
ACCREDITATION STATUS CRITERIA REFERENCE GUIDE FY2025



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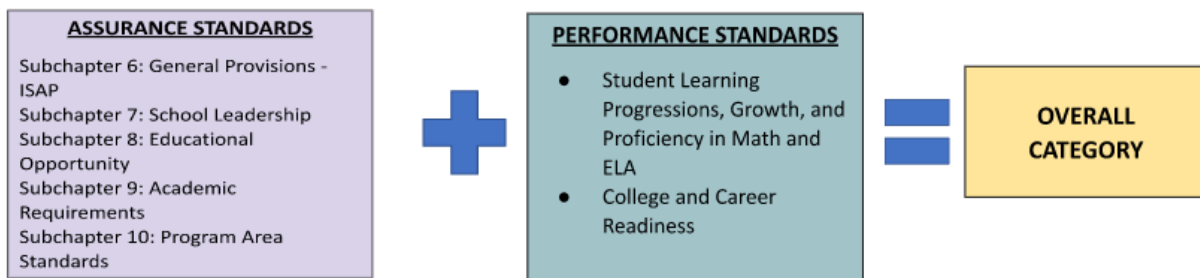
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FY2025 - Accreditation Status Criteria Reference Guide



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

Scoring Guide

Assurance Rubric Scoring - Areas A-K - Part 1			
	Elementary School	Middle School	High School
Regular	34-44	37-48	37-48
Regular MD	23-33	25-36	25-36
Advice	12-22	13-24	13-24
Deficiency	1-11	1-12	1-12



Assurance Rubric Scoring - Areas L-R - Part 2			
	Elementary School	Middle School	High School
Regular	22-28	22-28	22-28
Regular MD	15-21	15-21	15-21
Advice	8-14	8-14	8-14
Deficiency	1-7	1-7	1-7



Assurance Rubric Scoring- Areas A-R - Combined			
	Elementary School	Middle School	High School
Regular	55-72	58-76	58-76
Regular MD	37-54	39-57	39-57
Advice	19-36	20-38	20-38
Deficiency	1-18	1-19	1-19

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

Overview of Assurance Process

2023-2024 Assurances - Part 1		
Standard	ARM	Value
A. Integrated Strategic Action Plan - Process (CNA)	10.55.601(3)	4
B. Integrated Strategic Action Plan - Content (Goals)	10.55.601	4
C. Integrated Strategic Action Plan - Content (Graduate Profile)	10.55.601	4
D. District Assurances	10.55.603 , 10.55.701 , 10.55.706 , 10.55.714 , 10.55.716 , 10.55.717 , 10.55.718 , 10.55.719 , 10.55.720 , 10.55.721 , 10.55.723 , 10.55.724 , 10.55.801 , 10.55.802 , 10.55.803 , 10.55.804 , 10.55.805 , 10.55.806 , 10.55.905 , 10.55.906 , 10.55.908 , 10.55.910 , 10.55.911 , 10.55.1001 , 10.55.1003	8
E. Assignment and Licensure of Staff	10.55.702 , 10.55.703 , 10.55.704 , 10.55.705 , 10.55.707 , 10.55.708 , 10.55.709 , 10.55.710 , 10.55.716	4
F. Teacher Load and Class Size	10.55.712 , 10.55.713	4
G. Professional Development Schedule	10.55.714	4
H. Family and Community Engagement	10.55.722	4
I. Basic Education Program Offerings (High School and Middle School only)	10.55.902 , 10.55.904	4
J. Indian Education For All	10.55.901 , 10.55.902 , 10.55.904	4
K. Indian Education For All	10.55.901 , 10.55.902 , 10.55.904	4
2024-2025 Assurances - Part 2		
Standard	ARM	Value
L. Integrated Strategic Action Plan - Graduate Profile	10.55.601(4a)	4
M. Proficiency-Based Learning Model - Curriculum	10.55.603(1, 4c, d)	4
N. Proficiency-Based Learning Model - Assessment	10.55.603(5)	4
O. Educator Effectiveness - Professional Development Plan	10.55.714(1&3)	4
P. Educator Effectiveness - Mentorship & Induction	10.55.723	4
Q. Educator Effectiveness - Evaluation	10.55.724(1&2)	4
R. Educational Opportunity - School Climate	10.55.801	4

