



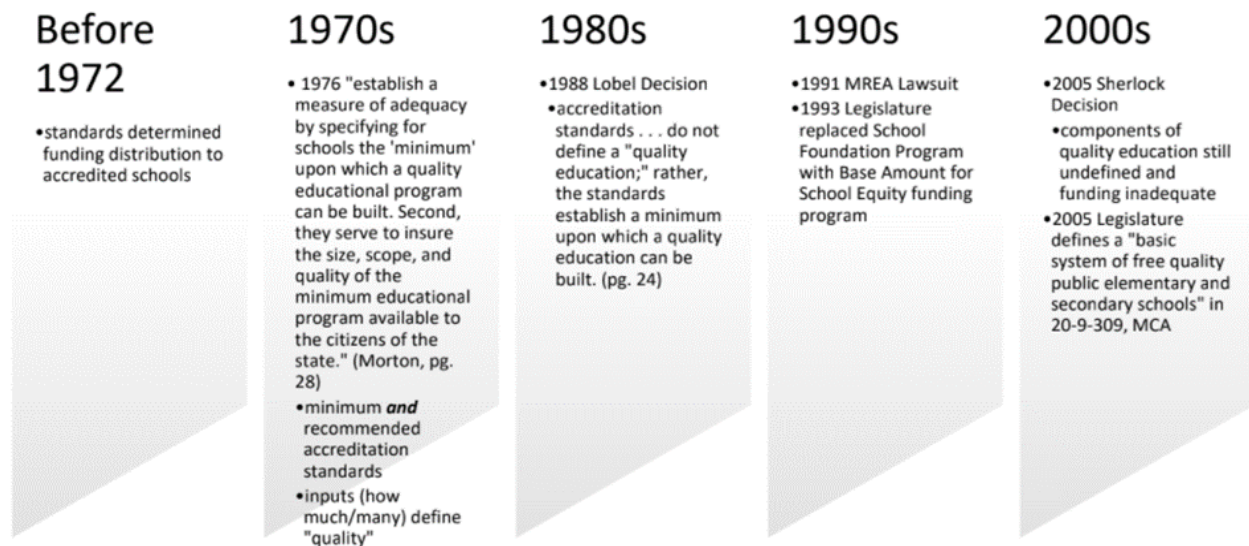
ARM Chapter 55 Implementation Accreditation

Constitutional Players Convening
June 2024

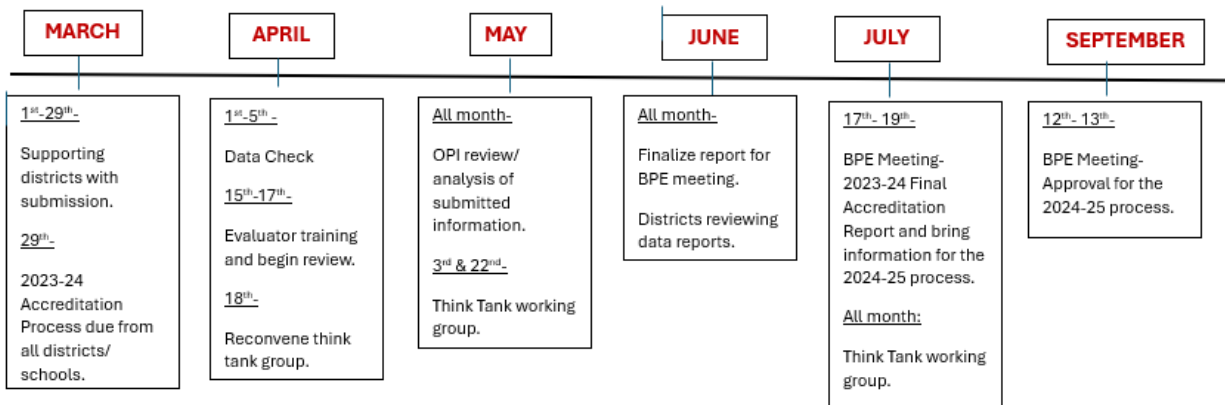
Why was the accreditation process changed for the 2023-2024 school year?

- [ARM Chapter 10.55 Standards of Accreditation](#) was revised and new rules went into effect on July 1, 2023.
- The standards were updated to:
 - Ensure coherence and a focus on student outcomes.
 - Include essential elements of quality schools;
 - Emphasize a proficiency-based learning model;
 - Establish a meaningful accreditation process that goes beyond “check the box” compliance and balances indicators of inputs (program standards) and outcomes (student performance standards) without overburdening district and school resources;
 - Increase the transparency, accountability, and responsibility for both OPI and districts and schools in how they respond to accreditation findings and outcomes; and
 - Use the accreditation process to support continuous school improvement and innovation more effectively.

