

Addressing Academic Resiliency During the Middle-High School Transition

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Resiliency and Transition from Middle to High School



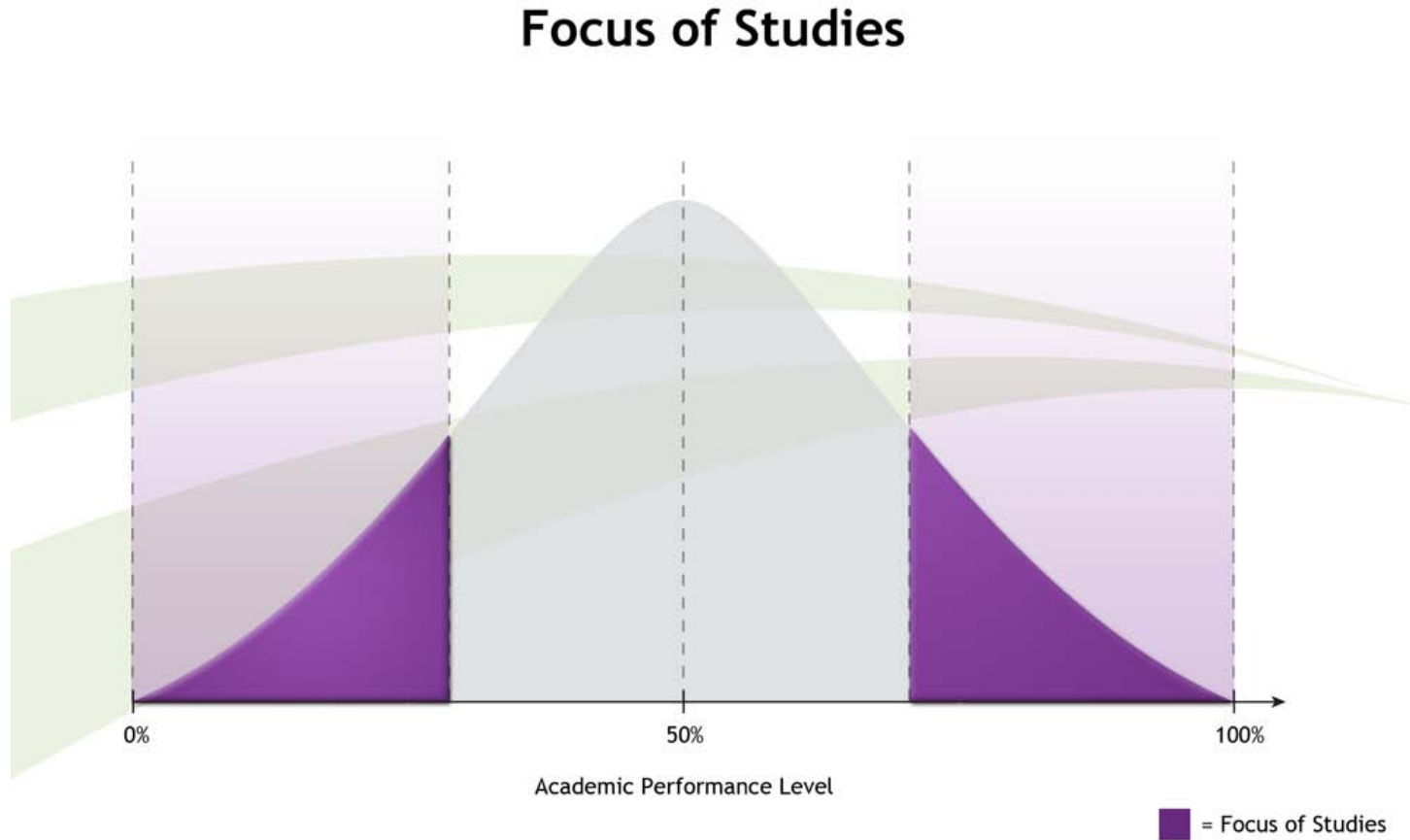
Trends

- Nationwide attention and uniform calculation of high school graduation rates
- More robust data systems
- ASCA model suggested interventions crafted utilizing:
- ASCA/counselor driven focus including:
 - Delivery
 - Accountability
 - Management Systems

