Montana
Office of Public Instruction

Accreditation Process 2023-24
Integrated Strategic Action Plan

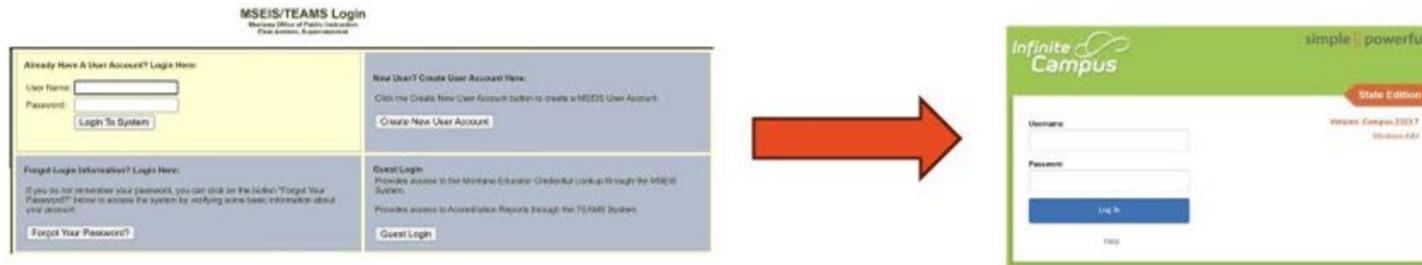Office of Public Instruction Staff
September 2023

Norms

1. Maintain a positive environment.
2. Respect everyone's time and input.
3. Allow everyone to be involved in conversations.
4. Stay on topic.

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Agenda

- Welcome/Introductions
- Fall Reporting Transition
- Year 1 Plan
- Comprehensive Needs Assessment Presentation
- ISAP Template
- Criteria Reference Guide
- Resource and Guidance
- Next Steps

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OPI.MT.GOV

HAVE YOU HEARD?
TEAMS IS
TRANSITIONING TO AIM!

Visit the AIM Webpage: https://opi.mt.gov

Leadership>Data & Reporting>AIM – Achievement in Montana

Visit the AIM Webpage for more information

Welcome/Introductions

Crystal Andrews
Director of Accreditation, Educator Preparation Programs, & Licensure

Ellery Bresler
Accreditation Specialist

Michelle Price
Accreditation Specialist

Year 1- All Districts

Year 1- "Coach and Guide"

Focus on **Support, Mechanisms** and **Methodology**

Due: March 29th, 2024

ISAP Components	Assurance Standards	Student Performance Standards
CNA with Gap Analysis to set goals and academic programming **Family and Community Engagement Plan** **Graduate Profile**- a plan to show progress (2-3 action steps to meet graduate profile) - no set template - districts have flexibility to individualize	**General Assurances:** - School Leadership - Academic Requirements	**Proficiency, Progress** and **Growth**: - SBAC - MAPS - I-Ready - STAR - Dibels *A valid and reliable assessment the district is already using.* * *MAST Pilot cannot be used as it is a pilot program.*

Comprehensive Needs Assessment

Carrie Kouba - Senior Manager Improvement and Engagement

Welcome/ Introduction

Improvement and Engagement

Carrie Kouba

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Senior Manager
Improvement and Engagement

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Webinar Agenda

Agenda
- Comprehensive Needs Assessment (CNA)
- Stakeholder Involvement in the CNA

Webinar Purpose

The purpose of this webinar is to address the required use of a comprehensive needs assessment for the Integrated Strategic Action Plan (ISAP).

ARM 10.55.601 (3)

To align with local context and needs, the district integrated strategic action plan shall be updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback that comply, at a minimum, with applicable requirements in Title 2, chapter 3, part 1, MCA.

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Comprehensive Needs Assessment

ARM 10.55.602(10)

"Comprehensive needs assessment" means a process that is used to identify district and school area(s) of need, the root causes of identified gaps, set priorities, and inform an action plan for improvement.

OPI's **Updated** CNA

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The CNA has been updated by:

- Eliminating duplicity
- Rewording questions
- Adding a Student portion (grades 5-8 & 9-12)
- Adding a Tribal Engagement
- Adding a CTE component
- Identifying which questions should be answered by each stakeholder group

CNA Components

- School Quality
- Program and/ or Content Standards and Curriculum
- Assessment and Data-Driven Decision-Making to Inform Instruction
- Amount and Quality of Instruction
- Instruction and Supports for At-Risk Students
- Motivation in Teaching and Learning
- Professional Development
- Community and Family Engagement
- Operational
- Tribal Engagement
- Career and Technical Education

Stakeholders

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ARM 10.55.602(45) "Stakeholders" means community members who may be involved and invested in districts, schools, programs, and outcomes for students. Stakeholders include students, families, educators, leaders, business and community leaders, taxpayers, and the many partners who support them.

