



*Home of the Bucks*  
**PENDLETON**  
**High School**

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**Testimony on SB 739 from Pendleton 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:

The partnership between Pendleton High School and the University of Oregon's Oregon Research Schools Network (ORSN) started in late 2017. Real work with ORSN began in early 2018, with the collaboration and partnership becoming consistently more and more important to our school as time goes on. While Pendleton High School has seen positive growth in our academic outcomes and graduation rates for a while, we have lacked a cohesive improvement structure to coalesce our efforts to safeguard our continued improvement. The ORSN provides that support structure, accountability, and improvement system.

Because of our close partnership with the ORSN, we have been able to organize our year-long professional development plan and calendar and have been able to really take a deep dive in examining the current systems and structures in our schools, many of which we are excited to find are resulting in very positive outcomes for our students. Through our process of examining school-wide data, including teacher surveys through the ORSN, our school leadership team made the decision to focus on issues of classroom management through teacher student relationship building. We believe that creating a positive school culture, with positive teacher student relationships at its core, will not only be vital to the continued progress of our overall graduation rate, but also the success of our students on their pathways after high school graduation.

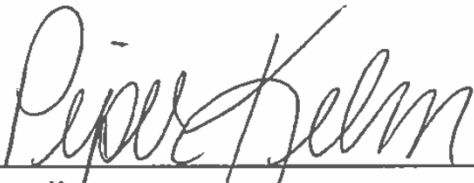
With our focus area on classroom management and relationship building, our school leadership investigated and selected an existing improvement intervention with an early evidential basis for success and have built a year-long professional development structure around its implementation with help and support from the ORSN and UO College of Education faculty. We have come to realize, like many other educational leaders, that planning for school improvement is much easier than successful implementation of those plans. The continued support and expertise of the ORSN team and UO College of Education faculty has been critical in helping with our successful implementation. Planning and deployment of this system is a two-year endeavor and we are currently wrapping up our initial year of teacher training and development. Improving this type of school culture is difficult work, but early teacher survey results show we are gaining consistent

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buy-in from our staff, something that is both critical for the successful implementation of our improvement plan and something we have not always had from our whole staff in our previous improvement efforts. We believe the support and collaboration of the ORSN has greatly helped in this area. We have high hopes that our partnership with the ORSN will be the sustaining and effective element we need to succeed. Our school leadership team feel the improvement system of the ORSN, and the continuous support from networks faculty and staff, has and will continue to be integral in our continued school improvement.

Prior to working with ORSN, our professional development program consisted of a hodgepodge of various unconnected topics. Our professional development today, due to the UO, district partnership is data-driven, consistent and effective. The ORSN Improvement Model has allowed our school leadership team to lean on a collaborative and supportive improvement system that holds us accountable to our own goals, and helps support and guide our work along our improvement trajectory.

We also appreciate the collaboration and connection with other high schools across Oregon. Pendleton High School, as we all know, is geographically distant from many other districts across the state, and we do not often have a chance to connect and collaborate with other Oregon educators on a constant. Through the weekly ORSN virtual meetings, and annual ORSN retreats, we have been able to network, collaborate, learn and share with our colleagues. Our staff do very good work and we are always excited to share our knowledge and experience with the rest of the network, something we have not often had the chance to do previously. Being connected to educators across the state is important to us. We are so fortunate to be a part of this groundbreaking pilot project and look forward to the shared results of our schools continued improvement.



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