SHAPING 4J'S FUTURE

Strategic Planning Process for the
Eugene School District

Results from the Survey Newsletter

December 13, 2007

Shaping 4J's Future

In Fall 2006, the Eugene 4J School District embarked on a strategic planning process called "*Shaping 4J's Future*." The process is focusing on several unanswered questions about how to best serve students over the next five to seven years in light of declining enrollment and changing student demographics and needs. This process builds upon ongoing instructional planning and previous district plans. The primary guiding question this process is designed to answer is:

> "What services and facilities will be needed to support the district's future instructional programs in order to increase the achievement for all students and close the achievement gap?" — *Shaping 4J's Future Focus Group Resource Guide*

The *Shaping 4J's Future* process involves three phases: (1) Focus Groups with 4J district staff; (2) a "Think Tank" composed of community members; and (3) a public engagement process. The 4J district contracted the Institute for Policy Research and Innovation and the Community Planning Workshop at the University of Oregon to facilitate the Think Tank and public engagement phases.

Focus Groups: In Fall 2006, eight focus groups comprised of 4J staff were convened around the following topics: (1) special education; (2) grade configuration; (3) high school size; (4) elementary and middle school size; (5) Title I (federal assistance for low-income students); (6) English Language Learners; (7) technology; and (8) pre- and full-day kindergarten. To assist the focus groups, 4J staff prepared a resource document that summarized current district trends and reviewed current best practice research. Each focus group reviewed the data and developed options based on three budget scenarios: no additional funds, some additional funds, or full funding of the state's Quality Education Model (QEM).

Think Tank. In January 2007, the University of Oregon's Community Planning Workshop (CPW) convened a "Think Tank." The Think Tank's charge was to explore the focus groups and best practices information, and recommend options to the school board for a more extensive public involvement process. In making their recommendations, the group was asked to consider the administrative, financial, legal and political feasibility of the options, and narrow and package the options to the extent possible. The group was also asked by Superintendent Russell to address several additional questions facing the district.

The Think Tank consisted of 12 local residents selected to provide a range of community perspectives. Between January and August 2007, the group met 12 times, participated in online feedback forums, and provided individual comments on the final report. The UO team worked with 4J staff to provide Think Tank members with a detailed overview of the key issues facing the district, information about educational best practices, options from the Focus Groups, and other information requested during meetings.

Superintendent's Review and Board Action. In July, the board received the Think Tank report and asked the superintendent to review the proposed actions and to recommend which of them should be brought forward to the public and staff input process. The superintendent identified nineteen proposed policy actions in three broad categories that would benefit from public review and deliberation. The superintendent's recommendations were adopted by the board in August and the nineteen proposed policy options are the focus of the survey described in this report.

Deliberative Public Process: The final phase of "Shaping 4J's Future" is a public involvement process. In addition to the conventional avenues of public and staff involvement, *Shaping 4J's Future* includes a survey newsletter offering residents the opportunity to study the material, review options forwarded by the board, and voice their preferences. The school board will use the information from all phases of this process to make decisions about district policies, facilities, and services.

The Survey

Survey Newsletter Instrument

An 8-page *Shaping 4J's Future* survey newsletter was the primary means of providing information about potential policy options and gathering input from parents, staff and community members. The newsletter described the enrollment and demographic challenges facing the district, current efforts to address these challenges, and the various policy options that might be adopted in pursuit of the board's goals to:

- Increase achievement for all students;
- Close the achievement gap among students of different backgrounds and abilities;
- Provide equal opportunities for all students to succeed; and
- Ensure that high school graduates are prepared to be successful in careers, in college, and as citizens.

Included with the newsletter was a questionnaire asking respondents to use a 10-point scale to rate their degree of support for 19 policy options. These options address three major issues: school size, managing enrollment to improve diversity, and investments in new or emerging initiatives. The survey also included a number of demographic questions.

Policy Options

School Size

Neighborhood Elementary Schools

Option #1: **Continue current policies: Allow each neighborhood elementary school to accept all students who choose to attend it, subject to the capacity of the school building**. Consider closure or consolidation for schools below 200 students (below 100 for Coburg Elementary). Smaller schools will offer fewer programs and have less capacity to serve students with special needs. This option will likely lead to the closure and consolidation of 1-2 schools over the next 5 years.

Option #2: **Create neighborhood elementary schools of 300-500 students.** This will better allow all schools to offer a full range of programs and more effectively serve students of all abilities and backgrounds. This option will likely lead to the closure and consolidation of 2-4 schools over the next 5 years.

Alternative Elementary Schools

Option #1: **Continue current policies regarding alternative school enrollment: Using a lottery process, each alternative school accepts students up to its enrollment cap.** Alternative elementary schools offer a distinctive curriculum (e.g., Japanese language immersion) and draw their enrollment from throughout the district. Current enrollment caps range from 122 to 272.

Option #2: **Require that alternative school sites have an enrollment of between 300 and 500 students.** The enrollment may be from a single alternative school or multiple alternative schools sharing the same site. This size will better enable alternative schools to serve students of all abilities and from all backgrounds. Enrollment caps for some alternative schools could be raised.

Middle Schools

Option #1: **Continue current policies: With only minor limits, allow each middle school to accept all students who choose to attend it.** Because of student and parent choice, some middle schools will be significantly larger than others and will be able to offer a broader range of courses.

Option #2: **Create middle schools of 400-600 students.** This will help balance the programs and courses offered among the middle schools. This may limit the number of students allowed to transfer to middle schools outside of their neighborhood. Two middle schools currently exceed 600 students.

School Size (continued)	**High Schools**
	Option #1: **Continue current policies: With only minor limits, allow each high school to accept all students who choose to attend it, subject to capacity limitations.** Some high schools will be significantly larger than others and will be able to offer a broader range of programs and courses than are available at smaller high schools.
	Option #2: **Ensure that smaller high schools have comparable academic programs to larger high schools.** Smaller high schools would receive more money per student than larger high schools in order to do this.
	Option #3 **Balance high school enrollment to between 1,200 and 1,500.** This would create four high schools of nearly equal size, with comparable academic programs and similar resources. It would limit the ability of students to transfer to high schools outside their neighborhood region. School boundary adjustments might be needed. Two high schools currently have more than 1,500 students.

Managing Enrollment/ Improving Diversity	
	Option #1: **Continue current enrollment and school choice policies.** At present, the percentage of students qualifying for free or reduced lunches ranges from 6% to 81%. If trends continue, the current policies will result in some schools having an increasing concentration of students from low-income households and, disproportionately, higher educational needs. 4J schools will become increasingly economically segregated.
	Option #2: **Adopt attendance boundaries to improve the economic and cultural diversity of district schools.** This would alter some current school boundaries.
	Option #3 **Change school boundaries with the goal of ensuring that no school has more than 50% of its students from low-income households.** Currently, the enrollment of 5 elementary schools and the district's new K-8 school exceed this limit.
	Option #4 **Provide transportation for students from lower-income households to attend other neighborhood schools and alternative schools.** This would reduce one barrier to lower-income students attending the school of their choice and may create more economic diversity in some schools.
	Option #5: **Develop unique academic programs (e.g., second language, arts, music, and technology) at schools with a high concentration of lower-income students to attract the enrollment of high achieving students**. This would require more resources to be shifted to these schools to support the new programs. This might increase the diversity of some schools.

Expanding New Initiatives	
	Option #1: **Technology:** Increase hardware for technology and correct the inequities that now exist among school buildings.
	Option #2: **Kindergarten:** Provide sufficient space so that each elementary school could provide a full day kindergarten program when sufficient funds become available.
	Option #3 **Pre-kindergarten:** Provide additional space for pre-kindergarten programs within district school buildings.
	Option #4 **Career academies:** Remodel or add facilities so that high schools can expand their career academy programs**.**
	Option #5: **Small learning environments:** Remodel or add facilities so that high schools can provide smaller learning environments.

Survey Samples

The survey newsletter was mailed to all parents in mid-October 2007 and was inserted in the Monday, October 22 Register-Guard newspaper for delivery routes within school district boundaries. District 4J schools and departments distributed the newsletters to staff and encouraged parents to complete the survey at parent meetings and conferences that occurred during the public engagement period. Completed surveys could be mailed to the district office or returned to any school office by November 9.

A web survey form was also created and accessible via the 4J web site through November 16. The web site survey was publicized in the survey newsletter and a link to the survey was also circulated via email messages to staff, parents, and key communicators in the community. Overall, half of the responses were received via the mail and half online.

Extra efforts were made to reach out to Spanish-speaking families and engage their participation. A survey newsletter and web survey was provided in Spanish. All families who indicated that Spanish is the primary language spoken at home were mailed the Spanish version of the survey newsletter, along with a flyer inviting them to attend one of four "regional community dialogues" scheduled at a district school beginning in late October. The meetings were conducted in Spanish and facilitated by the district's Parent, Family and Community Coordinator. Community leaders who work with Latino families were also asked to publicize the meeting opportunities and to encourage participation in the process.

For district staff, four question-and-answer sessions were scheduled, one in each high school region. The superintendent presented an overview of the strategic planning process and answered questions from staff.

Separately, the newsletter and survey were also mailed to a random sample of district 4J households. The Eugene-based survey firm, Northwest Survey and Data Service, designed and administered the random sample survey. The survey procedures included the initial mailing, a postcard, and two follow-up letters. A sample of those who had not responded also received a reminder phone call. Against a hoped-for response of 400, we received 185 completed surveys. The follow-up phone calls revealed that some portion of the random sample chose to respond through the online version rather than mail back the paper questionnaire. Unfortunately, some of these respondents did not enter the code that would identify them as a member of the random sample. The data in the table below suggest that if members of the random sample were as likely as other respondents to use the online version, then approximately 160 random sample respondents are included in the general sample:

Distribution of Mailed and Online Questionnaires, by Sample

Format of Response	Random Sample Number	Random Sample Percent	General Sample Number	General Sample Percent	Total Number	Total Percent
Mailed paper questionnaire	159	87.8	1,007	46.7	1,166	49.9
Online questionnaire	22	12.2	1,151	53.3	1,173	50.1
Total	181	100.0	2,158	100.0	2,339	100.0

Demographic Characteristics of Respondents

The table below compares the demographic characteristics of the random sample and the general sample and the characteristics of parents of school-age children and those without school-age children. While there are many similarities across these groups, some differences stand out. Compared to the general sample, the random sample includes:

- A larger proportion of respondents 65 and older.
- A larger proportion of males.
- A greater proportion of respondents from the South Eugene region.
- A greater proportion of respondents who identify themselves as "White/European." (This may be due partially to the higher likelihood – 21% vs. 9% – of general sample respondents choosing not to identify their racial or ethnic status.)
- A greater proportion of respondents without school-age children.

