

Agreement for Services

Ninth Grade Success Approach Implementation

2021–2022 School Year

This Agreement for Services (“Agreement”) is between Center for High School Success (“CHSS”) at Stand for Children Leadership Center (“Stand”) and Ferndale School District (“District”).

SECTION ONE: VISION & MISSION

The Center for High School Success partners with public high schools committed to becoming communities of powerful learning where all students excel academically, and race and socio-economic status do not predict future success. Our mission is to ensure all students graduate from high school prepared for college and careers. To that end, we support high school educators to ensure all ninth graders complete their first year of high school on-track to graduate on time.

SECTION TWO: AGREEMENT TERM

District and CHSS agree that CHSS will support District with implementing the 9th Grade Success (“9GS”) Approach at partner schools assigned by District according to the working agreements set forth in this document for the 2021-22 school year.

SECTION THREE: WORKING AGREEMENTS FOR NINTH GRADE SUCCESS APPROACH IMPLEMENTATION

As party to this agreement, CHSS agrees to:

- Provide high quality direct support to partner high schools according to the CHSS 9GS implementation supports outlined in Section Five: CHSS Ninth Grade Success Scope of Work;
- Utilize proven coaching methods in working with team leads, school leadership, and 9GS Teams;
- Provide high quality professional development to 9GS Teams;
- Support the success and effectiveness of participants as the primary focus and purpose of coaching visits;
- Support the district and partner schools with implementing changes necessary to maximize ninth grade success;
- Honor the confidentiality of the work with participants;
- Disclose situations with safety or ethics implications to the high school principal or district superintendent;
- Respond to participants in a timely manner;
- Honor the demanding schedule of site administrators, offering services on site whenever possible;
- Treat data and information with confidentiality, and in accordance with the terms outlined in this Agreement.

As party to this agreement, District agrees to:

- Designate a district administrator to coordinate partnership activities with CHSS and partner high schools, including but not limited to:
 - Identifying high schools within the district that will benefit from an 9GS partnership with CHSS;
 - Facilitating relationships between CHSS and partner high schools, including introduction of CHSS to high school administrators;
 - Connecting CHSS with a district IT administrator to plan for data sharing with CHSS;
 - Preparing the district and partner high schools for onboarding activities;
 - Attending the 9GS Institute and an initial intake conversation with coach;
 - Ensuring partner high schools have timely access to the data they need to successfully implement the 9GS Approach;
 - Attending quarterly regional 9GS Collaboratives;
 - Visiting a demonstration school locally, or if the opportunity is available, in Chicago.
- Support high schools to implement improvements needed to maximize 9GS.
- Share student-level data with CHSS according to the terms outlined this Agreement.

As party to this agreement, the partner high schools listed in Section 8 agree to:

- Appoint an 9GS team lead and allocate either release time or a stipend.
- Assemble a cross-disciplinary 9th grade team that includes core, elective, ELL, and special education teachers that teach 9th graders, 9th grade guidance counselor, a designated data specialist (or a person with access to the data dashboard), and other members of the student support team that work with 9th graders; representation from school support or community-based organizations that work with 9th graders (e.g. culturally-specific/responsive CBOs, GearUp, AmeriCorps, Step Up).
- Appoint a building administrator (principal or assistant principal) to oversee 9GS Approach implementation and to be part of the 9GS Team(s).

