

9th Grade Focus

Description:

A 9th grade focus program is designed to smooth incoming 9th graders' transition from middle school and accelerate the acquisition of core academic skills in a small, close-knit learning environment. Special focus at this grade level gives incoming students the support they need as they face more rigorous academic content and helps ensure that they are on track to meet college and career-ready standards by the time they graduate. Schools with 9th grade focus programs prioritize individual attention, time, and teaching talent to this particular grade.

Rationale: Grade 9 is a key transition year for most students, since lower achievement during this year significantly increases the likelihood of dropping out prior to graduation. Nationwide, 9th grade students are three to five times more likely to fail a class than students in any other grade.¹ In addition, 70–80 percent of all students who fail 9th grade nationwide will not graduate from high school.² Despite the importance of this particular grade, 9th grade classes are typically larger on average than any other grade level, and the teachers of those classes tend to be the most inexperienced in their schools.³ Grade 9 focus programs shift resources towards this important grade level in order to provide targeted support to its highest-need students.

KEY COMPONENTS FOR SUCCESSFUL IMPLEMENTATION

Building a successful 9th grade focus program requires the following building block components:

1. Standards-aligned curriculum to ensure students have access to rigorous academic content
2. Deliberate assignment of the most effective teachers to 9th grade courses
3. Personalized supports for students to feel known and connected to their school as they transition to 9th grade
4. Supports designed to catch up students who are not high school ready and to accelerate student learning overall
5. Increased professional development and instructional support for 9th grade core content teachers
6. Clearly defined outcome measures and collaborative planning time for 9th grade teachers to monitor progress for the students they share

1. Southern Regional Educational Board (2002), *Opening Doors to the Future: Preparing Low-Achieving Middle Grades Students to Succeed in High School*.

2. Wyner et al (2007). *Achievement Trap: How America Is Failing Millions of High-Achieving Students from Lower-Income Families*. Jack Kent Cooke Foundation.

3. Education Resource Strategies School System 20/20 (2015). *Data Decisions Brief #1: Prioritizing 9th Grade Math*.

District-Level Enabling Conditions

Districts can support schools looking to build a 9th grade focus program by:

1. Integrating high school readiness or **on-track indicators** into their reporting systems to help middle schools and high schools identify and focus on the students in need of support
2. Supporting school leaders and teachers by giving them the **autonomy and flexibility** to reallocate funding, make schedule changes, and adopt specialized curricula in support of the 9th grade focus program. This may include transportation flexibility if schools opt to increase the length of the school day for 9th grade students
3. Considering allocating **additional resources** to schools on the basis of the number of 9th graders who enter below proficient
4. Setting up **compensation and recognition structures** to reward the increased contribution of 9th grade teachers. This may include providing stipends or nonmonetary incentives such as teacher aides, increased autonomy, and movement up the district's career ladders.

Clarify purpose: Before making decisions about how to organize resources around a 9th grade focus program, clarify its purpose in your school.

The purpose of any 9th grade focus program is to organize instruction and resources to meet the unique needs of students in a way that ensures they are on track toward graduation.

Use academic and behavioral data from your current and past 9th grade cohorts as well as relevant feeder schools to determine incoming students' most pressing needs.

- *What are your incoming 9th grade students' most pressing needs?*
- *Based on the incoming Grade 9 students' most pressing needs, what types of supports does your school need to provide in the 9th grade?*
- *What are one or two high-level goals that you might use to measure success annually? What quantitative targets would indicate whether or not you have met these goals, and over what span of time do you expect to meet them?*

MAKING IT WORK: RESOURCE IMPLICATIONS

Focusing resources deliberately in the 9th grade will have implications for people, time, money, and other resources in your school. Specific questions to answer during the planning process are noted below, organized by the building block components listed above.

1. Standards-aligned curriculum to ensure students have access to rigorous academic content

A high-quality curriculum provides teachers with the materials needed to deliver challenging, engaging lessons and provide supplemental supports for students who need extra help. Depending on the flexibility available over curriculum options, schools may purchase a curriculum from a vetted external vendor or adapt and supplement an existing curriculum. Many free curricular resources, aligned to Common Core State Standards, are available from providers such as EngageNY (see the Additional Resources section for more information).

