



# HIGH SCHOOL SUCCESS NUGGETS

April 26, 2019

## SHARE WITH US

Do you want to share the good work your district is doing around dropout prevention, ninth grade on-track, or developing partnerships? We want to spread the word! Email us at [HSsuccess@ode.state.or.us](mailto:HSsuccess@ode.state.or.us).

## DISTRICT KUDOS!

### Neah-Kah-Nie School District

Neah-Kah-Nie High School has worked hard to improve their attendance. While they recognize that students miss school for a variety of reasons, they strive for 90% attendance rates or higher regardless of the reasons. The strategies they have implemented have changed over the past two years due to their focus of trauma-informed practices and new understanding of social and emotional learning.

The attendance secretary doubles as the ASPIRE Coordinator, and she focuses on building healthy relationships with

students and families. As the first point of contact, she has helped them realize that she truly cares about each and every student—sometimes they come to school just because they don't want to disappoint her. Sometimes her job includes setting alarms, making wake-up calls, listening, and brainstorming ways to remove barriers. Dr. Heidi Buckmaster, principal, emphasizes, "Having the right person doing the job means everything."

Neah-Kah-Nie faithfully implements their attendance policy which includes daily phone calls, three week attendance reviews and support plans, on-going individual student meetings, communication with staff on improvement plans and attendance data, and grade level on-track teams. "We do have access to an attendance/ truancy officer as a part of our system. Thankfully, the need for meetings with him have decreased substantially," adds Dr. Buckmaster.

Building relationships connected with analyzing data has paid off.



*"We are proud of what our data is telling us...This year we identified 180 students whose attendance data we could compare from last year. 112 of those students have shown improvements. That is close to two thirds of our student body!"*

*-Dr. Heidi Buckmaster, Principal*

# EVERY DAY MATTERS MESSAGES

## What is Every Day Matters?

**Every Day Matters** is an attendance initiative legislated by House Bill 4002 and led by a team at the Oregon Department of Education focused on reducing chronic absenteeism. The goal of Every Day Matters is to raise awareness of the importance of attendance in student success and provide supports and promising practices that integrate into school districts and school systems and help strengthen supports for families and students. By increasing attendance in schools, student outcomes and student success after high school can also be improved.

## Why would HSS teams focus on regular attendance?

Oregon is facing a challenge with students attending school regularly. Research shows that students who are not in school struggle to master academic content, and this contributes to lower rates of student success. Focusing on attendance places priority that every student matters every day and that building solid, positive relationships with students is an indicator to successful outcomes.

As we look at High School Success, student attendance is a relevant topic and focus area as schools and districts look to implement effective High School Success plans resulting in positive outcomes for students. Students who are not attending school may be facing barriers and aversions. These barriers and aversions are part of the systems and supports that districts, schools, and charters are working with their local communities on. This will help bridge relationships with families and build stronger supports that create an open path for students to feel successful and cared for.

## How can the Every Day Matters resources support HSS plans?

The Every Day Matters work supports the goals of HSS. Specifically, a focus on regular attendance and reducing absenteeism rates has a direct correlation to dropout prevention efforts, as students who are regularly absent and find themselves too far behind are far more likely to dropout.

Chronically absent students miss 10% or more of their instruction. If this happens over the course of a student's entire academic career, a student will have missed a full year of school by the end of 9<sup>th</sup> grade. A focus on regular attendance supports students being academically prepared to take advantage of Accelerated Credit opportunities.



