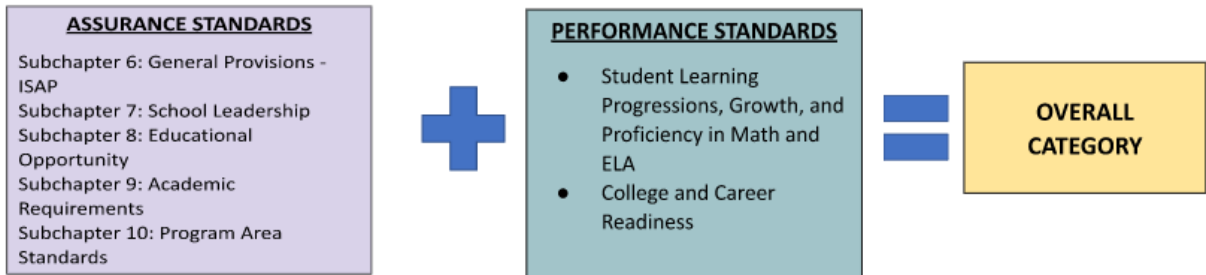

ACCREDITATION STATUS CRITERIA
REFERENCE GUIDE
FY2024



Proposed FY2024 - Accreditation Status Criteria Reference Guide



Final Accreditation Status Determination (ARM 10.55.605)		
<i>if</i> Assurance Standards	<i>and</i> Student Performance Standards	<i>then</i> Final Accreditation Status
Regular	Regular	Regular
Regular	Regular MD	Regular
Regular MD	Regular	Regular
Regular MD	Regular MD	Regular with Minor Deviation
Regular with Minor Deviation for three consecutive years		Advice
Advice in either Assurance or Student Performance Standards		Advice
Advice Status for two consecutive years		Deficiency
Deficiency in either Assurance or Student Performance Standards		Deficiency
Deficiency Status for two consecutive years		Intensive Assistance

Overview of FY2024 Process

Assurances				
District or School Level	Type of Standard	ARM	Guiding Question	Value
District	<i>Assurance - General Provisions - Integrated Strategic Action Plan</i>	ARM 10.55.601(3)	How has the district developed a detailed ISAP using both the Comprehensive Needs Assessment (CNA) and meaningful stakeholder engagement?	4 point rubric validating the ISAP Process - ISAP Rubric A
District	<i>Assurance - General Provisions - Integrated Strategic Action Plan</i>	ARM 10.55.601(4a) ARM 10.55.601(4b)	How has the district ensured that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process?	4 point rubric validating the ISAP Contents - ISAP Rubric B
District	<i>Assurance - Leadership</i>	ARM 10.55.701 ARM 10.55.719 ARM 10.55.720 ARM 10.55.721 ARM 10.55.801 ARM 10.55.722 ARM 10.55.723 ARM 10.55.724	How is the local board of trustees ensuring that the school district is complying with all local, state, and federal laws and regulations?	4 point rubric validating assurance checklist - Assurance Rubric A
School	<i>Assurance - Leadership</i>	ARM 10.55.702 ARM 10.55.703 ARM 10.55.704 ARM 10.55.705 ARM 10.55.707 ARM 10.55.708 ARM 10.55.709 ARM 10.55.710 ARM 10.55.716	Are staff appropriately licensed and assigned?	4 point rubric measuring data pulled from Infinite Campus and TMT - Assurance Rubric B
School	<i>Assurance - Leadership</i>	ARM 10.55.712 ARM 10.55.713	Do all classes meet the requirements for size as outlined in ARM 10.55.712 and ARM 10.55.713?	4 point rubric measuring data pulled from Infinite Campus - Assurance Rubric C
District	<i>Assurance - Leadership</i>	ARM 10.55.714	How does the district ensure that the Professional Development	4 point rubric measuring data submitted along with

