

# 9th Grade Success Team Panel

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Welcome!

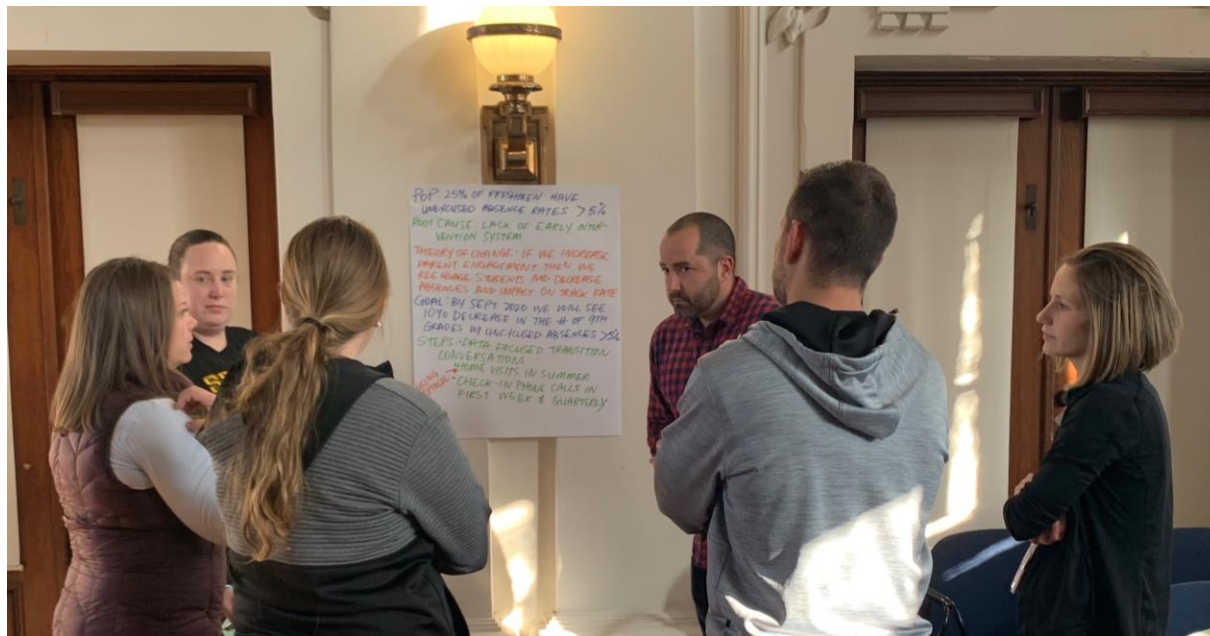
Center High School, Michael Martinez and Misty Lambert

Poudre High School, Erin Gilbert

Prairie View High School, Nicole Ramirez and Kelsey Welsh



Having time for planned team collaboration is both a best practice and common challenge for 9th grade success teams.



# Panel

Data access and data literacy help set conditions for effective 9th grade success work.

QUARTERLY MARKS & GPA SUMMARY				ATTENDANCE SUMMARY			
On-Track <=20% Fs - At-Risk 21-50% Fs - Off-Track >50% Fs				Fully >=90% - Generally 70-89% - Moderately 50-69% - Not <50%			
S1 Q1 F/NP Count	S1 Q1 Period Count	S1 Q1 Fail %	S1 Q1 Student Marks Zone	SEP Att%	OCT Att%	NOV Att%	Q1 ATT Zone
		37.50	At-Risk	86.80	71.40	70.00	Generally Engaged
		25.00	At-Risk	84.20	76.20	60.00	Generally Engaged
3	8	50.00	Off-Track	89.50	92.90	90.00	Fully Engaged
2	8	25.00	At-Risk	63.20	92.90	90.00	Generally Engaged
4	8	25.00	At-Risk	84.20	90.50	80.00	Fully Engaged
2	8	37.50	At-Risk	100.00	95.20	70.00	Generally Engaged
2	8	25.00	At-Risk	100.00	61.90	66.70	Generally Engaged
3	8	25.00	At-Risk	94.70	61.90	70.00	Generally Engaged
2	8	25.00	At-Risk	84.20	100.00	100.00	Fully Engaged
2	8	25.00	At-Risk	94.70	100.00	45.00	Moderately Engaged
2	8	25.00	At-Risk	60.50	61.90	100.00	Fully Engaged
2	8	25.00	At-Risk	92.10	95.20	80.00	Generally Engaged
2	8	25.00	At-Risk	92.10	88.10	70.00	Moderately Engaged
2	8	25.00	At-Risk	76.30	38.10	70.00	Moderately Engaged
2	8	25.00	On-Track	81.60	52.40	65.00	Generally Engaged
2	8	12.50	At-Risk	84.20	81.00	95.00	Generally Engaged
1	8	25.00	Off-Track	86.80	76.20	55.00	Moderately Engaged
2	8	50.00	At-Risk	42.90	66.70	70.00	Generally Engaged
2	8	25.00	At-Risk	75.00	81.00	60.00	Generally Engaged
4	8	25.00	At-Risk	87.50	85.70	55.00	Generally Engaged
2	8	25.00	At-Risk	67.60	87.60	70.00	Generally Engaged
2	8	25.00	Off-Track	100.00	100.00	100.00	Fully Engaged
2	8	25.00	At-Risk	89.50	92.90	75.00	Generally Engaged
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2	8	25.00	At-Risk	89.50	90.50	85.00	Generally Engaged
2	8	37.50	At-Risk	78.90	78.60	65.00	Generally Engaged
2	8	37.50	At-Risk	86.80	83.30	100.00	Fully Engaged
2	8	25.00	At-Risk		84.20	100.00	Generally Engaged
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3	8	25.00	At-Risk	86.80	95.20	90.00	Fully Engaged
2	8	37.50	At-Risk	97.40	95.20	75.00	Generally Engaged
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9th grade success teams are a key component of the *Ninth Grade Success* grant.