Respondent Demographic Characteristics, by Sample and by Parent and Staff Status

	Random Sample	General Sample	All Parents	All Staff
	(N= 181)	(N=2,158)	(N=1,319)	(N=567)
Age				
18 years or younger	0.0%	0.7%	0.5%	0.4%
19 — 34 years	2.3	15.0	16.1	13.7
35 — 54 years	33.5	62.9	73.8	62.4
55 — 64 years	23.3	15.9	7.7	22.2
65 years and older	40.9	5.5	1.9	1.4
Gender				
Female	37.9%	74.0%	74.1%	79.9%
Male	62.1	26.0	25.9	20.1
Education				
High school/GED or less	10.9%	7.7%	9.7%	3.6%
Some college	25.7	16.9	19.5	12.7
College (BS/BA)	30.3	31.4	33.4	20.7
Graduate Degree	33.1	44.0	37.4	63.1
High School Region				
Churchill	16.8%	24.1%	26.4%	22.6%
Sheldon	24.9	21.4	22.2	21.9
North Eugene	20.2	21.7	23.0	18.3
South Eugene	37.0	29.2	28.2	26.9
Outside Eugene	1.2	3.6	0.3	10.3
Own or Rent Home				
Own	90.1%	82.4%	80.1%	87.1%
Rent	9.9	17.6	19.9	12.9
Household Income				
Less than $10,000	1.8%	3.0%	4.1%	0.2%
$10,000—$14,999	3.0	3.0	3.6	0.4
$15,000—$24,999	11.6	4.8	5.3	3.3
$25,000—$49,999	22.0	19.0	19.5	19.1
$50,000—$74,999	24.4	26.9	25.1	31.8
$75,000—$99,999	14.6	19.7	18.6	22.0
$100,000 or more	22.6	23.6	23.9	23.4
Race or Ethnicity				
White/European	85.1%	69.0%	76.2%	83.6%
Latino/Hispanic	1.7	4.8	6.8	2.3
Amer. Indian/Alaskan Native	1.7	1.7	1.9	3.0
Black/African American	0.0	1.6	1.5	2.8
Asian	1.7	1.7	2.2	1.4
Hawaiian/Pacific Islander	0.0	0.4	0.4	0.5
Other	0.6	0.1	0.1	0.0
Decline to state	9.4	20.9	10.9	6.3
Primary Language Spoken at Home				
English	97.1%	94.7%	93.0%	99.1%
Other than English	2.9	5.3	7.0	0.9
School-Age Children in 4J District				
Yes	22.4%	67.5%	100.0%	39.6%
No	77.6	32.5	0.0	60.4

About 47% of the respondents (random sample and general sample combined) are parents of school aged children. Of the parents, 83% have a child in elementary school, about 30% have a middle school child, and 24% have a high school age child. Among the parents, 273 (21.4%) report having a child who qualifies for special education services.

Nearly a quarter (24.2%) of the respondents are 4J staff, of whom about 44% work in elementary schools, 16% in middle schools, 28% in high schools, and about 12% in central service. Over 65% of the staff are teachers and over 25% are classified staff.

The random sample and the general sample are combined for many of the analyses. Combining the samples in this manner provides a sufficiently large total sample to permit in-depth sub-group analysis. Among parents of school age children, across all policy alternatives, the average difference between random sample respondents and general respondents is .4 on the ten-point rating scale. Among respondents who are not parents of school-age children, the difference in rating between random sample respondents and general respondents is .7 on the ten-point scale.

Interpreting the Data

The central question in interpreting the data from a project of this sort is whether this data should be trusted—does it offer an accurate reflection of community opinion about these important questions? There is, of course, no definitive answer to that question but it is useful to consider some of the principal threats to the validity or trustworthiness of the data.

Survey Respondents

Grade Level of Children Living in District 4J (N = 1,094)

Grade Level	Percent
Elementary School	83.3
Middle School	29.6
High School	24.0

Grade Level of School for Staff (N = 567)

Grade Level	Percent
Elementary School	43.7
Middle School	16.1
High School	28.4
Central Service	11.8

Nature of Staff Position (N = 567)

Grade Level	Percent
Classified Staff	25.6
Administrator	9.0
Teacher or other	65.4

The first concern would be whether there is any systematic sampling bias. That is, is it likely that residents with certain views on these questions are more likely to respond? Given the topic of this survey, the likely bias is toward residents who have a greater than average interest in public schools. This would include, of course, parents of school-age children and district staff, but could also include others as well. The data analysis will address this possible source of bias by comparing responses from parents of school-age children to those who are not parents of school-age children and by comparing responses from district staff with the responses of others. The analysis will also examine differences among other demographic groups (for example, groups defined by income, education, or race or ethnicity) for differences in policy preferences.

A second issue is whether the construction of the survey itself is likely to introduce bias. Some could argue that the selection of policy alternatives offered is too restricted, that other options should have been offered. This concern is outside the purview of this report but it is noted that these policy options are derived from an extensive deliberative process. Some might prefer that other options be considered but these are the ones that a careful process has produced.

Bias might also be introduced in the manner in which policy options are described or even in the order in which they are introduced. This is a more difficult issue to address with precision and, in the end, will depend upon the subjective judgment of the reviewer. The intent in crafting the survey was to provide a neutrally worded, objective characterization of each policy option. The words used to describe each option were reviewed many times by many people, including survey experts, communications experts, experts in the substantive areas, and senior district staff. Any remaining bias would be subtle and unlikely to have a significant effect on the survey responses.

Finally, bias might be introduced through the data analysis. Analysis involves choices about what comparisons are made, how measures might be collapsed, what sub-groups are examined, etc. The approach used here is to be transparent. The analysis relies on straight-forward comparisons of average ratings and percents. Multiple comparisons are offered so that the reader can discern where the results are consistent and where they diverge. The analysis also disaggregates the data for a number of relevant sub-groups so that the reader can assess the consistency of statistical findings across different respondent groups.

To summarize, bias can enter into a data report through sampling, through questionnaire construction, and through the data analysis. It is probably fair to say that all empirical research has some bias. The challenge is to control for bias as much as possible and then to bring a critical eye to the interpretation of the data.

How Big is Big Enough?

In reviewing the data, a question that soon occurs is, "how big is big enough?" For example, does a rating of 6.5 on a ten-point scale reflect strong support? Does a difference of .8 in the rating of two competing policies reflect a clear preference for the higher rated policy? Is a 1.4 point difference between 4J staff and parents a "meaningful" difference?

There is no statistical answer to this question. When statisticians and survey researchers refer to a "significant difference" or to a result as having "significance," they are referring to the likelihood of a difference of that magnitude occurring in a random sample if, in fact, there was no real difference in the relevant population. When we are dealing with small samples, statistical significance might be a useful benchmark for practical or policy significance. With the size sample with which we are dealing (2,339), statistical significance does not offer a useful guide—small, practically trivial, differences would meet the criteria for statistical significance.

The rule of thumb used in interpreting the results from this survey has been to require a one point difference before considering the ratings of two policies as being different or that two groups differ in their rating of some policy. There is nothing rigid or definitive about this rule. It is based solely on judgment, resting on experience. Each reader will soon form his or her own standard for "how big is big enough."

Key Findings

1. Neighborhood Elementary School Size

Option #1: **Continue current policies: Allow each neighborhood elementary school to accept all students who choose to attend it, subject to the capacity of the school building**. Consider closure or consolidation for schools below 200 students (below 100 for Coburg Elementary). Smaller schools will offer fewer programs and have less capacity to serve students with special needs. This option will likely lead to the closure and consolidation of 1-2 schools over the next 5 years.

Option #2: **Create neighborhood elementary schools of 300-500 students.** This will better allow all schools to offer a full range of programs and more effectively serve students of all abilities and backgrounds. This option will likely lead to the closure and consolidation of 2-4 schools over the next 5 years.

1.1 **Both policy options receive moderate support.** Among all respondents (combining both the random sample and the general sample), the average rating for continuing current policies is 6.1 and 5.7 for limiting elementary school enrollment to 300-500 students. (See Table 1 and Figure 1 for a more detailed breakdown.)

1.2 **Parents prefer to continue with current policies for neighborhood elementary school size** by an average rating of 6.3 to 5.3 for all parents and 6.4 to 5.0 for parents of elementary school children. (Table 2; Figure 2)

- The pattern of parental preference for continuing current policies is consistent across respondents from all high school regions, with the exception of North Eugene area parents, who express an equal preference for each policy. Churchill and South Eugene area parents oppose limiting elementary school enrollments. (Table 6)

- Twenty-nine percent of parents strongly favor continuing current policies and 25% strongly oppose the imposition of enrollment limits. (Table 3)

1.3 **Among all 4J staff there is a slight preference for limiting elementary school enrollment to 300-500** (mean ratings = 6.4 vs. 5.7). Elementary school staff, however, rate each of these options equally. (Table 2; Figure 2)

- The staff preference for adopting enrollment limits is consistent across high school regions with the exception of staff from the South Eugene region who express a nearly equal preference for each policy (6.1 vs. 6.0). (Table 6)

- About 24% of 4J staff strongly favor setting enrollment limits on neighborhood elementary schools and 19% strongly oppose continuing current policies. (Table 3)

1.4 **Latino respondents express a preference of enrollment limits (7.3) over continuing current policies (5.5).** All others report at least some preference for maintaining current policy. (Table 7)

1.5 **Generally, respondents (both parents and all respondents combined) with higher household incomes are more likely to favor current policies for neighborhood elementary school size over limiting neighborhood elementary school enrollment.** (Table 8)

2. Alternative Elementary School Size

Option #1:	**Continue current policies regarding alternative school enrollment: Using a lottery process, each alternative school accepts students up to its enrollment cap.** Alternative elementary schools offer a distinctive curriculum (e.g., Japanese language immersion) and draw their enrollment from throughout the district. Current enrollment caps range from 122 to 272.
Option #2:	**Require that alternative school sites have an enrollment of between 300 and 500 students.** The enrollment may be from a single alternative school or multiple alternative schools sharing the same site. This size will better enable alternative schools to serve students of all abilities and from all backgrounds. Enrollment caps for some alternative schools could be raised.

2.1 **Both policy options receive moderate support.** Among all respondents (combining both the random sample and the general sample), the average rating for continuing current policies is 6.3, and 6.2 for setting a requirement that alternative elementary school sites have 300-500 students. (See Table 10 for a more detailed breakdown.)