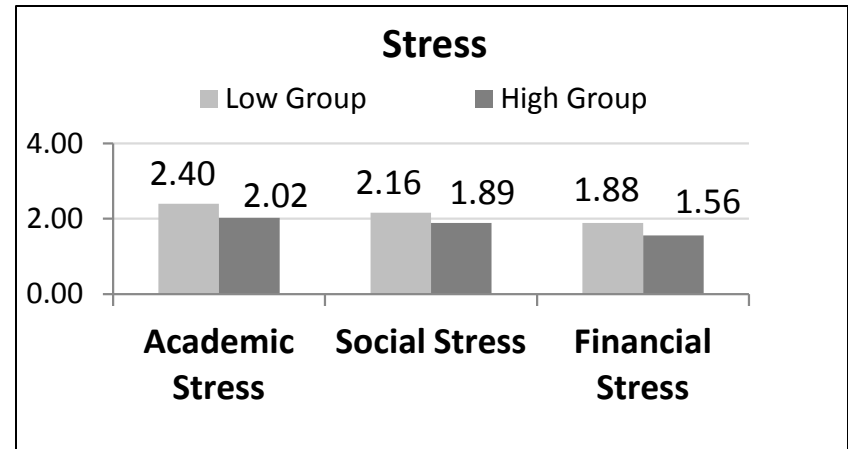
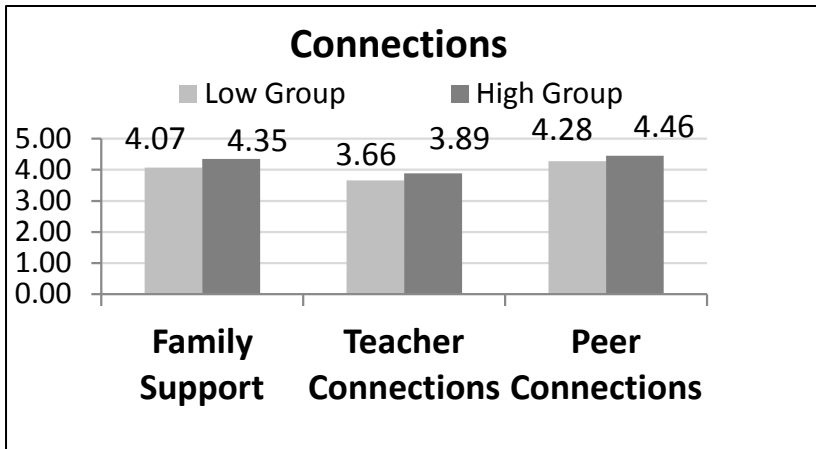
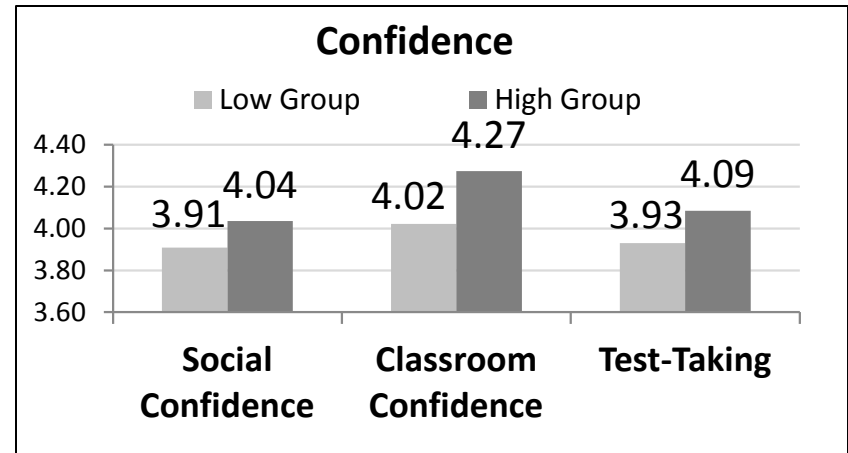
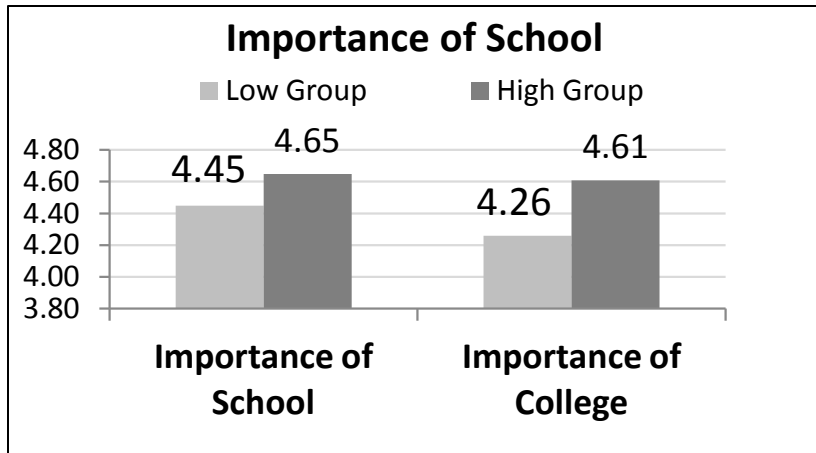
The Research

