

SHAPING 4J'S FUTURE

TITLE I

FOCUS GROUP REPORT: DECEMBER 2006

INTRODUCTION

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

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

Our group was facilitated by Gene Thurmond and Jane Harrison was our listener/writer. The listener writer was responsible for recording what we said and for drafting this report.

The members of our committee were:

Janis Swan, Federal Programs Coordinator
Paco Furlan, Elementary Principal, River Road/El Camino del Rio
John Wayland, Secondary Assistant Principal, South Eugene High School
Piper Paulish, Primary Teacher, Spring Creek
Lisa Vreim, Intermediate Teacher, Howard
Mary Mowday, Title I Coordinator, McCornack
Judy Piper, Instructional Assistant, Adams
Dayna Mitchell, Special Education Teacher, Meadowlark/Buena Vista
Beth Salgado, English Language Learner Teacher, Howard

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

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

4J'S CURRENT PROGRAM MODEL

Janis Swan provided the members of the focus group with a description of the district's current program model. Important points of the Title I program follow:

- Our elementary schools qualify for Title IA funding based on free & reduced lunch counts; students qualify for Title I services based on low achievement.
- Several Title programs support our Title I schools, not just Title IA.
- Title IA funding is to be used only for services to support students not meeting the benchmarks in reading/writing and mathematics.
- Currently there is more support/effort in reading, not as much scaffolding of services in math due to fewer researched based/scientifically based math interventions (need to find more math interventions) .
- If a student from a Title I school attends a private school and meets the free/reduced requirements, Title funding goes with him/her to the private school.
- Title schools above 70% free/reduced lunch are funded at a higher per student rate than schools below 70% free/reduced—a four tier funding model.
- Seven schools are currently school-wide programs, six schools are targeted programs, two private schools receive Title 1 funds and are targeted. Additionally Title IA funds support Looking Glass Evaluation and Treatment Center's educational support program for adolescents and Title 1A funds support homeless services coordinated by a homeless liaison who advocates and supports 4J students K-12 and their families.
- Each time a school qualifies for Title I it takes funding away from currently funded Title schools-over a three year period 4j's Title I total allocation has increased by only \$111,224 which has not covered the additional staffing costs and the addition of two more Title I schools.
- Currently we serve only elementary schools with title funding whose free and reduced count ranges from 81.17% to 43.24%. We are only required to serve schools 75% free/reduced and higher. It is a district decision to fund lower than 75% and which grade spans to serve (elementary, middle or high school).
- If a Title school does not make Annual Yearly Progress 2 years in a row, it goes into school improvement status with sanctions attached. Some of our middle schools and high schools are there right now, but because they don't receive Title funding, however Title I sanctions do not apply.

- Extended Learning funding is used by the schools for 2nd dosing during school day, before or after school programs, and summer school. Much of our funding provides second and sometimes third dose services at the school level as well as funding for a K-5 summer school program.
- Every school is required to involve parents (reports, services, training etc.) – 1% of our allocation is used to support each schools Parent Involvement Policy.
- Up to 5% of the Title I allocation goes toward Professional Development. Title I professional development has supported staff training at both the district and school level for teachers and instructional assistants in the areas of math, reading, writing, assessment, school-wide planning, school improvement, data walks, technology training, Glad training, poverty issues (ie. Donna Beagle) and other Title I school requests.
- Every Title school is working to implement the following components:

Title Program for Targeted Assistance Schools:

- rank order students by academic need-- highest need students are provided Title I services first
- accountability & tracking of student services is required
- services go toward academics: math & reading/writing
- implement school improvement plans/annually review plans
- increase extended learning time (ie. before and after school services)
- provide an accelerated, high-quality curriculum and services that support the student's core academic program
- minimized classroom pull-outs with other service delivery models and options that coordinate with & support the regular education program
- instruction by "highly qualified" teachers and instructional assistants
- provide opportunities for professional development for staff that aligns with state academic standards and assessments
- Parental involvement
 - strategies (including family literacy) to increase parent involvement
 - describe how the school will provide individual student achievement assessment results, including an interpretation of those results to parents
- coordinate & integrate comprehensive services for students
- implement the district transition plan for Headstart students

Title Program for School-wide Schools:

- opportunities for all children to meet benchmarks
- address the needs of all children, esp. those at risk of not reaching benchmarks in reading/writing and math
- use effective methods & instructional strategies that:

- strengthen core academic program in school
- increase amount & quality of learning time by providing extended learning (ie. Before and after school)
- include strategies for meeting educational needs of historically underserved populations; and
- implement school improvement plans/annually review plans
- instruction by highly qualified teachers and instructional assistants
- provide ongoing professional development for staff that aligns with state academic standards and assessments
- parental involvement
 - strategies (including family literacy) to increase parent involvement
 - describe how school will provide individual student achievement assessment results, including an interpretation of those results to parents
- additional support
 - identify students' difficulties on a timely basis
 - provide sufficient information on which to base effective assistance
- implement transition plans for students transitioning from Headstart

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

IMPLICATIONS OF THE CURRENT MODEL

EQUITY

- Title funds serve highest poverty elementary schools
- funding not supporting other schools with high needs (i.e., students not meeting benchmarks)

- differences in services based on Title funding, focuses and needs
- no student access to services/support if they are not in Title school
- how we serve students is at individual school discretion, therefore students may not be able to get same service
- school choice can create equity problem, but may be fair [also, Open Enrollment, below]
- parents may not have transportation, language ability to access school of choice [also Open Enrollment, below]
- it is possible that students with highest needs are being served or excluded by Title I because they are served by other programs (Special Education, English Language Learner, etc.)
- there are disparities in family resources/background in ability to assist students
- there is not native language instruction in early grades, so education is not as effective as it could be

OPEN ENROLLMENT, NEIGHBORHOOD/ALTERNATIVE SCHOOLS

- parents who know the system get their students into higher performing schools [also Student Transportation, below]
- Choice creates schools with high student percentages of Free/Reduced lunch; have a high concentration of low SES, so:
- high percentage of Free/Reduced lunch concentration qualifies for Title funds
- programs are based on demographic needs of students – “excellent education” for all? May look different in different schools
- social engineering of levels due to Choice – social segregation
- parents who can’t advocate for themselves, don’t have transportation, are adversely affected

PROGRAM STAFFING

- can use Title funds for counseling
- it is possible that less trained and experienced teachers are at Title schools
- adds Program Staffing for Title schools only

- a lot of PE/music programs are funded by parent groups
- Title school parents less able to help fund PE/music, etc.
- classified and licensed staff additions in Title schools

STATE & FEDERAL MANDATES

- there is no Title accountability pressure on middle or high schools now
- need to strengthen parent involvement in Title schools
- huge pressure of Annual Yearly Progress on Title schools
- makes us focus on No Child Left Behind concerns

STUDENT TRANSPORTATION

- Title will pay for transportation for extended learning (after school, summer school)
- Title pays for taxi, tokens, homeless
- could pay for parent transportation for special events (based on need)

HIGH SCHOOLS

- kids who are out of program due to moderate gains in elementary have no more Title support
- skills given earlier are more able to sustain student achievement
- have to find other funding/strategies to address student needs
- contract out for neglected & delinquent adolescents now, paid by Title (LookingGlass, Phoenix), homeless services

MIDDLE SCHOOLS

- Same as high school, see above

ELEMENTARY SCHOOLS

- in order to extend academic service bridge to middle school, parents pursue other specialized programs, such a Special Education and 504 Plans
- more services for kids at elementary level
- **huge** gap between elementary program & middle school
- support for:
 - students

- homeless
- professional development of staff
- extended day & summer school
- materials
- hiring of more FTE
- transportation
- technology
- private school \$

REGIONAL IMPACT

- high concentration of Title schools in North & Churchill Regions
- consolidating two schools with high percentages of Free/Reduced lunch resulted in a high concentration of poverty at the combined school

INSTRUCTIONAL LITERATURE

Prior to the meetings of our focus group, the district asked Betsey Shepard to review the literature dealing with Title I. She summarized recent research and writings in this area, which our focus group reviewed. A copy of that full report is attached.

PROPOSED IMPLEMENTATION OPTIONS:

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

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

Our proposed implementation options are described below, along with what we believe the implications to be. We have also summarized the values and beliefs that we, as a focus group, hold, and on which we based our recommendations. Note: each model builds on the one before, as indicated by the font key, below.

