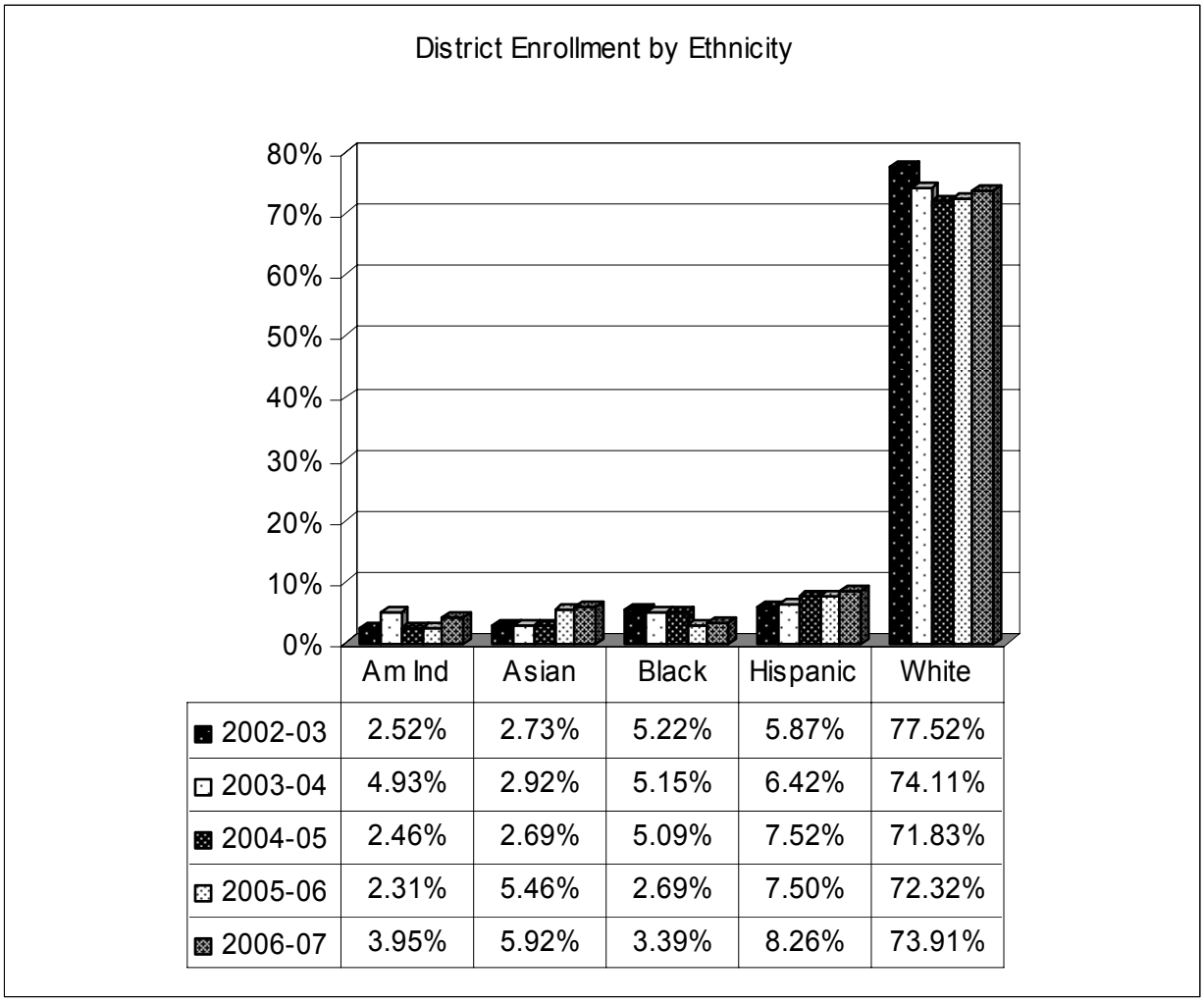
Please note that U.S. census blocks (or areas) do not exactly match our district boundaries. For the purpose of this report, census tracts with over 50 percent of its population in the 4J boundary were counted in the above tables.

Actual Enrollment 1987-2006

ACTUAL ENROLLMENT 1987-2006

GRADE	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006
K	1297	1222	1289	1231	1252	1291	1213	1238	1245	1270	1248	1178	1077	1145	1104	1107	1149	1182	1132	1163
1	1461	1523	1454	1518	1426	1487	1450	1357	1366	1425	1395	1358	1315	1203	1280	1229	1224	1204	1259	1213
2	1368	1416	1515	1450	1500	1432	1497	1439	1370	1389	1420	1387	1359	1297	1198	1288	1207	1237	1197	1276
3	1374	1383	1422	1529	1502	1520	1463	1435	1401	1379	1404	1427	1382	1358	1302	1238	1296	1206	1249	1196
4	1399	1361	1379	1411	1510	1565	1573	1443	1441	1425	1457	1406	1462	1391	1385	1312	1235	1295	1253	1246
5	1346	1417	1396	1372	1447	1510	1559	1539	1442	1441	1448	1435	1416	1473	1424	1403	1327	1253	1313	1251
6	1336	1377	1431	1383	1374	1486	1533	1506	1550	1451	1487	1456	1463	1459	1468	1462	1436	1310	1244	1331
7	1291	1320	1345	1430	1381	1423	1480	1508	1496	1566	1482	1491	1477	1468	1495	1498	1468	1439	1347	1248
8	1200	1293	1303	1332	1433	1447	1442	1457	1514	1534	1605	1488	1501	1482	1478	1505	1482	1444	1433	1336
9	1338	1315	1393	1460	1457	1536	1498	1494	1512	1580	1594	1725	1602	1621	1546	1550	1583	1564	1514	1520
10	1382	1280	1287	1331	1400	1440	1438	1401	1392	1490	1532	1545	1626	1544	1573	1589	1571	1556	1569	1517
11	1375	1256	1173	1172	1262	1313	1275	1268	1285	1303	1358	1390	1456	1540	1551	1575	1586	1606	1558	1571
12	1322	1288	1202	1109	1102	1160	1156	1190	1168	1192	1216	1242	1329	1303	1363	1404	1498	1553	1477	1489
TOTAL	**17489**	**17451**	**17589**	**17728**	**18046**	**18610**	**18577**	**18275**	**18182**	**18445**	**18646**	**18528**	**18465**	**18284**	**18167**	**18160**	**18062**	**17849**	**17545**	**17357**
UNCLASSIFIEI	341	320	263	304	260	230	276	249	251	259	274	104	108	105	99	147	225	171	148	150
GRAND TOTAL	**17830**	**17771**	**17852**	**18032**	**18306**	**18840**	**18853**	**18524**	**18433**	**18704**	**18920**	**18632**	**18573**	**18389**	**18266**	**18307**	**18287**	**18020**	**17693**	**17507**

APPENDIX B



	Am Ind	Asian	Black	Hispanic	White
2002-03	2.52%	2.73%	5.22%	5.87%	77.52%
2003-04	4.93%	2.92%	5.15%	6.42%	74.11%
2004-05	2.46%	2.69%	5.09%	7.52%	71.83%
2005-06	2.31%	5.46%	2.69%	7.50%	72.32%
2006-07	3.95%	5.92%	3.39%	8.26%	73.91%

APPENDIX C

Special Education Enrollment by Ethnicity, 2005-2006

	Asian	Black	White	Hispanic	Amer Indian	Unknown
District Percent	5.46	2.69	72.32	7.5	2.31	4.77
Special Education Students Percent	3.42	4.5	76.44	9.19	6.46	0

APPENDIX D

SES Ranks 2006

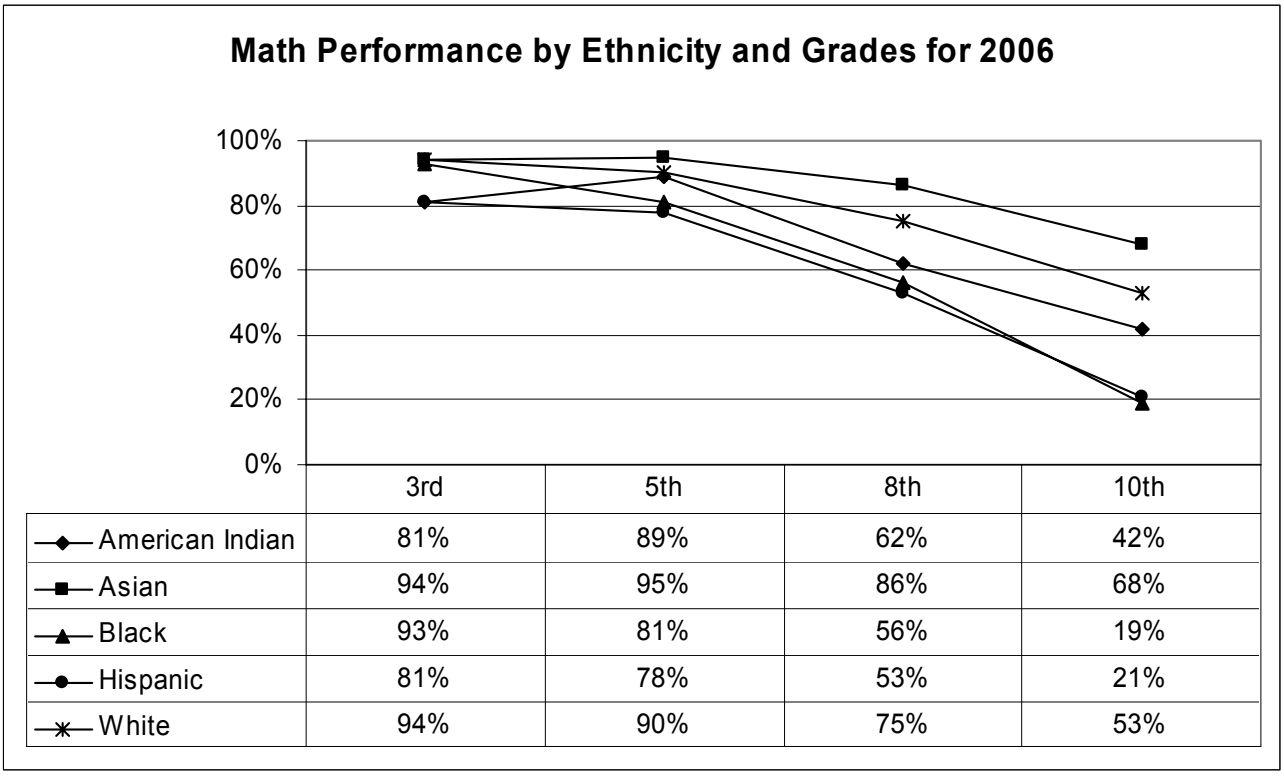
Grade	School	District	SES Rank	Percentile
05	Cesar E Chavez Elementary School	Eugene SD 4J	86	12%
05	River Road Elementary School	Eugene SD 4J	98	13%
05	Howard Elementary School	Eugene SD 4J	110	15%
05	Magnet Arts Alternative	Eugene SD 4J	117	16%
05	Family School	Eugene SD 4J	208	28%
05	Adams Elementary School	Eugene SD 4J	213	29%
05	Harris Elementary School	Eugene SD 4J	218	30%
05	Meadowlark Elementary School	Eugene SD 4J	268	37%
05	Village School	Eugene SD 4J	282	38%
05	Awbrey Park Elementary School	Eugene SD 4J	396	54%
05	Spring Creek Elementary School	Eugene SD 4J	432	59%
05	McCornack Elementary School	Eugene SD 4J	440	60%
05	Twin Oaks Elementary School	Eugene SD 4J	486	66%
05	Willagillespie Elementary School	Eugene SD 4J	490	67%
05	Bertha Holt Elementary School	Eugene SD 4J	499	68%
05	Ridgeline Montessori	Eugene SD 4J	502	68%
05	Edgewood Elementary School	Eugene SD 4J	546	74%
05	Hillside Alternative	Eugene SD 4J	551	75%
05	Edison Elementary School	Eugene SD 4J	560	76%
05	Coburg Elementary School	Eugene SD 4J	571	78%
05	Gilham Elementary School	Eugene SD 4J	577	79%
05	Corridor Alternative	Eugene SD 4J	590	80%
05	Ellis Parker Elementary School	Eugene SD 4J	612	83%
05	Yujin Gakuen (Japanese) School	Eugene SD 4J	619	84%
05	Evergreen Alternative	Eugene SD 4J	651	89%
05	Crest Drive Elementary School	Eugene SD 4J	661	90%
05	Buena Vista Spanish Immersion School	Eugene SD 4J	677	92%
05	Eastside Alternative	Eugene SD 4J	695	95%
05	Fox Hollow French Immersion School	Eugene SD 4J	717	98%
08	Network Charter School	Eugene SD 4J	6	1%
08	Thomas Jefferson Middle School	Eugene SD 4J	63	16%
08	Village School	Eugene SD 4J	138	34%
08	James Madison Middle School	Eugene SD 4J	216	53%
08	Colin Kelly Middle School	Eugene SD 4J	224	55%
08	Ridgeline Montessori	Eugene SD 4J	268	66%
08	John F Kennedy Middle School	Eugene SD 4J	308	76%
08	James Monroe Middle School	Eugene SD 4J	317	78%
08	Spencer Butte Middle School	Eugene SD 4J	319	79%
08	Cal Young Middle School	Eugene SD 4J	331	82%
08	Theodore Roosevelt Middle School	Eugene SD 4J	344	85%
10	Network Charter School	Eugene SD 4J	19	6%
10	Opportunity Center	Eugene SD 4J	24	7%
10	North Eugene Alternative High School	Eugene SD 4J	32	10%
10	North Eugene High School	Eugene SD 4J	178	54%
10	Winston Churchill High School	Eugene SD 4J	261	79%
10	South Eugene High School	Eugene SD 4J	284	86%
10	Henry D Sheldon High School	Eugene SD 4J	288	87%
10	Churchill Alternative High School	Eugene SD 4J	No SES Rank	
	5th grade range 1 to 734			
	8th grade range 1 to 406			
	10th grade range 1 to 300			

APPENDIX E

Exchanges and Transfers 2006-2007

SCHOOL BOUNDARY	ADAMS	AWBREY PARK	COBURG	CHAVEZ	CREST DRIVE	EDGEWOOD	EDISON	GILHAM	HARRIS	HOLT	HOWARD	MC CORNACK	MEADOWLARK	PARKER	RIVER ROAD	SPRING CREEK	TWIN OAKS	WILLAGILLESPIE	HILLSIDE	MAGNET ARTS	EASTSIDE	YUJIN GAKUEN	CORRIDOR	BUENA VISTA	FOX HOLLOW	FAMILY SCHOOL	RIDGELINE	VILLAGE SCHOOL	ALTERNATIVE PGMS	OTHER PROGRAMS	TOTAL BOUNDARY	TRANSFERS OUT
ADAMS	131			13	17	12	34	1	10			3		16	1	1			60	29	25	4		4	35	11	33	34			474	343
AWBREY PARK	4	430	3	6	3		1	6	1	2	10		2		8	36	4	3	4	8		45	58	12	3		3				652	222
COBURG			138					2		3						2		3				2	5	10							165	27
CHAVEZ	11			287	29	1	7		3		1	35	1		4		6	3	17	19	8	27	3	9	16	41	16	17			561	274
CREST DRIVE				2	125	5	4		1			1		10			2		3	2	10	6	1		17	5	4	3			201	76
EDGEWOOD	3			3	13	229	3		7			1		15		1			2	1	15	4		3	61	5	4	7	1		378	149
EDISON	1			2		2	182		2					3					2	1	14				19	1	4	3			236	54
GILHAM		1	4	2	1			445		13	1		6	1	2	4		4	3	2	1	12	1	36	4		7	2	1		553	108
HARRIS	5			2	5	5	44		140				1	12					4	2	22	8		5	30	1	4	3			293	153
HOLT	1			3		1	2	12	1	509			21	1	2	1		8	5	2	3	27	11	51	14		10	2			687	178
HOWARD	2	8		2	1		4	3	1	2	241	2		2	36	8	1	2	2	4	3	68	71	4		7	9	2			485	244
MC CORNACK	6			11	10		3		1	1	1	344		1	3		11		8	6	5	7	3	3	10	7	7	11			459	115
MEADOWLARK			4				1	18		11	4	1	181	1	1	3		14			1	6	2	61	6	2	3	2			322	141
PARKER	4		1	1	4	24	8		7					170				2	2	1	35			2	45	2	16	14			338	168
RIVER ROAD	12	4	1	20	1	3	10	2	6	1	7	2		3	254	3		2	9	7	2	21	52	7	7	29	21	16	1		503	249
SPRING CREEK	1	14	1	4	1	1		2		1	10		1	1	8	325		3	1	4		39	50	4	3	3	5	4			486	161
TWIN OAKS	2			6	8	3	1	2			2	22	1				213		6	3	3	3	1	3	5	5	4	6			299	86
WILLAGILLESPIE	1		2		3	2	7	14	1	6			19		3	1		255	1	3		9	6	30	14		2				379	124
BETHEL DISTRICT	2	6		2				1		1	3	3	2		1	4			2	2		6	4	5	2	2	5	2			55	55
SPRINGFIELD DISTRICT	1	1				2		1		7	2	1		1	1			2		1				1	2		12	5			40	40
OTHER DISTRICTS	7	9	3	8				6	2	11	13	4	1		3	5	3	1					2				2	2			82	82
TOTAL ATTENDING	194	473	157	374	221	290	311	515	183	568	295	419	236	237	327	394	240	302	131	97	147	294	270	250	293	121	171	135	3	0	7648	3049
TRANSFERS IN	53	27	16	77	96	59	129	62	41	40	36	67	52	66	68	60	24	44	129	94	147	288	264	244	289	119	152	126	3	0	2872	
EXCHANGES / NON RES.	10	16	3	10	0	2	0	8	2	19	18	8	3	1	5	9	3	3	2	3	0	6	6	6	4	2	19	9	0	0	177	

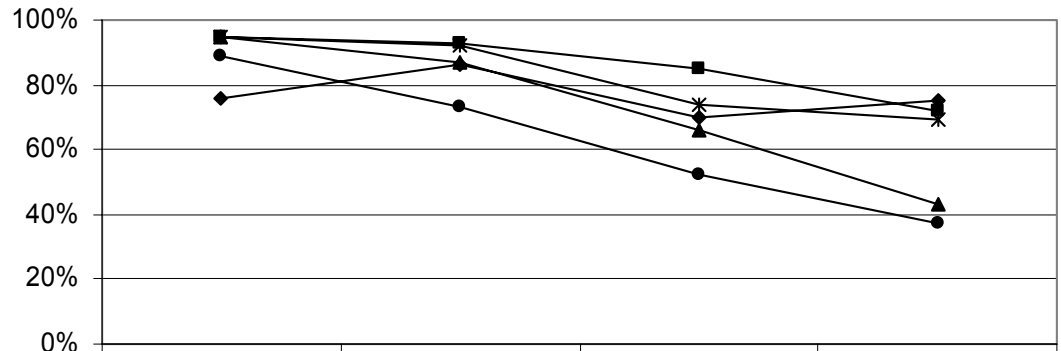
APPENDIX F



	3rd	5th	8th	10th
American Indian	81%	89%	62%	42%
Asian	94%	95%	86%	68%
Black	93%	81%	56%	19%
Hispanic	81%	78%	53%	21%
White	94%	90%	75%	53%

APPENDIX G

Reading Performance by Ethnicity and Grades for 2006



	3rd	5th	8th	10th
American Indian	76%	86%	70%	75%
Asian	95%	93%	85%	72%
Black	95%	87%	66%	43%
Hispanic	89%	73%	52%	37%
White	95%	92%	74%	69%

SHAPING 4J'S FUTURE

FOCUS GROUP RESOURCE GUIDE

SECTION 3

SUMMARY OF INSTRUCTIONAL RESEARCH

Special Education	Page 1
Title 1	Page 7
English Language Learners	Page 13
Pre-Kindergarten and Full Day Kindergartens	Page 17
School Size: Elementary, Middle and High School	Page 23
Technology	Page 27
Grade Configuration	Page 34

SUMMARY OF THE RESEARCH ON SPECIAL EDUCATION

Context

Stages in the history of special education reflect two very different ideas of what its main focus should be. One conceptualization focuses on *instructional interventions* for students with disabilities. Another conceptualization gives greater importance to the *place* where interventions occur, ranging from special schools to the regular classroom. Samuel G. Howe, in the 19th century, was one of the first to assert that the right instructional setting alone could ensure effective interventions. This belief spurred first the crusade for bigger and better institutions and later, when negative effects of institutionalization became clear, the movement for deinstitutionalization. As the debate continued, special educators began advocating not one perfect setting for delivery of services, but a continuum of placement options. With the civil rights movement came the "least restrictive environment" clause of EAHCA/IDEA, which called for mainstreaming. In the 1980's the Regular Education Initiative (REI) attempted to give the responsibility for these students to neighborhood schools and regular education teachers. In the 1990's, the full inclusion movement called for educating all students with disabilities in the regular classroom with the addition of instructional supports to help them succeed**.**

Criticism of special education has been ongoing throughout all stages. Many have felt that the singular focus on the importance of place caused practitioners to ignore the effects of inappropriate practices. Other criticisms included the contention that labeling and pulling out students stigmatized them in ways akin to race-based segregation. D.R. Mock maintains that often these criticisms were a distraction from the critical need for effective instructional practices for students with disabilities (D.R. Mock, et al, "Special Education," in *Encyclopedia of Education*, James W. Guthrie, Editor, Vol. 6. 2nd ed. New York: Macmillan, 2006).

