



**Montana**

**Office of Public Instruction**

## **Tribal Caucus Meeting**

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# **Chapter 55 School Accreditation**

Office of Public Instruction Staff

April 7, 2023



# Agenda

- Overview of schools current Accreditation Status
- Purpose
- Proposed Process
- Next Steps
- Questions/Overall Discussion



# Purpose

1. To share proposed changes to the accreditation process;
2. To familiarize stakeholders with critical changes to ARM Chapter 55-Accreditation;
3. To initiate the discussion on the accreditation process and changes;
4. To outline next steps and gain stakeholder input.



# Annual Data Collection

- To distinguish between the data that has been collected through TEAMS\* for the purpose of the Accreditation process versus the annual data collection.
  - \* TEAMS (Terms of Employment, Accreditation and Master Schedule) is an OPI application used to collect data to determine a school's accreditation status and to complete state and federal reporting for various OPI departments.
- To delineate between the assurance standards where data is or is not collected to assess for accreditation process.
- To illustrate which tools will be used to gather the annual data collection and the accreditation process.

## Examples:

- Terms of Employment (TOE)
  - Helps Accreditation Standards (10.55)
  - The annual school staffing reports in GEMS
  - MAEFAIRS
    - Annual Quality Educator Payment (QEP)
    - State entitlement for special education
    - Districts with certified special education directors
  - Annual ED Facts reporting for file FS059
  - Educator loan assistance eligibility
- Teacher Class
  - Helps Accreditation Standards (10.55)
  - Base records for:
    - Distance Learning
    - Dual Enrollment
    - Alternative Education
    - Career and Technical Education
  - Educator loan assistance eligibility
  - Supplies course information, classroom information and teaching assignment data to the GEMS School Profiles
  - Annual Data Requests



# Annual Data Collection vs Accreditation

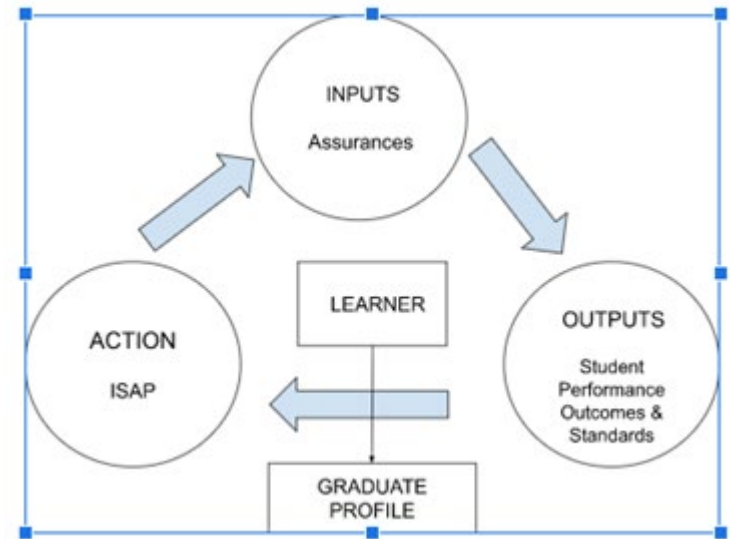
- The Annual Data Collection will **still** take place in the **Fall**.
  - **95%** moving to Infinite Campus, a few small things that will be collected in new Acc. Program
  - Schools still required to report that information **annually**
- Accreditation will be able to pull that data, but at a different time.
  - **Potentially spring instead of fall**
  - No longer in charge of the annual data collection

# Data Programs

- The annual data collection information will be **moving** to Infinite Campus.
  - We will be able to pull the data needed for accreditation purposes
- There will be a new system being developed specifically for accreditation
  - This will allow for a complete separation from annual data collection.
- Schools already putting data in IC; so this significantly **reduces duplication** of data entry.

# Rationale for Proposed Accreditation Process

- The accreditation process plays a major role in ensuring a personalized, proficiency and quality, **learner-centered system** aligned to a district **graduate profile**.
- **Student performance outcomes** are a result of how well all parts of the education system to meet the needs of students.
- The proposed student performance standards outcomes or outputs are growth, proficiency, learning environment, college and career readiness, and opportunity gaps.
- The **assurance standards** are the inputs, which include: School Leadership, Education Opportunity, Academic Requirements, and Program Areas.
- The **Integrated Strategic Action Plan** must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process.





# A Shift in Student Performance Standard Measures

Current Measures	New Measures
<ul style="list-style-type: none"><li>● Proficiency in ELA/Math on Statewide Assessments for Grades 3-8 and 11</li><li>● Graduation Rates based on the 4 year Cohort data</li></ul>	<ul style="list-style-type: none"><li>● Academic Growth</li><li>● Proficiency on a Chosen Formative Assessment</li><li>● College and Career Readiness</li><li>● Learning Environment</li><li>● Opportunity Gaps</li></ul>





# Old Student Performance Standard Measures

- Old accreditation process:
  - Student performance standards were based solely on state assessments and graduation rates.

