



# Montana

## Office of Public Instruction

Accreditation 2024-25

October 2024

Office of Public Instruction Staff  
Helena, MT



# Welcome/Introductions



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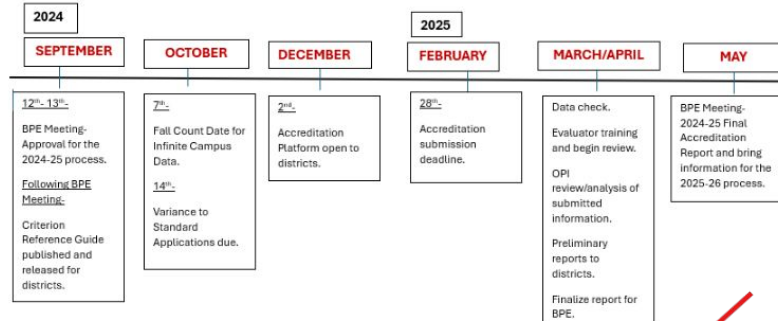
**Michelle Price**  
Accreditation  
Specialist

# Accreditation Website

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

# Accreditation Website

## 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](mailto:OPIAccred@mt.gov) and reach out with any questions.

FY2025 Accreditation Process

Accreditation Guidance Website

School Climate Survey

Comprehensive Needs Assessment

Course Code Resources

# Rules for Accreditation

CHRISTI JACOBSEN  
MONTANA SECRETARY OF STATE

## < STANDARDS OF ACCREDITATION

- Subchapter 10.55.1 General Provisions
- Subchapter 10.55.2 Administration and Supervision
- Subchapter 10.55.3 Personnel
- Subchapter 10.55.4 School Program
- Subchapter 10.55.5 School Facilities
- Subchapter 10.55.6 General Provisions
- Subchapter 10.55.7 School Leadership
- Subchapter 10.55.8 Educational Opportunity
- Subchapter 10.55.9 Academic Requirements
- Subchapter 10.55.10 Program Area Standards



Rules for Accreditation can be found in  
ARM 10.55 Standards of Accreditation

Link to [Standards of Accreditation](#)



# Administrative Rules of Montana

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- The Montana Board of Education adopts standards of accreditation upon the recommendation of the Superintendent of Public Instruction
- Updated Rules for Accreditation went into effect July 1, 2023



# Categories of Accreditation

## Regular Accreditation

The school has met the assurance standards and student performance standards.

## Regular with Minor Deviation

The school does not meet all the requirements of regular accreditation.

## Advice

The school exhibits serious and/or numerous deviations from the standards.

## Deficiency

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

# Accreditation Process

## Implementation of New Process in 2 Phases



### Phase 1

2023-24 Foundational elements of the  
Integrated Strategic Action Plan  
Rubrics A-J

### Phase 2

2024-25 Remaining elements of the  
Integrated Strategic Action Plan  
Rubrics L-R

## Going Forward - 3 Year Cycles

Cycle 1  
2025-26

Cycle 2  
2026-27

Cycle 3  
2027-28





# 2023-24 Accreditation Components

- Integrated Strategic Action Plan
  - Comprehensive Needs Assessment
  - Educational Goals based on CNA
  - Beginning steps to create a Graduate Profile
  - Family and Community Engagement
  - \*Indian Education for All
- General Education Requirements (Class size, licensure and assignment of staff, course offerings)
- Student Performance and College and Career Readiness

# Part 1 Rubric J - Requirements

| Standard: Academic Requirements   |   |  |  |  |
|---|---|--|--|--|
| J. Indian Education for All   | Deficiency (1)  | Advice (2)   | Regular MD (3)   | Regular (4)  |
| <p><i>Guiding Question:</i></p> <p>Does the district have policy and an education program aligned to the program area standards, at all levels, that enables students to meet the content standards and content-specific grade-level or grade-band learning progressions and recognizes the distinct and unique cultural heritages of American Indians?</p> <p><a href="#">(ARM 10.55.901 (1))</a><br/> <a href="#">(ARM 10.55.902 (1))</a><br/> <a href="#">(ARM 10.55.904 (1))</a><br/> <a href="#">(ARM 10.603 4(d))</a><br/> <a href="#">(ARM 10.803(c))</a><br/> <a href="#">(ARM 10.1003 2(a)(i))</a><br/> <a href="#">(MCA 20-1-501)</a><br/> <a href="#">(MCA 20-1-502)</a><br/> <a href="#">(MCA 20-1-503)</a></p> | <input type="checkbox"/> District has no evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented. | <p><b>The district provided evidence of:</b></p> <input type="checkbox"/> District IEFA policy<br><b>AND</b><br><input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band | <p><b>The district provided evidence of:</b></p> <input type="checkbox"/> District IEFA policy<br><b>AND</b><br><input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band<br><b>AND</b><br><input type="checkbox"/> IEFA-related in-service training that was developed in cooperation with Indian tribal groups and made available to all certified and classified personnel | <p><b>The district provided evidence of:</b></p> <input type="checkbox"/> District IEFA policy<br><b>AND</b><br><input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band<br><b>AND</b><br><input type="checkbox"/> IEFA-related in-service training that was developed in cooperation with Indian tribal groups* and made available to all certified and classified personnel<br><b>AND</b><br><input type="checkbox"/> Integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas from each grade-band |

# What Could Evidence Look Like?

## DEFINITIONS

"**Content standard**" means what all students should know, understand, and be able to do in a specific content area.