			(PD) plan is aligned to the district graduate profile and educational goals in the ISAP and focuses on continuous improvement of teachers capacity to facilitate student learning?	the ISAP - Assurance Rubric D
District	Assurance - <i>Leadership</i>	ARM 10.55.714	Does the district's Professional Development(PD) plan meet the requirements of 20-1-304 and 20-4-304, MCA, including a minimum of three pupil instruction related (PIR) days dedicated exclusively to PD?	4 point rubric measuring data pulled from Infinite Campus - Assurance Rubric E
District	Assurance - <i>Leadership</i>	ARM 10.55.722	Does the local board of trustees have a Family and Community Engagement plan that is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning?	4 point rubric measuring data submitted along with the ISAP - Assurance Rubric F
School	Assurance - <i>Academic Requirements (High School and Middle School ONLY)</i>	ARM 10.55.902 ARM 10.55.904	Is the school offering all the required components for middle and high school as outlined in 10.55.902 & 10.55.904?	4 point rubric measuring data pulled from Infinite Campus - Assurance Rubric G
District	Assurance - <i>Academic Requirements</i>	ARM 10.55.603	How does the district ensure a proficiency based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions?	4 point rubric measuring data submitted along with the ISAP - Assurance Rubric H
District	Assurance - <i>Academic Requirements</i>	ARM 10.55.901 ARM 10.55.902 ARM 10.55.904	How does the district ensure that the education programming recognizes the distinct and unique	4 point rubric measuring data submitted along with the ISAP - Assurance Rubric I

			cultural heritages of American Indians?	
District	Assurance - <i>Academic Requirements (High School ONLY)</i>	ARM 10.55.905	How does the district meet requirements for graduation including a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions?	4 point rubric measuring data submitted along with the ISAP - Assurance Rubric J
TOTAL				
48 Possible Points for High School 44 Possible Points for Middle School 40 Possible Points for Elementary School				

Assurance Rubric Scoring			
	Elementary School	Middle School	High School
Regular	31-40	34-44	37-48
Regular MD	21-30	23-33	25-36
Advice	11-20	12-22	13-24
Deficiency	1-10	1-11	1-12

ISAP Components & Evaluating ISAP Components

Component	Rule
CNA/Gap Analysis	601 (3)
Meaningful Stakeholder Engagement	601 (3)
Graduate Profile	601 (4a)
Educational Goals	601 (4b)

General Provisions - Integrated Strategic Action Plan				
A. Integrated Strategic Action Plan - Process	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: How has the district developed a detailed ISAP using both the Comprehensive Needs Assessment (CNA) and meaningful stakeholder engagement? (ARM 10.55.601)	<input type="checkbox"/> District has no evidence that the CNA and stakeholder engagement were used to develop the ISAP.	<input type="checkbox"/> District has limited evidence that the CNA and stakeholder engagement were used to develop the ISAP.	<input type="checkbox"/> District has moderate evidence that the CNA and stakeholder engagement were used to develop the ISAP.	<input type="checkbox"/> District has strong evidence that the CNA and stakeholder engagement were used to develop the ISAP.
Sample Evidence: The following information will be gathered from the submitted ISAP by OPI.				

General Provisions - Integrated Strategic Action Plan				
B. Integrated Strategic Action Plan - Content Guiding Question: How has the district ensured that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process? (ARM 10.55.601)	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	<input type="checkbox"/> District has no evidence that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process.	<input type="checkbox"/> District has limited evidence that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process.	<input type="checkbox"/> District has moderate evidence that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process.	<input type="checkbox"/> District has strong evidence that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process.
Sample Evidence The following information will be gathered from the submitted ISAP by OPI. Academic Programming: Ensuring each student gets the instruction they need to thrive through the focus on centering all educational skillbuilding for adults in the building on learner-outcomes. One aspect of this approach is a deep focus on personalized learning is defined in ARM 10.55.602 (43) means to (a) develop individualized pathways for career and postsecondary educational opportunities that honors individual interests, passions, strengths, needs, and culture; (b) support through relationships among teachers, family, peers, the business community, postsecondary education officials, and other community stakeholders; (c) embed community-based, experiential, online, and work-based learning opportunities; and (d) foster a learning environment that incorporates both face-to-face and virtual connections.				

