



Montana

Office of Public Instruction

School Climate

December 2024

Office of Public Instruction Staff
Helena, MT



Welcome/Introductions



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Accreditation 24-25

- Accreditation portal is now open from December 2nd to February 28th.
- Ability to resubmit FY23-24 areas if needed to improve cumulative score (Rubrics A, B, E-J, and Student Performance Rubrics A-C)
- All remaining Rubrics L-R are required for the FY24-25 submission



2024-25 Accreditation Components

- Completed Graduate Profile (L)
- Proficiency-based Learning Model
 - Curriculum (M)
 - Assessment Plan (N)
- Educator Effectiveness
 - Professional Development Plan (O)
 - Mentorship and Induction Program (P)
 - Evaluation Instrument and Process (Q)
- School Climate (R)



Criteria Reference Guide

[2024-2025 Criteria Reference Guide - Part 2](#)

- Provides guidance on areas for 2024-2025 Accreditation Process
- Check the School Accreditation website for updated FY23-24 rubrics (A-J and Student Performance A-C)



ARM 10.55.801 School Climate

Assurances:

- (1) The local board of trustees shall:
 - (a) develop policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel;
 - (b) create teaching and learning conditions that meet the district's educational goals and recruit and maintain a quality staff;
 - (c) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of Article II, Section IV of the Montana Constitution and federal law with prejudice toward none;
 - (d) provide programs and services that meet the needs of students which the school has identified as at-risk;
 - (e) inform students, parents, families, and guardians of the school's expectations and of students' rights and responsibilities;
 - (f) encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;
 - (g) encourage the active involvement of parents, families, and guardians in their children's education and in their school;
 - (h) provide opportunities for parents, families, guardians, educators, and members of the community to take active roles in developing and reviewing district and school educational goals



ARM 10.55.801 School Climate

Evidence:

(1) The local board of trustees shall:

(i) measure school climate through a valid and reliable tool to understand student, staff, family, and community perceptions of climate in their school and make data-driven decisions about programs and practices that could improve school climate.

4) School Climate

- Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions
- **A description or evidence of how they are using the results of school climate data to make data-driven decisions about programs and practices that could improve school climate**
- Assures school policies, procedures, and rules address all areas in 10.55.801(1)

Rubric R - Requirements

Standard: Educational Opportunity				
R. School Climate	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>Does the district have a valid and reliable school climate tool, uses the results to make data-driven decisions about programs and practices that could improve school climate, and assures the district has school policies, procedures, and rules address all areas in ARM 10.55.801(1)? (ARM 10.55.801)</p>	<input type="checkbox"/> District has no evidence	<p>The district provided evidence of:</p> <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions	<p>The district provided evidence of:</p> <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions AND <input type="checkbox"/> A description or evidence of how they are using the results of school climate data to make data-driven decisions about programs and practices that could improve school climate	<p>The district provided evidence of:</p> <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions AND <input type="checkbox"/> A description or evidence of how they are using the results of school climate data to make data-driven decisions about programs and practices that could improve school climate AND <input type="checkbox"/> Assuring school policies, procedures, and rules address all areas in 10.55.801(1)



Rubric R - Evidence

DEFINITIONS

10.55.801(1) SCHOOL CLIMATE

- (a) develop policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel;
- (b) create teaching and learning conditions that meet the district's educational goals and recruit and maintain a quality staff;
- (c) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of Article II, Section IV of the Montana Constitution and federal law with prejudice toward none;
- (d) provide programs and services that meet the needs of students which the school has identified as at-risk;
- (e) inform students, parents, families, and guardians of the school's expectations and of students' rights and responsibilities
- (f) encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;
- (g) encourage the active involvement of parents, families, and guardians in their children's education and in their school
- (h) provide opportunities for parents, families, guardians, educators, and members of the community to take active roles in developing and reviewing district and school educational goals

GUIDANCE

Climate Tool: Review evidence of tools submitted for Assurance Rubrics A from part 1 - You can use the same tool as the CNA if it addresses school climate. Surveys may be given in conjunction with your accreditation cycle and are not expected to be completed annually.