<p>FONT KEY:</p> <p>text for Model #1 (no additional funds) and Model #1 implications</p> <p><i>text for Model #2 (some additional funds) and Model #2 implications</i></p> <p>text for Model #3 (Quality Ed Model funded) implications</p>
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TITLE I

OUR VALUES AND BELIEFS:

- Staff members value every child, believe all children can learn and be successful, and are committed to providing appropriate curriculum and instruction to boost student achievement and self-esteem.
- An effective Title I program must have clear goals and expectations, instructional materials and professional development closely linked to those goals and expectations, and ongoing assessment of student progress and program effectiveness.
- The responsibility of helping all students reach benchmarks belongs to ALL staff members, who will work collaboratively to provide appropriate services to meet student needs.
- Staff will receive appropriate, scaffolded, continuous professional development to meet the needs of the whole child.
- Parents play an important role – they are vital collaborative partners with teachers and staff in student education; interactions and communication should be open, honest, and fair.
- In order to effectively meet the diverse academic needs of students, resources must be highly organized, highly efficient, and adequately funded.

IMPLEMENTATION OPTIONS

Funding Assumption 1: No additional funds will be available to the District – Model #1.

Implementation Option: 1

TITLE I SERVICES AND SERVICE MODELS

- The first priority for spending Title I dollars would be to provide comprehensive services in math and language arts for grades K-2; then based on a student needs assessment, remaining funds could be allocated for math & language arts at other grade levels
- Move the district to all school-wide, no targeted programs (except private schools and newly qualifying schools) within a 3 year period
- Have a similar delivery model for math

IMPLICATIONS

Model 1 Implications:

EQUITY

- Comprehensive services K-2 in math and reading strongly support and increase the chance of students not needing remediation or Special Ed services in grades 3-5
- May not have enough support for students in upper grades who need services
- Math and literacy coaches help us get more students to achieve highly (in an excellent program)
- Standardized curriculum/schedules/methodology will help ensure strong equitable education for all students
- Continuing to encourage the implementation & further access to

<p>and language arts in Title schools</p> <ul style="list-style-type: none"> • Increase the amount of Title I teacher FTE in the district to improve the coordination of program and services implementation • All Title I schools must use Title I funds to support additional instruction (second or more doses) in math and language arts • Building schedules allow for collaboration between English Language Learner, Special Education, & Title • Intensity, frequency, and duration need to be considered in selecting Title I services based on individual student needs • Every Title service model must have clear goals based on student needs, with methods and materials linked to goals, which have well specified program components based on research, and are monitored and assessed • Consider the effect of Free/Reduced lunch percentages for qualifying schools in regard to the cut-off in an effort to maintain services for current Title I schools <p>CURRICULUM AND PROGRAMS</p> <ul style="list-style-type: none"> • Provide consistency in program materials being used by Title I schools • Continue ongoing collaboration with city & county to provide funds and services for after school programs • Use allocated Title I building funds for increased extended learning opportunities, before and after school, for a broader range of services and minimize student pullout from core 	<p>“second doses” of reading/math will help to get students to benchmarks</p> <ul style="list-style-type: none"> • Relocation of intensive services to other non-title schools (Regional Learning Centers, high English Language Learners, high poverty, etc.) will create a more equitable learning environment in all schools • Does not provide comprehensive services for all students who need Title services <p>OPEN ENROLLMENT, NEIGHBORHOOD SCHOOLS, & ALTERNATIVE SCHOOLS</p> <ul style="list-style-type: none"> • No effect on Open Enrollment • Elementary K-8 Title I Neighborhood and Alternative Schools continue to receive Title funding and services <p>PROGRAM STAFFING</p> <ul style="list-style-type: none"> • Increased Title teacher FTE <p>STATE AND FEDERAL MANDATES</p> <ul style="list-style-type: none"> • The district will be in compliance <p>STUDENT TRANSPORTATION</p> <ul style="list-style-type: none"> • Additional bussing and routes may be required <p>HIGH SCHOOLS</p> <ul style="list-style-type: none"> • Early interventions (K-2) result in students with future academic success <p>MIDDLE SCHOOLS</p> <ul style="list-style-type: none"> • Early interventions (K-2) result in students with future academic success <p>ELEMENTARY SCHOOLS</p> <ul style="list-style-type: none"> • Early interventions (K-2) result in students with future academic success • Have additional time for staff training,
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<p>minimize student pullout from core curriculum</p> <ul style="list-style-type: none"> • Title schools will adopt and use one of two language arts and math district recommended programs • All interventions and programs are assessed annually, and effectiveness reported using a district template • Building schedules are developed with core curriculum, English Language Learner, Special Ed, and Title programs as a 1st priority • Utilize available technology to support Title I instruction <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Quality ongoing staff development tied to district & building goals in math and language arts, targeted and sustained over time • Develop a district Title I School Coordinator job description that may include professional development responsibilities • Encourage the use of Title I building money for the training and implementation of literacy and math coaching around the district adopted programs • Collaborate with other funding sources to implement GLAD training for everyone in Title I schools, within 3 years • Explore the River Road and Howard Professional Development model as a way to provide additional time for staff collaborative training and planning 	<p>collaboration and planning</p> <ul style="list-style-type: none"> • Strengthen program coordination • Decreases the flexibility of curriculum choices in Title I School programs • Increases the chances that best practices will be implemented • Schools which are piloting local assessment would get test results returned in more timely manner • Parent connection to the school and student learning are increased by strengthening community resources, parenting workshops, etc. <p>REGIONAL IMPACT</p> <ul style="list-style-type: none"> • Influences/restricts regional textbook adoption choices <p>OTHER (Including impact on other focus group topics)</p> <ul style="list-style-type: none"> • Requires collaboration with Title I, English Language Learner, and Special Education staff, increasing the achievement of the students
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ASSESSMENT AND REPORTS