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 (CRT)	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%

\*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.



# New Student Performance Standard Measures

- New accreditation process:
  - Student performance standards are a combination of academic growth and proficiency on a school’s chosen formative assessment, college and career readiness, learning environment and opportunity gaps.

## Standard: Student Performance

Standard: Student Performance				
A. Academic Proficiency	Deficiency	Advice	Regular with Minor Deviations	Regular
<p><i>Guiding Question:</i> How do we know that students are proficient on learning standards within their grade-level or grade-band?</p>	<input type="checkbox"/> School is ensuring that students are performing no more than 20% below the state average.	<input type="checkbox"/> School is ensuring that students are performing no more than 10% below the state average.	<input type="checkbox"/> School is ensuring that students are performing no more than 5% below the state average.	<input type="checkbox"/> School is ensuring students are performing at or above the state average on: ELA (3-8 46%, HS 42%) and  Math (3-8 36%, HS 25%).



# Old Assurance Standard Measures

Accreditation Status Criteria Reference Guide			Consecutive Years with this Deviation			
ARM	Title	Description	Regular	Reg MD	Advice	Deficiency
10.55.601(3)	Accreditation Standards: Procedures ( <i>CSIP</i> )	School did not complete Continuous School Improvement Plan				1
10.55.701	Board of Trustees ( <i>Policies</i> )	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 ( <i>Endorsement</i> )	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 ( <i>Endorsement</i> )	Principal is not properly endorsed			1	2
10.55.704(1)	Administrative Personnel: Assignment of District Superintendents	No superintendent assigned to school system				1

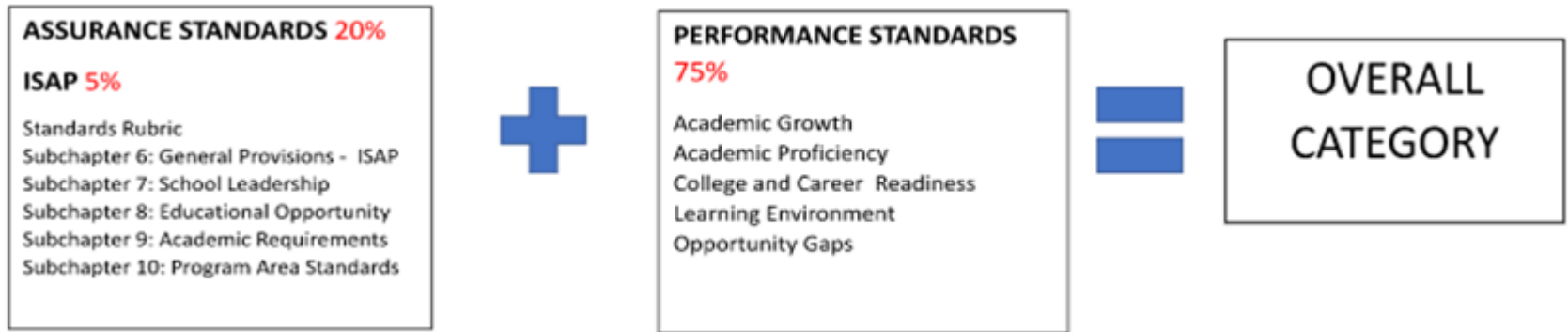
# New Assurance Standard Measures

## Standard: Academic Requirements - Continued

Standard: Academic Requirements				
O. Indian Education For All	Deficiency	Advice	Regular with Minor Deviations	Regular
<p><i>Guiding Question:</i> How do we ensure the constitutionally declared policy of this state is recognizing the distinct and unique cultural heritages of American Indians and is committed in its educational goals to the preservation of their cultural heritages?</p>	<input type="checkbox"/> School is not ensuring the constitutionally declared policy regarding the mentioned is being recognized	<input type="checkbox"/> School is minimally ensuring the constitutionally declared policy regarding the mentioned is being recognized	<input type="checkbox"/> School is partially ensuring the constitutionally declared policy regarding the mentioned is being recognized	<input type="checkbox"/> School is ensuring the constitutionally declared policy of this state is recognizing the distinct and unique cultural heritages of American Indians and is committed in its educational goals to the preservation of their cultural heritages
<p><b>Sample Evidence</b> 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"> <li><input type="checkbox"/> Written description of policy drafted by the district</li> <li><input type="checkbox"/> Curriculum map aligned to the above</li> <li><input type="checkbox"/> Student sample work</li> <li><input checked="" type="checkbox"/> Other</li> </ul>				

