



# TRANSITION

## 9.1 BACK TO ROADMAP

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

- Build a developmentally responsive master schedule

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# **BUILDING A DEVELOPMENTALLY RESPONSIVE MASTER SCHEDULE TO SUPPORT 9TH GRADE SUCCESS**

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# ROADMAP TO 9TH GRADE SUCCESS



## ROADMAP FOR 9TH GRADE SUCCESS



DATA



TEAMS



INTERVENTIONS



TRANSITION



INSTRUCTION



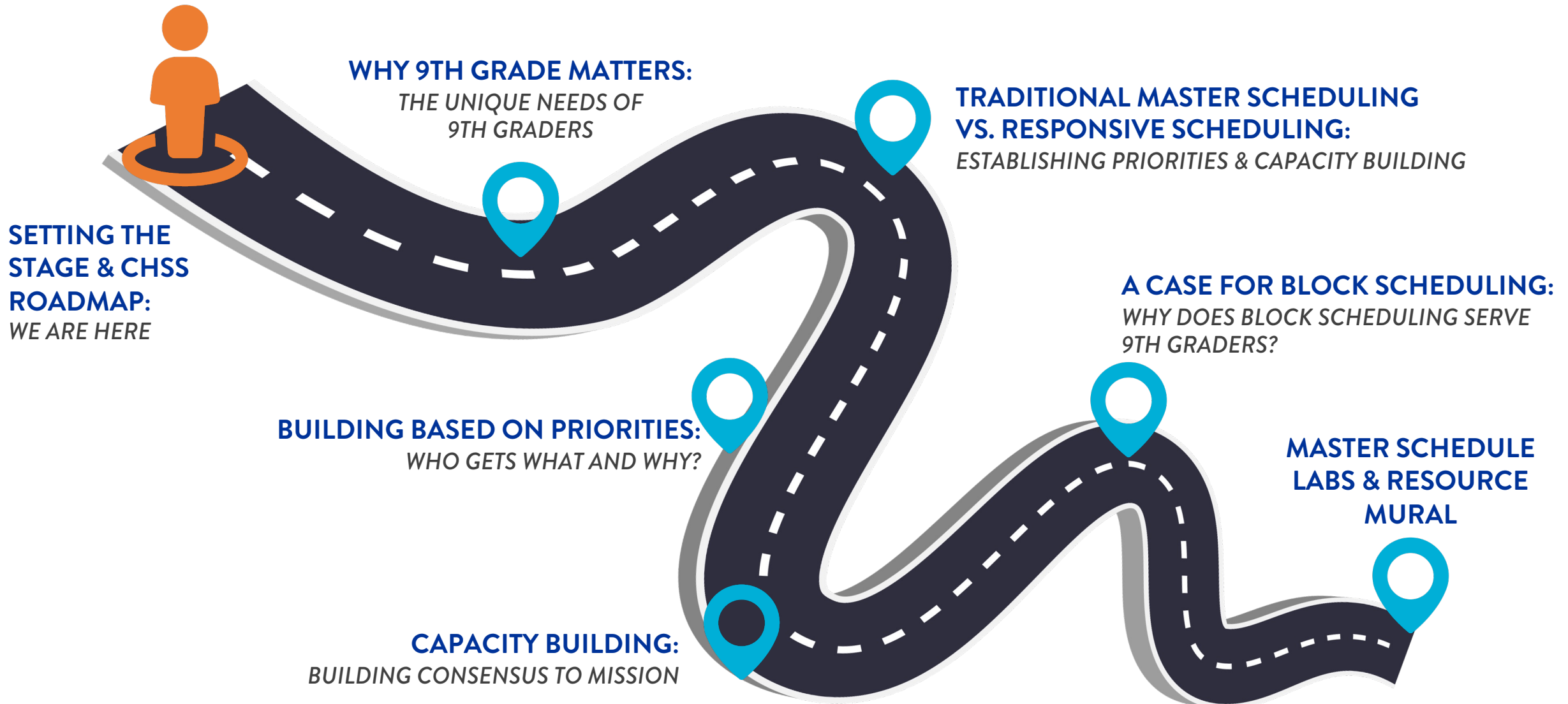
# SECONDARY DRIVER AND STRATEGY OF FOCUS

