

---

ACCREDITATION STATUS  
CRITERIA REFERENCE GUIDE  
FY2024  
**Revised September 2024**



Overview of FY2024 Process - Assurances..... 4

Evaluating Assurance Standards - Part 1 ..... 5

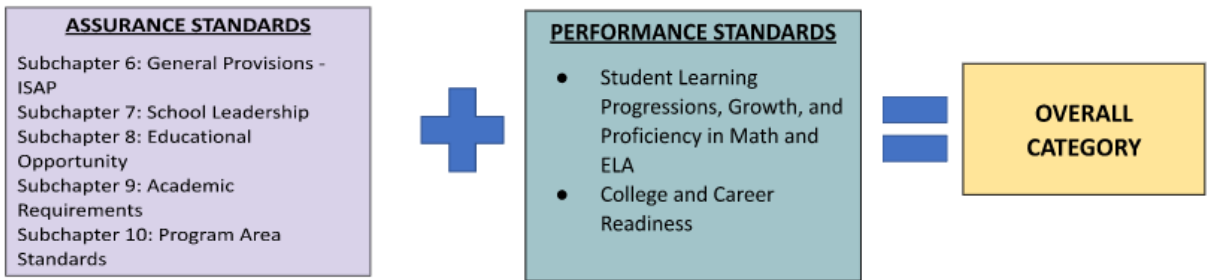
- A. **Integrated Strategic Action Plan – Process**..... 5
- B. **Integrated Strategic Action Plan - Goals for Continuous Improvement** ..... 6
- C. **Integrated Strategic Action Plan – Content**..... 7
- D. **District Assurances**..... 8
- E. **Assignment and Licensure of Staff**..... 9
- F. **Teacher Load and Class Size** ..... 9
- G. **Professional Development Schedule** .....10
- H. **Family and Community Engagement** .....10
- I. **Basic Education Program Offerings**.....11
- J. **Indian Education For All**.....12
- K. **Indian Education For All**.....13

Overview of FY2024 Process - Student Performance ..... 14

Evaluating Student Performance Standards ..... 15

- A. **Student Learning Outcomes - Math** .....15
- B. **Student Learning Outcomes - ELA** .....16
- C. **College and Career Readiness Opportunities**.....17

# Proposed Part 1 - Accreditation Status Criteria Reference Guide



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

The Assurance Standards scores will be tabulated using the 2023-2024 Assurance scores (Part 1) plus the 2024-2025 Assurance scores (Part 2). Improvements to the 2023-2024 scores can be made by re-submitting the individual areas the district chooses for improvement or required by a corrective plan. Please do not resubmit the entire 2023-2024 process documents. Assurance Rubric C will not be rescored for the 2024-2025 accreditation process.

## Overview of FY2024 Process - Assurances

2023-2024 Assurances - Part 1		
Standard	ARM	Value
A. Integrated Strategic Action Plan - Process (CNA)	<a href="#">10.55.601(3)</a>	4
B. Integrated Strategic Action Plan - Content (Goals)	<a href="#">10.55.601</a>	4
C. Integrated Strategic Action Plan - Content (Graduate Profile)	<a href="#">10.55.601</a>	4
D. District Assurances	<a href="#">10.55.603</a> , <a href="#">10.55.701</a> , <a href="#">10.55.706</a> , <a href="#">10.55.714</a> , <a href="#">10.55.716</a> , <a href="#">10.55.717</a> , <a href="#">10.55.718</a> , <a href="#">10.55.719</a> , <a href="#">10.55.720</a> , <a href="#">10.55.721</a> , <a href="#">10.55.723</a> , <a href="#">10.55.724</a> , <a href="#">10.55.801</a> , <a href="#">10.55.802</a> , <a href="#">10.55.803</a> , <a href="#">10.55.804</a> , <a href="#">10.55.805</a> , <a href="#">10.55.806</a> , <a href="#">10.55.905</a> , <a href="#">10.55.906</a> , <a href="#">10.55.908</a> , <a href="#">10.55.910</a> , <a href="#">10.55.911</a> , <a href="#">10.55.1001</a> , <a href="#">10.55.1003</a>	8
E. Assignment and Licensure of Staff	<a href="#">10.55.702</a> , <a href="#">10.55.703</a> , <a href="#">10.55.704</a> , <a href="#">10.55.705</a> , <a href="#">10.55.707</a> , <a href="#">10.55.708</a> , <a href="#">10.55.709</a> , <a href="#">10.55.710</a> , <a href="#">10.55.716</a>	4
F. Teacher Load and Class Size	<a href="#">10.55.712</a> , <a href="#">10.55.713</a>	4
G. Professional Development Schedule	<a href="#">10.55.714</a>	4
H. Family and Community Engagement	<a href="#">10.55.722</a>	4
I. Basic Education Program Offerings (High School and Middle School only)	<a href="#">10.55.902</a> , <a href="#">10.55.904</a>	4
J. Indian Education For All	<a href="#">10.55.901</a> , <a href="#">10.55.902</a> , <a href="#">10.55.904</a>	4
K. Indian Education For All	<a href="#">10.55.901</a> , <a href="#">10.55.902</a> , <a href="#">10.55.904</a>	4