- We are committed to the development of a growth model to measure achievement of Title I students
- All Title schools will use multiple math and reading measures to target students
- All Title schools will use a progress monitoring assessment, with the goal of moving to the same progress monitoring within 3 years
- Develop math and language arts progress monitoring program
- Dissemination of program/intervention results (share centrally & with all Title schools; discuss at all Title schools) using a district report template
- District pays for all district wide assessments at all buildings; Title funds will not supplant
- The district will fund select Title I schools to pilot local administration and scoring of the District Reading Assessment, as well as input of data; this will provide timely local access to results

PARENT INVOLVEMENT

- Strengthen the collaboration among the Welcome Center; District Parent, Family, & Community Outreach Coordinator; District After School Coordinator; District Parent Involvement Coordinator; and District Federal Programs Coordinator to provide more comprehensive services to parents
- Strengthen the district Family Resource Centers to provide resources and services to families of all Title schools

<ul style="list-style-type: none">• Ensure that all Title schools are adequately implementing their Title I parent involvement policies• Increase the use of community resources to provide parenting workshops, such as helping with homework• Create ties with local businesses that will allow parents to be paid to come into schools and volunteer• Increase partnerships with community resources (from utilizing grandparents, retired citizens, to more formal organizations such as neighborhood associations, OASIS, SMART)	
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<p><i>Funding Assumption 2: Some additional funds will be available to the District.</i></p> <p><i>Implementation Option: 2 This would add at least \$320,000 to Title I funding to be used in the following manner:</i></p> <p>TITLE I SERVICES AND SERVICE MODELS</p> <ul style="list-style-type: none"> • The first priority for spending Title I dollars would be to provide comprehensive services in math and language arts for grades K-2; then based on a student needs assessment, remaining funds could be allocated for math & language arts at other grade levels • Move the district to all school-wide, no targeted programs (except private schools and newly qualifying schools) within a 3 year period • Have a similar delivery model for math and language arts in Title schools • Increase the amount of Title I teacher FTE in the district to improve the coordination of program and services implementation • All Title I schools must use Title I funds to support additional instruction (second or more doses) in math and language arts • Building schedules allow for collaboration between English Language Learner, Special Education, & Title • Intensity, frequency, and duration need to be considered in selecting Title I services based on individual student needs 	<p><i>Model 2 Implications:</i></p> <p>EQUITY</p> <ul style="list-style-type: none"> • Comprehensive services K-2 in math and reading strongly support and increase the chance of students not needing remediation or Special Ed services in grades 3-5 • May not have enough support for students in upper grades who need services • Math and literacy coaches help us get more students to achieve highly (in an excellent program) • Standardized curriculum/schedules/methodology will help ensure strong equitable education for all students • Continuing to encourage the implementation & further access to “second doses” of reading/math will help to get students to benchmarks • Relocation of intensive services to other non-title schools (Regional Learning Centers, high English Language Learners, high poverty, etc.) will create a more equitable learning environment in all schools • <i>Increases Title I family access to Family Resource Centers for support</i> • <i>Parent connection to school and student learning are increased by strengthening community resources, parenting workshops, etc.</i> • <i>Restores after school programs affected by decreased grant funding services for Title I students</i> • <i>Allows for more comprehensive services for all students who need Title</i>
