Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

VARIANCES TO STANDARDS APPLICATION

(Draft – May 2013)

Purpose: ARM 10.55.604.1. A local board of trustees may apply to the Board of Public Education through the Superintendent of Public Instruction to implement a variance to a standard or a section of standards, excluding standards stating statutory criteria, standards pertaining to educator licensure or endorsement, and content standards as defined by the Board of Public Education and provided in guidance from the Superintendent of Public Instruction.

DUE DATES

ONE-TIME ONLY DUE DATE

- **First round application only:** Second semester 2013-14 implementation Wednesday, July 17, 2013

REGULAR DUE DATES

- First semester implementation; first Monday in March
- Second semester implementation; first Monday in July

COUNTY: Flathead County

DISTRICT: High School District #5 Flathead County

LIST THE SCHOOL OR MULTIPLE SCHOOLS THAT ARE REQUESTING THE VARIANCE(S):

Flathead High School and Glacier High School

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1. **Is this an initial application (2 years) or a Renewal application (3 years)?**
   Initial application (2 years.)
2. **Is this for first semester implementation or second semester implementation?**
   1st semester implementation for the 2013-2014 school year.
3. **Please attach evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed variance to standards. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students as applicable.**
   Our high school accreditation teams are made up of teachers, administrators and other staff members of each of our schools. These teams have been intricately involved in the AdvancEd accreditation visits conducted at Flathead High School (representatives from Great Falls High conducted the review) and Glacier High School (representatives from CMR High conducted the review). We are relying upon the AdvancEd accreditation process for this variance to standard request. Following is

a list of the individuals from Flathead and Glacier High Schools who were involved in our accreditation review process:

Callie Langohr, GHS principal
Micah Hill, GHS Assistant Principal
Mark Dennehy, GHS Assistant Principal
Lance Labrum, GHS Assistant Principal
Josh Lancaster, GHS Teacher, Art
Mark Harkins, GHS Teacher, Social Science
Todd Robins, GHS Teacher, Science
Greg Adkins, GHS Teacher, English
Mark Drew, GHS Teacher, Math
Sany Sauer, GHS Teacher, Music
Doug Mason, GHS Teacher, Art
Carrie Power, GHS Teacher, Reading
Andy Fors, GHS Teacher, Vocational
Anthony Lapke, GHS Teacher, Math
Grady Bennett, GHS Teacher, Business
Melanie Knadler, GHS Teacher, English
Mark Armstrong, GHS Teacher, Social Science
Victoria Cronin, GHS Teacher, English
Ivanna Fritz, GHS Teacher, English
Brad Holloway, GHS Teacher, Math
Arron Deck, GHS Teacher, Health Enhancement
Cindy Jones, GHS Teacher, Business
Angie St. Onge, GHS Teacher, Math
Chris Adamcyk, GHS Teacher, English
Lisa Lykins, GHS Teacher, Library
Sharon Langston, GHS Teacher, Counselor
Kristyn Morin, GHS Teacher, Social Science
Joel Bemis, GHS Teacher, English
Marcy Maroney, GHS Teacher, English
Ben Young, GHS Teacher, Science
David Barr, GHS Teacher, Music
Heidi Emerson, GHS Teacher, International Languages
Summer VanOort, GHS Teacher, Special Education
Todd Morstein, GHS Teacher, Science
Jerry Boschee, GHS Teacher, Health Enhancement
Josh Munro, GHS Teacher, Business
Lori Smithwick-Hann, GHS Teacher, Health Enhancement
Chris Weaks, GHS Teacher, Counselor
Peter Fusaro, FHS principal
Michele Paine, FHS Assistant Principal
Mike Lincoln, FHS Assistant Principal
Bryce Wilson, FHS Assistant Principal
Amanda Matdies, FHS teacher, Family and Consumer Science
Sean Forrest, FHS teacher, At-Risk
Ross Gustafson, FHS teacher, Math
Roy Antley, FHS teacher, Social Science

Pat Ashworth, FHS teacher, Special Education
Jennifer Littlefield, FHS teacher, International Languages
Heather Schmitt, FHS teacher, English
Chuck Manning, FHS teacher, Art
Allen Slater, FHS teacher, Music
Tara Barnes, FHS teacher, Business
Sue Brown, FHS teacher, English
Lynette Johnson, FHS teacher, Science
Robb Hunter, FHS teacher, Vocational
Sean Odonnell, FHS teacher, Social Science
Susan Himsl, FHS teacher, International Languages
Bob Applegate, FHS teacher, Health Enhancement
Chelsea McCann, FHS teacher, Counselor

Additionally, the board of trustees of the Kalispell Public Schools approved this variance request on July 12, 2013. The minutes from this meeting are attached.

4. **Please provide evidence that the board of trustees adopted its application for variance at an official, properly noticed meeting of its board of trustees.**

   The board of trustees of the Kalispell Public Schools approved this variance request on July 12, 2013. The minutes from this meeting are attached.

5. **Standard(s) for which a variance is requested, i.e., 10.55.709. If there is a program delivery standard, be sure to list it as well. For example, 10.55.1801.**

   10.55.601 (3)

6. **Describe the variance requested.**

   Due to the rigorous nature of the AdvancED accreditation process Flathead and Glacier High Schools request that they be allowed to use the AdvancED accreditation process in replacement of 10.55.601(3). If approved, we are requesting that our AdvancEd accreditation status replace our requirement to annually complete the Comprehensive School Improvement Planning (CSIP) process required by the Office of Public Instruction. We see this as a duplication of efforts as it requires us to take already created and externally reviewed information and put it into a format that meets the unique requirements of OPI.

7. **Provide a brief statement of mission and objectives of this proposed variance.**

   It is the intent of Flathead and Glacier High Schools to use this variance to promote rigor, equity, student engagement and depth of application of knowledge for our students. The objectives are as follows:

   • Utilize a school improvement plan that requires identification of goals for improvement of achievement and instruction.

   • Continue to develop the use of data to promote growth in student learning, student readiness for the next level, student success at the next level.

- Develop a comprehensive student assessment system with local and standard assessments resulting in a range of data about student learning.

8. In what way does this variance to standard meet the specific needs of the students in your school(s)?

Flathead and Glacier High Schools are regionally accredited through AdvancED. To obtain this accreditation, FHS and GHS go through a rigorous process that includes a self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from parents, teachers and students as well as an external review from an outside team of educators every 5 years. The external reviews for both of our high schools were conducted in the Spring of 2013. The reports from these external visits are attached. The recommendations from these visits will guide us as we improve upon our schools' and our district's Improvement Plans. Following is a description of how Montana's Standards of Accreditation are met and exceeded in the AdvancEd indicators:

An extensive Comprehensive Education Plan is required by Montana's Standards of Accreditation in 10.55.601(3). This requirement is reflected in AdvancED Standard 1, specifically in indicator 1.3.

A school district education profile is required by Montana's Standards of Accreditation in 10.55.601(3 a i). This requirement is reflected in AdvancED indicators 5.1, 5.2, and 5.5.

The School district's educational goals are required by Montana's Standards of Accreditation in 10.55.601(3 a ii). This requirement is reflected in AdvancED indicators 1.1 and 2.3.

A description of planned progress toward implementing all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601(3 a iii). This requirement is reflected in AdvancED indicators 1.2, 3.1, 3.3, 3.6, and 3.12.

A description of strategies for assessing student progress toward meeting all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601(3 a iv). This requirement is reflected in AdvancED indicators 2.6, 3.2, 4.7, 5.1, 5.2, and 5.4.

A professional development component is required by Montana's Standards of Accreditation in 10.55.601(3 a v). This requirement is reflected in AdvancED indicators 2.6, 3.4, 3.5, 3.7, 3.11, and 5.3.

A description of these indicators is attached and include specific notations that connect Montana's standards found in 10.55.601(3) with the AdvancEd indicators required for regional accreditation through AdvancEd. With the steps required through the AdvancED process, Flathead and Glacier

High Schools meet and exceed the standards found in 10.55.601(3) therefore duplication of efforts is not needed. Due to the self-review and external review required we are assured that our Comprehensive Education Plan meets the educational needs of our students and our staff. This process promotes rigor, equity, student engagement and depth of application of knowledge. Through the AdvancEd accreditation process, Flathead and Glacier High Schools have demonstrated that they have a Comprehensive Education Plan that includes an education profile, educational goals, planned progress towards meeting content and performance standards, strategies for assessing student progress, and a professional development component which are all required by 10.55.601(3). Additionally, AdvancEd's standards include other essential indicators which are not required by 10.55.602(3) thereby exceeding the planning requirements set for by the state of Montana.