- We are losing a lot of our students academically during the middle and high school transition
- Many of those students lack BOTH academic and social-emotional skills to make effective transition
- We many times do not focus on intervention until AFTER the student starts failing in High School

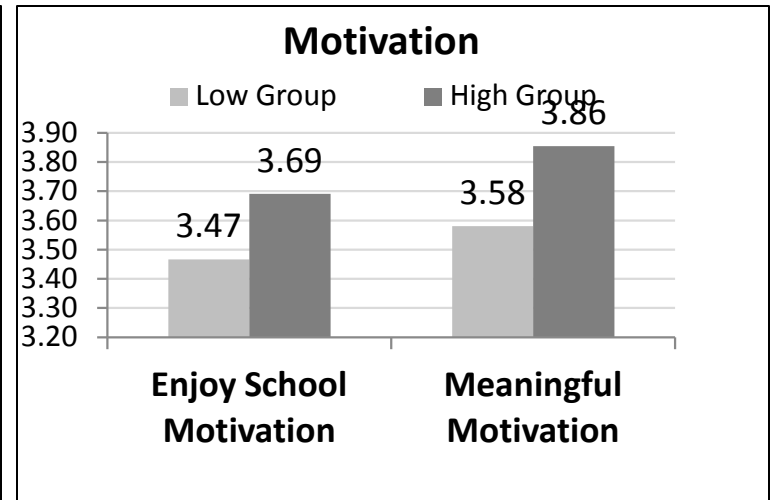
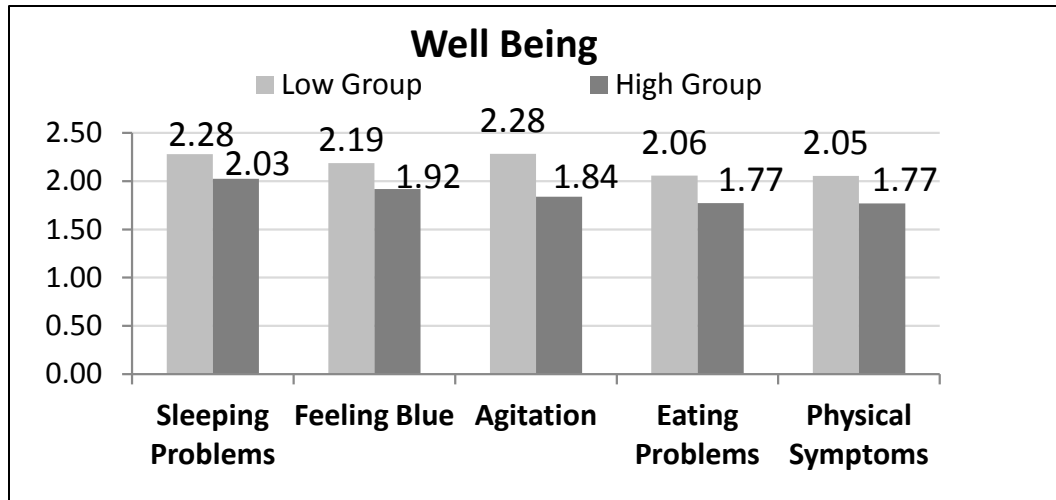
Focus of Studies