The special education legislation of the seventies, PL 94-142, required school districts to provide free and appropriate education to all students with disabilities. In return for federal funding, states were to ensure these students received non-discriminatory testing, evaluation, and placement; the right to due process; education in the least restrictive environment; and a free and appropriate education. The centerpiece of this public law was, and is, a free appropriate public education (FAPE), ensured in an Individual Education Plan (IEP), designed to meet students' "unique needs" (D. R. Mock et al., op. cit.).

The sweeping accountability requirements (quality of instruction and outcomes for *all* students) of the federal No Child Left Behind Act (NCLB) call for a special education paradigm shift away from focusing on "reforming" special education and integrating special education students *back* into the regular program to focusing instead on how we can we maximize general education to support all students, including students with disabilities. The NCLB's emphasis on measuring 1) access to 2) participation in, and 3) progress through the general education curriculum underscores this new direction and is bringing special and general education closer together than ever before. This shift in special education from compliance to outcomes has required general educators to ensure that special education students in their classroom are learning the curriculum. Special education students are no longer the concern of a narrow group of educators and parents. They are increasingly the responsibility of everyone in the school. (*When Special Education And General Education Unite, Everyone Benefits*, West Ed, R & D Alert, 2004).

What The Research Says About Identification and Eligibility Categories

In the groundbreaking book, *Rethinking Special Education for A New Century*, the editors contend that although IDEA has succeeded in opening up educational opportunities for children with disabilities, it has also had unintended negative consequences (Chester E. Finn, Jr., Andrew J. Rotherham, and Charles R. Hokanson, Editors, Progressive Policy Institute, Thomas B. Fordham Foundation, May 2001). These include the creation of incentives to define an ever-increasing percentage of school-aged children as disabled, an enormous redirection of financial resources from regular education to special education, and, perhaps most importantly, the application of an open-ended "accommodation" philosophy to populations better served with prevention or intervention strategies. Although the federal program was initially intended to address the educational needs of the severely disabled, today approximately 90 percent of special education students have lesser disabilities, such as a specific learning disability, speech and language delays, mild mental retardation, or an emotional disorder.

The number of individuals identified with learning disabilities who are provided with special education has increased dramatically since 1975, and especially since the 1990 amendments to EAHCA added new classification categories. According to a 2003 research study, the category of learning disabilities now represents about half of the 6.2 million students identified for special education–about 6 percent of all children in schools (C. Denton, S. Vaughn, J. Fletcher, "Bringing Research-Based Practice In Reading Intervention To Scale*," Learning Disabilities Research and Practice*, 2003, 201-211).

Equity in special education referrals and identification continues to be a national concern. Losen and Orfeld in their Executive Summary of the book, *Racial Inequity In Special Education*, present data showing that minority students, specifically black and Native American students, are significantly more likely than white students to be identified as having a disability (Edited by Dan Losen and Gary Orfield, The Civil Rights Project at Harvard University, June 2002). For example, in most states, African American children are identified at one and a half to four times the rate of white children in the disability categories of mental retardation and emotional disturbance. In the national data, Latino and Asian American children are under identified in cognitive disability categories compared to whites, raising questions about whether the special education needs of these children are being met. Minority children with disabilities all too often experience inadequate services, low-quality curriculum and instruction, and unnecessary isolation from their non-disabled peers. Moreover, inappropriate practices in both general and special education classrooms have resulted in overrepresentation, misclassification, and hardship for minority students, particularly black children.

Another important issue in regard to special education and equity was noted in a 2001 study of special education eligibility and English Language Learners (ELLs) (Alba Ortiz, *English Language Learners With Special Needs: Effective Instructional Strategies,* Center for Applied Linguistics, December 2001). Ortiz noted a recent steep increase in the number of ELL referrals for special education, According to Ortiz, this overrepresentation of English language learners suggests that educators have difficulty distinguishing students who truly have learning disabilities from students who are failing for other reasons, such as limited English. The authors stress that early intervention for English learners who are having difficulty in school is first and foremost the responsibility of general education professionals. If school climates are not

supportive and if instruction is not tailored to meet the needs of culturally and linguistically diverse students, these students will continue to be inappropriately referred to special education programs. The research showed that interventions focused solely on remediating students' learning and behavior problems yielded very limited positive outcomes for student achievement.

What the Research Says About Learning Disabilities and Reading

The President's Commission on Excellence in Special Education (2002) estimated that two out of five children in special education are placed because of reading difficulties. Since it appears that many of these students have not received an adequate core reading program to determine whether they really have a reading difficulty, questions arise about whether these struggling readers are correctly identified for special education services or have been instructionally deprived.

In *Rethinking Learning Disabilities*, a chapter *in Rethinking Special Education for A New Century*, (G. Reid Lyon et al., Progressive Policy Institute, Thomas B. Fordham Foundation, May 2001), the authors reviewed research on the soaring special education category of learning disabilities (particularly struggling readers) and possible solutions to the problem. They found sufficient data available to guide early identification and prevention programs for children at-risk for LD, particularly reading programs to benefit many of these youngsters. Their research found that sound prevention programs could sharply reduce the numbers of children identified as LD, who typically require intensive, long-term special education programs. Specifically, the number of poor readers served through special education could be reduced by up to 70 percent through early identification and prevention.

Any successful reading intervention for these LD students has two important characteristics-**intensity and duration**. Lyon et al. found that teacher attitudes, knowledge, and behaviors had a clear effect on student outcomes in reading and that the teachers required high quality professional development and strong administrative support. Lyon and his colleagues concluded that any successful reform would require **collaboration** among researchers, educational practitioners, teacher educators, and policy-makers, with the common goal of improving outcomes for students who might otherwise experience reading failure.

Denton, Vaughn and Fletcher also found that the site for instructional delivery (i.e., classroom or resource room) was not the determining factor for successful reading instruction for LD students. More important in improving struggling readers' achievement were the following:

- an effective and knowledgeable teacher
- integration of key instructional components
- differentiated instruction for students with reading difficulties
- explicitness of instruction
- bridging the gap between research and practice.

(C. Denton, S. Vaughn, J. Fletcher, "Bringing Research-Based Practice In Reading Intervention To Scale*," Learning Disabilities Research and Practice*, 2003, 201-211).

Lyon et al. concluded by urging the federal government to re-examine eligibility requirements for special education in light of their findings. They recommended an overhaul of the flawed identification procedures for LD students through the following:

- Replacement of the current exclusionary definition (which defines students for LD based on what they are "not" rather than what they are, i.e. LD students are currently defined as those who do not fit into any other categories) with evidence-based definitions that specify precise characteristics of children with LD in reading, mathematics, written expression, and oral language;
- A discontinuation of the IQ-achievement gap as a primary marker for LD;
- An ending of the exclusion from consideration for special education for youngsters who are performing poorly due to inadequate instruction, cultural and social factors, and emotional disturbance. Decisions to maintain distinctions between compensatory and special education services should not drive our conception of LD, since inadequate instruction and cultural/social factors can lead to inadequacies in neural and cognitive development and require LD services.
- Consideration of a student's response to well-designed and well-implemented early intervention and remediation programs as part of the identification of LD. The complex identification criteria and expensive due process procedures of special education should be reserved for students who have not done well with the shorter-term interventions now available.

Placement of Special Education Students

The placement of special education students is a complex and controversial issue. For most researchers summarized here, placement means simply whether or not students receive services outside the regular classroom, i.e. whether they are "placed" in a special site for special education classes. More recently placement has come to mean "to what degree" students receive services i.e. where they are "placed" on the special education continuum. Educators and case law are moving in the direction that supports general education being the preferred placement on the continuum, coupled with effective supports and teaching strategies that can help them succeed.

In a research article regarding the "where" of special education placement, Anne Hocutt reported the following placement data:

> Approximately one-third of special education students spend 80% or more of their school day in the general education classroom. Another one-third spend 40-79% of their day in general education. One-quarter spend 0-39% in general education, but their special education classrooms share a building with the general education classes. The remaining 5-6% of students are served in separate schools, residential programs, hospitals or their own homes. 95% of special education students are educated in the public schools: these students spend an average of 70% of their time in general education settings. Younger students are more likely than older students to be placed in integrated settings (both general and special education)

(Anne Hocutt, "Effectiveness of Special Education: Is Placement the Critical Factor?", *The Future of Children-Special Education for Students with Disabilities*, Vol. 6, No. 1, Spring 1996)

Hocutt's study underscored the fact that research shows **no compelling evidence that placement rather than instruction is the critical factor in student academic or social success.** Rather, the research shows that the most effective interventions for students with disabilities (which require significant teacher time and supportive resources) have the following characteristics:

- A case-by-case approach to decisions about student instruction and placement
- Intensive individualized instruction combined with close teacher cooperation
- Careful and frequent monitoring of student progress.

To understand the dimensions of the placement dilemma today, it is important to understand what the federal law now requires. The Technical Assistance Document on Placement and Least Restrictive Environment (LRE) from the Oregon Department of Education (August 2006) interprets the federal requirements on special education placement consideration and determination. This document speaks specifically to the degrees of student placement on the continuum and services in the following ways:

1. Placement is determined at least annually by a team based on student needs.
2. The district must make a continuum of placement options available to the extent necessary to implement the IEP for each student with a disability. The continuum includes: instruction in regular classes; instruction in regular classes with resource room support; instruction in special classes; special schools, instruction in hospitals and institutions; and home instruction.
3. To the maximum extent appropriate, students with disabilities must be educated with students who are not disabled. Special classes, separate schooling or other removal of students with disabilities from the regular educational environment may occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
4. Students with disabilities must be placed in the school the student would attend if not disabled unless unique circumstances prevent this placement. If placement at that school is not appropriate, placement should be as close to home as possible.
5. A student with disabilities cannot be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

Access to the General Curriculum

In the final report on IDEA's success in providing access to the general curriculum**,** the findings were not encouraging**:**

- Teachers and school personnel lacked knowledge of how students could be provided access to the regular curriculum. Some respondents believed that students with disabilities would gain access simply by being placed in the regular classroom. The least understanding was among general education teachers while the most was among special educators.
- General education teachers were not as well prepared as special education teachers regarding strategies to increase access of students with IEPs to the general education curriculum. Two commonly reported barriers for general education teachers were large class size and a lack of appropriate curriculum materials.

The report concluded that ongoing collaboration between regular education and special education teachers appears to be critical if access to the general curriculum is to be successful for special education students (Marjorie Levin et al., *Study of State and Local Implementation and Impact of the Individuals with Disabilities Act: Final report on Focus Study IV: Providing Access to the General Curriculum,* December 2005).

Effective Strategies for Improving Results for Students with Disabilities

A 1998 summary of the research on educating students with disabilities in the general education classroom revealed the following about successful practices:

- The general education classroom needs to be a place where a range of student abilities is supported and accepted**. Good, intensive, individualized instruction is the key.**
- Teachers develop positive attitudes over time, when inclusion is accompanied by training, administrative and other support in the classroom (for some, lower class sizes).
- Administrative support and collaboration were powerful predictors of positive attitudes.
- Students with mild disabilities included in the general education classroom made better gains than those in pull-out programs and benefit from **powerful prevention and early intervention programs** that are preferable to later mainstreaming (when they have already fallen behind their peers).
- Studies show that for students with more moderate or severe disabilities, participation in general education environments results in some academic increases and behavioral and social progress.
- Flexible school structures are important for a successful inclusion model
- There was no negative impact on non-disabled students and results showed positive experiences and improved attitudes of students with and without disabilities.

(C. Moore et al., *Educating Students With Disabilities in General Education Classrooms: A Summary of the Research*, ERIC, ED419329, 1998)

What the Research Says About the Improvement of Outcomes

A study on the assessment results for special education students completed in 1997 showed the following results:

- Outcomes for students with disabilities, such as graduation with a diploma and performance on standardized assessments has improved.
- Gaps in academic performance between students with disabilities and non-disabled students still remain, with the widest gap being between secondary students.
- Special education teacher turnover and general education teacher preparation remain a concern.
- Promptness in appropriately serving students with disabilities can be extremely important in ameliorating disabilities' effects on development and functioning.
- Students who have disabilities related to their behavior (such as emotional disturbances, autism, and other health impairments-the majority of which are ADHD) tend to have lower classroom engagement and attendance, are more often subject to disciplinary action, and have higher dropout rates than other students with disabilities. However, the academic performance of these students is as good or better than that of students with learning disabilities.
- School-wide positive behavioral supports show promising results for improving outcomes for all students, including students with disabilities and those with behavior-related issues.
- There has been an increased emphasis on academic outcomes for students with disabilities since IDEA and NCLB.

(F. O'Reilly et al, *Improving Results for Students with Disabilities: A Summary of Key Findings from the 1997 National Assessment Studies*, Abt Associates, Inc., September 2006.)

----------Research Review Compiled by Betsy Shepard

SUMMARY OF RESEARCH ON COMPENSATORY EDUCATION/TITLE I

Context

Title I, "Better Schooling for Educationally Deprived Students," the largest compensatory education program in American history, originated as one component of the federal Elementary and Secondary Education Act (ESEA) of 1965. Title I was the centerpiece of the ESEA, which was one of the major programs of President Lyndon Johnson's "War on Poverty," a massive government assault on poverty within the Kennedy-Johnson administration. During the Reagan Administration, Title I was superseded in 1981 by Chapter 1 as part of the Educational Consolidation and Improvement Act. It was renamed Title I in 1994 with the signing into law by President Clinton of the Improving America's Schools Act (IASA). (Edward McDill and G. Natriello, "The Effectiveness of the Title I Compensatory Education Program: 1964-1997," *Journal of Education For Students Placed At Risk,* Vol. 3, No. 4, 1998, pp. 317-335.)

This change in the Title I law made it much easier for high-poverty schools to become schoolwide Title I projects that were allowed to use Title I funds for schoolwide change, not just for changes that served individual students from families living in poverty. Any school with at least 40 percent of its students in poverty could become a schoolwide Title I project. Recognizing how much more effective this model could be, many school districts began concentrating their Title I resources in these schoolwide project schools. (Olatokunbo S. Fashola and Robert E. Slavin, "Schoolwide Reform Models: What Works?" *Phi Delta Kappa International*, February 1998).

In 2002, President George W. Bush signed into law the No Child Left Behind Act (NCLB). NCLB was not an entirely new strategy for education reform. It built upon the accountability and assessment requirements of its predecessor, IASA, and in many ways mirrored the general direction of states' education policy initiatives over the past decade. But NCLB differed from past initiatives in two important ways. First, it represented a more **systemic** approach to achieving reform and improvement, tying together a variety of requirements and incentives in areas ranging from student testing to professional development for teachers. Second, it significantly raised the stakes – for states, districts and schools – for failure to make steady, demonstrable progress toward improving student achievement.

The research on compensatory education mirrors the stages described above and reflects a continuing concern about effectiveness of targeted federal dollars to improve academic achievement for the disadvantaged. The body of research, though limited, will be separated below into research **before** NCLB and **after** NCLB. Title I, specifically, was the focus of research from the 1960s through the 1990s, and the outcomes from the studies are not encouraging. Early in the first authorization of NCLB, researchers began taking a hard look at the "research" regarding education policy, teaching strategies, etc. and came to the conclusion that much of it was not very "scientific," with few controlled studies or randomly assigned subjects. Thus, there has been a new push to use tightly controlled "scientifically based" research to inform education reform.

In reviewing the literature, it is evident that the focus has moved from looking almost exclusively at Title I programs to evaluating all NCLB programs together. Thus, the few recent research

reports are about NCLB as a whole, and focus more on implementation efforts than student achievement. Since only recently have the majority of states gotten "on board" with teacher quality and student assessment requirements, there is very little national level data as well as no long-range way to look at individual student data and say whether the improvements to the infrastructure brought on by NCLB are having the desired impact on student outcomes.

When considering this research, it is important to remember that there is a large overlap between the Title I research and the research pertaining to ELL and Special Education. Many of the districts and schools targeted for compensatory dollars are those that have a high preponderance of identified students in special education and ELL categories. **Therefore, identified successful strategies for raising the achievement of special education and ELL students are the same strategies that are necessary for successful Title I programs.** This realization calls for continued ongoing **collaboration** among educators focused on these areas at the federal, state, district and building level.

What Research Says About The Effectiveness of Title I Programs: Before NCLB
Two extensive studies examined some of the most prominent evaluations of Title I over three decades (Edward McDill, G. Natriello, "The Effectiveness Of The Title I Compensatory Education Program:1964-1997," *Journal of Education For Students Placed At Risk,* 1998, and Maris Vinovskis, "Do Federal Compensatory Education Programs Really Work? A Brief Historical Analysis Of Title I And Head Start," *American Journal of Education* Vol. 107, May 1999). Vinovskis concluded that the 1960s creation of Title I was premised on an unrealistic expectation: that we could eradicate poverty by means of a few uncoordinated, under-funded, untested and largely ineffective new federal initiatives. Further, both studies agreed that Title I evaluations were not rigorous and the results were not encouraging. The program assessments conducted in the late 1960s and early 1970s suggested that Title I was not eliminating the large achievement gaps between high poverty students and their more advantaged peers.

Both studies found that from the mid-seventies through the nineties, large-scale evaluations showed that Title I modestly enhanced the math and reading achievement of **moderately** disadvantaged students, but had less successes in improving the performance of the **most** needy segment of the population. Further, Vinovskis found that unfortunately, these moderate gains in math and reading "faded out" as students progressed through school. Neither study found evidence of cost effectiveness because of a lack of data on the relation between programmatic costs and achievement gains.

McDill and Natriello described the 1990s investigation *Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity,* which sadly reported the following:

- Children in high poverty schools began school academically behind their peers in low poverty schools;
- Students in high poverty schools were unable to close the achievement gap as they progressed through school;
- Most students failed to exhibit grade level skill and mastery in reading and math;
- Students in high poverty schools were least able to demonstrate expected levels of academic proficiency.

Vinovskis stated that studies in the nineties indicated that a variety of local programs, **especially comprehensive, school-wide models,** had evolved and were providing some limited but convincing evidence of the effectiveness of Title I programs. The hallmark of such models were:

- Clear goals;
- Methods and materials linked to the goals;
- Continuous assessment of student progress;
- Well-specified programmatic components, materials and professional development procedures;
- Dissemination of results by organizations that focus on quality of implementation.

The more effective models were those that targeted funds more closely to the most disadvantaged well as those with more intensive interventions of longer duration coupled with comprehensive, schoolwide efforts.

Finally, Vinovskis made note of the pattern of disproportionately concentrating Title I funds on elementary school students. The strong evidence of the "fading out" of achievement in the upper grades prompted researchers to encourage districts to explore distributing Title I funds to at-risk students from kindergarten to grade 12 as well as focusing on early intervention and prevention strategies.

Olatokunbo Fashola and Robert Slavin, authors of a comprehensive study of the effectiveness of schoolwide Title I models, emphasized that the research over the last four decades showed little or no support for traditional practices in high-poverty Title I schools ("Schoolwide Reform Models: What Works?" *Phi Delta Kappa International*, February 1998). Their study emphasized that **"providing small-group remedial services to children who have already fallen behind has never been found to be effective."** The 1994 reauthorization of Chapter 1 as Title I gave schools an opportunity to use Title I funds to fuel comprehensive schoolwide reform and to look at systematic ways to improve student achievement.

Fashola and Slavin conclude that there were **three key types of interventions** that schools should explore to create effective schoolwide models:
1. *Curriculum and instruction*. The most important set of interventions are those that affect what happens in the classroom. Schools should review instructional programs in each major area of the curriculum, focusing on approaches that have evidence of effectiveness in comparison to matched control groups. **Improving the quality of classroom instruction is the best and most cost-effective means of improving overall student achievement and preventing at-risk students from falling behind.** In addition to extensive professional development, effective models tend to provide for a great deal of classroom follow-up from expert or peer coaches. They usually provide extensive curriculum-based assessment to enable teachers to continually adjust their pace and level of instruction and to identify individual children in need of extra assistance.

