TRANSITIONGRADEBOOK

NTACT
National Technical Assistance Center on Transition

User's Guide For the NTACT Transition Gradebook

April 2019

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THE TRANSITION GRADEBOOK

The National Technical Assistance Center on Transition (NTACT) developed the *Transition Gradebook* as a school-level tool for recording individual students' transition-related activities, including the required pre-employment transition services (Pre-ETS), and various risk and protective factors associated with dropout, graduation and positive postschool outcomes.

The *Transition Gradebook* (AKA "the Gradebook" or "the tool") is a locally served database application that maintains a running record of each student's transition-related activities from five major areas from NTACT's Predictors of Postschool Success—specifically, Career Awareness, Work Experience, Inclusion, Student Supports, and Collaboration. It also tracks whether a student has received instruction in self-determination, independent living skills, travel skills, and social skills. Finally, for each quarter, trimester, semester, or year (as set up by the school), the tool also records some of the risk and protective factors associated with school completion: specifically in the areas of attendance, behavior and course performance, as well as other factors that impact student engagement and postschool outcomes.

The *Gradebook* generates individual student reports that can be used to support student-focused planning in IEP and transition-team meetings, career-counseling sessions and parent conferences. It can generate a report for a single period of time or report across multiple periods of time (quarters, trimesters, semesters, or years) to show all the activities a student received during a specified time period. It can also report a student's risk and protective factors for one or multiple periods of time.

The tool also generates reports that summarize the provision of activities/services and risk factors that administrators can use in planning for program development, analyzing trends related to graduation and dropout in the school, and in demonstrating compliance with WIOA requirements for delivery of Pre-ETS services. Again, these reports can be generated for a single time period or multiple periods.

The tool runs in a Linux environment on a school's web server, or may be hosted at a Cloud-based server, such as Heroku, if a school does not have space on their web server. Installation is performed from a Cloud-based service called GitHub.

The bulk of this guide assumes that the administrator of your instance of the Gradebook has installed and configured the tool, and that you are a user of the tool.

FOR ADMINISTRATORS OF THE TOOL

Installing and configuring the Gradebook

To access the installation files and support documentation for the Gradebook, go to the NTACT website at https://transitionta.org/gradebook. Download and print the PDF files of the installation instructions and the ***Quick Start Guide for Administrators***. Read and accept the end user license agreement (EULA) and then follow the on-screen directions after you are redirected to our installation site on GitHub.

If you experience problems with the installation process, please contact us at gradebook.uncc.edu.

Once you have deployed the Gradebook to your preferred web server, follow the ***Quick Start Guide*** for you the basics of setting up the tool. These include adding other administrators and users, configuring your school's grading system, schedule type, creating a new schoolyear, migrating students from one grade to the next, and other such administrative functions. A quick look at a few of the setup options, accessed via the setup icon , is shown below.

School Settings Screen

As shown in Figure 1, this screen lets you specify the name of your school and tailor the cut points for grades and GPA to your school's system.

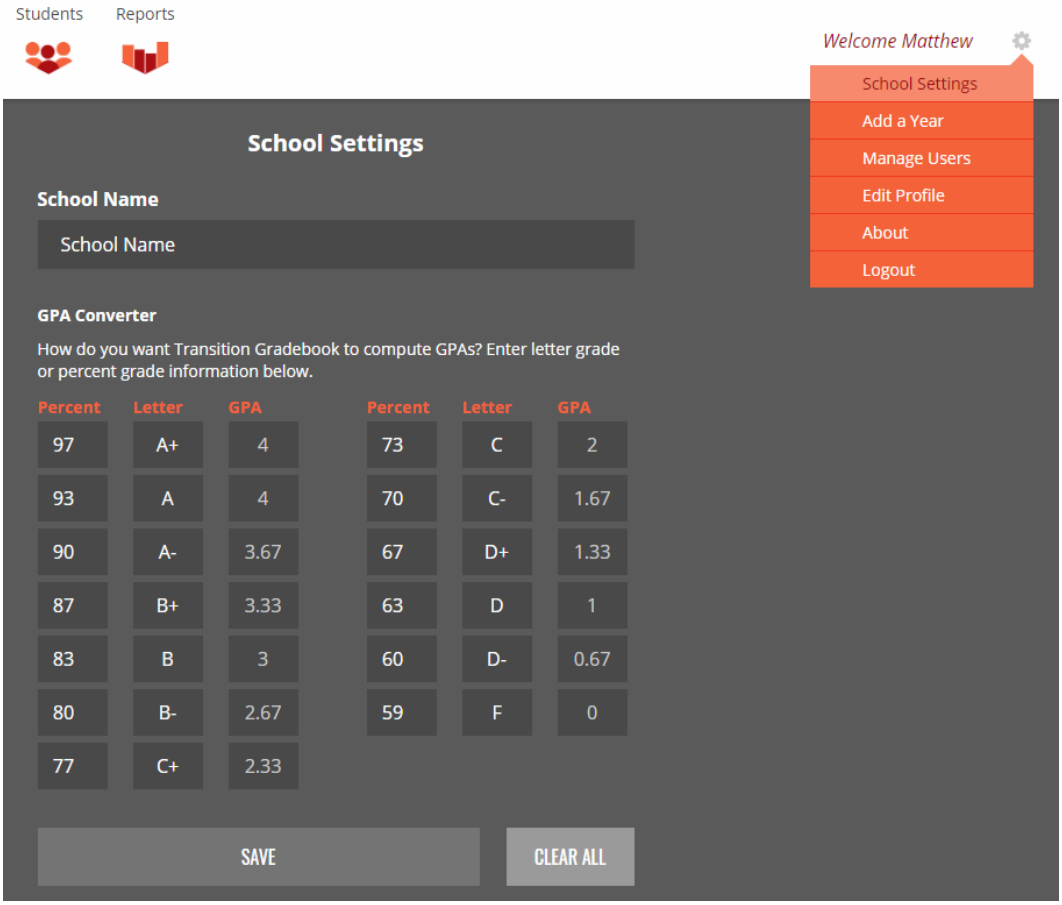


Figure 1
School Settings Screen

Add a Year Screen

At the end of the school year, the administrator of the tool will need to add the subsequent school year. It is during this process that the administrator configures the coming year and specifies in the tool the tool which students are to be promoted or retained. Figure 2 shows the screen that kicks off this process.

Note: once you have added a new year, it cannot be deleted easily, so it is best not to begin this process unless you really want to do this!

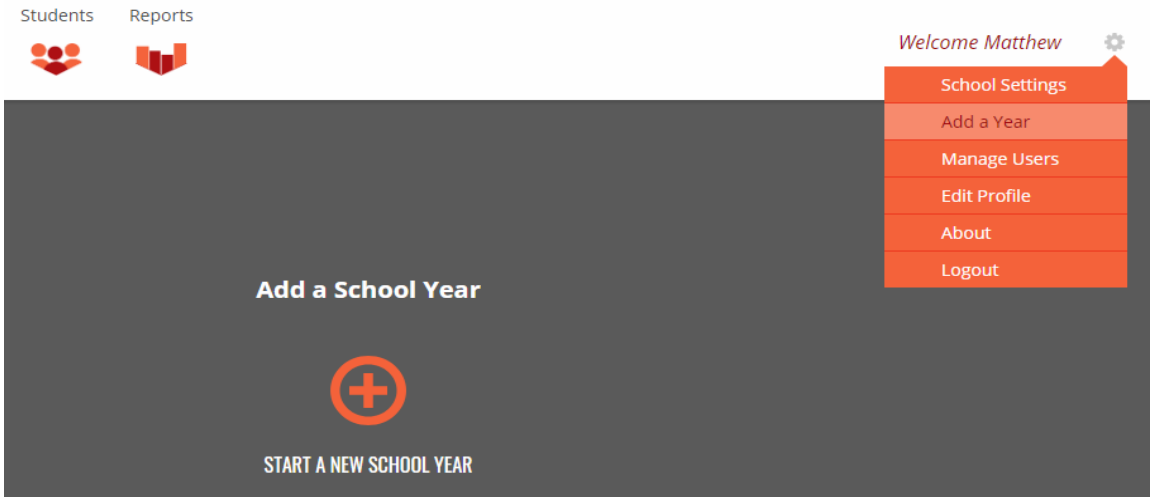


Figure 2
Add a Year Screen

Manage Users Screen

The Manage Users screen, shown in Figure 3, shows a list of everyone at your school who has access to the Gradebook. This screen lets the tool administrator search for a specific user by name. It is where the administrator can add, edit or delete users or administrators of the Gradebook at your school.

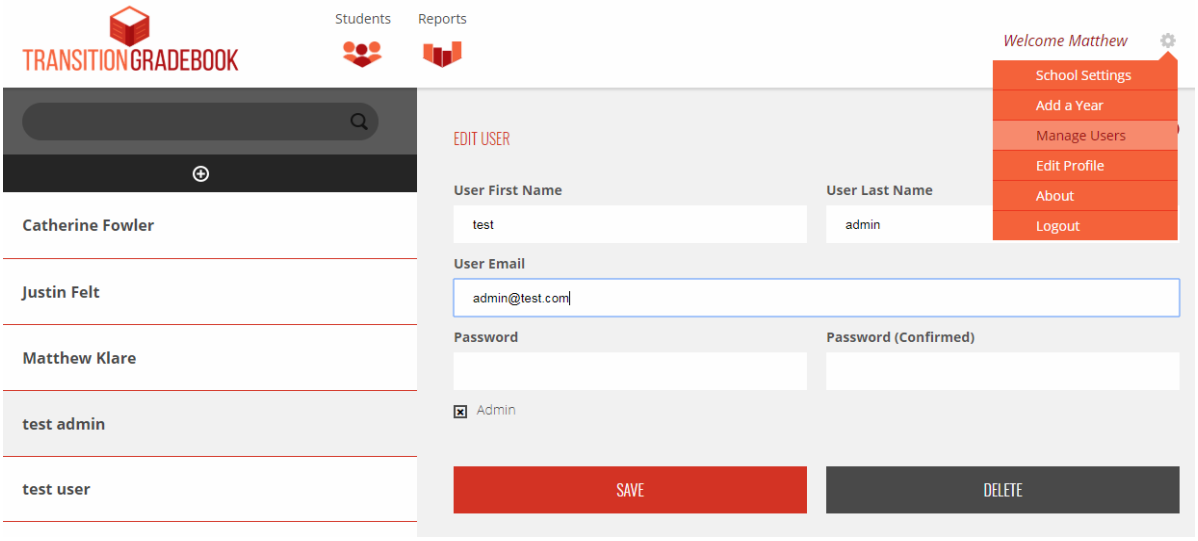


Figure 3
Manage Users Screen

Edit Profile Screen

This is where you can update your information in the tool, including your first and last name, email address and password.

About Screen

The About screen provides a little background about NTACT and the Transition Gradebook. It includes our contact information in case you have questions or problems.

Logout Screen

As the name suggests, the Logout screen lets you log out of the Gradebook. If you are logged into the Gradebook at a computer that is accessible to people who are not authorized to use the tool, it is advisable to log out of the tool and close your browser when you have finished using the Gradebook.

FOR USERS OF THE TOOL

The Dashboard

The Gradebook opens to the dashboard view (Figure 4), which provides a live summary of the entire contents of the database (i.e., all the students in the tool). The header, at the top of the screen, provides quick links to the list of students in the database, the reporting section of the tool and the settings for the tool.

The first row of data elements shows the number of students in each grade or age category from Grade 6 through Age 21. As is the case everywhere in the dashboard, clicking on any of the values will open a list of students that fall in that grade or age category.

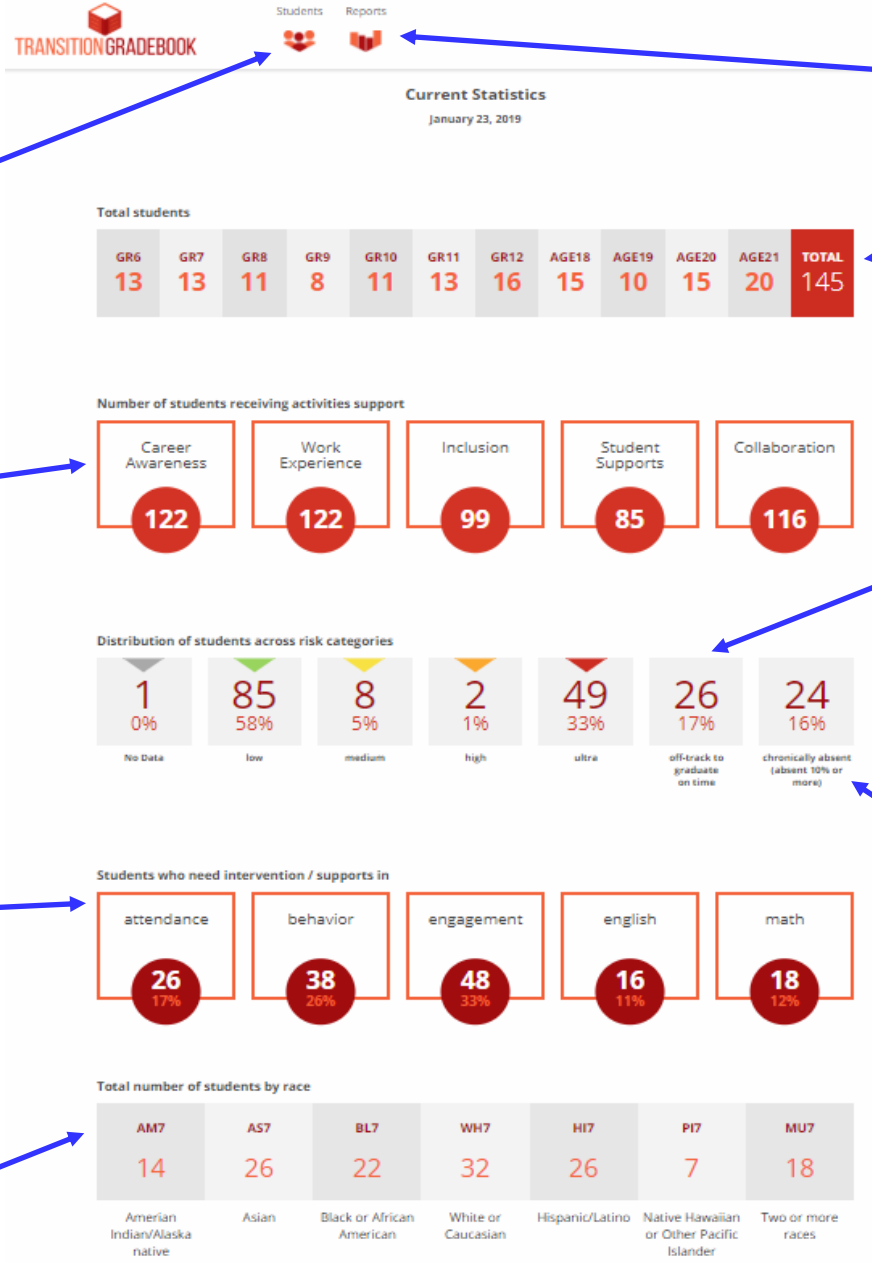
The second row shows the number of students who have participated in one or more activities in the categories of Career Awareness, Work Experience, Inclusion, Student Supports, or Collaboration.