Key Questions:

- *Do you have access to a vetted, standards-aligned curriculum already that will meet the needs of your 9th grade students?*
- *If you need to purchase a new curriculum or instructional materials, who will be responsible for vetting and selecting, and over what span of time should this occur? How much will it likely cost to make the purchase? Note that curriculum specialists in your district's central office may be able to support this decision-making process.*
- *If you are adopting a new curriculum, does it have specific time requirements for implementation (e.g., lessons are designed to be delivered in 90-minute segments)? If so, what types of changes to your schedule are necessary?*
- *Does your curriculum require the use of technology? If so, are there any associated costs, such as costs for any hardware and software licenses?*

2. Deliberate assignment of the most effective teachers to 9th grade courses

Supporting the transition from middle school, narrowing existing gaps in proficiency, and setting students on a strong trajectory are challenging jobs and require skilled teachers. Matching the right teachers to 9th grade positions may include reassigning some of your most effective teachers from upper grades to Grade 9 and ensuring they have the support necessary to make that transition. Beyond strategic reassignment of teachers, schools may use vacancies as an opportunity to hire talent needed to support Grade 9.

Key Questions:

- *What content areas need highly skilled teachers most to ensure 9th grade students are set up for success?*
- *Which teachers should be re-assigned to 9th to ensure 9th graders have access to the teacher who will be most effective at meeting their needs?*
- *How can you incentivize the reassignment of teachers to 9th grade through recognition and celebration of their contribution?*
- *If you need to hire additional teachers for 9th grade, what specific skills or experiences will you look to add in order to best support your current staff?*

3. Personalized supports for students to feel known and connected to their school as they transition to 9th grade

Most 9th grade focus models have some mechanism for prioritizing individual attention to 9th graders and ensuring that the school environment enables students to feel connected to a community, have their social-emotional needs met, and build healthy relationships with students and adults in the community.

Prior to the start of school, high schools may reach out to their feeder middle schools to create transition supports such as summer bridge programs, early school orientation for new students, a summer reading syllabus, or other pre-work for high school.

During the school year, this can be done by lowering class size, using push-in or co-teaching models to lower group size at key moments, lowering teaching loads so that teachers are responsible for fewer students over the course of the day, and/or by introducing structures like advisory. This shift in resources can result in additional costs for the schools (hiring additional staff), or it can be financed by raising class sizes and/or limiting course offerings in Grades 10–12 and/or incorporating technology into the classroom.

Key Questions:

- *What supports will students receive in their summer between 8th and 9th grades?*
- *What changes will you make to class size, group size, teacher loads, or other individual attention structures (advisory, etc.) to ensure 9th grade students receive the individual attention they need?*
 - o Please note that certain structures warrant a deeper level of planning than others. Be sure review our Best Practices Templates on co-teaching and advisory to find more information on the structures you are pursuing.

- *How will students be assigned to teachers across the 9th grade in order to maximize personalization? Will there be cohorts of students who share the same set of teachers, or will all 9th grade teachers be responsible for all students?⁴*
- *If more time will be added for particular structures (i.e., advisory), from where will that time be taken? What accompanying schedule changes are necessary?*
- *Is any reassignment of individuals or shifting of roles required for how you want to prioritize individual attention?*
- *Does your structure for increased individual attention change the total number or type of staff you need in any particular position type?*
- *If you need additional staff, what specific skills or experiences should you hire for in order to best support your current staff?*

4. Supports designed to catch up students who are not high-school ready and to accelerate student learning overall

Grade 9 is a critical year to begin to get students who are behind when they enter back on track for graduation. Structures that have been included in models demonstrating success include high-dosage tutoring, strategic course sequencing that ensures students have access to a college-ready course trajectory over four years, and interventions targeting foundational skills either built into core classes or as a part of dedicated time. Any structure chosen should be a part of a coherent approach designed around the unique needs of the entering 9th grade population and designed to get all students to college-ready by the time they graduate.

Key Questions:

- *How will supports be structured to ensure 9th grade students are on track or accelerated to be on track?*
- *Which teachers will provide additional support to students who need to catch up to grade level content? Will additional support exist in particular content areas? If pursuing a push-in model, who will be providing push-in support?*
- *Will additional time be provided beyond the school day for 9th grade students?*
- *If more time will be added for particular subjects or for an intervention period, from where will that time be taken?*

4. If students will be grouped into cohorts, the assignment process should avoid tracking students into homogenous groups. Tracking occurs when lower-performing students are assigned to one cohort and tend to only have classes with each other, which can reduce the level of instructional rigor these students experience.

