



**VISION** 20/20

**Strategic  
Planning Process**  
for Eugene School District 4J

**COMMUNITY INPUT**





# WHO RESPONDED

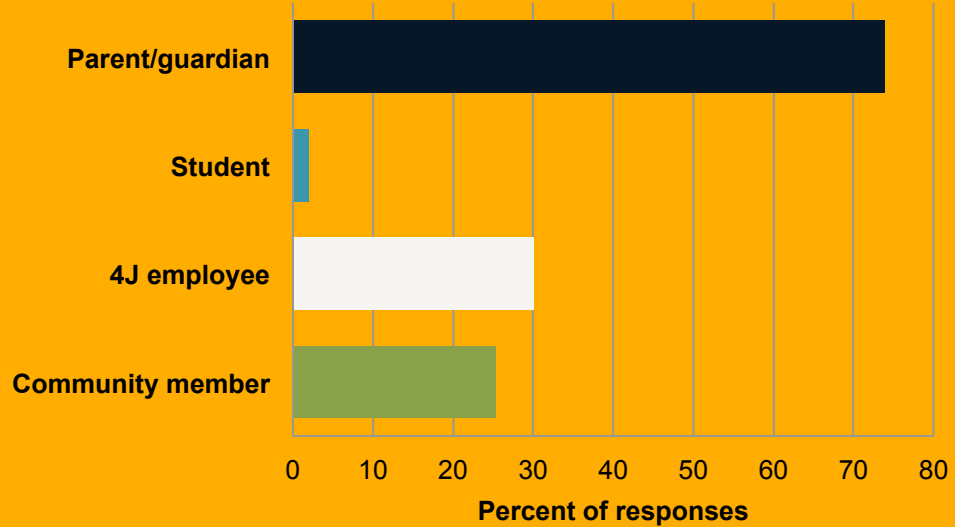


# 2,027

survey responses in English and Spanish

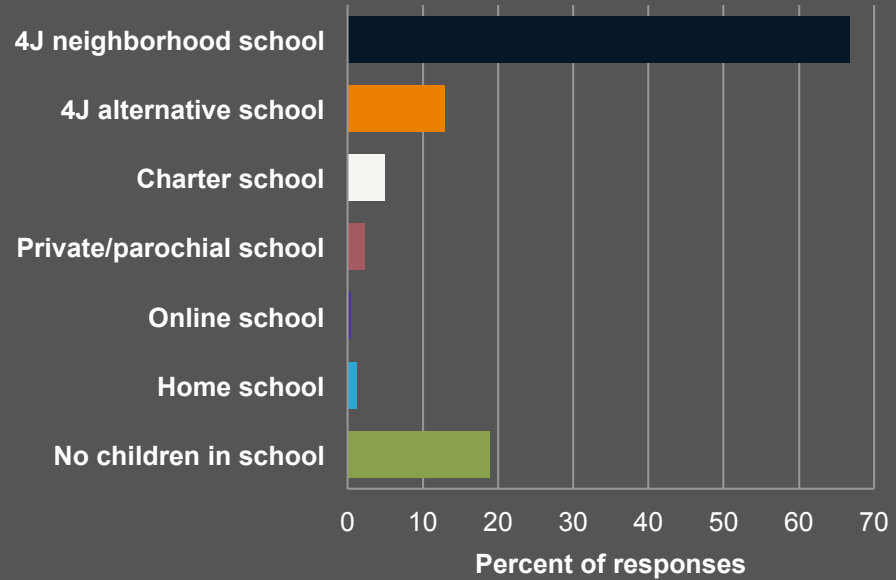
Q1

**What is your  
relationship  
with Eugene  
School  
District 4J?**



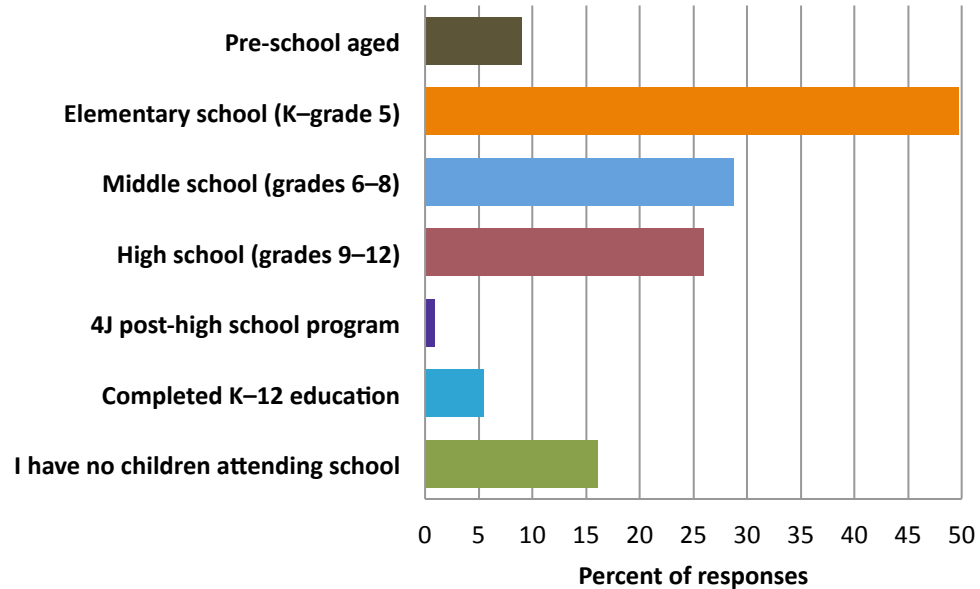
