



EXECUTIVE SUMMARY
EAST SIDE UNION HIGH SCHOOL DISTRICT
First Semester 10-11 School Year

This summary details the statistical results of the 180 Degrees Program during the first semester of the 2010-11 school-year at 9 High Schools in the East Side Union High School District, San Jose, CA.

The schools participating in the project were:

Oak Grove High School
Yerba Buena High School
Piedmont Hills High School
Andrew Hill High School
Silver Creek High School
Independence High School
Mt Pleasant High School
James Lick High School
Santa Teresa High School

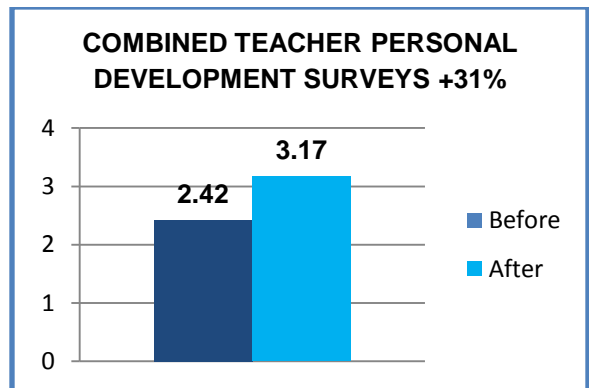
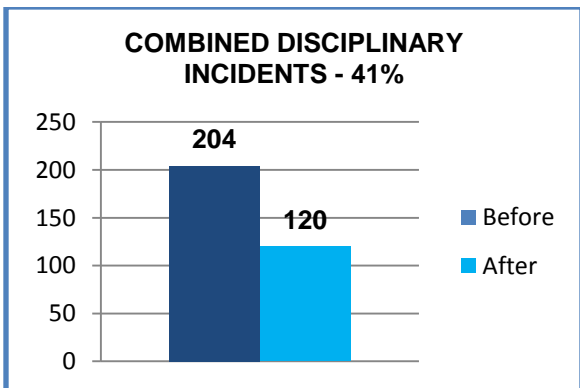
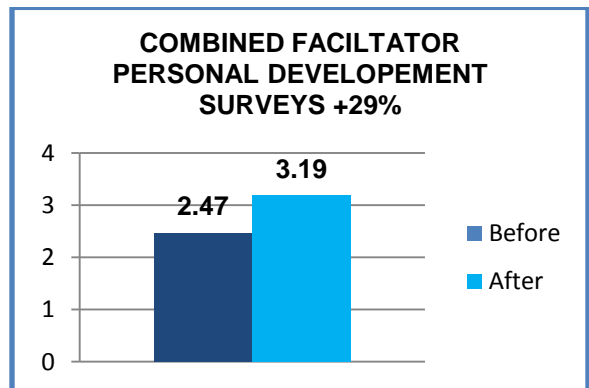
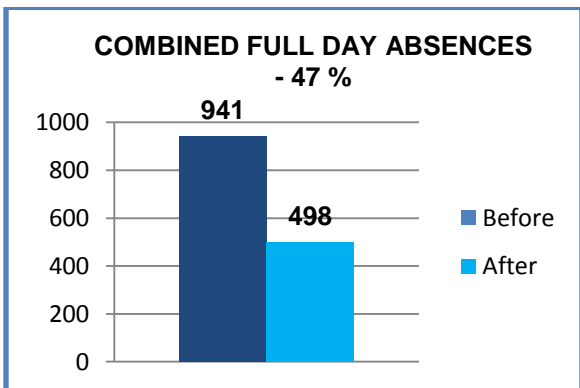
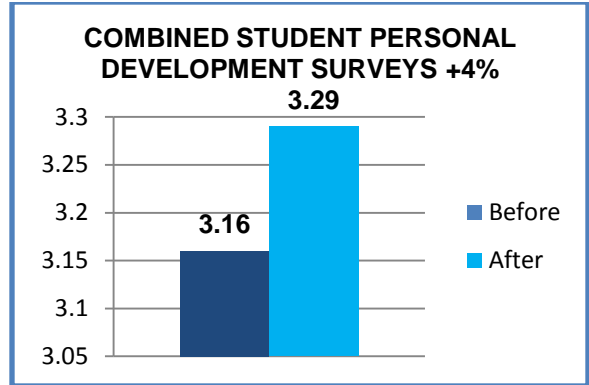
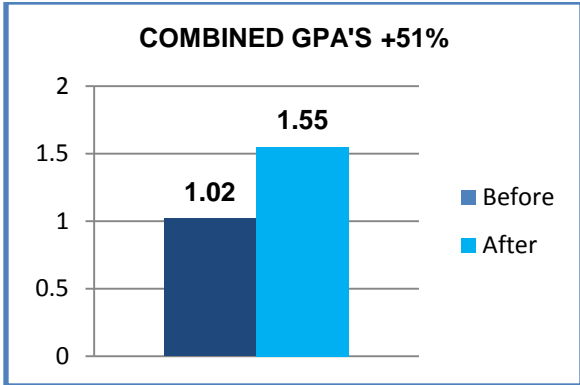
The project commenced with the beginning of the first semester, approximately August 17, 2010. The first semester ended approximately December 17, 2010. A total of **255** students enrolled in the program and **225** (88%) remained in the project at the end of the semester. This included 228-10th grade students and 27-9th grade students. The 180 Degrees Program training was incorporated into the school district's Opportunity Program during the regular school day.

