

Shaping 4J's Future Themes from Staff and Parent Conversations – December 2007

Who participated: Each school was invited to send staff and parent representatives.

December 17 – Middle and high school staff

December 18 – Elementary staff

December 20 – Parents

Purpose: To create an opportunity for system-wide conversation regarding results of the Shaping 4J's Future Survey and the future direction of 4J.

Process: Participants talked in small groups, discussing some of the following questions: *What is working well? What do you value most strongly? What are your hopes for 4J's future? What jumped out from the survey that needs to be considered? What are some of the challenges, opportunities and possible unintended consequences that we should consider? What could a healthy sustainable 4J look like? What questions haven't we asked ourselves about 4J's future?* Each meeting closed by asking groups to develop 1 or 2 proposals for the future. These were presented for the larger group to react to using a "clicker" response system. The parent meeting was shorter, but generally followed the same agenda as the staff meeting.

The following are some general themes that emerged consistently across all three conversations. Groups recorded their thoughts on flipcharts. Individual participants were also invited to write comments on index cards. (See the chart notes, index cards, and clicker question results from each conversation.)

Highly valued and should be maintained:

- Strong educational programs
- Valuing every child
- Quality teachers and staff
- Equity
- Creativity and innovation
- Autonomy and flexibility
- Parent and community support
- Professionalism, respect, positive relationships
- Safe and respectful schools, positive behavior programs
- Volunteers, community connections, and parent and community involvement in schools

Hopes

- Schools offer comprehensive, well-rounded programs including music, PE, arts, counseling
- Schools are able to address the diverse needs of students
- Choice affords opportunities for students and is available to all students
- Strong programs at both neighborhood and alternative schools
- Collaboration rather than competition
- Improved K-12 articulation

Concerns

- Survey response may not be representative, had low participation among low-income families
- Survey did not force choices among options
- Competition among schools
- Change for any school(s) will have consequences and impacts on other schools, could create winners and losers
- Resources
- Difference between staff and parent opinions
- Middle school enrollment patterns will impact high schools

Other

- Continue communication and involvement

Strategy proposals that generated the most support

Participants at each meeting were asked to develop some ideas, actions or strategies to test with the larger group using "clickers". Each table then proposed 1 or 2 strategies that were tested with the larger group using the "clickers". The following ideas had the most support, generating about 70% support from the other participants.

Middle and high school staff proposals:

- The district will value and financially support ongoing evaluation of the success of the (Shaping 4J's Future) changes and individual schools will play a key role in this evaluation.
- Develop a quality educational model for each level and support, staff and fund the number of schools the model determines.
- Create four enrollment-balanced high schools, each supported by two middle schools offering comprehensive curriculum and services.
- Develop and fund a core program for all schools that provides a basic minimum standard. Each school's delivery model may vary.
- Establish an optimal level of program and instructional services at each level and every building.

Elementary staff proposals:

- Commit to long-term program equity among regions with comparable choice within each region. Provide caps to maintain high schools at 1500. Fund schools for retention of staff and programs for 2-3 years.
- The district should provide a minimum and maximum number of students for each elementary school and provide a specified level of services for each building. Staffing is based on program rather than enrollment.
- Every school is dedicated to eliminating the achievement gap while maintaining its commitment to innovation and advanced academic programs.
- Provide pre-kindergarten and full day kindergarten at all schools.
- Every building deserves a true core program of instruction including music and the arts.
- We need more responses from a lower SES population representation before making decisions.

Parent proposals:

- 4J needs to adapt sustainability within its mission/curriculum.
- 4J should work to reduce class size.
- Create greater equality by allocating more resources to those schools with greater challenges such as large class size, higher poverty, high population of ELL and special education students.
- Develop a formal, systematic review process for principals to create/support excellent leadership.
- No longer base school funding allocations on the number of students but instead base on holistic assessment of what is needed to make each individual school excellent.
- Equity in enrichment programs across the district regardless of school size.

Shaping 4J's Future Elementary Index Cards 12/18/07

- Next step: (yes, I know you've struggled with this) look for another way(s) of accessing input for under-represented (lower SES, minority groups) before making final decisions.
- Should the district prescribe a minimum and maximum number of students for each elementary school and provide a specified level of services for each building, i.e. staffing is based on program rather than enrollment?
- Should students have a regional choice for unique learning opportunities, i.e. language, technology, arts, to limit transportation and to strengthen all regions.
- Please don't sacrifice diversity of teaching styles and approaches, by creating homogenous equity. True equity will maintain rich experiences for all children.
- If you want equity keep all class sized DOWN! (20-25).
- It is easier to talk about the problems rather than come up with solutions! We had hoped that more time would be spent looking at the next step or actions that will be proposed by the district.
- The purpose of this meeting was unclear. Was this to discuss the survey or to come up with plans of action? The Shaping 4J 's Future document prepared by 4J staff wasn't even brought up for discussion. There are some important statements and action plans in that document that need to be discussed at a meeting like this!
- Thanks for listening...
- Happy holidays! We appreciate all you do. ☺
- Next steps: look at boundaries!
- Consider more k-8 programs?
- Since elementary schools are so much about relationships, I would hate to see schools above 350- you lose more than you gain.
- Next step: contact superintendent of Salem and Portland schools to discuss environmental and economic benefit of sustainability coordinator for districts of 4J's size.
- Contact sustainable coordinator from city of Eugene, Resource Innovations or Steve Mital at University of Oregon to develop position.
- If you have questions about benefits of this project contact Kitty Piercey re: Triple Bottom line.
- Each school needs to have the same level of core programs and funding to staff them, i.e. P.E., music, counseling. This will help with equity as well as meeting the needs of the whole child.
- Next steps: get input from low SES families on what changes may be happening. Have an evening/dinner/childcare provided talk with GEORGE at title schools and targeted schools. Provide transportation.
- Let's focus on creating equity among regions and choice within regions, while bringing up and supporting our neighborhood schools. Rather than run from schools, support and development schools in our community.
- FUND: full day kindergarten.
- SUSTAINABILITY COORDINATOR.
- Happy Holidays, George! Sure am glad you're the man.
- Is there room for an early childhood developmental philosophy in 4J?
- This process was really fun! Please just "do it!" There are so many hot issues, but do what is right for the kids without a voice. Thank you for taking this on.
- Good format-splitting up schools.
- Hopefully we will see fruition of some of these ideas.
- As a special ed teacher - I have strongly felt that class size-teacher/student ratios-can so dramatically change the look of special ed. More attention given to students in a smaller class-would show in fewer 'behavior' problems and what teachers perceive as 'learning challenges' being referred. A dream of mine after 21 years of teaching special ed.
- Let's focus on building the strength of each region-through equitable distribution of student numbers, programs offered, etc...

