

## 6<sup>th</sup> Grade Risk Factors

Identify 6<sup>th</sup> grade students who meet any of the following (4) criteria:



- *Failing math*
- *Failing language arts*
- *<80% attendance rate*
- *2 or more behavior referrals monthly*

### ***Reality:***

- This student may be over age
- This student may have established patterns of poor attendance
- This student may demonstrate various types of behavioral issues
- This student may have a reading deficit that has not been diagnosed and/or corrected
- This student is likely to be male and of minority ethnicity
- This student is likely to have limited home support
- This student may be experiencing physical, emotional and/or sexual abuse (if female, sexual abuse is more likely than if male)
- This student may show early signs of clinical depression
- This student is likely to feel and talk negatively about school and his/her teachers
- This student is disengaged/disconnected/alienated from school
- This student is likely NOT receiving special education services

*Two or more of the four factors result in the student having a 0% chance of completing high school*

# 9<sup>th</sup> Grade At-Risk Factors



Identify 9th grade students who meet the following (6) criteria:

- *Over Age*
- *Finish grade 9 without enough credits to graduate with his/her cohort*
- *<80% attendance rate*
- *Fails Algebra I*
- *Fails English 9*
- *Disconnected from school*

## ***Reality:***

- This student may demonstrate various types of behavioral issues
- This student may have a reading deficit that has not been diagnosed and/or corrected
- This student is likely to be male and of minority ethnicity
- This student is likely to have limited home support
- This student may be experiencing physical, emotional and/or sexual abuse (if female, sexual abuse is more likely than if male)
- This student may show early signs of clinical depression
- This student is likely to feel and talk negatively about school and his/her teachers
- This student is likely NOT receiving special education services

*Two or more of the four factors result in the student having a 0% chance of completing high school.  
The first two guarantee a dropout.*

# 11<sup>th</sup> Grade At-Risk Factors



Identify 11th grade students who meet the following (7) criteria:

- *May or may not indicate he/she is College-Bound*
- *COMPASS or Plan test reveals not college-ready*
- *Hasn't taken all of college prep courses necessary for post-secondary/career success*
- *Not sure what to do when leaving high school*
- *Disconnected from school*
- *Has not investigated ACT or College Affordability*
- *Has no plan for life after high school*

## ***Reality:***

***Does not have enough credits to graduate with his cohort class***

## ***Over Age***

***Has not earned an Algebra I credit as a sophomore***

***Needs a behavioral analysis to determine underlying causes for school failure (attendance, job, parent, not turning in homework, didn't take final exam, family concerns)***

***Needs accelerated through different content and scheduling***

# OACHE 2009 College Going Middle School Initiative

## Talking/Thinking Points

### #1. Student experiences

#### **Thinking Point(s):**

- Identify "at-risk" students to ensure a successful transition into the middle grades
- How can curriculum focus on needs of early adolescents differing from high school?
- What will we do differently for "at-risk" 6<sup>th</sup> graders?
- How do we provide challenging coursework and curriculum for all students?
- Create a four year plan for course taking based upon student interests



#### **Response(s):**

# OACHE 2009 College Going Middle School Initiative

## Talking/Thinking Points

### #2. School practices and strategies for all students

#### **Thinking Point(s):**

- Utilize small teams of teachers
- Practice interdisciplinary teaching
- Use counselors and advisory programs
- Vary instructional techniques: hands-on, life-related, enrichment activities, integrated instruction and cooperative learning



#### **Response(s):**

# OACHE 2009 College Going Middle School Initiative

## Talking/Thinking Points

### #3. Interventions for the underserved student



#### **Thinking Point(s):**

- Emphasize all instructional strategies, especially small groups and supportive adults
- Use linguistic and cultural materials that link the home and school
- Expand support programs
- Provide help for parents

#### **Response(s):**

# OACHE 2009 College Going Middle School Initiative

## Talking/Thinking Points

### #4. Increased school capacity



#### **Thinking Point(s):**

- Create a school-wide knowledge and focus and systemically ensure all students are ready for college, careers and a college-prep high school experience
- Reflect on beliefs and evaluate teaching practices
- Be inclusive of all students and families—in the classroom and in the school

#### **Response(s):**



# OACHE 2009 College Going High School Initiative

## Talking/Thinking Points

**#1. Offer courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a ready curriculum by 9<sup>th</sup> grade**

**Thinking Point(s):**

- Implement a rigorous curriculum to ensure students have a successful 12<sup>th</sup> grade transition
- Convince students, parents, community, and board of education this is vital
- What will we do differently for "at-risk" 9<sup>th</sup>/11<sup>th</sup> graders?
- Offer concentrations including dual-credit/AP courses
- Ensure that students understand what constitutes a college-ready curriculum and why



**Response(s):**

# OACHE 2009 College Going High School Initiative

## Talking/Thinking Points

**#2. Utilize assessment measures throughout high school so students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified**



**Thinking Point(s):**

- Identify existing assessments, standards, and data available to provide an estimate of college readiness
- Utilize performance data to identify and inform students about their academic proficiency and college readiness
- Create an individualized plan for students who are not on track