2.2 **Parents prefer to continue with current enrollment policies for alternative schools** by an average rating of 6.6 to 5.8 for all parents and 6.7 to 5.7 for parents of elementary school children. (Table 11; Figure 3)

- Among parents, 30% strongly prefer continuing current enrollment policies for alternative elementary schools while about 20% strongly oppose requiring alternative elementary school sites to have 300-500 students. Staff preferences are nearly the reverse of this pattern: 28% strongly favor enrollment limits and 21% strongly oppose current enrollment policies. (Table 12)

- Churchill and South Eugene area parents indicate a strong preference for continuing current enrollment policies. (Table 13)

2.3 **Among 4J staff there is a preference for setting enrollment requirements for alternative school sites.** The average rating among all staff is 7.1 for enrollment limits compared to 5.9 for continuing current policy. Among elementary school staff, the difference is larger, 7.3 for limiting enrollment compared to 5.5 for continuing current policies. (Table 11; Figure 3)

2.4 **Parents of children qualifying for special education services favor continuing current enrollment policies for alternative elementary schools**. (Table 15)

2.5 **Latino respondents express a preference for setting enrollment requirements for alternative schools.** Respondents who describe themselves as "White/European" express an equal preference for both policies. Other racial or ethnic groups express at least a mild preference for continuing current enrollment policies. (Table 14)

2.6 **Household income does not appear to be related to a preference for either of these policy alternatives**. (Table 16)

3. Middle School Size

Option #1: **Continue current policies**: **With only minor limits, allow each middle school to accept all students who choose to attend it.** Because of student and parent choice, some middle schools will be significantly larger than others and will be able to offer a broader range of courses.

Option #2: **Create middle schools of 400-600 students**. This will help balance the programs and courses offered among the middle schools. This may limit the number of students allowed to transfer to middle schools outside of their neighborhood. Two middle schools currently exceed 600 students.

3.1 **Both policy options receive moderate support.** Among all respondents (combining both the random sample and the general sample), the average rating for continuing current policies is 6.0 and 6.6 for limiting the enrollment of middle schools to 400-600 students. (See Table 17 for a more detailed breakdown)

3.2 **Parents are nearly equal in their preferences for the two policy options.** (Table 18; Figure 4)

- Parental preferences for middle school size vary by high school region. Parents from the Churchill and South Eugene region express a fairly strong preference for continuing with current policies on middle school size while Sheldon area parents favor adopting enrollment limits. North Eugene parents rate each option equally. (Table 20)

- Parents reporting household incomes below $50,000 tend to prefer the current policies on middle school size. Parents reporting incomes above $50,000 express nearly equal preference (+/- .5 points) for either policy. (Table 22)

3.3 **4J staff favor limiting middle school enrollment to 400-600 students** with an average rating of 7.8 for all staff and 7.5 for middle school staff. (Table 18; Figure 4)

- The staff preference for setting enrollment limits for middle schools is consistent across high school regions. (Table 20)

3.4 **While the preference between the two enrollment options varies across ethnic or racial groups, the differences are relatively small**. White/European and Black/African American respondents favor setting middle school size restrictions (6.7 and 6.9, respectively) over continuing current policy (5.8 and 6.1, respectively). American Indian/Alaskan Native and Asian respondents favor continuing current policies (7.1, 7.0) over limiting middle school enrollment (6.6, 6.1). Latino respondents rate these options about equally. (Table 21)

3.5 **Parents with children qualifying for special education services moderately favor either policy option with a slight preference for continuing current enrollment policies**. (Table 23)

4. High School Size

> Option #1: **Continue current policies: With only minor limits, allow each high school to accept all students who choose to attend it, subject to capacity limitations.** Some high schools will be significantly larger than others and will be able to offer a broader range of programs and courses than are available at smaller high schools.
>
> Option #2: **Ensure that smaller high schools have comparable academic programs to larger high schools.** Smaller high schools would receive more money per student than larger high schools in order to do this.
>
> Option #3 **Balance high school enrollment to between 1,200 and 1,500.** This would create four high schools of nearly equal size, with comparable academic programs and similar resources. It would limit the ability of students to transfer to high schools outside their neighborhood region. School boundary adjustments might be needed. Two high schools currently have more than 1,500 students.

4.1 **Each of the three offered policy options receives moderate support.** Among all respondents (combining both the random sample and the general sample), the average rating for continuing the current policies on high school size is 6.0, with an average rating of 6.7 for offering comparable academic programs at each high school, and 6.8 for limiting the high school enrollment to 1,200-1,500 students. (See Table 24 and Figure 5 for a more detailed breakdown.)

4.2 **Parents are nearly equal in their preferences for the three policy options**, with average ratings among all parents ranging from 6.3 to 6.5 and ratings among parents of high school students ranging from 5.8 to 6.2. (Table 25; Figure 6)

- Parental preferences for high school size vary by high school region. Parents from South Eugene favor continuing with current policies on high school size while parents from the Churchill and North Eugene regions favor the policy of offering comparable academic programs. Sheldon area parents favor limiting high school size to 1,200-1,500. (Table 27)

4.3 **There is a marked preference among 4J staff in favor of limiting high school enrollment to 1,200-1,500 students** with an average rating of 7.9 for all staff and 8.4 for high school staff. (Table 25; Figure 6)

- 4J staff express little support for continuing current policies on high school size. Among all 4J staff, the average rating for continuing current policies is 5.2 and high school staff oppose continuing current policies with a rating of 4.4. (Table 25; Figure 6)

- The option of offering comparable academic programs across all high schools is supported by all staff (average score 6.9) and high school staff (average score 6.6). Though this policy option does receive moderate support, it is not supported to same degree as is the policy of limiting high school size. (Table 25; Figure 6)

- The staff preference for setting enrollment limits for high schools is consistently high across high school regions. (Table 27)

4.4 **There are not significant differences among the various ethnic or racial groups in their preferences for the three policy options.** While Latino/Hispanic respondents express a strong preference for each of the three offered policy options, their preferences across the options do not differ significantly from those of other respondents. The major exception to this consistency is reflected in the lower rating by White/European respondents (5.9) for continuing current policies. (Table 28)

4.5 **Among parents reporting household incomes less than $50,000, there does appear to be a preference in favor of either continuing current policies on high school size or for offering comparable academic programs in all high schools.** There is less support among those with incomes below $50,000 for limiting high school size. (Table 29)

5. Managing Enrollment/Improving Diversity

Option #1:	**Continue current enrollment and school choice policies.** At present, the percentage of students qualifying for free or reduced lunches ranges from 6% to 81%. If trends continue, the current policies will result in some schools having an increasing concentration of students from low-income households and, disproportionately, higher educational needs. 4J schools will become increasingly economically segregated.
Option #2:	**Adopt attendance boundaries to improve the economic and cultural diversity of district schools.** This would alter some current school boundaries.
Option #3	**Change school boundaries with the goal of ensuring that no school has more than 50% of its students from low-income households.** Currently, the enrollment of 5 elementary schools and the district's new K-8 school exceed this limit.
Option #4	**Provide transportation for students from lower-income households to attend other neighborhood schools and alternative schools.** This would reduce one barrier to lower-income students attending the school of their choice and may create more economic diversity in some schools.
Option #5:	**Develop unique academic programs (e.g., second language, arts, music, and technology) at schools with a high concentration of lower-income students to attract the enrollment of high achieving students**. This would require more resources to be shifted to these schools to support the new programs. This might increase the diversity of some schools.

5.1 **There is little support for continuing with current enrollment and school choice policies.** The average rating among all respondents (combining both the random sample and the general sample) is 4.9, the lowest rating among the nineteen policy options rated. (See Table 31 for a more detailed breakdown.)

5.2 **The options offered as alternatives to current policies receive moderate support.** There is strongest support (average rating of 7.0) for offering unique academic programs in schools with a concentration of students from lower-income households, and for providing transportation for students from lower-income households to attend other neighborhood schools and alternative schools of their choice (average rating of 6.8). (Table 31 and 32; Figure 7)

5.3 **Proposals to alter enrollment boundaries receive somewhat less support compared to providing transportation or offering unique academic programs.** The policy option of changing enrollment boundaries with the goal of ensuring that no school has more than 50% of its students from low-income households received an average rating among all respondents of 5.4. The more general option of adopting attendance boundaries to improve economic and cultural diversity received an average rating of 6.4 among all respondents. (See Table 31 for a more detailed breakdown.)

- A quarter of all parents strongly oppose changing attendance boundaries to achieve a goal of ensuring that no school has more than 50% of its students from low-income households. (Table 35)

5.4 **Parents have a marked preference for either providing transportation to students from low income households to attend the neighborhood or alternative school of their choice (average rating of 6.8) or offering unique academic programs in schools with a high concentration of students from lower income households (average rating of 6.9).** There is little preference for continuing with current policies or changing attendance boundaries. (Table 32; Figure 7)

5.5 **4J staff oppose the continuation of current enrollment and school choice policies as they relate to cultural and economic diversity.** This policy option receives an average rating 4.0, with 30% of all staff reporting strong opposition. This assessment is consistent across all staff from all school levels. (Table 32 and Table 36; Figure 7)

5.6 **There is substantial support among staff for each of the policy options directed at improving the cultural and economic diversity with district schools**. The differences in the average rating among these options are relatively slight, ranging from 7.2 to 7.9. (Table 32; Figure 7)

- High school staff, in particular, strongly favor policies directed at improving the cultural and economic diversity of district schools. (Table 32)

5.7 **Latino, American Indian, African American, and Asian respondents express a strong preference for the option of providing transportation to students from low-income households to attend the neighborhood or alternative school of their choice and the option of offering unique academic programs in schools with a high concentration of students from low income families.** (Table 40; Figure 8)

- Latino respondents oppose the policy of changing attendance boundaries to achieve the goal of ensuring that no school has more than 50% of its students from low-income households. (Table 40; Figure 8)

5.8 **Generally, lower-income respondents indicate a greater relative preference for the transportation and "unique academic programs" options over options calling for changes to the school attendance boundaries**. (Table 41; Figures 9a-e)

6. Expanding New Initiatives

Option #1:	**Technology:** Increase hardware for technology and correct the inequities that now exist among school buildings.
Option #2:	**Kindergarten:** Provide sufficient space so that each elementary school could provide a full day kindergarten program when sufficient funds become available.
Option #3	**Pre-kindergarten:** Provide additional space for pre-kindergarten programs within district school buildings.
Option #4	**Career academies:** Remodel or add facilities so that high schools can expand their career academy programs**.
Option #5:	**Small learning environments:** Remodel or add facilities so that high schools can provide smaller learning environments.

6.1 **Each of the five initiatives receives at least moderate support.** Among all respondents (combining both the random sample and the general sample), the average ratings for technology (8.6), kindergarten (8.1), career academies (7.7), and small learning environments (7.7) indicate relatively strong support. The support for providing additional space for pre-kindergarten programs is supported to a lesser degree (6.0). (See Table 43 for a more detailed breakdown.)

