

Montana Board of Public Education Executive Summary

Date: May 11-12 2023

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| Presentation | Proposed Accreditation Process and Schedule for the 2023-24 School Year. |
| Presenter | Dr. Julie Murgel; Crystal Andrews |
| Position Title | Chief Operating Officer Director of Accreditation, EPPs, and Licensure Office of Public Instruction |
| Overview | The purpose is to provide a detailed overview of what the new school accreditation process will look like after the passage and adoption of the new Chapter 55 rules. |
| Requested Decision(s) | Approval of the proposed accreditation process and schedule for the 2023-2024 school year. |
| Related Issue(s) | Chapter 55; Accreditation Standards; Rulemaking; Rule Adoption; Implementation |
| Recommendation(s) | Action: Approve State Superintendent Arntzen's recommendation for the proposed accreditation process and schedule for the FY24 school year. |



Montana
Office of Public Instruction
Elsie Arntzen, State Superintendent
opi.mt.gov

Overview

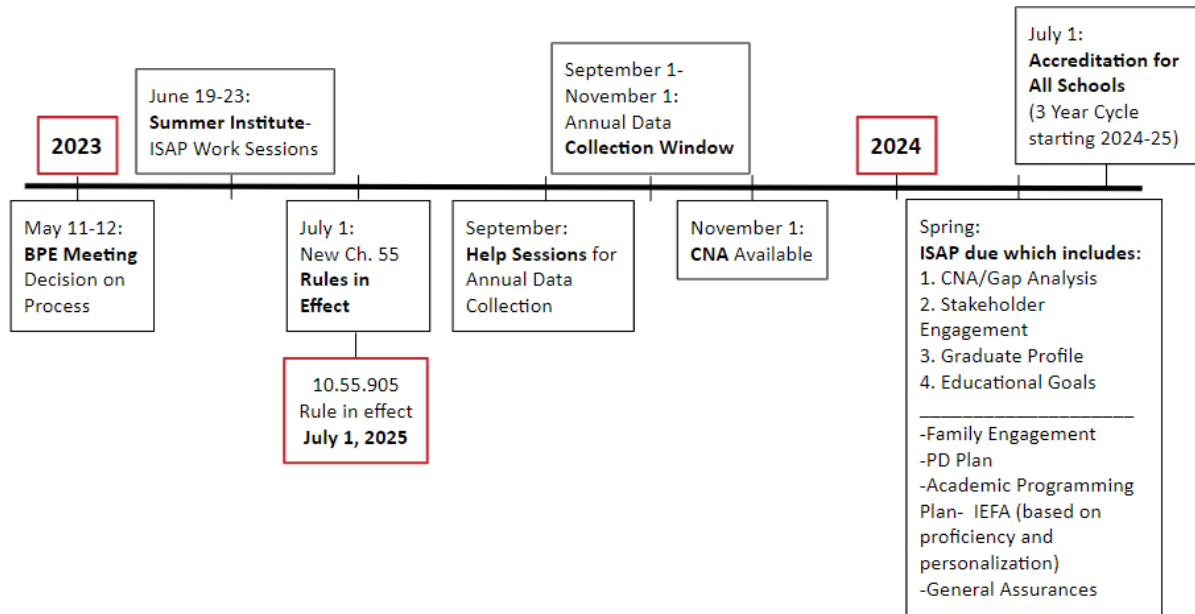
2023-2024 School Year Accreditation Process Aligned to [ARM 10.55.601\(2\)](#):

- (1) The Board of Public Education adopts standards of accreditation upon the recommendation of the Superintendent of Public Instruction.
- (2) The Board of Public Education and the Superintendent of Public Instruction establish procedures and schedules for reviewing the accreditation status of each school.

Which schools will be accredited in the school year 2023-2024?

- **All** schools will receive an accreditation status in the 2023-24 school year based on the new rules.
- The Cycle of Accreditation will be established from a two-to-five year cycle based on each district’s unique factors starting in the 2024-2025 school year. This allows each district’s specific circumstances to determine the cycle of accreditation.

