TRANSITION SKILLS

LESSON 8-15 ▲ OFF-TRACK

**LEARNING GOALS/OUTCOMES**

* Identify factors that cause students to lose credit causing them to be off-track for high school graduation.
* Apply information on off-track factors to an analysis of sample student transcripts.
* Relate the off-track factors to themselves and their high school transition.

**MATERIALS NEEDED**

* **Student Handouts:**
* Off-Track
* Case Studies Worksheet

**CLASSROOM ACTIVITIES**

1. **Write the words, “NOW” and “IN THE FUTURE” on the board.** Enlist students in discussing the things they do now that influence their future. For example, if they exercise, write “exercise” in the first column and “healthier” in the second column. Share with students that the object of this workshop is to help them look at specific school behaviors and the impact it has on their education, work, and careers in the future.
2. **Group students in small discussion groups.** Ask them to imagine themselves as teachers who are reviewing student transcripts to decide which students are “on-track” for high school graduation and which students are “off-track” for high school graduation. The group will all review information about attendance and grades for a group of students. After analyzing the student files, each group will be make recommendations about what students need to do to get “on track” and what the school can do to help the students.
3. **Hand out the *Off-Track* information and *Case Studies Worksheet* and go over the descriptors for students who are “off-track”.** Explain to students that these are research-based indicators drawn from recent studies of thousands of high school students. The statistics are predictive but not absolutes.
* **Attendance:** Missing 20 days or being absent 10 percent of school days;
* **Behavior:** Two or more mild or more serious behavior infractions; and
* **Course performance in high school:**
* a GPA of less than 2.0
* two or more failures in ninth grade courses
* failure to earn on-time promotion to the tenth grade or accumulate 5 or more freshmen credits
1. **Give the groups time to read the case studies and check the descriptors for each of the students.** Make sure that they are discussing what the student can/should do to improve their situation if needed and what resources the school might be able to provide to help the student succeed. Depending on time, you can either have students figure out the GPA’s from the chart or give them the student GPA’s.
2. **Have each group report out their findings**. Use the recommendations on what students can do as an extension of the “NOW” part of the list.
3. **Ask the entire class to review the expanded part of the “NOW” list and move this across to “IN THE FUTURE”.** Help students as part of the discussion to make the link that the future begins now and that they have the power to make a difference in their own life.
4. **Give students time to reflect and write on their own descriptors**. Would they be described as being on or off-track for high school graduation? What will they need to change to make a difference in their own life?

**STUDENT PRODUCTS**

* **Completed *Case Studies Worksheet***

 **ADDITIONAL RESOURCES AND OTHER INFORMATION**

* **SUPPLEMENTAL FACILITATOR NOTES**

Teenagers tend to live in the moment. Often cause and effect is a hard concept for students to grasp when it pertains to high school graduation and college program requirements that are years away. This workshop helps to create a conversation with students about how important attendance, failures, GPA, and overall credit accumulation effects their lives in the future.

Note: The case studies are taken from the transcripts of actual high school freshmen so that there are no easy answers or quick determinations sometimes for who is “off or on-track.”

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LESSON 8-15 STUDENT HANDOUT

 OFF-TRACK

What students do today effects their future, especially their high school graduation, admittance to higher education, and even possible job opportunities and careers. On the next pages are the stories of actual high school freshmen from Washington High Schools.

1. As a team, read through the case studies and analyze each students “transcript” at the end of their freshmen year.
2. Place the data in each column as indicated for indicators – attendance, behavior, GPA, failures, and credit accumulation.
3. Make a decision about whether or not this student is on-track for graduation.
4. At the bottom of the page, make a list of things the students who are off-track can do to change their lives.
5. At the bottom of the page, also make a list of the resources schools might have to help students change their lives.