**Response(s):**

# OACHE 2009 College Going High School Initiative

## Talking/Thinking Points

### #3. Surround students with adults and peers who build and support their college-going aspirations



#### **Thinking Point(s):**

- Provide mentoring for students by recent high school graduates who enrolled in college or other college educated adults
- Facilitate student relationships with peers who plan to attend college through a structured Program of extracurricular activities
- Provide hands-on opportunities for students to explore different careers, and assist them in aligning Postsecondary plans with their career aspirations

#### **Response(s):**

# OACHE 2009 College Going High School Initiative

## Talking/Thinking Points

### #4. Engage and assist students in completing critical steps for college entry



#### **Thinking Point(s):**

- Ensure students prepare for, and take, the appropriate college entrance or admission exam early
- Assist students in their college search
- Coordinate college visits
- Assist students in completing college applications

#### **Response(s):**



# OACHE 2009 College Going High School Initiative

## Talking/Thinking Points

### #5. Increase families' financial awareness, and help students apply for financial aid



#### **Thinking Point(s):**

- Organize workshops for parents and students to inform them prior to 12<sup>th</sup> Grade about college affordability, scholarship and aid sources, and financial aid processes
- Help students and parents complete financial aid forms prior to eligibility deadlines

#### **Response(s):**

## What Is Transformation?

Transformation is the process of changing the educational system form, nature or function such that new realities emerge. For schools, transformation includes a process of changing structure, instruction, culture and related practices to ensure all students graduate and are prepared for postsecondary education, careers and life.

### Middle and High School Transformation Programs and Services

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High Schools That Work/Making Middle Grades Work  
Dan.Stacy@ode.state.oh.us  
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Ohio Career Information System  
Individual Academic and Career Plan  
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Middle Grades Resources  
Ohio Schools to Watch  
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# MIDDLE AND HIGH SCHOOL Transformation



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## MISSION

Prepare and Graduate  
All Students

## GOALS

1. Increase graduation rates and decrease dropout rates
2. Increase participation in rigorous course work that prepares students for careers and postsecondary study

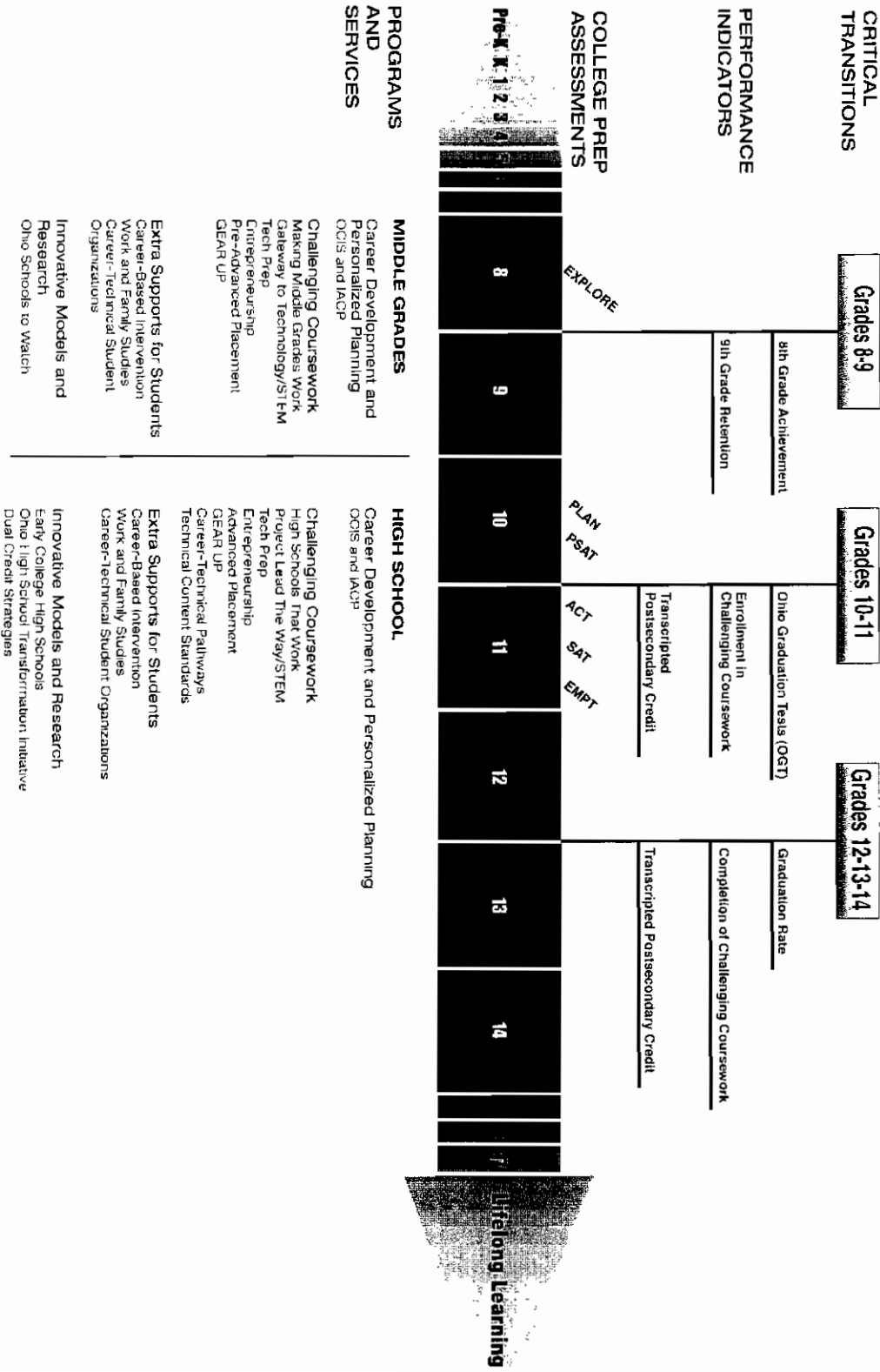
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9/09

