

This document was created as an example of the structures and supports that need to be put in place to help students succeed in college classes. This document serves as one key tool related to the P-TECH 9-14 model.

STUDENT TRACKING AND SUPPORTS

SEMESTER-LONG

STUDENT TRACKING AND SUPPORTS TIMELINE

BEFORE SEMESTER	BEGINNING OF SEMESTER	MID-TERMS / WITHDRAWAL	FINAL EXAMS	END OF SEMESTER
Instructor selection (College and high school administration; college liaison)	Seminar Classes and Advisories for students in college classes (High school guidance staff and faculty)			Feedback from instructors; recommendations on possible future improvements to course
Orientation &/or welcome reception for college instructors (College Liaison)	Monitor instructors' reports of behavior/conduct issues in classes (College liaison, guidance counselor)			Class evaluations from students, reviewed by early college partners
Information/policy packet for college instructors (College Liaison)	Attendance tracking and feedback from professors (by email, phone, in person) to identify at-risk students (College liaison, college instructors)			
Review of students' track records with teachers, counselors, (Teachers, counselors, college instructors, college liaison)	Set up Academic Support plan for students who need help (College liaison, guidance counselor, college advisor)			Meet with students to review progress and plan for next semester (Teachers, counselors, college instructors, college liaison)
Teacher recommendations of students eligible to enroll in college courses (High school administration and faculty; college liaison)	Establish and monitor study groups Study groups may be: overseen by subject-area teacher, managed by college liaison, tutoring support from older student, independent work in arranged student groupings; independent student groups with spot-checks by staff			
	Begin planning for student programming for next semester based on achievement throughout the semester (College Liaison)			
Student workshop on campus services, academic integrity, communicating with professors, time management, note taking, study skills, etc. (College liaison, guidance counselor, college staff)	College instructors give enough assessments in first half of semester to allow student progress to be monitored (College instructor, college liaison)	Students with low mid-term grades &/or low semester average may be put on an academic contract or probation; academic support schedule may be set up; parent sign-off may be required.		
Course-specific orientation session for challenging, high-stakes (College liaison, college instructor)	Withdrawal decisions are made, based on class attendance, instructor feedback, academic performance, effective use of academic supports (College liaison, guidance counselor, college advisor)		Supports for final exams: extra tutoring; instructors volunteer to provide extra office hours or class meeting sessions; supervised review sessions	
Individual and small group meetings with students to review transcripts, GPA, degree requirements (College liaison, guidance counselor, college advisor)	College course observations and visits (College liaison, college and high school administrators)			

For more information about the P-TECH 9-14 model, please visit ptech.org