2. ***Programs for at-risk students***. Even with the best of instruction, some number of students still experience academic difficulties. A schoolwide plan should provide services for these children. The best approaches to helping struggling students are **one-to-one assistance targeted to the unique needs of the student**. Most effective are tutoring programs involving certified teachers.

However, tutoring approaches using paraprofessionals, volunteers, and cross-age peer tutors can also be effective. These services work best when closely linked to classroom instruction. For secondary schools, there are several programs that show evidence of effectiveness in reducing the dropout rate and increasing the college-attendance rate among at-risk students.

3. ***Family support and social services***. A comprehensive schoolwide reform approach should include elements both to engage parents in supporting their children's success in school and to solve nonacademic problems that interfere with performance. Schools should consider approaches that integrate health, mental health, and social services.

A 2001 research study from Northwest Regional Educational Laboratory summarized seven general strategies for successful Title I schools that emerged from the school reform literature and research (Northwest Regional Educational Laboratory, *Profiles of Progress*: *What Works in Northwest Title I Schools*, September 2001). These strategies include the following:

- Creating a clear, shared vision, with attainable goals
- Creating a learning community
- Creating a positive, supportive and safe school climate
- Providing effective, collaborative leadership
- Making effective use of resources
- Using data to drive reform
- Involving parents and community

What The Research Says: After No Child Left Behind

The research before NCLB underscored the need for a redesign of Title I that used a systematic, collaborative and comprehensive approach to creating programs for the most disadvantaged students, including low socio-economic, ELL or students with disabilities. The umbrella of NCLB is an attempt to answer the calls for these approaches and even in 2006, is still both new and controversial. Therefore research on the effectiveness of NCLB in improving student achievement is very preliminary. Many educators are still struggling with implementation and issues related to limited funds, assessment, equity and high stakes for students and schools. But two studies give some early data on the effectiveness of the NCLB's comprehensive effort to close the achievement gap and serve disadvantaged students, the very mission that Title I has strived for since the 1960s.

In 2005, John Cronin and colleagues' study on the early effects of NCLB on student achievement distinguished between achievement level (the score that a student has at one point in time) and achievement growth (the difference in scores for a single student from one point in time to another) (John Cronin, G. Gage Kingsbury, Martha S. McCall, Branin Bowe, *The Impact of the No Child Left Behind Act on Student Achievement and Growth: 2005 Edition*, Northwest Evaluation Association, April 2005). The researchers found that mathematics and reading scores (achievement level) improved over the past two years under NCLB, while student growth scores (achievement growth) decreased. In states with state tests, students showed both higher achievement level and achievement growth than students in states with no state tests, with changes in student performance in mathematics greater than those in reading. Though there is national concern about the high stakes nature of NCLB, studies indicate using lower-stakes assessments may produce a greater percentage of unmotivated students.

The most troubling finding in the study concerns the achievement growth of students in certain ethnic groups. As stated earlier, student achievement growth in every ethnic group has decreased slightly since NCLB was implemented. Yet in a comparison of Hispanic and Anglo students under NCLB, students who had the same initial test score grew differently, with the Hispanic students growing noticeably less. This was observed consistently across grades and subject areas. Similar findings were seen when comparing growth of African-American students and Native-American students to growth of Anglo students. This finding begins to raise equity concerns that need to be addressed as NCLB moves forward. In summary, the findings in Cronin's study indicate that NCLB may have a positive impact on student achievement, but that the impact falls far short of ensuring that all students be proficient. If change in achievement of the magnitude seen so far continues, schools won't be close to the required 100 percent proficiency by 2014.

In a 2005 study Jane Hannaway focuses on the relationship between poverty and factors associated with poverty and student academic achievement (Jane Hannaway, "Poverty and Student Achievement: A Hopeful Review," in *Literacy Development of Students in Urban Schools*, edited by James Flood and Patricia L. Anders, Newark, DE: International Reading Association. January 2005, pp.3-21). She found that class-size reductions, accountability policies, and well-structured early-childhood education programs show significant benefits for disadvantaged students and appear to offer some hope for reducing the achievement gap. Additionally, the literature suggests that hiring and retaining better-qualified teachers may help districts reduce the achievement gap. While some districts may find this latter option beyond their control, investing in professional development could provide an appropriate alternative.

Other Important Components of the Whole Title I Picture-What The Research Says

Parent Involvement and Student Achievement. Title I schoolwide models emphasize parent involvement as a key component to improving student achievement. The literature linking parent involvement to student achievement is extensive. Two meta-analyses on parental involvement in schools have both showed that parent involvement in children's learning is positively related to achievement (Kathleen Cotton and Karen Wikelund, *Parent Involvement in Education*, NWREL, 1994, and William H. Jeynes, "Parental Involvement and Student Achievement: A Meta-Analysis," California State University, *Research Digest*, December 2005). Cotton and Wikelund found that the more intensively parents are involved in their children's learning, the more beneficial the achievement effects. This held true for all types of parent involvement in children's learning and for all types and ages of students. Further, Cotton and Wikelund found that the most effective forms of parent involvement are those that engage parents in working directly with their children on learning activities in the home. These more active forms of parent involvement produced greater achievement benefits than more passive ones.

Jeynes stressed that the earlier in a child's educational process parent involvement begins, the more powerful the effects will be. He found higher positive effects on student achievement when there are higher parental expectations. Jeynes's meta-analysis showed a consistency of the impact of parental involvement across racial and ethnic groups.

Impact of out-of-school time (OST) strategies. Another important component of Title I models is the use of out-of-school time (OST), referring to both after school or summer school activities. McRel's research review on OST emphasizes that OST strategies can have positive effects on the achievement of low-achieving or at-risk students in reading and mathematics (*McRel Research Finds Out-of-School Programs Boost Achievement*, McRel News Room, Mid-continent Research for Education and Learning, December 2, 2003). While students in early elementary grades are more likely than older students to benefit from OST strategies to improve reading, older students show an improvement in math. OST strategies need not focus solely on academic activities to have positive effects on student achievement. Finally, strategies that provide one-on-one tutoring for low-achieving or at-risk students have strong positive effects on student reading achievement. There appears to be no difference in effectiveness of the timeframes for delivering OST programs (i.e. either after or summer school).

Early Intervention in Reading

A large majority of students served by Title I programs are those with difficulties in reading. A growing body of evidence suggests that reading problems are preventable for the vast majority of students who encounter difficulty in learning to read, if these students receive extra support in the form of an early intervention program (John J. Pikulski, *Preventing Reading Problems: Factors Common to Successful Early Intervention Programs*, Houghton Mifflin, 1997). Pikulski cited the following as the characteristics common to successful early reading intervention programs:

- The dependence on a strong, effective program of regular classroom reading instruction is recognized.
- Reading for meaning is an overriding consideration.
- Intervention instruction is frequent, regular, and of sufficient duration to make a difference.
- Pupil-to-teacher ratio is kept very small.
- Fluency is a major goal.
- Instructional procedures are used to introduce new books in order to insure that students are successful in reading them.
- Texts are carefully selected and sequenced to ensure student success.
- Word learning activities are used to help children become very familiar with print.
- Writing is used to teach and extend word identification skills.
- Each of the programs calls for considerable teacher decision making, but within a well-defined sequence of instructional activities.
- Instruction is fast paced.
- Activities completed at home extend student opportunities for reading.
- Assessment is meaningful, practical, efficient, and ongoing.
- Teacher training is practical and ongoing.

NOTE: There is some evidence that instructional assistants can effectively teach in early intervention programs if they receive the appropriate professional development experiences, which must include the opportunity to work with highly experienced, trained professionals with a background in reading instruction in early intervention procedures.

----------Research Review Compiled by Betsy Shepard

SUMMARY OF RESEARCH ON EFFECTIVE STRATEGIES FOR ENGLISH LANGUAGE LEARNERS

Context

Enacted at the apex of the "Great Society" era, the Bilingual Education Act of 1968 passed Congress without a single voice raised in dissent. Two decades ago, the Supreme Court stated in their landmark case, Lau vs. Nichols, that merely seating a child in the classroom is a meaningless gesture if the child can't comprehend what's being taught (known as the sink or swim model). But a debate has continued over the years about the best way to implement the bill and the court decision in the classrooms of the United States (J. Crawford, "Language Politics in the USA: The Paradox of Bilingual Education," *Social Justice,* Vol. 25, No. 3, Fall 1998).

In addition, the ever-changing demographics in the United States underscore the urgency of determining the best ways to support our English Language Learner (ELL) students. Roughly 4.6 million ELLs were served by the U.S. K-12 educational system in 2000-2001. By the 2030s, language minority students are expected to comprise 40 percent of the school-aged population in the United States. In addition, federal laws increasingly encourage decision-making guided by "scientifically based" research as evidenced in both The No Child Left Behind Act (2001) and the Education Sciences Reform Act (2002). All stakeholders have a profound interest in the findings of scientifically based research on programs of effective instruction for ELL students.

What Research Says About Instructing ELLs in English

A five-year evaluation of California's Proposition 227, a law requiring all ELL students be instructed in English, with only a few exceptions, concluded that "there is no evidence to support the superiority of one English learner instructional approach over another" (T.B. Parrish, et al., *Effects of the Implementation of Proposition 227 in the Education of English Learners, K-12: Findings from a Five-year Evaluation*, Washington, DC: American Institutes of Research, and San Francisco CA: WestEd, 2006). The study goes on to say that there are several critical factors in instruction that contribute to ELL success: capacity to address ELL's linguistic and cognitive needs; schoolwide focus on English language development and standards-based instruction; shared priorities and expectations; and systematic, ongoing assessment with use of data to guide instruction.

What Research Says About Supporting Students in Their Native Language

There has been a continuing charge that there are no high-quality studies to support bilingual education. This charge has been reiterated many times during recent contentious fights over English-only initiatives in many states. Yet many researchers feel that there is more high quality research on bilingual education than most other areas of education. (J. McQuillan, "An Urban Myth, The Poor Quality of Bilingual Education Research," *Language Learner*, November/December 2005.)

Virginia Collier and Wayne Thomas, who conducted the *National Study of School Effectiveness for Language Minority Students' Long Term Academic Achievement*, write passionately about the "astounding effectiveness" of dual-language immersion (Santa Cruz CA: Center for Research on Education, Diversity and Excellence, 2002). The study evaluated effectiveness of four program designs:

- Two-Way Bilingual Immersion (5-6 yrs) - For ELLs and native English speakers learning together
- One-Way Developmental Bilingual (5-6 yrs)- For ELLs only
- Transitional Bilingual-(2-3 yrs)- ELL transition into English only instruction
- ESL-programs that integrate the teaching of English with content area instruction

The study also looked at instructional time spent using English and the non-English language as a medium for instruction. The 90/10 programs provide students in the early years with 90 percent of their instruction in the native language and 10 percent in English. The 50/50 programs provide equal instructional time in the native language and in English throughout all the years of the program. The study found that:

a) Only 90/10 and 50/50 Two-Way Bilingual Immersion and One-Way Developmental Bilingual Education programs assist students to fully reach the 50th percentile in both their native language and English in all subject areas and to maintain that level of high achievement or higher through the end of their schooling. The fewest dropouts come from these programs.

b) ELLs who attend only English mainstream showed large decreases in reading and math achievement by Grade 5 when compared to students who participated in language support programs. The largest number of dropouts came from this group.

c) When ELLs initially exit a language support program into the English mainstream, those schooled in all-English medium programs (ESL) outperform those schooled in the bilingual programs when tested in English. The students schooled in bilingual programs, however, reach the same levels of achievement as those schooled all in English by the middle school years. Further, during the high school years, the students schooled in bilingual programs outperform the students schooled in all English.

d) The amount of formal primary language schooling that a student has received is the strongest predictor of second language student achievement. That is, the greater the number of years of grade-level schooling a student has received in the first language, the higher his/her English achievement will be.

The study further emphasized the importance of teaching academic content through the student's first language, as academic knowledge and conceptual development transfer from first language to second language. Researchers found that deep proficiency in a second language takes far longer to attain than surface fluency. Higher order thinking skills and deeper conceptual abilities are best acquired in the first language.

Fred Genesee and his colleagues looking at research spanning the last 25 years, found strong convergent evidence that the educational success of ELLs is positively related to sustained instruction through the student's native language (Fred Genesee, et al., "English Language Learners in U.S. Schools: An Overview of Research Findings," *Journal of Education for Students Placed At Risk,* 2006). Results showed that length of time in the program and time of assessment affected outcomes. The study focused on oral language development, literacy and academic achievement. Researchers reported that students in the early years (K-3) of a bilingual program typically scored below grade level but that educational outcomes of bilingually educated students, especially in late-exit and two-way programs, were comparable to or higher than, comparison peers. In addition, the longer the students stayed in such programs, the better they did. The results indicate that ELLs are more successful when they participate in programs

that are specially designed to meet their needs (ESL, bilingual, etc.) than in mainstream English classrooms and when the program is consistent throughout the student's education.

Finally, considerable evidence indicates that academic progress is facilitated by programs that strongly reinforce students' cultural identity. Cultural identity, in turn, is closely linked to self-esteem, and self esteem is tied to academic achievement (Jim Cummins, *Empowering Minority Students*, Sacramento CA: California Association for Bilingual Education, 1989).

What Research Shows About Effective Programs for ELL

As educators look at the future success of our ELL students, the findings from an extensive research review provide much food for thought (Annie Pennucci and Susan Kavanaugh, *English Language Learners in K-12: Trends, Policies and Research in Washington State,* Washington State Institute for Public Policy, January 2005): Developing strong first-language skills accelerates the second-language learning process and improves students' long-term academic performance.

- Effective reading instruction should occur initially in students' native languages.
- Acquiring a second language at a level that enables students to attain the same academic achievement levels as their English-speaking peers can take 5-7 years.
- Substantive, curriculum-based instruction in students' first and second languages is necessary for linguistic and academic development.
- Students immigrating to the United States as teenagers, especially those who never received formal education in their home country, particularly need supplemental assistance to fulfill high school requirements.
- Based on language acquisition theory, native language instruction improves students' development of academic-level English proficiency.
- "Several years of support," including a rigorous curriculum in students' native languages, are needed for the acquisition of academic-level English.
- Well-trained teachers in an environment of school-wide commitment to bilingual education can also contribute to program success.

The best bilingual education programs include these three characteristics: (1) ESL instruction, (2) sheltered subject matter teaching, and (3) instruction in the first language. Sheltered instruction is an approach for teaching content to ELLs in strategic ways that make subject matter concepts comprehensible while promoting students' English language development. Sheltering techniques are used increasingly in schools to aid teachers in preparing ELL students to meet high academic standards. Sheltered classes function as a bridge between instruction in the first language and in the mainstream. The use of these techniques, however, is inconsistent from class to class, discipline to discipline, school to school and district to district (Stephen Krashen*, Why Bilingual Education*, *ERIC Digest*, 1996).

The Sheltered Instruction Observation Protocol (SIOP) comprises strategies for classroom organization and delivery of instruction that can be used in the regular classroom. Rather than an add-on program, SIOP (like Guided Language Acquisition Development [GLAD] at the elementary level) is a framework that organizes methods and techniques for teaching academic content to ELLs. SIOP offers a format for systematic implementation of high-quality ELL instruction for teachers at the secondary level. Research shows that effective ELL sheltered

practices must include focused instruction that contains explicit content and language objectives, frequent opportunities to interact with the teacher and students, and explicit vocabulary development with words repeatedly written, pronounced, modeled and used in context. (Jana Echevarria, "Helping English Language Learners Succeed," *Principal Leadership*, February 2006.) After several years of testing the SIOP, studies indicate that it is a highly reliable and valid measure of sheltered instruction. (D. Short & J.Echevarria*, The Sheltered Instruction Observation Protocol: A Tool For Teacher- Researcher Collaboration And Professional Development: Educational Practice Report No. 3*, Santa Cruz CA and Washington, DC: Center for Research on Education, Diversity & Excellence, 1999)

The Collier and Thomas study described above found three key predictors of academic success for ELLs:

1.) Cognitively complex on-grade-level instruction in a student's first language for as long as possible (at least through grades 5 or 6) and cognitively complex on-grade-level instruction in the second language for part of the school day;
2.) Use of current effective approaches to teaching the academic curriculum through two languages, e.g., thematic units, interdisciplinary units, on-grade-level-tasks, technology, fine arts, etc.;
3.) A transformed socio-cultural context for language minority students' schooling, with the instructional goal of creating for ELLs the same type of supportive socio-cultural context for learning that the monolingual native English-speaker enjoys for learning in English.

One research synthesis highlighted seven teaching strategies that were effective for ELL students: collaborative learning communities, multiple representations, building on prior knowledge, instructional conversation, culturally responsive instruction and technology-enriched instruction. These strategies are more effective when interwoven together and when the classroom expectations are high. **The researchers stress that the most important issue related to effective classroom instruction is not the form it takes but the quality of the instruction** (H.C. Waxman and K. Tellez, *A National Study of School Effectiveness for Language Minority Student Long-term Academic Achievement*, Santa Cruz CA: Center for Research on Education, Diversity and Excellence, 2002.)

Teachers often assume that if students can converse well in English, they can also complete academic tasks. Studies, however, show that while conversational ability can be acquired within 1-3 years, academic proficiency can take 5-9 years to develop. (Jana Echevarria, "Helping English Language Learners Succeed," *Principal Leadership*, February 2006)

Linda Thompson reported findings that indicated that literacy instructional programs that use the ELL child's native language or paired bilingual strategies for early reading instruction were deemed more effective in the majority of the studies examined. In addition, if schools use a basic skills approach to address ELL students' literacy needs, it often compounds the risk for failure since these students lack a language- and literacy-rich environment that exposes them to the higher-order skills expected on state tests. (Linda Thompson, "Literacy Development for English Language Learners," *ESL Magazine*, October 2006)

----------Research Review Compiled by Betsy Shepard

SUMMARIES OF RESEARCH ON FULL-DAY KINDERGARTEN AND PRE-KINDERGARTEN PROGRAMS

Full-day Kindergarten

1. Source: "Full-Day Kindergarten Produces More Learning Gains, Study Says," *Education Week*, Vol. 25 Issue 8, 10/19/2005, p.1-16.

This article summarizes an analysis of data from a nationally representative sample of 8,000 children in public full-day programs published in the February 2006 issue of *American Journal of Education* (Valerie Lee et.al.).

Key Findings:

- More than half of US kindergarten students (including students in private schools) now attend full-day kindergartens.
- Kindergarteners in full-day programs learn more over the course of the school year than their counterparts in half-day programs – the equivalent of about an extra month of schooling.
- Children who attend full-day kindergarten tend to be less advantaged, socially, economically, and academically, than their peers in half-day programs.
- Full-day kindergartens are more common in the South and the Midwest than they are in the Northeast and West.
- Contrary to previous findings, the study found that disadvantaged children don't seem to gain more from full-day programs than their more advantaged counterparts do. Rather, all children learn more in daylong classes.

2. Source: "The Effects of Full-Day Versus Half-Day Kindergarten: Review and Analysis of National and Indiana Data," by Jonathan A. Plucker, et al. reported in *Education Policy Brief,* Center for Evaluation & Educational Policy, Volume 3, Number 4, Spring 2005.

The Indiana Association of Public School Superintendents contracted with the Center for Evaluation and Education Policy to conduct a review of research on full-day kindergarten. The report sought to answer three questions: What does national research say about the effectiveness of full-day kindergarten? What does the Indiana data say about full-day kindergarten? And how is time used within full-day kindergarten programs?

Conclusions;

- Both the Indiana and national data provide evidence that, relative to half-day programs full-day kindergarten is associated with a wide range of positive outcomes, including improved student achievement and social and behavioral development.
- The positive outcomes associated with full-day kindergarten appear to be larger for disadvantaged students in both the national and Indiana research.
- Full day kindergarten is expensive relative to half-day programs.
- The added time in a full-day program fundamentally changes the nature of activities that occur in that program. Not only do teachers tend to do more in full-day programs, they

tend to use more of the instructional strategies that researchers recommend to promote young children's learning.

3. Source: *WestEd Policy Brief*: *Full-Day Kindergarten: Expanding Learning Opportunities,* April 2005.

This brief looks at the research on full-day kindergarten. It identifies some of the concerns as well as policy considerations.

Benefits of full-day kindergarten:

- Contributes to increased school readiness. Students do better with the transition to first grade, show significant gains in school socialization, and are equipped with stronger learning skills
- Leads to higher academic achievement on standardized tests as well as in classroom grades
- Improves student attendance
- Supports literacy and language development
- Benefits children socially and emotionally
- Decreases costs by reducing retention and remediation rates.

