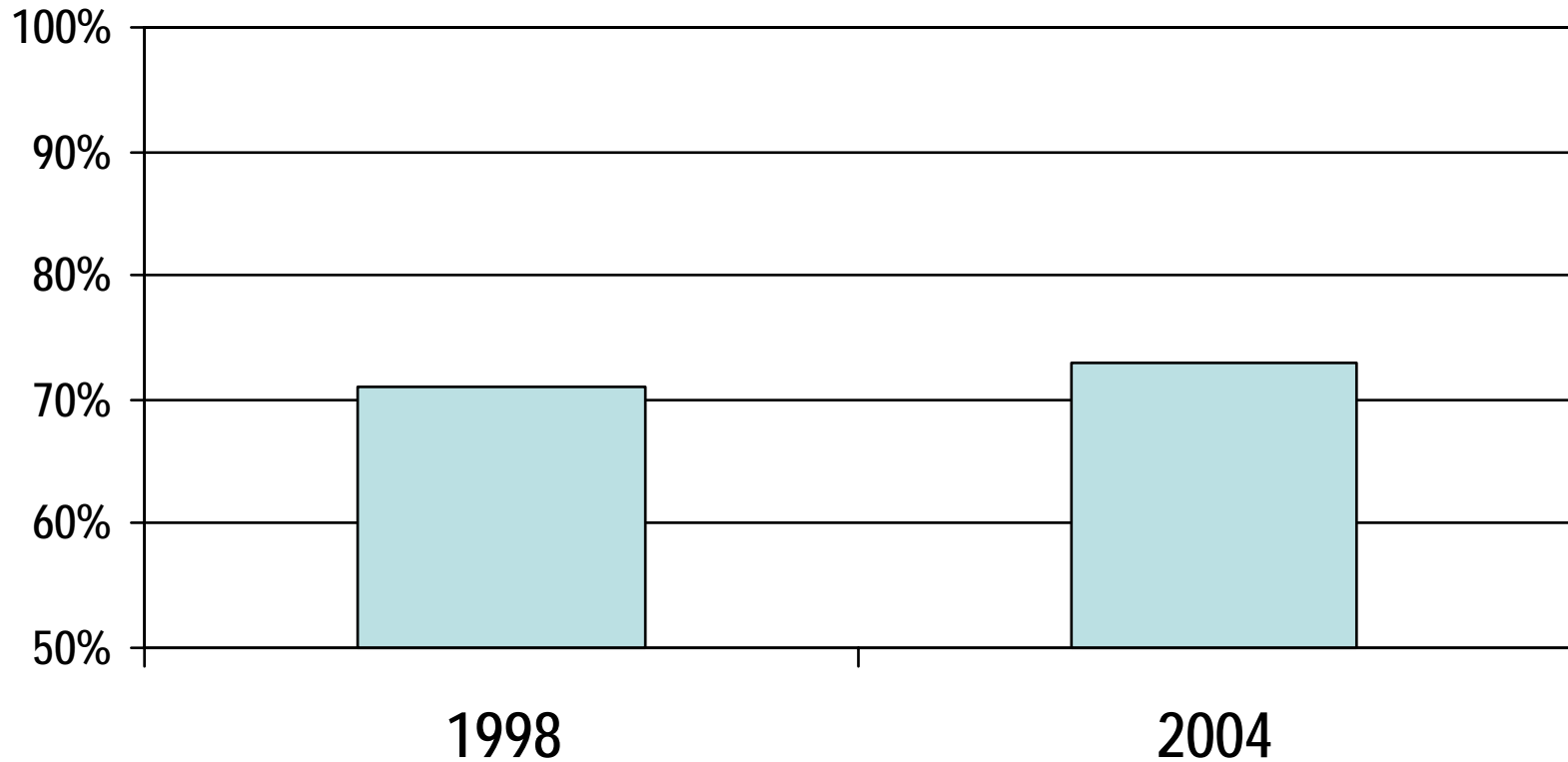


# Dispelling the Myth

**Dr. Linda Murray**  
**Superintendent in Residence**  
**Education Trust West**

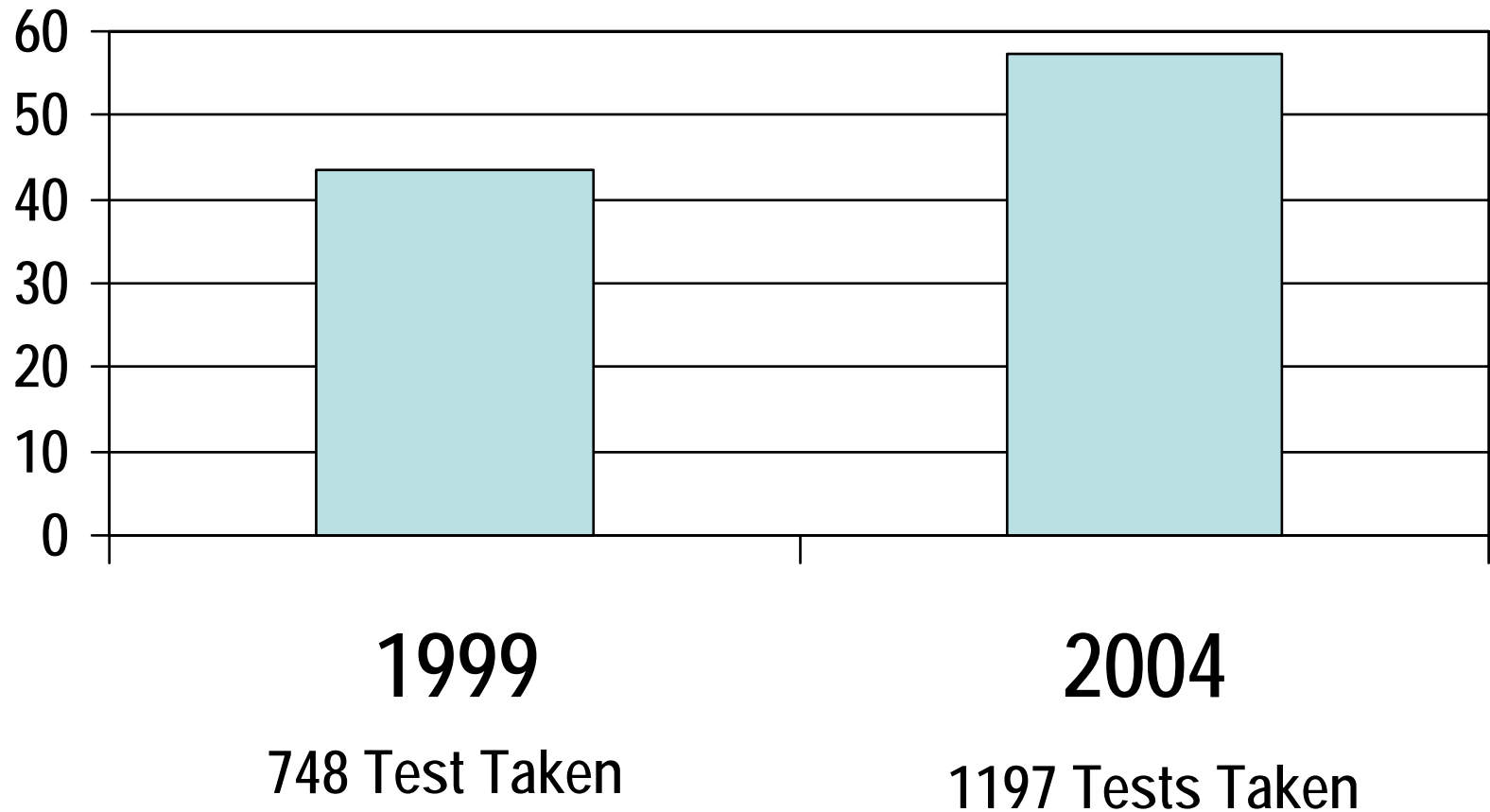
**MYTH: Implementation of a college preparatory curriculum for all students will result in lower graduation rates**

