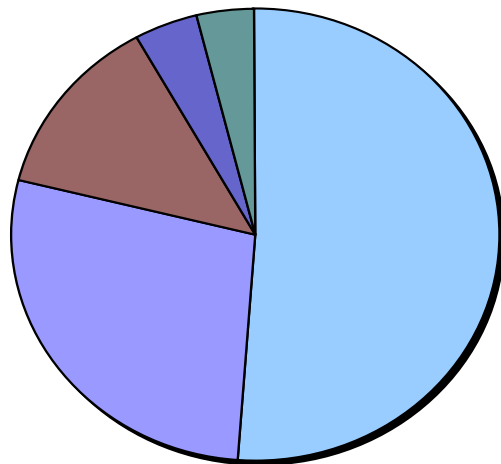# Keeping the Door Open For All Students

The San Jose Story

Linda Murray
The Education Trust-West

San José Unified Demographics

- Hispanic
- White
- Asian
- African Amer
- Other

- 51% Hispanic
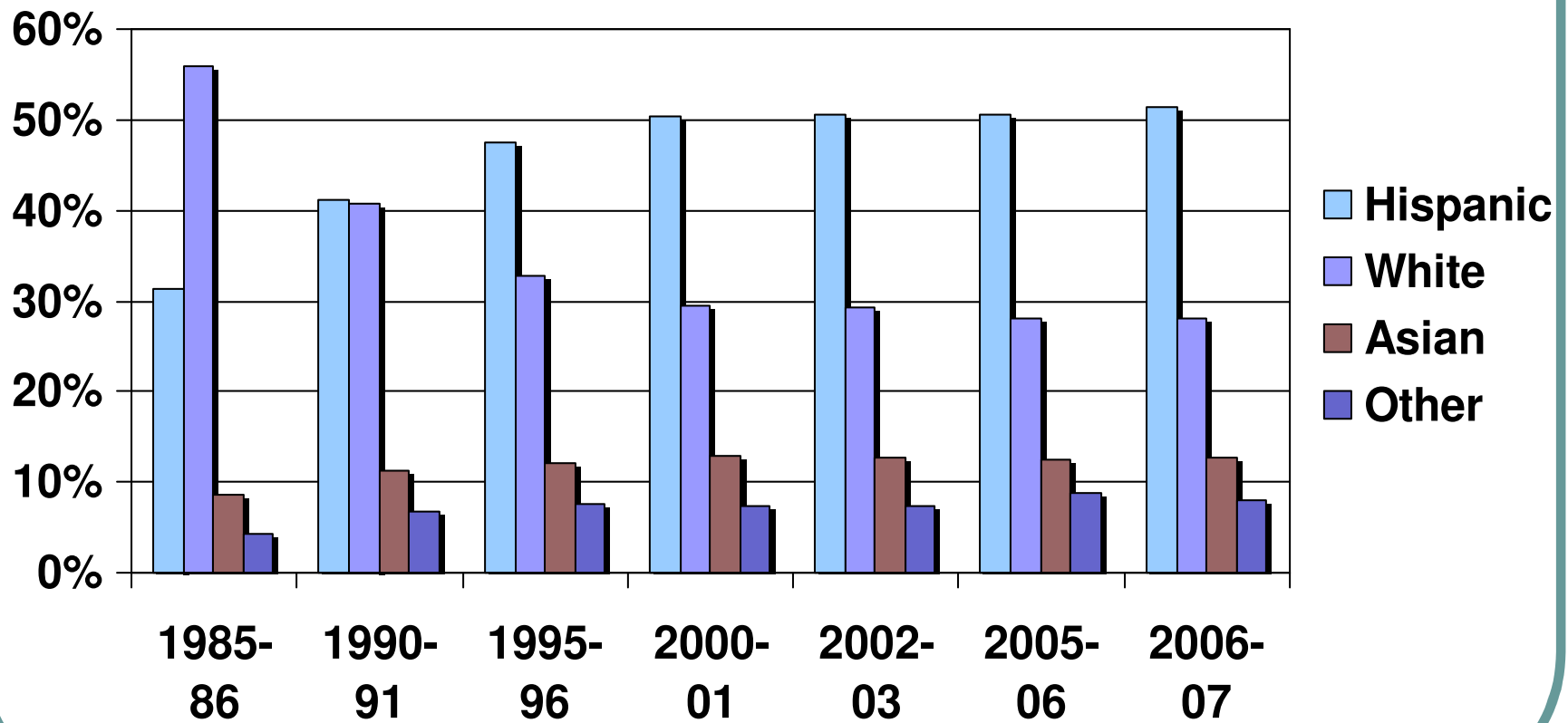- 28% White
- 13% Asian
- 4% African/American
- 4% 0ther

√ 39% Low SES

√ 28% EL

- 87% Spanish Speaking

SJUSD Information

- **30,900 students**
- **6 comprehensive high schools,**
- **1 continuation high school**
- **6 middle schools**
- **1 K-8 magnet school**
- **26 elementary schools**

K-12 Enrollment by Ethnicity

Source: EdTrust West analysis of California Department of Education data

SJUSD Graduation Requirements

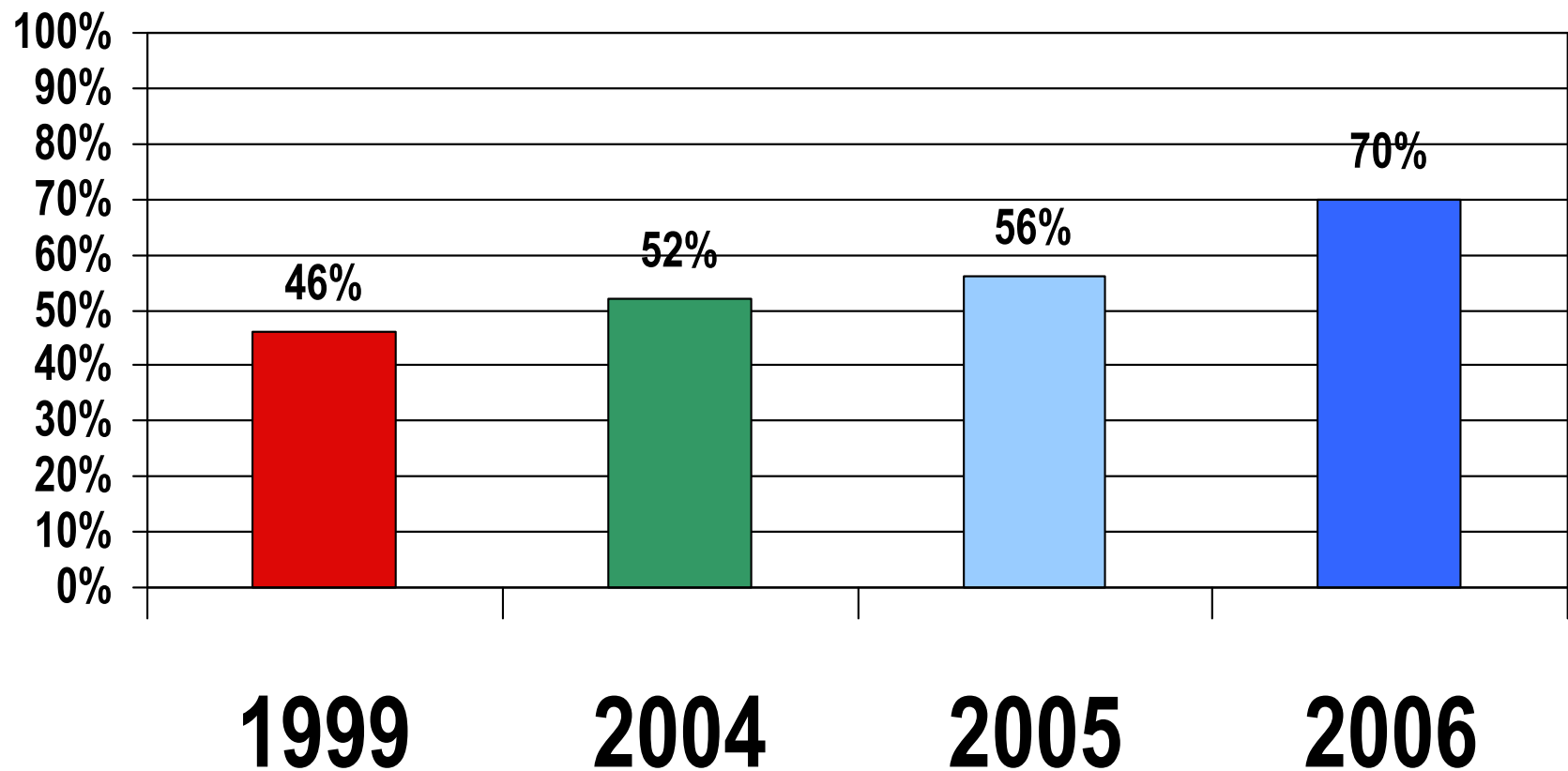| Course	Years	Credits
English	4.0	40
Mathematics	3.0	30
Science (2 lab)	3.0	30
Social Science	3.5	35
Foreign Language	2.0	20
Visual Performing Arts and Applied Arts	2.0	20
Physical Education	2.0	20
Other Electives	2.0	45
Total		240