- I think the community could support a positive focus regionally (4 regions) and we need to support the progress and development of the A.T.A. to maintain the Westside region
- Thanks for providing this process!
- To continue: 1. Seriously look at the big picture on a long term basis. (Look at what Peace Health is opening at Riverbend for the future of Eugene community.), 2. Make small manageable sets part of the big plan. This will help the acceptance of the change process, 3. Keep celebrating the strengths that have made this the outstanding district that it is, 4. Take combined input from everyone (staff, parents), to all building staffs, 5. Continue to focus on a process of change that will be sustainable in the future.
- Eliminate proposed busing of students to being equity of choice as this creates negative impacts outweighing the benefits.
- Consequences and outcomes: travel time for students, disenfranchisement of neighborhood community. Budgetary factors-fuel costs, personnel, buses, insurance costs, maintenance, scheduling. Environmental impact-air quality, carbon footprint, congestion, safety of children.
- Remove the building enrollment cap at alternative schools to create equity with the neighborhood schools.
- Next steps: 1. More information from low SES families, 2. Make decisions about alternative school locations and impact of neighborhood schools, 3. Equalize technology across the district and add the needed building level staffing to make it useable, 4. Look at ways to create equitable program staffing: P.E., music, counseling, arts. If schools all have a 50% free/reduced-could we move to create a title program that targeted K-3 with a 2-3 year phase-in to work through the transition?
- Next steps: Superintendent sift through all this input and make recommendation.
- Before presentation to Board-take them through all the input and have them come up with own recommendations.
- Perhaps District isn't yet at a point of making these decisions. Am seeing and hearing lots of great ideas out there!
- This was a terrific day!
- Next steps: 1. Review information gathered from middle, H.S., and elementary staff input (i.e. today's workshop.), 2. Review information from parent stakeholder group, 3. Take recommendations-such as interviews with lower SES families and students - from group and follow-up, 4. Don't sacrifice values for bottom-line costs,
- Next Steps: 1. Outreach to low SES families, 2. Cost: Benefit of relocating language schools on a common campus, 3. Investigating implications of program staffing, 4. Creating a 4J "think tank" to address solutions to equity issues, 5. Take the created survey from today's session back to our buildings for further input from staff and families as well as to advance the conversation about the future 4J.
- Thanks for the opportunity to participate today!
- We openly and critically discussed many of the options that 4J is facing.
- Consider using community organizations to gain feedback from and spread information to the low SES population in Eugene.
- I learned that there are caring, concerned staff. We share our frustrations, desires and dreams. I appreciated the opportunity to share my opinions without being tired from working all day. I am energized to go back and see if the things discussed today are possible.
- As far as the next step: one would be to collect data on SES and see how that affects the results of the survey. Look across the board of stakeholders as far as concerns.
- What way will the district reach low SES parents? Surveys didn't work, do we need teachers to make home visits?
- Every school needs a P.E. specialist. Childhood obesity is on track to become a new disability.
- When I attend a presentation that uses a citation from "A Native American Practice", it makes my jaw tighten because it generalizes that everyone from our 500 nations all subscribe to a particular practice. Please think about the impact of that slide on viewing all Natives as generic and fungible. Thanks.

- I wish you well on this journey.
- Next Steps: 1. Get more information from low SES families, 2. Keep equity in the forefront of all decisions being made, 3. I strongly dislike bussing low SES students to high SES schools. The bus says what even administrators are not allowed to know-“these are the low SES kids” & by implication, “these are the F & R kids”, 4. All day kinder is a real necessity, 5. We need a level of services determined for ALL schools.
- 4J needs to strengthen its focus on strong, vibrant neighborhood schools. This would have so many benefits for kids, families, neighborhood communities, etc.
- Please keep our school district diverse, exciting, innovative.
- Support the teaching expertise within the district.
- It feels like we are moving toward a cookie-cutter mentality which deeply saddens me
- We have so many schools/students achieving at high heights-sad to think that all kids are being pushed into what seems to be a one-size-fits all plan-especially in reading and math.
- I appreciate the state TAG mandate, which is to teach kids at their correct rate and level of learning. That mandate should be applied to all- to eliminate the achievement gap- but still allow others to push onward when/if they are ready.
- We need to teach the WHOLE child - science, history, civics, art, music, P.E. (not so much now!) getting lost in the dust- never enough time to teach it adequately- will get worse with added 30 minutes of math per day.
- Next Steps: Are we going to illicit more info from under-represented low income families. Suggestion- outreach at low SES schools. Let's do it!!
- Advanced P.R. initiatives for low SES neighborhood schools.
- Provide programs for students that support their particular talents and gifts. These may not be academic or college bound. These programs could keep children in the system and close some of the existing gaps.
- Be supportive of staff who have to make changes of assignment because of district wide changes.
- We know what is best for all kids. Decisions need to be made so we can move forward.
- Get us the new vision of our future.
- Give support to administration to help their staffs go through change.
- Let's get it on!!
- Move forward!!
- Do what's best for kids- do what's best for each other!!
- PRAY!!
- We will be excited to have the results from BOTH DAYS to share with our staff, parents, community.
- Transition between elementary, middle, and high school and conversation around that is important and the results of these two days will impact that conversation.
- The support for sustainability is impressive.
- Healthy-sustainable 4J: elementary recess, and P.E. for all. Better nutrition guide lines that are enforced (school lunches, classroom snacks, treats from staff/parents). Equitable access to programs for all schools (music, art, P.E., library, counseling, school recess, technology)
- Future of 4J: info about are complicated. 4J to parents of preschoolers- perhaps via clinics and pediatricians? More funding needed to achieve excellence, choice, and equity. More sharing of successes between schools. 4 day school week- longer school year- teachers meet one day every other week for collaboration and sharing.

Shaping 4J's Future Elementary Chart Notes 12/18/07

Table 1

Working Well:

- *Dedicated qualified staff (Faith in judgment of teachers)
- *Parent contentment
- *Systems: Science kits, ESIS
- *Teachers' voices are heard (Not universal agreement)
- *Professional relationship between teachers & administrators
- *Community support
- *Reading curriculum
- *Continued emphasis on equity

Hopes:

- *Make every site a site of excellence

Fears/Challenges:

- *New teacher burnout
- *Fear of private school/charter school migration due to lack of choice
- *Lack of choices/opportunity for non-academic secondary students
- *Dropping out/not fitting in/cohesiveness
- *Efficiency with money & resources
- *Reading curriculum
- *Schools as a place to access social services
- *Expand vision of community school

Ideas That Stand Out:

- *Item responses in the survey did not reflect consequences of the choice
- *Interesting findings of concerns for earlier and more thorough preschool intervention
- *The voices of those parents and staff who have already experienced school closures should be heard. There is valuable information the lessons learned in that process

Table 2

Working Well:

- *Parents & community are happy/supportive of 4j schools
- *4j values input from staff, community and works toward making improvements for kids
- *Dedicated, knowledgeable staff

Values/Conditions:

- *Professional judgment/respect
- *Flexibility
- *Room for creativity

Fears/Challenges:

- *Being told to implement a reading program despite our values

Ideas That Stand Out:

- *Reasons why some people did not complete survey? Some may have thought questions were biased or just burned out on doing surveys
- *Many answers were 50/50
- *Would be interesting to see difference in responses from large vs. small school staff/parents
- *Some minor boundary “tweaks” could make a big difference
- *Nothing very notable from survey data

Challenges/opportunities:

- *Strengthening neighborhood schools
- *Equity & reducing achievement gap need to be addressed regardless of survey results

Unintended Consequences:

- *Some students may transfer to private schools if choice is restricted
- *Possible housing relocation of families
- *Possible loss of innovative programs
- *Possibly not meeting needs of highest achieving students

Table 3**Working Well:**

- *Access to data
- *Consistent reading/math assessments
- *Funding for equity, (i.e., academy funding)
- *Technology
- *Balance between site and district decision making
- *LA curriculum
- *Parent and community support

Values/Conditions:

- *All children can learn
- *Child centered
- *Building citizenship
- *All have a voice
- *Research-based decision-making
- *Diversity
- *School choices/options, i.e., immersion school

Hopes:

- **More technology
- *Consistent and more staff development
- *Equal access to programs, i.e., music, P.E.

- *Strong neighborhood schools
- *Instilling love of learning

Fears/Challenges:

- *Losing choices
- *Elementary schools with different programs converging in middle school
- *Schools closing
- * Parental power
- *Test score driven

Ideas That Stand Out:

- *Discrepancies between parents and staff regarding school size, parents may not understand
- *that there is limited staffing flexibility in smaller schools
- *Making the assumption that the people who responded to the survey are the “people who care” is concerning. *Please be careful with wording! *

Challenges/opportunities:

- * Challenge: Maintaining parental support given staff and parents have different preferences/views
- *Opportunities: Educate community/parents

Unintended Consequences:

- *Might we lose “uniqueness” if we move to schools that all have 300-400 students?

