## AG1 9th Grade Focus Logic Model

Office of Research and Evaluation Working Draft - March 2017

AG1 Logic Model: 9th Grade Academic Curriculum and Programming – March 14, 2017

Activities

Inputs

	I		ı				
Information / collaboration with 8 <sup>th</sup> grade personnel	<b></b> [	Student Preparation {Summer Bridge: facilitate academic transition to HS} 8 <sup>th</sup> – 9 <sup>th</sup> grade articulation / vertical alignment  Student Placement / Ongoing Monitoring / Advising	-	9 <sup>th</sup> Grade Academic		All Students Pass all Core courses (Math, English, Science, and	
Funding		All students evaluated for course placement prior to		Experience		Social Studies), plus one additional credit.	
Academic Advising Staff		September 1 (or immediately upon matriculation) using approved, consistent, transparent criteria.		Students are rostered with all necessary courses to complete 9th grade expectations.		Schedule permits eventual completion	
Teachers .	<b>→</b>	In-year monitoring/adjustments; RTII / MTSS	<b>→</b>	Students are placed according		of all HS requirements.	100% of Students
Principals		Schools implement approved academic advising system: students complete 4, 6 and 8 year plans.		to their educational needs, including:  • Access to advanced		All students promoted on time	graduate ready for college
Office of Curriculum, Instruction & Assessment (OCIA)		Academic Offerings  Schools (by themselves or through partnerships) offer full range of courses necessary for a student to gain entry to a state college including (but not limited to):  • Advanced course offerings		<ul> <li>instruction (e.g., Pre-AP, 3+ years of foreign language)</li> <li>Access to additional supports and/or remediation</li> </ul>	<b>→</b>	and in good standing to 10 <sup>th</sup> grade  Students value their educational path, and	and career.
Office of Research & Evaluation (ORE)	<b>→</b>	3+ year foreign language sequences  Students have access to specialized programming (e.g., CTE, Performing Arts)	<b>-</b>	Students enroll in additional courses that are consistent with:  • 4, 6, 8 year plans		are motivated to engage with their courses.	
College and Career Readiness		Schools use approved tools and strategies to remediate students that are not academically prepared for 9 <sup>th</sup> grade Core courses, or who fall behind during the year		<ul><li>Student interests and aspirations</li><li>Progress toward graduation</li><li>Career goals</li></ul>		Attendance	
Office of High School Support		Schools provide specialized supports for students classified as SPED and/or ELL		[70]% of Students report feelings of <i>belonging</i> on DWS		improves, due to improvements in:	
Office of CTE		Courses are engaging and relevant, as measured by in- year surveys and DWS				<ul><li>Engagement</li><li>Academic self-</li></ul>	
		Schools implement approved 9 <sup>th</sup> grade academy model				efficacy	

Outputs

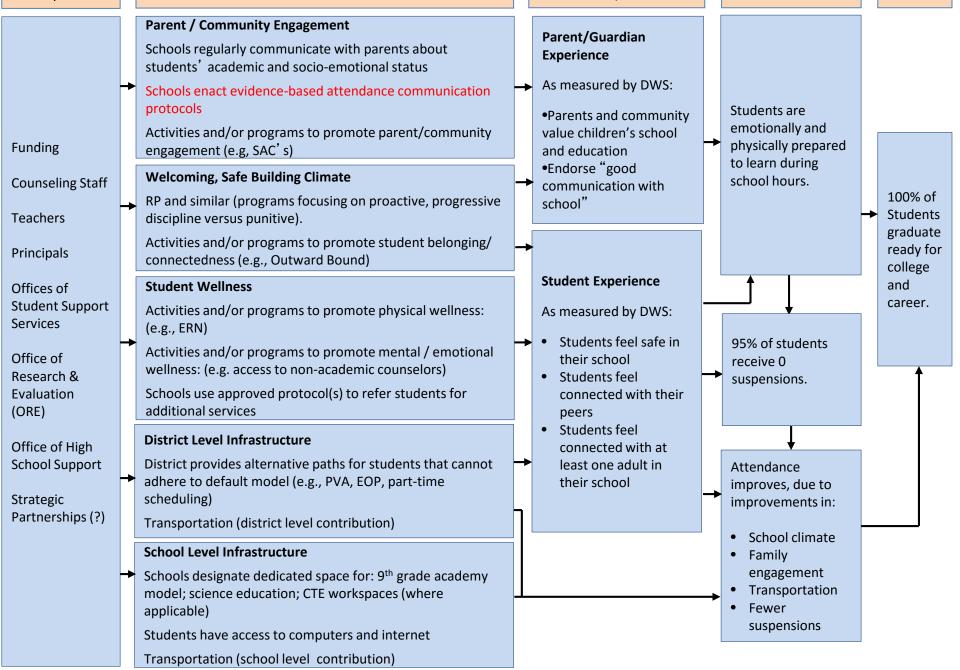
Outcomes

Impacts

AG1 Logic Model: 9<sup>th</sup> Grade Infrastructure and Climate – March 14, 2017

Inputs

Activities



Outputs

Outcomes

**Impacts** 

AG1 Logic Model: 9th Grade Teaching/Coaching – March 14, 2017 Inputs **Activities Outputs** Outcomes **Impacts Teacher: Content Knowledge Funding** Teachers receive ongoing training and coaching in approved, **Teacher Instruction** evidence-based elements of relevant content knowledge **Teachers** Teachers provide AND/OR District incentivizes acquisition of advanced excellent instruction credentials. All courses are **Principals** [as measured by taught by qualified Teachers implement training in their classrooms. Danielson evaluation teachers with Teacher tool] necessary: **Teacher: Pedagogical Knowledge** coaches Credentials Teachers receive ongoing training and coaching in approved, Content evidence-based elements of excellent pedagogy (e.g., PBL, 9<sup>th</sup> Grade knowledge 100% of spaced assessment, growth mindset) specific PD (?) Pedagogical Students [9th grade **Teacher / Student** Teachers receive training in disciplinary literacy knowledge graduate Relationships; Student academy ready for institute?] Teachers implement training in their classrooms. **Engagement** college **Teacher Attendance** improves and Specialists (e.g., On DWS: **Teacher: Student Behavior Knowledge** career. ELL, SPED Teachers report Teachers receive training in approved system(s) and concepts **Teacher Retention** positive support) regarding student behavior (e.g., RP, trauma-informed) improves relationships with Teachers implement training in their classrooms. Offices of: students Teaching & Students report **Teacher Assignment / Rostering / Resources** Learning positive Schools provide teachers with all necessary materials and relationships with • Curriculum, facilities to deliver their courses. teachers Instruction & In designated course areas, teachers are assigned exclusively Assessment Research & to 9th grade students (9th grade academy), and have protected **Teacher Rostering /** PLC planning time. Evaluation Retention / High School Schools ensure that all courses are staffed every day, while **Attendance** Support prioritizing assignment of 9th grade teachers to 9th grade Attendance improves due to Strategic 80% of Teachers will improvements in: courses. **Partnerships** attend at least 95% of •Student – Teacher Teachers are assigned to courses that they are credentialed to (?) instructional days. connectedness teach. Student Instructional quality and 85% of teachers will be Support Schools value teachers with excellent attendance, and quality relevance retained, both in Services of instruction. school, and in 9th Schools value continuity within and across school years. grade team

AG1 Logic Model: 9th Grade Non-Academic Evidence-Based Programming – March 14, 2017