## 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

# TODAY'S LEARNING JOURNEY

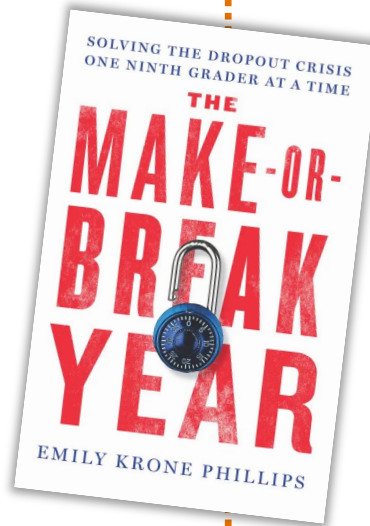


# THE MAKE-OR-BREAK YEAR

STUDENTS WHO ARE “ON-TRACK”  
IN THE 9TH GRADE ARE

**3x**  
**MORE LIKELY**

THAN THEIR OFF-TRACK PEERS  
TO GRADUATE FROM HIGH SCHOOL



PREDICTIVE ABILITY OF INDICATORS  
OF HIGH SCHOOL GRADUATION

**80%**

**9th Grade On-Track**  
(9th grade course  
Performance)

**65%**

**All other factors:**  
Gender, Race/Ethnicity,  
Socioeconomic Status,  
8th-Grade Test Scores,  
Mobility Prior to High School,  
Overage for Grade.

# ON—TRACK INDICATOR (CONTINUED)

On-track indicator is a stronger predictor of graduation than all background factors ***combined***

9TH GRADE INDICATOR	PREDICTION OF GRADUATES
<b>BACKGROUND</b> Eight grade test scores, race, economic status, gender, mobility prior to high school, over-age for grade	<b>65%</b>
<b>ON-TRACK IN 9TH GRADE</b> One quarter of credits needed to graduate, and no more than one F in a core subject class	<b>80%</b>
<b>ALL OF THE ABOVE</b> On-track + background = ...	<b>81%</b>

# LIKELIHOOD OF FAILURE



9<sup>th</sup> Graders are:

**3-5X MORE LIKELY**

to fail a course than  
any other grade level

# THE TEEN BRAIN

<https://harvardmagazine.com/2008/09/the-teen-brain.html>

The brain is only about **80%** developed by adolescence. The largest part, the cortex, is divided into lobes that mature from front to back, and the frontal lobe connects last. This area is responsible for reasoning, planning, and judgment. Normally this part is not completely mature until somewhere between ages 25 and 30.

## FRONTAL LOBE

- Under development
- Last part of the brain to mature
- (at about 24 years old)

## Executive Function

- Reasoning
- Problem solving

## The Conductor

- Judgment
- Impulse control
- Emotions

## FRONTAL LOBE

## PARIETAL LOBE

## TEMPORAL LOBE

## OCCIPITAL LOBE

## CEREBELLUM

## TEMPORAL LOBE

- Hippocampus: long-term memory
- Amygdala: emotional center

## PARIETAL LOBE

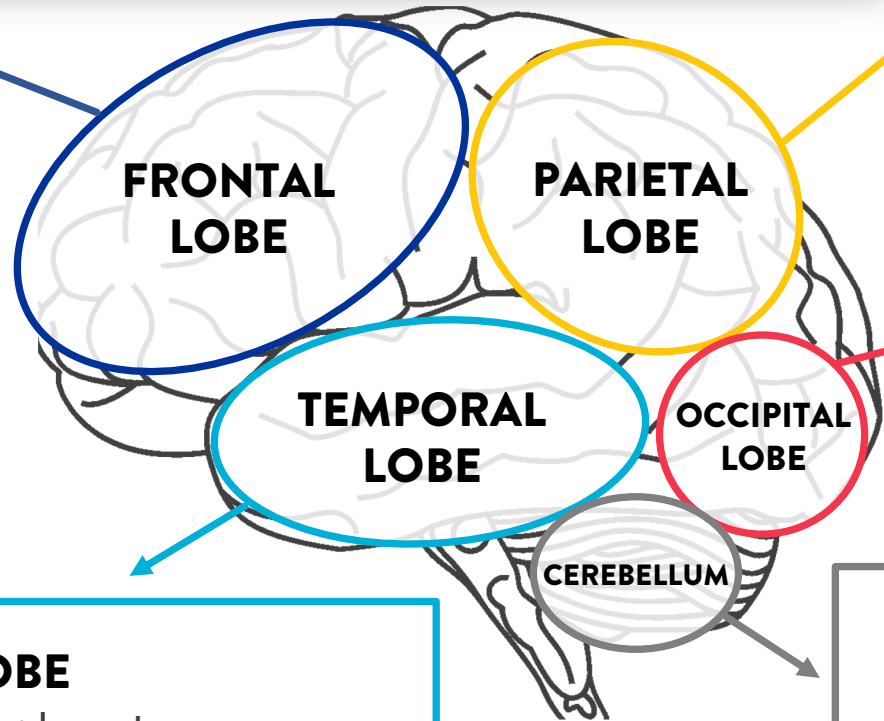
- *Under development*
- *Numbers*
- *Processing sensory input*
- *Language*
- *Analytical abilities*

