

# SCHOOLS OF PROMISE

Office of Public Instruction



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Montana  
**Office of Public Instruction**  
Denise Juneau, State Superintendent

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.

# 5 Strategic Directions:

- Ensure that every child begins school and graduates with knowledge and skills necessary for success in the 21<sup>st</sup> century global society through the creation and implementation of a comprehensive P-20 education plan.
- Provide current and accurate education information to the state, school districts and schools to promote data-driven policy decisions and assist in improving teaching and learning.
- Provide systematic training opportunities and focused staff development for OPI staff to support their work and ensure quality customer service.
- Improve school-community relationships and student performance through the development and implementation of a comprehensive communication plan.
- Improve student achievement in struggling schools by providing leadership to school improvement efforts across the state.



# Strategic Direction

- Improve student achievement in struggling schools by providing leadership to school improvement efforts across the state.



# Montana Constitution

- It is the goal of the people to establish a system of education which will develop the full educational potential of each person.
- Equality of educational opportunity is guaranteed to each person of the state.



# Schools of Promise

- “Whether it's fighting poverty, strengthening the economy or promoting opportunity, education is the common thread. **It is the civil rights issue of our generation** and it is the one sure path to a more equal, fair and just society.” Arne Duncan



# Overall Goals

- To develop & implement outreach and intervention plans for struggling schools that result in increased student achievement and success
- To work internally at OPI to better coordinate and streamline programs and systems of support as they relate to schools of promise (and all schools)



# Highlights To Date

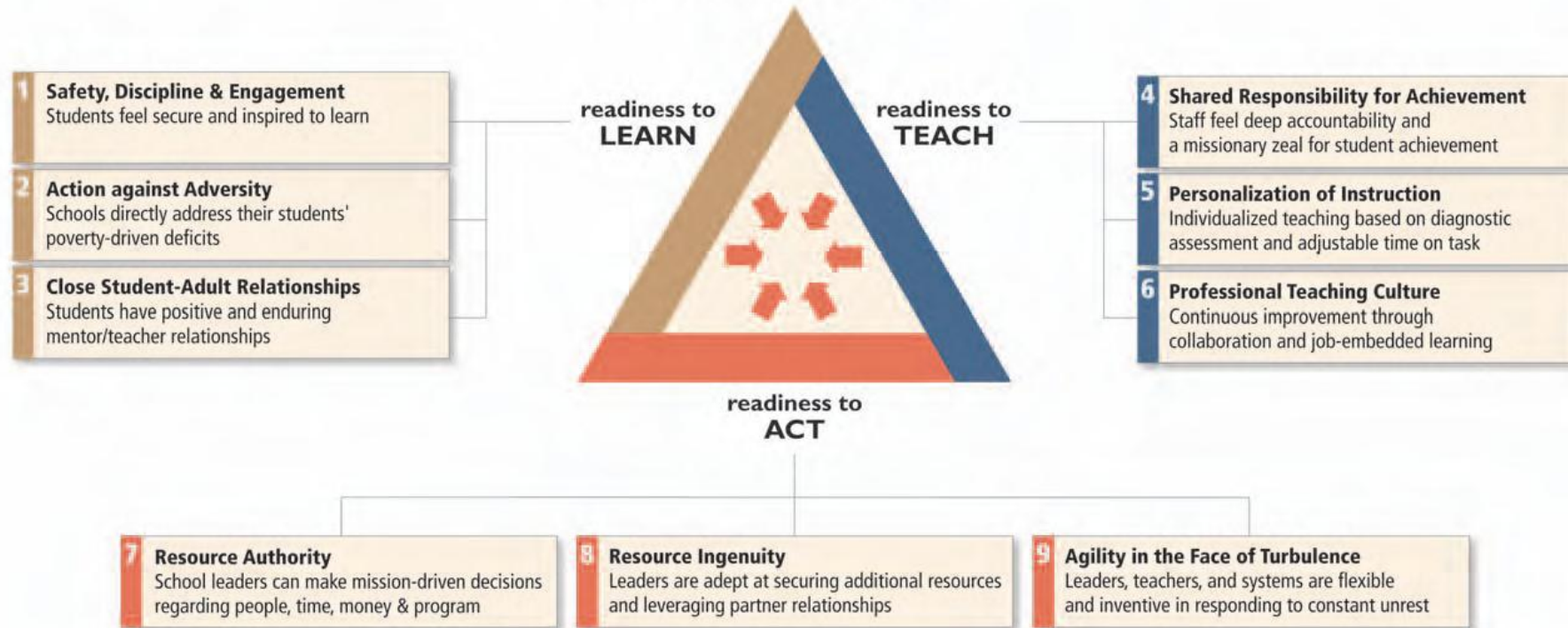
- Established overall vision and approach to impact low achieving schools
- Developed a place-based “inventory” tool for collecting programmatic information and informal wisdom within OPI programs
- Five community visits