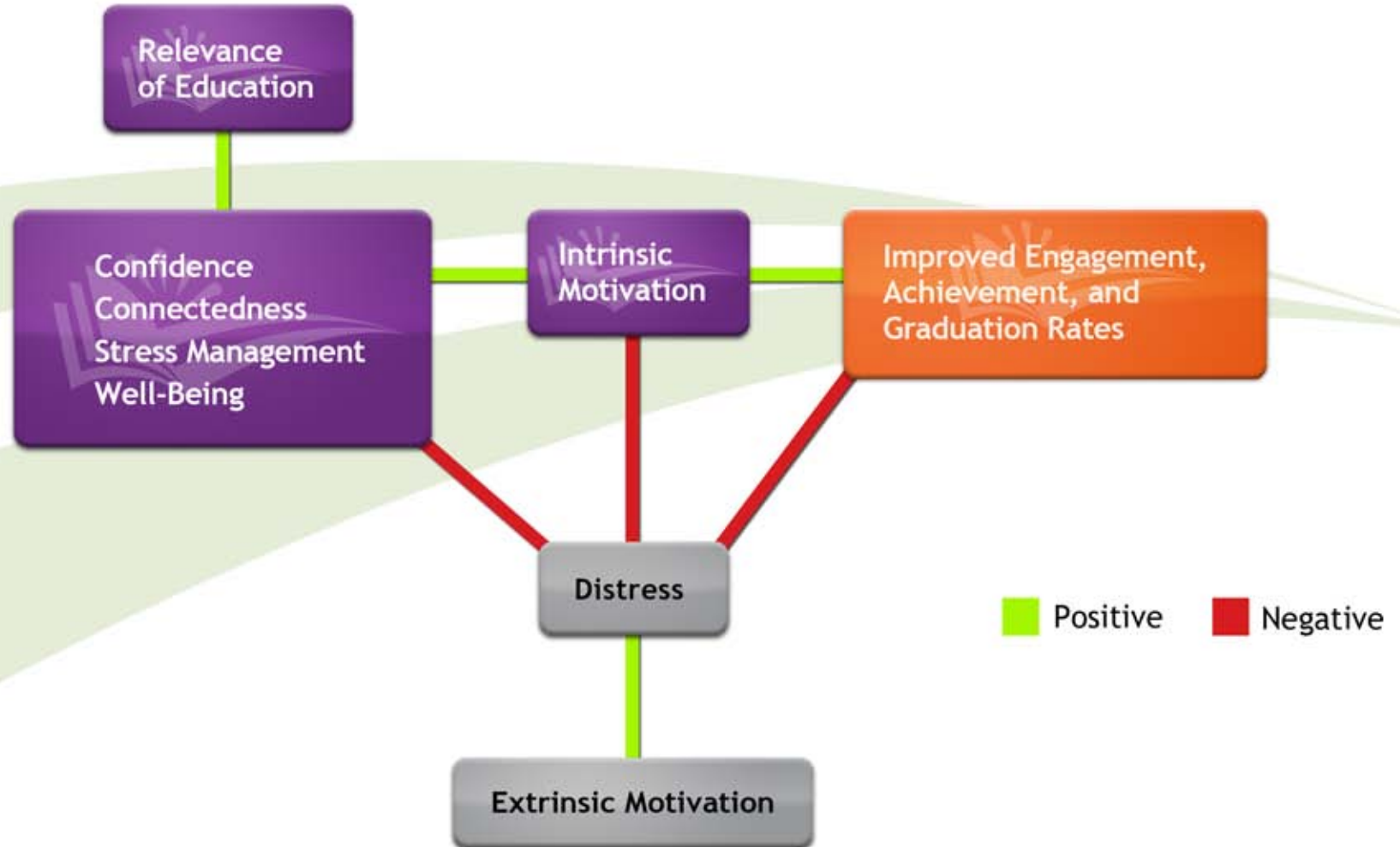
Study 1: Results



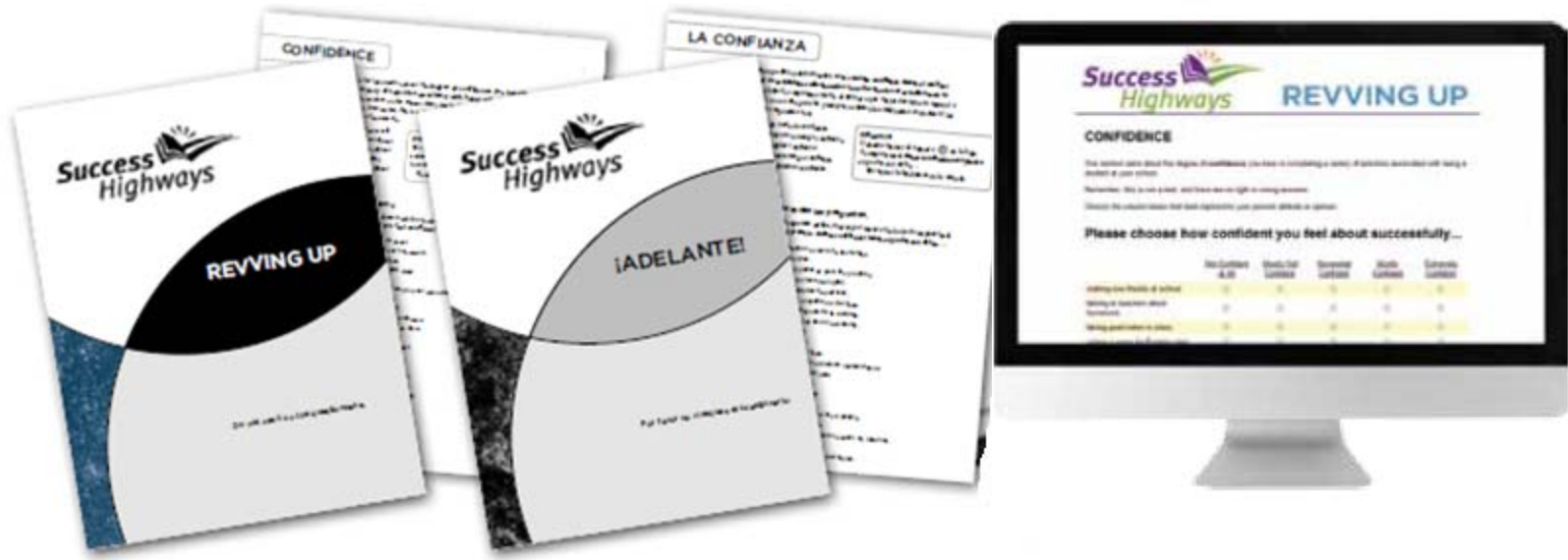
Study 1: Results (Cont.)



The Studies
































Early-Warning Assessments (Online & Print)