# Student Panel

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**Welcome!**

**Denver Martin Luther King Jr. Early College**

**Mitchell High School**

**Montbello HS**





# The Roadmap to Highly Effective 9th Grade Success Teams

Photo Courtesy of Prairie View High School  
Success Team Meeting, 2021



# Roadmap to Highly Effective 9th Grade Success Teams

Name a primary driver aimed at raising 9th grade on track rates.

**Effective  
Teams!**

9GS Team perspective...

*Our purpose is to support and help our 9th graders.*

*We believe in all students and recognize not all 9th graders come into high school with the skills they need to succeed.*

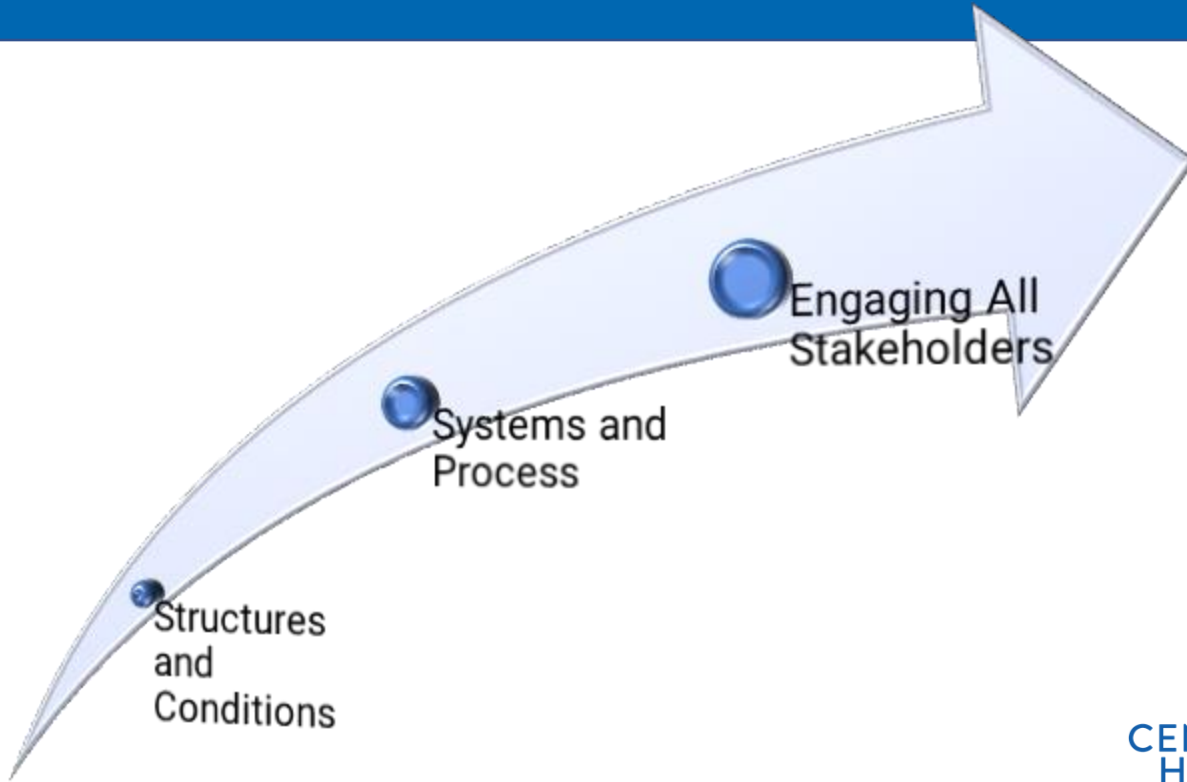
*We want to help them develop those skills, give them the appropriate support and show them we believe in them.*

*– Prairie View HS*

# LEARNING JOURNEY

## Purpose

- Examine team membership and roles
- Increase awareness of best practices and discussion protocols for team meetings
- Determine next steps to strengthen 9th Grade Success Teams