9. Variance to Standard: Outline how and why the proposed variance would be:

a. Workable. (Sufficient district resources are available for the success of the variance.)

The school has sufficient resources for this variance. An annual fee to AdvancED is paid which provides all information needed for the standards and indicators, student performance diagnostics, surveys and survey results. The annual fee also includes the AdvancED Adaptive System of School Improvement Support Tools (ASSIST), a state-of-the-art system that allows schools to streamline and enhance their efforts to boost student. The school also has the opportunity to receive training at the annual AdvancED School Improvement Conference.

b. Educationally sound. (Applicant has relied on sound research as a rationale for the variance.)

The AdvancED standards and indicators are research based. The following is from the AdvancED website, "With over a century of work in schools and districts throughout the world, AdvancED collects and manages information that has the potential to revolutionize the way we think about continuous improvement and the factors that have the greatest promise for ensuring student success. For that reason, we have committed to an ambitious 5-year research agenda that will uncover the impact of accreditation on school improvement and student achievement. The objective is to provide the education community with research-based strategies, conditions, and behaviors that lead to transformative school improvement. A research team of academics and practitioners has already published two studies, Learning from Accreditation and District Accreditation: Leveraging Change. Dedicated to both school and system improvement, we are proud to be able to share our depth of knowledge with the greater educational community. As a knowledge leader in the area of education policy and practice, we know our research will not only be a catalyst for positive change, but will transform the way educators approach educational innovation and continuous improvement (AdvancED website http://www.advanc-ed.org/school-improvement-research).

c. Designed to meet or exceed results under established standards. (Desired results are clearly identified with data to be gathered as evidence of the success of the variance.)

As a result of our AdvancED accreditation status, Flathead and Glacier High Schools go through a rigorous process that includes a self-assessment in relation to research based standards and indicators, student performance diagnostics, survey data from parents, teachers and students as well as an external review from an outside team of educators every 5 years.

An extensive Comprehensive Education Plan is required by Montana's Standards of Accreditation in 10.55.601(3). This requirement is reflected in AdvancED Standard 1, specifically in indicator 1.3.

A school district education profile is required by Montana's Standards of Accreditation in 10.55.601(3 a i). This requirement is reflected in AdvancED indicators 5.1, 5.2, and 5.5.

The School district's educational goals are required by Montana's Standards of Accreditation in 10.55.601(3 a ii). This requirement is reflected in AdvancED indicators 1.1 and 2.3.

A description of planned progress toward implementing all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601(3 a iii). This requirement is reflected in AdvancED indicators 1.2, 3.1, 3.3, 3.6, and 3.12.

A description of strategies for assessing student progress toward meeting all content, performance, and program area standards is required by Montana's Standards of Accreditation in 10.55.601(3 a iv). This requirement is reflected in AdvancED indicators 2.6, 3.2, 4.7, 5.1, 5.2, and 5.4.

A professional development component is required by Montana's Standards of Accreditation in 10.55.601(3 a v). This requirement is reflected in AdvancED indicators 2.6, 3.4, 3.5, 3.7, 3.11, and 5.3.

A description of these indicators is attached and include specific notations that connect Montana's standards found in 10.55.601(3) with the AdvancEd indicators required for regional accreditation through AdvancEd. With the steps required through the AdvancED process, Flathead and Glacier High Schools meet and exceed the standards found in 10.55.601(3) therefore duplication of efforts is not needed. Due to the self-review and external review required we are assured that our Comprehensive Education Plan meets the educational needs of our students and our staff. This process promotes rigor, equity, student engagement and depth of application of knowledge. Through the AdvancEd accreditation process, Flathead and Glacier High Schools have demonstrated that they have a Comprehensive Education Plan that includes an education profile, educational goals, planned progress towards meeting content and performance standards, strategies for assessing student progress, and a professional development

component which are all required by 10.55.601(3). Additionally, AdvancEd's standards include other essential indicators which are not required by 10.55.602(3) thereby exceeding the planning requirements set for by the state of Montana.

d. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.1901.

Attached are all AdvancED Standards and Indicators that frame vertical and horizontal alignment for all program offerings required by the Montana Office of Public Instruction. Standard 3 states, "The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning." Our high schools' curricular offerings exceed those required under ARM 10.55.1101 through 10.55.1901. The AdvancEd accreditation process requires that we meet all state curricular program offerings.

10. List at least one specific measurable objective(s) that demonstrates that the proposed variance will meet or exceed the results under the current standard(s).

a. All Mathematics and English Language Arts curriculum documents will be revised to match Montana's Common Core Standards by June 1 of 2014.
b. Our schools' Mathematics achievement scores will exceed state averages in the first round of common core testing in the Spring of 2015.
c. Our schools' Reading achievement scores will exceed state averages in the first round of common core testing in the Spring of 2015.
d. Our schools' graduation rates will exceed 85% for the class of 2015.

11. What data or evidence will be gathered to document progress toward meeting the measurable objective(s)?

a. District curriculum guides, pacing guides and common assessments will be reviewed in June of 2014 to assure their alignment with Montana's common core standards.
b. Mathematics achievement scores will be gathered from the results of the 2015 Smarter Balanced Criterion Referenced assessment.
c. Reading achievement scores will be gathered from the results of the 2015 Smarter Balanced Criterion Referenced assessment.
d. Graduation rate data will be tracked in conjunction with the data provided to our district from the Office of Public Instruction.

RENEWAL APPLICATION ONLY: Please attach a summary of the data gathered to demonstrate that the variance cycle ending June 30, met or exceeded the standard. State the measurable objective for the initial or previous application.

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

Mail your signed form to:

Accreditation and Educator Preparation Division
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Board Chair Name: Frank Miller

Board Chair Signature: _____ Date: 7/15/13

Superintendent Name: Darlene Schottle

Superintendent Signature: _____ Date 7/15/13

High School District #5, Flathead County
Flathead High School
Glacier High School
Variance to ARM10.55.601(3)

OPI USE ONLY

Superintendent of Public Instruction _____ **Date** 9/12/13

Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

X Approve ___Disapprove

Board of Public Education Chair Patty Myers **Date** 9/12/13

X Approve ___Disapprove

Introduction and Instructions

The Self Assessment is a critical component of the AdvancED accreditation process. The AdvancED Self Assessment (SA) is designed to serve as a valuable tool that will assist schools in reflecting upon their effectiveness as well as prepare them for an External Review. The Self Assessment is based on the five AdvancED Standards for Quality, which serve as the foundation of the AdvancED accreditation process. In order to earn and maintain accreditation, schools must meet the five AdvancED Standards for Quality, engage in a process of continuous improvement and host an External Review at least once every five years.

The SA has been designed to engage the school community in an in-depth evaluation of each of the five AdvancED Standards for Quality by creating a set of questions and rubrics that enable a school to most accurately describe its continuous improvement progress. In completing the report, a school identifies the evidence, data, information and documented results that validate that it is meeting each standard. This Self Assessment helps a school identify areas of strength and opportunities for improvement by reflecting upon questions posed in the indicators and rating themselves on a 4-level rubric scale.

The SA also serves as the primary resource for the External Review Team, which uses the report to prepare for the External Review. The team uses insights gathered from the report and information obtained during the on-site review to provide feedback to the school and to make an accreditation recommendation.

Definition of the Standard, Indicators and Performance Levels

The five AdvancED Standards for Quality are comprehensive statements of quality practices and conditions that research and best practice indicate are necessary for schools to achieve quality student performance results and organizational effectiveness.

The indicators are operational definitions or descriptions of exemplary practices and processes. When seen together, the indicators provide a comprehensive picture of each standard.

Each indicator provides four performance levels that describe varying degrees to which a school is able to verify its assessment of the question. Use the performance levels as an opportunity to ask your stakeholders challenging questions and respond with accurate answers geared toward improvement of your school. After choosing performance levels for each indicator, you can quickly see areas of strength and opportunity. The section asks, “To what degree are the noted practices/processes in place?”

