ACCREDITATION STATUS CRITERIA

REFERENCE GUIDE

FY2024

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Proposed FY2024 - Accreditation Status Criteria Reference Guide
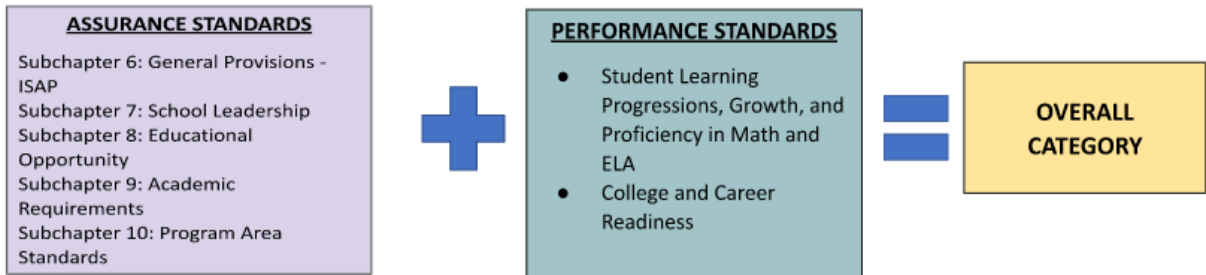
Final Accreditation Status Determination (ARM 10.55.605)		
if Assurance Standards	*and* Student Performance Standards	*then* Final Accreditation Status
Regular	Regular	**Regular**
Regular	Regular MD	**Regular**
Regular MD	Regular	**Regular**
Regular MD	Regular MD	**Regular with Minor Deviation**
Regular 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**

Overview of FY2024 Process

		Assurances		
District or School Level	Type of Standard	ARM	Guiding Question	Value
District	Assurance - *General Provisions - Integrated Strategic Action Plan*	ARM 10.55.601(3) 10.55.601(4b)	How has the district developed a detailed ISAP with educational goals using both the Comprehensive Needs Assessment (CNA) and meaningful stakeholder engagement?	4 point rubric validating the ISAP Process - ISAP Rubric A
District	Assurance-General Provisions-Integrated Strategic Action Plan	ARM 10.55.601(3) 10.55.601(4b)	Does the district ISAP Include two to three SMART (Specific, Measurable, Achievable, Realistic, and Timely) goals based on the results of the comprehensive needs assessment and embedded within strategic action steps.	4 point rubric validating the ISAP process-ISAP Rubric B
District	Assurance - *General Provisions - Integrated Strategic Action Plan*	ARM 10.55.601(4a) ARM	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?	4 point rubric validating the ISAP Contents - ISAP Rubric C
District	Assurance - *Leadership*	(ARM 10.55.603) (ARM 10.55.701) (ARM 10.55.706) (ARM 10.55.714) (ARM 10.55.716) (ARM 10.55.717) (ARM 10.55.718) (ARM 10.55.719) (ARM 10.55.720) (ARM 10.55.721) (ARM 10.55.723) (ARM 10.55.724)	Is the district ensuring all required ARM 10.55 district accreditation policies, procedures, and plans are in effect?	8 point rubric validating assurance checklist - Assurance Rubric D

		(ARM 10.55.801) (ARM 10.55.802) (ARM 10.55.803) (ARM 10.55.804) (ARM 10.55.805) (ARM 10.55.806) (ARM 10.55.905) (ARM 10.55.906) (ARM 10.55.908) (ARM 10.55.910) (ARM 10.55.911) (ARM 10.55.1001) (ARM 10.55.1003)		
School	Assurance - *Leadership*	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	Are staff appropriately licensed and assigned?	4 point rubric measuring data pulled from Infinite Campus and TMT - Assurance Rubric E
School	Assurance - *Leadership*	ARM 10.55.712 ARM 10.55.713	Do all classes meet the requirements for size as outlined in ARM 10.55.712 and ARM 10.55.713?	4 point rubric measuring data pulled from Infinite Campus - Assurance Rubric F
District	Assurance - *Leadership*	ARM 10.55.714	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?	4 point rubric measuring data pulled from Infinite Campus - Assurance Rubric G
District	Assurance - *Leadership*	ARM 10.55.722	Does the local board of trustees have a Family and Community Engagement plan that is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning?	4 point rubric measuring data submitted along with the ISAP - Assurance Rubric H