# Roadmap to Highly Effective 9th Grade Success Teams

## HIGHLY EFFECTIVE 9TH GRADE SUCCESS TEAMS

### ESTABLISH FOUNDATIONAL STRUCTURES AND CONDITIONS FOR 9TH GRADE ON-TRACK WORK

- ▶ Articulate team purpose and working agreements
- ▶ Establish a calendar of meetings
- ▶ Establish understanding of 9th grade success research
- ▶ Participate in training and networking
- ▶ Establish a 9th Grade Success Team with cross-disciplinary membership and clearly defined roles
- ▶ Appoint team lead
- ▶ Appoint dedicated 9th grade administrators and counselors
- ▶ Schedule common planning time
- ▶ Establish a calendar of triangle meetings

### ESTABLISH SYSTEMS AND PROCESSES FOR OPERATIONALIZING THE WORK OF THE 9TH GRADE TEAM

- ▶ Routinize the use of action-oriented agendas
- ▶ Utilize discussion protocols
- ▶ Examine and respond to trend and student level data
- ▶ Establish short, medium and long term 9th grade success goals and benchmarks

### SYSTEMATIZE 9TH GRADE SUCCESS BY RECRUITING AND ENGAGING ALL STAKEHOLDERS

- ▶ Identify and connect systems
- ▶ Train all stakeholders
- ▶ Communicate goals and progress
- ▶ Celebrate progress

Establish Foundation Structures and Condition  
for 9th Grade On-track Work

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Establish Systems and Processes for  
Operationalizing the Work of the 9th Grade Team

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Systematize 9th Grade Success by recruiting  
and Engaging All Stakeholders

# Strategies: Establish Foundation Structures and Condition for 9th Grade On-track Work

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- ✓ **ESTABLISH UNDERSTANDING OF 9TH GRADE SUCCESS RESEARCH**
- ✓ **ESTABLISH TEAM MEMBERSHIP**
- ✓ **SCHEDULE COMMON PLANNING TIME**
- ✓ **ORGANIZE A CROSS-DISCIPLINARY 9TH GRADE TEAM**

Prioritize master schedule

Participate in training and networking

Appoint team lead

Appoint dedicated 9th grade administrators and counselors

Establish a calendar of triangle meetings

# Team Membership

9th Grade Success Team should consist of:

- 9th Grade Core and Non-Core Content Teachers
- Special Education Teachers
- ELL Teachers
- School Counselors
- Social Workers
- Student Support/Engagement Specialist
- Community Based Organization Partners
- Administrator(s)
- Instructional Coaches
- Others?

# THE MEETING



PLAN MEETINGS  
WITH SCHOOL  
CALENDAR/  
**EVENTS IN MIND**

- Limit rescheduling and/or postponement of meetings
- **NEVER CANCEL**



MEET AT LEAST  
TWICE **MONTHLY**,  
**WEEKLY IS BEST!**

- Pay attention to the data—if more frequent meetings are needed – go for it!



**SHARE MEETING  
AGENDAS WITH TEAM  
IN ADVANCE**

- Action-oriented agenda
- Time-stamped objectives
- Deliverables clearly stated: What? Who? When?



**DATA  
DISCUSSIONS**

- Establish protocols to ensure accuracy of data
- Data should be made available in advance
- Data reviewed at APPROPRIATE time
- Kid-Talk Protocol

Teamwork  
makes the  
Dream  
Work



**NINTH GRADE SUCCESS  
TEAM MEETING**

**COMPILATION  
Videos 1, 2, & 4**

# "KID TALKS"

## WHAT?

The Kid Talk Protocol provides a structured format for student-centered STRENGTHS-based support conversations.



## WHY?

To help the team surface teacher concerns and hear student voice through empathy interviews to determine interventions that will support students.

# Strategies: Systematize 9th Grade Success by recruiting and Engaging All Stakeholders

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- ▶ Identify and connect systems
- ▶ Train all stakeholders
- ▶ Communicate goals and progress
- ▶ Celebrate progress

- » Train all Stakeholders around 9th grade on track metrics and importance
- » **Identify and connect systems**
- » **Communicate goals and progress**
- » **Celebrate progress**

Center's Story! Look for...

- ✓ What data are they looking at?
- ✓ What metrics are they tracking?
- ✓ How does the team connect systems?
- ✓ What is the team celebrating?
- ✓ How would you describe the team climate?



[https://stand.org/colorado/wp-content/uploads/sites/3/2024/02/standing\\_with\\_center\\_9th\\_grade\\_success\\_in\\_the\\_san\\_luis\\_valley-720p.mp4](https://stand.org/colorado/wp-content/uploads/sites/3/2024/02/standing_with_center_9th_grade_success_in_the_san_luis_valley-720p.mp4)

End at 6:08

**Who do you dedicate your learning to today?  
What are you going to start doing or stop doing?  
What are you committing to?**



# A pathway to substantially increase graduation rates

The [Center for High School Success](#) (CHSS) supports high schools in raising 9th Grade on-track rates to increase graduation rates and prepare students for college and career success.

## *Equity Stance*

We seek to positively impact as many 9th grade students as possible, especially those whose boundless potential is overlooked and under-tapped because of the skin color, zip code, first language, or disability.





