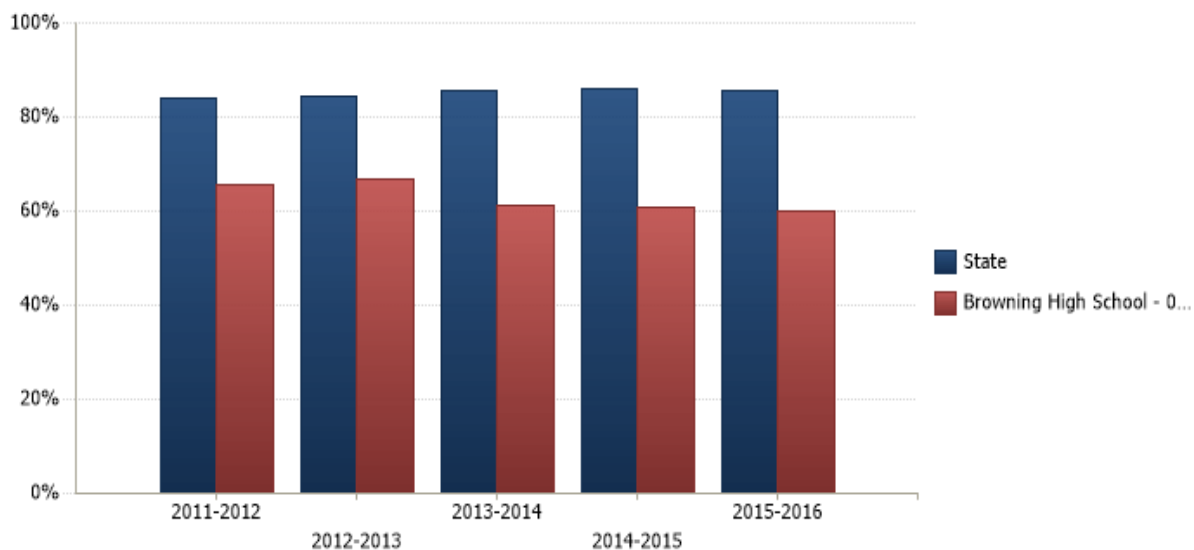


Graduation Rate

Below is a chart from the Office of Public Instruction that compares Browning High School's graduation rate with the state average over four years.

Four-Year Cohort Graduation Rate Comparison

State, Browning High School - 0543, DISTRICT



The graduation rate for BHS is well below the state average and has been dropping for the past three years. The chart above represents the four-year cohort rate. What is being measured is if students who enter the 9th grade together graduate together. A small percentage of these may be students who entered BHS as a 9th grade student, transferred and then dropped out of another school, or those who take more than 4 years to graduate. The largest loss that we see from year to year are students who are credit deficient at the end of their 9th grade year, and then drop out before completing their 10th or 11th grade year.

However, we also lose students in their senior year. This year we started with an Average Daily Membership (ADM) of 150 seniors between August 29th and September 16th of 2016. This means we had that many seniors who should have been in attendance at BHS/Academy at the beginning of the year.

Between April 28th and May 19th of 2017 the ADM had dropped to 125, and our Average Daily Attendance (ADA) for the seniors during May has been 102, which is about the number that are on track for graduating this year.

Between the dates of August 30, 2016 and May 19, 2017 we have had 19 seniors who have dropped Out of BHS. These are students who were dropped due to missing 10 days or more in a row. The High School Home-School liaison, Jolene Vance, and the counselors have made contact with these students and their families. When

appropriate, if the student was under 18 years old, a referral was made to the tribal court. The Academy has also reached out to these students to try and get them to re-enroll. We have also re-developed our credit recovery program so that students will have a better opportunity to recover grades/credits and graduate on time.

To help reduce the number of students dropping out we are taking multiple steps. The first is to address the issue as soon as students enter the high school as freshmen. We have redeveloped our Freshman Academy course to address academic, social, and behavioral issues. The driving principle is that if you expect something, then you must teach it. To go along with this, we will also make changes to how freshmen are scheduled. As much as possible, next year's freshmen will be grouped so that they have their core classes with the same group of students in each class. Their elective classes will be based on their request forms. This will reduce the number of changes in different class environments that the freshmen experience each day, reducing stress, and allowing them to develop a support group to help with attendance, assignments, and social interactions. The 9th grade core teachers will be given common prep periods so that they can work together to identify students who may be in need of interventions at an early stage, and so that they can create integrated lessons.