# High Performing-High Poverty Schools Readiness Model

## HPHP READINESS MODEL





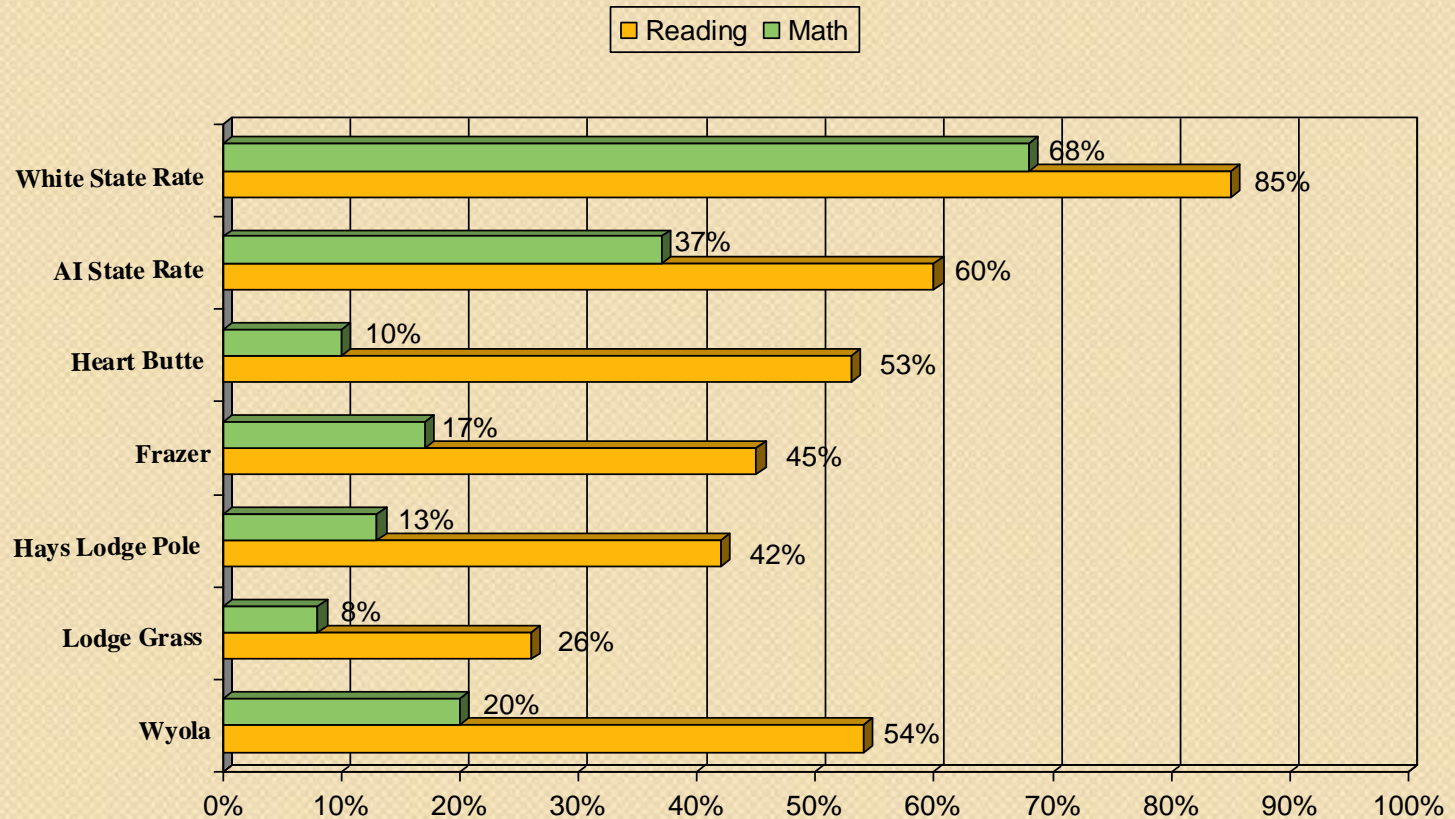
# Identification and Invitation

- Schools in restructuring phase of NCLB
- Financial challenges
- Accreditation problems
- High poverty areas
- Data gaps
- Invitation at statewide Title I meeting



# 2008-09 CRT Comparison Among Schools of Promise

## Percent Proficient & Advanced – Grades 3-8 &10



# Communities Coming Together for Education

- Show data
- Meet with all stakeholders
- Find strengths to build upon and increase support for those strengths
- Name what's not working
- Encourage community to be engaged



# Hays – Lodge Pole Schools



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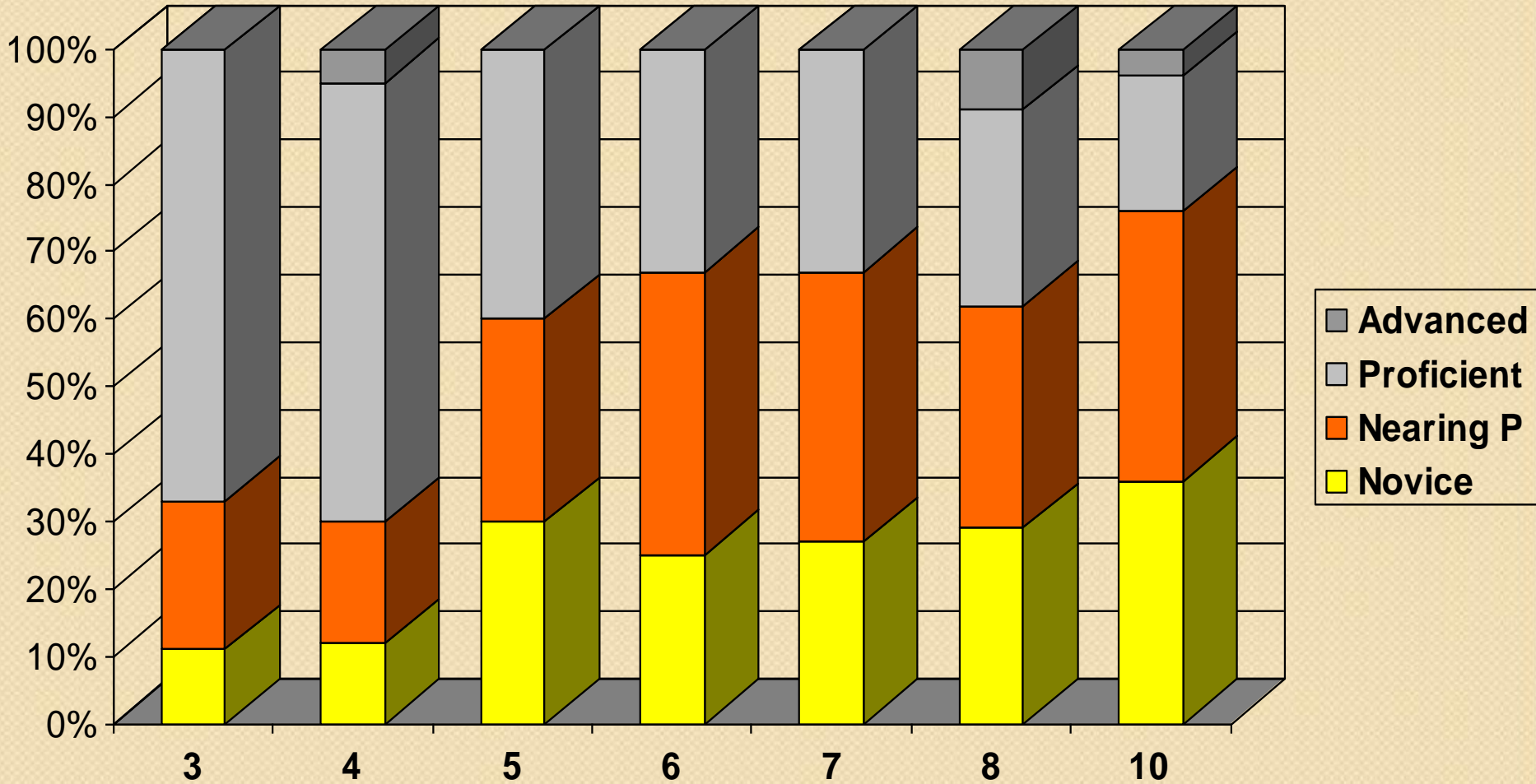
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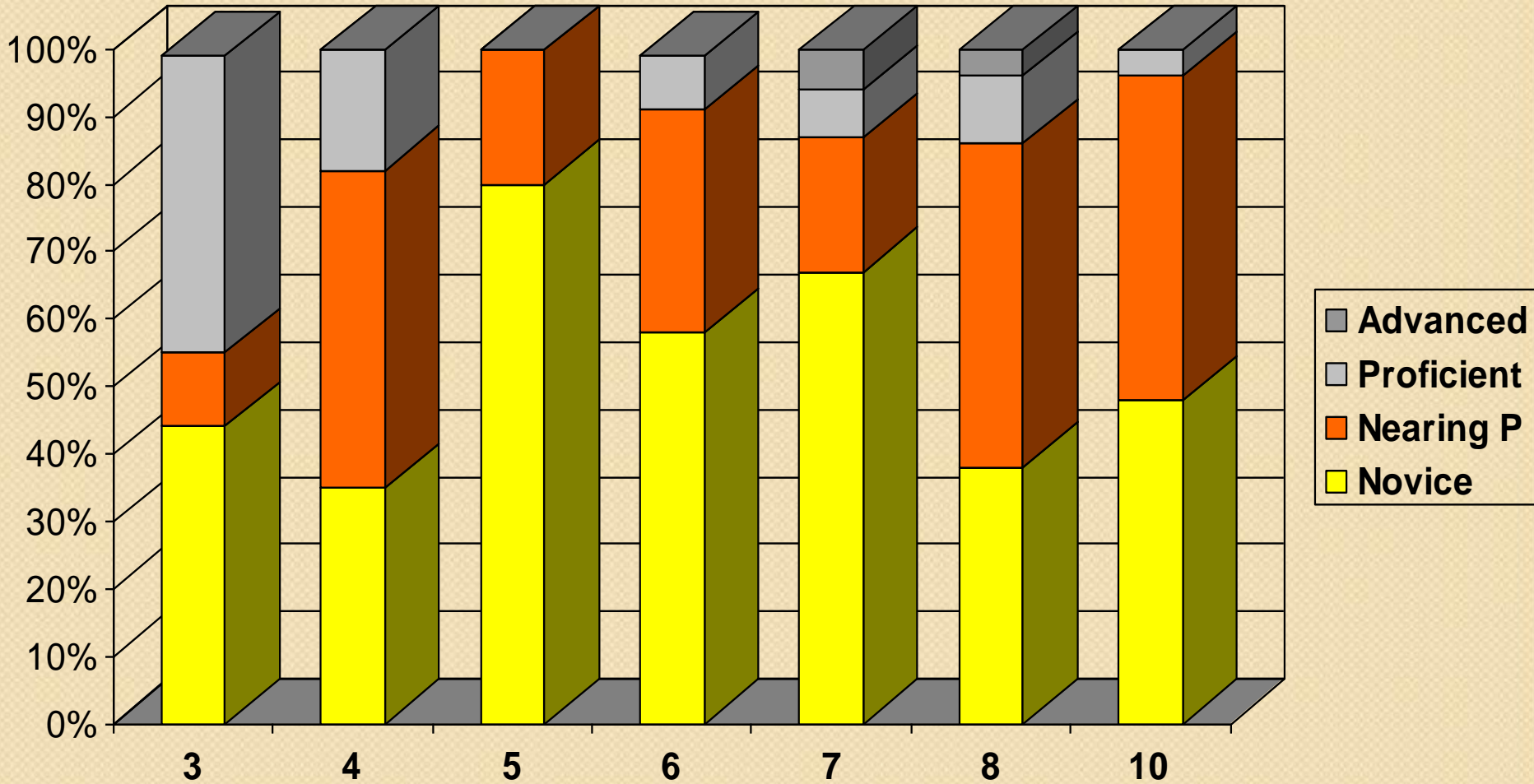
# Hays Lodge Pole 2008-09 CRT Data - Reading