"**Learning progression**" means the specific performance expectations in each content area and grade-level or grade-band from kindergarten through grade 12.

"**Program area standards**" means the subject matter Montana school districts are required to offer and the strategies and proven practices used to instruct. The program area standards include: English language arts, arts, health and physical education, mathematics, science, social studies, career and technical education, technology integration, computer science, library media and information literacy, world languages, and school counseling.

\***MCA 20-1-502 3(c)** - in-service training provided by a local board of trustees of a school district, which is developed and conducted in cooperation with tribal education departments, tribal community colleges, or other recognized Indian education resource specialists;

## GUIDANCE

**Grade-Bands** - K-2, 3-5, 6-8, 9-12 (If you do not have all these grade-bands please submit one for each grade band that you have)

**Student Participation Evidence** - 1 piece of evidence of student work samples reflecting IEFA-integration of evidence from each grade-band.

**Cooperation with Indian Tribal Groups** - OPI curriculum resources for Indian Education for All have been developed in conjunction with the advice and assistance of cultural consultants from Montana Tribal Nations. In addition, members from the Montana Advisory Council on Indian Education have provided input and review of tribal-specific materials that are about the Tribal Nations they represent.

**Other Recognized Indian education resource specialists** include the Office of Public Instruction IEFA team, Montana Indian Education Association, Tribal Education Department

## SAMPLE EVIDENCE MAY INCLUDE

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

**District IEFA Policy Sample Evidence May Include:** Recognition of Native American Cultural Heritage or IEFA Policy (2450) **AND/OR** other IEFA-related policies

**Student Participation Evidence for Each Grade-Band May Include:** examples of student work from grade-band (K-2, 3-5,6-8, 9-12)

**IEFA-related Inservice Training Sample Evidence May Include:** publication of the PD plan **AND/OR** school or consortium agendas from 1 PD showing it is being offered **AND/OR** evidence from consortiums PD **AND/OR** PD calendar **AND/OR** Hub courses completions (beyond IEFA 101) **AND/OR** OPI IEFA trainings **AND/OR** IEFA Best Practices Conference **AND/OR** Tribal Education Department professional development **AND/OR** consortium or district professional development **AND/OR** other nationally recognized professional development

**Integration Across All Content Standards Sample Evidence May Include:** curriculum maps **AND/OR** scope and sequence **AND/OR** crosswalk document showing where the Essential Understandings are being taught from each grade-band (K-2, 3-5,6-8, 9-12)





# 2024-25 Accreditation Components

- Completed Graduate Profile
- Proficiency-based Learning Model
  - \*Curriculum
  - Assessment Plan
- Educator Effectiveness
  - \*Professional Development Plan
  - \*Mentorship and Induction Program
  - Evaluation Instrument and Process
- School Climate

# 1) Graduate Profile

- Completed **Graduate Profile** (602)
  - Provide completed graduate profile
  - Made publicly available
  - Meaningful stakeholder input and feedback used to create the graduate profile (learner profile)
  - Specific steps to achieve the graduate profile

## 2) Proficiency-Based Learning Model

### \* Curriculum - will go into more detail

- A cooperatively developed and implemented proficiency-based learning model
- A process for reviewing curriculum, instructional materials, and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians in the curriculum
- A schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule

### Assessment

- Is developed and will be implemented within two years
- Details progression, growth, and proficiency
- Uses more than 1 measure and method to assess student growth and proficiency in content standards and content-specific grade-level or grade-band learning progressions in all program areas



# 3) Educator Effectiveness

- **\*Professional Development Plan (714) -will go into more detail**
  - Is developed and available to employees and the public
  - Development and evaluation conducted by an advisory committee composed of a majority of teachers
  - Assures that the professional development covers all areas in 10.55.714(1)(a-n)
- **\*Mentorship and Induction Program (723) - will go into more detail**
  - A mentorship and induction program for initial and incoming educators
  - Implementation of mentorship an induction program if new teachers have been hired
  - Assures the program covers all areas in 10.55.723(1)
- **Evaluation (724)**
  - An evaluation instrument
  - A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under contract

