

**Design Science Middle College High School
Model Programs and Practices****School Information**

CDS (County District School) Code: 10621660108555

County: Fresno

District (Local Educational Agency): Fresno Unified

School: Design Science Middle College High School

Demographics

Enrollment: 267 students

Location Description: Urban

Title I Funded: Yes

School Calendar: Traditional

Charter: No

Overview

Design Science Middle College High School is a specialty school within the Fresno Unified School District. We value our diverse student population and promote an inclusive learning environment. The school was opened in 2005, with the mission of closing the opportunity gap for those most underrepresented in post-secondary education through equitable access to rigorous academics. Students are selected through a lottery, conducted at the district's transfer office. There are no minimum qualifications to apply, but students must maintain a grade point average of 2.0. The campus is located in the heart of central Fresno, across the street from our community college partners, Fresno City College. This unique partnership is vital to changing the narrative of poverty within our community.

Design Science is part of the Middle College High School initiative sponsored by the Bill and Melinda Gates Foundation and supported by the intermediary, Foundation for California Community Colleges. The mission of the program is to create a learning community that supports a positive college-going culture for students and families. The learning environment focuses on elevated academic rigor and the development of self-efficacy. The school blends this cognitive challenge with positive and supportive student-to-teacher connections, which elicit student engagement in the learning process.

Our students begin taking college courses in the 9th grade and work towards earning up to 60 units of transferable baccalaureate credits to a CSU, UC or Independent College, as well as their high school diploma. There are students who also earn an Associate of Art/Science degree from Fresno City College. Of the 2018 graduating seniors, 100% received admissions offers to four-year universities, 86% were first generation college students.

The collaborative partnership we share with Fresno City College provides our students with a powerful and life changing experience. By assuring a college experience to our students over the course of four years, students gain both cognitive and non-cognitive skills to support college matriculation and completion. Dual enrollment allows equitable access for all students. The teaching staff participates in ongoing professional learning and collaboration to support student success. Academic success is balanced with social emotional support through a caring environment, which fosters individualized support to ensure we are meeting the needs of the whole child.

DSMCHS received the Title 1 Academic Achievement Award in 2009, 2010, 2011 and 2017. The school received the California Distinguished School Award in 2009 and 2013, and was honored as a California Gold Ribbon school in 2017. For the past three years, 100% of seniors graduated and received offers to four-year universities. We attribute our success to the collaborative spirit shared by all stakeholder.

Model Program and Practices

Name of Model Program/Practice: Dual Enrollment Student Support

Length of Model Program/Practice: 8+ years

Target Area(s): Chronic Absenteeism and Dropout Prevention, Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development, Science, Technology, Engineering, and Mathematics, Use of Technology

Target Population(s): American Indian, Asian, Black or African American, Filipino, Hispanic, Pacific Islander, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Dual Enrollment Student Support is a systematic approach with a proactive plan which engages all stakeholders. We have created sequential layers of support to aid all students in order to promote academic success and to ensure all students are access and aligned support to college level coursework, while also being cognizant of the needs of the whole child. The Design Science Middle College High School (DSMCH) staff is committed to implementing necessary interventions and support strategies to students through a dual enrollment program which leads to the completion of all a-g requirements, strengthening of self-efficacy and ultimately college completion. The monitoring of the entire support system is overseen by a designated team. Resources and materials have been allocated through our SPSA, such as staffing, tutors and technology. The benefits of the program practice has resulted in achievement well above the district and state levels, as well as community college student success outcomes. For the past three years, we have achieved 100% graduation rate, as well as 100% of graduates receiving admissions offers from four-year universities.

When the school first opened in 2005, all academic planning and supports were provided by the community college. Upon graduation, most failed to meet the a-g requirements, as the students had been advised as college transfer students, and not high school students who were required to meet a-g requirements. It was devastating to the staff and students and it was apparent that the school needed to adjust the level of involvement in advisory and support. It was at this point, the Dual Enrollment Student Support began to focus on collectively ensuring that students were not only enrolled in the proper courses, but also provided with aligned support. This process included ongoing evaluation of multiple pieces of data, as well as collaboration amongst the high school and college staff. The collective process has been positive in promoting a sense of whole school commitment to support every student. The staff participates in Professional Learning Communities (PLCs) to promote best first teaching practices, data driven instructional strategies and SEL implementation in order to support the whole child. Ongoing communication with all stakeholders and a strong campus culture has resulted in maintaining a 98% attendance rate.

