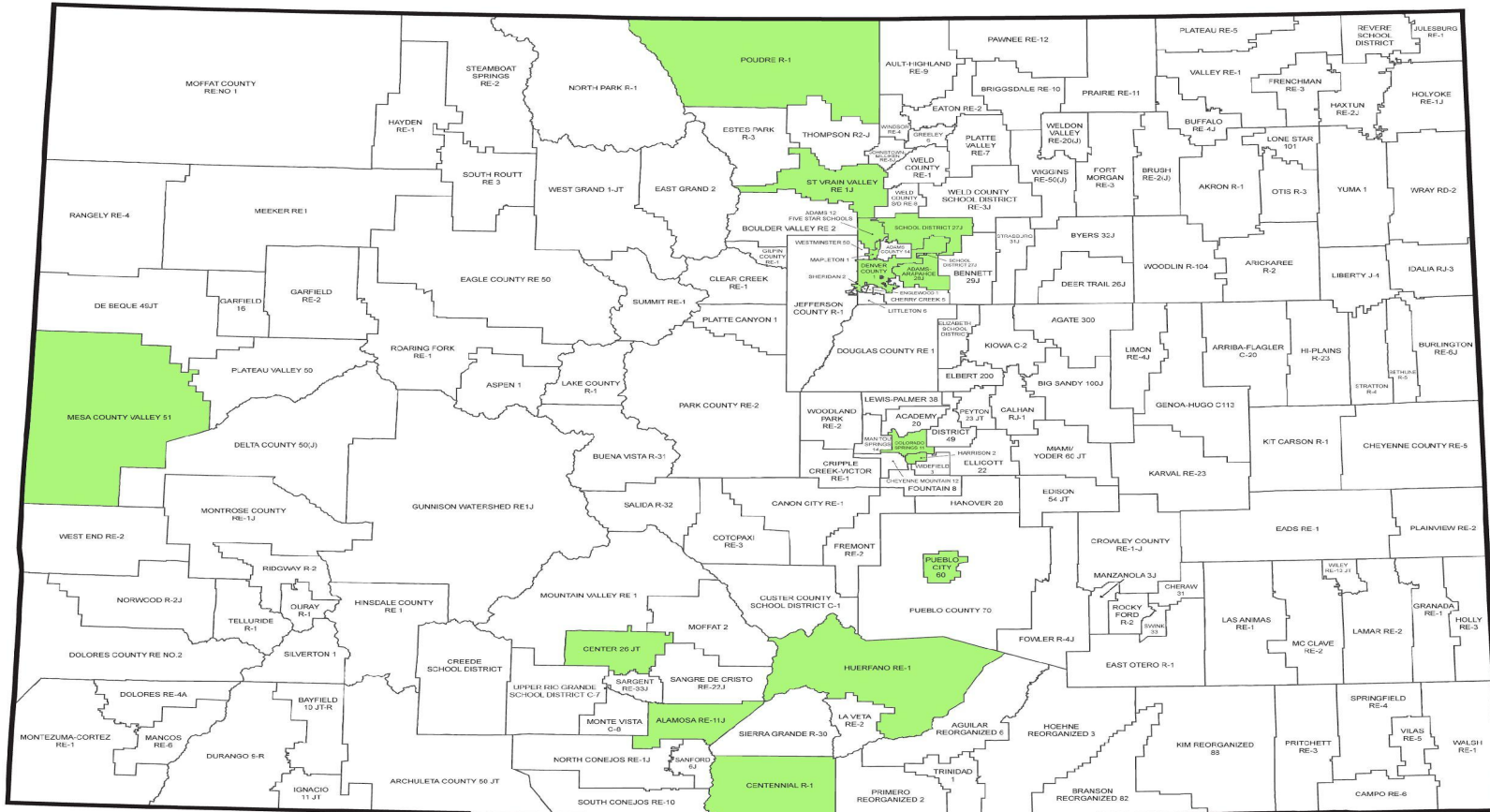# Welcome new grantees!
Colorado
9th Grade Success Grant Program

March 4, 2024

Cohort 2 grantees

Ninth Grade Success Grant Cohort 2 School District Map 2024

Cohort 2 Grantees

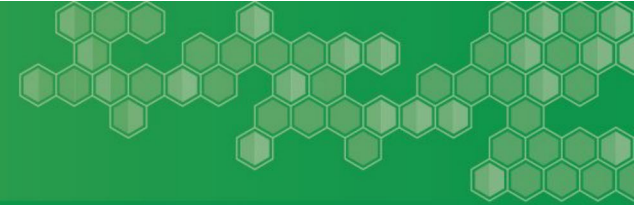| District	Participating Schools
Adams 12	1. Thornton High School
Adams/Arapahoe 28J, Aurora Public Schools	1. Gateway High School 2. Hinkley High School
Alamosa School District	1. Alamosa Online
Centennial School District R-1	1. Centennial School
Center 26JT	1. Center Virtual High School 2. Center High School
Colorado Springs D11	1. Mitchell High School
CSI	1. Colorado Early Colleges Colorado Springs 2. Colorado Early Colleges Douglas County 3. Colorado Military Academy
Denver	1. Dr Martin Luther King Jr Early College 2. Montbello High School

Cohort 2 Grantees

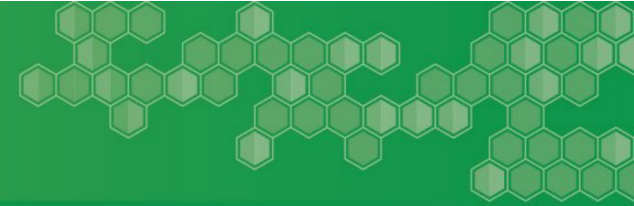| District	Participating Schools
Harrison School District 2	1. Harrison High School 2. Sierra High School
Huerfano	1. Walsenburg Jr Sr High School
Mapleton Public Schools	1. Mapleton Expeditionary School of the Arts
Mesa County D51	1. Grand River Academy
Poudre School District	1. PSD Global Academy 2. Poudre High School
Pueblo School District 60	1. East High School 2. Centennial High School 3. South High School
School District 27J	1. Prairie View High School
St. Vrain Valley School District RE-1J	1. Skyline High School 2. Longmont High School

Freshman Grades Predict Graduation
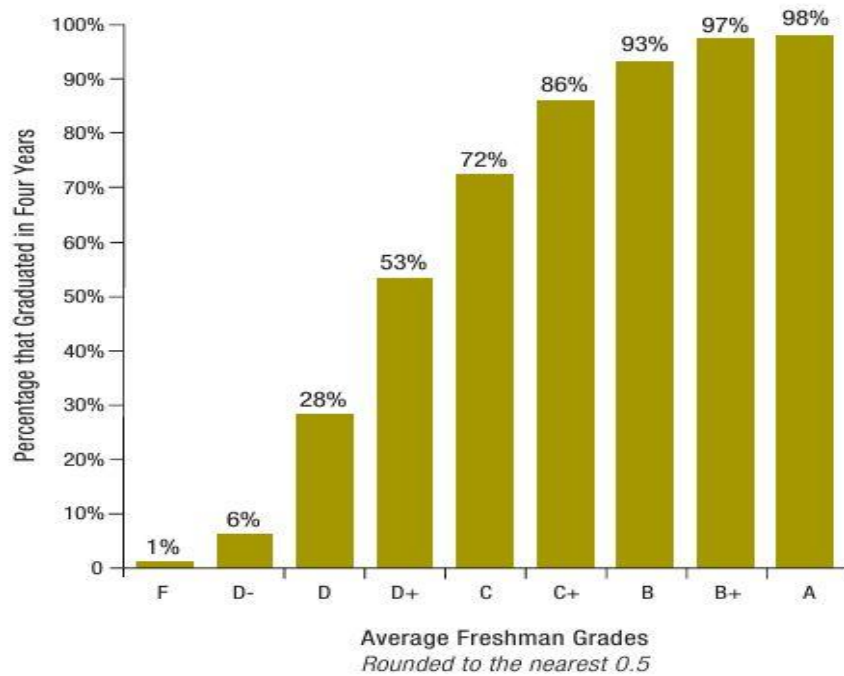
*Consortium on Chicago School Research

On-Track 9th graders are 3.5 x more likely to graduate in 4 years than off-track freshman.

Consortium for Chicago School Research

Goals for the day

Participants will:

- Be able to articulate the research behind the ninth-grade success model.
- Be able to articulate the components of the ninth grade success model.
- Reflect on current implementation and identify potential approaches for each component.

Name

School and mascot

What are you most interested in learning about today?

Dropout Prevention and Student Re Engagement office

Goal is to increase the number of students meeting graduation expectations and staying engaged and connected to school

Current grants
Student Re-engagement Grant
Ninth Grade Success Grant
Expelled and At-Risk Student Services (EARSS grant)

Technical Assistance
Support the reporting of graduation and completion, dropout, discipline, and attendance rates
Development and support in areas of Dropout Prevention Framework
Required training and support for attendance and discipline

Grant Overview

Designed to provide funding to improve the ninth-grade student experience to ensure that students enrolled in ninth grade develop the skills they need to successfully persist to tenth grade on time and ultimately in graduating from high school and launching successful careers.

