



Montana

Office of Public Instruction

Accreditation Process 2023-24

To Do

Office of Public Instruction Staff
December 2023



Agenda

☐ Welcome/Introductions

☐ Year 1 Plan

☐ Criteria Reference Guide

☐ Timeline to Completion

☐ Where to Start?

☐ Family and Community Engagement

☐ IEFA

☐ CNA Gap Analysis

☐ SMART Goals

☐ Graduate Profile

☐ Student Performance

☐ How to Connect with US?

Welcome/Introductions



Crystal Andrews

Director of Accreditation,
Educator Preparation Programs,
& Licensure



Ellery Bresler

Accreditation
Specialist



Michelle Price

Accreditation
Specialist

Year 1- All Districts

Year 1- “Coach and Guide”

Focus on **Support, Mechanisms and Methodology**

Due: March 29th, 2024

ISAP Components	Assurance Standards	Student Performance Standards
<ul style="list-style-type: none">● CNA with Gap Analysis to set goals and academic programming● Family and Community Engagement Plan● Graduate Profile- a plan to show progress (2-3 action steps to meet graduate profile)<ul style="list-style-type: none">○ no set template - districts have flexibility to individualize	<p>General Assurances:</p> <ul style="list-style-type: none">● School Leadership● Academic Requirements	<p>Proficiency, Progress and Growth:</p> <ul style="list-style-type: none">● SBAC● MAPS● I-Ready● STAR● Dibels <p><i>*A valid and reliable assessment the district is already using.</i></p> <p><i>* MAST Pilot cannot be used as it is a pilot program.</i></p>

Criteria Reference Guide in Rule

10.55.606 ACCREDITATION PROCESS

- (1) Regular accreditation means the school has met the assurance standards and student performance standards as defined in ARM [10.55.606](#), and the Licensure Endorsement Requirements Related to Teaching Assignments. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction.
- (2) Regular with minor deviation accreditation means the school does not meet all the requirements of regular accreditation outlined in (1), as defined in the Accreditation Status Criteria Reference Guide, which must be made publicly available by the Superintendent of Public Instruction.
- (3) A school with regular accreditation with a deviation in student performance standards, as defined in ARM [10.55.606](#), or regular with minor deviations accreditation, as defined in ARM [10.55.606](#), shall remedy the deviations within three years or will be reassigned to a lower category of accreditation.
- (4) Advice accreditation means the school exhibits serious and/or numerous deviations from the standards. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction.
- (5) Deficiency accreditation means the school is in advice status for two years, has not complied with the required corrective plan, and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year.

Criteria Reference Guide

- This is what will be used for year 1 accreditation

[Final Draft CRG](#)

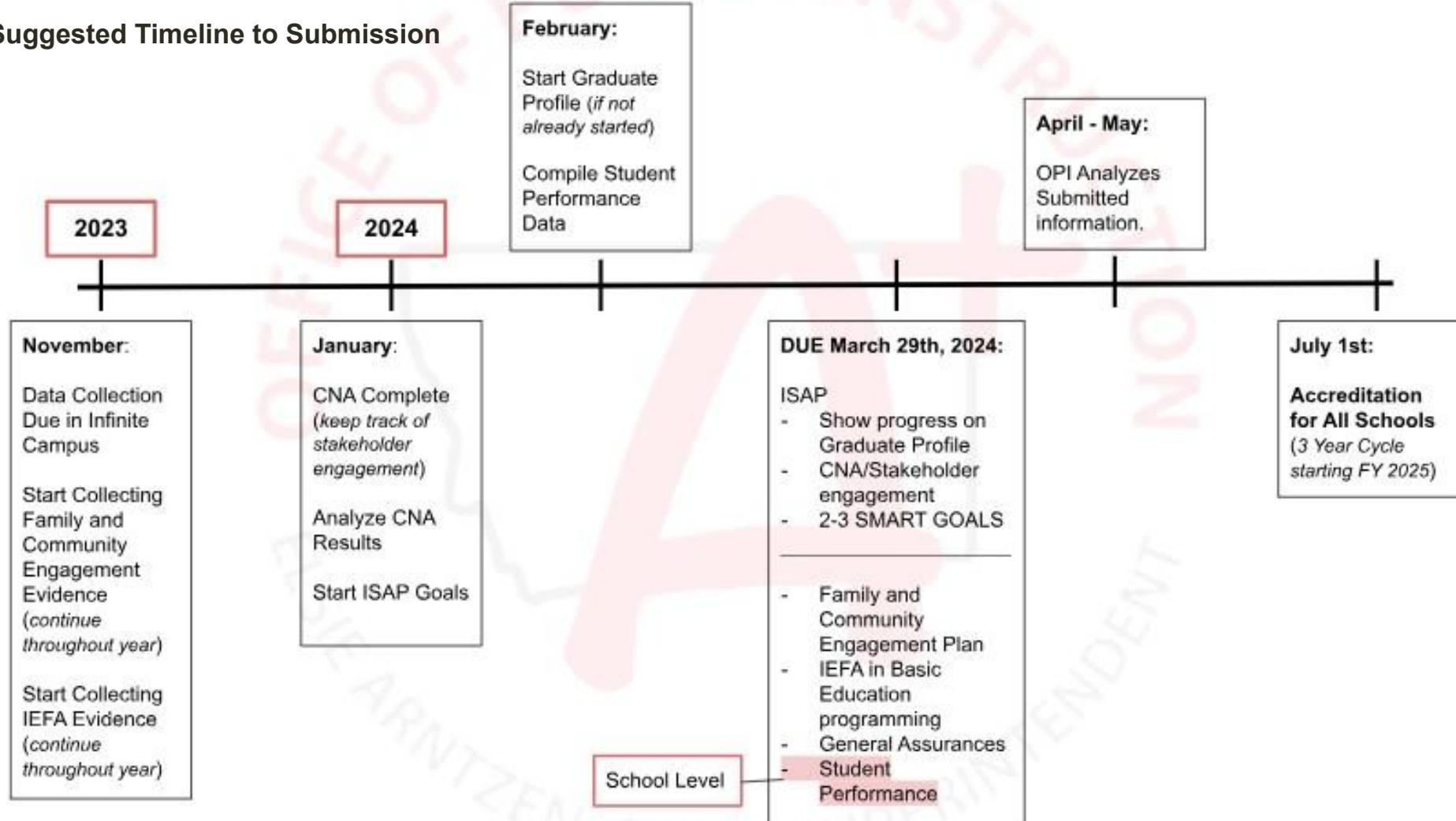
[Schools with <10 Students](#)