- School Board Members
- District Level Admin
- Certified staff Teachers
- Non-Certified Support Staff
- Students Grade 5-8 Grade 9-12
- Parents / Guardians
- Business Partner

Best Practice

- Steps to get higher participation in a survey
- Letting stakeholders know early and often
- Hold a community or staff meeting
  - Share the why and purpose of the CNA
  - Explain the need and importance of stakeholder involvement
  - Calibrate your language and go over questions
  - Print out the CNA questions
- Capitalize on already scheduled events
  - Have a booth at all events

Scoring Guide

Scoring each statement: Each question will be rated from 1-4, please see the description for each number below.

    1 = I don't know or not being implemented

    2 = Basic Implementation

    3 = Proficient Implementation

    4 = Effective or Sustained Practice

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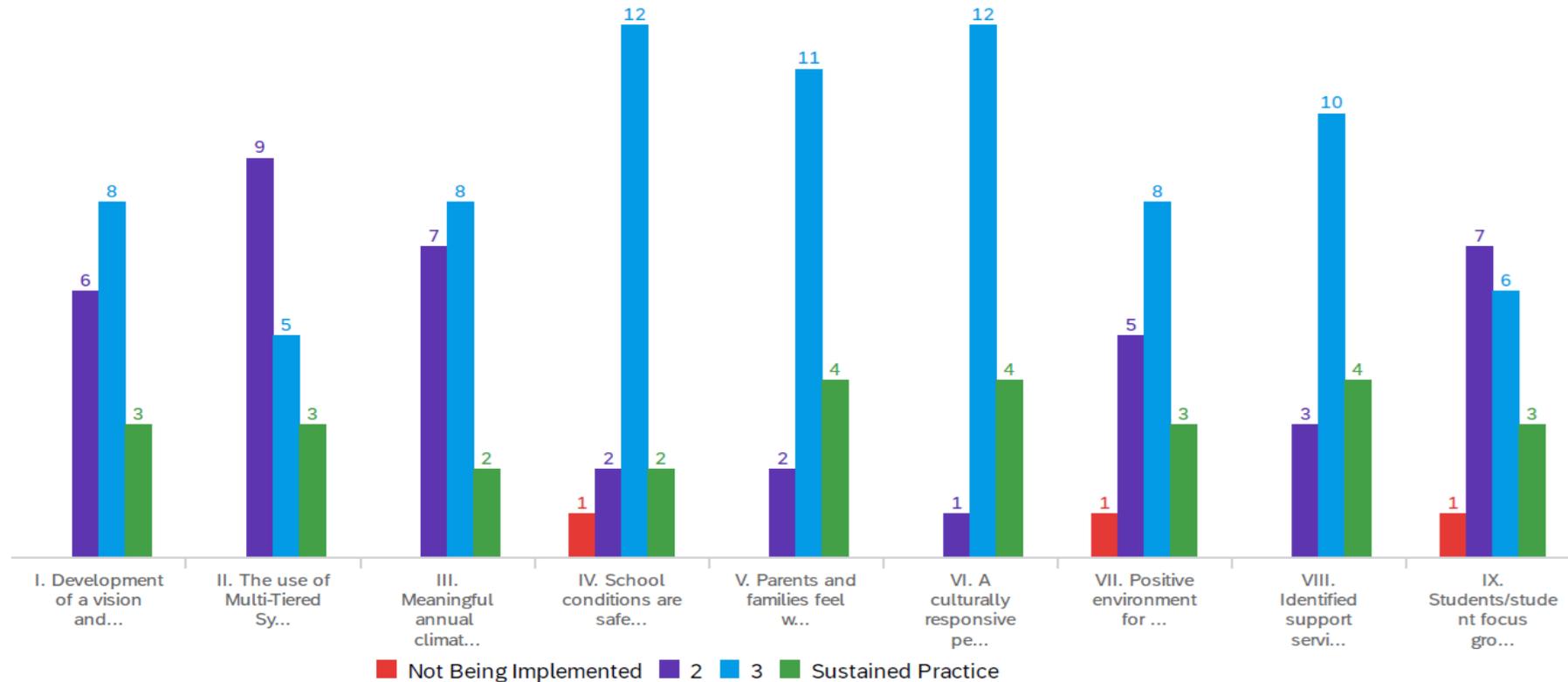
Logistics