Assurance Rubric Scoring - 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

# 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><b>Guiding Question:</b></p> <p>Does the district have a comprehensive needs assessment, as defined in <a href="#">ARM 10.55.602(8)</a>, using meaningful stakeholder input and feedback that is used to align the integrated strategic action plan to the local context and needs?</p> <p><a href="#">(ARM 10.55.601(3))</a>  <a href="#">(ARM 10.55.602 (8))</a></p>	<input type="checkbox"/> District has <b>no</b> evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals	N/A	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A comprehensive needs assessment	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A comprehensive needs assessment
<p><b>AND</b></p> <input type="checkbox"/> The use of meaningful stakeholder input and feedback				
<p><b>AND</b></p> <input type="checkbox"/> The use of meaningful stakeholder input and feedback				
<p><b>AND</b></p> <input type="checkbox"/> Identified area(s) of need for improvement				
<p><b>DEFINITIONS</b></p> <p>"<b>Comprehensive needs assessment</b>" 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>"<b>Integrated strategic action plan</b>" means a district plan adopted by the board of trustees that:</p> <ul style="list-style-type: none"> <li>(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;</li> <li>(b) ensures a learner-centered system and continuous improvement that reflects local context and needs;</li> <li>(c) is based on school-level comprehensive needs assessment;</li> <li>(d) has engaged stakeholders and addresses stakeholder input and feedback; and</li> <li>(e) aligns with the requirements of applicable state and federal programs.</li> </ul> <p>"<b>Stakeholders</b>" 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><b>SAMPLE EVIDENCE MAY INCLUDE</b></p> <p><i>A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.</i></p> <p><b>Meaningful Stakeholder Input and Feedback Evidence May Include:</b> board agendas <b>AND/OR</b> schedule of community meetings <b>AND/OR</b> surveys <b>AND/OR</b> social media screenshot of survey <b>AND/OR</b> screenshot of survey being sent <b>AND/OR</b> screenshot of Infinite Campus message of survey</p> <p><b>Identified Areas of Need for Improvement Sample Evidence May Include:</b> summary of CNA findings and how they contribute to educational goals <b>AND/OR</b> gap analysis <b>AND/OR</b> root cause analysis</p>				

**Standard: General Provisions – Integrated Strategic Action Plan**

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

**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: 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? <a href="#">(ARM 10.55.601)</a></p>	<p><input type="checkbox"/> <b>PART 1</b> - District has <b>no</b> 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"/> <b>PART 1</b> - 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></p> <p>Is the district ensuring all required <a href="#">ARM 10.55</a> district accreditation policies, procedures, and plans are in effect?</p> <p><a href="#">(ARM 10.55.603)</a>  <a href="#">(ARM 10.55.701)</a>  <a href="#">(ARM 10.55.706)</a>  <a href="#">(ARM 10.55.716)</a>  <a href="#">(ARM 10.55.717)</a>  <a href="#">(ARM 10.55.718)</a>  <a href="#">(ARM 10.55.719)</a>  <a href="#">(ARM 10.55.720)</a>  <a href="#">(ARM 10.55.721)</a>  <a href="#">(ARM 10.55.802)</a>  <a href="#">(ARM 10.55.803)</a>  <a href="#">(ARM 10.55.804)</a>  <a href="#">(ARM 10.55.805)</a>  <a href="#">(ARM 10.55.806)</a>  <a href="#">(ARM 10.55.905)</a>  <a href="#">(ARM 10.55.906)</a>  <a href="#">(ARM 10.55.908)</a>  <a href="#">(ARM 10.55.910)</a>  <a href="#">(ARM 10.55.911)</a>  <a href="#">(ARM 10.55.1001)</a>  <a href="#">(ARM 10.55.1003)</a></p> <p><b>Note: This does not replace districts' responsibilities for state and federal laws and regulations.</b></p>	<p><input type="checkbox"/> District has <b>not</b> assured that <b>all</b> required <a href="#">ARM 10.55</a> accreditation policies, procedures, and plans are in effect</p>	<p>n/a</p>	<p>n/a</p>	<p><input type="checkbox"/> District has assured <b>all</b> required <a href="#">ARM 10.55</a> district accreditation policies, procedures, and plans are in effect</p>

