- The district's mission is to provide the opportunity for *all* students to gain the knowledge and skills they need to be successful in today's world

- One measure of our progress in effectively providing those opportunities is the state assessment (OAKS) scores
    - These scores provide a snapshot of the achievement of students at given grade levels, as measured by a standardized test.
    - While these scores do not help to inform instruction, they do give us an overall sense of how we're doing, and where we need to improve.
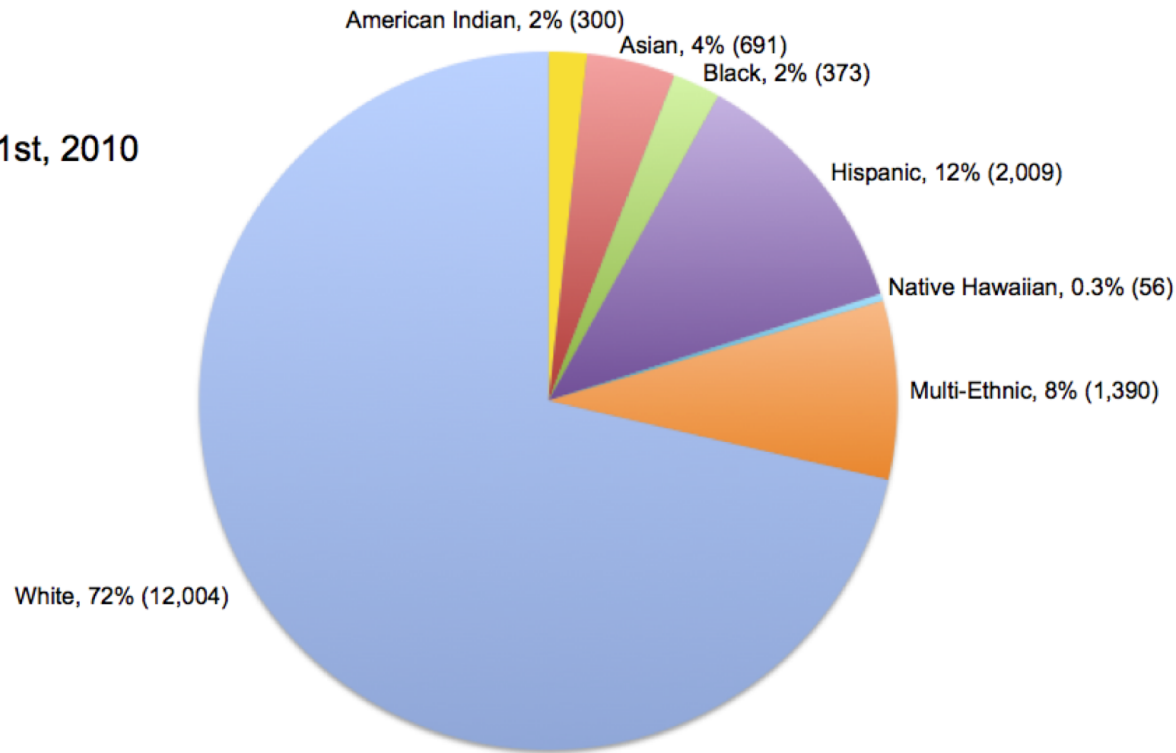
- 4J continues to exceed state scores in all areas, on average.
- However, we also continue to have persistent achievement gaps for certain groups of students.

Eugene School District 4J
## Demographic Comparison of the 4J School District, 2009-2010

October 1st, 2010

American Indian, 2% (300)
Asian, 4% (691)
Black, 2% (373)
Hispanic, 12% (2,009)
Native Hawaiian, 0.3% (56)
Multi-Ethnic, 8% (1,390)
White, 72% (12,004)

|	2009		2010	
	Percentage	Number	Percentage	Number
American Indian	3%	539	2%	300
Asian	6%	997	4%	691
Black	4%	640	2%	373
Hispanic	9%	1630	12%	2009
Native Hawaiian	0.2%	31	0.3%	56
Multi-Ethnic	N/A	N/A	8%	1390
Unspecified	3%	555	N/A	N/A
White	75%	12816	72%	12004