Supporting Evidence

The suggested supporting evidence section is designed as a starting point for school staff to think about the practices and/or processes being implemented and to identify evidence that will support its responses to the focus questions and rubrics. This section helps school stakeholders engage in a discussion about how the school knows it is adhering to the Standards. The section asks, “What practices/processes are being implemented, and are they effective?” or said another way, “How do we know we are doing what we say we are doing?”

Standard Narrative

For each standard, there is a narrative section that allows you to expand on your thinking about the selection of performance levels. Responding to the guiding questions listed in the instructions will help you construct a meaningful narrative for your school and the External Review team.

Directions for Completing the Report and Use of This Document

You and your colleagues should complete the Self Assessment four weeks to six months prior to hosting an External Review. We strongly recommend that a wide and broad cross-section of the school community participate in completing this report. You will submit the completed report online to AdvancED so that it may be used by the External Review team as well as for a school's continuous improvement efforts.

It is impractical to consider completing this workbook in one session. To accurately evaluate all AdvancED Standards for Quality for Quality for Quality and indicators may take multiple meetings over a period of days or weeks leading up to the External Review. Allowing more time and ensuring participation by all stakeholder groups will yield the most accurate Self Assessment.

This workbook includes indicators and performance levels for all five AdvancED Standards for Quality for Quality for Quality. However, in this workbook, statements concerning individual concepts contained in the performance levels have been grouped or "unpacked" to help you complete a more in-depth and accurate evaluation of each indicator. A workbook similar to this one is used by the External Review team during the External Review.

To use this document most effectively, consider using the following steps:

1. Assign a group of stakeholders to evaluate each standard.
2. Review the standard statement.
3. Review each indicator by:
    a. Reviewing the indicator statement.
    b. Studying each concept under the indicator to determine which statement best describes your school.
    c. Selecting sources of evidence that already exist.
    d. Recording comments related to the indicator or concept statements from stakeholders. Pay special attention to level 4 and level 1 statements.
4. Determine an "overall" rating for the indicator. AdvancED does not prescribe how you are to arrive at this rating. You may wish to compute some type of arithmetic average based on the level of the statements you have selected. Another method you may choose is to have the stakeholders examine the selected concept statements and the evidence holistically and make a determination based on the preponderance of scores and evidence. Whatever method you choose, make sure that workgroups for all Standards use one method consistently.
5. After all indicators have been reviewed, reflect upon the comments from stakeholders concerning each indicator and respond to the prompts to create a "standard narrative."

Important Note:
If you use this document as a working draft of your report, please note that when you copy and paste content from this document to the web-based Self Assessment in ASSIST, some special characters (such as dashes and colons) may not copy and you may need to do some minor editing of the format.

Standard 1: Purpose and Direction

Standard: **The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.**

1.1	The school engages in a systematic, inclusive and comprehensive process to review, revise and communicate a school purpose for student success. ***Montana Accreditation Standard: 10.55.601(3 a ii)***	**Score**
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The process for review, revision and communication of the school's purpose is clearly documented, and a record of the use and results of the process is maintained.
	3	The school's process for review, revision and communication of the purpose statement is documented.
	2	The school has a process for review, revision and communication of its purpose.
	1	No process to review, revise or communicate a school purpose exists.
	4	The process is formalized and implemented with fidelity on a regular schedule.
	3	The process is formalized and implemented on a regular schedule.
	2	The process has been implemented.
	4	The process includes participation by representatives selected at random from all stakeholder groups.
	3	The process includes participation by representatives from all stakeholder groups.
	2	The process includes participation by representatives from stakeholder groups.
	1	Stakeholders are rarely asked for input regarding the purpose of the school.
	4	The purpose statement clearly focuses on student success.
	3	The purpose statement focuses on student success.
	2	The purpose statement focuses primarily on student success.
Possible Evidence		
	Purpose statements - past and present	
	Minutes from meetings related to development of the school's purpose	
	Documentation or description of the process for creating the school's purpose including the role of stakeholders	
	Communication plan to stakeholders regarding the school's purpose	
	Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
1.2	The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking and life skills. ***Montana Accreditation Standard: 10.55.601(3 a iii)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making.
	3	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making.
	2	Commitment to shared values and beliefs about teaching and learning is sometimes evident in documentation.
	1	Minimal or no evidence exists that indicates the culture of the school is based on shared values and beliefs about teaching and learning.
	4	This commitment is always reflected in communication among leaders and staff.
	3	This commitment is regularly reflected in communication among leaders and staff.
	2	This commitment is sometimes reflected in communication among leaders and most staff.
	4	Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking and life skills necessary for success.
	3	Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking and life skills necessary for success.
	2	Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking and life skills.
	1	Educational programs challenge few or no students and are provided in a way that few students achieve the learning, thinking and life skills necessary for success.
	4	Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	3	Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	2	Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	1	Learning experiences for students are rarely equitable. Instructional practices rarely include active student engagement, a focus on depth of understanding and the application of knowledge and skills.
	4	School leadership and staff hold one another accountable to high expectations for professional practice.
	3	School leadership and staff share high expectations for professional practice.
	2	School leadership maintains high expectations for professional practice.
	1	Little or no commitment to high expectations for professional practice is evident.

Possible Evidence	
	The school's statement of purpose
	Agendas and/or minutes that reference a commitment to the components of the school's

	statement of purpose	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. ***Montana Accreditation Standard: 10.55.601(3)***	**Score**
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School leaders require the use of a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.
	3	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning.
	2	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning.
	1	A continuous improvement process for improving student learning and the conditions that support learning is used randomly and/or ineffectively.
	4	All stakeholder groups work collaboratively and consistently in authentic and meaningful ways that build and sustain ownership of the school's purpose and direction.
	3	All stakeholder groups are engaged in the process.
	2	Some stakeholder groups are engaged in the process.
	4	School personnel systematically maintain, use and communicate a profile with current and comprehensive data on student and school performance.
	3	School personnel maintain a profile with current and comprehensive data on student and school performance.
	2	School personnel maintain a profile with data on student and school performance.
	1	The profile is rarely updated or used by school personnel and contains little or no useful data.
	4	The profile contains thorough analyses of a broad range of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.
	3	The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.
	2	The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose.
	4	All improvement goals have measurable performance targets.
	3	Improvement goals have measurable performance targets.
	1	Goals selected for improvement, if they exist, reflect the minimum required by governmental or organizational oversight agencies.
	4	The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving all improvement goals.
	3	The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals.

	2	The process includes action planning that identifies measurable objectives, strategies, activities, resources and timelines for achieving improvement goals.
	1	Few or no measurable objectives, strategies or activities are implemented with fidelity.
	4	School personnel hold one another accountable for and evaluate the overall quality of the implementation of all interventions and strategies.
	3	School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies.
	2	Most interventions and strategies are implemented with fidelity.
	4	The process is reviewed and evaluated regularly.
	3	The process is reviewed and evaluated.
	4	Documentation that the process is implemented with fidelity and yields improved student achievement and instruction is available and communicated to stakeholders.
	3	Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.
	2	Some documentation that the process yields improved student achievement and instruction is available.
	1	Documentation linking the process to improved student achievement and instruction is unclear or non-existent.
Possible Evidence		
	Agenda, minutes from continuous improvement planning meetings	
	Communication plan and artifacts that show two-way communication to staff and stakeholders	
	The school data profile	
	The school continuous improvement plan	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

Standard 1 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [look for indicator scores of 4 or 3] What were areas in need of improvement [look for indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 2: Governance and Leadership

Standard: **The school operates under governance and leadership that promote and support student performance and school effectiveness.**

2.1	The governing body establishes policies and support practices that ensure effective administration of the school.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Policies and practices clearly and directly support the school's purpose and direction and the effective operation of the school.
	3	Policies and practices support the school's purpose and direction and the effective operation of the school.
	2	Policies and practices generally support the school's purpose and direction and the effective operation of the school.
	1	Little connection exists between policies and practices of the governing board and the purpose, direction and effective operation of the school.
	4	Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students.
	3	Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students.
	2	Most policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students.
	1	Policies and practices seldom or never address effective instruction and assessment that produce equitable and challenging learning experiences for students.
	4	There are policies and practices requiring and giving direction for professional growth of all staff.
	3	There are policies and practices regarding professional growth of all staff.
	2	There are policies and practices regarding professional growth of staff.
	1	There are few or no policies and practices regarding professional growth of staff.
	4	Policies and practices provide clear requirements, direction for and oversight of fiscal management.
	3	Policies and practices provide requirements, direction for and oversight of fiscal management.
	2	Policies and practices provide requirements and oversight of fiscal management.
	1	Policies provide requirements of fiscal management.