The third row shows the number and percentage of the students who fall within the low, medium, high, or ultra risk categories for dropping out or at least not graduating on time, as estimated by several data elements. This row also shows the numbers and percentages of students who are off-track to graduate on time (i.e., are credit deficient for their grade level) and who are chronically absent (i.e., missing 10% or more of school time for whatever reason).

The fourth row shows the number and percentage of students in the database who need intervention or extra supports in the areas of Attendance, Behavior, Engagement, English, or Mathematics.

Finally, the fifth row provides a breakdown of the students in the database by race/ethnicity.

Wherever you are in the tool, clicking on the Transition Gradebook logo, located in the top left corner of the screen, will return you to the dashboard view.



Returns you to this dashboard screen.

Opens a list of all students in the database

Number of students who have received a particular category of activity

Clicking one lists all students

Number and percentage of students who need intervention or support in these areas

Breakdown of students in the database by race/ethnicity

Opens a menu of student and summary reports

Distribution of students in the database, by grade

Clicking on a grade lists the

Number and percentage of students who are off track to graduate on time

Clicking on it lists those

Number and percentage of students who are absent 10% or more of school time

Figure 4 – Dashboard View

Clicking on any of the category icons on the dashboard will open a list of the students in that category. For example, clicking on the "medium risk" icon (enlarged in Figure 5) calls up the list of the eight students who are at Medium risk for not completing school, as shown in Figure 6. Clicking on the link for a student's name opens his or her record in the database, allowing you to view or edit the student's activities or risk factors and skills training information. This is true throughout the tool.

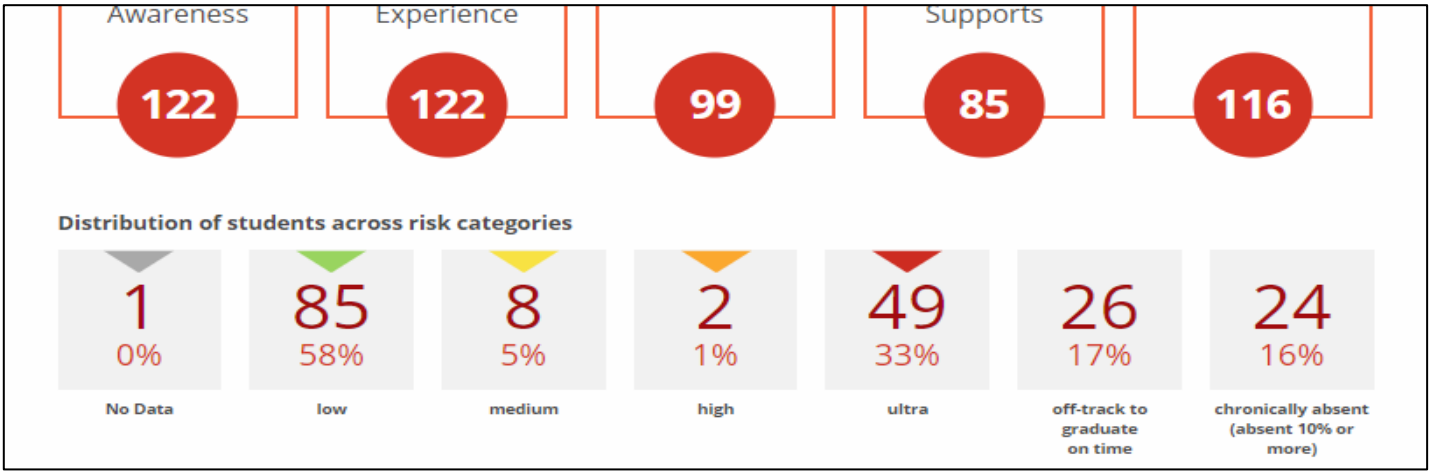


Figure 5
Enlarged View of Risk Section of Dashboard

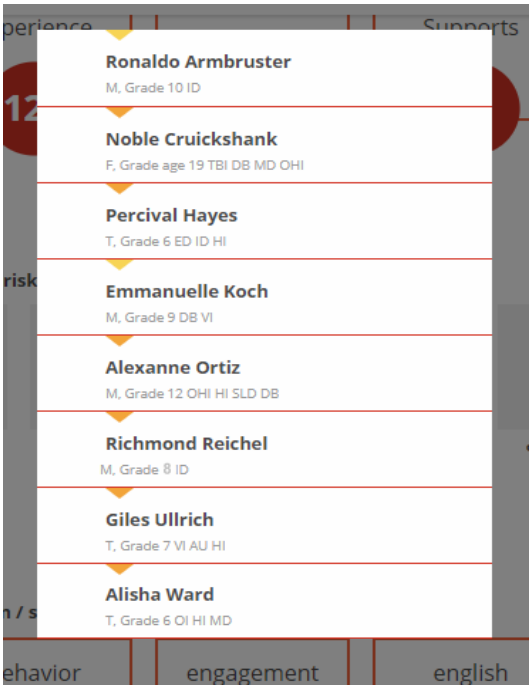


Figure 6
List of Students at Medium Risk

WORKING WITH STUDENTS

Now, let's go to the Students screen by clicking the "Students" icon

at the top left of the dashboard.

Notice that the current school year is displayed along with a drop-down arrow. The tool opens to the current school year by default. You are able to go back to prior school years with this drop-down and examine, add or edit students and their information.

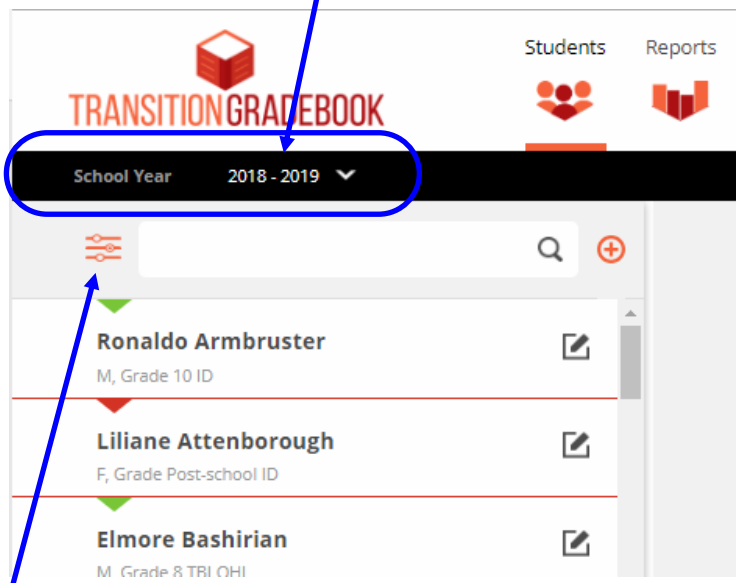


Figure 7
Detail of Student Screen Controls

Notice too the filter icon . This allows you to select specific groups of students based on any combination or permutation of their grade/age, disability category, risk level, intervention needs, and/or race ethnicity, as shown in Figure 8.

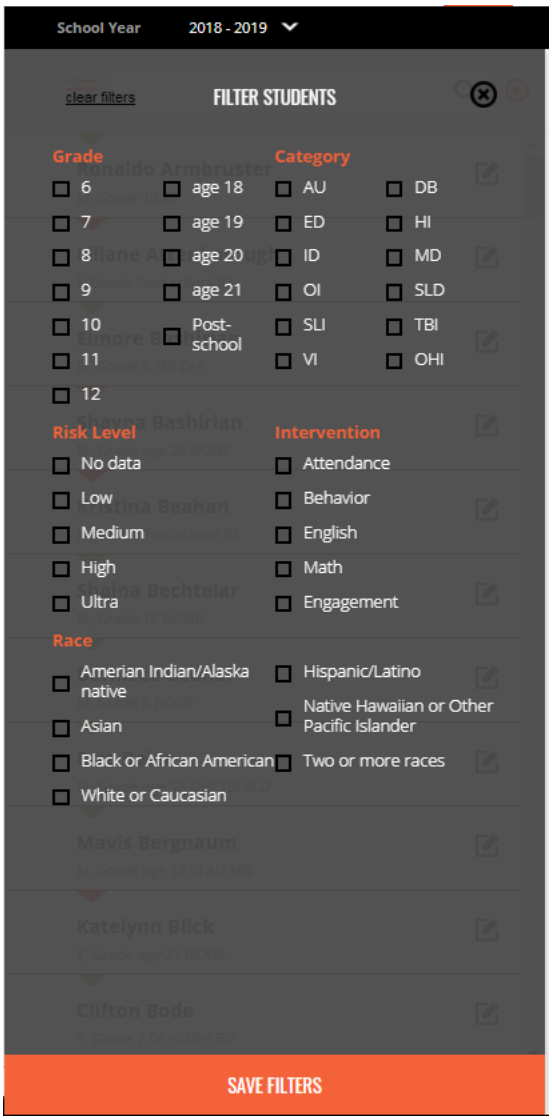


Figure 8
Filtering the Student List

You will see this filter icon in some reports as well. You can filter the database to show only those students with your specified characteristics. Likewise, you can filter reports, which allows you to generate a report for only the students meeting a particular set of criteria. See the Strategies for Using the Gradebook section for information on uses for filtering.

The white search box, to the right of the filter icon, lets you search for a student by ID number, or any part of their name.

Finally, the plus icon lets you add a new student to the school year. So, let's add a student…

Adding a student

While viewing the list of students, click the icon to open an entry screen, like the one shown in Figure 9.

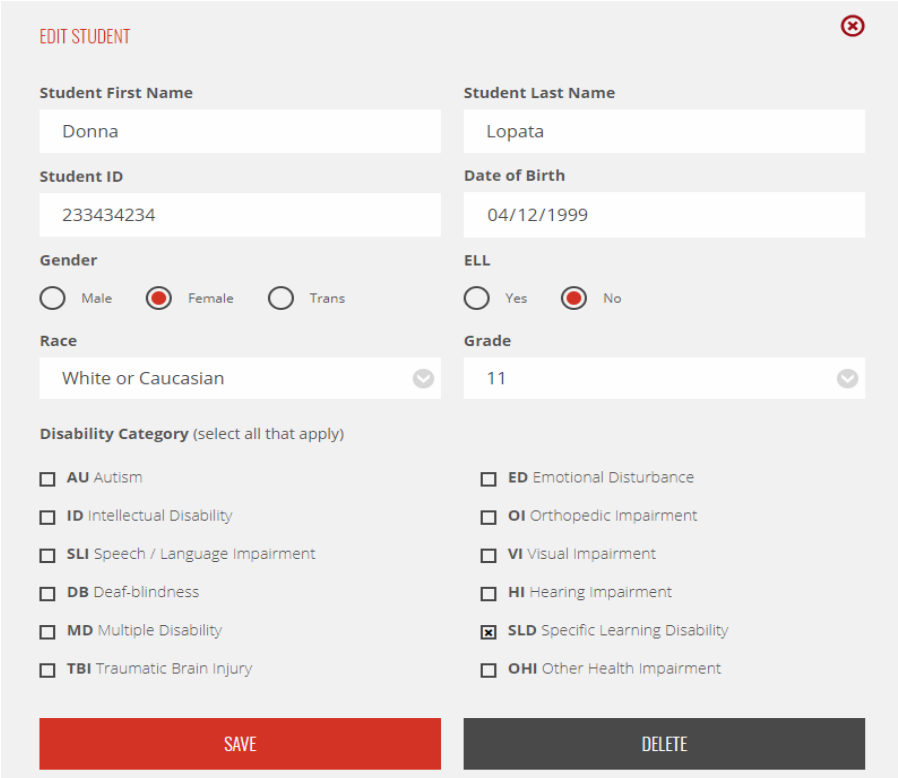


Figure 9
Adding a Student

Fill in the student's name, ID number and demographic information to the on-screen fields. Check the appropriate disability category(ies) if the student has a disability, or leave them blank if the student is nondisabled. Next, click the "Save" button. If the student was successfully saved, the program will notify you of this. If you failed to enter a critical piece of data, the Gradebook will display an error message about the missing information.

Adding risk factors and skills

Select the student for whom you wish to add risk factors from the list of students then click the "Risk Factors & Skills" tab in the right pane of the screen, shown in Figure 10. To begin entering (or editing) the student's risk factors, click on the edit icon to the right of the screen from "Risk Factors." This should open the screen shown in Figure 11, where you will add the student's risk factors. When you re done, click the "Save" button.