- Schedule adequate time (60-90 minutes) for the 9GS Team(s) to meet on a bi-weekly basis (in coordination with the CHSS Coach) to review 9th grade student and/or systems data (grades, attendance, behavior), plan supports for individual ninth graders who are not on track, and identify way to help groups of off-track or at-risk ninth graders. Ideally, this is during common planning time, but it could also be before or after school.
- Fully avail itself of the 9GS implementation supports offered by CHSS, including but not limited to:
 - Participating in the 9GS Summer Institute and Regional 9GS Collaboratives;
 - Completing the 9GS inventory;
 - Engaging with coaching, including at least 2 on-site or virtual visits per month;
 - Monthly "triangle" meetings between coach, school administrator, and 9GS Team Leads; and
 - Demonstration site visits.
- In order to maximize ninth grade on track rates, commit to implementing school and classroom practices that contribute to the success of at-risk and underserved students.
- Approach the coaching relationship with openness and integrity.
- Consider implementing the following evidence-based recommendations in Year 2 of implementation:
 - Begin/expand an 8th-9th grade summer bridge program;
 - Institute a high school success seminar course or advisory;
 - Institute a 9th grade academy/house model to enable effective teacher teaming giving 9th grade teachers common planning team to meet;
 - Implement fair grading and assessment practices including re-take, make-up and flex time opportunities;
 - Allow guidance counselors to loop with students so there is a dedicated 9th grade counselor.
- Provide feedback to the CHSS coach and staff for ongoing improvement.

Data Access:

Successful implementation of the 9GS Approach requires timely access to actionable data presented in a way that allows 9th Grade Success Teams to make data-informed decisions that drive equitable outcomes for students. This includes, but is not limited to:

- Identifying individual students who need supports for staying on-track to graduate;
- Examining individual student strengths and areas for development;
- Comparing progress and outcomes across specific groups of students;
- Determining the impact and effectiveness of tiered systems of support.

Under this Agreement, District agrees to provide access to real-time, accessibly formatted grades, attendance, and behavior data to 9GS Teams and the CHSS coach to help educators monitor 9GS indicators at district, school, and student levels.

Furthermore, District agrees to:

- Designate a district information technology specialist to coordinate data access and development of accessibly formatted, real-time data;
- Share de-identified student level data with CHSS according to the terms outlined in the Data Sharing section of this Agreement.

Please provide the name and contact information for District staff who will serve as your primary liaison regarding data/IT requests and supports:

Name: Carrie Coslick
Name: Sierra Hills

Email: Carrie.coslick@ferndalesd.org
Email: Sierra.hills@ferndalesd.org

Title: Database Coordinator
Title: 9th grade Counselor

Phone: 360.383.9233
Phone: 360.383.9258

Please provide the name and contact information for District staff who will serve as your finance liaison regarding billing:

Name: Kelly Warner
Email: kelly.warner@ferndalesd.org

Title: Accounting Specialist
Phone: 360.383.9205

SECTION FOUR: INFORMATION AND PRACTICE SHARING FOR CONTINUOUS IMPROVEMENT

To continuously improve and enable data to inform our own decision-making, CHSS engages in continuous evaluation of the implementation and effectiveness of its programs and practices. Ongoing evaluation benefits our partner school districts by informing CHSS of the effectiveness of different supports so CHSS can adjust practices accordingly. Additionally, evaluation of CHSS may reveal new findings about the broader efforts to support high school improvement. Thus, CHSS has a legitimate educational interest in school data necessary for evaluation.

SECTION FIVE: CHSS NINTH GRADE SUCCESS SCOPE OF WORK

CHSS will provide high-quality training, coaching, technical assistance, data support, and resources to districts and high schools committed to developing effective 9GS programs as a key lever for increasing on-time graduation rates. CHSS effectively supports partner districts and schools through:

- **Ninth Grade Success Institutes:** CHSS will provide a 2-day training for up to 15 staff, including the principal, lead administrator for 9GS, all 9GS Team leads, 9th grade teachers, and other key staff from each new partner high school. Institutes cover the fundamentals of the 9GS Approach and enable critical initial planning.
- **Needs Assessment, Goal Setting, and Coaching Plan:** CHSS will assist each partner high school to assess their current systems and practices that impact 9th graders' success, develop achievable improvement goals and plans, align resources, and craft customized coaching plans detailing how CHSS will help each partner high school achieve their 9th grade on track goals.
- **Job-Embedded Coaching:** Expert CHSS coaches will work directly with each 9GS Team Lead and 9GS Team for up to 12 hours per month, helping team leads to analyze data to ensure focus on the right students, to identify grade level data trends, to plan and execute effective 9GS team meetings, to ensure effective meeting follow up, and to support progress toward goals.
- **Demonstration Site Visit** CHSS will organize demonstration site visits to model schools in the CHSS Network or to demonstration schools associated with the Network for College Success ("NCS") at the University of Chicago to enable district administrators, school administrators, and 9GS Team Leads to observe effective practices and high functioning systems and structures. CHSS will arrange and pay for NCS registration for up to two district staff. All travel-related costs shall be the responsibility of the district.
- **Quarterly Collaboratives:** CHSS hosts three collaboratives for teams from each partner school throughout each school year. Collaboratives are designed to help partner schools share effective practices for promoting student success and to provide a structured process for a network of schools to identify and generate solutions to common challenges.
- **Access to Tools and Resources:** CHSS will provide partner schools access to an array of useful tools, protocols, and other resources designed to help partner schools significantly lift 9th grade on track rates, as well as support school-wide improvement.
- **Data Analytics for Continuous Improvement:** CHSS will provide schools and districts with quarterly data reports (point-in-time as well as trend and gap analysis) based on timely submission of the District's data to CHSS, coupled with direct coaching support with analyzing, synthesizing, and acting on data findings.
- **Monthly School Level Triangle Meetings:** To monitor progress and prompt high impact adjustments in practice or strategy, coaches will report monthly with school leadership and team leads to review quantitative and qualitative indicators of progress and address barriers to continuous improvement.
- **Quarterly District Level Triangle Meetings:** To monitor progress and prompt high impact adjustments in practice or strategy, coaches will meet quarterly with the district administrative lead and designated school administrative and teacher lead staff to review quantitative & qualitative indicators of progress and address barriers to continuous improvement.

SECTION SIX: CONFIDENTIAL INFORMATION

Definition

For purposes of this agreement, the term “Confidential Information” shall mean any and all personally identifiable information, especially student or parent information, from partner school and/or District education records provided by partner school and/or District to CHSS and Stand, in any medium.

Acknowledgement of Applicable Law

Partners to this Agreement acknowledge that provision by District of Confidential Information is subject to the Family Educational Rights and Privacy Act of 1974 (FERPA) and the implementing regulations found in the Code of Federal Regulations, Title 34, Subtitle A, Chapter I, Part 99 (34 CFR Part 99), and may also be subject to state law student confidentiality provisions. Parties to this Agreement shall not engage in any behavior contrary to any such laws.

CHSS’ Permitted Usage of Confidential Information

CHSS and Stand shall use Confidential Information solely for the purposes set forth in this Agreement. CHSS and Stand will perform all work under this Agreement in a manner that does not permit personal identification of any individual student or parent by anyone other than (a) partner school personnel, (b) District personnel, and (c) CHSS or Stand personnel performing services contemplated by this Agreement.

Restrictions upon CHSS’ Disclosure of Confidential Information

The only CHSS or Stand personnel who will have access to Confidential Information will be those CHSS or Stand employees, contractors, and agents who (a) are performing services contemplated by this Agreement and (b) have agreed to be bound by the CHSS Confidentiality and Non-Disclosure Agreement (see Appendix A). CHSS and Stand and its employees, contractors, and other agents with access to Confidential Information shall not disclose any Confidential Information to any third party.

Maintenance of Confidentiality

CHSS and Stand shall safeguard the Confidential Information against loss, theft, or other inadvertent disclosure, and shall take all reasonable steps necessary to establish safeguards that are consistent with all federal, state, and local law and District regulations and policies related to security for personally identifiable and other sensitive information, including but not limited to FERPA. CHSS and Stand will provide prior notification to District of plans to publish any information compiled by CHSS or Stand under this Agreement; moreover, publication shall be in a manner that does not permit identification, directly nor indirectly, of individual students, parents, or program participants.