*40 hour Community Service Requirement

Dispelling myths about what happens to students when the college/career ready curriculum is expected for ALL.

A Case Study: San Jose Unified

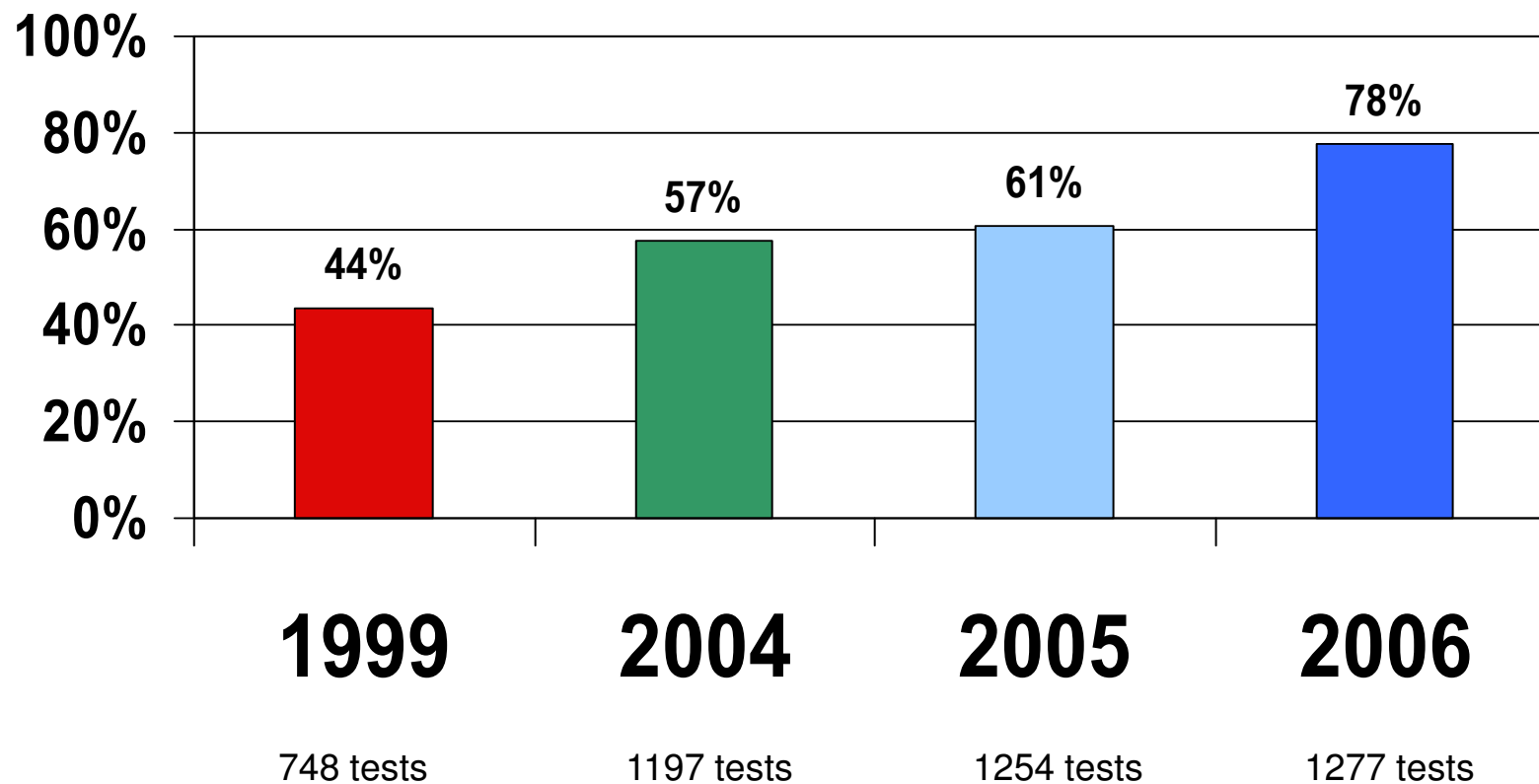Myth: Requiring a rigorous course of study for all high school students will result in a watered down curriculum.