Concerns about full-day kindergarten:

- Demands on children – overly demanding curriculum, loss of important time for informal play and exploration
- Accessibility – targeting underserved students can lead to complaints from those not included in the program
- Cost - opponents contend that potentially greater costs of longer day could outweigh benefits
- Local autonomy – pointing to differences in local contexts demographics and facilites, some argue that kindergarten policies should be locally driven
- Competition for early childhood funding and quality staff – loss of preschool staff to higher paying kindergarten positions.

Policy Considerations:

- Make access universal, with participation voluntary
- Identify potential cost savings
- Develop a comprehensive strategic plan for early care education, birth to age eight.

4. Source: "Comparing Longitudinal Academic Achievement of Full-Day and Half-Day Kindergarten Students," *Journal of Educational Research*, Vol. 99, No.5, May/June 2006.

The authors compared the achievement of children who were enrolled in full-day kindergarten to a matched sample of students who were enrolled in half-day kindergarten on mathematics and reading achievement in grades 2, 3 and 4, several years after they left kindergarten. The study was conducted on one school over a relatively long period of time with well-established measures and with reasonably well-equated groups.

Key findings:

- Students in the full-day kindergarten class demonstrated higher achievement at the end of kindergarten than did their half-day counterparts.
- By the start of first grade, the benefits of full-day kindergarten have diminished to a level that has little practical value.
- That effect is consistent across two measures of reading and one measure of mathematics.
- That effect was consistent by gender.

5. Source: Valerie E. Lee et.al., "Full-Day vs. Half-Day Kindergarten: Which Children Learn More in Which Program?" Paper presented at the annual meeting of the American Sociological Association, Anaheim CA, 2001. Revised January 29, 2002.

This evaluation of longitudinal data from The Early Childhood Longitudinal Study examined children's learning in a nationally representative sample of over 10,000 kindergarteners in public and private schools in 1998-99. The authors examined kindergarten children's learning in full-day (58% of children) and half-day (42% of children) at the beginning and end of the year.

Findings:

- Children who attend full-day kindergarten programs learn more in literacy and mathematics over the kindergarten year than those in half-day programs.
- The full-day advantage in literacy amounts to slightly more than one month and the advantage in math is slightly less than one month.
- Full-day kindergarten is equally effective for children of different social backgrounds. (Note: This is contrary to findings in most other full-day kindergarten studies, which have found that lower income/at-risk students benefit more from full-day kindergarten than more advantaged peers.)

Pre-Kindergarten/Pre-school Education

1. Source: W. Steven Barnett, et al., *The Effects of State Prekindergarten Programs on Young Children's School Readiness in Five States,* National Institute for Early Education Research, Rutgers University, December 2005.

This study estimated the effects of five state-funded preschool programs on entering kindergartners' academic skills using rigorous research design. Receptive vocabulary, early literacy, and math skills were assessed in a sample of 5,071 children from Michigan, New Jersey, Oklahoma, South Carolina, and West Virginia. The study found "these state-funded preschool programs to have statistically significant and meaningful impacts on children's early language, literacy, and mathematical development, with some evidence of an enhanced program effect for print awareness skills for children in low-income families."

Key Findings:

- State-funded preschool produces an increase in children's vocabulary scores of nearly 4 raw score points, which translates into an additional four months of progress in vocabulary growth.
- State funded preschool produced a 13 percent increase in children's average math scores.

- State-funded preschool had strong effects on children's understanding of print concepts. The program produced 85 percent more growth over the year and a 39 percent increase in children's print awareness scores. Children who attended state-funded pre-school knew more letters, more letter-sound associations and were more familiar with words and book concepts.

- No significant effects on children's phonological awareness were found.

*NOTE: A common element across all state-funded preschools was that all or nearly all teachers had a four-year college degree with an early childhood education specialization.

2. Source: Walter S. Gilliam and Edward F. Zigler, "A Critical Meta-analysis of All Evaluations of State-Funded Preschool from 1977-1998: Implications for Policy, Service Delivery and Program Evaluation," Yale University Child Study Center, *Early Childhood Research Quarterly*, 15, 2001, pp. 441-473.

By 1998, 13 of the 33 State preschool programs had completed a formal evaluation of the program's impact on child outcomes. This paper presents a critical meta-analytical review of these evaluations.

Key Findings:

- The pattern of overall findings may offer modest support for positive impacts in improving children's developmental competence in a variety of domains, improving later school attendance and performance, and reducing subsequent grade retention.

- Significant impacts were mostly limited to kindergarten and first grade; however, some impacts were sustained several years beyond preschool.

- The results of these studies were similar to evaluations of other large-scale preschool programs for low-income children, e.g. Head Start.

- There is ample evidence that high-quality preschool programs can produce meaningful effects for low-income children.

3. Source: ERIC Clearinghouse on Urban Education, *Closing the Achievement Gap: Principles for Improving the Educational Success of All Students,* ED460191, 2001.

This digest briefly reviews the educational policies and practices whose effectiveness in closing the achievement gap has been shown. The digest cites the following early childhood development initiatives as effective measures for closing the achievement gap:

- Provision of high quality preschool programs that foster young children's development of social and school readiness skills, develop their interests in learning, and orient them toward academic achievement.

- Provision of parent education programs, social service resources, and, possibly financial support to help families learn how to make a concrete commitment to their children's academic success, to teach families to promote children's cognitive development and improve their homes as a learning environment, and to encourage families to take advantage of school and community resources that support achievement.

- Provision of family literacy programs.

4. Source: Steven Barnett and Cynthia Esposito Lamy, *Estimated Impacts of Number of Years of Preschool Attendance on Vocabulary, Literacy and Math Skills at Kindergarten Entry,* National Institute for Early Education Research, Rutgers University, 2006.

This study investigates the relative effects of one or two years of preschool on entering kindergartners' academic skills (receptive vocabulary, phonological awareness, print awareness and early math skills) in a sample of preschoolers living in high-poverty school districts.

Key Findings:

- Two years of preschool significantly increases children's vocabulary over scores for children who did not attend, but the effects of only one year attendance at age four are not statistically significant.

- For both print awareness and math skills statistically significant increases were found for children who attend for one or two years over children who did not attend.

- The study's findings indicate there is a good reason to provide high-quality preschool programs to 3-year old children disadvantaged by poverty.

----------Research Review Compiled by Mike Garling

SUMMARY OF THE RESEARCH ON SCHOOL SIZE

Context

A century ago, schools were small and reflected the surrounding community. During the 20th century there were a surge of enrollments and a consolidation of schools to create fewer districts and larger schools (D.T. Smith and A.J. De Young, "Big School vs. Small School: Conceptual, Empirical and Political Perspectives on the Re-emerging Debate." *Journal of Rural and Small Schools*, Winter 1988). The changing economy in the first half of the century required higher levels of education. Americans admired the business model that "bigger was better" and expected economies of scale to result from building bigger schools. In 1959, Harvard President, James B. Conant, wrote the influential study, "The American High School Today," which called for comprehensive high schools to offer a wider variety of opportunities (academic, vocational and general) and to promote racial integration and diversity (New York: McGraw-Hill). Between 1940 and 1990, Kathleen Cotton recounts in "School Size, School Climate and Student Performance," (Northwest Regional Educational Laboratories, 1996), the number of elementary and secondary public schools declined 69 percent, despite a 70 percent increase in the nation's population. Though consolidation efforts continue, current research supports reversal of these reforms and the movement toward smaller high schools (*Washington Post*, "How Schools Went From Small to Supersized," November 28, 2005).

What is Meant by Large and Small Schools?

In her research review on school size cited above, Kathleen Cotton suggests that while there is no clear agreement on what is meant by "large" or "small," researchers concur on the following:

> "On average, the research indicates that an effective size for an elementary school is in the range of 300-400 students and that 400-800 students is appropriate for a secondary school."

What Does the Research Say?

The following findings are excerpted from Cotton's research review:

- The research base on the effects of large and small schools is large and consistent.
- Though the research base on the effects of school-within-a-school (SWAS) arrangements is smaller, the limited evidence of SWAS schools suggests that there is a student benefit if the SWAS is sufficiently separate and distinct from the other school(s) housed in the building.
- Much school consolidation has been based on the beliefs that larger schools are less expensive to operate and have higher quality curricula than small schools.
- Attributes associated with small school superiority are:
    - Everyone's participation is needed, so that no one is overlooked.
    - Adults and students know and care about each other to a greater degree.
    - A higher rate of parental involvement is evident.
    - Student and staff have a strong sense of personal efficacy.
    - Relevant learning activities are experiential, individualized and flexible.
    - Students take responsibility for their own learning.
    - Grouping and instructional strategies support higher student performance.

Furthermore, in small schools:

- Academic achievement is at least equal and often superior to that of large schools.
- Student attitudes toward school in general and to subjects are more positive.

- Student social behavior–as measured by truancy, discipline problems, violence, theft, substance abuse, and gang participation–is more positive.
- Levels of extracurricular participation are much higher and more varied, and students derive greater satisfaction from their extracurricular participation.
- Student attendance is better.
- A smaller percentage of students drop out.
- Students have a greater sense of belonging.
- Student academic and general self concepts are higher.
- Interpersonal relations (students and staff) are more positive.
- There are no student differences in college-related variables such as entrance exam scores, acceptance rates, grade point average, and completion.
- Teacher attitudes towards work and administrators are more positive.

And finally, Cotton found that poor and minority students are more adversely affected–academically, attitudinally, and behaviorally–by attending large schools than other students. NOTE: Unfortunately, these students continue to be concentrated in large schools.

Most of the nation's poor, urban children of color attend large schools. Across the country, many elementary schools are enrolling upward of 1,000 children, according to Bank Street College of Education: *Small Schools, Great Strides,* 2000

As stated in the *Focus Newsletter: A Newsletter for Selected School Board Members in Washington State* (Vol. 1, No. 9, November 2002), research does not bear out the popular belief that a greater variety of curricular offerings provide students with more rigor or better preparation for postsecondary pursuits. In fact, on average, not more than 12 percent of students take courses unique to large schools. What small schools offer to students is focus and the opportunity to go deeper. Throughout the history of schools in this country, parents of means have insisted that their children attend smaller schools. In 1988, the average prep high school had 298 students (Bank Street College of Education: *Small Schools, Great Strides,* 2000).

Quantitative studies have firmly established small schools as more productive and effective than large ones. Those benefits have been confirmed with clarity and at a level of confidence rare in the annals of education research. In addition, small schools appear especially powerful in helping students most at risk of not thriving in school, whether they live in big cities or rural areas. (Mary Anne Raywid, "Synthesis Of Research. Small Schools: A Reform That Works, *Educational Leadership*, Vol. 5, No.4, December/January 1998)

Though many view small schools as unaffordable, there is research to suggest that the economies of scale of large schools are illusory, (*West Ed Policy Brief: Are Small Schools Better?* October 2001.) Researchers have begun analyzing costs in new ways, as described in a New York City small schools study that concluded that the cost per graduate in small schools is less, due to lower dropout and higher graduation rates. Researchers in the study found that "quite small additional budgets" were "well worth the improved outputs." (L. Steifel et al., *The Effects Of Size Of Student Body On School Costs And Performance In New York City High Schools*, New York University Institute for Education and Social Policy, 1998).

Downsizing cannot, by itself, guarantee that school transformation will unfold or that marvelous teacher and student performance will occur (Karen Irmsher, *School Size: ERIC Digest*, 1997). But when small schools are successful, they tend to use innovative teaching methods including:

- Mixing students according to skill /readiness levels, not arbitrary age groupings
- Individualized learning activities
- Grouping of students to work cooperatively
- Pooling of teachers' skills and abilities for team teaching
- Learning that is both active and relevant to the world beyond the classroom (*Big Learning at Small Schools*, NWREL, 2001)

Clearly, there is persuasive support for small schools and yet a gap remains between research and practice. The determinant of school size is often still the result of other factors-political, economic, social, and demographic (Davant Williams 1990, cited in Cotton, op. cit.).

The Small Schools Movement to Date

While progressive minded reformers such as Deborah Meier and Ted Sizer have supported small schools for decades, the Bill and Melinda Gates Foundation has made small schools the biggest and hottest reform in education today at the high school level (Barbara Miner, "The Gates Foundation and Small Schools," *Rethinking Schools*, Summer 2005). Based on much of the research cited above, the Gates Foundation calls the "Three R's" essential to its small schools: academic **Rigor**, courses **Relevant** to a student's life, and meaningful **Relationships**.

As spelled out in *A Call to Action: Transforming High School for All Youth*, from the National High School Alliance (April 2005), there is no one-size-fits-all model that will be effective and sustainable in all contexts. Rather, they spell out six non-negotiable, interdependent **Core Principles** that must be addressed. Researchers feel that the following principles can be more successfully met in a small school environment:

- Personalized learning environment
- Academic engagement of all students
- Empowered educators
- Accountable leaders
- Engaged community and youth
- An integrated system of high standards, curriculum, instruction, and assessments

Other options for creating smaller school environments underscoring the critical importance of relationships involve schools within schools (SWAS) that support smaller learning community strategies such as academies, magnets and houses (W. DeJong and F. Locker, "When Large is Small," *American School Board Journal*, October 2006).

According to *West Ed Policy Brief: Are Small Schools Better? School Size: Considerations for Safety and Learning* (October 2001), smallness alone does not translate to effectiveness, In fact, when small schools act like large ones, e.g., retaining departmental structures, little improvement is likely. But smallness does offer opportunity for more personal connection and the leeway to reform programs and practices to enhance learning. Some positive changes that smallness invites are

- Strong personal bonds

- Parent and community involvement
- Simplicity and focus
- Improved instructional quality
- Improved teacher working conditions and job satisfaction
- Built in accountability

The West Ed brief continues by stating that, in short, while large schools tend to be de-personalized, rule-governed organizations, small schools are able to be close-knit flexible communities where no one is a stranger (Thomas Sergiovanni, *Leadership for the Schoolhouse: How is it Different? Why is it Important?* San Francisco: Jossey-Bass, 1996). As such, they are able to temper the negative effects of poverty so that success is not stratified along socioeconomic lines (M.A. Raywid, "Synthesis of Research: Small Schools: A Reform that Works*," Educational Leadership*, Vol. 55 No.4, December/ January 1998, pp.34-39).

Research Cautions To Date

Small schools can lead to elitism, competition, stereotyping, unintended tracking, special education student barriers, and inequity of access for the poor and disadvantaged (Barbara Miner, "The Gates Foundation and Small Schools," *Rethinking Schools*, Summer 2005, pp. 21-26).

Sometimes starting small schools from scratch is preferable to breaking up existing schools (C. Gewertz, "Failed Breakup of H.S. in December Offering Lessons," *Education Week*, March 2006).

Leadership in small schools must have a shift in emphasis that creates greater clarity in focus, strengthens interpersonal relationships between adults and students and supports improvements in teaching and learning (M. Copland, and E. Boatright, "Leading Small," *Phi Delta Kappan*, June 2004).

Small school resources should be targeted to schools with concentrations of poor and minority students (*West Ed, Policy Brief: Are Small Schools Better?* October 2001).

----------*Research Review Compiled by Betsy Shepard*

SUMMARY OF THE RESEARCH ON TECHNOLOGY IN INSTRUCTION

Context

Ringstaff and Kelley have noted that "The term 'technology' can be used to mean a wide variety of things, from computers to pencils." They settle on a definition of technology in education that is also used here: "computer-based tools — both hardware and software, the Internet, and computer-based multimedia" (from Cathy Ringstaff and Loretta Kelley, *The Learning Return On Our Educational Technology Investment: A Review of Findings from Research*, 2002).

Use of computers to deliver instruction began in K-12 schools in the early sixties, with the use of simple programs in mathematics and reading that individualized learning by providing students with immediate feedback on their performance together with drill and practice exercises appropriate to their level of learning. By 1975, 55 percent of schools had access to technology and 23 percent were using computers primarily for instruction (Andrew Molinar, "Computers in Education: A Brief History" *THE Journal,* June 1997). By 2003, 91 percent of students in nursery school through 12th grade were using computers (Matthew DeBell and Chris Chapman, *Computer and Internet Use by Students in 2003,* National Center for Education Statistics, 2006).

Today computer use has moved far beyond simple drill and practice to using technology as a tool to facilitate and enhance almost everything that students do. According to a 2005 article from the North Central Regional Educational Laboratory (NCREL), over the last decade, the US has invested more than $66 billion in school technology ("Critical Issue: Using Technology to Improve Student Achievement," 2005, Retrieved from http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te800.htm#reference). According to NCREL, "This unprecedented level of investment in educational technology has raised expectations of legislators and the public who are now looking for returns on this investment."

Although widespread, use of technology is still not equitable. Data released in September 2006 indicated that "Two of every three white students--67 percent--use the internet, but less than half of blacks and Hispanics do," In addition the report found that "Thirty-seven percent of those from families with incomes below $20,000 use computers at home, compared to 88 percent of those living in families with annual incomes over $75,000" (Matthew DeBell and Chris Chapman, op.cit.). Because some groups of students have limited access to computers at home, many look to the schools to provide the computer access that can close the "digital divide."

What Does the Research Say?

Findings on the effect of computers on learning have been uniformly positive. In 1991, James Kulik at the University of Michigan performed a meta-analysis on several hundred well-controlled studies in a wide variety of fields at the elementary, secondary, higher- and adult-education level. He found that computer-based education could increase scores from 10 to 20 percentile points and reduce time necessary to achieve goals by one-third. (James Kulik, and Chen-Lin Kulik, "Effectiveness of Computer-based Instruction: An Updated Analysis," *Computers in Human Behavior,* Vol. 7 No.1-2, pp.75-94, 1991).

In 2000, John Schacter examined what he called the "five largest scale studies of education technology to date" collectively involving over 700 studies nationwide and over the previous

decade. He found that students with access to computer assisted instruction, integrated learning systems technology, simulations and software that teach higher order thinking, collaborative networked technologies, or design and programming technologies, show positive gains in achievement on researcher constructed tests standardized tests, and national tests (Schacter, J. *The Impact of Education Technology on Student Achievement: What the Most Current Research Has to Say*, Milken Exchange on Education Technology, Santa Monica CA. 2000, Retrieved from www.mff.org/publications/publications.taf?page=161).

Similar positive effects have been found in specific academic areas, particularly writing. Goldberg et al.conducted a meta-analysis of 26 studies and found that "on average, students who develop their writing skills while using a computer produce written work that is .4 standard deviations higher in quality than those who learn to write on paper" (Amie Goldberg, Michael Russell, and Abigail Cook, "The Effect of Computers on Student Writing: A Meta-Analysis of Studies from 1993 to 2002," *The Journal of Technology, Learning and Assessment (JTLA),* February 2003). In 2003 Kulik examined eight meta-analyses covering 335 studies. He concluded that "Most studies carried out during the 1990s found that enrichment programs have positive effects on student writing skills. . . " and "in fact, simply giving students greater access to computers and Internet resources often results in gains in writing skill" (James Kulik, *Effects Of Using Instructional Technology In Elementary And Secondary Schools: What Controlled Evaluation Studies Say*, Arlington, Virginia: SRI International 2003. Retrieved from http://www.sri.com/policy/csted/reports/sandt/it/Kulik_ITinK-12_Main_Report.pdf. These meta-analyses and others have shown similar positive effects on science (Sule Bayraktar, "A Meta-Analysis of the Effectiveness of Computer-Assisted Instruction in Science Education," *Journal of Research on Technology in Education,* Vol 34, No. 2, 2002), mathematics (Wenglinsky, "Does It Compute? The Relationship Between Educational Technology and Student Achievement in Mathematics," Educational Testing Service, 1998) and reading (National Reading Panel, 2000,), Regarding reading, noted literacy researcher Michael Kamil explains, "The key benefits of computer-based reading lessons are simple: They help students practice reading at their own pace and give individualized instruction and immediate feedback -- all when the teacher might be occupied helping other kids" (Michael Kamil, "Reading in a Digital Age," *Threshold Magazine,* Vol. 5, Fall 2005).

Most of the above studies examined use of the computer as a "tutor," what Thomas Reeves has called "learning *from* computers" as differentiated from "learning *with* computers," which is "using technology as a tool that can be applied to a variety of goals in the learning process." In more advanced usage of computers, technology becomes a tool or resource to help students develop higher order thinking, creativity, and research skills. (1998, cited by Cathy Ringstaff and Loretta Kelley op. cit.) The use of technology in learning promises even more when the computer is used as a tool in the context of project-based learning.