Proposed FY2024 Timeline



Proposed FY2024 - Accreditation Process

What process will be used to accredit schools for the school year 2023-2024?

The **categories of accreditation** of a school shall be determined by using two sets of standards: **assurance** and **student performance** standards.

STEP ONE: Assurance Standards

The assurance standards include: School Leadership, Educational Opportunity, Academic Requirements, and Program Area Standards. To determine the assurance standards levels a 4 point rubric will be utilized. Rubrics are tools that have a list of criteria for an effective learner-centered system based on the assurance standards. The rubrics also contain descriptors in a performance scale that inform the school what they need to do or improve within a standard to obtain a regular status. The scores for the rubrics will be totaled for an overall score for assurance standards. Included in the total for assurance standards will be two scores for the Integrated Strategic Action Plan (ISAP).

- Annual data collected through the Achievement in Montana (AIM) system and the Teach Montana (TMT) system will be evaluated to determine the score on specific rubrics.
- The following assurance standards will be embedded within the ISAP, where districts will provide evidence to be assessed using a 4-point rubric:
 - Family and Community Engagement (10.55.722)
 - Professional Development (10.55.714)
 - Academic Programming (10.55.901, 10.55.902, and 10.55.904) including how the education program enables students to recognize the district and unique cultural heritages of American Indians).
 - Assurance checklist for required accreditation policies.

Integrated Strategic Action Plan (ISAP): To ensure a learner-centered system and establish a plan for continuous education improvement, the school district will develop an integrated strategic action plan and make the plan publicly available in **Spring 2024**.

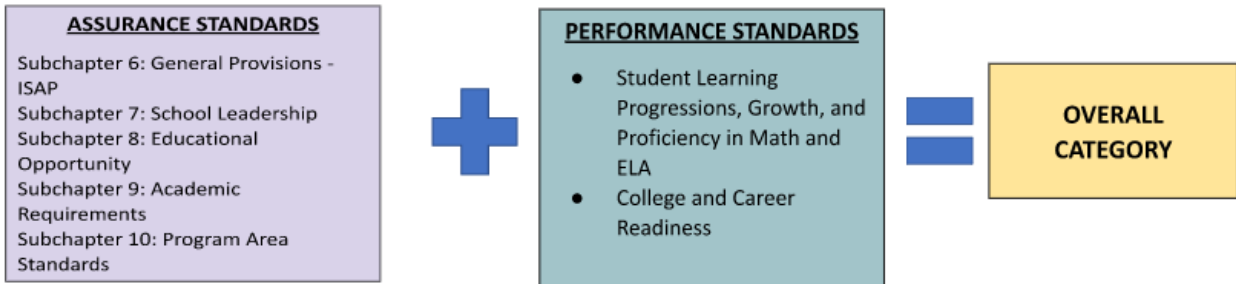
- To align with local context and needs, the district integrated strategic action plan will be developed every three years based on a **comprehensive needs assessment with meaningful stakeholder input** and feedback. The plan must clarify 2-3 action steps that will be taken to achieve the **district graduate profile** and reflect a continuous improvement process. (ARM 10.55.601)
- **Graduate Profile:** Centering on student experiences through the creation of a graduate profile. Graduate Profile is defined in ARM 10.55.602 (22) as a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate. The Graduate profile expands beyond minimum standards to the hopes, dreams and aspirations that a community has for its students.

STEP TWO: Student Performance Standards

- Elementary and K-8 schools will submit evidence for student learning outcomes in Math and Reading/English Language Arts (ELA).
 - Shifting our systems of measurement to focus on assessing student learning progression, proficiency and growth (10.55.603).
 - Allows districts an opportunity to demonstrate the learning that is taking place and reflects what students can do, how much they are progressing and growing in their learning.