Seniors who take at least one AP course

Bar chart showing:
- 1999: 46%
- 2004: 52%
- 2005: 56%
- 2006: 70%

Senior AP scores of 3 or higher

	1999	2004	2005	2006
Percentage	44%	57%	61%	78%
	748 tests	1197 tests	1254 tests	1277 tests

MYTH: Grades will plummet if all students are expected to complete a college-ready/work-ready curriculum

Mean GPA for All SJUSD Graduating Seniors

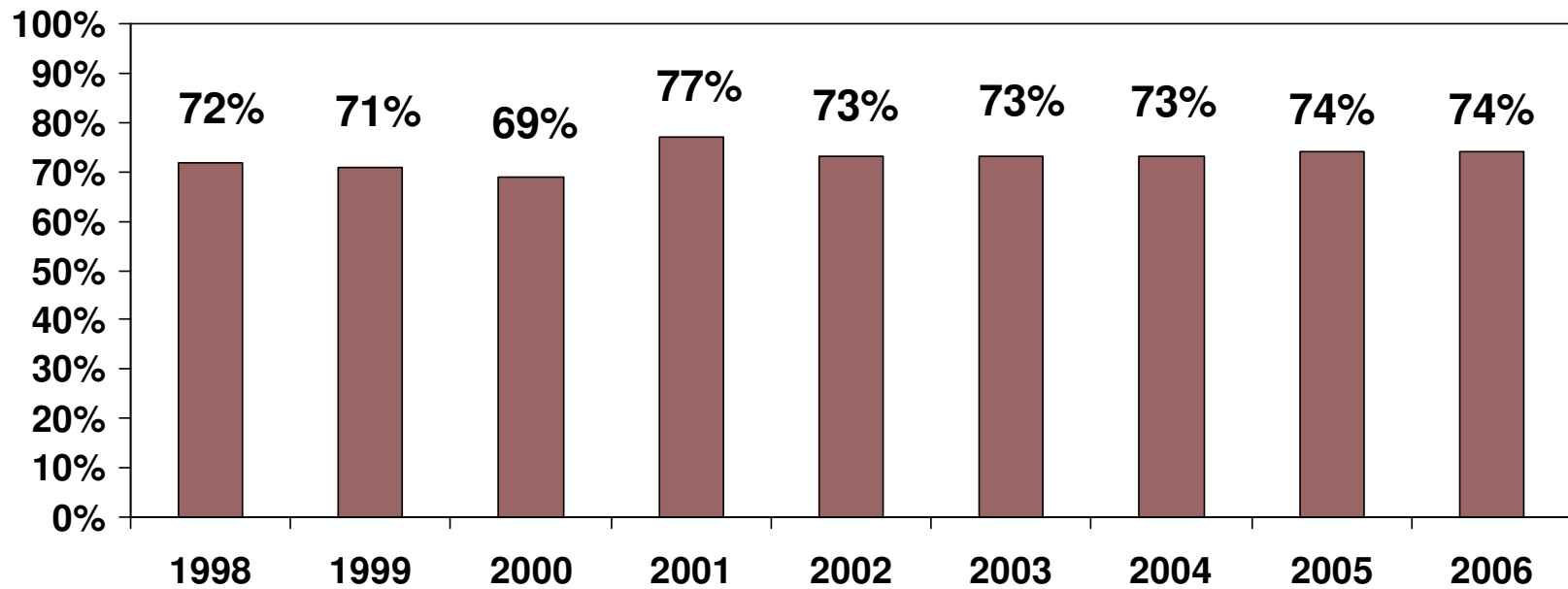|	1998	1999	2000	2001	2002	2003	2004	2005
GPA	2.68	2.77	2.7	2.69	2.77	2.76	2.75	2.8
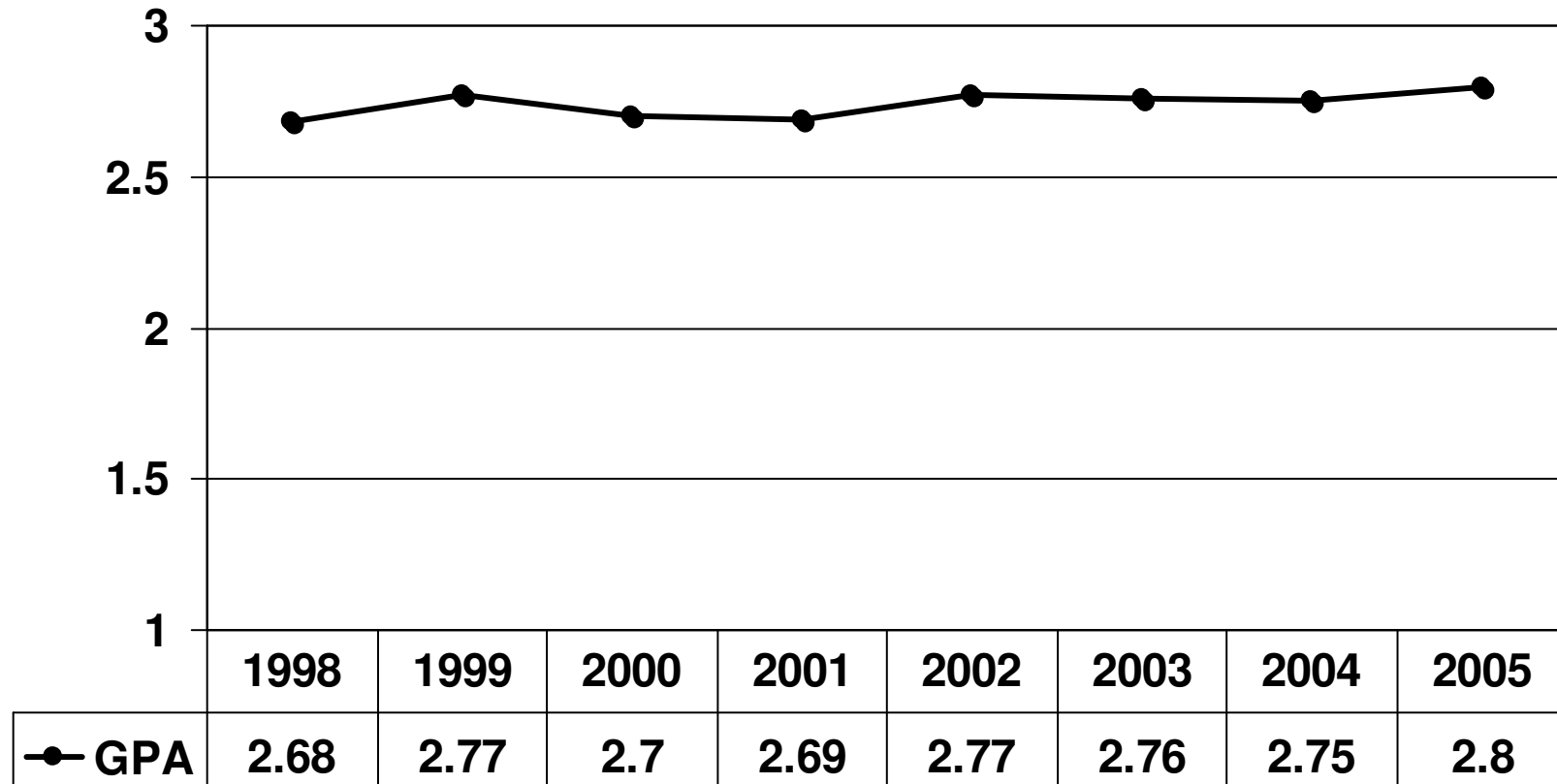
Source: EdTrust West analysis of San Jose District data

MYTH: Tough graduation requirements will cause non college bound students to disengage and drop out

SJUSD Graduation Rates

Estimated completion rate using Manhattan Institute methodology

Source: Ed Trust West analysis of CA Dept of Ed data, 2007

MYTH: Requiring traditionally underrepresented students to take a rigorous academic course load will result in huge failure rates

