AdvancED™

**Examples of Evidence
for School Systems**

Introduction

This Examples of Evidence resource is designed to provide a starting point for system personnel as they consider the evidence that demonstrates the system's adherence to the AdvancED Standards for Quality School Systems. This document provides examples of practices and artifacts that the system might consider using to support their self-ratings of the AdvancED Standards and Indicators as submitted in the Self Assessment document.

The examples of evidence in this resource helps the system engage in a discussion about how it knows it is adhering to the Standards. The examples should not be used as a checklist or perceived as a requirement, nor should they be interpreted as a data collection exercise. This document is a tool to help the system engage in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the system.

The examples in the document aid the system in asking and answering the following questions: "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

AdvancED External Review teams are more interested in evidence of the system's demonstration – active living of – the Standards, rather than a collection of static documents. When thinking about evidence, systems should consider how the Standards are demonstrated in the daily operation/functions of the system. The examples within are intended to begin, but should not limit discussion, as there is a rich array of evidence beyond the examples provided in this document that systems can use to demonstrate how they meet the Standards.

Systems should make use of existing data, and not spend time preparing special folders or notebooks of evidence for the team. Evidence in support of the Standards should be accessible should the team request specific evidence (for example, easily downloaded off the system's website or pulled from system files), but does not need to be compiled separately for the purpose of the review. The aim is to reduce unnecessary time spent in data collection and increase time for meaningful discussion, observation, and interaction around the system's demonstration of the Standards in practice.

Standard 1: Purpose and Direction
Examples of Evidence

<u>**Practices**</u>
- Involvement by staff and community members in formation and/or processing of the purpose, direction and goals
- Indication by staff and community members that they are familiar with the purpose, direction and goals
- Wide distribution of the purpose and direction throughout the system
- Leadership actions that develop commitment to the purpose and direction, and indications that stakeholders enthusiastically embrace the purpose and direction of the school system
- Linkage established in system services and activities to the stated purpose, direction and goals
- Current and trend data relating to student achievement and engagement, student characteristics, and relevant system information are available to stakeholders
- Staff familiarity with appropriate data regarding student achievement and engagement, student characteristics, and relevant system information
- Stakeholder reports of how the allocation of resources within the system reflect the stated purpose, direction and goals
- Knowledge by stakeholders of discussion regarding purpose, direction and goals
- Perception among stakeholders regarding the contemporary nature of the purpose, direction and goals
- Perceptions among the stakeholders regarding the extent to which the articulated purpose, direction and goals characterize the operation of the system
- A variety of methods in which the system communicates with stakeholders
- The use of focus groups to process issues
- A formal process for stakeholders to present a grievance
- The inclusion of dialog with stakeholders in the communications process
- Evidence that the system responds to stakeholder input
- The range of engagement by stakeholders in the work of the system
- Individuals and groups representative of the service area that participate in the work of the system
- Awareness among stakeholders of the opportunities for engagement in the work of the system
- A wide variety of forums at which expectations for students and for school improvement are presented
- Stakeholder knowledge of expectations regarding student learning and of system improvement initiatives
- Examples of "two-way" communication between stakeholders and the system

<u>**Artifacts**</u>
- Vision and/or purpose statement
- List of beliefs and/or core values
- Information system

- Surveys/evaluation instruments and results
- Annual and long-range goals
- Stakeholder perception data
- Minutes of meetings of leadership and/or stakeholder groups
- Written policies/procedures of stakeholder involvement in development of purpose, direction and goals
- System profile
- Newsletters containing information about purpose, direction and goals
- Minutes of stakeholder groups regarding analysis and use of data
- Stakeholder group surveys / analysis of perceptions
- Agendas/minutes of stakeholder meetings
- Stakeholder membership on decision-making committees
- Stakeholder participation in services provided by the system
- Schedules of stakeholder meetings
- Reports to the stakeholders about the system and its schools
- Presentations to stakeholder groups
- Media reports on the system
- Communication plan
- System web site
- Newsletters
- Letters
- Emails
- Automated phone message

Standard 2: Governance and Leadership
Examples of Evidence

<u>**Practices**</u>
- Understanding among stakeholders of the specific and general policies and procedures established within the system
- Indications of compliance with local, state, and federal laws
- A variety of ways of reporting on student learning and system effectiveness
- An evaluation of organizational effectiveness
- Affirmation from stakeholders that leadership support for innovation and equity is taking place
- Professional development activities that reflect support for innovation and equity
- Student placement that provides for appropriate inclusion of students with special needs
- The degree of engagement by stakeholders in providing for services that impact student learning
- Access to learning opportunities that is equitable for all students
- Meaningful leadership roles assigned throughout the system
- Accomplishments of subordinate leaders within the system
- Mentoring of new staff
- Engagement and recognition of student leadership in various ways throughout the system
- Understanding among the stakeholders of the decision-making procedures within the system
- Leadership opportunities provided by stakeholder groups that impact system operations
- Avenues for two-way communication for stakeholders
- Connection between the staff evaluation system and professional growth of staff

<u>**Artifacts**</u>
- System policy manual
- Personnel handbook
- Information technology system
- Surveys/evaluation instruments on system effectiveness
- Stakeholder perception data
- Professional development program
- Personnel evaluation system
- Organizational chart
- Calendar of stakeholder meetings
- Agendas/minutes of stakeholder meetings regarding student learning and system effectiveness
- Budget allocation documents
- Program and/or project descriptions