- Bill passed in the 2019 legislative session

- First cohort of eight schools (2019-20 to 2023-24)

- The Ninth Grade Success Grant Program is authorized by 22-14-103, C.R.S.
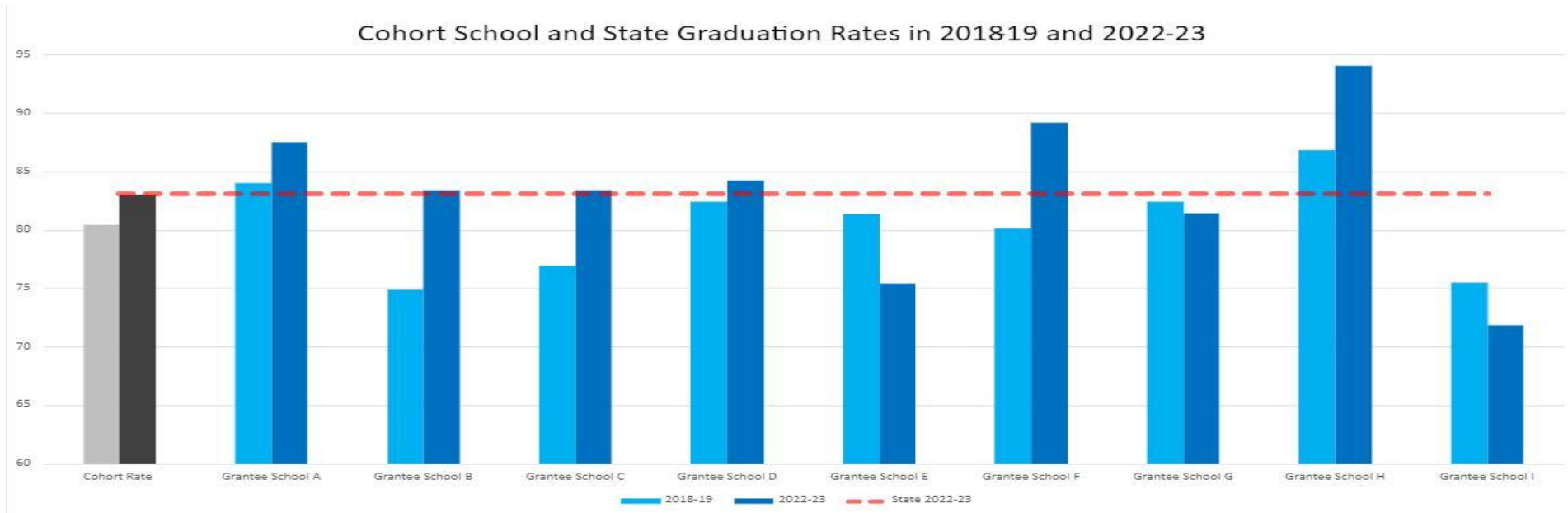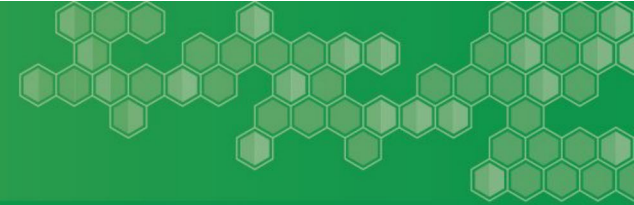
Intermediate Goals

- Improve the 9th grade on-track rate
- Improve the 9th grade core course passage rate

Ultimate Goal
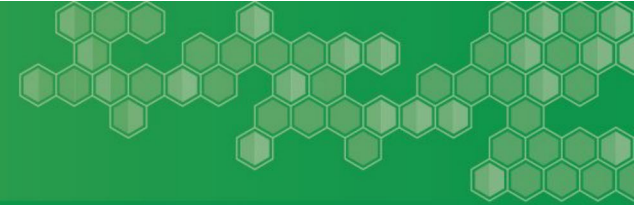
- Improve the 4-year graduation rate

Progress in Cohort 1

Cohort School and State Graduation Rates in 2018-19 and 2022-23

Four-year graduation rate improved

Six of nine schools improved graduation rate

Ninth Grade Success Grant Cohort On Track Rates

80.4%

63.0%

62.3%

56.8%

2021-22   2022-23

— Percentage of Courses Passed Out of Courses Attempted Among Ninth Grade Students

— Percentage of Ninth Grade Students with Enough Credits to be Promoted and No More than One Course Failure
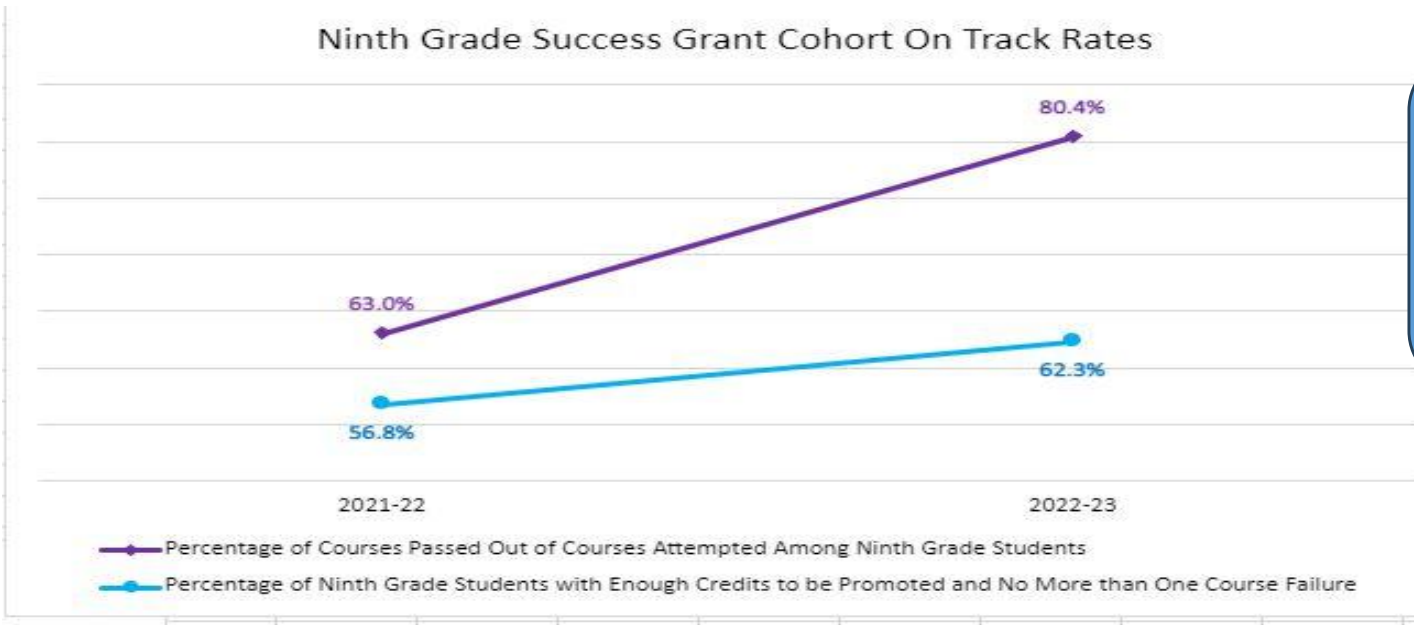
All 9th grade success grantees track 2 measures
- On-track rate
- Course Passage rate

Grantees with a focus on mathematics have an additional measure:
- Math Course passage, Math benchmark assessment, etc.

14

Four Components for Ninth Grade Success

Ninth Grade Success Team	**Data System**
Instructional Support	**Transition Programs**

Goals for the day

Participants will:

- Be able to articulate the research behind the ninth-grade success model.
- Be able to articulate the components of the ninth grade success model.
- Reflect on current implementation to inform areas for planning.

Agenda

Welcome and overview of grant
- Ninth grade research
- Components of the Ninth Grade Approach

Practitioner panels
- Current schools
- Student panel

Self-Reflection

Lunch

Choice session 1
- Ninth Grade Success Team (CHSS)
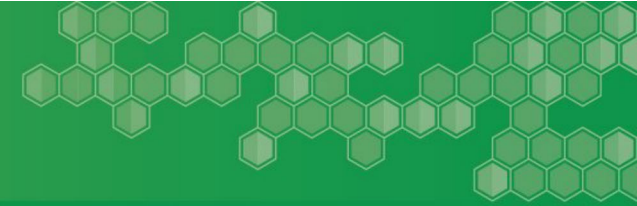- Instructional supports (NCS)

Choice session 2
- Mathematical practice for 9th grade (required one person)
- Building transition programs (CHSS)
- Reviewing and organizing data (NCS)

Resources for grantees

Center for High School Success

The Center for High School Success partners with high schools and districts to improve graduation rates through a focus on 9th Grade Success.

The Network for College Success (NCS) envisions neighborhood high schools that continuously cultivate collaboration, powerful learning, and a culture of high achievement to prepare all students for college and career success.