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.

Climate Tool Evidence: tool **AND/OR** tool results

Data-Driven Decisions Sample Evidence May Include: narrative **AND/OR** goal setting **AND/OR** action plans

School Climate Survey



Where do I go from here?

What to look for in a survey

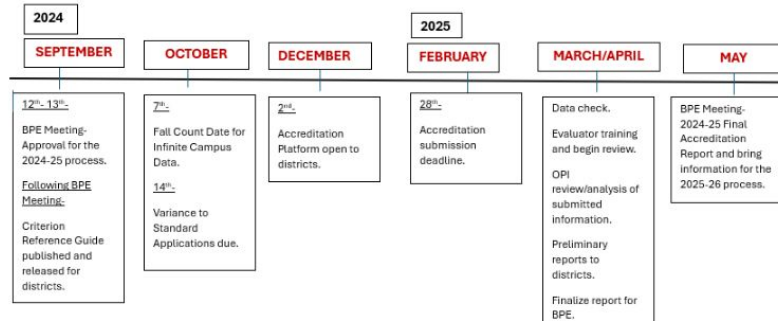
- Survey focuses on student, staff, family, and community perceptions.
- Questions include safety, relationships, healthy and welcoming environment, and teaching and learning
- Statements and response scales are clear and concise
- Data from tool is easy to read and understand.

Using OPI's School Climate Survey

Families & Students		Leadership	Director
Academic Success Administrators Professional Learning After School Programs Every Student Succeeds Act (ESSA) Executive & Teacher Leadership Academies Montana Advanced Opportunities Federal Programs Transformational Learning	Assessment & Accountability Educator Licensing & Preparation Task Forces Educator Preparation Montana Aligned to Standards Through-Year School Accreditation Statewide testing	Data & Reporting Access OPI Reporting Systems AIM-Achievement in Montana CSPR Find & Request Data Data and Research GEMS Data Warehouse Privacy & Data Governance Youth Risk Behavior Survey	Finance & Grants District Travel Reimbursements E-Grants Elections Legislative Updates School Finance School Nutrition Payments
		Management & Operations Emergency Planning & Safety Legal Division Montana Schools Directory Office of the Superintendent OPI Secure Portal School Innovation, Flexibility & Efficiency School Nutrition IT Resources for Schools - Programs & Grants	OPI Communication Education Advocates MASS Resources OPI Email Communication OPI Monthly Compass OPI Navigator OPI Productions Subscribe to Emails

Using OPI's School Climate Survey

Accreditation Timeline



IMPORTANT ANNOUNCEMENTS

Criteria Reference Guide Now Available:

Please see the FY2025 Accreditation Process tab for information regarding the 2024-2025 Accreditation Process.

Variance to Standards Applications:

Variance to Standards Application Due October 14th. Please look at our [variance to standards webpage](#) for guidance and application materials. Please send applications to OPIAccred@mt.gov and reach out with any questions.

▶ [FY2025 Accreditation Process](#)

▶ [Accreditation Guidance Website](#)

▶ [School Climate Survey](#)

▶ [Comprehensive Needs Assessment](#)

▶ [Course Code Resources](#)



Useful Links from Accreditation Website

- [**SY24-25 School Climate Survey**](#)
- [**School Climate Directions Sheet**](#)
- [**School Climate Gap Analysis**](#)
- [**Request District School Climate Results**](#)

Data Analysis

I have my results, now what?

Example of Data Analysis Process

Step 1

Analyze School Climate survey results by reviewing the report and identifying ideas for improving school climate.