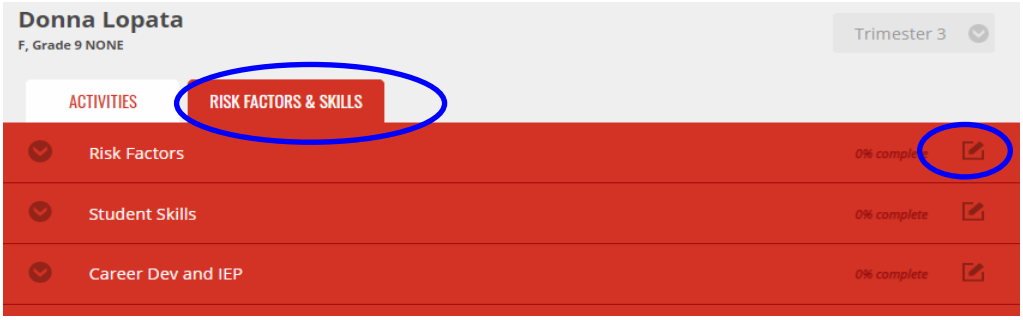


Figure 10
The Risk Factors & Skills Tab – Risk Factors

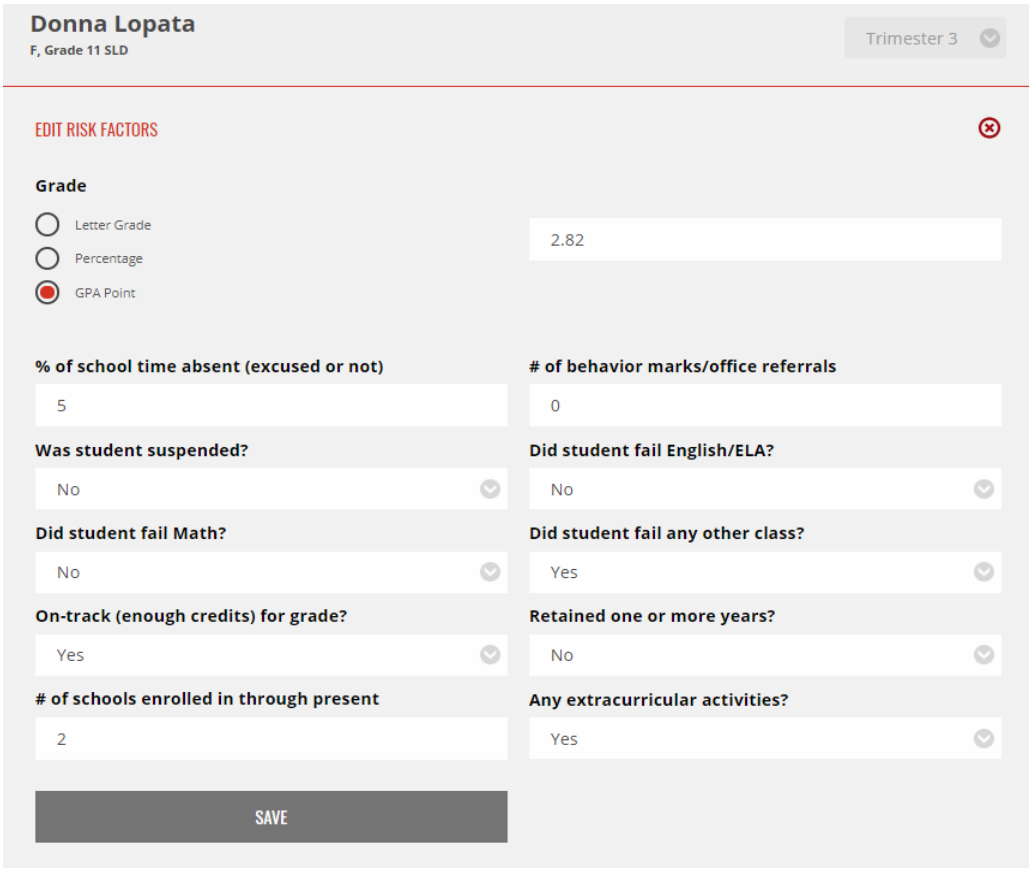


Figure 11
Adding / Editing Risk Factors Screen

Adding student skills

While on the Risk Factors and Skills Tab, click the *edit icon* to the right of "Student Skills," shown in Figure 12. This should open the screen shown in Figure 13. Use the pull-down menus to choose "Yes" or "No" for each of the skills trainings. When you are done, click the "Save" button.

Figure 12
The Risk Factors & Skills Tab – Student Skills

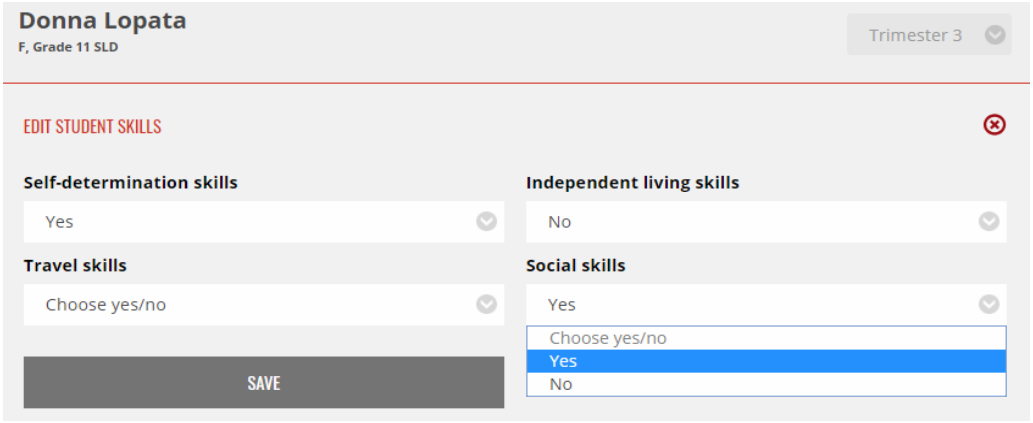


Figure 13
Adding Student Skills

Adding role in IEP and Graduation Plan / Individualized Learning Plan

Again, while on the Risk Factors and Skills Tab, click the edit icon to the right of "Career Dev and IEP." As shown in Figure 14, use the pull-down menus to indicate whether the student attended the most recent IEP meeting and, if so, his or her role in the meeting. On this same screen, indicate whether the student has a career development plan, graduation plan, individualized learning plan (ILP), career development plan, or whatever your school might call such a tailored plan of study for nondisabled students. When you are done, click the "Save" button.

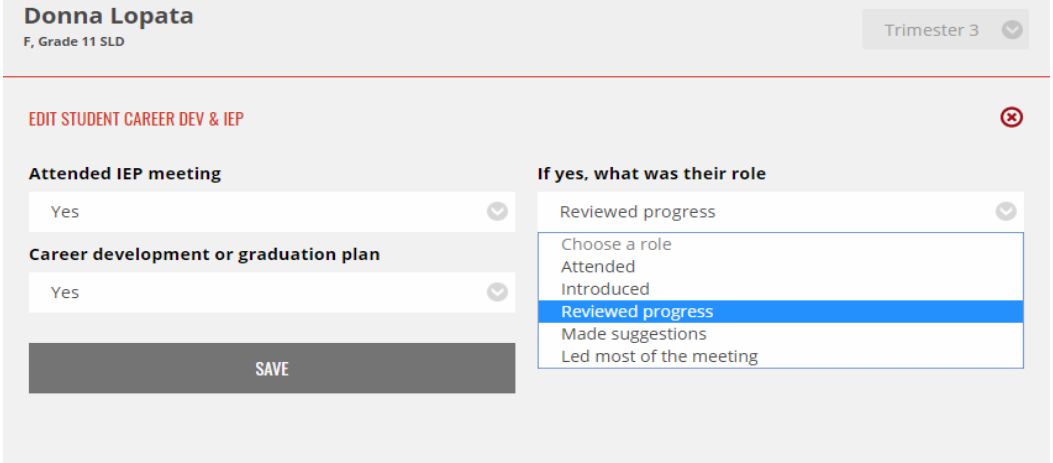


Figure 14
Adding Role in IEP and a Grad Plan/ILP

Adding activities

Click on the Activities Tab, as shown in Figure 15. Click the ⊕ icon to the right of the desired activity category to open that activity category. Next, select the activity to add from the drop-down menu, the frequency with which it will occur, and the date of the activity. You may also add notes about the activity on this screen. Click "Save" to save the activity. If you wish to more activities for this student, you can add them without having to exit this screen.

Note: a complete list of all activities (and other data elements) in the Gradebook appears in Appendix A of this guide.

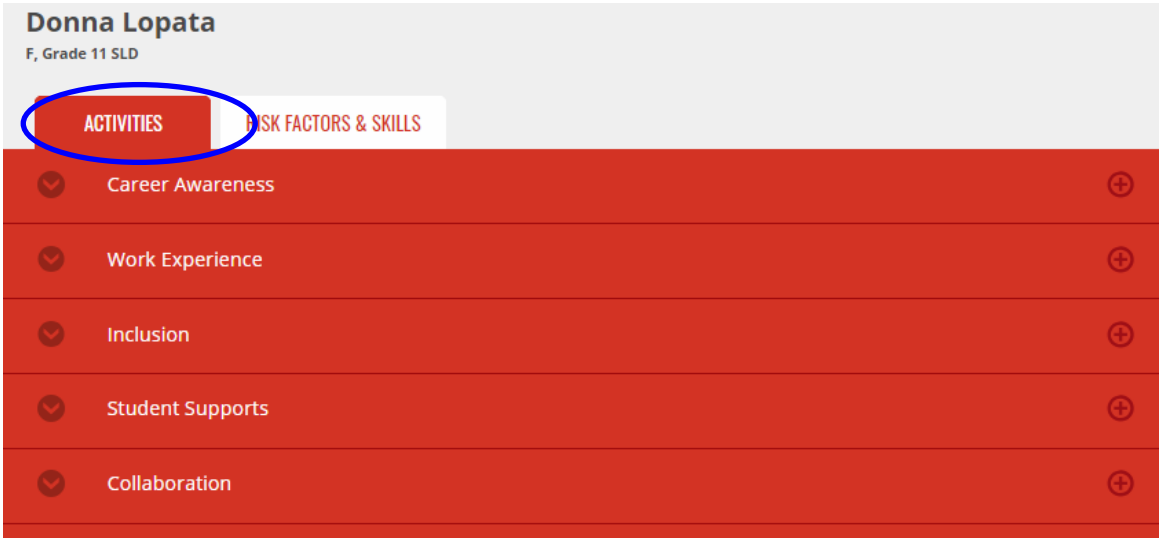


Figure 15
The Activities Tab

Figure 16 shows an example of adding a Career Awareness Activity—specifically, a Career/Transition Fair activity that will occur annually.

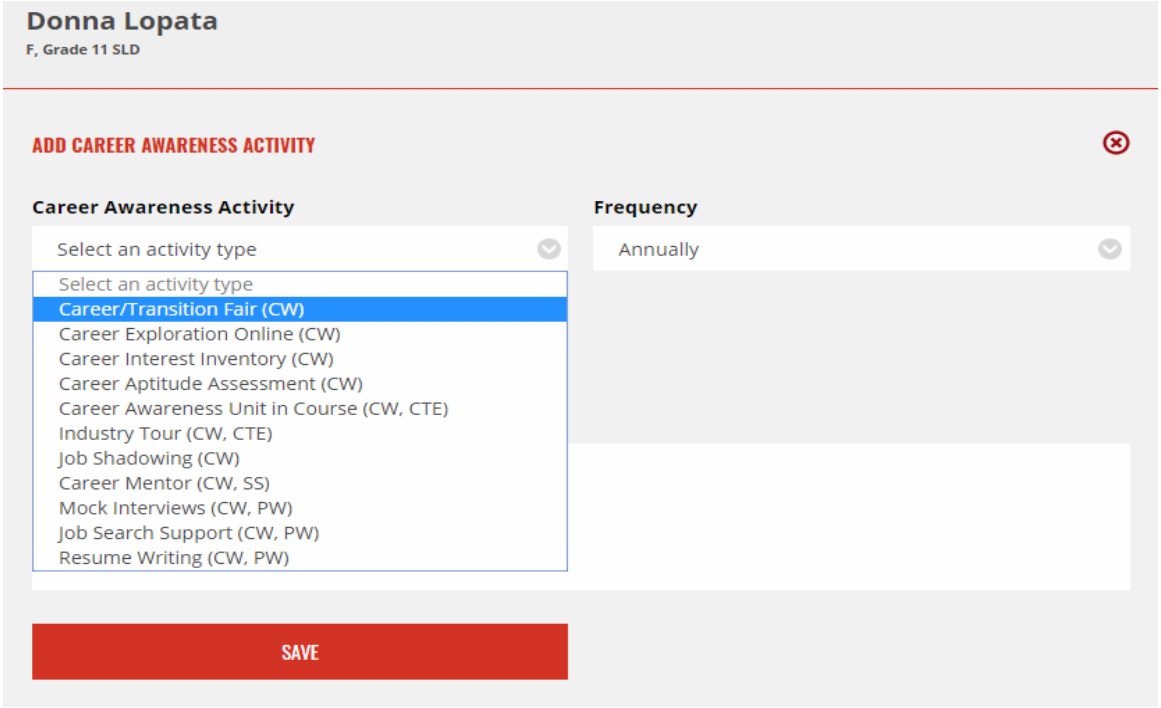


Figure 16
Adding an Activity

You can add, edit or delete a student's activities in any of the five activity categories in the manner described above. The record of activities will continue to be accumulated as long as a student is enrolled in school. When he or she exits school, the record will show the student as post-school for one year after exit. The post-school field shows exit category and post-school outcomes, and also has a space for notes. Students will persist in the system for one year post exit. After a student is post-school for one year, he or she will no longer show up in the following years' student lists (though you can still view their past years' records by choosing the student's records from the year you wish to view).

WORKING WITH REPORTS

Individual Reports

To access the Reports menu, click on the Reports icon

at the top of the screen.

Note: examples of all the reports generate by the Gradebook are located in Appendix C.

Student Report for One Term or Over Time

The Student Report provides a summary of a student's demographic data, their participation in the IEP process, career development/graduation plan, and a complete list of his or her activities for a particular period of time. The last page of the report summarizes the risk factors, intervention needs and participation in skills trainings for the student.

To generate this report for a single student for a single period of time, go to the INDIVIDUAL tab and select Student Report. From that screen, shown in Figure 17, select the reporting period (desired school year and time period during that year) then choose the student from the dropdown list of students. When you click the "Run Report" button, a PDF of the report will be generated and will appear as an icon at the bottom left of your screen. To generate a report of student's activities and risk factors over time, choose "Longitudinal" and specify the time periods for the report.

Note: If you wish to generate this single-student report for every student in the database, check the "All Students" box on this screen. It will generate a large PDF file containing all of the individual reports. These can be printed and distributed to student folders, IEP teams, etc.