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Welcome to the Introduction to Freshman Success

Your Presenters

Adelric McCain
Senior Director of Programs

Kareem Sayegh
Student Success Manager

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Establishing the Freshman On-Track Indicator

Thanks to our Foundational Research Partner

UCHICAGO Consortium on School Research

- All research reports available for free: **consortium.uchicago.edu**

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Graduation Rate in Chicago High Schools in 1999

47%

People had many questions…

How can schools improve graduation rates?

Who should be targeted for intervention?

Who will graduate and who will drop out?

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Freshman On-Track Indicator

What is it?

A 9th grader is on-track to graduate if he/she has:

- At least 5 credits by the end of the year (Chicago Public Schools)
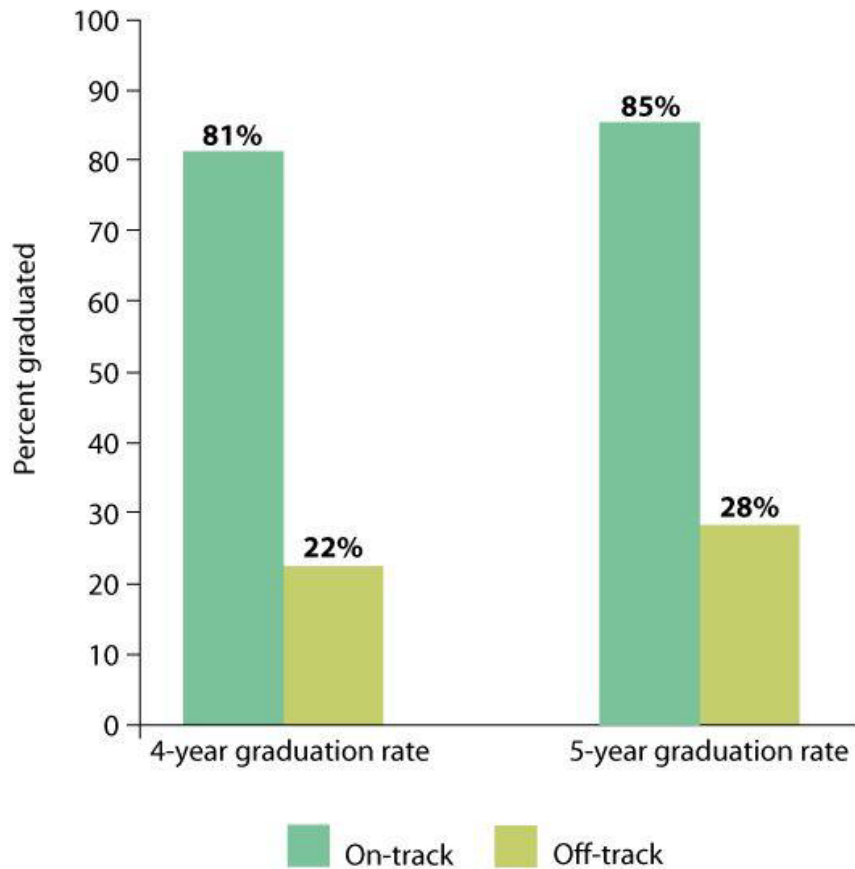- No more than one semester failure in a core class

Why is it important?

Students on-track in the 9th grade are *more than three times* more likely to graduate than off-track students.

Figure 2

**Four- and Five-Year Graduation Rates by Whether
On-Track at the End of the Freshman Year**

*Students entering high school in September 1999*

Note: Students who dropped or transferred out of CPS before the end of the school year are not included in these calculations. If students who dropped out during their first year were included, the off-track graduation rates would be 20 percent (4-year) and 25 percent (5-year). The on-track rates would remain the same.

Freshman OnTrack is more predictive of a student's odds of graduating from high school than all other factors combined

Predictive Ability of Indicators
of High School Graduation
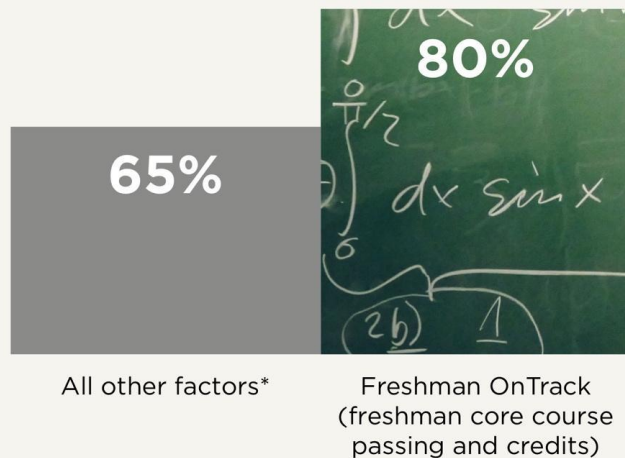
Students who are "on-track"
in freshman year are

80%

65%

All other factors*

Freshman OnTrack
(freshman core course
passing and credits)

3X
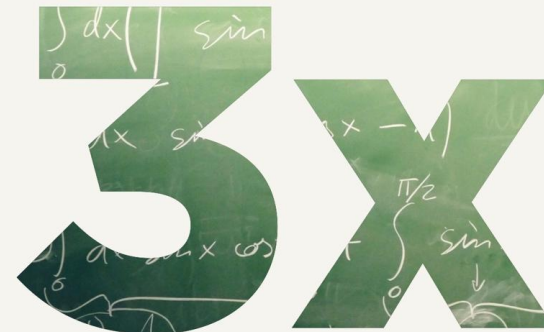
more likely than their off-track peers
to graduate from high school

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

Allensworth, E. (2013). *The use of ninth-grade early warning indicators to improve Chicago schools.*
Journal Of Education For Students Placed At Risk (JESPAR) Vol. 18 , Issue. 1.

Other Things We Knew at the Beginning

- Schools with quite similar student populations had very different on-track rates

- The quality of student-teacher relationships at a school seemed to matter a lot

- The level of teacher collective efficacy at a school seemed to matter a lot

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A higher high school GPA increases the odds of making it *through* college

Graduation rates from 4-year colleges for CPS students by graduating high school GPA
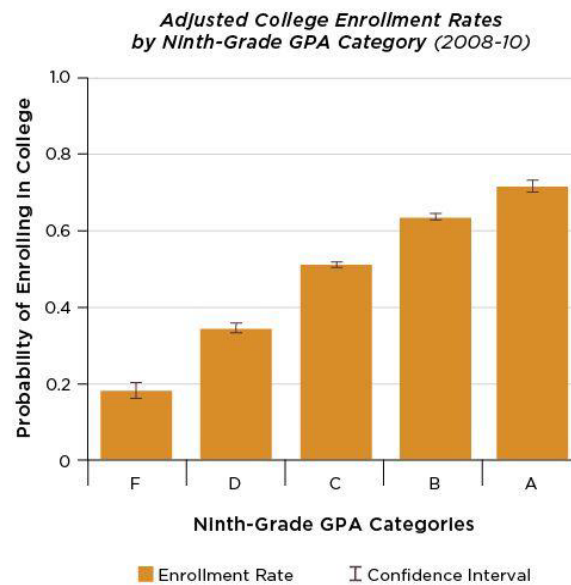

19%	33%	47%	68%	83%
<2.0	2.0–2.4	2.5–2.9	3.0–3.4	3.5+
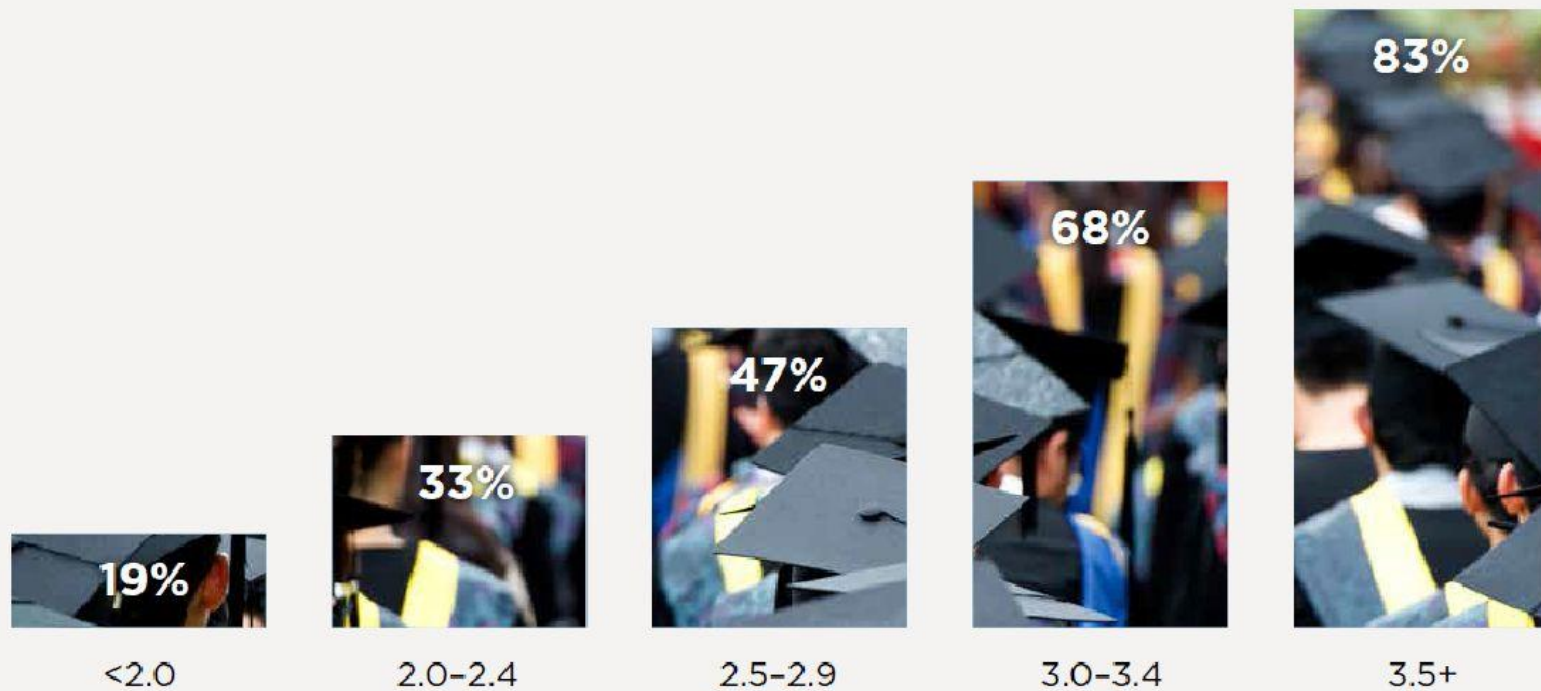
9th Grade GPA predicts College Success