# Graduation Rate based on the Manhattan Institute Methodology

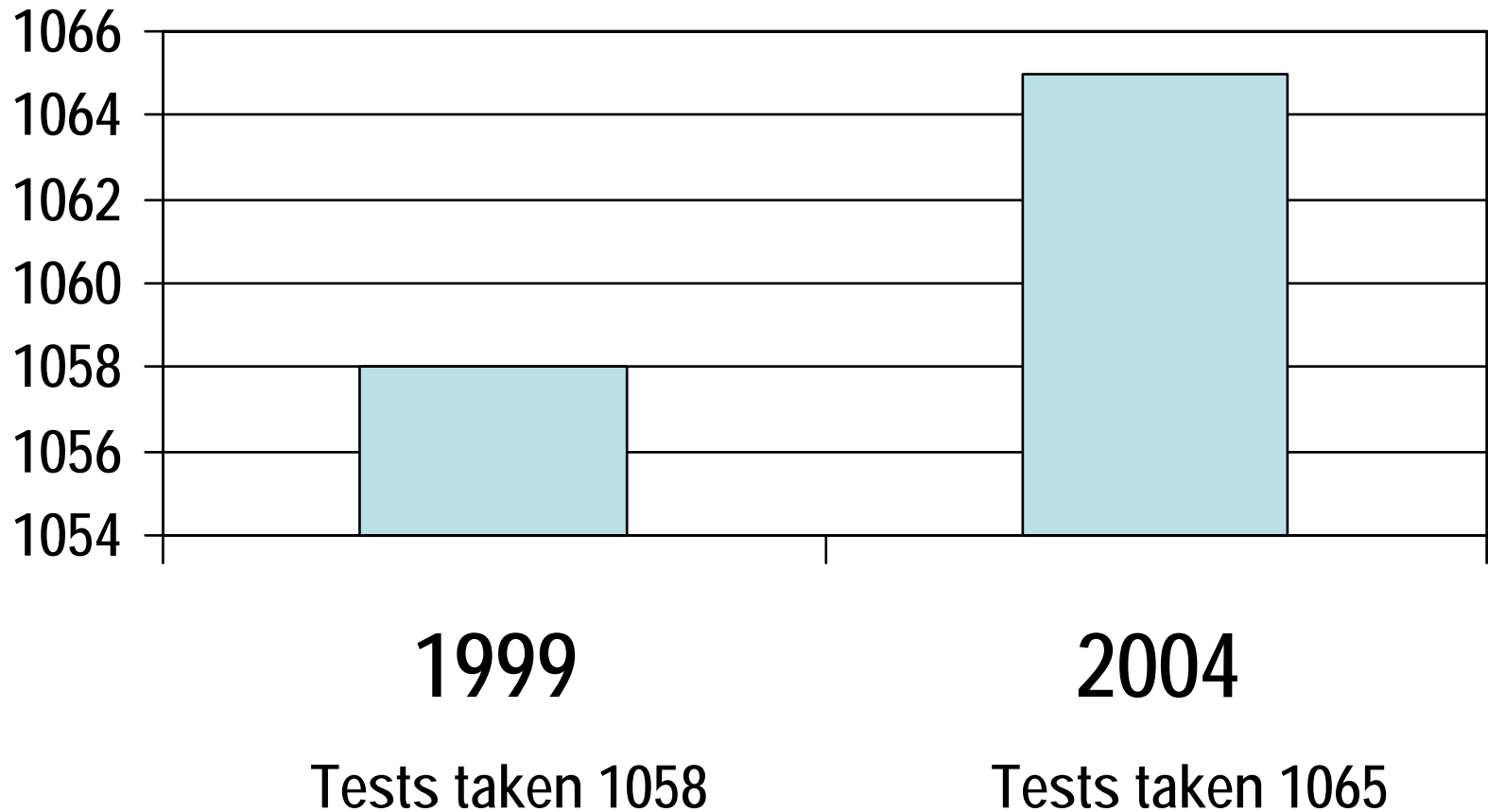


**MYTH: Requiring a rigorous course of study for all high school students will result in a watered down