## OCCIPITAL LOBE

- Visual processing

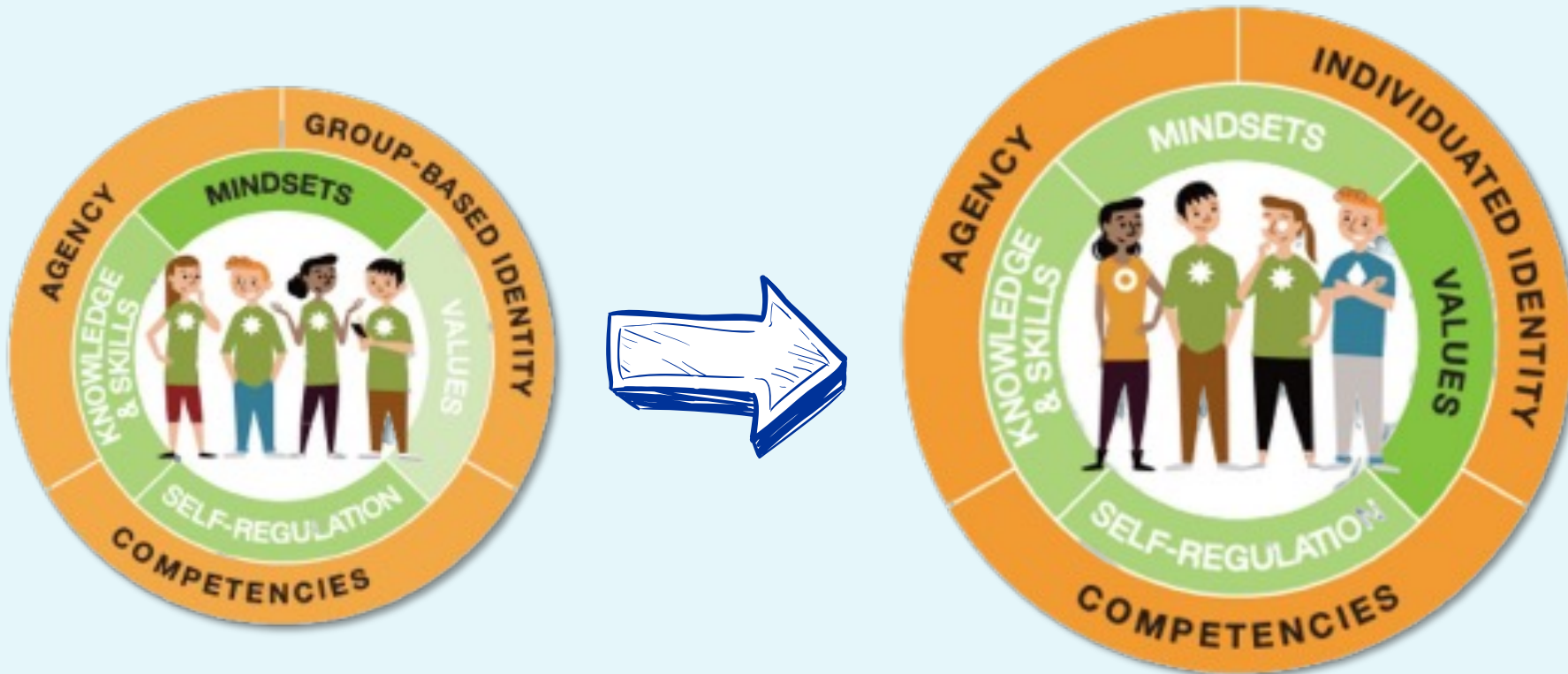
## CEREBELLUM

- Supports higher learning
- Math, music, advanced social skills under major development



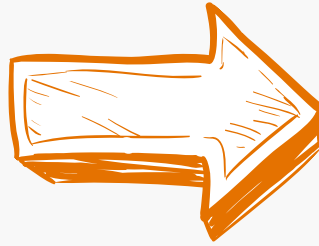
# INTEGRATED INDIVIDUAL IDENTITY

Figuring out who one is and developing one's identity is a process of internally integrating various aspects of the self to create a stable and consistent sense of one's "wholeness."



