Understanding the Role of Transition within Secondary Multi-tiered Schools
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Common Features of Multi-Tiered (Prevention) Models
- Tiered system of matching interventions to meet academic and behavioral needs
- Systematic screening of young children using scientifically acceptable measures
- Interventions are evidence-based & aligned with standards
- Progress monitoring of students to make informed decisions and track progress
- Data-based decision making concerning levels of support (tiers)
- Shared ownership among school staff in assessment and instruction
- Parent engagement

What’s Different about Secondary Schools?
- Developmentally different learners
  - Student engagement in learning
  - Youth literacy – student interest + out of school discourse
- Demands of curriculum and environment
  - Curricular demands sophisticated language tools to obtain information and concepts
  - Structure and culture of schools
  - Sense of urgency
  - Teacher roles = content specialists
  - High stakes for graduation
- Postschool outcomes for youth
  - 74% graduation rate among HS freshmen
  - Societal costs of dropouts
  - Lowest-performing readers most likely to drop out (3.5-20 times greater risk)
  - College to Career Readiness

RTI vs Transition

<table>
<thead>
<tr>
<th>Tiered systems of support:</th>
<th>Transition:</th>
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<tbody>
<tr>
<td>Requires <strong>collaboration among multiple systems</strong> (general, special ed; community, families, etc.)</td>
<td>Requires <strong>collaboration among multiple systems</strong> (general, special ed; community, families, <strong>postschool systems</strong>)</td>
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<td>Relies on <strong>data-based decisions &amp; evidence-based interventions</strong> (academic &amp; behavior)</td>
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<td>Systematic approach to ensure <strong>secondary school success</strong></td>
<td>Systematic approach to ensure <strong>postschool success</strong></td>
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Multi-Tiered Models of School Reform

Tier 1: Core Instructional Interventions

Tier 2: Targeted Group Intervention

Tier 3: Intensive & Individualized

Features of Transition-focused RTI model:
- Integrated school resources
- Progress monitoring systems in place
- Greater levels of intensity
- Interventions ensure student engagement

Assessment for Student-focused Planning

- Screening
- Diagnostic
- Progress Monitoring
- Outcomes

Assessment for academic and career planning

Supplemental assessment & planning for postschool outcomes

Intensive transition assessment & planning

All

Some

Few

Assessment for academic and career planning

Assessment for Student-focused Planning

Tier 1: All Students = Universal

Examples
- Early Career Assessments
- Student-directed Progress Monitoring
- Personal Plans of Study
- State Assessments + SAT/ACT tests
- College Planning (including documentation needs)
- “Advisories” throughout HS w/same educator
- Aligning HS to postsecondary education
- Postschool tracking systems for all students – longitudinal
- Early Warning System Screening

Curriculum focused on postsecondary outcomes

Career & educational goals & interests

Curricular connections to careers & educational goals & interests

Assessment for academic and career planning

Supporting parents as partners in education

Parent involvement in secondary academic & career planning

Broad-based Collaboration with Adult Agencies, Families, Employers, & Community Resources

Collaboration within school and community targeted for groups

Interagency Collaboration & transition assessment & planning

Family involvement

All

Some

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Assessment for Student-focused Planning

**Tier 2: Some Students = Supplemental**

Assessment & supplemental planning across school and community settings with expectations for college and career readiness

Ensure linkages to appropriate postschool settings: postsecondary education, employment, community engagement

**Examples**
- Early Warning Systems (performance & attendance)
- Expanded AP Courses & Academic monitoring
- Additional supports & assessments as needed (GEAR UP, Talent Search, Upward Bound)
- Individualized career planning/ Career Academies
- Expanded practice with college placement exams
- Focused attention on documentation of accommodations for postsecondary

**Tier 3: Few Students = Intensive**

Focus on intensive preparation and supports needed for adulthood including postsecondary education and training; employment; independent and community living; social engagement and relationships, recreation & leisure

**Examples**
- Wrap-around models
- Check & Connect
- Person-centered Planning
- Student-directed & Self-directed planning
- Specific transition assessments to guide planning
- Planning for 18-21 programs in postsecondary settings
- Planning for transition to postsecondary settings/ employment documentation needs of external agencies

**Curriculum Focused on Postsecondary Outcomes**

Tier 1: Curriculum Focused on Postsecondary Outcomes

- Connected to career & educational goals and interests
- Academic and technical knowledge is enhanced when contextualized in real-world
- Electives/pathways provide a range of career readiness opportunities
  - Service learning
  - Success 101/Freshman Focus
  - Career report in language arts
  - Budgeting practice in mathematics
  - Tech Prep

Tier 2: Some Students

- Individualized Transition Curricula
- Supplemental transition, academic, and/or behavior curriculum
- Curricular connections to careers & educational goals & interests