# Framework to Prepare and Graduate All Students

While a seamless, quality education system from pre-kindergarten through postsecondary is important, this framework focuses on the three **transition points** occurring between grades 6-14; these points are critical to student success. At the state level, success is measured through the use of **performance indicators and assessments**. The **programs and services** listed represent a menu of options designed to boost student achievement. These services are tailored to the needs of students, schools and districts and can be combined to magnify and strengthen results.



# Creating Schools with an Effective College-Going Culture

Support	Rationale
	<b>MOST IMPORTANT</b>
Understanding the link between education and career aspirations	<ul style="list-style-type: none"> <li>•Single largest impact on an individual student's likelihood of completing college. Also links strongly to better academic preparation.</li> </ul>
Cohort of peers planning for college together	<ul style="list-style-type: none"> <li>•Second-largest increase in the likelihood of college completion; absent for half of all students</li> </ul>
Expecting a college-preparatory curriculum	<ul style="list-style-type: none"> <li>•he disconnect between this expectation and general college aspirations means that many students are unaware of what is need to prepare for college. It is strongly correlated with levels of academic preparation.</li> </ul>
Taking steps to make college affordable	<ul style="list-style-type: none"> <li>•Financial aid application and information is strongly important at every stage, affecting levels of academic preparation, college matriculation, and college completion</li> </ul>
	<b>IMPORTANT</b>
General expectations of college-going among student and influential adults	<ul style="list-style-type: none"> <li>•Strong increase in the likelihood of college completion. More recent evidence suggests such expectations are present for nearly all students</li> </ul>
Parent involvement that makes college real to the student	<ul style="list-style-type: none"> <li>•Moderate but significant effect on college visits at every stage</li> </ul>
	<b>LESS IMPORTANT</b>
Procedural assistance alone	<ul style="list-style-type: none"> <li>•Statistically insignificant in increasing college completion rates</li> </ul>
Parent involvement absent a clear college link	<ul style="list-style-type: none"> <li>•Statistically insignificant in increasing college completion rates</li> </ul>

Source: *Reclaiming the American Dream, The Bridgespan Group, Inc., 2008*

# The High School: Putting All Students on Track for College

## Academic Preparation

Offer courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by 9<sup>th</sup> grade

Utilize assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified

## College Aspirations and Expectations

Surround students with adults and peers who build and support their college going aspirations

## Steps for College Entry

Engage and assist students in completing critical steps for college entry

Increase families' financial awareness, and help students apply for financial aid

# The Middle School: Putting All Students on Track for College

<p><b>Student experiences</b></p>	<ul style="list-style-type: none"> <li>•Focus on the needs of early adolescents</li> <li>•Hold high expectations for all students</li> <li>•Provide challenging coursework and curriculum for all students</li> </ul>
<p><b>School practices and strategies for all students</b></p>	<ul style="list-style-type: none"> <li>•Utilize small focus teams of teachers</li> <li>•Practice interdisciplinary teaching</li> <li>•Recommend academic counselors and advisory programs</li> <li>•Vary instructional techniques: hands-on, life-related, enrichment activities, integrated instruction, and cooperative learning</li> </ul>
<p><b>Interventions for the underserved student</b></p>	<ul style="list-style-type: none"> <li>•Emphasize all instructional strategies, especially small group and supportive adults</li> <li>•Use linguistic and cultural materials that link the home and school</li> <li>•Expand support programs</li> <li>•Provide help for parents</li> </ul>
<p><b>Increased school capacity</b></p>	<ul style="list-style-type: none"> <li>•Think systematically, creating school-wide knowledge and focus</li> <li>•Reflect on beliefs and evaluate teaching practices</li> <li>•See learning as the interaction among teachers, students, activities, and educational materials</li> <li>•Be inclusive of all students and families—in the classroom and school</li> </ul>

*Source: Pacific Resources for Education and Learning, The Middle Grades: Putting All Students on Track for College, 2003*