## Q2

**If you are a  
parent/  
guardian,  
where is  
your  
student  
enrolled?**



### Q3

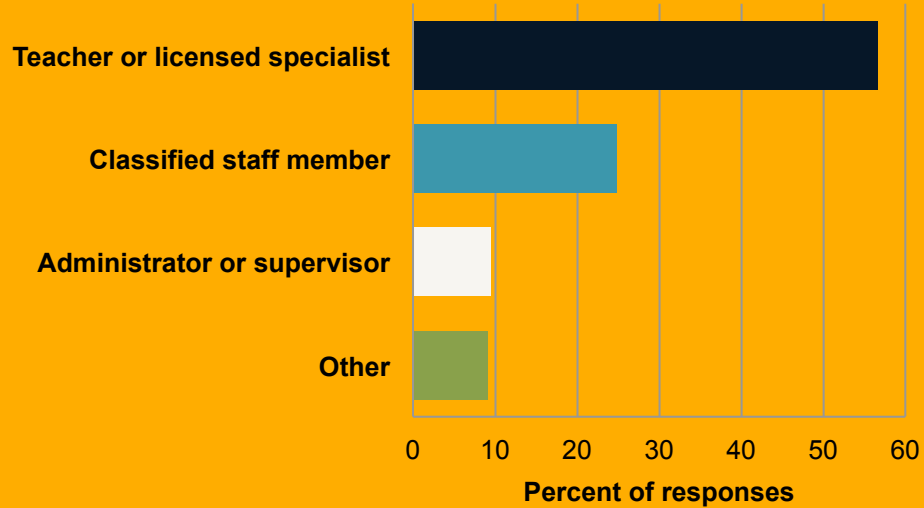
## What is your student's school level?



*Note: 6 of the 13 grades, and about 45% of students, are in elementary school.*

## Q4

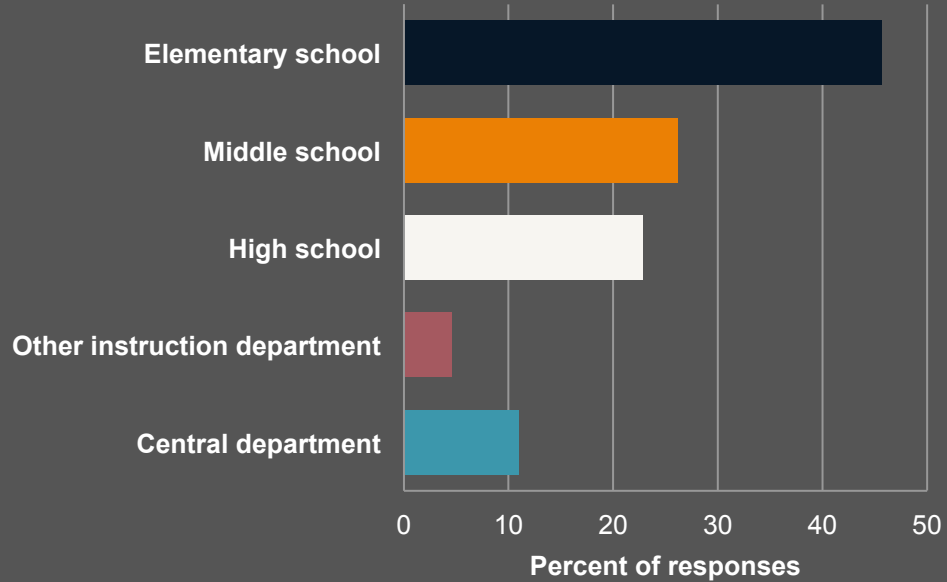
**If you  
are a 4J  
employee,  
what is  
your role?**