Evaluating Assurance Standards - Part 1

Standard: General Provisions – Integrated Strategic Action Plan				
A. Integrated Strategic Action Plan - Process	Deficiency (1)	Advice	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>Does the district have a comprehensive needs assessment, as defined in ARM 10.55.602(8), using meaningful stakeholder input and feedback that is used to align the integrated strategic action plan to the local context and needs?</p> <p>(ARM 10.55.601(3)) (ARM 10.55.602 (8))</p>	<input type="checkbox"/> District has no evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals	N/A	<p>The district provided evidence of:</p> <input type="checkbox"/> A comprehensive needs assessment	<p>The district provided evidence of:</p> <input type="checkbox"/> A comprehensive needs assessment
			<p>AND</p> <input type="checkbox"/> The use of meaningful stakeholder input and feedback	<p>AND</p> <input type="checkbox"/> The use of meaningful stakeholder input and feedback
				<p>AND</p> <input type="checkbox"/> Identified area(s) of need for improvement
<p>DEFINITIONS</p> <p>"Comprehensive needs assessment" means a process that is used to identify district and school area(s) of need, the root causes of identified gaps, set priorities, and inform an action plan for improvement.</p> <p>"Integrated strategic action plan" means a district plan adopted by the board of trustees that:</p> <ul style="list-style-type: none"> (a) is aligned with the peoples' goal in Article X, section 1 of the Montana Constitution of developing the full educational potential of each person; (b) ensures a learner-centered system and continuous improvement that reflects local context and needs; (c) is based on school-level comprehensive needs assessment; (d) has engaged stakeholders and addresses stakeholder input and feedback; and (e) aligns with the requirements of applicable state and federal programs. <p>"Stakeholders" means community members who may be involved and invested in districts, schools, programs, and outcomes for students. Stakeholders include students, families, educators, leaders, business and community leaders, taxpayers, and the many partners who support them.</p>				
<p>SAMPLE EVIDENCE MAY INCLUDE</p> <p><i>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</i></p> <p>Meaningful Stakeholder Input and Feedback Evidence May Include: board agendas AND/OR schedule of community meetings AND/OR surveys AND/OR social media screenshot of survey AND/OR screenshot of survey being sent AND/OR screenshot of Infinite Campus message of survey</p> <p>Identified Areas of Need for Improvement Sample Evidence May Include: summary of CNA findings and how they contribute to educational goals AND/OR gap analysis AND/OR root cause analysis</p>				

Standard: General Provisions – Integrated Strategic Action Plan

B. Integrated Strategic Action Plan - Goals for Continuous Improvement	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p>Guiding Question:</p> <p>Does the district ISAP include two or more educational goals based on the results of the comprehensive needs assessment and has a process to monitor and evaluate the implementation of the goals?</p> <p>(ARM 10.55.601 (3)) (ARM 10.55.601 (4b))</p>	<input type="checkbox"/> District does not have two or more goals	<p>The district provided evidence of:</p> <input type="checkbox"/> Two or more educational goals	<p>The district provided evidence of:</p> <input type="checkbox"/> Two or more educational goals AND <input type="checkbox"/> Goals based on the results of the comprehensive needs assessment AND <input type="checkbox"/> The implementation, monitoring, and evaluation of the goals	<p>The district provided evidence of:</p> <input type="checkbox"/> Two or more educational goals AND <input type="checkbox"/> Goals based on the results of the comprehensive needs assessment AND <input type="checkbox"/> The implementation, monitoring, and evaluation of the goals

DEFINITIONS

GOALS

[10.55.601\(6\)](#) - The Superintendent of Public Instruction shall develop and implement procedures necessary to monitor and evaluate the effectiveness of the implementation of the integrated strategic action plan of each school district

CONTINUOUS IMPROVEMENT

[10.55.601 \(3\)](#)

(3) To ensure a learner-centered system and establish a plan for continuous education improvement, the school district shall develop, implement, monitor, and evaluate an integrated strategic action plan and make the plan publicly available. To align with local context and needs, the district-integrated strategic action plan shall be updated at least every three years based on a comprehensive needs assessment with meaningful stakeholder input and feedback that comply, at a minimum, with applicable requirements in Title 2, chapter 3, part 1, MCA. The plan must clarify what specific steps must be taken to achieve the district graduate profile and reflect a continuous improvement process.