The information will be submitted within the accreditation platform.



Standard: School Leadership				
E. Assignment and Licensure of Staff	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>Are staff appropriately licensed and assigned?</p> <p><a href="#">(ARM 10.55.702)</a>  <a href="#">(ARM 10.55.703)</a>  <a href="#">(ARM 10.55.704)</a>  <a href="#">(ARM 10.55.705)</a>  <a href="#">(ARM 10.55.707)</a>  <a href="#">(ARM 10.55.708)</a>  <a href="#">(ARM 10.55.709)</a>  <a href="#">(ARM 10.55.710)</a>  <a href="#">(ARM 10.55.716)</a></p>	<input type="checkbox"/> School has one or more unlicensed staff <b>AND/OR</b> <input type="checkbox"/> School has ensured everyone is licensed, but more than 25% are not appropriately assigned <b>AND/OR</b> <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 <b>AND/OR</b> <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 <b>AND/OR</b> <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
<p>The following information will be gathered from TMT and Infinite Campus by OPI; please do not submit any data for this indicator.</p>				

Standard: School Leadership				
F. Teacher Load and Class Size	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p><i>Guiding Question:</i></p> <p>Do all classes meet the requirements for size as outlined in <a href="#">ARM 10.55.712</a> and <a href="#">ARM 10.55.713</a>?</p> <p><a href="#">(ARM 10.55.712)</a>  <a href="#">(ARM 10.55.713)</a></p>	<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
<p>The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.</p>				

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 <a href="#">20-1-304</a> and <a href="#">20-4-304</a>, MCA, including a minimum of three pupil instruction related (PIR) days dedicated exclusively to PD?</p> <p><a href="#">(ARM 10.55.714 (2))</a></p>	<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 <a href="#">20-1-304</a> and <a href="#">20-4-304</a> MCA	n/a	<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 <a href="#">20-1-304</a> and <a href="#">20-4-304</a> MCA
<p>The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.</p>				

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

**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 <a href="#">10.55.902</a> &amp; <a href="#">10.55.904</a>?</p> <p><a href="#">(ARM 10.55.902)</a> <a href="#">(ARM 10.55.904)</a></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 <a href="#">10.55.902</a> &amp; <a href="#">10.55.904</a></p> <p><b>AND/OR</b></p> <p><input type="checkbox"/> School is not meeting the minimum required units in 1 or more program areas as outlined in <a href="#">10.55.902</a> &amp; <a href="#">10.55.904</a></p> <p><i>*Middle School Philosophy does not have unit requirements as outlined in <a href="#">10.55.902(3)</a></i></p>	<p>n/a</p>	<p>n/a</p>	<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 <a href="#">10.55.902</a> &amp; <a href="#">10.55.904</a></p> <p><i>*Middle School Philosophy does not have unit requirements as outlined in <a href="#">10.55.902(3)</a></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><a href="#">(ARM 10.55.901 (1))</a>  <a href="#">(ARM 10.55.902 (1))</a>  <a href="#">(ARM 10.55.904 (1))</a>  <a href="#">(ARM 10.603 4(d))</a>  <a href="#">(ARM 10.803(c))</a>  <a href="#">(ARM 10.1003 2(a)(i))</a>  <a href="#">(MCA 20-1-501)</a>  <a href="#">(MCA 20-1-502)</a>  <a href="#">(MCA 20-1-503)</a></p>	<p><input type="checkbox"/> District has <b>no</b> evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> District IEFA policy</p> <p><b>AND</b></p> <p><input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band</p>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> District IEFA policy</p> <p><b>AND</b></p> <p><input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band</p> <p><b>AND</b></p> <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>	<p><b>The district provided evidence of:</b></p> <p><input type="checkbox"/> District IEFA policy</p> <p><b>AND</b></p> <p><input type="checkbox"/> Student IEFA work samples or evidence of student participation from each grade-band</p> <p><b>AND</b></p> <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> <p><b>AND</b></p> <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</p>

