

STEAM Middle College

ASY 2016-2017

*January 10, 2017 REPORT: Planned and projected college courses
& actual rolled-out college courses*

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2016 – 2017 Tentative – Original Plan

College Courses Offering

Due to the success of our students taking humanities' courses, the plan was to offer the following courses:

Black Studies, Chicano Studies, Sociology, and Political Science

Personal Growth 120

In addition to the aforementioned courses, Personal Growth 120 has been utilized to anchor our students, and acclimate them into a successful college pathway it allows students to develop skills needed to be successful in their college courses. This course is designed to help our students create greater success in college and in life. Personal Growth 120 allows students to learn many proven strategies for identifying, enhancing, and achieving greater academic, professional, and personal success. Most importantly, utilizing data to drive the decision on the course offerings, college English and college Mathematics have not been considered until students have gained the necessary content skills to be successful in these particular classes.

College courses projected for Fall 2016

3 Sections of Personal Growth 120

1 Section of Sociology

1 Section of Political Science

College courses projected for Spring 2017

2 Sections of Black Studies 140A

3 Sections of Chicano Studies 141A

1 Section of Political Science

Current Reality College Offering**Fall Semester 2016**

2 Sections Math 96

Breakdown of Math 96 student population

Steam Middle College Students	Students did not take PG 120
27 students	39 students w/o PG120
10 passed the class	24 students did not pass class w/o PG120
15 did not pass	5 students did pass class
2 no score available	10 no score available

Moving forward/lessons learned/Next Steps:

1. **Clear Communication** of expectations, goals and supports between resource and professor (Admin, Resource Teachers, and Professors will meet)
2. **Review** of the Syllabus: Looking with a fine-tune comb
3. **Review** assessments for the college class
4. **Analyzing** student's prior success to gauge student's readiness
5. **Clear communication** on "if students are not successful in classes"
6. All students take the **Accuplacer** (Math and English) – to check readiness

Spring Semester 2017

4 Sections of English 47A

4 Sections Personal Growth 120

Explanation of Supports for Math 96

The following supports were provided for students:

- Study groups for quizzes and test review
- UCSD Tutors in the classroom at least 2 or more times a week
- Study groups for revisiting concepts/problems covered on tests and quizzes (after taken)
- Homework review
- Review of concepts taught
- One-on-one tutoring
- One-on-one conferencing regarding grades with Resource teacher and Middle college counselor
- Guided review of how to navigate textbook for self-directed instruction/review
- Book section review in class, for Homework examples
- Use of notes during quizzes and tests, except for final
- Collaborative work on selected problems
- Gallery walk of collaborative problems, group sharing of solution strategies
- Notes on whiteboard to highlight essential concepts/formulas/rules/theorems/conceptual connections
- Opportunity to take quizzes and tests missed due to excused absences
- Exclusion of lowest test score from grade average
- Lunchtime tutoring
- Sample final exams
- Two-part Final Exam review correlated to actual exam

- Explicit description of concepts to be tested on final exam

The following support was provided for the College Professor:

- Daily communication with the Math resource teacher
- Common Prep and planning time to strategize and debrief on student progress in the course
- Meetings and email communication with Middle college head counselor
- UCSD Tutors in the classroom at least 2 or more times a week
- Utilized non-lecture days to support students with make-up work, test prep and re-teaching concepts

The following support was provided by Administration:

- Meetings and email communication with Math resource teacher and Middle college counselors
- Bi-weekly Monitoring of Middle college course and student progress

x Meeting Friday, January 13, 2017

Plan: Tuesday January 17, 2017 – January 27, 2017

Intensive Skill Review Periods 1 & 3

High possibility of re-taking

Peer tutoring (those students that have passed)

UCSD tutors (about 27 tutors)

Their score on their final – item analysis of the final

After school tutoring as an additional support

17 students passed out of 66.

Attachments: Data, Communication Logs, and Student Progress