

# 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.

On-Track <=20% Fs - At-Risk 21-50% Fs - Off-Track >50% Fs			
S1 Q1 F/NP Count	S1 Q1 Period Count	S1 Q1 Fail %	S1 Q1 Student Marks Zone
3	8	37.50	At-Risk
2	8	25.00	At-Risk
4	8	50.00	Off-Track
2	8	25.00	At-Risk
2	8	37.50	At-Risk
3	8	25.00	At-Risk
2	8	25.00	At-Risk
2	8	25.00	At-Risk
2	8	25.00	At-Risk
2	8	25.00	At-Risk
2	8	25.00	At-Risk
2	8	12.50	On-Track
2	8	25.00	At-Risk
1	8	50.00	Off-Track
2	8	25.00	At-Risk
4	8	25.00	At-Risk
2	8	25.00	At-Risk
2	8	25.00	At-Risk
2	8	50.00	At-Risk
4	8	37.50	At-Risk
3	8	25.00	At-Risk
2	8	25.00	At-Risk
2	8	37.50	At-Risk
2	8	25.00	At-Risk
3	8	37.50	At-Risk
2	8	25.00	At-Risk
2	8	37.50	At-Risk
3	8	25.00	At-Risk

Fully >=90% - Generally 70-89% - Moderately 50-69% - Not <50%			
SEP Att%	OCT Att%	NOV Att%	Q1 ATT Zone
86.80	71.40	70.00	Generally Engaged
84.20	76.20	60.00	Generally Engaged
89.50	92.90	90.00	Fully Engaged
63.20	92.90	90.00	Generally Engaged
84.20	90.50	100.00	Fully Engaged
100.00	95.20	80.00	Generally Engaged
100.00	61.90	70.00	Generally Engaged
94.70	61.90	66.70	Generally Engaged
84.20	100.00	70.00	Fully Engaged
94.70	100.00	100.00	Moderately Engaged
60.50	61.90	45.00	Fully Engaged
92.10	95.20	100.00	Generally Engaged
92.10	88.10	80.00	Moderately Engaged
92.10	38.10	70.00	Moderately Engaged
76.30	52.40	65.00	Generally Engaged
81.60	76.20	95.00	Generally Engaged
84.20	81.00	55.00	Moderately Engaged
86.80	76.20	70.00	Generally Engaged
42.90	66.70	60.00	Generally Engaged
75.00	81.00	55.00	Generally Engaged
87.50	85.70	70.00	Generally Engaged
67.60	78.60	70.00	Fully Engaged
100.00	100.00	100.00	Generally Engaged
89.50	92.90	75.00	Fully Engaged
100.00	95.20	90.00	Fully Engaged
89.50	90.50	90.00	Generally Engaged
94.70	81.00	75.00	Generally Engaged
89.50	76.20	80.00	Generally Engaged
89.50	90.50	85.00	Generally Engaged
78.90	83.30	65.00	Fully Engaged
86.80	84.20	100.00	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.*

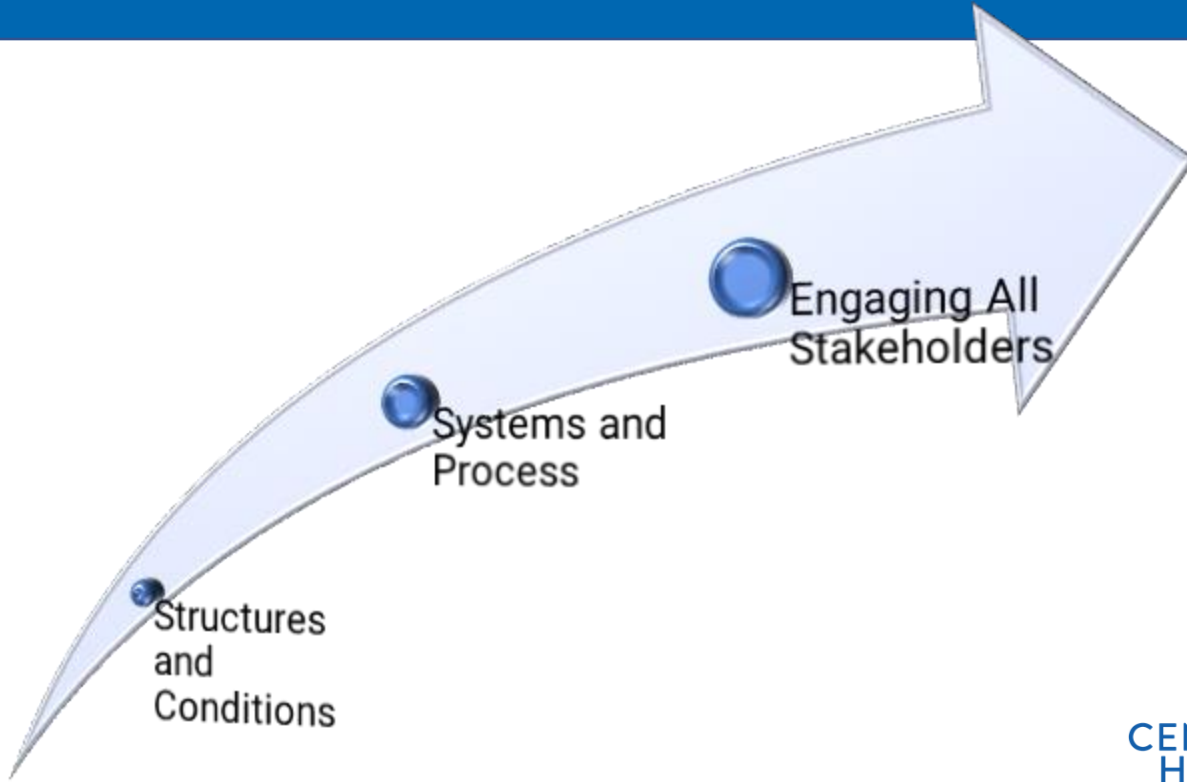
*We want to help them develop those skills, give them the appropriate support and show them we believe in them.*