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<ul style="list-style-type: none"> • Every Title service model must have clear goals based on student needs, with methods and materials linked to goals, which have well specified program components based on research, and are monitored and assessed • Consider the effect of Free/Reduced lunch percentages for qualifying schools in regard to the cut-off in an effort to maintain services for current Title I schools • <i>Allocate more FTE for Title Coordinator time in each Title school if the coordinator is presently less than full time</i> <p>CURRICULUM AND PROGRAMS</p> <ul style="list-style-type: none"> • Provide consistency in program materials being used by Title I schools • Continue ongoing collaboration with city & county to provide funds and services for after school programs • Use allocated Title I building funds for increased extended learning opportunities, before and after school, for a broader range of services and minimize student pullout from core curriculum • Title schools will adopt and use one of two language arts and math district recommended programs • All interventions and programs are assessed annually, and effectiveness reported using a district template • Building schedules are developed with core curriculum, English Language Learner, Special Ed, and Title programs as a 1st priority 	<p><i>services for all students who need Title services</i></p> <p>OPEN ENROLLMENT, NEIGHBORHOOD SCHOOLS, & ALTERNATIVE SCHOOLS</p> <ul style="list-style-type: none"> • No effect on Open Enrollment • Elementary K-8 Title I Neighborhood and Alternative Schools continue to receive Title funding and services <p>PROGRAM STAFFING</p> <ul style="list-style-type: none"> • Increased Title teacher FTE • <i>Increased FTE for Family Resource Center Coordinators</i> <p>STATE AND FEDERAL MANDATES</p> <ul style="list-style-type: none"> • The district will be in compliance <p>STUDENT TRANSPORTATION</p> <ul style="list-style-type: none"> • Additional bussing and routes may be required <p>HIGH SCHOOLS</p> <ul style="list-style-type: none"> • Early interventions (K-2) result in students with future academic success <p>MIDDLE SCHOOLS</p> <ul style="list-style-type: none"> • Early interventions (K-2) result in students with future academic success <p>ELEMENTARY SCHOOLS</p> <ul style="list-style-type: none"> • Early interventions (K-2) result in students with future academic success • Have additional time for staff training, collaboration and planning • Strengthen program coordination • Decreases the flexibility of curriculum choices in Title I School programs • Increases the chances that best practices
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<ul style="list-style-type: none"> • Utilize available technology to support Title I instruction • <i>Use allocated Title I district and building funds for increased extended learning opportunities, before and after school, for a broader range of services and minimize student pullout from core curriculum</i> • <i>Increase the amount of available technology and utilize it to strengthen and support Title I instruction</i> <p>PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Quality ongoing staff development tied to district & building goals in math and language arts, targeted and sustained over time • Develop a district Title I School Coordinator job description that may include professional development responsibilities • <i>Provide coaching from building or district funds</i> for the training and implementation of literacy and math coaching around the district adopted programs • Collaborate with other funding sources to implement GLAD training for everyone in Title I schools, within 3 years • Explore the River Road and Howard Professional Development model as a way to provide additional time for staff collaborative training and planning <p>ASSESSMENT AND REPORTS</p> <ul style="list-style-type: none"> • We are committed to the development of a growth model to measure achievement of Title I students 	<p>will be implemented</p> <ul style="list-style-type: none"> • Schools which are piloting local assessment would get test results returned in more timely manner • Parent connection to the school and student learning are increased by strengthening community resources, parenting workshops, etc. <p>REGIONAL IMPACT</p> <ul style="list-style-type: none"> • Influences/restricts regional textbook adoption choices <p>OTHER (Including impact on other focus group topics)</p> <ul style="list-style-type: none"> • Requires collaboration with Title I, English Language Learner, and Special Education staff, increasing the achievement of the students
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- All Title schools will use multiple math and reading measures to target students