Students with Low Ninth-Grade GPAs Were Less Likely to Graduate from High School

Adjusted High School Graduation Rates by Ninth-Grade GPA Category (2009-11)
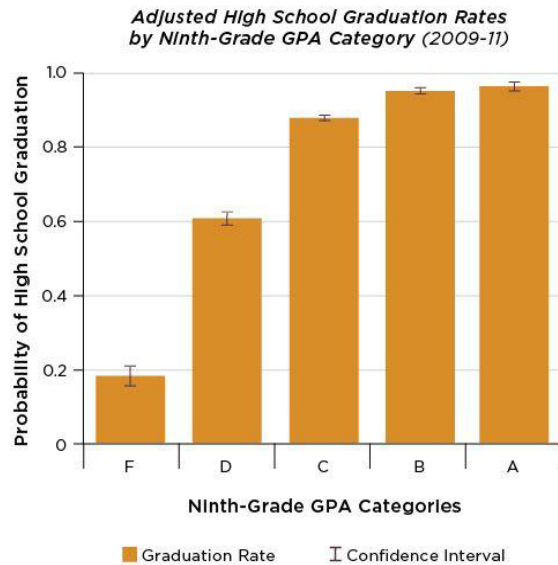
Freshman GPA Predicted a Student's Likelihood of Enrolling in College

Adjusted College Enrollment Rates by Ninth-Grade GPA Category (2008-10)

Conditional on Enrolling in College, Higher GPAs Were Associated with Higher Persistence Rates
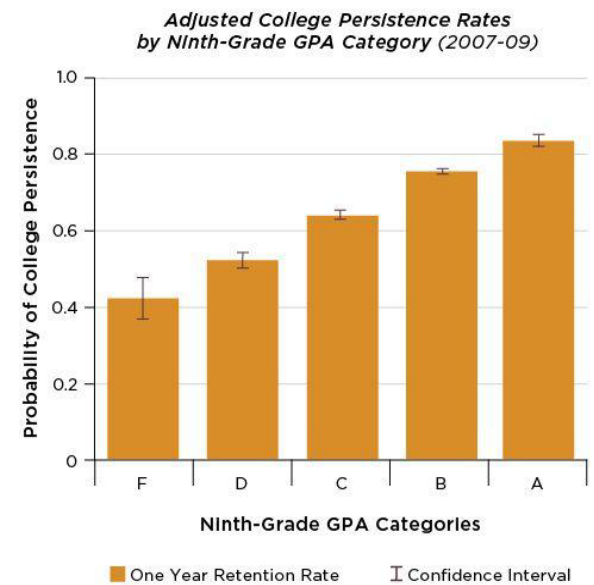
Adjusted College Persistence Rates by Ninth-Grade GPA Category (2007-09)

A Decade of Improvement

The University of Chicago Consortium on School Research

Building Structures for Freshman Success

Instead of…

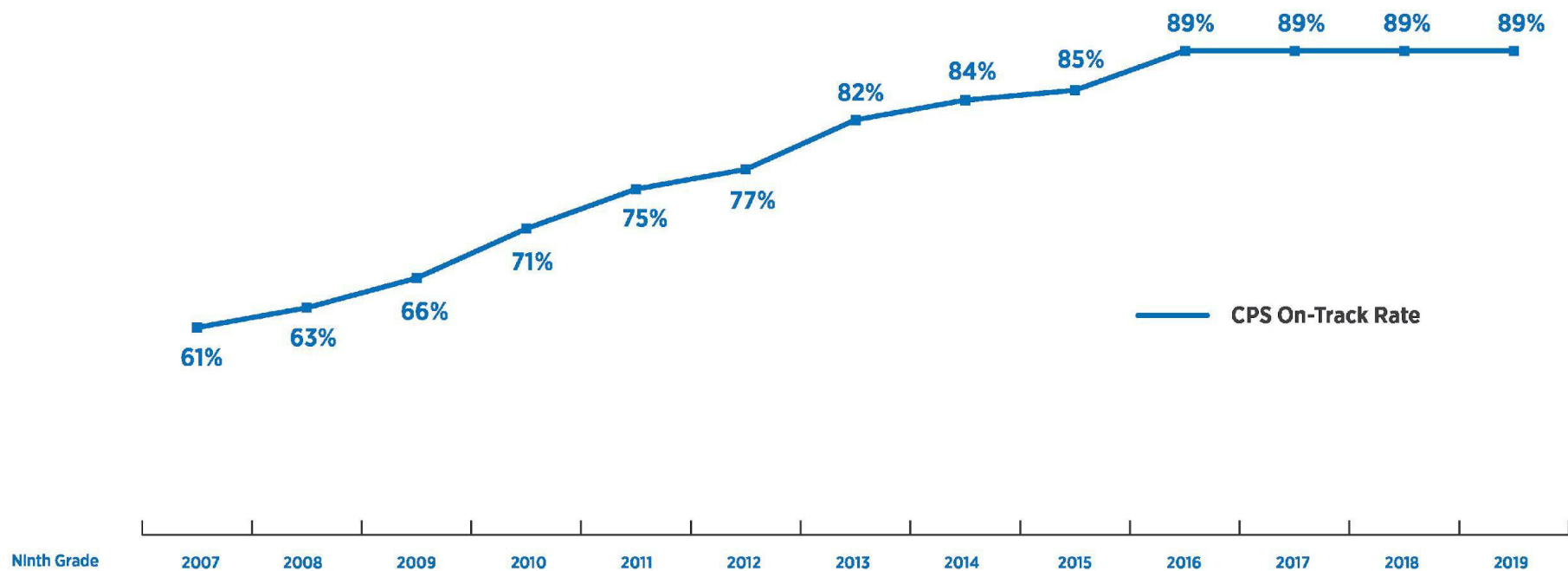- Giving every teacher one freshman course

- Collaborating only by department

- Seeing failure as a result of student capability

- Sending students to outside-of-class supports

Let's try…

- Creating a dedicated team of "freshman specialists"

- Holding space for collaboration by grade level

- Seeing a failure as a result of adult practice

- Developing classroom-based strategies for improvement

On-Track Rates at Chicago Public Schools

Data Source: The To&Through Project: https://toandthrough.uchicago.edu/tool/cps/

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9th Grade On-Track Rates by Race & Gender

Chart showing 9th Grade On-Track Rates by Race & Gender for 2005 and 2019.

2005:
- Black Male: 43%
- Latino Male: 52%
- Black Female: 61%
- Latina Female: 66%
- White Male: 76%
- White Female: 80%

2019:
- Black Male: 84%
- Latino Male: 83%
- Black Female: 90%
- Latina Female: 91%
- White Male: 94%
- White Female: 97%