According to Ringstaff and Kelley, in numerous studies of students learning *with* technology, teachers have reported that technology encourages them to be more student-centered, more open to multiple perspectives on problems, and more willing to experiment in their teaching. Ringstaff and Kelley cite studies that found that in technology-rich classrooms, students become more engaged and more active learners, and there is typically a greater emphasis on inquiry and less on drill and practice. They cite other studies that found that technology also encourages student

collaboration, project-based learning, and higher-order thinking.

Similarly, a research review by Cradler, McNabb, Freeman and Burchett summarized the work of more than 20 researchers to conclude that "research and evaluation show that technology can enable the development of critical thinking skills when students use technology presentation and communication tools to present, publish and share results of projects. ("How Does Technology Influence Student Learning?" *Learning and Leading with Technology,* Vol. 29, No. 8, May 2002). They too concluded that collaborative activities are key components of successful computer use. A web page on the Center for Applied Research in Educational Technology (CARET) website reviewed ten studies that indicated that "technology can enable the development of higher order thinking skills when students work in collaborative groups while using computers to solve problems" (Retrieved from http://caret.iste.org/index.cfm?useaction=evidence&answerID=8).

Factors that Make Technology Successful in the Classroom

In 2001, in *Oversold and Underused,* (Harvard University Press) Larry Cuban maintained that many computers were "gathering dust" on the edges of classrooms because teachers did not want or did not know how to use them to enhance learning. Whether or not this is still true in 2006, researchers agree that among the factors that determine whether computers will be used successfully in classrooms, adequate training is primary.

Ringstaff and Kelley as well as Cradler and Bridgforth *(Recent Research on the Effects of Technology on Teaching and Learning. Policy Brief,* San Francisco CA: WestEd Regional Educational Laboratory, 1996) and other researchers cite a number of studies that conclude that technology is effective when

- Teachers have adequate training in its use
- Administrators are supportive of technology use
- Computers have adequate technical support
- Computers are integrated into the curriculum and long-terms plans of the school, and teachers are included in the integration and planning activities
- There is sufficient access to technology.

Two items in this list, training and technical support, are big ticket items that must be included in planning the integration of technology into the classroom.

Roschelle et al. identify four fundamental characteristics of how technology can enhance both what and how children learn in the classroom: (1) active engagement, (2) participation in groups, (3) frequent interaction and feedback, and (4) connections to real-world contexts. They also emphasize the importance of embedding technology in a broader education reform movement that includes improvements in teacher training, curriculum, student assessment, and a school's capacity for change (J. Roschelle, R. Pea, C. Hoadley, D. Gordin, and B. Means, "Changing How And What Children Learn In School With Computer-Based Technologies," *The Future of Children*, Vol. 10, No. 2, 2000, pp. 76-101).

Regarding access to computers, Ringstaff and Kelly (op.cit.) report that there is no universal agreement about what is "sufficient." They cite a West Virginia study (Mann, Shakeshaft. Becker and Kottkamp, 1998) that found that students who had access to computers in their classrooms showed more improvement in basic skills than those who received instruction in

computer labs. Ringstaff and Kelley state that the decade-long Apple Classrooms of Tomorrow (ACOT) Study began by offering 1:1 student-to-computer access but "learned that sufficient access did not require a computer on every desk," and that the ACOT project concluded by utilizing ratios of 5 students to each computer, with an emphasis on group collaborative projects.

Nevertheless, 1:1 computing is one of the most ambitious attempts to close the digital divide. Some researchers have seen handheld computers as a cost effective means to provide 1:1 technology access. A 2002 SRI study looked at the use of handhelds in 100 elementary and secondary classrooms across the United States. Dr. Barbara Means is quoted as saying that one unique benefit of handhelds is that "students can have a portable device ready-at-hand for learning activities wherever they go." Surveys revealed that 89 percent of teachers said handhelds were an effective instructional tool, and 93 percent of teachers said that handhelds had a positive impact on student learning ("New SRI International Study Shows Handheld Computers Can Increase Learning in K-12 Classrooms," SRI, 2002).

In spite of the promise of handhelds, the small screen size of handhelds together with lower prices for new laptop computers are leading educators away from handhelds to one-to-one (1:1) laptop initiatives. In case studies of 10 schools with 1:1 laptop programs in Maine and California, Warschauer concluded that such programs promote

- Greater student engagement
- More and better writing
- Deeper learning
- Easier integration of technology into the curriculum

Warschauer, however, concluded that 1:1 initiatives would not necessarily improve test scores, or at least not until they had been in operation for a number of years (Mark Warschauer, "Going One-to-One," in *Educational Leadership,* December 2005).

The Maine Learning Technology Initiative provided all of Maine's 7th and 8th grade students and their teachers with laptop computers. Participating teachers reported that

- Laptops helped teachers to more effectively meet their curriculum goals, and individualize their curriculum to meet particular student needs.
- Laptops helped teachers better meet Maine's statewide learning standards.
- All types of students are more engaged and more motivated to learn, particularly at-risk and special needs children.
- The greatest obstacles in integrating this technology into the classroom are lack of technical support, lack of professional development opportunities, and lack of time.

(David L. Silvernail, and Dawn M. Lane, *The Impact of Maine's One-to-One Laptop Program on Middle School Teachers and Students: Phase One Summary Evidence,* Maine Education Policy Research Institute, University of Southern Maine Office, February 2004)

A 2005 study of the initial nine months of a 1:1 laptop program in six New Hampshire middle schools had similar findings. Damian Bebell concluded that the data reflected increased use of technology across the curriculum, student engagement and motivation, and teacher-

student interactions (Damian Bebell, *Technology Promoting Student Excellence: An Investigation of the First Year of 1:1 Computing in New Hampshire Middle Schools,* Technology and Assessment Study Collaborative, 2005).

For schools without large numbers of computers, one way to make information on one computer accessible to a whole class is through an interactive white board, which is large, touch-sensitive board connected to a digital projector and a computer. The projector displays the image from the computer screen on the board. The computer can then be controlled by touching the board, either directly or with a special pen. The British Educational Communications and Technology Agency reports research that found that interactive whiteboards enable teachers to integrate ICT into
their lessons while teaching from the front of the class (Smith H 2001), allow greater opportunities for participation and collaboration (Levy 2002), and allow students to access technology without using a keyboard, increasing access for younger children and students with disabilities *(*Goodison 2002*)*. (All cited in *What the Research Says about Interactive Whiteboards,* BECTA, 2003*)*

Use of Technology in Special Education and with English Language Learners
Assistive Technology is the "use of technology to increase, maintain, or improve functional capabilities of a child with a disability." Research indicates it holds promise for special education. A recent CARET review of nine studies concluded, "Carefully chosen technology applications that provide immediate student feedback and progress monitoring can be more effective than regular group instruction for educationally handicapped students." The study reviewed tutoring software, and software for dyslexia, cerebral palsy, autism, hyperactivity, and other learning and behavioral problems. The review noted, "The main theme in this research has been on the creation of learner-centered environments and the development of positive interactions among students" (Center for Applied Research in Educational Technology, *Topic: Student Learning,* Retrieved from http://caret.iste.org/index.cfm?useaction=evidence&answerID=62). In 2003, Palmer reported that a technology-based reading intervention program, READ 180, resulted in significant gains in reading fluency and comprehension for special education students, with 18 percent of students no longer needing special education services in reading after one year of intervention (N. Palmer, *READ 180 Middle-School Study:* Des Moines Iowa 2000-2002. Retrieved from http://teacher.scholastic.com/products/read180research/pdf/DesMoines_Study.pdf).

Technology has also been seen to have many benefits for English Language Learner (ELL) students including individualized learning, an instructional sequence tailored to their specific needs, and an ability to control their own learning. A North Central Regional Educational Laboratory survey of this topic noted that Padron and Waxman (1996) reviewed a number of research studies leading them to conclude that technology is effective for ELLs in part because it motivates students who " are often disengaged from school." Particularly, they mention the success of using animation software for communicating science concepts to ELL students, programs that emphasize vocabulary learning, phonetic awareness, and basic literacy skills, and hypermedia to individually address levels of fluency, content knowledge and student motivation and interest. (Using Technology to Support Limited-English-Proficient (LEP) Students' Learning Experiences, Retrieved from http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te900.htm).

----------*Research Review Compiled by Jo Ann Mazzarella*

SUMMARIES OF THE RESEARCH ON GRADE CONFIGURATION

1. Source: Catherine Paglin and Jennifer Fager, *Grade Configuration, Who Goes Where?* Northwest Regional Education Laboratory, 1997.

This research focuses on three central issues related to grade span: (1) the appropriateness of grouping certain grades together, (2) the number of grades included in a school and the number of classrooms within each grade (3) the number of school transitions students will typically be required to make in their K-12 educational experience.

Key Findings:

- Grade configurations are often dictated by geographic location of the student population.

- Critical factors that come into play for schools with broad grade spans include the nature of role modeling older students provide for younger students, the staff's training and experience, and building size.

- Schools with narrow grade spans experience frequent student turnover. Narrow grade spans also impose on students the stress of frequent school transitions.

- No particular sequence of grade spans is perfect or in itself guarantees student achievement and social adjustment.

2. Source: David Wihry et al., "Grade Span and Eighth Grade Achievement: Evidence from a Predominantly Rural State," *Journal of Research in Rural Education*, Vol 8, No. 2, Summer 1992, pp.58-70, EJ 464 598.

This research used data from the annually administered Maine Educational Assessment (MEA) to measure influence of grade span on the achievement of eighth graders.

Key Findings:

- Eighth graders learning in elementary settings (K-8, K-9, and 3-8) outperformed eighth graders in schools with other grade configurations.

- Eighth graders attending school in junior/senior school environments performed less well than eighth graders in all other grade configurations.

- "Full-scale" achievement and reading achievement were more related to grade span than was mathematics achievement.

- The authors suggest that, as well as grade configuration, "such considerations as instructional specialization, tracking, and within class ability grouping, as well as staff recruitment and training practices, expectations of student performance and sensitivity to individual differences among students should be considered as potential explanations for superior academic performance" of eighth graders learning in elementary settings.

3. Source: H.S. Norwood, *Update on the Relationship Between Elementary Grade Span and Student Achievement: Identification of Human Interactions and Behaviors in a Kindergarten-2nd grade Configured Young Primary Elementary Which Result in Superior Student Achievement Observed in the 4th & 5th Grade*, U.S. Department of Education, 2002.

This study was performed within a single school district, the Kenai Peninsula Borough School District, that included K-2, K-6, K-8, and K-12 structured schools.

Key Findings: the results of the survey revealed significantly higher achievement in fourth and fifth grade students who had attended K-2 configured schools than those in other configurations (K-6, K-8, and K-12). In decreasing order of magnitude, the following variables are more prevalent in the K-2 young primary environment verses a wider grade-span elementary, and their increased presence relates to superior student achievement in later years:

- Resources dedicated to young primary education
- Parental involvement
- Collaborations between administrators, teachers and special service personnel
- Foundation, the ability to establish social and emotional competence, language, cognition, and teaching strategies that lead to the next levels of accomplishment
- Teacher training
- Teacher efficiency with regard to aligning young primary students' interest and abilities
- High expectations with regard to being able to develop social and emotional competence in students
- Principal leadership, disposition to implement early learning programs, guidelines and standards
- Teacher stability, disposition to implement early learning programs, guidelines and standards
- School Climate, the environment that promotes a positive learning experience.

4. Source: Dr. William DeJong and Joyce Craig, *Age Appropriate Schools: How Should Schools Be Organized?* DeJong and Associates INC, 2002.

These authors, extensively involved in educational facility planning and programming for new and renovated school facilities throughout America, report there is no clear indication that one grade configuration over another is more appropriate when one considers test scores. They suggest that as we think about the future, we need to stretch beyond grade configuration questions and, regardless of student age, consider developing age-appropriate learning environments around the following student needs:

- Strong foundation of basic skills
- Ability to work in teams
- Ability to manage information
- Ability to solve problems
- Good communication skills
- Ability to get along with others.

----------Research Review Compiled by Mike Garling

SHAPING 4J'S FUTURE

FOCUS GROUP RESOURCE GUIDE

SECTION 4

BUILDING CAPACITY

Elementary

Middle School

High School

School-by-School

Following this memo is a report called "Classroom Utilization" which has been prepared by the Building Capacity Study Team. Members of this team are Bill Hirsh, Kay Mehas, and Dennis Urso. The team visited each school in the district for a review of its facility and its capacity in relation to its providing instruction and programs. Besides the report, the team is also sending the comments printed below; they highlight issues related to each level and then summarize the findings overall.

Elementary Schools: SPED/Flex Spaces
Four spaces are reserved at each elementary school whereby two are for SPED and two are for instructional flex use. A few schools listed as over-capacity in the report are not over capacity now because they do not use as many SPED/flex spaces as the model allows.

Elementary Schools: Kindergarten
One or two classrooms are reserved for kindergarten at every elementary school except Chavez ES and River Road ES. Each kindergarten classroom can house an AM and PM session with an equivalent of 25 full-day student FTE. For a school with 1 or 3 kindergarten classrooms, the kindergarten capacity figured in this manner will be 12.5 FTE students greater than the actual usage, assuming that a kindergarten room is not needed or used for instruction all day. River Road ES and Chavez ES operate all day kindergarten so that their totals are the same at every grade, and kindergartens are not pulled out and separated from other grades levels.

Middle Schools
Four SPED/flex rooms are reserved at each middle school except Madison MS and Cal Young MS; there, because Madison MS and Cal Young MS have considerable commons/flex areas, three rooms are reserved instead of four. One gym per school is counted as an instructional space. Capacity at the middle schools is based on the number of periods per day the school operates, allowing one for teacher preparation. Middle schools operate at 4, 6 or 7 period days. Included is information of what the capacity would be if all schools operated in the same manner.

High Schools: Classrooms
A variety of classrooms at high schools are not included in the total classroom count when they are used for offices or special services. These rooms are listed as support spaces and are included in the summary sheet, but they are not used to count capacity.

High Schools: Instruction Periods & Capacity
Sheldon HS, Churchill HS, and North Eugene HS operate 4-period days while South Eugene HS operates a 7- period day. It is assumed that each teacher has one period per day for preparation. The number of periods a school operates per day has a direct impact on capacity.

For example, South Eugene HS with its 7-period day has a capacity of 1,865 students; this is 163 students more than the current enrollment of 1,702. If SEHS

were to operate on a 4-period day, the capacity would be 1,632, or 70 less than current enrollment. Sheldon HS operates on a 4-period day, which results in a capacity of 1,488, or 154 students less than the September 30 enrollment of 1,642. Hypothetically, if Sheldon HS were to operate on a 7-period day, there would be excess capacity of 58 students based on the current model.

Excess capacity is capacity less current enrollment. Current enrollment is computed on students being in school all day, needing to use classrooms every period. This is not the actual case at the high school level. However, usage is not spread evenly over the day, and hence without further study, the current model is only our best case, conservative starting point. For example, at Sheldon HS, if classroom use were spread evenly over the day and the students were in school 3 out of 4 periods, then capacity would be based on 75% of enrollment. At this time, 75% of 1,642 students enrolled would be 1,232 students; with 1,488 spaces available in any period, there would be an excess capacity of 266 students (1,488 spaces - 1,232 students = 266 excess capacity).

Summary

In summary, these models show a current elementary school excess capacity of 890 students (with the number being fairly substantial in all regions but Churchill Region). The middle school level shows an excess capacity of 1,365; the Sheldon Region shows the least excess middle school capacity of essentially one room each at Cal Young MS and Monroe MS. The high school level shows little excess capacity district wide, based on the way we currently use the schools; the modeling requires some fine-tuning at the high school level to account for the daily attendance pattern in high schools.

Eugene School District 4J
Elementary Schools
October 2006

Statement of Assumptions

1. 25 kids per classroom on the average. Total Capacity based on 1) for other than RR & Chávez Net* 25+KG*50 2) for RR & Chávez net*25
2. Reserve for each school 2 rooms for SPED, + 2 rooms for flex space + 1 room for title for title schools only.
3. ½ size or smaller classrooms not included in the totals, unless they ca be built into one classroom or unless 2 of them can be used for one of the above functions.
4. Portables were included in some cases, where they are in good condition or where there is a recommendation to replace with a permanent wing. In some cases portables are not included and that recommendation is that they be removed.
5. No additional space designated for computer labs or music (included in flex space, if desired).
6. No space set aside for preschool, after school, or other programs.
7. This spreadsheet counts KG @ .5, except at RR & Chávez which have all day KG (KG @ 1.0). For 16 gross classrooms or less deduct 1 KG CR; for 17 gross CR or more deduct 2 KG CR.
8. No gyms, cafeterias or media centers included in totals.
9. Rooms counted in capacity appear as 0 (not included), 1 (included), 2 (counted double) in second column of individual school classroom utilization schedules.
10. The following list includes the gross number of "classrooms," the net after the above subtractions, and any comments.

School	Gross	KG Deduct	Addt'l Deduct 2 flex+ 2 SPED +Title if required	Total Deduct	Net Grades 1-5	Kids per room grades 1-5	Capacity grades 1-5	Capacity KG; KG rms x 25 (.5 fte per kid)	Total Capacity 1-5 + KG	Enrollment 9/06	Excess Capacity	Comments
Adams/Hillside	19	2	4, 1T	7	12	25	300	50	350	295	55	Music now in addition in poor shape, not included
Awbrey Park	25	2	4, 1T	7	18	25	450	50	500	437	64	
Chávez	25	0	4, 1T	5	20	25	500	0	500	495	5	Multiple small rooms that can be used for T, A, or ELL; all day KG
Coburg	11	1	4	5	6	25	150	25	175	143	32	
Crest Drive	12	1	4	5	7	25	175	25	200	201	-1	Total includes 3 portables; replace with permanent wing (6CR)
Edgewood	20	2	4	6	14	25	350	50	400	268	133	
Edison	15	1	4	5	10	25	250	25	275	286	-11	IMC included in total; IMC can move to room 6,7, or 8 not included
Fox Hollow	12	1	4	5	7	25	175	25	200	270	-70	Total includes 2 portables; replace with 4-6 CR wing
Gilham	25	2	4	6	19	25	475	50	525	477	49	Has additionally multiple small instructional spaces
Harris	17	2	4, 1T	7	10	25	250	50	300	164	136	2A+2B=1CR; 9A+9B=1CR
Holt	26	2	4	6	20	25	500	50	550	531	19	Multiple small rooms as at Chávez
Howard	22	2	4, 1T	7	15	25	375	50	425	271	154	Borderline for 3 SE, not counting 2 portables which need to go
McCornack	20	2	4	6	14	25	350	50	400	386	14	"Storage" portable needs to go
ML/BV	22	2	4, 1T	7	15	25	375	50	425	458	-33	
Parker/Eastside	20	2	4	6	14	25	350	50	400	366	34	Includes 2 portables good shape; replace with 4CR wing
River Road	21	0	4, 1T	5	16	25	400	0	400	331	69	All day KG
Silver Lea	25	2	4	6	19	25	475	50	525	523	3	Includes 3 portables; replace with 4CR wing
Spring Creek	21	2	4, 1T	7	14	25	350	50	400	364	37	Computer lab counted as CR; consider remodeling older wings
Twin Oaks	14	1	4, 1T	6	8	25	200	25	225	225	0	Partially finished "music room" included in total
Willagillespie	23	2	4	6	17	25	425	50	475	272	203	Excess capacity reserved for Willamette Gardens
TOTAL:							**6875**	**775**		**6761**	**890**	**Total Current Excess Capacity (Capacity-Enrollment)**

Excess Capacity by Region

222 SEHS (Edgewood, Edison, Fox Hollow, Harris,Parker)
73 CHS (Crest, Adams, McCornack, Chávez,Twin Oaks)
326 NEHS (Awbrey Park, Silver Lea,Howard, River Road, Spring Creek)
270 SHS (Coburg, Gilham, Holt, Meadowlark, Willagillespie)

