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

**Inputs**
- Information / collaboration with 8th grade personnel
- Funding
- Academic Advising Staff
- Teachers
- Principals
- Office of Curriculum, Instruction & Assessment (OCIA)
- Office of Research & Evaluation (ORE)
- College and Career Readiness
- Office of High School Support
- Office of CTE

**Activities**

**Student Preparation**
- Summer Bridge: facilitate academic transition to HS
- 8th – 9th grade articulation / vertical alignment

**Student Placement / Ongoing Monitoring / Advising**
- All students evaluated for course placement prior to September 1 (or immediately upon matriculation) using approved, consistent, transparent criteria.
- In-year monitoring/adjustments; RTII / MTSS
- Schools implement approved academic advising system: students complete 4, 6 and 8 year plans.

**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
  - 3+ year foreign language sequences
- Students have access to specialized programming (e.g., CTE, Performing Arts)
- Schools use approved tools and strategies to remediate students that are not academically prepared for 9th grade Core courses, or who fall behind during the year
- Schools provide specialized supports for students classified as SPED and/or ELL
- Courses are engaging and relevant, as measured by in-year surveys and DWS
- Schools implement approved 9th grade academy model

**Outputs**

**9th Grade Academic Experience**
- Students are rostered with all necessary courses to complete 9th grade expectations.
- Students are placed according to their educational needs, including:
  - Access to advanced instruction (e.g., Pre-AP, 3+ years of foreign language)
  - Access to additional supports and/or remediation
- Students enroll in additional courses that are consistent with:
  - 4, 6, 8 year plans
  - Student interests and aspirations
  - Progress toward graduation
  - Career goals
- [70]% of Students report feelings of belonging on DWS

**Impacts**
- All Students Pass all Core courses (Math, English, Science, and Social Studies), plus one additional credit.
- Schedule permits eventual completion of all HS requirements.
- All students promoted on time and in good standing to 10th grade
- Students value their educational path, and are motivated to engage with their courses.
- Attendance improves, due to improvements in:
  - Engagement
  - Academic self-efficacy
- 100% of Students graduate ready for college and career.
AG1 Logic Model: 9th Grade Infrastructure and Climate – March 14, 2017

**Inputs**
- Funding
- Counseling Staff
- Teachers
- Principals
- Offices of Student Support Services
- Office of Research & Evaluation (ORE)
- Office of High School Support
- Strategic Partnerships (?)

**Activities**

**Parent / Community Engagement**
- Schools regularly communicate with parents about students’ academic and socio-emotional status
- Schools enact evidence-based attendance communication protocols
- Activities and/or programs to promote parent/community engagement (e.g., SAC’s)

**Welcoming, Safe Building Climate**
- RP and similar (programs focusing on proactive, progressive discipline versus punitive).
- Activities and/or programs to promote student belonging/connectedness (e.g., Outward Bound)

**Student Wellness**
- Activities and/or programs to promote physical wellness: (e.g., ERN)
- Activities and/or programs to promote mental / emotional wellness: (e.g. access to non-academic counselors)
- Schools use approved protocol(s) to refer students for additional services

**District Level Infrastructure**
- District provides alternative paths for students that cannot adhere to default model (e.g., PVA, EOP, part-time scheduling)
- Transportation (district level contribution)

**School Level Infrastructure**
- Schools designate dedicated space for: 9th grade academy model; science education; CTE workspaces (where applicable)
- Students have access to computers and internet
- Transportation (school level contribution)

**Outputs**

**Parent/Guardian Experience**
- As measured by DWS:
  - Parents and community value children’s school and education
  - Endorse “good communication with school”

**Student Experience**
- As measured by DWS:
  - Students feel safe in their school
  - Students feel connected with their peers
  - Students feel connected with at least one adult in their school

**Outcomes**

- Students are emotionally and physically prepared to learn during school hours.
- 95% of students receive 0 suspensions.