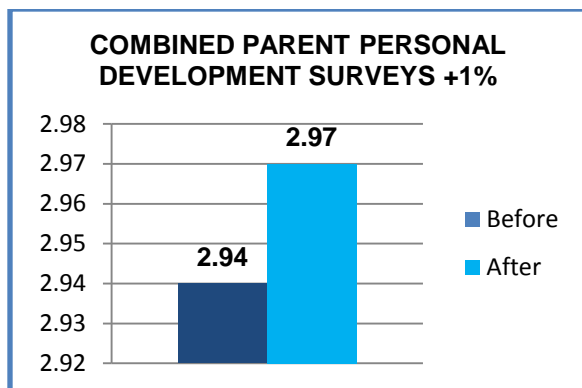
Teachers assigned to the Opportunities Classes were trained as 180 Facilitators and instructed the classes.

Progress of the students was measured by a pre and post program comparative analysis of the students' GPA's, Core Grades (Language Arts, Mathematics, Social Studies and Science), Full Day Absences, documented Disciplinary Incidents and Life Skills Development. The data was collected from school records and Personal Development Surveys and entered into the 180 Degrees Program Electronic Data Base. In addition, daily attendance of the students in the 180 classes was recorded and entered into the data base.

The following average results were obtained during the first semester by the 9 schools participating in the 180 Degrees Program:

- GPA's increased **51%**
- Absences decreased **47%**
- Disciplinary Incidents decreased **41%**
- Personal Development Surveys: students **+4%**, facilitator **+29%**, teachers **+31%** and parents **+1 %**





The following individual schools results were as follows:

Oak Grove High School

At Oak Grove High School, 24 students enrolled in the 180 Degrees Program and 24 remained active at the end of the first semester.

GPA's available for 23 of the 24 students that remained in the program was 1.13 before the course. At the end of the first semester, their average GPA improved to 1.88, representing a **66% increase**. The students' average core grades of Language Arts fell from 1.43 to 1.22 (-15%), Mathematics improved from 0.51 to 1.53 (+200%).

Full day absences of the 23 students that remained in the program revealed a total of 250 absences the semester before the training compared to 163 during the first semester, representing a **35% decrease**. Average daily attendance in the 180 classes was 92%.

Disciplinary incidents records were available for 22 of the 24 students that remained in the program, revealing a total of 13 incidents the semester before the training compared to 4 during the first semester, representing a **69% decrease**.

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior) were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organization Skills, (5) Self-Control, (6) Decision Making, (7) Communication Skills, (8) Teamwork, (9) Leadership Skills, (10) Citizenship.

No surveys were completed by the students, facilitator, teachers or parents.

Yerba Buena High School

At Yerba Buena High School, 20 students enrolled in the 180 Degrees Program and 17 remained active in the program at the end of the first semester.

GPA's available for the 17 students that remained in the program was .40 before the course. At the end of the first semester, their average GPA improved to 1.69, representing a **326% increase**. The students' average core grades of Language Arts increased from 0.06 to 0.78 (+1150%), Mathematics grades improved from .0 to .19 (+300%) and Science grades increased from .11 to 1.89 (+1667%).

Full day absences records available for 16 students remaining in the program revealed a total of 142 absences the semester before the training compared to 71 during the first semester, representing a **50% decrease**. Average daily attendance in the 180 classes was 93%.

Disciplinary incidents records were available for 16 students that remained in the program, revealing a total of 19 incidents the semester before the training compared to 19 during the first semester, representing **0%**.

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior) were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organization Skills, (5) Self-Control, (6) Decision Making, (7) Communication Skills, (8) Teamwork, (9) Leadership Skills, (10) Citizenship.

Students rated themselves on an average of 2.8 before the training compared to 2.65 at the end of the first semester (**-5%**), the facilitator rated the students 2.86 before training compared to 3.15 at the end of the first semester (**+10%**) and parents rated the students 2.97 before the training to 3.05 at the end of the first semester (**+3%**).