Eugene School District 4J
Middle Schools
October 2006

Statement of Assumptions

1. 30 kids per classroom on the average.
2. Reserve 4 CR's for each MS for SPED or SPED/other functions (this does not match current practice), except at Madison & CYMS reserve 3 (since they have considerable "flex" space in commons).
3. No additional space designated for computer labs. If computer labs desired/required, deduct one additional classroom. In some cases, computer lab is part of media center
4. No space set aside for preschool , after school, or other programs.
5. Classrooms are generally not used all day long. Teachers often do prep period in their classrooms, either because it is more convenient or because they have no office
6. Middle schools operate at 4, 6,or 7 period days. The standard usage for a classroom in each of these cases is 3, 5 or 6 periods a day, maximum. Obviously, in the 4 period day model, reserving the classroom for use for 3 periods, leaves it vacant for 25% of the time. In a 7 period day, leaving the classroom vacant for 1 period equates to 15% vacancy. How many periods a day the school runs thus effects capacity. If there were separate teacher offices, the rooms could "theoretically" be used for the full number of periods. Current excess capacity based on actual current usage, and thus different at each school.
7. In a few cases, dividers between rooms have been opened or rooms are already double size. These spaces are counted as double size for capacity.
8. In a few cases classrooms have been divided into smaller spaces (e.g. offices). These spaces have (sometimes) been counted as single classrooms, where appropriate
9. The two new middle schools have commons spaces (whose square footage was used in calculating original capacities, but is no longer included). At Madison, these four spaces are approximately the size of a CR each. They have not been included in the total, but represent space that could be used, hypothetically, for teacher cubicle offices if we went to "full capacity." Full capacity here is defined as using every instructional space every period. (Full capacity in this sense is more a mathematica term than a real measuring stick, since prep periods and scheduling will result in some rooms not being used one or more periods a day).
10. Most ½ size rooms not included in the totals. Occasionally, two adjacent ½ size rooms are added together.
11. Band, choir, wood shop, art, science, one gym included in the totals. 2nd /3rd gyms, cafeterias, media centers not included in the totals
12. Rooms counted in capacity appear as 0 (not included), 1 (included), 2 (counted double) in second column of individual school classroom utilization schedules

School	Gross	Deduct	Net	Kids per RM	Capacity	6/7	5/6	3/4	Enrollment 9/06 KG@.5	Excess Capacity based on next column	Periods per day	Comments
Cal Young	27	3	24	30	720	617	600	540	566	34	5/6	
Jefferson/Magnet Arts	35	6	29	30	870	746	725	653	309	437	6/7	Deduct 4 for JMS; 1T + 1 flex for Magnet Arts
Kelly	33	4	29	30	870	746	725	652	511	235	6/7	Game room included as a double size CR
Kennedy	30	4	26	30	780	668	650	585	496	154	5/6	
Madison	25	3	22	30	660	566	550	495	415	135	5/6	Choir/stage not included in totals
Monroe	29	4	25	30	750	643	625	563	590	35	5/6	
Roosevelt	38	4	34	30	1020	874	850	765	672	93	3/4	C2+C3= 1CR
Spencer Butte	31	4	27	30	810	694	675	607	452	243	6/7	Rm 8 double size (count as 2), Rm 24 (little theatre) in total
									Total Excess:	**1365**		

Eugene School District 4J
High Schools
October 2006

Statement of Assumptions

1. 32 kids per classroom on the average.
2. Classrooms for special ed, life skills, teacher offices, counseling, career center, stand-alone science labs, wood/metal shop pulled out of total, but marked with a 1 in support space and shown in third column below.
3. No additional space designated for computer labs. Computer labs (except as part of media center) considered to be part of instructional programs .
4. No space set aside for preschool, after school, or other programs included as classrooms in total.
5. Classrooms are generally not used all day long. Teachers ofter do prep period in their classrooms, either because it is more convenient or because they have no office.
6. High schools operate at 4 or 7 period days. The standard usage for a classroom in each of these cases is 3 or 6 periods a day, maximum. Obviously, in the 4 period day model, reserving the classroom for use for 3 periods, leaves it vacant for 25% of the time. In a 7 period day, leaving the classroom vacant for 1 period equates to 15% vacancy. How many periods a day the school runs thus effects capacity. If there were separate teacher offices, the rooms could "theoretically" be used for the full number of periods.
7. In a few cases, dividers between rooms have been opened or rooms are already double size. These spaces are counted as double size for capacity.
8. In a few cases classrooms have been divided into smaller spaces (e.g. offices). These spaces have (sometimes) been counted as single classrooms, where appropriate.
9. Most ½ size rooms not included in the totals. Occasionally, two adjacent ½ size rooms are added together.
10. Band, choir, some shop, art, science, one gym included in the totals. Other gyms, cafeterias, athletic training, not included in the totals.
11. Rooms counted in capacity appear as 0 (not included), 1 (included), 2 (counted double) in second column of individual school classroom utilization schedules.
12. For SHS, approx. 21 CR size spaces used for a variety of support spaces, SPED, offices, etc, not included in totals (13 such spaces for SEHS).

School	Gross	"Extra" Rooms not in Gross	Kids per RM	Capacity	6/7	3/4	Enrollment 9/06	Excess (insufficient) Capacity based on next column	Periods per day	Comments
Churchill	56	4	32	1792	1536	1344	1289	55	3/4	
North Eugene	50	10	32	1600	1371	1200	1161	39	3/4	
Sheldon	62	21	32	1984	1700	1488	1642	-154	3/4	
South Eugene	68	13	32	2176	1865	1632	1702	163	6/7	
		48					**TOTAL EXCESS:**	**103**		

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Adams & Hillside
DATE: 9/20/06
CURRENT ENROLLMENT: 295 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPA(	NOTES ON CLASSROOM
LC	1		full size + CR				Cognitive Regional
1	1	LC					Building
2	1	H KG		17 am/15 pm			AM & PM sessions
3	1	H 1		19			
4	1	H 5		23			
5	1						Empty/occasional spanish
6	1	H 4		26			
7	1	H 2/3		31			
8	1	A 2/3		31			
9	1	A 1/2		29			
10	1	A 1/2		29			
11	1	A KG		25			AM & PM sessions
12	1	Life Skills ESD		3			
13	1	Title I/Fam Res. Ctr					Spanish, reading, +...
14	1	A 4/5		29			
15	1	A 3/4		28			
16	1	A 4/5		27			
17	1	Plum Tree					YMCA; KG back-up
18	1	Title I					
Portable	0	Music Room					about ½ size
librar	0	New Library					
café.	0	Small					Creative care, childcare, after school programs
gym	0	Ample size					.34 PE staffing
Total Avail CR's	**19**						

NOTES:
1. Heat works opposite than it should in library-cold in winter
2. Parking lot design and drop off concern

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Awbrey Park Elementary
DATE: 9/08/2006
CURRENT ENROLLMENT: 436.5 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USE	SUPPORT SPACES	NOTES ON CLASSROOM
1	1	am KG		22			has office & closet
1	0	pm KG		26			
2	1	1		26			has office & closet/exterior door only
3	1	1		26			has office & closet/exterior door only
4	1	1		27			has office & closet/exterior door only
5	1	2		24			
6	1	2		25			
7	1	2		25			
8	1	3		22			
9	1	3		21			
10	1	3		21			
11	1	4		31			
12	1	4		33			
13	1	4		32			
14	1	5		27			
15	1	5		25			
16	1	5		28			
20	1	am KG		23			interior door/ no pm KG
21	1					ReadRight	little smaller;office;no closet
22	1	CL		10 avg			we saw 2 kids in room
23	1	Title 1				3 cert;3 class	we saw 0 kids
24	1	Learning Ctr					office & closet; we saw 0 kids
25	1					small group	we saw 0 kids
26	1	Regional Learning Ctr					
27 & 28	1						27 broken up into smaller spaces including"room clear"
D10 Counseling 5-10	0					speech	function
K1 KG enrichment med size CR	1						afterschool care
librar	0					small area	top area useless for students/safety
café.	0						small area; lunch every 10 minutes
gym	0						need curtain replaced between gym & cafeteria
Total Avail CR's	**25**						

NOTES:
1. Exterior doors need windows
2. Building requires security fencing
3. Curtain wall between gym & cafeteria need to be replaced
4. Look at traffic flow
5. Support spaces used for reading from 9-10
6. After school am KG students in pm, visa-versa could be KG room for all day KG, see if there is a way to use second floor
7. Classrooms from hallways are narrow and have no closets

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Chávez /Family School
DATE: 9/20/06
CURRENT ENROLLMENT: 453 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
E20		Behavior Mentor					office space
A01	1	Regional Autism	K-3				sliding wall ½ open;school psych in back
A06	1	2		22			
A02	1	2		24			
A03	1	2		23			
A04	1	3		22			
A05	1	3		26			
A12	0	Speech & Lang	small office				
B12	0	ELL	small office				.7 FTE for ELL in small office area
B01	1	Learning Ctr					room divided; need more
B02	1	4/5	blended	20			
B03	1	4/5	blended	18			
B04	1	4/5	blended	22			
B05	1	4/5	blended	20			
B06	1	4/5	blended	20			
B commons	0						used for Best after School
C01	1	Life Skills 3,4,5		10			
C04	1	1,2,3	blended	27			
C05	1	1,2,3	blended	26			
C06	1	1,2,3	blended	25			
C02	1	4		23			
C03	1	5		22			
D01	1	1		22			office space
D02	1	1		21			
D06	1	1		22			
D03-D05	3	KG			All Day		3 all day Kindergartens
C12 & E01	0	Family Center					
D12	0	ELL Classified					
Staff Room	0						After School Best cooking & girl scouts
E22	0	Workroom					
librar	0						great space-combined with computer lab
café.	0						5 lunches; creative care until 6pm
gym	0						contra dancing on weekends
music room/stage	1			25/30			
Total Avail CR's	**25**						

NOTES:
1. 3 KG's all day 28 each
2. Over 60 IEP's
3. Kids cannot reach salad bar
4. Gym floor needs sanding & Urethane
5. Breakfast in classrooms

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Coburg
DATE: 9/29/06
CURRENT ENROLLMENT: 143 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU	HRS. USED	SUPPORT SPA	NOTES ON CLASSROOM
10	1	pre-school	CR size				Coburg pre-school AM only
11	1	music	CR size		2 days/week		Extended KG on Wed.;day care fee based
9	1	staff room	CR size				
8	1	KG		28			
7	1	1		30			
6	1	3		23			
5	1	2		33			
4	1	faciliting teacher	CR size				
	0	community room abt. ½ CR size					
3	1	5		20			Needs exterior security fence
2	1	learning resource					
1	1	4		23			
librar	0		CR size				
café.	0						needs some face-lift; warehouse heater?
gym	0		huge MS size				wood bleachers; used by community
Total Avail CR's	**11**						

NOTES:
1. Extended KG after school program same as Awbrey Park everyday PM in Room 10
2. 155 with KG @ 1 (28 KG)
3. Check out potential water leak in café walls
4. Building has poor security

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Crest Drive
DATE: 9/14/06
CURRENT ENROLLMENT: 201 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USE	SUPPORT SP	NOTES ON CLASSROOM
S portable	1	KG		23am & 17pm			AM & PM KG;bathroom-wet area with sink
N portable	1	LC					20 IEP's;bathroom-wet area with sink
A1	1	4/5		21			soft curtain wall needs to be replaced
Center A	0	commons microscope area					
A2	1	4/5		22			soft curtain wall needs to be replaced
A3	1	4/5		22			soft curtain wall needs to be replaced
B4	1	2/3		27			
B5	1	2/3		27			
B6	1	2/3		29			
C7	1	1		15			
C8	1	1		15			
C9	1	computer lab					32 I macs;1 COW no staffing for room
Facilitating math teacher	0		abt ¼-⅓ size				14 kids
speech rm	0		small conf room size				
portable	1	music					
librar	0		decent size				nice conference room off the library-could use for small group
café.	0		smallish				
gym	0		adequate				
Total Avail CR's	**12**						

NOTES:
1. Parking/traffic
2. Each classroom has 2 to 3 outside doors-security concern
3. Large odd shaped rooms with offices in clusters

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Edgewood Community
DATE: 9/14/06
CURRENT ENROLLMENT: 267.5 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
Speech/Lang	0		small/mod				
ELL	0		small/mod				
Staff resource	0		small/mod				conf/school psych
Cedar Quad							
C1	1	1		19			look at replacing partitions between walls
C2	1	1		23			bathrooms in quad
C3	1	2		23			small group room in quad
C4	1	2		23			
Birch Quad							
B1	1	Regional Lrn		11			cognitive 45-50 IEP's
B2	1	Lrng Ctr		22			cognitive 45-50 IEP's
B3	1	Y program					KG daycare (Y) accordian door used to B4
B4	1	KG		24am & 21pm			AM & PM
Alder Quad							
A1	1	3		24			solid wall between 1 & 2
A2	1	4/5		21			
A3	1	3		24			removable wall filled in
A4	1	4/5		22			
Evergreen Quad							
E1	1	music					Wed pm thru Fri;empty balance
E2	1	spanish					& occupational therapy & choir;mostly empty
E3	1	reading facilitators					entire E quad can opened into to 1 big room
E4	1	"Barn"					second computer lab; computers on wheels
Douglas Fir							
D1	1	4/5		21			
D2	1	4/5		23			
D3	1	4/5		20			
D4	1	Computer Lab					2 COWS and 23 working computers in room
librar	0		decent size				
café.	0		large				
gym	0		huge				.5 FTE for PE
Total Avail CR's	**20**						

NOTES:
1. New name sign building call principal
2. E-2 missing some floor tiles
3. Breezeways need security fencing

G:\data\Classroom Utilization.xls

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Edison
DATE: 9/27/06
CURRENT ENROLLMENT: 286 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPAC	NOTES ON CLASSROOM
17	1	KG	smaller CR	25			
16	1	KG		25			19 transfers
18	1	1	smaller CR	26			
19	1	1	smaller CR	28			
8	0	reading support	smaller CR				entry from gym;literacy program
7	0	small group	smaller CR				entry from gym;awkward overflow CR
9	0	group	½ size				air quality issue
speech	0	small office size					
4	1	4/5	smaller CR	27			not as small as primary wing
3	1	music					.5 fte music
2	1	4/5		27			
1	1	4/5		27			
oval office	0	office mtg		6-8			small psych 1 day a week
10	1	4/5		27			
IMC	1		good size CR				interesting cork flooring
11	1	2	good size CR	26			
12	1	2	good size CR	27			
13	1	3	smaller CR	24			
14	1	3	smaller CR	22			
LC	1						
librar	0		great size				
café.	0		smaller				stage-used by Creative Care;lots of natural light
gym	0		larger				VCT floor competely enclosed interior
office area	0	conference/parent room					could be used for speech or small group
Total Avail CR's	**15**						

NOTES:
1. H/C access to gym between levels
2. Entry security
3. Check out Room 9 for A/Q mold and east wing-upper
4. .66 for both KG's could go all day
5. Wheel Chair lift needs work
6. Community use is high for this building

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Fox Hollow
DATE: 9/14/06
CURRENT ENROLLMENT: 270 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
Psych Office	0		mod/small				main office building
Health Room	0		mod/small				main office building
Staff room	0						main office building
9W	1	5 english		24			attached to Lib/Media Ctr-large combo
10	1	KG	huge	24			½ time;2 days for 2 sessions
1	1	1 french		23			shared office to next room (2)
2	1	1 english		25			shared office to next room (1)
3	1	2 french		26			shared office to next room (4)
4	1	2 english		26			shared office to next room (3)
5	1	4 french		24			same as above
6	1	4 english		25			
7	1	3 english		25			Look at replacing accoridan doors with hard movable partition
8	1	3 french		25			
portable	1	5 french	huge				
portable	1	computer lab	mod/small				
librar	0		decent size			Sp. Ed & Speech	2 small group areas off the library
café.	0		large elem				3 lunches
gym	0		large elem				doubles for music
Total Avail CR	**12**						

NOTES:
1. Bathrooms for KG downstairs
2. Could use broad spectrum lights
3. Heating system loud in winter
4. Check out asphalt on basketball court
5. Traffic is a concern like Silver Lea
6. Quads with bathrooms & teacher offices are shared

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Gilham
DATE: 9/29/06
CURRENT ENROLLMENT: 476.5 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPAC	NOTES ON CLASSROOM
C105	0	AV storage	small group				nice room for small groups
C103	0	Conference rm	10-15				can be used for small groups and testing
C106	1	Sp Ed learning Ctr	CR size				about 70 IEP's
C122	1	Computer Lab	oversize CR				huge room-6 hours classified time to maintain
C121	1	Reading	CR size				reading specialist-certified position
B125	0	Sue Gardiners office		4-6 kids			Recreation/Activity Coordinator
D2	1	2		26			replace accordian style walls with modern moveable walls;needs windows
D3	1	2		26			replace accordian style walls with modern moveable walls;needs windows
D4	1	2		27			replace accordian style walls with modern moveable walls;needs windows
D1	0	2/3 facilitator					center commons;accordian walls used for flag salute
C109	0	Speech/Lang		6-10 kids			
C107	0	? Office		4-6 kids			
E1	1	4		27			
E2	1	4		30			
E4	1	4		29			
E3	1	Learning Center					hard walls between commons & room need to be hard movable partitions
C108	0	Student Acheivement office					
C109	0	Small psych					
F3	1	5		25			replace accordian style walls with modern moveable walls;needs windows
F1	1	5		30			replace accordian style walls with modern moveable walls;needs windows
F2	1	5		27			replace accordian style walls with modern moveable walls;needs windows
F4	1	5		26			replace accordian style walls with modern moveable walls;needs windows
B113	1	3		31			
B112	1	3		31			
B110	1	3		30			
B111	1	Regional Cognative					
B107	1	KG		26am-26pm			2 PM's & 1 AM
B109	1	KG		25 am			
B101	1	1		26			
B102	1	1		26			
B103	1	1		25			
B104	1	Faciliting teacher					
librar	0		huge				fabulous
café.	0						5 lunches
gym	0						middle school size-great
music	1		large CR				extra large room-made for music
Total Avail CR's	**25**						

NOTES:
1. 529 kids
2. Look at replacing accordion soft walls with moveable panels
3. Look at operable windows in D wing
4. Automatic flush valves needed
5. E wing needs to be connected to main bldg. more toilets needed
6. Exterior silding on old wing doesn't hold paint
7. Look at AC
8. D-E-F wings all rooms need more outside operable windows
9. F wing needs to be connected to mail bldg;more toilet rooms needed
10. Noisy heating systems in E-F-D commons areas
11. Security fence around basketball hoops;need another outside play area

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Harris
DATE: 9/27/06
CURRENT ENROLLMENT: 164 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT S	NOTES ON CLASSROOM
1	0	counseling,psych	½ size CR				
2A	1	early intervention/speech lang	⅔ size				
2B	0	speech	⅓ size				2 windows wide
		early intervention office					
3	1	computer lab	full size CR				has small add-on built in office;old LC III's
4	1	regional learning center	full size CR	10			behavior;full size safe room & quiet room
5	1	SMART	full size CR				tutoring and after school chess
6	1	1/2	full size CR	21			old carpet
7	1	4	full size CR	20			PM becomes4/5 with 29 kids
8	1	5	full size CR	18	am only		
9A	0	workroom	½ size				
9B	1	title	½ size	10/15			
10	1	music	full size CR		3 days week		old carpet
11	1	groups;ACE after school	full size CR				ugly old carpet
12	1	3		24			
13	1	LC	full size CR				
14	1	5	full size CR	19			moves to 29 in PM
15	1	1/2	full size CR	21			
16	1	KG Alt.	full size CR	5			only 5 kids in alt KG
17	1	KG	full size CR	33			
18	1	1/2	full size CR	21			
librar	0		full size CR				
café.	0		small				not really adequate
gym	0		adequate size				Gym PE 4; VCT floor
Title 1	0		small office				
Title 2	0		small office				
Total Avail CR's	**17**						

NOTES:
1. Great site for a new school
2. Middle wing has two bathrooms in every classroom
3. A lot of room for expansion

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Holt
DATE: 9/26/06
CURRENT ENROLLMENT: 531 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SP	NOTES ON CLASSROOM
E53	1	hearing impaired	full size	6/8 kids ½ day			regional Sp. Ed-preschool
C1 & C6	2	learning center				4 cert FTE	one is regional cognitive
C2	1	4		25			
C3	1	4		27			
C4	1	4		25			
C5	1	4		26			
C12	0	deaf hard hearing office	small	6			
D12	0	speech therapy	large office				.8 & .5 FTE two speech teachers
D1	1	1		29			
D2	1	1		29			
D5	1	first grade facilitator					
D6	1	1		28			
D3	1	KG		18am - 17pm			AM & PM
D4	1	KG		18am - 16pm			AM & PM
E20	0	Interpreter-deaf/hard hearing					small office area
A1	1	5		25			
B1	1	5		25			
B6	1	5		25			
A6	1	5		25			
A2	1	2		28			
A3	1	2		28			
A4	1	2		29			
A5	1	2		28			
B12	0	2	⅓ size	18-20			2nd reading & math
A12	0	school assessment coord	small office	6-8			
A13	0	ELL					speech also sometimes
B2	1	3		24			
B3	1	3		22			
B4	1	3		21			
B5	1	3		22			
E11	0	small staff room					
E03	0	staff work room	small				
librar	0						
café.	0	large					noisey and bright
gym	0						stage to café
music	1						
Total Avail CR's	**26**						