**Impacts**

- 100% of Students graduate ready for college and career.
- Attendance improves, due to improvements in:
  - School climate
  - Family engagement
  - Transportation
  - Fewer suspensions
Teacher: Content Knowledge
Teachers receive ongoing training and coaching in approved, evidence-based elements of relevant content knowledge AND/OR District incentivizes acquisition of advanced credentials.
Teachers implement training in their classrooms.

Teacher: Pedagogical Knowledge
Teachers receive ongoing training and coaching in approved, evidence-based elements of excellent pedagogy (e.g., PBL, spaced assessment, growth mindset)
Teachers receive training in disciplinary literacy
Teachers implement training in their classrooms.

Teacher: Student Behavior Knowledge
Teachers receive training in approved system(s) and concepts regarding student behavior (e.g., RP, trauma-informed)
Teachers implement training in their classrooms.

Teacher Assignment / Rostering / Resources
Schools provide teachers with all necessary materials and facilities to deliver their courses.
In designated course areas, teachers are assigned exclusively to 9th grade students (9th grade academy), and have protected PLC planning time.
Schools ensure that all courses are staffed every day, while prioritizing assignment of 9th grade teachers to 9th grade courses.
Teachers are assigned to courses that they are credentialed to teach.
Schools value teachers with excellent attendance, and quality of instruction.
Schools value continuity within and across school years.

Teacher Instruction
Teachers provide excellent instruction [as measured by Danielson evaluation tool]

Teacher / Student Relationships; Student Engagement
On DWS:
• Teachers report positive relationships with students
• Students report positive relationships with teachers

Teacher Attendance
Teacher Attendance improves
Teacher Retention improves

Teacher Rostering / Retention / Attendance
80% of Teachers will attend at least 95% of instructional days.
85% of teachers will be retained, both in school, and in 9th grade team

Attendance improves due to improvements in:
• Student – Teacher connectedness
• Instructional quality and relevance

100% of Students graduate ready for college and career.
AG1 Logic Model: 9th Grade Non-Academic Evidence-Based Programming – March 14, 2017

**Inputs**
- Information / collaboration with 8th grade personnel
- Funding
- Academic Advising Staff
- Teachers
- Principals
- Office of Curriculum, Instruction & Assessment (OCIA)
- Office of Student Support Services
- Office of Research & Evaluation (ORE)
- College & Career Readiness
- Office of High School Support

**Activities**
- **College Preparation Programming**
  - Naviance inventories (college related), GearUp, college visits, and similar (college oriented)
- **Career Preparation Programming**
  - Naviance inventories (career related), internships, workplace learning, service learning, and similar (career oriented – restricted to those appropriate for 9th grade)
- **Physical Health and Wellness Programming**
  - ERN, referral services, Sports (including club level), and similar
- **Behavioral Programming**
  - Restorative Practices, PBIS, MTSS, Attendance mentoring and similar
- **Enrichment**
  - Leadership (student govt.), sports (including club level), arts, extra-curricular clubs (e.g., newspaper, yearbook)
- **Organization**
  - Schools evaluate interest in existing and possible offerings on an ongoing basis, and revise offerings on a yearly basis.
  - Schools provide time and funding for teachers / coaches to supervise activities in accord with their interests, and with student demand.

**Outputs**
- [75%] of students will visit at least one college during 9th grade
- 100% of students complete Naviance inventories
- [60%] of Students respond on DWS with most favorable response on
  - College and career questions
  - Belonging, engagement questions

**Outcomes**
- Students have emerging awareness of postsecondary educational options.
- Students have emerging competence / understanding of postsecondary application process.
- Students have awareness of necessary preparation/path for pursuit of desired career(s).
- Teachers report supervision of non-academic activities on DWS
- Parents / community attendance at school events

**Impacts**
- 100% of Students graduate ready for college and career.
- Attendance improves due to:
  - Attendance-oriented mentoring and/or programs
  - Improvements in engagement / connectedness

**Funding**
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