# CULTURAL CHANGES & MINDSET SHIFTS

## FROM 8TH GRADE



## INTO 9TH GRADE

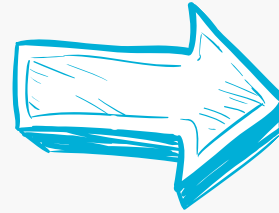
- ✓ Adults as nurturers
- ✓ They're just kids
- ✓ We need to hold their hands
- ✓ We expect them to make mistakes
- ✓ Multiple opportunities for success

- ✓ 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

# STRUCTURAL CHANGES

## FROM 8TH GRADE

- ✓ Less Transitions
- ✓ Closer Monitoring
- ✓ Small Learning Communities
- ✓ Personalized Experience



## INTO 9TH GRADE

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

# TRADITIONAL MASTER SCHEDULING



- ✓ Seniority-preferenced staffing
- ✓ Seniority-preferenced prep periods and sacred cows
- ✓ Flipping current schedule and smoothing out the bumps
- ✓ Precedence determines course placement
- ✓ Uniform class size
- ✓ Singletons placed first, then doubletons, etc.
- ✓ 9th grade needs addressed last
- ✓ Academic supports are an after thought  
(advisory, academic acceleration lab classes, credit bearing summer bridge, co-teaching ELL, Sp Ed services, etc.)
- ✓ Staff votes on bell schedule often preferencing adult needs

# TIME

**TIME** is one of our most valuable resources in our schools.

- ▶ How do you prioritize the use of time?
- ▶ Whose interests are being served?



# A MASTER SCHEDULE RESPONSIVE TO 9TH GRADE NEEDS

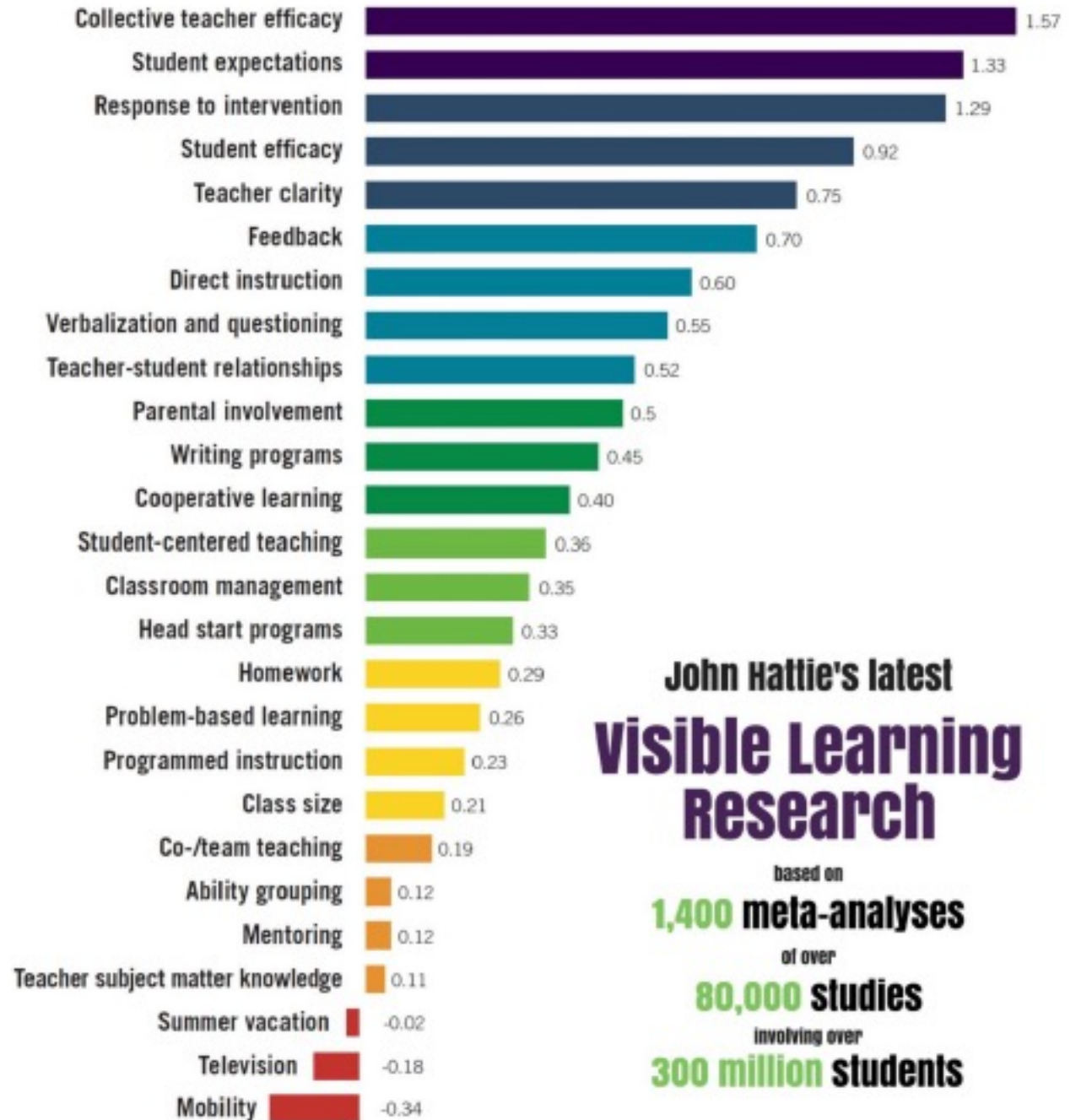
- ✓ Strongest teachers staffed at 9th grade
- ✓ 9th Graders and teachers in houses or teams
- ✓ Includes advisory system
- ✓ Common planning time built in for teaching teams and or 9th Grade Success Team
- ✓ Academic supports built into school day (e.g., Reading Lab, Math Lab, etc.)
- ✓ Credit recovery during 2nd semester built in
- ✓ Credit bearing summer bridge
- ✓ Block Scheduling if possible
- ✓ Address dual language, inclusion, and sheltered instruction up front