Hispanic Enrollment in AP/IB Courses 1999-2005

1st Grad Class
Increased requirements

1,000
900
800
700
600
500
400
300
200

1999 2000 2001 2002 2003 2004 2005
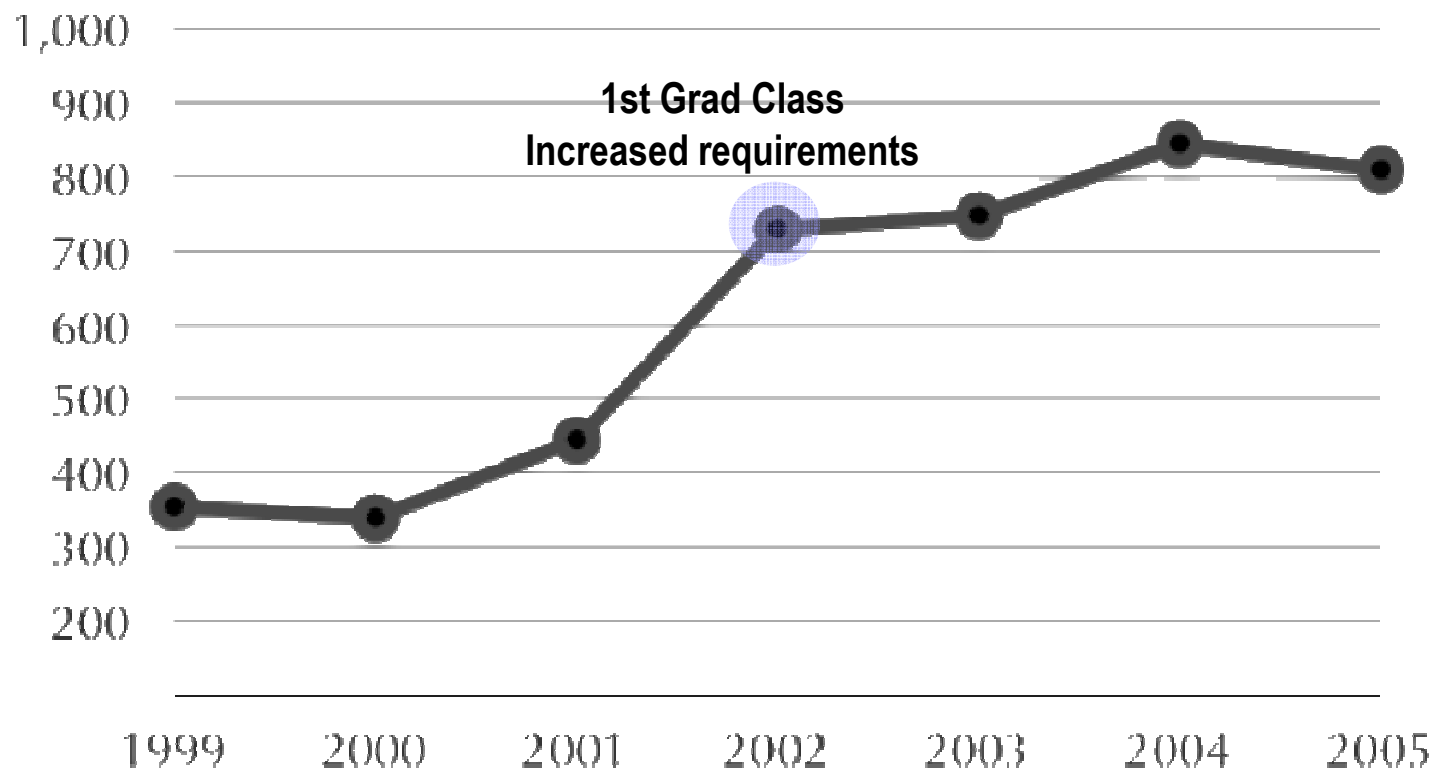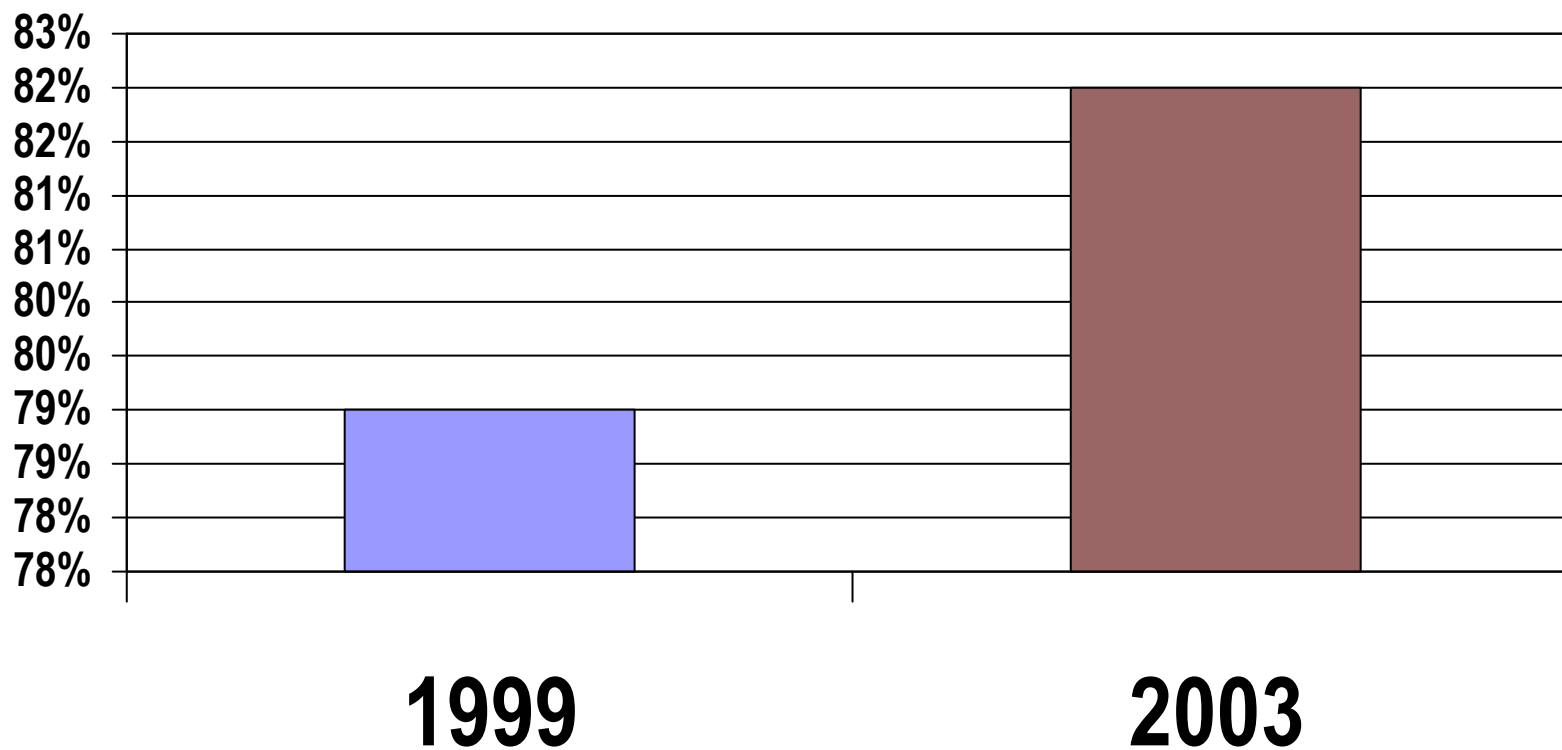
Source: EdTrust West analysis of San Jose Unified data