Possible Evidence	
	Governing body policies, procedures and practices
	School handbooks
	Staff handbooks
	Student handbooks
	Communications to stakeholder about policy revisions

Comments [Explain why you selected these statements, especially 4s and 1s]			
2.2	The governing body operates responsibly and functions effectively.		**Score**
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics and free of conflict of interest.	
	3	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics and free of conflict of interest.	
	2	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical and free of conflict of interest.	
	1	The governing body has no method for or does not ensure that decisions and actions are free of conflict of interest, are ethical and in accordance with defined roles and responsibilities.	
	4	Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation and fiscal responsibility.	
	3	Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members.	
	2	Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members.	
	1	Governing body members rarely or never participate in professional development regarding the roles and responsibilities of the governing body and its individual members.	
	4	Members comply with all policies, procedures, laws and regulations and function as a cohesive unit for the benefit of student learning.	
	3	The governing body complies with all policies, procedures, laws and regulations and functions as a cohesive unit.	
	2	The governing body complies with all policies, procedures, laws and regulations.	
	1	Evidence indicates the governing body does not always comply with policies, procedures, laws and regulations.	
Possible Evidence			
	Governing body policies on roles and responsibilities, conflict of interest		
	Governing code of ethics		
	Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest		
	Governing body minutes relating to training		
	Governing body training plan		
	Assurances, certifications		

	Proof of legal counsel
	List of assigned staff for compliance
	Historical compliance data
	Communications about program regulations
	Findings of internal and external reviews of compliance with laws, regulations and policies
Comments [Explain why you selected these statements, especially 4s and 1s]	

2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. ***Montana Accreditation Standard: 10.55.601(3 a ii)***		**Score**
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	The governing body consistently protects, supports and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school.	
	3	The governing body protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school.	
	2	The governing body generally protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school.	
	1	The governing body rarely or never protects, supports and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school.	
	4	The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	
	3	The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	
	2	The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	
	1	The governing body does not distinguish between its roles and responsibilities and those of school leadership or frequently usurps the autonomy of school leadership.	

Possible Evidence	
	School improvement plan developed by the school
	Agendas and minutes of meetings
	Roles and responsibilities of school leadership
	Maintenance of consistent academic oversight, planning and resource allocation
	Survey results regarding functions of the governing body
	Stakeholder input and feedback
	Social media
	Communications regarding board actions
Comments [Explain why you selected these statements, especially 4s and 1s]	

2.4	Leadership and staff foster a culture consistent with the school's purpose and	**Score**

	direction.		
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Leaders and staff deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose.	
	3	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose.	
	2	Leaders and staff make some decisions and take some actions toward continuous improvement.	
	1	Decisions and actions seldom or never support continuous improvement.	
	4	They encourage, support and expect all students to be held to high Standards in all courses of study.	
	3	They expect all students to be held to high Standards in all courses of study.	
	2	They expect all students to be held to Standards.	
	1	School leaders and staff may or may not expect students to learn.	
	4	All stakeholders are collectively accountable for student learning.	
	3	All leaders and staff are collectively accountable for student learning.	
	2	Leaders and staff express a desire for collective accountability for student learning.	
	1	There is no evidence of or desire for collective accountability for student learning.	
	4	School leaders actively and consistently support and encourage innovation, collaboration, shared leadership and rigorous professional growth.	
	3	School leaders support innovation, collaboration, shared leadership and professional growth.	
	2	School leaders sometimes support innovation, collaboration, shared leadership and professional growth.	
	1	School leaders seldom or never support innovation, collaboration, shared leadership and professional growth.	
	4	The culture is characterized by collaboration and a sense of community among all stakeholders.	
	3	The culture is characterized by collaboration and a sense of community.	
	2	The culture is characterized by a minimal degree of collaboration and limited sense of community.	
	1	The culture is characterized by a minimal degree of collaboration and little or no sense of community.	
Possible Evidence			
	Examples of collaboration and shared leadership		
	Examples of decisions aligned with the school's statement of purpose		
	Examples of decisions in support of the school's continuous improvement plan		
	Survey results		
Comments [Explain why you selected these statements, especially 4s and 1s]			
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.		**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders.
	3	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts and provide and support meaningful leadership roles for stakeholders.
	2	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts and provide some leadership roles for stakeholders.
	1	Little or no work on school improvement efforts is collaborative, and stakeholders have little or no opportunity for leadership.
	4	School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.
	3	School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.
	2	School leaders' efforts result in some stakeholder participation and engagement in the school.
	1	Leaders rarely or never communicate with stakeholder groups. School leaders' efforts result in limited or no stakeholder participation and engagement in the school.

Possible Evidence	
	Survey responses
	Copies of surveys or screen shots from online surveys
	Communication plan
	Minutes from meetings with stakeholders
	Involvement of stakeholders in a school improvement plan

Comments [Explain why you selected these statements, especially 4s and 1s]

2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success. ***Montana Accreditation Standard: 10.55.601(3 a iv)*** ***Montana Accreditation Standard: 10.55.601(3 a v)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success.
	3	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success.

	2	The criteria and processes of supervision and evaluation include references to professional practice and student success.
	1	The criteria and processes of supervision and evaluation have little or no focus on improving professional practice or student success.
	4	Supervision and evaluation processes are consistently and regularly implemented.
	3	Supervision and evaluation processes are regularly implemented.
	2	Supervision and evaluation processes are implemented at minimal levels.
	1	Supervision and evaluation processes are randomly implemented, if at all.
	4	The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.
	3	The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.
	2	The results of the supervision and evaluation processes are used sometimes to monitor and effectively adjust professional practice and improve student learning.
	1	Results of the supervision and evaluation processes, if any, are used rarely or never.

Possible Evidence	
	Job specific criteria
	Supervision and evaluation documents with criteria for improving professional practice and student success noted
	Representative supervision and evaluation reports
	Governing body policy on supervision and evaluation
	Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation

Comments [Explain why you selected these statements, especially 4s and 1s]

Standard 2 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 3: Teaching and Assessing for Learning

Standard: **The school's curriculum, instructional design and assessment practices guide and ensure teacher effectiveness and student learning.**

3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking and life skills that lead to success at the next level. ***Montana Accreditation Standard: 10.55.601(3 a iii)***	**Score**
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills that align with the school's purpose.
	3	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.
	2	Curriculum and learning experiences in each course/class provide most students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.
	1	Curriculum and learning experiences in each course/class provide few or no students with challenging and equitable opportunities to develop learning skills, thinking skills and life skills.
	4	Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level.
	3	There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level.
	2	There is little evidence to indicate curriculum and learning experiences prepare students for success at the next level.
	1	There is no evidence to indicate how successful students will be at the next level.
	4	Like courses/classes have the same high learning expectations.
	3	Like courses/classes have equivalent learning expectations.
	2	Most like courses/classes have equivalent learning expectations.
	1	Like courses/classes do not always have the same learning expectations.
	4	Learning activities are individualized for each student in a way that supports achievement of expectations.
	3	Some learning activities are individualized for each student in a way that supports achievement of expectations.
	2	Little individualization for each student is evident.
	1	No individualization for students is evident.
Possible Evidence		
	Descriptions of instructional techniques	
	Enrollment patterns for various courses	
	Graduate follow-up surveys	

	Course descriptions
	Course schedules
	Learning expectations for different courses
	Representative samples of student work across courses
	Posted learning objectives
	Lesson plans
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.2	Curriculum, instruction and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. ***Montana Accreditation Standard: 10.55.601(3 a iv)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]

	4	Using data from multiple assessments of student learning and an examination of professional practice, school personnel systematically monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
	3	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
	2	School personnel monitor and adjust curriculum, instruction and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose.
	1	School personnel rarely or never monitor and adjust curriculum, instruction and assessment to ensure vertical and horizontal alignment or alignment with the school's goals for achievement and instruction and statement of purpose.
	4	There is a systematic, collaborative process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised.
	3	There is a process in place to ensure alignment each time curriculum, instruction and/or assessments are reviewed or revised.
	2	A process is implemented sometimes to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.
	1	No process exists to ensure alignment when curriculum, instruction and/or assessments are reviewed or revised.
	4	The continuous improvement process has clear guidelines to ensure that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction and assessment.
	3	The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction and assessment.
	2	There is limited evidence that the continuous improvement process ensures

		vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction and assessment.
	1	There is little or no evidence that the continuous improvement process is connected with vertical and horizontal alignment or alignment with the school's purpose in curriculum, instruction and assessment.