**Descriptors:**

* **Attendance:** Missing 20 days or being absent 10 percent of school days;
* **Behavior:** Two or more mild or more serious behavior infractions; and
* **Course performance in high school:**
	+ A GPA of less than 2.0;
	+ Two or more failures in ninth grade courses;
	+ Failure to earn on-time promotion to the tenth grade or accumulate 5 or more freshmen credits

**GPA Calculator**

The Grade Point Average is determined by adding up the grades given for all courses and dividing that number by the number of classes taken. “P” or “Pass” graded classes do not count as one of the graded classes.

A = 4.0

A- = 3.7

B+ = 3.0

B = 3.0

B- = 2.7

C+ = 2.3

C = 2.0

C- = 1.7

D = 1.0

F = 0

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LESSON 8-15 STUDENT HANDOUT

 CASE STUDIES WORKSHEET

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Student | Attendance | Behavior | GPA | Number of F’s  | Credit Towards Graduation  | On-Track for Graduation Yes/No/Maybe |
| Olga  |  |  |  |  |  |  |
| David  |  |  |  |  |  |  |
| Tanisha  |  |  |  |  |  |  |
| Emily  |  |  |  |  |  |  |
| Jake  |  |  |  |  |  |  |
| Maria  |  |  |  |  |  |  |

1. What do the students need to do to change the predictions for high school graduation and change their lives?
2. What resources does the school have that might help students get on-track?

**Olga**

|  |  |  |
| --- | --- | --- |
| Descriptor  | First Semester Information | Second Semester Information  |
| Single Period Tardies  | 5 | 8 |
| Total Absences  | 9 | 4 |
| Biology Grade  | A | A |
| Human Geography Grade | A- | A- |
| Rec. Activities Grade | A | A |
| Spanish 1 Grade | A | A |
| Geometry Grade  | A | A |
| English Grade  | B | A |
| Discipline Infractions  | 0 | 0 |

**David**

|  |  |  |
| --- | --- | --- |
| Descriptor  | First Semester Information | Second Semester Information  |
| Single Period Tardies  | 15 | 3 |
| Total Absences  | 7 | 7 |
| World History  | A | A- |
| Biology | C- | C |
| PE | B+ | B- |
| Algebra 1 | D | F |
| English | D | F |
| French  | D | F |
| Discipline Infractions  |  1 disruptive in class  |  |

**Tanisha**

|  |  |  |
| --- | --- | --- |
| Descriptor  | First Semester Information | Second Semester Information  |
| Single Period Tardies  | 4 | 2 |
| Absences  | 10 | 0 |
| Biology | C+ | B+ |
| World History  | A | A |
| English | C | C |
| Algebra 1  | C | C |
| Spanish  | F | No grade  |
| Avid/Leadership  | A | B |
| Discipline Infractions  | 0 | 0 |

**Emily**

|  |  |  |
| --- | --- | --- |
| Descriptor  | First Semester Information | Second Semester Information  |
| Single Period Tardies  | 0 | 0 |
| Absences  | 14 | 8 |
| Algebra 1 | D | D |
| Choir  | A | A- |
| English  | D+ | B |
| Eng support  | P | P |
| World History  | D+ | B- |
| Biology  | F | D+ |
| Discipline Infractions  |  | 2 – Disrespect toward teachers  |

**Jake**

|  |  |  |
| --- | --- | --- |
| Descriptor  | First Semester Information | Second Semester Information  |
| Single Period Tardies  | 7 | 4 |
| Absences  | 4 | 2 |
| Biology  | A | A- |
| Geometry  | C+ | C- |
| French  | D+ | C- |
| Guitar  | A- | A- |
| World History  | F | A- |
| English  | C | B- |
| Discipline Infractions  | 0 | 0 |

 **Maria**

|  |  |  |
| --- | --- | --- |
| Descriptor  | First Semester Information | Second Semester Information  |
| Single Period Tardies  | 6 | 13 |
| Absences  | 12 | 11 |
| World History  | A | A |
| Biology  | C | C- |
| Algebra 1 | C+ | C |
| Art/fitness  | B- | C+ |
| English  | C | F |
| Spanish for Native S | B | A |
| Discipline Infractions  | 0 | 0 |