Table 4

Values/Conditions:

- *School choice
- *Language immersion programs
- *Equity of resources
- *Conversation with fellow professionals
- *Small schools allow more time for dialogue
- *Reading program offers continuity to mobile students
- *Experience of seasoned staff
- *Opportunity to discuss adoptions, changes, etc.
- *Time to talk
- *Tradition of excellence and attempt to maintain this tradition in spite of budget woes/lack of money and NCLB requirements
- *Leadership is important
- *Collaboration is honored
- *Community outreach
- *Smooth transitions

Hopes:

- *Reading coaches
- *Talented staff
- *School choice system
- *Ability to attend school of choice
- *Good SpEd resources
- *Cutting edge in many things (RTI, LA adoption, PBS)
- *Discussion about equity
- *Strong attempt to connect to community & communities (Surveys)
- *Accessing university resources
- *Parental involvement
- *Allocation of resources (Literary academy funds)
- *Tech staff development
- *Science Kits

Fears/Challenges:

- *Consider negative effects of bussing only low SES kids – they become “those kids”
- *Provide bussing for all
- *Consider special programs (language for example) in each region. Parents would have choice within a region
- *Consider a minimum or baseline of services for all schools

Ideas That Stand Out:

- *The district will prescribe a minimum & maximum number of students for each elementary school & provide a specified level of services for each building, i.e., staffing based on program rather than enrollment?
- *Should students have a regional choice for unique learning opportunities, i.e., language, tech, arts, to limit transportation and to string them all regions?
- *How to provide choice while increasing diversity
- *Do parents really understand the impact of building size on their child's education?
- *Parents seem more content with the status quo than staff
- *There are no really strong preferences – how can this guide decision making for the future?
- *Did this survey get the information we needed? Was this a good survey?
- *Most of respondents were in the \$50k+ income range. Are these families happier because they are getting what they want from the current system/practices?
- *Questions didn't touch on dropout rate/special needs, under-achievers
- *Churchill region is losing students to other regions, yet no concern for this is expressed in the data

Challenges/opportunities:

- *Inequities that still exist in high schools in the regions
- *How to provide equity & choice
- *Making tough choices while keeping the community with us
- *We have the opportunity to make changes that will allow more choice for all

- *Provide opportunities for all kids to have a high percentage (95%) of the “goodies” (foreign language, class size, tech, arts) and allow extras for those who want to really delve into an area of study
- *Reflections: What effect will 4j’s changes have on preparation, graduation & employability of future students?
- *What can we offer non-college bound kids? How will we reach the “outliers”, those who don’t fit the mold?
- *How will future community input be gathered? Surveys? Something else?
- *What effect will these changes have on our already declining enrollment?

Unintended Consequences:

- *We may have backlash from parents, especially high-income families
- *The needs of low income families may not be met based on the survey results
- *The responses of mid-high income families may not (do not) reflect the needs of low income/poverty/families of color. Who will speak for them?
- *Some staff may not be able to offer the same options for their students if the correct choices aren’t made because their students have high needs but they don’t qualify for title, academy or other funds

Table 5

Working Well:

- *Commitment to excellence
- *L.A. Adoption (a plus and a challenge)
- *Valuing all voices (collaboration & communication)
- *Choice

Values/Conditions:

- *Choice
- *Equity
- *Excellence
- *Character development
- *Closing the achievement gap in academics

Hopes:

- *Extending schools to be community centers
- *Statewide commitment to kindergarten full day
- *Childcare after school

Fears/Challenges:

- *Communicating with parents
- *L.A. adoptions
- *Choice
- *Music not seen as core subject, not program decision

Ideas That Stand Out:

- *Answers were moderately approving because questions were moderate in nature
- *Parents responded supportively because the 10% who responded are those who are invested in the school their child attends
- *Program staffing for music & the arts
- *Build us a real core program and stop making us choose
- *Language campus downtown
- *Balanced regions in school size, resources (especially at the high school level)
- *The school as a magnet for the community in which it's located reflecting the needs of that neighborhood
- *Community service projects
- *Internal structural changes such as all-girl, all-boy
- *Tribes-training at all schools

Challenges/opportunities:

- *If 4j decides to limit enrollment how would boundaries be adjusted, enforced?
- *Opportunity for technology grants & other grants
- *Challenge to provide equity in core subjects (including music) for all children
- *Challenge in providing for children with learning disabilities

Unintended Consequences:

- *Neutral survey got neutral responses

Table 6**Values/Conditions:**

- *Expertise/quality of teachers
- *Caring staff
- *Opportunities abound
- *Diverse approaches ("not 1 size fits all")
- *Whole child view/focus
- *Choice system in district

Hopes:

- *Belief that all children can learn
- *Not everyone learns in the same style
- *Hope that we honor where a child is currently at/background
- *"Whole child" – dev. In academic, soc./emotional, physical, aesthetic, & social resp. integrated curriculum
- *Community and family support vital
- *Creating learning communities while meeting diverse academic needs
- *Some things need to be available to all (technology, foreign language, P.E., music, etc.)
- *More advocating for low income housing in stable areas → so more available choice + healthy diversity → solve some transportation issues

Fears/Challenges:

- *Difference in parents/staff in diversity
- *Would parents support proposed program changes?
- *Willingness to address issues but believe different ways to achieve goals
- *All day kindergarten with option to attend 1/2 day
 - *Core curriculum in am
 - *Enrich/social in pm
 - *Allows for flexible scheduling
 - *How would curriculum be balanced for 1/2 day (K)?
- *Equity in technology for all schools

Unintended Consequences:

- *Review policy of allocation of title money to help equity in staffing, etc., for school close to qualifying for funds
- *Move to program staffing of P.E./music..... for all schools

Table 7**Working Well:**

- *Community support
- *Outreach to community
- *Parents like their schools
- *University/L.C.C./College experience & support
- *Equity funding – money sent where needed
- *Equity is valued
- *Desirable place to work/high expectations for staff
- *Values professional development and staff input is valued
- *Processing before decision making
- *Valuing every child

Values/Conditions:

- *Space/facilities to reach
- *Technology education
- *4j valuing the professionalism of teachers to make decisions
- *Balance between top-down and site-based decision making
- *Every child leaves school prepared for the future and ready to be involved and care about their community

Ideas That Stand Out:

- *How will we provide equity for students with special needs? (Survey doesn't address this)
- *Are the results "truly representative of Eugene's public opinion? (Lower income is under-represented)
- *How do we take this into account in our decision-making?
- *What now?
- *How will the district navigate the difference between 4j parent & 4j staff opinions?

Table 8

Working Well:

- *Tradition of excellence
- *Talented teachers
- *Quality of service to SpEd kids
- *Opportunities to partner with university
- *Teachers willing to use new ideas

Values/Conditions:

- *Peer collaboration
- *Title 1 supported programs
- *How schools work together
- *Community support for education
- *Strong, supportive leadership
- *Value getting all students to succeed, keep working on this

Hopes:

- *Encourage leadership at all levels
- *Heard & respected by building administrator
- *All staff given professionalism & allowed to do their jobs well
- *Struggling as a district, with becoming more unified

Fears/Challenges:

- *Population is changing
- *As we try to meet more diverse needs, provide the support every school need to do this technology also

Ideas That Stand Out:

- *Outside help to support change (media)
- *Regional planning/map with input from schools and community members. (Chinese immersion in Churchill?)
- *Attraction programs need to be supported by feeder schools in the region

Challenges/opportunities:

- *Stabilize staffing for a period of time that is reasonable
- *Current population reflected in PTE
- *Increase flexible PTE that can be accessed to support programs/class size
- *Attraction programs need to be well planned and systemic
- *Creating common goals for attraction programs
- *Program offerings – balance regionally to minimize competition
- *Create equity among high schools – reputation?
- *PTE allocations
- *Stabilize kindergarten district-wide – Can it look the same or similar from school to school?
- *Market stability from year to year

Unintended Consequences:

- *Domino effect on other schools in region when a program is changed or added
- *Staff and parents want different outcomes
- *Funding is needed for additional staff

Table 9**Working Well:**

- *Voices being heard
- *Science kits ☺
- *Balance between site & district process result in what's best for kids
- *Resources

Values/Conditions:

- *Student focus
- *Good leadership
- *Resources

Hopes:

- *Balance equity & choice
- *Continued/expanded resources
- *Open communication with all staff
- *All neighborhood schools should be special (Have a specialty)

Fears/Challenges:

- *Diluted programs for all exceptional students
- *

Ideas That Stand Out:

- *No way to prevent multiple paper votes, 48% oppose many initiatives

Challenges/opportunities:

- *Really not enough difference between those voting
- *People who care & people who didn't filled it out – may still have cared but not made the time
- *This is really just like a regular town hall – it is not statistical
- *We worry what newspapers will do with this info
- *We discussed demographics and mobility

Unintended Consequences:

- *The survey may get more weight than it deserves, but it did get great conversations going and extended conversations for all day

Table 10

Working Well:

- *Our community likes schools
- *Great teaching force
- *Value (by district) of teacher and community input

Values/Conditions:

- *Equity and resources
- *Community (all voices count, students, teachers, parents, administrators, et.al.)

