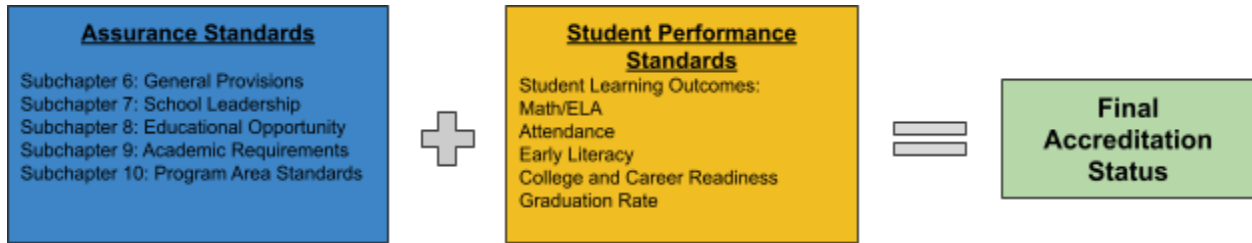


ACCREDITATION STATUS
CRITERIA REFERENCE GUIDE
FY2027-FY2029



3 Year Cycle - Accreditation Status Criteria Reference Guide	3
Overview of Accreditation Process - Assurances	4
Evaluating Assurance Standards - Annual Requirements	5
A. Assignment and Licensure of Staff	5
B. Teacher Load and Class Size	5
C. Professional Development Schedule	6
D. Basic Education Program Offerings	6
Evaluating Assurance Standards - On Cycle Submission	7
E. District Assurances	7
F. Integrated Strategic Action Plan - Process	7
G. Integrated Strategic Action Plan - Product	8
H. Integrated Strategic Action Plan - Graduate Profile	9
I. Curriculum	10
J. Assessment Plan	11
K. Professional Development Plan	12
L. Family and Community Engagement	13
M. Mentorship and Induction	14
N. Evaluation	15
O. School Climate	16
P. Indian Education For All	17
Overview Accreditation Process - Student Performance	18
Evaluating Student Performance Standards - On Cycle Requirements	19
1. Student Learning Outcomes - Math	19
2. Student Learning Outcomes - ELA	19
3. Student Learning Outcomes - Attendance	19
4. Student Learning Outcomes - K-2 Literacy Growth	20
5. Student Learning Outcomes - Career Exploration Opportunities	21
6. Student Learning Outcomes - Math	22
7. Student Learning Outcomes - ELA	22
8. Student Learning Outcomes - Graduation Rate	23
9. College and/or Career Readiness Opportunities	23

3 Year Cycle - 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

If a school has a facility that creates an unhealthy environment with safety and health hazards as reported through DPPHS, DEQ, or County Health Departments the overall accreditation status will be Deficiency.

Overview of Accreditation Process - Assurances

Assurances			
Standard	Value	Due	Platform
I. Accreditation General Assurance	Meets/Does Not Meet	Annually	AccredMT
II. Indian Education For All - Funding (Public Schools)	Meets/Does Not Meet	Annually	AccredMT

Assurance Standards			
Standard	Value	Due	Platform
A. <u>School Leadership - Assignment and Licensure of Staff</u>	3	Annually	Infinite Campus
B. <u>School Leadership - Teacher Load and Class Size</u>	3	Annually	Infinite Campus
C. <u>School Leadership - Professional Development Schedule</u>	3	Annually	Infinite Campus
D. <u>Academic Requirements - Basic Education Program Offerings (MS/HS only)</u>	3	Annually	Infinite Campus
E. <u>District Assurances</u>	6	On Cycle	AccredMT
F. <u>General Provisions - ISAP Process (CNA)</u>	3	On Cycle	AccredMT
G. <u>General Provisions - ISAP Content (Goals)</u>	3	On Cycle	AccredMT
H. <u>General Provisions - ISAP Content (Graduate Profile)</u>	3	On Cycle	AccredMT
I. <u>General Provisions - Curriculum</u>	3	On Cycle	AccredMT
J. <u>General Provisions - Assessment</u>	3	On Cycle	AccredMT
K. <u>School Leadership - Professional Development Plan</u>	3	On Cycle	AccredMT
L. <u>School Leadership - Family and Community Engagement</u>	3	On Cycle	AccredMT
M. <u>School Leadership - Mentorship & Induction</u>	3	On Cycle	AccredMT
N. <u>School Leadership - Evaluation</u>	3	On Cycle	AccredMT
O. <u>Educational Opportunity - School Climate</u>	3	On Cycle	AccredMT
P. <u>Academic Requirements - Indian Education For All</u>	3	On Cycle	AccredMT
TOTAL		48 for Elementary 51 for Middle and High Schools	