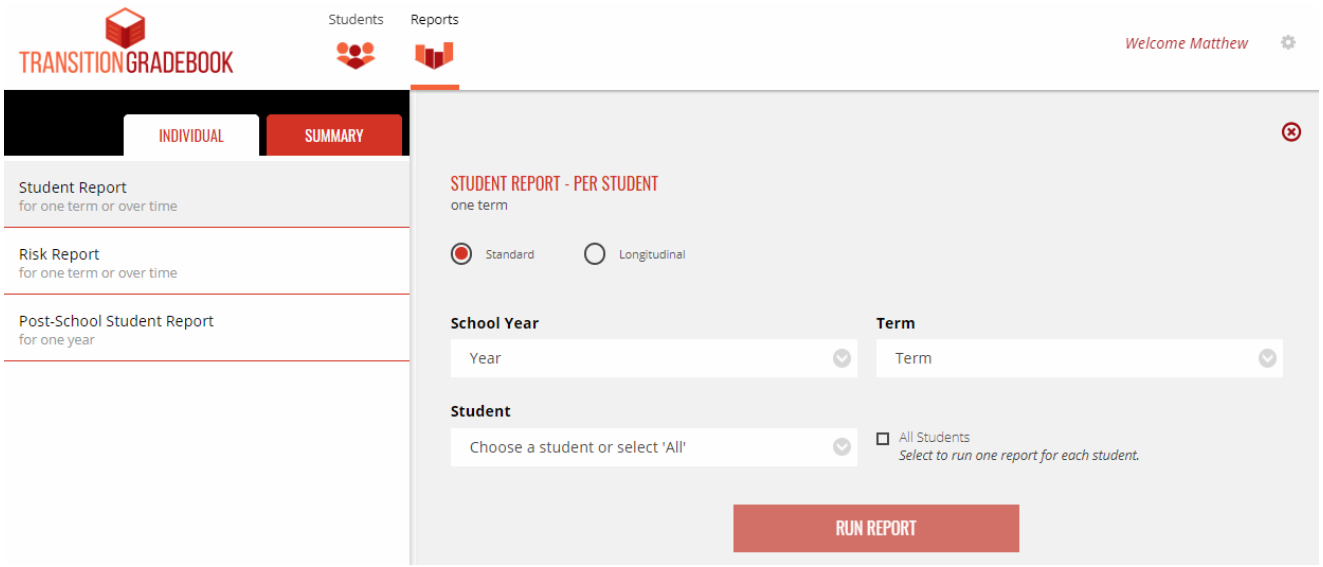


Figure 17
Running an Individual Student Report

Risk Report

The student risk report can be generated for a single period of time or for multiple periods of time to show change in a student's risk factors and risk level. The report for a single period provides a summary of the

student's demographic data, participation in the IEP process, career development/graduation plan, risk level, risk factors, and areas of support/intervention need.

To generate this report for a single student for a particular period of time, go to the INDIVIDUAL tab and select Risk Report. From that screen, shown in Figure 18, select the time period (desired school year and time period during that year) then choose the student from the dropdown list of students. When you click the "Run Report" button, a PDF of the report will be generated and will appear as an icon at the bottom left of your screen. Again, checking the "All Students" box will produce this report for every student in the database.

To generate this report for one student across multiple time periods, click the "Longitudinal" button, choose the time period and student, then click "Run."

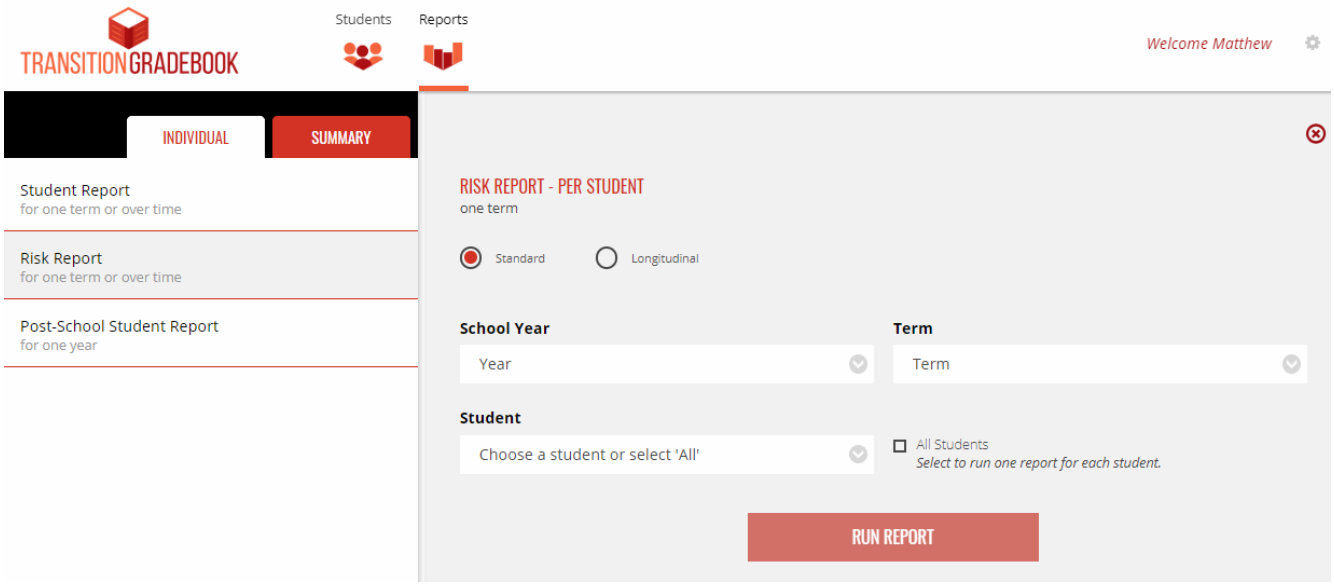


Figure 18
Running a Risk Report

Post-School Student Report

The Post-School report provides a summary of a student's demographic data and risk level at the time he or she exited school. It also lists their exit category (graduated with regular diploma, graduated with State-defined alternate diploma, exited with a certificate or non-standard diploma/exiting credential, aged out, died, or other), post-school outcomes (post-secondary education, post-school employment, both, or other) and has a notes field for recording any additional information.

To generate this report for a single student for a particular period of time, go to the INDIVIDUAL tab and select Post-School Student Report. From that screen, shown in Figure 19, select the desired school year then

choose the student from the dropdown list of students. When you click the “Run Report” button, a PDF of the report will be generated and will appear as an icon at the bottom left of your screen. Again, checking the “All Students” box will produce this report for every student in the database.

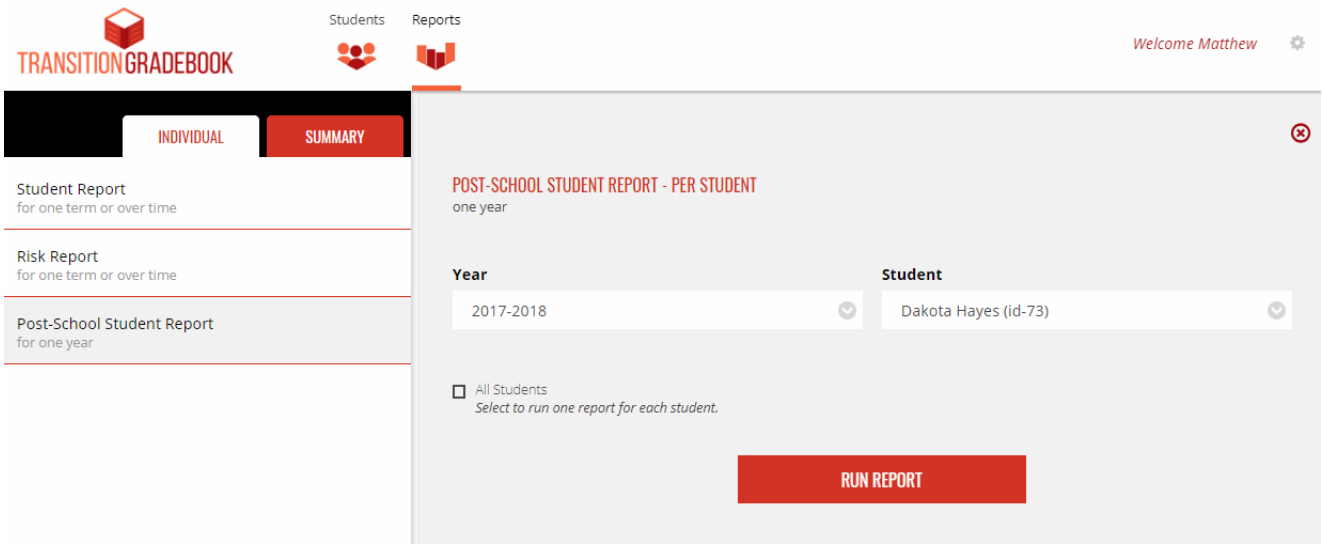


Figure 19
Running a Post-School Student Report

Summary Reports

Summary Report

The Summary Report is five pages in length. The first page summarizes the number of students by grade/age, disability category, and risk level. It also breaks down the students’ participation and role in the IEP process, skills trainings, gender, and career development/graduation plan. The second page of the report summarizes the risk factor data as well as support/intervention needs. The listing of all activities delivered during the time period begins on page 2 and continues through page 5 of the report.

To generate this report, go to the SUMMARY tab and select Summary Report. From that screen, shown in Figure 20, select the desired school year and time period then click the “Run Report” button.

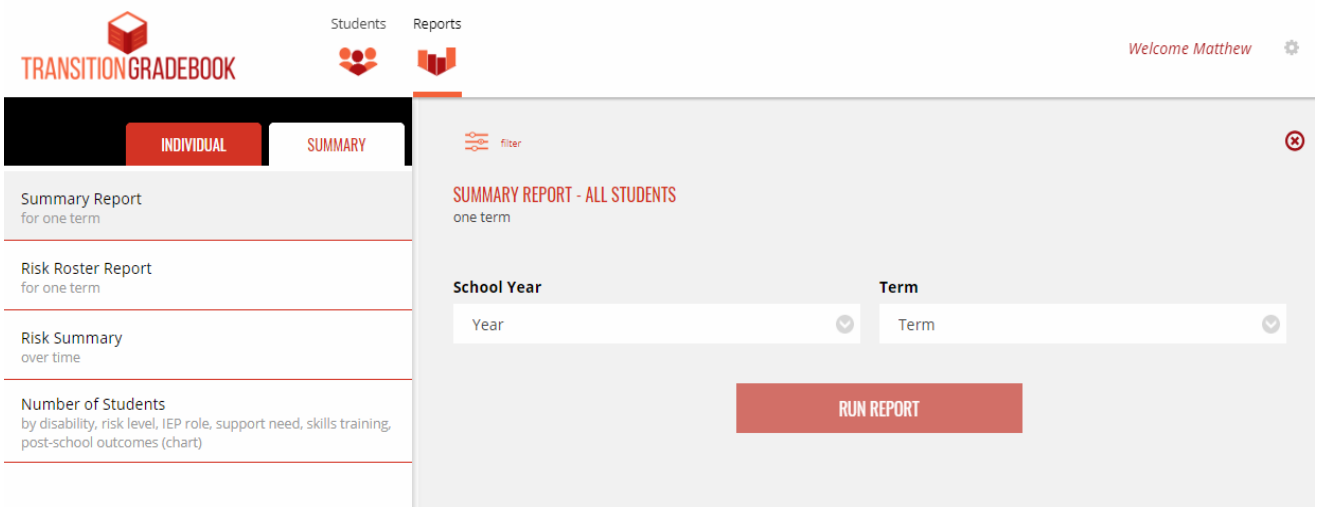


Figure 20
Running a Summary Report

Risk Roster Report

The Risk Roster Report (Figure 21) lists one student per line and displays the risk level, name, gender, race, grade/age, disability category, and ELL status. It also shows the area(s) in which each student may need support or intervention. The length of the report is dependent on the number of students in the database.

Like the student list, this report may be filtered, using one or more criteria, to show the risk levels of only those students who have the characteristics you specify. You can filter on any combination of grade, disability category, risk level, intervention needs, and race. Figure 22 shows the filter options. If you wish to filter the report, do so by choosing your filters and clicking on the orange “SAVE FILTERS” box, at the bottom of the filters screen. Once you are ready to generate the report, click the “Run Report” button.

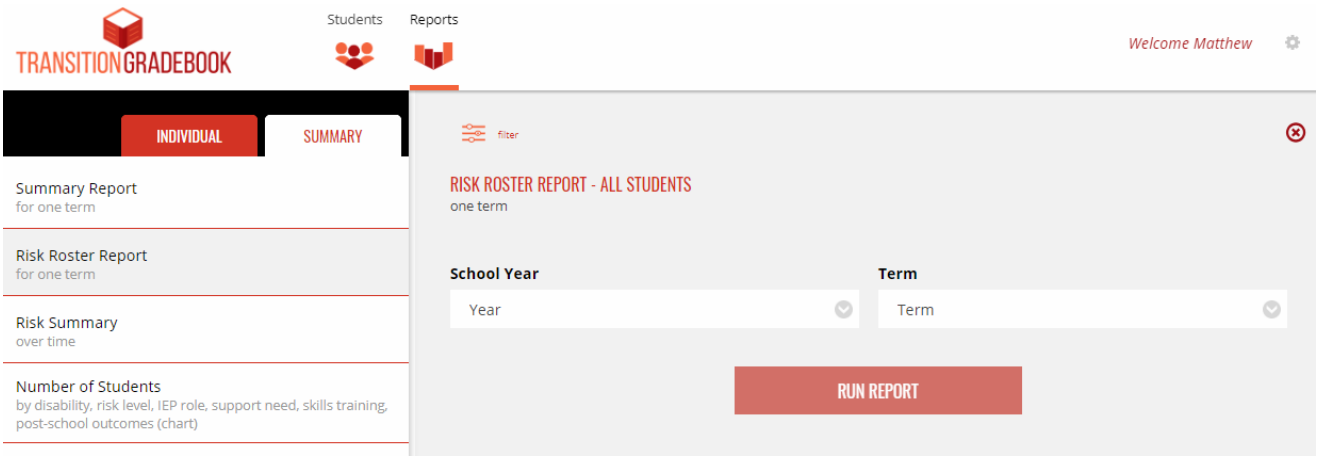


Figure 21
Running a Risk Roster Report

Risk Summary Report (over time)

The Risk Summary Report is a single-page report that shows the number of students in each of the four risk categories and the number of students who likely need support or intervention in the five intervention areas across multiple periods of time.