## Connect and Share



Take a moment to reflect  
on your 9th grade experience

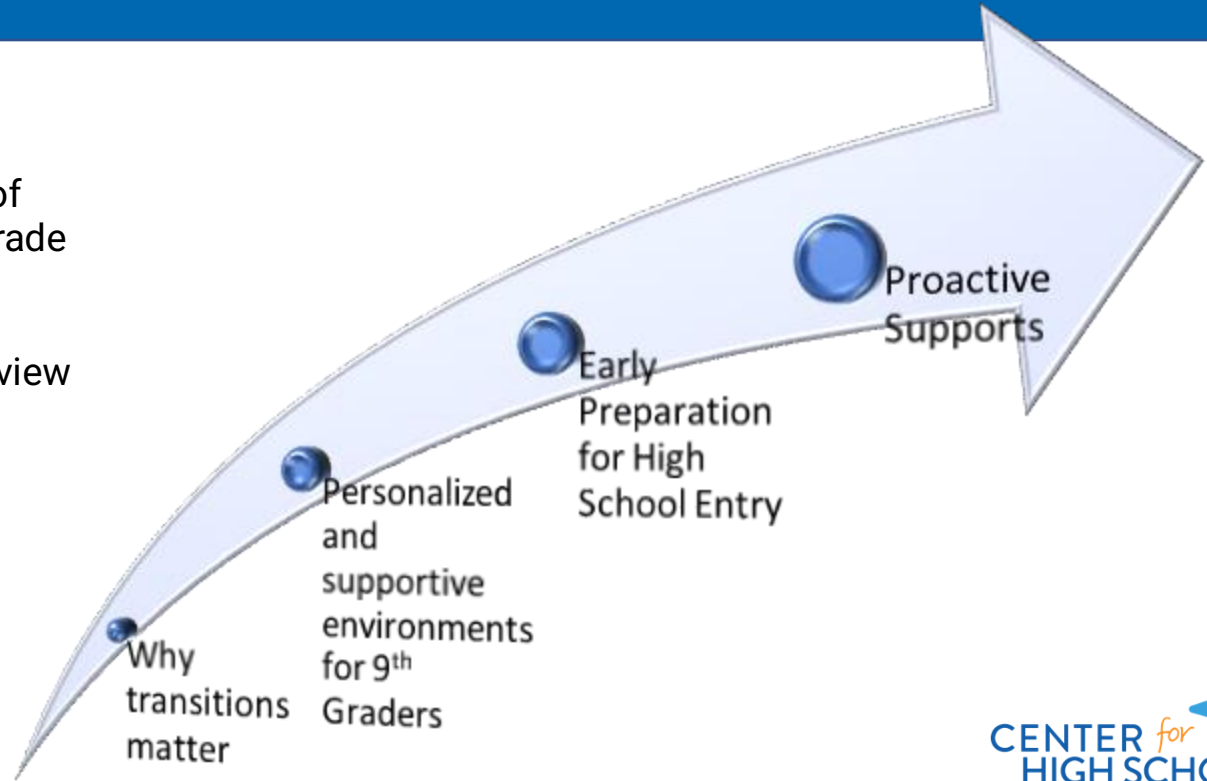


Share your school, role, and **one**  
**word** that best describes your  
transition to 9th grade

# LEARNING JOURNEY

## Purpose

- Increase understanding of the components of 9th grade transition planning
- Identify strategies and review practical examples
- Identify next steps in transition planning



# Highly Effective Transitions Matter

## **Context:**

- Across most high schools, students' attendance and academic effort suffer in the transition to high school, leading to a decline in grades.
- This puts students at a disadvantage for high school graduation and for college and career readiness.
- Schools and teachers have a big role to play in preventing these declines.

## **Challenge:**

- High school teachers often assume 9th graders are ready to take on the responsibility for managing their own academic behavior.
- Students interpret their new freedom to mean that attending classes and working hard are choices rather than responsibilities.

## **Opportunity:**

Systems that monitor student attendance and engagement and strategies that respond to student withdrawal can help reverse the decline in grades in the transition to high school.