curriculum**

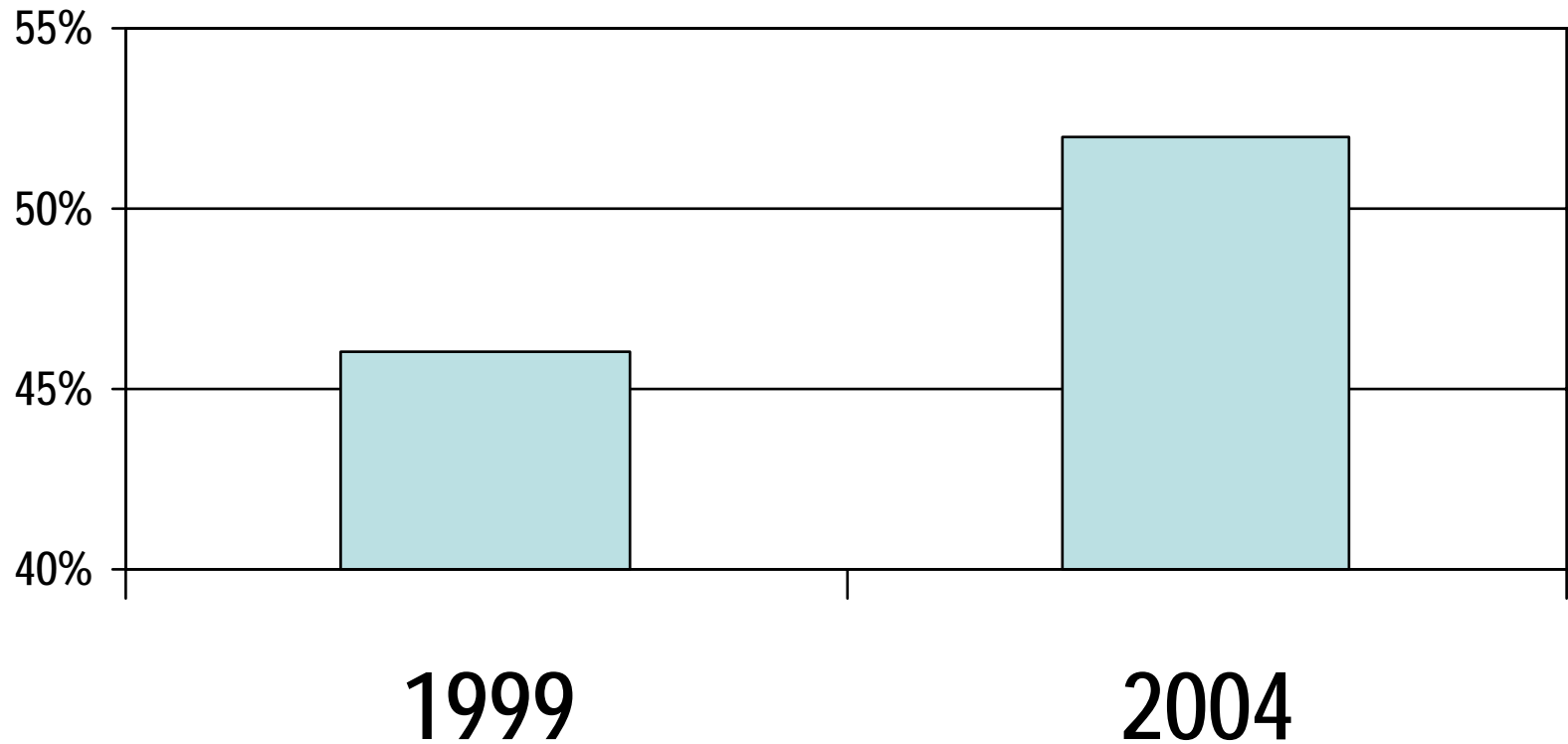
# AP Scores with a score of AP $\geq 3$



# SAT I Average Test Scores



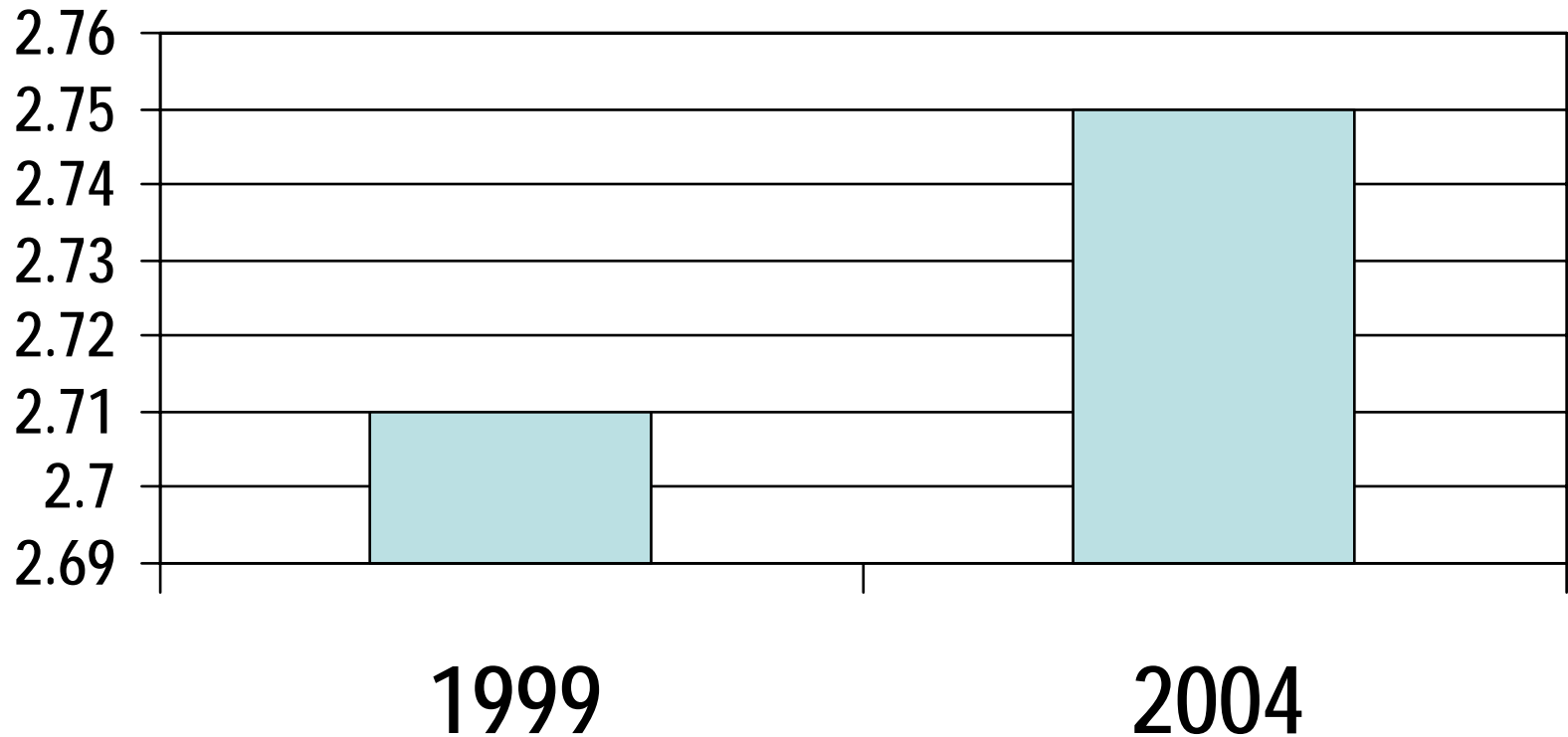
# Seniors who have taken at least one AP course