Eugene School District 4J
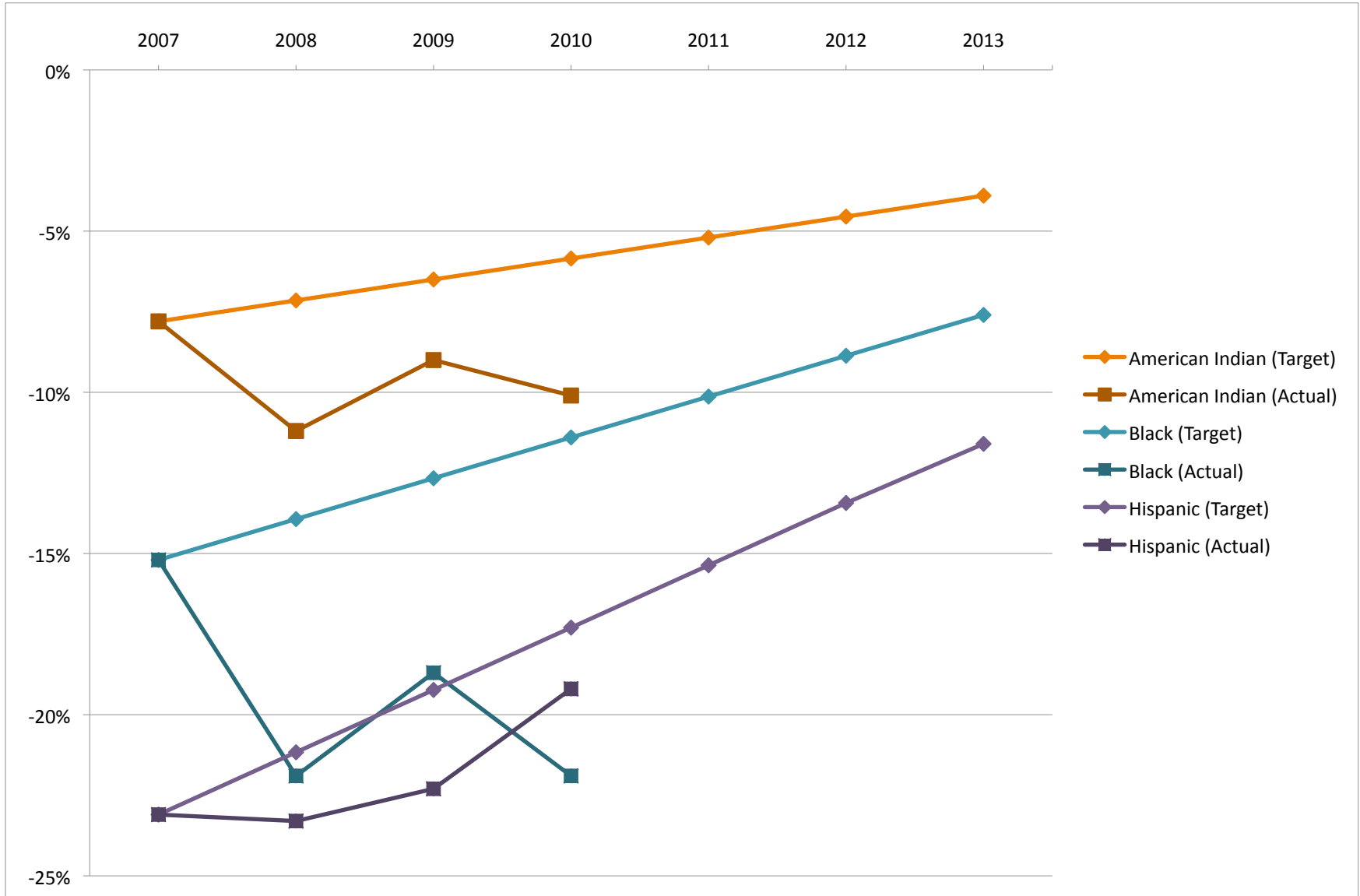Progress Towards Board Goal #3 in Reading