Closing the Gap

% of Students Earning at Least 5 Credits in AP/IB
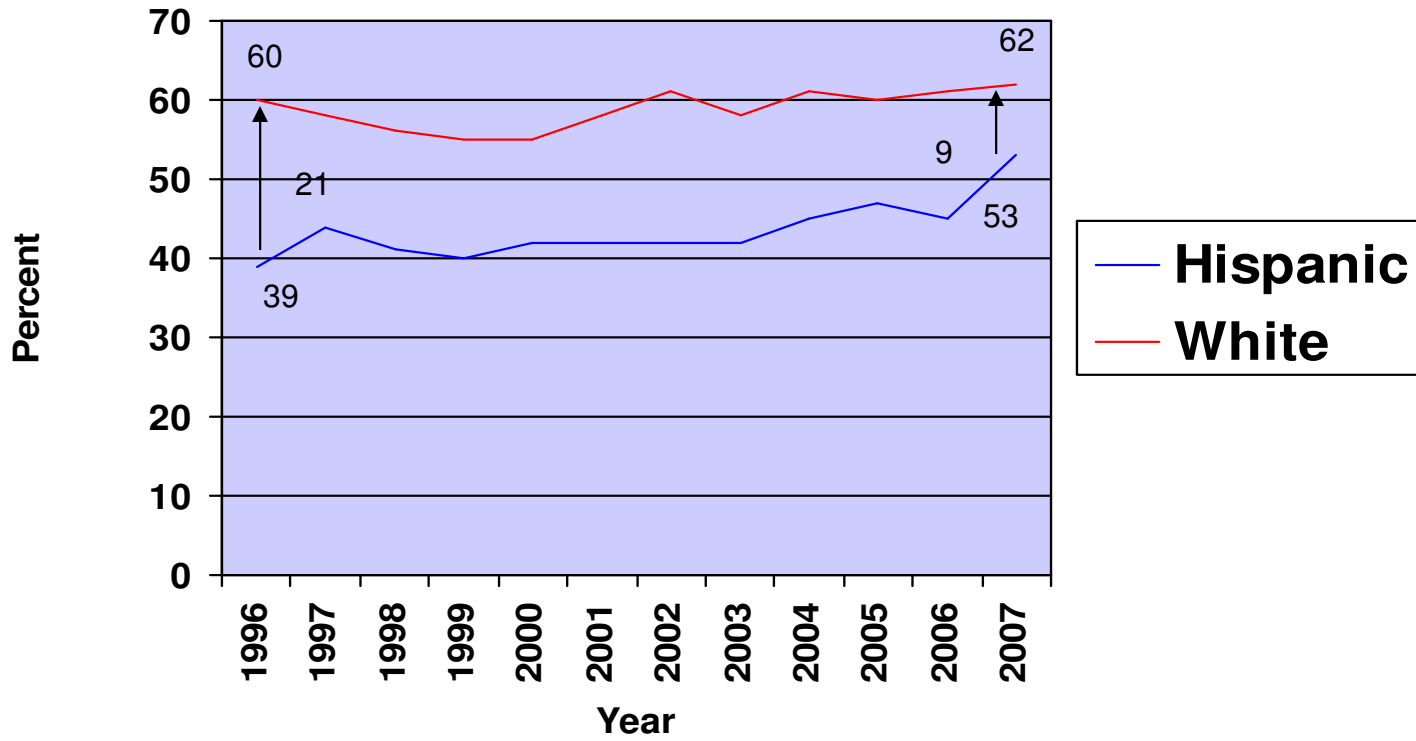
Pass Rate in A-G Courses for Hispanic Students

	1999	2003

MYTH: Closing the achievement gap by demanding rigor in graduation standards is the wrong place to start

San Jose SAT9 & CAT6-Matched reading scores at grades 3-9 who have been tested with STAR every year since 1998 – White and Latino students
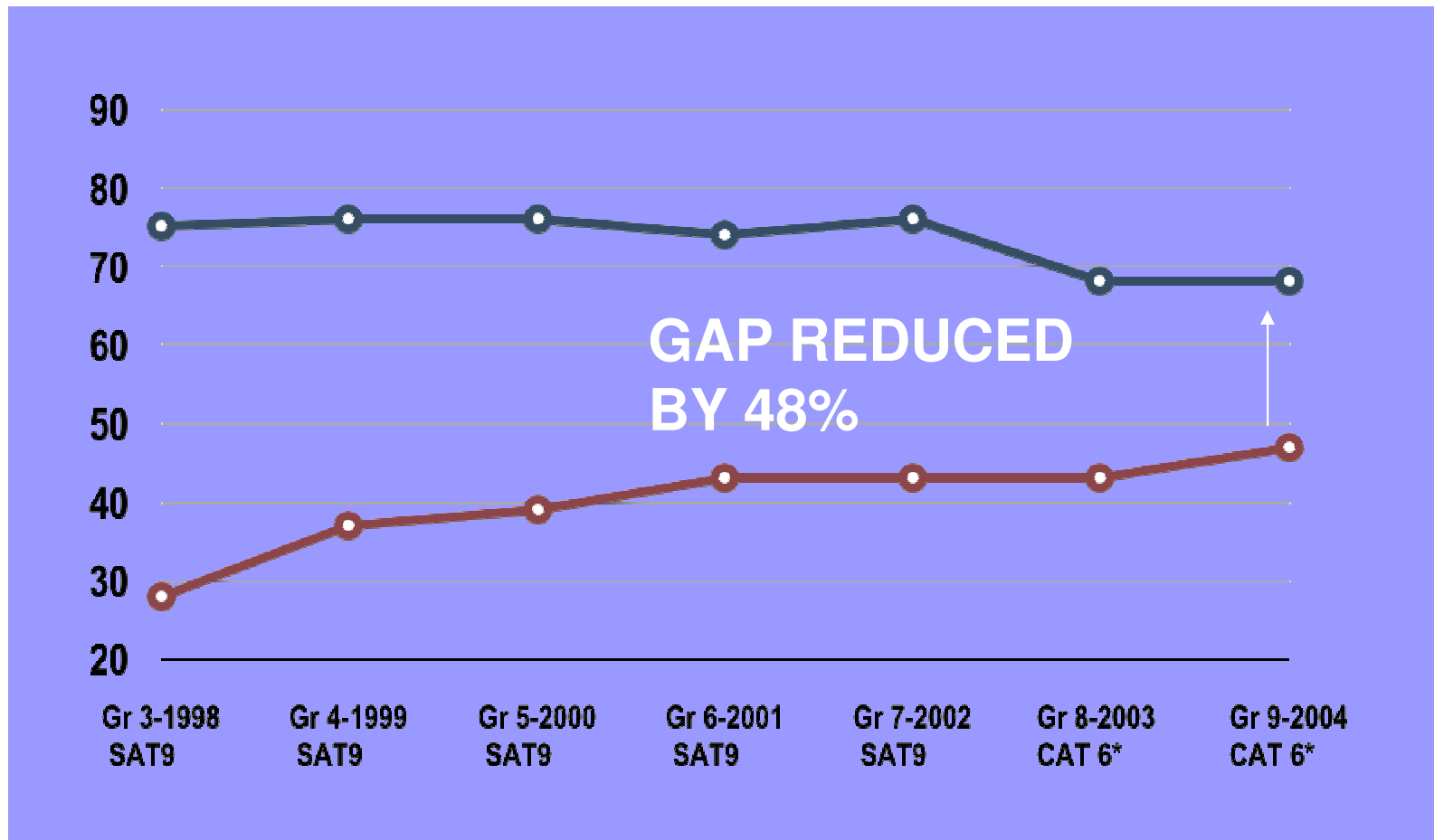
GAP REDUCED
BY 48%