Possible Evidence	
	Curriculum writing process
	A description of the systematic review process for curriculum, instruction and assessment
	Curriculum guides
	Lesson plans aligned to the curriculum
	Products – scope and sequence, curriculum maps
	Common assessments
	Surveys results
	Standards-based report cards

Comments [Explain why you selected these statements, especially 4s and 1s]

3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. ***Montana Accreditation Standard: 10.55.601(3 a iii)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	3	Teachers plan and use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	2	Teachers sometimes use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	1	Teachers rarely or never use instructional strategies that require student collaboration, self-reflection and development of critical thinking skills.
	4	Teachers personalize instructional strategies and interventions to address individual learning needs of each student.
	3	Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary.
	2	Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary.
	1	Teachers seldom or never personalize instructional strategies.
	4	Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
	3	Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.
	2	Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use

		technologies as instructional resources and learning tools.
	1	Teachers rarely or never use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines and use technologies as instructional resources and learning tools.

Possible Evidence	
	Teacher evaluation criteria
	Findings from supervisor walk-thrus and observations
	Student work demonstrating the application of knowledge
	Examples of teacher use of technology as an instructional resource
	Examples of student use of technology as a learning tool
	Interdisciplinary projects
	Authentic assessments
	Professional development focused on these strategies
	Agenda items addressing these strategies
	Surveys results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. ***Montana Accreditation Standard: 10.55.601(3 a v)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
	3	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
	2	School leaders monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.
	1	School leaders occasionally or randomly monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning and 4) use content-specific Standards of professional practice.

Possible Evidence	
	Supervision and evaluation procedures

	Curriculum maps
	Peer or mentoring opportunities and interactions
	Recognition of teachers with regard to these practices
	Administrative classroom observation protocols and logs
	Examples of improvements to instructional practices resulting from the evaluation process
	Documentation of collection of lesson plans and grade books
	Surveys results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.5	Teachers participate in collaborative learning communities to improve instruction and student learning. ***Montana Accreditation Standard: 10.55.601(3 a v)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]

	4	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule.
	3	All members of the school staff participate in collaborative learning communities that meet both informally and formally.
	2	Some members of the school staff participate in collaborative learning communities that meet both informally and formally.
	1	Collaborative learning communities randomly self-organize and meet informally.
	4	Frequent collaboration occurs across grade levels and content areas.
	3	Collaboration often occurs across grade levels and content areas.
	2	Collaboration occasionally occurs across grade levels and content areas.
	1	Collaboration seldom occurs across grade levels and content areas.
	4	Staff members implement a formal process that promotes productive discussion about student learning.
	3	Staff members have been trained to implement a formal process that promotes discussion about student learning.
	2	Staff members promote discussion about student learning.
	1	Staff members rarely discuss student learning.
	4	Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching are a part of the daily routine of school staff members.
	3	Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching occur regularly among most school personnel.
	2	Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching sometimes occur among school personnel.
	1	Learning from, using and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams and peer coaching rarely occur among school personnel.
	4	School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

	3	School personnel indicate that collaboration causes improvement results in instructional practice and student performance.
	2	School personnel express belief in the value of collaborative learning communities.
	1	School personnel see little value in collaborative learning communities.
Possible Evidence		
	Agendas and minutes of collaborative learning committees	
	Calendar/schedule of learning community meetings	
	Common language, protocols and reporting tools	
	Examples of improvements to content and instructional practice resulting from collaboration	
	Examples of cross curricular projects, interdisciplinary instruction and classroom action research project	
	Peer coaching guidelines and procedures	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

3.6	Teachers implement the school's instructional process in support of student learning. ***Montana Accreditation Standard: 10.55.601(3 a iii)***		**Score**
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	All teachers systematically use an instructional process that clearly informs students of learning expectations and Standards of performance.	
	3	All teachers use an instructional process that informs students of learning expectations and Standards of performance.	
	2	Most teachers use an instructional process that informs students of learning expectations and Standards of performance.	
	1	Few teachers use an instructional process that informs students of learning expectations and Standards of performance.	
	4	Exemplars are provided to guide and inform students.	
	3	Exemplars are often provided to guide and inform students.	
	2	Exemplars are sometimes provided to guide and inform students.	
	1	Exemplars are rarely provided to guide and inform students.	
	4	The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.	
	3	The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision.	
	2	The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction.	
	1	The process includes limited measures to inform the ongoing modification of instruction.	
	4	The process provides students with specific and immediate feedback about their learning.	

	3	The process provides students with specific and timely feedback about their learning.
	2	The process provides students with feedback about their learning.
	1	The process provides students with minimal feedback of little value about their learning.
Possible Evidence		
	Samples of exemplars used to guide and inform student learning	
	Examples of learning expectations and Standards of performance	
	Examples of assessments that prompted modification in instruction	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

3.7	Mentoring, coaching and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. ***Montana Accreditation Standard: 10.55.601(3 a v)***	**Score**
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All school personnel are engaged in systematic mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning.
	3	School personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning.
	2	Some school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning.
	1	Few or no school personnel are engaged in mentoring, coaching and induction programs that are consistent with the school's values and beliefs about teaching, learning and the conditions that support learning.
	4	These programs set high expectations for all school personnel and include valid and reliable measures of performance.
	3	These programs set expectations for all school personnel and include measures of performance.
	2	These programs set expectations for school personnel.
	1	Limited or no expectations for school personnel are included.
Possible Evidence		
	Descriptions and schedules of mentoring, coaching and induction programs with references to school beliefs and values about teaching and learning	
	Professional learning calendar with activities for instructional support of new staff	
	Personnel manuals with information related to new hires including mentoring, coaching and induction practices	
	Records of meetings and walk thrus/feedback sessions	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.		**Score**
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Programs that engage families in meaningful ways in their children's education are designed, implemented and evaluated.	
	3	Programs that engage families in meaningful ways in their children's education are designed and implemented.	
	2	Programs that engage families in their children's education are available.	
	1	Few or no programs that engage families in their children's education are available.	
	4	Families have multiple ways of staying informed of their children's learning progress.	
	3	School personnel regularly inform families of their children's learning progress.	
	2	School personnel provide information about children's learning.	
	1	School personnel provide little relevant information about children's learning.	
Possible Evidence			
	Volunteer program with variety of options for participation		
	Parental/family/caregiver involvement plan including activities, timeframes and evaluation process		
	Calendar outlining when and how families are provided information on child's progress		
	List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days		
	Survey results		
Comments [Explain why you selected these statements, especially 4s and 1s]			
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.		**Score**
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student and related adults.	
	3	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student.	
	2	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student.	
	1	Few or no opportunities exist for school personnel to build long-term interaction with individual students.	
	4	All students participate in the structure.	
	3	All students may participate in the structure.	
	2	Most students participate in the structure.	

	4	The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.
	3	The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills and life skills.
	2	The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills and life skills.
	1	Few or no students have a school employee who advocates for their needs regarding learning skills, thinking skills and life skills.

Possible Evidence	
	Description of formal adult advocate structures
	List of students matched to adult advocate
	Curriculum and activities of formal adult advocate structure
	Master schedule with time for formal adult advocate structure
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All teachers consistently use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
	3	Teachers use common grading and reporting policies, processes and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills.
	2	Most teachers use common grading and reporting policies, processes and procedures based on criteria that represent each student's attainment of content knowledge and skills.
	1	Few or no teachers use common grading and reporting policies, processes and procedures.
	4	These policies, processes and procedures are implemented without fail across all grade levels and all courses.
	3	These policies, processes and procedures are implemented consistently across grade levels and courses.
	2	These policies, processes and procedures are implemented across grade levels and courses.
	1	Policies, processes and procedures, if they exist, are rarely implemented across grade levels or courses and may not be well understood by stakeholders.
	4	All stakeholders are aware of the policies, processes and procedures.
	3	Stakeholders are aware of the policies, processes and procedures.
	2	Most stakeholders are aware of the policies, processes and procedures.