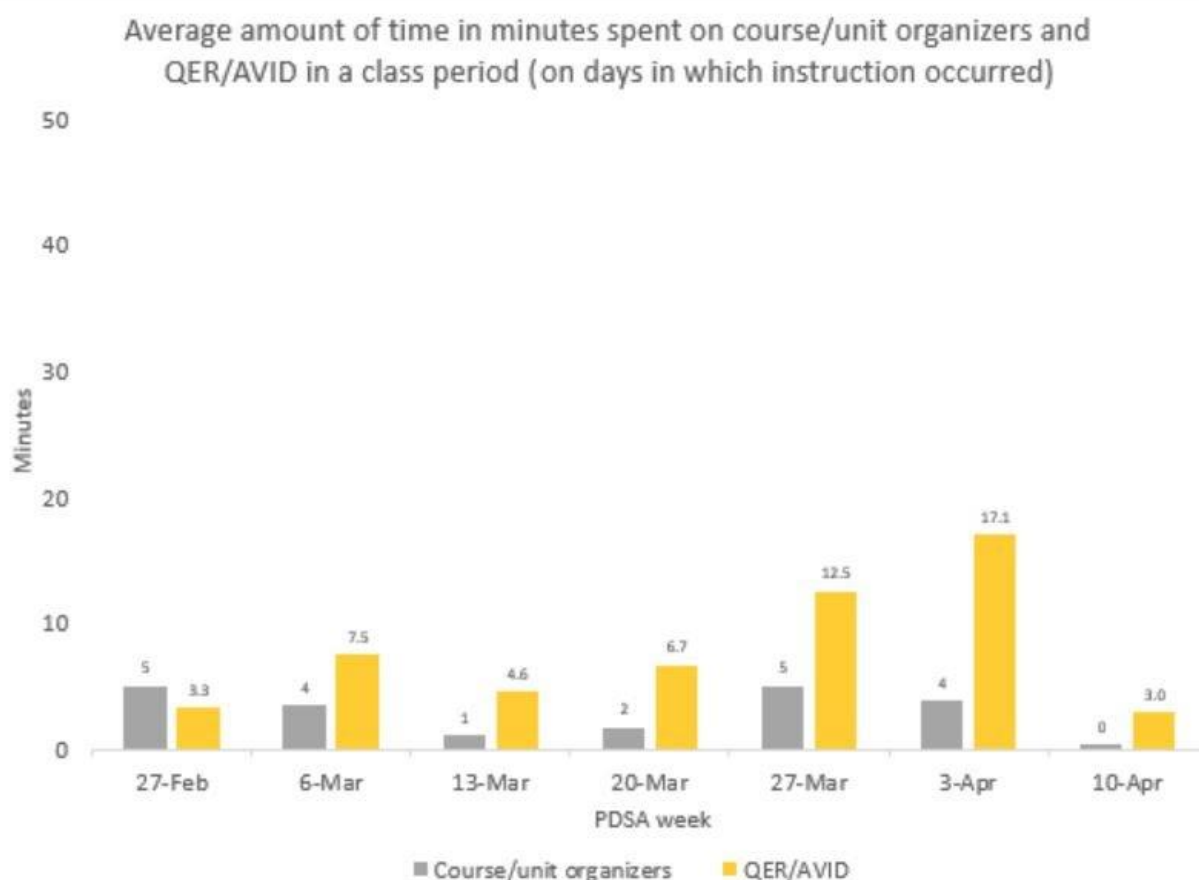
The second change will be with our student behavior plan. Having a Dean of Students will allow us to monitor student behavior and attendance more effectively. The Dean will be able to make parent contact and get them involved before students are in danger of dropping out. We are also making changes that will reduce the number of suspensions that we currently have. This will include changing our In School Suspension (ISS) room location, and operation. Students will not be placed in ISS for punishment, but instead it will be a teaching and learning environment where students learn to deal with the issues that caused them to be sent to ISS. Early parent contact and involvement will be a vital part of this change. Students will only receive Out of School suspension for issues that affect student and school safety. Even these will be dealt with in a manner that includes returning to school as soon as possible, and dealing with the issues through a restorative justice model. Our Montana Behavioral Initiative (MBI) plan has not been fully developed or implemented at the high school. This will also be addressed next year by having the Assistant Principal take the lead. The main goal here will be to develop and implement schoolwide behavioral expectations for staff and students, and the positive supports.