All Proficiency Levels - READING  
By Grade Level



# Hays Lodge Pole 2008-09 CRT Data - Math

All Proficiency Levels - MATH  
By Grade Level





# Hays Lodge Pole High School 2007-08 Dropout Data

3% - dropout rate

88% - graduation rate

# Wyola Public School



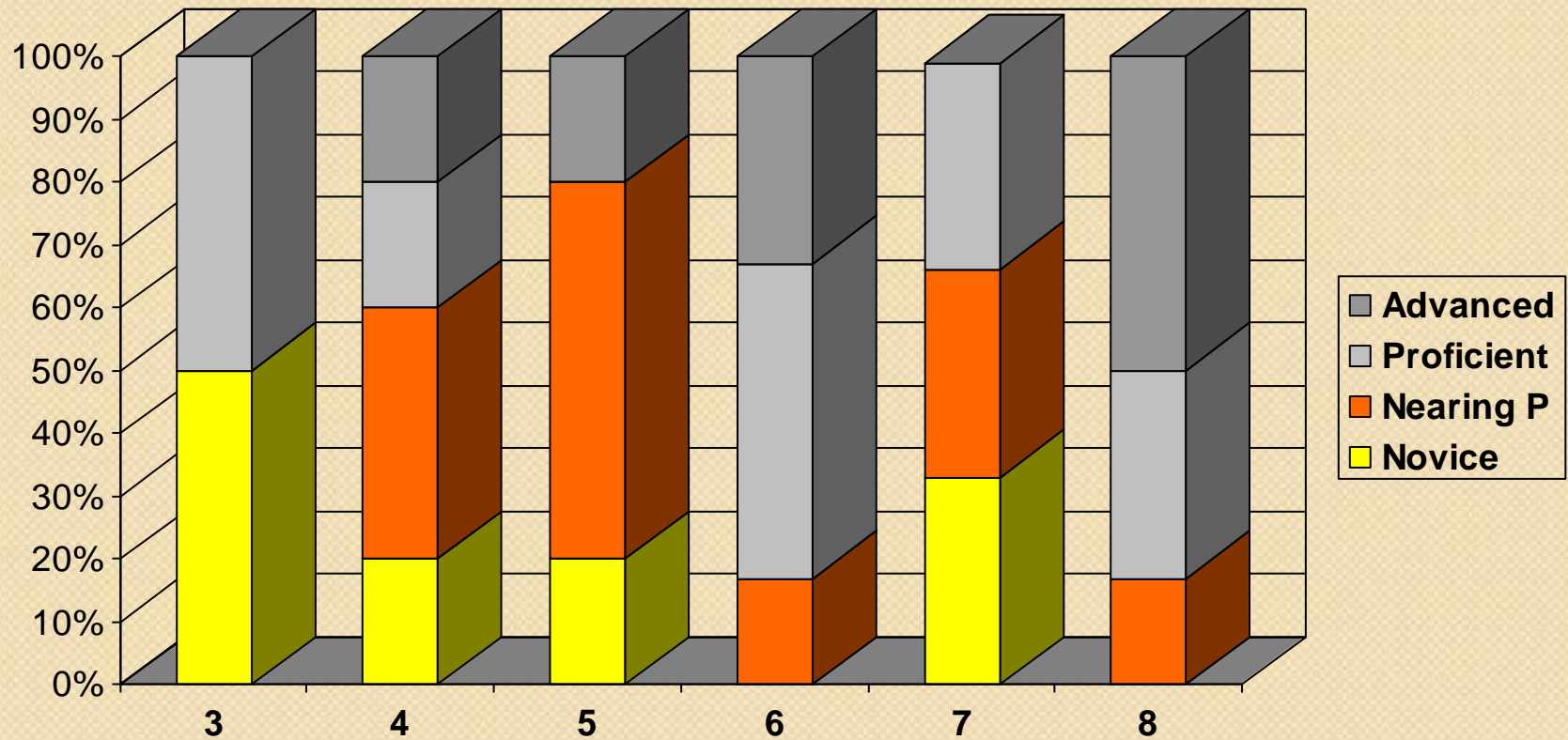
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# Wyola 2008-09 CRT Data - Reading