Standard 3: Teaching and Assessing for Learning
Examples of Evidence

Practices

- Student engagement in the classroom and classroom strategies that encourage active involvement of students in their own learning
- Staff research and use of data on the effectiveness of improvement strategies
- Ability of the staff to support selected instructional strategies and services that impact teaching and assessing for learning
- Willingness of the system leadership to support the investigation of strategies for improved services to impact teaching and assessing for learning
- The degree to which all staff are included in strategies for improvement
- Support of differentiated instruction provided to students with specific needs
- Various means employed to protect student learning time
- Efforts within and among the schools in the system to articulate learning both horizontally and vertically
- Ways in which the system supports students who have not met expectations
- A variety of services provided that impact teaching and learning
- Indication that system climate is important and is used to help guide system decisions
- Promotion of instructional activities that include support and interaction with information and media services

Artifacts

- Guides to services
- Agendas/minutes of department meetings
- Agendas/minutes of services provided to its schools
- Practices based on research
- Program and/or project descriptions
- Evaluation criteria for innovation
- Stakeholder perception data
- Student achievement results within the system

Standard 4: Resources and Support Systems
Examples of Evidence

Practices

- Trends in staff recruitment and resignation
- Level of staff preparation in specific area of assignment
- Level of pedagogical preparation for assigned responsibilities
- Engagement of new and veteran staff in mentoring programs
- Experiential background of staff relative to assigned responsibilities
- Evaluation of staff that includes focus on best practice
- The extent to which staff are involved in personal plans of professional development
- The engagement of all system employees in appropriate professional growth
- A variety of ways in which staff are evaluated in their areas of responsibility
- Alignment of resource allocation to services provided and system improvement plan requirements
- Degree of satisfaction among stakeholders regarding resource allocation for services and programs
- Indication that staff are knowledgeable that policies and procedures (audits) are in place to safeguard financial transactions from fraudulent practices
- Indications in perception data of concern for a safe and orderly environment
- Indication that facilities are regularly inspected and maintained
- Plans for continual updating of facilities
- Budget allocation for maintenance and facility development
- Regular updates to evacuation and crisis management plans
- Degree of consultative assistance available to schools in the system

Artifacts

- Documentation of position requirements
- Description of staff induction and professional development expectations
- Professional development plan and/or opportunities
- Data regarding staff retention and recruitment
- Written process describing how facilities are regularly inspected and maintained and data demonstrating the quality of these processes
- Agendas/minutes of staff meetings
- Evaluation system for new and continuing staff
- Annual budget
- Long range facility plans
- Facility maintenance history
- *Financial audits*
- Stakeholder perceptions
- Crisis management plan
- Building evacuation plan
- Violations and/or citations from state agencies

Standard 5: Using Results for Continuous Improvement

Examples of Evidence

Practices

- The degree to which staff has analyzed results in the context of services provided and improvement plan interventions and strategies
- A broad range of involvement by stakeholder groups in the design, management, and implementation of the system's improvement plan
- Alignment of the system's improvement goals with needs identified in the profile and supported by data analysis
- Professional development activities that are aligned with the system's improvement plan
- Indication that individual professional staff development plans are related to the goals of the system's improvement plan
- Reports from staff regarding the impact of professional development activities upon their ability to implement the system's improvement strategies
- Reported/observed changes in staff behaviors as a result of professional development activities delivered in support of the system's improvement plan
- A variety of baseline and interval data to describe progress toward the goals
- The extent to which the improvement agenda has been widely discussed among stakeholders
- A variety of communication techniques used to inform stakeholders regarding the system's improvement efforts and successes
- A continuous review process to ensure ongoing monitoring and adjustment of the improvement plan
- A rigorous data analysis process to evaluate the degree of success in goal attainment
- Success demonstrated in reaching goals of the system's improvement plan
- Evaluation of student learning and organizational effectiveness using a variety of assessments.
- The degree to which the system has a system-wide focus on assessment and ongoing analysis and use of data
- Efforts by the system to determine gaps between achievement goals and improvement expectations
- A variety of ways to provide training on data analysis for individuals and groups of staff
- Reports by staff about how data analysis, including analysis of assessment results, has been used to assist them in improving services to stakeholders or has altered services within the system
- A system-wide process of ongoing data analysis and use of data to improve services and organizational effectiveness
- Disaggregation of assessment data to reflect relevant groups in the system
- A variety of ways that assessment data are communicated throughout the system
- A variety of assessments that are directed both toward student achievement and organizational effectiveness
- The inclusion of data analysis topics in the agenda of professional development activities
- A comparative analysis of assessment data among similar systems
- The collection and analysis of multi-year trend data regarding student achievement and system effectiveness

Artifacts

- Description of the system's improvement process
- System profile information
- System's improvement plan that focuses on student learning and organizational effectiveness
- A plan that includes components that provide specific goals, a set of appropriate assessments, a set of interventions expected to cause growth to occur, and a plan for ensuring that the staff have the skills to implement the plan
- Student performance and achievement data in the system
- Agendas/minutes of meetings regarding improvement activities and results
- Professional development plans
- Evaluation data on impact of interventions
- Communications to stakeholders regarding improvement activities and results
- Description of staff induction and professional development expectations
- Professional development plan and/or opportunities
- Data regarding staff retention and recruitment
- Written process describing how facilities are regularly inspected and maintained and data demonstrating the quality of these processes
- Agendas/minutes of staff meetings
- Evaluation system for new and continuing staff
- Annual budget
- Long range facility plans
- Facility maintenance history
- Financial audits
- Stakeholder perceptions
- Crisis management plan
- Building evacuation plan
- Violations and/or citations from state agencies