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School	Assurance - *Academic Requirements* **(High School and Middle School ONLY)**	ARM 10.55.902 ARM 10.55.904	Is the school offering all the required components for middle and high school as outlined in 10.55.902 & 10.55.904?	4 point rubric measuring data pulled from Infinite Campus - Assurance Rubric I
District	Assurance - *Academic Requirements*	ARM 10.55.901 ARM 10.55.902 ARM 10.55.904	How does the district ensure that the education programming recognizes the distinct and unique cultural heritages of American Indians?	4 point rubric measuring data submitted along with the ISAP - Assurance Rubric J
School	Assurance-Academic Programming	ARM 10.55.901 ARM 10.55.902 ARM 10.55.904	Does each school assure and identify how allocated IEFA funding is used to support implementation of IEFA within the basic academic program?	4 point rubric validating assurance checklist. Assurance Rubric K

TOTAL

48 Possible Points for High School
48 Possible Points for Middle School
44 Possible Points for Elementary School

Assurance Rubric Scoring			
	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 ISAP Components

General Provisions - Integrated Strategic Action Plan				
A. Integrated Strategic Action Plan - Process Guiding Question: How has the district developed a detailed ISAP with educational goals using both the Comprehensive Needs Assessment (CNA) and meaningful stakeholder engagement? (ARM 10.55.601)	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐ District has **no** evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals.	☐District has **limited** evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals.	☐ District has **moderate** evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals.	☐ District has **strong** evidence that the CNA and stakeholder engagement were used to develop the ISAP and educational goals.

The following information will be gathered from the submitted ISAP.

Sample Evidence:
Board agendas, schedule of community meetings, surveys, summary of CNA findings and how they contribute to educational goals.

10.55.603 (45) "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.
Definitions:
Limited - Has weak evidence that the CNA process was conducted with stakeholder engagement and did not provide a description of the needs identified for improvement.

Moderate - Has provided moderate evidence that the CNA process was conducted with stakeholder engagement and adequately provided a description of the needs identified for improvement.

Strong - Has provided substantial to strong evidence that the CNA process was conducted with stakeholder engagement and comprehensively provided a thorough and detailed description of the needs identified for improvement.

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General Provisions - Integrated Strategic Action Plan				
B. Integrated Strategic Action Plan - Content Guiding Question: Does the district ISAP include two to three SMART (Specific, Measurable, Achievable, Realistic, and Timely) goals based on the results of the comprehensive needs assessment and embedded within strategic action steps? (ARM 10.55.601)	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐ District does not have two to three SMART goals based on the results of the comprehensive needs assessment and the goals are not embedded within strategic action steps.	☐ n/a	☐ n/a	☐- District has two to three SMART goals based on the results of the comprehensive needs assessment and the goals are embedded within strategic action steps.

The following information will be gathered from the submitted ISAP.

Not Provided:
Has not provided two to three SMART goals based on the comprehensive needs assessment.
Has not explained the instruments or methods that will be used to progress monitor the goals.
Has not identified the strategies/action steps that will be used to support the achievement of the goals.
Has not provided a thorough and comprehensive timeline that addresses the goals.
Has not identified who is responsible to ensure the strategies and action steps are achieved.

Has provided:
Has provided two to three SMART goals based on the comprehensive needs assessment.
Has explained the instruments or methods that will be used to progress monitor the goals.
Has identified the strategies/action steps that will be used to support the achievement of the goals.
Has provided a thorough and comprehensive timeline that addresses the goals.
Has identified who is responsible to ensure the strategies and action steps are achieved.