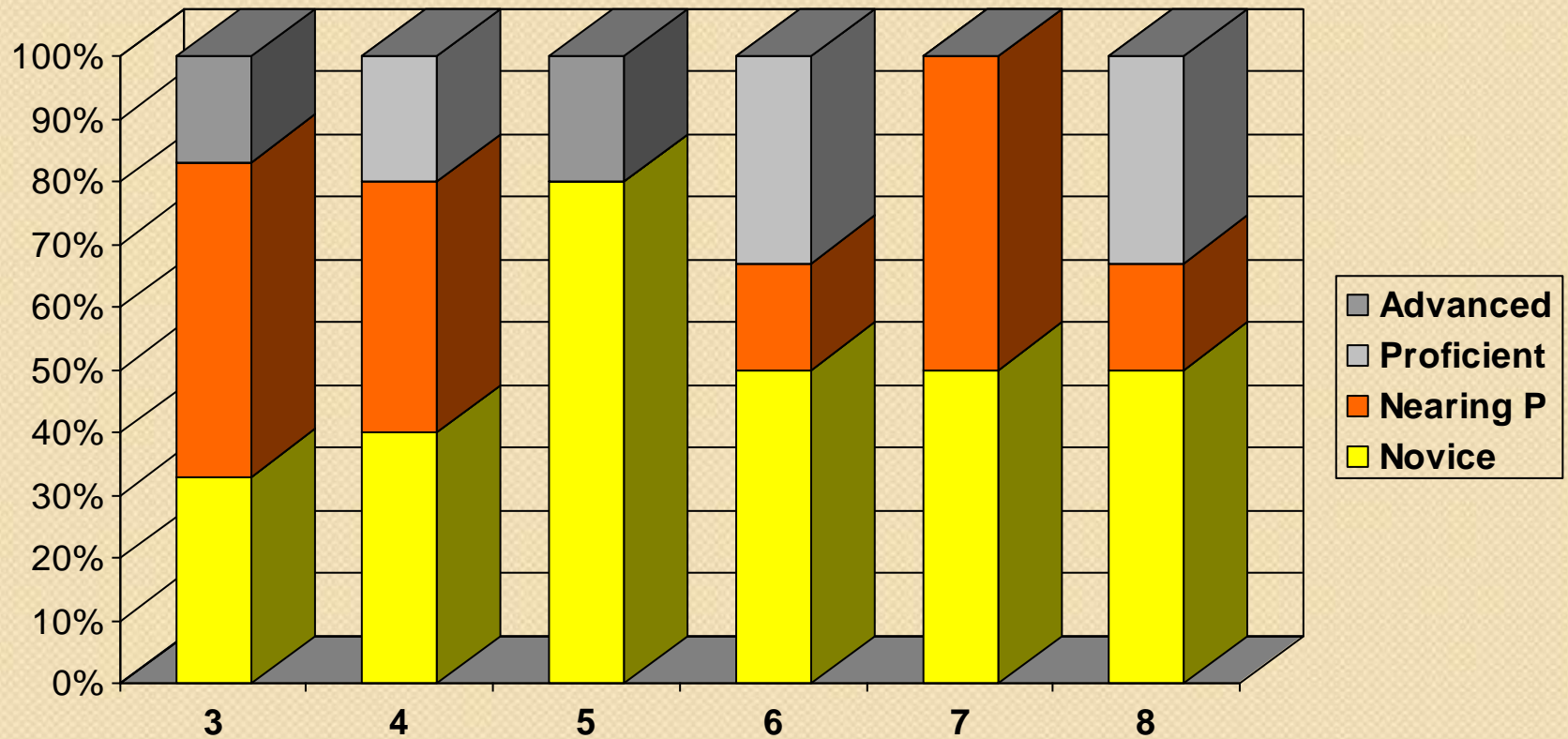
All Proficiency Levels - READING  
By Grade Level





# Wyola 2008-09 CRT Data - Math

All Proficiency Levels - MATH  
By Grade Level



# Lodge Grass Public Schools



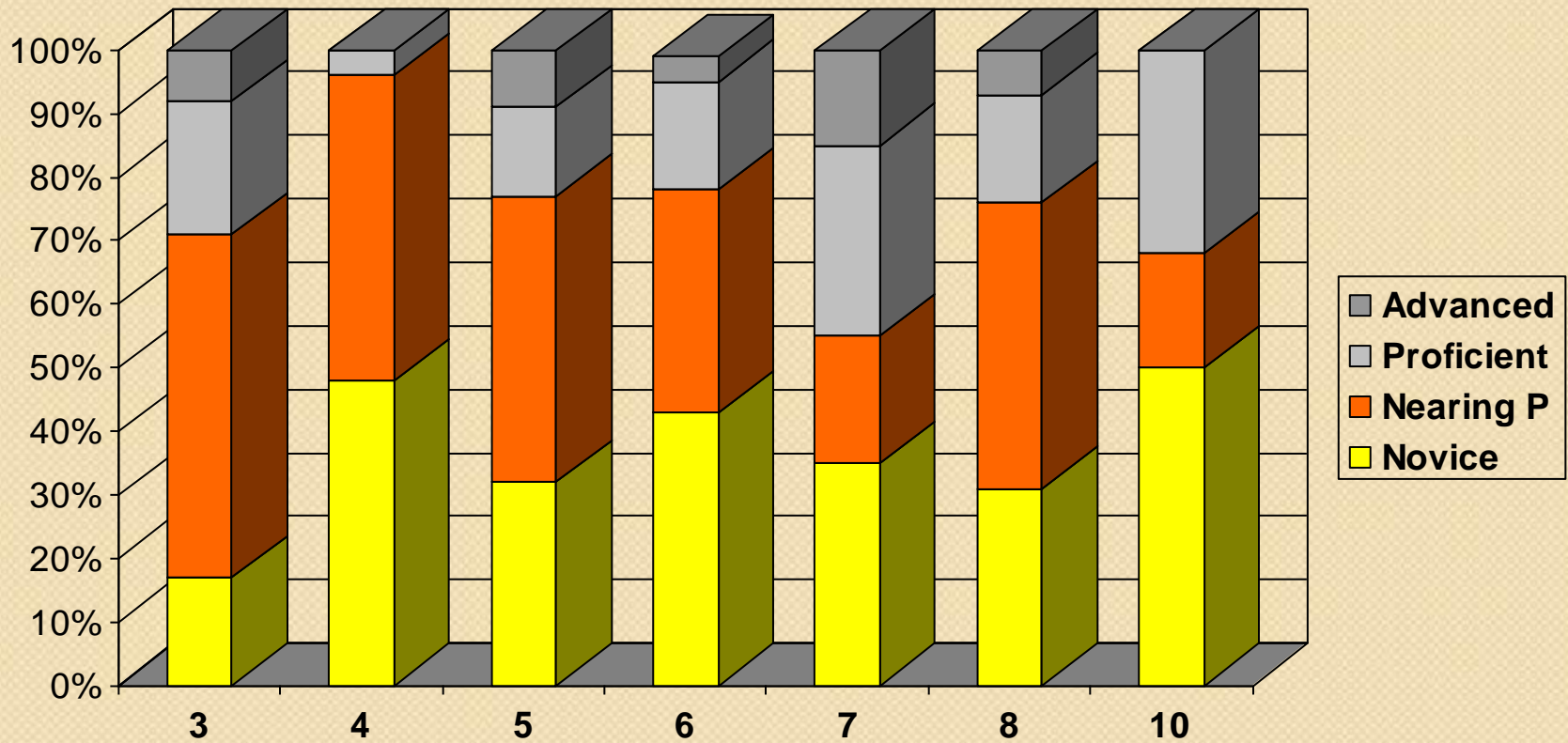
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# Lodge Grass 2008-09 CRT Data - Reading