[602 \(20\)\(b\)](#)

GUIDANCE

Goals Based on the Results of the CNA: OPI will review the submitted information from Rubric A on the Comprehensive Needs Assessment to verify the goals are based on those results.

SAMPLE EVIDENCE MAY INCLUDE

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

The implementation, monitoring, and evaluation of the Goals Sample Evidence May Include: SMART Goals **AND/OR** OKR Goals **AND/OR** PACT Goal **AND/OR** CLARITY Goal **AND/OR** progress monitoring tool

Standard: General Provisions – Integrated Strategic Action Plan

C. Integrated Strategic Action Plan - Content	Deficiency (1)	Advice	Regular MD	Regular (4)
<p>Guiding Question:</p> <p>How has the district engaged all stakeholders in a process to ensure that the ISAP includes a Graduate Profile and specific steps to achieve the district graduate profile and reflect a continuous improvement process?</p> <p>(ARM 10.55.601)</p>	<p><input type="checkbox"/> PART 1 - District has no evidence that steps have been taken to develop a Graduate Profile</p>	<p><input type="checkbox"/> n/a</p>	<p><input type="checkbox"/> n/a</p>	<p><input type="checkbox"/> PART 1 - District is able to provide evidence that steps have been taken to develop a Graduate Profile</p>

THIS CANNOT BE SUBMITTED FOR RESCORE FOR FY2025

DEFINITIONS

Graduate Profile - means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate.

SAMPLE EVIDENCE MAY INCLUDE

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

A representation of the graduate profile **AND/OR** board agendas **AND/OR** schedule of community meetings **AND/OR** stakeholder surveys on attributes for the graduate profile **AND/OR** curriculum adoption information related to the skills highlighted in the graduate profile **AND/OR** professional development opportunities about the graduate profile that staff has engaged in or the district has provided

Standard: School Leadership				
D. District Assurances	Deficiency (2)	Advice	Regular MD	Regular (8)
<p><i>Guiding Question:</i> Is the district ensuring all required ARM 10.55 district accreditation policies, procedures, and plans are in effect?</p> <p> (ARM 10.55.603) (ARM 10.55.701) (ARM 10.55.706) (ARM 10.55.716) (ARM 10.55.717) (ARM 10.55.718) (ARM 10.55.719) (ARM 10.55.720) (ARM 10.55.721) (ARM 10.55.802) (ARM 10.55.803) (ARM 10.55.804) (ARM 10.55.805) (ARM 10.55.806) (ARM 10.55.905) (ARM 10.55.906) (ARM 10.55.908) (ARM 10.55.910) (ARM 10.55.911) (ARM 10.55.1001) (ARM 10.55.1003) </p> <p>Note: This does not replace districts' responsibilities for state and federal laws and regulations.</p>	<input type="checkbox"/> District has not assured that all required ARM 10.55 accreditation policies, procedures, and plans are in effect	n/a	n/a	<input type="checkbox"/> District has assured all required ARM 10.55 district accreditation policies, procedures, and plans are in effect
The information will be submitted within the accreditation platform.				

Standard: School Leadership

E. Assignment and Licensure of Staff

Guiding Question:

Are staff appropriately licensed and assigned?