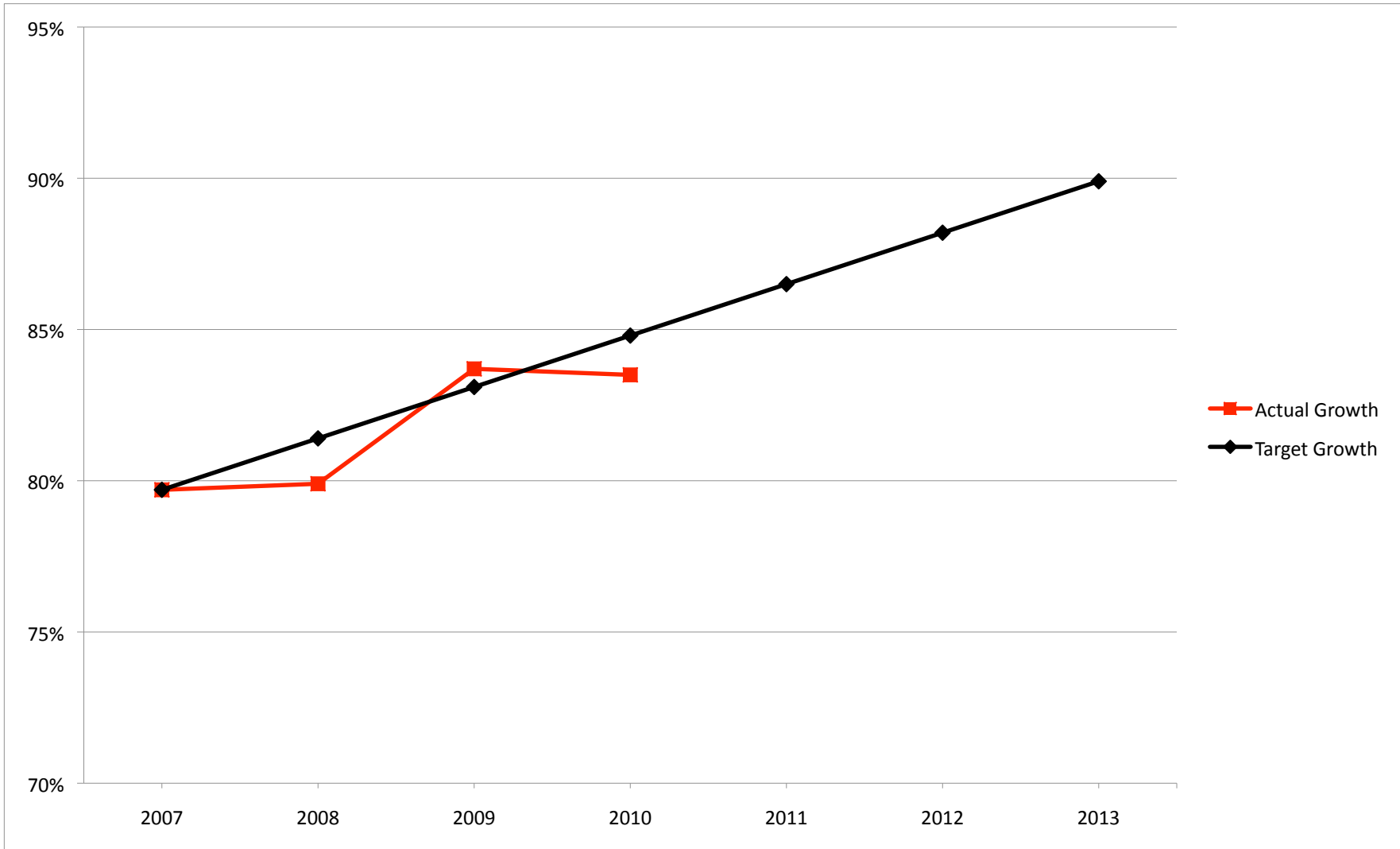
Eugene School District 4J
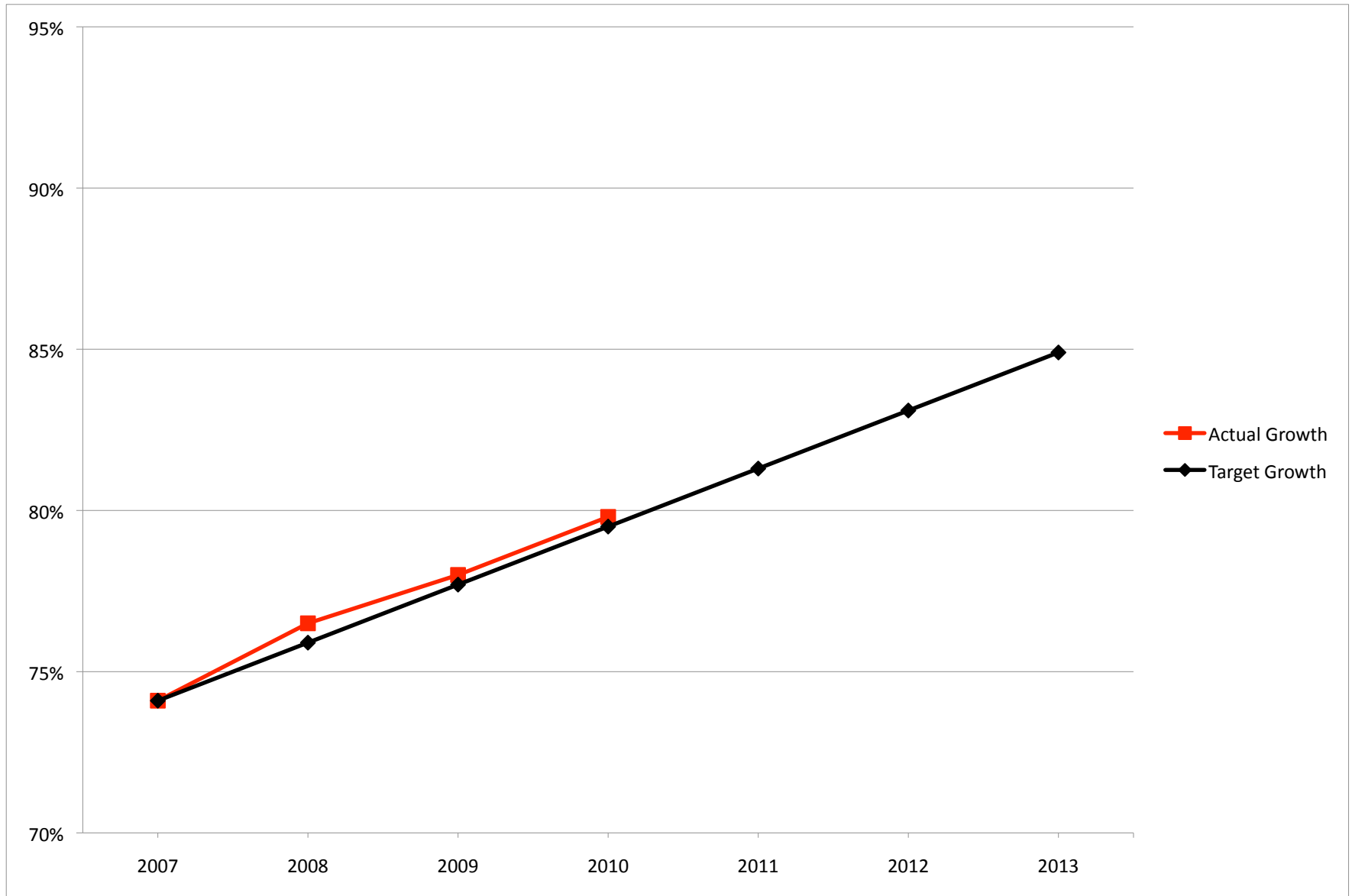## 