Tier 3: Few Students

- Connected to career & educational goals and interests
- Academic and technical knowledge is enhanced when contextualized in real-world
- Electives/pathways provide a range of career readiness opportunities
  - Service learning
  - Success 101/Freshman Focus
  - Career report in language arts
  - Budgeting practice in mathematics
  - Tech Prep

- Civic responsibility discussion in social studies
- School-wide Curricular Models:
  - 21st Century schools
  - High Schools That Work
  - Career Academies
  - Talent Development HS’s
**Tier 2: Curriculum to Supplement Transition**

**Supplemental Curriculum for Student Engagement:**
- Transition
- Academic
- Behavior

- Dropout Prevention (student-specific: Check & Connect)
- Wilson Reading
- Algebra ½
- Elective Careers course
- Online courses in summer maintain credit hrs.
- Self-determination interventions
- Study skills (learning strategies) course
- WIA Summer Youth Programs

**Tier 3: Curriculum Individualized for Transition**

- Individualized curricula focused on transition to adulthood
- Individualized modifications to academic curricula
- Not just students w/ disabilities

- Independent living skills
- Careers and employment
- Community-based transition programs
- Curricular modifications
- Vocational/Careers Class

**Instruction that Promotes Independence & Engagement**

- Few
- Some
- All

- Individualized Community-based Instruction
- Supplemental small group instruction and support
- Instruction emphasizing choice & application

- Instruction emphasizing choice and application
- Developing a community of learners
- Reinforcing self-determined & self-regulating behavior

- Universal design for learning
- Assistive Technology
- Strategy instruction
- Workplace know-how skills
- Differentiated Instruction
- Peer Tutoring
- Active & cooperative learning
- Career & Tutoring Centers

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Tier 2: Instruction to Supplement

Supplemental small group strategy-based instruction & instructional support
- Co-teaching
- Instructional accommodations
- Transition or Job club
- Tutoring
- Mentoring
- Assistive technology integrated within instruction
- Ongoing progress monitoring for instruction

Tier 3: Intensive & Individualized Instruction

- Instructional modifications
- Assistive technology for communication
- Generalization of skills to multiple settings
- Small group instruction or 1:1
- Dedicated support from trained personnel
- Customized Interventions

Family Involvement Supporting Postschool Outcomes

Family-focused Transition Planning

Supporting parents as Partners in education

Parent involvement in secondary academic & career planning

Few

Some

All

Tier 1: Parent involvement in secondary academic & career planning

- PTA Standards for Family School Partnerships
- The Family Involvement Network of Educators (FINE)
- Communication with parents (newsletters, online grades)
- School events (e.g., job fairs, college fairs) involve parents
- Parents collaborate to develop graduation plans
- Parent advocate models
Tier 2: Supporting Parents as Partners in Education

Working directly with “hard to reach” families

Examples
• School outreach to hard-to-reach families
• Parent Information Resource Centers (PIRCs)
• Parent Involvement Specialists in Schools

Tier 3: Active Family Involvement

Active family involvement in planning for transition to postsecondary and employment settings
• Parent engagement in transition planning and IEPs
• Parent Training and Information Centers
• Cultural community liaisons for CLD families
• Systematic support for families (e.g., parent transition & educational advocates)
• Community schools

Collaboration within the School and Community

- Few
- Some
- All

Tier 1: Collaboration within the School and Community

- Employers, colleges, families, and school staff review outcomes and gaps
- Data-driven process
  - P-16 Models
  - School-Business Partnerships
  - Job Fairs, College Fairs for all Students
  - Integrating of school/district wide improvement plans
  - School/District Mission Statement
  - Suicide Prevention
  - School Resource Officers co-funded
  - Alcohol and Drug Prevention
Tier 2: Collaboration In School

In-school collaboration among diverse staff providing services

- Screening Teams
- Social Worker/Guidance Counseling
- Community Transition Team Model for At Risk Youth
- Participation of school staff in community organizations
- Community Resource Mapping
- Wrap Workers
- Co-funded staff for At-risk Students (e.g., VR or MH + District $)

Tier 3: Linking Outside of School

Schools link with outside agencies to develop linkages for post-secondary outcomes

- Collaboration w/Related Services
- Community-based 18-21 Program
- Community Transition Teams
- Building Relationships with:
  - Vocational Rehabilitation, Independent Living Centers, One Stop Centers, Developmental Disability Organizations, Healthcare organizations, Employers and Employment Service providers

What does it all mean? Pulling it all together...

Questions to Consider....

1. Is the current implementation of RTI in secondary schools effective in engaging students and promoting postschool outcomes?
2. What happens if we only focus on academic and behavioral interventions to the exclusion of those that address outcomes (careers and college)?
3. How do we merge academic and behavioral systems in a transition-focused approach that takes into consideration adolescent engagement?
4. Do we need to realign secondary schools to ensure students are college and career ready?
5. How do we develop a system to track all students into postschool outcomes?
6. How do we consider the documentation needs of students transitioning to postschool education and employment systems?