6.2 **Parents express a particularly strong preference for investments in improved technology (average rating of 8.5).** (Table 44; Figure 10)

- Parental support for the kindergarten (7.9), career academies (7.6), and small learning environments (7.8) options is somewhat less than their support for technology investments, but still strong. (Table 44; Figure 10)

6.3 **There is a high degree of consistency among respondents (parents and staff) in their rating of the policy options for expanding new initiatives.** (Table 44; Figure 10)

6.4 **4J staff support each of the proposals for expanding new initiatives**. (Table 44, Table 47; Figure 10)

- 4J staff at all levels express strong support (average scores ranging from 9.0 to 9.3) for investing in hardware for technology and to correct inequities among school buildings. (Table 44; Figure 10)

- While 4J staff do express support for providing additional space for pre-kindergarten programs, this option is supported less highly than the other options. (Table 44 and Table 50; Figure 10)

- There is generally a high degree of consistency among staff at different levels in their support for expanding new initiatives. (Table 44)

6.5 **Latino and American Indian respondents express particularly strong support for providing space for full-day kindergarten programs (average ratings of 9.0 and 8.8, respectively) and career academies (9.0 and 8.6, respectively).** (Table 51)

6.6 **Lower-income respondents tend to favor investments to provide space for pre-kindergarten programs more highly than do higher-income respondents.** (Table 52; Figures 11a-e)

Detailed Results

Neighborhood Elementary School Size

Option #1: **Continue current policies: Allow each neighborhood elementary school to accept all students who choose to attend it, subject to the capacity of the school building**. Consider closure or consolidation for schools below 200 students (below 100 for Coburg Elementary). Smaller schools will offer fewer programs and have less capacity to serve students with special needs. This option will likely lead to the closure and consolidation of 1-2 schools over the next 5 years.

Option #2: **Create neighborhood elementary schools of 300-500 students.** This will better allow all schools to offer a full range of programs and more effectively serve students of all abilities and backgrounds. This option will likely lead to the closure and consolidation of 2-4 schools over the next 5 years.

Figure 1. Support for Neighborhood Elementary School Size Options: Random Sample & General Sample

■ Continue Current Policies □ Set Enrollment at 300-500
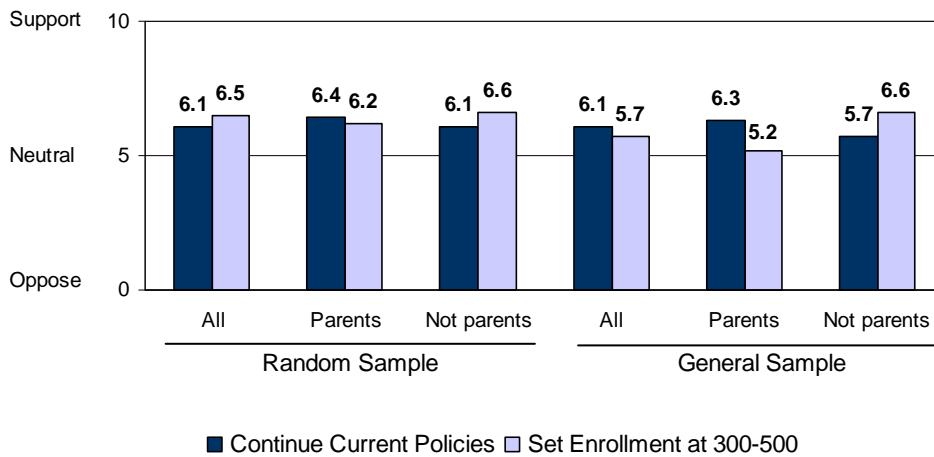
Table 1. Neighborhood Elementary School Size Options, Ratings by Sample

Sample	Continue Current Policies	Set Enrollment at 300-500
Random Sample	6.1	6.5
Parents	6.4	6.2
Not Parents	6.1	6.6
General Sample	6.1	5.7
Parents	6.3	5.2
Not Parents	5.7	6.6

Table 2. Neighborhood Elementary School Size Options, Ratings by Parent and Staff Status

Parent or Staff Status	Continue Current Policies	Set Enrollment at 300-500
Not parents or 4J staff	6.0	6.6
Parents (all)	6.3	5.3
Parents (elementary)	6.4	5.0
4J Staff (all)	5.7	6.4
4J Staff (elementary)	6.1	6.1

Figure 2. Support for Neighborhood Elementary School Size Options: Parent and Staff Status

Continue Current Policies ■ Set Enrollment at 300-500
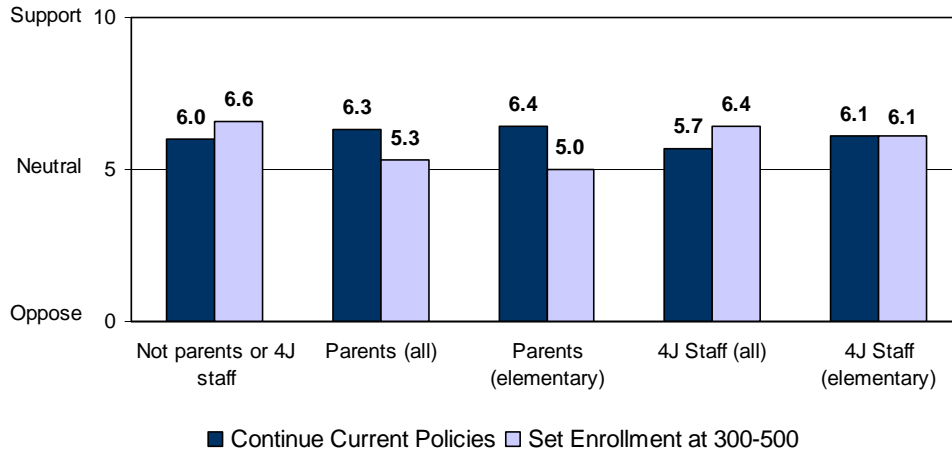
Table 3. Neighborhood Elementary School Size: Intensity of Support or Opposition (All Respondents, Parents, and 4J Staff)

| Degree of Support* | All Respondents | | Parents | | 4J Staff | |
	Continue Current Policies	Set Enrollment at 300-500	Continue Current Policies	Set Enrollment at 300-500	Continue Current Policies	Set Enrollment at 300-500
Strongly favor	26.1%	23.7%	29.2%	20.4%	20.3%	23.9%
Moderately favor	27.6	25.9	27.5	24.5	27.2	30.2
Neutral	10.1	9.3	9.7	9.6	9.1	6.8
Moderately oppose	18.4	19.8	17.3	20.4	24.1	21.1
Strongly oppose	17.7	21.2	16.3	25.2	19.3	18.0

Table 4. Neighborhood Elementary School Size: Intensity of Support or Opposition (Parents of Elementary School Children Compared with Other Parents)

| Degree of Support* | Continue Current Policies | | Set Enrollment 300-500 | |
	Parents of Elementary School Children	Other Parents	Parents of Elementary School Children	Other Parents
Strongly favor	29.7%	29.9%	18.6%	30.3%
Moderately favor	27.0	21.8	23.3	25.1
Neutral	10.4	9.8	10.1	9.7
Moderately oppose	17.2	17.2	20.6	13.7
Strongly oppose	15.6	21.3	24.7	21.1

Table 5. Neighborhood Elementary School Size: Intensity of Support or Opposition (4J Staff by Level)

| Degree of Support* | Continue Current Policies | | | | Set Enrollment at 300-500 | | | |
	Elem. School	Middle School	High School	Central Service	Elem. School	Middle School	High School	Central Service
Strongly favor	22.6%	17.9%	18.5%	18.3%	22.5%	15.0%	21.3%	5.9%
Moderately favor	26.4	30.8	28.1	25.0	26.0	35.0	34.6	7.8
Neutral	9.1	12.8	4.1	15.0	4.5	11.3	7.1	7.8
Moderately oppose	22.1	29.5	21.9	26.7	21.5	30.0	20.5	33.3
Strongly oppose	19.7	9.0	27.4	15.0	25.5	8.8	16.5	45.1

* Strongly oppose = 0, 1; moderately oppose = 2, 3, 4; moderately support = 6, 7, 8; strongly support = 9, 10.

Table 6. Neighborhood Elementary School Size Ratings by High School Region

High School Region	All Respondents		Parents		4J Staff	
	Continue Current Policies	Set Enrollment at 300-500	Continue Current Policies	Set Enrollment at 300-500	Continue Current Policies	Set Enrollment at 300-500
Churchill	6.2	5.4	6.5	4.8	5.8	6.6
Sheldon	6.2	6.3	6.2	6.0	5.6	6.6
North Eugene	5.6	5.9	5.7	5.7	5.0	6.7
South Eugene	6.4	5.4	6.8	4.7	6.1	6.0

Table 7. Neighborhood Elementary School Size Ratings by Race or Ethnicity

Race or Ethnicity	Continue Current Policies	Set Enrollment at 300-500
White/European (N=1,613)	6.1	5.7
Latino/Hispanic (N=103)	5.5	7.3
American Indian/Alaskan Native (N=38)	6.6	5.5
Black/African American (N=33)	7.2	6.1
Asian (N=37)	6.8	6.2

Table 8. Neighborhood Elementary School Size Options, Ratings by Income

Income	All Respondents		Parents	
	Continue Current Policies	Set Enrollment at 300-500	Continue Current Policies	Set Enrollment at 300-500
Less than $10,000	5.8	6.4	5.6	6.4
$10,000—$14,999	5.5	6.8	5.5	6.6
$15,000—$24,999	5.8	5.3	5.6	5.2
$25,000—$49,999	6.1	5.3	6.2	4.6
$50,000—$74,999	6.1	5.6	6.5	5.1
$75,000—$99,999	6.2	5.8	6.3	5.2
$100,000 +	6.2	6.2	6.5	5.8

Table 9. Neighborhood Elementary School Size Ratings by Whether Child Qualifies for Special Education Services

Does Child Qualify for Special Ed?	Continue Current Policies	Set Enrollment at 300-500
Yes	6.3	5.0
No	6.4	5.3

Alternative Elementary School Size

Option #1: **Continue current policies regarding alternative school enrollment: Using a lottery process, each alternative school accepts students up to its enrollment cap.** Alternative elementary schools offer a distinctive curriculum (e.g., Japanese language immersion) and draw their enrollment from throughout the district. Current enrollment caps range from 122 to 272.

Option #2: **Require that alternative school sites have an enrollment of between 300 and 500 students.** The enrollment may be from a single alternative school or multiple alternative schools sharing the same site. This size will better enable alternative schools to serve students of all abilities and from all backgrounds. Enrollment caps for some alternative schools could be raised.