3 Year Average OAKS Reading Raw Score by Ethnicity, 2008-2010
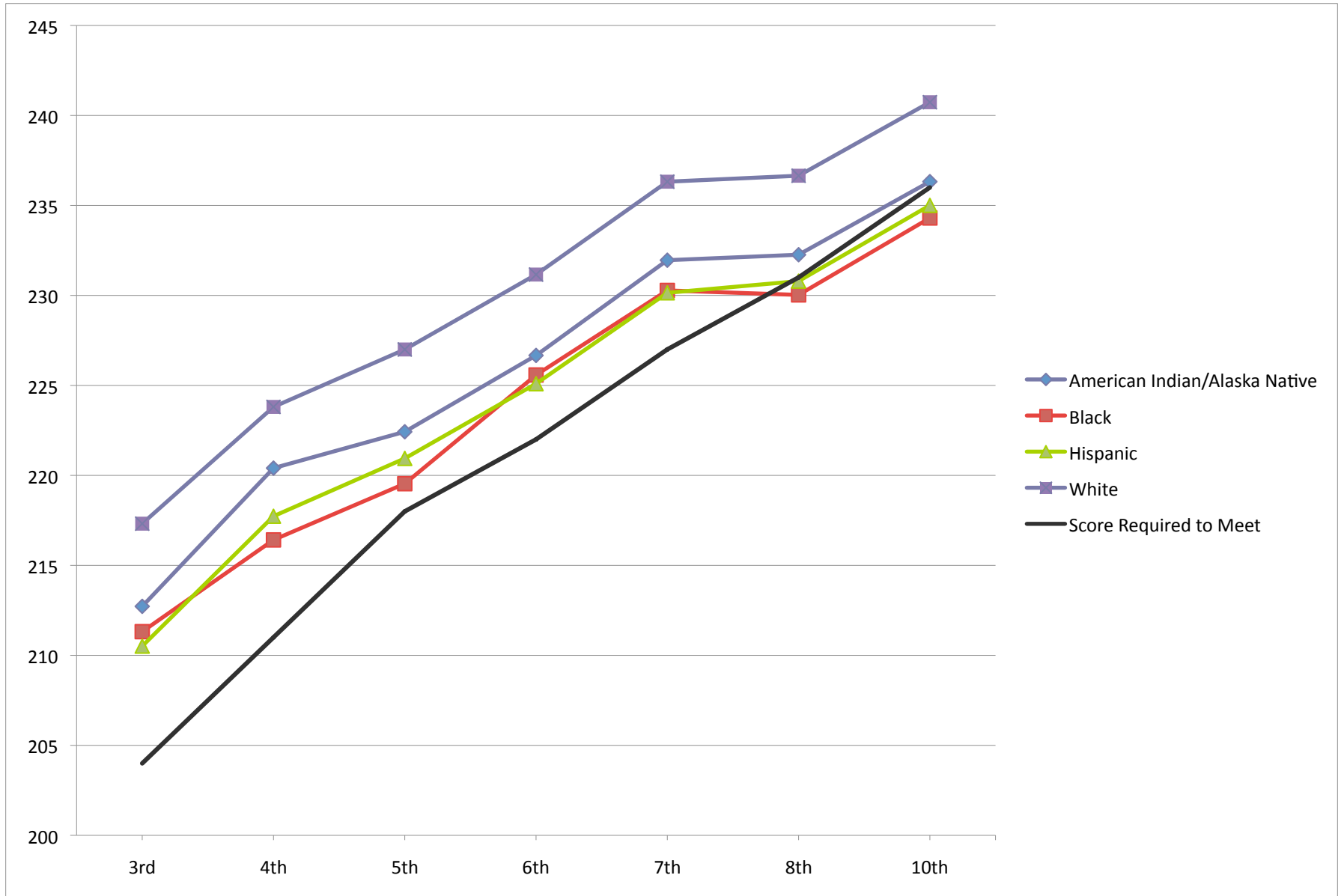