BCPS Resiliency Pre-Assessment Results



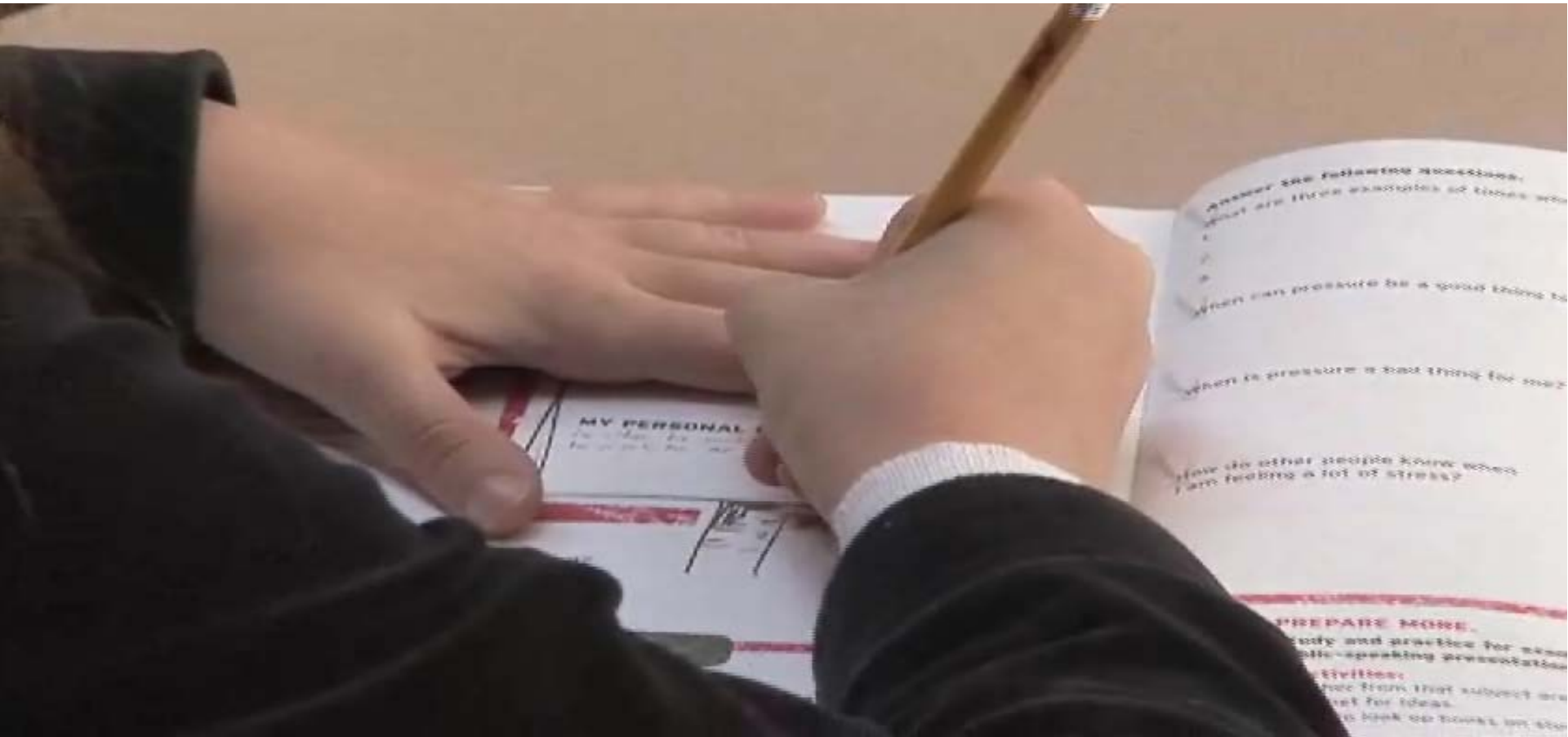
CCSD Resiliency Pre-Assessment Results

Student ID	Academic Risk Index	Education	Confidence	Connections	