General Provisions - Integrated Strategic Action Plan				
C. Integrated Strategic Action Plan - Content 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? (ARM 10.55.601)	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐ 1st Year - District has **no** evidence that steps have been taken to develop a Graduate Profile	☐ n/a	☐ n/a	☐1st Year - District is able to provide evidence that steps have been taken to develop a Graduate Profile.

The following information will be gathered from the submitted ISAP.

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

Evaluating Assurance Standards

Standard: School Leadership

School Leadership				
D. District Assurances	**Deficiency (2)**	**Advice(4)**	**Regular with Minor Deviations (6)**	**Regular (8)**
Guiding Question: Is the district ensuring all required ARM 10.55 district accreditation policies, procedures, and plans are in effect? (ARM 10.55.603) (ARM 10.55.701) (ARM 10.55.706) (ARM 10.55.714) (ARM 10.55.716) (ARM 10.55.717) (ARM 10.55.718) (ARM 10.55.719) (ARM 10.55.720) (ARM 10.55.721) (ARM 10.55.723) (ARM 10.55.724) (ARM 10.55.801) (ARM 10.55.802) (ARM 10.55.803) (ARM 10.55.804) (ARM 10.55.805) (ARM 10.55.806) (ARM 10.55.905) (ARM 10.55.906) (ARM 10.55.908) (ARM 10.55.910) (ARM 10.55.911) (ARM 10.55.1001) (ARM 10.55.1003) **Note: This does not replace districts' responsibilities for state and federal laws and regulations.**	☐ 1st Year- District has **not** assured that **all** required ARM 10.55 accreditation policies, procedures, and plans are in effect.	n/a	n/a	☐ 1st Year- District has assured **all** required ARM 10.55 district accreditation policies, procedures, and plans are in effect.
The information will be submitted within the accreditation platform.				

E. Assignment and Licensure of Staff	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: Are staff appropriately licensed and assigned? (ARM 10.55.702) (ARM 10.55.703) (ARM 10.55.704) (ARM 10.55.705) (ARM 10.55.707) (ARM 10.55.708) (ARM 10.55.709) (ARM 10.55.710) (ARM 10.55.716)	☐ School has one or more unlicensed staff. AND/OR ☐ School has ensured everyone is licensed, but more than 25% are not appropriately assigned. AND/OR ☐ School has more than 25% defined staffing ratios that have not been met.	☐ School has ensured everyone is licensed, but 25% or less are not appropriately assigned. AND/OR ☐ School has 25% or less defined staffing ratios that have not been met.	☐ School has ensured everyone is licensed, but 10% or less are not appropriately assigned. AND/OR ☐ School has 10% or less defined staffing ratios that have not been met.	☐ School has staffed licensed educators and assigned them appropriately by endorsement area, and by the defined staffing ratios.

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

F. Teacher Load and Class Size	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: Do all classes meet the requirements for size as outlined in ARM 10.55.712 and ARM 10.55.713? (ARM 10.55.712) (ARM 10.55.713)	☐ School has 5 or more overloads without assigned qualified human resources that comply with all fingerprint and background check requirements.	☐ School has 3-4 overloads without assigned qualified human resources that comply with all fingerprint and background check requirements.	☐ School has 1-2 overloads without assigned qualified human resources that comply with all fingerprint and background check requirements.	☐ School meets all required class sizes.

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

G. Professional Development Schedule	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
Guiding Question: 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)	☐ District does not offer any PIR days dedicated to PD.	☐ District has not met the minimum hours of PD as set forth in 20-1-304 and 20-4-304 MCA.	n/a	☐District has met all requirements, including a minimum of three pupil instruction related days for the PD plan as set forth in 20-1-304 and 20-4-304 MCA.
The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.				