[\(ARM 10.55.702\)](#)
[\(ARM 10.55.703\)](#)
[\(ARM 10.55.704\)](#)
[\(ARM 10.55.705\)](#)
[\(ARM 10.55.707\)](#)
[\(ARM 10.55.708\)](#)
[\(ARM 10.55.709\)](#)
[\(ARM 10.55.710\)](#)
[\(ARM 10.55.716\)](#)

Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<input type="checkbox"/> School has one or more unlicensed staff AND/OR <input type="checkbox"/> School has ensured everyone is licensed, but more than 25% are not appropriately assigned AND/OR <input type="checkbox"/> School has more than 25% defined staffing ratios that have not been met	<input type="checkbox"/> School has ensured everyone is licensed, but 25% or less are not appropriately assigned AND/OR <input type="checkbox"/> School has 25% or less defined staffing ratios that have not been met	<input type="checkbox"/> School has ensured everyone is licensed, but 10% or less are not appropriately assigned AND/OR <input type="checkbox"/> School has 10% or less defined staffing ratios that have not been met	<input type="checkbox"/> School has staffed licensed educators and assigned them appropriately by endorsement area, and by the defined staffing ratios

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

F. Teacher Load and Class Size

Guiding Question:

Do all classes meet the requirements for size as outlined in [ARM 10.55.712](#) and [ARM 10.55.713](#)?

[\(ARM 10.55.712\)](#)
[\(ARM 10.55.713\)](#)

Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<input type="checkbox"/> School has 5 or more overloads without assigned qualified human resources that comply with all fingerprint and background check requirements	<input type="checkbox"/> School has 3-4 overloads without assigned qualified human resources that comply with all fingerprint and background check requirements	<input type="checkbox"/> School has 1-2 overloads without assigned qualified human resources that comply with all fingerprint and background check requirements	<input type="checkbox"/> School meets all required class sizes

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

Standard: School Leadership

G. Professional Development Schedule	Deficiency (1)	Advice (2)	Regular MD	Regular (4)
<p><i>Guiding Question:</i></p> <p>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 (2))</p>	<p><input type="checkbox"/> District does not offer any PIR days dedicated to PD</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>n/a</p>	<p><input type="checkbox"/> District has met all requirements, including a minimum of three pupil instruction related days for the PD plan as set forth in 20-1-304 and 20-4-304 MCA</p>

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

Standard: School Leadership - Family and Community Engagement

H. Family and Community Engagement	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><u>Guiding Question:</u></p> <p>Does the local board of trustees have a Family and Community Engagement plan that is aligned to the ISAP and meets the family and community engagement goals in 10.55.722(1)(c&d)?</p> <p>(10.55.722 (1)(a, c, d))</p>	<p><input type="checkbox"/> District has no evidence of a family and community engagement plan.</p>	<p>N/A</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A Family and Community Engagement plan</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A Family and Community Engagement plan</p> <p>AND</p> <p><input type="checkbox"/> Assurances that the plan covers all the goals in 10.55.722(c&d)</p>

DEFINITIONS

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

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

SAMPLE EVIDENCE MAY INCLUDE

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

Activities within the Family and Community Engagement Plan May Include: parent-teacher conferences **AND/OR** Title I annual meetings/surveys **AND/OR** Back to School night **AND/OR** open house **AND/OR** FAFSA nights **AND/OR** literacy/math/academic nights **AND/OR** college/career days **AND/OR** voc-rehab **AND/OR** cultural activities **AND/OR** family and community engagement agendas **AND/OR** family and community engagement calendar of events

Standard: Academic Requirements

I. Basic Education Program Offerings	Deficiency (1)	Advice	Regular MD	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 1 or more of the required program area for high school and/or middle school grades as outlined in 10.55.902 & 10.55.904</p> <p>AND/OR</p> <p><input type="checkbox"/> School is not meeting the minimum required units in 1 or more program areas as outlined in 10.55.902 & 10.55.904</p> <p><i>*Middle School Philosophy does not have unit requirements as outlined in 10.55.902(3)</i></p>	n/a	n/a	<p><input type="checkbox"/> School has offered all the required program areas for high school and/or middle school/ Junior High School/ 7th and 8th grade programs and at the minimum required units as outlined in 10.55.902 & 10.55.904</p> <p><i>*Middle School Philosophy does not have unit requirements as outlined in 10.55.902(3)</i></p>