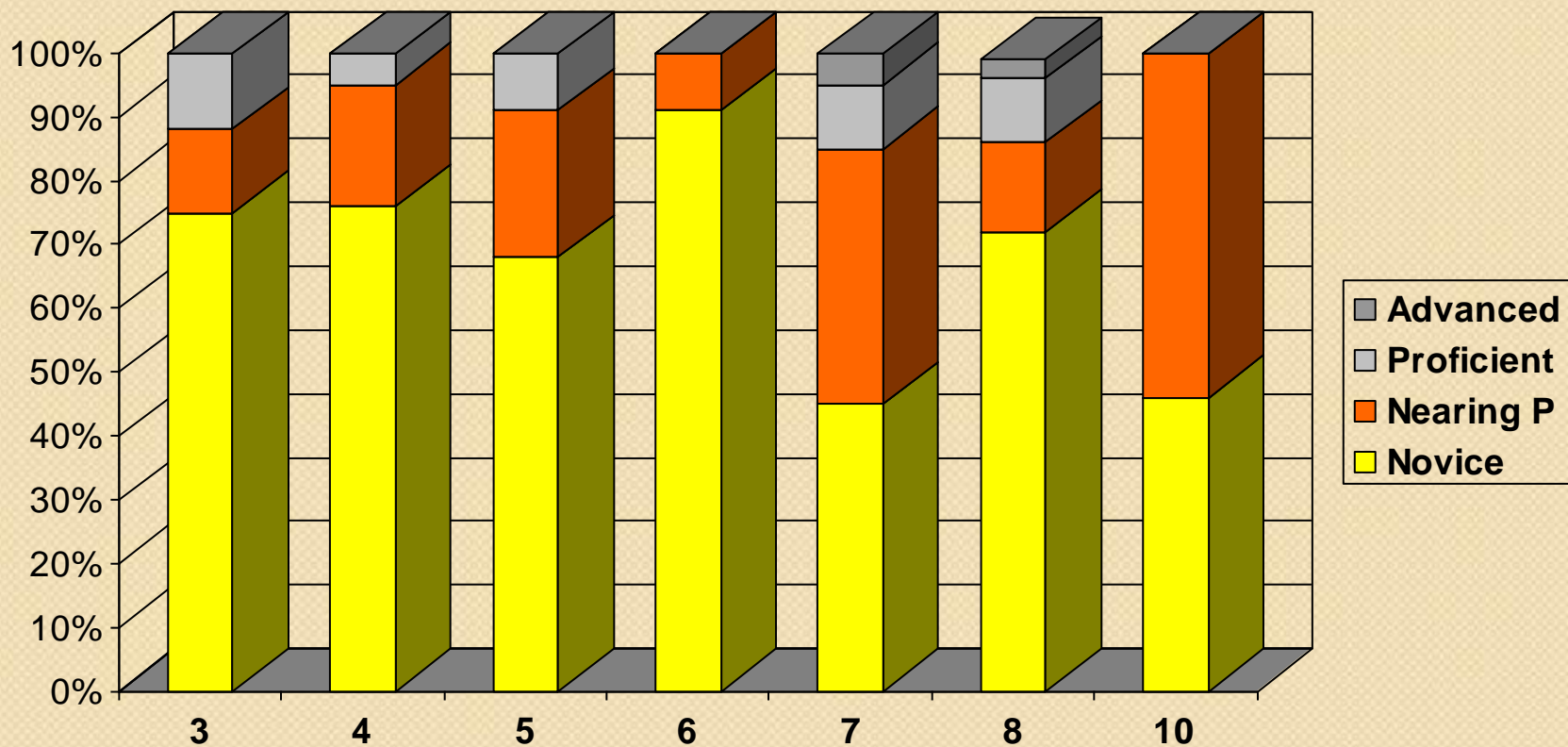
All Proficiency Levels - READING  
By Grade Level