# Proposed Process

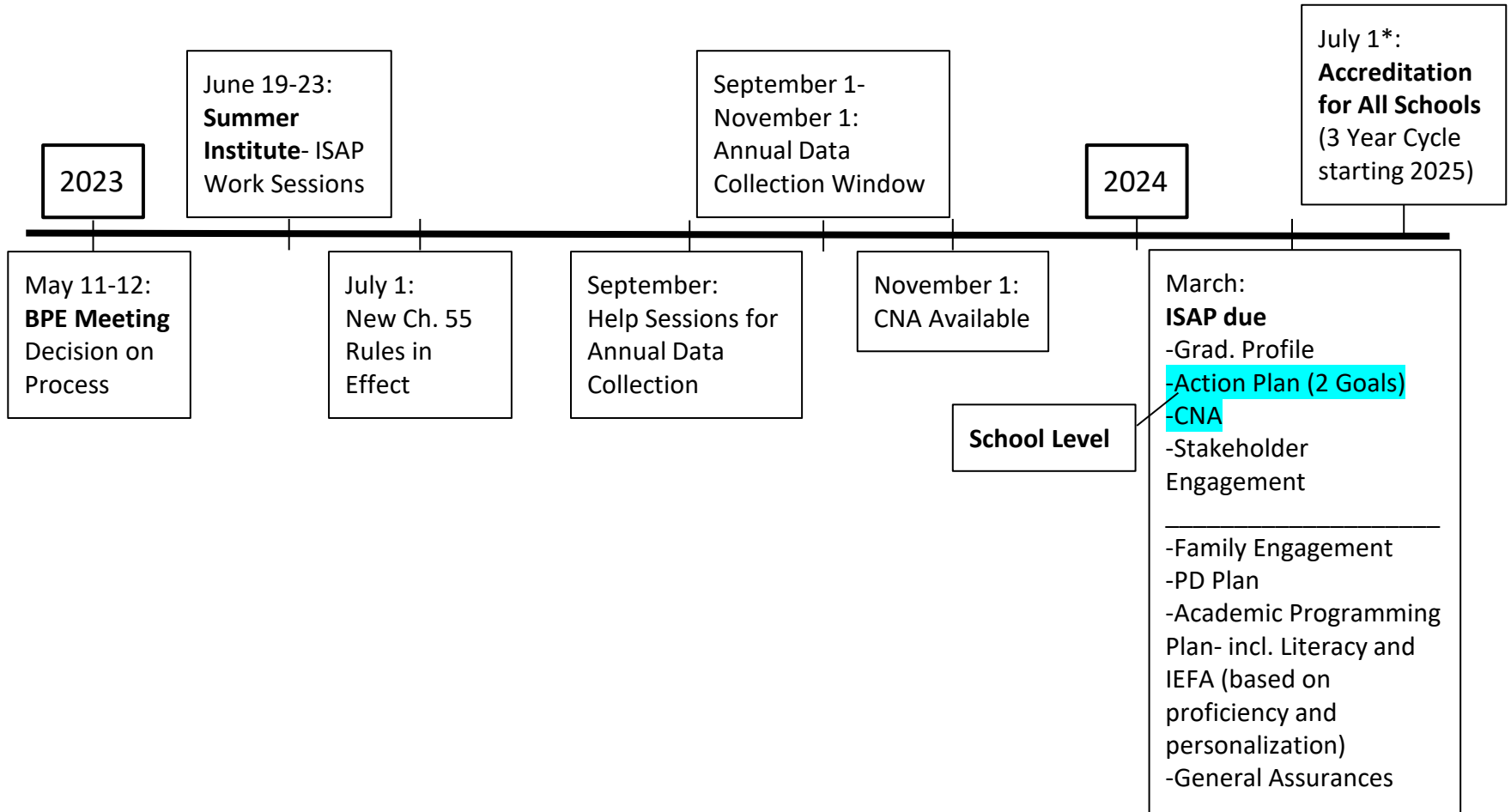
## What is the new process?



35% + 5% = 100%

50-75% (60%)

# Proposed 2023-24 Timeline





# Proposed 2023-24 Timeline

## cont.

Due July 1, 2024

### Accreditation for All Schools

(3 Year Cycle starting 2025)

Assurance Standards +

20%

Student Performance Standards +

5%

100%

ISAP = Overall Score

75%



2023-24 Accreditation Process:

Licensing (IC)

Family Engagement (ISAP)

Proficiency Growth (Elem)

Ratios (IC)

Professional Development (ISAP)

HS Graduation Rate (HS)

Programming (IC& ISAP)

Academic Program (ISAP)

College & Career Ready (HS)

General Assurances (ISAP)



# Next Steps

- **April 14th:** Learn more about the Graduate Profile-Hybrid/Billings 9:00am to 1:00pm
- **April 17th:** Any additional feedback is due
- **June 19th to 23rd:** Working sessions on ISAP at the summer institute.



# Questions/Discussion

# Thank you!

For questions or additional information please contact  
Accreditation at [OPIAccred@mt.gov](mailto:OPIAccred@mt.gov)