# CAPACITY BUILDING

- ✓ Make a case for 9th Grade needs—the make-or-break year
- ✓ **Determine what Tier 1 and Tier 2 supports can be addressed through strategic master schedule building**
- ✓ Develop a plan for capacity building with staff
  - Bell Schedule
  - Teaming
  - Academic Supports
  - Advisory
  - Credit Recovery

# WHAT DOES RESEARCH SAY ABOUT CONDITIONS FOR LEARNING?



# A GENERAL LANDSCAPE OF THE SCHEDULE CHANGE PROCESS



- ✓ Develop your “why” for a schedule change. Whose interests are being served?
- ✓ Prioritize what you hope to accomplish through your new schedule: Tier 1 and Tier 2
- ✓ Capacity Building: Involve all stakeholders in the process
- ✓ Research models that align with your priorities and visit schools if possible
- ✓ Develop timeline and calendar meetings
- ✓ Get consensus and approval
- ✓ Provide appropriate and sustained professional development
- ✓ Plan evaluation strategies
- ✓ Resource THE BUILD

# THE BUILD: PRIORITIZATION



- ✓ List your goals in priority order
- ✓ Set your non-negotiable courses
- ✓ Set seat limits (save some wiggle room)
- ✓ Determine any teaming and link in software
- ✓ If using a magnetic scheduling board develop a color-coding system such as

identifying grade levels by color, 9<sup>th</sup> grade teams by color/#, common planning periods, non-negotiables, etc.

- ✓ Hand build your master schedule in layers based on your goals using your computer software to simulate best placement of courses
- ✓ Patience and Persistence!

# WHY THE 4x4 FOR 9TH GRADERS

## 4x4 SCHEDULE ADVANTAGES

- ✓ Promotes cooperative learning and project-based learning
- ✓ More quality time – increase personalization
- ✓ Culturally Responsive Practices are centered in relationships and trust
- ✓ Fewer classes ► greater focus
- ✓ Less daily homework
- ✓ Accelerate College Readiness
- ✓ Allows for varied learning activities
- ✓ More opportunity to earn and/or recover credit
- ✓ Teachers have fewer students
- ✓ Longer planning periods
- ✓ Course options outside of Core
- ✓ Increased Attendance
- ✓ Fewer Behavior Issues with less transitions. Campus Climate ↑
- ✓ Failed courses can be recovered more quickly
- ✓ More like college structure