H. Family and Community Engagement	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: Does the local board of trustees have a Family and Community Engagement plan that is aligned to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning? ([10.55.722](#))	☐ District has **no** evidence that the family and community engagement plan in the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.	☐District has **limited** evidence that the family and community engagement plan in the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.	☐ District has **moderate** evidence that the family and community engagement plan in the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.	☐District has **strong** evidence that the family and community engagement plan in the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.

The following information will be gathered from the submitted ISAP.

Evidence

Multiple, varied opportunities to engage.

Distinguish between involvement vs. engagement.

Examples:

- Parent-Teacher Conferences, IEP and 504 meetings, MTSS meetings
- Evidence of meetings/activities: Title I annual meetings/surveys, Back to School Night, Open House, FAFSA nights, Literacy/Math/Academic nights, College/Career days, Voc-Rehab, Cultural activities, meet and greets
  - Agendas, calendars, timelines, sign-in sheets, etc.
  - Responses to questions on ESEA consolidated grant-Family Engagement Activities and Improving Graduation Rates pages
  - Calendar, District website, District/School/Classroom newsletter, District/School Social Media, Handbook

Samples of Notifications in multiple languages (as applicable)

Definitions

Limited - Has evidence of at least 1 family and community engagement opportunities that align to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.

Moderate - Has evidence of at least 2 family and community engagement opportunities that align to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.

Strong - Has evidence of at least 3 family and community engagement opportunities that align to the ISAP, meets the family and community engagement goals, and includes effective practices that promote family and school staff shared responsibility of student learning.

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Standard: Academic Requirements

Academic Requirements				
I. Basic Education Program Offerings *Guiding Question:* 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 (1)**	**Advice (2)**	**Regular with Minor Deviations (3)**	**Regular (4)**
	☐ 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 ☐ School is not meeting the minimum required units in 1 or more program areas as outlined in 10.55.902 & 10.55.904. *Middle School Philosophy does not have unit requirements as outlined in 10.55.902(3)	n/a	n/a	☐ School has offered all the required program areas for high school and/or middle school/ Junior High School/ 7th and 8th grade programs and at the minimum required units as outlined in 10.55.902 & 10.55.904. *Middle School Philosophy does not have unit requirements as outlined in 10.55.902(3)
The following information will be gathered from Infinite Campus by OPI; please do not submit any data for this indicator.				

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J. Indian Education For All	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: How does the district ensure that the education programming recognizes the distinct and unique cultural heritages of American Indians? (ARM 10.55.901) (ARM 10.55.902) (ARM 10.55.904)	☐ District has **no** evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	☐ District has **limited** evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	☐ District has **moderate** evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.	☐District has **strong** evidence that the constitutionally declared policy for Indian Education for All (IEFA) is implemented.

The following information will be gathered from the submitted ISAP.

Definitions:

Limited - Only has policy as evidence

Moderate - systemic curriculum maps and district policy as evidence.

Strong - student work samples or evidence of **student participation** from each school level (elementary, middle, and high school), district policy, and curriculum maps aligned to constitutionally declared policy.

Sample Evidence of Student Participation
The following are examples of evidence that *could* demonstrate student participation in IEFA for **each school level**.
- ☐ Student Lessons
- ☐ Class assignments
- ☐ Classroom tasks
- ☐ Class projects
- ☐ Assessments
- ☐ Writing Prompts
- ☐ Performance Tasks

K. Indian Education For All	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
Guiding Question: Does each school assure and identify how allocated IEFA funding is used to support implementation of IEFA within the basic academic program? (ARM 10.55.901) (ARM 10.55.902) (ARM 10.55.904)	☐ School has **not assured** or identified how funding to support the constitutionally declared policy for Indian Education for All (IEFA) supports the implementation of IEFA within the school's basic academic program.	n/a	n/a	☐School has **assured** and identified how funding to support the constitutionally declared policy for Indian Education for All (IEFA) supports the implementation of IEFA within the school's basic academic program.
The information will be submitted within the accreditation platform.				