5. Increased professional development and instructional support for 9th grade core content teachers

Given the importance and challenge of getting 9th grade students on track, it is critical to provide additional professional development and instructional support for 9th grade core teachers. This may come in the form of more common planning time in shared content teams that are collaboratively planning lessons with expert support, more time from instructional coaches, and/or additional professional development days focused on targeted topics. Learn more about how to target resources to this type of collaboration in ERS' Building Block Profile on Shared-Content Teaching Teams.

Key Questions:

- *In what areas or skill sets do your teachers need the most help? Should 9th grade teachers have relatively more common planning time and access to expert support because they have a more challenging assignment? If so, how much and for what purpose?*
- *What school-based experts can help with professional development and instructional support? What outside expertise is needed? If the experts are school-based, how will you free those experts for the collaborative time among 9th grade shared-content teams?*
- *If expert support and/or professional development from external partners is necessary, how much will it cost?*
- *If you need to hire additional expert support, what specific types of skills should you hire for in order to best support your current staff?*
- *When will common planning time and/or professional development happen in the schedule, and how will you build in enough time to ensure that teachers get enough practice and coaching on new skills to attain mastery?*

6. Clearly defined outcome measures and collaborative time for 9th grade teachers to monitor progress for the students they share

A 9th grade focus program's purposes should inform the outcome measures that teachers and administrators use to track progress. Typically, outcome measures are a combination of students' academic progress relative to standards as well as behavior metrics such as referrals and absences.

In addition, teachers will need regularly scheduled time to review 9th grade outcome measures data and determine collaboratively how to support the progress of students they share. Depending on how many students will be enrolled in Grade 9, students can be grouped into cohorts in which the same subset of teachers retains responsibility over that particular group of students. This approach may be useful if developing strong teacher-student relationships is a priority for the program. Alternatively, 9th grade students may be seen by a wider variety of teachers, meaning that all

9th grade teachers would need to have time together to discuss the students that they share. These shared-student teams maintain ongoing communication to ensure the routines and expectations that guide the 9th grade experience are consistent across teachers and to collaborate on how to support individual students who may be struggling. If improving the 9th grade community and supporting culture is a high priority of the focus program, or if there are special initiatives requiring ongoing professional learning, these teams may benefit from weekly collaboration spanning one to two hours (or two sessions of 30 to 60 minutes if shorter, more frequent sessions are preferred). Note that this time for shared-student teams should be in addition to, not in place of, time for shared-content teams to work on instructional planning in the context of a common curriculum.

Key Questions:

- *Based on your incoming Grade 9 students' profile, what will you measure to track students' progress over the course of the school year? Who will be responsible for collecting and synthesizing relevant data?*
- *Are there costs associated with developing or acquiring tools that track student progress and present easily accessible information to teachers and administrators? For example, NWEA's interim assessments may be needed to track student progress in specific skill areas.⁵*
- *How much time will 9th grade shared-student teams need to collaborate? Can existing planning time be used for this purpose, or will you need to find new time in your schedule? If you'll need additional time, from where could it be reallocated?*
- *What expertise will be available during the collaborative time to help teachers plan interventions or supports for students who are struggling? Who will be responsible for facilitating these meetings and ensuring the team meets its objectives?*

5. Many districts already make NWEA assessments available to schools; learn more about this interim assessment program here: <https://www.nwea.org/about/>

SUMMARY OF KEY QUESTIONS TO GUIDE THE PLANNING PROCESS

NEEDS ASSESSMENT

- What are your incoming 9th grade students' most pressing needs?
- Do you have access to a vetted, standards-aligned curriculum already that will meet the needs of your 9th grade students?
- What content areas need highly skilled teachers most to ensure 9th grade students are set up for success?
- Based on your incoming Grade 9 students' profile, what will you measure to track students' progress over the course of the school year? Who will be responsible for collecting and synthesizing relevant data?

STRATEGY DEVELOPMENT

- Based on the incoming Grade 9 students' most pressing needs, what types of supports does your school need to provide in the 9th grade?
- What are one or two high-level goals that you might use to measure success annually? What quantitative targets would indicate whether or not you have met these goals, and over what span of time do you expect to meet them?
- What supports will students receive in their summer between 8th and 9th grades?
- What changes will you make to class size, group size, teacher loads, or other individual attention structures (advisory, etc.) to ensure 9th grade students receive the individual attention they need?
 - Please note that certain structures warrant a deeper level of planning than others. Be sure review our Best Practices Templates on co-teaching and advisory to find more information on the structures you are pursuing.
- How will supports be structured to ensure 9th grade students are on track or accelerated to be on track?
- What expertise will be available during the collaborative time to help teachers plan interventions or supports for students who are struggling? Who will be responsible for facilitating these meetings and ensuring the team meets its objectives?