Like the Risk Roster Report, this report can be filtered to show risk levels and intervention needs over time for the specific group of students you have selected via the filters. As shown in Figure 22, the filtering process is the same as for the Risk Roster Report.

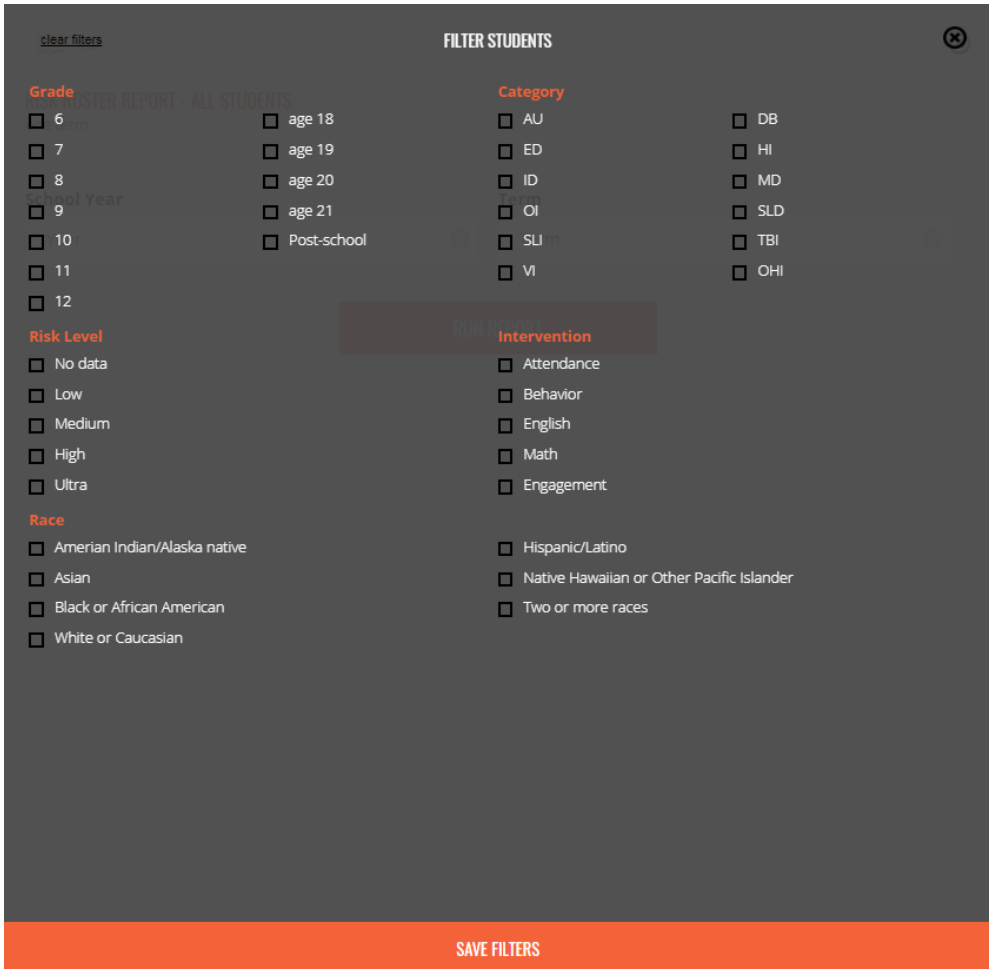


Figure 22
Filtering a Risk Roster Report

Figure 23 shows the setup screen for this report.

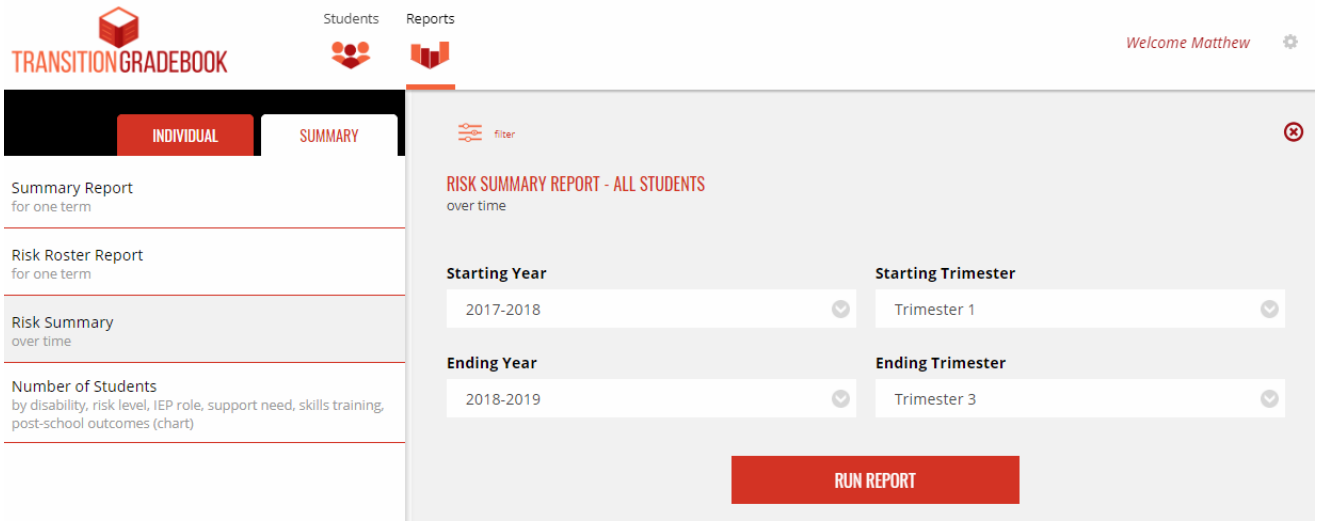


Figure 23
Running Risk Summary Report

Number of Students Reports

The Number of Students Reports let you chart one or two data from a single period of time or across multiple time periods. The Standard style of this report produces a chart of the number of students in one of the following data categories: post-school outcomes, skills training, support/intervention needs, risk levels, disability categories, role in IEP process, activity types, gender, or race for one period of time. The Longitudinal version of this report, as the name suggests, charts the number of students in one of the above categories over multiple periods of time.

As shown in Figure 24, the Standard option can also be used to generate a cross-tabs report, which compares two data categories. For example, you could generate a report that shows the number of students at each risk level who might need particular supports/interventions or the number of students in each disability category who had participated in the skills trainings. This style of report yields a one-page chart plus a cross-tabs data table.

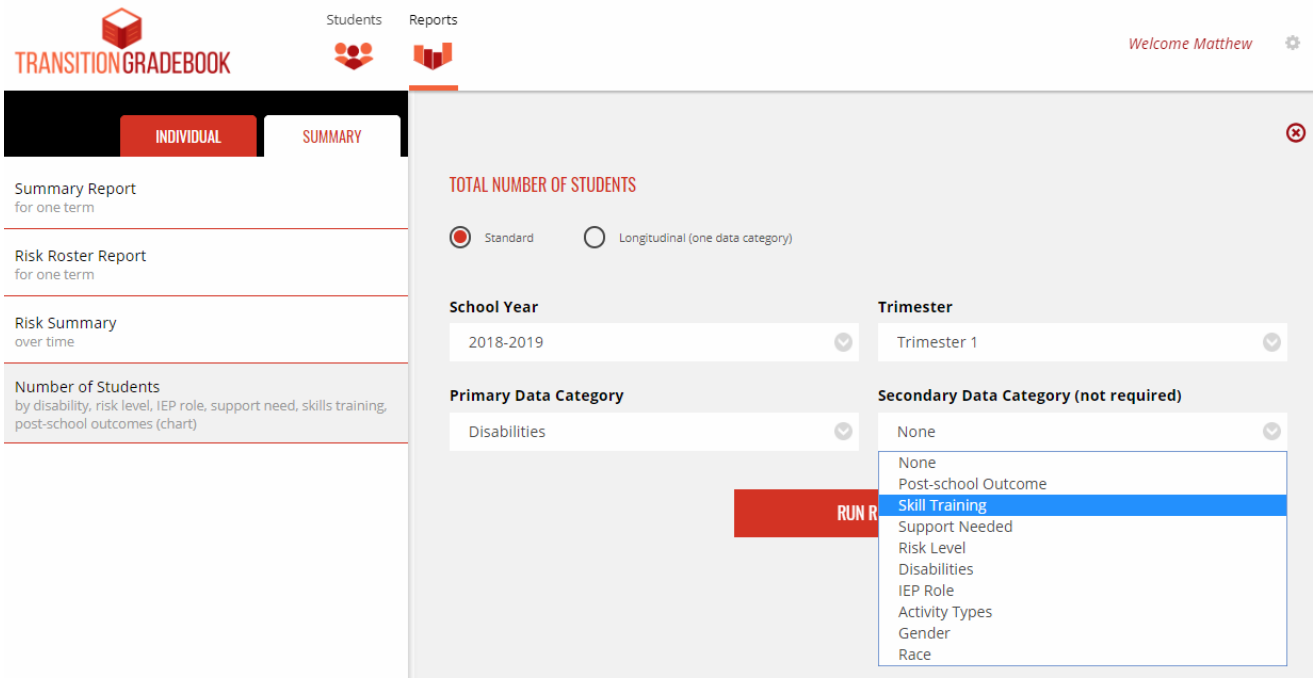


Figure 24
Running a Crosstabs Report

STRATEGIES FOR USING THE GRADEBOOK

Overall data-use strategy: building level then student level

A comprehensive approach to the use of data about school completion and quality transition programming should involve the examination of school- and program-level data as well as information about individual students and their strengths and needs. Examining building-level data provides a macro look at trends in student attendance, behavior, achievement, etc. With this information in hand, administrators can identify needs and plan for additional staffing, program development or the implementation of universal or targeted interventions. This system-level examination should be an ongoing affair, as it can afford the school a chance to forecast future needs and potential problems and act nimbly to address them. NTACT's website (https://transitionta.org) has a variety of data tools to support such building-level analysis.

The Transition Gradebook contains an early warning system (EWS) that is based on some of the typical data points related to the A, B, Cs (attendance/absence, behavior, and course performance/course completion). In addition, this EWS also inspects data related to student engagement, a critical factor related to a student's sense of belonging and caring about the school, which can have a significant impact on the likelihood of his or her persevering in school and being successful there.

The EWS estimates each student's risk of dropping out, or at least not completing school on time, expressing the risk in four levels: low, medium, high, and ultra. These are indicated in the tool's screens and reports,

respectively, by green, yellow, orange, and red triangles. Additionally, the tool indicates whether each student might benefit from additional supports or intervention that address attendance, behavior, English/ELA, math, and engagement.

Combining building-level analysis and the understanding of the macro-level needs this provides, with the detailed student-level information generated by the EWS can yield more seamless program delivery of universal, targeted and intensive interventions as well as smoother transitions from high school to postsecondary education and or employment.

Note: Appendix A shows a comprehensive list of the data elements used by the tool, including the activities, organized under the five categories: Career Awareness, Work Experience, Inclusion, Student Supports, and Collaboration. Appendix B shows the mechanism by which the tool assigns students to the four risk levels.

Using the Gradebook in transition planning

The Gradebook's ability to record all of a student's transition-related activities during his or her tenure in school lets a planning team ensure that each student is exposed to those activities that will best support his or her growth and likelihood of achieving positive post-school outcomes. Examining the list of activities a child has participated in can inform planning for the next semesters or years to help meet that child's transition goals in the IEP, Student Success Plan, Graduation Plan, Individualized Learning Plan, etc.

The Student Reports can be helpful when talking with parents about their child and his or her transition needs and plans. Likewise, counselors can use these reports when talking with students about additional coursework and activities that might support the student's post-school goals and interests.

Identifying students for interventions

Via the Dashboard

The Dashboard screen of the Gradebook shows the number of students who are chronically absent (missing 10% or more of school time). Licking on this icon brings up a list of those students, allowing the school to direct intensive support, such as could be provided by a mentor, to help address their attendance issues.

Likewise, the tool flags students who are off-track to graduate on time. This usually translates to students who are credit deficient, though the Gradebook leaves this up to the school to define and code (credit deficient: No/Yes). Generally though, students who are off track need academic support and frequently attendance support as well.

Via the Filters

Because the integrated EWS component of the Gradebook flags students who might need specific supports or interventions, it can be used by a school to begin forming intervention groups for targeted interventions and to identify students who need more intensive, individualized support. The filtering feature of the Gradebook is particularly useful for this purpose. Remember that you can filter the student list or reports

using a combination of various criteria of your choice. This feature lets you, for example, generate a report showing only the 6th graders who are at high risk, have specific learning disabilities and need help in math. While no tool is foolproof, the Gradebook at least offers a starting point for the task of forming intervention groups.

Choosing strategies and interventions to address the needs you've uncovered

The NTACT School Completion Toolkit contains strategies and suggestions for practices and interventions to help keep students in school and provide them with the instruction and supports they need to be successful there and afterward. NTACT has a collection of lesson plan starters as well as a wealth of information and resources about evidence-based and promising practices to support student success in school and quality transition planning to support positive post-school outcomes. Visit our website at https://transitionta.org/resources.

Sharing information about pre-ETS delivered with vocational rehabilitation agencies

Administrators can share the Summary Report with local vocational rehabilitation (LVR) agencies and providers to inform them of the various activities that have been provided in the school. This can help LVR identify any additional required Pre-employment Transition Services (Pre-ETS) that they might need to provide to address Workforce Improvement Opportunity Act (WIOA) mandates.

Appendix A – List of Data Elements

The following is the current content of the drop-down-menus in the Gradebook for recording the transition-related activities a child has participated in during the year, any skills training he or she has received, his or her risk data (for dropout and needing supports/interventions), as well as his or her post-school outcomes.