**MYTH: Grades will plummet if all students are expected to complete a college preparatory curriculum**

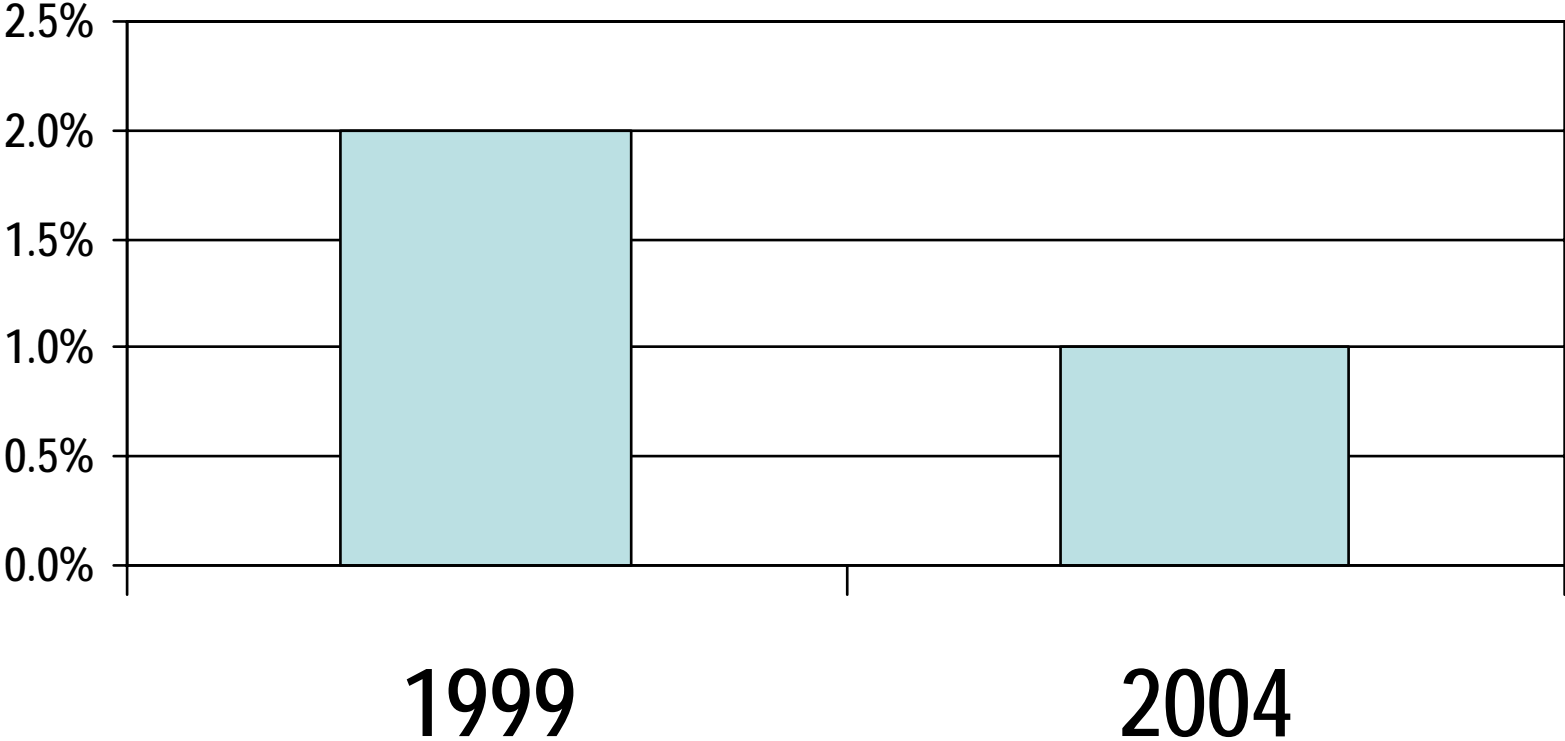


# Mean GPA for All SJUSD Graduating



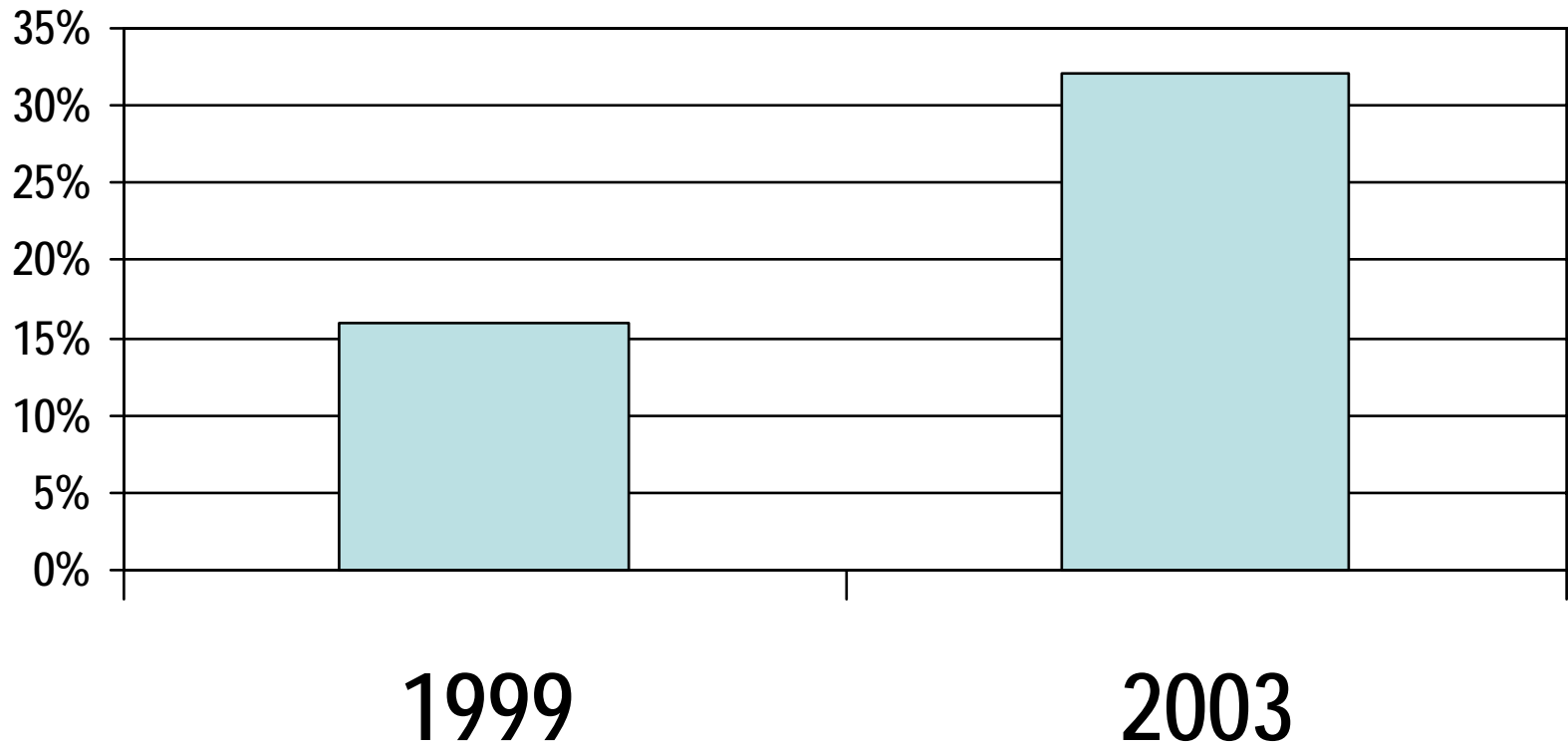