Legend: Black Male, Latino Male, Black Female, Latina Female, White Male, White Female
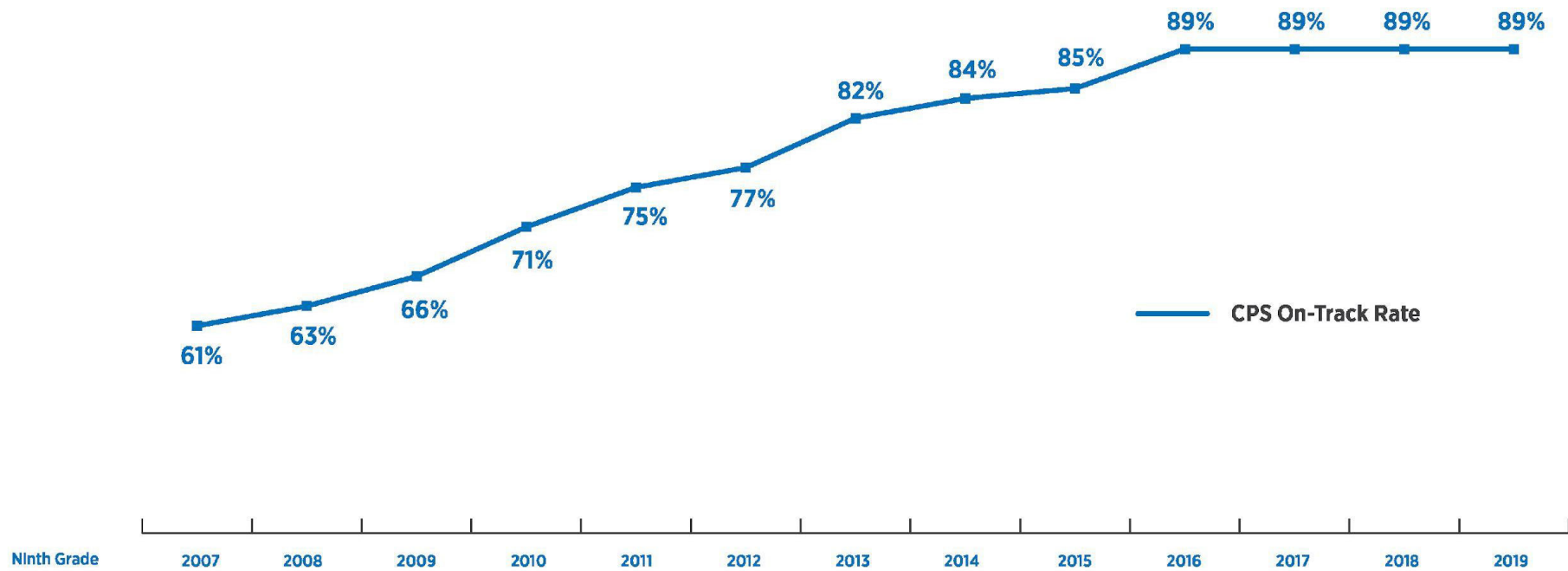
From Increased FOT to Sustained Gains

FIGURE 2

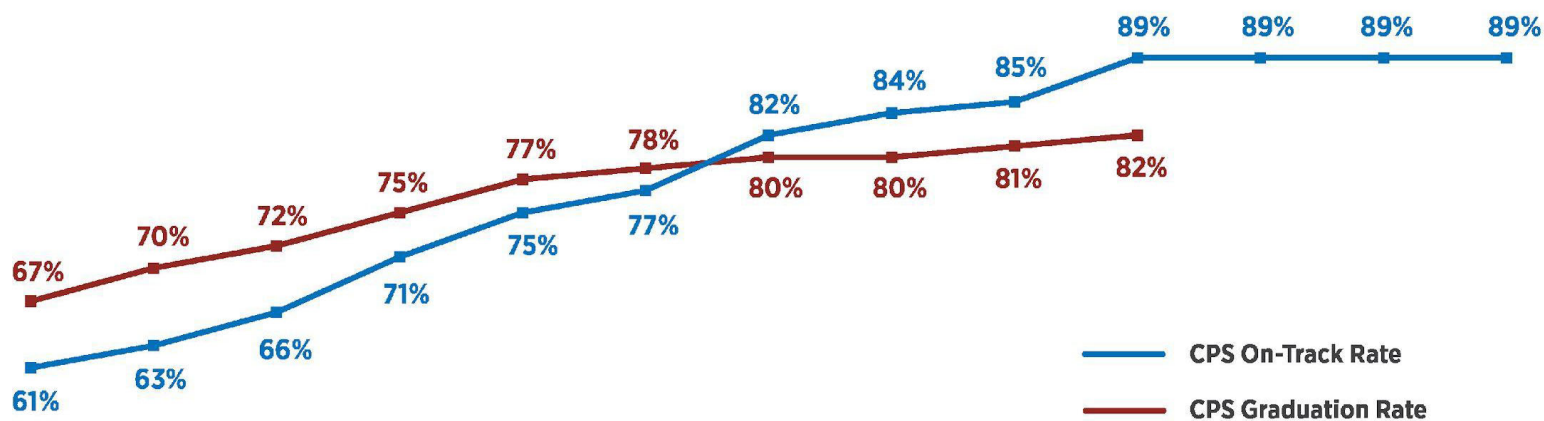In secondary mover schools, increases in 9th grade on-track rates persisted as that cohort progressed through high school.
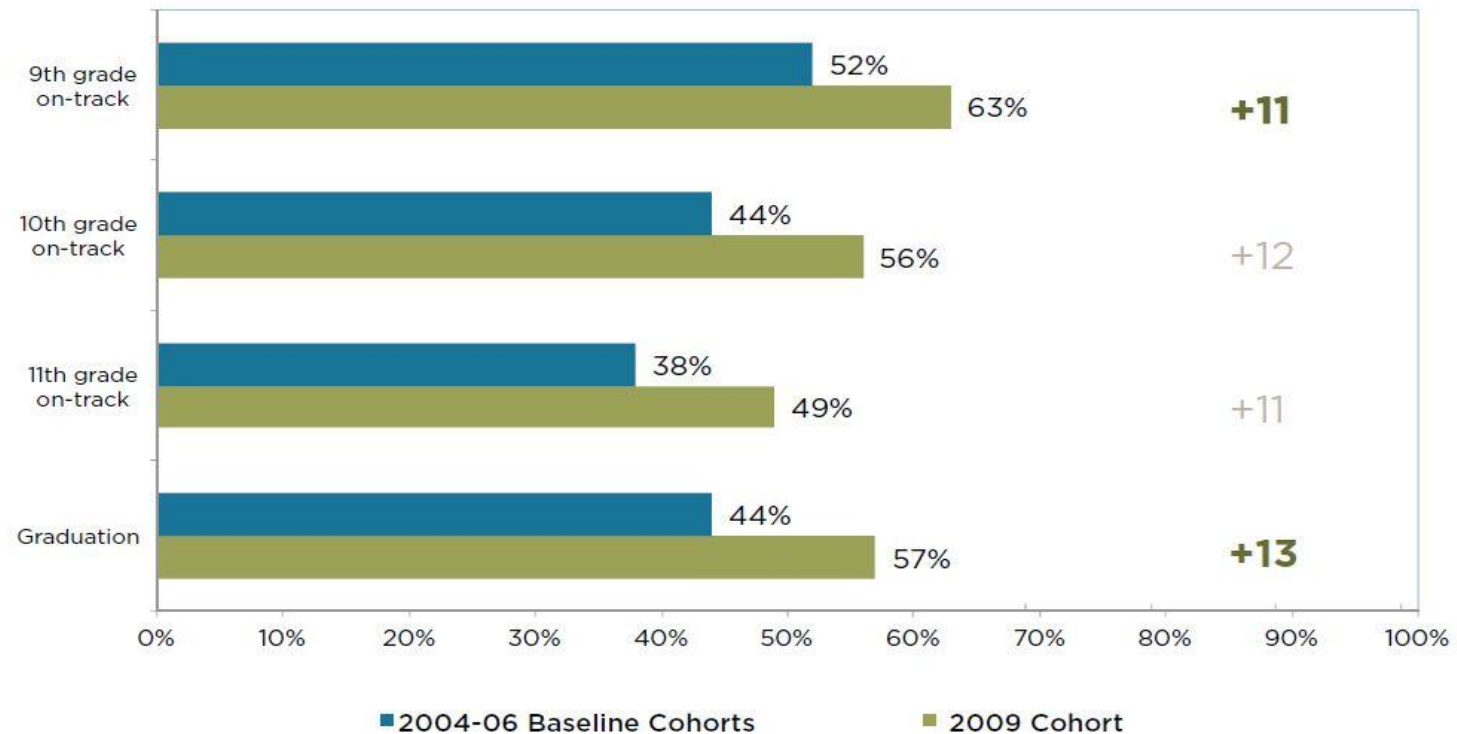
Note: This figure represents first-time freshmen at secondary mover schools without a special education status. Years refer to the spring of the school year.