Hopes:

- *Increase equity
- *Integration of values, racial and economic diversity

Fears/Challenges:

- *How to meet the needs of the community
- *Create equity without closing school choice

Table 11

Working Well:

- *Science kits
- *Site-based decision-making
- *More consistency with reading curriculum
- *Listening to all shareholders to work toward change
- *Looking forward → and proactive
- *Cutting edge

Values/Conditions:

- *Teacher professionalism
- *All students can learn
- *School choice
- *Small schools
- *One size doesn't fit all
- *Communication within school and district
- *Building relationships
- Time

Hopes:

- *Technology
- *Resources
- *Lose negative attitudes about schools/areas

Response Report

Session: Shaping 4J - elementary

Class: 80 clickers

Class Points Avg: N/A

(Includes only students who took assessment)

1 What is your role in 4J?

A	29%	Administrator
B	15%	Classified Staff
C	56%	Certified Staff

2 Your school is a:

A	72%	Neighborhood school
B	22%	Alternative school

3 Which region is your school in?

A	32%	Churchill
B	25%	North
C	19%	South
D	19%	Sheldon

4 How long have you been working in 4J?

A	26%	1-5 years
B	28%	6-10 years
C	21%	11-15 years
D	4%	16-20 years
E	19%	20 + years

5 Parents have the option of choosing from among the programs in their region. Each program is distinctive and of excellent quality.

A	29%	Strongly Support
B	37%	Support
C	10%	Neutral
D	19%	Don't Support
E	1%	Strongly Don't Support

6 Commit to long term program equity among regions with comparable choice within each region. Provide caps to maintain high schools at 1500. Fund schools for retention of staff and programs for 2-3 years.

A	31%	Strongly Support
B	40%	Support
C	21%	Neutral

- D 6% Don't Support
- E 3% Strongly Don't Support

7 The district should provide a minimum and maximum number of students for each elementary school and provide a specified level of services for each building. Staffing is based on program rather than enrollment.

- A 37% Strongly Support
- B 32% Support
- C 13% Neutral
- D 13% Don't Support
- E 3% Strongly Don't Support

8 Eliminate proposed bussing of students to bring equity of choice as this creates negative impacts outweighing the benefits.

- A 32% Strongly Support
- B 22% Support
- C 24% Neutral
- D 9% Don't Support
- E 12% Strongly Don't Support

9 Every school is dedicated to eliminating the achievement gap while maintaining its commitment to innovation and advanced academic programs.

- A 66% Strongly Support
- B 10% Support
- C 13% Neutral
- D 3% Don't Support
- E 3% Strongly Don't Support

10 Create a language campus situated in the heart of downtown Eugene. Combine Spanish, French, Japanese, possibly Chinese at same location.

- A 32% Strongly Support
- B 24% Support
- C 13% Neutral
- D 21% Don't Support
- E 7% Strongly Don't Support

11 Redraw boundaries to move toward an equitable distribution of student populations.

- A 29% Strongly Support
- B 31% Support
- C 16% Neutral
- D 12% Don't Support
- E 9% Strongly Don't Support

12 The district should develop three high school regions and consolidate resources.

A	4%	Strongly Support
B	21%	Support
C	24%	Neutral
D	31%	Don't Support
E	19%	Strongly Don't Support

13 We need more responses from a lower SES population representation before making decisions.

A	76%	Strongly Support
B	9%	Support
C	7%	Neutral
D	4%	Don't Support
E	3%	Strongly Don't Support

14 Provide Pre-K and full day kindergarten at all schools.

A	60%	Strongly Support
B	21%	Support
C	9%	Neutral
D	6%	Don't Support
E	3%	Strongly Don't Support

15 The district should hire a sustainability coordinator and establish a sustainability office.

A	32%	Strongly Support
B	21%	Support
C	25%	Neutral
D	7%	Don't Support
E	12%	Strongly Don't Support

16 Every building deserves a true core program of instruction including music and the arts.

A	82%	Strongly Support
B	12%	Support
C	3%	Neutral
D	0%	Don't Support
E	0%	Strongly Don't Support

17 Remove the enrollment cap at alternative schools to create equity with neighborhood schools.

A	28%	Strongly Support
B	24%	Support

C	15%	Neutral
D	21%	Don't Support
E	13%	Strongly Don't Support

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Shaping 4J's Future HS/MS Index Cards 12/17/07

- Next Step - Have a committee to create a QEM across 4J.
- Keep momentum going!
- Have concrete examples of what different options look like.
- Establish a timeline of decision-making.
- Keep communication clear and consistent.
- Tell us what you are thinking-you have our opinion, what is yours?
- Action plan/questions.
- From what perspective do we determine excellent/choice/equity?
- Need perspective from all levels SES.
- Time to communicate-keep staff involved.
- Hopefully-all of the information gleaned today will be shared with elementary folks and others in the district.
- Next Steps - Will the group who prepared the survey get to process today's results?
- Continue to dialogue between all groups involved in this process.
- I am surprised at the willingness of staff and administration to move forward with some REAL change in the 4J system.
- Continue to involve certified and classified as we move forward.
- Find ways to improve communication-keep the work transparent
- Keep the process moving.
- I welcome being part of the conversation and believe that these kinds of conversations should continue- perhaps on a broader community scale, perhaps with district administrators at the building level.
- Not everyone can be involved in planning and implementing change, but being part of the conversation helps everyone to understand the complexities and challenges.
- Continue to seek input from all groups, levels, and regions.
- Middle school population issues need quick re-evaluation in Churchill region-if not-because of reconfiguration that has occurred at Jefferson-CHS will not have enough incoming students. Can't make it on 41 8th grader each year!
- Next Steps - Report from district on feasibility of issues raised at this session-RESPONSE
- Narrow focus to 1-3 of top priority items.
- Not enough information to schools. South staff is largely unaware of any changes being considered.
- KEEP STAFF INVOLVED.
- Be transparent in your progress.
- No hidden agenda.
- Keep people informed as to what is pushing you and where it is pushing you.
- 4J used to draw families, administrators, teachers, and support staff to our community. We need to build our reputation again to draw all mentioned above.
- Important that today's work and tomorrow's work be communicated to all stakeholders- not to lose our ability to maintain a sense of "ownership" in the process.
- District wide articulation to ensure excellence, equity and choice in 4J.
- Keep us posted as details take/progress takes shape.
- Have a mentorship program for incoming 4J district ed center administrators-as our current people retire-we lose a wealth of knowledge.
- Data collection could have had demographic questions. Then you can do statistical analysis, i.e., what level do you work at? Do you have children in public schools? Years in the system?
- Not sure what we accomplished.
- Not sure what the goal was.
- Not sure that we helped.
- Give these survey statements (consolidated) to others. (Others on staff not represented here)
- What questions and answers will the elementary staffs come up with?