*Note: The majority of 4J employees are teachers or licensed specialists.*

**If you  
are a 4J  
employee,  
where do  
you work?**

**Q5**







# WHAT THEY SAID



# prioritizing questions

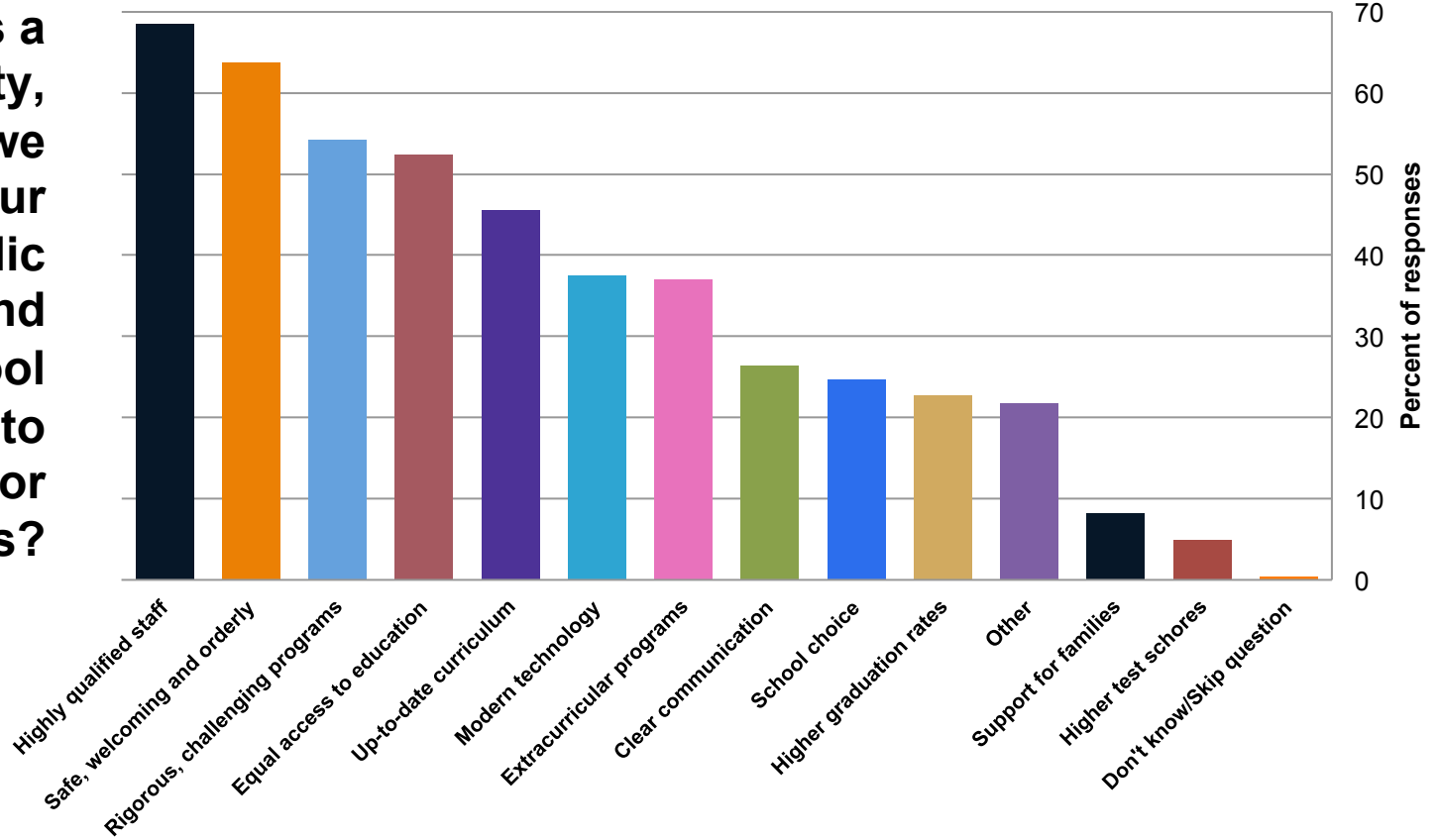


# remarkable similarities

across different groups

## Q6

**As a community, what do we want our public schools and school district to provide for our students?**



## Q6

### As a community, what do we want our public schools and school district to provide for our students?

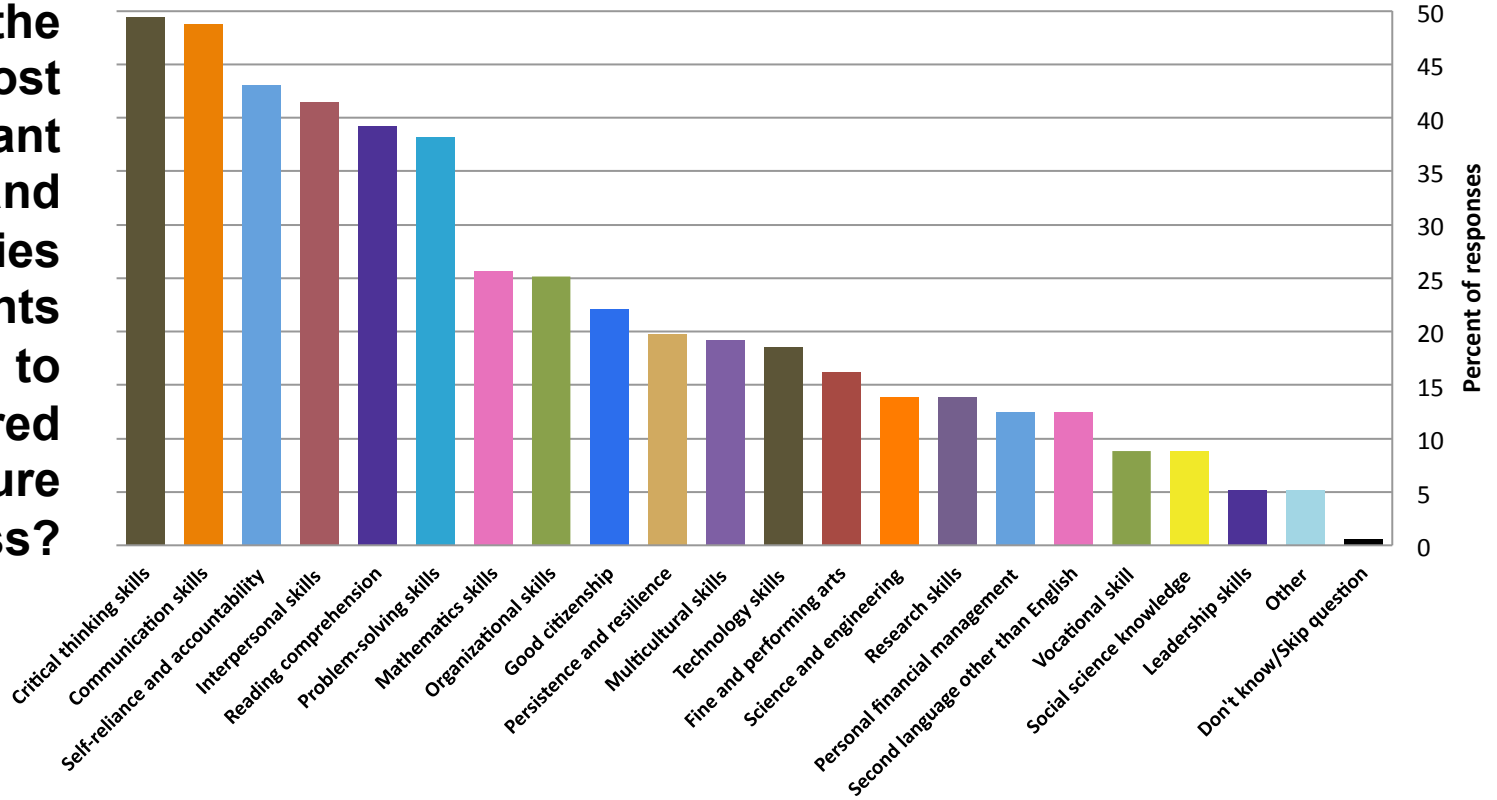
- 68.2% Highly qualified teachers and staff
- 63.6% Safe, welcoming and orderly environment for learning
- 54.4% Rigorous, challenging programs that prepare students for college and workplace
- 52.5% Equal access to high-quality educational offerings and experiences in all 4J schools
- 45.7% Quality, up-to-date curriculum materials
- 37.4% Modern technology for teaching and learning
- 36.9% Extracurricular programs, such as clubs, sports and student organizations
- 26.5% Clear and consistent communication to families and the community
- 24.8% School choice and varied educational programs for families to choose among
- 22.8% Higher graduation rates
- 21.7% Other:
  - 8.4% Support for families entering or transitioning between 4J schools
  - 5.0% Higher test scores
  - 0.4% Don't know / Skip question