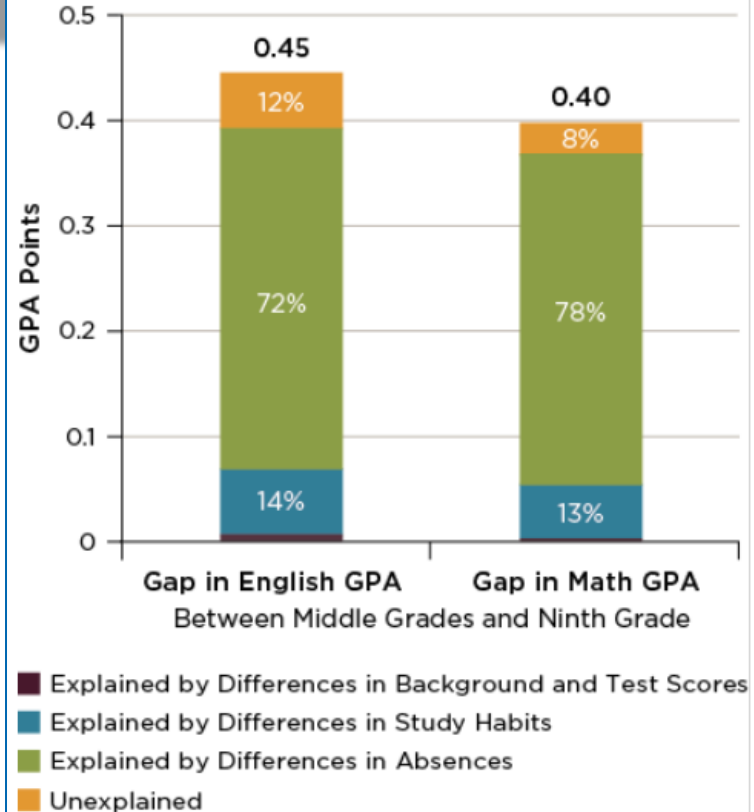


## Why Grades Drop when Students Enter High School

- Drop in grades, attendance, and academic behavior often occur between 8th and 9th grade.
- Both high- and low-achieving students struggle when they enter high school.
- Grades decline because attendance and study habits plummet across the transition to high school—not because the work is harder.
- Adult monitoring and support can prevent the declines that typically happen across the transition from high school

Source: Rosenkranz, T. (2014). *Why Grades Drop when Students Enter High School and what Adults Can Do about it*. University of Chicago Consortium on Chicago School Research.

Gap in GPA Between Middle Grades and Ninth Grade, and Which Variables Account For It



# Middle school attendance is a strong predictor of ninth-grade success

In 8th grade, a student who misses fewer than two days has a 93 percent chance of being on track in their freshman year of high school, while a student who misses about two weeks a year in 8th grade has just a 66 percent chance of being on track.