Table 10. Alternative Elementary School Size Options, Ratings by Sample

Sample	Continue Current Policies	Site Enrollment at 300-500
Random Sample	5.7	6.0
Parents	5.5	5.8
Not Parents	5.8	6.1
General Sample	6.4	6.2
Parents	6.7	5.8
Not Parents	5.9	6.9

Table 11. Alternative Elementary School Size Options, Ratings by Parent and Staff Status

Parent or Staff Status	Continue Current Policies	Site Enrollment at 300-500
Not parents or 4J staff	5.9	6.4
Parents (all)	6.6	5.8
Parents (elementary)	6.7	5.7
4J Staff (all)	5.9	7.1
4J Staff (elementary)	5.5	7.3

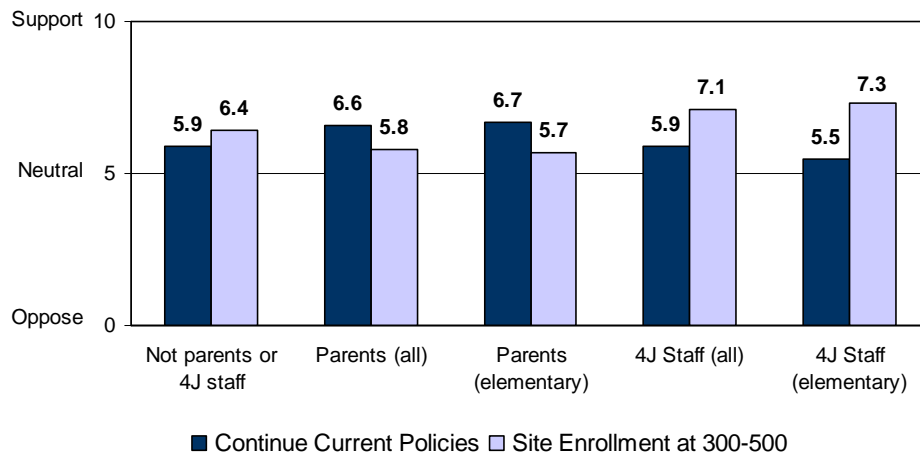**Figure 3. Support for Alternative Elementary School Size Options: Parent and Staff Status**

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Table 12. Alternative Elementary School Size: Intensity of Support or Opposition (All Respondents, Parents, and 4J Staff)

	All Respondents		Parents		4J Staff	
Degree of Support*	Continue Current Policies	Site Enrollment at 300-500	Continue Current Policies	Site Enrollment at 300-500	Continue Current Policies	Site Enrollment at 300-500
Strongly favor	26.8%	26.2%	30.8%	23.7%	16.2%	28.0%
Moderately favor	25.8	30.2	25.8	28.1	32.8	38.8
Neutral	12.4	10.4	12.6	10.9	9.6	6.9
Moderately oppose	16.9	15.5	14.2	16.6	20.2	13.4
Strongly oppose	18.1	17.7	16.7	20.7	21.2	12.9

Table 13. Alternative Elementary School Size Ratings by High School Region

	All Respondents		Parents		4J Staff	
High School Region	Continue Current Policies	Set Enrollment at 300-500	Continue Current Policies	Set Enrollment at 300-500	Continue Current Policies	Set Enrollment at 300-500
Churchill	6.5	6.3	6.8	5.9	6.0	7.5
Sheldon	6.4	6.3	6.6	6.1	6.3	7.1
North Eugene	5.6	6.2	6.0	6.0	5.1	7.0
South Eugene	6.5	6.0	7.0	5.5	5.9	6.9

Table 14. Alternative Elementary School Size Ratings by Race or Ethnicity

Race or Ethnicity	Continue Current Policies	Set Enrollment at 300-500
White/European (N=1,613)	6.2	6.2
Latino/Hispanic (N=103)	5.9	7.0
American Indian/Alaskan Native (N=38)	7.0	6.2
Black/African American (N=33)	7.3	7.0
Asian (N=37)	7.5	6.8

Table 15. Alternative Elementary School Size Ratings by Whether Child Qualifies for Special Education Services

Does Child Qualify for Special Ed?	Continue Current Policies	Set Enrollment at 300-500
Yes	6.8	5.4
No	6.5	6.0

Table 16. Alternative Elementary School Size Options, Ratings by Income

	All Respondents		Parents	
Income	Continue Current Policies	Site Enrollment at 300-500	Continue Current Policies	Site Enrollment at 300-500
Less than $10,000	6.0	6.0	5.9	6.0
$10,000—$14,999	6.3	7.1	6.7	7.0
$15,000—$24,999	6.6	5.8	6.6	5.6
$25,000—$49,999	6.8	5.5	7.2	5.1
$50,000—$74,999	6.4	6.2	6.5	5.9
$75,000—$99,999	6.2	6.6	6.6	6.2
$100,000 +	6.0	6.5	6.2	6.3

* Strongly oppose = 0, 1; moderately oppose = 2, 3, 4; moderately support = 6, 7, 8; strongly support = 9, 10.

Middle School Size

Option #1: **Continue current policies: With only minor limits, allow each middle school to accept all students who choose to attend it.** Because of student and parent choice, some middle schools will be significantly larger than others and will be able to offer a broader range of courses.

Option #2: **Create middle schools of 400-600 students.** This will help balance the programs and courses offered among the middle schools. This may limit the number of students allowed to transfer to middle schools outside of their neighborhood. Two middle schools currently exceed 600 students**.**

Table 17. Middle School Size Options, Ratings by Sample

Sample	Continue Current Policies	Set Enrollment at 400-600
Random Sample	6.0	6.5
Parents	6.2	6.4
Not Parents	5.9	6.5
General Sample	6.1	6.6
Parents	6.5	6.1
Not Parents	5.2	7.5

Table 18. Middle School Size Options, Ratings by Parent and Staff Status

Parent or Staff Status	Continue Current Policies	Set Enrollment at 400-600
Not parents or 4J staff	5.9	6.4
Parents (all)	6.5	6.1
Parents (middle)	6.3	6.1
4J Staff (all)	5.0	7.8
4J Staff (middle)	5.5	7.5

Figure 4. Support for Middle School Size Options: Parent and Staff Status
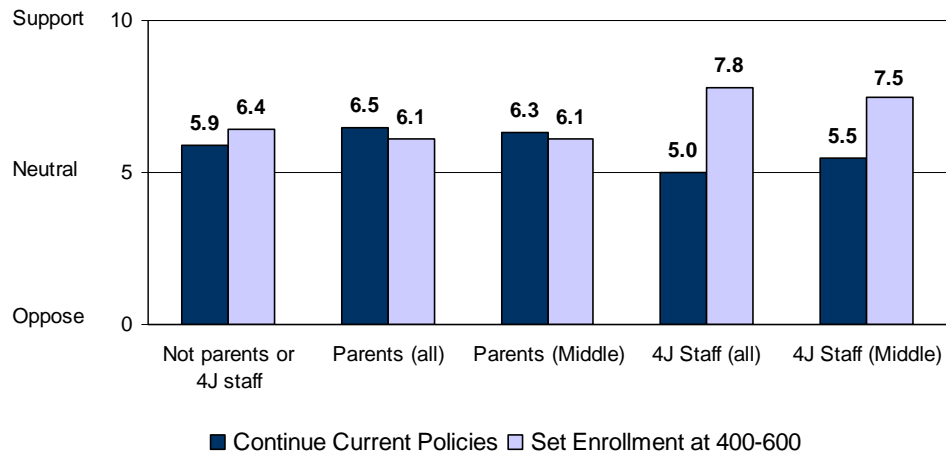
Table 19. Middle School Size: Intensity of Support or Opposition (All Respondents, Parents, and 4J Staff)

Degree of Support*	All Respondents		Parents		4J Staff	
	Continue Current Policies	Set Enrollment at 400-600	Continue Current Policies	Set Enrollment at 400-600	Continue Current Policies	Set Enrollment at 400-600
Strongly favor	24.0%	30.0%	28.9%	26.7%	12.0%	38.4%
Moderately favor	26.4	32.5	27.1	30.4	26.7	37.3
Neutral	11.5	9.1	10.8	9.1	10.5	5.3
Moderately oppose	23.2	14.2	21.2	15.6	29.4	10.3
Strongly oppose	15.0	14.2	11.9	18.2	21.4	8.8

Table 20. Middle School Size Ratings by High School Region

High School Region	All Respondents		Parents		4J Staff	
	Continue Current Policies	Set Enrollment at 400-600	Continue Current Policies	Set Enrollment at 400-600	Continue Current Policies	Set Enrollment at 400-600
Churchill	6.1	6.3	6.7	5.7	4.6	8.2
Sheldon	5.5	7.3	5.7	7.2	4.7	8.1
North Eugene	6.0	6.7	6.5	6.4	4.9	8.0
South Eugene	6.4	6.0	6.8	5.5	5.6	7.0

Table 21. Middle School Size Ratings by Race or Ethnicity

Race or Ethnicity	Continue Current Policies	Set Enrollment at 400-600
White/European (N=1,613)	5.8	6.7
Latino/Hispanic (N=103)	7.7	7.5
American Indian/Alaskan Native (N=38)	7.1	6.6
Black/African American (N=33)	6.1	6.9
Asian (N=37)	7.0	6.1

Table 22. Middle School Size Ratings by Income

Income	All Respondents		Parents	
	Continue Current Policies	Set Enrollment at 400-600	Continue Current Policies	Set Enrollment at 400-600
Less than $10,000	7.0	6.5	7.1	6.2
$10,000—$14,999	7.1	7.1	7.5	7.1
$15,000—$24,999	6.9	6.2	7.4	6.2
$25,000—$49,999	6.3	6.2	6.7	5.7
$50,000—$74,999	5.9	6.6	6.5	6.0
$75,000—$99,999	5.7	6.8	6.0	6.4
$100,000 +	5.6	6.8	6.1	6.2

Table 23. Middle School Size Ratings by Whether Child Qualifies for Special Education Services

Does Child Qualify for Special Ed?	Continue Current Policies	Set Enrollment at 400-600
Yes	6.6	6.0
No	6.4	6.2

* Strongly oppose = 0, 1; moderately oppose = 2, 3, 4; moderately support = 6, 7, 8; strongly support = 9, 10.

High School Size

Option #1: **Continue current policies: With only minor limits, allow each high school to accept all students who choose to attend it, subject to capacity limitations.** Some high schools will be significantly larger than others and will be able to offer a broader range of programs and courses than are available at smaller high schools.

Option #2: **Ensure that smaller high schools have comparable academic programs to larger high schools.** Smaller high schools would receive more money per student than larger high schools in order to do this.

Option #3 **Balance high school enrollment to between 1,200 and 1,500.** This would create four high schools of nearly equal size, with comparable academic programs and similar resources. It would limit the ability of students to transfer to high schools outside their neighborhood region. School boundary adjustments might be needed. Two high schools currently have more than 1,500 students.