Dual Enrollment Student Support is implemented at every grade level and intensifies as the student progresses each year. Every student is assigned an advisory teacher and due to the small size of the campus, students and staff develop positive connections. In both the 9th and 10th grades, the advisors are also classroom teachers and interact with students throughout the day. This cultivates a family-like atmosphere on campus. Every staff member is dedicated to demystifying college matriculation. The early college high school model is an accelerated and intensive program that requires consistent monitoring and communication. The first step in the pursuit of a college education is to establish a foundation of a college going culture where students feel supported and connected to the teaching staff. Our small learning community allows the staff to address specific student concerns and to adjust the interventions as needed. All advisory teachers perform the following duties: parent contact, monitoring of high school and college grades, attendance, communication with college counseling staff, support of the Student Education Plan, college awareness, classroom checks, follow up for

additional tutorial assistance, ensure English Learners and students with disabilities have accommodations in the college classroom, and other community resources.

The freshman year is the foundation for establishing a college-going culture with elevated expectations. Freshmen often struggle with the transition from middle school. There was a collective decision that our 9th grade students needed a 20:1 advisory ratio.

All students attend a college readiness course, taught by the community college instructor to establish positive strategies for college success. The advisory teacher supports the college and high school instructors by reviewing grades, collaborating with other advisors to identify where additional support is needed such as: small group instruction, tutoring, or social-emotional support. Students are presented with introductory college planning information, including a-g requirements, study skills and time management. During advisory, students are pulled out to work with teachers when re-teaching of a skill is needed. Often students receive small group or individualized assistance in English, math, science or social science. We have also implemented the use of a Fresno City College Counselor, who has been designated as the Freshmen Success Counselor. The individual works with the college instructor and monitors college assignments. Students who are most at risk or in need of additional social emotional support are also provided with additional one on one counseling. Through advisory in the freshmen year, students are guided in how to create positive and supportive relationships with one another.

Once the students enter the tenth grade, they are enrolled in two college courses on the community college campus. It is a transitional time, which has been identified as an area requiring support and attention. Time is allocated within the school day for designated advisors to meet with 10th graders. This provides for additional tutorial time within the school day to ensure students are mastering foundational skills necessary for college success. Their progress in college course is monitored by progress reports from the community college (at 6 and 12 weeks), monitoring on the online college course platform and communication with the college instructors. Additional tutoring is provided to those students who are struggling in any academic course through the implementation of tutoring and study groups. The 10th graders are also presented with continued college exploration and PSAT prep. Due to the size of our campus, teachers and students are constantly interacting and fostering the family atmosphere. When there is a student in need of resources, the staff is aware and able to respond quickly to ensure the student is connected with resources, such as our social worker or guidance counselor. Multiple measures are used to determine college course placement for math and English. Based on the individualized needs of our student population, Student Educational Plans are designed to promote equitable access and to ensure that all students are enrolled in rigorous coursework, leading to the completion of a-g courses. Typically, students are enrolled in college level Foreign Language, Visual Performing Arts and Public Speaking. Dual Enrollment Support includes: study groups, time management, monitoring of assignments/test/projects, tutoring, and assignment to additional tutoring. The college progress reports are utilized during the semester as another indicator of progress, as is the college online platform, CANVAS.

The 11th and 12th grade students are enrolled in up to 13 units per semester. All students are enrolled in UC transferable courses and students are provided with aligned course support. This support is provided through advisory classes in addition to the course specific support classes. During advisory, the instructor monitors student progress in their college courses. The guidance counselor monitors a-g and high school graduation requirements. Advisory during 11th grade includes PSAT, SAT and ACT test prep, college planning, and continued support in time management and study skills. Advisory in 12th grade consists of individualized support in completing college applications (typically 4 CSU and 4 UC campuses along with private schools), financial aid applications, monitoring college course progress, and supporting self-advocacy skills.

Parents are informed of our practices through various outreach events, beyond the traditional Open House and Back to School Night. We use the following: website, weekly phone messages, parent conferences, parent round-table information sessions, college night, and financial aid night. Some of the informational sessions include members from our community, such as our college partners, college admission reps and our district adult school. Our School Climate Survey states 98% of parents reported that our school provides high quality instruction. One hundred percent of parents reported that our school has high expectations for all students. The college process can be confusing and intimidating, and it is our goal to share this process with our families. Another piece of information shared with our families are the district LCAP goals and progress indicators, which are designed to measure student performance around the following: CAASPP-meeting and exceeding standards in English and math, percentage of students completing the a-g requirements, attendance rates and graduation rates. Our program specifically addresses student achievement in English and math, completion of a-g requirements, access to rigorous courses, attendance and graduation rates. Our district LCAP allows for support of site needs through funds allocated in the Single Plan for Student Achievement. Our goal is to always promote equitable access to every student, regardless of subgroup or socio-economic status.