Stress	Well-Being	Motivation
603401							
605322							
607790							
611037							
614989							

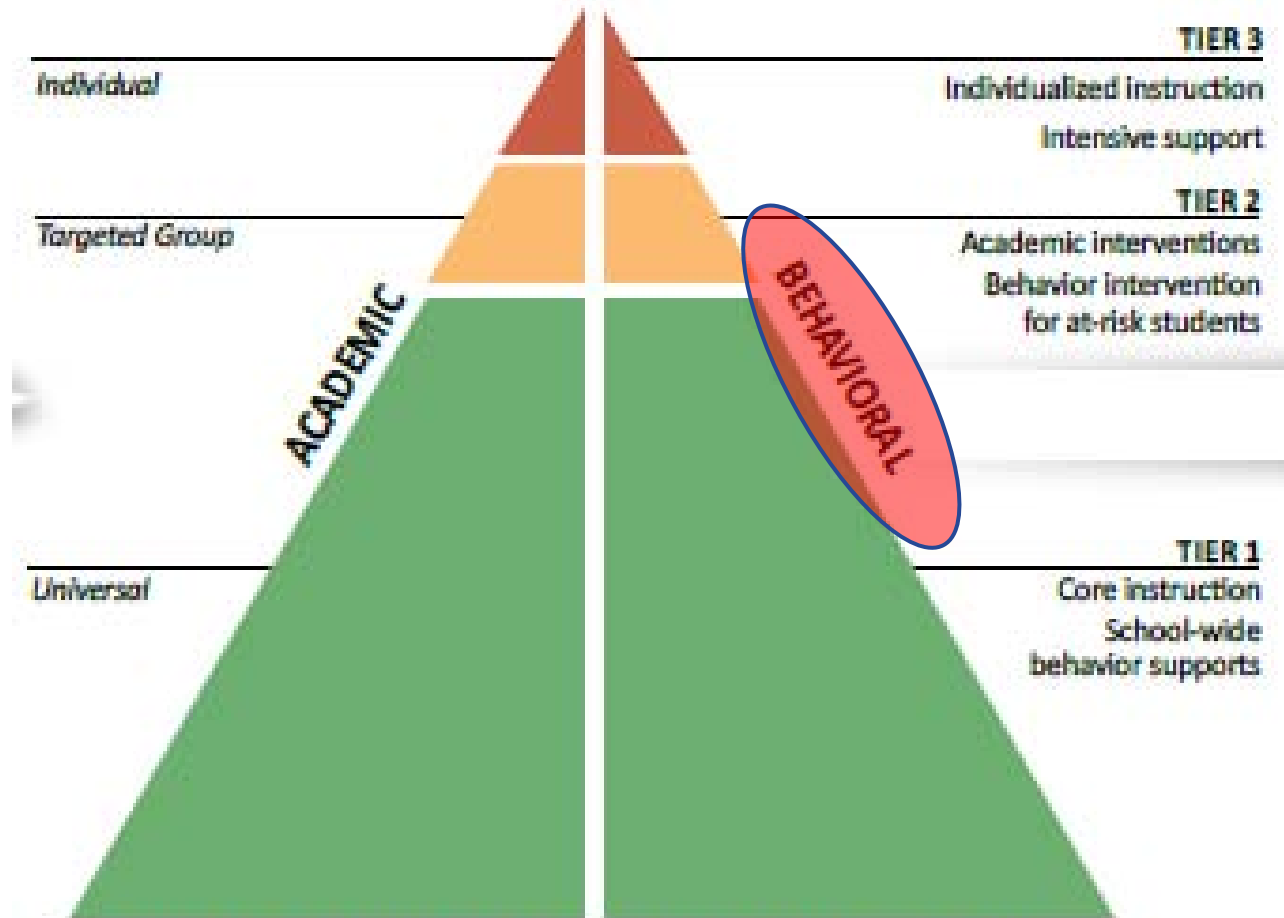
Curricula to Build and Enhance Resiliency