- We're still curious about transportation issues and how those will impact/shape our options
- What will be done with the information we shared today?
- Our group had some questions about how/where the input from this morning's exercises will fit in or be used.
- Hearing and responding to the survey data was good, but then we did exercises asking us to re-open the discussion to "pre-survey" scope, which seemed like working backwards. Maybe it would have been useful to keep more focus on the survey options/results.
- What happens next?
- What will be done with the survey results and ideas we developed?
- Suggestions for tomorrow-share survey results first, then do the 4J café.
- What is the time line on shaping 4j's future?
- I was involved with the multiple day meetings last fall. We were assigned to specific groups and discussed/brainstormed ideas about our topic. Today's meeting seemed to open everything up again to any topic, yet we didn't end up talking much about several of the topics we spent all those days on, like SPED, ELL, grad configuration, etc. It seemed to be a bit too unfocused today. I truly don't know what I'd report back to my staff about what we did today.
- Communication of this process, thus far and moving forward, to all district staff, i.e., building closures, staff loss of jobs or moving to a new building, re-aligning regional boundaries.
- Keep honest with this process-district to let go of its hidden agenda (if it has one?!).
- 4J needs to make sure that schools are discussing the possible outcomes of this process
- Can we really close a high school and fit all the students in the halls?
- Can we do this in the middle school?
- The "clicker" survey is not an educated choice, when I think about different questions in different ways
- We need to stop competing against one another
- All schools will realign curriculum through the elimination of ability grouping
- Instructional focus=differentiated instruction
- Rationale: all students exposure to higher level concepts and thinking
- Experiential learning had to be used to meet needs of all students
- Behavior issues are decreased
- No low class "low=behavior"
- Raising of the bar
- Consequences: Difficult to differentiate
- Gaps get bigger as students get older
- High school application will be "tough"
- Need buy-in from parents, students, staff
- Lose "high" students to private schools
- Communication on the school level is non-existent. Schools are not currently talking about this
- Can you share what other comparable districts have done to do this?
- Please share more about social justice and evidence based practice related to this issue of 'Shaping the Future'
- How will consolidating schools help? Where is the evidence?
- Can our bussing system accommodate some of these ideas?
- Very valuable day!
- Clear message: we want each student to succeed and have a quality education that is equitable and challenging.
- All kids deserve choice, arts, a chance to "perform" their knowledge, not just take a paper test.
- All kids need a variety of subjects and passionate teachers who create life-long learners
- Thank you!
- Change needs to start at the ground level.
- Staff is ready for change.

- With the inequality among schools, we have created this problem ourselves, Beginning with kindergarten (full day, 2/3, half) to first grade (immersion) all the way through celebrate community. I have moved towards “no school choice” after today.
- Come up with diametrically opposed ideas then come back together and hash out the pros and cons.
- How do we continue to maintain and develop this type of conversation/communication?
- It is clear that staff is looking for a more balanced approach to what we offer in our different schools and regions.
- Love the ideas of coming up with what we think all kids should have and then fund the schools we can afford to.
- Staff is poised for change, but it has to be very thoughtful.
- Great day!

Shaping 4J's Future HS/MS Chart Notes 12/17/07

Table 1

Values/Conditions:

- *School size affects course offerings/access
- *Trust through relationships

Hopes:

- *More K-12 articulation
- *Time for communication

Fears/Challenges:

- *No one will ask the hard questions
- *What is equity?
- *Trying to function with inconsistent definitions of: Excellence, Equity, Choice

Table 2

Values/Conditions:

- *Autonomy and Creativity
- *District support for professional development
- *District validating and acknowledging equity, inclusion and the importance of relationship building

Hopes:

- *Differentiated instruction done well; accessed by all students
- *Training and resources for staff
- *1 to 1 technology access

Fears/Challenges:

- *Make sure we buy in.....
- * Change will ultimately lack ongoing maintenance and facilitation (care-taking
- * Funding communication
- * Concerns regarding the usefulness of the survey results and its validity (because of the representative samples)
- *A need for student participation in the survey process, especially in under-represented populations (low SES, average income, etc.)
- *Feels like there is a disconnect between the AM group exercise and formulating responses to the survey questions

Unintended Consequences:

- *As a group we are concerned about continuing this discussion about shaping and creating policy based on survey results

Table 3

Values/Conditions:

- *Equity - all kids having opportunity and resources
- *Choice – students having choice/affording kids opportunities

Hopes:

- *Shared vision – all 4j kids are our kids
- *Collaboration across the system

Fears/Challenges:

- *Will we have the economic resources?
- *Compromise our vision of quality education due to the economic framework?
- *Will politics cause status quo to remain?
- *Can we change perspectives?

Ideas that stand out:

- *Staff is poised to make some changes

Challenges / Opportunities:

- *Change is hard & people have a lot of emotion around this – how do we respond to this?
- *Look beyond ourselves / beyond our own school
- *Changing populations
- *Creating new programs

Unintended Consequences:

- *The loss of a school has a tremendous impact on a community

Table 4

Values/Conditions:

- *District empowers staff
- *No student education will take precedence over another's
- *Relationships

Hopes:

- *Collaborate more in every direction
- *Establish better relationships with students, staff, other schools

Fears/Challenges:

- *Is there a hidden agenda?
- *People will not be able to let go of personal agendas
- *How are we going to define equity? (Equal or fair but equal)

Ideas that stand out:

- *There are many people who strongly support change
- *The number of respondents was low (sample small)

Challenges / Opportunities:

- *Keeping the vocal ones appeased?
- *Dealing with system change
- *A district that faces the equity?
- *4J staff seems to be looking for a solution

Unintended Consequences:

- *Effect on grants
- *School culture
- *Classroom structure & expectations

Table 5**Values/Conditions:**

- *Alternative education options. Choice creates more possibilities
- *Elementary / middle school
- *Alternative high school
- *Language immersion, SLC's
- *Community Connections, _____, R-tech-charter schools – School work, etc.
- *Grows the value of all stakeholders
- *Culture that values individual values of individual buildings
- *All stakeholders invited to the table to help “shape future”
- *Comprehensive high school across district
- *Schools with differing personalities to fit kids & serve them best

Hopes:

- *Choice available to all kids
- *All parents know and take advantage of choice
- *Recreate successful programs
- *Balance middle school size of population, immediately for effects on high S. population
- *Would staff certain positions equitably across district (counselors, librarians, health services, school to work, etc.)

Fears/Challenges:

- *Standardization across the district that stifles creativity & creates ruin of successful programs
- *Decisions pre-ordained – discussions, panels not really influential – just exercise in making it appear that it is endorsed by stakeholders
- *Continued (increased) mandate and decreasing resources

Ideas that stand out:

- *Excellent programs and best staff at struggling school will change enrollment and achievement. Match programs to student population but not at expense of hiring stronger administrators
- *Strength of personality-charisma-knowledge either breaks or makes schools
- *Survey not as useful.
- *District educators, “the think tank”, etc., should suggest models based on best practice then sell these ideas to constituents and modify with their input
- *Communication between districts, administrators and the schools & school staff
- *Idea -- Friday (or Thursday) @ 4:00 administration host a monthly open house discussion with anyone who wants to come
- *Idea -- Administrators teach 1 class each year in a school or at least visit schools for more extended periods of time

Challenges / Opportunities:

- *What’s working in 4J
- *Choice
- *Given existing resources kids are getting good educations
- *Hardworking well qualified staff (good relations with unions)

Table 6**Values/Conditions:**

- *Relationships, Rigor, Reliance (Equity with all of these across the district)

Hopes:

- *Replicate what is working
- *Leadership will give voice to unspoken in equity (especially in areas that are a perceived success)

Fears/Challenges:

- *Fear – Test driven curriculum (instead of relationships)
- *Challenge – How do you systemize equity & relationship building?

Ideas that stand out:

- *Demographics of survey appear questionable
- *Research, leaning towards small schools seemed slanted (possibly made the survey biased)
- *School capping – closure due to declining enrollment
- *Political ramifications of these decisions

Challenges / Opportunities:

- *Resources are a challenge to a comprehensive program
- *400 – 600 cap fits size for QEM but not program needs for QEM (librarians, special ed staff, counselors, etc).
- *Caps create less choices for students and this may decrease enrollment (charter schools, etc.)