Destruction of Confidential Information

CHSS and Stand agree to destroy all confidential, personally identifiable information obtained from District education records within 3 years of the termination of this Agreement.

SECTION SEVEN: DATA SHARING

CHSS coaches and staff may use confidential, personally identifiable student information to assist 9GS teams for the purposes set forth in this Agreement. CHSS coaches and staff assigned to work with District and its partner high schools may access confidential, personally identifiable student information through data files provided by partner high schools and District and through restricted access to District data systems. For the purposes of this agreement, “Restricted Access” shall mean access is limited to those data essential to the purposes set forth in this Agreement. CHSS coaches and staff will use confidential, personally identifiable student information to conduct analyses and prepare reports for partner high schools and District in alignment with the purposes set forth in this Agreement.

District shall provide CHSS data, as appropriate, through secure electronic data file transfers and/or by granting CHSS restricted access to District data systems. CHSS will treat all data as Confidential Information according to the terms outlined in this Agreement. In accordance with the requirements of FERPA, CHSS coaches and staff assigned to work with District shall be considered school officials with legitimate educational interests for the purpose of having restricted access to school data. The following personally identifiable student data are considered essential to the purposes set forth in this Agreement:

- Demographic characteristics
- Course enrollment
- Credits earned and attempted
- Course performance, including grades and GPA

- Assessment scores
- Attendance records
- Discipline records
- Additional data and metrics implemented or tracked by the partner school and/or District related to implementation of the 9GS program

Additionally, CHSS will use aggregated school-level data and de-identified student-level data to study and evaluate its programs and services, as described in Section 5 of this Agreement. District will be asked to provide CHSS aggregated school-level and de-identified student-level data for these purposes. The data shall be securely transferred to CHSS in electronic data files. De-identified data should have all direct and indirect personal identifiers removed before collection by CHSS. The studies and evaluations will be conducted in a manner that will not permit the re-identification of any students by anyone other than the school district that provided the information to CHSS. Data will be kept confidential according to the terms outlined in this Agreement.

SECTION EIGHT: COST OF SERVICES

Stand and CHSS will provide the services described in this Agreement for the 2021-22 school year.

Annual cost of services per school, which only covers actual expenses and does not include any profit, is as follows:

- Partner schools with under 200 9th graders cost \$18,000 per year.
- Partner schools with 200-299 9th graders cost \$22,000 per year.
- Partner schools with 300-500 9th graders cost \$26,000 per year.
- Partner schools with more than 500 9th graders cost \$28,000 per year.

(ONLY FOR DISTRICTS RECEIVING REDUCED COST SERVICES) As a result of grant funding, Stand can provide CHSS services to District for the 2021-2022 school year at a reduced cost.

HIGH SCHOOL NAME	# OF 9 TH GRADERS	COST
FERNDAL HIGH SCHOOL	323	\$26,000
TOTAL COST OF CHSS SERVICES FOR '21-'22 SCHOOL YEAR		\$26,000
COST TO DISTRICT OF '21-'22 SCHOOL YEAR CHSS SERVICES		\$26,000**

** District will use OSPI grant funds to pay for this contract.

Stand shall invoice in full District at the beginning of the school year for all identified partner schools. District shall pay Stand within thirty days of receipt of any invoices. Nonpayment may result in the suspension of services provided by CHSS to District. 100% of district funds for Center for High School Success services will be restricted to pay for Center for High School Success services. No district funds will be used for any other purpose.

SECTION NINE: AFFIRMATIONS

District hereby acknowledges by their signature that they have read, understand, and agree to the terms of this Agreement.

Superintendent (or Designee), District

Signature: _____

Date: _____

Name (printed): _____

Title: _____

Center for High School Success, Stand for Children Leadership Center

Signature: _____

Date: _____

Name (printed): _____

Title: _____