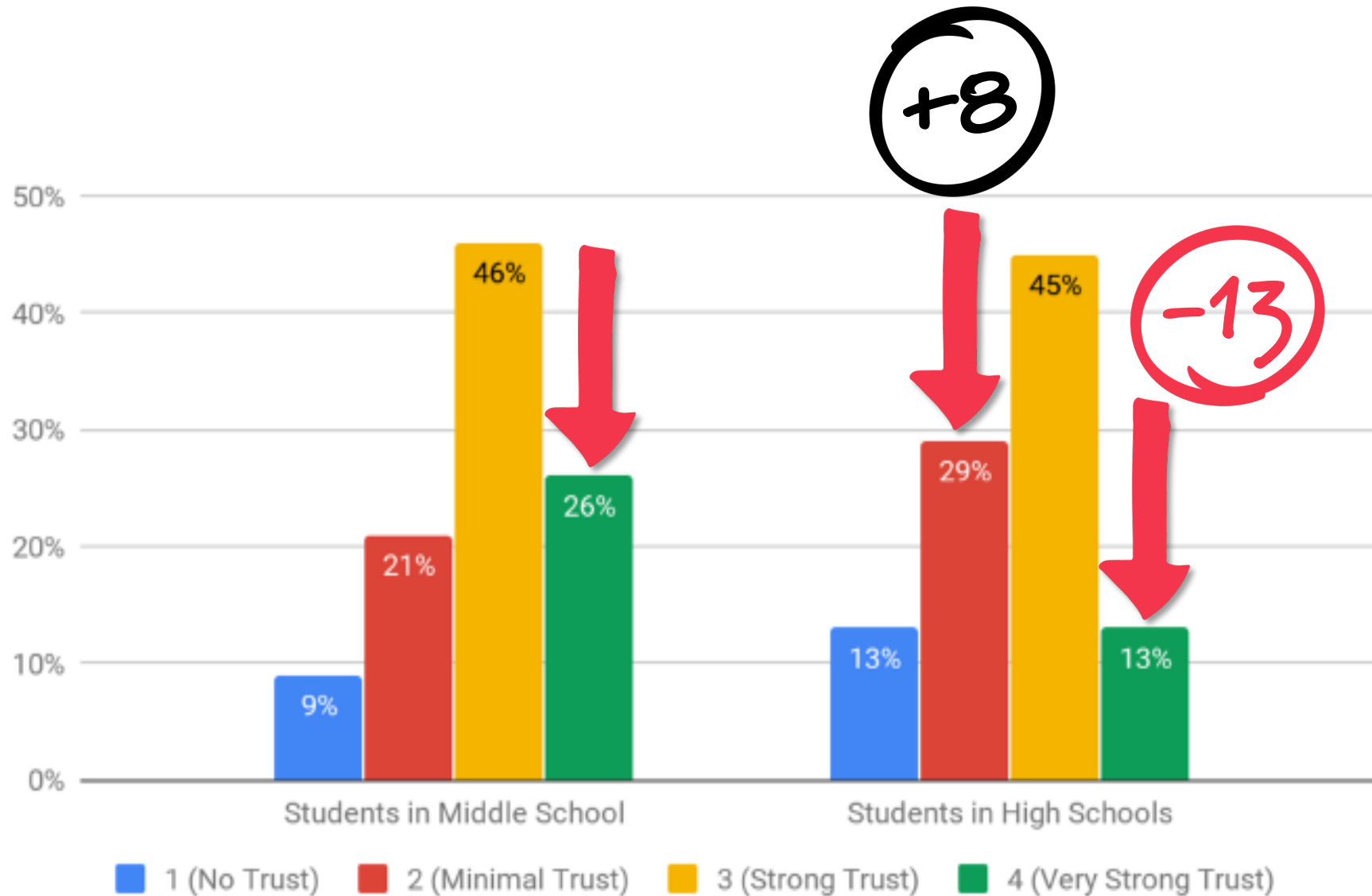
# POTENTIAL CHALLENGES OF 4x4

## 4x4 SCHEDULE POTENTIAL CHALLENGES

- ✓ Difficult to catch up on a single absence
- ✓ Teacher need PD for extended periods
- ✓ Can have scheduling challenges for some courses (e.g., Music and AP)
- ✓ Can create sequencing challenges in Math/World Language Courses
- ✓ Perceived loss of instructional time
- ✓ Pacing of content more intense
- ✓ Can cost more depending on current model
- ✓ Contract implications
- ✓ Could be more expensive
- ✓ Early graduation w/o grad adjustments

