



HIGH SCHOOL SUCCESS NUGGETS

June 2019

DISTRICT KUDOS! Tillamook School District

Over the last two and a half years, Tillamook High School has developed a 9th grade on-track program based on the components of improving connections between junior high and high school; building relationships with students; monitoring grade, behavior, and attendance data; requiring a social and emotional learning course for all students; and developing a 9th grade Professional Learning Community.

Improved Connections with Junior High

As a team, Tillamook conducted empathy interviews with 8th grade students to gain insights into students' thoughts and feelings about school and assess how they could support their transition more effectively. They have also increased communication with junior high administration and teaching staff. One of the highlights of this work has been a one week summer bridge program during which teachers and students have shared non-academic experiences such as ropes courses, kayaking, hiking, and rail riding.

Building Relationships with Students and Social Emotional Learning

Each 9th grade student is required to participate in the Discovery Program the first trimester of high school. The Discovery Program consists of effective group work, community circles, anger management, communication skills, mindfulness studies, problem solving, and conflict resolution. An extension of this program is Tillamook's behavior management system, which focuses on conflict resolution through the completion of problem solving contracts between teachers and students rather than office referrals handled by administration. Furthermore, Discovery classes are designed to have no more than 18 students, which allows for deep and meaningful relationships between teachers and peers.

9th Grade Professional Learning Community

This school year, staff shifted all 9th grade core classes into one wing in the high school building. They also scheduled common work periods for the shared teacher leadership of the 9th grade team. Together with monthly meetings, this time was used to design academic and behavior interventions, frequently review system-wide attendance, grade, and behavior data to provide supports for individual students and improve their learning system as a whole. In partnering with Northwest Regional ESD, the Tillamook team uses a Plan-Do-Study-Act (PDSA) cycle process to locate problems of practice and implement change ideas. An unexpected, yet immensely valuable, outcome of their work has been increased self-care and greater peer to peer support within their 9th grade team.

9TH GRADE ON-TRACK

One of the eligibility requirements for High School Success is that districts and charters “provide sufficient time for teachers and staff of students in grade 9 to review data on students’ grades, absences and discipline by school and by course to develop strategies to ensure at-risk students stay on track to graduate,” ORS 327.883(2)(b)(A).

Districts and charters across the state are working to refine their systems. The University of Chicago model is one protocol that multiple sites are using, and their website

includes various tools to facilitate these conversations. The bottom of their [webpage](#) includes a video of Success Teams in action at North-Grand High School in Chicago, Illinois. This could be a great tool for staff professional development.

SHARE WITH US

Do you want to share the good work your district is doing around dropout prevention, access to advanced courses, or developing partnerships? We want to spread the word! Email us at HSsuccess@ode.state.or.us.

OUR KIDS



Stiehl with her mentor, Mrs. Von Borstel

Sherman County School District created a mentorship program this past year, and it has made a huge difference in the lives of their students.

Stiehl’s mentor this year was Mrs. Von Borstel, an art, math, and leadership teacher. She went from having discipline issues and low grades to earning end of the year awards and numerous compliments from staff. The biggest help Mrs. Von Borstel gave to her “was asking me how I was doing every day and being there to listen.” Stiehl adds, “Getting through tough times gives you the confidence to go further.”

“Overall, we are really seeing a difference in how connected some of our at-risk kids feel and seeing a rise in their self-confidence and overall school involvement.”