Eugene School District 4J
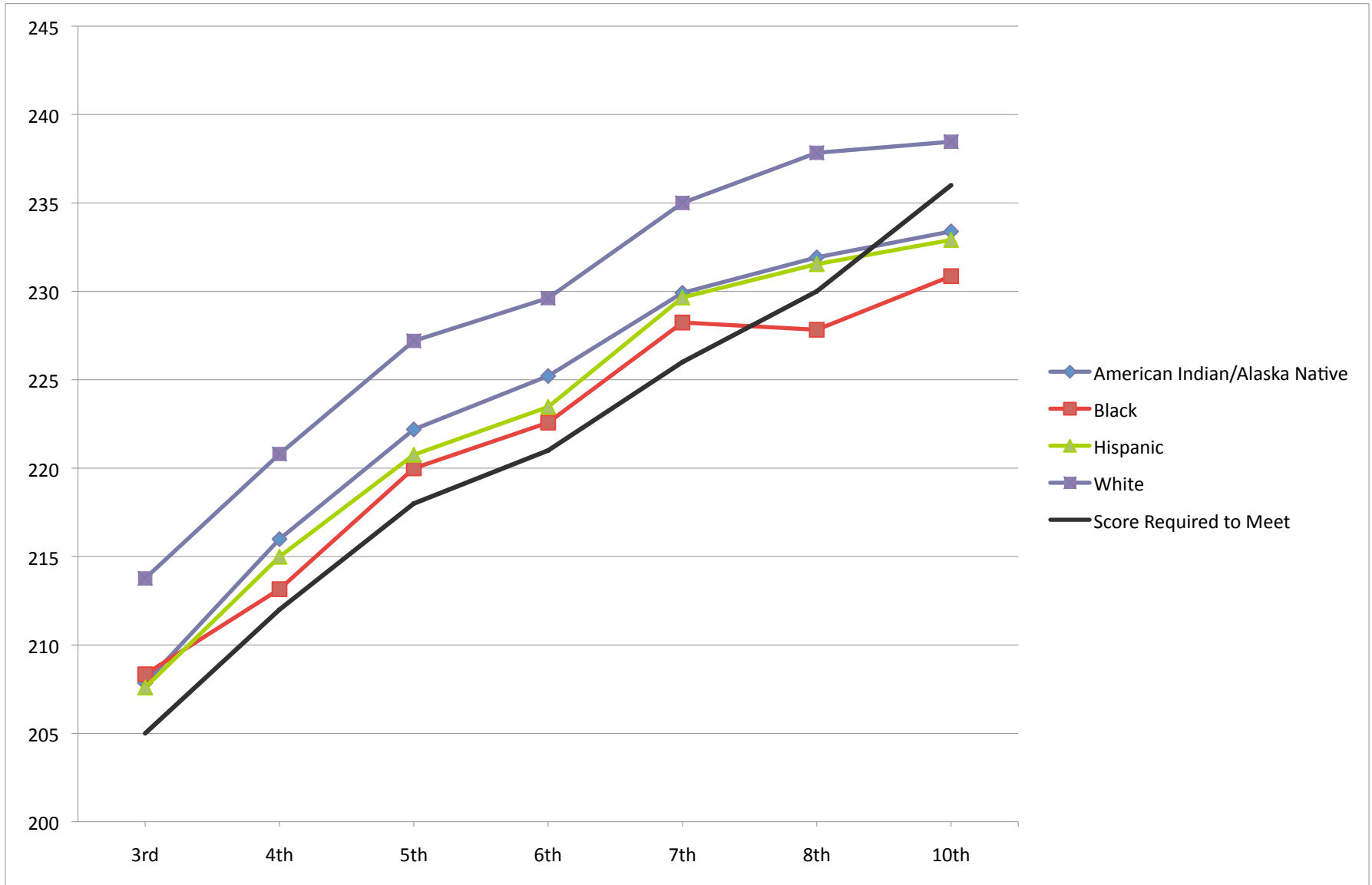Progress Towards Board Goal #3 in Reading