- Helpful Resources

[ISAP Template](#)

[CRG Checklist](#)

Suggested Timeline to Submission



Where to Start?

1. Comprehensive Needs Assessment
2. Analyze CNA Results/Find Root Causes
3. Create SMART GOALS (Specific, Measurable, Attainable, Relevant, Time-Bound)
4. Create Action Plans
5. Gather Current Student Performance Information
6. Start Graduate Profile

Continually Collect Throughout Year - Recommend to start ASAP

1. Indian Education for All programming
2. Family and Community Engagement

Family and Community Engagement

1. Provide evidence of family and community engagement opportunities that supports families' understanding of how to support their child's academic progress.

Choose File No file chosen Upload

[FCE Plan Example 1](#)

[FCE Plan Example 2](#)

[FCE Plan Example 3](#)

Family and Community Engagement

2. Identify the ways in which families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.

(Written Response)

Choose File

No file chosen

Upload

Family and Community Engagement

3. Provide measurable evidence that families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities. These post-secondary opportunities include workforce development, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.

[Family and Community Engagement Agenda](#)
[College and Career Fair Flyer](#)
[FAFSA Event Poster](#)

IEFA Assurances

Provide evidence of how your district's education program recognizes the distinct and unique cultural heritages of American Indians.

[IEFA Professional Development](#)

[Instructional Resources](#)

[IEFA District Coordinators](#)

[Student Created Works](#)

IEFA Assurances

All districts must assure that:

- IEFA instruction provided to certified personnel and students meets the requirements of MCA 20-1-501.
- IEFA instruction was developed cooperatively with the advice and assistance of Montana Tribes as pursuant to Title 20, Chapter 1, part 5 (HB 338).

IEFA Assurances

Districts will assure all that apply within the following:

- Developing lessons, curriculum, and other resources that are standards aligned and augment infusion of the [Essential Understandings](#) into content areas in cooperation and with the advice and assistance of Montana tribes.
- Providing school staff with professional development opportunities that strengthen their knowledge of American Indian studies, augment their inclusion of IEFA into their teaching, and build their background IEFA knowledge.
- Procurement and utilization of quality materials that are tribally specific, culturally authentic, and historically accurate.
- Consultation and/or training with a qualified IEFA specialist
- Guest lecture, lesson, or learning activity provided by a tribal knowledge keeper, elder, or other tribal member
- Staff time devoted to development of inquiry-based depth of study units regarding Montana and American Indians
- Staff professional development regarding strategies for understanding and teaching about bias and stereotypes in text and the media, historical inaccuracies, and Indigenous perspectives
- IEFA related Initiative, special event, or field trip
- Support or development of an American Indian Studies course or other IEFA exploratory offering
- Instruction in a Montana tribal language taught by a certified Class 7 Instructor
- General IEFA support and coordination. *i.e.* FTE dedicated to district and or school IEFA coordination

CNA & Gap Analysis

Comprehensive needs assessment in Rule:

- a comprehensive needs assessment as defined in ARM [10.55.602\(8\)](#) “...a process that is used to identify district and school area(s) of need, the root causes of identified gaps, set priorities, and inform an action plan for improvement;
- [10.55.601\(3\)](#) “To ensure a learner-centered system and establish a plan for continuous education improvement, the school district shall develop, implement, monitor , and evaluate an integrated strategic action plan and make the plan publicly available. To align with local context and needs, the district integrated strategic action plan shall be updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback that comply at a minimum, with applicable requirements in Title 2, chapter 3 , part 1 MCA. The plan must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process.”

