
2023-2024 School Year Accreditation Process Aligned to [ARM 10.55.601\(2\)](#):

(1) The Board of Public Education adopts standards of accreditation upon the recommendation of the Superintendent of Public Instruction.

(2) The Board of Public Education and the Superintendent of Public Instruction establish procedures and schedules for reviewing the accreditation status of each school.

Which schools will be accredited in the school year 2023-2024?

- **All** schools will receive an accreditation status in the 2023-24 school year based on the new rules.
- The Cycle of Accreditation will be established from a two-to-five-year cycle based on each district's unique factors starting in the 2024-2025 school year. This allows each district's specific circumstances to determine the cycle of accreditation.

What process will be used to accredit schools for the school year 2023-2024?

1. The **categories of accreditation** of a school shall be determined by using two sets of standards: **assurance** and **student performance** standards.
 - **Assurance Standards:** The assurance standards are the inputs, which include School Leadership, Educational Opportunity, Academic Requirements, and Program Areas. To determine the assurance standards levels a 4-point rubric will be utilized. The scores for the rubrics will be totaled for an overall score for assurance standards. Included in the total for assurance standards will be two scores for the Integrated Strategic Action Plan.
 - a. Data from the annual data collected through the Achievement in Montana (AIM) system and the Teach Montana (TMT) system will be evaluated to determine the score on specific rubrics.
 - b. The following **assurance standards will be embedded within the ISAP**, where districts will provide evidence to be assessed using a 4-point rubric:
 - i. Family and Community Engagement (10.55.722)
 - ii. Professional Development (10.55.714)
 - iii. Academic Programming (10.55.901, 10.55.902, and 10.55.904) including how the education program enables students to recognize the district and unique cultural heritages of American Indians).
 - **Student Performance Standards:**
 - a. Elementary and K-8 schools will submit evidence for student learning outcomes in Math and ELA.
 - i. Shifting our systems of measurement to focus on assessing student learning progression, proficiency, and growth (10.55.603).

- ii. Allows districts an opportunity to demonstrate the learning that is taking place and reflects what students can do, and how much they are progressing and growing in their learning.
- b. High Schools will submit evidence for postsecondary (college and career readiness) outcomes.
 - i. Encourages a system that is designed to provide more opportunities for learning, improve student outcomes, and align to the outcomes outlined in the district graduate profile.

2. Integrated Strategic Action Plan (ISAP): To ensure a learner-centered system and establish a plan for continuous education improvement, the school district will develop an integrated strategic action plan and make the plan publicly available at the end of **March 2024**.

- To align with local context and needs, the district-integrated strategic action plan will be developed every three years based on a **comprehensive needs assessment** with **meaningful stakeholder input** and feedback. The plan must clarify 2-3 action steps that will be taken to achieve the **district graduate profile** and reflect a continuous improvement process. (ARM 10.55.601)
- **Graduate Profile:** Centering on student experiences through the creation of a graduate profile. Graduate Profile is defined in ARM 10.55.602 (22) as a learner-centered model(s) based on a shared vision of learner attributes that students should have when they graduate. The Graduate profile expands beyond minimum standards to the hopes, dreams, and aspirations that a community has for its students.
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 - ii. Professional Development (10.55.714)
 - iii. Academic Programming (10.55.901, 10.55.902, and 10.55.904) including how the education program enables students to recognize the district and unique cultural heritages of American Indians).

Year 1 “Coach and Guide” Checklist

- September 1- November 1: Annual Data Collection Window
 - No longer in TEAMS—utilize [AIM](#) (Infinite Campus)
 - [Updates Presentation](#)
 - Contact: [Nicole Thuotte](#)
- September 28- 29: Professional Development Opportunity
 - [Registration Link](#)
- October 2: Criterion Reference Guide to Districts
 - Guidance for the Accreditation Process for Year 1 will be available to the public
- October 18- 20: Professional Development Opportunity
 - MCEL, Billings
- November 1: Comprehensive Needs Assessment (CNA) Available
- November 13: Professional Development Opportunity
 - Helena/Hybrid
- January 2024 (*tentative*): New Accreditation Tool Available
- January 25-26: Professional Development Opportunity
 - Great Falls/Hybrid
- February 20-22: Work Sessions
 - Virtual
- March 1: Work Session
 - Helena
- March 5-7: Work Sessions
 - Virtual
- March 29 (*tentative date*): Accreditation Plan due to the OPI
 - Due at the end of March; date to still be approved.

Year 1 Tasks to Accomplish

- Enter AIM Data by November 1.
- Complete a CNA with a Gap Analysis utilizing stakeholder engagement

- Set 2-3 Action Steps that will be taken from the CNA/Gap Analysis aligned to the Graduate Profile
- Develop a stakeholder team for the Graduate Profile
- Hold several meetings with the stakeholder team for the Graduate Profile to begin the development process
- Provide documentation on what was accomplished in Year 1 for the Graduate Profile for the Accreditation Plan due in March ([10.55.601](#))
- Establish a Professional Development Plan ([10.55.714](#))
- Establish a Family and Community Engagement Plan that aligns with the ISAP ([10.55.722](#))
- Establish Academic Programming Plan (10.55.901, 10.55.902, and 10.55.904) including how the education program enables students to recognize the district and unique cultural heritages of American Indians.