# Lodge Grass 2008-09 CRT Data - Math

All Proficiency Levels - MATH  
By Grade Level



# Lodge Grass High School 2007-08 Dropout Data

29.5% - dropout rate

46% - graduation rate

# Frazer Public Schools



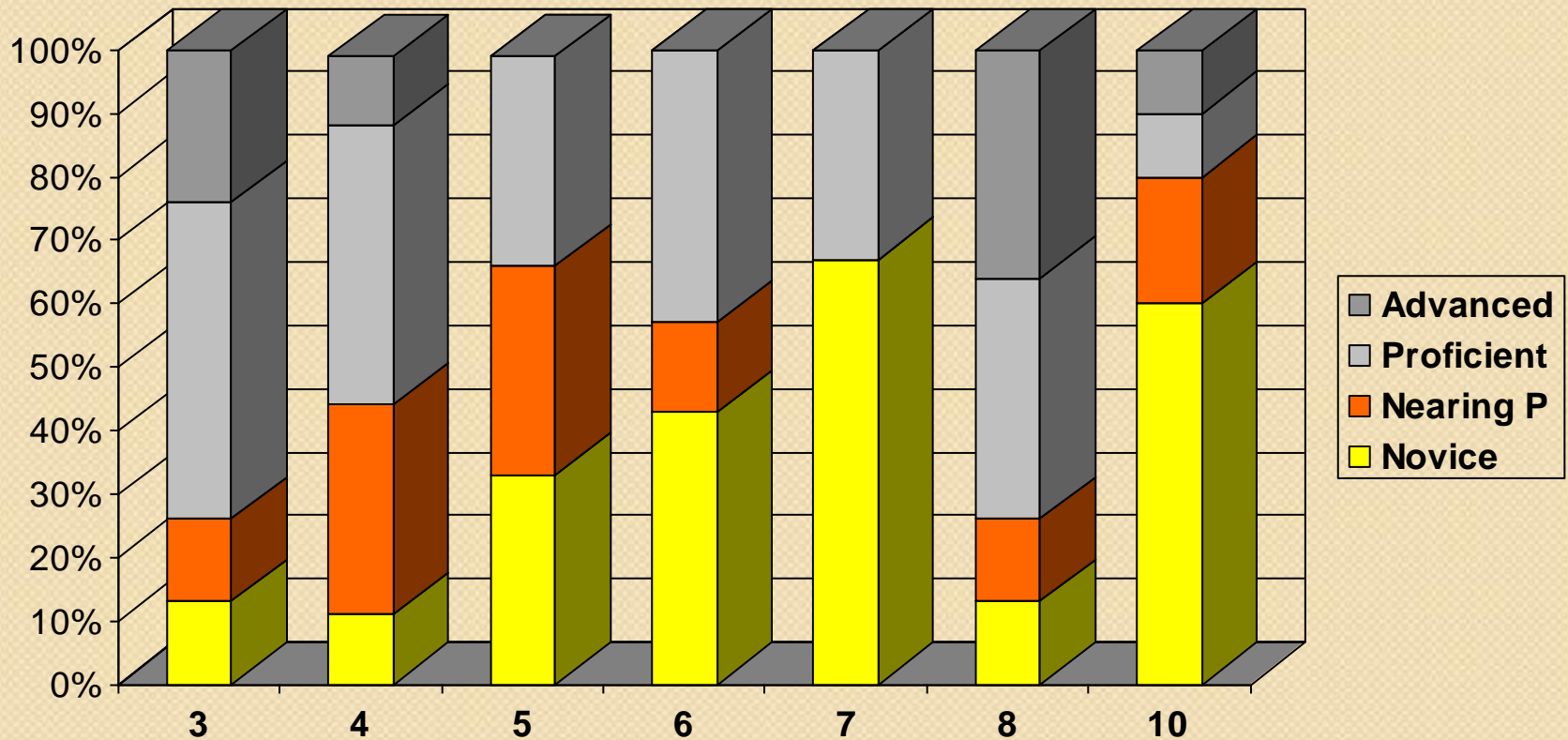
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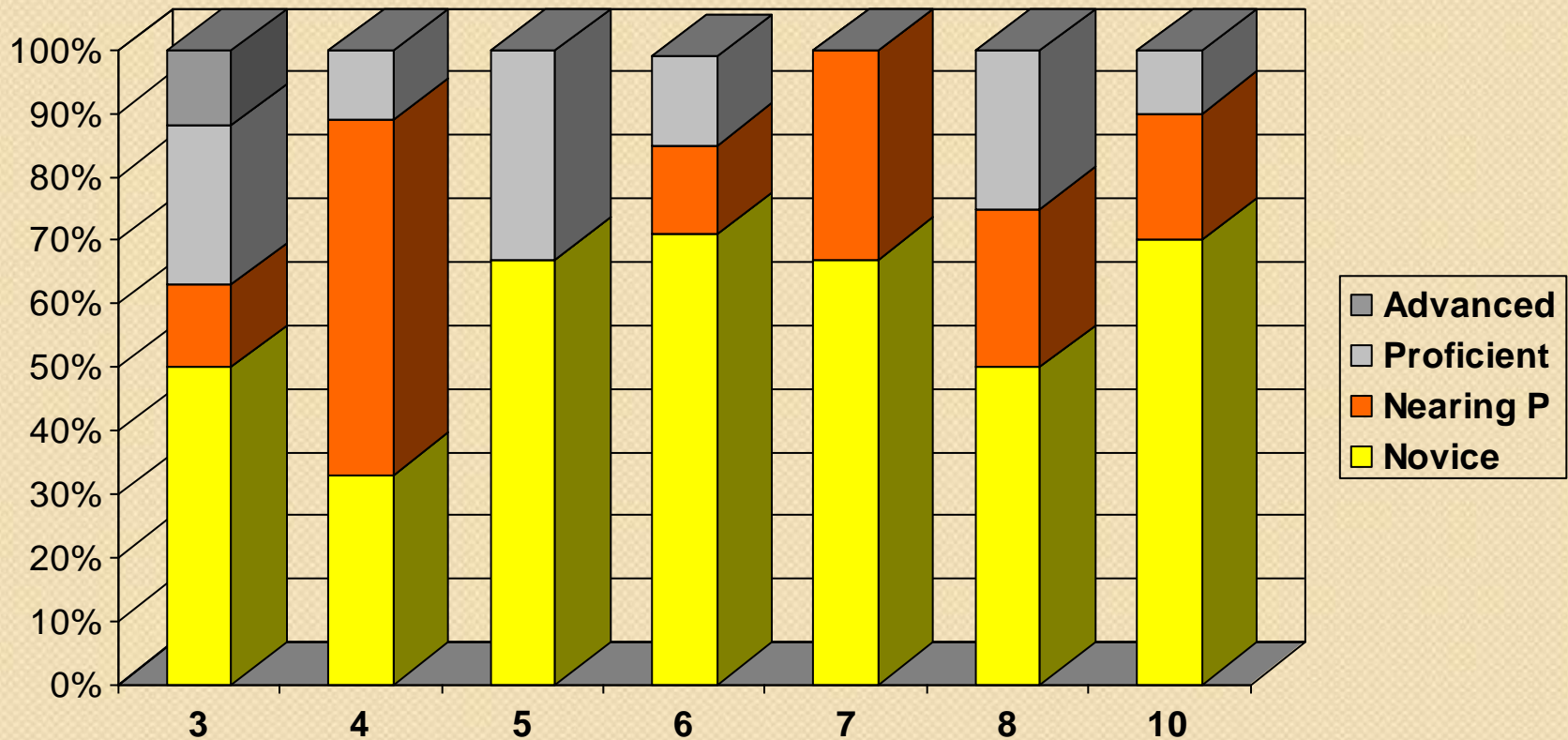
# Frazer 2008-09 CRT Data - Reading