Evaluating Assurance Standards

Standard: School Leadership

School Leadership				
A. Board of Trustees	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How is the district ensuring all required ARM 10.55 district accreditation policies and procedures are in effect?</p> <p>(ARM 10.55.701) (ARM 10.55.719) (ARM 10.55.720) (ARM 10.55.721) (ARM 10.55.722) (ARM 10.55.723) (ARM 10.55.724) (ARM 10.55.801)</p> <p>Note: This does not replace districts' responsibilities for state and federal laws and regulations.</p>	<input type="checkbox"/> District has no evidence that all required ARM 10.55 accreditation policies and procedures are in effect.	<input type="checkbox"/> District has limited evidence that all required ARM 10.55 accreditation policies and procedures are in effect.	<input type="checkbox"/> District has moderate evidence that all required ARM 10.55 district accreditation policies and procedures are in effect.	<input type="checkbox"/> District has strong evidence that all required ARM 10.55 district accreditation policies and procedures are in effect.
<p>Evidence The following are examples of evidence that demonstrate implementation of this Indicator. All of these examples have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> • Documentation of district policies and procedures (ex. Provide hyperlinks) 				

B. Assignment and Licensure of Staff	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>Are staff appropriately licensed and assigned?</p> <p>(ARM 10.55.702) (ARM 10.55.703) (ARM 10.55.704) (ARM 10.55.705) (ARM 10.55.707) (ARM 10.55.708) (ARM 10.55.709) (ARM 10.55.710) (ARM 10.55.716)</p>	<input type="checkbox"/> School has one or more unlicensed staff. AND/OR <input type="checkbox"/> School has ensured everyone is licensed, but more than 25% are not appropriately assigned. AND/OR <input type="checkbox"/> School has more than 25% defined staffing ratios that have not been met.	<input type="checkbox"/> School has ensured everyone is licensed, but 25% or less are not appropriately assigned. AND/OR <input type="checkbox"/> School has 25% or less defined staffing ratios that have not been met.	<input type="checkbox"/> School has ensured everyone is licensed, but 10% or less are not appropriately assigned. AND/OR <input type="checkbox"/> School has 10% or less defined staffing ratios that have not been met.	<input type="checkbox"/> School has staffed licensed educators and assigned them appropriately by endorsement area, and by the defined staffing ratios.

Evidence

The following information will be gathered from TMT and Infinite Campus by OPI; please do not submit any data for this indicator

C. Teacher Load and Class Size	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>Do all classes meet the requirements for size as outlined in ARM 10.55.712 and ARM 10.55.713?</p> <p>(ARM 10.55.712) (ARM 10.55.713)</p>	<input type="checkbox"/> School has 3 or more overloads without assigned qualified human resources that comply with all fingerprint and background check requirements.	<input type="checkbox"/> School has 2 overloads without assigned qualified human resources that comply with all fingerprint and background check requirements.	<input type="checkbox"/> School has 1 overload without assigned qualified human resources that comply with all fingerprint and background check requirements.	<input type="checkbox"/> School meets all required class sizes.

Evidence

The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.

D. Increasing effectiveness of educators through Professional Development	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How does the district ensure that the Professional Development (PD) plan is aligned to the district graduate profile and educational goals in the ISAP and focuses on continuous improvement of teachers capacity to facilitate student learning? (ARM 10.55.714)</p>	<input type="checkbox"/> District has not designed a Professional Development (PD) plan that is aligned with the district graduate profile and educational goals outlined in the district ISAP described in ARM 10.55.601 as well as all components listed in 10.55.714 (b) - (n).	<input type="checkbox"/> District has designed a limited Professional Development (PD) plan that is aligned with the district graduate profile and educational goals outlined in the district ISAP described in ARM 10.55.601 as well as all components listed in 10.55.714 (b) - (n).	<input type="checkbox"/> District has designed a moderate Professional Development (PD) plan that is aligned with the district graduate profile and educational goals outlined in the district ISAP described in ARM 10.55.601 as well as all components listed in 10.55.714 (b) - (n).	<input type="checkbox"/> District has designed a strong Professional Development (PD) plan that is aligned with the district graduate profile and educational goals outlined in the district ISAP described in ARM 10.55.601 as well as all components listed in 10.55.714 (b) - (n).

Sample Evidence
 The following information will be gathered from submitted ISAP by OPI; please do not submit any data for this indicator.

Evidence of professional development plan

Other _____

E. Professional Development Schedule	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><i>Guiding Question:</i> Does the district's Professional Development(PD) plan meet the requirements of 20-1-304 and 20-4-304, MCA, including a minimum of three pupil instruction related (PIR) days dedicated exclusively to PD? (ARM 10.55.714)</p>	<input type="checkbox"/> District does not offer any PIR days dedicated to PD. AND/OR <input type="checkbox"/> District has frequently not met the minimum required.	<input type="checkbox"/> District has not met the minimum hours of PD as set forth in 20-1-304 and 20-4-304 MCA.		<input type="checkbox"/> District has met all requirements for the PD plan as set forth in 20-1-304 and 20-4-304 MCA.