On-Track Rates at Chicago Public Schools
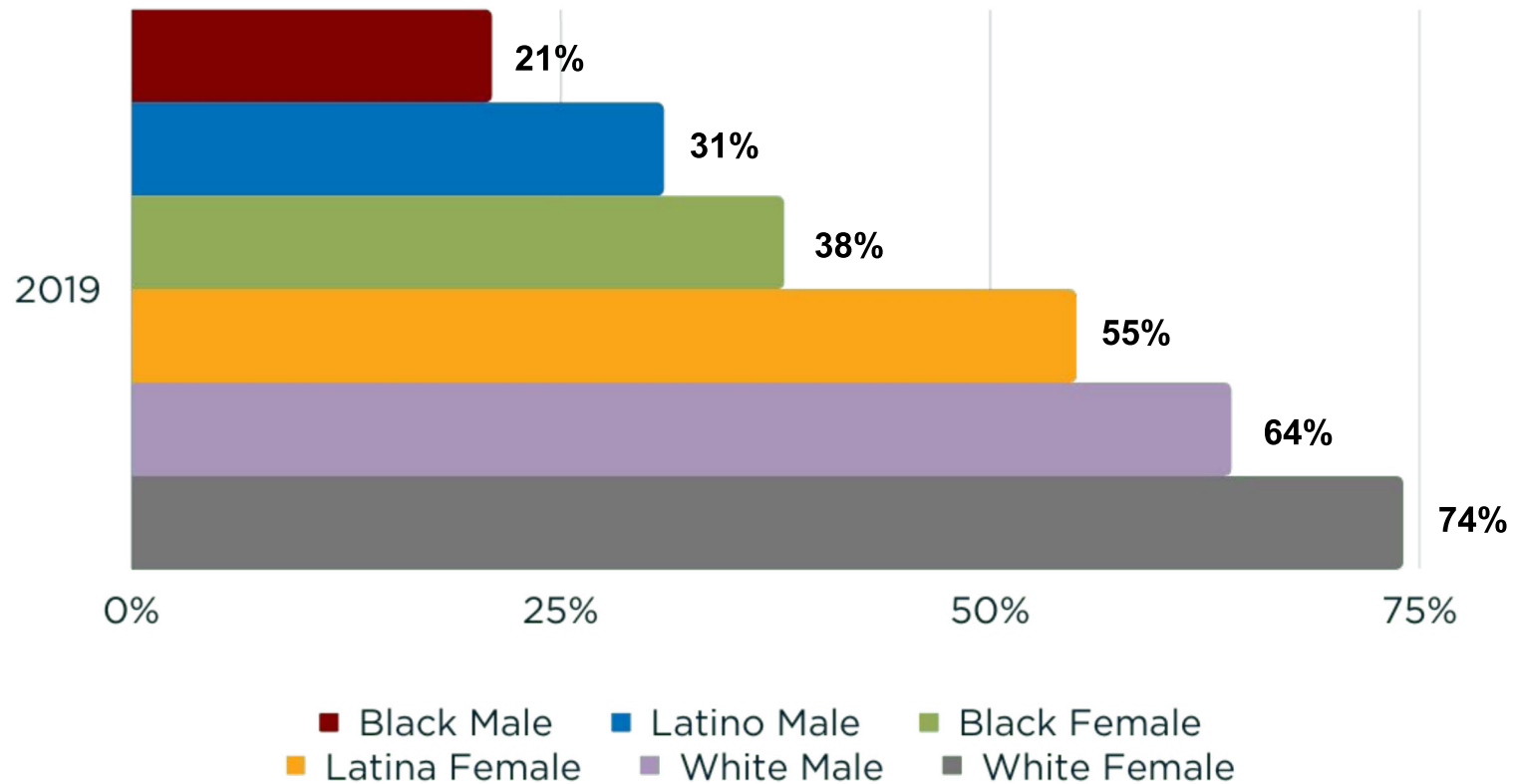

Data Source: The To&Through Project: https://toandthrough.uchicago.edu/tool/cps/

On-Track Rates and Graduation Rates

CPS On-Track Rate: 61%, 63%, 66%, 71%, 75%, 77%, 82%, 84%, 85%, 89%, 89%, 89%, 89%

CPS Graduation Rate: 67%, 70%, 72%, 75%, 77%, 78%, 80%, 80%, 81%, 82%

Ninth Grade	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Graduation Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022

Data Source: The To&Through Project: https://toandthrough.uchicago.edu/tool/cps/

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9th Grade "Bs or Better" Rates by Race & Gender

How Convinced are You of the Statement

Increasing 9th grade course performance led to strong and sustained academic improvement in Chicago's high schools.

- What evidence confirms this statement?
- In what ways are you still skeptical?
- *Discuss with an elbow partner*

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Table Discussion

- What are we convinced of, and what are we skeptical of?
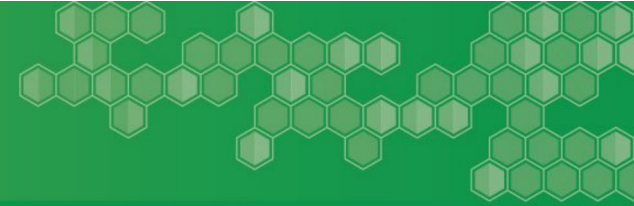- *Add your **ONE** most important or most challenging question to Slido.*
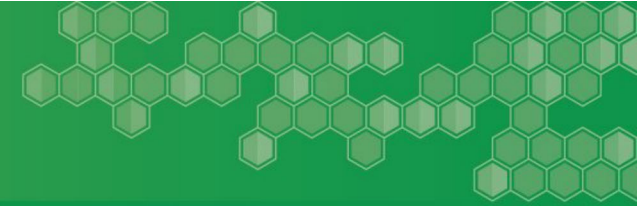
bit.ly/CHISTORY

Components of a Ninth Grade Approach

Four Components for Ninth Grade Success

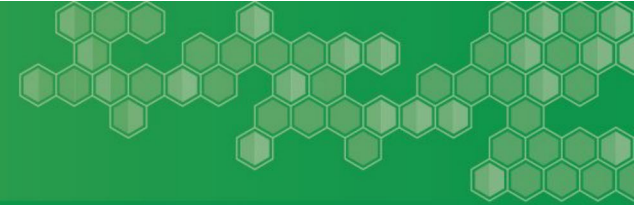|	
Ninth Grade Success Team	**Data System**
Instructional Support	**Transition Programs**

Ninth Grade Success Team

Creating a cross-disciplinary success team of ninth grade teachers and support staff that meets regularly to identify and implement individual and group strategies to support ninth grade students.

- Formation of a diverse team including teachers, counselors, and support staff.
- Core 9th grade teachers
- Regular meetings to discuss student progress and identify areas for intervention.
- Collaborative approach to develop strategies tailored to individual student needs.
- Training around 9th grade success components

Ninth Grade Team: What could this look like?

LARGE SCHOOL

CORE TEAM 1		CORE TEAM 2
math	elective	math
english	counselor	english
science	support staff	science
social studies	admin	social studies

SMALL SCHOOL

2 math teachers (1 for 9th)

2 english teachers (1 for 9th)

administrator

Data System

Implementing a data system that provides real-time access to data concerning a student's behavior, attendance, and grades and can be disaggregated.

- Ensure the team has access to data.

- Implementation of a digital platform for tracking student performance in real-time.

- Continually track and analyze student data on attendance, behavior, and grades.

- Consider using a data protocol for conversations.

- Create plans for follow-up and intervention based on the data.

Data System: What could this look like?
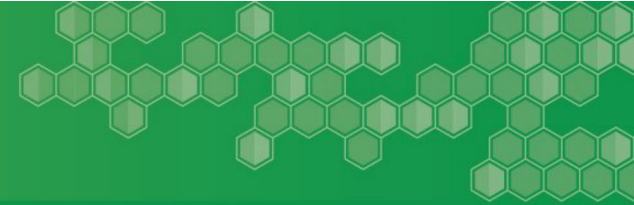
1. District level dashboards
2. Excel or google sheets

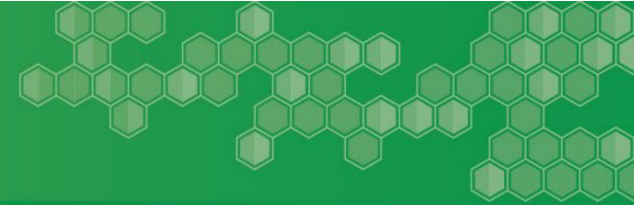Summary information

- Individual student
- Whole group of students

Intervention tracking

- Where do you keep contact log of interventions

Attendance
Behavior
Course Performance
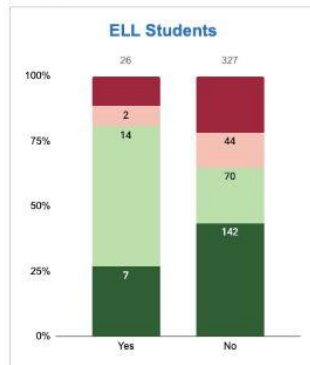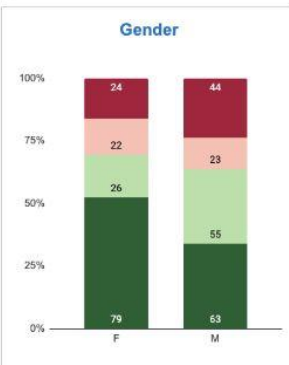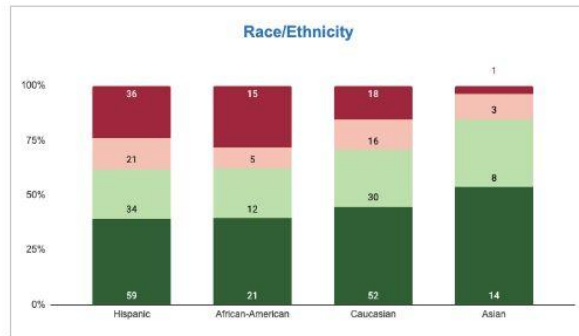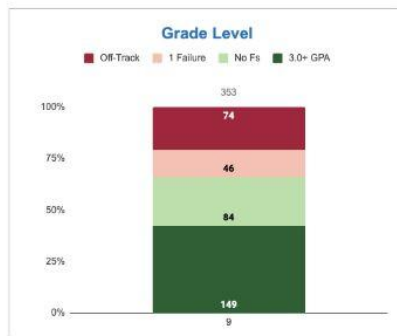
Attendance
Behavior
Course Performance
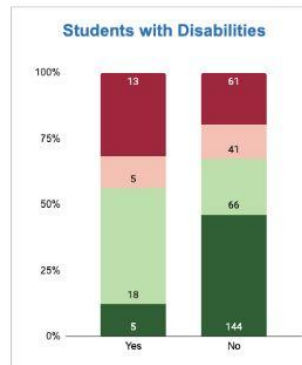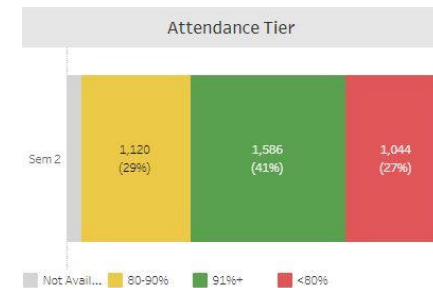
Tracking course passage and on-track

Core Course passage	What percentage of core courses were passed?
9th grade on-track	How many students have enough credits for 10th grade and no more than 1 course failure?

