

ROADMAP FOR 9TH GRADE SUCCESS



PHASE 1: ESTABLISH
STRUCTURES & FOUNDATIONS



PHASE 2:
OPERATIONALIZE SYSTEMS



PHASE 3: REFINE SYSTEMS &
RESPOND TO ROOT CAUSES



CUSTOMIZE
FOR CONTEXT



DATA

PROVIDE DATA ACCESS

- 1● Assess district data system capacity and enhance where needed
- 2● Establish district-school data partnership
- 3● Designate school level data champion(s)
- 4● Establish a district and school data reporting calendar

DEVELOP DATA LITERACY

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



TEAMS

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

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

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

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

SYSTEMATIZE 9TH GRADE SUCCESS BY RECRUITING AND ENGAGING ALL STAKEHOLDERS

- 1● Identify and connect systems
- 2+ Train all stakeholders
- 3+ Communicate goals and progress
- 4+ Celebrate progress



INTERVENTIONS

CULTIVATE A GROWTH MINDSET IN ADULTS

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

ESTABLISH DATA-DRIVEN INTERVENTION AND REFERRAL SYSTEMS AND PROCESSES

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

IMPLEMENT PROACTIVE AND HIGH LEVERAGE INTERVENTION STRATEGIES

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



TRANSITION

CREATE A PERSONALIZED AND SUPPORTIVE ENVIRONMENT FOR 9TH GRADE STUDENTS

- 1● Build a developmentally responsive master schedule
- 2● Establish cohorts of 9th graders that share same courses and core teachers
- 3● Establish a 9th grade academy structure
- 4● Establish 9th grade advisories or seminars
- 5■ Conduct student-led conferences
- 6■ Establish mentorship for all
- 7■ Engage 9th graders in community building activities

PROVIDE EARLY PREPARATION FOR HIGH SCHOOL ENTRY

- 1● Institute an 8th to 9th grade orientation
- 2▶ Institute a high-impact summer transition program
- 3+ Establish ongoing parent engagement
- 4■ Conduct summer activities

PROVIDE PROACTIVE SUPPORTS

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



INSTRUCTION

IMPLEMENT FAIR GRADING PRACTICES

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

DEVELOP LEARNING- CENTERED PROFESSIONAL COMMUNITIES

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

DEVELOP STUDENT-CENTERED LEARNING COMMUNITIES

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

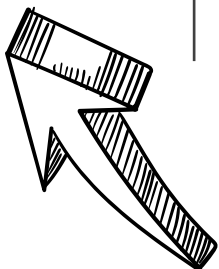


ROADMAP STRATEGY
COMPASS

PHASE
1

ESTABLISH
STRUCTURES & FOUNDATIONS

- 1.1
- 7.2
- 1.2
- 7.3
- 1.3
- 9.1
- 1.4
- 9.2
- 2.1
- 9.3
- 2.2
- 9.4
- 3.1
- 10.1
- 3.2
- 11.1
- 3.3
- 11.4
- 3.4
- 11.6
- 3.5
- 3.6
- 3.7
- 3.8
- 3.9
- 4.4
- 5.1



TEAMS

Teams exit this phase with foundational knowledge of the research behind the 9th Grade Success Approach have the needed time to collaborate, and have access to necessary data. Key roles have been established. Meetings have been calendared. Teams have established working agreements and have the necessary training and tools to get started.

TEAM LEADS

Team leads exit this phase with the resources and know-how needed to successfully facilitate team meetings, including how to facilitate the team using the Kid Talk Protocol.

At this stage, team leads have scheduled regular check-ins with their CHSS coach and know how to access key resources. Team leads understand how and when to access point-in-time data.

ADMINISTRATORS

Administrators exit this phase with an unwavering commitment to 9th Grade Success Work. This includes protecting team meeting time, ensuring access to real-time data, and committing to the development of a master schedule with common planning time for each 9GST and advisory for all 9th graders.

At this stage, administrators are considering and/or implementing all structures necessary for the success of the team, including the following:

- ▷ 9.1 responsive master schedule
- ▷ 9.2 9th grade cohorts
- ▷ 9.3 9th grade academy structure
- ▷ 9.4 9th grade advisory or seminar
- ▷ 11.1 9th grade prioritization in teaching, counseling assignments

STRATEGIES OF FOCUS
FOR EACH PHASE

PHASE
2



OPERATIONALIZE SYSTEMS

- 2.3
- 4.1
- 4.2
- 4.3
- 5.2
- 5.3
- 5.4
- 7.1
- 7.4
- 7.5
- 7.6
- 8.3
- 8.4
- 10.3
- 14.3

TEAMS

Teams exit this phase having a clear, actionable agenda that the team lead has adopted and routinized. KPIs have been established and teams operationalize them via data visuals to design individual student supports. Initially, teams map available resources and structures for use in assigning individual interventions. The team may also be starting to develop group interventions based on data trends.

