

[AVID \(Advancement Via Individual Determination\)](#) - AVID provides scaffolded support and engaging professional learning that show educators how to increase student engagement and increase student achievement. Educators begin to shift their beliefs about teaching and learning, allowing them to cultivate a growth mindset both for themselves and their students. This K-16 college and career readiness system is designed to help students who have aptitude but are not achieving to their full potential. The academic focus is centered on WICOR-Writing, Inquiry, Collaboration, Organization, and Reading. These strategies activate deeper levels of learning and rigor in classrooms with practical, immediately useful tools and instructional strategies. Other components of the system include supports for student wellbeing, English Language Learners, as well as culturally relevant teaching strategies.

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[BARR \(Building Assets/ Reducing Risks\)](#) -The BARR Model employs a cohort strategy in which students typically have three core-subject teachers (math, English, and science or social studies) with corresponding schedules. This structure helps educators cultivate connections — with students and with each other — that allow for more effective education. In addition, cohort teacher teams are able to identify the most at-risk students and move them into a structured Risk Review process that engages the community to determine the most effective response.

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[Center for High School Success](#) - The Center for High School Success supports high schools in raising 9th Grade On Track rates in service of raising graduation rates and increasing readiness for post-secondary success.

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[Southern Regional Education Board \(Making Schools Work\)](#) -SREB has learned that single workshops have little chance of impacting changes in school practices. For this reason, a plan for redesigning the ninth grade in which all ninth graders are expected to find academic success, develop relationships with adults in the school and set goals for graduation there must be a clear understanding of the purpose for creating a change at the ninth grade level. For this reason, a plan for implementing **[Redesigning the Ninth Grade Experience](#)** (*link provided for additional information*) involves ongoing professional development workshops that are combined with on-site coaching services over a period of six to eight months. The professional development is intended for a learning team consisting of a cross disciplinary group of teachers, administrators and counselors.

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[Talent Development Secondary](#) (TDS) has over 20 years of experience supporting schools with planning, implementation and developing sustainability for Ninth Grade Academies nationwide. The Talent Development Secondary model originated at Johns Hopkins University and is aligned with LDOE's definition and five pillars for a Ninth Grade Academy. TDS has an evidence-based whole school model that includes a ninth grade academy structure as well as Early Warning Systems. Schools that partner with TDS experience an approach that is data-driven and customized in collaboration with school leaders. We work with schools to plan, implement, and develop the capacity and sustainability of the model within your context. Ninth Grade Academy and Early Warning System support has been adapted to the pandemic context

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