# TRUST DROPS FROM 8TH TO 9TH GRADE

Student Ratings of STR from Middle School To 9th Grade

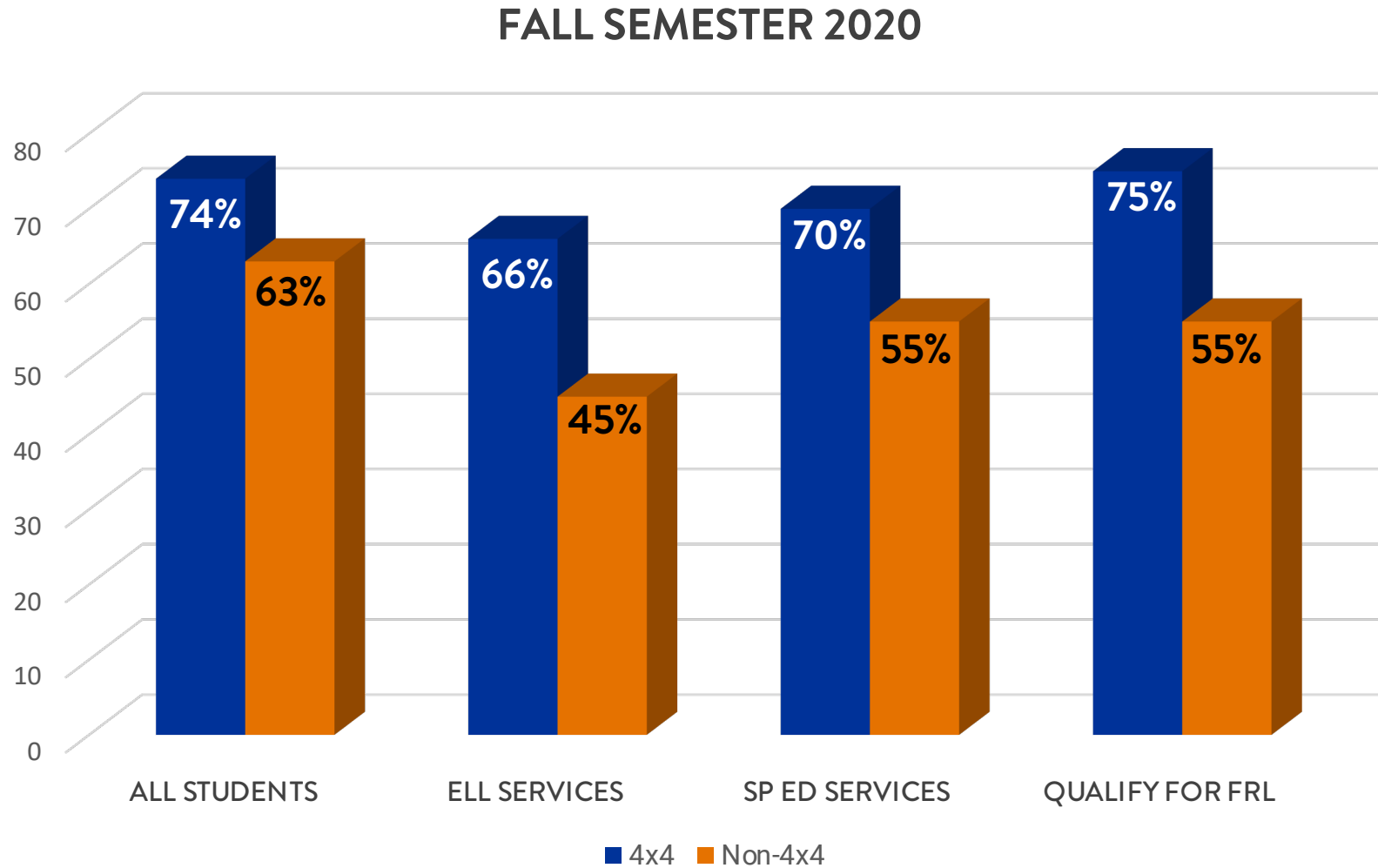


# CHSS ON-TRACK FINDINGS: PANDEMIC

Our findings resulted from analyzing 76 partner schools across Arizona, Colorado, Indiana, Oregon, Tennessee, and Washington

- ✓ 4x4 Averaged 9th Grade On Track rates 11 points higher than non-4x4 schools
- ✓ Performance gaps were consistent in both high-poverty and low-poverty schools.
- ✓ Performance gaps also held when isolating for race, students served in FRL, Special Education and English Learner programs

# CHSS ON-TRACK FINDINGS: PANDEMIC



*Data collected from 76 schools across 6 states*

# RESOURCE MURAL

Access our Mural of Resources: [shorturl.at/fxQ67](https://shorturl.at/fxQ67)

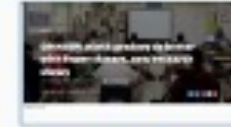
## OUR RESOURCES

### Master Scheduling Information and Additional Resources



#### Master Scheduling Information Resources

Below are links to resources you will find information and research that can facilitate your scheduling-building process. Double-click on the center of the images (not the links) to view larger images and/or documents. Hyperlinks in the text can lead to more information and/or links.