Current collection
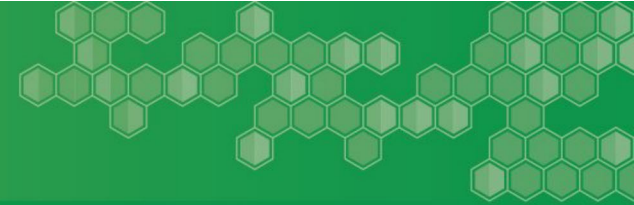
How do you collect or view this data currently?

If defined, how do you define on-track?

1 minute - silent reflection

3 minutes - with a shoulder partner

Instructional Support

Providing instructional support for ninth grade students including attendance support, content-specific academic interventions, tutoring, course-completion programs, social-emotional learning, and trauma-informed instruction

Optional focus on math instructional approach (core instructional practices, programs, interventions).

- Use best practice instructional strategies in the classroom for all students
    - Rituals, routines, procedures
- Utilize intervention strategies for students when needed

Instructional Supports: What could this look like?

Core instructional approaches

- Improving PLC practices
- Consistent grading
- Core common instructional practices
- Core common math practices
- SEL
- Trauma Informed Practices and classrooms
- etc

Intervention approaches

- Unit recovery
- Skill building intervention
- Credit recovery (2nd semester)
- etc

Transition Programs

Based on data for incoming students, implement transition programs and support for school staff to better support 9th grade students.

Transition Programs: What this could look like?

- Ensure collaboration with middle schools to prepare 9th graders.
    - Registration and next steps
    - Ensure access to 8th grade data
- Development of orientation, summer transition, and mentoring programs for incoming 9th graders. It could look like:
    - Summer Academy to ease the transition into high school
    - Come a few days before everyone else starts for an orientation
    - Mentoring from upperclassmen
- Freshman Seminar or advisory class
    - Workshops on high school life, academic expectations, time management, etc.
    - Community building and connection to school activities
    - Individual check ins with students
    - SEL, resiliency skill building
- Training for families to create a supportive community for ninth grade success
- Training sessions for teachers and staff to understand the specific needs of 9th graders

Overview of Timeline

Planning Year timeline

By June 2024, all sites will have completed the following:

- **Site Visit**: Completed a visit to a site currently implementing the Ninth Grade Success model
  - Friday, 2/16 8:00am-12:00pm - Thompson Valley HS
  - Friday, 3/1 Center HS
  - Wednesday 3/20 8:00am-2:30pm- Poudre HS

- **CDE Training**: Participated in training on the key components of the 9th grade success model.

- **Training For Ninth Grade Team**: Provided training for majority of 9th grade staff that includes at minimum:
  - Components of the Ninth-Grade success model and key structures for implementation
  - Design of and planning time for the transition program

CDE Contact Roles

- **Johann** supports the overall work of the office and will be involved in finalizing the new group of grantees and supporting cohort 1 in completing the final year of the grant.
  - Questions on application, initial Grant Award Letters and terms of the grant.

- **Jen** will be the lead for new grantees (cohort 2) this spring including professional learning opportunities.
  - Dates, areas of focus, and tasks for spring 2024
  - Individual support for grant implementation and design

- **Tricia Walz** can answer any questions on end of year reporting, due dates, and supports review of budgets.
  - All budget submissions

Budget reminders

All grantees should have received Grant Award Letters (GALs) and funds

Planning Semester	2024-25 Implementation
18 month Grant Award Letter	

CDE will notify all sites in late Spring of 2024-25 funds

For budget revisions:

- Email the request to Tricia Walz with an updated budget document
- Currently, only 50% of funds can be carried over into the 24-25 school year

Ninth Grade Success Grant Timeline of Due Dates 2024

Report name	Dates of Report	Due Date
Budget revisions: Prior approval is required for all revisions to salary or equipment or changes that exceed 10 percent of any budget line prior to encumbrances.		May 15,2024
Continuation budget for 2024-2025		May 15, 2024
Year 1: End-of-Year performance report	January 1 through June 30	August 14, 2024
Annual Financial Report (AFR)-12 month	January 1 through June 30	September 30, 2024

Questions?

Break

9th Grade Success Team Panel

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 a requirement and cited as a common challenge for 9th grade success teams.
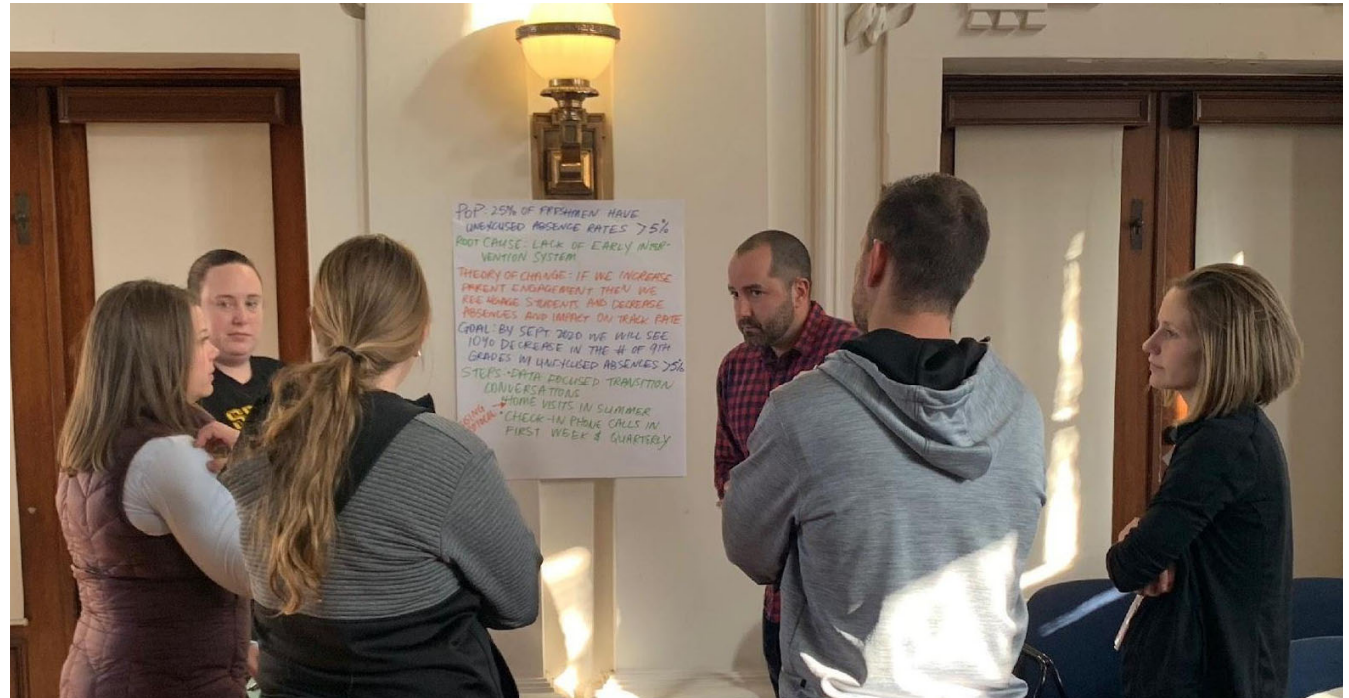
Data access and data literacy help set conditions for effective 9th grade success work.

9th grade success teams are one of the four main components of the *Ninth Grade Success* grant.

What practical strategies or applications are you wondering about?

How might you advance 9th grade success efforts at your school?

Student Panel

Welcome!
Denver Martin Luther King Jr. Early College

Mitchell High School

Montbello HS

- What is resonating with you?
- How might you gather student voice and apply it to your 9th grade success planning?

DPS Lincoln HS Ninth Grade Academy

Reflection: Assessing our Readiness

Condition Setting for FS Work

Ninth Grade Success Team

Creating a cross-disciplinary success team of ninth grade teachers and support staff that meets regularly to identify and implement individual and group strategies to support ninth grade students.

- Formation of a diverse team including teachers, counselors, and support staff.
- Core 9th grade teachers
- Regular meetings to discuss student progress and identify areas for intervention.
- Collaborative approach to develop strategies tailored to individual student needs.
- Training around 9th grade success components

Guiding Beliefs for Student Success (Our Conditions for Success)

- Children and adults can learn and achieve.