- High Schools will submit evidence for postsecondary (college and career readiness) outcomes.
 - Encourages a system that is designed to provide more opportunities for learning, improve student outcomes, and aligns to the outcomes outlined in the district graduate profile.

STEP THREE: Final Accreditation Status



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

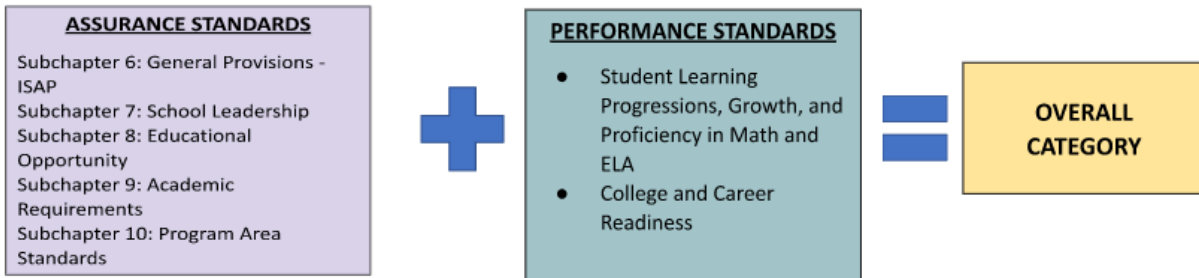
Side by Side Comparison ARM 10.55.605

| | Current Accreditation Process | Proposed FY24 Accreditation Process | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Step 1: Determine Assurance Standards Level</p> | <table border="1"> <thead> <tr> <th colspan="3">Accreditation Status Criteria Reference Guide</th> <th colspan="4">Consecutive Years with this Deviation</th> </tr> <tr> <th>ARM</th> <th>Title</th> <th>Description</th> <th>Regular</th> <th>Reg MD</th> <th>Advice</th> <th>Deficiency</th> </tr> </thead> <tbody> <tr> <td>10.55.601(3)</td> <td>Accreditation Standards: Procedures (CSP)</td> <td>School did not complete Continuous School Improvement Plan</td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>10.55.701</td> <td>Board of Trustees (Policies)</td> <td>School does not have required policies</td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>10.55.702</td> <td>Licensure and Duties of District Administrator – District Superintendent</td> <td>Superintendent is nonlicensed</td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>10.55.702</td> <td>Licensure and Duties of District Administrator – District Superintendent (Endorsement)</td> <td>Superintendent is not properly endorsed</td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>10.55.703</td> <td>Licensure and Duties of School Principal</td> <td>Principal is nonlicensed</td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>10.55.703</td> <td>Licensure and Duties of School Principal (Endorsement)</td> <td>Principal is not properly endorsed</td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>10.55.704(1)</td> <td>Administrative Personnel: Assignment of District Superintendents</td> <td>No superintendent assigned to school system</td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>10.55.704(1)</td> <td>Administrative Personnel: Assignment of District Superintendents</td> <td>Insufficient superintendent FTE assigned to school system</td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>10.55.704(2)</td> <td>Administrative Personnel: Assignment of District Superintendents (Curriculum Coordinator)</td> <td>No curriculum coordinator assigned to school system</td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>10.55.704(2)</td> <td>Administrative Personnel: Assignment of District Superintendents (Curriculum Coordinator)</td> <td>Insufficient curriculum coordinator FTE assigned to school system</td> <td></td> <td>1</td> <td>2</td> <td>3</td> </tr> <tr> <td>10.55.704(2)</td> <td>Administrative Personnel: Assignment of District Superintendents (Curriculum Coordinator)</td> <td>Curriculum coordinator is non-licensed</td> <td></td> <td></td> <td></td> <td>1</td> </tr> <tr> <td>10.55.704(2)</td> <td>Administrative Personnel: Assignment of District Superintendents (Curriculum Coordinator)</td> <td>Curriculum coordinator is not properly endorsed</td> <td></td> <td></td> <td>1</td> <td>2</td> </tr> <tr> <td>10.55.705</td> <td>Administrative Personnel: Assignment of School Administrators/Principals</td> <td>No principal assigned to school</td> <td></td> <td></td> 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Deviation | | | | ARM | Title | Description | Regular | Reg MD | Advice | Deficiency | 10.55.601(3) | Accreditation Standards: Procedures (CSP) | School did not complete Continuous School Improvement Plan | | | | 1 | 10.55.701 | Board of Trustees (Policies) | School does not have required policies | | 1 | 2 | 3 | 10.55.702 | Licensure and Duties of District Administrator – District Superintendent | Superintendent is nonlicensed | | | | 1 | 10.55.702 | Licensure and Duties of District Administrator – District Superintendent (Endorsement) | Superintendent is not properly endorsed | | | 1 | 2 | 10.55.703 | Licensure and Duties of School Principal | Principal is nonlicensed | | | | 1 | 10.55.703 | Licensure and Duties of School Principal (Endorsement) | Principal is not properly endorsed | | | 1 | 2 | 10.55.704(1) | Administrative Personnel: Assignment of District Superintendents | No