Assurance Rubric Scoring			
	Elementary School	Middle School	High School
Regular	36-48	39-51	39-51
Regular MD	24-35	25-37	25-37
Advice	12-23	12-24	12-24
Deficiency	0-11	0-11	0-11

Evaluating Assurance Standards - Annual Requirements

Standard: School Leadership - MUST BE COMPLETED ANNUALLY				
A. Assignment and Licensure of Staff	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Questions:</i></p> <p>Are staff appropriately licensed and assigned?</p> <p>Are the school/district FTE staffing requirements met?</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>	<input type="checkbox"/> School has one or more unlicensed teacher or specialist 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/district is more than 25% of the student enrollment value or licensed staff value for applicable FTE position expectations	<input type="checkbox"/> School has ensured teachers and specialists are licensed AND <input type="checkbox"/> School has ensured teachers and specialists are licensed, but no more than 25% are not appropriately assigned AND <input type="checkbox"/> School/district is within 25% of the student enrollment value or licensed staff value for applicable FTE position expectations	<input type="checkbox"/> School has ensured teachers and specialists are licensed AND <input type="checkbox"/> School has no more than 10% not appropriately assigned AND <input type="checkbox"/> School/district is within 10% of the student enrollment value or licensed staff value for applicable FTE position expectations	<input type="checkbox"/> School has ensured teachers and specialists are licensed AND <input type="checkbox"/> School has no more than 5% not appropriately assigned AND <input type="checkbox"/> School/district is within 5% of the student enrollment value or licensed staff value for applicable FTE position expectations

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

Applicable Positions with FTE Requirements: [Superintendent](#), [Principal](#), [Curriculum Coordinator](#), [Library](#), & [School Counselor](#)

Standard: School Leadership - MUST BE COMPLETED ANNUALLY				
B. Teacher Load and Class Size	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<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"/> School has more than 25% of classes that have an overload without assigned qualified human resources that comply with all fingerprint and background check requirements	<input type="checkbox"/> School has no more than 25% of classes that have an overload without assigned qualified human resources that comply with all fingerprint and background check requirements	<input type="checkbox"/> School has no more than 10% of classes that have an overload without assigned qualified human resources that comply with all fingerprint and background check requirements	<input type="checkbox"/> School has no more than 5% of classes that have an overload without assigned qualified human resources that comply with all fingerprint and background check requirements

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

Standard: School Leadership - MUST BE COMPLETED ANNUALLY				
C. Professional Development Schedule <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? ARM 10.55.714 (2)	Deficiency (0)	Advice (1)	Regular MD	Regular (3)
		<input type="checkbox"/> District does not offer any PIR days dedicated to PD	<input type="checkbox"/> District has not met the minimum hours of PD as set forth in 20-1-304 and 20-4-304 MCA	N/A

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

Standard: Academic Requirements - MUST BE COMPLETED ANNUALLY				
D. Basic Education Program Offerings <i>Guiding Question:</i> Is the school offering all the required components for middle and high school as outlined in 10.55.902 & 10.55.904 ? ARM 10.55.902 ARM 10.55.904	Deficiency (0)	Advice	Regular MD	Regular (3)
		<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 AND/OR <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	N/A	N/A

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

Middle School Philosophy does not have unit requirements as outlined in [10.55.902\(3\)](#)

Evaluating Assurance Standards - On Cycle Submission

Standard: District Assurances - ON CYCLE				
E. District Assurances <i>Guiding Question:</i> Is the district ensuring all required ARM 10.55 district accreditation policies, procedures, and plans are in effect?	Deficiency (0)	Advice	Regular MD	Regular (6)
	<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

Standard: General Provisions – Integrated Strategic Action Plan - ON CYCLE				
F. Integrated Strategic Action Plan - Process <i>Guiding Question:</i> Does the district have a comprehensive needs assessment, as defined in ARM 10.55.602(8) , and does the district use stakeholder input and feedback? ARM 10.55.601(3) ARM 10.55.602 (8)	Deficiency (0)	Advice	Regular MD (2)	Regular (3)
	The district provided no evidence of: <input type="checkbox"/> A comprehensive needs assessment conducted at least every three years	N/A	The district provided evidence of: <input type="checkbox"/> A comprehensive needs assessment conducted at least every three years	The district provided evidence of: <input type="checkbox"/> A comprehensive needs assessment conducted at least every three years AND <input type="checkbox"/> The use of stakeholder input and feedback

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

DEFINITIONS

"**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.