#### **Similarities and differences:**

- Top five same for all groups, some variance in order
- School choice selected more often by parents (26.3%) and elementary parents (29.8%) than staff (16.9%)

# Q7

**What are the most important skills and abilities students must learn to be prepared for future success?**



## Q7

### What are the most important skills and abilities students must learn to be prepared for future success?

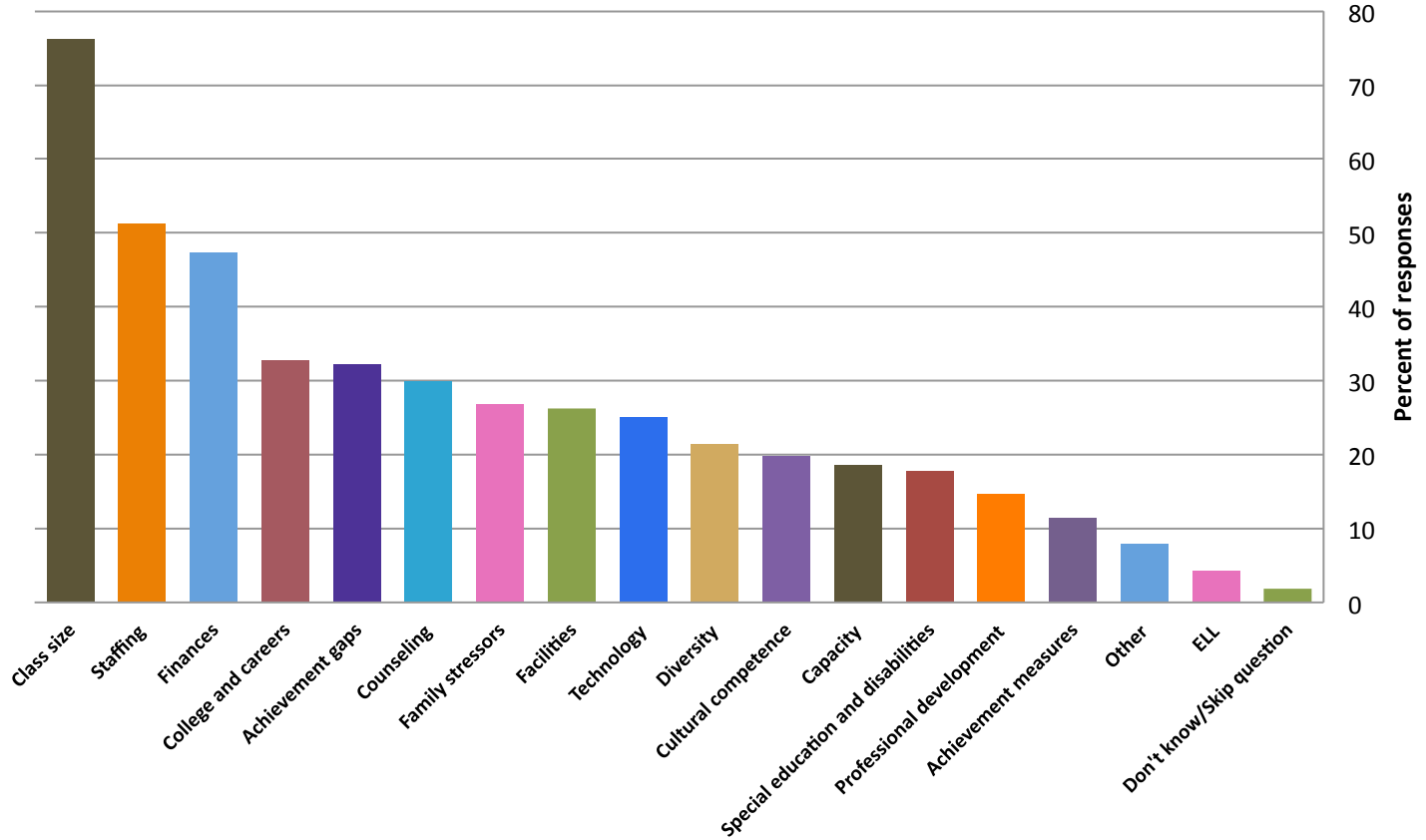
- 49.3% Critical, analytical and creative thinking skills
- 48.5% Communication skills (writing, listening, expressing, public speaking)
- 42.9% Self-reliance, independence, personal responsibility, ethics and accountability
- 41.4% Interpersonal skills (collaborate, work productively with others, resolve conflicts and challenges)
- 39.2% Reading comprehension and literacy
- 38.0% Problem-solving skills
- 25.8% Mathematics skills and math literacy
- 25.0% Organizational skills (organize, prioritize, set goals and manage time)
- 22.1% Good citizenship, civic responsibility, volunteerism and community service
- 19.8% Persistence and resilience
- 19.2% Multicultural skills (understand and work with people from different cultural and language backgrounds)
- 18.7% Technology skills (use computer technology to research information, extend learning and master subjects)
- 16.4% Fine and performing arts (music, theater, visual art)
- 13.9% Science and engineering knowledge and skills
- 13.8% Research skills (gathering and analyzing information and using it appropriately)
- 12.5% Second language in addition to English
- 12.4% Personal financial management skill
- 9.0% Social science knowledge (history, other cultures, government, economics)
- 9.0% Specific career/technical (vocational) skills
- 5.2% Leadership skills
- 5.1% Other
- 0.6% Don't know / Skip question