Evidence
 The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.

F. Family and Community Engagement	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>Does the local board of trustees have a Family and Community Engagement plan that is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning ?</p> <p>(10.55.722)</p>	<input type="checkbox"/> District has no evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.	<input type="checkbox"/> District has limited evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.	<input type="checkbox"/> District has moderate evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.	<input type="checkbox"/> District has strong evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.

Evidence

The following information will be gathered from submitted ISAP by OPI; please do not submit any data for this indicator.

Standard: Academic Requirements

Academic Requirements				
G. Basic Education Program Offerings	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>Is the school offering all the required components for middle and high school as outlined in 10.55.902 & 10.55.904?</p> <p>(ARM 10.55.902) (ARM 10.55.904)</p>	<input type="checkbox"/> School is missing 3 or more of the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.	<input type="checkbox"/> School is missing 2 of the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.	<input type="checkbox"/> School is missing 1 of the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.	<input type="checkbox"/> School has offered all the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.

Evidence

The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.

H. Curriculum and Assessment	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>How does the district ensure a proficiency based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions?</p> <p>(ARM 10.55.603)</p>	<input type="checkbox"/> District has no evidence of a proficiency based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions.	<input type="checkbox"/> District has limited evidence of a proficiency based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions.	<input type="checkbox"/> District has moderate evidence of a proficiency based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions.	<input type="checkbox"/> District has strong evidence of a proficiency based learning model that includes curriculum and assessment aligned to the content standards, program delivery standards, and appropriate learning progressions.
<p>Sample Evidence</p> <p>The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <u>do not</u> have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Committee minutes that describe the process used to adopt and analyze curriculum and assessments <input type="checkbox"/> Guides and/or curriculum guides include common formative and summative assessments <input type="checkbox"/> Documentation that curriculum and assessments are aligned with the state standards and reflect rigor/depth of knowledge <p>Other</p>				

I. Indian Education For All	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How does the district ensure that the education programming recognizes the distinct and unique cultural heritages of American Indians?</p> <p>(ARM 10.55.901) (ARM 10.55.902) (ARM 10.55.904)</p>	<input type="checkbox"/> District has no evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	<input type="checkbox"/> District has limited evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	<input type="checkbox"/> District has moderate evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	<input type="checkbox"/> District has strong evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.
<p>Sample Evidence The following information will be gathered from the ISAP by OPI.</p> <p>The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <u><i>do not</i></u> have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written description of policy drafted by the district <input type="checkbox"/> Curriculum map aligned to the above <input type="checkbox"/> Student sample work <p>Other</p>				

J. Graduation Requirements, Program Offerings, Credit	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How does the district meet requirements for graduation including a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions? (ARM 10.55.905)</p>	<p><input type="checkbox"/> District has no evidence of meeting the requirements for graduation which include a total of 20 units enabling all students to meet the content standards.</p> <p>AND/OR</p> <p><input type="checkbox"/> District no evidence of meeting the requirements for graduation which include a total of 20 units enabling all students to meet the content-specific grade-level learning progressions.</p>	<p><input type="checkbox"/> District has limited evidence that they are meeting requirements for graduation which include a total of 20 units enabling all students to meet the content standards.</p> <p>AND/OR</p> <p><input type="checkbox"/> District has limited evidence that the requirements for graduation which include a total of 20 units enabling all students to meet the content-specific grade-level learning progressions.</p>	<p><input type="checkbox"/> District has moderate evidence that they are meeting the requirements for graduation which include a total of 20 units enabling all students to meet the content standards.</p> <p>AND/OR</p> <p><input type="checkbox"/> District has moderate evidence that the requirements for graduation which include a total of 20 units enabling all students to meet the content-specific grade-level learning progressions.</p>	<p><input type="checkbox"/> District has strong evidence that they are meeting the requirements for graduation which include a total of 20 units enabling all students to meet the content standards and the content-specific grade-level learning progressions.</p>

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. All of these examples *do not* have to be in place for full implementation; a school may have other evidence that is not listed here.