Implementation and Monitoring of Model Program/Practice

Our entire district is committed to ongoing Professional Learning Communities (PLC) and ongoing PD around the work done in those communities. Administrators take part in ongoing Professional Learning, Instructional Practice Walks, Regional Planning and Response to Intervention. Administrators share this learning with the school site in order to promote learning for all staff. PLC work at the site is focused on analyzing data to ensure our program of practice is meeting student needs and that our students are successfully matriculating through the college level coursework. There is a focus on decreasing D and F grades, increasing the percentage of college units attempted and units earned, completion rate data, test scores and ensuring that every student is supported as needed.

In grades 9 and 10, district and site assessments are used to evaluate student progress

which will result in college level coursework placement. The high school staff collaborates weekly to monitor and review each checkpoint along the semester for grades 9-12 to ensure adequate academic progress is being made. Check points include CAASPP, PSAT, SAT, ACT, EAP, college placement tests, district benchmark assessments, and course grades. The staff also monitors student social-emotional well-being daily and makes supports needed available to the student as quickly as possible.

Monthly collaboration meetings with our community college partner are used to discuss and review current program practices. There is a college counselor assigned to monitor and support student success on the college campus. The college counselor and the College Liaison work together to ensure appropriate course placement and to monitor student success. This teamwork includes providing additional Student Support Services at the college, and monitoring the program of practice. Our Dual Enrollment Student Support with advisory teacher practices are shared with all stakeholders in both verbal and written form. The specific policies and procedures of the practice are included in the school handbook. We use the following methods to ensure on-going communication with families: website, weekly phone messages, parent-conferences, parent round-table information sessions, and college night. During parent round-table sessions, parents are encouraged to ask questions and provide feedback. Student panels are also presented to parents as a means of sharing firsthand information from a student perspective. Parents are presented with a student schedule, which includes the assigned Support and Advisory courses as well as high school and/or college classes. Parents can communicate with staff through face to face conferences, email or by phone. Summative data is collected at the end of the school year by the College Liaison, the community college, the high school counselor and the school administrator to perform a final analysis. The focus of the data is currently looking at completion rates of baccalaureate level English and advanced mathematics. This allows for any program modifications or changes which may need to be addressed.

Results of the Model Program/Practice

We serve a varied and diverse student population, and our mission is to provide equitable access for each and every student. The staff is committed to having every student meet the end goal of being college eligible and prepared for a four-year university. Since implementation of the current practices, graduation rates and college admissions rates have shown improvement. We have been at 100% graduation rate for at minimum the past five years. By 2014, 96% of graduating seniors received admission offers and in 2016 the percentage increased to 100%. Since 2016, 100% of graduates have received admission offers to 4-year universities. The early supports to students in the areas of math and English have led to early need identification and supports that bring student skill levels up to a college level by graduation.

Our program has outperformed the district for the past ten years on both district benchmarks and state testing. The state data for ELA in meeting or exceeding standards has gone from 78% in 2014-2015 to 84% in 2017-2018. In math, the scores

have gone from 48% in 2014-2015 to 69% in 2017-2018 for meeting or exceeding standards. Fresno Unified School District reported ELA: 42.5% and in Math: 17% for 2017-2018. These summative assessments along with course pass rates are part of our on-going analysis which contributes to how we are preparing students.

College coursework completion rates has been one way we monitor how we are preparing students to be successful in those courses. Our English and math instructors continually monitor success rates and ask students and college instructors for areas that can be improved upon to better prepare students for those college courses. English 1A completion rates at the college have increased. For the past three years, over 90% of our graduating seniors have completed baccalaureate level English. Through our Data Sharing MOU, information is easily accessible regarding college data. According to Fresno City College, our students are achieving success above the traditional college student. Dual Enrollment Support has allowed our students to achieve high levels of academic success in their college coursework.

Fresno Unified School District utilizes a district wide practice of surveying students and parents. The categories include: Climate of Support for Academic Learning, Sense of Belonging, Knowledge of Fairness of Discipline, Rules/Norms, and Safety. Use of the data from this survey has led us to increase the amount and the methods utilized to communicate with families. It has also resulted to implementing the parent round table sessions for stronger connections with our families. Across the district, DSMCHS receives the highest levels of parent satisfaction at the secondary level.