Starting Friday October 6, 2023

School Accreditation

- Link to the CNA
- Link to request your results
    - Superintendent and/or AR First Last Name
    - Superintendent and/or AR Email Address
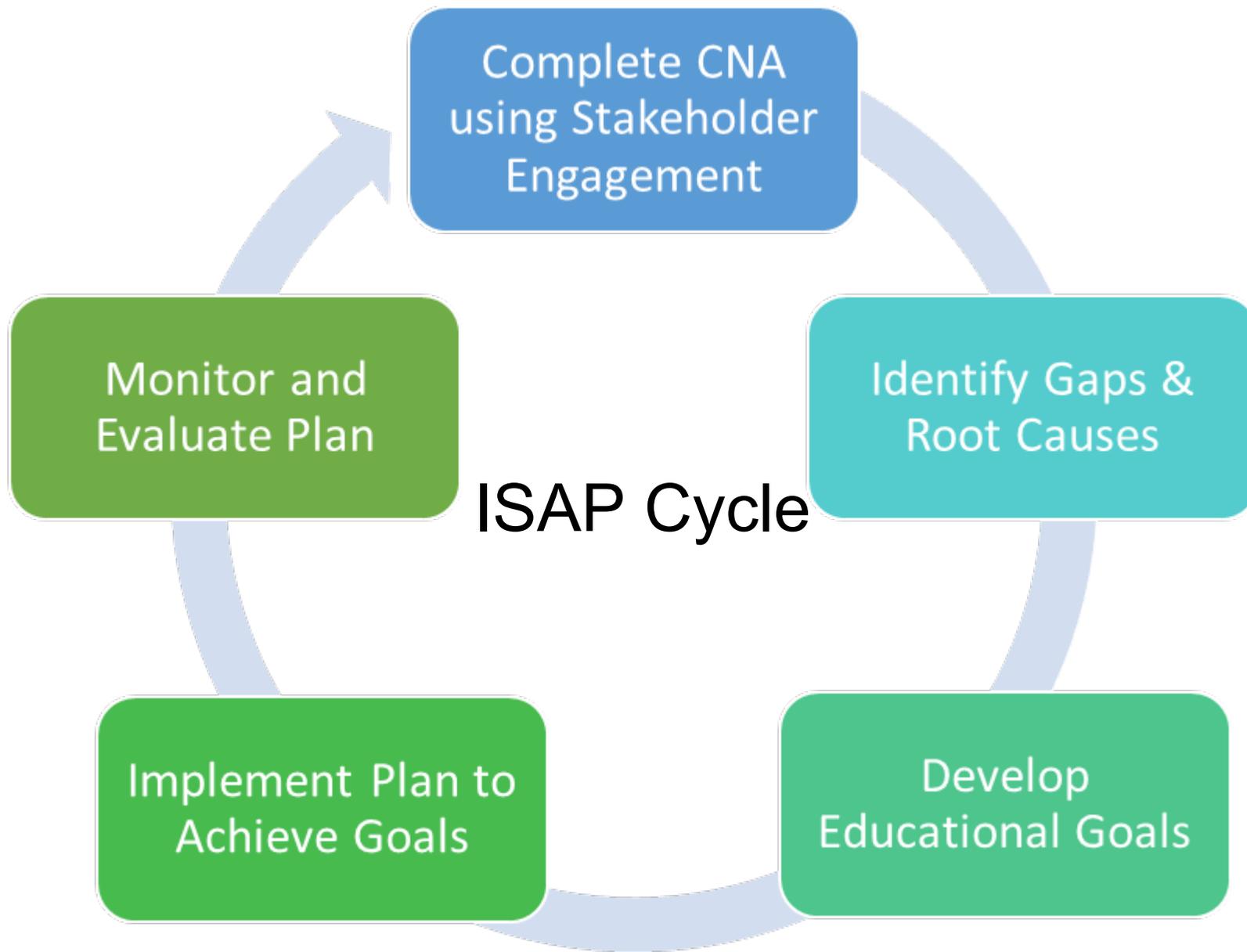   - District Name
    - City

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Examples results from CNA

Q3 - Subcomponents of School Quality: Climate

Legend: Not Being Implemented · 2 · 3 · Sustained Practice

Categories: I. Development of a vision and... · II. The use of Multi-Tiered Sy... · III. Meaningful annual climat... · IV. School conditions are safe... · V. Parents and families feel w... · VI. A culturally responsive pe... · VII. Positive environment for ... · VIII. Identified support servi... · IX. Students/student focus gro...