MASTER SCHEDULE

- If you are adopting a new curriculum, does it have specific time requirements for implementation (e.g., lessons are designed to be delivered in 90-minute segments)? If so, what types of changes to your schedule are necessary?
- How will students be assigned to teachers across the 9th grade in order to maximize personalization? Will there be cohorts of students who share the same set of teachers, or will all 9th grade teachers be responsible for all students?⁶
- If more time will be added for particular structures (i.e., advisory), from where will that time be taken? What accompanying schedule changes are necessary?
- Will additional time be provided beyond the school day for 9th grade students?
- If more time will be added for particular subjects or for an intervention period, from where will that time be taken?
- What school-based experts can help with professional development and instructional support? What outside expertise is needed? If the experts are school-based, how will you free those experts for the collaborative time among 9th grade shared-content teams?
- When will common planning time and/or professional development happen in the schedule, and how will you build in enough time to ensure that teachers get enough practice and coaching on new skills to attain mastery?
- How much time will 9th grade shared-student teams need to collaborate? Can existing planning time be used for this purpose, or will you need to find new time in your schedule? If you'll need additional time, from where could it be reallocated?

JOB AND TEACHER ASSIGNMENT

- Which teachers should be re-assigned to 9th to ensure 9th graders have access to the teacher who will be most effective at meeting their needs?
- Is any reassignment of individuals or shifting of roles required for how you want to prioritize individual attention?
- Which teachers will provide additional support to students who need to catch up to grade level content? Will additional support exist in particular content areas? If pursuing a push-in model, who will be providing push-in support?

6. If students will be grouped into cohorts, the assignment process should avoid tracking students into homogenous groups. Tracking occurs when lower-performing students are assigned to one cohort and tend to only have classes with each other, which can reduce the level of instructional rigor these students experience.

BUDGET AND STAFFING

- If you need to purchase a new curriculum or instructional materials, who will be responsible for vetting and selecting, and over what span of time should this occur? How much will it likely cost to make the purchase? Note that curriculum specialists in your district's central office may be able to support this decision-making process.
- Does your curriculum require the use of technology? If so, are there any associated costs, such as costs for any hardware and software licenses?
- How can you incentivize the reassignment of teachers to 9th grade through recognition and celebration of their contribution?
- How will students be assigned to teachers across the 9th grade in order to maximize personalization? Will there be cohorts of students who share the same set of teachers, or will all 9th grade teachers be responsible for all students?⁷
- Does your structure for increased individual attention change the total number or type of staff you need in any particular position type?
- If expert support and/or professional development from external partners is necessary, how much will it cost?
- Are there costs associated with developing or acquiring tools that track student progress and present easily accessible information to teachers and administrators? For example, NWEA's interim assessments may be needed to track student progress in specific skill areas.⁸

HIRING PLAN

- If you need to hire additional teachers for 9th grade, what specific skills or experiences will you look to add in order to best support your current staff?
- If you need additional staff, what specific skills or experiences should you hire for in order to best support your current staff?
- If you need to hire additional expert support, what specific types of skills should you hire for in order to best support your current staff?

7. If students will be grouped into cohorts, the assignment process should avoid tracking students into homogenous groups. Tracking occurs when lower-performing students are assigned to one cohort and tend to only have classes with each other, which can reduce the level of instructional rigor these students experience.

8. Many districts already make NWEA assessments available to schools; learn more about this interim assessment program here: <https://www.nwea.org/about/>

ANNUAL PROFESSIONAL LEARNING PLAN

- In what areas or skill sets do your teachers need the most help? Should 9th grade teachers have relatively more common planning time and access to expert support because they have a more challenging assignment? If so, how much and for what purpose?
- What school-based experts can help with professional development and instructional support? What outside expertise is needed? If the experts are school-based, how will you free those experts for the collaborative time among 9th grade shared-content teams?