Gr 3-1998 SAT9	Gr 4-1999 SAT9	Gr 5-2000 SAT9	Gr 6-2001 SAT9	Gr 7-2002 SAT9	Gr 8-2003 CAT 6*	Gr 9-2004 CAT 6*

THE REALITY IS:

A college-ready/career-ready curriculum for all students will result in dramatic increases in the numbers of students, both minority and non-minority, who are eligible to enter UC/CSU directly out of high school.

All 12th Grade Graduates 2001-2006 Completing all Courses Required with a "C" or better for UC/CSU Entrance
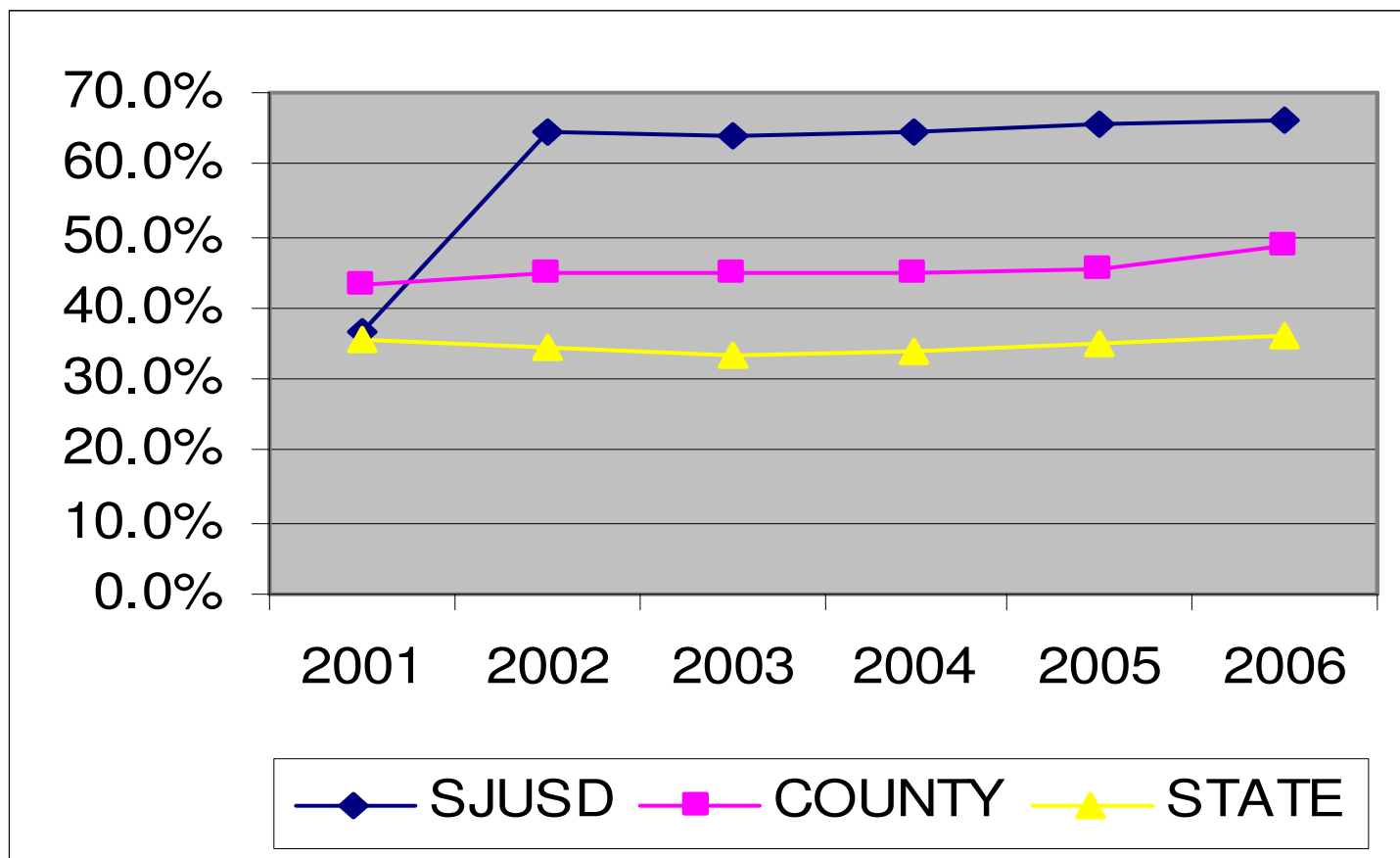
12th Grade Latino Graduates 2001-2006 Completing all Courses Required with a "C" or better for UC/CSU Entrance
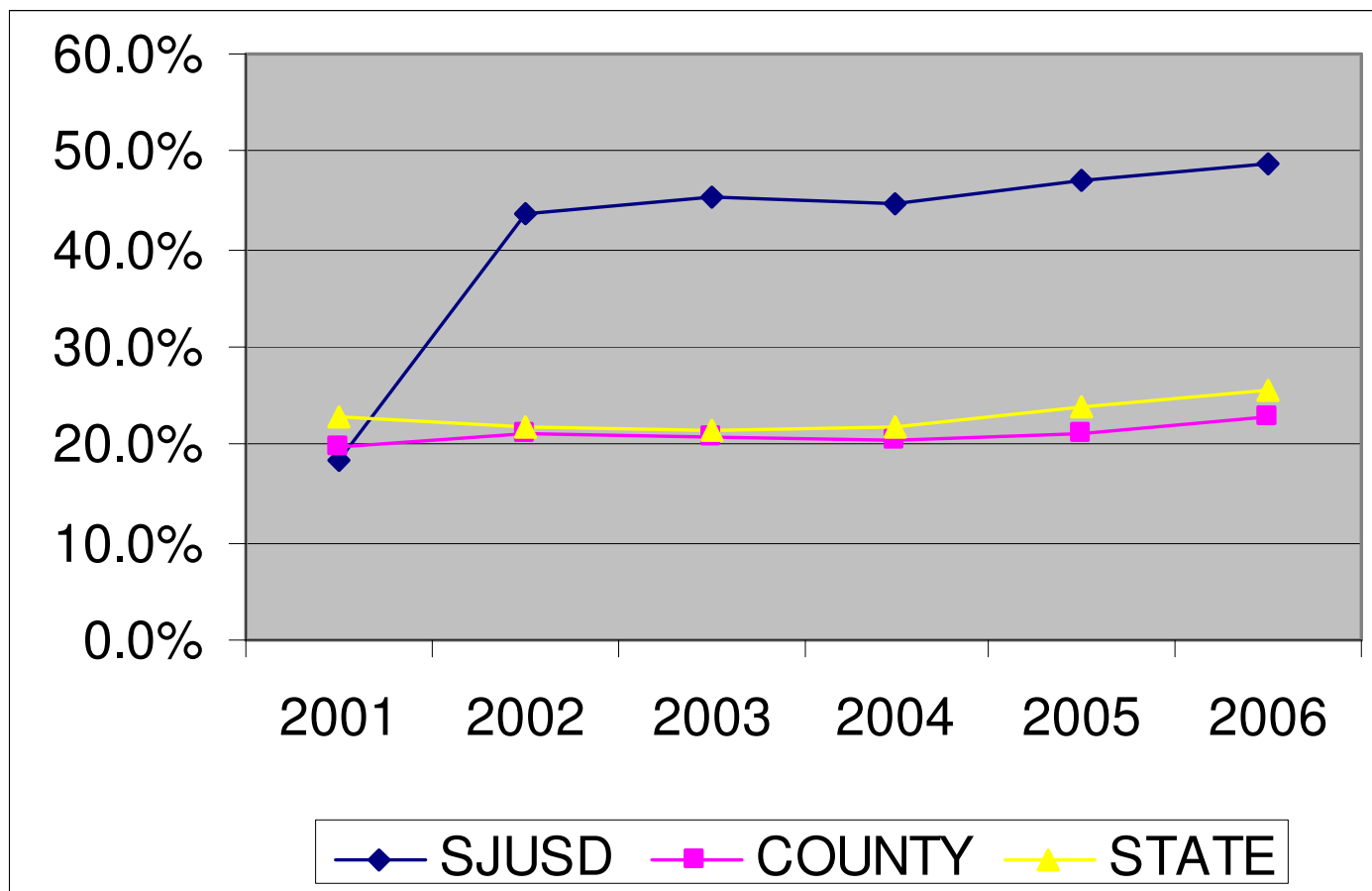
Source: EdTrust West analysis of California Department of Education data