Eugene School District 4J
Progress Towards Board Goal #3 in Math

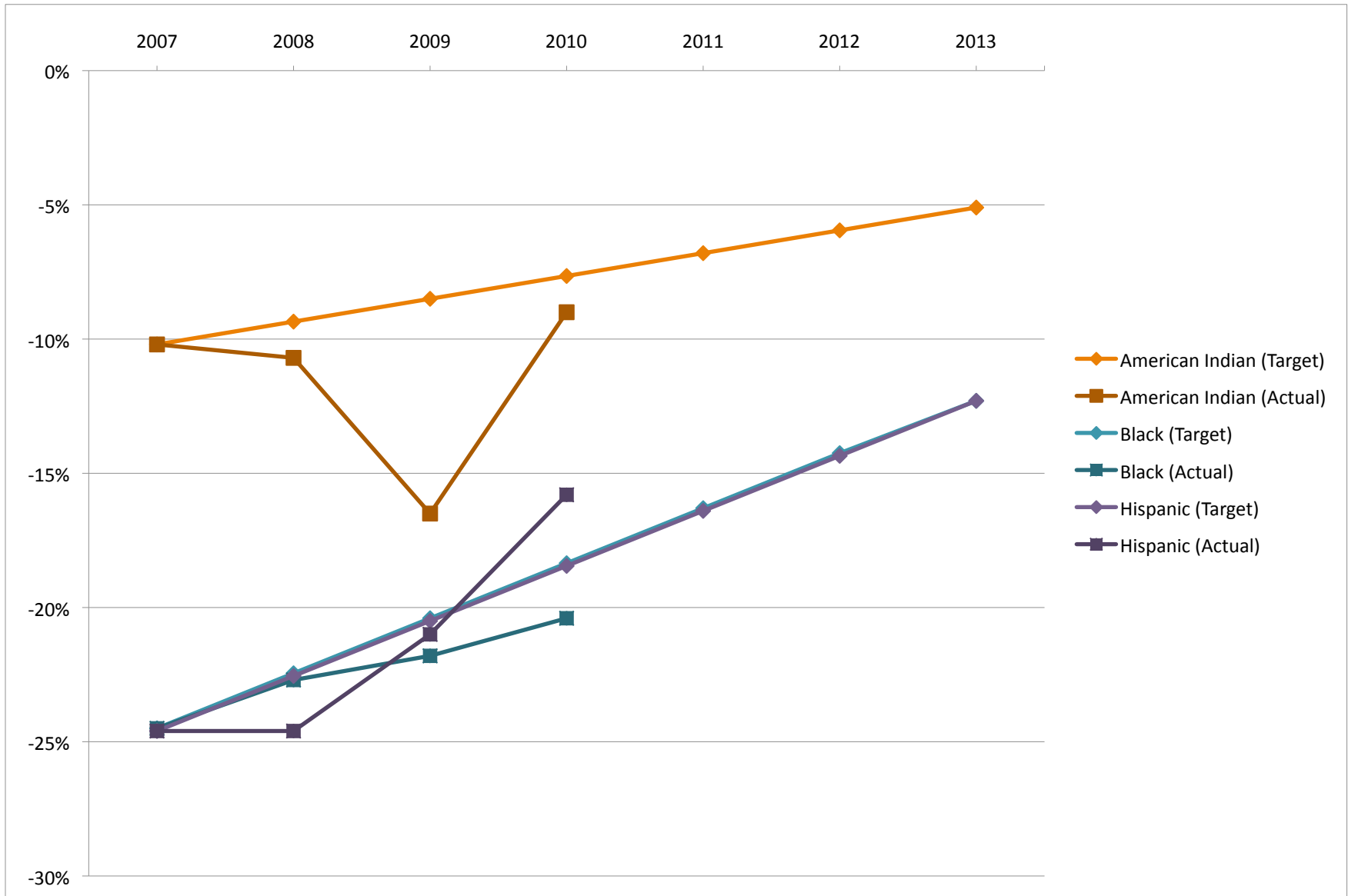**Eugene