At this stage, teams may be “intervening,” but they are utilizing data to monitor the success of each intervention and for all interventions at key benchmarking periods. Key strategies at this stage include supporting students in how to “do school well” and include systematized check-ins with students at-risk of falling off-track.

Teams understand the importance of and become familiar with using high-leverage qualitative data tools, especially those that bring student voice to the table.

Teams actively work to partner with students and families, both proactively and as part of their intervention process.

TEAM LEADS

Team leads exit this phase as strong team facilitators, able to develop data visualizations and lead team meetings using appropriate protocols.

At this stage, the team lead leverages meeting roles to distribute leadership responsibilities across the team.

The team lead monitors the development and implementation of interventions, including proper documentation of plans resulting from use of protocols (i.e., Kid Talk) and team follow-through on action items.

The team lead actively engages in coaching, developing goals, and building action plans specific to leading the team effectively. The team lead meets monthly with their CHSS coach and administrator to discuss implementation of Roadmap strategies, to review on-track data, and to elevate success and/or concerns.

ADMINISTRATORS

Administrators exit this phase understanding strengths and challenges of the 9th Grade Success Work specific to the context of their school. This understanding comes from direct observations of the team and dialogue with team lead and CHSS coach.

Administrators communicate the importance of 9th Grade Success Work to the entire school community and make 9th Grade On-Track goals and benchmarks visible.

In addition to observing team(s) directly, administrators meet monthly with their team lead and CHSS coach to discuss implementation of Roadmap strategies and to review On-Track data. The administrator(s) stand ready to address areas of celebration and/or concern in connection with the work and development of the team, or support with any other technical needs that arise, such as a need for a Tier 3 team.

PHASE
3

REFINE SYSTEMS &
RESPOND TO ROOT CAUSES

- 6.1
- 6.2
- 7.7
- 7.8
- 8.2
- 8.7
- 10.2
- 12.1
- 12.2
- 12.3
- 12.4
- 12.5
- 14.1

TEAMS

Teams exit this phase with the know-how to develop skill-building interventions that address a root cause of student struggle. Teams recognize the impact of the classroom context and regularly consider shifts in classroom and instructional practices, including grading practices. Teams determine how and when to use individual, small group, or whole group interventions, including intended academic or behavioral outcomes, when appropriate.

Teams routinely integrate the use of qualitative data.

Teams understand the developmental needs of 9th graders and recognize the need for competency skill development. They use structures like advisory as vehicles to teach necessary skills. Teachers across content areas are committed to supporting skill development with the goal of building student independence with identified skills.

TEAM LEADS

Team leads exit this phase skilled in their ability to utilize qualitative and qualitative data to develop, monitor and maintain focus on action plans that address root causes of student struggle.

At this stage, team leads are actively seeking opportunities for shared leadership and to build capacity of their team.

The team lead continues to actively engage in coaching, developing goals, and building action plans specific to leading the team effectively. The team lead meets monthly with their CHSS coach and administrator to discuss implementation of Roadmap strategies, to review on-track data, and to elevate success and/or concerns.

ADMINISTRATORS

Administrators exit this phase deeply committed to leveraging and scaling best practices of the 9th Grade Success Team(s).

Administrators communicate progress and make 9th Grade On-Track goals and benchmarks visible to the larger school community.

In addition to observing team(s) directly, administrators meet monthly with their team lead and CHSS coach to discuss implementation of Roadmap strategies and to review On-Track data. The administrator(s) stand ready to address areas of celebration and/or concern in connection with the work and development of the team, or support with any other technical needs that arise, such as implementing fair grading practices across 9th Grade Team(s).

CUSTOMIZE FOR CONTEXT:

- 8.1
- 8.5
- 8.6
- 9.5
- 9.6
- 9.7
- 10.4
- 11.2
- 11.3
- 11.5
- 11.7
- 11.8
- 12.6
- 12.7
- 13.1
- 13.2
- 13.3
- 13.4
- 13.5
- 14.2
- 14.4

LOOKING TO IMPLEMENT A STRATEGY
ON THE CHSS ROADMAP?

VISIT: highschoolsuccess.org/roadmap