## 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)



# Suggested Areas for Consortium Evidence

## Proficiency-Based Learning

- Curriculum
  - Process for reviewing to ensure inclusion of cultural heritages and contemporary portrayal of American Indians in curriculum
  - Schedule for revising curriculum

## Educator Effectiveness

- Professional Development Plan
  - Developed and publicly available
  - Advisory committee evidence
- Mentorship and Induction
  - Mentorship and induction program evidence
  - Implementation evidence

# Rubric M - Requirements

| Standard: General Provisions – Proficiency-Based Learning Model   |   |   |  |  |
|---|---|---|--|--|
| M. Curriculum   | Deficiency (1)  | Advice (2)  | Regular MD (3)   | Regular (4)  |
| <p><u>Guiding Question:</u></p> <p>Does the district have an implemented proficiency-based learning model that was cooperatively developed and has evidence that there is a process to review the curriculum to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians and has a schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule?</p> <p><a href="#">(ARM 10.55.603(1, 4c, d))</a></p> | <input type="checkbox"/> District has no evidence of a cooperatively developed and implemented proficiency-based learning model | <p><b>The district provided evidence:</b></p> <input type="checkbox"/> A cooperatively developed and implemented proficiency-based learning model | <p><b>The district provided evidence:</b></p> <input type="checkbox"/> A cooperatively developed and implemented proficiency-based learning model  | <p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A cooperatively developed and implemented proficiency-based learning model   |
|   |   |   | <p><b>AND</b></p> <input type="checkbox"/> A process for reviewing curriculum, instructional materials, and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians in the curriculum | <p><b>AND</b></p> <input type="checkbox"/> A process for reviewing curriculum, instructional materials, and resources to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians in the curriculum |
|   |   |   |  | <p><b>AND</b></p> <input type="checkbox"/> A schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule   |

# What Could Evidence Look Like?

## DEFINITIONS

"**Learning model**" means the learning experiences students engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile.

"**Proficiency-based learning**" means systems of instruction, assessment, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills as outlined in the state content standards.

"**Content standard**" means what all students should know, understand, and be able to do in a specific content area.

## GUIDANCE

**Content standard** - Montana content standards

## SAMPLE EVIDENCE MAY INCLUDE

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

**Cooperatively Developed and Implemented Sample Evidence May Include:** evidence of a curriculum review team **AND/OR** meeting notes from curriculum review session **AND/OR** evidence from consortium

**Process for Reviewing Sample Evidence May Include:** meeting notes from review session **AND/OR** agenda from review session **AND/OR** narrative of the process **AND/OR** evidence from consortium

**Schedule for Revising Curriculum Sample Evidence May Include:** evidence from consortium **AND/OR** scope and sequence includes what standards are being taught when **AND/OR** provide an example of one specific area **AND/OR** includes a scope and sequence for content areas and grade levels



# Rubric O - Requirements

| Standard: School Leadership - Educator Effectiveness  |  |  |   |  |
|---|--|--|---|--|
| O. Professional Development Plan  | Deficiency (1)   | Advice (2)   | Regular MD (3)  | Regular (4)  |
| <p><u>Guiding Question:</u></p> <p>Does the district have a developed and publicly available professional development plan that an advisory committee conducted the development of and assures that the plan addresses all the areas in <a href="#">ARM 10.55.714(1)(a-n)</a>? <a href="#">(ARM 10.55.714(1&amp;3))</a></p> | <p><input type="checkbox"/> District has <b>no</b> evidence of a publicly available professional development plan.</p> | <p><b>The district provided evidence of a professional development plan that:</b></p> <p><input type="checkbox"/> Is developed and available to employees and the public</p> | <p><b>The district provided evidence of a professional development plan that:</b></p> <p><input type="checkbox"/> Is developed and available to employees and the public</p> <p><b>AND</b></p> <p><input type="checkbox"/> The development and evaluation was conducted by an advisory committee composed of a majority of teachers</p> | <p><b>The district provided evidence of a professional development plan that:</b></p> <p><input type="checkbox"/> Is developed and available to employees and the public</p> <p><b>AND</b></p> <p><input type="checkbox"/> The development and evaluation was conducted by an advisory committee composed of a majority of teachers</p> <p><b>AND</b></p> <p><input type="checkbox"/> Assures that the professional development covers all areas <a href="#">10.55.714(1)(a-n)</a></p> |