DPS Counseling Program Design



Follows RTI/ASCA Guideline



SOURCE: "Response to Intervention: Policy Considerations and Implementation,"
National Association of State Directors of Special Education, 2005

DPS Transition Program Design

Assess All 8th Grade Students

- Timing? Spring vs. Fall?

9th Grade Academy

- Targeted summer outreach to at-risk students

DPS Transition Program Design: High School

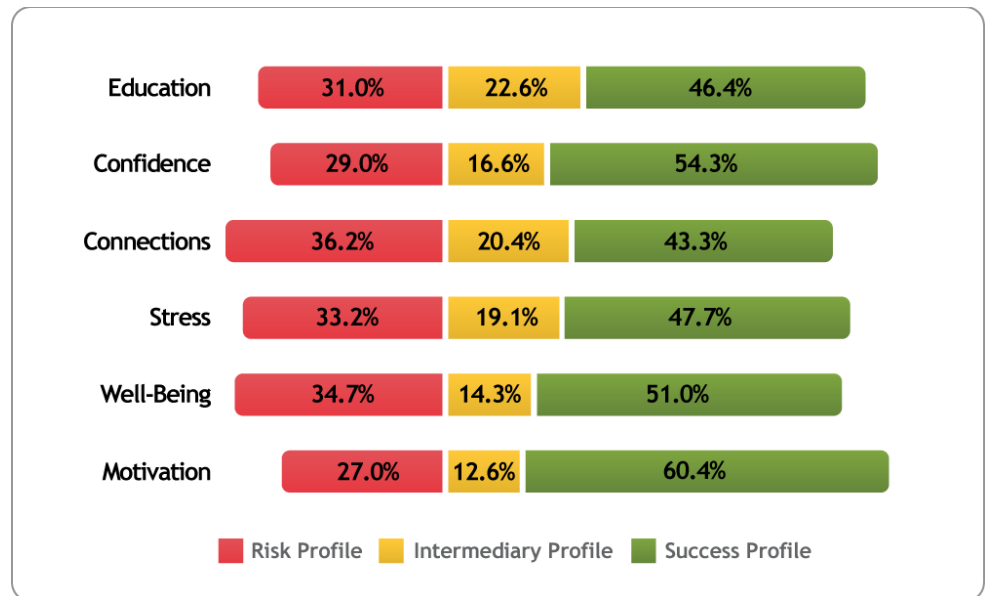
Counselors Receive Data of Incoming 9th Graders who Are On At-Risk List

- Review Academic Progress of Student
- Discussion with Student Using the Data (1-on-1)
- Small group, targeted interventions (small group)
- Follow Up with Further Interventions (if required)

(insert picture of student reviewing up report)

DPS Transition Program Design: Middle School

Middle School Counselors receive trend data to react to at a systemic level, based on overall school data.