POTENTIAL CHALLENGES	POTENTIAL SOLUTIONS
Expert teachers are hesitant to be reassigned to 9 th grade	<ul style="list-style-type: none"> • Ensure job structure recognizes the challenge—lower loads, class sizes, more collaborate planning time • Create explicit recognition reward structure that acknowledges the significance of the contribution of 9th grade teachers • Carefully approach change management—bring teachers along by taking them on visits to schools that have successfully implemented 9th grade focus programs
There is broad resistance over significant shifts to the instructional model, schedule, or teacher assignment, or to larger class sizes in Grades 10–12	<ul style="list-style-type: none"> • Start planning for the 9th grade focus at least one year in advance of implementation • Solicit teachers’ opinions on the needs they have observed in Grade 9 and ideas for additional supports needed to best meet those needs • Engage teachers in developing the options for how schedule and classes can be reorganized
It is difficult to build sufficient teacher collaborative planning time and professional development time into the schedule	<ul style="list-style-type: none"> • Conduct an audit of current professional development your teachers attend and explore what can be replaced with more targeted support for your 9th grade focus initiative. Your district may allow your teachers an exemption from district-mandated professional development, if requested in advance • Consider building in more planning time for 9th grade teachers than other teachers, to lesson plan together, review student work, and assessment and on track data, and to receive professional development and coaching
The cost of additional professional development required prior to and during early implementation is prohibitive	<ul style="list-style-type: none"> • Pursue private grant funding for start-up implementation costs

Design Interactions

Strategic school designs have many interconnected components. A well-designed 9th grade focus should be integrated with the following design essentials:

- Empowering Curricular, Instruction, and Assessment
- Personalized Time and Attention
- Responsive Learning Community

Research

“The Importance of the Ninth Grade on High School Graduation Rates and Student Success,” McCallumore, Kyle Megan; Sparapani, Ervin F., *Education* v76 n2 p60-64 Oct 2010

“Making the Move: How Freshman Academies and Thematic Small Learning Communities Can Support Successful Transitions,” Connell, J.P., Eccles, J., Kemple, J., & Legters, N. (2015), Office of Vocational and Adult Education, U.S. Department of Education

Policy memo accompanying a research paper entitled “Transitioning Students to High School: Freshman Academies in Durham Public Schools,” Ryan Lipes (2012) School Research Partnership, Duke Center for Child and Family Policy

“State and District-Level Support for Successful Transitions into High School,” Corinne Herlihy, Louise Kennelly (2007), National High School Center at the American Institute for Research (<http://www.mdrc.org/sites/default/files/State-%20and%20District-%20Level%20Policy%20Brief.pdf>)

Additional Resources

- EngageNY Common Core Curriculum Supports: <https://www.engageny.org/ccss-library>
- Georgia Department of Education—High Schools that Work—A Ninth-Grade Focus: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/9th-Grade-Focus-and-Academy-Resources.aspx>
 - o Workshop PowerPoint
 - o Workshop Planner
 - o Sample Implementation Rubric
 - o GaDOE Career Development Resources
- School Profile Example: Revere High School: <http://www.revere.ps.mec.edu/12/home>

9th Grade Focus Through a Freshman Academy at Revere High School

REVERE, MA

“Imagine a student who comes from Colombia or any middle school that comes into a high school that is highly diverse with three floors. They are here, and they feel disoriented. And before they get acclimatized, they drop out. So [Revere High School’s] perspective was that we had to create a school within the school, which is a Freshman Academy.”

—Dr. Lourenco Garcia, Principal

“The Freshman Academy is about perseverance and working through the difficult times, because it is a transition year for the students. So we really focus with them about making the most of high school.... [so that] they know where those supports are with the vice principal, the guidance counselors, and the teachers. So when they do start falling behind, that we start seeing some of those early warning signs, and we can help boost them up. So it’s really about perseverance and getting over that first year.”

—Charles Willis, Teacher

Context: Revere High School serves roughly 1,700 students in the Greater Boston area. In 2011, it was designated a Level 3 school, placing it in the bottom 20 percent of schools in Massachusetts. By 2014, the school had moved from Level 3 status (bottom 20 percent of schools statewide) to Level 1. Instituting a Freshman Academy played a key role in the school’s turnaround efforts.

Purpose: Given the problems its incoming 9th graders faced with getting overwhelmed by the size of the school and falling behind, Revere High School’s Freshman Academy aimed to help freshman transition to high school by providing a close-knit, nurturing environment that would enhance students’ self-esteem, promote responsible citizenship, and foster a desire for lifelong learning.

MAKING IT WORK: RESOURCE IMPLICATIONS

Focusing resources deliberately in the 9th grade had resource implications for people, time, money, and other resources at Revere High School. These implications are noted below, organized by building block components.