Missed fewer than  
2 days per year  
in 8<sup>th</sup> grade

93%

Chance of Being On-Track  
Freshman Year

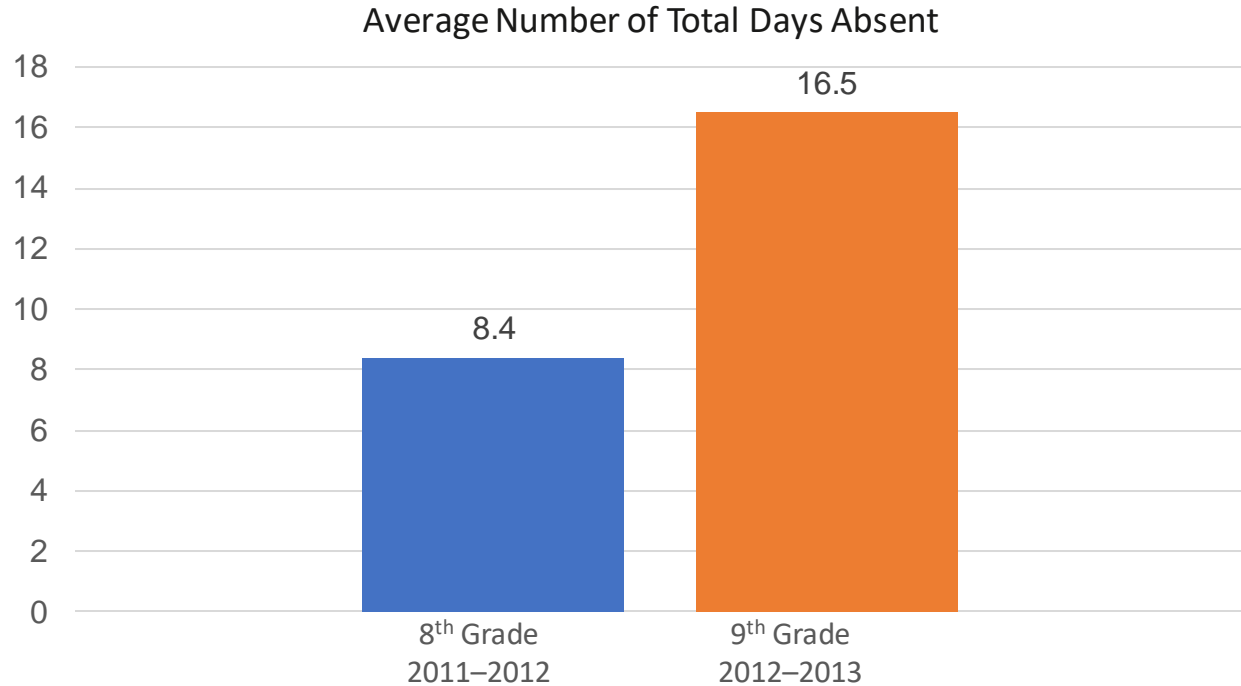


Missed about  
2 weeks per year  
in 8<sup>th</sup> grade

66%

Chance of Being On-Track  
Freshman Year

# Absences almost double from 8th to 9th grade



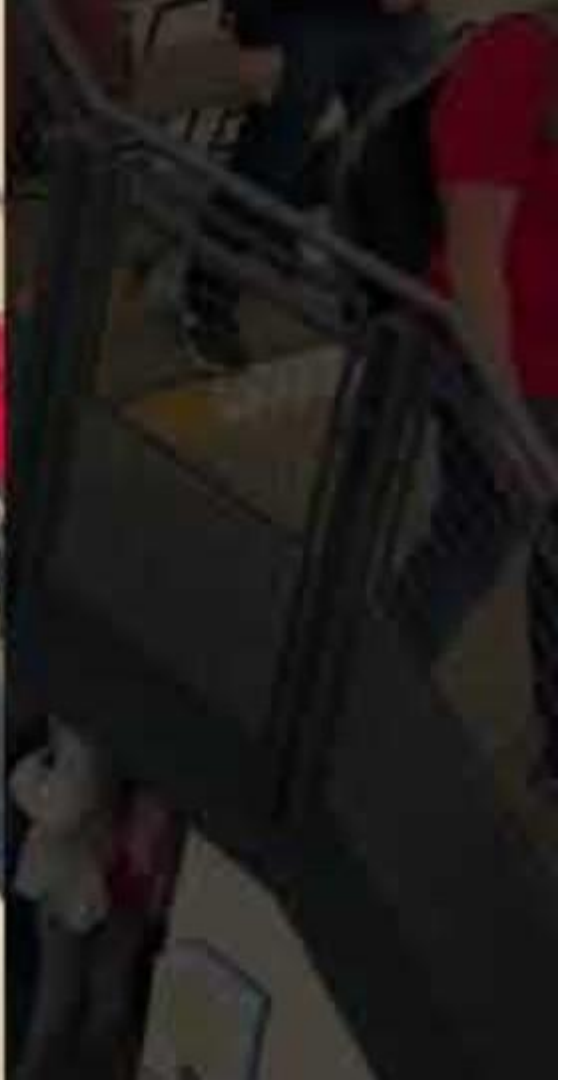
Updated from original source: Rosenkranz, T., et al. (2014). *Free to fail: Why grades drop when students enter high school and what adults can do about it*. Chicago, IL: University of Chicago Consortium on School Research.

# Transition

Process not an Event

## *Looks For*

- **Identify 4 transition examples**
- **Identify 3 benefits and impacts**



# Transition

## *Looks Fors*

- **Identify 4 transition examples**
- **Identify 3 benefits and impacts**

Transitions Checklist - review



# STRATEGIES

## COMPREHENSIVE SYSTEM OF 9TH GRADE TRANSITION SUPPORTS

### CREATE A PERSONALIZED AND SUPPORTIVE ENVIRONMENT FOR 9TH GRADE STUDENTS

- ▶ Build a developmentally responsive master schedule
- ▶ Establish cohorts of 9th graders that share same courses and core teachers
- ▶ Establish a 9th grade academy structure
- ▶ Establish 9th grade advisories or seminars
- ▶ Conduct student-led conferences
- ▶ Establish mentorship for all
- ▶ Engage 9th graders in community building activities

## WHY: ADVISORIES OR SEMINARS

For students to develop competencies and positive mindsets about their identity, they need to feel a sense of belonging in their academic environment(s) and/or contexts.

Having at least one trusted adult that shows “deep care”, provides critical feedback on academic/competency development, and fosters community building amongst students can make an enormous impact on a student’s mindset.



# WHAT: ADVISORIES OR SEMINARS

- **Academic Performance**
  - Advisory is a good place to monitor academic performance, set goals and reflect on outcomes.
- **Academic Behaviors, Competencies & Academic Mindsets**
  - Advisory is a good place to identify those critical behaviors associated with “doing school well” and to train students away from binary thinking.
- **Student Background Characteristics & Competency Development**
  - Advisory is a good place to teach and practice those skills. To best teach those competencies, students must learn the skill and practice it.



# A NOTE ABOUT PLANNING...



**Strive for laser-like focus.  
Advisory can do anything; it can't do everything!**

**Build an Advisory Committee.  
You can go fast alone, or far together!**



# Advisory Summary

## Start from where you are!

Determine what you hope to accomplish and what is feasible at this moment in time. What can be successfully accomplished?

A good starting place is teaching students how to monitor their own progress as a matter of routine and enlisting parents/families to join in that ongoing progress monitoring. Demystify all aspects of whatever process you install. Make your process clear, explicit, and readily accessible.

## Build Success into the Process!

What questions do you have?