Unintended Consequences:

- *Loss of programs and jobs with closures and capping
- *Services would be harder to distribute with smaller schools

Table 7**Values/Conditions:**

- *Collaboration, communication
- *Children
- *Communication – vertical & horizontal D.O. support / leadership
- *Positive attitude

Hopes:

- *Why are we here?
- *This is authentic & not divisive. It's not just about money & politics.
- *Sense of community will prevail over division
- *it's all about all kids

Fears/Challenges:

- *Privileged few will “wag the dog”
- *Not lose sight of the whole / shared values
- *Not factionalizing
- *Talk will translate into action.

Table 8**Values/Conditions:**

- *Relationships
- *Staff / staff
- *Staff / students
- *Autonomy
- *Creativity
- *Equity
- *Parental & community support

Hopes:

- *Regional articulation
- *Collaboration – no competition among schools
- *Professional time to incorporate effective strategies

Fears/Challenges:

- *Boundary issues
- *Choice vs. equity
- *Loss of autonomy

- *L.A. adoption
- *P.E. mandate
- *Competition among schools

Ideas that stand out:

- *Full day K, contrast between staff & parents, transportation, weighted (preferential) enrollment per demographics MS/HS
- *Free market schooling
- *Fidelity of program vs. local autonomy (core support), co-located schools need connection, points for parents, students, staff (equity)
- *Does choice foster / reduce opportunity?
- *High school enrollment 12-1500
- *Consider middle school enrollment based on staff input
- *Lower SES & people of color preferred transportation
- *Everyone supported, unique programs
- *Technology
- *Career academies
- *4J will develop & fund a core program for all schools which provides a basic minimum standard. Each school's delivery model may vary.
- *Outcome: Provide equalized access & opportunity to all students in their neighborhood

Challenges / Opportunities:

- *Discrepancy between staff / community
- *Perception of equity from district to community
- * Competition among schools / region
- *Regional "bleeding"
- *New program Support
- *District-wide
- *"Best practices
- *directions
- *Cross-school communication
- *Parents aren't opposed to change
- *Challenges require money & time
- *Growth will impact need to adjust boundaries

Unintended Consequences:

- *Transportation logistics
- *(K) – Reallocate resources
- *Competition for Students
- *Economy of scale vs. "small schools" community
- *Choice breeds inequity
- *As enrollment is adjusted, some schools will have a loss of funding, others will gain
- *Eugene schools will return to 5A
- *Threaten local autonomy
- *Finances will be reallocated
- *Time for training collaboration

- *New programs will be developed at certain schools
- *4J should provide transportation to any school of choice for all students qualifying for free/reduced lunch

Table 9

Values/Conditions:

- *Trust & creativity
- *Teacher autonomy
- *Sense of joy in our mission

Hopes:

- *Do more for non-college bound students (meaning “other walks in life”)
- *Comprehensive well rounded programs at all levels: arts, library, counselor, music elective built into the day
- *All choices available to all families/kids

Fears/Challenges:

- *Teacher burnout
- *Health issues
- *Teachers have little control over family preparedness
- *Teacher autonomy can lead to inequity
- *Size of school is wrong question, wrong criteria

Unintended Consequences:

- *Can we get low SES parents to respond? Increase diversity of respondents
- *When you provide palatable choices you don't get strong reactions
- *The middle school size question was poor... moot – since 7/8 schools are 400-600. And why ask about size instead of program?
- *Did “small school staff” vote for larger school? (Who voted for larger schools?)
- *Staffs understand issues far better than parents/community (but they're not necessarily right...)
- *How about a survey with forced choices?
- *Survey is disappointing... can it really inform our decisions? Changes could potentially be based only on staff input.
- *What is the actual percentage of parents who own their home?

Table 10

Values/Conditions:

- *Equity
- *Excellence
- *Choice
 - *Site-based decision-making
 - *What are the questions about choice?

- *I like the idea of choice and like how it plays out
- *Majority of students don't have choice
- *Choice is academic & not whole child

Hopes:

- *Put students first!
- *Access – to choice/excellence
- *Support choice in different ways
- *Start earlier
- *Consider serving more diverse populations – they will need different support
- *Address “academic” calendar – extend school hours and school year to accommodate student needs
- *Is the sample truly representative of our students and families?
- *Transportation and creation of unique programs supported by staff & parents
- *Compare to other districts →with no choice – what are students getting that is different than the neighborhood schools?

Response Report

Session: Shaping4J-Secondary

Class: 65 clickers

Class Points Avg: N/A

(Includes only students who took assessment)

1 Eugene should pare down to three comprehensive high schools.

A	21%	Strongly Support
B	19%	Support
C	19%	Neutral
D	28%	Don't Support
E	11%	Strongly Don't Support

2 Close one middle school to create six middle schools of 600-700 students.

A	30%	Strongly Support
B	26%	Support
C	12%	Neutral
D	19%	Don't Support
E	9%	Strongly Don't Support

3 Consolidate K-5 schools.

A	28%	Strongly Support
B	35%	Support
C	16%	Neutral
D	11%	Don't Support
E	7%	Strongly Don't Support

4 Consolidate 6-8 schools.

A	28%	Strongly Support
B	35%	Support
C	11%	Neutral
D	21%	Don't Support
E	5%	Strongly Don't Support

5 Consolidate 9-12 schools.

A	28%	Strongly Support
B	21%	Support
C	9%	Neutral
D	28%	Don't Support
E	11%	Strongly Don't Support

6 All schools will realign curriculum through the elimination of ability grouping.

A	16%	Strongly Support
B	19%	Support
C	11%	Neutral
D	30%	Don't Support
E	21%	Strongly Don't Support

7 To balance socio-economic demographics among the four regions.

A	33%	Strongly Support
B	32%	Support
C	14%	Neutral
D	5%	Don't Support
E	14%	Strongly Don't Support

8 The district will value and financially support ongoing evaluation success of the of the changes and individual schools will play a key role in this evaluation.

A	53%	Strongly Support
B	28%	Support
C	12%	Neutral
D	2%	Don't Support
E	2%	Strongly Don't Support

9 Develop a quality educational model for each level and support, staff, and fund the number of schools the model determines.

A	58%	Strongly Support
B	32%	Support
C	5%	Neutral
D	4%	Don't Support
E	2%	Strongly Don't Support

10 Create four enrollment balanced high schools each supported by two middle schools offering comprehensive curriculum and services.

A	39%	Strongly Support
B	40%	Support
C	5%	Neutral
D	7%	Don't Support
E	7%	Strongly Don't Support

11 Develop and fund a core program for all schools that provides a basic minimum standard. Each school's delivery model may vary.

A	53%	Strongly Support
B	28%	Support
C	11%	Neutral
D	5%	Don't Support
E	4%	Strongly Don't Support

12 Establish an optimal level of program and instructional services at each level and every building.

A	74%	Strongly Support
B	21%	Support
C	4%	Neutral
D	0%	Don't Support
E	0%	Strongly Don't Support

13 Distributing school populations equitably around SES, number, ethnicity and race across the district will significantly reduce the achievement gap.

A	21%	Strongly Support
B	28%	Support
C	19%	Neutral
D	18%	Don't Support
E	14%	Strongly Don't Support

14 Our current vision statement and guiding principles are sufficient to guide the Shaping 4J's Future process.

A	4%	Strongly Support
B	23%	Support
C	32%	Neutral
D	28%	Don't Support
E	12%	Strongly Don't Support

15 Create a 9th grade 'bridge' high school in each region to allow less prepared 8th grade students an extra semester of instruction before entering high school.