**MYTH: Tough graduation requirements will cause non college bound students to disengage and drop out**

# Dropout Rate based on CBEDS data



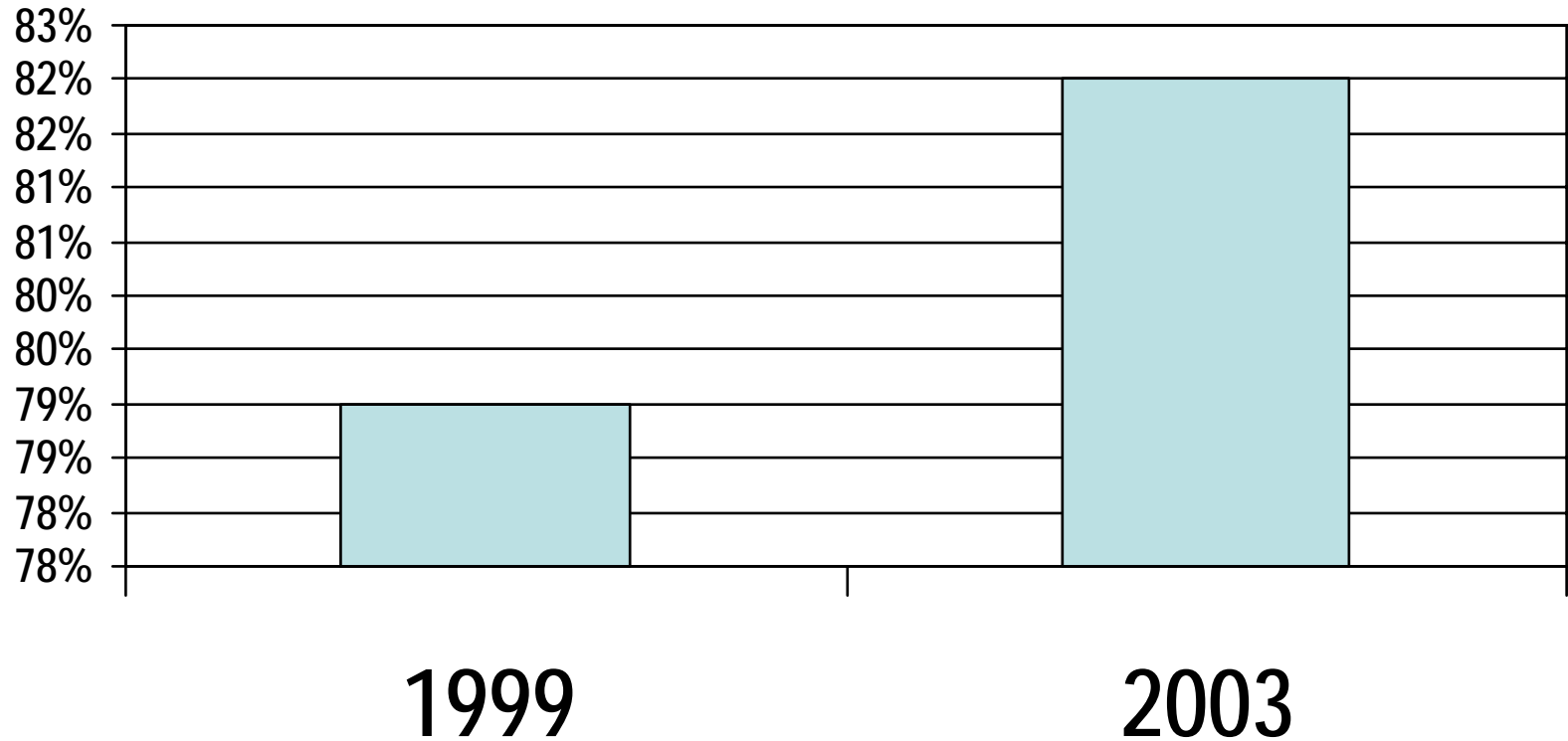
**MYTH: Non college bound students don't need higher level math and science to be successful in good careers**

