COQUILLE SCHOOL DISTRICT #8

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Testimony on SB 739 from Coquille High School
Hearing Scheduled for May 14th, 2019
Joint Committee on Student Success

Co-Chair Roblan, Co-Chair Smith Warner, Co-Vice Chair Knopp, Co-Vice Chair Smith, and Committee Members,

Coquille School District and Coquille High School started working with the University of Oregon and the Oregon Research Schools Network in 2018, and we have already started to see early and strong promise from the partnership. The network collaboration and improvement model framework and structures have helped provide guidance and clarity in our on-going efforts to increase student engagement and decrease our high absenteeism rate. We feel that improving these two metrics will help to improve our overall graduation rate.

Through the ORSN Improvement Model system and support structure, we have jointly collected and analyzed our school data examining our culture, systems and structures that impact our students. We have collaborated with UO College of Education faculty to develop and employ teacher and student surveys to take an accurate temperature of our school climate to help determine how we can ensure our students feel safe, supported, and engaged at Coquille High School. We have created an action plan with clear and achievable goals and strategies and are committed to the on-going implementation of them.

Because of our collaborative process of data collection and analysis with ORSN faculty, we determined that some of our students were not feeling truly engaged in their own learning at Coquille High School, and that many felt the need to be more closely connected to our teaching staff. Again, through network support and resource allocation, we were able to create new structures and systems to address these issues, including a much more robust and thorough year-long professional development structure based on teacher-led professional learning communities. These communities are accessing evidence-based practices to help increase student engagement and improve teacher student relationships, which we all know are critically important to student success. Historically, our professional development has lacked cohesiveness from one day to the next and from one topic to the next. As a result, our overall professional develop has had little impact, as our teacher survey data clearly indicated.

We have also started to work more closely with UO College of Education faculty in a partnership focusing on cooperative learning in order to increase instructional effectiveness and classroom engagement for our students. This work, through the research and development of Dr. Mark Van Ryzin and his team, will

help our classroom practitioners learn advanced and effective technology-driven methods to directly engage their students in new and meaningful ways.

As a part of the Oregon Research Schools Network, this 2018-2019 school year has been one of learning and development for our teaching staff. Again, while we have seen some early promising indicators from teacher survey data, we are truly looking forward to full-implementation of all of our efforts next year as we will see full employment of our newfound improvement strategies, and expect to see early data indicators of our student's re-engagement in their own learning and behavioral processes and outcomes. The work we have done so far would have been much more difficult and would have likely taken much more time without the support, collaboration, and resources of the Oregon Research Schools Network.

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