"**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.

GUIDANCE

OPI has a free CNA tool available for district use, but this specific tool is **NOT** required for accreditation purposes.

Do not **only** submit blank survey tools.

Do not submit individual survey results.

A comprehensive needs assessment does not mean only a survey; it could include community meetings, PLC meetings, etc.

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

A Comprehensive Needs Assessment Sample Evidence May Include: This could include a summary of CNA findings **AND/OR** gap analysis **AND/OR** root cause analysis.

Stakeholder Input and Feedback Evidence May Include: board agendas **AND/OR** schedule of community meetings **AND/OR** screenshot of social media, emails, Infinite Campus, or other communication channels of opportunity for input **AND/OR** summary of stakeholder meetings (dates, stakeholder group attendance) **AND/OR** group survey results.

Standard: General Provisions – Integrated Strategic Action Plan - ON CYCLE

G. Integrated Strategic Action Plan - Product	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district ISAP include two or more educational goals? Are the action steps aligned to those goals?</p> <p>ARM 10.55.601 (3) ARM 10.55.601 (4b)</p>	<p><input type="checkbox"/> The district does not have evidence of an Integrated Strategic Action Plan</p>	<p>The district provided evidence of an Integrated Strategic Action Plan that Includes:</p> <p><input type="checkbox"/> One educational goal</p>	<p>The district provided evidence of an Integrated Strategic Action Plan that Includes:</p> <p><input type="checkbox"/> Two or more educational goals</p>	<p>The district provided evidence of an Integrated Strategic Action Plan that Includes:</p> <p><input type="checkbox"/> Two or more educational goals</p> <p>AND</p> <p><input type="checkbox"/> Action steps aligned to goals</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

DEFINITIONS

"Integrated strategic action plan"(ISAP) means a district plan adopted by the board of trustees that:

- (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.

GUIDANCE

Integrated Strategic Action Plan: Includes goals and action steps aligned to goals

Educational Goals: Goals may include academic and/or other district priorities ([ARM 10.55.701](#))

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Goals Sample Evidence May Include: Specific Measurable Actionable Relevant Time-bound Goals **AND/OR** Objective Key Results Goals **AND/OR** Purposeful Actionable Continuous Trackable Goals **AND/OR** Clarity Goals

Action Steps Sample Evidence May Include: Specific steps to achieve each goal

Standard: General Provisions – Graduate Profile - ON CYCLE

H. Integrated Strategic Action Plan - Graduate Profile	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have evidence of a completed, publicly available graduate profile and specific steps to achieve it?</p> <p>ARM 10.55.601 (4a) ARM 10.55.602 (17, 23, 27) ARM 10.55.701 (2, 4)</p>	<p><input type="checkbox"/> District has no evidence of graduate profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A graduate profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Where the graduate profile is publicly available</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Where the graduate profile is publicly available</p> <p>AND</p> <p><input type="checkbox"/> Specific steps to achieve the graduate profile</p>

DEFINITIONS

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

GUIDANCE

A district may refer to a graduate profile using another term such as: profile of a learner, learner profile, profile of a graduate.

Steps to Achieve: Steps towards Implementation of the graduate profile

Additional Guidelines for Graduate Profile in ARM: [10.55.701: Board of Trustees \(2a, 4\)](#), [10.55.714: Professional Development \(1a\)](#)

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Graduate Profile Evidence - A copy of the district's approved graduate profile

Publicly Available Sample Evidence May Include - Link to website, picture of graduate profile publicly posted

Steps to Achieve Sample Evidence May Include - Implementation plan for students such as chart, list, schedule, lesson plans, or work plan with action steps, and professional development related to graduate profile.

Standard: General Provisions – Curriculum - ON CYCLE

I. Curriculum	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have evidence of reviewing curriculum standards at least every five years or consistent with the state's standards revision schedule and reviewing curriculum and instructional materials to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians?</p> <p>ARM 10.55.603(4b, 4d) ARM 10.55.803 (1c)</p>	<input type="checkbox"/> District has no evidence reviewing curriculum	<p>N/A</p>	<p>The district provided evidence of:</p> <input type="checkbox"/> Reviewing curriculum standards at least every five years or consistent with the state's standards revision schedule	<p>The district provided evidence of:</p> <input type="checkbox"/> Reviewing curriculum standards at least every five years or consistent with the state's standards revision schedule <p>AND</p> <input type="checkbox"/> Reviewing curriculum and instructional materials to ensure the inclusion of the distinct and unique cultural heritages and contemporary portrayal of American Indians in the curriculum

DEFINITIONS

"**Content standard**" means what all students should know, understand, and be able to do in a specific content area. See the [Administrative Rules of Montana Title 10 Chapter 55 starting at subchapter 10](#) to see all the specific content standards.