Piedmont Hills High School

At Piedmont Hills High School, 26 students enrolled in and remained active in the program at the end of the first semester.

GPA's of the 26 students that remained in the program was 0.28 before the course. At the end of the first semester, their average GPA improved to 0.81, representing a **189% increase**. The students' average core grades of Language Arts improved from 0.32 to 0.96 (+203%), Mathematics improved from 0.09 to 0.71 (+722%) and Science improved from .54 to .62 (+15%).

Full day absences of the 26 students that remained in the program revealed a total of 170 absences the semester before the training compared to 73 during the first semester, representing a **57% decrease**. Average daily attendance in the 180 classes was 95%.

Disciplinary incidents for the 26 students that remained in the program, revealed a total of 40 incidents the semester before the training compared to 34 during the first semester, representing a **15% decrease**.

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior) were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organization Skills, (5) Self-Control, (6) Decision Making, (7) Communication Skills, (8) Teamwork, (9) Leadership Skills, (10) Citizenship.

No Student Personal Development Surveys were completed.

Andrew Hill High School

At Andrew Hill High School, 24 students enrolled in the 180 Degrees Program and 20 remained active in the program at the end of the first semester.

GPA's available for 19 of the 20 students that remained in the program was 1.07 before the course. At the end of the first semester, their average GPA improved to 2.08, representing a **94% increase**. The students' average core grades of Language Arts increased from 1.64 to 2.39 (+46%), Mathematics grades improved from 0.11 to 0.47 (+325%) and Science grades increased from 0.92 to 1.28 (+39%).

Full day absences records for 19 students that remained in the program revealed a total of 132 absences the semester before the training compared to 31 during the first semester, representing a **77% decrease**. Average daily attendance in the 180 classes was 96%.

Disciplinary incidents records were available for 19 of the 20 students that remained in the program, revealing a total of 50 incidents the semester before the training compared to 17 during the first semester, representing a **66% decrease**.

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior) were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organization Skills, (5) Self-Control, (6) Decision Making, (7) Communication Skills, (8) Teamwork, (9) Leadership Skills, (10) Citizenship.

Students rated themselves on an average of 3.44 before the training compared to 3.41 at the end of the first semester (-1%), the facilitator rated the students 2.42 before training compared to 3.83 at the end of the first semester (+58%), teachers rated the students 2.64 before the training to 4.04 at the end of the first semester (+53%) and parents rated the students 2.93 before the training to 3.31 at the end of the first semester (+13%).

Silver Creek High School (Facilitator Ruth McElvain)

At Silver Creek High School, 21 students enrolled in the 180 Degrees Program and 17 students remained active in the program at the end of the first semester.

GPA's available for 17 of the students that remained in the program was 0.53 before the course. At the end of the first semester, their average GPA improved to 1.64, representing a **208% increase**. The students' average core grades of Language Arts improved from 0.27 to 0.59 (+124%) and Mathematics grades improved from 0 to 0.15 (+250%).

Full day absences records available for 17 students that remained in the program revealed a total of 13 absences the semester before the training compared to 13 during the first semester, representing **0%**. Average daily attendance in the 180 classes was 94%.

Disciplinary incidents records were available for 17 of the students that remained in the program, revealed a total of 14 incidents the semester before the training compared to 10 during the first semester, representing a **29% decrease**.

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior) were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organization Skills, (5) Self-Control, (6) Decision Making, (7) Communication Skills, (8) Teamwork, (9) Leadership Skills, (10) Citizenship.

Students rated themselves on an average of 2.93 before the training compared to 3.44 at the end of the first semester (**+17%**), the facilitator rated the students 2.64 before training compared to 2.86 at the end of the first semester (**+8%**) and teachers rated the students 2.42 before the training to 2.43 at the end of the first semester (**0%**).

Silver Creek High School (Facilitator Griselda Lopez)

At Silver Creek High School, 25 students enrolled in the 180 Degrees Program and 20 students remained active in the program at the end of the first semester.

GPA's available for 20 of the students that remained in the program was 1.91 before the course. At the end of the first semester, their average GPA reduced to 1.74, representing a **9% decrease**. The students' average core grades of Language Arts reduced from 2.33 to 2.0 (-14%), Mathematics grades reduced from .52 to .28 (-48%) and Science grades improved from .95 to 1.01 (+7%).

Full day absences records available for 19 students that remained in the program revealed a total of 21 absences the semester before the training compared to 52 during the first semester, representing a **148% increase**. Average daily attendance in the 180 classes was 96%.

Disciplinary incidents records were available for 18 of the students that remained in the program, revealing a total of 0 incidents the semester before the training compared to 0 during the first semester, representing a **0%**.

