

***Reducing Disproportionality in Special Education:
Together We Can!***

**Transitions -- Preschool to Kindergarten; K to First Grade;
Elementary to Middle School; Middle School to High School
A Sampler of Programs, Practices, Papers, and Other Resources**

**Disproportionality Priority Team, Northeast Regional Resource Center
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A report on early school transitions from the [Pre-Elementary Education Longitudinal Study](#) (2009) shows that special education eligibility and disability classifications often change at transition points.

“Research conducted in the last 15 years has shown that children, especially those at risk of school failure, who experience continuity as they enter the formal world of school are more likely to sustain gains that were achieved in preschool programs.” ([Kindergarten Transition Toolkit](#), Good Beginnings Alliance, 2004).

For many students, lack of success in 9th grade is directly related to dropping out of high school. ([Connecting Entrance and Departure](#), Education and Urban Society, 2008).

THIS PAGE displays information that may be useful for improving transition programs and strategies in ways that may reduce disproportionate identification of children for special education (and/or reduce dropouts).

**Selected Providers of Technical Assistance and
Professional Development**

Freshman Transition Initiative (Grades 8 and 9)

The George Washington University, Alexandria VA Center.

“The Freshman Transition Initiative was founded in 2004 by Dr. Rebecca Dedmond as a grassroots effort to address the critical need for a classroom-based, comprehensive guidance effort, in either the 8th or 9th grade, to stem the rising tide of dropouts. . . . The George Washington University's Freshman Transition Initiative has studied and identified the most noteworthy and rigorous State standards in this area to develop what it considers to be a definitive set of Course Standards for Freshman Transition Classes. As schools, districts and States consider various high school reform strategies, it is expected these

standards will: (a) provide policy makers with a vision of what types of intervention strategies are possible; (b) provide a curriculum roadmap for teachers; (c) guide administrators in upgrading district or State standards; and (d) encourage professional curriculum developers and textbook/software publishers to update or create appropriate commercial resources for the classroom.” Leadership institutes, professional development conferences, and partnerships with States, districts and schools are offered.