	4	The policies, processes and procedures are formally and regularly evaluated.
	3	The policies, processes and procedures are regularly evaluated.
	2	The policies, processes and procedures may or may not be evaluated.
	1	No process for evaluation of grading and reporting practices is evident.
Possible Evidence		
	Policies, processes and procedures on grading and reporting	
	Samples communications to stakeholders about grading and reporting	
	Sample report cards for each grade level and for all courses Evaluation process for grading and reporting practices	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

3.11	All staff members participate in a continuous program of professional learning. ***Montana Accreditation Standard: 10.55.601(3 a v)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	All staff members participate in a rigorous, continuous program of professional learning that is aligned with the school's purpose and direction.
	3	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction.
	2	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction.
	1	Few or no staff members participate in professional learning.
	4	Professional development is based on an assessment of needs of the school and the individual.
	3	Professional development is based on an assessment of needs of the school.
	2	Professional development is based on the needs of the school.
	1	Professional development, when available, may or may not address the needs of the school or build capacity among staff members.
	4	The program builds measurable capacity among all professional and support staff.
	3	The program builds capacity among all professional and support staff.
	2	The program builds capacity among staff members who participate.
	4	The program is rigorously and systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
	3	The program is systematically evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
	2	The program is regularly evaluated for effectiveness.
	1	If a program exists, it is rarely and/or randomly evaluated.
Possible Evidence		
	Crosswalk between professional learning and school purpose and direction	
	Brief explanation of alignment between professional learning and identified needs	
	Evaluation tools for professional learning	
	Results of evaluation of professional learning program	
	Survey results	

Comments [Explain why you selected these statements, especially 4s and 1s]			
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students. ***Montana Accreditation Standard: 10.55.601(3 a iii)***		**Score**
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).	
	3	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages).	
	2	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages).	
	1	School personnel identify special populations of students based on proficiency and/or other learning needs (such as second languages).	
	4	School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	
	3	School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	
	2	School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	
	1	School personnel provide or coordinate some learning support services to students within these special populations.	
Possible Evidence			
	List of learning support services and student population served by such services		
	Data used to identify unique learning needs of students		
	Training and professional learning related to research on unique characteristics of learning		
	Survey results		
Comments [Explain why you selected these statements, especially 4s and 1s]			

Standard 3 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 4: Resources and Support Systems

Standard: **The school has resources and provides services that support its purpose and direction to ensure success for all students.**

4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction and the educational program.	**Score**
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Clearly defined policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff.
	3	Policies, processes and procedures ensure that school leaders have access to, hire, place and retain qualified professional and support staff.
	2	Policies, processes and procedures describe how school leaders are to access, hire, place and retain qualified professional and support staff.
	1	Policies, processes and procedures are often but not always followed by school leaders to access, hire, place and retain qualified professional and support staff.
	4	School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement.
	3	School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement.
	2	School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement.
	1	School leaders attempt to fill the roles and responsibilities necessary to support the school purpose, educational programs and continuous improvement.
	4	Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.
	3	Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.
	2	Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.
	1	Sustained fiscal resources rarely are available to fund positions critical to achieve the purpose and direction of the school.
Possible Evidence		
	Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff	
	School budgets for the last three years	
	Documentation of highly qualified staff	
	Assessments of staffing needs	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

4.2	Instructional time, material resources and fiscal resources are sufficient to support the purpose and direction of the school.		**Score**
Performance Levels [Choose the statement in each category that best matches your school.]			
	4	Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the school.	
	3	Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the school.	
	2	Instructional time, material resources and fiscal resources are sometimes focused on supporting the purpose and direction of the school.	
	1	Little or no link exists between the purpose of the school and instructional time, material resources and fiscal resources.	
	4	Instructional time is fiercely protected in policy and practice.	
	3	Instructional time is protected in policy and practice.	
	2	Instructional time is usually protected.	
	1	Protection of instructional time is not a priority.	
	4	School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students.	
	3	School leaders work to secure material and fiscal resources to meet the needs of all students.	
	2	School leaders attempt to secure material and fiscal resources to meet the needs of all students.	
	1	School leaders use available material and fiscal resources to meet the needs of students.	
	4	School leaders measurably demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.	
	3	School leaders demonstrate that instructional time, material resources and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations.	
	2	School leaders express a desire to allocate instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.	
	1	School leaders spend little or no effort allocating instructional time, material resources and fiscal resources so that all students have equitable opportunities to attain challenging learning expectations.	
	4	Efforts toward the continuous improvement of instruction and operations concentrate on achieving the school's purpose and direction.	
	3	Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	
	2	Efforts toward the continuous improvement of instruction and operations sometimes include achieving the school's purpose and direction.	
	1	Efforts toward the continuous improvement of instruction and operations rarely or	

		never include achievement of the school's purpose and direction.
Possible Evidence		
	School calendar	
	School schedule	
	Examples of efforts of school leaders to secure necessary material and fiscal resources	
	Alignment of budget with school purpose and direction	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

4.3	The school maintains facilities, services and equipment to provide a safe, clean and healthy environment for all students and staff.	**Score**
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with all stakeholders.
	3	School leaders have adopted or created clear expectations for maintaining safety, cleanliness and a healthy environment and have shared these definitions and expectations with stakeholders.
	2	School leaders have some expectations for maintaining safety, cleanliness and a healthy environment, and have shared these definitions and expectations with most stakeholders.
	1	School leaders have few or no expectations for maintaining safety, cleanliness and a healthy environment.
	4	All school personnel and students are accountable for maintaining these expectations.
	3	School personnel and students are accountable for maintaining these expectations.
	2	Selected school personnel are accountable for maintaining these expectations.
	1	Stakeholders are generally unaware of any existing definitions and expectations.
	4	Valid measures are in place that allow for continuous tracking of these conditions.
	3	Measures are in place that allow for continuous tracking of these conditions.
	2	Some measures are in place that allow for tracking of these conditions.
	1	Little or no accountability exists for maintaining these expectations.
	4	Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions.
	3	Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions.
	2	Personnel work to improve these conditions.
	1	Few or no measures that assess these conditions are in place.
	4	The results of improvement efforts are systematically evaluated regularly.
	3	Results of improvement efforts are evaluated.
	2	Results of improvement efforts are monitored.
	1	Few or no personnel work to improve these conditions.
Possible Evidence		

	Maintenance schedules
	Records of depreciation of equipment
	System for maintenance requests
	Safety committee responsibilities, meeting schedules and minutes
	Documentation of compliance with local and state inspections requirements
	Documentation of emergency procedures such as fire drills,, evacuation and other emergency procedures
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]

	4	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school.
	3	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school.
	2	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school.
	1	Students and school personnel have access to limited media and information resources necessary to achieve most of the educational programs of the school.
	4	Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
	3	Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
	2	Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.
	1	Limited assistance may be available for students and school personnel to learn about the tools and locations for finding and retrieving information.

Possible Evidence

	Data on media and information resources available to students and staff
	Schedule of staff availability to assist students and school personnel related to finding and retrieving information
	Budget related to media and information resource acquisition
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

4.5	The technology infrastructure supports the school's teaching, learning and operational needs.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]

	4	The technology infrastructure is modern, fully functional and meets the teaching, learning and operational needs of all stakeholders.
	3	The technology infrastructure meets the teaching, learning and operational needs of all stakeholders.
	2	The technology infrastructure meets the teaching, learning and operational needs of most stakeholders.
	1	The technology infrastructure meets the teaching, learning and operational needs of few stakeholders.
	4	School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to continuously improve technology services and infrastructure.
	3	School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.
	2	School personnel have a technology plan to improve technology services and infrastructure.
	1	A technology plan, if one exists, addresses some technology services and infrastructure needs.