NOTES:
1. Nurse's office has no sink
2. Needs sound panels cafeteria
3. Workroom very small
4. Would like a running track

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Howard
DATE: 9/11/2006
CURRENT ENROLLMENT: 268 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP	NO. OF STU.	HRS. USED	SUPPORT S	NOTES ON CLASSROOM
1	1	3		26			Interior & exterior door;1 bathroom;1 closet;1 door between classrooms
2	1	3		24			Interior & exterior door;1 bathroom;1 closet;1 door between classrooms
3	1	1		21			Interior & exterior door;1 bathroom;1 closet;1 door between classrooms
4	1	1		20			Interior & exterior door;1 bathroom;1 closet;1 door between classrooms
Small office	0	Title 1					Interior & exterior door;1 bathroom;1 closet;1 door between classrooms
5	1	Title 1		0			No kids during day;aides workspace; available for instruction
11	1	Music					Friday all day use; M-Th empty during day; after school program
12	1	Tech Support					For laptop support;no kids in here;adult training in evenings
13	1	ESD Life Sks		11			Low cognitive
14	1	Counseling					Full size classroom; well under used
15	1	4/5		26			
16	1	5		26			
17	1	4		26			
18	1	5		27			
6	1	2		22			no water fountain
7	1	2		26			
8	1	Title 1 pull out					In construction;no kids yet;eventually 100 kids a day
9	1	Spec Ed		36			6 kids in room when we visited
10	1	ELL		30			0 kids in room when we visited
quad 19	1	KG		25			
20	1	Curriculum Library					classroom size space
21	1	ARC					MEN granted space for life; 1-6:30 pm retarded folks 6-18 yrs in age for respite care; used to be KG room
22	1	RG					
Portable front	0	rented to EEP (Early Education Program)					pre-school for kids with disabilities
Portable rear	0	Family Resource Center					
librar	0		decent size				
café.	0		small				note adequate size, needs work
gym	0		small				needs to be expanded, minimum size
Total Avail CR's	**22**						

NOTES:
1. All windows single pane
2. Insufficient operable windows
3. School now wireless (350 laptops)
4. Trees in back make rms 17/18 prone to theft/vandalism
5. Accordion wall between KG's needs to be replaced
6. Consider security fencing for playground
7. Cafeteria too small, needs enlarging
8. Hand washing issue with recess before lunch;bathrooms to small
9. EDS classroom/EEP classroom/ARC classroom..heavy in community use of building

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: McCornack
DATE: 9/20/06
CURRENT ENROLLMENT: 386

ESTIMATED CAPACITY

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USE	SUPPORT S
17	1	3/4		29		
18	1	3/4		26		
34	1	computer lab				
?	0	title/math/reading	3 to 5			
1	1	3/4		26		
2	1	3/4		29		
3	1	3/4		28		
4	1	5		25		
5	1	5		24		
6	1	5		27		
7	1	Regional Lrn Ctr		11		
8	1	Music			full time person	
"Garden Rm"	0	ELL	abt ½-⅓ size, 5 to 6			
9	1	KG		20 am/22 pm	am & sep pm	
10	1	KG		20	am only	
22 Title Rm	1	center of commons				
15	1	1/2		29		
16	1	1/2		27		
14	1	1/2		27		
13	1	Learning Ctr				
12	1	1/2		28		
11	1	1/2		27		
librar	0		huge			
café.	0		decent size			
gym	0		large elem			
Conf Room	0		10 people			
Small Conf Rm	0		gym storage			
Schl psych office	0					
Speech Office	0					
Large IMC	0					
Total Avail CR's	**20**					

NOTES:
1. Need more storage
2. Electric panel needed immediately on east gym wall
3. Staff feels they need more storage space;principal may not agree
4. Café tight for # of students

:

NOTES ON CLASSROOM
new wing with commons
new wing with commons
used to be title
about ½ size; no outside windows except office; more of a storage type area
includes large meet area & office;no outside windows except office
includes large meet area & office;no outside windows except office
includes large meet area & office;no outside windows except office
includes large meet area & office;no outside windows except office
includes large meet area & office;no outside windows except office
includes large meet area & office;no outside windows except office
everyday 5 hrs.
office & large meet area & windows in office
will soon have extended care & windows in office
can be a classroom
large meet area, office & window in office
large meet area, office & window in office
large meet area, office & window in office
large meet area, office & window in office
large meet area, office & window in office
same classroom config as others
small computer lab at side of room
could use better lighting; 5 lunches;used for after school programs & choirs
could use better lighting
could use for small groups

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: MeadowLark/BuenaVista
DATE: 9/26/06
CURRENT ENROLLMENT: 458 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPA	NOTES ON CLASSROOM
1	1	Computer Lab	full size				both schools use lab
2	1	KG		29am - 31pm			AM & PM, little storage area, 1 bath, office
3	1	BV 5 spanish		24			no office
4	1	BV 5 english		24			no office, has bath turned to storage
5	1	BV 4 spanish		24			
6	1	BV 4 english		25			1 bath & 1 storage
7	1	BV 3 spanish		26			
8	1	BV 3 english		25			
7A	0	small office BV	5/6				storage, could be group or psych
9	1	BV 2 spanish		26			large office-could be small group, room fairly noisy
10	1	BV 2 spanish		26			large office-could be small group
11	1	BV 1 spanish		25			
12	1	BV 1 spanish		26			
22	1	ML 4/5		29			no storage
23	0	speech,psych,counselor	10				small groups
21	1	ML 3/4		28			
20	1	ML 4/5		26			
18	1	ML 1		22			
19	1	ML 2/3		26			
17	1	ML 2		25			
16	1	ML 1		22			
15	1	LC	full size				Sp Ed both schools
14	1	Intervention/title	full size				
13	1	Music both schools	full size				
librar	0		adequate				
café.	0		OK size				3 lunches
gym	0		OK size				no PE Specialist
Total Avail CR's	**22**						

NOTES:
1. BV no KG-needs one. No space
2. Paneling makes walls dark in corridor
3. All carpet should go to VCT
4. Light dimmers in rooms
5. Check out broken ceiling tile in room 12
6. Review traffic flow
7. Room 23 needs better heat
8. May need more bathrooms ML wing
9. 9-10-11-12 old carpet fewer windows and bad heaters
10. Recess by grade level, not by school
11. Blinds are falling apart, need replacing

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Parker/Eastside
DATE: 9/20/06
CURRENT ENROLLMENT: 364 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. US	SUPPORT SI	NOTES ON CLASSROOM
11	1	P 1	1150 sq ft	18			No hall;must go thru each room or outside under cover
12	1	P 2/3		28			No hall;must go thru each room or outside under cover
13	1	P KG	very large	19 am/18 pm			with bathrooms in hall; AM/PM
14	1	P 1		19			No hall;must go thru each room or outside under cover
19	1	Faciliting teacher	portable				1.0 FTE
20	1	Faciliting teacher	spanish				.7 FTE
18	1	P 4/5		37			No hall;must go thru each room or outside under cover
17	1	P 4/5		36			No hall;must go thru each room or outside under cover
16	1	P 2/3		29			No hall;must go thru each room or outside under cover
15	1	P 2/3		29			No hall;must go thru each room or outside under cover
1	1	ES 1/2/3		27			
2	1	ES 1/2/3		14			
3	1	ES 3/4		22			
4	1	ES 3/4/5		24			
5	1	ES 1/2/3		23			
6	1	ES 4/5		14			
7	1	ES 4/5		23			
8	1	ESD		10			Severly H/C
9	1	LC					LC part day; ES woodshop PM
10	1	KG extended					rest room and area for changing; room to expand to full day Kindergarten
small psych/ELL office	0		small				
health & speech	0		small				
IMC	0		small				
librar	0		classroom size				
café.	0		typical elem size				music held in the cafeteria, .41 FTE for music;after school programs
gym	0						
Total Avail CR's	**20**						

NOTES:
1. No music room-uses cafeteria; noisy with gym next door
2. Outside bathrooms on lower level Parker-unsafe
3. Wood shop with L.C. incompatible air quality issue and in other ways
4. Get adhesive off lines in gym
5. Need another classroom for all teachers
6. Covered play area
7. Eastside KG-addt 1 CR

NOTE: All bldgs sharing two schools have issues related to space

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: River Road/Camino del Rio
DATE: 9/11/2006
CURRENT ENROLLMENT: 295.5 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
1A	0	Family	small office			Community Coord	Small office in between 1A & 1B
1B	0	Speech Lang	small office				20% of the kids - 4 days a week
1C	0	Counseling	small office				2.5 days a week
9	1	Regional Cog LC		22		Read 180 space	Most kids main streamed
10	1						9 & 10 combined rooms
11	1	Title 1					Small group reading; DIBELS
"Red Shed"	0	Storage				useless space	C/6 small/med CR with remodel
Rear Annex 24	1	ELL	District Ell				unused space by school/used by District
26	1	Health Services office for Dist					unused space by school/used by District
25	1	Music				used in evenings	1½ days per week/empty balance
14	1	1		22			interior and exterior doors in most classrooms
13	1	1		22			large classrooms. Lots of windows,sinks
12	1	1		22			
23	0	Computer Lab					backs onto work room-small size classroom
2	1	KG		22			All day KG;safe room-access through office
3	1	KG		22			All day KG
4	1	KG		22			All day KG
5	1	2		18			
6	1	2		18			
7	1	2		18			
20	0	ELL office	small				
21	0	ELL office	small				
15	1	3		27/28			
16	1	3		27/28			
8	1	4		24			
17	1	4		24			
18	1	5		24			large area rug
19	1	5		24			
librar	0						nice size
café.	0		Decent size				3 lunches, small stage used for SMART reading in PM
gym	0		Large width				
Total Avail CR's	**21**						

NOTES:
1. 3 full day KG's; 22 students each
2. Look at traffic pattern
3. Old hall tile
4. Bathrooms
5. After school programs in Library, cafeteria, gym and family center
6. Main building large rooms-lots of windows

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Silver Lea
DATE: 9/08/2006
CURRENT ENROLLMENT: 522.5 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
YG 8	1	3	japanese	24			
YG 9	1	3	english	25			
YG 10	0	IMC					was a classroom large size;some tutoring
YG 11	1	2	english	26			
YG 12	1	1	japanese	27			
YG 13	1	1	english	27			
YG 14	1	am KG		23			
YG 14	1	pm KG		19			
YG 15	1	Computer Lab					room is often very cold or very hot
YG 16	1	2	japanese	28			
YG 17	1	3/4	english	24			
YG 18	1	3/4	japanese	23			
Portable YG 1A	1	5	english	25			
Portable YG 3A	1	4/5	japanese	25			
Portable YG 2A	1						small room, one 5th grade math class
Portable YG 4	0	Library					small speech office-too small
C 1	1	1		19			
C 2	1	1		16			
C 3	1	2		25			
C 4	1	3		25			
C 5	1	3		25			
C 6	1	2		24			
C 6a	0						small learning ctr
C 7	1	KG		40			KG only am;both together,1/2 -library
C 19	1	5		22			T-F, M-Oasis tutors
C 20	1	5		23			
C 21	1	4		24			
C 22	1	4		24			
Conf Room	0	wood shop 1/2 to 1/3 size classroom					
Library	0	1/3 to KG					two libraries-could one do as ML/BV
café.	0						at maximum capacity
gym	0						nice big gym, with storage area
Total Avail CR's	**25**						

NOTES:
1. Quad rooms (19-22) have small computer lab between 2 rooms. Only windows here; poor ventilation
2. Need window between office and sick room ASAP
3. Discus with Laurie M and Laurie H protected use of grounds for Corridor and YG
4. Students must go outside to bathrooms-look into safety issues
5. Rooms 20-22-29-21 are small classrooms with office/computer areas

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Spring Creek Elementary
DATE: 9/08/2006
CURRENT ENROLLMENT: 361 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRAD	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
1	1	3		20			
2	1	2		23			
3	1	3		18			
4	1	3		22			
5	1	KG		22			am only;vacant pm
6	1	2		23			
7	1	1		23			no bathrooms this wing
8	1	KG,1,2		8		ESD Life Skills	no bathrooms this wing
9	1	1		24			no bathrooms this wing
10	1	2		23			no bathrooms this wing
11	1	am KG		21			no bathrooms this wing
11	0	pm KG		21			no bathrooms this wing
12	1	1		23			In door & exterior door
13	1	4/5		24			
14	1	4/5		27			alcove inside/outside door
15	1			16 ?			Title 1
16	1	4/5		26			
17	1					Regional Learning Ctr-Cognitive	
18	1			12 max		Learning ctr	no kids in room
19	1	4/5		26		Reg	
20	1	4/5		25			2 doors/both to outside
22	0	Office Title 1					small space
Rm west side of cafeteria	1	computer lab					great space and windows
librar	0						YMCA day care 7-8 & 4-5
café.	0						great new remodel-colorful
gym	0						new beautiful gym & toilet rooms
Total Avail CR's	**21**						

NOTES:
1. Fix sink leak Rm 13
2. Safety of play equipment
3. Funky entrance concrete//tank
4. Need to remove monkey bars
5. Edge acoustic tile in gym
6. Safety outside to get to toilet rooms
7. Rooms are odd shape and too small;recommend total remodel in the next bond
8. Building uses pod configuration with breezeways

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Twin Oaks
DATE: 9/20/06
CURRENT ENROLLMENT: 225 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USE	SUPPORT SPACE	NOTES ON CLASSROOM
Comm Room		Title	10 kids?	24?			small groups & title
1	1	1		25			
2	1	4/5		28			
3	1	2/3		26			
4	1	4/5		27			2 BR's
5	1	3/4		26			
6	1	2/3		25			2 BR's
7	1	Resource Rm					Learning Center;26 IEP's
8	1	4/5		29			
10	1	KG		17 am/12 pm			AM & PM
9	1	Regional		14			Cognitive
12	1	Day care					can be used for instruction;could use more windows
11	1	1/2		25			
13	1	music					new room/original storage/full size;external heaters
							need to close in mechanical system
IMC	0	large					
Computer Lab	1	full size classroom					
librar	0	great size					could use some more windows
café.	0	large for size					has small stage;could use lighting upgrade
gym	0	OK size					enormous amt of gym storage and still doesn't hold all the equip
Total Avail CR's	**14**						

NOTES:
1. 1 AM & 1 PM KG
2. Extra room used for child care matching KG schedule
3. Rooms 4, 8, 6 have bathrooms
4. Look at possibility of extending time out room;additional storage check with Bill Martin
5. Sound barrier needed on ramp at library
6. Look at finishing music room
7. Look at traffic/parking/bus unloading
8. Windows on side of library with the ramp
9. Finish/remodel room off the cafeteria, minor work

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Willagillespie
DATE: 9/11/2006
CURRENT ENROLLMENT: 272 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
1	1	1		26			Needs new tile to replace carpet
2	1	KG		21 & 19			AM & PM
3	1	KG					All day extended KG (paid)
5	1	1		25			Needs new tile to replace carpet
4	1	KG		20			AM only
6	1	Faciliting teachers					For Willamette Gardens 1st grade
7	1	Spec Ed		11			Almost too small for classrooms
8	1	Spec Ed regional					Almost too small for classrooms
9	1	Learning Ctr		21			
10	1	3					
11	1	2					
12	1	3		22			
13	1	2		24			
14	1	Extra;empty					Ready for Willamette Gardens
16	1	ELL					30 ELL kids in school
15	1	Computer Lab					Needs to be set up
17	1	Music					.2 FTE 1 time per week; empty balance
18	1	Empty					
19	1	5		22			
20	1	4		26			
21	1	4		25			
22	1	Empty					For Willamette Gardens
23	1	5		22			
librar	0						
café.	0						Creative Care afternoon;med size
gym	0						
Total Avail CR's	**23**						

NOTES:
1. Demo Renaissance Room;parking/ bus
2. Checkout chains hanging loose from lights in Rm 15
3. Checkout need for replacing play equipment
4. New tile in office
5. Look at traffic pattern

A lot of room for expansion

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Cal Young
DATE: 10/6/06
CURRENT ENROLLMENT: 566 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USE	SUPPORT S	NOTES ON CLASSROOM
208	1	Biology Science	6/7/8	30			6 periods per day
209	1	Earth Science/Physical Science		25-33			5 periods per day
210	1	Physical Science		30			3 periods per day;maybe groups in pm
301	1	Band					
302	1	Choir/orchestra					
211	1	Wood Shop		??			all lights don't turn on automatically
212	1	Applied Tech					digital media;journalism, leadership 4 per day
213	1	Art		24-36			5 periods per day
214	1	Art					
201	1	Study Skills					1st per for study skills;language arts & hist 5 other per
202	1	Language Arts					
203	1	Spec Ed/Regional Learning Ctr					
204	1	Earth Science					used all 6 periods
602	1	Language Arts					used all 6 periods
601	1	Math					
603	1	Social Studies/World Studies					3 periods & 2 periods (social skills)
604	1	Language Arts					used 5 periods per day
605	1	Math					5 periods per day
701	1	Math & Language Arts					5 periods per day
702	1	Spanish					5/6 periods per day
703	1	Language Arts & Social Studies					5/6 periods per day
704	1	Language Arts & Social Studies					
705	1	Learning Center					5/6 periods per day
706	1	Learning Center & ELL					5/6 periods per day
707	1	Math					5/6 periods per day
206	1	Computer Lab					
librar							includes full computer lab (room 206)
café.							
gym	1						
Total Avail CR's	**27**						

NOTES:
1. Wainscot near gym entry needs repair
2. 6 period day
3. Some concern about HVAC sound in choir/orchestra room
4. No voice amplification in choir/orchestra
5. No projectors in 301 or 302

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Jefferson/Magnet Arts
DATE: 10/6/2006
CURRENT ENROLLMENT: ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
45	1	Elem/preschool					no school use;includes office;could use windows
44	1	not being used					no school use;includes office;could use windows
48	1	little theatre	classroom size				
	0	team workroom					could be used for group work
46	1	EC Cares					PVT special Ed;U of O
47	1	storage					
31	1	math			4/7 periods per day		
30	1	6/7 Language Arts			6 per day		
33	1	Lane ESD Life Skills					
Counselor Ctr	0		6-10 kid groups		5/7		
32	1	6/7 Language Arts			5/7		accordian wall needs to be replaced
34	1	Spanish/performing arts			5/7		
36	1	Learning Center					
38	1	Language Arts			3/7		
41	1	Art Room			3/7		
Team work room	0						
42	1	Science			4/7		
43	1	Science			2/7		
21	1	LA & Social Studies			3/7		
20	1	LC 8th grade					
22	1	LA & Social Studies			4/7		
24	1	Music Lab			0 per day		
25	1	Computer Lab			3 per day		
26	1	Math			3/7		
27	1	Old Home Ec Room					empty
28	1	Science			5/7		
18 MA	1	KG					all day;has sink
19	1	1/2					all day;has sink
17	1	3/4					
16	1	4/5					
15	1	Creative Care					after school
13	1	Music					
MA Office			⅔ size CR				
11	1	Special Ed/Title 1					
	1	Choir & Band room			1 per day		
6	1	Art Room					
8	0	Access Room	⅔ size CR				Clear out room/behavioral
9	1	Regional Learning Ctr					
10	1	Band & Orchestra			2 sections		
librar	0		great size				
café.	0						
gym	1						
Total Avail CR's	**35**						

NOTES:
1. No bathrooms in back wing

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Kelly
DATE: 10/11/06
CURRENT ENROLLMENT: ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU	HRS. USED	SUPPORT SPA	NOTES ON CLASSROOM
7	1	Computer Lab					gets really warm
6	1	Home Ec	huge				no home ec teacher-after school midday menu
3	1	Spanish	huge				used to be Art-almost double in size
2	1	ELL					1.0 FTE
1	1	Band			5/7 periods per day		
4	2	Game Room	double CR size				old shop
	0	Counseling Center					several small groups
8	1	LA & Social Studies	huge 1½ x size				old library
11	1	6th Math					
10	1	LA & Social Studies					
12	1	Japanese					
13	1	Japanese					
15	1	Regional Behavioral					
14	1	Learning Center					
Davinci 17	1	LA & Social Studies					hot when PC's are on
Davinci 16	1	Math					once could have been science
20	1	8th Math/Science					
21	1	8th LA & Social Studies					
31	1	LA & Social Studies					used to be art
30	1	Project Room					really extra CR
29	1	7th LA & Social Studies					
28	1	7th Math & Science					very hot south facing
27	1	7th LA & Social Studies					
26	1	8th Math/Science					
Davinci 25	1	LA & Social Studies					
Davinci 23	1	Math & Science					
24	1	Computer Lab					
Davinci 22	1	LA & Social Studies	huge CR				
33	1	Science					
35	1	Storage	med size CR				
34	1	Science					
32	1	Science					
librar	0						
café.	0						
gym	1						
Total Avail CR's	**33**						