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Reviewing Curriculum Sample Evidence May Include: evidence from consortium of review process **AND/OR** scope and sequence that were recently reviewed that includes what standards are being taught when **AND/OR** an example from most recently reviewed curricular area

Reviewing for Inclusion of American Indian Cultural Heritage Sample Evidence May Include: meeting notes from review session specifically related to the inclusion of American Indian cultural heritage **AND/OR** agenda from review session specifically related to the inclusion of American Indian cultural heritage **AND/OR** narrative of the process specifically related to the inclusion of American Indian cultural heritage **AND/OR** evidence from consortium specifically related to the inclusion of American Indian cultural heritage

Standard: General Provisions – Assessment - ON CYCLE

J. Assessment Plan	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have a developed assessment plan that details progression, growth, and proficiency and uses multiple assessment measures and methods?</p> <p>ARM 10.55.603(5)</p>	<p><input type="checkbox"/> District has no evidence of an assessment plan</p>	<p>The district provided evidence of an assessment plan that:</p> <p><input type="checkbox"/> Is developed</p>	<p>The district provided evidence of an assessment plan that:</p> <p><input type="checkbox"/> Is developed</p> <p>AND</p> <p><input type="checkbox"/> Details progression, growth, and proficiency</p>	<p>The district provided evidence of an assessment plan that:</p> <p><input type="checkbox"/> Is developed</p> <p>AND</p> <p><input type="checkbox"/> Details progression, growth, and proficiency</p> <p>AND</p> <p><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</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

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 (3) score.

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

Progression, Growth, and Proficiency Sample Evidence May Include - for each assessment type used the district must describe whether they use the tool for progress, growth, and proficiency. **NOT STUDENT PERFORMANCE DATA** - tools **AND/OR** reports **AND/OR** systems that track if progression, growth and proficiency is taking place

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 - ON CYCLE

K. Professional Development Plan	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have a publicly available professional development plan that includes ARM 10.55.714(1)(a-n) and was evaluated, developed, and recommended by an advisory committee and approved by the board of trustees?</p> <p>ARM 10.55.714(1&3)</p>	<p><input type="checkbox"/> District has no evidence of a professional development plan</p>	<p>The district provided evidence of a professional development plan that:</p> <p><input type="checkbox"/> Assures that the professional development includes ARM 10.55.714(1)(a-n)</p> <p>AND</p> <p><input type="checkbox"/> Is available to employees and the public</p>	<p>The district provided evidence of a professional development plan that:</p> <p><input type="checkbox"/> Assures that the professional development includes ARM 10.55.714(1)(a-n)</p> <p>AND</p> <p><input type="checkbox"/> Is available to employees and the public</p> <p>AND</p> <p><input type="checkbox"/> Is evaluated, developed, and recommended by an advisory committee, which shall include, but not be limited to, trustees, administrators, and teachers. The majority of the committee shall be teachers</p>	<p>The district provided evidence of a professional development plan that:</p> <p><input type="checkbox"/> Assures that the professional development includes ARM 10.55.714(1)(a-n)</p> <p>AND</p> <p><input type="checkbox"/> Is available to employees and the public</p> <p>AND</p> <p><input type="checkbox"/> Is evaluated, developed, and recommended by an advisory committee, which shall include, but not be limited to, trustees, administrators, and teachers. The majority of the committee shall be teachers</p> <p>AND</p> <p><input type="checkbox"/> Is aligned with the district graduate profile and educational goals</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

DEFINITIONS

[10.55.714\(1a-n\) Professional Development Plan:](#) Check link for assurances

GUIDANCE

Majority Teachers - More than 50% of the committee must be made up of teachers.

Evaluated - Evaluate the current year's plan

Developed and Recommended - Develop and recommend the next year's plan by an advisory committee and approved by the board of trustees

Educational Goals: Goals may include academic and/or other district priorities ([ARM 10.55.701](#))

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Available to Employees and Public Sample Evidence May Include - Link to website, picture of professional development plan publicly posted

Evaluation, Development, and Recommendation by an Advisory Committee Sample Evidence May Include - List of committee members with position titles **AND** documentation/agendas/meeting minutes of professional development plan being evaluated/developed/recommended.