Possible Evidence	
	Technology plan and budget to improve technology services and infrastructure
	Assessments to inform development of technology plan
	Policies relative to technology use
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

4.6	The school provides support services to meet the physical, social and emotional needs of the student population being served.	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School personnel implement a clearly defined process to determine the physical, social and emotional needs of each student in the school.
	3	School personnel implement a process to determine the physical, social and emotional needs of each student in the school.
	2	School personnel endeavor to determine the physical, social and emotional needs of students in the school.
	1	School personnel attempt to determine the physical, social and emotional needs of some students in the school.
	4	School personnel provide or coordinate programs to meet the needs of all students.
	3	School personnel provide or coordinate programs to meet the needs of students as necessary.
	2	School personnel provide or coordinate programs to meet the needs of students when possible.
	1	School personnel sometimes provide or coordinate programs to meet the needs of

		students.
	4	Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.
	3	Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs.
	2	School personnel evaluate all programs.
	1	School personnel rarely or never evaluate programs.
	4	Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.
	3	Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.
	2	Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.
	1	Improvement plans related to these programs are rarely or never developed.

Possible Evidence	
	List of support services available to student
	Agreements with school community agencies for student-family support
	Social classes and services, e.g., bullying, character education
	Student assessment system for identifying student needs
	Schedule of family services, e.g., parent classes, survival skills
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

4.7	The school provides services that support the counseling, assessment, referral, educational and career planning needs of all students. ***Montana Accreditation Standard: 10.55.601(3 a iv)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational and career planning needs of all students.
	3	School personnel implement a process to determine the counseling, assessment, referral, educational and career planning needs of all students.
	2	School personnel endeavor to determine the counseling, assessment, referral, educational and career planning needs of students in the school.
	1	School personnel attempt to determine the counseling, assessment, referral, educational and career planning needs of some students in the school.
	4	School personnel provide or coordinate programs necessary to meet the needs of all students.
	3	School personnel provide or coordinate programs necessary to meet the needs of students whenever possible.
	2	School personnel provide or coordinate programs to meet the needs of students when possible.
	1	School personnel sometimes provide or coordinate programs to meet the needs of students.

	4	Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs.
	3	Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs.
	2	School personnel evaluate all programs.
	1	School personnel rarely or never evaluate programs.
Possible Evidence		
	List of services available related to counseling, assessment, referral, educational and career planning	
	Description of referral process	
	Description of IEP process	
	Budget for counseling, assessment, referral, educational and career planning	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

Standard 4 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Standard 5: Using Results for Continuous Improvement

Standard: **The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.**

5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system. ***Montana Accreditation Standard: 10.55.601(3 a i)*** ***Montana Accreditation Standard: 10.55.601(3 a iv)***	**Score**
Performance Levels [Choose the statement in each category that best matches your school.]		
	4	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.
	3	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance.
	2	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance.
	1	School personnel maintain an assessment system that produces data from assessment measures about student learning and school performance.
	4	The system ensures consistent measurement across all classrooms and courses.
	3	The system ensures consistent measurement across classrooms and courses.
	2	The system generally provides consistent measurement across classrooms and courses.
	1	The system provides a limited degree of consistent measurement across classrooms and courses.
	4	All assessments are proven reliable and bias free.
	3	Most assessments, especially those related to student learning, are proven reliable and bias free.
	2	Some assessments, especially those related to student learning, are proven reliable and bias free.
	1	Assessments are seldom proven reliable and bias free.
	4	The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.
	3	The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning and the conditions that support learning.
	2	The system is evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
	1	The system is rarely or never evaluated for effectiveness in improving instruction, student learning and the conditions that support learning.
Possible Evidence		
	Brief description of student assessment system including range of data produced from	

	standardized and local assessments on student learning and school performance
	Evidence that assessments are reliable and bias free
	Documentation or description of evaluation tools/protocols
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation and organizational conditions. ***Montana Accreditation Standard: 10.55.601(3 a i)*** ***Montana Accreditation Standard: 10.55.601(3 a iv)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]

	4	Systematic processes and procedures for collecting, analyzing and applying learning from all data sources are documented and used consistently by professional and support staff.
	3	Systematic processes and procedures for collecting, analyzing and applying learning from multiple data sources are used consistently by professional and support staff.
	2	Some processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff.
	1	Few or no processes and procedures for collecting, analyzing and applying learning from data sources are used by professional and support staff.
	4	Data sources include comparison and trend data that provide a comprehensive and complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.
	3	Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs and the conditions that support learning.
	2	Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions.
	1	Data sources include little or no comparison and trend data about student learning, instruction, the effectiveness of programs and organizational conditions.
	4	All school personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.
	3	School personnel use data to design, implement and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs and organizational conditions.
	2	School personnel use data to design, implement and evaluate continuous improvement plans.
	1	School personnel rarely use data to design and implement continuous improvement plans.

Possible Evidence

	Written protocols and procedures for data collection and analysis

	List of data sources related to student learning, instruction, program effectiveness and conditions that support learning
	Examples of use of data to design, implement and evaluate continuous improvement plans and apply learning
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

5.3	Professional and support staff are trained in the evaluation, interpretation and use of data. ***Montana Accreditation Standard: 10.55.601(3 a v)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]

	4	All professional and support staff members are regularly and systematically assessed and trained in a rigorous, individualized professional development program related to the evaluation, interpretation and use of data.
	3	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data.
	2	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation and use of data.
	1	Few or no professional and support staff members are trained in the evaluation, interpretation and use of data.

Possible Evidence

	Training materials specific to the evaluation, interpretation and use of data
	Documentation of attendance and training related to data use
	Professional learning schedule specific to the use of data
	Policies specific to data training
	Survey results

Comments [Explain why you selected these statements, especially 4s and 1s]

5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness and success at the next level. ***Montana Accreditation Standard: 10.55.601(3 a iv)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]

	4	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level.
	3	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level.
	2	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level.
	1	An incomplete or no process exists for analyzing data that determine improvement

		in student learning, including readiness for and success at the next level.
	4	Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
	3	Results indicate improvement, and school personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
	2	Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.
	1	Results indicate no improvement, and school personnel rarely use results to design and implement continuous improvement action plans related to student learning, including readiness for and success at the next level.

Possible Evidence	
	Description of process for analyzing data to determine verifiable improvement in student learning
	Agendas, minutes of meetings related to analysis of data
	Evidence of student growth
	Evidence of student readiness for the next level
	Evidence of student success at the next level
	Examples of use of results to evaluate continuous improvement action plans
	Student surveys

Comments [Explain why you selected these statements, especially 4s and 1s]

5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals to stakeholders. ***Montana Accreditation Standard: 10.55.601(3 a i)***	**Score**

Performance Levels [Choose the statement in each category that best matches your school.]		
	4	Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals.
	3	Leaders monitor comprehensive information about student learning, conditions that support student learning and the achievement of school improvement goals.
	2	Leaders monitor information about student learning, conditions that support student learning and the achievement of school improvement goals.
	1	Leaders monitor some information about student learning, conditions that support student learning and the achievement of school improvement goals.
	4	Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.
	3	Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.

	2	Leaders communicate results to all stakeholder groups.
	1	Leaders sometimes communicate results to stakeholders.
Possible Evidence		
	School leadership monitoring process of information about student learning, conditions that support learning and the achievement of school improvement goals	
	Communication plan regarding student learning, conditions that support learning and achievement of school improvement goals to stakeholders	
	Samples communications to stakeholders regarding student learning, conditions that support learning and achievement of school improvement goals	
	Executive summaries of student learning reports to stakeholder groups	
	Minutes of board meetings regarding achievement of student learning goals	
	Survey results	
Comments [Explain why you selected these statements, especially 4s and 1s]		

Standard 5 Narrative

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions: What were the areas of strength you noted? [focus on indicator scores of 4 or 3] What were areas in need of improvement? [focus on indicator scores of 2 or 1] What actions are you implementing to sustain the areas of strength? What plans are you making to improve the areas of need?

Refer to the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

MINUTES OF THE SPECIAL BOARD MEETING OF THE BOARD OF TRUSTEES OF SCHOOL DISTRICT 5 FLATHEAD COUNTY & HIGH SCHOOL DISTRICT 5 FLATHEAD COUNTY HELD JULY 28, 2013

The Board of Trustees of School District 5, Flathead County, and High School District 5, Flathead County met in special session and work session on July 12, 2013 at the Administration Office Conference Room.