NOTES:
1. 7 periods per day

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Kennedy
DATE: 10/6/06
CURRENT ENROLLMENT: 497 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACE
E1	1	8th LA/SS		35		
A3	1	Spanish			4/6	
A2	1	Health/Leadership			5/6	
C2	1	Home Ec-Shop			5/6	
C1	1	Home Ec-Classroom				
C3	1	Regional Learning Ctr			6/6	
C4	1	Math			5/6	
F5	1	6th LA			5/6	
F4	1	6th LA			5/6	
F3	1	Computer Lab			used as needed	
F1	1	6th LA			5/6	
F2	1	Special Ed/LC			4/6	
Hot Room			⅓ size			
Speech Lang			⅓ size			
H1	1	7th Learning Ctr			6/6	
H5	1	7th LA				
H4	1	7th LA			5/6	
H3	1	7th Computer Lab				
H2	1	Small Learning Groups				
G5	1	8th LA/SS			5/6	
G1	1	8th Math			5/6	
G2	1	6/7/8 Science			5/6	
G3	1	LA/SS			4/5 + Yearbook	
G4	1	Science				
I4	1	6th Science			5/6	
I1	1	Science			5/6	
I2	1	6th Science/elective			5/6	
I3	1					
Band Room	1					
Choir Room	1					
Wood Shop	1		Large			
librar	0					
café.	0		Large			
gym	1					
Total Avail CR's	**30**					

NOTES:
1. Have the surfboards remove that are hanging from the lights in F2

NOTES ON CLASSROOM
could use operable windows
used to be a shop-huge
old wood shop
cognitive
used to be tiered lecture room
low ceiling
Like F3
Like extra classroom
tiered levels
consider finishing room needed for LA
stage adjacent to cafeteria

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Madison
DATE: 10/11/06
CURRENT ENROLLMENT: ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU	HRS. USED	SUPPORT SP	NOTES ON CLASSROOM
501	1	Math			3/6 per day		
502	1	Math			6/6 per day		
503	1	Math					
504	1	Computer Lab					
402	1	Home Ec			4/6 per day		
401	1	Pre School			3/6 per day		
402	1	Special Ed					regional cognitive
407	0	Office					
404	1	Special Ed Learning Ctr					
405	1	Wood Shop					
604	1	LA/Math					
605	1	Science					
602	1	Science			5/6 per day		
601	1	Science					
904	1	LA & Social Studies					
903	1	LA & Social Studies					
902	1	LA & Social Studies					
901	1	LA & Social Studies					
705	1	Art			5/6 per day		
702	1	Opp Ctr/storage					extra room-oversized
801	1	LA & Social Studies					
802	1	LA & Social Studies					
803	1	Spanish					
804	1	Spanish					
librar	0						
café.	0						
gym	1						
choir/orchestra/band stage	1		small				
Total Avail CR's	**25**						

NOTES:
1. Fix damaged sheetrock at stage immediately
2. Check out bubbler in band room, locker with rec tape needs hinges replaced

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Monroe
DATE: 10/20/06
CURRENT ENROLLMENT: 595 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPA	NOTES ON CLASSROOM
C1	1	Health			5/6		old home ec room
C4	1	LA/SS					
C5	1	Art					
C6	1	Computer Lab					old wood shop
C3	1	Math	large				
C2	1	French					
E4	1	6th grade block			6/6		
E2	1	7th grade block			5/6		
E5	2	Computer Lab	double size				
E	1	6th grade math			4/6		
E3	1	7th grade block			5/6		
E6	0	Office-counseling	⅓ size				
E7	1	Spanish					
E8	1	Spanish & Math					
E9	1	7th block & Math			5/6		
E10	1	Sp Ed-ESD Life Skills					IQ <50
A12	0	Office					
A11	1	Resource Room			4		
A4	2	Spanish Immersion	almost double size				
A11L	1	6th grade block	central commons converted				
A1	1	6th grade block					
A2a	0	Office	⅓ size				
A2	1	CR					
A1a	0	Office	⅓ size	10-12			
A3a	0	ELL	⅓ size	10-12			
A5	1	Science					
A8	1	8th grade block					
A6	1	7th Science					
A7	1	8th Science					
B3	1	Science					old music room
Band	1	on stage behind cafeteria					
librar	0		good size				
café.	0		great size + stage		5/6		
gym	1	large	great size		5/6		
		small	great size				
Total Avail CR's	**29**						

NOTES:
1. 6 period day
2. Need to replace broken lockers
3. Look at removing a few trees in center courtyard
4. Sound panels in cafeteria

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Roosevelt
DATE: 10/20/06
CURRENT ENROLLMENT: 680 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
C2	1	Computer Lab	½ size				
C3	0	Computer Lab	½ size				
B3	1	Regional Learinng					
B2	0	Office & small group	½ size				
A1	1	Science	small CR				
A2	1	Science	small CR				
A3	1	Science					
A4	1	Science					
A5	1	Choir	150% CR				
B9	1	Home Ec					
B8	1	Math					
B7	1	Half Learning Ctr; half read/right	⅔ size				
B6	1	French Immersion					
B4	1	LA					
B5	1	Health					
B11	1	Mandarin/parent teacher					"extra room"
B10	1	Wood shop	decent size				
B13	1	Math					
	1	Art room	huge				
Portable	1	LA & Drama					
E4	1	Tutorial	reg size CR				
E3	1	Little theatre					
E1	1	Robotics					
E2	1	English & LA					
E5	1	French Immersion	CR				
D11	1		reg CR				
D10	1		reg CR				
D9	1	French Immersion					
D8	1	Social Studies & LA					
D7	1	Math					
D6	1	Cultural Connections					
D5	1	Math					
D4	1	Social Studies & LA					
D3	1	LA					
C4	1	Computer Lab					HOT!
C5	1	Social Studies/Community Autisum					
C3	1	Social Studies					
C4	1	Learning Center					HOT!
librar	0		small & ready room				
café.	0		too small				
gym	1		enormous				
small gym	0						used as back-up eating for cafeteria
3rd gym	1	Band & Orchestra					
Total Avail CR's	**38**						

NOTES:
1. 4 periods, teach 3/4

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Spencer Butte
DATE: 10/20/06
CURRENT ENROLLMENT: 450 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
33	1	Art	reg size CR		3/7 periods		
34	1	Art	reg size CR		3/7 periods		
35	1	French			5/7 = 2 +1 project+ 1 explore + 1 success		
36	1		large CR		not very often		was a wood shop
32	1	Orchestra + chair	reg size CR		2 periods		needs sound proofing
31	1	Band	very large		3 periods		missing wall tiles;carpet needs to be glued down
1	1	Math			5		
3	1	Math			4		
2	1	Science	large		5		
4	1	Science	large		6		
5	1	Spanish			6		
6	1	Computer Lab					
7	1	IMC/Study Hall			2		
8	2	Life Skills ESD	large almost double size				former home ec
10	1	LA & SS	abt 150% CR				
12	1	Math & Study skills			4		
11	1	7th Block			6		
14	1	6th & 7th block			6		
13	1	8th block			6		
15	1	Special Ed			4		
16	1	World History					
16A	0	Speech	⅓ size CR	10-12 kids			
18	1	3rd Special Ed room & some read 180					
17 & 19	2	6th block	double size				
20	1	US History			6		
21	1	Gepgraphy			5		
22	1	6th block					opens to adjacent CR 24
24	1	little theatre					back side of 22
23	1	Math					
librar	0						
café.	0		good size				
gym	1		large gym & stage				could use paint
			small gym				
Total Avail CR's	**31**						

NOTES:
1. Full time FTE 6/7 periods
2. 450 Kids
3. Not enough lockers
4. 3 special ed rooms -51 IEP's
5. Block - LA & reading
6. Need to pave gravel driveway at west

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Churchill
DATE: 10/10/06
CURRENT ENROLLMENT: 1282 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF ST	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
B1	1	Art	very large				almost double size
B4	1	Ceramics	very large				almost double size
B17	1	Academic Learning					used to be small theatre
LCC 2	1	Computer Lab					
LCC 1	1	Regular Classroom	very large				
C8	1	Rachel Carson	very large				
C9	1	Graphic Arts	huge				almost 2/3 classrooms
Choir	1		huge				
Band	1		huge				
Alt. HS	1		huge				converted autoshop
Wood Shop	1		huge				part of Alt Ed
K3	1	Biology					
K7	1	Biology					
K8	1	Biology & Aeronautics					
K4	1	Biology					
G10	1	Reading Lab	full size				has ½ divided Curtain
G13	1	Language Lab	full size				also journalism
F36	1	Health	huge				
F37	1	Spanish,Social Skills					ELL
F38	1	Computer Lab	full size				
F39	1	Computer Lab					
Video Production	1		full size				with adjacent computer tech area (removable partition)
Tech Services	0		½ size				
F45	1	Robotics, computer prog					
F46	1	Spanish					
F49	1	Health					
F53	0	Family studies & Health Office	⅓ size				
F57	1	French					
F58	1	Spanish					
F59	1	Misc Inst					
F60	0	Life Skills, ESD				1	
H23	1	Read/Write					
H22	1	Read/Write & ELL					
H21	0	Chem Lab				1	
H20	1	Physics/Chem					
H19	1	Physical Science					
G29	1	Spanish					
J25	2	Language Arts	huge				2 CR size
J26	0	combined with J25					
J9	1	Writing	huge				
J24	1	Social Studies					
J23	1	Computer mini lab					
J27	1	Language Arts					
J28	1	English & Business Law					
J29	1	Social Studies					
J15 IHS	1	Language Arts					
J19 IHS	2		huge				double classroom

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Churchill
DATE: 10/10/06
CURRENT ENROLLMENT: 1282 ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF ST	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
J14 IHS	1	Social Studies					
J13 IHS	1	Language Arts					
IHS office & staff rm	0					1	could be additional classroom
J12 IHS	1	CR					
J11	1	Japanese					
H3	1	Math					
H1	1	Math					
H4	1	Math					
H5	1	Math					
H11	0	Spec Ed programs				1	
H7	1	Math					
H8	1	Math					
H12	1	Math					previously bio lab
Portable	0	ELL					moldy; need to replace with new wing
Portables	0	Early childhood					moldy; need to replace with new wing
librar	0						
café.	0						
gym	1						huge main gym+wrestling+weight room+fitness center+power aerobics rm
Total Avail CR's	**56**					**4**	**Total "CR" size support space**

NOTES:
1. 4 period days (8 total)
2. Prep 1 per day 1/4
3. District great grand master key does not work on E side door to K5

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: North Eugene High School
DATE: 10/17/06
CURRENT ENROLLMENT: ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF S	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
Weight Room	0		std district size				
Wood Shop	0		large			1	messy; used in conjunction with CR
Wood Shop	1		CR				
506	0	Spec Ed	large CR			1	old strings room
503	0	Office					
Theatre	0						
Band	1		typical size				
505	1	Drama	large for drama				
504	0	multiple music practice rooms					
206	1	Pre School	3 CR size				
207	1	Pre School					
208	1	Pre School					
209	0	Backside Library					
408	0	Practice weight room & practice wrestling room					
Addtl weight room	0						
Wrestling gym	0		good size				
317	1	Alt High School					was small threatre
School of Arts							
314	1	Global studies	reg size/small CR				
313	0	Learning Center				1	
312	1	Computer Lab					
311	1	Connections Arts					
310	1	English, govt					
309	1	Math					
308	1	Yearbook/Social Studies					
307	1	LA/Social Studies					
319	1	Small theartre, journalism/ss	huge				
302	0	Gallery North Arts				1	could be used as CR
303	0	Social Studies Office				1	
305	0	Lane ESD	huge			2	
304	1	Ceramics/Art					
302E	1	Yearbook room					
IHS							
133 IHS	1	Spanish					
136 IHS	1	American Lit					
134	0	English Office	⅓ size				4J IHS
135 IHS	1	French/Spanish					
129	0	IHS Office	½ size				
136 IHS	1	World Cultures					

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: North Eugene High School
DATE: 10/17/06
CURRENT ENROLLMENT: ESTIMATED CAPACITY:

137 IHS	1	History/Geography					
138 IHS	1						
128 IHS	1	English					
127 IHS	1	Math					
126 IHS	1	English					
125 IHS	1	Math					
124 IHS	1	Global Studies					
123 IHS	1	English Values & Beliefs					
School of IDEAS							
121 IDEAS	1	Science	CR opens into big lab				
120 IDEAS	1	Science					
119 IDEAS	1	Science					
118 IDEAS	1	Math					
117 IDEAS	1	Math					
122 IDEAS	0	Spec Ed (Learning Center)				1	
116 All Schools	1	Reading/Right					
115 IDEAS	2	Math Lab	Enormous double size				
114 IDEAS	1	Fitness/Wellness					
110 IDEAS	1	English					
111 IDEAS	1	Health/Math/Computers					
113 IDEAS	1	Science	Big Lab double size				
109 IDEAS	1	Science CR + Lab	double size				
108 IDEAS	0	Science Office	¼ size				
101	0	Records Office	¼ size				
102 IDEAS	1						
106 IDEAS	0	Guidance/Counseling Center				1	
107 IDEAS	0	Teachers Office	⅓ size				
103/104 IDEAS	2	Computer Lab	double size				
105 IDEAS	1		Full size CR				
105A IDEAS	1		Full size CR				
202 IDEAS	1	Cullinary Arts					
600	0	Pre School	enormous indoor preschool			1	old shop
601	1	Metal Shop					probably full of safety hazards
librar	0						
café.	0						
gym	1						
Total Avail CR's	**50**					**10**	**Total "CR" size support space**

NOTES:

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Sheldon
DATE: 10/23/06
CURRENT ENROLLMENT: ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
B3	0	Spec Ed-LC	small CR			1	
B8	1	IHS					has collapsable wall-never used
B6	1	IHS					
B5	1	IHS					
B4	1	IHS					
A1	1	Computer Lab					
A2	1	Computer Tech Rep	full size CR				
A3	0	Office area	⅔ size			1	
A4	1	Computer Lab					
A5	1	Computer Lab					
	0	Selco	⅔ size			1	
B14	1	Spanish					
B9	1	Spanish					
B10	1	IHS					
B11	1	Foreign Language					
B15	1	Foreign Language					
B12	1	IHS CR					
B13	0	IHS Office + work room	full size CR			1	
	0	Foreign Language Office	reg size CR			1	
	0	Math Resource Office				1	
C7	1	Social Studies					
C4	1	Health/Social skills	150% size				
C6	0	Life Skills				1	
C5	0	Spec Ed-LC				1	
C9	2	Seminar/Lecture Room	3x reg size				
B22	1	Math					
B21	1	Math					
	1	Math Resource	full size CR				
B20	1	Computer Lab					
B19	1	Math					
B18	1	Math					
A7	1	Math					
A8	1	Math					
A9	0	Life Skills				1	
A10	0	Life Skills Office-could be CR				1	
	0	9th block office-could be CR				1	
B23	1	LA					
B28	1	LA					
B29	1	LA					
B24	1	LA					
B25	0	Spec Ed-LA				1	
B26	1	LA					
B30	1	LA + Offices	about 150%-200% size			1	
B27	1	LA					
S10	1	Bio	oversized				
S9	1	Bio	oversized				
S7	1						

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: Sheldon
DATE: 10/23/06
CURRENT ENROLLMENT: ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
S6	1	Physics					
S4	0	Chem Lab				1	
S5	1						
S3	1	Chem Class					
S2	0	Chem/physics lab					
S1	1	Science					
S13	0	Staff Room Science				1	
C14	0	Physics Lab				1	
C15	1	Physics					
C12	1	Social Studies					
C11	1	Social Studies					
C10	1	Social Studies					
C3	1	IHS					
C1	1	Japanese					old home ec
D5	0	IHS Office	⅔ size			1	
D1	0	Life Skills	enormous-perhaps 3 CR			3	
D2	1	Dance	150% size				
D3		Training Room + injuries, etc					
D4		Weight Room					
H1	2	Sheldon Academy	150% size				
H3	0		⅔ size				
H4	1	small CR	⅔ size				
	3	Community TV	huge				studio production CR size; large central space;offices
P4	1	Parenting					P4 & P3 maybe visa versa
P3	1	Math					P4 & P3 maybe visa versa
P2	1	Computer/Journalism					
P1	0	Spec Ed				1	
F2	1	Band	Large				
F3	1	Choir	Large				
F4	1	Small Theatre					
F5	1	Art	Large-double size				
F6	1	Ceramics	Large-double size				
librar	0		average				group room adjacent to library-multiple small group
café.	0		very large				
gym	1	small gym	HS size				
		Aux gym	dance;wrestling				
Total avail CR's	**62**					**21**	**Total "CR" size support space**

NOTES:
1. Skylite courtyards
2. Need full computer lab-part library
3. 4 periods per day
4. Most CR's used 2 or 3 periods per day
5. 1 lunch period for everyone
6. Need elevator to upper (small) gym
7. Gym gets hot
8. KRVM building enormous

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: South Eugene
DATE: 10/10/2006
CURRENT ENROLLMENT: ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
105	1	Peer Group	CR size				
107	0	Social Studies Office				1	
109	0	Health Clinic				1	
111	1	PE teen health					
113	1	Academic Support	smaller CR				
205	1	PreSchool					
204	2	Culinary arts	double size				ventilation not adequate
203	1	PreSchool					
202	1	Social Studies					
8	1	Social Studies					
4	1	MAC computer lab					
2	1	Read/Write					
5	1	Eugenian the Axe	huge				
7	0	Career Center				1	
9	1	Computer Lab					
	0	Counseling Center	huge			2	
19	2	Audio Visual	double size				
304	1	Spanish					
305	1	Social Studies					
306	1	Social Studies					movable partition with 304
307	1	Social Studies					movable partition with 305
337	1	Amazon Room	Small CR				
412	1	English					
413	0	Life Skills	full size CR			1	
414	1	Physical Science					
414L	0					1	
415	1	Physics					
415L	0	Physics Lab				1	
416	1	Chem					
417	1	Chem					
422R	0	Resource Room-projects					
418	1						
418L	0					1	
419	1	Biology					
420	1	Biology					
421	1	Biology					
411	1	Biology					
410	1	English					
409	1	English					
408	1	English/French					
25	0	Foreign Language Office				1	
23	1	French					
29	1	Spanish					
28	1	Spanish					
30	1	Spanish & German					
31	1	French & Spanish					
502	1	IHS					has movable wall
504	1	IHS					

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: South Eugene
DATE: 10/10/2006
CURRENT ENROLLMENT: ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM
Small Theatre	1						
515	1	Band/Orchestra	huge				
513	1	Choir					
521	1	IHS					
520	0	IHS Staff	extra huge			2	at least 2 CR size
522A	1	Art					
523	1	Art					
522B	1	Storage	full size CR				
524	1	IHS					
527	1	Visual Arts	huge				2 CR size
531	0	IHS office	½ size CR				
534	1	IHS					
535	0	Computer + Office	very small CR			1	
536	1	IHS					
539	1	IHS					
538	1	IHS					
540	1	IHS					movable wall between 540-541
541	1	IHS					movable wall between 540-541
729	0	Peer Group	¼ size				
728	1		1.5 x size				
726	1		1.5 x size				
724	1	Math	1.5 x size				
722	0	Peer Group	¼ size				
721	0	Peer Group	¼ size				
720	1	Japanses					
720A	1	Math					
718	1	Computer Lab					
716	0	Peer Group	¼ size				
714	1	Math					
712	1	Math & Health					
711	0	Peer Group	¼ size				
710	1	Math					
708	1	Math					
706	1	Math					
704	1	Math					
librar	0						
café.	0						
gym	1						
		Team Room	CR				
		Weight Room					
		Rally Room					
		Small Gym					
		Wrestling Room					
		Volleyball, Freshman BB					
Total Avail CR's	**68**					**13**	**Total "CR" size support space**

NOTES:
1. Remove men's urinals in stalls of womens restrooms @ gym replace with toilets
2. 7 period/day schedule other than IHS

CLASSROOM UTILIZATION SCHEDULE

SCHOOL: South Eugene
DATE: 10/10/2006
CURRENT ENROLLMENT: ESTIMATED CAPACITY:

ROOM	Avail as CR	USE/GRADE	SIZE/CAP.	NO. OF STU.	HRS. USED	SUPPORT SPACES	NOTES ON CLASSROOM

3. Look at more air in 204, hot H20 heater in 204 kitchen

SHAPING 4J'S FUTURE

FOCUS GROUP RESOURCE GUIDE

SECTION 5

PARTICIPANT NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES

NOTES