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

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> (ARM 10.55.901 (1)) (ARM 10.55.902 (1)) (ARM 10.55.904 (1)) (ARM 10.603 4(d)) (ARM 10.803(c)) (ARM 10.1003 2(a)(i)) (MCA 20-1-501) (MCA 20-1-502) (MCA 20-1-503) </p>	<input type="checkbox"/> District has no evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	<p>The district provided evidence of:</p> <input type="checkbox"/> District IEFA policy	<p>The district provided evidence of:</p> <input type="checkbox"/> District IEFA policy	<p>The district provided evidence of:</p> <input type="checkbox"/> District IEFA policy
		<p>AND</p> <input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band	<p>AND</p> <input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band	<p>AND</p> <input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band
			<p>AND</p> <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>AND</p> <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>AND</p> <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

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)

Standard: Academic Requirements				
K. Indian Education For All	Deficiency (1)	Advice	Regular MD	Regular (4)
<i>Guiding Question:</i> Does each school assure and identify how allocated IEFA funding is used to support implementation of IEFA within the basic academic program?	<input type="checkbox"/> School has not assured or identified how funding to support the constitutionally declared policy for Indian Education for All (IEFA) supports the implementation of IEFA within the school's basic academic program.	n/a	n/a	<input type="checkbox"/> School has assured and identified how funding to support the constitutionally declared policy for Indian Education for All (IEFA) supports the implementation of IEFA within the school's basic academic program.
The information will be submitted within the accreditation platform.				

Evaluating Assurance Standards - Part 2

Standard: General Provisions – Integrated Strategic Action Plan				
L. Integrated Strategic Action Plan - Graduate Profile	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p>Guiding Question:</p> <p>Does the district have evidence of a completed publicly available graduate profile that was created with stakeholder input and feedback and has specific steps to achieve it?</p> <p>(ARM 10.55.601(4a))</p>	<p><input type="checkbox"/> District has no evidence of a completed Graduate Profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Completed graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Publicly available graduate profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Completed graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Publicly available graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Meaningful stakeholder input and feedback used to create the graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Specific steps to achieve the graduate profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Completed graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Publicly available graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Meaningful stakeholder input and feedback used to create the graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Specific steps to achieve the graduate profile</p>
<p><u>This applies to this year only, you cannot resubmit Rubric C</u></p> <p><u>DEFINITIONS</u></p> <p>"Graduate profile" means a learner-centered model(s) based on a shared vision of learner attributes that students should have when they graduate.</p> <p><u>GUIDANCE</u></p> <p>A district may refer to a graduate profile using another term such as: profile of a learner, learner profile, profile of a graduate.</p> <p><u>SAMPLE EVIDENCE MAY INCLUDE</u></p> <p><i>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</i></p> <p>Published Sample Evidence May Include - website link AND/OR posted in handbook AND/OR published and shared with stakeholders in a manner that the district uses to communicate information.</p> <p>Shared Vision Sample Evidence May Include - graduate profile planning documents AND/OR stakeholder input specific to graduate profile AND/OR graduate profile committee document</p> <p>Steps to Achieve Sample Evidence May Include - meeting notes AND/OR schedule and timeline AND/OR outline of key steps AND/OR GANTT Chart (a project management tool that illustrates work completed over a period of time in relation to the time planned for the work) AND/OR implementation plan AND/OR work plan with action steps</p>				