Latino Graduates College-Ready
San Jose vs. California

Latino Graduates College-Ready San Jose vs. California (bar chart, 1994–2006, California vs. San Jose). San Jose 1994: 5%; San Jose 2006: 49%.
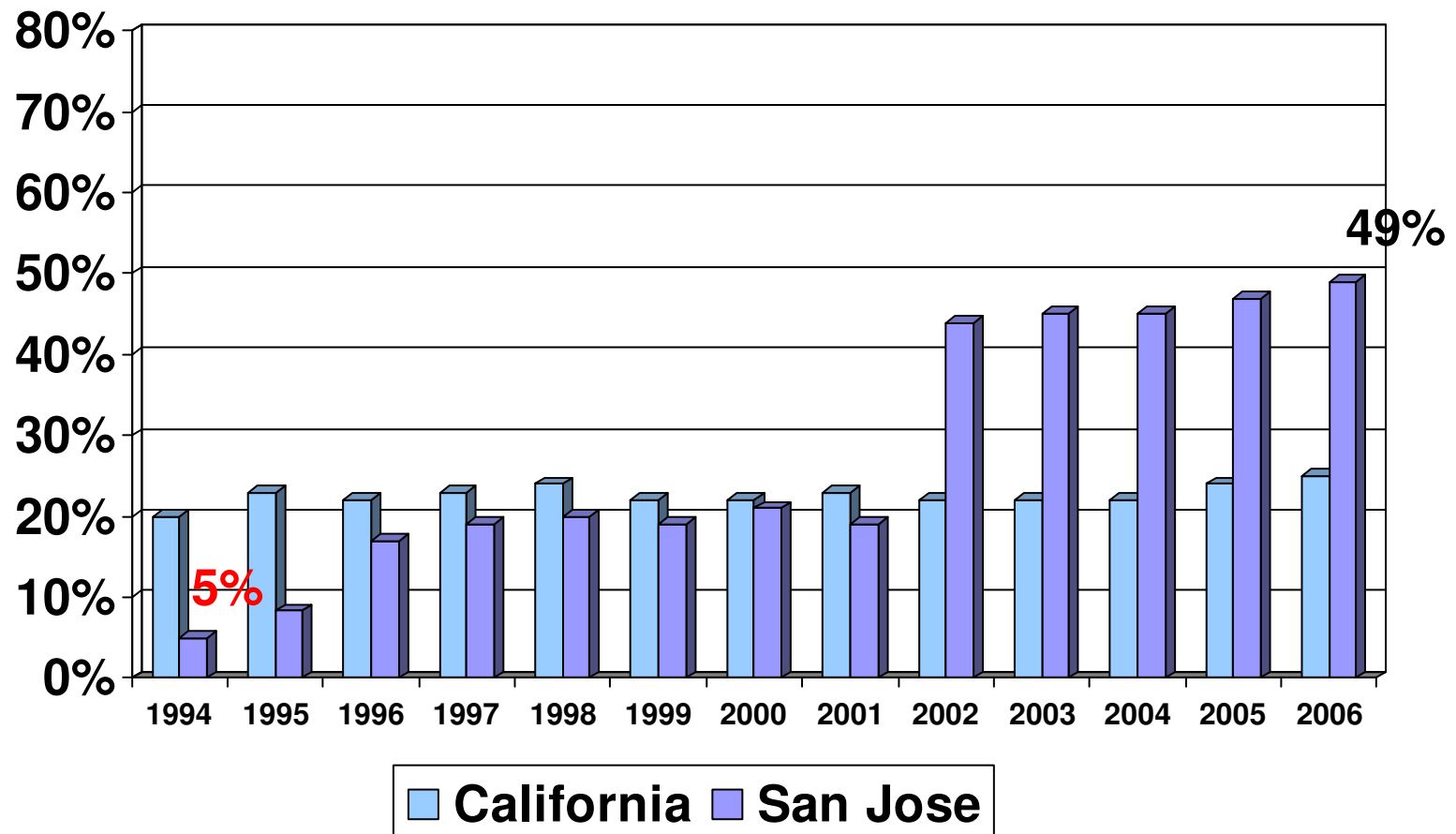
African American Graduates College-Ready: San Jose vs. California