Aligned with the District Graduate Profile and Educational Goals Sample Evidence May Include - documentation/meeting minutes discussing graduate profile alignment in professional development plan

Standard: School Leadership - Family and Community Engagement - ON CYCLE

L. Family and Community Engagement	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<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 and meets the family and community engagement goals in 10.55.722(1)(c&d)? 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 includes the goals in 10.55.722(c&d)</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

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.

GUIDANCE

A plan should include multiple opportunities to engage with families over the course of a school year.

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Family and Community Engagement Plan May Include Multiple Activities Such As: 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: School Leadership - Educator Effectiveness - ON CYCLE

M. Mentorship and Induction	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have a mentorship and induction program for initial licensed and incoming educators, and does the district assure the program includes all the areas in ARM 10.55.723(1)?</p> <p>ARM 10.55.723</p>	<p><input type="checkbox"/> District has no evidence of a mentorship and induction program</p>	<p>N/A</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A mentorship and induction program for initial licensed and incoming educators</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> A mentorship and induction program for initial licensed and incoming educators</p> <p>AND</p> <p><input type="checkbox"/> Assuring the program includes the areas in 10.55.723(1)</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

DEFINITIONS

[10.55.723 \(1a-e\) Mentorship and Induction](#): Check link for assurances

GUIDANCE

The mentorship and induction program may include the following criteria - provide training for mentors through the Montana Teacher Learning Hub, professional organizations, or other professional development opportunities; prioritize mentor-mentee matches that are grade and subject-level aligned; focus on research-based instructional practice; engage with mentoring partners in professional collaboration; and establish effective coaching for learning methods. [ARM 10.55.723\(2\)](#)

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Mentorship and Induction Program MAY INCLUDE: proof of a mentorship and induction program through evidence from an outside provider, activities from a consortium or district, selection of mentor/mentee matches, coaching for learning methods, research-based practices, professional collaboration between mentor partners.

Standard: School Leadership - Educator Effectiveness - ON CYCLE

N. Evaluation	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have an evaluation instrument and a process for the completion of periodic written evaluations of all regularly employed instructional personnel?</p> <p>ARM 10.55.724(1&2)</p>	<p><input type="checkbox"/> District has no evidence of an evaluation instrument and process</p>	<p><input type="checkbox"/> N/A</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> An evaluation instrument</p> <p>OR</p> <p><input type="checkbox"/> A process for the completion of periodic written evaluations of all regularly employed instructional personnel</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> An evaluation instrument</p> <p>AND</p> <p><input type="checkbox"/> A process for the completion of periodic written evaluations of all regularly employed instructional personnel</p>

COGNIA ACCREDITED DISTRICTS DO NOT SUBMIT - If only partial district is accredited by Cognia you will need to submit

GUIDANCE

“Regularly employed” is considered .5 FTE or higher for certified instructional staff

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) 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 Collective Bargaining Agreement (CBA) **AND/OR** portion under the staff handbook **AND/OR** narrative of the process

Standard: Educational Opportunity - ON CYCLE

O. School Climate	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i> Does the district assure the school policies, procedures, and rules address all areas in ARM 10.55.801(1), have a valid and reliable school climate tool, and use the results to make data-driven decisions about programs and practices that could improve school climate? ARM 10.55.801</p>	<p><input type="checkbox"/> The district has no evidence of aligning policies with ARM 10.55.801(1), measuring school climate with a valid tool, or using climate data to guide improvement efforts.</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Assuring school policies, procedures, and rules address all areas in 10.55.801(1)</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Assuring school policies, procedures, and rules address all areas in 10.55.801(1)</p> <p>AND</p> <p><input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Assuring school policies, procedures, and rules address all areas in 10.55.801(1)</p> <p>AND</p> <p><input type="checkbox"/> Measuring school climate through a valid and reliable tool to understand student, staff, family, and community perceptions</p> <p>AND</p> <p><input type="checkbox"/> Using the results of school climate tool to make data-driven decisions about programs and practices that could improve school climate</p>

COGNIA ACCREDITED SCHOOLS DO NOT SUBMIT- If only partial district is accredited by Cognia you will need to submit

DEFINITIONS

[10.55.801\(1a-h\) SCHOOL CLIMATE](#): Check link for assurances

GUIDANCE

Climate Tool: The district may utilize its comprehensive needs assessment if it addresses school climate. The tool may be utilized in conjunction with the accreditation cycle and does not need to be completed annually. The tool may be developed by the district and does not have to be a written survey.