#### **Similarities and differences:**

- Top six same for all groups, some variance in order
- Critical thinking skills selected more often by parents than staff, interpersonal skills selected more often by staff than parents

## Q8

**What are the greatest challenges and the most important issues 4J schools will face over the next 5 years?**





## Q8

### What are the greatest challenges and the most important issues 4J schools will face over the next 5 years?

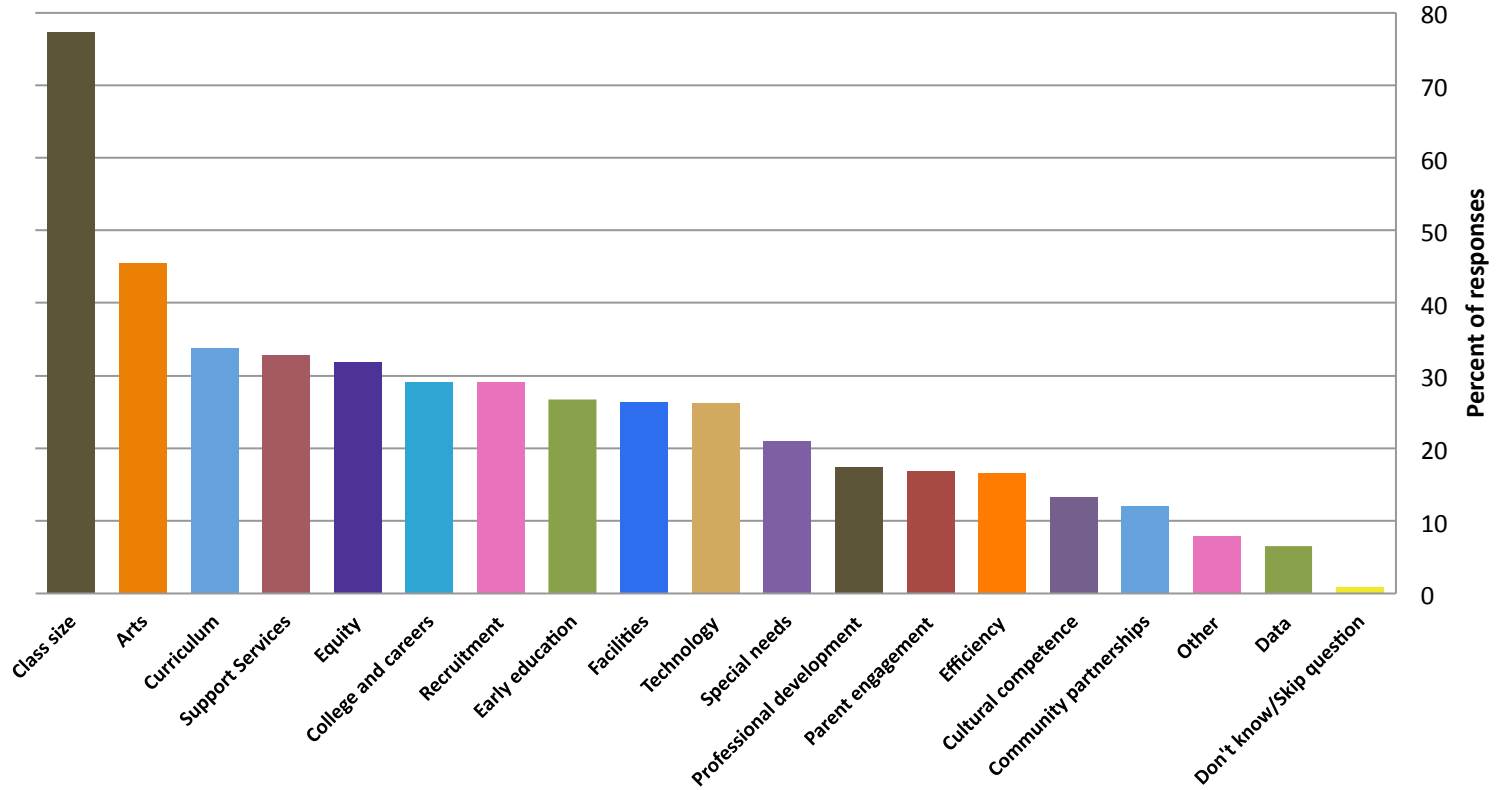
- 75.9% Class size: Maintaining or improving manageable class sizes
- 51.1% Staffing: Hiring and retaining high-quality educators in a competitive market
- 47.0% Finances: Responding to local, state and national economic conditions that affect district financial support
- 33.0 % College and careers: Preparing students for college, careers, and life after high school
- 32.2% Achievement gaps: Reducing achievement gaps between different groups of students (such as racial/ethnic groups, economically disadvantaged students, English language learners, students with disabilities)
- 29.8% Counseling: Providing counseling and mental health services to reach all students in need of help
- 26.8% Family stressors: Addressing the growing stressors on families that affect parental support, student work and behavior
- 26.2% Facilities: Maintaining physical facilities (aging school buildings, athletic facilities, other infrastructure systems, managing and conserving resources)
- 25.2% Technology: Keeping up-to-date with appropriate technology for teaching and learning
- 21.6% Diversity: Meeting the academic and social needs of an increasingly diverse student population
- 20.0% Cultural competence: Developing cultural competence among staff members and students to meet the needs and learning styles of students from diverse backgrounds
- 18.5% Capacity: Accommodating school facility capacity needs in the face of declining or increasing enrollments
- 17.8% Special education and disabilities: Meeting the educational needs of students with disabilities
- 14.9% Professional development: Providing quality training and professional development opportunities for all staff
- 11.4% Achievement measures: Continuing to meet and exceed student achievement expectations as measured by state tests
- 7.9% Other
- 4.5% ELL: Meeting the educational needs of English learners
- 1.8% Don't know / Skip question