Social-Emotional Focus/Success Highways

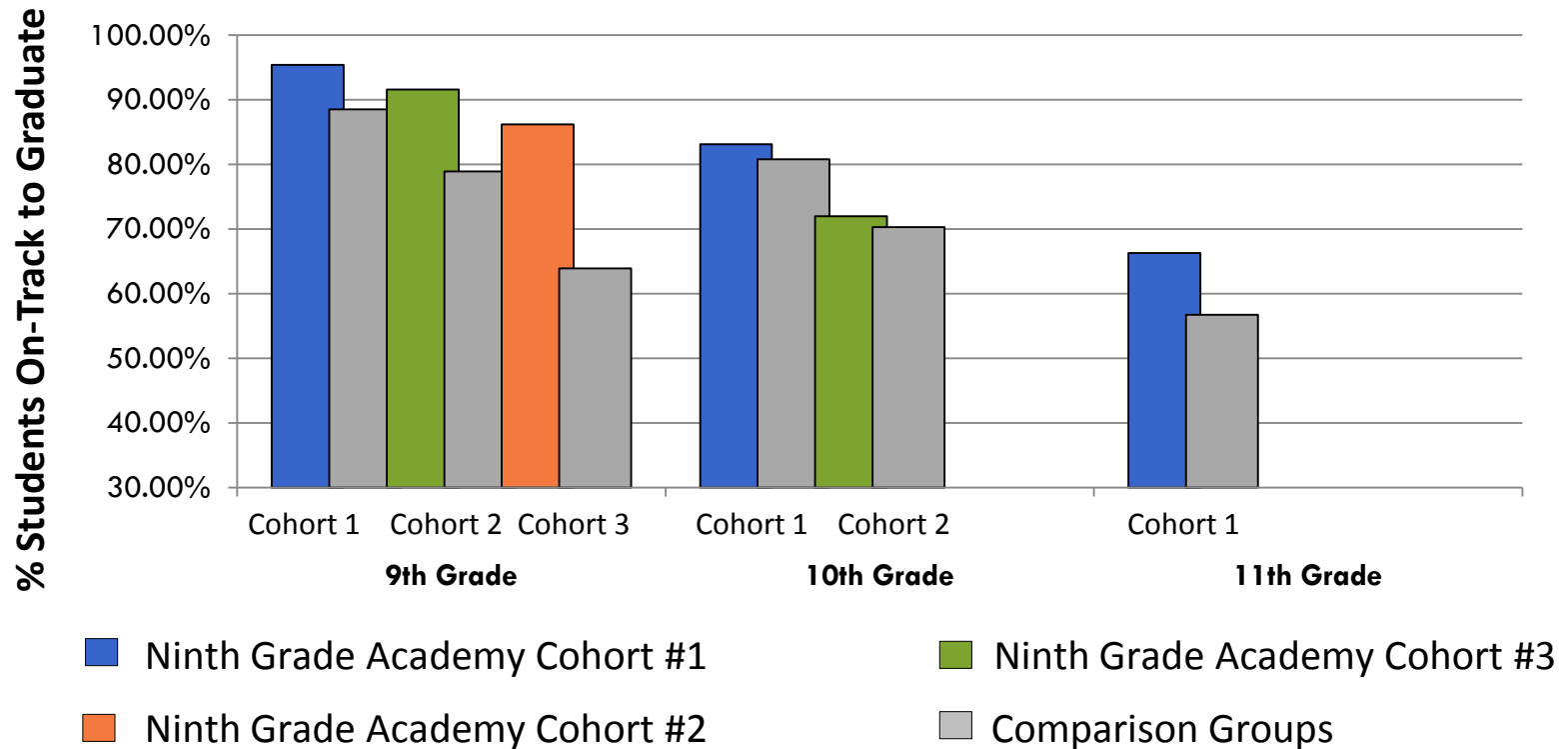
- **Early-warning system** to measure social-emotional needs
- **Social-emotional curricula** develops social, emotional, and personal skills so students can successfully navigate high school expectations
- **Professional development** supports educators with the tools to develop social-emotional instruction

Results



Denver Public Schools

DPS Progress on Students On-Track to Graduate: Ninth Grade Academy vs. Comparison Group



Denver Public Schools

DPS Progress on Students Continuing Enrollment: Ninth Grade Academy vs. Comparison Group