School District 4J**
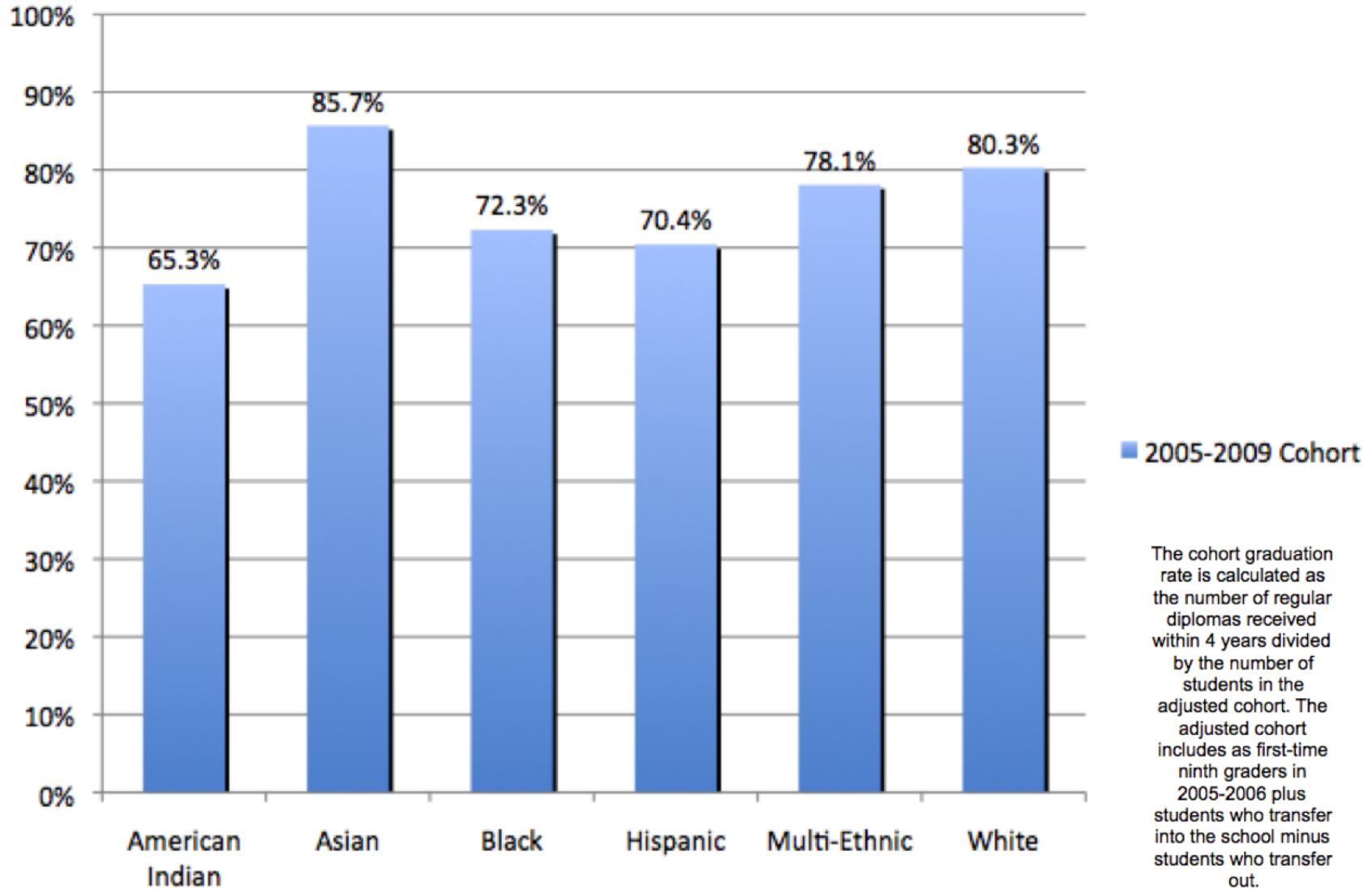3 Year Average OAKS Math Raw Score by Ethnicity, 2008-2010