# What Could Evidence Look Like?

## DEFINITIONS

### 10.55.714(1) Professional Development Plan:

- (a) shall be aligned with the district graduate profile and educational goals outlined in the district-integrated strategic action plan described in [ARM 10.55.601](#);
- (b) shall be provided to address the safety, well-being, and mental health of students and staff;
- (c) focuses on teachers as central to student learning and includes all other members of the school community;
- (d) focuses on individual, collegial, and organizational learning, reflection, and growth;
- (e) respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community by incorporating active learning and adult learning theory;
- (f) reflects research and demonstrates models of effective practice in teaching, learning, and leadership;
- (g) enables teachers to develop further experience in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- (h) offers opportunities for feedback and reflection;
- (i) is ongoing and sustained;
- (j) is planned collaboratively by those who will participate in and facilitate that development;
- (k) requires substantial time, other resources, and where practical provides coaching and expert support;
- (l) is job-embedded to encourage teachers to meet, share, collaborate, and grow their practice;
- (m) is driven by a coherent long-term plan; and
- (n) is evaluated on the impact of professional development on teacher effectiveness and student learning, and the results of this assessment guides subsequent professional development.

## SAMPLE EVIDENCE MAY INCLUDE

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

**Developed and Publicly Available Evidence May Include:** posted in ISAP **AND/OR** copy in newsletter **AND/OR** link on website **AND/OR** board meeting agenda and minutes **AND/OR** consortium evidence about PD sessions

**Advisory Committee Evidence May Include:** committee agendas/minutes **AND/OR** a list of stakeholder positions within the advisory committee **AND/OR** consortium evidence - evidence that the district participated from the consortium



# Rubric P - Requirements

| Standard: School Leadership - Educator Effectiveness   |  |  |   |   |
|--|--|--|---|---|
| P. Mentorship & Induction  | Deficiency (1)   | Advice (2)   | Regular MD (3)  | Regular (4)   |
| <p><u>Guiding Question:</u></p> <p>Does the district have a mentorship &amp; induction program for initial and incoming educators that is implemented for new teachers that have been hired and assures the program covers all the areas in <a href="#">ARM 10.55.723(1)</a>?</p> <p><a href="#">(ARM 10.55.723)</a></p> | <p><input type="checkbox"/> District has <b>no</b> evidence of a mentorship and induction program for initial and incoming educators</p> | <p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> A mentorship and induction program for initial and incoming educators</p> | <p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> A mentorship and induction program for initial and incoming educators</p> <p><b>AND</b></p> <p><input type="checkbox"/> The implementation of the mentorship and induction program if new teachers have been hired</p> | <p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> A mentorship and induction program for initial and incoming educators</p> <p><b>AND</b></p> <p><input type="checkbox"/> The implementation of the mentorship and induction program if new teachers have been hired</p> <p><b>AND</b></p> <p><input type="checkbox"/> Assuring the program covers all the areas in <a href="#">10.55.723(1)</a></p> |

# What Could Evidence Look Like?

## DEFINITIONS

### 10.55.723 (1) Mentorship and Induction

- (a) is research-based to ensure the inclusion of high-impact professional learning strategies;
- (b) is implemented to assist initial licensed and incoming educators in meeting teaching standards embedded in the district evaluation framework outlined in [ARM 10.55.724](#);
- (c) supports initial licensed and incoming teachers' planning, implementation, and assessment of instruction aligned to the program area and content standards and content-specific learning progressions;
- (d) supports initial licensed and incoming teachers to establish and maintain a positive classroom climate; and
- (e) encourages continuous learning, reflection, and growth

## GUIDANCE

**The mentorship and induction program is implemented:** N/A for districts that do not have incoming teachers

## SAMPLE EVIDENCE MAY INCLUDE

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



**Mentorship and Induction Program Evidence May Include:** upload the program/process information **AND/OR** use of external programs or networks **AND/OR** schedule of activities or meeting topics covered **AND/OR** documentation templates (be careful of personal information) **AND/OR** evidence from consortium or outside provider **AND/OR** CBA language



**Implementation Evidence May Include:** schedule of recommended activities **AND/OR** evidence from consortium or outside provider **AND/OR** new teacher orientation agenda **AND/OR** schedule of meeting dates and/or times **AND/OR** description of implementation **AND/OR** board meeting minutes **AND/OR** board meeting agenda





# Next Steps

|          |                     |  |
|----------|---------------------|--|
| November | 1st<br>11:00-12:30  | New Superintendent Accreditation Session                                 |
|          | 15th<br>11:00-12:00 | Assessment Plans for Accreditation                                       |
| December | 6th                 | Curriculum- Proficiency Based Learning Model                             |
|          | 13th<br>11:00-12:00 | School Climate Session   |
|          | 17th<br>11:00-12:00 | Graduate Profile<br>(for New Admins.- repeat session from Part 1)        |
| January  | 10th<br>11:00-12:00 | Educator Effectiveness<br>(Prof. Dev., Mentorship/Induction, Evaluation) |
|          | 13th                | District Work Sessions Begin   |
| February | All month           | District Work Sessions   |

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

Office Hours 3:00-4:00 every Tuesday beginning October 1st



# Thank You!

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