## RESOURCES



[Chronic Absenteeism State Plan](#)

[ODE Chronic Absenteeism Webpage](#)

[FAQs: Chronic Absenteeism](#)

[Every Day Matters Resources for Districts](#)

# OUR KIDS

## Cascade School District

"I thought that the modules I did were extremely helpful for me figuring out future career paths. They were very insightful, interactive and entertaining. And at the end I felt that I was well educated on the topics of the modules I was in. This was by far the most fun and entertaining class I have done throughout my four years of high school. It was such a great opportunity to educate myself on the different topics I was interested in." -Benjamin, grade 12



"Creativity Club is an amazing place where people come together after a long day at school to relax. People are given many different art options; from painting to sculpting clay...everyone has something different they enjoy!" -Amy, grade 9

"The health services class helped inform me on the different career options in the medical field. It was a great experience because there was a lot of hands-on projects that gave me a good idea of what these careers would be like." -Lillian, grade 12

"I really enjoyed this class and the modules. I wish there was more time to work on specific ones students were interested in and more details in the modules." -Savanna, grade 12

"My experience in Health Services has opened up so many opportunities to step out of my comfort zone, and make a difference in the lives of not only others, but myself included. This program broadens the spectrum of education in every sense; hands on learning into different medical fields, live experiences in hospitals, and opportunities to job shadow nearly any field. The opportunity to partake in this course has been so influential in my high school career and the path I've decided to take."

-Morgan, grade 12



## THEIR STORIES

Email us so we can spotlight how High School Success has made a difference in Oregon students' lives.

[HSsuccess@ode.state.or.us](mailto:HSsuccess@ode.state.or.us)

## TRAVELIN' AROUND

The High School Success team has been traveling the state hosting Planning and Peer Review Sessions since the beginning of March. To date, we have met with 141 districts, charter schools, Youth Corrections Education Program (YCEP) sites, Juvenile Detention Education Program (JDEP) sites, and Oregon School for the Deaf, with over 73 registered for events in the coming weeks!



*Districts at the Planning Day in Hillsboro*

The majority of districts have taken advantage of the optional Planning Day, taking uninterrupted time to work together in teams and connecting with High School Success staff at the Oregon Department of Education. The Peer Review Sessions have provided an opportunity for neighboring and like districts to create additional connections, get ideas, and receive kudos on their work.

Thank you for making an effort to attend—we hope you are as energized and excited as a result of these events as we are!



## HECC Connection

### Important College Board Changes

Beginning the fall of 2019-20, the College Board is implementing changes in their long held registration timeline for their Advanced Placement (AP) tests. Students will no longer register in March or April for their May exams, but will be required to commit to taking exams, and schools must place their orders by November 15<sup>th</sup> of that year. Schools will not be required to submit payments until June as they have in the past, but students who committed to taking exams in November and then elect to later add an exam or to not take one, will be charged a \$40 fee on top of the \$94 exam charge.

The College Board has previously piloted this early commitment practice and have found that students who commit early to taking the exam, rather than a “wait and see” attitude, are more likely to earn a score that will translate into them earning college credit.

Now is the time to begin communicating to your testing coordinators, staff, students, and parents. This will be a huge paradigm shift for most districts and schools. It is also important to communicate these changes to the general public, making sure that our on-line and home-schooled students and families are aware of these changes.

# LOOKING AHEAD



These are the big things on the horizon:

- Remaining Planning and Peer Review Sessions
  - April 29 and 30 in Clackamas (**Session Full**)
  - May 1 in Condon (Planning Day only)
  - May 2 and 3 in The Dalles
  - May 6 and 7 in Pendleton
  - May 8 and 9 in La Grande
- AP Institute of the Cascades in Bend
  - [Registration](#) is open now for the August 6-9, 2019 event



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

# THANK YOU!

We'd like to thank all of the Educational Service Districts (ESDs) and their support staff for being gracious hosts as we've worked with districts and charters across Oregon. We could not have accomplished all of our professional development and plan approvals without your partnerships.



# HIGH SCHOOL SUCCESS CONTACTS

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South Coast ESD	Columbia Gorge ESD	Willamette ESD	Clackamas ESD
Douglas ESD	North Central ESD	Linn Benton Lincoln ESD	NW Regional ESD
Southern Oregon ESD	Grant ESD	Lane ESD	
Lake ESD	Intermountain ESD		
High Desert ESD	Multnomah ESD		
Jefferson ESD	Region 18 ESD		
Harney ESD			
Malheur ESD			



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