# SJUSD Enrollment of Hispanic Students in Higher Level Science Courses as a % of 11th & 12th Grade Enrollment: 1998-2003



**MYTH: Requiring traditionally underrepresented students to take the full sequence of A-G courses will result in huge failure rates**

# Pass Rate in A to G Courses for Hispanic Students

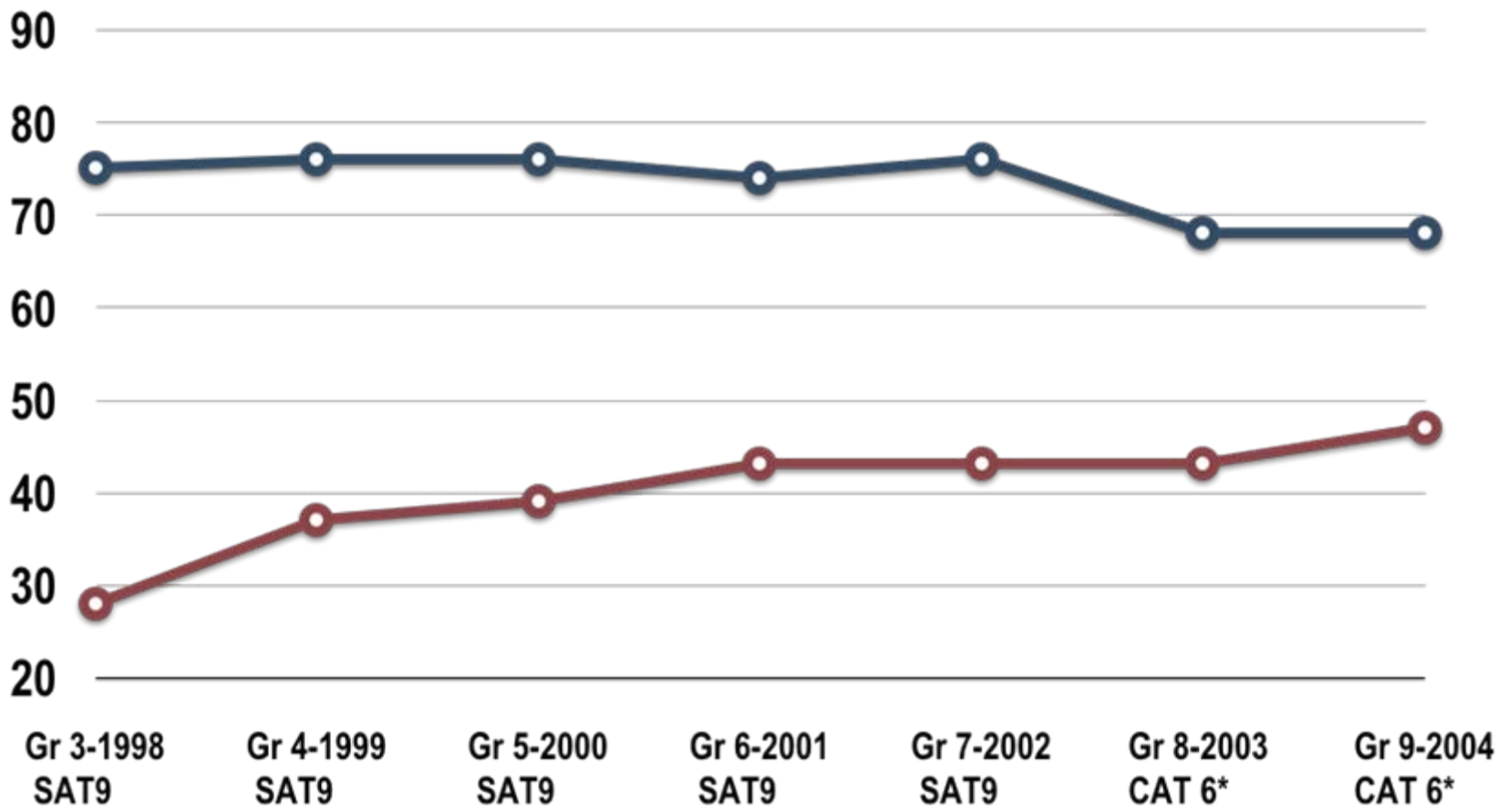