**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)
<p><i>Guiding Question:</i></p> <p>Does each school assure and identify how allocated IEFA funding is used to support implementation of IEFA within the basic academic program?</p>	<p><input type="checkbox"/> School has <b>not assured</b> 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.</p>	<p>n/a</p>	<p>n/a</p>	<p><input type="checkbox"/> School has <b>assured</b> 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.</p>

**The information will be submitted within the accreditation platform.**

## Overview of FY2024 Process - Student Performance

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

Student Performance Rubric Scoring - Part 1		
	Elementary/Middle School Score	High School
<b>Regular</b>	7-8	4
<b>Regular MD</b>	5-6	3
<b>Advice</b>	3-4	2
<b>Deficiency</b>	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?  <b>(Middle School and Elementary School)</b></p>	<input type="checkbox"/> School has <b>no</b> evidence to prove student learning in math	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A valid and reliable tool	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A valid and reliable tool <b>AND</b> <input type="checkbox"/> Data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A valid and reliable tool <b>AND</b> <input type="checkbox"/> Data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data <b>AND</b> <input type="checkbox"/> How the data from the tool is used to inform teaching and learning

**\*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** AIMsweb **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)
<p><i>Guiding Question:</i></p> <p>How is the school ensuring all students are learning in ELA? <b>(Middle School and Elementary School)</b></p>	<input type="checkbox"/> School has no evidence to prove student learning in math	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A valid and reliable tool	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A valid and reliable tool <b>AND</b> <input type="checkbox"/> Data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data	<p><b>The district provided evidence of:</b></p> <input type="checkbox"/> A valid and reliable tool <b>AND</b> <input type="checkbox"/> Data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data <b>AND</b> <input type="checkbox"/> How the data from the tool is used to inform teaching and learning

**\*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** AIMswEB **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><i>Guiding Question:</i></p> <p>How is the school ensuring that students graduate college and career ready? <b>(High School)</b></p>	<input type="checkbox"/> School has <b>no</b> evidence to ensure students are graduating ready for college and/or career opportunities	<input type="checkbox"/> N/A	<input type="checkbox"/> School has <b>1 piece of evidence</b> showing students are graduating ready for college and/or career opportunities	<input type="checkbox"/> School has <b>2 or more pieces of evidence</b> showing students are graduating ready for college and/or career opportunities

**GUIDANCE**

**10 total students or less testing** - Do not send in ACT Data Results

**SAMPLE EVIDENCE MAY INCLUDE**

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



## Sample Accreditation Template Part 1 Revised September 2024

*The Assurance Standards scores will be tabulated using the 2023-2024 Assurance scores (Part 1) plus the 2024-2025 Assurance scores (Part 2). Improvements to the 2023-2024 scores can be made by re-submitting the individual areas the district chooses for improvement or required by a corrective plan. Please do not resubmit the entire 2023-2024 process documents. Assurance Rubric C will not be rescored for the 2024-2025 accreditation process.*

### District Assurance Standards:

#### A. Integrated Strategic-Action Plan Process: Stakeholder Engagement and CNA - (District)

##### Questions:

1. The district provided evidence of:
  - A comprehensive needs assessment
  - The use of meaningful stakeholder input and feedback
  - Identified area(s) of need for improvement

TEXTBOX

Choose File

No file chosen

UPLOAD

#### B. Integrated Strategic Action Plan: Goals - (District)

##### Questions:

1. The district provided evidence of:
  - Two or more educational goals
  - Goals based on the results of the comprehensive needs assessment
  - The implementation, monitoring, and evaluation of the goals

TEXTBOX

Choose File

No file chosen

UPLOAD



**C. ~~Integrated Strategic Action Plan Graduate Profile (District)~~**

Questions: **CANNOT SUBMIT FOR RE-SCORE FOR FY2025**

- The district is able to provide evidence that steps have been taken to develop a Graduate Profile.