Historical Context:



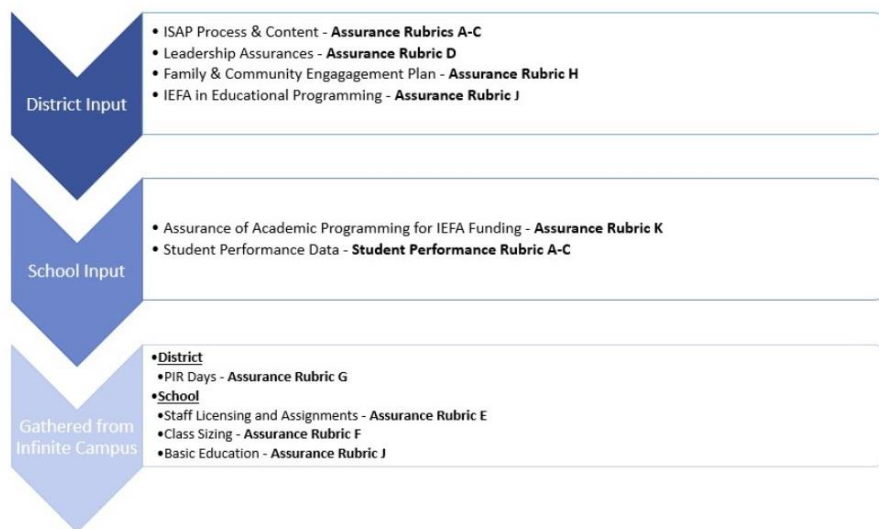
Implementation Timeline:



2023-2024 Accreditation Process:

Key Documents: Links

- [Criteria Reference Guide/ISAP Template](#)
- [Accreditation Platform Submission Template](#)



District/School Checklist:

1. Complete a Comprehensive Needs Assessment (CNA) with stakeholders.
2. Analyze CNA Results/Find Root Causes.
3. Create SMART Goals (Specific, Measurable, Attainable, Relevant, Time-Bound).
4. Create Action Plans based on SMART Goals.
5. Gather Current Student Performance Information (ELA/Math- ES&MS, CCR- HS)
6. Indian Education for All programming district-wide
7. Family and Community Engagement district plan
8. Start Graduate Profile (start the process and show progress)
9. Assurance Standards



ISAP Goals

10.55.601 ACCREDITATION STANDARDS: PROCEDURES

The **Integrated Strategic Action Plan (ISAP)** must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process.

ISAP Questions on Stakeholder Engagement & Comprehensive Needs Assessment

1. Provide a list of the identified areas of need and the improvement priorities generated from your district’s comprehensive needs assessment.
2. Detail the gaps between your current outcomes and your desired state. For each identified gap, detail the root causes.
3. Demonstrate evidence of meaningful stakeholder engagement to complete your comprehensive needs assessment, such as meeting dates, agendas, sign-ins, and other ways to show that stakeholders were equal partners.



Graduate Profile

"Graduate profile" means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate. ARM 10.55.602(17)

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



Schools and districts can create their unique Graduate Profile through four key phases of work.



© Copyright 2022. All rights reserved

ISAP Question: How has the district engaged all stakeholders in a process to ensure that the ISAP includes a Graduate Profile and specific steps to achieve the district graduate profile and reflect a continuous improvement process?

New **Graduation Requirements - ARM 10.55.904**

- **Goes into effect for the 2026 graduating class.**
- **3 units of social studies (including 1/2 unit of Civics or Government);**
- **1/2 unit of economics or financial literacy** within the 3 units of social studies, the 3 units of mathematics, or the 2 units of career and technical education.

Financial Literacy in Montana

The Office of Public Instruction has developed this webpage to support local school districts concerning financial literacy instruction for K-12 schools.

- [Financial Literacy - Legislation - HB535](#)
- Financial Literacy Standards Crosswalk
 - [Economics-Financial Literacy throughout the Montana Content Standards](#)
- [Financial Literacy Course Codes](#)
 - Montana financial literacy and economics courses are a subset of NCES (National Center for Education Statistics) standard codes. Along with the course code, a content description for each course is provided where financial literacy or economics is embedded within the course:
- [Financial Literacy Curricular Resources](#)
- Professional Development Optional Opportunities - *More coming soon!*
 - [Next Gen Personal Finance Certification](#)
- Frequently Asked Questions - *Coming soon!*
- [Economics and Financial Literacy Steering Committee](#)
- [Presentation on Research Behind Financial Education in Montana Schools](#)
- [Financial Literacy Graduation Requirement Press Release - January 2023](#)



[10.55.901](#) BASIC EDUCATION PROGRAM: ELEMENTARY

[10.55.902](#) BASIC EDUCATION PROGRAM: JUNIOR HIGH SCHOOL, 7TH AND 8TH GRADE PROGRAM, OR MIDDLE SCHOOL

[10.55.904](#) BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

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

Sample Evidence of Student Participation

The following are examples of evidence that could demonstrate student participation in IEFA for each school level.