superintendent assigned to school system | | | | 1 | 10.55.704(1) | Administrative Personnel: Assignment 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| ARM | Title | Description | Regular | Reg MD | Advice | Deficiency | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.601(3) | Accreditation Standards: Procedures (CSP) | School did not complete Continuous School Improvement Plan | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.701 | Board of Trustees (Policies) | School does not have required policies | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.702 | Licensure and Duties of District Administrator – District Superintendent | Superintendent is nonlicensed | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.702 | Licensure and Duties of District Administrator – District Superintendent (Endorsement) | Superintendent is not properly endorsed | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.703 | Licensure and Duties of School Principal | Principal is nonlicensed | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.703 | Licensure and Duties of School Principal (Endorsement) | Principal is not properly endorsed | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.704(1) | Administrative Personnel: Assignment of District Superintendents | No superintendent assigned to school system | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.704(1) | Administrative Personnel: Assignment of District Superintendents | Insufficient superintendent FTE assigned to school system | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.704(2) | Administrative Personnel: Assignment of District Superintendents (Curriculum Coordinator) | No curriculum coordinator assigned to school system | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.704(2) | Administrative Personnel: Assignment of District Superintendents (Curriculum Coordinator) | Insufficient curriculum coordinator FTE assigned to school system | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.704(2) | Administrative Personnel: Assignment of District Superintendents (Curriculum Coordinator) | Curriculum coordinator is non-licensed | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.704(2) | Administrative Personnel: Assignment of District Superintendents (Curriculum Coordinator) | Curriculum coordinator is not properly endorsed | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.705 | Administrative Personnel: Assignment of School Administrators/Principals | No principal assigned to school | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.705 | Administrative Personnel: Assignment of School Administrators/Principals | Insufficient principal FTE assigned to school | | 1 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.707(1) | Teacher and Specialist Licensure | Nonlicensed teacher, specialist, or professional | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.707(1) | Teacher and Specialist Licensure | Librarians/media specialist not properly endorsed | | | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.707(4) | Teacher and Specialist Licensure | School Counselor specialist not properly endorsed | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10.55.708 | Teaching Assignments | Misassigned teacher | | | 1 | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C. Teacher Load and Class Size | Deficiency (1) | Advice (2) | Regular with Minor Deviations (3) | Regular (4) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p><i>Guiding Question:</i></p> <p>Do all classes meet the requirements for size as outlined in ARM 10.55.712 and ARM 10.55.713?</p> <p>(ARM 10.55.712) (ARM 10.55.713)</p> | <input type="checkbox"/> District has 3 or more overloads without assigned qualified human resources that comply with all fingerprint and background check requirements. | <input type="checkbox"/> District has 2 overloads without assigned qualified human resources that comply with all fingerprint and background check requirements. | <input type="checkbox"/> District has 1 overload without assigned qualified human resources that comply with all fingerprint and background check requirements. | <input type="checkbox"/> District meets all required class sizes. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Evidence</p> <p>The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Step 2: Determine Student Performance Standards Level</p> | <table border="1"> <thead> <tr> <th colspan="5">Student Performance Measures (ARM 10.55.606(3))</th> </tr> <tr> <th></th> <th>Regular</th> <th>Regular MD</th> <th>Advice</th> <th>Deficiency</th> </tr> </thead> <tbody> <tr> <td>Elem ELA and Math (SBAC)</td> <td>More than 15% Proficient</td> <td>10.01% - 15% Proficient</td> <td>5.01% - 10% Proficient</td> <td>5% or Less Proficient</td> </tr> <tr> <td>HS ELA and Math (ACT)</td> <td>More than 15% College Ready</td> <td>10.01% - 15% College Ready</td> <td>5.01% - 10% College Ready</td> <td>5% or Less College Ready</td> </tr> <tr> <td>Elem/HS Science (ERT)</td> <td>More than 15% Proficient</td> <td>10.01% - 15% Proficient</td> <td>5.01% - 10% Proficient</td> <td>5% or Less Proficient</td> </tr> <tr> <td>HS Graduation Rate</td> <td>100.0% - 80.0%</td> <td>79.9% - 73.0%</td> <td>72.9% - 66.8%</td> <td>66.7% - 0.0%</td> </tr> </tbody> </table> <p><small>*Schools with 9 or fewer students tested or 9 or fewer students in a graduation cohort will result in a Not Applicable (NA) status for that category.</small></p> | Student Performance Measures (ARM 10.55.606(3)) | | | | | | Regular | Regular MD | Advice | Deficiency | Elem ELA and Math (SBAC) | More than 15% Proficient | 10.01% - 15% Proficient | 5.01% - 10% Proficient | 5% or Less Proficient | HS ELA and Math (ACT) | More than 15% College Ready | 10.01% - 15% College Ready | 5.01% - 10% College Ready | 5% or Less College Ready | Elem/HS Science (ERT) | More than 15% Proficient | 10.01% - 15% Proficient | 5.01% - 10% Proficient | 5% or Less Proficient | HS Graduation Rate | 100.0% - 80.0% | 79.9% - 73.0% | 72.9% - 66.8% | 66.7% - 0.0% | <table border="1"> <thead> <tr> <th>A. 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| | Regular | Regular MD | Advice | Deficiency | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elem ELA and Math (SBAC) | More than 15% Proficient | 10.01% - 15% Proficient | 5.01% - 10% Proficient | 5% or Less Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HS ELA and Math (ACT) | More than 15% College Ready | 10.01% - 15% College Ready | 5.01% - 10% College Ready | 5% or Less College Ready | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elem/HS Science (ERT) | More than 15% Proficient | 10.01% - 15% Proficient | 5.01% - 10% Proficient | 5% or Less Proficient | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Regular | Regular | = REGULAR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Regular MD | Regular | = REGULAR | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regular MD | Regular MD | = REGULAR WITH MINOR DEVIATION | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| REGULAR WITH MINOR DEVIATION for three consecutive years | | = ADVICE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advice in either Assurance or Student Performance Standards | | = ADVICE | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ADVICE Status for two consecutive years | | = DEFICIENCY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deficiency in either Assurance or Student Performance Standards | | = DEFICIENCY | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| DEFICIENCY Status for two consecutive years | | = Intensive Assistance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Final Accreditation Status Determination (ARM 10.55.605) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| If Assurance Standards | and Student Performance Standards | then Final Accreditation Status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regular | Regular | Regular | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regular | Regular MD | Regular | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regular MD | Regular | Regular | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regular MD | Regular MD | Regular with Minor Deviation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Regular with Minor Deviation for three consecutive years | | Advice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advice in either Assurance or Student Performance Standards | | Advice | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Advice Status for two consecutive years | | Deficiency | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deficiency in either Assurance or Student Performance Standards | | Deficiency | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Deficiency Status for two consecutive years | | Intensive Assistance | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

