



Reach Higher Shasta Secondary Committee: 8th-9th Grade Transition

Name of Best Practice

Use this form to share successful efforts with your regional partners in North State Together. Please return completed form to North State Together at nst@shastacollege.edu for distribution.

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Demographics Served: 8th-9th students of Shasta C

OVERVIEW

What was the **problem** you aimed to solve? What **change** did you implement?

What **impact** did the change have on the problem?

There is no widespread/consistent system for improving the transition from 8th-9th grade resulting in less-than-desirable outcomes for students in the areas of attendance, behavior, and D and/or F grades. Feeder school principals began attending the RHS Secondary meetings for the purpose of discussing data about current 9th graders with the high school principals. Over the course of a year (to date-- meetings are ongoing), many administrators saw and understood the need for a better experience for incoming 9th graders, and they way the value in two-way communications centered around data.

KEY DETAILS

What are the necessary details to successfully implement this practice?

LENGTH

How long did the entire project take? If you had multiple sessions, please detail the length of each

This work began in the fall f 2018. It is ongoing work that continues. Each meeting was no more than 2 hours. Agendas were emailed in advance.

SETTING

Where did the activities take place? How many people was this designed for?

Meetings take place at SCOE. Principals gather data and test ideas at their school sites. We typically had 25-35 participants at each meeting.

ACTIVITY

What did you do? How many staff members facilitated? Were there questions? Games?

Prior to meeting, principals were asked to bring data regarding attendance, behavior, and grades. At the meeting, they were to discuss data, as well as students who were struggling. Data was recorded on sheets formatted for this

REASONING

Why this activity, specifically?

Data-focused conversations are more productive and less apt to leave someone at the table feeling fingers are being pointed at their school. It also builds a relationship that may serve both parties well going further.

HOW DO YOU KNOW YOUR PRACTICE WORKED?

Please provide explain the results you saw. Include charts, trackers, etc.

The vast majority of participants indicated that this work needs to continue, with meeting

NECESSARY TOOLS

If there are lesson plans, work plans, presentations, exit tickets, student feedback, measurement tools, please include or link them below.

TIPS FOR IMPLEMENTATION

What tips do you have for someone who wants to implement this change in their program? Think about what challenges you faced along this process. What would be best to do/not to do when implementing? Who should be involved? Is this best co-facilitated? Etc.

Send agendas out ahead of the meeting. Link any relevant articles or pre-meeting reading or tasks.
Keep meetings to two hours; start and end on time to respect the busy lives of school administrators.
Have sheets prepared for manual data collection on paper.
One facilitator is plenty, but more could be added.
Facilitator should have prepared questions to ask table groups after their discussions, but be prepared to allow questions/topics to come up also.