Subgroups	Gaps in Data	Barriers to Success	Next Steps for Improvement
Students 3-8			
Students 9-12			
Staff			
Parents/Caregivers			

Other Data Points to Consider

- Additional Student Data Points
attendance, student engagement, behavior, graduation rate, technology use
- Additional Staff/Teacher Data Points
teacher/staff retention, recruitment, teacher/staff attendance, professional learning opportunities and types, walkthrough data

Additional Data to Consider

Step 2

If using other data components, compile information in one area.

Data Components	Compelling Questions	Questions, Comments, Thoughts to Consider	Next Steps
Student Engagement through better lesson planning (example)	<ul style="list-style-type: none"> Manageable--size and scope of a single lesson Measured--achievement can be measured Made First--Justify how you chose this activity Most Important--Focus on what is important 	<ul style="list-style-type: none"> We are at a crossroads in learning--Not business as usual Strengthen the connection between practice, classroom teaching and student work Incentivize students who are in good standing 	<ul style="list-style-type: none"> develop scheduled virtual office hours so our staff is available to all students one on one
Staff Goals (example)	<ul style="list-style-type: none"> Can we close some gaps Can we keep our students engaged in learning Can we keep our children connected with a trusted adult 	<ul style="list-style-type: none"> Band level meetings Student goal meetings Communication with home 	<ul style="list-style-type: none"> Walk throughs Weekly staff meetings

Identify Needs and Gaps

Step 3

Rank areas of need highest to lowest and identify areas of growth and next steps for improvement.

Data Components	Rank	What are the areas of growth?	Next Steps for Improvement
Safety and Wellbeing of students and staff			
Welcoming of students and staff			
Students' role in their learning			
Teaching and Learning			
Parent/caregiver and community involvement			
School progress in supporting all learners			

Prioritize Needs

Step 4

Prioritize needs based on the ranking in Step 3 by considering feasibility, effects, and importance.

Priority	Additional Notes or Questions

Align Initiatives and Goals to Priorities

Step 5

Align current initiatives and goals with priorities identified in Step 4.

Current Initiatives/Goals	Identify Priority from Above to which Initiative Aligns (1, 2, 3, or none)	How closely does the current initiative/goal align with the identified Top Priority? A - Extremely aligned B - Very aligned C - Not sure D - Slightly aligned E - Not aligned at all
Create a Positive School Culture/ Vision	Aligns with Top Priorities of 1, 2 and 3	A - Extremely aligned
Close some gaps	1,2,3	b
Keep our children engaged in learning	1,2,3	a
Keep our children connected with a trusted adult in a safe learning environment	1,2,3	a

Create Action Steps for Each Priority

Step 6

Develop action steps by thinking about the support and resources needed for each priority to be successful. Include person(s) responsible and a timeline.

Priority	Action Steps	Person(s) Responsible	Timeline	Notes
Healthy Environment	Band level meetings/student check in	One Health	Fall 2022	One Health Construction

Rubric R - Requirements

Standard: Educational Opportunity				
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More to Come

- Several units at the OPI are creating guidance documents and professional development on how a district moves forward with school climate data
- Look for that around February 1st!



Next Steps

December	2nd 3:00- 3:30	Platform Launch Webinar	RECORDING
	6th 11:00-12:00	Curriculum- Proficiency Based Learning Model Presentation	RECORDING
	13th 11:00-12:00	School Climate Session	Zoom Link
	17th 11:00-12:00	Graduate Profile (For New Admins.- Repeat session from Part 1)	Zoom Link
January	10th 11:00-12:00	Educator Effectiveness (Prof. Dev., Mentorship/Induction, Evaluation)	Zoom Link
	13th	District Work Sessions Begin	Sign Up Coming
February	All month	District Work Sessions	Sign Up Coming

- Portal is open to start submissions
- Portal closes February 28, 2025
- Watch for signups for individualized work sessions
- Office Hours 3:00-4:00 every Tuesday, ending after portal closes

Check the Accreditation webpage frequently for scheduled trainings and work sessions!!

Thank You!

For questions or additional information
please contact Accreditation at
OPIAccred@mt.gov.