Members Present: Board Chair Frank Miller, Joe Brenneman, Steve Davis, Jack Fallon, Don Murray, Jeremy Reed, Mary Ruby, and Dave Schultz (via telephone)

Members Absent: Anna Marie Bailey, Tom Clark, and Mark Twichel

Officials Present: Superintendent Darlene Schottle and Assistant Superintendent Dan Zorn

CALL TO ORDER: Presiding Officer and Board Chair Miller called the meeting to order at 11:35 a.m. with the Pledge of Allegiance.

APPROVE AGENDA: Chair Miller asked the board to review the agenda and make a motion to approve the agenda as presented. Trustee Ruby moved to approve the agenda as presented. Trustee Fallon seconded the motion and it carried 8-0. (Attachment 1)

KALISPELL PUBLIC SCHOOLS
SPECIAL BOARD OF TRUSTEES MEETING

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The mission of this Board of Trustees is to champion the cause of students in public education by establishing the framework through which all educational resources are maximized.

AGENDA
SPECIAL BOARD MEETING
Friday, July 12, 2013
11:30 A.M.
Kalispell School Administration Offices Basement Conference Room
233 1st Avenue East
Kalispell, Montana 59901

11:30 am **I. CALL TO ORDER – SPEICAL BOARD MEETING**

II. PLEDGE OF ALLEGIANCE

III. REVIEW AND APPROVAL OF AGENDA — **Action**

IV. PUBLIC COMMENT

This is the time for comment on public matters that are not on the agenda. Members of the audience are encouraged to briefly address the trustees on an issue that is not on the agenda. The Chairman of the Board will seek comments from the audience on significant items as they occur. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.

V. NEW BUSINESS:

A. **Approval of High School Accreditation Variance for FHS and GHS** — **Action**
Assistant Superintendent Zorn

VI. SPECIAL BOARD MEETING ADJOURNMENT

VII. WORK SESSION ADJOURNMENT

ACCOMMODATIONS FOR PERSONS WITH DISABILITIES

The Board of Trustees for the Kalispell Public Schools will make reasonable accommodations for persons with disabilities who wish to attend and/or participate in this public meeting or need an alternative accessible format of this agenda.
If you require an accommodation, contact the Superintendent's Office no later than 4:30 p.m. three days prior to the meeting to advise us of the nature of the accommodation that you need. Please contact: Mary Kaplan, Assistant to the Superintendent at (406) 751-3434; FAX at (406) 751-3416 or email kaplanm@sd5.k12.mt.us .

BOARD AGENDA ITEM

SCHOOL DISTRICT 5
FLATHEAD HIGH SCHOOL DISTRICT
Kalispell, MT

(July 12, 2013)

Title: Variance to Accreditation Standard 10.55.601(3)

Situation: In September of 2012 the Chapter 55 Accreditation taskforce recommended to the Board of Public Education some changes in our state's accreditation rules. These changes are being enacted as of July 1, 2013. One of the approved changes included revised rules that allow accredited schools to apply for variances designed to meet or exceed results under established standards.

We are requesting board approval for Flathead and Glacier High Schools to apply for a variance to Rule 10.55.601 (3) which requires the submission of a Comprehensive School Improvement Plan. To avoid duplication of submission we would like to request a variance to this standard by asking the state to honor our high schools' national accreditation process through the AdvancEd Accreditation Commission in lieu of submitting the state's required Comprehensive Improvement Plan. The AdvancEd Accreditation Commission's accreditation process included peer visitations from Great Falls' educators to each of our high schools this past spring. Included in this process was an extensive review of each of our high schools' Comprehensive School Improvement Plans. The School Improvement Planning requirements in this peer review far exceed the requirements of the state of Montana and if the state were to grant our variance request it would eliminate our need to duplicate this effort by additionally creating and submitting a School Improvement Plan that meets the states requirements and format.

Our high schools have been involved in the AdvancEd Accreditation Commission accreditation process for many years and we feel that the format and requirements of this are more consistent with our improvement planning efforts and have more rigorous and relevant expectations than those found in the state's process.

For us to be able to qualify for this variance to standards for the 2013-2014 school year, we must submit our application by July 17 to the Office of Public Instruction. Prior to our submission we must have board approval for seeking this variance.

Financial Implications: Approximately $750 per year, per school for AdvancEd Accreditation.

Alternatives and Pros/Cons: We could choose not to apply for this variance and continue to submit our required Comprehensive School Improvement Plan via the state's process. This is Montana's schools' first opportunity to apply for a variance of standards. As such, we are wading into a process that has some unknowns. Were we to postpone our variance request or choose not to apply we would not be subject to a process that is in its infancy. However, through this application process, we have the opportunity to find out if this is an acceptable route for our district to take which could aide us in our future decision making regarding expanded involvement with the AdvancEd accreditation process.

Prepared by: Dan Zorn, Assistant Superintendent

Superintendent's Recommendation: That the board approve the submission of the variance to standard 10.55.601(3) as outlined in the provided documents.

MINUTES OF THE SPECIAL BOARD MEETING OF THE BOARD OF TRUSTEES OF SCHOOL DISTRICT 5 FLATHEAD COUNTY & HIGH SCHOOL DISTRICT 5 FLATHEAD COUNTY HELD JULY 28, 2013

	Future Meetings or Events		
Meeting	**Date**	**Time**	**Location**
Regular Board Meeting	07/23/13	6:00 p.m.	KMS Library/Media Center
Regular Board Meeting	08/13/13	6:00 p.m.	KMS Library/Media Center
Board Work Session (Tentative)	08/27/13	6:00 p.m.	KMS Library/Media Center
Regular Board Meeting	09/10/13	6:00 p.m.	KMS Library/Media Center
Board Work Session	09/24/13	6:00 p.m.	KMS Library/Media Center
Regular Board Meeting	10/08/13	6:00 p.m.	KMS Library/Media Center
Board Work Session	10/22/13	6:00 p.m.	KMS Library/Media Center
Regular Board Meeting	11/05/13*	6:00 p.m.	KMS Library/Media Center
Board Work Session	11/19/13*	6:00 p.m.	KMS Library/Media Center
Regular Board Meeting	12/10/13	6:00 p.m.	KMS Library/Media Center
Board Work Session (Tentative)	Dec *TBD	6:00 p.m.	KMS Library/Media Center

(Attachment 1)

PUBLIC COMMENT: Chair Miller asked if any member of the audience wished to comment on a matter not on the agenda, further stating that the Board could not take action on any matter brought up in public comment because the public had not previously been notified of the matter. No public comment was offered.

NEW BUSINESS – Approval of High School Accreditation Variance for FHS and GHS: Chair Miller asked Assistant Superintendent Zorn to review the agenda - the approval of a variance for Flathead and Glacier High School accreditation standards. Dr. Zorn reviewed the situation saying that in September of 2012 the Chapter 55 Accreditation taskforce recommended to the Board of Public Education some changes in our state's accreditation rules. The changes were enacted July 1, 2013. One of the approved changes included revised rules that allow accredited schools to apply for a variance designed to meet or exceed results under the established standards. These revisions provide the opportunity to modify OPI accreditation processes. Our two high schools are currently using AdvanceEd Accreditation (a regional accreditation commission) in place of the state plan recommended by the Variance Board this past September. With this request, we are asking for the Board's approval to submit a variance to standard 10.55.603(3) as outline in the attached documents, to OPI for approval.

Trustee Brenneman moved to approve the Administration's recommendation for the submission to OPI of a variance to standard 10.55.601(3) as outlined in the provided documents. Trustee Fallon seconded the motion.

Chair Miller asked if there was any further discussion on the motion prior to the vote. Being none, the Board votes in favor of the motion 8 – 0. (Attachment 2)

ADJOURN:
The meeting adjourned at 11:56 a.m.

Chair of the Board Date

MINUTES OF THE SPECIAL BOARD MEETING OF THE BOARD OF TRUSTEES OF SCHOOL DISTRICT 5 FLATHEAD COUNTY & HIGH SCHOOL DISTRICT 5 FLATHEAD COUNTY HELD JULY 28, 2013

Attest: Clerk to the Board Date