Figure 5. Support for High School Size Options: Random Sample & General Sample

■ Continue Current Policies □ Comparable Programs ▨ Set Enrollment at 1,200-1,500
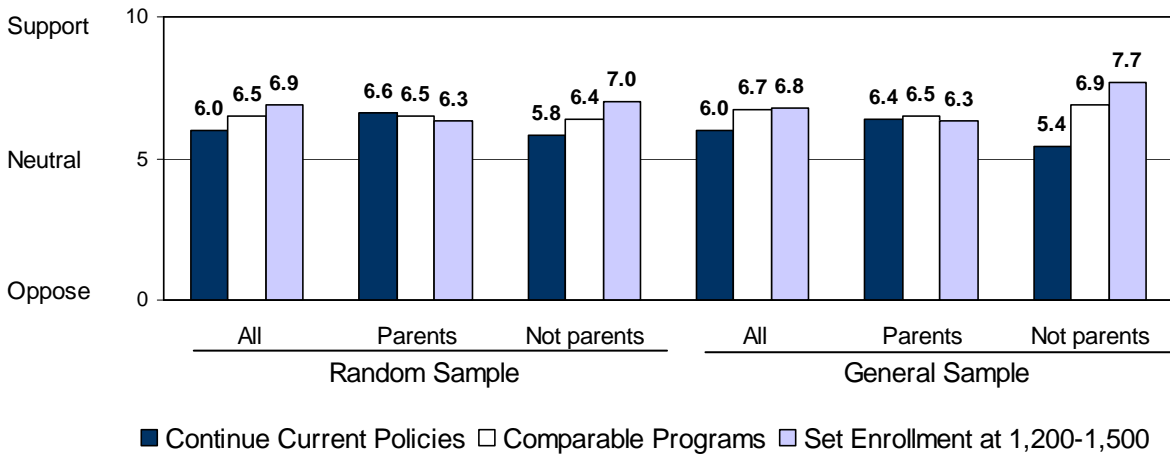
Table 24. High School Size Ratings by Sample

Sample	Continue Current Policies	Comparable Academic Programs	Limit Enrollment 1200-1500
Random Sample	6.0	6.5	6.9
Parents	6.6	6.5	6.3
Not Parents	5.8	6.4	7.0
General Sample	6.0	6.6	6.8
Parents	6.4	6.5	6.3
Not Parents	5.4	6.9	7.7

Table 25. High School Size Ratings by Parent and Staff Status

Parent or Staff Status	Continue Current Policies	Comp. Acad. Prog.	Limit Enrollment 1200-1500
Not parents or 4J staff	5.6	6.5	7.1
Parents (all)	6.4	6.5	6.3
Parents-high school	5.8	6.1	6.2
4J Staff (all)	5.2	6.9	7.9
4J Staff-high school	4.4	6.6	8.4

Figure 6. Support for High School Size Options: Parent and Staff Status

Legend: ■ Continue Current Policies □ Offer Comparable Programs ▨ Set Enrollment at 1,200-1,500

Data points by group:
- Not parents or 4J staff: 5.6, 6.5, 7.1
- Parents (all): 6.4, 6.5, 6.3
- Parents (H.S.): 5.8, 6.1, 6.2
- 4J Staff (all): 5.2, 6.9, 7.9
- 4J Staff (H.S.): 4.4, 6.6, 8.4

Table 26. High School Size: Intensity of Support or Opposition (All Respondents, Parents, and 4J Staff)

Degree of Support*	All Respondents			Parents			4J Staff		
	Continue Current Policies	Comp. Acad. Prog	Limit Enroll 1200-1500	Continue Current Policies	Comp. Acad. Prog	Limit Enroll 1200-1500	Cont. Current Policies	Comp. Acad. Prog	Limit Enroll 1200-1500
Strongly favor	23.7%	27.7%	32.2%	27.4%	26.0%	27.9%	13.2%	26.8%	38.3%
Moderately favor	27.4	36.8	29.2	27.7	36.7	28.2	30.0	38.3	35.5
Neutral	12.2	8.6	9.0	11.2	8.3	9.0	7.5	5.1	5.2
Moderately oppose	21.1	15.3	15.1	20.4	15.5	17.0	28.2	18.0	12.9
Strongly oppose	15.5	11.7	14.5	13.4	13.5	17.9	21.1	11.8	8.1

Table 27. High School Size Ratings by High School Region

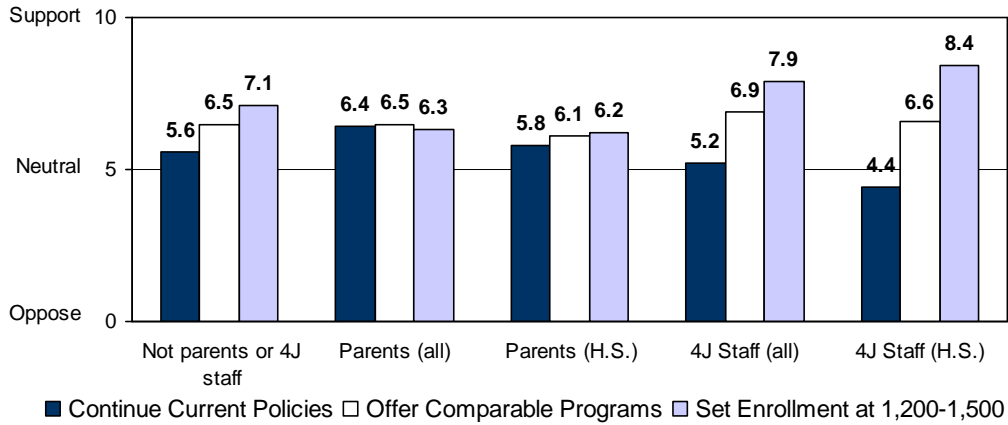| High School Region	All Respondents			Parents			4J Staff		
	Continue Current Policies	Comp. Acad. Prog	Limit Enroll 1200-1500	Continue Current Policies	Comp. Acad. Prog	Limit Enroll 1200-1500	Cont. Current Policies	Comp. Acad. Prog	Limit Enroll 1200-1500
Churchill	5.8	7.0	6.9	6.3	7.0	6.3	4.7	7.2	8.4
Sheldon	5.6	6.0	7.2	5.7	5.8	7.0	5.1	6.0	8.0
North Eugene	6.0	7.4	6.8	6.4	7.3	6.4	4.8	7.4	8.2
South Eugene	6.6	6.1	6.3	7.0	5.9	5.8	5.8	6.7	7.4

Table 28. High School Size Ratings by Race or Ethnicity

Race or Ethnicity	Continue Current Policies	Comparable Academic Programs	Limit Enroll 1200-1500
White/European (N=1,613)	5.9	6.6	6.9
Latino/Hispanic (N=103)	7.3	7.7	7.6
American Indian/Alaskan Native (N=38)	6.8	7.2	6.8
Black/African American (N=33)	6.3	6.2	6.8
Asian (N=37)	6.8	6.6	6.5

* Strongly oppose = 0, 1; moderately oppose = 2, 3, 4; moderately support = 6, 7, 8; strongly support = 9, 10.

Table 29. High School Size Ratings by Income

	All Respondents			Parents		
Income	Cont. Current Policies	Comp. Acad. Prog	Limit Enroll 1200-1500	Cont. Current Policies	Comp. Acad. Prog	Limit Enroll 1200-1500
Less than $10,000	7.0	7.4	6.0	7.1	7.2	5.8
$10,000—$14,999	7.5	8.0	7.0	7.5	8.1	6.8
$15,000—$24,999	6.9	7.7	5.6	7.3	7.5	6.4
$25,000—$49,999	6.2	7.0	6.5	6.6	7.2	6.0
$50,000—$74,999	5.9	6.6	7.0	6.3	6.5	6.4
$75,000—$99,999	5.8	6.4	7.1	6.1	6.3	6.8
$100,000 +	5.7	5.9	6.8	6.0	5.5	6.3

Table 30. High School Size Ratings by Whether Child Qualifies for Special Education Services

Does Child Qualify for Special Education Services?	Continue Current Policies	Comparable Academic Programs	Limit Enroll 1200-1500
Yes	6.5	6.6	6.2
No	6.3	6.5	6.4

Managing Enrollment/Improving Diversity

Option #1: **Continue current enrollment and school choice policies.**

Option #2: **Adopt attendance boundaries to improve the economic and cultural diversity of district schools.**

Option #3 **Change school boundaries with the goal of ensuring that no school has more than 50% of its students from low-income households.**

Option #4 **Provide transportation for students from lower-income households to attend other neighborhood schools and alternative schools.**

Option #5: **Develop unique academic programs (e.g., second language, arts, music, and technology) at schools with a high concentration of lower-income students to attract the enrollment of high achieving students.**

Table 31. Enrollment Management and Diversity Options Ratings by Sample

Sample	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
Random Sample	4.8	6.0	5.6	6.0	6.4
Parents	5.1	5.1	4.9	6.2	6.0
Not Parents	4.8	6.3	5.7	6.0	6.5
General Sample	5.0	6.4	5.7	6.8	7.0
Parents	5.4	5.9	5.1	6.8	6.9
Not Parents	4.1	7.6	6.8	6.8	7.3

Table 32. Enrollment Management and Diversity Options Ratings by Parent and Staff Status

Parent or Staff Status	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
Not parents or 4J staff	4.4	6.5	5.9	6.1	6.8
Parents (all)	5.4	5.8	5.1	6.8	6.9
4J Staff (all)	4.0	7.9	7.3	7.2	7.6
Staff – Elementary	4.1	7.7	7.1	7.1	7.5
Staff - Middle	4.5	7.6	7.0	7.6	7.7
Staff-High school	3.7	8.5	7.7	7.5	8.0
Staff-Central Serv.	4.0	7.5	7.0	6.6	7.2

Figure 7. Support for Enrollment Management and Diversity Options by Parent and Staff Status
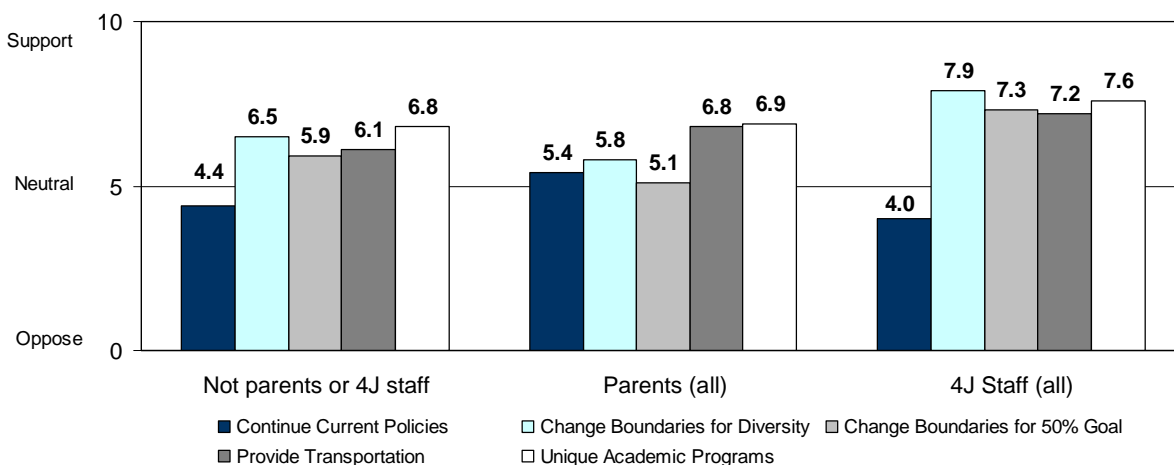
Table 33. Enrollment Management and Diversity Options, Ratings among Parents by Grade Level