– 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





## 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

# Roadmap to Highly Effective 9th Grade Success Teams

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

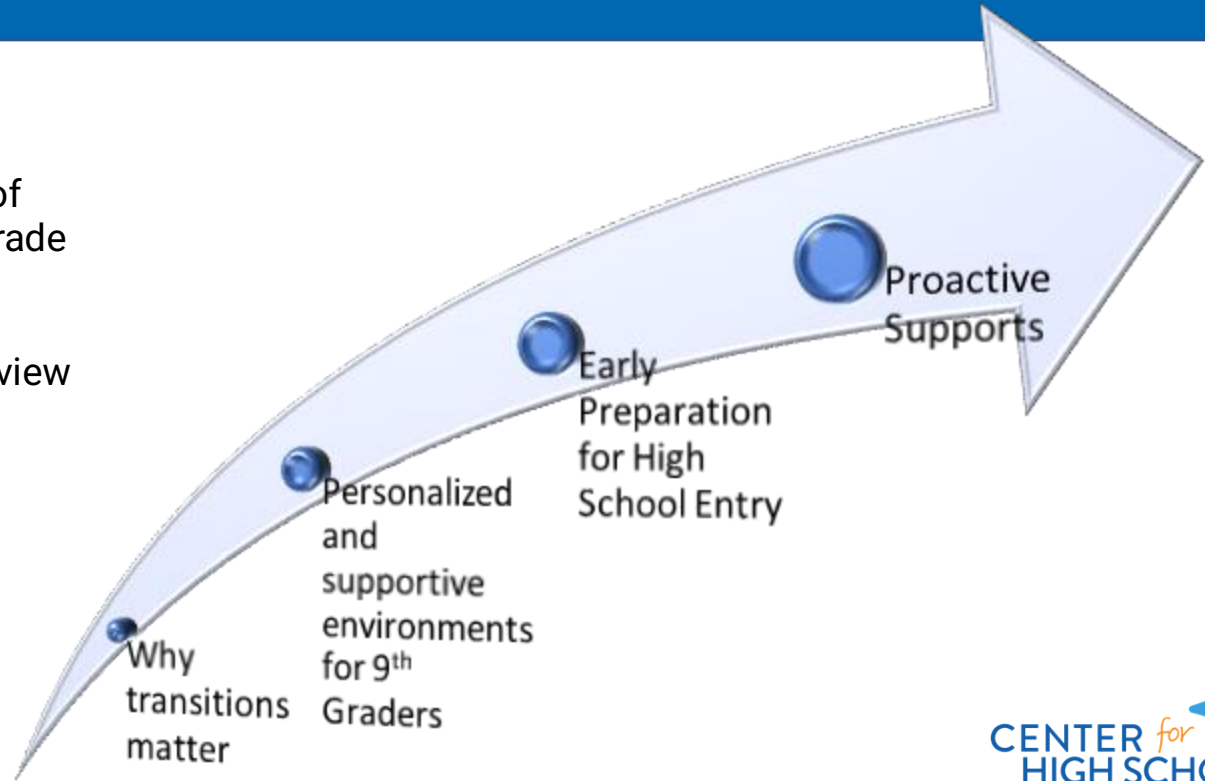


Share your school, role, and **one**  
**word** that best describes your  
transition to 9th grade