#### **Similarities and differences:**

- Class sizes top item for all groups
- Counseling selected more often by elementary staff
- Family stressors selected more often by staff than parents

# Q9

**What should be the financial priorities during the next 3–5 years?**



## Q9

### What should be the financial priorities during the next 3–5 years?

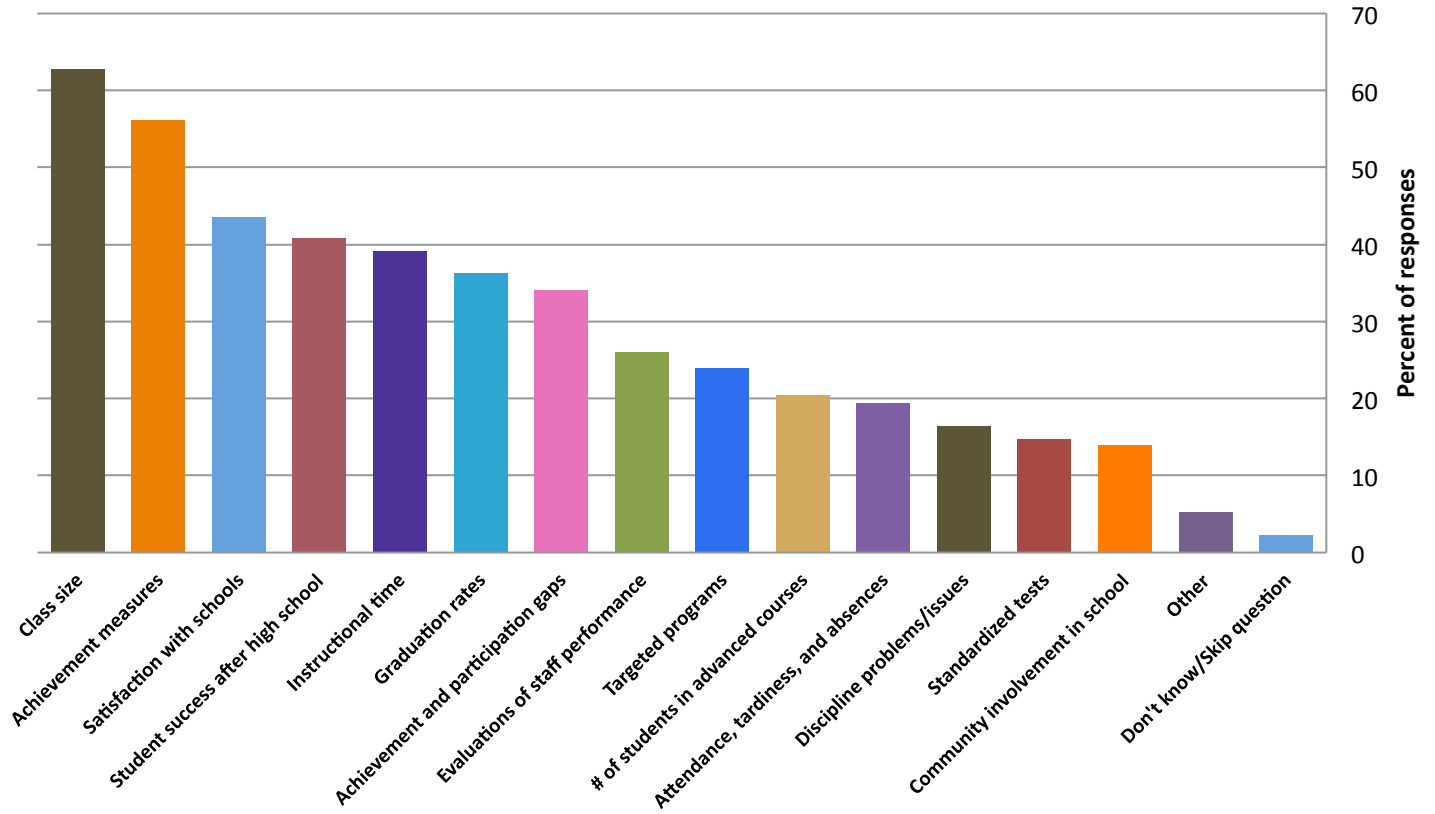
- 77.0% Class size: Maintain or improve manageable class sizes for teaching and learning
- 45.4% Arts: Maintain support for arts instruction (such as music, theater, visual arts)
- 33.9% Curriculum: Ensure students have quality up-to-date educational materials
- 32.6% Support services: Strengthen counseling, mental health, and other services to reach all students in need of help
- 32.1% Equity: allocate resources equitably to provide a quality education for all students
- 29.3% Recruitment: Sustain competitive salaries, benefits and working conditions to attract and retain
- 29.2% College and careers: Prepare students for college, careers, and life after high school
- 26.7% Early education: Provide a strong start for students in the first elementary school grades and/or before kindergarten
- 26.4% Facilities: Maintain or improve secure, clean, well-repaired, adequate-capacity, energy-efficient buildings for student learning
- 26.2% Technology: Ensure students and teachers have sufficient up-to-date technology for learning
- 21.1% Special needs: Provide support for all special needs populations (e.g., English learners, students with disabilities, talented and gifted)
- 17.6% Professional development: Provide training and development opportunities to keep staff skilled and competent
- 17.0% Parent engagement: Communicate effectively with families and create active partnerships between parents and schools
- 16.6% Efficiency: Ensure that business operations are efficient and cost-effective
- 13.4% Cultural competence: Support culturally competent teaching practices and staff training to work with diverse student populations
- 12.2% Community partnerships: Create and sustain active partnerships between businesses and community organizations and schools
- 7.9% Other
- 6.6% Data: Support data-driven decision-making through program evaluation and data management systems
- 0.9% Don't know / Skip question