- All Title schools will use a progress monitoring assessment, with the goal of moving to the same progress monitoring within 3 years

- Develop math and language arts progress monitoring program

- Dissemination of program/intervention results (share centrally & with all Title schools; discuss at all Title schools) using a district report template

- District pays for all district wide assessments at all buildings; Title funds will not supplant

- The district will fund select Title I schools to pilot local administration and scoring of the District Reading Assessment, as well as input of data; this will provide timely local access to results

- ***Dedicate more funding for assessments, analysis, and reporting at the building level***

PARENT INVOLVEMENT

- Strengthen the collaboration among the Welcome Center; District Parent, Family, & Community Outreach Coordinator; District After School Coordinator; District Parent Involvement Coordinator; and District Federal Programs Coordinator to provide more comprehensive services to parents

- Strengthen the district Family Resource Centers to provide resources and services to families of all Title schools

<ul style="list-style-type: none">• Ensure that all Title schools are adequately implementing their Title I parent involvement policies • Increase the use of community resources to provide parenting workshops, such as helping with homework • Create ties with local businesses that will allow parents to be paid to come into schools and volunteer • Increase partnerships with community resources (from utilizing grandparents, retired citizens, to more formal organizations such as neighborhood associations, OASIS, SMART) • <i>Increase FTE by 1.0 for the District Family Resource Center.</i>	
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Funding Assumption 3: The Quality Education Model is fully funded by the Oregon State Legislature.

Implementation Option: 3

This would add at least \$640,000 to Title I funding to be used in the following manner:

TITLE I SERVICES AND SERVICE MODELS

• The first priority for spending Title I dollars would be to provide comprehensive services in math and language arts for grades K-2; then based on a student needs assessment, remaining funds could be allocated for math & language arts at other grade levels

• Move the district to all school-wide, no targeted programs (except private schools and newly qualifying schools) within a 3 year period

• Have a similar delivery model for math and language arts in Title schools

• Increase the amount of Title I teacher FTE in the district to improve the coordination of program and services implementation

• All Title I schools must use Title I funds to support additional instruction (second or more doses) in math and language arts

• Building schedules allow for collaboration between English Language Learner, Special Education, & Title

• Intensity, frequency, and duration need to be considered in selecting Title I

Model 3 Implications:

EQUITY

• Comprehensive services K-2 in math and reading strongly support and increase the chance of students not needing remediation or Special Ed services in grades 3-5

• May not have enough support for students in upper grades who need services

• Math and literacy coaches help us get more students to achieve highly (in an excellent program)

• Standardized curriculum/schedules/methodology will help ensure strong equitable education for all students

• Continuing to encourage the implementation & further access to “second doses” of reading/math will help to get students to benchmarks

• Relocation of intensive services to other non-title schools (Regional Learning Centers, high English Language Learners, high poverty, etc.) will create a more equitable learning environment in all schools

• Increases Title I family access to Family Resource Centers for support

• Parent connection to school and student learning are increased by strengthening community resources, parenting workshops, etc.

• Allows for more comprehensive services for all students who need Title services