ACCREDITATION STATUS CRITERIA
REFERENCE GUIDE
FY2024



Proposed FY2024 - Accreditation Status Criteria Reference Guide



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

Overview of FY2024 Process

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

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

| | | | | |
|--|---|---|--|--|
| District | Assurance - <i>Academic Requirements</i> | ARM 10.55.901 ARM 10.55.902 ARM 10.55.904 | How does the district ensure that the education programming recognizes the distinct and unique cultural heritages of American Indians? | 4-point rubric measuring data submitted along with the ISAP - Assurance Rubric I |
| District | Assurance - <i>Academic Requirements (High School ONLY)</i> | ARM 10.55.905 | How does the district meet requirements for graduation including a total of 20 units of study that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions? | 4-point rubric measuring data submitted along with the ISAP - Assurance Rubric J |
| TOTAL <p style="text-align: right;"> 48 Possible Points for High School 44 Possible Points for Middle School 40 Possible Points for Elementary School </p> | | | | |

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

ISAP Components & Evaluating ISAP Components

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

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

| General Provisions - Integrated Strategic Action Plan | | | | |
|--|--|---|--|--|
| B. Integrated Strategic Action Plan - Content Guiding Question: How has the district ensured that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process? (ARM 10.55.601) | Deficiency (1) | Advice (2) | Regular with Minor Deviations (3) | Regular (4) |
| | <input type="checkbox"/> District has no evidence that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process. | <input type="checkbox"/> District has limited evidence that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process. | <input type="checkbox"/> District has moderate evidence that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process. | <input type="checkbox"/> District has strong evidence that the ISAP includes a Graduate Profile, educational goals, and specific steps to achieve the district graduate profile and reflect a continuous improvement process. |
| Sample Evidence The following information will be gathered from the submitted ISAP by OPI. | | | | |

Evaluating Assurance

Standards

Standard: School Leadership

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

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

Evidence

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

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

Evidence

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

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

Sample Evidence

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

Evidence of professional development plan

Other

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

Evidence

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

| F. Family and Community Engagement | Deficiency (1) | Advice (2) | Regular with Minor Deviations (3) | Regular (4) |
|---|---|--|---|---|
| <p><i>Guiding Question:</i></p> <p>Does the local board of trustees have a Family and Community Engagement plan that is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning?</p> <p>(10.55.722)</p> | <p><input type="checkbox"/> District has no evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.</p> | <p><input type="checkbox"/> District has limited evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.</p> | <p><input type="checkbox"/> District has moderate evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.</p> | <p><input type="checkbox"/> District has strong evidence that the family and community engagement plan is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.</p> |
| <p>Evidence The following information will be gathered from submitted ISAP by OPI; please do not submit any data for this indicator.</p> | | | | |

Standard: Academic Requirements

| Academic Requirements | | | | |
|---|--|--|--|--|
| G. Basic Education Program Offerings | Deficiency (1) | Advice (2) | Regular with Minor Deviations (3) | Regular (4) |
| <p><i>Guiding Question:</i></p> <p>Is the school offering all the required components for middle and high school as outlined in 10.55.902 & 10.55.904?</p> <p>(ARM 10.55.902) (ARM 10.55.904)</p> | <p><input type="checkbox"/> School is missing 3 or more of the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.</p> | <p><input type="checkbox"/> School is missing 2 of the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.</p> | <p><input type="checkbox"/> School is missing 1 of the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.</p> | <p><input type="checkbox"/> School has offered all the required components for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904.</p> |
| <p>Evidence The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.</p> | | | | |

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

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

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

Sample Evidence

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

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

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

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

Evaluating Student Performance Standards

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

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

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