1. **Standards-aligned curriculum** to ensure students have access to rigorous academic content

- In an effort to ensure students had consistent access to rigorous content, Revere High School leverages technology and online curricula as core components of the instructional model it adopted, i.e., flipped learning. As defined by the Flipped Learning Network, flipped learning is a pedagogical approach in which direct instruction moves from the group learning environment to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment in which the educator guides students as they apply concepts and engage creatively in the subject matter. In addition, teachers ensure their curriculum is standards-aligned and consistent across classrooms through their content-specific PLGs.

2. **Deliberate assignment** of the most effective teachers to 9th grade courses

- At Revere High School, the vision for the Freshman Academy was communicated to teachers, and the teachers who were interested in implementing new instructional methods expressed a preference for reassignment. Ultimately, these reassignment decisions were based on both teacher preference and performance. Additional staff were also assigned to the 9th grade in order to reduce class sizes and embed supports for struggling students to catch up in the context of their typical core classes.

3. **Personalized supports** for students to feel known and connected to their school as they transition to 9th grade

- **Advisory:** At Revere High School, students form an advisory group in Grade 9 that meets three times a week for 30-minute periods with the same teacher; this group remains the same over the course of high school in order to strengthen personal relationships. This program provides a space for students to talk about issues at school as well as their academic progress.
- **Reduced class sizes:** Revere High School raised average class size in Grades 10–12 to 30 in order to lower the average class size in Grade 9 to 20. Reduced Grade 9 class sizes allow teachers to flexibly group students for personalize instruction.

4. Supports designed to catch up students who are not high school ready and to accelerate student learning overall

- **Longer blocks of academic time:** As part of the transition to a Freshman Academy, Revere High School shifted from six 54-minute periods per day to four 80-minute blocks; these 80-minute blocks create more time for applied practice and small group instruction during the school day while reducing the number of transitions students experience.
- **Flipped learning:** Revere High School adopted flipped learning as the foundation of its Freshman Academy. This approach enabled flexible time for students to learn new concepts at home and group time to apply those concepts. Revere's flipped classrooms enabled students to exercise greater choice in how they access new content and more time to problem-solve with their peers and teachers in class.
- **Reduced class sizes:** As mentioned above, reduced class sizes of approximately 20 students per class in 9th grade also supported greater personalization of content and support.

5. Increased professional development and instructional support for 9th grade core content teachers

- Teachers at Revere High School attribute their success in creating more student-centered classrooms to professional development done in professional learning groups and in-house, job-embedded professional development sessions that are led by teachers. During the creation of the Freshman Academy, Revere High School sent a team of teachers to a national conference for educators interested in flipping their classrooms and hired an external partner to provide a "Foundations of Flipped Learning" course to 25 teachers, after which specific teacher leaders developed sufficient expertise to offer support directly. Additionally, teachers participated in mandatory professional development on how to maximize the additional instructional time that comes with a block schedule.

6. Clearly defined outcome measures and collaborative time for 9th grade teachers to monitor progress for the students they share

- Freshman Academy teachers meet twice weekly for 40 minutes each in Freshman Academy Professional Learning Group (PLG) meetings. During each session, teachers track student progress and plan supports to help struggling students, identify areas for improvement in the student experience of the Freshman Academy, and brainstorm new initiatives to strengthen the Grade 9 community.
- In addition, content-specific PLGs meet to share best practices, develop common assessments, and analyze assessment data to determine how to modify instruction moving forward.

LEARNING FROM IMPLEMENTATION

Revere High School found that block scheduling played a critical role in the school's turnaround efforts and enabled all the changes that followed, including creating common planning time for teachers and adopting flipped learning as an instructional model. Therefore, it is important to align your school's schedule with its instructional model and the goals you are trying to achieve.

RESULTS

Revere High School in Revere, Massachusetts instituted a Freshman Academy as part of its school turnaround, and over the course of three years moved from Level 3 status (bottom 20 percent of schools statewide) to Level 1.

Change in Percent of Students Scoring Advanced or Proficient on Massachusetts Comprehensive Assessment System (MCAS):

	2012	2015
ELA	76%	91%
Math	66%	74%
Science	55%	72%

ARTIFACTS

- **Revere High School:** <http://www.revereps.mec.edu/12/home>
- **Read more about Revere High School's Freshman Academy and its flipped learning approach here:** <http://bit.ly/2tKluc2>
- **Revere High School's A Parent's Guide to the Flipped Classroom:** <http://bit.ly/2h3EA72>