# 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:

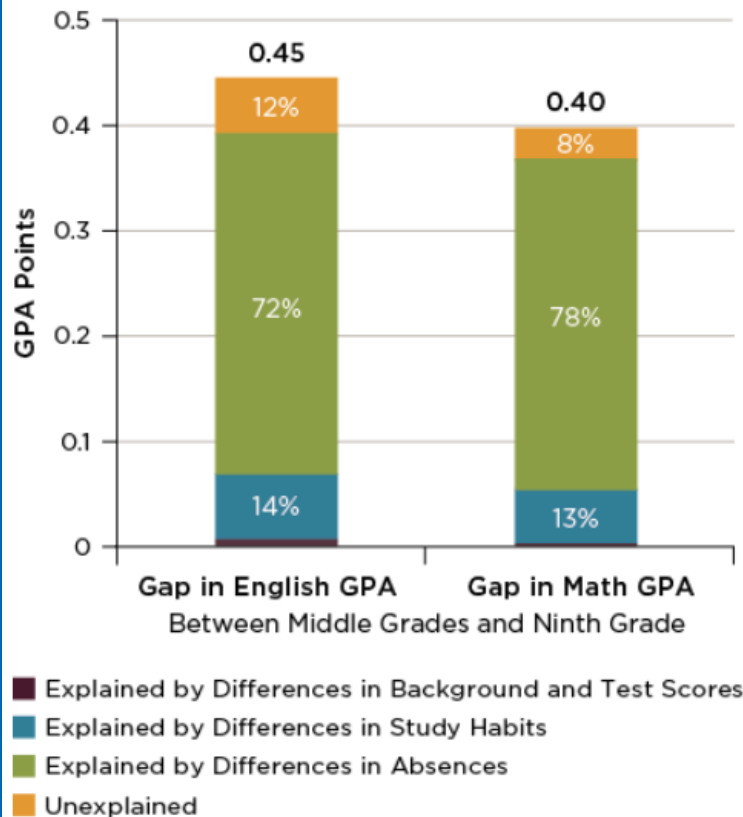
Systems that monitor student attendance and engagement and strategies that respond to student withdrawal can help reverse the decline in grades in the transition to high school.

## 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



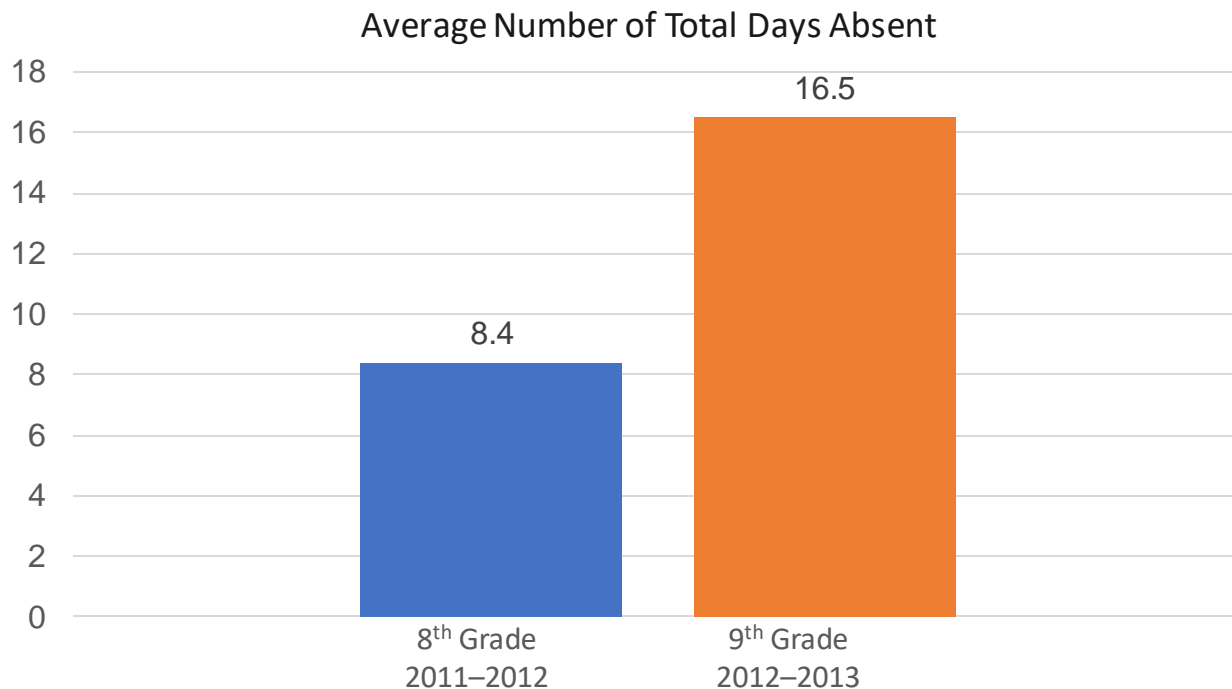
Missed about  
2 weeks per year  
in 8<sup>th</sup> grade