Standard: General Provisions – Proficiency-Based Learning Model				
	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
M. Curriculum <u>Guiding Question:</u> 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? (ARM 10.55.603(1, 4c, d))	<input type="checkbox"/> District has no evidence of a cooperatively developed and implemented proficiency-based learning model	The district provided evidence: <input type="checkbox"/> A cooperatively developed and implemented proficiency-based learning model	The district provided evidence: <input type="checkbox"/> A cooperatively developed and implemented proficiency-based learning model AND <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	The district provided evidence of: <input type="checkbox"/> A cooperatively developed and implemented proficiency-based learning model AND <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 AND <input type="checkbox"/> A schedule for revising curriculum standards at least every five years or consistent with the state's standards revision schedule
DEFINITIONS <p>"Learning model" means the learning experiences students engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile.</p> <p>"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.</p> <p>"Content standard" means what all students should know, understand, and be able to do in a specific content area.</p>				
GUIDANCE Content standard - Montana content standards				
SAMPLE EVIDENCE MAY INCLUDE <i>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</i> 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				

Standard: General Provisions – Proficiency-Based Learning Model

	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
N. Assessment Plan <u>Guiding Question:</u> Does the district have a developed assessment plan that details progression, growth, and proficiency and uses multiple assessment measures and methods? (ARM 10.55.603(5))	<input type="checkbox"/> District has no evidence that it is developing an assessment plan that will be in place within two years	The district provided evidence of an assessment plan that: <input type="checkbox"/> Is developed and will be implemented within two years	The district provided evidence of an assessment plan that: <input type="checkbox"/> Is developed and will be implemented within two years AND <input type="checkbox"/> Details progression, growth, and proficiency	The district provided evidence of an assessment plan that: <input type="checkbox"/> Is developed and will be implemented within two years AND <input type="checkbox"/> Details progression, growth, and proficiency AND <input type="checkbox"/> 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

DEFINITIONS

"Assessment" means the gathering, organizing, and evaluation of information about student learning progression, growth, and proficiency in order to monitor and measure the effectiveness of the instructional program.

"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.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments.

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

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

SAMPLE EVIDENCE MAY INCLUDE

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

Developed Assessment Plan Sample Evidence May Include - plan district has developed

Progression, Growth, and Proficiency Sample Evidence May Include - NOT STUDENT PERFORMANCE DATA - tools **AND/OR** reports **AND/OR** systems that track if progression, growth and proficiency is taking place (*Elementary and Middle Schools - Review evidence of tools submitted for Student Performance Rubrics A & B from Part 1*)

More than 1 Measure of Student Progress Sample Evidence May Include - common assessments **AND/OR** ongoing assessments **AND/OR** teacher-made assessments **AND/OR** district assessments **AND/OR** state assessments **AND/OR** teaching strategies (formative assessments)

Standard: School Leadership - Educator Effectiveness				
	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
O. Professional Development Plan <u>Guiding Question:</u> 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 ARM 10.55.714(1)(a-n) ? (ARM 10.55.714(1&3))	<input type="checkbox"/> District has no evidence of a publicly available professional development plan.	The district provided evidence of a professional development plan that: <input type="checkbox"/> Is developed and available to employees and the public	The district provided evidence of a professional development plan that: <input type="checkbox"/> Is developed and available to employees and the public AND <input type="checkbox"/> The development and evaluation was conducted by an advisory committee composed of a majority of teachers	The district provided evidence of a professional development plan that: <input type="checkbox"/> Is developed and available to employees and the public AND <input type="checkbox"/> The development and evaluation was conducted by an advisory committee composed of a majority of teachers AND <input type="checkbox"/> Assures that the professional development covers all areas 10.55.714(1)(a-n)
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.				
<u>SAMPLE EVIDENCE MAY INCLUDE</u> <i>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</i> 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				

Standard: School Leadership - Educator Effectiveness				
	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p>P. Mentorship & Induction</p> <p><u>Guiding Question:</u></p> <p>Does the district have a mentorship & 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 ARM 10.55.723(1)? (ARM 10.55.723)</p>	<input type="checkbox"/> District has no evidence of a mentorship and induction program for initial and incoming educators	<p>The district provided evidence of:</p> <input type="checkbox"/> A mentorship and induction program for initial and incoming educators	<p>The district provided evidence of:</p> <input type="checkbox"/> A mentorship and induction program for initial and incoming educators	<p>The district provided evidence of:</p> <input type="checkbox"/> A mentorship and induction program for initial and incoming educators
<p>DEFINITIONS</p> <p>10.55.723 (1) Mentorship and Induction</p> <p>(a) is research-based to ensure the inclusion of high-impact professional learning strategies;</p> <p>(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;</p> <p>(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;</p> <p>(d) supports initial licensed and incoming teachers to establish and maintain a positive classroom climate; and</p> <p>(e) encourages continuous learning, reflection, and growth</p>				
<p><u>GUIDANCE</u></p> <p>The mentorship and induction program is implemented: N/A for districts that do not have incoming teachers</p>				
<p><u>SAMPLE EVIDENCE MAY INCLUDE</u></p> <p><i>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</i></p> <p>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</p> <p>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</p>				