A	47%	Strongly Support
B	16%	Support
C	7%	Neutral
D	9%	Don't Support
E	19%	Strongly Don't Support

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Shaping 4J's Future Parent Index Cards 12/20/07

- Strategies for action: Create a few small pockets of excellent education-small number of students/class high teacher/student ratio, some individual instruction, excellent teachers only, quality control, high expectations, etc.
- Rationale: This will decrease equity, and it will make parents angry and motivate them (finally) to take action at the initiative process and at the polls. Will shock voters into supporting schools at the polls at tax time.
- The district should provide a handout for special-needs parents to navigate the district.
- Market positives about each 4J school. (Brochures going out to all parents with young children.)
- Please toss out the survey- this seems significantly flawed and less than helpful.
- Comment: I'm impressed with the process and appreciate the chance for input. One idea I strongly support is resource allocation based on need. Also, please consider looping and year round school as options to retain and improve excellence, equality and choice.
- Comment: It is so important to support our neighborhood schools and make them a quality choice that can compete with alternative programs. If the curriculum is so appealing at the alternative schools, then it should be available to all students who want it. Currently, the choices are not available to all students because of transportation, knowledge or options, or no room available. The current system is not allowing fair alternatives for all students. P.S. Co-location doesn't work! (You already know that though)☺
- Changing boundaries is not the answer. Principals need to be trained as administrators.
- Comments: Give incentives to "outstanding" teachers that are creating excellence in our schools. Shorter summer break. Change communication from superintendent down. Perception is that alternative schools are superior. Communicate that every school is unique and great. Make neighborhood schools unique.
- Particularly at the middle and high school level, I would like to see the schools use the latest research re: social issues to remove the social barriers to learning that exist at these levels. Get rid of prom king/queen model, and other things schools do to _____? kids into have, have not. Work on more inclusion models. Better prepare our kids to exist in a global economy and environment.
- I feel strongly that returning to true neighborhood schools (i.e. enforcing boundaries) would result in a more realistic, more diverse student body (and attendant parent support) that would greatly improve all 4J schools and eliminate the "elite" schooler and the "have"/ "have not" syndrome.
- Every parent has the right to choose the best educational environment for their children, however, focusing on standardized programs in all schools may help to balance the swings in enrollment, i.e. fund music, P.E., etc. equally among all schools. *Excellence, balances choice, which creates equity.* Ask these questions: Why do parents transfer to alternate schools- then create that environment everywhere?
- If school enrollment levels are higher- how will we fund buildings to accommodate them?

- If all schools had a review of principals and teachers (firing of those that aren't good) they'd all run as well as Bertha Holt. Kevin Boling has a presence that promotes a quality school down to each student. His personal decision regarding "no hats inside" should be in every school! As a student attending private grade school as a kid, those same principles I experienced occur in Holt. This is a great thing and lacking in society in general. Quality leadership with the school principal is a necessity for every school. Some schools wouldn't lose students, if it were run properly with a pro-active, positive and present principal. Thank you Kevin Boling! KUDOS!
- Thanks for doing this. Funding music, art, P.E., at all elementary schools is critical. Funding full-day kindergarten at all schools is also critical. Struggling students who don't qualify for learning center services are a very under-served population in 4J. TAG students also need to be better served at the elementary level.
- Currently the lack of consistent funding for specialists means that schools (elementary) are having to drive their schedules around when part-time specialists can be there. This erratic scheduling does not serve children well and means that scheduling nightmares prevent high achieving and struggling kids from getting the best experience they could get because the schedule doesn't allow for small group instruction by ability group.
- All elementary schools should be able to offer advanced math and reading groups so that high achieving 4th and 5th graders have the opportunity to stay challenged. Any schools (neighborhood and alternative or multiple alternatives) that share a site ought to have strong external facilitation to encourage collaborative site-based decisions, shared funding opportunities, etc. Much like the successful umbrella that Edgewood and Evergreen used to be!
- Thank you for inviting us tonight. The "clicker" was fun, but more importantly, it was very helpful to see peer feedback immediately. It would be very helpful to have a similar forum with both staff and parents collaborating.
- I still have some doubts about the integrity of the survey! But...this was a nice forum and great opportunity to bring diverse perspectives together. Let's not just do this only once with parents. Maybe find alternative ways for parents to participate - the future of 4J is very dependant on Oregon's community/parent support.
- RE: George's comments/theory about the disparities between parent and staff responses- I would not keep making the statements that: teachers know more and staff cares about all kids and parents only care about their own kids. Both statements are pretty insulting and probably also inaccurate!
- George: Read Will Okum's blog on the NY Times website (under Nicolas Kristof's blog) about use of uniforms.
- Please find a way to communicate better to parents the radical changes you are making like requiring P.E. in middle schools by next fall and crazy last minute changes at South regarding ID science requirements and attendance forms being approved by teachers instead of parents.
- Thank you for a fascinating evening!
- Please consider carbon impacts of decisions. I suspect that students all going to neighborhood schools would generate much less carbon than students being driven all over the city.

- In order to ensure a strong public school district you need to ensure parents don't view private school as the best option. Parents need to feel empowered to be able to choose what they feel is best for their children. Choice, alternative schools, language immersions, are fabulous.
- I know of several families who have left public school systems because of frustration over what their child was experiencing at the school and not feeling there was a possible resolution in staying at the school. Parents view themselves as consumers of education without enabling frivolous complaints; schools need to try to resolve problems in ways that don't drive parents away from public school.
- Thank you so much for this evening's forum. I'd love to email you with a few more thoughts.
- Questions we have not asked? Teaching to the middle, not addressing higher learners (TAG). Parent organizations having to fund basic curriculum needs/materials. Ideas-year round school? Looping? Rationale: (Not tied title 1 funding) This strategy would help balance the district's goal of equality, choice & excellence among schools without changing attendance boundary. Consequence: Inequitable distribution of resources resulting in a more balanced equitable district.
- The survey's variation between notes of the parents/community vs. the teachers shows that the community needs more information. If we want equitable socio-economic schools, we need to have our Planning Department set as a goal to adjust zoning to balance the types of residences in all school zones.
- Don't mess with smaller schools that are doing well closing the achievement gap. If you must mess with them, strengthen them with added FTE, Headstart or other pre-K programs, all day KG options, and "hybrid" programs including Spanish immersion within the Churchill area.
- When moving around Alternative Schools or considering consolidations, don't repeat the biased pattern of dissolving/consolidating schools serving working class neighborhoods successfully.
- Even the playing field by requiring capped and more affluent neighborhood schools to also cap non district sourced community and classroom fundraising efforts on a per student, district wide basis. Disperse the extra money evenly among needier neighborhood schools. For example, no one school or classroom should have access to high tech devices, state of the art extracurricular or physical education equipment or field trip opportunities that are not also available at any other school and classroom in the district. This does not mean that each school or classroom will spend the community raised funds similarly, but each will have the same amounts to spend or a share of the equipment. This can be done by researching these disparities and then setting a target level cap for per student community fund raising, with the excess in funds or equipment/supplies going into a "Robin Hood" fund. This added to beefed up Title One and after school programs for target schools would go a long way toward narrowing the achievement gap.
- Further green the 4J system by assuring reasonable walking and bicycling access distances boundaries, establishing reward systems for green transport options and creating amenities such as sheltered, secure bike parking through the middle school level. Also recognize model schools and provide clear rewards for promoting (or penalties for not meeting) composting, recycling and energy efficiency measures.