- Relationships are essential to student success.

- High, future-minded expectations must be held for all students.

- Transition plans assist student acclimation to school culture.

- Opportunities for students to demonstrate success are varied and plentiful.

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- **Setting Conditions**

- Implementation

- Communication

- Instruction

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Freshman Success Framework

NETWORK FOR COLLEGE SUCCESS

Freshman Success Team Outcomes: Ways of Being

Goals of Success Model		Guiding Beliefs for Student Success		Resulting School Culture	
• Improve grade-level On-Track rates • Improve student course performance as reflected in GPA	• Increase college readiness and access indicators for students	• Children and adults can learn and achieve • Relationships are essential to student success • High and future-minded expectations must be held for all students	• Transition plans assist student acclimation to school culture • Opportunities for students to demonstrate success are varied and plentiful	• Data-informed decision making • Goals and solution-based orientation • Capacity development at all levels • Shared leadership	• Accountability for results while supporting the work • Positive working relationships amongst staff, students, and families • Increased responsible behavior by students and adults

Freshman Success Team in Action: Ways of Doing

Success Team Elements	Principal		Team Lead		Success Team	
Setting Conditions	• Selects, programs, sets purpose, and provides foundational knowledge on student success work for core set of grade-level teachers • Identifies team leadership (Team Lead, data technician, social-emotional learning specialist, etc.) and communicates expectations for their engagement with Success Team • Sets goals for On-Track and student connection with the Success Team and team leadership	• Provides and protects team meeting calendar, with regular and sufficient time for data analysis, and intervention development, monitoring, and adjustment • Provides time for General Education and Special Education teacher(s), counselor(s), student advocate or dean, data technician, and/or administration to attend regularly scheduled meetings	• Acquires foundational knowledge on the importance freshman course performance as well as tools and strategies to lead the Success Team • With principal and data technician, establishes Success Team meeting calendar that includes regular and sufficient time for data analysis, and intervention development, monitoring, and adjustment	• With principal and Success Team, sets success goals for On-Track and student connection, and develops benchmarks to monitor progress	• Develops effective meeting strategies, such as establishing a mission statement and clear purpose, and building norms and action-oriented agendas • Shares Success Team roles and responsibilities conducive to success work • With principal and Team Lead, establishes foundational knowledge, sets purpose, and creates success goals for On-Track and student connection	• Engages in regular, calendared Success Team meetings to analyze data, and develop, monitor, and adjust interventions • Includes General Education and Special Education teacher(s), counselor(s), data technician, student advocate or dean, and/or administration
Implementation	• Provides timely access to success-related data such as point-in-time On-Track data • Provides professional development and training opportunities on the transition to high school, data strategy, and social-emotional learning strategies	• Reviews and interrogates interim success-related data in light of Success Team goals and strategizes with team leadership around next steps • Holds teachers accountable for implementing equitable grading practices	• Develops action-oriented meeting agendas which consistently address success goals generally and intervention development, tracking, and evaluation specifically	• Establishes Success Team meeting conditions conducive to the successful execution of Success Team duties • Works with data technician to bring actionable student-level data at regular intervals	• Reviews incoming class performance data to develop early and targeted supports for students • Develops, implements, tracks, and evaluates Tier 2 interventions, making adjustments when appropriate	• Refers students to appropriate level of intervention • Reviews actionable student-level data in order to provide appropriate support
Communication	• Provides space for student success-related communication on a regular basis	• Explicitly supports Success Team efforts to communicate a culture of success for all	• Regularly communicates strategies and progress toward success goals to Success Team, administration, parents, and students • Advocates for resources to support success efforts	• Coordinates success assemblies, parent nights, and celebrations toward On-Track and student connection goals	• Maintains strengths-based and action-oriented communication to support students • Conducts joint parent/student conferences	• Celebrates student and adult successes around On-Track and student connection goals • Engages faculty in frequent communication on student progress and successful strategies
Instruction	• Communicates a clear vision for instruction • Supports teacher development through proactive observation and constructive feedback around instructional practice	• Provides learning opportunities on classroom practices that support students' successful transition to high school	• Seeks out instructional and intervention resources, readings, and tools to improve teacher and Success Team practice	• Designs and facilitates Success Team discussion, problem solving, and sharing around grading and instructional strategies	• Creates, implements, and evaluates instructional strategies around student engagement • Provides multiple and varied opportunities for students to exhibit mastery or be assessed	• Utilizes transparent and equitable grading practices that communicate grade-level expectations and student achievement

Success Team: Setting Conditions (Our Focus)

- Develops **effective** meeting **strategies**

- Shares Success Team **roles** and **responsibilities**

- Establishes foundational **knowledge** and sets **purpose**

- Engages in **consistent** and **routine** meetings

- **Membership** should include the following:
  - General Education and Special Education teacher(s)
  - Counselor(s)
  - Data technician
  - Student advocate or dean
  - Administration

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Assessing Our Own Readiness

- To help us identify some initial conditions to focus on, we share an abbreviated version of NCS' Freshman Success Inventory

- This includes three roles (Admin, FS Lead, and Success Team). Fill out all of them even if you are not in the role

- No grade here – focus on getting an accurate picture of where you are

Freshman Success Inventory

Rating descriptions

- **Embedded-** This practice is so ingrained in our work that it is a distingu culture of freshman success in our school (way of being)

- **Practicing-** This is a regular practice in our school (way of doing)

- **Emerging-** This practice is in its beginning stages in our school

- **Not Yet Practicing-** We have not begun this practice/we are planning t in our school

Rate your team's current implementation level for each of the indicators

Administration (Principal or Assistant Principal)	Embedded	Practic
SETTING CONDITIONS: Administration selects, programs, sets purpose, and provides foundational knowledge on freshman success work for core set of grade-level teachers		
Administration identifies team leadership (Team Lead, data technician, social-emotional learning specialist, etc.) and communicates expectations for their engagement with Success Team		
Administration sets goals for On-Track and student connection with the Success Team and team leadership		
Administration provides and protects team meeting calendar, with regular and sufficient time for 1) data analysis and 2) intervention development, monitoring, and adjustment		

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Assessing Our Own Readiness

- What is/are the most impactful first steps for your team to hit the ground running in SY24-25?

- What barriers that need to be removed/overcome between now and then? Who has the power to do that?

Freshman Success Inventory

Rating descriptions

- **Embedded-** This practice is so ingrained in our work that it is a distingu culture of freshman success in our school (way of being)
- **Practicing-** This is a regular practice in our school (way of doing)
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Rate your team's current implementation level for each of the indicators

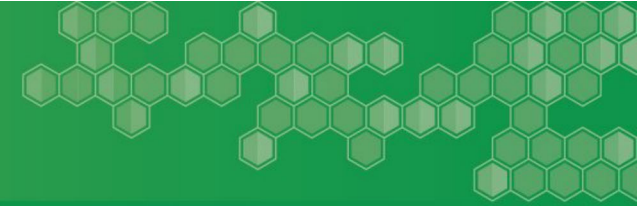| Administration (Principal or Assistant Principal)	Embedded	Practic
SETTING CONDITIONS: Administration selects, programs, sets purpose, and provides foundational knowledge on freshman success work for core set of grade-level teachers		
Administration identifies team leadership (Team Lead, data technician, social-emotional learning specialist, etc.) and communicates expectations for their engagement with Success Team		
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Working Towards Ways of Being (Our Fruits of Labor)

Resulting School Culture

- Data-informed decision making

- Positive working relationships amongst staff, students, and families

- Goals and solution orientation

- Increased responsible behavior by students and adults

- Capacity development at all levels

- Shared leadership

- Accountability for results while supporting the work

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Breakout Rooms

12:45-1:45pm

- Building 9th grade teams: Cottonwood
- Instructional supports: Blue Spruce

2:00-3:00pm

- Mathematical practices: Cottonwood
- Building transition teams: Blue Spruce
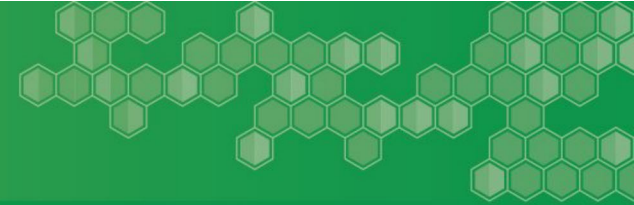- REviewing and Organizing Data: Flatirons

Lunch!

Feedback

By June 2024, all sites will have completed the following:

- **Site Visit**: Completed a visit to a site currently implementing the Ninth Grade Success model
  - Friday, 2/16 8:00am-12:00pm - Thompson Valley HS
  - Friday, 3/1 Center HS
  - Wednesday 3/20 8:00am-2:30pm- Poudre HS
- **CDE Training**: Participated in training on the key components of the 9th grade success model.
- **Training For Ninth Grade Team**: Provided training for majority of 9th grade staff that includes at minimum:
  - Components of the Ninth-Grade success model and key structures for implementation
  - Design of and planning time for the Transition program
- **Updated budget**
  - May 15, 2024