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Student Performance				
District or School Level	**Type of Standard**	**ARM**	**Guiding Question**	**Value**
School	Student Learning Outcomes *(Elementary and Middle School ONLY)*	10.55.603	How is the school ensuring all students are learning in Math?	4 point rubric measuring data submitted - Student Performance Rubric A
School	Student Learning Outcomes *(Elementary and Middle School ONLY)*	10.55.603	How is the school ensuring all students are learning in ELA?	4 point rubric measuring data submitted - Student Performance Rubric B
School	College and Career Readiness *(High School ONLY)*	10.55.606(6)	How is the school ensuring that students graduate college and career ready?	4 point rubric measuring data submitted - Student Performance Rubric C
TOTAL				
				4 Possible Points for High School **8 Possible Points for Elementary/Middle School**

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

Evaluating Student Performance Standards

A. Student Learning Outcomes *Guiding Question:* How is the school ensuring all students are learning in Math? *(Middle School and Elementary School)*	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐School has **no** evidence to prove student learning in math.	☐School has provided **limited** evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool does not show an increase in achievement in math..	☐School has provided **moderate** evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool shows an increase in achievement in math.	☐School has provided **strong** evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used improve teaching learning. The data from the tool shows an increase in achievement in math.

The information will be submitted within the accreditation platform.

Definitions:
- Limited - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

- Moderate - Evidence of a valid and reliable measurement but no evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

- Strong - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency with overall group performance.

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

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

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

B. Student Learning Outcomes *Guiding Question:* How is the school ensuring all students are learning in ELA? *(Middle School and Elementary School)*	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐School has **no** evidence to prove student learning in Reading/ELA..	☐School has provided **limited** evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool does not show an increase in achievement in Reading/ELA.	☐School has provided **moderate** evidence of the use of 1 or more valid and reliable measurements for student learning. The data from the tool shows an increase in achievement in Reading/ELA.	☐School has provided **strong** evidence of the use of 1 or more well designed measurements for student learning and evidence that data generated from tool is used to improve teaching and learning. The data from the tool shows an increase in achievement in Reading/ELA.

The information will be submitted within the accreditation platform.

Definitions:

- Limited - Evidence of a valid and reliable measurement tool used but no evidence on how the data generated from the tool is used to improve teaching or learning or that data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

- Moderate - Evidence of a valid and reliable measurement but no evidence on how the measurement tool is used to improve teaching and learning. Data provided demonstrates an increase in student learning progression, growth, or proficiency with overall group performance data.

- Strong - Evidence of a valid and reliable measurement tool used. The data generated from the tool is used to improve teaching and learning and demonstrates an increase in student learning progression, growth, or proficiency with overall group performance.

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

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

C. College and Career Readiness *Guiding Question:* How is the school ensuring that students graduate college and career ready? *(High School)*	Deficiency (1)	Advice (2)	Regular with Minor Deviations (3)	Regular (4)
	☐School has **no** evidence to ensure students are graduating ready for college and/or career opportunities.	☐School has **limited** evidence to ensure students are graduating ready for college and/or career opportunities.	☐School has **moderate** evidence to ensure students are graduating ready for college and/or career opportunities.	☐School has **strong** evidence to ensure students are graduating ready for college and/or career opportunities.

The information will be submitted within the accreditation platform.

Definitions:

Limited - submits at least 1 piece of documentation

Moderate - submits at least 2 pieces of documentation

Strong - submits 3 or more pieces of documentation

Sample Evidence

The following are examples of evidence that *could* demonstrate implementation of this Indicator. A school may have other evidence that is not listed here.

- Documentation on the college-ready benchmark on ACT composite according to the Montana University System
- Documentation of CTE concentrators
- Documentation of completion (with a passing grade) of a dual enrollment course, AP or IB
- Documentation of military ready indicator
- Work based learning documentation of successful completion