Legend:
- American Indian/Alaska Native
- Black
- Hispanic
- White
- Score Required to Meet

Eugene School District 4J
Progress Towards Board Goal #3 in Math

Eugene School District 4J
Graduation Rate for 2005-2009 Cohort by Ethnicity

Bar chart showing graduation rates by ethnicity for the 2005-2009 Cohort:
- American Indian: 65.3%
- Asian: 85.7%
- Black: 72.3%
- Hispanic: 70.4%
- Multi-Ethnic: 78.1%
- White: 80.3%

Legend: ■ 2005-2009 Cohort

The cohort graduation rate is calculated as the number of regular diplomas received within 4 years divided by the number of students in the adjusted cohort. The adjusted cohort includes as first-time ninth graders in 2005-2006 plus students who transfer into the school minus students who transfer out.

- ## What we are doing:

  - ### Targeting resources based on student need

  - ### Systematically implementing new tools and supports to help principals and teachers

    - Know how each individual child is progressing in their learning, and

    - Provide appropriate instructional interventions as necessary

      - Instructional Intervention/Progress Monitoring (IIPM)

– Systematically providing support and professional development for administrators and teachers to

- Build understanding of complex issues of race, ethnicity, identity development, poverty, and the impacts of these factors on student learning
- Build capacity to provide culturally relevant, effective instruction for all students