- Documentation of district graduation guidelines
 - Monitor student progress to ensure credit requirements are being met
 - Example of student records/grades demonstrating proper enrollment in courses
- Other

Student Performance				
District or School Level	Type of Standard	ARM	Guiding Question	Value
School	Student Learning Outcomes <i>(Elementary and Middle School ONLY)</i>	10.55.603	How is the school ensuring all students are learning in Math?	4 point rubric measuring data submitted - Student Performance Rubric A
School	Student Learning Outcomes <i>(Elementary and Middle School ONLY)</i>	10.55.603	How is the school ensuring all students are learning in ELA?	4 point rubric measuring data submitted - Student Performance Rubric B
School	College and Career Readiness <i>(High School ONLY)</i>	10.55.606(6)	How is the school ensuring that students graduate college and career ready?	4 point rubric measuring data submitted - Student Performance Rubric C
TOTAL				4 Possible Points for High School 8 Possible Points for Elementary/Middle School

Student Performance Rubric Scoring		
	Elementary/Middle School Score	High School
Regular	7-8	4
Regular MD	5-6	3
Advice	3-4	2
Deficiency	1-2	1

Evaluating Student Performance Standards

A. Student Learning Outcomes <i>Guiding Question:</i> How is the school ensuring all students are learning in Math? <i>(Middle School and Elementary School)</i>	Deficiency (1) <input type="checkbox"/> School has no formal evidence to prove student learning progression, growth, and proficiency in Math.	Advice (2) <input type="checkbox"/> School has provided limited evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to outcomes specifically with a decrease in achievement in Math.	Regular with Minor Deviations (3) <input type="checkbox"/> School has provided moderate evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to favorable outcomes specifically with an increase in achievement in Math.	Regular (4) <input type="checkbox"/> School has provided strong evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to favorable outcomes specifically with an increase in achievement in Math.
<p>Sample Evidence</p> <p>The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <i>do not</i> have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> ● Evidence of learning outcomes ● A well designed measurement tool that is valid and reliable. ● Evidence that the tool is used to collect, analyze, monitor, and make instructional decisions based on the student learning opportunities. <ul style="list-style-type: none"> ● Professional Learning Communities (PLCs) analyzing data ● Types of reports that are shared with parents and/or students ● Data of the Overall Proficiency Results and/or Growth Metrics for Math. <p>Other</p>				

B. Student Learning Outcomes	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>How is the school ensuring all students are learning in ELA? (Middle School and Elementary School)</p>	<p><input type="checkbox"/> School has no formal evidence to prove student learning progression, growth, and proficiency in ELA.</p>	<p><input type="checkbox"/> School has provided limited evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to outcomes specifically with a decrease in achievement in ELA.</p>	<p><input type="checkbox"/> School has provided moderate evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to favorable outcomes specifically with an increase in achievement in ELA.</p>	<p><input type="checkbox"/> School has provided strong evidence of 1 or more well designed and well implemented measurement for student learning progression, growth, and proficiency that leads to favorable outcomes specifically with an increase in achievement in ELA.</p>
<p>Sample Evidence</p> <p>The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <i>do not</i> have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> • Evidence of learning outcomes • A well designed measurement tool that is valid and reliable. • Evidence that the tool is used to collect, analyze, monitor, and make instructional decisions based on the student learning opportunities. <ul style="list-style-type: none"> • Professional Learning Communities (PLCs) analyzing data • Types of reports that are shared with parents and/or students • Data of the Overall Proficiency Results and/or Growth Metrics for ELA. <p>Other</p>				

C. College and Career Readiness	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How is the school ensuring that students graduate college and career ready? <i>(High School)</i></p>	<input type="checkbox"/> School has no evidence to ensure students are graduating ready for college and/or career opportunities.	<input type="checkbox"/> School has limited evidence to ensure students are graduating ready for college and/or career opportunities.	<input type="checkbox"/> School has moderate evidence to ensure students are graduating ready for college and/or career opportunities.	<input type="checkbox"/> School has strong evidence to ensure students are graduating ready for college and/or career opportunities.
<p>Sample Evidence</p> <p>The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. All of these examples <i>do not</i> have to be in place for full implementation; a school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> ● Percentage of graduation rates versus drop-out rates ● Documentation on the college-ready benchmark on ACT composite according to the Montana University System ● Documentation of CTE concentrators ● Documentation of completion (with a passing grade) of a dual enrollment course, AP or IB ● Documentation of military ready indicator <p>Other</p>				