Source: EdTrust West analysis of California Department of Education data
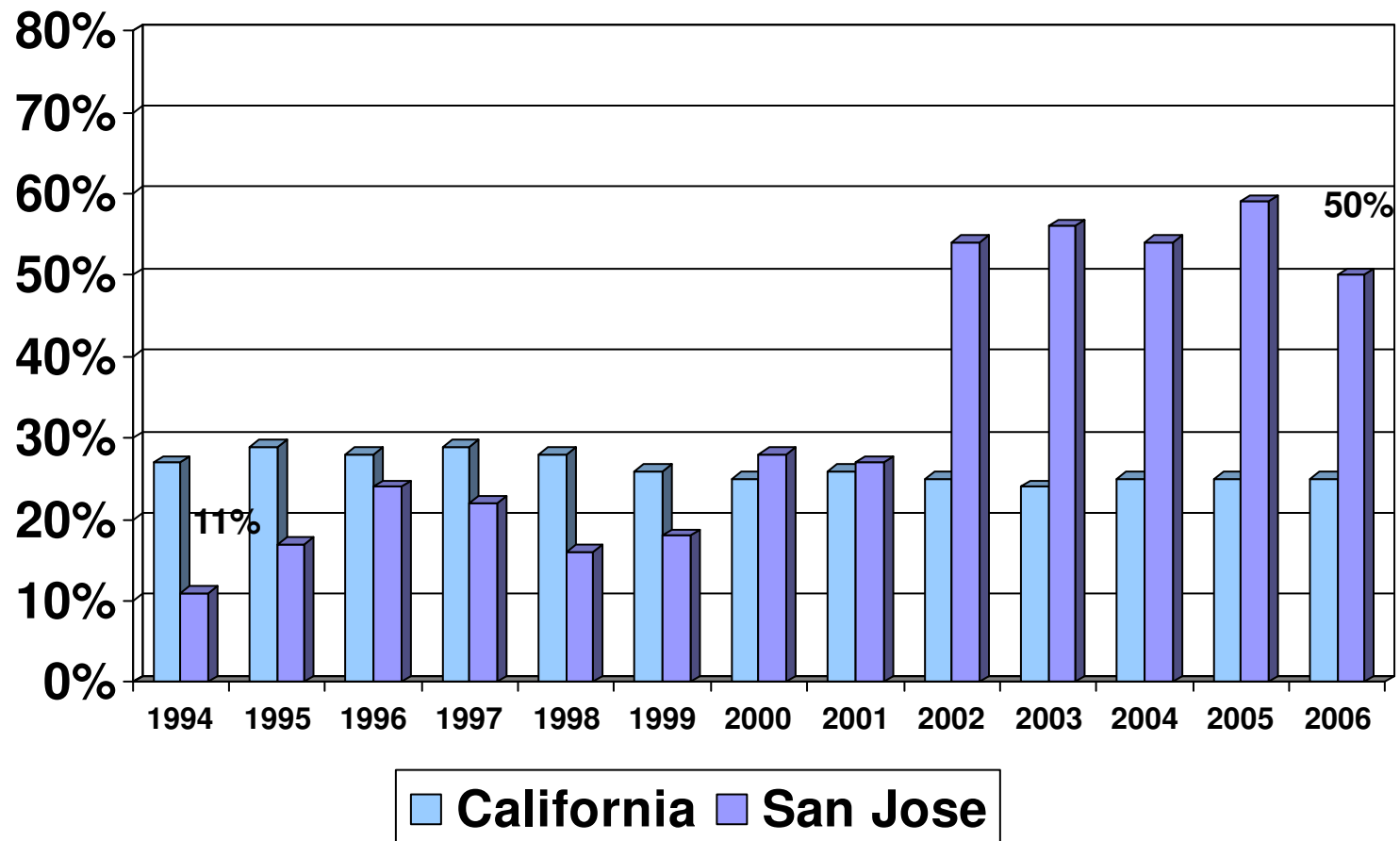
Senior Exit Survey-
96% surveyed/88% responded

SJUSD 2005 Senior Exit Survey Post Secondary Plans

4%

44%

52%
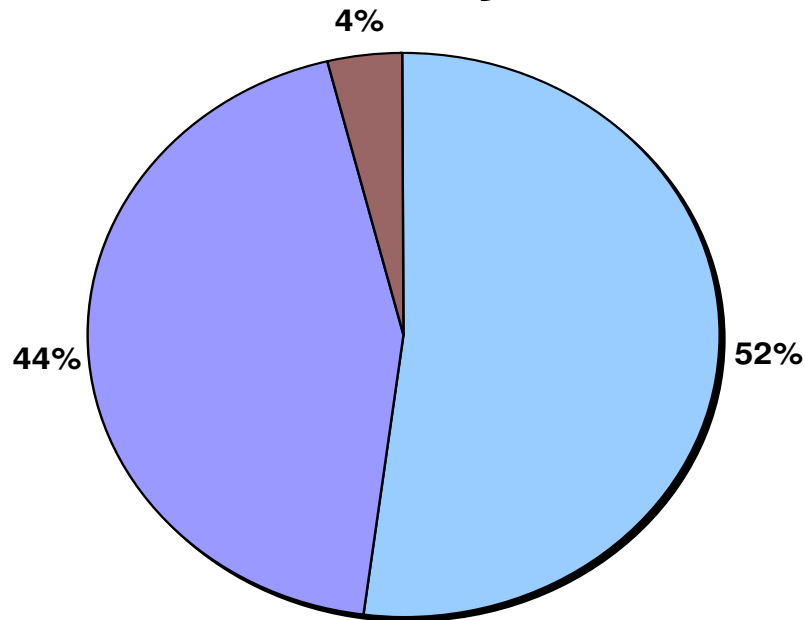
☐ 4 yr. University ☐ 2 yr. College/ Career Tech ■ Other

Student Quotes

- *When I got to high school – I didn't know I needed to take these classes. There was so much college talk I realized how important it was to take the a-g courses.*

- *Having everyone take a-g classes meant they're available. Without the a-g requirement, many kids would slip through the cracks.*

- *My teacher stood up in front of the class and said, "This class is going to be tough, you will get into college and I'm here to support you."*

"You need a door, or a window. The A-G curriculum gives you that opportunity. I can't imagine not having it. Students will find the motivation, they only need the opportunity.

Personally, I didn't see myself in college until my sophomore year. I had kept up in my school work, but I didn't know what I would do after graduation. It was that persistence; that I had to keep doing well and the bar being raised so high, that made me realize that I was college material."

- Cesar Lopez, Senior, Lincoln High, San Jose Unified

"They showed me how to fill out a McDonald's application in my Life Skills Class. I think that they should have at least taught me how to fill out a college application or at least tell me what the 'A-G' requirements are,"

- Gabriela Perez, 17, Garfield High School, LAUSD

What did implementation look like in San Jose?

Structural/Programmatic Changes

- **Master Schedule**
  - Shadow Classes
  - Seventh Period/Zero Period
  - T-Periods
  - Block scheduling

Structural/Programmatic Changes

- Coring
- Open Enrollment in A.P.
- Extended Day/Week/Year
- AVID
- Detracking/Mixed Ability Grouping in Grades 4-9
- Desegregated Classes in Grades 10 -12

District Support

- **PSAT/A.P. Potential**
- **Springboard**
- **Parent Outreach**
- **Credit by Exam for Middle School**
- **Standards Based Teacher Evaluation System**
- **Aligned Administrator Evaluation System**

District Support

- Data Reports
- One-on-Ones
- D & F Reports
- Star and CAHSEE Data
- A.P./PSAT/SAT/ACT
- EAS-e/ Data Warehousing
- Edusoft

Safety Net Programs

- **Saturday Academies**
- **Summer Institutes**
- **Summer School**
- **Community Colleges**
- **Community Partnerships**

Safety Net Programs

- **Saturday Academies**
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- **Community Colleges**
- **Community Partnerships**
- **Business Investments**
- **Tutoring**
- **Mentoring**
- **After School Programs**
- **Cognitive Tutor/Nova Net**
- **Summer Bridges**
- **Alternative Education Programs**

Professional Development

- **Differentiating Instruction**
- **Research-based Methods**
- **Subject Matter Training**
- **Coaching**
- **Clinical Model**
- **Teacher Expectations**
- **Cultural Competence**