Standard: School Leadership - Educator Effectiveness

	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
Q. Evaluation <u>Guiding Question:</u> Does the district have an evaluation instrument and a process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract? (ARM 10.55.724(1&2))	<input type="checkbox"/> District has no evidence of an evaluation instrument AND <input type="checkbox"/> District has no evidence of a process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract	<input type="checkbox"/> n/a	The district provided evidence of: <input type="checkbox"/> An evaluation instrument OR <input type="checkbox"/> A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract	The district provided evidence of: <input type="checkbox"/> An evaluation instrument AND <input type="checkbox"/> A process for the completion of periodic written evaluations of all regularly employed instructional personnel who are under written contract

DEFINITIONS

"Regularly employed" is considered .5 FTE or higher certified instructional staff

SAMPLE EVIDENCE MAY INCLUDE

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

Evaluation Instrument: the instrument (tool) being used

Process for Evaluations Sample Evidence May Include: schedule for evaluation for certified instructional staff (teachers) **AND/OR** district policy **AND/OR** portion under the CBA **AND/OR** portion under the staff handbook **AND/OR** narrative of the process

Standard: Educational Opportunity				
R. School Climate	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
	<input type="checkbox"/> District has no evidence	The district provided evidence of: <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions	The district provided evidence of: <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions AND <input type="checkbox"/> A description or evidence of how they are using the results of school climate data to make data-driven decisions about programs and practices that could improve school climate	The district provided evidence of: <input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions AND <input type="checkbox"/> A description or evidence of how they are using the results of school climate data to make data-driven decisions about programs and practices that could improve school climate AND <input type="checkbox"/> Assuring school policies, procedures, and rules address all areas in 10.55.801(1)
DEFINITIONS 10.55.801(1) SCHOOL CLIMATE (a) develop policies, procedures, and rules that respect the rights of all learners, promote an awareness of and concern for the well-being of others, and address bullying, intimidation, and harassment of students and school personnel; (b) create teaching and learning conditions that meet the district's educational goals and recruit and maintain a quality staff; (c) offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of Article II, Section IV of the Montana Constitution and federal law with prejudice toward none; (d) provide programs and services that meet the needs of students which the school has identified as at-risk; (e) inform students, parents, families, and guardians of the school's expectations and of students' rights and responsibilities (f) encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately; (g) encourage the active involvement of parents, families, and guardians in their children's education and in their school (h) provide opportunities for parents, families, guardians, educators, and members of the community to take active roles in developing and reviewing district and school educational goals				
<u>GUIDANCE</u> Climate Tool: Review evidence of <u>tools</u> submitted for Assurance Rubrics A from part 1 - You can use the same tool as the CNA if it addresses school climate. Surveys may be given in conjunction with your accreditation cycle and are not expected to be completed annually.				
<u>SAMPLE EVIDENCE MAY INCLUDE</u> A single document may include all of the criteria/sample evidence needed to receive a regular (4) score. Climate Tool Evidence: tool AND/OR tool results Data-Driven Decisions Sample Evidence May Include: narrative AND/OR goal setting AND/OR action plans				

Overview of FY2024 Process - Student Performance

Student Performance - Part 1			
Standard	ARM	Levels	Value
A. Student Learning Outcomes - Math	10.55.603	Middle School and Elementary School	4
B. Student Learning Outcomes - ELA	10.55.603	Middle School and Elementary School	4
C. College and Career Readiness	10.55.606(6)	High School	4
TOTAL <div> 4 Possible Points for High School 8 Possible Points for Elementary/Middle School </div>			