#### Similarities and differences:

- Class sizes top item for all groups
- Arts education and preparation for college/careers selected more often by parents than staff
- Student support services and equity selected more often by staff than parents

# Q10

**What evidence should 4J use to evaluate the quality of education in the district?**



# Q10

## What evidence should 4J use to evaluate the quality of education in the district?

- 62.6% Class size (number of students in each class per teacher)
- 55.9% Achievement measures: individual growth over time as students progress through the grade levels
- 43.4% Parent, student, community and staff satisfaction with schools
- 41.0% Student success after high school (such as college acceptance and performance, employment)
- 38.9% Instructional time (amount of classroom learning time students experience each year)
- 36.2% Graduation rate compared with past years, neighborhood school districts
- 34.2% College and careers: Prepare students for college, careers, and life after high school
- 26.1% Evaluations of teacher and administrator performance
- 24.1% Number and quality of targeted programs to meet student needs (such as English language learners, special education, talented and gifted)
- 20.4% Student participation and performance in advanced courses (e.g. AP, IB, high school and college dual-credit courses)
- 19.3% Level of attendance, tardiness, excused and unexcused absences
- 16.5% Number and nature of discipline problems/issues
- 14.9% Achievement measures: Scores on standardized tests (such as OAKS state tests, SAT, ACT)
- 14.2% Extent of parent/community involvement in school and student activities and advisory
- 5.3% Other
- 2.3% Don't know / Skip question

### Similarities and differences:

- Class sizes top item for all groups
- Post-high-school success measures selected more often by parents than staff
- Achievement and participation gaps selected more often by staff than parents



# **open-ended questions**

## Q11

**What is working well in Eugene School District 4J?  
What do you feel most proud of when you  
think about our local public schools?**





## Q11 response examples

“Dedicated, hardworking staff”

“My child is developing  
into a happy, healthy  
young person”

“Building new schools and  
improving existing ones”

“The people who are making the most  
of limited resources and remain  
present and compassionate daily”

“Community and parent  
involvement and support”

“Language immersion”

“High-quality teachers”

“Inclusivity and diversity”

## Q12

**What needs improvement in our local public school system?  
What do you see as concerns, weaknesses  
or challenges for Eugene School District 4J?**



## Q12 response examples

“Class sizes are too big!”

“Provide stable, adequate funding”

“Equity—we still heap advantage on privilege”

“Increase support for art education”

