



NEWS RELEASE

For immediate release
June 3, 2011

Contact: Larry Slonaker, SCCOE
(408) 453-6662

SJ2020 Annual Report and Baseline Metrics

SAN JOSE, CA—Major strides have been made in the effort to eliminate the achievement gap in San José schools by the year 2020, but “significant challenges” remain, said San José Mayor Chuck Reed.

Reed and Dr. Charles Weis, Santa Clara County Superintendent of Schools, announced the release of the “SJ2020 Annual Report” and “Baseline Metrics” report on Friday, June 3 at Anderson Elementary in San José. “Schools like Anderson Elementary are demonstrating the kinds of innovative efforts that show promise in improving academic performance across the entire student body,” Reed said.

About 40,000 San José students – nearly half of all public students tested – are not proficient in their grade-level skills. To address this problem, the Santa Clara County Office of Education, the City of San José, educators, business leaders and community organizations in late 2009 launched SJ2020, with the goal to eliminate the achievement gap in San José by the year 2020.

Summarizing progress of the initiative up to now as outlined in the Annual Report, Weis cited four steps:

- identification of four focus areas (Early Learning, Home and Community, School and Classroom, and College and Career Success);
- launch of the Early Learning Master Plan;
- creation of a series of evaluation metrics to track progress and effectiveness; and
- formation of an executive committee from leaders throughout the community.

However, he also pointed to telling graphics from the Baseline Metrics report, showing the persistent, drastic gap in academic performance in key subject areas between two groups: lower-performing Hispanic and African-American students, and higher-performing Asian and White/non-Hispanic students.

“As a community, we cannot tolerate a system in which groups of students lag so far behind,” Weis said. “As a society, we cannot succeed, unless all students have the opportunity to succeed.”

Both he and Reed praised the work done at Anderson Elementary in the Moreland School District, led by Moreland Superintendent Glen Ishiwata and Anderson Principal Tasha Quinonez. Although Anderson’s student population has characteristics that typically indicate an achievement gap, students have recorded significant gains in academic achievement in the past few years.

(more)

At Anderson, 80 percent of students are Latino, and 90 percent qualify for free/reduced-price meals. And yet Anderson students have recorded major gains in academic achievement in the past few years.

- 2006 Growth API: 602
- 2010 Growth API: 810
- 2010 API for Socioeconomically Disadvantaged: 807 (up from 577 in 2006)
- 2010 API for English Learners: 806 (up from 560 in 2006)

“Anderson teaches us that we can reach every student,” Weis said. “We can close the gap. And we should never give up.”

For more information on the Annual Report and Baseline Metrics report, visit <http://www.sccoe.org/sj2020/>.

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