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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:

From the start of our collaboration with the Oregon Research Schools Network we have dedicated time and energy to data collection, analysis and self-assessment' We already see strong potential from this on-going partnership, we determined our focus areas for the 2O18-2019 school year would be to create grade level data teams, and to keep all ninth graders on track to graduate. Through our university partners, we've learned that being on track in ninth grade is a strong predictor of on-time graduation. As such, we set a goal of having all students on track at the end of grade nine, and created a thorough action plan to support that goal.

Working with our instructional leadership team, we researched evidence-based practices and strategies to implement in our school to help ensure the success of our ninth-grade students in order to keep them on track for graduation. Those goals and strategies are centered around increasing ninth grade attendance, boosting academic success in core content areas, and making sure our freshmen students earn ¼ of the credit needed for high school graduation in the ninth grade, as clear measures of their on-track status. We know that in the long run a focus on ninth grade on-track is the smart, proactive move, but we have also worked this year to adapt this ninth-grade model to all grade levels. We are a school that serves a very mobile student population, and providing this level of support to students at all grade levels is crucial for student success.

Therefore, we have employed the strategy of teacher facilitated data-driven student support teams for each grade level as a means of putting our knowledge and resources into practice. Through a referral process, teachers recommend struggling students to the team. The team pairs student data with additional teacher and administrative input and uses our emerging knowledge of evidence-based practices and interventions to create support structures for the student. The successful implementation of evidence-based practices is a big piece of how we hope our students and teachers will benefit from ORSN as we move forward.

We have worked this year to develop the systems and structures to better support our students, and we hope that this partnership will help us to further build our repertoire of evidenced-based instructional practices and interventions for student success.

The ORSN provides an improvement system that ensures that we collect and analyze data to set goals and implement evidence-based strategies, develop action steps to keep us on track, and constantly evaluate successes and areas for growth to improve our service to students. Again, we look forward to fully implementing this system as our goals and strategies progress and expand in the 2OL9-202O schoolyear. Outside the scope of the day-to-day implementation of our improvement plan, the weekly virtual meetings with other ORSN Courtesy Assistant Clinical Professors and our UO facilitators have become a key component

of this process. The opportunity to connect with others doing the same work in culturally and geographically diverse areas of the state, to learn collaboratively from each other as we focus on successful implementation of our respective plans, and to receive coaching and support on how to lead this process from the university is invaluable.

North Eugene High School prides itself on having an administrative team that is strong in instructional leadership. However, we also know from the evidence on professional development and school improvement that teacher leading teachers is extremely powerful and with the ORSN model we look forward to transitioning the leadership and implementation of our professional development structures and other school-wide improvement duties to our ORSN Courtesy Appointment Clinical Professor and our instructional Leadership Team' The administrative team will support them through every step of the on-going improvement model.

We are proud to say that we are already improving our graduation rates. The likelihood of continued school improvement, and improved graduation rates, is much higher knowing there is an evidence-based improvement and implementation system in place where work is transparent and there is accountability to established and agreed upon yearly goals. Having a sustained close collaboration with the University of Oregon and the Oregon Research Schools Network is integral to our continued trajectory of academic and behavioral improvement, helping to continue our sustained increase in graduation rates.

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