# STRATEGIES

## COMPREHENSIVE SYSTEM OF 9TH GRADE TRANSITION SUPPORTS

### PROVIDE EARLY PREPARATION FOR HIGH SCHOOL ENTRY

- ▶ Institute an 8th to 9th grade orientation
- ▶ Institute a high-impact summer transition program
- ▶ Establish ongoing parent engagement
- ▶ Conduct summer activities

# PLANNING TEMPLATE

DESIGNED TO SUPPORT DEVELOPING A  
HIGH-IMPACT PROGRAM OR  
TO SUPPORT YOUR IMPROVEMENT EFFORTS:



- **Student Recruitment**
- **Staff Recruitment**
- **Family-School Partnerships**
- **Funding/Budget**
- **Instruction**
- **Social Emotional Learning Integration**
- **Data**
- **Progress Monitoring**



# 9th Grade Summer Bridge Program

Freshmen On Track/CHSS  
Office of Graduation Excellence



# Purpose of the 8th Transition Program

- Smooth transition into high school
- Awareness of career/college pathways
- Exposure to high school programs
- Schoolwide rules and expectations



## SUMMER BRIDGE GENERAL INFORMATION

Dates & Time:	Students begin 9 <sup>th</sup> Grade Prep Monday, June 13, 2022
Location:	Next Year High School
Transportation:	Bus Transportation will be provided.
Meals:	Breakfast is served 7:45-8:00 Lunch served 12:00-12:30 Meals are free to all participants.
Dress Code:	TBD by the school
Discipline:	Students are expected to follow the “ <b>EBR Student Rights &amp; Responsibilities Handbook and Discipline Policy.</b> ”
Attendance Policy:	All students in the program must attend for the full <b>8</b> days to (receive incentives)
Program Requirements:	General Assembly (Discipline, Academics, Schedules,) Graduation Requirements etc. ELA (1hour) Math (1hour)



# SCHEDULE



## Dates and Times

Students begin classes on Monday, June 13th, 2022 and attend through Thursday, July 23rd. Classes are from 8 AM until 12 NOON Monday through Thursday.

## Location

Student assignment is determined by school attendance zone, or by Fall 2022 registration at a Magnet, Gifted or School Choice campus.

## Daily Student Schedule

7:45 - 8:00 AM	Arrival and Breakfast
8:00 - 8:55 AM	<a href="#">Freshman Seminar</a>
9:00 - 9:55 AM	Block One (ELA or Math)
10:00 - 10:55 AM	Block Two (ELA or Math)
11:00 - 12:00 PM	Activity and Enrichment (aligned to Freshman Seminar topic of the day)
12:00 - 12:30 PM	Lunch and Dismissal (flex time)

## Daily Teacher Schedule

7:30 - 8:00 AM	Arrival and Morning Duty
8:00 - 8:55 AM	Teacher Planning
9:00 - 9:55 AM	Block One
10:00 - 10:55 AM	Block Two
11:00 - 12:00 PM	Activity and Enrichment
12:00 - 12:30 PM	Lunch and Dismissal Duty

# FRESHMEN SEMINAR

## Ninth Grade Counts!

<u>Day/Date</u>	<u>Topic/Agenda</u>
<b>Monday/Day One: Orientation</b>	<ul style="list-style-type: none"><li>• Introduction of Staff and Teachers</li><li>• Summer Bridge Binder Distribution</li><li>• Summer Bridge Schedule</li><li>• School Map</li><li>• High School Bell Schedule</li><li>• <a href="#">Summer Goal Reflection</a></li><li>• Facilities Tour</li></ul>
<b>Tuesday/Day Two: Expectations</b>	<ul style="list-style-type: none"><li>• Meeting with School Deans/Administrators</li><li>• EBR Student Handbook</li><li>• School Policies</li><li>• <a href="#">School Uniform Philosophical Chair</a></li></ul>
<b>Wednesday/Day Three: Academic Preparedness</b>	<ul style="list-style-type: none"><li>• Meeting with School Counselors</li><li>• High School Academic Review</li><li>• High School Credits and Transcript</li><li>• <a href="#">How to Calculate Your GPA</a></li></ul>
<b>Thursday/Day Four: Review</b>	<ul style="list-style-type: none"><li>• Week One Binder Check</li><li>• Week One School Quiz Bowl</li></ul>
<b>Monday/Day Five: Resources</b>	<ul style="list-style-type: none"><li>• Meeting with School Librarian</li><li>• Library Tour and Introduction to Library Services</li><li>• Research Scavenger Hunt</li><li>• 2022-2023 School ID Pictures</li></ul>
<b>Tuesday/Day Six: Partnership &amp; Enrichment</b>	<ul style="list-style-type: none"><li>• CTEC Tour and Career Field Trip</li></ul>
<b>Wednesday/Day Seven: Student Choice</b>	<ul style="list-style-type: none"><li>• Elective Course Request Session with Counselors</li></ul>
<b>Thursday/Day Eight: Closing</b>	<ul style="list-style-type: none"><li>• Schedule Distribution and Review</li><li>• Summer Binder Check</li><li>• School ID Distribution</li><li>• T-Shirt and Incentive Distribution</li></ul>

# FORMS TO USE FOR FRESHMEN SEMINAR

[Summer Goals](#)

[School Uniform Debate](#)

[Calculating my gpa](#)