- | | |
|--|--|
| <input type="checkbox"/> Student Lessons | <input type="checkbox"/> Assessments |
| <input type="checkbox"/> Class assignments | <input type="checkbox"/> Writing Prompts |
| <input type="checkbox"/> Classroom tasks | <input type="checkbox"/> Performance Tasks |
| <input type="checkbox"/> Class projects | |

Indian Education for All (IEFA) Accreditation Components:

District Level

J. Indian Education For All

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

Upload File

Upload File (Optional)

Upload File (Optional)

Upload File (Optional)

Upload File (Optional)

Max file size 10MB.

K. Indian Education For All

Required for All Schools

As the authorized representative,

, on behalf of the above district(s).

I am hereby providing assurances that our District is committed to the successful implementation of the Montana Indian Education for All (IEFA) as outlined in the [OPI IEFA Framework](#). We recognize the significance of incorporating American Indian content, perspectives, and cultural understanding into our curriculum and school community and are committed to compliance with [MCA 20-1-501](#) AND 20-1-503 as amended by [HB 338 in the 2023 Montana Legislature](#).

I assure that:

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

Electronic Signature Required

Sign Here

School Level

K. Indian Education For All

Required for All Schools

In the, school year,

Select your school... ▼

has allocated our IEFA funds for the following IEFA supports:

To find more information about your districts IEFA funding and expenditure report from the previous year: [Click here](#).

The Montana Legislature provides IEFA funding to school districts and requires school districts to report IEFA expenditures to the Montana Office of Public Instruction (OPI).

MCA 20-9-329 (4) (a) states, "A public school district that receives an Indian education for all payment may not divert the funds to any purpose other than curriculum development of an American Indian studies program, providing curriculum and materials to students for the program, and providing training to teachers about the program's curriculum and materials." Districts can determine their annual IEFA amount through the OPI School Finance Website under State School Payments. In addition, OPI's IEFA unit has resources and guidance for districts to implement IEFA

(Check all that apply)

Curriculum Materials

- Purchasing quality instructional materials that are tribally specific, culturally authentic, and historically accurate. Curriculum materials on OPI's website meet this requirement. Refer to the OPI's [Evaluating American Indian Materials and Resources for the Classroom](#) guide when purchasing materials.
- Expenses associated with consultation and/or training with a qualified IEFA specialist, or a qualified IEFA initiative, event, or field trip.
- Staff time devoted to development of inquiry-based depth-of-study cooperatively with the advice and assistance of Montana tribes.

Providing training to teachers

- Expenses associated with staff professional development opportunities that will enhance their knowledge of the [Essential Understandings](#), include IEFA into their teaching, and building background IEFA knowledge.

Curriculum development and instruction of American Indian studies program

- Providing resources that bring tribal presence to the school environment, i.e., tribal flags, art supplies to paint tribal seals, tribally produced artwork or mural, posters, etc.
- Compensation for a guest lecture, lesson, or learning activity provided by a tribal education specialist, knowledge keeper, elder, or other tribal member.
- Compensation for staff time specifically devoted to school or district IEFA coordination and planning efforts. i.e., the amount of FTE dedicated to an IEFA coordinator or instructor.



Family & Community Engagement

10.55.722 FAMILY AND COMMUNITY ENGAGEMENT

"Family engagement" means a partnership with shared responsibility among families, educational staff, and community groups to promote each student's learning, well-being, and development of full educational potential during their entire K-12 experience. ARM 10.55.602(16)

"Community engagement" means the partnership between members of the community and schools that may share resources and volunteer to support student well-being and learning development. ARM 10.55.602(7)

What are the key components of the family and community engagement plan?

- The plan is aligned to the district integrated action plan required in ARM [10.55.601](#).
- The plan includes effective engagement practices that are linked to relational, developmental, collaborative, and interactive learning.
- The family and school staff have a shared responsibility in the learning of their child(ren).
- The plan meets the goals as outlined in ARM [10.55.722](#).