#### Our Webinar Presentation Deck



#### The 9th Grade Brain and Unique Needs



#### Master Schedule Building Info



#### Why Block Schedules Work for 9th Graders



#### Potential Challenges of Block Scheduling



#### Other Block Schedule Models



#### Professional Development



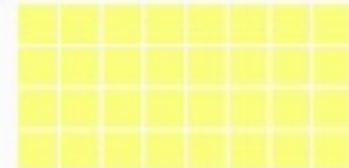
#### Scheduling Model Comparisons



#### Implementation Process and Possible Funding



Questions or Comments? Feel free to click on a sticky and leave us your questions and comments. We will use this information to inform our next presentation. Thank you!



# CHSS ROADMAP TO 9TH GRADE SUCCESS



## ROADMAP FOR 9TH GRADE SUCCESS



### DATA

#### PROVIDE DATA ACCESS

- ▶ Assess district data system capacity and enhance where needed
- ▶ Establish district-school data partnership
- ▶ Designate school level data champion(s)
- ▶ Establish a district and school data reporting calendar

#### DEVELOP DATA LITERACY

- ▶ Assess school and district staffs' data literacy skills
- ▶ Articulate a plan for developing teams' data literacy skills
- ▶ Build understanding of how to use relevant quantitative and qualitative data



### 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



### INTERVENTIONS

#### CULTIVATE A GROWTH MINDSET IN ADULTS

- ▶ Provide training on the impact of discourse on results
- ▶ Provide ongoing training on building and sustaining student-educator trust and family-educator trust

#### ESTABLISH DATA-DRIVEN INTERVENTION AND REFERRAL SYSTEMS AND PROCESSES

- ▶ Operationalize Key Performance Indicators
- ▶ Train staff on tiered structures and systems
- ▶ Articulate clear referral processes and protocols
- ▶ Utilize data to monitor and adjust interventions as needed
- ▶ Track student movement between tiers at regularly scheduled intervals as a key measure of efficacy
- ▶ Establish a Tier 3 team
- ▶ Reflect on the relationship between Tier 1 gaps and Tier 2 interventions
- ▶ Identify and respond to root causes

#### IMPLEMENT PROACTIVE AND HIGH LEVERAGE INTERVENTION STRATEGIES

- ▶ Provide competency-based credit retrieval opportunities
- ▶ Amplify student voice through empathy interviews and student surveys
- ▶ Provide explicit instruction and ongoing supports to 9th graders on how to "do school" well
- ▶ Systematize regular check-ins with students
- ▶ Implement restorative practices
- ▶ Provide high dosage tutoring to identified students
- ▶ Provide focused instruction on core social emotional learning competencies



### TRANSITION

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

- ▶ Build a developmentally responsive master schedule
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#### 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

#### 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



### INSTRUCTION

#### IMPLEMENT FAIR GRADING PRACTICES

- ▶ Create a proportional grading scale
- ▶ Encourage retakes and re-dos
- ▶ Accept late work with no penalty
- ▶ Grade student work, not behavior
- ▶ Consider use of incomplete instead of F and support pathways to demonstrate competency before end of year
- ▶ Implement standards-based grading
- ▶ Establish and implement a fair grading policy

#### DEVELOP LEARNING-CENTERED PROFESSIONAL COMMUNITIES

- ▶ Embed literacy instruction
- ▶ Develop culturally responsive, standards-aligned curriculum
- ▶ Administer common assessments
- ▶ Analyze student work to inform ongoing improvement
- ▶ Establish peer collaboration, observation & feedback loops

#### DEVELOP STUDENT-CENTERED LEARNING COMMUNITIES

- ▶ Integrate academic and social-emotional learning competencies
- ▶ Design lessons to accommodate for learner variability
- ▶ Develop learning partnerships with students
- ▶ Implement a standard set of rituals and routines





# IN-PERSON LAB TO ADDRESS THE UNIQUE NEEDS OF YOUR CAMPUS



**MARCH 22ND**

1:00 PM – 2:30 PM PT

or

**MARCH 22ND**

1:00 PM – 2:30 PM PT

[www.highschoolsuccess.org](http://www.highschoolsuccess.org)