Choose File

No file chosen

UPLOAD

**D. District Assurances - (District)**

ARM 10.55	District Assurances	YES/NO
<b><i>EACH COMPONENT NEEDS TO BE ASSURED TO RECEIVE FULL CREDIT</i></b>		
<b>Board of Trustees Policies</b>		
<a href="#">701(2)(b)</a>	Does the Board of Trustees sequential curriculum for each program area that aligns to the content standards, specific grade level learning progressions, and program area standards?	
<a href="#">701(2)(c)</a>	Does the Board of Trustees have written policies establishing student assessment procedures that ensure evaluation of the district's curriculum and student learning, specifying how and when data are to be collected, analyzed, and reported?	
<a href="#">701(2)(d)</a>	Does the Board of Trustees have written policies that delineate the responsibilities of the local board of trustees, superintendent, and personnel employed by the school district?	
<a href="#">701(2)(e)</a>	Does the Board of Trustees have a written policy addressing grievances for students, families, staff, and stakeholders?	
<a href="#">701(2)(f)</a>	Does the Board of Trustees have other policies required by state or federal law?	
<b>Teacher Involvement</b>		
<a href="#">706(2)</a>	Does the district allow for teachers to be involved in curriculum development, student assessments and the promotion of a school climate that enhances student learning, achievement, and well-being?	
<b>Substitute Teachers</b>		
<a href="#">716</a>	Does the district comply with the rules and regulations for hiring and employing substitute teachers?	
<b>Assignment of Persons Providing Instruction to Braille Students</b>		
<a href="#">717</a>	Does the district certify that it would follow ARM 10.55.717 if it had to assign a person to provide instruction for braille students?	
<b>Assignment of Persons Providing Sign Language Interpreting for Students who are Deaf or Hard of Hearing</b>		
<a href="#">718</a>	Does the district certify that it would follow ARM 10.55.718 if it had to assign a person to provide sign language interpreting for students who are deaf or hard of hearing?	



<b>Student Protection Procedures</b>		
<a href="#">719</a>	Does the Board of Trustees have written policies designed to deter persistent threatening, insulting, or demeaning gestures or physical conduct, including an intentional written, verbal, or electronic communication or threat directed against a student or students regardless of the underlying reason?	
<b>Suicide Prevention and Response</b>		
<a href="#">720</a>	Has the Board of Trustees adopted a policy, procedures, or plan related to suicide prevention and response?	
<b>Hazard Emergency Plan</b>		
<a href="#">721</a>	Has the Board of Trustees adopted a policy addressing a school safety plan or emergency operations plan?	
<b>Opportunity and Educational Equity</b>		
<a href="#">802</a>	Does the district guarantee equality of educational opportunity and to respect the dignity of every person in accordance with Article II, Section IV of the Montana Constitution and federal law, without prejudice of any kind?	
<b>Learner Access</b>		
<a href="#">803</a>	Does the local board of trustees have processes to ensure each learner has access to the following: high quality instruction; standards that align curriculum and instructional materials; technology hardware and software appropriate to support individual learning; time for learning that includes opportunities for multiple modalities, collaboration, and student discussion; supportive learning environment; and other resources?	
<b>Gifted and Talented</b>		
<a href="#">804 (3)</a>	Does the district provide structured support and assistance to teachers in identifying and meeting the diverse student needs of gifted and talented students, and provide a framework for considering a full range of alternatives for addressing student needs?	
<b>Special Education</b>		
<a href="#">805</a>	Does the district provide educational programs and services to students eligible to receive special education services as identified under IDEA, comply with all federal and state laws and regulations addressing special education, and provide structured support and assistance to regular education teachers in identifying and meeting the diverse needs of students receiving special education services?	
<b>English Learners</b>		
<a href="#">806</a>	Does the district provide educational services to help English learners become proficient in English and meet state standards by creating high level language instruction programs, professional development, and family outreach, comply with all federal and state laws and regulations addressing English learners, and identify students who are eligible for language assistance, provide a sound program of instruction, assess their English proficiency annually, and notify parents of their initial placement in, progress within, and exit from the language program?	