ISAP Questions:

1. Provide evidence of family and community engagement opportunities that supports families' understanding of how to support their child's academic progress.
2. Identify the ways in which families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation.
3. Provide measurable evidence that families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities. These post-secondary opportunities include workforce development, apprenticeship opportunities, career pathways, and degree

programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions (High School only)



Student Performance

Student performance standards are a combination of academic growth and proficiency, college and career readiness, graduation rate, learning environment and opportunity gaps.

ISAP Questions:

1. How is the school ensuring all students are learning in Math? (Middle School and Elementary School)
2. How is the school ensuring all students are learning in ELA? (Middle School and Elementary School)
3. How is the school ensuring that students graduate college and career ready?(High School)

A. Student Learning Outcomes	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)	B. Student Learning Outcomes	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How is the school ensuring all students are learning in Math? (Middle School and Elementary School)</p>	<input type="checkbox"/> School has no evidence to prove student learning in math.	<input type="checkbox"/> School has provided limited evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool does not show an increase in achievement in math..	<input type="checkbox"/> School has provided moderate evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool shows an increase in achievement in math.	<input type="checkbox"/> School has provided strong evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used improve teaching learning. The data from the tool shows an increase in achievement in math.	<p><i>Guiding Question:</i> How is the school ensuring all students are learning in ELA? (Middle School and Elementary School)</p>	<input type="checkbox"/> School has no evidence to prove student learning in Reading/ELA..	<input type="checkbox"/> School has provided limited evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool does not show an increase in achievement in Reading/ELA.	<input type="checkbox"/> School has provided moderate evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool shows an increase in achievement in Reading/ELA.	<input type="checkbox"/> School has provided strong evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used to improve teaching and learning. The data from the tool shows an increase in achievement in Reading/ELA.

C. College and Career Readiness	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
<p><i>Guiding Question:</i> How is the school ensuring that students graduate college and career ready? (High School)</p>	<input type="checkbox"/> School has no evidence to ensure students are graduating ready for college and/or career opportunities.	<input type="checkbox"/> School has limited evidence to ensure students are graduating ready for college and/or career opportunities.	<input type="checkbox"/> School has moderate evidence to ensure students are graduating ready for college and/or career opportunities.	<input type="checkbox"/> School has strong evidence to ensure students are graduating ready for college and/or career opportunities.
<p>The information will be submitted within the accreditation platform.</p> <p>Definitions: Limited - submits at least 1 piece of documentation Moderate - submits at least 2 pieces of documentation Strong - submits 3 or more pieces of documentation</p> <p>Sample Evidence The following are examples of evidence that <i>could</i> demonstrate implementation of this Indicator. A school may have other evidence that is not listed here.</p> <ul style="list-style-type: none"> Documentation on the college-ready benchmark on ACT composite according to the Montana University System Documentation of CTE concentrators Documentation of completion (with a passing grade) of a dual enrollment course, AP or IB Documentation of military ready indicator Work based learning documentation of successful completion 				

2024-2025 Accreditation Process:

Summer 2024: Think Tank of critical stakeholders finalizing rubrics and sample evidence to recommend to BPE.

September 12-13, 2024 BPE approval for the 24-25 accreditation process.

October 1, 2024 Criterion Reference Guide will be published.

Year 2 ISAP Components [Criteria Reference Guide/ISAP Template](#)

- Completed **Graduate Profile**
- **Professional development plan.**
- Description of **mentorship and induction program.**
- Description of planned progress toward implementing all **content and program area standards.**
- Description of the district curriculum and assessment development process.
- Description of how tribally specific curricula and instructional materials and resources for **Indian Education for All (IEFA) are developed/adopted** and aligned to the Essential Understandings.
- Provide an **assessment plan** to measure student growth and proficiency of all content standards and content-specific learning progression.
- Description of how the district's processes ensure that each **learner** has equal opportunity for access to learning as aligned to 10.55.803.
- **School Climate:**
 - Describe how the district measured school climate through a valid and reliable tool.
 - Provide a list of strengths and improvement areas identified from your district's school climate measurement.
 - Explain how the district utilized the results of the school climate measurement to establish action steps to maintain and/or enhance the school climate.
- **Student Performance:**
 - Similar to year 1 with enhanced scoring rubrics for districts to elaborate on the student performance data. MAST data will begin to be used for accreditation in SY 2025-2026.

Contact Information:

Crystal Andrews, Director of Accreditation

Montana Office of Public Instruction

Phone: 406-444-6325

Email: crystal.andrews@mt.gov

Dr. Julie Murgel, Chief Program Officer

Montana Office of Public Instruction

Phone: 406-444-3172

Email: Julie.Murgel@mt.gov