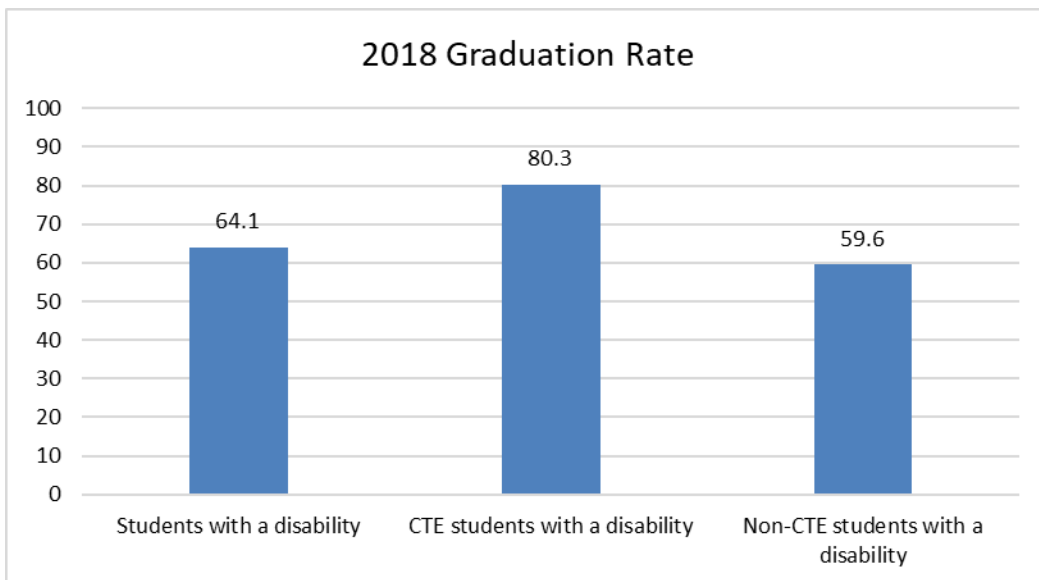
- Jessianne Miller, teacher and High School Success Coordinator in Sherman County School District

DID YOU KNOW?

Persons with a disability face additional challenges throughout their lives, in school, and with employment. The U.S. Department of Labor reports the unemployment rate for persons with a disability was 8.0% in 2018, more than double the rate of persons without a disability (3.7%). The National Center for Educational Statistics (NCES) also reports students with a disability are less likely to graduate from high school. In 2018, 82.5% of 12th grade students in Oregon graduated with a regular or modified diploma, while 64.1% of 12th grade students with a disability in Oregon graduated with a regular or modified diploma.

Failing to earn a high school diploma also increases risk of unemployment; the unemployment rate for persons without a high school diploma is 7.7%, while the rate for those with an AA/AS degree is 3.8%. Approximately 78% of students who concentrate in a Career Technical Education Program of Study will enroll in postsecondary education immediately after graduating, as reported by the U.S. Department of Education in its [National Assessment of Career and Technical Education report](#).

In Oregon, 35.1% of graduating students have concentrated in a CTE Program of Study. In contrast, only 27.3% of graduating students with a disability have done so. When students with a disability concentrate in a CTE program of study, they graduate at a higher rate than those who do not. To ensure students with a disability can fully participate in CTE programs of study, systems should be examined to determine barriers have not been inadvertently created, preventing this group of students from accessing the program of study curriculum.



LOOKING AHEAD



These are the big things on the horizon:

- Year Two Expenditure Reports Due
 - All Recipients: August 15
 - Recipients with an *approved* Summer Extension: October 15.
- 2017-2019 Biennium EGMS Claims Due
 - All Recipients: August 15
 - Recipients with an *approved* Summer Extension: October 15.
- HSS Networking Event Dates
 - We want to help districts and charters connect! Dates will be announced in the August HSS Newsletter.
- 2019-2021 Biennium Online Planning Tool Shut-Down
 - SMApplly will be shut down for the 2019-2021 biennium plans until October 16, 2019. Please download a copy of your plan prior to July 1, 2019.

A MUST READ

An [Executive Numbered Memo \(006-2018-2019: High School Success Funding Planning\)](#) was sent to superintendents, business managers, and High School Success leaders on Friday, June 7th. Included in this memo is information regarding changes from the 2017-2019 Biennium to the 2019-2021 Biennium, funding levels, and allocation estimates.



Did you know that the Oregon Department of Education has a Twitter account? Check it out! [@ORDeptEd](#)



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