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior) were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organization Skills, (5) Self-Control, (6) Decision Making, (7) Communication Skills, (8) Teamwork, (9) Leadership Skills, (10) Citizenship.

The facilitator rated the students 2.67 before training compared to 2.43 at the end of the first semester (**-9%**), teachers rated the students 2.88 before the training to 2.59 at the end of the first semester (**-10%**) and parents rated the students 2.94 before and 2.47 after the training (**-16%**).

Independence High School

At Independence High School, 22 students enrolled in and remained active in the program at the end of the first semester.

GPA's available for 19 of the 22 students that remained in the program was 0.32 before the course. At the end of the first semester, their average GPA improved to 1.04, representing a **225% increase**. The students' average core grades of Language Arts remained the same from before to after the training at .58 (0%), Mathematics grades increased from 0.04 to 0.09 (+133%) and Science grades improved from .58 to 0.67 (+14%).

Full day absences records available for 16 students that remained in the program revealed a total of 179 absences the semester before the training compared to 68 during the first semester, representing a **62% decrease**. Average daily attendance in the 180 classes was 83%.

Disciplinary incidents records were available for 20 of the students that remained in the program, revealing a total of 64 incidents the semester before the training compared to 33 during the first semester, representing a **48% decrease**.

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior) were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organization Skills, (5) Self-Control, (6) Decision Making, (7) Communication Skills, (8) Teamwork, (9) Leadership Skills, (10) Citizenship.

No Personal Development Surveys were completed by the students, facilitator, teachers and parents.

Mt Pleasant High School

At Mt Pleasant High School, 21 students enrolled in the Opportunities Program and 16 remained in the program at the end of the first semester.

GPA's available for 16 of the students that remained in the program was 1.66 before the course. At the end of the first semester, their average GPA decreased to 1.72, representing a **4% increase**. The students' average core grades of Language Arts fell from 1.39 to .77 (-45%) and Mathematics grades increased from .89 to 1.11 (+25%).

Full day absences records available for the 16 students that remained in the program revealed a total of 34 absences the semester before they entered the program compared to 27 during the first semester, representing a **21% decrease**. Average daily attendance in the class was 97%.

Disciplinary incidents records available for the 16 students that remained in the program revealed 4 incidents the semester before they entered program to 3 incidents during the first semester, representing a **25% decrease**.

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior) were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organization Skills, (5) Self-Control, (6) Decision Making, (7) Communication Skills, (8) Teamwork, (9) Leadership Skills, (10) Citizenship.

The students rated themselves 3.47 before the training to 3.67 at the end of the training (**+6%**), the facilitator rated the students 1.78 before training compared to 3.66 at the end of the first semester (**+106%**), teachers rated the students 1.74 before the training to 3.63 at the end of the first semester (**+108%**) and parents rated the students 2.91 before and 3.06 after the training (**+5%**).

James Lick High School

At James Lick High School, 26 students enrolled in and 20 students remained active in the program at the end of the first semester.

GPA's available for 18 of the students that remained in the program was 1.26 before the course. At the end of the first semester, their average GPA reduced 1.17, representing an **8% decrease**.

No Core Grades, Daily Attendance. Full Day Absences, Disciplinary Incidents or Student Personal Development Surveys were completed by the facilitator.

Santa Teresa High School, class 1

At Santa Teresa Hill High School, 22 students enrolled in the 180 Degrees Program and 20 remained active in the program at the end of the first semester.

GPA's available for 12 of the 20 students that remained in the program was 1.91 before the course. At the end of the first semester, their average GPA reduced to 1.63, representing a **15% decrease**. The students' average core grades of Language Arts decreased from 1.41 to 1.3 (-8%), Mathematics grades reduced from 0.95 to 0.71 (-25%) and Science grades fell from 1.77 to 1.35 (-24%).

No Daily Attendance. Full Day Absences, Disciplinary Incidents or Student Personal Development Surveys were submitted by the facilitator.

Santa Teresa High School, class 2

At Santa Teresa Hill High School, 24 students enrolled in the 180 Degrees Program and 23 remained active in the program at the end of the first semester.

GPA's available for 17 of the 23 students that remained in the program was .079 before the course. At the end of the first semester, their average GPA improved to 1.62, representing a **105% increase**. The students' average core grades of Language Arts increased from 0.22 to 0.87 (+293%), Mathematics grades improved from 0.15 to 0.32 (+120%) and Social Studies grades improved from 0 to 0.75 (+75%).

No Daily Attendance. Full Day Absences, Disciplinary Incidents or Student Personal Development Surveys were submitted by the facilitator.