• All Title I school students who need academic services will

<p>services based on individual student needs</p> <ul style="list-style-type: none"> • Every Title service model must have clear goals based on student needs, with methods and materials linked to goals, which have well specified program components based on research, and are monitored and assessed • Consider the effect of Free/Reduced lunch percentages for qualifying schools in regard to the cut-off in an effort to maintain services for current Title I schools • <i>Allocate more FTE for Title Coordinator time in each Title school if the coordinator is presently less than full time</i> • The district funds full day kindergartens, releasing Title I funds currently used for kindergarten • More Title I teachers to deliver instruction to students, with the intent of balancing the ratio of teachers and instructional assistants • Consider summer schools at each Title school using Title building funds • Increase Title funding to support homeless services K-12, and services to programs serving adolescents who are neglected and/or delinquent 	<p>have access to an after school program at their building.</p> <p>OPEN ENROLLMENT, NEIGHBORHOOD SCHOOLS, & ALTERNATIVE SCHOOLS</p> <ul style="list-style-type: none"> • No effect on Open Enrollment • Elementary K-8 Title I Neighborhood and Alternative Schools continue to receive Title funding and services <p>• All Title I schools will have after school programs</p> <p>PROGRAM STAFFING</p> <ul style="list-style-type: none"> • Increased Title teacher FTE • <i>Increased FTE for Family Resource Center Coordinators</i> <p>• Increased staffing for after school programs at all Title I schools</p> <p>STATE AND FEDERAL MANDATES</p> <ul style="list-style-type: none"> • The district will be in compliance <p>STUDENT TRANSPORTATION</p> <ul style="list-style-type: none"> • Additional bussing and routes may be required <p>HIGH SCHOOLS</p> <ul style="list-style-type: none"> • Early interventions (K-2) result in students with future academic success <p>• Additional academic services for homeless, neglected and/or delinquent adolescents</p> <p>MIDDLE SCHOOLS</p> <ul style="list-style-type: none"> • Early interventions (K-2) result in students with future academic success <p>• Additional academic services for homeless, neglected and/or</p>
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<ul style="list-style-type: none"> ● Increase coordination of services with English Language Learning and Special Education ● More counseling time to address the behavioral and social needs of Title I students ● Increase the number of schools with after school programs to include all Title schools, and include transportation <p>CURRICULUM AND PROGRAMS</p> <ul style="list-style-type: none"> • Provide consistency in program materials being used by Title I schools • Continue ongoing collaboration with city & county to provide funds and services for after school programs • Use allocated Title I building funds for increased extended learning opportunities, before and after school, for a broader range of services and minimize student pullout from core curriculum • Title schools will adopt and use one of two language arts and math district recommended programs • All interventions and programs are assessed annually, and effectiveness reported using a district template • Building schedules are developed with core curriculum, English Language Learner, Special Ed, and Title programs as a 1st priority • Utilize available technology to support Title I instruction 	<p>delinquent adolescents</p> <p>ELEMENTARY SCHOOLS</p> <ul style="list-style-type: none"> • Early interventions (K-2) result in students with future academic success • Have additional time for staff training, collaboration and planning • Strengthen program coordination • Decreases the flexibility of curriculum choices in Title I School programs • Increases the chances that best practices will be implemented • Schools which are piloting local assessment would get test results returned in more timely manner • Parent connection to the school and student learning are increased by strengthening community resources, parenting workshops, etc. <p>REGIONAL IMPACT</p> <ul style="list-style-type: none"> • Influences/restricts regional textbook adoption choices <p>OTHER (Including impact on other focus group topics)</p> <ul style="list-style-type: none"> • Requires collaboration with Title I, English Language Learner, and Special Education staff, increasing the achievement of the students
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• Use allocated Title I district and building funds for increased extended learning opportunities, before and after school, for a broader range of services and minimize student pullout from core curriculum

• Increase the amount of available technology and utilize it to strengthen and support Title I instruction

- **Fund after school programs in all Title schools for all kids**
- **Summer schools – K-5 district, math & language arts – lengthen time, have 2 sessions**

PROFESSIONAL DEVELOPMENT

• Quality ongoing staff development tied to district & building goals in math and language arts, targeted and sustained over time

• Develop a district Title I School Coordinator job description that may include professional development responsibilities

• *Provide coaching from building or district funds* for the training and implementation of literacy and math coaching around the district adopted programs

• Collaborate with other funding sources to implement GLAD training for everyone in Title I schools, within 3 years

• Explore the River Road and Howard Professional Development model as a way to provide additional time for staff collaborative training and planning

- **Extended time (including summer) for teachers & IAs for**

extra training, planning and collaboration

• Schedule more time in the school day to meet with regular staff, with IAs, others for collaboration

• More coaches provided by the district to support existing Title coaches

• Help facilitate targeted student schools to move to school wide program

ASSESSMENT AND REPORTS

• We are committed to the development of a growth model to measure achievement of Title I students

• All Title schools will use multiple math and reading measures to target students