CNA & Gap Analysis

- Include process data, perspective data, and performance data.
- Identify problem areas (current outcomes and where you want to be)
- Identify root causes for your problems
- Identify solutions
- Create your action plans
- Helpful Resources

[CNA Data Analysis Template](#)
[Guide to Identifying Root Cause](#)

[5 Whys](#)
[Fishbone Method](#)

SMART Goals



Building an Action Plan

- Be specific when stating your desired outcome
- Select strategies and tools that are feasible for your district
- Identify funding and/or resources; might include those already in place
- Identify and involve key people responsible for monitoring implementation, progress, and outcomes

[Strategic Action Template](#)

Begin Graduate Profile

Creating your Graduate Profile is a collaborative process with students, families, teachers, and industry partners

Schools and districts can create their unique Graduate Profile through four key phases of work. On average, the entire process should take about three months to complete.



Student Performance: Math & ELA

A. Student Learning Outcomes - (School)

How is the school ensuring all students are learning in Math? *(Middle School and Elementary School)*

(Written Response)

Choose File

No file chosen

Upload

B. Student Learning Outcomes - (School)

How is the school ensuring all students are learning in ELA? *(Middle School and Elementary School)*

(Written Response)

Choose File

No file chosen

Upload

[Growth Report Example 1](#)

[Growth Report Example 2](#)

[Proficiency Report Example 1](#)

Student Performance: College & Career

C. College and Career Readiness - (School)

How is the school ensuring that students graduate college and career ready?(*High School*)

(Written Response)

Choose File

No file chosen

Upload

[ACT College and Career Readiness](#)

[ACT CCR Aspirations](#)

Accreditation Webpage: Recorded Presentations

accreditation system and answer any questions your district might have.

Date & Time	Information	Location
July		
25th	Open Q&A	SAM Administrators Institute 2023 Great Northern Hotel
<ul style="list-style-type: none"> 7:00AM - 11:45AM 		
26th	Overview of Accreditation Changes	Helena, MT
<ul style="list-style-type: none"> 1:30PM - 4:00PM 		
August		
14th	New Superintendent Work Session	RECORDING Presentation
<ul style="list-style-type: none"> 12:30PM - 2:00PM 		
September		
28th	ISAP & Educational Goals	RECORDING Presentation
<ul style="list-style-type: none"> 12:00PM - 2:00PM 	Rubric Scoring	
29th	CNA & Stakeholder Engagement	
<ul style="list-style-type: none"> 9:00AM - 11:00AM 		
October		
11th - Session 1	Accreditation PD - ISAP Deep Dive	Session 1 - Recording Session 1 - Presentation Session 2 - Recording Session 2 - Presentation
<ul style="list-style-type: none"> 8:30AM - 10:00AM 		
13th - Session 2		
<ul style="list-style-type: none"> 2:00PM - 3:30PM 		
November		
1st	Accreditation PD - ISAP Deep Dive	See recordings above (repeat sessions).
<ul style="list-style-type: none"> 4:00PM - 5:30PM 		
3rd		
<ul style="list-style-type: none"> 12:00PM - 1:30PM 		
8th	Accreditation PD - Small/Rural Schools	RECORDING Presentation
<ul style="list-style-type: none"> 9:00AM - 12:00PM 		
13th	Indian Education for All & Student Performance	RECORDING Presentation
<ul style="list-style-type: none"> 12:00PM - 3:00PM 		



Professional Development

JANUARY			
9th	9:00-9:45	Accreditation To Dos (repeat session from December)	Virtual
25th	TBD	Family and Community Engagement	Virtual
FEBRUARY			
1st	12:00- 1:30	The New Accreditation Tool*	Virtual
2nd	9:00- 10:30		
20th- 22nd	9:00- 12:00 & 1:00- 4:00	Work Sessions	Virtual
26th	9:00- 3:00	Work Session	Billings
28th	TBD	Work Session	Missoula
29th	9:00- 3:00	Work Session	Helena
MARCH			
1st	TBD	Work Session	Havre



How to Connect with Us?

Virtual Office Hours via Zoom

- Tuesdays 3:00 - 4:00
- <https://mt-gov.zoom.us/j/85904973164?pwd=V2JGbGFoNE1rVmN3Z29mVUJwKy9xdz09>

Professional Development Sessions

- See previous slide

Email

- OPIACCRED@mt.gov

Webpage

- <https://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation>



Questions?





Putting Montana Students First **A+**