

Dimensions and Indicators of Effective Middle to High School Transition Framework

Every student deserves a transition into high school that sets them up to succeed, not just to survive the first few weeks. This framework outlines the key dimensions and indicators of an effective transition, and your team can use it to begin to develop a shared understanding of where your community stands. It is also a starting point: when you partner with us, we build on these same indicators with a full inventory to help your district diagnose where you are and craft a plan to move forward. **Scan the QR code below to learn more.**

Dimensions and Indicators

Student Readiness

Are students intentionally building the academic, organizational, self-advocacy, independence, and navigation skills they need for high school?

- Students understand themselves as learners and their supports
- Students practice independence and self-advocacy
- Students build practical readiness for the high school environment

Family Preparation & Partnership

Do families understand what changes in high school, know what to expect, and have meaningful opportunities to participate in transition planning?

- Families are proactively prepared for what will change in high school
- Families are active partners in transition planning, not simply recipients of information

Middle & High School Connection

Is there an intentional bridge between middle and high school or an abrupt handoff?

- Students and families have direct exposure to the high school environment before entry
- Middle and high school staff collaborate in transition planning and share information about students' strengths, needs, supports, and readiness for high school.

Structures & Ownership

Does the district have a structured transition process with clear timing, responsibilities, and opportunities for collaboration rather than relying on individual staff members to make it happen?

- Transition to high school is a thoughtfully planned process
- Roles and responsibilities are clear across staff
- Transition activities are integrated into existing school routines

Data for Improvement

Do teams gather information about student readiness, the efficacy of supports, and transition experiences, and act on what they learn?

- Teams assess readiness and use what they learn to determine support
- Transition support continues after high school entry and is adjusted based on student need
- Schools learn from transition implementation and improve their overall approach