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (3) score.

Climate Tool Evidence: the tool that was used

Data-Driven Decisions Sample Evidence May Include: narrative **AND/OR** document of how the district used the evidence to set goals **AND/OR** how the district used the evidence to develop its integrated strategic action plan

Standard: Academic Requirements - ON CYCLE

P. Indian Education For All	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>Does the district have an Indian Education for All (IEFA) policy, student work samples or evidence of student participation from each grade-band that includes integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas, and in-service training related to IEFA?</p> <p>ARM 10.55.901 (1) ARM 10.55.902 (1) ARM 10.55.904 (1) ARM 10.55.1003 2(a-i) MCA 20-1-501 MCA 20-1-502 MCA 20-1-503</p>	<p><input type="checkbox"/> District has no evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> District IEFA policy</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> District IEFA policy</p> <p>AND</p> <p><input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band that includes integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> District IEFA policy</p> <p>AND</p> <p><input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band that includes integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas</p> <p>AND</p> <p><input type="checkbox"/> IEFA-related in-service training that was developed and conducted in cooperation with tribal education departments, tribal community colleges, or other recognized Indian education resource specialists</p>

DEFINITIONS

***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 - one 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

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 and Integration Across All Content Standards Sample 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 professional development plan or calendar **AND/OR** school or consortium agenda or materials from one completed professional development **AND/OR** Hub courses completions (beyond Intro to IEFA for educator licensure) **AND/OR** OPI IEFA trainings **AND/OR** IEFA Best Practices Conference **AND/OR** Tribal Education Department professional development **AND/OR** other nationally recognized professional development

Overview Accreditation Process - Student Performance

Student Performance		
Standard	Levels	Value
<u>SP-1. Student Learning Outcomes - Math</u>	Elementary and Middle School	7
<u>SP-2. Student Learning Outcomes - ELA</u>	Elementary and Middle School	7
<u>SP-3. Student Attendance</u>	Elementary and Middle School	3
<u>SP-4. Student Learning Outcomes - Early Literacy</u>	Elementary Schools with K-2 Grades	3
<u>SP-5. Student Learning Outcomes - Middle School College and Career Readiness</u>	Middle School & Elementary Schools without K-2 Grades	3
<u>SP-7. Student Learning Outcomes - Math</u>	High School	7
<u>SP-8. Student Learning Outcomes - ELA</u>	High School	7
<u>SP-9. Graduation Rate</u>	High School	3
<u>SP-10. College and Career Readiness</u>	High School	3
TOTAL:	20 Possible Points for High School 20 Possible Points for Elementary/Middle School	

Student Performance Rubric Scoring			
	Elementary	Middle School	High School
Regular	16 - 20	16 - 20	16 - 20
Regular MD	12 - 15	12 - 15	12 - 15
Advice	8 - 11	8 - 11	8 - 11
Deficiency	0 - 7	0 - 7	0 - 7

Evaluating Student Performance Standards - On Cycle Requirements

1. Student Learning Outcomes - Math <i>Guiding Question:</i> How does the school perform on MAST in Math? 10.55.606(3) (Elementary and Middle Grade Schools)	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math is below 5%	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math of at least 5%	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math of at least 10%	The school provided evidence of: <input type="checkbox"/> A school proficiency for Math of at least 15%

GUIDANCE

OPI will select the school's highest overall math proficiency score from the 3 years prior to the accreditation cycle.

Schools with less than 10 students' data will not be published.

The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.

2. Student Learning Outcomes - ELA <i>Guiding Question:</i> How does the school perform on MAST in ELA? 10.55.606(3) (Elementary and Middle Grade Schools)	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
	The school provided evidence of: <input type="checkbox"/> Proficiency for ELA is below 5%	The school provided evidence of: <input type="checkbox"/> Proficiency for ELA of at least 5%	The school provided evidence of: <input type="checkbox"/> Proficiency for ELA of at least 10%	The school provided evidence of: <input type="checkbox"/> A school proficiency for ELA of at least 15%

GUIDANCE

OPI will select the school's highest overall ELA proficiency score from the 3 years prior to the accreditation cycle.

Schools with less than 10 students' data will not be published.

The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.