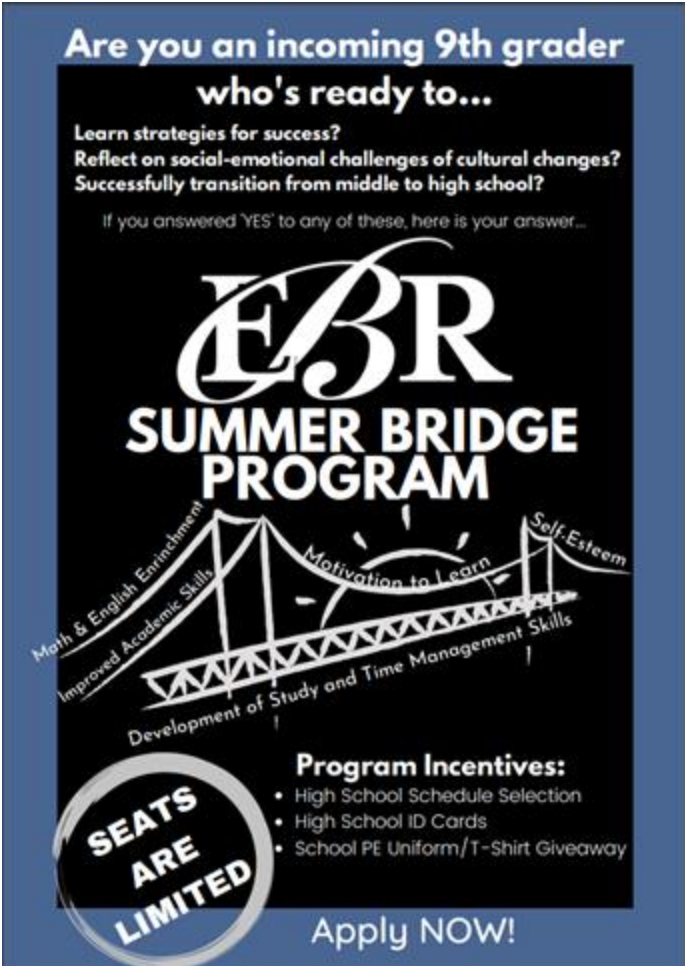
# Motivating Our Students to High School

High School Day



## Possible Flyer for Program

1. Placed around the school.
2. Given to students to take home to parents.
3. Use for understanding of the program.



**Are you an incoming 9th grader  
who's ready to...**

Learn strategies for success?  
Reflect on social-emotional challenges of cultural changes?  
Successfully transition from middle to high school?

If you answered 'YES' to any of these, here is your answer...

# EBR

## SUMMER BRIDGE PROGRAM

Motivation to Learn

Math & English Enrichment

Improved Academic Skills

Self-Esteem

Development of Study and Time Management Skills

**SEATS  
ARE  
LIMITED**

**Program Incentives:**

- High School Schedule Selection
- High School ID Cards
- School PE Uniform/T-Shirt Giveaway

**Apply NOW!**



# Home Visit Partnership



# STRATEGIES

## COMPREHENSIVE SYSTEM OF 9TH GRADE TRANSITION SUPPORTS

### PROVIDE PROACTIVE SUPPORTS

- ▶ Prioritize 9th grade when making teaching and counseling assignments
- ▶ Establish an early warning intervention system
- ▶ Provide supervised study hours
- ▶ Provide access to 8th grade data
- ▶ Set early timelines for high school admission
- ▶ Review data on incoming students
- ▶ Develop ongoing partnerships between key middle and high school personnel
- ▶ Provide proactive, targeted counseling supports

# 8th to 9th Grade Transition

To ensure that at-risk students receive targeted support in high school:

- Middle schools should transfer data about incoming grade nine students to high schools as early as possible.
- High school counseling and teaching staff should receive incoming student data before the end of the prior school year so that teachers can use the data during their summer planning. |
- 9th grade teachers should have the opportunity to speak regularly with 8th grade teachers to learn about at-risk students, their needs, and the success of interventions and supports provided to the student to date

Source:  
Hanover Research  
(2017). *SUPPORTING  
SUCCESSFUL HIGH  
SCHOOL  
TRANSITIONS*





# STRUCTURAL CHANGES

## 8th Grade

- Fewer Transitions
- Closer Monitoring
- Small Learning Communities
- Personalized Experience

## 9th Grade

- More Transitions
- Less Monitoring
- Much Larger Communities
- Impersonal & Anonymous Experience

# CULTURAL CHANGES AND MINDSET SHIFTS

## 8th Grade

- Adults as nurturers
- They're just kids
- We need to hold their hands
- We expect them to make mistakes
- Multiple opportunities for success

## 9th Grade

- Adults as instructors
- They're not kids anymore
- We can't hold your hands anymore
- They should know better by now
- Failure as a motivator

# INTENT AND IMPACT

## OUR INTENTIONS

- High school is serious business
- You need to work harder
- You need to be more independent
- You need to step up

## OUR IMPACT

- High school is impossible
- I'm not smart enough so why try?
- No one cares or wants to help me
- I don't belong in this community

# QUESTIONS