Guide to abbreviations in this document:

CW = career/work
FI = family involvement / engagement?)
I = inclusion
IAC = interagency collaboration
OC = occupational courses
PW = paid work
Pre-ETS = pre-employment transition services
SS = student supports
VE = vocational education

Demographics:

First name
Last name
Student ID number
Date of birth (mm/dd/yyyy)
Gender
ELL
Race
Grade
Disability category (AU, ID, SLI, DB, MD, TBI, ED, OI, VI, HI, SLD, OHI)

Risk and Protective Factors:

GPA (4-point, 0 – 100, or A, B, C, D, F)
Percentage of school time absent (excused or unexcused)
Number of behavior marks / office referrals this year
Suspended this year? (No, Yes)
Failing English / English Language Arts class (No, Yes)
Failing math class (No, Yes)
Failing any other course (No, Yes)
On-track for grade level, as defined by the school (No, Yes)
Retained one or more years (No, Yes)
Number of schools attended K – present

Participated in at least one extracurricular activity (No, Yes)

Student Skills:

Self-determination/ Self-advocacy skills (Pre-ETS)
Independent-living skills (Pre-ETS)
Travel skills
Social skills (Pre-ETS)

Career Development and IEP

Student attended the IEP meeting
Student's role in the IEP meeting (attended, introduced, reviewed progress, made suggestions, mostly led it)
Student has a Career Development Plan/Graduation Plan/Individualized Learning Plan/etc.

Transition-related Activities:

Career Awareness
Career/Transition Fair (CW)
Career Exploration Online (CW)
Career Interest Inventory (CW)
Career Aptitude Assessment (CW)
Career Awareness Unit in Course (CW, VE)
Industry Tour (CW)
Job exploration counseling (CW, Pre-ETS)
Job Shadowing (CW)
Career Mentor (CW, SS)
Mock Interviews (CW, PW)
Job Search Support (CW, PW)
Resume Writing (CW, PW)

Work Experience
Internship (unpaid) (PW, Pre-ETS)
Internship (paid) (PW, Pre-ETS)
Volunteering (PW, Pre-ETS)
Paid Work (student initiated) (PW, Pre-ETS)
Paid Work (school/service initiated) (PW, Pre-ETS)
Job Performance Evaluation (PW)
Career Skills Instruction (employability skills instruction, problem solving, communication) (PW, Pre-ETS)
School Credit for Work (PW, Pre-ETS)
Referral Complete to VR (PW, IAC)
Outside Services for Work (PW, IAC)

Inclusion

Participate in Grade Level/ Course Exams (Exit/Diploma)
Remediation for Failed Courses/Exams (Exit/Diploma, SS)
General Education Academic Core Courses (I)
General Education CTE Courses (OC, VE, I)
General Education Elective Courses (I)
Integrated School Sponsored Extra Curricular Activities (I)
Integrated Community Activities (I)

Student Supports

Career Mentor (CW, SS)
Graduation Coach/ Mentor (SS)
School Counselor for Post-School Planning (SS, Pre-ETS)
Financial/ Health-Care Planning (SS)
Integrated School Sponsored Extra Curricular Activities (I)
Integrated Community Activities (I)

Collaboration

Student attended/participated in the IEP
Family Linked to External Supports (FI)
Family Attended/ Provided Info for IEP (FI)
Attended Transition or Career Fair for Families (FI)
Family Reviewed/ Provided Transition Assessment Data (FI)
Intradisciplinary planning with SpEd and Regular-Ed staff (IAC)
Interagency Transition Planning Meeting (IAC, Pre-ETS)
Outside Services for Work (PW, IAC)
Referral Complete to VR (PW, IAC)
Referral Complete to other adult agency (IAC)
Information Shared with Outside Agency (IAC)

Postschool Outcomes

Exit Category

- Graduated with a regular diploma
- Graduated with a State-defined alternate diploma
- Exited with a certificate or other non-standard diploma/exiting credential
- Dropped out
- Aged out
- Died
- Other

Outcomes:

Postsecondary Education
Competitive Employment
Both Postsecondary Education and Employment
Other

Notes:

Appendix B – Risk Score Cut Points

TRANSITION GRADEBOOK

Cut points for Embedded Risk Calculator EWS

		General cut points across all grades/ages *(Note: These are superseded by the Instant Ultra Risk values to the right)*				Instant Ultra Risk *(Regardless of the rest of a child's score)*			
Data element	**Acceptable values**	Low	Med	High	Ultra	Grade 6 or 7	Grade 8	Grade 9	Grade 10, 11, 12 Age 18, 19, 20, 21
Percentage of school time absent (excused or unexcused)	0.0% - 100.0%	0-5%	6-9%	10-29%		≥20%	≥20%	≥30%	≥30%
Number of behavior marks / office referrals this year	Whole number	0	1	2 to 4	>4	>0			
Suspended this year	No, no, Yes, yes, N, n, Y, y, 0, 1	No	Yes	Yes	Yes				
GPA	0.0 - 4.0 (Other scales are converted to 0 - 4.0)	2.6 to 4.0	2.0 to 2.5	< 2.0					
Failing English / ELA class	No, no, Yes, yes, N, n, Y, y, 0, 1	No	Yes			Yes	Yes		
Failing math class	No, no, Yes, yes, N, n, Y, y, 0, 1	No	Yes			Yes	Yes		
Failing any other course(s)	No, no, Yes, yes, N, n, Y, y, 0, 1	No	Yes						
On-track for grade level?	No, no, Yes, yes, N, n, Y, y, 0, 1	Yes	No					No	No
Retained one or more years in high school	No, no, Yes, yes, N, n, Y, y, 0, 1	No	Yes					Yes	
Number of schools attended K - present	Whole number	1 to 3	4 to 5	>5					
Participated in at least one extracurricular activity?	No, no, Yes, yes, N, n, Y, y, 0, 1	Yes	No						

Decision rules on general cut point scores, above
Two scores in Medium range -> High risk
Three scores in Medium range -> Ultra risk
Two or more scores in High range -> Ultra risk

Criteria for area(s) where student might need additional supports or intervention	
Attendance	If child is absent 6 to 9% (i.e. at medium risk based on attendance)
Behavior	If child has 1 or > referrals or any suspensions
Engagement	If child is absent 6 to 9%, or attended 4 or > schools, or has GPA < 2.5, or is OFF track for grade, or is failing any course
English / ELA	If child is failing English/ELA class
Mathematics	If child is failing math class

Appendix C – Examples of Reports

Student Report for One Time Period
Student Report Over Time (page length varies with the number of activities)
Risk Report for One Time Period
Risk Report Over Time
Post-School Report for One Year Out
Summary Report
Risk Roster Report (page length varies with the number of students)
Risk Summary Report Over Time
Single Category for One Time Period
Single Category Over Time
Crosstabs Reports

Student Report for One Time Period: 2 pages long

TRANSITIONGRADEBOOK

Student Report: Alvena Conroy | School Name | School Year 2018-2019, T3

ID id-32 **NAME** Alvena Conroy **GENDER** F **RACE** WH7 **GRADE/AGE** age 20 **ELL** No
CATEGORY ID SLI HI OHI

Attended IEP Meeting: No Data Career Development/Graduation Plan: No

ACTIVITIES (16 TOTAL EVENTS)

4 Career Awareness Activities	# Events	Frequency	Notes
Mock Interviews (CW, PW)	1	Occasionally	Unde dolor a quo aut magni inventore. Ad quod dignissimos quaerat consequatur...
Career Mentor (CW, SS)	3	Annually	Vero minima tempore dolores nihil eveniet voluptatum saepe possimus. Sit atqu...
2 Paid Work Activities			
Job Performance Evaluation (PW)	2	Quarterly	Sint error est. Laudantium nobis ipsam sit dolorem at similique.
0 Inclusion Activities			
7 Student Support Activities			
Graduation Coach/ Mentor (SS)	1	Quarterly	Cum soluta enim consectetur temporibus vero quaerat. Qui praesentium nobis re...
Financial/ Health-Care Planning (SS)	3	Weekly	Eum quo amet ab voluptatem quisquam quibusdam sit vel. Molestiae itaque archi...
School Counselor for Post-School Planning (SS)	3	Monthly	Vel corporis est. Enim exercitationem optio excepturi.
3 Collaboration Activities			
Attended Transition or Career Fair for Families (FI)	2	Monthly	Vel doloribus aut consequatur qui et. Ut blanditiis ut eveniet consectetur ma...
Family Attended/ Provided Info for IEP (FI)	1	Occasionally	Enim omnis porro recusandae cupiditate optio esse eaque nemo corrupti. Odio m...

RISK FACTORS — low

No	Suspended this year?
No	Failing math class?
No	Retained one or more years?
0%	Percentage of time absent
2.7	GPA
No	Failing other course(s)?
1	Number of schools attended K-present
0	Number of behavior marks / office referrals this year
No	Failing English / LEA class?
Yes	On-track for grade level?
No Data	Participated in at least one extracurricular activitiy?

STUDENT SKILLS

- [ ] Self-determination Skills
- [x] Independent-living Skills
- [x] Travel Skills
- [ ] Social Skills

Student Report Over Time: 4 pages *long*

TRANSITIONGRADEBOOK

Student Activities Report | School Name | 2017-2018, T1 to 2018-2019, T3

ID id-32 **NAME** Alvena Conroy **GENDER** F **RACE** WH7 **GRADE/AGE** A+ **ELL** No
CATEGORY ID SLI HI OHI

Career Awareness	2017-2018 T1	2017-2018 T2	2017-2018 T3	2018-2019 T1	2018-2019 T2	2018-2019 T3
Career/Transition Fair (CW)	1	1	1	0	0	0
Career Exploration Online (CW)	0	0	0	0	0	0
Career Interest Inventory (CW)	0	0	0	0	0	0
Career Aptitude Assessment (CW)	1	1	1	0	0	0
Career Awareness Unit in Course (CW, CTE)	0	0	0	0	0	0
Industry Tour (CW, CTE)	0	0	0	0	0	0
Job Shadowing (CW)	0	0	0	0	0	0
Career Mentor (CW, SS)	0	0	0	1	1	1
Mock Interviews (CW, PW)	0	0	0	1	1	1
Job Search Support (CW, PW)	0	0	0	0	0	0
Resume Writing (CW, PW)	0	0	0	0	0	0

Work Experience	2017-2018 T1	2017-2018 T2	2017-2018 T3	2018-2019 T1	2018-2019 T2	2018-2019 T3
Mock Interviews (CW, PW)	0	0	0	0	0	0
Job Search Support (CW, PW)	0	0	0	0	0	0
Resume Writing (CW, PW)	0	0	0	0	0	0
Internship (unpaid) (PW, CTE)	0	0	0	0	0	0
Internship (paid) (PW, CTE)	0	0	0	0	0	0
Volunteering (PW)	1	1	1	0	0	0
Paid Work (student initiated)(PW)	0	0	0	0	0	0
Paid Work (school/service initiated) (PW)	0	0	0	0	0	0
Job Performance Evaluation (PW)	0	0	0	1	1	1
Career Skills Instruction (problem solving, communication) (PW)	0	0	0	0	0	0
School Credit for Work (PW, CTE)	0	0	0	0	0	0
Referral Completed to VR (PW, IAC)	0	0	0	0	0	0
Outside Services for Work (PW, IAC)	0	0	0	0	0	0

Inclusion	2017-2018 T1	2017-2018 T2	2017-2018 T3	2018-2019 T1	2018-2019 T2	2018-2019 T3
Participate in Grade Level/ Course Exams (Exit/Diploma)	0	0	0	0	0	0
Remediation for Failed Courses/Exams (Exit/Diploma, SS)	0	0	0	0	0	0
General Education Academic Core Courses (I)	0	0	0	0	0	0
General Education CTE Courses (OC, CTE, I)	0	0	0	0	0	0
General Education Elective Courses (I)	0	0	0	0	0	0
Integrated School Sponsored Extra Curricular Activities (I)	0	0	0	0	0	0
Integrated Community Activities (I)	2	2	2	0	0	0

Student Supports	2017-2018 T1	2017-2018 T2	2017-2018 T3	2018-2019 T1	2018-2019 T2	2018-2019 T3
Career Mentor (CW, SS)	0	0	0	0	0	0
Graduation Coach/ Mentor (SS)	0	0	0	1	1	1
School Counselor for Post-School Planning (SS)	0	0	0	1	1	1
Financial/ Health-Care Planning (SS)	2	2	2	1	1	1
Integrated School Sponsored Extra Curricular Activities (I)	1	1	1	0	0	0
Integrated Community Activities (I)	0	0	0	0	0	0

Collaboration	2017-2018 T1	2017-2018 T2	2017-2018 T3	2018-2019 T1	2018-2019 T2	2018-2019 T3
Family Linked to External Supports (FI)	0	0	0	0	0	0
Family Attended/ Provided Info for IEP (FI)	0	0	0	1	1	1
Attended Transition or Career Fair for Families (FI)	0	0	0	1	1	1
Family Reviewed/ Provided Transition Assessment Data (FI)	0	0	0	0	0	0
Intradisciplinary planning (IAC)	0	0	0	0	0	0
Interagency Transition Planning Meeting (IAC)	0	0	0	0	0	0
Outside Services for Work (PW, IAC)	0	0	0	0	0	0
Referral Complete to VR (PW, IAC)	0	0	0	0	0	0
Referral Complete to other adult agency (IAC)	0	0	0	0	0	0
Information Shared with Outside Agency (IAC)	0	0	0	0	0	0

RISK FACTORS	2017-2018 T1 low	2017-2018 T2 ultra	2017-2018 T3 low	2018-2019 T1 ultra	2018-2019 T2 low	2018-2019 T3 low
Percentage of time absent	No Data	25	0	0	0	0
Behavior marks / referrals	0	0	0	0	0	0
Suspended?	No	No Data	No	Yes	No	No
GPA	4	2.33	3.33	1.67	2.6	2.7
Failing English / LEA class?	No	No	No	No	No	No
Failing math class?	No	No	No Data	No Data	No	No
Failing other course(s)?	No	No	No	No	No	No
On-track for grade level?	No Data	No	Yes	Yes	Yes	Yes
Retained one or more years?	No	No	No	No	No	No
Number of schools attended K-present	1	3	1	1	1	1
One or more extracurricular activities?	Yes	No	Yes	Yes	Yes	No Data

AREAS WHERE STUDENT MIGHT NEED SUPPORT OR INTERVENTION						
Attendance		✖				
Behavior				✖		
Engagement		✖		✖		
English / ELA						
Mathematics						

Risk Report for one Time Period: 1 page long

TRANSITIONGRADEBOOK

Risk Report: Ronaldo Armbruster | School Name | School Year 2018-2019, T1

ID 123456744 **NAME** Ronaldo Armbruster **GENDER** M **RACE** HI7 **GRADE/AGE** 10 **ELL** No
CATEGORY ID

Attended IEP Meeting: No Data Career Development/Graduation Plan: No Data

RISK FACTORS	medium				
No	Suspended this year?	0%	Percentage of time absent	0	Number of behavior marks / office referrals this year
No Data	Failing math class?	2.67	GPA	No	Failing English / LEA class?
No	Retained one or more years?	No Data	Failing other course(s)?	Yes	On-track for grade level?
		3	Number of schools attended K-present	No	Participated in at least one extracurricular activitiy?