- Shift all schools in a middle school district (or high school district) to a year round schedule or drop it altogether.
- Telegraph high impact final decisions such as move, close or consolidate with two or more year ahead implementation time frames.
- Very informative to meet other parents and share ideas. Parents would enjoy you coming to schools to answer parent questions. Interest in full day KG and year round school schedule. Let's invite the same group back and meet again.
- I think staff clearly sees the inequities across the district. Change will be unpopular because of resistance to X. I think for each small alternative school, a similar sized successful neighborhood school should be retained. This would be a way of providing equity. I also feel strongly about redrawing boundaries and creating 1 to 1 transfers among the schools. Co-housing two alternative schools to make a school of 300 is one more way of giving privilege to alternative schools.
- Would support at least redistricting on school choice boundaries in order to facilitate more equity. Would like to see meetings between parents and staff, or some way to find out more about what the smart & experienced staff thinks should be done. Consider 1:1 transfers between alternative and neighborhood schools. Consider caps of all schools or class size cap.
- Thank you. An interesting exercise, one that highlighted some of the differences between the choice and equity sides of the issues. There are many compelling reasons to address the equity side, but I think the reasons to support the choice side are also compelling. Part of the problem is the competition for students, hence also the competition for dollars. The issues and proposed solutions are complex and will come at a price for someone, no matter which course of action is chosen. It is not an answer to say that because we already see SES inequality and de facto segregation based on real estate location that we should accept outcomes that increase those patterns.
- Looking outside current methods of funding. Look at higher ed model and how they have gotten private funding from donors and endowments. It has worked very well for them. Bond measures can't be counted on to give us what we need. Endowments might allow us to keep those special programs, like music, art etc.
- Market our schools actively to parents, educate them as to what each school has to offer.
- What are we doing to use the findings of the Tripod survey, besides wondering if there really is an achievement gap between students of color and white students?
- What is being done to meet the rising needs of children with special needs, i.e. drug addiction, ADD, autism, etc.
- What will the world of work look like 5 years from now – are we preparing our children for that world?
- How can we bridge the gap between students from privileged and non privileged homes. For example, parents who can pay for KAPLAN SAT test prep, versus those who cannot. It undoubtedly gives an unfair advantage to privileged students.

Shaping 4J's Future Parent Chart Notes 12/20/07

Table 1

- **4J is doing well at:**
 - Making choices available
 - Great Staff across the accessibility board
 - Population values education. Parents are involved
 - 4J is doing well but can they improve?
- **Areas of Concern:**
 - What are the costs of choices
 - Fundraising/parental involvement leads to inequities
 - Solution may involve city planning, or other larger entity

Table 2

- **4J is doing well at:**
 - Leadership at district level
 - Choice
 - Excellent teachers and staff
- **Values:**
 - Choice
 - Class size correct to support children's needs
 - Create system where schools are so equal that there isn't a need for choice
- **Conditions:**
 - Leadership

Table 3

- **Values:**
 - Quality leadership
 - Committed teachers
 - Parent participation
- **Hopes:**
 - Quality education at all school
 - All schools mission-driven
 - Smaller classes
 - Meet needs of IEP students without disrupting
 - Kid learn critical thinking

- **Fears:**
 - Inequality of resources
 - Kids lack preparation for life
 - Choice creates disparity
 - Poor communication to parents
 - TAG is falling short

Table 4

- **4J is doing well at:**
 - Leadership from staff
 - Choice
 - PBS (Positive Behavior System)
 - Diversity among students and staff
 - Non-threatening environment
 - Second language opportunities
 - Individualized attention
- **Values:**
 - Leadership, choice, diversity, communication
 - Small class size
 - Up-to-date technology
- **Conditions:**
 - Size and space
 - Funding transportation

Table 5

- **4J is doing well at**
 - Leadership quality
 - Teacher quality
 - High standards in hiring
 - Choice/Alternative schools
 - “Portability” no need to switch schools if you move
 - Quality “competition”
 - Raising of standards

Table 6

- **4J is doing well at:**
 - Quality of teachers
 - PBS (Behavioral system)

- Parent involvement/inc. financial
- Partnership between 4J and LCC
- **Values:**
 - Uniqueness of every school
 - Quality of leadership at principal level
 - Well being of kids
- **Conditions:**
 - Equal resources, i.e., class sizes/caps

Table 7

- **4J is doing well at:**
 - Quality of teachers
 - Diversity
 - Smaller class size (when available)
 - Community commitment to education
- **Value:**
 - Diversity
 - Commitment to education
 - Choice Equity
 - Good educational experience throughout
- **Conditions:**
 - Boundaries
 - More money – administer programs, class size
 - Strengthen neighborhood schools – lessen/ameliorate disparity/competition in negative sense
- **Hopes and Fears:**
 - Fear of draining regions of most education-oriented families
 - Fear of losing particular schools/alternative/neighborhood/high school
 - Some members, limit choice for equity
 - Preserve best aspects of choice/flexibility with resolution of major problems connected to it
 - Parents should be able to grow with demand
 - Multiple and varied opportunities for parental involvement
- **Allocating:**
 - Creating greater equity by allocating more resources to those schools with greater challenges such as large class sizes, higher poverty, high population of ELL & SpEd students
 - Addressing challenges within school (including class size, poverty level, ELL learners, SpEd)

- Creating greater equity depending on each schools unique challenge
- Resist. To changing boundaries we want to address without changing boundaries

Table 8

- **4J is doing well at:**
 - Behavior policy from bottom up (elementary thru high school)
 - Innovative programs
 - Community investment in education
 - District currently allows for choice and equity
- **Values:**
 - Leadership skills
 - Quality principal
 - Exceptional teachers
 - Parental involvement
 - Strong programs at both neighborhood and alternative schools
- **Conditions:**
 - Class size
 - Principal review system (create one)

Table 9

- **4J is doing well at:**
 - Great teachers!!
 - Safe and respectful school, we like PBS
 - Collaboration and partnership with community, UO, and LCC
 - Variety of choices, programs – our public school system still works
- **Values:**
 - Our kids getting the best education possible
 - Quality leadership
 - Trust, communication, accountability
 - Transparency
 - Volunteers and community involvement
- **Conditions:**
 - Support for leadership and staff
 - Communication
 - Knowing who is accountable

Response Report

Session: Shaping 4J-Parents

Class: 55 clickers

Class Points Avg: N/A

(Includes only students who took assessment)

1 Which region are you representing?

- A 27% Churchill
- B 21% North
- C 19% Sheldon
- D 33% South

2 How long have you been a 4J parent?

- A 54% 1-5 years
- B 31% 6-10 years
- C 12% 11-16 years
- D 4% 17+ years

3 At what level is/are your student(s)?

- A 56% Elementary
- B 4% Middle
- C 10% High School
- D 31% Multiple levels

4 4J needs to adapt sustainability within its mission/curriculum.

- A 48% Strongly Support
- B 31% Support
- C 12% Neutral
- D 4% Don't Support
- E 6% Strongly Don't Support

5 4J should work to reduce class sizes.

- A 83% Strongly Support
- B 8% Support
- C 6% Neutral
- D 4% Don't Support
- E 0% Strongly Don't Support

6 Create greater equality by allocating more resources to those schools with greater challenges such as large class size, higher poverty, high population of ELL and special education students.

- A 37% Strongly Support
- B 35% Support
- C 13% Neutral
- D 12% Don't Support
- E 4% Strongly Don't Support

7 Develop formal, systematic review process for principals to create/support excellent leadership.

- A 60% Strongly Support
- B 23% Support
- C 13% Neutral
- D 2% Don't Support
- E 2% Strongly Don't Support

8 No longer base school funding allocations on number of students but instead base on holistic assessment of what is needed to make each individual school excellent.

- A 56% Strongly Support
- B 31% Support
- C 6% Neutral
- D 2% Don't Support
- E 6% Strongly Don't Support

9 Three trimesters (12 weeks with one week off at six week point) instead of two semesters to improve student learning. Three weeks at winter and spring break, six weeks in summer.

- A 44% Strongly Support
- B 17% Support
- C 17% Neutral
- D 6% Don't Support
- E 15% Strongly Don't Support

10 Equity in enrichment programs across the district regardless of school size.

- A 65% Strongly Support

- B 13% Support
- C 15% Neutral
- D 2% Don't Support
- E 4% Strongly Don't Support

**11 School size supports full funding of basic curricula and services.
Optimal size = about 300 students/school.**

- A 12% Strongly Support
- B 38% Support
- C 21% Neutral
- D 15% Don't Support
- E 13% Strongly Don't Support

12 Look outside current funding methods.

- A 31% Strongly Support
- B 33% Support
- C 19% Neutral
- D 12% Don't Support
- E 6% Strongly Don't Support

**13 Provide schools that wish to develop unique programs
with district resources (financial, staff, etc) that enable them to carry out
those goals.**

- A 31% Strongly Support
- B 35% Support
- C 23% Neutral
- D 8% Don't Support
- E 4% Strongly Don't Support

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