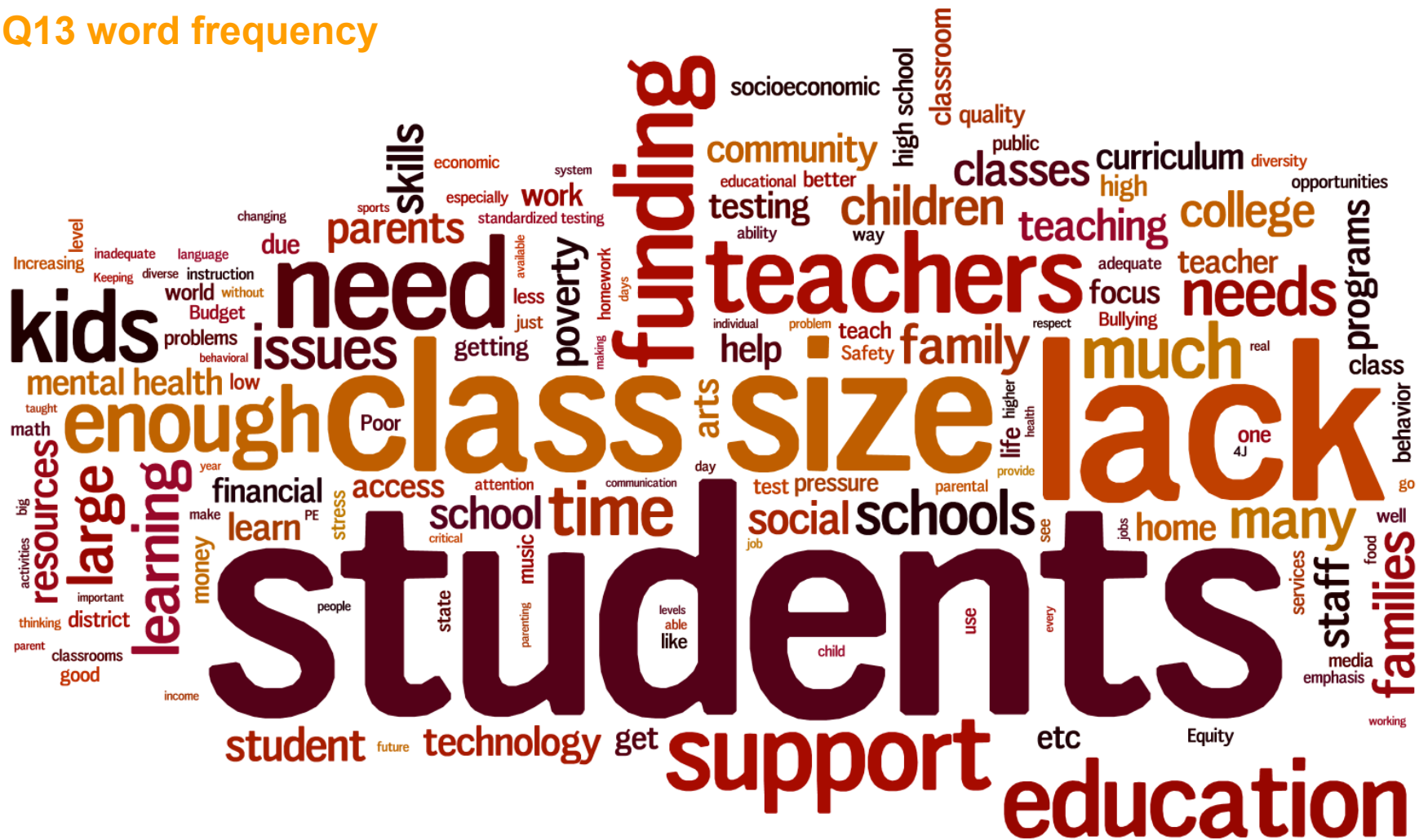
“Increase instructional time”

“Bring back vocational opportunities”

## Q13

**What do you see as the top three issues facing students and schools today?**

# Q13 word frequency



## Q13 response examples

“Economic stress”

“Technology is  
changing constantly”

“Lack of preparedness for  
post high school education  
or the workforce”

“Family support”

“Bullying”

“Disinvestment in education”

## Q14

**If Eugene School District 4J had additional resources, what should the district do to increase educational excellence?**





## Q14 response examples

“Economic stress”

“Decrease class size”

“Fully fund music, movement,  
art, theater, outdoor and  
garden programs”

“Hire additional staff”

“Replace  
aging facilities”

“Increase instructional days”

## Q15

**If Eugene School District 4J had to eliminate programs, services or initiatives, which would you eliminate?**



## Q15 response examples

“Sports”

“Time and money  
spent on state testing”

“Administrative  
positions that don't  
directly support  
students and teachers”

“There is nothing left  
to eliminate”

“Additional technology”

“Get rid of school choice  
and strengthen  
neighborhood schools”

## Q16

**What do you see as the most important areas the district should focus on in the next 3–5 years?**



## Q16 response examples

“Address the achievement gap”

“Teach to all levels of learners”

“Give all students the same opportunities regardless of socioeconomic status”

“Create graduating classes of socially conscious good citizens”

“Focused professional learning on differentiation to address the needs of underserved groups”

“Decrease class size”



**Q17**

**What goals would you like to see established  
for Eugene School District 4J?**



## Q17 response examples

“Decrease class size”

“Regain reputation as  
a district with strong  
music and arts”

“Provide all students equal  
curriculum, programs, and  
opportunities”

“Increase graduation rates”

“Secure funding source”

“Lengthen school year  
by ten days”

## Q18

**Thank you for sharing your views. Do you have any other suggestions, comments or questions?**

# Q18 word frequency



## Q18 response examples

“Thank you to the  
public school system  
for hanging in there”

“Prioritize and be strategic  
with moving forward. Do not  
take on more than  
the system can handle”

“Use all influence to pass legislation  
that helps Eugene and Oregon pay to  
create excellent schools”

“Save and  
expand the arts”

“Be transparent but also  
have the courage to make  
changes when needed”

“Thank you for hearing the  
community’s voice.  
I hope you listen closely.”



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[www.4J.lane.edu/4Jvision2020](http://www.4J.lane.edu/4Jvision2020)

April 2016