AREAS WHERE STUDENT MIGHT NEED SUPPORT OR INTERVENTION

☐ Attendance ☐ Behavior ☐ Engagement ☐ English / LEA ☐ Math

Risk Report Over Time: 1 page long

TRANSITIONGRADEBOOK

Risk Report: Ronaldo Armbruster | School Name | 2018-2019, T1 to 2018-2019, T3

ID 123456744 **NAME** Ronaldo Armbruster **GENDER** M **RACE** HI7 **GRADE/AGE** 10 **ELL** No
CATEGORY ID

RISK FACTORS	2018-2019 T1 medium	2018-2019 T2 No Data	2018-2019 T3 low
Percentage of time absent	0	No Data	5
Behavior marks / referrals	0	No Data	0
Suspended?	No	No Data	No
GPA	2.67	No Data	3.27
Failing English / LEA class?	No	No Data	No
Failing math class?	No Data	No Data	No Data
Failing other course(s)?	No Data	No Data	No
On-track for grade level?	Yes	No Data	Yes
Retained one or more years?	No	No Data	No
Number of schools attended K-present	3	No Data	2
One or more extracurricular activities?	No	No Data	Yes

AREAS WHERE STUDENT MIGHT NEED SUPPORT OR INTERVENTION			
Attendance			
Behavior			
Engagement			
English / ELA			
Mathematics			

Post-School Report for One Year Out: 1 page long

TRANSITIONGRADEBOOK

Student Report: Liliane Attenborough | School Name | School Year 2018-2019, T1

ID id-12 **NAME** Liliane Attenborough **GENDER** F **RACE** MU7 **GRADE/AGE** Post-school **ELL** No
CATEGORY ID

EXIT CATEGORY

- [ ] Graduated with regular diploma
- [ ] Graduated with State-defined alternate diploma
- [ ] Exited with a certificate or other non-standard diploma/exiting credential
- [ ] Dropped out
- [ ] Aged out
- [ ] Died
- [x] Other (Enim perspiciatis magnam temporibus deleniti qui.)

POST-SCHOOL OUTCOMES

- [x] Post-Secondary Education
- [ ] Post-School Employment
- [ ] Both
- [ ] Other

Summary Report for One Time Period: 5 pages long

TRANSITIONGRADEBOOK

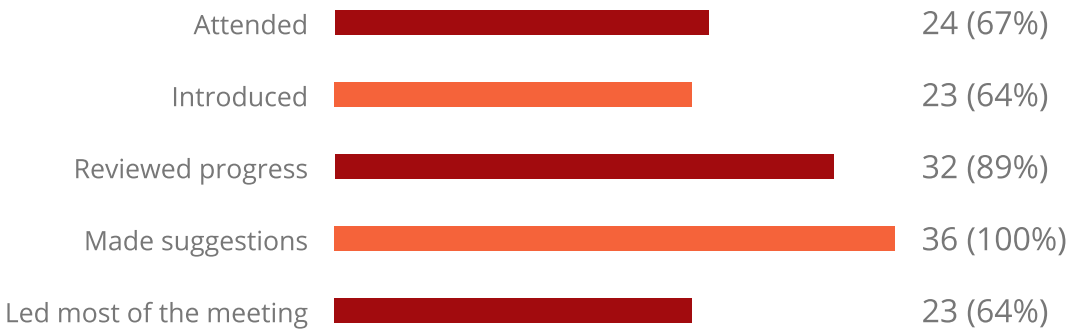
Summary Report | School Name | School Year 2018-2019, T2

GR6	GR7	GR8	GR9	GR10	GR11	GR12	AGE18	AGE19	AGE20	AGE21	TOTAL
13	13	13	8	10	14	16	14	10	15	20	146

AU	ED	ID	OI	SLI	VI	DB	HI	MD	SLD	TBI	OHI	none
22	22	24	24	21	25	25	32	25	23	26	28	23

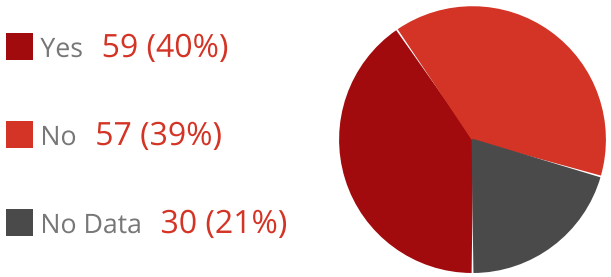
Low	Medium	High	Ultra
90	14	3	32

Role in IEP Meeting

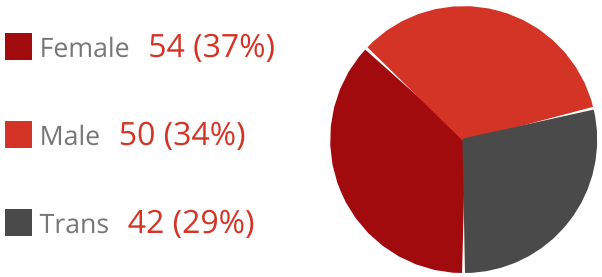


Received Skills Training

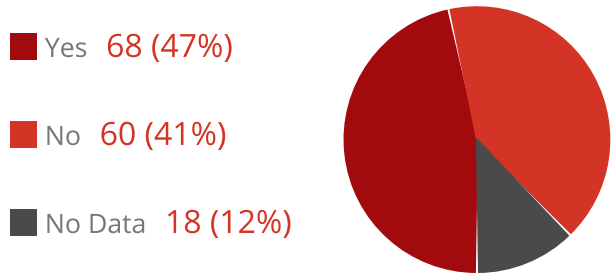
Attended IEP Meeting



Gender



Grad. Plan or ILP



NUMBER OF STUDENTS

17	who are absent 10% or more of the time	11	who are failing Math class	18	Attendance
20	who have 1 or more behavior marks	12	who are failing another course(s)	26	Behavior
7	who have 1 or more suspensions this term	101	who are on-track for grade level	41	Engagement
28	who have less than 2.0 GPA	4	who were retained one or more years	12	English
12	who are failing English / ELA class	102	who participate in extracurricular activities	11	Math

May need support/intervention in:

553	CAREER AWARENESS ACTIVITIES	One Time	Occassionally	2-4x/week	Daily	Weekly	Monthly	Quarterly	Every Semester	Annually
44	Career/Transition Fair (CW)	4	3	8	9	5	7	3	1	4
48	Career Exploration Online (CW)	4	4	2	3	6	9	7	0	13
56	Career Interest Inventory (CW)	6	9	0	7	2	9	15	5	3
52	Career Aptitude Assessment (CW)	6	7	0	6	5	11	4	9	4
57	Career Awareness Unit in Course (CW, CTE)	8	6	9	7	0	3	5	9	10
39	Industry Tour (CW, CTE)	9	3	2	1	2	6	9	3	4
44	Job Shadowing (CW)	8	12	7	0	2	6	1	5	3
52	Career Mentor (CW, SS)	8	5	7	4	4	10	3	3	8
52	Mock Interviews (CW, PW)	4	9	4	4	11	7	3	0	10
46	Job Search Support (CW, PW)	3	5	12	3	5	7	2	3	6
63	Resume Writing (CW, PW)	3	7	13	8	4	2	10	6	10

665	WORK EXPERIENCE ACTIVITIES	One Time	Occassionally	2-4x/week	Daily	Weekly	Monthly	Quarterly	Every Semester	Annually
57	Mock Interviews (CW, PW)	15	12	7	2	3	2	4	3	9
47	Job Search Support (CW, PW)	4	11	0	12	5	0	8	1	6
52	Resume Writing (CW, PW)	11	8	3	1	8	6	4	10	1
55	Internship (unpaid) (PW, CTE)	7	2	6	11	8	3	4	8	6
46	Internship (paid) (PW, CTE)	3	10	4	6	5	5	9	4	0
59	Volunteering (PW)	12	0	3	9	6	10	8	7	4
49	Paid Work (student initiated)(PW)	9	3	4	9	12	2	2	4	4
51	Paid Work (school/service initiated) (PW)	4	0	5	6	1	4	10	7	14
47	Job Performance Evaluation (PW)	3	7	6	1	15	3	4	2	6
46	Career Skills Instruction (problem solving, communication) (PW)	9	1	5	3	9	6	4	2	7
57	School Credit for Work (PW, CTE)	2	13	1	5	5	5	0	11	15
55	Referral Completed to VR (PW, IAC)	14	3	6	4	9	10	3	3	3
44	Outside Services for Work (PW, IAC)	4	5	9	3	3	3	3	3	11

346	INCLUSION ACTIVITIES	One Time	Occassionally	2-4x/week	Daily	Weekly	Monthly	Quarterly	Every Semester	Annually
47	Participate in Grade Level/ Course Exams (Exit/Diploma)	6	4	5	5	4	5	1	11	6
58	Remediation for Failed Courses/Exams (Exit/Diploma, SS)	4	5	3	3	8	6	8	9	12
47	General Education Academic Core Courses (I)	4	4	18	0	7	4	6	0	4
36	General Education CTE Courses (OC, CTE, I)	2	1	4	0	3	5	5	14	2
76	General Education Elective Courses (I)	11	2	8	7	8	7	8	16	9
34	Integrated School Sponsored Extra Curricular Activities (I)	2	2	4	3	2	9	11	0	1
48	Integrated Community Activities (I)	4	5	8	0	9	13	0	2	7

277	STUDENT SUPPORTS ACTIVITIES	One Time	Occassionally	2-4x/week	Daily	Weekly	Monthly	Quarterly	Every Semester	Annually
49	Career Mentor (CW, SS)	8	6	9	6	2	2	6	2	8
41	Graduation Coach/ Mentor (SS)	2	1	1	3	11	5	3	9	6
45	School Counselor for Post-School Planning (SS)	4	5	1	2	4	6	8	11	4
52	Financial/ Health-Care Planning (SS)	2	6	12	4	7	2	3	9	7
48	Integrated School Sponsored Extra Curricular Activities (I)	6	4	3	2	17	3	3	9	1
42	Integrated Community Activities (I)	10	4	2	5	4	4	3	5	5

448	COLLABORATION ACTIVITIES	One Time	Occassionally	2-4x/week	Daily	Weekly	Monthly	Quarterly	Every Semester	Annually
42	Family Linked to External Supports (FI)	2	7	2	2	4	10	8	4	3
50	Family Attended/ Provided Info for IEP (FI)	3	12	4	7	6	7	4	3	4
42	Attended Transition or Career Fair for Families (FI)	4	1	4	3	14	10	3	1	2
32	Family Reviewed/ Provided Transition Assessment Data (FI)	4	5	3	8	5	1	2	3	1
49	Intradisciplinary planning (IAC)	7	4	5	2	9	2	3	13	4
37	Interagency Transition Planning Meeting (IAC)	3	3	9	6	8	3	1	4	0
64	Outside Services for Work (PW, IAC)	10	6	3	6	13	16	4	2	4
37	Referral Complete to VR (PW, IAC)	8	0	1	5	4	8	5	3	3
40	Referral Complete to other adult agency (IAC)	4	0	6	5	2	3	8	5	7
55	Information Shared with Outside Agency (IAC)	7	0	1	7	10	4	7	13	6

Risk Roster Report: page length varies with number of students (2 pages shown)

TRANSITIONGRADEBOOK

Risk Roster Report | School Name | School Year 2018-2019, T2

	ID/NAME	GENDER	RACE	GRADE/AGE	CATEGORY	ELL	ATTENDANCE	BEHAVIOR	ENGAGEMENT	ENGLISH/ELA	MATH
(No Data)	123456744 **Ronaldo Armbruster**	M	HI7	10	ID	No					
(low)	id-52 **Elmore Bashirian**	M	AS7	8	TBI/OHI	No					
(low)	id-23 **Shayna Bashirian**	M	BL7	age 20		No					
(low)	id-144 **Shaina Bechtelar**	M	AS7	12		Yes					
(low)	id-161 **Berniece Bednar**	M	WH7	8		Yes					
(ultra)	id-85 **Ezra Beier**	M	AS7	age 18	OHI/TBI/SLD	No	✖	✖	✖		
(med)	id-166 **Mavis Bergnaum**	M	WH7	age 18	VI/AU/MD	Yes			✖		
(low)	id-170 **Katelynn Blick**	T	AM7	age 21		No					
(med)	id-10 **Clifton Bode**	T	BL7	7	OI/HI/OHI/ED	Yes			✖		
(low)	id-31 **Javon Boehm**	M	AS7	age 19	VI/ED/OHI/OI	No					