Grade Level	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
Elementary	5.5	5.6	5.0	6.9	7.0
Middle	5.0	5.6	4.5	6.0	6.2
High School	4.9	5.4	4.2	7.7	6.3

Table 34. Enrollment Management & Diversity Options: Intensity of Support, All Respondents

Degree of Support*	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
Strongly favor	15.1%	21.6%	18.1%	29.3%	32.0%
Moderately favor	21.8	39.6	32.6	33.8	36.7
Neutral	13.9	11.5	12.3	9.4	9.3
Moderately oppose	25.6	11.1	15.2	11.0	10.4
Strongly oppose	23.6	16.1	21.7	16.4	11.7

Table 35. Enrollment Management & Diversity Options: Intensity of Support, Parents

Degree of Support*	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
Strongly favor	18.5%	18.1%	14.6%	30.1%	30.8%
Moderately favor	23.0	37.0	30.0	32.5	36.2
Neutral	14.3	13.3	13.0	9.7	9.3
Moderately oppose	23.5	12.5	17.0	10.7	9.6
Strongly oppose	20.6	19.2	25.4	17.0	14.0

Table 36. Enrollment Management & Diversity Options: Intensity of Support, 4J Staff

Degree of Support*	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
Strongly favor	7.2%	28.3%	26.0%	24.9%	32.3%
Moderately favor	21.9	50.5	45.4	40.3	43.7
Neutral	10.1	6.1	8.3	7.8	5.6
Moderately oppose	30.4	7.2	9.4	13.4	10.2
Strongly oppose	30.4	7.9	10.9	13.6	8.2

Table 37. Enrollment Management & Diversity Options Ratings by Region (All respondents)

High School Region	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
Churchill	4.9	6.1	5.5	6.9	7.1
Sheldon	5.0	6.4	5.7	6.2	6.6
North Eugene	4.7	6.6	5.7	6.5	7.2
South Eugene	5.1	6.4	5.7	7.3	7.0

* Strongly oppose = 0, 1; moderately oppose = 2, 3, 4; moderately support = 6, 7, 8; strongly support = 9, 10.

Table 38. Enrollment Management & Diversity Options Ratings by Region (Parents)

High School Region	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
Churchill	5.1	5.6	5.1	6.9	7.0
Sheldon	5.4	6.1	5.2	6.0	6.3
North Eugene	5.0	6.0	5.1	6.7	7.3
South Eugene	5.8	5.6	5.2	7.3	6.9

Table 39. Enrollment Management & Diversity Options Ratings by Region (4J Staff)

High School Region	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
Churchill	3.7	7.7	7.1	7.4	7.6
Sheldon	3.9	8.0	7.2	7.3	7.6
North Eugene	3.8	8.0	7.9	6.5	7.8
South Eugene	4.2	8.0	7.0	7.7	7.8

Table 40. Enrollment Management & Diversity Options Ratings by Race or Ethnicity

Race/Ethnicity	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
White/European (N=1,613)	4.8	6.5	5.9	6.6	6.9
Latino/Hispanic (N=103)	4.5	6.1	3.8	8.3	8.0
American Indian/Alaskan Native (N=38)	6.0	6.4	6.0	8.5	8.9
Black/African American (N=33)	5.8	6.6	7.2	8.0	7.5
Asian (N=37)	5.4	6.8	6.4	7.2	7.5

Figure 8. Support for Enrollment Management and Diversity Options by Race or Ethnicity
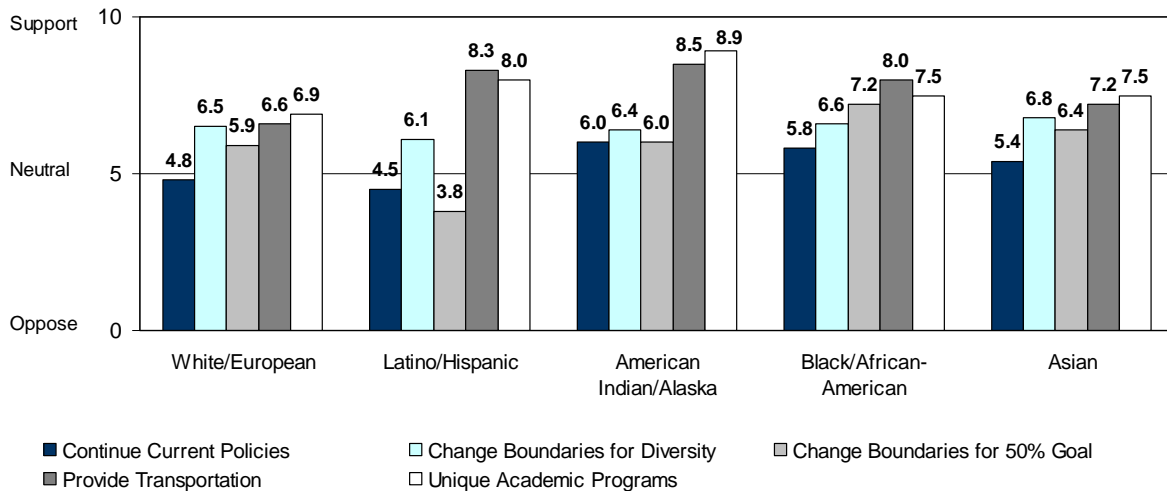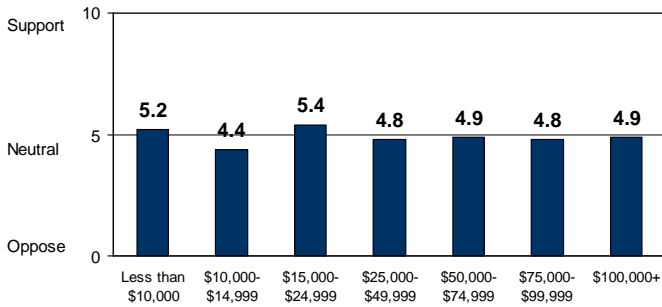
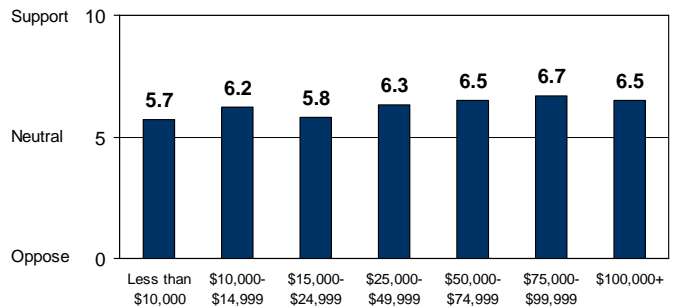**Table 41. Enrollment Management & Diversity Options Ratings, by Income**

Income	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
Less than $10,000	5.2	5.7	3.4	7.7	7.1
$10,000—$14,999	4.4	6.2	5.3	8.2	8.1
$15,000—$24,999	5.4	5.8	5.3	7.7	7.6
$25,000—$49,999	4.8	6.3	5.6	7.1	7.4
$50,000—$74,999	4.9	6.5	5.9	6.6	7.1
$75,000—$99,999	4.8	6.7	6.2	6.7	6.8
$100,000 and more	4.9	6.5	5.7	6.3	6.6

Figure 9. Support for Enrollment Management and Diversity Options, by Income

A. Continue Current Policies

Income	Support
Less than $10,000	5.2
$10,000-$14,999	4.4
$15,000-$24,999	5.4
$25,000-$49,999	4.8
$50,000-$74,999	4.9
$75,000-$99,999	4.8
$100,000+	4.9

B. Change Boundaries for Diversity

Income	Support
Less than $10,000	5.7
$10,000-$14,999	6.2
$15,000-$24,999	5.8
$25,000-$49,999	6.3
$50,000-$74,999	6.5
$75,000-$99,999	6.7
$100,000+	6.5

C. Change Boundaries for 50% Goal

Income	Support
Less than $10,000	3.4
$10,000-$14,999	5.3
$15,000-$24,999	5.3
$25,000-$49,999	5.6
$50,000-$74,999	5.9
$75,000-$99,999	6.2
$100,000+	5.7

D. Provide Transportation for Diversity

Income	Support
Less than $10,000	7.7
$10,000-$14,999	8.2
$15,000-$24,999	7.7
$25,000-$49,999	7.1
$50,000-$74,999	6.6
$75,000-$99,999	6.7
$100,000+	6.3

E. Develop Unique Programs

Income	Support
Less than $10,000	7.1
$10,000-$14,999	8.1
$15,000-$24,999	7.6
$25,000-$49,999	7.4
$50,000-$74,999	7.1
$75,000-$99,999	6.8
$100,000+	6.6

Table 42. Enrollment Management & Diversity Options Ratings by Whether Child Qualifies for Special Education Services
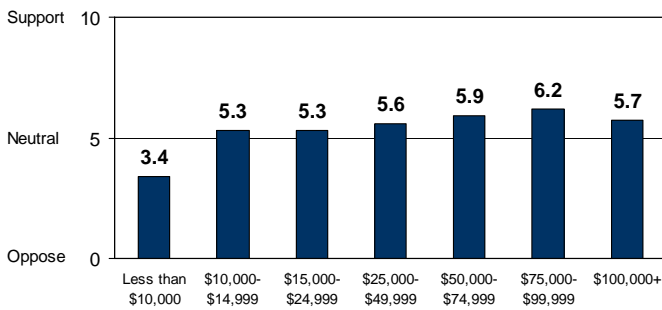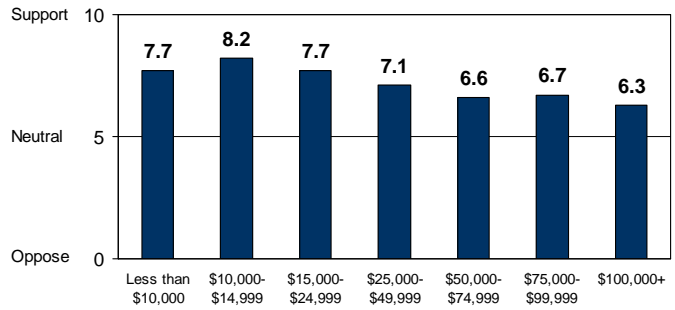
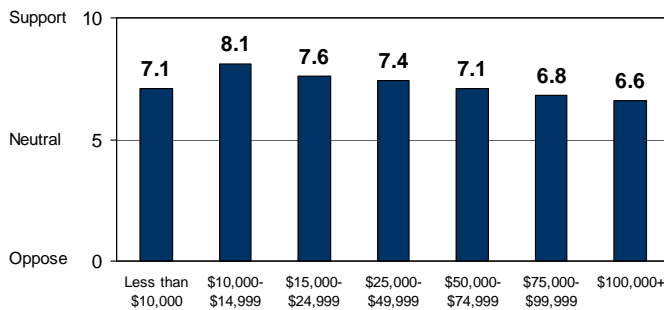| Does Child Qualify for Special Educ.?	Continue Current Policies	Change Boundaries for Diversity	Change Boundaries for 50% Goal	Provide Transportation for Diversity	Develop Unique Programs
Yes	5.7	5.6	5.0	6.9	7.0
No	5.2	5.9	5.2	6.7	6.9

Expanding New Initiatives

Option #1: **Technology:** Increase hardware for technology and correct the inequities that now exist among school buildings.