All Proficiency Levels - READING  
By Grade Level



# Frazer 2008-09 CRT Data - Math

All Proficiency Levels - MATH  
By Grade Level





# **Frazer High School 2007-08 Dropout Data**

15.4% - dropout rate

42% - graduation rate



# Heart Butte Public Schools

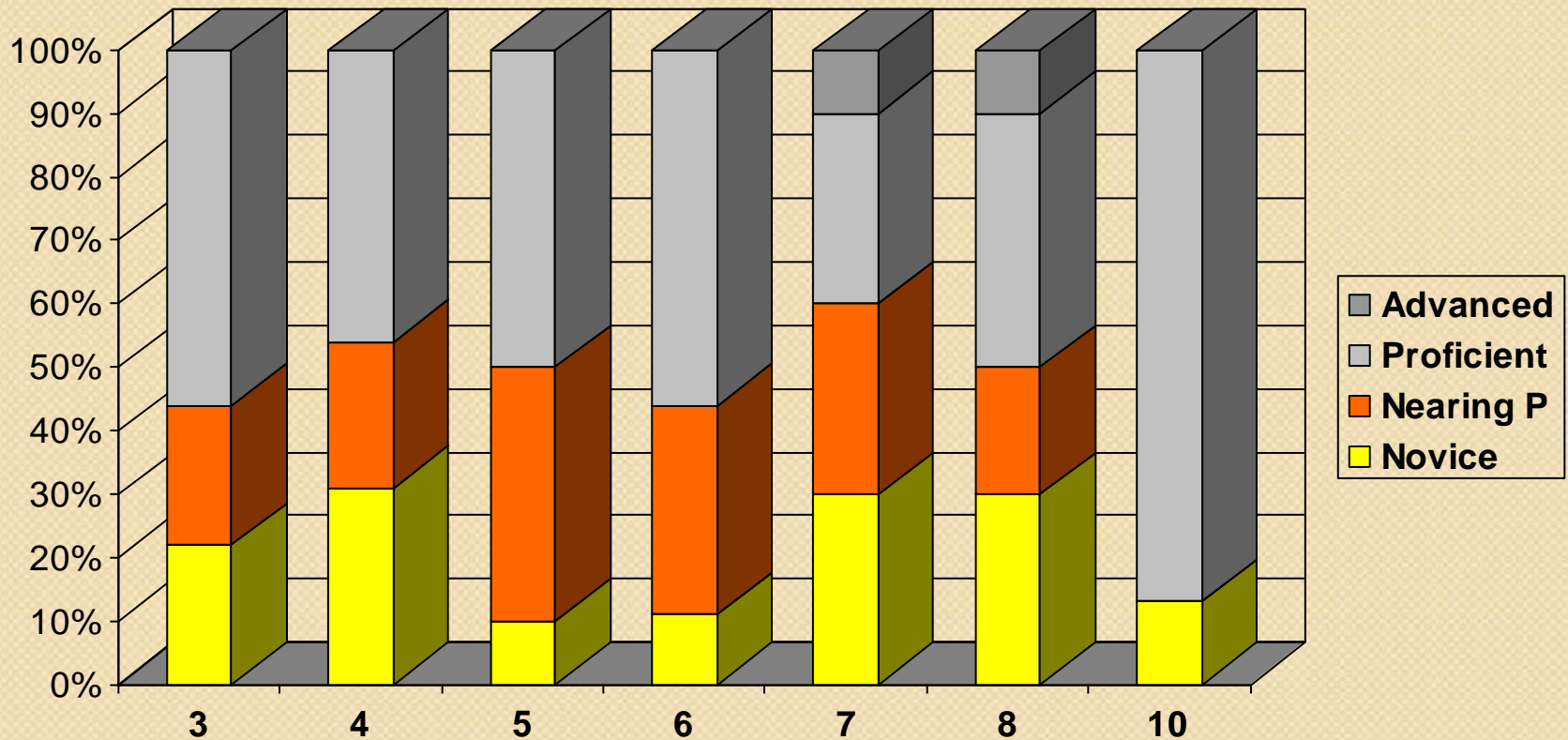


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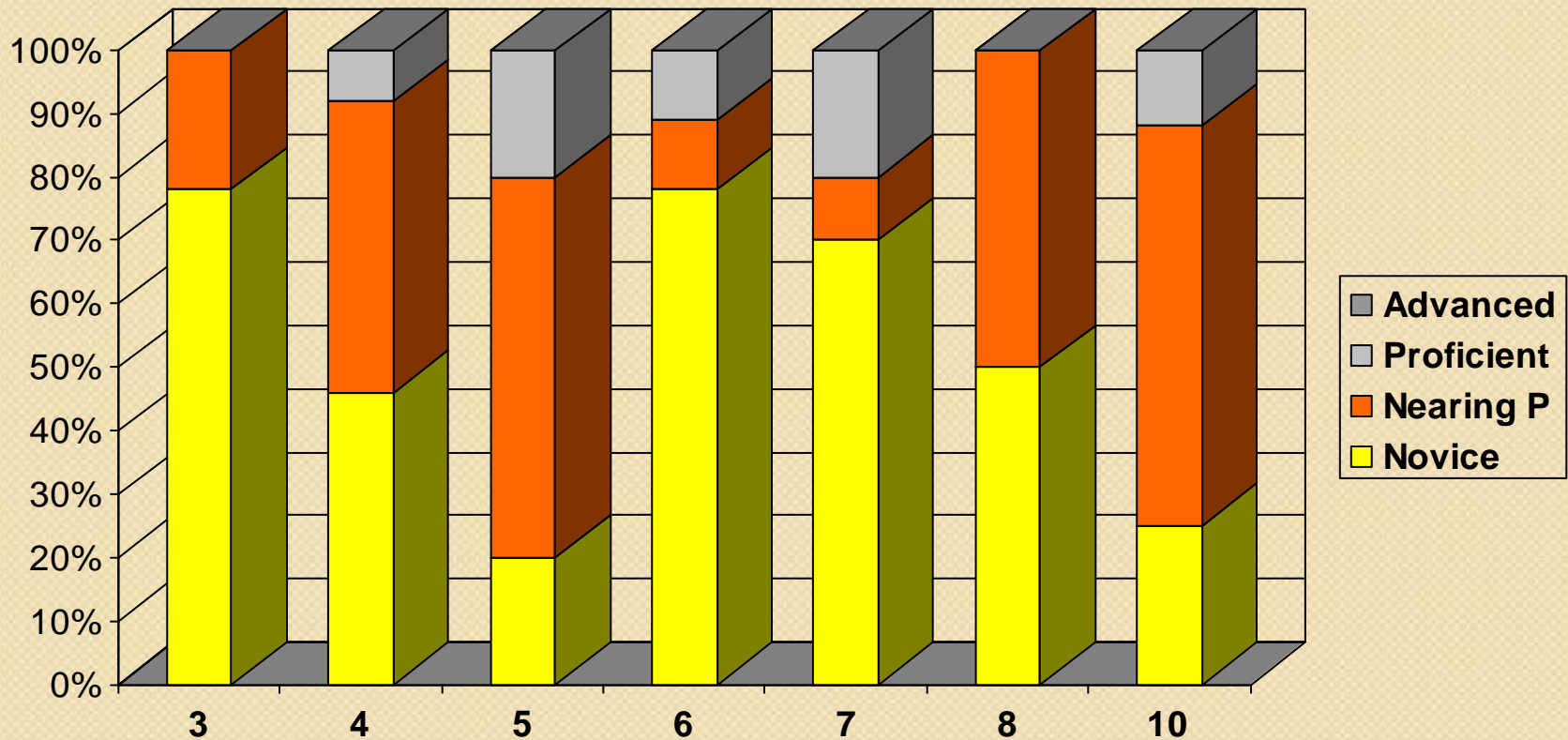
# Heart Butte 2008-09 CRT Data - Reading

All Proficiency Levels - READING  
By Grade Level



# Heart Butte 2008-09 CRT Data - Math

All Proficiency Levels - MATH  
By Grade Level





# Heart Butte High School 2007-08 Dropout Data

6.7% - dropout rate

76% - graduation rate



# Future Steps

- Agency modernization and collaborative work around schools of promise (and all schools)
- Anticipated BPE rule changes re: schools of promise
- Looking at other states for guidance
- School coaches and instructional coaches currently on-site (Title I)
- School board coaches
- Community liaisons