**66%**

Chance of Being On-Track  
Freshman Year



# Absences almost double from 8th to 9th grade



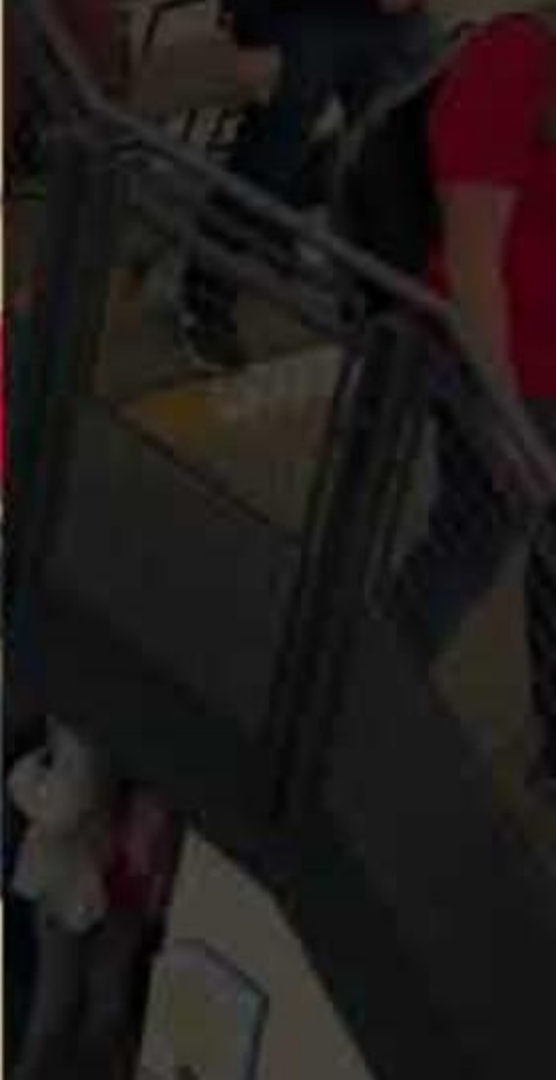
Updated from original source: Rosenkranz, T., et al. (2014). *Free to fail: Why grades drop when students enter high school and what adults can do about it*. Chicago, IL: University of Chicago Consortium on School Research.

# Transition

Process not an Event

## *Looks Fors*

- **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



## Summer 2022 9th Grade Transitional Bridge Program General Information

### 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



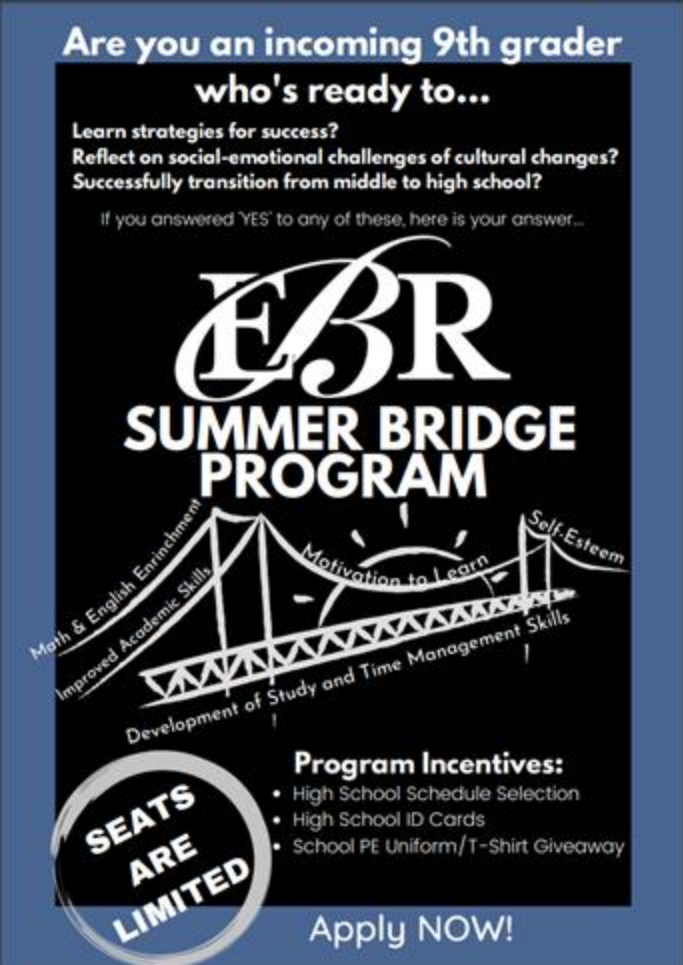
# Motivating Our Students to High School

## 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**

Math & English Enrichment  
Improved Academic Skills  
Motivation to Learn  
Self-Esteem  
Development of Study and Time Management Skills

**Program Incentives:**

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

**SEATS  
ARE  
LIMITED**

**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. I
- 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