• All Title schools will use a progress monitoring assessment, with the goal of moving to the same progress monitoring within 3 years

• Develop math and language arts progress monitoring program

• Dissemination of program/intervention results (share centrally & with all Title schools; discuss at all Title schools) using a district report template

• District pays for all district wide assessments at all buildings; Title funds will not supplant

• The district will fund select Title I schools to pilot local administration and scoring of the District Reading Assessment, as well as input of data; this will provide timely local access to results

- *Dedicate more funding for assessments, analysis, and reporting at the building level*

PARENT INVOLVEMENT

- Strengthen the collaboration among the Welcome Center; District Parent, Family, & Community Outreach Coordinator; District After School Coordinator; District Parent Involvement Coordinator; and District Federal Programs Coordinator to provide more comprehensive services to parents

- **Locate a district Family Resource Center at each Title I school**

- Ensure that all Title schools are **fully** adequately implementing their Title I parent involvement policies

- Increase the use of community resources to provide parenting workshops, such as helping with homework

- Create ties with local businesses that will allow parents to be paid to come into schools and volunteer

- Increase partnerships with community resources (from utilizing grandparents, retired citizens, to more formal organizations such as neighborhood associations, OASIS, SMART)

- *Increase FTE by 1.0 for the District Family Resource Center.*

- **More parent training and education**

- **Increase services to homeless student and their families, and address**

<p>attendance problems</p> <ul style="list-style-type: none"> • Increase support to parents with homework, social skills, etc. 	
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QUESTIONS AND ISSUES TO BE CONSIDERED BY THE SCHOOL BOARD AND UNIVERSITY OPERATED THINK TANK

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

ADEQUATE FUNDING, EQUITY AND ACCESS

- Do you know of any additional funding (grants, etc.) to assist in adequately funding our public K-12 schools to provide quality education for all students?
- How can the school board and community build on the work of the Access and Options Committee, examining the implementation of recommendations, and continuing to work for equity in education for all students in the district?
- How can the configuration of schools support equity? For example:
 - Reducing the intensity of services in Title I schools by relocating the Regional Programs to other schools
 - Decreasing the concentration of high poverty and its related services in our Title I schools by consolidating schools, providing transportation, redrawing boundaries, etc. Consider the student population of Buckley House, the Mission, First Place, etc. when attempting to balance SES.
 - Creating a dual-immersion K-5 or K-8 school, provide transportation, and provide Title I services if the school qualifies, to provide quality learning for English Language Learner students and enrich 2nd language opportunities for all.
 - Piloting year round schools in some of our Title I schools
- How do we make sure all constituent groups (including Title I families) are included in district problem-solving and solution-making?

ISSUES FOR STAKEHOLDER GROUPS

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

STAFF: Serving needy students in all schools

STUDENTS: Transportation to provide equal access to schools, programs, services, etc.

PARENTS: Correcting the under-representation of voice in district decisions for parents with disadvantages, English Language Learners and literacy challenges, families in poverty, mobile families, etc.

COMMUNITY: Provision of equitable support (e.g., through Eugene Education Fund) to ALL schools

ATTACHMENTS:

1 - IMPLICATIONS DEFINED

2 - REVIEW OF THE RESEACH LITERATURE RE: TITLE I

ATTACHMENT I

IMPLICATIONS DEFINED

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

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

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

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

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

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

Program Staffing; Historically, 4J has given schools a great deal of flexibility in how it allocates the resources they receive as long as the schools meet district, state, and federal requirements. As funding becomes more limited and as mandates, especially those mandates dealing with student achievement, increase there is often more and more pressure to consider program staffing. Program staffing is where the district requires that a certain portion of a

school's resources be allocated to a certain program whether it be physical education, counseling, or library services. Currently the district program staffs special education and Title 1, certain student support positions at some schools, a portion of elementary music and, through this year, services that qualify for City levy funding. From time-to-time the district will also make additional funds available to a school to focus on a particular need such as closing the achievement gap.

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

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

SHAPING 4J'S FUTURE: TOPIC NAME
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education and student assessment. There may, however, be questions about whether some of your implementation options are possible under state and federal law.

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

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

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

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

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

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

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

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

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

ATTACHMENT 2
REVIEW OF THE RESEARCH LITERATURE RE: TITLE I