	ID/NAME	GENDER	RACE	GRADE/AGE	CATEGORY	ELL	ATTENDANCE	BEHAVIOR	ENGAGEMENT	ENGLISH/ELA	MATH
(low)	id-155 **Otha Bogisich**	M	BL7	age 20	OI/DB	No					
(ultra)	id-191 **Kareem Borer**	M	MU7	8	ID/DB/SLI/TBI	No	✖	✖	✖	✖	
(low)	id-173 **Lisandro Borer**	T	WH7	10	HI/MD/ED	Yes					
(No Data)	345345 **Charles Bowden**	M	WH7	8	SLI	Yes					
(ultra)	id-48 **Kristofer Brakus**	F	HI7	age 21	OHI/ID/OI	Yes		✖			
(low)	id-50 **Morris Cassin**	T	AS7	11	AU/ID	No					
(low)	id-125 **Christophe Christiansen**	M	MU7	age 18	SLD/ED/DB	Yes					
(No Data)	787878 **Michelle Clark**	F	WH7	8		No					
(ultra)	id-47 **Darwin Cole**	M	HI7	age 21		No	✖	✖	✖	✖	
(ultra)	id-21 **Deshawn Cole**	F	MU7	7	ED/MD	No	✖	✖	✖	✖	✖
(low)	id-118 **Mazie Connelly**	T	AS7	age 21		No					
(low)	id-32 **Alvena Conroy**	F	WH7	age 20	SLI/ID/HI/OHI	No					

Risk Summary Report Over Time*: 1 page long*

TRANSITIONGRADEBOOK

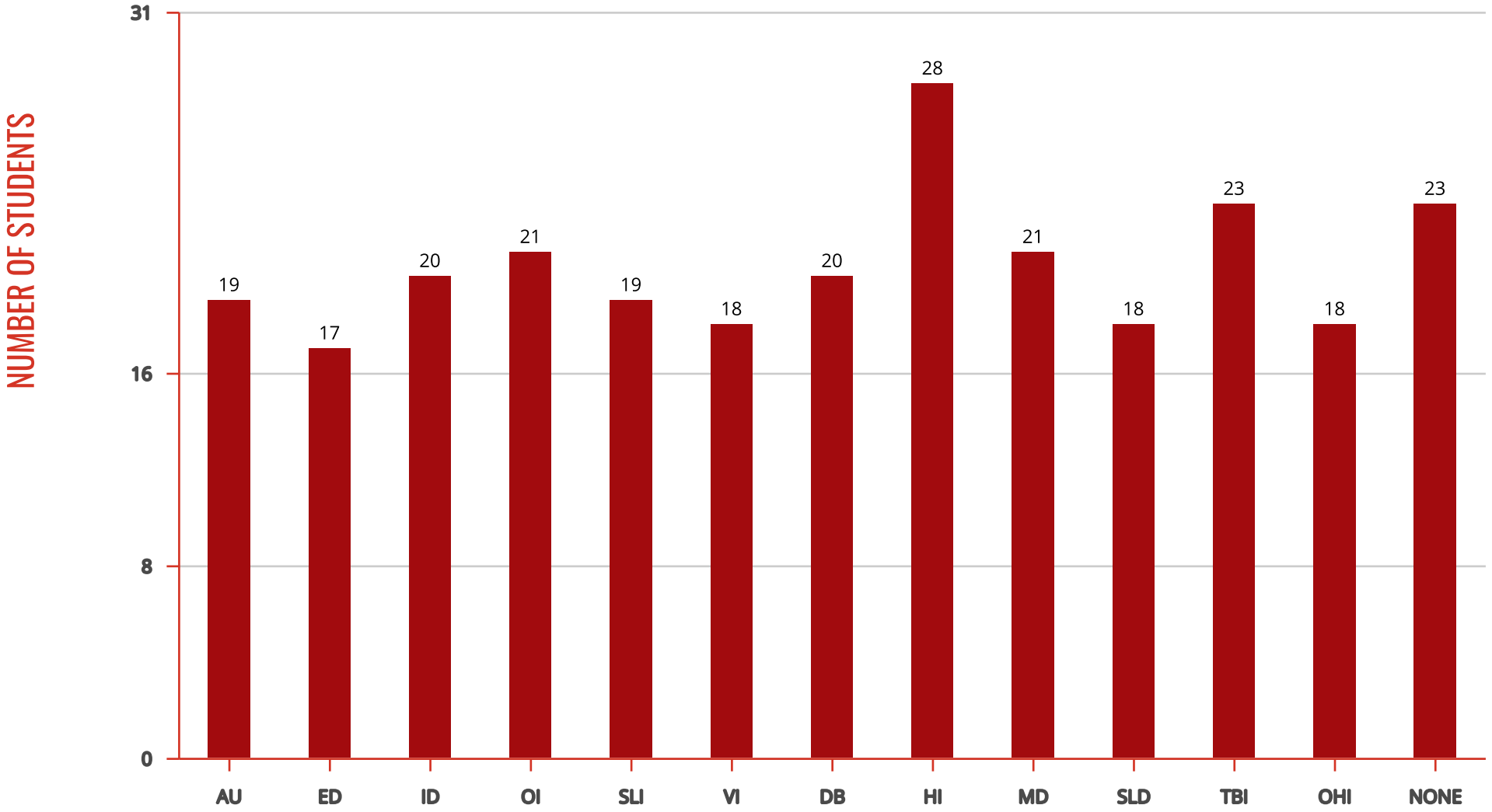
Risk Summary Report | School Name | 2017-2018, T1 to 2018-2019, T3

RISK FACTORS	2017-2018 T1	2017-2018 T2	2017-2018 T3	2018-2019 T1	2018-2019 T2	2018-2019 T3
No Data	0	0	0	7	7	1
Low	83	82	86	92	90	86
Medium	11	11	9	8	14	8
High	2	0	3	4	3	2
Ultra	25	28	23	35	32	49
AREAS WHERE STUDENTS MIGHT NEED SUPPORT OR INTERVENTION						
Attendance	13	19	13	14	18	25
Behavior	20	17	19	32	26	37
Engagement	27	29	27	37	41	48
English / ELA	7	8	8	12	12	16
Mathematics	7	9	6	5	11	18

Single Category for One Time Period: 1 page long

TRANSITIONGRADEBOOK

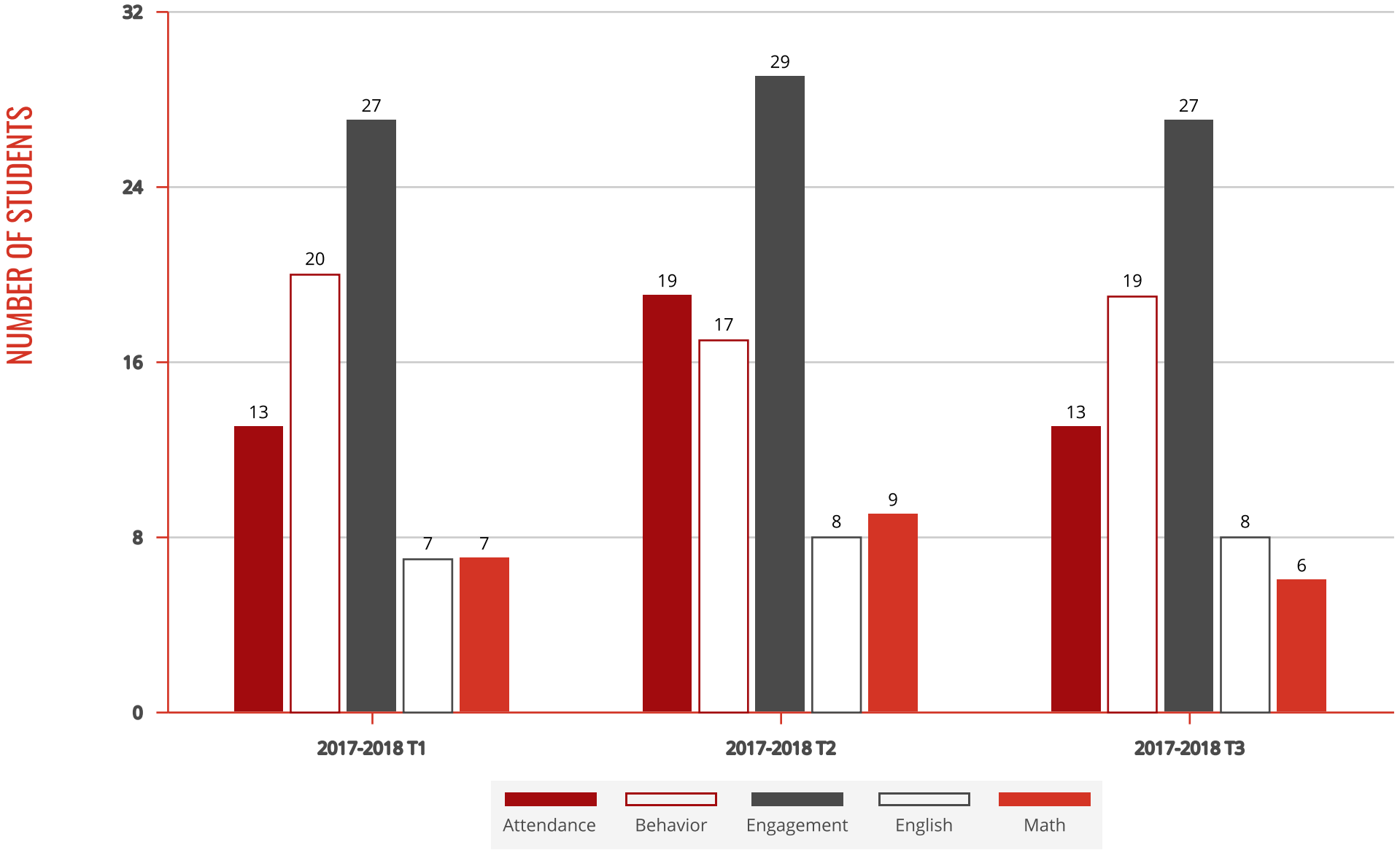
Number of Students - by Disability | School Name | School Year 2017-2018, T1



Single Category Over Time: 1 page long

TRANSITIONGRADEBOOK

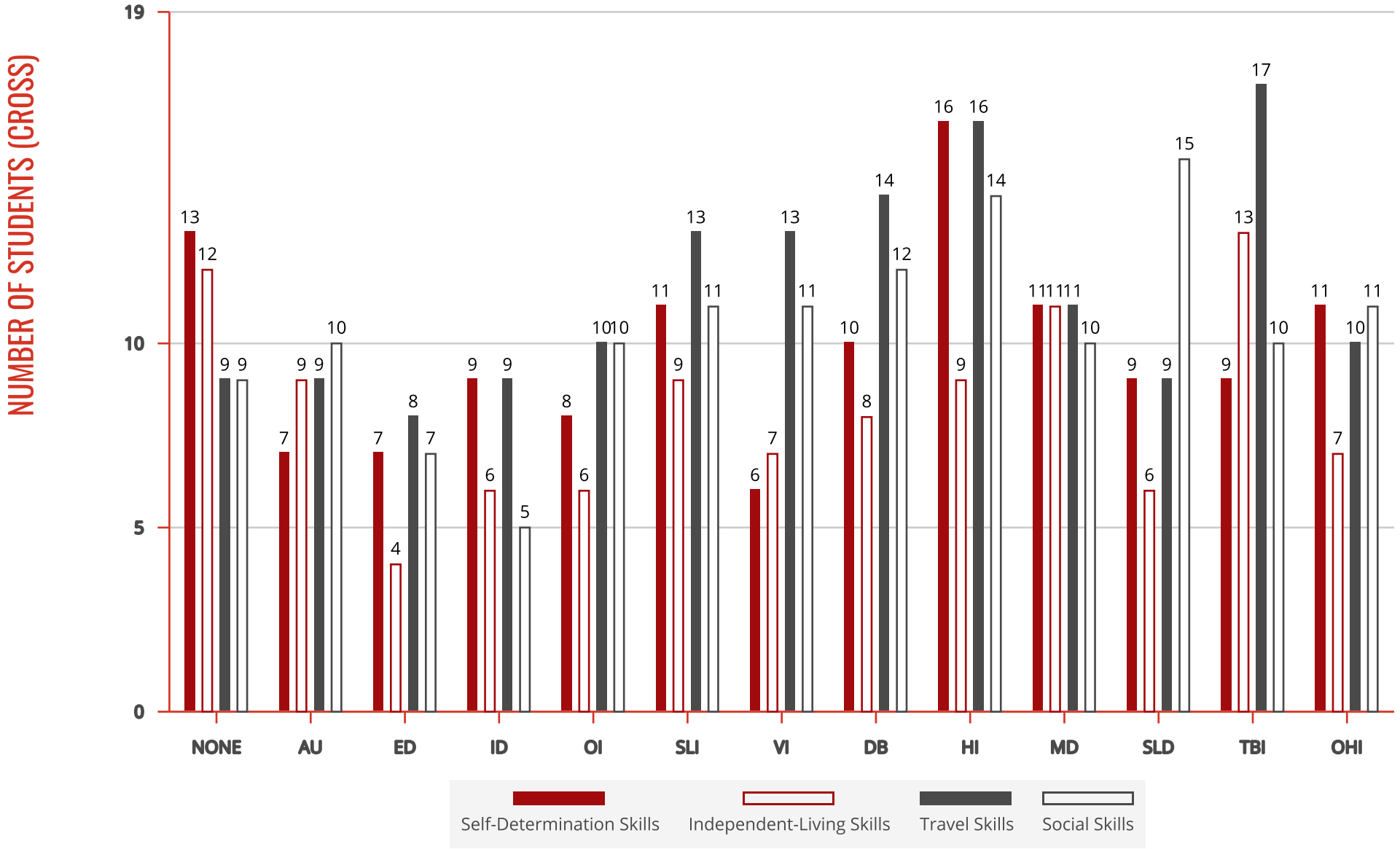
Number of Students - by Support Needs, over time | School Name | 2017-2018, T1 to 2017-2018, T3



Crosstabs Reports: 2 pages long

TRANSITIONGRADEBOOK

Number of Students - Disabilities by Skill Training | School Name | School Year 2017-2018, T1



TRANSITIONGRADEBOOK

Number of Students - Disabilities by Skill Training | School Name | School Year 2017-2018, T1

	AU	ED	ID	OI	SLI	VI	DB	HI	MD	SLD	TBI	OHI	NONE	
Self-Determination Skills	7	7	9	8	11	6	10	16	11	9	9	11	13	127
Independent-Living Skills	9	4	6	6	9	7	8	9	11	6	13	7	12	107
Travel Skills	9	8	9	10	13	13	14	16	11	9	17	10	9	148
Social Skills	10	7	5	10	11	11	12	14	10	15	10	11	9	135
TOTALS	35	26	29	34	44	37	44	55	43	39	49	39	43	517