<b>Graduation Requirements/High School Credit - Districts with High Schools Only</b>		
<a href="#">905/906</a>	Does the district have requirements for graduation shall include a total of 20 units of study, defined in 10.55.906, that enable all students to meet the content standards and content-specific grade-level or grade-band learning progressions. Students may demonstrate achievement through a flexible system of pupil-centered learning that includes the specific 13 units outlined in 10.55.905?	
<b>School Facilities</b>		
<a href="#">908</a>	Does the local board of trustees provide for educational facilities which are functional and safe for the conduct of the educational and extracurricular activities of students, and which will meet state and federal accessibility standards?	
<b>Student Discipline Records</b>		
<a href="#">910</a>	Does the district ensure that each school maintains a record of any disciplinary action that is educationally related, with explanation, taken against a student?	
<b>Official High School Transcript - Districts with High Schools Only</b>		
<a href="#">911</a>	Does the district maintain the official academic records for each student?	
<b>Program Standards</b>		
<a href="#">1001</a>	Does the local board of trustees ensure the district's curricula align with the state content standards and content-specific grade-level or grade-band learning progressions?	
<b>Program Foundation Standards</b>		
<a href="#">1003</a>	Does the local board of trustees meet the following conditions: ensure integration of the history, contemporary portrayals, and contributions of American Indians, with an emphasis on Montana Indians, for all students, across all content areas; ensure an educational climate that promotes academic freedom and respect for diversity with prejudice toward none; maintain high expectations for student performance, behavior, and lifelong learning; and encourage collaboration among school personnel to plan, assess, and support instruction?	

**E. Assignment and Licensure of Staff - (School)**

**Pulled from Infinite Campus**

**F. Teacher Load and Class Size - (School)**

**Pulled from Infinite Campus**

**G. Professional Development Schedule - (District)**

**Pulled from Infinite Campus**



### H. Family and Community Engagement - (District)

**Questions:**

1. The district provided evidence of:
  - A Family and Community Engagement plan
  - Assurances that the plan covers all the goals in [10.55.722\(c & d\)](#)

Family and Community Engagement Plan Addresses all Components in <a href="#">10.55.722(c &amp; d)</a>	YES/NO
<i>EACH COMPONENT NEEDS TO BE ASSURED TO RECEIVE FULL CREDIT</i>	
(c) recognizes that family and school staff have a shared responsibility in the learning of their child(ren) as evidenced by the following core beliefs: (i) families have dreams for their children and want the best for them; (ii) all families have the capacity to support their children's learning. (iii) family and school staff are partners; and (iv) the responsibility for cultivating and sustaining an inviting and inclusive climate rests primarily with school staff	
(d)(i) families actively participate in the life of the school and are welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class	
(ii) families and school staff engage in regular, two-way meaningful communication about student learning	
(iii) families and school staff continuously collaborate to support student learning and healthy development both at home and at school and have regular opportunities to strengthen their knowledge and skills to do so effectively	
(iv) families and school staff are empowered to advocate for children, to ensure that students are treated equitably and have access to learning opportunities that will support their success	
(v) families and school staff partner in decisions that affect children and families and together inform and influence policies, practices, and programs	
(vi) families and school staff collaborate with members of the community to connect students, families, and staff to expand learning opportunities, community services, and civic participation	
(vii) families and school staff collaborate with members of the community to connect students, families, and staff to post-secondary education opportunities, including workforce training, apprenticeship opportunities, career pathways, and degree programs, and encourage students to explore college and career planning tools (including Free Application for Federal Student Aid completion) and incentives provided by post-secondary institutions.	

TEXTBOX

Choose File

No file chosen

Upload



**I. Basic Education Program Offerings - (School - High School & Middle School Only)**  
**Pulled from Infinite Campus**

**J. Indian Education for All - (District)**

**Questions:**

1. The district provided evidence of:
  - District IEFA policy
  - Student IEFA work samples or evidence of student participation from each grade-band\*
  - IEFA-related in-service training that was developed in cooperation with Indian tribal groups\*\* and made available to all certified and classified personnel
  - 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

TEXTBOX

Choose File

No file chosen

Upload

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

\*\***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;

**K. Indian Education for All - (School)**

**Does each school ensure and identify how allocated IEFA funding is used to support implementation of IEFA within the basic academic program?**

\_\_\_Yes      \_\_\_No



## Student Performance Standards:

### A. Student Learning Outcomes - (School) - Mathematics

#### *(Middle School and Elementary School)*

The school has provided evidence of:

- A valid and reliable tool
- Data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data
- How the data from the tool is used to inform teaching and learning

### B. Student Learning Outcomes - (School) - ELA

#### *(Middle School and Elementary School)*

The school has provided evidence of:

- A valid and reliable tool
- Data evidence demonstrating an increase in student learning progression, growth, or proficiency with overall group performance data
- How the data from the tool is used to inform teaching and learning

### C. College and Career Readiness Opportunities - (School)

#### *(High School)*

The school has **2 or more pieces of evidence** showing students are graduating ready for college and/or career opportunities.