Student Performance Rubric Scoring - Part 1		
	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 - Math	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>How is the school ensuring all students are learning in Math? (Middle School and Elementary School)</p>	<input type="checkbox"/> School has no evidence to prove student learning in math	<p>The district provided evidence of:</p> <input type="checkbox"/> A valid and reliable tool	<p>The district provided evidence of:</p> <input type="checkbox"/> A valid and reliable tool	<p>The district provided evidence of:</p> <input type="checkbox"/> A valid and reliable tool

The MAST will not be a tool that can be used this year

DEFINITIONS

"Overall Group Performance Data" means the whole school

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

"Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.

"Proficient" means that a student demonstrated a level of knowledge and skills that are expected to be learned signaling that a student is well prepared to progress on the learning continuum aligned to the content standards, learning progressions, and necessary readiness skills.

"Student performance standards" means the measurement of student performance and proficiency on annual state level summative assessments and graduation rates used to determine the accreditation status of a school.

"Student growth" means changes in student learning as measured from one point in time to another as determined by state or local measures, or both. The federal accountability system uses a growth model to demonstrate student learning across time as measured by statewide assessments

Well Designed Measurement and Well Implemented Measurement Tool Definition:

1. Identify a valid and reliable tool
2. Provide Evidence that tool is well developed
 - a. Professional Learning Communities (PLCs) analyzing data
 - b. Documentation of types of reports that are shared with parents and/or students
3. Evidence of group performance

GUIDANCE

Achievement includes progress in student learning, growth, and proficiency.

Schools with 10 total students or less - Do not submit student performance data.

SAMPLE EVIDENCE MAY INCLUDE

Valid and Reliable Tool Sample Evidence May Include - evidence-based curriculum assessments **AND/OR** MAPS **AND/OR** AIMswb **AND/OR** FastBridge **AND/OR** iReady

Data Sample Evidence May Include - evidence-based curriculum assessments **AND/OR** district assessments **AND/OR** state assessments

B. Student Learning Outcomes - ELA	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
	<input type="checkbox"/> School has no evidence to prove student learning in math	The district provided evidence of: <input type="checkbox"/> A valid and reliable tool	The district provided evidence of: <input type="checkbox"/> A valid and reliable tool AND <input type="checkbox"/> Data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data	The district provided evidence of: <input type="checkbox"/> A valid and reliable tool AND <input type="checkbox"/> Data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data AND <input type="checkbox"/> How the data from the tool is used to inform teaching and learning

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GUIDANCE

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Valid and Reliable Tool Sample Evidence May Include - evidence-based curriculum assessments **AND/OR** MAPS **AND/OR** AIMswb **AND/OR** FastBridge **AND/OR** iReady

Data Sample Evidence May Include - evidence-based curriculum assessments **AND/OR** district assessments **AND/OR** state assessments

C. College and Career Readiness Opportunities	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p>Guiding Question:</p> <p>How is the school ensuring that students graduate college and career ready? <i>(High School)</i></p>	<input type="checkbox"/> School has no evidence to ensure students are graduating ready for college and/or career opportunities	<input type="checkbox"/> N/A	<input type="checkbox"/> School has 1 piece of evidence showing students are graduating ready for college and/or career opportunities	<input type="checkbox"/> School has 2 or more pieces of evidence showing students are graduating ready for college and/or career opportunities
<p><u>GUIDANCE</u></p> <p>10 total students or less testing - Do not send in ACT Data Results</p>				
<p><u>SAMPLE EVIDENCE MAY INCLUDE</u></p> <p>Documentation on the college-ready benchmark on ACT composite according to the Montana University System AND/OR documentation of CTE concentrators AND/OR documentation of completion (with a passing grade) of a dual enrollment course, AP or IB AND/OR documentation of military ready indicator (ASVAB) AND/OR work based learning documentation of successful completion</p>				