Option #2: **Kindergarten:** Provide sufficient space so that each elementary school could provide a full day kindergarten program when sufficient funds become available.

Option #3 **Pre-kindergarten:** Provide additional space for pre-kindergarten programs within district school buildings.

Option #4 **Career academies:** Remodel or add facilities so that high schools can expand their career academy programs**.**

Option #5: **Small learning environments:** Remodel or add facilities so that high schools can provide smaller learning environments.

Table 43. New Initiatives Ratings by Sample

Sample	Technology	Kindergarten	Pre-Kindergarten	Career Academies	Small Learning Environments
Random Sample	8.1	7.6	5.4	7.4	6.7
Parents	8.7	8.3	6.3	7.4	7.2
Not Parents	7.6	7.4	5.2	7.3	6.6
General Sample	8.6	8.1	6.0	7.7	7.7
Parents	8.5	7.9	5.8	7.6	7.8
Not Parents	8.9	8.5	6.3	7.9	7.6

Table 44. New Initiatives Ratings by Parent and Staff Status

Parent or Staff Status	Technology	Kindergarten	Pre-Kindergarten	Career Academies	Small Learning Environments
Not parents or 4J staff	8.2	7.8	5.5	7.4	7.1
Parents (all)	8.5	7.9	5.8	7.6	7.8
4J Staff (all)	9.1	8.6	6.6	8.2	7.8
Staff – Elementary	9.1	8.8	6.5	8.1	7.9
Staff - Middle	9.0	8.2	6.8	7.7	7.4
Staff-High school	9.2	8.7	7.0	8.8	8.2
Staff-Central Serv.	9.3	8.7	6.0	8.1	7.7

Figure 10. Support for Expanding New Initiatives

■ Technology □ Kindergarten ■ Pre-Kindergarten ■ Career Academies □ Small Learning Environments

Table 45. **New Initiatives: Intensity of Support, All Respondents**

Degree of Support*	Technology	Kindergarten	Pre-Kindergarten	Career Academies	Small Learning Environments
Strongly favor	48.9%	47.2%	21.8%	36.2%	36.9%
Moderately favor	39.2	30.7	32.3	43.6	41.1
Neutral	6.1	7.2	13.7	9.6	9.8
Moderately oppose	3.4	6.8	13.3	5.5	6.5
Strongly oppose	2.4	8.1	18.8	5.1	5.8

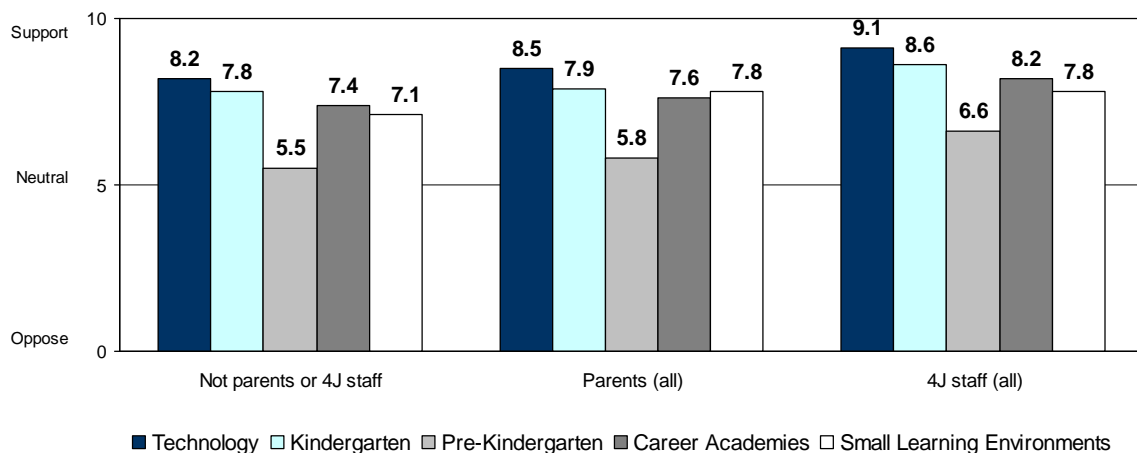**Table 46.** **New Initiatives: Intensity of Support, Parents**

Degree of Support*	Technology	Kindergarten	Pre-Kindergarten	Career Academies	Small Learning Environments
Strongly favor	48.4%	45.6%	20.9%	35.5%	38.4%
Moderately favor	39.5	29.2	30.9	43.3	41.0
Neutral	6.2	7.9	15.2	10.0	9.7
Moderately oppose	3.5	7.4	12.1	5.2	4.9
Strongly oppose	2.4	9.9	20.9	5.9	6.0

Table 47. **New Initiatives: Intensity of Support, 4J Staff**

Degree of Support*	Technology	Kindergarten	Pre-Kindergarten	Career Academies	Small Learning Environments
Strongly favor	51.1%	44.9%	20.3%	38.8%	34.2%
Moderately favor	39.9	37.6	44.1	49.1	46.3
Neutral	2.5	4.0	8.0	4.8	4.7
Moderately oppose	4.4	6.7	12.4	3.7	8.1
Strongly oppose	2.2	6.7	15.2	3.7	6.7

Table 48. **New Initiatives Ratings by Region (All respondents)**

High School Region	Technology	Kindergarten	Pre-Kindergarten	Career Academies	Small Learning Environments
Churchill	8.6	8.0	5.8	7.8	7.8
Sheldon	8.5	7.9	5.6	7.5	7.3
North Eugene	8.7	8.0	6.2	7.9	7.8
South Eugene	8.4	8.2	5.9	7.5	7.6

* Strongly oppose = 0, 1; moderately oppose = 2, 3, 4; moderately support = 6, 7, 8; strongly support = 9, 10.

Table 49. **New Initiatives Ratings by Region (Parents)**

High School Region	Technology	Kindergarten	Pre-Kindergarten	Career Academies	Small Learning Environments
Churchill	8.5	7.8	7.8	7.7	7.9
Sheldon	8.5	8.0	5.6	7.5	7.5
North Eugene	8.6	7.9	6.3	7.9	7.9
South Eugene	8.3	7.9	5.6	7.3	7.8

Table 50. **New Initiatives Ratings by Region (4J Staff)**

High School Region	Technology	Kindergarten	Pre-Kindergarten	Career Academies	Small Learning Environments
Churchill	9.0	8.8	6.3	8.2	8.0
Sheldon	9.0	9.0	7.0	8.2	7.9
North Eugene	9.4	8.1	6.5	8.4	7.8
South Eugene	8.9	8.8	6.8	8.1	7.6

Table 51. **New Initiatives Ratings by Race or Ethnicity**

Race/Ethnicity	Technology	Kindergarten	Pre-Kindergarten	Career Academies	Small Learning Environments
White/European (N=1,613)	8.5	8.0	5.8	7.6	7.5
Latino/Hispanic (N=103)	9.1	9.0	7.9	9.0	8.5
American Indian/Alaskan Native (N=38)	9.2	8.8	7.1	8.6	8.3
Black/African American (N=33)	9.2	8.4	6.6	7.7	8.3
Asian (N=37)	8.5	8.7	6.0	7.9	8.4

Table 52. **New Initiatives Ratings by Income**

Income	Technology	Kindergarten	Pre-Kindergarten	Career Academies	Small Learning Environments
Less than $10,000	8.3	8.5	7.3	7.8	7.9
$10,000—$14,999	8.9	8.3	7.3	8.5	8.3
$15,000—$24,999	8.7	8.4	6.5	8.5	8.2
$25,000—$49,999	8.5	8.0	6.4	7.8	7.9
$50,000—$74,999	8.6	8.0	6.0	7.8	7.7
$75,000—$99,999	8.6	7.9	5.5	7.6	7.6
$100,000 and more	8.7	8.2	5.5	7.4	7.2

Figure 11. Support for New Initiatives, by Income

A. Technology

Income	Rating
<$10,000	8.3
$10,000-$14,999	8.9
$15,000-$24,999	8.7
$25,000-$49,999	8.5
$50,000-$74,999	8.6
$75,000-$99,999	8.6
$100,000+	8.7

B. Kindergarten

Income	Rating
<$10,000	8.5
$10,000-$14,999	8.3
$15,000-$24,999	8.4
$25,000-$49,999	8.0
$50,000-$74,999	8.0
$75,000-$99,999	7.9
$100,000+	8.2

C. Pre-Kindergarten

Income	Rating
<$10,000	7.3
$10,000-$14,999	7.3
$15,000-$24,999	6.5
$25,000-$49,999	6.4
$50,000-$74,999	6.0
$75,000-$99,999	5.5
$100,000+	5.5

D. Career Academies

Income	Rating
<$10,000	7.8
$10,000-$14,999	8.5
$15,000-$24,999	8.5
$25,000-$49,999	7.8
$50,000-$74,999	7.8
$75,000-$99,999	7.6
$100,000+	7.4

E. Small Learning Environments

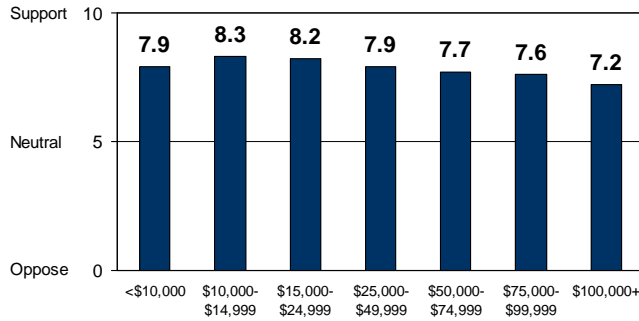| Income	Rating
<$10,000	7.9
$10,000-$14,999	8.3
$15,000-$24,999	8.2
$25,000-$49,999	7.9
$50,000-$74,999	7.7
$75,000-$99,999	7.6
$100,000+	7.2

Table 53. New Initiatives Ratings by Whether Child Qualifies for Special Education Services

Does Child Qualify for Special Educ.?	Technology	Kindergarten	Pre-Kindergarten	Career Academies	Small Learning Environments
Yes	8.2	7.7	5.9	7.5	7.7
No	8.6	7.9	5.8	7.7	7.9