The reason we are focusing on attendance and behavior are that changing our school so that it is a more welcoming environment, with consistent expectations across the school. This will help address the basic needs of students which must be met before they can focus on academics. On the academic side, we will continue to provide professional development which focuses on our instructional framework. Support will be provided to teachers by the building principal, instructional coach, and assistant principal to ensure that all classrooms are providing bell-ringer activities, daily exit strategies, and bell to bell instruction. We have developed consistency with our first segment of the framework, consistent beginnings, and have begun to work on increasing student engagement through inquiry based lessons, authentic literacy strategies, and the incorporation of AVID Schoolwide strategies. We will continue to implement and refine the instructional framework based on ongoing use of data analysis by the School Leadership Team (SLT), and building administration. Professional development will be based on the Plan, Do, Study, Act (PDSA) cycle that several of our teachers have been using through our building SRI grant. The idea is to plan the use of an intervention or instructional strategy, implement the strategy in the classroom/school, collect data on the intervention/strategy and study it, then make changes for improvement as needed and continue on with the process for continuous improvement.

The SRI grant has shown that the use of the PDSA cycle can have a positive impact on student Achievement at BHS. This year we have 5 teachers that participated in two different PDSA cycles. The first was focusing on the use of Course and Unit Organizers in the classroom. The second was on the use of Question Exploration Routine (QER). Every course of study has some key main ideas that are critical to understand. An example main idea for history is "Different geographical regions in the U.S. led to different ideas and disagreement, which led to the Civil War." With the Question Exploration Routine as a guide, teachers begin the journey of teaching these main

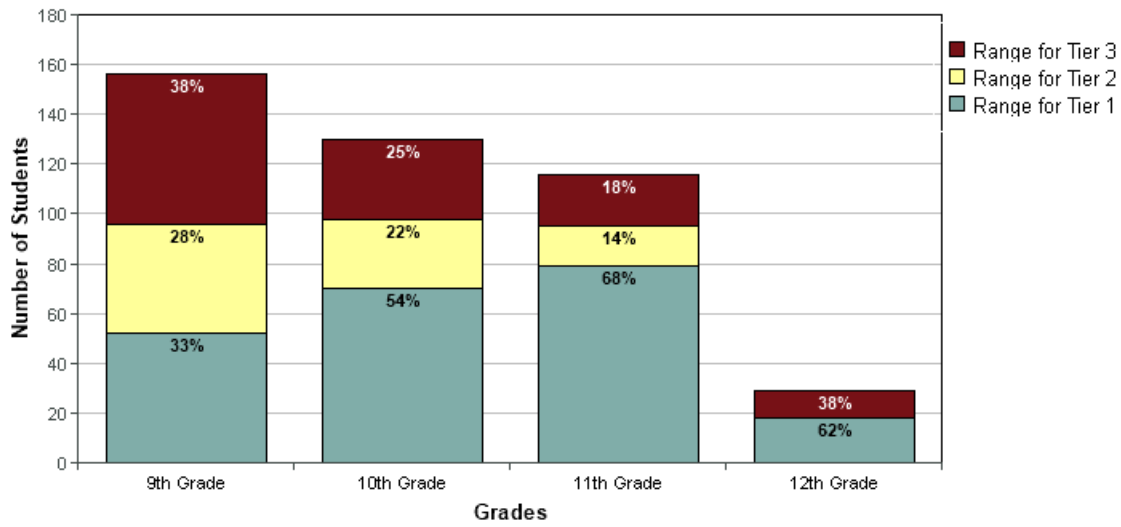
ideas by identifying critical questions for each course. These are not just any old questions, but they are ones that relate to main ideas that make the whole course worthwhile—the main ideas that students will actually apply in their current and future lives. Next, using a special graphic organizer called the Question Exploration Guide, teachers sketch out the key terms and supporting questions necessary to answer each question and eventually build a main idea answer. They also develop ways for students to explore the information further—both within the classroom and the world at large.

In class, the teacher follows the steps of the Question Exploration Routine to help students learn a process of higher order thinking skills that can be used to answer complex questions and explore main ideas. Finally, since the information on the Question Exploration Guide represents some of the most important information in a course, tests, quizzes, and assignments are constructed by the teacher to hold students accountable for knowing the information.



The chart above shows the amount of time that teachers within the SRI Grant used the QER with students each week. The idea is that use of the QER will help students with higher order thinking skills; analysis and evaluation instead of remember and understand. The use of the QER is also a literacy strategy that helps students make connections and comprehend their reading on a deeper level. Our IStation's Indicators of Progress (ISIP) assessment shows that we are making growth in this area, due in part to these strategies. While we have not yet completed all of our end of year ISIP assessments the chart below shows that we have had significant growth in terms of moving students out of the Tier 3 (intensive) range into Tier 2, and Tier 1 (grade level).

All Grades - September 2016



All Grades - May 2017