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Next Steps

Scoring guide for CNA with sample ISAP responses

Gap analysis and root cause analysis

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ISAP Cycle

- Complete CNA using Stakeholder Engagement
- Identify Gaps & Root Causes
- Develop Educational Goals
- Implement Plan to Achieve Goals
- Monitor and Evaluate Plan

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ISAP Questions about CNA

What information will a district need to provide about the CNA?
Provide a list of the identified areas of need and the improvement priorities generated from your district's comprehensive needs assessment.

Detail the gaps between your current outcomes and your desired state. For each identified gap, detail the root causes.

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ISAP Components – Year 1

Year 1:

(a) a school district graduate profile as defined in ARM 10.55.602; *(Must show progress towards completing)*

(b) the school district's educational goals pursuant to the requirements of ARM 10.55.701;

Assurances Only for Year 1:

(c) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603;

(d) a description of strategies for assessing student progress toward meeting all content standards, pursuant to the requirements of ARM 10.55.603 and 10.56.101;

(e) a professional development component, in accordance with ARM 10.55.714;

(f) a description of how the district will meet programmatic requirements of state and federal grants; and

(g) a description of strategies for addressing the needs of gifted and talented students in accordance with ARM 10.55.804, children with disabilities in accordance with ARM 10.55.805, English learner students in accordance with ARM 10.55.806, and at-risk students as defined in 20-1-101, MCA.

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ISAP Components – Year 2

ARM 10.55.601(4)

Year 2:

(a) a school district graduate profile as defined in ARM 10.55.602; *(Must be complete)*

(b) the school district's educational goals pursuant to the requirements of ARM 10.55.701;

(c) a description of planned progress toward implementing all content and program area standards, in accordance with the schedule in ARM 10.55.603;

(d) a description of strategies for assessing student progress toward meeting all content standards, pursuant to the requirements of ARM 10.55.603 and 10.56.101;

(e) a professional development component, in accordance with ARM 10.55.714;

(f) a description of how the district will meet programmatic requirements of state and federal grants; and

(g) a description of strategies for addressing the needs of gifted and talented students in accordance with ARM 10.55.804, children with disabilities in accordance with ARM 10.55.805, English learner students in accordance with ARM 10.55.806, and at-risk students as defined in 20-1-101, MCA.

ISAP Template

- This is going to be used to create the template within the accreditation platform.

- You will submit your work through the Accreditation Platform, we will be assessing your accreditation status using the criteria reference guide.

Criteria Reference Guide in Rule

10.55.606 ACCREDITATION PROCESS

(1) Regular accreditation means the school has met the assurance standards and student performance standards as defined in ARM 10.55.606, and the Licensure Endorsement Requirements Related to Teaching Assignments. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction.

(2) Regular with minor deviation accreditation means the school does not meet all the requirements of regular accreditation outlined in (1), as defined in the Accreditation Status Criteria Reference Guide, which must be made publicly available by the Superintendent of Public Instruction.

(3) A school with regular accreditation with a deviation in student performance standards, as defined in ARM 10.55.606, or regular with minor deviations accreditation, as defined in ARM 10.55.606, shall remedy the deviations within three years or will be reassigned to a lower category of accreditation.

(4) Advice accreditation means the school exhibits serious and/or numerous deviations from the standards. A copy of the Accreditation Status Criteria Reference Guide must be made publicly available by the Superintendent of Public Instruction.

(5) Deficiency accreditation means the school is in advice status for two years, has not complied with the required corrective plan, and continues to have serious and/or numerous deviations, or has substantially increased the seriousness of deviations over the previous year.

Criteria Reference Guide

- This is what will be used for year 1 accreditation

- Year 2 will look different and will be coming at a later date.

- Accreditation Process website for updates and guidance documents

Next Steps – Accreditation PD

Virtual Office Hours Via Zoom

  – Academic Year Tuesdays 3:00 - 4:00 September - March

Professional Development:

- September 28th & 29th (Virtual): ISAP & Rubric Scoring, CNA, & Stakeholder Engagement
- October 11th & 13th (Virtual): ISAP Deep Dive
- November 1st & 3rd (Virtual): ISAP Deep Dive
- November 13th (Hybrid in Helena): IEFA, Student Performance, & Family/Community Engagement
- January 25th & 26th (Virtual): The New Accreditation Tool
- February 20th - 22nd (Virtual): All Day Work Sessions
- March 1st (In Person in Helena): All Day Work Sessions
- March 5th - 7th (Virtual): All Day Work Sessions

Questions?