3. Student Learning Outcomes - Attendance <i>Guiding Question:</i> How is the school ensuring students are attending school on a regular basis? 10.55.606(3) (Elementary and Middle Grade Schools)	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
	<input type="checkbox"/> School's average daily attendance rate is less than 82%	The school provided evidence of: <input type="checkbox"/> The average daily attendance rate is between 82% -86.99%	The school provided evidence of: <input type="checkbox"/> The average daily attendance rate is between 87% -89.99%	The school provided evidence of: <input type="checkbox"/> The average daily attendance rate is 90% or above

GUIDANCE

OPI will select the school's highest overall average daily attendance rate from the 3 years prior to the accreditation cycle.

Schools with less than 10 students' data will not be published.

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

4. Student Learning Outcomes - K-2 Literacy Growth	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>How is the school ensuring literacy growth for students K-2?</p> <p>10.55.606(3) (Elementary Schools with K-2 grades)</p>	<p><input type="checkbox"/> School provided NO evidence of data from approved evaluation methodology tool to show K-2 students literacy growth</p>	<p>The school provided evidence of:</p> <p><input type="checkbox"/> Data from approved evaluation methodology tool from ONE grade to show K-2 students literacy growth</p> <p>AND</p> <p><input type="checkbox"/> Reporting student literacy performance to parents or guardians</p>	<p>The school provided evidence of:</p> <p><input type="checkbox"/> Data from approved evaluation methodology tool for at least TWO grades to show K-2 students literacy growth</p> <p>AND</p> <p><input type="checkbox"/> Reporting student literacy performance to parents or guardians</p>	<p>The school provided evidence of:</p> <p><input type="checkbox"/> Data from approved evaluation methodology tool for all THREE grades to show K-2 students literacy growth</p> <p>AND</p> <p><input type="checkbox"/> Reporting student literacy performance to parents or guardians</p>

DEFINITIONS

"Student growth" means changes in student learning as measured from one point in time to another.

GUIDANCE

Submit the best of the prior 3 years.

Submit class level data AND/OR redact student identifiable information.

Schools with less than 10 students' data will not be published.

Student growth: Year to Year **AND/OR** Fall to Spring **AND/OR** Winter to Spring

Free Evaluation Methodology Tool: DIBELS **OR** Acadience

SAMPLE EVIDENCE MAY INCLUDE

Approved Evaluation Methodology Tool for Early Literacy: Use a tool from the [BPE List of Approved Evaluation Methodology Tools](#) **OR** a tool that is research based and developmentally appropriate for measuring growth

Reporting of Student Literacy Performance to Parents or Guardians Sample Evidence May Include: Sample letter and/or report that is provided to parents or guardians

5. Student Learning Outcomes - Career Exploration Opportunities	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i> How is the school providing opportunities for college and career exploration for middle grades?</p> <p>10.55.606(3) (Middle Schools & Elementary Schools without K-2 grades)</p>	<p><input type="checkbox"/> School has provided NO evidence showing that students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> School has evidence that less than 30% of 8th graders have engaged in college and career readiness planning</p>	<p>The school provided one of the following:</p> <p><input type="checkbox"/> One piece of evidence demonstrating that middle grades students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> Evidence of at least 30% of 8th-grade students engaged in college and career readiness planning</p>	<p>The school provided one of the following:</p> <p><input type="checkbox"/> Two pieces of evidence demonstrating that middle grades students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> Evidence of at least 40% of 8th-grade students engaged in college and career readiness planning</p>	<p>The school provided one of the following:</p> <p><input type="checkbox"/> Three pieces of evidence demonstrating that middle grades students have engaged in college and career exploration opportunities</p> <p>OR</p> <p><input type="checkbox"/> Evidence of at least 50% of 8th-grade students engaged in college and career readiness planning</p>

GUIDANCE

Do not submit student work samples as evidence.

Submit information from the cycle year or prior year.

Engaging in College and Career Readiness Planning: A process that helps students make decisions throughout their academic journey, enabling self-discovery, career exploration, academic planning, and college preparation. It outlines a student's academic, personal, and career goals and maps out the steps required to achieve them.

Middle Grades - 5th, 6th, 7th, & 8th Grades

Plans may be completed in 5th, 6th, 7th, or 8th grade but by 8th grade 50% need to have the planning complete.