# School Improvement Grant (SIG)

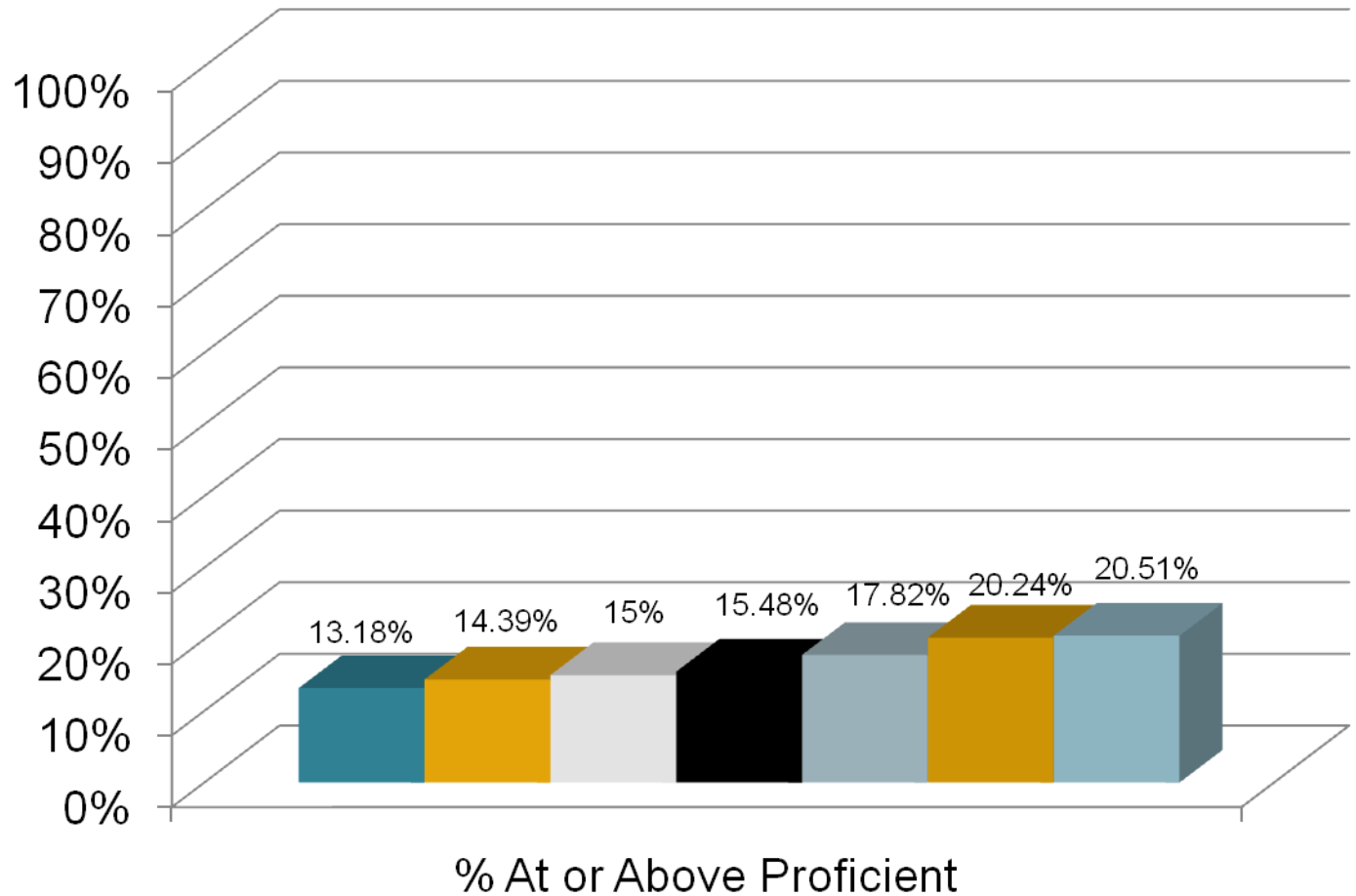
## Subset of Schools of Promise

- Title I School Improvement Grants enhanced with ARRA = \$11.4M
- Over the next 3 years
- Identified lowest achieving 5% of Title I Schools in Improvement, Corrective Action, or Restructuring = 7/135



# SIG Schools

- Hays Lodge Pole HS
- Lodge Grass HS
- Frazer HS
- Plenty Coups HS
- Lame Deer HS
- Pryor HS
- Pryor Elem



# FOUR SIG SCHOOL INTERVENTION MODELS

Turnaround

Restart

Closure

Transformation





# Transformation Model Overview

## Teachers and Leaders

- Replace principal
- Implement new evaluation system
  - Developed with staff
  - Uses student growth as a significant factor
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies

- Select and implement an instructional model based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support

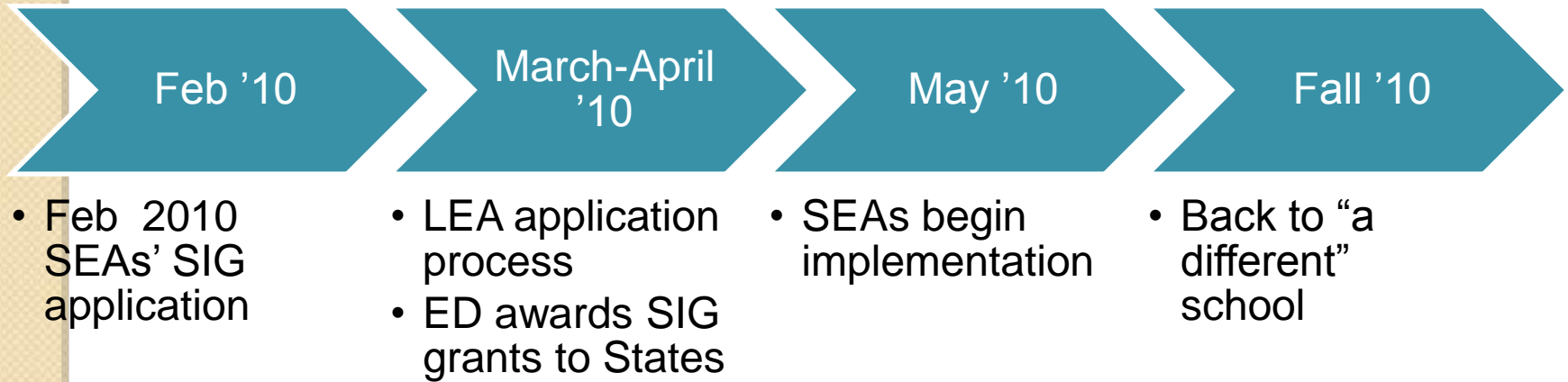
- Provide *increased learning time*
  - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

## Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance



# SIG Timeline



# Visits/Process

- Working with MEA-MFT and meeting with locals
- Meeting with school boards to outline SIG, model, and process
- Application of Intent – March 31





# SIG Next Steps

- MOAs between districts, union, and OPI
- Professional development, professional development, professional development
- Put programs and people in place - each school has different needs – not a “one size fits all” approach
- An opportunity *to create the conditions* where sustained improvement in teaching and learning become possible



# SIG Goal

- To make each school that signs on look and feel different in the fall
- Develop relationships with communities, organizations, and all stakeholders to focus on academic achievement
- “Let us put our minds together to see what we can build for our children.”

Sitting Bull



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