**MYTH: Closing the achievement gap by demanding rigor in graduation standards is the wrong place to start**



# SJUSD SAT9 & CAT6

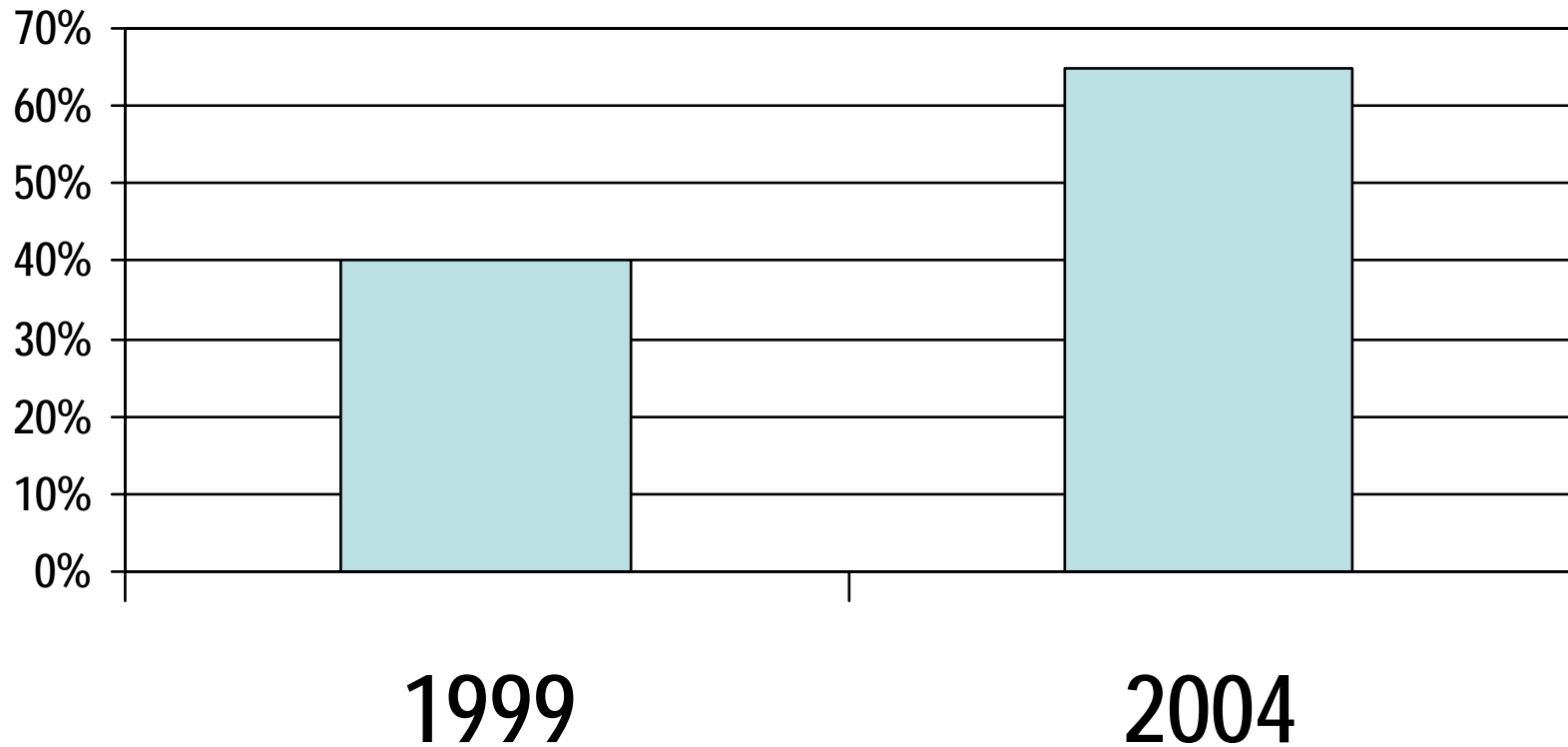
## Matched Reading Scores at Grades 3-9 for Students who Have Been Tested with STAR Every Year Since 1998



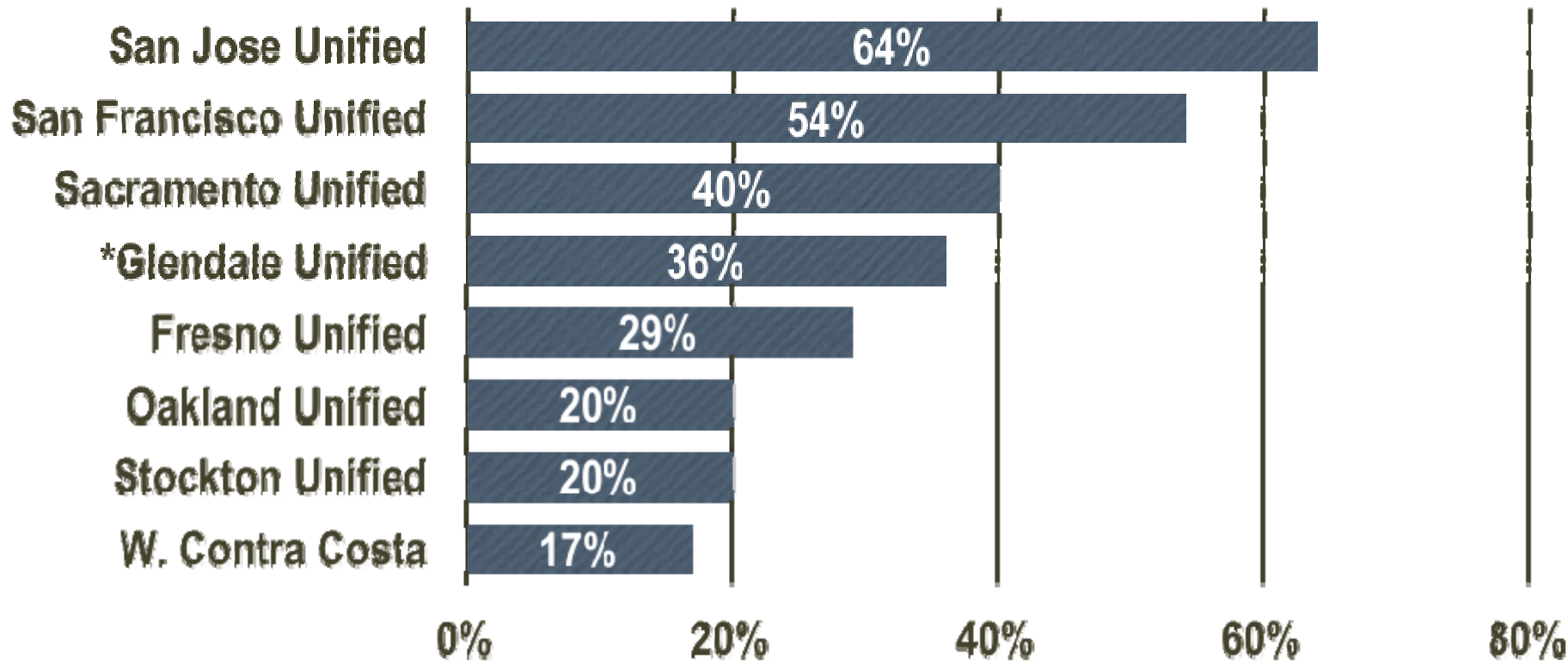
## THE REALITY IS:

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

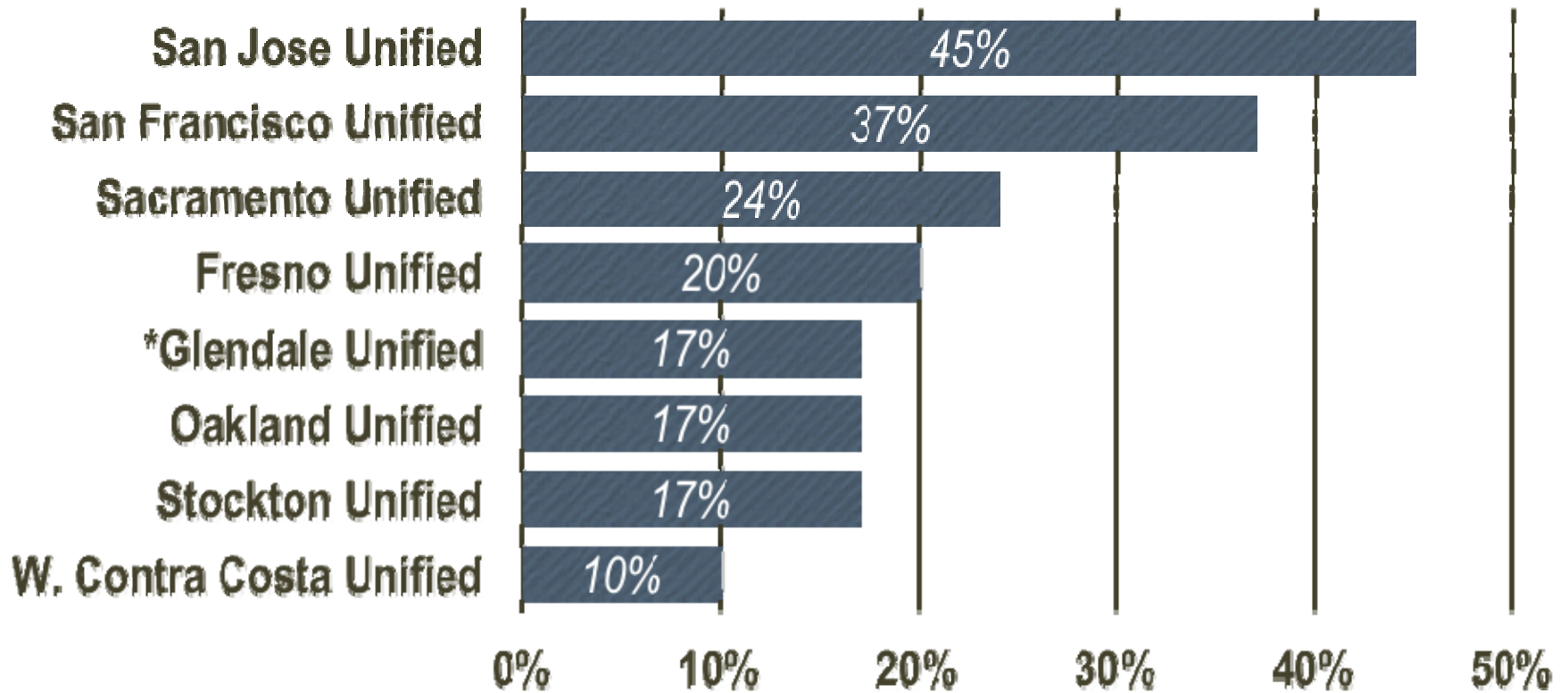
# % of SJUSD Graduates who Satisfy UC/CSU Requirements



**% Graduates Satisfying UCCSU Requirements in 2002-2003:  
Comparable Urban Districts in Northern California & \*Highest  
Performing Urban District from Southern California**



**% Hispanic Graduates Satisfying UC/CSU Requirements in 2002-2003: Comparable Urban Districts in Northern California & \*Highest Performing Urban District from Southern California**



# Structural & Programmatic Changes

- Master Scheduling
- Block Scheduling
- Shadow Classes
- Seventh Period/Zero Period
- T-Periods

# 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
- EASE-e Data Warehousing
- Edusoft

# Safety Net Programs

- Saturday Academies
- Summer Institutes
- Summer School
- Community Colleges
- Community Partnerships
- Business Investments
- Breakthrough/Summerbridge

# Safety Net Programs

- 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

# Recap of SJUSD Success

- Graduation Requirements
- Graduation Rates
- Highest UC/CSU Eligibility
- Significant narrowing of the achievement gap
- Major increase in enrollment of Hispanic students in advanced coursework
- Parent/community support of high expectations
- Organizational alignment to support high student achievement