SAMPLE EVIDENCE MAY INCLUDE

Engaged in College and Career Exploration Opportunities Sample Evidence May Include: lesson or unit plans **AND/OR** career fairs **AND/OR** job shadowing **AND/OR** participation with guest speakers **AND/OR** field trips **AND/OR** six year plans **AND/OR** peer mentoring program

Engaged in College and Career Readiness Opportunities Sample Evidence May Include: report that shows percentage of students **AND/OR** Montana Career Information System (MCIS) **AND/OR** report from Level All **AND/OR** STARS Act **AND/OR** YouScience **AND/OR** Xello

6. Student Learning Outcomes - Math	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
<p><i>Guiding Question:</i> How does the school perform using the average ACT Math Score?</p> <p>10.55.606(3) <i>(High School)</i></p>	<input type="checkbox"/> School has a 3 year average math score below 16	<p>The school provided evidence of:</p> <input type="checkbox"/> A 3 year average math score of at least 16	<p>The school provided evidence of:</p> <input type="checkbox"/> A 3 year average math score of at least 17	<p>The school provided evidence of:</p> <input type="checkbox"/> A 3 year average math score at or above 18
<p>GUIDANCE</p>				
<p>OPI will use the school's average from the 3 years prior to the accreditation cycle.</p>				
<p>Schools with less than 10 students' data will not be published.</p>				
<p>The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.</p>				

7. Student Learning Outcomes - ELA	Deficiency (0)	Advice (3)	Regular MD (5)	Regular (7)
<p><i>Guiding Question:</i> How does the school perform using the average ACT English Language Arts(ELA), which is based on the English, reading and writing ACT subsets?</p> <p>10.55.606(3) <i>(High School)</i></p>	<input type="checkbox"/> School has a 3-year average ELA score below 16	<p>The school provided evidence of:</p> <input type="checkbox"/> A 3-year average ELA score of at least 16	<p>The school provided evidence of:</p> <input type="checkbox"/> A 3-year average ELA score of at least 17	<p>The school provided evidence of:</p> <input type="checkbox"/> A 3-year average ELA score at or above 18
<p>GUIDANCE</p>				
<p>OPI will use the school's average from the 3 years prior to the accreditation cycle.</p>				
<p>Schools with less than 10 students' data will not be published.</p>				
<p>The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.</p>				

8. Student Learning Outcomes - Graduation Rate	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>How is the school ensuring that students are graduating?</p> <p>10.55.606(3) (High School)</p>	<input type="checkbox"/> School has a 3-year average graduation rate below 66.8%	<p>The school provided evidence of:</p> <input type="checkbox"/> A 3- year average graduation rate of at least 66.8%	<p>The school provided evidence of:</p> <input type="checkbox"/> A 3-year average graduation rate of at least 73%	<p>The school provided evidence of:</p> <input type="checkbox"/> A 3-year average graduation rate at or above 80%

GUIDANCE

The following information will be gathered from the assessment team at OPI; please do not submit any data for this indicator.

Graduation rate is determined using the 4-year cohort graduation rate.

OPI will use the school's average from the 3 years prior to the accreditation cycle.

9. College and/or Career Readiness Opportunities	Deficiency (0)	Advice (1)	Regular MD (2)	Regular (3)
<p><i>Guiding Question:</i></p> <p>How is the school ensuring that students graduate college and/or career ready?</p> <p>10.55.606(3) (High School)</p>	<input type="checkbox"/> School has less than 5% of graduates at Level 1 of the STARS Act OR <input type="checkbox"/> Less than 20% of all students by graduation have engaged in college and career readiness planning.	<p>The school provided evidence of:</p> <input type="checkbox"/> 5% -10% of graduates at Level 1 of the STARS Act OR <input type="checkbox"/> At least 20% of students engaged in college and career readiness planning by graduation	<p>The school provided evidence of:</p> <input type="checkbox"/> 10.01%–15% of graduates performing at Level 1 under the STARS Act OR <input type="checkbox"/> At least 50% of students engaged in college and career readiness planning by graduation	<p>The school provided evidence of:</p> <input type="checkbox"/> At least 15% of graduates at Level 1 of the STARS Act OR <input type="checkbox"/> At least 80% of students engaged in college and career readiness planning by graduation

DISTRICT MUST CHOOSE PRIOR TO SUBMISSION. (OPI will make STARS Act information available prior to submission)

GUIDANCE

Do not submit student work samples as evidence.

Submit information from the cycle year or prior year.

College and career readiness planning may happen in the 8th grade and can be utilized for this rubric.

Engaging in College and Career Readiness Planning: A process that helps students make decisions throughout their academic journey, enabling self-discovery, career exploration, academic planning, and college preparation. It outlines a student's academic, personal, and career goals and maps out the steps required to achieve them.

SAMPLE EVIDENCE MAY INCLUDE

STARS ACT: *This information comes from Infinite Campus.*

Engaged in College and Career Readiness Opportunities Sample Evidence May Include: Report that shows percentage of students **AND/OR** MCIS **AND/OR** Report from Level All